

MANAGING ONLINE ACCESSIBILITY: A TALE OF TWO INSTITUTIONS

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Agenda

- Environment of Each Institution
- Workflows of Each Design Team
- Creative Solutions from Each Institution

WKU ENVIRONMENT

WKU Statistics – Fall 2016

- Total WKU Enrollment: 20,000+
- 1700+ online & personalized learning courses offered annually
- 75+ online certificate and degree programs
- 6600+ students enrolled in online courses, 2400+ are exclusively online
- Instructional Designers & Technologists: 4
Instructional Design Support Specialists: 4
Student Workers: 14 (on average) and 2 GAs

WKU Accessibility Policies and Guidelines

- Policies and Procedures for Employees and Students
 - Institutional Policies
 - [Student Disability Accommodations/ Section 504 and ADA Compliance](#)
 - [Student Accessibility Resource Center Course Substitution Request Policy](#)
 - Guidelines and Best Practices
 - Syllabus Statement
 - [Reasonable Accommodations Guidelines](#)
 - [Online Reporting of ADA Issues](#)
 - [Guidelines for Personal Attendants](#) and [Service Animals](#)
 - [University-Wide Compliance Program](#)
 - [Web Accessibility for all WKU Websites](#)
 - Online-Specific Documents
 - Implementation Plan for Accessibility in Online Learning
 - Annual DL Accessibility Report
 - [Accessibility in Online Courses](#)
 - [Best Practices for Bb and DL Course Content](#)
- DL Director on WKU ADA Compliance Committee
- Faculty are responsible for developing online course content.

Relationship with Student Accessibility Resource Center (SARC)

- Online course accommodation workflow:
 - SARC notify faculty of SWD in all courses & recommended accommodations
 - DL provides assistance with accommodations for online courses

UCF ENVIRONMENT



UCF Stats Fall 2016

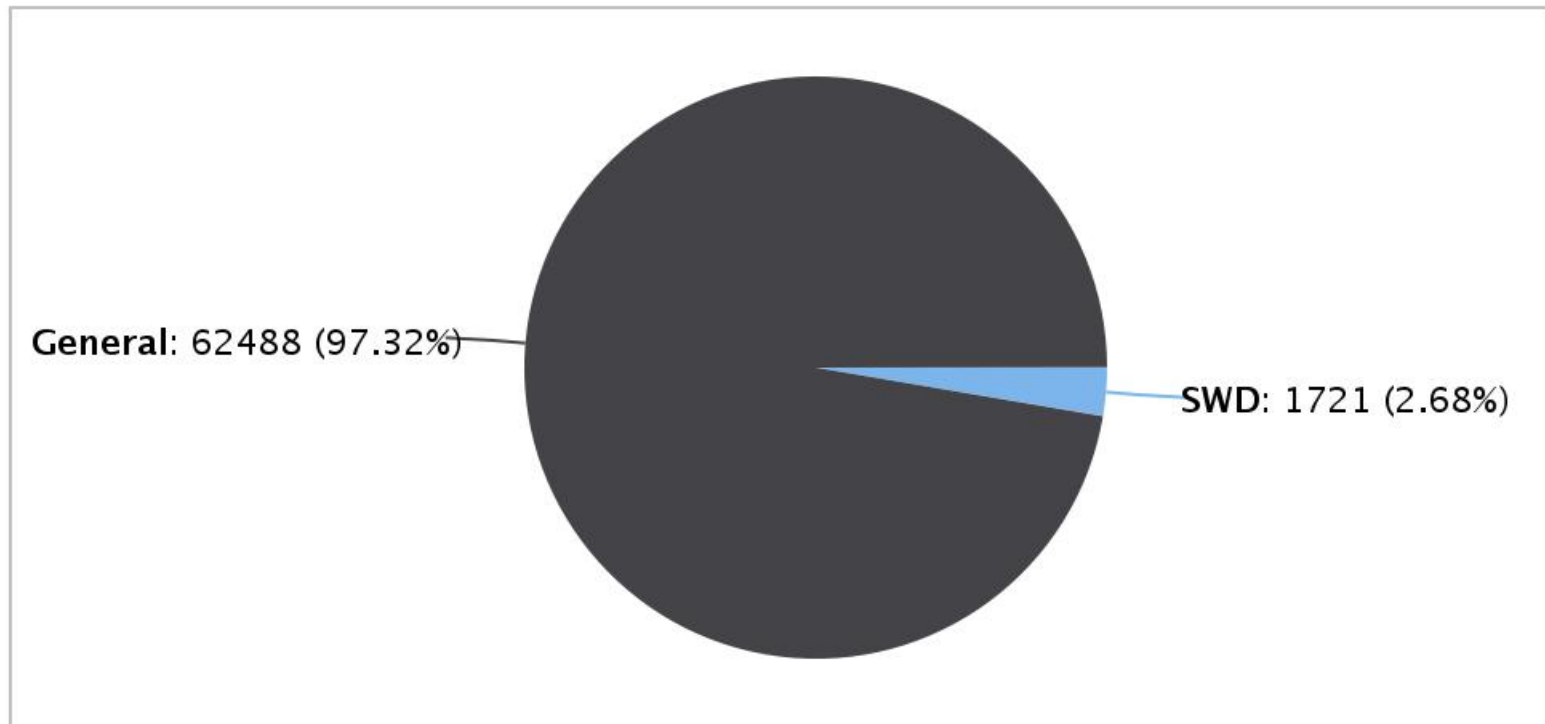
- Total Enrollment: 64,209
- Sections offered: 7,066
- Faculty: 2054
- 69.39% are taking at least one online course this semester



