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Beyond Compliance: Practical Access from UDL to Disability Studies

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LAND ACKNOWLEDGEMENT

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit.

Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.



ACCESS CHECK

Access is a shared responsibility among everyone in this space. While attention has been paid to reduce barriers to participation, I encourage interventions on the following (and more!) to enhance access.

Technology
Space
Resources
Pace

“We all have bodies, hearts, and minds. We all have needs and capacities, strengths and vulnerabilities”

- *Skin, Tooth, and Bone: A Disability Justice Primer*





Agenda

1. Welcome and Framing
2. Naming the Gap: Compliance vs Proactive Design
3. Student Experience
4. Your course(s): Deadlines, Participation and Pacing
5. Continuous, Relational Teaching Design



Guiding Questions

1. What would tell you a policy needs to shift, before a student has to ask?
2. Where's one moment this term where you could open something up for negotiation, rather than deciding alone?
3. Next time friction shows up, what would it mean to treat it as useful, not as evidence something went wrong?



Session Learning Outcomes

- Recognize timelines and pacing as design choices, not neutral defaults
- Identify where flexibility already exists in a current course policy
- Curate concrete adjustments to bring into fall course planning



...And Still

- Alt-format readings: ✓
- Extended time: ✓
- Flexible pacing: ✓
- Captions: ✓

A student can't access the material.



...And Even Still

- Multiple ways to engage: ✓
- Multiple ways to take in the material: ✓
- Multiple ways to show what you've learned: ✓

A student can't access the material.



Naming the Gaps

Compliance asks: did we meet the standards?

Proactive design asks: whose experience did we design for?

Even then, friction can remain. And that friction, instead of a sign of failure, can be a sign of generativity. (Mingus, 2017)



Student Experience

Meeting every requirement doesn't guarantee a student feels like they matter.

It's not necessarily about meeting standards and frameworks. It's about presence, and an acknowledgement of interdependence.



Your course(s): deadlines, participation and pacing

They can feel neutral. They aren't always (Price, 2024)

Even time can be a design choice.

No course on deck? Try this one: "Late work will not be accepted without prior approval."

Q: What kind of life, mind, or body does this policy assume as the default?



Continuous, Relational Teaching Design



Access isn't delivered once. It's practiced, together, continually. (Sins Invalid, 2015)



Return to Guiding Questions

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Fall Programming

Blackwood Gallery in the Classroom for Instructors

October 14th & 16th

Academic Ableism and the Clock

November 3rd & 5th

Disability Justice in Teaching

November 18th & 20th

Assessing Collaborative Learning and Group Work

December 2nd & 3rd

Fall Pedagogical Reading Group:

Crip Spacetime (2024) Margaret Price.





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Thank You!

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References & Resources

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<https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/>

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