Student Accessibility Services

Accessibility Guide

UNIVERSITY of SOUTH FLORIDA

Student Success

Student Accessibility Services

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USF Policies and Standards		
Policy Number	**Title**	**Description**
0-108	Disability and Accommodations	The USF Systems policy is to comply fully with the Americans with Disabilities Act of 1990 (ADA) and all federal and state laws assuring accessibility on disability basis. Policy 0-108 covers public accommodations, electronic information and web accessibility, and accessibility requirements for persons with disabilities.
0-007	Diversity and Equal Opportunity: Discrimination and Harassment	Provide an environment free from discrimination and harassment based on age, cultural heritage, disability, genetic information, national origin, pregnancy, race/color, religion, retaliation, shared ancestry, sex, sexual orientation, and gender identity ("Protected Class") as provided by law. Protected Class discrimination, harassment, or retaliation are prohibited.
0-206	Digital Communications	To standardize official USF requirements for creating and distributing all official digital communications regarding brand identity, messaging, promotion, advertising, public relations, and other marketing at USF. This includes digital communications, websites, domain names, web applications, social media accounts, and mobile applications.
10-506	Captioning and Access of Media Used in Course Content	The USF Systems policy provides specific guidance for the use of media in course content. The most effective means of providing equal access to Media in academic programs is through ensuring that the products ordered in new courses or new Media for existing courses are obtainable in an accessible format of equal educational content, such as Captioning, Subtitles or another accessible Alternative Format. Instructors are responsible for selecting the Media used in their courses.

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Captioning and Transcription		
Feature	**Purpose**	**How to Make it Accessible**
Captioning	Allows multimedia audio content to be accessible to users who do not have audio access	• Three major guidelines for captions are synchronized, equivalent, and accessible. • The text content should be synchronized to appear near the same time that the audio content does. • The captions content should be equivalent to the spoken words, including identification and sound effects. • Captioned content should be readily accessible and available to those who need it.
Online Captioning Sources	Online captioning services	• There are many online sources available to help with captioning audio content. • **YouTube Captioning** provides a guide on how to create captions for YouTube videos. • **Subtitle Horse Captioning** allows users to paste a URL of YouTube, FLV, or MP4 videos into a website and create captions. • Always test captions. Many sites include a CC icon but either the button does not work, or the captions were not edited with the correct dialog.
Third Party Vendors	Outsource captioning to third party vendors	• There are also many third-party fee-based providers that will create captioned videos, a few examples include: • **Cielo24** • **Rev** • **3PlayMedia**
Transcripts	Guidelines for providing transcripts	• Transcripts are useful to use in addition to captions for audio content. • Transcripts provide additional descriptions, explanations, or comments that are beneficial, such as an indication of laughter. • Accessible for everyone as it is readable for screen reader programs, as well as read by hearing impaired users.
Audio Descriptions	Provide audio descriptions for visual disabilities	• Provide additional information about what is visible on the screen to provide accessible content for visually impaired users. • Audio descriptions are used to enrich web content. • **Universal Studios** example of audio description.

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Captioning and Transcription (continued)	
When to Use	**Captioning and Transcription Circumstances**
Captions Required	Captions are required when: • A student must watch a demonstration, note body language, or will have limited understanding of material if solely relying on the printed word. • When it would be considered "unreasonable" to expect a student to master material presented without captions.
Captions No Modifications Needed	No modification is needed if: • It is an in-person class that is not broadcast via web or made available to students for review via course management software such as Canvas. • SAS will provide transcription or ASL (sign language) services for a student who is deaf/hearing impaired in a live class. • If the material presented is written and the speaker is reading the PowerPoints aloud with at least 80% of the information in the PowerPoints. • The audio component of a source is for effect only – for example a classical music score that accompanies a video, but all meaningful content is visual. • The medium utilized already contains English subtitles (applicable to most DVDs). • Per **USF Policy 10-506** Captioning and Access of Media Used in Course Content consult with SAS for guidance.
Transcripts	• Transcripts are acceptable when: • All students can read the transcript without watching the medium and gain the same educational benefit. For example, a lecture on the Civil War without demonstrations or other mediums may be transcribed, since the student will not miss content if they do not watch a video of the lecture. • Transcripts are most appropriate when the media resource being described is short in duration, 15 minutes or less. • Some purchased content such as PBS, Smithsonian, National Geographic, and various academic publishers may provide transcripts. • One-time educational events typically use live transcription, such as USF Presidential Address, Graduation Ceremonies, or University Lecture Series.

