



Accessibility Is Not Just For Individuals With Disabilities

Ms. Janice Florent, Technology Coordinator



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Make It Accessible

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Quality Matters

- QM Standard 8 - Accessibility & Usability
 - 8.1 - Course navigation facilitates ease of use.
 - 8.2 - The course design facilitates readability.
 - **8.3 - Text in the course is accessible.**
 - **8.4 - Images in the course are accessible.**
 - **8.5 - Video and audio content in the course is accessible.**
 - 8.6 - Multimedia in the course is easy to use.
 - **8.7 - Vendor accessibility statements are provided for the technologies used in the course.**



Seven Principles of Good Pedagogical Practice

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
- 7. Respects diverse talents and ways of learning.**



7. Respects Diverse Talents and Ways of Learning

“There are many roads to learning. People bring different talents and styles of learning to college. Students need the opportunity to show their talents and learn in ways that work for them.”

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Chickering & Gamson, 1987

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Accessible Educational Materials

- Legal mandates require institutions of higher education to make educational materials accessible
 - Americans with Disabilities Act
 - Section 508 of the Rehabilitation Act



Image credit: "disability symbols" by National Park Service in the public domain



Inclusive Design vs. Accessible Design

- Inclusive design - aims to provide a user friendly experience for everybody.
- Accessible design - provides solutions that won't discriminate against people with disabilities.



Inclusive Design vs. Accessible Design

- Inclusive design - process for creating a design that can be used by a diverse group of people.
- Accessible design - focuses on the outcome or end result of a design project.



Source: [Accessible Design vs. Inclusive Design \(With Infographic\)](#) by Cameron Chapman
Image credits: [EGG-first plural inclusive](#) by Robbiemuffin licensed under [CC BY-SA 4.0](#)
and [web accessibility](#) by jlflorent licensed under [CC BY 4.0](#)

Why Accessible Sidewalks Fall by the Wayside

Despite the passage of the Americans with Disabilities Act more than 30 years ago, most U.S. cities delay making accessibility improvements to sidewalks until activists bring them to court.

🕒 1 Minute Read

November 15, 2022, 5:00 AM PST

By Diana Ionescu [@aworkoffiction](#)



Sidney de Almeida / Sidewalk ramp

Streetsblog's Kea Wilson examines why sidewalk [accessibility](#) in U.S. cities so often depends on lawsuits filed by mobility advocates despite the existence of the [Americans with Disabilities Act \(ADA\)](#), which ostensibly mandates compliance with accessibility requirements.

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Accessible Sidewalks

- People who benefit from accessible sidewalks:
 - Permanent disability (wheelchairs, walkers, or other mobility aids)
 - Temporary disability (broken leg, sprained ankle)
 - Blind or have low vision
 - Elderly or have difficulty walking
 - Strollers or baby carriages
 - Carrying heavy objects
 - Delivery workers or other service providers
 - Tourists or visitors rolling suitcases



Accessible Sidewalks

- More people or situations where accessible sidewalks are beneficial:
 - People with service animals
 - People who are tired or ill
 - Children walking to and from school
 - People walking to or from work or other destinations
 - People walking to or from public transportation
 - People on bicycles
 - People with skateboards or scooters
 - People who are unfamiliar with the area



Accessibility

- Accessibility is not circumscribed to a group of users with some disabilities, rather it extends to anyone who is experiencing any **permanent**, **temporary**, or **situational** disability



Curb-Cut Effect

Designs created to benefit people with disabilities often end up benefiting a much larger user group.

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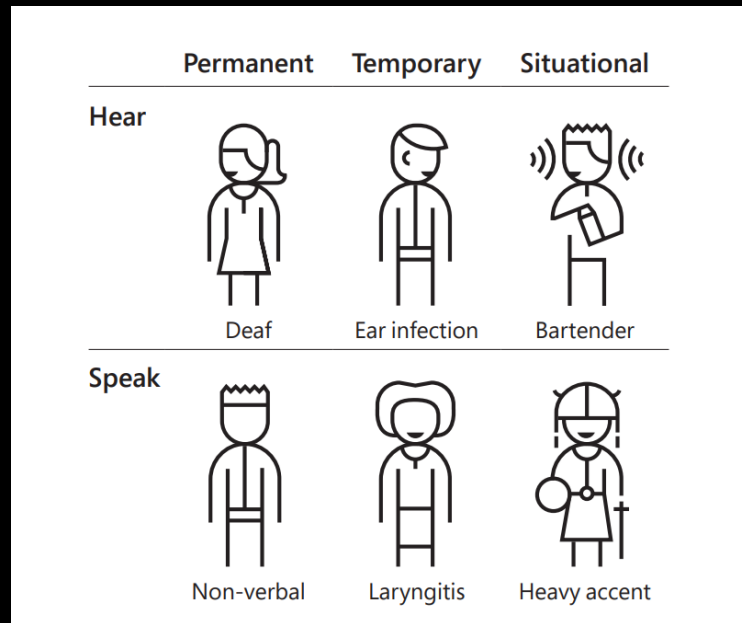
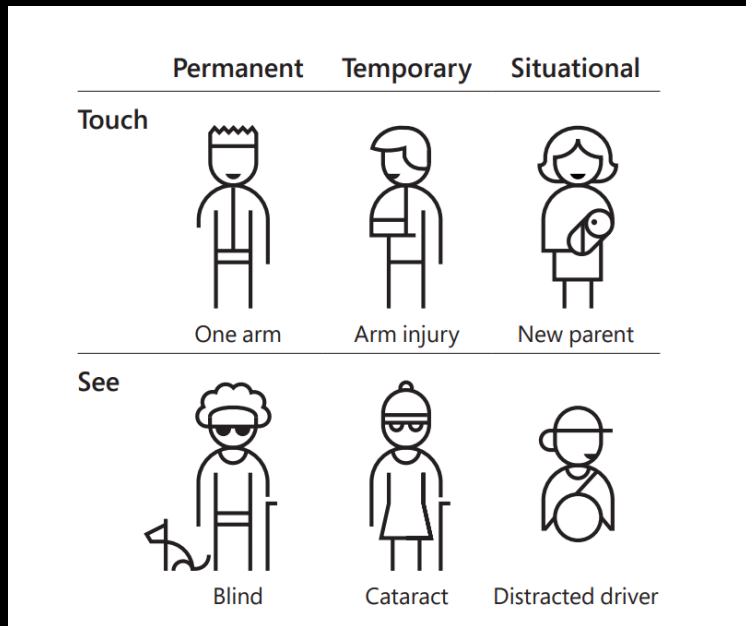


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Image Source: "Clay St (non) Curb Cut" by Sidewalk Sam is licensed under CC BY 2.0.

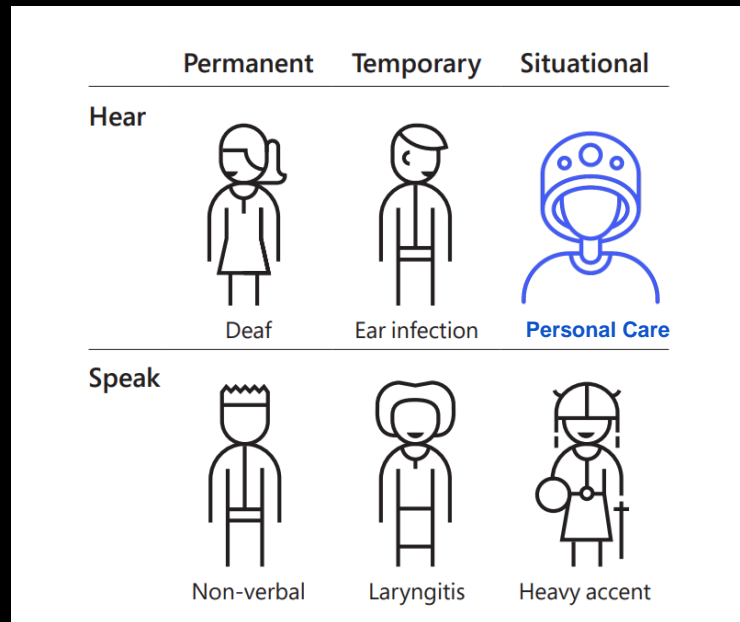
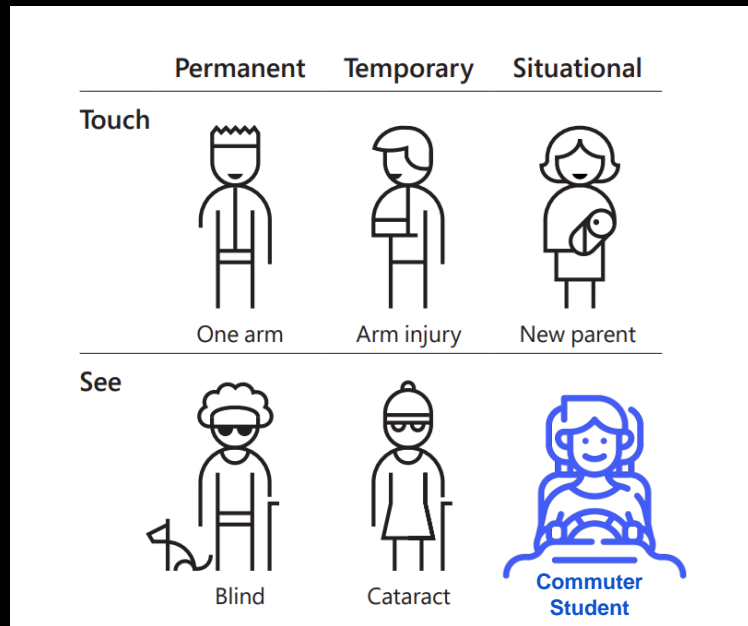
Solve For One, Extend To Many

- The Persona Spectrum



Solve For One, Extend To Many

- The Persona Spectrum



Solve For One, Extend To Many

- The Persona Spectrum

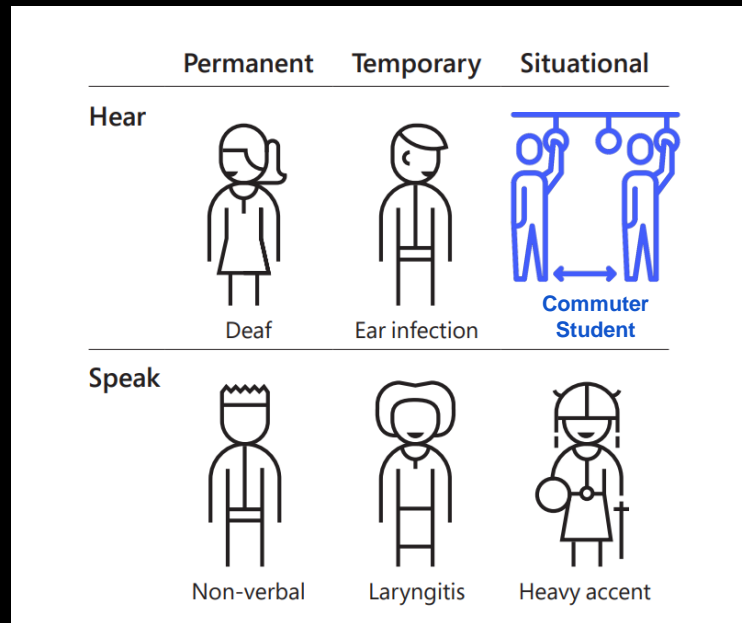
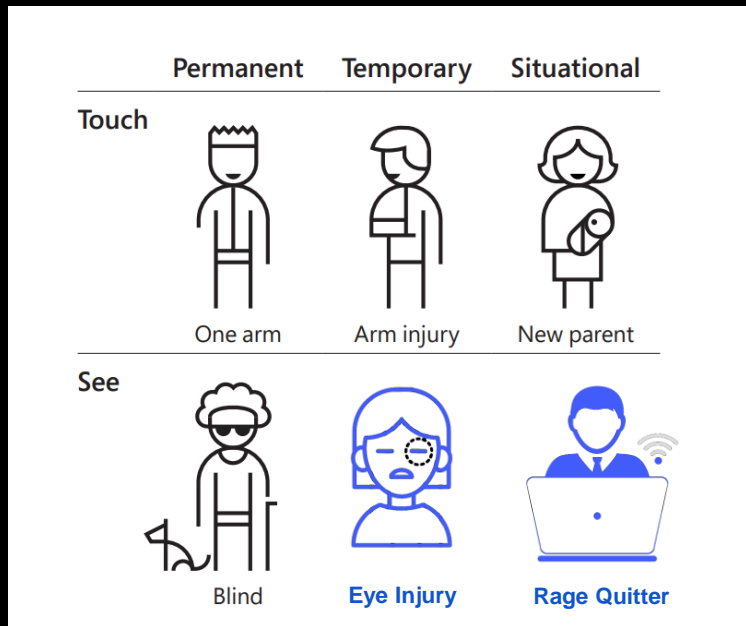


Image credits: "hood dryer" by Azam Ishaq, "driving" by Tippawan Sookruay, "public transportation" by KP Arts, "Wifi User" by Wilson Joseph and "eye injury" by Uisole from the Noun Project used under CC BY 3.0

Source: Microsoft Inclusive Design Toolkit

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Universal Design for Learning (UDL)



Clearing a path for people with special needs clears a path for everyone.

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ACCESSIBILITY

Image Credit: [Image](#) by Markus Winkler from [Pixabay](#)

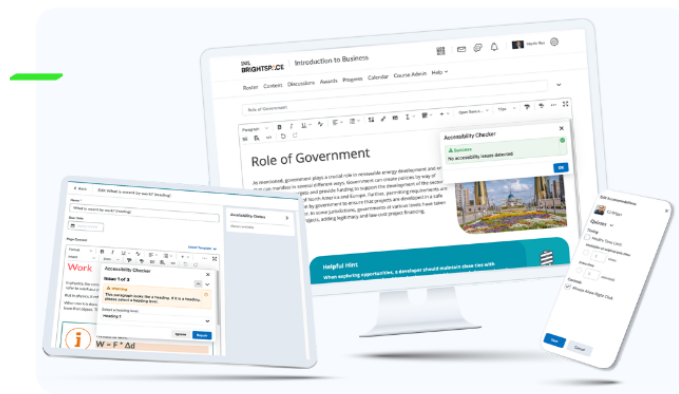


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Conforming to Accessibility Standards

We constantly strive to ensure that our learning platforms work seamlessly with various assistive technologies to provide a great learning experience to people with diverse needs. We integrate the latest global accessibility standards into our product process and openly report conformance to the Web Content Accessibility Guidelines (WCAG) 2.1 Level AAA standards and compliance with Section 508 of the Rehabilitation Act, 1973. Our latest accessibility reports are posted on the [Accessibility Standards](#) page. Our accessibility plan for 2022-27 is posted on our [Multi-year Accessibility Plan](#) page.



Accessibility



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How accessible is this intersection for pedestrians who are crossing the street?



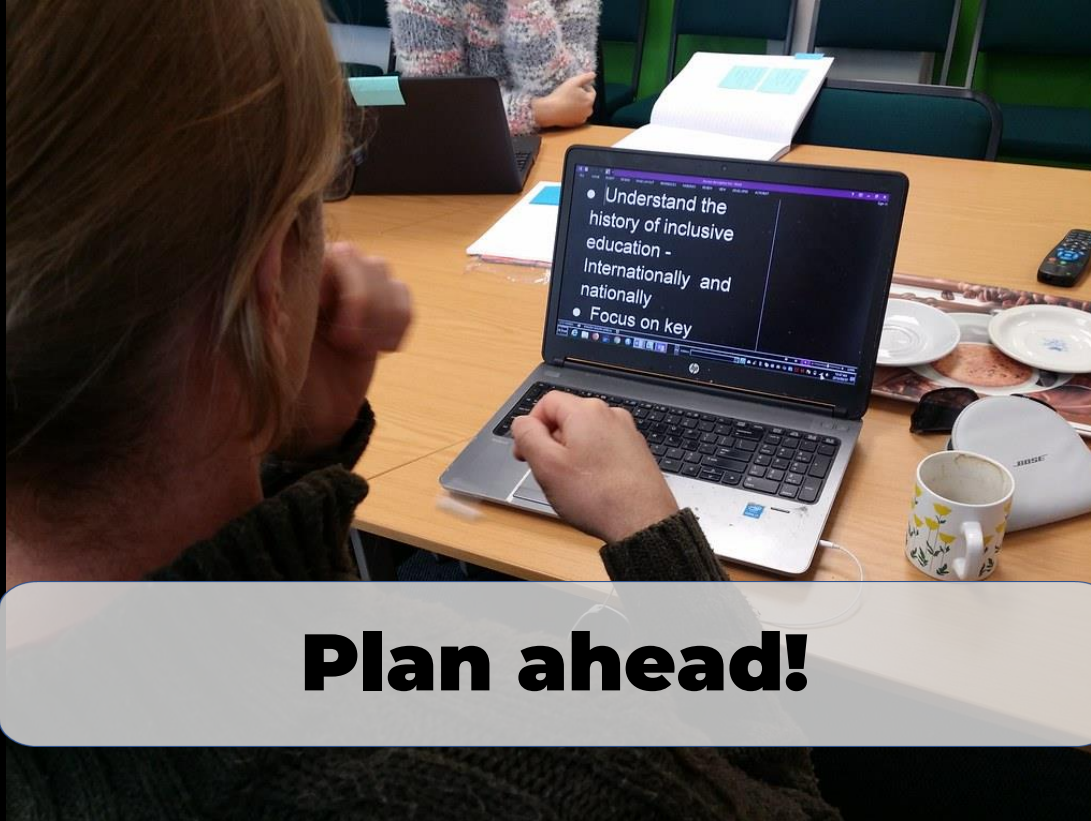
Image Credit: "Clay St (non)Curb Cut" by Sidewalk Sam is licensed under CC BY 2.0.

