University name (style Title)

Faculty name (style Title)

# Course title (style Heading 1)

# Example of accessible formatting for course outline (style Heading 1)

## Course instructor (style Heading 2):

**Name (style Normal + Bold):** style Normal

**Email (style Normal + Bold):** [ideaprojects@hku.hk](mailto:ideaprojects@hku.hk) (style Hyperlink; press “Enter” key after typing the email address to make it an active link; this email address only serves as an example)

**Telephone (style Normal + Bold):** style Normal

**Office (style Normal + Bold):** style Normal

## Course information overview (style Heading 2):

**Course code (style Normal + Bold):** style Normal

**Course title (style Normal + Bold):** style Normal

**Credit weighting (style Normal + Bold):** style Normal

**Class time (style Normal + Bold):** style Normal

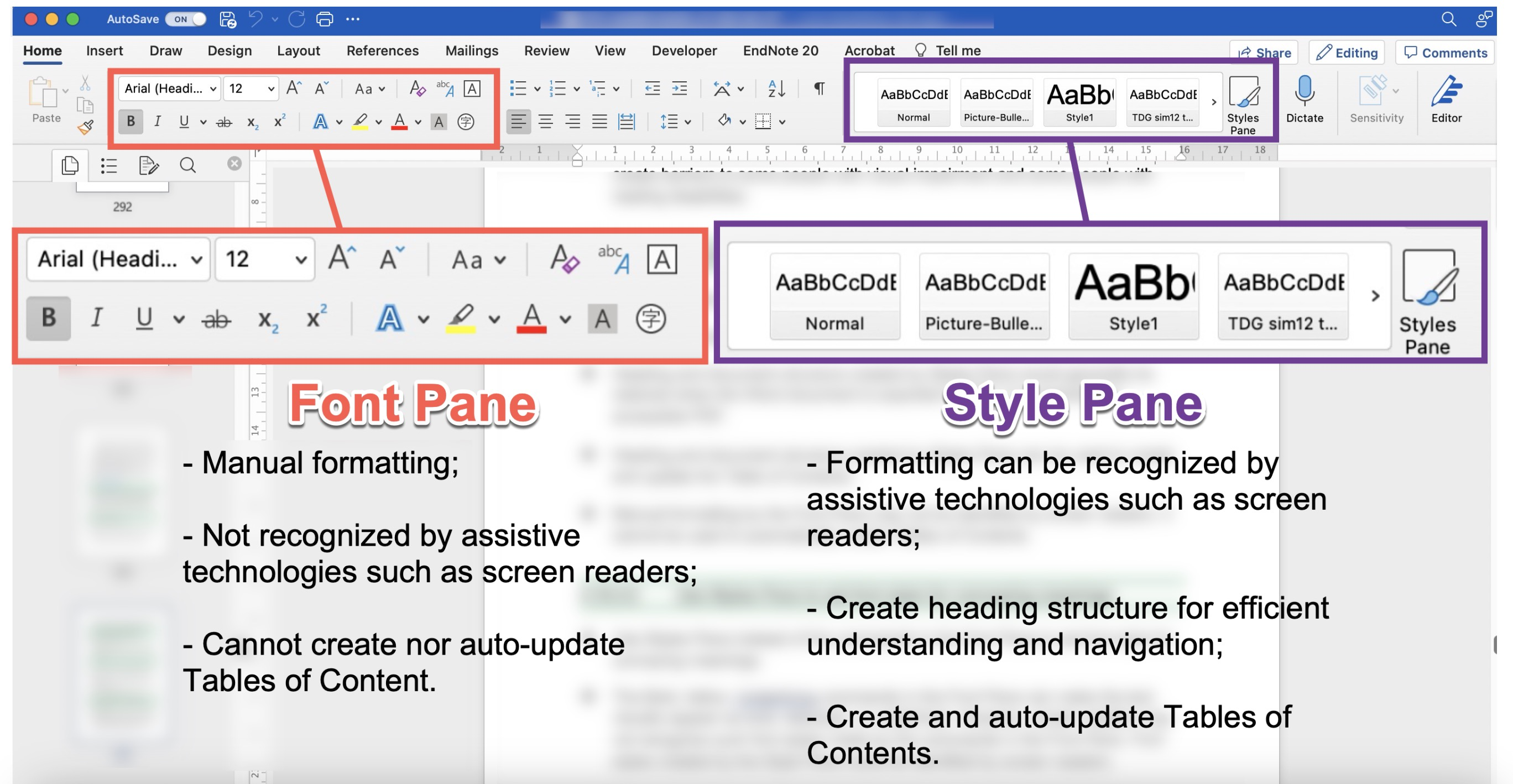
**Venue (style Normal + Bold):** style Normal

