Universal Design: Proactively Addressing Accessibility on Campus
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Please find a list below of additional resources from the *Universal Design: Proactively Addressing Accessibility on Campus* webcast. These resources now offer a complete transcript of the webcast – in addition to the URLs sent previously. If you wish to reference only certain resources, you may click their respective links to jump directly to them.

Post-Webcast Resources

1. *NEW!* **Complete Webcast Transcript** – Pages 2-20

2. **Association on Higher Education and Disability**

3. **The DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center**

4. **WebAIM (Web Accessibility In Mind)**

5. **The Center for Universal Design**

Hello and welcome to today's webcast. My name is Monica Manley from academic impressions and I will be your host today. You log into our session on universal design actively addressing accidentally on campus. I should be seeing this presentation materials on your computer screen.

During the session will offer guidance on how to create more productive and inclusive in the expenses across campus. Will give examples of how to accomplish this in the classroom . Compliance solutions focuses on providing compliance training and investigation services for colleges and universities. Including training of the American with disability act and section 504 of the act of 1973.

We hope you get a value from today's webcast. We will ask you a survey afterwards to give us feedback. If you have questions you can type those into the questions and chat box area on the left-hand side of your screen. Feel free to enter those at any time and if you have technical questions for me, type those in the technical support box at the bottom 10 corner of the screen. At this point I'll turn it over to clear.

Hello everybody. I'm so happy to have the opportunity to speak to all of you today and I'm excited about this topic we will talk about today. I'm excited about it because through our work with colleges and universities and specifically when I worked at a large institution for many years as a legal advisor, I was consulting with disability services for students with disabilities on the various needs they had and what I found was incrementing universal design practices and procedures at an institution has such a tremendous impact in a positive way on the students. I'm excited we will talk today and hopefully when you walk away, you have a few takeaways you might be able to start fermenting right away on your campus.

Today, after the webinar, hopefully you will be able to apply universal design concepts throughout campus for successful running, functionality and compliance. Our agenda for today, we will briefly discuss legal requirements under the ADA and section 504. We will discuss cultural impacts and implications of universal design will discuss practically into effect in fermenting design concepts to promote productivity and remove the burden on students to disclose disability. We'll discuss supporting regular and adjunct faculty and talk about quick effective steps on the path to universal design.

We will briefly talk about the legal requirements under the ADA and section 504. What should have been circulated to you prior to this webinar is information . You see it here on the PowerPoint. A pre-webcast recording should have been submitted to you which talks about the general basics of the ADA and 504 and how these regulations impact your institution. If you did not receive that is, reach out to academic impressions and they will provide it to you.

The first and we will talk briefly about is the Americans with disabilities act which guarantees equal opportunity for people with disabilities in the public and private sectors. The ADA applies to colleges and universities both public and private. Entitled to applies to all state and local governmental entities which would include all public institutions and title III applies to

public accommodations. Private entities fall under title III as places of public accommodation. You want to make sure you understand and that everyone at your institution understands that they must comply with the Americans with disabilities act.

Section 504 of the rehabilitation act applies to all post secondary institutions who receive federal funding. As you know when we say federal funding, if you provide student loans to federal student loans to your students, you are accepting federal funding and are subject to section 504 of the rehabilitation act. The rehabilitation act prohibits dissemination on the basis of disability. There's not really very many differences between the ADA and 504. I shouldn't say there's not many differences. They are both laws and they include a lot of information in the ADA has a lot of nuances. However, when we talk about applying these laws on college and university campuses you won't see very many differences because the laws are interpreted similarly. That's important to keep in mind that when you talk about legal complaint they talk about the ADA and 504, if the officers of civil rights were to come calling, to see if you are in compliance, there be interpreting ADA and 504 similarly. That's important to know.

With section 504 comes the requirement that a student must be a qualified student with a disability. Which means they must be able to meet academic and technical standards for admission and participation. I defined on this screen what constitutes a disability. Essentially it's a physical or mental impairment that substantially limits one or more major life activities and have a record of such impairment or are regarded as such. This is a really important one for you to keep in the back of your mind. You can discriminate against someone who does not have a disability. If you treat that person as if they did, because you perceive them to have a disability. A lot of people don't understand that. What I'm saying is if you make an assumption about someone and you assume a person has a disability, so you discriminate against them, even if it turns out they don't have a disability, that's still a violation of the law. While you may know that, it's important to communicate that to all staff in your department and everyone you cannot expect at your institution because unfortunately sometimes assumptions are made about people and they're not always accurate. If you make that assumption and it turns out not to be true, you still be in violation of the law for discrimination.

Under the law, the institution must provide goods and services in an integrated setting or in a setting that makes sure everybody can utilize the programs and services of the institution. You need to eliminate unnecessary eligibility standards or rules that deny equal opportunity. If you are creating rules or standards that will interfere with a person's ability to equally participate in programs or services, those rules and standards need to be removed or maybe we looked at to see if they are -- if you are acting in compliance.

Unique need to make reasonable modifications for equal access as necessary and British auxiliary aid where necessary and also remove architectural or structural barriers. As I said we will not go too much into the law specifically today because we could send this back we sent out a pre-recording webcast about 10 minutes long. If you have any questions about this at all, please feel free to email me after the webinar.

Student responsibility is also something very important to know in a college and university campus because it's a big difference. With students go from K-12 into college,
     the burden shifts from the institution to the student. By that, I mean it's the students responsibility to self identify if they need a disability accommodation.

