

Quick Start Guide for Accessibility

Making your WebAccess shell and documents accessible to
all students



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1. Accommodations

Students with disabilities are required to provide documentation to their instructors if they need accommodation. Most often this documentation will be in the form of an "Accommodation Memo" from the Disability Resource Center (see page 4). Without said documentation, instructors do not have to grant any student an extension or other accommodation on assignments. However, if they do present an Accommodation Memo, faculty must accommodate the student in accordance with the memo, unless the accommodation would result in a fundamental alteration to the course. Typical accommodations include extra time on exams, a note taker, the use of recording equipment to record lectures, a distraction-free environment for exams, etc. If a student requires note-taking services, faculty will receive a handout from the DRC (see page 5) with instructions about how to recruit a note-taker from the class. Please contact the Disability Resource Center (DRC) with any questions about specific accommodations

DRC staff develop accommodation plans with individual students who present appropriate documentation. Faculty are strongly encouraged to talk to the student seeking accommodation to game plan the steps that need to be taken for the course. It is always a good idea to check in with the student after major assignments to see if the strategies are working, or if adjustments need to be made.

This Quick Start Guide is meant to be a resource and how-to guide to best set up documents and your WebAccess course shell for the benefit of all faculty and students. The content in this QSG follows guidelines and requirements put forth by the Americans with Disabilities Act (ADA) and best practices from the Cañada Disability Resources Center.

If you have questions on the elements in this document, please contact the DRC directly. If you would like training on how to make these changes, please contact the Director of Professional Development and Innovation.

Contact information for the Disability Resource Center:

Office: 5-303

Main number: 650-306-3259

Email: cadadadrc@smccd.edu

C. Max Hartman, Director

Email: hartmanmax@smccd.edu

Phone: 650-306-3132

Sample Accommodation Memo



Disability Resource Center

Building 5, Room 303

CONFIDENTIAL MEMORANDUM – Spring 2016

TO: Cañada College Professors
FROM: Max Hartman
Director, DRC
RE: John Doe
G# 0000000
DATE: 4 November 2015

This confidential memorandum to you is to notify you of the reasonable accommodations that **John Doe** is eligible to receive and will be using in your class.

1. Student will access maximum additional double time to complete exams in a distraction reduced setting
2. Student will access a computer with spell check software for all written work including essay and short answer test questions.
3. Student will require the services of an in class note taker. **Please see the attached yellow sheet for instructions about how to assist the student to find an in class note taker.**

If it would be helpful to you, **John Doe** may take the exams in the DRC testing room or the Alternate Media Lab where the exam will be proctored. Approximately 5-7 days before a scheduled test, please assist **John Doe** with completing the DRC blue test accommodation form. The student will return the form to our office.

If you have any questions about this request or the information in this memo, please do not hesitate to contact me at extension 3259 or hartmanmax@smccd.edu.

Thank you in advance for your assistance with this student.

Instructor Directions Regarding a Note Taking Accommodation

A student in this class has been approved by the Disability Resource Center for note taking services.

This is a confidential matter. Please do not make reference to the specific student requesting this assistance

At your earliest convenience we would appreciate your making the following announcement to your class:

“Currently, Cañada College serves approximately 300 students with disabilities. Some of those students require note taking services to succeed in their classes. Students who assist their classmates as a note taker can receive a stipend at the end of the semester. For example, you could earn \$125 for a 3-unit class you are already taking notes for. However, you can also choose to volunteer your service. At the semester’s end Cañada College’s Disability Resource Center (DRC) will provide you with a letter showing proof and appreciation of your service which can be used as evidence of work experience on your resume or for your 4-yr. university transfer application. You can also benefit from earning transferable college credit by enrolling in Cooperative Education. If you are interested in serving as a note taker for this class, please see me after class so I might review the accuracy of your notes.”

Please check the prospective note taker’s notes for thoroughness and legibility. If you feel they might be a good candidate please direct them to the DRC office in 5-303 or call (650)-306-3259.

Thank you for your time and for assisting our students.

