

Dear A11Y

Advice Column ... Live!



What is “A11Y”?

a c c e s s i b i l i t y

a c c e s s i b i l i t y



11 characters

ally

#a11y

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News

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♥ Billy Gregory liked



A11y Rules @A11yRules · Mar 18

In this week's edition of the #podcast I speak with @AlliBerry3 - a11yrules.com /podcast/e74-in... She tells us about an experience with a disabled classmate in the built environment, which helped her understand #a11y on the web.



1



4



GA Conference @GA_Conf · 17h

Katy Jo from @Xbox celebrates #GACONF19 & the mission to bring joy through gaming. Let's continue to work together to make those experiences as accessible as possible. #a11y 🎮♿

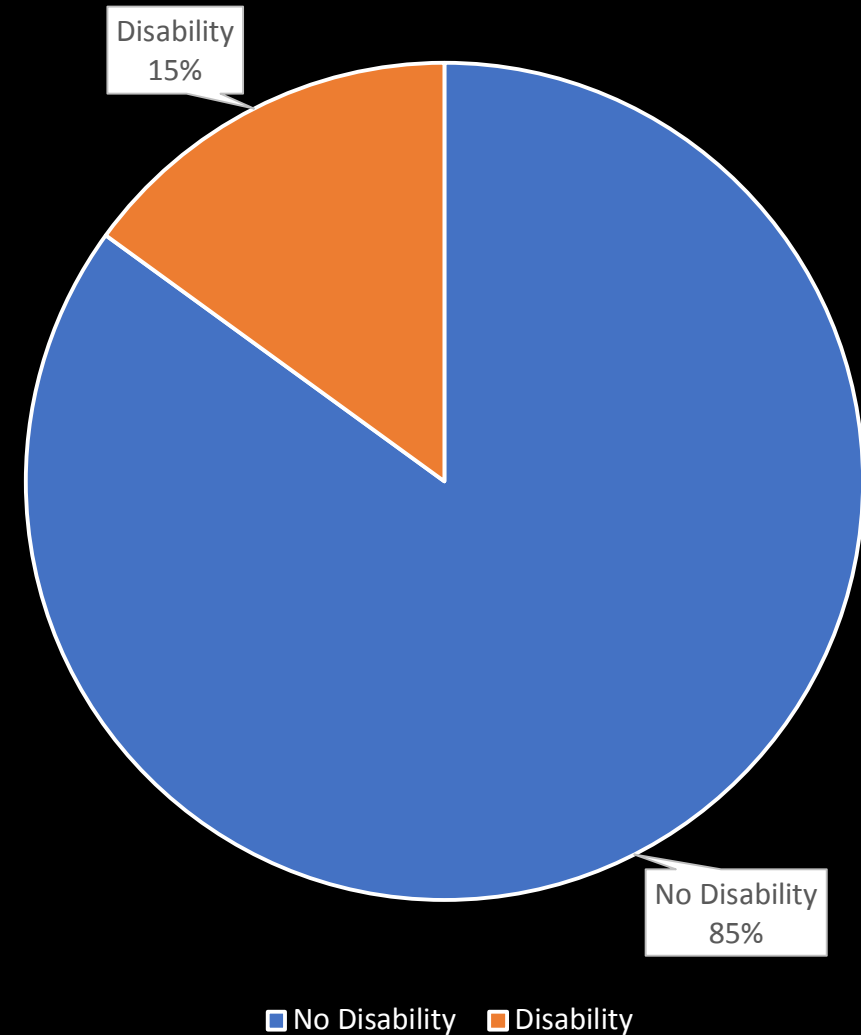




Numbers Worldwide

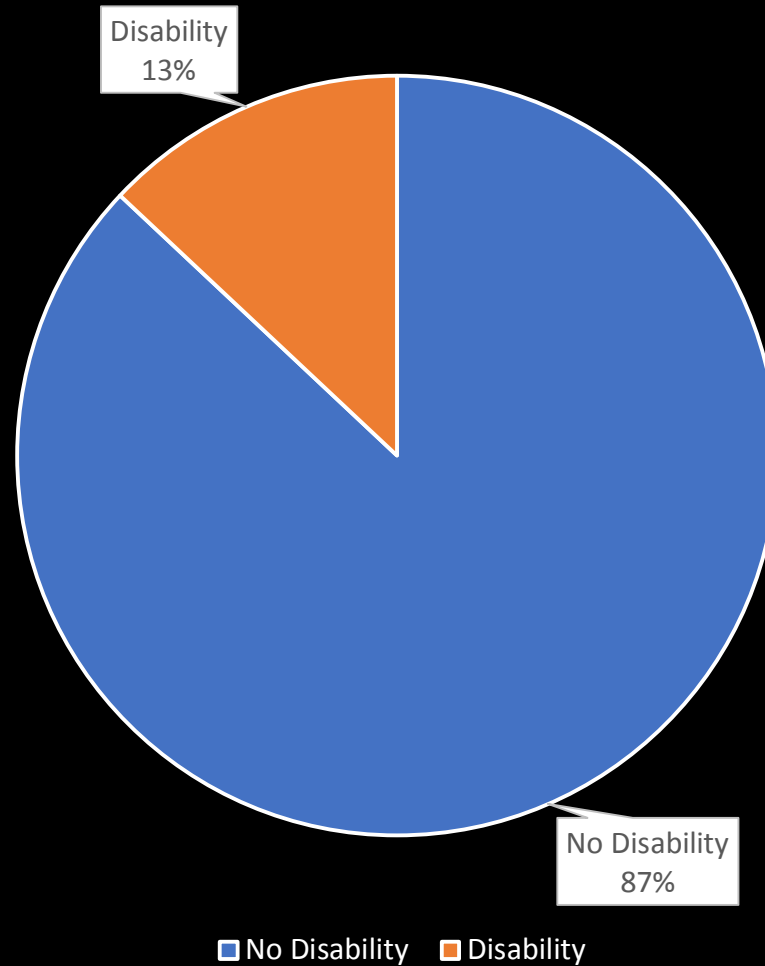
Disability rates are increasing.

- Aging population
- Increases in chronic health conditions



World Health Organization, [Disability and Health](http://www.who.int/en/news-room/fact-sheets/detail/disability-and-health)
(www.who.int/en/news-room/fact-sheets/detail/disability-and-health)