If a student doesn't self identify, that student , even if you perceive or believe that to have a disability needs to be -- continued to be treated as every other student. It's only when the student self discloses disability and six accommodation that you get involved in that way.

That's important to know because a lot of times when I see people trying to be helpful. I've been guilty of that myself. It's very hard to watch someone who you think may be struggling because of a disability and not intervened to go the reality is it's not a place to intervene unless the student self discloses. The one exception to that would be in the academic setting, the student is struggling with the curriculum , struggling academically. You can intervene and talk about ways to help the student increase their success in the classroom . You wouldn't do it talking about a disability. You would more talk about whether the ways we can help you to make sure you are successful academically. That's important to keep in mind. It's up to the students to disclose their disability. If they don't you need to treat them as if they do not have a disability.

If an accommodation is requested by a student, the institution has provided it. I accommodation I need if they need something to help them be successful in the classroom , for example, maybe they need additional time on a test. That would be what's known as an accommodation. They are only entitled to accommodation as long as they don't change the essential academic requirement or fundamentally alter the nature of service or result in undue financial or demonstrated . If any of those things are present the student may not be entitled to the accommodation but in all other cases the commission must be provided.

We will move on now and talk about the cultural impact and implications of universal design. I think it's important for us to know universal design essentially allows an institution to go beyond legal compliance. It's super important and we need to be in compliance and those laws are there to protect persons with disabilities and it's important that everyone in your institution note these laws exist and need to be in compliance. Simply being in compliance and checking the box is probably not enough. Universal design allows you to go beyond legal compliance. To consider the broadest range of individuals and taking into consideration a person's ability or disability, their age, reading level, learning style, date of language, etc. When we talk about universal design, are not just talking about helping persons with disabilities. We are talking about making your classroom and other academic environments and the campus as a whole a more inclusive and inviting place for everybody. We all in one way or another, we all need extra help. For example, I recently turned 40. When that happens, everyone told me my eyesight would start to diminish. My reading what gets more difficult. I didn't expect it. I'd always had 2020 vision. When that happens, I now have trouble reading in a way I didn't used to. It wouldn't be deemed a disability however, I was benefiting from large front. Some of you on the call may agree with me that you would benefit from large print as

well. When you talk about universal design will talk about ways to make access the education easier for everyone. It's a broad range of individuals. From all sorts of areas , ability, disability, age, level.

Keep that in mind when we talk about universal design and has really designed to help a broad population. Going along with that, you are designing with everyone in mind. Everyone puts all the different needs with all their abilities and the things that may make them successful on your campus.

 When we talk about disability culture, we are talking about a blending of community. A blending of community through expression, performance, art. It's about empowerment and awareness. Disability culture is a way for people with disabilities to pursue their goals. And have acceptance of the human differences. We are looking at disability as part of one's identity, as part of a culture. They have the opportunity to proceed and move forward alone or with a group of individuals they identify with.

It's important for us to look at universal design in ways in which we can make our environment accessible to all. Especially people with disabilities because right now, 56.7 million people, 90% of the population recorded having a disability in 2010. That's a lot of individuals.

The Shockoe -- Chicago Institute of disability research put together a model which I found to be really helpful in understanding disabilities. Specifically the Chicago Institute disability research to a different language, perceptions, and try to change them to change the mindset of individuals. Specifically, at one time, disability was viewed as bad or negative. Chicago Institute said disability is nothing more than a difference. Being disabled isn't in and of itself -- it is neutral. It's neither good nor bad. We need to think about that. We need to stop taking about disability as a negative. And start thinking as neutral. If neither better nor good and

How are we going to create an environment accommodating to all persons? Another way to look at it is there was an understanding that disability resides within the individual the disability of that person's problem so if they have a disability that is their problem. When in fact the problem is more about a problem or more focused on the interaction between the individual and society so by that I mean a lot of the ways we create our environment whether it be in the classroom or other settings on campus it may be that it is creating the problem so we need to start looking at how we adapt our environment to make it inclusive for also for example if we put curb cuts in all sidewalks and when you walk around the campus later take a look at the various curb cuts he may have been the sidewalks. Curb cuts are helpful for more than just people in wheelchairs. They are helpful for people of strollers people on skateboards many different individuals benefit from curb cuts may be someone who has a slight balance issue or whatever it may be when we incorporate curb cuts for example into our environment we are taking away a problem and that's what I mean when I say an individual is not always a person who -- is not the person that creates a problem. The problem is usually created by how we design our environment.

So then with respect to the remedy for disability related problems the remedy is really to change the interaction between the individual and society rather than trying to cure the person or the disability. If we focus on that I think that makes a lot of sense. Then the agent of the remedy can be the individual advocate or anyone else in society who is willing to work with students with disability or other persons with disability to create a more inclusive environment. It doesn't always have to be a medical professional to help a person with a disability feel integrated rather we can take steps right away right now to start making that person feel more included in their environment.

So then there is another organization and if you have not had the opportunity to look at their website I would recommend that you do which is known as ahead and ahead is an organization that supports students with disabilities -- supports and is a really helpful resource so I would recommend you check it out if you have not done so already. They talk about the fact that access is used to stem from poorly accessible environments and induce what I was talking about before it is not -- doesn't stem from the disability but rather the poorly designed environment. So instead of trying to achieve assistance for persons with disability through accommodations and modifications so let's go back to the curb cut if there is no curb cut person with a wheelchair is going to need some other means by which to get up onto the sidewalk that means we would create some type of ramp system or something for the person to get onto the sidewalk. What ahead would say instead of doing that why not put the curb cuts and so we are modifying our environment rather than trying to fix a problem based on each individual on a case-by-case basis so if we look at our environment as a whole how can we modify it or how do we design going forward to make it more inclusive that is really helpful and that's what AHEAD would encourage. Access is proactive and inclusive not reactive and separate so we need to keep that in mind. Access is part of the environmental design is sustainable . It's not something consumable it should be sustainable.