Policy Regarding the Approval of Note Taking Services

- 1. Note taking services will only be provided to those students whose disability clearly warrants the need for such service.**
- 2. Eligible students MUST attend class regularly.**
- 3. Students requiring a note taker should follow the steps below:**
 - a. If the student is comfortable they may ask a fellow student if they would be interested in providing this service.**
 - b. Or, provide the instructor with this letter and ask them to make an announcement (a suggested script is on the reverse side)**
 - c. If a note-taker is found, they must contact the Disability Resource Center in BUILDING 5 ROOM 303 to complete the necessary paperwork. The note-taker must see the DRC office at the beginning of the semester to get paid.**
 - d. A DRC staff will personally attend class to recruit a note taker if after several attempts from the instructor and/or the student a note taker has not been found.**
- 4. If you have questions about this or any other accommodations please contact the Disability Resource Center.**

2. For students who need extra time on assignments and exams

When a student issues a DRC accommodation memo to the instructor that requests a certain percentage of extra time on tests, quizzes, or exams, this accommodation must be applied to both timed in-class assessments and those done on WebAccess (or alternative learning management system). *Extra time accommodations for exams applies only to timed tests; it never extends due dates.*

A. In-class Quizzes and Exams

For students whose Accommodation Memo says that they are to receive extra time on a quiz or exam, it is best if they know the dates of the exams well in advance. Five to seven days before each exam, students are required to submit a blue Test Taking Accommodation Form to you. This form outlines the types of accommodation that they are requesting for the exam; a sample copy of this form can be seen on pages 8 and 9. It also gives you time to make any necessary changes (within reason) to your exam, and DRC time to schedule a place and time for the exam.

This form is often being given because the student needs extra time and a quiet, distraction-free place to take the exam, or a screen reader for the exam; this usually means that the student will take the exam either in the DRC or the Alternate Media Lab in room 5-207. The exam is proctored by DRC staff, so you don't have to be present. If there are oral proficiency sections on the exam, you can either arrange an in-person time to complete this with the student, or send a video to the DRC staff of the oral proficiency portion of the exam. On the Test Taking Accommodation Form, you will indicate how the DRC will receive the exam, and how it will be delivered to you.

If a student has given you an Accommodation Memo, but has not also submitted a blue Test Taking Accommodation Form for each exam, you are not required to give the student the exam at a different location. You can give the student extra time, but this should only be given if it works with your schedule and if you can do so in the classroom in which you are giving the exam. If this is the case, it is wise to contact the DRC in order to maintain communication with them.

Sample Test Taking Accommodation Form

PLEASE COMPLETE AND RETURN 5-7 DAYS BEFORE A TEST!!

Date of Test: _____ **Time:** _____ **In Class Test Length:** _____

Student Name: _____

Semester: _____

Class: _____ **Instructor:** _____

The following accommodations are authorized for this student because of one or more disability related functional limitation(s):

- ☐ **Test must be delivered to the DRC at least 72 hrs in advance of test time**
- ☐ **Test must be delivered to the DRC at least 24 hrs in advance of test time**
- ☐ Time and a half (1.5x)
- ☐ Double time (2x)
- ☐ Use of Kurzweil software
 - ☐ DRC USE ONLY
- ☐ Computer usage including spellchecker
- ☐ Use of calculator
- ☐ Distraction-reduced environment
- ☐ Other

Classroom Instructor Please Complete the Following:

The student and I have agreed that the test will be taken in the following location:

Disability Resource Center (5-303) or Alternate Media Center (5-207)

Learning Center (9-215)

I agree to provide the testing accommodations to the student

Other: _____

1. Test Delivery (72 hrs in advance for Kurzweil exams. 24hrs for all others)

I will deliver the test to the DRC

The student will deliver the test to the DRC (Can be delivered day-of for non Kurzweil exams)

I will email the test to canadadrc@smccd.edu

I will make other arrangements.

2. Test Return

I will pick up the test myself

The student will deliver the test back to to me.

Please return the test by inter-campus mail.

Please scan and email the test back to me.

