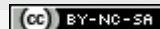


Its All in the Design: The Importance of Making Courses Legally Accessible

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PORT ARANSAS, TX



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Session Objectives



Identify the major access issues in online learning common to most findings by the U.S. Dept. of Education's Office for Civil Rights

Describe policies to help institutions ensure online courses are accessible to people with disabilities

Describe at least 5 different design features that will help ensure online courses are accessible

Are you from one of these institutions?

Arizona State

New York University

Penn State

Florida State University

University of Montana

Grand Rapids Community College

South Carolina Technical College

Lockhart ISD

**Puerto Rico Department of
Education**

Chandler Unified School District

Michigan Department of Education

Louisiana Tech University

Crowley ISD

Virtual Community School of Ohio

**South Carolina Virtual Charter
Schools**

University of Montana-Missoula -

Manchester School District


U. Cincinnati

Youngstown State U

University of Phoenix

Oakland Community College

New Horizons Charter Academy



**Why are you
here?**

Accessibility Quiz

1. Who is your institution's Section 504 Coordinator?
2. Who is your institution's ADA Coordinator?
3. Does your institution require courses to meet your quality standards in order for the course to be offered?
4. Does your course review include all the course's external links?
5. Does your institution include an accessibility check for all technology purchases?
6. Has your institution done an accessibility audit of the institutional website(s)?

Ray's Background

K-12 teacher, curriculum coordinator, counselor, administrator

Civil Rights Specialist/Manager

Virtual High School designer/manager

2007 1st publication access and equity in online education

Faculty, Instructional Technology and Distance Learning
Coordinator, Huston-Tillotson U.

Technical Working Group, Center on Online Learning and
Students with Disabilities

Author: (2014) *Access and Equity for All Learners in Blended
and Online Education*

Access and Equity for All Learners in
Blended and Online Education



WRITTEN BY:
Raymond Rose
Rose & Smith Associates

<http://www.inacol.org/resource/access-and-equity-for-all-learners-in-blended-and-online-education/>



U.S. Department of Education
Office for Civil Rights

OCR's Operational Definition

“those with a disability are able to acquire the same information and engage in the same interactions — and within the same time frame — as those without disabilities.”

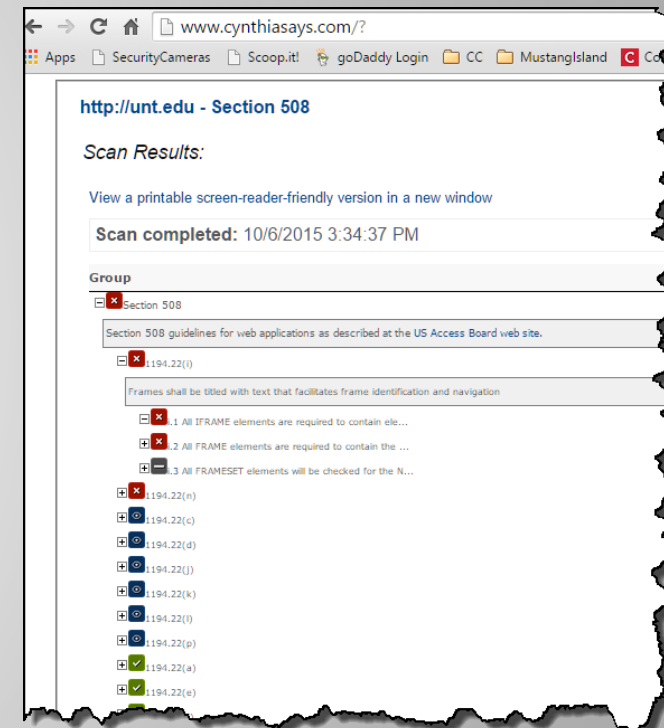
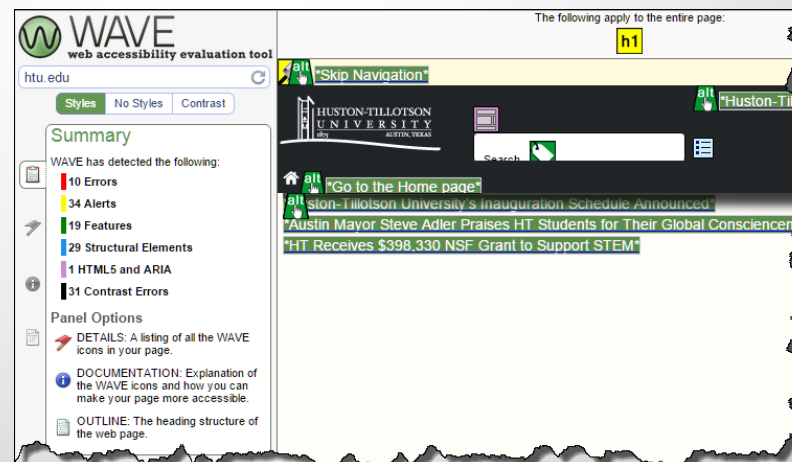
OCR Compliance Review 11-11-2128, 06121583,
paraphrased from 11-13-5001, 10122118, 11-11-6002

