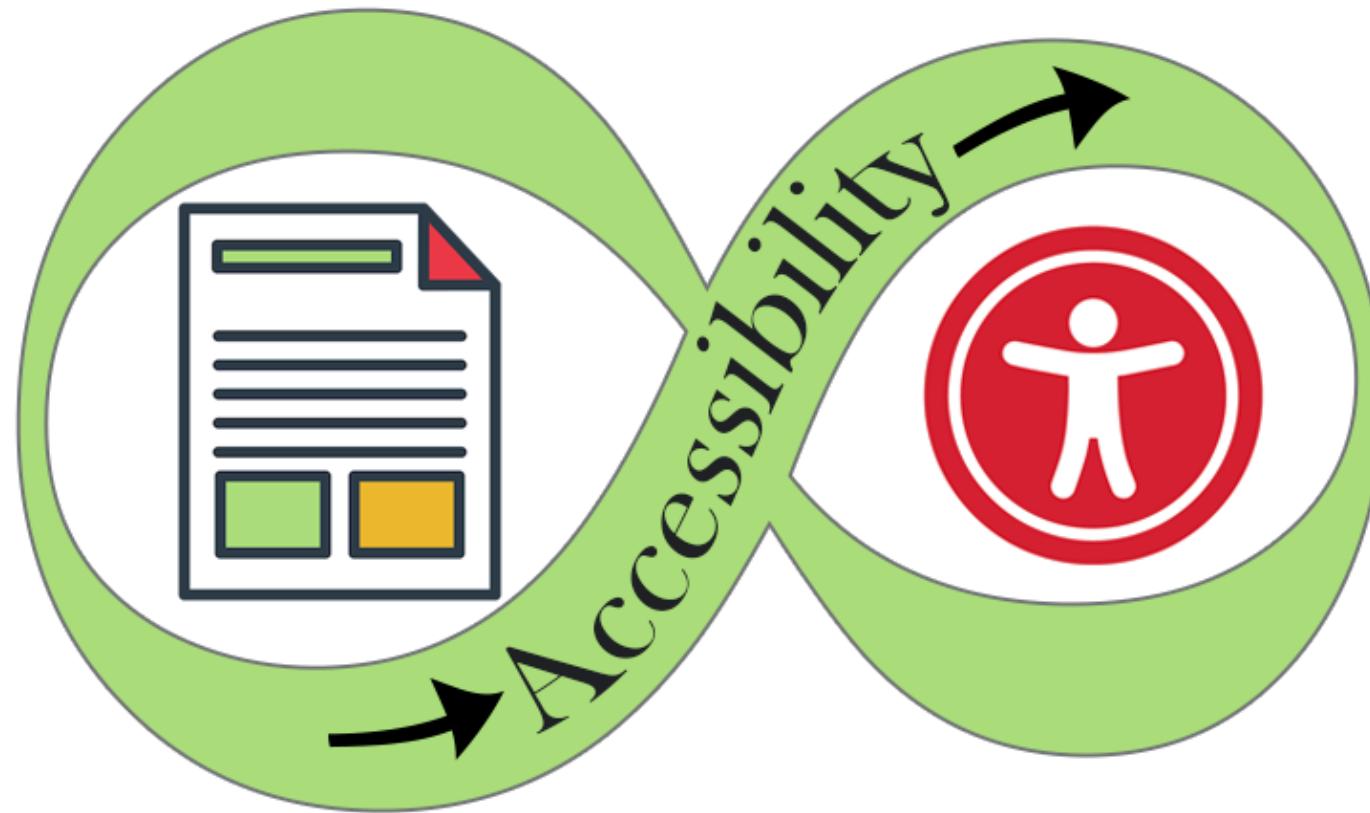


# Syllabus A11y

Mac

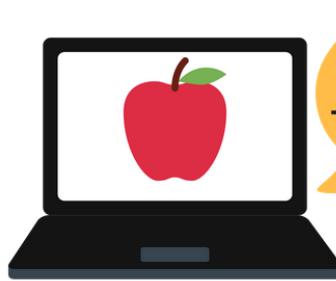


Universal Design Center

[csun.edu/udc](http://csun.edu/udc)

# 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

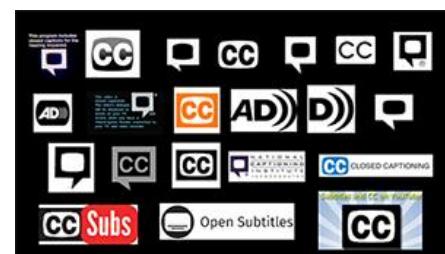


Keyboard



ZoomText

Zoom Text



Captions/Subtitles



Captioned Telephone



Video Relay Services

# 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** (fully editable or selectable 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.



# Types of screen readers



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.

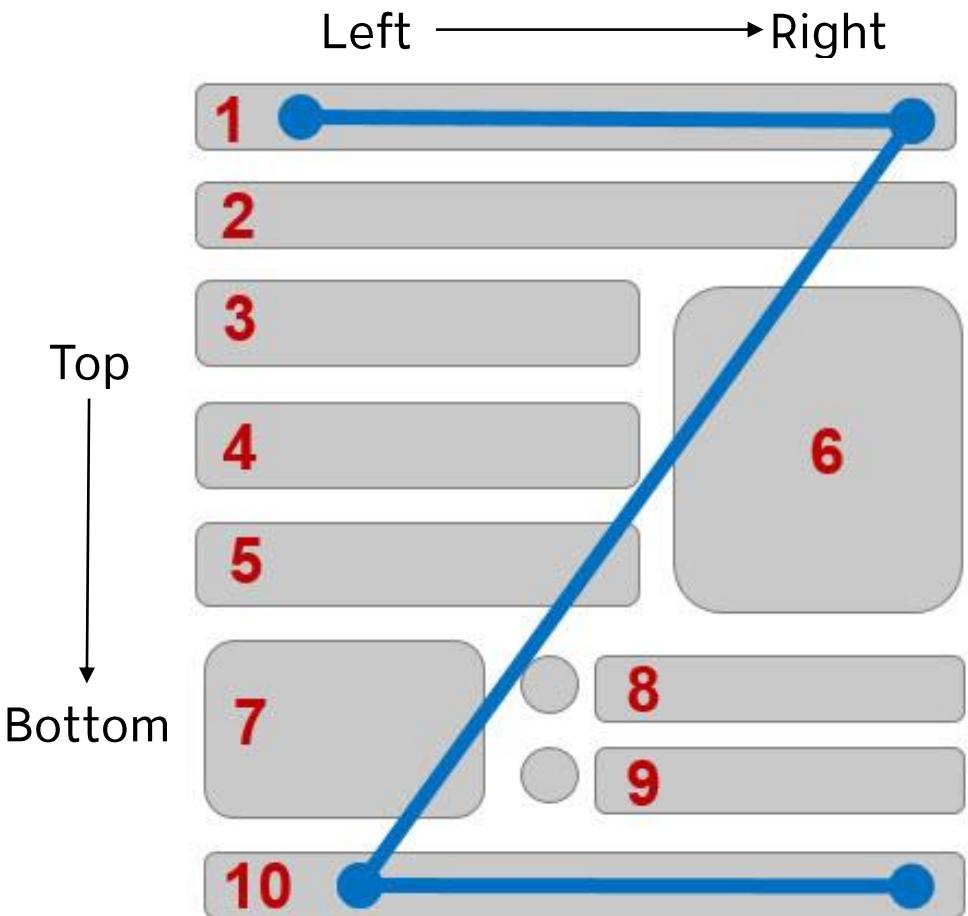
Adds spoken, audible, and vibration feedback to your device.

**ZoOmText**

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

# How Do Screen Readers Work?

- Screen readers read line-by-line from left-to-right and top-to-bottom.
- 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 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

# 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).



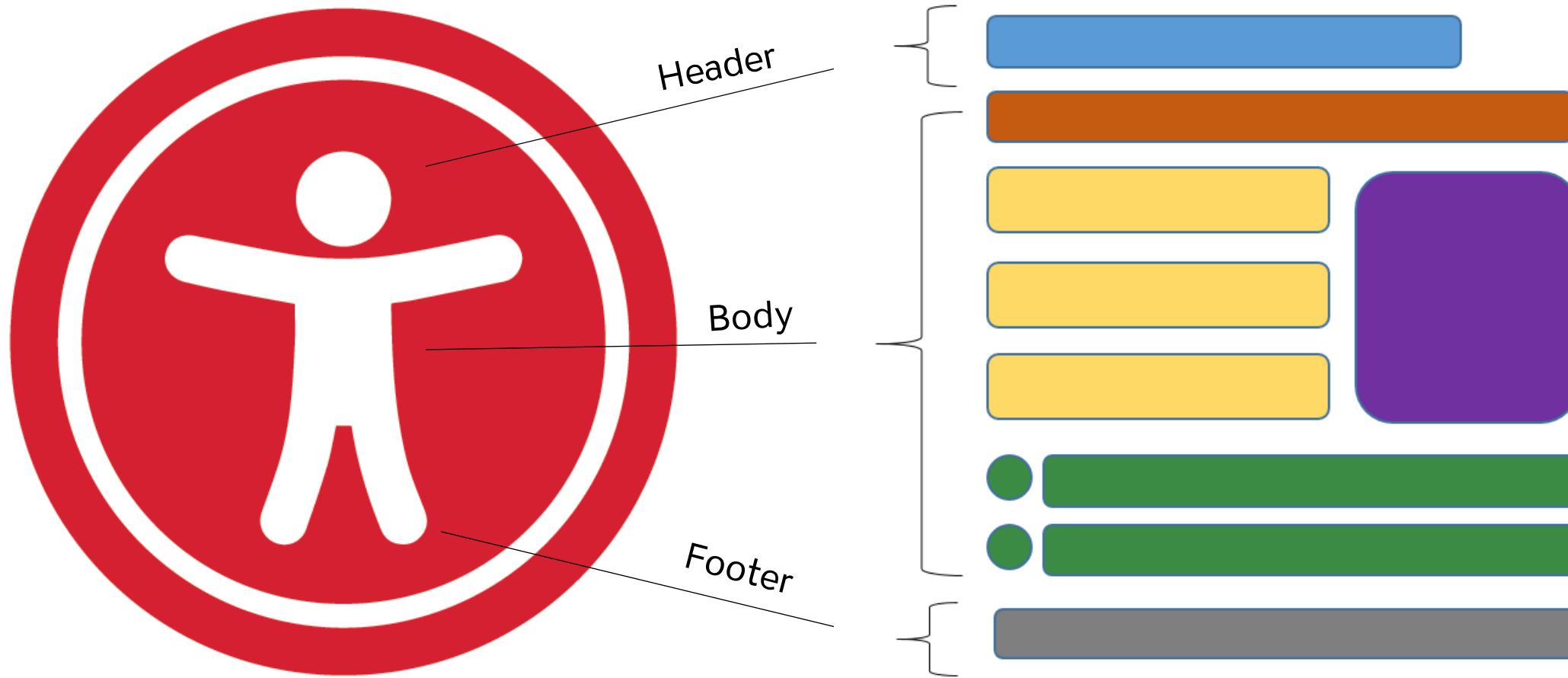
[csun.edu/captioning](http://csun.edu/captioning)



Universal Design Center

[csun.edu/udc](http://csun.edu/udc)

# Digital Accessibility Content Analogy

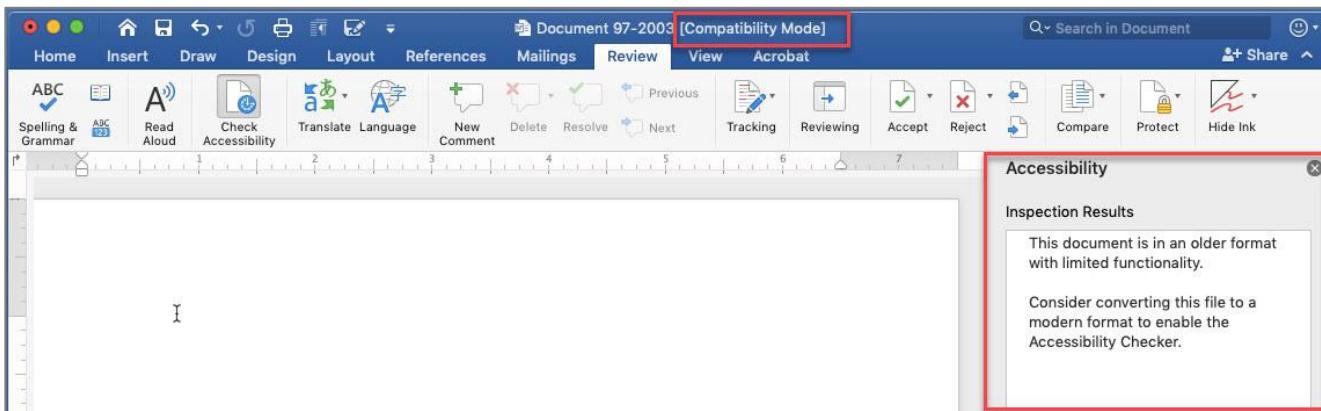


Organize content with headings, subheadings, images, videos, and footer  
are important for **usability** and **accessibility**.

