

WEB ACCESSIBILITY **Guidelines** 2015

1

Web Accessibility
at PCC

2

Accessibility
Guidelines

3

Accessible
D2L Webpages
(10.3 & 10.5)

4

Accessible
PowerPoint
& Google Slides

5

Accessible
Word Documents
& Google Docs

6

Accessible
PDFs

7

Accessible
Video & Audio

8

Accessible
Complex Images

9

Accessible
Math & Science

10

Accessible
3rd Party Tools

11

Accessibility
Checkers

12

Who's
Responsible
for Accessibility

The Anatomy of an Accessible Page

Heading 1 → Syllabus

Heading 2 → **DL 101 - Introduction to Online Learning**

Heading 3 → **Course Information:**


Format lists as proper lists

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

Add Alternative (Alt) text to images

Heading 3 → **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.



John Doe
Instructor

Heading 3 → **Assignments/Assessments:**

Heading 4 → **Grading Scale**

Table Column Header

| Grade | Grading Scale by Points | Grading Scale by Percentages |
|-----------|-------------------------|------------------------------|
| A | 202 - 225 + | 90 - 100% |
| B | 180 - 201 | 80 - 89% |
| C (or P) | 157 - 179 | 70 - 79% |
| D | 135 - 156 | 60 - 69% |
| F (or NP) | < 134 | < 59% |

Table Row Header

Heading 4 → **Late Work & Make-up Policy**

Assignments must be completed on time in order to earn full credit.
(Late assignments will earn 50% credit.)

Sufficient Color Contrast

page 1/2

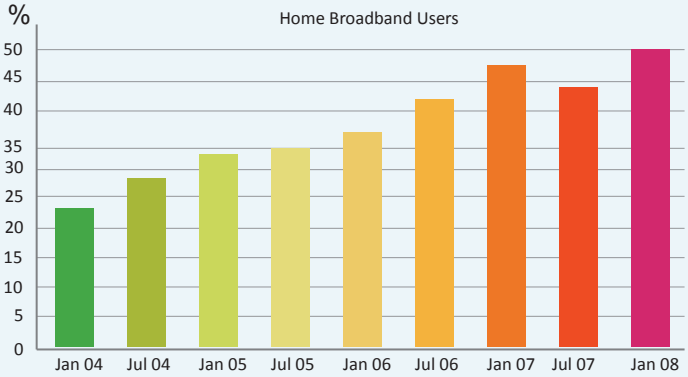
Write meaningful link texts

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.

DL 101 - Online Learning Best Practices

Best Practices when using complex graphics:



| Date | Percentage (%) |
|--------|----------------|
| Jan 04 | 22 |
| Jul 04 | 28 |
| Jan 05 | 33 |
| Jul 05 | 34 |
| Jan 06 | 37 |
| Jul 06 | 42 |
| Jan 07 | 47 |
| Jul 07 | 44 |
| Jan 08 | 48 |

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.

page 2/2



WEB Accessibility at PCC



For more information
www.pcc.edu/access

Web Accessibility

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/>

Required by Federal Law

"Requiring use of an emerging technology in a classroom environment when the technology is inaccessible to an entire population of individuals with disabilities... is discrimination prohibited by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) unless those individuals are provided accommodations or modifications that permit them to receive all the educational benefits provided by the technology in an equally effective and equally integrated manner."

Source: 6/29/2010

Dear Colleague letter sent to every college and university president

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html>












WEB Accessibility Guidelines



For more information
www.pcc.edu/access-guidelines

| Component | Guideline | Why Is This Important? |
|--|--|--|
|  Headings | Use properly formatted headings to structure a page. | 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. |
|  Lists | Format lists as proper lists. | 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. |
|  Links | Write meaningful link text. | Links embedded in text should describe the link's destination. This helps all users navigate more efficiently, especially screen reader users. |
|  Tables | Create tables with column and/or row headers, and ensure a proper reading order. | <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ 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. |
|  Keyboard | 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. |
|  Images | 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. |












