

Jul 30th, 8:15 AM - 9:15 AM

10 Steps Closer to an Accessible Course

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10 Steps Closer to an Accessible Course

MN eLearning Summit
July 29-30, 2015





Introductions



Catherine Artac

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Certified QM Peer Reviewer
Certified QM Online Trainer / Facilitator

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Digital Accessibility?





Why? It's the Right Thing to Do

- Universal Design for Learning (UDL).
- Proactive, not reactive.
- Accreditation.





Why? It's the Law

- Americans with Disabilities Act of 1990
- Sections 504 & 508 of the Rehabilitation Act of 1973
- US Department of Justice, Civil Rights Division





Why? Increasing Litigation

- Harvard & MIT (2015)
- University of Colorado Boulder (2014)
- University of Montana (2012)
- Many others...



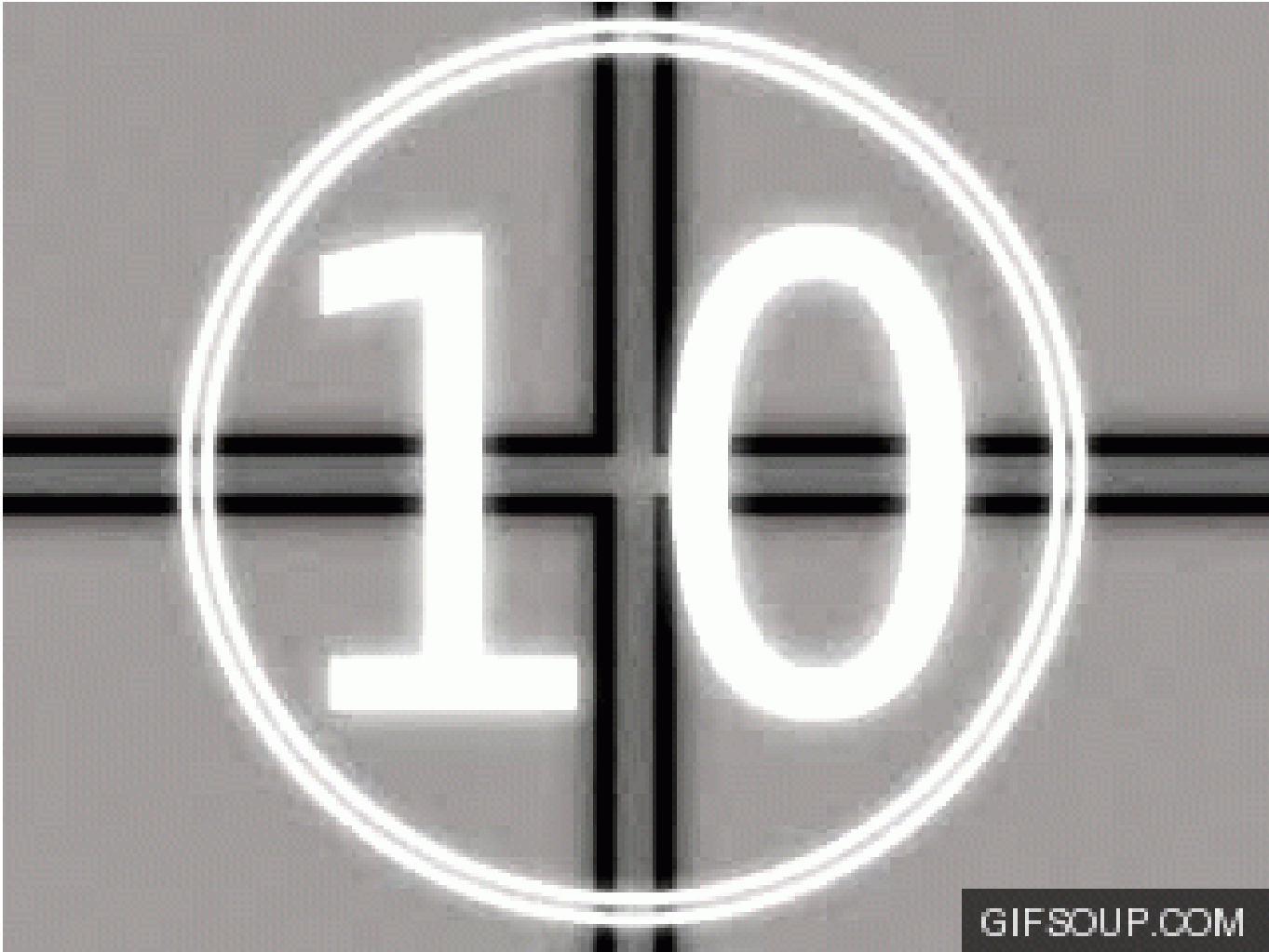


What should I be doing?





MINNESOTA STATE UNIVERSITY MOORHEAD



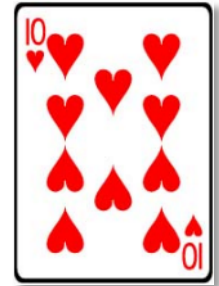


Structure



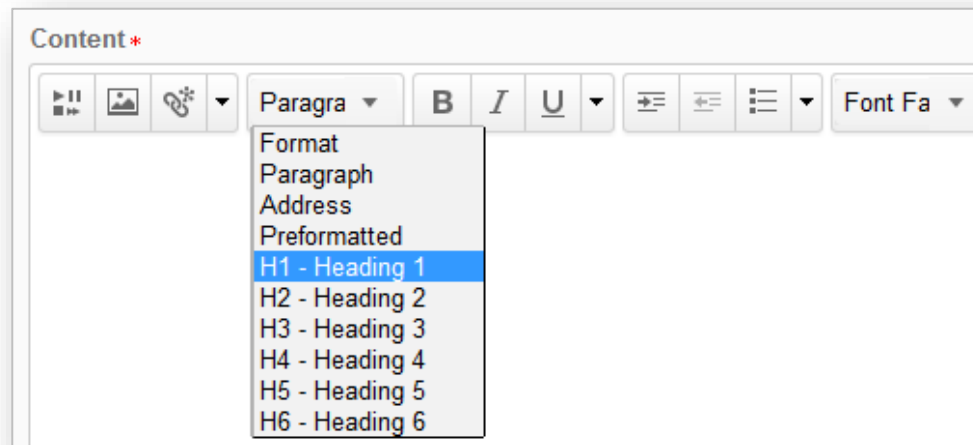
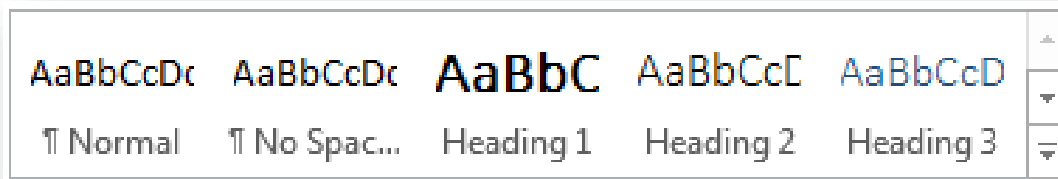


Structure: headings



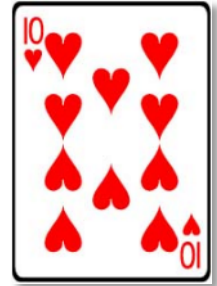
Use built-in Heading Levels.

Use levels in the proper order.

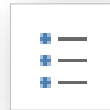




Structure: lists



Use built-in List styles appropriately.



