# Web Accessibility Guidelines 2015

<table>
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<th>Web Accessibility at PCC</th>
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</table>
Syllabus

DL 101 - Introduction to Online Learning

Course Information:
- Course Title: Introduction to Online Learning
- CRN: 12345
- Credits: 3
- Term: Winter 2014

Instructor Information:
Hello! My name is John Doe, and I'll be your instructor for this course. I've taught this course online for the past two years. Each time I teach it, I learn something new.

Assignments/Assessments:

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale by Points</th>
<th>Grading Scale by Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>202 - 225 +</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>180 - 201</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C (or P)</td>
<td>157 - 179</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>135 - 156</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F (or NP)</td>
<td>&lt; 134</td>
<td>&lt; 59%</td>
</tr>
</tbody>
</table>

Late Work & Make-up Policy
Assignments must be completed on time in order to earn full credit. 
(Late assignments will earn 50% credit.)

Special Accommodations:
Students who experience disability-related barriers should contact Disability Services (www.pcc.edu/disability). If students elect to use approved academic adjustments, they must provide in advance formal notification from Disability Services to the instructor.

Best Practices when using complex graphics:

This graph summarizes the growth using home broadband during the period of January 2004 to 2008. The percentage increased from 22% in 2004 to 48% in 2008.

When using complex images, include Alt text as you would for any other image but also include additional description as a caption. If more description is needed, include it in the content of the page.

John Doe
Instructor
Adhering to web accessibility guidelines while developing your online course will benefit all students, including those with visual, hearing, mobility and learning disabilities.

The PCC Accessibility Guidelines for Online Course Content, developed in 2011 and implemented in 2012, are based on the internationally accepted Web Content Accessibility Guidelines AA standards (WCAG 2.0).*

This handbook is a reference guide. For more information, visit www.pcc.edu/access.

* Web Content Accessibility Guidelines 2.0, W3C World Wide Web Consortium Recommendation 12 Month Year (http://www.w3.org/TR/2008/REC-WCAG20-20081211/, Latest version at http://www.w3.org/TR/WCAG20/)
### WEB Accessibility Guidelines