So at this moment I was going to check the box and see if anyone had questions about what we have talked about so far. I'm just looking through on the questions list I think there was some -- am having difficulty with captions so that seems to be what the discussion was about so I don't see any questions right now. If you have questions please feel free to plug them into the chat box and I will try my best to respond as we go along or we will take a break at some point to go through questions.

Now I want to talk about proactively implementing universal design concepts. As I explained universal design provides equal access to learning that simply equal access to information. It allows a student to decide how they will access the information and it's important to note it does not remove academic challenges but rather removes academic barriers. Ohio State University does good job talking about this and that is actually where I saw that quote where they said once again it does not remove academic challenges it's not removing their rigor. What it is doing is removing the barriers and that is what we want to do.

We are going to design our environment to be usable by all and so I would like you to ask yourselves how can you make your environment more inclusive for everyone including persons

with disabilities? If you look at it from that framework and you say I am going to get together with my staff with my team with the people in my department whoever it may be an ask ourselves this question. How do we make our environment more inclusive for everyone in colluding persons with disabilities? The reason it's important if there is a lot of institutions on the call right now so I don't know specifically how your institution responds or helps her assist students with disabilities but at some institutions there are a lot of hurdles that students need to jump through in order to get their needs met. They may have to go to some type of disability service office with out universal design is something necessary because as I said students have to disclose their disability so let's say a student one of the ones I struggled with very often in providing guidance to institutions with allergies and the reason I say that if somebody has a food allergy at some institutions they have thought of responding to allergies from a universal design. For example the student can go to the dining hall for example and the ingredients are clearly listed. There are sections of the dining facility where they avoid cross contamination and or they can simply go up to the counter and order something specific and tell the person preparing the males what their dietary needs are and it is an easy process that some institutions for students to eat without disclosing allergies. Whereas other institutions that is not the case so it becomes quite a struggle the student has to go to to their disability services center disclose their food allergy maybe get a card or get some type of documentation in order to show at every male and you may be thinking while that's important because life are of life-and-death situations in some cases however they need to function in society and go to a restaurant or other places and order food in a similar situation. So institutions that think and design their dining facilities for example with the idea that not everyone can eat everything I really creating a much better environment for the student because many of us have things that we may or may not eat. It might not be because of an allergy or might be because of their religious preference or a like or dislike or an intolerance whatever it may be if we design our environment so it makes it easier for people to make choices without having to go to an office and get a card and jump through hoops then that is really much better for the student and actually better for the institution. Maybe get together with your staff members and ask this question how do we make our environment more inclusive for everyone including persons with disabilities?

They just pointed out I might be good to tell you all about the national clearinghouse for college student with disabilities which is part of AHEAD -- so Wendy is directing mad at the national clearinghouse for college students with disabilities. The university says here will we share a list of websites? We can absolutely share websites at the end I don't have them on the slides but that is something we can put together so thank you so much Diane from Syracuse I appreciate it. Quickly I will list AHEAD website which is tran1.org but I am happy to put together a list of good resources and websites at the end of the web map -- webinar and email those to anyone who wants them.

We want to provide students with the opportunity to acquire information engage in the same interactions in the same services that students without disabilities and really that is a legal requirement. We have to make sure that students with disabilities get to acquire the same information engage and enjoy the same services. An example of that make the residential

housing for example. An institution cannot set up a accessible residence hall that is separate and apart from all of the other residence halls. Students with disabilities need access to the same services so if an institution can't say we are going to put persons with disabilities in the residence hall on the first floor which is a single for example when there are a bunch of different types of resident halls may be at suite or resident halls with a view of the water whatever it may be students with disabilities need to be provided access to the same services so if the office of civil rights were to come in find out that an institution said we put persons with disabilities in this one particular hall because we have not designed the campus otherwise than that is a problem. And even in the classroom I know we have a lot of faculty members on that call in the classroom you want to make sure that everybody has the opportunity to enjoy the same services and that may be taking a look at where your classroom is held for example and how accessible is that classroom. Are you offering a class that is a unique class that many students want to take but it is being held in the room not accessible to students with disabilities than that would be a consideration you want to think about.

So if we talk about the process of universal design and like I said and I appreciate Diane pointing that out I will provide you with a list of resources but you will see on many slides that reference where the information came from so for this particular process the process you can find is published in many sources but if you were to check out the University of Washington program they have really fantastic resources and use the for those of you who conceived the slide at the bottom of the slide the University of Washington is D is DO-IT they provide excellent resources. In talking about the process of universal design what you want to do as an institution is first identify the application so basically you want to specify the product or environment to which you want to apply universal design. I mentioned before you should set down with your staff and faculty with your department or whoever else you say I want to tackle this and see how we can implement some universal design principles. The first thing you want to do is identify the application so figure out what the product or environment is wish you which to apply design principles and then you defined the universe which is describe the overall population the users who will be using this application and describe the diverse characteristics of the members for which the application is designed. So what is it you are trying to design what is a product the service the offering and think about the population of users and how product that could be an remember I said don't take about persons with disabilities think about people who may be -- have different abilities. Think about races and culture remember culture plays a big part in learning and different cultures learn differently so you want to think about who is our population and defined for that population is. Then you want to involve consumers and you want to involve consumers including students and you want to involve them in all stages of development implementation and evaluation. You want to involve the stakeholders the people who will benefit from whatever it is you are designing. You want to adopt guidelines or standards which are instructional strategies so you want to look at what best practices are and then go ahead and adopt those guidelines and standards in accordance with the practice and like I said the resources like AHEAD or do it are a great place to look at best practices. Adopt those guidelines and standards and apply them. Then you need even under the best design situations you still need to plan for accommodations and that -- you still have to address request for accommodation for individuals who cannot access whatever it is you are designing

