

ACCESSIBILITY

2017

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WEB Accessibility at SCF

SCFOnline

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.

SCF Web Accessibility Guidelines

The SCF Accessibility Guidelines for Online Course Content 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 [SCF Online Learning Faculty Resources: https://scf.instructure.com/courses/4702](https://scf.instructure.com/courses/4702).

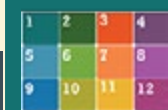
* Web Content Accessibility Guidelines 2.0, W3C World Wide Web Consortium Recommendation 12 Month Year (<http://www.w3.org/TR/2008/RECWCAG20-20081211/>). Latest version at <http://www.w3.org/TR/WCAG20/>

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

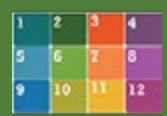
Dear Colleague letter sent to every college and university president
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html>












WEB Accessibility Guidelines

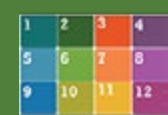
Component	Guideline	Why is this Important?
 HEADINGS	Use properly formatted headings to structure a page.	Headings help to organize content, making it easier for everyone to read. Headings are also a primary way for people using screen reading software to navigate a page of text.
 LISTS	Format lists 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 & using a screen reader to navigate.
 COLORS	<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.





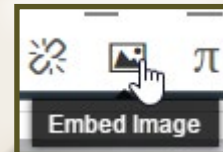

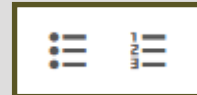

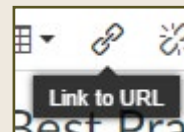


WEB Accessibility Guidelines








Component	Guideline	Why is this Important?
 NAVIGATION	Design clear and consistent	Clear and consistent navigation in your course will allow students to focus on your content rather than on how to find it.
 BLINKINGS	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. If an accommodation is needed you will be asked to provide the list.	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. Request the Voluntary Product Accessibility Template (VPAT) from the vendor to assess how the product supports the Section 508 criteria.
 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.








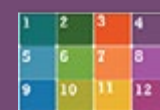
Component	Guideline	How to Make it Accessible ?
 HEADINGS	<ul style="list-style-type: none"> Properly format headings. Use headings in the correct order. 	<ul style="list-style-type: none"> Highlight the text and select the Heading # from the Format drop-down menu on the tool bar. Canvas assigns the page name as h1. 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"> Click on the image on the page, and then the image icon from the toolbar. The image window will open. Click in the Alt text area. Describe the purpose of the image in the Alternative Text field, or clear the box if the image is just decorative. Click Update. 
 LISTS	<ul style="list-style-type: none"> Format a list as a list using Bullet or Numbered format. 	<ol style="list-style-type: none"> Select the content you want to make into a list. From the toolbar, click the Bulleted list icon if the order doesn't matter. Select Numbered List (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. State College of Florida). From the toolbar, click on the Link to URL icon . Paste or type the url or wiki page in the box. Click the Insert Link button. 



Component	Guideline	How to Make it Accessible ?
 TABLES	<ul style="list-style-type: none"> Indicate column (or row) headers 	<ol style="list-style-type: none"> Click on the header row of the table. Select the table icon from the Rich Content Editor menu. From the drop-down list, select Row and then Row Properties. Set the Row Type to Header and hit OK. 
	<ul style="list-style-type: none"> Add table caption. 	<ol style="list-style-type: none"> Select the table and click the table icon from the Rich Content Editor menu. Select Table Properties, and check Caption. Click OK when done. Add the caption.
	<ul style="list-style-type: none"> Check the reading order. 	<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.
 COLORS	<ul style="list-style-type: none"> Use sufficient color contrast. 	<ol style="list-style-type: none"> Select the text that you want to change to another color. Click Text Color icon in the toolbar. Select the color and click Save.  <p>Note: When picking a color for your text in Canvas, make sure you choose a color that registers with a green checkmark for WCAG AA in the Select a Color palette.</p>
	<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, 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.
 MATH & SCIENCE	<ul style="list-style-type: none"> Write math and science equations using the Canvas Math Editor. 	<p>Click the Pi icon to open the Math Editor. A pop-up window will appear in your browser. 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 Films on Demand. 	

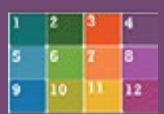


Component	PowerPoint (2013/2016)	Google Slides
OUTLINE VIEW <ul style="list-style-type: none"> Check the outline view. 	<ol style="list-style-type: none"> Click View tab (Mac: View > Outline View icon - PPT 2016.) In the Presentation Views group, click Outline View. In the Outline panel, make sure all text from the slides appears in the Outline View. 	<ul style="list-style-type: none"> There is no Outline View in Google Slides.
SLIDE LAYOUT <ul style="list-style-type: none"> Use the PPT provided slide layouts when building slides to help your slide's reading order remain intact. 	<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).
READING ORDER <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.
IMAGES <ul style="list-style-type: none"> Add alternative (Alt) text to images and shapes. 	<ol style="list-style-type: none"> Right click  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).
LISTS <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. Use Bullets lists if all items are of equal value. 	Go to Format menu > Lists and select one of list styles. <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.


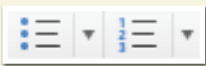


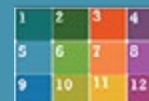


Component	PowerPoint (2013/2016)	Google Slides
LINKS <ul style="list-style-type: none"> Create a meaningful link that describes its destination. 	<ol style="list-style-type: none"> Type out text that describes the destination of the link (i.e. SCF Homepage). Select the text, right click & choose Hyperlink from the menu. The Insert Hyperlink window will open. Enter a URL address in the Address field (i.e. http://www.scf.edu) (Mac - PPT 2011: Link to field.) Click the OK button to save the link. 	<ol style="list-style-type: none"> Type out text that describes the destination of the link. Select the text, right click and choose Link from the menu. Paste or type in a hyperlink. Click Apply button to save the link.
TABLES <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. Note: A table in Slide Show view is not accessible. Use Alt text!	<ol style="list-style-type: none"> Place the cursor in the top row of your data table. Click the Design tab under Table Tools (Mac - PPT 2011/2016: Tables tab) In the Table Style Options group (Mac-PPT 2011 - Table Options > Options / Mac-PPT 2016 - Table Design tab), select the Header Row check box. 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 <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 Color Contrast Checkers for How to Check Color Contrast. 	
<ul style="list-style-type: none"> Don't use color alone to convey meaning. 	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.	
MATH & SCIENCE <ul style="list-style-type: none"> Use MathType to write Math equations. 	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.)	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.	




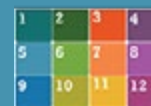


Check	Word Document (2013/2016)	Google Docs
HEADINGS <ul style="list-style-type: none"> Properly format headings. 	<ol style="list-style-type: none"> Select the text that you want to make into a heading Go to the Home tab. Choose the appropriate heading level from the Styles group 	<ol style="list-style-type: 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.
<ul style="list-style-type: none"> Use headings in the correct order 	<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, they should show the hierarchy. 	
IMAGES <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 & 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
LISTS <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.  	<p>Select the text that you want to make into a list, and do one of these:</p> <ul style="list-style-type: none"> On the Format menu, choose Lists & select Numbered or Bulleted list. Go to the icon toolbar, & choose the Numbered or Bulleted list icon.
LINKS <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. SCF). 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. 	<ol style="list-style-type: none"> Type out text that describes the destination of the link (i.e. SCF). 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.SCF.edu”) Then click the Apply button to save the link.
MATH & SCIENCE	<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.





