

Basics of Accessible Design

Font

Consider using a sans serif type font such as Arial or Veranda. The sans serif fonts are easier for people with reading disorders and visual impairments to read.

This document was created with “Dyslexie” font. The font alters the shape of the letters so they are clearly different from any other letter.

<http://www.dyslexiefont.com/en/>

serif
**Serif Font**
TIMES NEW ROMAN

Sans-Serif Font
ARIAL

Textbooks

Before selecting a textbook, please ask the publisher if the book is available in a screen-reader accessible format. The Disability Service Office uses the following sites to find books in an accessible format

- Bookshare <https://www.bookshare.org/cms>
- AccessText <https://www.accesstext.org>
- LearningAlly <https://www.learningally.org>

If we cannot get the book from the sites above or the publisher of the book, we have the binding removed from the book, scan all the pages, and convert the material using Abby Fine Reader. The students can use screen reader software such as VoiceOver (Macs), NVDA (<http://www.nvaccess.org>) or Balabolka (<http://www.cross-plus-a.com/balabolka.htm>) to have the computer read the material.

Captioning Videos

Captions should be included for all videos that students are required or suggested to view. Currently, the student workers of the Disability Service Office are happy to help with captioning. In addition, we are also working to secure good resources to assist with captioning.

Information for creating a video from a transcript via YouTube

https://support.google.com/youtube/topic/3014331?hl=en&ref_topic=4355241

A good resource for Video Captioning, “Get Started with Video Captioning”

https://itaccessibility.tamu.edu/files/Get_Started_with_Video_Captioning.pdf

C-Print/CART

C-Print

C-Print® is a speech-to-text (captioning) technology and service developed at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology. The system successfully is being used to provide communication access to individuals who are deaf or hard of hearing in many programs around the country.

<https://www.rit.edu/ntid/cprint/>

Karasch Associates will charge \$65/hour (1 hour minimum) <http://www.karasch.com>

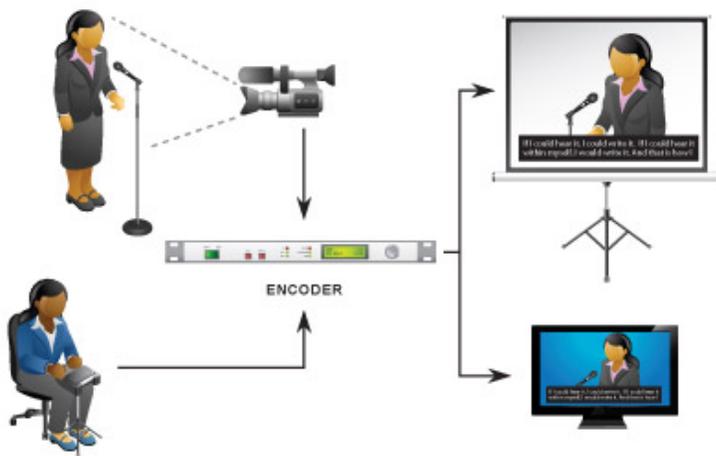
This is a remote service and the captioner will not be on site.

CART

Communication Access Realtime Translation (CART) is also a speech to text service. The text produced by the CART service can be displayed on an individual’s computer monitor, projected onto a screen, combined with a video presentation to appear as captions, or otherwise made available using other transmission and display systems.

<http://nad.org/issues/technology/captioning/cart>

Karasch Associates will charge \$125/hour to be onsite and \$100/hour for remote service. <http://www.karasch.com>