<table>
<thead>
<tr>
<th>Component</th>
<th>Guideline</th>
<th>Why Is This Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headings</strong></td>
<td>Use properly formatted headings to structure a page.</td>
<td>Headings help to organize content, making it easier for everyone to read. Headings are also a primary way for people using screen reading software to navigate a page of text.</td>
</tr>
<tr>
<td><strong>Lists</strong></td>
<td>Format lists as proper lists.</td>
<td>Formatting is conveyed to assistive technologies and mobile devices so they can present information as it’s meant to be presented. Properly formatted documents are more understandable and accessible.</td>
</tr>
<tr>
<td><strong>Links</strong></td>
<td>Write meaningful link text.</td>
<td>Links embedded in text should describe the link’s destination. This helps all users navigate more efficiently, especially screen reader users.</td>
</tr>
<tr>
<td><strong>Tables</strong></td>
<td>Create tables with column and/or row headers, and ensure a proper reading order.</td>
<td></td>
</tr>
</tbody>
</table>
  - **Why Column Headers in a Data Table are Important**  
    Using table headers is important to conveying tabular data accurately.  
  - **Why the Reading Order in a Table is Important**  
    Screen readers read tables from left to right, top to bottom, one cell at a time (& only once). If cells are split or merged, it could throw the reading order off which may make the table difficult to comprehend by users who are blind and using a screen reader to navigate. |
| **Color** |  
  - Use sufficient color contrast.  
  - Don’t use color alone to convey meaning. | Without sufficient color contrast between font and background, people who are color blind and low vision will not benefit from the information. And using color alone to convey meaning will leave those who are color blind or blind unable to interpret the meaning. |
<p>| <strong>Keyboard</strong> | Ensure that any action that uses a mouse can also be completed using only the keyboard. | Mobility and visual disabilities often make using a mouse impossible or ineffective. If content is not keyboard accessible, it will limit who can learn from the content. |
| <strong>Images</strong> | Provide alternative (Alt) text descriptions for images. | Alt text is read by a screen reader. It should adequately describe what is being displayed and why it’s important. This allows screen reader users to benefit from the information being conveyed by the image, even if they cannot see it. |</p>
<table>
<thead>
<tr>
<th>Component</th>
<th>Guideline</th>
<th>Why Is This Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigation</td>
<td>Design clear and consistent navigation.</td>
<td>Clear and consistent navigation in your course will allow students to focus on your content rather than on how to find it.</td>
</tr>
<tr>
<td>Blinking</td>
<td>Eliminate or limit blinking / flashing content to 3 seconds.</td>
<td>Blinking content is distracting, and it can cause seizures to occur in people with a photosensitive disorder.</td>
</tr>
<tr>
<td>Forms</td>
<td>• Label form fields and buttons clearly. • Ensure a proper logical reading order in a form.</td>
<td>- Why the reading order of a form is important Using the tab key, your cursor should follow through the form in the same order it is intended to be completed. This benefits users who cannot use a mouse.  - Why labeling buttons and form fields is important A screen reader will identify the button or form field by reading the label. The label should adequately describe the button’s action, and the form field label should indicate what information should be filled in to the form field.</td>
</tr>
<tr>
<td>Video</td>
<td>Keep a list of videos and audio recordings that are not captioned / subtitled or transcribed. DL will ask you for that list when you have a student with a captioning accommodation.</td>
<td>Video captions benefit many viewers. Captions are essential for those who are deaf and hard of hearing, but they also aid in comprehension for non-native English speakers, those who are unfamiliar with vocabulary, and viewers with some learning disabilities or in a noisy environment.</td>
</tr>
<tr>
<td>Audio</td>
<td>Keep a list of videos and audio recordings that are not captioned / subtitled or transcribed. DL will ask you for that list when you have a student with a captioning accommodation.</td>
<td>Audio transcripts benefit many students. They are essential for those who are deaf or hard of hearing, but they also assist anyone who would like to read or search the transcript.</td>
</tr>
<tr>
<td>Software</td>
<td>Require only accessible software &amp; applications.</td>
<td>Inaccessible software and applications will shut students with disabilities out. Contact us to have your interactive applications and software accessibility tested.</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>Write math and science equations accessibly.</td>
<td>For web pages, use an equation editor that outputs MathML. For MS Word and PPT documents, use the MathType plugin.</td>
</tr>
<tr>
<td>Component</td>
<td>Accessibility Guideline</td>
<td>How to Make it Accessible</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Page Template</td>
<td>Use the most current D2L page template.</td>
<td>If you don’t have the most current page template, contact the Faculty Help Desk or your campus Instructional Technology Specialist (ITS).</td>
</tr>
<tr>
<td>Headings</td>
<td>Properly format headings. Use headings in the correct order.</td>
<td>Highlight the text and select the Heading # from the <strong>Format</strong> drop-down menu on the tool bar. There should be only one Heading 1 (h1) per page. But there can be multiple h2, h3, h4, h5, h6. <strong>DO NOT</strong> skip heading levels.</td>
</tr>
<tr>
<td>Images</td>
<td>Add alternative (Alt) text to images.</td>
<td>1. Place the cursor where you want to insert an image, and click the <strong>Insert image</strong> icon from the toolbar.  The <strong>Add a File</strong> window will open. 2. Browse to the image location and select the image file. Click <strong>Add</strong> button. 3. The <strong>Provide Alternative Text</strong> window will open. Describe the purpose of the image in the <strong>Alternative Text</strong> field, or check the box if the image is just decorative. 4. Click <strong>OK</strong>.</td>
</tr>
<tr>
<td>Lists</td>
<td>Format a list as a list using Ordered or Unordered lists.</td>
<td>1. Select the content you want to make into a list. 2. From the toolbar, click the <strong>Unordered/Bulleted list</strong> icon if the order doesn’t matter. Select <strong>Ordered List</strong> from the drop-down menu (next to the bulleted list icon) if the order does matter.</td>
</tr>
<tr>
<td>Links</td>
<td>Write meaningful link text that indicates the link’s destination.</td>
<td>1. Highlight meaningful text for the link (ex. Portland Community College) 2. From the toolbar, click the <strong>Insert Quicklink</strong> icon. 3. Select <strong>URL</strong> in the <strong>Insert Quicklink</strong> window  - Type in the URL (<a href="http://www.pcc.edu">http://www.pcc.edu</a>).  - Select <strong>New Window</strong> in the <strong>Target</strong> section. 4. Click the <strong>Insert</strong> button.</td>
</tr>
</tbody>
</table>
## How to Make Accessible D2L Web Pages

