

# Creating Accessible Documents

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AMAC Accessibility

Georgia Institute of Technology, College of Design



# AMAC Accessibility

E-Text, Braille, Captioning and Audio Description, ICT Accessibility, AT Assessments



# E-Text Products

| Format                      | Description of Accessible Features  |
|-----------------------------|---|
| PDF                         | PDF files that retain the same layout as the print textbook and include bookmarks for navigation, synchronized highlighting of text, and can be read aloud with text to speech software. Students can easily magnify the text or change color contrast options. Images do not have alt text descriptions.   |
| MS Word Doc                 | Word Docs are ideal for non-sighted students. We use Optical Character Recognition software to create and export an accessible MS Word Doc file. The final file has optimized reading order, three levels of headings, pagination, metadata, and alt text description for images. MS Word Doc files are formatted in a single column layout and are best for students who use screen reading software such as JAWS or NVDA. |
| EPUB                        | EPUBS can be accessed with various readers, such as iBooks for OS/iOS, Microsoft Edge, Radium, and Dolphin EasyReader 7. The final file has optimized reading order, three levels of headings, pagination, and metadata. We also include brief alt text on images.  |
| DAISY                       | DAISY files are ideal for students who use Dolphin EasyReader software. The final file has optimized reading order, three levels of headings, pagination, and metadata. We also include brief alt text on images.   |
| HTML                        | These files are read by web browsers. The final file has optimized reading order, three levels of headings, pagination, and metadata. We also include brief alt text on images.   |
| PowerPoint                  | Each PowerPoint slide has a unique descriptive title, all images and tables are fully described, and the reading order is determined for all objects on the slide. Also, all content will be placed in accessible content boxes that will be read aloud by screen readers.  |
| Learning Ally<br>Audiobooks | We partner with Learning Ally and will search their library to see if the book is available. If it is, we create an account for your student with Learning Ally and provide instructions for logging in and accessing their digital bookshelf. These files are audio only, and are read aloud with human narration, not synthetic speech. Students can navigate through the audio file by headings or page numbers.         |

# Who Uses Accessible Media

- **The audience for Accessible Media is not just people with disabilities. It is far larger than you would imagine...**
- People who have blindness, color blindness, or low vision
- People with mobility issues who cannot hold a textbook
- People with motor disabilities who cannot turn pages
- The Deaf and Hard of Hearing Community
- People with learning disabilities such as dyslexia or ADHD
- People with head injuries, trauma, or cognitive disabilities
- Auditory learners
- The increasing number of people who are part of the aging population

# Why Accessibility Is Best Practice

**Making material accessible is best practice ethically, practically, and legally.**

- Making material accessible allows for equity and fairness in information distribution and opportunities.
- Accessible files can be converted into multiple file formats easily and can reach more people.
- WCAG 2.0 stands for Web Content Accessibility Guidelines. Following these guidelines protects you from litigation.
- The United States Department of Justice recommends the ADA Compliance Guidelines for ICT Accessibility.
- Section 508 Guidelines are determined by the GSA, the Government-wide Section 508 Accessibility Program.

# Microsoft Word Accessibility

1. Choosing accessible fonts and design features.
2. Creating multiple levels of headings for navigation.
3. Generating an automated table of contents.
4. Writing alternate text descriptions and/or captions for images.
5. Creating accessible numbered and bulleted lists.
6. Establishing a logical reading order.
7. Formatting accessible tables and not using tables for layout purposes.
8. Creating white space with page layout tools (not tab, enter, space bar).
9. Using column breaks, section breaks, and page breaks.
10. Using the built in checker to create an accessibility report.



# Accessible Fonts

- Use font sizes between 12 and 18 points for body text.
- Use standard fonts with clear spacing and easily recognized upper and lower case characters. The following fonts are the most accessible: Calibri, Arial, Verdana, Tahoma, and Times New Roman.
- Sans serif fonts (e.g., Calibri, Arial, Verdana) are generally considered easier to read than serif fonts (e.g., Times New Roman, Garamond).
- Avoid large amounts of italicized, bold, or underlined text. Text in all caps is also difficult to read and produces eye strain.

# Accessible Design Features

- Try to use plain text whenever possible, avoiding unnecessary tables, borders, or graphics if they do not convey meaning.
- Use normal or expanded character spacing, rather than condensed spacing.
- Use language that is clear, direct, and easy to understand.
- Explain all acronyms, symbols, and abbreviations.
- Provide meaningful context for all hyperlinks.



# Color Contrast

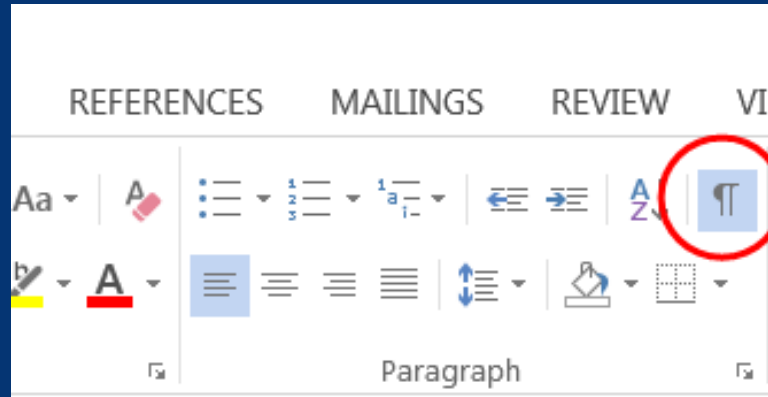
- Provide sufficient color contrast between text and background colors. Do not use color as the sole means of communicating information such as required fields and error messages.
- Text should be easy to read.
  - Color contrast in comparison to the background should be a ratio of 4.5:1.
  - A good tool to test the color contrast is Colour Contrast Analyser found at [The Paciello Group](http://www.paciello.com) ([www.paciello.com](http://www.paciello.com)).

# Creating White Space

- When creating white space in your document,
- DO NOT:
- Hit Enter, Tab, or Spacebar more than once.
- DO:
- Use line spacing.
- Use tab stops.

# Viewing Repeated Blank Characters

- To see the blank characters, turn on Show/Hide paragraph marks.
- You only need to fix the repeated occurrences. It is fine to have one blank character per occurrence.



# Repeated Blank Characters

- Repeated blank characters are caused by hitting enter, tab, or space multiple times in a row.
- A screen-reader may say the word, “paragraph mark,” or “blank space,” or “tab,” for each of these blank characters, which could confuse the listener.

**Course Placement**


Beginning fall 2012, test scores will be required for all freshman applicants. Students before an admissions decision can be made. The testing requirement can be satisfied by scores on 1 of 3 tests:

¶  
¶  
¶

1. → **Minimum SAT Scores:**

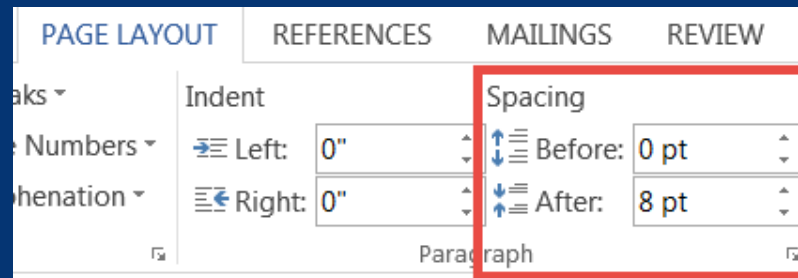
|                  |   |   |   |     |
|------------------|---|---|---|-----|
| Critical Reading | → | → | → | 480 |
| Math             | → | → | → | 460 |

**Repeated Enters and Tabs**



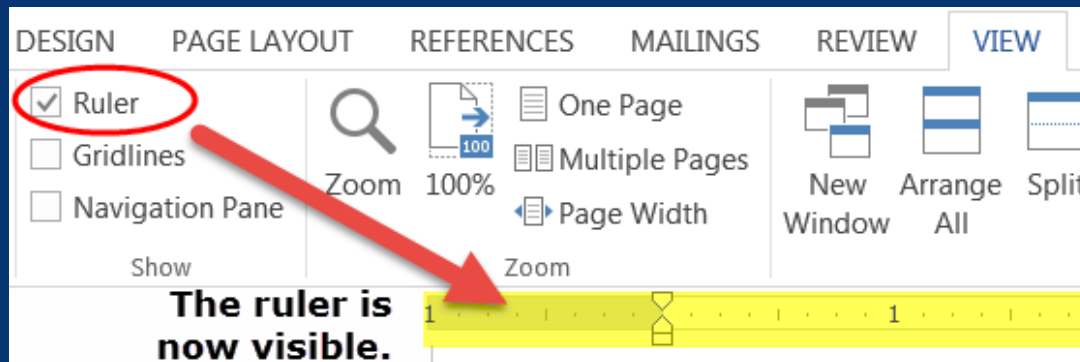
# Using Line Spacing

- Put your cursor either before or after the word where you want white space.
- Use the Line Spacing option in the Page Layout tab and add space before or after the word as seen below.
- Delete any repeated hard line breaks.



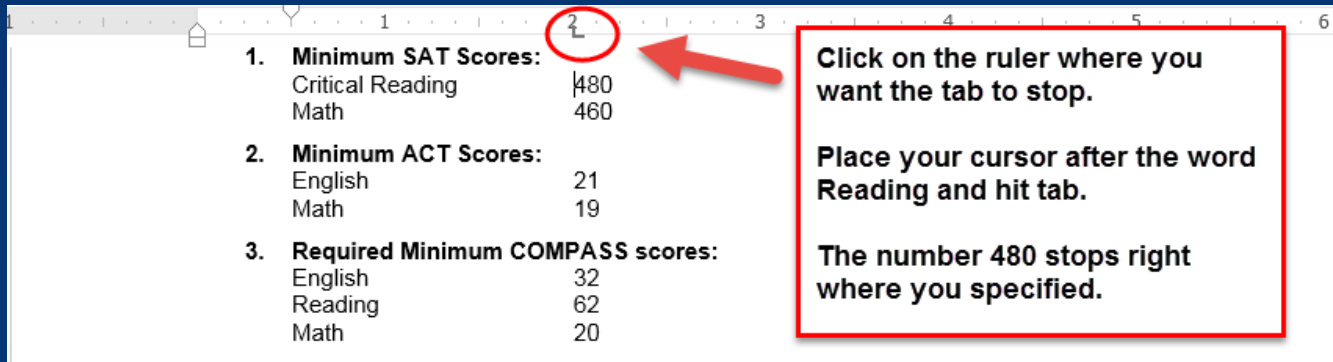
# Use Tab Stop Instead of Multiple Tabs

- A **tab stop** is a horizontal position which is set for placing and aligning text on a page.
- First you must view click the View tab and check the box for Ruler, as seen below.



# Using Tab Stop

- Click on the ruler where you want your tab to stop.
- Then hit Tab in the designated section. (Hint: you can drag the tab stop if you need to.)