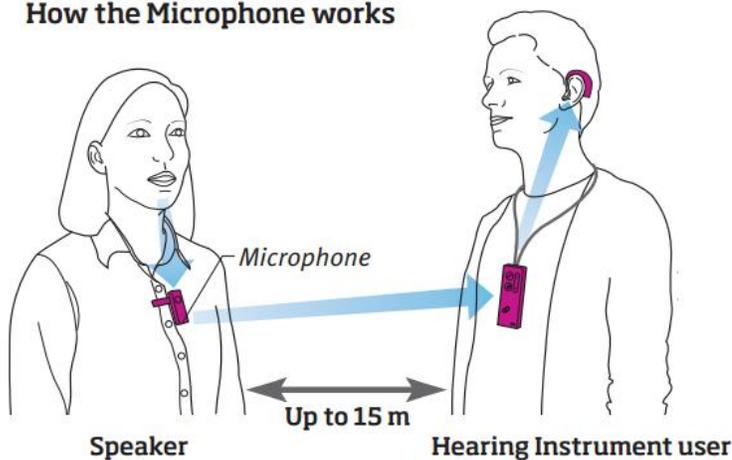


FM Systems

Personal frequency modulation (FM) systems are like miniature radio stations operating on special frequencies. The personal FM system consists of a transmitter microphone used by the speaker (such as the teacher in the classroom, or the speaker at a lecture) and a receiver used by you, the listener. The receiver transmits the sound to your ears or, if you wear a hearing aid, directly to the hearing aid.

Personal FM systems are useful in a variety of situations, such as in a classroom lecture, in a restaurant, in a sales meeting, or in a nursing home or senior center.

How the Microphone works



The Microphone will transmit the speech from the Speaker directly to the Hearing instrument user.

Principles of Accessible Design for Websites

Below you will find a list of some key principles of accessible design. Most accessibility principles can be implemented very easily and will not impact the overall “look and feel” of your web site.

Provide appropriate alternative text

Alternative text provides a textual alternative to non-text content in web pages. It is especially helpful for people who are blind and rely on a screen reader to have the content of the website read to them.

Provide appropriate document structure

Headings, lists, and other structural elements provide meaning and structure to web pages. They can also facilitate keyboard navigation within the page.

Provide headers for data tables

Tables are used online for layout and to organize data. Tables that are used to organize tabular data should have appropriate table headers (the <th> element). Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table.

Ensure users can complete and submit all forms

Ensure that every form element (text field, checkbox, dropdown list, etc.) has a label and make sure that label is associated to the correct form element using the <label> element. Also make sure the user can submit the form and recover from any errors, such as the failure to fill in all required fields.

Ensure links make sense out of context

Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.

Caption and/or provide transcripts for media

Videos and live audio must have captions and a transcript. With archived audio, a transcription may be sufficient.

Ensure accessibility of non-HTML content, including PDF files, Microsoft Word documents, PowerPoint presentations and Adobe Flash content.

In addition to all of the other principles listed here, PDF documents and other non-HTML content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more accessible. A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.

Allow users to skip repetitive elements on the page

You should provide a method that allows users to skip navigation or other elements that repeat on every page. This is usually accomplished by providing a "Skip to Main Content," or "Skip Navigation" link at the top of the page which jumps to the main content of the page.

Do not rely on color alone to convey meaning

The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users.

Make sure content is clearly written and easy to read

There are many ways to make your content easier to understand. Write clearly, use clear fonts, and use headings and lists appropriately.

Make JavaScript accessible

Ensure that JavaScript event handlers are device independent (e.g., they do not require the use of a mouse) and make sure that your page does not rely on JavaScript to function.

Design to standards

HTML compliant and accessible pages are more robust and provide better search engine optimization. Cascading Style Sheets (CSS) allow you to separate content from presentation. This provides more flexibility and accessibility of your content.

Copied from <http://webaim.org/intro/>

For Further Information on Creating Accessible Written Content:

- Purdue University Tips for Create Accessible Online Documents
- http://www.purdue.edu/webaccessibility/documents/Tips_Creating_Accessible_Online_Documents.pdf
- How to create accessible Word Documents <http://webaim.org/techniques/word/>
- <http://www.dor.ca.gov/DisabilityAccessInfo/DAS-Docs/7-Steps-2-Create-Accessible-Word-Document-January-2014.pdf>
- Video on Word Documents: <https://www.youtube.com/watch?v=Aghdx5J6qmQ>