



What Every Faculty Needs to Know About Accessibility

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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

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...**

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*

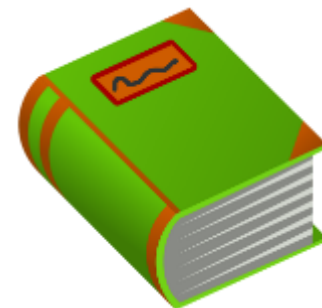


1. Definitions

Accessible

“ 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

Accessibility

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.**



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**



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**

- 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.

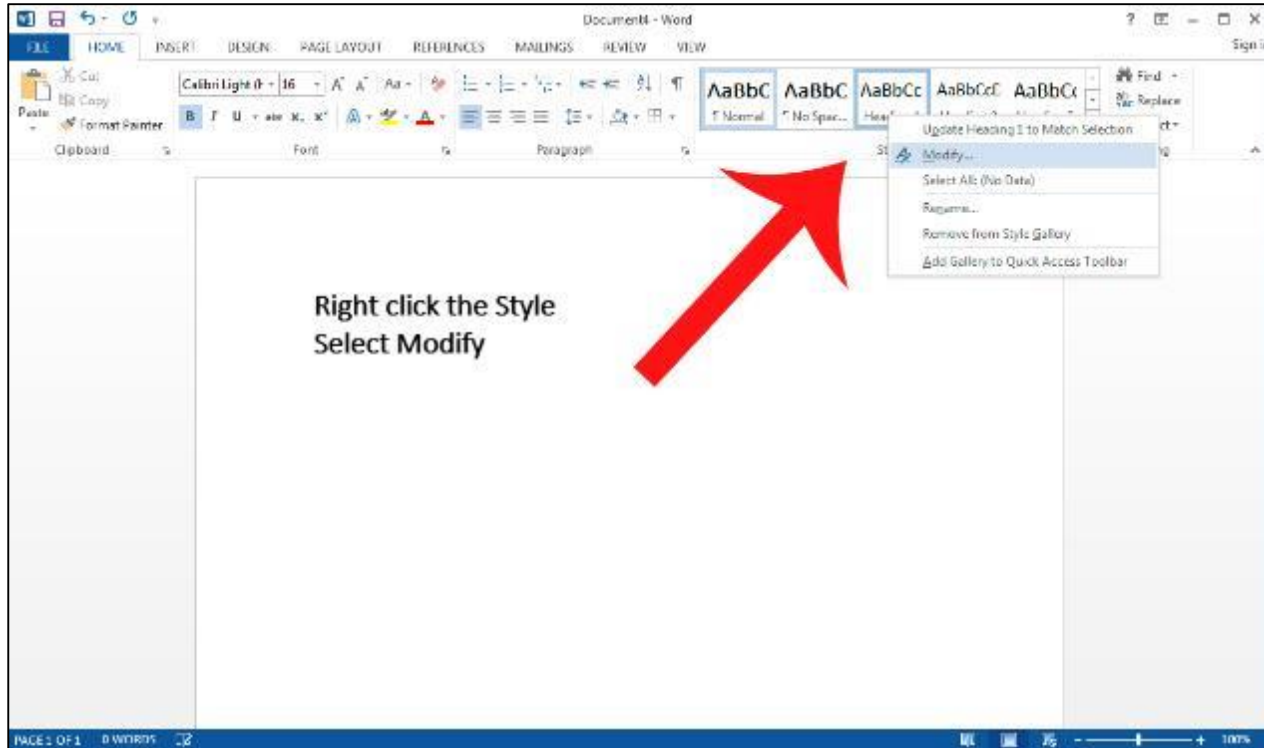
Provide structure:

- 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:

