



# 8 Tips for Standard 8

7<sup>th</sup> Annual QM Conference

November 3, 2015

10:15 a.m. – 10:40 a.m.





# Introductions

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- Quality Matters (QM) Campus Coordinator
- Certified QM Peer Reviewer
- Certified QM Online Trainer / Facilitator

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# Session Outcomes

By the end of today's presentation and discussion, you will be able to:

- Recognize the importance of accessibility in terms of Section 508 and Universal Design for Learning.
- Identify specific ways to make course materials accessible.
- Locate self-help resources for learning more about creating accessible learning materials.



# General Standard 8 Accessibility and Usability

**The course design reflects a commitment to accessibility [Section 508] and usability for all students [UDL].**

The course design reflects a commitment to accessibility, so that all learners can access course content and activities, and to usability so that all learners can easily navigate and interact with course components.



# Why Standard 8?

**It's the Law**

**UDL**





## Standards 8.1-8.5

8.1 Course **navigation** facilitates **ease of use**. (3)

8.2 **Information** is provided **about** the **accessibility of all technologies** required in the course. (3)

8.3 The course provides **alternative means of access** to course materials in formats that meet the needs of **diverse learners**. (2)

8.4 The course design facilitates **readability**. (2)

8.5 Course **multimedia** facilitate **ease of use**. (2)



# Document Type

<HTML>

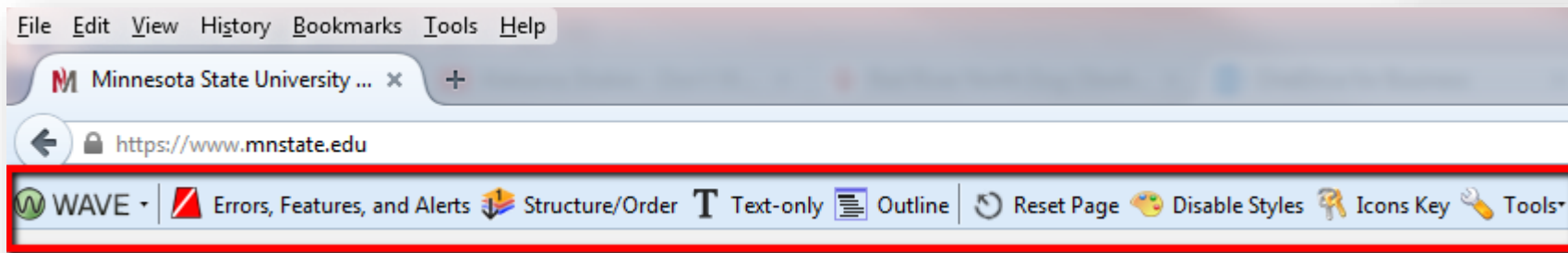
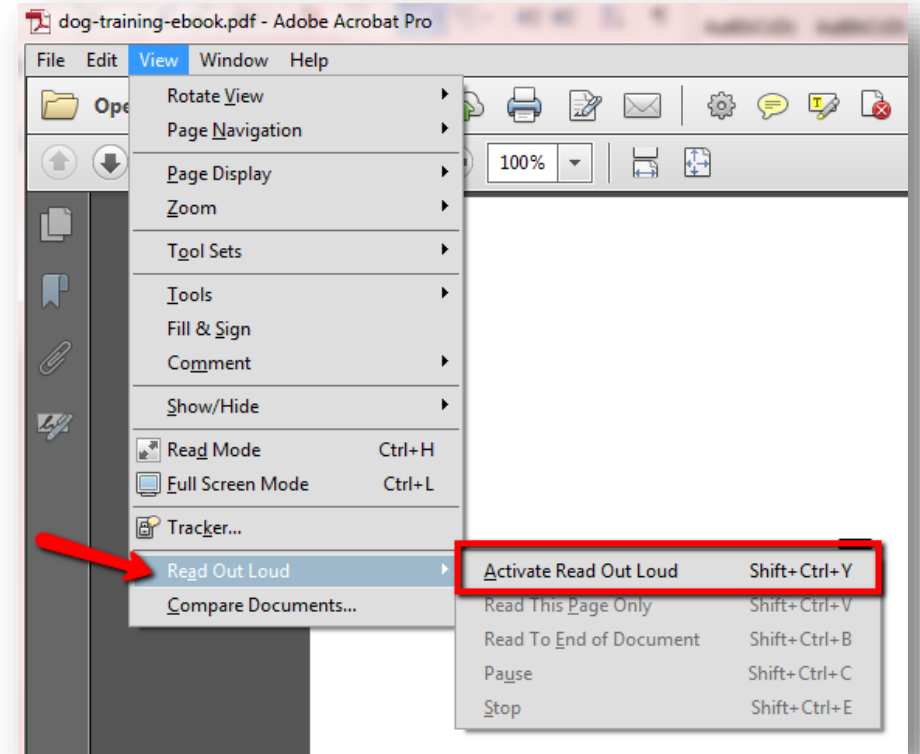
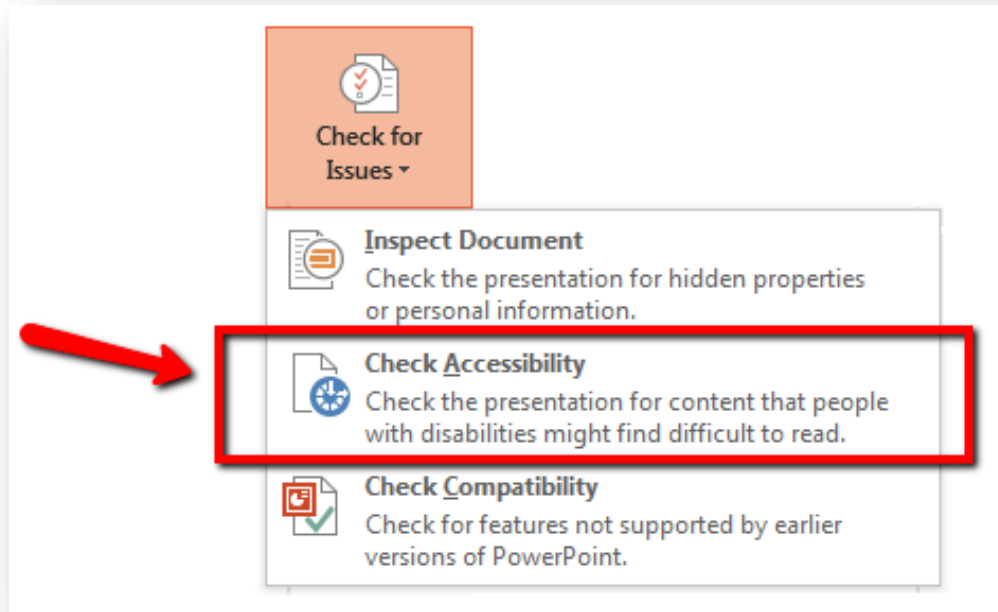
```
<html>  
<title>HTML</title>  
<body>  
This is HTML!  
</body>  
</html>
```



