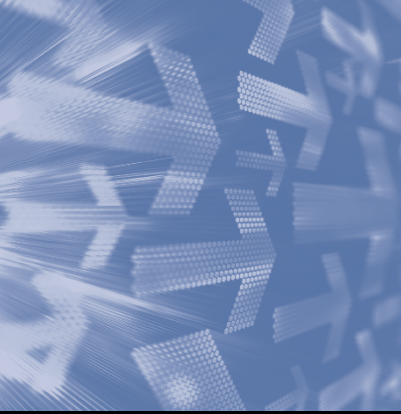


Applications of Universal Design in Education



In Instruction

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

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
- Fixtures, furniture, and equipment
- Fixtures and furniture
- Information resources and technology
- Safety
- Accommodations

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

- 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 accessibly designed delivery methods
- Multiple assessment options
- Multiple means of interaction
- Captioned videos
- Accessibility designed curriculum, documents and online content pages
- Examples that appeal to students with a variety of backgrounds and interests
- Accessibly designed content outlines and helpful resources
- Instructor 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 and on websites that tells how to request disability-related accommodations and other special assistance
- 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)
- Captioned videos
- Computers and online resources that adhere to accessibility standards

In Information Technology

- Captioned videos
- Alternative text for images on websites and in documents to facilitate access for individuals using screen reader and text-to-speech technologies
- Computers and online resources that adhere to accessibility standards
- Procurement policies and procedures that promote the purchase of accessible products
- On-site computers that are compatible with assistive technologies, comfortable for right-and left-handed users to operate, and located on adjustable-height tables in an uncluttered area

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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