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Make It Accessible



Plan ahead!

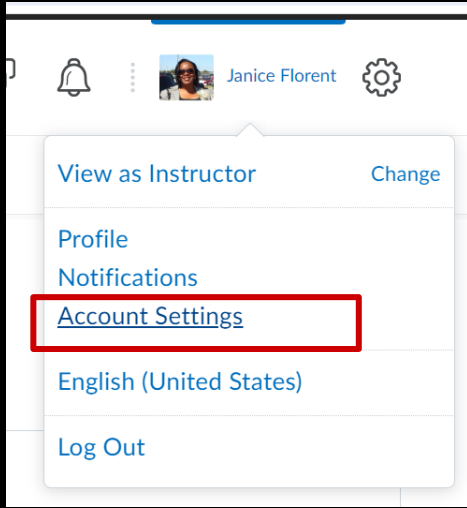
Image Credit: "Screen Reader" by Widad Sirkhotte is licensed under [CC BY 2.0](#).

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Configure Brightspace User Preferences for Accessibility



Account Settings

Account Settings

Discussions

Email

Metadata

General Settings

System Email: jflorent@xula.edu [Change Email](#)

Password: ***** [Change Password](#)

Pronouns

When enabled, your pronouns can appear to others in areas such as your profile card or Classlist.

- ☒ Allow others to see my pronouns
- ☐ Use what my organization has on record: None
- ☒ Use different pronouns:

she/her

Common pronouns include She/Her, He/Him, They/Them

Font Settings

Font Size

Medium

The quick brown fox jumps over the lazy dog.

Reading Content

Some tools automatically mark content as read as you scroll it into view. If you use an assistive technology such as a screen reader then you may wish to disable this feature by checking the box below.

- ☒ Do not automatically mark items as read as the page scrolls

Video Settings

This setting ensures assistive technologies can detect videos. As a consequence, videos will overlap menus. It does not influence the accessibility of specific players.

- ☐ Optimize video presentation for programmatically driven assistive technologies

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Basic Four of Accessibility

Improve the accessibility of your course content by implementing these four things:

1. Document Structure
2. Alternative Text
3. Media Accessibility
4. Choose Accessible 3rd Party Resources

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Source: [Basic Four of Accessibility](#), Digital Learning Innovations, Kennesaw State University

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1. Document Structure



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Documents



D2L
BRIGHTSPACE



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PDF Accessibility

- Many PDFs are simply images of text created by scanning hard copy documents
 - Image-based PDFs are **inaccessible** if they are just scanned images

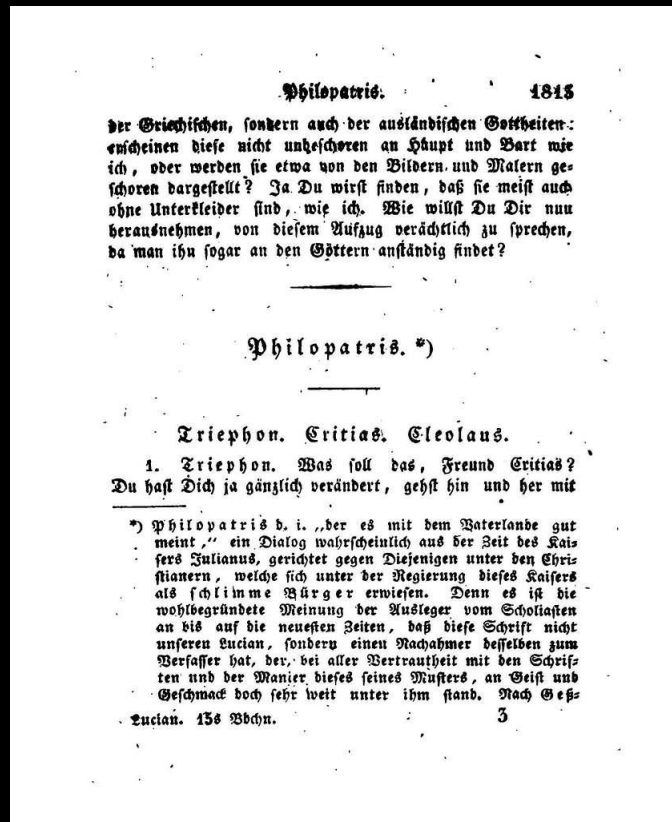


Image credit: [Lucians Werke 1813](#) / public domain



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PDF Accessibility

- PDF is not accessible if:
 - It is an image of text
 - It doesn't have any tags that identify the type of content (e.g., headings, lists, images, tables)
- Acrobat Pro Accessibility Guide



Document Structure

- Set up the document so that it can be easily read by a screen reader:
 - Headings
 - List Styles
 - Tables
 - Color Contrast
 - Descriptive Links



The screenshot shows the Wondershare PDFElement interface with the 'Edit HTML File' window open. The window displays a sample HTML document. The 'Heading 1' dropdown menu is highlighted, and the 'Contact Information' section is also highlighted. The document content includes a header 'Meet Your Professor', contact information (Name: Dr. Ima Professor, Email: ima.professor@xula.edu, Skype: [Ima.Professor](#), Twitter: [@imaprofessor](#), Phone: (504) 555-2121, Office Hours: W - 12:00 p.m. - 2 p.m.), and a section titled 'My Teaching Philosophy'.

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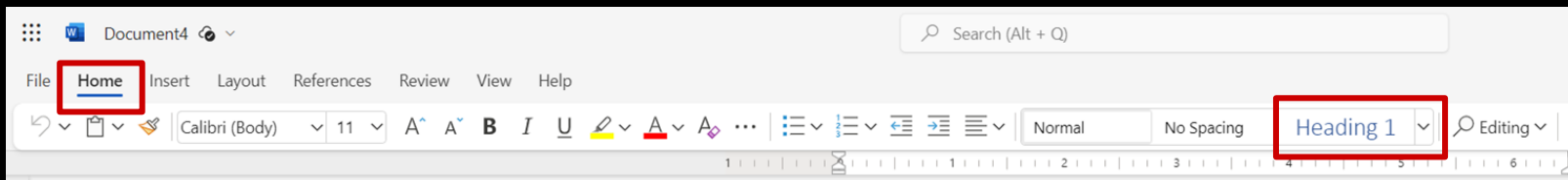
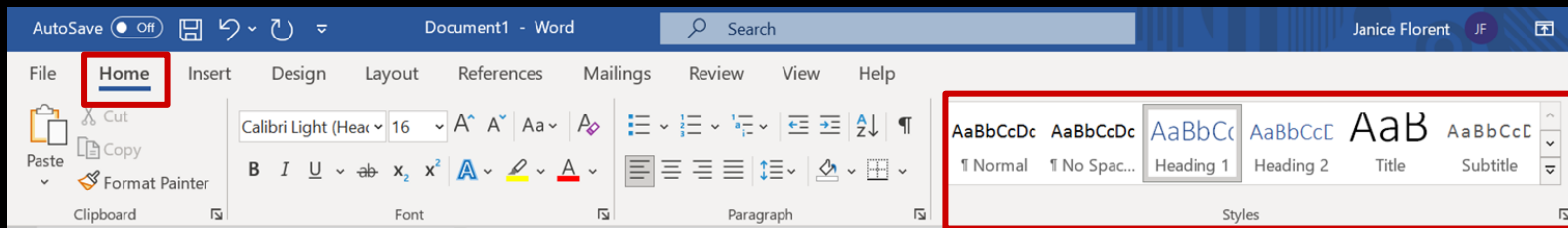
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Headings - Microsoft Word

- Home Ribbon - Styles Pane










Lists - Brightspace Editor


Edit HTML File


Introduction to Oceanography Syllabus


Select a Document Template


☐ Hide from Users

Paragraph **B** *I* U ~~A~~       

 Bulleted List ✓

 Numbered List

 Increase Indent

 Decrease Indent ✓

Course Learning Objectives

After completion of this introductory course, the student will be able to:








- Analyze and evaluate scientific data and research about oceanography.
- Identify reasons why sustainable practices regarding ocean resources (e.g. fishery management) are important and affect students' present and future life and the world economy.
- Demonstrate how the oceans are connected to and drive major Earth processes such as oceanic circulation, climate and weather, plate tectonics, and sustainability of coastal populations.
- Debate the importance of oceanography in global initiatives and political decisions of the future.
- Explain the theory of plate tectonics and its relationship to the formation of mountains and ocean basins.
- Analyze atmospheric and oceanic circulation systems as well as their interactions.
- Describe the principles involved in the generation of waves and tides and evaluate their effects on coastal processes and marine ecosystems.
- Summarize the major physical and chemical properties of seawater and how they affect marine life.


Edit HTML File


Introduction to Oceanography Syllabus


Select a Document Template


☐ Hide from Users

Paragraph **B** *I* U ~~A~~       

 Bulleted List

 Numbered List ✓

 Increase Indent

 Decrease Indent ✓

My Submission Policy

You should plan on submitting work within 48-72 hours of receiving assignments. You will be given a chance to view work and provide meaningful feedback within 48-72 hours.

Because time management is challenging, deadlines might not be met. But, you're in luck. I'm on your side. Late submissions will be accepted with a penalty. Assignments submitted after the deadline may receive a 10% grade point deduction for each day following the due date and time.

Don't want the penalty? Here's an incentive.

If you recognize a due date might be a problem, advocate for your success by following these steps:

1. Identify the problem
2. Contact me to propose a solution
3. Let's negotiate

Tips for Maximum Performance in This Course

1. Keep up with the reading and assignments. Each chapter contains a lot of new (and interesting!) information. Plus, you have assignments due each week. You must keep up!
2. Check in daily. All relevant information will be communicated via Brightspace and email. If you don't check in daily, you will fall behind. You must keep up!
3. Plan for about 3-6 hours of work per week. If we were meeting face-to-face during a regular semester, we'd meet in class for three hours per week. Add that to the reading time and study time you would need to put in, and you are looking at about 3-6 hours per week for this fifteen week session. Plan your time well and stay on top of things. You must keep up!

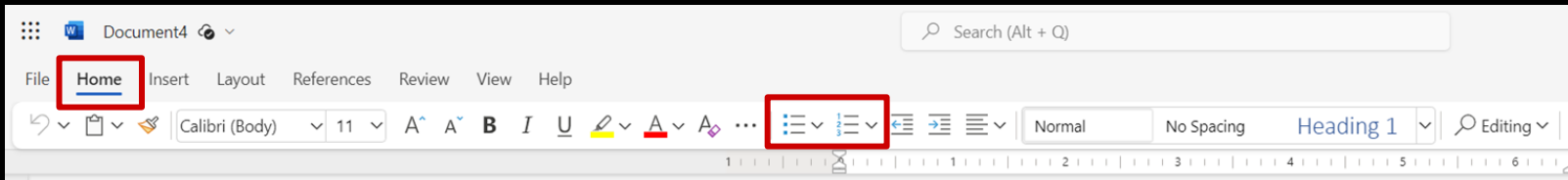
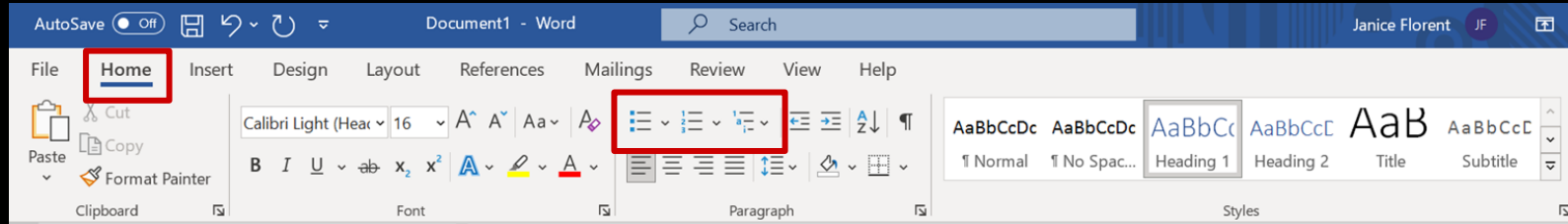
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Lists - Microsoft Word

- Home Ribbon - Paragraph Pane



Inaccessible Table

- Design tables to be read

Donkey cheese ingredients (besides milk) and purchasing resources							
cultures	resources	cost	rennet types and resources		cost	additives	Cost
mesophilic	Cheese R Us	\$1	animal or vegetable		\$3	coloring	Williams-Sonoma See catalog for pricing
thermophilic	Cheese R Us	\$2	liquid	Zasavica Preserve	\$6	cheese salt	
direct set	Zasavica Preserve	\$3	tablet	Cheese R Us	\$10	lipase powder	
re-culturable	Williams-Sonoma	\$4	junket	Cheese R Us	\$14	mold powder	
----		----	----		----	propionic shermali	

Tables

- Accessible tables:
 - Use a caption to display the table title
 - Use a summary to describe the type of information in the table
 - Use headings to identify rows and/or columns
 - Use the simplest table configuration possible. Complex tables may need to be split into several simple tables
 - Do not include merged cells



Accessible Tables

Donkey cheese additives, their costs, and purchasing resources

Additive	Cost	Source
Coloring	\$3/gallon	Donkey Cheese R Us
Cheese salt	\$2/pound	Williams Sonoma
Lipase Powder	\$4/pound	Williams Sonoma
Mold Powder	\$12/pound	Williams Sonoma
Proprionic shermali	\$46/pound	Murray's Fine Cheeses

Donkey cheese rennet types, their costs, and purchasing resources

Rennet Type	Cost	Source
Liquid	\$6/gallon	Zasavica Preserve
Tablet	\$10/pound	Cheese R Us
Junket	\$14/pound	Cheese R Us

Donkey cheese cultures, their costs, and purchasing resources

Rennet Type	Cost	Source
Mesophilic	\$1/gallon	Cheese R Us
Thermophilic	\$2/pound	Cheese R Us
Direct Set	\$3/pound	Zasivica Preserve
Re-culturable	\$4/pound	Williams-Sonoma



Tables - Brightspace Editor

Grading Procedures

Course Grades:

Final course grades will be based on the following:

Grade Item
Current Events Assignments (15 assignments at 5 points each)
Group Project
Quizzes
Midterm Exam
Final Exam

Final Grade Calculation

Edit HTML File

Introduction to Oceanography Syllabus

Select a Document Template

☐ Hide from Users



Grading Procedures

Course Grades:

Final course grades will be based on the following:

Grade Item	Weight
Current Events Assignments (15 assignments at 5 points each)	10%
Group Project	20%
Quizzes	15%
Midterm Exam	25%
Final Exam	30%

Final Grade Calculation

Grading Scale:

Final and Midterm grades will be assessed according to the following scale:

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Tables - Brightspace Editor

Edit HTML File

Introduction to Oceanography Syllabus

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Paragraph ▼ **B** *I* U ▼ ▼ ▼ ▼ ▼ ▼ ▼ Lat

Grading Procedures

Course Grades:

Final course grades will be based on the following:

Grade Item

Current Events Assignments (15 assignments at 5 points each)