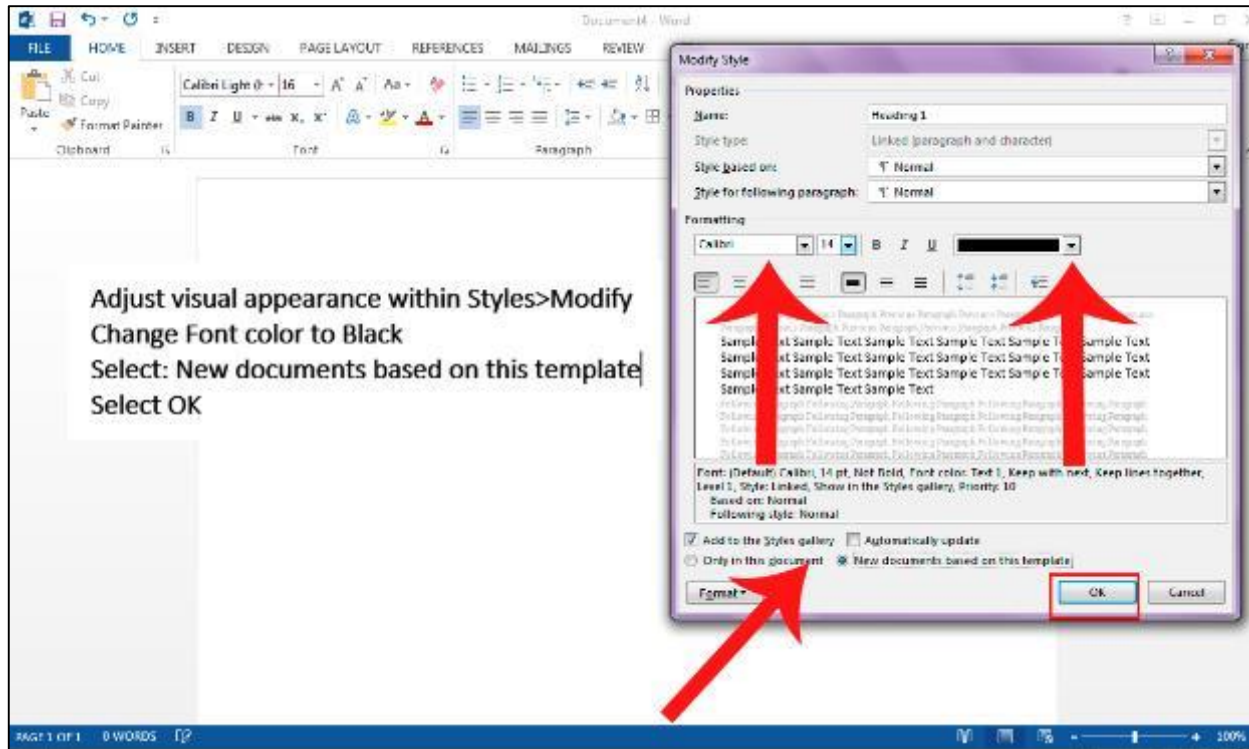
- Strong (*not* Bold)
- Emphasis (*not* Italics)
- Page Numbers, Table of Contents, Bookmarks

