

The Faculty Accessibility Resource Guide



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Introduction

McMaster University is an institution that is “committed to fostering, creating and maintaining a barrier-free environment for all individuals providing equal rights and opportunities (McMaster’s Procedures, Policies and Guideline document, 2010).” While there is work being done to make our university more accessible, there are a variety of barriers (table 1) that still hinder many students. Fortunately, these barriers can be lifted by fostering awareness, accountability and self-reflection. “McMaster Institute for Innovation and Excellence in Teaching & Learning’s Accessibility Faculty Resource Guide” (MAFRG) is a tool for McMaster faculty members to use when designing and teaching courses to ensure that our university is a place where each student is given the opportunity to fulfill their academic potential.

The following table (with information taken from the Accessibility for Ontarians with Disabilities Act, 2005) addresses the types of barriers that can hinder student learning:

BARRIER	EXAMPLE
Attitudinal	“Forming ideas about persons with disabilities because of stereotypes or lack of understanding.”
Architectural or Structural	“Inaccessible design elements of buildings such as stairs, doorways, width of hallways and room layout.”
Information and Communication	“Things like small print size, low colour contrast between text

Communication	and background, confusing design of printed materials and the use of language that isn't clear or easy to understand can all cause difficulty."
Technology	"Everyday tools like computers, telephones and other aids can all present barriers if they are not set up or designed with accessibility in mind."
Systemic	"Policies, practices and procedures of an organization that restrict people with disabilities, often unintentionally."

Table 1

Growing Diversity

Our society and our post-secondary institutions are places of growing diversity, and as such, it is important that McMaster University is an inclusive institution. In Ontario, 1 in 7 people have a disability and that number will be increasing in coming years (Ministry of Economic Development, Trade and Employment, 2013b). Within the Ontario post-secondary school context, 4% of students report having a disability, and it is expected that the number of students who report a disability will continue to increase as well (The Ministry of Training, Colleges and Universities: Postsecondary Education Division, 2008; Harrison & Wolforth, 2012). According to McMaster Student Accessibility Services 2012-2013 report, 1276 McMaster University students reported a disability (Student Accessibility Services, 2013). It is also important to note that this previous number is contingent on how many students *report* their disability. This

number may be higher if we also consider the number of students with disabilities who have not disclosed this information to the university.

Note: The notion of “disability” does not solely encompass physical conditions. For instance, disabilities can be episodic and/or non-visible (e.g. head injury, depression, and anxiety): a student can have a learning disability, a mental illness and/or a chronic illness. As such, it is important to recognize that “disability” is a broad and diverse categorization.

Understanding Accessibility

According to the Accessibility for Ontarians with Disabilities Act (AODA), an institution is accessible if “people of all abilities are given the opportunity to participate fully” (Ministry of Economic Development, Trade and Employment, 2013b). Here’s a video that discusses accessibility at McMaster in more detail.

Frequently Expressed Concern:

“What is my responsibility to provide accommodation? What rights do I have?”

Faculty responsibility is outlined in the [Student Accessibility Services’ Yellow File](#), a document that provides information regarding accessibility and accommodation.

Furthermore, faculty rights and responsibilities are outlined in the [Senate policy](#) for academic accommodations for students with disabilities.

Universal Instructional Design

Universal Instructional Design (UID) or Universal Design for Instruction (UDI) is a concept that works to eliminate educational barriers and reinforce inclusive, accessible teaching practices (Palmer & Caputo, n.d.). Through the integration of the key principles (listed below), faculty members can create a teaching environment that is proactive as opposed to reactive—an environment that effectively anticipates and addresses obstacles to students' learning (Ouellett, 2004). It is important to note that universal instructional design maximizes the learning experience for all students, not just those with disabilities. For instance, adding captions to instructional videos helps students who are deaf and hard-of-hearing follow the dialogue and action of the video (National Institute on Deafness and Other Communication Disorders, n.d.). In addition, captions can also aid students who speak English as a second language in comprehending the material more concretely. For students who are watching lecture videos on their own time, captions can also help them quickly recall specific content. (Stanford University, 2009). As such, captions can maximize learning for all students in ways that are suitable to their specific learning needs.