- < Cell
- Cell Properties
- Merge Cells
- Split Cell

Cell Properties

General
Advanced

Width

Height

Cell type
Header cell ▼

Scope
Column ▼

Horizontal align
None ▼

Vertical align
None ▼

Cancel

Save

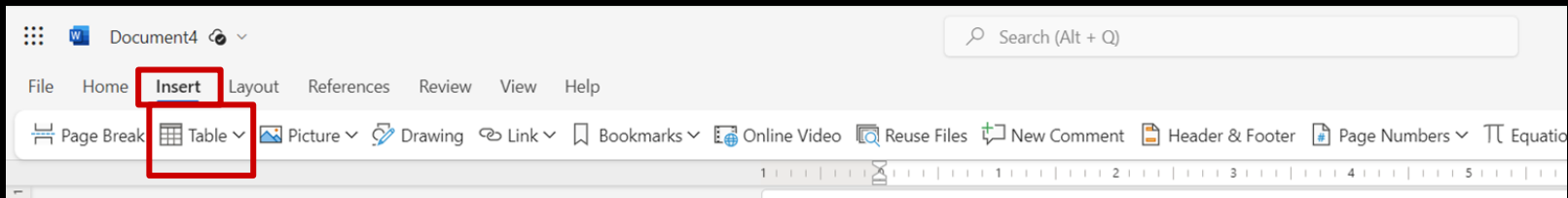
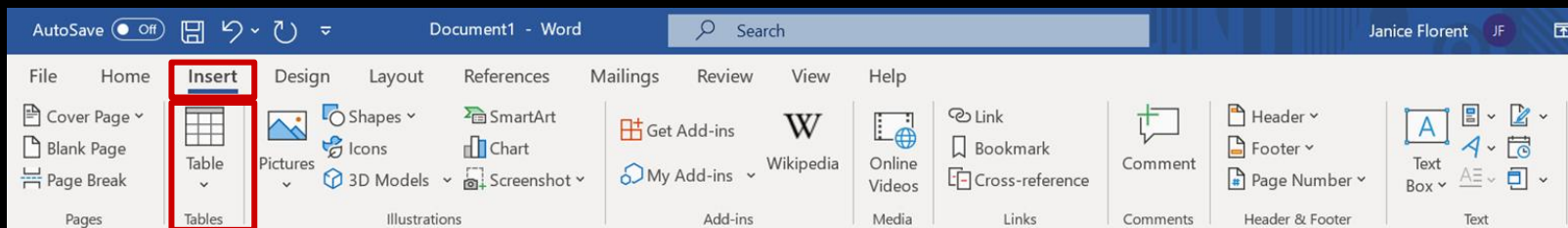
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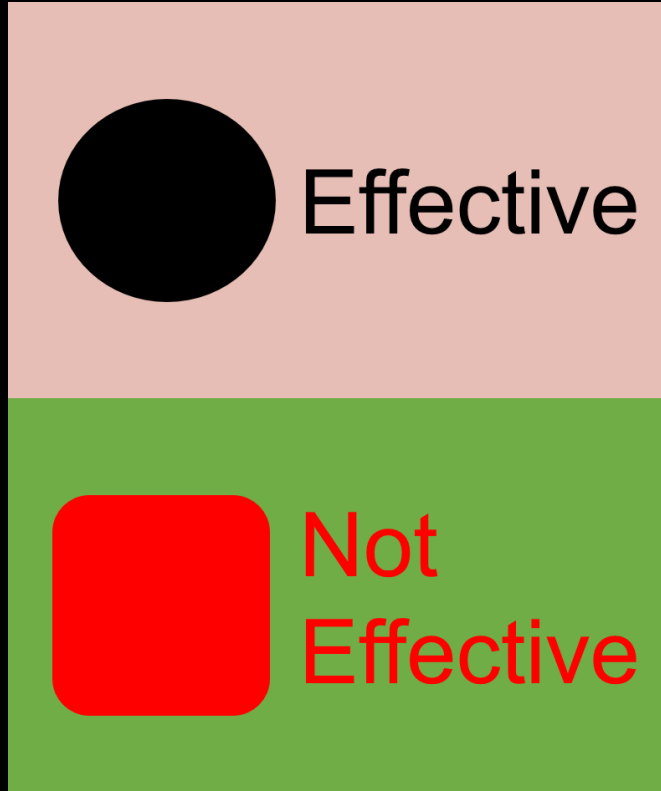
Tables - Microsoft Word

- Insert Ribbon - Tables Pane



Color Contrast

- Use the highest possible contrast for text



Color Contrast Checker

Contrast Checker

[Home](#) > [Resources](#) > Contrast Checker

Foreground Color
#FF0000
Lightness

↔

Background Color
#70AD47
Lightness

Contrast Ratio
1.47:1

[permalink](#)

Normal Text

WCAG AA: **Fail**
WCAG AAA: **Fail**

The five boxing wizards jump quickly.

Large Text

WCAG AA: **Fail**
WCAG AAA: **Fail**

The five boxing wizards jump quickly.

Graphical Objects and User Interface Components

WCAG AA: **Fail**

Text Input

Contrast Checker

[Home](#) > [Resources](#) > Contrast Checker

Foreground Color
#E8E3D3
Lightness

Background Color
#4B2E83
Lightness

Contrast Ratio
8.1:1

[permalink](#)

Normal Text

WCAG AA: **Pass**
WCAG AAA: **Pass**

The five boxing wizards jump quickly.

Large Text

WCAG AA: **Pass**
WCAG AAA: **Pass**

The five boxing wizards jump quickly.

Graphical Objects and User Interface Components

WCAG AA: **Pass**

Text Input

<https://webaim.org/resources/contrastchecker/>

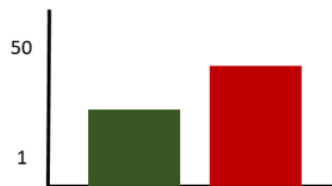
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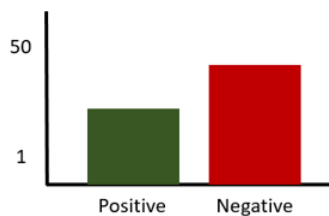
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Convey Meaning Without Relying on Color

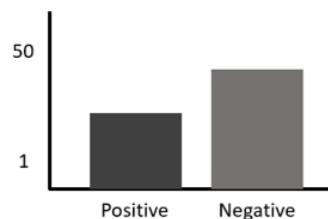
- Ensure that color **is not** the only means of conveying information



X

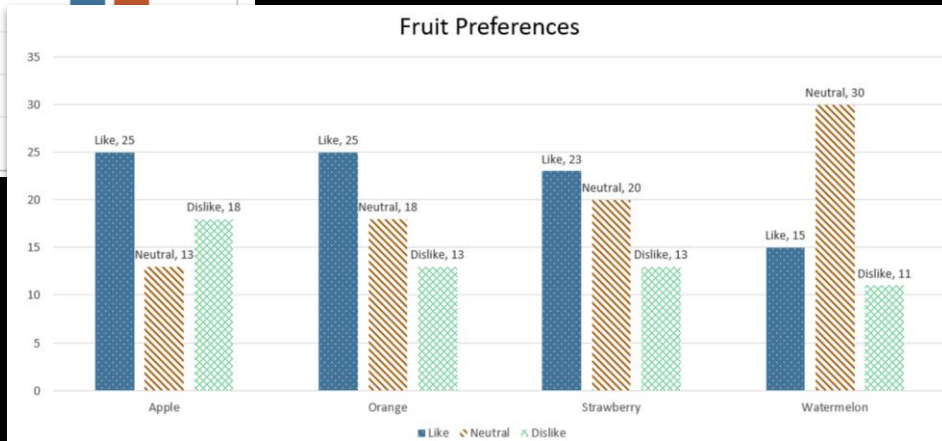
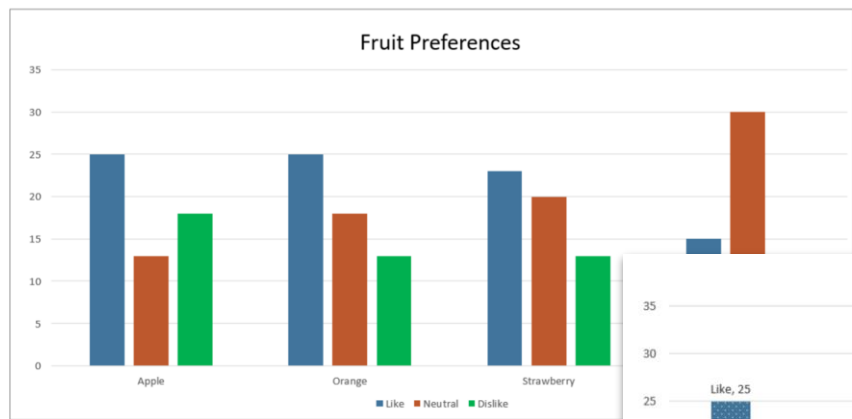


X



Convey Meaning Without Relying on Color

Why Color Coding is **Not** Accessible?




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Convey Meaning Without Relying on Color

Example of a design with **low accessibility** in a table of "do's and don'ts" for creating accessible content

	Use alternative (alt) text
	Tag section headings and titles
	Use color contrast ratios for visibility
	Rely only on color to indicate meaning
	Describe decorative elements with alt text
	Use images of text for content-related text

Example of a design with a **more accessible** format in a table of "do's and don'ts" for creating accessible content

Don't	Do
Rely only on color to indicate meaning	Use alternative (alt) text
Describe decorative elements with alt text	Tag section headings and titles
Use images of text for content-related text	Use color contrast ratios for visibility

Convey Meaning Without Relying on Color

- The spacing of color can help distinguish elements of your visualization, and prevent confusion based on color.

Adding white space in this table makes the design a **more accessible** format.

Note: To make this accessible for screen reader users you should include table headers or change to lists.



Use alternative (alt) text

Tag section headings and titles

Use color contrast ratios for visibility



Rely only on color to indicate meaning

Describe decorative elements with alt text

Use images of text for content-related text



Hyperlinks

- Links are like sign posts. They should tell you what you will find when you follow them.



Image credit: [image](#) Geralt by from [Pixabay](#).



Descriptive Links

- Use descriptive text for hyperlinks

Example: Descriptive Links

✗ **Ugly (and unclickable):** https://webaim.org/techniques/hypertext/link_text

✗ **Bad:** [Click here](#) to learn more

✓ **Good:** [Accessible link text and appearance](#) by WebAIM



Descriptive Links

Search Topics

Bookmarks

Course Schedule

Table of Contents

Get Started Here!

Get Help Here

Our Virtual Spaces

Unit 1: History and People

Week 1: History and People

Week 2: Plate Tectonics

Unit 2: Atmosphere and Motion

Unit 3: Currents and Circulation


Unit 4: Waves, Tides, and Environmental Issues

Group Projects

Conclusion

Week 1: History and People

Due Jan 14, 2018 11:30 PM
January 8 - 14, 2018



Human beings have always been fascinated by the ocean. We depend on marine resources such as fish, pearls, and minerals, and are also beginning to realize that our activities have a great impact on marine ecosystems. For these reasons, it is extremely important for us to have a better understanding of the ocean system.

This chapter introduces you to the history of ocean exploration and science, starting with the earliest evidence of ocean travel and ending with our present ideas and technologies for ocean science and exploration. After finishing this chapter, have your own undersea adventure. Use the self-test to check off the following learning objectives:


- Describe evidence regarding the origin of the inhabitants of the Pacific Islands.
- Analyze the exploration of the Vikings, including their settlement in North America.
- Explain the importance of the voyages of Captain James Cook.
- Explain the significance of the Challenger Expedition.
- Explain how and why WWI and WWII were so important to the expansion of the United States.
- Identify submarines and how they have increased our ability to explore the ocean.

Download

40 % 2 of 5 topics complete

Introduction to Physical Oceanography
Textbook: Read Chapters 1-2

Link



Disability and Accessibility



I am committed to the principles of universal design for learning. This means that our face-to-face and virtual spaces, our practices, and our interactions will be as inclusive as possible.

Materials in this course are provided in multiple formats. If you need materials in an alternative format that is not provided (i.e. large print, colored background, captions, transcript, etc.) please let me know via email or whichever way is convenient for you.

Links to software vendor accessibility information:

- [Brightspace Web Accessibility](#)
- [Zoom Accessibility](#)
- [VoiceThread Accessibility](#)
- [Respondus LockDown Browser / Respondus Monitor Accessibility](#)
- [Microsoft Office Accessibility](#)
- [Adobe Acrobat Accessibility](#)
- [Using YouTube with a screen reader](#)

Additionally, any student with particular needs should contact the [Office of Disability Services \(ODS\)](#) (St Joseph Academic/Health Resource Center, Bldg 13, 2nd floor) at the beginning of the semester. Once I receive the Course Accommodation Agreement Form, I will work with you privately to accommodate your needs for this course.

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Descriptive Links

▼ [Course Interruption Plan](#)

In the event this semester is interrupted due to an unplanned event (i.e., hurricane, icy roads, flooding, tornado, etc.), this course will continue online. To allow for ongoing contact with students in the event of an interruption, each student is requested to have an additional non-Xavier email account and this email address is to be provided to the instructor and updated as needed. This [Get To Know You Survey](#) will be used to collect this information.

You can get official emergency information at [Xavier's Emergency website](#). Make note of the toll-free emergency telephone number (1-866-520-XULA) where updates will be posted in the event of an emergency.

If you have not already done so, all XU faculty, staff, and students are encouraged to sign up for [Xavier's Emergency Alert and Mass Notification System](#).

Additionally, you are required to sign-up for a free GroupMe account. I will use GroupMe so that I can send out emergency notifications and reminders but it is also a way for you to text me with urgent messages. See the instructions below to sign-up for a free GroupMe account.



Create a Link in Content Module

The screenshot displays the Canvas LMS interface. On the left is a sidebar with navigation links: Search Topics, Bookmarks, Course Schedule, Table of Contents, Get Started Here!, Get Help Here, Our Virtual Spaces, Unit 1: History and People, Week 1: History and People, Week 2: Plate Tectonics, Unit 2: Atmosphere and Motion, Unit 3: Currents and Circulation, Unit 4: Waves, Tides, and Environmental Issues, Group Projects, and Conclusion. The main content area is titled 'Week 1: History and People' and shows a chapter introduction with a ship image and a list of learning objectives. A red box highlights a link titled 'Introduction to Physical Oceanography Textbook: Read Chapters 1-2'. A red arrow points from this link to a 'New Link' dialog box. The dialog box has a title field with the same text, a URL field with 'https://open.umn.edu/opentextbooks/tex', and a checked checkbox for 'Open as External Resource'. Another red arrow points from the 'Create' button in the dialog box to the 'Create a Link' option in the 'Upload / Create' menu. The menu also includes options for Upload Files, Video or Audio, Create a File, Add from Manage Files, New Assignment, New Checklist, New Discussion, New Quiz, and New Survey.

Search Topics

Bookmarks

Course Schedule

Table of Contents

Get Started Here!

Get Help Here

Our Virtual Spaces

Unit 1: History and People

Week 1: History and People

Week 2: Plate Tectonics

Unit 2: Atmosphere and Motion

Unit 3: Currents and Circulation

Unit 4: Waves, Tides, and Environmental Issues

Group Projects

Conclusion

Week 1: History and People

Due Jan 14, 2018 11:30 PM
January 8 - 14, 2018

Human beings have always been fascinated by ocean resources. They depend on marine resources such as fish, petroleum, and minerals, and are also beginning to realize that human activities have a great impact on marine ecosystems. For these reasons, it is extremely important for us to have a better understanding of the ocean system.

This chapter introduces you to the history of ocean exploration and science, starting with the earliest evidence of ocean travel and ending with our present ideas and technology for ocean science and exploration. After finishing this chapter, have your own undersea adventure on the Internet. Use the self-test to check off the following learning objectives:

- Describe evidence regarding the origin of the inhabitants of the Pacific Islands.
- Analyze the exploration of the Vikings, including their settlement in North America.
- Explain the importance of the voyages of Captain James Cook.
- Explain the significance of the Challenger Expedition.
- Explain how and why WWI and WWII were so important to the expansion of oceanography.
- Identify submersibles and how they have increased our ability to explore the deep ocean.