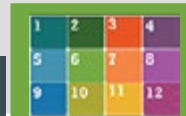
Check	Word Document (2013/2016)	Google Docs
TABLES <ul style="list-style-type: none"> Indicate column headers for data tables. 	<ol style="list-style-type: none"> Place the cursor in the top row of your data table. Click on the Design tab under Table Tools (Mac - Table Design tab - <i>Word 2016</i>). In the Table Style Options group, select the Header Row check box. Under Table Tools, click the Layout tab 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. 	
COLOR <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 Color Contrast Checkers for 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. 	
FORMS <ul style="list-style-type: none"> Label form fields & 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. 	<ul style="list-style-type: none"> Use Google Forms, NOT Google Docs





HOW TO MAKE Accessible PDFs

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 - 2016. 	<ol style="list-style-type: none"> 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)	<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. Download the current Office 365 software available free for faculty and students. http://www.scf.edu/Administration/InformationTechnology/office365/default.asp
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"> 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	<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"> 1. 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. 2. Under Accessibility, select the Full Check button. 3. 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. 4. Click the Start Checking button. 5. The Accessibility Checker Report will display on the left pane.

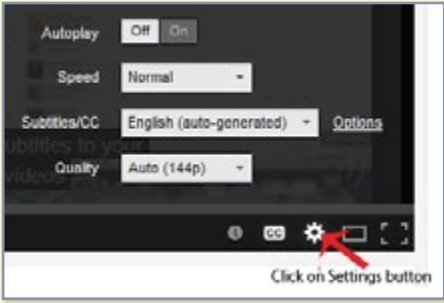




HOW TO MAKE

Accessible Video & Audio

SCFOnline

Component	Best Practices	How to Make it Accessible
MEDIA PLAYER The buttons need to be properly labeled so a screen reader user can operate the player.	Keyboard Navigation It is important to accessibility that students can access and operate a media player with the keyboard alone (not using a mouse).	<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.
CAPTIONED MEDIA We recommend you first search for captioned media, but you are not required to use only captioned media. Uncaptioned media will need to be accurately captioned or transcribed in a timely manner if an accomodation is needed for the course.	Search for captioned media The SCF has a wide selection of captioned media. Learn more about Films on Demand .	<p>How do I find human transcribed captioned videos on YouTube? (Search from YouTube site)</p> <ol style="list-style-type: none"> 1. Enter your search keyword in the YouTube Search field. 2. Add a: , CC (a comma, CC) 3. 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"> 1. Fill out the Advanced Video Search fields (http://www.google.com/advanced_video_search) that you need. 2. Choose the "Subtitles: Closed captioned only" option. 3. Press Enter or click the Advanced Video search button.
	<p>YouTube auto-generated captions do not meet the accuracy standards required by law. (https://www.federalregister.gov/d/2014-06754/p-18)</p> <p>Make sure your videos are not using auto-generated closed-captioning.</p>	<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

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





HOW TO MAKE

Accessible Complex Images

SCFOnline

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>
```

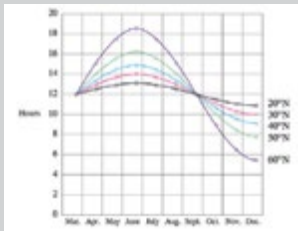


Fig.9 - Graph of the length of daylight from March through December at various latitudes. For example, at 40 degree latitude there are 12 hours of daylight in March. In October, there are 10.8 hours of daylight at 40 degree.

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.

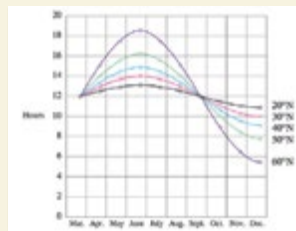


Figure 9

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:

```

```

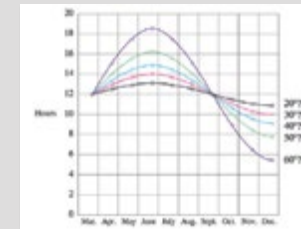


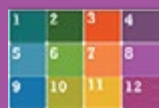
Figure 9

```
<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

8A

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

SCFOnline

Resources for Image Description

- [NCAM: Guidelines for Describing STEM \(Science Technology Engineering and Math\) images](http://goo.gl/TBT01Z) (<http://goo.gl/TBT01Z>)
- [Art Beyond Sight: How Do We Access Meaning in Art?](http://goo.gl/dAXZOx) (Describing art images in alt text) - (<http://goo.gl/dAXZOx>)
- [Video: How to Describe Complex Images for Accessibility \(From Diagram Center's Webinars\)](https://www.youtube.com/watch?v=oSdz6KZpLjs) <https://www.youtube.com/watch?v=oSdz6KZpLjs>
- [Diagram Center: Accessible Image Sample Book](http://goo.gl/N0arvW) <http://goo.gl/N0arvW>

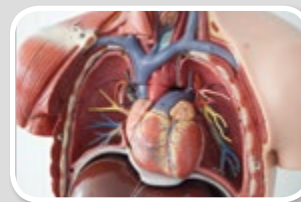
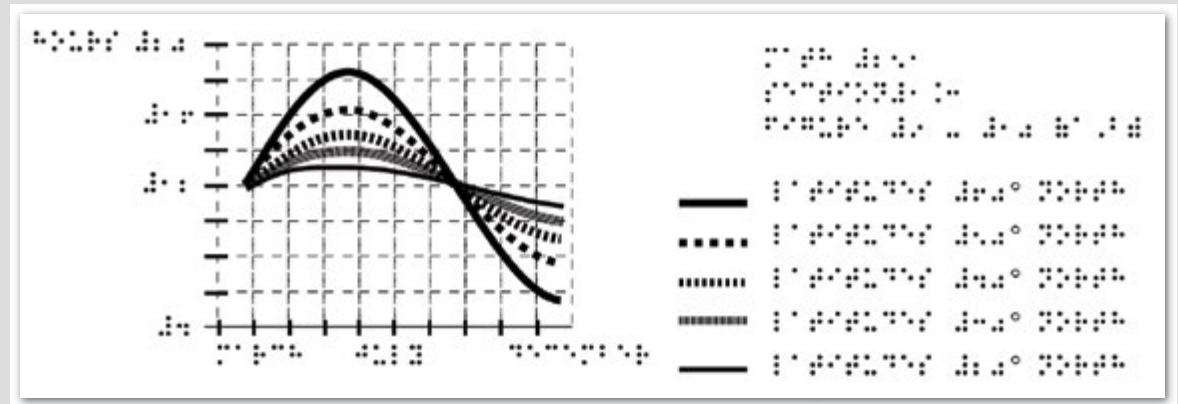
Tactile Representations

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.

Example:



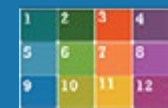
A 3D model of chest anatomy

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.

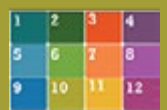


Component	Math Tools	Best Practice
Math & Science equations, formulas and notation	• MathML	MathML stands for 'Math Markup Language' which is the web standard for accessible online math and science notation/equations/formulas. Typically, a user does not create MathML, but instead uses a conversion process to output MathML.
	• Canvas	We recommend that as much of the online class as possible be conducted within Canvas. Canvas has an integrated tool for math and science formulas based on LaTeX. The Pi icon in the rich text content editor will access the Equation editor.
	• 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.
	• 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.
	• 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.
	• Graphs	To make graphs accessible, do your best to describe them using alternative text, long descriptions, or captions.
	• 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.
	• WeBWorkK	WeBWorkK is an accessible and free online homework platform for math and sciences courses.
	• LibreOffice	LibreOffice (with its native equation editor) exports easily to web pages that contain MathML.