The screenshot shows a document with a ruler at the top. The ruler has markings from 1 to 6. A red circle highlights the number 2 on the ruler, and a red arrow points to it. Below the ruler is a table of scores. A red box on the right contains instructions on how to use the tab stop.

|  |     |
|--|-----|
| 1. <b>Minimum SAT Scores:</b>              |     |
| Critical Reading                           | 480 |
| Math                                       | 460 |
| 2. <b>Minimum ACT Scores:</b>              |     |
| English                                    | 21  |
| Math                                       | 19  |
| 3. <b>Required Minimum COMPASS scores:</b> |     |
| English                                    | 32  |
| Reading                                    | 62  |
| Math                                       | 20  |

**Click on the ruler where you want the tab to stop.**

**Place your cursor after the word Reading and hit tab.**

**The number 480 stops right where you specified.**

# Adding Headings

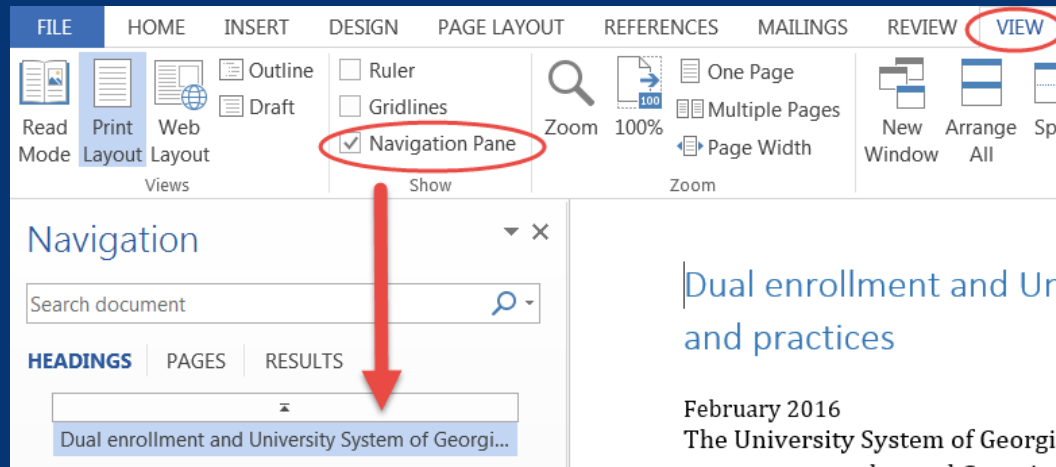


- Add Headings to Microsoft Word Docs for easy navigation and to mark important chapters or subsections.
- Screen reader users can use quick key commands or shortcuts to navigate documents by Heading levels.
- Your headings will retain your document structure when exporting to different file formats.



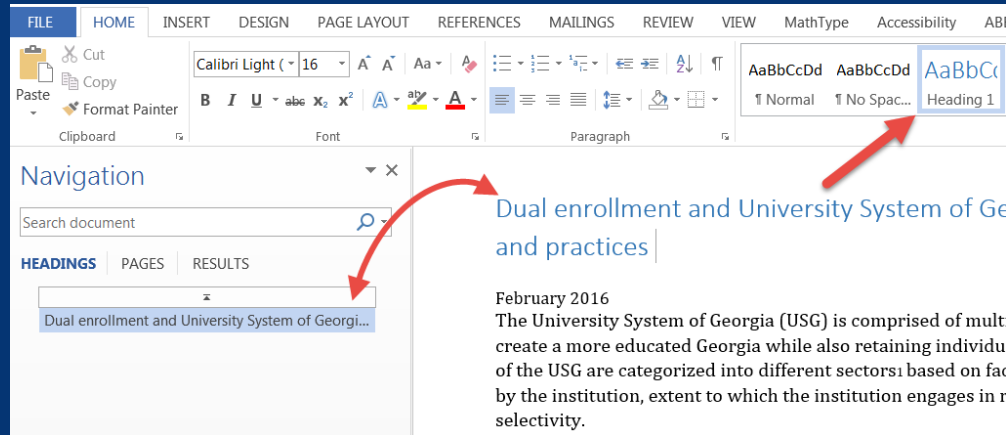
# Navigation Pane

Click the View Tab and check the Navigation Pane box to view all the headings in the document.



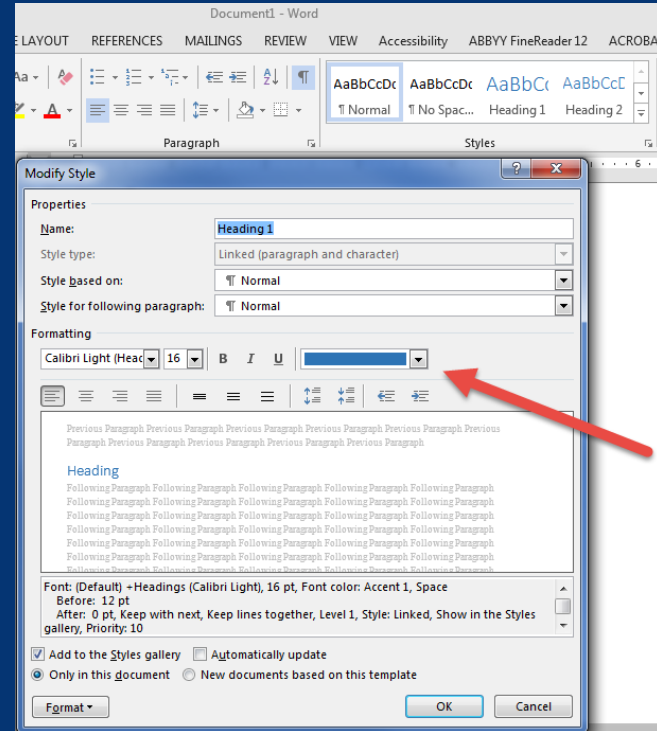
# Heading Styles

Highlight some text and choose the Heading style from the Home Tab and your heading will show up in the Navigation Pane on the left.



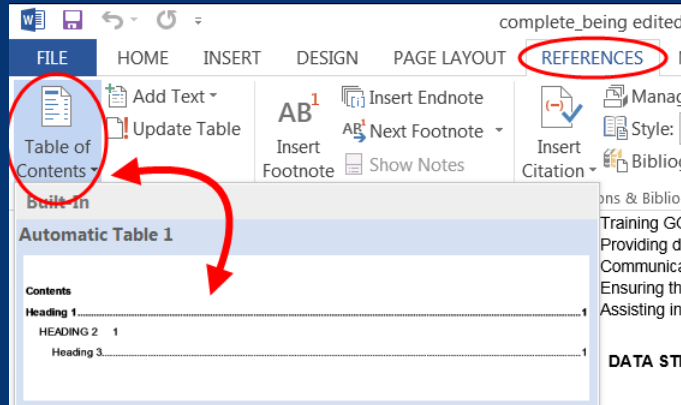
# Customized Headings

- Heading styles can also be customized, so you can keep style options while also adding meaningful structure for screen reader users.
- Right click on a Heading Style on the Home Tab and then select Modify Style to adjust your formatting options.



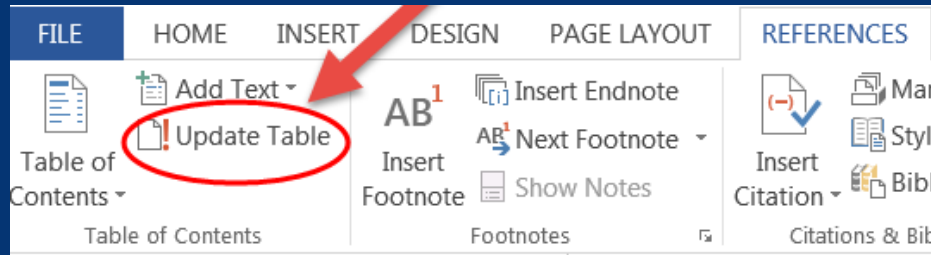
# Automated Table of Contents

- For longer documents, it is necessary to create a table of contents. Once you've applied heading styles, you can insert your table of contents by clicking the References tab and then the Table of Contents command.
- Select a built-in table of contents.



# Updating the Table of Contents

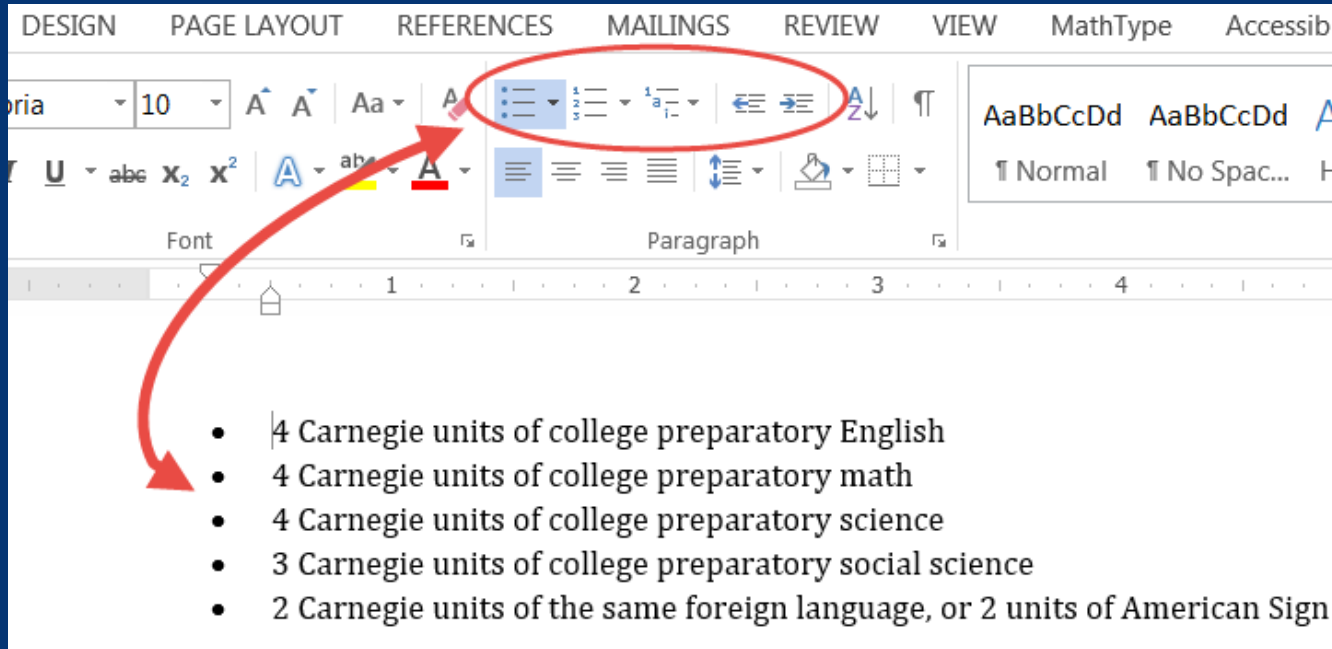
- The TOC is automatically updated whenever you open the document.
- You update the TOC by clicking the References tab and then Update Table, in the Table of Contents group.
- When you update the TOC, you will choose to update the entire TOC, or just the page numbers.
- Only edit the headings within the body of the document, not in the table of contents itself.



# Creating Accessible Lists

- Using list styles will identify to a screen reader that there is a list and the number of items in the list.
- Using list styles will also preserve list formatting when exporting a file to another format.
- Use Word's list builder to create true lists rather than creating your own lists with icons or graphics as bullets.
  - Use the icons in the Paragraph group on the Home tab.
  - When you select a bullet or number, the entire list of bullets and numbers will become selected = true list.
  - Use the icons to adjust your list styles and hierarchies.

# List Options



The image shows a screenshot of the Microsoft Word ribbon, specifically the Paragraph group. A red circle highlights the list options, which include a bulleted list icon, a numbered list icon, a list with no markers icon, and a list with square markers icon. A red arrow points from the bulleted list icon to a bulleted list in the document below.

