

UDL Standard for Mohawk College

Introduction

Universal Design for Learning (UDL) is a curriculum design, development and delivery framework used to create inclusive and accessible learning environments. UDL Guidelines are based on three primary brain networks: Affective, Recognition, and Strategic. Each network is identified by a principle to provide multiple means of engagement, representation, and action and expression. To guide design, development and delivery, options are outlined for consideration under each principle as indicated in the diagram below.

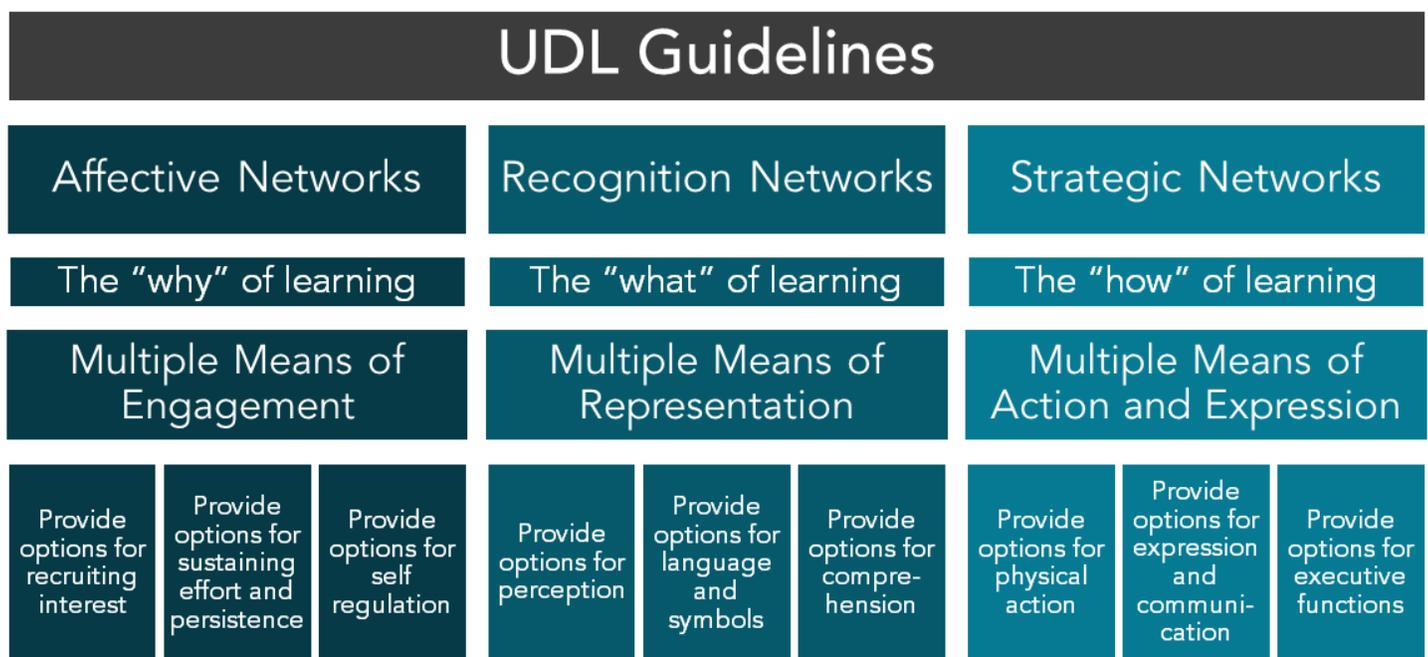


Figure 1 – UDL Guidelines

[Mohawk College's Program Quality Policy](#) outlines the College's commitment to program delivery integrating innovation, best practices, and alternative approaches to teaching and learning to enhance accessibility, student success and satisfaction. UDL is a best practice approach to curriculum design, development and delivery, and its implementation meets each of

these quality elements.