WEB Accessibility Guidelines



For more information
www.pcc.edu/access-guidelines

| Component | Guideline | Why Is This Important? |
|--|--|---|
|  Navigation | Design clear and consistent navigation. | Clear and consistent navigation in your course will allow students to focus on your content rather than on how to find it. |
|  Blinking | Eliminate or limit blinking / flashing content to 3 seconds. | Blinking content is distracting, and it can cause seizures to occur in people with a photosensitive disorder. |
|  Forms | <ul style="list-style-type: none"> • Label form fields and buttons clearly. • Ensure a proper logical reading order in a form. | <ul style="list-style-type: none"> ▪ 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. |
|  Video | 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. | 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. |
|  Audio | | 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. |
|  Software | Require only accessible software & applications. | Inaccessible software and applications will shut students with disabilities out. Contact us to have your interactive applications and software accessibility tested. |
|  Math & Science | Write math and science equations accessibly. | For web pages, use an equation editor that outputs MathML. For MS Word and PPT documents, use the MathType plugin. |

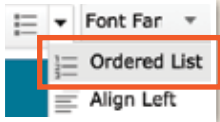



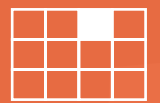


How to Make Accessible D2L Web Pages



For more information
www.pcc.edu/access-d2l

| Component | Accessibility Guideline | How to Make it Accessible |
|----------------------|---|--|
| Page Template | <ul style="list-style-type: none"> Use the most current D2L page template. | <ul style="list-style-type: none"> If you don't have the most current page template, contact the Faculty Help Desk or your campus Instructional Technology Specialist (ITS). |
| Headings | <ul style="list-style-type: none"> Properly format headings. Use headings in the correct order. | <ul style="list-style-type: none"> Highlight the text and select the Heading # from the Format 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. DO NOT skip heading levels. |
| Images | <ul style="list-style-type: none"> Add alternative (Alt) text to images. | <ol style="list-style-type: none"> Place the cursor where you want to insert an image, and click the Insert image icon from the toolbar. The Add a File window will open. Browse to the image location and select the image file. Click Add button. The Provide Alternative Text window will open. Describe the purpose of the image in the Alternative Text field, or check the box if the image is just decorative. Click OK. |
| Lists | <ul style="list-style-type: none"> Format a list as a list using Ordered or Unordered lists. | <ol style="list-style-type: none"> Select the content you want to make into a list. From the toolbar, click the Unordered/Bulleted list icon if the order doesn't matter. Select Ordered List from the drop-down menu (next to the bulleted list icon) if the order does matter.  |
| Links | <ul style="list-style-type: none"> Write meaningful link text that indicates the link's destination. | <ol style="list-style-type: none"> Highlight meaningful text for the link (ex. Portland Community College) From the toolbar, click on the Insert Quicklink icon  Select URL in the Insert Quicklink window <ul style="list-style-type: none"> Type in the URL (http://www.pcc.edu). Select New Window in the Target section. Click the Insert button. |





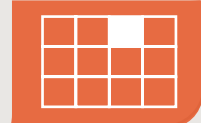


How to Make Accessible D2L Web Pages



For more information
www.pcc.edu/access-d2l

| Component | Best Practices | How to Make it Accessible |
|---------------------------|---|--|
| Tables | <ul style="list-style-type: none"> Indicate column (or row) headers in data tables. Check the reading order. | <ol style="list-style-type: none"> Select the cells to be marked up as a row or column header. Click on the drop-down menu next to the Table icon in the toolbar. Choose Cell Properties. The Table cell properties window will open. In the Cell type field, click on the drop-down list and select Row Header or Column Header. Click Update button. <p>To add a caption, select the table and click on the drop down menu next to the Table icon. Select Table Properties, and check Include Caption. Then click Update when done.</p> <ul style="list-style-type: none"> A screen reader reads tables from left to right, and top to bottom, never repeating a cell. Merged, nested, and split cells may alter the reading order of a table. Make sure you construct your tables in a way that accommodates a good reading order. |
| Color | <ul style="list-style-type: none"> Use sufficient color contrast. Don't use color alone to convey meaning. | <ol style="list-style-type: none"> Select the text that you want to change to another color. Click drop-down menu next to the Apply Color icon in the toolbar.  Select the color and click Save. <p>Note: 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 Select a Color palette </p> <p>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.</p> |
| Math & Science | <ul style="list-style-type: none"> Write math and science equations using MathML. | <p>Use the D2L equation editor. For more information, go to the Math & Science page in this handbook.</p> |
| Multimedia | <ul style="list-style-type: none"> Eliminate or limit blinking/flashing content to 3 seconds. Make sure all mouse actions can also be completed with a keyboard alone (without a mouse.) Use an accessible media player like YouTube or the DL Kaltura player. | |

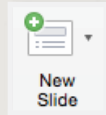





How to Make Accessible PowerPoints & Google Slides



For more information
www.pcc.edu/access-powerpoint

| Component | PowerPoint (2011, 2013, 2016) | Google Slides |
|---|--|---|
| <p>Outline View</p> <ul style="list-style-type: none"> Check the outline view. | <ol style="list-style-type: none"> Click on View tab (Mac: View > Outline View icon - PPT 2016.) In the Presentation Views group, click on Outline View. In the Outline panel, make sure all text from the slides appears in the Outline View. | <p>There is no Outline View in Google Slides.</p> |
| <p>Slide Layout</p> <p>Use the PPT provided slide layouts when building slides to help your slide's reading order remain intact.</p> | <ul style="list-style-type: none"> From Home tab, choose the New Slide drop down menu and select a slide template. (Don't use the Blank slide template.)  | <ol style="list-style-type: none"> Create a new slide (Slide > New Slide). Go to Slide menu, click on Apply Layout and choose one of slide template (not the Blank one). |
| <p>Reading Order</p> <ul style="list-style-type: none"> Ensure the tab order = the reading order | <ol style="list-style-type: none"> On the Home tab, click on Arrange and choose Selection Pane (Reorder Objects for Mac - PPT 2011 & 2016.) To see the reading order of the slide, tab through the slide and the corresponding element will highlight. To re-arrange the reading order, click arrow up/down button on the Selection Pane (Mac: drag layers. Highest number is read first.) Test reading order with the Tab key again. | <ol style="list-style-type: none"> Tab through the slide and the corresponding element will highlight. In the slide area, click on the element that you want to change. 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. Test reading order with the Tab key again. |
| <p>Images</p> <ul style="list-style-type: none"> Add alternative (Alt) text to images and shapes. | <ol style="list-style-type: none"> Right click on the image and select Format Picture. Click the  icon to open Alt Text field. Enter appropriate alt text in the Description field (not the Title field.) | <ol style="list-style-type: none"> To insert an image, choose Image from the Insert menu and follow the instructions. To add Alt text, click on the image. Then in the format menu, select Alt text (at the very bottom of the menu). Enter alt text in the Description field (not the Title field). |
| <p>Lists</p> <ul style="list-style-type: none"> Format a list as a list. | <ol style="list-style-type: none"> Select the text to make into a list and click on the Home tab. In the Paragraph group, select the Numbering or Bullets icon. <ul style="list-style-type: none"> Use Numbering lists if a sequential order is important to the list. Use Bullets lists if all items are of equal value. | <p>Go to Format menu > Lists and select one of list styles.</p> <ul style="list-style-type: none"> 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



