

SECTION I: TERMS AND DEFINITIONS

This guide is designed to primarily assist students with disabilities (SWD) and faculty by providing basic information about Disability Support Services (DSS) policies and procedures. It is also designed to assist students and their families with the process of becoming more effective self-advocates. To comply with Section 504, postsecondary institutions that receive federal assistance must provide the same services and programs to students with disabilities that are afforded to students without disabilities.

Students with disabilities are a rapidly growing population in U.S. higher education. The obligation to accommodate students extends beyond a moral responsibility and a promise of equal access. There is also a legal imperative, found in Section 504 of the Rehabilitation Act of 1973, which states in part, accomplishing this goal means more than the removal of architectural barriers or the offering of auxiliary services. "Reasonable accommodations" must be instituted in instructional programs and departmental policies in order to insure full educational opportunities to all students. The intent of these accommodations is not to alter the academic standards of the institution, but to insure that the needs of disabled students are reasonably met. No qualified handicapped individual...shall, solely by reason of handicap, be excluded from the participation of, or be subject to discrimination under any program or activity receiving federal financial assistance including employment education due to disability.

In compliance with the mandates of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA) any currently enrolled UW Superior student, or newly admitted UW Superior student (who has also paid the enrollment deposit) who believes he or she has a disability covered under disability laws and requiring reasonable accommodations, must: 1) provide the UW Superior Disability Support Services (DSS) office the requisite documentation (at their own expense); and 2) request authorizations from the DSS office for reasonable accommodations; before 3) expecting reasonable accommodations to be provided by the University.

Reasonable accommodations are not retroactive, and are only required to be in effect after a student has self-identified a disability, and fulfilled the necessary steps for being approved for reasonable accommodations. UW Superior does not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Accommodations – Examples

Because some accommodations take longer than others to arrange, students must notify the Disability Support Services (DSS) office before the beginning of each semester when accommodations will be needed. Ideal time to meet with DSS would be right after course registration, and even then with some accommodations (ex: audio books and sign language interpreters which sometimes take months to arrange), there is no guarantee that the needed accommodations will be available when the new semester begins. Accommodations may take many forms and generally apply to three broad categories: teaching and learning, demonstrating knowledge, and meeting academic requirements. The following are examples of each category.

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Teaching and Learning

- Use of tape for lectures
- Use of assistive technology
- Use of American Sign interpreters
- Use of particular types of desk and other furniture
- Use of comprehensive syllabi (i.e., more detailed syllabi)

Demonstrating Knowledge

- Examination modifications (e.g., extended time, oral exams, readers, testing in a quiet environment, use of computer for essays)
- Extended time for projects
- Nontraditional ways to determine knowledge, mastery, and competence
- Use of a testing lab

Meeting Academic Requirements

- Substitution or waiver of certain classes
- Priority registration
- Extended time to complete course requirement
- Use of a scribe or note taker
- Preferred seating
- Extended time on assignments or projects
- Use of word processor for written work
- Assignments presented orally and in written form
- Physical access
- Use of adaptive equipment
- Use of books on tape
- Reduced course load
- Scheduling accommodations
- Housing accommodations
- Alternate accommodations
- Dietary accommodations

Admissions

Admission to UW-Superior is based on requirements outlined in the application process and in the University Catalog. Students are admitted without regard to disability, and must be otherwise qualified for admissions. Information related to disabilities, documentation and accommodations are to be sent directly to the Disability Support Services office.

Affirmative Action/Equal Opportunity

As required by the Civil Rights Act of 1964, the university is committed to the broad application of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Students should bring problems or questions regarding equal opportunity/affirmative action and sexual harassment policies to the attention of the supervisor, the department chair, the dean of Students, director of Human Resources, and/or a trusted staff or faculty member. Students with disabilities can also contact DSS, Old Main 118.

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Audiotape

Students who have been granted permission to audiotape class lectures as an accommodation are expected to agree to the following provisions: 1) Audiotapes of class lectures are only for the student's personal use in study and preparation related to the class; 2) Students may not share these audiotapes with any other person, whether or not that person is in his/her class; 3) Audiotapes are sources, the use of which in any academic work is governed by rules of academic conduct; and 4) Students agree to destroy the audiotapes when they are no longer needed.

