Syllabus A11y
Mac
Organic Syllabus Ingredients

1. Captioning
2. Text
3. Image
4. Link
5. Color
6. Table
7. TOC
8. Checker

Accessibility

user-friendly document for CSUN student success
What is Assistive Technology?

**Assistive Technology (AT)** are “products, equipment, and systems that enhance learning, working, and daily living for persons with disabilities.”

- Screen Readers
- Magnification Software
- Speech Recognition
- Trackball Mouse
- Keyboard
- ZoomText
- Braille Computer Keyboard
- Captions/Subtitles
- Captioned Telephone
- Video Relay Services
- Deaf Caller
- Hearing Caller
- Sign Language Interpreter
  Video Relay Services (VRS)
Captioning Videos

Per federal and state law, and CSU policy, instructional media (e.g., videos, captured lectures, recorded presentations) must have captions. This includes instructional media used in classrooms, posted on websites or shared in Canvas.

- All students who are enrolled in a course must be able to access the content in the course.

- **Faculty:** Funding is available to help faculty generate captions and transcripts for instructional media. Materials should be submitted **at least six weeks** in advance of their use in instruction.

- **Staff:** For CSUN staff who do not provide classroom material, there is a cost through chargeback. For information on the chargeback, email [ncod@csun.edu](mailto:ncod@csun.edu).

[csun.edu/captioning](http://csun.edu/captioning)
What are Screen Readers

Screen readers are a form of assistive technology (AT) software that enables access to a computer, and all the things a computer does, by attempting to identify and interpret what is being displayed on the computer screen using **text-to-speech**. Screen readers can only access and process **live text**.

- **Provides access** to someone who is visually impaired, mobility or has a learning disability to access text on the screen.
- **Offers same level of independence** and privacy as anyone else.
Screen reader program for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a refreshable Braille display. NVDA screen reader can be downloaded free of charge by anyone.

Provides auditory descriptions of each onscreen element using gestures, a keyboard, or a braille display.

Adds spoken, audible, and vibration feedback to your device.

Screen magnifier for Microsoft Windows that allows you to see and hear everything on the computer.

Types of screen readers
How does screen reader work?

• Screen readers start at the top of a document or website and read any text including alternative text for images, graphics or charts).

• Screen readers read a document from left-to-right and top-to-bottom.

• Screen readers navigate a document or website using the keyboard without a mouse. Tab key: jump from link to link, Enter: select a link, arrow keys: navigate a document or website.

• Reading order is important for users with visual challenges. The users can become confused if the document (content, tables, images or charts) is poorly organized or out of order.
Click vs Select

Screen readers and physical or mobility limitation users navigate a document or website using the keyboard **without** a mouse. The word “Click” is not inclusive of people who can’t use the mouse. Use the word “Select” to write step-by-step instructions.

“Click” or “Click on” Example

- Go to YouTube video player
- Click on Settings gear icon
- Click on Subtitles/CC
- Click on Options to Customize
- Click on Caption Style

Use “Select” Example (Recommend)

- Go to YouTube video player
- Select Settings gear icon
- Select Subtitles/CC
- Select Options to Customize
- Select Caption Style
Organize content with headings, subheadings, images, videos, and footer are important for **usability** and **accessibility**.
2. Text

- Divide large blocks of text into smaller sections
- Avoid overly complex sentences
- Provide adequate whitespace
- Use line or paragraph spacing (avoid Enter/Return for “blank” space)
- Avoid underlining text. Underlining is interpreted by screen readers and people with low vision as linked text.
- Font size between 12 – 18 point
- San-serif fonts are more suited to electronic formats (Arial, Calibri, Verdana or Franklin Gothic Book)
**Documents Structure Example**

**Example 1:** Reading long, dense text documents can be a daunting task for learners

As part of our commitment to excellence through diversity and inclusion, California State University, Northridge (CSUN) strives to ensure that campus communication and information technology is accessible to everyone. The California State University system statement on accessibility is articulated in California State University - Executive Order 1111, in accordance with both federal and state laws including the Americans with Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.

Need assistance or have a question not answered here? Please contact the Universal Design Center (UDC) at UDC@csun.edu or, during business hours (Monday through Friday, 8am to 5pm Pacific time), at (818) 677-5898.

In this context, “accessibility” means that people with disabilities have access – to facilities, to information and to technology.