- 4 Carnegie units of college preparatory English
- 4 Carnegie units of college preparatory math
- 4 Carnegie units of college preparatory science
- 3 Carnegie units of college preparatory social science
- 2 Carnegie units of the same foreign language, or 2 units of American Sign

- Tables should:
  - Have a specified header row.
  - Have a logical reading order from left to right, top to bottom.
  - Contain related information.
  - Consist of the same number of cells per row/column (not merged cells).
  - Have a title and caption that gives an overview of what's inside the table. If placed before the table, it can help the person using screen reading software to focus and interpret the data.



# Avoid Merged and Empty Cells

- Do not merge cells.
- Merged cells do not provide clear information to a person with print-related disabilities.
- Each row and column MUST have the same number of cells as the others.
- Avoid leaving any cells blank/empty.

| Friday, February 7      |   |
|-------------------------|---|
|                         | - Business Casual Attire for Day  |
| 6:00 a.m. – 8:00 a.m.   | Breakfast available at hotel, <b>Check out of hotel before 8:15 a.m.</b><br>Participants put luggage in cars and drive to Georgia Tech Student Center<br><b>Park in Area #2 Visitor Lot</b>   |
| 8:30 a.m. – 9:15 a.m.   | <b>President's Welcome Address</b> Student Services/Flag Bldg 117<br>Welcome video<br>President Bud Peterson, <i>President of Georgia Tech</i><br>Nicholas Picon, <i>Georgia Tech SGA President</i><br>Dr. Bill Schafer, <i>VP for Student Affairs</i><br>Other Georgia Tech administrators |
| 9:15 a.m. – 9:35 a.m.   | Georgia Tech SGA Executive Cabinet<br>Video, Q & A  |
| 9:35 a.m. – 10:45 a.m.  | "Tour of SGA Office"<br>"Tour of CULC": Student tour of new Georgia Tech academic facilities CULC   |
| 10:45 a.m. – 11:00 a.m. | 15 min. break -   |
| 11:00 a.m. – 12:30 p.m. | (Session #3): "Leadership Lunch"<br>Speaker: Miller Templeton @11:30am Student Services/Flag Bldg 117   |
| 12:30 p.m. – 1:30 p.m.  | (Session #4): Draft End of the Year Report<br>Research Universities & Regional Universities<br>State Universities<br>State Colleges<br>Two-Year Colleges<br>Consolidated Universities Student Services/Flag Bldg 117  |
| 1:30 p.m. – 2:00 p.m.   | Prepare framework for End of Year Report  |
| 2:00 p.m. – 2:30 p.m.   | (Session #5): Reporting from Breakout Session<br>Speaker: Selected student from each group Student Services/Flag Bldg 117   |
| 2:30 – 2:45 p.m.        | <b>Conference Wrap-Up</b> – Voting on <b>SAC Leadership Award</b><br>Dr. Joyce Jones, <i>Vice Chancellor for Student Affairs</i>  |
| 2:45 p.m.               | Students depart at their leisure.   |
| Drive Home Safely!      |   |

# Empty Cells in Tables

Upcoming Events

Looking for a schedule of hunter education classes? [Click here.](#)

Event Type  
<Any>

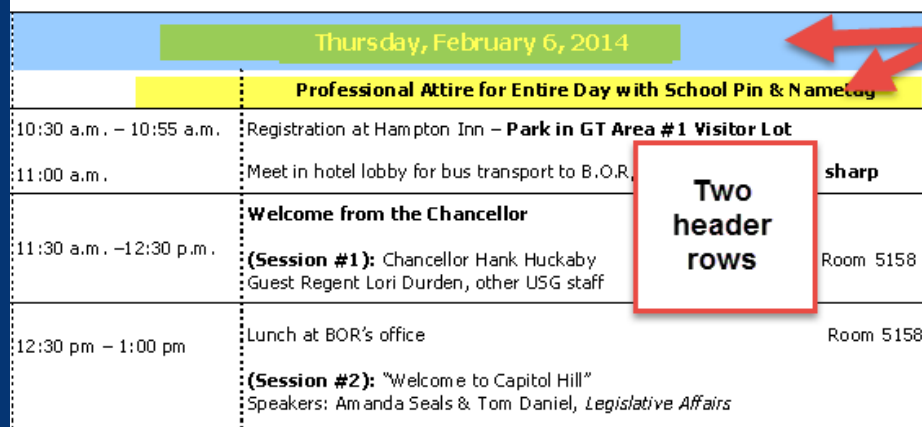
« Prev April 2016 Next »

| Sun  | Mon | Tue | Wed | Thu | Fri  | Sat  |
|--|-----|-----|-----|-----|--|--|
|  |     |     |     |     | 1  | 2<br>Al Sihab<br>Shriners' Annual<br>Children's<br>Fishing Rodeo   |
| 3  | 4   | 5   | 6   | 7   | 8  | 9  |
| 10   | 11  | 12  | 13  | 14  | 15   | 16<br>Kids Fishing<br>Event at Chattie<br>Elliott Wildlife<br>Center   |
| 17   | 18  | 19  | 20  | 21  | 22<br>Hunt and Learn:<br>Turkey at<br>Chattahoochee<br>Fall Line WMA | 23<br>Hunt and Learn:<br>Turkey at<br>Chattahoochee<br>Fall Line WMA<br><br>Children's<br>Fishing Rodeo:<br>Perry Leisure<br>Services  |
| 24<br>Hunt and Learn:<br>Turkey at<br>Chattahoochee<br>Fall Line WMA | 25  | 26  | 27  | 28  | 29<br>Annual Fishing<br>Derby  | 30<br>Ben Hill Inwin<br>Baptist Assoc.<br>Fish Out<br><br>Nashville<br>Sheriff's Office<br>Kids' Fishing<br>Rodeo<br><br>Nashville<br>Sheriff's Office<br>Kids' Fishing<br>Rodeo<br><br>Mt. Oglethorpe<br>Kids'<br>Fishing Event |

- The way this is currently configured, a screen reader would treat this as a table with rows, most of which are blank. A list of all events might work better, or consider adding “No events planned on this day” in empty cells.

# Table Header Rows

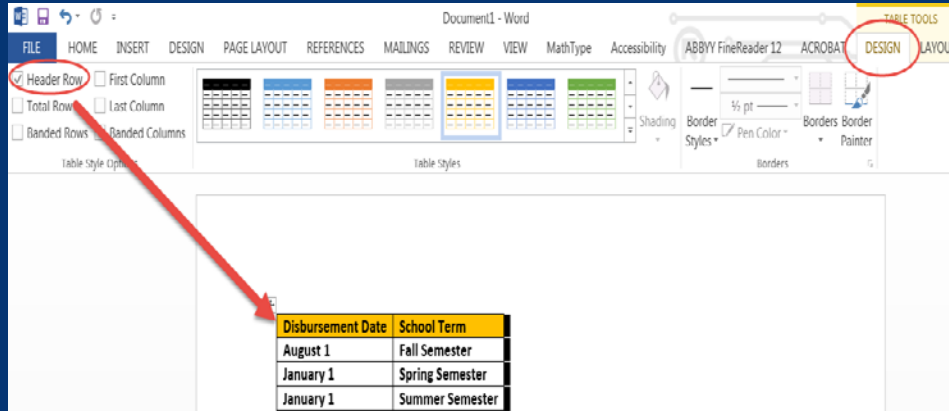
- Organize a table so that the table has only one header row.



| Thursday, February 6, 2014                                    |   |
|---|---|
| Professional Attire for Entire Day with School Pin & Name Tag |   |
| 10:30 a.m. – 10:55 a.m.                                       | Registration at Hampton Inn – Park in GT Area #1 Visitor Lot  |
| 11:00 a.m.  | Meet in hotel lobby for bus transport to B.O.R. <b>sharp</b>  |
| 11:30 a.m. – 12:30 p.m.                                       | <b>Welcome from the Chancellor</b>  |
|   | <b>(Session #1):</b> Chancellor Hank Huckaby<br>Guest Regent Lori Durden, other USG staff                         |
| 12:30 pm – 1:00 pm  | Lunch at BOR's office <b>Room 5158</b>  |
|   | <b>(Session #2):</b> "Welcome to Capitol Hill"<br>Speakers: Amanda Seals & Tom Daniel, <i>Legislative Affairs</i> |

# Specify Header Row

- To properly specify the header row, first select the table.
- Then click the Design Tab.
- Now check the box for Header Row.
- Your first row now becomes a Header Row.

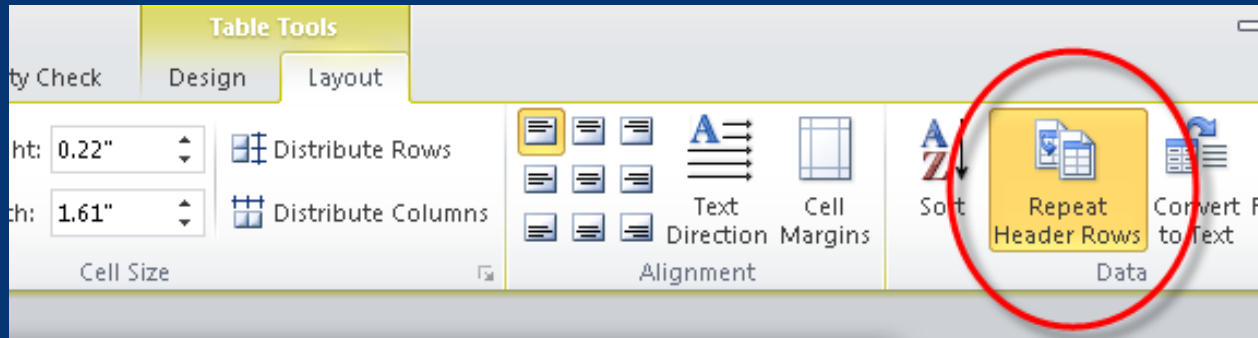


The screenshot shows the Microsoft Word interface with the 'Table Tools' ribbon active. The 'DESIGN' tab is selected. In the 'Table Style Options' group, the 'Header Row' checkbox is checked. A red arrow points from this checkbox to the first row of a table in the document. The table has two columns: 'Disbursement Date' and 'School Term'. The first row is highlighted in yellow, indicating it is the header row.

| Disbursement Date | School Term     |
|-------------------|-----------------|
| August 1          | Fall Semester   |
| January 1         | Spring Semester |
| January 1         | Summer Semester |

# Eliminating Header Row Errors

- If you still have errors in the accessibility report about not having specified a header row, click on the table, then go to the Table Layout ribbon, and select “Repeat Header Rows.”



# Keep Table Rows Together

- If the table spans more than one page, make sure that “Allow row to break across pages” is unchecked.
- Right click the table and click Table Properties. Choose the Row tab and uncheck Allow row to break across pages.

