Universal Design for Learning in Postsecondary Education

October 22, 2015
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CAST & UDL

**CAST** is an education research and development nonprofit organization

**Universal Design for Learning (UDL)** is a framework for curriculum development that gives all individuals equal opportunities to learn
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
1: Provide options for perception
1.1 Offer ways of customizing the display of information
1.2 Offer alternatives for auditory information
1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols
2.1 Clarify vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Support decoding of text, mathematical notation, and symbols
2.4 Promote understanding across languages
2.5 Illustrate through multiple media

3: Provide options for comprehension
3.1 Activate or supply background knowledge
3.2 Highlight patterns, critical features, big ideas, and relationships
3.3 Guide information processing, visualization, and manipulation
3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
4: Provide options for physical action
4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication
5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition

6: Provide options for executive functions
6.1 Guide appropriate goal-setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement
7: Provide options for recruiting interest
7.1 Optimize individual choice and autonomy
7.2 Optimize relevance, value, and authenticity
7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence
8.1 Heighten salience of goals and objectives
8.2 Vary demands and resources to optimize challenge
8.3 Foster collaboration and community
8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation
9.1 Promote expectations and beliefs that optimize motivation
9.2 Facilitate personal coping skills and strategies
9.3 Develop self-assessment and reflection
9.4 Enhance capacity for monitoring progress

Accessibility
Making information meaningful

Independent, self-directed learner

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners

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Where Do I Begin?
CAST’s new website on UDL in higher education is [UDL On Campus.cast.org](http://UDL On Campus.cast.org).

Resources on:
- Getting Started
- Media & Materials
- Course Design
- Accessibility & Policy

Funded by the Bill & Melinda Gates Foundation
TAACCCT Grant Program

• $2 billion investment from the Department of Labor to develop curriculum aligned to high-demand jobs.
• TA to 800 community and technical colleges – co-developed online, blended courses with 3 major consortia of community colleges
• Open Educational Resources for sharing--and UDL to ensure accessibility to students with disabilities
UDL in Higher Ed

- About UDL
- Getting Started
- UDL Examples
- UDL Initiatives
Course Design

- Learning Goals
- UDL & Assessments
- Executive Functioning in Online Courses
- Working with Industry Partners
Media & Materials

- Video
- Audio
- Image
- Text
- Creating Accessible OERs
- Web Conferencing
Accessibility & Policy

Legal Obligations Under Section 504 and the ADA

Overview of Disability Civil Rights Laws

Two disability-related civil rights laws govern the obligations of postsecondary institutions with respect to the accessibility of digital learning materials and online courses—Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). Section 504 prohibits discrimination on the basis of disability in all postsecondary institutions that receive federal funding, including schools that accept federal financial aid. Title II of the ADA applies to all public colleges and universities, regardless of whether they receive federal funding. Title III of the ADA applies to private colleges and universities.

Disability-Related Civil Rights Laws

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<tr>
<th>Section 504</th>
<th>Title II of the ADA</th>
<th>Title III of the ADA</th>
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<td>Prohibits discrimination on the basis of disability in programs and activities that receive federal funding.</td>
<td>Prohibits discrimination on the basis of disability in all public entities, including public colleges and universities, regardless of whether they receive federal funding.</td>
<td>Prohibits discrimination on the basis of disability in places of public accommodation, including private postsecondary institutions.</td>
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<tr>
<td>29 U.S.C § 794(a)</td>
<td>42 U.S.C. § 12132</td>
<td>42 U.S.C. 504 12181(7)(l), 12182(a)</td>
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Protected Students

• Legal Obligations
• Voluntary Product Accessibility Template (VPAT)
• Accessibility & OERs
Areas of Interest for Collaboration

Broadening participation for students in ATE

Examining role/impact of greater flexibility in assessments: performance and competency-based assessments

Building capacity to implement UDL at campus level vs. individual level

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