

Universal Design for Learning (UDL) Checklist for Faculty:
A Supplemental Resource for Inclusive Classrooms

I. Provide Multiple Means of Engagement (The 'Why' of Learning)

- ☐ Clearly outline course goals, expectations, and relevance to real-life applications.
- ☐ Offer varied ways for students to participate (e.g., in-class, online forums, group work).
- ☐ Allow students to choose from assignment options where appropriate.
- ☐ Build a respectful, inclusive classroom culture that encourages risk-taking and inquiry.
- ☐ Provide regular and timely feedback to encourage persistence and motivation.
- ☐ Normalize help-seeking behaviors by encouraging office hours and support resources.

II. Provide Multiple Means of Representation (The 'What' of Learning)

- ☐ Use accessible materials (e.g., tagged PDFs, captioned videos, screen-reader compatible content).
- ☐ Supplement lectures with visuals, outlines, glossaries and transcripts.
- ☐ Ensure LMS (e.g., Canvas, Blackboard) content is structured and easy to navigate.
- ☐ Clarify difficult concepts using analogies, examples, or interactive models.
- ☐ Provide materials in multiple formats (e.g., slides, audio, written notes).

III. Provide Multiple Means of Action and Expression (The 'How' of Learning)

- ☐ Allow students to demonstrate knowledge in different formats (e.g., papers, videos, presentations, portfolios, etc.).
- ☐ Scaffold complex tasks with models, rubrics and checklists.
- ☐ Offer flexible deadlines or extensions when reasonable and justified.
- ☐ Use low-stakes assessments to build skills before high-stakes evaluations.
- ☐ Ensure that testing accommodations are implemented and respected.

Accessibility and Course Logistics

- ☐ Include an inclusive syllabus statement welcoming students with accommodations.
- ☐ Provide syllabus and materials at least 2 weeks before the semester begins, if possible.
- ☐ Use high-contrast colors and readable fonts in all visual materials.
- ☐ Ensure that hyperlinks, buttons, and navigation elements in online content are keyboard accessible.
- ☐ Avoid conveying information solely through color, images or audio.

Community and Belonging

- ☐ Learn and use students' preferred names and pronouns.
- ☐ Establish class norms for respectful discussions and participation.
- ☐ Acknowledge diverse perspectives and lived experiences in course content.
- ☐ Offer anonymous feedback opportunities (midterm or ongoing) to adjust course delivery.
- ☐ Collaborate with campus disability services, DEI offices, and learning centers for support and referrals.

Optional Tools & Resources

- ☐ Captioning tools
- ☐ Text-to-speech/speech-to-text programs
- ☐ Course mapping tools to align outcomes, materials, and assessments
- ☐ Accessibility checkers (e.g., Microsoft Word, Adobe Acrobat, LMS-integrated tools)