UID Principles to Keep in Mind

Instructional materials and activities should:

1. Be accessible and fair.
2. Be straightforward and consistent.
3. Be flexible in use, participation and presentation.
4. Be explicitly presented and readily perceived.

5. Provide a supportive learning environment.
6. Minimize unnecessary physical effort or requirements.
7. Ensure a learning space that accommodates both students and instructional methods.

To gain a deeper understanding of UID, please look at University of Guelph's UID [Implementation Guide](#)

With that said, we understand that as faculty members, you also face barriers that may hinder your ability to create a fully accessible environment. For instance, we understand that you do not have control over the architectural environment around you and do not have the resources or the ability to change the physical characteristics of the classrooms you are assigned. However, by taking the time to explore different accessible teaching practices, you will be encouraging a more inclusive teaching environment and providing students with a more comprehensive educational experience. Please always remember that McMaster University appreciates all of the work that you do to foster accessibility in the classroom, and none of your efforts go unnoticed.

Want to know more on Universal Instructional Design? Check out the research articles below: 1)“Universal Design for Instruction: A Framework for Anticipating and Responding to Disability and Other Diverse Learning Needs in the College Classroom” by Sally S. Scott, Joan M. McGuire, and Teresa E. Foley

2) “Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples” by Sheyrl Burgstahler

Course Design

Standards for Effective Communication

A) Prioritize Accessibility

As instructors, it is difficult to identify all potential barriers that students with disabilities face, which is why it is important to consider accessibility before creating course materials, assignments, tests and exams. Planning accessibility in selecting your course materials is one important step towards fostering inclusion at McMaster University. With the introduction of the AODA, we know that accessible teaching is our shared responsibility. Planning for accessibility ahead of time encourages inclusivity – and this is helpful for all students (and instructors) who may seek to read, think and work with materials in a variety of ways.

B) Evaluate your communication practices

Consider the communication practices you are currently using to communicate with your students, keeping in mind these questions:

- ✓ Are my communication practices clear to different types of learners?
- ✓ Are there potential barriers with the methods of communication I am using?
- ✓ Are my communication practices consistent, feasible, and responsive?

By reading this resource guide, we hope that the MIIETL Faculty Accessibility Resource Guide will assist you in addressing the questions above.

C) Provide accommodation as soon as you can

There might be challenges you face as you plan for accessibility, however, it is important to remember that the “little” things you choose to do as an instructor can foster a supportive learning environment—such as sending an introductory email prior to first lecture, communicating to your students on first day of class that you can provide accommodation, or responding to accommodation requests as soon as you can. Specifically, providing accommodation regarding accessibility promptly conveys to your students that you are invested in student success. Such practices though might seem minor, are in fact useful and effective.

Here is an example provided by the AODA for Customer Service Training that depicts various ways instructors can accommodate students:

“Maria is a student in computer science who has vision loss. In April, she approaches the professors who will be teaching her in September asking for the titles of the textbooks she will need so that the Centre for Student Development office can arrange to get them in Braille.

What can Maria's professors do to help ensure that Maria is able to access the information required for her courses?

·A first step would be to ask Maria how they could accommodate her disability in the classroom: she probably has many good suggestions for them based on her experience.

·The Braille transcription process can take up to four months. Professors can help manage this time lag by selecting text titles as early as possible. It is also helpful when professors consider course outlines in advance, decide supplementary readings early in the process and post all course notes for students in an accessible format.”

Do you need assistance accommodating students with a disability, or do you have any general questions regarding policy and procedures?

[Contact Student Accessibility Services \(SAS\)](#)

Here are some quick tips on how to make course materials more accessible from the [Ministry of Community and Social Services, Government of Ontario](#).