Confidentiality

Students are under no obligation to disclose disability unless an accommodation is being requested; likewise, faculty and staff have no authority to see disability documentation without legitimate educational need to know. All Disability Support Services (DSS) students need to acknowledge that some level of disclosure to select faculty may be necessary to provide the requested accommodation(s). This disclosure will occur without student's specific written permission, and with the understanding that only necessary information for the purpose of accommodation will be communicated by the DSS staff. DSS records are confidential, kept in a secure area in the DSS office, and protected by FERPA. Students who need accommodations in a specific course should contact DSS, who will then discuss options with the students. The student (not DSS) is responsible for informing the course instructor of the need for accommodations in class. DSS will be available to serve as a liaison between the student and the instructor, if necessary, and at the request of the student. It is possible that the student, DSS, and the instructor may need to meet to discuss accommodations or auxiliary aids – in which case this too needs to be initiated by the student. For the most part, students are encouraged to meet with instructors on their own, without further DSS involvement. *DSS strives to assist student into becoming self-advocates.*

Denial of Services

Students needing reasonable accommodations at UW-Superior must first register with DSS, and provide appropriate documentation. It is possible that services may be denied, for a variety of reasons. Students have the right to appeal service denials, and may submit written complaints to the Dean of Students, or Affirmative Action office.

Disability

The 1990 Americans with Disabilities Act (ADA) protects the civil rights of individuals with disabilities, as well as those without disabilities. It is possible for a person to have a "disability," yet not be disabled under the ADA. For example, a person could have arthritis, but not fall under the civil rights definition of disability. Eligibility for the civil rights ADA protection requires the applicant to meet one of the following three criteria in the civil rights definition of disability:

- Has a physical or mental impairment that substantially limits one or more of the person's major life activities;
- Has a record of such a physical or mental impairment; or
- Is regarded as having such an impairment, whether actually having a physical or mental condition that substantially limits one or more major life activities

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Disability, as pertains to DSS, does not include transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders; compulsive gambling, kleptomania, pyromania or psychoactive substance use disorders from current illegal use of drugs.

Disability Support Services (DSS) Goals

The UW Superior DSS goals are as follows:

- To ensure that students with disabilities have equal access to all UW-Superior programs, services, and activities
- To help coordinate disability-related campus policies and procedures
- To help foster a campus community that is responsive to persons with disabilities, through direct support, as well as technical assistance, information and referral
- To encourage students with disabilities to become self-advocates in order to be able to participate actively in decisions regarding their reasonable accommodations and resources
- To offer students opportunities that address self-advocacy skills, curricular and co-curricular experiences, networking, and career goal development

Disability Support Services (DSS) Mission

The mission of UW-Superior Disability Support Services (DSS) is to facilitate equal access to university programs, events, activities, and services for students with disabilities. DSS is committed to upholding the legal, ethical, and philosophical principles of the 1990 Americans with Disabilities Act (ADA). The DSS ensures that reasonable accommodations and services are afforded to disabled students such that they have equal opportunities to achieve their full potential.

Disability Support Services (DSS) Vision

DSS vision is a university community where a disability is neutral; a community where services are integrated throughout the university so that only unique and uncommon accommodations and services are provided/coordinated through DSS.

Documentation

Any university student with a disability may self-disclose at any time to a UW-Superior faculty or staff member and/or DSS representative. Upon self-identification, the student will be asked to register with the DSS office, and to provide the DSS office recent (**within 3 years**) documentation verifying the disability in order to qualify for reasonable accommodations. It is the student's responsibility to acquire additional information or clarification as requested by the DSS. The purpose of documentation is to provide verification that the individual has a disability that meets the definition contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Documentation submitted must: 1) be appropriate to verify eligibility; 2) demonstrate a current substantial impact of one or more major life activities; and 3) support the request for accommodations, academic adjustments and/or auxiliary aids. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by the student. In general, it is not acceptable for such documentation to include a diagnosis or testing performed

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by a member of the student's family. Additionally, students requesting accommodations for the manifestation of multiple disabilities must provide evidence of all such conditions.

General Documentation Guidelines

Documentation of a disability should consist of a recent (**within 3 years**) evaluation by an appropriate medical doctor or other professional and must include a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request(s).

Documentation prepared for specific non-educational venues, such as the Social Security Administration or the Department of Veteran's Affairs, may not meet these criteria if they do not provide information applicable to higher education accommodation needs. Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA) will be given due consideration in determining the presence of a qualifying disability and making decisions regarding accommodations. However, IEP or 504 plans are not generally considered sufficient documentation unless accompanied by a current and complete medical evaluation, with applicability to higher education accommodation needs. Receiving services and accommodations at another college or university does not necessarily qualify students of the same services and accommodations at UW-Superior, as the institutions have different abilities related to service provisions.

Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of the individual's current program. Accommodation decisions are made on a case-by-case basis, taking into consideration the impact of a particular student's disability within the specific context in which that student must function.

