



Learning Accessibility and ADA Compliance for Faculty

Dan Arnold, Nic Bongers, Christina Moore



Learning Outcomes

- Define the web and digital accessibility standards.
- Evaluate digital course contents for accessibility.
- Plan process for creating accessible materials and updating existing materials.
- Use guidelines to create accessible digital materials.

“Accessible”

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

Settlement Agreements, the US Department of Education

Accessibility Law and Guidelines

- ADA (Americans with Disabilities Act)
- Section 508 of the Rehabilitation Act of 1973
- Web Content Accessibility Guidelines (WCAG)

Digital Accessibility: Essential for Some, Beneficial for All

- Standards essential for less than 10% with impairments
- Beneficial for other impairments
(e.g. learning disabilities)
- Beneficial for other life needs
(e.g. captions in loud places)

Web Accessibility Perspectives: Explore the Impact and Benefits for Everyone

← Share this page

Web accessibility is essential for people with disabilities and useful for all. Learn about the impact of accessibility and the benefits for everyone in a variety of situations.

Perspectives Videos



[Keyboard Compatibility](#)



[Colors with Good Contrast](#)



[Clear Layout and Design](#)



[Text to Speech](#)



[Large Links, Buttons, and Controls](#)



[Video Captions](#)



[Customizable Text](#)



[Voice Recognition](#)



[Understandable Content](#)



[Notifications and Feedback](#)

For presentations: [compilation of all 10 videos \(7:36 minutes\)](#).



w3.org/WAI/perspectives

Web accessibility: “essential for some, useful for all”

What do the guidelines entail?

- Text Formatting
- Graphics
- Color
- Layout
- Links
- Captions, Transcripts
- Keyboard Compatibility
- Multimodal options
- Large Links, Controls
- Customizable Text

Complicated technical guidelines for programmers and web designers

- Keyboard Compatibility
- Multimodal options
- Large Links, Controls
- Customizable Text

Guidelines for Instructional Materials Created by Faculty

- Text Formatting
- Graphics
- Color
- Layout
- Links
- Captions, Transcripts



Web Accessibility Guidelines: Top Hits for Faculty

Web Content Accessibility Guidelines (WCAG)

[WCAG Standard 2.0 Level AA](#)

[OU Accessibility Efforts and Toolkits](#)

[Digital Accessibility for Faculty](#) (created by CETL and e-LIS)

Common Features for Faculty

- Text appearance
- Color
- Weblinks
- Sequence
- Images
- Captions, Transcripts

Common Features for Faculty:

Text appearance

- 12pt size minimum

Font Examples:

- Tahoma
- Arial
- Helvetica
- Times New Roman
- Georgia

Common Features for Faculty:

Color

- Users must easily see colored content due to its **high contrast** [example: white font on black background].
 - **poor contrast** [gold font on light gray background] and more poor contrast [light blue font on white background.]
- Users cannot rely on color as the sole method of conveying content or distinguishing visual elements.
 - Bad example: “**Red text connotes required readings.**” [written in red with no text indication of color or required.]

Common Features for Faculty:

Weblinks

A user must be able to click on weblinks without seeing the full URL and have knowledge of where it will open.

- Good example: Open [this page to view e-LIS's Moodle Help Documents](#).
- Bad example: Click here to view e-LIS's Moodle Help Documents:
<http://www2.oakland.edu/elis/moodlehelp.cfm>

Common Features for Faculty:

Sequence

- Organize text with headings, subheadings, and body formatted text
- Lists: bullet and numbered

Sequence: The Difference?

Teaching and Learning Collaborations: HLC Report

Oakland University, Center for Excellence in Teaching and Learning
(CETL); e-Learning and Instructional Support (e-LIS)

January 2018

One objective in the [CETL Strategic Plan](#) is "to work in collaboration with e-Learning and Instructional Support (e-LIS) to model effective learning and teaching pedagogy using evidence-based practice." This collaboration takes place in regular meetings to discuss opportunities for collaboration in supporting faculty directly and university-wide teaching and learning initiatives.

