



Certification

Candidate Supports, Services, Privacy and Accessibility **POLICY MANUAL**

©2022

240 Certification - 240certification.com

All course materials protected by U.S. copyright laws. Unauthorized sale or reproduction is strictly prohibited.

TABLE OF CONTENTS

TABLE OF CONTENTS	2
OUR MISSION	4
ACCESSIBILITY	4
Citation	4
Goals	4
Laws	4
Definitions	5
Accessibility/Universal Design Committee	5
Online Course Design Practices for Accessibility	5
Course Management System	5
Course Web Site Design Guidelines	6
Supplemental Web Sites	6
Supplemental Course Documents	7
Roles and Responsibilities	7
Quality Assurance Process	7
Disability Services and Accommodations	8
Accommodations	8
Procurement	9
Budget	9
Additional Information	9
Resources	12
Brief Description of WCAG 2.0 Guidelines	13
CANDIDATE/STUDENT SUPPORT SERVICES	15
TECHNOLOGY	15
Technology Minimum Requirements	15
Technical Support	15
Netiquette	15
Digital Literacy Skills	16
Technology Training	16
PRIVACY	16
Technology Privacy Policies	16
240 Certification Terms of Use: Program and Instructional Materials	16
No Unlawful or Prohibited Use	16

Personal and Non-Commercial Use Limitations	17
Intellectual Property	17
ADDITIONAL SUPPORT SERVICES	17
Library Sevices	17
Program Advising	17
TExES Certification Test Preparation	17
Live: Student Program Resources and Coffee Shop	18

OUR MISSION

240 Certification seeks to prepare and equip highly effective teachers for public schools in the state of Texas. Our focus is on preparing teachers. Through the byproduct of supporting the needs of the teachers, we will positively impact the needs of the students.

ACCESSIBILITY

Citation

This accessibility policy was adapted for our program from the Quality Matters Accessibility Policy for Online Courses.

Frey, B. A., Kearns, L. R., & King, D. K. (2012). Quality Matters: Template for an accessibility policy for online courses. Retrieved from <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/QM-Accessibility-Policy.pdf>

Goals

It is the goal of 240 Certification that all course material be as accessible as possible to all students. The purpose of the Accessibility Policy is to provide guidelines regarding the proactive design and development of robust courses in a format that is easily accessible to online students. The goal of proactively creating accessible courses is to minimize the need for individual accommodations as students with disabilities complete online courses.

Laws

There is no specific law or court decision that expressly relates to the design and development of accessible online courses. Key federal legislation related to online courses in higher education includes the following:

- A. Rehabilitation Act passed in 1973 made it unlawful to discriminate against persons with disabilities in all federally assisted programs, services, and employment.
 - a. Section 504 stipulates that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance."
 - b. Section 508 is a 1998 amendment to the Rehabilitation Act that requires electronic and information technology developed, procured, maintained, or used by federal agencies to be accessible to people with disabilities.
- B. Americans with Disabilities Act (ADA) is civil rights legislation signed in 1990 to prohibit discrimination based on a student's disability.
 - a. The ADA Amendments Act of 2008 clarifies the definition of "disability" and broadens the number of individuals who are eligible for the protections of the ADA, including accommodations for temporary disabilities.

Definitions

For purposes of this policy, the following terms are defined:

©2021

240 Certification - 240certification.com

All course materials protected by U.S. copyright laws. Unauthorized sale or reproduction is strictly prohibited.

- A. Disability – a physical or mental impairment that substantially limits one or more major life activities.
- B. Accessibility – students with disabilities can perceive, understand, navigate, interact, and contribute to their Web-based courses.
- C. Universal design – the proactive design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- D. Accommodation – necessary and appropriate modifications to ensure that individuals with disabilities have access to Web-based course materials. Examples of accommodations include extended time on exams, note-takers, sign language interpreters, and electronic print materials.
- E. Assistive Technology -- any piece of equipment that is used to enhance the functional capabilities of students with disabilities. Examples of assistive technologies include screen reading, text magnifiers, or speech recognition software.