“Universal design” takes this concept one step further, to ensure that everyone can perceive, understand, engage, navigate and interact regardless of ability or preference.

The UDC supports the campus community in their efforts to make it possible for individuals to learn, communicate, and share via information and communication technology. One way we do this is by assisting the campus community to ensure their information and communication technology is interoperable, usable and accessible, so that individual learning and processing styles and/or physical characteristics are not barriers to access.

The role of the UDC is to help CSUN implement business practices which enable the campus to meet policy standards under the Accessible Technology Initiative Coded Memoranda.
What does this mean to me?

Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community.

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**Example 2:** Well-structured documents help students organize and process texts

**Universal Design Center (Heading 1)**

**Accessibility Statement (Heading 2)**

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Need help? (Heading 3)

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**What is Accessibility? What is Universal Design? (Heading 2)**

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# Headings Structure Example

## Before Adding Headings

Item titles are bold at the start of each line

**Course:** ENGL 315  
**Title:** Digital Writing  
**Class #:** 15275  
**Days:** TuTh  
**Instructor:** Jane Doe  
**Email:** jane.doe@csun.edu  
**Office:** Sierra Hall 300  
**Phone:** 818-677-9999

## Adding Headings

Text with section titles added with headings

**Course Info (Heading)**

- **Course:** ENGL 315  
- **Title:** Digital Writing  
- **Class #:** 15275  
- **Days:** TuTh

**Instructor Info (Heading)**

- **Instructor:** Jane Doe  
- **Email:** jane.doe@csun.edu  
- **Office:** Sierra Hall 300  
- **Phone:** 818-677-9999
Heading Styles

- Heading Styles (Heading 1 through Heading 6) in a logical sequence. Do not skip heading levels i.e. Heading 2 to Heading 4, headings should be in order.
  - **Heading 1**: Document title or main content heading/title (just one)
  - **Heading 2**: Major section heading
  - **Heading 3**: Sub-section of the Heading 2
  - **Heading 4**: Sub-section of the Heading 3, and so on, ending with Heading 6

- Using heading styles means you can also quickly build a **Table of Contents**, reorganize your document, and reformat its design without having to manually change each heading's text.

**Headings** are styles to give a document structure by category or topic.

**Without headings**, a person using assistive technology like a screen reader **cannot** navigate by sections, subsections, or scan section titles to understand the document structure.
Heading Styles compatible with other programs

Microsoft Word

Website

```html
<h1> Main Heading </h1>
<h2> Sub Heading </h2>
  <h3> Sub sub heading </h3>
<h2> Sub Heading </h2>
  <h3> Sub sub heading </h3>
  <h3> Sub sub heading </h3>
```

Canvas

Header 2 -> This is the Title
Header 3 -> This is the sub title
Header 4 -> This is a category
Paragraph -> This is the body of the content

InDesign

Google Docs
Microsoft Word 97 - 2003

If you encounter [Compatibility Mode] and unable to use Word Accessibility Checker, that’s because older version like Microsoft Word 97-2003 don’t have Accessibility Checker features available.

Simply go to File Tab, Save As, Save As Type: Change from Word 97-2003 to Word Document. Word Document is the current version Word 2016 or Office 365.

All CSUN faculty, staff, and students can install the Microsoft Office 365 on up to five personal devices for FREE.

- Faculty and staff [https://www.csun.edu/it/download-office](https://www.csun.edu/it/download-office)
- Students: [https://www.csun.edu/it/students](https://www.csun.edu/it/students)
• Modify heading styles to match your preference
• Repeat for Heading 2 to 6
• Modify Style
Apply Heading 1 to Document Title
Apply Heading 2 to all Section Title

Repeat for Heading 3 Sub-section Titles, etc.
Heading Styles Spice Up with Background Color

OPTIONAL: Instead of plain heading styles, adding background color to spice up a new look. Be sure to check the color contrast is sufficient for those who have color deficiencies.
Heading Styles Spice Up with Border Line
View – Navigation Pane

The quickest way to check a document’s heading structure is to open the Navigation Pane:

- View tab
- Select Navigation Pane
- Expanding the headings
Styles – Normal, Modify Style

Normal style for paragraph
Styles for formatting

• **Strong** (instead of Bold)
• **Emphasis** (instead of Italics)
• Avoid **underlining** text. Underlining is interpreted by screen readers and people with low vision as linked text.
• Use **Strong** instead of underlining.
Columns

• If you want to make columns, format them as columns. Screen readers can read the content organized in columns.

