

Universal Design Considerations for Campus Resources and Services

Activity 1. Identifying Barriers on Your Own Campus

Services and Resources on my campus were designed for what types of students?

- 1.
- 2.
- 3.
- 4.
- 5.

How do all students learn about campus resources and services?

When services and resources were designed and developed on many of our campuses, only a limited number of potential users of these services and resources were considered. As a result, a variety of students may find barriers to accessing these services and resources. Examples of this include graduate or health professional students who are in class from 8 to 5 and are unable to meet with a learning specialist who works 8 to 4:30. Students with a physical disability may be unable to access all the resources in the Rec Sports Center, or a student for whom English is a second language may be unable to correctly interpret social cues during a “house meeting” in a dorm. These are all examples of barriers students may face.

Identify a campus service or resource, which may be ineffective or inaccessible to students with disabilities that you would like to change. (Campus services and resources to consider include the campus writing resources, parking and transportation services, recreational sports services, on-campus mental health services, residential life services, and on-campus dining services.)

Next, consider how this same service or resource may also be ineffective or inaccessible to graduate, international, ethnic minority, nontraditional age or low-income students. Also, consider the access for students who are parents

What features make this service ineffective or inaccessible to a wide range of students?

- 1.
- 2.
- 3.
- 4.

Activity 2. Identifying your Campus Allies

Who are potential campus allies that could assist you with identifying barriers to effective use and access to this service or resource by all students?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Identify three tools or strategies you could use to get your allies invested and educated about this issue and the impact this has on a wide range of students.

- 1.
- 2.
- 3.

What top administrators need to be involved to create greater access and effectiveness of this service or resource for **all** students?

- 1.
- 2.
- 3.

Identify 2 strategies you can use to obtain the commitment and interest of the administrators you think need to be involved to create this campus change?

- 1.
- 2.

Activity 3. Campus Action Plan

Once you have identified your allies, it will be important to bring all the stakeholders together to begin to develop an action plan. What strategies can you use to maintain the interest and commitment from your stakeholders to support follow through and create campus change?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Activity 4. Personal Action Plan

What is one thing I can do within the next month to promote the formation of a campus workgroup?

What two things can I accomplish before the end of fall semester related to development of a Campus Action Plan?

- 1.
- 2.