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Assistive Technology on Campus		
Name	**Location**	**Description**
Campus Computers	• MSC Computer Labs • Library Computer Lab • SMART Lab • Classrooms by enrollment	• All designated ADA computers contain Read & Write, JAWS, ZoomText, Dragon Naturally Speaking, and Natural Reader. • Users must have a USF NetID and password and register with SAS or ask the Help Desk for temporary access. • Obtain headphones from the help desks at each of the computer lab locations.
Read & Write	• All ADA Campus Computers	• Provides support tools to assist students in reading, writing, and research assignments. • Accessible within multiple mobile devices and web browsers. • Features: speech-to-text, word translation, document scanning, and talking calculator. • Download Read & Write from USF Software Catalog with valid USF NetID.
JAWS	• All ADA Campus Computers	• Screen reader software. • Reads aloud text that appears on computer monitors. • Compatible with Microsoft Office, web browsers, Adobe Acrobat, and most apps and software programs.
ZoomText	• All ADA Campus Computers	• Screen magnification. • Advanced magnification program which enlarges and enhances everything on the PC screen. • Read aloud capabilities for PC applications and documents.
Dragon Naturally Speaking	• All ADA Campus Computers	• Speech-to-text software. • Speech recognition software which provides full accessibility to computer functions.
Natural Reader	• All ADA Campus Computers	• Text-to-speech software which reads aloud any entered text. • Able to convert any written text into audio files such as MP3 or WAV.
CCTV Magnifier	• MSC Computer Lab • Library Computer Lab	• Provides access to print and other materials by increasing the viewing size, contrast, and brightness. • Use built-in controls to adjust image size, focus, and video modes.
SAS Assistive Technology Tutorials	• SAS Website	• **Video and written tutorials** for assistive technology software offered by SAS.

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Assistive Technology on Campus (continued)		
Name	**Location**	**Description**
Laptops with AT Software	Available for check out at SAS (SVC 1133)	• Includes Microsoft Outlook, JAWS, ZoomText, Dragon Naturally Speaking, and Natural Reader. • Students may request installation of USF software programs required by current courses. • Must sign an Equipment Request form.
Livescribe Pens	Available for check out at SAS (SVC 1133)	• Livescribe pens record everything you hear, say, or write. Notes and lecture audio are easy to save, organize, and listen to once uploaded to Livescribe desktop software. • Must sign an Equipment Request form.
FM Systems	Available for check out at SAS (SVC 1133)	• Personal frequency modulation (FM) systems are small portable radios used to transmit classroom lectures and sounds to a radio with a speaker or headset. • Must sign an Equipment Request form.
Braille Printer	SVC 1133	• Conversion of course required materials to braille. • Contact SAS for further information about how to request braille.

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Principles of Accessibility		
Principle	**Overview**	**Description**
Perceivable	Content is available through sight, hearing, or touch	• Every non-text element needs a text alternative that provides the content and function of the image. • All hyperlinks should have a description of the link's destination. • Ensure that the page is readable when enlarging print fonts. • Using color can enhance comprehension, but do not use color alone to convey information and make sure there is sufficient contrast. • **Color Contrast Checker** and **WebAIM31**ools test font color contrast, style, and size compliance with Web Content Accessibility Guidelines (WCAG). • Videos and audio content must have synchronized captions.
Operable	Content is compatible with keyboard or mouse	• Provide a link that allows the user to navigate back to the main page content. • Identify all table headers and provide an appropriate scope attribute for column and row headers. • Group similar elements together and place form labels adjacent to their controls. • Ensure that all events are available with both mouse and keyboard, while following HTML and CSS coding standards.
Understandable	Content is user friendly and easy to comprehend	• Use clear content and simple language, true headings; and be sure to check spelling, grammar, and readability. • For hyperlinks avoid phrases like "click here" and "more"; instead, use descriptive language such as “Color Contrast Checker.” • Provide a descriptive title for all frames and pages.
Robust	Content works across browsers, assistive technologies, and mobile devices	• HTML content will usually be more accessible than any other format. • PDF, Microsoft Office, and Adobe Flash provide basic accessibility features. • Provide accessible alternatives when non-HTML content is not fully accessible. • Test accessibility of non-HTML content in assistive technologies.