Modify All Heading Styles Before Using



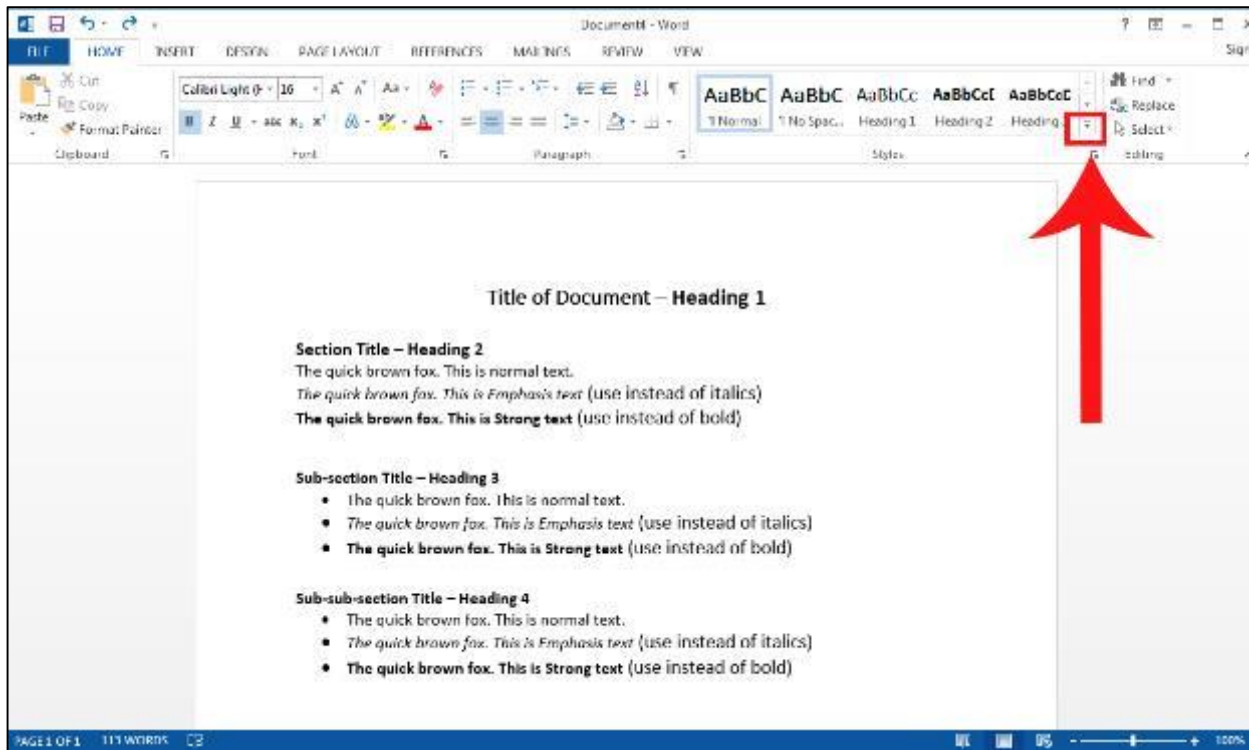
Modify All Heading Styles and Select OK

Adjust visual appearance within Styles>Modify
Change Font color to Black
Select: New documents based on this template
Select OK



The screenshot shows the Microsoft Word interface with the 'Modify Style' dialog box open for the 'Heading 1' style. The 'Properties' section shows the style is linked to the paragraph and character. The 'Formatting' section shows the font is Calibri, size 14, and the color is black. The 'New documents based on this template' option is selected. Red arrows point to the font color, the 'New documents based on this template' option, and the 'Format' button.

Expand Styles Menu



The screenshot shows the Microsoft Word interface with the Styles gallery expanded. A red arrow points to the expanded Styles menu. The document content is as follows:

Document1 - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

Clipboard Font Paragraph Styles

Normal No Spacing Heading 1 Heading 2 Heading 3

Find Replace Select Bulding

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

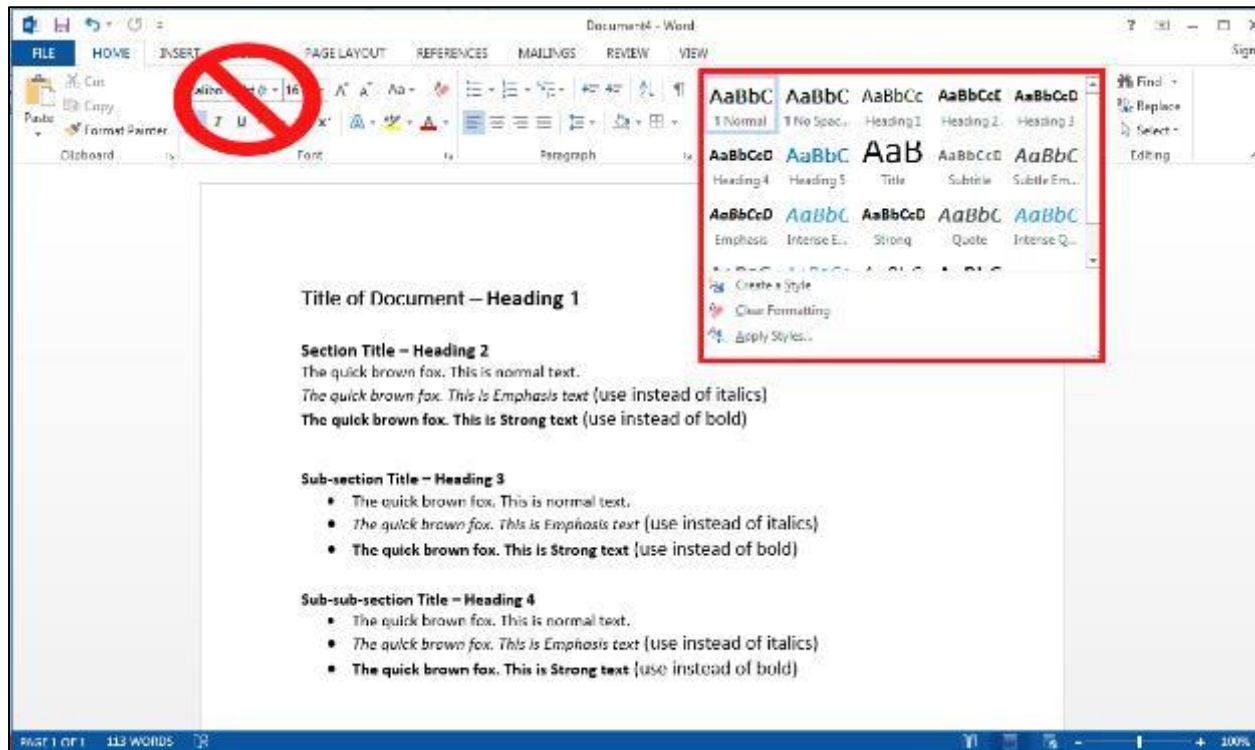
- The quick brown fox. This is normal text.
- The quick brown fox. This is Emphasis text (use instead of italics)*
- The quick brown fox. This is Strong text (use instead of bold)**

