As we move forward, here are some suggestions for continuing to provide the accommodations needed by our students registered with the Office of Disability Resources. We must continue to provide the registered students with our office their accommodations while the University navigates the current change to a possible online format. As you are planning your courses for the remainder of the semester to be online or at least for the upcoming few weeks, please use these suggestions and reach out to all resources on campus to get the needed help.

Testing accommodations:

- Make sure that all testing/quiz accommodations are provided.
- Set the extended time for tests/quizzes on Canvas.
- If the student has write on a paper copy, please provide them a pdf, they will need to print it at home and scan and return it to you. You may ask that they mail you the original.
- They may use the reader program provided by Longwood, should they have issues they should contact the Office of Disability Resources and ask for Susan Dockery. Below are the directions that can be given to the student to have their reader accommodations.
  - ➢ If the document is in Word, and R & W installed on device: Start R & W first, pull up word document and press play.
  - ➢ If the document is a PDF, and R & W installed on device: Start R & W first, pull up the PDF. Each section you want "read" will need to be screen shot, icon next to the solid white box on R & W tool bar, then will be read.
  - ➢ If the exam is in canvas: Start R & W first, log onto Canvas, open test/quiz, each section will need to be screen shot, icon next to the sold white box on R & W tool bar, then will be read. We have had success with this even when Honorlock in place and the code to bypass Honorlock, provided by the instructor, has failed.
- If the student has not installed Read and Write on their computer, below are the directions to give them.

How to download Read and Write:

1. Visit: https://www.texthelp.com/en-us/products/read-write/#

2. Click on "try now"

3. Choose your platform (Android, iPad, Windows, Mac OS, Chrome, Edge)

4. Click "install"

5. Select a product (Read and Write for platform–US)

6. It will take approx. 5 minutes to install

7. Sign in with your Microsoft outlook email (first.last@live.longwood.edu or faculty/staff email@longwood.edu) and password

8. The Read and Write tool bar will pop up

Online course accessibility

- Reading materials should be available in accessible electronic formats. PDF is preferred by our reader software.
- Make sure, whenever scanning print materials that you will post on course websites, to create files that have been recognized as text by optical character recognition software, not simply scanned as images or copies, which will ensure access to blind or other print disabled students.
- Video and audio recordings should be captioned and or transcripts provided.
- Graphics and images should be labeled with descriptive text tags.
- Use one-on-one discussions with any student needing accommodation to better understand how to provide access to your course, we are willing to help on a case by case basis.

Pictures/Descriptions

- Recognize that some students cannot see pictures in textbooks, on web sites, or on presentation slides. Include a brief description of a picture that you believe serves a vital role for the course curriculum.
- Deliver the description orally, along with the picture on a presentation slide, if showing the slide to the class.
- Check that any web site with illustrations or pictures that you refer students to provides adequate descriptions for important elements. (https://screencast-o-matic.com/ : free recording you can add to power points.)

Video

- Like pictures and illustrations, the use of video can present particular challenges to students with visual disabilities. The use of videos in a curricular context should be accompanied by at least: brief descriptions that convey the significance of the visual action, with pertinent dialogue that can give the student sufficient context to derive a meaningful experience.
- Captioning or full transcripts that enable students with hearing disabilities to access the content, which, combined with the visual action, can enable students to fully benefit from the experience of classroom videos.

Audio/Captions & Transcripts
- Audio materials like podcasts, lecture recordings, and other material should be accompanied by synchronized captions or have transcripts available for students with hearing disabilities.
- Videos that feature video descriptive services, an enhancement of narration that describes the visual elements of the movie—the action, characters, locations, costumes and sets– without interfering with the movie's dialogue or sound effects.

Above Information shared from: https://www.ccny.cuny.edu/sites/default/files/2014-Reasonable-Accommodations-Faculty-Guide-to-Teaching-Students-with-Disabilities.pdf

MORE Websites and Tools:
- https://www.washington.edu/accessibility/ : This website serves as the UW's hub for information about accessible technology. Accessible technology includes electronic documents, websites, videos, software applications, and hardware devices that can be used effectively by everyone,

including students, faculty, staff, and visitors with disabilities. The UW community is collectively responsible for assuring the technologies we choose, use, and create are fully accessible. In addition to the IT Accessibility Guidelines and accompanying Checklist, here are a few additional starting points for learning more about IT accessibility:

- ➢ [Getting started with accessibility](#)
- ➢ [Creating accessible documents](#)
- ➢ [Creating accessible videos](#)

- These are the instructions for getting set up for captioning in Zoom. You can set up a free account in Zoom if you want to have face to face meetings.
    - ➢ [support.zoom.us/hc/en-us/articles/...](#)
    - ➢ [support.zoom.us/hc/en-us/articles/...](#)
    - ➢ https://zoom.us/accessibility/faq
    - ➢ https://support.zoom.us/hc/en-us/articles/205683899-Hot-Keys-and-Keyboard-Shortcuts-for-Zoom

