WILLIAM E. KIRWAN
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Working with Faculty to Ensure Digital Accessibility

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IT Accessibility at UMCP

Commitment to equal access to information and services to all

UMD [Web Accessibility Policy](#)

1. **All web-based information needs to be created and maintained using the Web Content Accessibility Guidelines - WCAG**
   a. Web pages
   b. Web content (hypertext, videos, documents, images, audio files, etc.)
   c. Web-based applications
   d. Online instructional content, services, and resources

2. **Add [Web Accessibility Link](#) to the footer**

How does the policy apply to online learning & teleworking?

Web-based information used for instruction, teleworking and delivery of services

1. Websites - academic and administrative (all services delivered online)

2. eTools and Apps
   a. LMS
   b. Conference Platforms

3. Documents
   a. Readings and Textbooks
   b. Word, PPT, PDF, other documents

4. Media
   a. Video, audio, podcasts, other

IT Accessibility becomes priority when delivering all services online

Increase collaboration and communication

- [Keep Teaching](#) and [Keep Learning](#) accessibility resources
- accessibility@umd.edu & campus wide email message

Leverage current resources

Include accessibility as part of compliance requirements for all technology

Engage community with disabilities ([President's Commission on Disability Issues](#))

Educate community about accessibility and principles of Universal Design for Learning

Implementing accessibility is essential for people with disabilities and useful to all

UMCP IT Accessibility Services & Resources

Panopto Professional Captioning

Consultation & Training

Course Accessibility [Checklist](#)

DIY [Six Essential Steps](#)

(plain text version:
https://itaccessibility.umd.edu/sites/default/files/DIY-Accessibility-Handout-2019-Text.docx)

UDOIT **Canvas Accessibility Auditing**

Canvas Design Tools

Canvas Quiz Extensions

Web Accessibility Auditing - Siteimprove

[SensusAccess](#) Document Conversion
(coming soon)

UMCP IT Accessibility webpage www.itaccessibility.umd.edu

IT Accessibility: Six Essential Steps

1. Headings
2. Links
3. Color & Contrast
4. Images
5. Tables
6. Media

DIY – IT Accessibility

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational and working environment. Consistently completing these six steps when creating online content improves accessibility and gives all members of our community equal access to information and services.

SIX Essential Steps

1 **Headings** Format headings to structure pages or documents.

2 **Links** Make link text descriptive, not generic.

3 **Color & Contrast** Verify adequate color contrast. Avoid using color alone to convey meaning.

4 **Images** Provide meaningful alternative (Alt) text descriptions for images.

5 **Tables** Create tables with column and/or row headers.

6 **Media** Add captions to videos or provide a transcript.

Heading 1
Heading 2
Heading 3
Heading 4
Heading 5

COLOR & CONTRAST

For a text version of this document and more information, visit the IT Accessibility website at itaccessibility.umd.edu or contact us at itaccessibility@umd.edu.

DIVISION OF INFORMATION TECHNOLOGY

From Face-to-Face to Remote Instruction:
Lessons learned from the COVID-19 transition

How can **WE** (instructional designers, faculty development staff, IT, disability services…) assist faculty in ensuring their online courses are accessible?

Faculty FAQ: What do I "have" to do to make my brick and mortar course virtual <u>versus</u> what "should" I do?

Where do I start, who can help me, what are the resources??? Where can I find info/steps? Is this time consuming? Do I have to make sure it's accessible if I don't have a student with a disability accommodation letter?

Information & Collaboration

#1: Accessibility is for everyone and benefits all.

Has your campus had trainings and presentations about accessibility?

If you are offering how-to information on how to make your courses accessible, are you making sure participants understand the <u>why</u>?

➔ Collaborating with disability services is essential.
➔ Instructional tech can tell faculty the how of UDL, but making it real with examples of the impact on students when a course is not accessible is important.
➔ *Ex. What does the course <u>sound</u> like for a blind student?*

How Do We Help Faculty...
Websites, checklists, trainings, and messaging

Institutions need clear messaging to faculty about remote instruction.

- UMBC example:

  Academic Affairs formed a subcommittee to work on a message to come out from the Provost's office to all faculty. A direct response to concerns reported and to encourage digital accessibility. Goal: to provide info and resources.

  Faculty:

  "Why am I being told to record my lectures in Blackboard Collaborate? My class should be live, synchronous learning just like the classroom. And, I don't want students to post me teaching on social media. "

WHY??

To make the course accessible to all students enrolled during the COVID-19 pandemic.

1-In the event of technical problems (hardware, software, internet connection problems, time zone differences/IES students);

2-For note taking support, students can stop, start, and create accurate notes from lectures;

3-For deaf and hard of hearing students, verbatim transcripts can be made if no captions or interpreter support available (allows them to access the instruction);

4-Students with chronic illnesses and challenging life circumstances (childcare, computer sharing, etc.) can still "attend" your class even if they cannot attend "live" through watching the recording later.

5- There are policies regarding sharing recordings of instructional materials. They are intended for educational use only and cannot be shared for social media. Student conduct sanctions may apply.

Take away quick list questions to ask

1. Synchronous vs asynchronous course delivery (recordings?)
2. Course materials: E-textbooks (ex. VitalSource), Pdfs, videos, publisher-based supplements (MyLab assignments)

   Are they accessible, captioned, alt formats?

1. Accessibility checkers- MS Office, Adobe, Blackboard Ally…
2. Course set up: discussions, group activities (can everyone participate?)
3. Interpreters, scribes, readers- DSS offices may recommend you add them to the LMS course shell
4. Assessment/testing- timing (set extended time, change format, flexibility if student cannot take it at the same time). *What is the learning objective- can they do it quickly versus what do you want to see that they have learned?*
5. Platform tools and access: Webex, GoogleMeet, Zoom, Voicethread (virtual office hours, discussions, etc.).

Two additional resources

- USM IT accessibility webpage - https://www.usmd.edu/it-accessibility/guidelines/course-materials

- University of Washington online course accessibility checklist - https://depts.washington.edu/uwdrs/faculty/online-course-accessibility-checklist/

Discussion

On a scale of 1 to 5 (1="yikes!" and 5="we're good!"), what is your institution's readiness to address digital accessibility with respect to:

   … current remote teaching efforts?

   … a move to online teaching in the fall, if needed?

What are some areas of need in terms of capacity-building?

Additional Support

Next topical webinar:

Wednesday, April 22, 1:00-2:00 pm

Facilitating Faculty Use of Diagnostic Assessment for Fall 2020

How else can we help?