

Serving Students with Disabilities online

Ensuring our online information meets Web Content
Accessibility Guidelines 2.0(WCAG)

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Things you will know after this presentation.

- ▶ General Information about the population of people with disabilities in our state.
- ▶ Why this is important for all institutions to know?
- ▶ What are the barriers for people with disabilities?
- ▶ What you can do to ensure you are in compliance?
- ▶ Where to find the information you need.

General Information

- ▶ 13.3% of North Carolinians have a disability
 - ▶ The national rate is 10.5%
- ▶ There are six recognized disabilities
 - ▶ Visual
 - ▶ Hearing
 - ▶ Ambulatory
 - ▶ Cognitive
 - ▶ Self-care
 - ▶ Independent-living disabilities

Who are we focusing on?

	Visually Impaired	Hearing Impaired
18-64	1.3%	9.8%**
65-74	0.42%*	3%**
75 & Over	0.63%*	3.3%**

* numbers based on 2013 NC DHHS information and population of 9.8million

** numbers based on 2010 NC DHHS information and population of 7.3million

Why is this important for us to know?

- ▶ The recent issue with the South Carolina Technical College System being found not compliant by the Office of Civil Rights.
 - ▶ **"Civil Rights Agreement Reached with South Carolina Technical College System on Accessibility of Websites to People with Disabilities"**
 - ▶ <http://www.ed.gov/news/press-releases/civil-rights-agreement-reached-south-carolina-technical-college-system-accessibility-websites-people-disabilities>

What did they find?

- ▶ Sites were not readily accessible to persons who are blind, have low vision, or have other print-related disabilities.
- ▶ The office determined that the sites were not in compliance with two federal laws enforced by the Department of Education
 - ▶ Section 504 of the Rehabilitation Act
 - ▶ Title II of the Americans with Disabilities Act

What do they have to do?

- ▶ Develop a resource guide that provides information about web accessibility requirements;
- ▶ The SCTCS website and the websites of all the member colleges must be made accessible to students with disabilities; and
- ▶ Annually review the system's and colleges' websites and monitor steps taken to correct any accessibility problems identified.

What are some barriers that people with disabilities face?

- ▶ Images without text equivalents
- ▶ Documents not posted in an accessible format
- ▶ Issues with specifying colors and font sizes
- ▶ Videos and other multimedia lacking accessible features

Solutions:

Images without text equivalents

- ▶ Add a line of simple HTML code to provide text for each image and graphic.
 - ▶ For a small amount of text you can add an "alt" tag or a "longdesc" tag for large amounts.
 - ▶ The words in the tag should be more than a description. It should be the equivalent of the information that a person who is not visually impaired receives from looking at the image.
 - ▶ Your ITS office should know how to do this, but a small example is:
 - ▶ ``
 - ▶ `<Object data="97sales.gif" alt="Sales for 1997" longdesc="saleshtml" >`
`[D]`



START HERE
GO FURTHER
FEDERAL STUDENT AID®

U.S. Department of Education and Federal Student Aid Logo (Start Here.Go Further)

Solutions:

Documents in an inaccessible format

- ▶ You should always have documents posted in multiple formats.
 - ▶ [Ex.-Disability Access Form](#)
- ▶ Provide documents in an alternative text-based format, such as HTML or RTF (rich Text Format), in addition to PDF.

HTML example

```
<p><b><br />
</b>Financial Aid Office | P.O. Box 309 | Jamestown, NC 27282<br />
336.334.4822 - Option 3 | 336.454.2510 FAX<br />
<br />
</p>
```

```
<p><b>FEDERAL STAFFORD LOAN ACCEPTANCE FORM</b></p>
```

```
<p><b>Directions:<i> </i></b><i>Complete ALL 3 steps below if you are a new loan borrower at GTCC<b> before</b> submitting page 2
of this form to the GTCC Financial Aid office. Please note that it may take up to 48 hours for GTCC to receive confirmation that Steps 1-3
have been completed.</i></p>
```

```
<ul>
<li><b>Step 1: Complete Online Entrance Counseling at </b><a
href="http://www.studentloans.gov/"><b>www.studentloans.gov</b></a><b> </b></li>
<li><b>Step 2: Complete Your Electronic Master Promissory Note (eMPN) at </b><a
href="http://www.studentloans.gov/"><b>www.studentloans.gov</b></a><b> <br />
</b>If you do not wish to submit your eMPN online, you may print a paper MPN and mail it to Department of Education, 100 Capitol
Commerce Blvd, Montgomery, AL 36117. However, this may increase the length of time it takes to process your loans.</li>
<li><b>Step 3: Complete Enhanced Loan Entrance Counseling at </b><a
href="http://www.tinyurl.com/GTCCvideo"><b>www.tinyurl.com/GTCCvideo</b></a><b> <br />
</b>All new borrowers at GTCC must complete an online video workshop or in-person workshop before their loan request can be
processed. Either option takes approximately 45 minutes.<br />
<br />
</li>
</ul>
```

Solutions: Specifying colors and font sizes

- ▶ Avoid dictating Colors and Font Settings
 - ▶ Websites should be designed so they can be viewed with the color and font sizes set in users' web browsers and operating systems.
 - ▶ Users with low vision must be able to specify the text and background colors as well as the font sizes needed to see webpage content.

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Solutions:

Videos/multimedia lack accessible features

- ▶ Include Audio Descriptions and Captions
 - ▶ Provide audio descriptions of images (including changes in setting, gestures and other details) to make videos accessible to people who are blind or have low vision
 - ▶ Provide text captions synchronized with the video images to make videos and audio tracks accessible to people who are deaf or hard of hearing.
 - ▶ [Ex. – University of Washington](#)

Other Considerations

- ▶ Include a “skip navigation” link that allows people with screen readers to ignore navigation links and skip directly to webpage content
 - ▶ [NCSU Example](#)
- ▶ Minimize distracting features like blinking or flashing items
- ▶ Design online forms to include descriptive HTML tags that provide persons with disabilities the information they need to complete and submit the forms

Other Considerations cont'd

- ▶ Provide a second, static copy of pages that are auto-refreshing or that require a timed-response;
- ▶ Use titles, context and other heading structures to help users navigate complex pages or elements

Develop an Action Plan

- ▶ Establish a policy and post it online that your webpages will be accessible and create a process for implementation
- ▶ Ensure that all webpages and content are accessible
- ▶ Develop a plan for making your existing web content accessible

Action Plan cont'd

- ▶ When updating webpages, remember to ensure that updates are accessible.
- ▶ Ensure all who work on webpage and content development are properly trained.
- ▶ Offer a way for visitors to request accessible information.

Action plan cont'd

- ▶ Periodically enlist disability groups to test your webpages for ease of use; gather feedback to increase the accessibility.
- ▶ Ensure there are alternative ways for people with disabilities to access the information and services that are provided on your website.

Action Plan example

▶ <http://accessibility.ncsu.edu/>

Reminder

WCAG 2.0 defines four principles which provide the foundation for Web accessibility.

- ▶ Perceivable
- ▶ Operable
- ▶ Understandable
- ▶ Robust

Resources

- ▶ Your Disability Services Office
 - ▶ This should be on their radar
- ▶ ADA and IT Technical Assistance Centers
 - ▶ 800-949-4232(voice and TTY)
 - ▶ www.adasoutheast.org
- ▶ <http://tinyurl.com/ADAAccess>