Component	Best Practice
<p>How accessible are their digital materials?</p>	<ul style="list-style-type: none"> • 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 SCF 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 the SCF Disability Resource Center or Online Learning. • 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? Online Learning informs online students about the computer requirements for taking an online course in the Canvas Student Orientation for students. If your course requirements are different, make them known in the course syllabus.
<p>Open Educational Resources (OER)</p>	<ul style="list-style-type: none"> • OERs have the same accessibility requirements as all other digital materials. However if they are not accessible, you can usually retrofit them to be accessible which is not legal if the materials reside on a publisher's server. Plus OERs are usually free to students!

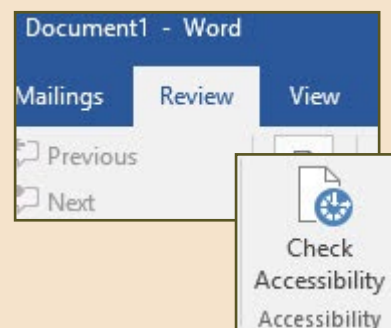
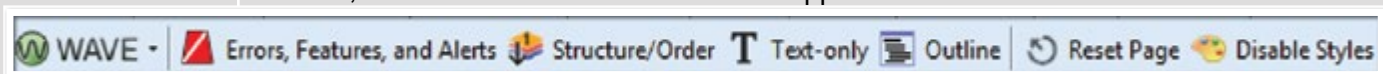
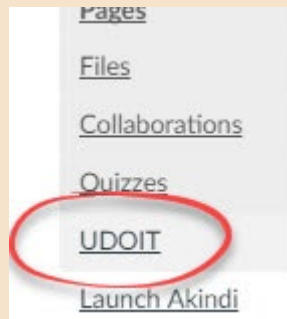




AUTOMATED

Accessibility Checkers

SCFOnline

Software	Tools	How to Check
MS Office 2010 - 2016 Windows (Word, PowerPoint)	<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"> On the main ribbon menu click the tab called Review. Click the Check Accessibility button on the Review tab. <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>For versions before 2016:</p> <ol style="list-style-type: none"> Go to the Review tab on the menu. Click on the Check for Issues button. Select Check Accessibility from the drop-down list. 
Web Pages	<ul style="list-style-type: none"> A browser-based checker, WebAIM WAVE accessibility add-on to the Chrome or Firefox browser 	<ol style="list-style-type: none"> Download & Install the WAVE toolbar (http://wave.webaim.org/toolbar/) Open the 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. 
Canvas	<ul style="list-style-type: none"> UDOIT enables faculty to identify accessibility issues in their Canvas course content. It will scan a course, generate a report, and provide resources on how to address common accessibility issues. 	<ol style="list-style-type: none"> Select UDOIT from the course menu. Select the content you would like to check. Click Run Scanner. Review the report for errors by clicking the + icon to expand each section. Click the U FIX IT! button to get guidance on making the correction. <p>Note: Not all corrections can be done with the U FIX IT button. Please see the UDOIT Tutorial in the Online Learning Faculty Resources in Canvas.</p> 

WHO's Responsible for Accessibility of Online Courses?

Instructors, Online Learning and Disability Resource Center

- ▶ **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.
- **Retains** original files (PowerPoint, Word, etc.)
- **Uses** captioned media whenever possible.
- **Writes** math and science with MathML (Canvas equation editor), LaTeX, MathType or Libre Office.
- **Checks** accessibility of required software & web applications used in course.
- **Supplies** DRC with course materials upon request for an accommodation.
- **Prepares** Accessibility plans for inaccessible content.

Online Learning

RESPONSIBILITIES



As the online course development facilitator and faculty resource, Online Learning:

- **Assists** course instructors to locate accessible course content.
- **Offers** training sessions (F2F & Online) & over-the-shoulder assistance.
- **Develops** training materials (Accessibility Guidelines Handbook & Quick Guides).
- **Reviews** courses for accessibility & provides feedback & support to instructors.
- **Supports** Accessibility Plan development to proactively address course barriers.
- **Maintains** Online Learning Faculty Resources Canvas course with how-to video tutorials and step-by-step instructions.

