



# ATI Services and Support

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# Guide to Creating Accessible Electronic Materials



This JIT training resource provides faculty/staff with step-by-step instructions on ensuring that their electronic documents/videos are accessible to individuals with disabilities.

<http://ati.gmu.edu/wp-content/uploads/Guide-to-Creating-Accessible-Electronic-Materials-7-MB-pdf.pdf>

Updated Office and Adobe files can be found:

<http://ncdae.org/resources/cheatsheets/>

# Request Services Form

This form is to request accessible text, accessible media (captioning/ODS/CDE/Learning Services referrals), request technology referrals, please complete the [Contact Us Form](#).

## ATI Services

Required Field\*

Name \*

Email \*

Phone Number

Mason Affiliation \*

Reason for Request \*

Please Select

- Please Select
- Captioning/Audio Description
- Document Accessibility Review
- ODS/CDE Technology Referral
- Learning Services Referral
- Mason Website/Application Accessibility Review
- Course Accessibility Review/Audit
- Report an Access Barrier (physical and/or technology)

# ATI Services

We provide:

- Accessible Text (for our students registered with DS) (or we offer a [Free Scanning Stations](#) for anyone)
- FREE Captioning and Audio Description for all Mason
- Website and Application Reviews (Mason specific, applications or teaching tools, etc.)
- Course Accessibility Reviews/Audits
- Document Accessibility Reviews (or)
  - Use our automated usability and conversion process Email: [atidocs@gmu.edu](mailto:atidocs@gmu.edu)
  - CC: yourself
- Assistive Technology Referrals
- Training and Support

# ATI Course Checklist and *Course Evaluation Document*

Includes a review of the following areas:

1. Syllabus and Course Readings
2. LMS Template Design
3. Word
4. PPT
5. PDF
6. Multimedia
7. Supplemental Applications

Includes the following:

- Priority Recommendations and Resources
- Understanding the Review Process (i.e., testing tools used and process)
- Findings

[Other examples: http://www.csus.edu/accessibility/services/checklist.html](http://www.csus.edu/accessibility/services/checklist.html)  
<https://campustechnology.com/articles/2016/03/30/your-course-accessibility-checklist.aspx>

# Baseline Design Considerations for Online Courses

- **Visual:**
  - Provide alternative text descriptions for all meaningful graphics (images, charts, graphs, SmartArt, objects)
  - Provide descriptions for videos where visual content is important to understanding subject matter.
  - Use styles in Office documents, headers to mark-up tables or frames (for websites)
  - Choose applications that support keyboard navigation and are compatible with screen readers
- **Hearing:**
  - Provide captions for all videos
  - For audio, provide transcripts
- **Cognitive, Neurological:**
  - Use consistent navigation, tab order, appropriate language level

# Things that accessibility help provide

- Better design for Mobile Devices
- Keyword searching - SEO (Search Engine Optimization)
- Ability to browse topics
- Intuitive interface
- Content optimized (OCR)
- Quick information retrieval – Structuring the Document
- Good indexing (Metadata)



# Anatomy of an Accessible Document

www

page 1/2

**Heading 1** → Syllabus

**Heading 2** → DL 101 - Introduction to Online Learning


**Heading 3** → Course Information:

- Course Title: Introduction to Online Learning
- CRN: 12345
- Credits: 3
- Term: Winter 2014

**Format lists as proper lists**

**Heading 3** → Instructor Information:

Hello! My name is John Doe, and I'll be your instructor for this course. I've taught this course online for the past two years. Each time I teach it, I learn something new.



**Add Alternative (Alt) text to images**

John Doe  
Instructor

**Heading 3** → Assignments/Assessments:

**Heading 4** → Grading Scale

Grade	Grading Scale by Points	Grading Scale by Percentages
A	202 - 225 +	90 - 100%
B	180 - 201	80 - 89%
C (or P)	157 - 179	70 - 79%
D	135 - 156	60 - 69%
F (or NP)	< 124	< 60%

**Table Column Header**

**Table Row Header**

page 2/2

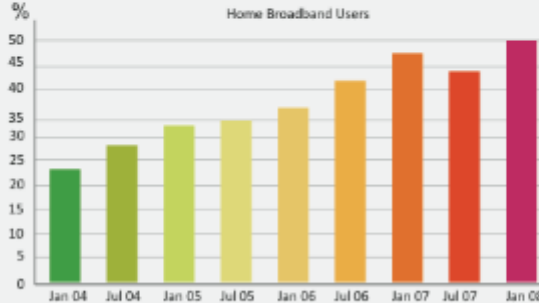
**Write meaningful link texts**

**Heading 3** → Special Accommodations: ←

Students who experience disability-related barriers should contact **Disability Services** ([www.pcc.edu/disability](http://www.pcc.edu/disability)). If students elect to use approved academic adjustments, they must provide in advance formal notification from Disability Services to the instructor.

