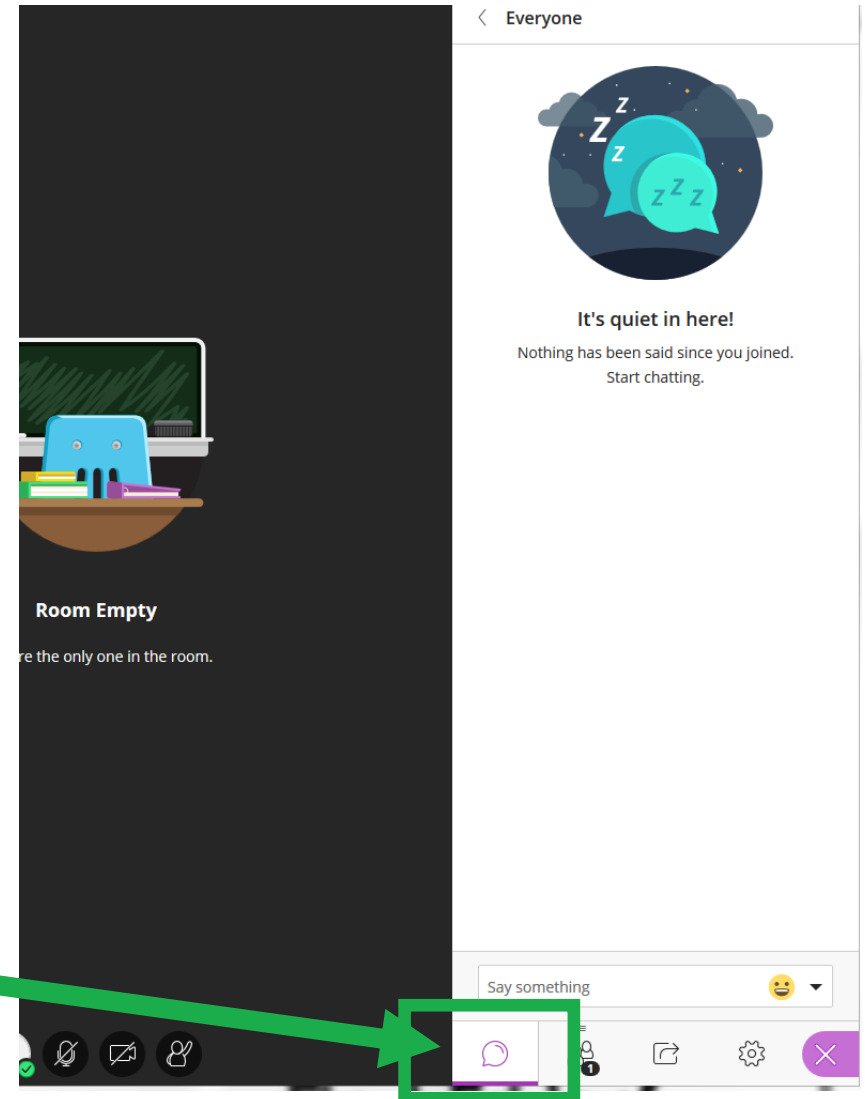
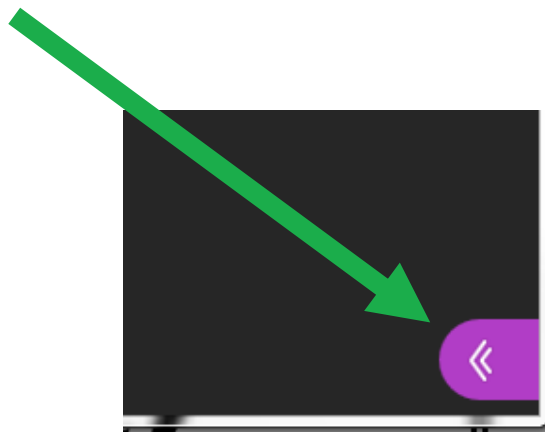


# A few housekeeping things...

Participant video and audio will be turned off during the presentation. However, the chat area (located in the bottom-right corner) will be on and available to all participants.



# Can You Hear Me?

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Just a quick slide to test audio. If you can't hear me speaking right now, please indicate that you are having audio issues in the chat window (to the right) and one of the room moderators will be able to help you.

# Asking Questions

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**In order to keep this presentation moving at a reasonable pace, I may wait until the end to answer some questions.** This session will have moderators that are monitoring the chat area – so please feel free to ask questions, as the presentation is happening, in the chat area and the Moderators will address your questions as they come in.

There should be some time at the end (5-10 minutes) where you can also ask any additional questions that you might have.

# Get Your PD Credit!

[www.odessa.edu/PD](http://www.odessa.edu/PD)

Log in with your employee ID number, select the training session, and take the survey after we're done! 😊

**Professional Development**

Upcoming PD Events | Events I'm Attending | Personal Transcript

Propose a PD | Suggest a PD Topic

Bb Crashcourse - Quality Course Components (QC2)	Wednesday Feb 27	Spur 133	10:00 AM - 12:00 PM	⋮
Bb Crashcourse - Blackboard Tools for Engagement	Thursday Feb 28	Spur 133	8:30 AM - 10:00 AM	⋮
Accessibility for Online Courses, Blackboard Ally Preview	Friday Mar 1	Online - Collaborate	12:00 PM - 1:00 PM	⋮ (See session details for link)
Engage 5	Tuesday Mar 5	Spur 133 - Center for Innovative Teaching	4:00 PM - 5:00 PM	⋮
Engage 5	Wednesday Mar 6	Spur 133 - Center for		⋮

Session Credit Hours: 1.00

Session Location: Online - Collaborate

Webinar/Registration Link: [Click here to register for or view the online webinar.](#)

Session Special Notes: This session is a virtual session offered through Collaborate. Use the link <https://us.bbcollab.com/guest/52d83488f6ea4436aacbf02d04923ee> to access the session.