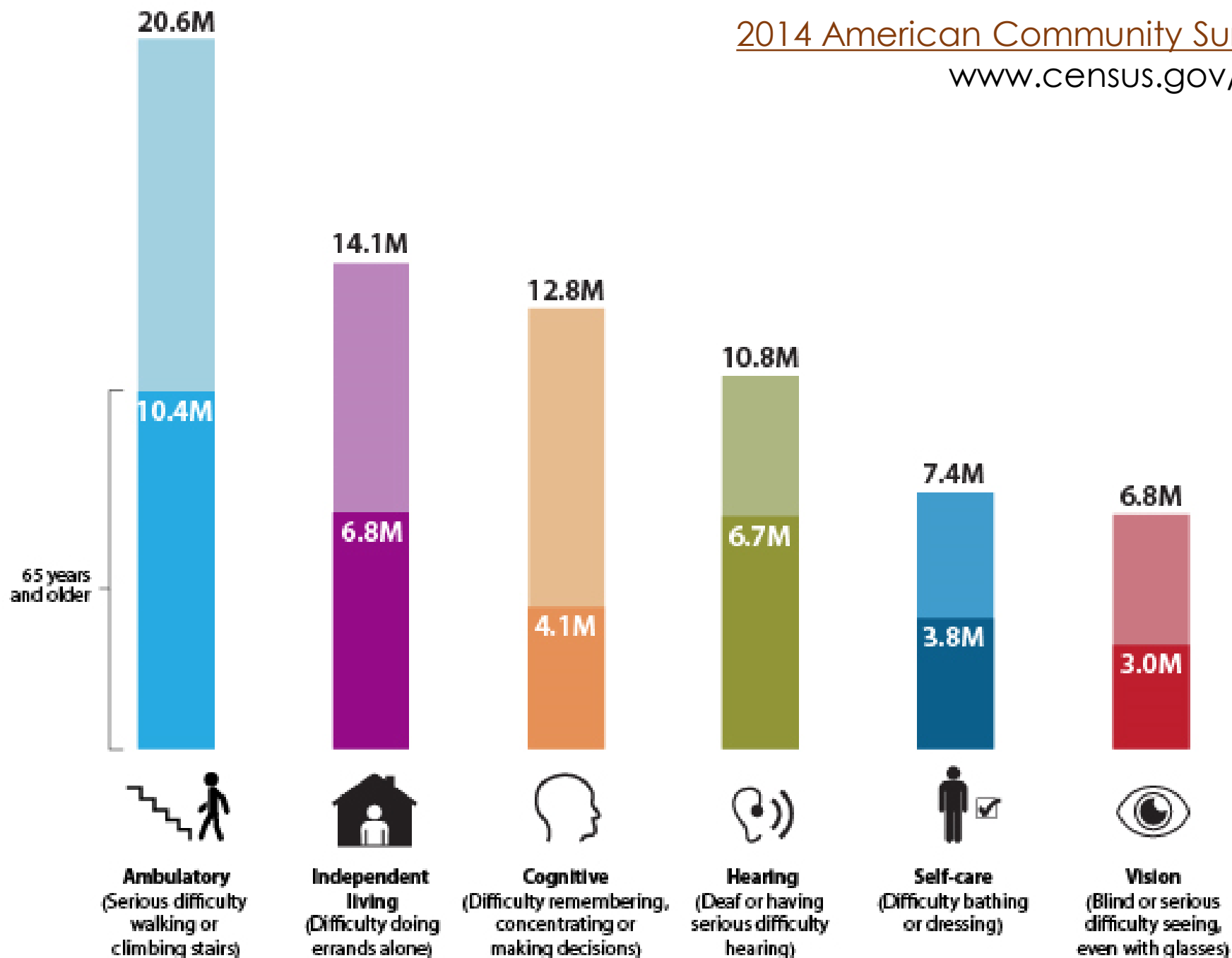
Numbers in United States

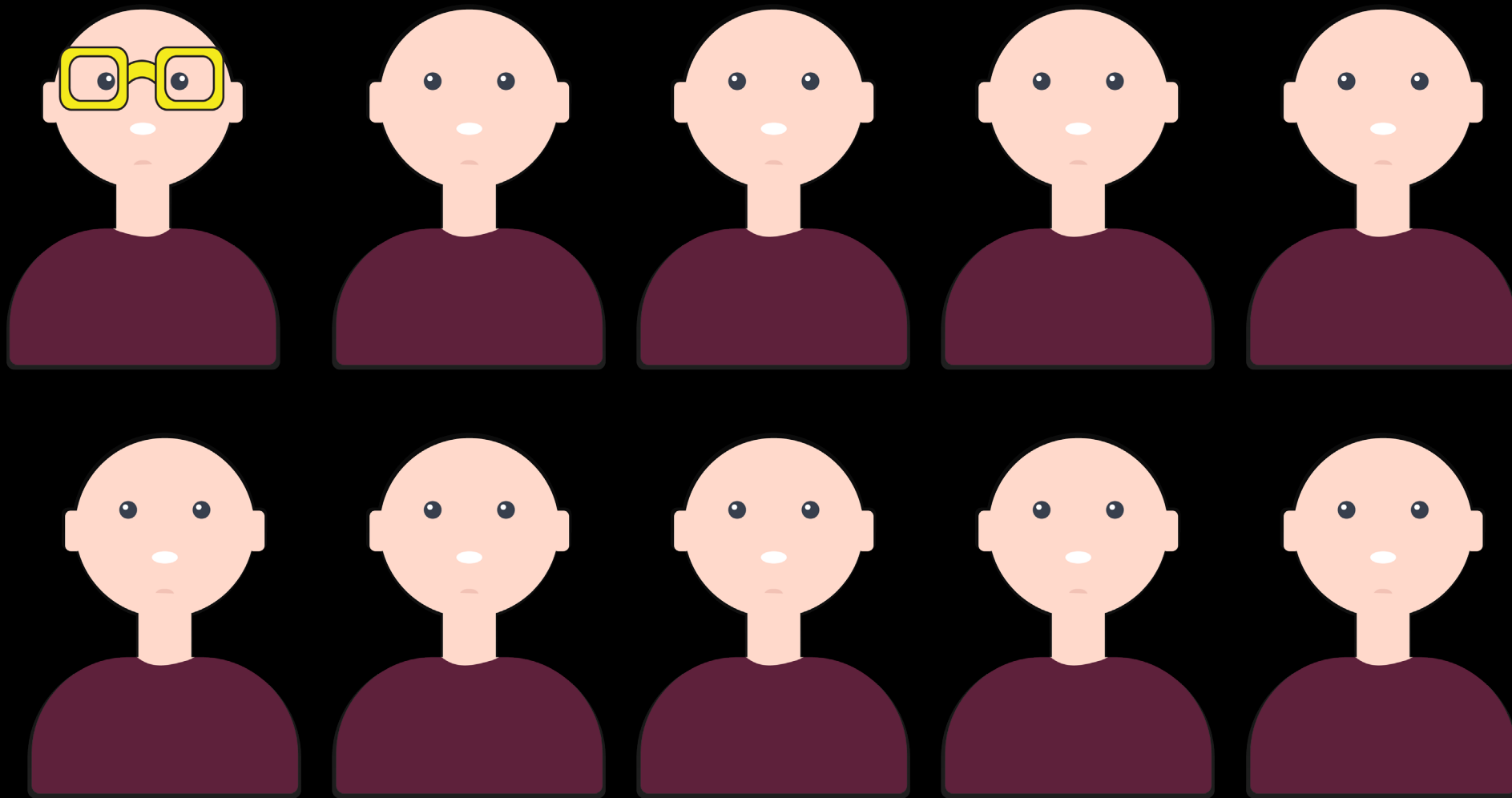


United States Census Bureau, [American FactFinder](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk)
(<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>)

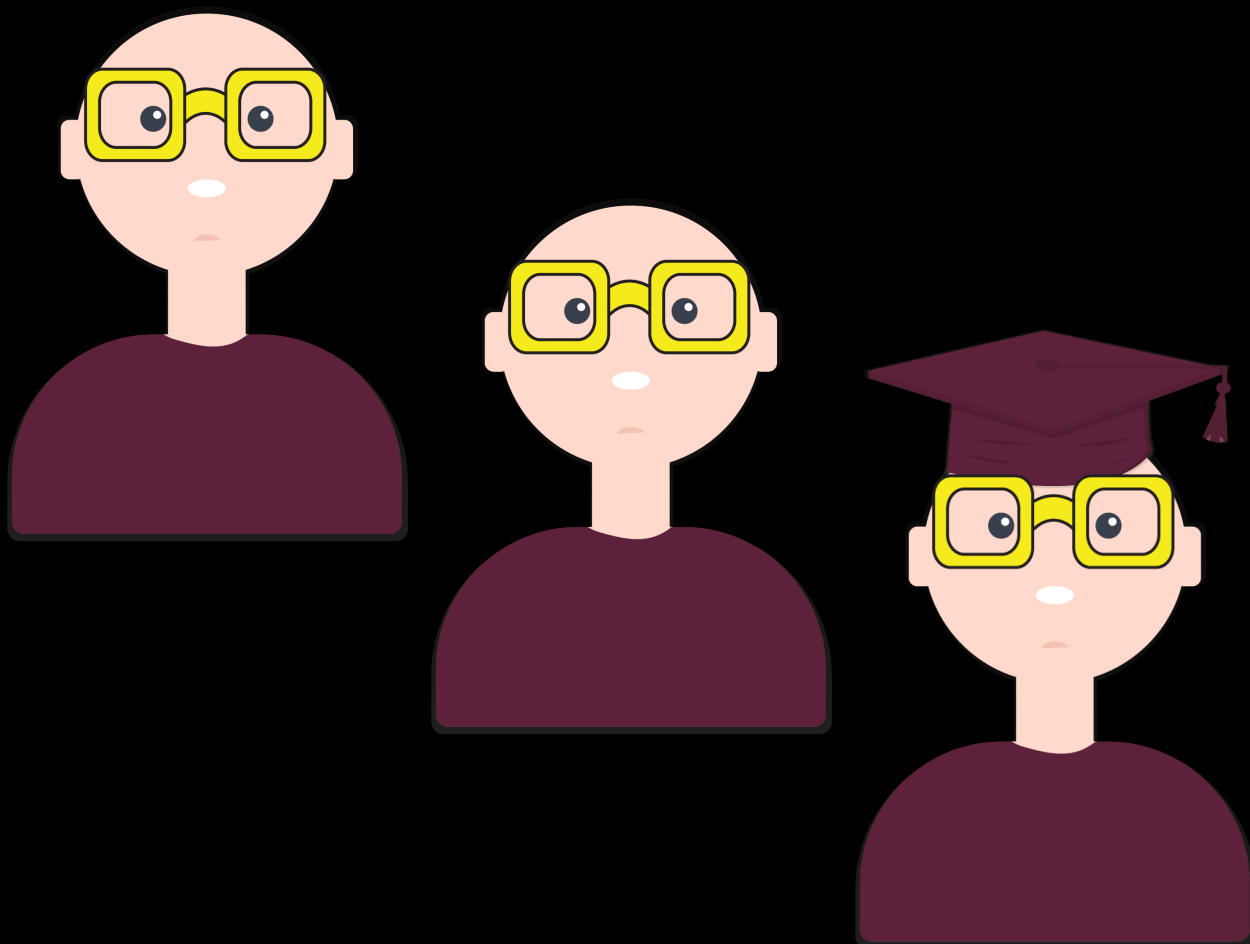
U.S. Disabilities Numbers for Ages 18+

2014 American Community Survey
www.census.gov/acs





National Center for Education Statistics, 2011-2012 data
(nces.ed.gov/fastfacts/display.asp?id=60)



THE HECHINGER REPORT *Covering Innovation & Inequality in Education* **TOPICS** **ABOUT** **DONATE**

The vast majority of students with disabilities don't get a college degree

by **JACKIE MADER** and **SARAH BUTRYMOWICZ** November 11, 2017

About a third of the students with disabilities who enroll in a four-year college or university graduate within eight years. For those who enroll in two-year schools, the outcomes aren't much better: 41 percent, according to federal data.

Fewer than 35 percent of students with disabilities who enroll in a four-year college or university graduate within eight years.

When students get to college, though, they still face a lot of challenges. For example, they may not have the same level of study habits needed to succeed in college. They also face financial challenges, including increasing tuition costs that require more part-time work than full-time work in high school, and the greater workload.

A study from the first semester at Princeton, for example, found that students with disabilities were more likely to be absent from class. The researchers found that students with disabilities were more likely to be absent from class, the professors said, and they were more likely to be absent from class. The researchers found that students with disabilities were more likely to be absent from class, the professors said, and they were more likely to be absent from class.

Accessibility vs. Accommodation

The considerations for accessibility are **proactive**, not ... accommodations as outlined in Section 504. Section 504 includes provisions for individuals with disabilities to participate in programs and services with the use of auxiliary aids, where necessary [accommodations]. ... Section 508 requires that persons with disabilities have **comparable access** to and use of ICT — a subtle but meaningful distinction. (bold type added by presenter)

Educause Review

(er.educause.edu/articles/2017/12/the-section-508-refresh-and-what-it-means-for-higher-education)

Section 504, Rehabilitation Act of 1973

(29 U.S.C. § 701)

Section 794. Nondiscrimination under Federal grants and programs

(a) Promulgation of rules and regulations

No otherwise qualified individual with a disability in the United States, as defined in [section 705 \(20\)](#) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees.

(b) "Program or activity" defined

a college, university, or other postsecondary institution, or a public system of higher education

(B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or

(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;

any program or activity receiving Federal financial assistance

State and Local Governments (Title II)

Title II applies to State and local government entities, and, in subtitle A, protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs, and activities provided by State and local government entities. Title II extends the prohibition on discrimination established by section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, to all activities of State and local governments regardless of whether these entities receive Federal financial assistance.