Accessibility/Universal Design Committee

The purpose of the Accessibility Committee is to collaborate in identifying accessibility issues and solutions in online courses. The Accessibility Committee outlines standards and guidelines for the universal design of digital materials and promotes a program culture of inclusion. A program commitment is essential. Members of the Committee include:

- A. Director of Curriculum and Program Advising
- B. Director of Compliance and Certification
- C. Selected Program Advisors
- D. Selected Course Instructors
- E. Other team members as needed

Online Course Design Practices for Accessibility

Course Management System

- A. Courses should be offered in an accessible learning management system (LMS). A statement by the LMS provider certifying accessibility should be readily available as a link within each course.
 - a. Canvas Learning Management System - Information about ADA compliance for the Canvas Learning Management System can be found at: [What are the Canvas accessibility standards? - Instructure Community](#)
- B. Supplemental Web-based applications such as conferencing systems and anti-plagiarism software should also be accessible to all students. See Section 8 on Procurement.
 - a. Browsers
 - i. Firefox: https://website-archive.mozilla.org/www.mozilla.org/firefox_vpat/firefox-vpat-3.html
 - ii. Chrome: [Products and Features – Google Accessibility](#)
 - b. Other
 - i. Google Products (such as Google Drive or Google Docs): [Initiatives and Research – Google Accessibility](#); [For Customers and Partners – Google Accessibility](#); [Products and Features – Google Accessibility](#)

- ii. Microsoft Office Products/Internet Explorer: [Office Accessibility Center - Resources for people with disabilities](#)
- iii. Canvas: [Canvas | Accessibility | Instructure](#)
- iv. Big Blue Button: [Accessibility Compliance | Open Source Project | BigBlueButton](#)
- v. YouTube: [Use YouTube with a screen reader](#)
 - Video Closed Captioning – All instructor-created course videos are uploaded to YouTube. YouTube has a close captioning service embedded in the system. To use closed captioning, click and open the video, then click on the CC icon and it will turn on closed captioning for the video. If you do not see the CC on the video, please have your instructor contact your Program Advisor.
 - Video Scripts - All instructor-created course videos will be accompanied by a script that will be provided with the video links in the Canvas Learning Management System.
- vi. Adobe Products: [Adobe Accessibility](#)
- vii. Jotform: [Section 508 Compliance | WCAG | VPAT | Jotform FAQ](#)

Course Web Site Design Guidelines

- A. Online course sites should be inclusively developed and maintained in conformance with the Web Content Accessibility Guidelines – Version 2 (WCAG 2.0) Level A. The WCAG 2.0 was published in December 2008 by the World Wide Web Consortium (W3C), an international community of experts that work together to develop Web standards.
- B. The WCAG 2.0 guidelines are based on the principles that content and controls should be perceivable, operable, understandable, and robust enough to function with a variety of assistive technologies. Each principle includes one or more guidelines for practice. For a brief explanation of each of the guidelines, please refer to the Appendix of this document. For a complete explanation of how to conform to WCAG 2.0, please consult How to Meet WCAG 2.0 on the W3C Web Accessibility Initiative Web site. For an introduction to the guidelines, refer to the W3C's Web Content Accessibility Guidelines (WCAG) Overview. An explanation of the four principles can be found at Introduction to Understanding WCAG 2.0 .
- C. Courses that are in the path of current students who are known to have disabilities are given priority for being brought up to standard. Existing courses are brought up to standard during the next revision cycle (usually 1 – 2 years).

Supplemental Web Sites

- A. When links to external Web sites are provided to students within an online course, the portion of those external sites intended for student viewing should be reviewed for conformance with the guidelines listed above.

Supplemental Course Documents

- A. Most online courses include multiple documents and files in addition to the HTML content that makes up course Web pages. Examples of such documents include Adobe PDF files, Google Suite files (e.g., Docs, Sheets, Slides), and Microsoft Office files (e.g., Word, Excel, PowerPoint).

- B. Sometimes referred to as “second generation” documents, these materials should conform, where appropriate, to the guidelines listed above. In addition, documents should also align with the Guidelines for Accessible Distance Education published by the Georgia Tech Research on Accessible Distance Education (GRADE) initiative.
 - a. Documents created by Microsoft Word or PowerPoint should make appropriate use of heading styles to assist a screen reader in presenting material in a logically structured manner. Both Word and PowerPoint 2010 include an Accessibility Checker that identifies and repairs accessibility issues.
 - b. Adobe PDF files should be character readable, i.e., the text should be searchable.
- C. For guidelines specific to several common “second generation” applications, refer to the GRADE Guidelines for Accessible Distance Education page at <http://www.catea.gatech.edu/grade/guides/introduction.php>. See also PDF Accessibility (<http://www.washington.edu/accessibility/pdf.html>) from the University of Washington.

Roles and Responsibilities

- A. In this program, online courses are developed in a team approach consisting of the Director of Curriculum and Program Advising, Course Instructors, and Program Advisors. Each member of this team is responsible for the following based on knowledge and expertise:
 - a. Providing subject matters expertise.
 - b. Providing organizational guidance incorporating accessibility principles into the design of the course and materials.
 - c. Building the course within the course management system applying WCAG 2.0 criteria.
 - d. Contributing to alternative versions of course content and troubleshoots technical problems.
 - e. Reviewing courses with screen readers and other assistive technologies.
 - f. Providing recommendations to enhance accessibility.

