UNIT OF INSTRUCTION

ACCESSIBILITY IN WORD 2010

AUDIENCE
Community College Faculty

UNIT GOALS
- Explore challenges in website accessibility and how that relates to documents authored in Word.
- Practice and implement techniques to make word processed documents more accessible to people with disabilities.
- Identify appropriate elements that need attention while authoring documents in Word.
- Learn how to add alternative text and identify elements that need them.
- Learn how to add structure to a word document and identify tags, headers, tables, and other elements that aids in structuring a document.
- Identify several issues relating to visual contrast of graphics, foreground/background.
- Use the principles and procedures learned to redesign a document utilized in their online classes.
- Learn the procedures to run the Word 2010 Accessibility Checker and fix common accessibility problems.

PROGRAM GOALS
The goals for the WHCCD eCampus are to meet college and state legal requirements and guidelines for web accessibility of online courses. Specifically, Section 508 of the Rehabilitation Act and subsequent California legislation govern the. In addition, to address the Accessibility Guidelines issued by the California Community College Chancellor’s Office. DE Accessibility Guidelines link

STUDENT CHARACTERISTICS
WHCCD faculty that are teaching one or more classes on the district Learning Management System.

USER ASSUMPTIONS
It is assumed that all learners will have basic word processing experience and some knowledge of accessibility regulations.

**INSTRUCTIONAL METHODOLOGY**

This unit will take place entirely online. Synchronous component will introduce faculty to accessibility during regular semester workshops, then the online component will be utilized for procedural knowledge. Students will interact in Voicethread Discussion Boards as they progress through each lesson.

**INTRODUCTORY PROCEDURES**

The unit introduction will be introduced via video and lectures on the Introduction page. General knowledge and challenges of accessibility will be introduced as motivating factors for creating accessible course materials.

**MATERIALS & MEDIA**

- Computer with internet connection – to access online course materials and instruction.
- Word 2010 Software (2007 can be used but not desirable).

**SPECIFIC VISUALS IMPLEMENTED**

1. Whitespace graphic – terminology associated with web accessibility is introduced on the welcome page.
2. Organization graphic – used to overview the tutorial as well as to help learners identify the flow of the presentation.
3. Alternative text graphic – used to help convey the idea of what alternative text is to the learner.
4. Structure graphic – used to convey the use of titles, headers, and other elements the learner will create in their word processed documents in this section.
5. Contrast graphic – used to convey an example of good contrast.
6. Accessibility checker graphic – used to convey the idea behind the accessibility checker in Microsoft Word.
7. Video icon – used to provide navigational repetition and consistency with the user interface.
8. Document icon – used to provide navigational repetition and consistency with the user interface.
9. Discussion board icon – used to convey the activity that will take place and used to provide navigational repetition and consistency with the user interface.

10. Help graphics – many help graphics were created using CARP principles that have textual cues on what to click on when navigating the tutorial. The text in close proximity to the learning aid in comprehension of navigational features.

11. Voki speakers – I used these to create some interest and make the web pages more interactive. I used some popular political figures to represent the political nature of Section 508.

ASSESSMENT

Learners will be submitting a final project which will be a redo of online materials that contain graphics, tables, structure, and good contrast. A self-assessment rubric will be provided as follows:

<table>
<thead>
<tr>
<th>Accessibility Element</th>
<th>Meets guidelines (full credit)</th>
<th>Does not meet guidelines (non credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graphics (25 points)</strong></td>
<td>All graphical elements contain alternative text that accurately describes the meaning of the graphic.</td>
<td>One or more graphical elements do not contain alternative text or the alternative text is not meaningful.</td>
</tr>
<tr>
<td><strong>Contrast (25 points)</strong></td>
<td>All foreground text has good contrast with the background and graphical elements used have practical use of dark and light colors that make the graphic easy to read.</td>
<td>All text has good contrast with the background and graphical elements used have practical use of dark and light colors that make the graphic easy to read.</td>
</tr>
<tr>
<td><strong>Structure (25 points)</strong></td>
<td>Document has title tags, appropriate header tags, a page header, page numbers, and if any tables are present, there is either alt text added or a table description before the table.</td>
<td>Document is missing one or more title tags, appropriate header tags, a page header, page numbers, and if any tables are present, either no description or alternative text provided.</td>
</tr>
<tr>
<td><strong>Accessibility check (25 points)</strong></td>
<td>A statement indicating that the document was checked for accessibility.</td>
<td>No statement indicating that the document was checked for accessibility.</td>
</tr>
</tbody>
</table>