Add Session to My Events

**Professional Development**

Upcoming PD Events | Events I'm Attending | Personal Transcript

Propose a PD | Suggest a PD Topic

# Accessibility for Online Courses, Blackboard Ally Preview

**First Friday!**

*March 1, 2019*



# Topics To Cover:

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- **Introduction**
- **Importance of Section 504 / 508**
- **Web Content Accessibility Guidelines**
- **Accessible Media**
  - Audio / Video Files
  - Images
  - Text
  - File Attachments (.docx, .pptx, .pdf)
- **Blackboard Ally**

# Introduction

# What is Accessibility?

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Accessibility refers to the design of products, devices, services, or environments for people with disabilities. The concept of accessible design ensures both “direct access” (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers).

Accessibility is strongly related to universal design which is the process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations. This is about making things accessible to all people (whether they have a disability or not).



# Why Should I Care?

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Accessibility, especially in the case of education, should always be a topic of consideration any time you are developing content/ assessments/ activities for students.

*“The pursuit of accessibility demonstrates a spirit of inclusiveness that benefits everyone. Embracing the challenge to meet the needs of all students is a noble pursuit, but it's not just an adoption of policy. It's a creation of awareness, an awareness that fosters a healthy shift in culture. When this is the approach, the motivation to support all students drives every conversation, and the fear of legal repercussions becomes secondary. This should be the goal of every institution of learning.”*

**- Martin LaGrow -**



**Section 504/508**

# Section 504

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Section 504 is part of the Rehabilitation Act of 1973.

This section of the Rehabilitation Act specifically prohibits discrimination based upon disability. It is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Students that qualify as having learning impairments are students that have a disability, long-term illness, or various disorders that “substantially” reduce or lessens their ability to access learning in the education setting because of a learning, behavior, or health related condition.

# Section 508

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Section 508 is part of the Rehabilitation Act of 1973.

This act requires federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Under this law, agencies must give disabled employees and members of the public access to information comparable to the access available to others.

For those of us in Higher Education, it means that we need to make every effort to make all of our electronic/digital content in courses and in the classroom as user-friendly and accessible as possible, **regardless of whether students need it or not!**

# What is the Difference?

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Section 504 = Accommodation

Section 508 = Comparable Access / Accessibility

## *An accommodation is...*

- provided based on specific needs of a student with a documented disability
- determined by an accommodations officer on a case-by-case basis
- provided for students whose needs require great intervention, such as live American Sign Language (ASL) interpreters or lecture transcripts for live courses
- for circumstances that are difficult to anticipate and prepare for

## *Comparable Access / Accessibility is...*

- the responsibility of all who create or publish digital content
- provided for all students, with no expectation of an explanation of need
- expected for disabilities that are easily anticipated

*Source: <https://er.educause.edu/articles/2017/12/the-section-508-refresh-and-what-it-means-for-higher-education>*

# Accommodations (Reactive)

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- Highlighted textbooks
- Extended time on tests or assignments
- Peer assistance with note taking
- Frequent feedback
- Extra set of textbooks for home use
- Computer aided instruction
- Enlarged print
- Positive reinforcements
- Behavior intervention plans
- Rearranging class schedules
- Visual aids
- Preferred seating assignments
- Taping lectures
- Oral tests
- Individual contracts

# Digital Accessibility (Proactive)

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- LMS is structured in an organized way so that screen readers can easily and quickly navigate students to important information.
- Text meets WCAG 2.0 Standards for Size and Contrast
- Embedded images and tables contain alternative description text for screen readers
- Audio files have transcripts
- Video files have transcripts/captions
- Attached files have been formatted with proper headings and accessibility properties
- Course files have alternative file format types available

# Who Can Help?

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## Office of Disability Services (**Accommodations**)

Becky Rivera-Weiss

**Special Populations Outreach Specialist**

(432) 335-6861 | [brivera@odessa.edu](mailto:brivera@odessa.edu)

<https://www.odessa.edu/current-students/disabilities/>

## OC Global (**Content Accessibility Assistance**)

Julie Lyon

**Instructional Design Coordinator**

(432) 335-6659 | [jlyon@odessa.edu](mailto:jlyon@odessa.edu)

Sabina KC

**Instructional Designer**

[skc@odessa.edu](mailto:skc@odessa.edu)

Jennifer Lee

**Web Design and Instructional Technology Specialist**

(432) 335-6649 | [jlee@odessa.edu](mailto:jlee@odessa.edu)



A solid green oval shape centered on a white background, containing the text 'Web Content Accessibility Guidelines'.

# **Web Content Accessibility Guidelines**

# Common Guidelines

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## **Perceivable**

Provide text alternatives for nontext content.

Provide captions and alternatives for audio and video content.

Make content adaptable; and make it available to assistive technologies.

Use sufficient contrast to make things easy to see and hear

## **Operable**

Make all functionality keyboard accessible.

Give users enough time to read and use content.

Do not use content that causes seizures.

Help users navigate and find content.

## **Understandable**

Make text readable and understandable.

Make content appear and operate in predictable ways.

Help users avoid and correct mistakes.

## **Robust**

Maximize compatibility with current and future technologies.



## Plan Heading Structure Early

Ensure all content and design fits into a logical heading structure.



## Consider Reading Order

The reading order should be the same as the visual order.

Good  
Bad

## Provide Good Contrast

Be especially careful with light shades of gray, orange, and yellow.