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)**

PAGE 1 OF 1 113 WORDS 100%

Word – Styles, Expanded List



The screenshot shows the Microsoft Word interface with the Styles pane open on the right. A red circle with a diagonal slash is placed over the font settings in the ribbon, indicating that font formatting should be avoided. The document content is structured as follows:

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)**

The status bar at the bottom indicates "Page 1 of 1" and "113 WORDS".

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

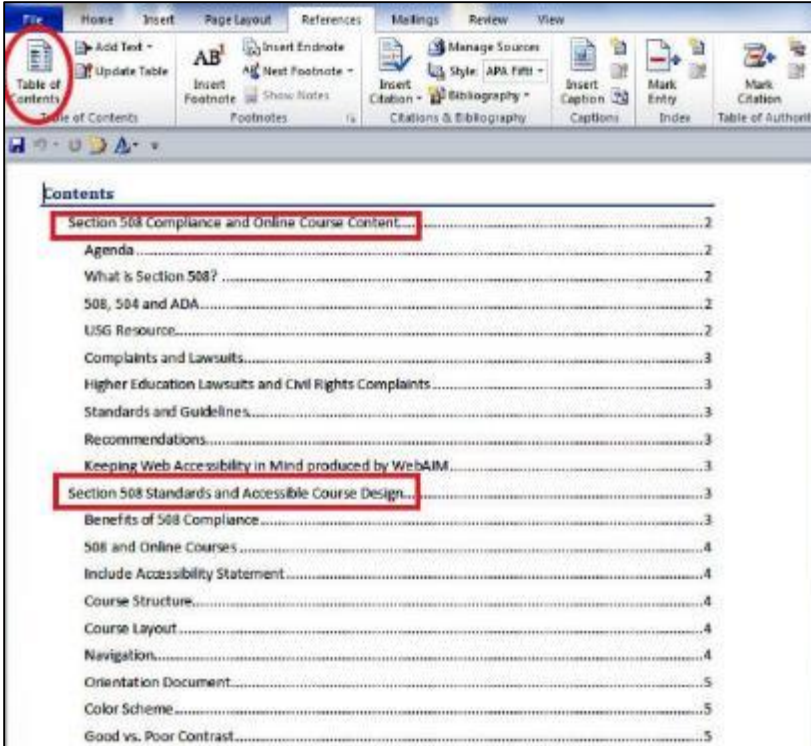
1. Numbered list
2. Item in numbered list

Heading 2

Text, image, link

text, text, text, link, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
link, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, link, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, link, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, link, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, link, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text, text, text, text, text, text,
text, text, text, text

Page Numbers and Table of Contents



The screenshot shows the Microsoft Word interface. The 'References' ribbon is active, with the 'Table of Contents' button highlighted by a red circle. Below the ribbon, the 'Table of Contents' task pane is visible, showing a list of items with their corresponding page numbers. The items are listed in a table format with dotted lines connecting the text to the page number.

