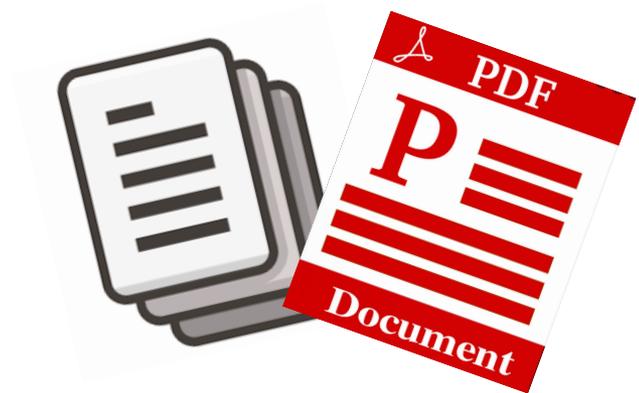


MORE THAN REMOTE LEARNING

Unit 8: Part 2 – Text Documents



Quality Matters Standard 8

Course Design with a Commitment to Accessibility and Usability

- This workshop focuses on the accessibility of text used in the course:
 - This includes documents and files attached in the course, or any text displayed directly on the course's content pages.
 - We are going to take a look on how to properly design text files (Word, PDF, etc.) and course content pages so that they use proper layout and are readable by automated screen readers.



Accessibility is the Law

- Rehabilitation Act of 1973
 - requires access to programs and activities that are funded by Federal agencies and to Federal employment
- Americans with Disabilities Act (1990)
 - guarantees that people with disabilities have the same opportunities as everyone else
- Section 508 (1998)
 - Amendment to the Rehabilitation Act of 1973
 - Requires that electronic and information technology that is developed or purchased by federal agencies, be accessible by people with disabilities
 - Established binding, enforceable standards
 - Provided complaint procedure & reporting standards

Course Content

In Syllabus or START HERE area:

If you are a student who needs accommodations due to a disability, you must first register with the Office of Disability Services and present appropriate documentation.

Next, notify the instructor as soon as possible if you need any special course adaptations or accommodations because of a documented disability.

For specific information pertaining to ADA accommodation please contact the Office of Disability Services (ODS) at 513-569-1775 (phone) or 513-559-1527 (tty), or visit online at [Students with Disabilities](#).

3 PTS. ESSENTIAL!

Quality Matters Standard 8

Specific Standard 8.3

- The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

Quality Matters Standard 8

Specific Standard 8.3

- Text and images used in the course are accessible to all learners.
- The use of Universal Design for Learning (UDL) guidelines regarding text and images reduces barriers to access so all learners can interact with course content. The international Web Content Accessibility Guidelines (WCAG) provide additional guidance for achieving accessibility.
- **The Specific Review Standard is met if the equivalent textual representations for images are located or linked within the course.** The course provides alternatives to all images so that all learners have access to equivalent information. In instances in which alternative formats are provided, the general accuracy of the alternate content is verified.

Quality Matters Standard 8

Specific Standard 8.3

- If a course or website is fully accessible, most learners will be able to access content, complete activities, and interact with others without the need for accommodations.
- If a course or website has barriers to accessibility, learners with disabilities will require accommodations to access content, complete activities, and interact with others. *Reviewers, look for evidence of accessible design, not for availability of accommodations.*
- Consider the abilities of all learners when you review the course. The review team is expected to determine the accessibility of all text and image content in the course. A strategy for accomplishing the review is to divide the review of text and image content and learning activities among the review team members. Another strategy is to review for accessibility of text and images as part of the review of other Specific Review Standards.

Quality Matters Standard 8

Specific Standard 8.3

This Specific Review Standard is met if the text and images presented in the course use accessibility principles in their design.

Examples include:

1. Images and graphs are described via an alt-tag, long description, or audio description.
2. All tables are set up as text and not embedded as images. They are not presented as screen captures.
3. Tables are set up with headings for columns and rows and are used only for summarizing data, not for formatting. Tables have captions, alt-text or alt-tags, and are formatted so that headings repeat.
4. Document or HTML titles, headings, etc., are formatted using styles (Heading 1, Heading 2, etc.) found in the word processing software (such as Word) style gallery; they do not merely utilize a larger or bold or italic font.
5. PDFs that contain text are not merely image scans; any text contained in PDFs is selectable and searchable.
6. Text colors alone are not relied on to convey meaning. The meaning is also conveyed in another way that does not require perceiving different colors.
7. Underlined text is avoided unless used for navigation.

Assistive Technology

Screen readers

Screen magnifiers

Scan/read software

Alternative input devices



Alternative formats:

Braille, Large Print, Digital Text, Audio

Documents

Serif / Sans Serif

Save from Word to .pdf (don't scan as an image).

Use style settings:



Tables have descriptive headings:

| Toy Breeds | Terriers | Working Dogs | Sporting Dog |
|-------------------|-----------------|---------------------|------------------------|
| Affenpinscher | Airedale | Akita | American Water Spaniel |

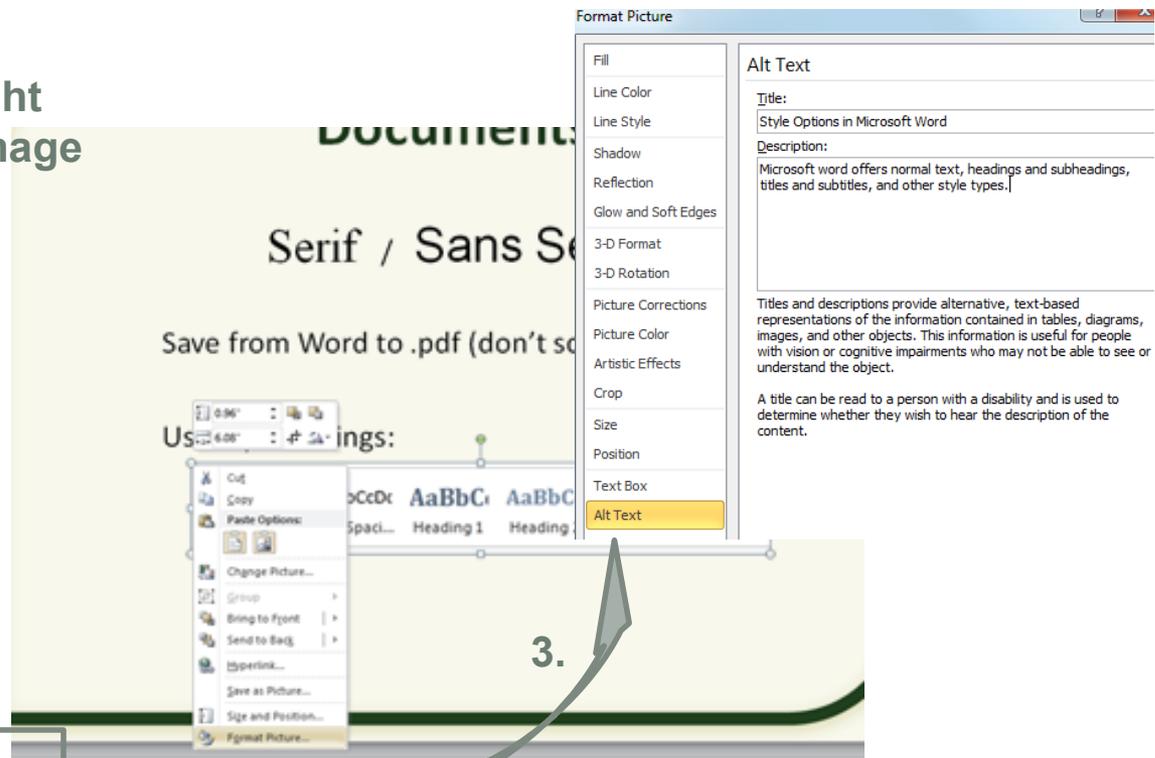
Documents

Add ALT Tag in Microsoft Office:

1. Right Click Image

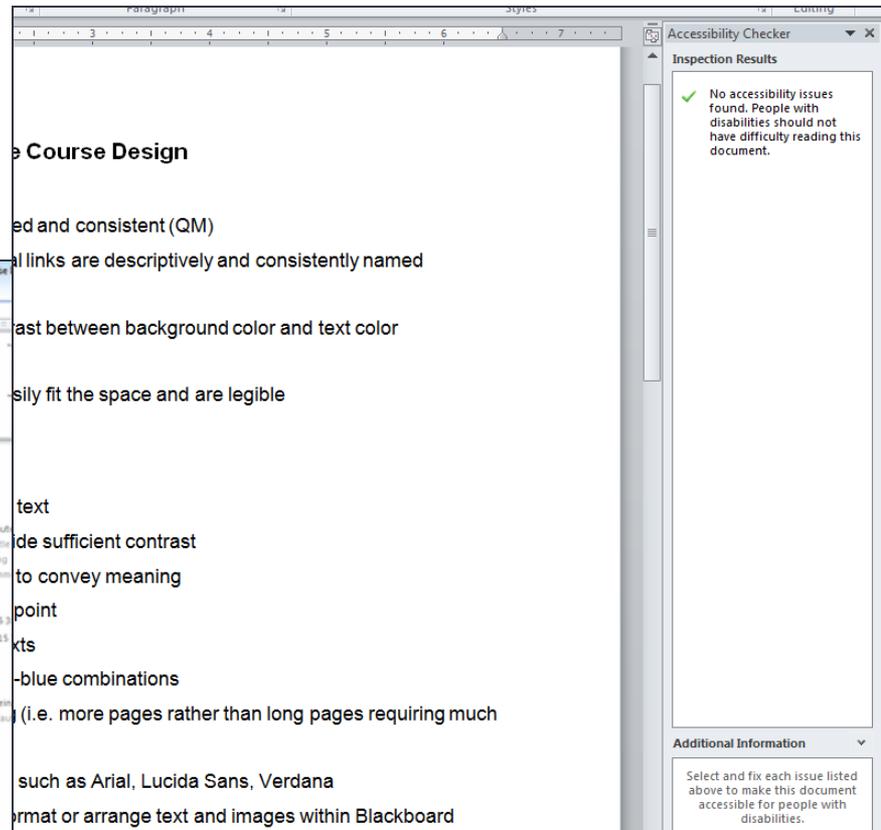
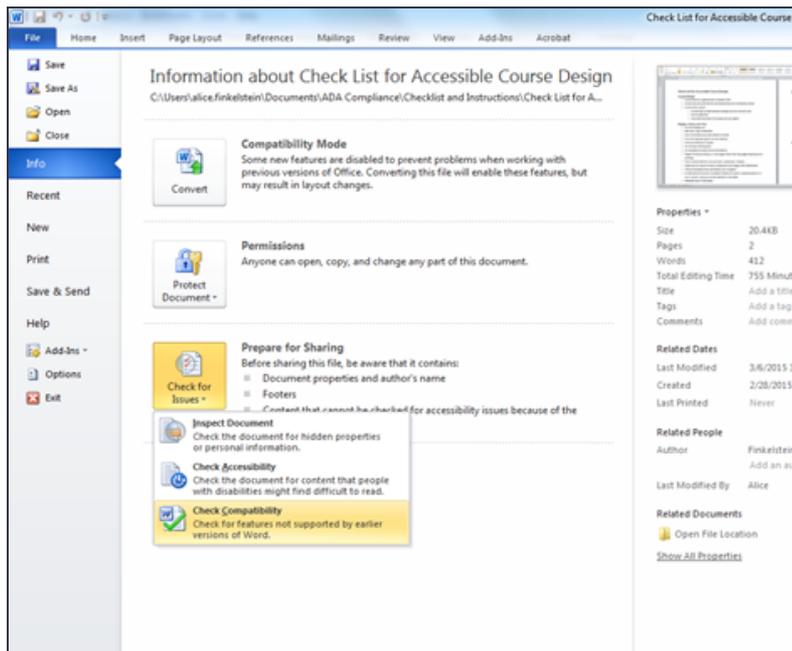
2. Format Picture

3.



Documents

File > Info > Prepare for Sharing



Course Design

ed and consistent (QM)

all links are descriptively and consistently named

ast between background color and text color

sily fit the space and are legible

text

ide sufficient contrast

to convey meaning

point

xts

-blue combinations

(i.e. more pages rather than long pages requiring much

such as Arial, Lucida Sans, Verdana

ormat or arrange text and images within Blackboard

Save a Word Document in Accessible Format (Optional: Save as PDF)

Step 1: Format document:

- Use appropriate heading styles (Home Tab, Styles Group) – modify styles as needed (right-click on heading style>Modify).
- Add alt-text on all images (Right-click on image>Edit Alt Text>Write a detailed image description).
- Ensure that all tables have heading rows (Select Table>Layout Tab>Repeat Header Rows).

Step 2: Run the Accessibility Checker

Step 3: (Optional) Preserve Accessibility when saving as a pdf

(File>Save As>Change File Type to PDF>Click More options>Click Options>Ensure “Document Structure Tags for Accessibility” is Checked off>Click Ok>Save).