• Do not put text on one line and use several tab stops to move it over. Screen readers will read it one line a time, not as columns.

Optional: If you want to add line between the columns, select **More Columns**, checkbox **Line Between**.
Lists

- Use the bulleted or numbered list formatting tool.

- Screen readers can read the number of items in a list before it begins to read the items.
Avoid Extra Spaces

• Screen readers will read blank or multiple spaces created using the space bar, empty line, empty tab, empty paragraphs or carriage returns as “Blank”.

• This can be very irritating for someone using assistive technology to listen multiple blank characters and may assume they’ve reached the end of a document.
Use Page Break instead of several carriage Returns as “Blank”

Screen readers can read blank characters as “Blank”. This can be very irritating, especially if there are multiple blank characters.

Word automatically adds a break at the end of each page. You can also insert a manual page break anytime you want to start a new page in your document.

• Put your cursor where you want one page to end and the next to begin
• Go to Insert > Page Break
To create three columns in one line, set Tab Stops.

1. If Paragraph settings is not available, click on Quick Access Toolbar, More Command to select Paragraph settings.
2. View tab then select Ruler
3. Select text to create tabs
4. Open Paragraph dialog
5. In the lower left of the Paragraph dialog is the button for Tabs
6. Clear All existing Tab Stops for the selected text
7. Set new Tab Stops
Ruler Tab Marker

Use ruler tab marker if you want to set tab position column individually.

Set ruler to mark tab position at 2.5” for 2\textsuperscript{nd} column and 4.0” for 3\textsuperscript{rd} column.
Paragraph or Line Spacing

• Avoid creating blank lines to create spaces between text.

• Use line or paragraph space to increase or decrease the amount of space between headings and paragraphs.

• Heading levels space between a heading and the previous section’s body text.

Accessibility Statement (Heading 2)
As part of our commitment to excellence through diversity and inclusion, California State University, Northridge (CSUN) strives to ensure that campus communication and information technology is accessible to everyone. The California State University system statement on accessibility is articulated in California State University - Executive Order 1111, in accordance with both federal and state laws including the Americans with Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.

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The role of the UDC is to help CSUN implement business practices which enable the campus to meet policy standards under the Accessible Technology Initiative Coded Memoranda.

Shared Campus Responsibility (Heading 3)
Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community.
Paragraph Spacing

- On Styles Panel, select **Heading 2** and right-click to select **Modify**
- **Format** button to select **Paragraph**…
- **Normal** paragraph set Before: 0 pt and After: 18pt.
You can control the vertical space between the lines of text in your document by setting the line spacing.

- Select one or more paragraphs to update line spacing
- Go to **Home** > Paragraph section
- Select **Line Spacing Options**
- Enter how much spacing before and/or after vertical space lines of text

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**How many spaces BEFORE a paragraph?**

As part of our commitment to excellence through diversity and inclusion, California State University, Northridge (CSUN) strives to ensure that campus communication and information technology is accessible to everyone.

**How many spaces AFTER a paragraph?**
Screen readers can read blank characters as “Blank”. This can be very irritating, especially if there are multiple blank characters.
What’s the best way to make images accessible to everyone?
Image Alternative or Alt Text

• The purpose of alt text is to allow low vision or blind users to understand the purpose of the image. Describe only how image relates to content. What is its purpose? Why the image there?

• Screen readers and other assistive technologies cannot convert images into words/texts.

• Captions are universal and accessible for everyone.

• “Image of...”, “photo of...” is not needed.

• Keep alt text short 8 to 120 characters or less.

• Alt text should be very brief, no more than a sentence or two.

• Best practices for accessible images

When screen readers encounter an image, they read out the word “image” or “graphic” and then read the alt text:

“Three plants going through transformation with text quote Accessibility user-friendly document for CSUN student success.”
How to Describe Images?

A stair chase leading up to an entryway is painted yellow with bold black text that reads "museums are now."

A hand reaches out of a computer screen giving the hand gesture for stop. The screen reads ‘access denied!’

On the left is the book cover for Haben The Deafblind Woman Who Conquered Harvard Law, and on the right is the quote: “In the Tigrinya language of Eritrea and Ethiopia, Haben means ‘pride.’”

