


**The Real World
Meets Virtual World:
Universal Inclusion**


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www.htctu.net

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Universal Defined

- Done or experienced by everyone;
existing or available for everyone;
existing or true at all times or in all
places
 - From the Merriam-Webster Dictionary



In Other Words...

- Things that work for all (or at least most)
of us, most of the time

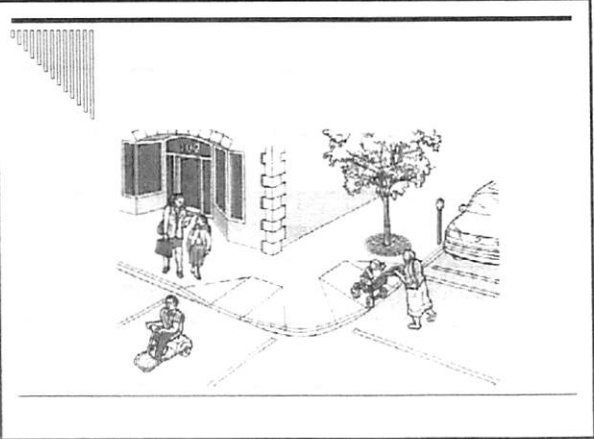
First Case for Universal Design


- Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
-Ron Mace
 - Center for Universal Design at North Carolina State University

Design Idea


- Designing for people with special needs adds functionality for all of us!

- There are times when all of us are functionally blind or functionally deaf.
 - TV Raman




 **Structural Examples**


- Elevators
- Automatic doors
- Curb cuts
- Ramps

 **UD Idea Expanded**

- Idea of universal design applied to education
- How can the principles of physical access be applied to help people learn?
- Universal Design for Learning!


 **Principles of UDL**

- Present content and information in different ways
- Provide multiple means for students to express what they know
- Provide multiple means to engage learners




The Magic

- Designing with others in mind expands your own reality
- Individuals who are differently abled
 - interact with the world differently
 - experience the world differently
 - see the world differently



Expanded Perspective

- The preschooler and the four walls
- The first grader's perception of same and different
- TV Raman and the middle



Learning Styles

- We often teach the way we were taught
- OR we teach the way we best learn

How do you learn?

- Let's consider the learning profile
- Read each question and choose the best answer for you
- Add the columns and collate the results on the back

Learning Profile¹


- Identifies two strongest learning modalities
- Recognizes pivotal importance of
 - Combining learning modalities
 - Being actively engaged in the learning process
 - Working with the learner's strengths
- Traditional vs. nontraditional learners?

¹ Myra Lerch, Butte College


Traditional & Nontraditional Learners?

```


graph TD
    Root[Input Modalities: Traditional & Nontraditional Learners] --> Visual[Visual]
    Root --> Auditory[Auditory]
    Root --> Kinesthetic[Kinesthetic]
    Visual --> VisualGraphic[Visual Graphic]
    Visual --> VisualText[Visual Text]
    Auditory --> AuralVerbal[Aural-Verbal]
    Kinesthetic --> TactileProprioceptive[Tactile-Proprioceptive]
  
```

 **Traditional & Nontraditional Learners?**


- Input Modalities
- Visual
 - Visual graphic
 - Visual written
- Auditory
- Kinesthetic

 **Consider Some Results**

- Low on Auditory
 - May be better face-to-face than over the phone
- Low on Visual Graphic
 - May struggle with charts and graphs
- High on Kinesthetic
 - Learn by doing


 **Implications for UDL**

- The principles of UDL are designed to engage all learners
- Teach to all the modalities



UDL Principles


- Present content and information in different ways
- Provide multiple means for students to express what they know
- Provide multiple means to engage learners



Strategies?


- Lecture (auditory)
- Readings (visual written)
- Writing assignments (visual written)

- Graphic organizers (visual graphic)
- Activities (kinesthetic)




And it just so happens...

