

Inclusive Course Design to Reduce Access Barriers

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Workshop Overview

What to expect today: 60 min, 5 min break at 30 min.

- Objective: reflect on course design for increased access & support colleagues in implementation and accountability.
 - Access Reflection
 - Proactive access measures (handout)
 - Large and small group discussions with options for individual work
- Resources: Disability Resource Center (DRC), Writing Center, Learning Center and Office of Academic Innovation



Access Reflection and Plan

- [Workshop Access Plan](#)
- Access Reflection: take a 3 minutes to reflect on what you need for your access and if you would like to make any requests of me or the group
- Adjust plan as needed. Please make changes to the plan document



Proactive access measures

- [Measures provided to all students to increase access](#)
- **Specific to face-to-face classes:**
 - Keep aisles clear, make sure the room is well-lit, at least at the beginning of class as students find their seats
 - Fragrance Notice sent out to class
 - No flickering, flashing, or strobing lights. Make use of natural light, when possible
 - Food and drink allowed during class (except in lab environments)



Flexibility in how students participate

- Allow use of technology in class
- Audio or video record lectures and post for students
- Flexible attendance
- Extensions on in-class assignments
- Designate a student as a notetaker and post that student's notes after the lecture or presentation.
 - Alternatively, students can take turns posting their class notes. This can be graded as extra credit.



Trauma-informed flexibility

- Make sure that all students can easily leave the room or take a break if they need to.
- Give alternatives to oral presentations
- Give alternatives to group work
- Call on students only when their hands are raised
- Make sure that all students can easily get up and move around if they need to, including turning off their camera at times during remote courses.



Course Materials:

- Post PPTs and handouts online before class.
- Ensure that handouts are easily readable
- Make sure videos you show in class are captioned and that captions are turned on
- Think about the content of videos and images and provide warnings to students if any of the content could be upsetting or traumatic.
- Enlarged print versions of handouts and exams



Assessment:

- Explore ways that students can demonstrate their understanding of key concepts outside of traditional paper/pencil or multiple choice exams/quizzes
- Allow students extra time to complete exams
- Allow ****ample time**** for reading/homework/projects



Use and Refer to Resources

- **Disability Resource Center (DRC)**
 - Student access and accommodations (documentation not required for an appointment)
 - Instructor consultation to implement DRC accommodations
- **Writing Center**
- **Learning Center**
 - Academic Coaching
 - Subject Tutoring
- **For Instructors: Office of Academic Innovation (OAI)**
 - OAI+
 - Consultations for accessible course design



Breakout Rooms

Objective: reflect on course design for increased access & support colleagues in implementation and accountability.

- **Prompts:**
 - What aspects of your course(s) do you want to experiment with, based on this list?
 - What would you like to try this term without adding to your to-do list?
 - Is there anything you need to allow for a shift in perspective toward increased flexibility?
 - Do you notice strong reactions to any of the proactive measures on the handout?
- **Options:**
 - You can work individually by staying in the large room with your camera and mic off.
 - You can focus on one question or more than one.
 - Your group may choose to have a quiet thinking time or dive into verbal discussion.

***Return to large group in 5 minutes for a 3-min check in before break*



Groups check-in

Are you identifying changes/shifts you can make?

Do you need more direction or clarification?

Do you need to adjust expectations to prevent over-extending yourself?



5 min break

- Feel free to turn off your cameras

[Earth Wind and Fire "September" \(1978\)](#)



Second half of group work

Questions or reactions before returning to breakout groups?



Breakout Groups, continued

- **Same Prompts:**

- What aspects of your course(s) do you want to experiment with, based on this list?
- What would you like to try this term without adding to your to-do list?
- Is there anything you need to allow for a shift in perspective toward increased flexibility?
- Do you notice strong reactions to any of the proactive measures on the handout?



Return to Workshop Objective in Large Group Discussion

- Objective: reflect on course design for increased access and support colleagues in implementation and accountability.
- Report back on changes you can make that will increase access for students
- How will you implement one change?



You are not alone

- Who will you ask for support?
- What type of support will you offer colleagues?
- What do you need to stay accountable to your commitments?
- How/when will you adjust and reassess your plan based on learning and changing over time?



Share Info in Chat to find Accountability Groups/Pairs

Create a Google calendar invite to follow up.

Decide if you want to be available for texts, calls, or emails before the follow-up check-in

Please chat to the whole group or private chat.



Questions and Thank you!

