



THE UNIVERSITY *of* NORTH TEXAS
HEALTH SCIENCE CENTER *at* FORT WORTH



Toward a Fully Inclusive Campus: Three Modalities for Comprehensive Accessibility Training at a Health Sciences Center

Accessing Higher Ground Conference 2023

John M. McKenzie, M.A., M.S.

UNT Health Science Center

Executive Director, Division of Academic Innovation

Brandie Wiley, M.S.

UNT Health Science Center

Director, Office of Disability Access

Learning Objectives

1. Explore how accessibility offices can be a catalyst for change through training & development opportunities
2. Evaluate the strengths & challenges of establishing & maintaining a campus-wide accessibility training course
3. Evaluate three modalities for delivering accessibility-related campus training

Your Speakers



Brandie Wiley, MS
Director, Office of Disability Access



John McKenzie
Executive Director, Academic
Innovation

A brief self-bio / “How did I get here?”

- ❑ Started career as a high school English teacher
- ❑ Became a foster and then adoptive mother
- ❑ Became a middle school dyslexia specialist
- ❑ Taught at a career college— caught the higher ed bug!
- ❑ Started at UNTHSC as a Testing Coordinator (2012)
- ❑ Learning Specialist (2017)
- ❑ Director of the Disability Services Office (2019)
- ❑ MUCH disability-related Community Service Work and Professional Development throughout
- ❑ Advocacy and Relationship-Building from the adoption dates
- ❑ I’m all in!



A brief self-bio / “How did I get here?”



- Started career as a faculty member in Communication
- Developed and taught an undergrad degree in Communication
- Pivoted to instructional design & technology, joined UNT Health Science Center (HSC)
- Became certified as a digital accessibility specialist
- Spotlighted digital accessibility as a priority at HSC
- How to recognize high performance in pass/fail environments?
- Chair of Microcredential Committee
- Became Director of Educational Development
- Now Executive Director, Division of Academic Innovation
- Designated Chief Online Learning Officer for HSC with UPCEA
- I'm all in!

Six Colleges

- Texas College of Osteopathic Medicine
- School of Public Health
- College of Pharmacy
- School of Health Professions
 - Physician Assistant Studies
 - Physical Therapy
 - Lifestyle Health Sciences
- School of Biomedical Sciences
- College of Nursing (Est. 2023)

2,338 Students

1,449 Faculty & Staff



A Growing Caseload

- 160 (Nov 2023)
- 146 (May 2023)
- 130 in 2022
- 115 in 2021
- 115 in 2020

A 39.13% increase



Faculty-Related Concerns

- Revolving door and increasing population
- Big-hearted & well-meaning; don't understand intricacies of policies and processes
- Vastly different procedures and policies across campus/academic programs
- Unintentional FERPA violations

