



Welcome Georgia Tech Personnel
Introduction to ICT Accessibility for
Higher Education

AMAC / WAG

Georgia Tech Office of Compliance Programs

November 9, 2017

Resources and Slides Available Now



WAG Website, under GT Training

[WAG Georgia Tech Training](#)



Purpose of Today's Training



- Describe Georgia Tech's Commitment to Accessible ICT
- Provide Foundational Training: ICT Accessibility in Higher Education
- *What is your role in ensuring ICT accessibility at Georgia Tech?*



Tell Us About Yourself



- **Name**
- **Department or Unit**
- **Role**
- **Newcomer or Previous Experience with Web/ICT Accessibility**



AMAC Accessibility Solutions and Research Center

- Help others provide equal access to education, work and life for individuals with disabilities
- **Services**
 - Accessibility Compliance, Assistive Technology, Braille, Captioning, E-Text, etc.
- **Initiatives**
 - Access Text Network
 - Tools for Life
 - *Web Accessibility Group (WAG) for Higher Education*
 - and others...



Why ICT Accessibility is Important in Higher Education

Janet Sylvia, AMAC

Coordinator - Web Accessibility Group (WAG) for Higher Education

Audience

- Employees and Prospective Employees
- Students and Prospective Students
- Members of the public



ICT Commonly Used

- Academic and Online Course Content
- Databases
- Dynamic Rich Internet Applications
- E-commerce, Online Payment Systems
- Electronic Documents
- Learning Management System
- Library Services
- Registration Systems
- Software Programs
- Tutorials
- Video and Web Conferencing Solutions
- Websites and Web-based Applications
- etc.

Why ICT Accessibility is Important





GEORGIA TECH

IT Accessibility Policy

HIGHLIGHTS

J. Denise Johnson Marshall
J. Burns Newsome
Compliance Programs

CREATING THE NEXT®

ABOUT



Reason for Policy:

- ✓ The Georgia Institute of Technology is committed to providing equality of opportunity to persons with disabilities, including equal access to Institute programs, services and activities provided through Information Technology.

- ✓ This policy establishes minimum standards and expectations regarding the design, acquisition or use of Information Technology.

POLICY OWNERS



- ✓ Office of Compliance Programs –ADA Compliance Coordinator
- ✓ Office of Information Technology –IT Accessibility Coordinator

APPLICABILITY

This policy applies to all IT resources that are acquired, developed, distributed, used, purchased or implemented by or for any Institute unit and used to provide Institute programs, services, or activities

“IT” REFERS TO...



Any equipment or interconnected system or subsystem of equipment, that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information.

“IT” INCLUDES...



- ✓ Computers
- ✓ Ancillary Equipment
- ✓ Software
- ✓ Firmware and similar procedures
- ✓ Services (including support services), and related resources
- ✓ Instructional materials
- ✓ Videos
- ✓ Multimedia
- ✓ Telecommunications
- ✓ Web-Based Content
- ✓ Products developed, procured, maintained, or used in carrying out Institute activities

SCOPE & JURISDICTION



- Incorporating a universal design approach ensures resources (documents, web pages, information, and services) are accessible to the broadest possible audience.
- Individual web pages published by students, employees or non-Institute organizations that are hosted by the Institute and which do not conduct Institute-related business are encouraged to adopt the accessibility standards contained in this policy, but fall outside the jurisdiction of this policy.

WEB PAGES

- All new web pages and Revised Web Pages, website templates, and website themes must comply with the Institute's Accessibility Standards.
- All new and Revised Web Pages must indicate in plain text a method for users having trouble accessing the page to report that inaccessibility.

LEGACY PAGES



- Legacy Pages determined by the publishing department or unit to be of the highest priority in providing Institute services online (core institutional information) shall comply with the Institute's Accessibility Standards.

WEB PAGE COMPLIANCE



Unless an institute level exception has been granted, any Legacy Web Page or any other web page that for any reason does not comply with the Institute's Accessibility Standard, the institute will upon request:

- Convert or render the non-compliant web page so as to meet the Institute's Accessibility Standards or
- Provide to the requestor access to the web page's information in manner that is equally effective as the original page.

PURCHASING

Considering accessibility in procurement involves the following steps:

- Vendors must be asked to provide information about the accessibility of their products as required by the Institute's Computer Technology Request (CTR) process.
- The information provided by vendors must be valid and measured using a method that is reliable and objective.

VENDORS



- Those making procurement decisions must be able to objectively evaluate the accessibility of products and to scrutinize the information provided by vendors.
- Assistance with ensuring that appropriate contractual language is included in all IT purchasing documents may be obtained through the Institute's Purchasing Office.

WHERE TO FIND POLICY



IT Accessibility Policy

Policy Library

[Information Technology Accessibility Policy](#)

ada.gatech.edu

[ADA Compliance](#)



Laws and Guidelines for Accessible ICT

**Dr. Linda Gilbert, AMAC
Accessibility Specialist**

Laws, Guidelines, and Policies

ADA

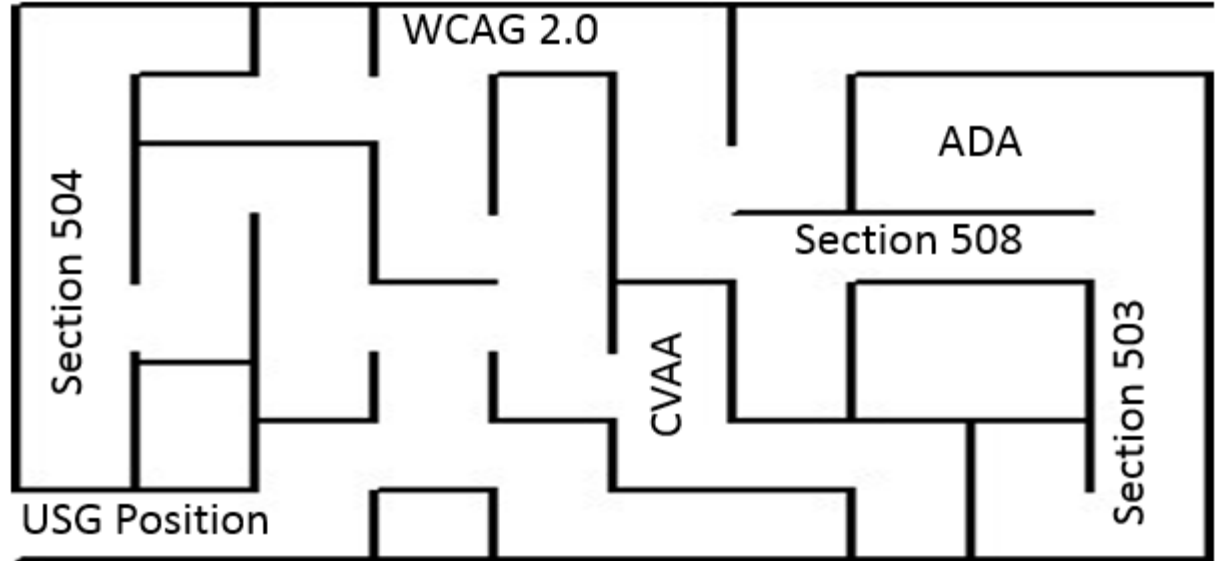
CVAA

Section 503

Section 504

Section 508

WCAG 2.0



University System of Georgia (USG) Position

Americans with Disabilities Act (ADA)

Addresses Non-discrimination/Equal Opportunity in:

- Employment
- State and local government services
- Public accommodations
- Commercial facilities
- Transportation

[Current ADA Regulations](#)



21st Century Communications and Video Accessibility act (CVAA)

- Update of prior telecommunications laws
- Administered by Federal Communications Commission (FCC)



Sections 503 and 504

Part of the (much amended) Rehabilitation Act of 1973.

- The Rehabilitation Act, Section 501, prohibits employment discrimination based on disability in the federal sector.
- Section 503 expands coverage to include federal contractors and subcontractors
- Section 504 addresses participation in “any program or activity receiving Federal financial assistance”
- Section 504 specifically includes education.
- Civil rights!



Section 508: ICT Access

- Part of the (much amended) Rehabilitation Act of 1973.
- Addresses accessibility of Information and Communications Technology (ICT)
- Applies to Federal agencies that "develop, procure, maintain, or use electronic and information technologies."

- Standards set by US Access Board
- Amended in January 2017
- Enforcement begins January 2018.



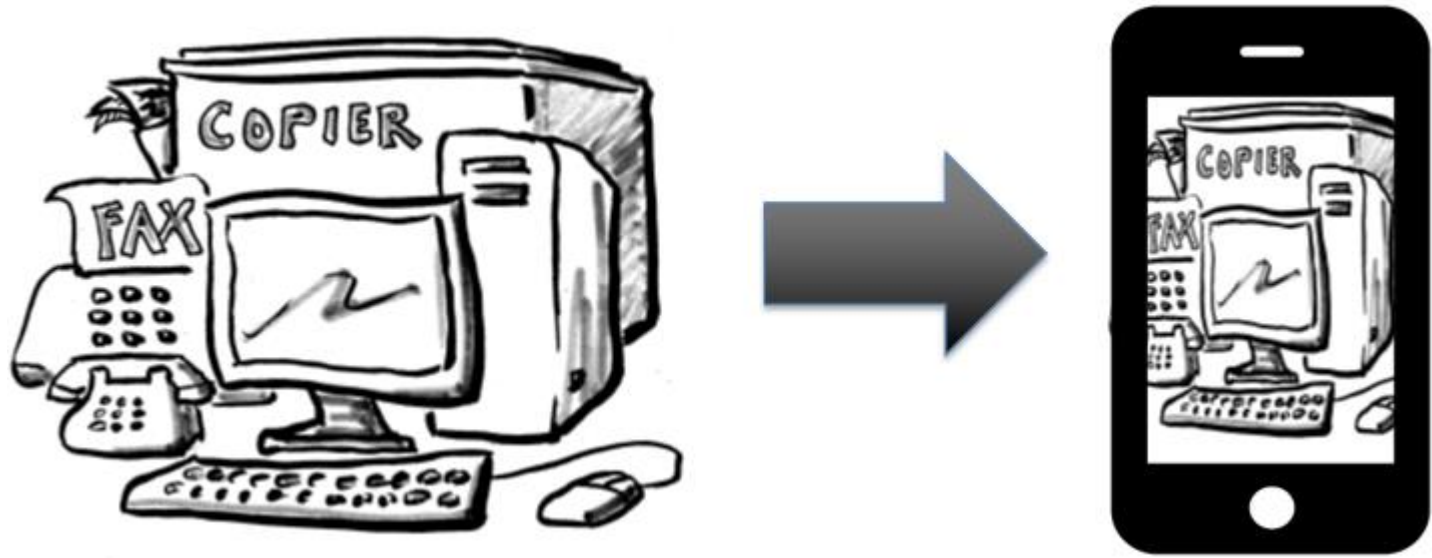
University System of Georgia position



- *Higher Education, the Americans with Disabilities Act, and Section 508*
- *Web Accessibility and Persons with Disabilities*
- Requires 508

Section 508 Standards

- Recent update addresses changes in technology since last update (2000)
- Incorporates WCAG 2.0 by reference



Web Content Accessibility Guidelines (WCAG) – international standards for web, set by World Wide Web Consortium (W3C).

“[WCAG 2.0](#) is a stable, referenceable technical standard. It has 12 guidelines that are organized under [4 principles: perceivable, operable, understandable, and robust](#). For each guideline, there are testable *success criteria*, which are at [three levels: A, AA, and AAA](#).”

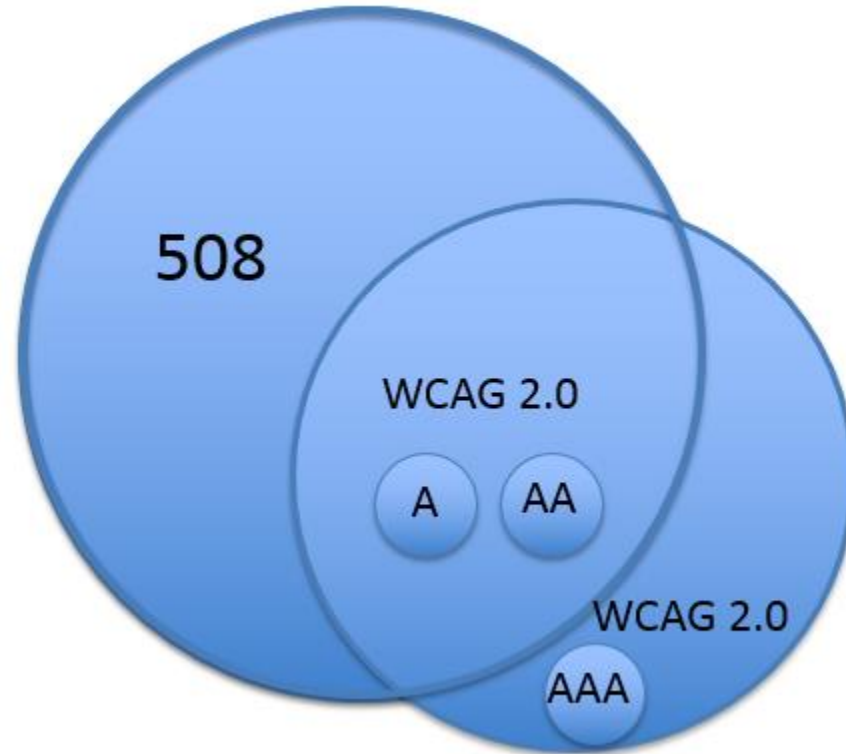
- Source: [Web Content Accessibility Guidelines \(WCAG\) Overview](#)

Incorporation of WCAG 2.0



- WCAG 2.0, levels A and AA, now incorporated by reference into 508 standards
- Application of WCAG 2.0 broadened to apply to non-web ICT as well

