

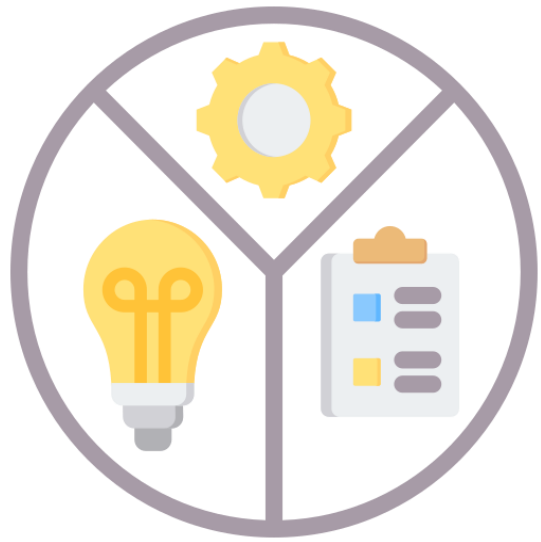
Creating Inclusive Learning Experiences Through Accessibility and UDL

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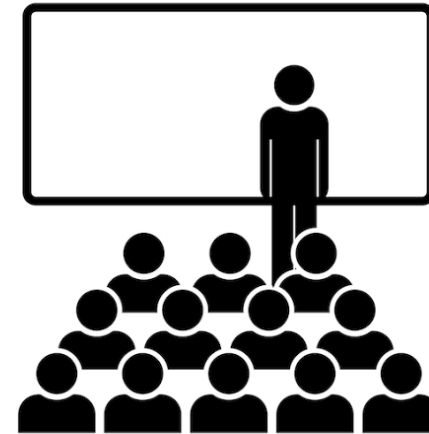
Intro to the Digital Accessibility Office (DAO)



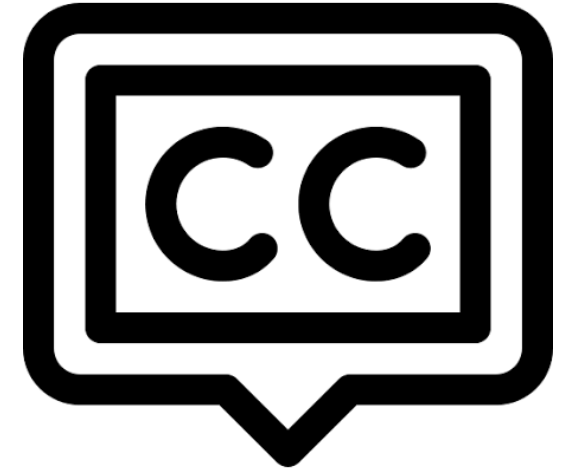
**Strategic planning
assistance**



**Assessment and
Usability Testing**



**Accessibility
Training**



**Alternate Media
and Captioning**

Defining Digital Accessibility

All people should have the opportunity to access the **same information and services** in the digital environment without facing **undue barriers or burdens**.

Better Understanding Accessibility and Disability

- Disability is part of human variation.
- Many disabilities are **unapparent**.
- **Not all people report** having a disability in the classroom or workplace.
- It's okay to ask someone what they need (e.g., course material in advance), but it's **never okay to ask someone what their disability is**.
- What may work for one person **may not work for another**, even if they have the “same” disability.
- **Lived experiences** and needs may vary widely from person to person.

Philosophy of Access

- Access supports meaningful participation, belonging, and independence.
- Barriers often arise from environments, systems, and practices.
- Accessibility and usability benefits **everyone**.
- Access is a **shared** responsibility.
- People experiencing barriers are important partners in identifying solutions.
 - But they **should not** incur additional burdens when solutioning.

Proactive Steps You Can Take

- Share course materials (slides, docs, videos, etc.) as far in advance as possible.
- Utilize or add captions to videos and live/virtual lectures.
- Learn the basics about [accessible digital content](#) and [accessible presentation practices](#).
- Think about the accessibility and usability of tools/software you require students/employees to use (contact DAO).
- [Make your syllabi accessible](#) (templates available).
- Take digital accessibility training!

Accessibility, Accommodation, and UD/UDL

- **Accessibility** (specific standards and use cases)
- **Accommodation** (specific and varied depending on use/use case)
- **Universal Design** (building environments and products that take difference into account)
- **Universal Design for Learning** (framework for pedagogy)

Although different, these concepts are about designing courses that reduce barriers, increase flexibility, and improve the learning experience for **everyone**.

