

Proactive Course Design Measures for Accessibility

Incorporating some or all of these measures into course syllabi and teaching practice will increase access and equity for your students by reducing the need for many ADA and Title IX accommodations.

[RT Tougas](#) 9-15-21 version for fall '21 workshop: "Inclusive Course Design to Reduce Access Barriers." We will use this list during the workshop.

Specific to classes happening face-to-face:

- Keep aisles clear, make sure the room is well-lit, at least at the beginning of class as students find their seats.
- Send PSU's [Fragrance Notice](#) out to class before the first day
- No flickering, flashing, or strobing lights. Make use of natural light, when possible.
- Allow food and drink during class (except during **mask mandates** and in lab environments).

Flexibility in how students participate:

- Make sure that all students can easily leave the room or take a break.
- Give alternatives to oral presentations
- Give alternatives to group work
- Call on students only when their hands are raised
- Allow use of technology in class
- 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
- Allow flexibility in attendance with alternative options for engagement
- Allow extensions on in-class assignments
- Audio or video record lectures and share the recording with students
- 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.

Course Materials and Instruction:

- Post PowerPoint slides/overheads and handouts online before class. If you can't post the notes ahead of time, post or update them afterwards.
- Verbally describe visual information presented and identify yourself and others by name.
- Ensure that handouts are easily readable (high color contrast between the background and the text, typed-not handwritten, text as large as possible).
- Make sure videos are captioned and that captions are turned on.
 - For Zoom meetings, please enable [auto captions in Zoom](#) so that each student has the option to turn captions on or off. Auto captions are not a substitute for live captioning (CART) but they benefit some students in situations when ADA-compliant captions are not available (however, some students will be distracted by inaccurate captions).
- Think about the content of videos, readings, audio and images, and provide warnings to students if any of the content is likely to be upsetting or traumatic to some viewers, readers, or listeners.
- Provide enlarged print copies of handouts and exams
- Allow ample time for reading/homework/projects

Assessment:

- Replace timed quizzes and exams with take-home, (untimed) assignments to demonstrate student understanding of key concepts.
 - Alternatively, provide students with a choice between a timed assessment and a take-home project

When using timed assessments:

- Excuse spelling errors
- Allow access to electronic or printed exams so that students can choose to either type or write their responses.
 - Allow students to access electronic or hard copy Dictionary
- Provide an optional distraction-reduced testing environment for any student to access
- Allow students extended time to complete exams (DRC testing accommodations may still be necessary)