- When you communicate to/design for someone who is blind, it helps others not strong in visual learning
- When you communicate to/design for someone who is deaf, it helps others not strong in auditory learning




CONCRETE APPLICATIONS




For Non-auditory Learners

- Speak looking directly at the person
- Do not stand with the light behind you
- Build in pauses
- Use gestures



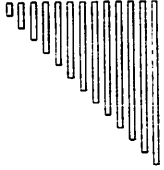
For Non-visual Learners

- Use concrete terms
- Meaningless!
 - "Get that thing over there."
 - "You can see that...."
 - "Set both factors equal to zero and solve to get the result."
- Avoid
 - This, that, here, there, thing




For Kinesthetic Learners

- "Walk" them through the steps
- Make sure they know where to go and what to do when they get there



And Equal Access Is the Law


Disability Law is Equal Rights Law



Concerns about Technology

- Office for Civil Rights...
 - DCL June 29, 2010
 - Issued jointly by DOJ and Dept of Ed
- "It is unacceptable for universities to use emerging technology without insisting that this technology be accessible to all students."


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Not Equal

- Digital does not mean accessible!


- Just because something is digital does not mean that it is accessible to all!



What Does Accessible Mean?

- Non-technical definition
- Usable by someone who...
 - Cannot use a mouse
 - Cannot hear
 - Cannot see
 - Cannot easily distinguish color differences
 - Uses assistive technology (adaptive hardware and software) to access the system


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What Does Accessible Mean?

- Technical definitions
- WCAG 2.0 Level AA
 - Good checklists available
- W3C Checklist
 - <http://www.w3.org/WAI/WCAG20/quickref/>
- WebAIM
 - <http://webaim.org/>
- Section 508 checklists


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Course Access in a Nutshell

- PDFs
 - Text-based (searchable)
 - Based on a well-structured Word document using styles
 - Graphics include alt text
 - Good color contrast
 - Run accessibility wizard
- Post PDF and Word doc or RTF


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Slightly More Nutshell

- Videos
 - Captioned
 - Good practice to also include transcript
 - Strategy for audio description when required
- Voice-only recordings
 - Transcript


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Universal Inclusion at Work

CREATING ACCESS

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Concerns about Technology

- Office for Civil Rights...
 - DCL June 29, 2010

- "It is unacceptable for universities to use emerging technology without insisting that this technology be accessible to all students."


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The "Kindle Letter"

- June 29, 2010 Dear Colleague Letter (DCL)
- Issued by the Office for Civil Rights (OCR)
 - Cosponsored by DOJ and Dept of Ed
- Expresses concern over campuses adopting inaccessible technology

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Not Equal

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- Just because something is digital does not mean that it is accessible to all!

Tech Complaints since the DCL...

- Inaccessible Web site
- Inaccessible learning software
- Inaccessible LMS
- Inaccessible course materials

UM Missoula


- Develop E&IT purchasing policy and procedures; train staff and faculty
- Find an E&IT Coordinator
- Make Web sites accessible (WCAG 2.0, level AA)
- Ensure accessibility of LMS
- Ensure accessible classroom E&IT (clickers, podiums, blogs, software, etc.)

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Potential Areas of Inequality

- Learning management systems
- Distance ed courses
- Software in campus labs
- Online books
- Online documents
- OER materials

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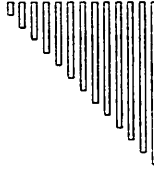


So what do we do?

- Create accessible materials
- Purchase accessible hardware, software, and apps

- Accommodate as necessary


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Section 504 vs. Section 508

One Act (Rehabilitation Act of 1973, as Amended) Two Laws

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Section 504 vs. Section 508

- Section 504 addresses individuals' needs for auxiliary aids and services (accommodations).

- Section 508 addresses the infrastructure that allows access.