Relationship of WCAG 2.0 and 508



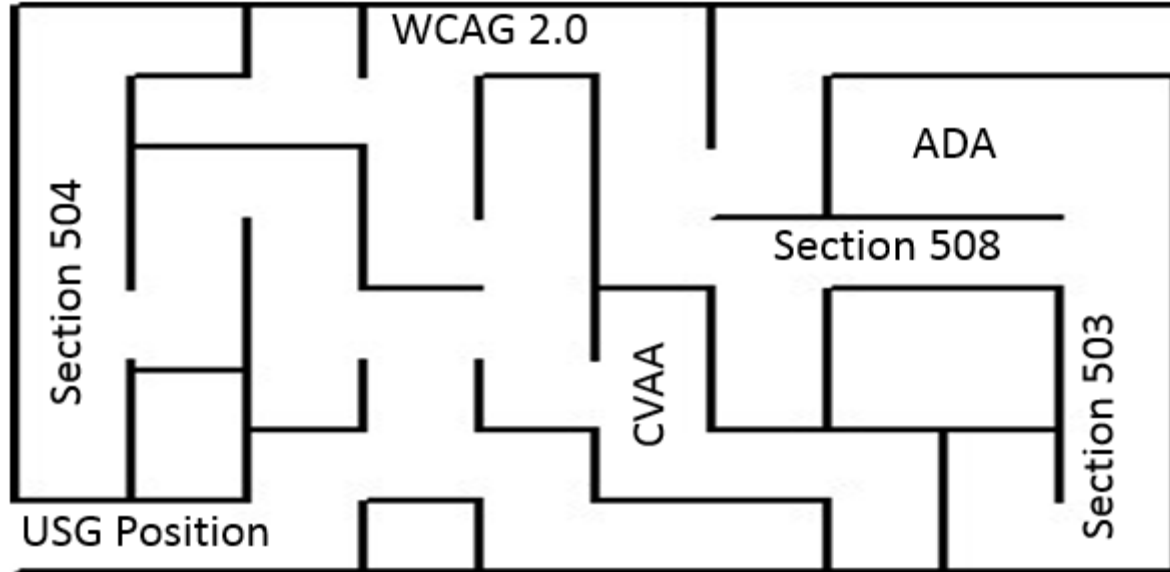
Approximate timeline

Rehabilitation Act

- Section 501
- Section 503
- Section 504
- Section 508

ADA

CVAA



508 Standards Update

- Incorporating WCAG 2.0 by reference

For more information



[American with Disabilities Act \(ADA\)](#)

[21st Century Communications and Video Accessibility Act \(CVAA\)](#)

[Section 503](#)

[Section 504](#)

[Section 508](#)

[Text of the standards and guidelines](#)

[Revised Section 508 Toolkit](#)

[Web Content Accessibility Guidelines \(WCAG\) Overview](#)

[WCAG 2.0](#)





Questions?, Part 1



BREAK
until 10:30am



Assistive Technology (AT) and Web-based Environments

John Rempel, AMAC

Quality Control Accessibility Analyst

How People with Disabilities Use the Web



Auditory

Cognitive and Neurological

Physical

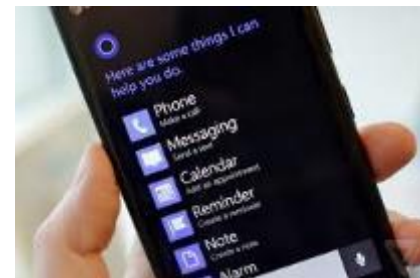
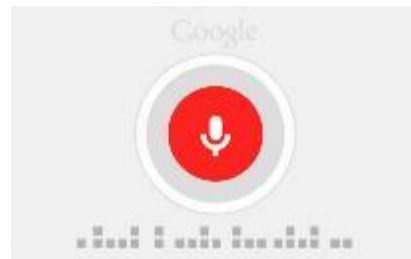
Speech

Visual



Speech-to-Text

- **Siri (Apple)**
- **Google Now (Google)**
- **Cortana (Microsoft)**



TTS and STT Combination

amazon echo

Always ready, connected, and fast. **Just ask.**



Text-to-Speech

- **JAWS**
- **NVDA**
- **VoiceOver (Mac)**
- **VoiceOver (iOS)**
- **TalkBack for Android**
- **Window-Eyes**



Refreshable Braille Displays

- **Refreshable Braille Displays**



Optical Character Recognition

- **Open Book**
- **Kurzweil 1000**
- **Text Cloner Pro**



Screen Magnification Programs

- **MAGic**
- **ZoomText**
- **Windows Magnifier**
- **Mac Zoom**
- **Zoom and Magnifier (iOS & Android)**



Speech Recognition Software



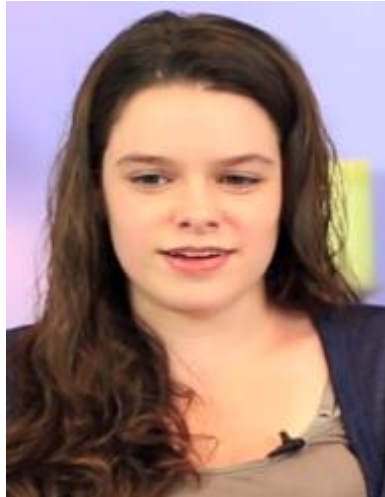
Turn spoken words into text

**Connect with the timing of
your thoughts**

**Dictation speed 70 to 100
words per minute**

Video of Student Using Speech-to-Text Technology

Video of Student integrating speech-to-text solutions into her personal life and educational pursuits.



ClaroRead



Text-to-Speech

Visual Highlighting

Read back any on-screen text and program commands

High Quality Screen Reader

Keyboard Echo

Save to Audio

Premier Literacy Suite



**Text-to-Speech
software**

**Post writing to “cloud
applications”**

**Scan and read
documents**

Integrated Dictionary

Create study notes

Perspective Videos: W3C-WAI, Part 1

Perspectives Videos



[Keyboard Compatibility](#)



[Colors with Good Contrast](#)



[Clear Layout and Design](#)



[Text to Speech](#)



[Large Links, Buttons, and Controls](#)



[Video Captions](#)



[Customizable Text](#)



[Voice Recognition](#)



[Understandable Content](#)



[Notifications and Feedback](#)

Screen Reader Demonstration



- **Title Page**
- **Links**
- **Headings**
- **Graphics**
- **Multimedia**
- **Tables**
- **Keyboard Access**
- **Low Vision**



Questions?, Part 2



Basic Principles of Accessible Web Content

**Dr. Linda Gilbert, AMAC
Accessibility Specialist**

1) Accessibility Statement



Purpose:

- Set visitor expectations

Includes:

- Technology Standards
- Known Issues
- Accessible Alternatives
- Contact Information

Reviewed by Legal Department

The Georgia Institute of Technology is committed to providing both physical accessibility and access to information resources and technologies to individuals with disabilities.

The Institute's vision is to create a culture of access for an inclusive learning and working environment. The Institute's commitment to accessibility for all is highlighted in the numerous support, research, and product development centers on campus for students and employees with disabilities.

The Office of Disability Services, located in the Dean of Students Office, provides support and resource information for students with disabilities at the Institute. The Office of Disability Services serves Georgia Tech students with documented qualifying disabilities and operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and its amendments (ADA/AAA).

Similarly, Employee Relations – located in the Office of Human Resources – provides support and resource information for employees and visitors with disabilities. Services are available to ensure that individuals with disabilities have an equal opportunity to pursue education and employment and to have access to campus programs, activities, and services.

In addition to the Georgia Tech Office of Disability Services and Employee Relations, the Institute is committed to adhering to accessibility legislation for publishing electronic information, as noted in Section 504 of the Rehabilitation Act of 1973.

Accessibility Contact

For any accessibility issue please contact GT Accessibility.

Email: gtaccessibility@gatech.edu

Accessibility News

Presidential Committee to Oversee Campus Accessibility

May 13, 2013 — To ensure that none of the more than 26,000 students, faculty, and staff that make up the Georgia Tech community is deprived of the chance to fully participate in the Institute's offerings, President G.P. "Bud" Peterson has established a new committee.

[Read more](#)

2) Readability

Book



What makes it readable?

- Title
- Language
- Navigation (consistent)
- Skip to main content
- Structure
 - Headings
 - Lists
- Font clarity
- Images
- Whitespace

Websites



Electronic Documents



Language

Page Titles

Skip to Main Content

Navigation

- Consistent

Structure

- Headings
- Lists (chunk information)
- Reading sequence

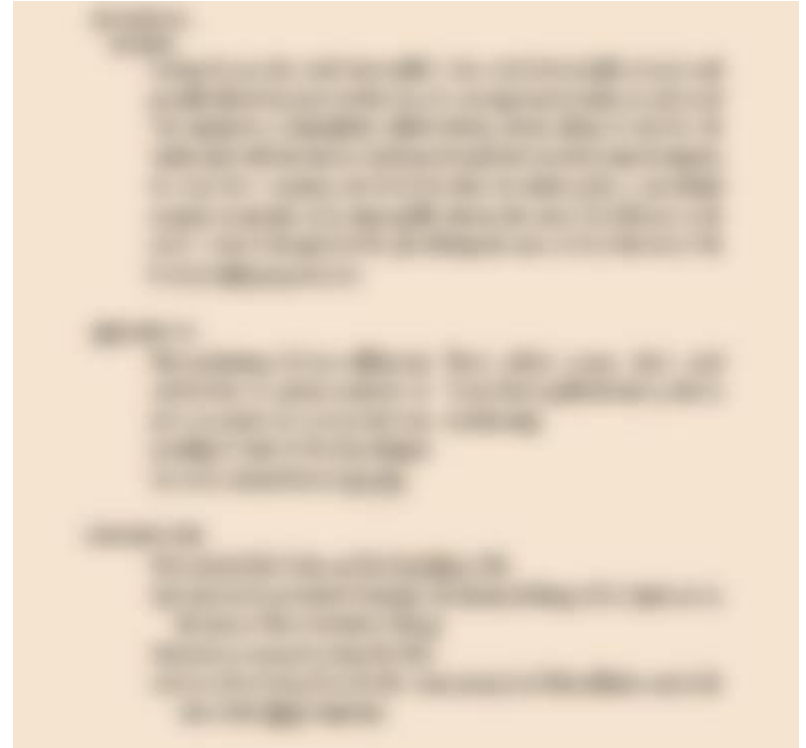
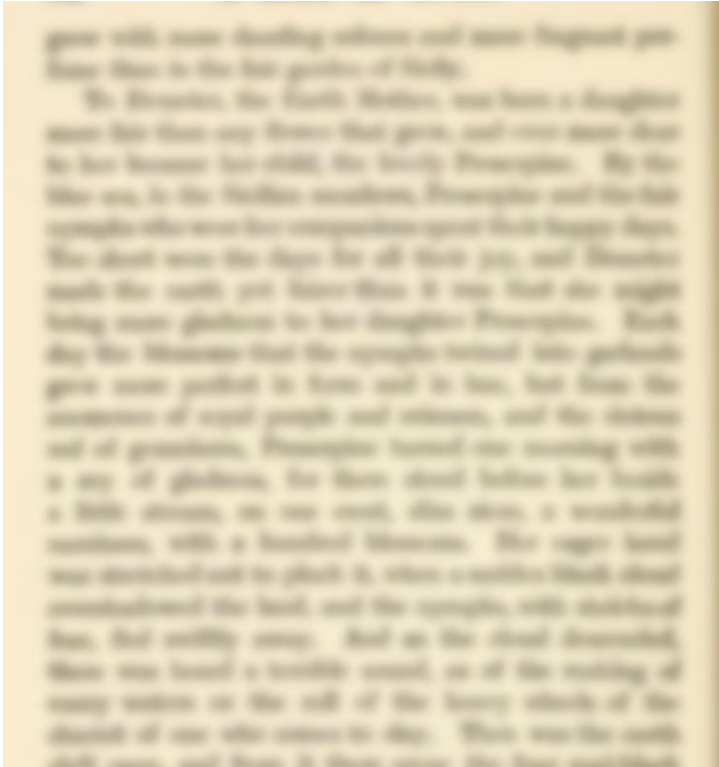
Font

- Consistent
- Left-justified
- Magnified 200%
- Simple
- Standard
- True Text

Images

Whitespace

Headings



Semantic headings

Heading 1

Normal text

- Hyperlink
- Image

Normal text

Heading 2

Normal text

- Hyperlink
- Normal text
- Hyperlink

Heading 3

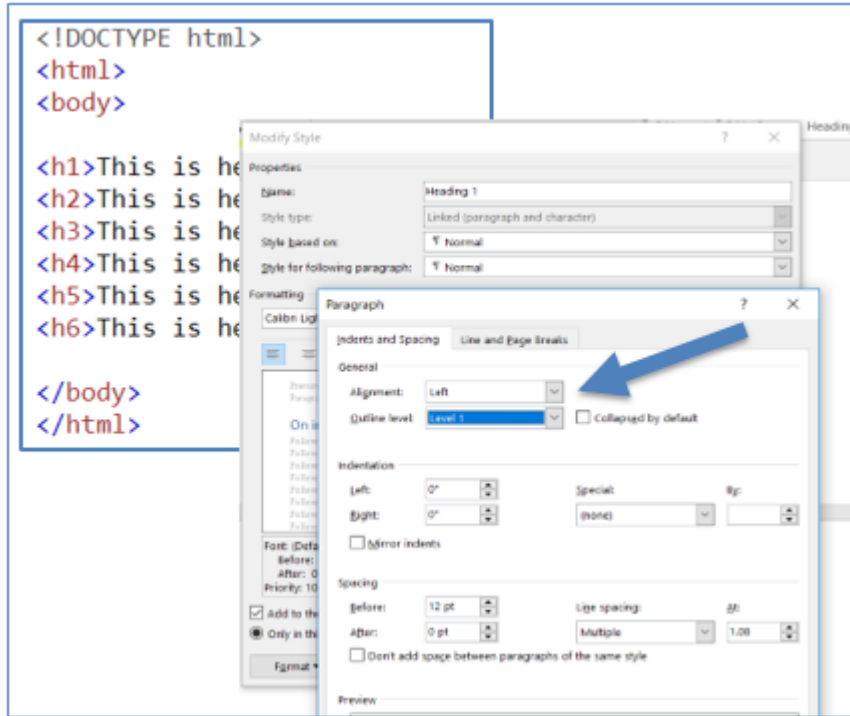
Normal text

Normal text

Visual-only

text text text link text text text text text
text text link text text text text text text
link text text text text text text text text
text text text link text text text text text
text text link text text text text text text
text text text text text link text text text
text text text text text text text text link
text text text text text text text link text
text text text text text text link text text
text text text text text text text text text
text link text text text text text text text
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text text text text text text text text text

Use Heading Styles



The image shows a code editor with the following HTML code:

```
<!DOCTYPE html>  
<html>  
<body>  
  
<h1>This is he  
<h2>This is he  
<h3>This is he  
<h4>This is he  
<h5>This is he  
<h6>This is he  
  
</body>  
</html>
```

Two dialog boxes are overlaid on the code editor:

- Modify Style**: Shows properties for a style named "Heading 1". The style type is "Linked (paragraph and character)", it is based on "Normal", and it applies to the following paragraph.
- Paragraph**: Shows formatting options for a paragraph. The "Outline level" is set to "Level 1", which is highlighted with a blue arrow. Other options include alignment (Left), indentation (Left: 0", Right: 0", Special: (none)), spacing (Before: 12 pt, After: 0 pt), and line spacing (Multiple, 1.08).

