Please use the following as suggestions/examples to assist in addressing the required 508-compliancy requirements. It is possible you will not be able to address all the requirements, if not you must explain why not.

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

- o For most images a text tag (alt tag) should be included. This means when a cursor is passed over the image a description is present as well as when a screen reader is used it can read the description.
- o As an alterative a description may be placed under the image. For audio/visual files either CC or a script is required.
- o If you have NONE of the elements stated, then you can state NONE to be used. But, if review of your course presents even one of the elements, they you are not in compliance.
- o For each of the elements you are using explain how you will be compliant.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

- o This section is similar to the first one but addressed sight-impaired not a reader. Your responses should be similar.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

- o This does not mean you cannot use colour in your course, but in the event colour is important, meaning if you state, "click on the green button", there must be a method for someone who is color-blind to be able to distinguish the button.
- o If you know there is information in your course for which colour must be used to describe an element, you must have an alternate explanation for these individuals to be able to distinguish the differences between the elements. If you know this is the case, provide an example of how this will be addressed (possibly directions could be used, i.e. The line on the left represents XXX and the one on the right represents XXX.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

- o This one is a bit more difficult as we often use words or phrases for which we might not interpret as an imported language as the example given above. If you have no intent of doing so, state that but you should explain what you will do should this occur. While the regulation says we will change the HTML codes most of us don't know how. It should be fine to write the translation in parenthesis. Example: ....faux pas (A social blunder)
- o You could consider writing in the event this does occur you will assure compliancy is met.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

- o This is required; there is no option unless you will have no videos in your course. If not state that. BUT, as stated in 1 above, if you have any videos and they are no CC'ed you are out of compliance.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

- o In the event you have any video for which there is not a video you must provide a written explanation. As an example if you have any videos that show how something is done (how to lift using your legs not your back) then explain in a written narrative what is happening in that video.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

- It is suggested you avoid any of these types of objects. But, if you must use them as an important educational requirement. Put them on a separate page with a prior warning so the individual can avoid that page.
- Should it be necessary, you must provide an alternate learning experience for those individuals.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

- This too is a difficult one, this is a DSPS element and students should be directed to work with them on this issue.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

- All tables must be accessible by a reader, again either do not use tables or assure this requirement will be met.

10 Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

- Similar to question 9 but this is for the sight-impaired. This would require a narrative to explain.