Fundamentals of Disability Accommodations and Inclusive Course Design

Module 3 Resource – Strategies for Sharing Accessible Course Content

Unlike the provision of reasonable accommodations for disability, inclusive course design is not required by law or policy. Rather, it is a set of promising practices for reducing barriers for students in the learning environment. Instructors can start small by adopting one or a few new strategies, and build from there.

1	Choose accessible. Start by learning one or more of the [Seven Core Skills.](#)
2	Post presentation slides in advance and keep them available, as this can assist in notetaking and integration of course content. Consider seeking volunteer note-takers for each class session, so that notes can be posted to the course website. This is an inclusive practice because it teaches students how to take better notes and benefits students by reducing the amount of information that their working memories can hold at one time. By providing slides and notes, key concepts are written out with correct spelling and phrasing and the students can add additional information to these materials as the class progresses.
3	Consider making *auto-transcripts* available when facilitating class through Zoom. This provides another way for students to engage and follow along with the class session. Note that transcripts may need to be edited for accuracy. [Guidelines for editing for auto-generated captions](#) may be a helpful resource.
4	When feasible, record and post synchronous online and in person class sessions. Recording allows students to review the sessions, and then pause, repeat, slow down, adjust speeds, and learn at their own pace. Designated note-takers can be used in these courses as well. Note-takers can be designated as note-taker #1, note-taker #2 to preserve student anonymity.
5	For multi-section courses, consider designating one as the asynchronous section that any student who missed a session of their own course for a legitimate absence could use in order to keep pace.
6	Select media that is accurately captioned and/or use tools like *Kaltura* to add and edit captions. [Kaltura: find and edit your captions](#) may be a useful tool. Sound can be turned off and the captioning read for students who have difficulty listening and seeing information (processing multiple inputs) at the same time.
7	Provide adequate color contrast on documents or use color sparingly. This can benefit students who are color blind and can also benefit students who only have access to a black and white printer.
8	Use the *Accessible U: Cultivate Inclusion* website to learn about digital accessibility. Learn how to create accessible web content, slide decks, documents, PDFs and more through the [Digital Accessibility Badging Program](#).