September 24, 2015

- The webcast will begin at the top of the hour.
- There is no audio being broadcast at this time.
- If you need assistance, contact Blackboard Collaborate: 866-388-8674.
- An archive of this webcast will be available on the WCET website next week.
Promoting a Culture of Accessibility for Online Students

September 24, 2015
Promoting a Culture of Accessibility for Online Students

• Welcome.

• Thank you Blackboard Collaborate!

• If you have technical issues:
  • Call 866-388-8674

• Use the chat box for questions and information exchange.

• Archive, PowerPoint, and Resources available next week.

Megan Raymond, WCET

Blackboard collaborate™

wcet.wiche.edu
Questions from the Audience

- If you have a question during the presentation, please add your questions to the chat box. We will monitor the chat box and have time for Q&A at the end of each section.
Moderator

Cali Morrison

- Manager, Communications
- WCET
Presenters

Kathleen Bastedo
- Instructional Designer,
- University of Central Florida

John Raible
- Instructional Designer,
- University of Central Florida

Nancy Swenson
- Instructional Designer,
- University of Central Florida
Nancy Swenson

- **Instructional Designer,**
- **University of Central Florida**
Poll Question

- Do you have a campus-wide initiative to address online course material accessibility issues on your campus?
  
a) Yes.

b) No.

c) Working on it.

d) Do not know.
Overview

- Online Learning at UCF
- Context of Accessibility Needs
- Accessibility Support Model for Online Courses
- UDOIT for Canvas
UCF and Center for Distributed Learning

Policy, Planning, Standards, Credentialing, Reporting

Assessment

Faculty Development

Technical Support

Course Design

Course Production

online@ucf
Growth: Enrollment and Online Courses

- **Fall 2010** – enrollment 56,241
  - 24,000 took at least one web or video–based course.
  - 21% of UCF’s SCHs generated online.
- **Fall 2015** – enrollment 62,906
  - 33,000 took at least one web or video-based course.
  - 36% of UCF’s SCHs are generated online.
Fall 2015

University Headcount: 62,906

- 2% Registered Students with Disability Office
- 98% Non Registered Students

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Fall 2015

Course Sections: 6,990

- Registered Students with Disability Office: 39%
- Non Registered Students: 61%
Fall 2015

Faculty: 1,978

- 68% Faculty teaching courses with registered SWD
- 32% Faculty without SWD
Questions from the Audience
Poll Question

- Who at your institution is responsible for creating accessible online materials when an accommodation is involved?
  a) Faculty Member.
  b) Disability Office.
  c) Distance Learning Department.
  d) Combination of Departments.
  e) Other.
WAIT HERE...

WE'LL HAVE THIS DONE IN A JIFFY!

ALL I NEED TO DO IS TO FILL OUT AN APPLICATION...

...COMPLETE A SURVEY, DRAW UP A PLAN...

...OBTAIN A PERMIT, DETERMINE THE ZONING REQUIREMENTS, OBTAIN A CONTRACTOR...
Need for a Formalized Plan

Accommodations

- Face to face – clear plan and procedures.
- Online – new way of providing accommodations
  - How and by whom was no longer clear.
  - Requests handled on case-by-case basis.
  - Increase in multimedia elements.
  - Systematic process was needed.
Campus-Wide Initiative

- Senior Level Campus Administrators
  - Meetings to identify roles and responsibilities.
  - Message from Provost.

- CDL
  - Researched what others were doing.
  - Created a CDL Accessibility “Big Picture” Group.
  - Identified media used by faculty online and typical accommodations requested.
  - Identified internal workflow.

- Student Accessibility Services
  - Involved and consulted throughout.
Kathleen Bastedo

- Instructional Designer,
- University of Central Florida
Online Course Accessibility Support Model
Universal Design for Learning

- Benefits
  - Addresses the needs of diverse learners (e.g., ESOL students benefit from video captions).
  - Less time spent retrofitting courses.
  - In place before students access materials.
Professional Development

- IDL6543 course required to teach online
  - Accessibility and UDL Module.
  - Course Projects Address UDL/accessibility.
  - Module and Course Rubrics (peer review).
  - Accessibility Check of Course Materials.

