

Anyone who receives federal funding under the Assistive Technology Act, is required to meet Section 508 Standards. Section 508, an amendment to the Rehabilitation Act of 1973, requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

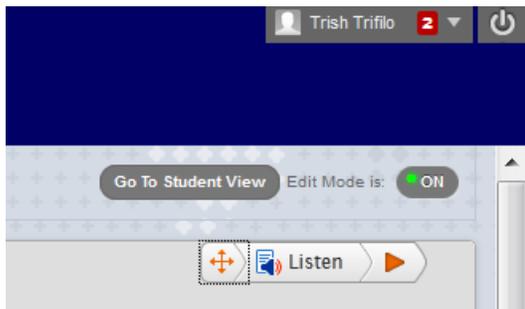
Although part of Section 508 relates to Web pages and videos, **other laws require that all materials that students may access for a course be made accessible. This is true with all course materials whether used in a face-to-face class or placed in an online learning environment.** These materials include MS Word documents, PowerPoint Presentations, PDF documents, etc.

While many people commonly think of disabilities as blindness or deafness, we must expand our definition to include dyslexia, and information processing disorders, to name a few, and consider students who might be using English as a second language as needing an assist. We also are aware that there are many students who are auditory learners and would benefit from hearing the text presented in the LMS.

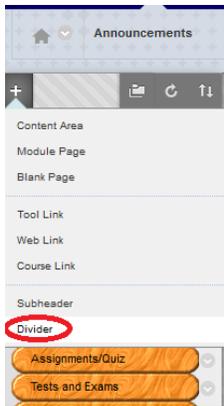
In an effort to bring our courses up to compliance with the Federal Guidelines WBU Virtual Campus has installed a program called ReadSpeaker. Right now it will read any text components in Blackboard, and uploaded Softchalk lessons. The company is developing an integration with Blackboard to read attached PDF's and Microsoft Office documents that will be available in the near future.

### Here is how ReadSpeaker works:

1. You will find the ReadSpeaker Icon and control panel in the upper right area of the classroom near the edit button (as an instructor) when you first open your classroom. There is also a small activate/deactivate button in the top center of the page (it is an on or off button).



The Listen Icon/button is actually a small control panel that can be customized by the learner using it. It can also be moved to a different location on the page. Once you have your student menu for the course set, create a divider on the menu. This creates a "place" at the bottom of the menu. Drag the ReadSpeaker Icon and drop it over the divider line. Now it is easily found by students.

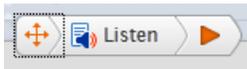


Drag the listen button over the divider:

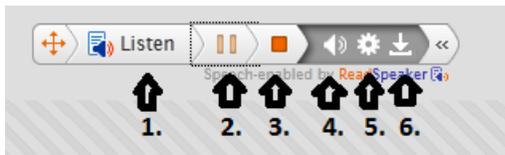


The Readspeak button will scroll down the page with the student but return to the menu location when a new page is generated.

## 2. What the button does and how to use it.



Click on the orange arrow to expand the button



**Numbers 1, 2, and 3** are essentially the audio control buttons for Play, Pause, and Stop.

**Number 4** allows adjustment of the volume level

**Number 5** is the settings wheel and allows students to select the appearance of the text being read (highlighted by word or sentence), color of each highlighting, speed of reading, and automatic scrolling.

**Number 6** allows for the MP3 of the reading to be downloaded.



Students wanting text read should highlight the text and click "listen".

The screenshot shows a course management system interface for 'Week Two'. The left sidebar contains a navigation menu with items like 'Announcements', 'Instructor Information', 'Course Information', 'Course Documents', 'Discussion Board', 'Labs', 'Assignments/Quiz', 'Tests and Exams', 'Seed Project', 'Resources', 'Tools', 'VC Help Desk', and 'Wayland Library'. The main content area is titled 'Week Two' and has a 'word being read' annotation with a downward arrow pointing to the word 'macromolecules' in a paragraph about Chapter 3. Below this, there are sections for 'Activities for the Week' and a list of tasks. At the bottom, there is a 'Listen' button with a speaker icon and a 'Listen to selected text' button. The interface also shows assignment details: 'ASSIGNMENT: Chapter quizzes available on Wednesday May 30th, noon (CDT)' and 'POINT VALUE: 20 points each - Exam Grade'.

Week Two

Build Content Assessments Tools Partner Content

word being read

Activities for the Week

Chapter 3 reviews basic chemistry as it applies to organic molecules. The review of **macromolecules** this chapter provides is essential for understanding much of the material covering in subsequent chapters – after all – life is chemistry! As you study this chapter, be sure to learn the characteristics and building blocks for each of the 4 types of macromolecules that will be tested on this!

Chapter 4 reviews the basic structure of the cell and the characteristics and functions of cell organelles. Of the utmost importance is learning about the structure (using the organelles from chapter 3) and function of the plasma (cell) membrane. Everything in and out of the cell (the basic unit of life) depends on the process of diffusion, osmosis, and endo- and exocytosis.

1. Read Chapters 3 and 4 in the textbook
2. Utilize the supplemental power points and lectures as appropriate for your learning
3. Watch all attached videos
4. Participate in the Discussion Board: Biological Molecules and Life
5. Click on "Labs", work on lab 2: diffusion and osmosis (Due Wednesday June 6th)
6. Assignments: quizzes for chapters 3 and 4 (due Monday June 4th)
7. Get your seed projects started. You need to read through the project (see tab on menu), buy some seeds, and set up two experiments. Don't wait too long as it takes 4-6 weeks to grow.

After the first 4 chapters there is the first lecture exam that you must take using the Lockdown Browser. These lecture exams tend to be hard but remember they are only a small part of your grade. (Available June 4th-9th Take it when you are ready)

ASSIGNMENT: Chapter quizzes available on Wednesday May 30th, noon (CDT)  
POINT VALUE: 20 points each - Exam Grade

Listen

Listen to selected text

Readspeak will be set so that any text can be read, but not downloaded.

Student not wanting Readspeak can choose to deactivate it and the button will disappear.