

WEB ACCESSIBILITY **Guidelines** 2018

1

Web Accessibility
at DMACC

2

Accessibility
Guidelines

3

Accessible
Blackboard
Webpages

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

Web Accessibility
at DMACC








12

Who's
Responsible
for Accessibility



WEB Accessibility Guidelines

For more information
dc.dmacc.edu/access








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 (and 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.
 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

For more information
dc.dmacc.edu/access

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.
 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 video/ audio recordings that are not captioned/subtitled or transcribed. Disability Services 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.
 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 conveyed by the image, even if they cannot see it.





Component	Guideline	How to Make it Accessible ?
COURSE MENU	<ul style="list-style-type: none"> Use the default course menu in Blackboard. 	Clear and consistent navigation in your course will allow students to focus on your content rather than on how to find it.
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/Edit image icon from the toolbar. The Insert/Edit image window will open. In the Image Description box, describe the purpose and subject of the image. (This description is called an "alt tag") Click the Insert button.
LISTS	<ul style="list-style-type: none"> Format a list as a list using Bullet List or Number List. 	<ol style="list-style-type: none"> Select the content you want to make into a list. From the toolbar, click the Bullet or Number list icon.
LINKS	<ul style="list-style-type: none"> Write meaningful link text that indicates the link's destination. 	<ol style="list-style-type: none"> Write meaningful text for the link (ex. Des Moines Area Community College). From the toolbar, click on the Insert/Edit Link icon. In the Link Path box, type or paste in the URL (https://www.dmacc.edu). Select Open in New Window from the Target drop down menu. Click the Insert button.

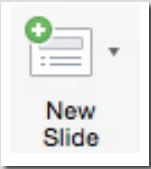



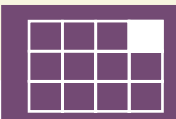


Component	Guideline	How to Make it Accessible ?
TABLES	<ul style="list-style-type: none"> Indicate row headers in data tables. 	<ol style="list-style-type: none"> Select the cells to be marked up as a row header. Click on the Table Row Properties icon in the toolbar. In the Row Type menu, choose Header. Click Update button.
	<ul style="list-style-type: none"> Add table caption. 	<ol style="list-style-type: none"> Select the table and click on Insert/Edit Table icon. Check the Table Caption box. Click Update. In the cell that appears above your table, type a description of what the table is presenting.
	<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.
COLOR	<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 the drop-down menu next the Text Color icon in the toolbar. Select the color.
	<ul style="list-style-type: none"> Don't use color alone to convey meaning. 	<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 the Math Editor in Blackboard. 	<p>Use the Math Editor in Blackboard.</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 Blackboard Kaltura player. 	





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 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.
<p>SLIDE LAYOUT</p> <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).
<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. 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 (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.Dmacc Homepage). 2. Select the text, right click & choose Hyperlink from the menu. 3. The Insert Hyperlink window will open. Enter a URL address in the Address field (i.e. http://www.dmacc.edu) (Mac - PPT 2011: Link to field.) 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: A table in Slide Show view is not accessible. Use Alt text!</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 (Mac - PPT 2011/2016: Tables tab) 3. In the Table Style Options group (Mac-PPT 2011 - Table Options > Options / Mac-PPT 2016 - Table Design tab), select the Header Row check box. 4. The cells in the top row of your table make up the column headers. 	<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 https://dc.dmacc.edu/access/resources/SitePages/Office%20365.aspx 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, which is an older product.)</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>	

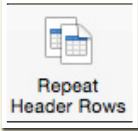




Check	Word Document (2011/2013/2016)	Google Docs
HEADINGS <ul style="list-style-type: none"> Properly format headings. Use headings in the correct order 	<ol style="list-style-type: none"> Select the text that you want to make into a heading Go to the Home tab. Choose the appropriate heading level from the Styles group 	<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.
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. DMACC). 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. DMACC). 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. https://www.dmacc.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, which is an older product. 	<ul style="list-style-type: none"> Math and Science equations and formulas cannot be written accessibly in Google Docs.