TITLE II REGULATIONS

Revised Final Title II Rule: A Compilation of Regulatory Provisions and Guidance -- Nondiscrimination on the Basis of Disability in State and Local Government Services | PDF

The Department of Justice's regulation implementing title II, subtitle A, of the ADA which prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments, except public transportation services. This document contains the following: (1) supplementary information (the preamble to the revised regulation); (2) the title II regulation updated to reflect the 2010 revisions and the technical corrections (published March 11, 2011) which became effective on March 15, 2011; (3) guidance on the revised regulatory provisions; and (4) guidance on the original 1991 title II regulation.

electronic and information technology (EIT)

Section 508 of the Rehabilitation Act of 1973

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. The law ([29 U.S.C § 794 \(d\)](#)) applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508, agencies must give disabled employees and members of the public access to information comparable to the access available to others.

The [U.S. Access Board](#) is responsible for developing Information and Communication Technology (ICT) accessibility standards and incorporate into regulations that govern Federal procurement practices. On January 18, 2017, the Access Board issued a final rule that updated accessibility requirements covered by Section 508, and refreshed guidelines for telecommunications equipment subject to Section 255 of the Communications Act to effect on January 18, 2018.

comparable

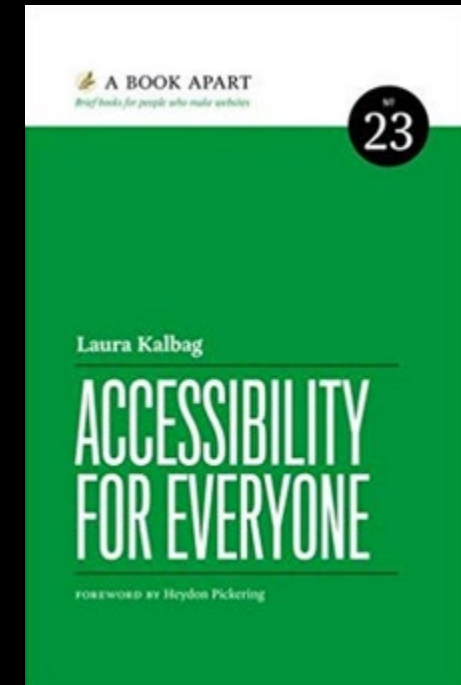
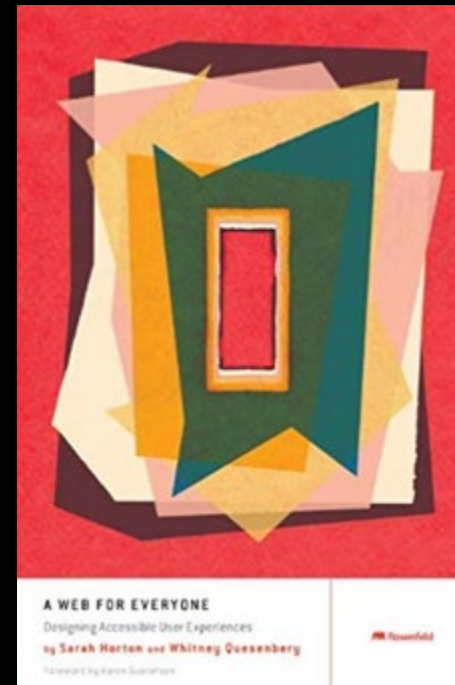
The rule updated and reorganized the Section 508 Standards and Section 255 Guidelines in response to market trends and innovations in technology. The refresh also harmonized these requirements with other guidelines and standards both in the U.S. and abroad, including standards issued by the European Commission, and with the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG 2.0), a globally recognized voluntary consensus standard for web content and ICT.

IDC Resources

- IDC's [Web and Digital Accessibility](http://idc.eku.edu/web-and-digital-accessibility)
(idc.eku.edu/web-and-digital-accessibility)
 - “A Little Means a Lot” webinar recording
 - Interactive “Accessibility Basics for Digital Documents”
 - “Building a Digital Bridge” presentation recording

Books

- Horton and Quesenbery's *A Web for Everyone*
- Kalbag's *Accessibility for Everyone*



Webinars

- The Paciello Group Events
(www.paciellogroup.com/events)
- Deque Systems Webinars (www.deque.com/news-resources/accessibility-webinars)
- Georgia Tech's AMAC Accessibility Web Accessibility Group Monthly Meetings
(www.amacusg.gatech.edu/wag/Monthly_Meetings)

