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VIRTUAL SUMMIT

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WORK FOR ALL LEARNERS
VIRTUAL SUMMIT, APRIL 1st 2020

The Maturity Model for Higher Education

Scott Ready

AGENDA

1. Define the Maturity Model
2. Palmer’s Journey
    - *Emerging*
    - *Applying*
    - *Infusing*
    - *Incorporating*
3. Q&A

SPEAKER

Scott Ready

Senior Customer Success Manager and Accessibility Strategist,
Verbit

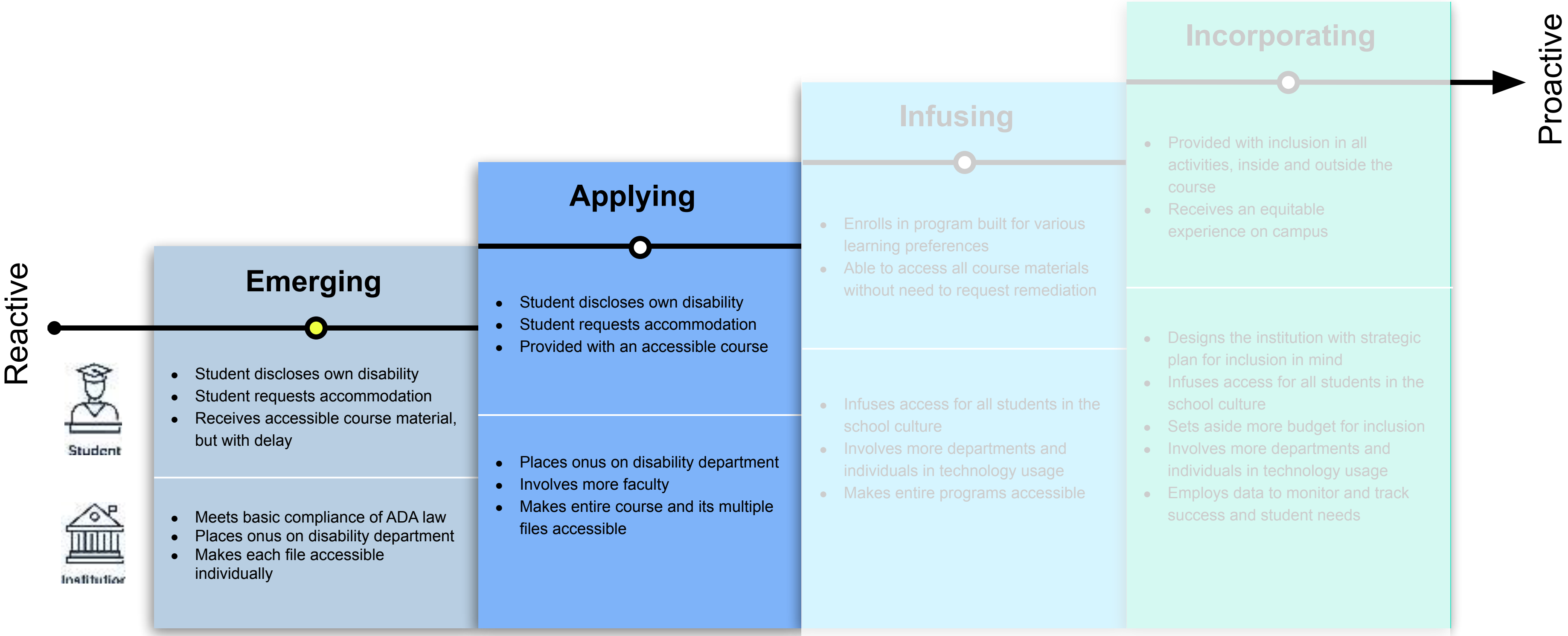
The Maturity Model is developed to communicate and categorize access within a higher education institution as defined by the stages.

The stages are based on the culture and operational practice throughout the institution in providing their students and employees with access.