<table>
<thead>
<tr>
<th>Component</th>
<th>Best Practices</th>
<th>How to Make it Accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tables</strong></td>
<td>• Indicate column (or row) headers in data tables.</td>
<td>1. Select the cells to be marked up as a row or column header.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Click on the drop-down menu next to the <strong>Table</strong> icon in the toolbar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Choose <strong>Cell Properties</strong>. The Table cell properties window will open.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. In the <strong>Cell type</strong> field, click on the drop-down list and select <strong>Row Header</strong> or <strong>Column Header</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Click <strong>Update</strong> button.</td>
</tr>
<tr>
<td></td>
<td>• Add table caption.</td>
<td>1. Select the table and click on the drop down menu next to the <strong>Table</strong> icon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Select <strong>Table Properties</strong>, and check <strong>Include Caption</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Click <strong>Update</strong> when done.</td>
</tr>
<tr>
<td></td>
<td>• Check the reading order.</td>
<td><strong>Note:</strong> A screen reader reads tables from left to right, and top to bottom, never repeating a cell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Merged, nested, and split cells may alter the reading order of a table.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make sure you construct your tables in a way that accommodates a good reading order.</strong></td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>• Use sufficient color contrast.</td>
<td>1. Select the text that you want to change to another color.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Click drop-down menu next to the <strong>Apply Color</strong> icon in the toolbar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Select the color and click <strong>Save</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> When picking a color for your text in D2L, make sure you choose a color that registers with a green checkmark for WCAG AA in the <strong>Select a Color</strong> palette.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Don't use color alone to convey meaning.</td>
<td>Don't use color alone to make a distinction, a comparison or to set something apart from the rest of the web page. If you categorize something by color alone, those who are color blind or blind will not benefit from the color distinction.</td>
</tr>
<tr>
<td><strong>Math &amp; Science</strong></td>
<td>• Write math and science equations using MathML.</td>
<td>Use the D2L equation editor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For more information, go to the <strong>Math &amp; Science</strong> page in this handbook.</td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td>• Eliminate or limit blinking/flashing content to 3 seconds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make sure all mouse actions can also be completed with a keyboard alone (without a mouse.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use an accessible media player like YouTube or the DL Kaltura player.</td>
<td></td>
</tr>
</tbody>
</table>
# How to Make Accessible PowerPoints & Google Slides

## Outline View
- Check the outline view.

1. Click on View tab (Mac: View > Outline View icon - PPT 2016.)
2. In the Presentation Views group, click on Outline View.
3. In the Outline panel, make sure all text from the slides appears in the Outline View.

## Slide Layout
- Use the PPT provided slide layouts when building slides to help your slide’s reading order remain intact.

- From Home tab, choose the New Slide drop down menu and select a slide template. (Don’t use the Blank slide template.)

1. Create a new slide (Slide > New Slide).
2. Go to Slide menu, click on Apply Layout and choose one of slide template (not the Blank one).

## Reading Order
- Ensure the tab order = the reading order

1. On the Home tab, click on Arrange and choose Selection Pane (Reorder Objects for Mac - PPT 2011 & 2016.)
2. To see the reading order of the slide, tab through the slide and the corresponding element will highlight.
3. To re-arrange the reading order, click arrow up/down button on the Selection Pane (Mac: drag layers. Highest number is read first.)
4. Test reading order with the Tab key again.

1. Tab through the slide and the corresponding element will highlight.
2. In the slide area, click on the element that you want to change.
3. To change the reading order, click on Arrange menu > Order. Send backward will raise the element to a higher reading order. Bring forward will make the element lower in the reading order.
4. Test reading order with the Tab key again.

## Images
- Add alternative (Alt) text to images and shapes.

1. Right click on the image and select Format Picture.
2. Click the ☐ icon to open Alt Text field.
3. Enter appropriate alt text in the Description field (not the Title field.)

1. To insert an image, choose Image from the Insert menu and follow the instructions.
2. To add Alt text, click on the image. Then in the format menu, select Alt text (at the very bottom of the menu).
3. Enter alt text in the Description field (not the Title field.)

## Lists
- Format a list as a list.

1. Select the text to make into a list and click on the Home tab.
2. In the Paragraph group, select the Numbering or Bullets icon.
   - Use Numbering lists if a sequential order is important to the list.
   - Use Bulleted lists if all items are of equal value.

Go to Format menu > Lists and select one of list styles.
- Use Numbered lists if a sequential order is important to the list.
- Use Bulleted lists if all items are of equal value.

---

**4A** Save your original files. You may need them if you have a student who needs alternative formats.
# How to Make Accessible PowerPoints & Google Slides

<table>
<thead>
<tr>
<th>Component</th>
<th>PowerPoint (2011, 2013, 2016)</th>
<th>Google Slides</th>
</tr>
</thead>
</table>
| **Links** | 1. Type out text that describes the destination of the link (i.e. PCC Homepage).  
2. Select the text, right click and choose **Hyperlink**... from the menu.  
3. The **Insert Hyperlink** window will open. Enter a URL address in the **Address** field (i.e. http://www.pcc.edu) *(Mac - PPT 2011: **Link to** field.)*  
4. Click the **OK** button to save the link. | 1. Type out text that describes the destination of the link.  
2. Select the text, right click and choose **Link** from the menu.  
3. Paste or type in a hyperlink.  
4. Click **Apply** button to save the link. |
| **Tables** | 1. Place the cursor in the top row of your data table.  
2. Click the **Design** tab under **Table Tools** *(Mac - PPT 2011/2016: **Tables** tab)*  
3. In the **Table Style Options** group *(Mac - PPT 2011 - **Table Options** > **Options** / Mac - PPT 2016 - **Table Design** tab)*, select the **Header Row** check box.  
4. The cells in the top row of your table make up the column headers. | You cannot create table column/row headers in Google Slides. |
| **Color** | 1. Use enough color contrast between the text (i.e. black color) and the background color (i.e. white color).  
2. Without sufficient color contrast, people who are low-vision and color blind will not benefit from the information.  
3. Go to [www.pcc.edu/access-powerpoint](http://www.pcc.edu/access-powerpoint) for How to Check Color Contrast. |  |
| **Math & Science** | Use the **MathType plugin** [http://www.dessci.com/en/](http://www.dessci.com/en/) for MS Word to create math and science equations, formulas and notations. *(DO NOT use MS equation editor.)* | Math and Science equations and formulas cannot be written to be accessible in Google Slides. |
| **Video & Audio** | Don’t embed the video, instead, link out to videos. |  |