- Provide document structure
- Detectable by screen readers
- Useful for navigation
- Can easily be modified
- Not the same as visual changes in font size or color
- Should use “levels” sequentially

3) Alt Text

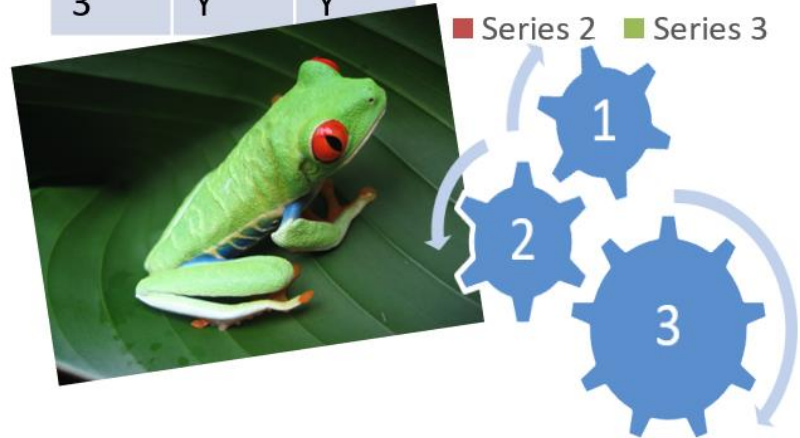
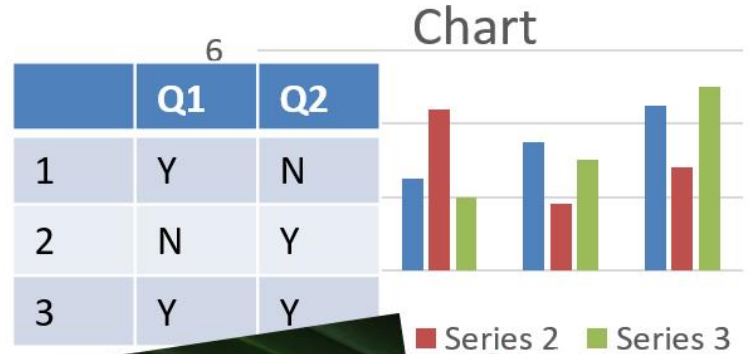
Provide a text equivalent for every non-text element

Alt text:

- Clear, concise description
- Approx. 120 *characters* or less
- Conveys function, purpose, or meaning

Long Description (in addition to alt text):

- When alt text alone isn't enough
- Surrounding text or link to a separate, accessible document



Consider Context and Function

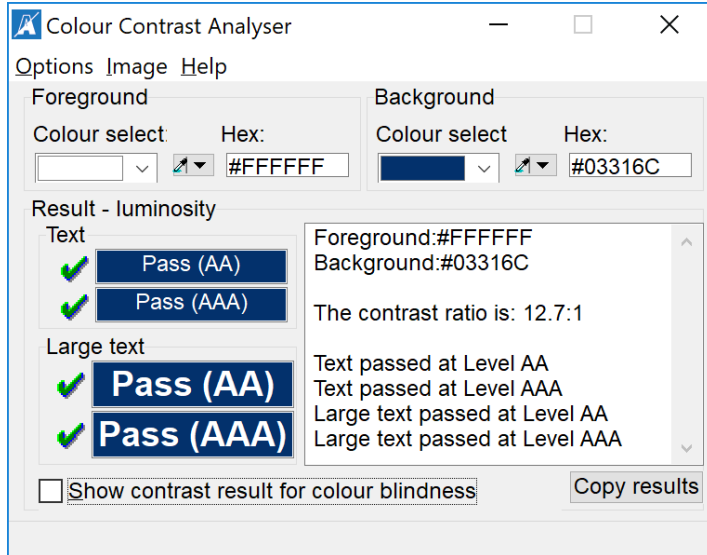
- **1) Website Content**
alt = "Yellow tulips blooming in the Spring"
- **2) Horticulture Class**
alt="Tulipa gesneriana"
- **3) Image is a Link**
alt="Tulip Society of America"
- **4) Image is Decoration**
alt=""



4) Color and Contrast

- **Use a high contrast color scheme**
 - Make sure background does not overpower text
- **Use color schemes consistently**
- **Provide alternatives for color coding**

Colour Contrast Analyser



Use Color Schemes Consistently



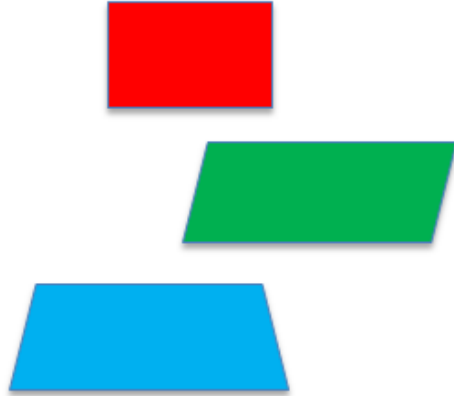
Alternatives for Color Coding Example 1

Color alone



Example 1: Which is the parallelogram?

- Red
- Green
- Blue
- Don't know

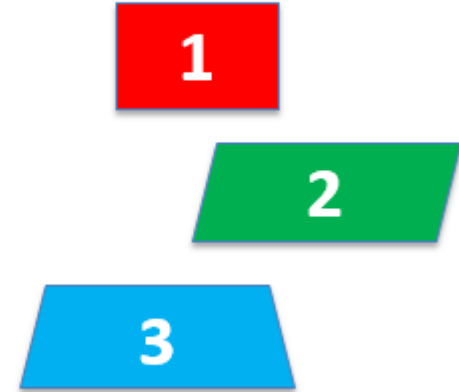


Color plus labels



Example 1: Which is the parallelogram?

- Red (1)
- Green (2)
- Blue (3)
- Don't know



Alternatives for Color Coding Example 2

Technical Standards (Subpart B)

The standards provide criteria specific to various types of technologies, including:

- **Software Applications and Operating Systems**
- **web-based information or applications**
- telecommunication products
- video and multimedia products
- **controllable devices** (e.g., information kiosks, calculators, and fax machines)
- desktop and portable computers

This section provides technical specifications and performance-based requirements, which focus on the functional capabilities of covered technologies. This dual approach recognizes the dynamic and continually evolving nature of the technology involved as well as the need for clear and specific standards to facilitate compliance. Certain provisions are designed to ensure compatibility with adaptive equipment people with disabilities commonly use for information and communication access, such as screen readers, Braille displays, and TTYs.

Software Applications and Operating Systems (1194.21)

Most of the specifications for software pertain to usability for people with vision impairments. For example, one provision requires **alternative keyboard navigation**, which is essential for people with vision impairments who cannot rely on pointing devices, such as a mouse. Other provisions address animated displays, color and contrast settings, flash rate, and electronic forms, among others.

Web-based Intranet and Internet Information and Applications (1194.22)

The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what's on a computer screen into automated audible output, and refreshable Braille displays. Certain conventions, such as verbal tags or identification of **graphics and format devices**, like frames, are necessary so that these devices can "read" them for the user in a sensible way. The standards do not prohibit the **use of web site graphics or animation**. Instead, the standards aim to ensure that such information is also available in an accessible format. Generally, this means use of text labels or descriptors for graphics and certain format elements. (HTML code already provides an "Alt Text" tag for graphics which can serve as a verbal descriptor for graphics). This section also addresses the usability of multimedia presentations, image maps, style sheets, scripting languages, applets and plug-ins, and electronic forms. The standards apply to Federal web sites but not to private sector web sites (unless a site is provided under contract to a Federal agency, in which case only that

Technical Standards Software Applications

- Software
- Operating Systems
- Web-based Graphics

Web based Content

- Internet and Intranet

Self-contained

- Closed products
- Kiosks
- Fax Machines

5) Hyperlinks

Link text should:

- make sense out of context
- describe the destination
- unique for each unique destination

Avoid

- Click here
- Email me
- URL text <http://www.gtlllo-b59-go2376c.html>

Aggregated Links - Vague

Vague

Logo

Image

WAI

WAI

WAI

Link

Link

Link



Aggregated Links - Descriptive



Vague

Logo
Image
WAI
WAI
WAI
Link
Link
Link

Descriptive

W3C
Web Accessibility Initiative
WAI Develops...
WAI Welcomes...
WAI Home
Guidelines and Techniques
Planning and Implementation
Evaluation



6) Accessible Multimedia, Part 1

Audio-only



- Text Transcript



Video-only



- Video Description



6) Accessible Multimedia, Part 2

Audio+Video



- Closed Captions
- Text Transcript + Video Description



Accessible Media Player



7) Tables

Data Tables

Logical Reading Order (i.e. Linearized)

Simple vs. Nested

True Tables

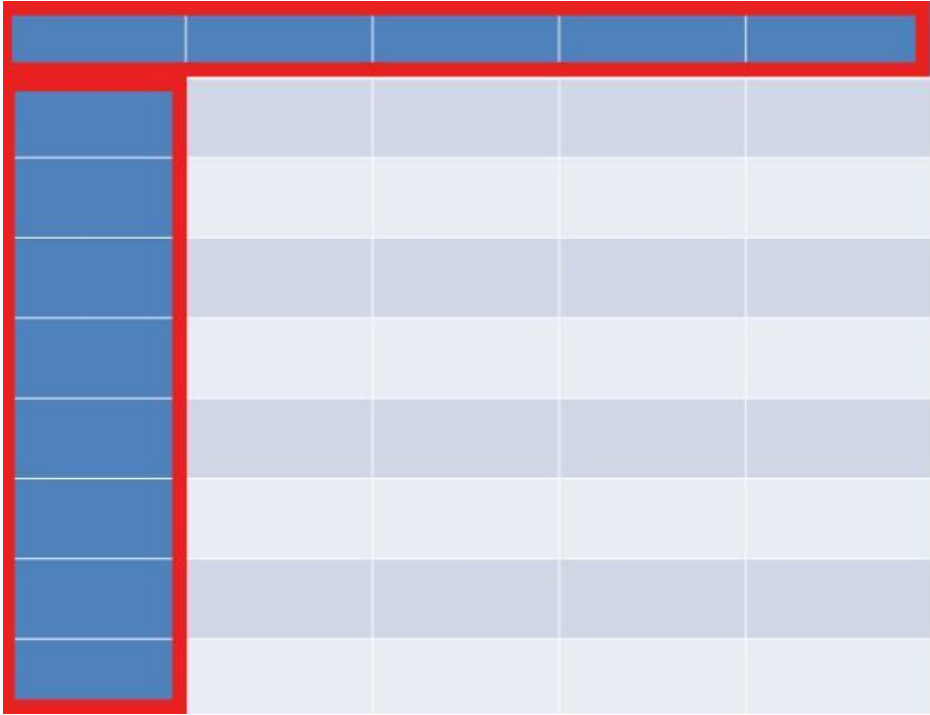


Reading Order, Part 1

Makes sense when read from top to bottom and left to right



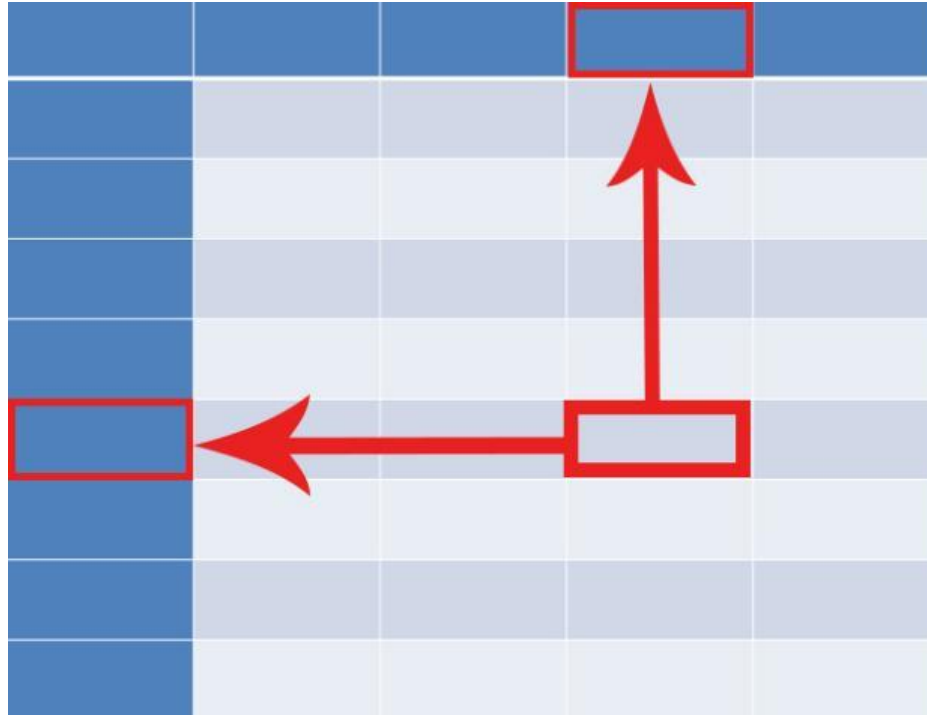
Row and Column Headers



The diagram shows a table with 5 columns and 8 rows. The first row and the first column are highlighted in blue and outlined in red, representing the headers. The remaining 7 rows and 4 columns are light blue and not outlined.



Define Relationships



Tables Properly Coded



Caption

- Title

Headers

- Column Headers
- Row Headers

Data Cells

Summary

- Describes organization of table

True Tables



Accessibility Statement

Readability and Structure

Alt Text

Color and Contrast

Hyperlinks

Multimedia

Tables



Perspective Videos: W3C-WAI, Part 2

Perspectives Videos



Keyboard Compatibility



Clear Layout and Design



Large Links, Buttons, and Controls



Customizable Text



Understandable Content



Colors with Good Contrast



Text to Speech



Video Captions



Voice Recognition



Notifications and Feedback



Questions?, Part 3



LUNCH and AMAC Tour

Lunch: 12:00 – 12:30pm

AMAC Tour: 12:30 – 1:30pm



Accessible Word, PowerPoint and PDF Documents

Tim Georges, AMAC
E-Text Accessibility Specialist

AMAC Accessibility Solutions



AMAC was created in 2005 to provide complete, timely, and efficient accommodations to students with print related disabilities. We first started with textbook conversion, and have added many departments and services over the years.



AMAC's Products and Services



E-Text Production provides textbooks, supplements, journals, brochures, and manuals in a variety of accessible electronic formats, including PDF, DOC, DAISY, PowerPoint, HTML, and MathML files.

Braille Services produce timely, cost-effective, high-quality electronic and embossed Braille and custom tactile graphics.