Contents	
Section 508 Compliance and Online Course Content.....	2
Agenda.....	2
What is Section 508?.....	2
508, 504 and ADA.....	2
USG Resource.....	2
Complaints and Lawsuits.....	3
Higher Education Lawsuits and Civil Rights Complaints.....	3
Standards and Guidelines.....	3
Recommendations.....	3
Keeping Web Accessibility in Mind produced by WebAIM.....	3
Section 508 Standards and Accessible Course Design.....	3
Benefits of 508 Compliance.....	3
508 and Online Courses.....	4
Include Accessibility Statement.....	4
Course Structure.....	4
Course Layout.....	4
Navigation.....	4
Orientation Document.....	5
Color Scheme.....	5
Good vs. Poor Contrast.....	5

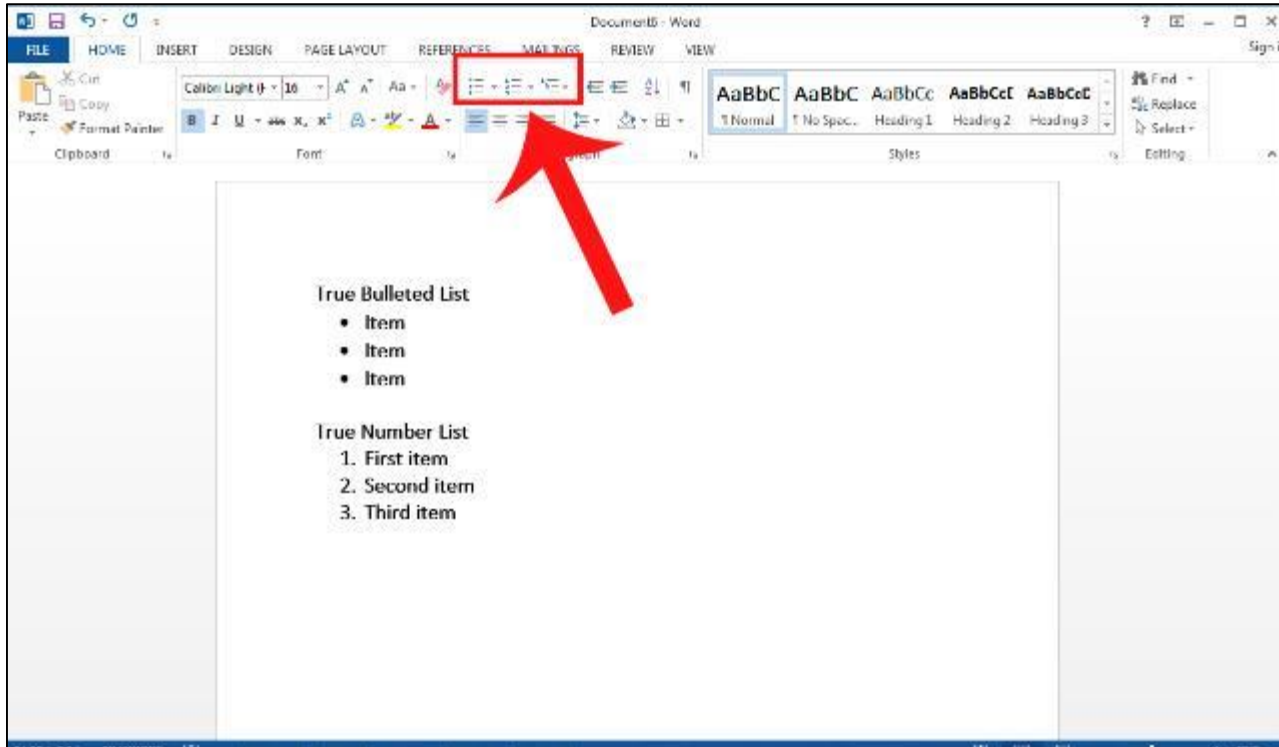
3) True Columns, True Lists, True Tables