Monthly Meetings

CETL and e-LIS meet once a month to give updates on our unit's projects related to teaching and learning and discuss possible collaborations. These meetings came out of feedback from our respective faculty committees identifying issues with overlap between our services and opportunities to merge efforts. We have used these meetings to cross-promote faculty services, events, and other opportunities; develop workshops; and advise on operations and programming. Meetings take place among faculty development teams and also between directors.

Co-facilitated Faculty Workshops

Faculty Development Workshops

In Summer 2017, one CETL and one e-LIS employee collaborated on Learning Design workshops on "Establishing Learning and Behavioral Expectations," "Taking the Class Temperature: Methods for Providing and Receiving Student Feedback," and "Best Practices in Hybrid Teaching." CETL and e-LIS plan on repeating the Hybrid Teaching workshop in future semesters as this topic is in high demand among faculty.

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Sequence: Examples



View a demonstration of a Screen Reader navigating an accessible and inaccessible Word document.

The image shows two side-by-side screenshots of a Microsoft Word document titled "Teaching and Learning Collaborations: HLC Report". The left screenshot, labeled "Bad Example: No heading styles", shows the document's outline pane on the left. The document content has no heading styles applied, so the screen reader (indicated by the "Outline" pane) only sees a list of sections: "Teaching and Learning Collaborations: HLC Report", "Monthly Meetings", "Co-facilitated Faculty Workshops", "Faculty Development Workshops", "Committee Participation", and "OU Teaching Initiatives". The right screenshot, labeled "Good Example: Heading styles", shows the same document but with heading styles applied. The "Monthly Meetings" section is now a "Section 1" heading, "Co-facilitated Faculty Workshops" is a "Section 2" heading, and "Faculty Development Workshops" is a "Section 3" heading. The screen reader's outline pane reflects these changes, showing the document structure with proper heading levels. The main content area of the document is visible in both screenshots, showing the title, date (January 2018), and the first paragraph of the "Monthly Meetings" section.

Bad Example: No heading styles

Good Example: Heading styles

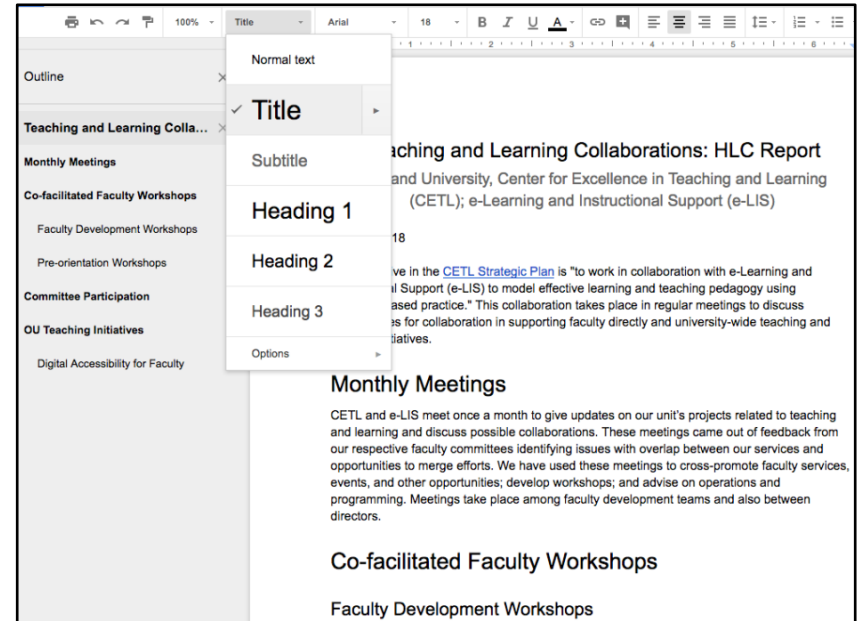
Sequence: Good Example

Essential for some?

- Visually-impaired understand how content is organized

Beneficial for all?

- Less work for creators manually distinguishing heading styles
- Easier navigation for readers, who can use the outline to jump to sections

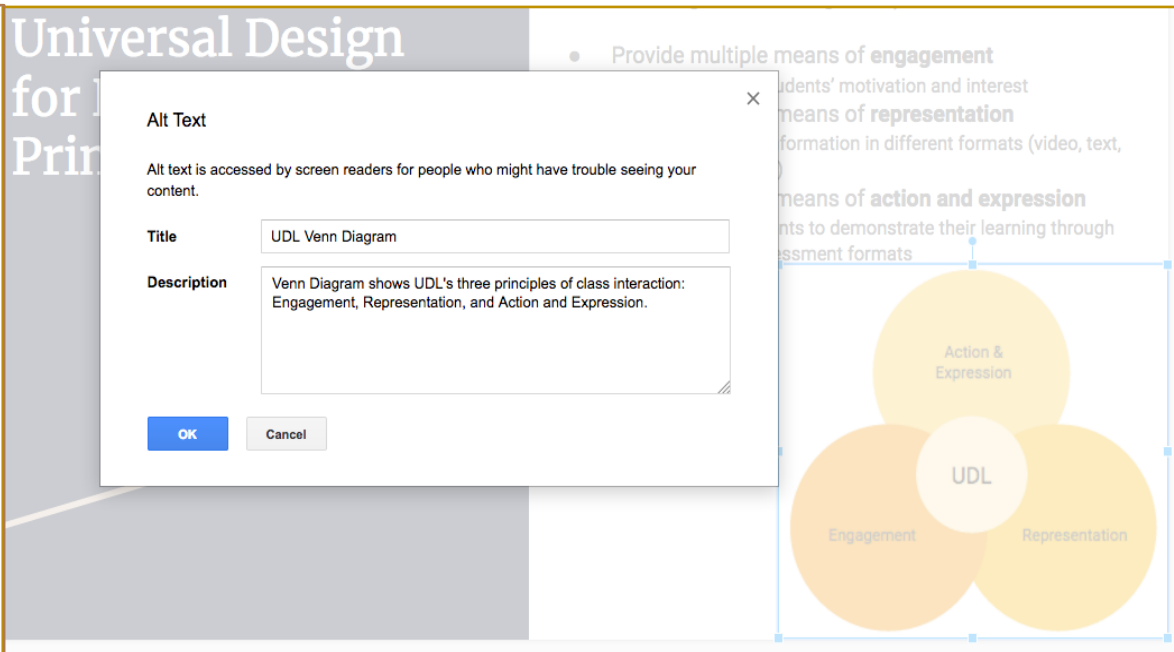


Good Example: Heading styles

Common Features for Faculty:

Images

A user must be able to easily understand educational images by its alt text description.

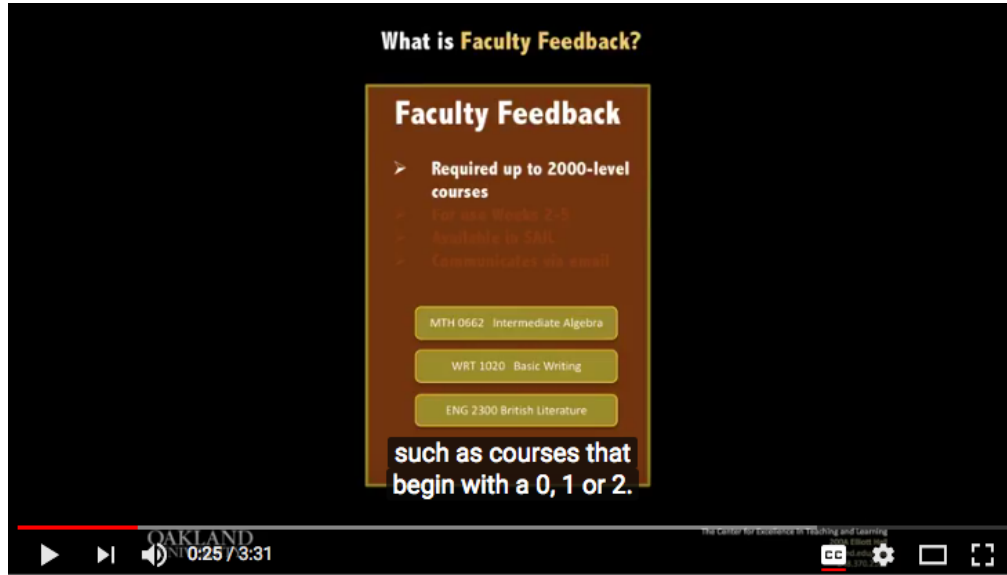


Common Features for Faculty:

Captions, Transcripts

- Time-based media guidelines
- Audio and video
- Captions
- Transcript file (with captions and visual description)

Captions, Transcript: Examples



The screenshot shows a video player interface. The video content is a slide titled "What is Faculty Feedback?". Below the title is a section titled "Faculty Feedback" with a list of requirements: "Required up to 2000-level courses", "For new students 2-3", "Available to SMI", and "Communicates via email". Below the list are three course examples: "MTH 0662 Intermediate Algebra", "WRT 1020 Basic Writing", and "ENG 2300 British Literature". A caption at the bottom of the slide reads "such as courses that begin with a 0, 1 or 2." The video player controls at the bottom show the Oakland Community College logo, a play button, a progress bar at 0:25 / 3:31, and icons for closed captions, settings, and full screen.

What is Faculty Feedback?

Faculty Feedback

- Required up to 2000-level courses
- For new students 2-3
- Available to SMI
- Communicates via email

MTH 0662 Intermediate Algebra

WRT 1020 Basic Writing

ENG 2300 British Literature


such as courses that begin with a 0, 1 or 2.

OAKLAND COMMUNITY COLLEGE
0:25 / 3:31

“It is required for all courses up to the 2000 level, such as courses that begin with a 0-, 1-, or -2. [text examples of courses: MTH 0662: Intermediate Algebra; WRT 1020: Basic Writing; ENG 2300: British Literature].”



Accessibility in Your Instructional Content

- The Documents You Write
 - The Presentations You Build
 - The Web Media You Use
- 