UDL: Universal Design for Learning

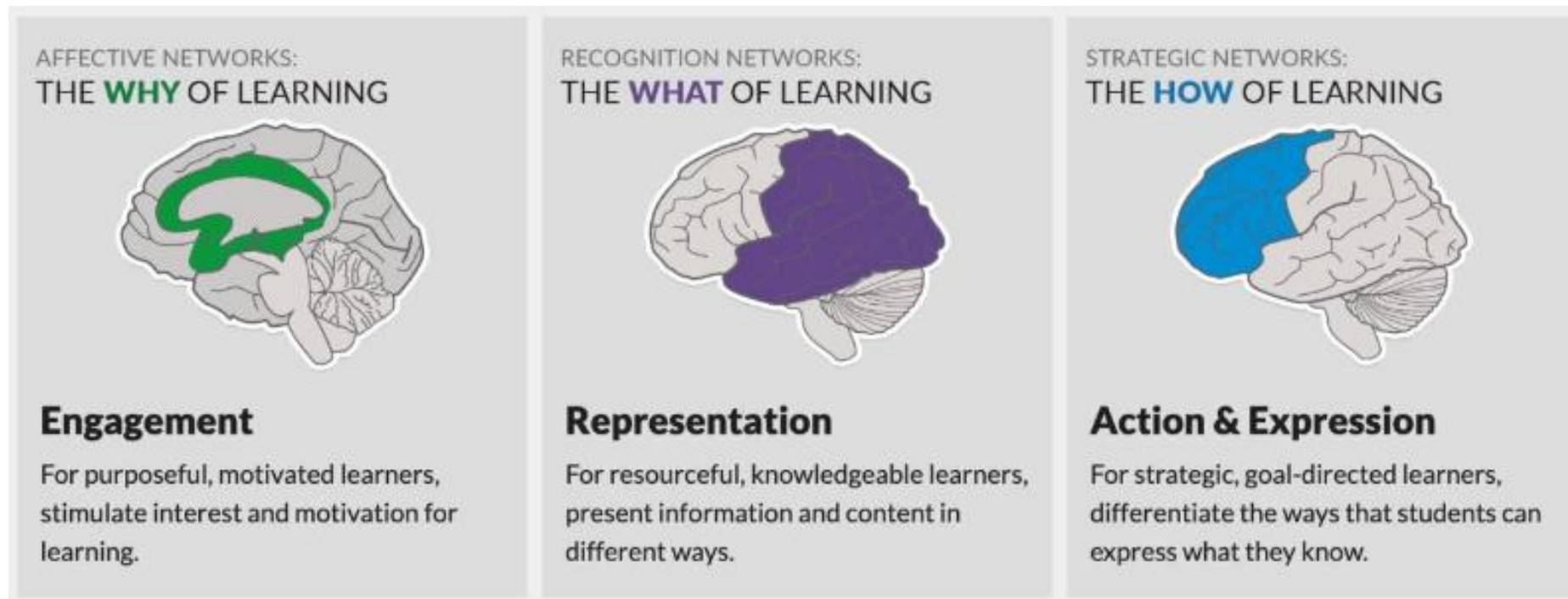
- Framework focused on Learner Access and Agency
- Design your learning environments to be accessible, inclusive and challenging
- Unintended consequences: allow all learners to engage with learning



CLEARING A PATH FOR EVERYONE!

Creating inclusive experiences for all learners

- Removing barriers
- Flexibility to accommodate diverse needs from the onset, reducing the need for individual accommodations
- Provide multiple paths to achieve learning outcomes



Learner Agency

- **Autonomy:** What do I control?
- **Value:** What am I interested in?
- **Needs:** What skills do I need to improve? What knowledge do I need to acquire? Is there an opportunity to work on that?
- **Parameters:** How much time do I have? What resources are available?

