



INSTITUTE OF AGRICULTURE,
NATURAL RESOURCES & EXTENSION

University of Alaska Fairbanks

Zoom, ADA, FERPA and You

Some helpful tips on applying knowledge of the Americans with Disabilities Act & the Family Educational Rights and Privacy Act to your use of distance-delivered education through platforms like Zoom.

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Objectives

Raise awareness of applications to online instruction regarding:

- Family Educational Rights and Privacy Act (FERPA)
 - Americans with Disabilities Act (ADA) Title II
 - Zoom Transcriptions
 - Compliance resources at UAF
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FERPA Tips for Online Instruction

Allow students to create an online alias

Can share original recordings within same class, not across

Recordings meant for public must protect personally identifiable information

Student may have a directory hold you're not aware of!

Consider recording a version that only has instructor



FERPA Resources (First Stop: Registrar)

UAF FERPA 101

<https://www.uaf.edu/reg/files/faculty/FERPA-101.pdf>

iTeachU on FERPA

<https://iteachu.uaf.edu/ferpa/>

<https://iteachu.uaf.edu/complying-with-ferpa-tt/>

UAF Registrar- FERPA flyer

<https://www.uaf.edu/reg/files/records-regs/FERPA%20Rights%20Flier.pdf>

Example from UMASS Amherst



ADA Tips for Online Instruction

Visual

1. Use numbers, not bullet points, and use colors and fonts carefully
2. Have clear labels and summaries on charts
3. Use alt-text, not just captions, on photos to assist people using screen readers
4. Make sure documents are searchable

Audio

1. Use universal formats, such as mp3 and mp4 so most can play/download
2. Have both captioning (live) and a transcript (asynchronous)
3. Consider “segmenting” long videos so they are available in smaller pieces
4. Strive to reduce background noise

<https://www.insidehighered.com/digital-learning/views/2017/05/03/tips-designing-ada-compliant-online-courses>

In addition to deaf/hard of hearing, whom do captions help?



Students who

May speak English as a second language and find captions helpful in following dialogue



Students who

May be unfamiliar with the field jargon or technical terms being used and find it helpful to see them spelled out



Students who

Have learning disabilities, attention deficits, or autism and find captions help them focus their attention



Students who

Are viewing in a sound-sensitive environment like a public library, office or shared computer lab without headphones

For synchronous classes, equal access means finding a way for folks to get the information live

ADA Resources (First Stop: Disability Services)

Northwest ADA Center

<http://nwadacenter.org/news/emergency-and-disaster-response-ada-lessons-learned-1>

Zoom Transcription Help

<https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings->

ADA.gov Website Accessibility Toolkit

https://www.ada.gov/pcatoolkit/ch5_toolkit.pdf



Zoom transcript demo

Sign in at

<https://alaska.zoom.us/>

Navigate to “Recordings”

Download file named “Shared
Screen with Speaker View”

Use pencil icon to edit text