Abc

## Use True Text Whenever Possible

True text enlarges better, loads faster, and is easier to translate. Use CSS to add visual style.

CAPS!

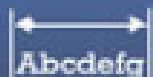
## Watch the Use of CAPS

All caps can be difficult to read and can be read incorrectly by screen readers.

10pt+

## Use Adequate Font Size

Font size can vary based on the font chosen, but 10 point is usually a minimum.



## Remember Line Length

Don't make it too long or too short.

## Link

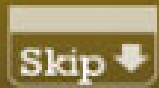
### **Make Sure Links are Recognizable**

Differentiate links in the body of the page with underlines or something other than color alone.



### **Design Link Focus Indicators**

Ensure keyboard users can visually identify links when navigating with a keyboard.



### **Design a "Skip to Main Content" Link**

A keyboard accessible link for users to skip navigation should be at the top of the page.

Click Here

### **Ensure Link Text Makes Sense on Its Own**

Avoid "Click Here" or other ambiguous link text, such as "More" or "Continue".



### **Use Animation, Video, and Audio Carefully**

Provide a play/pause button. Avoid flashing or strobing content that could cause seizures.



### **Don't Convey Content with Color Alone**

Users often can't distinguish or may override page colors.



### **Design Accessible Form Controls**

Ensure form controls have descriptive labels, instructions, and validation/error messages.

# 100% Accessible?

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Let's be honest -*it is difficult to make every course 100% accessible*. Most courses, when they are created for the first time, have accessibility on the very end of the list of things-to-get-done. When creating your content, you want to make sure that you keep accessibility in mind and try to include it in every area that you can as you are building.

A course can be less than 100% accessible and still be offered - but - there are some things to keep in mind. If you offer a course that isn't accessible in all areas and you have a student with disabilities that needs special accommodations for the content offered, you will need to be prepared to provide them with whatever they request in a *reasonable amount of time*.



**Accessible Content in  
Blackboard**

# Audio Files

Any audio files you include with your class (regardless of how long or short they are) need to have an accurate transcript provided with them.

The image shows a composite screenshot. On the left is the Audacity audio editor interface, displaying a waveform on a timeline. On the right is a content management interface for adding an audio file. The interface includes a 'Build Content' menu with 'Audio' highlighted, an 'AUDIO FILE' section with a text input field containing 'Audio Announcement - Welcome', and a 'Selected File' table. The table lists the file name as 'Welcome Announcement - Multimedia.mp3' and the file type as 'MP3'. Below this is an 'AUDIO OPTIONS' section with radio buttons for 'Autostart', 'Loop', and 'Add alignment to content'. At the bottom, the 'Include Transcript' option is checked, with the file name 'Audio Announcement - Transcript.docx' and a 'Remove' button. A red arrow points to the transcript entry.

**Build Content** Assessments

Create New Page  
Item Content  
File Module  
**Audio** Blank Page  
Image Mashup  
Video Flickr Feed  
Web Link SlideShow

**AUDIO FILE**

Audio Announcement - Welcome

Black

Browse My Computer Browse Content Collection

Selected File
File Name: Welcome Announcement - Multimedia.mp3
File Type: MP3
Select a Different File

