



14 Common Elements of Universal Design for Learning (UDL) in the College Classroom

One way to consider the extent to which you have adopted the principles of UDL is to examine whether specific elements of UDL have been incorporated into your courses. It is important to remember that these elements must be considered within the context of your specific subject area and are not intended to alter or reduce your academic expectations. As well, they are not intended as a rigid checklist or prescription for instruction but rather serve as a framework for planning and delivering instruction.

GENERAL

1. A statement or information is contained in my course syllabus that specifies campus-based student support services, including disability support services.
2. I provide a comprehensive syllabus that clearly specifies all course requirements, course expectations and due dates.
3. I offer multiple forms of contact information so students have varied ways to contact me with questions or concerns.

REPRESENTATION

4. I utilize multiple methods of expressing general course content utilizing different modes (visual, graphic, verbal, auditory, etc.) so students have varied ways to access the course content.
5. I provide multiple ways of clearly identifying and explaining essential course concepts (lecture with guided notes, etc.).
6. I ensure accessibility in all course content and materials (accessible websites, captioned videos, e-textbooks, etc.).
7. I provide examples and/or illustrations of all major course assignments or activities.

ENGAGEMENT

8. I offer varied instructional methods to involve students in the learning process throughout the semester (lecture, small group work, online assignments, class discussion, etc.).
9. I encourage natural support systems (study buddy, partner work, study groups, etc.) in and outside of class.
10. I provide alternatives for students on how they can participate or complete all major course assignments or activities.

EXPRESSION

11. I offer clear and specific feedback on assignments and encourage re-submission of assignments as appropriate.
12. I allow students to demonstrate their knowledge of subject matter through a variety of means (oral presentation, written report etc.).
13. I encourage the use of assistive, adaptive or other technologies to ensure that students can accurately express what they know.
14. I provide clear guidelines and/or evaluation rubrics for all major course assignments or activities.