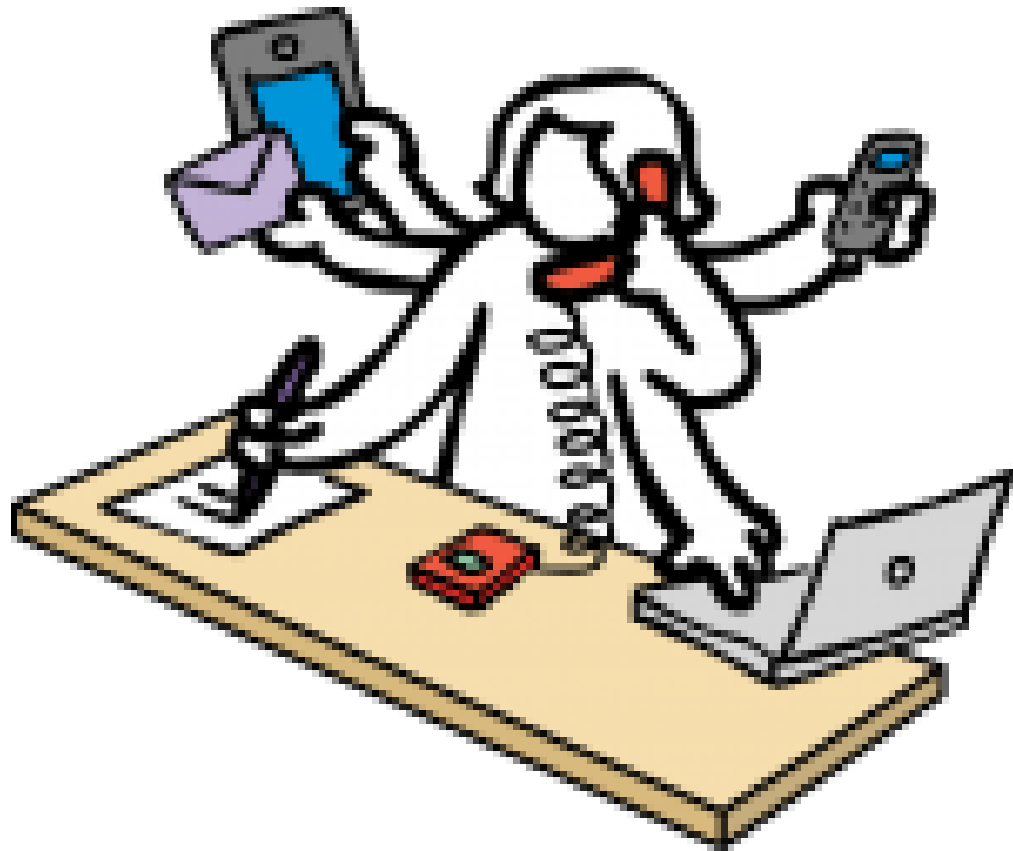


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**Building Trust &
Impacting the
Campus Climate**

We're Busy!



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2021 AHEAD Equity and Excellence

Session 4.4: How to Develop an ADA Faculty Training Program –

Dr. Catherine Wharton,
Lynn University



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Collaboration is VITAL

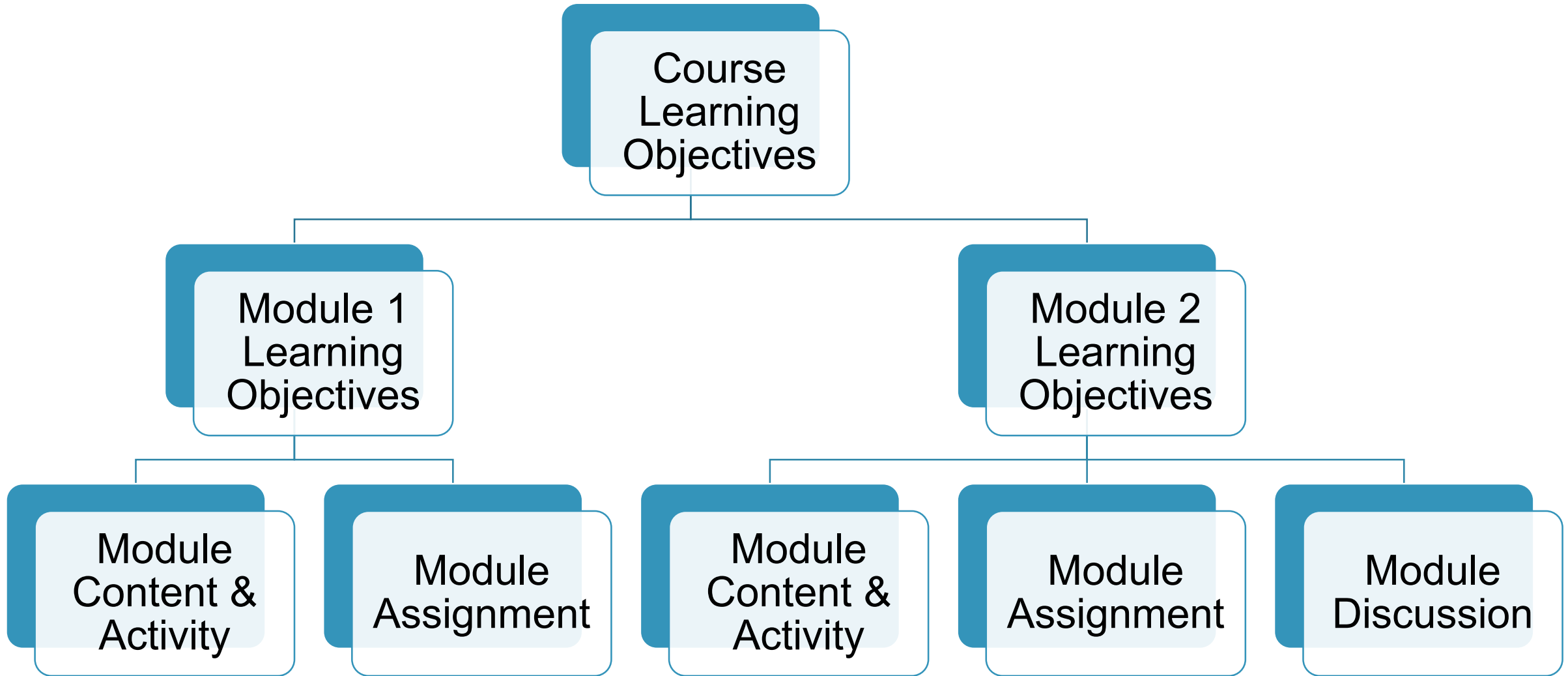
“At the first meeting we’ll talk some about big goals and objectives for the course, start making a list of topics we know we want included, and probably get into some ideas for the types of content that could be in the course.” —