so for example let's say you are designing your curriculum and you want to ensure that as many people as possible can access the information you may provide that information if you are a faculty member in the form of a lecture but then you may also have your notes available online in that medium. Now if you provide your lecture and also have guided notes available and notes available online for students that the great weight to start for students to be able to access the information you are teaching so you have to understand there will still be -- you can't serve everyone needs so there are accommodations that need to be made. You want to make sure you train and support we will talk about training and supporting faculty members a little further along in the webinar but it is really important to you train all stakeholders so that everybody shares in the same institutional goals. Then you want to always evaluate whatever it is you have designed. You don't design something and say we are good but you need to always evaluate it and that is across the board no matter what you do. In addition to being an expert in 504 and the ADA and providing services with respect to that I also provide a lot of work in that area of title IX and violence against women act compliance and what I constantly say is everybody right now is not excited but needed to revise their title IX policies in order to be in compliance with the colleague Lazo -- letter and the reauthorization but what I am seeing sometimes is the school's design at once and never go back and evaluate it and that is not a good thing because it's you know when you design something it is never perfect on the first go around so make sure when you are practicing universal design whatever you come up with to say this is going to be a good design for everyone to the population that you set up definitive times in which you do an assessment you can do an assessment by asking the users who are participating in the design is is working for you. So that is the process of universal design and how you implement it.

Diane just sent me a note that said the national Center for college students with disabilities at AHEAD is NCC I think I may have misread the acronym so I want to make sure you know that. The individuals at AHEAD and this is great information so Diane I appreciated the individuals you want to reach out to at AHEAD with the Wendy at AHEAD the Wendy@tran1.org or Richard at AHEAD. Borg and both can provide you with more information about AHEAD services . It's a fantastic organization. So now I am going to move on to talk a little bit about universal design concepts.

The institution that takes credit and get credit for creating mess concept or these concepts is the North Carolina State University. Their center for universal design and this is something that came up in 1997 and is something being used across the country and it is really -- its best practices in universal design but essentially what it says is that products and environments that are usable by all people and I apologize if I keep repeating myself, but I really want you to take away with you the idea that we talk about all people not just people with disabilities but all people who have different needs so you want to make sure your products and environments are usable by all people and the slide I have here defines how that is done. You need to be equitable and use, flexible and use simple and intuitive. Simple and intuitive is one of those that I think is so important I don't know how many of you use various software to do different things. I use the conduct software at my institution and I tried out a whole bunch and the one that resonated with me and I thought was amazing was the one that was simple and intuitive because when it comes to software programs it's not my expertise and I bet there are some of

you that could share that feeling with me that you really want things that are intuitive when you click on something what you expect to happen you want to happen so we should create our environment to be simple and intuitive. Perceptible information tolerance for air of physical effort and size and state for approach in use and we will go through those now. This is universal design like how it should be implemented.

So the first question you want to ask yourself when you are with your group whoever it may be and I keep saying whoever your group will be but this will be a collaboration which is the key so you really need to think about who is going to be my team and who will I work with because you can do it all by yourself you can start implementing universal design practices in your classroom or in your student services area or wherever you may work and you can start doing that by yourself but hey how great would it be of you got other people on board? The first question you want to ask yourself or group and I labeled it does question one under equitable use his visit design useful and marketable to people with diverse abilities and when we talk about design we talk about whatever it is whatever program service curriculum whatever it may be you are offering to individuals including students, is that useful unmarketable to persons with diverse abilities? Is really important so an example of equitable use with the and some of these examples I've taken from various databases including the University of Washington AHEAD website for example equitable use would be power doors with sensors powered doors with sensors help a lot of people not just people with disabilities. How many times have you had your hands full with shopping bags and were so happy the grocery store door just automatically opens and that helps everybody at health of people with their hands full with bags it helps individuals and will chose it helps a lot of people. Equitable use is very important and you want to provide the same unit for all users whenever possible. We understand it can happen in every case but as often as possible it's great to do that. You want to avoid segregating or stigmatizing users and I will give you an example of this and that might make some of you bristle because everyone has a different feeling on this. I'll talk about laptops in the classroom and some individuals are some faculty members I know don't like laptops in the classroom because I find them distracting may find students spend more time in Amsterdam and face Brooke than the lesson however laptops are considered a product of universal design and by that I mean many students with disabilities need to utilize laptops in order to record their notes they cannot do it using a pen and pencil on a piece of paper they need a laptop to do that. Would you than laptops from the classroom and then a student comes along who needs a laptop so they now have laptops in the classroom where it has been banned you are essentially segregating or stigmatizing that user and that is because the other students are going to wonder why does that student get to use a laptop and I cannot. I know that is a hard one because some people are really -- they really don't like the idea of having the laptops in the classrooms but that is when you need to design around roles and what are going to be the roles of use for the laptop in the classroom for example if you see them on Amsterdam or face book they get a deduction in grade. Setting up a rule that applies to everyone is helpful because having the one kid with the laptop is a problem because it stigmatizes.