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



DocumentB - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

Clipboard Font Paragraph Styles Editing

True Bulleted List

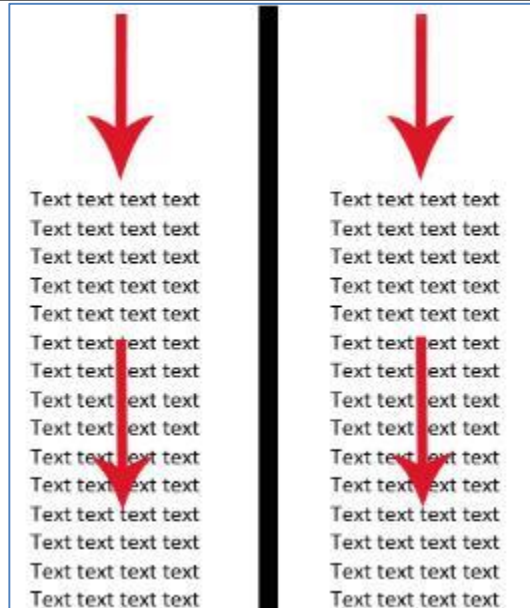
- Item
- Item
- Item

True Number List

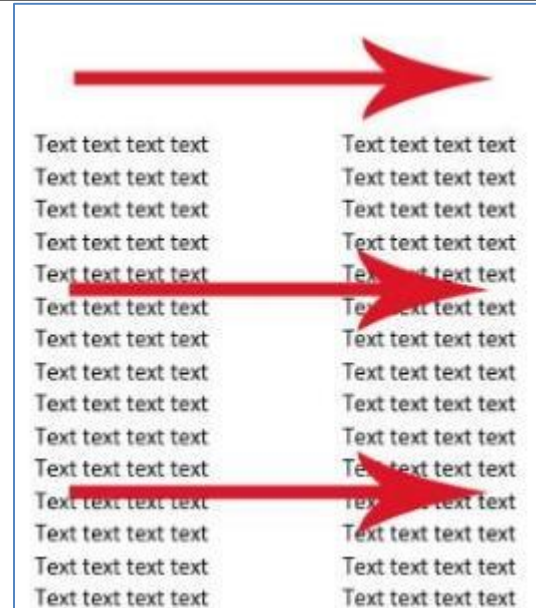
1. First item
2. Second item
3. Third item

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

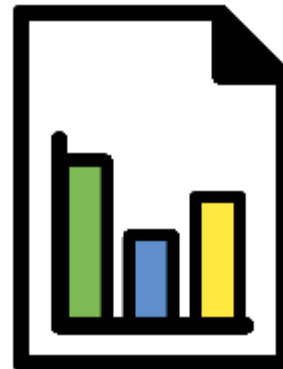
- Image, Chart, Graph, etc.

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



Not accessible – Color Coding

- 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

Mon-Wed
12-1pm

Tues-Thurs
3-4pm

Red Team
Mon-Wed
12-1pm

Green Team
Tues-Thurs
3-4pm

Alternative for Color Coded Highlighting

Technical Standards (Subpart B)

The standards provide criteria specific to various types of technologies, including:

- web-based information or applications
- telecommunication products
- video and multimedia products
- **information kiosks, calculators, and fax machines** (e.g., information kiosks, calculators, and fax machines)
- desktop and portable computers

This section provides technical specifications and performance-based requirements, which focus on the functional capabilities of covered technologies. This dual approach recognizes the dynamic and continually evolving nature of the technology involved as well as the need for clear and specific standards to facilitate compliance. Certain provisions are designed to ensure compatibility with adaptive equipment people with disabilities commonly use for information and communication access, such as screen readers, Braille displays, and TTYs.

Software Applications and Operating Systems (1194.21)

Most of the specifications for software pertain to usability for people with vision impairments. For example, one provision requires **compatible keyboard navigation**, which is essential for people with vision impairments who cannot rely on pointing devices, such as a mouse. Other provisions address animated displays, color and contrast settings, flash rate, and electronic forms, among others.

Web-based Intranet and Internet Information and Applications (1194.22)

The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what's on a computer screen into automated audible output, and refreshable Braille displays. Certain conventions, such as verbal tags or identification of **frames and frame devices**, like frames, are necessary so that these devices can "read" them for the user in a sensible way. The standards do not prohibit the **use of web site graphics or animation**. Instead, the standards aim to ensure that such information is also available in an accessible format. Generally, this means use of text labels or descriptors for graphics and certain format elements. (HTML code already provides an "Alt Text" tag for graphics which can serve as a verbal descriptor for graphics). This section also addresses the usability of multimedia presentations, image maps, style sheets, scripting languages, applets and plug-ins, and electronic forms. The standards apply to Federal web sites but not to private sector web sites (unless a site is provided under contract to a Federal agency, in which case only that

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.

