



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

Accessibility in the Digital Classroom

15 Clock Hours

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community

A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.



Accessibility in the Digital Classroom

Course Description

Schools are places of inclusion. But when it comes to accessibility in online settings, inclusion can easily fall by the wayside simply because teachers aren't familiar with online accessibility practices. Accessibility might involve something as simple as considering the amount of bandwidth required to view a video or as complex as ensuring students with disabilities have equal access to learning materials. Even if these issues seem intimidating at first, with the right tools and strategies, making your online classroom accessible for all students might be easier than you think.

In this course, you'll explore both the foundational elements of online accessibility and the nitty-gritty technical knowledge you need to create an accessible digital classroom. Through the principles of Universal Design for Learning (UDL), you'll learn how to better represent content, create a more engaging experience, and improve outcomes for all learners. In addition, you'll look at design principles and technical tools that will help you make online learning a reality for learners with a variety of different needs.

By the end of this course, you'll have the knowledge and tools you need to create or modify digital learning materials to be more accessible to all students.

Connections to Practice

This course provides the following classroom connections:

- Techniques to overcome barriers to equity in a digital classroom experience
- Strategies to engage all learners through the practices of UDL
- Technical expertise in a wide variety of areas for the digital classroom (e.g., documents, slides, and multimedia)
- An understanding of assistive technologies to enhance online learning experiences

Course Outcomes

In this course, participants will:

- Outline specific learner needs in the online space to identify areas of equity in online instruction.
- Utilize a UDL framework to improve learning experiences for all learners.
- Assess the value of assistive technologies.
- Evaluate online practices and accessibility standards to meet inclusive education expectations (i.e., Section 508).
- Outline choices in naming files, applying titles, and selecting fonts that impact accessibility in digital materials.

- Evaluate the accessibility functions in common online learning resources—documents, Portable Document Format files (PDFs), presentations, multimedia, and (optional) HTML coding—to build a digital classroom that supports all learners.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

1e Designing Coherent Instruction

Domain 2: The Classroom Environment

2e Organizing Physical Space

Domain 3: Instruction

3e Demonstrating Flexibility and Responsiveness

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student's Performance

Assignment Category	Total Point Value	Percentage of total possible points
Participation <i>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</i>	5 points	30%

Assignment Category	Total Point Value	Percentage of total possible points
Final Project	10 points	70%

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

Focus Areas	Does Not Meet Expectations (1 point)	Partially Meets Expectations (3 points)	Meets Expectations (4 points)	Exceeds Expectations (5 points)
Knowledge of Course Content	Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.	Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.	Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.	Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.
Alignment of Student Outcomes	Project's alignment to course learning outcomes is unclear or absent.	Project aligns with 1–2 course learning outcomes.	Project aligns with 2–3 course learning outcomes.	Project aligns with 3–5 course learning outcomes.

Course Outline

Module 1

Every educator wants to create an equitable learning environment, but given the variety in student need, differing support available outside the classroom, and so many other factors, designing one-size-fits-all instruction seems like an insurmountable task. Accessibility looks at this issue directly and focuses on how educators can maximize effectiveness for all learners through technical and instructional design features.

First, we will look at a framework for considering equity in online learning and identify how accessibility fits into the picture. Then, we will examine the myriad of different learners who can benefit from designing for accessibility. Next, we will dive deep into the Universal Design for Learning (UDL) framework, investigating how it can help you leverage design practices in a variety of areas—content representation, learning and mastery expression, and engagement—to improve students' experiences and, ultimately, their learning outcomes. Finally, we will look at more technical elements of accessibility by examining the concepts and benefits of assistive technology, including a few common examples.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Categorize the key areas of equity in online instruction.
- Evaluate specific learner needs in the online space to prepare accessible learning materials.
- Incorporate the UDL framework into instructional design to improve learning for all students.
- Outline the benefits of specific assistive technologies for your learners.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

It is time to talk about the technical side of accessibility. It's probably safe to say that everyone has encountered some kind of accessibility technology accommodation at some point. If you've seen ramps at building entrances, automatic doors, or audible crosswalk signs, then you are aware of how cities and other entities can design physical spaces to improve experiences and provide equal access to physical spaces for people with disabilities and other needs. In this module, we will discuss how this concept translates to the online environment, the benefits of making materials accessible, and how you can make your materials accessible.