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Web Accessibility

Key Point	Explanation
Access to Content	• Ensure content is available to users through sight, hearing, or touch and is accessible using a keyboard or mouse. • Content is accessible using different web browsers while using assistive technology or a mobile device.
Content Structure	• Use simple language to convey content. • Ensure proper format including headings, spelling, grammar, alternative text, and white space to increase readability.
HTML	• HTML is the primary format for web content as HTML features are more accessible than other formats. • Follow HTML and CSS coding standards for web-based content.
Links	• Avoid using phrases such as "click here" as links; instead, provide descriptive words for associated website link. • Avoid using a URL as a link unless it is relevant to the content of the website.

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Creating an Accessible Word Document

Feature	Purpose	How to Make it Accessible
Headings	• Properly format headings using heading styles, rather than simply enlarging, or bolding fonts. • Word offers various built-in styles that are customizable.	• Select desired text and choose the appropriate heading level from the Styles group on the Home Ribbon. • Heading 1 should only be used once. • Use headings 2, 3, etc. throughout the document as topic headings or subheadings.
Alt Text	• Alternative text descriptions provided in place of images. • Alternative text should present the content and function of an image.	1. Right-click on the image and select 'Format Picture'. 2. Select the 'Layout & Properties' icon and choose 'Alt Text'. 3. Enter the image description in the 'Description field', not in the Title field.
Data Tables	• Indicate column headers for data tables across multiple pages. • MS Word table headers are not savable in HTML.	1. Place the cursor in the top row of the table. 2. Select the 'Design tab', in the 'Table Style Options' group select 'Header Row'. 3. Select the 'Layout tab' and click on 'Repeat Header Rows' to indicate the top row as the header.
Links	• MS Word creates a hyperlink when using a full URL. • Enter a description of the link's destination for screen reader accessibility.	• Select the desired hyperlink, right-click and select 'Edit Hyperlink' or press 'CTRL + K'. • Change the text in the 'Text to Display' field to a meaningful description.
Lists	• Use true 'numbered' and 'bulleted' lists.	• Select the text you want to make into a list. • Use the Numbering list if a sequential order is important to the content. • Use the Bullets list if all items are of equal value. • On the Home tab, under the Paragraph group, select either the Bullets or Numbering icon.
Color	• Use sufficient color contrast. • Do not use color alone to convey meaning.	• Make sure there is enough color contrast between font and background colors. **Color Contrast Checker** and **WebAIM.** • Without sufficient contrast, people who are low-vison or color blind will not benefit from the information. • Do not use color alone to make a distinction, a comparison, or to set content off from the document.
Accessibility Checker	• How to check document accessibility.	1. Select 'File', select 'Info', then select the 'Check for Issues' button and choose 'Check Accessibility'. 2. In the Accessibility Checker task pane, select the specific issues to see 'Additional Information' on how to repair errors.

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Creating an Accessible PowerPoint Presentation		
Feature	**Purpose**	**How to Make it Accessible**
Outline and Notes Panel	Students with visual impairments often prefer outline view.	• Select the 'View' tab, choose 'Normal', this shows an outline of the content which appears on the slides. • Under the 'View' tab, the 'Notes' panel allows for addition of notes which do not appear on the slides.
Slide Layout	Choosing an appropriate layout helps the slide's reading order remain intact.	• Select the 'Home' tab and choose the 'New Slide' drop down menu and select the slide template. • Avoid using automatic slide transitions and use simple slide transitions when possible. • Ensure that all slides have a unique title.
Alt Text	Screen readers read alternative text descriptions in place of images.	1. Right-click on the image and choose Format Picture. 2. Select the 'Size & Properties' icon and choose 'Alt Text'. 3. Enter the image description in the 'Description' field, not the Title field.
Color and Contrast	It is important not to rely on color distinction to provide students with accessibility.	• Avoid using orange, red, and green in the slide template and text. • Use texture in graphs, such as arrows or circles, instead of color to highlight points of interest. • **Color Contrast Checker** and **WebAIM** tool.

Lists	Ensure use of true 'numbered' and 'bulleted' lists.	• Select the text you want to make into a list.
		• On the Home tab, under the Paragraph group, select either the Bullets or Numbering icon.
		  • Use the Numbering list if a sequential order is important to the content.
		  • Use the Bullets list if all items are of equal value.

Links	Create a link with a descriptive text of the link's intended destination.	• All URLs automatically turn into a hyperlink in MS PowerPoint. • To edit a hyperlink, select the desired link, right-click and select 'Edit Hyperlink' or press 'CTRL + K'. • Change the text in the 'Text to Display' field to a meaningful description.
Accessibility Checker	To identify accessibility issues in a document.	1. Select 'File', then select 'Info'. 2. Select the 'Check for Issues' button and choose 'Check Accessibility' option. 3. In the 'Accessibility Checker' task pane, select the specific issues to see additional information on how to repair the errors.

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Creating an Accessible PDF with Adobe Acrobat		
Feature	**Purpose**	**How to Make it Accessible**
Make Accessible Wizard	Walks users through steps to make PDFs more accessible to users and identifies potential accessibility issues.	1. Select Tools from the upper right-hand corner and select Action Wizard. 2. Choose Make Accessible from the sidebar and select the Start button. 3. Follow the instructions and guides in the wizard tool.
Creating a Readable PDF	Scan PDFs properly to allow for the use of assistive technologies such as OCR.	• Firmly push the spine of the book down flat against the scanning screen while scanning the original document. • Ensure that the scanning resolution is set to a minimum of 300 dots-per-inch. • You can also manually cut the dark edges of copied pages and then re-copy the modified pages into a new PDF. • You can electronically cut the dark edges under the Tool menu, select Pages and choose the Crop Pages option. • Separate the pages into an individually paged vertical document using Adobe Acrobat Professional. • Detailed instructions for **Creating Readable PDF Documents**.
Tags	A PDF file equipped with quality controlled tags is accessible using a screen reader or other assistive technology which read PDF tags.	• View Tags Pane: Select the View tab, Show/Hide, Navigation Panes, and Tags. • Highlighted PDF elements: Select an element's corresponding tag and choose Highlight Content in the Options menu. • Find tag from selection: Choose the Select Tool, select the PDF element, click the Options menu from the Tags pane and select Find Tag from Selection. • Change tags: Right-click the tag you want to change, select the Tag tab under Properties, then select the appropriate new tag type from the drop-down list. • Adding tags: Select Tools, select Accessibility, and Add Tags to Document.
Reading Order	Change the reading order using the Order Panel.	• In the Accessibility dialogue box, select Show Order Panel. • In the Order panel, navigate to view a list of highlighted regions that appear in the document. • In the Order panel, drag the tag for a highlighted region to the desired location and the highlighted region will renumber.
Alternate Text	Alternate text descriptions are accessible to screen readers in place of images.	• To add or edit alternate text to an image, right-click on the image and select Edit Alternate Text and enter the image description in the dialogue box.
Additional Resources	Additional PDF resources to aid in creating accessible PDFs.	• **Adobe Accessibility Guide**. • **WebAIM PDF Accessibility Guide**.

