What Every Faculty Needs to Know About Accessibility

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Web Accessibility Group (WAG) for Higher Education
AMAC Accessibility Solutions and Research Center
Slides and Resources Now Available

WAG Website > GCSU Training

URL for live audience: http://www.amacusg.gatech.edu/wag/GCSU_Training
Introduction to AMAC and WAG

5 Essential Topics about ICT Accessibility *for Faculty*
- 1. Definitions
- 2. Laws and Guidelines
- 3. Basic Requirements for Accessible Course Content
- 4. Additional Considerations for Academics
- 5. How to Obtain Assistance

Q/A
Introduction to AMAC and WAG
About AMAC

AMAC Accessibility Solutions and Research Center

• Help others provide equal access to education, work and life for individuals with disabilities

• Services
  • Accessibility Compliance, Assistive Technology, Braille, Captioning, E-Text, etc.

• Initiatives
  • Access Text Network
  • Web Accessibility Group (WAG) for Higher Education
  • and others...
About WAG

Web Accessibility Group (WAG) for Higher Education
  • Bring together individuals seeking to comply with web accessibility laws, guidelines and best practices in higher education (and beyond)

Benefits
  • Listserv
  • WAG (Online) Meetings
  • Special Events
  • Spotlight
  • Website
5 Essential Topics About ICT Accessibility for Faculty
1. Definitions
“Accessible means a person with a disability is afforded the opportunity

• to acquire the same information,
• engage in the same interactions, and
• enjoy the same services as a person without a disability
• in an equally effective and equally integrated manner,
• with substantially equivalent ease of use.

• The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.”

Settlement Agreements, US Department of Education
Making programs, devices, and environments accessible for all audiences in advance of a known need

- Responsibility: *Everyone*
- Examples:
  - Classroom Clickers
  - Electronic Documents
  - Website
  - etc.
Assistive Technology

*Products, equipment and systems that enhance learning, working and daily living for people with disabilities*

- **Examples:**
  - Adaptive Keyboard
  - Refreshable Braille
  - Screen Magnifier
  - Speech-to-Text Software
Disability

A physical or cognitive impairment that limits one or more major life activities (Americans with Disabilities ACT)

• Examples:
  • Cognitive
  • Hearing
  • Motor
  • Visual

Invisible or Visible
Disability Accommodation

Specific solution for a specific individual

• Responsibility: Disability Service Providers

• Examples:
  • Extended Time on Exams
  • Note Taker
  • Sign Language Interpreter
  • etc.
ICT in Higher Education

Audience
• Employees and Prospective Employees
• Students and Prospective Students
• Members of the public

ICT Commonly Used
• Academic and Online Course Content
• Admissions Application
• Classroom and Emerging Technologies
• Electronic Documents
• Learning Management System
• Library Services
• Registration Systems
• Software Programs
• Textbooks and Digital Bundles
• Video and Web Conferencing Solutions
• Websites and Web-based Applications
• etc.
Who is Responsible?

Everyone involved in the design, development and delivery of Information and Communications Technology (ICT)

- Administrators
- Digital Media Developers
- Faculty or Designates
- Instructional Designers
- Procurement Personnel
- Third Party Vendors
- Website Designers
- etc.
2. Laws and Guidelines
Accessibility Laws

Civil Rights Legislation
• Americans with Disabilities Act (ADA)
• Section 504, Rehabilitation Act

Standards and Guidelines
• Section 508, Rehabilitation Act as amended
• Web Content Accessibility Guidelines (WCAG 2.0)
If we don’t comply?

Loss of equivalent (or equally effective) access to your academic course and educational programs for people with disabilities.