Nationally, most institutions of higher education use guidelines developed by the Association on Higher Education and Disability (AHEAD) and the Educational Testing Service (ETS).

Documentation Elements:

As appropriate to the disability, the documentations should include the following elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis
- A description of the diagnostic tests, methods, and/or criteria used, including specific test results and standardized testing scores and the examiner's narrative interpretation
- A description of the current functional impact of the disability, which may be in the form of an examiner's narrative and/or an interview, but it must have a rational relationship to diagnostic assessments (For learning disabilities, current documentation is defined using adult norms.)
- A statement indicating treatments, medications, or assistive devices and services currently prescribed or in use, with a description of the mediating effects and the potential side effects from such treatments
- A description of the expected progression or stability of the disability over time, particularly the next five years
- A history of previous accommodations and their impact

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- The credentials of the diagnosing professional(s) if not clear from the letter head or other forms (Please note that diagnosing professionals shall not be family members or others with a close personal relationship with the individual being evaluated.)

Grievance Procedure for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA, UW-Superior will follow these procedures for processing grievances by students who allege discrimination because of a disability. In instances where students feel that they are being denied reasonable accommodation as provided through Section 504 of the Rehabilitation Act of 1973 and the ADA, they may seek remedy by contacting DSS. Complaints must be submitted in writing, complete with date of complaint and signature of complainant. DSS will then work with the concerned parties to try to reach a resolution. If the complainants are not satisfied with the outcome achieved through DSS, they may appeal the decision or initiate the same procedure through the Dean of Students or Affirmative Action office. All complaints will be processed in a timely and efficient manner. See also Denial of Services.

Has a Record of Such An Impairment

Has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

Healthcare

On campus, during the academic year, the Student Health & Counseling Services office is located in Hawkes Hall. Students registered at the university, who have paid their activity fee, are eligible for free health care. Students must fill out a Health History form and present a validated identification card before services are rendered. Students should call 394-8236 for Counseling Services appointments.

The Student Health & Counseling Services collaborates with other campus and community agencies to enhance optimal health care opportunities. Major medical problems are referred to community professionals. The students are responsible for emergency room services, hospitalizations, lab tests or other long-term therapy. It is recommended that students obtain health insurance to cover such unexpected expenses.

Is Regarded As Having An Impairment

Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a public entity as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such impairment; has none of the impairments defined above in Physical or Mental Impairment, but is treated as having such an impairment. Referenced in EEOC and DOJ Titles II and III regulations for the ADA.

Major Life Activities

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. Referenced in EEOC and DOJ Titles II and III regulations for the ADA.

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Qualified Individual/Person with a Disability

An individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural, communication or transportation barriers, or the provision of auxiliary aids and services, 1) with respect to employment, can perform the essential functions of the job in question, and 2) with respect to services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity. Referenced in ADA's DOJ Title II.

Reasonable Accommodation (Common Examples)

A reasonable accommodation is a modification or adjustment of a course, program, service, activity or facility that enables an otherwise qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. The university is obligated to provide accommodations only to the known limitations of an otherwise qualified disabled student.

UW-Superior is committed to providing the qualified student who has a disability with equivalent access to and equal opportunity in the educational environment as covered under Section 504 of the Rehabilitation Act of 1973 and the ADA. The university will make a good faith effort to provide reasonable accommodation to the student with a disability; however, it is not required to provide the most comprehensive accommodations requested by the student.

The DSS office, faculty, and student generally reach a consensus as to what constitutes reasonable accommodations, which is then recorded on the Faculty Accommodation Form (FAF). Student needs will vary according to the individual course requirements and the nature of the disability, and as a result are responsible for providing faculty a copy of the FAF in a timely manner.

Reasonable accommodations are not retroactive, and are only required to be in effect after a student has self-identified a disability, and fulfilled the necessary steps for being approved for reasonable accommodations. UW-Superior does not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. Examples of reasonable accommodations are as follows:

Alternative Testing

The purpose of alternative testing is to permit students to be evaluated on the basis of their knowledge of course content without undue interference from their disability. Examples of more common test accommodations include:

- Adaptive equipment - such as a computer or text enlarger – permits a student to read and/or respond to a standard test. Computers assist students with fine motor problems, organizational deficits or spelling weaknesses. Text enlargers enable students to independently read and answer test questions and view their responses.
- Alternative formats – (e.g. tape recorded, Braille or large print) for students with print impairments. This may include students with reading or visual disabilities.
- Alternative test date – students whose disabilities fluctuate (e.g. depression, chronic fatigue syndrome, diabetes etc.) may request a test date change so that they are able to

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take the exam when interference from their condition is minimal. Students are expected to take exams within a reasonable amount of time from the original test date and to notify the instructor of this request in a timely manner.