The image shows a screenshot of a table with columns for CATEGORY, RESPONSIBILITY, and RETENTION PERIOD. A red arrow points to the 'RETENTION PERIOD' column. Overlaid on the table is the 'Table Properties' dialog box, with the 'Row' tab selected. The 'Allow row to break across pages' checkbox is unchecked, and the 'Repeat as header row at the top of each page' checkbox is also unchecked. The 'Table Properties' dialog box has tabs for Table, Row, Column, Cell, and Alt Text. The 'Row' tab is active, showing options for Row 30, Size, and Options. The 'Options' section has two checkboxes: 'Allow row to break across pages' (unchecked) and 'Repeat as header row at the top of each page' (unchecked). There are 'Previous Row' and 'Next Row' buttons at the bottom of the dialog box.

| CATEGORY   | RESPONSIBILITY                           | RETENTION PERIOD |    |
|--|--|------------------|----|
| Gifts and Pledges  | Associate Vice President for Development |                  |    |
| Letters and agreements of gifts  |  | PERMANENT        | BO |
| Copies of bequest instruments and wills  |  | PERMANENT        | BO |
| from individuals or estates  |  |                  |    |
| Related documentation and correspondence   |  | PERMANENT        | BO |
| Award guidelines   |  | 7 years          | BO |
| Records of fund disbursements  |  | 7 years          | BO |
|  |  |                  |    |
| Correspondence   |  |                  |    |
| Records documenting communication with government agencies, vendors and the public pertaining to fiscal policy, obligations and revenue. | Each Functional Manager                  | PERMANENT        | BO |
| Emails, voicemails, calendars  | GGC                                      | Managed by GGC   |    |
| <b>NANCIAL RECORDS</b>   |  |                  |    |
| Determination Letter from the IRS  | Chief Financial Officer                  | PERMANENT        |    |
| Annual Reports (Audited)   | Chief Financial Officer                  | PERMANENT        | BO |
| Form 990 Tax Returns   | Chief Financial Officer                  | PERMANENT        |    |

# Repeat Header Rows

- If the table spans more than one page, make sure that you check the selection to repeat the header row for each page.
- Select the first row of the table, right click, and choose Table Properties.
- Check the box for “Repeat as header row at top of each page.”

### Accommodations & Activities (cont'd.)

State Parks and Outdoor Recreation Areas charge \$5 parking. Historic Sites charge an admission fee. Some activity fees apply. Some amenities may be seasonal. Availability subject to change.

| #  | STATE PARKS & OUTDOOR RECREATION AREAS (cont'd.)      | Area (Total #) | Asst (Total #) | Comps (Total #) | Kem (Total #) | Comps (Total #) | Int / (Total #) | RI / (Total #) | Maxim (Total #) | Walden (Total #) | Pointe (Total #) | Rowe (Total #) | Crane (Total #) | Carroll (Total #) | Low (Total #) | Low (Total #) |
|----|---|----------------|----------------|-----------------|---------------|-----------------|-----------------|----------------|-----------------|------------------|------------------|----------------|-----------------|-------------------|---------------|---------------|
| 32 | Providence Canyon Outdoor Recreation Area, p. 36      | 1,003          |                |                 |               |                 |                 |                |                 |                  | 6                | *              |                 | G                 |               |               |
| 33 | Red Top Mountain State Park, p. 37                    | 1,776          | 18             | 1               | 92            | 12              | 40              |                |                 |                  |                  | *              |                 | CFG               |               |               |
| 34 | Reed Bingham State Park, p. 37                        | 1,613          |                |                 | 46            | 23              | 50              | 1              |                 | 1                | *                |                |                 | CFG               |               |               |
| 35 | Reynolds Mansion on Sapelo Island, p. 38              | 6,110          |                |                 |               |                 |                 |                |                 |                  |                  | *              |                 | IF                | 13            |               |
| 36 | Richard B. Russell State Park, p. 38                  | 2,508          | 20             |                 | 28            | 6               | 35              |                |                 |                  |                  | *              |                 | IF                |               |               |
| 37 | Seminole State Park, p. 38                            | 604            | 14             |                 | 50            | 41              | 40              |                |                 |                  | *                |                |                 | IFG               |               |               |
| 38 | Skidaway Island State Park, p. 38                     | 588            |                |                 | 3             | 87              | 82              | 50             |                 |                  | *                |                |                 | IFG               |               |               |
| 39 | Smithgall Woods State Park, p. 39                     | 5,664          | 6              |                 |               |                 |                 |                |                 |                  | *                |                |                 |                   |               |               |
| 40 | Stephen C. Foster State Park (Chickasaw Swamp), p. 39 | 80             | 9              |                 | 64            | 8               | 50              |                |                 |                  | *                | Y              |                 | CFG               |               |               |
| 41 | Sweetwater Creek State Park, p. 39                    | 2,549          |                | 10              |               |                 |                 |                |                 | 5                |                  | *              |                 | IFG               |               |               |
| 42 | Tallulah Gorge State Park, p. 40                      | 2,739          |                |                 | 50            | 12              |                 |                |                 |                  | 3                | *              |                 | IFG               |               |               |
| 43 | Tugaloo State Park, p. 40                             | 393            | 20             | 6               | 105           | 25              | 35              |                |                 | 11               | *                |                |                 | CFG               |               |               |
| 44 | Unicoi State Park and Lodge, p. 41                    | 1,050          | 30             |                 | 49            |                 | 40              |                |                 | 33               | *                |                |                 | CFG               | 100           |               |
| 45 | Victoria Bryant State Park, p. 41                     | 502            |                |                 | 27            | 8               | 40              |                |                 | 8                | *                |                |                 | CIF               |               |               |
| 46 | Vogel State Park, p. 41                               | 235            | 35             |                 | 85            | 17              | 40              |                |                 | 18               | *                |                |                 | CFG               |               |               |
| 47 | Watson Mill Bridge State Park, p. 41                  | 1,118          |                |                 | 3             | 30              | 20              | 40             |                 |                  | *                |                |                 | IF                |               |               |

# Layout Tables

- Do not use tables for layout purposes only.
- Tables have to have logically related information with a header row.
- You should not format content into a table just to make it look nice. Tables are not intended to be used for lists, groups of words, or visual purposes only.
- If you want to format content like a table, then use column breaks, section breaks, page breaks, or tab stops.

|             |           |            |
|-------------|-----------|------------|
| Screen      | readers   | read       |
| information | across    | t          |
| in a        | linear    | v          |
| thereby     | making    | j          |
| difficult   | to        | u          |
| information | contained | in tables. |

This is a layout table. There is no header row and no clear classification of the words.

| Friday, February 7                 |   |           |
|------------------------------------|---|-----------|
| - Business Casual Attire for Day - |   |           |
| 6:00 a.m. – 8:00 a.m.              | Breakfast available at hotel, <b>Check out of hotel before 8:00 a.m.</b><br>Participants put luggage in cars and drive to Georgia Tech<br><b>Park in</b>  |           |
| 8:30 a.m. – 9:15 a.m.              | <b>President's Welcome Address</b><br>Welcome video<br>President Bud Peterson, <i>President of Georgia Tech</i><br>Nicholas Picon, <i>Georgia Tech SGA President</i><br>Dr. Bill Schafer, <i>VP for Student Affairs</i><br><i>Other Georgia Tech administrators</i> | Student S |
| 9:15 a.m. – 9:35 a.m.              | <i>Georgia Tech SGA Executive Cabinet</i><br><i>Video, Q &amp; A</i>  |           |
| 9:35 a.m. – 10:45 a.m.             | <b>"Tour of SGA Office"</b><br><b>"Tour of CULC"</b> - Student tour of new Georgia Tech academic facility   | CULC      |
| - 15 min. break -                  |   |           |

**Layout table:**  
Does not have a clear header row which identifies what each column represents. This table was created for visual purposes.

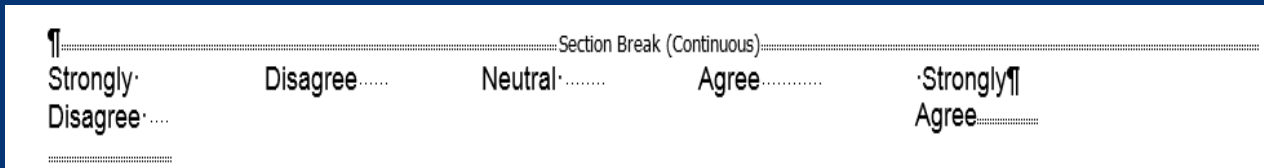


# Column, Section, and Page Breaks

- Only adjust spacing using page layout, line spacing, section breaks, and ruler. Do not hit enter or tab repeatedly to create white space.
- Create columns with Microsoft Word's formatting tools, not by tabbing or creating a makeshift table to arrange text.
- Inserting section breaks and adjusting your margins can help you change the layout of your page if necessary.

# Using Section Breaks

- If you want to have different formatting in a certain section of the document:
- Turn on show/hide paragraph marks.
- Place your cursor before the section you are formatting.
- Click the Page Layout Tab > Breaks > Section Breaks Continuous.
- Then insert another section break after the section. Within the two section breaks, you can format the text however you wish and this formatting will not affect the rest of your document.



# Unclear Hyperlinks

- Avoid using link phrases such as “Click here”. Screen reader users often navigate through links to get an overview of what is in the document.
- To create fully functional and accessible links, do the following:
  1. Write the name of link in plain language, ie. The Department of Natural Resources News Site.
  2. Highlight the name of the link and right click to Insert a Hyperlink.
  3. Paste the URL in the Address box so that the title turns into a clickable link.
  4. Add the URL in parentheses after your hyperlink for print audiences, and right click to remove the hyperlink from the URL.
- Example: To learn more about our educational programs, workshops, classes, and events, please visit [The Department of Natural Resources Education website](http://www.gadnr.org/education) (www.gadnr.org/education).

# Long hyperlinks

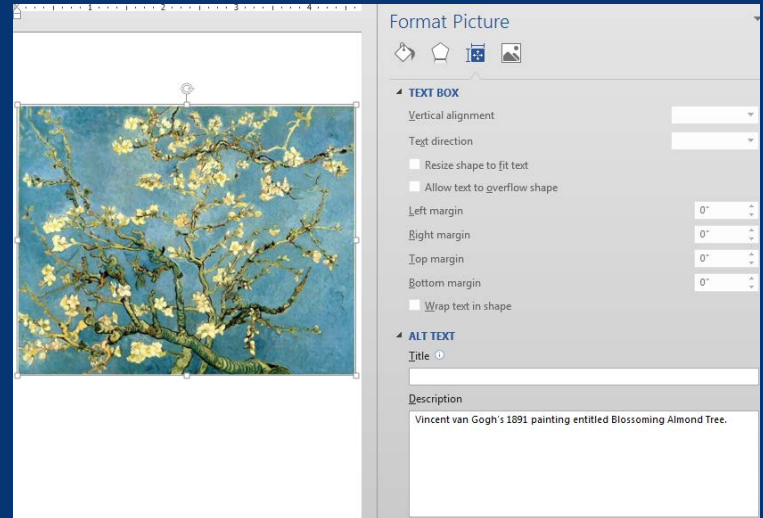
- Sometimes hyperlinks are overly long. Each part of this hyperlink would be read by a screen reader:
- [https://www.amazon.com/exec/obidos/ASIN/1590591488/qid=1116957951/sr=2-1/ref=pd\\_bbs\\_b\\_2\\_1/103-5755258-8204633](https://www.amazon.com/exec/obidos/ASIN/1590591488/qid=1116957951/sr=2-1/ref=pd_bbs_b_2_1/103-5755258-8204633)
- In this case, select the hyperlink, right click the web address, click edit hyperlink, and in Text to Display box insert a shorter title for the hyperlink (in this case a book title from Amazon).
- For this book it would be:
- [Constructing Accessible Web Sites](#)
- With an extra long hyperlink such as the one above you would NOT need to add the text in parenthesis after the actual link.

# Alternate Text Descriptions

All images in a document should be fully described so that everyone has equal access to visual information. Remember to use proper capitalization, grammar, spacing, and punctuation.

To add alt text to an image:

- Right-click the image.
- Choose Format Picture.
- Select the Layout Properties icon.
- Click on the Alt Text link.
- Type in the description field.