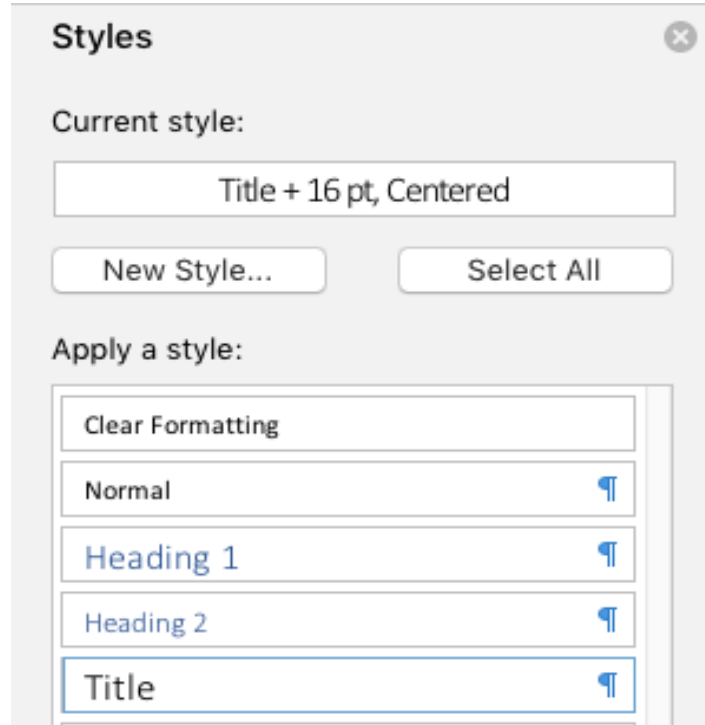
The Documents You Write

Microsoft Word, Google Docs, PDFs

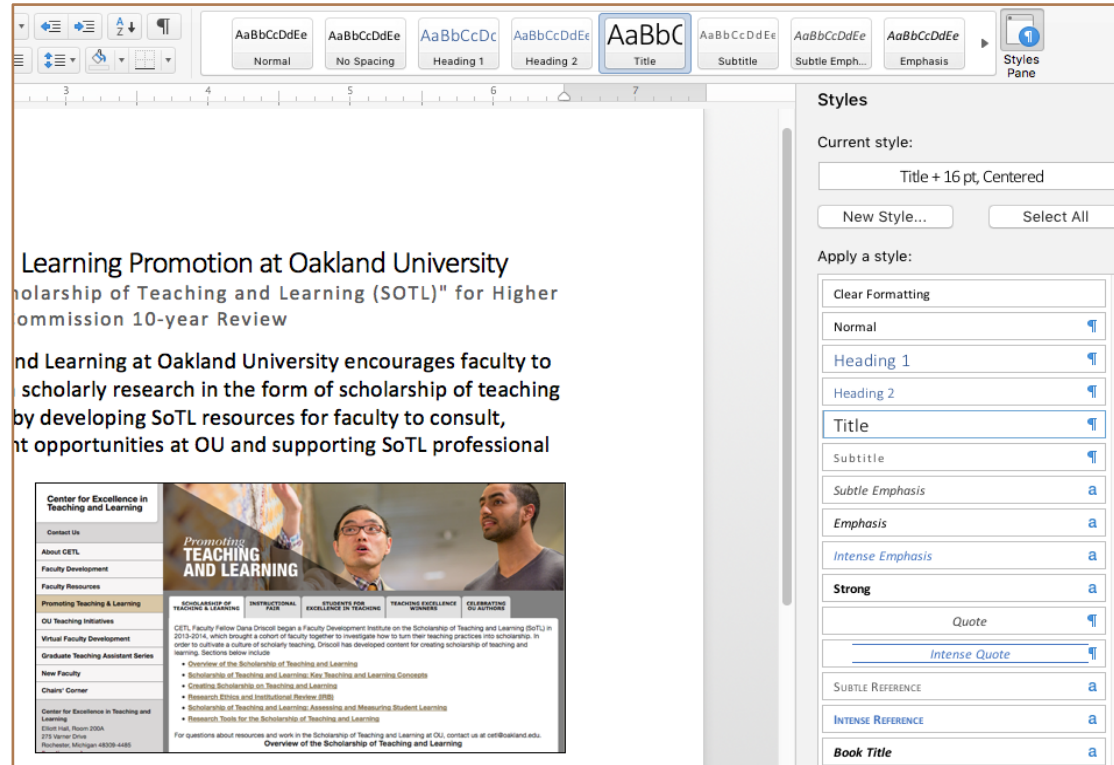
- Built-in Formatting Tools
- Friendly Font List
- Color contrast
- Hyperlinks
- Check Accessibility Tool

The Documents You Write

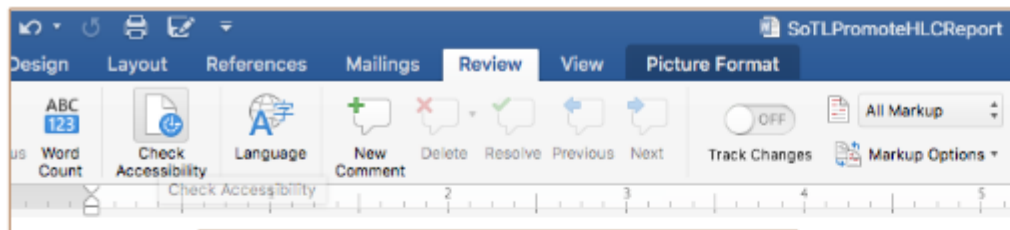
Built-in Formatting Tools



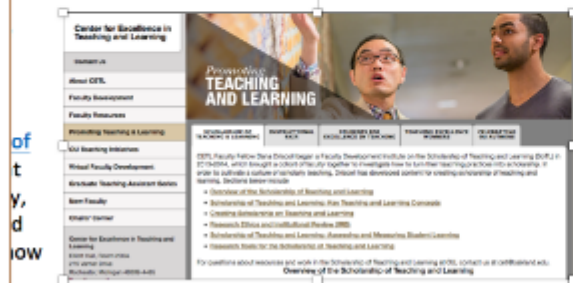
Examples: Styles Pane (MS Word)



Examples: Check Accessibility Tool (MS Word)



g and Learning at Oakland University encourages faculty to
with scholarly research in the form of scholarship of teaching
and learning (SoTL) by developing SoTL resources for faculty to consult,
ment opportunities at OU and supporting SoTL professional



model of SoTL work by OU faculty, CETL keeps a bibliography
on teaching and learning on a [Celebrating OU Authors page](#).

