UNIVERSAL DESIGN: PROACTIVELY ADDRESSING ACCESSIBILITY ON CAMPUS

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ACADEMIC IMPRESSIONS

LEARNING OUTCOME

After participating…

…you will be able to apply universal design concepts throughout campus for successful learning, functionality and compliance.

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AGENDA

- Legal requirements under the ADA and 504
- Cultural impacts and implications of universal design
- Proactively implementing universal design concepts
  - Promote inclusivity
  - Remove the burden on students to disclose disabilities
- Supporting regular and adjunct faculty
- Quick, effective steps on the path to universal design

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LEGAL REQUIREMENTS UNDER THE ADA AND 504

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RESOURCE

Pre-webcast recording

http://budurl.com/e3fe

Foundational information regarding ADA and Section 504 and how these regulations affect your institution (10 minutes)

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AMERICANS WITH DISABILITIES ACT (ADA)

- Public and Private (Title III) colleges and universities (Title II)
- Prohibits discrimination on the basis of disability

ADA.gov
United States Department of Justice
Civil Rights Division

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SECTION 504 OF THE REHABILITATION ACT (504)

- All postsecondary institutions that receive federal funding, including institutions that accept federal student aid
- Prohibits discrimination on the basis of disability

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DIFFERENCES BETWEEN ADA AND 504

- Not many differences
- Interpreted similarly
- 504 only applies to schools that receive federal funding
- ADA applies regardless of funding

PROTECTION UNDER 504

504 REQUIREMENTS: MUST BE A "QUALIFIED" STUDENT WITH A DISABILITY

- Qualified – must be able to meet academic and technical standards for admission and participation
- Disability – (1) physical/mental impairment that substantially limits one or more major life activities; (2) have a record of such impairment; or (3) are regarded as such

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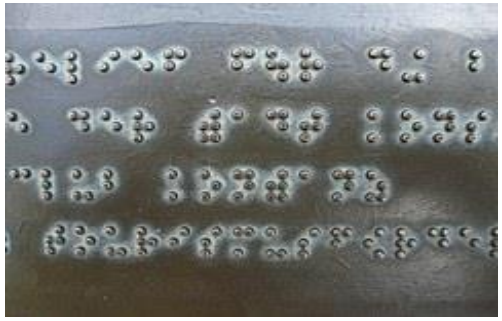
WHAT MUST THE INSTITUTION PROVIDE?

QUALIFIED INTERPRETERS

BRAILLE MATERIALS



ADAPTIVE COMPUTERS

COMPARABLE HOUSING

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STUDENT RESPONSIBILITIES

SELF-ADVOCACY

- Students must self-identify to receive an accommodation.
- Students have an ongoing responsibility to request and design their own accommodations.

ACCOMMODATIONS CAN'T:

- Change essential academic requirements;
- Fundamentally alter the nature of a service; or
- Result in undue financial or administrative burden.

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CULTURAL IMPACTS AND IMPLICATIONS OF UNIVERSAL DESIGN

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Design with everyone in mind!

DISABILITY CULTURE

“Disability can be part of one's identity, as are race, class, gender and gender identity/expression, sexual orientation, national origin, linguistic background, religious/philosophical beliefs, etc.” – Syracuse University, Disability Cultural Center

REFRAMING DISABILITY

About 56.7 million people — 19 percent of the population — had a disability in 2010, with more than half of them reporting the disability as severe. - U.S. Census Bureau.

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CHICAGO INSTITUTE ON DISABILITY RESEARCH

DISABILITY IS:

A difference (Being disabled is, in itself, neutral.)

DISABILITY DERIVES:

From interaction between individual and society

THE REMEDY:

For disability-related problems, remedy with a change in the interaction between the individual and society.