Creating Accessible Syllabi

A course syllabus is one of the most important academic resources as it is the first resource that students will engage with during the semester. A well-organized, informative syllabus communicates information about the course, allowing students to make sense of what is expected and what will be taking place over the course of the semester. A syllabus can be a great tool for a student who is looking to plan their time accordingly, and make specific arrangements over the semester (Bassnett, 2004). For this reason, instructors should consider the important role that syllabi play in student success. While creating your course syllabus, please take a look at McMaster's Policy on Course Syllabi.

Feel free to use this checklist below, revised from the University of Toronto-Scarborough, to ensure that your syllabus is comprehensive:

Syllabus Checklist

Does my syllabus include...

- A description of the course
- The course goals and learning objectives
- The prerequisites or skill requirements for the course
- The instructor's name, class location, office hours and location, email, and phone number
- A list of required texts or other resources
- A statement encouraging students who require accommodations to speak to you privately
- A description of the assignments and their weight
- Policies on missed classes, late assignments, and academic misconduct
- Resources for support
- A schedule of dates indicating topics, readings, field trips, and assignments, which would allow students to make special arrangements in advance (i.e., transportation, sign language interpreters, daycare, etc.)
- An Accessibility Statement

The Importance of an Accessibility Statement

Accessibility statements are an integral component of a course syllabus. They encourage students to communicate with faculty about any accommodation requests that need to be addressed, and guide students to meaningful on-campus accessibility resources. As such, accessibility statements foster open communication between faculty and students, and further demonstrate to students that accessibility is a priority at McMaster. Below is a sample McMaster Accessibility Statement that faculty can use: "Inclusivity, Accessibility and Accommodations: McMaster University and your instructors are committed to creating an equitable and accessible environment and to

encouraging openness to multiple perspectives and points of view. If you have a dis/ability or health consideration that may require accommodations, please feel free to approach one of the instructors and/or Student Accessibility Services as soon as possible to discuss accommodations.

Sample Email Signature

(Currently in use by the Faculty of Social Sciences at McMaster University)

"If you have an accommodation need for a planned meeting, please e-mail me directly and I will do my best to make appropriate arrangements. Should you require any materials sent via this e-mail address in an alternate/accessible format, please let me know."

Want to ensure that you have created a syllabus in keeping with the UID principles? Refer to this [quick guide](#) by the University of Guelph.

Course Materials

Students interact with a variety of course materials over the semester. In order to ensure that these course materials are aiding in student success, course materials need to be presented in an accessible manner. Please consider the following accessible approaches to creating course materials, taken directly from the article "*Planning for Accessible Teaching: Selecting Course Materials*" by Clark Cipryk and Marie Vander Kloet (2012).

Course Documents:

- Post handouts, PDFs, PowerPoint presentations and Word documents discussed or distributed in class on Avenue...

Why?

- ✓ Saves scanning time/expense
- ✓ Compatible with screen readers (used by students with visual impairments, students with learning disabilities and students who may need to listen to, rather than, read notes)

- Use Math ML on Avenue for mathematics related work...

Why use MathML instead of handwritten notes?

- ✓ Students needing screen reading software can have math read back to them, right within the browser.
- ✓ Typing notes out can save time in the long run, by having resources that you can copy and paste.

Textbooks/course resources:

- Ask publishers about the accessibility of texts, (and accompanying materials such as CDs, online materials, etc.).
- A question to ask publishers or webmasters: Does this webpage meet WCAG 2.0 website guidelines?

WCAG 2.0 Website Guidelines:

- ✓ In Ontario, websites that are accessible will meet at least the WCAG 2.0 single 'A' level.
- ✓ Not sure what this means? Ask anyway...even if you are not sure about why it is (or is not accessible), it will mean you have used accessibility standards to measure the suitability of particular materials before including them in your course.

Choose texts and materials that are accessible.

Why?

- ✓ Ensures that alternate versions of texts will rarely need to be created or requested. This reduces delays in access to materials for students.
- ✓ Encourages publishers to produce materials which are accessible which eliminates future time spent on (by faculty and students) locating accessible materials

- Understand the challenges that e-books pose for accessibility.
 - ✓ E-books frequently are encoded with Digital Rights Management – this is not compatible with screen readers.
 - ✓ Library Accessibility Services at McMaster University has a list of publishers that produce [accessible e-books](#).