Accessibility Ch... Format Picture

Inspection Results

▼ Warnings

- ▼ Image or object not inline
Picture 1

Why fix?

If the image or object is not inline, screen readers can't connect the alt text to the image. They might read the alt text at the wrong place, such as the end of the document.

Steps To fix:

To change objects to inline and remove text wrapping, select the object and right click. Point to Wrap Text > In Line with Text.

The Documents You Write

How to Meet Challenges

- Use Styles within programs to organize content.
- Use Accessibility Checker.
- Keep accessible documents as templates.
- Opt for brevity and simplicity.

The Presentations You Build

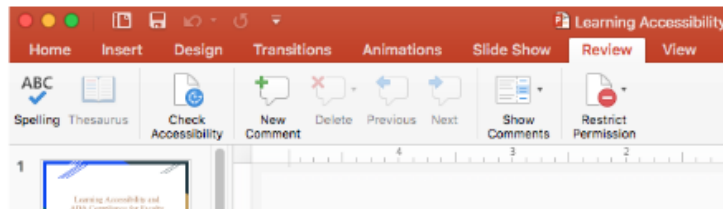
PowerPoint, instructional videos, lecture capture

- Graphics
- Alt Text for Images
- Captions and Transcripts
- Early access for time-based material

The Presentations You Build

PowerPoint Image Examples

- Graphics
- Alt Text for Images



Accessibility Checker

Inspection Results

▼ Errors

▼ Missing alt text

Shape 195 (Slide 10)

Shape 196 (Slide 10)

Why fix?

Alternative text for images and other objects is very important for people who can't see the screen. Screen readers read alt text aloud, so it's the only information many have about the image. Good alt text helps them understand the image.

Steps To fix:

To add alternative text to an image or other object:

1. Select the item for the error. This makes an outline of the image or object appear.

The Presentations You Build

Alt Text Example



Picture of a student

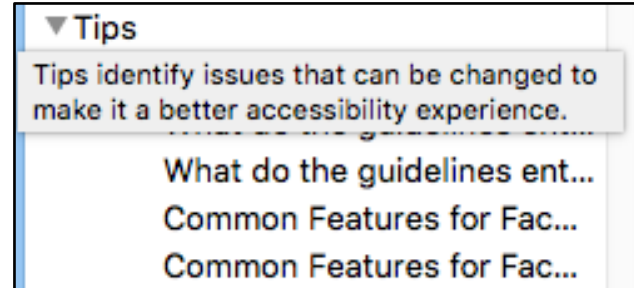
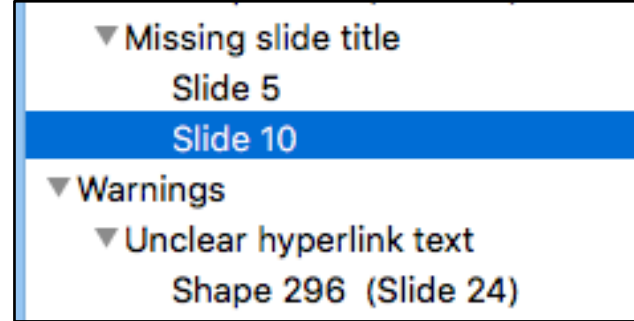


