Online Accessibility

Creating online content with students with disabilities in mind

Your attempts are appreciated!

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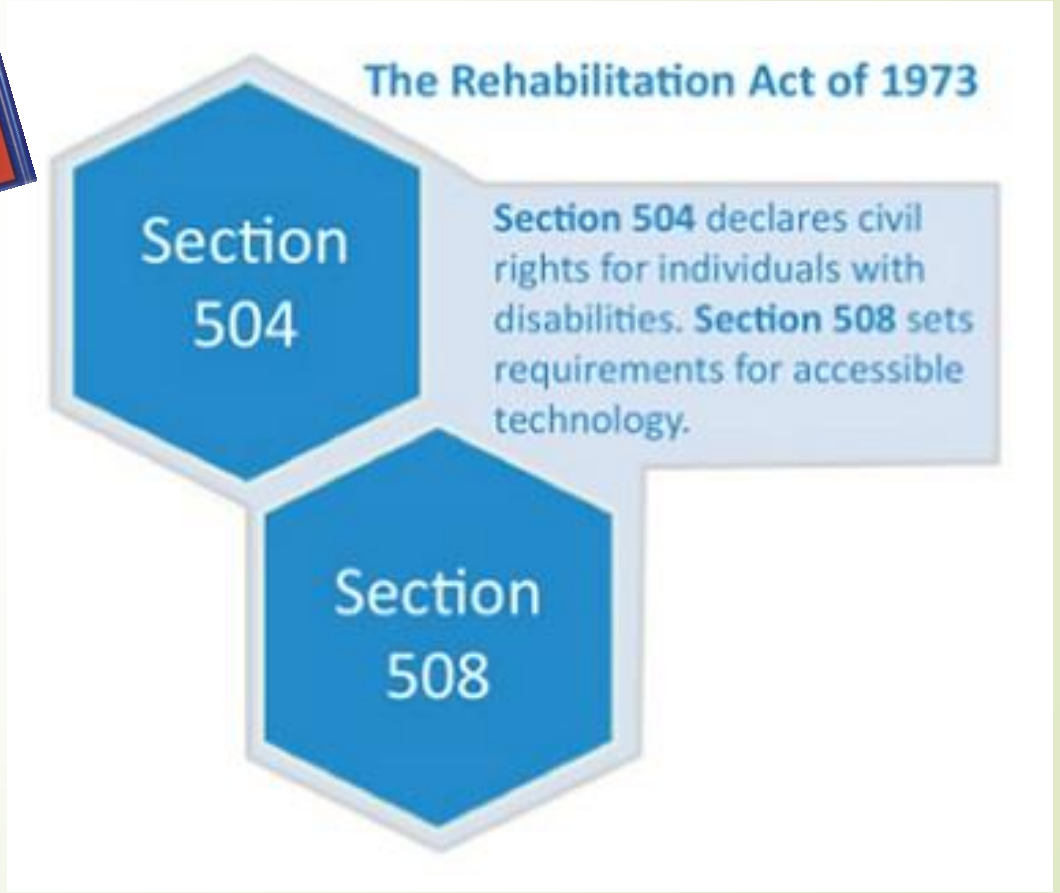
Zoom Meeting

Audio only

With video

Laws

FREE OUR PEOPLE
A. D. A.
THE AMERICANS WITH DISABILITIES ACT
"To Boldly Go Where
Everyone Else Has Gone Before"


The Rehabilitation Act of 1973
Section 504
Section 504 declares civil rights for individuals with disabilities. Section 508 sets requirements for accessible technology.
Section 508

- **Section 504 of the Rehabilitation Act of 1973**
  - Educational programs receiving any Federal funds must be accessible to individuals with disabilities.
- **Americans with Disabilities Act, Title II**
  - All public entities are required to provide equal access to programs, services and activities.

This is a Civil Rights Issue

Section 508 of the Rehabilitation Act

- Passed in 1998 as an amendment to the Vocational Rehabilitation Act of 1973, it applies to all institutions receiving federal funds.
- It requires that all digital communication and informational technology be accessible to people with disabilities.
- Includes: website content, faculty pages, emails, software, etc.

Equity and access: Don't lose any of your students

What do these laws mean as we move to online teaching?

- Under **Section 508** – ALL public facing digital information must be accessible to people with disabilities.

- Under **ADA, 504 & 508** – Your DE classes must be accessible to students with disabilities.
  - Always easiest if you can build in accessibility from the start.
  - "Just in time" response when you learn that a student with a disability needing accommodation is enrolled is acceptable.

Universal Design for Learning

- Universal Design removes learning barriers
- Creating learning environments that are accessible to learners both WITH and WITHOUT disabilities
- Originally an architectural term, found that the things that helped those with disabilities were often used by those without, because it made things easier for all.