UCF SAS Registered Stats

Headcount – Fall 2016

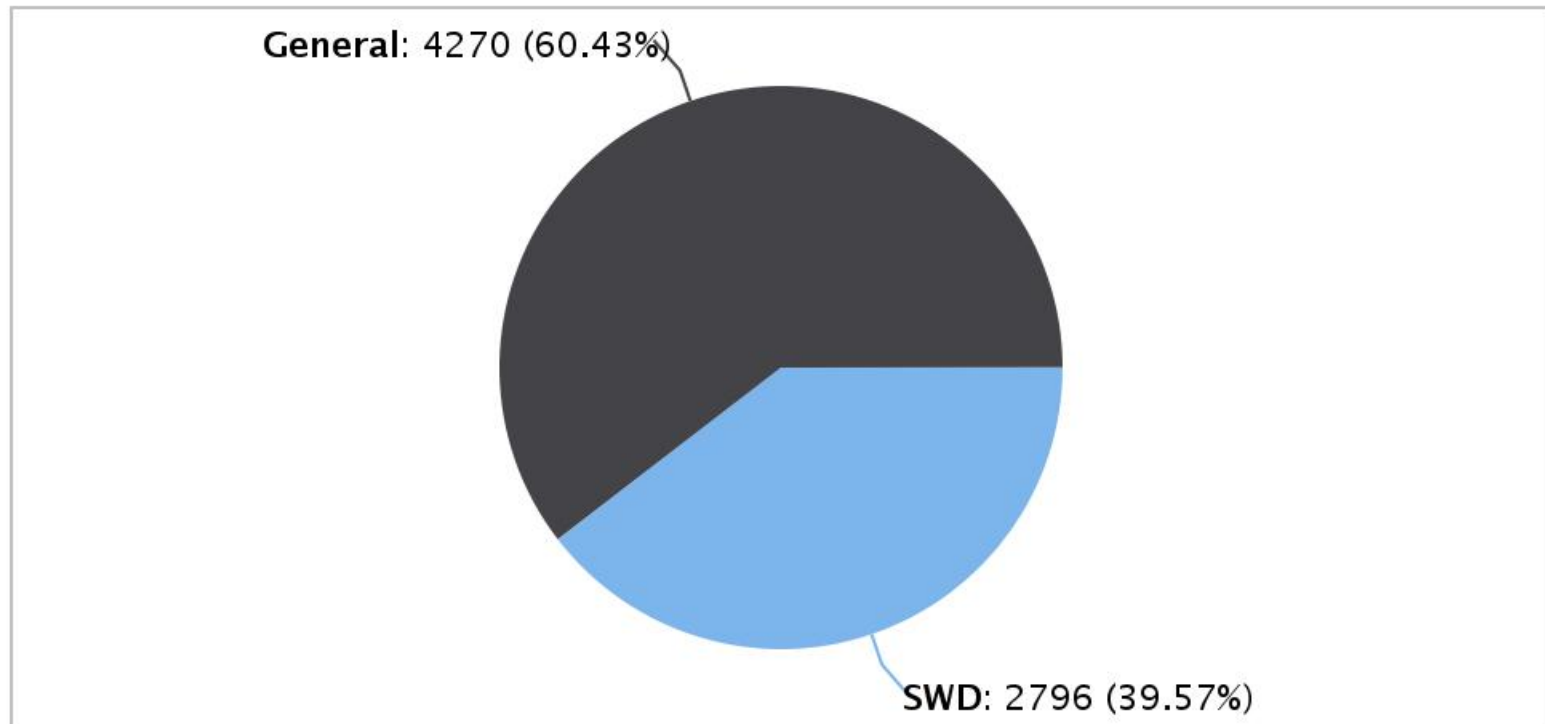
University Headcount: 64209



UCF SAS Registered Stats

Sections – Fall 2016

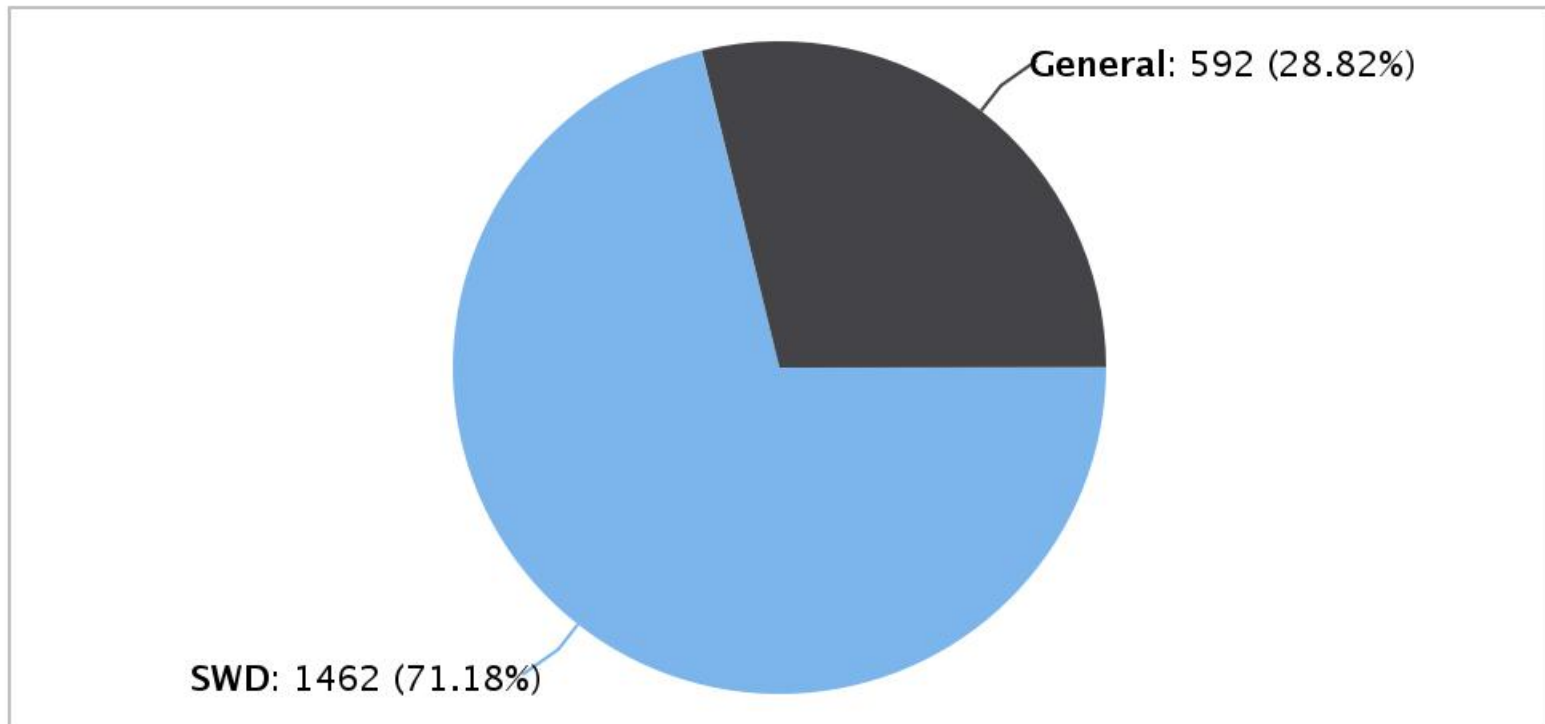
Course Sections: 7066



UCF SAS Registered Stats

Faculty – Fall 2016

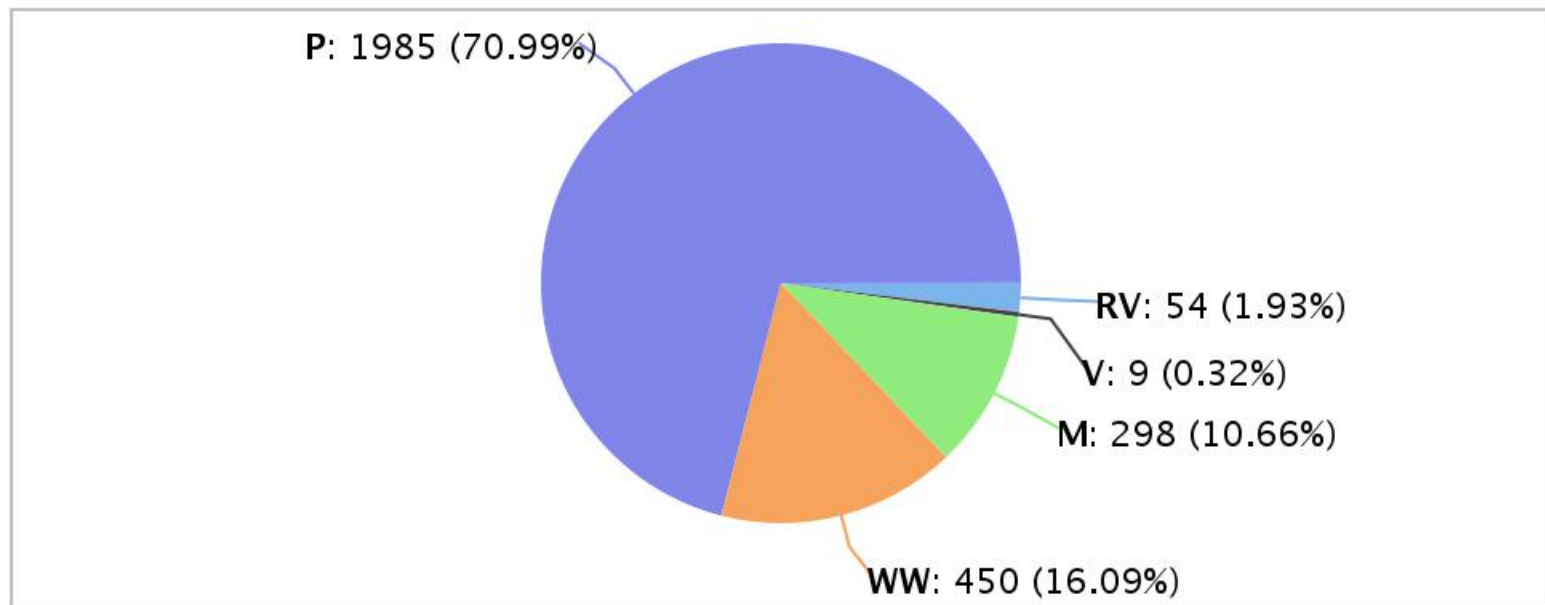
Faculty: 2054



UCF SAS Registered Stats

Modality Breakdown – Fall 2016

Course Sections: 2796



RV

V

M

WW

P



UCF Policy

- No institutional accessibility policy
 - Provost e-mail
 - Syllabus statement
- Professional development is mandatory to teach online.
- Faculty are responsible for developing online course content.