Michelle Obama claps and Barack waves.

Student holds a diploma hardcover up in the air during CSUN commencement. Caption text "and together, as Matadors, we will move mountains."

More examples of How to Describe Images

- Document Learning Tools: Describing images
- How to Describe Images (Art, Chemistry, Diagrams, Flow Charts, Formatting & Layout, Graphs, Maps, Mathematics, Page Layout, Tables, Text-only images)
- Periodic Table of the Elements
- UDC Best Practices for Describing Images
Format Picture

Mouse right-click to select Format Picture
Format Picture – Layout & Properties

Alt Text (Description)
4. Link

Meaningful Link Text, 1 of 3

**Not Accessible** – vague and redundant

**Accessible** – descriptive and unique

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**CSUN News**

**Woman of the Year for the 18th Senate District**

California State University, Northridge President Dianne F. Harrison has been named Woman of the Year for the state’s 18th Senate District by Sen. Robert Hertzberg. [Read more.](#)

**Important Dates for CSUN Commencement 2019**

For graduating seniors, CSUN GradFest 2019 will take place from 9 a.m. to 6 p.m., March 13 and 14, at the CSUN Campus Store Complex. The event gives students the opportunity to make their final preparations for graduation, including renting caps and gowns, information on ceremony schedules, reserving guest tickets, purchasing souvenirs and taking graduation portraits. [Read more.](#)

**Blinky the Friendly Hen: 40th Anniversary Exhibition**

Comprised of a Relic Chamber, a Blinky Theatre, Blinky book editions (1979-2019), chapel, gift shop, stained glass, and historical artifacts, this fourth retrospective exhibition celebrates historical and contemporary works relating to four decades of the Blinky phenomenon. [Read more.](#)

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Full URL text [https://www.csun.edu/universal-design-center](https://www.csun.edu/universal-design-center)

(raw URL may not make sense to screen reader users or others, so make the link text descriptive i.e. [Universal Design Center](https://www.csun.edu/universal-design-center))
When creating hyperlinks, make sure the text associated with the link is understandable out of context.

• Avoid this: You may find this tutorial here.

• Do this: You may find this tutorial on Creating an Accessible Syllabus on our website.

For Printing

• If the document is likely to be printed, include the full URL. If the URL is long, consider creating a shorten URL (tiny.cc or bitly.com or other URL services)

You may find this tutorial on Creating an Accessible Syllabus on our website (www.csun.edu/udc/word)

• Avoid using click here, more info, read more, continue, email me, and other vague language.

• Do not use different link text to refer to the same resource.

• Do not to use the same link text to refer to different resources.

• Be unique for unique destinations.

• Best practice is to bold or underline links.

• Do not use color links as the only method to convey important information.

• Tab order should read from the upper left to the lower right, and make sense to both sighted and visually impaired users.
A presentation that is intended to be displayed electronically and in a printout, include the URL and a description in the link text. For example, “Universal Design Center (www.csun.edu/universal-design-center).”
5. Color

Provide descriptions if using color to convey meaning

**Example 1:** Inaccessible color highlights in red
May 11-17, 2019

**Example 1:** Accessible with a description
May 11-17, 2019* (final exams)

**Example 2:** Inaccessible table

<table>
<thead>
<tr>
<th>Assignments (overdue in red)</th>
<th>Introduction</th>
<th>Chapter 1</th>
</tr>
</thead>
</table>

**Example 2:** Accessible table

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Overdue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>No</td>
</tr>
</tbody>
</table>

**Example 3:** Inaccessible color shape

Color identical may not be recognized by colorblind users

**Example 3:** Accessible color and number
People who have low vision or colorblind could encounter some difficulty distinguishing text color from a background color if the contrast is insufficient contrast ratio 1.5:1.

This example has a great color contrast ratio of 8.7:1. The contrast is sufficient for those who have color deficiencies.

- Download Colour Contrast Analyser onto your computer (PC/Mac) to ensure accessible contrast or use an online contrast checker from WebAIM.
- WCAG Level AA requires a contrast ratio of at least 4.5:1 for regular sized text (12 or 14 pt. font) and 3:1 for large text (18 pt. font).
- Coblis Color Blindness Simulator
Test Color Filters without Printing

Image courtesy of Accessible Syllabus

- Information and charts should never be conveyed through color alone.
- Color may not be recognized by colorblind users.
- Provide text descriptions for charts and graphics.
- Charts & Accessibility by Penn State

To use color filters on **Windows**:
- Select **Start > Settings > Ease of Access > Color filters**.
- Switch on the toggle under **Turn on color filters**.