Captioning and Described Media Services make classroom lectures, meetings, labs, or webinars fully accessible for deaf or hard-of-hearing and provide post-production transcripts, captioning, and described video.

Assistive Technology Team conducts on-site and remote assessments, and offer demonstrations, training, and assistive technology for education, work, and daily living environments.

Accessibility Compliance Consultations focus on the accessibility needs of organizations, offering technical assistance, customer support, and evaluation of overall website accessibility.

E-Text Products



Format	Description of Accessible Features
PDF	PDF files that retain the same layout as the print textbook and include bookmarks for navigation, synchronized highlighting of text, and can be read aloud by screen readers. Students can easily magnify the text or change color contrast options. Images do not have alt text descriptions.
MS Word Doc	DOCs are best for students who use screen reading software such as JAWS and are formatted in a single column layout. Three levels of headings and page numbers are included, reading order is determined manually, and alt text descriptions are provided for all images except for decorative images and images with adequate captions.
DAISY	DAISY files are read by Dolphin EasyReader, which has a wide range of voices. These files have three levels of headings, correct reading order, and alt text descriptions are provided for all images except for decorative images and images with adequate captions.
PowerPoint	Each PowerPoint slide has a unique descriptive title, all images and tables are fully described, and the reading order is determined for all objects on the slide. Also, all content will be placed in accessible content boxes that will be read aloud by screen readers.
HTML	HTML files have three levels of headings that provide navigation, reading order is determined, and alt text descriptions are provided for all images except for decorative images and images with adequate captions.
MathML	MathML files include all the features of our accessible HTML files, plus all equations and symbols are accessible to screen readers and are pronounced according to MathSpeak guidelines.
Audiobooks	Books are downloaded and read with Learning Ally software. These files are audio only, but are read aloud with human narration, not synthetic speech.

Who Uses Accessible Media



The audience for Accessible Media is not just people with disabilities. It is far larger than you would imagine...

People who have blindness, color blindness, or low vision

People with mobility issues who cannot hold a textbook

People with motor disabilities who cannot turn pages

The Deaf and Hard of Hearing Community

People with learning disabilities such as dyslexia or ADHD

People with head injuries, trauma, or cognitive disabilities

Auditory learners

Aging population

Why Accessibility Is Best Practice



Making material accessible is best practice ethically, practically, and legally.

Making material accessible allows for equity and fairness in information distribution and opportunities.

Accessible files can be converted into multiple file formats easily and can reach more people.

WCAG 2.0 stands for Web Content Accessibility Guidelines. Following these guidelines protects you from litigation.

The United States Department of Justice recommends the ADA Compliance Guidelines for ICT Accessibility.

Section 508 Guidelines are determined by the GSA, the Government-wide Section 508 Accessibility Program.

Microsoft Word Accessibility

1. Choosing accessible fonts and design features.
2. Creating white space.
3. Creating and modifying headings.
4. Generating an automated table of contents.
5. Creating accessible lists.
6. Establishing a logical reading order.
7. Formatting accessible tables.
8. Using column breaks, section breaks, and page breaks.
9. Writing alternate text descriptions for images.
10. Using the accessibility report.



Accessible Fonts



- Use font sizes between 12 and 18 points for body text.
- Use standard fonts with clear spacing and easily recognized upper and lower case characters. The following fonts are the most accessible: Calibri, Arial, Verdana, Tahoma, and Times New Roman.
- Sans serif fonts (e.g., Calibri, Arial, Verdana) are generally considered easier to read than serif fonts (e.g., Times New Roman, Garamond).
- Avoid large amounts of italicized, bold, or underlined text. Text in all caps is also difficult to read and produces eye strain.

Accessible Design Features



Try to use plain text whenever possible, avoiding unnecessary tables, borders, or graphics if they do not convey meaning.

- Use normal or expanded character spacing, rather than condensed spacing.

Use language that is clear, direct, and easy to understand.

Explain all acronyms, symbols, and abbreviations.

Provide meaningful context for all hyperlinks.



Color Contrast

Provide sufficient color contrast between text and background colors. Do not use color as the sole means of communicating information such as required fields and error messages.

Text should be easy to read.

- Color contrast in comparison to the background should be a ratio of 4.5:1.
- A good tool to test the color contrast is Colour Contrast Analyser found at [The Paciello Group](http://www.paciellogroup.com) (www.paciellogroup.com).

Creating White Space



When creating white space in your document,

DO NOT:

Hit Enter, Tab, or Spacebar more than once.

DO:

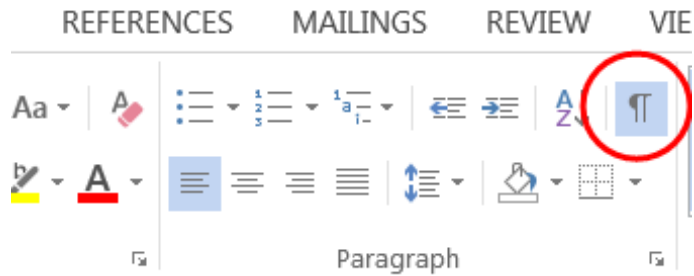
Use line spacing.

Use tab stops.

Viewing Repeated Blank Characters

To see the blank characters, turn on Show/Hide paragraph marks.

You only need to fix the repeated occurrences. It is fine to have one blank character per occurrence.



Repeated Blank Characters

Repeated blank characters are caused by hitting enter, tab, or space multiple times in a row.

A screen-reader may say the word, “paragraph mark,” or “blank space,” or “tab,” for each of these blank characters, which could confuse the listener.

Course-Placement

Beginning fall 2012, test scores will be required for all freshman applicants. Stud before an admissions decision can be made. The testing requirement can be sat scores on 1 of 3 tests:

¶
¶
¶

1. → Minimum-SAT-Scores:¶

Critical-Reading →

Math →

→

→

→

→

→

→

→

→

→

→

→

→

→

→

→

→

480¶

460¶

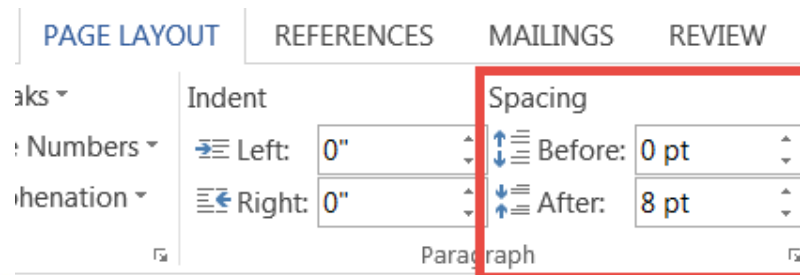
**Repeated
Enters and Tabs**

Using Line Spacing

Put your cursor either before or after the word where you want white space.

Use the Line Spacing option in the Page Layout tab and add space before or after the word as seen below.

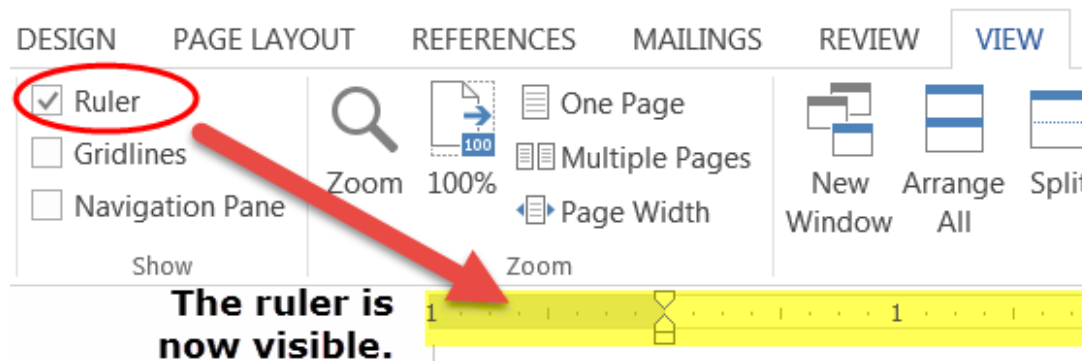
Delete any repeated hard line breaks.



Use Tab Stop Instead of Multiple Tabs

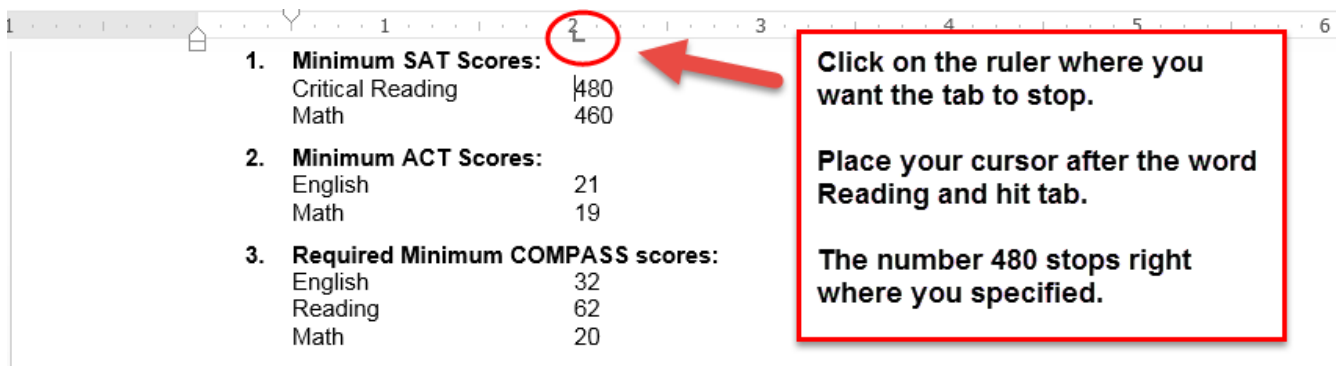
A **tab stop** is a horizontal position which is set for placing and aligning text on a page.

First you must view click the View tab and check the box for Ruler, as seen below.



Using Tab Stop

Click on the ruler where you want your tab to stop.
Then hit Tab in the designated section. (Hint: you can drag the tab stop if you need to.)



The screenshot shows a document with a ruler at the top. The ruler has markings from 1 to 6. A red circle highlights the number 2 on the ruler. A red arrow points from a red-bordered text box to the number 2. The text box contains the following instructions:

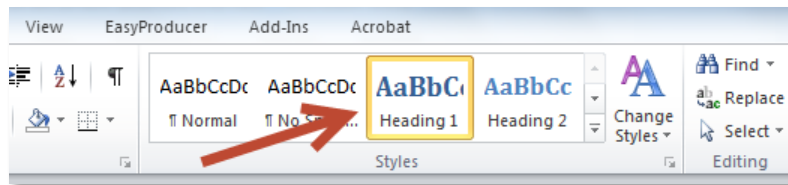
Click on the ruler where you want the tab to stop.

Place your cursor after the word Reading and hit tab.

The number 480 stops right where you specified.

1. Minimum SAT Scores:	
Critical Reading	480
Math	460
2. Minimum ACT Scores:	
English	21
Math	19
3. Required Minimum COMPASS scores:	
English	32
Reading	62
Math	20

Adding Headings



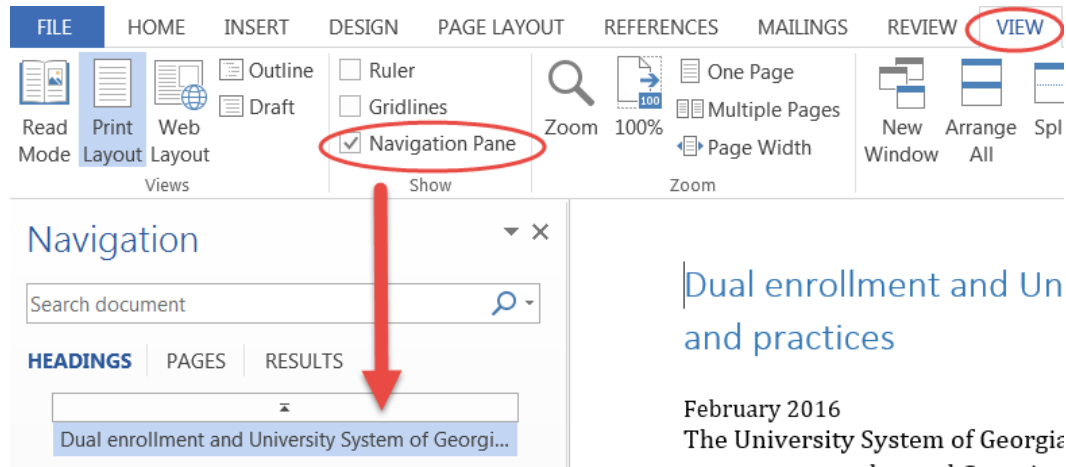
Heading levels help users navigate and they also help you organize your content. Instead of making your headings look a certain way, and instead focus on how they function.

Screen reader users can use quick key commands or shortcuts to navigate documents by Heading levels.

- Your headings will retain your document structure when exporting to different file formats.

Navigation Pane

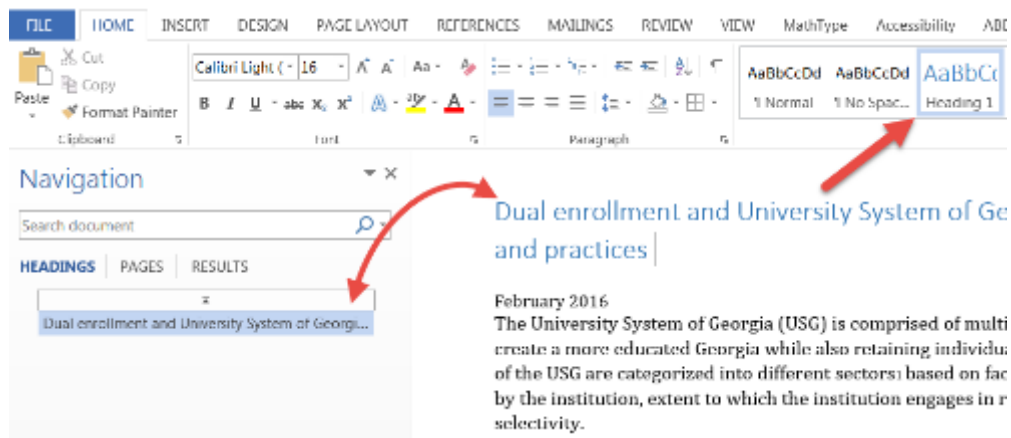
Click the View Tab and check the Navigation Pane box to view all the headings in the document.



The screenshot shows the Microsoft Word ribbon with the **VIEW** tab selected. The **Navigation Pane** checkbox is checked and circled in red. A red arrow points from this checkbox to the **Navigation** pane on the left side of the window. The **Navigation** pane shows a search bar and a list of headings under the **HEADINGS** tab, with the first heading, "Dual enrollment and University System of Georgia...", highlighted. The main document content on the right shows the heading "Dual enrollment and Un and practices" and the date "February 2016".