- Website Resources
  - Creating Accessible Course Content
  - Accessibility Tips
Course Development Strategies

- Syllabus statement related to accessibility.
- Format course materials to improve accessibility (e.g., headings, alternative text).
  - Document Formatting Guidelines
- Search for accessible multimedia elements (e.g., videos with captions).
Proactive Requests

- Legacy Courses
  - Attended faculty development years ago.
  - Designing and developing courses for years.
  - Adding own content including media.
Addressing Proactive Requests

- Additional Faculty Development
  - Faculty Seminars in Online Teaching
  - Faculty Multimedia Workshop Series
- Accessibility Course Reviews
  - Usability Checker
- New Support
  - IDL7000
  - UDOIT
Immediate Need

Students Requiring Immediate Access

- Videos without captions.
- Inaccessible PDF documents.
- Images without alternative (alt) text.
Immediate Need

Accommodation Workflow

- Identified tasks and responsibilities of CDL, SAS, faculty.
- Identified a coordinator for CDL-related accessibility initiatives.
- Identified a point person to coordinate accommodation efforts with SAS.
- Identified which CDL teams to work on accommodations.
1. *SAS* emails faculty 4 weeks before classes begin to provide notice that a registered student with a disability is enrolled in the faculty’s online course. Email includes the following:

   a. The student’s accommodation(s).
   b. Link to appropriate online form for faculty to complete:
      i. Checklist for Accessibility Accommodation of Online Course Materials (Form B).
      ii. Checklist for Accessibility Accommodation of Online Course Materials (Form D).

2. Faculty responds to SAS and completes the online form by identifying course content.

3. CDL and SAS review the online form.

4. CDL screens online course materials for possible accommodations.

5. CDL consults with faculty and SAS to determine accommodation priorities.

6. CDL contacts faculty with proposed action plan and copies SAS.

7. CDL and SAS implement action plan:
   a. CDL contacts appropriate internal teams to review or modify documents and/or media that need to be made accessible e.g. CDL provides captions for videos.
   b. SAS provides transcripts or SRT files for media.

8. CDL sends faculty a summary of completed course accommodations and copies SAS.

9. Faculty reviews changes and submits follow-up requests as needed.
Online Course Accessibility Support Model
Questions from the Audience
John Raible

- Instructional Designer,
- University of Central Florida
UDOIT (You Do IT)

- Universal Design Online content Inspection Tool
- HTML Content
- Canvas Only
- Open Source
- http://online.ucf.edu/udoit/
Welcome to UDOIT!

The Universal Design Online content Inspection Tool (UDOIT) was created by the Center for Distributed Learning at the University of Central Florida. UDOIT will scan your course content, generate a report and provide instructions on how to correct accessibility issues. Funding for UDOIT was provided by a Canvas Grant awarded in 2014.
What accessibility issues does UDOIT look for?

Errors

- Links should contain text
- No Alternative Text found
- Alternative Text should not be the image filename
- Alternative Text is more than 100 characters
- Alt text for all img elements used as source anchors should not be empty
- No table headers found
- No row or column scopes declarations found in headers of the table
- Insufficient text color contrast with the background
- Multimedia objects should have text equivalents (e.g., transcripts)

Suggestions

- Avoid the use of animated GIF’s
- Synchronized captions should be provided for prerecorded web-based video
What accessibility issues does UDOIT look for?

<table>
<thead>
<tr>
<th>Errors</th>
<th>More info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links should contain text</td>
<td></td>
</tr>
<tr>
<td>No Alternative Text found</td>
<td></td>
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<tr>
<td>Alternative Text should not be the image filename</td>
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<td>Insufficient text color contrast with the background</td>
<td></td>
</tr>
<tr>
<td>Multimedia objects should have text equivalents (e.g., transcripts)</td>
<td></td>
</tr>
</tbody>
</table>
Alternative Text (Alt Text) is an alternative (non-visual) way to describe the meaning of an image. Please provide a brief (under 100 characters) description of the image for a screen reader user. Note: It should not be the image file name.