Simple way to check your website

FREE website accessibility test sites

<http://CynthiaSays.com>

<http://WAVE.webaim.org>

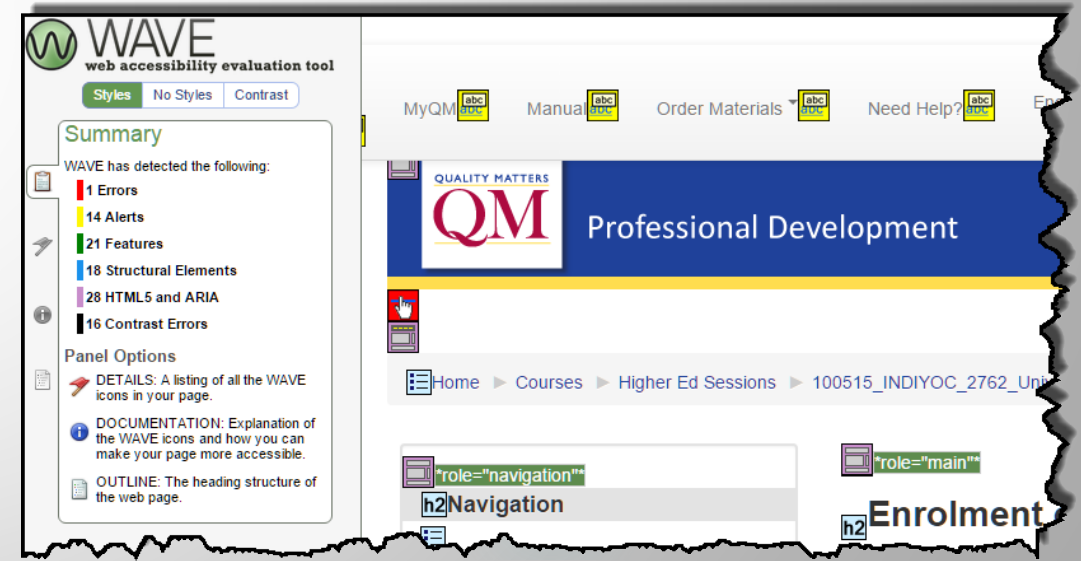
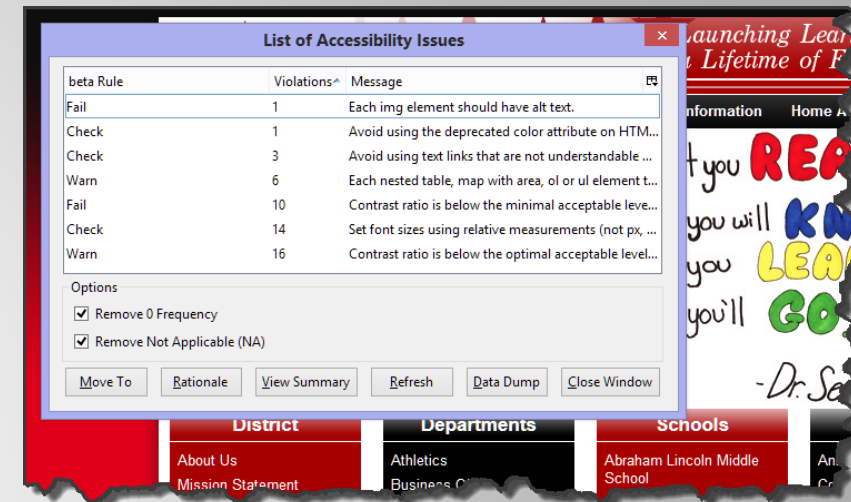