Download

40 % 2 of 5 topics complete

Introduction to Physical Oceanography Textbook: Read Chapters 1-2

Link

Introduction to PHYSICAL OCEANOGRAPHY

Upload / Create

Upload Files

Video or Audio

Create a File

Create a Link

Add from Manage Files

New Assignment

New Checklist

New Discussion

New Quiz

New Survey

New Link

Title *

Introduction to Physical Oceanography Textbook: Read Chapters 1-2

URL *

https://open.umn.edu/opentextbooks/tex

☒ Open as External Resource

User progress is not tracked for external resources

Create

Cancel

NOTE: Important to check Open as External Resource

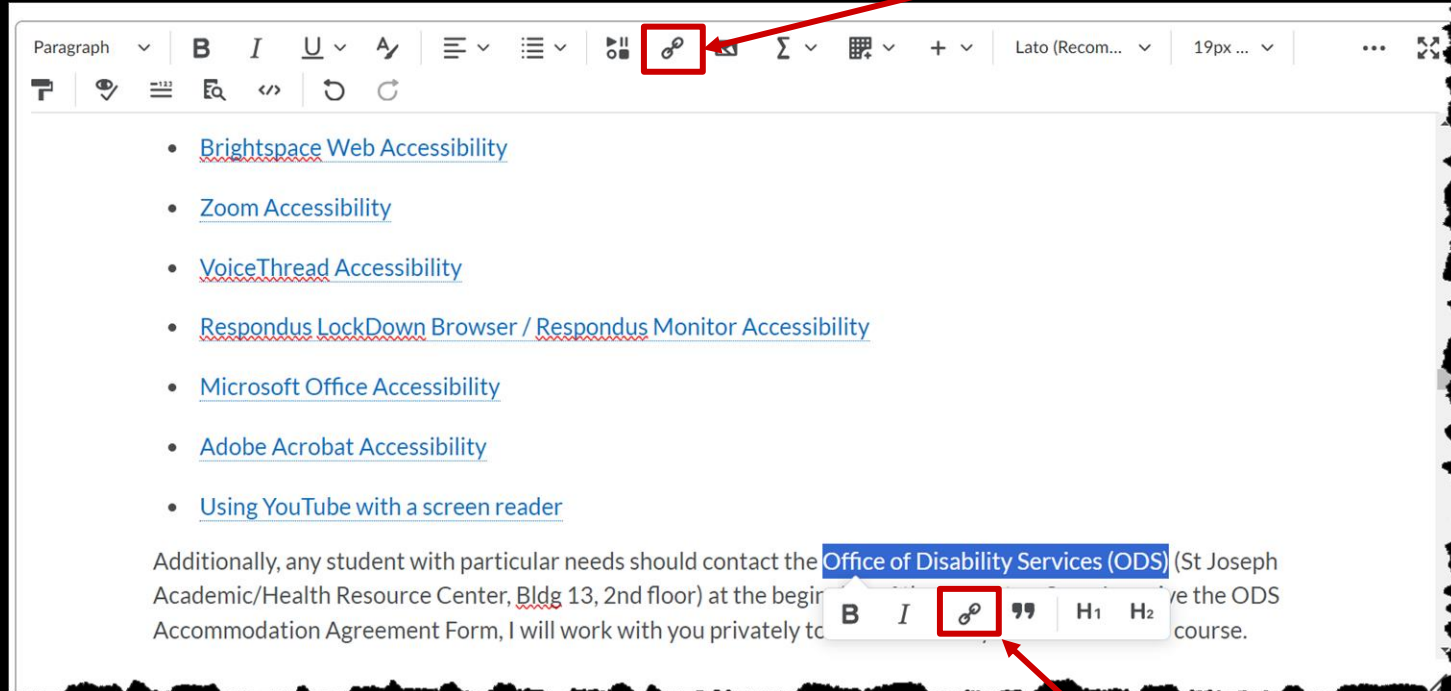
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Links - Brightspace Editor

Insert Quick Link



Add/Edit Link

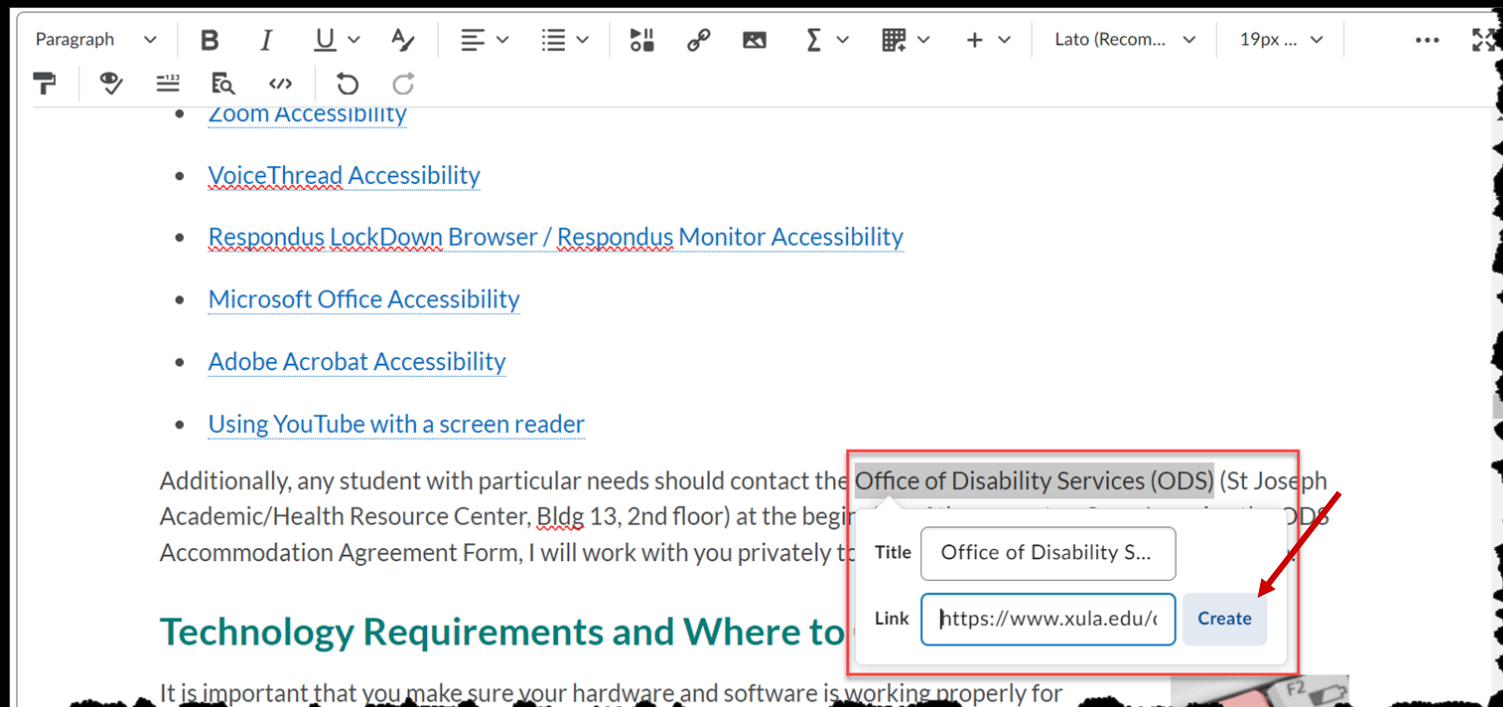
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Add/Edit Link - Brightspace Editor

NOTE: Using Add/Edit Link does **NOT** give you the option to set the link up so that it opens in new window



The screenshot shows the Brightspace Editor interface. At the top is a toolbar with various formatting options. Below the toolbar is a list of links:

- [Zoom Accessibility](#)
- [VoiceThread Accessibility](#)
- [Respondus LockDown Browser / Respondus Monitor Accessibility](#)
- [Microsoft Office Accessibility](#)
- [Adobe Acrobat Accessibility](#)
- [Using YouTube with a screen reader](#)

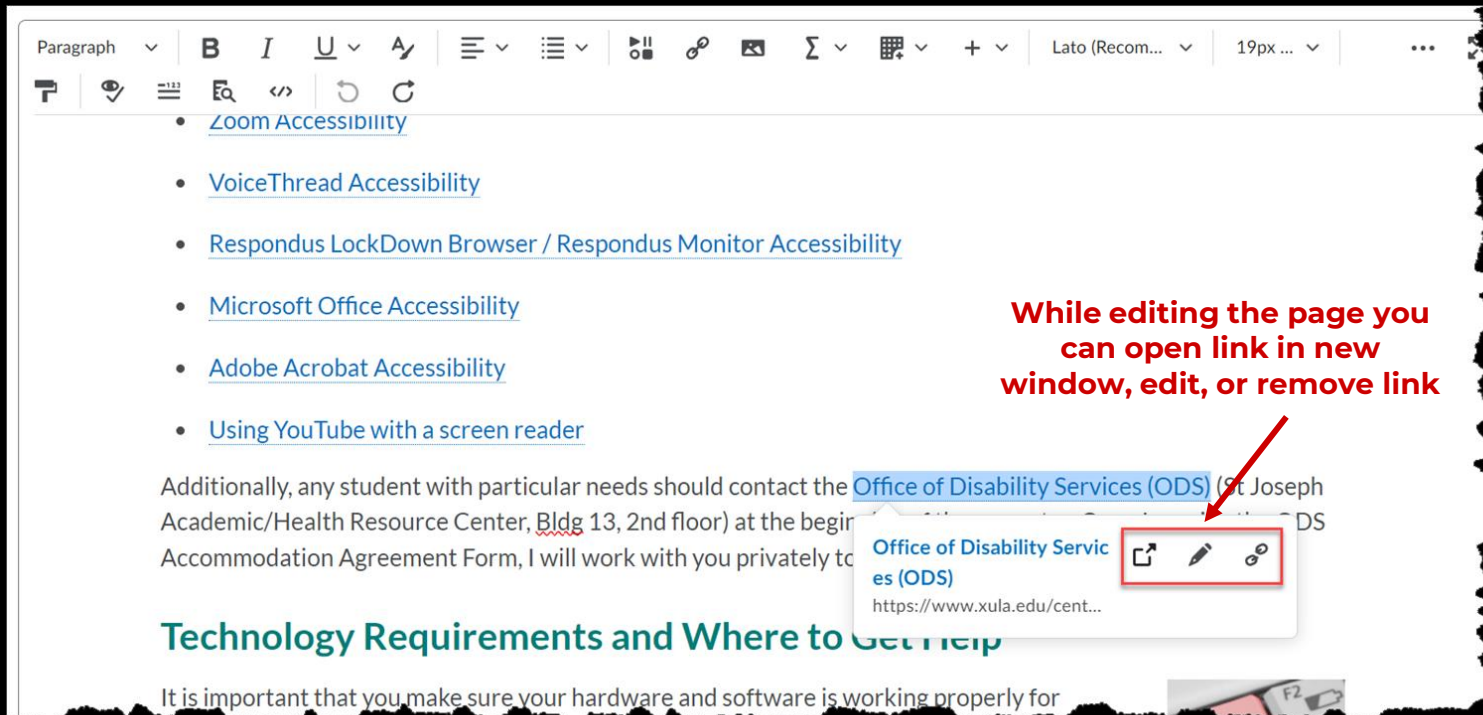
Below the list is a paragraph of text:

Additionally, any student with particular needs should contact the Office of Disability Services (ODS) (St Joseph Academic/Health Resource Center, Bldg 13, 2nd floor) at the beginning of the semester. Once I receive the Accommodation Agreement Form, I will work with you privately to...

Below the paragraph is a section titled "Technology Requirements and Where to..."

At the bottom, there is a form to add a new link. The form has two fields: "Title" and "Link". The "Title" field contains the text "Office of Disability Services (ODS) (St Joseph Academic/Health Resource Center, Bldg 13, 2nd floor)". The "Link" field contains the text "https://www.xula.edu/". A red arrow points to the "Create" button next to the "Link" field.

Add/Edit Link - Brightspace Editor



The screenshot shows the Brightspace Editor interface. The top toolbar includes options for Paragraph, Bold (B), Italic (I), Underline (U), and other formatting tools. Below the toolbar, a list of links is displayed:

- [Zoom Accessibility](#)
- [VoiceThread Accessibility](#)
- [Respondus LockDown Browser / Respondus Monitor Accessibility](#)
- [Microsoft Office Accessibility](#)
- [Adobe Acrobat Accessibility](#)
- [Using YouTube with a screen reader](#)

Below the list, a paragraph of text is visible: "Additionally, any student with particular needs should contact the [Office of Disability Services \(ODS\)](#) (St Joseph Academic/Health Resource Center, Bldg 13, 2nd floor) at the beginning of the semester. After I receive your Accommodation Agreement Form, I will work with you privately to..."

A red arrow points to the link "Office of Disability Services (ODS)". A context menu is open over the link, showing three options: "Open in new window" (represented by a square with an arrow), "Edit link" (represented by a pencil), and "Remove link" (represented by a chain link with a slash). The URL "https://www.xula.edu/cent..." is visible below the menu.

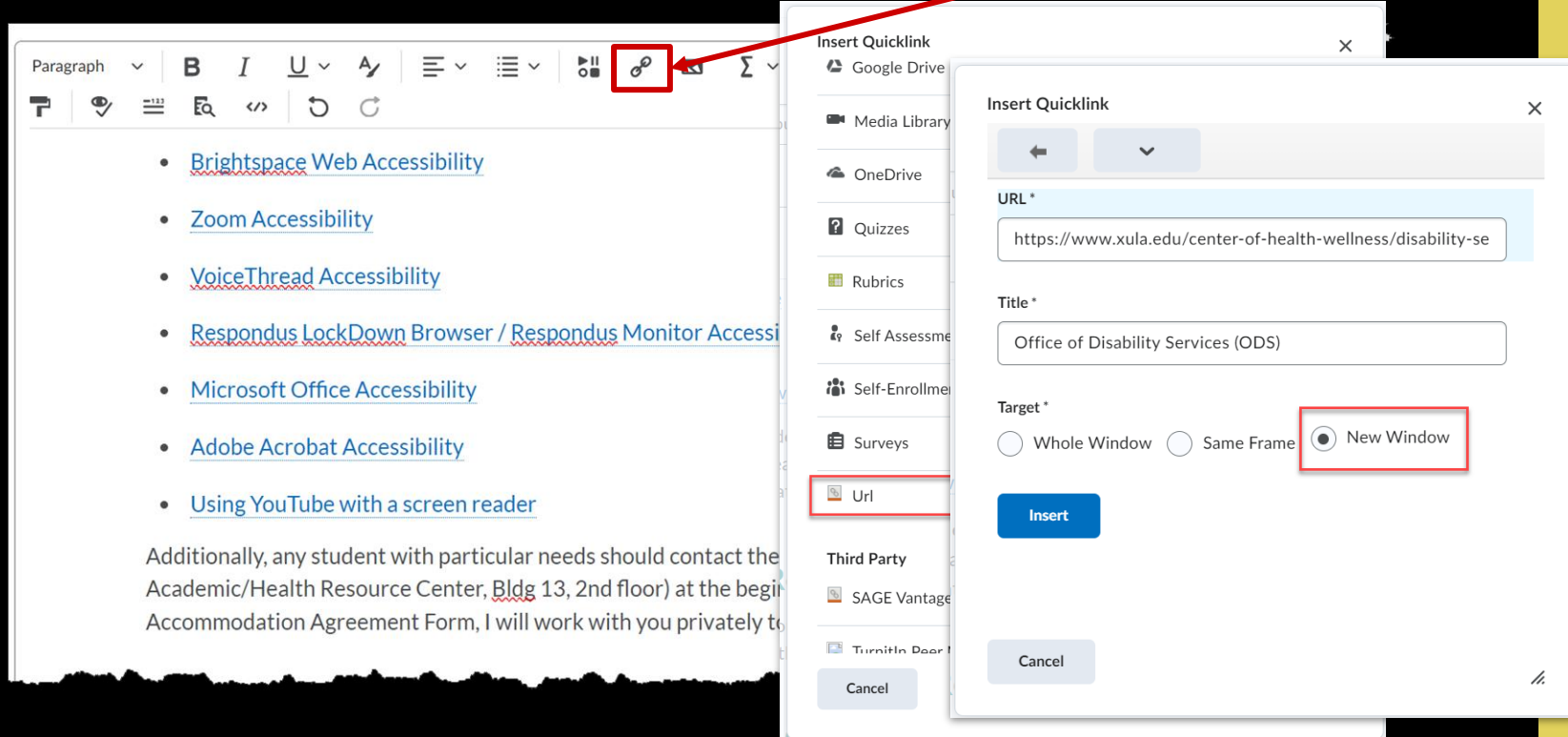
While editing the page you can open link in new window, edit, or remove link





Technology Requirements and Where to Get Help

It is important that you make sure your hardware and software is working properly for

Using a Quick Link to Create Hyperlink

Insert Quick Link



Paragraph ▼ **B** *I* U    

- [Brightspace Web Accessibility](#)
- [Zoom Accessibility](#)
- [VoiceThread Accessibility](#)
- [Respondus LockDown Browser / Respondus Monitor Accessibility](#)
- [Microsoft Office Accessibility](#)
- [Adobe Acrobat Accessibility](#)
- [Using YouTube with a screen reader](#)

Additionally, any student with particular needs should contact the Academic/Health Resource Center, Bldg 13, 2nd floor) at the beginning of the semester. Once I receive your completed Accommodation Agreement Form, I will work with you privately to

Insert Quick Link

Google Drive

Media Library

OneDrive

Quizzes

Rubrics

Self Assessment

Self-Enrollment

Surveys

Url

Third Party

SAGE Vantage

Turnitin Paper

Cancel

Insert Quick Link

URL *

<https://www.xula.edu/center-of-health-wellness/disability-services/>

Title *

Office of Disability Services (ODS)

Target *

☐ Whole Window ☐ Same Frame ☒ New Window

Insert

Cancel

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Which Links Should Open in New Window?

Disability and Accessibility



I am committed to the principles of universal design for learning. This means that our face-to-face and virtual spaces, our practices, and our interactions will be as inclusive as possible.