Check	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 - <i>Word 2011/</i>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 (Table Layout tab - <i>Word 2011</i>) In the Data group (<i>Word 2016 - Table Design > Layout tab</i>), 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 https://dc.dmacc.edu/access/resources/SitePages/Office%20365.aspx to access Color Checker. 	
<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 & buttons. 	<ul style="list-style-type: none"> Use a form template to create a form. 	<ul style="list-style-type: none"> Use Google Forms, NOT Google Docs
<ul style="list-style-type: none"> Check the reading order of forms. 	<ul style="list-style-type: none"> Use real text labels for form fields and alternative text for buttons. 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
dc.dmacc.edu/access

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 dc.dmacc.edu/access 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.

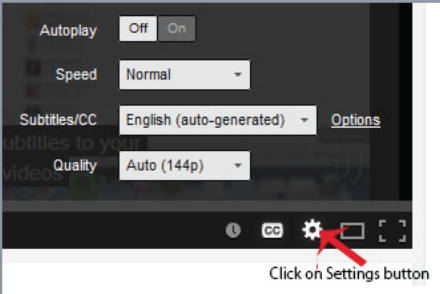




HOW TO MAKE

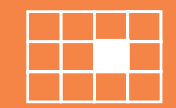
Accessible Video & Audio

For more information
dc.dmacc.edu/access

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 search for and use captioned media.</p> <p>Use the best media for your lesson. Uncaptioned media will need to be accommodated at the time of need.</p>	<p>Search for captioned media</p> <p>The Dmacc Library has a wide selection of captioned media. Check with your Subject Area Librarian.</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>Make sure the YouTube video you use IS NOT Auto-generated.</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

For more information
dc.dmacc.edu/access

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.



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>
```

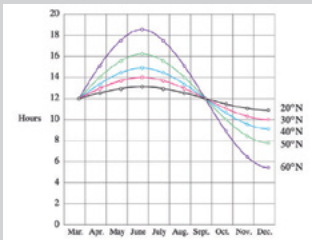


Fig.9 - Graph of the length of daylight from March through December at various latitudes. For example, at 40 degree latitude there are 12 hours of daylight in March. In October, there are 10.8 hours of daylight at 40 degree.

8A



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.

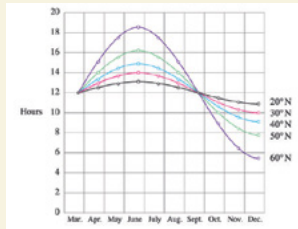


Figure 9

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



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:

```

```

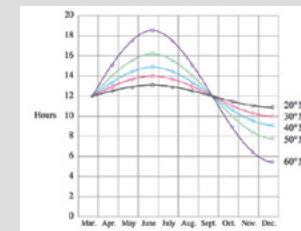
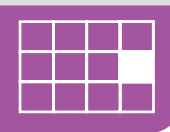


Figure 9

```
<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





HOW TO MAKE

Accessible Complex Images

For more information
dc.dmacc.edu/access

Resources for Image Description

- NCAM: Guidelines for Describing STEM (Science Technology Engineering and Math) images
http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines
- Art Beyond Sight: How Do We Access Meaning in Art? (Describing art images in alt text) –
<http://www.artbeyondsight.org/handbook/acs-online-training.shtml>
- Video: How to Describe Complex Images for Accessibility (From Diagram Center's Webinars)
<https://www.w3.org/WAI/tutorials/images/complex/>
<https://www.w3.org/WAI/tutorials/images/>
- Diagram Center: Accessible Image Sample Book
<http://diagramcenter.org/making-images-accessible.html>