A postgraduate engineering student working in the new electron microscope lab

The Presentations You Build

PowerPoint Text Examples

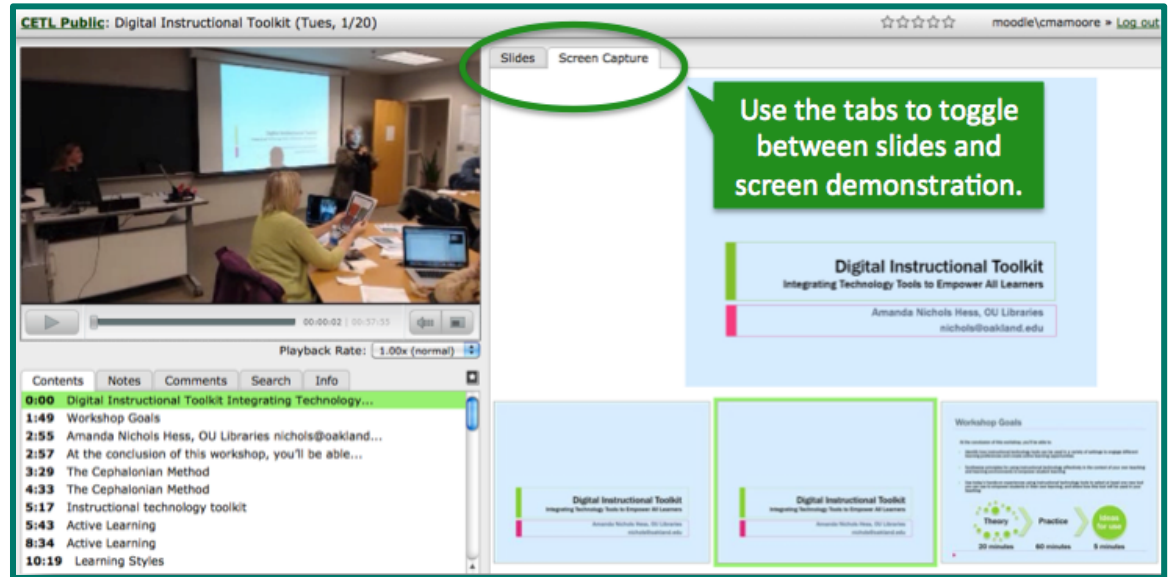
- Using title text boxes for sequence
- Duplicate accessible slides, use pre-designed slides



The Presentations You Build

Panopto: Lecture Capture Example

- Record screen, voice
- Record using a webcam in the classroom
- Navigation by slide, slide title, timeline
- Immediate upload option
- Some editing possible



The Presentations You Build

Panopto: Accessibility Challenges

- Limited live-captioning option
- Auto-caption accuracy

The screenshot shows a Panopto video player interface. The main video window displays a classroom scene with a presenter and students. A green circle highlights the 'Slides' and 'Screen Capture' tabs at the top of the video player. A green callout box points to these tabs with the text: 'Use the tabs to toggle between slides and screen demonstration.' Below the video player is a table of contents with a green highlight on the first item. To the right of the video player are three preview thumbnails for the presentation slides.

CETL Public: Digital Instructional Toolkit (Tues, 1/20) ☆☆☆☆☆ moodle\cmamoores » Log out

Slides Screen Capture

Use the tabs to toggle between slides and screen demonstration.

Digital Instructional Toolkit
Integrating Technology Tools to Empower All Learners
Amanda Nichols Hess, OU Libraries
nichols@oakland.edu

0:00 Digital Instructional Toolkit Integrating Technology...
1:49 Workshop Goals
2:55 Amanda Nichols Hess, OU Libraries nichols@oakland...
2:57 At the conclusion of this workshop, you'll be able...
3:29 The Cephalonian Method
4:33 The Cephalonian Method
5:17 Instructional technology toolkit
5:43 Active Learning
8:34 Active Learning
10:19 Learning Styles

Digital Instructional Toolkit
Integrating Technology Tools to Empower All Learners
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Workshop Goals

At the conclusion of this workshop, you'll be able to:

- Identify the purpose of the workshop and the role of the facilitator.
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- Identify the purpose of the workshop and the role of the facilitator.