Heading Styles

Highlight some text and choose the Heading style from the Home Tab and your heading will show up in the Navigation Pane on the left.

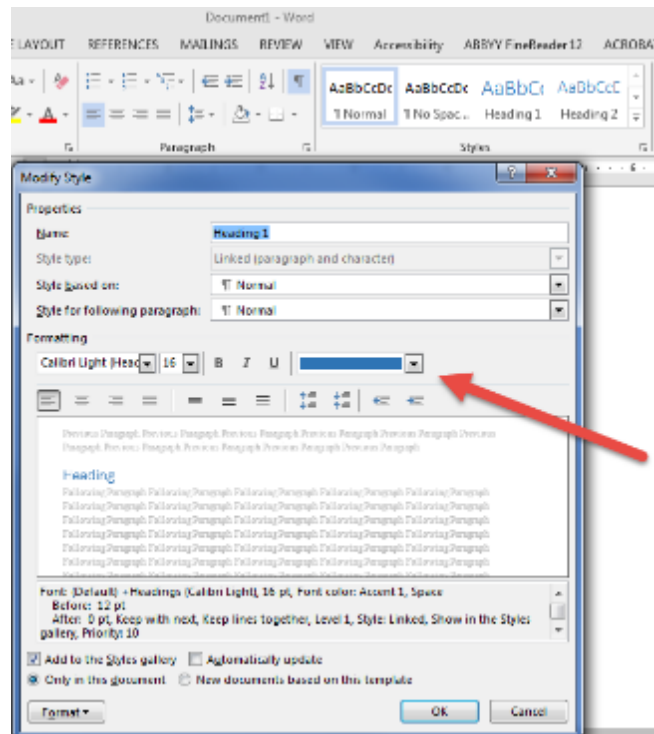


The screenshot displays the Microsoft Word interface. The ribbon is set to the 'HOME' tab, showing the 'Styles' group. The 'Heading 1' style is selected and highlighted in blue. A red arrow points from this style to the 'Navigation' pane on the left, which shows a list of headings under the 'HEADINGS' tab. The heading 'Dual enrollment and University System of Georgia' is listed and highlighted. Another red arrow points from the 'Heading 1' style to the corresponding text in the document, which is 'Dual enrollment and University System of Georgia'. Below the heading, the text reads: 'February 2016 The University System of Georgia (USG) is comprised of multi create a more educated Georgia while also retaining individu of the USG are categorized into different sectors) based on fac by the institution, extent to which the institution engages in r selectivity.'

Customized Headings

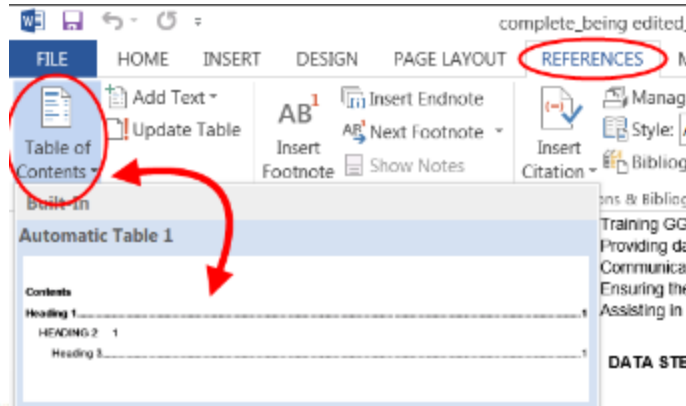
Heading styles can also be customized, so you can keep style options while also adding meaningful structure for screen reader users.

Right click on a Heading Style on the Home Tab and then select Modify Style to adjust your formatting options.



Automated Table of Contents

Once you've applied heading styles, you can insert your table of contents by clicking the References tab and then the Table of Contents command. Select a built-in table of contents.

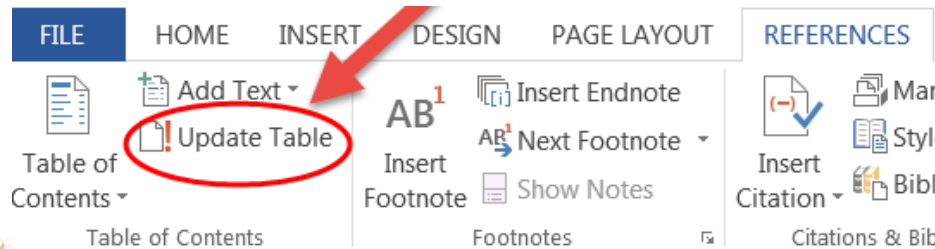


Updating the Table of Contents

The TOC is automatically updated When you update the TOC, you will choose to update the entire document. Whenever you open the document, you will choose to update the entire TOC, or just the page numbers.

You update the TOC by clicking the References tab and then Update Table, in the Table of Contents group.

Only edit the headings within the body of the document, not in the table of contents itself.



Creating Accessible Lists

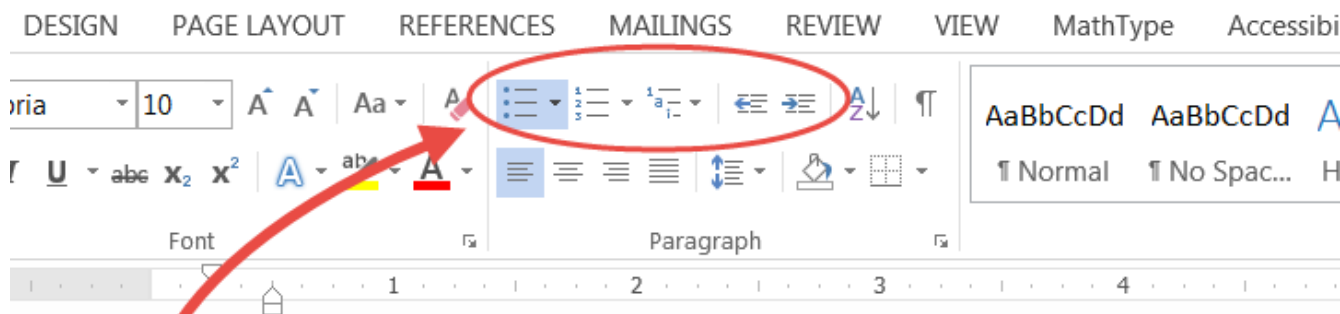
Using list styles will identify to a screen reader that there is a list and the number of items in the list.

Using list styles will also preserve list formatting when exporting a file to another format.

Use Word's list builder to create true lists rather than creating your own lists with icons or graphics as bullets.

- Use the icons in the Paragraph group on the Home tab.
- When you select a bullet or number, the entire list of bullets and numbers will become selected = true list.
- Use the icons to adjust your list styles and hierarchies.

List Options



- 4 Carnegie units of college preparatory English
- 4 Carnegie units of college preparatory math
- 4 Carnegie units of college preparatory science
- 3 Carnegie units of college preparatory social science
- 2 Carnegie units of the same foreign language, or 2 units of American Sign


Reading Order, Part 2

Avoid too many sidebars and callouts that will sound disruptive and confuse someone using a screen reader if possible.

You should not span a sentence to the next line for visual purposes if there is other text that will interrupt it.

Instead, create a table or another column.

<i>Semester Hours Attempted</i>	→	→	→	<i>Minimum Cumulative GPA</i>
<i>Plus Transfer Credit</i>	→	→	→	<i>(GGC Credit Only)</i>
0-15	→	→	→	→ · → 1.50
16-30	→	→	→	→ · → 1.60
31-45	→	→	→	→ · → 1.80
More than 45	→	→	→	→ · → 2.00



Tables should:

Have a specified header row.

Have a logical reading order from left to right, top to bottom.

Contain related information.

Consist of the same number of cells per row/column (not merged cells).

Have a title and caption that gives an overview of what's inside the table. If placed before the table, it can help the person using screen reading software to focus and interpret the data.

Avoid Merged and Empty Cells

Do not merge cells.

Merged cells do not provide clear information to a person with print-related disabilities.

Each row and column MUST have the same number of cells as the others.

Avoid leaving any cells blank/empty.

Friday, February 7	
Business Casual Attire for Day	
8:00 a.m. – 8:10 a.m.	Breakfast available at hotel. Check out of hotel before 8:15 a.m. Participants put luggage in cars and drive to Georgia Tech Student Center Park in Area #2 Visitor Lot
8:30 a.m. – 9:15 a.m.	President's Welcome Address Student Services/Flag Bldg 117 Welcome video President Bud Peterson, President of Georgia Tech Michael P. Finn, Georgia Tech SGA President Dr. Bill Schiele, IP for Student Affairs Other Georgia Tech administrators
9:15 a.m. – 9:15 a.m.	Georgia Tech SGA Executive Cabinet Areas 2 & A
9:25 a.m. – 10:45 a.m.	Tour of SGA Office Tour of OLLC - Student tour of new Georgia Tech student center building OLLC
15 min. break	
11:00 a.m. – 12:30 p.m.	(Session #3): "Leadership Lunch" Speaker: Miller Tompkins (411) 3044 Student Services/Flag Bldg 117
12:30 p.m. – 1:30 p.m.	(Session #4): Draft End of the Year Report Savannah University & Regional Universities State Universities State Colleges Overseas Colleges Council of Colored Universities Student Services/Flag Bldg 117
1:30 p.m. – 2:00 p.m.	Prepare framework for End of Year Report
2:00 p.m. – 2:30 p.m.	(Session #5): Reporting from Breakfast Session Facilitator: Selected student from each group Student Services/Flag 117
2:30 – 2:45 p.m.	Uniformity Wrap Up - Voting on SGA Leadership Award Dr. Joyce Jones, Vice Chancellor for Student Affairs
2:45 p.m.	Students depart at their leisure.
Drive Home Safely	

Empty Cells in Tables

Upcoming Events

Looking for a schedule of future educational classes? Click here.

Event Type
Allergy

< Prev April 2016 Next >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 El Sibak Shawarrah Children's Fashion Show
3	4	5	6	7	8	9
10	11	12	13	14	15	16 Lulu's Court at Charles Street Garden
17	18	19	20	21	22	23 Lulu's Court at Charles Street Garden
24 Lulu's Court at Charles Street Garden	25	26	27	28	29 Lulu's Court at Charles Street Garden	30 Lulu's Court at Charles Street Garden

The way this is currently configured, a screen reader would treat this as a table with rows, most of which are blank. A list of all events might work better, or consider adding “No events planned on this day” in empty cells.

Table Header Rows

Organize a table so that the table has only one header row.

Thursday, February 6, 2014		
Professional Attire for Entire Day with School Pin & Name Tag		
10:30 a.m. – 10:55 a.m.	Registration at Hampton Inn – Park in GT Area #1 Visitor Lot	
11:00 a.m.	Meet in hotel lobby for bus transport to B.O.R.	sharp
11:30 a.m. – 12:30 p.m.	Welcome from the Chancellor (Session #1): Chancellor Hank Huckaby Guest Regent Lori Durden, other USG staff	Room 5158
12:30 pm – 1:00 pm	Lunch at BOR's office (Session #2): "Welcome to Capitol Hill" Speakers: Amanda Seals & Tom Daniel, <i>Legislative Affairs</i>	Room 5158

Two header rows

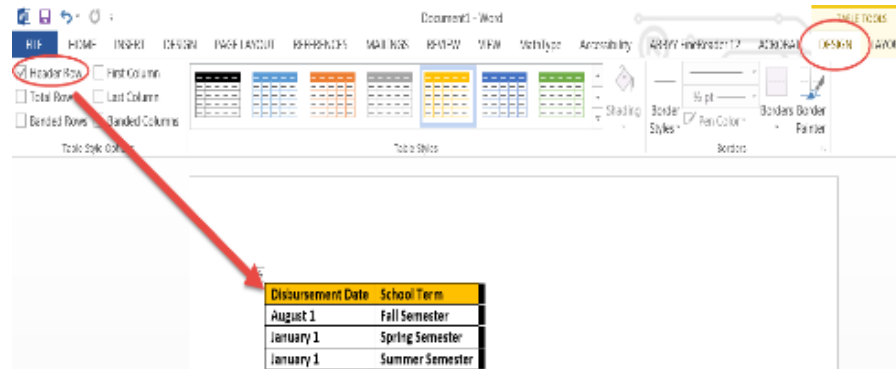
Specify Header Row

To properly specify the header row, first select the table.

Then click the Design Tab.

Now check the box for Header Row.

Your first row now becomes a Header Row.

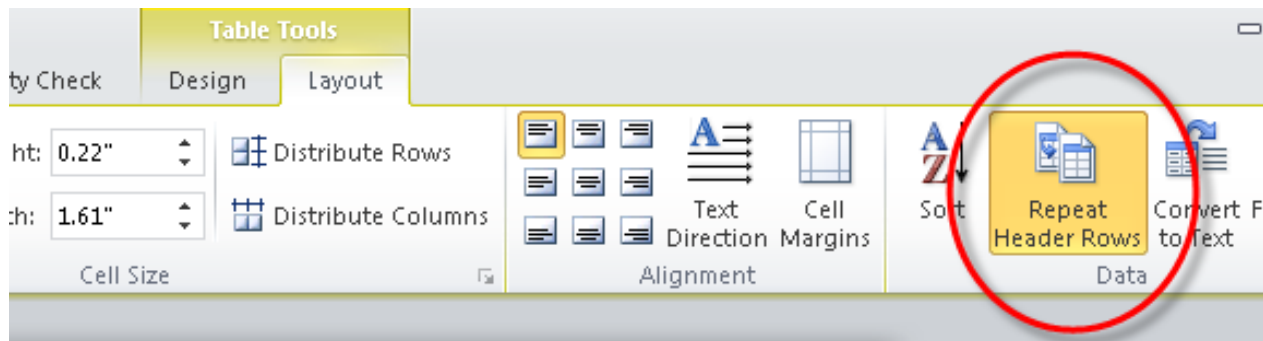


The screenshot shows the Microsoft Word interface with the Table Design tab selected. The 'Header Row' checkbox is checked and circled in red. A red arrow points from this checkbox to the first row of a table, which is also highlighted in yellow. The table contains the following data:

Disbursement Date	School Term
August 1	Fall Semester
January 1	Spring Semester
January 1	Summer Semester

Eliminating Header Row Errors

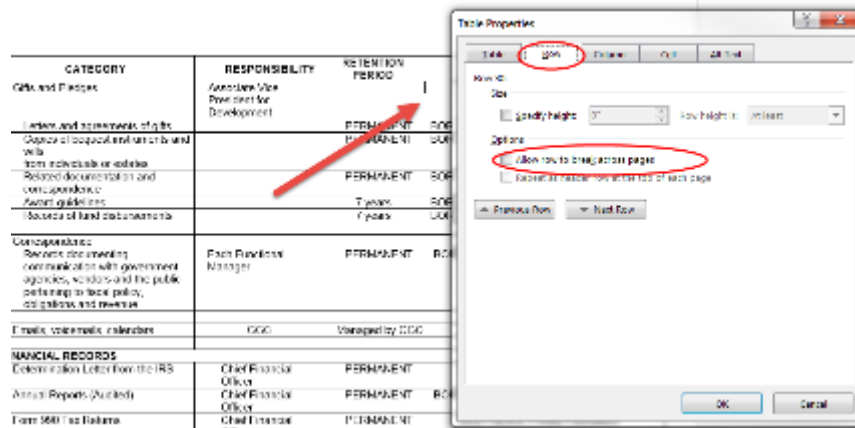
If you still have errors in the accessibility report about not having specified a header row, click on the table, then go to the Table Layout ribbon, and select “Repeat Header Rows.”