- **Extended time** – recommended for a student whose performance is compromised by a physical or cognitive impairment that causes significantly slower reading, writing, recalling or organization of information
- **Semi-private room** (distraction-free) – recommended for students who have significant difficulty with concentration, or are highly distractible, or employ test strategies that might be distracting to those around them (e.g. read questions aloud). Some students with physical disabilities may need a separate room in order to lie down or stand up as a way to manage pain or muscular conditions.

Classroom

Classroom accommodations are not retroactive. Students are encouraged to give the Faculty Accommodation Form (FAF) to the faculty at the beginning of each semester, if accommodations are needed. Faculty are obligated to provide accommodations only after receiving the accommodations (FAF) form. To receive accommodations, students must comply with the following procedures:

1. Students requesting disability accommodations must make an appointment with DSS in order to open a file, discuss eligibility and needs. Students are to work with DSS office to determine needed reasonable accommodations.
2. Students are responsible for copying the Faculty Accommodation Form, and for giving copies of this form to the appropriate faculty.
3. The FAF will be provided to qualified DSS students and will generally be valid for several years, unless there have been disability-related changes that would also change accommodation needs.
4. To discuss accommodations and protect their right to privacy, students are encouraged to work with the faculty in a private location away from other students, and to arrange this meeting on their own.

Modification of Course Requirements/Substitutions

If a student with a disability is not clear as to what *modifications* are possible to make requirements accessible, the student should contact DSS to discuss options for reasonable accommodations.

Course *substitutions/waivers* must first be approved by DSS. Documentation on file must verify such requests. Students need to work with their academic advisors to fill out the course substitution form, available at the Registrar's office. The students are responsible for filling out the appropriate form at the Registrar's office, and for submitting all paperwork in a timely manner.

Note takers

Note takers are volunteers, and generally students in the same class as the DSS student. It is the responsibility of the student approved for note taking accommodation to locate the person who will take notes for him/her, and to refer this person to DSS in order to facilitate the photocopying

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of the notes. If the student receiving the note taking accommodation is unable to locate a note taker, she/he may ask the instructor to ask the class if anyone is interested in serving as a note taker. It is recommended that the student speak with the instructor in advance about confidentiality concerns before such an in-class announcement. It is the DSS student's responsibility to go to classes, and to either arrange to get the notes directly from the note taker, or to pick them up at DSS. Note takers are to either deliver the notes to the DSS student directly, or leave them in a specially marked file in DSS. DSS will pay for photocopying the class notes. Ideally, the DSS student and note taker work together in order to make sure the notes are understandable and effective. In the event the note taker is unable to take notes for a class, the DSS student should have an alternate plan, such as audio taping (see audio taping).

Priority Registration

Priority registration enables students to register earlier than their usual registration time in order to provide equal access to educational programs. Eligibility is based on appropriate documentation of disability and is determined on a case-by-case basis. Specifically, priority registration is available to students who: 1) Need to schedule classes at specific times or locations to achieve equal access to educational opportunities; and 2) Use document conversion (audio or Braille), or interpreting services. Once determined to be eligible, DSS student names will automatically be programmed in E-Hive. Students who do not submit timely requests for document conversion or interpreting services may lose the priority registration service. Priority registration is authorized for students who use these services because significant advance preparation on the part of DSS is required to provide services. Priority registration does not exempt students from meeting general registration or other requirements for their school or college (e.g. prerequisites, academic holds etc.). Academic holds and permission to register actions must be taken care of prior to registration. Students are responsible for reviewing registration instructions carefully.

Reduced Course Load Status

Students who need reduced course load status should make an appointment with DSS to discuss the process for making this request. Students on financial aid, and/or receiving DVR, DVS or other funding support will need to consult with those areas to insure clear understanding of possible consequences related to reduced course loads.

Sign Language Interpreting

It is the utmost importance that students inform DSS of any request for interpreting services at the first available opportunity, ideally immediately after course registration. There are limited numbers of service providers available and a high demand for this service throughout this geographic region. Students must supply DSS a copy of a complete course schedule (copy of E-Hive course schedule), when first requesting services, and to notify DSS personnel IMMEDIATELY of any changes to requests or cancellations. DSS is committed to providing interpreter services in a timely manner, however in the event of circumstances beyond DSS control, it may be necessary for the student to consider/utilize alternative accommodations.