Other: _____

Special Instructions – Student may use:

Dictionary

Calculator

Book

Notes

Other: _____

Classroom Instructor's Signature _____

Please email canadadrc@smccd.edu your cell phone or preferred method of contact

Test Accommodation Form

Cañada College Disability Resource Center (DRC)
Bldg. 5 Room 303 * Phone (650) 306-3259 * Fax (650) 306-3185
Email: canadadrc@smccd.edu

*To establish testing accommodation services, sign up in Bldg. 5 Rm 303, at least **5 to 7 days** prior to the test. **No tests allowed after test dates given by instructor.***

1. Testing accommodations will not be provided until a student's eligibility for such services has been verified. Testing accommodation will be provided to students only in courses where their educational limitations indicate that they are necessary.
2. Testing accommodations will occur during the scheduled test time when other students are taking the exam, unless agreed upon in advance by the instructor.
3. Exams will be stopped and instructors will be notified if cheating, unauthorized use of notes, books, calculators or other improper behaviors are observed during the examination. Infractions will be referred to the Vice President of Student Services for due process as defined by the Cañada College catalogue.

Student
Signature _____

B. Adding time for quizzes and exams on WebAccess

In WebAccess, deadlines must be changed for each individual student and with each individual assignment. Currently, no global setting can be set for the student. Thankfully, the process is quick.

1. After you have set up the quiz or exam in general, click on the User Overrides link in the Administrative menu. See Figure 1.

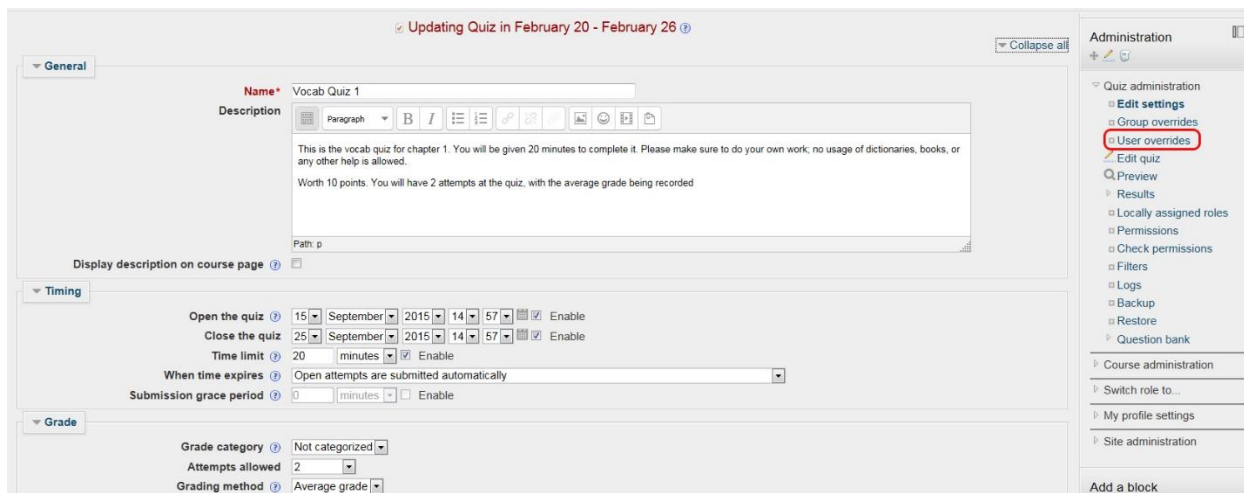


Figure 1: User override settings link

2. Choose the student (the 'user') whose quiz settings you would like to change. If the student needs more time, then adjust the time setting (marked in red) accordingly. If you would like to extend the amount of attempts, then adjust the 'Attempts' setting (marked in blue). See Figure 2.

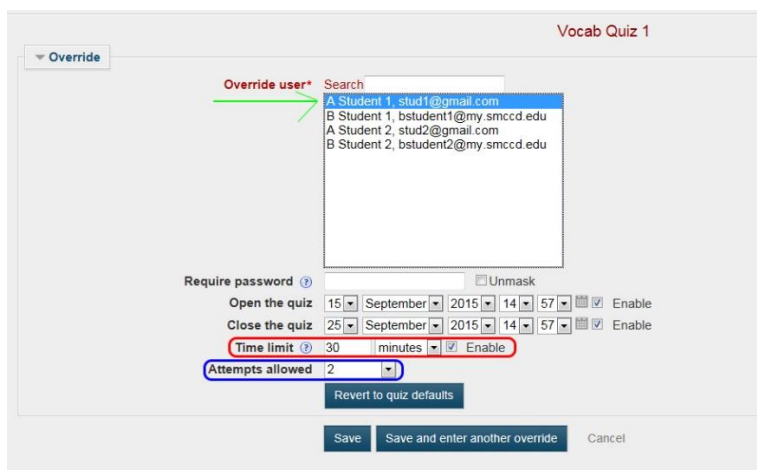


Figure 2: User override settings

3. If this is the only student that needs an override, then click 'Save'. If you have others, then click 'Save and enter another override'; follow the same procedures for each student override necessary.

