8 Tips for Standard 8

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Catherine Artac

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

Minnesota State University Moorhead
www.mnstate.edu
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.
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

*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

<table>
<thead>
<tr>
<th>Sans Serif Font</th>
<th>Serif Font</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arial</td>
<td>Times New Roman</td>
</tr>
<tr>
<td>Calibri</td>
<td>Garamond</td>
</tr>
<tr>
<td>Verdana</td>
<td>Bookman Old Style</td>
</tr>
<tr>
<td>Tahoma</td>
<td><em>Lucinda Calligraphy</em></td>
</tr>
</tbody>
</table>

*Standard 8.4 – readability*
Can you read me?
Can you read me now?

*Standard 8.4 – readability*
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.mnsu.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).

* 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
Voluntary Product Accessibility Template

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

*Standard 8.2 – accessibility of required technologies*
Multimedia
Multimedia: Transcripts & Captions

*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/

• WebAim
  http://webaim.org/

• National Center on UDL
  http://www.udlcenter.org/

• UDL Learning Module
  http://fltspid.info/UDLModule.php
Reflections and Questions

Contact me:
Catherine Artac
Minnesota State University Moorhead
catherine.artac@mnstate.edu
Twitter: @CatherineArtac
Additional Resources

**Minnesota STAR Program**: http://mn.gov/admin/star/accessibility

**Minnesota Learning Commons - Web Accessibility Project**:
https://mnlearningcommons.us/app/custom/project/WebAccessibility

**MN Learning Commons - Accessibility Resources** (Web Accessibility Site):
http://www.normandale.edu/onlineeducation/mnlaccess2014/

**W3C - Web Accessibility Initiative**:
http://www.w3.org/WAI/gettingstarted/Overview.html

**DO IT (University of Washington, Seattle)**:
http://www.washington.edu/doit/

**The National Center on Disability and Access to Education (NCDAE) - Cheetsheets**:
http://ncdae.org/resources/cheatsheets/

**AHEAD (Association on Higher Education and Disability) - Universal Design Resources**:
http://www.ahead.org/resources/universal-design/resources

**Universal Design in Higher Education**, by Sheryl E. Burgstahler:
http://www.washington.edu/doit/universal-design-higher-education-promising-practices

**ACT Center (University of Missouri)**:
http://actcenter.missouri.edu/accessibility/documents.html

**Accessibility site (University of Minnesota)**:
http://accessibility.umn.edu/home.html

**Faculty Course Preparation Guide (University of Montana)**:
http://www.umt.edu/accessibility/getstarted/faculty.php

**Accessibility for Online Course Content (Portland Community College)**:
http://www.pcc.edu/about/accessibility/

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


**Creating Accessible PDFs**: http://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs/147579-2.html

**Web Accessibility Guidelines handbook (Portland Community College)**:
http://www.pcc.edu/about/accessibility/

**Web Accessibility for Online Course Content (Portland Community College)**:
http://www.pcc.edu/resources/instructional-support/access/


**Web Accessibility Trainings (Portland Community College)**:
http://www.pcc.edu/resources/instructional-support/access/trainings.html

**Introduction to Screen Readers**:
https://www.youtube.com/watch?v=o_mvO6EQ0tM
Acknowledgments

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