# **Universal Design Guide**

*Practices to accompany Clark College’s 2021 Social Equity Plan*

## Course Design/Canvas

***GUIDING QUESTION: Does this event/content/etc. have disparate impact on any group(s)?***

### Examples:

* Design for multiple ways for participants to engage with the learning material; include incorporating group work, utilizing class discussion, participant-centered lectures, and hands-on activities.
* Have students write expectations for the course and their goals for learning. Consider asking how they do their best work to assess where group work, presentations, or other course aspects may not work for individual students.
* Don't remove content out of a concern of making it accessible, just make it accessible. (Review: [Clark’s Accessibility Resources webpage](https://www.clark.edu/campus-life/student-support/disability_support/accessibility_resources.php)).
* Use visual aids/graphs, describe them, and create an accessible version by adding alternative text to them for electronic documents.
* Use cognitive tools like scaffolding for learning, (ex. flow charts to categorize material).
* In 100% online learning, avoid mandated synchronous activities when possible.

## Delivery

***GUIDING QUESTIONS: Have you considered alternatives for presenting? Is there a different learning style, disability perspective, or cultural perspective that you have not considered?***

### Examples:

* Deliver instructions clearly and in multiple ways, such as with handouts, spoken or recorded lessons, and asking participants to repeat directions during live lecture.
* Define technical terminology (in delivery, also in handouts, etc.). Avoid using acronyms or jargon in general purpose Clark materials.
* Describe what’s on screen and visual references.
* Distribute materials before the class or event.
* Offer directions or instructions both orally and in writing.
* Encourage active learning.
* Put students into pairs or learning cells to quiz each other over material for the day.
* Form a student panel to present alternative views of the same concept.
* Regularly assess students’ progress by providing feedback.
* If possible, take students to hear guest speakers or special programs on campus or invite guest speakers into class or as an extra credit event.
* Do you know how to request interpreters or transcribers in advance?

## Discussions: for courses/presentations/trainings

***GUIDING QUESTION: Does this discussion space have disparate impact on any group(s)?***

### Examples:

* Be mindful of microaggressions in your dialogue with others.
* Ensure there is a safe space for conversations. Consider creating community norms for the class/group to agree to.
* Allow for pauses when speaking (for interpreters); always look at the person and not the sign language interpreter when communicating.
* Unless asked, do NOT speak slowly to someone.
* Remember not everyone can/will engage and do not mandate live participation. Be patient with audience contributors and allow individuals time.

## Allowances

***GUIDING QUESTIONS: Is the class activity being unnecessarily rushed in any way? Who will benefit from these allowances? Who will be harmed by these allowances?***

### Examples:

* Provide adequate time for tasks and untimed activities when possible.
* Allow digital recorders and/or record lectures and put online.
* Provide a written outline of the presentation or PowerPoint.
* Allow individuals to share notes in your online course shell.
* Be okay with grammatical errors or build in supports.
* Invite students to make appointments to see you individually or in groups.
* For courses, incorporate a flexible attendance allowance.

## Assessments & Timed Events

***GUIDING QUESTIONS: What benefits are there for timed exams, quizzes? Who are you leaving out if you time exams or activities? Is there a creative alternate way to assess for more inclusion?***

### Examples:

* Untimed or setting a long time for exams, perhaps 2xs what you think a student should complete the activity in.
* Allow multiple attempts for exams.
* Can your assessments include multiple question types? As opposed to all essay format, etc.
* For departments that offer student appointments, consider offering extended appointment times that students can request, such as for an advising appointment.

## Media

***GUIDING QUESTIONS: Can everyone engage in the audio and video of your media content equitably? Can they engage with it at the live demo and the recorded version after?***

### Examples:

* Caption video Materials. At minimum all public facing videos linked to by Clark should be captioned. This includes Clark produced videos created for courses or presentations.
	+ If you are borrowing content from other creators, search for a captioned version. If you cannot find a captioned version, consider asking your department to fund this effort.
	+ Auto-generated captioning is helpful for low-cost support when you don’t have an accommodation request but note that auto-captions are not fully accurate and accessible. The goal is 100% accurate closed-captioned materials for full accessibility.
* Use microphones in large group.
* Try to avoid distracting elements, such as flashing lights or content on a screen.
* Record and host lectures/presentations for asynchronous use. Keep them available for students all term long.
* Make all forms, handouts, etc., electronically available to all in case they need to be emailed to a student with a disability who cannot read the form.
* Implement Document Accessibility- use Headings and Alternative text on documents. (Review: [Clark’s Accessibility Resources webpage](https://www.clark.edu/campus-life/student-support/disability_support/accessibility_resources.php)).
* Make standard handouts easy to read by using high contrast, bolded headers, and perhaps larger font than the average person needs.