October 2021 - E-mail from John to Brandie ahead of the first planning meeting






















































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A Vision and Plan is VITAL



Organization is KEY

Name	Status	Date modified	Type
 Accessibility Review	 	8/23/2022 10:46 AM	File folder
 AHSE Presentation	 	2/22/2023 12:55 PM	File folder
 Approved Videos	 	7/8/2022 1:15 PM	File folder
 CE Documents	 	1/3/2023 1:25 PM	File folder
 Compliance Training	 	7/10/2023 11:03 AM	File folder
 MC Documents	 	1/3/2023 1:28 PM	File folder
 Module 0	 	7/8/2022 1:15 PM	File folder
 Module 1	 	7/8/2022 1:15 PM	File folder
 Module 2	 	7/8/2022 1:15 PM	File folder
 Module 3	 	7/8/2022 1:15 PM	File folder
 Module 4	 	7/8/2022 1:15 PM	File folder
 Module 5	 	7/8/2022 1:15 PM	File folder
 Module 6	 	9/2/2022 2:04 PM	File folder
 Module 7	 	8/23/2022 10:46 AM	File folder
 Module 8	 	7/8/2022 1:15 PM	File folder
 Module 9	 	7/11/2022 11:08 AM	File folder
 Resources	 	8/23/2022 10:46 AM	File folder

Organization is KEY

Course Planning Document

Course Overview

Course Title: Accessibility at HSC

Course Director: Brandie Wiley

DAI Contact: John McKenzie, Jiaqi Yu

Course Format: Online (Accredited continuing education available)

Course-level Learning Objectives/Outcomes (CLOs)

Instructions: List the course learning objectives that describe measurable behaviors. Use action verbs so that learners can easily see when they have learned or achieved the outcome. Make sure you only use one verb per outcome. (add lines as needed)

1. Articulate why students are granted accommodation.
2. Explain policies and procedures for how student accommodation is provided at HSC.
3. Communicate inclusively and effectively about disability and accessibility
4. Recognize the legal aspects of accessibility that inform how HSC provides accessible learning opportunities.
5. Explain how physical space can impact accessibility.
6. Apply principles of accessibility to health sciences specific topics including clinical experiences, surrogate information, labs, and OSCEs.
7. Create accessible digital content in a variety of formats.
8. Design accessible courses and other learning experiences.
9. Identify resources available at HSC for accessibility and support services

Organization is KEY

	<p>students seeking disability accommodations [CLO #1]</p> <ul style="list-style-type: none"> Articulate the HSC policies and procedures for students seeking disability accommodations [CLO #2] Explain what "interactive process" means [CLO #4] Explain the role & function of an accommodation letter (use HSC as an example) [CLO #2] Articulate your responsibility in providing accommodations with fidelity [CLO #2] 	<p>occur for a student seeking accommodation.</p> <p><u>Discussion</u>(choose from one prompt below) [MLO 2.5]</p> <ol style="list-style-type: none"> Tell me about a time when an accommodation you provided in your course made a difference Tell me about a time when you wish you could handle an accommodation request differently Tell me about a time when an accommodation made a difference for yourself or a family member 	<ul style="list-style-type: none"> Documentation guidelines (DONE) Lisa Hodge - why it's a good idea to be proactive on accessibility; story of accommodating a student at the last moment (Done) <p>ADA Faculty Manual:</p> <ul style="list-style-type: none"> ADA Eligibility Challenges Implementing Accommodations with Fidelity
<p>Module 3 CLO 1, 2, 3, 6</p>	<p>Do's and Don'ts: Communicating about Disability and Accessibility</p> <ul style="list-style-type: none"> Differentiate between appropriate and inappropriate communication with students receiving accommodations (link) [CLO #3] 	<p>Assignment: [MLO 3.1 & 3.2] Creating an artifact (brochure, infographic, or handout) that articulates best practices for communicating with students with disabilities that receive accommodations</p> <p><u>Discussion</u>: [MLO 3.3]</p>	<p>Module Overview Video</p> <p>Mini lecture videos:</p> <ul style="list-style-type: none"> Implicit Bias – Damian Torres (DONE) Communication Etiquette (DONE) <p>ADA Faculty Manual: Do's & Don'ts (pp. 7)</p> <p>Implicit Bias Test from Harvard</p>