Resource: Browser Based Accessibility Tools

Accessibility Evaluator for Firefox 1.5.7.1*

WAVE Evaluation Tool for Google Chrome

*2008 uses WCAG 1.0



Common OCR Findings



- 1. Lack of Alternative Text on All Images**
- 2. Documents Not Posted in an Accessible Format**
- 3. Lack of Captions on All Videos and the Inability to Operate Video Controls Using Assistive Technology**
- 4. Improperly Structured Data Tables**

Common OCR Findings



- 5. Improperly Formatted and Labeled Form Fields**
- 6. Improper Contrast Between Background and Foreground Colors**
- 7. Frames Not Titled with Text that Facilitates Frame Identification and Navigation**

Access and Equity Checklist

- ▶ **Policies**
- ▶ **Online Course Design**
- ▶ **Program and Course Monitoring**

Policy Recommendations:

Institution has adopted, as policy, a set of quality standards to which all online learning courses adhere.

All the institution's online courses (including those from outside profit and non-profit vendors) are reviewed to insure they meet legal accessibility standards.

Institution has determined process, responsibility, and timeline for retrofitting accessibility or replacing courses that are not accessible.

Policy Recommendations:

Institution has a designated 504 Coordinator, Grievance Policy, and conducts annual notifications. *(Required)*

Institution has policy and activities to ensure organizational website meets accessibility requirements.

Policy Recommendations (K-12)



Institution has created and promulgated a Special Needs Online Learning Policy.

Institution has no gateway exam/test where a specific score is required to participate in online learning activities.

Website & Online Course Design:



Color selection does not impede students with color blindness.

There is no use of graphical eye-candy.

All graphics have meaningful, learning-related Alt Tags.

All content in PDFs is searchable (if a graphic, follow requirements for graphics).

Website & Online Course Design



All audio is accompanied by text transcripts.

All video includes synchronized captioning.

Course navigation is possible without the use of a mouse.

Content at all external links meets the same accessibility standards.

Courses are reviewed with access by a screen reader in mind.



Online Program and Course Monitoring (K-12)

Disaggregated enrollment data is collected for all online programs and courses.

Enrollment data is analyzed for comparison with sending population.

