

## Alfred State Accessibility Conference Wednesday, January 13<sup>th</sup>, 2016

8:00-9:00 AM	Registration and Breakfast – Student Learning Center (SLC) Park Space		
9:05-9:15AM	Welcome Dr. Kristin Poppo, Provost Student Learning Center (SLC) Park Space		
9:15-10:15 AM	Keynote #1 Andrew Lessman Legal Accessibility Student Learning Center (SLC) Park Space		
10:15-10:30 AM	Break Student Learning Center (SLC) Park Space		
10:45-11:45 AM	Keynote #2 Dr. Whitney Rapp Universal Design for Learning: Applications for Higher Education Student Learning Center (SLC) Park Space		
11:45 AM-1:00 PM	Lunch Central Dining Hall (CDH) Upstairs		
1:15-2:00 PM	Access MOOC Meghan Pereira Buffalo State Physical and Health Sciences (PHS) 106	Accessibility Considerations when using a LMS Template Danyelle Moore Alfred State Physical and Health Sciences (PHS) 107	Making Course Content Accessible: Audio and Video Ginger Bidell Buffalo State EJ Brown 119
2:15-3:00 PM	Improving the Accessibility of Your Online Course with the OSCQR Rubric Dan Feinberg Open SUNY Physical and Health Sciences (PHS) 107	Inclusive Strategies for the Global Virtual Classroom (Presented Virtually) Angela Atwell Embry Riddle Aeronautical University-Worldwide Physical and Health Sciences (PHS) 106	
3:00-3:15 PM	Break Physical and Health Sciences (PHS) Lobby		
3:30-4:15 PM	Making Course Content Accessible: Microsoft Word (or PowerPoint) Ginger Bidell Buffalo State Physical and Health Sciences (PHS) 107	Removing Barriers with Universal Design for Learning and Your Phone Thomas J. Tobin Northeastern Illinois University Physical and Health Sciences (PHS) 106	
4:30-5:00 PM	Closing Remarks Student Learning Center (SLC) Park Space		

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# **Alfred State Accessibility Conference**

Wednesday, January 13<sup>th</sup>, 2016

## **Session Descriptions**

### **9:05AM-9:15AM:**

#### **Conference Participants-Welcome**

**Dr. Kristin Poppo**

**SLC Park Space**

### **9:15-10:15AM: Keynote #1**

**Andrew Lessman**

**Associate Director, State Authorization**

**Office of Digital Education**

**Temple University**

Andrew Lessman holds a law degree from Temple University and is licensed to practice law in the state of New York. He also holds a Master's degree in International Relations from the University of Southern California. He has served as a visiting professor at higher education institutions in China and consulted with various actors on building effective international educational partnerships. He has researched and lectured extensively on the subject of cultural differences in legal education and has a strong interest in the ways online teaching can help overcome numerous barriers to learning. Whenever possible, he works with students in various countries to improve their oral and written communication skills. His current position at Temple University centers around ensuring accessibility and inclusiveness in Temple's online programs, as well as state authorization issues.

#### **Legal Accessibility**

While higher education institutions should strive to be as inclusive as possible due to their role in society, it is nevertheless helpful for people at such institutions to understand the minimum requirements for accessibility imposed by law in the United States. This presentation will seek to outline the legal technological accessibility requirements for higher education institutions, provide a brief historical summary of how those requirements came into being, and suggest ways those requirements could be met. Potential consequences for failing to meet those requirements will also be discussed.

This presentation will focus on the 2008 Amendments to the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 (as well as the Section 508 Amendment to that Act), and the Web Content Accessibility Guidelines (Version 2.0). Recent settlements involving Pennsylvania State University and the University of Montana will be examined, as will the consent decree reached in the case of *Lanzilotti v. Atlantic Cape Community College*. The ongoing cases involving Harvard University and the Massachusetts Institute of Technology will also be touched upon.

The goal of this presentation will be for those participating to gain a better understanding of the legal context for the fairly recent national push for enhanced accessibility and inclusiveness in higher education. The presenter believes this push to be part of a broader trend toward greater legislative accountability for higher education institutions.

Participants will be encouraged to ask questions and share experiences related to accessibility and inclusiveness issues throughout the presentation.

## **10:45-11:45 AM: Keynote #2**

**Dr. Whitney Rapp**  
**Associate Professor of Inclusive Education**  
**Ralph C. Wilson, Jr. School of Education**  
**St. John Fisher College**

Dr. Whitney H. Rapp is an Associate Professor of Inclusive Education at St. John Fisher College in Rochester, New York, where she teaches courses on inclusive education pedagogy, assessment, classroom management, and diversity issues. Dr. Rapp holds a B.A. in elementary education and psychology from SUNY Potsdam and a M.A. and Ph.D. in special education from Michigan State University. She is the author of *Universal Design for Learning in Action: 100 Ways to Teach All Learners* and the co-author of the textbook, *Teaching Everyone: An Introduction to Inclusive Education*. She is currently on the Board of Directors of TASH and serves as an inclusion consultant to local school districts.

