

## Check Accessibility in your Course

### For course web pages, documents, images, and videos

- Use clear, consistent layouts and organization schemes for presenting content
- Structure headings (using heading style features built into the Learning Management System, Microsoft Word and PowerPoint PDFs, etc.) and use built-in designs/layouts for PPT slides
- Use descriptive wording for hyperlink text ( “DO-IT Knowledge Base” rather than “click here” or the actual hyperlink)
- Avoid using PDFs, especially those presented as images (the text cannot be copied); if a PDF is used, design it to be accessible or create an accessible alternative. Consider using accessibly designed HTML or Word documents instead
- Provide concise text descriptions of content presented within images
- Use large, bold fonts on uncluttered pages with plain backgrounds
- Use color combinations that are high contrast and can be read by those who are colorblind (recommend black font)
- Make sure all content and navigation is accessible using the keyboard alone and choose IT tools that are accessible
- Caption videos and transcribe audio content

### Instructional Methods

- Assume students have a wide range of technology skills and provide options for gaining the technology skills needed for course participation
- Present content in multiple ways (in a combination of text, video, audio, and/or image format)
- Address a wide range of language skills as you write content (spell acronyms, define terms, avoid or define jargon)
- Make instructions and expectations clear for activities, projects, and assigned reading
- Make examples and assignments relevant to learners with a wide variety of interests and backgrounds
- Offer outlines and other scaffolding tools to help students learn
- Provide adequate opportunities to practice
- Allow adequate time for activities, projects, and tests (give details of project assignments in the syllabus so that students can start working on them early)
- Provide feedback on project parts and offer corrective opportunities

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- Provide options for communicating and collaborating that are accessible to individuals with a variety of disabilities
- Provide options for demonstrating learning (different types of test items, portfolios, presentations, discussions)
- For explanations of why these guidelines are important, how to implement them, and how to locate accessibility checkers consult AccessCyberlearning, AccessDL, the Center for Universal Design in, and the book Universal Design in Higher Education: From Principles to Practice.

## **Videos**

- Alt text videos if they are embedded in the course or embedded in a power point (see Microsoft Tools to Ensure Accessibility document)
- Video must be closed captioned (most video are now but it's the instructors responsibility to ensure)

# Microsoft Tools to Ensure Accessibility (ADA Compliance)

## Check Accessibility in Word Document

- Click the “File” tab in the Ribbon to open the Backstage View.
- In the “Info” section, click the “Check for Issues” drop-down button in the “Inspect Document” area.
- Then click the “Check Accessibility” command to launch the task pane.
- A list of “Errors” and/or “Warnings” may appear.
- If these appear, these indicate serious document accessibility issues for people with disabilities.
- Below the list of “Errors” and “Warnings,” you may also see a list of “Tips.” These are issues that may cause problems, but aren’t as serious as the issues shown in the “Errors” or “Warnings” list.
- To see the specific items triggering an issue in the document, click any collapsible and expandable issue shown.
- Then click an item shown in the list to select it in the document, so you can correct it.
- For each item selected, you can see what to fix and how to fix it in the “Why Fix:” and “How To Fix” sections in the “Additional Information” list at the bottom of the task pane.
- As you make the corrections, the selected items are removed from that section of the task pane.
- Click the “X” in the upper-right corner of the “Accessibility Checker” task pane to close it, when finished.

## Check Accessibility in Power Points

### Alternative Text for Images

PowerPoint presentations usually include images, and these images need equivalent alternative text.

#### PowerPoint 365 and 2019

- The process to add alternative text is straightforward in PowerPoint 365 and 2019:
- Right-click on the image and select Edit Alt text
- Enter appropriate alternative text in the field that appears in the Alt Text sidebar.

#### PowerPoint 2016

- Right-click on the image and choose Format Picture.
- In the Format Picture sidebar, Select the Size & Properties icon and choose Alt Text.
- Enter appropriate alternative text in the Description field only (not the Title field).

## Student Engagement & Faculty Presence

Examples of student engagement and faculty presence includes use of timely announcement (memes and bitmoji), use of Word documents and rubrics while providing feedback on graded assignments, and collaborative sessions with students (virtual).

### Timely Announcements

#### Accessing Lessons

Once you have logged in to Black Board, click on the course number and the course (with all lessons) will open.

For all assignments...follow these steps:

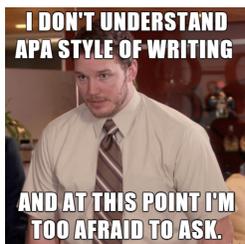
- Click on "lessons" on the left side bar
- Click on the folder title
- Scroll down to the assignments (always at the bottom)
- Click on the assignment title (should be bolded and above the description)
- Click on "write submission" button
- Type or copy/paste into the box
- Click "submit"

If you need additional assistance, please contact the Help Desk at 817-515-6411

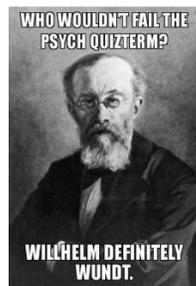
### Memes

Memes can be found online and you can include any message you want with a meme. Send memes in email or post memes in announcements. You can also embed memes in your course.

