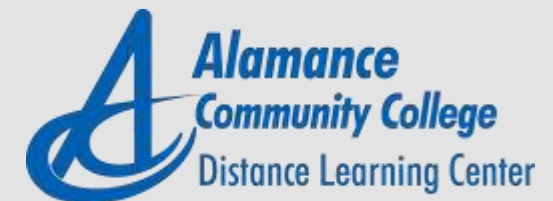


Implementing an Accessibility Training Program

Alamance Community College's Approach to Accessibility
Jennifer Jones, Distance Learning Director



Steps to getting started

1. Select a theme
2. Identify topics to be included
3. Identify multiple modes of training – online, seated sessions, webinars, print materials, etc.
4. Develop content
5. Promote the plan among faculty and staff
6. Launch program
7. Evaluate outcomes and update content

Be sure to include your college accessibility committee and faculty representatives in planning your program.

Accessibility Committee Members



An accessibility committee should have representation from various areas of the college. For training, you may want to include:

- Chief Academic Officer
- Instructor
- Distance Learning
- Disability Support and Counseling Services
- Continuing Education
- Information Services
- Public Information and Marketing

Select a theme



- Select a theme with a broader reach
- Avoid focusing on legal aspect of accessibility
 - Take emphasis off disabilities
 - Focus on students with varying abilities
- Example themes
 - Universal Design for Learning
 - Blended Learning
 - Student Success Programs
- Build-in incentives and rewards, if possible

Identify topics to be included



- Accessibility will be included, but what other topics should be included?
 - Universal Design
 - Content development
 - Course design
 - Instructional technology skills
 - Student engagement techniques
 - Copyright and fair use
 - Project based learning
 - Assessment strategies
 - Student success strategies
 - LMS training

Identify multiple modes of training



- Apply the principles of Universal Design for Learning to professional development strategies
 - Select multiple modes of training – online, seated, webinar, and printed materials
 - Identify tools needed for training
 - Video creation and editing tools, captioning tools
 - Mobile devices, laptops,
 - Headsets, webcams,
 - Content authoring tools
 - Assistive technology – screenreaders
 - Look for free and low cost tools – NVDA, ScreenCast-O-Matic, web-based tools, Xerte
 - Incorporate LMS tools in Blackboard, Moodle, or Sakai
 - Be sure to have sufficient access to tools for faculty before launching training. If site licenses are not available:
 - Create toolkits that can be checked out by faculty for creating projects (webcam, headset, and access to screencasting tool)
 - Distribute tools by department – faculty in the department could share tools. Be sure that each department has at least 1 or 2 copies of each tool.

Alternatives to costly tools



Premium Tool	Low Cost/ No Cost Alternative	Price to purchase
Captivate, Articulate Storyline, Lectora	Xerte by The University of Nottingham Free alternative for creating interactive lessons; must be installed on local server http://www.nottingham.ac.uk/xerte/index.aspx	Free to download
Camtasia	ScreenCast-O-Matic – web based screencasting tool; paid version includes captioning tools, uploading to YouTube, Vimeo, and handouts; can be purchased individually or through ProPage subscription; https://www.screencast-o-matic.com/	Annual cost \$15 / license \$278/50 \$470/100
Jaws screen reader	NVDA – free screen reader tool http://www.nvaccess.org/	Free
Template and graphic subscriptions	eLearning Heroes – register for access to free PowerPoint templates, graphics, and backgrounds (source for graphics used in this presentation) https://community.articulate.com/	Free

Develop content



- Don't reinvent the wheel – there are lots of great materials online that can be shared (see resources sections for links)
- Start developing content and introducing the plan
- Create small, introductory units to get faculty acquainted with content
- Develop self-paced online content
- Develop hand-outs targeted to specific tasks
 - Accessible Word Documents
 - Accessible PowerPoints
 - Captioning Tips
 - Overview of Accessibility or UDL
- Develop seated workshops
- Provide content from seated workshops to faculty electronically
 - Web based handouts
 - Webinars
 - Videos

Promote the plan



Promote the plan among faculty and staff

- Introduce the program at faculty meetings
- Create flyers and announcements to post on campus
- Identify incentives and rewards, if possible



Launch program



- Launch program in phases
- Phase 1 – Introduction of Program
 - Short focused workshops
 - Newsletters
 - Offer technology training - faculty need to be comfortable using technology before creating content with new technology
- Phase 2 – Begin core training events
 - Offer online courses with core information needed
 - Workshops for sharing ideas and teaching strategies
 - Make handouts available through digital format
 - Don't lock down material. Faculty will use materials more if they are readily available
- Phase 3 – Advanced training
 - Continue with core training
 - Start advanced training on creating instructional videos, captioning, multimedia, content authoring tools; teaching strategies, course development

