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DO-IT Comprehensive Training Materials

The following materials can be purchased from DO-IT or freely viewed online.

Building the Team: Faculty, Staff, and Students Working Together—PRESENTATION AND RESOURCE MATERIALS.
Comprehensive materials that include a synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts help faculty and administrators at postsecondary institutions fully include students with disabilities in courses. *http://www.washington.edu/doit/TeamN/.*

Students with Disabilities and Campus Services: Building the Team—PRESENTATION AND RESOURCE MATERIALS.
Comprehensive materials that include a synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts to help student service staff and administrators make their campus services more accessible to students with disabilities. *http://www.washington.edu/doit/AdminN/.*

Making Math, Science, and Technology Instruction Accessible to Students with Disabilities—A RESOURCE FOR TEACHERS AND TEACHER EDUCATORS.
Comprehensive materials and resources help science, math, and technology teachers fully include students with disabilities in their classes and labs. *http://www.washington.edu/doit/MathSci/.*

DO-IT Websites

The following websites provide training and resources for postsecondary faculty, administrators, and students. They can be accessed by selecting; *AccessCollege* from the DO-IT website at *http://washington.edu/doit/* or by using the uniform resource locations indicated below.

The Faculty Room
http://www.washington.edu/doit/Faculty/
The Faculty Room is a place for postsecondary faculty and administrators to learn about how to create classroom environments, e-learning, and other activities that maximize the learning of all students, including those with disabilities.

The Student Services Conference Room
http://www.washington.edu/doit/Conf/
The Conference Room is a place for staff in postsecondary libraries; career services, admissions, financial aid, and registration offices; computer labs; and other campus services.

The Board Room
http://www.washington.edu/doit/Board/
The Board Room provides guidance to postsecondary administrators regarding policies and practices that maximize the learning and participation of all students, including those with disabilities.

The Student Lounge
http://www.washington.edu/doit/Resources/college_prep.html
The Student Lounge helps students with disabilities prepare for and succeed in postsecondary studies.

The Center for Universal Design in Education
http://www.washington.edu/doit/CUDE/
The Center for Universal Design in Education shares the definitions, principles, guidelines, and strategies for applying universal design to instruction, student services, information technology, and physical spaces.

OVERHEAD VISUALS

Following are examples of templates that can be used in creating overhead visuals for a *Capacity-Building Institute* as noted on pp. 7-10. Many more options can be found in the following publications:

- *Building the Team: Faculty, Staff, and Students Working Together— PRESENTATION AND RESOURCE MATERIALS*
  http://www.washington.edu/doit/TeamN/
- *Students with Disabilities and Campus Services: Building the Team— PRESENTATION AND RESOURCE MATERIALS*
  http://www.washington.edu/doit/AdminN/

Universal Design in Education:

From Principles to Practice

http://www.washington.edu/doit/Brochures/Academics/ud_edu.html

Universal Design of Learning

Universal Design of Instruction

Universal Design of Technology

Universal Design of Facilities

Universal Design of Student Services...

Key Resources

Select "*AccessCollege*"
from the DO-IT website
at
www.washington.edu/doit/

for

- The Faculty Room
- The Conference Room
- The Board Room
- The Student Lounge
- The Center for Universal Design in Education

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity."

“Otherwise qualified”

meets the academic and technical standards requisite to admission or participation

with or without

- reasonable modifications to rules, policies, or practices;
- removal of architectural, communication, or transportation barriers; or
- provision of auxiliary aids and services.

"Person with a disability" is any person who:

- has a physical or mental impairment which substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working;

- has a record of such an impairment; or

- is regarded as having such an impairment.

Examples of Disabilities

- Low Vision
- Blindness
- Hearing Impairments
- Mobility Impairments
- Mental Health/Psychiatric Impairments
- Health Impairments
- Learning Disabilities

Access Challenges

- Physical Differences
- Sensory Differences
- Cognitive/Learning Differences
- Attention Differences
- Communication Differences
- Differences in Socioeconomic Status, Race, Culture, Gender

Approaches to Access:

- Accommodations (Reactive)

- Universal Design (Proactive)

Accommodations

Alternate formats, services, adjustments, & technology for specific students.