## Course description (style Heading 2):

This Word document is a “live” template. It already defines the styling and format of each component of the course outline sample. Basic instructions to modify the content and examples are provided. The main formatting tools are the “**Styles Pane**” and the “**Spacing**” settings in the “**Paragraph**” command pane.

To learn more about the relevant techniques, please refer to the Word Documents chapter of our [Virtual Learning Accessibility Toolkit](https://doi.org/10.25442/hku.22579006) and [video on Word Document accessibility](https://doi.org/10.25442/hku.22993034).

Disclaimer: Note that the content of this document only serves for illustration purpose and reference. This document does not represent any true information of any courses in real life. This document also does not guarantee “full accessibility.”



Use style Headings for heading text. Use style Normal for the body text. You may adjust the font size and paragraph and line spacing of individual part of text afterwards using the Font Pane. If you adjust the font size using the Styles Pane, this font size and paragraph and line spacing will be applied to all text under this style.

If you want to indicate important text content, use the style **Emphasis or Strong in the Styles Pane** instead of the Bold or Italics command in the Font Pane. Screen readers may not recognize such font styles made by the commands in the Font Pane. Avoid underlining text to indicate emphasized text. Screen readers and some people with visual impairment may interpret underlined text as hyperlinks.

Insert paragraph spacing by adjusting the amount of space before and after each paragraph, respectively, instead of by pressing the **Enter** or **Return.** To adjust paragraph spacing: Select the paragraphs concerned. Go to **Home** tab > Select **Line and Paragraph Spacing** > Select **Line Spacing Options** in the dropdown menu to open the dialog. Then, in the **Spacing** section of the **Paragraph** dialog, adjust the value for the **Before** and **After**, respectively, to set the amount of paragraph spacing you want.

Do not insert spacing by “Enter” key. Inserting paragraph spacing or empty lines manually by pressing the **Enter** or **Return** key is a common practice. While this makes the document appear to have paragraph spacing, screen readers would read aloud these empty lines created by **Enter** or **Return** keys as “Blank”. If there are many empty lines created in this way, users of screen readers would keep listening “Blank”. It can be very annoying and confusing to the users. They may also assume they have already reached the end of the document. Insert a “page break” to create a new page. Go to **Insert** > Select **Page Break**. A new page is now created without empty lines.

Adjust the amount of space between headings and the paragraphs before and after each heading. Do not adjust these spaces by pressing the **Enter** or **Return**. The following is the recommended methods. Go to **Styles** Right-click the Style of the heading concerned. Or, select the **Styles Pane** next to the **Styles Gallery**. Go to the Style command of the heading concerned to open the dropdown menu. Select **Modify** in the dropdown menu to open the Properties pane. Then, select **Paragraph** in the **Format** dropdown menu. Adjust the value for the **Before** and **After**, respectively, to set the amount of spacing between that heading and the paragraphs before and after that heading.

Make use of Navigation Pane to check heading structure.

Headings that have already been applied heading styles appear in the Navigation Pane. It can help you check whether the heading structure is properly formatted. It can also help you browse the document efficiently by selecting the heading from the Navigation Pane. However, note that headings in tables, text boxes, headers, or footers would not appear in the Navigation Pane.

