Jul 27th, 3:00 PM - 4:00 PM

Designing Accessible Course Materials: Practices You Can Start Implementing Today!

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Designing Accessible Course Materials:
Practices you can start implementing today!

MN eLearning Summit
July 27-28, 2016
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Session Outcomes

By the end of today’s presentation and discussion, you will be able to:

– Recognize the importance of accessibility in terms of Federal Civil Rights Legislation and Universal Design for Learning.

– Identify specific ways to make course materials accessible.

– Locate self-help resources for creating accessible learning materials.
11%

• 11% of students in U.S. higher ed have a disability
• Stats gathered as of 2012

National Center for Education Statistics
https://nces.ed.gov/fastfacts/display.asp?id=60
Accessibility

“Accessibility means a person with a disability is afforded the opportunity

• to acquire the same information.
• engage in the same interactions, and
• enjoy the same services as a person without a disability
• in an equally effective and equally integrated manner
• with substantially equivalent ease of use.

The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.”

OCR Compliance Review No. 11-11-6002
Digital Accessibility?
Why? It’s the Law

Federal Civil Rights Legislation

• Americans with Disabilities Act of 1990
• Sections 504 & 508 of the Rehabilitation Act of 1973
• 21st Century Communications and Video Accessibility Act (CVAA)
Why? Increasing Litigation

US Dept. of Justice - Civil Rights Division

• Harvard & MIT (2015)
• University of Colorado Boulder (2014)
• South Carolina Technical College System (2013)
• Louisiana Tech University (2013)
• University of Montana (2012)
• Many others...
Why? It’s the Right Thing to Do

- Accommodations
- Universal Design for Learning (UDL)
- Proactive, not reactive
- Accreditation
Yeah, right on!

*But where do I start?*
Document Type

HTML
<title>HTML</title>
<body>
This is HTML!
</body>
</html>
Structure
Structure: headings & lists
Font: Sans Serif

Use a Sans Serif Font for online.

<table>
<thead>
<tr>
<th>Sans Serif</th>
<th>Serif</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arial</td>
<td>Times New Roman</td>
</tr>
<tr>
<td>Calibri</td>
<td>Garamond</td>
</tr>
<tr>
<td>Tahoma</td>
<td>Bookman Old Style</td>
</tr>
<tr>
<td>Verdana</td>
<td>Lucinda Calligraphy</td>
</tr>
</tbody>
</table>
Font: Contrast & Color

Can you read me?

Can you read me now?
Font: Contrast & Color Checker

[webaim.org/resources/contrastchecker/](http://webaim.org/resources/contrastchecker/)  [www.colorzilla.com](http://www.colorzilla.com)

**Color Contrast Checker**

*Home > Resources > Color Contrast Checker*

Foreground color: #0000ff  ✈ liften | darken

Background color: #ffffff  ✈ lighten | darken

Contrast Ratio: 8.59:1

**Normal Text**

- WCAG AA: Pass
- WCAG AAA: Pass
- Sample: I am normal text

**Large Text**

- WCAG AA: Pass
- WCAG AAA: Pass
- Sample: I am large text

Yea! I passed!!
Font: Color & Emphasis

• Colorblind *(color deficient)* Worldwide
  – 1 in 12 men (8%)
  – 1 in 200 women (.5%)
You will have 2 attempts for each quiz. Only the highest score will be kept.
Descriptive Links

If someone were reading a list of links, which would you prefer to hear?

Course Schedules

...or...

https://webproc.mnscu.edu/registration/search/basic.html?campusid=072&_ga=1.153158648.1721550958.1412352512
Descriptive Links...

more tips...

• If the document is to be both read online and printed, include the URL address within parentheses: e.g. Google (http://google.com).

• If a link opens a PDF document or video, say so and include the document size/video length within the link text:
  e.g. 2015 Annual Report [PDF, 750 KB]
  e.g. Accountants and Auditors [video, 1:09 mins]
Images: Alt Text

**Poor Example:**
House damaged from Hurricane Patricia.

**Better Example:**
Distressed boy standing in ruins that were once his home in wake of Hurricane Patricia.

- Short, but descriptive
- Personal focus, emotion
- Convey meaning
Images: Description Field

Add your ALT text here
Scanned Documents: Clarity

What could possibly go wrong?
Teaching patient safety and human factors in undergraduate nursing curricula in England: a pilot survey

Wayne Robson, Debbie Clark, David Plantick, Nick White and Bryn Bentzienage

Abstract

Patient safety is a key priority for clinical settings and government, and research in this area continues to grow. This study aimed to assess the human factors in teaching safety in undergraduate nursing curricula. The study was a mixed-methods project that took place in England. The study used a mixed-methods approach to collect data, including qualitative interviews and quantitative surveys. The findings suggest that there is a need for improvement in teaching safety in undergraduate nursing curricula. The study recommends that there is a need for more teaching resources and training for nursing students to improve patient safety.
PDFs

Start with an accessible document.

