Universal Design for Learning

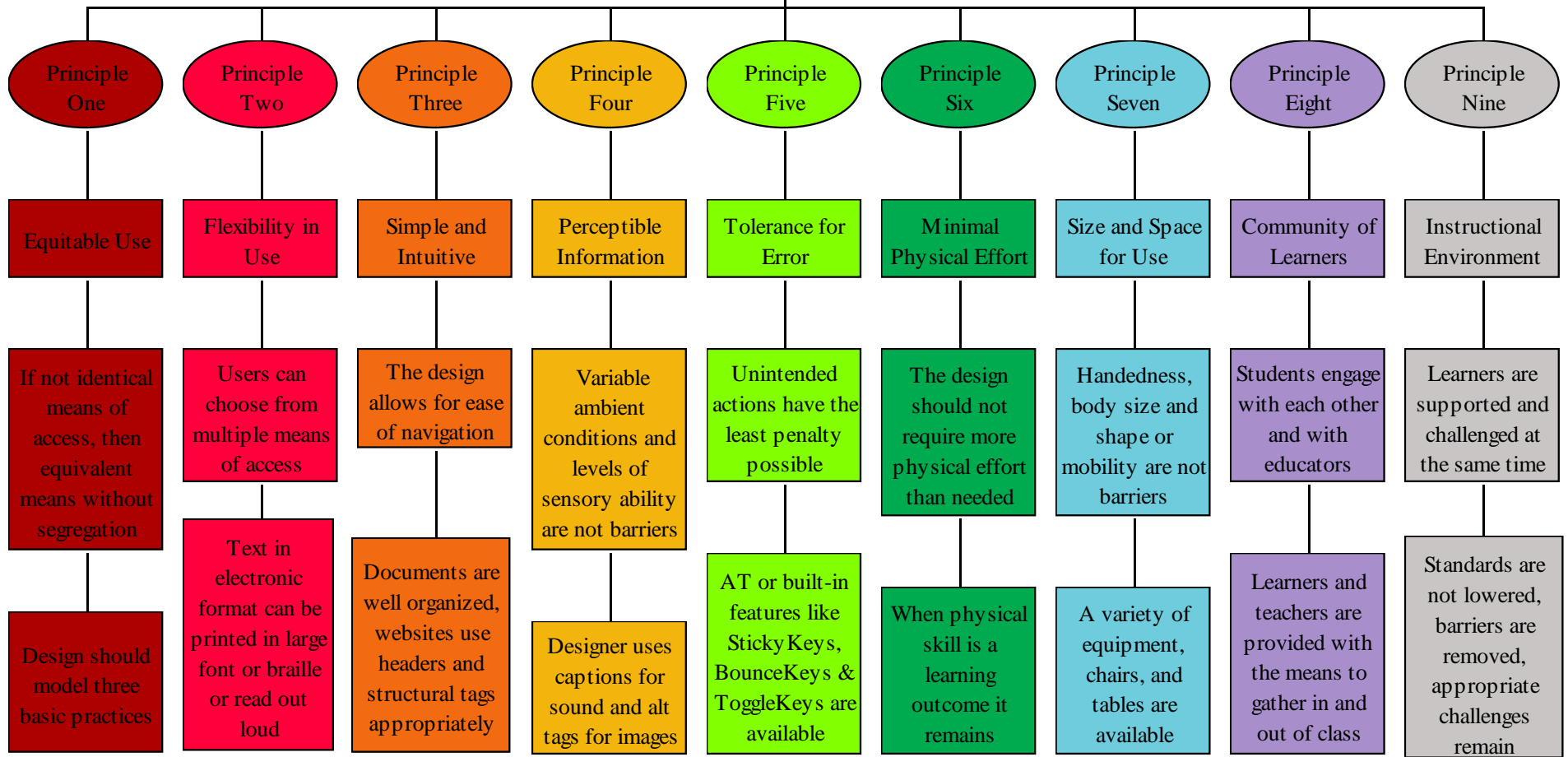| Principle One	Principle Two	Principle Three	Principle Four	Principle Five	Principle Six	Principle Seven	Principle Eight	Principle Nine
Equitable Use	Flexibility in Use	Simple and Intuitive	Perceptible Information	Tolerance for Error	Minimal Physical Effort	Size and Space for Use	Community of Learners	Instructional Environment
If not identical means of access, then equivalent means without segregation	Users can choose from multiple means of access	The design allows for ease of navigation	Variable ambient conditions and levels of sensory ability are not barriers	Unintended actions have the least penalty possible	The design should not require more physical effort than needed	Handedness, body size and shape or mobility are not barriers	Students engage with each other and with educators	Learners are supported and challenged at the same time
Design should model three basic practices	Text in electronic format can be printed in large font or braille or read out loud	Documents are well organized, websites use headers and structural tags appropriately	Designer uses captions for sound and alt tags for images	AT or built-in features like StickyKeys, BounceKeys & ToggleKeys are available	When physical skill is a learning outcome it remains	A variety of equipment, chairs, and tables are available	Learners and teachers are provided with the means to gather in and out of class	Standards are not lowered, barriers are removed, appropriate challenges remain

This Graphic Organizer was created with software called Inspiration. The software is useful because it automatically creates an outline when a user creates a graphic, and automatically creates a graphic when a user creates an outline. By representing ideas in multiple formats, there is a greater likelihood that learners with different needs will find a representation that works for them.

Created by Kaela Parks – disability.services@pcc.edu or online at www.pcc.edu/disability

Universal Design for Learning

I.   Principle One - Equitable Use

    1.   If not identical means of access, then equivalent means without segregation - Design should model three basic practices

II.   Principle Two - Flexibility in Use

    1.   Users can choose from multiple means of access - Text in electronic format can be printed in large font or braille or read out loud

III.   Principle Three - Simple and Intuitive

    1.   The design allows for ease of navigation - Documents are well organized, websites use headers and structural tags appropriately

IV.   Principle Four - Perceptible Information

    1.   Variable ambient conditions and levels of sensory ability are not barriers - Designer uses captions for sound and alt tags for images

V.   Principle Five - Tolerance for Error

    1.   Unintended actions have the least penalty possible - AT or built-in features like StickyKeys, BounceKeys & ToggleKeys are available

VI.   Principle Six - Minimal Physical Effort

    1.   The design should not require more physical effort than needed - When physical skill is a learning outcome it remains

VII.   Principle Seven - Size and Space for Use

    1.   Handedness, body size and shape or mobility are not barriers - A variety of equipment, chairs, and tables are available

VIII.   Principle Eight - Community of Learners

    1.   Students engage with each other and with educators - Learners and teachers are provided with the means to gather in and out of class

IX.   Principle Nine - Instructional Environment

    1.   Learners are supported and challenged at the same time - Standards are not lowered, barriers are removed, appropriate challenges remain

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