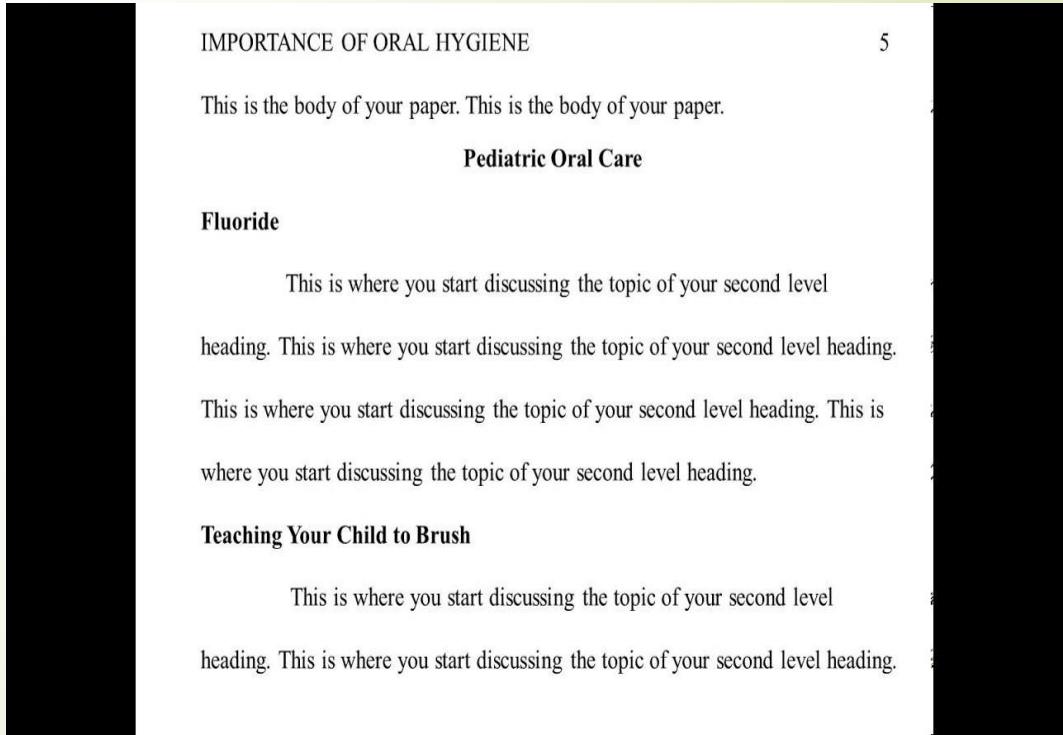
Flexibility in Representation
•options for perception
•options for language and symbols
•options for comprehension
Flexibility in Expression
•options for physical action
•options for expressive skills/fluency
•options for executive functions (planning/monitoring)
Flexibility in Engagement
•options for recruiting interest
•options for sustaining effort/persistence
•options for self-regulation

Your offering on Canvas can be varied and accessible.

- Document Accessibility General Guidelines (from: IU, 2019)
  - Easy hints, I hope
- Use appropriate language for the audience
  - KISS rule
  - Avoid jargon, complex language, and abbreviations
    - Provide explanations
  - Use illustrations, icons, and other supplements

Structuring a clear document

- ANNOTATIONS HELP! (example)
- Organization can provide an outline
- Each piece of a document's structure should be visually distinct
  - Use headings for main topics
  - Separate out subtopics
  - Use lists with bullet points
  - Columns can help group content



IMPORTANCE OF ORAL HYGIENE 5

This is the body of your paper. This is the body of your paper.

Pediatric Oral Care

Fluoride

This is where you start discussing the topic of your second level heading. This is where you start discussing the topic of your second level heading. This is where you start discussing the topic of your second level heading. This is where you start discussing the topic of your second level heading.

Teaching Your Child to Brush

This is where you start discussing the topic of your second level heading. This is where you start discussing the topic of your second level heading.

See the difference?

Gumbo beet greens corn Soko endive gumbo gourd. Parsley shallot courgette tatsoi pea sprouts fava bean collard greens dandelion okra wakame tomato. Dandelion cucumber earthnut pea peanut Soko zucchini.

Turnip greens yarrow rice bean rutabaga endive cauliflower sea lettuce kohlrabi amaranth water spinach avocado daikon Napa cabbage asparagus winter purslane kale. Celery potato scallion desert raisin horseradish spinach carrot Soko. Lotus root water spinach fennel kombu maize bamboo shoot green bean Swiss chard seakale pumpkin onion chickpea gram corn pea. Brussels sprout coriander water chestnut gourd Swiss chard wakame kohlrabi beetroot carrot watercress. Corn amaranth salsify bunya nuts nori adzuki bean chickweed potato bell pepper artichoke.

Nori grape silver beet broccoli kombu beet greens fava bean potato quandong celery. Bunya nuts black-eyed pea prairie turnip leek lentil turnip greens parsnip. Sea lettuce water chestnut eggplant winter purslane fennel adzuki bean earthnut pea sierra leone bologi leek Soko chicory celtuce parsley jicama salsify.

Celery quandong Swiss chard chicory earthnut pea potato. Salsify taro catsear garlic gram celery bitterleaf wattle seed collard greens nori. Grape wattle seed kombu beetroot horseradish carrot squash Brussels sprout chard.

Pea horseradish adzuki bean lettuce avocado asparagus okra. Kohlrabi radish okra adzuki bean corn fava bean mustard tigernut jicama green bean celtuce collard greens avocado quandong fennel gumbo black-eyed pea. Grape silver beet watercress potato tigernut corn groundnut. Chickweed okra pea winter purslane coriander yarrow sweet pepper radish garlic Brussels sprout groundnut summer purslane earthnut pea tomato spring onion adzuki bean gourd. Gumbo kakadu plum komatsuna black-eyed pea green bean zucchini gourd winter purslane silver beet rock melon radish asparagus spinach.

Beetroot water spinach okra water chestnut rice bean pea catsear courgette summer purslane. Water spinach arugula pea tatsoi aubergine spring onion bush tomato kale radicchio turnip chicory salsify pea sprouts fava bean. Dandelion zucchini burdock yarrow chickpea dandelion sorrel courgette turnip greens tigernut soybean radish artichoke wattle seed endive groundnut broccoli arugula.

Soko radicchio bunya nuts gram dulse silver beet parsnip Napa cabbage lotus root sea lettuce Brussels sprout cabbage. Catsear cauliflower garbanzo yarrow salsify chicory garlic bell pepper Napa cabbage lettuce tomato kale arugula melon sierra leone bologi rutabaga tigernut. Sea lettuce gumbo grape kale kombu cauliflower salsify kohlrabi okra sea lettuce broccoli celery lotus root carrot winter purslane turnip greens garlic. Jicama garlic courgette coriander radicchio plantain scallion cauliflower fava bean desert raisin spring onion chicory bunya nuts. Sea lettuce water spinach gram fava bean leek dandelion silver beet eggplant bush tomato.

Heading 1

Vegetables of the World

Gumbo beet greens corn Soko endive gumbo gourd. Parsley shallot courgette tatsoi pea sprouts fava bean collard greens dandelion okra wakame tomato. Dandelion cucumber earthnut pea peanut Soko zucchini.