I do get a lot of pushback on that because I know many faculty members don't like laptops in the classroom. You want to make sure you have provisions for privacy sick purity and safety and make the design of killing to all users.

The next question we are going to ask yourself is does the design accommodate a wide range of individual preferences and abilities? This is where in the classroom will talk more about it that you can provide a choice in the method of use. This question falls under the flexibility and use category of universal design so an example of this would be and I don't think any of us -- that's not true some programs have scissors I haven't been in the classroom that doesn't and let's say you have scissors in the classroom may be at the fashion design class or wherever it may be in you have scissors. Having scissors for right-handed and left-handed students is an example of flexibility in use. Another example is an ATM machine. It has visual or practical and audio feedback is an example of flexibility in use or for example if you go into a museum and you want to find out what the information on the display is sometimes it can be provided verbally and via text and that is an example of the flexibility on you so you want to incorporate flexibility in use until whatever program you are designing.

The third question that would be under simple and innovative or simple and intuitive and visit design easy to understand regardless of the user experience knowledge language skills are current concentration level? For that it is recommended to eliminate unnecessary complexity. The really consistent and clear with expectations and accommodate a wide range of skills. One example of that would be an instruction manual guide and as an instruction manual guide has both text and pictures because not everyone can process the text or read the text in the same way Thoren instruction manual that has picture instruction as well as text is an example of simple and intuitive Andorra website design when you design your website it should be intuitive for all users because if you can imagine there are many people who need to have a website that is in to it of. So that's an important part of universal design.

The next question number four that you ask and Mrs. under perceptible information as does it design communicate necessary information to the user? Regardless of them be a condition or the user sensory abilities. So you want to use all sorts of different forms of communication are methods of communication when you are trying to convey information to all people. So an example of that would be video captioning. If you are providing a PowerPoint in your classroom and you attached to it a video a YouTube video or something else having the captioning so the words of the person -- a person who cannot hear what is going on can read what is going on is an example of providing perceptible information. That is question number four.

Question number five does it design minimize hazards and the adverse consequences of accidental or unintended actions? That falls under tolerance for error. How they a feature on a computer software system where you can undo something that is an example of having tolerance for error. Sometimes there is educational software programs that provide guidance when a user makes in an appropriate selection that is another example of tolerance for error. So you want to create that that can be -- that's applied across the board so we all make

mistakes some of us make more than others so we want to make sure that design allows for error and does not prohibit our access to information because of that.

Question number six is can the design -- I'm sorry I have a typo can the design be used efficiently and comfortably and with a minimum of the take? That's important I have work institutions before and consultant with institutions in your institution may have that where you can call someone and they will come and do it assessment of the working space and make sure you're working space is comfortable and will not result in unnecessary fatigue or other problems like carpal tunnel so when you are designing your environment you want to make sure whatever it is you are creating and designing it can be used efficiently comfortably and with minimal fatigue. That is under the low physical effort category and that goes back to the doors that open automatically or lamps you can type you can touch the top lamp turns on as opposed to having to manipulate a switch. Those are different types of low physical effort sources.

Question seven when we talk about the size and space for approach and use you want to ask is appropriate size and space provided for approach breach manipulation and reach regardless of body size posture or mobility? This is important and this can be done in the classroom also you want to make sure your classroom or any other environment is designed so people can navigate around desks and chairs or maybe you have -- they have to come to the front get handouts of can they do so is there enough space are there obstacles can they access drinking fountains, can they access services, if a person is in a wheelchair and they want to go to financial services are the tasks set high up so when they approach they are not looking at the individual setting at the desk so you want to design your environment with everyone in mind and sometimes that means having multiple different ways of creating may be having a few desks or making sure that you -- if you work within your means and by that I mean a lot of institutions don't have the resources to start designing buildings or tearing down and re-creating things but you can look around the classroom and they can everyone in my classroom access all of the information and services available and or necessities like garbage cans and things like that.

An example I had taken of that is like a science lab with adjustable tables that was one example so thinking about stuff and keeping that in mind. Those are the concepts of universal design you can start implementing and like I said there are a ton of resources to help you get started. Those are the seven questions you want to ask yourself.

Three steps you can implement now and we will go through more detail like specific steps of what you can implement now but you want to help students learn in their preferred means so that sometimes means doing things like having course notes online having lecture and text like I said, providing and allowing students to tape record that is another one that sometimes make faculty members uncomfortable as tape recording of the classes that from a universal design perspective allowing a student who cannot take notes to record so they can bring that recording back and learn in their environment is sometimes very beneficial for the student. I know we all feel -- I know recording this webcast right now we all often either feel uncomfortable or hate hearing ourselves after being recorded that if we think about the need

and how important it is for many students it is a way to implement a universal design concept by allowing tape recording. The other thing is many institutions spend a lot of time and you may be one of them spend an enormous amount of time resources and energy and effort trying to fire notetakers for students and the reality years the way the law works you cannot stand at the front of the class and say oh Joan needs a notetaker. You can do that that is a violation of law because it's disclosing the student disability stigmatizing and all you can do so you have to find the notetaker and often times it's challenging I know faculties say the notetaker doesn't show up in it gets to be troublesome but statistically they show you allow recordings of the classes if you allow laptops that greatly reduces the need for notetakers so that is some consideration and also it reduces the need for the student to disclose their disability to anyone when have to request a notetaker. If they can simply bring their laptop to class they don't need to tell anyone about the disability whereas if laptops are not allowed to have to go to the service center to the faculty member and say I need a notetaker or I need to bring my laptop Dan. When you set rules for your classroom we are always setting them for a reason we set the no laptop role because we are annoyed by the students being on the other sites and not paying attention but then you have to think about how that impacts other students and what is the application of universal design.