Quality Assurance Process

- A. New courses are developed using WCAG 2.0 Level A guidelines. Every course goes through a comprehensive technical review process prior to being offered to students. Tools that may be used to evaluate accessibility include:
 - a. WAVE is a free Web accessibility evaluation tool provided by WebAIM. The WAVE Firefox toolbar provides accessibility reports directly within Firefox and works within a password-protected course environment.
 - i. URL: <http://wave.webaim.org/>
 - b. Color Contrast Checker, also from WebAIM, provides a ratio of contrast between foreground and background colors.
 - i. URL: <http://webaim.org/resources/contrastchecker/>
 - c. Colorblind Web Page Filter provides a tool to evaluate Websites for a variety of types of color blindness.
 - i. URL: <http://colorfilter.wickline.org/>
 - d. Canvas Accessibility Checker is a tool within the Rich Content Editor that detects common accessibility errors within the editor.

- i. URL:
<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Accessibility-Checker-in-the-Rich-Content/ta-p/820>

Disability Services and Accommodations

The disability statement included in the syllabus of all online courses should include a link to the institution's ADA policy/guidelines and information on how to access the University's disability services/support.

- A. From syllabi: If you have a disability for which you may be requesting accommodations, you are encouraged to contact your assigned Program Advisor, as early as possible, but no later than two weeks from enrollment in the program or course. The Program Advisor will provide the Accommodations Request form. The Accessibility Committee or designee will verify your disability and determine reasonable accommodations for this course.

Accommodations

Students with disabilities are not required to self-identify unless they are requesting an academic accommodation. The proactive design of online courses is expected to minimize the need for student accommodations. Each course should have a link to the Accessibility Services Policies and the Accommodations Request form. Accommodation policies and procedures are available for online courses. Students requesting an accommodation are required to submit documentation of their disability with their request form. This process will be explained in detail by the Program Advisor.

- Relevant links that will be reviewed with the Program Advisor:
 - [Student Accommodations Request Form](#)
 - [240 Certification - Guidelines for Documenting a Disability](#)
 - [Disability Documentation Form](#)
 - [Instructional Materials Request](#)

Some accommodations may take more time than others (for example large print texts or oral presentation of tests) which is why this information is requested upon admission to the program. However, students may request accommodations at any time. Accommodations must be approved by the Program Advisor.

Accommodations may include the following; however, this list is all-inclusive.

- A. Additional time for tests and assignments
- B. Alternate assessments
- C. Dictation of test questions
- D. Video or film supplements in place of text (as available)

In addition, 240 Certification has an obligation to ensure its program is accessible to students with disabilities. This includes:

- A. Ensuring computer software is accessible

- B. Making materials available in large print or Braille
- C. All videos are close-captioned

Procurement

The accessibility of technology tools, software, and licensing agreements used in an online course should be considered prior to purchasing. Questions to ask a sales representative might include:

- A. If the product is software, does it work without the mouse? You may ask the sales representative to detach his/her mouse and demonstrate the product using only the keyboard.
- B. Have students with disabilities tested this product? If so, what disability groups?
- C. What are the accessibility criteria for testing the product? Can we have a copy of the criteria?
- D. Can you share the last accessibility report on your product with us?
- E. Do you provide accessibility training to the IT staff to handle accessibility issues locally?
- F. What is the system used to report and address accessibility problems to the company?

The Voluntary Product Accessibility Template® (VPAT) is a tool used to assess a product's compliance with the accessibility standards under Section 508 of the Rehabilitation Act. The purpose of the VPAT is to assist federal officials and other technology buyers in making decisions regarding the accessibility of commercial products. Vendors are responsible for documenting the accessibility of their products.

URL: <http://www.itic.org/index.php?src=gendocs&ref=vpat#1194.21> or
<http://www.state.gov/documents/organization/126552.pdf>

Budget

The budget required for producing accessible course materials is developed on a course-by-course basis. Estimated costs are included in the white paper from MPR Associates, Inc. A Needs Assessment of the Accessibility of Distance Education in the California Community College System Part II: Costs and Promising Practices Associated with Making Distance Education Courses Accessible (2009).

URL: <http://www.mprinc.com/products/search.aspx?pubID=475> or
http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Research/mpr_reportforcccfinal8_22_08.pdf

Additional Information

Adobe: Adobe is an industry leader in accessibility. Its accessibility Web site contains product information, case studies, examples, tutorials, and other resources on accessibility. Adobe has several products to address Web accessibility, including Adobe® Acrobat Professional, Soundbooth, Premiere Pro, Flash, and more.

