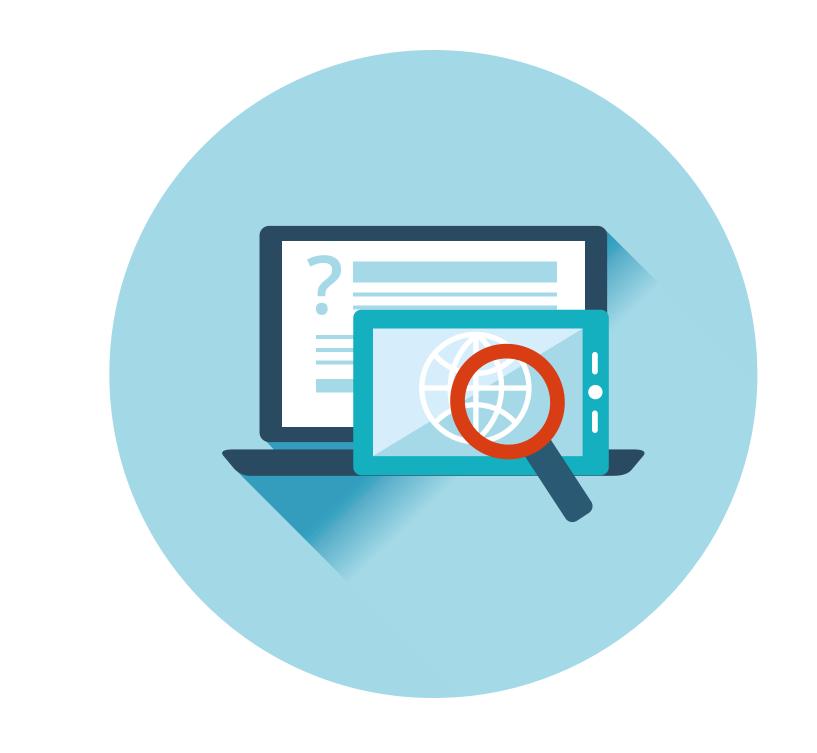


ONLINE COURSE ACCESSIBILITY: OUR RIGHT, OUR RESPONSIBILITY

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Ensuring that content is accessible to all learners is necessary and a basic right. Providing all learners with access is critical in order for educational institutions to meet the needs of all learners. In academia, the term "accessibility" is a bit of a double-edged sword.

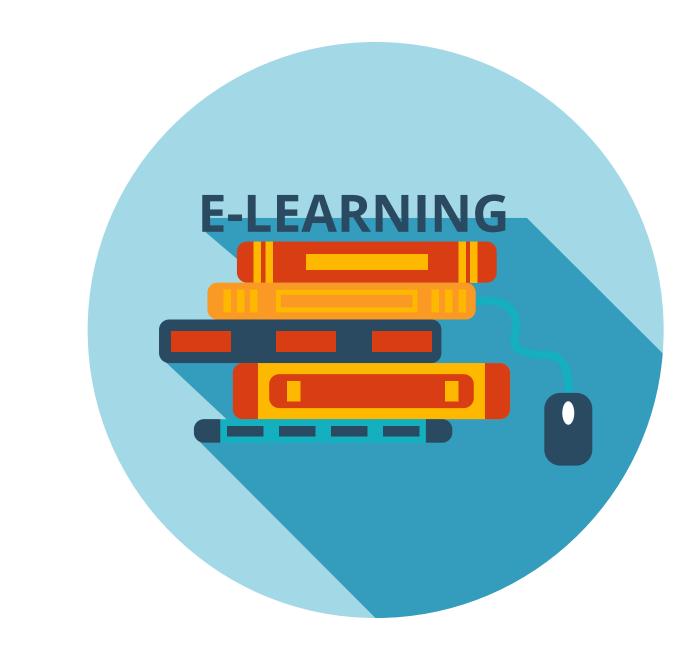


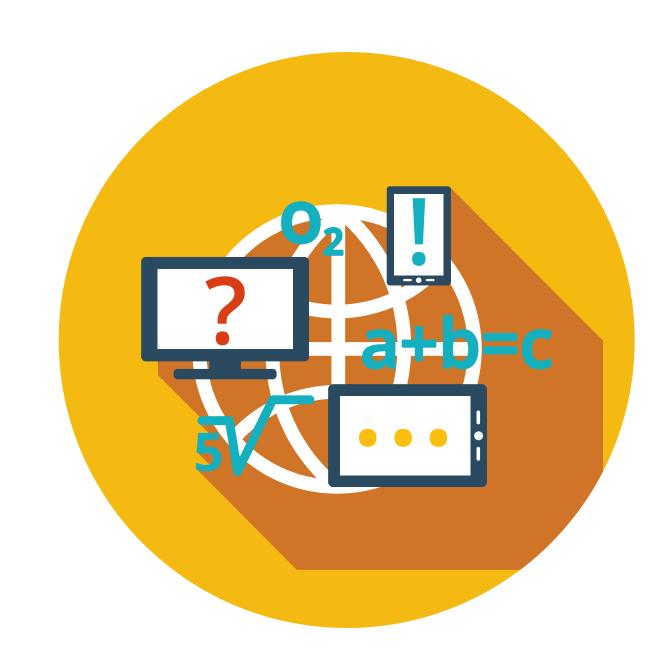


BACKGROUND

As online learning continues to grow, so does the need to develop online learning tools that are accessible to all learners. This poster demonstrates the development of an accessible learning management system for professional development (in-service) courses and the steps taken to make course functions and content accessible via screen readers on Windows, Mac, and Chromebook computers.

