

## Exercise Accessibility

**Name:** \_\_\_\_\_

Answer the following questions according to the **508 standards**. (Some of the 508 standards provided on page 2 will help you in answering these questions.)

You are currently teaching using a **color-coded** map to teach different areas in the world.

**Redesign** this activity to make sure that the **same information** you are providing with color is also available to those who *cannot* see those colors.



In the space below, explain:

How you would present this image to students who cannot see color, without removing the existing colors

How would you make a “picture” visible to those who are legally blind?

### Exercise Accessibility

From the fonts presented below, **indicate** the best font type for readability online, according to their *number*: \_\_\_\_\_

1. **Aa**    2. *Aa*    3. *Aa*

In the space below

Explain why **readability** is so important when designing your online course.

Indicate how you would make **fonts** more visible for those who have **low vision**

Indicate how you would **highlight** objects on the screen **without** using colors.

#### Section 508 Standards

Paragraph #	Text of Regulation	How to Implement
<b>A</b>	A <b>text equivalent</b> for <b>every non-text</b> element shall be provided.	Use <b>TITLE</b> or <b>ALT</b> when available as a minimum. Provide longer text transcriptions and descriptions for more complex items. <b>Details</b> on pages for <b>Images:</b> ( <a href="http://accessibility.psu.edu/images">http://accessibility.psu.edu/images</a> ) <b>Image Maps:</b> ( <a href="http://accessibility.psu.edu/imagemaps">http://accessibility.psu.edu/imagemaps</a> ) <b>Animations:</b> ( <a href="http://accessibility.psu.edu/animations">http://accessibility.psu.edu/animations</a> ) <b>Audio and Video:</b> ( <a href="http://accessibility.psu.edu/video">http://accessibility.psu.edu/video</a> ) <b>Charts:</b> ( <a href="http://accessibility.psu.edu/charts">http://accessibility.psu.edu/charts</a> ) <b>Math:</b> ( <a href="http://accessibility.psu.edu/math">http://accessibility.psu.edu/math</a> )
<b>B</b>	<b>Equivalent alternatives</b> for any multimedia presentation shall be synchronized with the presentation.	Use captioning software for <i>video</i> or <i>Flash</i> animations when possible. <b>Details</b> on page for <b>Audio and Video:</b> ( <a href="http://accessibility.psu.edu/video">http://accessibility.psu.edu/video</a> )
<b>C</b>	Web pages shall be designed so that all <b>information conveyed with color</b> is also <b>available without color</b> .	Supplement color-coding with other signals such as shape or text. <b>Details</b> on page for <b>Color:</b> ( <a href="http://accessibility.psu.edu/color">http://accessibility.psu.edu/color</a> )

**A text equivalent for every non-text element shall be provided.**

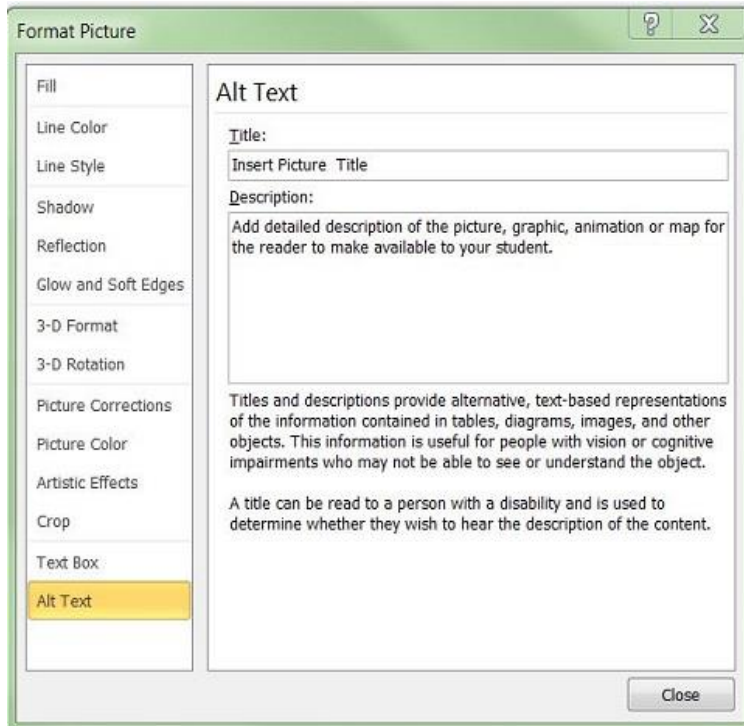
Adding descriptions to Graphics or Pictures

First, insert the picture into your document. Then, right-click on your picture and select **Format picture**



A **box** appears. On the menu, select **Alt Text**

- Then, fill in fields (as shown below).
- When done, Select Close



You have to do this process with each graphic, table, diagram, animation, and map on your course.

Make sure each figure, picture, table, etc. has a detailed description that a reader can explain to someone that has low vision or no sight.

**A. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation**

**Videos or Visual Material**

**Videos** should include captions or synchronized text transcript.

**Videos** that include visual information that is critical for its understanding and comprehension should include a description of events or images for visually impaired students. For these audiences, the **action buttons** should be read instead of just labeled “next”

In some instances, the audio component of a video is sufficient for visually impaired students to understand the content. In other cases, supplemental descriptions of visual content are necessary for the audience to understand the context of the audio. Examples include **graphs, charts, software screenshots** or an action-filled **video**.

**B. Web pages shall be designed so that all information conveyed with color is also available without color.**

**Use of Color**

**Never** use color-coding as the only means of conveying information, indicating an action, distinguishing a visual element, **identifying** content or **providing an answer** as part of your assessment. When using color for emphasizing information also use a **second attribute** for emphasis (such as bold, underline, an asterisk or gray out area.)

It is important to take into account that 1 in 12 men (8%) and 1 in 200 women in the world have some kind of **color deficiency**, which is consider a disability. Within each color deficiency is the possibility of being either partially able or unable to see that color. The green deficiency, which is arguably the mildest type, is also the **most common** type of color blindness. However *second most common* is the total inability to see red.

When a product allows users to adjust color and contrast settings, provide a **variety** of color selections capable of producing a range of contrast levels to compensate for those who suffer from different types of color blindness.