There are guidelines you may not have considered before, but this lesson will introduce you to simple solutions to make your content more accessible right away. Whether you have already created course materials and designed an online space or you are creating from scratch, we will look at ways to boost the accessibility (and therefore the quality for all learners) of those assets by applying a few basic techniques. We will look at a variety of materials, including documents, presentations, multimedia, and HTML.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Interpret existing standards of accessibility and their alignment to both inclusive education expectations (i.e., Section 508) and technical practices of design.

- Outline choices in naming files, applying titles, and selecting fonts that impact accessibility in digital materials.
- Evaluate the accessibility functions in common online learning resources—documents, Portable Document Format files (PDFs), presentations, multimedia, and (optional) HTML coding—to build a digital classroom that supports all learners.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.
- **Course Evaluation Survey**

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

- Acart Communications. (n.d.). *Contrast checker*.
- Apple. (n.d.). *Quick navigation in Pages on Mac*.
- CAST. (2018). *Action & expression | guidelines & checkpoints*.
- CAST. (2018). *Engagement | guidelines & checkpoints*.
- CAST. (2018). *Representation | guidelines & checkpoints*.
- Colblinder. (n.d.). *Coblis—color blindness simulator*.
- ColorZilla. (n.d.). *ColorZilla*.
- EdTrust and Digital Promise. (2020, May 7). *10 questions for equity advocates to ask about distance learning*.
- Enchroma. (n.d.). *Types of color blindness*.
- Lee, A. M. I. (n.d.). *The 13 disability categories under IDEA*.
- Macmostvideo. (2020, June 24). *How to use styles in Pages* [Video.]. YouTube.
- Martin, J. (n.d.). *Dictation (speech-to-text) technology: What it is and how it works*.

Morin, A. (n.d.). *8 examples of assistive technology and adaptive tools*.

Ms. Strohmeyer. (2020, September 22). *Checking color contrast: How to use the ColorZilla chrome extension and WebAIM contrast checker* [Video]. YouTube.

Ms. Strohmeyer. (2020, September 23). *How to set headers for tables in Adobe* [Video]. YouTube.

Neese, B. (2020, May 22). *15 assistive technology tools & resources for students with disabilities*.

Plexico Technologies LLC. (n.d.).

Smithsonian Science Education Center. (2015, June 15). *Good thinking – sending “learning styles” out of style* [Video file]. YouTube.

Understood. (2018). *Assistive technology: What it is and how it works*.

VidIQ. (2019, February 1). *How to add subtitles to YouTube videos [new method]* [Video]. YouTube.

W3C. (n.d.). *Stories of web users. Preeti, middle school student with attention deficit hyperactivity disorder and dyslexia*.

W3C. (2018, June 5). *Web content accessibility guidelines (WCAG) 2.1*.

WebAIM. (n.d.). *Captions, transcripts, and audio descriptions*.

WebAIM. (n.d.). *Creating accessible tables*.

WebAIM. (n.d.). *Headings*.

WebAIM. (n.d.). *PDF accessibility*.

WebAIM. (n.d.). *WAVE browser extensions*.

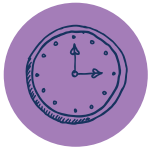
WebAIM. (2013, September 23). *Fonts*.

Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes **over 280 graduate-level, self-paced courses in 20 different subject areas** covering both foundational topics and emerging trends in K-12 education.

Get help with...
Online Instruction
Social & Emotional Learning
Diversity, Equity, & Inclusion
Special Needs & ESL/ELL
District/School Improvement Plans
Core & Specialized Content Areas
STEM & Technology
Teacher Training & Retention



Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.



Get PD tailored to your school's unique needs with our **customizable content and flexible solutions**.



Replace in-person PD days with **100% online, self-paced training** teachers can complete virtually.



Increase buy-in and morale by providing teacher choice while maintaining school/district oversight and strategic alignment.



Offer **higher education rigor and quality** designed to give your teachers **targeted, relevant training** they can apply immediately.

