Accessibility considerations for Blackboard

Office of Institutional Opportunity and Access

After completing this training, you will be able to:

1. List examples of disability etiquette or “Netiquette.”
2. Apply one Universal Design for Learning concept to your course.
Universal Design for Learning

- The Higher Education Opportunity Act (2008) specifies that faculty members at two and four-year institutions must have the knowledge to base curriculum, instruction, and the use of technology on the principles of Universal Design for Learning (UDL).

http://accessproject.colostate.edu/udl/

Questions? Contact Sean Smith: seanj@ku.edu

KU’s Commitment to Inclusion

ADA Review Task Force Report:

Our charge is to endorse a campus climate that will sustain attention to the Americans with Disabilities Act (ADA) in the spirit in which it was designed; and to provide the KU campus community a climate of inclusiveness.
Social Model

Multiple discrimination, women, older, LBGT, younger, BME

- Lack of financial independence
- Segregated or poor education
- Charity Model
- Language
- Attitudes
- Fear
- Lack of Inclusion
- Charging for services
- Lack of accessible transport
- Lack of access loop, steps, BSL interpreters etc.
- Over protective families
- Access to information
- Poor job prospects
- Negative Media
- Poverty
- Labeling
- Ignorance
- Building Design
- Prejudiced Attitudes
- Charities’ offensive images of disabled people

Isolation
Housing

Access laws

Not only is providing access to students with disabilities the KU way, it’s the law.


- The State of Kansas Web Accessibility Requirements, including 508 Rehabilitation Act, 1998
  - Must be accessible to screen readers
  - Must have captions for videos
Disability Cultural Competency 101

- Please use “people first language” (e.g., person who uses a wheelchair vs. wheel-chair bound) as a way to ensure respect for all.
- Replace the outdated term, “handicapped,” a word laden with pity, with the term, “accessible.”

A few more disability etiquette tips

1. Speak directly rather than through a companion or sign language interpreter who may be present.
2. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
3. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
4. Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.
5. Place yourself at eye level when speaking with someone in a wheelchair or on crutches.
Accessibility “Netiquette”

Analogy for the day:

Flash is to screen readers what stairs are to wheelchairs

Blackboard accessibility considerations

- Demonstration: https://courseware.ku.edu

1. File naming conventions
2. File extensions
3. Construct navigational consistency
4. Design clearly essential course content
5. Consider multiple media types

Early Warning System: Learn about how to help struggling students during a Blackboard Road Show. My Success will launch on campus June 2013.
When proactive measures aren’t enough...

- There are Blackboard learning tutorials for those who use screen readers.

- Students who disclose their disability to individual faculty or staff should be referred to the AAAC to begin the accommodation process. The Academic Achievement and Access Center is your one-stop-shop. 4-4064

Office

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- Executive Director, Jane McQueen

- Director of Accessibility & ADA Education, Jamie Simpson
Thank you for your time!
Questions?

Call Office of Institutional Opportunity and Access 864-6414 or IOA@KU.EDU

Speak UP…
We’ll Listen!