ACE 681 Designing Accessible and Inclusive Instruction for Learners in Online and Classroom Environments-DEAdd-2018-03-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
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Third Step: Make sure the word _**DRAFT**_ is in yellow at the top of the proposal

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*Indicates a required field

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Course Level*	graduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ACE 681
Course Title*	Designing Accessible and Inclusive Instruction for Learners in Online and Classroom Environments
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* Accessibility practices and the rights of learners with disabilities to pursue education is an important issue for every educator to consider. Since teachers, trainers, and instructional designers are often creators of course content there is a need to understand how to design academic content that is accessible to all participants. The purpose of this course is to provide training on accessibility practices and to demonstrate techniques for creating instruction that is accessible and inclusive for learners with disabilities. This course will provide students with foundation knowledge of disability laws, instruction on creating closed captions for videos, tips for creating accessible learning materials, and introduce the principles of Universal Design for Instruction.
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*	I have successfully developed and taught courses online since 2011 in the Master of Adult Education and Training at Colorado State University and at IUP since August of 2016. I have experience teaching and presenting on accessibility and Universal Design for instruction across multiple contexts. Accessibility and Universal Design are research areas that I currently publish and present on. I worked professionally as a Senior Instructional Designer for Mount Saint Mary's University from 2014-2016 where I designed multiple online courses and led the campus accessibility training and course design for faculty.
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*	How outcomes will be achieved: This course will be conducted online through a variety of methods, including project based learning, group activities and discussion. Students will engage in online discussion through the discussion forums. This will provide them with the opportunity to process what they have learned from the readings and arrive at a deeper understanding of the readings as well as contribute to the collective knowledge of the class. Students will also be encouraged to engage with the online classroom community through video discussions, group discussions, and resource sharing. The learning outcomes and methods are outlined below. 1. Describe the basic principles of accessibility for academic content. 2. Discuss the history of the American's With Disabilities Act and evaluate current applications of accessibility laws and principles in relation to academic content 3. Design a learning object based on the basic principles and processes of accessible course material design. 4. Demonstrate how to create a video that includes closed captioning. 5. Evaluate course materials to determine if they are accessible for individuals with disabilities. 6. Explain general tips for course and content accessibility and guidelines for designing instruction for diverse learners. 7. Develop a plan for implementing Universal Design principles into a learning event.
How will the instructor-student and student-student interaction take place?* **(if applicable)**	Instructor to student interaction will take place through the weekly course discussion forums, direct feedback on course assignments, course announcements, and through optional live sessions that will be recorded using Zoom conferencing. Student to student interaction will take place through the weekly course discussion forums, in collaborative assignments, and in group discussions
How will student achievement be evaluated?	Student achievement will be evaluated by the following assignments: Weekly Discussion/Participation Grade 50 points Accessible Learning Object 25 points Closed Captioning Assignment 10 points Universal Design Collaborative Activity 15 points The above assignments are based on the following learning objectives: 1. Describe the basic principles of accessibility for academic content. (Weekly discussion) 2. Discuss the history of the American's With Disabilities Act and evaluate current applications of accessibility laws and principles in relation to academic content. (Weekly discussion) 3. Design a learning object based on the basic principles and processes of accessible course material design. (Learning Object assignment) 4. Demonstrate how to create a video that includes closed captioning. (Closed Captioning Assignment) 5. Evaluate course materials to determine if they are accessible for individuals with disabilities. (Weekly discussions) 6. Explain general tips for course and content accessibility and guidelines for designing instruction for diverse learners. (Weekly Discussions) 7. Develop a plan for implementing Universal Design principles into a learning event. (Collaborative Assignment)

How will academic honesty for tests and assignments be addressed?*	Academic Honesty:
	Students will be made aware of the IUP Graduate School's Academic Integrity Policy, located at http://www.iup.edu/page.aspx?id=127235. This policy will be referenced in the course syllabus.
	Students will be required to submit papers involving referenced works (i.e., literature reviews) to Turn-it-In.
	Assignments will be designed to minimize the potential for violations of academic integrity. Group assignments inhibit cheating and plagiarism because group members tend to be self-policing. Also, group members are required to conduct their discussions in the LMS discussion forums where the instructor can observe the discussions and development of the group papers. Individual assignments require students to incorporate their personal experiences and perspectives.

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu