Quality Matters Standard 8

General Standard 8	Assessment and Measurement☐ The course demonstrates a commitment to accessibility for all students. *The accessibility standard incorporates the principles of Universal Design for Learning (UDL) and is consistent with Web Content Accessibility Guidelines (WCAG 2.0)*		
Specific Standards	**Recommended Best Practices**	**Additional Questions / Issues to Discuss**	**Work to Be Completed**
8.1 Course accessibility information is provided along with guidance for obtaining student accommodations.(3 points)	1. A link or statement certifying the LMS accessibility (e.g., a vendor's Voluntary Product Accessibility Template) should be readily available <u>**or**</u> provided in the Course Worksheet. 2. Documentation stating the degree of accessibility of the content, tools, and software used in the course is present. Instructions are provided on how to obtain accommodations or to seek assistance if the student is unable to access course materials. These should be readily available or provided in the course worksheet. 3. A link or statement providing information regarding to whom problems with accessing, content and/or needed accommodation requests should be reported.		
Reviewer feedback: *There is a link that verifies the accessibility of the course in the Course Worksheet, however, there is no statement within the course that indicates this nor is there a link for*	This is now on the MVS website and in the Policies & Info page for each course.SLS Accommodations & Accessibility Guidelines	In order to meet annotation #1 should we add something like this to our Course Info section? This also reinforces #2 and #3.	Have Mel add to Policies and Info - Accommodations & Accessibility module.

students to get information about Accessibility. This could be added to the Course Info in order to meet this standard. *The principals are included in the course worksheet, but it would also be helpful to include this information for students.* *There is no link to the host institution policies describing accessibility standards. The institution has explained their accessibility principles in the Course worksheet.*			
8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content. (3 points)	Alternative means of access to course information are provided for all students. 1. Titles and descriptions provide alternative, text-based representation of information for images, tables, diagrams and other objects. 2. Videos and live audio have synchronized captions and transcripts. 3. Form elements (text fields, checkboxes, dropdown lists, etc.) have a label associated to the correct form element using the <label> tag. The user can submit the form and recover from any errors, such as the failure to fill in all required field.		

	4. Synthetic speech support (text-to-speech feature) with synchronized highlighting is available for all text-based learning.		
Reviewer feedback: *"The videos all have a Closed Caption (CC) option on them. It would be helpful to indicate this before the video starts to remind students that this option is available to all students regardless of accommodation need.* *It is also important that these videos be reviewed for the correctness of their transcripts.* *Students would be confused by their misinterpretation. This can be updated in the Closed Caption process."* *"Finally, the course developer could include instructions within the course to show how to turn captions on in YouTube, TEDTalks and BrainPOP, which have the majority of*	Most of this is best practices information. Making sure we have alternative text and choose video content that is closed captioned is a good start. If we make our own videos we should upload a transcript and make sure the closed captioning is accurate.	#1 is simply a best practice. #2 Choose wisely from resources like YouTube and add to the template Like this? Derrall #3 Our courses really don't use this. #4 Options?	#1 - Add a couple of images with "good" alt tags to sample lesson/best practices. #2 - add CC information template Course Info. #4 - Include screen reader options in the Student Orientation

the video resources."			
8.3 The course ensures screen readability and minimizes distractions.(2 points)	The course uses appropriate design elements, including colors, fonts, spacing, graphics, formatting, and color coding to facilitate readability and minimize distractions to the student. Colors are used judiciously and do not present a barrier to students accessing the content. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions from the materials.		
Reviewer feedback: *The text in the course is written to ensure readability and minimize distraction. The text is generally black on white, which is easy to read. Some bold text is used for emphasis. Occasionally red is used. The course developer may want to limit the use of red for students who are color-blind, as red green colorblindness is the most common form of color blindness and may not see this red text stand out as intended.*	This is clearly a best practice. I do not see any way to add this to a template. Just make sure the template we use is free of this type of thing.	Using red or blue to indicate discussion boards, quizzes etc. Seem OK, if we make them italicized also? Icons or graphics can have alt=" " tags? Apps that you can test with: Chromatic Vision Simulator - iPhone ColorBlindness SimulateCorrect - Android	

8.4 The course design accommodates the use of assistive technologies.(2 points)	The course provides useful descriptions of what students will find at linked sites. 1. Course pages and documents have links that are self-describing and meaningful. For instance, the link should say "Take Quiz 1" not "click here." 2. Alternative text is provided for all icons used as links and includes appropriate HTML tags. 3. Links are arranged in numeric or alphabetic order rather than simple bulleted lists. 4. Online tables are used for layout to organize data. Tables that are used to organize tabular data should have appropriate table headers. Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table. 5. PDF documents are made as accessible as possible or use HTML.		
Reviewer feedback: *Standard 8.4 asks if pages are built so that assistive technology will function successfully. I tested some pages with Natural Reader and Jaws and had mixed success. Use of alt-tags for images is inconsistent and the use of icons, while helpful to sighted students, interfered with screen readers. Consider doing more testing with screen readers and perhaps revise the layout of pages to ensure compatibility.*	1. Best practice, but make sure our template is free of this type of issue. Here is a nice example of links. 2. Best Practice - if it is eye candy **and** a link. The alt tag needs to be there for the "function" part. 3. This was new to me, but I didn't see anywhere that we actually got dinged on it. 4. Best practice 5. AVOID SCANNED DOCUMENTS!		Make sure everyone is aware of these annotations.