Creating a Culture of Accessibility

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Outcomes

By the conclusion of this webinar, attendees will be able to:

• Articulate importance of creating accessible content
• Identify differences between accommodation and accessibility
• Create accessible content for their student interactions
• Analyze 3rd party content for accessibility standards
Why is it Important?

• First, all strategies presented here are good, inclusive, research-based, pedagogically-sound teaching best-practices to address the various needs of the assortment of students enrolled in our classes.

• Second, it is the law.
  • [Section 504 of the 1973 Rehabilitation Act](#)
  • [Section 508 of the 1973 Rehabilitation Act](#)
  • [Texas Administrative Code Title 1, Part 10, Chapter 206, Subchapter C, Rule §206.70](#)
It’s the Law

• Section 504 (1973 Rehabilitation Act)
  • Prohibits discrimination against people with disabilities in programs that receive federal financial assistance.

• Section 508 (1973 Rehabilitation Act)
  • Federal government agencies develop, procure, or maintain, information and communication technology, that it is accessible to persons with disabilities.

• TAC 206.70 (Texas Administrative Code)
  • All institutions of higher learning governed by the Texas Higher Education Coordinating Board comply with the guidelines outlined in Section 508 of the 1973 Rehabilitation Act.
Visibility of Disabilities

• All disabilities are NOT visible.
• While a student who is bound to a wheelchair or a student with a missing limb are visibly disabled, a student with dyslexia, severe vision impairment, a traumatic brain injury, or a health impairment like diabetes may present with no visible indication they are disabled.
Disabled Self-Identification (Question)

Q) Are disabled students required to self-identify if they want to receive services?

NOTE: Answer Using Polling Tool in Zoom. Answers are anonymous.

• Yes – Disabled students are required to self-identify if they want to receive services.
• No – Disabled students are NOT required to self-identify if they want to receive services.
Disabled Self-Identification (Answer)

Q) Are disabled students required to self-identify if they want to receive services?

• Yes – Disabled students are required to self-identify if they want to receive services such as Accommodations as typically outlined under Section 504.
Accessibility (Question)

Q) Is providing a close-captioned video an example of meeting accessibility needs under Section 508?

NOTE: Answer Using Polling Tool in Zoom. Answers are anonymous.

• Yes – Close-Captioned Video can meet Section 508 requirements
• No – Close-Captioned Video cannot meet Section 508 requirements
Accessibility (Answer)

Q) Is providing a close-captioned video an example of meeting accessibility needs under Section 508?

• Yes – Close-Captioned Video can meet Section 508 requirements

• Closed-Captioning a video ensures that the information is **ACCESSIBLE**, which is required under Section 508.
Common Disabilities

• Color Blindness
• Other Substantial Visual Impairments (Including Total Blindness)
• Substantial Hearing Loss
• Traumatic Brain Injury
• Other Health Impairment
• Attention Deficit Hyperactivity Disorder
• Dyslexia
What Can I Do Now?

- HTML Content (Canvas Pages Tool)
- Color with Purpose
- Typography/Fonts
- Captions
- Image ALT Tags
- 3rd Party Content
- Headings NOT Formatting in Text
- Accessibility Checkers
What Can I Do Now? (HTML Content)

- Use the Pages Tool in Canvas as much as possible.
  - Full RTF/WYSIWYG (Word-Style) Formatting
  - Defaults to Sans-Serif Font (Best-Practice)
  - Requires only one Accessibility Check
  - Readable on any internet-connected device
  - Seamlessly Integrates with Other Canvas LTI Integration Tools
    - Panopto, Office 365, Embeddable Media (YouTube, Vimeo, etc...)
What Can I Do Now? (Color with Purpose)

- Use color with purpose. Why is it there?
- Don’t use color as only means to highlight text
- Ensure good color contrast with background

Poor Contrast  Good Contrast  Good Contrast
What Can I Do Now? (Typography/Fonts)

• Use a sans-serif font

Example: Sans-Serif Font

Example: Serif Font
What Can I Do Now? (Typography/Fonts)

• Use a sans-serif font

Example: Sans-Serif Font

Example: Serif Font

• Use a minimum font size of 14 point in Word documents

• Use a minimum font size of 16 pixels in HTML (web) documents

• Avoid the use of italics (emphasis) when possible

• Canvas RTF Text Editor only allows a Sans-Serif font (default)
Live vs Closed Captions (Question)

Q) True/False: The only different between live captions and closed captions is that live captions are presented during the broadcast and closed captions appear afterward.