For more information
www.pcc.edu/access-powerpoint

| Component | PowerPoint (2011, 2013, 2016) | Google Slides |
|--|---|---|
| <p>Links</p> <ul style="list-style-type: none"> ■ Create a meaningful link that describes its destination. | <ol style="list-style-type: none"> 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) (<i>Mac - PPT 2011: Link to field.</i>) 4. Click the OK button to save the link. | <ol style="list-style-type: none"> 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. |
| <p>Tables</p> <ul style="list-style-type: none"> ■ Check the reading order. | <ul style="list-style-type: none"> ■ A 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. | |
| <ul style="list-style-type: none"> ■ Indicate column headers for data tables. <p>Note: You cannot create row headers in MS Word & PPT.</p> | <ol style="list-style-type: none"> 1. Place the cursor in the top row of your data table. 2. Click the Design tab under Table Tools (<i>Mac - PPT 2011/2016: Tables tab</i>) 3. In the Table Style Options group (<i>Mac - PPT 2011 - Table Options > Options / Mac - PPT 2016 - Table Design tab</i>), select the Header Row check box. 4. The cells in the top row of your table make up the column headers. | <p>You cannot create table column/row headers in Google Slides.</p> |
| <p>Color</p> <ul style="list-style-type: none"> ■ Use sufficient color contrast. | <ul style="list-style-type: none"> ■ Use enough color contrast between the text (i.e. black color) and the background color (i.e. white color). ■ Without sufficient color contrast, people who are low-vision and color blind will not benefit from the information. ■ Go to www.pcc.edu/access-powerpoint for How to Check Color Contrast. | |
| <ul style="list-style-type: none"> ■ Don't use color alone to convey meaning. | <p>Don't use color alone to make a distinction. If you categorize something by color alone, those who are color blind or blind won't benefit from the information.</p> | |
| <p>Math & Science</p> <ul style="list-style-type: none"> ■ Use MathType to write Math equations. | <p>Use the MathType plugin http://www.dessci.com/en/ for MS Word to create math and science equations, formulas and notations. (DO NOT use MS equation editor.)</p> | <p>Math and Science equations and formulas cannot be written to be accessible in Google Slides.</p> |
| <p>Video & Audio</p> | <p>Don't embed the video, instead, link out to videos.</p> | |







How to Make Accessible Word Documents & Google Docs



For more information
www.pcc.edu/access-word

| Check | Word Document (2011, 2013, 2016) | Google Docs |
|--|--|---|
| <p>Headings</p> <ul style="list-style-type: none"> Properly format headings. Use headings in the correct order. | <ol style="list-style-type: none"> Select the text that you want to make into a heading. Go to the Home tab. Choose the appropriate heading level from the Styles group. <ul style="list-style-type: none"> Heading 1 should only be used ONCE per page. Heading 2, 3, etc. can be used multiple times. (DO NOT skip heading levels!) | <ol style="list-style-type: none"> Select the text that you want to make into a heading. Go to the Styles menu (or "Normal text") and choose the appropriate heading level from the Normal text drop down list. |
| <p>Images</p> <ul style="list-style-type: none"> Add alternative (Alt) text to images. | <ol style="list-style-type: none"> Right click on the image, and select Format Picture... The Format Picture window will open. Select the  icon and click on the ALT TEXT to open Alt text field. Enter image description in the Description field (Not the Title field.) | <ol style="list-style-type: none"> Select the image. From the Format menu choose Alt text. Type in description text in the Description field. (NOT in the Title field.) Click the OK button when done. |
| <p>Lists</p> <ul style="list-style-type: none"> Format a list as a list. | <ol style="list-style-type: none"> Select the text that you want to make into a list. On the Home tab, in the Paragraph group, select the Bullets or Numbering list.  | <ol style="list-style-type: none"> Select the text that you want to make into a list, and do one of these: <ol style="list-style-type: none"> On the Format menu, choose Lists & select Numbered or Bulleted list. Go to the icon toolbar, and choose the Numbered or Bulleted list icon. |
| <p>Links</p> <ul style="list-style-type: none"> Create a link that describes its destination. | <ol style="list-style-type: none"> 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 (<i>Mac - Word 2011: Link to field.</i>) Click the OK button to save the link. | <ol style="list-style-type: none"> Type out text that describes the destination of the link (i.e. PCC). Select the Insert link icon (Ctrl/Cmd + K). The Link window will open. Type the URL of the webpage in the Link field. (i.e. "http://www.pcc.edu") Then click the Apply button to save the link. |
| <p>Math & Science</p> | <ul style="list-style-type: none"> Use the MathType plugin http://www.dessci.com/en/ for MS Word to create math and science equations, formulas and notations. DO NOT use Microsoft's equation editor. | <ul style="list-style-type: none"> 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.