Websites

- [WebAIM](http://webaim.org) (webaim.org)
- University websites
 - [University of Washington DO-IT](http://www.washington.edu/doit) (www.washington.edu/doit)
 - [Accessibility and Usability at Penn State](http://accessibility.psu.edu) (accessibility.psu.edu)
 - [University of Minnesota Accessible U](http://accessibility.umn.edu) (accessibility.umn.edu)
- State government websites like [Minnesota IT Services' Accessible Word Document Training](http://mn.gov/mnit/about-mnit/accessibility/training) (mn.gov/mnit/about-mnit/accessibility/training)

Online Courses

- University of Colorado Boulder's "Basics of Inclusive Design for Online Education" (www.coursera.org/learn/inclusive-design)
- University of Southampton's "Digital Accessibility: Enabling Participation in the Information Society" (www.futurelearn.com/courses/digital-accessibility)
- Deque University (dequeuniversity.com)

Hemingway Editor

www.hemingwayapp.com

Universal Design, Inclusive Design, and Accessibility

- **Accessibility** is a goal.
- **Universal design** is for everyone, literally.
- **Inclusive design** expands with your audience.

The Same, But Different: Breaking Down Accessibility, Universality, and Inclusion in Design

(<https://theblog.adobe.com/different-breaking-accessibility-universality-inclusion-design>)

YouTube's Captioning Tool

Transcribe and set timings: English

Delete draft Save changes

Actions ▾

Type subtitle here then press Enter +

0:00.2 0:06.0	hi Joe I'm going to show you a little bit about how to set up a rubric within
0:06.0 0:10.9	your assignment whether it's safeassign or just a regular assignment and I'm
0:10.9 0:15.0	going to start kind of from scratch and show you how I do it there are a couple
0:15.0 0:19.0	of ways that you can insert the rubric I'm going to show you my technique and
0:19.0 0:23.3	then you can do it however you want to in the end so let's say that you're
0:23.3 0:30.8	creating an assignment and let's just call this sample assignment development

Adding Interactive Rubric to Assignment

0:00 / 6:14

hi Joe I'm going to show you a little bit about how to set up a rubric within	your assignment whether it's safeassign or just a regular assignment and I'm	going to start kind of from scratch and show you how I do it there are a couple
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☒ Pause video while typing

🔍 —————

CADET

ncamftp.wgbh.org/cadet

CADET: Caption And Description Eding Tool

File Edit Style Events Player Tools Help

Mode: Edit Project Type: Caption

Edit Review Caption Description

Media Time
00:00:11.84

1	00:00:10.63		Hi. I love these kinds of events.
2	00:00:13.82		I'm at the edge of my seat,
3	00:00:15.51		listening to the inspiring stories that people have.
4	00:00:19.87		But do you wonder sometimes how can you be
5	00:00:22.65		an inspirational leader?
6	00:00:25.19		I've actually been wondering about it for years,
7	00:00:28.18		and in the last couple of years,
8	00:00:30.00		I've done some work on really trying
9	00:00:31.97		to dig into what are some of the simple things
10	00:00:34.96		that would make a big difference.
11	00:00:37.27		And I want to share with you
12	00:00:38.28		some of the things I've learned.
13	00:00:40.17		Years ago I got a really big clue
14	00:00:43.56		that maybe my leadership wasn't as inspirational

Version: 2.0.013

Project: /Desktop/TEDx/tedx.cadet
Media: /Desktop/TEDx/tedx.mp4
Speed: 1x

TEDx Brentwood
= independently organized TED event
SWITCH on transformation

TEDxBRENTWOOD

Hi. I love
these kinds of events.

WordHTML

www.wordhtml.com

Please note the [University policy on attendance during the first week of class](#)¹⁰; if you do not participate during the first few days of class, you will be dropped from the course. You may be allowed to re-register for the course if a spot is available but will not be eligible for an override if the course is full. To fulfill the first-week attendance requirement, you must post a bio on the introductions discussion forum by the date and time noted in the course site.