## Remote Live Environment

***GUIDING QUESTION:*** ***Does your live lecture have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?***

### Examples:

* Always [enable auto closed captioning](https://support.zoom.us/hc/en-us/articles/207279736-Getting-started-with-closed-captioning#h_5ae2ddf1-fca4-40ac-9776-3d8a483d9df9) in Zoom even without an accommodation request. (If you have an accommodation request work with DSS or HR to implement 100% accurate live captioning).
* Allow participants to multi-pin and know how to pin the sign language interpreter in Zoom if you have an ASL interpreter present. [Pinning in Zoom](https://support.zoom.us/hc/en-us/articles/201362743-Pinning-participants-videos)
* Record content and share out with group/class and share out transcripts.
	+ [Cloud recording – Zoom Help Center](https://support.zoom.us/hc/en-us/articles/203741855-Cloud-Recording)
	+ [Audio Transcripts in Zoom](https://support.zoom.us/hc/en-us/articles/115004794983-Using-audio-transcription-for-cloud-recordings-)
* Check out these accessibility tips from various platforms:
	+ [Zoom](https://zoom.us/accessibility)
	+ [Microsoft (MS) Teams](https://support.microsoft.com/en-us/topic/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5)
	+ [Google Meet](https://support.google.com/meet/answer/7313544?hl=en)
	+ [Facebook messenger](https://www.facebook.com/help/accessibility)
* Ensure presentations are also provided as accessible attachments or in course shell so students can follow along. Not everyone will view the screen when you share.
* Name the webpage of the hyperlink when posting in the chat instead of just pasting the URL.
* Invite folks to participate in various ways, such as optional live discussion, polls, and using emojis (ex. Zoom: thumbs up or down, etc.).

## Representation Matters

***GUIDING QUESTIONS: Do pictures in your publications include people with diverse characteristics with respect to race, gender, age, and disability? Who is left out of the representation?***

### Examples:

* In key publications and staff on your program website, do you include a statement about your commitment to universal access and requesting accommodations? For example, "Our goal is to make all materials and services accessible. Please inform staff of accessibility barriers you encounter and request accommodations that will make activities and information accessible to you."
* Faculty: include the [DSS statement](http://www.clark.edu/campus-life/student-support/disability_support/faculty-resource.php) on syllabi.

## Physical Environment

***GUIDED QUESTIONS: Has physical accessibility been considered? How will you orient all to the event site/layout/navigation?***

### Examples:

* Are events located in wheelchair-accessible facilities? Is the accessible entrance clearly marked?
* Are staff aware of the location of all elevators in campus buildings?
* Do staff know how to turn on and off power accessible ADA doors?
* Are forms and handouts available at a height accessible from a seated position?
* Provide spacing in aisles for those with mobility issues.
* Avoid physically demanding activities or stand up/sit down activities (ice breakers with musical chairs.)
* Are there quiet work or meeting areas where noise and other distractions are minimized?
* Describe the layout of the room on the first day of class or at a new event.
* Is adequate light available?
* Are furniture and fixtures adjustable for mobility and size to allow arrangements that are accessible and improve work/class environment, various learning activities, and interactions?
* Do you provide adequate workspace for both left- and right-handed users?
* Are ergonomic chairs with adjustable height, back, and arms available?
* Leave classrooms they were they were found; if desks are re-arranged for an activity, return them. Encourage aisle and walkways to be kept clear from backpacks and personal items.
* Invite people to sit/stand/move as they need.
* Allow audience to pick their seating to allow for preferential seating.
* Try to avoid demanding participants to move away from visual or audio sources, or away from outlets if they’re using a laptop/tablet.
* Where will interpreters be located (near presenter(s)/participants with appropriate lighting)? Are advance copies of information available to interpreters?

## Digital Accessibility Basics

***GUIDED QUESTIONS: Has digital accessibility been considered? How will you orient all to the event site/layout/navigation?***

### Examples:

* Incorporate in your documents:
	+ *Headings* for navigation of your document
	+ *Alternate Text* to describe visuals
	+ *First Header Row* so your tables read accessibly
	+ Use good color contrast
	+ Select clear font
	+ Don’t use color alone to display meaning
	+ Add meaningful text to your hyperlinks
	+ Ensure good read order so a screen reader reads your content in the designed order
* Visit the [Accessibility Resources](https://www.clark.edu/campus-life/student-support/disability_support/accessibility_resources.php) or attend a Clark training.

***This goal is to ensure that everyone can participate in college programs, events, and environment.***

*Reference utilized for Guiding Questions:*

[*Equitable Decision-Making Tool by Clark College*](http://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf)

*Accessibility Resources:*

* [Clark Accessibility Policy](https://www.clark.edu/accessibility/)
* [Clark Accessibility Resources](https://www.clark.edu/campus-life/student-support/disability_support/accessibility_resources.php)

*UDL Resources:*

* [Explore Access: Tools for Promoting Disability Access and Inclusion](https://exploreaccess.org/)
* [CAST UDL](https://udlguidelines.cast.org/)
* [Resources for Student Services Staff, Equal Access: Checklists (DO-IT) from UW-Seattle](http://www.washington.edu/doit/Conf/staff_resources.html)