Materials in this course are provided in multiple formats. If you need materials in an alternate format that is not provided (i.e., graphic alt text, audio transcripts, etc.), let me know via email c

Links to software vendor accessibility

- [Brightspace Web Accessibility](#)
- [Zoom Accessibility](#)
- [VoiceThread Accessibility](#)
- [Respondus LockDown Browser](#)
- [Microsoft Office Accessibility](#)
- [Adobe Acrobat Accessibility](#)
- [Using YouTube with a screen reader](#)

Additionally, any student with part Academic/Health Resource Center Accommodation Agreement Form

▼ [Course Interruption Plan](#)

In the event this semester is interrupted due to an unplanned event (i.e., hurricane, icy roads, flooding, tornado, etc.), this course will continue online. To allow for ongoing contact with students in the event of an interruption, each student is requested to have an additional non-Xavier email account and this email address is to be provided to the instructor and updated as needed. This [Get To Know You Survey](#) will be used to collect this information.

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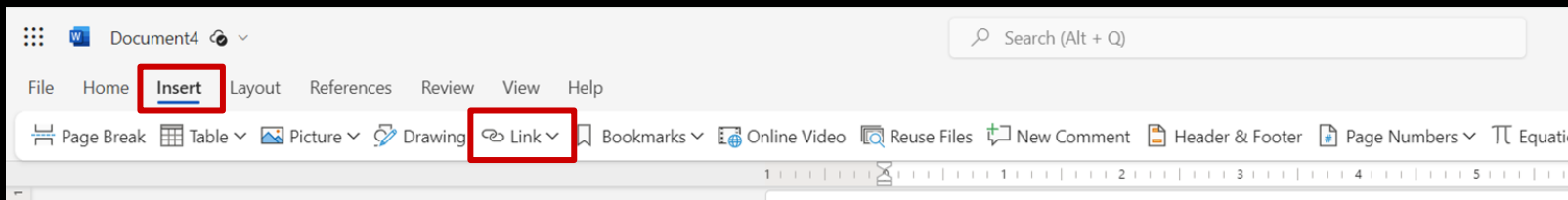
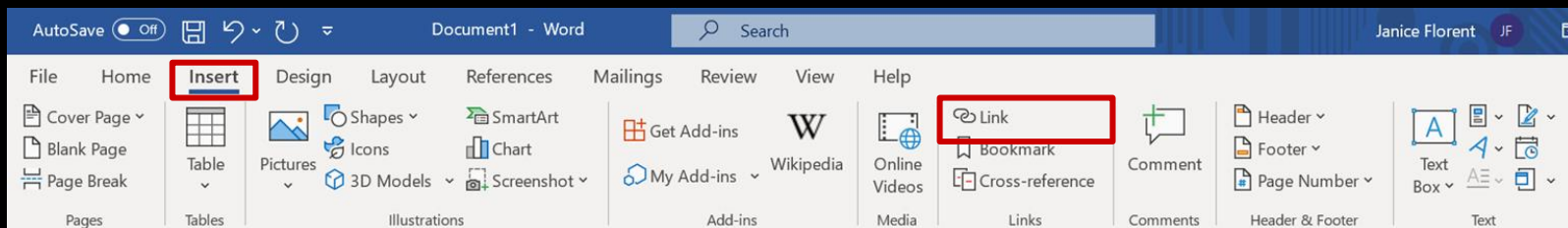
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Hyperlinks - Microsoft Word

- Insert Ribbon - Links Pane



Document Structure Redux

- Set up documents using:
 - Headings
 - List Styles
 - Tables
 - Color Contrast
 - Descriptive Links



2. Alternative Text



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Alternative Text

- Descriptive text associated with an image
- Allows the content and function of an image to be accessible to those with visual or cognitive disabilities
- Should be as long as it needs to be in order to effectively describe the content, but should be succinct
- Frequently displayed in place of the image in browsers if the image file is not loaded



Write Good Alt Text

- Add alt text to all non-decorative images
- Keep it short and descriptive, like a tweet
- Don't include "image of" or "photo of"
- Include null alt text if the image is purely decorative

NOTE: You do NOT have to provide full alt text for an image that is part of an exam and providing the full alt text would reveal the answer to the exam question. In that case, you still need to provide alt text to state what the image is, but the alt text can be generic.

Source: [Write Good Alt Text to Describe Images](#)
Digital Accessibility, Harvard University



Example of Alt Text with Various Contexts

Alt text with no context:
Two groups of students.

Alt text on a page about good study habits:
Students studying together in the library.

Alt text on a page about Library Resource Center:
Students taking advantage of furniture that is arranged in small groups so they can study together.



Image Credit: "group work" by CAT+FD is licensed under [CC BY-NC-SA 2.0](#)

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Alt Text - Brightspace Editor

Table of Contents > Get Started Here! > Get Started: Course Overview and Tour

Get Started: Course Overview and Tour



Course Overview and Tour

Welcome to the study of oceans, which I hope you will approach with a sense of adventure. Take a few minutes to read over the course overview, take a tour of the course, and learn about the digital badges you can earn in this course.

Note: Clicking on the links below will expand the section and reveal the topic information.

Course Overview



With the rapid expansion of knowledge concerning Earth, life on Earth, and the entire cosmic realm, it is becoming difficult to find aspects of our existence that present much mystery. However, the ocean is a realm of mystery. Only a fraction of the ocean floor has been investigated first hand – observed by the human eye. We also have only a rudimentary knowledge of the inhabitants of the seas, especially the deep sea. Yet, enough is known to give us enticing clues to encourage us to further investigate all of the unknowns of the marine world.

Provide Alternative Text

Alternative Text

Provide alternative text for the image. This text should convey the same information as the image. If this image does not convey any information, select "this image is decorative".

Alternative Text:

☐ This image is decorative

OK

Provide Alternative Text

Alternative Text

Provide alternative text for the image. This text should convey the same information as the image. If this image does not convey any information, select "this image is decorative".

Alternative Text:

☐ This image is decorative

OK

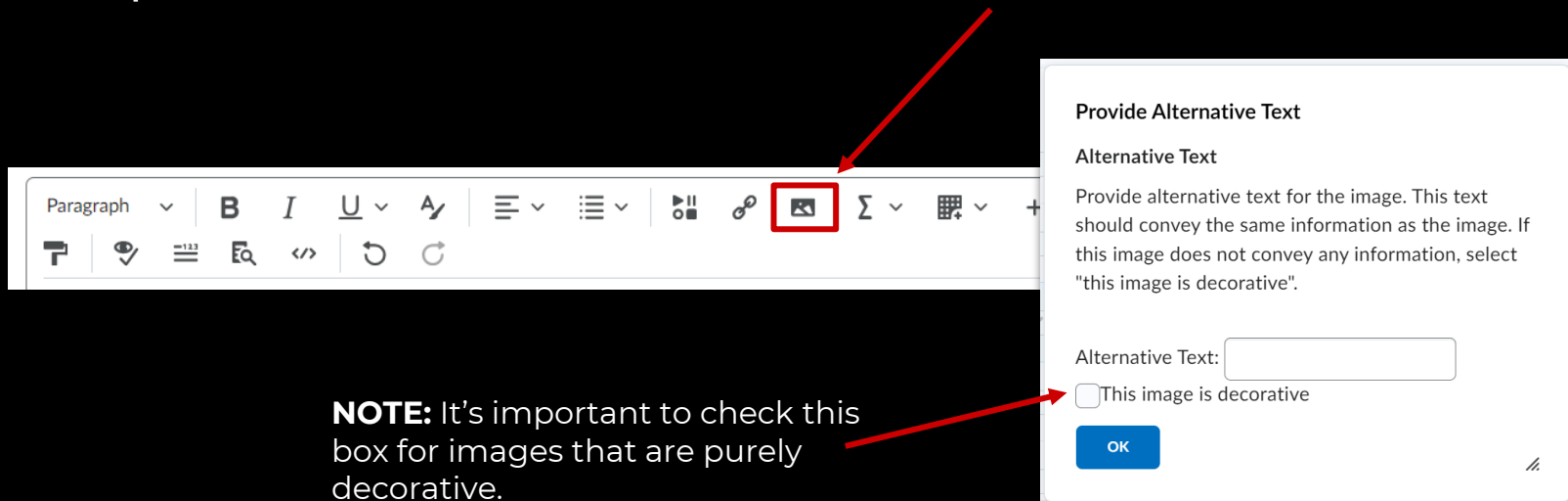
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Brightspace Editor - Insert Image

- Insert Image automatically prompts you to provide alt text

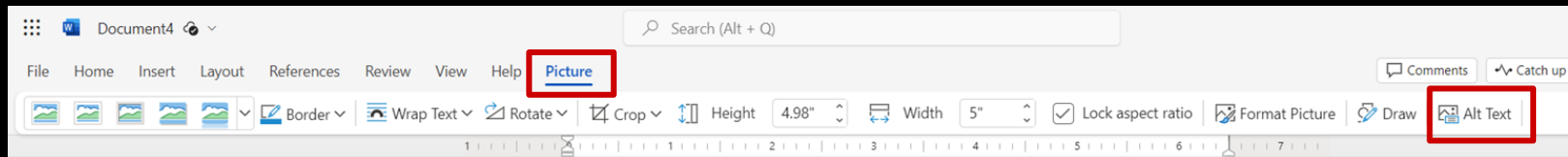
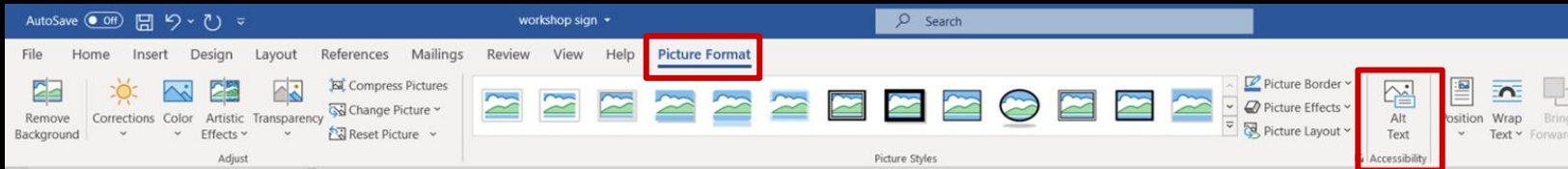


The image shows a screenshot of the Brightspace Editor interface. The top toolbar contains various icons for text formatting and insertion. A red box highlights the 'Insert Image' icon, which is a small square with a landscape image. A red arrow points from this icon to the 'Provide Alternative Text' dialog box. The dialog box has a title 'Provide Alternative Text' and a section 'Alternative Text' with the instruction: 'Provide alternative text for the image. This text should convey the same information as the image. If this image does not convey any information, select "this image is decorative".' Below this is a text input field labeled 'Alternative Text:'. At the bottom of the dialog, there is a checkbox labeled 'This image is decorative' and an 'OK' button. A red arrow points from the 'NOTE' text to this checkbox.

NOTE: It's important to check this box for images that are purely decorative.

Alt Text - Microsoft Word

- Picture Format Ribbon - Accessibility Pane



Complex Images

- Some images are far more complicated than others, and require much more alternative information than can be handled through a short phrase or sentence using normal Alt Text methods.



Complex Images

- Examples of complex images include:
 - Numerical charts and graphs, flow charts, organizational charts
 - Diagrams and illustrations
 - Infographics or similar information-heavy graphics such as word clouds
 - Maps
 - Photos with a great deal of information that is important to the learning process



Complex Images - Described in Paragraph on the Page

Example



The male is metallic blue on the crown, the feathers of the head being short and curled. The fan-shaped crest on the head is made of feathers with bare black shafts and tipped with bluish-green webbing. A white stripe above the eye and a crescent shaped white patch below the eye are formed by bare white skin. The sides of the head have iridescent greenish blue feathers. The back has scaly bronze-green feathers with black and copper markings.

Alt text: Head of a male blue peacock. More information about this image is available in the following paragraph.

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Source: [Complex Images](#)
W3C Web Accessibility Initiative

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Complex Images - Data Tables as Alt Text for Charts

Data tables as alt text for charts

Most data charts easily display as tabular data. The tabular data is real text, so it's very accessible and provides an excellent alternate description for the chart image. For example

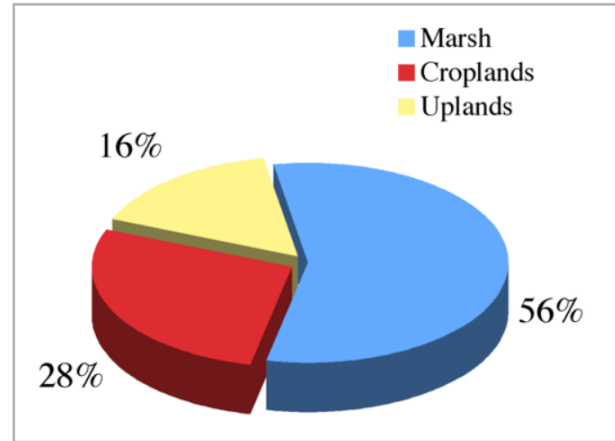


Figure: A pie chart with three segments, described fully in the table below the image.

Property Type- Percentage of the whole property

Marsh - 56%

Croplands - 28%

Uplands - 16%

Source: [Alt Text for Web Page Images](#)
D2L Brightspace Community



Complex Images - Writing Alt Text for Infographics

- Create transcripts for infographics
- Include all text that occurs within the image
- Account for the layout if the order of information is crucial to understanding the message



Complex Images - Infographics


This web page provides links to the infographic in other file formats.


However, to make this infographic accessible, a detailed transcript that conveys all the information contained in the image with a note about a transcript being available in the alt-text field is needed.


QUICK GUIDE

A Quick Guide to Open Educational Resources (OERs)


What are OERs?


 **FREELY AVAILABLE**
Most are legal to copy, adapt, and redistribute semester after semester.


 **OPEN**
"Open" means openly licensed, meaning they are in the public domain or the copyright holder has abridged rights to eliminate barriers to access/use/derivative works.


 **CC LICENSED**
Often contains a creative commons license. Check each resource for use rights.
creativecommons.org/licenses

Why are OERs and other types of affordable content important?


 **FIRST DAY OF CLASS**
Course materials are freely available on the


 **INCREASES**
in Retention, Completion, and Grade Point Averages

 **COST SAVINGS**
As of February 2018, \$31.3 million dollars (projected) in textbook costs saved across the University System of Georgia.
affordablesavings.gsu.edu


 **INNOVATIVE TEACHING**
Increases opportunities for creativity, collaboration and


Affordable content beyond OERs


 **LIBRARY SUBSCRIBED RESOURCES**


 **OPEN ACCESS CONTENT**
Such as ScholarWorks@GSU
scholarworks@gsu.edu


OER Projects


 **REPLACE**
a high-cost textbook with a free textbook

 **CREATE**
new course materials


 **PUBLISH**
an open textbook




 **REVISE**
existing OER to meet current needs

 **DEVELOP**
course materials based on OER to facilitate use

 **USE**
library resources in place of textbooks

We're Here to Help!
Contact Denise Dendine (ddendine@gsu.edu), Irene Carpio (Irene.Carpio@gsu.edu), or Jennifer Carpio (Jennifer.Carpio@gsu.edu) for assistance in finding and learning more about OERs.



-  OER Infographic (Add your own contact and edit)-Word
-  GSU Quick Guide to OERs-PDF
-  GSU Library Quick Guide to OERs-Illustrator File



Complex Images - Caution

- Use caution while authoring content that refers to complex images
- Avoid offensive or insensitive language, for example:
 - Vision:
 - "as this image shows..."
 - "as one can see here..."
 - "take a look at the image to the right..."
 - Weight, height, skin color, hair texture, or other physical characteristics:
 - "fat guy"
 - "nappy hair"
 - "ugly baby"



3. Media Accessibility

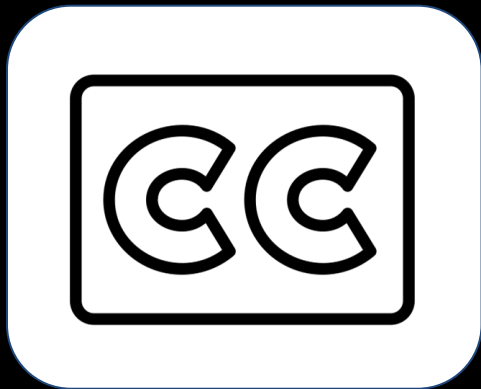


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Media Accessibility

- Captions and transcripts



Source: [Basic Four of Accessibility](#), Digital Learning Innovations, Kennesaw State University
Image credits: "[closed captioning](#)" by Fran Couto and "[speech to text](#)" by Trevor Dsouza from the Noun Project used under [CC BY 3.0](#).



