

Chapter 2: Accessible



On the Tee! The **A** in PARS stands for **Accessible**. We view *accessible* similar to its many definitions: “able to be used or obtained,” “suitable or ready for use,” “available,” “obtainable.” (Lexico Online). This chapter focuses on how to make your online courses and the content within them accessible for your students.

Accessible OWI: Theory, Practice, and Significance to OWI

Being *somewhat* technically inclined, we’ve been asked by a number of colleagues to help either upload content online or develop content for them. One example of lack of accessibility that Casey recalls is of a colleague in the early 2000s who was all about putting his course documents online. He made it clear that his face-to-face class would be “almost like it’s online!” He was so excited! He used exclamation points in all of his emails! After creating all of his documents, including the syllabus, schedule, assignments, and peer review documents, he uploaded them to the brand new LMS recently purchased by the university. After the first week, he noted that almost all of his students were struggling to access the documents. He asked Casey to take a look, thinking it was the new and expensive LMS. Casey pointed out quite quickly that the issue wasn’t the LMS, the issue was that all of the documents he uploaded were saved as Ami Pro files, a word processor that had lost support in the mid-1990s. The instructor was so focused on just putting things online that he never thought about software

compatibility, the size of documents for those using dial-up (issues trying to download them), or the sustainable implications of creating an accessible online space for learning. He just assumed that once something was online, then everyone could get it. This example illustrates one of our great observations when it comes to trying to create content to be supported in prefabricated spaces (like a CMS): they have invariably been designed for teachers to use, not students. Casey has even taken time to meet with very large CMS corporations at conferences to talk about accessibility and what it means to design with students in mind. Most of the time he gets promises for change, but as education and time move on, we are seeing that real change happens when instructors are motivated to help students. One thing that you must consider is that as of 2017, the average teacher to student ratio for face-to-face classrooms was 18:1, but as this number increases, it confirms the notion that students are the primary users of the space, not instructors (CampusExplorer.com).

The first of the CCCC OWI Principles states “Online writing instruction should be universally inclusive and accessible” (CCCC Committee for Best Practices, 2014). We appreciate the sentiment in this principle and we know how important it is but as a new online writing instructor or administrator you might be wondering how to make this principle a reality. We believe that if you follow the PARS approach to online teaching and you build your materials from the ground up with accessibility in mind, you will create a learning environment that is more inclusive (Borgman & Dockter, 2016; 2018). But making your course accessible is a huge task and one that requires you to use materials, software, websites, or tools that are not blocked via pay walls, international laws, hardware students might not be able to afford, or any other requirements that eliminate students and their ability to participate at a level necessary for success.

We believe this principle is important given its ethical implications: it is good and right to create an accessible and inclusive space for students. However, many instructors struggle, or avoid, consideration of this principle because they lack the knowledge and experience on how to make things accessible. It takes time to learn about creating accessible materials for students with diverse abilities and it takes time to create an online course that meets the needs of a diverse student population. As Oswal and Meloncon (2017) remind us, “Even when in our teaching approaches we try to integrate disabled students as constituents and stakeholders, our specific pedagogical strategies stop short of being inclusive of the gamut of disabilities represented among our students” (p. 71). In other words, it can be challenging for any instructor to be able to teach completely inclusively to all students they may encounter, but creating awareness and purposefully using accessible strategies are essential places to start.

Creating accessible online spaces can also move you beyond Americans with Disabilities Act (<https://www.ada.gov/>) (ADA) type accessibility issues because truly accessible online courses means considering schedules, holidays, technical

support for students, technical support for you if your computer goes down, or the LMS goes down, and a myriad of other underlying support systems that many universities fail to realize the importance of when offering online courses. What's promising though is that within the last five years or so universities are starting to focus more support systems and put in place these systems that support ADA compliance and student success via web resources and instructional designers. It is in the best interest of universities from both legal and ethical standpoints to be in compliance. We know many of you might not have this support where you teach, and if that is the case, then being proactive can afford you the chance to help your students and help others in your department be more proactive about creating and teaching from accessible content.