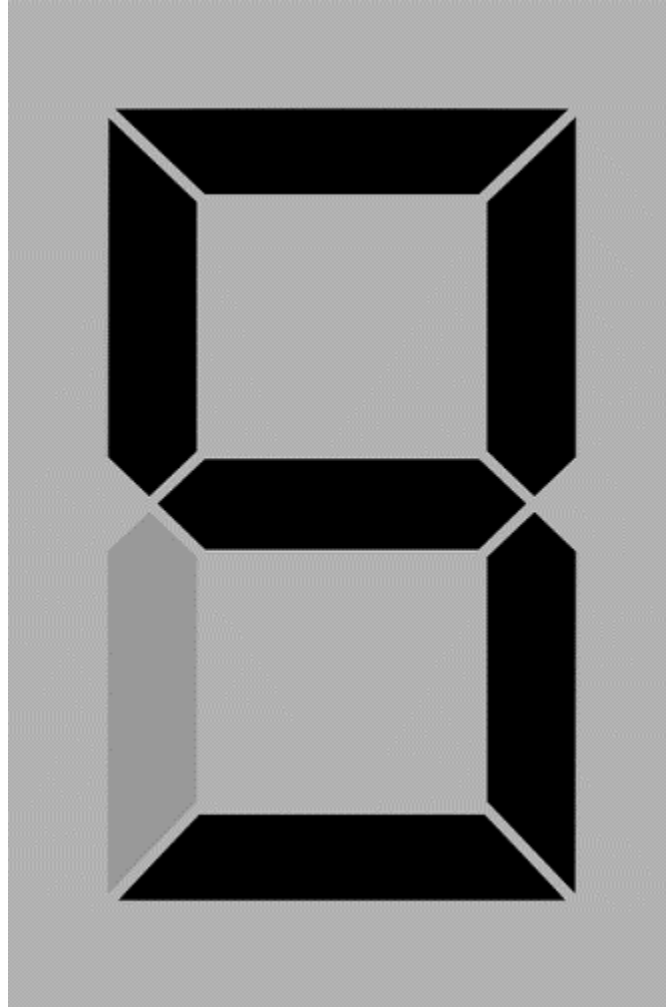
Bulleted lists



Numbered lists

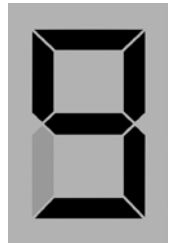


Font





Font: Sans Serif



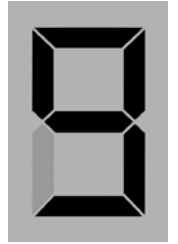
Use a Sans Serif Font for online.

Sans Serif	Serif
Arial	Times New Roman
Calibri	Garamond
Tahoma	Bookman Old Style
Verdana	<i>Lucinda Calligraphy</i>





Font: Color & Contrast

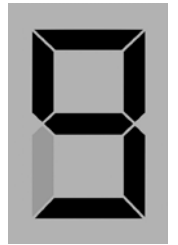


Can you read me?





Font: Contrast!



Can you read
me now?



Links





Links: Descriptive Text



Course Schedules

versus

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





Links: Tips for Accessible Links



Avoid “click here” and “read more.”

Do not add the word “link.”

Include URL address within parentheses
if you expect students will print:

[Google](http://google.com) (http://google.com).

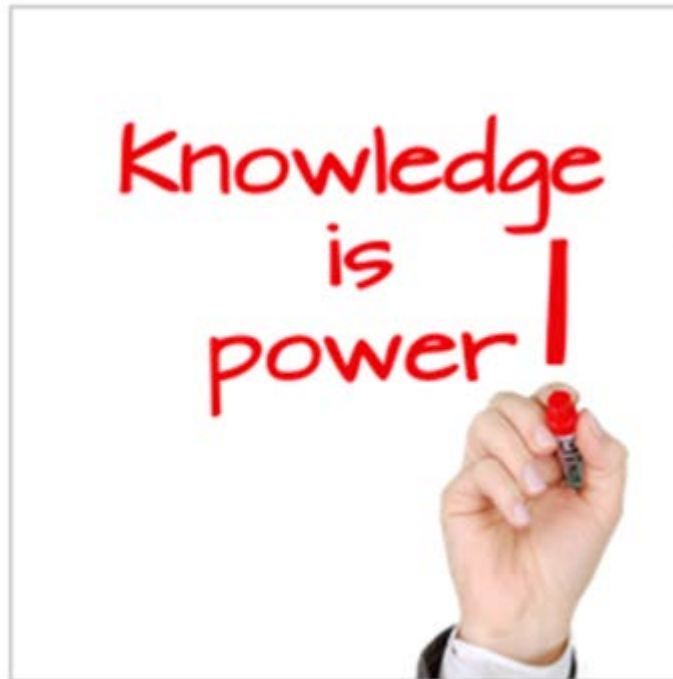
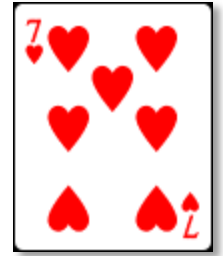


