Universal Design

Principle One
Equitable Use
Instruction is useful to and accessible to learners with diverse abilities. Identical or equivalent whenever possible.

Provide electronic notes and outlines that can be read or accessed using assistive technology.

Principle Two
Flexibility in Use
Users can choose from multiple means of access.

Vary instructional methods to include lecture (with visuals), group activities, and/or online interaction.

Principle Three
Simple and Intuitive
The design allows for ease of navigation using a predictable format.

Documents and websites are well organized, assignment requirements/rubrics are provided and are understandable.

Principle Four
Perceptible Information
Instruction is designed and delivered regardless of ambient conditions or student sensory abilities.

Instructional materials are provided in electronic format or can be converted electronically to use assistive technologies.

Principle Five
Tolerance for Error
Instructional activities anticipate variable student learning pace and prerequisite skills.

Assign projects well in advance and offer to evaluate parts in advance of the due date; Provide online practice opportunities.

Principle Six
Low Physical Effort
Nonessential physical effort is minimized.*This principle does not apply where physical effort is integral to the course.

Allow learners to use word processors for writing assignments and essay tests/exams.

Principle Seven
Appropriate size, space, and reach
Participation in classroom activities is possible regardless of body size, posture, or mobility.

Classroom arrangement to allow students to face each other; lab settings with adjustable tables.

Principle Eight
Community of Learners
The environment promotes interaction, communication and exchange among students and faculty.

Use study groups, email lists, classroom chat sessions; acknowledging student identity and excellent contributions.

Principle Nine
Instructional Climate
Instruction is welcoming and inclusive; high expectations for all students.

Statement on syllabus asking students to discuss special needs and accommodations and to respect diversity.

Adapted from Scott, McGuire, & Shaw (2003) Universal Design for Instruction: A New Paradigm for Adult Instruction in Postsecondary Education