## Tips

- **Create a meaningful link** that describes its destination.
- **Check the reading order.** A screen reader reads a table from left to right, & top to bottom *(never repeating a cell.)*
- **Indicate column headers** for data tables. *(Note: A table in Slide Show view is not accessible. Use Alt text!)*
- **Use sufficient color contrast.**
- **Don't use color alone to convey meaning.**
- **Use MathType to write Math equations.**
- **Don't embed the video, instead, link out to videos.**

---

**4B**

Save your original files. You may need them if you have a student who needs alternative formats.

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For more information [www.pcc.edu/access-powerpoint](http://www.pcc.edu/access-powerpoint)
## How to Make Accessible Word Documents & Google Docs

### Headings
- Properly format headings.
- Use headings in the correct order. Heading 1 should only be used **ONCE** per page. Heading 2, 3, etc. can be used multiple times. **(DO NOT skip heading levels!)**

### Images
- Add alternative (Alt) text to images.
- Right click on the image, and select **Format Picture....**
  1. The **Format Picture** window will open.
  2. Select the **ALT TEXT** icon and click on the ALT TEXT to open Alt text field.
  3. Enter image description in the Description field (Not the Title field.)

### Lists
- Format a list as a list.
- Type out text that describes the destination of the link. (i.e. PCC).
- Select the text, right click and choose Hyperlink... from the menu.
- The Insert Hyperlink window will open. Enter a URL address in the Address field (Mac - Word 2011: Link to field.)
- Click the OK button to save the link.

### Links
- Create a link that describes its destination.

### Math & Science
- Math and Science equations and formulas cannot be written accessibly in Google Docs.

## 5A
**Save your original files.** You may need them if you have a student who needs alternative formats.
### How to Make accessible Word Documents & Google Docs

#### Component

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables</td>
<td>1. Place the cursor in the top row of your data table. 2. Click on the Design tab under Table Tools (Table tab on Mac - Word 2011/Table Design tab - Word 2016). 3. In the Table Style Options group, select the Header Row check box. 4. Under Table Tools, click the Layout tab (Table Layout tab - Word 2011) 5. In the Data group (Word 2016 - Table Design &gt; Layout tab), click the Repeat Header Row button. This will indicate the top row as the table’s header.</td>
<td>Google Docs doesn’t allow you to designate column or row headers, so keep your tables small so they are understandable without headers.</td>
</tr>
<tr>
<td>Check the reading order.</td>
<td>Screen reader reads a table from left to right/top to bottom (never repeating a cell.) Merged, nested, and split cells may change the reading order of a table. Construct your table in a way that accommodates a good reading order. To test the reading order, place your cursor in the first cell of the table. On the keyboard, press the Tab key repeatedly to navigate through the table. This will be the reading order that assistive technologies will use.</td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td>Use enough color contrast between the font and its background colors. Without sufficient color contrast, people who have low-vision or are color blind will not benefit from the information. Go to <a href="http://www.pcc.edu/access-word">www.pcc.edu/access-word</a> to learn How to Check Color Contrast.</td>
<td></td>
</tr>
<tr>
<td>Don’t use color alone to convey meaning.</td>
<td>Don’t use color alone to make a distinction. If you categorize something by color alone, those who are color blind or blind will not be able to benefit from the information.</td>
<td></td>
</tr>
<tr>
<td>Forms</td>
<td>Use a form template to create a form. Use Google Forms, NOT Google Docs</td>
<td></td>
</tr>
<tr>
<td>Label form fields and buttons.</td>
<td>Use real text labels for form fields and alternative text for buttons.</td>
<td></td>
</tr>
<tr>
<td>Check the reading order of forms.</td>
<td>Press the tab key repeatedly to check the order a screen reader would navigate through the form. If it doesn’t land on the form fields in the correct order, you will need to edit the form. The tab order (or reading order) is important to those who are blind or physically disabled and rely on keyboard access.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Save your original files.** You may need them if you have a student who needs alternative formats.
# How to Make Accessible PDFs