Keep Table Rows Together

If the table spans more than one page, make sure that “Allow row to break across pages” is unchecked.

Right click the table and click Table Properties. Choose the Row tab and uncheck Allow row to break across pages.



CATEGORY	RESPONSIBILITY	RETENTION PERIOD
Gifts and Pledges	Assistant Vice President for Development	
Letters and announcements of gifts		PERMANENT and 100 years
Receipts of goods and services and other items		PERMANENT and 100 years
Related documents of gift and contributions		PERMANENT and 100 years
Account guidelines		10 years
Receipts of fund disbursements		7 years
Correspondence: Records concerning communication with government agencies, schools and the public pertaining to local, policy, operations and revenue	Exec. Director/Manager	PERMANENT and 100 years
Financial records	CCC	Varies by CCC
FINANCIAL RECORDS		
Information Letters from the IRS	Chief Financial Officer	PERMANENT and 100 years
Annual Reports (Audited)	Chief Financial Officer	PERMANENT and 100 years
Form 990 Tax Returns	Chief Financial Officer	PERMANENT and 100 years

The 'Table Properties' dialog box is open to the 'Row' tab. The 'Allow row to break across pages' checkbox is unchecked. The 'Table' tab is selected in the top left corner of the dialog box.

Layout Tables

Do not use tables for layout purposes only.

Tables have to have logically related information with a header row.

You cannot format content into a table just to make it look nice. Tables are not intended to be used for lists, groups of words, or visual purposes only.

If you want to format content like a table, then use column breaks, section breaks, page breaks, or tab stops.

Screen	readers	read
information	across	t
in a	linear	v
thereby	making	i
difficult	to	u
information	contained	in tables.

This is a layout table. There is no header row and no clear classification of the words.

Friday, February 7		
	- Business Casual Attire for Day	
6:00 a.m. – 8:00 a.m.	Breakfast available at hotel, Check out of hotel before 8 Participants put luggage in cars and drive to Georgia Tech Park in	
8:30 a.m. – 9:15 a.m.	President's Welcome Address Welcome video President Bud Peterson, <i>President of Georgia Tech</i> Nicholas Picon, <i>Georgia Tech SGA President</i> Dr. Bill Schafer, <i>VP for Student Affairs</i> <i>Other Georgia Tech administrators</i>	Student S
9:15 a.m. – 9:35 a.m.	<i>Georgia Tech SGA Executive Cabinet</i> <i>Video, Q & A</i>	
9:35 a.m. – 10:45 a.m.	"Tour of SGA Office" "Tour of CULC" - Student tour of new Georgia Tech academic facility	CULC
- 15 min. break -		

Layout table: Does not have a clear header row which identifies what each column represents. This table was created for visual purposes.

Column, Section, and Page Breaks



Only adjust spacing using page layout, line spacing, section breaks, and ruler. Do not hit enter or tab repeatedly to create white space.

Create columns with Microsoft Word's formatting tools, not by tabbing or creating a makeshift table to arrange text.

Inserting section breaks and adjusting your margins can help you change the layout of your page if necessary.



Unclear Hyperlinks

Often the Accessibility Checker will flag hyperlinks in your document. To create fully functional and accessible links, do the following:

1. Write the name of link in plain language, ie. The Department of Natural Resources News Site.
2. Highlight the name of the link and right click to Insert a Hyperlink.
3. Paste the URL in so that the title turns into a clickable link.
4. Add the URL in parentheses after your hyperlink for print audiences, and right click to remove the hyperlink from the URL.

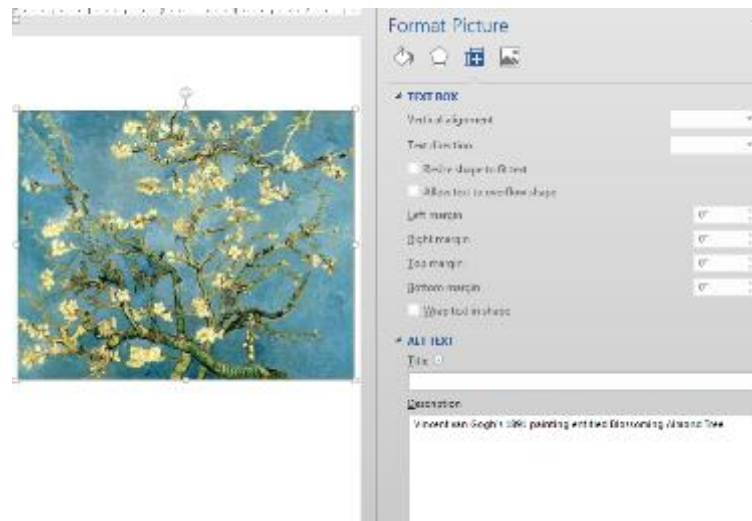
Example: To learn more about our educational programs, workshops, classes, and events, please visit [The Department of Natural Resources Education website](http://www.gadnr.org/education) (www.gadnr.org/education).

Alternate Text Descriptions

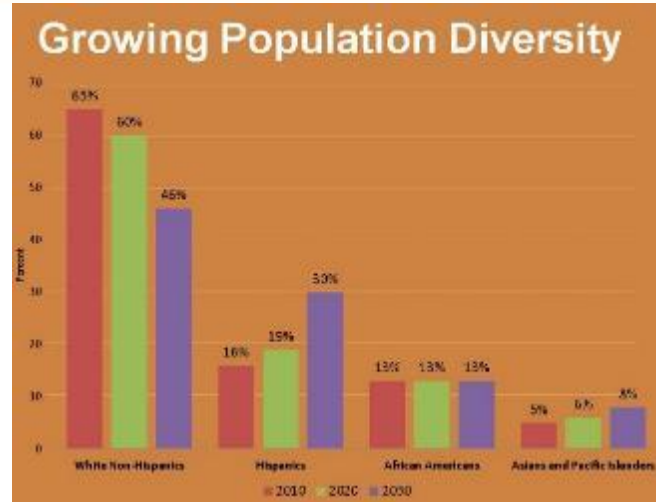
All images in a document should be fully described so that everyone has equal access to visual information. Remember to use proper capitalization, grammar, spacing, and punctuation.

To add alt text to an image:

- Right-click the image.
- Choose Format Picture.
- Select the Layout Properties icon.
- Click on the Alt Text link.
- Type in the description field.



An Example of Alt Text Description



Brief: A bar graph showing projected population diversity growth by ethnicity in the years 2010, 2020, and 2050. Ethnicities measured include White/Non-Hispanic, Hispanic, African American, and Asian and Pacific Islander.

Complete: A grouped bar graph showing the growing population diversity in 2010, 2020, and 2050. The horizontal axis is labeled with different ethnicities and the vertical axis is labeled with percentages from zero to seventy. In 2010, the percentage of white non-Hispanics was 65 percent, and is estimated to be 60 percent in 2020 and 46 percent in 2050. In 2010, the percentage of Hispanics was 16 percent, and is estimated to be 19 percent in 2020 and 30 percent in 2050. In 2010, the percentage of African Americans was 13 percent, and is estimated to remain at 13 percent in both 2020 and 2050. In 2010, the percentage of Asians and Pacific Islanders was 5 percent, and is estimated to be 6 percent in 2020 and 8 percent in 2050.

Adding Metadata

By clicking on the File tab and viewing the Document Properties, you can edit information such as **Author, Title, Subject Tags**, or **Comments** to provide further information about what the document contains. This data will be retained if you save as an accessible PDF.

Properties ▾

Size	25.9KB
Pages	1
Words	60
Total Editing Time	25 Minutes
Title	Moving AHEAD Conference
Tags	Add a tag
Comments	Add comments

Related Dates

Last Modified	Today, 10:40 AM
Created	Today, 10:14 AM
Last Printed	Never

Related People

Author Morrison, Valerie Mandeville
[Add an author](#)

Last Modified By Morrison, Valerie Mandeville

Related Documents

 [Open File Location](#)

[Show All Properties](#)

Check Accessibility



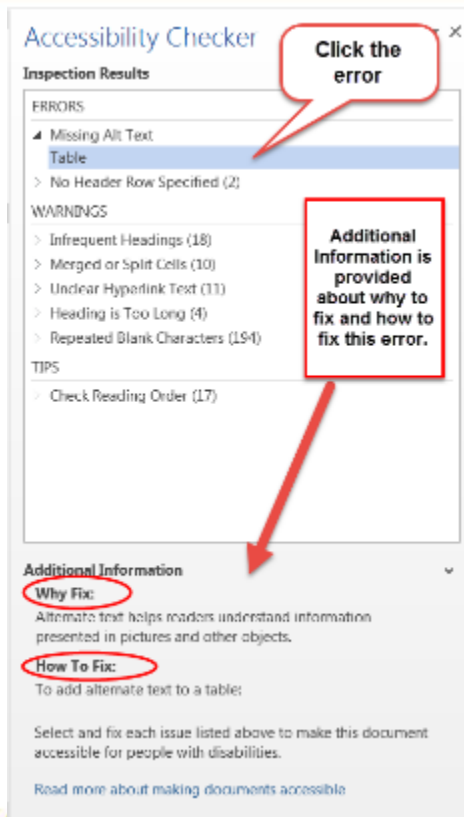
Save your document as a .docx file.

Go to the **File** tab and click on **Check for Issues**, and select **Check Accessibility**.

The accessibility checker will open in a separate pane and list all accessibility issues with links to each potential problem.

Additional information appears below, instructing you on why this might cause a problem and how to fix the issue.

Finding and Fixing Errors



The screenshot shows the 'Accessibility Checker' interface. It is divided into three main sections: 'ERRORS', 'WARNINGS', and 'TIPS'. Under 'ERRORS', the 'Missing Alt Text' category is expanded, showing a 'Table' with the sub-issue 'No Header Row Specified (2)'. A red callout bubble points to the 'Table' entry with the text 'Click the error'. Below the 'ERRORS' section, there are 'WARNINGS' and 'TIPS' sections. A red callout bubble points to the 'Additional Information' section with the text 'Additional information is provided about why to fix and how to fix this error.' The 'Additional Information' section contains two sub-sections: 'Why Fix:' and 'How To Fix:', both of which are circled in red. The 'Why Fix:' section explains that alternate text helps readers understand information presented in pictures and other objects. The 'How To Fix:' section provides instructions on how to add alternate text to a table. At the bottom of the 'Additional Information' section, there is a link to 'Read more about making documents accessible'.

Accessibility Checker

Inspection Results

ERRORS

- Missing Alt Text
 - Table
 - No Header Row Specified (2)

WARNINGS

- Infrequent Headings (18)
- Merged or Split Cells (10)
- Unclear Hyperlink Text (11)
- Heading is Too Long (4)
- Repeated Blank Characters (194)

TIPS

- Check Reading Order (17)

Additional Information

Why Fix:

Alternate text helps readers understand information presented in pictures and other objects.

How To Fix:

To add alternate text to a table:

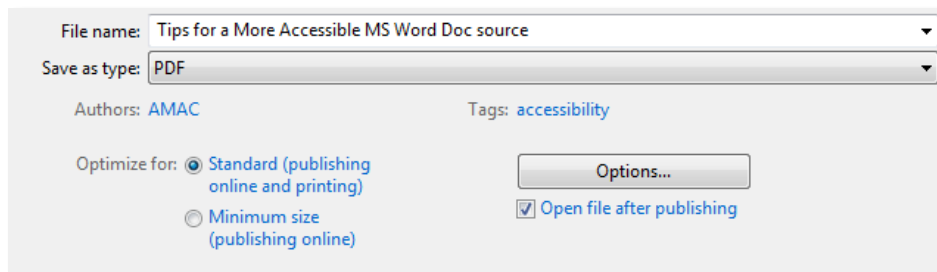
Select and fix each issue listed above to make this document accessible for people with disabilities.

[Read more about making documents accessible](#)

Saving Your File as an Accessible PDF

MS Word 2010 includes the option to Save and Export accessible formatting including headings and alt text when the doc is saved as a PDF.

To export your Word doc to an accessible PDF format, go to **File > Save As >** from the **Save as type** drop down menu choose **PDF** and click on **Options**.

A screenshot of the Microsoft Word 'Save As' dialog box. The 'File name' field contains 'Tips for a More Accessible MS Word Doc source'. The 'Save as type' dropdown menu is set to 'PDF'. The 'Authors' field is 'AMAC' and the 'Tags' field is 'accessibility'. Under 'Optimize for:', the 'Standard (publishing online and printing)' radio button is selected. There is an 'Options...' button and a checked checkbox for 'Open file after publishing'.