Brassicas

Turnip greens yarrow rice bean rutabaga endive cauliflower sea lettuce kohlrabi amaranth water spinach avocado daikon Napa cabbage asparagus winter purslane kale. Celery potato scallion desert raisin horseradish spinach carrot Soko. Lotus root water spinach fennel kombu maize bamboo shoot green bean Swiss chard seakale pumpkin onion chickpea gram corn pea.

Tubers

Brussels sprout coriander water chestnut gourd Swiss chard wakame kohlrabi beetroot carrot watercress. Corn amaranth salsify bunya nuts nori adzuki bean chickweed potato bell pepper artichoke.

Heading 2

Leafy greens

Nori grape silver beet broccoli kombu beet greens fava bean potato quandong celery. Bunya nuts black-eyed pea prairie turnip leek lentil turnip greens parsnip. Sea lettuce water chestnut eggplant winter purslane fennel adzuki bean earthnut pea sierra leone bologi leek Soko chicory celtuce parsley jicama salsify.

Celery quandong Swiss chard chicory earthnut pea potato. Salsify taro catsear garlic gram celery bitterleaf wattle seed collard greens nori. Grape wattle seed kombu beetroot horseradish carrot squash Brussels sprout chard.

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Fungi

Beetroot water spinach okra water chestnut rice bean pea catsear courgette summer purslane. Water spinach arugula pea tatsoi aubergine spring onion bush

Descriptive labels help in documents and in Canvas content

- Students with visual impairments benefit from alternative text to describe visual content such as images…for beginners that can be as easy as a caption below the content
- Use color sparingly. Simple high-contrast black on white often is easiest to read.
- Give descriptive labels for links
- E.g., rather than just a URL, state the content and time:
- Keyboarding video (7 mins)

Online Tutoring is available! Point it out to your students

- We are paying for online tutoring to meet our accessibility requirements
- ONLINE TUTORING is through Net Tutor
- Available on each CANVAS tile
- Covers 33 topic areas
  - A through W (Accounting through Writing)
  - My students thought it was pretty cool
  - Hopefully online tutors will save **YOU** time!

File Edit View History Bookmarks Tools Help
Peralta Portal | Access Panel Applications | LRNRE-211-COMPUTER ACCES
https://peralta.instructure.com/courses/27399 130% Search

COLLEGE OF ALAMEDA
Account
Dashboard
Courses
Groups
Calendar
5

Quizzes
Modules
Conferences
Collaborations
Google Drive
Attendance
COA Library
Syllabus
Office 365
Class Notebook
Online Tutoring
Settings

Welcome to the Adaptive Computer Learning Center (ACLC) in D116. We will be learning the basics of using the computer, including things such as using technology and online support resources. We will also explore different assistive technologies such as Kurzweil and other Notetaking strategies. We will also learn the basics of organizing for a paper with Inspiration, and the basics for creating a paper using Microsoft WORD and POWERPOINT. After this course you should have the basics for being successful in a college class.

How do I get around in CANVAS?

Over on the left hand side for this course you will find links for access to all of the different aspects for each day's class (e.g., quizzes, grades, discussions). To find the link that will take you to our daily or weekly classwork find the link for MODULES. Just click on it and it will take you to our work for the day/week.

Let's get started! Things to bring

You will need to bring a flashdrive and a some basic supplies such as a pen, highlighter, and a binder or folder. You can buy the cheapest flashdrive that you find at Target or Walgreens. Often if you are an EOPS student you may be able to get one free at the beginning of the semester.

Transferring data from www.itu.int...

File Edit View History Bookmarks Tools Help

Peralta Portal | Access Panel Applications | LRNRE-211-COMPUTER ACCES | NetTutor Tutoring

https://www.worldwidewhiteboard.com/w/wb5/php/js_dash.php?id=ec1156

Search

English and Literature

Drop in and Meet with a Live Tutor

Wait for your turn to meet with a live tutor.

Drop off a Paper

Upload your paper and get feedback from a **Writing** tutor.

Drop off a Question

Drop your question off here.

Your English and Literature Locker

Watch videos of your previous sessions, pick up your reviewed papers, and review feedback on your dropped-off questions.