URL: <http://www.adobe.com/accessibility/index.html>

Americans with Disabilities Act (ADA): prohibits discrimination on the basis of disability in employment, state and local government, public building, commercial facilities, transportation, and telecommunications. ADA does not deal directly with the accessibility of the Internet. For more information, see Guide to Disability Rights Laws.

URL: <http://www.ada.gov/cguide.htm>.

American Foundation for the Blind (AFB): This organization is committed to assisting the visually impaired. The AFB Web site contains many resources regarding accessibility and assistive technologies.
URL: <http://www.afb.org/>

Assistive Technology Industry Association (ATIA): This organization serves as the collective voice of the assistive technology industry so that the best products and services are delivered to people with disabilities. The ATIA holds conferences on accessibility and assistive technologies.
URL: <http://www.atia.org/>

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) from the University of Washington: The DO-IT Center promotes the success of individuals with disabilities in postsecondary education and careers. Search the extensive DO- IT Knowledge Base.
URL: <http://www.washington.edu/doit/>

Equal Access to Software and Information (EASI): This organization is a provider of online training on accessible information technology for persons with disabilities. The EASI Web site contains informational resources, Webinars, and other learning opportunities.
URL: <http://www.easi.cc/>

Georgia Tech Research on Accessible Distance Education (GRADE): GRADE is a research project at the Georgia Tech Center for Assistive Technology and Environmental Access (CATEA). Through GRADE, the Access E-Learning online tutorial was developed on accessibility. It includes 10 modules with tips and assistance to faculty members seeking to make Word, Excel, Flash, and other file types accessible to people with disabilities.
URL: <http://www.accesslearning.net/>

Microsoft Corporation Accessibility Resources: The Microsoft Corporation has developed many products with accessibility in mind. Its accessibility Web pages include accessibility information about its products as well as other resources on accessibility.
URL: <http://www.microsoft.com/enable/default.aspx>

National Federation of the Blind (NFB): The National Federation of the Blind is the largest and most influential membership organization of blind people in the United States. They promote advocacy, education, research, technology, and programs to improve the lives of individuals who are blind.
URL: <http://nfb.org>

National Center for Accessible Media (NCAM): This organization is dedicated to achieving media access equality for people with disabilities. NCAM has created the MAGpie (Media Access Generator) tool for adding captions to multimedia content. You can download the software for free from the Web site.
URL: <http://ncam.wgbh.org/>

Office of Civil Rights: The United States Department of Education's Office of Civil Rights emphasizes that students with disabilities should be given the opportunity and assistance to reach their potential on an equal basis to those students who do not have a disability.

URL: <http://www.hhs.gov/ocr/>

Section 504 of the Rehabilitation Act: became a civil rights law that prohibits discrimination on the basis of physical or mental disability by a school that receives federal funds (including state colleges and universities).

URL: <http://www.dol.gov/oasam/programs/crc/sec504.htm>

Universal Design: The Universal Design organization provides information on accessibility, universal design, and Americans with Disabilities Act (ADA) standards. It has publications on various topics and sponsors national and international conferences and events.

URL: <http://www.universaldesign.com/>

University of Washington IT Accessibility Policies in Higher Education: This site contains links to educational institutions' policies regarding Web accessibility. URL:

<http://www.washington.edu/accessibility>

University of Wisconsin – Madison: The Division of Information Technology (DoIT) at the University of Wisconsin-Madison has developed resources for learning about accessibility and applying tools and techniques to content on the Web. There are also videos describing the experiences of persons with disabilities. In one video, a blind individual discusses how he uses a screen reader to access Web content.

URL: <http://www.doit.wisc.edu/accessibility/>

Virtual508.com: The Virtual508 Web site has an Accessible Web Publishing Wizard for Office 2007. This wizard is not free, but you can download a trial version. There is also a best practices section for creating accessible Word and PowerPoint documents.

URL: <http://www.virtual508.com>

Web Accessibility In Mind (WebAIM): WebAIM is an initiative from Utah State University. This organization's Web site has great information about Web accessibility, including a tutorial. Also, this is the organization that created WAVE (Web Accessibility Evaluation tool). You can use this Web-based tool to determine whether your Web site is accessible.

URL: <http://www.webaim.org/>

Workforce Investment Act: This legislation updated Section 508 of the Rehabilitation Act (from 1973). Section 508 had been enacted to eliminate barriers in information technology such as computers, fax machines, telephones, and any other pieces of equipment for transmitting or receiving information. Section 508 provided the first U.S. federal accessibility guidelines for the Internet. It applies to federal and state government agencies, and any organizations that deal with the government. The Department of Education enforces Section 508.

