

## More Promising Practices

DO-IT's Center for Universal Design in Education (CUDE) created an online, searchable Knowledge Base through several projects funded by the U.S. Department of Education Office of Postsecondary Education (Grant numbers P333A990042, P333A020044, and P333A050064, and expanded through grants from the National Science Foundation (Grant numbers CNS-1042260, HRD-0833504, and CNS-1042260). Included is a rich collection of questions and answers, case studies, and promising practices related to individuals with disabilities and their pursuit of education and careers. Below is a sample of titles, case studies, and promising practices included in the CUDE Knowledge Base. To search the Knowledge Base for these and other articles on universal design, visit [www.uw.edu/doit/CUDE/kb.html](http://www.uw.edu/doit/CUDE/kb.html) and select the Search Knowledge Base button on the left side of the screen.

- A Smart Board in the Classroom: A Promising Practice for Engaging Students
- *AccessCollege*: A Promising Practice in Making Postsecondary Institutions Welcoming and Accessible to Students with Disabilities
- Accessibility Reviews: A Promising Practice to Improve the Accessibility of Local Science Education Programs
- *AccessIT* Web Design & Development: A Promising Practice in Integrating Accessibility Topics into Curriculum
- *AccessLibraries*: A Promising Practice for Promoting the Accessibility of Libraries
- Asynchronous Instruction: A Promising Practice Using Online Access
- Classroom Performance System: A Promising Practice in Engaging All Students
- DASA and Campus Accessibility: A Promising Practice of a Student Organization
- *DO-IT Admin*: A Promising Practice in Making Student Services Accessible to Students with Disabilities
- *DO-IT Prof*: A Promising Practice in Making Postsecondary Instruction Accessible to Students with Disabilities
- Faculty Learning Communities: A Promising Practice in Faculty Development
- Fife School District: A Promising Practice to Maximize Outcomes of Professional Development for Teachers
- GALL Laboratory: A Promising Practice in Applying Problem-Based Learning

- Homeland Security 508 Compliance Office: A Promising Practice in Promoting Accessible IT
- Integrating Woodshop, Technology and Reading: A Promising Practice in Team-Teaching
- IT + AT: A Promising Practice in Creating a Technology-Rich Experience for All Students
- Landmark College: A Promising Practice on Developing Learning Resources for Students with Learning Disabilities
- MAR\*TEC Techno-Briefs: A Promising Practice on Explaining Technology Accessibility to Educators
- MESA: A Promising Practice in Making Math and Science Curriculum Accessible
- OSTA: A Promising Practice of a Professional Organization Promoting Accessible Science
- Purdue University: A Promising Practice in Building Campus-wide Support for Web Accessibility
- RoboBooks: A Promising Practice on Universally Designed Science Materials
- The Signing Science Dictionary Project: A Promising Practice in Creating an Accessible Science Dictionary
- The University of Washington: A Promising Practice in Making Distance Learning Courses Accessible to Students with Disabilities
- The University of Washington: A Promising Practice in User Group Support for Web Accessibility
- Transitional Bridges: A Promising Practice in Using Universal Design and Technology to Promote the Success of Students with Disabilities in STEM
- Accessible Outdoor Table Design: A Case Study in Teaching Design Students to Think Universally
- Balancing Student Needs: A Case Study on Accessibility of Registration Systems
- Distance Learning: A Case Study on the Accessibility of an Online Course
- Electronic Course Reserves: A Case Study on Universal Access to Electronic Information in Academic Libraries
- On the Shelves: A Case Study on Library Access
- Professional Development for Web Accessibility: Case Studies on Higher Education
- Removing Barriers: A Case Study on Classroom Access
- The Equestrian Team: A Case Study on Access to Student Organizations

To add a promising practice or case study to the Knowledge Base, send your submissions to [doit@uw.edu](mailto:doit@uw.edu).

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