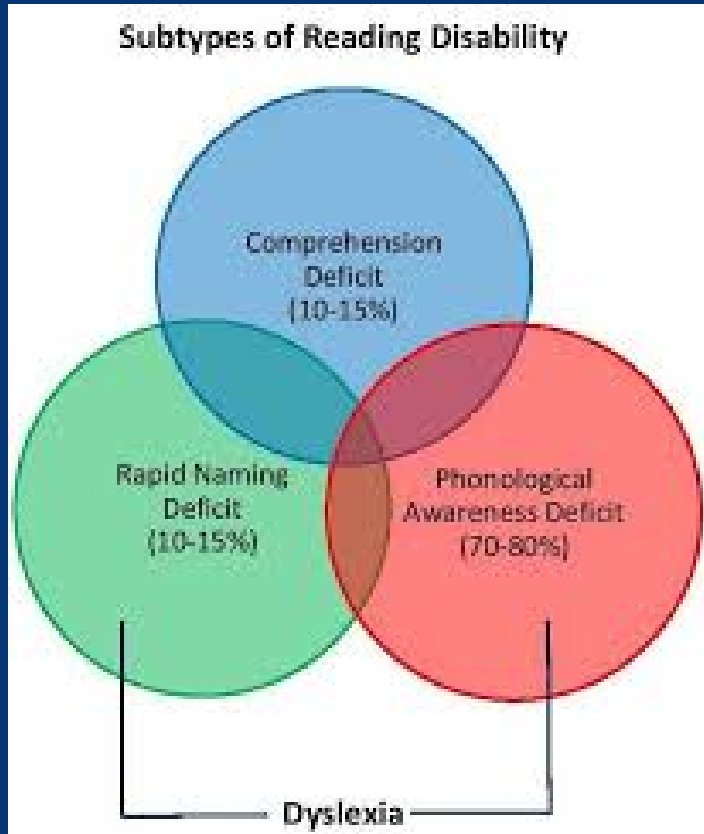


# General Rules for Writing Alt Text

- First describe the type of image you're attempting to describe.
- Next, summarize the information contained in the image in a general informative sentence.
- Avoid adding subjective information or opinion in your alt text, keeping your description neutral and informative.
- Skip purely decorative images; these will be read simply as "Graphic." Icons may have meaning, but flourishes are fluff.

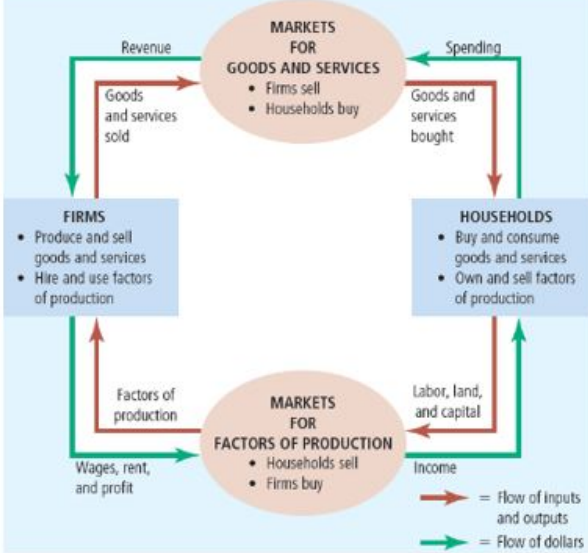


# Effective Alt Text Practices



- Review captions before writing your alt text. If the caption does not summarize the information, then write alt text that does to fill in the blanks.
- Alt text should have proper capitalization, subject/verb agreement, usage of articles such as a/an, spacing, grammar, spelling, and punctuation.
- Do not include hard line breaks.
- Avoid using abbreviations if possible.

# Consider your Purpose and Audience

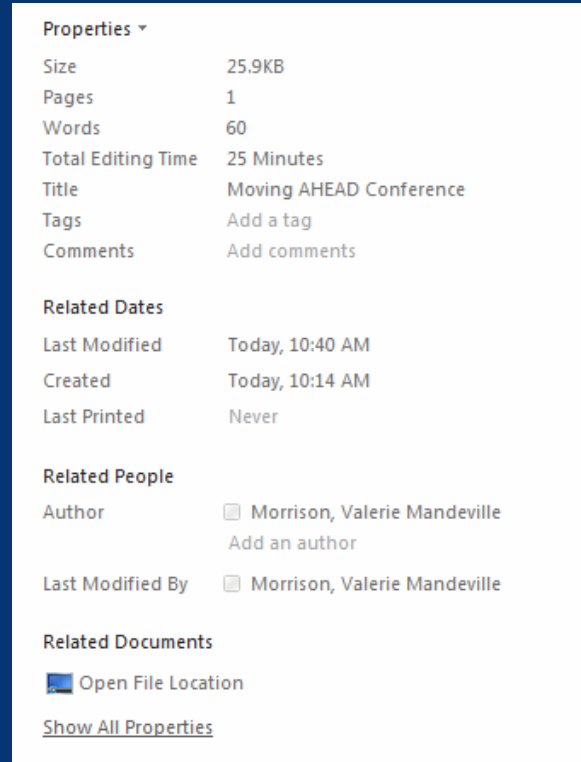
| Image   | Brief   | Moderate   | Complex  |
|---|---|--|--|
|  <p>The diagram illustrates the circular flow of income and products between Firms and Households through two types of Markets. Firms produce and sell goods and services while hiring factors of production. Households buy and consume goods and services while providing factors of production. The Markets for Goods and Services facilitate the exchange of goods and services, while the Markets for Factors of Production facilitate the exchange of labor, land, and capital. Revenue flows from households to firms, and spending flows from firms to households. Similarly, income flows from firms to households, and wages, rent, and profit flow from households to firms. The flow of inputs and outputs is shown as a clockwise cycle.</p> | <p>A circular flow diagram showing the relationship between markets for goods and services, households, markets for factors of production, and firms.</p> | <p>A circular flow diagram. Markets for goods and services consist of firms that sell and households that buy. Households buy and consume goods and services; own and sell factors of production. Markets for factors of production consist of households that sell and firms that buy. Firms produce and sell goods and services; hire and use factors of production. The flow of inputs and outputs goes clockwise around the diagram, from markets for goods and services to households to markets for factors of production to firms, and the cycle repeats. The flow of dollars goes counterclockwise from markets for goods and services to firms to markets for factors of production to households, and the cycle repeats.</p> | <p>A circular flow diagram. Markets for goods and services consist of firms that sell and households that buy. Households buy and consume goods and services; own and sell factors of production. Markets for factors of production consist of households that sell and firms that buy. Firms produce and sell goods and services; hire and use factors of production. The flow of inputs and outputs is as follows: Markets for goods and services contain goods and services bought by households. Households provide labor, land, and capital to markets for factors of production. From there factors of production leads to firms, which consists of goods and services sold to the market for goods and services. The flow of dollars is as follows: Markets for goods and services brings revenue to firms. Firms use that revenue for wages, rent, and profit of markets for factors of production. Markets for factors of production provides income to households, and households spend on markets for goods and services.</p> |


What level of detail do you need for your image description: brief, moderate, or complex?



# Adding Metadata

- By clicking on the File tab and viewing the Document Properties, you can edit information such as **Author**, **Title**, **Subject Tags**, or **Comments** to provide further information about what the document contains. This data will be retained if you save as an accessible PDF.

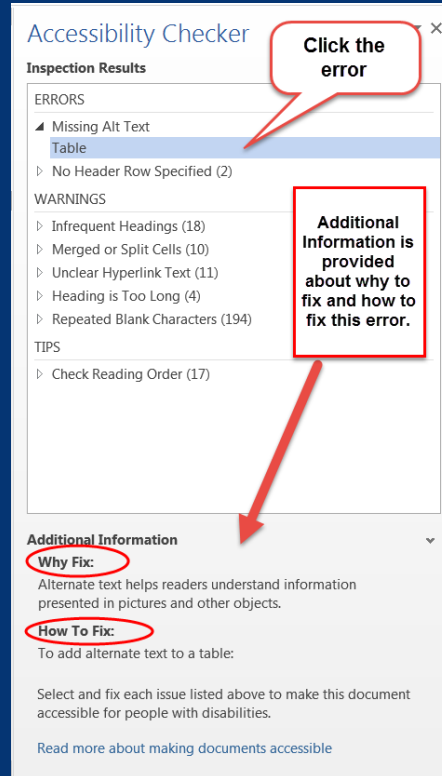
A screenshot of a document's properties dialog box. The title is "Properties" with a dropdown arrow. It is organized into several sections: "Size" (25.9KB), "Pages" (1), "Words" (60), "Total Editing Time" (25 Minutes), "Title" (Moving AHEAD Conference), "Tags" (Add a tag), and "Comments" (Add comments). The "Related Dates" section includes "Last Modified" (Today, 10:40 AM), "Created" (Today, 10:14 AM), and "Last Printed" (Never). The "Related People" section shows "Author" (Morrison, Valerie Mandeville) and "Last Modified By" (Morrison, Valerie Mandeville), both with checkboxes. The "Related Documents" section has a link "Open File Location" with a folder icon. At the bottom is a link "Show All Properties".

|  |  |
|--|--|
| Size   | 25.9KB   |
| Pages  | 1  |
| Words  | 60   |
| Total Editing Time   | 25 Minutes   |
| Title  | Moving AHEAD Conference  |
| Tags   | Add a tag  |
| Comments   | Add comments   |
| <b>Related Dates</b>   |  |
| Last Modified  | Today, 10:40 AM  |
| Created  | Today, 10:14 AM  |
| Last Printed   | Never  |
| <b>Related People</b>  |  |
| Author   | <input type="checkbox"/> Morrison, Valerie Mandeville<br>Add an author |
| Last Modified By   | <input type="checkbox"/> Morrison, Valerie Mandeville                  |
| <b>Related Documents</b>   |  |
|  <a href="#">Open File Location</a> |  |
| <a href="#">Show All Properties</a>  |  |

# Check Accessibility

- Save your document as a .docx file.
- Go to the **File** tab and click on **Check for Issues**, and select **Check Accessibility**.
- The accessibility checker will open in a separate pane and list all accessibility issues with links to each potential problem.
- Additional information appears below, instructing you on why this might cause a problem and how to fix the issue.

# Finding and Fixing Errors



The screenshot shows the 'Accessibility Checker' interface. Under the 'Inspection Results' section, the 'ERRORS' category is expanded to show 'Missing Alt Text'. A specific error, 'Table', is selected and highlighted in blue. A red callout bubble points to this error with the text 'Click the error'. Below the errors, the 'WARNINGS' section lists various issues like 'Infrequent Headings (18)', 'Merged or Split Cells (10)', 'Unclear Hyperlink Text (11)', 'Heading is Too Long (4)', and 'Repeated Blank Characters (194)'. The 'TIPS' section includes 'Check Reading Order (17)'. At the bottom, the 'Additional Information' section is expanded, showing 'Why Fix:' (circled in red) with the text 'Alternate text helps readers understand information presented in pictures and other objects.' and 'How To Fix:' (circled in red) with the text 'To add alternate text to a table:'. A red arrow points from the 'Additional Information' section back to the selected error. A second red callout bubble points to the 'Additional Information' section with the text 'Additional information is provided about why to fix and how to fix this error.'

Accessibility Checker

Inspection Results

ERRORS

- Missing Alt Text
  - Table
  - No Header Row Specified (2)

WARNINGS

- Infrequent Headings (18)
- Merged or Split Cells (10)
- Unclear Hyperlink Text (11)
- Heading is Too Long (4)
- Repeated Blank Characters (194)

TIPS

- Check Reading Order (17)

Additional Information

**Why Fix:**

Alternate text helps readers understand information presented in pictures and other objects.