UDL is not prescriptive, but rather encourages the consideration of options that remove learning barriers and promote inclusion. The development of a *UDL Standard* for Mohawk College supports:

- Advancing Mohawk College's commitment to accessibility and inclusion.
- Meeting, or exceeding, the Accessibility for Ontarians with Disabilities Act (AODA) educational standards.
- Facilitating a culture shift in design, development, and delivery of education by implementing UDL in services, teaching and learning.

UDL Standard

The *UDL Standard* for Mohawk College includes UDL elements that are:

- Based on faculty and student input gathered during the *Universal design for learning for technology-enabled post-secondary courses at Mohawk College* research study.
- Tied to the UDL guidelines and principles developed by the Centre for Applied Special Technology ([CAST](#)).
- Supported by Mohawk College's learning management system (LMS), eLearn.
- Supported by Mohawk College's Academic Operations, Program Quality and Centre for Teaching & Learning, as well as Accessible Learning Services.

The application of UDL within a program or course is dependent on a variety of factors including core competencies, learning outcomes, course content, delivery method(s), class demographic and capabilities of the LMS. Broadly, the *UDL Standard* recommends that:

- UDL guidelines are considered when designing or revising new programs and/or courses at Mohawk College.
- UDL elements are integrated into Mohawk College programs and courses.
- All employees consider UDL implementation as a means to meet the AODA standards for the educational accessibility requirements, as well as reduce the need for individualized, disability-related accommodations.
- Mohawk College provide support for UDL implementation.

Specifically, the *UDL Standard* asks those designing, developing and delivering curriculum to consider the following UDL elements and options identified below.

UDL Considerations for Course Design:

- Designing course resources that are concise and explicit, and ensuring course expectations include:
 - Learning outcomes and learning goals
 - Learning plan with clear due dates
 - Course navigation instructions
 - Assignment outlines/instructions
- Creating online learning environments that have clear layouts and include access to course content from multiple areas in the course.
- Including varied assessment methods, that include a variety of options for learners to demonstrate their knowledge.

UDL Considerations for Course Development:

- Producing course content that:
 - Is provided in multiple ways
 - Is concise, explicit and accessible
 - Explains terms, symbols and/or acronyms
 - Engages students' prior knowledge
 - Embeds links to learning materials throughout the course content to create easy access to information
 - Allows the completion of, at least some, course content at students' pace and/or in their preferred order
- Constructing assessments that:
 - Accurately evaluate the course learning outcomes and goals
 - Build on the new skills students acquire
 - Provide multiple opportunities for students to demonstrate their knowledge
 - Have clear instructions offered in an inclusive and supportive way
- Encouraging independent student responsibilities.

UDL Considerations for Course Delivery:

- Providing note-taking support.
- Including interactive learning activities in-class and/or online.

- Offering options for students to work individually, in pairs, or in groups.
- Encouraging communication between students and with faculty through a variety of means.
- Evaluating knowledge by:
 - Offering choices regarding how students submit, at least some, assignments
 - Proactively adding additional time to quizzes and tests, or not timing quizzes or tests
- Prompting students regarding due dates and/or giving interim due dates for large assignments.

As UDL implementation is a dynamic process, so is this *UDL Standard*. It is recommended that Mohawk College's UDL standard be updated as technology evolves, as UDL implementation increases and as more UDL-related data is gathered.

Resources

The *UDL Standard for Mohawk College* was developed using:

- Research from the *Universal design for learning for technology-enabled post-secondary courses at Mohawk College* eCampusOntario research study.
- The [Mohawk College Program Quality Policy](#).
- The Universal Design for Learning Information for Faculty document.
- [Universal design for learning: Theory and practice](#) by A. Meyer, D. H. Rose and D. Gordon

To support the implementation of UDL in teaching and learning approaches, Mohawk College is committed to providing professional development, consultation opportunities, and resources to faculty. The [UDL webpages](#), provide a starting point to access UDL resources and contact information to gain ongoing support.

In order to determine if the *UDL Standard* has been met in a course, or to obtain support in meeting the elements included in the standard, the [UDL Course Assessment](#) is available. The *UDL Course Assessment* is a tool designed to be used by faculty to determine the UDL elements currently being used within a course, and offer resources for additional UDL implementation.