Reactive → Proactive

	Emerging	Applying	Infusing	Incorporating
Student	- Student discloses own disability - Student requests accommodation - Receives accessible course material, but with delay	- Student discloses own disability - Student requests accommodation - Provided with an accessible course	- Enrolls in program built for various learning preferences - Able to access all course materials without need to request remediation	- Provided with inclusion in all activities, inside and outside the course - Receives an equitable experience on campus
Institutior	- Meets basic compliance of ADA law - Places onus on disability department - Makes each file accessible individually	- Places onus on disability department - Involves more faculty - Makes entire course and its multiple files accessible	- Infuses access for all students in the school culture - Involves more departments and individuals in technology usage - Makes entire programs accessible	- Designs the institution with strategic plan for inclusion in mind - Infuses access for all students in the school culture - Sets aside more budget for inclusion - Involves more departments and individuals in technology usage - Employs data to monitor and track success and student needs

The Maturity Model for Higher Education



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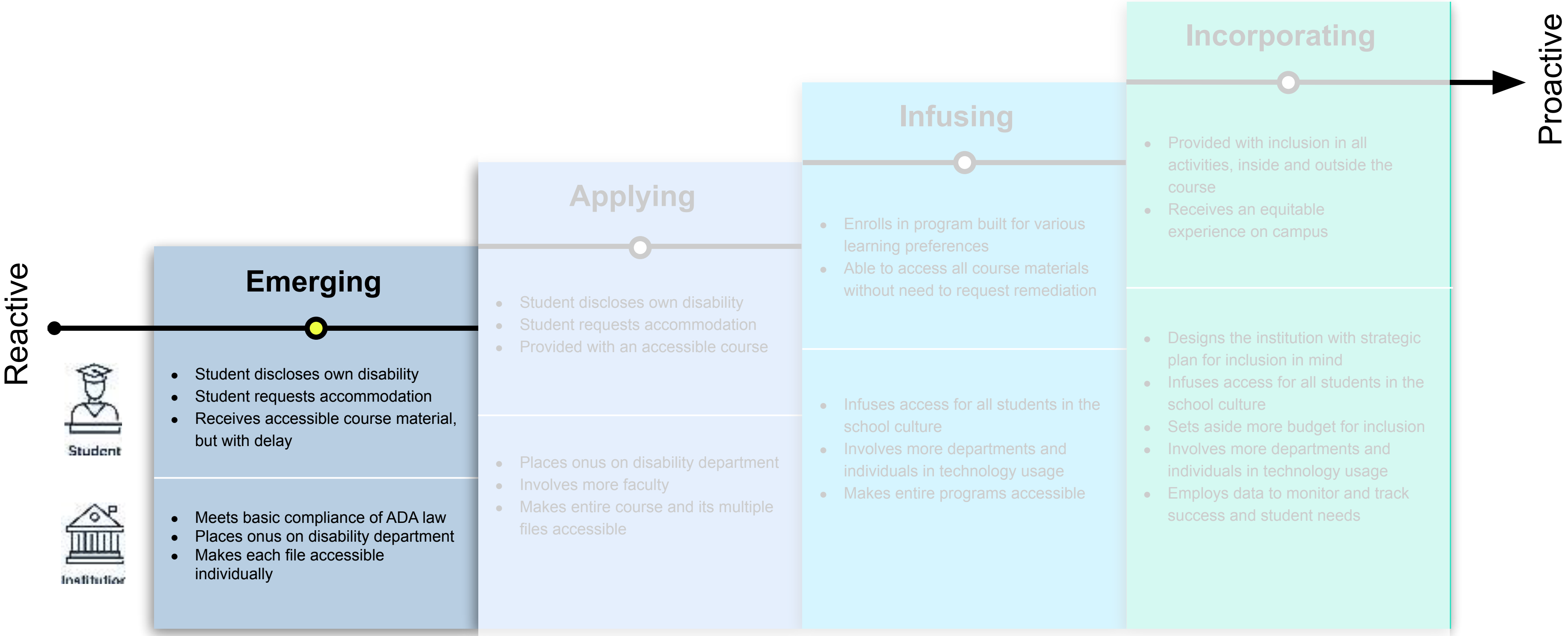

Emerging

- Student discloses own disability
- Student requests accommodation
- Receives accessible course material, but with delay

- Meets basic compliance of ADA law
- Places onus on disability department
- Makes each file accessible individually

Applying

- Student discloses own disability
- Student requests accommodation
- Provided with an accessible course

- Places onus on disability department
- Involves more faculty
- Makes entire course and its multiple files accessible

Infusing

- Enrolls in program built for various learning preferences
- Able to access all course materials without need to request remediation

- Infuses access for all students in the school culture
- Involves more departments and individuals in technology usage
- Makes entire programs accessible

Incorporating

- Provided with inclusion in all activities, inside and outside the course
- Receives an equitable experience on campus

