Georgia International Conference on Information Literacy

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Accessibility for All: New Laws and Strategies for Diverse Learners

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Accessibility for All: New Laws and Strategies for Diverse Learners

Georgia Conference on Information Literacy
September 26, 2015
Presenters

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Questions for You
"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

What is “Accessible”?
Agenda
What are the Laws or Guidelines?

**Section 504 – Rehabilitation Act of 1973**

- Accommodation
- Addresses individual disability needs
- Student requests that video for a course be captioned

**Section 508 – Rehabilitation Act of 1973**

- Access
- Infrastructure allows access
- New video must be captioned before being shown in class for 1st time
AccessGA is a joint initiative of the State of Georgia ADA Coordinator’s Office, the Georgia Institute of Technology’s AMAC Accessibility Solutions and Research Center, and The Georgia Technology Authority. AccessGA’s purpose is to support Georgia state agencies with Information and Communication Technology (ICT) accessibility, promoting equal and timely access for employees and customers with a wide range of disabilities.

About AccessGA

Request Information / Support

For additional information or customer support, call 855-485-0374 or complete the request form. Consult the AccessGA Wiki for online information and/or support.

Event Calendar

To view more information or to register for an upcoming event, please click on the name of the event.

No upcoming events scheduled

Accessibility Services

- Assistive Technology
- Captioning and Transcription
- Document Content Remediation
- Policy Development
- Procurement Consultation
- Training
- Voluntary Product Accessibility Template (VPAT)

Agency Network

- Administrative Office of the Courts
- Board of Regents of the University System of Georgia
- Georgia Building Authority
- Georgia Council on Developmental Disabilities
- Georgia Department of Administrative Services
- Georgia Department of Community Affairs

Resources

- WAVES
- WebAM
- Wiki
- VSOC

Contact
A Little Background

- Training started as a result of accommodations for individual students once enrolled in class
- Online courses and programs exposed greater need for additional training.
- Methods up to this time were through regional meetings, conferences, and spread across several offices and departments.
Training Sessions

Types offered
Statistics
Results
Support
Online Training
IDEA and K-12

Preparing students for their future
Personal Look at Accessibility
Tests, Syllabus, Handouts, Forms should have:

- **Organization**
  - Use of headings, fonts and table of contents

- **Text alternatives for non-text content**
  - Pictures/tables
  - Color

- **Adaptive Technology**
FYES 1000
First Year Experience Seminar

Welcome to FYES 1000, First Year Experience Seminar. This course is all about you. Our goal is to help prepare and accustom you to all that Dalton State College has to offer. This means that you will not only get a strong academic foundation to help you succeed in the class, but you will also be exposed to a myriad of social and academic opportunities to get engaged with the college outside of the class. We want to help you learn how you learn best, and then give you tools and strategies to put your strengths to work for you while you are at Dalton State College.

First Year Programs Mission Statement

First Year Programs at Dalton State College is committed to fostering an expectation of excellence in our first-year students through the creation of a first-year experience focused on the holistic development of our first-year students. Through integrated and intentional programming, First Year Programs is committed to engaging, enlightening and empowering our first-year students through their transition to college life by promoting personal, academic, and social growth through varied opportunities at Dalton State College.

Textbook

Written by Department of First Year Programs, Dalton State College.

Note: The textbook is REQUIRED for this course. There will be quizzes and activities that are directly related to the textbook.
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Course Format & Structure
This course will utilize a myriad of different methods to convey information about how you can be a successful student while at Dalton State College. There will be lecture, group exercises, class discussion, guest speakers, and student led discussions.

The major grading components of this course will be short, practical assignments. In FYES 1000, we are far more interested that you can use the ideas and information that you are given, than in your ability to memorize definitions. Therefore, you will have several application type exercises that will give you practical, helpful information that you can use to help you in your academic classes regardless of your major.

The key to this class is participation. In order to take advantage of all of the resources that this class has to offer you will have to play a critical role in your own success. This means you must
Accessibility Checkers

*PowerPoint, Word, Adobe* and all have checkers. Checkers will recommend improvements and provide instructions on how to “fix” errors.

1. Click **File** and scroll down to **Info**
2. In the section “**Prepare for Sharing**”, click on the button “**Check for Issues**”.
3. Scroll down and select “**Check for Accessibility**”
Accessible PowerPoints

- Use available slide formats
- Headings should be 32 point or larger
- Subheadings should be 30 point or larger
- Text should be 28 point or larger
Differences

MAC vs PC
Accessibility Checkers
Tagging photos
On to MEDIA

• Movies
• Videos
• Clips
Captions

Common accessibility guidelines indicate that captions should be ALL of these things:

- **Synchronized** - text content should appear at approximately the same time that audio would be available
- **Equivalent** - content provided in captions should be equivalent to that of the spoken word
- **Accessible** - caption content should be readily accessible and available to those who need it

Source: http://webaim.org/techniques/captions/
Transcripts do not have to be verbatim accounts of the spoken word in a video. They should contain additional descriptions, explanations, or comments that may be beneficial, such as indications of laughter or an explosion.
Audio Descriptions
Where Can I Find Captioned Media?

Streaming
- Edutube
- Netflix
- PBS Frontline
- History Channel
- Khan Academy
- YouTube (not always good captions)

Purchase or Loan
- Annenberg Learner
- Cap That
- Described and Captioned Media Project