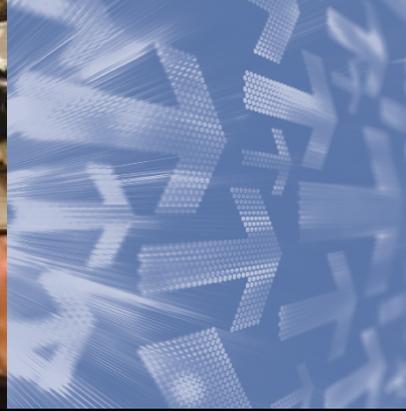


# Applications of Universal Design in Education



## In Instruction

- Class climate
- Interaction
- Physical environments and products
- Delivery methods
- Information resources and technology
- Feedback
- Assessment
- Accommodation

## In Services

- Planning, policies, and evaluation
- Physical environments and products
- Staff
- Information resources and technology
- Events

## In Information Technology

- Procurement and development policies
- Physical environments and products
- Information
- Input and control
- Output
- Manipulations
- Safety
- Compatibility with assistive technology

## In Physical Spaces

- Planning, policies, and evaluation
- Appearance
- Entrances and routes of travel
- Fixtures and furniture
- Information resources and technology
- Safety
- Accommodation

## Universal design in education:

- rests on the definition and principles developed at the Center for Universal Design:

*“The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”*

[ncsu.edu/ncsu/design/cud](http://ncsu.edu/ncsu/design/cud)

- puts high values on diversity, equity, and inclusion.
- strives to make educational products and environments welcoming, accessible, and usable for everyone.

- is a goal, a process, as well as a set of guidelines and strategies for specific applications.
- can be implemented in incremental steps.

- can be applied to instruction, services, information, technology, and physical spaces to ensure welcoming, accessible, and usable products and environments for students, instructors, staff, and others.

# Examples of Universal Design in Education



## In Instruction

- A statement on a syllabus that invites students to meet with the instructor to discuss learning needs
- Multiple delivery methods that motivate and engage all learners
- Flexible curriculum that is accessible to all learners
- Examples that appeal to students with a variety of characteristics with respect to race, ethnicity, gender, age, ability, and interest
- Regular, accessible, and effective interactions between students and the instructor
- Allowing students to turn in parts of a large project for feedback before the final project is due
- Class outlines and notes that are on an accessible website
- Assessing student learning using multiple methods
- Faculty awareness of processes and resources for disability-related accommodations

## In Services

- Service counters that are at heights accessible from both a seated and standing position
- Staff who are aware of resources and procedures for providing disability-related accommodations
- Pictures in publications and on websites that include people with diverse characteristics with respect to race, ethnicity, gender, age, ability, and interest
- A statement in publications about how to request special assistance, such as a disability-related accommodation
- A student service website that adheres to accessibility standards (e.g., Section 508 Standards for those of the U.S. federal government)
- Printed materials that are easy to reach from a variety of heights and without furniture blocking access
- Printed publications that are available in alternate formats (e.g., electronic, large print, Braille)

## In Information Technology

- Captioned videos
- Alternative text for graphic images on web pages so that individuals who are blind and using text-to-speech technology can access the content
- Procurement policies and procedures that promote the purchase of accessible products
- Adherence to standards for the accessible and usable design of websites
- Comfortable access to computers for both left- and right-handed students
- Software that is compatible with assistive technology
- Computers that are on adjustable-height tables

## In Physical Spaces

- Clear directional signs that have large, high-contrast print
- Restrooms, classrooms, and other facilities that are physically accessible to individuals who use wheelchairs or walkers
- Furniture and fixtures in classrooms that are adjustable in height and allow arrangements for different learning activities and student groupings
- Emergency instructions that are clear and visible and address the needs of individuals with sensory and mobility impairments
- Non-slip walking surfaces

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