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Converting Documents		
Feature	**Software**	**How to Convert**
Converting Word to PDF	MS Office 365, Office 2021, Office 2019 to PDF	1. Before generating PDF, in MS Word select Review tab, then run Check Accessibility and correct identified items. 2. Then select File > Save As or File > Save a Copy (recommend a different name then original document). 3. Select the Acrobat ribbon on the menu bar and choose Create PDF, in the dialogue box, select Adobe PDF Conversion Options, and select Create Accessible (Tagged) PDF File. 4. In the Save As dialog box, select Options. 5. Then select the document structure tags for accessibility checkbox, and then select OK. Save document.
Converting Word to HTML	MS Word	1. Select File and select Save as, in the Save as type field select Web Page. 2. Click the Save button.
Creating MP3 files	Natural Reader	1. Open both natural reader and the document, then select and copy the text, and paste into Natural Reader. 2. Select the speed and speaker voice. 3. Click the MP3 button, choose a file name and destination for the file then select Convert Now to start the conversion. 4. Choose the audio quality, click next and the advanced settings will ask if the file should remain as one file or be split. 5. Click Convert to start the conversion and provide tag information for the file. Then click the Save button.
Creating MP3 files	Read & Write	1. Open the document using Read & Write, and then select the text from the document to be used in the audio file. 2. Click on the Speech Maker button on the RWG toolbar and review the text as it appears in the text box. 3. Select a file name and destination for the file by clicking on Browse. 4. Choose which voice and speed to use for the audio file. 5. Click Create to start the conversion. Download a free copy of Read & Write.

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Checking Accessibility		
Feature	**Purpose**	**How to Check Accessibility**
Microsoft Office Accessibility Checker	To identify accessibility issues in a Word or PowerPoint documents	1. Select File, and then select Info. 2. Select the Check for Issues button and choose Check Accessibility option. 3. In the Accessibility Checker task pane, select specific issues to see Additional Information on how to repair the errors.
Screen Readers	To identify accessibility issues that screen reader users may encounter while using the media	• Using a screen reader to evaluate web content accessibility is helpful in identifying mistakes you would otherwise not catch visually, such as spelling or grammar mistakes, low quality image alternative text, and reading order etc. • Testing web content with a screen reader allows users to experience the accessibility of the web content and identify further corrections needed to ensure accessibility. • Example of screen readers useful for testing accessibility of web content with user tutorials. • **Using Jaws from WebAIM**. • **Using NVDA from WebAIM**. • **Using VoiceOver Basic from WebAIM**.
WebAIM Web Content Accessibility Checklist WCAG 2.0	An overview of web page components and accessibility guidelines	• Checklist reference for WCAG 2.0, which will allow users to evaluate accessibility of HTML content. • **WebAIM WCAG 2.0 Checklist**. • **Official WCAG 2.0 recommendations for accessibility**. • The **WebAIM Wave website** checks any website for accessibility errors by simply entering a web address.

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Canvas Tips	
Feature	**How to Check Accessibility**
Submitting Assignments	• JAWS (screen reading software) may experience issues when submitting papers. Student may need to submit papers using an alternative method (i.e., email) or may need sighted assistance.
Images and Alternative Text	• When using images within a test/module, provide appropriate labels and a description of the image content. This description should provide enough information for the student to understand the content as a sighted person would.
Posting on Threads	• Navigating the discussion boards with JAWS is difficult as JAWS does not differentiate between parent and child (replies) posts. • Be cognizant of the posting requirements if a student needs to respond to specific postings. They may have difficulty navigating lengthy discussion forums. If a student has problems finding something within a forum, promote the use of the "search" field and the use of "read" or "unread" radio buttons. • One uncomplicated way of reducing the potential postings within one forum is to make sure you create separate discussion forums when possible.
Groups	• Let students know how they can access their groups, (through the Courses & Groups menu or the People menu). • If required student-to-student interactions occur within Canvas (emails, discussion boards, and groups), ensure the communication mode is accessible for all students. This accessible communication includes accessible text documents, such as WORD, PDF, and emails.
Content Pages	• Use the best practice guidelines when loading content into a content page (i.e., use of header styles and consistent page layout).
Organization	• Organization is one of the most challenging and critical aspects of Canvas. A poorly organized course structure is extremely difficult to navigate. Course organization should be given as much attention as content, assessment, and tools.

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