To use color filters on **Mac**:
- On your Mac, choose **Apple menu > System Preferences**, select **Accessibility**, select **Display**, select “Use grayscale”
Tips for Creating Accessible Tables

Insert, don't draw

- Create tables by inserting them. Avoid creating tables by drawing boxes and lines or by using tabs and spaces. Screen readers have difficulty understanding tables with odd cell sizes.
- Use Table Tools editor to identify the different types of rows and columns such as Header Row and First Column.

Keep your table simple

- Avoid merging cells, split cells, as well as tables nested within a cell.
- Simple tables are easier to interpret for all students and screen readers.
- Never use table for layout.
### Accessible grading scale in table vs non-table format

#### Non-table format

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>1000 to 970</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>969 to 940</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>939 to 900</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>899 to 870</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>869 to 840</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B minus</td>
<td>839 to 800</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>799 to 770</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>769 to 740</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C minus</td>
<td>739 to 700</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>699 to 670</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>669 to 640</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D minus</td>
<td>639 to 600</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>599 points or lower</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>

#### Table format

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>960 to 1000</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>930 to 959</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>900 to 929</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>860 to 899</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>830 to 829</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B minus</td>
<td>800 to 829</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>760 to 799</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>730 to 759</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C minus</td>
<td>700 to 729</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>660 to 699</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>630 to 659</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D minus</td>
<td>600 to 629</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>599 points or lower</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>

Different screen readers may read texts differently. The “+/-” may not be read out loud. It is always a good practice to spell them out and spell out any abbreviations or make a reference of your abbreviation when used for the first time. Visit [Screen Readers: A Guide to Punctuation and Typographic Symbols](https).
Step 1: Insert - Table

- Use tables to organize data not format information
- Create table headings
- Include table captions or brief description
  - Select **Insert** tab, then select **Table**
  - Select the number of rows and columns by highlighting the boxes on the grid.
  - Type in the table data
Step 2: Select Table Header Row

A table header row contains column headings that provide context and aid navigation of the table. People who can’t see the table can have column headings read aloud.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
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<td>96 to 100%</td>
</tr>
<tr>
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<td>930 to 959</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>900 to 929</td>
<td>90 to 92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Project</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Student 2</td>
<td>90%</td>
<td>75%</td>
</tr>
<tr>
<td>Student 3</td>
<td>60%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Step 3: Table Headers Properties

Proper **table headers** help readers understand how tables are organized into columns and rows. Avoid solely using text and cell formatting, such as making the text big or bold to mimic the visual appearance of a table header, as this provides no underlying information about the structure of the table.

**Table Properties Options: Row and Alt Text tabs**
- Deselect “Allow row to break across pages”
- Select “Repeat as header row at the top of each page”
- Enter alt text in Alt Text tab. If empty cells intentionally left blank, mention in Alt Text, Description box.

1. Highlight entire first row
2. Right-click to select Table Properties

![Image of Table Properties options]

- **Options**
  - [ ] Allow row to break across pages
  - **[ ]** Repeat as header row at the top of each page

![Image of Table example]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>960 to 1000</td>
</tr>
<tr>
<td>A</td>
<td>930 to 959</td>
</tr>
<tr>
<td>A minus</td>
<td>900 to 929</td>
</tr>
</tbody>
</table>

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**Notes:**
- Ensure tables are accessible to all readers, including those with visual impairments.
- Use clear and concise language in table headers.
- Avoid using color to indicate importance or data type, as this can be confusing for those with color blindness.
- Consider using column titles to provide additional context.

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**Further Resources:**
- **Table Accessibility Guidelines**
- **Microsoft Word Table Guidelines**
- **Accessibility in Tables**

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**Technical Tip:**
- Use **Table Properties** to fine-tune table settings and make them more accessible.
- **Alt Text** is crucial for providing alternative information for readers who cannot see the table.

