

7 Principles - Instructional

1. **Inclusiveness.** Create a classroom environment that respects and values diversity. Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs. Avoid segregating or stigmatizing any student. Respect the privacy of all students.

2. **Physical Access.** Assure that classrooms, labs, and field work are accessible to individuals with a wide range of physical abilities and disabilities. Make sure equipment and activities minimize sustained physical effort, provide options for operation, and accommodate right- and lefthanded students as well as those with limited physical abilities. Assure the safety of all students.

3. **Delivery Methods.** Alternate delivery methods, including lecture, discussion, hands-on activities, Internet-based interaction, and field work. Make sure each is accessible to students with a wide range of abilities, disabilities, interests, and previous experiences. Face the class and speak clearly in an environment that is comfortable and free from distractions. Use multiple modes to deliver content. Provide printed materials that summarize content that is delivered orally.

4. **Information Access.** Use captioned videotapes. Make printed materials available in electronic format. Provide text descriptions of graphics presented on Web pages. Provide printed materials early to allow students to prepare for the topic to be presented. Create printed and Web-based materials in simple, intuitive, and consistent formats. Arrange content in order of importance.

5. **Interaction.** Encourage different ways for students to interact with each other and with you. These methods may include in-class questions and discussion, group work, and Internet-based communications. Strive to make them accessible to everyone, without accommodation.

6. **Feedback.** Provide effective prompting during an activity and feedback after the assignment is complete.

7. **Demonstration of Knowledge.** Provide multiple ways for students to demonstrate knowledge. For example, besides traditional tests and papers, consider group work, demonstrations, portfolios, and presentations as options for demonstrating knowledge.

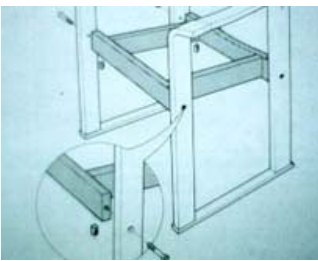
7 Principles - General



1. **Equitable Use.** The design is useful and marketable to people with diverse abilities. *For example, a Web site that is designed so that it is accessible to everyone, including people who are blind, employs this principle.*



2. **Flexibility in Use.** The design accommodates a wide range of individual preferences and abilities. *An example is a museum that allows a visitor to choose to read or listen to the description of the contents of a display case.*



3. **Simple and Intuitive Use.** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. *Science lab equipment with control buttons that are clear and intuitive is a good example of an application of this principle.*



4. **Perceptible Information.** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. *An example of this principle being employed is when television programming projected in noisy public areas like academic conference exhibits include captions.*



5. **Tolerance for Error.** The design minimizes hazards and the adverse consequences of accidental or unintended actions. *An example of a product applying this principle is an educational software program that provides guidance when the user makes an inappropriate selection.*



6. **Low Physical Effort.** The design can be used efficiently and comfortably, and with a minimum of fatigue. *Doors that are easy to open by people with a wide variety of physical characteristics demonstrate the application of this principle.*

Photos from Center for Universal Design website: www.design.ncsu.edu/cud/univ_design/princ_overview.htm



7. **Size and Space for Approach and Use.** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. *A flexible science lab work area designed for use by students with a wide variety of physical characteristics and abilities is an example of employing this principle.*