ADA Best Practice Reminders – Hints and Tips

Have your course reviewed by DSPS:

Now would be an ideal time. Matthew Dimopolous is COM's Assistive Technology Specialist. With your permission, Matthew will be given access to your course and will evaluate it to make sure it is user-friendly for the DSPS students. Matthew can be reached at x7551 or matthew.dimopoulos@marin.edu. Matthew is not evaluating content merely that the course is ADA compliant.

COM Web Accessibility Standards and Guidelines:

This guide provides links and examples for preparing material for the web:
http://www.marin.edu/ADA/PDF/Web-Accessibility-Guidelines.pdf

COM's Instructors Guide to DSPS Services:

Helpful COM Web Accessibility Checklist:
http://www.marin.edu/faculty/handbook/FH_FirstClassPrep.htm#ADAcompliance

Videos must have captioning:

There are a number of sources for you to use. The following links will help guide you:

- Captioning Guidelines-https://sites.google.com/site/buildingonlinecommunity/captioning-guidance
- Amara has many **subtitled videos archived** and you can easily caption and translate any video on this site. http://www.universalsubtitles.org/en/

Some best practices for effective learning and teaching **include:**

- Consistency in quality as evidenced by course design, basic pedagogical approach, use of tools, and level and types of interaction among students and between students and faculty -Your syllabus to see whether course descriptions and learning objectives are clearly stated and whether the assignments and other assessment strategies are mapped, or connected to, the learning objectives.
- Degree of importance of interaction between faculty and student and among students. Some evidence might include requirements for students to: participate in discussions, evaluate drafts of other students' work, and work in small groups on projects.
- The extent to which faculty add value beyond what a student would read in a textbook. For example, the faculty member might provide additional information or resources to assist students in understanding difficult concepts; pose questions and facilitate and summarize group discussions; be available to answer individual questions about course material and assignments; and give detailed feedback on assignments.

COM Best Practices for DE Courses:

Take a look and see if you are practicing the guidelines:
http://www.marin.edu/accreditation/2012/evidence/rec3/PDF/COR_GUIDE_page24DEBestPractices.pdf

Kathleen Smyth, 1-15-14

Accessibility/Universal Design Checklist for COM Moodle

This checklist is used to assess the accessibility of content available to students in the COM Moodle course sites, both for online and face-to-face classes.

Course Name: Date of Visit:

1) Check for proper navigation with the keyboard, and with/without a mouse:
   a) Are the page elements, i.e. lists, in logical order?

   b) If a color is used to relay information, is the information also explained and/or is an alternative contrast page available?

   c) If images, charts, or tables are used, is alt text assigned, is the information also explained and/or is an alternative page available?

   d) Does every "link" text explain and provide context?

   e) Is "alt" text provided for all non-text and navigation elements?

   f) If a timed response is required, are instructions provided for requesting additional time if appropriate?

   g) Does the site have a structure that allows skipping repetitive navigation links?

   h) Additional comments for Navigation:

2) Check for accessible design and multimedia in page content:

a) Is the page free from any elements that flash or blink?

b) Are all of the headings and font sizes consistent and readable, e.g. no italics, bold and underlined text kept to a minimum except as controlled by Moodle format, font size no smaller than 12 point?

c) Does all embedded video content include synchronized captions?

d) Does all embedded audio include a descriptive transcript?

e) Additional comments for Multimedia:

3) Check for accessibility of added resources and links:

a) Are all added resources accessible PDFs unless the file is used for teaching or demonstration, e.g. a Word file used as an example in a Word class?

b) Does every "link" text explain and provide context?

c) Are all external sites accessible, including videos with closed captions and audio files with transcripts?

d) Additional comments for Resources:

Action Step 3.6: Provide ADA training and assessment to faculty and staff to assure students' accessibility to DE Program. EV2

At the end of this workshop, you will be able to:

- Use the Navigation Pane to display the Headings you apply to your document as the creator, and will be used by both traditional readers and users of accessibility tools,

- Present information in multiple formats that follow guidelines for using images and designing tables, and

- Ensure that accessibility features are stable when your documents are converted to PDF.

Additional Information provided:

- External Resources

1. Framework for creator and navigation for user

- Use consistent structure throughout document: Home Ribbon> Styles and Headings group

- Display Navigation Pane during creation of original document: View Ribbon> Show group> Navigation Pane

- Use Enhanced File Menu to include Title, Category, Tags, Author

2. Present information in multiple formats including following guidelines for images and tables

- Font size: 12 point

- Color: should not be only way to differentiate items or illustrate information.

- Create columns using Page Layout Ribbon> Page Setup group> Columns

- Insert tables from Insert Ribbon> Tables group
  o Use headings style in first row. AND Set first row as a header row: Select first row> Right-click> Table properties…> Row tab> Repeat as header row, even if the table is only on one page.

  o Format numbered and bulleted lists for main points or sequential information: Home Ribbon> Paragraph group> bullets or numbering tools

- Provide "alt text" for images: use simple title so that user knows whether or not to read description. Use succinct but purposeful and informational words: Right-click> Format Picture…> Alt Text Title & Description.

- Charts and graphs: Alt text should provide purpose, function, and trends or data points.

3. Converting documents

- Save often while in Word
- File Menu> Check for Issues> Check Accessibility: If the Inspection Results include Warnings, click on the item to read Additional Information
- File Menu> Save As> scroll through File Type and select PDF> Select Options> check the box in front of Document structure tags for accessibility > click OK > click Save.

4. External resources

(if this was a web document, the URLs would be hyperlinks, only)

1. Section508.gov: http://www.section508.gov/index.cfm?fuseAction=TechGuidance (50 pages)

2. National Center on Disability and Access to Education: http://www.ncdae.org/index.php

3. Penn State Accessibility and Usability Site: http://accessibility.psu.edu/

4. Penn State Color Synopsis: http://accessibility.psu.edu/colorsynopsis

5. CSU Accessible Technology Initiative Guide for Creating Accessible Word 2010 Documents: http://teachingcommons.cdl.edu/access/docs_multi/documents/StandardsandTechniquesGuideforCreatingAccessibleMSWord2010Docsv1.0.pdf (51 pages)

6. Utah State University Center for Persons with Disabilities: http://webaim.org/techniques/word/

7. Microsoft Accessibility: http://www.microsoft.com/enable/default.aspx

8. Microsoft Office Accessibility features: http://www.microsoft.com/enable/products/office2010/

9. Microsoft Office 2010 Accessibility Tutorials: http://www.microsoft.com/enable/training/office2010/

This is a terrific tool for checking websites:

10. Web Accessibility Evaluation Tool: http://wave.webaim.