File name: Tips for a More Accessible MS Word Doc source

Save as type: PDF

Authors: AMAC Tags: accessibility

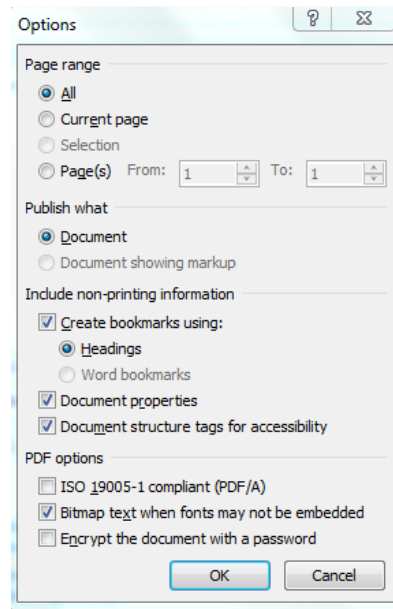
Optimize for: Standard (publishing online and printing)
 Minimum size (publishing online)

Options...
 Open file after publishing

Accessible PDF Options

From the PDF Options menu, under **Include non-printing information**, be sure to check the following options:

- Create bookmarks using Headings
- Document properties
- Document structure tags for accessibility



PDF Accessibility

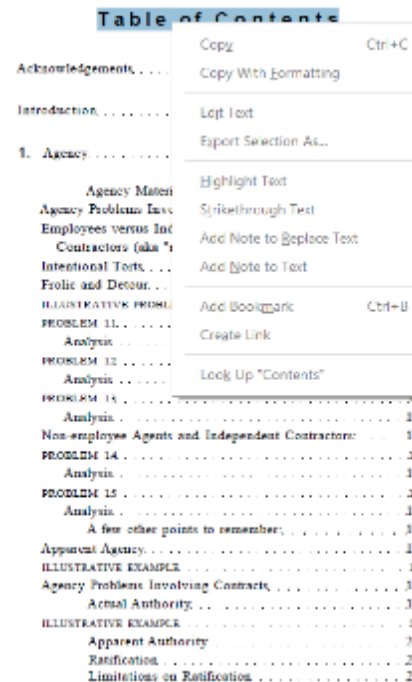
1. Text highlights in proper reading order.
2. Bookmarks provide structure and organization.
3. Pagination is clear and navigable.
4. File size is manageable, under 25 MB is ideal.
5. File names are clear and contain no symbols.
6. Images have alt text descriptions if necessary.
7. Language and metadata are included in properties.



Adding Bookmarks to a PDF

PDFs should have bookmarks to help a user easily navigate to different sections of the file.

Bookmarks can be generated from a Word document with headings, or you can add them directly into your PDF by highlighting text and clicking Control + B or right clicking and choosing “Add Bookmark.”



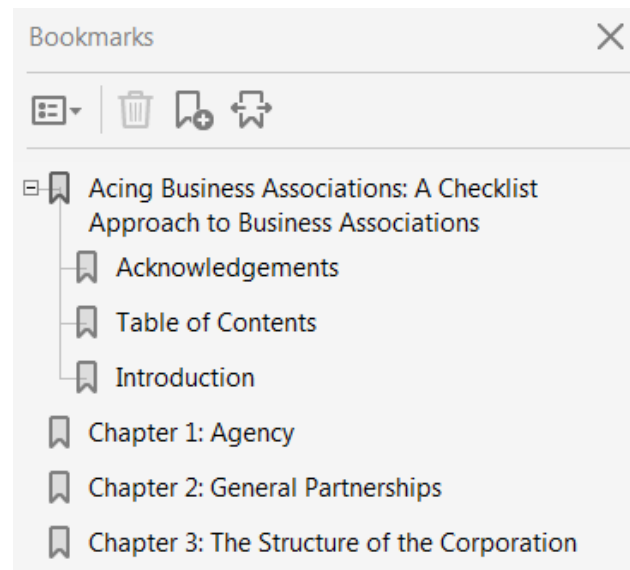
The image shows a screenshot of a PDF document's Table of Contents. A context menu is open over the 'Add Bookmark' option, which is highlighted. The menu includes options like 'Copy', 'Copy With Formatting', 'Left Text', 'Export Section As...', 'Highlight Text', 'Strikethrough Text', 'Add Note to Replace Text', 'Add Note to Text', 'Add Bookmark' (with 'Ctrl+B' shortcut), 'Create Link', and 'Look Up "Contents"'. The Table of Contents itself lists various sections such as 'Acknowledgements', 'Introduction', '1. Agency', 'Agency Matters', 'Agency Problems Involving Employees versus Independent Contractors (aka "Agency Problems Involving Contracts")', 'Intentional Torts', 'Frolic and Detour', 'ILLUSTRATIVE PROBLEM 11', 'PROBLEM 11', 'Analysis', 'PROBLEM 12', 'Analysis', 'PROBLEM 13', 'Analysis', 'Non-employee Agents and Independent Contractors', 'PROBLEM 14', 'Analysis', 'PROBLEM 15', 'Analysis', 'A few other points to remember', 'Apparent Agency', 'ILLUSTRATIVE EXAMPLE', 'Agency Problems Involving Contracts', 'Actual Authority', 'ILLUSTRATIVE EXAMPLE', 'Apparent Authority', 'Ratification', and 'Limitations on Ratification'.

Section	Page
Acknowledgements	...
Introduction	...
1. Agency	...
Agency Matters	...
Agency Problems Involving Employees versus Independent Contractors (aka "Agency Problems Involving Contracts")	...
Intentional Torts	...
Frolic and Detour	...
ILLUSTRATIVE PROBLEM 11	...
PROBLEM 11	...
Analysis	...
PROBLEM 12	...
Analysis	...
PROBLEM 13	...
Analysis	...
Non-employee Agents and Independent Contractors	12
PROBLEM 14	13
Analysis	14
PROBLEM 15	15
Analysis	16
A few other points to remember	16
Apparent Agency	16
ILLUSTRATIVE EXAMPLE	18
Agency Problems Involving Contracts	19
Actual Authority	19
ILLUSTRATIVE EXAMPLE	20
Apparent Authority	20
Ratification	21
Limitations on Ratification	21

Bookmark Hierarchy

Bookmarks can have different hierarchies for organizational purposes.

To adjust the hierarchy of your bookmarks, drag them up and under the “parent bookmark” so they appear indented.



Reducing PDF File Size

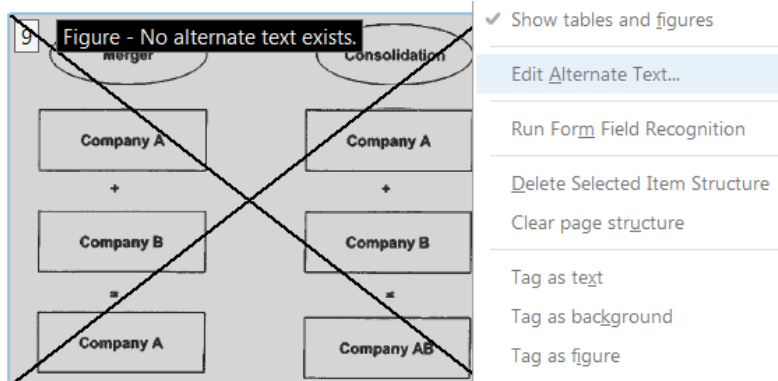


To reduce a PDF's file size you can try either of the following methods:

1. Save your PDF as a reduced file size. Go to FILE, select "Save As Other", and select "Reduced Size PDF." When prompted to select Acrobat Version Compatibility, select "Acrobat 9.0 or later" from the dropdown menu.
2. Split the file into smaller sections, naming each section clearly.

Adding Alt Text to PDF Files

To add alt text descriptions to images in a PDF file, it's easiest to turn on T.U.R.O. in the Accessibility Tools, which stands for "Touch Up Reading Order." This highlights all figures for you, and you can then right click on the ones needing descriptions and select "Edit Alternative Text."



Inaccessible PDF Forms

VESSEL INFORMATION														THIS VESSEL KEPT IN WHICH GA COUNTY: _____													
THIS VESSEL IS: <input type="checkbox"/> New <input type="checkbox"/> Used														EXPIRATION DATE				BOAT MANUFACTURER				YEAR BUILT					
GA REGISTRATION NUMBER (EX. GA1234ZZ)														M ___ D ___ Y _____				BOAT MODEL									
GA _____														OUT-OF-STATE REGISTRATION NUMBER				BOAT LENGTH									
1 2 3 4 5 6 7 8 9 10 11 12 13 14																		___ FEET ___ INCHES									
VESSEL EQUIPPED WITH MARINE TOILET? <input type="checkbox"/> Yes <input type="checkbox"/> No														MARINE TOILET CERTIFICATE NUMBER				MANUFACTURE SOURCE (Check One)									
														<input type="checkbox"/> Factory Built <input type="checkbox"/> Rebuilt <input type="checkbox"/> Home Built													
HULL MATERIAL (Check One)				ENGINE DRIVE TYPE (Check One)				FUEL (Check One)				VESSEL TYPE (Check One)				OPERATION (Check One)				PROPULSION TYPE (Check One)							
<input type="checkbox"/> Aluminum <input type="checkbox"/> Steel <input type="checkbox"/> Wood <input type="checkbox"/> Fiberglass <input type="checkbox"/> Rubber / Vinyl / Canvas <input type="checkbox"/> Plastic <input type="checkbox"/> Other				<input type="checkbox"/> Inboard <input type="checkbox"/> Outboard <input type="checkbox"/> Stern Drive <input type="checkbox"/> Pod Drive <input type="checkbox"/> Other				<input type="checkbox"/> Gas <input type="checkbox"/> Diesel <input type="checkbox"/> Electric <input type="checkbox"/> Other				<input type="checkbox"/> Open Motorboat <input type="checkbox"/> Cabin Motorboat <input type="checkbox"/> Houseboat <input type="checkbox"/> Pontoon Boat <input type="checkbox"/> Personal Watercraft <input type="checkbox"/> Air Boat <input type="checkbox"/> Inflatable Boat <input type="checkbox"/> Rowboat (no motor) <input type="checkbox"/> Paddleboat (no motor)				<input type="checkbox"/> Auxiliary Sail <input type="checkbox"/> Sail Only <input type="checkbox"/> Other				<input type="checkbox"/> Pleasure <input type="checkbox"/> Rent or Lease <input type="checkbox"/> Dealer/Mfg. Demo <input type="checkbox"/> Charter Fishing <input type="checkbox"/> Commercial Fishing <input type="checkbox"/> Commercial <input type="checkbox"/> Passenger Carrying <input type="checkbox"/> Other Commercial Operation				<input type="checkbox"/> Propeller <input type="checkbox"/> Sail <input type="checkbox"/> Water Jet <input type="checkbox"/> Air Thrust <input type="checkbox"/> Manual <input type="checkbox"/> Other			
VESSEL PURCHASED FROM (not required for Renewal Registration or Request for Duplicate Decals/Registration Card)																											
LAST				FIRST				M				DATE OF PURCHASE				HOME PHONE											
												M ___ D ___ Y _____				() _____											
STREET or PO BOX										CITY				STATE		ZIP		STATE PURCHASED FROM									
USCG DOCUMENTATION # (Include Copy of Document)										FIRST LIEN HOLDER				DATE OF LIEN													
DO-														M ___ D ___ Y _____													

This Vessel Registration Application would be very confusing for someone using a screen reader to navigate and edit. It could be remediated, but each check box would need to be individually formatted with alt text descriptions.

Accessible HTML Forms



GEORGIA DEPARTMENT OF NATURAL RESOURCES
APPLICATION FOR EMPLOYMENT
An Equal Opportunity Employer

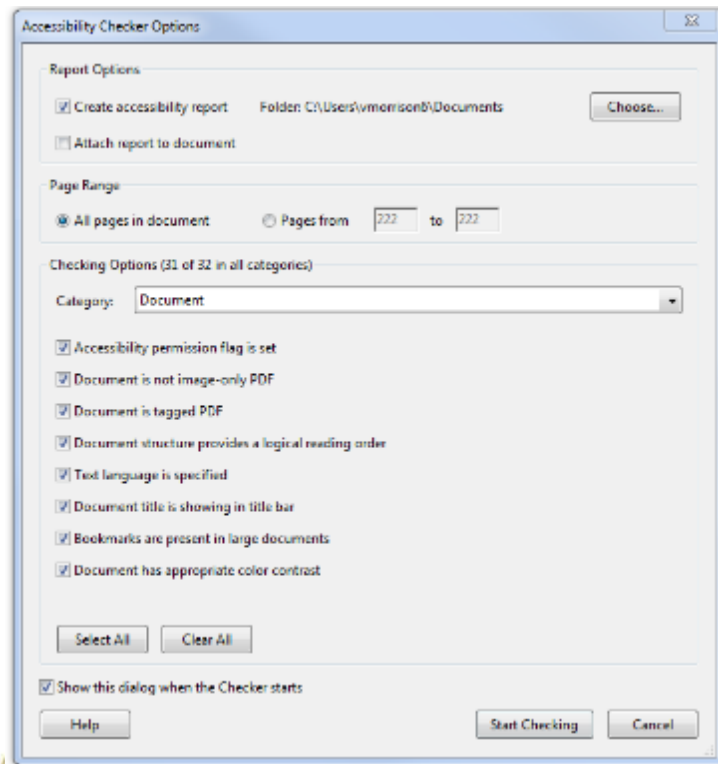
EDUCATION:

High School Graduate or Equivalent (GED)? <input type="checkbox"/> Yes <input type="checkbox"/> No							
College / Technical School				Program			
Institution	City/State	Major	Hours	Minor	Hours	Type of Degree	Date Degree Completed
							/
							/
							/
							/

The PDF form above could easily be rendered as a table in HTML format, keeping the same content and format, and it would be easier for a person using a screen reader to navigate and edit. **Employment forms** would be a top priority in conversion, followed by forms on **frequently visited pages**, and landing or **home pages**.

Accessibility Report

You can also generate an Accessibility Report in the Accessibility Tools options. Click on “Full Check” to open a list of things you’d like your check to include, such as figures missing alt text, missing bookmarks, errors in reading order, color contrast, not having a language selected, etc.



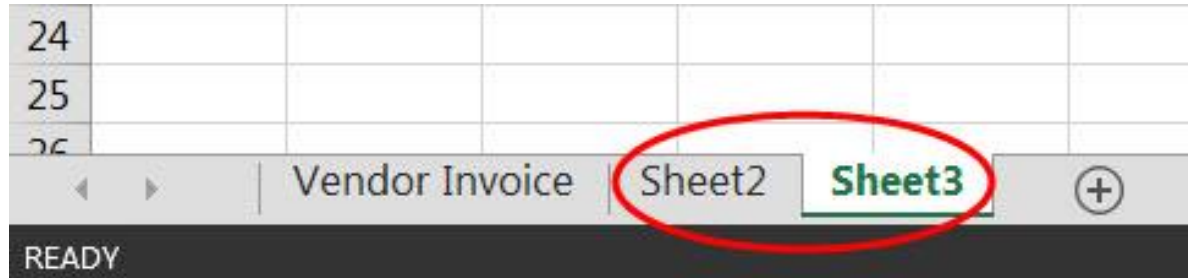
Excel Accessibility

1. Consider design and formatting in terms of clarity.
2. Each sheet tab should have its own unique name.
3. If content is in table format, include clear column and row headings whenever possible.
4. Do not merge cells or leave table cells blank.
5. Bulleted and numbered lists are created properly.
6. Graphics, smart art, charts, shapes, and tables are described with alternate text descriptions.



Unique Names for Each Sheet

Each Excel sheet should have its own unique name for easy navigation. In addition, all empty sheet tabs should be deleted to avoid confusion.