Recourse: Office of Civil Rights Complaints

- U.S. Department of Education
- U.S. Department of Justice
- Lawsuit in State or Federal Court
Proposed Legislation

AIM High Act of 2017

- Introduced; *if accepted*, Library of Congress writes Extended Summary
- Must pass House and Senate and signed into law by President
- If all of this happens...
  - US Department of Education would write voluntary guidelines
  - Updated every 5 years
  - Benefit: provided clarification for institutes of higher education
Quality Matters™

- For online courses
- Standard 8 Rubric (Accessibility)
  - 8.1
  - 8.2
  - 8.3
  - 8.4
  - 8.5
USG Accessibility Resources

Higher Education, the Americans with Disabilities Act, and Section 508
• Must read document for all USG Faculty

USG Board of Regents (BoR)
• All institutions under BoR fall within scope of 508
• Requires Section 508
  • Incorporates by reference WCAG 2.0
3. Basic Requirements for Creating Accessible Course Content
Applies to Everything

Electronic Document Types
- HTML (website)
- HTML Editor (Desire2Learn)
- MS Office (Word, PowerPoint, etc.)
- Open Office
- PDF
1) Accessibility Statement

- Add to Syllabus, Course Homepage, etc.
- Include:
  - Accessibility Statement (Course)
  - Disability Accommodation Information for GCSU
  - Links to Third Party (Vendor) Accessibility Information
  - Your Contact Information

- How to handle student inquiry or concern
  - Respond within 24 hours acknowledge receipt of request
  - Follow GCSU guidelines for Accessibility Requests
2) Semantic Structure, Styles or Tags

HTML (most accessible) , Word, Open Office, PDF, etc.

 Provide structure:
  • Headings (H1, H2, H3,...H6)
    • Heading 1 for Document Title
    • Heading 2 for all Section Titles
    • Heading 3 for all Sub-section Titles

 In addition:
  • Strong (not Bold)
  • Emphasis (not Italics)
  • Page Numbers, Table of Contents, Bookmarks
Modify All Heading Styles Before Using
Modify All Heading Styles and Select OK
Title of Document — Heading 1

Section Title — Heading 2
The quick brown fox. This is normal text.
The quick brown fox. This is Emphasis text (use instead of italics)
The quick brown fox. This is Strong text (use instead of bold)

Sub-section Title — Heading 3
• The quick brown fox. This is normal text.
• The quick brown fox. This is Emphasis text (use instead of italics)
• The quick brown fox. This is Strong text (use instead of bold)

Sub-sub-section Title — Heading 4
• The quick brown fox. This is normal text.
• The quick brown fox. This is Emphasis text (use instead of italics)
• The quick brown fox. This is Strong text (use instead of bold)
Expand Styles Menu
Title of Document — Heading 1

Section Title — Heading 2
The quick brown fox. This is normal text.
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Sub-sub-section Title — Heading 4
• The quick brown fox. This is normal text.
• The quick brown fox. This is Emphasis text (use instead of italics)
• The quick brown fox. This is Strong text (use instead of bold)
Structure via Styles vs. Visual Indicators

Heading 1
Title of Document

Heading 2
Text, text with emphasis, strong text, link text
  • Bulleted list

Heading 3
Text, text with emphasis, strong text

Heading 2
Text, text with emphasis, strong text
  1. Numbered list
  2. Item in numbered list

Heading 2
Text, image, link
Page Numbers and Table of Contents
3) True Columns, True Lists, True Tables

Use software functionality to create:

• Columns
• Lists (Bulleted or Numbered)
• Tables

Avoid: spacebar, tab which do not create structure
True Bulleted and True Numbered Lists
True Columns vs. Spacebar or Tab

Accessible: True Columns

Not Accessible: Spacebar or Tab
4) Readability

• Divide large blocks of text into smaller, more manageable sections

• Avoid overly complex sentences

• Use sans-serif font

• Approximately 12 points
5) Text Equivalents (Alt Text)

Required for all non-text content
• Image, Chart, Graph, etc.

Alt text
• Clear, concise description
• Approx. 120 characters or less
• Conveys function, meaning or purpose of the image

Long Description (in addition to alt text)
• When alt text alone isn’t enough
• Surrounding text or link to a separate, accessible document
Consider Context and Function

- **1) Website Content**
  alt = “Yellow tulips blooming in the Spring”

- **2) Horticulture Class**
  alt = “Tulipa gesneriana”

- **3) Image is a Link**
  alt = “Tulip Society of America”

- **4) Image is Decoration**
  alt = “”
Can you imagine these images?
6) Avoid Color Coding

Ensure color is not the sole means of conveying important information
- Red Team and Green Team
- Office Hours Provided Below

