Accessibility in Five (5) Steps

LEGAL REQUIREMENTS

Students with disabilities must be accommodated, upon requests in a timely manner.

HOW TO COMPLY?

Step 1: Complete the following mandatory training:
- Accessibility Standards for Customer Service
- Working Together: The Code and the Accessibility for Ontarians With Disabilities Act

Step 2: Inform students of their rights for an accommodation and the process
- Copy and Paste the Accommodation Statement for Instructors in your Syllabus and your course plan.
- Always refer a student requesting an academic accommodation due to a disability to SASS-Academic Accommodations Service.
- Avoid using the terms “forbidden” or “no exceptions” in your syllabus and course plan. Inform students that special circumstances will be considered.
- Upon request, share instructions the Accessibility features of the technologies used in your class.

Step 3: Accommodate the following needs

Visibly apparent and immediate needs
- Unless there is a serious risk to our campus community, accommodate the following needs for visibly apparent and immediate disability needs without inquiries, and contact SASS-Academic Accommodations Service if you have concerns:
  - Guide dogs for the blind
  - Use of a support person
  - Use of assistive devices
  - Accessible communication format for a blind or a deaf student

Sometimes, the need for a service animal, a support person or certain assistive devices (such as recording devices) is not readily apparent. In these circumstances, please contact SASS-Academic Accommodations Service.
Temporary Accommodations

- When safe and not infringing academic integrity, a student should be granted a temporary accommodation for an immediate need and be referred to SASS-Academic Accommodations Service for future disability-related accommodations.
- If you believe temporarily accommodating the student may place someone at serious safety risks, please contact SASS-Academic Accommodations Service or the Human Rights Office. In case of an incident or disturbance, please contact Protection Services.
- If you believe temporarily accommodating a student may infringe academic integrity or an essential course requirements, please contact SASS-Academic Accommodations Service or the Human Rights Office.

Accommodations validated by SASS – Academic Accommodations Service

- When required, cooperate with SASS-Academic Accommodations Service process.

Step 4: Inquire when in doubt

- If it is apparent that a student needs an academic accommodation due to a mental health issue, remind the student of SASS-Academic Accommodations Service, ideally in writing.
- If you disagree with an accommodation or have concerns about an accommodation plan, please contact SASS-Academic Accommodations Service.
- For more information, please read the Academic Regulation I-16 - Academic Accommodations.

Step 5: Keep confidentiality

- Keep confidentiality about students’ disability-related needs. When unsure or if this is not possible, please contact SASS-Academic Accommodations Service.

BEST-PRACTICES AND SUPPORT

This section is to facilitate compliance with the Ontario Human Rights Code and the Accessibility for Ontarian with Disabilities Act (AODA).

To Add to Your Syllabus

In addition to the required Accommodation Statement for Instructors it’s good practice to add the following information to your syllabus and course plan:

- Essential academic requirements and skills;
- Learning outcomes;
- Evaluation methodologies (ex: team-lead projects, oral presentations, online participation, mandatory attendance, hands-on demonstrations);
- Technologies and tools (ex: BrightSpace, ZOOM, Adobe Connect, MS Teams, online Webinars on YouTube, LISTSERV, special equipment, safety gear) and the accessibility features of these technologies; and
• Required academic activities (ex: participation to conferences, attending an event, visits at an outside location).

Please note: Students with disabilities may be receiving accommodations for extra time, the use of a laptop or a recording device. In exceptional circumstances, students with disabilities may receive retroactive, temporary or interim accommodations. Therefore, it is recommended to avoid using “no exception” statements in the syllabus.

For more information, please read the Remote teaching checklist

**CHOOSE PREAPPROVED COURSEWARE**

• Use a secured and accessible platform (one of the chosen solutions by the university) to deliver all your material, evaluation and interactions.

Please note: campus support is provided when developing course content in these selected platforms. Using an accessible solution will facilitate the provision of an accommodation (such as closed captions, interpreters, student training on the technology and provisions of accessible formats). Limiting the number of technologies ease the burden to learn new platforms to all students and help better protect everyone’s personal information.

**GET SUPPORT FOR COURSE DESIGN & DEVELOPMENT**

[Teaching and Learning Support Service (TLSS)](https://www.uottawa.ca/services/teaching-learning) can provide you the following support:

• In person support
• Peer support
• Online resources
USE ACCESSIBLE ONLINE MATERIAL

Ask your Library for support

The Library Services can help you find accessible online material for your course. For more information, you can visit the following links:

- Copyright: ddac@uOttawa.ca
- Course Reserve Service: ares@uOttawa.ca

You can also view the recording of a webinar on the Library's services and resources for online teaching.

FIND YOUTUBE VIDEOS WITH CAPTIONS

Videos with captions available will have “CC” underneath the video summary in search results. If you’d like to search results to only show videos with captions available, turn on this search filter:

1. Enter your keywords in the YouTube search bar and click Search.
2. Click Filter.
3. Click Subtitles/CC.

CREATE ACCESSIBLE COURSE MATERIAL

**Documents**

Legal requirements:

- Course material given in a NON-PUBLIC FACING website (such as BrightSpace) must be provided in a format accessible to the student’s disability-related need upon request made via SASS Academic Accommodations Services.