Theory Practice Action for Learning

30 minutes 60 minutes 15 minutes

The Presentations You Build

Instructional Videos Example: Camtasia

- Video editor for polished, asynchronous video
- Record screen, voice
- Import other media: videos, images, slides, music
- File uploaded in a variety of formats for different platforms: Moodle, YouTube, standard video players



The Presentations You Build

Instructional Videos Example: Challenges

- Producing captions and transcripts
- Complying to visual accessibility standards (color, font, interactivity)



The Presentations You Build

How to Meet Challenges

- Use slides pre-designed within programs.
- Use Accessibility Checker.
- Keep accessible slide presentations as templates.
- Start with a script.
- Use YouTube auto-caption, revise accordingly.
- Discuss paid captioning services with chair/dean.

The Web Media You Use

Moodle, YouTube, and other websites

- Captions and transcripts
- Alt text for images
- Keyboard navigable
- Customizable

Is “what you’re linking to” accessible?

- Articles
- Videos
- Research journals
- PDF files
- Websites

The Web Media You Use

How to Meet Challenges

- Discuss accessibility concerns with publishers
- Consult with OU Libraries
- Identify companies and tools that are reliably accessible; use media accordingly



First and Future Steps for OU Faculty

First and Future Steps for OU Faculty List

- Using Moodle
- Implementing new process for new digital material
- Prioritizing updates
- Checking for accessibility
- Consider inclusive course design
- Using OU resources

Using Moodle

Built-in Accessibility Features; Support

- Moodle Scraper (in development)
- Moodle themes
- Atto HTML Editor (text styles & Alt Text)

Implementing New Process for New Content

Using Program's Style Tools and Templates

- Documents: Use Style tools within program rather than manual features (headings, bolding)
- Presentations: Use slide designs within programs, especially title boxes
- Treat the Accessibility Checker like we used to treat Spell Check
- After making an accessible file, use as template

Implementing New Process for New Content

Creating Instructional Videos

- Start with a script
- Choose programs that make the captioning process easy and accurate
- Streamline process

Prioritizing Updates

1. Locate most-often used digital instructional material.
2. Evaluate this material for accessibility.
3. Make timeline for updating materials.

Checking For Accessibility

- Within programs like MS Office, use built-in Accessibility Checker
- Within other programs, check for a similar tool, or search for guides to checking accessibility
- Inquire as to accessibility features available with publishers

Consider Inclusive Course Design

- Universal Design for Learning
 - Increasing student choices
 - Increasing instructional variety
- Reflect on culture of accessibility in your class and field
 - What is the discussion around accessibility?
 - What *should* the discussion be?
 - How is accessibility understood in your course?

Using OU Resources

OU Guides

CETL Webpage: [Digital Accessibility for Faculty](#)

- Quick Note
- Help Docs
- Teaching Tips
- Who Can Help
- External Resources
- Links to Other OU Guides

Additional Guides

- [10 Tips for Creating Accessible Course Content](#) (Sylvia, 2016)
- [Portland Community College](#)

Future Workshops/Feedback from Faculty

- Repeat this introductory session
- Hands-on labs
- Tool-specific workshops
- Specific topic workshops
- Instructional videos
- Online modules



Supplemental Material

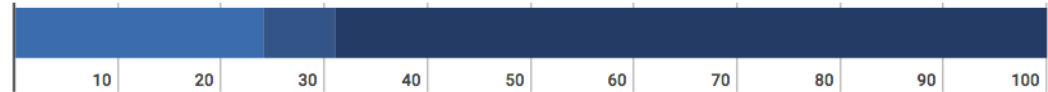
Ripple Effect of Disability and College Completion

Don't these issues
only affect around
3% of the
population?

Visible vs.
Invisible Disability

Meeting the needs of K-12 students with disabilities, including learning disabilities, is improving, but...

Low Disclosure Rates Among Students with SLD



24% informed their college they have a learning disability



7% did not inform their college even though they still considered themselves to have a learning disability



69% did not inform their college because they no longer considered themselves to have a learning disability

Graphic from the National Center for Learning Disabilities

Instructional Content with an Unidentified Impairment



- K-Grade 11: The ditzy blonde who didn't do great at school.
- Grade 12-: Other Specified Neurodevelopment Disorder DSM 5 315.8, which affects memory integral to learning, especially math

“Learning Disability in Higher Education and the Professor Student Relationship”
Lexie Garrity, TEDxVanderbiltUniversity, 2016