	<ul style="list-style-type: none"> Provide examples of appropriate etiquette when communicating with students with disabilities (link) [CLO #3] Discuss personal experience with implicit bias [CLO #3] 	<p>Discuss your experience with the implicit bias assessment. How did you feel before, during, and after taking it? Were you surprised by your result? (You do not have to share your result but can if you want.)</p>	<p>https://implicit.harvard.edu/implicit/takeatest.html OR https://implicit.harvard.edu/implicit/Study?tid=-1</p>
<p>Module 4 CLO 2, 3, 5, 9</p>	<p>Physical Space and Accessibility</p> <ul style="list-style-type: none"> Describe how to create an inclusive and accessible classroom environment [CLO #5] Provide examples of how to ensure accessible programming [CLO #5] Articulate examples of physical accessibility features on the HSC campus [CLO #8] Describe the process for reporting classroom or campus accessibility concerns [CLO #9] X2160 and facilities e-mail 	<p>Discussion or Assignment? Create a diagram/visual of an accessible classroom set up – include labels to demonstrate accessible features</p> <p>Possible tool: H5P Image Hotspot or 360 interactive videos</p> <p>Activity: Use 360 photos of EAD 108, 406, 703, 714 to identify possible spots that are not accessible</p> <p><u>Also</u> some photos of curb cut and push buttons?</p>	<p>Module Overview Video</p> <p>Mini lecture videos:</p> <ul style="list-style-type: none"> HSC Accessibility-Bob Short (DONE) https://www.youtube.com/watch?v=1hFmlnXKM (DONE) 360 Interactive video (Pending) <p>ADA Faculty Manual: Potential Areas of Risk</p>

Technology and Expertise is VITAL

Division of Academic Innovation, the true MVPs!

- Built every module and the interactive activities within Canvas
- Wrote the content on creating accessible content
- Created an animated video and an interactive 3D classroom
- Coached and guided the process, organized my mess, tracked our progress, and brought my vision to life in ways I'd never imagined possible!



Dr. Jiaqi Yu, Asst Director, Instructional Innovation & Project Management

Staff Relationships are VITAL



Department	Expert	Topic
Division of Student Affairs	Executive Director, Student Services	Implicit bias
College of Pharmacy	Director, Student Experience and Academic Services	Pharmacy lab accommodations
Facilities Management	Project Engineer	Accessibility features and changes across campus over the years
Division of Academic Innovation	Digital Accessibility Specialist & EIRAC	Partnering with a digital accessibility specialist

Faculty Relationships are VITAL



Department	Expert	Topic
School of Biomedical Sciences	Assistant Dean	Importance of being proactive with accessibility
Texas College of Osteopathic Medicine	Assistant Dean/OMM Professor	Use of surrogates in OMM
Anatomy & Physiology	Assistant Professor	Anatomy Lab accommodations

Student Relationships are VITAL



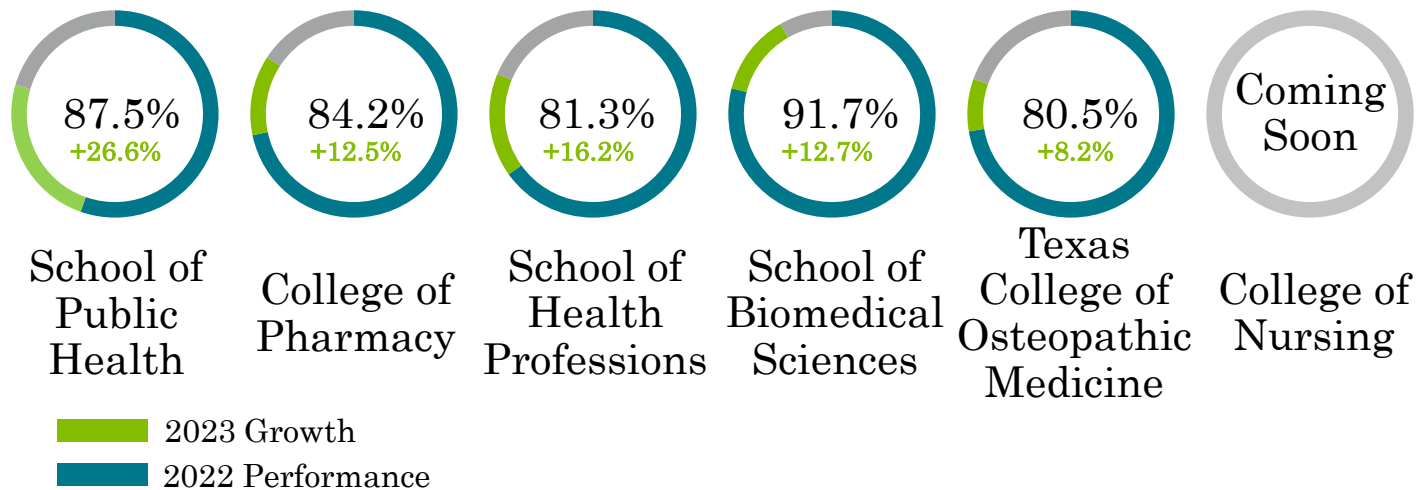
Students' Academic Programs	
School of Biomedical Sciences	Texas College of Osteopathic Medicine
School of Health Professions - PA	School of Public Health