## Method

<table>
<thead>
<tr>
<th>Software / Hardware</th>
<th>How to Make it Accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Convert MS Office to an Accessible PDF document</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Microsoft Office 2010, 2013 Pro
| 1. Start with a well-structured word document or presentation.  
2. Click the **File** tab and select **Save as**. In the **Save as type** field, select **PDF (*.pdf.)**  
3. Enter a file name in the **File name** field.  
4. Click on the **Options** button and make sure the **Document structure tags for accessibility** and **Create bookmarks using Headings** checkboxes are checked.  
5. Click **OK** and **Save**. This will tag all of the text formatting, so page headings and lists are correctly interpreted by a screen reader. |
| **Save your original files (PPT, Word)** |
| MS Office 2011 (for Mac)
| Microsoft Word & PowerPoint 2011 for the Mac cannot produce a fully accessible PDF.  
Go to [http://www.pcc.edu/resources/instructional-support/access/pdfs-from-mac.html](http://www.pcc.edu/resources/instructional-support/access/pdfs-from-mac.html) for options on how to create an accessible PDF. |
| **Run Optical Character Recognition (OCR) on scanned document** |
| Adobe Acrobat Professional (Version XI Pro)
| 1. Open the scanned PDF file.  
2. Open the **Tools** panel (click **Tools** in top right) and click **Text Recognition**.  
3. Click **In This File** and the **Recognize Text** window will open.  
4. Click the **Edit button** to adjust OCR settings. Select **English (US)** for **Primary OCR Language**, **Searchable Image** for **PDF Output Style** and **600 dpi** for **Downsample To**.  
5. Click **OK** when done. |
| **Run Adobe Acrobat Built-in Accessibility Checker** |
| Adobe Acrobat Professional (Version XI Pro)
| All versions. No matter what you are converting to PDF, it’s important to save your original files in case a student needs an alternate format.  
1. Click the **Tools** tab to open the **Accessibility** panel on the right hand side.  
   - If you don’t see it, click the **View** menu and select **Tools > Accessibility**.  
2. Under **Accessibility**, select the **Full Check** button.  
3. The **Accessibility Checker** window will open.  
   - Under the **Report Options**, check on the **Create Accessibility Report**.  
   - Under the **Checking Options** section:  
     - Category: **Document** and check all the items.  
4. Click the **Start Checking** button.  
5. The **Accessibility Checker Report** will display on the left pane. |

6. **Save your original files.** You may need them if you have a student who needs alternative formats.
## How to Make Accessible Video & Audio

<table>
<thead>
<tr>
<th>Component</th>
<th>Best Practices</th>
<th>How to Make it Accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Media Player</strong></td>
<td><strong>Keyboard Navigation</strong>&lt;br&gt;The buttons need to be properly labeled so a screen reader user can operate the player.</td>
<td>- To test for keyboard accessibility, press the Tab key to navigate to the player, and use the Tab, Arrow keys, Enter, and Spacebar to interact with the media player buttons.</td>
</tr>
<tr>
<td></td>
<td><strong>Search for captioned media</strong>&lt;br&gt;The PCC Library has a wide selection of captioned media. Check with your Subject Area Librarian.</td>
<td><strong>How do I find human transcribed captioned videos on YouTube?</strong> (Search from YouTube site)&lt;br&gt;1. Enter your search keyword in the YouTube Search field.&lt;br&gt;2. Add a: , CC (a comma, CC)&lt;br&gt;3. Press Enter or click the magnifying glass icon</td>
</tr>
<tr>
<td></td>
<td>Make sure the YouTube video you use is NOT Auto-generated.</td>
<td><strong>How do I find human transcribed captioned videos from Google?</strong>&lt;br&gt;1. Fill out the Advanced Video Search fields (<a href="http://www.google.com/advanced_video_search">http://www.google.com/advanced_video_search</a>) that you need.&lt;br&gt;2. Choose the &quot;Subtitles: Closed captioned only&quot; option.&lt;br&gt;3. Press Enter or click the Advanced Video search button.</td>
</tr>
<tr>
<td><strong>Captioned Media</strong></td>
<td><strong>Search for captioned media</strong>&lt;br&gt;The PCC Library has a wide selection of captioned media. Check with your Subject Area Librarian.</td>
<td><strong>How do I know?</strong>&lt;br&gt;- Click the Settings button and check the Subtitles field. Avoid auto-generated subtitles and the Translate feature which are not usually accurate.</td>
</tr>
</tbody>
</table>

### Keep track of your uncaptioned media.
You may need this list if a student has an accommodation need.
**How to Make Accessible Complex Images**

**Complex Images** include graphs, charts, diagrams, maps, and illustrations. Below are 3 ways to provide alternative (alt) text-based description for complex images, when a simple alt text attribute is insufficient. Choose the best Alt text method for your image types.