We also to want to encourage everyone to expand their definitions of access to include the little things that instructors do that impede students. For example, having too many folders in the CMS, to having too many clicks or links to get to an assignment description, to making the navigation of the CMS too complicated, makes it harder for students to do the work of the course. To us, access isn't only about ADA compliance, it's about making a course that is user-centered and user-driven. A course that pays attention to best practices information architecture and invites students to interact with the course, not be frustrated by endless searching clicking around for what they need to find. It's important to remember that "With the rise of online learning in all forms, academia must continue to change with societal demands and student needs" (Bourelle, 2016, p. 91). We hope that you'll see access like we do as more than just creating accessible content but meeting students where they are and giving them what they need. Many students use their phones for course access, and so many people forget this when they create the content of their online courses. We encourage you to expand your definition of access and think about the ways that you might actually be impeding your students learning by creating barriers to the access of your course content.

Accessible Design

Creating an accessible course begins with an accessible design. Whether you design your own course from scratch or are part of a shared curriculum, there are steps you can take to ensure that the course can be accessed by your students. The design of the course is the first thing that students experience, and if they can't find course content or they are distracted by unnecessary links and clicks, this can impact retention and attention as students may feel it is not worth their time—an internal thought of "Well, if I can't even navigate the course site, how am I even going to manage the course content?"

When we talk about accessible design, one example comes to mind that deals with a colleague of ours who was hired specifically to redesign and implement

principles and protocols for a university's current and future online courses. They were like, "Hey, we want you to come here and build everything from the ground up. We know we're not good at this and we really need your help!" When she arrived at the university, she was given complete control over online course design and pedagogy. After six months, she came up with new templates to make documents accessible, she contacted local media labs for video and sound production for the courses, and she secured new webcams and headsets for faculty to have video conferences with students. She had done what she had been hired to do and even more. However, when she completed her research and created the designs and protocols, almost all of the faculty ignored her. They had tenure, she didn't. She was pushing back against a robust machine of faculty who had long lectures via cassette tapes from the 1980s and had converted the poor quality for the web. They also used antiquated and inaccessible documents in the CMS, and in doing so, basically put the course on autopilot while they went on vacation. When she brought all of these problems to their attention, they didn't care. They were getting paid by the class and they had contracts that said they didn't have to change no matter what research she showed them. No matter how much feedback she presented from students in the past who found their courses, content, and pedagogy inaccessible, it was just a job to the instructors. Students were unsatisfied customers filing their complaints to an academic Better Business Bureau that said they cared, when in fact, they did not. Our colleague, fed up with no one doing anything, left to take over program at a larger university and has been quite successful in building their online program. This example illustrates that once again, accessibility is much more than just following ADA guidelines (not that they aren't important!), but with this example we see that being accessible is also about listening to students and helping them.

The technology alone (Internet access, computer ownership, etc.) and the isolated nature of working online creates enough barriers for students, so navigating your course and finding what they need to be successful should not be an additional barrier. Access to technology is great, but with the use of technology comes all sorts of accessibility issues.

The technological basis of online teaching can make the potential to learn an impossibility if the online student cannot locate the course, connect to it, or use and maintain the technology necessary to participate in the class. At the heart of online teaching is the goal of student success, but when students and the instructor are distanced from each other, virtual barriers interfere with teaching and learning, and instruction becomes less personal and potentially impossible (Dockter & Borgman, 2016, p. 215).