Practices that Matter in our DAI

- All instructional designers are required to become certified Digital Accessibility Specialists
- Our dedicated full-time Digital Accessibility Specialist is also our campus's Electronic Information Resources Accessibility Coordinator (EIRAC)
- This pays off:

**Ally Accessibility Scores in Canvas,
Summer 2023 & TCOM Fall 2023**



What is a Microcredential?

“Micro-credentials verify, validate, and attest that **specific skills and/or competencies** have been achieved. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible timespans and tend to be more narrowly focused.”

– SUNY <https://system.suny.edu/academic-affairs/microcredentials/>

Distinguishing Four Formats for Learning

Non-academic credit learning



Academic Credit Course

Learning that earns formal credit toward the completion of a degree or certificate.



Short Course

Compliance Course:
A type of short course that provides a way of ensuring everyone has information about what they should be doing.



Accredited Continuing Education

Learning that has satisfied the requirements of an accrediting body for continuing education in a profession.



Microcredential

Learning paired with assessments such that an institution attests that a narrowly defined skill or competence has been demonstrated.

Our microcredential



Accessibility for Health Science Educators



CREATED BY
University of North Texas Health Science Center

About the pathway

This microcredential course provides training on the law, best practices for accessibility, the disability accommodation approval process, health science-specific accommodations, and how to communicate respectfully about disability. Learners who complete the course will have a deeper understanding of how the law informs practices and procedures and will also have a better understanding of how to meet the needs of diverse learners.



8
Milestones

9
Requirements

Our open-enrollment short course



Welcome

HSC
ODA

ACCESSIBILITY FOR HEALTH SCIENCE EDUCATORS



[Start Here](#)



[Syllabus](#)



[Modules](#)



[Assignments](#)



Course Overview

Welcome to Accessibility for Health Science Educators! My name is Brandie Wiley, Director of the Office of Disability Access (ODA).

The goal of this course is to familiarize you with ADA accommodations in higher education and your responsibility in the implementation process at the Health Science Center.

There is an opportunity to earn a microcredential from going through the course and completing coursework. If you're not interested in a microcredential, you can access the modules that interest you or that you want more information on.

In the meantime, if a student references a disability or asks for accommodations and you do not have an accommodation letter, or the form does not have that specific accommodation, please direct the student to the [Office of Disability Access](#) (ODA).

Module 1 Overview

HSC
ODA

Overview



ADA Law in Higher Education will cover the application of ADA Law in Higher Education and how qualifying students become eligible for accommodations. Upon completion of this section's study, you should be able to articulate why students are granted accommodations, briefly explain the protections of Sections 504 and 508 of the Rehabilitation Act, summarize what the Americans with Disabilities Act, also referred to as the ADA, does for students with disabilities, describe who is covered by the ADA, and be able to explain when accommodation requests can be denied.



Objectives



1. Articulate why students are granted accommodation given specific scenarios [CLO 1](#)
2. Briefly explain the protections of Sections 504 and 508 of the Rehabilitation Act [CLO 4](#)
3. Summarize what the ADA does for students with disabilities [CLO 4](#)
4. Describe who is covered by the ADA [CLO 4](#)
5. Explain when accommodation requests can be denied [CLO 2](#)

Our compliance course



Disability, Accessibility, and Accommodations at HSC Training

The University of North Texas Health Science Center at Fort Worth is committed to creating an inclusive and welcoming environment for all people, including those with disabilities covered by the Americans with Disabilities Act and the Rehabilitation Act. This training will address the policies and procedures we have in place and the roles of all stakeholders in ensuring an accessible environment.