Relationship with SAS

- Frequent status/planning meetings
- Joint professional development efforts
- Online course accommodation workflow:
 - SAS notify faculty of SWD in all courses
 - CDL provides assistance with D/HH and B/LV accommodations for online courses



WKU WORK FLOW

Implementation Plan



Implementation Plan for Accessibility of Online Learning
Western Kentucky University
September 2014

Introduction

Since accessibility of online learning is a process, assessment of the process is the most appropriate tool to evaluate the effectiveness of WKU's implementation of our policy on ADA/Section 508 accessibility.

Online learning runs a continuum from technology-assisted face-to-face instruction to 100% online instruction with no instructor-student face-to-face interaction – what we typically refer to as ***distance learning***. In all cases of online learning, technology is critical to facilitating communication and interaction to promote teaching presence, social presence, and cognitive presence in learning.

Resources

Distance Learning Faculty - Accessibility

- DL Home
- Faculty Tools
- DL Testing Centers
- Professional Development
- Awards & Recognitions
- About
- Contact Us

A unit of DELO
Division of Extended Learning & Outreach

Course Development

Compliance

Accessibility

Blackboard (pdf)

Checklist (pdf)

PowerPoint (pdf)

Protected View

Word (pdf)

Copyright

State Authorization

Quality Matters

Tools & Resources

Regularly Scheduled Training


Special Events

Accessibility Best Practices for Online Courses

Introduction to Accessibility


At Western Kentucky University, we are committed to making online courses available to the widest possible audience, including those with visual and hearing impairments, learning disabilities, color blindness, or neurological disorders. Ensuring a quality learning experience for all learners can be easier than you think. Remember: We are always here to help you. Following are some resources to help you get started.

Course Content on Blackboard



Creating Accessible Blackboard Content provides specific requirements of accessibility and how-to guides when creating online content in Blackboard. Other guides below will address accessibility in materials uploaded to Blackboard.

Audio and Video in Your Course




Written transcripts or closed captions for audio or video materials help those with hearing impairments perceive the information. Distance Learning's transcribing services will work to ensure course related videos are transcribed. However, our transcribers are limited, so courses with students who need an accommodation are given a priority designation. If you have been notified by Student Disability Services that a currently enrolled student is in need of special accommodations, please go to [Transcribing Services web page](#) and fill out the priority request form and submit the transcribing request.

Providing Accessible Documents

The most common documents you will use are Word documents, PowerPoints, and PDFs, but all documents you use in your courses will need to be reviewed to ensure they are accessible.

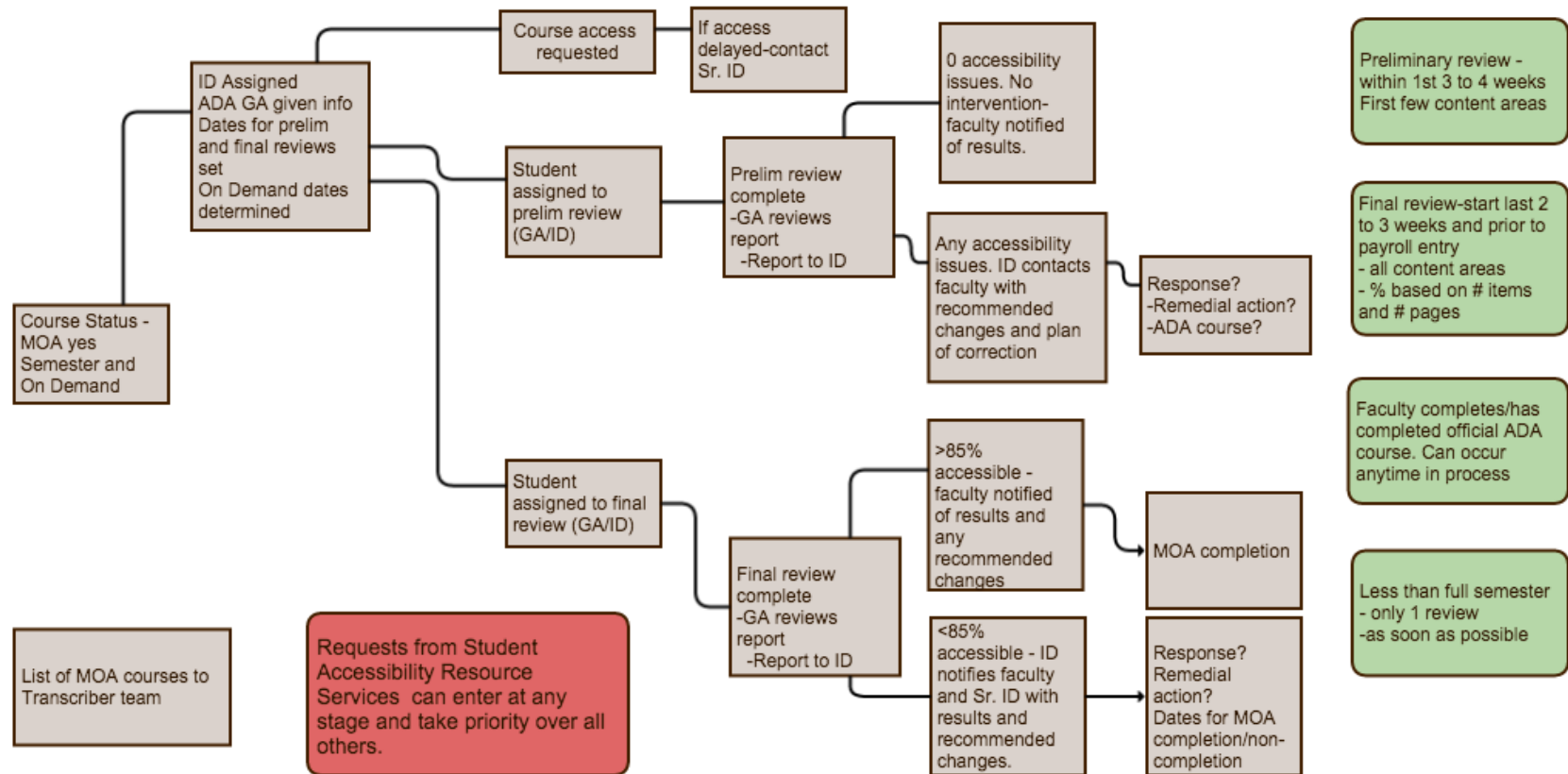
Microsoft Word



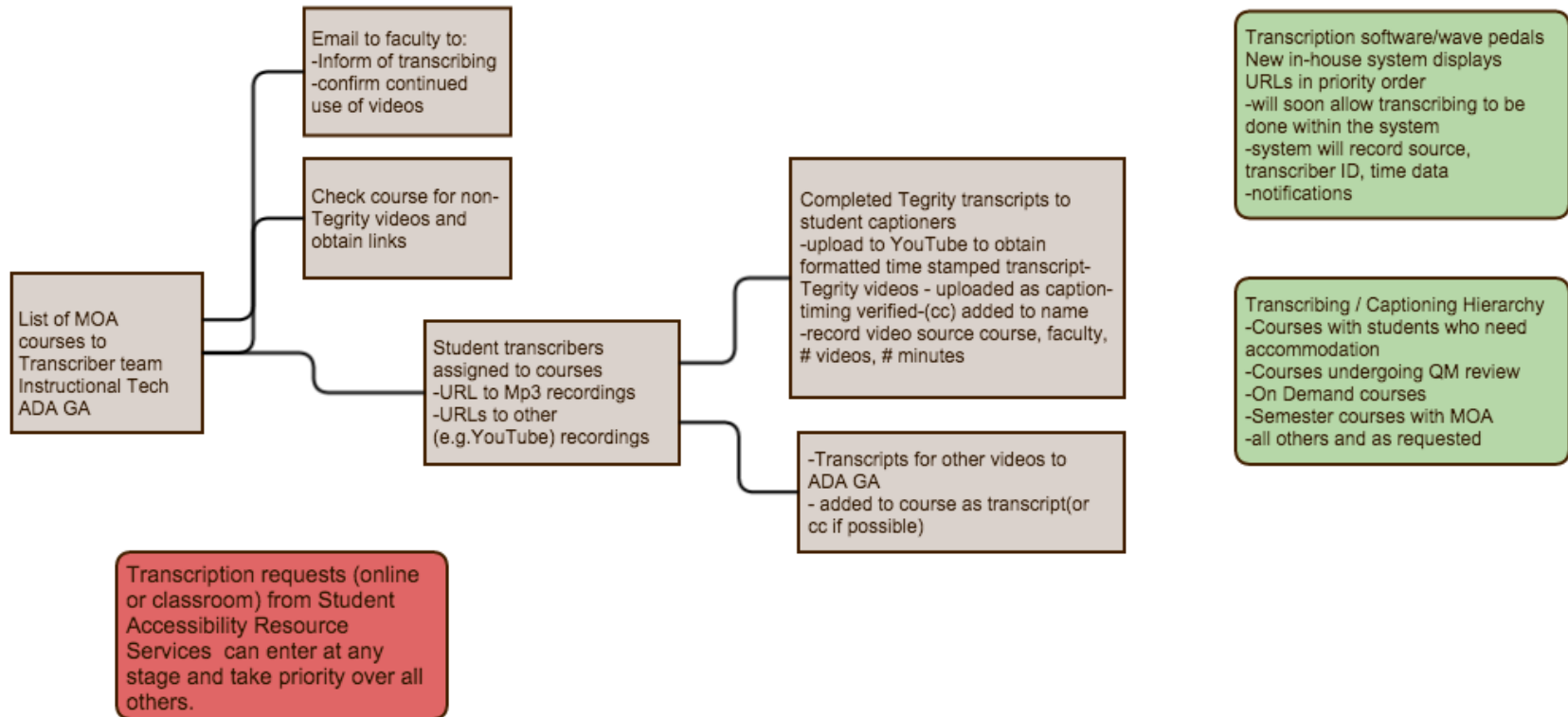
Changing culture - \$\$\$

- 85% accessibility achieved prior to development/revision compensation
- Changed philosophy on development/revision compensation