Being accessible moves beyond just teaching, answering your emails, and responding to students' work, it is also associated with the course web text and content. Your students are not like you, so matching your pedagogy will be a win for everyone. Moving from face-to-face into the online domain takes a willing-

ness to be flexible and re-evaluate one's approaches, "To survive in this landscape, [online instructions] instructors must be open to new opportunities and widen their perspectives. To teach in this landscape, they need to take a fresh look at their practice, adapt their course design, modify their teaching strategies" (Lehman & Conceicao, 2011, p. ix). Taking assignments and activities created for F2F courses and just putting them online does not work. Trust us on this one! You must find a way to utilize the environment in which the course resides. If you teach in a computer classroom, you can craft assignments that can utilize the lab, or if you teach in a room with lots of small tables, you can schedule some group work because the environment supports collaboration. But the assignment that works in the computer lab or group table classroom may not be suitable for the online environment. You can have the same learning outcomes, but you need to adapt the assignment to match the space. Online teaching that limits itself to one method, whether that be exclusively alphanumeric writing, audio, or video, will limit the meaning-making potential of that teaching material, with the very real possibility of being inaccessible to students who are not of the abled majority. When an instructor limits communication to that which is written, students who develop meaning differently are left out, further isolated (Dockter & Borgman, 2016, p. 220).

The more inclusive your learning environment is, the more students' voices can enter the space to contribute and learn. Understanding your student users is an essential part about making your course more accessible. Anticipating the needs of your students can help to create a more accessible and universal design. As Oswal and Meloncon note, ". . . each user interacts with multimodality differently depending upon the body they got, the adaptive technology they employ on their end, and the uses they have for multimodality in their repertoire of learning tools" (Oswal & Meloncon, 2017, p. 70). Creating videos, having them closed captioned, providing notes for slides, hosting group video conferences, etc., can help in creating not just a personal learning space, but also an accessible one. Making your course accessible to students can happen by making an effort to help your students feel included in the course design and content. We've both had experiences in web conference sessions where the medium wasn't working for us as learners. Jessie isn't an auditory learner so web conferences for her can't just be a conversation or lecture without visuals. Oftentimes instructors or facilitators don't consider delivery of the content and assume that what works for the F2F environment will also work for the online environment. Lecturing from a notebook for two hours as a form of presentation may work in a traditional classroom or presentation session where the audience is sitting in front of you but in an online setting this type of delivery can create a huge barrier of accessibility of the content. For someone who is not an auditory learner, listening to a professor lecture via notes with no visual cues except the professor talking is very challenging. Creating a space where students can participate in the way that they learn is possible:

The course environment, in our view, can and should be a dynamic space in which students engage directly in the design and content-creation process. If students see themselves as collaborators in the course design process, they are more likely to remain engaged and to begin to grasp the complexity of the tasks and processes they need to complete in order to learn and grow as writers. (Greer & Harris, 2018, p. 17)

Ensuring that the content of the course is accessible to all students requires planning. Not every student can learn from hearing a lecture, just as not every student would be able to learn from seeing a PowerPoint lecture. However, this delivery of the content comes down to an issue of access and spending time on the front end ensuring that the material is accessible to students in multiple means; it is a common best practice of online courses. Putting students' needs first and finding ways to invite them into the collaborative space that is the online classroom will aid in making the content seem more accessible to the students. Students shouldn't have to ask for accessible content.

Accessible Instruction

Accessible instruction is about more than setting expectations and making you and your course materials accessible to your students, it's also about creating a community of inclusion in your course and inviting students with all levels of ability to interact with you in a way that works for them. As Glazier (2016) notes, making a small change to focus on rapport is a way to make one's teaching more accessible to students. The accessibility of the instructor is one of the key factors in engaging the student in an online course so it's important that they have access to you as their instructor. The amount of time needed to successfully teach and facilitate an online course is greater than teaching a traditional face-to-face course, "It is an irrefutable truth of the online class that it takes longer to teach than a class on campus" (Bender, 2012, p. 154). Demands on time include planning, drafting then finalizing a course shell, ensuring consistency to reduce confusion, creating personal connections with students, emailing, participating in discussions, responding to student writing, and the list goes on. Warnock (2015) reiterates this drain on time by indicating how