### A Use a Caption

**For Web Pages:** Your caption must be associated with the image, so make sure to properly add a caption using the `figcaption` html tag. (Requires HTML editing).

*Note:* For MS Word and PowerPoint: Right click on the image and select `Add Caption`.

**Example Code:**

```html
<figure>
  <img src="images/fig9.jpg" alt="Fig.9-Graph of the length of daylight from March through December at various latitudes." width="400" height="290" longdesc="fig9-longdesc.html" />
  <figcaption>Fig.9 - Graph of the length of daylight from March through December at various latitudes. For example, at 40 degree latitude there are 12 hours of daylight in March. In October, there are 10.8 hours of daylight at 40 degree.
  </figcaption>
</figure>
```

### B Describe in surrounding text

If the image is adequately described in surrounding text (including text-based data tables), so that the image is just reinforcing the text, no further description is needed necessary.

**Example:**

Modeling amount of daylight as a function of time of year, Figure 9 and the table beside it, show the number of hours of daylight as functions of the time of the year at several latitudes, from March through December.

### C Link out to a web page with a longer description

If the image cannot be described using methods A or B, use the 'longdesc' attribute (Requires HTML editing).

**Example code:**

```html
<img src="images/fig9.jpg" alt="Fig.9-Graph of the length of daylight from March 21 through December 21 at various latitudes." width="400" height="290" longdesc="fig9-longdesc.html" />
```

**Example:**

The graph image is from Lucia C. Harrison, *Daylight, Twilight, Darkness and Time* (New York: Silver, Burdett, 1935) page 40.
### How to Make Accessible Complex Images

#### Resources for Image Description
- Guidelines for Describing STEM (Science Technology Engineering and Math) images
  [http://goo.gl/GFk1Rz](http://goo.gl/GFk1Rz)
- How Do We Access Meaning in Art? (Describing art images in alt text)
- Effective Practices for Description of Science Content
  [http://goo.gl/QgsS5G](http://goo.gl/QgsS5G)
- Open University’s Guidelines for describing visual teaching materials
  [http://goo.gl/gzwUi0](http://goo.gl/gzwUi0)
- UKAAF (UK Association for Accessible Formats) Guidance
  [http://goo.gl/28tUpj](http://goo.gl/28tUpj)
- Diagram Center’s Accessible Image Sample Book
  [http://goo.gl/jQ32HW](http://goo.gl/jQ32HW)

#### Tactile Representations

Sometimes touching a model or a tactile graphic is the best way to describe something.

**Tactile graphics**

Tactile graphics have different sized raised dots to show variation in graphs, charts and maps. Disability Services and Distance Learning also can create tactile graphics for your courses needed. Please contact Haris Gunadi or Supada Amornchat for more information.

**Example:**

![Diagram of a graph showing variation in graph, chart, and map](image)

If you know where a 3D model of the image is available, indicate that in your image caption or on the same page as the image.
## How to Make Accessible Math & Science

<table>
<thead>
<tr>
<th>Component</th>
<th>Math Tools</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math &amp; Science equations, formulas and notation</td>
<td><strong>MathML</strong></td>
<td>MathML stands for 'Math Markup Language' which is the web standard for accessible online math and science notation/equations/formulas. Typically, a user does not create MathML, but instead uses a conversion process to output MathML.</td>
</tr>
<tr>
<td></td>
<td><strong>D2L</strong></td>
<td>We recommend that as much of the online class as possible be conducted within D2L. All output from D2L’s equation editor is stored as MathML, which is screen reader-accessible.</td>
</tr>
<tr>
<td></td>
<td><strong>Word documents</strong></td>
<td>MathType is an equation editor created by Design Science that is compatible with MS Word for Windows and Mac. Together, MS Word with MathType can be exported as MathML or it can be converted to braille. (Save your original files.) <strong>DO NOT</strong> use Microsoft’s equation editor.</td>
</tr>
<tr>
<td></td>
<td><strong>PDFs</strong></td>
<td>Math <strong>IS NOT</strong> accessible in PDF. Save the original file with the original MathType or LaTeX equations. Disability Services will ask for your original files when there is an accommodation need.</td>
</tr>
<tr>
<td></td>
<td><strong>PowerPoints</strong></td>
<td>For MS PowerPoint 2013, use the MathType 6.9 plugin or later to create math and science equations, formulas and notations. <strong>DO NOT</strong> use Microsoft’s equation editor. If you convert to a PDF or export to a webpage, save your original MS PowerPoint files which Disability Services may ask for.</td>
</tr>
<tr>
<td></td>
<td><strong>Graphs</strong></td>
<td>To make graphs accessible, do your best to describe them using alternative text, long descriptions, or captions. We can supplement with tactile graphics if necessary.</td>
</tr>
<tr>
<td></td>
<td><strong>LaTeX</strong></td>
<td>LaTeX is a mark-up language. Converting LaTeX documents into an accessible format is usually straightforward. Keep LaTeX original files if you convert to other formats.</td>
</tr>
<tr>
<td></td>
<td><strong>WeBWorK</strong></td>
<td>WeBWorK is an accessible and free online homework platform for math and sciences courses.</td>
</tr>
<tr>
<td></td>
<td><strong>LibreOffice</strong></td>
<td>LibreOffice (with its native equation editor) exports easily to web pages that contain MathML.</td>
</tr>
</tbody>
</table>