- \*Standard 8.1 – ease of use
- \*Standard 8.4 – readability



# Document Type: Accessibility Checker

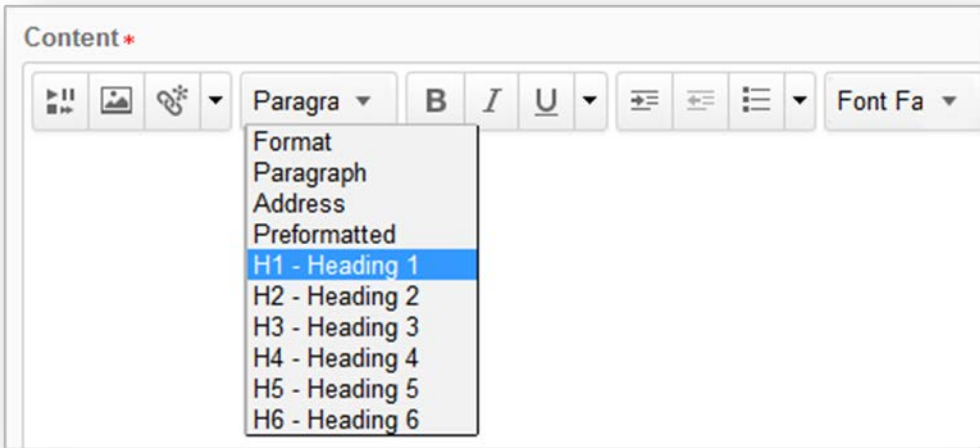


**\*Standard 8.1 – ease of use (see annotation # 4)**





# Document Structure



**\*Standard 8.1 – navigation, ease of use**  
**\*Standard 8.4 – readability**



# Document Format: Font

Sans Serif Font	Serif Font
Arial	Times New Roman
Calibri	Garamond
Verdana	Bookman Old Style
Tahoma	<i>Lucinda Calligraphy</i>