Images





Images: ALT Text

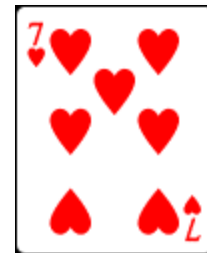


ALT Text





Images: Description field



Format Picture [Close]

🔍 🏠 🏗️ 🖼️

▷ SIZE

▷ POSITION

▷ TEXT BOX

▲ **ALT TEXT**

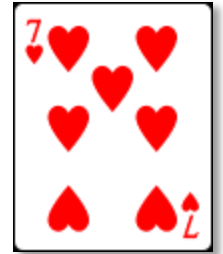
Title ⓘ

Description

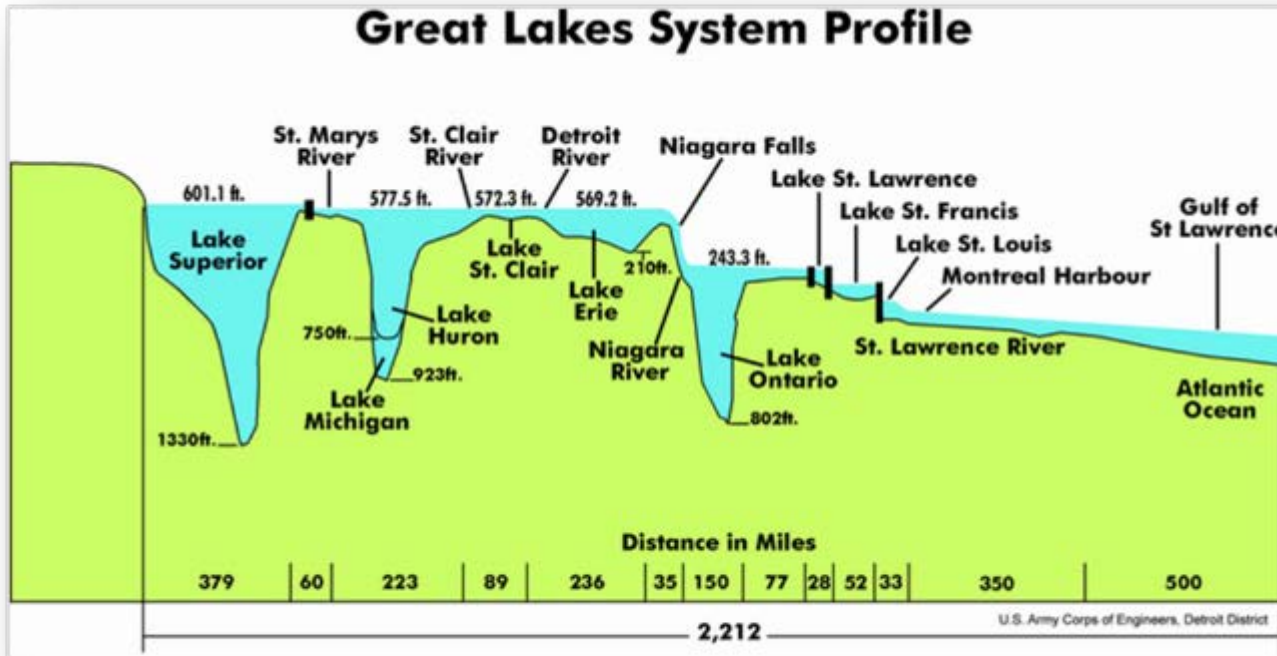
Add your ALT text here



Images (7.3)



What about complex images?



