Implementing Universal Design Principles and Accessibility to Online Courses at a Large University

Nancy Swenson

Accessing Higher Ground
November 2014

UCF Center for Distributed Learning
Overview of session

Today we will be discussing:

• Context of online learning at UCF
• Accessibility Support Model for Online Courses
• Incorporating Universal Design principles to improve the accessibility of online courses
• 2\textsuperscript{nd} Largest Institution (60,000+ students)
• 35.89\% of total university SCH
• 76.18\% of all students took at least one online course
• 620 out of 1350 (46\%) SWD are enrolled in online course. (web, hybrid, or lecture capture)
UCF SCH Growth

F2F  OTHER  VIDEO  BLENDED (WEB)  ONLINE (WEB)
Diversity of Learners at UCF

Number of Students Registered with SDS at UCF by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>359</td>
</tr>
<tr>
<td>2005</td>
<td>591</td>
</tr>
<tr>
<td>2006</td>
<td>620</td>
</tr>
<tr>
<td>2007</td>
<td>641</td>
</tr>
<tr>
<td>2008</td>
<td>609</td>
</tr>
<tr>
<td>2009</td>
<td>748</td>
</tr>
<tr>
<td>2010</td>
<td>806</td>
</tr>
<tr>
<td>2011</td>
<td>800</td>
</tr>
<tr>
<td>2012</td>
<td>907</td>
</tr>
<tr>
<td>2013</td>
<td>1042</td>
</tr>
<tr>
<td>2014</td>
<td>1350</td>
</tr>
</tbody>
</table>
# Diversity of Learners at UCF

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Fall 2004</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit/Hyperactive Disorder</td>
<td>129</td>
<td>399</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>125</td>
<td>382</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Mobility/Physical Disability</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>Blind/Low Vision</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Psych/Emotional/Behavioral</td>
<td></td>
<td>205</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>
Center for Distributed Learning

Need for Support Model

• Face to Face
  • clear plan and procedures

• Online
  • How and by whom was no longer clear
  • Requests handled on case-by-case basis
  • Increase in multimedia elements
  • Systematic process was needed
Campus Wide Initiative

- Senior level campus administrators
  - Meetings to identify roles and responsibilities
  - Provost Letter
- CDL
  - Researched what others were doing
  - Created a CDL Accessibility “Big Picture” Group
  - Identified media used by faculty online and typical accommodations requested
  - Identified internal workflow
- SDS
  - Involved and consulted throughout
Online Course Accessibility Support Model

- Faculty Centric
- Services Centric
Universal Design for Learning
Universal Design for Learning Pillar

• Enable faculty to apply Universal Design for Learning (UDL) principles when developing new online courses
  • Address the needs of diverse learners
  • Less time spent retrofitting courses when accommodation requests are received
  • All students benefit (e.g., ESOL students benefit from video captions)
Integrate UDL in Professional Development

• Required
  • IDL6543 - to design and develop an M or W course
  • ADL5000 - to teach an M or W course

• Optional
  • Faculty Seminars in Online Teaching
  • Faculty Multimedia Workshop Series
  • Faculty Center for Teaching and Learning
    • Course Improvement Project – Universal Design for Learning
  • Tech Time
  • Instructional Design Consultations
Integrate UDL in IDL6543

- Addressed throughout the course
  - Online module on accessibility and UDL
  - Project based course: Build Your Course Activities
    - Content, interaction, assessment
    - Formatting guidelines
    - Creating Accessible Course Content
- One-on-one consultations with instructional designer
- Module and Course rubrics
- Peer Review
Proactive
Proactive Requests

Legacy Courses and Faculty

- Attended faculty development years ago
- Designing and developing courses for years
- Adding their own content including media that has developed over the years
Proactive Requests

Address in two ways

• Faculty member requests course review for accessibility
• Instructional Designer recommends course review for accessibility

Services offered

• Accessibility Evaluation of Content
  • Performed by Usability Checker
  • Report provided to ID
  • ID and Faculty member come up with plan
• UDOIT – Coming soon
Immediate Need Pillar

Center for Distributed Learning
Immediate Need

CDL developed accommodation workflow

- Identified tasks and responsibilities of CDL, SDS, faculty
- Identified CDL teams that would make the accommodations
- Identified a point person within CDL to oversee and coordinate all efforts inside and outside the unit
- Identified one team to coordinate all accommodation efforts (within CDL and with SDS)
UCF Online Accessibility Accommodation Workflow

1. SDS emails faculty 4 weeks before classes begin to provide notice that a student with a disability is enrolled in the faculty’s online course. Email includes the following:
   a. The student’s disability
   b. Link to appropriate online form for faculty to complete
      i. Checklist for Accommodation of Online Course Materials (Form B)
      ii. Checklist for Accommodation of Online Course Materials (Form D)

2. Faculty responds to SDS and completes the online form.

3. CDL reviews the online form.

4. CDL screens online course materials for possible accommodations.

5. CDL consults with SDS to determine accommodation priorities.

6. CDL contacts faculty with proposed action plan and copies SDS.

7. CDL and SDS implement action plan:
   a. CDL contacts appropriate internal teams to review or fix documents and/or media that need to be made accessible
   b. SDS provides transcripts for media

8. CDL sends faculty a summary of completed course accommodations and copies SDS.

9. Faculty reviews changes and submits follow-up requests as needed.
Benefits of Online Course Accessibility Support Model

More efficiency in meeting the needs of Students with Disabilities

Improved Communication Across Campus
  • Regular meetings
    • Within CDL
    • All units who support faculty to discuss accessibility
      • SDS, CDL, Faculty Center for Teaching and Learning, and Office of Instructional Resources
  • Benefits of meetings
    • Identify potential problem areas
    • Improve processes
    • Increase efficiency

Increased Faculty Awareness
Strategies for Supporting Accessibility/UDL

- Develop a plan to address accessibility/UDL
- Assign a Coordinator
- Provide resources for faculty
- Reach out to faculty by providing training
  - Provide short professional development opportunities
- Hire a student to help as a Usability Checker
- Search and purchase accessible software/technology
- Include accessibility/UDL seamlessly into research, conferences, workshops, pilot studies
UCF Resources

- UCF Provost letter
- Accessibility Tips
- Creating Accessible Course Content
- Formatting Guidelines
- IDL6543 Module and Course rubrics
- Faculty Seminars in Online Teaching
- Faculty Multimedia Workshop Series
- Professional Development Pathways
UDL Resources

- **DO-IT**
  - Universal Design in Education: Principles and Practices
  - Checklist for Inclusive Teaching
  - The Center for Universal Design in Education
- **CAST**
  - UDL Wheel
  - UDL Guidelines Version 2.0
- **WebAim**
- **CANnect**
  - Seven Principles of Universal Design
- **EnACT UDL Syllabus Rubric**
Contact

Nancy Swenson
nancy.swenson@ucf.edu