



Your Accessibility & Assessment Resources



AEFIS Academy, Community Admin, AEFIS Academy
July 23, 2021

Accessibility and Assessment Series consists of several events over the course of three months. Community leaders representing higher ed and K-12 are sharing out their best practices strategies and research to support the creation and revision of your institutional accessibility plans. Topics and resources center on how to enable equitable access to learning and learning resources that support success for all students. Throughout this series, a variety of thought leaders will come together in conversation around what the current relationship between accessibility and assessment entails, what the relationship should or could be, and what revisions, changes, and new innovations need to be developed to support teaching and learning at your institution.

Library of Resources & Community Leaders

Over the next several months, our panelists will be contributing amazing articles, blogs, media, and more! We are putting together these resources for you to review, download and use within your role at your institution.



Ms. Tracy Kaiser-Goebel

Director of Educational Effectiveness
Montgomery County Community College



Dr. Colin Suchland

Chair, Learning Outcomes Assessment Team, Professor of Sociology
Lincoln Land Community College



Dr. Jennifer Billman

Professor
HACC, Central Pennsylvania's Community College



Danielle Hickey

Special Ed Teacher/SLE Coordinator
Ewing Public Schools



Susan Masciantonio

Director of Faculty Success, Assistant Professor of English
Montgomery County Community College



Mrs. Jennifer Osinski

Director of the Accessibility Office
Bucks County Community College



Amy Tessitore
Senior Manager of
Engagement Services
Open LMS



**Suzanne
Carbonaro**
Director of Academic
Partnerships
AEFIS

Rubrics & Syllabi

- [Kent State University Accessibility Rubric](#)
- [Montgomery County Community College Office of Disability Services Accessibility Rubric](#)

Articles and Multimedia

- Behling, K. (2020). [Finding a silver lining in the rapid movement to online learning: Considerations of access for all learners.](#)

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- Burgstahler, S. (2020) [Equal Access: Universal Design of Physical Spaces](#). *DO-IT*.
- Behling, K. (2020). Finding a silver lining in the rapid movement to online learning: Considerations of access for all learners. *Pedagogy and the Human Sciences*, 7 (1), 1-11.
- Burgstahler, S. (2012) [Making Science Labs Accessible to Students with Disabilities](#). Disabilities, Opportunities, Internetworking, and Technology (DO-IT).
- Burgstahler, S. (2021) [20 Tips for Teaching an Accessible Online Course](#). *DO-IT*.
- CAST (2018). [Universal Design for Learning Guidelines version 2.2](#).
- [Checklist for Making Science Labs Accessible for Students with Disabilities](#) (2014).
- Cohn, J. (2021). [How to prepare for the next phase of hybrid teaching](#). *The Chronicle of Higher Education*, 67(24).
- Derbiszewska, K. M., & Tucker-Smith, T. N. (2020). *Supercharge your professional learning: 40 concrete strategies that improve adult learning*. CAST, Inc.

- Duke University. (2021, August 31). [Duke Accessibility Syllabus Project](#).
- Duncan, A., Ali, R. (2011) [Ensuring Equal Access to High-Quality Education](#). *U.S. Department of Education Office for Civil Rights*.
- (2005) [Equal Access: Science and Students with Sensory Impairments](#). Disabilities, Opportunities, Internetworking, and Technology (DO-IT).
- Fashant, Z., Russell, L. (2021) [Designing Courses for Introverts and Extroverts](#). Inside Higher Ed.
- Finch, H., Barton, K., Meyer, P. (2009) [Differential Item Functioning Analysis for Accommodated Versus Nonaccommodated Students](#). *Educational Assessment* 14:1, pages 38-56.
- Golan, M., Singer, G., Rabin, N., Kleper, D. (2020) [Integrating actual time usage into the assessment of examination time extensions provided to disabled college engineering students](#). *Assessment & Evaluation in Higher Education* 45:7, pages 988-1000.