Recommendations:

- Please note: Creating accessible documents can be difficult. Most documents must be compressed into a PDF so that all students can view them (regardless of the MS versions or software they have at home). Creating accessible PDF requires Acrobat Pro Version 10 or 11
- A solution is to take into account accessibility by following the Microsoft Office 2010 Accessibility Tutorial: General Tips - Ease of Use and to create HTML content instead of documents (right in BrightSpace).
Captioned Videos

Legal requirements for pre-recorded videos:
• Pre-recorded videos with audio content posted on a PUBLIC FACING website must include captions.
• Pre-recorded videos with audio content posted on a NON-PUBLIC FACING website (for example BrightSpace) is excluded from that requirement. If one of your students with a disability request this accommodation, please refer them SASS-Academic Accommodations Service.

Legal requirements for live video presentations:
• Providing live captions is not a legal requirement, unless someone made a request for this accommodation due to a disability-related need validated by SSASS-Academic Accommodations Service. If one of your students with a disability request this accommodation, please refer them SSASS-Academic Accommodations Service.

Please note: In many cases, live Automatic speech recognition (ASR) captions are not currently accurate enough to serve as an accommodation for students who depend on captions. A third-party captioning services can be arranged for students with disabilities via SASS-Academic Accommodations Service.

Recommendations:
• Please read the information about your selected courseware under the section Captioning pre-recorded videos, below.

Captioning pre-recorded videos

ZOOM
• Live automated captioning service (ASR) is not available on ZOOM, but compatible tools such Real-Time Automatic Captions in Microsoft PowerPoint Slides and Automatic Captions with Google Slides (in both French and English) can be purchased. Please note that these closed caption cannot be turned off by students.
• Read Automatically Transcribing Cloud Recordings to help you Get Started with Closed Captioning.

MS TEAMS (STREAM)
• Adding live captions in Teams with STREAM (is available for English presentations only and for a conversation of 3+ participants). Please note that live caption is only visible to the people that are set up as part of uOttawa (not as Guests) using uOttawa MS Office 360.
• Create captions for pre-recorded videos
  ▪ Video must be recorded with Microsoft Stream.
  ▪ Automated captions are added later on demand and may take several hours.
  ▪ Errors generated by the Automated Captioning Service (ASR) can be edited later manually.
  ▪ MS TEAMS ASR works for French and English videos
- Possible to have a voice translated from English into French (and several other languages).
- Possible to embed a YouTube video in a discussion and to use subtitles with STREAMS, but not the transcription.

**Note for bilingual videos:**
- It is not possible to upload the same video twice to a STREAM account.
- If you want to make a bilingual video, you will need two separate accounts, enter only one version per account and create subtitles in both languages.
- [Get support and resources about MS TEAMS](#) on the Teaching and Learning Support Service (TLSS) website.

**Adobe Connect**
- Real-time closed captioning: Adobe Connect provides a [free downloadable closed captioning pod](#) along with instructions on how to use it.
- The closed captioning pod allow a professional captioning provider to connect easily with your courseware during your presentation.
- Find out more about [Adobe Connect features to help you create accessible content](#) and navigate accessibility features and [Get Adobe Connect support and resources](#) on the Teaching and Learning Support Service (TLSS) website.

**BrightSpace – Desire 2 Learn (D2L)**
- [Create Video Topic with Closed Captions in Content Tool](#) and [Add subtitles to your uploaded videos](#).
- To include closed captions for web videos hosted on another site, such as YouTube, you must follow the practices of that site.
- You can produce multiple closed-caption files for the same video (a good tool for bilingual videos)
- BrightSpace does not have an Automatic Speech Recognition (ASR), but is compatible with the paid solution [CaptionSync Smart Player](#).
- CaptionSync Smart Player has the following features:
  - Ability to caption online videos you don’t own;
- [Supports for videos recorded in French](#).

[Get support and resources about BrightSpace](#) on the Teaching and Learning Support Service (TLSS) website.

**Others**
- [Adding Automatic Speech Recognition (ASR) and manual captions to YouTube videos](#) (ASR in English only. For French ASR on YouTube, please use [Amara](#))
- [Adding captions to videos in Facebook](#)
- [Adding Automatic Speech Recognition (ASR) Captions to Panopto videos](#)
SEVEN (7) THINGS TO CONSIDER DURING COURSE DELIVERY

Here are simple practices to help increase the accessibility of an online course
1. Read out loud the Accommodation Statement for Instructors;
2. Distribute learning material in advance;
3. Ask students to state their name each time they speak;
4. Create pauses;
5. Identify what you are referring to (ex.: Instead of “click here” say “select the XXX link”);
6. Record your class, so it can be closed captioned afterwards and shared;
7. Avoid background noises to help with captions.

Information about technology accessibility features to share with your students:
• BrightSpace: Accessibility and Navigation
• Adobe Connect: Accessibility features in Adobe Connect
• MS TEAMS : Accessibility support for Microsoft Teams
• ZOOM: Accessibility Frequently Asked Questions and Accessibility Features