C. Extending a specific due date for a student

For most students with disabilities, this will only come up if there is a requirement that the student be given extended deadlines for an assignment. If that is the case, please follow the following steps:

- For quizzes, follow the same steps as outlined above, and simply change the due date instead of the time limit.
- For assignments, discussion forums, lessons, databases, SCORM packages, TurnItIn assignments, wikis, workshops, or any of the survey activities (Choice, Feedback, Questionnaire, Survey), this cannot be set up individually. You can set the cut-off date to allow for the extension, or change the due date after the fact, but that will apply to the entire class. If you have the system automatically take off points for late work, then you need to manually change the grade in the gradebook for that student in order to not have their grade penalized for a late assignment.

3. Captioning of videos

The Americans with Disabilities Act states that all videos shown in class or assigned must be captioned — whether a student has requested captions as an accommodation or not. Planning ahead to ensure that material is properly captioned before showing the video is the best course of action. You can show a video even if it is not captioned, but if a student asks for captioning you must be able to provide it. It takes a lot of time to do this after-the-fact, so plan ahead to save time, frustration, and energy. But how do we do this? In this section, we will cover the requirements and how to ensure that all of your videos are in compliance.

Exemptions

Raw footage

Raw footage is defined as materials that are for a single, restricted use and are not archived. An example might be student videos; the students would not need to caption their work for a project in your class. Another example might be a longer video from which only clips will be taken. If the collection of clips is archived and reused in another semester, then that would need to be captioned. If you have any questions about whether or not a video needs to be captioned, please contact the DRC.

Restricted-access materials

When a video will be shown only to a restricted set of users, and none of those users require captions, then you do not need to caption the video. An example might be a password-protected class in which a video specifically for that class is shown. ***Please note: if the video is meant to be a permanent part of the class, term after term, then the video needs to be captioned.***

A. External videos: what to do

If you wish to have your students watch a video that you did not create, it is considered an 'external video'. This means that you cannot control the settings of the video, nor the content. Most all video that is sold professionally from the major distributors and publishing companies is already captioned, in compliance with the ADA. If you are showing the video from DVD, simply use the menu options to enable captioning.

Videos posted onto the Internet are less reliable, but there are arenas that provide captioned video. Sites like YouTube and Vimeo have been working hard to encourage captioning on all videos uploaded onto their sites, and they provide captioning services for users who upload content. When you go to the video on these sites, there should be a 'CC' link on the video itself when there is captioning available. While it is true that most videos that are uploaded by production companies and those that are more professional in nature tend to be captioned, amateur video is not reliably captioned.

If you wish to show a video, but it is not captioned, you have a couple of options:

1. Search the web to see if a captioned version of the video exists.
2. If no captioned version exists, find an alternate video that is captioned and provides the same content information.
3. You can contact the person who uploaded the video for a transcript. Some people will have it, but most amateur videographers who post don't have transcripts.
4. You can create a transcript of the dialog in the video. This is time consuming, but if it is a video that you must show, and there are no alternatives that are already captioned, then you need to take this step. **If you create a transcript of the video, you must obtain permission from the copyright owner of the video.**
5. The California Community Colleges Chancellor's Office has funded a Distance Education Captioning and Transcription (DECT) grant that will cover the cost of 3rd party captioning and transcribing online videos. It is a time consuming process and you still need permission from the owner of the video. The DRC can assist you in taking advantage of this grant.

KEEP IN MIND—Tracking down owners of videos to obtain permission for captioning (even if you are paying for the video) can be tricky, and captioning and transcribing videos takes time. Make sure you plan ahead!

B. Your own videos: what to do

If you are someone who creates video content for your students, your work must also be captioned. There are a number of resources that can help you.