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Rehabilitation Act of 1973

- Section 504 is about accommodation.
 - Making it work for individuals
 - Disability service offices created to serve students' needs.
- Section 508 is about access.
 - Create accessible software, Web sites, videos, and documents.
 - Purchase accessible products.
 - Campuswide responsibility


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Campus Comparison

<ul style="list-style-type: none"> □ Section 504 <ul style="list-style-type: none"> ■ Accommodation ■ Based on person's request and preference ■ Campus disability office handles student requests / HR handles employee requests ■ Begins where 508 ends 	<ul style="list-style-type: none"> □ Section 508 <ul style="list-style-type: none"> ■ Access ■ No prior request needed—"open door" ■ All E&IT purchases are affected for entire organization—students, staff, and faculty ■ Ends where 504 begins
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A Campus Analogy

- Section 504
 - Deaf student requests that videos for her class be captioned
- Section 508
 - New videos must be captioned before being shown in the classroom for the first time

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United We Stand

- Access and accommodation work together
 - It's a continuum
- Not fully accessible? Accommodate.

- But beware...
 - Some technology cannot be accommodated!

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Access vs. Accommodation


The chart shows five categories on the x-axis. For each category, there are two bars: a light gray bar for 'Access' and a dark gray bar for 'Accommodation'. The 'Access' bars are consistently taller than the 'Accommodation' bars, indicating that access is more prevalent than individual accommodations. The total height of the bars varies across categories, with the second and fourth categories having the highest total values.

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Working Together


- The campus buys accessible products/creates accessible media
- Individual accommodations may still be required
- However, an accessible infrastructure will make providing accommodations far less difficult and expensive!

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One Example


- Provide free AT in all campus labs
 - Balabolka (document access, TTS)
 - NVDA (free screen reader)
- Provide more sophisticated solutions upon request
 - Install JAWS as needed/when requested



Risk Management

- The more long-lasting and broadly available, the more things need to be accessible
- One-use materials or very limited availability, the more can rely on accommodation


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We've Got Your Back!

- Accommodation is always the back-up plan for access!
- Create and buy E&IT that is as accessible as possible
- When access falls short...accommodate!
- But remember: Accommodation is almost always more expensive and time consuming!

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How will you accommodate?

- Can still use materials that are not fully accessible, as long as you can accommodate individual needs in an **equally effective** manner

- Make accommodation planning part of the design strategy and buying decisions!


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Example

- PDFs for a DE class with access limited to class participants
 - Text-based
 - Recommend including alt text
 - Add tags and reading order upon request
- PDFs available to the general public
 - Greater level of access
 - Forms may require testing with assistive technology (AT)

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And Remember

- Do not **require** technology (software or hardware) that cannot be accommodated!

- In other words, if it is impossible to make the technology equally as effective for **all** users, do not **require** it of all users.

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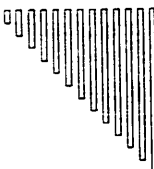


Content vs. Container

- Academic freedom is about the content.
- Section 508 is about the container.

- Conforming to Section 508 simply allows equal access to the content.


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Complying with the Standards


Section 508 of the Rehabilitation Act of 1973, as amended in 1998

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When Do Standards Apply?


- Section 508 standards apply to the governmental entity
 - As purchaser of E&IT
 - As creator of E&IT
- Standards are not enforceable on the vendors!
- Compliance is up to the organization
 - And is enforced by user complaint



Remember the Acronym

- Section 508 applies to Electronic & Information Technology (E&IT) that is "DUMPed"
 - **D:** Developed
 - **U:** Used
 - **M:** Maintained
 - **P:** Procured


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Section 508 in Action

- Make Web sites accessible
 - Follow the 508 or WCAG Standards
- Make software created by organization accessible
- Make videos & multi-media accessible
- Purchase accessible Electronic & Information Technology (E&IT)
 - **ICT:** Information & Communication Tech

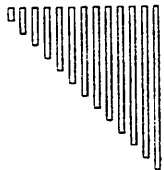
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Complying with Section 508

- Two types of E&IT standards
 1. Standards for creating
 - Web pages
 - Web applications
 - Software
 2. Standards for purchasing
 - Using checklist under Subpart B
 - OR using functional standards under Subpart C

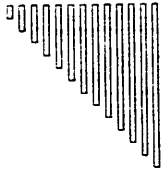
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The First Part of the Standards: Creation

In the beginning was the Web...