URL: <http://www.section508.gov/>

World Health Organization (WHO): The World Report on Disability provides information and recommendations on health, rehabilitation, assistance, and support, enabling environments, education, and employment to improve the lives of individuals with disabilities.
URL: http://www.who.int/disabilities/world_report/2011/report/en/

World Wide Web Consortium (W3C): This is an international organization that leads the development of Web standards. The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) was launched to promote Web functionality for people with disabilities.
URL: <http://www.w3.org/>

Resources

Blair, M. E., Goldmann, H., & Relton, J. (2004). Accessibility of Electronically Mediated Education: Policy Issues. *Applied Research*, 85-93.

Burgstahler, S. (2006). The development of accessibility indicators for distance learning programs. *Research in Learning Technology*, 79-102.

Burgstahler, S., Corrigan, B., & McCarter, J. (2004). Making distance learning courses accessible to students and instructors with disabilities: A case study. *Internet and Higher Education*, 233-246.

Distance Education Accessibility Task Force. (2012). Retrieved March 6, 2012, from California Community College's Chancellor's Office:
<http://www.cccco.edu/Portals/4/AA/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf>

Edmonds, C. D. (2004). Providing Access to Students with Disabilities in Online Education: Legal and Technical Concerns for Higher Education. *The American Journal of Distance Education*, 51-62.

Erickson, W., Trerise, S., VanLooy, S., Lee, C., & Bruye`re, S. (2009). Web Accessibility Policies and Practices at American Community Colleges. *Community College Journal of Research and Practice*, 405-416.

Gronseth, S. (2010). Promoting Accessibility in Online Course Interactions. Department of Instructional Systems Technology, Indiana University, Bloomington, IN, 1-25.

Koulikourdi, A. (2009). Distance Education for All. *The Journal for Open and Distance Education and Educational Technology*, 42-49.

Lazar, J., & Jaegar, P. (2011, Winter). Reducing Barriers to Online Access for People with Disabilities. *Issues in Science and Technology*, pp. 69-82.

Meacham, M., & Tandy, C. (2009). Removing the Barriers for Students with Disabilities: Accessible Online and Web-Enhanced Courses. *Journal of Teaching In Social Work*, 313-328.

MPR Associates, Inc. (2009, July). Chancellor's Office Reports. Retrieved February 6, 2012, from California Community Colleges Chancellor's Office: http://www.cccco.edu/Portals/4/SS/DSPS/dsps_09-10/mpr_reportforcccfinal8_22_08.pdf

Schmetzke, A. (2006). Online Distance Education: Anytime, Anywhere, But Not For Everyone. *ITD Journal*, 1-22.

Thompson, T., Burgstahler, S., & Comden, D. (2006). Research on Web Accessibility in Higher Education. *ITD Journal*, 1-16.

Washington State Department of Information Services. (n.d.). Office of the Chief Information Officer. Retrieved January 28, 2012, from Office of Financial Management Washington State: <http://ofm.wa.gov/ocio/policies/documents/1000g.pdf>

Brief Description of WCAG 2.0 Guidelines

The WCAG 2.0 guidelines are based on four principles outlined below. Each principle includes one or more guidelines for practice. Each guideline applies to Web-based content as well as supplemental content such as PDF files. For each guideline listed below, an example or two has been provided to assist the reader in understanding the guideline. These brief examples are not intended to be comprehensive or exhaustive. For a complete explanation of how to conform to WCAG 2.0, please consult *How to Meet WCAG 2.0* on the W3C Web Accessibility Initiative Web site.

1. Content must be perceivable.
 - 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols, or simpler language. Non-text content can include images, charts, graphs, video, and audio. In the case of images, charts, and graphs, the standard alternative is a text-based tag that describes the non-text material. For example, all non-decorative images should be tagged with an alternative describing the image. In the case of video and audio, the standard alternative is a text-based transcript.
 - 1.2 Time-based Media: Provide alternatives for time-based media. Time-based media refer to pre-recorded audio and video. In such cases, closed captioning or a transcript should be provided.
 - 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure. Content should be presented in such a way that an assistive technology like a screen reader is able to preserve the intended meaning and sequence of the content. For example, a page of text may be created with sidebars and callouts. These should be designed so that a screen reader reads them in their intended order.
 - 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background. Visually based content should use color schemes that facilitate the differentiation of foreground and background. Fonts and backgrounds should be designed in high contrast colors. Backgrounds should be kept simple. Use clear fonts designed for on-screen viewing (e.g., Verdana or Georgia). Audio content

should be created so that foreground sounds are able to be adequately differentiated from background sounds.

