



Accessibility and Universal Design for Online Courses

**Making the practice practicable
and a bit less scary!**



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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.

*Quality Matters Rubric

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.

*Quality Matters Rubric

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



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

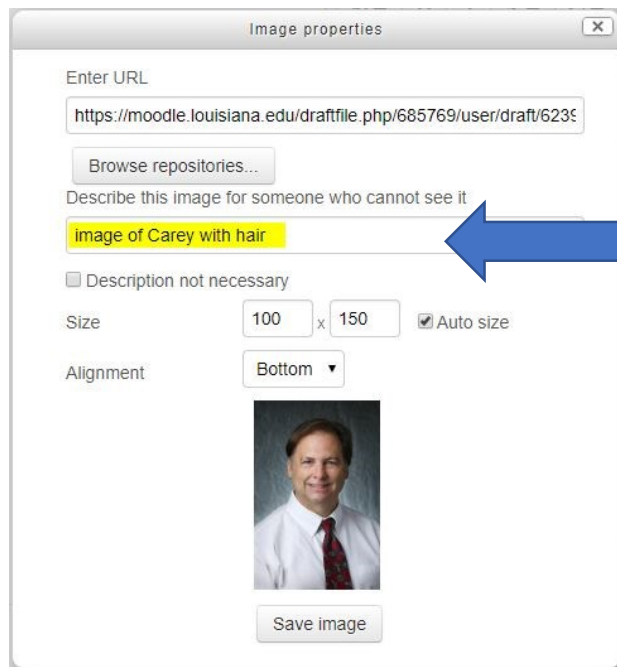
Role Play

Debates

Discussion Forums

Portfolios

1. Equitable use



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- Provide alternative text and titles for photos and graphics.
- Name hyperlinks descriptively - not just “click here” text.

1. Equitable use



zoom

Panopto™

vt VOICETHREAD

- 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

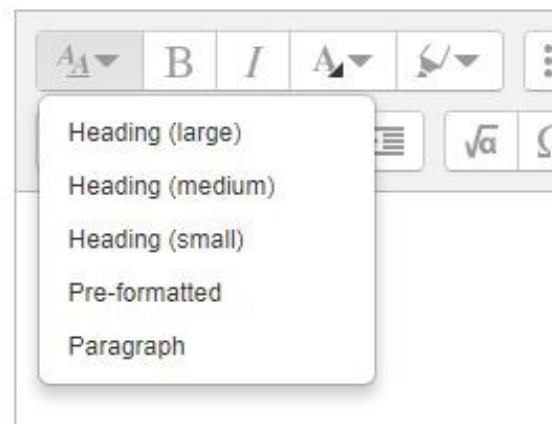
- Provide multiple pathways to navigate through information and access important resources.
- Mobile apps and HTML provide flexibility in delivery.



- 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!



Image
PDF



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

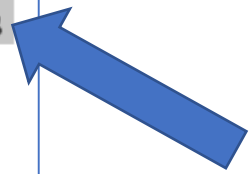
Hotels, Security, Crime,
United Kingdom

Abstract

This article presents the results of an exploratory investigation into the role of the security manager in the hotel industry, 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

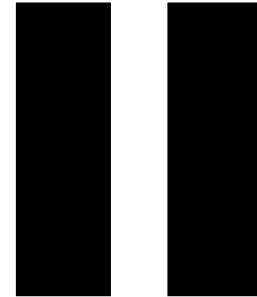
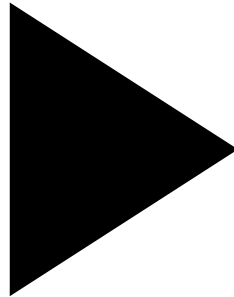
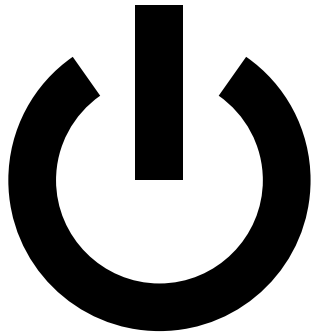
Research on security management and crime in hotels

Research on the role of security managers within 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



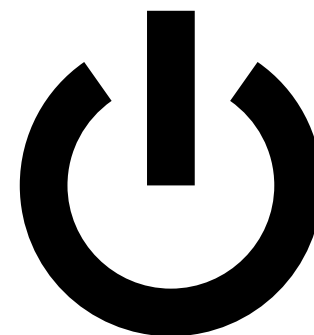
Make sure text is
selectable and
searchable.