[t]ime is a factor in OWI, and time is necessary to communicate well with students. Initially, the time to teach an OWC can be daunting, as many argue. But I have found that teachers will (or should) develop a vast pool of carefully crafted communications . . . I believe that teachers can leverage their time rapidly in online environments if they use these tools well. (p. 158)

Accessible instruction definitely adds to this time commitment. Accessible instruction lends itself to planning and creating points of contact where you and students are able to connect and engage. Accessible instruction requires planning and adjusting one's pedagogy. Planning for an online course is one way instructors can focus on making the content accessible to your students. However, we promise the time commitment made to accessible instruction will be worth it and will facilitate better/stronger bonds with your students.

A well-planned course goes a long way to support student success. Leveraging your time and working to make yourself more accessible to students while still having a life and not being tied to your computer or phone all the time is a challenge and it requires a continual effort. Contact points should be built into the course. The students should have multiple access points in which they can interact with you as their instructor. In our syllabi we always list our email and our Skype username or Zoom web address. We reiterate that email is the best way to get ahold of us as we check that the most, but we also want to remind students that not all interactions have to be text based and asynchronous. Casey averages about two students per semester that have weekly video conferences. They really don't have any issues with grades or problems with the class, they just want to check in and talk with him. These meetings normally last about five to seven minutes, and unless there are any major issues, and they don't need to be longer than that. Take the time to remind your students, all of them if you can, that you are a human and that you care about their learning. Interacting with students and making an effort to build a rapport with them is not just something that can happen once at the beginning of the course, but instead should happen on a weekly to semi-weekly basis—keep your students in the loop. Rapport facilitates access and making the expectations of the course accessible in multiple means (syllabus language, a video welcome, reiterating discussion expectations along with the prompt, etc.) is a way to help students access the content of the course. Knowing what's expected of them is one thing students want to find out as soon as they login the course for the first time. However, making an effort to build a rapport by providing key information of the course and making it accessible to students also helps with retention because if they see you are invested, they will follow your lead (Glazier, 2016).

The gap between online and in-person retention and achievement can be discouraging. Students face many challenges in pursuing their degrees and, most of the time, instructors cannot do much to help students with those challenges. Creating content that promotes easy access is one instructor-driven method that improves online student retention—one that appears to be especially effective at helping our most at-risk students. Access leads to significant improvements in student success, without additional budget requests, policy revisions, or any committee meetings at all (Glazier, 2016, p. 14). While many use videos and personal anecdotes (which are both great!) to create rapport, instructors

should also consider their purpose in using these things to engage students. We both have experienced conversations with colleagues about their online course successes and failures. Jessie has an example where she was talking to someone who was complaining that her students weren't watching the videos she was making for her online courses and when Jessie probed further about the format and style of the video, she found out that this instructor was taping three hour long (yes three hours!) lectures and expecting the students to watch them since they would've had to experience these three hours per class in person had they been in this instructor's F2F course. Now, we're not saying that video lectures aren't a great way to supplement materials in an online course, but again, we want to stress make your instruction accessible to the students. Would you want to sit at your computer and watch a three-hour lecture? What if you couldn't hear? What if the video wasn't captioned? Or captioned well? And even if the video was captioned, you'd have to sit and try to keep up with the captioning for three hours and as we know, sometimes captioning can be done very poorly (Zdenek, 2011). Another factor in the use of such long lecture videos is the challenge of learning styles. What if you have several students who don't learn well by listening (not auditory learners)? Creating three-hour videos and not offering the material in other formats can create an access barrier for these students. **What we're attempting to get at here is think before you do!** There are so many things that instructors do with the best intentions of helping their students but sometimes the best intentions actually create barriers for student learning. Think about your favorite podcast (if you have one) —the great ones have topics and stick to them, and are super focused. The annoying ones say they are going to talk about the history of Rome but then they just mention Latin, and spend the bulk of the time telling inside history jokes to their friends and colleagues who are either present for the recording or the target audience. When you are making your audio and videos, think about your audience and compose them in a way that encourages students to listen and watch it several times because it's great—it's accessible.