**AUDIO OPTIONS**

Autostart:  Yes  No

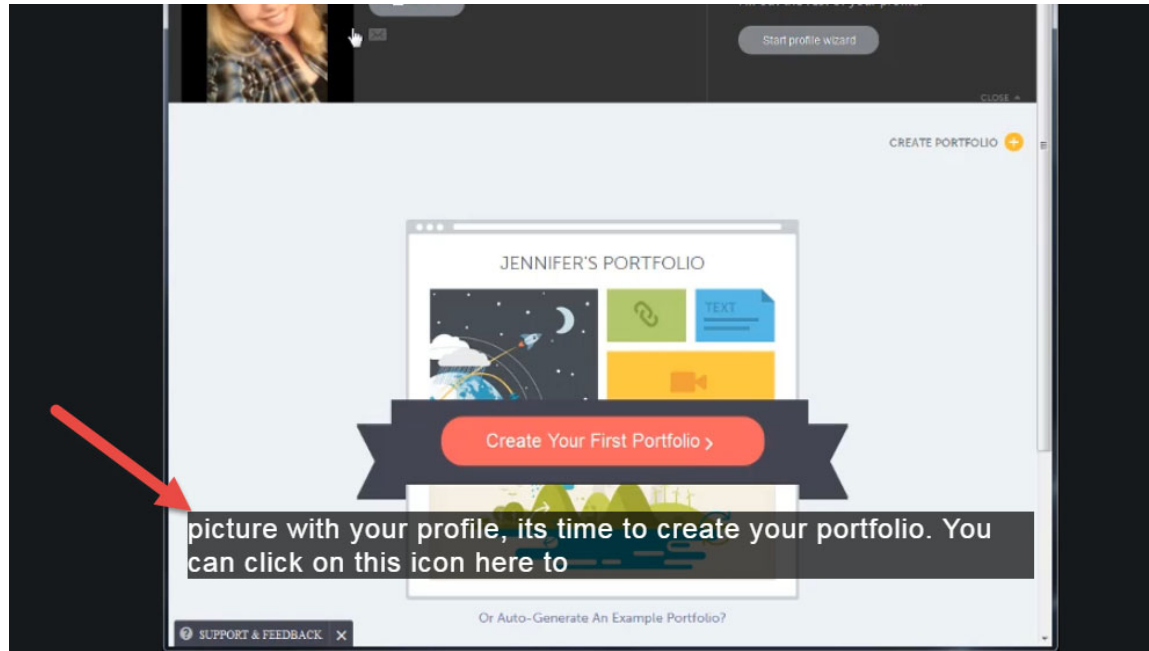
Loop:  Yes  No

Add alignment to content:  Yes  No

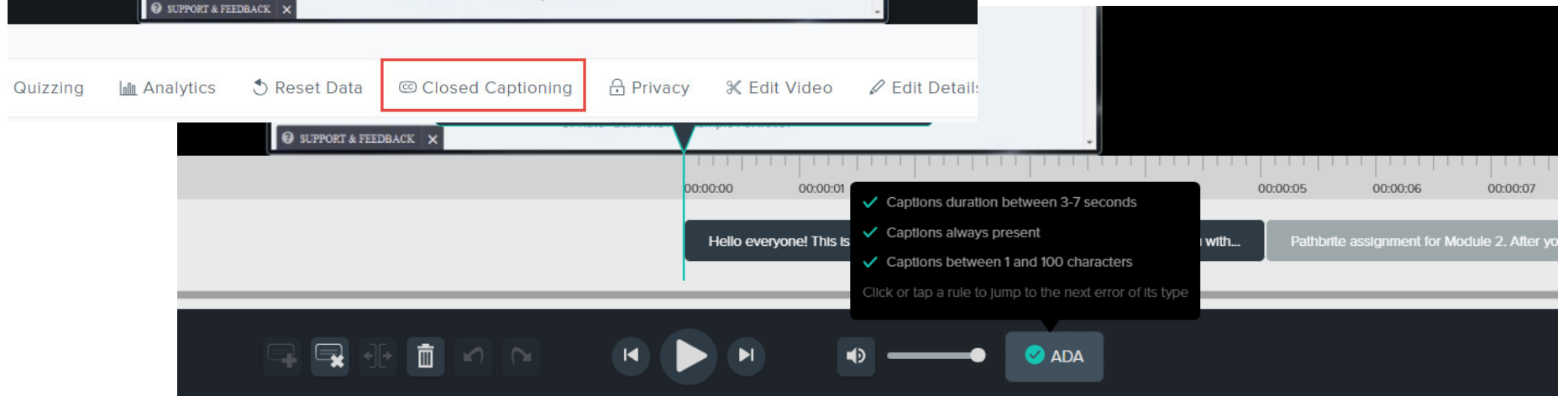
Include Transcript:  **Audio Announcement - Transcript.docx** Remove

Browse to select a file containing a transcript for people who cannot hear the audio.

# Video Files – TechSmith



TechSmith caption editor automatically has ADA compliance guidelines built into their editing.





# Video Files – YouTube

Why the Demand?

- Teachers need Common Core content
- New materials are expensive

and new digital and print material can be expensive.

English (auto-generated)

00:00 education is vital it enriches our lives

00:04 sustains our communities and helps us

00:07 grow into the future at least that's the

00:10 idea truth is education as we know it is

00:14 failing millions around the world take

00:17 Tunde for example he's a bright kid with

00:19 big dreams but the education he's

00:22 getting is holding him back

00:23 you see ton low school can't afford the

00:27 latest learning materials so he has to

Report

Open transcript

Add translations

SUBSCRIBE

an increasingly high profile. Here  
s need to be cautious about in usi  
201...

5 SHARE SAVE ...

Open Educational Resources: Some Basics

Most videos on YouTube should be captioned. Check them! Also check for a transcript.

# Digital Images

Alternative Text is a meta-property for images that allows a screen-reader to describe the image to a learner that cannot visually see it. When creating alternative text, it is important to create GOOD alternative text!



**Bad Example:**

Alt Text = "People spending an afternoon at the park"



**Good Example:**

Alt Text = "Image of the painting Sunday Afternoon on the Island of La Grande Jatte, painted by Georges Seurat in 1886. Demonstrates the pointillism technique."

*Note: Alternative text **should not** be included on decorative images.*

# Digital Images

Blackboard has made it easy for users to add alternative text to their images. When you insert an image into any content area of a course, you will see available fields for Image Description and Title. Both should be filled out.

The screenshot displays the Blackboard user interface for inserting an image. On the left, a text editor toolbar is visible with the 'Image' icon highlighted by a red arrow. The main content area shows a form with the following fields:

- Name:** Kitten
- Color of Name:** Black
- Image URL:** <https://blackboard.odessa.edu/sessions/98/98/>
- Image Description:** (Empty text box)
- Title:** (Empty text box)

The 'Image Description' and 'Title' fields are highlighted with a red box, and a red arrow points to the 'Image Description' field. A security warning dialog box is overlaid on the right side of the screen, displaying the text: "blackboard.odessa.edu says Are you sure you want to continue without including an Image Description? Without it the image may not be accessible to some users with disabilities, or to those using a text browser, or browsing the Web with images turned off." The dialog box has 'OK' and 'Cancel' buttons.

# Text

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## **Text Size and Text Contrast MATTER!**

It is important that you always consider the size and color of text that you use when creating course content. Some students may have issues where they are unable to see certain colors. Some students may not be able to read really small text. Some students may not be able to distinguish text from background color if they have problems with seeing low contrast.

WCAG 2 Level AA requires a contrast ratio of at least 4.5:1 for normal text and 3:1 for large text, and a contrast ratio of at least 3:1 for graphics and user interface components (such as form input borders). Level AAA requires a contrast ratio of at least 7:1 for normal text and 4.5:1 for large text.

Large text is defined as 14 point (typically 18.66px) and bold or larger, or 18 point (typically 24px) or larger.

