

## Websites, Publications, and Videos

This section includes a sample of printed materials, websites, and videos about universal design that can be used in self-study and group training sessions.

### COMPREHENSIVE WEBSITES

The following websites include content related to the application of universal design in higher education.

- Center for Universal Design  
[www.ncsu.edu/www/ncsu/design/sod5/cud/](http://www.ncsu.edu/www/ncsu/design/sod5/cud/)
- Center for Universal Design in Education  
[www.uw.edu/doi/CUDE/](http://www.uw.edu/doi/CUDE/)
- National Center on Universal Design for Learning  
[www.udlcenter.org/aboutudl](http://www.udlcenter.org/aboutudl)
- Universal Design for Learning  
[www.temple.edu/studentaffairs/disability/faculty-resources/udl.html](http://www.temple.edu/studentaffairs/disability/faculty-resources/udl.html)
- Universal Course Design  
[www.eeonline.org/](http://www.eeonline.org/)

### BOOKS AND COMPREHENSIVE TRAINING MATERIALS

- Bowe, F. G. (2000). *Universal design in education: Teaching nontraditional students*. In Burgstahler, S. (Ed.). (2009). *Building the team: Faculty, staff, and students working together—Presentation and resource materials*. Seattle: University of Washington. [www.uw.edu/doi/TeamN/](http://www.uw.edu/doi/TeamN/)
- Burgstahler, S. (Ed). (2015). *Universal Design in Higher Education: From Principles to Practice*. 2nd ed. Cambridge, MA: Harvard Education Press.

- Burgstahler, S. (Ed.). (2009). *Making math, science and technology instruction accessible to students with disabilities*. Seattle: University of Washington. [www.uw.edu/doi/MathSci/](http://www.uw.edu/doi/MathSci/)
- Burgstahler, S. (Ed.). (2007). *Building capacity for a welcoming and accessible postsecondary institution*. Seattle: University of Washington. [www.uw.edu/doi/cbiN/](http://www.uw.edu/doi/cbiN/)
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#### PUBLISHED ARTICLES

Following are references to articles relevant to the application of universal design in postsecondary academic settings.

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- Bruch, P. L. (2003). Interpreting and implementing universal instructional design in basic writing. In *Curriculum Transformation and Disability: Implementing Universal Design in Higher Education* (pp. 93–103). University of Minnesota, Center for Research on Developmental Education and Urban Literacy.
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- Burgstahler, S. (2002). Distance learning: Universal design, universal access. *AACE Journal*, 10(1), 32–61.
- Burgstahler, S. (2002). Universal design of distance learning. *Well Connected Educator*, February issue. [TechLEARNING.com](http://TechLEARNING.com)

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- Burgstahler, S. (Guest Ed.). (2005). Promising practices: Accessible information technology in education, *Information Technology and Disability*, 11(1).
- Burgstahler, S. (2005). Preparing faculty to make their courses accessible to all students. *Journal on Excellence in College Teaching*, 16(2), 69–86. <http://celt.muohio.edu/ject/issue.php?v=16&n=2>
- Burgstahler, S. (2006). The development of accessibility indicators for distance learning programs. *Research in Learning Technology*, 14(1), 79–102. [www.researchinlearningtechnology.net/index.php/rlt/article/view/10935](http://www.researchinlearningtechnology.net/index.php/rlt/article/view/10935)
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- Burgstahler, S. (2007). Accessibility training for distance learning personnel. *Access Technology Higher Education Network (ATHEN) E-Journal*, 2. [www.athenpro.org/node/56](http://www.athenpro.org/node/56)
- Burgstahler, S. (2007). Universal design of instruction: An approach for making your course accessible to all students. *Academe*.
- Burgstahler, S. E. (2008). Universal design in higher education. In *Universal design in higher education: From principles to practice* (pp. 3–20). Cambridge, MA: Harvard Education Press.
- Burgstahler, S. E. (2008). Universal design of instruction: From principles to practice. In *Universal design of higher education: From principles to practice* (pp. 45–59). Cambridge, MA: Harvard Education Press.
- Burgstahler, S. E. (2008). Universal design of student services: From principles to practice. In *Universal design of higher education: From principles to practice* (pp. 167–175). Cambridge, MA: Harvard Education Press.
- Burgstahler, S. E. (2008). Universal design of technological environments: From principles to practice. In *Universal design in higher education: From principles to practice* (pp. 213–224). Cambridge, MA: Harvard Education Press.
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## Q&A'S FROM THE KNOWLEDGE BASE

DO-IT's Center for Universal Design in Education (CUDE) created an online, searchable Knowledge Base as part of 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 and HRD-0833504).