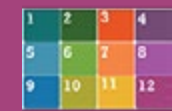
Disability Resource Center (DRC)

RESPONSIBILITIES



As a student & faculty resource, the DRC is responsible for the provision of accommodations for students with disabilities. The DRC:

- **Ensures** equal access to college programs, services and activities for qualified students with disabilities.
- **Assists** students with accommodations, information, resources, services and skill development.
- **Promotes** self-advocacy by working as a liaison with students and faculty to proactively reduce barriers through collaboration and consultation.
- **Reviews** documentation of disability & determines student eligibility for accommodation.
- **Leads** efforts to ensure students are appropriately accommodated.
- **Delivers** Faculty Notification Letters via email outlining approved accommodation for students.
- **Collaborates** with Online Learning on an individual basis to insure full access for students.



The Anatomy of an Accessible Page

Heading 1 → Syllabus

Heading 2 DL 101 - INTRODUCTION TO ONLINE LEARNING

Heading 3 Course Information:

- Format lists as 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.



Heading 3 Assignments/Assessments:

Heading 4 Grading Scale

Table Column Header	Grade Scale	By Points	By Percentage
	A	202 - 225+	90 - 100%
Table Row Header	B	180 - 201	80 - 89%
	C (or P)	157 - 179	70 - 79%
	D	135 - 156	60 - 69%
	F (or NP)	< 134	< 59%

Heading 4 Late Work & Make-up Policy

Assignments must be completed on time in order to earn full credit.

Enough Color contrast (Late assignments will earn 50% credit.)

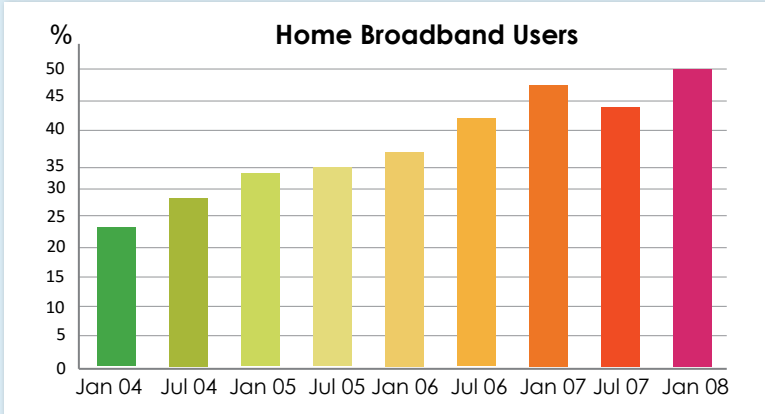
Writing meaningful link texts

Special Accommodations:

Students who experience disability-related barriers should contact [Disability Services](#). 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:



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.

WEB ACCESSIBILITY

2017

Training & Support

Online Learning Faculty Resources

Check the [Online Learning Faculty Resources Canvas](#) course for how-to instructions and video tutorials on Accessibility.

Accessibility Training

Email onlinelearning@scf.edu to sign-up for the Accessibility course.

Faculty Online Learning Help

Phone: Online Learning: 941-752-5237

Email: onlinelearning@scf.edu

Questions about online course accessibility

ONLINE LEARNING (941) 752-5237 onlinelearning@scf.edu

Testing Tools

- FIREFOX OR CHROME WAVE

TOOLBAR

<http://wave.webaim.org/toolbar/>

- CANVAS UDOIT

MS WORD: Built-in 2010, 2013, 2016 (PC)

- **MS PPT:** Built-in 2010, 2013, 2016 (PC)

- **PDF:** Built-in Adobe Acrobat Pro

- **COLOR CONTRAST ANALYZER**

<http://www.paciellogroup.com/resources/contrastAnalyser>

Websites

- **ONLINE LEARNING** <http://www.scf.edu/Academics/OnlineLearning/>
- **DISABILITY SERVICES:** <http://www.scf.edu/StudentServices/DisabilityResourceCenter/default.asp>