**\*Standard 8.4 – readability**



# Document Format: NO

Can you read me?

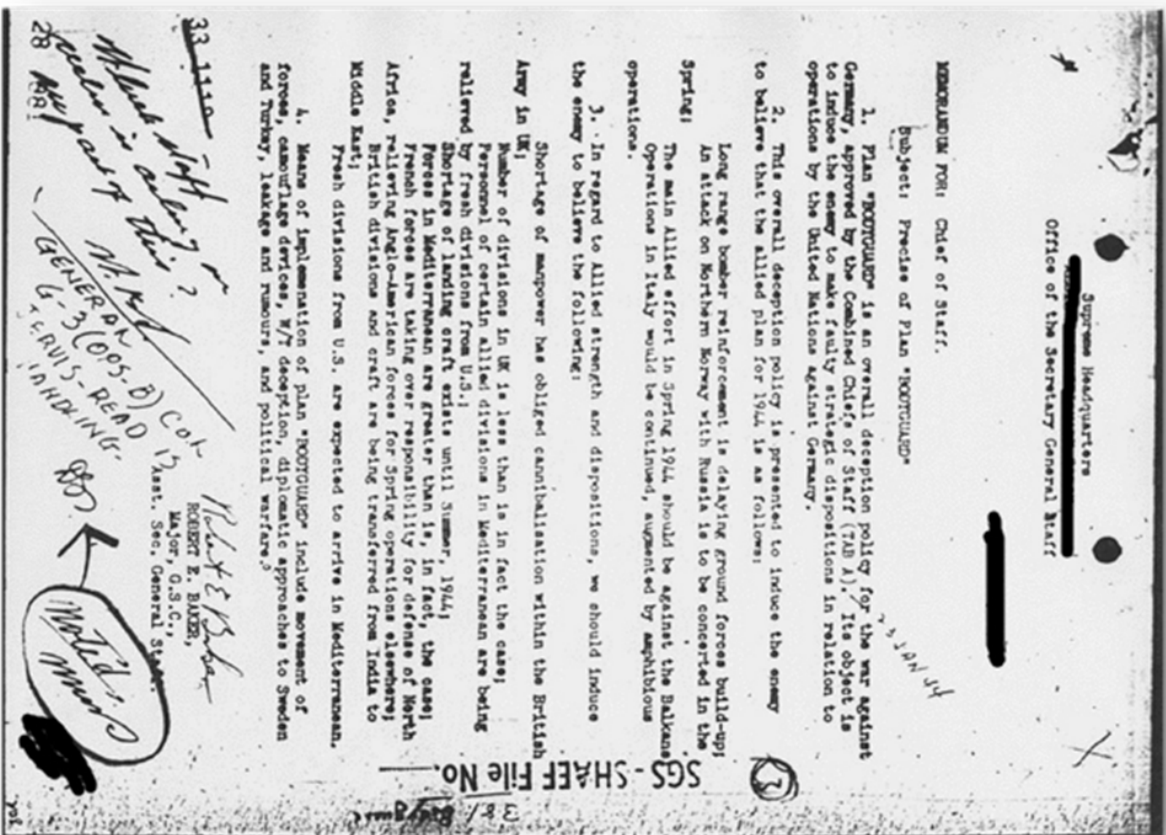


# Document Format: YES

Can you read  
me now?

# Scanned Documents

What could possibly go wrong?