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 small sample of questions included in the CUDE Knowledge Base. To search the Knowledge Base for answers to questions related to universal design, visit [www.uw.edu/doiit/CUDE/kb.html](http://www.uw.edu/doiit/CUDE/kb.html). Under type of article, select Q&A. Using additional search terms can narrow your search. Below are examples of some titles included in the Knowledge Base.

### **General**

- What is the difference between accessible, usable, and universal design?
- What is universal design?

### **Distance Learning**

- What are some of the barriers students with disabilities face in distance learning courses?
- What do distance learning professionals need to know about accessibility?
- What are some steps that distance learning program administrators can take to ensure the accessibility of their courses?
- What are the benefits of universal design of a distance learning course for students without disabilities?
- Where can I find resources for making distance learning courses accessible?
- What are steps a distance learning program can take to assure the accessibility of courses?
- What considerations should be made in order to develop accessible web-based distance learning courses?

### **Web Accessibility**

- Are there resources to help me in planning my web accessibility training?
- Are text-only web pages an accessible alternative?



- Can I make accessible web pages using web authoring tools such as Dreamweaver?
- Does CSS positioning eliminate the need for a “skip navigation” link?
- Does making our school web content accessible mean I cannot use multimedia on my site?
- How can I develop accessible web-based forms?
- How can I make web page navigation accessible?
- How can I select a web accessibility software tool?
- How can I test my website for accessibility?
- How can my educational entity deliver accessible webcasts?
- How do I make websites accessible?
- How do my choice and use of color affect the accessibility of my website?
- How can data tables be made accessible?
- How can educational entities determine if their websites are accessible?
- How does accessible web design benefit all web users?
- How well do screen readers support web accessibility guidelines?
- Is Flash content accessible?
- Is it a good idea to make “skip navigation” links invisible?
- Is it possible to develop an accessible dynamic menu?
- Is Java accessible?
- Is PDF accessible?
- Is XML accessible?
- What access challenges might visitors to a web page experience?
- What is a “skip navigation” link?
- What is the current recommendation for providing long descriptions for complex graphics?
- What is the difference between the W3C guidelines and the Section 508 standards for web accessibility?
- What is Web Accessibility Initiative (WAI)?
- What is wrong with using HTML tables for layout?
- What web accessibility evaluation and repair tools are available?
- Where can I locate the results of studies that test the accessibility of web pages?
- Which educational entities have developed web accessibility policies?
- Which set of web accessibility standards or guidelines should I comply with?
- How do cascading style sheets affect web accessibility?

### **Other Specific Technologies**

- Are chat rooms accessible to people with disabilities?
- Are electronic whiteboards accessible to people with disabilities?
- Are frames accessible?
- Are Personal Digital Assistants (PDAs) accessible?
- Are there standards or guidelines for providing audio description?
- Are there standards or guidelines for providing captions?
- Are touch screens accessible?
- How accessible are Microsoft Word documents?

- How can educational entities plan an accessible video production?
- How can I tell whether a software application is accessible?
- How do courseware products differ on accessibility?
- How do I develop accessible educational software?
- How do I make my online PowerPoint presentation accessible?
- How does accessibility differ across operating systems?
- Is instructional software typically accessible to students with disabilities?
- Is it better to caption or transcribe educational multimedia?
- Is Linux accessible?
- What accessibility features are available within the Macintosh operating system ?
- What accessibility features are provided with the Windows operating system?
- What efforts are computer hardware and software companies making toward making their products accessible?
- What Internet-based communication methods are accessible to people with disabilities?
- What is rich media and how can I learn more about its accessibility?
- What is the difference between open and closed captioning?
- How can publishers create accessible math textbooks?