Video captured from animated PowerPoint slideshows

If you are someone who narrates and animates your PowerPoint slideshows, then captioning is easy to do. Simply write out your script of what you want to say in the notes section for each slide and use it when you record. PowerPoint will link up with Camtasia or other movie-making software to make movies of your presentation with your narration. Many movie-making software programs include an opportunity to insert captioning.

Additionally, YouTube has captioning services if you upload your video. Simply copy and paste your script into their automatic captioning software, and YouTube will do the rest. It is not 100% reliable, but it is a basic layer of captioning.

All other video

A number of movie-making software packages can insert a variety of content into your video, and captioning is always a part of that software. The Instructional Designer and the Director of Professional Development and Innovation can create workshops on these topics; they are also frequently topics in STOT and @One trainings.

If you have other video that needs captioning, or you can't do the captioning on your own, then please contact the Disabilities Resources Center.

4. Setup of documents and your course shell

A. General setup of a document

When you type a document or create a slideshow in a Microsoft Office program (or similar word processing or slideshow program), you should keep in mind a few basic rules:

1. ***Make the text easy to read.*** Keep this in mind for all of your students, not simply those who need accommodations. It is strongly recommended to use sans-serif fonts, such as Calibri or Arial, as they are cleaner and easier to read for both the human eye and the computer scanner. Use standard margins, and set the spacing so that it is easy to parse out the different lines of text.
2. ***Be careful with your color selections.*** When we create slideshows (such as in PowerPoint), it is fun to play with graphics and colors to create a memorable experience. However, having too many colors that clash can make it confusing to everyone, and this is also true for document readers.
3. ***Do not use text boxes:*** Screen readers cannot decipher text boxes very well. Instead, use inset text, or try to formulate some of your information via tables.
4. ***Use headings appropriately.*** More on this below in (B).

B. Usage of headings and labels on all documents

The use of labels and headings is strongly encouraged when creating documents, regardless of any accessibility issues. It helps students find and understand the information in your document.

The added benefit for the use of labels and headings in all documents is that screen reader software for visually impaired users are able to determine the different levels that you organize in your document—what is regular text versus titles and subtitles. It is for this reason that all documents, as well as your course shells on WebAccess, should use headings and labels.

When we talk about headings and labels, we are not only describing the different levels of titles in a document or course shell. We also are describing the use of labels on all tables, graphics, or charts, as well as the Alt-Text and captions for these inserted pieces.

C. Usage of captions in all documents

Captions are those labels that appear below images, graphics, tables and charts, and frequently they are used to create a table of figures easily. But with Accessibility in mind, it helps screen readers to decipher the image that has been inserted. Microsoft Word makes it easy to insert captions with your images.

1. When you insert an image, graph, table or chart, you can right-click on the image, and select 'Insert Caption'.
2. Type the label caption that you wish. The program will automatically number it, and will update the number automatically as you insert further captions.

3. In the pop-up window, you can change the type of image that you are inserting. See **Error! Reference source not found.** below. Click the drop-down menu (outlined in red), and select from Figure, Chart or Equation. 'Figure' will be used for any pictorial graphic; 'Chart' is for charts and graphs; 'Equation' is for mathematical or scientific equations.
4. You can also change the position of the caption. Most often, it's best to place the caption below the image. You can always change this by dragging and dropping the caption in the document itself. In the drop-down menu (outlined in green), you can choose from above or below the image.
5. Click 'OK' to set your caption. It will appear in the location that you choose, and it will be in the style that is pre-set for captions. You can style easily, but you cannot change the numbering of the image.

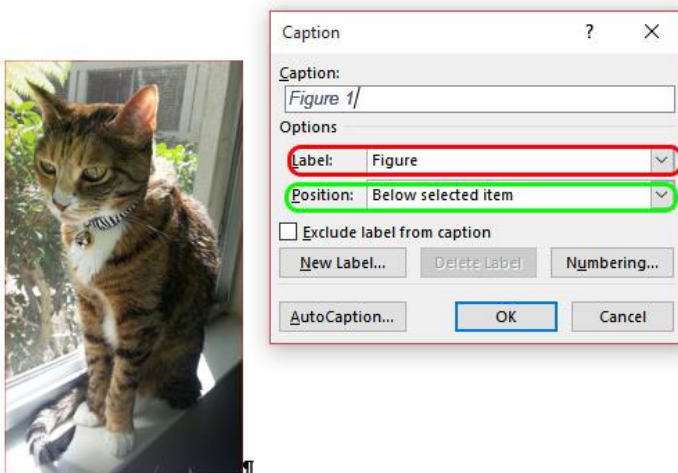


Figure 3: Inserting a Caption

D. Usage of labels on WebAccess

Think of using labels as a way to create groups of assignments or documents within a given module. This is also a great tool to highlight certain types of activities.