- Designs the institution with strategic plan for inclusion in mind
- Infuses access for all students in the school culture
- Sets aside more budget for inclusion
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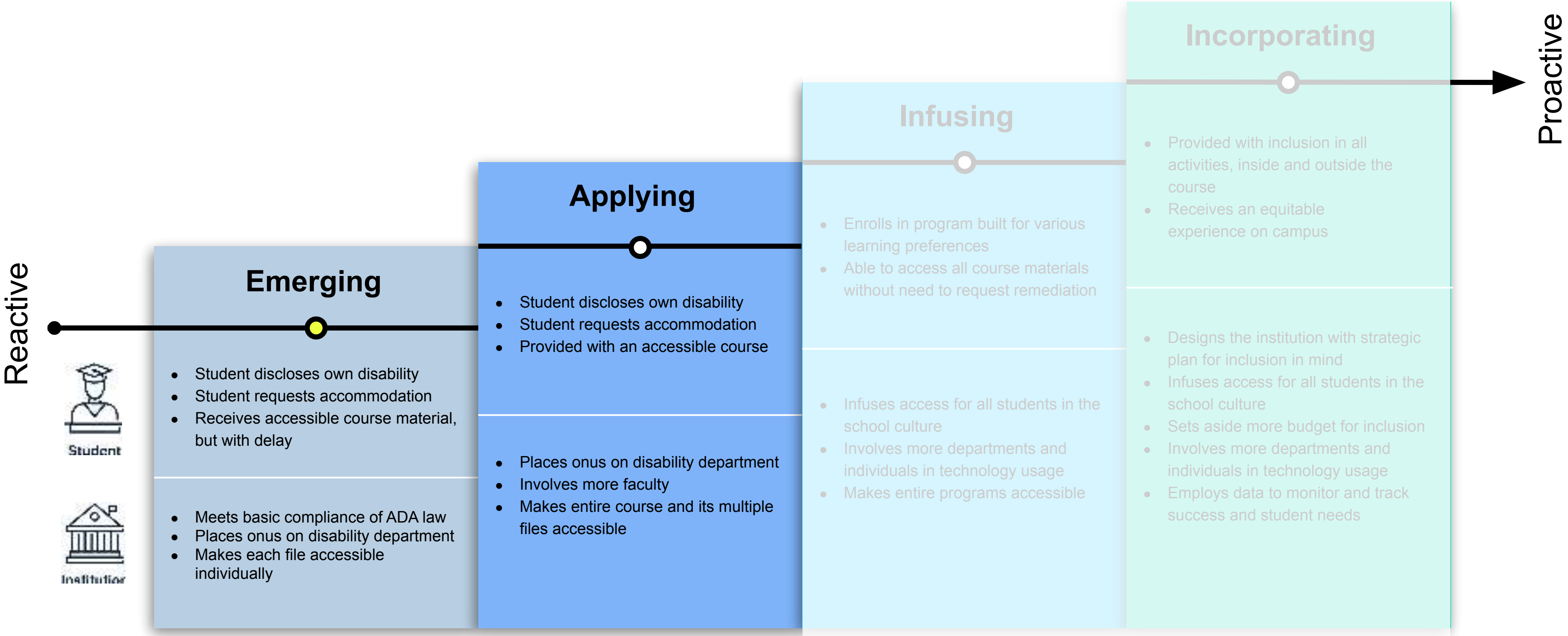
Polling session #1

1. **Do you see a similar ‘Emerging’ process happening at your institution?**
   - ***Yes***
   - ***No***

2. **Is the institution meeting the letter of the law in providing accommodations to Palmer?**
   - ***Yes***
   - ***No***

Emerging Stage - Points to Consider

- **How can Palmer possibly succeed with this approach and process?**
- **How long before Palmer stops asking for accommodations and drops out altogether?**
- **Palmer is unable to benefit from peer-to-peer learning.**
- **The captioned video is only made available to Palmer. There are others in the class that could also benefit from the captioning.**



Reactive

Emerging

Student

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Institution

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Applying

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Infusing

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Incorporating

- Provided with inclusion in all activities, inside and outside the course
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Proactive

Polling session #2

1. **Do you encounter a similar ‘Applying’ process at your institution?**
    - ***Yes***
    - ***No***

2. **Would the captioned version of the content benefit other students?**
    - ***Yes***
    - ***No***

Infusing Stage - Points to Consider

- **Palmer is able to engage with course content in an equitable way to her classmates.**
- **The majority of work required from the instructors and DSS in preparing the content occurs prior to the start of a semester and can therefore be planned for.**
- **The captioned content is still only made available to Palmer.**

Captions were no longer considered an accommodation feature, but are now recognized as a learning feature.