You want to allow students to demonstrate learning in different ways and that will talk about more as well but for example maybe they can present what they learned CNN oral presentation are writing a paper or taking a test. Faculty members who do that and there are studies that show it is effective in many cases to say okay we're going to have an exam to ascertain what you have learned and here are the three ways in which you can present that information. So with that does is for different learners that creates different ways for them to show what they have learned and really does support students with disabilities and other persons who may struggle in various ways so it's something to consider. Create different ways to engage students and sustain interest. That's something you can start thinking about now and you would only know that based on your classroom and your environment but what are ways you can do that and make sure you remove barriers and you don't reduce the Raker but you remove the barriers and equalize opportunity not lower standards or waive requirements. You want to equalize opportunity for all but at the same time maintain your standards and your requirements for the classroom.

As I mentioned before collaboration is the key if you are going to work together to make a big impact on your campus from a universal design perspective you definitely want to collaborate and consider bringing in students and it doesn't have to be students with disabilities bring in a variety of students and find out from them what are their needs, how would they are what can you do to help them be more successful in class it could be part of the discussion in the first couple days of classic that is something you were comfortable doing. Maybe surveyed the students and find out what their learning styles are do they prefer oral presentations incorporating group work so it's not all lecture because some students don't necessarily learn the best through a lecture style. So thinking about how you can make changes and that is found through collaboration.

It looks a little bit funny here on the screen but don't respond to each student request. It's important to work toward creating an environment focusing on inclusivity and I say that I said it before earlier in the webinar you don't want to be designing your curriculum or your program or your service or I guess I should say you should not adjusted on a case-by-case basis. That is not necessarily the most productive or efficient use of your time. It is not the best way to have success or for students to show success and achieve success. It would be great if we could get to a place where we go away from having responding to each student request for example a student needs extra time on a test may be extra time could be incorporated for all students. That would totally be up to you and how you run your classroom but if you incorporate extra time for all students on last time is critical to their learning ask yourself is a really critical that I -- they learn or be able to articulate the information in 30 minutes as opposed to two hours whatever it may be. Some may say I understand that but my class. Only lasts a certain time how can I create extra time for all of my student? I can't necessarily answer that question but some people are doing that and whether it is they have allowed to reserve the classroom for a two hour block of the classroom normally lasts an hour but you can reserve it for a two-hour block and have Proctor come in for the last hour for students who want to stay those are ways to incorporate universal design I know it's challenging but schools are doing it and doing it successfully.

So than that. In the learning outcomes I said I want to make sure one thing we want to think about is trying to remove the burden on students and right now at many institutions students with disabilities are in a position where they have to in every instance and often every term go to the disability service centers and request accommodations when in fact if you think about it it may not be necessary if we incorporate different types of universal design. So we want to avoid emphasizing the legal requirements and making students a cause of the problem but instead we want to say the problem is with access to the environment so if we accept that is true then the responsibility falls on us to design programs and services to allow opportunity for collaboration or for greater success for the student and that comes about through collaboration. If you are going to accept it as true the cause of the problem is not the student but access to the environment then we need to work on access to the environment.

Then when it comes to documentation guidelines documentation and by that I mean if you were services are the person who is in charge of acquiring the documentation that students need to get accommodations on your campus you may want to consider universal design purposes there as well. Because by focusing on individual documentation and for those of you who don't know what I am talking about when a student wants an accommodation and they need it because the universal design principles are not incorporated at the institution so when they need to ask for an accommodation like extra test time often times I think the majority of times they are required to provide documentation of the disability in order to get approved for the accommodation and that is a big -- it raises a lot of questions and is often discussed how much documentation is necessary. There are situation when it is clearly visible the person has a disability that institutions don't require medical documentation but in most cases the goal of say you need to provide medical documentation as proof you have this disability in order for me to grant your accommodation. The question comes down to what should the

documentation guidelines say? Because if you focus on individual documentation you are sending the message again that the problem is with the student right and instead we want to put it back to the problem with access so if we are collaborative and by that I mean we discuss with the student what their disability is what their needs are and then we are thoughtful and do we need documentation and I'm an attorney so it institutions I'm going to tell you if your process has been that you require documentation for all disabilities don't start changing mat on a case-by-case basis continued to do that until you establish some type of plant that will be consistent across the board of when you will require documentation. I think if you get together as a group to decide this and you are thoughtful about it and figuring out as the documentation needed this is something we really need to make the student to or can we say in certain cases documentation is not necessary you want to be consistent but take about it because that is another hurdle for students is requiring medical documentation in every instance when they are request accommodation because a lot of times it may not be necessary.