**Heading 2** → DL 101 - Online Learning Best Practices ←

**Heading 3** → Best Practices when using complex graphics: ←

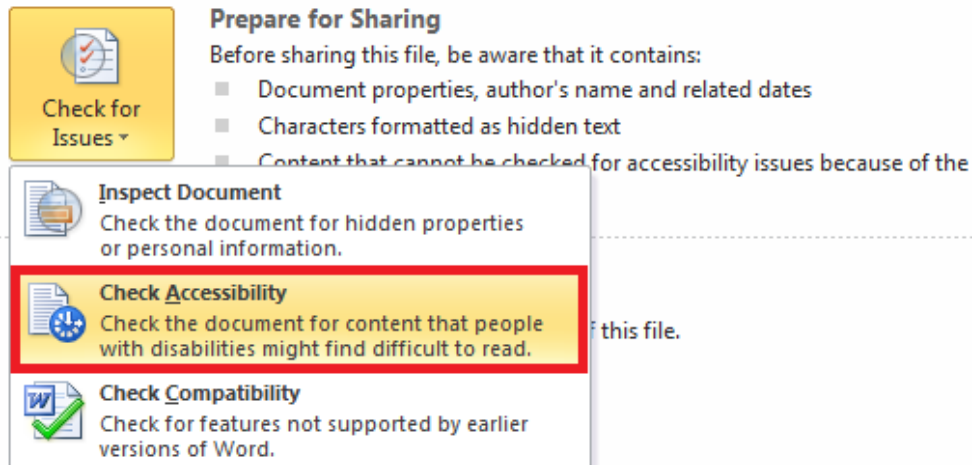


**Table Row Header**

This graph summarize the growth of students using home broadband the period from January 2004 to 2008. The percentage increased from 22% in 2004 to 48% in 2008.

# Microsoft Office Built-In Accessibility Checker

File Menu, “Check for Issues,” and then “Check Accessibility”



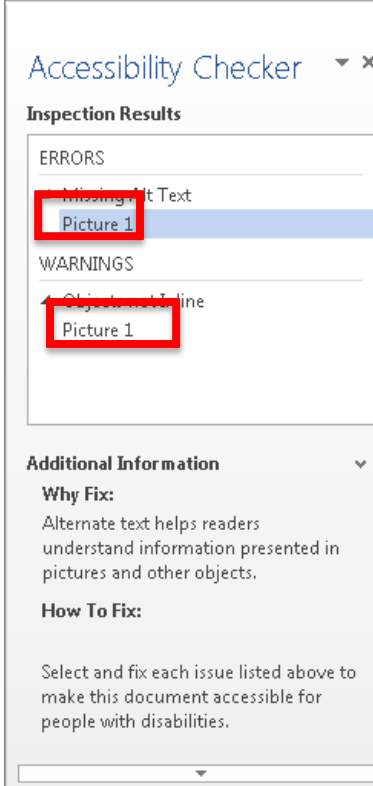
<http://www.microsoft.com/enable/training/office2010/default.aspx>



## Accessibility Checker Task Pane

- Accessibility Checker Rules: **Errors**, **Warnings**, and **Issues**

Additional Info: <https://support.office.com/en-us/article/Check-for-accessibility-issues-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-US&rs=en-US&ad=US>



The screenshot displays the 'Accessibility Checker' task pane. It is divided into three main sections: 'Inspection Results', 'Additional Information', and a scroll bar at the bottom. The 'Inspection Results' section is further divided into 'ERRORS' and 'WARNINGS'. Under 'ERRORS', there is one entry: 'Missing Alt Text' for 'Picture 1', which is highlighted in blue and has a red box around it. Under 'WARNINGS', there is one entry: 'Object has no title' for 'Picture 1', also with a red box around it. The 'Additional Information' section provides instructions on why and how to fix these issues.

**Accessibility Checker** ▾ ×

**Inspection Results**

ERRORS

- Missing Alt Text  
Picture 1

WARNINGS

- Object has no title  
Picture 1

**Additional Information** ▾

**Why Fix:**  
Alternate text helps readers understand information presented in pictures and other objects.

**How To Fix:**  
Select and fix each issue listed above to make this document accessible for people with disabilities.

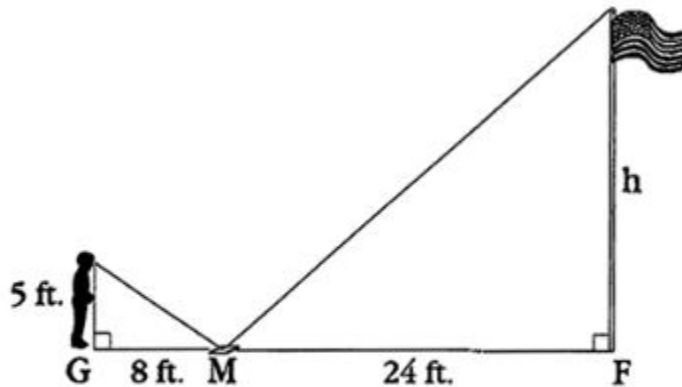
# Alternative Text Examples (STEM)

- NCAM – National Center for Accessible Media
- Great examples of how to provide alternative text descriptions for a number of different types of STEM subject matter (e.g. scatter plots, bar graphs, diagrams, etc.)
- [Effective Practices for Description of Science Content within Digital Talking Books](#)



# NCAM Example #1

## Standard Math Diagram



Caption: Greg is using a mirror to find the height of a flagpole. He places the mirror on the ground at a measured distance from the flagpole, then moves back away from the mirror until he can see the top of the flagpole in the mirror. The diagram shows this method.

## Description:

Greg's feet are at point G.

The mirror is 8 feet to his right at point M.

The base of the flag pole is 24 feet to the right of point M and labeled point F.

The distance from point G, Greg's feet, to his eye is 5 feet. This is the vertical leg of a right triangle. The hypotenuse connects Greg's eye to point M, the mirror on the ground.

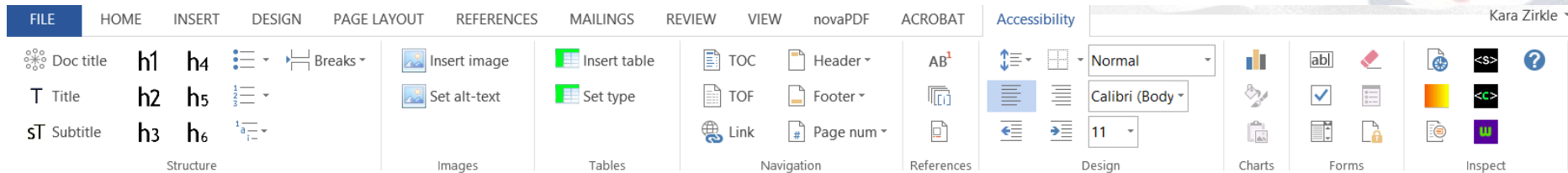
A similar triangle is formed from point M, the mirror, to point F, the base of the flag pole.

The distance from point M to point F is 24 feet.

The height of the flag pole is labeled H. This is the vertical leg of the second right triangle. The hypotenuse connects the top of the flagpole to point M, the mirror on the ground.


# Or just use Document Accessibility Toolbar

- [Vision Australia offers a free tool](#) that works as part of the Microsoft Word Ribbon. Note, this only works in Microsoft Word. We offer ***FREE*** training!



# Adobe Reader Accessibility Features

- There are some helpful accessibility features in the free Adobe PDF reader. For example, any PDF file open in Adobe reader can be read aloud with the "Read Out Loud" option.
- Under the 'View' menu, select 'Read Out Loud', then 'Activate Read Outloud'.
- The Read Out Loud feature of Adobe Reader can be accessed with Keyboard Commands, as listed below.
- - Activate Read Out Loud: Shift + Ctrl + Y
  - Read This Page Only: Shift + Ctrl + V
  - Read To End of Document: Shift + Ctrl + B
  - Pause/Resume: Shift + Ctrl + C
  - Stop: Shift + Ctrl + E

- Rotate View
- Page Navigation
- Page Display
- Zoom
- Comment
- Show/Hide
-  Read Mode      Ctrl+H
-  Full Screen Mode      Ctrl+L
-  Tracker...

[-] [+] 79.2% [Save] [Fit] [Comment] [Text]



## for Section 508 Web, Software and On

**Read Out Loud**

Activate Read Out Loud      Shift+Ctrl+Y

Read This Page Only      Shift+Ctrl+V

Read To End of Document      Shift+Ctrl+B

Pause      Shift+Ctrl+C





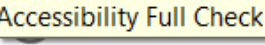




Stop      Shift+Ctrl+E

**Keywords**

**Pass  
xample**

# Adobe Acrobat Pro Accessibility Checker

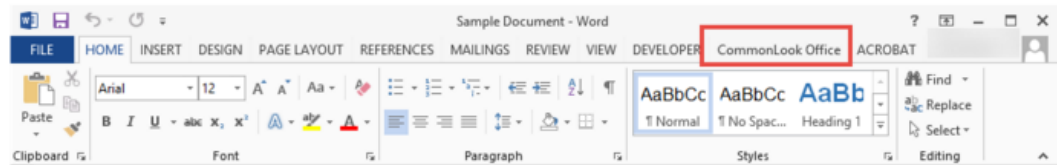
In Adobe Acrobat Pro, you must first reveal the Accessibility Tool pane. If it is not already displayed, select View > Tools > Accessibility from the Adobe Acrobat X Pro menu. The keyboard accelerator is Alt+V+ T + A.

-  Autotag Document
-  Autotag Form Fields
-  Reading Options
-  Full Check
-  Accessibility Full Check report
-  Identify Form Fields
-  Set Alternate Text
-  Setup Assistant
-  Reading Order

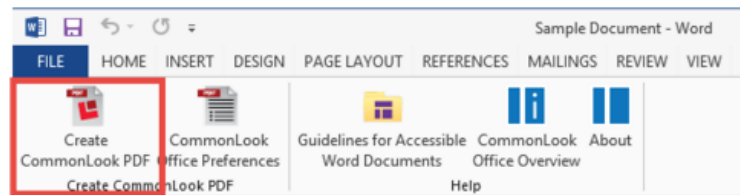
# CommonLook

We offer **FREE** training and Software!

This wizard works best to test documents after they have been created to ensure accessibility is added and then saves as an accessible PDF.



Click **Create CommonLook PDF**.



Choose the standard to which the final PDF document should comply. When the software opens, it will test the document against the standard chosen.





# Library Database Accessibility Check-Up (Annual)

Assistive Technology Initiative  
George Mason University  
Library Database Accessibility Check

Top 20 Accessed Databases at George Mason University  
Completed April 15, 2014

Parent	Title	Main Search Page	Find Results	Access Results	Access HTML	Accessible PDF	Comments
EBSCOhost	Academic Search Complete	Yes	Yes	Yes	Yes	No	
Elsevier	ScienceDirect	Yes	Yes	Yes	Yes	No	Must use links list to get into search field.
ProQuest	Hoover's Company Records	Yes	Yes	Yes	Yes	No	
ProQuest	ABI/INFORM Complete	Yes	Yes	Yes	Yes	No	
ProQuest	ABI/INFORM Global	Yes	Yes	Yes	Yes	No	
ProQuest	Ethnic NewsWatch (ENW)	Yes	Yes	Yes	Yes	No	
ProQuest	Alt-Press Watch (APW)	Yes	Yes	Yes	Yes	No	
EBSCOhost	Criminal Justice Abstracts	Yes	Yes	Yes	No	Yes	
EBSCOhost	CINAHL	Yes	Yes	Yes	Yes	Yes	Links list takes you out to find HTML & PDF
EBSCOhost	Business Source Complete	Yes	Yes	Yes	No	Yes	PDFs were only search option
EBSCOhost	Education Research Complete	Yes	Yes	Yes	No	Yes	PDFs were only search option
EBSCOhost	MasterFILE Premier	Yes	Yes	Yes	Yes	No	
LexisNexis	LexisNexis Academic	Yes	Yes	Yes	Yes	No	No pdf or doc available. only web

*\*\*Tested with Jaws for Windows (screen-reader)*

# Web-based Tools – Library Databases (Full-text HTML, ReadSpeaker)

The screenshot shows a search result page with the following elements:

- At the top, a search bar with a dropdown menu set to "Inglés/Portugués" and a "Translate" button.
- Below the search bar, the title "Providing Access to Engagement in Learning: The Potential of Universal Design for Learning in Museums" and the database name "Education Research Complete" are visible.
- The main article text is displayed with a ReadSpeaker audio player above it. The player includes a "Listen" button, a play/pause icon, a volume icon, and a dropdown menu for "American Accent".
- On the left side, there is a sidebar with a "Contents" section and a list of related articles, including "DESIGNED ENVIRONMENTS AND THE CONCEPT OF DISABILITY" and "WHAT IS UNIVERSAL DESIGN FOR LEARNING?".

Ability to translate text

Downloadable mp3 file

Also available as separate PDF

Built-in text-to-speech capability

Text Highlighting



# Contact Us

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