Accessibility Workflow: Development



Course Captioning and Transcribing



UCF WORK FLOW



Accessibility at UCF



Immediate Need

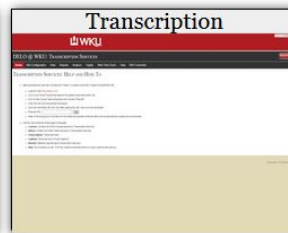
- For current courses with D/HH and B/LV students
- Faculty complete a questionnaire about course
- CDL staff conduct accessibility audit using UDOIT
- Various CDL teams work with faculty to address issues
 - For D/HH, SAS provides transcripts of videos
 - CDL creates captions

WKU CREATIVE SOLUTION

Database for DL team activities & workflows

Welcome to Distance Learning!

Click on a tile below to navigate the site.



'Dashboard' for accessibility data

Dashboard

Home

Courses

Faculty Forms

Request Lists

Reports

Profile

ADA Review Reports

Course Agreement Report

Course Upload Report

Potential MOA Second Payments

ADA Review Report for MOA

ADA Review Report for 2nd Pmt

ADA Review Report for MOA : 16 SP

16 SP

Course Number	Course Title	Faculty	Initial Review Results	Final Review Results	Remedial Review Results	Course Upload
AD 100	Advertising in a Digital World	DR. J. B. BROWN	Review Completed	Did not meet ADA requirements	Met ADA requirements [0]	Course Upload
AH 200	Medical Terminology	DR. J. B. BROWN	Review Completed	Did not meet ADA requirements	Met ADA requirements	Course Upload
AMS 400	Senior Research	DR. J. B. BROWN	Review Completed	Met ADA requirements [1]	Review not yet registered.	Course Upload
BIOL 300	Behavioral Ecology	DR. J. B. BROWN	Review Completed	Met ADA requirements	Met ADA requirements [2]	Course Upload
BUS 200	Management Human Resources	DR. J. B. BROWN	Review Completed	Did not meet ADA requirements	Met ADA requirements [3]	Ready for Course Upload, but not yet provided.

Database to house accessibility data

Review Details:

Initial Review

Result: Review Completed Comment: [Click to set a comment](#)

Upload File:

Browse...

No file selected.

 File Type: [Click to Select a Type](#)

Filename	Type	Date
ADA_Initial_Review_initial.docx	Review	2016-02-01 11:17:56
ADA_Initial_Review_initial.docx	Review	2016-02-02 11:08:34

Save

Review Details:

Final Review

Result: Did not meet ADA requirements Comment: [Click to set a comment](#)

Upload File:

Browse...

No file selected.

 File Type: [Click to Select a Type](#)

Filename	Type	Date
ADA_Initial_Review_initial.docx	Review	2016-03-17 11:48:05
ADA_Initial_Review_initial_ForFaculty.docx	Unknown Type	2016-03-22 13:06:17

Save

Review Details:

Remedial Review

Result: Met ADA requirements Comment: [Passed with 87%; Removed the publisher PPTs which were the bulk of the issues.](#)

Upload File:

Browse...

No file selected.

 File Type: [Click to Select a Type](#)


Filename	Type	Date
----------	------	------

Save

Informing Faculty

- **Learning Modules**
 - **Learning Module Week 1/25/16**
 - **Reimagining Advertising in a Digital World**
 - **How to create Measurable Marketing Plan: Use the PESO Model**
 - Penso.png - Provide detailed alt text description for the image so that someone relying on a screen reader can hear a detailed description of the image to learn what it “says” and why it’s important to the course. Since this is an image, consider making a Word document that writes out the alt text description.
 - **The Brand Spiral and the Branding Blueprint**
 - **The Branding Spiral**
 - **Branding spiral PDF 1/1**
 - Provide detailed alt text description for the image. Since this is an image, consider making a Word document that writes out the alt text description.
 - **Learning Module Week 2/1/16**
 - **Digital Branding**
 - **Build a Personal Brand: It’s Your Only Option**
 - Website URLs need to be descriptive text instead of the website/URL address.
 - **Basics of Brand-You**
 - **Steps in personal branding**
 - Website URLs need to be descriptive text instead of the website/URL address.

Transcription Services – DL Staff

Logout (Bruns, Brody)

DELO @ WKU: TRANSCRIPTION SERVICESRELEASE NOTES

[Home](#) [Site Configuration](#) [View](#) [Reporting](#) [Links](#) [Migration](#) [Help](#)

[Courses](#) [Transcriptions](#) [Flags](#) [Captions](#) [Link Types](#)

[Priority Transcriptions](#) [Unfinished Transcriptions](#) [Not Started](#)

This page holds a list of priority recordings. They need to be completed as soon as possible.