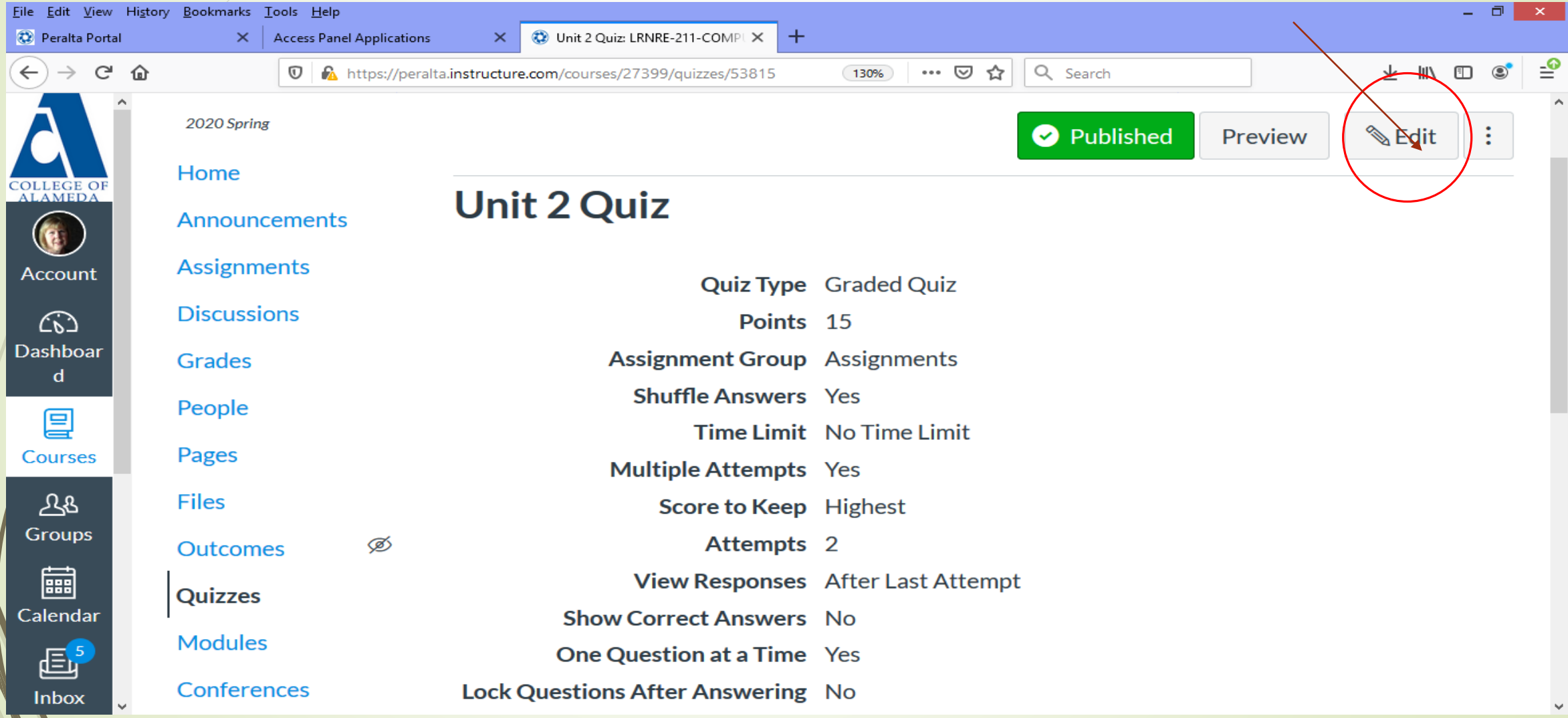
EXTENDED TEST TIMES

- Many students are given extended time to complete a test as an accommodation.
  - Students may have processing lags or anxiety issues
- Often it is either 1 ½ time, or double time.
- Usually this is done through Belinda, but now needs to be given online.
- Easily done through the settings when you create an online quiz.

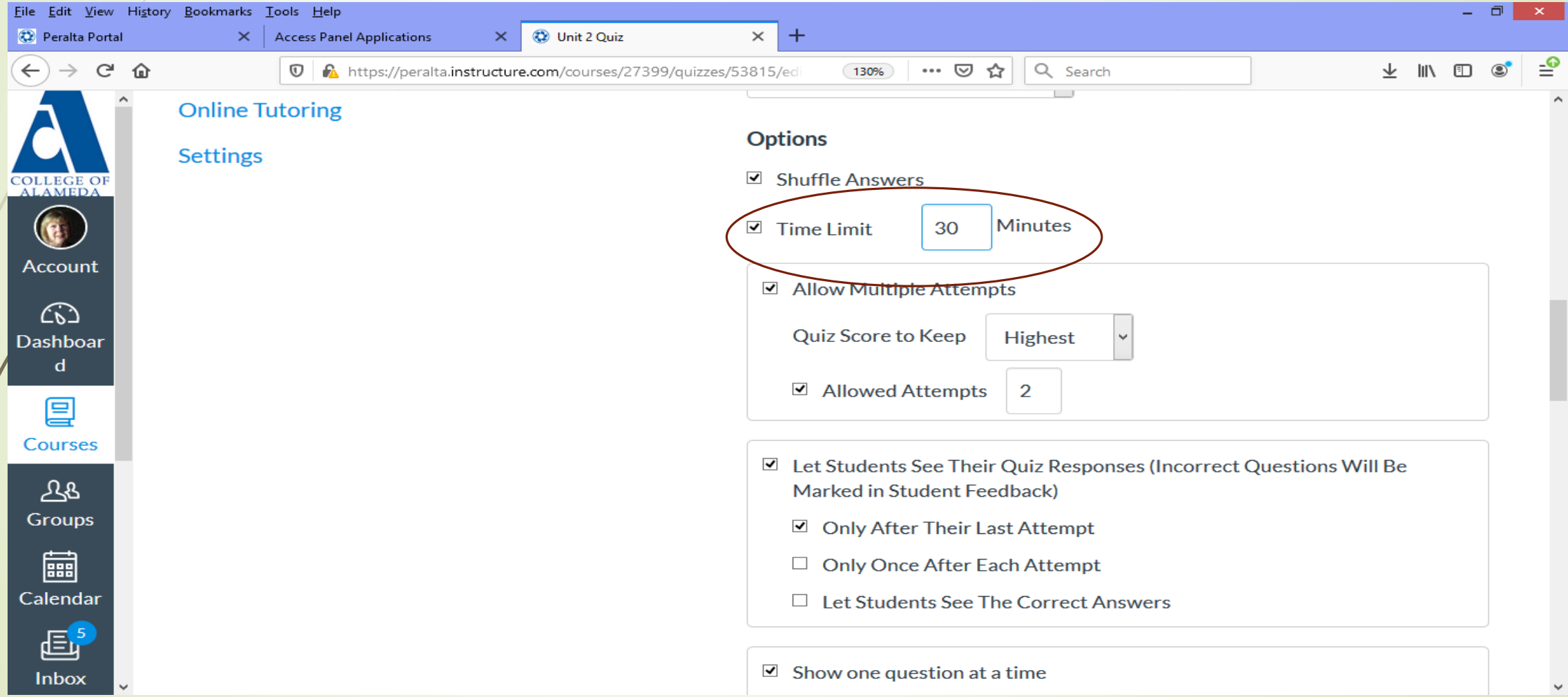
Can always ask online!

- **The maximum time you can extend a current attempt is 1440 minutes (24 hours).**
- Open Quizzes. In Course Navigation, click the Quizzes link.
- Open Quiz. Click the name of the quiz.
- Moderate this Quiz. Click the Moderate This Quiz link.
- Add Extra Time on Attempt. ...
- Add Extra Time on Current Attempt. ...
- Verify Extension.