Polling session #3

1. **Do you see a similar ‘Infusing’ process at your institution?**
    - ***Yes***
    - ***No***

2. **What would be required for your institution to progress to the ‘Infusing’ stage if you’re not there already?**
    - ***Comment in the Q&A / Chat***

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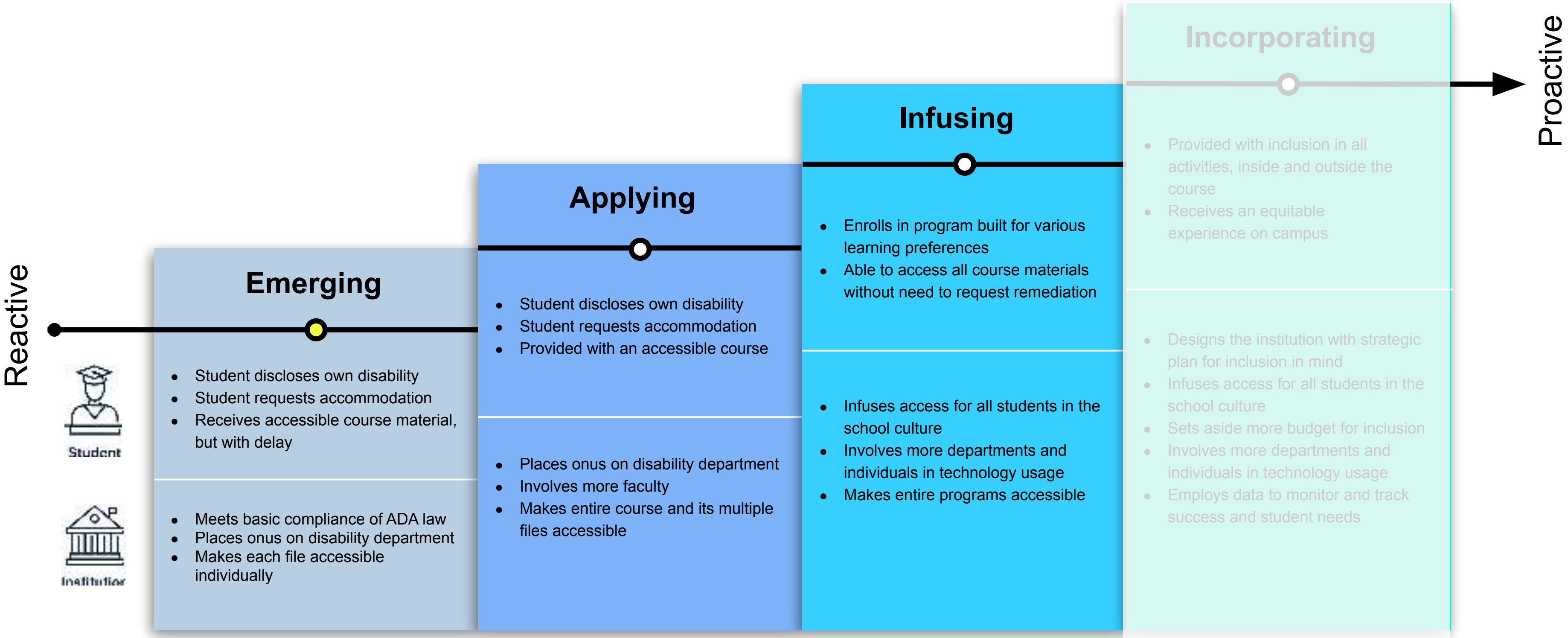