Session Objectives



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Contact Info

Raymond Rose

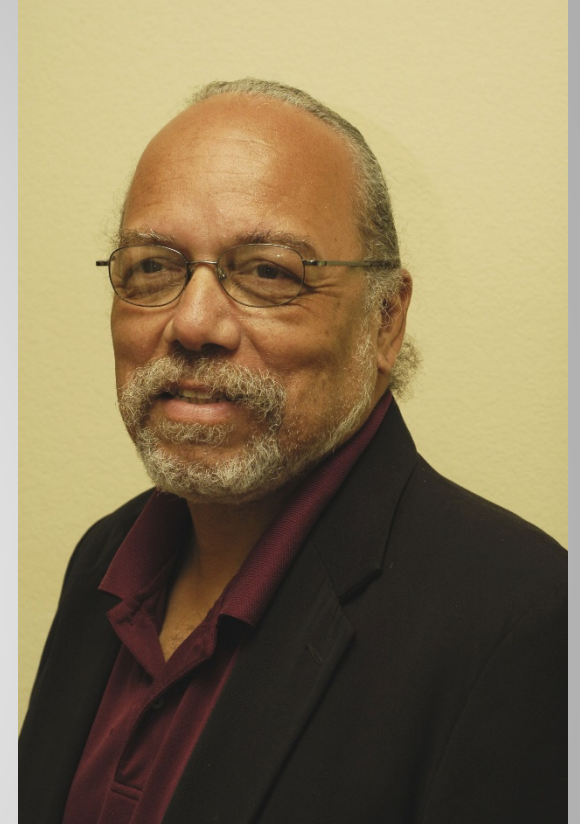
ray@rose-smith.com

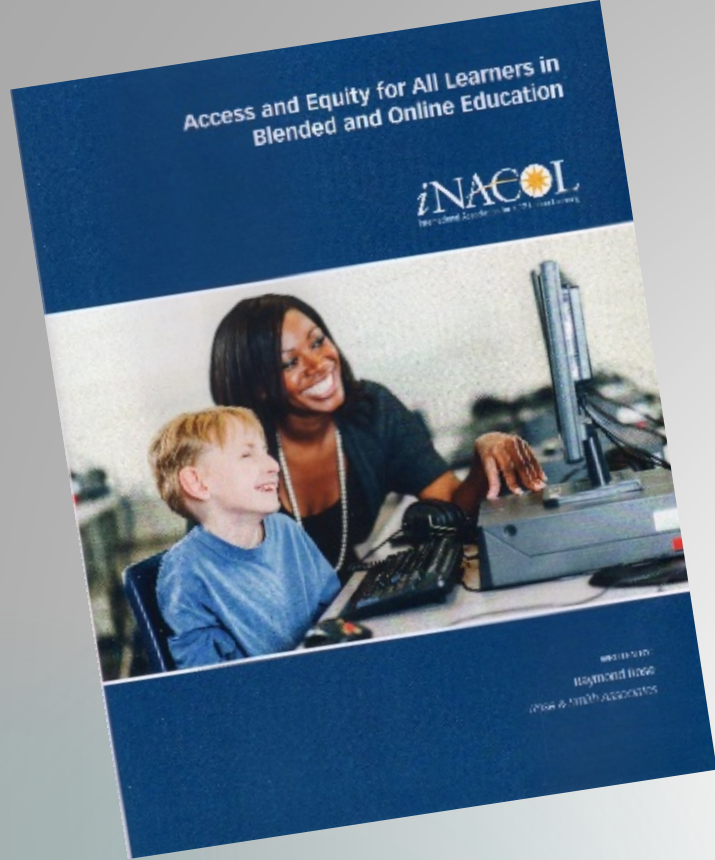
512.791.3100

Presentation slides on this topic are available at SlideShare.net under

RaymondRose

And at my blog: rmrose.blogspot.com





Resources

THE FOLLOWING COMPILATION OF RESOURCES CAN BE HELPFUL WHEN DEVELOPING ACCESSIBLE ONLINE COURSES AND WEBSITES.

THIS IS NOT INTENDED TO BE A COMPREHENSIVE LIST.

Resources

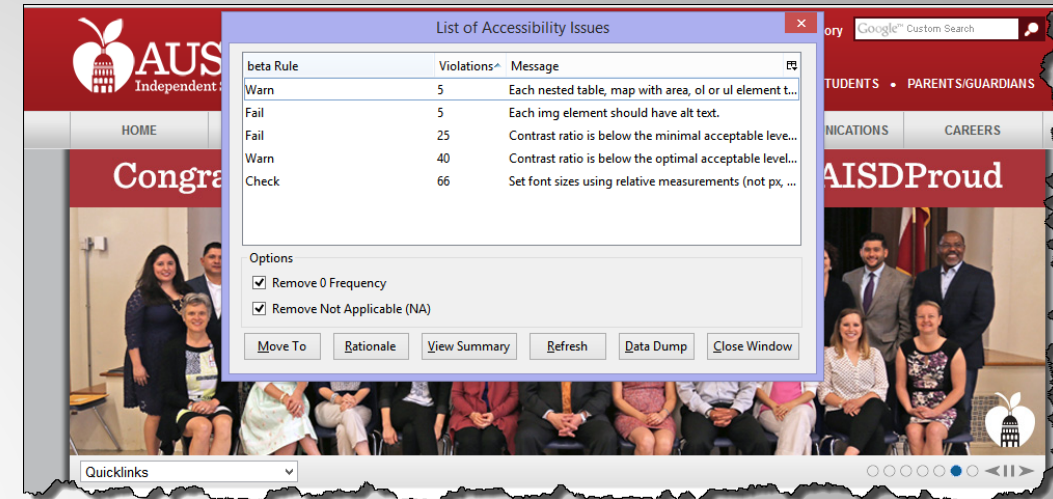
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Browser Based Tools

Accessibility Evaluator for Firefox 1.5.7.1*

WAVE Evaluation Tool for Google Chrome

*2008 uses WCAG 1.0



Resources

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FREE website accessibility testers

<http://CynthiaSays.com>

<http://WAVE.webaim.org>



<http://eanesisd.net/> - Section 508

Scan Results:

View a printable screen-reader-friendly version in a new window

Scan completed: 6/4/2015 4:38:53 PM

Group

Section 508

Section 508 guidelines for web applications as described at the US Access Board web site.