### **Student Services, Physical Spaces**

- How can a financial aid office make services accessible to a student who is blind or has low vision?
- How can I communicate with colleagues regarding making our library accessible to patrons with disabilities?
- How can our career services office work with employers to ensure program access to students with disabilities?
- How can principles of universal design be used to construct a computer lab?
- How can printed resources in libraries be made accessible?
- How can student services offices make campus events accessible to participants with disabilities?
- How can we create more accessible campus tours?
- What accessibility issues should I address when planning student events?
- What are issues related to the accessibility of a library facility?
- Are there standards for developing or purchasing accessible fax machines, photocopiers, and other office equipment?
- How do cascading style sheets affect web accessibility?
- What is the difference between open and closed captioning?
- How can publishers create accessible math textbooks?

CONTRIBUTE TO THE KNOWLEDGE BASE

Submit questions you would like added to the Knowledge Base to [doit@uw.edu](mailto:doit@uw.edu).

## CUDE PUBLICATIONS

The Center on Universal Design in Education, hosted by DO-IT, maintains a collection of free publications and videos that are designed for self-instruction and for use as handouts in presentations. Publications are available in printable (PDF) and accessible (HTML) formats and videos include captions and audio description. Permission is granted to copy these materials for educational, noncommercial purposes provided the source is acknowledged. In the following list of publications, those labeled “publication and video,” include a video presentation with the same title.

- *Universal Design in Postsecondary Education: Process, Principles, and Applications*
- *Self-Examination: How Accessible Is Your Campus?*

### **UD of Instruction**

- *Equal Access: Universal Design of Distance Learning*
- *Equal Access: Universal Design of Instruction* (publication and video)
- *Universal Design of Instruction Definition, Principles, and Examples*
- *Equal Access: Universal Design of an Academic Department*

### **UD as a Topic of Instruction**

- *Universal Design of Web Pages in Class Projects*

### **UD of Student Services**

- *Equal Access: Universal Design of Student Services* (publication and video)
- *Equal Access: Universal Design of Advising*
- *Equal Access: Universal Design of Career Services*
- *Equal Access: Universal Design of Financial Aid*
- *Equal Access: Universal Design of Housing and Residential Life*
- *Equal Access: Universal Design of Libraries*
- *Equal Access: Universal Design of Recruitment and Undergraduate Admissions*
- *Equal Access: Universal Design of Registration*
- *Equal Access: Universal Design of Student Organizations*
- *Equal Access: Universal Design of Tutoring and Learning Centers*

### **UD of Technology**

- *Access to Technology in the Workplace: In Our Own Words* (publication and video)
- *World Wide Access: Accessible Web Design* (publication and video)
- *Web Accessibility: Guidelines for Administrators*

### **UD of Physical Spaces**

- *Equal Access: Universal Design of Physical Spaces*
- *Equal Access: Universal Design of Computer Labs*
- *Making Science Labs Accessible to Students with Disabilities*

**UD of Professional Organizations, Projects, Conference Exhibits, and Presentations**

- *Equal Access: Universal Design of Conference Exhibits and Presentations*
- *Equal Access: Universal Design of Professional Organizations*
- *Equal Access: Universal Design of Your Project*
- *Broadening Participation in Science and Engineering by Welcoming Participants with Disabilities*

## VIDEO PRESENTATIONS

The following video presentations are freely available online. They are useful for self-instruction and professional development.

- *Best Practices Through Universal Design for Learning*  
[www.youtube.com/watch?v=j7eUf\\_7dZVM](http://www.youtube.com/watch?v=j7eUf_7dZVM)
- *Equal Access: Student Services*  
[www.uw.edu/doi/Videol/index.php?vid=11](http://www.uw.edu/doi/Videol/index.php?vid=11)
- *Equal Access: Universal Design of Computer Labs*  
[www.uw.edu/doi/Videol/index.php?vid=12](http://www.uw.edu/doi/Videol/index.php?vid=12)
- *Equal Access: Universal Design of Instruction*  
[www.uw.edu/doi/Videol/index.php?vid=13](http://www.uw.edu/doi/Videol/index.php?vid=13)
- *Real Connections: Making Distance Learning Accessible to Everyone*  
[www.uw.edu/doi/Videol/index.php?vid=22](http://www.uw.edu/doi/Videol/index.php?vid=22)
- *Self-Examination: How Accessible is Your Campus*  
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