Websites:

- Making your own website for a course (instead of using Avenue, Moodle or LearnLink)?

- Flash based platforms are rarely accessible (i.e. Prezi). Java platforms often have accessibility issues (i.e. webinar software, online discussion forums)"

Frequently Expressed Concern:

"Providing lecture notes online is an accessible practice, but won't that encourage students to skip lecture?"

→ Actually, [research](#) shows that providing lecture slides BEFORE class increases attendance and overall participation.

Nancy's Tips for Accessible Course Materials

How can I make my course more accessible?

- Be flexible and willing to communicate with faculty members and staff during the accommodation process.
- Submit accessibility requests for textbooks to The Campus Store as soon as possible.

→ It takes 4-6 weeks to get accessible course materials or get permission from publishers. The sooner you make the request, the sooner the student has the material to fully participate in your course.

- If you want to post a scanned image on Avenue, LearnLink, Moodle or your own custom courseware, make sure that the image is high quality.
- If it is text that you want to post, please also ensure that is high quality as well.

→ If included in custom courseware, it is more effective to have one scan per page.

- Let accessibility be an integral part of textbook selection for your course. For example, if you were deciding between two textbooks that are similar in content, it would be more beneficial to select the textbook that is more accessible.

→Have you heard of the AERO project? This project aims to quicken the process of obtaining accessible materials from these five Canadian publishers—McGraw-Hill Ryerson, Elsevier, Wiley, and Nelson. If you order course materials from these specific publishers, you will receive the accessible format much quicker. This saves time and makes the accommodation process proceed more smoothly for all parties involved.

[Library Accessibility Services](#) at McMaster University will assist you with:

- ✓ Alternate format requests needed for texts (PDF, Word, Kesi, Braille, Audio Files)
- ✓ Making scanned documents & images accessible
- ✓ Referring students for research help

Looking to create more accessible course materials?

Check out [OCAD's Accessible Digital Office Document](#) (ADOD) Project.

Assignment Design

Assignments and tests are common methods for evaluation. Planning for accessibility to foster an inclusive learning environment begins with instructors evaluating their own teaching and testing methods, including the design of assignments.

Assignment Checklists

In the appendix, there are [checklists](#) from Open Learning and Educational Support department at University of Guelph that could assist you in constructing accessible assignments.

The checklists provide suggestions that can benefit the way your course is designed and delivered.

Online & Blended Learning

Online learning can be effective in accommodating diverse learning preferences. Posting course syllabi, notes, lectures, and assignments on Avenue to Learn, LearnLink, Moodle or other course websites not only encourages accessible practices, but can also benefit the entire class. Considering blended learning means you have the opportunity to incorporate live lectures as well as online instruction. This means that, you as an instructor, have more opportunities to foster effective strategies in learning, while prioritizing accessibility. When considering online and blended learning, make sure that the material you post on the web are in an accessible format.

We understand the concerns you may have regarding online and blended learning. For instance, you may be concerned about lack of attendance in your

classrooms due to online posted lectures or your intellectual property being discredited. For reassurance, these relevant contacts may assist you with your concerns.

Additionally, if you are seeking detailed information on online & blended learning at McMaster, see E-Learning section at McMaster accessibility website. Or take a look at the article “Curb Cuts in Cyberspace: Universal Instructional Design for Online Courses” by Kavita Rao and Adam Tanners. This article explores aspects of an online course that students found helpful. The online course reviewed adopted features from universal design.

Interested in implementing universal instructional design in online and blended learning? Here is a [link](#) provided by Ryerson University that could assist you in effective online-delivery:

Welcoming & Accessible Classrooms

Welcoming and accessible classrooms utilize UID to successfully create inclusive educational environments. This requires reflecting upon and hopefully, removing barriers that are currently in place at McMaster.