Universal Design=

"The design of products and environments to be usable by all people, without the need for adaptation or specialized design."

Center for Universal Design,
North Carolina State University

Diversity in Postsecondary Institutions

- Ethnic/Racial Minorities
- English as a Second Language
- Different Learning Styles
- People with Disabilities
- Age, Gender Differences

Principles of Universal Design

- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Shape for Approach and Use

UD is not:

- just beneficial to people with disabilities.
- about lowering standards.
- about one-size-fits-all.

UD can be applied incrementally.

UD Products/ Environments:

- are flexible enough to be directly used (without assistive technologies, modifications) by people with a wide range of abilities and circumstances.

- are compatible with assistive technologies and other accommodations for those who cannot efficiently access/use the products/ environments directly.

UD Steps

1. Identify application.

2. Define universe.

3. Involve consumers.

4. Adopt guidelines/standards/ performance indicators.

5. Apply UD guidelines/standards/ performance indicators.

6. Plan for accommodations.

7. Train & support.

8. Evaluate.

http://www.washington.edu/doit/Brochures/Programs/ud.html

Universal Design in Education (UDE) can be Applied to:

- Instruction
- Student Services
- Information Technology
- Physical Spaces

UD of IT

- Computers
- Software
- Websites
- Videos
- Office Equipment
- ...

UD of Computer Labs

- Planning, Policies, and Evaluation
- Facility and Environment
- Lab Staff
- Information Resources
- Computer, Software, and Assistive Technology

http://www.washington.edu/doit/Brochures/Technology/comp.access.html

Problem	Solution
access to computers	assistive technology (AT)
access to electronic resources	universal design

UD Video/Multimedia Presentation:

- is videotaped with captions in mind.
- has large, clear captions.
- is designed so that key content is spoken as well as demonstrated visually.
- has audio-described version available.

UD of Instruction Steps

1. Identify course.

2. Define universe.

3. Select instructional strategies for good practice.

4. Adopt guidelines/performance indicators.

5. Apply UD guidelines/standards/ performance indicators.

6. Plan for accommodations.

7. Evaluate.

http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html

UD of Instruction

- Class Climate
- Physical Environments/ Products
- Delivery Methods
- Information Resources/ Technology
- Interaction
- Feedback
- Assessment
- Accommodation

http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html

UDI Examples

- Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other learning needs.
- Use multiple modes to deliver content (e.g., lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork).
- Provide class outlines and notes on an accessible website.
- Face the class and speak clearly.
- Use captioned videos.
- Assess student learning using multiple methods.

UD of Curriculum

Provide Multiple Means of:

- Representation
- Expression
- Engagement

UD of Student Services

- Planning, Policies, & Evaluation
- Physical Environments/ Products
- Staff
- Information Resources/ Technology
- Events

http://www.washington.edu/doit/Brochures/Academics/equal_access_ss.html

UD of instruction, curriculum, student services, technology, physical spaces

minimizes

the need for assistive technology & other accommodations.

There is a need for both:

- Universal Design (Proactive)
- Accommodations (Reactive)

A Fully Accessible Postsecondary Institution

DO-IT

Assure Access to:

- physical spaces.
- computers.
- information resources (e.g., publications, videos, websites).
- events.
- on-site learning.
- distance learning.
- student services.