Start >



Basic components of a microcredential



Name that conveys distinguishable meaning



When/where is it earned?



What does it take to earn it?



What skill, competency, or specialty does the microcredential represent?



What evidence can be collected to demonstrate achievement?

Why earn microcredentials?

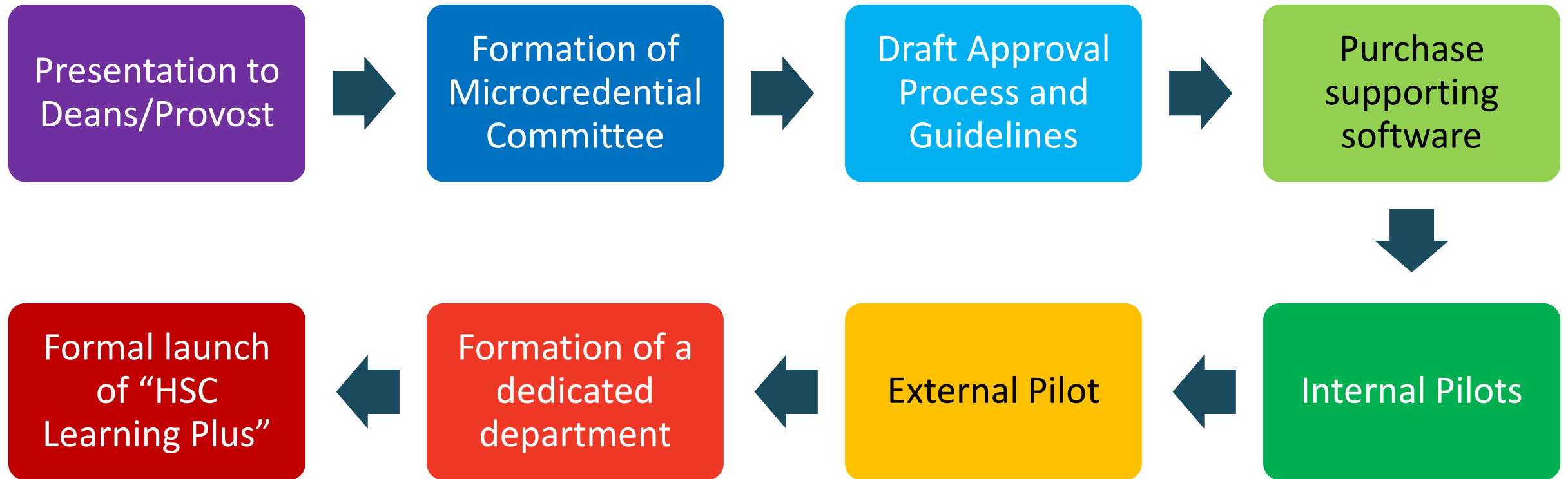
Intrinsic Motivations

- “I just want to learn”
- Skill up
- Something important has changed since I got my education

Extrinsic Motivations

- Support career change
- Strengthen applications to graduate school/residency/etc
- Strengthen job applications
 - Transcripts don't cut it
 - Even degrees don't cut it
 - Employers are looking for verification of skills

Implementing a Microcredential Program



Search bar with magnifying glass icon and "Refine" button with a checkmark icon.

