# Universal Design for Learning
## Self-Evaluation Rubric

**Section:** Syllabus

| Component | Traditional Course | Enhanced Course | Exceptional Course | Resources | Self-Reflection |
|---|---|---|---|---|---|
| *Inclusivity Statement* | There is no inclusivity statement in the syllabus, nor verbal statement on the first day of class. | There is a general inclusivity statement included in the syllabus. | There is an inclusivity statement that mentions resources available to students that may be facing barriers. A verbal statement is made on the first day of class. | [Example statement](#) | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Format (file)* | The syllabus is provided as a PDF electronic copy. No special attention is paid to digital accessibility guidelines. | A Word document version is made available to students. | A Word document version is made available to students, utilizing built-in software to ensure accessibility. Alternatively, a "tagged" PDF version is made available. | [Digital Accessibility Guidelines](#) | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Format (text)* | The syllabus contains headings with large blocks of text in paragraph form. | The syllabus relies on dense blocks of text but also incorporates more accessible elements such as tables. | The syllabus avoids the use of dense blocks of text as much as possible and uses visual ways of organizing information such as tables and charts. | [Document Design](#) | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

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| *Textbook* | A paperback version of the textbook is required and/or recommended. | An e-book version of the text is available. | An *accessible* e-book version of the text is available. | [Accessible textbook database](#) | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Organization* | A brief paragraph describes what students will learn in the course. | The course is organized into modules, units, or sections. | The course is organized into modules, units, or sections. Approximate dates are noted. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

## Section: Content Delivery

| Component | Traditional Course | Enhanced Course | Exceptional Course | Resources | Self-Reflection |
|---|---|---|---|---|---|
| *Lecture Recording (when applicable)* | Lecture recordings are not provided, but students can record with permission. | Lecture recordings are automatically provided online for students with permission to learn remotely. | Lecture recordings are provided to all students. | [Lecture recording research](#) | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

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| *Notes and Lecture Files* | Lecture slides are not provided, or are provided after the lecture. | Digital lecture slides are provided before the lecture. | Digital lecture slides are provided before the lecture. A notes summary including a bulleted list of major points is provided after the lecture. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Content Accessibility (processing methods)* | Course content is provided in one learning avenue (textual, visual, auditory). For example, a professor relies on auditory lectures. | Course content is provided in two learning avenues (textual, visual, auditory). For example, a professor relies on auditory lectures but also provides slides with text and access to a textbook. | Course content is provided in three learning avenues (textual, visual, auditory). For example, a professor relies on auditory lectures while providing slides with text, a textbook, and makes use of flow-charts, images, and graphs. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Presentation format (text)* | Course content is presented in large blocks of text. Key points are mentioned. | Content is pared down to bulleted points, to minimize large blocks of text. | Presentations and course materials minimize large blocks of text, utilize standardized headings, make use of visual organization strategies, and include pictures and/or animations in tandem with text | Making Accessible Presentations | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

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| Generalization | Students are expected to generalize knowledge to a wide variety of applications on their own. | Students are given examples of when a specific piece of knowledge can be applied or generalized. | Students are walked through how to apply knowledge, and can then work independently to apply/generalize. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| --- | --- | --- | --- | --- | --- |
| Auditory input | The professor attempts to speak loudly and project their voice when speaking in front of a large group. | The professor attempts to speak loudly and project, and periodically checks in to see if folks in the back of the room can still hear. | The professor uses a microphone. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

## Section: Assessment

| Component | Traditional Course | Enhanced Course | Exceptional Course | Resources | Self-Reflection |
| --- | --- | --- | --- | --- | --- |
| Assessment Timing | Students are given timed assessments based on the amount of time an average student should take. Students who need extra time can receive that accommodation independently. | Assessments are timed, but extra time is built in to allow for varying processing speeds to be successful. | Assessments can be taken at any time within a specific, ample window. The concept of a timed exam is eliminated. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

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| *Assessment Pressure* | Assessments are "high-stakes" (1-3 exams are offered and make up nearly the entirety of students' grades) | Few assessments are offered throughout the semester, but there are other (graded) opportunities to express understanding of content. | Content is broken up into smaller "modules" which are each assessed. Content builds upon itself as the semester continues. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |
| *Assessment Choice* | Students are all assessed via the same method that is consistent throughout the semester (eg: students are only assessed through exams) | Students are assessed through a variety of different methods including exams, papers, presentations, etc. | Students are given choices on how they best express their learning and can choose from a variety of assessments. | | **Current status:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional<br><br>**Future goal:**<br>☐ Traditional<br>☐ Enhanced<br>☐ Exceptional |

## Additional Resources:

Universal Design on Campus: Assessments

Top 10 Tips for Assessments

Universal Design on Campus: Planning a Syllabus