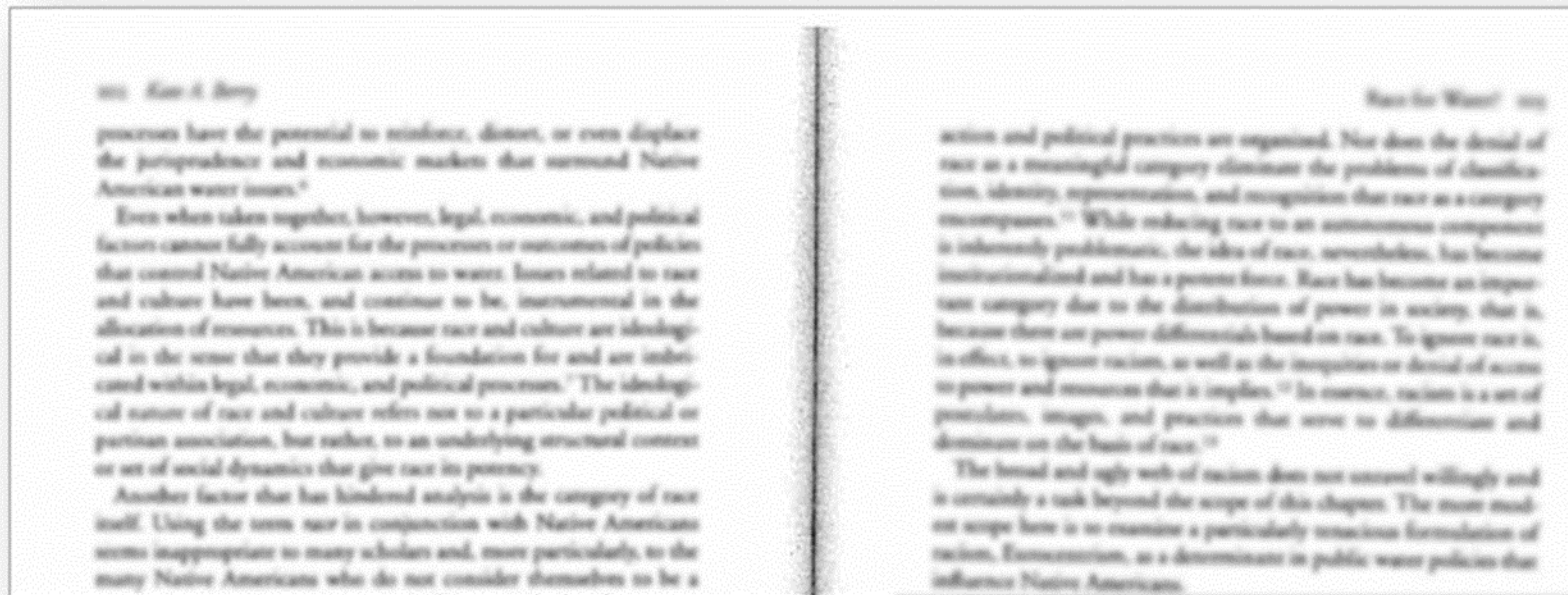
\*Standard 8.3 – alternative means of access

\*Standard 8.4 – readability





# Scanned Documents: Is it text or an image?



**\*Standard 8.3 – alternative means of access**

**\*Standard 8.4 – readability**



# Links: Descriptive

If someone were reading a list of links, which would you prefer to hear?

## Course Schedules

*or...*

[https://webproc.mnscu.edu/registration/search/basic.html?campusid=072&\\_ga=1.153158648.1721550958.1412352512](https://webproc.mnscu.edu/registration/search/basic.html?campusid=072&_ga=1.153158648.1721550958.1412352512)