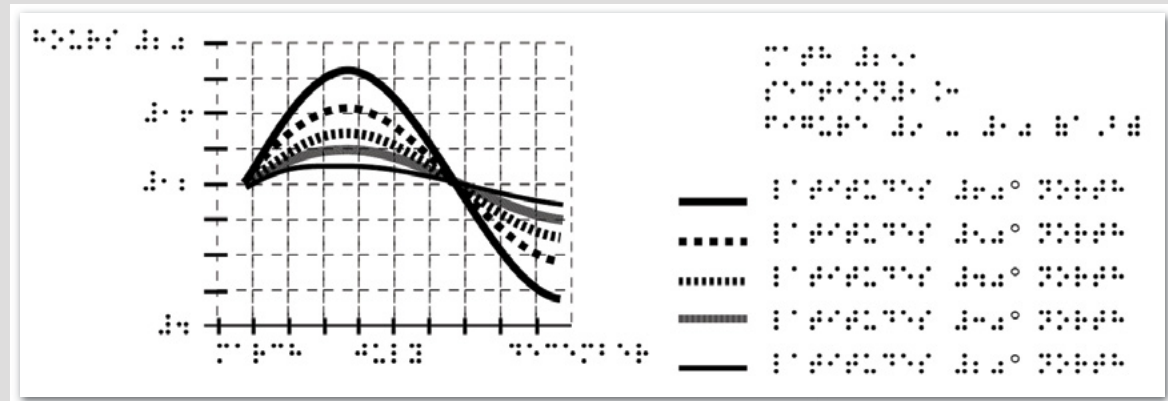
Tactile Representations

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.

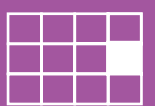
Example:



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.





Component	Math Tools	Best Practice
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"> • Blackboard 	We recommend that as much of the online class as possible be conducted within Blackboard. All output from Blackboard'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.
	<ul style="list-style-type: none"> • PowerPoints 	For MS PowerPoint 2013, use the MathType 5 plugin or later to create math and science equations, formulas and notations. DO NOT use Microsoft's equation editor, as it is an older product.
	<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.





LINKING TO

Third Party Online Materials

For more information
dc.dmacc.edu/access

Component

Best Practice

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 DMACC written permission to transcribe or caption the media when there's an accommodation need, or consider using different materials.
- **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.
- **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.

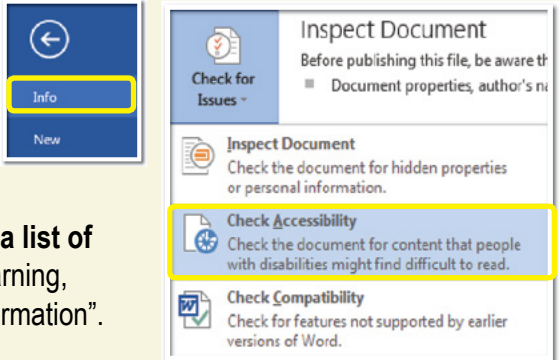
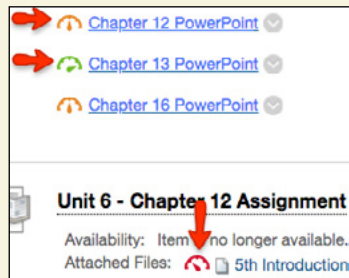




AUTOMATED

Accessibility Checkers

For more information
dc.dmacc.edu/access

Software	Tools	How to Check
<p>MS Office 2010, 2013, 2016 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>Blackboard</p>	<ul style="list-style-type: none"> Ally 	<p>Blackboard Ally provides indicators to alert instructors to documents within their courses that may have accessibility issues</p> <ol style="list-style-type: none"> Click on the red or orange Blackboard Ally indicator to improve its accessibility score. The Blackboard Ally window that appears will describe what needs to be fixed in the document. Changes to the document must be made outside of Blackboard, but can be easily re-uploaded using the Ally tool. 



WEB ACCESSIBILITY **Guidelines** 2018

Training & Support

dc.dmacc.edu/access

Check the accessibility website for how-to instructions and video tutorials.

Accessibility Training

Contact Distance Learning.

Contact one of our Instructional Designers:

Sean Frommelt sjfrommelt@dmacc.edu(515) 964-6478

Kayleen Grage kmgrage@dmacc.edu.....(515) 965-7194

Sara Kelly sekelly@dmacc.edu.....(515) 964-6494

Websites

- **DISABILITY SERVICES:**
www.dmacc.edu/disabilities
- **WEB ACCESSIBILITY STATEMENT:**
www.dmacc.edu/disabilities/Pages/accessibility.aspx
- **ACCESSIBILITY PROCEDURE (ES4085):**
https://catalog.dmacc.edu/preview_course_nopop.php?catoid=20&coid=24168