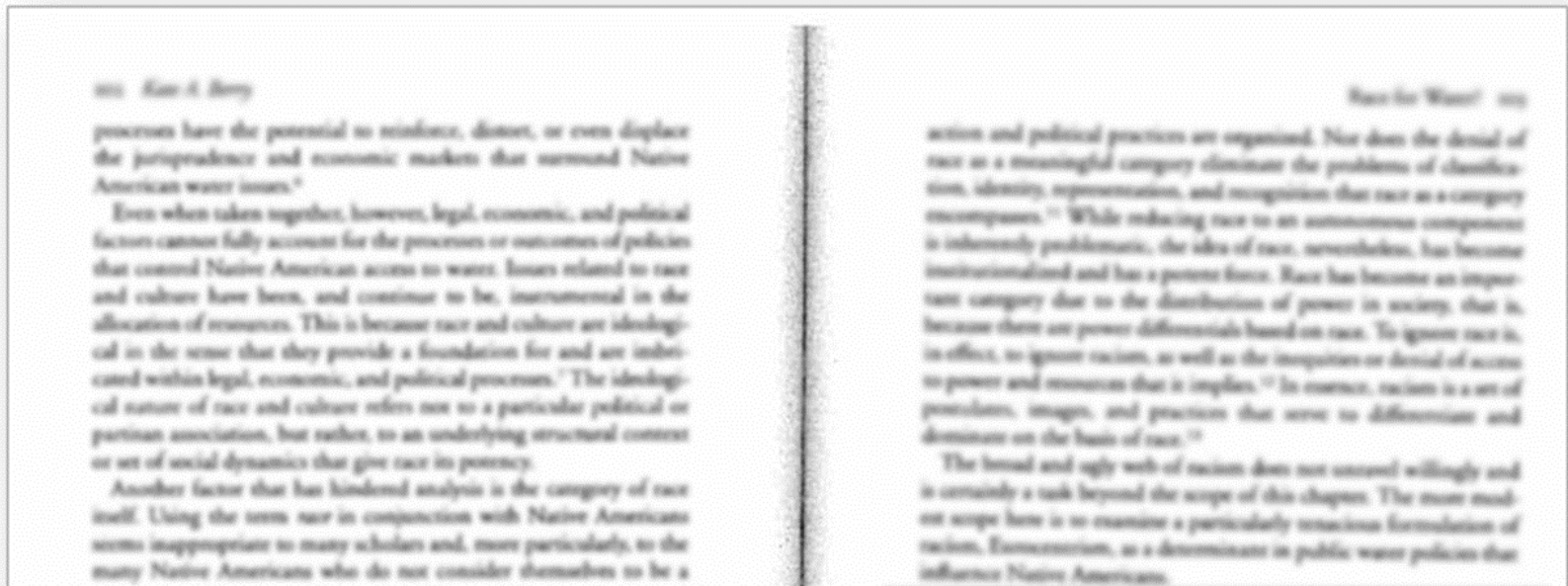


Scanned Documents





Scanned Documents: Text or Image?



PDFs



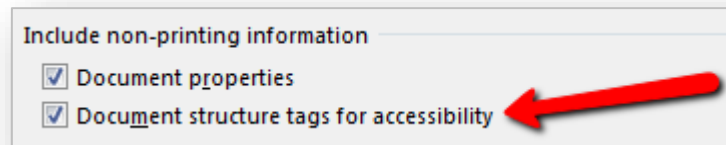
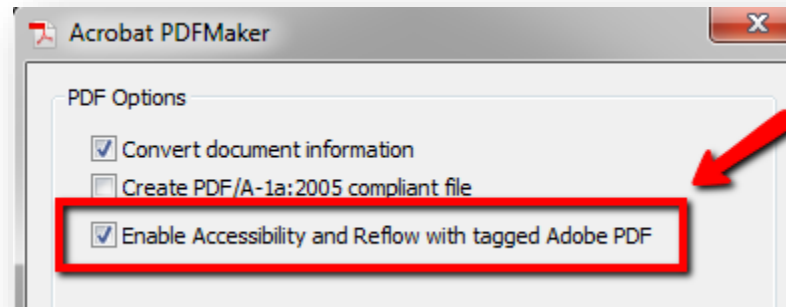


PDFs: Save As



Save as an accessible document.

Enable accessibility settings.



Tables





Tables



- Designate column and/or row headers.
- Repeat header rows (Word).
- Do not merge or split table cells.

f 16 (lightmeter) exposure	f135 (Holga 120 WPC) exposure	
set to ISO100	for most Fuji, Kodak films with ISO100	for most Ilford films with ISO100
1/2000 Secs	1/30	1/30
1/1000 Secs	1/15	1/15
1/500 Secs	1/8	1/8
1/250 Secs	1/4	1/4
1/125 Secs	1/2	1/2
1/60 Secs	1 s	3 s
1/30 Secs	3 s	6 s





Presentations





Presentations: Content Considerations



Use a unique title for each slide.