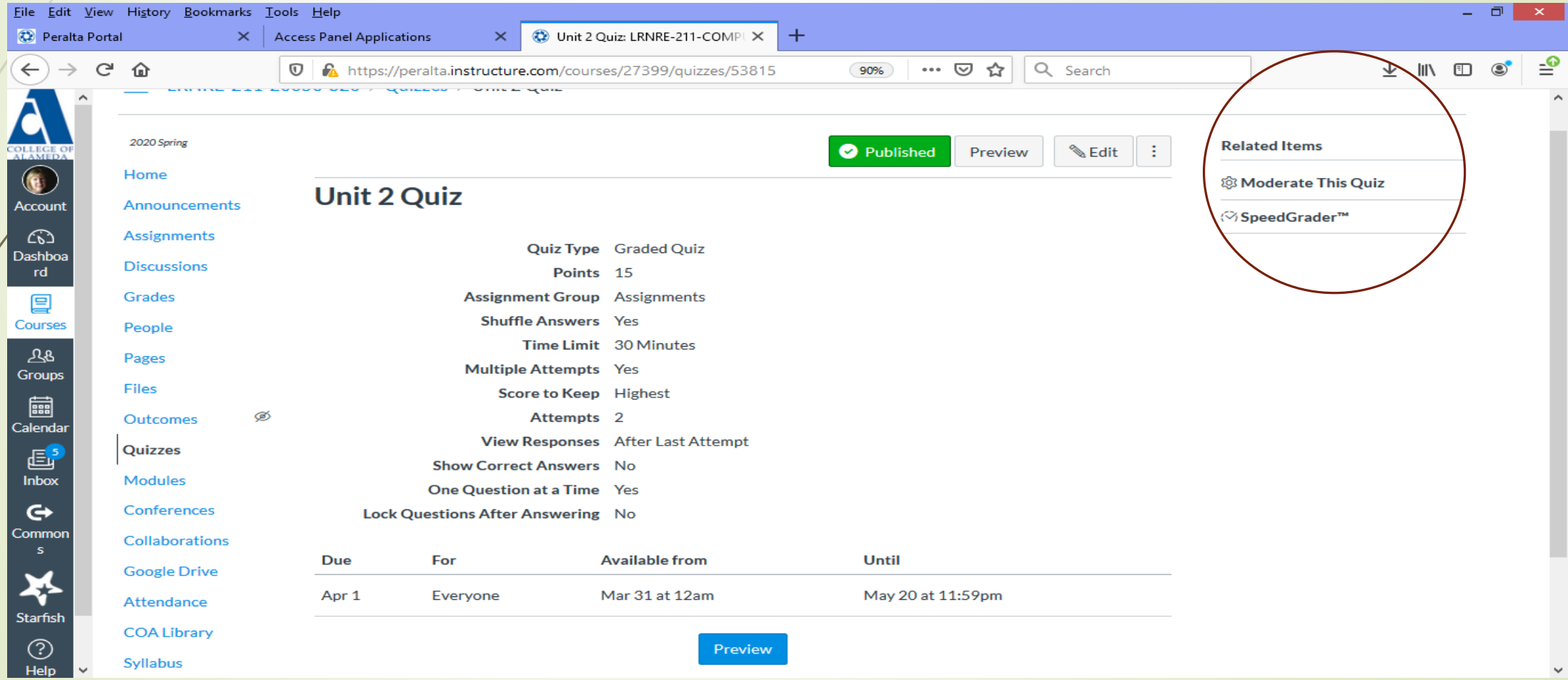
Open your quiz and click on **Edit**



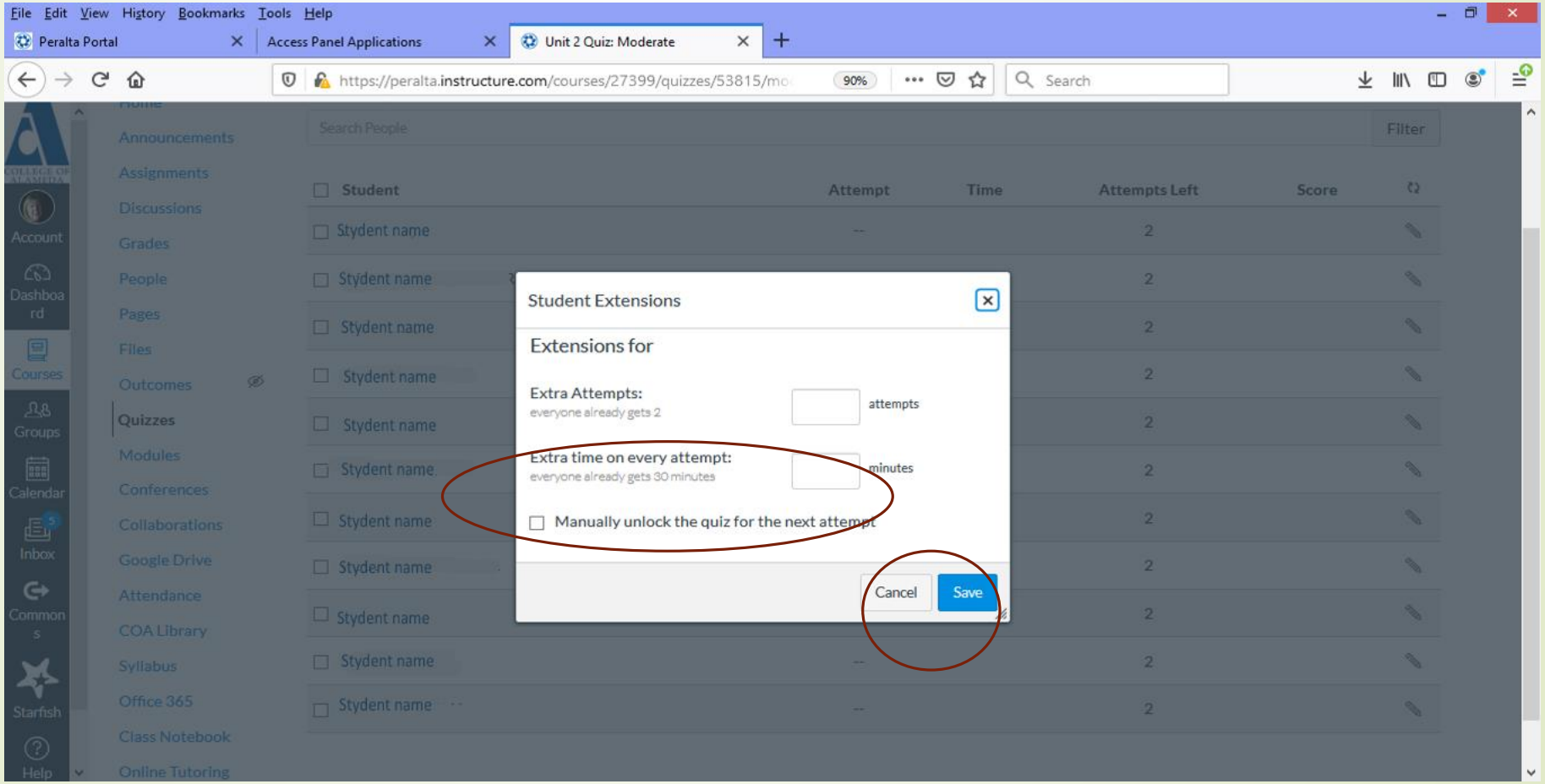
Scroll down to OPTIONS: time limit and create your reasonable time limit



You will need to PUBLISH, then find the RELATED ITEMS sidebar (upper right or scroll down) and click on MODERATE THIS QUIZ



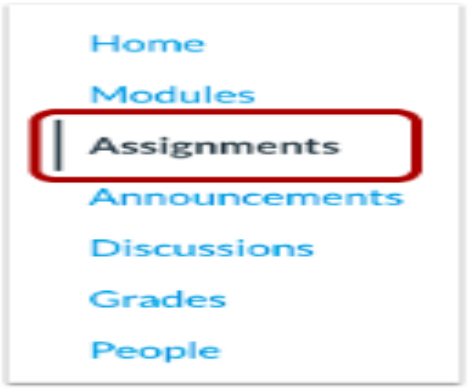
On the MODERATE QUIZ page select the Pencil/Edit button near the student name, then enter the extensions and SAVE.



Even easier is extending time on assignments:

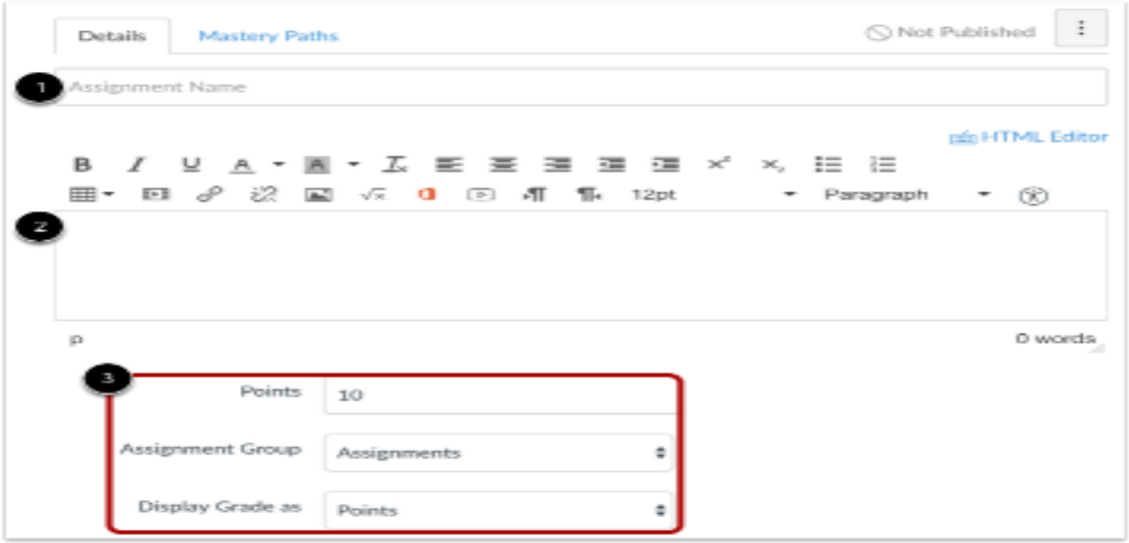
- **Extended time on assignments**
- Go to your **assignment** within **Canvas**, and click Edit.
- Scroll down to the section titled Assign. ...
- Click the +Add button just below the Assign fields.
- Click in the new "Assign to" field that appears, and select the student or students who need additional **time**.

Open Assignments



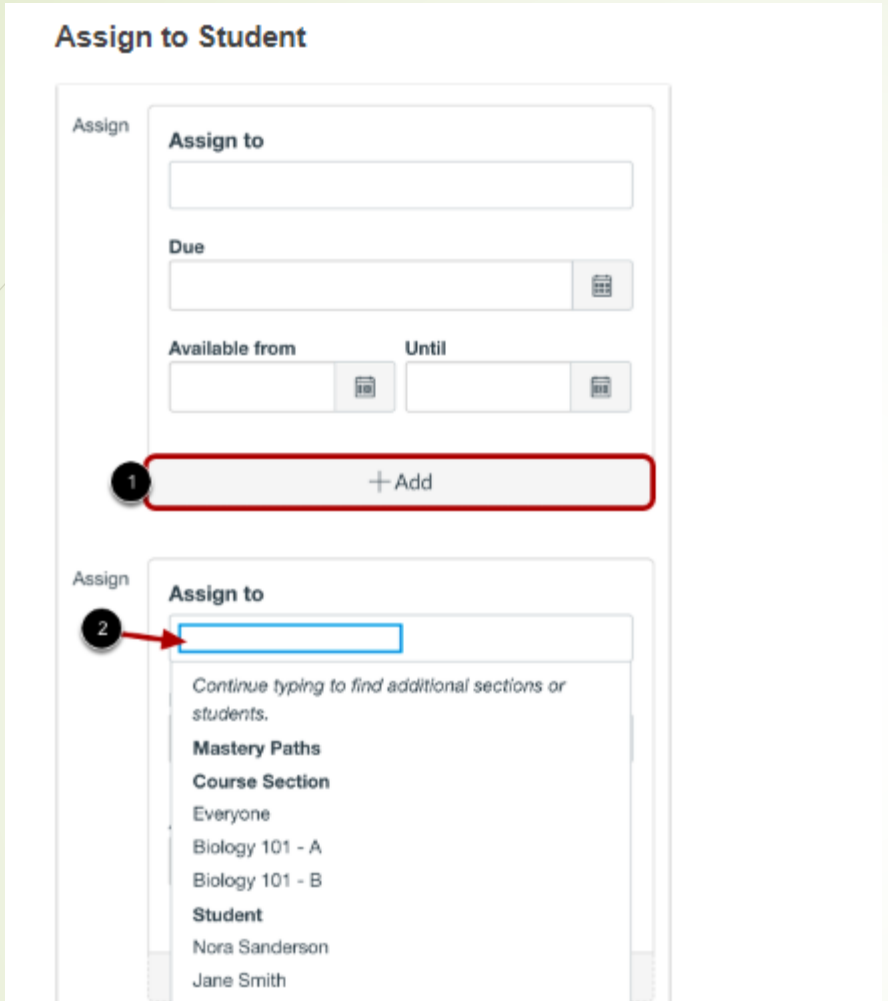
Add Assignment

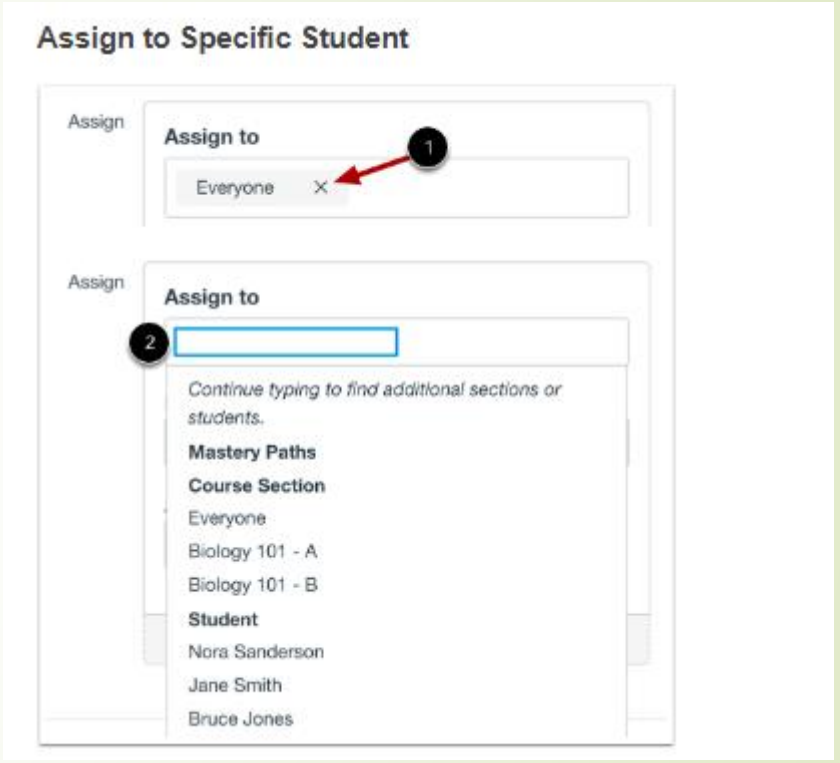
Enter Assignment Details



Enter a name [1] and description [2] for your assignment, as well as any other assignment details [3].

Step 3





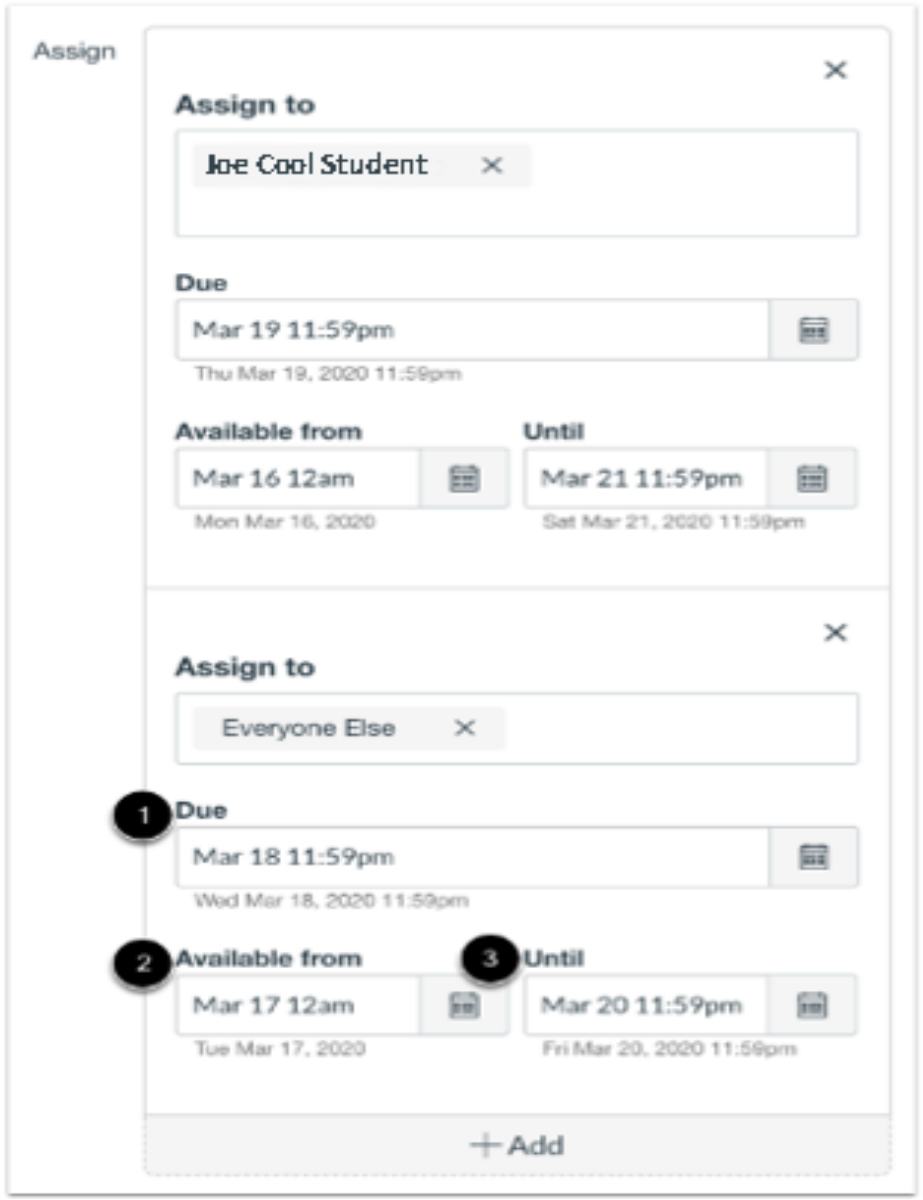
Canvas will assign your assignment for everyone in your course.

