

Introduction to Accessibility  
**Cuyamaca College**  
**Fall 2011**

Hello, my name is Brian Josephson and I would like to welcome you to the Introduction to Accessibility discussion.

## Purpose of this Discussion

- What you need to know to get started
- Where to find support
- Be in compliance with laws

The purpose of the video is to provide information on what an instructor needs to know in order to get started creating accessible courses and materials, and where to find support when you have questions. We will also talk about the importance of complying with state and federal laws.

## Accessibility: Access

- Root word = Access
- Accessible design allows people with disabilities access to electronic communication and information provided to everyone else.
- Accessibility involves creating materials that facilitate multiple learning needs and interact with adaptive technologies.
- Allows access to people with vision, hearing, cognitive and motor impairments.

What is accessibility? The root word is obviously “access”. Accessibility gives access to all individuals, not just those with disabilities. Some examples of disabilities are vision and hearing impairments and cognitive and motor impairments. So, how is accessibility achieved? We use accessible design techniques that allow people with disabilities to have access to electronic communication and information that everyone else uses. Accessibility involves creating not only web pages, but all materials that facilitate multiple learning needs and interact with adaptive technologies.

# Populations

- All Students
  - Normal “non disabled”
  - ESL
  - Aging
  - Retraining
  - Veterans
  - Etc...
- Disabled Students
  - Visually impaired: blindness, low vision, color-blindness
  - Hearing impaired: deafness
  - Physically impaired: limited fine or gross motor control, coordination, limited motor function
  - Cognitively impaired: learning disabled, distractibility, inability to remember

WebAIM: <http://webaim.org/intro/#video>

So who is accessibility really for and do we want to create access to courses and materials only for students with disabilities? No! We want to use accessible design to create accessible courses and materials for students with as many learning styles as possible. All students do not learn the same way. Some students are visual learners, some are auditory learners, while others are tactile/hands on learners. We want to create courses and materials that cover as many learning styles as possible. Remember to take into consideration the college’s demographics. Much of our student population is older, coming for training or retraining, veterans, have disabilities, and in many cases English is their second language.

## Why?

- It is the right thing to do
- It is smart
  - Increases access for all students
  - Provides more options
  - Reaches more students
  - Increases retention and student success
- Allows you to take control of your course
- It is the law

Why do you, as an instructor, want to create greater access to your course and materials? First and foremost because it is the right thing to do. Second, it is smart. Why is it smart? It allows you to increase access by all students, provide more learning options, reach more students, increase retention and student success. Most importantly, you take control of your course when you create your own materials. Someone else is not doing it for you and second guessing what you want. Finally, it is the law.

## Getting Started

- Start in the design phase of your course & course materials
- As you add and/or update materials

At this point in time, you might be wondering how to get started? The best place to start is in the design phase of your course and course materials. It is recommended that as your courses and materials are updated, you update their accessibility.

## How

- Download or get a hold of an [Accessibility Checklist](#)
- Revise your materials as you update them
- Attend staffed labs during staff development week (guided demonstrations and time)
- Access resources provided to you today

We created a checklist that covers all the requirements for accessibility in plain English. We knew this would be too much to take on all at once, so we broke it down into three sections which we'll provide training for over a three semester period.

This doesn't mean you have to do everything at once to make every piece of online material accessible. A better way to approach this is to update and revise your material as go. Just do this one week at a time and by the end of the semester, your material will be accessible.

You can attend labs during staff development week that will be staffed by the Online Teaching and Learning Committee who will be able to work with you individually to update your material.

It's important to know that when your online courses are evaluated, they will be checked for accessibility.

## Support

- @One Course
  - “Creating Accessible Online Courses” at <http://www.cccone.org/node/499>
- Help Desk (660-4395)
- DSPS: <http://www.cuyamaca.edu/dsps/>
- Training each semester
- Staffed labs during staff development week

Here are some ways you can get support. We will be providing training and staffed labs during staff development week. Take the online course offered by @One “Creating Accessible Online Courses”. You can call the help desk at 660-4395. The DSPS website has accessibility information at [www.cuyamaca.edu/dsps](http://www.cuyamaca.edu/dsps). Another resource that all faculty teaching online should subscribe to is the blog that Rhonda Bauerlein writes that gives critical information that you need to know about teaching online at Cuyamaca College.

# Cuyamaca Online Blog

<http://cuyamaca-online.blogspot.com/>

Cuyamaca College Online  
Information for Cuyamaca College faculty about Blackboard, websites, and online teaching and learning.

Home Teaching & Learning Center Faculty Resources Rhonda's Website

Feb 18 Remove Extra Columns in the Grade Center  
Blackboard Add comments

Weighted Total	Total	Weighted Total	Total	Weighted Total
-	-	Columns Information	-	-
45.00	45.00	Modify Column	45.00	-
-	-	Hide Column	-	-
-	-	Columns Statistics	-	-
-	-	Set as External Grade	-	-
-	-	Remove Column	-	-

System Status  
All systems are up.

Email Subscription  
Enter your email address:  
  
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RSS Feed

Another source of support is the Cuyamaca College Online Blog which is written by Rhonda Bauerlein. It provides information for Cuyamaca College faculty about Blackboard, websites, and online teaching and learning. You can find Rhonda's blog at [cuyamaca-online.blogspot.com](http://cuyamaca-online.blogspot.com). Just type your email address into the email subscription area on the upper left side of the page to get her posts delivered whenever she posts something new.

## Resources

- Chancellors Office:  
<http://www.cccco.edu>
- Access Board:  
<http://www.access-board.gov>
- US Department of Justice:  
<http://www.usdoj.gov/crt/508/508law.html>
- High Tech Center Training Unit:  
<http://www.htctu.net>

Here are some good resources to learn more about accessibility, distance education guidelines and the law: the California Community College Chancellors Office, the Access Board, US Department of Justice, and the High Tech Center Training Unit.

## Resources

- WebAIM  
<http://webaim.org/>
- @One  
<http://www.ccone.org/index.php>
- University of Wisconsin – Madison  
<http://www.doit.wisc.edu/accessibility/>
- Teaching Online site created by Tom Doyle  
<http://www.cuyamaca.edu/teachingonline/>

Other good resources to learn about creating accessible courses and materials, along with online pedagogy include: WebAim, @One, University of Wisconsin – Madison, and the Teaching Online site created by our very own Tom Doyle. Thank you for listening.

## Tools

- Wave  
<http://wave.webaim.org/>
- Cynthia Says  
<http://www.contentquality.com/>
- WebDeveloper Toolbar for Firefox  
<http://chrispederick.com/work/web-developer/>

These tools will check your website for accessibility.