Evaluate outcomes and update content



- Gather feedback and suggestions from training from faculty and staff
- Provide an opportunity for suggested trainings and topics
- Update and maintain content as needed
- Recruit faculty and staff to help with training
- Repeat online core training each semester
- Offer at least two new training topics each semester
 - Can be tool based
 - Instructional strategies
 - New approaches to using Word and PowerPoint
 - Possibilities are endless!



Resources and Links

Accessibility Resources

- Burgstahler, Ph.D., S. (n.d.). Real Connections: Making Distance Learning Accessible to Everyone. Retrieved March 03, 2015, from <http://www.washington.edu/doit/freal-connections-making-distance-learning-accessible-everyone>
- Accessible Technology. (n.d.). Retrieved March 04, 2015, from <http://www.washington.edu/doit/resources/popular-resource-collections/accessible-technology>
- Burgstahler, Ph.D., S. (n.d.). Real Connections: Making Distance Learning Accessible to Everyone. Retrieved March 03, 2015, from <http://www.washington.edu/doit/freal-connections-making-distance-learning-accessible-everyone>
- Accessible Technology. (n.d.). Retrieved March 04, 2015, from <http://www.washington.edu/doit/resources/popular-resource-collections/accessible-technology>

Universal Design for Learning Resources

- CAST – Center for Applied Special Technology
<http://www.cast.org/>
- Universal Design for Learning – Theory and Practice by Anne Myer, David Rose, and David Gordon
 - This book is available to read for free online. You will need to register with CAST first.
 - <http://udltheorypractice.cast.org/login>
- UDL Universe /ENACT – Sonoma State University
 - <http://enact.sonoma.edu/content.php?pid=218878&sid=1818170>
 - Free materials for UDL Workshops
 - 2 hour workshop -
<http://enact.sonoma.edu/content.php?pid=218878&sid=2259253>
 - 2 day workshop -
<http://enact.sonoma.edu/content.php?pid=218878&sid=2399482>

Examples of College Accessibility Plans & Programs



- Portland Community College
Web Accessibility for Online Courses. (n.d.). Retrieved March 4, 2015, from <http://www.pcc.edu/resources/instructional-support/access/>
- Tacoma Community College – UDL Project
TCC UDL Project. (n.d.). Retrieved Retrieved March 4, 2015, from http://www.tacomacc.edu/universaldesignforlearning/t_c_c_u_d_l_project/
- University of Wisconsin - Milwaukee
The Accessible Virtual Campus. (n.d.). Retrieved March 04, 2015, from http://access-ed.r2d2.uwm.edu/Virtual_Campus/Media_Materials/
- Georgian College Accessibility Plan. (n.d.). Retrieved March 4, 2015, from <http://www.georgiancollege.ca/about-georgian/accessibility/overview-tab/>
- Algonquin College
Annual Accessibility Plans and Policies. (n.d.). Retrieved from <http://www.algonquincollege.com/accessibility-office/about/>

Stamford Interactive Accessibility Resources

- You may have to register for a free account to access these resources. If the individual links do not work, please use the following link to the resources page and select the Accessibility Goodness
<http://stamfordinteractive.com.au/archive2014/resources/>
- The Web Content Accessibility Guidelines (Wcag 2.0), Available At: <Http://www.w3.org/tr/wc>. (n.d.). A guide to accessible video. Retrieved March 4, 2015, from <http://stamfordinteractive.com.au/archive2014/wp-content/uploads/public/a-guide-to-accessible-video.pdf>
- NVDA Keyboard Commands. (n.d.). Retrieved March 4, 2015, from <http://stamfordinteractive.com.au/archive2014/wp-content/uploads/public/NVDA-keyboard-helpers.pdf>
- WCAG 2.0 Map. (n.d.). Retrieved March 4, 2015, from <http://stamfordinteractive.com.au/archive2014/wp-content/uploads/public/WCAG20Map.pdf>

Contact information

Alamance Community College

Distance Learning Center

Jennifer Jones, Distance Learning Director

Jennifer.l.jones@alamancecc.edu

336-506-4115

Elizabeth Irizarry, Distance Learning Coordinator

Elizabeth.Irizarry@alamancecc.edu

336-506-4114