Enable accessibility settings.
### Tables

<table>
<thead>
<tr>
<th>f 16 (lightmeter) Exposure</th>
<th>f 135 (Holga 120 WPC) exposure for most Fuji, Kodak films with ISO 100</th>
<th>For most Ilford films with ISO 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>set to ISO 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2000 secs</td>
<td>1/30</td>
<td>1/30</td>
</tr>
<tr>
<td>1/1000 secs</td>
<td>1/15</td>
<td>1/15</td>
</tr>
<tr>
<td>1/500 secs</td>
<td>1/8</td>
<td>1/8</td>
</tr>
<tr>
<td>1/250 secs</td>
<td>1/4</td>
<td>1/4</td>
</tr>
<tr>
<td>1/60 secs</td>
<td>1 s</td>
<td>3 s</td>
</tr>
<tr>
<td>1/30 secs</td>
<td>3 s</td>
<td>6 s</td>
</tr>
</tbody>
</table>
## Tables... DOs and DON’Ts

<table>
<thead>
<tr>
<th>f 16 (lightmeter) Exposure</th>
<th>f 135 (Holga 120 WPC) exposure</th>
<th>f 135 (Holga 120 WPC) exposure</th>
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</tr>
<tr>
<td>1/250 secs</td>
<td>1/4</td>
<td>1/4</td>
</tr>
<tr>
<td>1/60 secs</td>
<td>1 s</td>
<td>3 s</td>
</tr>
<tr>
<td>1/30 secs</td>
<td>3 s</td>
<td>6 s</td>
</tr>
</tbody>
</table>

- Designate column and/or row headers.
- Repeat header rows (Word).
- Add ALT text.
- Do not merge or split table cells.
Presentations: Content Considerations

Use a unique title for each slide.

Verify all content appears in “Outline View.”

- What is Accessible Technology?
  “Accessible electronic and information technology (EIT) is technology that can be accessed by people with a wide range of abilities and disabilities. When technology has been developed with accessibility in mind, incorporating the principles of universal design, all users are able to interact with the technology in the ways that work best for them.”
  University of Montana

- What Types of Content?

- Why? It’s the Law

- Why? Increasing Litigation
  - University of Colorado Boulder (2014).
  - University of Montana (2012).
  - Many others...
Presentations: Audio & Visual Additions

- ALT Text
- Speaker Notes: link to media & transcript
- Link OUT to media

embed
Accessibility Checkers

Check for Issues
Inspect Document
Check the presentation for hidden properties or personal information.

Check Accessibility
Check the presentation for content that people with disabilities might find difficult to read.

Check Compatibility
Check for features not supported by earlier versions of PowerPoint.

Activate Read Out Loud
Read this page only
Read to end of document
Pause
Stop

WAVE
Web accessibility evaluation tool
Web page address...

found at: wave.webaim.org
Multimedia:
Transcripts & Captions
Self Help Resources

- Portland Community College
  http://www.pcc.edu/resources/instructional-support/access/

- U of M Accessibility
  http://accessibility.umn.edu/

- WebAim
  http://webaim.org/
  http://webaim.org/techniques/word/

- National Center on UDL
  http://www.udlcenter.org/

- UDL Learning Module
  http://fltpsid.info/UDLModule.php
Questions
Resources

**Minnesota STAR Program**: http://mn.gov/admin/star/accessibility

**Minnesota Learning Commons - Web Accessibility Project**: https://mnlearningcommons.us/app/custom/project/WebAccessibility

**MN Learning Commons - Accessibility Resources** (Web Accessibility Site): http://www.normandale.edu/onlineeducation/mnlcaccess2014/

**W3C - Web Accessibility Initiative**: http://www.w3.org/WAI/gettingstarted/Overview.html

**DO IT (University of Washington, Seattle)**: http://www.washington.edu/doit/

**The National Center on Disability and Access to Education (NCDAE) - Cheetsheets**: http://ncdae.org/resources/cheatsheets/

**AHEAD (Association on Higher Education and Disability) - Universal Design Resources**: http://www.ahead.org/resources/universal-design/resources


**ACT Center (University of Missouri)**: http://actcenter.missouri.edu/accessibility/documents.html

**Accessibility site (University of Minnesota)**: http://accessibility.umn.edu/home.html

**Faculty Course Preparation Guide (University of Montana)**: http://www.umt.edu/accessibility/getstarted/faculty.php

**Accessibility site (University of Montana)**: https://www.umt.edu/accessibility/

**Creating Accessible Documents (University of Montana)**: http://www.umt.edu/accessibility/getstarted/documents/default.php

**Web Accessibility Guidelines handbook (Portland Community College)**: http://www.pcc.edu/about/accessibility/

**Accessibility for Online Course Content (Portland Community College)**: http://www.pcc.edu/resources/instructional-support/access/

**Web Accessibility MOOC for Online Educators** (co-hosted by D2L and Portland Community College): https://opencourses.desire2learn.com/cat/


**Creating Accessible PDFs**: http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html


**Web Accessibility Trainings (Portland Community College)**: http://www.pcc.edu/resources/instructional-support/access/trainings.html

**Introduction to Screen Readers**: https://www.youtube.com/watch?v=o_mvO6EQ0tM
Acknowledgments

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  – The Law: smlp.co.uk (fotopedia.com)
  – Gavel: Chris Potter (Flickr: 3D Judges Gavel) [CC BY 2.0 via Wikimedia Commons]
  – Confused man: http://bkonsulting.org/training/img/boy.png
  – Whiteout: http://static0.thethingsimages.com/wp-content/uploads/2016/05/whiteout.jpg
  – PDF: commons.Wikipedia.org
  – HTML doc: commons.Wikipedia.org
  – Word doc: commons.Wikipedia.org
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