

CENTER FOR ACCESSIBILITY RESOURCES



Arlene Stinson

Susan Onaitis

Lisa Ward

UDL

Universal Design for Learning



"All of our students deserve a caring, creative and engaged pedagogy"

- MCCC Faculty Statement of Educational Philosophy

"... College delivers a high quality, accessible education in a supportive and inclusive environment..."

Mission Statement, MCCC

UDL

Universal Design for Learning



Pennsylvania, New York and New Jersey K - 12 data shows an increase in neurodivergent cohort with Autism being the largest single diagnostic category (2018-2021)

Those students are aging into College

UDL

Universal Design for Learning



Every accommodation letter you receive represents roughly two to three students in that same class
who need the same kind of support and never asked

UDL is how you reach the ones who will never hand you a letter

UDL

Universal Design for Learning



- Retrofitting accommodations requires ongoing attention
- Building accessibility into a course creates permanent inclusivity
- Accessibility meets the needs of the greatest number of students
- How can a course be made accessible? You probably do more than you realize!

Accessibility is Easy



Multiple Means of Engagement: Connect students with the content

- Make Participation Easier – use relevant, real-world topics and allow small group discussions or journal reflections
- One to try: as students complete and interact with coursework, provide regular feedback on their work

Multiple Means of Representation: Ask students how they consume their content

- Make Materials Accessible – ensure that digital documents that are not housed in Bb are screen reader compatible (PDFs) and select books and related materials that have audio versions or are screen reader compatible
- One to try – each semester, to avoid confusion, review the syllabus to ensure it represents current course information

Multiple Means of Assessments: Best practices to determine learning

- Assess the Assessment – consider whether an exam is necessary, and when possible, consider alternatives
- One to try – offer the option to submit oral presentations, research papers, "breaking news" videos to demonstrate learning

Bonus UDL suggestions that benefit all students: allow students to audio record lectures; share PPTs before lectures; face students when lecturing; digitally post student notes in Bb to provide comprehensive course notes; opt for clutter free PPTs and materials when possible

UDL

Universal Design for Learning



MCCC's DREAM Program:

An example of how accessibility and accommodations intersect
to equal student success