Accessible Administration

Support is one of the reasons why we initially created The Online Writing Community website. After presenting at conferences and doing workshops all over the US, the biggest questions always circulated around a lack of support for OWI faculty. At the most recent and largest conference in our field we attended several panels where people kept asking: "Where are there resources for online writing instruction?" When we mentioned our website, several pointed out how accessible the content was and how happy they were they could use the resources. You have to model what you teach! Just as we ask you to be accessible for your students, if you are an OWPA (Online Writing Program Administrator; Borgman,

2016), being accessible for your colleagues is an essential part of administration. There are three main elements of accessible administration: 1) helping faculty resolve problems with students, 2) being there to listen to your faculty, and 3) connecting them with technical support.

The first issues of helping faculty resolve problems with students comes from our experience of how to engage and collaborate with students via digital spaces. It's easy to physically meet with a student if problems arise, but our ability to observe body language and tone is impeded via email and poor video conference quality. Being able to meet F2F with students is something traditional writing instruction takes for granted. The same can be applied to being accessible for your faculty. A part of access and accessibility has to do with getting instructors the tools they need to be successful, and training is an important element of this; “. . . for the most part, the composition field's approach to teacher training has not evolved to include the pedagogies of online education, particularly that of teaching writing—regardless of genre—online” (Bourelle, 2016, p. 91).

If you do a quick search of how to support writing program faculty, you will come across a majority of the websites that discuss how to handle plagiarism or suggestions for how to craft specific assignments (memoirs, narratives, research papers, and so on). To help developing online instructors get the training they need, Bourelle (2016) suggests that administrators and veteran online instructors take the lead and offer ongoing mentorship as well as pedagogy workshops and technology trainings on the department level. These trainings can cover how to use technologies to enhance one's online course, how to design an effective online writing assignment, how to promote successful peer review (Bourelle, 2016, p. 105). But merely focusing on just assignments and plagiarism alone is not enough. You have to be there to listen and support your faculty through every stage of teaching, just as you would with a student. This is a lot of initial heavy lifting on your part, but as the semesters progress, you are creating more and more advocates for you to engage with new instructors and universities—in the long run, it's actually less work.

The last element of administrative and technical support is one that we argue is an essential bridge for most online writing instructors. Given that the entire class resides online, there will be a number of times where the CMS or email or any other digital interaction will break down. For example, one of Casey's colleagues at Michigan State University didn't get emails for two weeks while the entire university upgraded to a new cloud system. The summer online writing course that she was teaching was only six weeks long—so for a third of the entire course the instructor didn't hear anything from students despite pleas from her (the instructor) via email asking them to contact her with any questions.

Your CMS may breakdown or go into an update, your email may fail, your students may not be able to access content via broken links, they might also not be able to submit assignments if files are too big—have backup plans ready to go

for when technology fails you (and it will!). These problems arise every semester and it's helpful to troubleshoot these before they arise so you can help your faculty stay on top of the problems and stay ahead of them. We recommend that you create a list of problems and document the issues through each semester and class and have solutions ready based on successful remedies put in place.

Technical support also relies on your ability to help your faculty create accessible spaces for students. As Oswal and Meloncon (2017) note, "We need to start our WPA work from disability and accessibility. When we do so, we encourage direct participation from our disabled students and faculty in our theory, in our research, in our curricular planning, and in our pedagogical conceptualizations. Starting with access helps to create an ideology of inclusion" (p. 74). This type of accessible administration helps and supports both faculty and students.