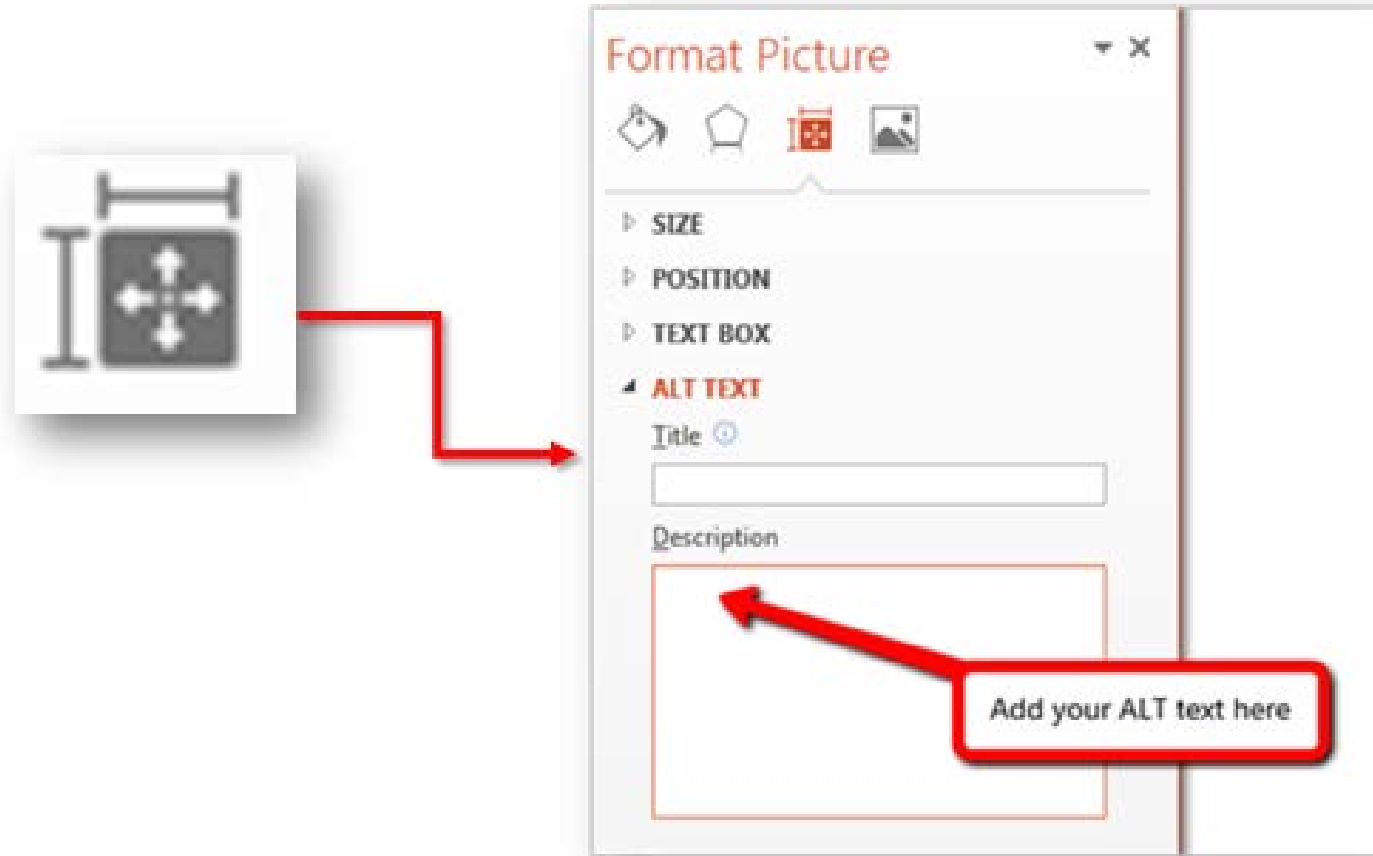
If you must include the URL address,  
include within parentheses: [Google](http://google.com) (http://google.com).

