

Speaker Notes for Introduction to Accessibility Part 2

Slide 1 Welcome to part 2 of the Introduction to Accessibility for Cuyamaca College. This part represents a condensed version of presentations given by Rhonda Bauerlein and Jodi Reed during the Accessibility Panel given during Professional Development Week of the Spring Semester, 2009.

Slide 2 After viewing part 1 of this presentation, you may be afraid that making your online material accessible will take hours and hours of work and there's just no way you can possibly do it all.

Slide 3 This slide contains a YouTube video based on the song Don't Worry, Be Happy. The message we're giving here is, "Don't worry, be happy... we'll be here to support you and give you the information you need to make your online material accessible."

The video can be viewed at http://www.youtube.com/v/02zOk_LQckY&fmt/18.

Slide 4 We created a checklist that covers all the requirements for accessibility in plain English. We knew this would be too much to take on all at once, so we broke it down into three sections which we'll provide training for over a three semester period.

This doesn't mean you have to do everything at once to make every piece of online material accessible. A better way to approach this is to update and revise your material as go. Just do this one week at a time and by the end of the semester, your material will be accessible.

You can attend labs during staff development week that will be staffed by the Online Teaching and Learning Committee who will be able to work with you individually to update your material.

It's important to know that when your online courses are evaluated, they will be checked for accessibility.

Slide 5 Here are some ways you can get support. We will be providing training and staffed labs during staff development week. We are developing an Education 216 class which will teach accessibility. You can call the help desk at 660-4395. The DSPS website has accessibility information at www.cuyamaca.edu/dsps. Another resource that all faculty teaching online should subscribe to is the blog that Rhonda Bauerlein writes that gives critical information that you need to know about teaching online at Cuyamaca College.

Slide 6 Another source of support is the Cuyamaca College Online Blog which is written by Rhonda Bauerlein. It provides information for Cuyamaca College faculty about Blackboard, websites, and online teaching and learning. You can find Rhonda's blog at cuyamaca-online.blogspot.com. Just type your email address into the email subscription area on the upper left side of the page to get her posts delivered whenever she posts something new.

Slide 7 I mentioned earlier that we are splitting the checklist into three parts. This semester, we are concentrating on color, color contrast, hyperlinks, and images.

Slide 8 The first item on the checklist that we're going to talk about is color. When using color for online materials, avoid using color by itself to convey information. In this example, required fields are colored red AND they have an asterisk to make them stand out.

Slide 9 The reason we don't want to use color alone to convey information is that people who are colorblind or have limited eyesight may not be able to discern the information. Approximately seven percent of men and one percent of women are colorblind which makes this the most frequently occurring disability. The image on this slide shows a map that has been rendered to show how it looks to someone with red/green color deficit. It would be impossible for you to tell a green route from a red route on this map if you were colorblind. The Vischeck website can be used to check to make sure colors in your images will be viewable by all.

Slide 10 N/A

Slide 11 Study this image and note how different colors provide different levels of contrast that makes the text easy or difficult to read.

Slide 12 Here are some examples of how the foreground and background colors that are chosen make text easy or difficult to read.

Slide 13 The Accessibility Color Wheel is a website that will let you try out different color combinations to see if they meet the WCAG 2.0 standards or not. WCAG stands for Web Content Accessibility Guidelines. Version 2.0 is the latest version at the time of this presentation and is the standard we need to meet.

Slide 14 N/A

Slide 15 This slide demonstrates how text can be rewritten to create more meaningful links than "Click here."

Slide 16 A few years ago you may have been told that every link requires a title attribute. This is no longer necessary and is seen as needless repetitive information unless it

adds new information for the person accessing the link. A link that says WebAdvisor may not mean anything to a student accessing the Cuyamaca College website for the first time, so adding the title attribute “register for classes, view schedule” tells the student more about what clicking on that link will get them. It is also a good idea to give a title attribute when just the web address of a link is given to give the user a better idea of what they’ll find if they click on the link.

Slide 17 There are three ways you can communicate the content of images to a visually impaired person. These are listed here. Alt text is also known as Alternative Text and Alt tags. It is somewhat of a technical term for giving a text alternative to an image. In other words, telling a visually impaired person what the picture is of. We’ll show you how to include Alt Text in different software programs later in this presentation. All images in Word documents, PDF files, PowerPoint presentations, Blackboard, and websites need to have Alt text. Images that are purely decorative, that don’t convey some meaning are considered decorative and can have an empty alt tag. Longdesc is a term used for providing a long description of an image on a separate web page. It is rarely used and only used in conjunction with web pages. It is best to use Alt tags, and when more explanation is necessary, provide more information within the text of the page.

Slide 18 Think of what alt text you might provide for these images. The Cuyamaca College logo alt text should say “Cuyamaca College.” It doesn’t matter to the visually impaired person that the logo is there, but they do need to know what text is represented in images. The next example is much the same, the alt text would be “research help” rather than something long and drawn out like “research help in red letters in a light blue tab shape.” The next image can have alt text that simply says “map.” If there is other information contained in the map that is relevant, you should explain that within the text of your document or website. The picture of the Science building in this case is purely decorative if it is just in the document to add some interest and color and not to convey some kind of information. It can have an empty alt tag. And finally, the picture of the knee can have an alt tag of “anatomy of the right knee.” If this was for an anatomy course, you would probably want to add some text to the document that describes the different parts of the knee to supplement this picture.

Slide 19 So by now, you might be thinking, “Images seem like too much work, I just won’t use them!” That would not be the best solution when you consider that all these other people would lose the educational benefit that a picture can provide.

Slide 20 The following slides will not have speaker notes because each slide is self-explanatory. These slides show the steps necessary to add alt text in each of the commonly used programs on campus.