California College of the Arts

Access/ Disability Services

Accessibility Resources for Remote Learning

As CCA transitions to a remote learning structure for the remainder of the Spring 2020 semester, this change can bring additional challenges for our students with disabilities.

Please note that any students in your courses who have accommodations for Spring 2020 through Access/Disability Services will have the same accommodations in effect while courses are conducted online. If a student is requesting accommodations outside of the accommodation letter, please refer the student to contact Access/Disability Services. Access/Disability Services has compiled this list of resources for faculty to help ensure equal access for students in the online learning environment. If you have any questions or need additional support regarding the accessibility of your course, please email access@cca.edu.

- Consider sending a message like this one to your students to demonstrate your commitment to accessibility and inclusion.

Template: I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact Access/Disability Services at access@cca.edu to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

- **Ensure the accessibility of Microsoft Word and PDF files by utilizing the following recommendations:**
    - Use headings to structure the document.
    - Add alternative text to images. Alternative text is a written description of the images being displayed.
    - Create links by using meaningful text descriptions.

- ○ Avoid the use of SmartArt, if possible
  - ○ Avoid adding text boxes, if possible
  - ○ Avoid putting important information in headers or footers.
  - ○ Once you've created an accessible Word document, you can save it as an accessible PDF by choosing "Save as PDF" in the file menu.

- **For accessible Powerpoint slide decks, consider the following recommendations:**
  - ○ Choose a template design that offers good contrast.
  - ○ Be mindful of using colors
  - ○ Use sans serif fonts with 24 point or larger font. San serif fonts include Helvetica and Ariel.
  - ○ Create a PDF version of the slide deck for students to download.

- [Caption All Videos](#) and [Provide Transcripts](#) - this allows students with hearing impairments, attention and learning disabilities, to fully access your content.
  - ○ It is also helpful to send students a direct link to the video from Youtube or Vimeo.
  - ○ If you are searching for video content to share with your students, you can narrow your YouTube search to just those videos that are captioned. Simply go to youtube.com and enter the topic you want to search for. After you select the search button, you will see a button appear labeled *Filter*. Select that button and open up the options. Then, under *Features* select *Subtitles/CC*. This will bring up only those videos that have a caption file uploaded.

- [Record Lectures/Discussions & Allow Students to Record](#) - this gives students with disabilities who need frequent breaks or have difficulty focusing/attending the opportunity to go back and listen to sections they might have missed. Confidentiality/privacy concerns can be mitigated by recording the course yourself and posting it to Moodle which you can delete at the end of the class. Students seeking accommodations to record lectures for a documented disaility should be referred to access@cca.edu

- Further resources for creating accessible online learning environments can be found in [Explore Access' Accessible Online Course toolkit](#) (University of Arkansas).