To view the list of headings, go to **View** tab > select **Navigation Pane** > select the **Headings** You may jump between the sections for easy navigation by selecting the corresponding headings.

Disclaimer:

* This work is intended to serve as a general guide for enhancing the accessibility of course outline document. The recommended practices in this work are not exhaustive or best solutions. This work does not necessarily guarantee “full accessibility”. This work is created for knowledge exchange and educational purposes. Teaching and learning practices might vary across academic disciplines, as well as individual preferences and needs. The recommended practices need to be fit and applied to various disciplinary contexts and authentic practices.
* Note that the content of this work only serves for illustration purpose and reference. This document does not represent any true information of any courses in real life.
* Please be aware that fulfilling all the practices suggested by this work would not guarantee “full accessibility”. Use your own best judgment. Always be aware of and respect the diverse access needs of different individuals.
* This work does not contain any business promotion elements.
* Software, programmes, and operating systems are constantly and rapidly developing along with changing accessibility functions. Statements in this work about the functions of any software, programmes, and operating systems may no longer represent their current status.
* It is possible that the hyperlinks of the cited resources in this work might be edited or removed by the corresponding contributors after the publication of this work.

## Sample table (style Heading 2):

Use style Normal for the body text. Use Word’s built-in functionality to insert and format tables. Go to **Insert** tab > **Table**. Refer to the Table 1 below for more instructions of formatting a table.

Table 1. Caption of Table 1 (style Caption)

| **Header**  **(style Normal + Bold for headers)**  (style Normal for table cell content) | **Header A** | **Header B** | **Header C** |
| --- | --- | --- | --- |
| Do not create tables simply by either combining text boxes and lines; the **Draw Table** function; or using the **TAB** key or **Spacebar** key to align information in rows and columns. These methods may create a visual appearance of a “table”. However, screen readers cannot recognize it as truly a table with meaningful structure of columns and header rows. It makes screen readers difficult to understand how to read out the content. The visual appearance of such a “table” may also be distorted if some users magnify the document by increasing the text size. | content | content | content |
| Keep table rows on the same page. Allowing table rows to be broken across two pages may make users difficult to understand the content, such as people with reading disabilities, people with visual impairment, or screen readers users. To keep rows on the same page: Select and highlight the table. Go to the **Layout** sub-tab under the **Table Tools** tab > select **Properties** > go to the **Row** tab in the **Table Properties Pane**. Deselect the option **Allow row to be broken across pages**. Select the option **Repeat as header row at the top of each page**. Select **OK**. | content | content | content |
| Do not specify header row by manually formatting the cells and texts of the first row, e.g., using bold and larger text. While it may create a visual appearance of “header”, screen readers cannot identify it as truly a header. | content | content | content |
| Use the built-in function to insert table caption: Select the table. Go to the **References** tab > **Insert Caption**. Input the title of the table in the **Caption** field in the **Caption** dialog pane. Select **Table** in the **Label** dropdown menu. | content | content | content |
| Do not create a caption manually by typing a “caption” in the body text near the table or formatting (e.g., bold text). While it may create a visual appearance of a table caption, screen readers cannot identify it as truly a table caption. | content | content | content |

## Assignment grading criteria (style Heading 2):

Course grade descriptors (Annex A)

## Course content and major topics (style Heading 2):

**Schedule (style Normal + Bold):** (style Normal) September 6, 2022 to December 6, 2022 (Tuesday, 10:30am to 12:20pm)

**Venue (style Normal + Bold):** (style Normal) RM206

Non-tabulated format of the course content and major topics is available at the end of the course outline.