- Gose, B. “Covid-19’s Impact on Learning Accommodations.” [The Chronicle of Education](#) (2021)
- Hickey, D. [Call for Curriculum Reform: Metacognition is Needed! Community Blog](#). (2021)
- Ingber, J. (2005) [Science Is Golden: Interviews with Four Scientists Who Are Visually Impaired](#). American Foundation for the Blind (AFB).
- Kettler, R. J., Elliott, S. N., Beddow, P. A. (2009) [Modifying Achievement Test Items: A Theory-Guided and Data-Based Approach for Better Measurement of What Students With Disabilities Know](#). *Peabody Journal of Education* 84:4, pages 529-551.
- Kraus, A. (2021) [Disabled Students Need Equity, Not Just Access: We Must Challenge Our Biases and Create Inclusive Experiences for All Students](#). Liberal Education. AAC&U. Summer 2021. Vol. 107 No.3.
- LaBreck, J. L. (2015) [TECHNICAL ASSISTANCE CIRCULAR](#). U.S. Department of Education Office of Special Education and Rehabilitative Services.

- Lang, J. M. [Attention Is an Achievement: How to Help Students Stay Present and Focused in Class](#). Liberal Education. AAC&U. Summer 2021. Vol. 107 No.3.
- Lewandowski, L., Wood, W., Lambert, T. (2015) [Private room as a test accommodation](#). *Assessment & Evaluation in Higher Education* 40:2, pages 279-285.
- Levine, A. G. (2020) [Inclusivity for all: How to make your research group accessible](#). Science.
- Lyons, B. J., Pek, S., Wessel, J. L. (2017) [Toward a “Sunlit Path”: Stigma Identity Management as a Source of Localized Social Change Through Interaction](#). *Academy of Management Review* 42:1, pages 618-636.
- Meyes, D. G., Gernsbacher, M. A. (2021) [Captioning for All: the benefits of captioning in virtual classes](#). Inside Higher Ed.
- Roelofs E. (2019) [A Framework for Improving the Accessibility of Assessment Tasks](#). In: Veldkamp B., Sluiter C. (eds) [Theoretical and Practical Advances in Computer-based Educational Measurement](#). *Methodology of Educational Measurement and Assessment*. Springer, Cham.

- Skallerup-Bessette, L., Fisher, J. P. (2021) [Student Success This Fall Will Depend on Faculty-Staff Cooperation](#). The Chronicle of Higher Education.
- [Specific Review Standards from the Quality Matters K-12 Rubric, Fifth Edition for K-12 Reviews](#)
- Suchland, C.E., & Carbonaro, S. (2021). [Connecting High-Impact Practices & Student Self-Efficacy: Social cognitive theory as a window into student growth](#). *Intersection: A Journal at the Intersection of Assessment And Learning*, 2(2).
- [The 7 Principles](#), Center for Excellence in Universal Design.
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- Trainin, G. & Swanson, H. (2005). [Cognition, Metacognition, and Achievement of College Students with Learning Disabilities](#). *Learning Disability Quarterly*. 28. 10.2307/4126965.
- University of Washington. (2014) [Checklist for Making Science Labs Accessible to Students with Disabilities](#). Disabilities, Opportunities, Internetworking, and Technology (DO-IT).

- Weber, K., & Myrick, K. (2018). Reflecting on Reflecting: Summer Undergraduate Research Students' Experiences in Developing Electronic Portfolios, a Meta-High Impact Practice. *International Journal of EPortfolio*, 8(1), 13–25.