Canvas

Formatting & Writing

- Use headings in appropriate, nested order. In Canvas, the page title is H1, so the first heading on a page should be H2, with H3 nested under that, etc.
- Use HTML-coded bulleted or numbered lists (by clicking on the appropriate button in the Rich Text Editor), rather than typing out numbers or symbols for lists.
- Designate header cells and header cell scope in tables. Tables should have captions and titles. All information can be added via the Tables menu in the Rich Text Editor.
- Use white space and headings to break up long blocks of text.
- Pages should have unique and descriptive titles (Module 2 Quiz: U.S. Constitution vs. Quiz 2).
- Write out dates and use full stops at the end of sentences (including bullet points).

Images

- All images (except decorative images, like icons or stock photos) should have quality alt text descriptions.
- Alt text descriptions should convey the information of the image, not merely describe the image. Alt text should be an equivalent substitute for the image.
- Alt text should consider the context in which the image appears.
- Complex images like graphs, charts, diagrams, and maps, must also have alt text descriptions. Lengthy descriptions of complex images can be linked to on a separate Canvas page.
- Avoid using images of text as much as possible. If unavoidable, alt text must contain all text in the image.

Color & Contrast

- Color should not be the sole means of conveying information. Use texture, pattern, size, shape, etc. in combination with color.
- Use colorblind filters (available in Adobe products and via sites like [COBLIS](#)) to test color combinations for colorblind perception.

- Ensure a high contrast ratio between background and foreground colors. Test using tools like [WebAIM's Color Contrast Checker](#).

Audio & Video
- All audio content (pure audio recordings and audio tracks on video recordings) must have a complete text equivalent in the form of transcripts (audio) or captions (video).
- Auto-generated captions are only 60-70% accurate and cannot be used on their own; they must be corrected to full accuracy to be acceptable.
- Ad-hoc recordings (announcements, discussion replies, etc.) should come with a text equivalent that conveys the same information.

Accessible Documents
- Word Documents: create in latest available version of Microsoft Word and run accessibility checker. Correct all highlighted issues.
- PDFs: create in latest available version of Microsoft Word and run accessibility checker. Correct all issues. Convert to PDF using Adobe plugin. Using Adobe Acrobat Pro DC, run accessibility checker and correct all issues: read order, alt text, tables, language, title, etc. Must be have OCR (optical character recognition)—a scanned book will read as an image and cannot be processed by a screen reader.
- Excel Spreadsheets: Avoid blank cells as much as possible. Use for intended purpose—organizing data. Do not include lengthy sentences, images, etc.
- PowerPoint Presentations: Use notes section to describe content of slides. Notes should serve as equivalent to the information on the slides. Images should have alt text descriptions. Ensure that read order of items on slides is correct.

Course Resources & Learning Technology
- Text Format: digital formats are always preferable, as they can easily be read aloud by a screen reader or other text to speech software. Must have OCR. For ebooks, epub is the preferred format. Look for opportunities to obtain library resources or OERs.
- Learning Technology: LTIs, apps, etc. must be assessed *and tested* for accessibility. Locate or request a VPAT. Verify accessibility by obtaining a demo and testing keyboard navigation, screen reader compatibility, color, headings, captions, etc.

Course Content
- Pronouns and Names: in introductions, ask all students to share their names/nicknames and pronouns. Include this information in instructor bios.
- Bias: be aware of bias around gender, race, religion, sexuality, disability, etc. entering into course content (i.e. using the generic *he*, "ladies and gentlemen," racial divisions in America being referred to as black and white). See [APA guidelines on reducing bias](#) for more information.
- Content Warnings: include annotations on all course materials, and highlight resources that contain troubling content (graphic violence, sexual assault, discussions/depictions of bigoted language, hate crimes, etc.) to empower students to make decisions about when and how to engage with it.

Resources
- [WebAIM.org](#): excellent resource for all things web accessibility. Explains technical standards in laymen's terms.
- [SPS Distance Learning Accessibility](#): expanded information on many of these topics.
- [University of Washington DO-IT](#): extensive resources for accessibility (both physical and web) in higher education.
- [Dos and Don't's on Designing for Accessibility](#): posters with general advice on design considerations for different types of disabilities.
- ["Technology Can Address Digital Accessibility—to an Extent."](#) *Inside Higher Ed, May 2 2018.*: examines benefits and limits of automated accessibility checkers and highlights the places where human interaction is required.

https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas: Specific information on how to make classes accessible using the Canvas platform.

Above information shared from Northwestern University