Table . Course content and major topics (style Caption)

| **Session**  **No. and Date** | **Session Topics and Description (Tentative)**  **(style Normal + Bold for headers)**  (style Normal and Normal + Bold for table cell content; and style Strong for the highlighted content)  Note that the headers text in tables do not appear in the Navigation Pane. Only the texts with the Heading style in the non-tabulated version of Table 5 content would appear in the Navigation Pane. | **Related CLO** |
| --- | --- | --- |
| 1st Session; September 6, 2022 | **Course introduction**  **Who are exceptional children? What is special education?**   * Overview * Prevalence and causation * Key terminology   **Exploring current trends and issues in special and inclusive education and sharing views through in-class discussions and Moodle forum**  **Cultural diversity** | 1, 3, 6 |
| 2nd Session; September 13, 2022 | **Integration/Inclusion Policy**   * Whole-school approach * RTI Model * Examining the extent of applicability of these policies in frontline school contexts and the relevance to devising feasible and appropriate interventions based on these policies | 2, 3, 6 |
| 3rd Session; September 20, 2022 | **IEP**   * Policies and practices (International and Hong Kong) * IEP process * IEP Planning * Exploring and discussing the factors of success and limitations in the IEP planning and learning how to apply these factors in the IEP planning | 1, 2, 3, 4 |
| 4th Session; September 27, 2022 | **Learning Disabilities/Specific Learning Difficulties**   * Definitions, characteristics, prevalence and possible causes * Information processing model * Introducing the Three-tier intervention approach (i.e., RTI Model) and educational practices and discussing the feasibility and practicality of the RTI model | 1, 2, 3, 4 |
| October 4, 2022 | **Chung Yeung Festival – NO LESSON** |  |
| October 10, 2022 | **Professional Practicum I – NO LESSON** |  |
| 5th Session; October 18, 2022 | **Attention Deficit Hyperactivity Disorder**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational approaches and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion | 1, 2, 3, 4, 5 |
| 6th Session; October 25, 2022 | **Autism Spectrum Disorders**   * History, prevalence, definitions, and identifications * Characteristics and possible causes * Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. |  |
| 7th Session; November 1, 2022 | **Intellectual and Developmental Disabilities**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4, 5 |
| 8th Session; November 8, 2022 | **IEP presentation and peer review**   * Students working in groups of max. 4 co-plan and present their IEP in class * Peer review discussion for each group would be facilitated by the peers and the course instructors to gauge feedback to further improve their IEP | 1, 2, 3, 4 |
| 9th Session; November 15, 2022 | **Communication Disorders**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring how to work with Speech Therapists * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   **Physical Disabilities**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring how to work with Physiotherapist * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4, 5 |
| 10th Session; November 22, 2022 | **Sensory Impairments (Hearing Impairment and Visual Impairment)**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational approaches and exploring possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Submit IEP on Moodle by the group leader.  Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4 |
| 11th Session; November 29, 2022 | **Giftedness and Talents**   * Definitions * Characteristics and educational implications * Educational approaches   **Differentiation Practices in Inclusive Learning Environment**   * Introducing the differentiation teaching practices and discussing how to work with parents * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4 |
| 12th Session; December 6, 2022 | **School visit** (date to be confirmed)   * Students interact with the frontline school principal and teachers through small-group discussions * Debriefing session would be conducted in the end of the school visit to help students unpack the significant learning and reflect upon the applicability of these learning as the student educators in their practicum and future teaching   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 6 |

## Accessibility arrangement (style Heading 2):

Students are encouraged to contact the course instructors for discussion on matters related to accessibility arrangement as early as possible to facilitate communication and timely arrangement.

## Key references and resources (style Heading 2):

Use style Hyperlink for link texts. To set the link text: go to and select **Insert** >**Link**. Input a descriptive and meaningful link text for the hyperlink in the **Text to display** command in the **Insert Hyperlink** Enter the full URL in the **Address**. Or, select and highlight the text concerned. Then, right-click the text and select **Link** on the shortcut menu. The highlighted text would automatically appear in the **Text to display** command in the **Insert Hyperlink** Pane to become the link text. Enter the full URL in the **Address**.

Depending on the context, in general, do not embed the links using the full URL as the link text. Using the full URL as link text would make screen readers read aloud every single character of the URL which can be confusing to the users.

For documents likely to be presented both electronically and in print, such as students’ lecture notes, you may want to retain the full URL for users’ reference. The link text may include both the URL and brief description of the hyperlink’s destination.