Barriers at McMaster: Research Findings

During a recent study conducted by Marquis, Jung, Fudge-Schormans, Vajockzi, Wilton and Baptiste (2012), a variety of McMaster Stakeholders (instructors, administrators, staff, and students with or without disabilities) were interviewed to allow researchers to gain a deeper understanding of people's perceptions and experiences of the relative accessibility of teaching and instruction at McMaster. The results showed

that while there are current practices that foster equity and access at the university, there are areas for improvement with regards to attitudes, pedagogical choices, knowledge, and institutional practices and characteristics.

Brief Summary of Results

The report showed that in many cases, students were perceived to be untrustworthy and willing to take advantage of the accommodation system. This common attitudinal barrier present at McMaster may hinder the creation of welcoming and accessible classrooms. With regards to pedagogical choices that pose barriers, “nearly all of the participants noted that particular teaching and learning strategies employed by instructors can pose problems for students.” Examples of such teaching and learning strategies included: “lectures without visual or textual support”, “writing on the blackboard”, “videos without captions” and “certain kinds of discussion.” It was also noted that a lack of knowledge about disabilities exists at McMaster. In addition, this report provided insight on the institutional practices and features that constituted barriers at McMaster. Institutional barriers that were noted by the stakeholders included: miscommunication between McMaster community members and a lack of knowledge about available accessibility resources and services. However, when departments, faculties and student support units did work in collaboration, participants noted effective accommodation. Furthermore, stakeholders discussed factors that nurtured accessible and equitable environments. For example, several stakeholders “exemplified” attitudes that encouraged accessibility and inclusivity and revealed that there are some highly knowledgeable individuals at McMaster who contribute to creating an accessible

university experience. Moreover, it was noted by several participants that training opportunities that are currently available at McMaster are positively impactful, and aid in the development of a more inclusive and aware university (Marquis et al., 2012).

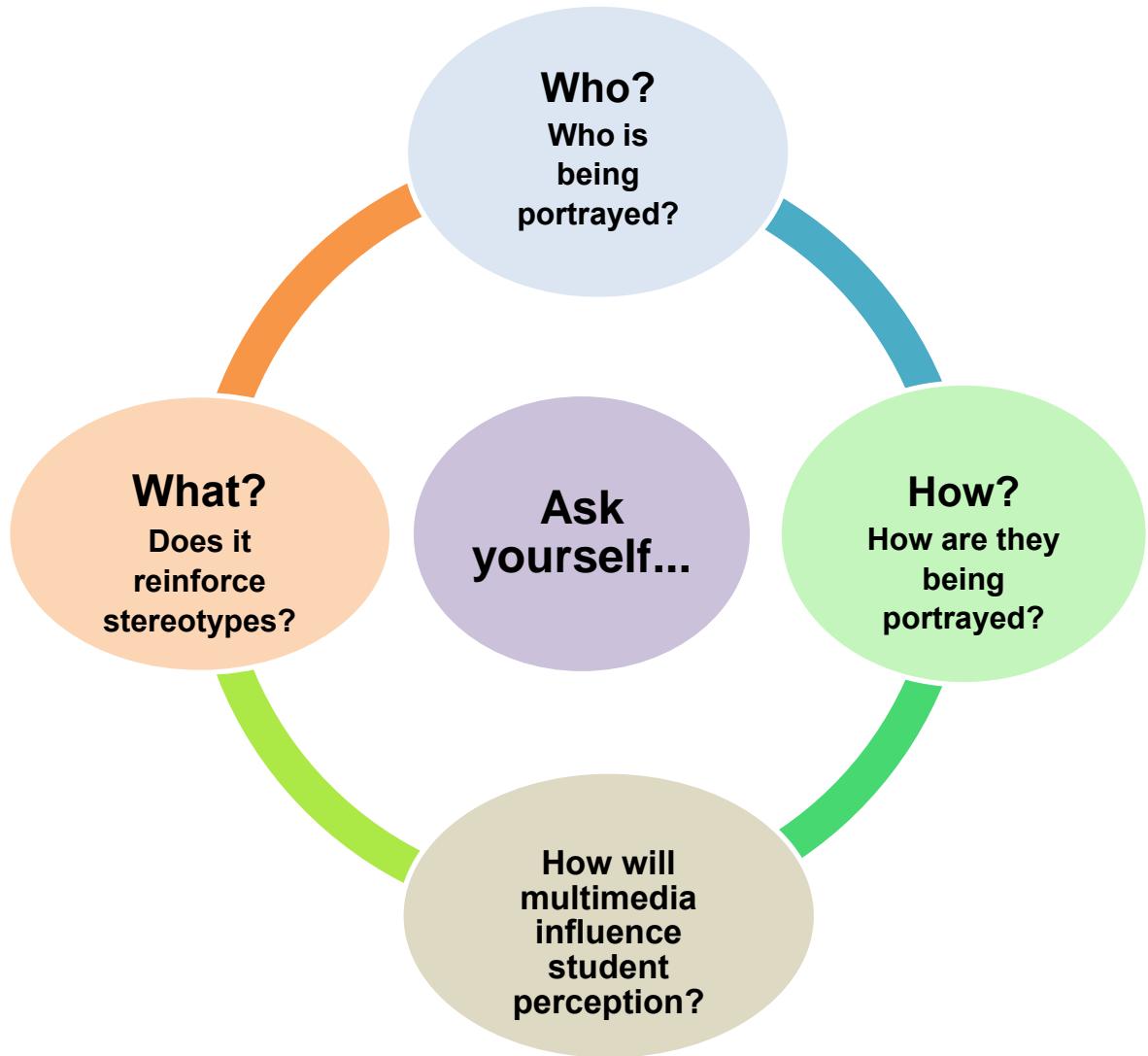
The full report is available [here](#).