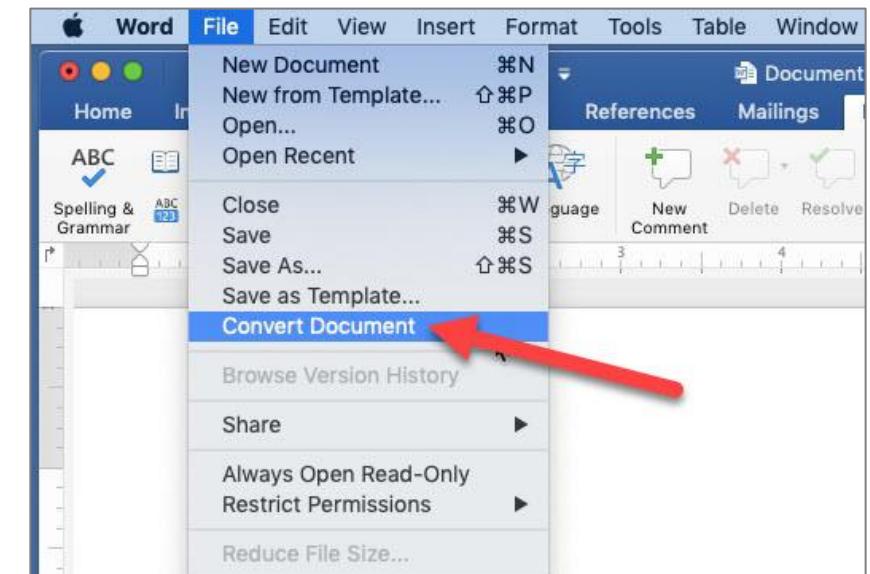
# Microsoft Word 97 - 2003

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.

- **For Windows:** File tab, Info, Check for Issues
- **For Mac:** Review tab, Check Accessibility

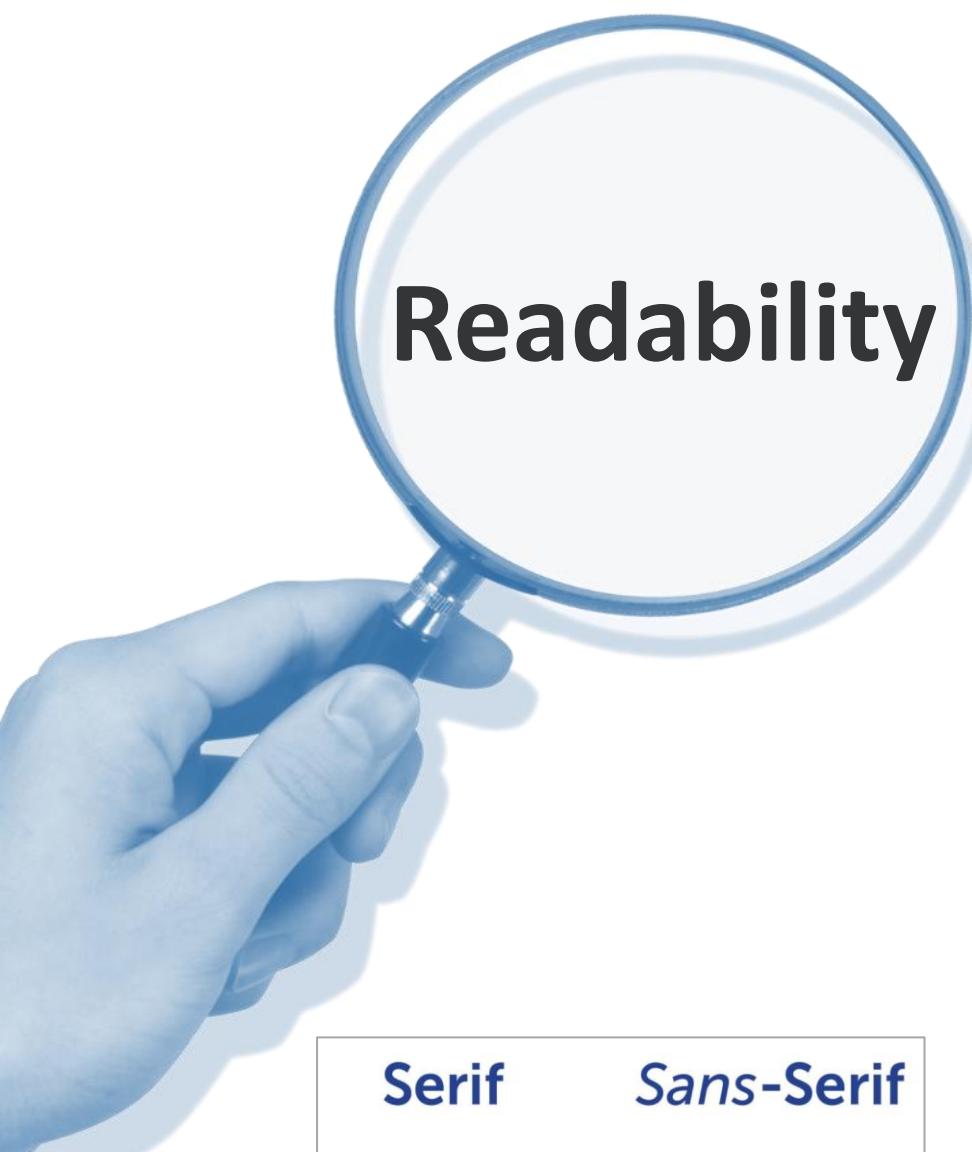


Go to **File Tab**, select **Convert Document**, and **OK**. Word 2016 or Office 365 has Accessibility Checker features. Run **Accessibility Checker** again.



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>
- Students: <https://www.csun.edu/it/students>



# Readability

| Serif | Sans-Serif |
|-------|------------|
| Abc   | Abc        |

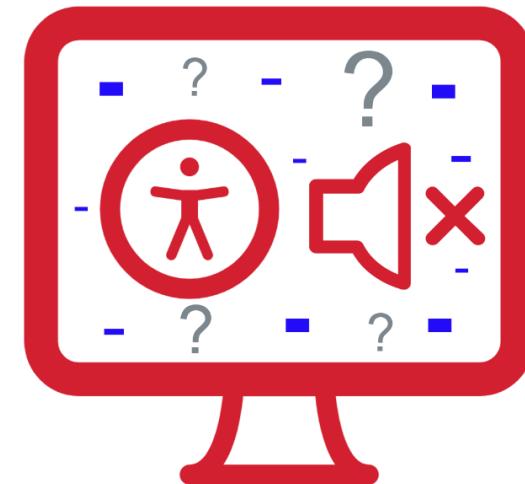
- Divide large blocks of text into smaller sections
- Avoid overly complex sentences
- Provide adequate whitespace
- Use line or paragraph spacing (avoid Enter/Return for “blank” space)
- Avoid underlining text. Underlining is interpreted by screen readers and people with low vision as linked text.
- Font size between 12 to 18 point
- San-serif fonts are more suited to electronic formats (*Arial*, *Calibri*, *Verdana* or *Franklin Gothic Book*)
- Capitalization for the heading is fine not the entire paragraph. Most people have difficult to read it if all text capitalized.

# Mysterious Dash or Hyphen

Screen readers do not know what the – symbol represents (minus, hyphen, en dash or em dash) so screen readers **will not** read it. *It is always a good practice to spell the word and any abbreviations or make a reference to your abbreviation when used for the first time.*

For examples:

- May 8<sup>th</sup>, 2022 from 3:30 - 5:00pm. The screen reader reads three, thirty five. Recommend May 8<sup>th</sup>, 2022 from 3:30 **to** 5:00pm.
- Final exams May 14 - 20, 2022, screen reader reads May 1420, 2022. Recommend May 14 **to** 20, 2022.
- Homework assignment pages 200 – 281 for tonight's reading material. Recommend pages 200 **to** 281.
- The fiscal year 2015-2016. Recommend The fiscal year **from** 2015 **to** 2016.
- Grading scale 95 - 100%, screen reader reads 95100%. Recommend 95 **to** 100%.
  - ❖ A + , screen reader reads A+. Recommend A **plus**.
  - ❖ A – , screen reader reads A. Recommend A **minus**.
  - ❖ Recommend to spell the word plus or minus for consistency purpose.



*It's okay to use dash between compound words, i.e., well-known author, well-being, in-service, in-person, runner-up, part-time job, co-author, re-elect, long-term project, state-of-the-art technology, etc.*

# Headings and Document Structure

## 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](mailto: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.

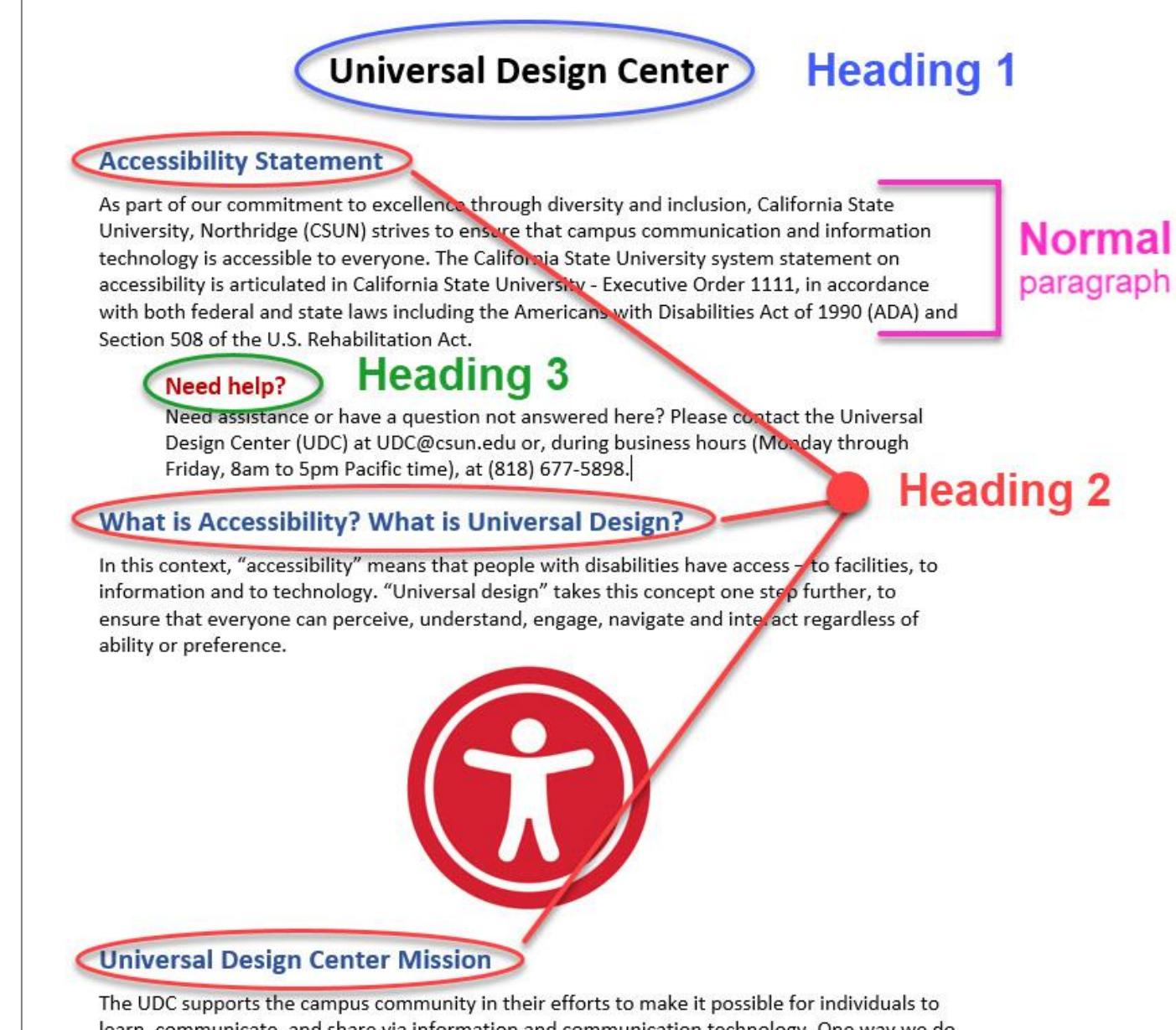
"Universal design" takes this concept one step further, to ensure that everyone can perceive, understand, engage, navigate and interact regardless of ability or preference.

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.

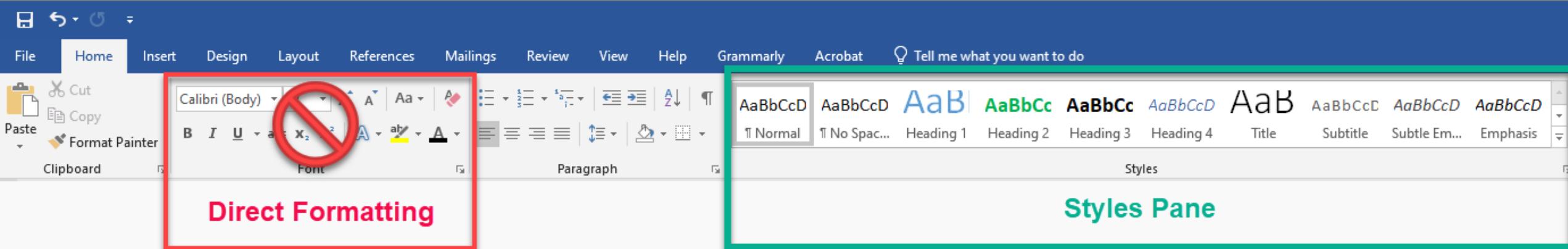
The role of the UDC is to help CSUN implement business practices which enable the campus to meet policy standards under the Accessible Technology Initiative Coded Memoranda. What does this mean to me?

