Problems/Issues and Solutions to Making College/University Computing and IT Fields More Accessible

1. Plenary Discussion

<table>
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<tr>
<th>PROBLEMS / ISSUES</th>
<th>SOLUTIONS / NEXT STEPS TO IMPLEMENTATION</th>
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<tr>
<td>Inaccessible Software programs</td>
<td>Create tools to be adopted on wide scale</td>
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<td>Get involved with SIGs- working with vendors</td>
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<td>Market pressure from customers</td>
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<td>Administrative &amp; financial resources</td>
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<td>Preparation (lack of) for CS (math)</td>
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<td>We don't know what we don't know (ignorance)</td>
<td>Cert/CEUs for faculty development</td>
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<td>Share info/collaborate</td>
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<td>DSS staff talk to faculty</td>
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<td>Department liaison-DSS/Acad dept</td>
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<td>Lack of experience teaching SWD</td>
<td>Awards for faculty work (Ohio State) &amp; course release to train fac in dept.</td>
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<td>Lack of training/educ for faculty re. teaching</td>
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<td>No Universal Design in Blackboard</td>
<td>Blackboard accessibility interest group</td>
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<td>Open source- Univ of Illinois is spearheading efforts</td>
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| Lack of adequate notice/prep time | Priority registration for SWD  
|                                 | Earlier student registration  
|                                 | Email, call, faculty re. student needs  
|                                 | Order textbooks early, no late changes- issues for accessible textbooks  
| Lack of technical knowledge by interpreters, note takers (technical language and jargon) | Recruit within dept (students)  
|                                 | Advance access to notes/slides/lectures  
|                                 | Consistency in hiring  
| Career services needed for SWD | DO IT  
|                                 | Publications  
|                                 | Customized newsletters  
|                                 | Career/DSS/Counseling cross-training  
| Lack of willingness to adjust teaching style | Find/advice student find alternative faculty  
|                                 | 'Experiential prototyping' to develop empathy  
| Training in UD-lack for faculty in course design | 1 or 2 changes/course  
|                                 | Universal design as a paradigm  
| Lack of knowledge of hardware/software avail for SWD | Education  
| Low % of SWD (some) makes inst. memory difficult | % avg higher than known  
| CC-4 yr transition & accommodations/services change |
Expanding Access to Computing: Teaching & Design for All Abilities
A Capacity-Building Institute sponsored by Commonwealth Alliance for Information Technology Education and AccessComputing
8:30 a.m. to 3:30 p.m.  Monday, October 19, 2009
Sturbridge Host Hotel, Sturbridge, Mass.

Small Group 1
PROBLEMS
Faculty-
• training -teaching
• in general
• disability specific
• professional development opportunities?
• how to get information to faculty
• willingness of faculty to adjust teaching style to accommodate special needs students
• changing nature and complexity of field (CS)

Small Group 2
PROBLEMS
• Preparation of students (in general) for CS programs
• need developmental courses first
• Lack of experience with teaching students with disabilities: "don't know what I don't know"
• re: providing accommodations, i.e., online courses
• Lack of accessibility by screen readers for programs used by colleges
• Students do not identify
• Students not well prepared with adaptive technology
• Online courses can differ from institution to institution (distanced=transfer students)
• Lack of flexibility with assignment deadlines by some professors (do have accommodation)
• Universal Design
  o What is it?
  o How do I learn about it?
• Availability of programs in Mass
• In service training for faculty
• Reactive to issues
• Need to be proactive professors
• Can't take more on--> may want to "go the extra mile" but not enough time or energy
• Students in CS need to know UD for future
• Where does professor gain this knowledge?
• HOW MUCH DOES IT COST??
• Collaborative discussions among disability services, admin, faculty, students to identify UD needs agreement or recognition of the needs of accessibility
• "Buying in"--> $$$
• Cost of non-compliance
• US compliance
• Web accessibility person (staff) to coordinate with faculty
• Whose responsibility to provide accessible materials for course (professor, Dis Office)
Small Group 3
PROBLEMS
• Alternative format textbooks
• Classroom accessibility
• Timelines of notice for accommodations
• Variety of support
• Communication with transitional faculty
• Reading graphs
• Support (technically knowledgeable) for testing
• Staff & architectural support systems not responsive
• Insufficient number (infrequency) of students
• Preferences vs. reasonable accommodations
• Not knowing what is available

Small Group 4
PROBLEMS
• Access/difficulty w/ online platforms Eg: moodle - Blackboard
• Use screen reader
• Students need to learn how to navigate
• Institution may dictate LMS- some easier/more difficult than others
• Times needed to identify - disclose disabilities & accommodations (esp in fall w new students)
• Faculty can learn at beginning of semester and have little time for respond to students' needs
• Blind students in math classes
• Particular needs to make graphical information available
• Students with organizational exec. functioning disabilities can have difficulty with multiple demands
• Transferring to new colleges w/ different systems & procedures
• Recruitment of students as it is a problem
• Preparing students for interviews
• Need for easier services to provide support/direction
• Conversations in computers Re: students needs

Small Group 5
PROBLEMS
• Some faculty, administration, & deans have difficulty engaging
• No top-down facilitation of disability resources
  o Space
  o adaptive labs
• Some resistant to new methods of teaching
• Students feel stigmatized, don’t want to self-disclose
• Software programs not accessible especially for S classes & math
• Lack of administrative & financial resources to offer accommodations

SOLUTIONS
• Faculty strategy sharing
• More UD education
• Disability services to donate time to educate
• Departmental liaison to bridge the gaps