Want to ensure that your classroom is more inclusive?

Carleton University has developed a brief questionnaire that faculty members can draw upon to ensure that courses and classrooms are accessible and inclusive. Read the [instructor version](#) of this brief questionnaire.

Inclusive Content and Representation

In creating welcoming and accessible classrooms, it is important to not only reflect upon the format of your course materials, but the actual content that you are presenting. According to the University of Oregon, multimedia used in course material also have to be inclusive and properly representative of the diversity of the university. Refer to the graphic below to evaluate whether the multimedia you use is conducive to creating a welcoming classroom environment. The information below is taken from University of Oregon.



Above Graphic: When creating and conducting your course, ask yourself the following questions about the multimedia you choose to display. Who is being portrayed? How are they being portrayed? Does the content reinforce stereotypes? How will the multimedia influence student perception?

Best Practices for Inclusive Education

- ✓ Make students feel appreciated by creating welcoming spaces. Run flexible office hours and consider operating virtual online office hours, which could potentially initiate class discussion and participation.
- ✓ Encourage class discussion and facilitate student interaction.
- ✓ Inform your students that accommodation is available. One way of doing this is by implementing an accessibility statement in your course outline.
- ✓ Incorporate pedagogical practices, while recognizing each student's unique identity and contributions.
- ✓ If you have further questions or queries, consider participating in accessibility training workshops offered at McMaster.

(Adapted from “Pedagogy and Student Services for institutional transformation: Implementing Universal Design in Higher Education” by Higbee and Goff)

Training at McMaster University:

- ✓ Human Rights and Equity Services provides Accessibility 101 and Duty to Accommodate training through HEART workshop series. The series are offered every semester. Interested in joining one? Upcoming training series are listed at hres.mcmaster.ca
- ✓ Online training for the AODA Customer Service Standards can be found at mcmaster.ca/accessibility
- ✓ [Student Wellness centre](http://studentwellness.mcmaster.ca) provides Mental Health 101 training.

Conclusion

One of our responsibilities as a university is to evaluate our current practices and ensure that they adhere to accessibility standards. If we want all current and future McMaster students to fully participate in learning, we must aim to make accessibility part of our university's culture. As an institution, we must work with each other to address the needs of our students first.