To insert a label in a given module on WebAccess, please use the following steps:

1. Turn on editing for your course shell.
2. In the given module where you would like to place the label, click on 'Add an activity or resource.'
3. In the pop-up window that lists the activities and resources, scroll down to the bottom. Select 'Label', and then click 'Add.' See Figure 4.

Figure 4: Adding a label from the Activity/Resource Menu

4. In the following screen, type in your label in the text box, and change its appearance as necessary.

Make sure to change the heading on the label, so that screen readers can understand the order of logic on the screen. To do that, click on the 'Format' drop down menu in the toolbar above the textbox, and scroll down to choose the appropriate level of heading—meaning that if it is the top-most level of label, it should be Heading 1, etc. See Figure 5.



Figure 5: Setting the heading level for the label

5. Click 'Save changes'.

E. Usage of Alt-Text on images, tables, graphs, and charts in all documents

For every type of image that is inserted into a document, be it a picture, graph, table, or chart, it must have Alt-Text, or alternate text. This helps a screen reader decipher the type of image in order to describe it to someone who is visually impaired.

Microsoft Office products, in particular, have made inserting Alt-Text easy. Simply right-click on the image, and select 'Format picture...' (or 'chart', 'table', etc.). From there, a sidebar menu should appear on the right side of your window, with a variety of options; select the second icon from the right side (see left picture in Figure 6 below). From there, type in a title that is similar to the caption for the picture, and a description that gives information that describes that the image/chart/etc. looks like and details (see right picture in Figure 6 below).

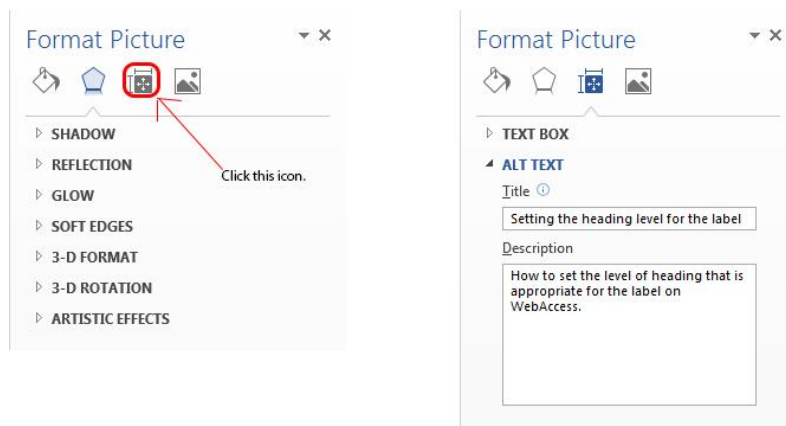


Figure 6: How to add Alt-Text to your images, charts, graphs, and tables.

F. Usage of descriptions for all activities and resources on WebAccess

Whenever you add any activity or resource to your WebAccess shell, you'll be required to type something in the Description box in the top of the page. This is where you should describe the assignment, activity, or resource that you're inserting to your WebAccess shell; you can be as descriptive as you like, so long as you at the very least describe the basic intent of the activity or resource. See Figure 7.