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

## Example 2: Well-structured documents help readers organize and process texts



# Direct vs Styles Formatting



## Direct Formatting

- Not accessible to any assistive technology such as screen readers
- Can't create a Table of Contents
- Can't create a navigation to different sections in a document
- **Huge barriers!**

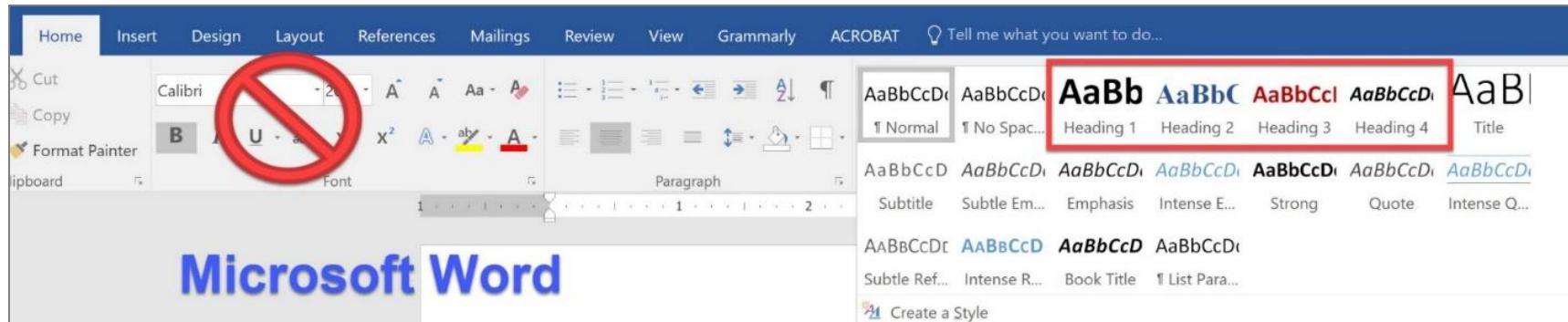
## Styles Pane Formatting

- Provide structure and make document accessible
- Easier to modify existing formatting
- Create and update a Table of Contents
- Quicker navigation to different sections in a document
- **Retain document structure when export to PDF**
- Accessible to any assistive technology like screen readers
- **Save time and save lives!**

# 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 time only).  
*Font size i.e. 20pt – 18pt.*
- **Heading 2:** Major section heading. *Font size 18pt – 16pt.*
- **Heading 3:** Sub-section of the Heading 2. *Font size 16pt – 14pt*
- **Heading 4:** Sub-section of the Heading 3, and so on, ending with Heading 6.  
*Font size 14pt – 12pt.*
- **Normal:** Text or Paragraph. *Font size 12pt or up.*
- **Title** in Word Style won't recognize when converting to a PDF. Start with **Heading 1** for the document title.



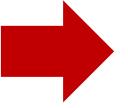
Headings are styles to give a document structure by category or topic.

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.

| AaBbCcDd       | AaBbCcDd     | AaBbCc           | AaBbCc       |
|----------------|--------------|------------------|--------------|
| Normal         | No Spac...   | Heading 1        | Heading 2    |
| AaBbCc         | AaBbCcDd     | AaBbCc           | AaBbCcD      |
| Heading 3      | Heading 4    | <del>Title</del> | Subtitle     |
| AaBbCcDd       | AaBbCcDd     | AaBbCcDd         | AaBbCcDc     |
| Subtle Em...   | Emphasis     | Intense E...     | Strong       |
| AaBbCcDr       | AaBbCcD      | AaBbCcD          | AaBbCcDc     |
| Subtle Ref...  | Intense R... | Book Title       | List Para... |
| Create a Style |              |                  |              |
| Styles Pane    |              |                  |              |

# Heading and Paragraph

Avoid making the heading style and paragraph in one section because it would cause the Table of Contents to automatically populate the long list of titles.

|  |   |  |
|--|---|--|
| <p><b>Universal Design Center</b></p> <p><b>Accessibility Statement:</b> 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.</p> <p><b>Universal Design Center Mission:</b> 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.</p> <p><b>Shared Campus Responsibility:</b> Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community.</p> |  | <p><b>Table of Contents</b></p> <p>Universal Design Center ..... 1</p> <p>Accessibility Statement: 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. ..... 1</p> <p>Universal Design Center Mission: 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. ..... 1</p> <p>Shared Campus Responsibility: Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community. ..... 1</p> |
|--|---|--|

Make sure the heading style is listed on a single line and add the main content below the heading style in a normal paragraph.

|  |   |  |
|--|---|--|
| <p><b>Universal Design Center</b> <b>Heading 1</b></p> <p><b>Accessibility Statement</b> <b>Heading 2</b></p> <p>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.</p> <p><b>Universal Design Center Mission</b> <b>Heading 2</b></p> <p>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.</p> <p><b>Shared Campus Responsibility</b> <b>Heading 2</b></p> <p>Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community.</p> |  | <p><b>Table of Contents</b></p> <p>Universal Design Center ..... 1</p> <p>Accessibility Statement ..... 1</p> <p>Universal Design Center Mission ..... 1</p> <p>Shared Campus Responsibility ..... 1</p> |
|--|---|--|

# 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](mailto: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)**

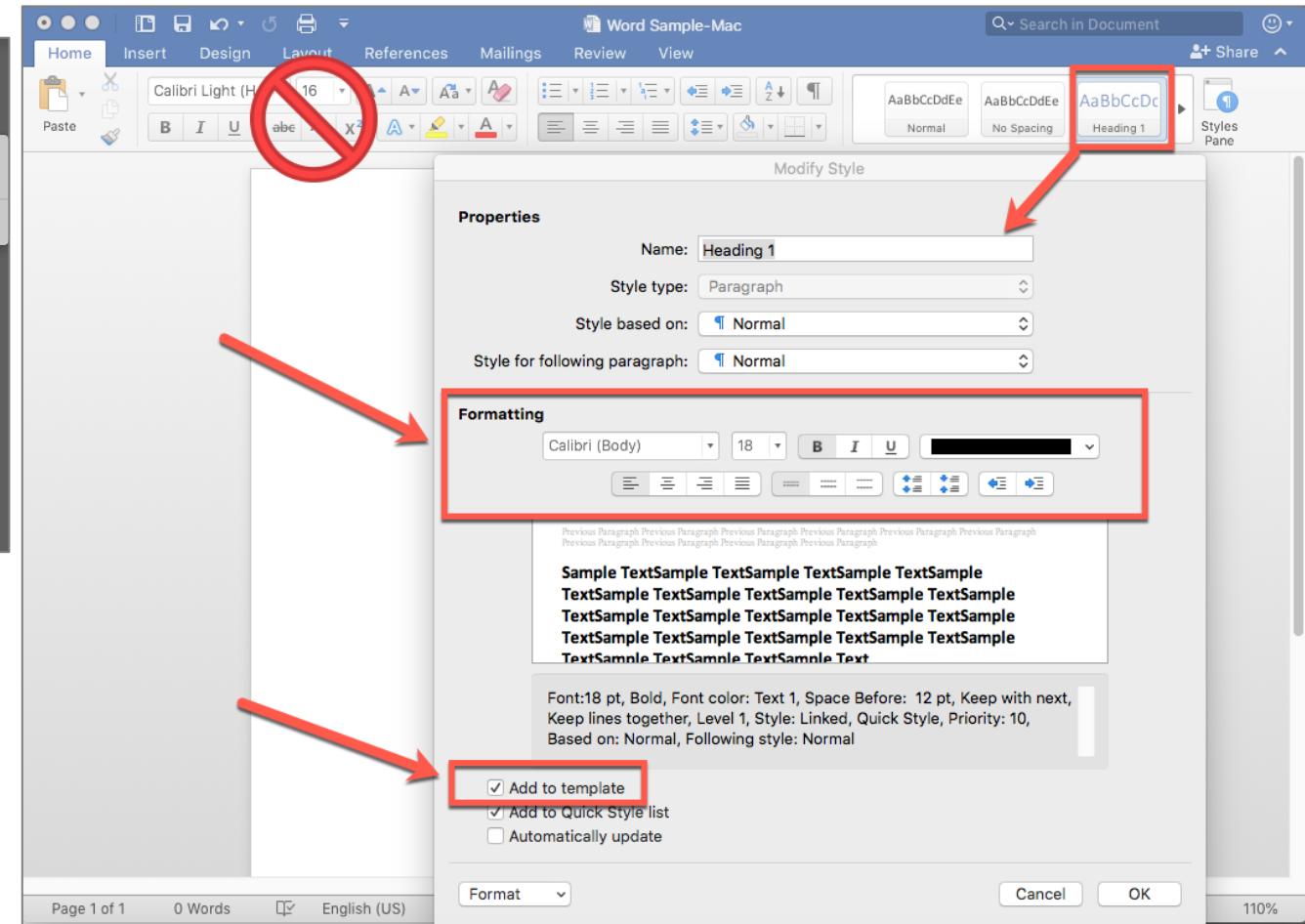
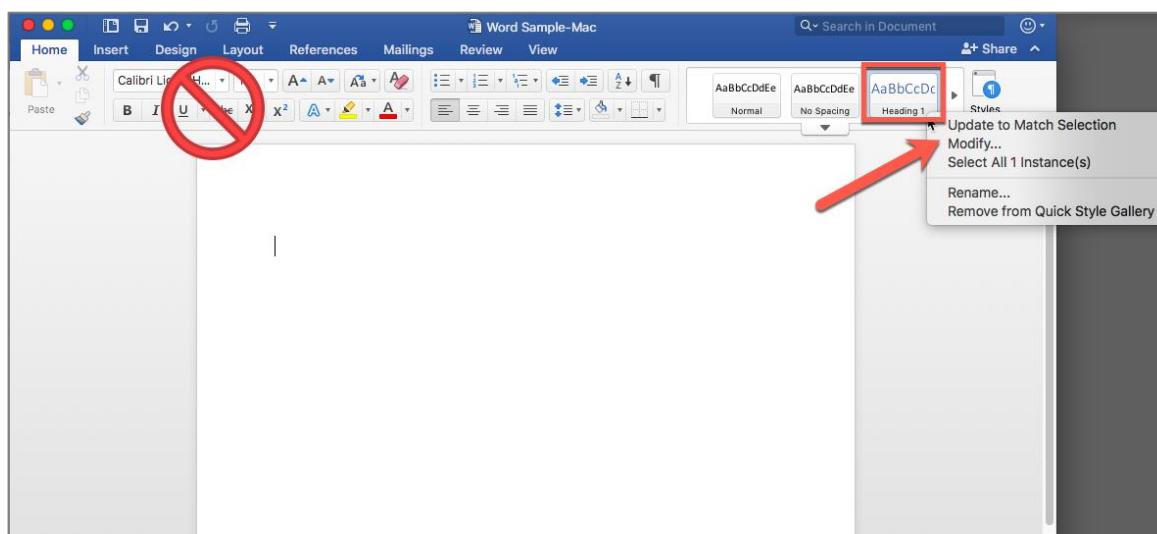
**Instructor:** Jane Doe

**Email:** [jane.doe@csun.edu](mailto:jane.doe@csun.edu)

**Office:** Sierra Hall 300

**Phone:** 818-677-9999

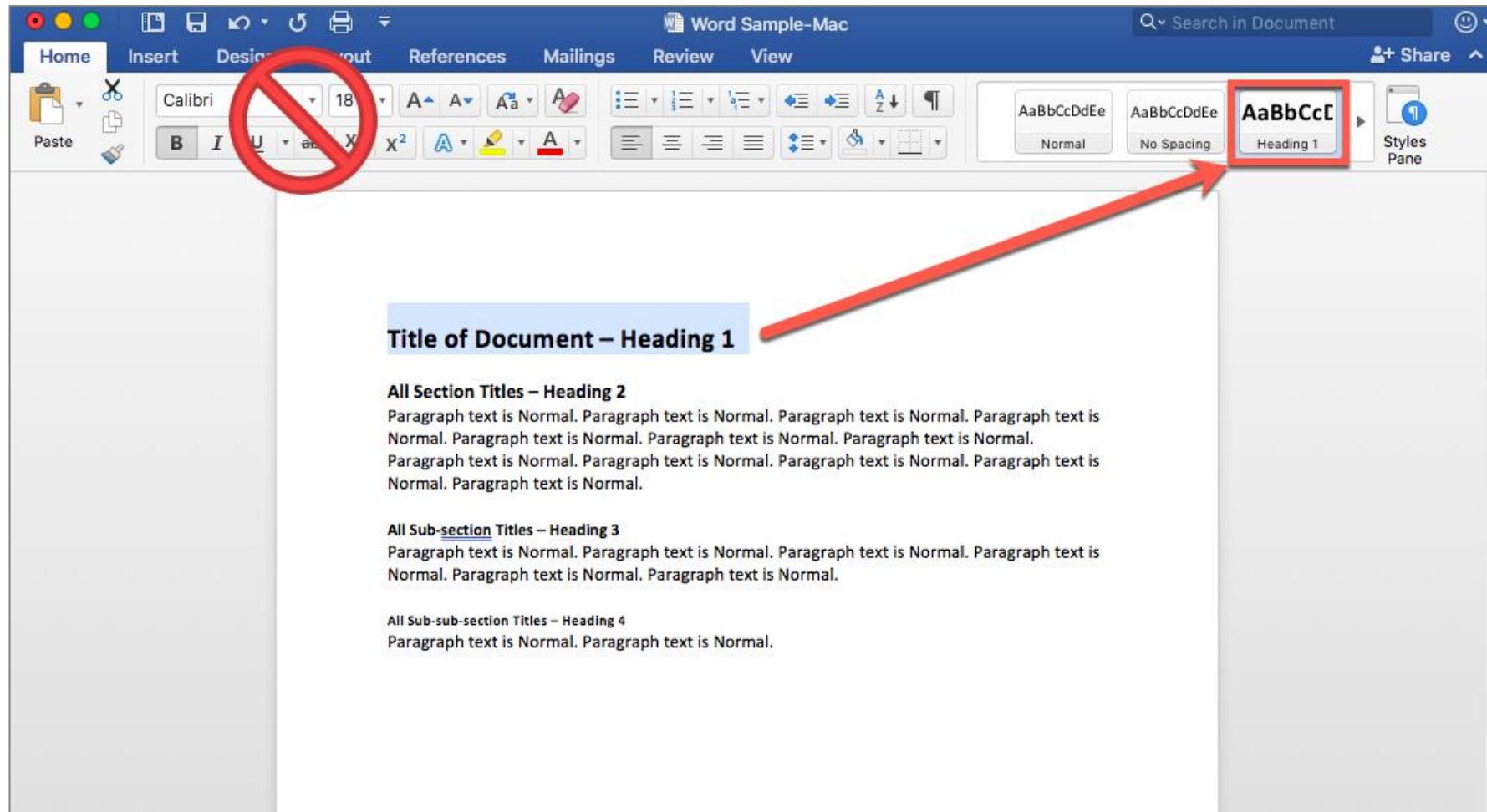
# Heading 1 – Modify Style



- 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

The screenshot shows a Microsoft Word document window titled "Word Sample-Mac". The ribbon is visible at the top with tabs: Home, Insert, Design, Layout, References, Mailings, Review, View. A red circle with a slash is drawn over the "Home" tab. The main content area contains several sections of text:

- Title of Document – Heading 1**
- All Section Titles – Heading 2**
- All Sub-section Titles – Heading 3**
- All Sub-sub-section Titles – Heading 4**

Below the text, a context menu is open from the second section, "All Section Titles – Heading 2". The menu is titled "AaBbCcDdEe" and includes the following options:

- Normal
- No Spacing
- Heading 1**
- Heading 2** (highlighted with a red box and arrow)
- Heading 3
- Heading 4
- Heading 5
- Title
- Subtitle
- Heading 2 DdEe
- Emphasis
- Intense Emph...
- Strong
- Quote
- Intense Quote
- AaBbCcDdEe
- AaBbCcDdEe
- AaBbCcDdEe
- AaBbCcDdEe
- AaBbCcDdEe
- Subtle Refer...
- Intense Refer...
- Book Title
- List Paragraph
- Caption

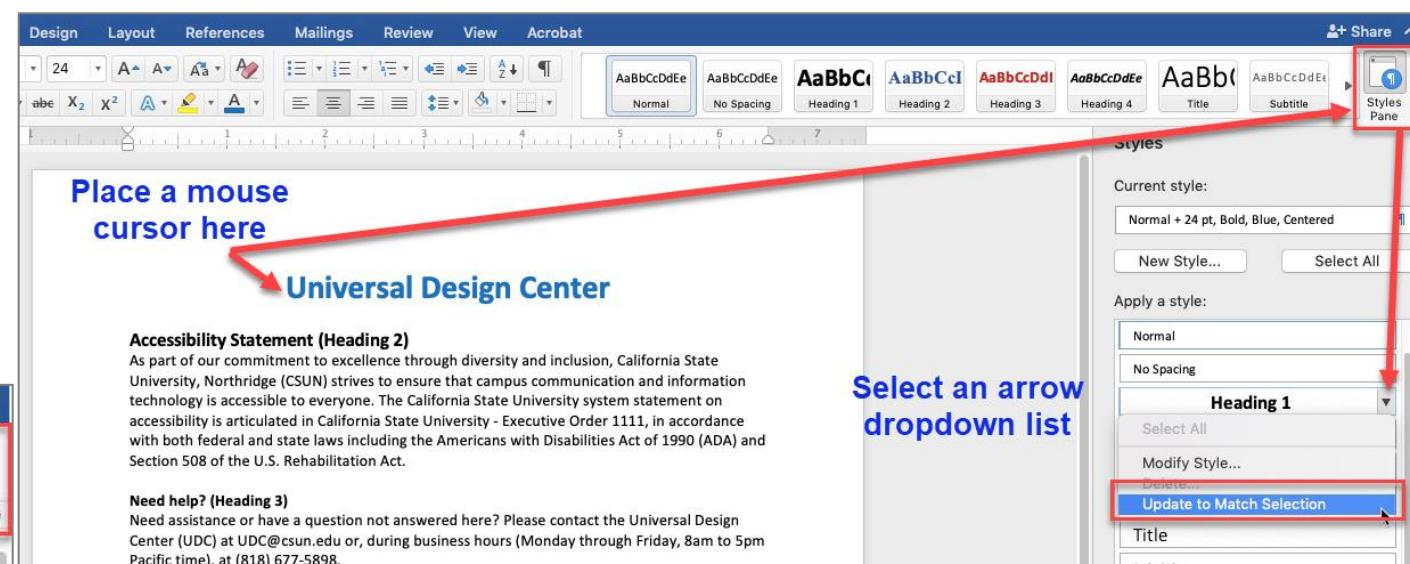
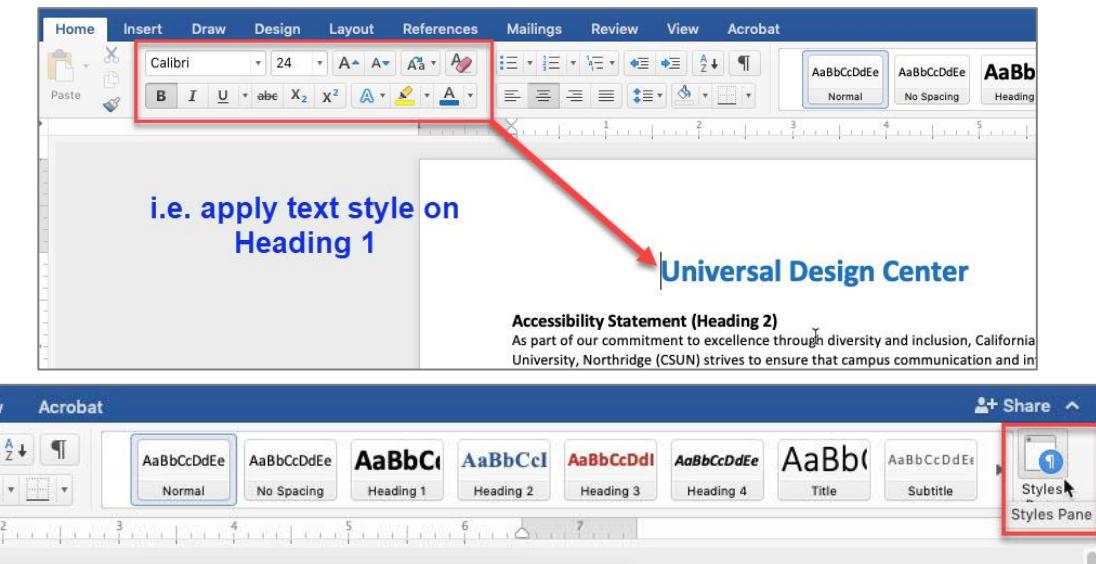
Repeat for Heading 3  
Sub-section Titles, etc.



# Update [Style Name] to Match Selection

If you have text in your document that already has a style applied, you can change the formatting of that text and apply it to the style in the **Styles Pane/Gallery**.

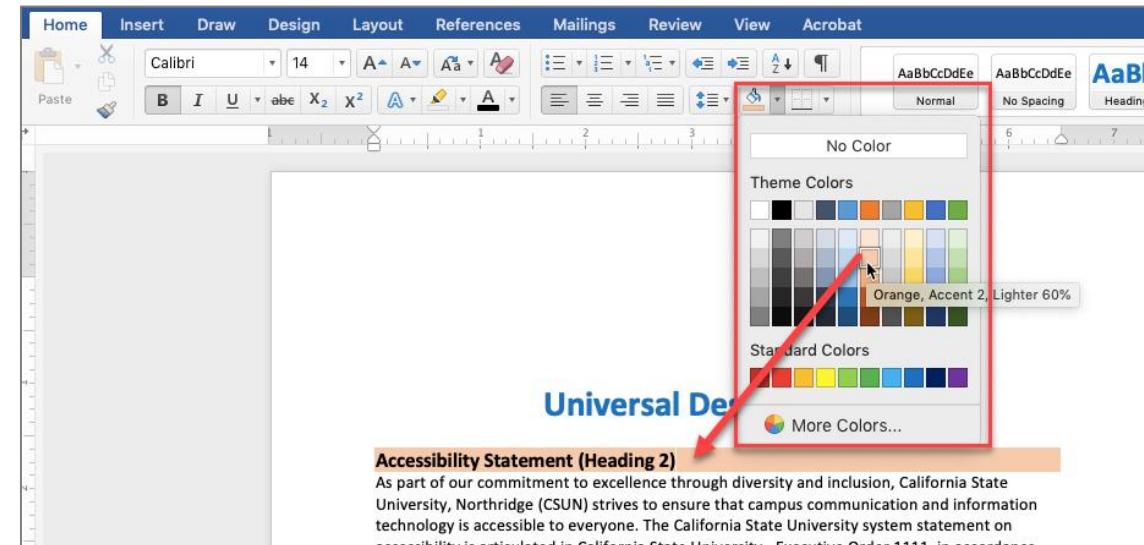
1. Select text in your document that has direct formatting style, such as **Heading 1**. For example, change the point size for the Heading 1 style from 30 points to 24 points.
2. On the **Home** tab, in the **Styles Pane** group, select **Heading 1** arrow down, select “**Update to Match Selection**.”
3. All text with the style that you changed will automatically change to match the new style that you selected.



# 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.

Select **Heading 2** background color using paint bucket icon then select **Update to Match Selection**.



The screenshot shows the Microsoft Word ribbon at the top. In the center, there's a text box containing the text "Universal Design Center". To the right of the text box is a "Styles" pane. A red box highlights the "Update to Match Selection" button at the bottom of the styles list. An arrow points from the word "Universal" in the text box to the "Heading 2" style in the styles list.

**Universal Design Center (Styles Formatting)**

**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.

**Need help? (Heading 3)**

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

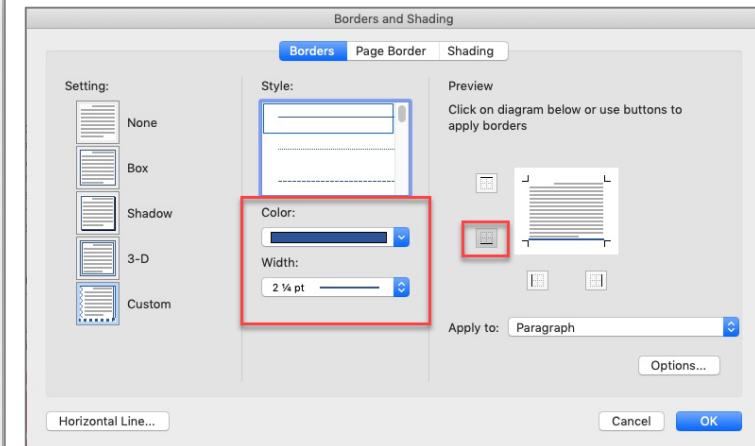
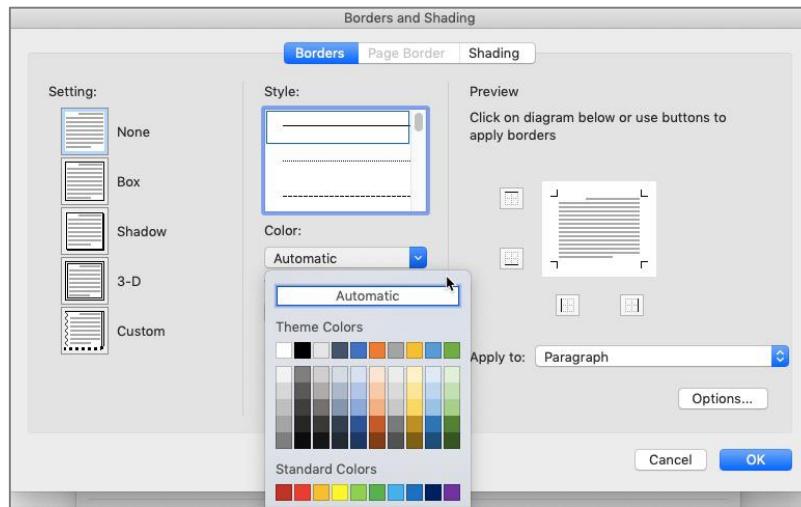
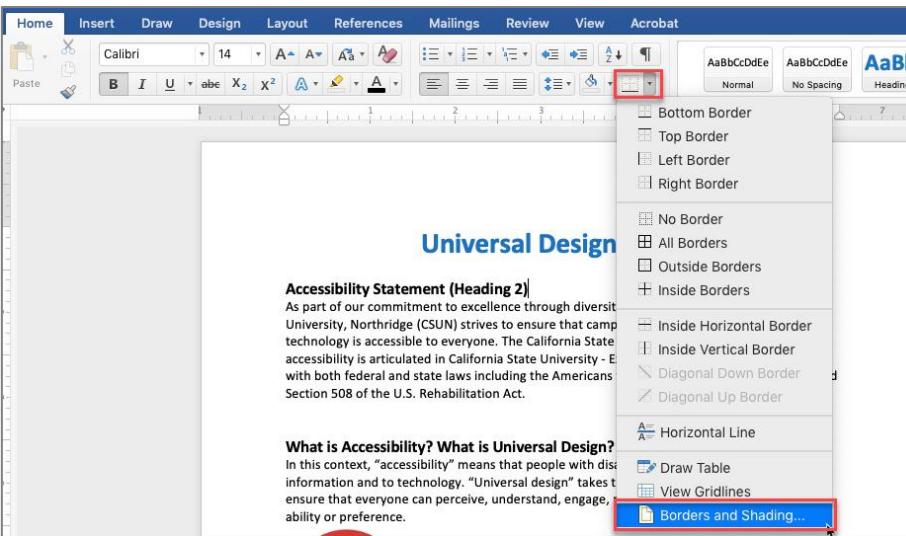
**What is Accessibility? What is Universal Design? (Heading 2)**

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.