### **Universal Design for Learning: Applications for Higher Education**

In her presentation, Dr. Rapp provides an overview of Universal Design for Learning (UDL) and its application to the college setting. She outlines our responsibility for providing supports in courses and field-based experiences while maintaining high expectations for knowledge and skill acquisition. She shares strategies for universally-designed learning environments that help prepare a more diverse group of people for success in their chosen fields.

## **1:15-2:00: Session 1**

**Meghan Pereira**  
**Buffalo State**  
**Access MOOC**  
**Physical and Health Sciences Building Rm. 106**

This presentation will discuss the SUNY IITG funded #AccessMOOC. We will discuss the importance of accessibility and how to remove barriers within our courses. Specifically, we will show the participants how they register for the upcoming #AccessMOOC and also how they can reuse the content for their own professional development purposes.

**Danyelle Moore**  
**Alfred State**  
**Accessibility Concerns when using an LMS Template**  
**Physical and Health Sciences Building Rm. 107**

Many higher education institutions are searching to find a niche in online education. The transition to a fully online classroom brings about new challenges and necessary skills for professors teaching the courses. Many institutions are adopting a template for their online courses to maintain a look and feel unique to their institution. The template also provides benefits for students, particularly students with disabilities. This session will demonstrate a template created focusing on the accessibility benefits for students. Design considerations for accessibility will be shared. The session will also include examples of extending the accessibility of the template to the course content that is designed. Session attendees will leave with an online template framework, considerations for accessibility when designing a template, and applications of maintaining accessibility throughout the content of the course.

**Ginger Bidell**  
**Buffalo State**  
**Making Course Content Accessible: Audio and Video**  
**EJ Brown Building Rm. 119**

This workshop is designed to promote accessibility of course materials in classes, including face-to-face, online and hybrid. Learn about best practices for creating and providing transcripts or closed captions for audio and video that are used within your courses. Presented by SUNY Buffalo State Instructional Resources and Disability Services.

**2:15PM-3:00PM: Session 2**

**Dan Feinberg**  
**Open SUNY**  
**Improving the Accessibility of Your Online Course with the OSCQR Rubric**  
**Physical and Health Sciences Building Rm. 107**

The Open SUNY Center for Online Teaching Excellence (COTE) has developed an online course design rubric that addresses both the instructional design and accessibility of an online course. In this session we will review how the rubric was created and how it can be used to improve the accessibility of an online course.

**Angela Atwell**  
**Embry Riddle Aeronautical University-Worldwide**  
**Inclusive Strategies for the Global Virtual Classroom (Presented Virtually)**  
**Physical and Health Sciences Building Rm. 106**

In today's digital age of global enterprise, higher education is focused on delivering high quality experiences in virtual learning environments. In many cases, instructors who have taught in traditional classrooms are transitioning to a more online presence. Through professional development, these instructors can be armed with the knowledge and skills to use online learning tools effectively in order to deliver an engaging learning experience for all students. Designing an inclusive virtual learning environment to best meet the needs of a diverse set of learners requires intentionality and commitment to student learning. In this session, participants will explore best practices such as Universal Designs for Learning, strategies for creating a sense of community as well as potential uses for online tools to facilitate cooperation, collaboration and professional networking. These practices not only acknowledge and respect the differences among learners but embraces the richness this diversity provides.

Upon completion of this session, participants will be able to...

1. Identify common stereotypes and myths regarding diversity in an online learning environment.
2. Examine challenges in a diverse virtual learning environment.
3. Evaluate inclusive strategies to establish a climate for learning including UDL, creating a sense of community and uses of online tools.
4. Develop an action plan for implementation of a rich, inclusive environment that benefits everyone.

Participants will reflect, problem solve and leave the session with a plan, to implement at least one inclusive strategy the next time they teach.

### **3:30-4:15PM: Session 3**

**Ginger Bidell**

**Buffalo State**

**Making Course Content Accessible: Microsoft Word (or PowerPoint)**

**Physical and Health Sciences Building Rm. 107**

This workshop will focus on how to use Microsoft Office Word (or PowerPoint) effectively to create accessible content. Participants will be provided a checklist to ensure materials created are accessible. Presented by SUNY Buffalo State Instructional Resources and Disability Services.

**Thomas J. Tobin**

**Northeastern Illinois University**

**Removing Barriers with Universal Design for Learning and Your Phone**

**Physical and Health Sciences Building Rm. 106**

Section 504 of the 1973 Rehabilitation Act banned discrimination on the basis of disability by recipients of federal funds. Way back in 1979, Nicholas Hirtz proposed “a concrete and practical effort aimed directly at faculty function with handicapped students.” So, why are universities still being sued for not providing access to learning (Lewin, 2015)?

To help make educational materials and practices inclusive for all learners, this interactive session radically reflects on how to motivate and inspire adoption of Universal Design for Learning: broaden the focus away from learners with disabilities and toward a larger ease-of-use/general diversity framework.