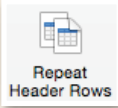




How to Make accessible Word Documents & Google Docs



For more information
www.pcc.edu/access-word

| Component | Word Document (2011, 2013, 2016) | Google Docs |
|---|--|--|
| <p>Tables</p> <ul style="list-style-type: none"> Indicate column headers for data tables. | <ol style="list-style-type: none"> Place the cursor in the top row of your data table. Click on the Design tab under Table Tools (Table tab on Mac - Word 2011/Table Design tab - Word 2016). In the Table Style Options group, select the Header Row check box. Under Table Tools, click the Layout tab (Table Layout tab - Word 2011) In the Data group (Word 2016 - Table Design > Layout tab), click the Repeat Header Row button. This will indicate the top row as the table's header.  | <p>Google Docs doesn't allow you to designate column or row headers, so keep your tables small so they are understandable without headers.</p> |
| <ul style="list-style-type: none"> Check the reading order. | <ul style="list-style-type: none"> 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. | |
| <p>Color</p> <ul style="list-style-type: none"> Use sufficient color contrast. | <ul style="list-style-type: none"> 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 www.pcc.edu/access-word to learn How to Check Color Contrast. | |
| <ul style="list-style-type: none"> Don't use color alone to convey meaning. | <ul style="list-style-type: none"> 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. | |
| <p>Forms</p> <ul style="list-style-type: none"> Label form fields and buttons. | <ul style="list-style-type: none"> Use a form template to create a form. Use real text labels for form fields and alternative text for buttons. | <p>Use Google Forms, NOT Google Docs</p> |
| <ul style="list-style-type: none"> Check the reading order of forms. | <ul style="list-style-type: none"> 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. | |





How to Make Accessible PDFs



For more information
www.pcc.edu/access-pdf

| Method | Software / Hardware | How to Make it Accessible |
|---|--|--|
| Convert MS Office to an Accessible PDF document | <ul style="list-style-type: none"> Microsoft Office 2010, 2013 Pro | <ol style="list-style-type: none"> Start with a well-structured word document or presentation. Click the File tab and select Save as. In the Save as type field, select PDF (*.pdf). Enter a file name in the File name field. Click on the Options button and make sure the Document structure tags for accessibility and Create bookmarks using Headings checkboxes are checked. 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) | <ul style="list-style-type: none"> MS Office 2011 (for Mac) | <ul style="list-style-type: none"> 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 for options on how to create an accessible PDF. |
| Run Optical Character Recognition (OCR) on scanned document | <ul style="list-style-type: none"> Adobe Acrobat Professional (Version XI Pro) | <ol style="list-style-type: none"> Open the scanned PDF file. Open the Tools panel (click Tools in top right) and click Text Recognition. Click In This File and the Recognize Text window will open. 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. Click OK when done. |
| Run Adobe Acrobat Built-in Accessibility Checker | <ul style="list-style-type: none"> Adobe Acrobat Professional (Version XI Pro) <p>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.</p> | <ol style="list-style-type: none"> Click the Tools tab to open the Accessibility panel on the right hand side. <ul style="list-style-type: none"> If you don't see it, click the View menu and select Tools > Accessibility. Under Accessibility, select the Full Check button. The Accessibility Checker window will open. <ul style="list-style-type: none"> Under the Report Options, check on the Create Accessibility Report. Under the Checking Options section: <ul style="list-style-type: none"> Category: Document and check all the items. Click the Start Checking button. 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.


