Universal Design in Higher Education: From Principles to Practice
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University of Washington
DO-IT

Disabilities,
Opportunities,
Internetworking, and
Technology
DO-IT

Goal: Increase success of students with disabilities in academic programs & careers using technology as an empowering tool.
Goal: Equal Access

Everyone who qualifies for services:

• feels welcome &

• can participate comfortably & efficiently.
Access Challenges

Differences to consider:

• Physical
• Sensory
• Cognitive/learning
• Attention
• Communication
• Socioeconomic, race, culture, gender
Legal Access

- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
Approaches to Access

• Accommodations
• Universal Design
Accommodation

Alternate format, service, adjustment, &/or technology for a specific teacher, student, parent, employee, visitor, etc.
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.”

-The Center for Universal Design: design.ncsu.edu/cud
Universal Design

- “Traditional” Design
- Barrier-Free Design
- Accessible Design
- Usable Design
Universal Design

minimizes

the need for

accommodations.
Universal Design and The Web: Design for people who...

- use audible interfaces
- are unable to hear the audio
- use an input device other than a mouse
- cannot perceive differences in color
- have difficulty reading
- have difficulty attending
- are technologically limited
DO-IT Video Search

Your Search Results

We found 10 captions matching your search terms. Select any caption text to play the video starting at that point. Select any video title to play that video starting from the beginning.

- "So that's really cool."
  Spoken at 07:08 in Camp: Beyond Summer (1997)

- "And...it's cool."
  Spoken at 00:34 in Invisible Disabilities and Postsecondary Education (2007)

- "(Tiffany) I think it's really cool."
  Spoken at 07:03 in Camp: Beyond Summer (1997)

- "(Tressa) That's really cool!"
UD Checklists

- advising
- career services
- financial aid
- housing
- residential life
- instruction
- libraries
- admission
- registration
- student orgs.
- student services
- tutoring centers
- computing depts.
- computer labs
- distance learning
We Need:

• Universal design (proactive)

&

• Accommodations (reactive)

• Policies & procedures address both
UD Approach

• High value on diversity & inclusion
• Strives to make products & environments welcoming, accessible, & usable by everyone
• Use a process w/ goal & strategies
• Can be implemented incrementally
Well, here we are obviously in front of our nation's capitol.
About the UW
Academics and Research
Admissions
UW Medicine

Uniquely Washington
UW Administration
Governance
Visit the UW
Diversity
UW Events
Museums and Exhibits
Emergency Information

The Weather of the Pacific Northwest
New book by UW atmospheric sciences professor explains many phenomena of the region. More>

Starry Nights
You can still "see" winter at twice-monthly Starry Nights at the Astronomy Dept. Visit the Planetarium. More

UW QuickLinks
News

News from the University of Washington

Book challenges conventional wisdom
There are three different levels of this tutorial, coded by color. Green is for those readers who want the most basic introduction. It is targeted at those who are unsure what object-oriented programming is, and could use a good analogy to make things clearer. Yellow is for those who want to be able to understand object-oriented programming just enough to be able to read and follow it, but are not yet ready to learn the intricacies of coding Java. And finally, the third level, red, is for you daredevils who want to be able to program in Java, but just want to ease into it slowly.
Main Menu

Introduction
Why are cells so important?

Build-a-Cell
Construct different cell models

Cell Structures
Get info on organelles and other structures

Linking Structure and Function
Match organelles to their jobs

Cell Specialization
Analyze data and relate it to specific cells

Assessment
Tried all the exercises? Check out how much you know!
IT Accessibility

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In the screen reader view, the table is static and grades may be entered on the Grade Details page accessed by selecting the table cell for the grade. In the interactive view of the Grade Center, grades can be typed directly in the cells. Use the arrow keys or the tab key to navigate through the Grade Center and the Enter key to submit a grade.

**Grade Information Bar**  Grade Type: **Weighted Grade** | Points Possible: **100** | Displayed As: **Letter** | Visible to Users: **Yes**

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Who do these Universal Design examples apply to...
Example of UD

Classes:

Notes available online.

Captioned video online with search ability.
Example of UD

Museum:
Visitor can read or listen to the contents.
Example of UD

Publications/Websites:
Pictures with diverse characteristics with respect to race, gender, age, & disability.
Example of UD

Dormitory:
An emergency alarm system with visual, aural, & kinesthetic characteristics.
Example of UD

Software:

Would you really like to delete that?
Example of UD

Science lab:
Adjustable table & flexible work area that is usable by students who are right- or left-handed & have a wide range of physical abilities.
Universal Design

- equitable use
- flexible in use
- simple and intuitive
- perceptible information
- tolerance for error
- low physical effort
- size and space for approach and use
Resources

DO-IT

washington.edu/doit

This session

http://staff.washington.edu/tft/talks/csun2009/ud.html

The Center for Universal Design in Education

washington.edu/doit/CUDE
How was this session Universally Designed?