# Text

## Tools:

### WebAim Color Contrast Checker and Colorzilla Browser Extension

- <https://webaim.org/resources/contrastchecker/>
- <http://www.colorzilla.com/chrome/>

The image shows two web-based tools used for accessibility testing. On the left is the WebAIM Color Contrast Checker, which features a search bar, navigation links for 'Introduction to Web Accessibility' and 'WebAIM Training', and a main interface for checking color contrast. The interface includes input fields for foreground and background colors (hex codes and lightness sliders), a resulting contrast ratio of 8.59:1, and a 'Normal Text' sample with a 'Pass' status. On the right is the ColorZilla browser extension interface, which includes a color picker, a 'Relay Video Example' section, and a text area with highlighted text: 'Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam ornare purus facilis mauris sed scelerisque. Cras blandit semper condimentum. Quisque pellentesque posuere auctor ultrices.' The extension also shows a 'slack' sponsor logo.


# File Attachments

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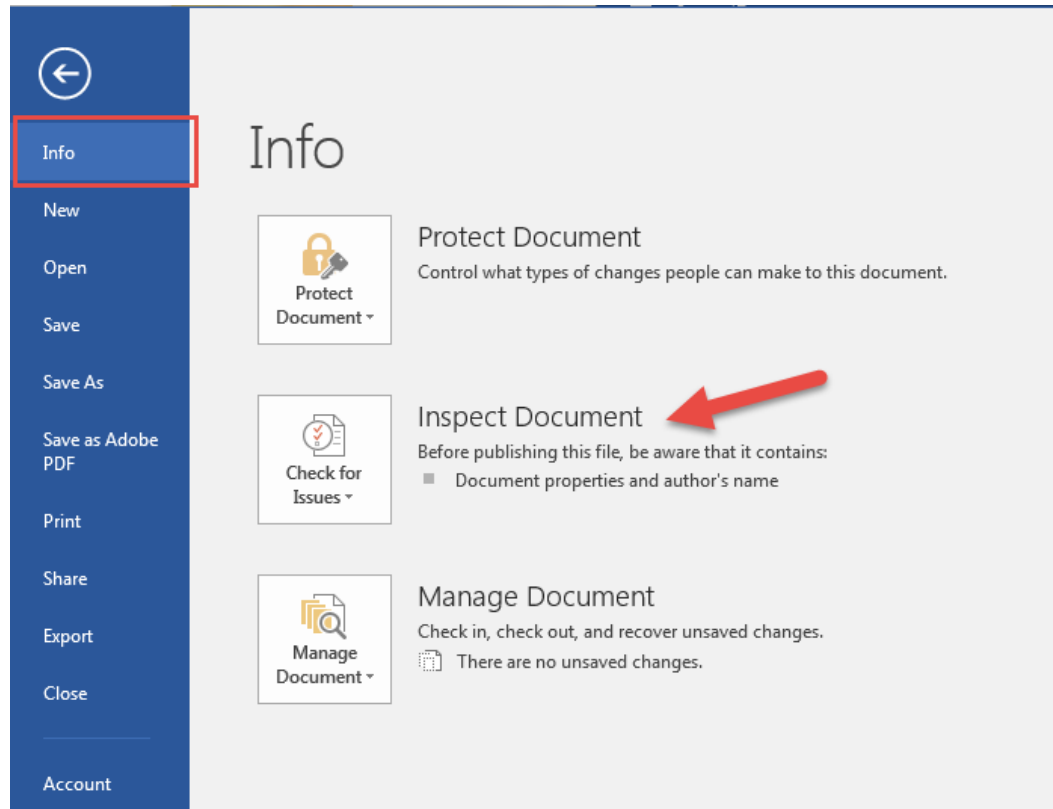
The three most common file attachments that are attached in Blackboard are documents (.docx), powerpoints (.pptx), and PDF files.

It is important to check all files for accessibility BEFORE adding them to Blackboard. Most programs have a built in Accessibility-Checker that should be run before you save the final version of the document.



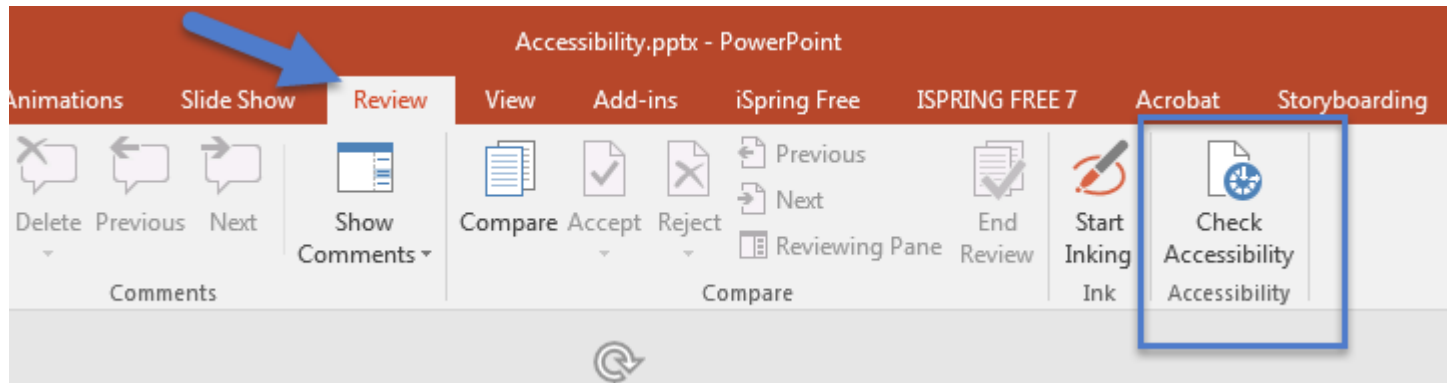
**See the Chat Area – I will post links to specific articles on how to make DOCX, PPTX, and PDF files accessible.**