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Captions

- Accessible multimedia
 - Visual and auditory content that is synchronized
 - Must include captions—text versions of speech and other important audio content—allowing it to be accessible to people who can't hear all of the audio



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Elements of Quality Captioning

- **Accurate** - Errorless captions are the goal for each production.
- **Consistent** - Uniformity in style and presentation of all captioning features is crucial for viewer understanding.
- **Clear** - A complete textual representation of the audio, including speaker identification and non-speech information, provides clarity.
- **Readable** - Captions are displayed with enough time to be read completely, are in synchronization with the audio, and are not obscured by (nor do they obscure) the visual content.
- **Equal** - Equal access requires that the meaning and intention of the material is completely preserved.



Captions Key - Text

- Mixed case characters are preferred for readability.
- Capital letters are used for screaming or shouting.
- Use punctuation for maximum clarity

Let's eat, Grandma!

≠

Let's eat Grandma!

Source: [Guidelines and Best Practices for Captioning Educational Video](#)
Described and Captioned Media Program

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Captions Key - Sound Effects and Music

- A description of sound effects, *in brackets*, should include the source of the sound. However, the source may be omitted if it can be clearly seen onscreen.
 - Examples:
 - [dried leaves crunching]
 - [coins jangling]
 - [silence]
 - [creaking chair rocking]
 - [dog whimpering]
 - [upbeat music playing...]

Source: [Guidelines and Best Practices for Captioning Educational Video](#)
Described and Captioned Media Program



Captions Key - Speaker Identification

- Establishing the identity of both onscreen and offscreen speakers is vital for clarity.

Jack: I don't see how
blasting would work on this
building.

(speaker #1)
I'm happy.

(narrator)
That is wonderful!

Source: [Guidelines and Best Practices for Captioning Educational Video](#)
Described and Captioned Media Program



Adding Captions to Media in Brightspace Media Library



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About Media Library

- Media processing, storage, and streaming option for audio-video materials
- Media repository holds **ALL** media files uploaded using Record Audio, Record Video, Video Note, and Content tool across **ALL** courses
- Recommend audio-video files be 1GB or less with a max of 2GB
 - The larger the file, the longer the time to upload and transcode



About Media Library

- You can generate automatic captions for audio/video files added to the Media Library
- Most audio and video types are supported
 - Recommend .mp3 and .mp4
 - Use naming convention that will help you easily find media when searching Media Library (for example, use course name or course ID in the filename if content is course specific)



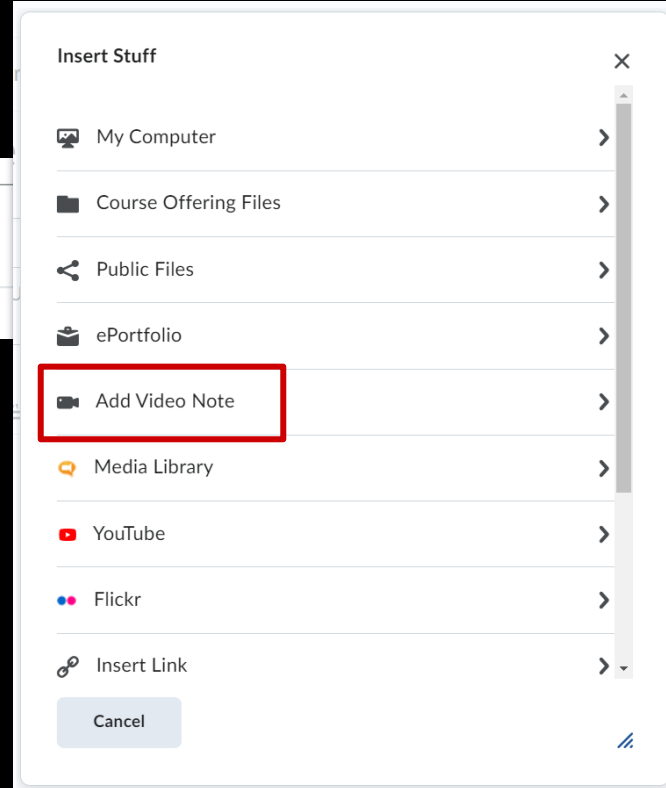
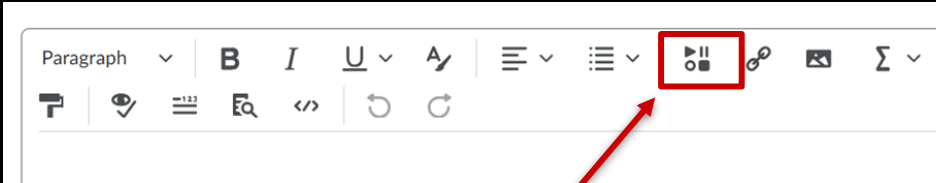
About Media Library

- There is only one 'owner' of a file uploaded to Media Library and the owner is the only person who can add the media to a course
- System Admin can transfer ownership of media to someone else
- Cannot prevent students from downloading audio/video when it is made available in Content area
- No media analytics in Media Library



Video Notes

- Brightspace Editor - Insert Stuff



Video Notes Closed Captions

During Creation Process

Insert Stuff

×

Add Video Note

Enter a video note description. A description is useful to users who are unable to view the video. You may also modify the title of the recording.

Title:

Description:

Audio Language:

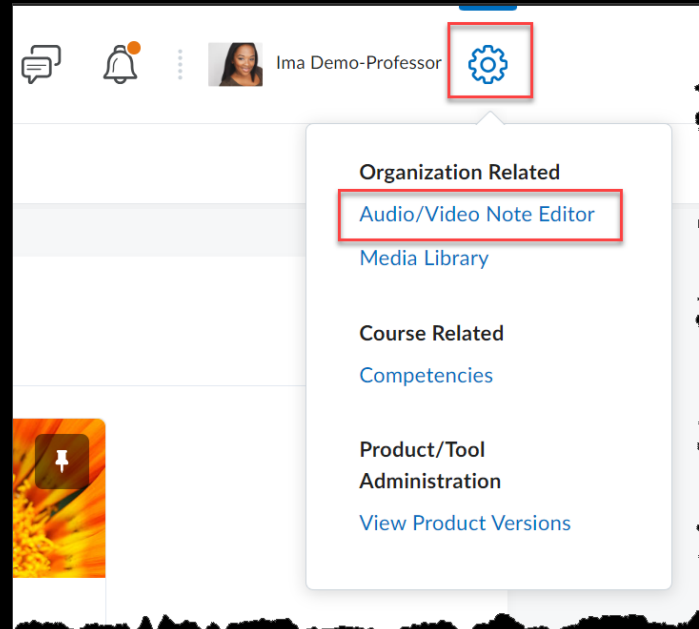
☒ Automatically generate captions from audio

Next

Back

Cancel

Edit After the Creation Process

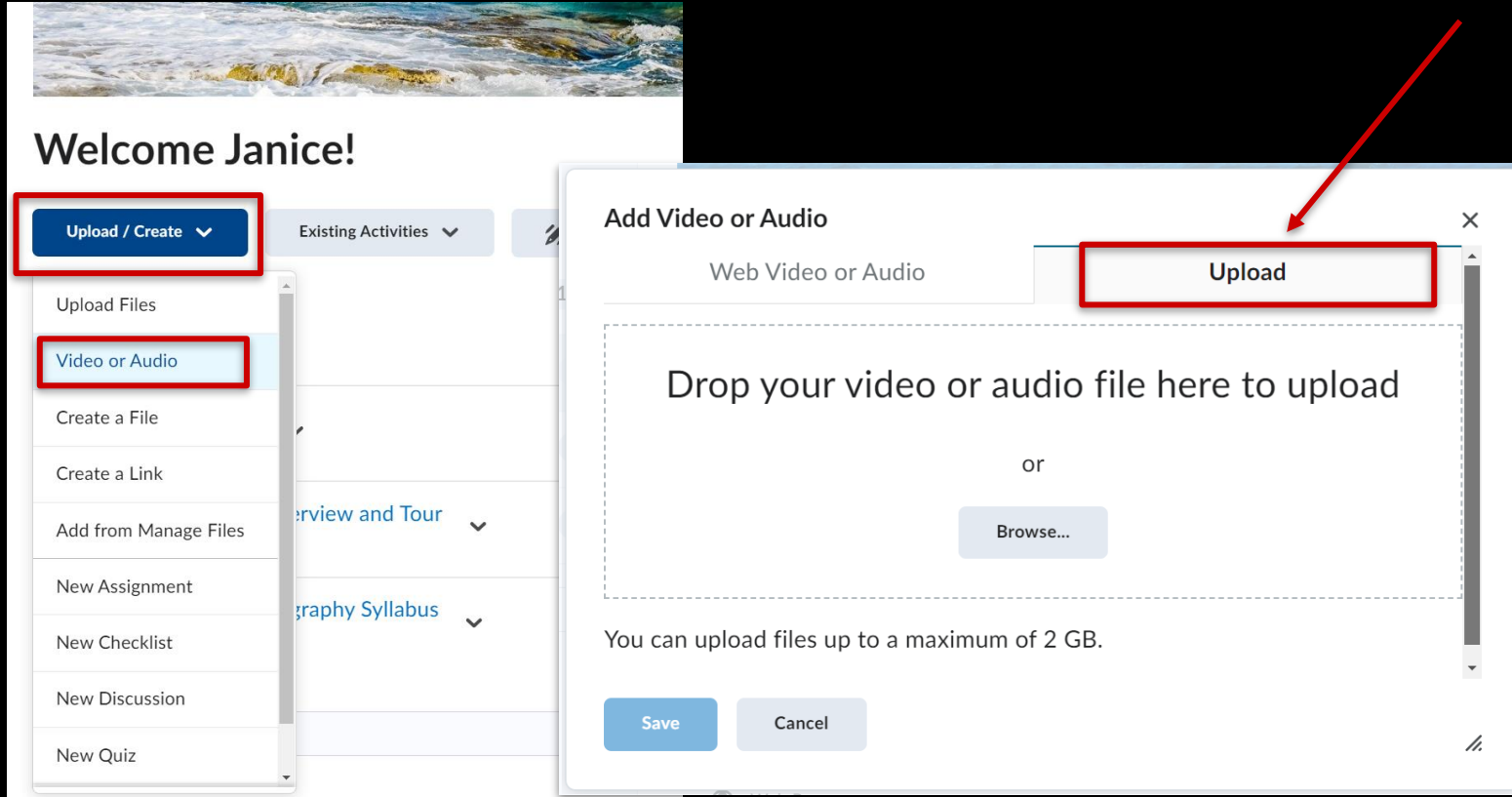


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Audio Video Editor



The screenshot displays the Canvas LMS interface. At the top, a banner image shows waves crashing on a rocky shore. Below the banner, the text "Welcome Janice!" is visible. A red box highlights the "Upload / Create" button in the top navigation bar. A dropdown menu is open, showing options: "Upload Files", "Video or Audio" (highlighted with a red box), "Create a File", "Create a Link", "Add from Manage Files", "New Assignment", "New Checklist", "New Discussion", and "New Quiz". In the background, a dialog box titled "Add Video or Audio" is open. It has two tabs: "Web Video or Audio" and "Upload" (highlighted with a red box). The "Upload" tab contains a large dashed box with the text "Drop your video or audio file here to upload" and the word "or" below it. A "Browse..." button is located below the dashed box. At the bottom of the dialog, there is a "Save" button and a "Cancel" button. A red arrow points from the top right towards the "Upload" tab. Below the dialog box, text states "You can upload files up to a maximum of 2 GB."

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Audio Video Editor

The image shows a composite of three screenshots from the Canvas LMS interface. The background screenshot shows a course page with a 'Welcome Janice!' message and a navigation menu. A red box highlights the 'Upload / Create' button in the menu. A second screenshot, titled 'Add Video or Audio', is overlaid on the first. It shows a form with a 'Title' field containing 'Pipetting PBS Saline Buffer Solution in Lab 01' and a video player showing a pipette. A red box highlights the 'Advanced Editing' button at the bottom right of the dialog. A third, smaller screenshot is overlaid on the 'Add Video or Audio' dialog, showing a 'Drop' area and a 'Save' button.

Welcome Janice!

Upload / Create ▾

- Upload Files
- Video or Audio
- Create a File
- Create a Link
- Add from Manage Files
- New Assignment
- New Checklist
- New Discussion
- New Quiz

Existing Activities ▾

Interview and Tour ▾

Graphy Syllabus ▾

Add Video or Audio

Title *

Pipetting PBS Saline Buffer Solution in Lab 01

Drop

You can upload

Save

Change File

Advanced Editing

Save Cancel

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Audio Video Editor - Closed Captions

Advanced Editing

Optimize for Streaming

Saved ✓ Sep 28, 2023 12:57 PM

Save Draft Finish

Table of Contents

Closed Captions

English (United States)

Auto-Generate Upload

Hello and welcome to #LearnEverywhereXULA

This is going to be a quick tour course so that you can see how

things structured and become with how to get around at the

New captions text...

0:02 / 4:40

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Audio Video Editor - Chapters

Advanced Editing

Optimize for Streaming









Saved  Sep 28, 2023 12:57 PM 

Save Draft

Finish

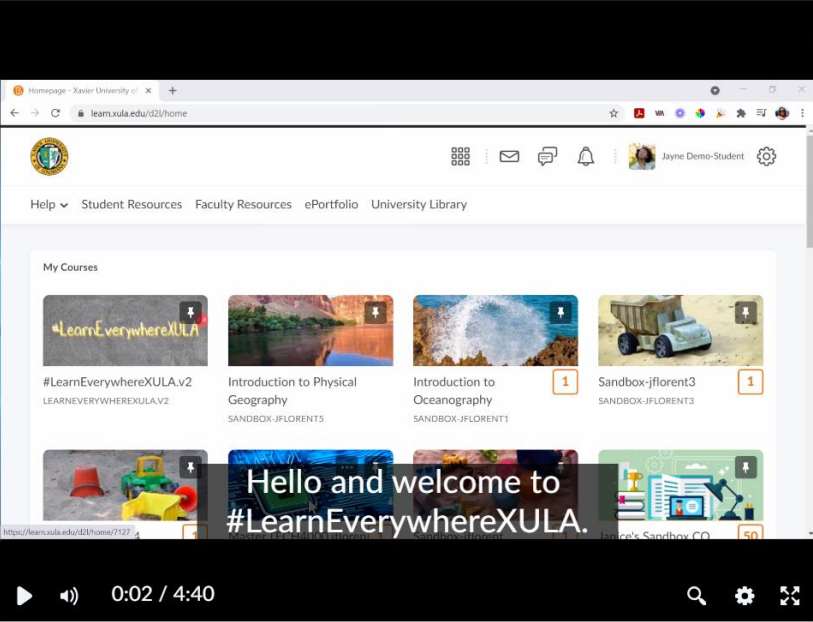
Table of Contents

Closed Captions

announcements	00:00:27		
badges	00:00:46		
get started here	00:01:09		
to complete co...	00:04:25		

+

Chapter title



The screenshot shows the Xavier University of Louisiana website. The header includes the university logo, navigation links (Help, Student Resources, Faculty Resources, ePortfolio, University Library), and a user profile (Jayne Demo-Student). The main content area is titled "My Courses" and displays four course cards: "#LearnEverywhereXULA.v2", "Introduction to Physical Geography", "Introduction to Oceanography", and "Sandbox-jflorent3". A video player is overlaid on the bottom of the page, showing a video titled "Hello and welcome to #LearnEverywhereXULA." with a progress bar at 0:02 / 4:40.