2. Interface components in the content must be operable.
 - 2.1 Keyboard Accessible: Make all functionality available from a keyboard. Web pages should be navigable using individual keystrokes. This enables people with limited motor control to use the site and ensures that assistive technology can navigate the pages.
 - 2.2 Enough Time: Provide users enough time to read and use the content. This guideline pertains to content such as narrated PowerPoint in which slides automatically advance. In this case, compliance with this guideline could be ensured by providing students with the ability to pause the action.
 - 2.3 Seizures: Do not design content in a way that is known to cause seizures. Flashing and blinking Web page elements may cause seizures in people who have a photosensitive seizure disorder. Although it is acceptable to display an element that flashes less than two times per second, the best practice is to avoid flashing and blinking altogether.
 - 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are. Compliance with this guideline may be met by designing an organizational structure of Web links that is logical and not redundant. It should be made obvious to users where they are in a network of Web pages and how to move forward or backward to another page. When naming hyperlinks, the descriptive text should be used for the link name instead of a phrase like “Click here.”
3. Content and controls must be understandable.
 - 3.1 Readable: Make text content readable and understandable. This guideline covers many aspects of text-based content. At its most basic, the guideline directs the designer to create text that is clear and readable without unnecessary wordiness, abbreviations, idioms, or foreign terms. It suggests limiting the use of italics and centered text and avoiding the overuse of multiple text styles. Tables represent a special case of text-based material. Since screen readers read from left to right and top to bottom, tables should be designed as simply as possible with no split cells. Column and row headings should be clearly labeled. In addition, tables should be used to display data and not for formatting Web pages.
 - 3.2 Predictable: Make Web pages appear and operate in predictable ways. Because screen readers and screen magnifiers do not easily convey the overall contents of a Web page, design consistency using landmarks or headers on Web pages is important to help users using such technologies locate material from one Web page to another.
 - 3.3 Input Assistance: Help users avoid and correct mistakes. Web-based forms should contain clear instructions for use and be designed so as to minimize misinterpretation of fields that require user input.
4. Content should be robust enough to work with current and future user agents (including assistive technologies).
 - 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies. This culminating guideline specifies that content should be created so as to be accurately interpreted by any and all assistive technologies. All content should be usable by both PC and MAC platforms as well as common mobile devices.

CANDIDATE/STUDENT SUPPORT SERVICES

TECHNOLOGY

Technology Minimum Requirements

Students must have the following:

- A. Access to reliable Internet.
- B. Webcam
- C. Speakers

Technology Proficiencies Required

- A. Basic computer skills
- B. Sending and receiving emails including attachments
- C. Use of a web browser including search engines
- D. Downloading and installing software and browser plug-ins
- E. Ability to use tutorials to use the learning management system and other software applications
- F. Familiarity with Google and Google applications

Technical Support

For technical support, students should complete the following ticket:

<https://form.jotform.com/220764844045154>

If needed, the course instructor and/or program advisor may also assist.

For additional technical support with tools utilized in the course, students may access that tools own help centers.

Google Help: [Google Help](#)

YouTube Help: [YouTube Help](#)

Adobe Reader Help: [Adobe Acrobat Reader Learn & Support](#)

Canvas Help: [How do I get help with Canvas as a student? - Instructure Community](#)

Netiquette

Netiquette are rules that guide etiquette, manners, and behavior online. Non-verbal communication can be easily misconstrued and netiquette guidelines are established to provide a fair, polite, and safe learning environment.

Netiquette Rules:

- A. Do not write in all capital letters; this is perceived as shouting
- B. Use proper sentence structure and grammar—do not use “text” speak and abbreviations as you would when communicating on mobile messaging when completing assignments.
- C. Do not send emails to all course participants; there is a chat room course set up specifically for students to engage with one another since everyone is at different points in the curriculum and discussions are ineffective.
- D. Be respectful and address other students by name if you reply to them in the chat rooms.

©2021

240 Certification - 240certification.com

All course materials protected by U.S. copyright laws. Unauthorized sale or reproduction is strictly prohibited.

- E. Remember comments made in the academic environment are private and should not be shared outside of the class.
- F. The tone of voice is hard to perceive in written communication. Emoticons where available can assist in conveying tone.
- G. Be respectful to everyone and if you disagree, disagree with the principle and not the person. Polite disagreement, evaluation of concepts, and the ability to see others' views are a cornerstone of the educational process.
- H. Always be professional.

Digital Literacy Skills

Students must be able to:

- A. Use online libraries and databases to locate and gather appropriate information.
- B. Use computer networks to locate and store files or data.
- C. Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- D. Properly cite information sources.
- E. Understand copyright and the limitations of the Teach Act.

Technology Training

Canvas: A student guide can be found at [Student Guide - Instructure Community](#)

Microsoft Office Quick Start Pages [Office Quick Starts](#)

Google Drive Training and Help [Google Drive training and help - Google Workspace Learning Center](#)

Google Classroom For Students Get Started [Get started with Classroom for students - Android](#)

Technology Tools: How they are used to support learning

Throughout the program, you will engage with a variety of tools to assist you in the mastery of the given objectives. These tools are utilized in Canvas activities and assessments throughout each course. Each activity and assessment have the module objectives they are aligned to noted in Canvas.