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Web Design




Design to Standards

- The Web standards are prescriptive
- Follow all the standards

- Nice checklist
 - www.webaim.org/standards/508/checklist
- Great resources
 - www.washington.edu/doi/Resources/web-design.html


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Creating Accessible Web Pages

- Not difficult or even time-consuming
 - BUT accessibility does need to be included at the design phase!
- Follow the standards
- Design access in
 - Think accessible first!
- Use Web accessibility checkers


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Distance Education & LMS Platforms

- Learning Management Systems (LMS) provide a framework to post Web-based materials, media content, lecture notes, etc.
 - Systems vary in their level of accessibility
- Access has two parts
 - Is the platform accessible?
 - Is the material loaded into the platform accessible?


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Instructional Materials Online

- All online instructional materials need to be accessible
 - PDFs
 - PowerPoint presentations
 - Podcasts
 - Videos
- Build accessibility before putting the material online!

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CREATING MATERIALS




Content vs. Container

- Academic freedom is about the content.
- Section 508 is about the container.

- Conforming to Section 508 simply allows equal access to the content.


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Instructor-created AV Materials


- Videos / podcasts
 - Work from a script so that captioning is easy
 - Not a "script person"? Learn to use speech-to-text software (like Dragon NaturallySpeaking)
 - Verbalize your process so that you do not need to audio describe

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AV Workflow

- Develop outline / storyboard
- Write out script
 - Or use Dragon NaturallySpeaking
- As you develop graphics describe them
 - Alt text "description"




A Note on Dragon

- Dragon works really well with one person sitting at a desk
- Learn to use the program
 - <http://www.htctu.net/trainings/manuals/contributions/maincontribute.htm#dragon>
- Train special vocabulary in advance for best recognition




Once Dragon Is Trained

- With a good "profile" can run your recordings through Dragon to generate a transcript
- Light editing may be required



Synching


- Once you have a transcript, synchronizing with the speech is often quick and easy
- Amara / Subtitle Horse
 - Do-it-yourself
- Automatic Sync Technologies (AST)
 - Inexpensive to just synch



Instructor-created Documents

- Learn to use the tools in Word to create accessible documents
 - Styles
 - Mark table header rows
 - Add brief alt tags
- Use Adobe Acrobat Pro and choose "make accessible" PDF
- Post PDF and Word doc or RTF

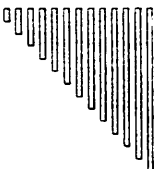
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You Have the Power

- Be proactive with vendors
 - Ask if textbook publisher will provide e-text for students with print disabilities
 - Ask if videos are captioned
 - Ask if software is accessible for students with disabilities
- If faculty across the country put their collective foot down, vendors would respond

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Instructional Materials



Searchable PDFs

- Searchable PDFs are text-based
 - Not scans or "pictures" of text
- A PDF based on a well-crafted Word document where styles are used probably does not need to be tagged
- Include verbiage on campus sites that directs anyone who needs greater accommodation to see your alternate media specialist

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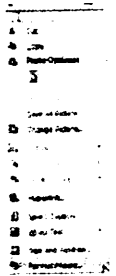
Four Simple Steps in Word

- Use templates and styles
- Add alt text
 - Picture descriptions
- Mark the header row in tables
- Name links logically

- THEN make it into a PDF

Right-click on Picture

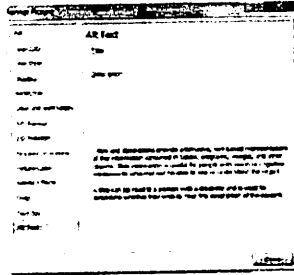
Choose Format Picture



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Alt Text

Keep the description SHORT



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Tables

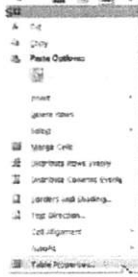
By setting the header row in a table, screen reader users will be able to hear the header text repeated as needed

Note: If you have column headers (i.e., header in first column), that will need to be marked in Adobe Acrobat

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Select Header Row


- Right click on header (top) row and select Table Properties



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Marking the Header


- Choose Row Tab
- Under Options click Repeat as header row...