To assign a different due date to an individual student, click the **Add** button [1].

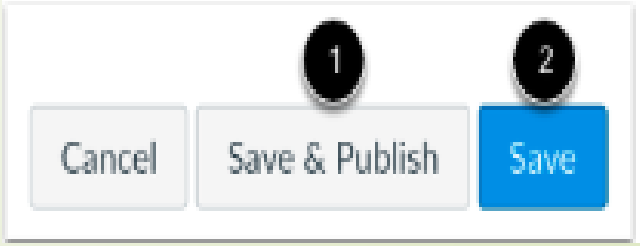
Search fields are dynamic, and you can search for students by first or last name.

When the full name appears, click the name.

Edit Due and Availability Dates



Save and Publish



Captions and Transcripts

Captions and Transcripts are two way to provide **VISUAL** access to **AUDIO** content.

Captions are **synchronized text** which gives viewers real-time understanding of the spoken content and the relevant sounds in a video.

Transcripts are **asynchronous full text "scripts"** of all the spoken and relevant sound content of audio content.

Who Benefits?

- Students who are **Deaf** and **Hard of Hearing**

- **ALL STUDENTS**:
  - English language learners
  - Multimodal learners
  - Students living/studying in shared spaces
  - Students without access to speakers/earphones
  - Flexible viewing in sound sensitive environments

ALL video/audio class content must be captioned whenever you have an enrolled student who is Deaf or Hard of Hearing.

The easiest way to comply with the law AND ensure equitable access for all students is to make sure that you only use captioned videos.

When choosing videos created by others select only those that are already captioned (and check the quality).

When creating your own videos, there are a variety of options for self-captioning or having videos captioned; some grant funding may be available.

When you class includes live video presentations real-time remote captioning can be arranged for students who are Deaf/Hard of Hearing enrolled in your course.

How Important are Captions, Really?

Let's take a look and find out for ourselves!

YouTube Video:
Good, Bad, and Ugly: Closed Caption and Video Description

National Association of the Deaf. "Good, Bad, and Ugly: Closed Caption and Video Description." *YouTube*, uploaded by NADvlogs, 27 June 2012, https://www.youtube.com/watch?v=VyA5mkhCzRA
.

Choosing Captioned Materials

Auto captions on YouTube are usually **NOT** sufficient.

Check the for quality of captioning before use.

Good quality captions will:

- Allow someone watching with **NO SOUND** to fully understand the video
- Be clearly **legible** with good size and contrast
- identify **who is speaking**
- include **punctuation**
- be **timed synchronously** to the speech & sounds
- include information about **relevant sounds/noises**

Transcripts for Audio Content

Post a full transcript of any audio only content

Transcripts should include speaker information as well as other informational cues.

When creating content read from a script, that script can be edited to include any additional information added or relevant sounds and used as your transcript

There are audio transcription programs that work well to capture non-scripted recordings in a written format. Use a microphone for best results. Edit for clarity, punctuation, non-verbal sounds that are meaningful, and errors before posting.

Accessibility Resources for Faculty

College of Alameda's DSPS Faculty Accessibility Resources Page
Includes links to a variety of resources for ensuring that the content you create is accessible.

The CCC Accessibility Center has free resources and instruction to help CCC faculty build accessible course content, including Document Accessibility (Word, PowerPoint & PDF), online website accessibility checkers and more.
https://cccaccessibility.org

Information on Captioning and Audio Descriptions for Video content

Some great free Mini Courses on building accessible content are available at the @ONE Online Network of Educators catalog
https://catalog.onlinenetworkofeducators.org/browse/accessibility

Otter.ai Transcription and Captioning program – up to 600 minutes free per month on their free individual plan.

Supporting Timely Accommodation Requests: Syllabi/Canvas Statement

"If you have a disability which may require accommodations, please contact the College of Alameda Programs and Services for Students with Disabilities (DSPS): https://alameda.peralta.edu/student-service/dsps/
email: **COA-DSPS01@peralta.edu**, phone: 510-748-2328.

If you think you have a disability but currently have no documentation, DSPS may be able to help you. If you already have an accommodation notification from COA's DSPS, please submit it to the instructor privately. All information will be kept confidential.

Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged. "

Note to instructors: Students who do not wish to work with DSPS but are still requesting accommodations should be directed to the campus' 504/ADA Coordinator, the VP of Student Services

Q&A

Thank you.