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**Important:**
- Regularly review and update table headers to ensure clarity and accuracy.
- Test tables with various assistive technologies to ensure accessibility for all users.
Add a caption to your table briefly describes the table

- Select the table, then right click to select **Insert Caption** or
- Go to **References** tab, then select **Insert Caption**
- In the popup window, type the title of the table in the **Caption** textbox
- In the **Label** textbox, select **Table**
- **Position** textbox, select **Below selected item** then select OK

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>960 to 1000</td>
<td>95 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>930 to 959</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>900 to 929</td>
<td>90 to 92%</td>
</tr>
</tbody>
</table>

Table 1: Grading Scale
Alternative way without using Table
(no header row)

To create three columns in 1 line, set Tab Stops (see previous slide):

1. If Paragraph settings is not available, click on Quick Access Toolbar, More Command to select Paragraph settings.
2. View tab then select Ruler
3. Select text to create tabs
4. Open Paragraph dialog
5. In the lower left of the Paragraph dialog is the button for Tabs
6. Clear All existing Tab Stops for the selected text
7. Set new Tab Stops

Avoid multiple tabs key, space bar, and blank lines, someone with assistive technology like screen readers will listen excess spaces and lines.
Q: Should I included headers and footers in my document?

A: Headers and Footers are not always read immediately to screen reader users. However, if a screen reader user wants to look at the header there are methods for them to do that.

Headers and Footers can be used to hold document information but should **never** hold important document content such as filename, document owner etc.
Headers and Footers, 2 of 2

- Insert tab
- Select Header or Footer
- Insert text or other document information
- Always include page numbers in the footer with the “Normal” style
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Headings Navigation Menu

Heading 1 is main title

Heading 2 .................................................... 1
Heading 3 .................................................. 3
Heading 2 .................................................... 8
Heading 3 .................................................. 10
Heading 3 .................................................. 12
Heading 3 .................................................. 16
Heading 3 .................................................. 18
Heading 2 .................................................... 19
Heading 2 .................................................... 53
Table of Contents

• Headings structure will automatically populate a table of contents and provide accessible for screen readers rely on headings structure to navigate a page quickly.

• Adding Table of Contents to any documents or syllabus over 8 pages to make it easier for readers to go directly to a specific section in the document.

• Or Custom Table of Contents

• Ensure the ‘Tab leader’ option is ‘…….’

• To change which styles appear, select ‘Options’

• Number each style in the order in the Table of Contents

• Select ‘Ok’ twice
Microsoft Office Accessibility Checker

The accessibility checker will identify certain accessibility issues:

- Headings that are not in logical order
- Images with no alt text
- Tables have the header box checked
- Tables that have merged cells or with empty cells
- Large numbers of repeated blank characters (spacebars, tabs, enters)
Check for Issues, Check Accessibility

Always use Word’s built-in Accessibility Checker

Repair Errors, Warnings and Tips
Document Properties
Converting to PDF

Save As PDF

Select 1st radio button “Best for electronic distribution and accessibility (Uses Microsoft online service)"
Print to PDF utilities are **never** the best way to make a PDF accessible from any software because that method usually doesn’t contain either live text, a logical reading order, or tags structure for digital documents.

Use either Save As PDF or Export to PDF.
Open PDF files from Adobe Acrobat not Web Browser by default

- Save PDF files on Desktop
- Select PDF (not double click)
- File tab, Always Open with, Other
Adobe Creative Cloud for Faculty & Staff

- Adobe Creative Cloud software is now available for use (at no additional charge) on all faculty and staff university-owned computers, labs and classroom devices, and for all students.

- Please note that this deployment of Adobe software is not available for use on personally-owned faculty and staff devices at this time.

- Learn more about Adobe Creative Cloud for Faculty & Staff

- Adobe Reader is for viewing, printing, signing, sharing, and annotating PDFs. Adobe Reader doesn’t have Accessibility checking tool.

Adobe Acrobat DC
Sample language to include Canvas Ally in a syllabus

Canvas Ally is a university initiative to help make course materials more accessible to all students. Next to each file in Canvas is a small arrow icon that opens a menu with three options. The third option is Alternative Formats. You will be able to download different formats of the file, which may include a PDF, browser (HTML), reader (ePub) or audio (MP3) files. For more information, please visit www.csun.edu/ally.
Create with Accessibility in Mind

Best Practices

Document Accessibility

user-friendly document for CSUN student success
How can we help you make a difference?

Universal Design Center Offers

- Online, self-paced training
- In-person training each semester
- Consultations
- Tools and Services

Universal Design means design for everyone