Verify all content appears in “Outline View.”

3 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

4 What Types of Content?

5 Why? It’s the Law

6 Why? Increasing Litigation

- Harvard & MIT (2015).
- University of Colorado Boulder (2014).
- University of Montana (2012).
- Many others...

Outline View
(PowerPoint)





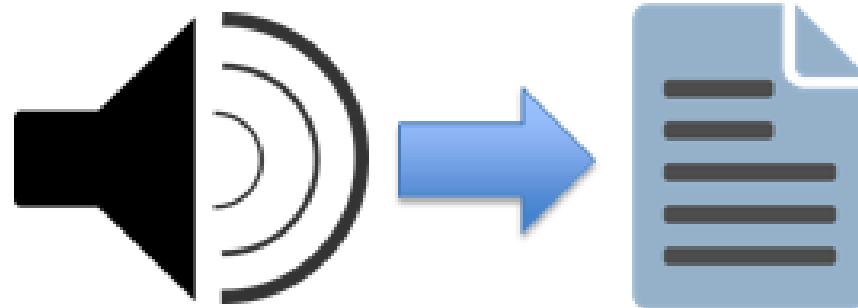
Presentations: Audio, Visual, & Navigation

3

Add speaker notes.

Provide a transcript if using audio or other media.

Link out to media rather than embedding.





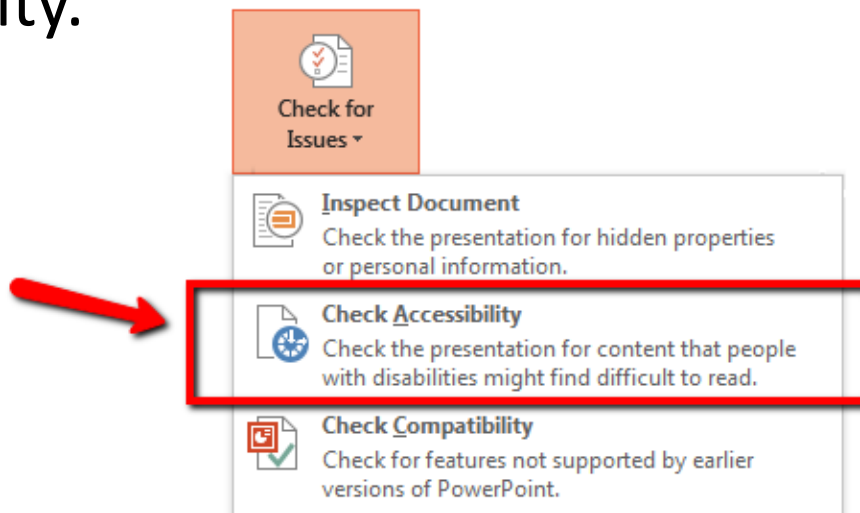
Accessibility Checkers



Accessibility Checkers: Microsoft Office



- All Microsoft Office 2010 products and higher.
 - Not available for Visio.
 - Not available for Microsoft Office for the Mac.
- Go to File + Info + Check for Issues + Check Accessibility.





Accessibility Checkers: Web Pages



- WAVE for Firefox
- Section 508 Tester
- Manual testing
- Screen readers:
 - [NVDA](#) (NonVisual Desktop Access)
 - [JAWS](#) (Job Access With Speech)





Multimedia





Multimedia: The Elephant in the Room

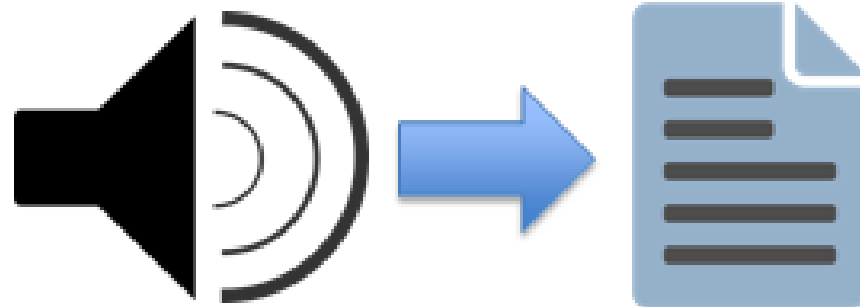


Challenges?