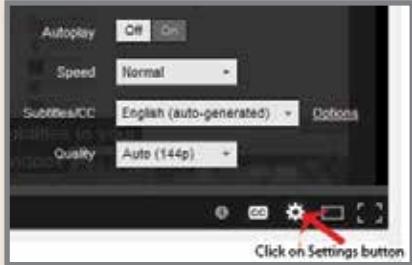




How to Make Accessible Video & Audio

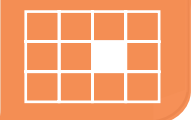


For more information
www.pcc.edu/access-video

| Component | Best Practices | How to Make it Accessible |
|---|---|--|
| <p>Media Player</p> <p>The buttons need to be properly labeled so a screen reader user can operate the player.</p> | <p>Keyboard Navigation</p> <p>It is important to accessibility that students can access and operate a media player with the keyboard alone (not using a mouse).</p> | <ul style="list-style-type: none"> 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. |
| <p>Captioned Media</p> <p>We recommend you first search for captioned media, but you are not required to use only captioned media. Use the best media for your lesson. Uncaptioned media will be accommodated at the time of need.</p> | <p>Search for captioned media</p> <p>The PCC Library has a wide selection of captioned media. Check with your Subject Area Librarian.</p> <p>Make sure the YouTube video you use IS NOT Auto-generated.</p> | <p>How do I find human transcribed captioned videos on YouTube? (Search from YouTube site)</p> <ol style="list-style-type: none"> Enter your search keyword in the YouTube Search field. Add a: , CC (a comma, CC) Press Enter or click the magnifying glass icon  <p>How do I find human transcribed captioned videos from Google?</p> <ol style="list-style-type: none"> Fill out the Advanced Video Search fields (http://www.google.com/advanced_video_search) that you need. Choose the "Subtitles: Closed captioned only" option. Press Enter or click the Advanced Video search button. <p>How do I know?</p> <ul style="list-style-type: none"> Click the Settings button and check the Subtitles field. Avoid auto-generated subtitles and the Translate feature which are not usually accurate.  |

7

Keep track of your uncaptioned media. You may need this list if a student has an accommodation need.





How to Make Accessible Complex Images



For more information
www.pcc.edu/access-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:

```
<figure>
<figcaption><em>Caption goes here, Fig.9-Graph..</em></figcaption></figure>
```

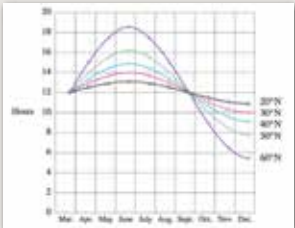


Fig.9 - Graph of the length of daylight from March through December at various latitudes. For example, at 40 degree latitude there are 12 hours of daylight in March. In October, there are 10.8 hours of daylight at 40 degree.

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.

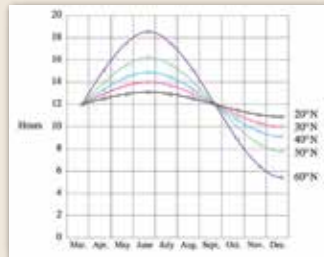


Fig.9

| Month | Hours in varied latitudes | | | | |
|-------|---------------------------|------|------|------|------|
| | 20° | 30° | 40° | 50° | 60° |
| Mar. | 12 | 12 | 12 | 12 | 12 |
| Apr. | 12.3 | 13.2 | 13.5 | 14 | 17.5 |
| May | 12.9 | 13.7 | 14.3 | 15.5 | 17.7 |
| Jun. | 13 | 14 | 14.9 | 16.1 | 18.2 |
| Jul. | 12.8 | 13.8 | 14.2 | 15.7 | 17.8 |
| Aug. | 12.5 | 12.8 | 13.2 | 14 | 15 |
| Sep. | 12 | 12 | 12 | 12 | 12 |
| Oct. | 11.6 | 11.2 | 10.8 | 10 | 9 |
| Nov. | 11 | 10.2 | 9.7 | 8.3 | 6.5 |
| Dec. | 10.9 | 10 | 9.1 | 7.9 | 5.7 |