1. Ma, G. Y. K., Cheung, M. H. K., Choi, C., & Yeung, P. P. S. (2023). [Enhancing accessibility of Word documents. [Video]](https://doi.org/10.25442/hku.22993034). *#IDEALeaders Self-learning Series: Co-creation of virtual learning accessibility*. HKU Data Repository. <https://doi.org/10.25442/hku.22993034>
2. Ma, G. Y. K., Choi, C., & Yeung, P. P. S. (2023). [Virtual Learning Accessibility Toolkit – Guidelines on accessible digital educational materials and virtual learning environment](https://doi.org/10.25442/hku.22579006). HKU Data Repository. <https://doi.org/10.25442/hku.22579006>
3. Ma, G. Y. K., Choi, C., Cheung, M. H. K., & Yeung, P. P. S. (2023). [#IDEALeaders Self-learning Series: Co-creation of virtual learning accessibility [Video collection]](https://doi.org/10.25442/hku.c.6605497). HKU Data Repository. <https://doi.org/10.25442/hku.c.6605497>
4. [Microsoft Word – Creating Accessible Documents](https://webaim.org/techniques/word/). WebAIM. <https://webaim.org/techniques/word/>
5. [Make your Word documents accessible to people with disabilities](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d). Microsoft. <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>
6. [Accessibility tools for Word](https://support.microsoft.com/en-us/office/accessibility-tools-for-word-5fa2c21f-0ef4-4d4a-ae2d-451fb7003518). Microsoft. <https://support.microsoft.com/en-us/office/accessibility-tools-for-word-5fa2c21f-0ef4-4d4a-ae2d-451fb7003518>
7. [Make your document or presentation more accessible](https://support.google.com/docs/answer/6199477?hl=en). Google Docs. <https://support.google.com/docs/answer/6199477?hl=en>
8. [Accessibility for Google Docs, Sheets, Slides, & Drawings](https://support.google.com/docs/answer/6282736?hl=en&ref_topic=6039805). Google Docs. <https://support.google.com/docs/answer/6282736?hl=en&ref_topic=6039805>
9. [Understanding Styles in Microsoft Word](http://www.addbalance.com/usersguide/styles.htm). By Charles Kenyon. <http://www.addbalance.com/usersguide/styles.htm>

## Session topics and description of each session (Tentative):

### 1st Session; September 6, 2022 (style Heading 3 + borders added)

**Course introduction**

**Who are exceptional children? What is special education?**

* Overview
* Prevalence and causation
* Key terminology

**Exploring current trends and issues in special and inclusive education and sharing views through in-class discussions and Moodle forum**

**Cultural diversity**

Related CLO: 1, 3, 6

### 2nd Session; September 13, 2022 (style Heading 3 + borders added)

**Integration/Inclusion Policy**

* Whole-school approach
* RTI Model
* Examining the extent of applicability of these policies in frontline school contexts and the relevance to devising feasible and appropriate interventions based on these policies

Related CLO: 2, 3, 6

### 3rd Session; September 20, 2022 (style Heading 3 + borders added)

**IEP**

* Policies and practices (International and Hong Kong)
* IEP process
* IEP Planning
* Exploring and discussing the factors of success and limitations in the IEP planning and learning how to apply these factors in the IEP planning

Related CLO: 1, 2, 3, 4

### 4th Session; September 27, 2022 (style Heading 3 + borders added)

**Learning Disabilities/Specific Learning Difficulties**

* Definitions, characteristics, prevalence and possible causes
* Information processing model
* Introducing the Three-tier intervention approach (i.e., RTI Model) and educational practices and discussing the feasibility and practicality of the RTI model

Related CLO: 1, 2, 3, 4

### October 4, 2022 (style Heading 3 + Highlight + borders added)

**Chung Yeung Festival – NO LESSON (style Strong)**

### October 10, 2022 (style Heading 3 + borders added)

**Professional Practicum I – NO LESSON (style Strong)**

### 5th Session; October 18, 2022 (style Heading 3 + borders added)

**Attention Deficit Hyperactivity Disorder**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational approaches and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

### 6th Session; October 25, 2022 (style Heading 3 + borders added)

**Autism Spectrum Disorders**

* History, prevalence, definitions, and identifications
* Characteristics and possible causes
* Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO:

Lesson sequence may be affected by the school visit date.