Taped Texts

If books on tape are needed, the student should allow several weeks for delivery, generally six to eight weeks. As soon as the student registers for classes, he or she should go to the Bookstore in

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the YellowJacket Union and purchase required texts for each class. The student is to bring the books and book receipts to DSS. The DSS staff will assist the student in requesting books on tape. It is the student's responsibility to return all borrowed books on tape and other materials to DSS immediately after final exams. Failure to return borrowed items will result in a registration hold for the next semester.

Records

DSS maintains student files for at least three years after the student last attended the university. It is in the student's best interest to always keep copies of documentation regarding his or her disability.

Residence Hall Accommodations

Students requiring specialized accessibility needs as a residential student must first contact DSS when seeking housing accommodations. The student will need to provide documentation of the disability. The director will handle each request on a case-by-case basis.

Substantially Limited

Unable to perform a major life activity that the average person in the general population can perform; or significantly restricted as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to a person in the general population. Regarding the major life activity of working, it means significantly restricted in the ability to perform either a class of jobs or a broad range of jobs as compared to a person having a comparable training skills and abilities. The determination of whether a condition substantially limits a person is based on the condition's impact on an individual, not on the existence of that condition. Referenced in EEOC regulations.

Temporary Impairment

As a result of an illness or accident, a student may be eligible for temporary services from DSS. Reasonable academic accommodations may include a volunteer scribe, reader, or extended time for testing. You must provide DSS with medical documentation to support any submitted requests, and the documentation must verify the need for such request(s). Reasonable services will be coordinated by DSS, providing appropriate documentation has been submitted, and such accommodations are available.

Universal Design

Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. –Ron Mace

The intent of universal design is to simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities. The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. A working group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products, and

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communications. These seven principles may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments.

The Principles of Universal Design are presented here, in the following format: name of the principle, intended to be a concise and easily remembered statement of the key concept embodied in the principle; definition of the principle, a brief description of the principle's primary directive for design; and guidelines, a list of the key elements that should be present in a design which adheres to the principle. (Note: all guidelines may not be relevant to all designs.)

PRINCIPLE ONE: Equitable Use

The design is useful and marketable to people with diverse abilities.

Guidelines:

- 1a.** Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b.** Avoid segregating or stigmatizing any users.
- 1c.** Provisions for privacy, security, and safety should be equally available to all users.
- 1d.** Make the design appealing to all users.

PRINCIPLE TWO: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- 2a.** Provide choice in methods of use.
- 2b.** Accommodate right- or left-handed access and use.
- 2c.** Facilitate the user's accuracy and precision.
- 2d.** Provide adaptability to the user's pace.

PRINCIPLE THREE: 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.

Guidelines:

- 3a.** Eliminate unnecessary complexity.
- 3b.** Be consistent with user expectations and intuition.
- 3c.** Accommodate a wide range of literacy and language skills.
- 3d.** Arrange information consistent with its importance.
- 3e.** Provide effective prompting and feedback during and after task completion.

PRINCIPLE FOUR: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

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Guidelines:

- 4a.** Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b.** Provide adequate contrast between essential information and its surroundings.
- 4c.** Maximize "legibility" of essential information.
- 4d.** Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e.** Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

PRINCIPLE FIVE: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

- 5a.** Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b.** Provide warnings of hazards and errors.
- 5c.** Provide fail safe features.
- 5d.** Discourage unconscious action in tasks that require vigilance.

PRINCIPLE SIX: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

- 6a.** Allow user to maintain a neutral body position.
- 6b.** Use reasonable operating forces.
- 6c.** Minimize repetitive actions.
- 6d.** Minimize sustained physical effort.

PRINCIPLE SEVEN: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Guidelines:

- 7a.** Provide a clear line of sight to important elements for any seated or standing user.
- 7b.** Make reach to all components comfortable for any seated or standing user.
- 7c.** Accommodate variations in hand and grip size.
- 7d.** Provide adequate space for the use of assistive devices or personal assistance.

Please note that the Principles of Universal Design address only universally usable design, while the practice of design involves more than consideration for usability. Designers must also incorporate other considerations such as economic, engineering, cultural, gender, and environmental concerns in their design processes. These Principles offer designers guidance to better integrate features that meet the needs of as many users as possible.

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Unreasonable Accommodations

The ADA does not require colleges to provide personal assistants, individual personal assistants, individual personal tutors, or personal assistive technology. Whenever possible, DSS will refer students to agencies that may provide personal assistance of that nature. Accommodations are not made that would reduce academic expectations or standards or eliminate essential components of any course.