Canvas Internal Tools

The Canvas Learning Management System is used to deliver all of your coursework and house all of your assessments. Internal tools used within Canvas are modules, pages, assignments, and quizzes. These tools work together to organize the content, deliver content, and assess your learning of that content as aligned with the module objectives for each course.

Eternal Tools

Additional tools used to support your learning are: YouTube, the Google Suite, and Adobe Reader. YouTube and Adobe provide access to content tied to course and module objectives. Google Suite allows for interaction with the content via Google Apps such as Docs, Slides, and Sheets. These Google Apps also can be used for the student to demonstrate their learning through various course assessments.

Websites, journals, articles, blogs, and social media sites may also be used to deliver and engage the students with various content aligned with course and module objectives.

PRIVACY AND OTHER POLICIES

Private student information (grades, SSAN, etc.) will not be released to a third party without the express permission of the student. The exceptions of persons who have to need to know are listed below:

- A. Texas Educational Agency (pursuant to state law)
- B. School officials with a legitimate educational interest (such as supervising teachers and administrators at schools students will perform clinical teaching or internship)
- C. To comply with a judicial order or subpoena

240 Certification may disclose without consent student names, addresses, telephone numbers, date and place of birth, and dates of attendance. This serves as a notice of this practice. If a student requires his/her directory information disclosed, he/she must contact the Program Advisor.

Technology Privacy Policies

Canvas Privacy Policy <https://www.instructure.com/policies/privacy>

TurnItIn Privacy Policy http://turnitin.com/en_us/about-us/privacy

Microsoft Privacy Policies <https://privacy.microsoft.com/en-us/privacy>

Google Privacy Policies <https://www.google.com/policies/privacy/>

YouTube Privacy Policy <https://policies.google.com/privacy?hl=en>

240 Tutoring Privacy Policy <https://www.240tutoring.com/privacy-policy/>

Academic Integrity

Candidates enrolled in 240 Certification are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity, avoiding all forms of cheating, forbidden possession of examinations or examination materials, plagiarism, forgery, collusion, and submissions of the same assignment to multiple courses. Candidates are not allowed to recycle assignments without the permission of the course instructor PRIOR the work submission. Plagiarism detection programs can be used to identify work that has been plagiarized. If the candidate does not secure permission before the assignment is due and submitted, the course instructor may treat this as an academic integrity offense.

19 TAC 247.2 lists the enforceable standards for Professional Ethical Conduct, Practices, and Performance expected from all educators in our State, which makes academic integrity an essential piece of our program. Teachers are held to a higher standard of ethical behavior, as we are charged to lead and instruct the youth of our State.

Standard 1.1 of the Code of Ethics states, ***The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.***

Penalties that may be applied by the course instructor, Program Advisor, or designee to individual cases of academic dishonesty by a candidate include one or more of the following:

- Failure of the course
- Failure of the assignment(s)

©2021

240 Certification - 240certification.com

All course materials protected by U.S. copyright laws. Unauthorized sale or reproduction is strictly prohibited.

- Requirement to redo and resubmit the work
- Requirement to submit additional work

All incidents related to violations of academic integrity (and the violation of the Code of Ethics) are required to be documented through the Formal Candidate Review process. Multiple violations of academic integrity will result in grounds for removal from the EPP.

240 Certification Terms of Use: Program and Instructional Materials

No Unlawful or Prohibited Use

As a condition of your program enrollment, you will not use the Program and Instructional Materials for any purpose that is unlawful or prohibited by these terms, conditions, and notices. You may not attempt to gain unauthorized access to any Program and Instructional Materials, other accounts, computer systems, or networks connected to any 240 Certification, Inc. server or to any of the Services, through hacking, password mining, or any other means. You may not obtain or attempt to obtain any materials or information through any means not intentionally made available through the Program and Instructional Materials.

Personal and Non-Commercial Use Limitations

UNLESS OTHERWISE SPECIFIED, THE SERVICES ARE FOR YOUR PERSONAL AND NON-COMMERCIAL USE AS A MEMBER OF 240 CERTIFICATION. YOU MAY NOT, UNDER ANY CIRCUMSTANCES, MODIFY, COPY, DISTRIBUTE, TRANSMIT, DISPLAY, PERFORM, REPRODUCE, PUBLISH, LICENSE, CREATE DERIVATIVE WORKS FROM, TRANSFER, OR SELL ANY INFORMATION, SOFTWARE, PRODUCTS OR SERVICES OBTAINED FROM THE SERVICES WITHOUT PRIOR WRITTEN AUTHORIZATION FROM 240 CERTIFICATION, INC.