**How To Fix:**

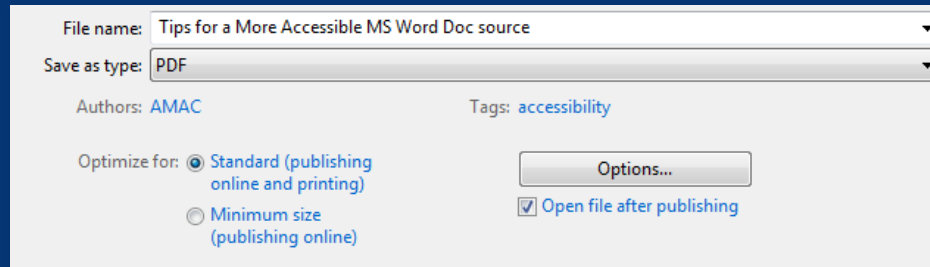
To add alternate text to a table:

Select and fix each issue listed above to make this document accessible for people with disabilities.

[Read more about making documents accessible](#)

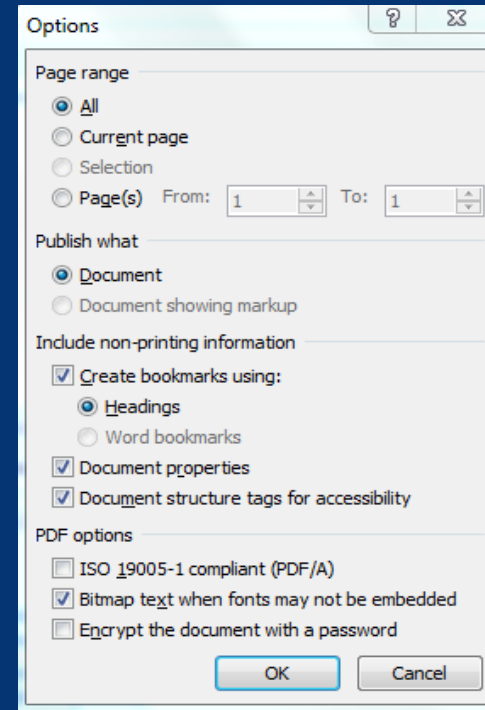
# Saving Your File as an Accessible PDF

- MS Word 2010 includes the option to Save and Export accessible formatting including headings and alt text when the doc is saved as a PDF.
- To export your Word doc to an accessible PDF format, go to File > Save As > from the **Save as type** drop down menu choose **PDF** and click on **Options**.



# Accessible PDF Options

- From the PDF Options menu, under **Include non-printing information**, be sure to check the following options:
  - Create bookmarks using Headings
  - Document properties
  - Document structure tags for accessibility

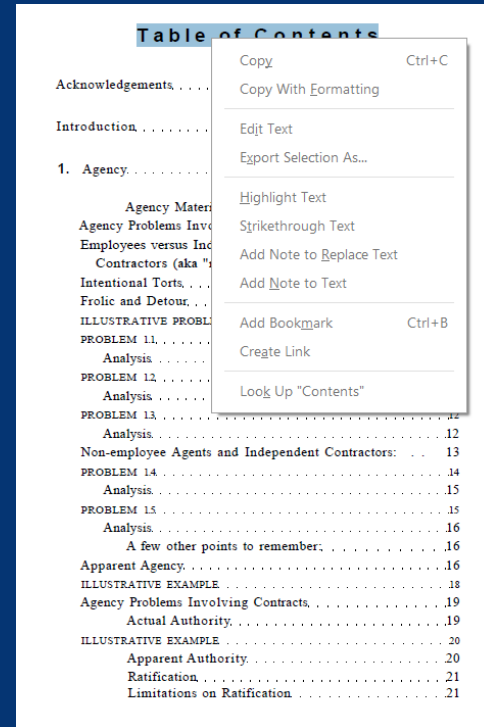


# PDF Accessibility

1. Text is accessible and highlights in proper reading order.
2. Bookmarks provide organization and easy navigation.
3. Pagination is clear and navigable.
4. Tags are present, or the file is autotagged.
5. File size is manageable, ideally under 25 MB.
6. File names are clear and contain no symbols.
7. Images have alt text descriptions if necessary, using T.U.R.O. tool.
8. Language and metadata are included in document properties.
9. Color contrast is high for ease of reading.
10. Save as PDF from MS Word to retain accessibility features.

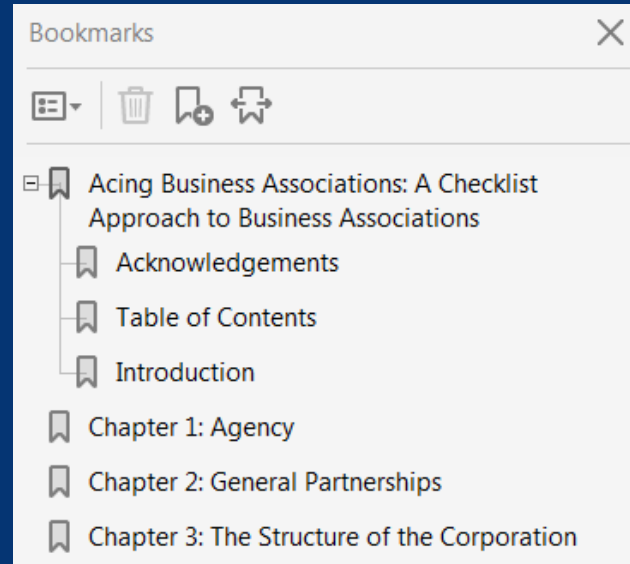
# Adding Bookmarks to a PDF

- PDFs should have bookmarks to help a user easily navigate to different sections of the file.
- Bookmarks can be generated by highlighting text and clicking Control + B or right clicking and choosing “Add Bookmark.”



# Bookmark Hierarchy

- Bookmarks should have different hierarchies for organizational purposes.
- To adjust the hierarchy of your bookmarks, drag them up and under the “parent bookmark” so they appear indented.





# Reducing PDF File Size

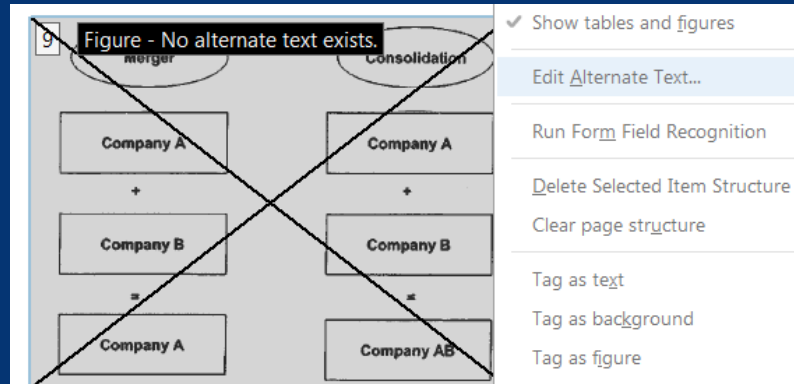
- To reduce a PDF's file size you can try either of the following methods:
  1. Save your PDF as a reduced file size. Go to FILE, select "Save As Other", and select "Reduced Size PDF." When prompted to select Acrobat Version Compatibility, select "Acrobat 9.0 or later" from the dropdown menu.
  2. Split the file into smaller sections, naming each section clearly.

# File Naming Conventions

- Keep titles short and simple and under 50 characters if possible.
- Do not include symbols, such as / : - & % ) # ‘
- If you split a PDF into separate files, name each section clearly (for example: Yearly Report 1, Yearly Report 2, etc).

# Adding Alt Text to PDF Files

- To add alt text descriptions to images in a PDF file, it's easiest to turn on T.U.R.O. in the Accessibility Tools, which stands for "Touch Up Reading Order." This highlights all figures for you, and you can then right click on the ones needing descriptions and select "Edit Alternative Text."



# Inaccessible PDF Forms

| VESSEL INFORMATION  |  |  |  |  |  |       |  |  |  |  |  |  |  | THIS VESSEL KEPT IN WHICH GA COUNTY: _____ |  |  |  |   |                   |  |  |     |  |   |  |                      |  |  |  |   |  |  |  |  |  |
|---|--|--|--|--|--|-------|--|--|--|--|--|--|--|--|--|--|--|---|-------------------|--|--|-----|--|---|--|----------------------|--|--|--|---|--|--|--|--|--|
| THIS VESSEL IS: <input type="checkbox"/> New <input type="checkbox"/> Used  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |   |                   |  |  |     |  |   |  |                      |  |  |  |   |  |  |  |  |  |
| GA REGISTRATION NUMBER (EX. GA1234ZZ)   |  |  |  |  |  |       |  |  |  |  |  |  |  | EXPIRATION DATE                            |  |  |  |   | BOAT MANUFACTURER |  |  |     |  | YEAR BUILT  |  |                      |  |  |  |   |  |  |  |  |  |
| GA _____  |  |  |  |  |  |       |  |  |  |  |  |  |  | M ____ D ____ Y _____                      |  |  |  |   | BOAT MODEL        |  |  |     |  |   |  |                      |  |  |  |   |  |  |  |  |  |
| HULL IDENTIFICATION NUMBER (AFTER 1972, 12 OR 14 CHAR.)   |  |  |  |  |  |       |  |  |  |  |  |  |  | OUT-OF-STATE REGISTRATION NUMBER           |  |  |  |   |                   |  |  |     |  | BOAT LENGTH   |  |                      |  |  |  |   |  |  |  |  |  |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14  |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |   |                   |  |  |     |  | ____ FEET ____ INCHES   |  |                      |  |  |  |   |  |  |  |  |  |
| VESSEL EQUIPPED WITH MARINE TOILET?<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |  |  |  |       |  |  |  |  |  |  |  | MARINE TOILET CERTIFICATE NUMBER           |  |  |  |   |                   |  |  |     |  | MANUFACTURE SOURCE (Check One)<br><input type="checkbox"/> Factory Built <input type="checkbox"/> Rebuilt <input type="checkbox"/> Home Built   |  |                      |  |  |  |   |  |  |  |  |  |
| HULL MATERIAL (Check One)   |  |  |  | ENGINE DRIVE TYPE (Check One)  |  |       |  | FUEL (Check One)   |  |  |  | VESSEL TYPE (Check One)  |  |  |  |  |  | OPERATION (Check One)   |                   |  |  |     |  | PROPULSION TYPE (Check One)   |  |                      |  |  |  |   |  |  |  |  |  |
| <input type="checkbox"/> Aluminum<br><input type="checkbox"/> Steel<br><input type="checkbox"/> Wood<br><input type="checkbox"/> Fiberglass<br><input type="checkbox"/> Rubber / Vinyl / Canvas<br><input type="checkbox"/> Plastic<br><input type="checkbox"/> Other |  |  |  | <input type="checkbox"/> Inboard<br><input type="checkbox"/> Outboard<br><input type="checkbox"/> Stem Drive<br><input type="checkbox"/> Pod Drive<br><input type="checkbox"/> Other |  |       |  | <input type="checkbox"/> Gas<br><input type="checkbox"/> Diesel<br><input type="checkbox"/> Electric<br><input type="checkbox"/> Other |  |  |  | <input type="checkbox"/> Open Motorboat<br><input type="checkbox"/> Cabin Motorboat<br><input type="checkbox"/> Houseboat<br><input type="checkbox"/> Pontoon Boat<br><input type="checkbox"/> Personal Watercraft<br><input type="checkbox"/> Air Boat<br><input type="checkbox"/> Inflatable Boat<br><input type="checkbox"/> Rowboat (no motor)<br><input type="checkbox"/> Paddleboat (no motor) |  |  |  |  |  | <input type="checkbox"/> Auxiliary Sail<br><input type="checkbox"/> Sail Only<br><input type="checkbox"/> Other |                   |  |  |     |  | <input type="checkbox"/> Pleasure<br><input type="checkbox"/> Rent or Lease<br><input type="checkbox"/> Dealer/Mfg. Demo<br><input type="checkbox"/> Charter Fishing<br><input type="checkbox"/> Commercial Fishing<br><input type="checkbox"/> Passenger Carrying<br><input type="checkbox"/> Other Commercial Operation |  |                      |  |  |  | <input type="checkbox"/> Propeller<br><input type="checkbox"/> Sail<br><input type="checkbox"/> Water Jet<br><input type="checkbox"/> Air Thrust<br><input type="checkbox"/> Manual<br><input type="checkbox"/> Other |  |  |  |  |  |
| VESSEL PURCHASED FROM (not required for Renewal Registration or Request for Duplicate Decals/Registration Card)   |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |   |                   |  |  |     |  |   |  |                      |  |  |  |   |  |  |  |  |  |
| LAST  |  |  |  |  |  | FIRST |  |  |  |  |  | MI   |  |  |  |  |  | DATE OF PURCHASE  |                   |  |  |     |  | HOME PHONE  |  |                      |  |  |  |   |  |  |  |  |  |
|   |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  | M ____ D ____ Y _____   |                   |  |  |     |  | (_____) _____   |  |                      |  |  |  |   |  |  |  |  |  |
| STREET or PO BOX  |  |  |  |  |  |       |  |  |  |  |  |  |  | CITY                                       |  |  |  | STATE   |                   |  |  | ZIP |  |   |  | STATE PURCHASED FROM |  |  |  |   |  |  |  |  |  |
| USCG DOCUMENTATION # (Include Copy of Document)   |  |  |  |  |  |       |  |  |  |  |  |  |  | FIRST LIEN HOLDER                          |  |  |  |   |                   |  |  |     |  | DATE OF LIEN  |  |                      |  |  |  |   |  |  |  |  |  |
| DO- _____   |  |  |  |  |  |       |  |  |  |  |  |  |  |  |  |  |  |   |                   |  |  |     |  | M ____ D ____ Y _____   |  |                      |  |  |  |   |  |  |  |  |  |