Advantages?

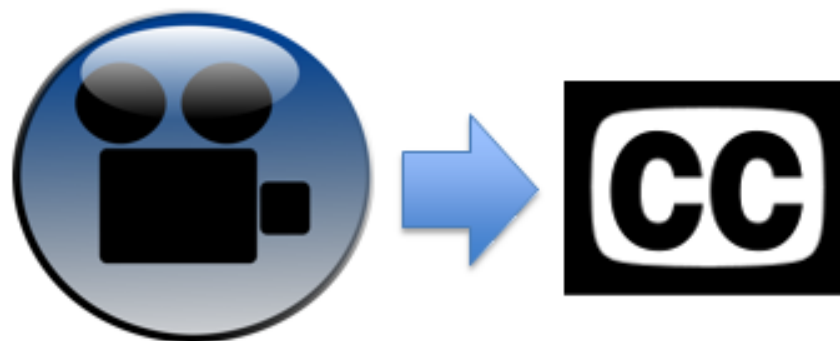


Multimedia: Audio Transcripts



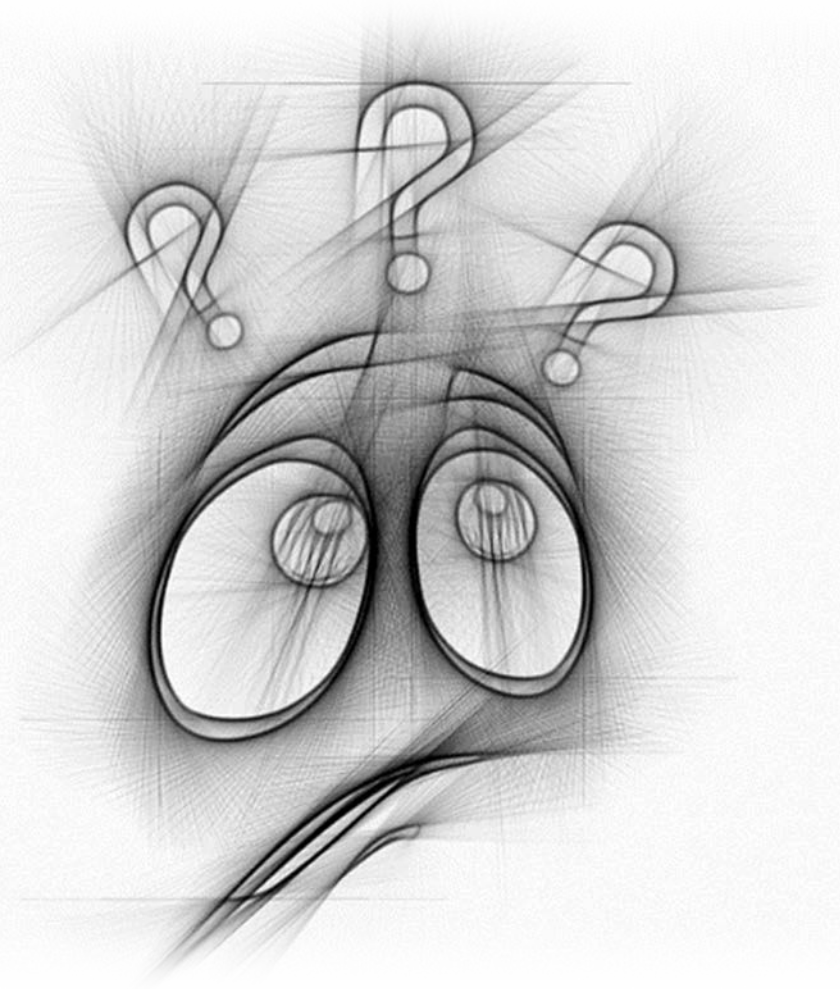


Multimedia: Video Captions or Subtitles



What's holding you back?

