UNT | DALLAS ™

Distance Learning &
Instructional Technology

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

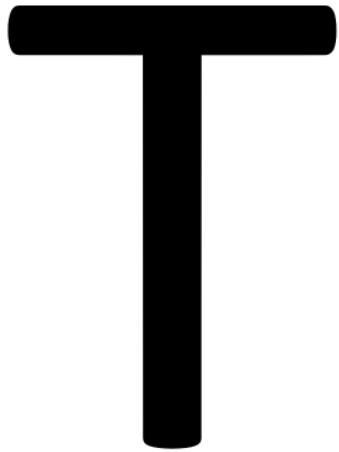- Ensure good color contrast with background

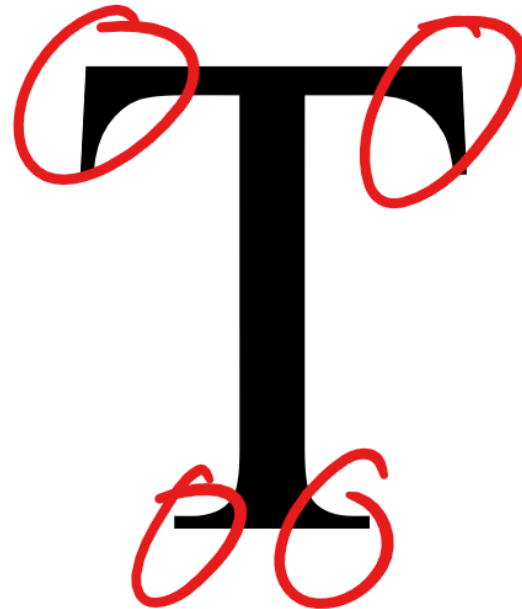Poor Contrast   Good Contrast   Good Contrast

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.

Live vs Closed Captions (Question)

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
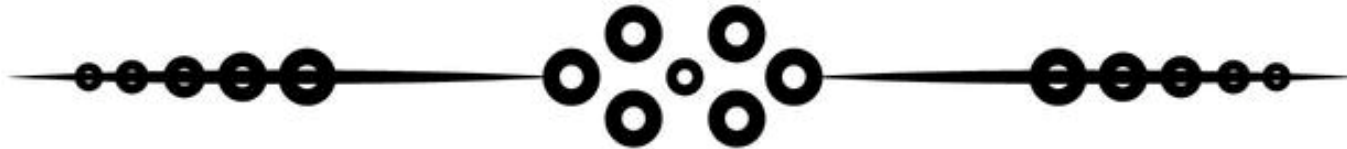
How would you describe this object and its context to someone who is blind?

(1-2 sentences recommended)

☐ Mark as decorative

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.
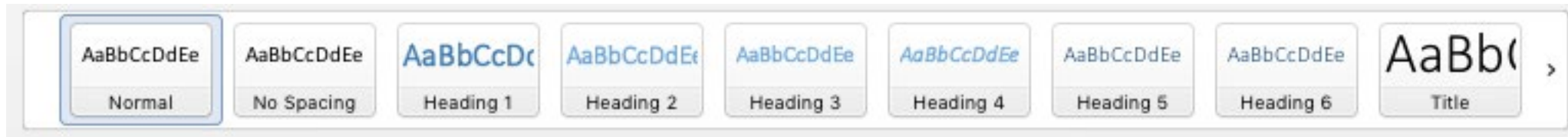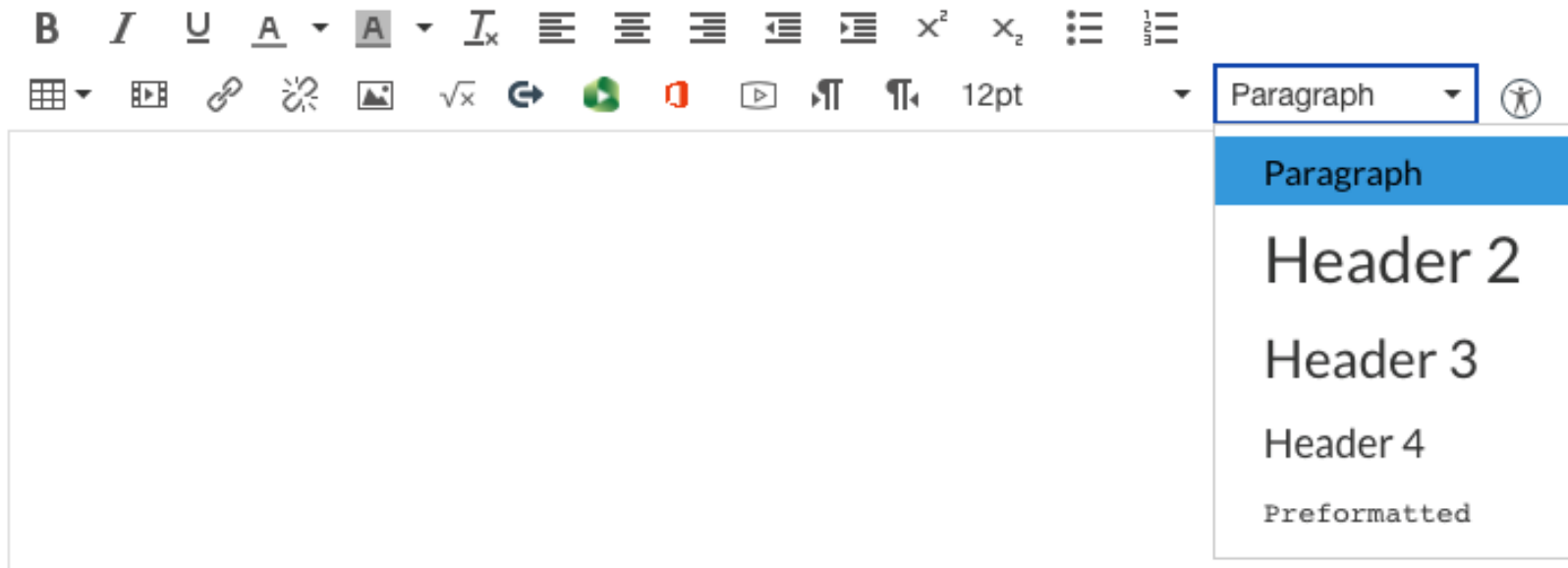

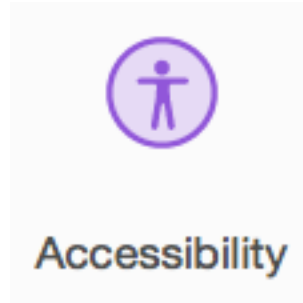## Heading 1

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

Accessibility

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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