UDL Flowchart

Step 1 — Foundational

1.A Digital Accessibility

- Does your course meet the recommendations for digital accessibility from the CTE? USC CTE Digital Accessibility Resources

1.B Physical and Environmental Accessibility

- Seating and space arrangements accommodate diverse needs?
- Technology and physical materials include accessible alternatives?

Yes: Check step 1.B, if yes, go to **step 2.**

No: Design with accessibility first before moving on.

Yes: Check step 1.A, if yes, go to **step 2.**

Step 2 — Course Structure and Clarity

2.A Cognitive Load

- Weekly modules clearly labeled and consistently formatted?
- Instructions use plain language and assessment criteria are clear?

Yes

No: Stop and review organization best practices and schedule an instructional design (ID) consultation.

2.B Engagement

- Learners can engage in multiple ways?
- Course includes reflection and diverse real-world examples?

2.C Representation

- Use of multiple modes to reinforce concepts? (e.g., video, images, audio)
- Clear and jargon-free labels and descriptions?

Yes: Check step 2.C, if yes, go to **step 3.**

No: Ensure course is designed to anticipate learners' needs before moving on.

Yes: Check step 2.B, if yes, go to **step 3.**

Step 3 — Student-Centered Design

3.A Action and Expression

Assessments prioritize student choice and encourage diverse ways to demonstrate knowledge?

Yes: Congratulations on your UDL designed course!

No: Review course learning outcomes and redesign assessments. Schedule an ID consultation.