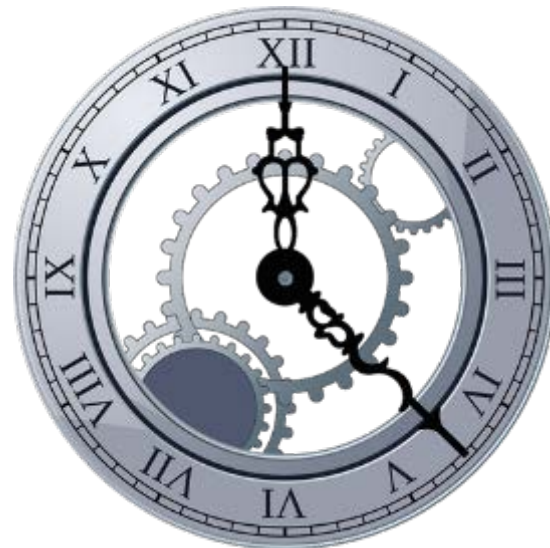


- Time?
- Lack of leadership?
- Funding?
- Knowledge?



The Time to Act is Now

- Educate yourself.
- Collaborate with others on campus.
- Devise a plan.
- Start with small changes.
- Find a champion.





Self Help Resources

- [Portland Community College](#)

<http://www.pcc.edu/resources/instructional-support/access/>

- [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): <http://mn.gov/admin/star/accessibility>

[Minnesota Learning Commons - Web Accessibility Project](https://mnlearningcommons.us/app/custom/project/WebAccessibility):

<https://mnlearningcommons.us/app/custom/project/WebAccessibility>

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

<http://www.normandale.edu/onlineeducation/mnlcaccess2014/>

[W3C - Web Accessibility Initiative](http://www.w3.org/WAI/gettingstarted/Overview.html):

<http://www.w3.org/WAI/gettingstarted/Overview.html>

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

<http://www.washington.edu/doit/>

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

[Cheatsheets](http://ncdae.org/resources/cheatsheets/): <http://ncdae.org/resources/cheatsheets/>

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

<http://www.ahead.org/resources/universal-design/resources>

[Universal Design in Higher Education](http://www.washington.edu/doit/universal-design-higher-education-promising-practices), by Sheryl E. Burgstahler:

<http://www.washington.edu/doit/universal-design-higher-education-promising-practices>

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

<http://actcenter.missouri.edu/accessibility/documents.html>

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

<http://accessibility.umn.edu/home.html>

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

<http://www.umt.edu/accessibility/getstarted/faculty.php>

[Accessibility site \(University of Montana\)](https://www.umt.edu/accessibility/):

<https://www.umt.edu/accessibility/>

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

<http://www.umt.edu/accessibility/getstarted/documents/default.php>

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

<http://www.pcc.edu/about/accessibility/>

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

<http://www.pcc.edu/resources/instructional-support/access/>

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

<https://opencourses.desire2learn.com/cat/>

[Creating Accessible Microsoft Office Documents](http://www.lynda.com/Excel-tutorials/Creating-Accessible-Microsoft-Office-Documents/186696-2.html):

<http://www.lynda.com/Excel-tutorials/Creating-Accessible-Microsoft-Office-Documents/186696-2.html>

[Creating Accessible PDFs](http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html): [http://www.lynda.com/Acrobat-](http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html)

[tutorials/Creating-Accessible-PDFs/147579-2.html](http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html)

[Web Accessibility Principles](http://www.lynda.com/Dreamweaver-tutorials/web-accessibility-principles/448-2.html): [http://www.lynda.com/](http://www.lynda.com/Dreamweaver-tutorials/web-accessibility-principles/448-2.html)

[Dreamweaver-tutorials/web-accessibility-principles/448-2.html](http://www.lynda.com/Dreamweaver-tutorials/web-accessibility-principles/448-2.html)

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

<http://www.pcc.edu/resources/instructional-support/access/trainings.html>

[Introduction to Screen Readers](https://www.youtube.com/watch?v=o_mvO6EQ0tM):

https://www.youtube.com/watch?v=o_mvO6EQ0tM





Acknowledgments

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 - Do the Right Thing: commons.wikimedia.org
 - The Law: smlp.co.uk (fotopedia.com)
 - Gavel: [Chris Potter \(Flickr: 3D Judges Gavel\)](#) [CC BY 2.0 via Wikimedia Commons]
 - Man shrugging: commons.wikimedia.org/
 - Countdown: gifsoup.com
 - House of cards: pixabay.com
 - Playing cards: commons.wikimedia.org/
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