Example of Data Table for Figure 9

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:

```

```

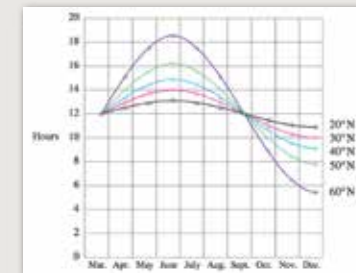


Fig. 9

```
<html>
<p>Modeling amount of daylight as a function of time of year Figure 9 shows graphs of the number of hours of daylight...</p>
</html>
```

fig9-longdesc.html





How to Make Accessible Complex Images



For more information
www.pcc.edu/access-complex-images

Resources for Image Description

- **Guidelines for Describing STEM (Science Technology Engineering and Math) images**
<http://goo.gl/GFk1Rz>
- **How Do We Access Meaning in Art? (Describing art images in alt text)**
<http://goo.gl/9wkJtq>
- **Effective Practices for Description of Science Content**
<http://goo.gl/QgsS5G>
- **Open University's Guidelines for describing visual teaching materials**
<http://goo.gl/gzwUi0>
- **UKAAF (UK Association for Accessible Formats) Guidance**
<http://goo.gl/28tUpj>
- **Diagram Center's Accessible Image Sample Book**
<http://goo.gl/jQ32HW>

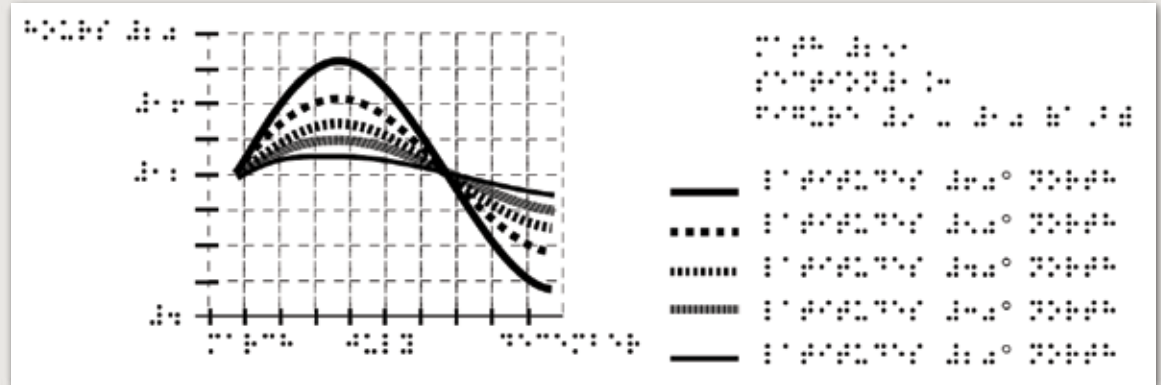
Tactile Representations

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:



A 3D model of chest anatomy

Indicate if a model is available

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



For more information
www.pcc.edu/access-math

| Component | Math Tools | Best Practices |
|--|---|---|
| Math & Science equations, formulas and notation | <ul style="list-style-type: none"> ▪ MathML | 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. |
| | <ul style="list-style-type: none"> ▪ D2L | 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. |
| | <ul style="list-style-type: none"> ▪ Word documents | 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.) DO NOT use Microsoft's equation editor. |
| | <ul style="list-style-type: none"> ▪ PDFs | Math IS NOT 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. |
| | <ul style="list-style-type: none"> ▪ PowerPoints | For MS PowerPoint 2013, use the MathType 6.9 plugin or later to create math and science equations, formulas and notations. DO NOT 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. |
| | <ul style="list-style-type: none"> ▪ Graphs | 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. |
| | <ul style="list-style-type: none"> ▪ LaTeX | 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. |
| | <ul style="list-style-type: none"> ▪ WeBWork | WeBWork is an accessible and free online homework platform for math and sciences courses. |
| | <ul style="list-style-type: none"> ▪ LibreOffice | LibreOffice (with its native equation editor) exports easily to web pages that contain MathML. |





Linking to

3rd Party Online Materials



For more information
www.pcc.edu/publisher

Ask about

Questions and Considerations

How accessible are their digital materials?