Community Blogs

- Billman, J. — Observation isn't Sight: Making Science Accessible to Students with Visual Impairment
- Hickey, D. — Call for Curriculum Reform: Metacognition is Needed!
- O'Callaghan, C. — Proving Students' Career Readiness: Competency-Based Learning
- Jankowski, N. — Reflections on Trust: Cheating in a Pandemic
- Perdue, B. E. — To Improve Education, We Need to Look at the Last 50 Years, Not Just the Last 18 Months (Ed Surge)
- Schreck, J. — The Power of Inclusion—A Pathway to Improving Undergraduate Education

- Scott, D. — The Unexpected Parallels Between Art and Assessment
- Suchland, C. — Agents of Lasting Change: Creating Sustainable Faculty Development

Questions for Discussion

- What does Accessibility mean to you?
- How would you define accessibility?
- How to provide accessibility experiences for students?
- How can we ensure students, as well as faculty and administration, are aware of their accessibility needs and empowered to seek out resources that will support them effectively?
- Is chat accessible for all learners?
- Can you enable closed caption for Zoom and other webinar solutions? What about transcribing?

- What are the differences between high school and college accommodations?
- What are some best practices for accommodations in lab-based classrooms (e.g., science and the arts)?

Learn More

[Your Accessibility & Assessment Hub](#)

[AEFIS Commitment to Accessibility & Assessment](#)

Global Categories:

[Academic Affairs](#)[Accessibility](#)[Assessment](#)[Authentic Assessment](#)[Equity](#)[Faculty Engagement](#)[Planning](#)[Student Affairs](#)[Student Engagement](#)

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ACCESSIBILITY RUBRIC

Accessibility Standards Passed – _____

| Evaluation Criteria | Pass/Fail | Additional Information |
|--|-----------|------------------------|
| Accessibility Documentation: 1. The organization providing materials has a formal accessibility policy. 2. The organization providing materials has an accessibility statement. | | |
| Content Organization: 1. Chapter titles and section headers should be marked as headers and distinct from body text. 2. Table of contents should be present and allow navigation. 3. Page numbers should be present and correspond with print numbers. 4. Content should remain organized after user 'reflows' page. | | |
| Images: 1. Non-decorative images should be marked with alternative text. 2. Images should be compatible with screen reader and magnification software. 3. Decorative images should be marked with null alternative text. | | |
| Tables: 1. Tables should be simple and compatible with screen readers and magnification software. 2. Tables should be single celled and contain ordered lists. 3. Tables should include markup that identify their rows and columns. | | |
| Hyperlinks: | | |

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| <ol style="list-style-type: none">1. In-book links should function and connect to their correct location in the text.2. Hyperlinks should connect to a working webpage. Hyperlinks should preferably open pages in the same window.3. All links should be distinct from body text. They should be descriptively titled and a different color or italicized. | | |
| <p>Multimedia:</p> <ol style="list-style-type: none">1. Closed captions should be provided for any video content.2. Descriptive transcripts should be provided for any video content.3. Audio or video player used for multimedia content should be compatible with assistive technology.4. No content should flash more than 3 times per second. | | |
| <p>STEM Content</p> <ol style="list-style-type: none">1. STEM formulas and equation should be created with an editor compatible with screen readers such as LaTeX or MathML.2. If equations are inserted as images they should be described in an alt tag. | | |
| <p>Font</p> <ol style="list-style-type: none">1. Font should be adjustable and compatible with screen readers, magnification software, and colored displays. Text must remain accessible when any font size is selected.2. All font should have zoom capabilities to 200%.3. Font should meet standard size requirements (12 pt. body, 9 pt. footnote).4. Alternative color and line spacing adjustments should be available. | | |

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| <p>Color Contrast:</p> <ol style="list-style-type: none">1. All information presented in color should also be conveyed in text or other images.2. Headers should meet WCAG AA contrast standards.3. Body text should meet WCAG AA contrast standards.4. Simple images should meet WCAG AA contrast standards. | | |
| <p>Interactive Elements:</p> <ol style="list-style-type: none">1. Interactive elements such as menus, examples, practice questions, etc., allow keyboard only operation with and without assistive technology.2. All instructions, error messages, and prompts are in text and compatible with assistive technology.3. Text should allow for keyboard only operation.4. Text should be accessible on mobile devices. | | |