A few of my favorites:

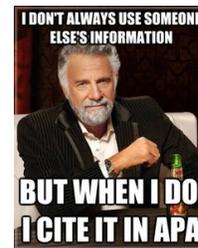
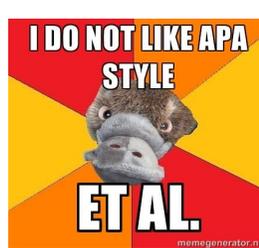
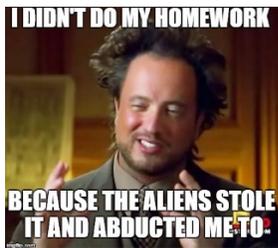
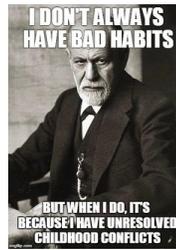


They only taught me MLA in school!



\$1000 TV stand...





## Bitmojis

**Bitmoji** is your own personal emoji. Create an expressive cartoon avatar, choose from a growing library of moods and stickers - featuring YOU!

Steps:

- Download the app
- Create your unique bitmoji (hair, skin tone, eyes, lips, clothes, etc)
- Save on your computer (or phone and email to yourself)
- Upload into your announcements or emails to students



Thanks for your patience. I have approximately 200 students and I am grading as quickly as possible.

Midterm exams are over! Deep Breaths you are half way there!

Good job getting your term paper in on time! I am working as quickly as possible to grade and get you some feedback.

Wow! We are approaching Thanksgiving break and I wanted to congratulate you all for keeping up the pace!



Nice work on your first exam! KUDOS

## Word Documents while grading/providing specific feedback

I use a Word document to copy and post comments into the grading area, so student get specific feedback. This saves time while grading. Here are a few of my comments:

### Active vs Passive voice

You have excellent content in your research paper. APA requires the writer to use an “active” versus a “passive” voice when writing. There is a video in the APA Research Paper link on the left sidebar reviewing active/passive voice

### References

Great topic. I look forward to reading your research. Be sure to review any necessary videos in the course space. There are a few formatting issues with your references. **Journal article titles are not italicized.** The journal title, volume number, issue number and page numbers are missing. -10 points

### No in-text citations

Very well done on your discussion and references are perfectly formatted. Points deducted for in-text citation (-3 points)

Proper formatting can be found via this link:

In-text citations - <https://owl.english.purdue.edu/owl/resource/560/02/>

Examples: (Smith, Johnson & Taylor, 2018) or when quoting (Smith, Johnson & Taylor, 2018, p. 286)

## Rubrics while grading/providing specific feedback

Rubrics can inform students of what is expected and can serve as a checklist for students after completing a research paper.

	Poor	Average	Above Average	Excellent	Points
<b>Title Page:</b> Student has an appropriate title page, completed in an APA format with the title of the paper, the student's name, a running head and date on the cover page.	There is no cover page. -10	Title page contains one out of the 3 requirements and is not in APA format. -7	Title page contains two out of the 3 requirements but is not in APA format. -5 Running head not formatted properly -2 Title not formatted properly -2	Student has an appropriate title page, completed in an APA format with the name of the paper, the student's name, a running head and date on the cover page. -0	10
<b>Abstract Page</b>	missing abstract -10	Include but poorly written -7	Written well but formatting issues -3	Formatted properly & well written -- 0	10
<b>Introduction:</b> Contains a clear purpose of writing to inform the class.	missing intro -10	Include but poorly written -7	Written well but formatting issues -3	Introduction contains a clear purpose of writing to inform and relates to the selected topic. -0	10

Body: The paper will review both articles, define disorder or state purpose	The paper has no clear points -20	The paper has a point of discussion with evidence to support the point/s. -15	The paper has points of discussion with evidence to support the points. -10	The paper will have in-depth points with supporting evidence to back up the points. -0	20
In text Citations	missing citations -20	Some citations properly formatted but either missing from several required paragraphs or improperly formatted in several paragraphs -15	All citations properly formatted but not included in every required paragraph -7 most citations are properly formatted -7	All citations properly formatted and included in all required paragraphs -0	20
Headings & Format	No headings included -10	Had 2 of 5 required heading required headings -7	Had 3 of 5 required heading required headings -5	Appropriate headings include -0	10
Reference Page: references are in APA format.	Missing reference page. -15	Includes references but not in APA format. -10	Some references are in APA format but others are not in APA format. -10 Or parts of the reference are formatted properly -7 Or Minimal mistakes -5	All references and are in APA format. -0	15
Conclusion indicates where further research should go and any limitations in the reserch studies reviewed	Conclusion not included -10	Conclusion included but missing limitations and further research statements -7	Conclusion contains 1 (limitations or further research) but not both -5	Conclusion includes limitations and where further research should go	10
Student has a minimum of 2 peer reviewed articles	no research included -15	Student used research but	Student has 1 peer reviewed article -7	Student has a minimum of 2 peer	15

		not peer reviewed article -10		reviewed articles -0	
<b>Grammar/Pronouns</b>	Extensive grammatical errors and extensive use of pronouns - 10	Poor grammar with several misspellings, grammatical errors, and pronouns use -8	Good grammar with minimal misspellings/grammatical errors or extensive pronoun use -7 OR Very minimal use of personal pronouns -5	Excellent grammar with no misspellings, pronoun use or grammatical errors -0	<b>10</b>
<b>Incorporation of research</b>	No current research support or not incorporated -20	Paper does not review empirical articles -15	Good current research support with adequate impact to this paper's objective. -7	Excellent current research support that is fully incorporated with this paper's objectives -0	<b>20</b>
					150