\* Standard 8.1 – navigation

\*Standard 8.4 – readability



# Images: Alt Text Description Field

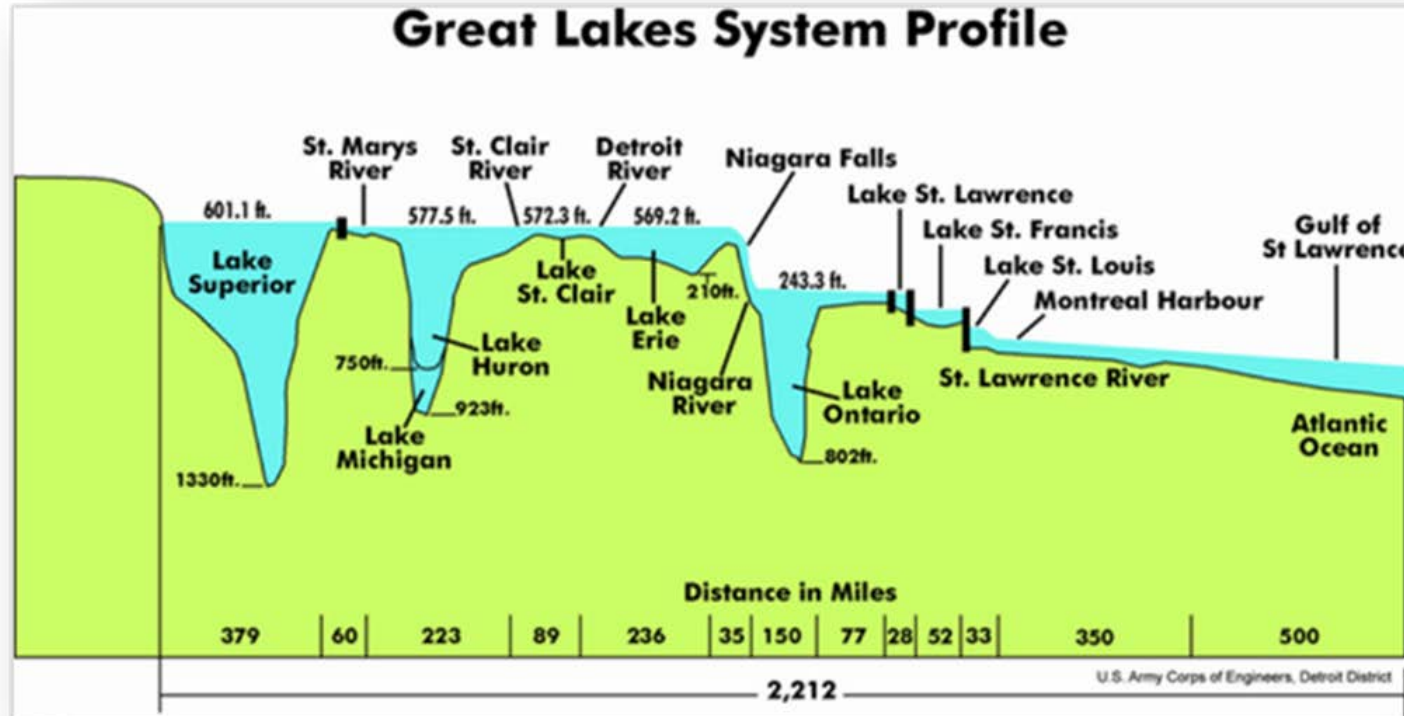


\* Standard 8.3 – alternative means of access





# Images: Complex



\* Standard 8.3 – alternative means of access



# VPATS

## Voluntary Product Accessibility Template

- Product/vendor website
- Google
- Instructional designer/technologist

**\*Standard 8.2 – accessibility of required technologies**

# Multimedia

A black and white close-up photograph of an elephant's face. The image captures the intricate, wrinkled texture of the elephant's skin, particularly around the eye and the trunk. The elephant's eye is visible on the left side, looking towards the viewer. The trunk is partially visible in the lower right. The word "Multimedia" is superimposed in a large, white, sans-serif font with a thin black outline, centered horizontally across the upper portion of the image.