- Mon-Wed 12-1pm
- Tues-Thurs 3-4pm
Remediate Color Coding

- Red Team and Green Team
- Office Hours Provided Below

<table>
<thead>
<tr>
<th>Red Team</th>
<th>Mon-Wed</th>
<th>12-1pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Team</td>
<td>Tues-Thurs</td>
<td>3-4pm</td>
</tr>
</tbody>
</table>
Alternative for Color Coded Highlighting

Technical Standards

Software Applications
- Software
- Operating Systems
- Web-based Graphics

Web based Content
- Internet and Intranet

Self-contained
- Closed products
- Kiosks
- Fax Machines
7) Sufficient Color Contrast

Between foreground (i.e. text) and background colors

Ensure background color or design does not overpower text
• PowerPoint or Keynote slides, Web Pages, etc.
Welcome to Fall Ornamentals

John H. Doe, Horticulturist
And
Susan Sanders, Specialist
Remediate Color and Contrast

Welcome to Fall Ornamentals

John H. Doe, Horticulturist
and
Susan Sanders, Specialist
Colour Contrast Analyser
available from The Paciello Group

3. Basic Requirements for Creating Accessible Course Content
8) Descriptive Hyperlinks

Link text should
- make sense out of context
- describe the destination
- be unique for unique destinations

Avoid vague terms
- Click here
- Email me
- URL text http://www.ugallo-b59-go2376c.html
Assistive Technologies - Aggregate Links

Not Accessible - Link Text

• Instructor Contact Information
• Click Here
• Click Here
• Assignment
• Assignment
• Homework
• Homework

Accessible - Link Text

• Instructor Contact Information
• GCSU Homepage
• Student Disability Resource Center
• Assignment 1 – Plants and Biology
• Assignment 2 – Don’t Bug Me
• Homework 1 – Plants and Biology
• Homework 2 – Don’t Bug Me
9) Accessibility Checkers

*Always* use software’s built-in Accessibility Checker

- Follow recommendations to repair both Errors and Tips

Conduct Manual Checks

- HHS Section 508 Accessibility Checklists
- Word, PowerPoint, PDF, HTML, Multimedia
- [WAG website>Resources>Accessibility Checklists](#)
Word – Open Accessibility Checker
Word Accessibility Checker

Select File
Check for Issues
Check Accessibility
Accessibility Checker: Errors and Tips

Accessibility Checker
- Fix Errors
- Fix Tips
- Additional Information
  - Provides assistance
10) Multimedia

**Audio only**
- Text Transcript (of spoken word)

**Video only**
- Video Description (of key visual elements)

**Audio and Video**
- Closed Captions
- Text Transcript (of spoken word)
- Video Description (of key visual components needed for comprehension)
- Includes Audio-Narrated PowerPoint, Lecture Capture, etc.

**Accessible Media Player**
Examples

- Need (Requested or required; mission critical)
- Content (Already captioned by another unit; demand for content?)
- Access Statistics
  - Production date
  - Date of last access
  - Most recently accessed
  - Most frequently accessed
  - Lifespan of video
Funding Options

WAG website>Funding Options and Prioritization Plan

• Examples:
  • Line item on departmental budget
  • Line item on grant funded projects
  • Create a campus database of accessible media
  • Utilize already captioned video
    • Films on Demand, GALILEO, Netflix, Ted Talks, etc.
Summary – Basic Requirements

1. Accessibility Statement
2. Semantic Structure (Styles, Tags)
3. True Columns, True Lists, True Tables
4. Readability
5. Text Equivalents for Non-text Elements
6. Avoid Color Coding
7. Sufficient Color Contrast
8. Descriptive Hyperlinks
9. Accessibility Checkers
10. Multimedia
4. Additional Considerations for Academics
ICT in Academics

Includes but not limited to:

• Classroom and Emerging Technologies
• Library Resources
• Textbooks and Digital Bundles
• Third-party Software
• Webinars
• Websites (Department, Faculty)
• etc.
5. Where/How to Obtain Assistance
Resources

- **GCSU**
  - What does your unit, college or university offer?

- **WAG**
  - Join Listserv, wag@amac.gatech.edu
  - WAG Monthly Meetings (recorded training)
  - Handouts and Resources>Online Courses

- **AMAC**
  - Membership Services
Questions?

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