Available Filtering

[Click here to disable the modify status/priority prompt.](#)

(5) CIS 243	Priority	Active	(+)
(2) Dawn Hall sandbox course	Priority	Active	(+)
(3) PS 460	Priority	Active	(+)

Transcription Database

DELO @ WKU: TRANSCRIPTION SERVICES

Logout (Bruns, Brody)

Home Site Configuration **View** Reporting Links Migration Help

Courses **Transcriptions** Flags Captions Link Types

Priority Transcriptions Unfinished Transcriptions Not Started

BIOL568-700 (Fa14):
ADVANCED
MICROBIOLOGY

Sun, Sep 07, 05:59 PM (CC)

MP3
6.3 mb

Analyze

Priority: No / Status: Active

Transcribing - Click to Complete

No Active Flags

Generate Caption Manually

Video Duration: 18:20

Attachments:

Tip: Spell Check

Brody Bruns

Transcribing: 00h:01m:08s

Breaks Due: :00m

WPM: 7.6

[TIW Extension]


18:20

Playback Rate 1

Welcome! Start typing to begin.

Hi, in this lecture, we are going to be giving the basic introduction to the RNA structure and function. To begin, we will talk a little bit about the levels of organization of RNA and the energetics involved in forming RNA structures. And we will also review RNA types and functions and those being genetic information storage, and structural, catalytic and regulatory roles. As of proteins, RNA can form higher order structures of course in the primary structure, the primary sequence that consists of the sequence of the nucleotide held together by a phosphodiester bond. And the secondary and higher order structures as tertiary and non-covalent bonds come in to play. Those include hydrogen bonds and other interactions such as Van der Waals interactions. Base stacking is an important component that is, cause that allows additional hydrogen bonding between the bases. On this slide, we see an example of a primary structure that is simply the sequence of the nucleotides because an internal areas of complementarity in an RNA, we know that RNA can fold up in to more and higher order structures such as the secondary structures shown here. Higher order structures can be formed between different areas of RNA molecule and an example of that is shown in the stick, in a ball stick field representation as shown in the white. Its important to appreciate that in RNA, that we have the canonical base pairing rules apply but we have additional rules because in fact that T is replaced with Uracil. So, the fact that uracil gives additional binding properties that are available to an RNA molecule. Of course, you have G-C base, G-C base pairing but you have A-U, that is U replacing T. And that is a, that is a part of the normal Watson-Crick base pairing but you also have the possibility of G-U pairing and so these variance allow additional base pairing possibilities. Its also important to appreciate that nucleic acid in the RNA is frequently modified. And this is particularly true with T-RNA molecules and this can allow additional levels of interaction to occur. So, in the common structure in T's RNA are shown in this slide. We had helices where you have base pair interactions leading to the stems as they are also referred to and the base pairing here allows the stems to naturally adapt the helix type of structure of the DNA helix. And you also have loops at the end of the helices and this is an example loop, a hairpin loop. You have internal loops shown here where you have unbase paired regions on each side of the stem. You have bulges down here, we have seen an example of a bulged loop where you have unpaired bases on one side of the stem but not the other. So, that is kind of bulged out and you have more complicated structures and multi-branched loops, we have unpaired regions in a stem and then another unpaired region is coming off of this. So, these are some of the examples of RNA structural motifs in which you should be aware of and should be able to describe and identify within any

Transcription Database – Active Transcription

Logout (Kirtley, Steven)

DELO @ WKU: TRANSCRIPTION SERVICES

[Home](#) [Dashboard](#) [Courses](#) [Transcriptions](#) [Captions](#) [Site Configuration](#)


[Kim Green Private Course recordings](#) [Spinal Cord Injury part III](#) [MP3 1.8 mb](#) [Priority: No / Status: Active](#) [Transcribing - Click to Complete](#)

[Kirtley, Steven](#) [Work: 00h:50m:03s](#) [Rest: 00h:28m:20s](#) [Ratio: 176%](#)

Welcome! Start typing to begin.

This is lecture for spinal cord injury I am going to break this down into 3 parts this first section will be on classification, mechanism of injury, and some terminology. The first line here these are just topics that we are going to be covering throughout the whole lecture on spinal cord. When you think about what is going to be on the test I put what will be on the test this is not necessarily what is on the test but if you keep in mind that you recognize that a patient has had a spinal cord injury you know how to do your assessment you know what to expect based on their level of injury you know how to position the patient what to do for them nursing wise and how these injuries are handled medically and what kind of complications. Same thing with any kind of disease process or injury. Just a little bit about statistics on the spinal cord trauma usually from motor vehicle accidents it can be from falling injuries, gun shot wounds, stabbings, that type of things, sports injuries, common disease spinal cord injury in sports, diving accidents, diving into a pool, I guess you could say skydiving as well because there have been injuries from those, falls and then disease processes. Today most of the things that we talk about are related to cervical spine injuries because more than half of spinal cord injuries involve some cervical spine, this is just a slide on terminology that we are going to be using throughout the lecture you all should know what hyper flexion hyperextension... neurogenic shock I am sure you talked about that in shock lecture we are going to talk more about that and final shock, paraplegia and tetraplegia, tetraplegia is a term more used for quadriplegia meaning all four extremities. Hypoesthesia and hyperesthesia sort of be familiar with that autonomic disorderplexia we are going to talk about that is one of the complications of spinal cord injury, you know what phoresis means, and then I want to add here about sympathetic and parasympathetic nervous system. Spinal cord injuries involve the autonomic nervous system. If you remember though sympathetic nervous system cells

Transcription Database Reports



Logout (Bruns, Brody)