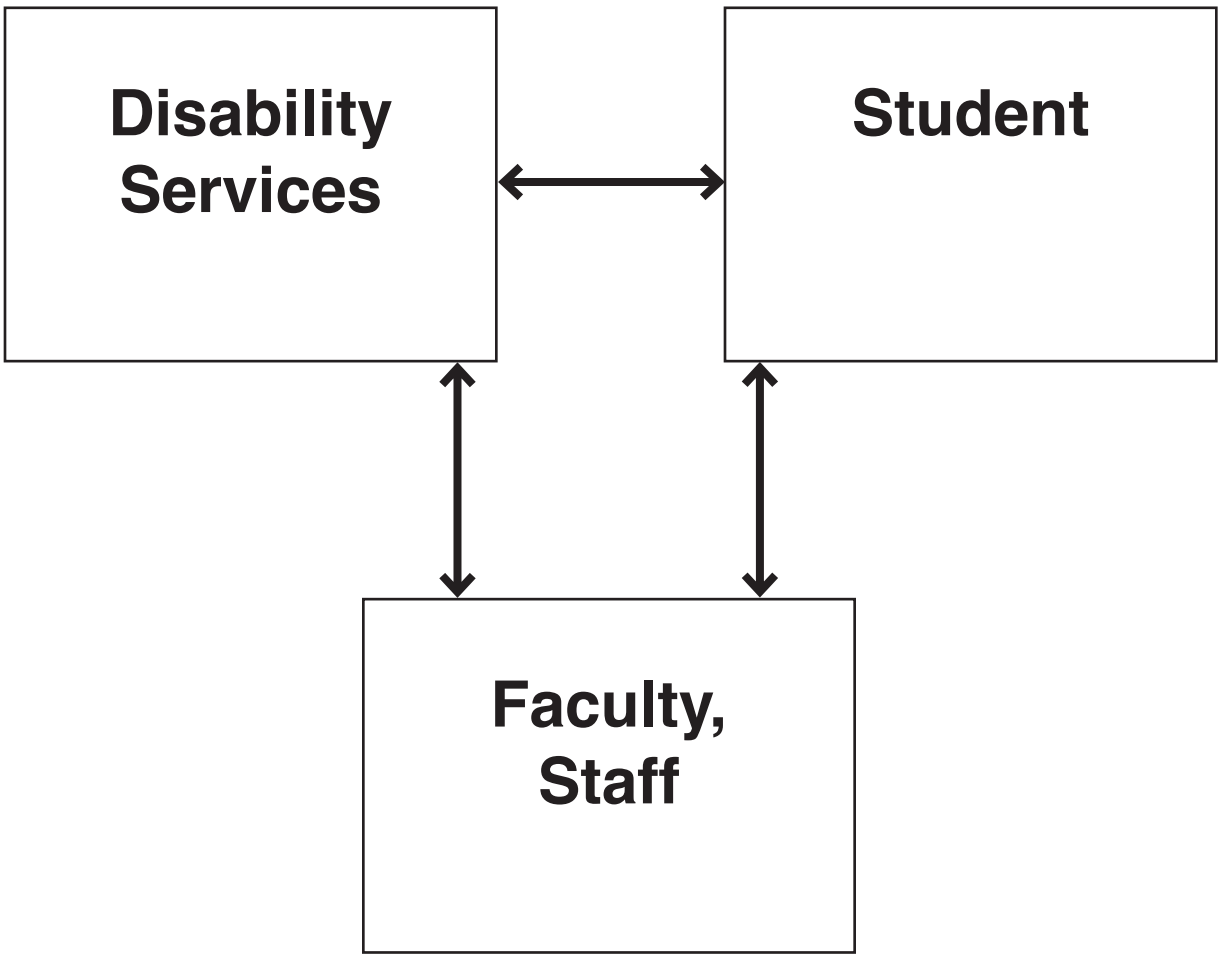
Address Issues Related to:

- procurement
- development
- use

  And

- policies
- procedures
- training/support

UD Impact on Roles



Campus Accessibility Indicators

1. Institution-level mission, vision, and values statements are inclusive of all people, including those with disabilities.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

2. Disability is included in campus discussions of and training on diversity and special populations.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

3. Policies, procedures, and practices are regularly reviewed for barrier removal and inclusivity of people with a diverse range of characteristics, including disability.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

4. Administrators, staff, faculty, and student leaders are trained and empowered to take action around disability and universal design issues.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

5. People with disabilities are visible (even if their disabilities are not) on campus including in positions of power and authority (e.g., administrators, faculty, student leaders).

