

Course Title:

Introduction to Creating Accessible Documents (ICAD)

Number of Credits:

1

Course Location/Format:

This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is: <https://idahotc.com/lms>

Instructor Name:

Shawn Wright, M.Ed.

Instructor Phone:

208-885-6000

Instructor Email:

swright@uidaho.edu

Course Description:

Session 1: Part 1: “An Overview of Document Accessibility” “Making accessible documents and web pages allows individuals who use a screen reader to maneuver through documents, utilize document properties for contact information and document styles to jump from one part of a document to another, to hear descriptions from picture and image tags to help understand the images on the pages, and to have equal access to information that most of us take for granted. Public agencies are required to have accessible webpages and documents but the staff designing them or writing the content do not always understand what makes them accessible.”¹ In Part 1, we will cover introductory background information that can help you ensure accessibility when creating documents.

Session 1: Part 2: “Building an Accessible Microsoft Word Document” In Part 2 of session 1, participants will edit a Microsoft Word document and during the editing process, many accessibility issues commonly encountered in Microsoft Word document creation will be discussed, edited, and corrected for accessibility. We will look at the structure of a Word document and analyze:

Images | Lists | Tables | Color | Metadata | Hyperlinks | Styles and Headings

Session 2: “Building an Accessible Microsoft PowerPoint Document” In this session participants will edit a Microsoft PowerPoint document and during the editing process, many accessibility issues commonly encountered in PowerPoint will be discussed, edited, and corrected for accessibility. We will look at the structure of a PowerPoint document and analyze it for:

¹ Deborah Bucci-Muchmore, RGS Human Resources Advisor, “What is an Accessible Document and Why is Accessibility So Important?”, www.rgsipa.org, Jan. 2016

Images | Grouping | Styles | Lists | Tables | Reading Order | Color and Contrast | Metadata | Hyperlinks | Overlapping Objects |

Session 3: “Building an Accessible Adobe PDF Document” In this session participants will edit an Adobe Acrobat PDF document and during the editing process, many accessibility issues commonly encountered in Adobe Acrobat will be discussed, edited, and corrected for accessibility. We will look at the structure of a PDF document and analyze it for:

Heading Tags | Images-Decorative Images | Tables | Alt-Text | Lists | Document Tags | Metadata | Hyperlinks |

Course Objectives:

1. Participants will understand the importance of creating accessible documents from both a legal and ethical standpoint.
2. Participants will be able to correctly analyze a Word document’s accessibility and ensure adherence to the Microsoft Accessibility Checkpoints.
3. Participants will be able to correctly analyze a PowerPoint document’s accessibility and ensure adherence to the Microsoft Accessibility Checkpoints.
4. Participants will be able to correctly analyze a PDF document’s accessibility and ensure adherence to the Adobe Acrobat Accessibility Checkpoints.

Required Materials:

- In order to practice skills throughout the sessions and to complete the final assignment, participants will need access to Microsoft Word (2013 or later), Microsoft PowerPoint (2013 or later), and Adobe Acrobat Professional (10 or later) – not Acrobat Reader.
 - Free trial versions are available:
 - Microsoft Office 365 (30-day trial): <https://products.office.com/en-us/try>
 - Adobe Acrobat Professional (only 7-day trial; recommend not downloading until after Session 3): <https://acrobat.adobe.com/us/en/free-trial-download.html>
- There are additional readings required after each session. Reading and handout materials are located in the online course site through the Idaho Training Clearinghouse LMS.

Course Requirements:

1. Participation: Participants are required to attend live or view recording of each 2-hour session. There are three 2-hour sessions.

2. Quizzes: Quizzes must be completed inside the online course. Participants must earn an 80% score on each quiz. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

3. Survey: Participants are required to complete a course satisfaction survey.

4. Final assignment: The final assignment, outlined below, must be submitted inside the online course through the Idaho Training Clearinghouse LMS.

*Final Assignment (150 points)

1. Correctly identify accessibility issues in a sample Word document and edit, correct and submit the corrected version.
2. Correctly identify accessibility issues in a sample PowerPoint document and edit, correct and submit the corrected version.

3. Correctly identify accessibility issues in a sample PDF document and edit, correct and submit the corrected version.

Grading:

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Participants must earn an 80% (40/50) score on each of the three documents submitted in the final assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Learning Civility Clause & Academic Integrity:

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285). The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

University of Idaho (UI) Nondiscrimination Policy:

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office

of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Accommodations for Students with Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: <https://www.uidaho.edu/current-students/cdar>