Intellectual Property

ALL INTELLECTUAL PROPERTY, INCLUDING TRADEMARKS AND LOGOS DISPLAYED ON THE WEBSITE, ARE THE EXCLUSIVE PROPERTY OF 240 CERTIFICATION, INC. YOU ARE RESTRICTED FROM USING ANY OF 240 CERTIFICATION INC.'S INTELLECTUAL PROPERTY FOR ANY PURPOSE INCLUDING, BUT NOT LIMITED TO, PLACING LINKS ON OTHER WEBSITES ON THE WORLD WIDE WEB WITHOUT THE PRIOR WRITTEN AUTHORIZATION FROM 240 CERTIFICATION, INC. THE ENTIRE CONTENTS OF 240 CERTIFICATION, INC.'S WEBSITE ARE OWNED AS A COLLECTIVE WORK UNDER U.S. COPYRIGHT LAWS, AND COPYING, REDISTRIBUTION OR PUBLICATION OF ANY PART OF THIS WEBSITE IS PROHIBITED EXCEPT AS OTHERWISE PROVIDED. ANY UNAUTHORIZED USE OF THIS WEBSITE MAY BE SUBJECT TO PENALTIES OR LEGAL ACTION.

ADDITIONAL SUPPORT SERVICES

Students may contact their Program Advisor or Course Instructor for assistance with their progression through the program or in a specific course.

Library Services

For library services, students may join their local public library. With membership, most libraries will provide free access to Texshare (<https://texshare.net/>). Texshare provides students access to numerous digital and online resources to support learning and research.

Program Advising

Upon enrollment in the program, each candidate/student is assigned a Program Advisor. The primary objective of the Program Advisor is to help ensure you are successful in your journey to becoming a teacher. Your Program Advisor will be there to guide you through the program from beginning to end. They will be your support and primary point of contact for all questions and concerns related to your progress in the program. Program Advisors work closely with Course Instructors to monitor your progress and provide support when needed. Program Advisors may also serve as Course Instructors. They will conduct periodic check-ins, provide progress reports, and any relevant updates.

TEXES Certification Test Preparation

240 Certification partners with its sister company, 240 Tutoring, to provide resources to help candidates prepare for their various TEXES Certification Exams. As needed, candidates/students will be provided free or discounted access to their needed 240 Tutoring study guide. Each guide is aligned to specific exams and provides a diagnostic exam, instructional content (video and written), flashcards, quizzes, and full-length practice tests. More information on our testing process can be found in the 240 Certification Handbook and all Test Preparation (TP) courses.

Live: Student Program Resources and Coffee Shop

This program is self-paced and asynchronous so students are at all different points in the curriculum. This makes discussion forums ineffective. However, it is important that students be able to communicate with one another.

Therefore all students have been enrolled in the Student Program Resources and Coffee Shop course which will serve as a repository for program information and a place for students to introduce themselves. In addition, several chat rooms have been created so students can connect with one another.

These introduction forums and chat rooms are NOT monitored by faculty. It is strictly a place for peer-to-peer engagement.

Please remember to do your introduction at the beginning of each block and check out the chat rooms throughout your time in the course. You can post there to engage with other students and/or other students may have posted looking for others in the program to share information with and ask questions.

The Modules section of this course also provides a plethora of resources students can access throughout their time in the program. Existing resources are evaluated annually and new resources are added throughout the year.

The Announcements section of this course is where upcoming events and important information will be posted as we learn of them.

The "Live: Student Program Resources and Coffee Shop" course can be found on each candidate's Canvas Dashboard!

Communicating with your Course Instructors

Course Instructors will provide feedback on all assessments using both the rubric and comments as needed. Some Course Instructors may also be providing the video content provided in your course.

If you need to initiate communication with your Course Instructor, please do one of the following:

- PREFERRED: Inbox the Course Instructor through Canvas.
 - Click on Inbox.
 - At the top left, you will see a tab for courses. Click on it.
 - Favorite courses will come up---hover with your mouse to the right and you will see the courses you are enrolled in. Select a course.
 - To send a message click the icon on the toolbar that looks like a piece of paper with a pencil.
 - In the "To" box move your cursor to the box to the left. It will allow you to send a message to your instructor. You can also send messages to all students in the course or individual ones.
- Email your Course Instructor - Be sure to include your name and the course you are referencing
- Call or Text your Course Instructor - You may leave a message if you call and there is no answer

All emails, text messages, and voicemails will receive replies within 2-5 business days.

If your Course Instructor has communicated that they are on vacation, you may reach out to your Program Advisor and/or the Director of Curriculum and Program Advising.