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

6. Budgeting reflects the reality of the cost of applying universal design and of accommodating current and prospective employees, students, and visitors with disabilities.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

7. Measures of student success (e.g., retention, course completion, graduation) are the same for all student populations, including students with disabilities, and institutional research includes this data.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

8. Campus publications, websites, marketing, and public relations include images and content related to disabilities.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

9. Campus publications and websites, including web-based courses, meet established accessibility standards.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

Campus Accessibility Indicators

10. Disability issues are regularly included as a component of the curriculum.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

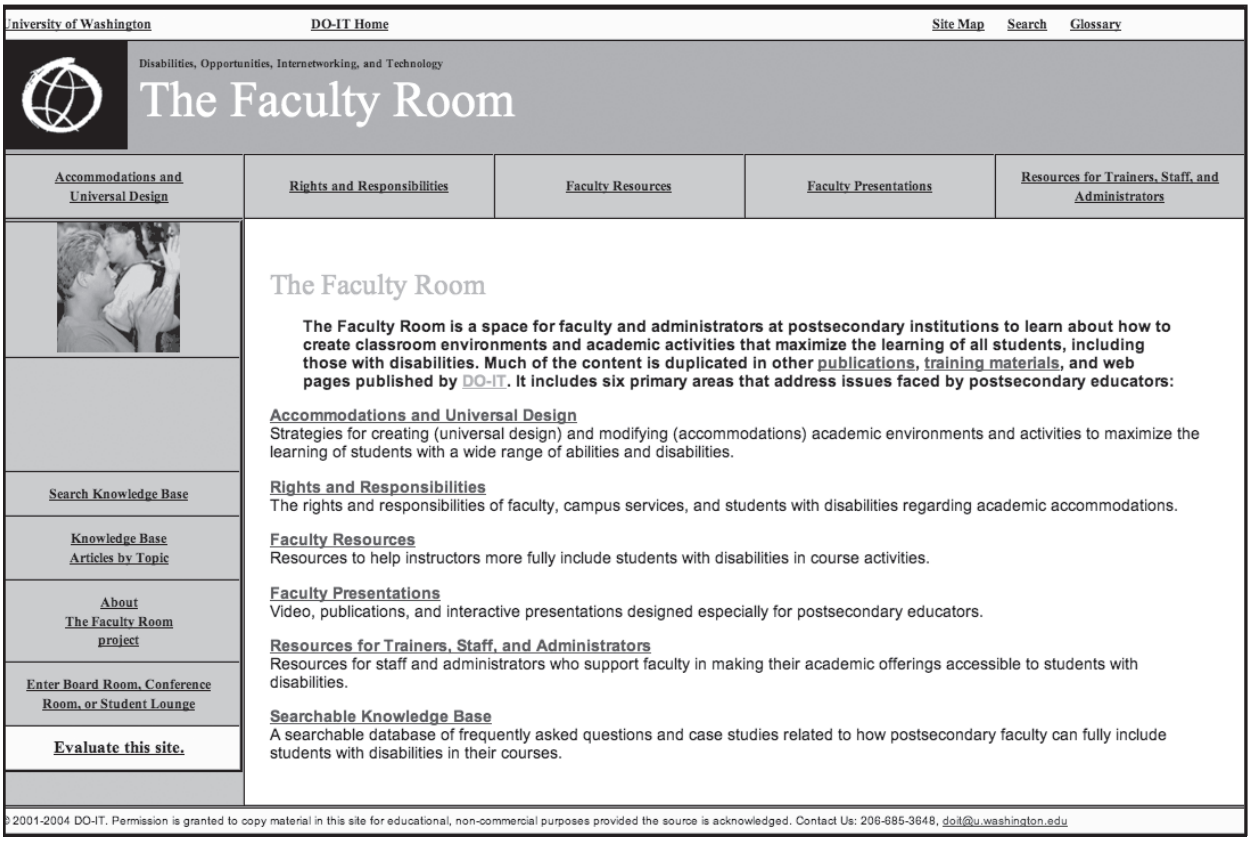
Campus Accessibility Indicators

11. All campus facilities and other spaces are physically accessible.

http://www.washington.edu/doit/Brochures/Academics/access_college.html

The Faculty Room

http://www.washington.edu/doit/Faculty/



University of Washington | DO-IT Home | Site Map | Search | Glossary

Disabilities, Opportunities, Internetworking, and Technology

The Faculty Room

Accommodations and Universal Design | Rights and Responsibilities | Faculty Resources | Faculty Presentations | Resources for Trainers, Staff, and Administrators

Search Knowledge Base

Knowledge Base Articles by Topic

About The Faculty Room project

Enter Board Room, Conference Room, or Student Lounge

Evaluate this site.