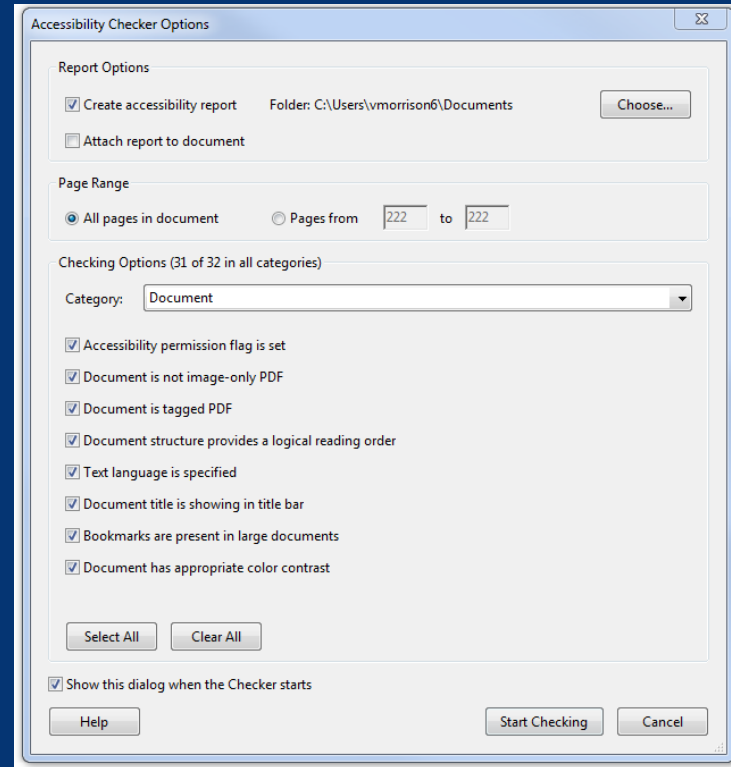
- This Vessel Registration Application would be very confusing for someone using a screen reader to navigate and edit. It could be remediated, but each check box would need to be individually formatted with alt text descriptions.

# PDF Form Options

- If forms must be used in the PDF format, it can be a very difficult and time consuming process.
- Some helpful tips:
  1. If forms are from the Federal Government (like W-4s), an accessible version may be available for use online.
  2. Use HTML if possible.
  3. Take a class on creating accessible forms (Karen McCall is the leader in this field with her book [“Accessible Fillable PDF Forms”](#)).

# Accessibility Report

- You can also generate an Accessibility Report in the Accessibility Tools options. Click on “Full Check” to open a list of things you’d like your check to include, such as figures missing alt text, missing bookmarks, errors in reading order, color contrast, not having a language selected, etc.



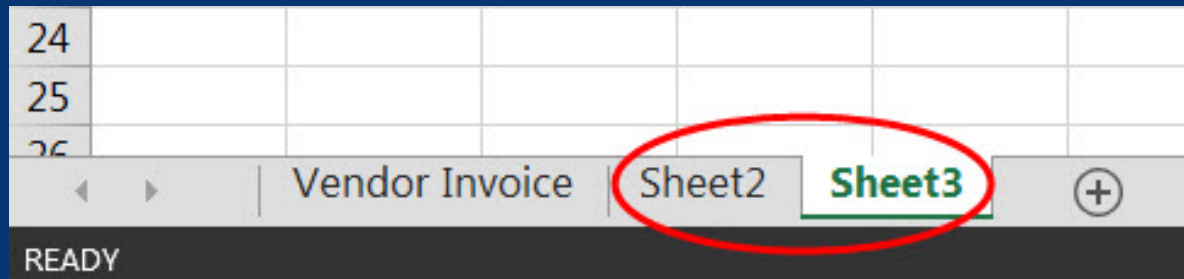
# Excel Accessibility

1. Consider design and formatting in terms of clarity.
2. Each sheet tab should have its own unique name.
3. If content is in table format, include clear column and row headings whenever possible.
4. Do not merge cells or leave table cells blank.
5. Bulleted and numbered lists are created properly.
6. Graphics, smart art, charts, shapes, and tables are described with alternate text descriptions.



# Unique Names for Each Sheet

- Each Excel sheet should have its own unique name for easy navigation.
- In addition, all empty sheet tabs should be deleted to avoid confusion.





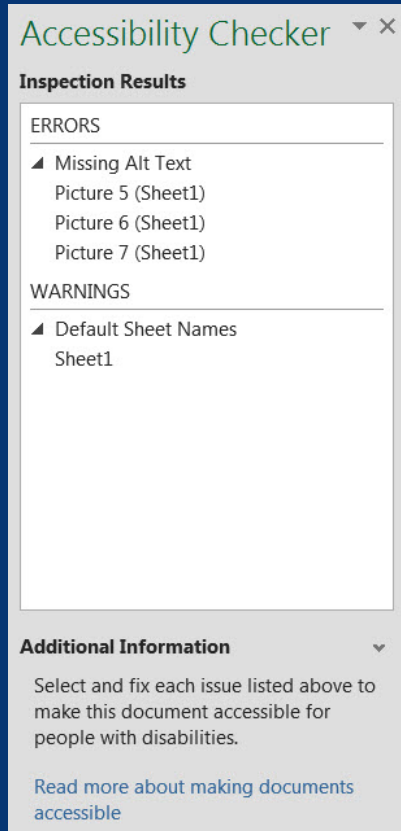
# Structural Alt Text for Tables

- In addition to adding alt text descriptions for any images or visual content, consider adding structural alt text to summarize your table contents. This gives someone a chance to hear what the table contains before listening to all the data.
- **Example:**
- **Table 10.1 is titled Physical Properties of the Giant Planets. It has 5 columns and 13 rows. The column headings are Physical Property, Jupiter, Saturn, Uranus, and Neptune.**
- \*Please note that because the first column heading was left blank, we filled it in so that the table would make more sense.

**TABLE 10.1** Physical Properties of the Giant Planets

|  | Jupiter | Saturn | Uranus | Neptune |
|--|---------|--------|--------|---------|
| Orbital semimajor axis (AU)                  | 5.20    | 9.6    | 19.2   | 30      |
| Orbital period (Earth years)                 | 11.9    | 29.5   | 84.0   | 164.8   |
| Orbital velocity (km/s)                      | 13.1    | 9.7    | 6.8    | 5.4     |
| Mass ( $M_{\text{Earth}} = 1$ )              | 317.8   | 95     | 14.5   | 17.1    |
| Equatorial radius (km)                       | 71,490  | 60,270 | 25,560 | 24,300  |
| Equatorial radius ( $R_{\text{Earth}} = 1$ ) | 11.2    | 9.5    | 4.0    | 3.8     |
| Oblateness                                   | 0.065   | 0.098  | 0.023  | 0.017   |
| Density (water = 1)                          | 1.33    | 0.69   | 1.27   | 1.64    |
| Rotation period (hours)                      | 9.9     | 10.7   | 17.2   | 16.0    |
| Tilt (degrees)                               | 3.13    | 26.7   | 97.8   | 28.3    |
| Surface gravity (relative to Earth's)        | 2.53    | 1.07   | 0.89   | 1.14    |
| Escape speed (km/s)                          | 59.5    | 35.5   | 21.3   | 23.5    |

# Accessibility Checker in Excel

A screenshot of the "Accessibility Checker" window in Microsoft Excel. The window title is "Accessibility Checker" with a close button. It is divided into three sections: "Inspection Results", "Additional Information", and a footer. The "Inspection Results" section is expanded and shows two categories: "ERRORS" and "WARNINGS". Under "ERRORS", there is a collapsed item "Missing Alt Text" which lists "Picture 5 (Sheet1)", "Picture 6 (Sheet1)", and "Picture 7 (Sheet1)". Under "WARNINGS", there is a collapsed item "Default Sheet Names" which lists "Sheet1". The "Additional Information" section contains a paragraph of text and a link to "Read more about making documents accessible".

**Accessibility Checker** ▾ ×

**Inspection Results**

**ERRORS**

- ▾ Missing Alt Text
  - Picture 5 (Sheet1)
  - Picture 6 (Sheet1)
  - Picture 7 (Sheet1)

**WARNINGS**

- ▾ Default Sheet Names
  - Sheet1

**Additional Information** ▾

Select and fix each issue listed above to make this document accessible for people with disabilities.

[Read more about making documents accessible](#)

- Use the Accessibility Checker in Microsoft Excel, just as you would in Microsoft Word. Go to File, then click on Check Issues, and then Check Accessibility to run a quick report listing issues you need to fix.