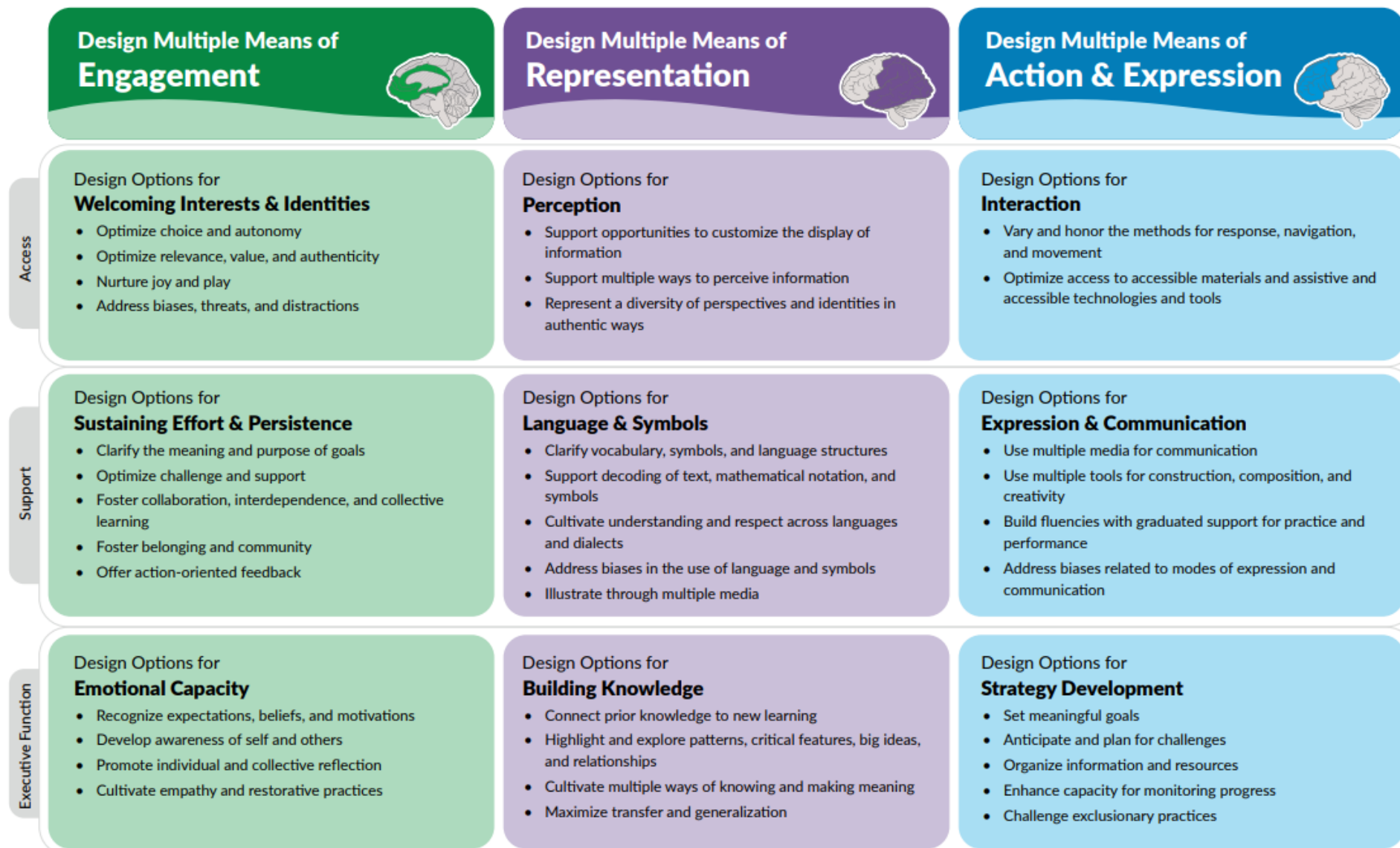


Examine (and re-examine) how you build your relationships with students and create space for them to explore. Where can you share power with learners? What can you give up? How can you coach/support learners in making good choices?

CAST UDL Guidelines and Considerations

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Multiple means of Representation

Reflect:

- What ways do you already incorporate multiple means of representation in your courses?
- Are there areas where you would like to learn more or intentionally improve your practice?

Design Multiple Means of Representation



Design Options for Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

A little backwards design

- Identify one of your course learning outcomes (LO), an assessment you use for that LO, and an activity/assignment where students practice that LO

LO → Assessment → Learning Activity

- Diagram/draw an overview of different learning paths through that LO, either existing, partial or one you want to build.