The Faculty Room

The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes six primary areas that address issues faced by postsecondary educators:

Accommodations and Universal Design
Strategies for creating (universal design) and modifying (accommodations) academic environments and activities to maximize the learning of students with a wide range of abilities and disabilities.

Rights and Responsibilities
The rights and responsibilities of faculty, campus services, and students with disabilities regarding academic accommodations.

Faculty Resources
Resources to help instructors more fully include students with disabilities in course activities.

Faculty Presentations
Video, publications, and interactive presentations designed especially for postsecondary educators.

Resources for Trainers, Staff, and Administrators
Resources for staff and administrators who support faculty in making their academic offerings accessible to students with disabilities.

Searchable Knowledge Base
A searchable database of frequently asked questions and case studies related to how postsecondary faculty can fully include students with disabilities in their courses.

© 2001-2004 DO-IT. Permission is granted to copy material in this site for educational, non-commercial purposes provided the source is acknowledged. Contact Us: 206-685-3648, doit@u.washington.edu

The Student Services Conference Room

http://www.washington.edu/doit/Conf/

DO-IT Home | Conference Room Home | Glossary

The Student Services Conference Room

Universal Design | Accommodation Strategies | Rights and Responsibilities | Resources for Student Services Staff | Resources for Trainers and Administrators

DID YOU KNOW?

The Rehabilitation Act is a cornerstone of disability rights legislation.

Search Knowledge Base

Knowledge Base Articles by Topic

About The Conference Room project

Evaluate this site

Enter , Faculty Room, Board Room, or Student Lounge

W3C WAI-AAA WCAG 1.0

W3C HTML 4.0

W3C CSS

The Student Services Conference Room

The Student Services Conference Room is a space for staff and administrators at postsecondary institutions to learn how to create facilities, services, and information resources that are accessible to all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes six primary areas that address issues faced by postsecondary campus service staff:

Universal Design
Strategies for creating (universal design) student services that are accessible to students with a wide range of abilities and disabilities.

Accommodation Strategies
Strategies for modifying (accommodations) student services so that they are accessible to students with a wide range of abilities and disabilities.

Rights and Responsibilities
The rights and responsibilities of student services staff and students with disabilities regarding accommodations.

Resources for Student Services Staff
Resources to help staff fully include students with disabilities in their student services.

Resources for Trainers and Administrators
Resources for staff and administrators who provide professional development and support campus service units in making their programs, services, and resources accessible to students with disabilities.

Searchable Knowledge Base
A searchable database of frequently asked questions and case studies related to how postsecondary staff and administrators can make student services fully accessible to students with disabilities.

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The Board Room

http://www.washington.edu/doit/Board/

DO-IT Home | Board Room Home | Glossary

The Board Room

Universal Design and Accommodations | Policies and Practices | Resources for Faculty and Staff | Resources for Trainers and Administrators | Rights and Responsibilities

DID YOU KNOW?

When speaking about a person with a disability, refer to the person first and then the disability.

Search Knowledge Base

Knowledge Base Articles by Topic

About The Board Room project

Evaluate this site

Enter Conference Room, Faculty Room, or Student Lounge

W3C WAI-AAA WCAG 1.0

W3C HTML 4.0

W3C CSS

The Board Room

The Board Room is a space for higher-level administrators at postsecondary institutions to learn about how to create and facilitate the development of courses and services that are accessible to all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes four primary areas:

Universal Design and Accommodation Strategies
Strategies for creating and modifying courses and campus services so they are accessible to students with a wide range of abilities and disabilities.

Rights and Responsibilities
The rights and responsibilities of faculty, administrators, staff, and students with disabilities regarding access to courses and campus services.

Resources for Trainers and Administrators
Resources for staff and administrators who provide professional development and support to faculty and campus service units in making their courses, programs, services, and resources accessible to students with disabilities.