1194.22(a)

A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).

1.1 All IMG elements are required to contain either...

The ALT or LONGDESC attribute is used by user agents to supply information about an image when images cannot be shown.

IMG element contains no ALT attribute.

<http://eanesisd.net/>

Line 37, column 50, IMG element, SRC = "http://eanesisd.net/eanesisd/theme/images/logo.png"

Non-decorative IMG element contains empty ALT attribute.

IMG element inside anchor with no text has empty ALT attribute.

1.2 All APPLET elements are required to contain bot...

1.3 When EMBED elements are used, the NOEMBED eleme...

1.4 All OBJECT elements are required to contain ele...

1194.22(n)

1194.22(h)

1194.22(c)

1194.22(d)

Resources

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HHS Section 508 Accessibility checklists

<http://www.hhs.gov/web/section-508/making-files-accessible/checklist>

Resources

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Free trial

<https://amp.ssbartgroup.com/express>

You can view a
10 page
accessibility report

The screenshot displays the AMP web application interface. At the top, there is a navigation bar with the AMP logo, user information (ray@rose-smith.com!), preferences, and logout options. A search bar is also present. Below the navigation bar, there are tabs for Dashboard, Learning Center, Toolbox, and Help Desk. The main content area shows the URL http://eanesisd.net - June 4, 2015, 2:57 pm - Report D... with a star icon. Below the URL, there is a breadcrumb trail: Evaluation Users > ray@rose-smith.com > http://eanesisd.net - June 4, 2015, 2:57 pm. A navigation menu includes Overview (selected), Compliance, Patterns, Modules, Violations, and Use Cases. The main content area is divided into three panels: 1. Recent Organization Tree: A list of items including Evaluation Users, ray@rose-smith.com, http://eanesisd.net - June 4..., AMP Workspace, and another instance of http://eanesisd.net - June 4... 2. Report Info: A summary of the report including Report Name (http://eanesisd.net - June 4, 2015, 2:57 pm), Created (Thursday, June 4th, 2015), Report Owner (ray@rose-smith.com), and Technology Platform (Web). 3. Compliance Health By Ruleset: A bar chart showing compliance percentages for different rulesets: 508.22 (56%), WCAG2 A (64%), and WCAG2 AA (77%). The x-axis represents the percentage from 0% to 100%.

Ruleset	Compliance Percentage
508.22	56%
WCAG2 A	64%
WCAG2 AA	77%

Resources

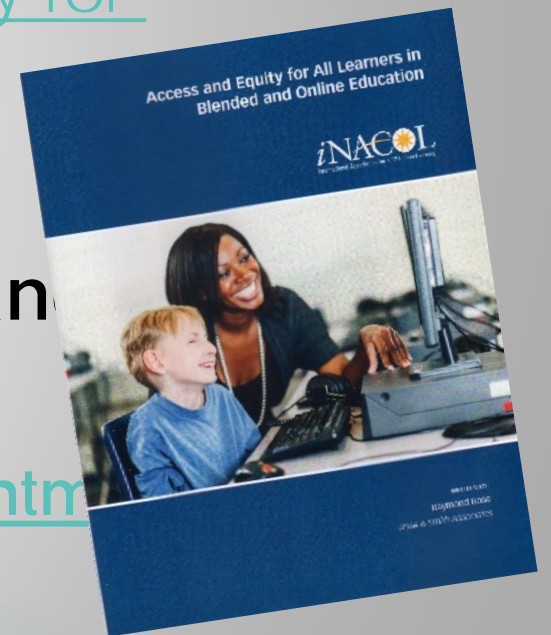
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Access and Equity for All Learners in Blended and Online Education