**Save your original files.** You may need them if you have a student who needs alternative formats.
### Questions and Considerations

#### How accessible are their digital materials?

<table>
<thead>
<tr>
<th>Ask about</th>
<th>Questions and Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the videos captioned and audio recordings transcribed?</td>
<td>There should be transcripts for audio recordings and captions or subtitles for video. If they aren't available, ask the publishing representative when they plan to have them. If they have no plans, ask them to give PCC written permission to transcribe or caption the media when there's an accommodation need.</td>
</tr>
<tr>
<td>Are images described in alternative text?</td>
<td>PowerPoint slides from publishers often have images without any alt text. Ask your publishers if their images have alt text.</td>
</tr>
<tr>
<td>Can all of the text that is displayed on the screen be read aloud by text-to-speech software?</td>
<td>Screen readers (assistive technology used by people who are blind) read real text. They cannot read images of text or text embedded in Flash animations/movies/simulations.</td>
</tr>
<tr>
<td>How accessible are the E-books?</td>
<td>Are the images described? Are embedded objects like videos keyboard accessible and captioned? Is the E-reader keyboard and screen reader accessible? Have it tested by DL or DS.</td>
</tr>
<tr>
<td>Can all interactivity (media players, quizzes, flashcards, etc.) function using only the keyboard (no mouse)?</td>
<td>People who are blind or have upper mobility disabilities cannot use a mouse. They use the keyboard to navigate and interact on the Web. It is required that any interactive elements on a publisher's website (or on a DVD included with the book) be operable by keyboard alone if they are used in your course.</td>
</tr>
<tr>
<td>Is there any documentation available (VPAT or White Paper for example) that confirms accessibility or usability testing results?</td>
<td>A VPAT (Voluntary Product Accessibility Template) is used by many organizations to report the level of accessibility of software products.</td>
</tr>
<tr>
<td>Is your multimedia (Adobe) Flash or (Oracle) Java-based? Can your materials be watched on mobile devices?</td>
<td>Content created in Flash or Java can be inaccessible and may not run on mobile devices and tablets, which are becoming more prevalent.</td>
</tr>
<tr>
<td>What are the computer requirements for using their materials? Will the materials work on mobile devices?</td>
<td>Distance Learning informs online students about the computer requirements for taking an online course in the Distance Education Orientation for students. If your course requirements are different, make them known in the course syllabus.</td>
</tr>
</tbody>
</table>

#### Open Educational Resources (OER)

| OERs have the same accessibility requirements as all other digital materials. However if they are not accessible, we can usually retrofit them to be accessible which we can't do if the materials reside on a publisher's server. Plus OERs are usually free to students! Check out: http://www.pcc.edu/library/oer/ |

#### CONTACT DL or DS to have 3rd party online material accessibility tested.
# Accessibility Checkers

**Software** | **Tools** | **How to Check**
--- | --- | ---
**MS Offices 2010 & 2013 Windows (Word, PowerPoint)** | A built-in accessibility checker  
(Note: The accessibility checker only checks .docx and .pptx files) | 1. Go to the **File** tab.  
2. Select **Info** from the sidebar menu.  
3. Click on the **Check for Issues** button.  
4. Select **Check Accessibility** from the drop-down list.  

The **Accessibility Checker** panel will open to the right of the document. The accessibility checker provides you with a **list of errors, warnings & tips**. When you click on an error or warning, instructions on how to fix it appear below in "Additional Information".

**PDF (Adobe Acrobat XI Professional)** | A built-in accessibility checker  
(View > Tools > Accessibility) | 1. Click the **Tools** tab to open the **Accessibility Tool** panel on the right.  
   (If you don’t see it, click the **View** menu and select **Tools > Accessibility**).  
2. Select the **Full Check** button & the **Accessibility Checker Options** will open.  
   - On the **Report Options** section, check on **Create Accessibility Report**.  
   - On the **Checking Options** section: select **Document** under **Category** field, and check all items.  
3. Click on the **Start Checking** button and the **Accessibility Report** will display.

