

# Canvas UDL Checklist

Provide multiple means of  
**Representation**

Recognition Networks  
The "WHAT" of Learning

- Module card** provides a visual representation of the subject by adding an image in Course Settings | [UDL 2.5 Illustrate through multiple media](#)
- Content is "chunked" into manageable pieces by leveraging **units** (e.g. organised by chapters, topic, or weeks) | [UDL 3.3 Guide information processing, visualization, and manipulation](#)
- Units and items within units have a thoughtful **naming convention** (e.g. name the unit "Chapter 1: Pandas in the News," not just "Chapter 1") | [UDL 2.2 Clarify syntax and structure](#)
- Text headers and indentation** are included within units to help guide student navigation | [UDL 2.2 Clarify syntax and structure](#)
- Images** are used to support module content (e.g., banners, headings, and icons) and are accompanied by text descriptions (Alt text) or captions for more complex descriptions | [UDL 1.3 Offer alternatives for visual information](#)
- Audio** materials (mp3, wav, etc.) are accompanied by a transcript and videos/screencasts are closed-captioned | [UDL 1.2 Offer alternatives for auditory information](#)

Provide multiple means of  
**Engagement**

Affective Networks  
The "WHY" of Learning

- Module Navigation** is clear and consistent (unused items are hidden) | [UDL 7.3 Minimize threats and distractions](#)
- Assessments** support instructors' use of **SpeedGrader** to score and provide prompt and high-quality feedback. | [UDL 8.4 Increase mastery-oriented feedback](#)
- Rubrics** used to evaluate assignments and/or discussions | [UDL 8.4 Increase mastery-oriented feedback](#)
- Web tools and/or software are utilised to identify and correct **accessibility issues** within the module (e.g. Accessibility Checker) | [UDL 7.3 Minimize threats and distractions](#)
- Colour enhances the aesthetic appeal and effectiveness of the module; sufficient contrast between text and background makes information easy to read; and colour is not used in isolation to convey meaning | [UDL 7.3 Minimize threats and distractions](#)

Provide multiple means of  
**Action & Expression**

Strategic Networks  
The "HOW" of Learning

- All **links, files, videos, and external URLs** are active and working | [UDL 4.2 Optimize access to tools and assistive technologies](#)
- Styles** (e.g. Paragraph, Heading 2, etc.) are used to format text | [UDL 4.2 Optimize access to tools and assistive technologies](#)
- Tables** are used appropriately and are accessible | [UDL 4.2 Optimize access to tools and assistive technologies](#)
- Hyperlink** text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., <https://www.canvaslms.com>) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide: Hyperlink" rather than "Canvas Guide") | [UDL 4.2 Optimize access to tools and assistive technologies](#)