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Audio Video Editor - Optimize for Streaming

Media Library > ILS Poster Session Video

Optimize for Streaming Saved ✓ Sep 28, 2023 11:08 AM Save Draft Finish

#LearnEverywhereXULA

An Asynchronous Course to Support Synchronous Remote Teaching

Janice Florent
Tiera S. Coston
Elizabeth Yost Hammer
Jason Todd
Bart Everson

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XAVIER UNIVERSITY OF LOUISIANA

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XULV
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0:00 / 2:45

Table of Contents Closed Captions

Introduction	00:00:00	🔍	×
Fall 2020	00:01:08	🔍	×

+ Chapter title

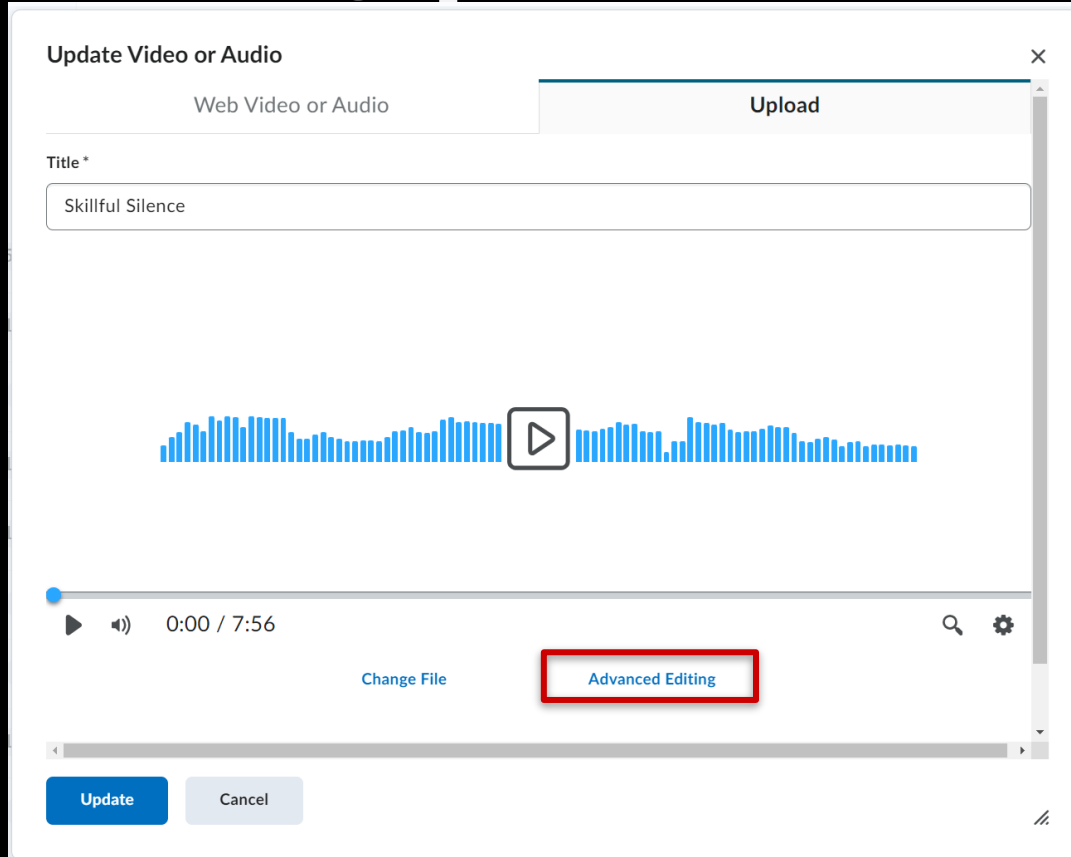
↑ | ✂

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Audio Video Editor - Closed Captions



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Audio Video Editor - Closed Captions

Advanced Editing

Saved ✓ Dec 23, 2022 12:52 PM Save Draft Finish

Table of Contents Closed Captions

English (United States)

Auto-Generate Upload

This meditation will require a li
imagination on your part. So it

be best to close your eyes if that
comfortable for you and

also to sit comfortably. Um

0:00 / 7:56

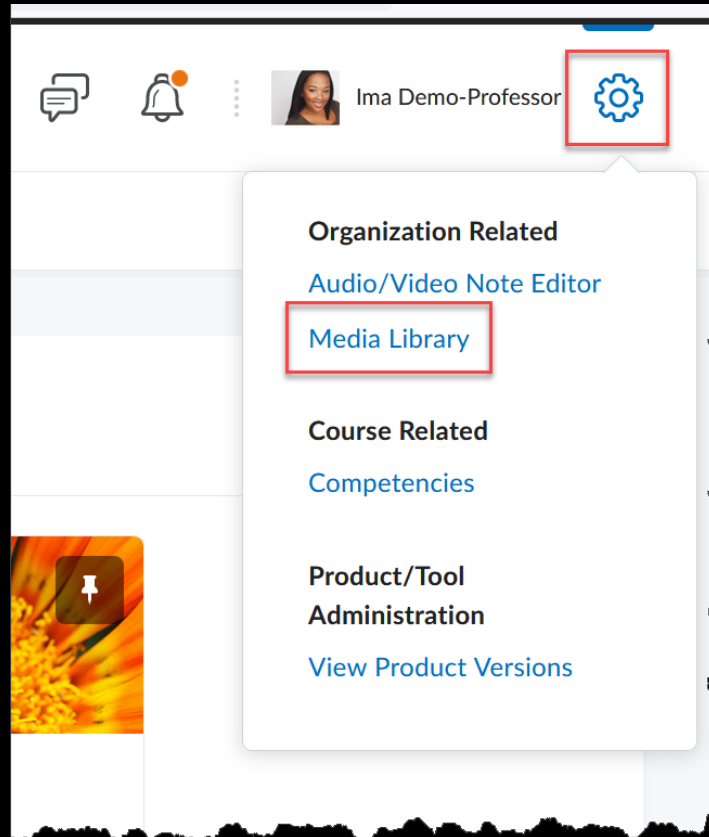
New captions text...

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Media Library



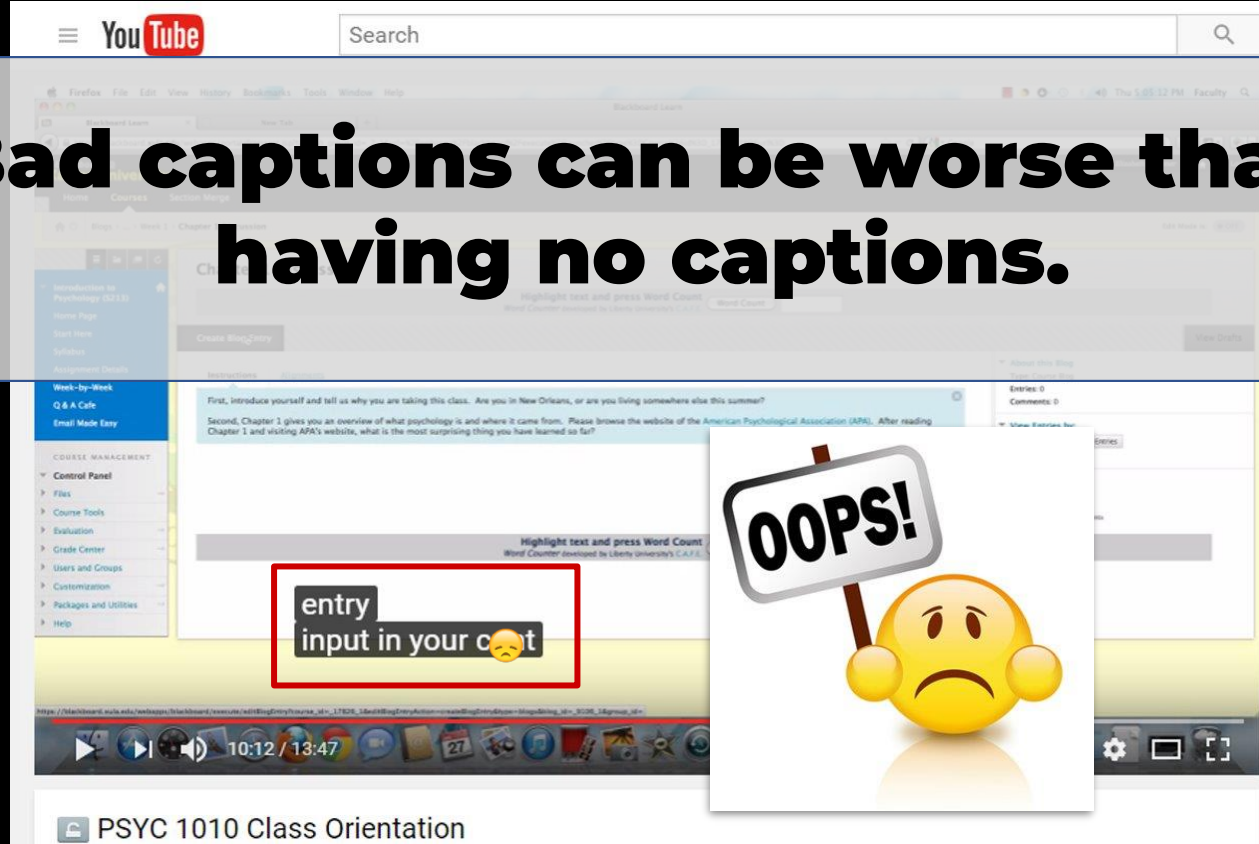
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Captions Gone Wrong

Bad captions can be worse than having no captions.



Some automatic captions can be embarrassing

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Transcripts



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Transcripts

- Transcripts can help:
 - Users who can neither hear the audio nor see the video
 - Deaf/blind users interact with content using refreshable Braille devices
- Transcripts make multimedia content searchable
- Beyond the spoken words, a transcript should include descriptions of important audio information (like laughter) and visual information (such as someone entering the room).

Source: [Basic Four of Accessibility](#)
Digital Learning Innovations, Kennesaw State University

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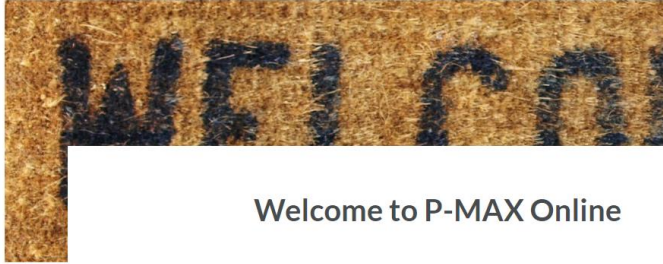


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Audio Transcript in Web Page

[Table of Contents](#) > [Get Started Here!](#) > Welcome!

Welcome! ▾



Welcome to P-MAX Online

Preparing Mentors and Advisors at Xavier (P-MAX) Online is a mentorship education program that is designed to provide you with the knowledge and skills needed to effectively mentor and advise undergraduate students, especially those engaged in research.

Ultimately, the goal of P-MAX Online is to assist you in developing effective relationships with their mentees. This course includes a variety of activities that are designed to teach and reinforce principles and practices which are the foundation for effective mentorship.

Learning Objectives

The program objectives for P-MAX Online are:

1. Establish the need for and role of mentoring in undergraduate success
2. Establish the purpose of a mentoring philosophy and introduce tools for developing your mentoring philosophy
3. Present tools and resources for effective mentor/mentee communication
4. Introduce techniques to align mentor/mentee expectations

- Complete all course activities and reflections (Act, Reflect).

Contemplative Practices

Contemplative Practices provide the self-awareness to objectively and mindfully be present and aware of one's thoughts so they can be viewed as mere phenomena flowing in and out of one's consciousness (along with our perceptions, viewpoints, feelings, etc.).

We encourage you to engage deeply with course material through contemplation and introspection (examining your thoughts and feelings as related to the course content and your learning experiences).

You will find a contemplative exercise, like the one below, at the start of each module. The contemplative exercise is a required part of the module and is meant to be your starting point for the module. **You should do the contemplative exercise to center yourself before continuing on to the lessons in the module.**

Letting Go, Letting Be, Letting Come

Before proceeding to the modules in this course, we invite you to center yourself with this contemplative exercise:



▶ 0:00 / 4:27 🔊 ⋮

Direct Link: [Letting Go, Letting Be, Letting Come audio \[4:27\]](#) 🔗

An [audio transcript](#) 🔗 of this exercise is available.

NOTE: This contemplative exercise has been created specifically for this Get Started module. Use the contemplative exercise to center yourself before continuing on in this course.

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Audio Transcript

Letting Go, Letting Be, Letting Come

This is a brief practice that we've used to open our staff meetings for some years now. It's best to sit comfortably with an erect spine, and you can have your eyes opened or closed as you prefer. Whatever is comfortable for you.

I've got a large singing bowl, a kind of gong. I'm going to strike it three times, and as you listen to the bell fade into silence and fade into the sound of whatever room you are in, you can use each one of these chimes to kind of set a mental tone.

The first chime is for **letting go**. So, as you listen to it fade, just kind of let go of any of the previous work, or responsibilities, or thoughts that have been demanding your attention. Just kind of let that go. It will be there for you later when you come back.

And on the second chime of the bell, as you listen to that fade, that's for **letting be**, just being here in the present moment, without judgment, with open awareness.

And the third chime of the bell, as you listen to that fade, it's for **letting come**, for opening to the possibilities of the immediate future. For us, it would usually be a staff meeting, but for you, today, it's engaging with this content: learning about mentoring.

So, letting go, letting be, and letting come. You can also think of it as past, present, and future, if you like.

Are you ready? Let's begin.

[The singing bowl is struck once. It begins to chime, and the sound fades off into silence.]

[30 seconds after the first strike, the singing bowl is struck a second time. It begins to chime, and the sound fades off into silence.]

[30 seconds after the second strike, the singing bowl is struck a third time. It begins to chime, and the sound fades off into silence. The silence is broken after 35 seconds.]

Thank you and happy learning.



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Includes
description of
important audio
information



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4. Accessible 3rd Party Resources



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Choose Accessible 3rd Party Resources

- ITC makes a concerted effort to ensure that all supported resources (e.g., Brightspace, VoiceThread, Respondus LockDown Browser, Respondus Monitor, etc.) are accessible
- When selecting media or resources that are integral to the course, ensure they are accessible
- Include link to vendor accessibility statement in your course



#LearnEverywhereXULA

Course Technology: Take Action



Which Course Tool Should You Choose?

Active learning activities build on a "rich learning experience," allow interaction around information and ideas, and an opportunity for reflective dialogue.

Course Technology Checklist

As you develop your course in Brightspace, be sure to use this checklist to review your use of course technology throughout your course. This checklist is based on [Quality Matters Specific Review Standards 6.1-6.4](#).

- The tools used in the course support the learning objectives or competencies.
- Course tools promote learner engagement and active learning.
- A variety of technology is used in the course.
- The course provides learners with information on protecting their data and privacy.

Course Technology Activity

Choose Technology with Intention Assignment

Purpose: Evaluate and select course technology that aligns with your learning objectives, are accessible, and meaningfully supports learner engagement and active learning.

» Objectives

Task: Review the activities in one of your online or hybrid courses and pick one activity that clearly aligns with your learning objectives and that you want to revise. Answer the following questions:

1. How could you revise the activity to better support learning and motivation?
2. What tools could you use to support the activity and why?
3. Use the "[Rubric for Evaluating E-Learning Tool](#)" to assess the strengths and weaknesses of the tools you are considering.
4. After evaluating the course tools using the E-Learning Tool rubric, do you still feel the potential course tools could support the activity? Why or why not?

NOTE: In order to complete the rubric you should be familiar with accessibility in education. If you are not, you can find information



Templates



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Templates

- Templates:
 - Simplifies the creation of documents and webpages
 - Can ease your workload and increase efficiency
 - Improve the visual quality of your content and encourage learner engagement



Brightspace HTML Templates

- Designed to meet Universal Design for Learning (UDL) and Accessibility standards

Table of Contents > Get Started Here! > Meet Your Professor

Meet Your Professor

Meet Your Professor

Contact Information

Name: Dr. Ima Professor (she/her/hers)
Email: ima.professor@xula.edu
Skype: Ima.Professor
Twitter: @imaprofessor
Phone: (504) 555-2121
Office Hours: W - 12:00 p.m. - 2 p.m.

My Teaching Philosophy

Research shows that you learn more when you actively process information, as opposed to passively taking in information (such as listening to a professor talk). Therefore, my goal is to keep you actively engaged in this course. You have multiple assignments due each week to ensure you stay on track. While it is my responsibility to make the assignments meaningful, it is your job to fully engage the assignments and make the process meaningful.

Office Hours

My office hours are Wednesdays noon - 2:00 pm and by

Table of Contents > Get Started Here! > Welcome!

Welcome!

Welcome to P-MAX Online

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4. Introduce techniques to align mentor/mentee expectations

Table of Contents > Get Started Here! > Introduction to Oceanography Syllabus

Introduction to Oceanography Syllabus




Introduction to Oceanography Syllabus

The syllabus is available as a pdf for those who may prefer that format. You may find having the entire syllabus in pdf format preferable for viewing and printing.

Instructor's Contact Information

Dr. Ima Professor
Library Resource Center suite 534
Email: imaprofessor@xula.edu
Phone: 504-555-2121
Skype: Ima.Professor
Twitter @imaprofessor



Dr. Ima Professor

Course Prerequisites

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#LEX Advanced

HTML Templates ▾

Print



Download

100 % 4 of 4 topics complete

HTML Templates: Get Started ▾

Web Page

HTML Templates: Learn More ▾

Web Page

HTML Templates: Take Action ▾

Web Page

HTML Templates: Reflect ▾

Discussion Topic

Purpose: Reflection is a cognitive exercise that allows students to make sense of course material by connecting it to themselves and their own experiences. By asking students to reflect upon what they have learned, you are actually reinforcing student learning. This activity will



HTML Literacy ▾

Print



Download

100 % 4 of 4 topics complete

HTML Literacy: Get Started ▾

Web Page

HTML Literacy: Learn More ▾

Web Page

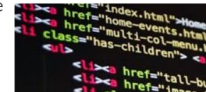
HTML Literacy: Take Action ▾

Web Page

HTML Literacy: Reflect ▾

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HTML Templates Resource



CAT+FD
Wiki main page
Recent changes
Random page
Help

Tools

What links here
Related changes
Special pages
Printable version
Permanent link
Page information



PageDiscussion

ReadView source

Search CAT Base

Log in

Brightspace HTML Templates Resource



Brightspace HTML Templates Resource

Contents [\[hide\]](#)


- 1 Brightspace HTML Templates
 - 1.1 Sample Pages Created with HTML Templates
 - 1.2 Curated List of Resources
 - 1.2.1 Level Up with User-Friendly Brightspace HTML Templates Workshop (10/15/2020)
 - 1.2.2 Why use HTML Templates?
 - 1.2.3 Free HTML Templates
 - 1.2.4 Creating and Editing HTML Templates
 - 1.2.5 Free Photo and Image Resources
 - 1.2.6 Accessibility Resources

Brightspace HTML Templates

Users can access Brightspace using many different devices (e.g., desktop computer, laptop, tablet, mobile phone). Brightspace's responsive design adapts to different screen sizes to provide a great user experience on computers, tablets, and smartphones.