### 7th Session; November 1, 2022 (style Heading 3 + borders added)

**Intellectual and Developmental Disabilities**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

Lesson sequence may be affected by the school visit date.

### 8th Session; November 8, 2022 (style Heading 3 + borders added)

**IEP presentation and peer review**

* Students working in groups of max. 4 co-plan and present their IEP in class
* Peer review discussion for each group would be facilitated by the peers and the course instructors to gauge feedback to further improve their IEP

Related CLO: 1, 2, 3, 4

### 9th Session; November 15, 2022 (style Heading 3 + borders added)

**Communication Disorders**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring how to work with Speech Therapists
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

**Physical Disabilities**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring how to work with Physiotherapist
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

Lesson sequence may be affected by the school visit date.

### 10th Session; November 22, 2022 (style Heading 3 + borders added)

**Sensory Impairments (Hearing Impairment and Visual Impairment)**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational approaches and exploring possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4

Submit IEP on Moodle by the group leader.

Lesson sequence may be affected by the school visit date.

### 11th Session; November 29, 2022 (style Heading 3 + borders added)

**Giftedness and Talents**

* Definitions
* Characteristics and educational implications
* Educational approaches

**Differentiation Practices in Inclusive Learning Environment**

* Introducing the differentiation teaching practices and discussing how to work with parents
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4

Lesson sequence may be affected by the school visit date.

### 12th Session; December 6, 2022 (style Heading 3 + borders added)

**School visit** (date to be confirmed)

* Students interact with the frontline school principal and teachers through small-group discussions
* Debriefing session would be conducted in the end of the school visit to help students unpack the significant learning and reflect upon the applicability of these learning as the student educators in their practicum and future teaching

Related CLO: 1, 2, 3, 6

(style Normal + bottom borders added for this last paragraph) Lesson sequence may be affected by the school visit date.

**University name (style Normal + Bold)**

**Faculty name (style Normal + Bold)**

# Annex A – Generic Grading Descriptors (style Heading 1 + border)

Table 3. Generic Grading Descriptors (style Caption)

| **Standard** | **Grade** | **Grade Point** | **General Expectations of Student Performance** |
| --- | --- | --- | --- |
| Excellent | A+  A  A- | 4.3  4.0  3.7 | **An excellent result (style Normal + Bold).** Use style Normal for the elaboration and use style Strong or Emphasis where necessary to indicate any important content. Note that some screen readers may not recognize the minus sign in “A-” as “A minus” as intended. |
| Good | B+  B  B- | 3.3  3.0  2.7 | **Good to very good result (style Normal + Bold).** Use style Normal for the elaboration and use style Strong or Emphasis where necessary to indicate any important content. Note that some screen readers may not recognize the minus sign in “A-” as “A minus” as intended. |
| Satisfactory | C+  C  C- | 2.3  2.0  1.7 | **Satisfactory (style Normal + Bold).** Use style Normal for the elaboration and use style Strong or Emphasis where necessary to indicate any important content. Note that some screen readers may not recognize the minus sign in “A-” as “A minus” as intended. |
| Pass | D+  D | 1.3  1.0 | **Borderline pass (style Normal + Bold).** Use style Normal for the elaboration and use style Strong or Emphasis where necessary to indicate any important content. Note that some screen readers may not recognize the minus sign in “A-” as “A minus” as intended. |
| Fail | Fail | 0 | **Fail (style Normal + Bold).** Use style Normal for the elaboration and use style Strong or Emphasis where necessary to indicate any important content. Note that some screen readers may not recognize the minus sign in “A-” as “A minus” as intended. |