<p>Accessibility for Health Science Educators Microcredential</p> <p>This microcredential course provides training on the law, best practices for accessibility, the disability accommodation approval process, health science-specific accommodations, and how to communicate respectfully about...</p> <p>hsc Learning PLUS</p> <p>Self-paced \$100</p>	<p>Foundational Manual Approaches to the Low Back and Pelvis Microcredential...</p> <p>This 20-hour course consists of four hours of online work along with 16 hours of hands-on instruction and assessment activities, emphasizing Osteopathic Manual Approaches to the low back and pelvis. This course is...</p> <p>hsc Learning PLUS</p> <p>Time limit: 365 days \$1,000</p>	<p>Foundations in Osteopathic Manipulation (FOM) Fall 2023</p> <p>This is a foundational course in theory, terminology, and palpatory skills needed to understand and perform osteopathic manipulation in a clinical setting. This 20-hour course consists of four hours of online work...</p> <p>hsc Learning PLUS</p> <p>Time limit: 365 days \$1,000</p>	<p>heal th disparities</p> <p>Health Disparities Signature Microcredential</p> <p>This microcredential course will introduce fundamental principles and practice of health disparities and health inequity affecting populations across multiple dimensions. The overarching goal is to impart on learners an...</p> <p>hsc Learning PLUS</p> <p>Time limit: 365 days \$130</p>
<p>Interprofessional Practice Education - Faculty/Preceptor Development...</p> <p>In this course, learners will develop skills for implementing effective interprofessional learner strategies and demonstrate application of the knowledge, skills, and attitudes necessary for interprofessional...</p> <p>hsc Learning PLUS</p> <p>Time limit: 180 days</p>	<p>LifePods</p> <p>Health professional wellness impacts their health, patients, and the health care system. Poor well-being is a driver for decreased productivity and turnover. Over time, an increased workload, provider shortage...</p> <p>hsc Learning PLUS</p> <p>Time limit: 60 days</p>	<p>Critical Care, EM, and Hospitalist Point of Care Ultrasound</p> <p>This microcredential presents curriculum, hands-on training with evaluation essential in emergency medicine/critical care and hospital-based practice. It is designed for both active clinicians, residents and students...</p> <p>hsc Learning PLUS</p> <p>Started Aug 14, 2024</p>	<p>FREE</p> <p>Empowering Community Health Workers and Trusted Messengers to Address...</p> <p>Learn about health inequities, their effect on the people they impact, and ways that community health workers can assist in decreasing health inequities.</p> <p>hsc Learning PLUS</p> <p>Self-paced</p>

Our catalog, at

<https://learningplus.unthsc.edu>

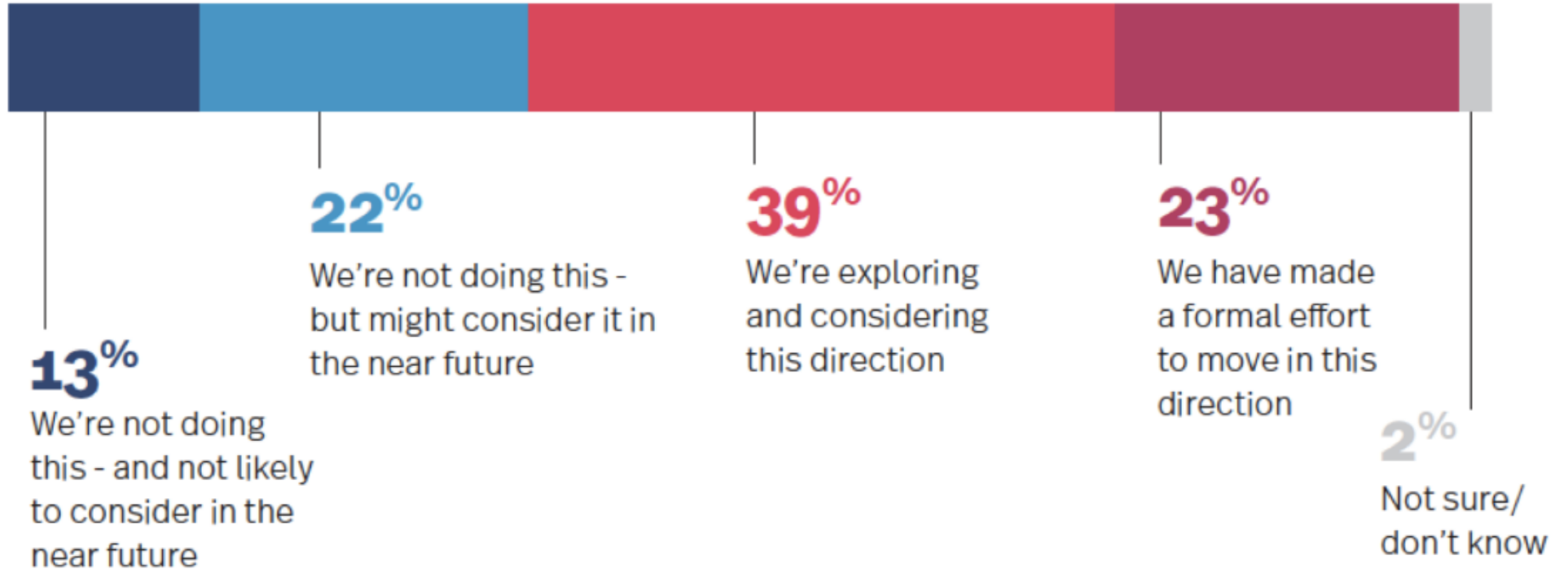


Follow the QR code, register for our microcredential



How do we talk to students about microcredentials?