Term Dates

Classes Begin: 3/18/19

- Add/Drop Deadline: 3/21/19 (Automatic 100% tuition refund during this period.)
- Midterm Date: 4/15/19
- Course Withdraw Period: 3/22/19 through 4/28/19 (Only a portion of this period includes a tuition refund; see schedule below.)
 - Last Day to Withdraw from a Course: No Fee 3/31/19 (online via ECU Direct; no withdraw fee applies)
 - Last Day to Withdraw from a Course: With Fee 4/28/19 (online through [EKUDirect](#) - \$50.00 per credit hour fee applies (e.g., \$150.00 for a 3-credit-hour course))
 - Last Day to Withdraw from the University: 4/28/19
- Withdraw Refund Schedule
 - 75% tuition refund: 3/22/19 through 3/25/19
 - 50% tuition refund: 3/26/19 through 3/28/19
 - 25% tuition refund: 3/29/19 through 3/31/19

Classes End: 5/10/19

Disability Statement

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@ecu.edu or by telephone at (859) 622-2933.

¹⁰ [http://registrar.ecu.edu/sites/registrar.ecu.edu/files/files/Use_it_or_Lose_it_FINAL_summary\(1\).pdf](http://registrar.ecu.edu/sites/registrar.ecu.edu/files/files/Use_it_or_Lose_it_FINAL_summary(1).pdf)

File ▾ Edit ▾ Insert ▾ View ▾ Format ▾ Table ▾ Tools ▾



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Clean

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25 <p>&nbsp;</p>

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characters: 1547

Microsoft Office's Accessibility Checker

The screenshot shows a Microsoft Word document with the Accessibility Checker pane open on the right. The document content is a presentation slide titled "How to Build a Digital Bridge". The slide features a graphic of ten stylized human figures in a 2x5 grid, with the top-left figure highlighted in yellow. Below the graphic, the text reads: "About one in 10 of all college students has a disability, according to the National Center for Education Statistics. What can an instructor do to enhance the learning experience for these students, especially in the online arena? This presentation provides tools and tips to 'build a bridge' when creating digital materials." The slide also includes sections for "Presentation Goals" and "Plans/Strategies to Engage the Audience".

How to Build a Digital Bridge

About one in 10 of all college students has a disability, according to the National Center for Education Statistics. What can an instructor do to enhance the learning experience for these students, especially in the online arena? This presentation provides tools and tips to "build a bridge" when creating digital materials.

Presentation Goals

This presentation will

- introduce attendees to the idea of accessibility as an element of inclusiveness, not merely as a legal requirement
- emphasize the importance of planning for accessibility from the start of a course-planning process
- demonstrate tools to "build a bridge" when using digital materials so that all students may have a successful learning experience; examples of tools showcased include the National Center for Accessible Media's CADET video-captioning tool and Vision Australia's Document Accessibility Toolbar

Plans/Strategies to Engage the Audience

Audience engagement will be accomplished by (1) informally asking questions related to accessibility.

Accessibility Checker

Inspection Results

Errors

- Image or object not inline.
Picture 1
- Missed heading level
Presentation Goals

Intelligent Services

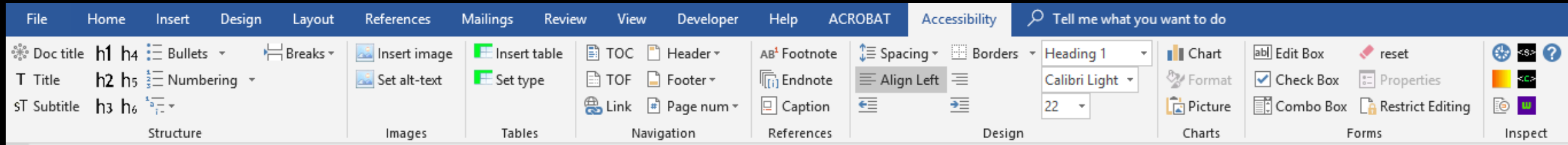
- Suggested alternative text
Picture 1

Additional Information

[Read more about making documents accessible](#)

Vision Australia's Document Accessibility Toolbar (DAT)

www.visionaustralia.org/dat



Making Documents Accessible

- Ensure semantic structure, with proper styling.
- Write descriptive link text.
- Minimize use of layout tables.
- Avoid images of text.
- Add appropriate alternative text to images.
- Write concisely and clearly.
- Use color wisely.
- Avoid abbreviations and jargon.

Dear A11Y

Advice Column ... Live!

Jennifer Perkins, Instructional Designer
jennifer.perkins@eku.edu