# PowerPoint Accessibility

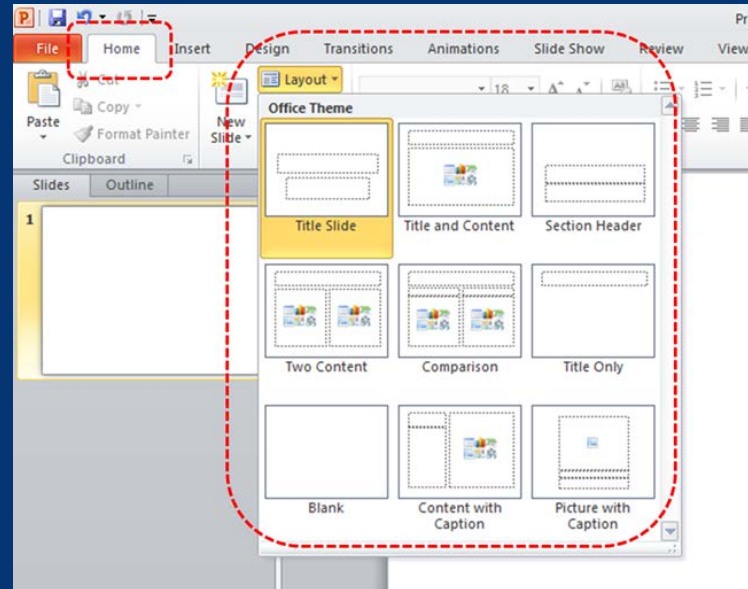
1. Use Layout Templates so that all text is visible in the outline view.
2. All slides should have unique titles for easy navigation and clarity.
3. Choose fonts and color contrast for greatest visibility.
4. All graphics/images should have brief alternative text descriptions.
5. Create white space with page layout tools (not tab, enter, space bar).
6. Tables should have a header row, alt text description, and caption.
7. Lists should be created with the bullet and list toolbar buttons.
8. Reading order can be adjusted in the Selection Pane.
9. Add metadata (title, author) on the File Tab.
10. Use the built in checker to create an accessibility report.

# Clear Design and Format

- **Fonts** - use a readable font in a large enough size that your presentation will be seen throughout the room.
- **Backgrounds** - Always place text on a plain or solid background.
- Inserting a **background image** allows you to include graphics that are not read aloud by screen reading software. For example, the AMAC logo above is simply a background image.
- **Colors and contrast** - text color should provide enough contrast with background color that people can easily read it. Readers with low vision read yellow font on a black background most easily.
- **Layout** - use a standard layout template with text placeholders. This will help with logical reading order and make sure that all of your content will be accessible.

# Templates and Layouts

- Use PowerPoint's built-in templates, not the text boxes which can be inaccessible to screen readers.
- Go to Home Ribbon
- Click on Layout
- Right clicking on the slide pulls up layout options, as well.



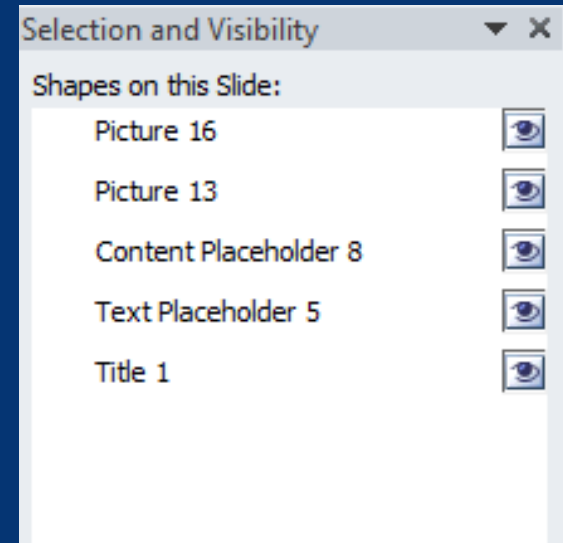
# Unique and Descriptive Slide Titles

Give each slide a unique title

- Aids in navigation
- Clarifies your presentation
- Organizes your ideas
- Helps your audience focus

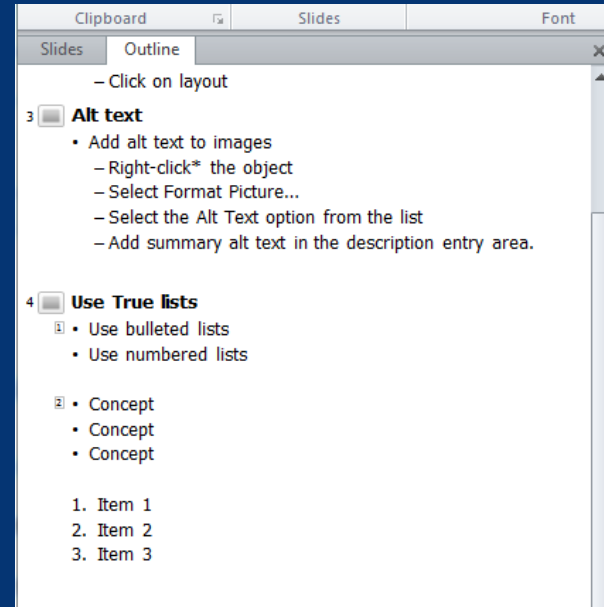
# Selecting Reading Order

- Go to menu item: **Home**
- In the **Editing** section, select **Select > Selection Pane...**
- In the **Selection** pane, all the elements on the slide are listed in **reverse order**. In other words, the tab order of objects begins at the bottom of the list and tabs upwards.
- Elements can be re-ordered using the arrows at the bottom of the Selection and Visibility pane.
- Note how many objects are in this example screenshot. It would be more accessible if the slide were simplified and streamlined with fewer objects if possible.



# Outline View

- Check that text appears in the Outline View (**View tab>Outline View**)
- If accessible templates and proper content placeholders have been used, the text will be viewable in the outline view. If text boxes were used on the slides, screen reading software might skip this text.
- Delete extra hard line breaks in the outline view when possible. These will be read as “blank line.”



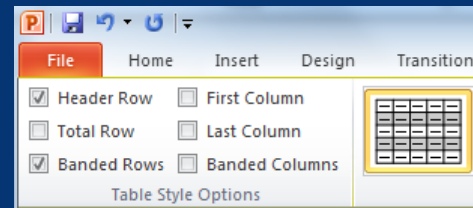


# Inserting Tables

## To add a table with headings

- Go to menu item: **Insert**
- In the **Tables** section, select the **Tables** icon
- Select the number of rows and columns you would like your table to have
- Select the table and a **Table Tools** menu item should appear
- Go to menu item: **Table Tools > Design**
- In the **Table Style Options** section, select the **Header Row** check box  
*Note: Whenever possible, keep tables simple with just 1 row of headings.*
- Add a brief description before table if possible, to give an overview of data.

| ID | Institution  | Type           | Eligible |
|----|--------------|----------------|----------|
| 24 | Emory        | Post-doctorate | yes      |
| 77 | UGA          | Undergraduate  | yes      |
| 82 | Georgia Tech | Undergraduate  | yes      |



# Select Lists Styles

- Create bulleted and numbered lists with the built-in list tools.
- The Home tab has drop down menus where you can easily create lists and adjust their hierarchy.
- Avoid creating a list with icons or graphics as bullets.

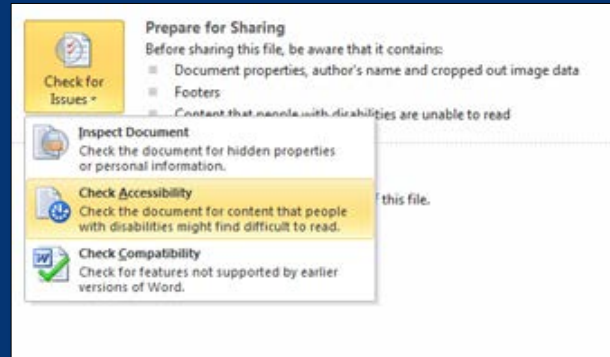
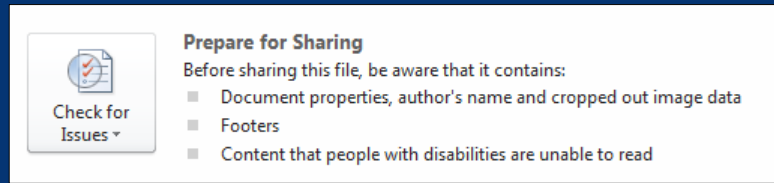
# Considering Graphics



- If most of your images are decorative, can you combine them into one?
- If your slide contains an animation, can you include a text description that sums up the main content?
- Do your graphics appear crisp and legible?
- Can your information be conveyed in a different format either instead of or *in addition* to your graphic?
- To determine the alt text to add, determine the purpose and meaning of the image and write a brief text equivalent.

# Using the Accessibility Checker

- To access the Accessibility Checker, go to the File tab and click **Check for Issues**
- From the drop down menu, select **Check Accessibility**

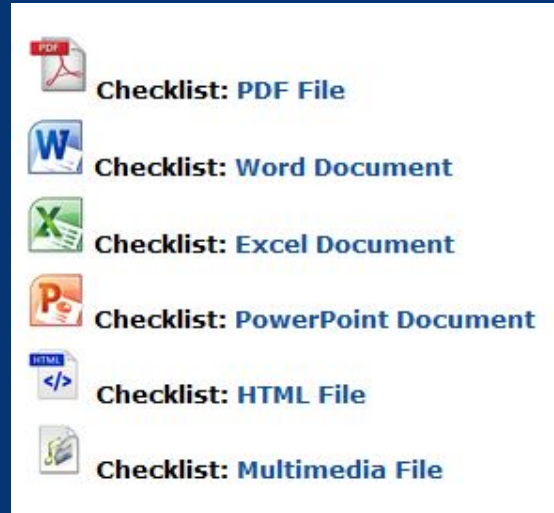


# Save Your Presentation as an Accessible PDF

- MS PowerPoint 2010 and 2013 include the option to Save and Export accessible formatting, including alt text when the ppt is saved as a PDF. To export your file to an accessible PDF format, go to File > Save As > from the **Save as type** drop down menu choose **PDF** and click on **Options**.
- Under Include Non-Printing Information, be sure to check:
  - Document properties
  - Document structure tags for accessibility
- If Adobe Acrobat PDF Maker is installed, choose Save as Adobe PDF. An important advantage to exporting with Adobe PDF Maker – slide titles will export as Bookmarks in the PDF.

# Accessibility Checklists

- You can find helpful **508 Checklists** for various file types on the [U.S. Department of Health and Human Services website](http://www.hhs.gov/web/section-508/making-files-accessible/checklist) ([www.hhs.gov/web/section-508/making-files-accessible/checklist](http://www.hhs.gov/web/section-508/making-files-accessible/checklist)).



# AMAC Accessibility Memberships



- AMAC accessibility services can be accessed by becoming an AMAC member.
- We offer a range of membership levels, each designed to meet the particular accessibility needs of different types of organizations.

## • Membership Levels

- There are five AMAC Accessibility membership levels:
- The [Basic](#) and [Deluxe](#) memberships are designed for post-secondary institutions.
- The [Corporate, Government, and Non-Profit \(CGN\)](#) memberships are designed to support companies and organizations in their efforts to accommodate employees, clients, and customers with disabilities.
- The Georgia Board of Regents (BOR) post-secondary membership is designed specifically for institutions, departments and affiliates within the University System of Georgia.
- The [Assistive Technology \(AT\)](#) membership is designed for individuals who are not part of an organization and only require AT evaluation services.
- Feel free to visit our [membership website](#) for more information or contact Sam Evans, our Accounts Manager, at [sam.evans@amac.gatech.edu](mailto:sam.evans@amac.gatech.edu) or 404-894-8683.

# AccessGA

- AccessGA represents a joint initiative of the Georgia ADA Coordinator's Office, AMAC, and GTA. The objective is to support Georgia's state agencies with ICT accessibility, and promote equal and timely access for employees and customers with a wide range of disabilities.





# AccessGA Offerings

- Webinar Offerings
- Technical Assistance and Hands-On Training
- Monthly Newsletters
- Up-to-Date Wiki of ICT Accessibility Resources and Information
- Web Accessibility Audits
- Procurement and VPATs



# Contact Information



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