**D2L & Web Pages** | A browser-based checker, WebAIM WAVE accessibility add-on to the Firefox browser | 1. Download & Install the WAVE toolbar ([http://wave.webaim.org/toolbar/](http://wave.webaim.org/toolbar/))  
2. Open the D2L page in its own window by clicking on the **Open** in a new window icon.  
3. **Right-click** on the page in the new window, and select **WAVE**, then choose "Errors, Features, and Alerts" to see what accessibility errors you have on the page.  
4. Error icons in green, red, yellow and blue will appear on the page. If you hover over an error icon, more information on the error will appear.  
5. Return to the original D2L page, and open the D2L editor to repair the problems you found.
### WHO’s Responsible for Accessibility of Online Courses?

**Instructors, Distance Education and Disability Services**

- **Test** the accessibility of software and web apps used in online courses.
- **Develop** Accessibility Plans proactively when barriers are found.
- **Work** together to identify and implement appropriate accommodations when barriers are encountered.

<table>
<thead>
<tr>
<th>Instructors RESPONSIBILITIES</th>
<th>Distance Education (DL) RESPONSIBILITIES</th>
<th>Disability Services (DS) RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| **As** the subject matter expert and the course developer, an instructor:  
- **Designs** clear and consistent navigation.  
- **Writes** alternative text descriptions for images.  
- **Creates** documents using accessibility guidelines ([pcc.edu/access](http://pcc.edu/access)).  
- **Retains** original files (PowerPoint, Word, etc.)  
- **Uses** captioned media whenever possible.  
- **Writes** math and science with MathML (D2L equation editor), LaTeX, MathType or Libre Office.  
- **Checks** accessibility of required software & web applications used in course at [pcc.edu/access](http://pcc.edu/access).  
- **Supplies** DL and DS with course materials upon request for an accommodation.  
- **Prepares** Accessibility plans for inaccessible content. | **As** the online course development facilitator and faculty resource, Distance Education (DL):  
- **Provides** media captioning for DL course accommodations.  
- **Assists** DS with retrofitting course material for timely accommodation.  
- **Offers** training sessions (F2F & Online) & over-the-shoulder assistance.  
- **Reviews** courses for accessibility & provides feedback & support to instructors.  
- **Supports** Accessibility Plan development to proactively address course barriers.  
- **Facilitates** subject area accessibility studies.  
- **Maintains** [pcc.edu/access](http://pcc.edu/access) website with how-to video tutorials and step-by-step instructions. | **As** a student & faculty resource, with expertise in alt formats and assistive technologies, DS:  
- **Increases** awareness of the disability experience & works with staff & faculty to proactively reduce barriers by  
  - **Hosting** open events,  
  - **Offering** drop-in hours, & individual consultations.  
- **Reviews** documentation of disability & determines student eligibility for accommodation.  
- **Leads** efforts to ensure students are appropriately accommodated.  
  - **Notifies** faculty & DL when an accommodation is required.  
  - **Supplies** students with an accessible format of the textbook.  
  - **Provides** alternative format of PDFs, math/science and publisher PPTs.  
  - **Administers** other reasonable auxiliary aids & services. |
WEB ACCESSIBILITY

Training & Support

www.pcc.edu/access
Check the accessibility website for how-to instructions & video tutorials.

Accessibility Training
Go to www.pcc.edu/access to sign up for our accessibility trainings.

 Faculty Help Desk
Phone: Portland Area: 971-722-8227
Outside Portland Area: 1-866-922-1010 ext. 8227
Email: dlhelp@pcc.edu

Questions about online course accessibility
Karen Sorensen (SY).................971-722-4720 | karen.sorensen@pcc.edu
Supada Amornchat (SY)..........971-722-4435 | supada.amornchat@pcc.edu
Melany Budiman (SY).............971-722-4459 | melany.budiman@pcc.edu
Michael Moss (SE).................971-722-5198 | michael.moss1@pcc.edu
Rondi Schei (RC).....................971-722-7265 | rondi.schei@pcc.edu
Andre Temkin (SE).................971-722-6130 | andre.temkin@pcc.edu

Testing Tools
- Firefox: WAVE Toolbar
  http://wave.webaim.org/toolbar/
- Firefox & IE: Favelets
  http://jimthatcher.com/favelets/
- MS Word: Built-in 2010, 2013, 2016 (PC)
- MS PPT: Built-in 2010, 2013, 2016 (PC)
- PDF: Built-in Adobe Acrobat Pro
- Colour Contrast Analyser
  http://www.paciellogroup.com/resources/contrastAnalyser

Websites
- Accessibility: www.pcc.edu/access
- Instructional Support: www.pcc.edu/is
- Distance Education: www.pcc.edu/dl
- Disability Services:
  www.pcc.edu/disability
- Collegewide Accessibility:
  www.pcc.edu/about/accessibility/

"Web Accessibility Guidelines handbook" by Portland Community College: Distance Education & Instructional Support is licensed under CC BY-NC-SA 4.0