

**A Rubric of Universal Design Principles as Applied to Higher Education**

<b>Universal Design Principles</b>	<b>Score</b>	<b>Syllabus design criteria</b>
<b>1. Equitable Design</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus seems to be in accessible format/s.</li> <li>✓ Activities do not apparently present insurmountable barriers to any student or group of students.</li> <li>✓ Options offered are comparable in relevance and value.</li> <li>✓ A variety of assessments are used.</li> <li>✓ Creates a welcoming climate.</li> <li>✓ Course design is logical, ethical and consistent with the department's and university's missions</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus seems to be in accessible format/s.</li> <li>✓ Activities do not apparently present insurmountable barriers to any student or group of students.</li> <li>✓ Options offered are comparable in relevance and value.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus seems to be in accessible format/s</li> </ul>
<b>2. Flexibility in use</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to accommodate a wide range of individual abilities.</li> <li>✓ Material will be presented in a variety of modalities.</li> <li>✓ Students have multiple means of expressing-demonstrating their knowledge.</li> <li>✓ A variety of learning styles are acknowledged.</li> <li>✓ Appropriate media are used to communicate information.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to accommodate a wide range of individual abilities.</li> <li>✓ Material will be presented in a variety of modalities.</li> <li>✓ Students have multiple means of expressing-demonstrating their knowledge.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to accommodate a wide range of individual abilities.</li> </ul>
<b>3. Simple and intuitive</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ Language is understandable and free of jargon.</li> <li>✓ Presentation is consistent in format.</li> <li>✓ The course design is easy to grasp.</li> <li>✓ No unnecessary complexity.</li> <li>✓ The syllabus shows the relationship between the course goals and objectives to the activities, assignments, assessments and professional standards.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ Language is understandable and free of jargon.</li> <li>✓ Presentation is consistent in format.</li> <li>✓ The course design is easy to grasp.</li> <li>✓ No unnecessary complexity.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ Language of the syllabus is understandable and free of jargon.</li> <li>✓ Presentation is consistent in format.</li> </ul>

<b>4. Perceptible information</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ The syllabus is designed and published in ways that make it accessible to everyone.</li> <li>✓ The material may be consumed in any common environment.</li> <li>✓ Especially important material is presented in redundant forms (e.g. tables and prose explanation)</li> <li>✓ Material is reproduced in highest possible contrast and clarity (e.g. clean scans)</li> <li>✓ Directions seem to be well-thought out, precise and easy to follow.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ The syllabus is designed and published in ways that make it accessible to everyone.</li> <li>✓ The material may be consumed in any common environment.</li> <li>✓ Especially important material is presented in redundant forms (e.g. tables and prose explanation)</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ The syllabus is designed and published in ways that make it accessible to everyone.</li> </ul>
<b>5. Tolerance for error</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ Defines expectations in terms of performance standards.</li> <li>✓ The syllabus design anticipates variation in individual students' learning pace and prior skills.</li> <li>✓ Makes provisions for corrective strategies for struggling students.</li> <li>✓ Concerns for personal safety are evident.</li> <li>✓ Encourages and facilitates vigilance relative to performance failure and personal safety.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ Defines expectations in terms of performance standards.</li> <li>✓ The syllabus design anticipates variation in individual students' learning pace and prior skills.</li> <li>✓ Makes provisions for corrective strategies for struggling students.</li> <li>✓ Concerns for personal safety are evident.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ Defines expectations in terms of performance standards.</li> </ul>
<b>6. Low physical effort</b>	<b>3</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to minimize nonessential physical effort in order to allow maximum attention to learning.<sup>1</sup></li> <li>✓ Course activities seem to be accessible by people of varying ages, conditions and backgrounds.</li> <li>✓ Where appropriate the syllabus suggests shared effort.</li> <li>✓ The design features understanding and mastery of content over activity.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to minimize nonessential physical effort in order to allow maximum attention to learning.<sup>1</sup></li> <li>✓ Course activities seem to be accessible by people of varying ages, conditions and backgrounds.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to minimize nonessential physical effort in order to allow maximum attention to learning.<sup>1</sup></li> </ul>

<sup>1</sup> This criterion does not apply when physical effort is integral to essential requirements of a course.

7. A community of learners	3	<ul style="list-style-type: none"> <li>✓ The course syllabus is designed to be inclusive.</li> <li>✓ High expectations are espoused for all students.</li> <li>✓ The syllabus emphasizes expectations related to development of professional behavior that is respectful of alternative points of view, diverse abilities, cultural and linguistic perspectives.</li> </ul>
	2	<ul style="list-style-type: none"> <li>✓ The syllabus emphasizes expectations related to development of professional behavior respectful of at least two of the following: alternative points of view, diverse abilities, cultural and linguistic perspectives.</li> </ul>
	1	<ul style="list-style-type: none"> <li>✓ The syllabus <b>does not</b> emphasize expectations related to development of professional behavior respectful of at least one of the following: alternative points of view, diverse abilities, cultural and linguistic perspectives.</li> </ul>

Adapted from Scott, S. S., et. al. (2003). Universal design for instruction: Framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education*, 36, 40-9.

Accessed from: <http://www.sjsu.edu/cfd/docs/UDL-Assessment/AssessmentRubric.doc>