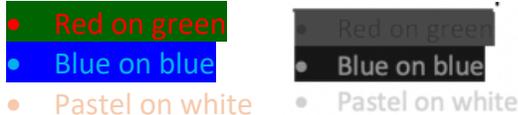


Accessibility Guidelines for Sierra College

All web-based course material must be accessible if it is placed online. This includes HTML files, Canvas pages, PDF files, Word documents, PowerPoint presentations, Excel spreadsheets, video files, audio files, and images. This includes “optional” materials that relate to your course.

- **Headings:** The purpose of headings is to provide navigation tools for screen readers as well as quick guide to page structure and content.
 - Content that is longer than half a page in length should be chunked into sections using meaningful section headings
 - Use built-in headings and styles in Word or Canvas
 - Heading 1 is usually the page title and is typically only used once on a page.
 - Heading 2 is usually used for major subject headings
 - Heading 3 is typically a sub-section of heading 2
 - Heading 4 is typically a sub-section of heading 3
 - Color and size of font can be altered after the text is tagged as a heading
 - Don't skip heading levels (i.e. don't jump from h1 to h3)
 - Use spacing tool in paragraphs to add additional space between lines and paragraphs rather than extra line spaces between headings or paragraphs
 - Use true type fonts to maintain aspect when enlarged
- **Lists:** Provide a structured order to content.
 - Use the lists function of Word or Canvas to produce tagged lists
 - Use ordered lists to indicate a process or order of importance
 - Use unordered (bulleted) lists for content with no sequence or progression
 - Lists can be nested to indicate subsections as necessary
 - AVOID using spaces and tabs to create “faux” lists
- **Hyperlinks:** Descriptive links provide context for where the link will go when clicked.
 - Use meaningful text for links, avoid “click here”
 - May use full web address if it is simple: www.sierracollege.edu for link to Sierra College
 - AVOID underlining text for emphasis as underlining indicates a hyperlink
- **Color:** Individuals with low vision or colorblindness may have difficulty with colored text and graphics that do not have sufficient contrast between foreground and background
 - Ensure that contrast text is dark on a light background
 - Light text on a dark background is discouraged as it tires the eye more quickly and can produce a shimmering effect rendering the text difficult to read.
 - Here are a few examples of poor contrast and what they look like in grayscale:
 - AVOID using color alone to convey meaning
 - This is especially important on maps
 - AVOID using multi-colored text on a page to “live up” the page – use images or graphics instead

- Tables: Data tables show the relationships between pieces of information easily.
 - Use row and column headers to identify what data is present in each table
 - Tag table headers in rows and columns properly to ensure that a screen reader reads the table in the correct order
 - Consider using lists instead of tables for simple data
 - AVOID split cells, merged cells, or nested tables (tables within tables)
 - Tables should only be used to present data and not for formatting text or images
- PowerPoints: reading presentations online requires that the slides be set up appropriately for navigation.
 - Ensure every page has a unique title that fits the information on the slide to assist in navigation
 - Avoid numbering if possible (part 1, part 2, etc)
 - Ensure that reading order of items on slides is correct
 - If using standard layouts this is rarely an issue, but if additional items, graphics, textboxes have been added, it is important to verify that a screen reader will read the items in the appropriate order
 - Use 18-point font or larger for all text on slides
 - Use vector (true type) fonts to avoid pixelization at large sizes
 - Use Sans Serif Fonts with sufficient white space between lines
 - Remember to use high contrast text versus the slide background
 - If narration is used, ensure that there is a transcript present with the slide
- Images/Graphics: Alternative text provides a description of non-text content on Canvas pages and in documents. Alt text will be displayed if the image file on a canvas page does not load properly.
 - Alternative text should provide a descriptive alternative to the image.
 - Images include all graphics, photographs, shapes, groups, charts, ink, SmartArt, etc.
 - Any text in the image should be present in the alt text
 - Try to provide as accurate a description as possible. Standard image alt text should be about a sentence or two depending on the image.
 - Alt text may vary depending on the context, so an image may have one alt text in one place and a different alt text in a different place of the same document or canvas page.
 - Infographics and images with text can be very content rich and may require significant alternative text.
 - These graphics should have a link to the full text present in the image and a full description, typically this will be a link to a canvas page specific to that image containing a long text description of the image.
 - On **rare** occasions, an image may be purely decorative and have no purpose. These can be marked as decorative images and will not be identified for visually impaired individuals.
 - DO NOT use the term “image” or “picture” in alt text.
 - Portrait, painting, photograph, clipart, cartoon, etc. can be used if the type of image is important to the content of the image

Image Examples:



Options for appropriate alt text depend on context: 1) Photo of Male Chimp
 2) Chimpanzee yawning 3) Male chimpanzee baring canine teeth. All of these can be correct depending on how the image is being utilized.



Inappropriate alt text: Image of cartoon about plagiarism

Appropriate alt text: Cartoon of two men in jail, one saying to the other, “Grand theft auto. . .You?” and the other replying, “Plagiarism.”



The burst and the scroll are decorative, however if the burst has associated text, the text must be accessible or placed as alt text.

• Videos

- Should be embedded to open in canvas pages if possible, rather than linking out to an external site or requiring downloading
 - Videos should not auto start when page is loaded – users should need to press play to begin watching video
- Must include accurate captions
 - Captions need to be synchronized so that text content appears at approximately the same time as the audio.
 - Captions should be equivalent to that which is being said in the video, including identification of different voices and using accurate punctuation.
 - Captions should include identification of important sounds within a video, such as a doorbell ringing, dogs barking, music playing, etc., as these sounds provide context.
 - Instrumental videos that have no spoken words but still have sound should also be captioned to include those sounds at the correct places in the video.
 - Auto generated captions on videos are computer generated (like Siri or Alexa), and often misunderstands the audio causing captions that are incorrect. It is important that if you are including videos with auto generated captions, that you watch the entire video to ensure that the captioning is fully accurate, including additional sounds, speakers, and punctuation.
- To create captions for instructor created content:
 - Try Amara in Canvas for quick captioning of short videos!
 - 3C media will caption personally created videos with about a one-week turnaround when funding is available.
- Films on Demand, Academic Video Online/Alexander Street, and Kanopy are great resources for captioned documentaries that can be found on the library website

- Audio
 - Audio should be uploaded as mp3 using the Upload/Record Media option in Canvas
 - Written transcripts need to accompany audio files
 - Transcripts should include additional descriptions, explanations, or comments that may be helpful, such as notes about tone of voice, use of sarcasm, or sounds such as laughter, etc.

***Please note that accessibility is an ever-changing concern with guidelines that are regularly updated and revised, typically based on legal findings and technological advances. The guidelines provided above are current for Sierra College online content as of Spring 2020.

Online Course Accessibility Checklist

All online courses at Sierra College must meet a minimum ADA compliance for accessible course content.

- Content exceeding ½-page is chunked using meaningful sections with headings
- Heading styles are nested in sequential descending order
- Lists are formatted using the default list tool
- Hyperlink text is meaningful and in context
- Underlining is not used for emphasis
- Color contrast is sufficient in text and graphics
- Color alone is not used to convey meaning
- Tables have properly tagged column/row headers
- Images have appropriate alt text
- Images not related to page content are designated as decorative
- Videos/audios are not set to auto-play
- Videos have proper captioning (not auto-generated)
- Audios have appropriate transcripts