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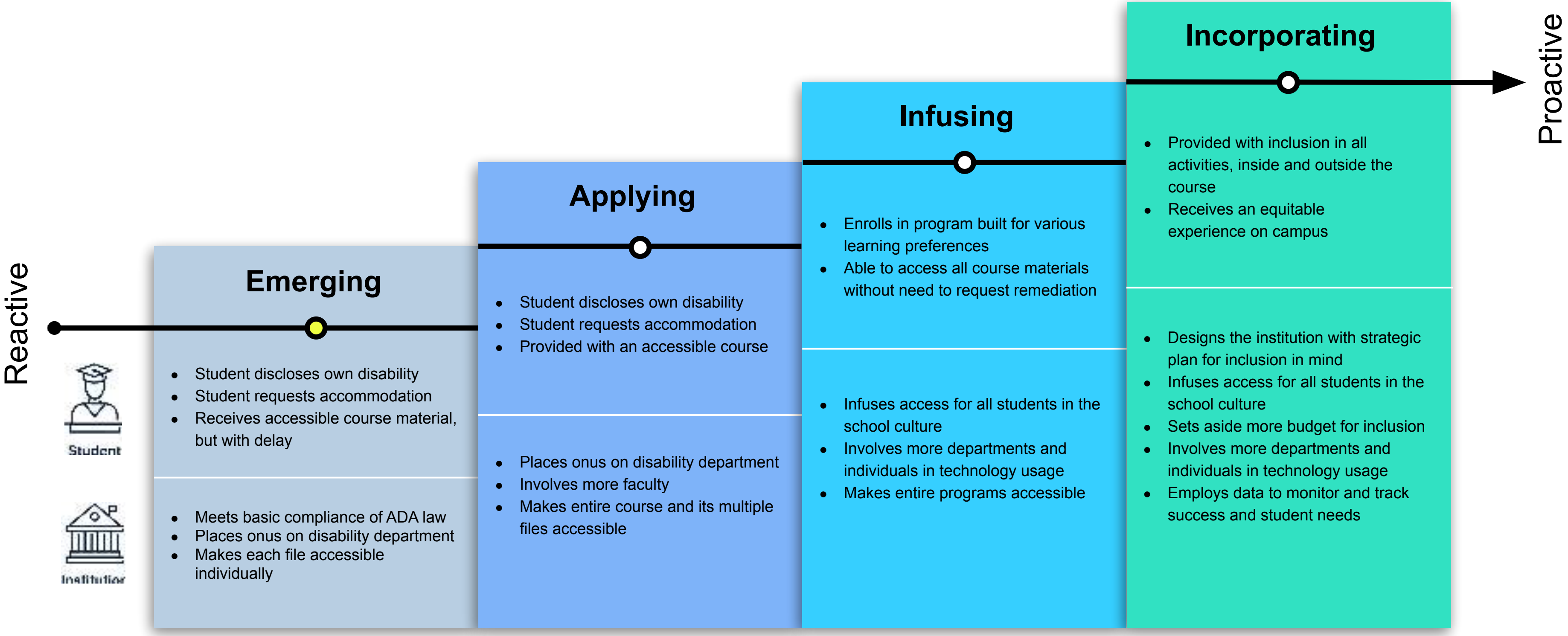

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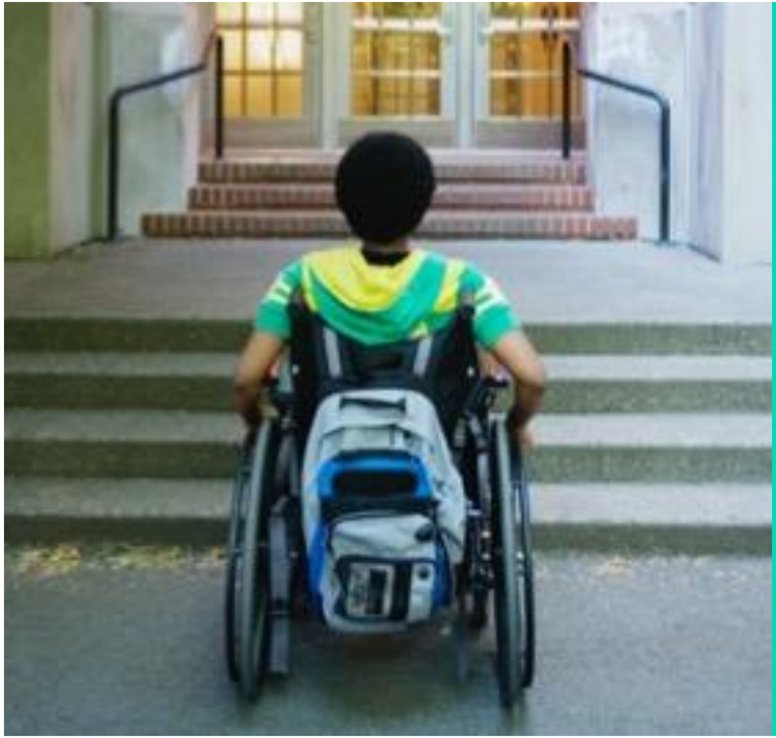
Polling session #4

1. **Do you see a similar 'Incorporating' process at your institution?**
    - **Yes**
    - **No**

2. **What would be required for your institution to make this cultural shift if you're not there already?**
    - ***Enter your answer in the Q&A / Chat***

Would this be acceptable?



Any Questions?

Scott@Verbit.ai

SAVE THE DATE

Ask The Expert: Moving Schools Online

April 7th | 12:00 - 12:30 pm EST

Join us for a 30-minute deep dive into the topic of best practices for online learning.

info.verbit.ai/moving-schools-online

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THANK YOU!

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