Universal Design in Higher Education: From Principles to Practice

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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 <u>specific</u> 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."

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

- can not perceive differences in color

- have difficulty reading

- have difficulty attending

- are technologically limited

DO-IT Video Search

Search the full text of DO-IT's video library:

It's cool

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!**"

Now Playing

And... it's cool.

▶ ■ 00:34 [======================] ⊡ T A ◀···

Title: Invisible Disabilities and Postsecondary Education

Year: 2007

Runtime: 18:43 minutes

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.

W UNIVERSITY *of* WASHINGTON

PROVOST
TOWN HA

Students are invited to a discussion about the role the UW and you play in understa **Info**

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-mo the Astronomy Dep Planetarium. **More**

UW QuickLinks

News from the University of Washington

News

Book challenges conventional wisd

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

CELL
Structure & Function

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

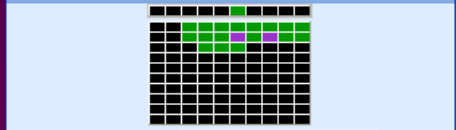### Cell Specialization
Analyze data and relate it to specific cells

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

Your Institution UNIVERSITY

My Institution | Courses | Community | Services

My Institution | Notifications Dashboard

Add Module   Personalize Page

Tools

> Announcements
> Tasks
> View Grades
> Send Email
> User Directory
> Address Book
> Personal Information
> Calendar

Hot Links

No items available.

Hot Spots

No items available.

Quick Tutorials Catalog

My Announcements

No Institution Announcements have been posted in the last 7 days.

No course announcements have been posted in the last 7 days.

more......

My Calendar

No calendar events have been posted for the next 7 days.

more...

My Organizations

You are not currently participating in any organizations.

Pending Outcomes Artifacts and Portfolios

The Outcomes Artifacts and Portfolios that are pending submission are listed below. Click **Create** to navigate to My Portfolios to begin building the Artifact or Portfolio. To edit the Artifact or Portfolio, click **Modify**. Click **Show All** to navigate to My Portfolios to view all Artifacts and Portfolios.

Artifacts (0) | Portfolios (0)

My Courses

Courses you are teaching:

> Accessibility Evaluation Course
> Evaluation Program - Blank course

Quick Tutorials

Quick Tutorials Library
Welcome to the new Quick Tutorial Library! We've updated our Quick Tutorial Library to make it easier to find the feature overviews that you're looking for. To learn more about the Blackboard Academic Suite through short clips that demonstrate new key features and functionality, please reference the collection below.

These Academic Suite tutorials are organized by version, product and feature. If you are looking for any Quick Tutorials from Release 6, please visit our archives.

Looking for additional training on Blackboard products? Please visit Blackboard Training for more information.

The Blackboard Academic Suite Release 8.0

PRODUCT	FEATURE
Content System	Metadata

Grade Center ⊻

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.

Create Column	Create Calculated Column ⊻	Manage ⊻	Reports ⊻		Work Offline ⊻

Current View: Full Grade Center ⊻ | Set as Default | Sort Columns By: Layout Position ⊻ | Order: ▲Ascending ⊻

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

	Move To Top	Email ⊻							Icon Legend

☐	Last Name ▲	First Name	Username	Student ID	Last Access	Availability	✓Weighted Gr:	Attendance
☐	Copy	Ian	icopy		July 10, 2008	Available	B	85.00%
☐	Cruz	Cindy	ccruz		September 15, 200:	Available		✕
☐	Goldman	Greg	ggoldman		July 10, 2008	Available	⟩ View User Statistics	
☐	Holland	Hector	hholland		July 10, 2008	Available	⟩ Browse Adaptive Release Status	
☐	Jacobs	Jake	jjacobs		July 10, 2008	Available	⟩ Email User	
☐	Jones	Jeremy	jjones		July 10, 2008	Available	⟩ Hide User	

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?