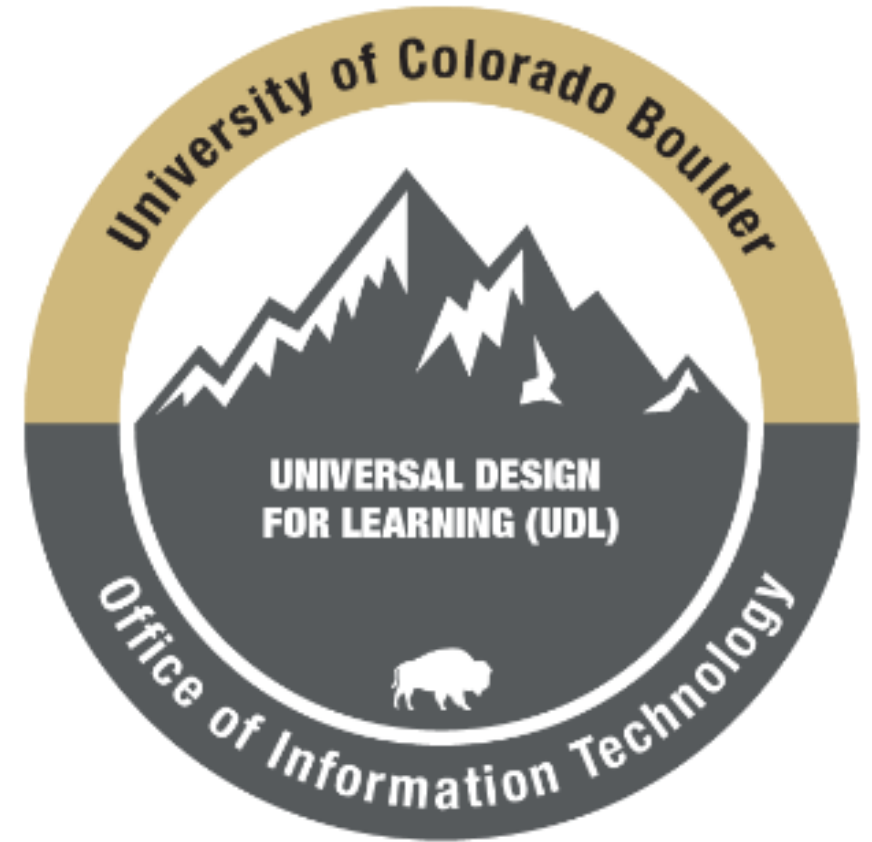
OR

- Explore one of the other UDL categories: Engagement or Action & Expression
 - What do you do well already?
 - What are some areas you would like to learn more about?

Want more UDL?

Universal Design for Learning (UDL): Develop Experiences for Diverse Learners

- Self-paced Canvas course to earn badge
- Link for more info: [UDL Microcredential](#)



Canvas Quick Wins - Accessibility

- Canvas Accessibility Checker
 - Within specific items and course overall
- Canvas Link Validator
 - Under course "Settings"
- Cidi Labs DesignPLUS Tools
 - Accessibility & Usability review

Course Accessibility Checker

Last checked Oct 12, 2026, 3:31 PM | What we look for? [?](#)

Q Search resource titles...

Start typing to search. Results will update automatically after 3 characters.

Filter resources

Issue status

80 open

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Skipped heading level (2)

Alt text (7)

List formatting (4)

Resource

Issues

[Welcome to FYXP 2200](#)

6

Fix

[Welcome to FYXP 2200!](#)

3

Fix

[Need help with APPM 1350, CSCI 1300, ECON 2010?](#)

3

Fix

Canvas Quick Wins - UDL



Build assignments that allow for multiple types of submissions (videos, text files, etc.).



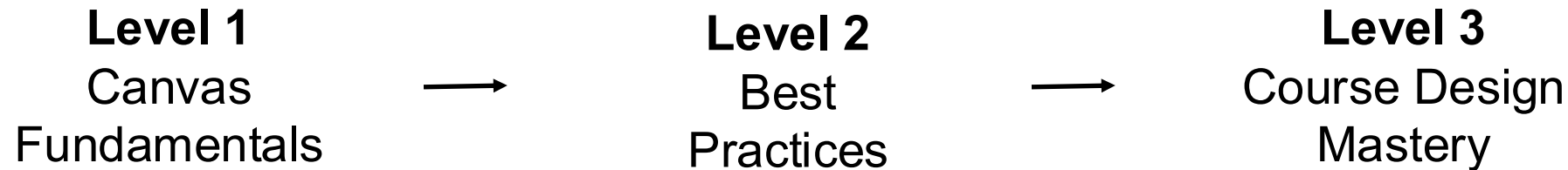
Consider how you might blend audio/video/text content for different learners.



Use Mastery Paths, Differentiation Tags, or self sign-up Groups to differentially assign content to students.

Canvas Micro-Credentials

Build your Canvas skills. Earn a digital badge!



- Self-Paced Course
- Credly Badge
- Teaching Portfolio Enhancement
- Fall 2026 Prizes (Chance to win \$50-100 Campus Cash)
- Learn More: oit.colorado.edu/at-badges
- Contact: Jacob Henry (jacob.henry-1@colorado.edu)

**Teaching with Canvas
Micro-Credentials link:**
oit.colorado.edu/at-badges



Resources

DAO

- [Resources page](#)
- [Report an issue](#)
- [Accessibility Minute Newsletter](#)
- [Digital accessibility training](#)

CTL

- [UDL Resources](#)
- [UDL Microcredential](#)
- [CTL Newsletter](#)

Canvas Support

- [OIT Canvas Consultations](#)
- [OIT Canvas Tutorials](#)
- [OIT Canvas Micro-Credentials](#)