Resources:
- Resource on Alternative Text
- WCAG Standard: 1.1.1

Incorrect

```html
<img src="dog.jpg" alt="dog.jpg">
```

```html
<img src="http://website.com/dog.jpg" alt="http://website.com/dog.jpg">
```

Correct

```html
<img src="dog.jpg" alt="A photograph of a dog">
```

```html
<img src="http://website.com/dog.jpg" alt="A photograph of a dog">
```
Pages 7 with issues from 12 total in 5.03 seconds

- On Site
  - 1 Errors
  - 1 Suggestions

- Front Page
  - 1 Suggestions

- Layout
  - 4 Errors

- Tables
  - 1 Errors

- Bad Example
  - 8 Errors
  - 2 Suggestions

- Color
  - 6 Errors

- Images
  - 1 Errors
Errors

1. Alternative Text should not be the image filename

Alternative Text (Alt Text) is an alternative (non-visual) way to describe the meaning of an image. Please provide a brief (under 100 characters) description of the image for a screen reader user. Note: It should not be the image file name.

1. View the source of this issue

U FIX IT!
Alternative Text should not be the image filename

Alternative Text (Alt Text) is an alternative (non-visual) way to describe the meaning of an image. Please provide a brief (under 100 characters) description of the image for a screen reader user. Note: It should not be the image file name.

1. View the source of this issue

New alt text
Benefits of our Initiative

- More efficient in meeting the needs of Students with Disabilities
- Improved Communication Across Campus
  - Regular meetings
    - Within CDL
    - All units who support faculty
  - Benefits of meetings
    - Identify potential problem areas
    - Improve processes
    - Increase efficiency
- Increased Faculty Awareness
  - Professional Development
  - Provost Letter
  - UDOIT
- Increase Overall Online Course Accessibility
Lessons Learned

- Identify an Accessibility Point Person
- Meet As a Group Regularly
  - Internally
  - Across Campus
- Revisit Processes Periodically
- 30-minute Professional Development Sessions
- Provide Online Resources
Questions from the Audience
UCF Resources

- UCF Provost Letter
- Creating Accessible Course Content
- Document Formatting Guidelines
- Faculty Seminars in Online Teaching
- Faculty Multimedia Workshop Series
- CDL’s Professional Development Offerings
Resources

- **DO-IT**
  - Universal Design in Education: Principles and Practices
  - Checklist for Inclusive Teaching
  - The Center for Universal Design in Education
- **CAST**
  - UDL Wheel
  - UDL Guidelines Version 2.0
- **WebAim**
- **CANnect**
  - Seven Principles of Universal Design
- **EnACT UDL Syllabus Rubric**
- **IT Accessibility Policies in Higher Education**
- **UDL: A Systematic Approach to Supporting Diverse Learners**
Contact

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Visit the WCET’s Connect, Learn, Advance services on our website:
- [http://wcet.wiche.edu/](http://wcet.wiche.edu/)

WCET Annual Meeting
- November 11-13, Denver, CO
  - [http://wcetconference.wiche.edu/](http://wcetconference.wiche.edu/)
Learn More and Stay Connected

Register for upcoming webcasts
wcet.wiche.edu/connect/webcasts

- **Accessibility for Edtech Across the Campus: Turning a Negative into a Positive** - September 29, 2015.
- **Identity Authentication and Proctoring Systems** - October 1, 2015
- **WCET Google Hangout: Teaching Competencies for 21st Century Learners** - October 6, 2015
- **Out with Old EdTech and in With the New: Learning Relationship Management (LRM) Platforms** - October 22, 2015
Additional Information and Resources

▪ Access to the resources discussed during this webcast, including the archive, will be available next week.
  ▪ http://wcet.wiche.edu/connect/webcasts
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