Not accessible – Insufficient Contrast

Welcome to Fall Ornamentals

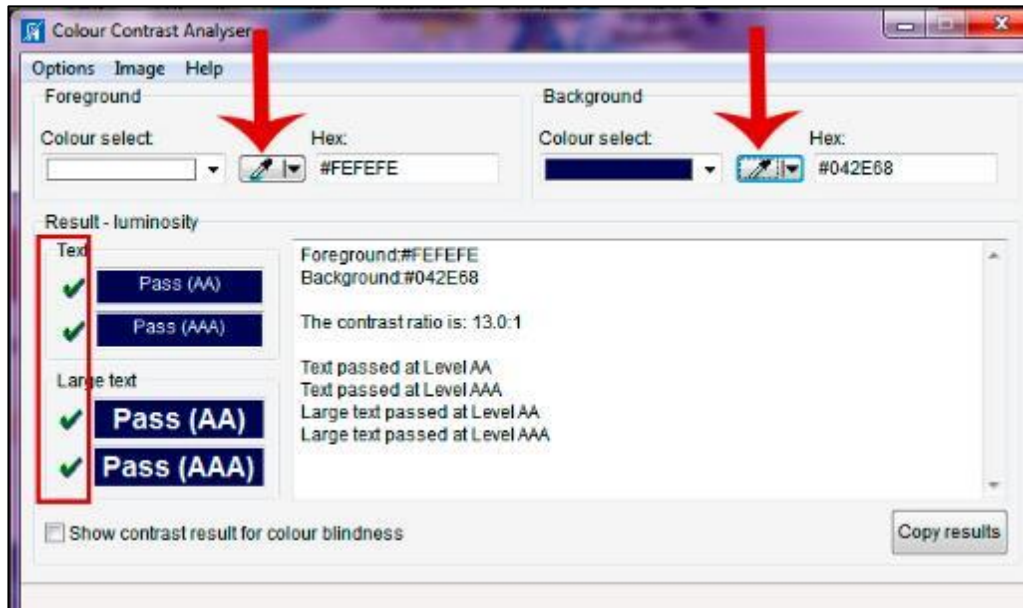
John H. Doc, Horticulturist
And
Susan Sanders, Specialist

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>

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



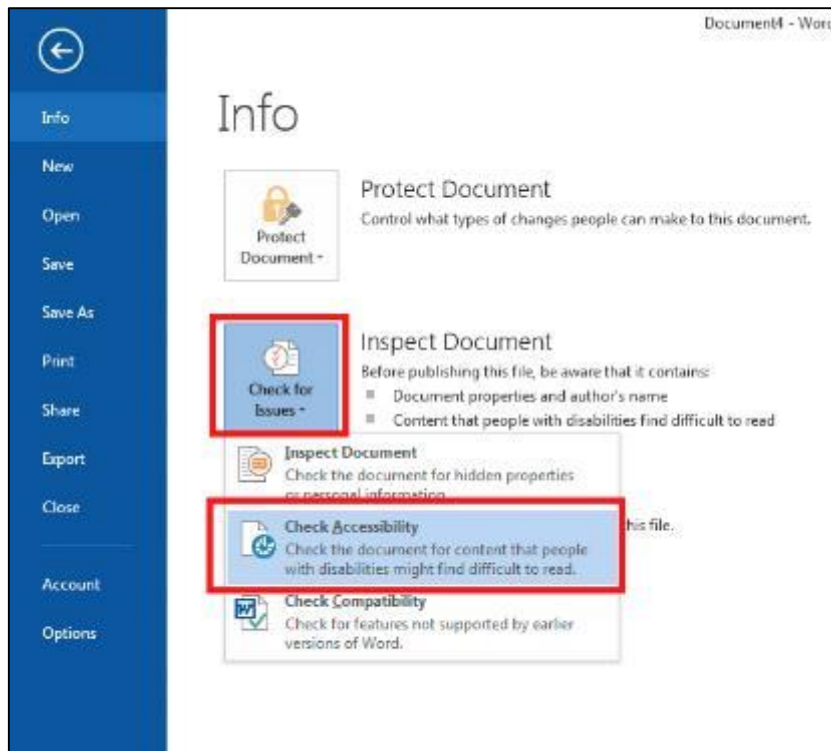
Always use software's built-in Accessibility Checker

- 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



Document4 - Word

Info

←

Info

New

Open

Save

Save As

Print

Share

Export

Close

Account

Options

Protect Document
Control what types of changes people can make to this document.