**Universal Design Center Mission (Heading 2)**

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

# Heading Styles with Border Line



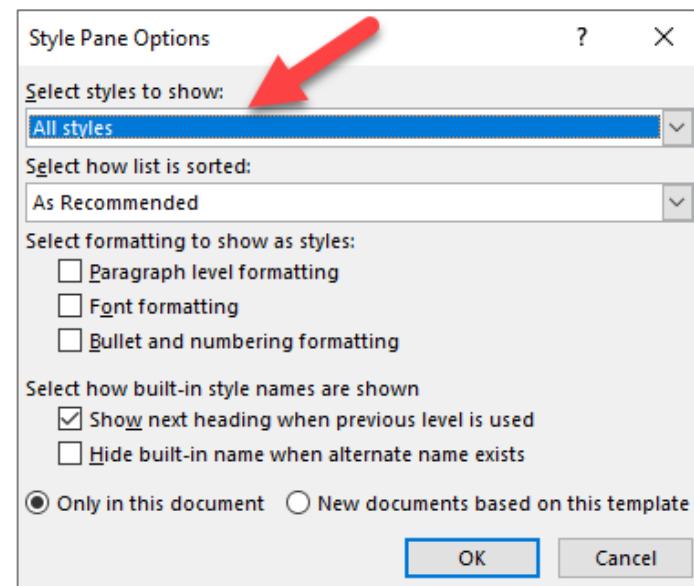
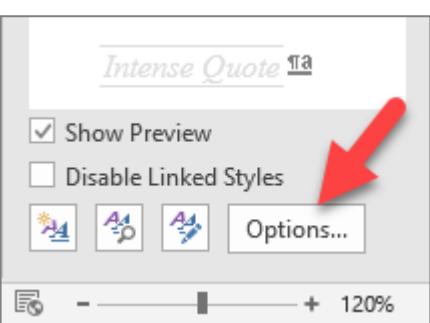
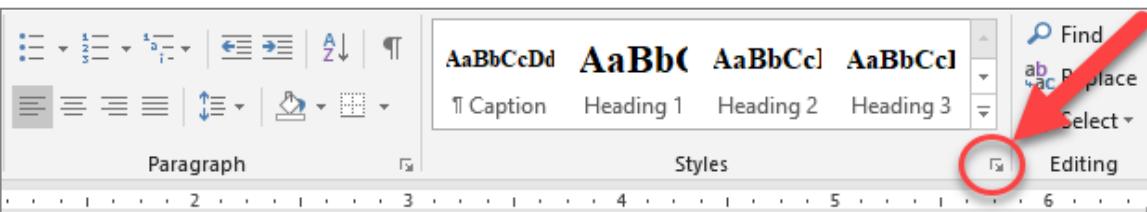
Select Heading 2 border line style, color and width then select Update to Match Selection.

This screenshot shows the Microsoft Word ribbon with the 'Design' tab selected. The 'Styles' pane is open on the right side, showing a list of styles including 'Heading 1' and 'Heading 2'. The 'Heading 2' style is currently selected. A red arrow points from the 'Update to Match Selection' button in the 'Styles' pane down to the 'Heading 2' style in the list. The main content area contains a large blue heading 'Universal Design Center' and a section titled 'Accessibility Statement (Heading 2)' with associated text.

# How to show all Styles Pane in Word?

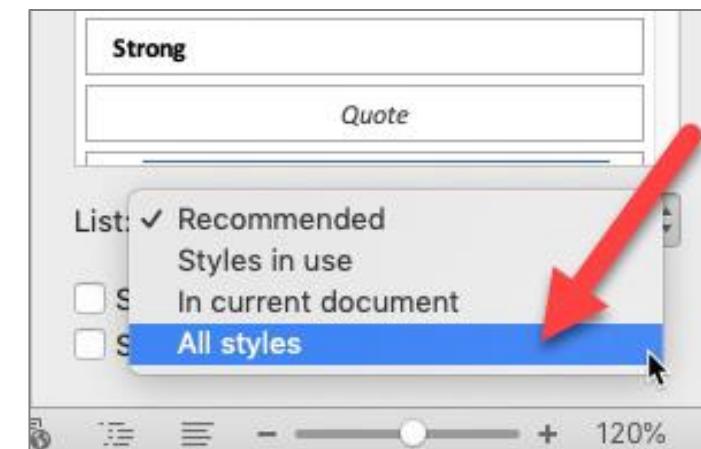
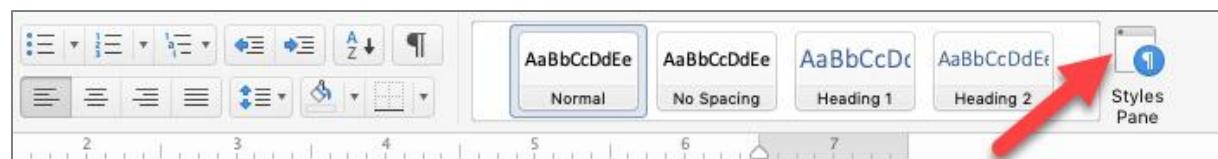
## Windows

On the Home tab, select the **Styles Dialog Box Launcher**, and then select **Options**. Under **Select styles to show**, select **All styles**. All styles are displayed in the **Styles** task pane.



## Mac

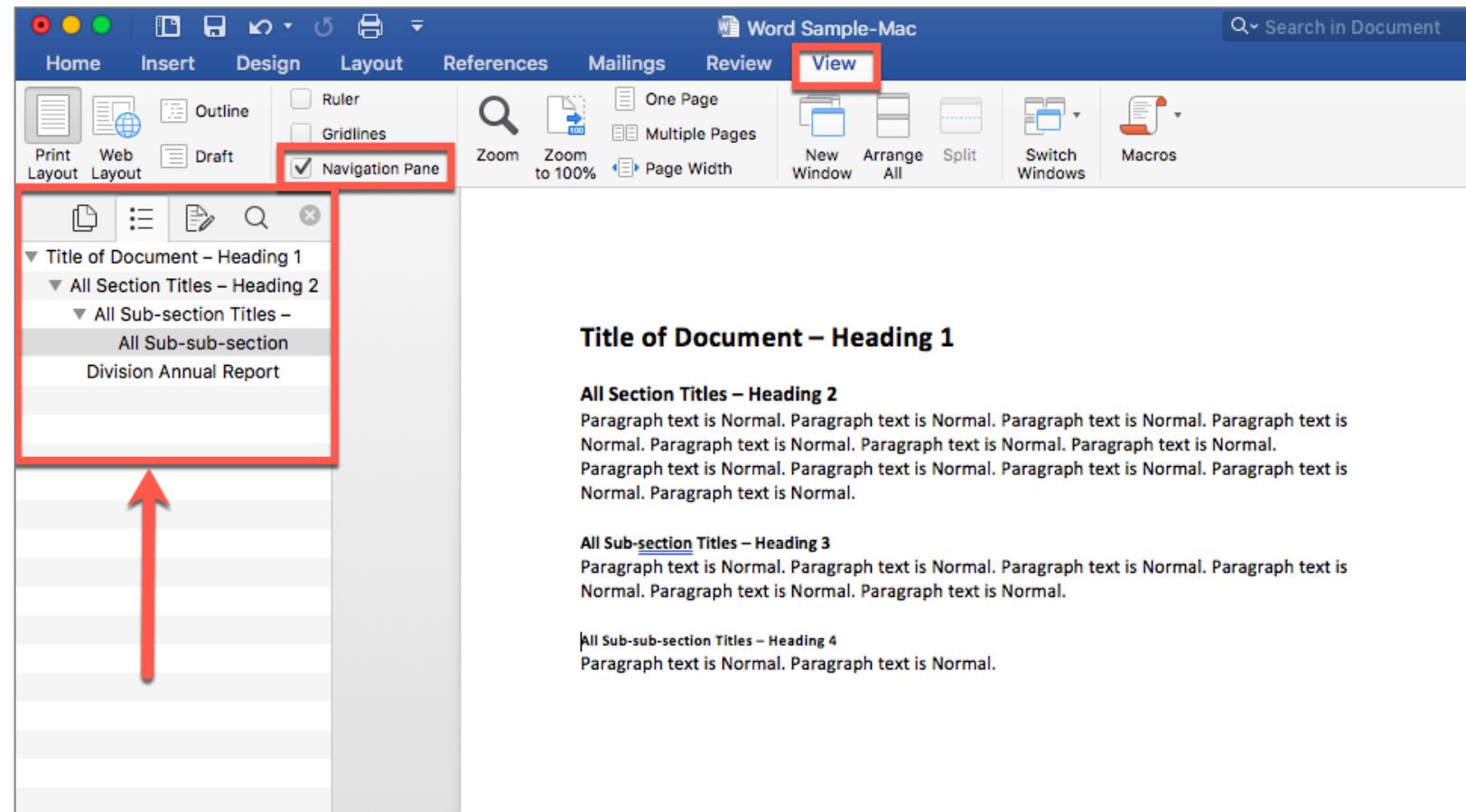
On the Home tab, select the **Styles Pane** box. Under **List**, select **All styles**.



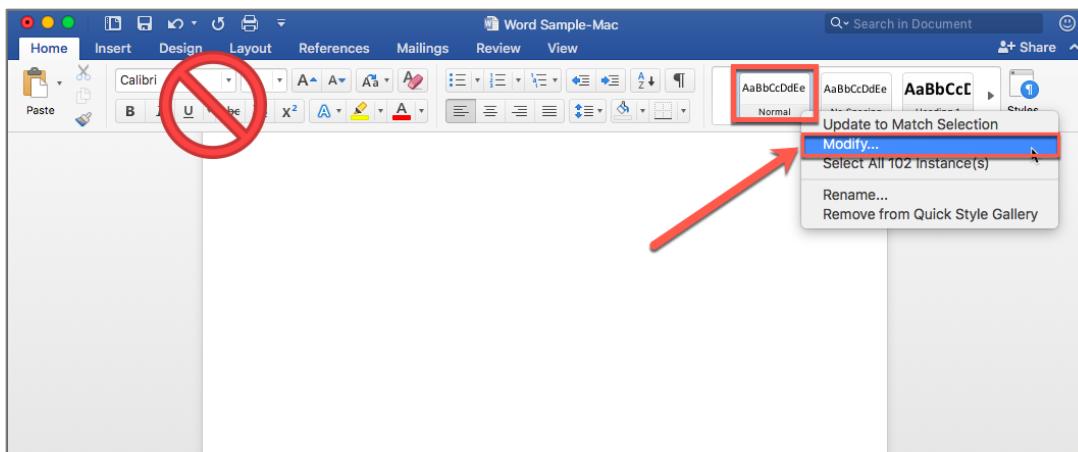
# View – Navigation Pane

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

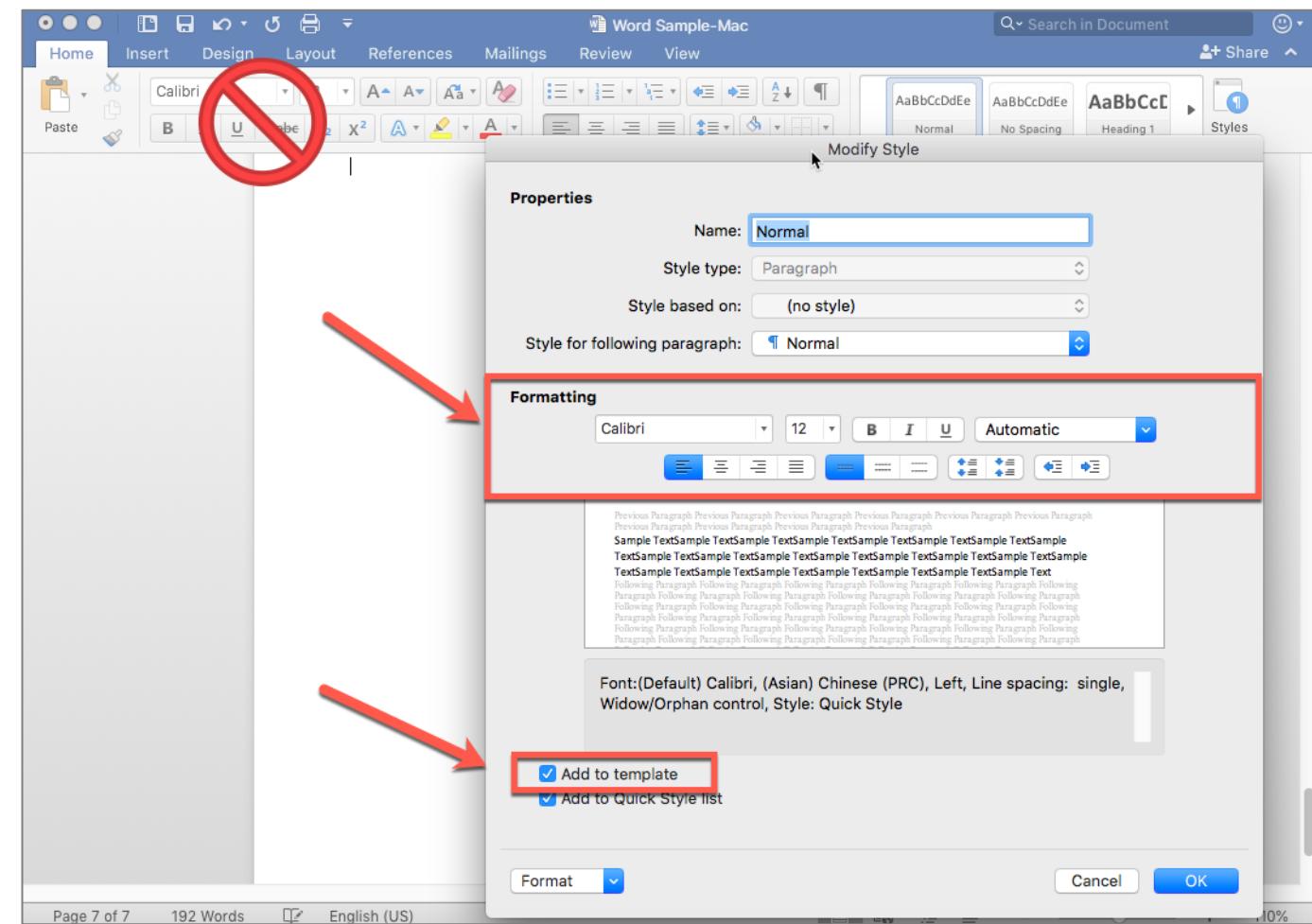
- View tab
- Select Navigation Pane
- Expanding the headings