<http://www.inacol.org/resource/access-and-equity-for-all-learners-in-blended-and-online-education/>

Higher Ed Accessibility Lawsuits, Complaints, and Settlements

<http://www.d.umn.edu/~lcarlson/ateam/lawsuits.htm>



Resource

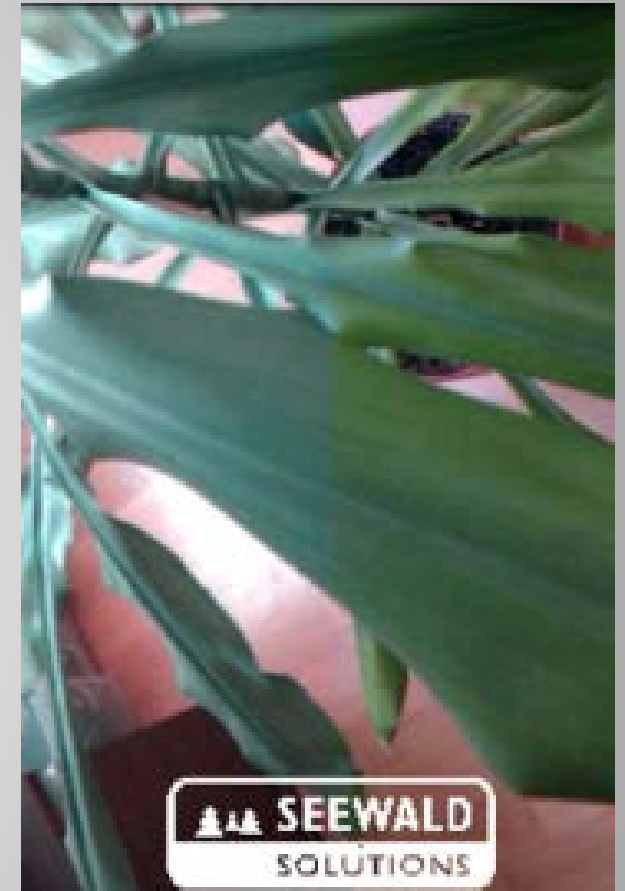
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Color Blindness Simulator

http://www.seewald.at/en/2012/01/color_blindness_correction_and_simulator

See through the eyes of your red, green or blue colorblind student.

Android only



Resources

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More Color Blindness Tools

Color advice for cartography

<http://colorbrewer2.org/>

Vischeck simulates colorblind vision.

<http://www.vischeck.com/>

Daltonize corrects images for colorblind viewers.

<http://www.vischeck.com/daltonize/>

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More Color Blindness Tools

**Colour Contrast Analyzer
for Mac and Windows**

<https://www.paciellogroup.com/resources/contrastanalyser/>

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Cheatsheets

1 page accessibility resources for a variety of applications including MS Office and Adobe

<http://ncdae.org/resources/cheatsheets/>

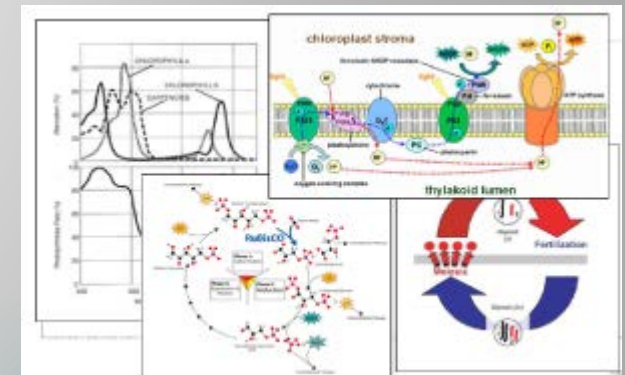
Resources

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Diagram Center

Tools and Tips for creating accessible digital images"

<http://diagramcenter.org/>



Resources

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FREE Video Captioning Apps

NCAM.wgbh.org

MAGpie

CC for FLASH

How to add closed captions to YouTube

<https://www.youtube.com/watch?v=9K4WJs94FfY>

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Adobe and Accessibility website (PDF info)

www.adobe.com/accessibility.html

Creating Accessible Tables and Data Tables

<http://webaim.org/techniques/tables/>

<http://webaim.org/techniques/tables/data>

Resources

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10 Free Screen Readers

<http://usabilitygeek.com/10-free-screen-reader-blind-visually-impaired-users/>

Resource

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NVDA <http://www.nvaccess.org/>

NVDA (NonVisual Desktop Access) is a free “screen reader” which enables blind and vision impaired people to use computers. It reads the text on the screen in a computerised voice. You can control what is read to you by moving the cursor to the relevant area of text with a mouse or the arrows on your keyboard.

