# Workshop Syllabus & Schedule:

# Making Your Courses Accessible to All

***add dates***

## Workshop Description

This two-week, online workshop provides an in-depth introduction to accessibility and Universal Design in Learning (UDL) for online and hybrid education. Participants will review the principles of UDL, learn about best accessibility practices in Blackboard, and get hands-on practice creating accessible documents and multimedia. In applying the skills acquired in this workshop to course design and your teaching, you will create an online experience that is welcoming to all learners, including those with disabilities.

## Schedule and Participation

The workshop lasts two weeks and is focused on the hands-on skills you will need to make your course accessible to all students. Participants will review tutorials, participate in online discussions, comment on each other’s work, and practice creating accessible materials.

**We recommend that you log in to the course site at least every other day to complete the workshop activities and to receive timely feedback from the facilitators.**

The workshop consists of 6 modules, and each one will take about 1-2 hours to complete. You will finish a module every 2-3 days, for a total of 10-14 hours spent on activities over the course of the workshop.

## Learning Objectives

During the workshop you will:

* Learn about how applying UDL principles in your teaching can improve your online classroom.
* Develop and practice the skills needed to create and check accessible documents, and practice them.
* Evaluate multimedia and publishers’ materials for accessibility.
* Learn how to add captions to video files.

## Workshop Facilitators

*[name] [email address]*

*[name [email address]*

The best way to contact facilitators is to post a question to the Q&A discussion forum or, for more personal questions that will not benefit all participants, by email.

The workshop facilitators will log in every day, check the Q&A forum, engage in ongoing discussions, and provide feedback on participants’ activities and assignments.

## Workshop Requirements

This workshop is focused on participant engagement, and extensive feedback from facilitators, and there are no grades. Instead, all activities will be marked complete/not complete, viewable under “My Grades” on Blackboard.

To receive a certificate of completion for this workshop, participants will need to complete each lesson activity listed on the schedule below.

## Workshop Organization

The workshop site on Blackboard is organized as follows:

* The **Announcements** area will be used to provide updates and summaries as needed during the workshop. New announcements will also be emailed—please note that such emails are delivered to your Blackboard associated email account.
* **Start Here** contains the workshop syllabus and schedule.
* **Your Facilitators** lists contact info for the workshop facilitators.
* **Topics 1-6** contain the materials, resources and activity prompts for the modules of this workshop.
* **Discussions / Q&A**: There are several numbered discussion forums, one for each of the main topic areas, in addition to a Q&A forum.
* Under **Resources** we have combined the links to all major resources used throughout the workshop, for easy reference.
* **My Grades** linkdisplays your progress for all activities in the workshop.

## Workshop Schedule

| **Topic** | **Lesson Content** | **Lesson Activities** |
| --- | --- | --- |
| **1. Accessibility and UDL**    Monday and Tuesday  *[add dates]* | * Disabilities and Barriers * Accessibility and Universal Design in Learning (UDL) * Accommodations vs UDL * Disability Etiquette * Disability Services at CUNY and CUNY SPS | Introductions  *Optional: The No Mouse Challenge!*  Discussion: Reflection on UDL vs Accommodations  *Optional: Review Quiz* |
| **2. Principles of UDL & Your Teaching**  Wednesday and Thursday  *[add dates]* | * UDL and student diversity * UDL and your pedagogy | Discussion: Reflection on student diversity and applying UDL principles to your teaching  Develop a plan for incorporating UDL in your teaching  *Optional: Review Quiz* |
| **3. Blackboard Accessibility**    Friday and Saturday  *[add dates]* | * Accessibility features in Blackboard * Best practices in Blackboard accessibility * Providing accommodations in Blackboard | Practice: Creating accessible items in Blackboard  Practice: Add test exceptions to a quiz in Blackboard  Discussion: Reflection on accessibility in Blackboard  *Optional: Review Quiz* |
| **4. Accessible Documents I: Word, Excel and PPT**    Sunday to Tuesday  *[add dates]* | * Creating accessible Office documents * Using the accessibility checker   **Live Support Session:**  **Tuesday from 12.30-2.30pm** | Practice: Create two types of accessible documents. Use accessibility checker to check and correct your work.  *Optional: Use a screen reader to check your work.*  *Optional: Review Quiz* |
| **5. Accessible Documents II: PDF**    Wednesday and Thursday  *[add dates]* | * Creating a PDF document * Converting files from other formats into PDF * Using Accessibility Checker to ensure that your PDF document is accessible to a screen reader user | Locate an OCR scanner.  Practice: Create a PDF from another document and use accessibility checker.  Discussion: Post accessible PDF and a reflection.  *Optional: Edit a PDF scan in Adobe Acrobat Pro.*  *Optional: Review Quiz* |
| **6. Multimedia / Materials from Publishers**  Friday to Sunday  *[add dates]* | * Evaluating multimedia tools for accessibility * Creating captions for videos * Accessibility features of tools available in Blackboard: VoiceThread and Collaborate Ultra * Evaluating materials from publishers for accessibility | Discussion: Evaluate a multimedia tool of your choice for accessibility.  Practice: Add captions to a video in YouTube.  Reflection: UDL workflow for your future courses.  *Optional: Review Quiz* |