# Styles – Normal, Modify Style



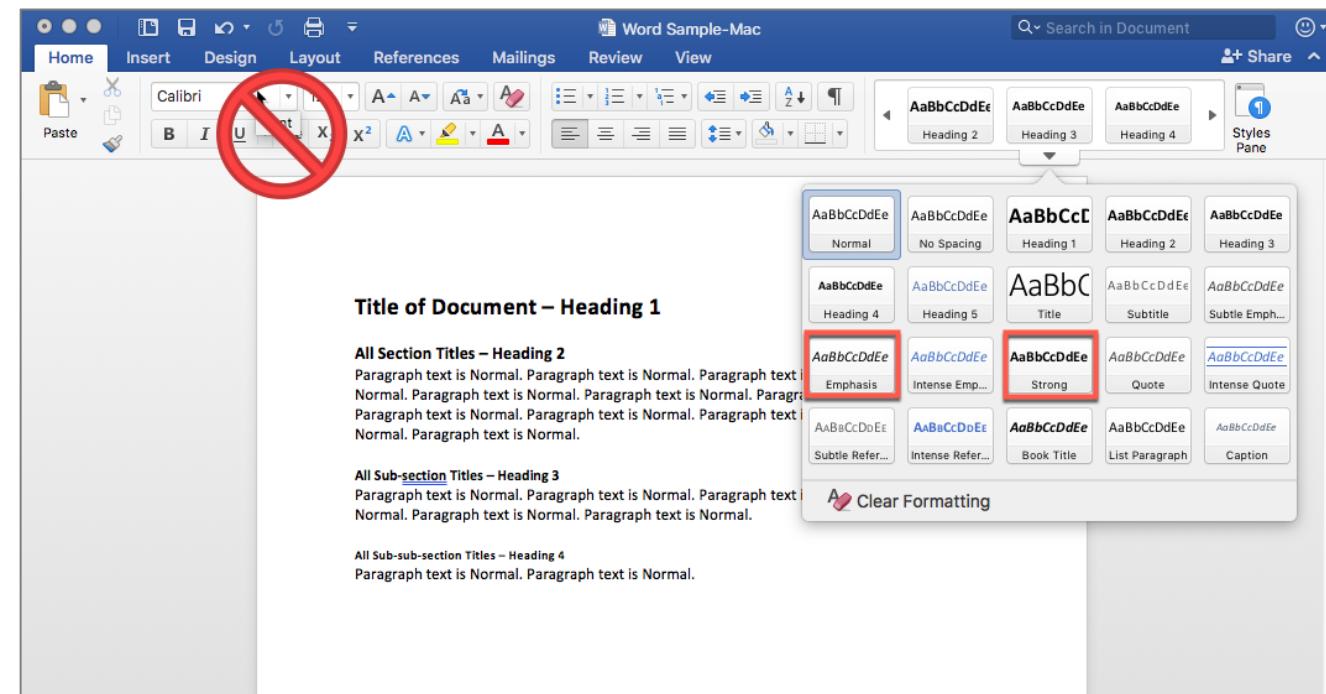
Normal style for paragraph



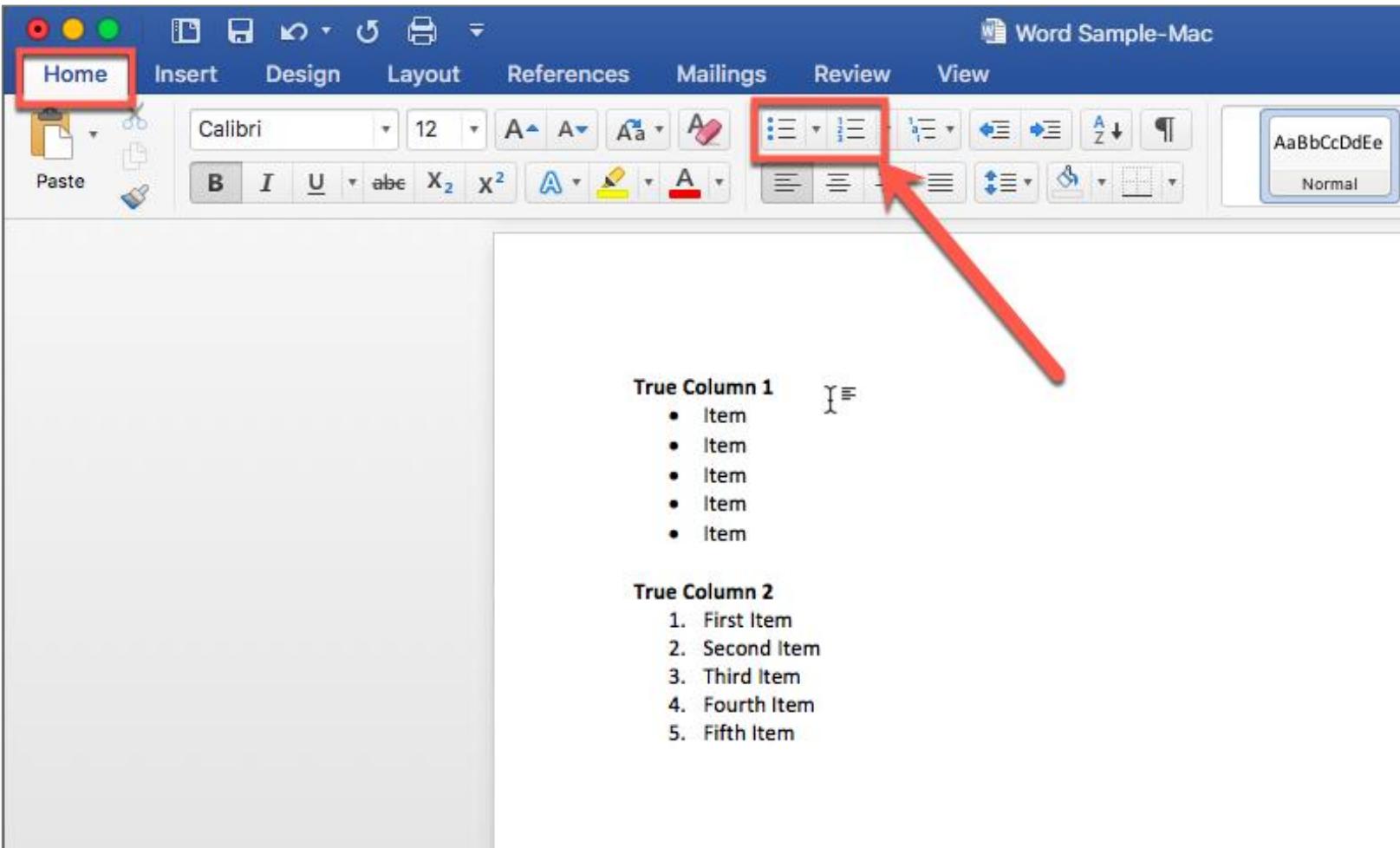
# Styles for formatting

**Bold** and *Italics* icons in the “Font” block are ignored by screen readers.

- Use **Strong** (instead of Bold) to indicate importance.
- Use **Emphasis** (instead of Italics) to indicate vocal stress.
- Avoid **underlining** text. Underlining is interpreted by screen readers and people with low vision as linked text.
  - Use **Strong** instead of underlining.



# Lists

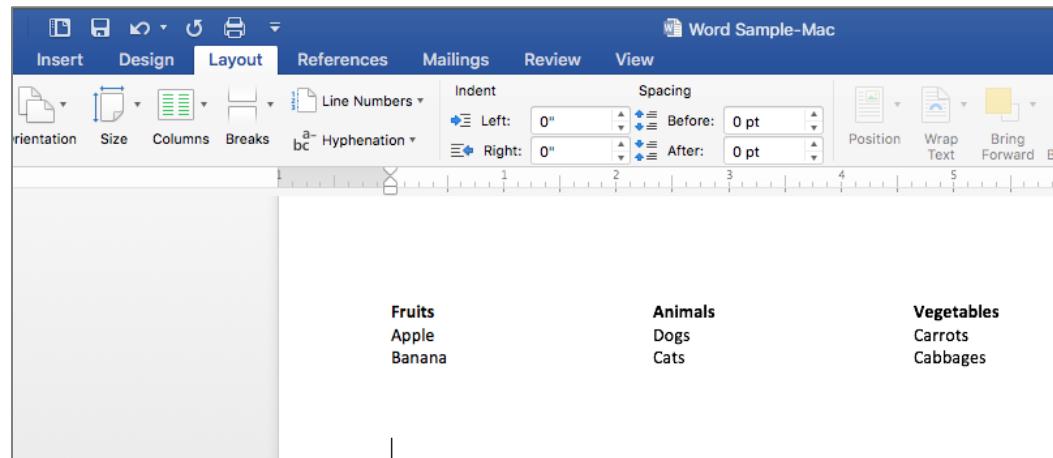
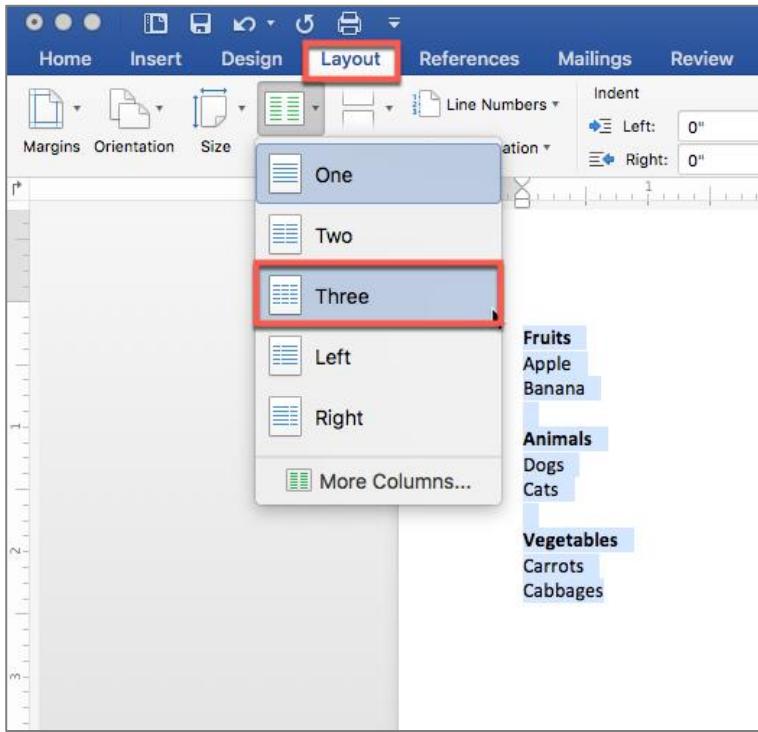


- Use the bulleted or numbered list formatting tool.
- Screen readers can read the number of items in a list before it begins to read the items.

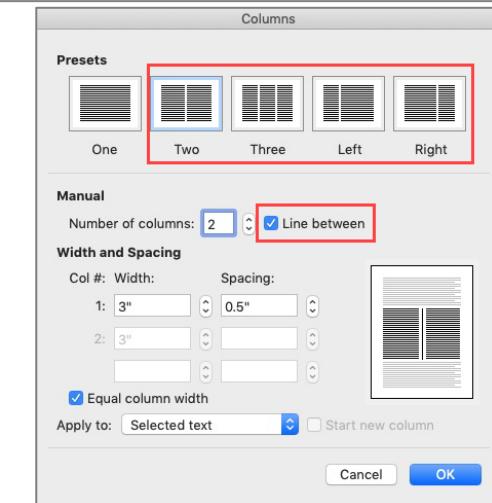


# Columns

- 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.

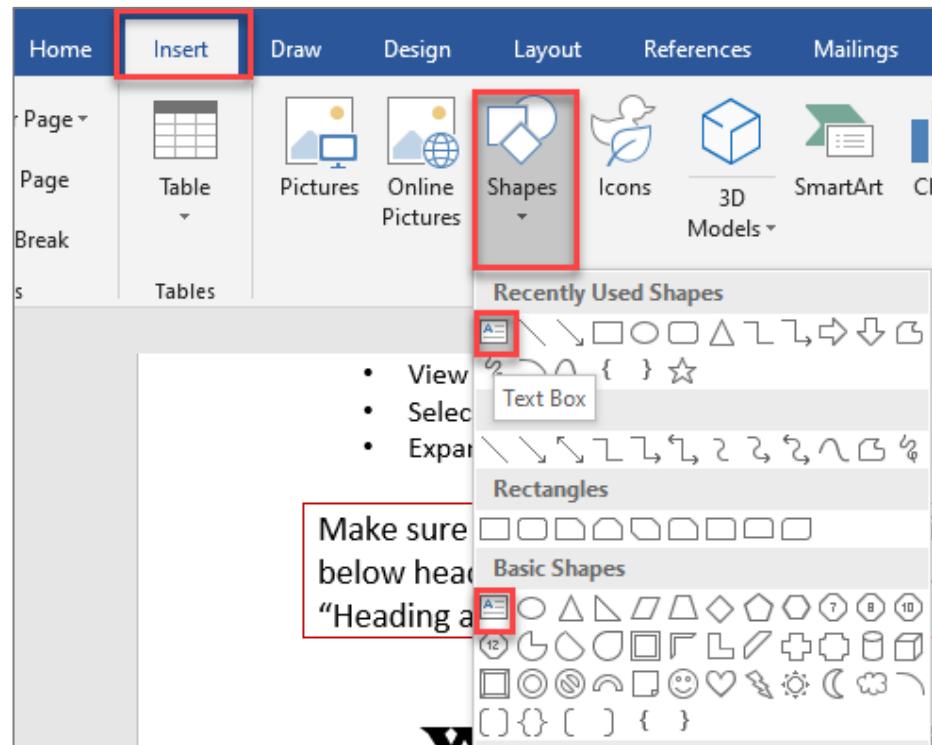


Optional: If you want to add line between the columns, select **More Columns**, checkbox **Line Between**.