Carol Gill

THE AGENT OF REMEDY:

Can be the individual, an advocate, or anyone who affects the arrangements between the individual and society

AHEAD UNIVERSAL DESIGN INITIATIVE TEAM

ACCESS ISSUES STEM FROM:

Inaccessible, poorly-designed environments - should be addressed by the designer

THE ENVIRONMENT IS:

Designed, to the greatest extent possible, to be usable by all

ACCESS IS:

Proactive and inclusive

ACCESS:

As part of the environmental design, is sustainable.

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QUESTIONS

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PROACTIVELY IMPLEMENTING UNIVERSAL DESIGN CONCEPTS

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INCLUSIVITY

ASK YOURSELF:

How do we make our environment more inclusive for everyone, including persons with disabilities?

PROVIDE STUDENTS THE OPPORTUNITY TO:

- Acquire the same information…
- Engage in the same interactions…
- Enjoy the same services…

…as students without disabilities with "substantially equivalent ease of use."

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THE PROCESS OF UNIVERSAL DESIGN

1. Identify the application.
2. Define the universe.
3. Involve consumers.
4. Adopt guidelines or standards.
5. Apply guidelines or standards.
6. Plan for accommodations.
7. Train and support.
8. Evaluate.

Burgstahler, S. (2013). Preface. In S. Burgstahler (Ed.). Universal design in higher education: Promising practices. Seattle: DO-IT, University of Washington.

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UNIVERSAL DESIGN CONCEPTS

- Products and environments that are usable **by all people**, without the need for adaptation or special design.
  - Equitable in Use
  - Flexibility in Use
  - Simple and Intuitive Use
  - Perceptible Information
  - Tolerance for Error
  - Low Physical Effort
  - Size and Space for Approach and Use

QUESTION #1

Is the design useful and marketable to people with diverse abilities?

- Provide the same means of use for all users: identical whenever possible; equivalent when not.
- Avoid segregating or stigmatizing any users.
- Provisions for privacy, security and safety should be equally available to all users.
- Make the design appealing to all users.

QUESTION #2

Does the design accommodate a wide range of individual preferences and abilities?

- Provide choice in methods of use.
- Accommodate right- or left-handed access and use.
- Facilitate the user's accuracy and precision.
- Provide adaptability to the user's pace.

QUESTION #3

Is the design easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level?

- Eliminate unnecessary complexity.
- Be consistent with user expectations and intuition.
- Accommodate a wide range of literacy and language skills.
- Arrange information consistent with its importance.
- Provide effective prompting and feedback during and after task completion.

QUESTION #4

Does the design communicate necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities?

- Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- Provide adequate contrast between essential information and its surroundings.
- Maximize "legibility" of essential information.
- Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

QUESTION #5

Does the design minimize hazards and the adverse consequences of accidental or unintended actions?

- Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- Provide warnings of hazards and errors.
- Provide fail-safe features.
- Discourage unconscious action in tasks that require vigilance.

QUESTION #6

Can the design can be used efficiently and comfortably and with a minimum of fatigue?

- Allow user to maintain a neutral body position.
- Use reasonable operating forces.
- Minimize repetitive actions.
- Minimize sustained physical effort.

QUESTION #7

Is appropriate size and space provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility?

- Provide a clear line of sight to important elements for any seated or standing user.
- Make reach to all components comfortable for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the use of assistive devices or personal assistance.

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3 KEY STEPS TO IMPLEMENT UDL CONCEPTS NOW!

1. Show the information in multiple ways.
2. Allow students to demonstrate learning in different ways.
3. Create different ways to engage students and sustain interest.

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COLLABORATION IS KEY!

- Faculty, staff and students must work together to change the environment.
- Students offer tremendous expertise.

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CHANGE THE ENVIRONMENT

DON'T RESPOND TO EACH STUDENT REQUEST.

It is important to work towards creating an environment that focuses on inclusivity-creating a learning environment for all, rather than addressing accommodations on a case-by-case basis.