HTML Templates will assist instructors in developing content topic pages that will adapt page contents to fit any device thus making the pages more accessible, and interactive.

HTML Templates provide instructors with an easy way to create great looking, responsive, accessible, and interactive content topic pages. HTML Tem



Microsoft Office Templates

- Microsoft templates come ready-to-use with pre-set themes and styles. All you need to do is add your content.



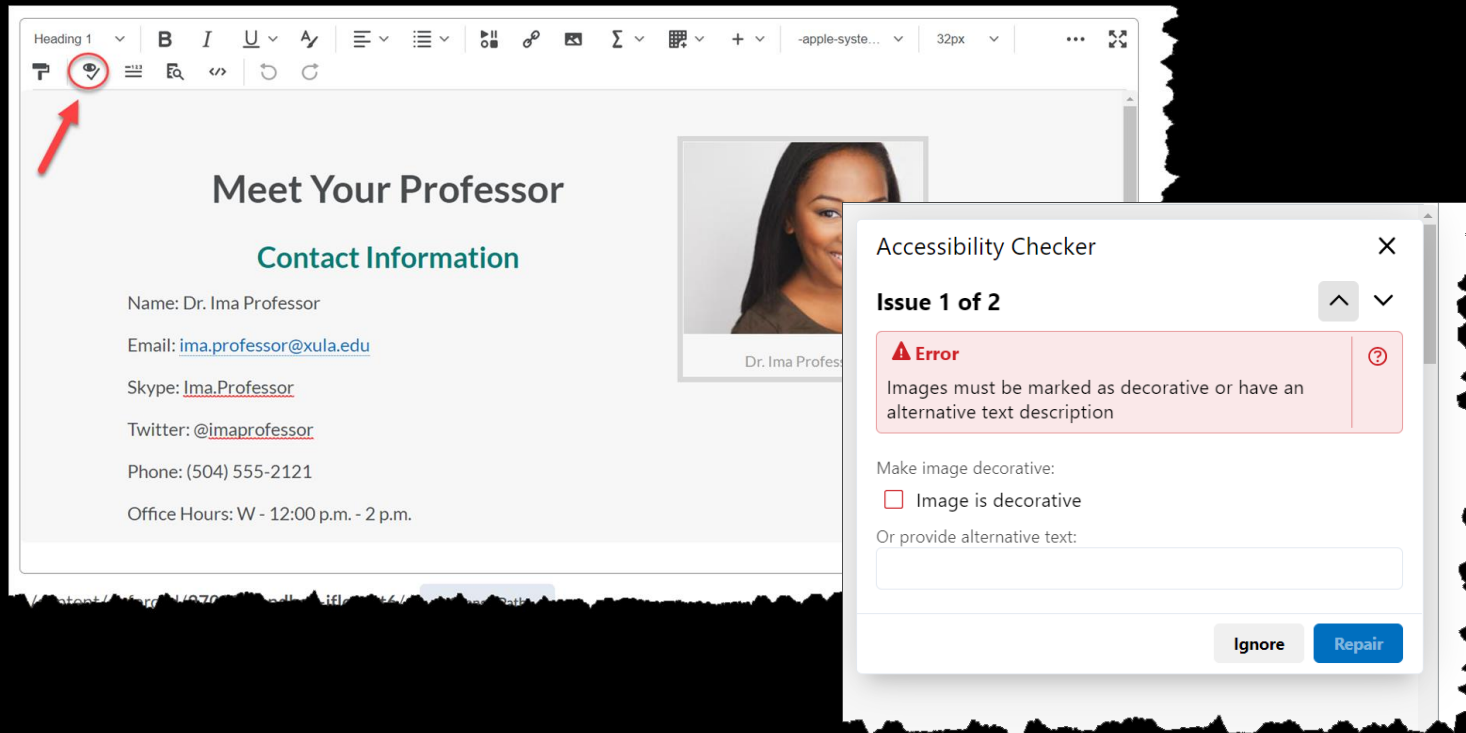
Accessibility Checkers



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Brightspace Accessibility Checker



The screenshot displays the Brightspace Accessibility Checker interface. On the left, a webpage titled "Meet Your Professor" is shown. The page includes a heading "Contact Information" and the following details:

- Name: Dr. Ima Professor
- Email: ima.professor@xula.edu
- Skype: [Ima.Professor](#)
- Twitter: [@imaprofessor](#)
- Phone: (504) 555-2121
- Office Hours: W - 12:00 p.m. - 2 p.m.

A red arrow points to the accessibility checker icon in the top toolbar. On the right, an "Accessibility Checker" dialog box is open, displaying "Issue 1 of 2". The issue is an error: "Images must be marked as decorative or have an alternative text description". The dialog provides options to "Make image decorative" (with an unchecked checkbox labeled "Image is decorative") or "Or provide alternative text:" (with an empty text input field). At the bottom of the dialog are "Ignore" and "Repair" buttons.

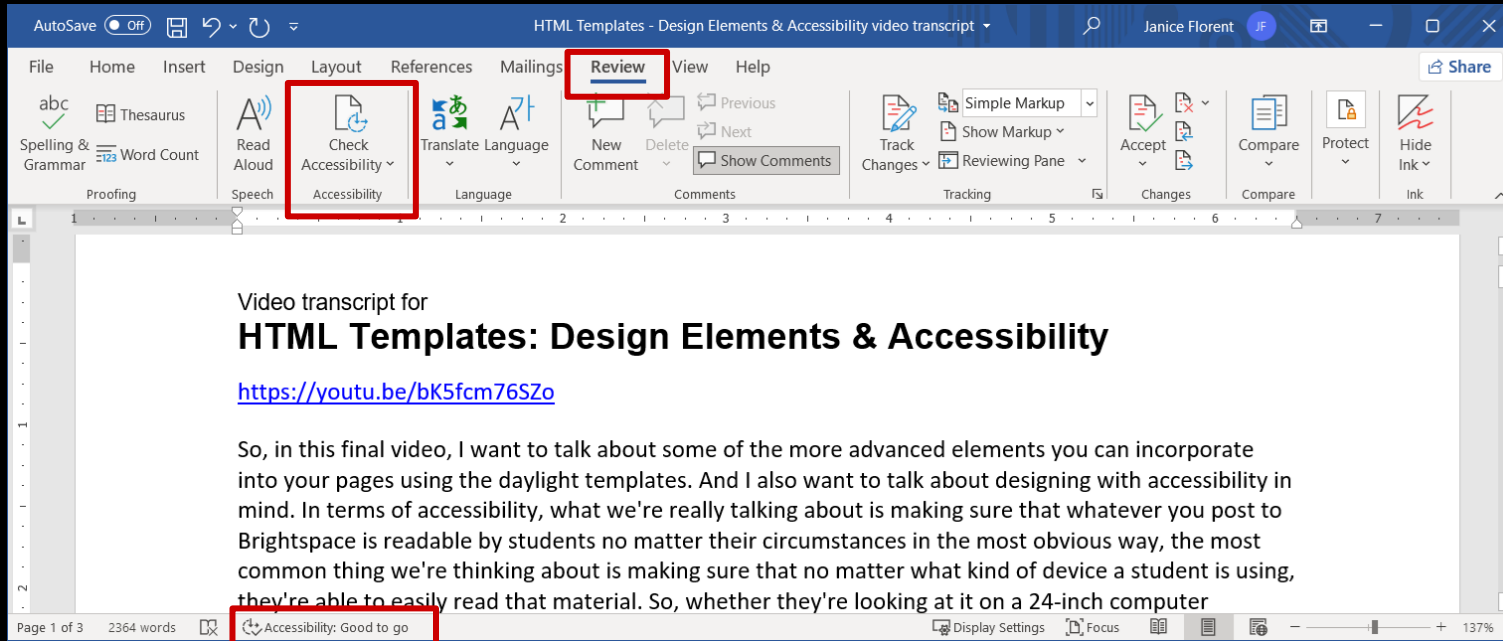
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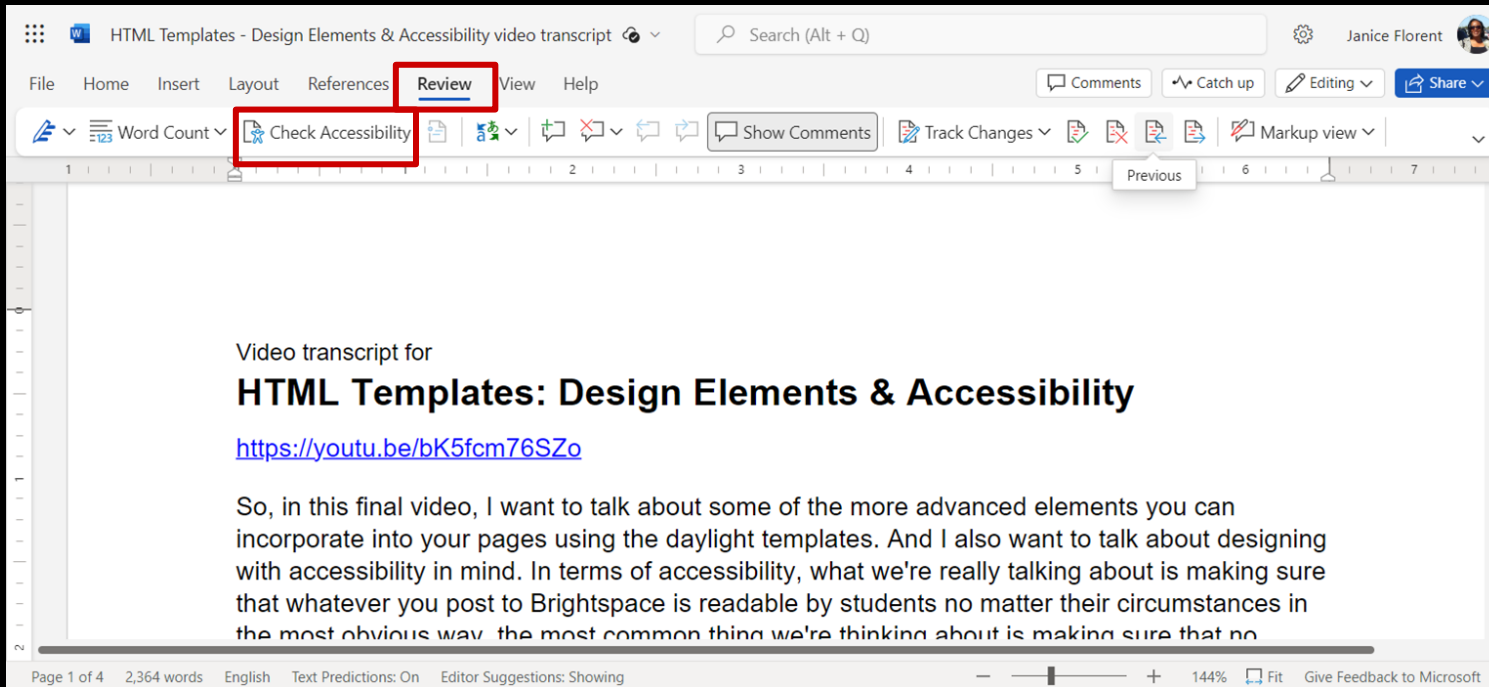
Microsoft Accessibility Checker

- Review Ribbon - Accessibility Pane
- Status Bar - Accessibility Check



Microsoft Accessibility Checker

- Review Ribbon - Accessibility Pane



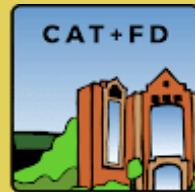
Basic Four of Accessibility Redux

Improve the accessibility of your course content by implementing these four things:

1. Document Structure
2. Alternative Text
3. Media Accessibility
4. Choose Accessible 3rd Party Resources



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Source: Basic Four of Accessibility, Digital Learning Innovations, Kennesaw State University
Image credit: image by Christiana Mergan from Pixabay



ACADEMIC ACCESSIBILITY

[Home](#)[Our Stories](#)[Basic Accessibility Solutions](#)[Advanced Accessibility Solutions](#)[Get Accessibility Help](#)[FAQs](#)[AWA Team](#)[Contact AWA](#)

Basic Accessibility Solutions

Welcome to the Basic Accessibility Solutions section of Academic Web Accessibility! Our goal in this section is to help get you started by providing quick-reference, on-demand resources that support faculty in making needed adjustments to their course. Whether you are brand new to the topic of accessibility and received your first accommodation plan for a student, or have some experiences with creating accessible resources for your students but just need a refresher on creating accessible presentations or writing alternative text, this section is intended to get you where you need to go. Here, we don't focus quite as much on the why of accessibility, but more on the how.

This section is divided into seven sub sections:

What is Web Accessibility?

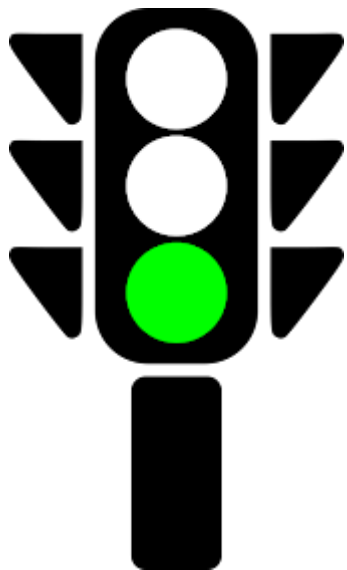
Provides a very basic introduction to accessibility

AWA Student Module

A lesson module introducing students to the basics of web accessibility



Check-in



I'm good to go



Stop, I need help



I'm a little confused



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Get Feedback

- Encourage learners to provide feedback on the accessibility of the content. This can help identify issues that might not be immediately apparent.



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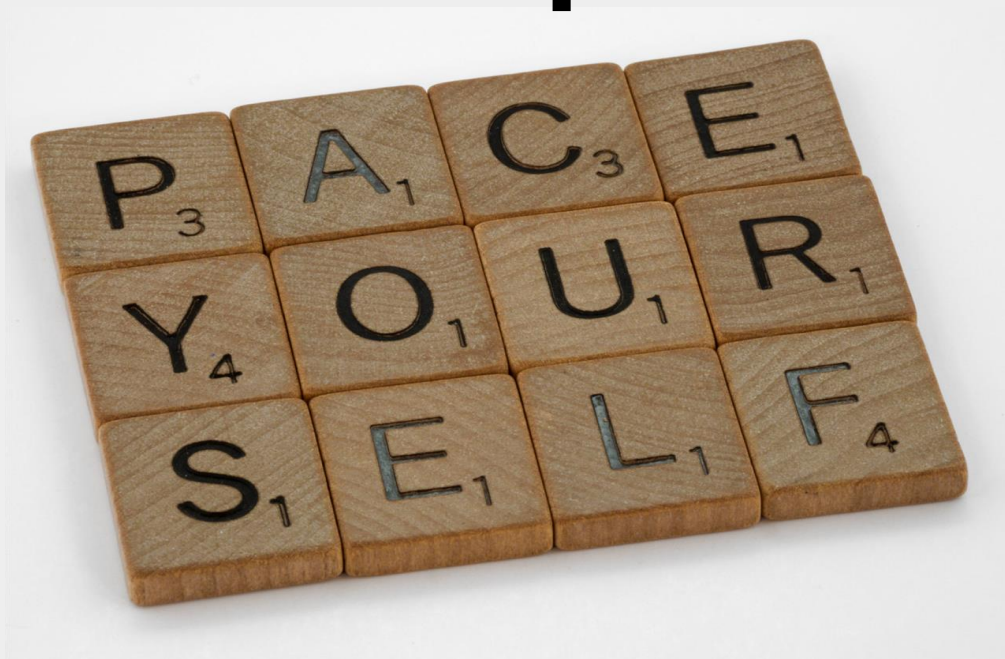
When content works for users with disabilities, it simply works better. Users have more ways to interact with elements, navigate, and complete processes.



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Accessibility should be the default; not an option



It's Marathon, Not a Sprint

Image Credit: "Pace yourself" by Brett Jordan licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)

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Workshop Slides, Recording, & Resources

<https://catwiki.xula.edu/a11y>



SCAN ME

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Any Questions



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