# Word



**Accessible Word** : <https://support.office.microsoft.com/en-us/article/Creating-accessible-Word-documents-d9bf3683-87ac-47ea-b91a-78dcacb3c66d?CorrelationId=c97f7c89-ea17-490c-9f34-85382f69c99e&ui=en-US&rs=en-US&ad=US>

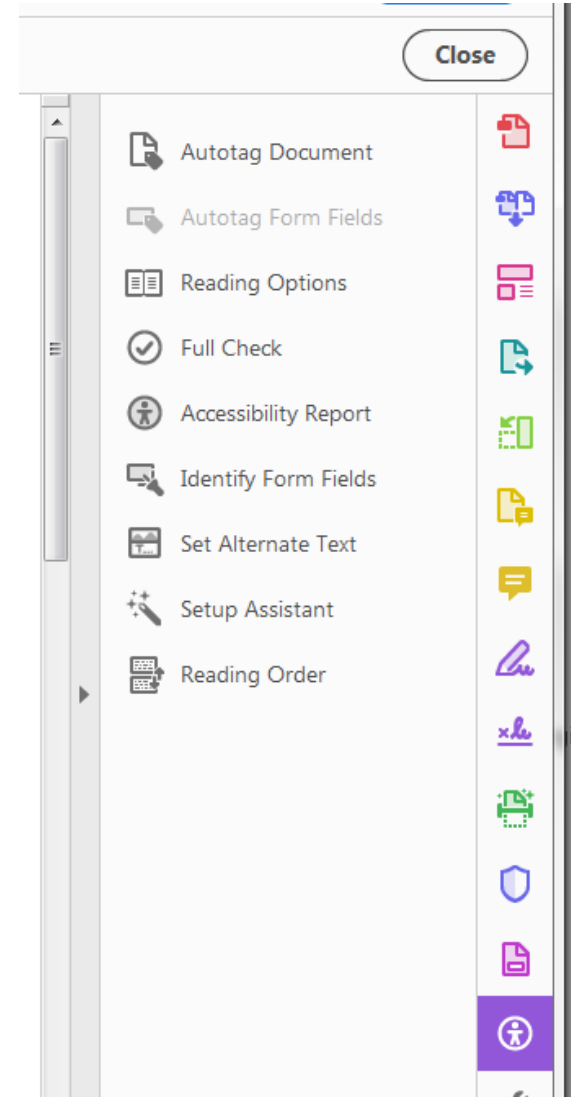
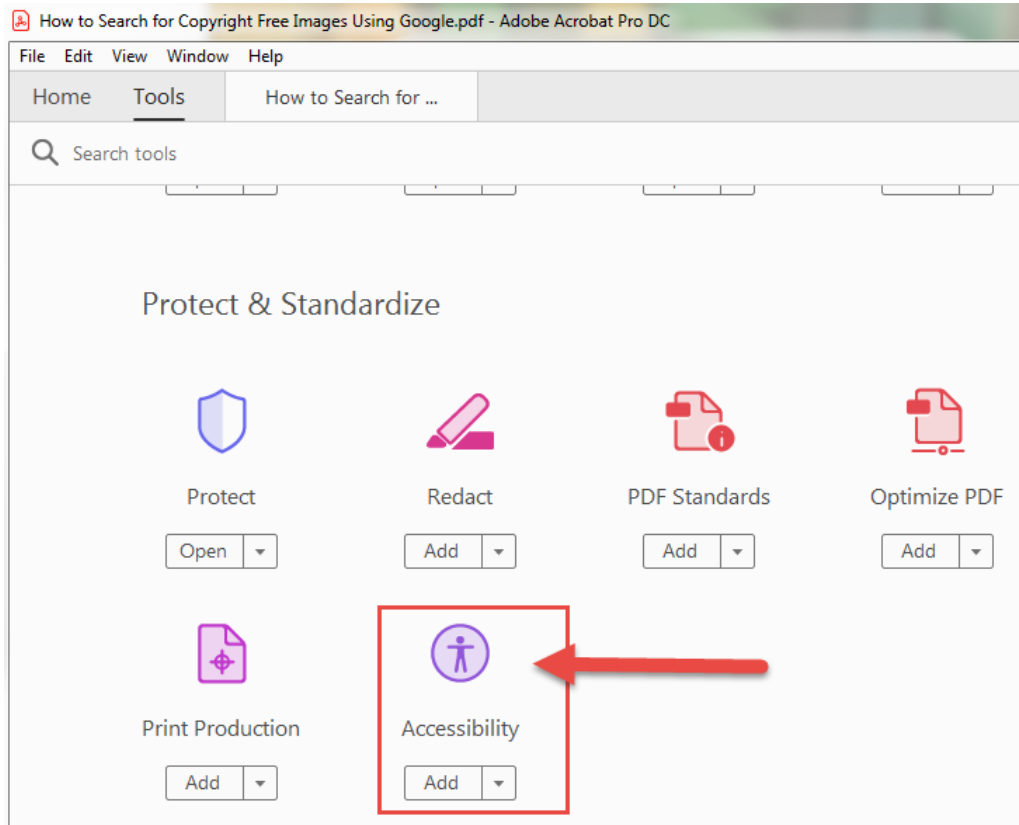
# Powerpoint



**Accessible PPT:** <https://support.office.microsoft.com/en-us/article/Creating-accessible-PowerPoint-presentations-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25?CorrelationId=ea321b3e-96bd-4f49-b9a8-a7ce83a8c5fd&ui=en-US&rs=en-US&ad=US>



# PDF



## Accessible PDF:

<https://helpx.adobe.com/acrobat/using/creating-accessible-pdfs.html>



**Blackboard Ally**

# What is Blackboard Ally?

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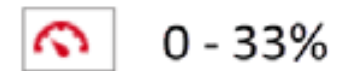
Blackboard Ally is one of the newer components of our Blackboard Learning Management System (LMS) that integrates seamlessly into current and past courses. It provides a variety of functions that help make your course content more accessible for learners.