At this point I want to see if there were any questions. Said the University of San Francisco the question is which university has the best universal design? I am going to tell you a lot of schools do a really good job with the and are making headway and I did at one point put together a list of schools and I did not define which one is the best because all of those goals even schools I mentioned now at the University of Washington or Ohio State are many institutions and I have that list but it's not right next to me do an excellent job with universal design. You see a few even go to various websites they do a great job of communicating their reasons for creating universal design for example and I apologize I don't know specifically what school it was that when I was researching this concept I found some schools have gone through and revised their policies in order to create even to the policy and practices to be more in line with the universal design and they stay Ted and I can find the document and email it but they stated what the policy used to be what the problem was and then when they did that with the new policy was going to be and why that was in line with universal design which was excellent because what they were doing was saying entire world because you can all see our website here is what we were doing wrong for example the name of the disability services center providers some institutions are using the term special needs advisors and Nanette was determined that might not be an appropriate term anymore so they would say title and what the old title was and why that was a problem and what the new title is and why that is consistent with universal design and it was excellent. I would be happy to put that together for you but I don't necessarily want to say who is the best because a lot of schools are doing a really good job. I know then state has a good program Ohio State also I know MS was quite some time ago that many years ago at Bristol community college they did a study where they tried to incorporate universal design into the classroom and by that they gave many different opportunities for learning style for learning information and also for convey to the instructor they have learned the information without affecting record so that was at Bristol community college I think that was sent 2002 or 2000 or 2008. Going back a cant tell you specifically which school is doing it the best but I would be happy to provide you with a list. I think right now you can look at the University of Washington that is one to look at, I think the University of Arkansas has the program, Ohio State, Penn state but like I said I will provide you with the list if you want it.

Another question was let me make sure I'm not skipping through here, can you comment on experience with college and universities that implement universal design required in their faculty handbook versus not?

With respect to -- Arkansas also went on to say a great resources this accessibility that PSU.edu so for those of you that want to access it if you check out accessibility.PSU.edu that's Arkansas Tech University suggesting that the great resource. Having a universal design requirement in the handbook versus not I have seen I think for me out would come down to the language of a requirement and I think at this stage of the game depending on where your institution as it may not be necessarily a requirement but it can be aspirational and I absolutely have counseled schools to put aspirational information in their handbooks with respect to universal design and a lot of schools do that they don't make it a requirement because you can imagine trying to get all faculty for example to incorporate universal design principles in the classroom it takes time and it takes work and that I will talk about in a little bit about change, change is hard so I would say incorporating language and not handbook that's aspirational is a great thing but making it a requirement might not be the best until your institution gets to a place where you can abide by the requirement. So I will move on in a matter of time to make sure we get through everything.

Supporting regular and adjunct faculty is important and I mentioned that. When you train faculty they need to understand the legal requirements that you need to have a section of training on ADA and 504 and what could happen to the institution if they don't comply and what the like when the office of civil rights comes calling. Talk about best practices and explain why and I think it's important to me it feels really good when I hear that for example the curb cut situation curb cuts are not just for persons in wheelchairs they apply to everyone so when you explain why think our faculty members jump on board. Going back to the question about making it a requirement I don't think we can make universal design a requirement because change is hard and I outlined here a little bit about how change impacts people. At first people may not be aware there is a problem so you have to let them know there is a problem and they need to think about it and make plans to change it and then eventually they move forward with plan and maintain that plant but it's a process of getting people to change is a process. People sometimes respond better to things when they are allowed to have time to think about it and be part of the solution as opposed to be given a requirement.

So this is when change is successful when it self-motivated rooted in positive thinking as opposed to guilt there are specific goals practical and realistic plans avoiding triggers and incorporating positive role models. That is how you work toward successful change. I don't have a lot of time to spend on that but that is something you should consider.

Absolutely if you can create an FAQ for faculty about disability and disability services. At the very least faculty need to know what is it that -- what information do I need to have if a student approaches me with the disability and asks for accommodation what are the next depths? At minimum they need that but the more information you can incorporate in the FAQs the better but I think an FAQ document is a great resource for faculty and especially adjunct faculty who don't have much time on campus for training. Creating that is important having a nympho card

on their desk is a great tool because they can keep the card with them and when a student approaches them they can say oh here is where you go and they have that information next to them. Providing faculty and adjunct faculty was sample language for the syllabus because every syllabus should have a good thing to have language in the syllabus that outlines what a student does this they need an accommodation where do they go what are the steps so information in the syllabus saying if you need an accommodation you should go here in the contact information is important in a list of other resources like the way -- writing center or tutors or other resources your campus house. Info about all different accessibility services on campus that's also information that faculty should have when these questions are asked. You may not be able to train everyone but you can provide them with the documents so they help them as tools I find adjunct faculty members appreciate an FAQ and a quick reference card they can keep with them in their bag or briefcase when they come to class so that is something you could do for the faculty.

Faculty needs to know you cannot exclude people because of the disability sometimes modifications are necessary and if they are and they tell you they are unique to make the modifications. You cannot have prohibitive classroom worlds worlds that end up discriminating against people with disabilities are not allowed. You have to permit auxiliary aids in the classroom sometimes alternative testing and evaluation is required and sometimes you would be required and it would be a requirement to reschedule classes as necessary to accommodate students with disabilities. Sometimes you may have to work equipment you may have to wear equipment so you can project your voice to the person in the classroom you may need to use a microphone so sometimes equipment as required and you can't look at someone and say you have disability so you should not go into that profession that's not something you can do in fecal needs to know this at a minimum in order to be in compliance with law.

So you want -- you want to make sure you equalize opportunity for everyone like it talked about and that you do that through collaborating through identifying what the problem isn't coming up with a plan to address the problem and remember the problem is not with the student is with the environment and figure out the logistics and incorporating not plan.

So lastly and we will talk about the quick effective steps you can take right now to universal design and we have about 10 minutes left so we will go through these and hopefully you can take these away with you. I want to check back on the questions before I move on.