In addition to the three areas of accessible administration outlined above we also want to encourage administrators to let go of their own agendas and consider the possibilities that new scholars' perspectives can bring to your program and the courses within in it. We've all been in situations where we felt like our way was the best way because it was the way that it (the process) had always been done. However, as we know this is not always a productive mindset. Encouraging your faculty and staff to bring in their own research and experience as well as passions can go a long way. We agree that administrators need

. . . to push back against our [their] tacit concepts of effectively modeled course design as equivalent to learning and lay bare [their] philosophical beliefs about experiential online courses to help develop online writing instructors who are open to user-centered design, play, and immersive online teaching experiences. User experience practice and mindset, in short, allow[s] [for a] re-conceptualiz[ion] the learner experience and reshap[ing] [of] the program. (Greer & Harris, 2018, p. 21)

Embrace the idea that being accessible requires you to consider multiple levels of your administrative practices and encourages you to think beyond the content of the program.

Final Thoughts

Accessibility online is more than just creating accessible spaces or making course materials compliant with the Americans with Disabilities Act (<https://www.ada.gov/>) guidelines, it's also about being present in the course for your students and thinking about their course experience. There is a lot of discussion and focus now on how to create usable spaces for your students and we think many of these discussions on user-centered design, universal design and student-centered learn-

ing are tremendously helpful when creating spaces yourself, but if you are at the mercy of pre-constructed systems that the university has paid a lot of money for, we suggest that you do your best to supplement the spaces with accessible content and effort. To guide your quest in creating an accessible online course, we suggest you design and operate from the user experience. Focusing on the student user experience is a key to creating accessible material.

A lot of the issues of access really boil down to your course design and the restraints of the CMS. You don't want the navigation of your course to be a barrier to the students learning. Your course navigation should be simple. The number of clicks a student needs to make should be minimized. The layout of your course should be purposeful and everything in your course should support some underlying goal of learning or facilitating access in some way. We have found through lots of experience of trial and error in our own online courses that the best way to encourage student success in online writing courses is to mitigate confusion. Let's repeat that: ***the best way to encourage student success is to mitigate confusion***. Make this statement your motto. User testing is one way to ensure you're minimizing confusion. And we're not talking a full-on usability test here. Simply asking two to three friends, colleagues or even family members, to navigate through your course will help you to identify touchpoints or issue of access that your students might experience and find frustrating or confusing.

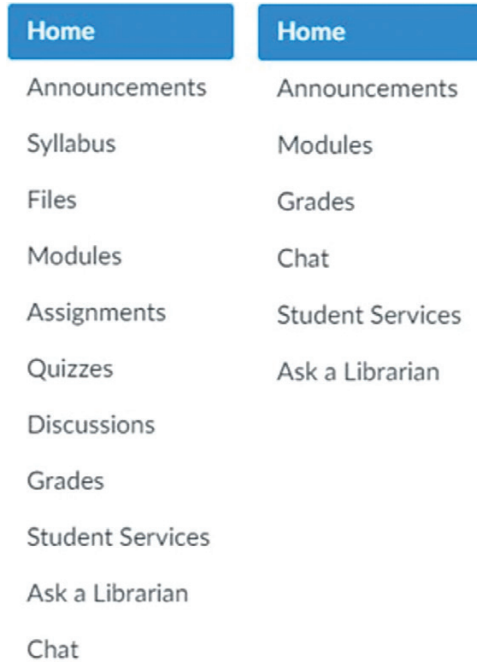
Minimize the Course Navigation Choices!

One thing we've noticed as online instructors is that the course navigation can be intimidating or inviting. Minimizing the confusion on the left navigation menu (in the CMS) is one of the easiest ways to help your students feel empowered in an online course. We've found that if students struggle to find things in the online course they get frustrated quickly and they can sometimes give up; they get sick of looking or trying to connect the dots.

Helping your student access the course materials by minimizing the navigation choices and linking to various places or elements in the course will help reduce the frustration for your students. One thing we've learned is that the more opportunities you give students to get lost in your course the more complicated they will make it and the more likely they'll be to give up completely. Clarity tends to mitigate the mind fields or rabbit holes; students don't get lost as much or as often.