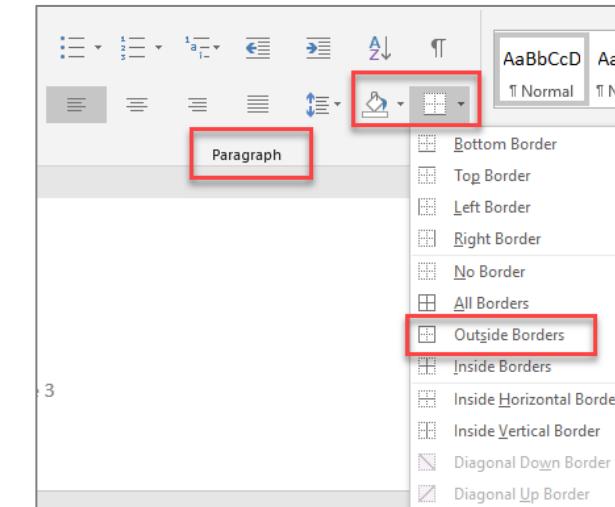
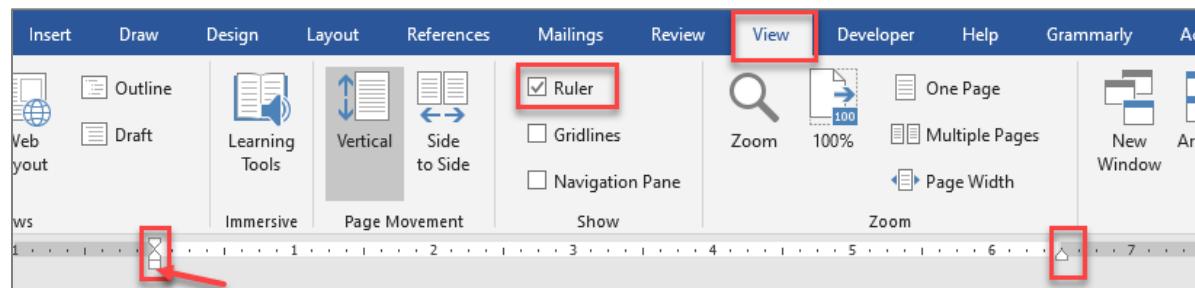


# Text Boxes are Inaccessible

Screen readers will not be read content that is in the text boxes. The best approach is to use borders and color background in Paragraph group instead of the text box.

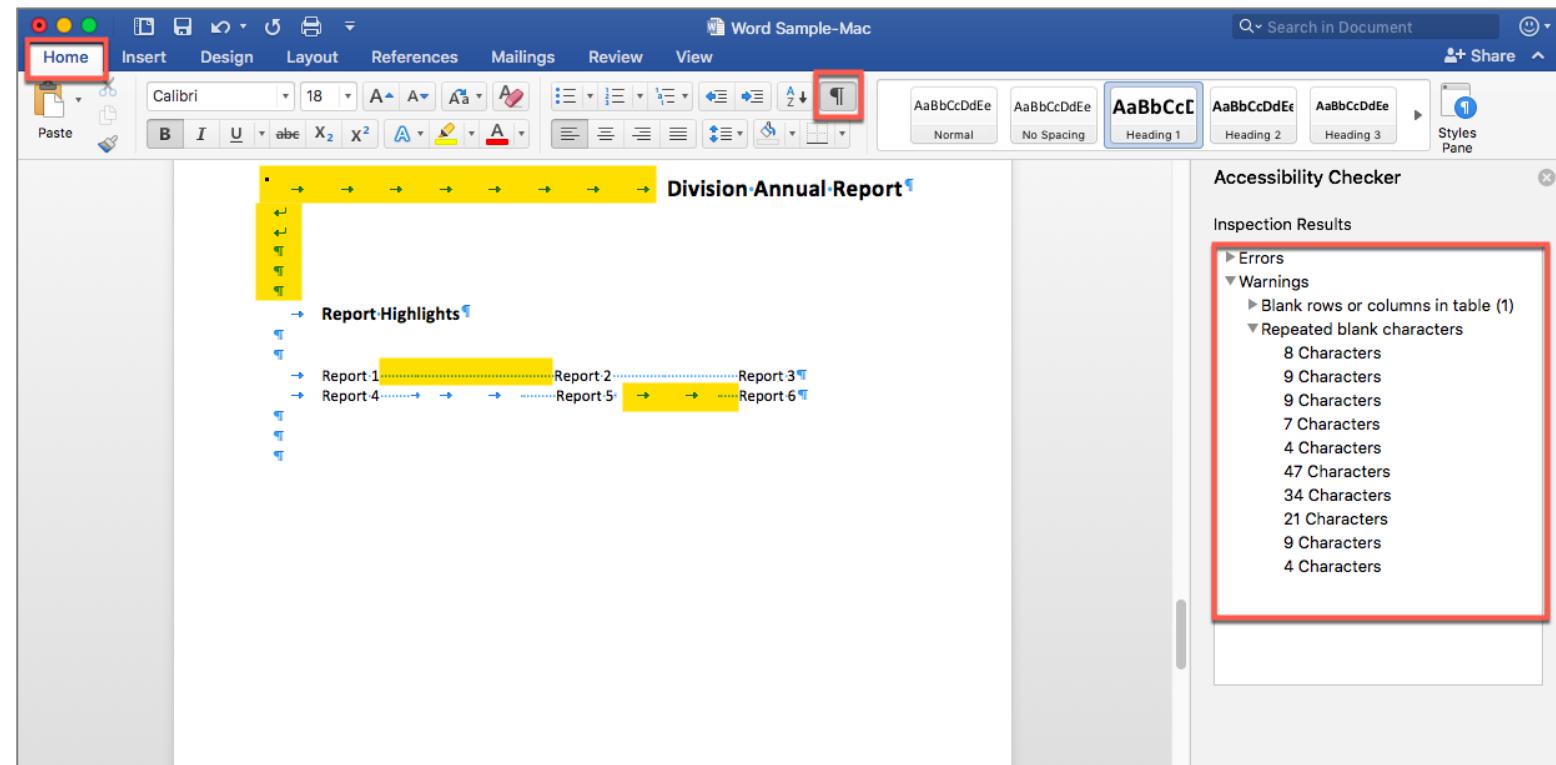


- Take the content out of the text box.
- Use ruler to adjust left and right indent.
- Paragraph Group, select Borders, Outside Borders and optional background color.



# 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.



## 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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Use Page Break instead of several carriage Returns as "Blank"

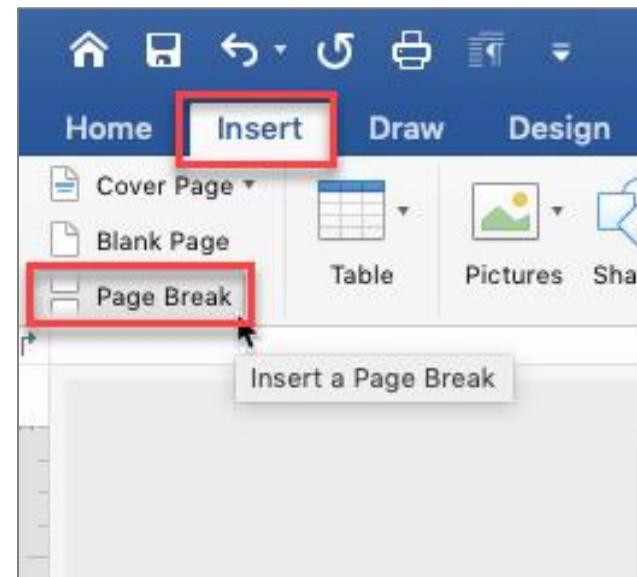
Page 2

## Need help? (Heading 3)

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).

# Use Page Break

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**

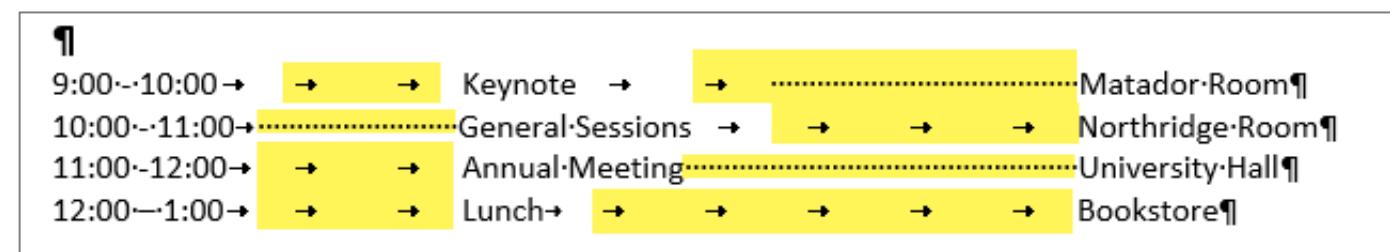
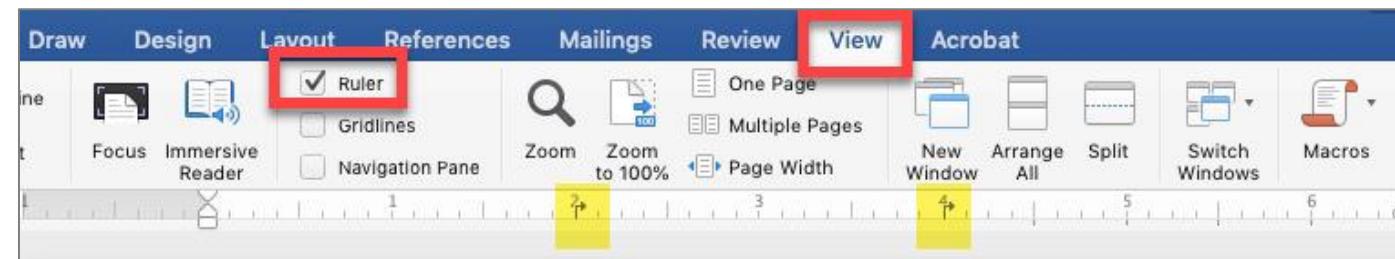
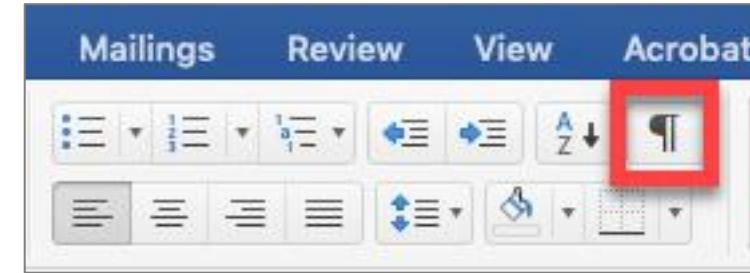
# Ruler Tab Marker

To create three columns in one line, set ruler tab marker as shown.

1. Select paragraph marks “Show/hide”
2. View tab then select Ruler
3. Remove extra white spaces, tabs, and spacebars
4. Highlight selected text
5. Set ruler tab marker position at 2” for second column and 4” for third column

**Note:** You can also set **indentation** in lieu of a single tab marker.

|               |                  |                 |
|---------------|------------------|-----------------|
| 9:00 - 10:00  | Keynote          | Matador Room    |
| 10:00 - 11:00 | General Sessions | Northridge Room |
| 11:00 -12:00  | Annual Meeting   | Universal Hall  |
| 12:00 - 1:00  | Lunch            | Bookstore       |



| Paragraph     | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|
| 9:00 - 10:00  |   |   |   |   |   |
| 10:00 - 11:00 |   |   |   |   |   |
| 11:00 - 12:00 |   |   |   |   |   |
| 12:00 - 1:00  |   |   |   |   |   |

9:00 - 10:00      Keynote      Matador Room  
10:00 - 11:00      General Sessions      Northridge Room  
11:00 - 12:00      Annual Meeting      Universal Hall  
12:00 - 1:00      Lunch      Bookstore

# 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.

## ↑ 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?

## Universal Design Center (Heading 1)

### 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.

### Need help? (Heading 3)

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.

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

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.

### Universal Design Center Mission (Heading 2)

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.

