How Campus Partners Engage and Inspire Faculty to Create Accessible Online Courses

Aisha Haynes, EdD - Program Manager, haynesa@mailbox.sc.edu
Christy Friend, PhD - Director, chfriend@mailbox.sc.edu
Karen Edwards, JD - Associate Faculty Director, kedwards@hrsm.sc.edu

University of South Carolina (USC) – Center for Teaching Excellence
www.sc.edu/cte
@UofSC_CTE
facebook.com/UofSCCTE

Overview
- Background
- Overview of quality review implementation
- Campus partnership
- Accessibility techniques used
- Results
- Lessons learned and next steps

USC System
- 4-senior campuses
  - USC–Columbia (flagship), USC–Aiken, USC–Upstate, USC-Beaufort
- Palmetto College campuses (online degree-completion programs)
  - USC-Lancaster, USC-Salkehatchie, USC-Sumter, USC-Union
- 48,166 total enrollments (F2014)
- 3,354 faculty (F2013)
- 39,683 Undergraduate students, 6,871 graduate students, 1,613 Professional students

Distributed Learning at the University of South Carolina
- 18,882 course enrollments, 1,193 courses, 36 graduate degrees and certificate programs, 7 undergraduate degrees

Moving from Distance Education to Online Learning
- Move from older distance education model to distributed learning/online model began in 2008.

Dr. Lacy Ford, Senior Vice Provost and Dean of Graduate Studies
- Video from Dr. Lacy Ford regarding the Quality Review Process

Distributed Learning Quality Review (DLQR) Initiative Timeline
- 2010 – Vice Provost assumes leadership of distributed learning
- 2011-2012 – Center for Teaching Excellence (CTE) Instructional Designers hired and University subscribes to the Quality Matters Program

- September 2012 – Office of Civil Rights presentation on accessibility on campus
- 2012-2013 – Provost announces DLQR and Accessibility guidelines created
- 2013-2014 – Undergraduate course DLQR process, Year 1
- 2015 – Graduate Course DLQR process, Year 1

2011-2012
- Instructional Designers hired
- University subscribes to [Quality Matters Program](#)
- Training for Instructional Designers

2012-2013
- Adoption of QM rubric for best practices
- $1,500 course revision funds for faculty

DLQR Checklist
- Course Overview and Introduction
- Learning Outcomes/Objectives
- Assessment and Measurement
- Instructional Materials
- Course Activities and Learner Interaction
- Course Technology
- Learner Support
- Usability
- Accessibility

DLQR Accessibility Standards
- Optical Character Recognition (OCR) has been performed on all PDF files before being posted.
- PDF files are accompanied by their Word document equivalent or a link to the HTML equivalent.
- All posted documents (Word, Excel, PowerPoint, etc.) are accessible and usable by screen readers.
- Videos are captioned or have a transcript in Word format that is made available simultaneously with the video (on the same date that the video is made available or assigned to be watched).
- All content is accessible via the computer's keyboard, without the use of a mouse.

DLQR Process
- Provost Committee -> Department -> Retire or Review Course -> Revision Process -> Designer Review ->Committee Approval -> Funding Awarded

Quality Assurance Campus Partnership
- Center for Teaching Excellence (CTE)

- Distributed Learning Support Services (DLSS)
- Office of Student Disability Services (OSDS)
- Campus schools/departments
- Provost's Advisory Committee on Women's Issues (PACWI)
- Bi-yearly Blackboard, Educational Software and Technologies (BEST) Institute by University Technology Services (UTS)

Blackboard Template
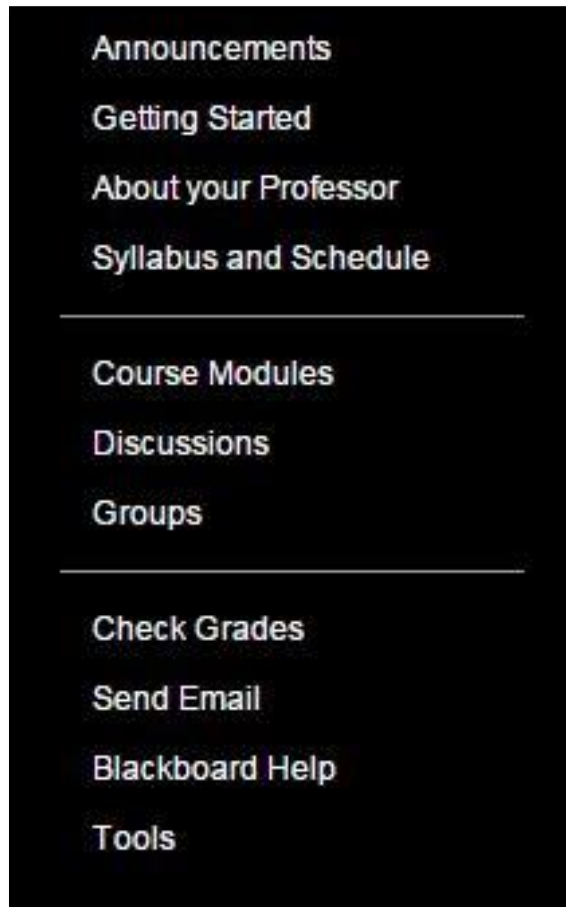
Module Templates

Course Modules

Module 1: Monday, January 11th - Sunday, January 17th

Topics

- Insert topic
- Insert topic
- Insert topic

Module 2: Monday, January 18th - Sunday, January 24th

Monday, January 18th - Dr. Martin Luther King, Jr. Service Day - no classes
Tuesday, January 19th - Last day to change/drop course without a grade of "W" being recorded

Topics

- Insert topic
- Insert topic
- Insert topic

Module 3: Monday, January 25th - Sunday, January 31st

Topics

- Insert topic
- Insert topic
- Insert topic

Module 4: Monday, February 1st - Sunday, February 7th

Monday, February 1st - Last day to apply for May graduation

Topics

- Insert topic
- Insert topic
- Insert topic

Module 1: Monday, January 11th - Sunday, January 17th

Module 1

Overview

Insert Overview

Learning Objectives

Upon completion of this module, you will be able to:

- Insert measurable objective
- Insert measurable objective
- Insert measurable objective

To-Do List

Within this module, you will:

1. Insert activity
2. Insert activity
3. Insert activity

DLQR Year 1 Results
- 107 courses reviewed
  - 53 courses passed, 25 courses still in progress (should be completed by May 2016), 29 courses have been retired, $79,000 course review grants awarded ($1500 per course; with a commendation letter)

Accessibility Techniques
- Faculty Senate Committee on Instructional Development (INDEV) course requirements – before course can be taught online
- Word/PowerPoint accessibility techniques
- Perform Optical Character Recognition (OCR) on scanned documents
- Create short lecture videos
- Create script first with creating videos
- Use Dragon Naturally Speaking when creating accessible lectures
- Plus more!

DLQR Lessons Learning
- Buy-in is crucial from faculty
- Faculty expect compensation (especially for captioning videos)
- Instructional Designers are essential
- Faculty would like timelines/benchmarks
- An administrative plan on how to roll-out a quality review process is key

Next Steps
- Began 4 Graduate Program reviews in Spring 2015
- Simplifying the DLQR process
- Solidifying system-wide accessibility support