DELO @ WKU: TRANSCRIPTION SERVICES

RELEASE NOTE

Home

Site Configuration

View

Reporting

Links

Migration

Help

Reports

Interview

Applied Filters : (click to remove)

year: 2015

month: 12

Thomas, Tamara

Date	Scope	Unique Courses	Unique Videos	Unique Authors	Unique Transcribers	Partial Transcription Time	Completed Transcription Time	Total Transcription Time	Videos With No Duration	Average Video Duration	Partial Video Duration	Total Video Duration	Average Time Per Min	Subtotal Cost	Average Cost Per Video	Average Cost Per Min	WPM	Total Activity	Timeline
2015-12-15	[?]	1	3	3	1	00:00:45	N/A	00:00:45	0	00:55:28	02:46:25	02:46:25	N/A	\$0.10	\$0.03	N/A	37	22:24:31	Timeline
2015-12-13	1	1	1	1	1	N/A	00:42:50	00:42:50	0	00:19:39	00:19:39	00:19:39	00:02:10	\$5.71	\$5.71	\$0.29	7	18:24:00	Timeline
2015-12-1	1	1	1	1	1	N/A	N/A	00:00:00	0	00:35:11	00:35:11	00:35:11		\$0.00	\$0.00	\$0.00	0	08:45:06	Timeline

Applied Filters : (click to remove)

Thomas, Tamara

2015/12/15

Tamara Thomas

00h:03m:25s

00h:00m:00s

38.1

of Total Courses : 468

of Active Courses : 437

of Priority Courses : 12

of Total Feeds : 468

of Total Feed Items : 10710

of CC Feed Items : 2506

of Old (7-2015) Feed Items : 217

of Updated (7-2015) Feed Items : 10098

Page took 0.343 seconds to load

- Filtering
- Alternate Views
- Calculations
- Overview

Personnel

- Instructional Designers (3)
 - Blackboard content
 - Manage student reviewers
 - Direct faculty contact – individual instruction, shares reports
- Instructional Technologist (1)
 - Video/audio content
 - Manages student transcribers and captioners
 - Develop transcribing software system
- ADA Graduate Assistants (2)
 - Tracking and data collection
 - Assists in reviews and transcription
- Student workers (12-14)
 - Review courses
 - Transcribe
 - Caption

UCF CREATIVE SOLUTIONS



Executive Information System (EIS)

- Add accessibility information to existing reporting system
- SAS provided access to data in Peoplesoft (SIS)
- Paired enrollment, faculty records, student disability/accommodation information
- Ability to generate charts/graphs and track over time
- Efficient and secure transfer of sensitive information



Optical Character Recognition(OCR)

- Fall 2015: Slammed with image based PDF
- Spring 2016 Pilot of ABBYY Recognition Server
- Under consideration for purchase
- Goal is to create a semi autonomous OCR workflow:
 - Scan LMS courses of SWD
 - Find PDF(s)
 - Send to ABBYY
 - Manually QA PDF from ABBYY
 - Replace in LMS



Captioning

- Contracted with 3Play media to caption existing online course videos hosted on Vimeo. Paid by DL fee.
- Used Vimeo API to check for captions, calculate length of video, download, and upload caption track
- Bulk upload to 3play via FTP
- Download text transcripts, captions in .SRT and .VTT
- Upload captions to Vimeo via API.



Quiz Extensions

- One stop shop to add more time to all existing quizzes/tests
- Custom LTI developed for Canvas
- Pilot Spring 2016, launched Summer 2016
- Overwhelming positive faculty response
- Licensing available (free to public institutions): f@ucf.edu



Quiz Extensions

This tool will apply extra time to **all existing** quizzes/exams. For example, Suzy Johnson and Stephen Smith need double time. Select the students below and choose the appropriate amount of extra time e.g., double (2x).

If additional quizzes/exams are added after, please repeat the process. This will replace any individual existing time extensions. Additional help can be found at the [Webcourses@UCF Support website](mailto:Webcourses@UCF).

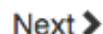
 Filter

Selected Students

Auricchio, Alyssa
Bethencourt, Stephanie
Bloom, Caldon
Bunker, Madelynn
Carter, Alison
Casey, Kenya
Cobbs, T'Cherish
Dalton, Langlie
Desalvo, Anna
Eliason, Alyson



Page 1 of 4



Able Player

- Issue: providing captions for 3rd party YouTube videos
- Solution: adapted open source video player to work inside of LMS (Canvas)
- Manual process with code. Work on LTI.
- Caption file hosted on central server and linked to video.
- Able Player: <https://github.com/ableplayer/ableplayer>





Account



Dashboard



Courses



Groups



Calendar



Inbox



Commons



Help

Syllabus

Announcements

Discussions

Modules

People

Conferences

UCF Library Tools

Success

Resources

ProctorHub

UDOIT

Quiz Extensions

Grades

Collaborations

Pages

Files

Outcomes

Quizzes

Assignments

Settings

able



UDOIT

- Scans a course and generates a report of accessibility issues
- UFIXIT: provides an ease way for faculty to correct common accessibility errors
- Released open-source May 2015
- Only works for Instructure Canvas
- <http://online.ucf.edu/udoit>



Resources

- WKU
 - [Accessibility Tips](#)
 - [Transcription Service Request Page](#)
 - [ADA Checklist](#)
- UCF
 - [Creating Accessible Course Content](#)
 - [OLC Journal Article](#)

Contact Information

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John Raible: john.raible@ucf.edu

Presentation available at update