

From General to Course-Specific

Incorporating UDL and DEI into Course Outline Language



Strong course outline language identifies what students are learning, how they engage with the content, and how they can demonstrate learning. UDL and DEI should be incorporated meaningfully into the course rather than added as general statements.



A stronger description includes: course content + student action + multiple ways to engage or demonstrate learning + relevant, inclusive context.



Multiple Means of Representation (MMR)

The what of learning

Present information in multiple ways such as written explanations, visuals, demonstrations, examples, audio/video, and interactive tools.



Multiple Means of Action & Expression (MMAE)

The how of learning

Provide meaningful ways for students to practice, communicate, and demonstrate learning through written, oral, visual, numerical, applied, or performance-based work.



Multiple Means of Engagement (MME)

The why of learning

Provide varied opportunities for participation, relevance, collaboration, choice, reflection, and connection to students' experiences, goals, and communities.



DEI strengthens these practices by intentionally incorporating diverse perspectives, examples, experiences, populations, and contexts relevant to the discipline.

1 Methods of Instruction



Too General

Instructor presents lecture on course material.



Stronger, Course-Specific Example

Students analyze transformations of functions through lectures, worked examples, and interactive graphing activities, predicting and verifying changes using algebraic, graphical, and verbal explanations through embedded prompts or discussion activities.

UDL/DEI demonstrated: MMR through lectures, examples, and graphs; MMAE through algebraic, graphical, and verbal explanations; MME through interaction and discussion.

2 Online Adaptation



Too General

Lectures will be provided online.



Stronger, Course-Specific Example

Students access concepts through short captioned videos, worked examples, annotated notes, and interactive graphing or calculation tools. Students apply concepts through guided practice and receive feedback through embedded activities, discussion, or instructor response.

UDL/DEI demonstrated: MMR through multiple content formats; MMAE through guided practice and responses; MME through feedback and active participation.

3 Methods of Evaluation



Too General

Students will take exams and quizzes.



Stronger, Course-Specific Example

Students demonstrate achievement of course outcomes through problems requiring numerical, algebraic, graphical, and written reasoning. Assessments may include quizzes, exams, application problems, and opportunities to explain or justify mathematical processes.

UDL/DEI demonstrated: MMAE through multiple ways to demonstrate understanding; MMR through varied problem formats; MME through authentic application.

? Questions to Ask When Revising

1

Representation - What? Are students able to access important concepts through more than one appropriate format?

2

Action & Expression - How? Are there meaningful ways for students to practice or demonstrate learning while still meeting the same course outcomes and standards?

3

Engagement - Why? Do activities provide relevance, interaction, reflection, choice, or connection to authentic disciplinary contexts?

4

DEI - Who and whose perspectives? Do examples, readings, scenarios, applications, and discussions authentically represent varied populations, experiences, perspectives, and communities relevant to the discipline?



The goal is not to add UDL and DEI terminology to a course outline.
The goal is to make inclusive, accessible, and course-specific instructional practices visible in the course outline language.

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