Searchable Knowledge Base
A searchable database of frequently asked questions, case studies, and promising practices.

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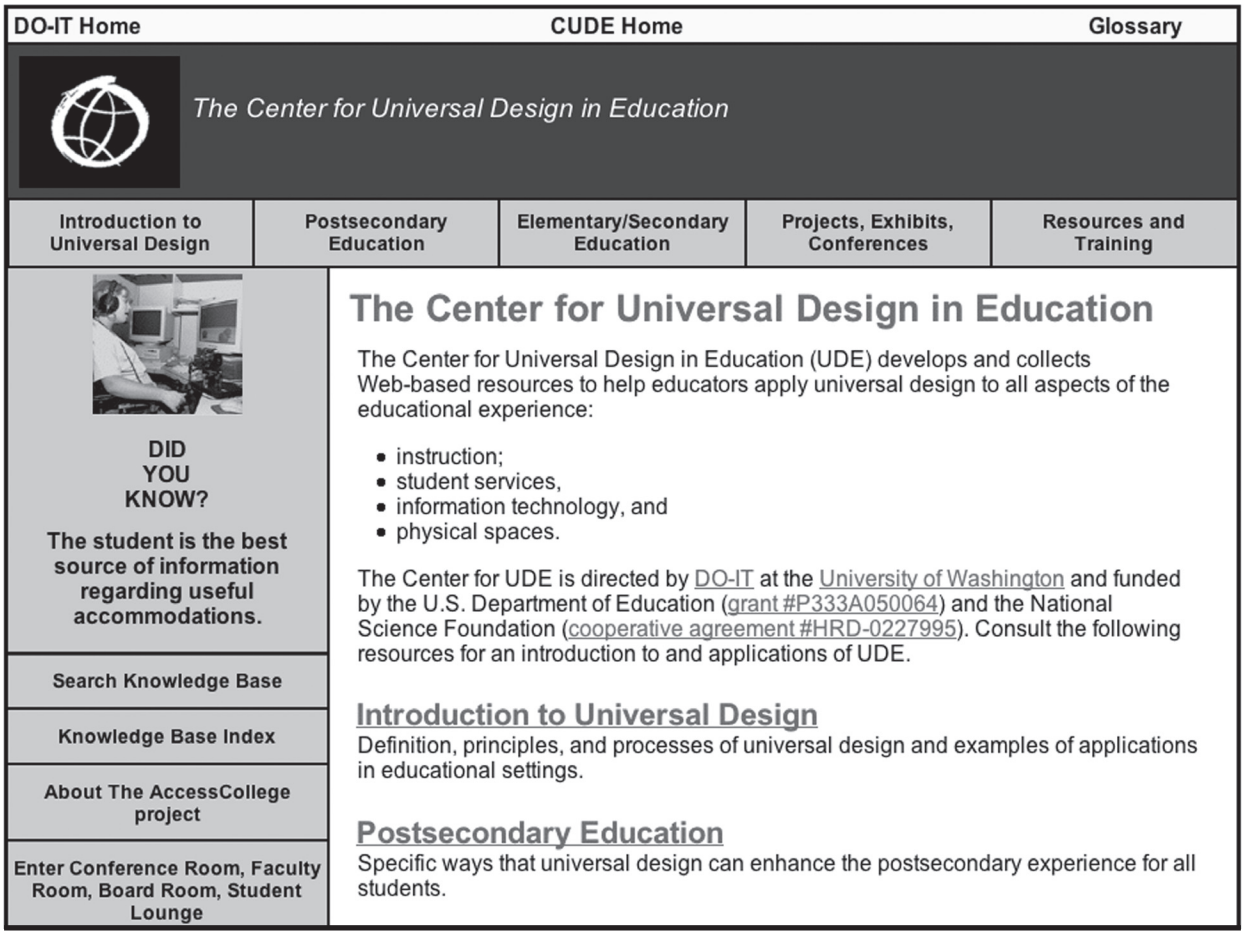
The Center for UD in Education

http://www.washington.edu/doit/CUDE/