Making Your Websites/Videos Accessible

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Section 508

Workforce Rehabilitation Act 1973
Title III

American’s with Disabilities Act 1990
What Title III of the ADA says

All businesses and nonprofit services providers are required to make accessibility accommodations to enable the disabled public to access the same services as clients who are not disabled.
25th Anniversary
ADA Concerns
In Online Course Content
Content/Interaction types

Asynchronous – Content is prepared ahead of time, accommodations can be made as part of the build process.

Synchronous – Includes livestreams and online proctoring, also requires work up front to ensure accommodations can be made.
Platforms

Accessibility of Learning Management System (Blackboard)

Gold level certification for non-visual access, issued by the National Federation of the Blind (NFB)

Conformance with the Web Content Accessibility Guidelines (WCAG) 2.0 Priority AA

http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx
Course implementation with respect to ADA concerns

Color scheme fitting WSU Guidelines and recommendations of accessibility manager.

Guidelines for content [https://elearning.wsu.edu/OnlineCourses/develop/ada.aspx](https://elearning.wsu.edu/OnlineCourses/develop/ada.aspx)

ReadSpeaker – Tool providing text to speech.

Transcriptions & closed captions when available (youtube, 3Play Media) – copyright concerns.

Syllabi all receive accessibility information.
Blackboard
Two pronged approach

Manage media inventory and transcribe all media.
   Working towards closed captions for all media.

Access center and Global Campus Online Accessibility Manager can assist with accommodations as needed.
   Update transcription task priorities to best serve students requiring accommodations.
   Create closed captioned videos for those who need it.
Live Streams can optionally utilize a hired 3rd party captioner.

Embedded into the signal to provide open captioning – two streams are provided.
(Synchronous) Live Streams & Proctoring

Proctoring online exams

Students often get accommodated times (1.5x, 2x, 3x, 4x) to take exams.

System helps students schedule an accommodated proctoring session.

Additional accommodations discussed between Accessibility Manager and Proctor Center Manager.

Overall the process helps to ensure that proctor receives student accommodations and they can implement for the online exam session.
The Process (work done up-front)

Students directed to start with WSU Access center.

Must maintain current information, update each semester.

Route to all instructors to make them aware.

Access center shares documented accommodations with Global Campus.

System enhancements can improve the workflow and make the process easier for student, instructors, Access Center and Global Campus staff.
GC Online Accessibility Manager works with Access Center and Proctoring Center as well as eLearning Consultants, Production team and application developers.

Focus on scalable process while addressing specific issues just-in-time.

Media workflows (iterative process) ensures all media is being made accessible.
# Transcription Tasks

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Media Verifications

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Proctoring Site

You have Exam Disability Accommodations
You have been identified as having Disability Accommodations.
Select here to view your accommodations
Summer 2015
If you have questions regarding your accommodations, please contact the WSU Access Center for assistance.
If you have questions regarding scheduling an exam, please use the Contact Us link in the menu to the left.
Proctoring Site
Video
Closed Captioning

http://www.btistudios.com/closed-captioning.html
Closed Captioning

http://ncam.wgbh.org/invent_build/web_multimedia/tools-guidelines/magpie
Visually Impaired

https://www.youtube.com/watch?v=B8BD9txkGL4
Sign Language

Compliant Web Content
• Provide every image, video file, audio file, and plug-in with an alt tag;
• Complex graphics should be accompanied by detailed text descriptions;
• The alt descriptions should describe the purpose of the objects;
• If an image is also used as a link, make sure the alt tag describes the graphic and the link destination;
• Add captions to videos;
• Add audio descriptions;
• Create text transcripts;
• Create a link to the video rather than embedding it into web pages;
• Data tables should have the column and row headers appropriately identified using the <th> tag;
• Table cells should be associated with the appropriate headers — with the id, headers, scope, or axis HTML attributes;
• Provide a link to a disability-accessible page where the plug-in can be downloaded;
• All Java applets, scripts, and plug-ins — including Acrobat PDF files and PowerPoint files — and the content within them should be accessible to assistive technologies, or else offer an alternative means of accessing equivalent content;
• When form controls are text input fields use the LABEL element.
http://www.hhs.gov/web/508/
http://wave.webaim.org/report#/wsu.edu
W3C

Web Content Accessibility Guidelines (WCAG)

http://www.w3.org/TR/WCAG20/
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