This guide was constructed to address the diverse needs of McMaster University. We hope that this resource guide addresses some of your queries in implementing accessibility in learning. As an institution, to "inspire and support a passion for learning and commitment to excellence, integrity and teamwork" (McMaster University, n.d.) is a shared vision. Learning is central to McMaster's mission and a commitment to accessibility in all aspects of our university experiences is a major step forward towards this shared goal.

Links & Resources

[Accessibility at McMaster University - Resource people & Accessibility Contacts](#)

[Student Accessibility Services](#)

[University Technology Services - Faculty and Staff Directory](#)

[Communities of Practice](#)

[Human Rights & Equity Services](#)

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UID Quick-Start Implementation Checklist

DESIGN	DELIVERY	MATERIALS & TOOLS	ENVIRONMENTS
<p><i>1. Things that can be done immediately</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> provide ample time for assignments; determine how much time would be required by a typical student and add a “buffer” to address various contingencies <input type="checkbox"/> differentiate between need to know (required material) and nice to know (optional) information <input type="checkbox"/> allow students to work in pairs in labs where physical effort may disadvantage someone with a disability <input type="checkbox"/> use mid-semester feedback to discover any problems or areas of confusion <input type="checkbox"/> provide ample time for online work in case of system malfunction <input type="checkbox"/> provide feedback on work before the next assignment or assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> always face the class and make eye contact when speaking <input type="checkbox"/> use a microphone when necessary <input type="checkbox"/> structure class time in a consistent manner <input type="checkbox"/> post course materials such as syllabi or handouts in D2L or readings in the Library Online Reserve <input type="checkbox"/> allow students to submit assignments electronically <input type="checkbox"/> if you use electronic presentation tools (e.g., PowerPoint) make sure that presentation is legible (minimum 20 Pt. font, with a high contrast colour scheme) <input type="checkbox"/> ensure all materials, case studies, etc., are free of negative stereotypes 	<ul style="list-style-type: none"> <input type="checkbox"/> consider providing lecture outlines (not complete notes) and advanced organizers for lectures that students can annotate during class <input type="checkbox"/> provide students with materials in multiple formats. At the very least, provide digital equivalents of hardcopy handouts <input type="checkbox"/> ensure that all digital materials you provide to students are in an accessible format (e.g., not providing PowerPoint files if not everyone has the software) <input type="checkbox"/> do a “room check” to make sure there are no problems with hearing, sightlines, or the arrangement of the furniture (e.g., enough left-handed seats). Ask students experiencing problems hearing, seeing, writing, etc., to come forward. <input type="checkbox"/> when possible, request the proper room and/or arrange the room to facilitate the type of teaching you are doing <input type="checkbox"/> at the beginning of a course and/or in your syllabus, encourage anyone with a disability to come forward and speak with you about it <input type="checkbox"/> help ensure people feel free to engage in discussion in your course without fear of ridicule or harassment; encourage the open exchange of ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> ensure your course website is accessible and usable: use an accessibility checker to identify any potential problems or have someone review it for you <input type="checkbox"/> use “ALT” (alternate text) tags for any images on web pages so that they may be identified by screen readers used by students with disabilities or text-only browsers