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Accessibility Tips for Effective Teaching and Learning

<http://www.3playmedia.com/how-it-works/webinars/>

[How to Implement Accessible Lecture Capture](#)

December 3, 2015 at 2pm – 3pm ET

In this webinar, Christopher Soran, the Interim eLearning Director at Tacoma Community College, along with Ari Bixhorn from Panopto and Lily Bond from 3Play Media, will discuss how you can implement accessible lecture capture at your university. Looking at Tacoma's workflow, they will walk you through an efficient, cost-effective way to manage closed captioning for lecture capture at a university level.

[Quick Start to Captioning](#)

December 10, 2015 at 2pm – 2:30pm ET

Watch this webinar to learn the basics of how to add closed captions to online video to make it fully accessible, searchable, and SEO-friendly. This webinar covers Section 508 and ADA accessibility compliance, creation of closed captions, explanation of caption formats and video player compatibility, as well as an overview of automated workflows and integration with lecture capture and video platforms.

Plus previously recorded webinars

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Accessibility White Papers on Web Accessibility and Captioning

<http://www.3playmedia.com/how-it-works/white-papers/inars/>



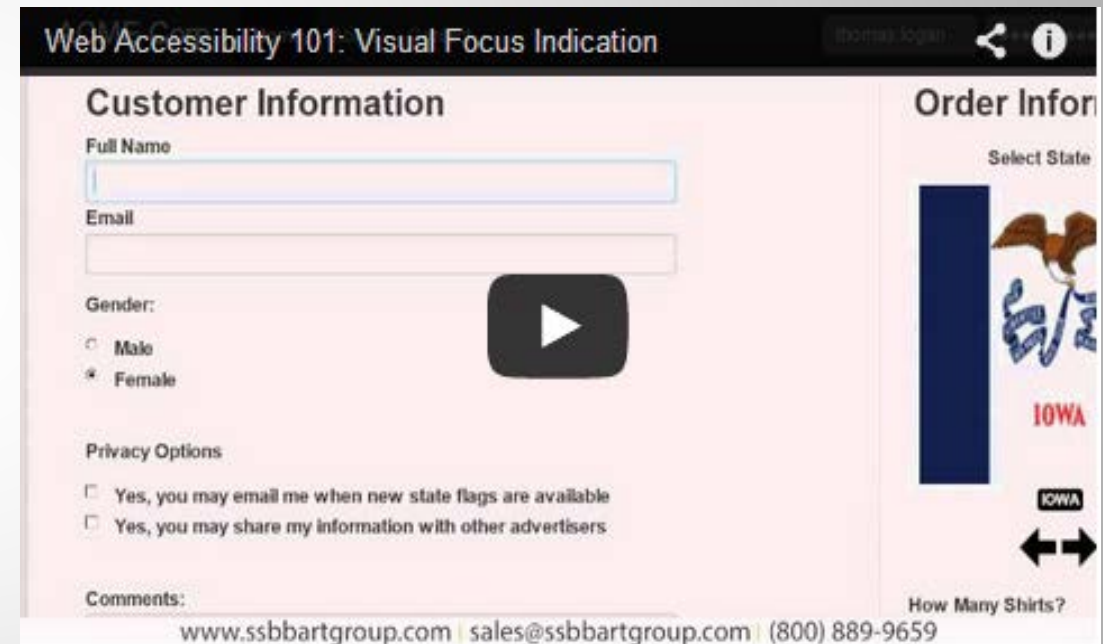
Resource

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SSB YouTube Video Series: Web Accessibility 101

Search *SSB Bart Group* on YouTube

Introductory level (short) videos demonstrating assistive technology and common accessibility challenges.



Resource

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And at my blog: **rmrose.blogspot.com**