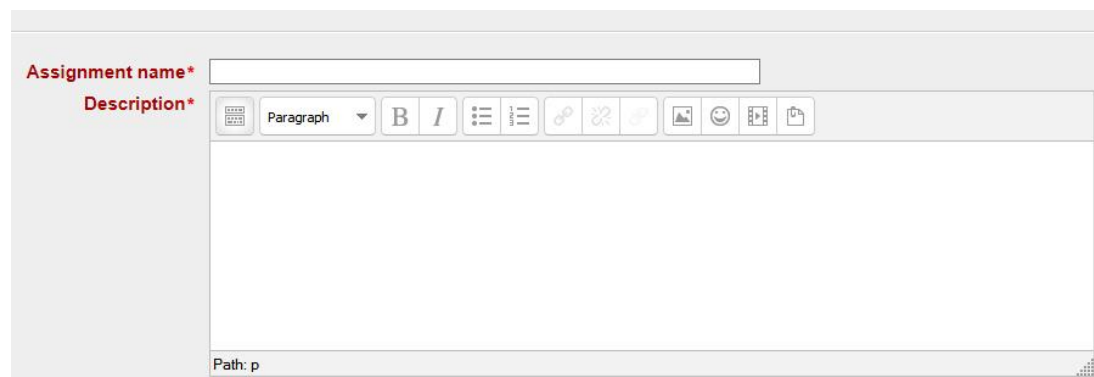
The image shows a web-based form for adding a description. On the left, there are two labels: "Assignment name*" and "Description*", both in red. To the right of "Assignment name*" is a text input field. Below "Description*" is a rich text editor. The editor has a toolbar with icons for text formatting (bold, italic, bulleted list, numbered list), alignment (left, center, right), link, unlink, image, and other functions. A dropdown menu is set to "Paragraph". Below the editor is a small text field labeled "Path: p".

Figure 7: Description Box for WebAccess

G. Usage of Alt-Text on images, tables, graphs, and charts in WebAccess

Alt-text does not transfer from one program to WebAccess for images, tables, graphs, or charts. That information needs to be typed into WebAccess again. It will not copy and paste from another program.

If you are simply adding an image as a file to your course shell, then the description box for the file will suffice in adding Alt-Text to the image. However, if you are adding an image within an activity, there are some extra steps to take.

To add Alt-Text to an image that is already in your course shell, you can follow these steps:

1. Right-click on the image and select 'Insert/Edit Image'.
2. In the 'Image Description' box (see Figure 8 below), type in a description of the image that will convey what you are trying to describe. If it's for a quiz, do not give the answer to the quiz; simply write whatever information is necessary to describe it without giving away the answer.
3. Click 'Update'

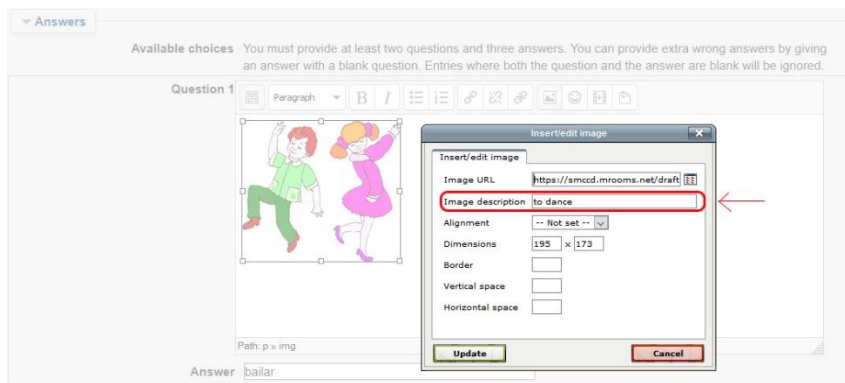


Figure 8: Inserting Alt-Text to Images Already in WebAccess

If you are inserting the image for the first time, you actually can type in the Alt-Text in the same pop-up window that you use to upload the file. See **Error! Reference source not found.** below.

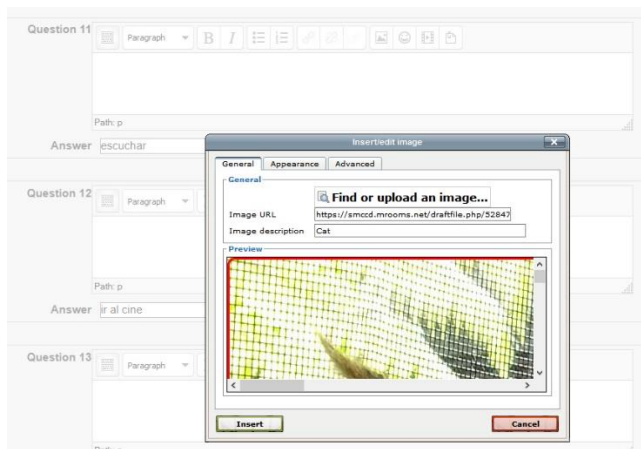


Figure 9: Inserting Alt-Text for a New Image

H. PDF documents

PDFs are created in one of two ways: they are either converted from an office software program (such as Microsoft Office), or they are scanned. However, there is a big difference between these two methods of creating a PDF.