NOTE: Answer Using Polling Tool in Zoom. Answers are anonymous.

• TRUE – The only difference is the timing of the captions.
• FALSE – While the timing is different, there are other differences.
Q) True/False: The only difference between Live Captions and Closed Captions is that Live Captions are presented during the broadcast and Closed Captions appear afterward.

• FALSE – While the timing is different, there are other differences.
  • Live Captions may contain some typographical or transcription errors.
  • Closed Captions should be error-free and match the audio exactly.
  • Live Captions cannot be saved as part of the video archive.
    • Synchronous Learning/Delivery
  • Closed Captions are transmitted as part of the video archive.
    • Asynchronous Learning/Delivery
What Can I Do Now? (Live Captions)

• ZOOM does not *presently* have a built-in automatic live captioning system

• Coordinate with Office of Disability Services to have call transcribed real-time by student worker or contracted individual

  • ODS will initiate contact based on students who have registered to receive accommodations
What Can I Do Now? (Closed Captions)

• Panopto can close-caption ANY video that is uploaded to it.

• The Automatic Speech Recognition (ASR) Captions are now about 90% accurate.

• You will need to verify the captions after they are generated.

• Plan on about 20 minutes of work for every 60 minutes of video.
  • Proofing and editing captions at 3X speed
What Can I Do Now? (Image ALT Tags)

• Like with color, use images with purpose. Why is it there?

• Enter a "complete" description of the image being displayed.

• Most images are NOT “Decorative”.
  • Example of Decorative Image: Horizontal Bar
What Can I Do Now? (3rd Party Statements)

• Contact 3rd Party Provider and Get Copy of their Accessibility Statement
  • Put that statement or a link to it in your syllabus
  • This shows the publisher’s commitment to the students and you to provide accessible content
  • You are still responsible for ensuring the content is accessible for all students and making changes to the content as needed

• What if Provider Can’t/Won’t Provide an Accessibility Statement?
  • You may want to reconsider adoption of the content
  • It will fall to you to make it accessible to students
What Can I Do Now? (3rd Party Accountability)

- 3rd Party Content Providers do NOT Receive Federal Funds
  - Section 504 and Section 508 do NOT Apply to 3rd Party Content Providers

- UNT Dallas DOES Receive Federal Funds
  - Section 504 and Section 508 do Apply to UNT Dallas
  - All Materials Presented by UNT Dallas Must Comply With Section 504 and Section 508.
  - As the Adopter, You Are Responsible to Ensure Compliance
What Can I Do Now? (3rd Party Content)

• Run the Accessibility Checker and Correct All Problems

• Save Word and PowerPoint files in latest version to run Accessibility Checker on them
  • DOCX for Word Documents
  • PPTX for PowerPoint Documents

• Typical Accessibility Problems Observed with 3rd Party Content
  • ALT Tags on Images
  • Use of Headings
  • Table Formatting
What Can I Do Now? (Headings – Word/PPT)

• When creating a text document, use headings NOT formatting.

Heading 1
Heading 2

Heading 3
Heading 4
What Can I Do Now? (Headings – Canvas)

• When creating a text document, use headings NOT formatting.
What Can I Do Now? (Accessibility Check)

• Run the Accessibility Checker and Correct Problems
  
  • Adobe PDF Files
  • Microsoft Word
  • Microsoft PowerPoint
  • Text Editor in Canvas
DLIT Resources

• **Accessibility Checkers (Printable Guides)**

• Captions in Panopto
  • **Importing & Editing ASR Captions**

• **DLIT Supported Technologies**
  • General Product Information and Overviews
  • Printable and Video Resource Guides (Faculty/Staff & Students)
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