# Ally Symbols

If you turn Ally on for any of your Blackboard courses, you may start to notice some new icons appearing by certain files and file types. These are generated by Ally to let you know the “level” of accessibility the item meets and if you need to take any action for it.

*(Students do not see these icons – only instructors!)*



0 - 33%



33% - 66%



66% - 99%



100%

Color	Severity	Score Range	Description
Red icon	Severe	0 – 33%	The file is not accessible and needs immediate attention.
Orange icon	Major	33% – 66%	The file is somewhat accessible.
Green icon	Minor	66% – 99%	The file is accessible, but could be improved.
Dark Green icon	None	100%	The file has perfect accessibility. There is no action needed to further improve the file.

# Ally Features

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## Alternative Accessible Formats

Ally provides alternative formats of the course files available to students and instructors. Ally uses these file types to make alternative formats: **PDF, Word, PowerPoint, OpenOffice/LibreOffice, and HTML.**

From those file types, Ally creates the following alternative formats:

- HTML – Converts into a format that screen readers can read.
- ePub – If you have a mobile reader, you can open an ePub document on an iPad, Kindle, or similar device.
- Audio – Generates an mp3 version of the audio.
- Electronic Braille – Braille ready file format that works well with electronic braille embossers or electronic braille displays.
- OCR – Automatically OCR scanned documents.
- Tagged PDF – Converts Word, PowerPoint, and OpenOffice/LibreOffice files into a tagged PDF version.

*IMPORTANT! The alternative format is only as accessible as the base document.*

# Ally Features

## Alternative Accessible Formats

[Announcement - Multimedia.mp3](#)  
[t - Transcript.docx](#)









Alternative formats



Student Preview mode is ON

### Download alternative formats

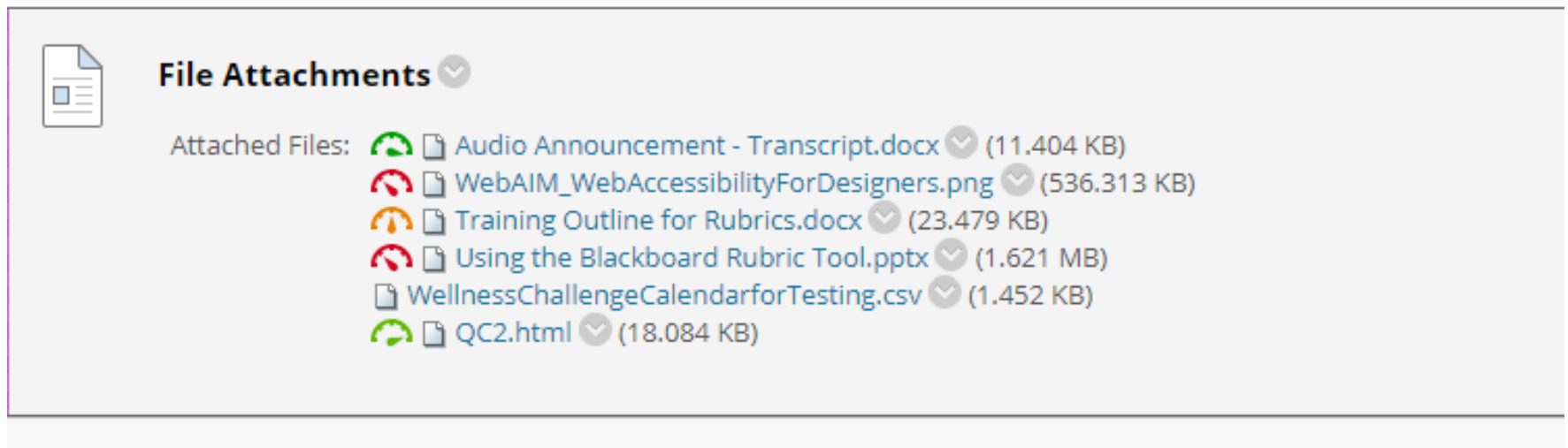
-  Tagged PDF  
Structured PDF for improved use with assistive technology
-  HTML  
For viewing in the browser and on mobile devices
-  ePub  
For reading as an e-book on an iPad and other e-book readers
-  Electronic braille  
BRF version for consumption on electronic braille displays
-  Audio  
MP3 version for listening
-  [Help](#)

By downloading an alternative format, you agree with the [Terms of Use](#)

# Ally Features













## Attached File Accessibility

Ally will attempt to check any files you have attached to your course items to see if they meet accessibility requirements. An icon will appear beside attached files to indicate the level to which the file meets accessibility requirements.