Running the Accessibility Checker on Recent Macintosh Versions of Word:

Complete the following steps to run the Word Accessibility Checker:

1. **Open** the Word document.
2. Select the **Review** tab and click the **Check Accessibility** button.



Check List for Accessible Course Design

Check List for Accessible Course Design

Course Design

- Course layout is organized and consistent (QM)
- Course links and external links are descriptively and consistently named
- Course Menu buttons
 - provide high contrast between background color and text color
 - are not patterned
 - have titles that easily fit the space and are legible

Display, Colors, and Text

- No color background
- Dark color, high contrast text
- Color combinations provide sufficient contrast
- Font colors are not used to convey meaning
- Font is a minimum of 12 point
- No moving or blinking texts
- No red-green and yellow-blue combinations
- Pages minimize scrolling (i.e. more pages rather than long pages requiring much scrolling)
- Text is a Sans Serif font, such as Arial, Lucida Sans, Verdana
- Tables are not used to format or arrange text and images within Blackboard
- Title text facilitates frame identification and navigation
- An alternative text format is available if tables are used for organizing items in a row or column, such as a course calendar or due dates
- Adequate use of white space

Course Content

- Syllabus includes Accessibility Statement for students
- Content is organized to provide easiest access to materials

Adapted from Cuyahoga Community College (2010) Blackboard Accessibility Checklist

- *ideally*, linked directly from unit or weekly folder.
- Grade Center columns are displayed in a relevant, coherent order
- Provisions are made to extend assessment and exam times, as needed

Documents

- Font is
 - minimum of 12-point
 - sans serif
 - high contrast
- Documents are provided in both text format (.doc, .docx, .rtf) AND .pdf format
- Documents retain the .doc or .rtf extension, rather than "link to file"
- Headings utilize correct style format
- Images include alt tags
- Tables include identifying headers
- Tables are not used to format or arrange text and images
- Summaries are provided for data tables

Images & Multimedia

- ALT tags are provided for all images descriptive of the context of the image in relation to the course
- If images do not have meaning in the course (i.e. decorative images), explain in the ALT tag field.
- If images are used in assessments, a description of image is included in the question or answer text
- Audio description is provided for video content, when visual information is integral to understanding action
- All videos are closed-captioned
- Transcripts are provided for all video content
- Transcripts are provided for all audio content

Adapted from Cuyahoga Community College (2010) Blackboard Accessibility Checklist

ONLINE LEARNING FACULTY RESOURCES

Rich faculty resources optimize distance education



The Distance Learning faculty and staff at Cincinnati State are highly skilled and competent at distance learning, as well as in their fields of expertise—from computer technology, the humanities, and science to education, engineering technology, and much, much more.

The College provides many best practice resources to enable instructors to design, develop, and deliver high quality distance learning College courses. Instructors also take advantage of one-on-one faculty development opportunities, as well as hands-on technical training. In addition, the College offers a variety of online services, multimedia training, and conferences related to distance education.

What's more, a team of Cincinnati State specialists in instructional design and development work closely with faculty and staff to ensure that the College's online courses meet student and community needs and enhance the learning experience.

Office of Online Learning Newsletter Archives

- [January 6, 2022](#)
- [December 2, 2021](#)
- [November 4, 2021](#)
- [October 21, 2021](#)
- [October 7, 2021](#)

Online Course-building Support

Cincinnati State is a Quality Matters Institution

Cincinnati State is committed to implementing the Quality Matters standards for the design of [online and/or hybrid] courses, and is systematically building and evaluating our courses based on these rigorous, research-supported standards. The Quality Matters standards assure that the online components of these courses promote learner engagement and provide students with all the tools and information they need to be successful learners.

Quality Matters at Cincinnati State Videos

- [Quality Matters Intro Video](#)
- [QM Standard 3 Review Session – Assessment and Measurement](#)
- [QM Standard 4 Review Session – Instructional Materials](#)
- [QM Standard 5 and 6 Review Session – Learner Interactions and Course Technology](#)

Quality Matters at Cincinnati Slides

- [QM Module 1 Overview Intro](#)
- [QM Module 2 Objectives](#)
- [QM Module 3 Assessment](#)
- [QM Module 4 Instruction Materials](#)
- [QM Module 5 Learner Activities Interactions](#)
- [QM Module 6 Course Technology](#)

<https://www.cincinnati.state.edu/online-learning-faculty-resources/>