- **Are the videos captioned and audio recordings transcribed?**
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.
- **Are images described in alternative text?**
PowerPoint slides from publishers often have images without any alt text. Ask your publishers if their images have alt text.
- **Can all of the text that is displayed on the screen be read aloud by text-to-speech software?**
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.
- **How accessible are the E-books?**
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.
- **Can all interactivity (media players, quizzes, flashcards, etc.) function using only the keyboard (no mouse)?**
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.
- **Is there any documentation available (VPAT or White Paper for example) that confirms accessibility or usability testing results?**
A VPAT (Voluntary Product Accessibility Template) is used by many organizations to report the level of accessibility of software products.
- **Is your multimedia (Adobe) Flash or (Oracle) Java-based? Can your materials be watched on mobile devices?**
Content created in Flash or Java can be inaccessible and may not run on mobile devices and tablets, which are becoming more prevalent.
- **What are the computer requirements for using their materials? Will the materials work on mobile devices?**
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.

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/>

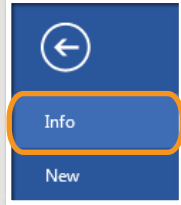
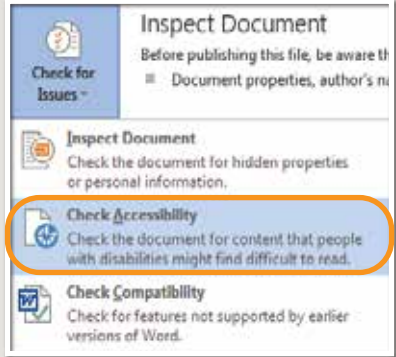
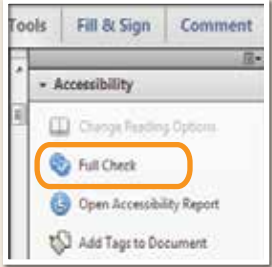
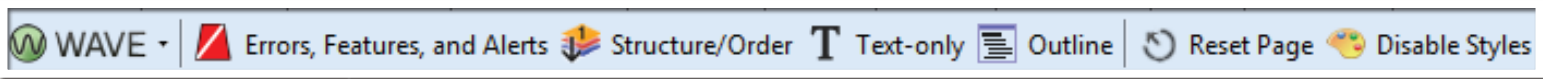





Automated Accessibility Checkers



For more information
<http://pcc.edu/access-checkers>

| Software | Tools | How to Check |
|---|---|---|
| <p>MS Offices 2010 & 2013 Windows (Word, PowerPoint)</p> | <ul style="list-style-type: none"> A built-in accessibility checker <p>(Note: The accessibility checker only checks .docx and .pptx files)</p> | <ol style="list-style-type: none"> Go to the File tab. Select Info from the sidebar menu. Click on the Check for Issues button. Select Check Accessibility from the drop-down list.   <p>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".</p> |
| <p>PDF (Adobe Acrobat XI Professional)</p> | <ul style="list-style-type: none"> A built-in accessibility checker <p>(View > Tools > Accessibility)</p> | <ol style="list-style-type: none"> 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). Select the Full Check button & the Accessibility Checker Options will open. <ul style="list-style-type: none"> On the Report Options section, check on Create Accessibility Report. On the Checking Options section: select Document under Category field, and check all items. Click on the Start Checking button and the Accessibility Report will display.  |
| <p>D2L & Web Pages</p> | <ul style="list-style-type: none"> A browser-based checker, WebAIM WAVE accessibility add-on to the Firefox browser |  <ol style="list-style-type: none"> Download & Install the WAVE toolbar (http://wave.webaim.org/toolbar/) Open the D2L page in its own window by clicking on the Open in a new window icon. 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. 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. 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.

Instructors

RESPONSIBILITIES



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).

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.

Supplies DL and DS with course materials upon request for an accommodation.

Prepares Accessibility plans for inaccessible content.

Distance Education (DL)

RESPONSIBILITIES



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.

Develops training materials (Accessibility Guidelines Handbook & Quick Guide).

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 website with how-to video tutorials and step-by-step instructions.

Disability Services (DS)

RESPONSIBILITIES



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 **Guidelines**

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/



Designer: Supada Amornchat / Editor: Karen Sorensen

[A link back to pcc.edu/access would be appreciated.]