When a document (be it from a word processing program, a slideshow creation program, a spreadsheet program, or the like) is saved as or printed as a PDF, it is done in such a way that it creates a searchable document. This allows for a PDF reader (such as Adobe Acrobat or Adobe Reader) to highlight, redact, or change text, because it sees the document as a searchable document of text. Text readers and screen readers are able to easily decipher the material and treat it accordingly.

However, when a PDF is simply scanned from a scanner or copy machine, the PDF is created as a series of pictures. As such, it is not searchable, and text readers or screen readers cannot read the document.

As with all materials, if you can plan ahead, it's best for all. If you are setting up your course at the beginning of the semester, you have time to factor in accessibility accommodations, including PDFs. If, however, you find something at the last minute, and you can't find an accessible copy of the document, make sure that all students are able to access and read the document. If there are students with a disability who are unable to read the document, you cannot make the document required. It is always best to try to find something so that all students are included in the learning unit.

PDFs of periodical articles

If you wish to have your students read a PDF of an article found in a periodical, chances are that the publisher of that periodical has a PDF version of the article online, that is accessible. If you can't find a digital copy using the databases at the Cañada library, check with the librarians. They have access to other databases and other methods of getting digital copies. Please make sure to tell them that you're looking for an accessible or scanable copy, and that a photocopy of an article won't work.

PDFs of selections from books

If you wish to have your students read a selection from a book, a photocopy won't work, as mentioned above. Please contact Max Hartman in the DRC; he will work with you to get an accessible copy to send to your students or post onto WebAccess.

PDFs of documents

If you are giving your students a handout or worksheet, make sure to create it in Microsoft Word and then save it as a PDF. In this way, the PDF will be saved as readable text, and it will be in an accessible format. Remember that all pictures must have Alt-Text descriptions; if you do this in Word, this Alt-Text will transfer when the document is saved as a PDF.

Please note: other word processing programs do have this function, but not all of them are reliable in the creation of searchable PDFs from the original document. Microsoft has been a leader in this arena, which is why it is highly touted in this QSG. If you choose to use other word processing programs, just be aware that your work may not be fully accessible.

5. Resources

A. WebAim

Based at Utah State University, this is a tremendous resource for all things accessibility related. This specific link goes to their resources section, which has a number of documents and tools related to accessibility.

<http://webaim.org/resources>

B. High Tech Center Training Unit

The High Tech Center Training Unit of the California Community Colleges is a state of the art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at 114 community colleges and satellite centers. More than ten thousand students with disabilities are enrolled in High Tech Center programs statewide. It is an outstanding resource that offers free training on all things related to web accessibility, alternate media, and assistive technology. They are located in Cupertino, and offer training onsite as well as online.

<http://www.htctu.net>

C. Distance Education Captioning and Transcription Grant

Upon request, the Disabilities Resource Center at Cañada College can help with securing grant money for transcription and captioning.

<https://www.canyons.edu/Offices/DistanceLearning/Captioning/Pages/Default.aspx>

D. Web Accessibility Initiative from the W3C (WAI)

The WAI offers strategies, guidelines, and references on how to make internet resources more accessible to all. Their website has useful information and blog posts on the latest efforts in accessibility.

<http://www.w3.org/WAI/>

E. Color Contrast Analyzer (CCA)

The Color Contrast Analyzer helps you determine the legibility of texts and the contrast of visual elements, such as graphical controls and visual indicators. It is a software program that has both PC and Mac versions, and can be used in a variety of languages.

<http://www.paciellogroup.com/resources/contrastanalyser/>

F. Amara and Subtitle Horse

Amara and Subtitle Horse are subtitle editors that are free to use. If you have video that has no captioning, these websites might be able to provide subtitles, depending on any encryption that has been enabled.

<http://amara.org/en/>

<http://subtitle-horse.com/>