Universal Design for Learning (UDL) provides useful guidelines for developing curricula, selecting materials and creating learning environments that consider the wide variability of learners in higher education environments.

UDL is a set of principles that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. It is not meant to be a one-size-fits-all solution but rather provide flexible approaches that can be customized and adjusted for individual needs.

UDL is not a prescriptive checklist or formula with set methods and tools to be applied in every situation. It is meant to provide flexibility and allows for adjustments as needed.

UDL can help reshape teaching and learning by guiding the design of an entirely new system with flexibility at its core.

Institutions are required to provide accessible materials and technology to students but UDL does more than that by decreasing the need for individual accommodations to have to be implemented because these options are already built into the course. In other words, Courses that are created with Universal Design for Learning (UDL) Principles are both accessible and usable for a broad audience and, therefore, minimize the need for accommodations.

Please take your time to listen to our UDL training and visit the resources available for more information. If you have questions on implementing the UDL framework into your class, you may contact the Disability Resource Center at anytime as we can help guide you through this process.

Ways to implement UDL:

* Create multiple ways for students to access course materials (printed, online, audio, etc.)
* Vary the way students participate in class and showcase their knowledge (variations of assignments, exams, presentations, video recordings, etc.)

Online class suggestions:

* All videos including supplemental material and lectures should be captioned. Transcripts of the video can also be provided.
* All reading and other course materials need to be accessible in multiple formats.
* Demonstration of knowledge should come from a variety of assignments such as quizzes/exams, papers, projects, discussion boards, etc.
* Within assessments, specifically writing an essay, allow students the opportunity to choose from different essay questions or they can choose whether to write a classic essay, create a short play, or create a video response.
* Web Content Accessibility Guidelines (WCAG 2.1)

In-person class suggestions:

* Implement all the suggestions noted for online classes
* Provide a complete syllabus with deadlines and test dates the first day of class. Inform the students of any changes to the syllabus information both verbally and in writing
* Read all written instructions out loud and repeat instructions and deadlines more than once throughout the term
* Provide printed materials ahead of time
* Give students choices on how to present the material
* Allow students the opportunity to work individually and collaboratively throughout the semester
* Create environments, physically and conceptually, that are welcoming, accessible, and conducive to the needs of a variety of learning styles

**The Universal Design for Learning Guidelines**

**Provide multiple means of**

**Engagement**

Affective Networks

The “WHY” of Learning

**Provide multiple means of**

**Representation**

Recognition Networks

The “WHAT” of Learning

Provide options for

**Recruiting Interest** (7)

**Access**

Optimize individual choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Minimize threats and distractions (7.3)

Provide options for

**Sustaining Effort & Persistence** (8)

Heighten salience of goals and objectives (8.1)

**Build**

Vary demands and resources to optimize challenge (8.2) Foster collaboration and community (8.3)

Increase mastery-oriented feedback (8.4)

Provide options for

**Self-Regulation** (9)

**Internalize**

Promote expectations and beliefs that optimize motivation (9.1)

Facilitate personal coping skills and strategies (9.2) Develop self-assessment and reflection (9.3)

Provide options for

**Perception** (1)

Offer ways of customizing the display of information (1.1)

Offer alternatives for auditory information (1.2) Offer alternatives for visual information (1.3)

Provide options for

**Language & Symbols** (2)

Clarify vocabulary and symbols (2.1)

Clarify syntax and structure (2.2)

Support decoding of text, mathematical notation, and symbols (2.3)

Promote understanding across languages (2.4) Illustrate through multiple media (2.5)

Provide options for

**Comprehension** (3)

Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, and relationships (3.2)

Guide information processing and visualization (3.3) Maximize transfer and generalization (3.4)

Provide options for

**Physical Action** (4)

Vary the methods for response and navigation (4.1)

Optimize access to tools and assistive technologies (4.2)

Provide options for

**Expression & Communication** (5)

Use multiple media for communication (5.1)

Use multiple tools for construction and composition (5.2) Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for

**Executive Functions** (6)

Guide appropriate goal setting (6.1)

Support planning and strategy development (6.2) Facilitate managing information and resources (6.3) Enhance capacity for monitoring progress (6.4)

**Strategic & Goal-Directed**

**Resourceful & Knowledgeable**

**Expert learners** who are...

**Purposeful & Motivated**

**Provide multiple means of**

**Action & Expression**

Strategic Networks

The “HOW” of Learning

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**Goal**

More on CAST’s UDL Guidelines; [Universal Design for Learning Guidelines](http://udlguidelines.cast.org/?utm_medium=web&amp;utm_campagin=none&amp;utm_source=cast-home)



**RESOURCES**

1. **CAST:** <http://www.cast.org/our-work/about-udl.html#.XSj9SehKg2w>
2. **UDL ON CAMPUS:** <http://udloncampus.cast.org/home>
3. **DO-IT:** <https://www.washington.edu/doit/>