Extent to Which Organizations Have Formal Skills-Based Hiring Initiatives Underway or Are Considering a Strategy That De-Emphasizes Degrees and Prioritizes Skills

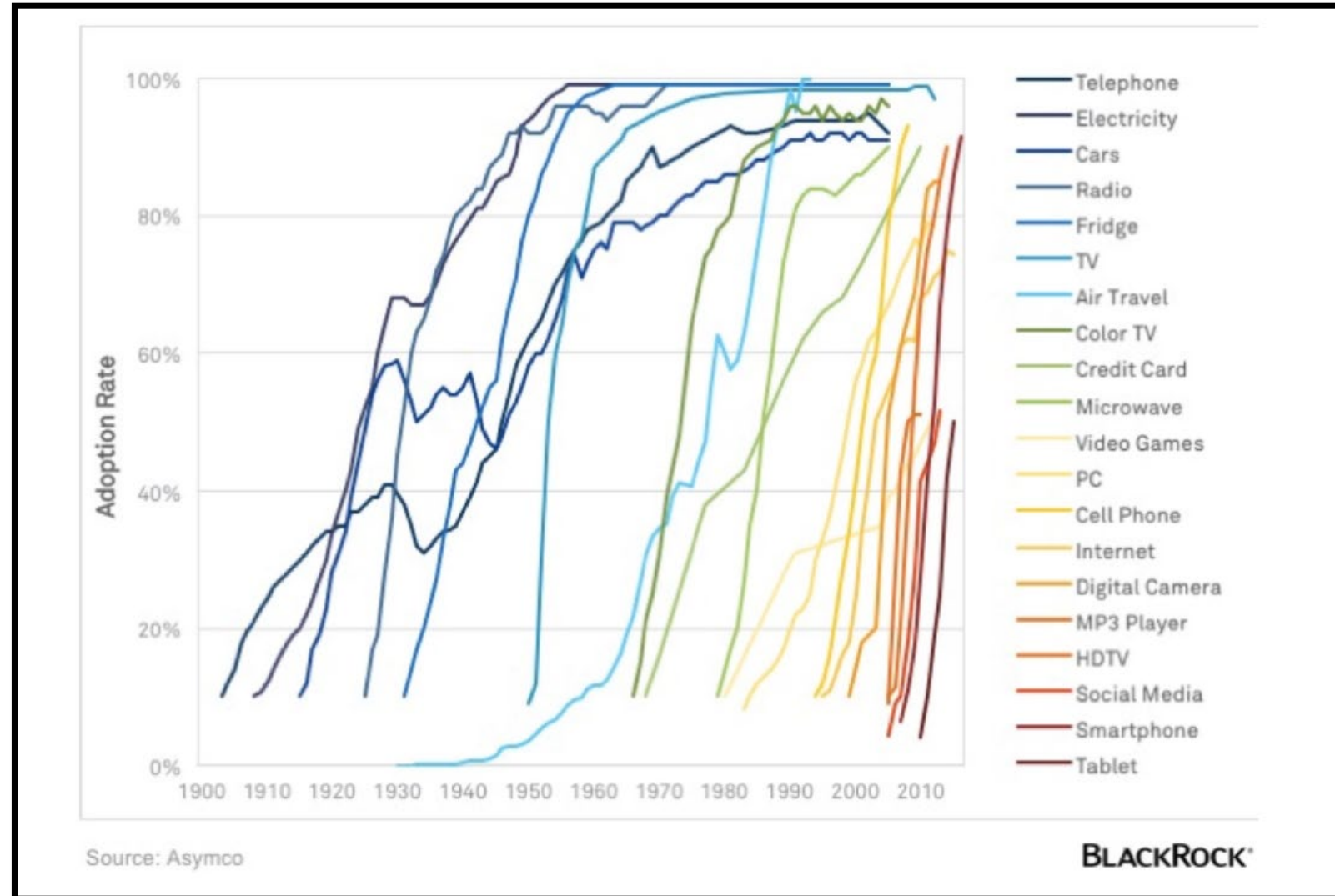


Source: *Educational Credentials Come of Age*, Northeastern University, December 2018 (n=750)

What will the S-Curve Look Like?

Source:

Sean Gallagher, Follow the Data: What HR Leaders Want Educators to Know Today,
- *IMS Digital Credentials Summit 2020*



h



Non-Sterile Pharmacy Compounding

Health Leadership

Health Sciences Research

Patient Safety 101



THE UNIVERSITY *of* NORTH TEXAS
HEALTH SCIENCE CENTER *at* FORT WORTH

U. of Reputable Competition



Thank you!

What questions do you have?