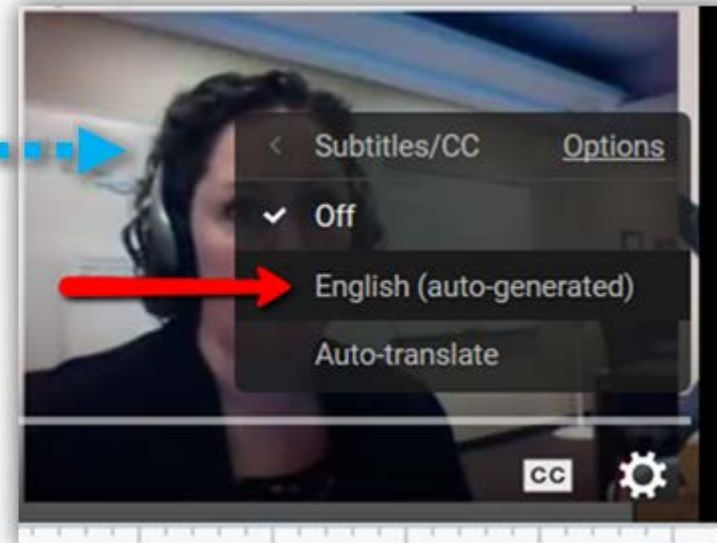
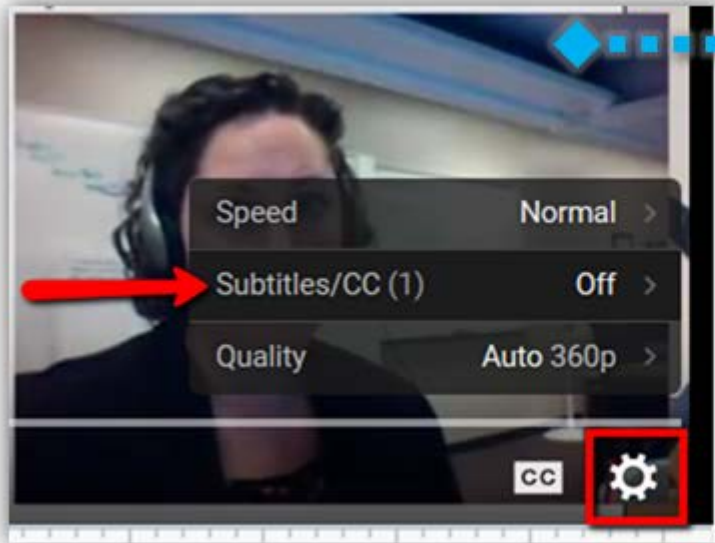




# Multimedia: Transcripts & Captions



classroom management , cc



**\*Standard 8.3 – alternative means of access**

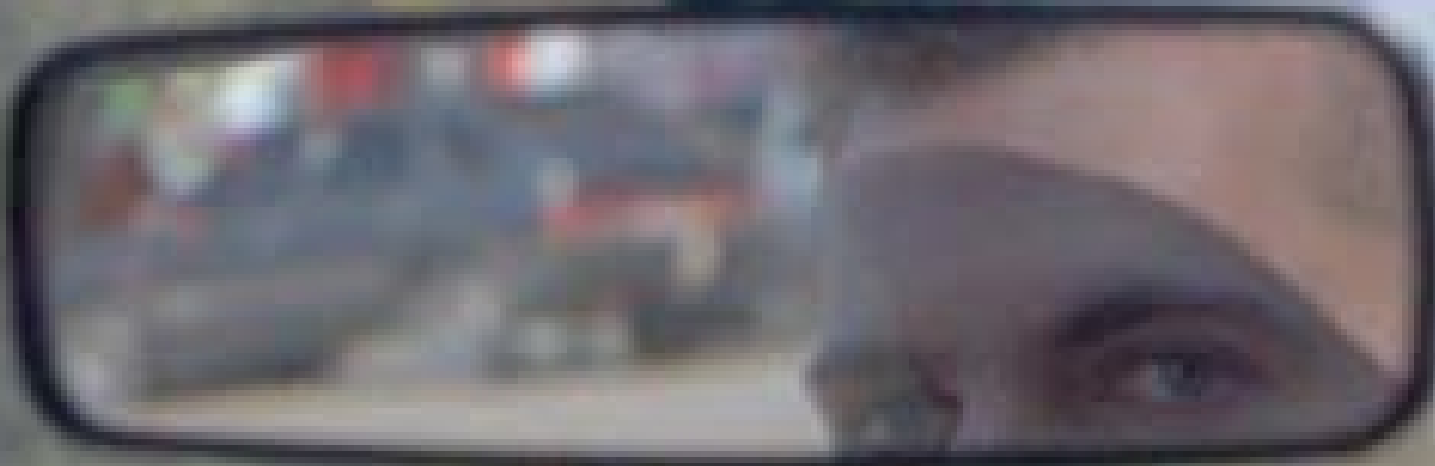
**\*Standard 8.5 – ease of use**



# Self Help Resources

- Accessibility Checklist
- [Portland Community College](http://www.pcc.edu/resources/instructional-support/access/)  
http://www.pcc.edu/resources/instructional-support/access/
- [WebAim](http://webaim.org/)  
http://webaim.org/
- [National Center on UDL](http://www.udlcenter.org/)  
http://www.udlcenter.org/
- [UDL Learning Module](http://fltpsid.info/UDLModule.php)  
http://fltpsid.info/UDLModule.php

