



Application for the Open Course Authoring Institute (OCAI)

Do you want to save students textbook costs? Do you have lectures you've been wanting to convert into accessible online content but haven't yet had the time? DSI CLEAR invites you to apply for OCAI, a semester-long asynchronous, self-paced course where instructors will create open, accessible, inclusive course content in Canvas as a replacement for textbooks or third-party materials. Strategies for utilizing generative AI to develop course content will be included. Weeks to design at minimum of three content modules are built into OCAI, and we'll offer feedback along the way! Please note that the focus of this course is on creating or converting accessible content from lecture rather than course deliverables. Below is an example of a page of multimodal, accessible course content similar to what can be developed during OCAI:

Universal Design for Learning (UDL)

UDL or Universal Design for Learning is a framework that can be applied to any discipline and content to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The UDL Guidelines are intended to reduce barriers and maximize learning opportunities for all learners. The video below briefly summarizes UDL and how it relates to OCAI. To enable captions, click the "CC" icon in the bottom of the video.

The OCAI Coursework can be downloaded from the OCAI Coursework page on Canvas.

The three principles, Engagement, Representation, and Action & Expression of the UDL framework are listed at the bottom of the UDL framework. The guidelines are listed along the left and right sides of the framework. These guidelines are the foundation of the UDL framework. They are designed to be used in a variety of ways to create accessible and inclusive learning opportunities for all learners.

Below are some questions to consider when designing your course content:

- How can we ensure that all learners can access and participate in meaningful, challenging learning opportunities?
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Creating the framework of instruction required for students with disabilities and for students using screen readers, adjusting the size of content, ensuring a space of content on multiple devices. Alternatives for auditory information would be captions or transcripts. Alternatives for visual information would be alt text. The further resources are available, please visit the OCAI Accessibility page.

Here are some questions to consider when designing your course content:

- A. If the size of this is reduced on a screen, will it change the meaning of the content?
- B. If the content is viewed on a smartphone, will it be a complete, functional experience for the user?

In the design of online course content, the UDL guidelines "Provide Options for Language & Symbols" is also important. The guidelines are listed on the left side of the framework. "Provide Options for Language & Symbols" is also important. The guidelines are listed on the left side of the framework. "Provide Options for Language & Symbols" is also important. The guidelines are listed on the left side of the framework.

Use a text editor for all content, especially those with text or language-related content. Providing options for text-based content ensures the content is more accessible. It's important to use the provided text editor for all content. It's important to use the provided text editor for all content. It's important to use the provided text editor for all content.

Multimodal Content

Multimodal content will have different content types. Choosing relevant content will serve the students' discipline, learning style, and available resources. Below are some examples of content types, and students' needs:

Written materials:

- Textbooks or published content
- Articles
- Lecture notes
- Research articles
- Research or other media
- Blog or other web pages

Visual materials:

- Photographs or illustrations
- Maps or figures
- Infographics

OCAI Course Outline

Module title	Module description
1. Introduction to Copyright & OER	The first module will define basic copyright laws that pertain to content creation for college courses. Creative Commons (CC) licenses will be introduced and applied to the development of Open Education Resources (OER) course content. We will also discuss the implications of AI-generated content and copyright.
2. Course Design Basics	OCAI will guide you in converting your existing lectures (and other modes of content) into open multimodal content inside the text editor in Canvas pages. This module applies the ADDIE model of instructional design to converting existing or designing new course content. Options for harnessing generative-AI to convert lecture content will be offered.
3. Inclusive Content	This module will discuss strategies for creating content that is multimodal and inclusive, including where to find content that is openly licensed.
4. Anatomy of OER Course Content	This module will demonstrate how to build content in Canvas pages so students can access all content inside the Canvas course shell. Accessible Canvas page mechanics will be included such as formatting headers, tables, text, hyperlinks, listing, embedding videos, and more.
5. Build Your Content!	The remainder of the semester will be spent on creating course content. Participants may spend most weeks of the semester building a minimum of three content modules. Assignments will approach the content design process in steps and provide opportunities for feedback.

Additional OCAI Participant details:

- Faculty can only enroll in one professional development institute per academic year (CETO, GAIT, OCAI, CLAW, or ACUE).
- Participants who receive a passing score or higher will receive a \$500 Professional development stipend which will be sent to departments upon completion of the course, in addition to earning an OCAI digital badge and certificate.
- Participants will be asked to commit to about an hour per week for the semester.
- All course assignments must be submitted by 11:59 PM Dec 1st.
- OCAI is an asynchronous course that launches with a synchronous orientation. The course is self-paced and there are no required meetings after the mandatory orientation.
- OCAI will launch with an orientation on Teams Friday, Sept 5th 11-12.
- The application will close on May 9, 2025. A limited number of participants will be enrolled in the cohort.
- Participants will be notified of their acceptance no later than May 16, 2025.
- Department chair signatures will be required on all participant applications.

Please email the completed application to **faculty.development@unt.edu** no later than May 9, 2025.

1. Applicant name: _____
2. Email address: _____
3. UNT ID # (Not EUID): _____
4. Professional title: _____
5. Academic department: _____
6. College: _____
7. Years teaching: _____
8. Years at UNT: _____
9. How many CLEAR events have you attended in the past 18 months?

10. Please list the courses you will teach in the Spring 2025 semester, including modality (face-to-face, hybrid, or online):

_____	_____	_____
<i>Course # / Modality</i>	<i>Course # / Modality</i>	<i>Course # / Modality</i>
_____	_____	_____
<i>Course # / Modality</i>	<i>Course # / Modality</i>	<i>Course # / Modality</i>

11. Why do you want to enroll in the OCAI course?

12. Would you like to be added to the DSI CLEAR Faculty Development Teams channel to be notified of future events?

- ☐ Yes
☐ No

Instructor signature

Date

Department chair signature

Date