

Section 508 Awareness Training Plan

Learning Objectives

Participants will demonstrate increased understanding of the Section 508 accessibility requirements as they relate to online course development:

- State the basic requirements of the law.
- Identify the various disabilities students might have and how those disabilities affect students' online learning experience.
- Locate information on the Internet related to Section 508.
- Use an online service to test a Web page for accessibility.
- Create alternate learning activities for online information that is problematic for accessibility.

Learning Environment

Classroom activities.

Combined Orientation and Motivation Activities

Present highlights of the Section 508 requirements. Discuss legislation and other policies that apply to Web course development. Provide information about disability statistics and Web use. Emphasize the importance of avoiding legal action brought on by not attempting to provide accessible courses.

Method: Presentation

Medium: PowerPoint slides

Content:

- Legislation: ADA, Section 504, Section 508
- Statistics: US Census Bureau
- Web use in the US
- Accessibility initiatives: WebAIM
- Avoiding legal action: Accessibility policy and services

Information Activities

Discuss how people with different kinds of disabilities use the Web. Demonstrate the WebAIM disability simulations to help participants see how a person with a disability might be

affected. Demonstrate assistive technologies such as a screen reader, text enlarger, or keyboard navigation.

Method: Presentation

Media: PowerPoint slides, computer with projection panel and assistive software installed

Content:

- Types of disabilities: cognitive/emotional, motor, sight, aural
- Effects
- Exercises: keyboard navigation, blindfolded, provide brief instructions
- WebAIM simulations: Low vision, cognitive
- JAWS demo: problematic and fully accessible examples
- Problematic content: PPT, PDF, Flash
- Issues to address in online learning: terminology, etc.

➔BREAK➔

Instructional Activities

Provide guidelines for coding accessible Web pages. Demonstrate techniques by showing how the code looks and how it displays in a browser. Offer guidance for creating alternate activities for information presented graphically or by audio, video, or other media that may create accessibility barriers. Distribute published procedures.

Method: Demonstration

Media: PowerPoint slides, computer with projection panel

Contents:

- Developer's Guide
- Template Demo
- CSS, presentation vs. content

Information Activities

Discuss ways of evaluating Web site accessibility. Demonstrate how Web-based validation tools work.

Methods: Discussion, demonstration

Medium: Computer with Internet access

Contents:

- Demonstrate Bobby, WAVE, Cynthia Says
- Use pages from the JAWS demo
- Be prepared with screen shots of validation results

Summary Activities

Discuss how to locate and use resources to find accessibility information.

Method: Presentation

Medium: PowerPoint slides, Computer with Internet access

Contents:

- Web resources
- WCDT
- Disability Services

Schedule of Activities

| Activity | Time | Total |
|--------------------------|----------------------------|-------|
| Introduction | 20 minutes, 10 minutes Q/A | 30 |
| Information & Simulation | 45 minutes, 10 minutes Q/A | 55 |
| Break | 15 minutes | 15 |
| Development Guidelines | 20 minutes, 5 minutes Q/A | 25 |
| Site Validation | 15 minutes, 5 minutes Q/A | 20 |
| Summary | 10 minutes | 10 |
| | Total | 155 |

Tasks

- Vandana: Explore JAWS keyboard commands; Flo will follow up with Kay if further assistance is needed.
- Mike: Arrange for lab setup (JAWS and ZoomText on computers) and accessibility tools, like pointer headband
- Phyllis: Write up Flash accessibility findings
- Vandana: Write up PPT and CSS accessibility findings
- Phyllis: Complete Developer's Guide and forward to Flo for review
- Flo: Prepare Introduction and Summary sections, including slides
- Flo: Identify problematic Web page example for demo and ask team for suggestion of good example (possibly a syllabus page)

References

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