# Reflections and Questions



Contact me:

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Twitter: [@CatherineArtac](https://twitter.com/CatherineArtac)

# Additional Resources

[Minnesota STAR Program](http://mn.gov/admin/star/accessibility): <http://mn.gov/admin/star/accessibility>

[Minnesota Learning Commons - Web Accessibility Project](https://mnlearningcommons.us/app/custom/project/WebAccessibility):  
<https://mnlearningcommons.us/app/custom/project/WebAccessibility>

[MN Learning Commons - Accessibility Resources](http://www.normandale.edu/onlineeducation/mnlcaccess2014/) (Web Accessibility Site):  
<http://www.normandale.edu/onlineeducation/mnlcaccess2014/>

[W3C - Web Accessibility Initiative](http://www.w3.org/WAI/gettingstarted/Overview.html):  
<http://www.w3.org/WAI/gettingstarted/Overview.html>

[DO IT \(University of Washington, Seattle\)](http://www.washington.edu/doi/):  
<http://www.washington.edu/doi/>

[The National Center on Disability and Access to Education \(NCDAE\) - Cheatsheets](http://ncdae.org/resources/cheatsheets/): <http://ncdae.org/resources/cheatsheets/>

[AHEAD \(Association on Higher Education and Disability\) - Universal Design Resources](http://www.ahead.org/resources/universal-design/resources):  
<http://www.ahead.org/resources/universal-design/resources>

[Universal Design in Higher Education](http://www.washington.edu/doi/universal-design-higher-education-promising-practices), by Sheryl E. Burgstahler:  
<http://www.washington.edu/doi/universal-design-higher-education-promising-practices>

[ACT Center \(University of Missouri\)](http://actcenter.missouri.edu/accessibility/documents.html):  
<http://actcenter.missouri.edu/accessibility/documents.html>

[Accessibility site \(University of Minnesota\)](http://accessibility.umn.edu/home.html):  
<http://accessibility.umn.edu/home.html>

[Faculty Course Preparation Guide \(University of Montana\)](http://www.umt.edu/accessibility/getstarted/faculty.php):  
<http://www.umt.edu/accessibility/getstarted/faculty.php>

[Accessibility site \(University of Montana\)](https://www.umt.edu/accessibility/):  
<https://www.umt.edu/accessibility/>

[Creating Accessible Documents \(University of Montana\)](http://www.umt.edu/accessibility/getstarted/documents/default.php):  
<http://www.umt.edu/accessibility/getstarted/documents/default.php>

[Web Accessibility Guidelines handbook \(Portland Community College\)](http://www.pcc.edu/about/accessibility/):  
<http://www.pcc.edu/about/accessibility/>

[Accessibility for Online Course Content \(Portland Community College\)](http://www.pcc.edu/resources/instructional-support/access/):  
<http://www.pcc.edu/resources/instructional-support/access/>

[Web Accessibility MOOC for Online Educators](https://opencourses.desire2learn.com/cat/) (co-hosted by D2L and Portland Community College):  
<https://opencourses.desire2learn.com/cat/>

[Creating Accessible Microsoft Office Documents](http://www.lynda.com/Excel-tutorials/Creating-Accessible-Microsoft-Office-Documents/186696-2.html):  
<http://www.lynda.com/Excel-tutorials/Creating-Accessible-Microsoft-Office-Documents/186696-2.html>

[Creating Accessible PDFs](http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html): <http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html>

[Web Accessibility Principles](http://www.lynda.com/Dreamweaver-tutorials/web-accessibility-principles/448-2.html): <http://www.lynda.com/Dreamweaver-tutorials/web-accessibility-principles/448-2.html>

[Web Accessibility Trainings \(Portland Community College\)](http://www.pcc.edu/resources/instructional-support/access/trainings.html):  
<http://www.pcc.edu/resources/instructional-support/access/trainings.html>

[Introduction to Screen Readers](https://www.youtube.com/watch?v=o_mvO6EQ0tM):  
[https://www.youtube.com/watch?v=o\\_mvO6EQ0tM](https://www.youtube.com/watch?v=o_mvO6EQ0tM)

# Acknowledgments

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