Walking in Someone Else’s Shoes: The Real Impact of Digital Accessibility
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Objectives

- Identify Digital Accessibility Drivers
- Describe different accessibility considerations
- Explain accessibility requirements and impact
- Demonstrate accessibility checkers
“I truly don’t believe that accessibility and captioning should be blanketed to cover all areas of the organization. OCS is a very different area with students with needs unlike the regular ed or AP Students. Our students will be super distracted with captions on a video. They do not need another distraction. They need to have colors to make it appealing. …The only area where this is useful for OCS is the deaf school, and those co-teachers work very hard to provide what’s needed to meet those students’ needs.” Anonymous
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Section 508 of the Rehabilitation Act of 1973 which was amended by congress in 1998, requires all Federal agencies to make electronic and informational technology accessible to people with disabilities. Under Section 508, agencies must give disabled employees and members of the public access to information that is comparable to access that is available to others. You can learn more about Section 508 and find additional resources by visiting http://www.Section508.gov/content/learn
Americans With Disabilities Act (ADA)

- Guarantees equal rights and protects persons with disabilities from being discriminated against for employment, state and local government services, public accommodations, commercial facilities, and transportation.

- Focuses on society as a whole

- Includes a multitude of areas that do not directly relate to information technology such as construction of facilities and public accommodations like sidewalks and intersections

- Movie theaters, digital media, websites, and other forms of information and communication technologies includes captioning videos and adding alternative text
August 9, 2017

Via First Class Mail and Email

President

Re: OCR Complaint No. 11-17-2179
Resolution Letter

Dear

This is to advise you of the resolution of the above-referenced complaint investigation of the (the College) by the United States Department of Education (Department), Office for Civil Rights (OCR). The complaint, which was received on XXXX, alleged that the College is discriminating, on the basis of disability, because certain pages of the College’s website are not accessible to students and adults with disabilities including, but not limited to, vision impairments.

The OCR Letter
Digital Accessibility: The Real Reason Why
Digital Accessibility Considerations

There are four main accessibility categories that must be considered when designing and building digital content which include: visual, auditory, muscular, and cognitive. Technology considerations for each of the four categories are provided below.

Visual Impairments
- Screen Readers
- Braille displays

Muscular Impairments
- Speech to Text
- Keyboard Controls

Auditory Impairments
- Open/closed captions
- Transcripts

Cognitive Impairments
- Universal Design for Learning Principles
Main Areas of Concern

While digital content can be presented in a variety of ways, there are four main areas of concern for institutions that offer online courses or professional development that include the institutions website, learning management system, documents, and video conferencing.

**Websites**
The website is generally used as the main portal for accessing the LMS and houses other core communication features.

**LMS**
The learning management system (LMS) Canvas is generally pretty accessible until developer or teacher content is added.

**Files**
Word documents, PDFs, PowerPoint presentations, spreadsheets, etc.

**Video Conferencing**
Live captioning, early transcripts, interpreter, note taker.
Making Text Accessible

- **Color** should not be used to emphasize text

- Use **Bold** and *Italics* to emphasize text

- Underlining should be reserved for hyperlinks

- Standard size 12 or 14 paragraph text

- Heading styles for labeling and dividing content
Properly Inserting Hyperlinks

- Hyperlinks should be set to open in a new window
- “Click here”, “here”, or similar phrases should not be used to direct page visitors to a link
- File and/or document names should be used to identify the link.

https://goo.gl/3trDLM
Inserting Alt Text

Non-text Elements:
every non-text element needs a text alternative

Content and Function:
All alt text should present content and function, not just a description of the image

Words to Avoid:
“Picture of,” “image of”, “This image describes,”

Alt=" ":
Images with no relevant content function—like decorative images—or when alt text is provided in nearby text, the image should have an empty (alt=" ")

Image with Hyperlink:
The alt text must describe the links function if images are hyperlinked

Economy of Words:
Use fewest number of words necessary
Let’s analyze some images and discuss what the appropriate alternative text would be for each image.

Scenario #1
Alt text = “Sketch of Pythagoras”

Scenario #2
Alt text = “Painting of George Washington crossing the Delaware”

Scenario #3
Alt text = “ ”

Scenario #4
Alt text = “f of x equals twelve minus x squared”
Embedded Text in Images

Embedding text in images should be avoided as much as possible. However, there are times where it can not be avoided. Please remember an alternative plain text resource must be provided when images have embedded text.

Embedded text in images

Charts, graphs, and complex images
Creating Accessible Tables

- Create and insert tables as plain text, not as screen shots or images
- Avoid using tables just for visual appeal
- Each column and row should have designated headers
- Do not merge cells or leave cells blank
Video Accessibility

Video Captions
Captions are used in videos that have speaking parts

Audio Descriptions
Used in videos that have content and music but no narration
Digital Accessibility: Understanding OCR Letters

Chris Smith

Microsoft Accessibility Checker
Accessible PDF Documents

- Image versus text: Taking a picture of a document and saving it as a PDF creates an image. Scan with the setting Save as Searchable PDF

- Fillable PDF form: When creating fillable PDF forms it is important to understand how the tab order is configured and functions
<table>
<thead>
<tr>
<th>Feature</th>
<th>Impact</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlinks</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Readable PDFs</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Font Color</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Keyboard Accessibility</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>Alternative Text</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Captions</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Tables</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

Impact/Effort Matrix

University of Pittsburgh-
https://teaching.pitt.edu/accessibility/recommendations/

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