ACCESSIBILITY RESOURCES FOR FACULTY – March 2020

Here is a list of options to assist specific types of disability categories for your now online courses.

Deaf and Hard of Hearing Students - If you have questions on a specific student, please feel free to contact Maria Schiano at aso@ccm.edu

- If you have a student with American Sign Language (ASL) Interpreters in your classes, please be sure to email each interpreter and include them in your course plans.
- If you use video conferencing such as Zoom, Shindig, WebEx, grant access to the interpreters and they will be able to provide service for the student, as if they would do in a classroom.
- If you provide audio files, make sure to use closed captioning, but if you are limited in your ability to do this, send the audio file to the interpreters and they will provide video American Sign Language (ASL) interpretations to their students. For some deaf students, closed captioning is not the most "ideal" way of accessing content because it relies more on the English language then ASL. Therefore, it would be helpful for the interpreter to provide a video to the student.
- As for students that are hard of hearing, if you are using videos do try to use captioning, as they may not be able to hear what is being said in the video.

Blind and Visually Impaired Students - If you have questions on a specific student, please feel free to contact Maria Schiano at aso@ccm.edu

- If you have a student that is blind or visually impaired, continue to use the practices that you have done in the classroom. Provide electronic materials so that they will be able to enlarge the print or use a screen reader (JAWS) to access.
- If you use video conferencing, continue using visual cues if you are pointing to presentations, projects, materials, etc.
- Try to verbalize visual content such as pictures, diagrams, etc.

Students that receive note-taking services - If you have questions on a specific student, please feel free to contact Maria Schiano at aso@ccm.edu

- Most online formats may be easier to accommodate. It is recommended that sessions be recorded (though some students may choose not to have their video on due to privacy preferences) and posted later for student review.
- You can consider having live captioning on (ideally) or have these captioned afterwards (depending on your software's capability). This may not be a necessity in your particular course.
- If you had a note taker in your class previously, especially for a student with a physical disability, grant access to your online course to the note taker. If you are lecturing, this will give them the ability to take notes and then forward to the student that receives the accommodation.

Extended Time on Exams and Assignments - If you have questions on a specific student, please feel free to contact Maria Schiano at aso@ccm.edu

- If you administer timed exams, adjust the students that receive extended time in the system. You will be able to do this on an individual basis through Blackboard and other platforms.

- If you give homework, classwork, projects with due dates, recognize that some students with disabilities may ask for extensions because this will be a different way of learning for them and may take them longer to read content.

Reading Software Access
- We will have the ability to grant online access for students to use Kurzweil (software that reads any words on a computer screen aloud) that is typically used in the Office of Accessibility Services. If this is the case, students should contact our office. They will be able to use this system during an exam if it is being administered individually. This system does not modify or "help" a student through content but rather reads information aloud.
- If you use Proctor U or another testing software, make sure that you send approved accommodations to those systems for students registered in your class. For example, if you have a student that receives "Computer for Reading Assistance", this means they qualify for Kurzweil, so Proctor U would need to know they receive a screen reader, so the system allows them to access.

Here is other information you may find helpful:
1. "Accessible Teaching in the Time of COVID-19 <https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19>" by Aimi Hamraie
2. "Musings about classes going online and crip pedagogies of imperfection <https://www.facebook.com/ellen.samuels.5/posts/10221864242224750>" by Ellen Samuels
3. 20 Tips for Teaching an Accessible Online Course <http://uw.edu/doit/20-tips-teaching-accessible-online-course>
4. 30 Web Accessibility Tips <http://uw.edu/doit/30-web-accessibility-tips>
5. https://support.google.com/meet/answer/7313544?hl=en for Google's documentation.

These are from our DO-IT Center <http://uw.edu/doit> Note that, for each, our HTML version of the content is the landing page with a link to a PDF document that people often prefer for printing. Although our PDFs are accessible as well, one option for units that push back on going through the process of remediation of their inaccessible PDFs is to post as a main content source an accessible HTML page and from there link to the inaccessible PDF they already have.
1. Converting a PowerPoint with Narration to a YouTube video with Closed Captions https://www.youtube.com/watch?v=vUudKfGgM4c&feature=youtu.be
2. Strategies for helping students learn online: http://bit.ly/2vmUy3W
3. Watch Video <http://www.youtube.com/watch?v=L2FWUQvlths> Online Students Share Time Management Tips
4. Several resources related to the Coronavirus crisis, higher education and disabled students are now available at the AHEAD website. You can find it in the public area of the Professional Resources section at: https://www.ahead.org/professional-resources/coronavirus-resources
5. The NCCSD has "sister" resources targeted to students and families at its homepage as well: www.nccsdonline.org

The Office for Civil Rights' (OCR's) Center for Outreach, Prevention, Education, and Non-discrimination launched a short webinar on ensuring web accessibility for students with disabilities for schools utilizing online learning during the Coronavirus (COVID-19) outbreak. In addition, OCR published a fact sheet for education leaders on how to protect students' civil rights as school leaders take steps to keep students safe and secure. These resources will assist education leaders in making distance learning accessible to students with disabilities and in preventing discrimination during the Coronavirus response effort.

OCR Short Webinar on Online Education and Website Accessibility

Fact Sheet on *Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students.*

Other resources:

- March 4, 2020 OCR Coronavirus Statement
- U.S. Department of Education, Coronavirus Information and Resources for Schools and School Personnel

Hope this is helpful, if you have any questions please reach out to Accessibility Services at aso@ccm.edu.

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