

## Edgington, Anthony

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**From:** Toledo - Student Disability Services <noreply@teton.accessiblelearning.com> on behalf of Student Disability Services <StudentDisability@utoledo.edu>  
**Sent:** Thursday, March 12, 2020 11:36 AM  
**Subject:** [EXTERNAL] [SDS] Guidance for Transition to Remote Delivery of Classes for Students Utilizing Accommodations

Good afternoon faculty and staff:

Student Disability Services (SDS) is here to partner with you by providing you with some resources that you can have at your finger-tips as you work to transition your courses to online platforms to ensure access to all of your students.

### Faculty

UT Online and Blackboard have multiple ways to ensure your content is accessible and can gauge how accessible your content is. Blackboard Ally provides you with small gauges that are color coded to indicate how accessible the documents in your course are. Blackboard Ally will also give you tips and hints on how to make your documents accessible. You can also talk to your course designer who may have additional information on accessibility for you as well. You can also contact UT Online or the Office of Student Disability Services for additional information and assistance.

Accessibility for online content is quite easy and following the universal design principles can benefit your course. Doing things like using the proper heading and body format in Microsoft Word and making sure your .pdf documents are OCR'd and tagged can make your course more accessible and provide better access for your students. The following sources can be utilized for further information, walkthroughs, and simple ways to make your documents accessible:

- Student Disability Services Instructor tutorials
- Accessible Word Documents
- .PDF documents
- Alternative Text Information
- Creating Accessible Tables

Using these resources, you can easily make all your documents accessible. There are also a number of things to try to avoid that hurts accessibility in documents. For instance, when scanning a document try to scan it on a RICOH machine if possible. RICOH machines have the ability to OCR (optical character recognition) documents that they scan so the document can be then read by a student using a screen reader or a text to speech software. The quality of the scan is also important so try to avoid having smudges, writing, or stains on the copy. OCR also has problems with the dark shadow left by the page lifting or not being completely flat on the scanner. Avoiding these simple things can greatly improve the accessibility of your content.

If a student in your course requires closed captioning, there are several ways of doing this. If you are using Echo360 to capture lectures, then the captioning staff will go and get the videos, work on them, and then upload captions into the Echo360 system so they can be viewed by students. If you are using another platform to record videos, etc. please contact SDS so we can make arrangements to properly handle your content. If you plan on adding any new media or videos to your course other than lectures, we will need that material as soon as possible to start the captioning process. This includes all media, youtube videos, etc. that you plan or have added to your course. If you have any questions or issues about captioning content, please contact John Satkowski, Captioning Coordinator.

For testing, we are encouraging faculty to go the take home exam route as this is the most accessible option and the less likely to have associated disability-related barriers.

We look forward to our continued conversations and truly appreciate your collaboration.

**Student Disability Services**

Rocket Hall 1820

The University of Toledo

2801 W. Bancroft St. MS#342

Toledo, OH 43606-3390

Phone: 419.530.4981

VP: 419.386.2939

Fax:419.530.6137

Email: [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu)