University of South Carolina
Center for Teaching Excellence
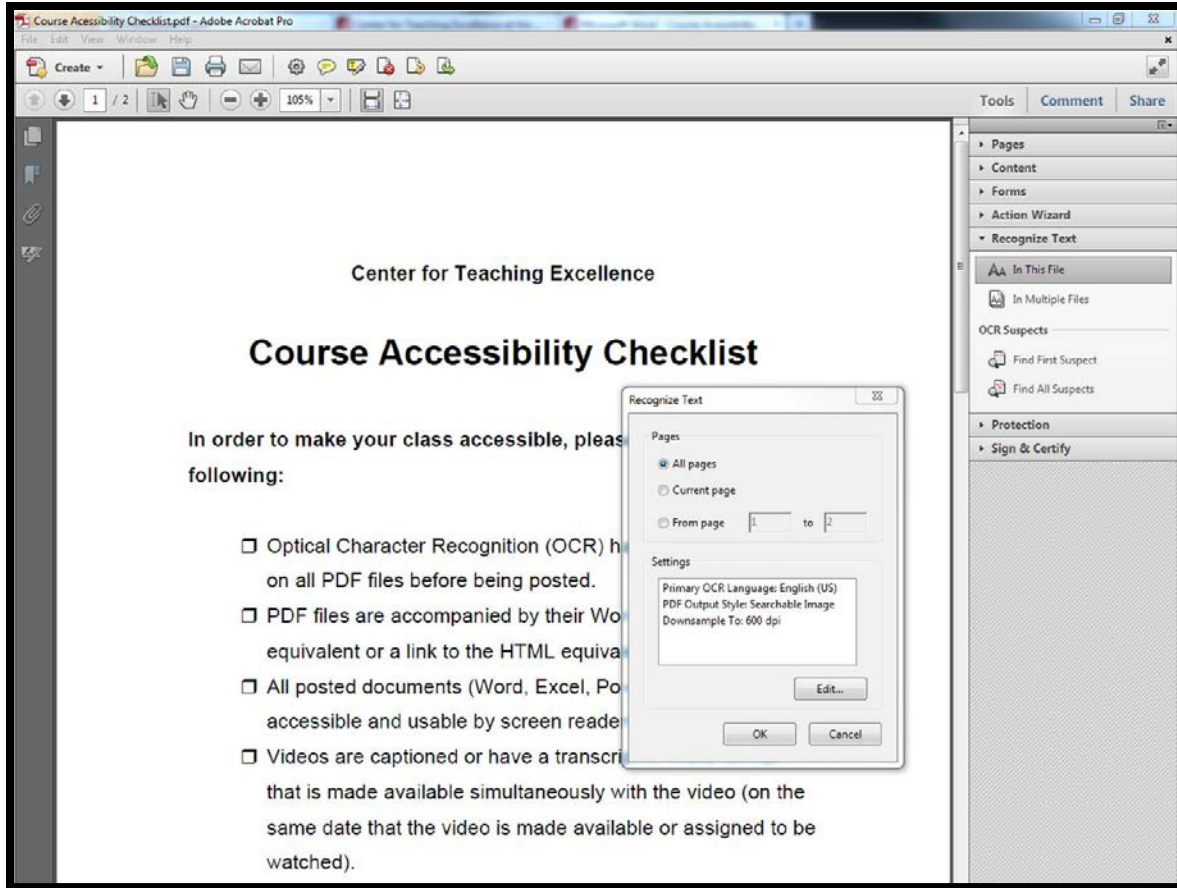
Course Accessibility Checklist "How-to" Guide

- **Optical Character Recognition (OCR) will have been performed on all PDF files before being posted.**

You will need Adobe Acrobat Pro or the ability to OCR a document while scanning it into your computer. Once OCR has been performed documents can be read by text to speech programs and text can be copied and pasted. The text will also be searchable.

In Adobe Acrobat Pro 10, under the "Tools" menu, click on "Recognize Text" > "In This File." Select "All pages" and be sure the settings box reads as the one below. After you select "All Pages" and your settings match the settings below, click "OK".

Within the "Settings" textbox, the text should read:

Primary OCR Language English (US)
PDF Output Style: Searchable Image
Downsample To: 600 dpi

Course Accessibility Checklist.pdf - Adobe Acrobat Pro

File   Edit   View   Window   Help

Create

1 / 2   105%   Tools   Comment   Share

▸ Pages
▸ Content
▸ Forms
▸ Action Wizard
▾ Recognize Text
AA In This File
Aa In Multiple Files
OCR Suspects
Find First Suspect
Find All Suspects
▸ Protection
▸ Sign & Certify

Center for Teaching Excellence

Course Accessibility Checklist

In order to make your class accessible, pleas[e] following:

Recognize Text

Pages
◉ All pages
○ Current page
○ From page 1 to 2

Settings
Primary OCR Language: English (US)
PDF Output Style: Searchable Image
Downsample To: 600 dpi

Edit...

OK   Cancel

☐ Optical Character Recognition (OCR) h[as] on all PDF files before being posted.
☐ PDF files are accompanied by their Wo[rd] equivalent or a link to the HTML equiva[lent.]
☐ All posted documents (Word, Excel, Po[werPoint] accessible and usable by screen reade[rs.]
☐ Videos are captioned or have a transcri[pt] that is made available simultaneously with the video (on the same date that the video is made available or assigned to be watched).

- **PDF files will be accompanied by their Word document equivalent or a link to the HTML equivalent.**

While a PDF file can be accessed by someone using a text-to-speech program such as Read & Write Gold, it typically does not have the same level of accessibility with an individual that is blind and uses a screen reader such as JAWS. Therefore, it is necessary to include a Word document and/or a link to the HTML equivalent. Both the Word document and HTML should contain the accessibility features below. The examples and instructions below pertain to a Word document, but should be applied to the HTML format as well.

A. Use HEADINGS

To a JAWS user, headings are like exit signs on a highway. In a document, such as a syllabus, there are several sections (course description, required reading, schedule of assignments due). Without headings, a JAWS user would have to listen to the document from the top down until the user comes across the section desired.

With headings, a JAWS user can pull up a list of headings and begin reading at the desired section.

The bottom line...

- Create your document
- Highlight the text <u>you</u> want to use as a heading
- Right-click Heading 1 (or 2, or 3)
- Select "Update Heading to Match Selection"
- You can also just left-click on Heading 1 (or 2, or 3) but that will change the look of the highlighted text. If you choose the right-click option you can determine the look of the text.
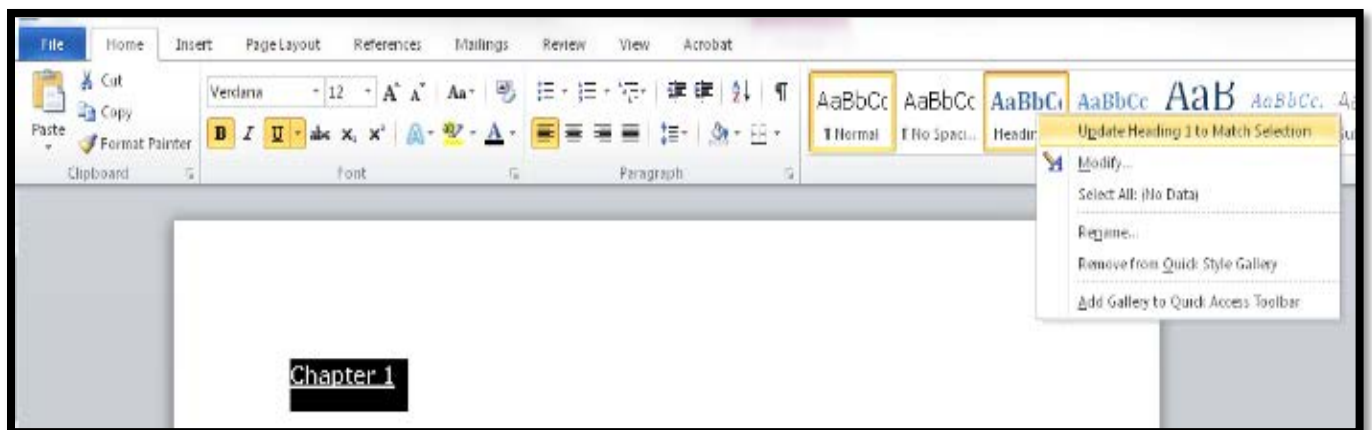

B. Use ALTERNATIVE TEXT

Alternative Text (Alt Text) is a description of a graphic / picture. When a screen reader (JAWS) comes upon a graphic, it will announce that it is a graphic. Unless there is alternative text, the user will not know what the graphic is or why it is there.

The bottom line...

To create Alternative Text

- (Word 2007) Right-click on the graphic and choose Size > Alt Text
- (Word 2010) Right-click on the graphic and choose Format Picture > Alt Text
- Enter a description in the "Description" box.
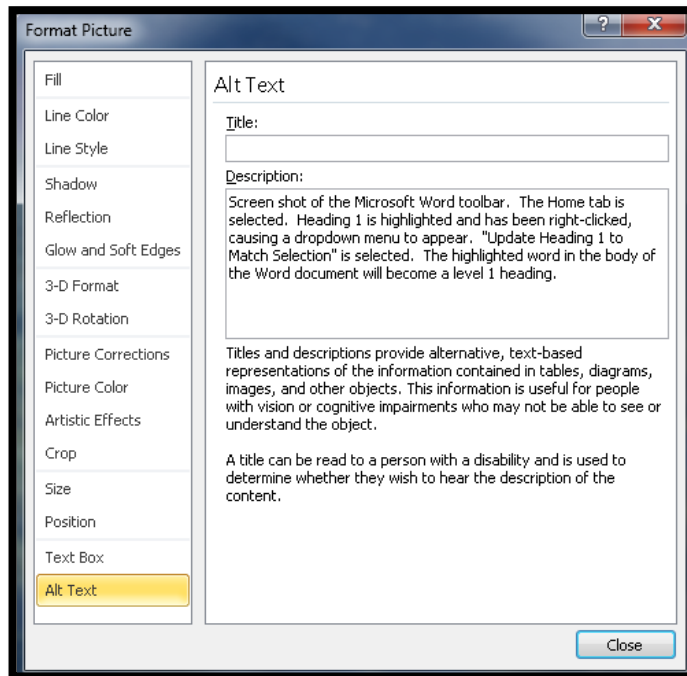
C. Properly label LINKS

When JAWS comes upon a link, it will announce that it is a link, then it will read the link.

Some links are informative (www.amazon.com).

Some links are not informative (www.acb.org).

Some links are really long (http://www.amazon.com/gp/product/1571104348/ref=s9_simh_gw_p14_d1_i1?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=center-2&pf_rd_r=0C90BBW081A03GDGTNPN&pf_rd_t=101&pf_rd_p=1389517282&pf_rd_i=507846).

A JAWS user has the option of pulling up a list of links. As the user scrolls through, listening for the desired link, it would be best if the links convey some type of description. The best way to do this is to create a link that includes a small description and the URL.

The bottom line…

- Create a link that contains a description, followed by the URL
  - Ex. WebAIM article on Creating accessible documents in Word (webaim.org/techniques/word)
- Highlight the description and URL

- Right-click > select Hyperlink
- Make sure that the "Text to display" box contains the description and the URL.
- Then in the "Address" box, enter just the URL
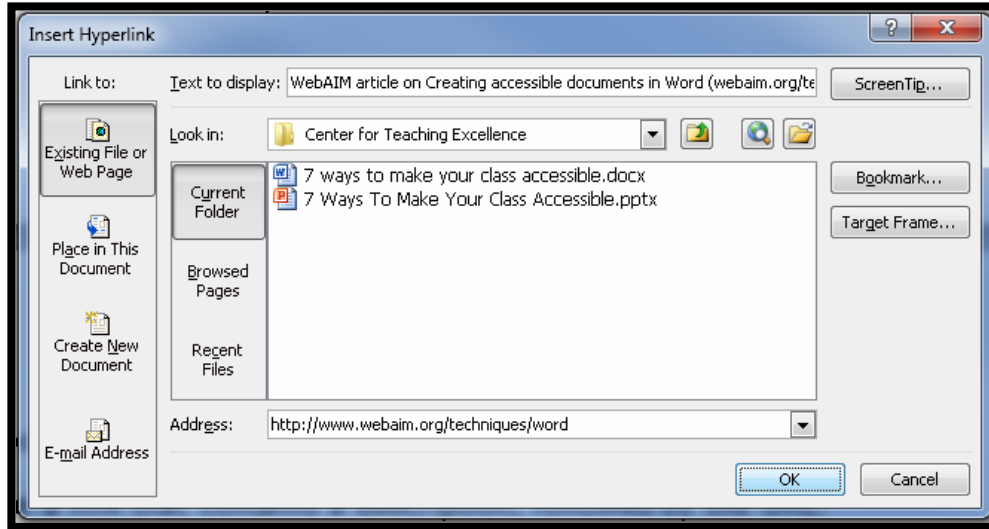
- You will end up with a link that includes the description and URL: [WebAIM article on Creating accessible documents in Word (webaim.org/techniques/word)](webaim.org/techniques/word)

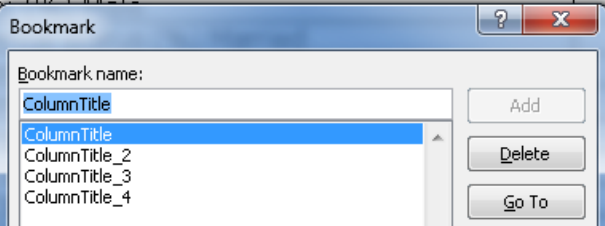### D. Using TABLES

JAWS can navigate through simple tables in Word if it is properly bookmarked. You can create a table that will signal JAWS to speak the column title and/or row title before the content of the cell, allowing the user to always know the location of the cell of focus.

The bottom line...

- If the table has only <u>column headings</u>, place the insertion point in any one cell within the row containing the headings. Then, open the Insert menu and choose Bookmark. Type "**ColumnTitle**" and press ENTER. (You do not have to do this for every column title in the table. Bookmarking one column title will bookmark them all within that table.)

Demographic variable	Physically disabled. (n=566)	Comparison. (n=460)
Age, M (SD)	50.8 (13.8)	51.3 (13.6)
Years education, M (SD)	10.5_a (3.0)	12.3 (3.5)
Sex (%) Female	45	47
Sex (%) Male	55	53
Ma	70_a	80
Ma	18_a	13
Ma	11_a	7
En	28_a	66
En	14_a	22
En	57_a	12

Bookmark dialog showing Bookmark name: ColumnTitle, with list entries ColumnTitle, ColumnTitle_2, ColumnTitle_3, ColumnTitle_4, and buttons Add, Delete, Go To.

- If the table has only <u>row headings</u>, place the insertion point in any cell within the column containing the headings. Then, open the Insert menu and choose Bookmark. Type "**RowTitle**" and press ENTER. (You do not have to do this for every row title in the table. Bookmarking one row title will bookmark them all within that table.)

Name	Joe	Taylor	Ashley
Birthdate	1-12-76	7-31-80	12-7-80
Sex	Male	Female	Male
GPA			3.5

Bookmark dialog showing Bookmark name: RowTitle, with buttons Add, Delete.
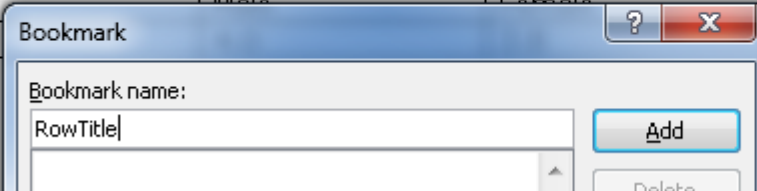
- If the table has both <u>row and column headings</u>, place the insertion point in a cell where the row and column headings meet. Then, open the Insert menu and choose Bookmark. Type "**Title**" and press ENTER.

	Joe	Jill	Ann
March	5	4	4
April	3	5	
May	4		

Bookmark dialog showing Bookmark name: Title, with buttons Add, Delete, Go To.
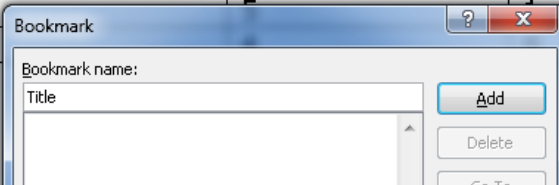
- o (For each additional occurrence of a table that uses a Column Title, Row Title, or Title you will need to change the name of the Bookmarks by adding "_2", "_3", etc. So, the **second** occurrence of a table that

uses a **Column Title** would be labeled, "ColumnTitle_2". The **fourth** occurrence of a table that uses a **Title** would be labeled, "Title_4".

- ▪ EXAMPLE: If you have a document with 2 occurrences of tables that use Column Titles, 3 occurrences of tables that use Row Titles, and 2 occurrences of tables that use Titles, it would be labeled as such:
  - • "ColumnTitle" .... (First occurrence of a Column Title)
  - • "RowTitle" .... (First occurrence of a Row Title)
  - • "ColumnTitle_2" .... (Second occurrence of a Column Title)
  - • "Title" .... (First occurrence of a Title)
  - • "RowTitle_2" .... (Second occurrence of a Row Title)
  - • "RowTitle_3" .... (Third occurrence of a Row Title)
  - • "Title_2" .... (Second occurrence of a Title)

E. Using COLUMNS

When formatting your document to include columns, be sure to insert columns using the "Page Layout" tab. Don't simply tab over to create columns.
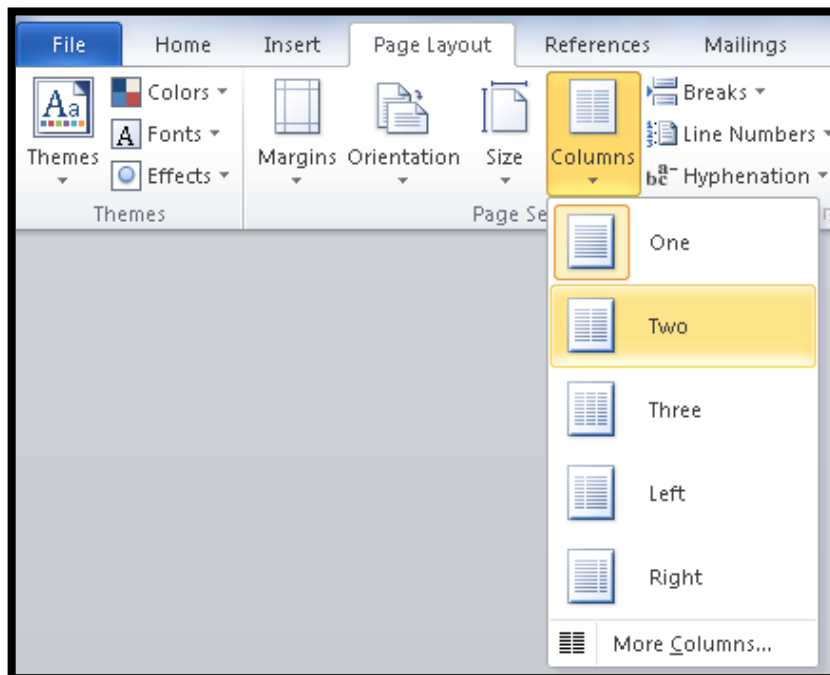
- **All posted documents (Word, Excel, PowerPoint) will be accessible and usable to screen readers.**

Word documents were covered in the last section, this section will cover Excel and PowerPoint.

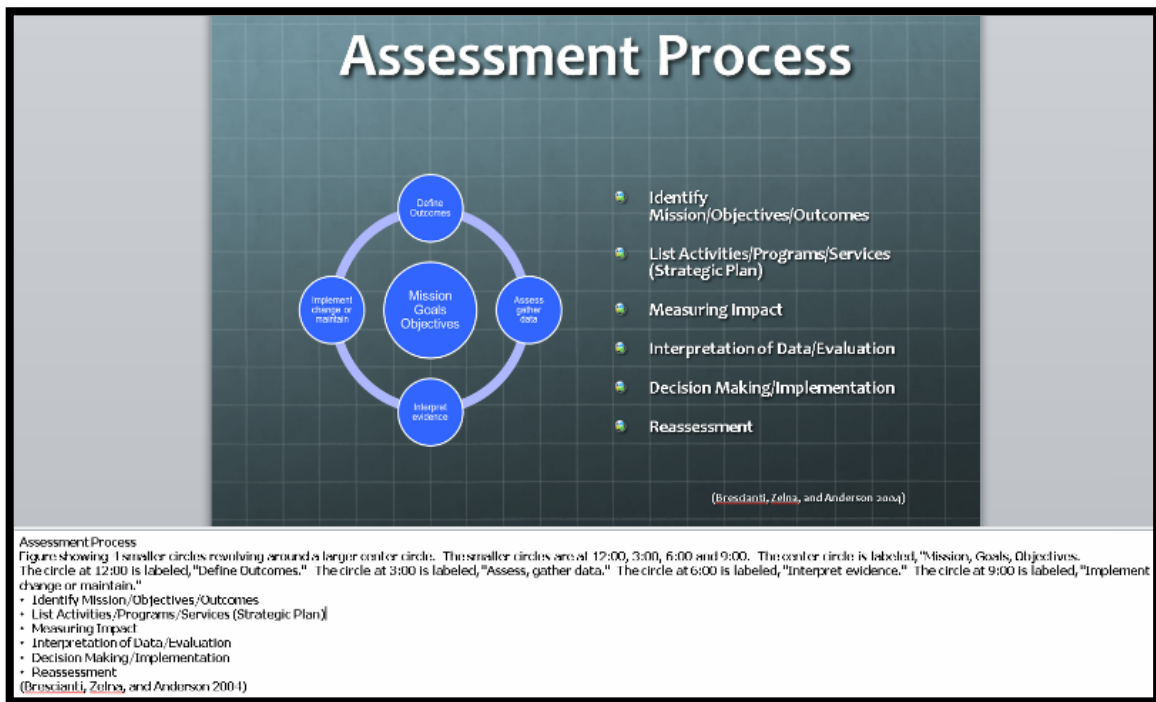## Making your PowerPoint Accessible

Often a PowerPoint is created with textboxes, clip art, and photos that are scattered about the slide. Since JAWS reads from top to bottom, and left to right, if these objects are placed on a slide in an order other than that, the information won't be properly read. Additionally, some information may not be read at all.

To ensure that everything is properly read on each slide it is important to keep the slide simple and/or duplicate the slide in the Notes field.

The bottom line…

1. Text boxes in a logical order – not randomly scattered. JAWS reads from top to bottom, left to right.
2. The Outline view will show you the reading order.
3. Give graphics alternative text.
    - (Word 2007) Right-click on the graphic and choose Size > Alt Text
    - (Word 2010) Right-click on the graphic and choose Format Picture > Alt Text
4. Enter a description in the "Description" box. (See "B. Use ALTERNATIVE TEXT" above")
5. Use Notes field to ensure proper reading order. Include any graphic descriptions as well. (See example below.)

Assessment Process
Figure showing 4 smaller circles revolving around a larger center circle. The smaller circles are at 12:00, 3:00, 6:00 and 9:00. The center circle is labeled, "Mission, Goals, Objectives. The circle at 12:00 is labeled, "Define Outcomes." The circle at 3:00 is labeled, "Assess, gather data." The circle at 6:00 is labeled, "Interpret evidence." The circle at 9:00 is labeled, "Implement change or maintain."
• Identify Mission/Objectives/Outcomes
• List Activities/Programs/Services (Strategic Plan)
• Measuring Impact
• Interpretation of Data/Evaluation
• Decision Making/Implementation
• Reassessment
(Brescianti, Zelna, and Anderson 2004)

6. Set video to start automatically.
   o Additionally, add a link to any YouTube video in Blackboard because the YouTube video controls will be accessible, where the PowerPoint video controls are not.
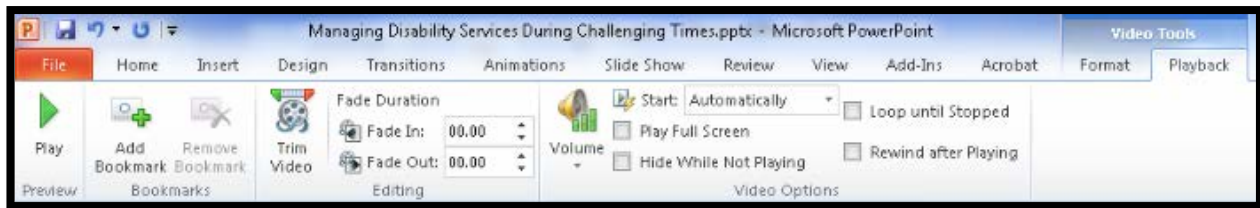

Making your Excel spreadsheet Accessible

An Excel spreadsheet is a great tool and it is easy to make accessible. By simply giving a spreadsheet **column titles**, or **column** and **row titles** you can create a spreadsheet that a JAWS user can navigate. When a JAWS user switches columns or rows, the column or row title will be read before the text in the cell is read.

The bottom line...

A. Giving COLUMN TITLES to your spreadsheet

1. Create your spreadsheet.
2. Click on the first cell in the row of column titles. For this example, it will be cell A1 "Date".
3. Click the Formulas tab.
4. Click Name Manager.
5. Click New, then in the Name field type "ColumnTitle". Click OK. Click Close.

*If you are defining column titles for a worksheet other than worksheet 1, you must add the sheet number into the formula. Example: "ColumnTitle2" for Sheet 2. "ColumnTitle3" for Sheet 3.
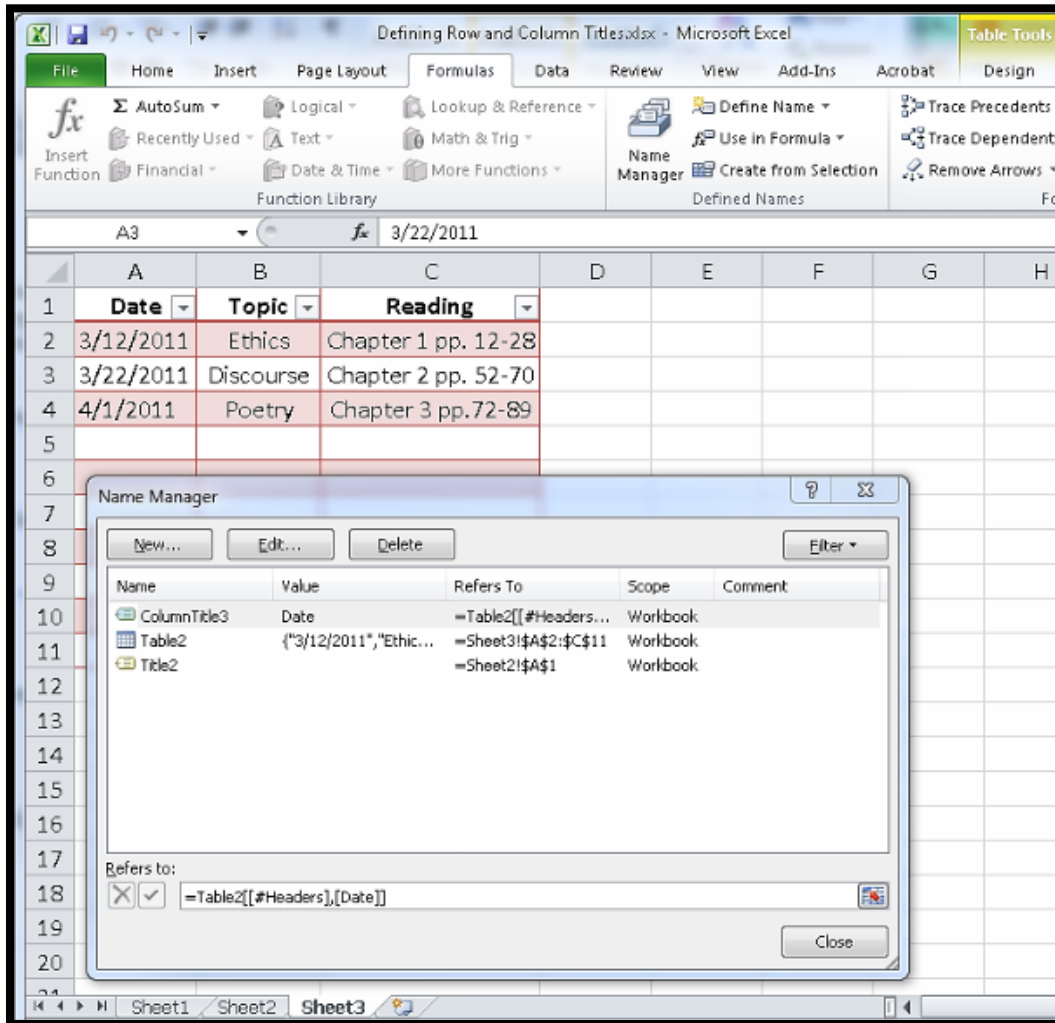

B. Giving COLUMN TITLES and ROW TITLES to your spreadsheet

- Create your spreadsheet.
- Click on the cell where the **row** and **column** intersect. For this example it will be A1.
- Click the Formulas tab.

- Click Name Manager.
- Click New, then in the Name field type "Title". Click OK. Click Close.

*If you are defining row & column titles for a worksheet other than worksheet 1, you must add the sheet number into the formula. Example: "Title2" for Sheet 2. "Title3" for Sheet 3.
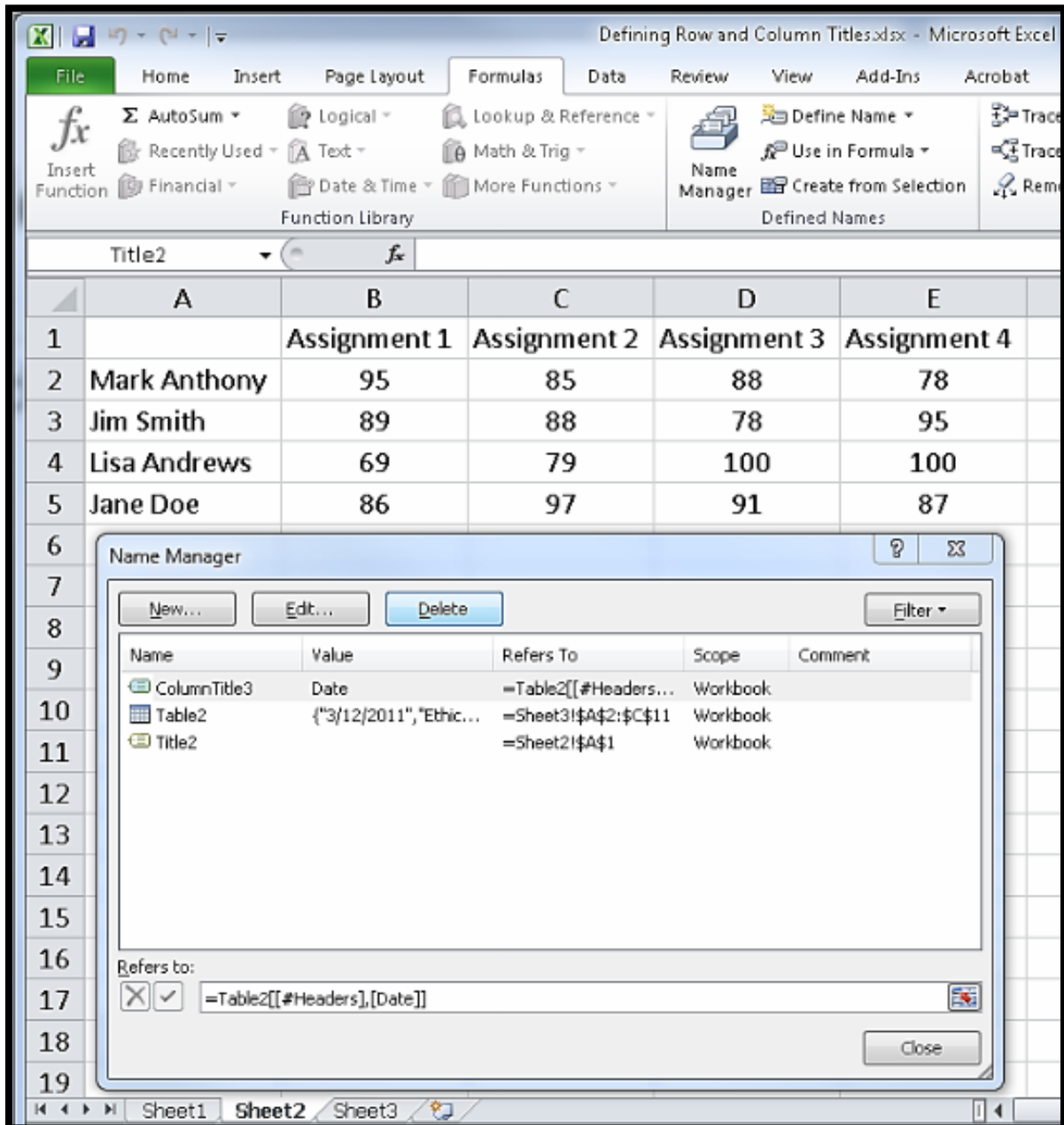
- **Videos are captioned or a transcript, in Word format, will be made available simultaneously with the video (on the same date that the video is made available or assigned to be watched).**

Videos must be captioned or have a transcript that can be accessed at the same time as the video (basically, don't require a video be watched on week 3 of class, but not post the transcript until week 4). There are some tools to make captioning or creation of transcripts easier.

Camtasia is a great tool for adding captions and editing videos. We recommend this because the university uses it and offers trainings through BEST Institute.

[WebAim (http://www.techsmith.com/camtasia.html)](http://www.techsmith.com/camtasia.html)

Dragon NaturallySpeaking is a speech-to-text program. By using Dragon, you can speak the transcript to your video more than twice as fast as typing it.

[Dragon NaturallySpeaking (http://www.nuance.com/for-individuals/by-product/dragon-for-pc/index.htm)](http://www.nuance.com/for-individuals/by-product/dragon-for-pc/index.htm)

WebAIM is a great site that covers just about everything having to do with the web. This article addresses captioning.

[WebAIM (http://webaim.org/techniques/captions/)](http://webaim.org/techniques/captions/)

- **All content will be accessible via the computer's keyboard, without the use of a mouse.**

For websites, by using only the keyboard, some keyboard keys must be able to navigate through the entire site without the need of a mouse.

1. When you **Tab** & **Shift-Tab** to hyperlinks and form fields with the keyboard, it should highlight the links (at least a dashed outline) and never get "locked" from moving further on the webpage without the mouse.
2. For any **pop-up screens**, it should be possible to close them with only the keyboard. Tabbing to an appropriate button and pressing **Enter** should close it, or pressing the **Esc** key should also close it.
3. Consider adding a visual **"Skip to main content" link** at the very beginning of the page that allows the user to skip over all navigation links to the main content.
4. For videos, all controls must be accessible by using the **Tab**, **Spacebar**, and/or **Enter** keys.

Navigate without a mouse tips are provided on a great web accessibility "cheatsheet" by National Center on Disability and Access to Education.

[Web Accessibility Issues Cheatsheet (http://ncdae.org/resources/cheatsheets/accessibility.php)](http://ncdae.org/resources/cheatsheets/accessibility.php)

Captioning YouTube Video and Providing Accessible Controls is a detailed webpage with instructions about video captioning and easily accessible controls to be used for YouTube videos.

[Providing Accessible Controls for YouTube videos (http://wac.osu.edu/examples/youtube-player-controls/)](http://wac.osu.edu/examples/youtube-player-controls/)