UID Quick-Start Implementation Checklist *con't*

DESIGN	DELIVERY	MATERIALS & TOOLS	ENVIRONMENTS
<p>2. Things that can be done with some thought and effort</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the wide range of abilities, backgrounds, and experiences of your students when designing your activities and assignments <input type="checkbox"/> use online quizzes and self-tests to provide feedback for students <input type="checkbox"/> for writing assignments, allow for drafts and revisions; consider using peer review <input type="checkbox"/> design assignments that don't unnecessarily penalize students for some experimentation and risk-taking <input type="checkbox"/> review activities and assignments for the course and assess whether any would present an insurmountable barrier for persons with cognitive or physical disabilities; provide equivalent alternatives if possible <input type="checkbox"/> design assignments to minimize non-essential tasks (e.g., learning irrelevant software just to access information) or non-essential physical travel. <input type="checkbox"/> provide choice in assignments if possible (including topic, format, and due dates) <input type="checkbox"/> consider using online conferencing for course support, discussion of content, and group work to foster peer-to-peer and collaborative learning <input type="checkbox"/> provide equivalent resources or materials for those that cannot be made accessible <input type="checkbox"/> provide grading schemes and sample assignments to students <input type="checkbox"/> apply grading standards consistently among students and across assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> consider using a variety of strategies during lecture periods including problem-solving, discussion, hands-on exercises, presentations, etc. <input type="checkbox"/> use techniques that increase interactivity in lectures such as think-pair-share <input type="checkbox"/> ensure examples and content used in class are relevant to people from diverse backgrounds and experiences <input type="checkbox"/> present information in multiple, complementary formats such as text, graphics, audio, and video <input type="checkbox"/> review your class written materials including overhead and PowerPoint slides for clarity, consistent formatting, and cognitive cues; ensure they are free from unnecessary jargon <input type="checkbox"/> if unaccustomed to teaching larger numbers of students in large auditoriums, seek advice or take a workshop on teaching larger classes <input type="checkbox"/> integrate your own research when it relates to the course of study; share successes and challenges 	<ul style="list-style-type: none"> <input type="checkbox"/> provide tutorials and resources that students can reinforce learning that can reinforce learning outside of class <input type="checkbox"/> develop a list of Frequently Asked Questions and distribute to students <input type="checkbox"/> use a variety of media such as text, graphics, audio, and video <input type="checkbox"/> where appropriate, offer a choice of file formats for content (e.g., Word, PDF, HTML) on your website and include labels which suggest when each might be useful <input type="checkbox"/> provide captioning or transcripts with any video used for class <input type="checkbox"/> develop a clear course outline that provides policies, procedures, and expectations <input type="checkbox"/> check CD or web-based tutorials for proper navigation and user feedback; conduct usability testing with some students 	<ul style="list-style-type: none"> <input type="checkbox"/> when possible, request the proper room and/or arrange the room to facilitate the type of teaching you are doing <input type="checkbox"/> in small classes, use circular seating arrangements

UID Quick-Start Implementation Checklist *cont'*

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<p>3. Things that can be done when you develop or update your course</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure that learning objectives are SMART (specific, measurable, achievable, relevant, and timely) <input type="checkbox"/> involve experts in course and curriculum design <input type="checkbox"/> consider a variety of teaching and learning techniques that include active and passive learning <input type="checkbox"/> ensure that course content, assessment, and learning objectives are consistent and all activities and assessment relates to a learning objective(s) <input type="checkbox"/> consider using a variety of assessment approaches and techniques (e.g., portfolio-based assessment). <input type="checkbox"/> design a web-based course site with online resources <input type="checkbox"/> ensure that the number of student hours of work is consistent with guidelines <input type="checkbox"/> review your course in detail when it has grown in numbers and/or moved from a small room to large lecture hall <input type="checkbox"/> consider gender, culture, disabilities, learning preferences, language and experiences, prior learning <input type="checkbox"/> consult someone with instructional design experience/expertise <input type="checkbox"/> consider ways to increase active learning strategies and student responsibility for learning 	<ul style="list-style-type: none"> <input type="checkbox"/> consider if a "help room" may benefit your students in addition to regular office hours <input type="checkbox"/> break up each class into segments which use different teaching approaches <input type="checkbox"/> have any video you use in your course captioned <input type="checkbox"/> design a course website that is accessible and minimizes the amount of clicking, hunting, or scrolling for information 	<ul style="list-style-type: none"> <input type="checkbox"/> develop a process by which you can generate material and easily convert it to multiple forms <input type="checkbox"/> consider how blending online and face-to-face learning can allow you to enhance the range of learning materials and activities used in the course <input type="checkbox"/> think about the kind of learning environment that would be optimal for your course <input type="checkbox"/> consider how blending online and face-to-face learning can allow you to enhance the range of learning materials and activities used in the course 	