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

The screenshot displays the UL Lafayette Moodle course interface. At the top, a dark navigation bar includes links for 'UL Lafayette Moodle', 'ULink', 'Zimbra', 'My dashboard', and 'My courses', along with a user login status for 'Claire P Arabie'. Below this is a red header with the university logo and social media icons. The main content area is divided into a left sidebar and a central course area. The sidebar contains a 'Welcome' section, a 'Start Here' section with a list of 15 modules, and an 'Instructor Information' section. The central area features a 'Course Number - Name' header, followed by a 'News forum' and a 'Q&A Forum' with instructions. A 'Getting Started' section is also present. On the right, there is a 'Calendar' for June 2016, an 'EVENTS KEY', 'Latest News', and 'Upcoming Events' sections.

UL Lafayette Moodle | ULink | Zimbra | My dashboard | My courses | You are logged in as Claire P Arabie (Log out)

UNIVERSITY OF LOUISIANA LAFAYETTE

g+ | | f | in | |

Welcome

Place welcome video or message from instructor here

Start Here

- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8
- Module 9
- Module 10
- Module 11
- Module 12
- Module 13
- Module 14
- Module 15

Instructor Information

Your Photo here

Your Name Here

Office Hours:
By appointment

Virtual Office:

My home | My courses | Miscellaneous | Moodle Layout - UL Theme - HTML

Course Number - Name

News forum (Important Course Announcements)

Check this link frequently for course announcements that will also be emailed to you within 30 minutes of being posted.

Q&A Forum (Post Questions about the course here!)

Post all general questions about the course in this forum so all students may have the benefit of viewing the question(s) and instructor response(s). Please limit each post to one topic and check previous posts to ensure your question has not already been asked and answered. If you know the answer to a question and I haven't responded yet, please feel welcome to respond to help your classmate.

All questions regarding personal performance in the class should be sent via email to the instructor. Remember to follow Netiquette rules when posting information.

Getting Started

Day 1 Activities

Click on the link below to view the module objectives and to track your progress in this module. NOTE: The items in this checklist are automatically updated based on the check boxes located on the front page. There may be a delay of up to 60 seconds between an activity being completed and this checklist being updated.

Objectives and Checklist for Getting Started Module

To accomplish this module's objectives, you will need to complete the following tasks:

Calendar

June 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

EVENTS KEY

- Hide global events
- Hide course events
- Hide group events
- Hide user events

Latest News

Add a new topic...

(No news has been posted yet)