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Create PDF and Run Action

- Install Adobe Acrobat Pro XI
- From the Word ribbon choose Create PDF and Run Action



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Create Accessible PDF

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Accessible Documents


- For maximum accessibility include both the PDF and the Word document online
- If concerned about security with Word, can apply permissions

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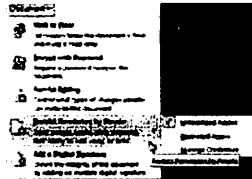
Permissions in Word

File > Info


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Restrict Access as Needed



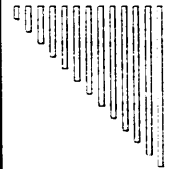
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Memory Aid for Access: LIST

- L = links
 - Named logically
- I = images
 - Briefly describe images
- S = styles
 - Use the built-in styles and templates
- T = tables
 - Mark the header row in tables

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Videos

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Section 508 on Videos

- (c) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.

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Interpretation


- Videos must be captioned before they are shown in the classroom for the first time
- Uncaptioned videos may be purchased and someone (ordering department?) pays to have them captioned
- Under 508, captioning required whether or not deaf students will be in the class

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How do we do this?

- Purchase captioned videos when possible
- Include cost of captioning in budget when purchasing uncaptioned videos
 - Purchasing department usually pays
 - Check with DSPS for vendors


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A Word about Captions

- Always done in the language spoken in the video
 - Spanish language videos would be captioned in Spanish, not English
 - Subtitles not the same, but often will do
- Include all auditory content, not just speech
 - Slamming doors, barking dogs, laughter, etc. are all included in text descriptions


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Be Aware

- Closed captions are turned on and off with a “decoder”
- Televisions (since the ‘80s) have decoders built in; not all overhead projectors do
 - Epson, Panasonic, Smart make projectors with decoders
- External decoders can be purchased

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Captioning In-depth

- “Raw footage” exempt
 - Single use, restricted use, not archived
- Restricted access materials
 - If no users require captions, do not need
- Transcripts
 - Not sufficient for video (must have synchronized text and video)
 - Fine for audio-only podcasts

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You Tube

- Yes, can be captioned
- May not need permission if you simply stream words at the same time as the video
 - Uncertain at this time
- If it is a single-use, accommodate as necessary, rather than providing access

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DECT Grant


- <http://www.canyons.edu/Offices/Distance Learning/Captioning/Pages/default.aspx>
- Live and asynchronous captioning and transcription
- Captioning is FREE
- Get preapproval for number of minutes

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Eligible Materials

- Hybrid classes
- On-campus classes utilizing distance methods of content delivery (e.g., class capture, web conferencing, vodcasting, podcasting, content posted within a Learning Management System)
- Digital learning object repositories used to collect and make available digitized content
- DVDs and VHS tapes if that content is used in one of the delivery formats described above


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Other Options

- You Tube Captioning
 - Info and videos on the Web site
- Amara
 - <http://amara.org/en/>
- Subtitle Horse
 - <http://subtitle-horse.com/>
- Out-source
 - AST or Rapid Text


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Podcasts

- Audio only
 - A transcript is all that is needed
- Audio and video
 - Synchronized captions required if it is public access
 - Accommodation can be provided on request if it is a restricted audience (i.e., locked inside LMS)

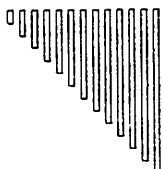
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Audio Description

- 508 does require it
 - Can be technically very challenging
- However, only needed in order to make content clear
 - Can potentially be handled by other means


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Especially for Faculty

You Can Make Such a Difference


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The Search for Meaning...

- Why do you teach?
- If you love to touch lives and make a difference, then there are some simple ways you can help.


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How Can You Help?