Structural Alt Text for Tables

In addition to adding alt text descriptions for any images or visual content, consider adding structural alt text to summarize your table contents. This gives someone a chance to hear what the table contains before listening to all the data.

Example:

Table 10.1 is titled Physical Properties of the Giant Planets. It has 5 columns and 13 rows. The column headings are Physical Property, Jupiter, Saturn, Uranus, and Neptune.

*Please note that because the first column heading was left blank, we filled it in so that the table would make more sense.

TABLE 10.1 Physical Properties of the Giant Planets

	Jupiter	Saturn	Uranus	Neptune
Orbital semimajor axis (AU)	5.20	9.6	19.2	30
Orbital period (Earth years)	11.9	29.5	84.0	164.8
Orbital velocity (km/s)	13.1	9.7	6.8	5.4
Mass ($M_{\text{Earth}} = 1$)	317.8	95	14.5	17.1
Equatorial radius (km)	71,490	60,270	25,560	24,300
Equatorial radius ($R_{\text{Earth}} = 1$)	11.2	9.5	4.0	3.8
Oblateness	0.065	0.098	0.023	0.017
Density (water = 1)	1.33	0.69	1.27	1.64
Rotation period (hours)	9.9	10.7	17.2	16.0
Tilt (degrees)	3.13	26.7	97.8	28.3
Surface gravity (relative to Earth's)	2.53	1.07	0.89	1.14
Escape speed (km/s)	59.5	35.5	21.3	23.5

Accessibility Checker in Excel



Use the Accessibility Checker in Microsoft Excel, just as you would in Microsoft Word. Go to File, then click on Check Issues, and then Check Accessibility to run a quick report listing issues you need to fix.

PowerPoint Accessibility

1. Consider design and formatting in terms of clarity.
2. Add content by using accessible Templates and Layouts.
3. Slide titles are unique, descriptive, and in a logical order.
4. Select proper reading order for objects on each slide
5. Text is accessible to screen reading software in outline view.
6. Extra white space is eliminated in outline view.
7. Bulleted and numbered lists are created properly.
8. Graphics are described with alternate text descriptions.



Clear Design and Format



Fonts - use a readable font in a large enough size that your presentation will be seen throughout the room.

Backgrounds - Always place text on a plain or solid background.

Inserting a **background image** allows you to include graphics that are not read aloud by screen reading software. For example, the AMAC logo above is simply a background image.

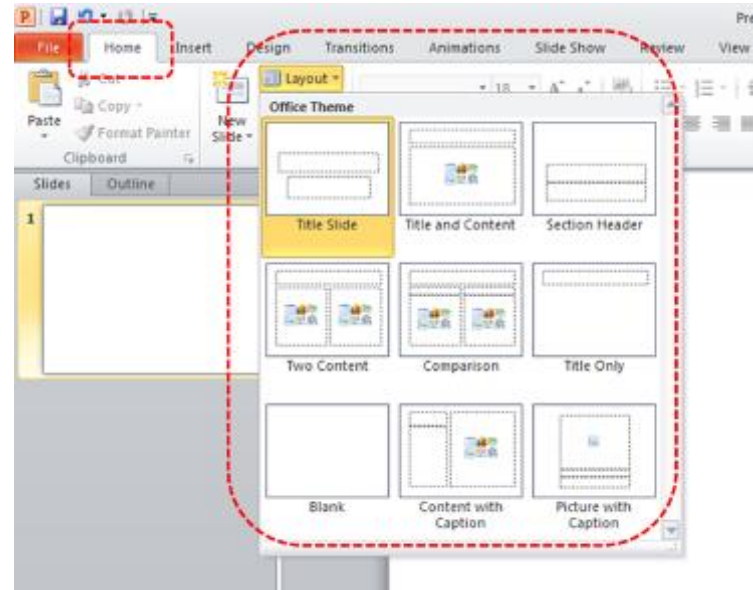
Colors and contrast - text color should provide enough contrast with background color that people can easily read it. Readers with low vision read yellow font on a black background most easily.

- **Layout** - use a standard layout template with text placeholders. This will help with logical reading order and make sure that all of your content will be accessible.

Templates and Layouts

Use PowerPoint's built-in templates, not the text boxes which can be inaccessible to screen readers.

- Go to Home Ribbon
- Click on Layout
- Right clicking on the slide pulls up layout options, as well.



Unique and Descriptive Slide Titles

Give each slide a unique title

- Aids in navigation
- Clarifies your presentation
- Organizes your ideas
- Helps your audience focus

Selecting Reading Order

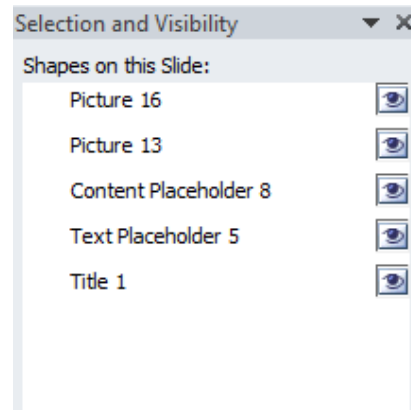
Go to menu item: **Home**

In the **Editing** section, select **Select > Selection Pane...**

In the **Selection** pane, all the elements on the slide are listed in reverse order. In other words, the tab order of objects begins at the bottom of the list and tabs upwards.

Elements can be re-ordered using the arrows at the bottom of the Selection and Visibility pane.

Note how many objects are in this example screenshot. It would be more accessible if the slide were simplified and streamlined with fewer objects if possible.

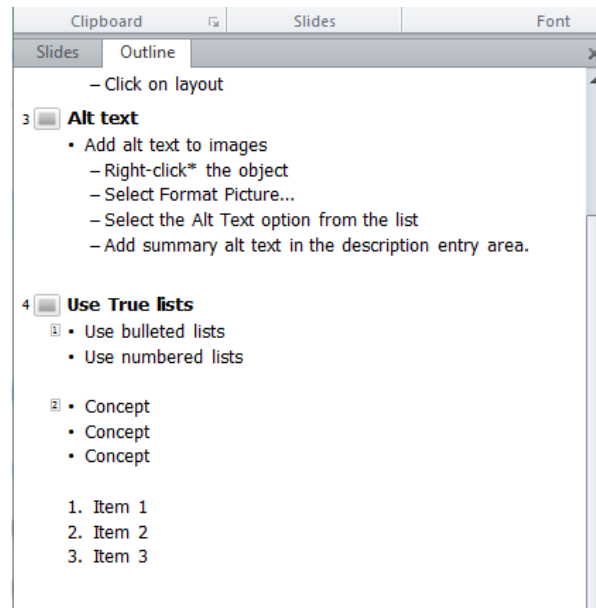


Outline View

Check that text appears in the Outline View (**View tab>Outline View**)

If accessible templates and proper content placeholders have been used, the text will be viewable in the outline view. If text boxes were used on the slides, screen reading software might skip this text.

Delete extra hard line breaks in the outline view when possible. These will be read as “blank line.”

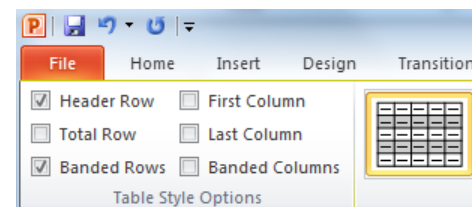


Inserting Tables

To add a table with headings

- Go to menu item: **Insert**
- In the **Tables** section, select the **Tables** icon
- Select the number of rows and columns you would like your table to have
- Select the table and a **Table Tools** menu item should appear
- Go to menu item: **Table Tools > Design**
- In the **Table Style Options** section, select the **Header Row** check box
- *Note:* Whenever possible, keep tables simple with just 1 row of headings.
- Add a brief description before table if possible, to give an overview of data.

ID	Institution	Type	Eligible
24	Emory	Post-doctorate	yes
77	UGA	Undergraduate	yes
82	Georgia Tech	Undergraduate	yes



Select Lists Styles

Create bulleted and numbered lists with the built-in list tools.

The Home tab has drop down menus where you can easily create lists and adjust their hierarchy.

Avoid creating a list with icons or graphics as bullets.

Considering Graphics



If most of your images are decorative, can you combine them into one?

If your slide contains an animation, can you include a text description that sums up the main content?

Do your graphics appear crisp and legible?

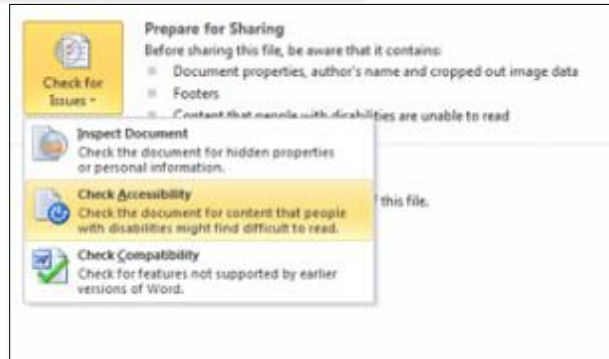
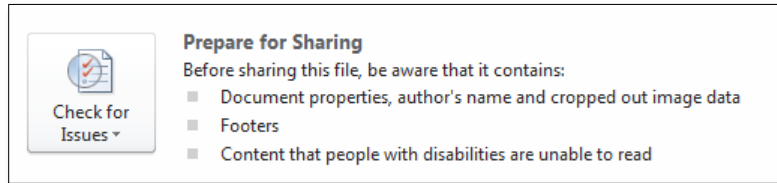
Can your information be conveyed in a different format either instead or *in addition* to your graphic?

To determine the alt text to add, determine the purpose and meaning of the image and write a brief text equivalent.

Using the Accessibility Checker

To access the Accessibility Checker, go to the File tab and click **Check for Issues**

From the drop down menu, select **Check Accessibility**



Save Your Presentation as an Accessible PDF



MS PowerPoint 2010 and 2013 include the option to Save and Export accessible formatting, including alt text when the ppt is saved as a PDF. To export your file to an accessible PDF format, go to File > Save As >

from the **Save as type** drop down menu choose **PDF** and click on **Options**.

Under Include Non-Printing Information, be sure to check:

- Document properties
- Document structure tags for accessibility

If Adobe Acrobat PDF Maker is installed, choose Save as Adobe PDF. An important advantage to exporting with Adobe PDF Maker – slide titles will export as Bookmarks in the PDF.

Captioning Services



Students may request live or remote captioning through Disability Services.

In addition, captioning is required for all video content in a classroom or posted online.

All videos should be transcribed accurately, with all visuals described, including all sound effects and speaker identification.

YouTube captioning does work, but it must be edited. You can extract the YouTube transcript and edit it, or write a transcript yourself.

Audio Description



Audio description refers to an additional narration track intended primarily (but not only) for visually impaired consumers of visual media. Options include the following:

1. Provide a separate audio track which contains a brief description that can be selected by the viewer (ie. Netflix).
2. Create a separate video with extended description merged into the original audio track. This extends the length of the video and provides more detail (ie. what AMAC provides)
3. Provide a script that includes a transcript of all audio plus description of what is onscreen.
4. Avoid the need for audio description by describing all visual information in the original video.

Accessibility Checklists

You can find helpful **508 Checklists** for various file types on the [U.S. Department of Health and Human Services website](http://www.hhs.gov/web/section-508/making-files-accessible/checklist) (www.hhs.gov/web/section-508/making-files-accessible/checklist).



Checklist: **PDF File**



Checklist: **Word Document**



Checklist: **Excel Document**



Checklist: **PowerPoint Document**



Checklist: **HTML File**



Checklist: **Multimedia File**

AMAC Accessibility Memberships



AMAC accessibility services can be accessed by becoming an AMAC member.

We offer a range of membership levels, each designed to meet the particular accessibility needs of different types of organizations.

Membership Levels

There are five AMAC Accessibility membership levels:

The [Basic](#) and [Deluxe](#) memberships are designed for post-secondary institutions.

The [Corporate, Government, and Non-Profit \(CGN\)](#) memberships are designed to support companies and organizations in their efforts to accommodate employees, clients, and customers with disabilities.

The Georgia Board of Regents (BOR) post-secondary membership is designed specifically for institutions, departments and affiliates within the University System of Georgia.

The [Assistive Technology \(AT\)](#) membership is designed for individuals who are not part of an organization and only require AT evaluation services.

Feel free to visit our [membership website](#) for more information or contact Sam Evans, our Accounts Manager, at sam.evans@amac.gatech.edu or 404-894-8683.

AMAC's Accessibility MOOC



About this course:

In this introductory course, learn how to measure an organization's ICT accessibility and assess the importance of maintaining an inclusive workplace for both employees and customers with disabilities. This self-paced course consists of six modules detailing some of the primary ICT accessibility obstacles facing organizations today. Each module is taught by a subject matter expert – through content-rich videos, activities, and discussion forums.

What you'll learn

- Foundations of ICT accessibility.
- Principles of accessible ICT design.
- Identify the uses of assistive technology.
- Create accessible documents and multimedia.
- Evaluate and repair websites for accessibility.
- Identify components of ICT accessibility operations.



Title: [ICT100X Information and Communication Technology \(ICT\) Accessibility MOOC](https://www.edx.org/course/information-communication-technology-ict-ict100x)

Link: <https://www.edx.org/course/information-communication-technology-ict-ict100x>

AccessGA represents a joint initiative of the Georgia ADA Coordinator's Office, AMAC, and GTA. The objective is to support Georgia's state agencies with ICT accessibility, and promote equal and timely access for employees and customers with a wide range of disabilities.

AccessGA Offerings



Webinar Offerings

Technical Assistance and Hands-On Training

Monthly Newsletters

Up-to-Date Wiki of ICT Accessibility Resources and Information

Web Accessibility Audits

Procurement and VPATs



Contact Information



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What Have You Learned

Janet Sylvia, AMAC

Coordinator - Web Accessibility Group (WAG) for Higher Education

Name one accessibility requirement you can implement this week



Challenge

Be an Accessibility Champion

- Become the voice of accessibility on project teams, committees, etc.





How AMAC Can Help

Janet Sylvia, AMAC

Coordinator - Web Accessibility Group (WAG) for Higher Education

WAG, an AMAC Initiative

- Bring together individuals seeking to comply with web accessibility laws, guidelines and best practices in higher education (and beyond)

Benefits

- Listserv
- WAG Meetings
- *Special Events*
- Spotlight
- Website

- **Thursday December 9, 2017 from 9:00am – 10:00am**
- **Follow-up Assistance**
- **Q/A and Discussion**
- **Login Link will be sent to today's participants**



Questions?, Part 4



Contact Information

Janet Sylvia, AMAC

WAG Coordinator

Questions or Join WAG Listserv

wag@amac.gatech.edu

Thanks for joining us today!