# Accessibility Considerations in a Flexible Course Modality

## **Before Class:**

* Coordination ahead of time with interpreters is important; share agenda for presentation event, any details of what to expect; make them co-host to allow interpreters to navigate and operate features of Zoom meeting independently.
* Work with interpreter to understand their skill and comfort level in operating co-host Zoom features.
* Contact the Academic Technology Center support staff to go over any Zoom training/prep needs for both you and SSWD staff e.g. interpreter in preparation for synchronous session.
* Distribute accessible presentation materials ahead of the presentation. Example: caption mini lecture videos, properly format collaborative notes. Documents must be designed for accessibility to properly convert to multiple formats. Slide shows must be checked for accessibility so the content can be used with a screen reader.
* Infographics, charts, and diagrams must have a text-based equivalent of the visual representation so a screen reader can read the description for students with visual impairment. This may be done by a long text description adjacent to the graphic.
* Building accessible tables and use inclusive art design templates from the start, if possible.

## **During the class:**

* As a best practice, [Live-Transcription should be enabled for Zoom sessions](https://support.zoom.us/hc/en-us/articles/207279736-Enabling-and-managing-closed-captioning-and-live-transcription#h_4cb4e874-d574-4e40-ab12-7d8fae1f71cc) by host via their Zoom account. Please note that automatic transcription does not carry over into breakout rooms (only the dialogue in main room will be transcribed and seen in main room).
* Remind participants of the captioning built into the Zoom program as well as Otter A.I.
* Record the presentation to distribute to the same class after
* Read the text on the Zoom screen, and explain where you are navigating to such as a web or Canvas page.
* Assure the shared screen shares fill the entire screen so the text and images can be viewed.
* Repeat questions during synchronous sessions to provide an additional opportunity for all participants to hear the question.
* If an ASL interpreter has been assigned to work with a student, instructor should make sure that student and ASL interpreter are moved into the same breakout room if using breakout rooms.
* Student group work utilizing tools that record video may not be captioned.

## **After the class:**

* Share a transcript of the presentation to Canvas with the video recording after the session has concluded. Transcript files must accompany audio recordings and be 99% accurate in capturing the audio.
* Accessible videos must have an accuracy of 99% for hard of hearing students. Accurate captions also help English language learners or are having difficulty understanding an instructor's accent. Accessible videos include captions that identify the speaker, punctuation, proper spelling, descriptive text of actions that do are not described by audio. Transcript files must accompany the captions.
* Third party tools need to be thoroughly procured to check its accessibility features. Use of tool that are not supported by the campus IRT department may not be accessible for students using assistive technology.

## **Using Zoom and Closed Captioning**

* In most cases, instructors will be informed that a student requiring captioning or ASL is enrolled in their course.  To ensure accessibility when using breakout rooms, instructors should use the main Zoom session as a group room. Instructors would simply refrain from assigning a group of students including the student who is Deaf/Hard-of-Hearing to a breakout room.  This group of students would meet in the main Zoom session where the Auto-Transcription is enabled.
* If a Real Time Captioner has been assigned to work with a student, the host can use the “Assign a participant to type” feature under the Live Captioning button in Zoom window to provide the RTC the ability to type live captions directly using the Zoom window or through third party tool. These closed captions would carry over into a breakout room to which RTC and student are present.
* If you want a participant to type closed captions, make sure you assign them permission to type closed caption before starting the breakout room sessions. All participants would be able to see the closed captions being provided as well.
* If an ASL interpreter has been assigned to work with a student, instructor should make sure that student and ASL interpreter are moved into the same breakout room if using breakout rooms.
* Instructor can Join breakout room and [enable the Spotlight feature](https://support.zoom.us/hc/en-us/articles/201362653) to have ASL interpreter video present at all times during breakout room activity.
* Instructor should enable spotlight on ASL interpreter video for main room.
* As a best practice, breakout rooms should contain no more than 5 users at a time to ensure ASL interpreter and everyone else can share camera. See [Accessibility Tips for a Better Zoom Meeting Experience](https://www.deafhhtech.org/rerc/accessible-virtual-meeting-tips/)
* As a best practice, [Live-Transcription should be enabled for Zoom sessions](https://support.zoom.us/hc/en-us/articles/207279736-Enabling-and-managing-closed-captioning-and-live-transcription#h_4cb4e874-d574-4e40-ab12-7d8fae1f71cc) by host via their Zoom account. Please note that automatic transcription does not carry over into breakout rooms (only the dialogue in main room will be transcribed and seen in main room).

## **Students who are deaf or hard of hearing**

* You may never know If you are teaching a class with lip readers, or students who are deaf or hard of hearing. So, we strongly recommend you use one of the transparent face mask options available through Risk Management while teaching for the benefit of lip readers. Use window cleaner, dish detergent or other anti-fog wipes on the clear part of the masks to reduce fogging.
* Always use a microphone, even if you think your voice projects to the back of the room

Face forward while talking

* Recognize overhead lighting can impact light refraction on the plastic. Making it hard for lip readers to see your lips