



Accessibility & Inclusion in the Workplace

30-Hour Self-Paced Course

Course Outline

Instructor Information

Instructor: Melissa Lyon

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Office Hours: By appointment – please contact by email for Zoom appointment

Course Description

This course will provide you with the background, information, and resources needed to help create more inclusive and accessible workplaces. It will also provide information and resources to support the implementation of the BC Accessibility Legislation.

Prerequisites: none

Online Course Structure

This is a fully online, self-directed course. You may work on the course at your own pace and on your own time. You will have one year from the time you register to complete the course.

Course Overview & Schedule

This course will benefit employers and employees who want to work towards creating more accessible and inclusive workplaces. It will also provide the background information to effectively implement the BC Accessibility legislation. Topics include:

Overview & Module 1: Intro to Accessibility & Inclusion

- About This Course: Topics, Evaluation, Learning Outcomes
- Why Accessibility and Inclusion Matter
- Disability Myths and Facts
- Differences Between Diversity and Inclusion

- Inclusive Values
- Workplace Benefits of an Inclusive, Diverse Workplace
- Accessibility Legislation and Barriers to Accessibility
- Inclusive Organizations Exploration

Module 2: Background Info & History

- History & Evolution of Inclusion
- The Medical (Ableism), Social, & Cultural Models of disabilities
- Duty to Accommodate
- Intro to BC Legislation Requirements and Timeline
- Concerns and Economics of Employing People with Disabilities

Module 3: Disability Awareness

- Types of Disabilities
- Invisible Disabilities
- Intersectionality of Disabilities
- Workplace Accommodations
- Disability Service Providers
- Creating a Workplace Accommodation Policy
- Disability Types Exploration

Module 4: Attitudinal Barriers

- Creating a Sense of Belonging
- Building an Inclusive Workplace Culture
- Language Matters!

- Examples of Attitudinal Barriers
- Strategies for Removing Attitudinal Barriers
- Writing an IDEA Statement

Module 5: Physical/Architectural Barriers

- Universal Design
- Office Ergonomics & Accommodations
- Safety Considerations
- Universal Design for Learning
- Universal Design for Thinking
- Workplace Scenarios

Module 6: Technological/Communication Barriers

- Overview of Assistive Technology
- Assistive Technology Services
- Digital Accessibility
- Tips for Creating Accessible Social Media
- Using Alternative Text
- Tips for Creating Accessible Documents
- Using Accessibility Checkers
- Creating an Accessibility Statement

Module 7: Systematic/Organizational Barriers

- Overview of Systematic and Organizational Barriers
- One solution: Hybrid Working Options

- Unconscious Bias
- Microaggressions in the Workplace
- Micro-Inequities in the Workplace

Module 8: Inclusive Recruitment & Interviews

- Why Hiring People with Disabilities is Good for Business
- Inclusive Hiring Practices
- Inclusive Recruitment Tips
- Work Customization (Job Carving)
- Inclusive Job Postings
- Inclusive Interviews
- The Working Interview

Module 9: Creating Accessibility Committees, Plans & Feedback Mechanisms

- Overview & Tips for Creating Accessibility Committees
- Framework for Creating Accessibility Plans
- Suggestions for Creating Feedback Mechanisms

Learning Outcomes

By the end of this course, you will be able to:

- Define accessibility and inclusion
- Identify historical and current perspectives of accessibility and inclusion and their impact on the workplace
- Identify the professional and legal obligations and responsibilities of employers as they relate to accessibility and inclusion
- Describe the impact of values, perceptions, and beliefs associated with accessibility and inclusion in the workplace
- Outline disability types and related workplace accommodations
- Identify barriers to inclusion and strategies for removing these barriers
- Develop a workplace accessibility plan/committee and implement steps to changing workplace culture

Assessment and Evaluation Details

Evaluation

This is a non-credit course, so no grades will be allocated. The percentage in the grade book is for feedback purposes and is for your information only. To receive a completion certificate for the course, you will be required to complete at least one portfolio item or reflection for each module in the course.

Please note that each module includes at least one discussion item, that I encourage you to write a short post for and respond to your classmate's posts. I believe that through interaction with others, learning is enriched greatly. Having said that, these posts are optional and are not required for course completion.

Each module also includes a "Challenge of the Week" where I hope you will integrate what you have learned from that module into your week's work. This is also not evaluated, but I hope you will take advantage of the hands-on learning that can occur through the challenges.

Portfolio item submissions will be carefully reviewed, and feedback will be given based on the following rubrics. These rubrics will be combined into one rubric within the course for marking purposes.

Reflection Rubric (used for portfolio items that contain a written or verbal reflection)

	Outstanding	Proficient	Basic	Redo
Critical Thinking	Rich in content and insightful. Clear links to the course content and real-life situations.	Substantial information. Evidence of analysis and evaluation of topic. Some connections are made to the course content and real-life situations.	Information is vague and there are few links to the course content and real-life situations.	Little analysis or evaluation. May be off topic. Little or no connections are made with any other materials or experiences.
Personal Reflection	Reflection is 200 - 350 words long. Many connections are made to your own life, workplace/personal experiences, and readings.	Reflection is 200-350 words long. Some connections are made to own life and workplace/personal experiences.	Reflection is 150 - 200 words long. Few connections are made to own life and workplace/personal experiences.	Reflection is less than 150 words long. Lacks any connection to workplace/personal experiences.

Conventions	Virtually error-free and use of correct grammar throughout. Easy to read and understand.	Few grammatical or stylistic errors.	Some grammatical or stylistic errors that make it difficult to understand what is being said.	Obvious grammatical or stylistic errors. Errors make content very hard to read.
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Portfolio Item Rubric

	Outstanding	Proficient	Basic	Redo
Content	The content of your portfolio item is well-presented and appropriate. You have gone over and above in the creation of this item.	The content of this portfolio item is well done and appropriate.	You have included basic information in this portfolio item but have not expanded on the topic.	Your portfolio item does not include enough information to effectively evaluate your learning on this topic. Please fix up and resubmit.
Personal Reflection	Many connections are made to your own life, workplace/personal experiences, and readings.	Some connections are made to your own life and workplace/personal experiences.	Few connections are made to your own life and workplace/personal experiences.	Lacks any connection to workplace/personal experiences.
Conventions	Virtually error-free and use of correct grammar throughout. Easy to follow and understand.	Few grammatical or stylistic errors.	Some grammatical or stylistic errors that make it difficult to understand what is being said.	Obvious grammatical or stylistic errors. Errors make content very hard to understand.

Viewing Feedback

Feedback on your activities can be viewed by going to “Grades” on the Canvas course website. You can set up notifications to let you know when your assignments have been marked by going to your ACCOUNT and then NOTIFICATIONS.

Course Materials

There is no textbook for this course and no extra materials will be required.

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health concern requiring accommodations in this course, please contact m.lyon@telus.net

Accessibility Statement

This course has been designed with accessibility in mind and every effort has been made to make it as accessible as possible. The aim has been to adhere to level AA of the [Web Content Accessibility Guidelines \(WCAG\) 2.1 standards](#). I welcome feedback on the accessibility of this course. If you experience any accessibility barriers while taking part in this course, please contact m.lyon@telus.net

The contents of this document have been formatted to meet [WCAG 2.1 accessibility standards](#)