- Get book orders in promptly
 - If we know what books the student needs, we can begin the conversion
 - UC Berkeley faculty agreed to order books at least 7 weeks before the term begins
- Learn to create accessible instructional materials


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You Have the Power

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 - Ask if videos are captioned
 - Ask if software is accessible for students with disabilities
- If faculty across the country put their collective foot down, vendors would respond


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Better Pedagogy


- Learning to consider the perceptual needs of individuals with disabilities segues into learning to teach to all learning styles

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Lessons from Architecture

- Designing for people with special needs adds functionality for all of us!
 - Ramps
 - Elevators
 - Automatic doors




UDL Three Principles

- Multiple means of representation
- Provide multiple means of action and expression
- Provide multiple means of engagement



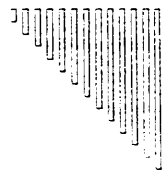
Sonoma State UDL

- Minimizes barriers and maximizes learning for all students
- Materials used and understood by everyone
 - Create genuine learning opportunities
 - Focus on recognition, skills and strategies, prioritizing
- <http://enact.sonoma.edu/>



UDL Movement

- CAST
 - www.cast.org
- Natl Ctr of Universal Design for Learning
 - <http://www.udcenter.org/>
- Sonoma State University
 - <http://enact.sonoma.edu>
- Colorado University Boulder
 - <https://asset.colorado.edu/>



So Whose Job Is Compliance?

Who Complies?

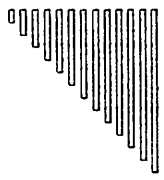
- Campus responsibility
 - Web pages
 - Distance Ed
 - Online materials
 - Campus-produced software
 - E&IT purchases

Ideal World


- Accessibility needs to be considered right from the beginning
- Ask at the start, Is the purchase E&IT?
- If it is, then use the procurement process for buying accessible under Section 508.

OCR + 508 + 504

- Want to buy it?
 - Make sure it's accessible
- Not accessible?
 - Plan how to accommodate it
- Can't accommodate it?
 - Don't require it for student success!




Strategies for Working with Your Campus



Decide Where to Start

- Remember risk analysis
 - Start with areas of greatest exposure
- Look for low-hanging fruit
- The Web site is a great starting point!
 - It's constantly under revision anyway!


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Find Places to Draw Lines

- Find areas to say "from now on..." and then rely on accommodation to fill in behind you
- With purchasing start over a certain amount
 - Contracts over \$50,000


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Drawing a Line with Videos

- Videos
 - At this date, all videos either purchased captioned or captioned before use
 - Caption legacy materials as an accommodation


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Determine Timelines

- Having a plan with a schedule will go a long way to limiting liability
- And remember...you still have to accommodate!


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Getting Buy-in

- Make sure that faculty understand that accessibility is not the enemy of academic freedom
- Encourage universal design
 - Connect designing for all with designing for all learners
 - <http://www.cast.org/ud/>

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Show the Benefit

- Offer trainings on how to create accessible documents
- Offer trainings on how to create accessible media

- What benefit...??

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Why Styles?

- Quick and easy formatting
- Very simple to change
- Using "Outline" feature allows for rapid editing and rewriting

- Oh...and BTW, it's now accessible!

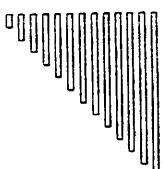
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And Videos?

- Good pedagogy
 - Research shows that anyone learning new vocabulary or vocabulary in a new context is benefitted by seeing and hearing at the same time
- Searchable videos
- Creating them yourself?
 - Start with a script!

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To Learn More



Learning from Others


- W3C Guidelines
 - WCAG (Web Content Accessibility Guidelines) 2.0
 - <http://www.w3.org/TR/WCAG20/>
- DO-IT (University of Washington)
 - <http://www.washington.edu/doi/>
- WebAIM
 - <http://webaim.org/>



Digital Media

- DCMF Captioning Key
 - <http://www.dcmp.org/captioningkey/>
- NCAM – STEM
 - http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines
- WGBH – Web Media
 - http://ncam.wgbh.org/invent_build/web_multimedia/accessible-digital-media-guide/guideline-h-multimedia


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What the CSUs Are Doing


- CSU Accessible Technology Initiative
 - www.calstate.edu/Accessibility/

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Reference

- <http://www.access-board.gov/sec508/guide/index.htm>
- <http://www.access-board.gov/sec508/refresh/report/>
- <http://www.calstate.edu/Accessibility/web-accessibility/evaluation/index.shtml>



Questions?

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 - E-mail is the best way to get me.
 - When really need me, e-mail and call! :-)