THE BURDEN

ACCESS	RESPONSIBILITY
The environment, not the student	Designer, collaboratively working with student(s)

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DOCUMENTATION GUIDELINES SHOULD BE:

- Collaborative
- Thoughtful
- Intuitive
- Necessary

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QUESTIONS

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SUPPORTING REGULAR AND ADJUNCT FACULTY

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TRAINING, TRAINING, AND MORE TRAINING

Faculty must be trained on:

1. Legal requirements;
2. Best practices;
3. Reasons why???

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COMPASSION: CHANGE IS HARD

"The greatest weapon in our fight for equality is compassion for one another." - Unknown

- **Precontemplation:** not yet aware that there is a problem and change is required
- **Contemplation:** awareness
- **Preparation:** making plans to change
- **Action:** moving forward with plan
- **Maintenance:** stability and consistency

-Harvard Health Publications

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SUCCESSFUL CHANGE

Dr. Sherrie Bourg Carter, Psy.D

- Self-motivated
- Rooted in positive thinking as opposed to guilt, fear or regret
- Goals are specific and limited
- Practical, realistic plan
- Avoidance of triggers
- Incorporate positive role models

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FACULTY NEED RESOURCES

FAQs

Create an FAQs or quick fact sheet for faculty

INFO CARD

Card with instructions on where to send students who disclose a disability

SYLLABI

Sample language for syllabi

ACCESSIBILITY

Info about accessible services, activities and facilities on campus

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FACULTY MUST KNOW

- Exclusion due to disability, not permitted
- Modifications may be necessary
- Prohibitive classroom rules must be waived
- Auxiliary aids must be permitted
- Alternative testing/evaluation required
- Rescheduling of classes may be necessary
- Special equipment may be required
- Can’t counsel towards restrictive careers

EQUALIZE OPPORTUNITY

- Collaborate
- Identify
- Plan
- Logistics

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QUICK, EFFECTIVE STEPS ON THE PATH TO UNIVERSAL DESIGN

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ACCESS FOR EVERYONE, EVERYWHERE

CLASSROOM

DINING

RESIDENTIAL LIFE

STUDENT ACTIVITIES

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TAKEAWAYS

IN THE CLASSROOM:

1. Create a welcoming environment; be approachable, available and patient.
2. Encourage interaction.
3. Assess physical accessibility.
4. Assess technological accessibility.
5. Implement multiple instruction methods.
6. Make notes accessible.

OTHER RECOMMENDATIONS FOR THE CLASSROOM

- Clarify instructions
- Allow laptops and tape recorders
- Encourage adaptive technology
- Describe visual material
- Make audio accessible

EXAMS

- Give shorter, more frequent exams
- Extended time
- Oral presentations and written exams
- Low distraction rooms

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TECHNOLOGY

WebAIM/WCAG 2.0

- Text alternatives
- Time-based media
- Adaptable
- Distinguishable
- Keyboard accessibility
- Time
- Seizures
- Navigable
- Readable
- Predictable
- Compatible
- Input Assistance

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TAKEAWAYS

WHEN PROVIDING SERVICES:

1. Staff/department know and understand institutional policies and procedures regarding disability services.
2. Publications are visibly inclusive and accessible.
3. Activities appeal to a wide-rage of abilities, interests and perspectives and are accessible.
4. Printed materials are within easy reach from a variety of heights and without furniture blocking access.

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TAKEAWAYS

IN PHYSICAL SPACES:

- Check the automatic doors on campus to confirm that they are working.
- Keep aisles wide and clear of obstructions.
- Assess whether all levels of the institution are connected via an accessible route of travel.
- Assess whether there is ample signage directing people to accessible routes.
- Assess whether wheelchair-accessible restrooms are well-marked near your classrooms or work spaces.
- Assess whether service desks and counters are accessible from a seated position.
- Check the lighting in your classrooms and workspaces - is there adequate light available?
- Establish quiet work and meeting areas where noise and other distractions are minimized.

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TAKEAWAYS

DO-IT

- **D**isabilities
- **O**pportunities
- **I**nternetworking
- **T**echnology

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EVALUATION

Thank you!

Please remember to complete the event evaluation. Your comments will help us continually improve the quality of our programs.

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