**File Attachments** ▼

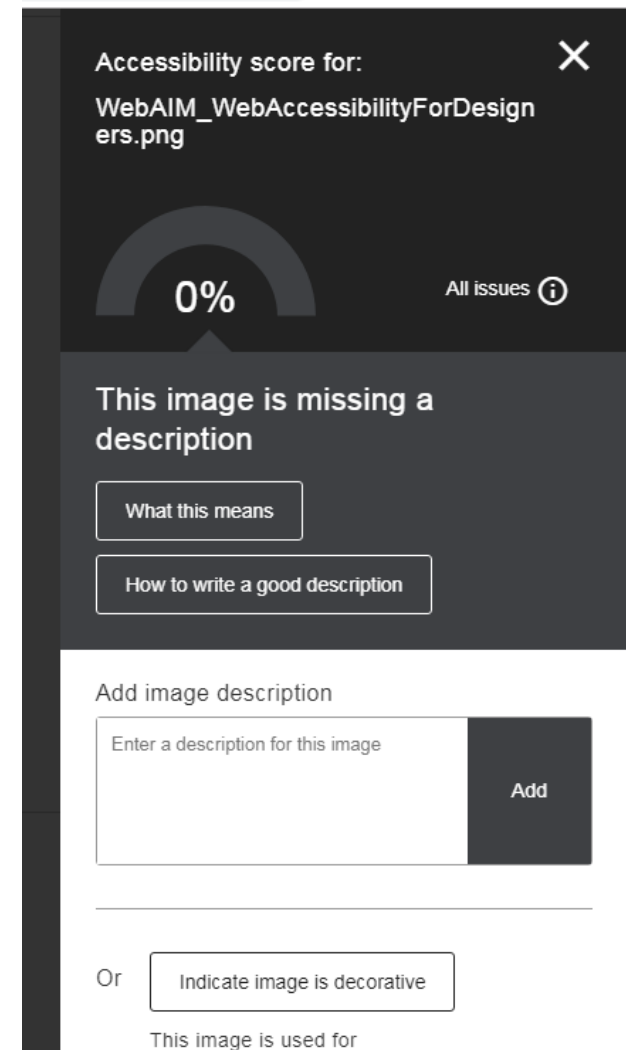
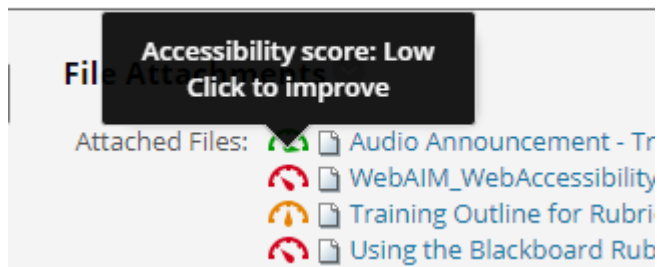
Attached Files:

-   Audio Announcement - Transcript.docx ▼ (11.404 KB)
-   WebAIM\_WebAccessibilityForDesigners.png ▼ (536.313 KB)
-   Training Outline for Rubrics.docx ▼ (23.479 KB)
-   Using the Blackboard Rubric Tool.pptx ▼ (1.621 MB)
-   WellnessChallengeCalendarforTesting.csv ▼ (1.452 KB)
-   QC2.html ▼ (18.084 KB)

# Ally Features

## Guided Feedback for Correction

Ally will attempt to provide guided feedback for instructors on certain course items on how to improve their accessibility score.



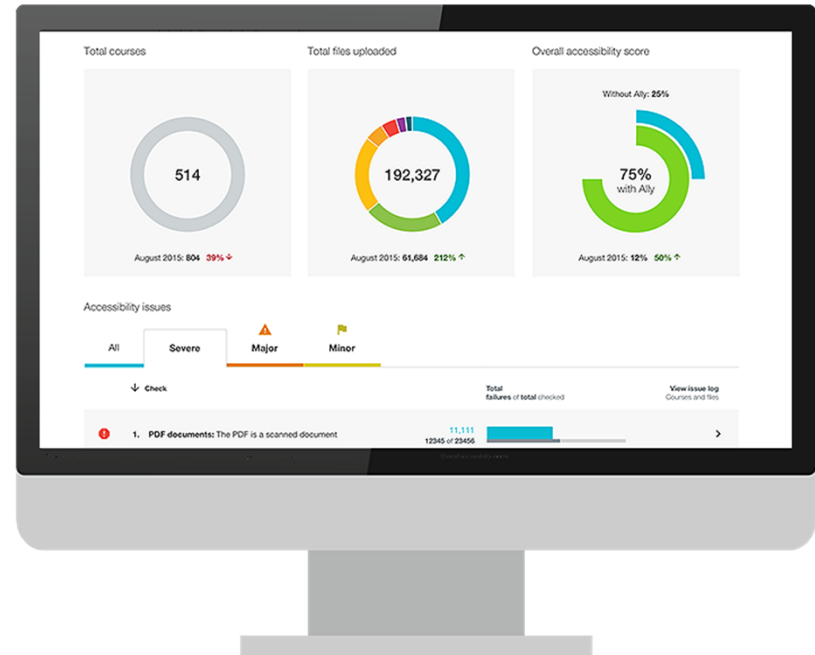


# Ally Features

## Institutional Accessibility Reporting

Ally provides an institutional report for a bigger picture of how we are doing overall, as an institution, when it comes to making content in our courses accessible.

*(This is currently a work in progress!)*



# Why Can't I See It?

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Ally must either (1) be turned on for ALL COURSES system wide or (2) turned on for selected courses individually.

**Currently we are leaving Ally as a function that can be turned on by request only on course-by-course basis.**

If you have one (or more) courses that you would like to try out Ally in (past or current!) – send us an email with the course IDs and we'll enable Ally in the selected courses for you.



**Course Demo**



**QUESTIONS?**

# Thank you for Attending!

*If you have any additional questions about this training or if you would like a copy of the video recording from today, please email me at [jlee@odessa.edu](mailto:jlee@odessa.edu) !*

*A copy of this recording will be made available on our [Click Here For More](#) blog post titled [First Friday 2018/2019](#).*