Inspect Document
Before publishing this file, be aware that it contains:

- Document properties and author's name
- Content that people with disabilities find difficult to read

Check for Issues

Inspect Document
Check the document for hidden properties or personal information.

Check Accessibility
Check the document for content that people with disabilities might find difficult to read.

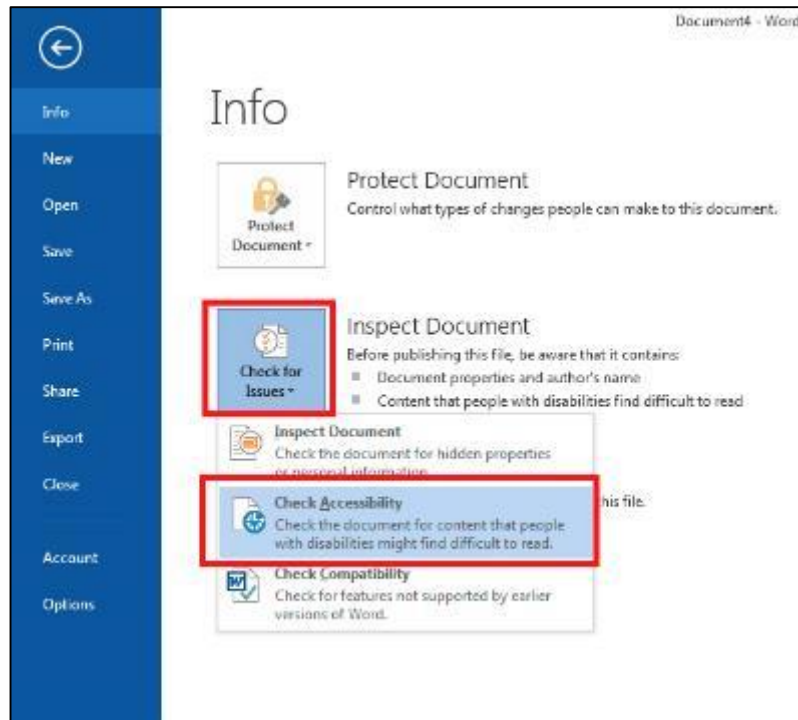
Check Compatibility
Check for features not supported by earlier versions of Word.

Word Accessibility Checker

Select File

Check for Issues

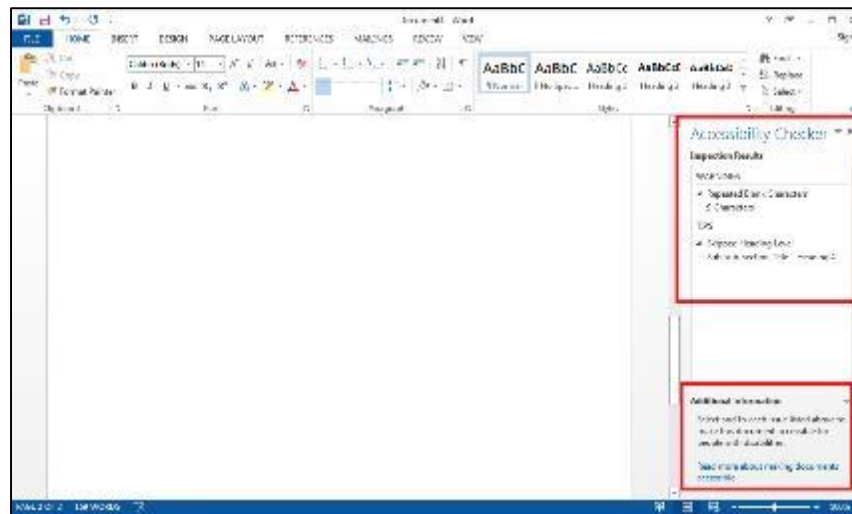
Check Accessibility



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



Multimedia - Prioritization Plan

[WAG website>Funding Options and Prioritization Plan](#)

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**



[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?

Janet Sylvia

**Web Accessibility Group (WAG) for Higher
Education**

**AMAC Accessibility Solutions and Research
Center**

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