Upcoming Events

There are no upcoming events

4. Perceptible information

**Geaux
Cajuns!**



4. Perceptible information

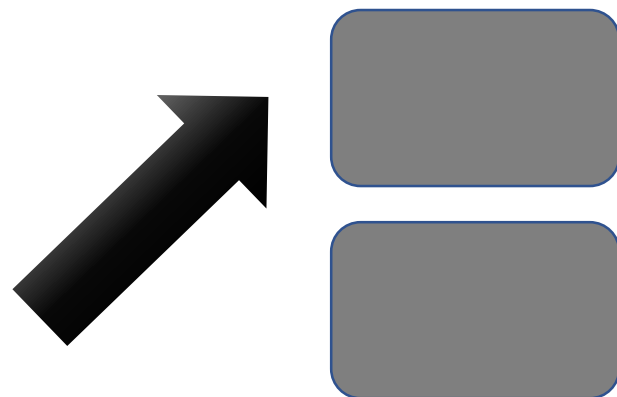
**Geaux
Cajuns!**

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.**

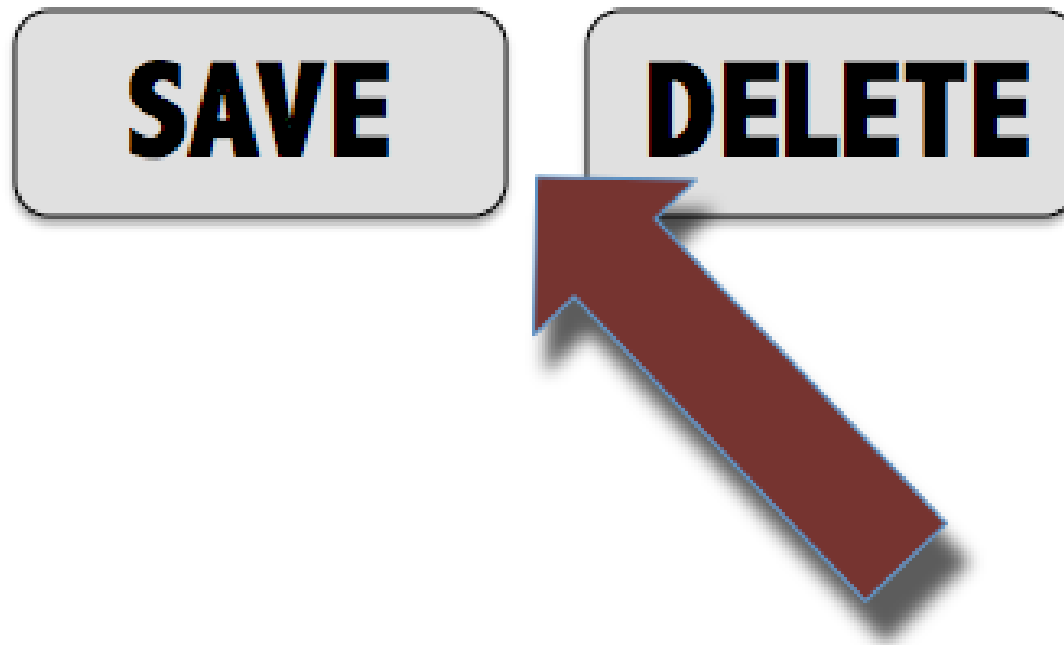


4. Perceptible information



- 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



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.





By Mignon Fogarty, [Grammar Girl](#)

February 8, 2019



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Tagan

Grammar Girl's Guide to AP Style

Thursday, Feb. 28, 2019
1-2:30pm CT



QDT 300 MM



[Previous](#)

[Next](#)



Free Writing Tool

Grammarly



**WAKE UP WHERE
THE ACTION IS.**



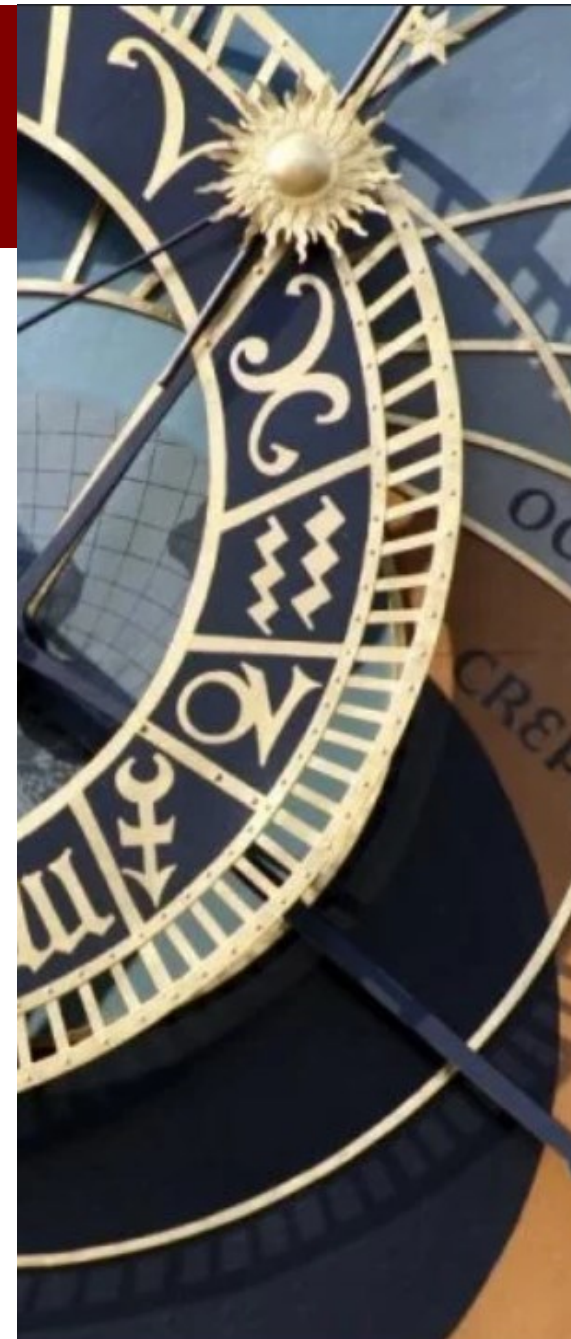
[Expand to Watch](#)

7. Size and space [and time] for appropriate use



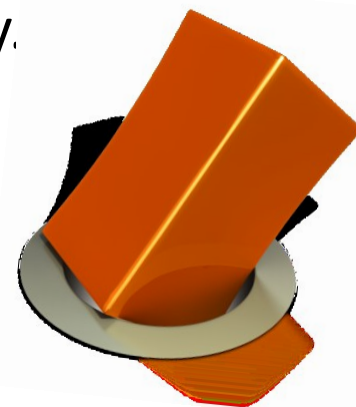
7. Size and space [and time] for appropriate use

- 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.



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**Distance
Learning**

QUESTIONS AND COMMENTS

Thank you for your participation!

Please send questions and comments to

carey@louisiana.edu