At the University of Idaho under the Center on Disabilities and Human Development, the Idaho Training Clearinghouse (ITC) project - funded by the Idaho State Department of Education, Division of Special Education - was charged with offering professional development graduate credit courses for in-service educators and administrators in Idaho.



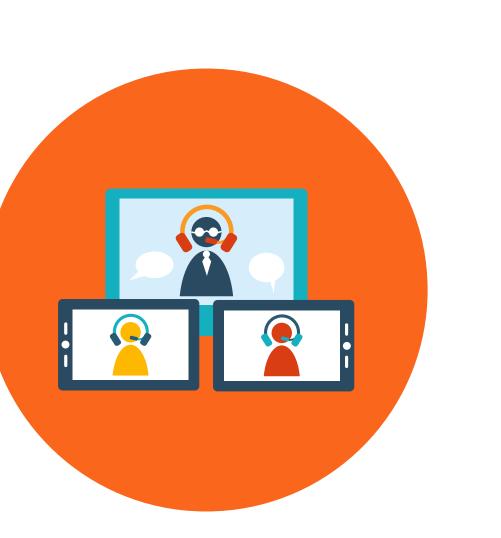


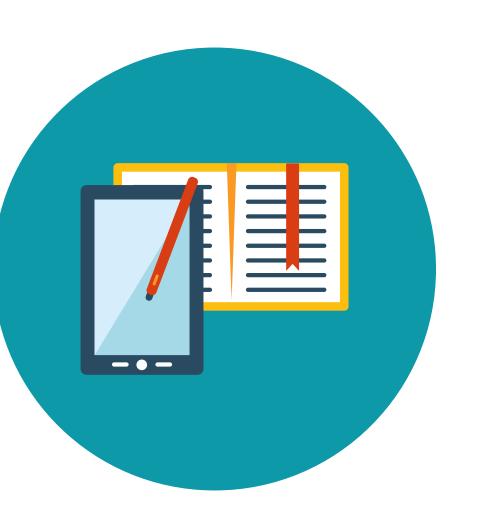
CONTENT

As with all major technology platform decisions, selecting a learning management system (LMS) for a university's online courses is complicated and influenced by multiple, and sometimes competing, factors. In the end, it is safe to say that whatever LMS is chosen, accessibility guidelines and standards will still need to be developed and monitored. That is, no LMS is completely accessible "off the shelf," especially when instructor-developed content is plugged into the LMS shell. So the quest for having an accessible LMS is two-pronged:

- The program structure of the LMS must be accessible and
- The course content must be accessible







VISION

The University uses Blackboard (Bblearn) to offer its online preservice courses but there was a need for the ITC project to find a simpler LMS platform for the in-service target crowd. This poster reviews the ITC learning management system and how both the platform and course content were designed, tweaked and tested to make online courses accessible to screen readers on Windows, Mac, and Chromebook computers. Lessons learned, as well as, challenges still to conquer are reviewed.

The first of four indicators of institutional (campus wide) web accessibility as developed by the National Center on Disability and Access to Education is institutional vision and leadership commitment. Leaders are charged to drive change, and in the case of the web accessibility, proactive leadership is vital. The only way a university can assure that web accessibility will become a part of the path of change in their organization is if leaders take the lead, now.

Content Management System

 Open Source- Easily Manages UsersEasy to Design and Edit Accessible Page Content



POWERED BY DNN

Learning Management System (LMS)

- ACCORD LMS
 Learning Management System
- Plug-In Module for Evoq
- Easily Designs Accessible Learning Modules
- Excellent Tracking Capabilities
- Supports most types of instructional content
- PDF- PPT/Word- Video(YouTube)- Quizzing

PowerPoint Remediation



- Fully checks and renders accessible PDF files in a systematic file
- Fully checks and renders accessible PPT/Word files in a systematic file check process

Module Design and **Quizzing Software**



- Creative Accessible Learning Module Design Software
- Excellent Accessible Quiz Authoring Tool
- Very flexible in tab order design

University of Idaho College of Education





- Great Success with PDF- and PPT accessibility
- Tremendous success with User management
- Accessible Video content with CC
- Improvements underway in quiz design

ACKNOWLEDGMENTS

Lynda Waring - Accessibility Consultant University of Idaho Doceo Center