One school that they get a lot of requests for extended time for test due to test anxiety however we get pushback. Suggesting everyone has some test anxiety why should students get time and a half for a test what type of documentation do others require for test anxiety? That is a specific question and your Center for academic support her disability service center should be the only ones that are making the decision whether or not the accommodation is granted. So the medical determination of whether or not they are entitled to the accommodation under the law should be made by one department usually a disability service center faculty members should not make that. What faculty members can do is say I will give everyone a happy extended time on the test and we talked about that before. But it is so tricky when you get into

figuring out whether an out someone is entitled to a accommodation you need to have experts on campus have consulted with their general counsel legal counsel and are making those determinations on a consistent basis. Until you get to a place of universal design where you say everyone has anxiety so everyone can have two or test and you establishes an hour test but for those people who want to stay for the extra hour you can stay for the extra hours so that something you could incorporate.

Lets go through the steps so we can provide access so in the classroom you really want to create a welcoming environment and one I say a welcoming environment it is recommended that you encourage the sharing of multiple perspectives and demonstrate and demand respect into practice and require stability and the reason I am saying that is you want to create a classroom environment that is well coming for everybody that everyone feels they are well come did not classroom and while the instructor may be respectful that is set for the entire class so other students don't treat other students with disrespect that the environment has to be well coming to feel comfortable and collaborate with the faculty member about struggles they may be having. You want to encourage interaction in the classroom and sometimes that is through group work because it has been said that group work as part of the universal design allowing multiple means of learning styles in the classroom not just lecture is really helpful so you want to encourage interaction and group work could be done in the classroom setting, outside the classroom, online and everybody needs to be made a part of that. You want to assess physical accessibility and that classroom can everyone move around the classroom freely and easily. We talked about removing obstacles in the classroom. Is your technology accessible? That's a huge -- right now for schools they are really struggling with that because for a long time we would top of the YouTube video and play it and not think someone in the classroom might not be able to hear this or one thing I struggle with when I train in person is use of the microphone. Sometimes I want to put it down because it's not that big of a room or the microphone is uncomfortable but I have to keep in mind that some people may not be able to hear me I don't know who has a disability in the room or some other thing that would make using the microphone better for them. You have to think about technology. We talked about implementing multiple instruction methods and not classroom. Don't just lecture half notes have other means in which you can communicate the information and make your notes accessible online if you can that is a really important one that I think many students want and it doesn't always happen. You want to be -- going back to making the environment welcoming you want to be patient when people talk about classroom sometimes students have trouble getting their words and lots out it's important to be patient with everyone. Be present and available so if you set office hours make sure -- you should have regular office hours and stick to those times. The other thing is remember not to identify students in the classroom as having a disability. Then further recommendations in the classroom you want to make sure you clarify instructions and be very clear about instructions. You want to have a perfect line of sight make sure every student has a line of sight directly to your face when you are talking so some people might need to read your left some people may need to see you take care you so make sure you have a clear line of sight new minimize distractions if possible. We allow -- talked about tape recorders and laptops and describing video material in making audio accessible for everyone. Examples you can do with exams is give shorter more frequent exams often times that is

helpful for students. Extended time we talked about that oral presentation and redneck sounds as an alternatively to redneck sounds. Offer different means of ways for the students to communicate to you they know the information is important and low distraction is also something. You sit in your classroom when you're in the classroom look around and try to figure out is this distracting to people to students with disabilities and others.

So then I'm not going through all of this because we only have a couple of minutes but if you see that site if you go to wet they and -- Web AIM and I apologize I don't have the link but if you look at the 2.0 checklist that will go through technology for you if you want to make your technology more universal and that is a place you can look and I can send it to you after the webinar. The final takeaways in our last two minutes is when providing services make sure your staff and everyone in the department knows and understands your policies and procedures regarding disability services where do students go if they need an accommodation. Make sure publications are visibly inclusive and accessible make sure activities appeal to a wide range of abilities interest and perspectives and printed materials are easily within reach without furniture blocking access. And physical spaces and we talked about this make sure your automatic doors on campus actually work sometimes they don't push them in the FA work and make sure there are no obstacles in the last room or hallways. Assess whether all levels of the institution are connected via noted that accessible route of travel. That's important are there signs that show your campuses accessible. For our restrooms that are accessible? Desks and counters can a person of any height or levels reach those desks? Is the lighting and the classroom appropriate class are there quiet work areas noise free distraction free areas for student can work?

I mentioned it before that resource DO-IT from the University of Washington is excellent and you can check it out and I think you would find great information there as well. So it is 2:30 and I am going to ask Monica if there is anything else? I know there were some questions I could respond to email?

Clear showing that you got most of those questions. However it looks like you answered all of the questions. If we missed one please type those in the chat box area and maybe we can circle back around to those however I want to thank you Claire for your presentation and I want to thank the audience for your participation. A couple things you can expect to receive in terms of follow-up from the session are the feedback email this afternoon that will have a link to a follow-up survey asking about the experience the link is also visible in the meeting room right now and it will open in your browser window when we close out of the meeting. Please take a moment to provide that feedback. You will receive a second resource email in 7 to 10 business days. This includes a copy of the materials including slides and resources. You will receive a written transcript from the webcast and that will include the first 15 minutes that cut out we appreciate all of you hanging in there with us today during the technical difficulties. As a member you have access to the recording for the duration of the membership in that wealthy in the library within a week. This concludes the web passed thank you for an informative

presentation and thank you to the audience for your participation. We will now close out the meeting room have a great day and thank you everyone. [Event concluded]