Clarity in the course navigation also aids in student success, "Laying out the guiding organizational principles for the course, in addition to delineating clear expectations early on, [helps] students to see how smaller assignments scaffold major assignments and ultimately to stay on track in the course" (Borgman, 2015).

Look at the difference in these two CMS navigation maps:



The image on the left is a navigation full of links. This type of navigation would overwhelm students because they wouldn't know where to begin. Keeping your navigation simple like the image on the right is likely much less intimidating to students because there are fewer places to click.

If you are super tech savvy, you can even create a Course Tab that is basically a large Google Document that you can update as needed. This Google Document can contain the schedule and everything linked on that schedule document. Make it so students only have to go to one place to get what they need—give them a learning hub to navigate your class and mitigate confusion. That way, when they ask you where things you, you don't have to go on an adventure yourself to send them various links, you will only have to send them one link!

For the Hole in One!

If you take one thing away from this chapter, we hope that it is when you design a course, you're crafting a unique learning experience for your students and access (in its many forms) needs to be at the forefront of your mind. Therefore, we hope that you'll think before you do and really consider the ways that your content will be delivered and accessed by your students. A common best practice of online learning is to make sure your content reaches students by using all senses/learning styles. Use the tools in your CMS to experiment with a course concept and deliver it in various ways for your students.

It's likely that many of your students will have some experience with the university's Course Management System (CMS). Read up on your CMS and practice whatever activities you can through the student simulator if one is accessible. Keep in mind that you will be doing some tech support whether you like it or not, it just happens. You can even make some short Q&A videos for various scenarios that always arise when you teach the course. Accessing the CMS shouldn't be a barrier to learning. With that said, we highly suggest utilizing what your CMS has to offer and providing content to your students in as many ways as possible so that you reach all learning styles and preferences and it's always a good practice to do a CMS overview video at the beginning of the semester so that your students know where everything is within the course.

Learning Style	Preference for Learning	Online Course Activity
Visual (spatial)	preference for pictures and images that aid in spatial understanding	Image and concept gallery
Aural (auditory-musical)	preference for sound/music	podcast
Verbal (linguistic)	preference for words/speech/writing	Written lecture
Physical (kinesthetic)	preference for movement, hands, sense of touch	scavenger hunt collage
Logical (mathematical)	Preference for logic and reasoning systems	mapping out arguments activity
Social (interpersonal)	preference for learning in groups	teamwork assignment group discussion boards
Solitary (intrapersonal)	preference for self-study/working alone	individual brainstorming activities

For more practice and application examples, please visit our site: www.owicommunity.org.

Drive for Show, Putt for Dough!

Table 2.1 is a sample chart of common problems that we (at Michigan State University) created to help faculty fix various technical issues. We know we are not as good as any university IT team, but these are really handy and helpful for quick fixes. It also helps if you can make your own personal "How To" videos that can

walk faculty through specific navigation or technical issues. For example, in an effort to show how to use the MSU Mediaspace that hosts videos and also does closed captioning for all uploaded videos, Casey made a video on how to record a video, upload the video to MSU Mediaspace, and then how to order captions. He sends a link to this video out to his entire department at the beginning of every summer semester and fall semester to remind faculty of this free resource that makes videos and content more accessible for students.

Problem	Fix
I can't get Desire to Learn to let me create a discussion thread for my students.	Link to video
How do I send a report to a student's advisor because I can't get ahold of the student?	Brief step-by-step set of instructions for how to contact advisors and a brief email template for what to say.
The video screen capture software does not work. Any suggestions?	<p>Link to how to use Quicktime video screen capture.</p> <p>Link to how to use other software in labs across campus that can do it.</p>
Creating accessible online assignments	Links to how to format Word, Google Docs, PDFs, and PPTs so they are accessible for screen readers.

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