Accessibility and Universal Design for Online Courses

Making the practice practicable and a bit less scary!

carey@louisiana.edu
Agenda

• Why Accessibility?
• Principles of Universal Design
• Practical Applications
• Office of Disability Services
Why Accessibility?
Accessibility Ensures Access

Access is about removing barriers in whatever form they take:

- Physical
- Sensory
- Cognitive/Emotional
- Technological
- Financial
- Spatial
- Temporal
Important Legislation

• Rehabilitation Act of 1974: Section 504
Prohibits discrimination against persons with disabilities in programs that receive federal financial assistance.

• Americans with Disabilities Act of 1990
Prohibits discrimination against persons with disabilities in all areas of public life, including jobs, schools, and transportation.

• Communications and Video Accessibility Act of 2010
Increases access of persons with disabilities to digital technology.
General Standard 8 – Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.

Essential Standards (3 points):

• 8.1 - Course navigation facilitates ease of use.

• 8.2 - The course design facilitates readability.

• 8.3 - The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
Very Important Standards (2 points):

• 8.4 – The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

• 8.5 – Course multimedia facilitate ease of use.

• 8.6 - Vendor accessibility statements are provided for all technology required in the course.
Universal Design Principles

• Improved usability helps everyone!

• Over 50% of students see their courses the first time on a mobile device.

• Try the smartphone “test” on your own course or website.
Principles of Universal Design
Principles of Universal Design

1. Equitable use
2. Flexibility in use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for appropriate use

Source: The Centre for Excellence in Universal Design - http://universaldesign.ie/
1. Equitable use

• Provide various learning routes (text, audio, video and graphic representations.)

• Rethink lessons if they are all dependent on a mode or method.

• Consider multiple assessment types, such as:

  Projects   Presentations   Role Play

  Debates    Discussion Forums

  Portfolios
1. Equitable use

- Provide alternative text and titles for photos and graphics.

- Name hyperlinks descriptively - not just “click here” text.

<img alt="image of Carey with hair">
1. Equitable use

• Provide video captions and audio transcriptions.

• Provide audio descriptions of important visuals.
2. Flexibility in use

Contents are more important than the container!
2. Flexibility in use

• Provide multiple pathways to navigate through information and access important resources.

• Mobile apps and HTML provide flexibility in delivery.

• Audio, text, and printable versions have value for different users with different learning styles and in different settings.
2. Flexibility in use

- Responsive technology customizes content for user's device, access speed, and even language.

- Use text editor style headings to signal hierarchy of information.

- Don’t use images for important organizing features such as titles and section headings.
2. Flexibility in use

• Do not use PDFs that are just image scans.

• Images are unreadable by text-to-voice technology.

• They are bad for mobile devices and printing, too!
2. Flexibility in use

• Properly formatted PDFs contain heading tags, content outlines, and alternate text for images.

• Click and select text to make sure PDF is not image.

Keywords
Hotels, Security, Crime, United Kingdom

Abstract
This article presents the results of an exploratory investigation into the role of security managers in the hotel industry, an area of management that has been under-researched. In addition, this paper provides qualitative evidence about the range of crime experienced by hotels, and how this crime is managed. The research on security management and crime in hotelswithin the hotel industry is extremely scarce and this reflects a general lack of research on the role of security managers across all the service industries. Indeed, even defining what constitutes "security management" is problematic (Nalla and Newman, 1990: Manunta, 1999), with different service industries emphasising different aspects of this function. Retailers...
3. Simple and Intuitive
3. Simple and Intuitive

• Make instructions and expectations clear.
• Explain the meaning of icons and symbols. (then be consistent with their use!)
• Prioritize information in a logical sequence.
3. Simple and Intuitive

- Use consistent navigation and layout design.

Image of UL Lafayette “Suggested” Moodle Layout
4. Perceptible information

Geaux Cajuns!
4. Perceptible information

Geaux Cajuns!

Translation: Go Cajuns!
4. Perceptible information

- Avoid text across images or low contrast backgrounds.

- Do not depend on meaning of color or icons for important distinctions.

- Provide “white space” between various elements and sections.

Push the BLUE Button for Room Service. Push the RED Button to call Security.
4. Perceptible information

• Define new terms and acronyms.

• Avoid use of trade jargon.

• Make examples relevant to a wide range of learners from various backgrounds.
5. Tolerance for error

SAVE

DELETE
5. Tolerance for error

- Help students to avoid or fix their own errors.

- Provide links to help and support services.

- Emphasize important steps, such as submitting a quiz or final version of document.
5. Tolerance for error

• Specify due dates in syllabus and post prominently in course pages.

• Provide feedback on important stages in projects and research papers.

• Give opportunities for draft documents and corrective resubmission before the final version.
5. Tolerance for error

• Provide a practice test with the same formatting as the real test.

• Introduce new technology with low stakes practice.

• Plan for multiple low stakes assessments instead of one big high stakes assessment.
6. Low physical effort
6. Low physical effort

- Reduce the number of "clicks" to get to resources and activities.
- Avoid repetitive or unnecessary steps.
- Remove blinking or pulsating items.
- Reduce sensory distractions in your content.
Grammar Girl's Guide to AP Style
Thursday, Feb. 28, 2019
1-2:30pm CT
7. Size and space [and time] for appropriate use
7. Size and space [and time] for appropriate use

- Allow access to learning materials and resources from the start of the course.
- Extend testing options to include early morning and late evening.
- Offer "virtual" options events and lectures. Record them for those who cannot attend.
7. Size and space [and time] for appropriate use

- Consider due dates and cutoff deadlines carefully.

- Allow adequate time for activities, projects, and assignments.

- Assure that all activities, assignments, and learning materials align to course objectives.
7. Size and space [and time] for appropriate use

- Arrange elements in order of priority.
- Present content in a logical and consistent manner.
- Avoid requiring large file size downloads.
- Stream video and multimedia.
Office of Disability Services
Student Registration Process

- Facilitate accommodations to qualified students in order to provide equal access to programs and services.

- Provide assistance to faculty to help them meet their legal obligation to provide course accommodations.

- Examples of accommodations include extended testing time, note takers, braille, interpreters, and transcriptions.
Student Registration Process

Students register with ODS in a two-part process:

1) Students first provide medical documentation.

2) Meet with ODS staff to determine reasonable and appropriate accommodations.

Only then will accommodation requests be communicated to faculty via a paper letter or email notification.
Student Registration Process

- Students with disabilities have the right to equal access of all UL Lafayette programs and services.

- Students with disabilities are responsible for self identifying and requesting accommodations.

- Students with disabilities are responsible for meeting all course and program goals and objectives. How they go about meeting those goals and objectives may be individually determined.
Student Registration Process

• Students can register with ODS at any point in the semester.

• Students provide their accommodation letter to faculty member as soon as the semester begins (already registered) or very soon after registering with our office (new students).

Accommodations do not apply retroactively.
QUESTIONS AND COMMENTS

Thank you for your participation!

Please send questions and comments to carey@louisiana.edu