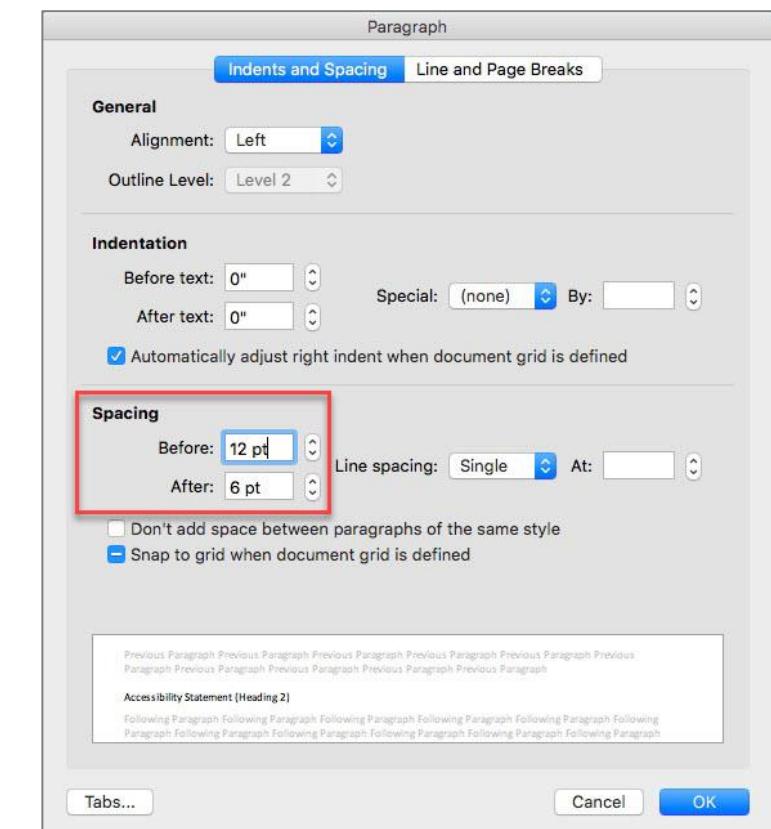
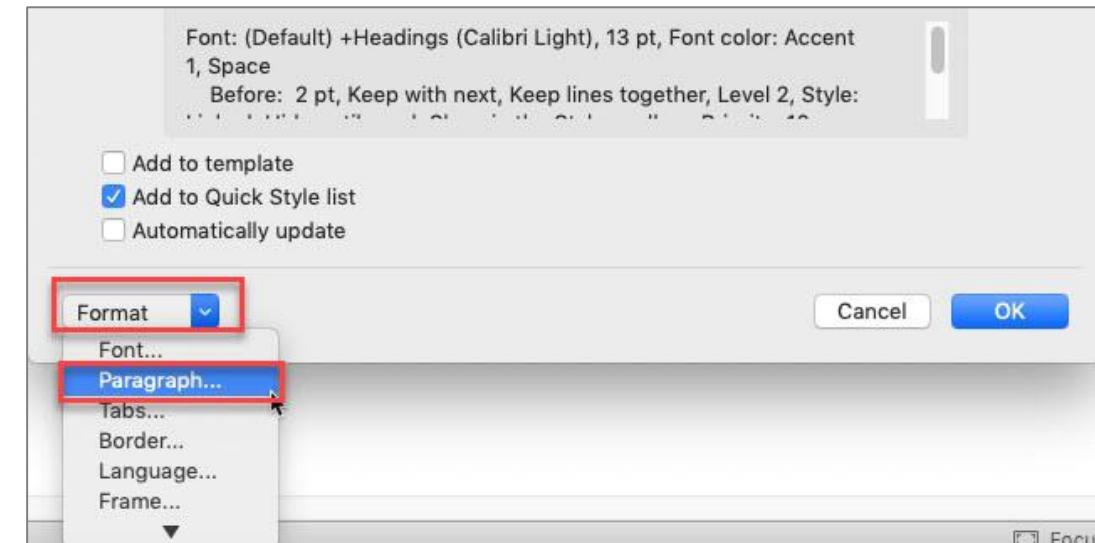
The role of the UDC is to help CSUN implement business practices which enable the campus to meet policy standards under the Accessible Technology Initiative Coded Memoranda.

### 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...**
- **Heading 2** set Before: 12pt and After: 6pt.
- **Heading 3** set Before: 12pt and After: 6pt.
- **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.

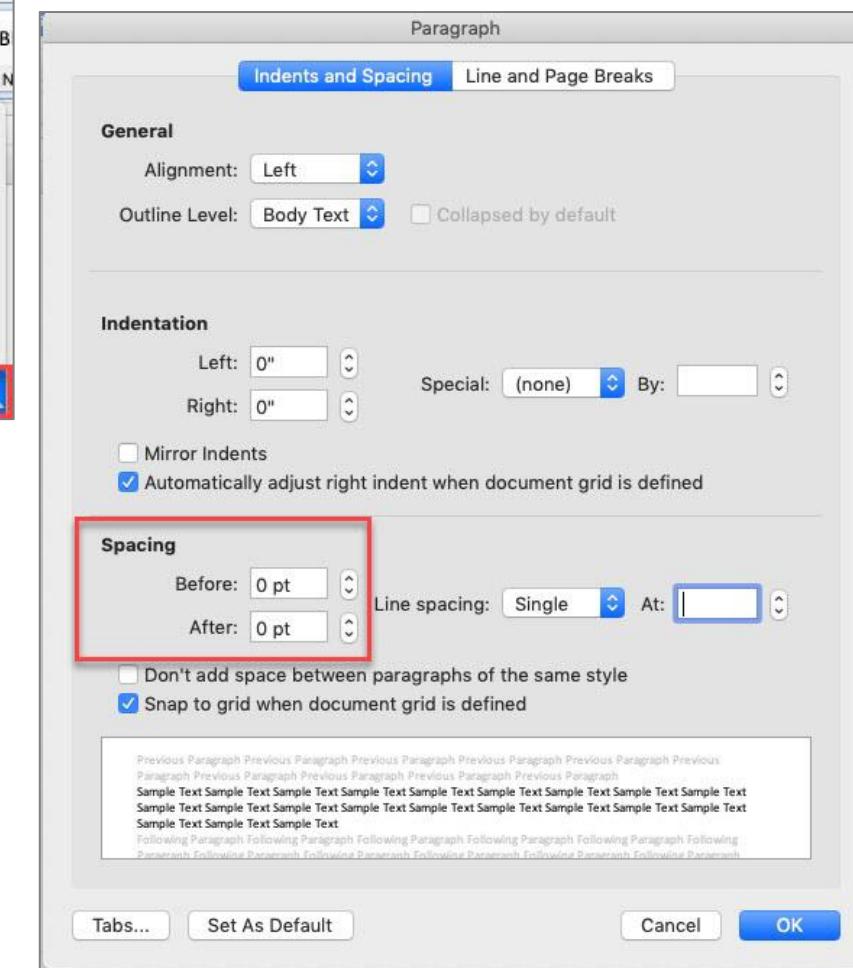
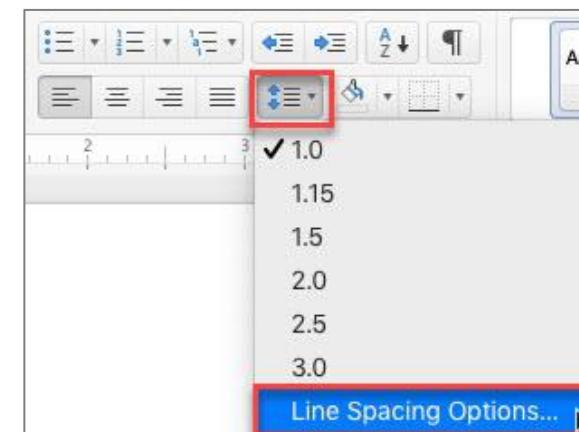
- Select one or more paragraphs to update line spacing
- Go to **Home > Paragraph** section
- Select **Line Spacing Options**
- Enter how much spacing before and/or after vertical space lines of text

↑ 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?

# Line Spacing in a portion of the document



# Universal-Design-Center¶

## Accessibility Statement (Heading 2)¶

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

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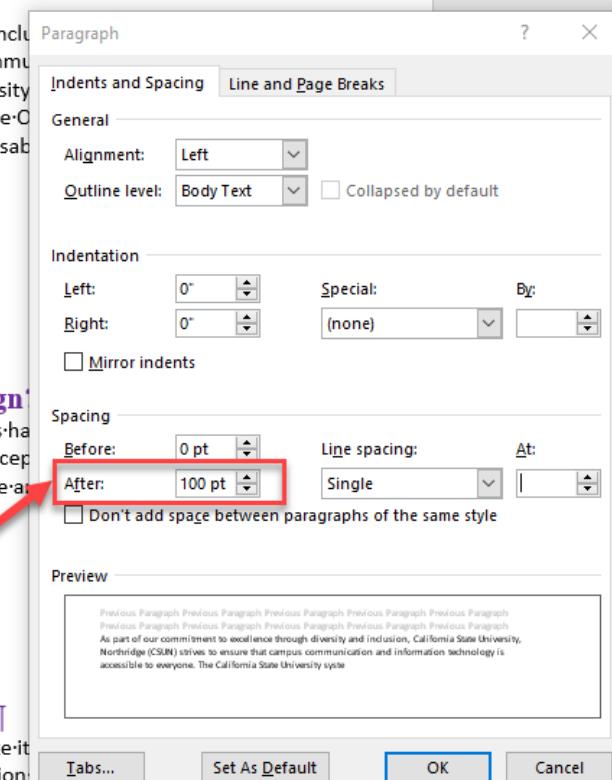
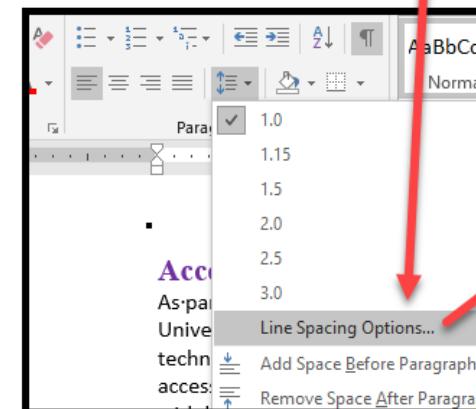
# Returns as "Blank" vs Line Spacing

## Universal-Design-Center¶

### 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.¶

First, remove extra blanks.  
Second, place a mouse cursor at the end paragraph



# Table of Contents

## Automatic Table of Contents

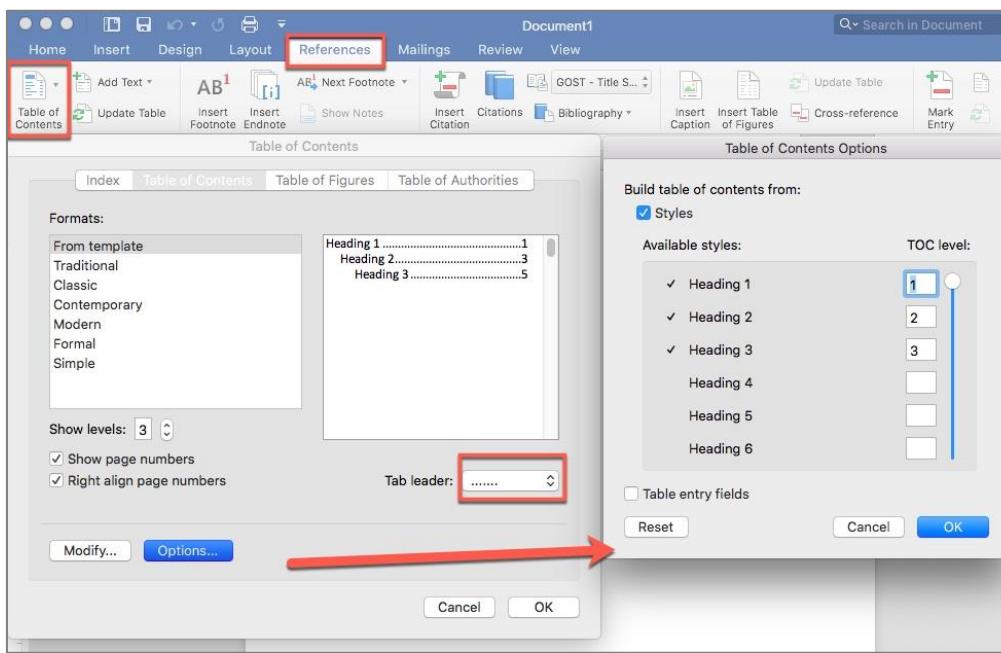
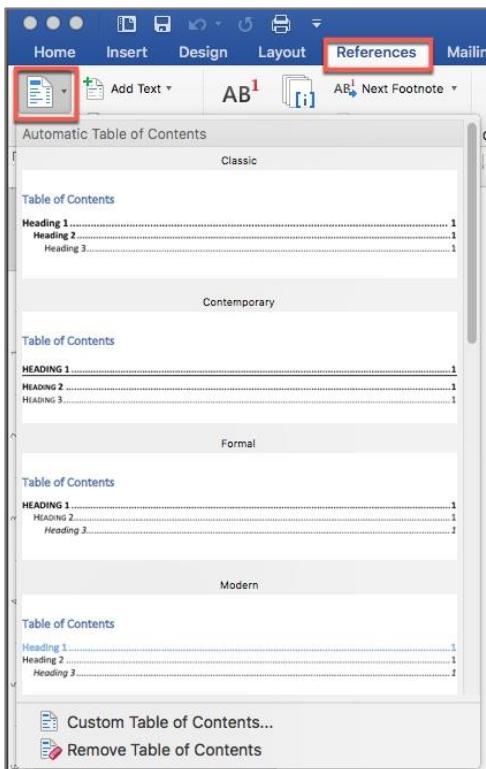
|                |    |
|----------------|----|
| Heading 1      |    |
| Heading 2..... | 1  |
| Heading 3..... | 3  |
| Heading 2..... | 8  |
| Heading 3..... | 10 |
| Heading 3..... | 12 |
| Heading 3..... | 16 |
| Heading 3..... | 18 |
| Heading 2..... | 19 |
| Heading 2..... | 53 |



|   |    |
|---|----|
| Introduction .....  | 1  |
| What Is Less Doing? .....   | 3  |
| Fundamental 1:The 80/20 Rule .....                                  | 8  |
| Tracking for Results .....  | 10 |
| Optimizing your Processes and Creating the<br>“Manual of You” ..... | 12 |
| A Note on Essential vs. Optional .....                              | 16 |
| 80/20 Advanced .....  | 18 |
| Fundamental 2: Creating an External Brain .....                     | 19 |
| Your External Brain .....   | 21 |
| Setting up your External Brain .....                                | 22 |
| Emptying your Inbox .....   | 29 |
| Eliminating your To-Do List .....                                   | 31 |
| Hiring a Virtual Assistant .....                                    | 35 |
| Outsourcing Your Outsourcing .....                                  | 43 |
| Fundamental 3: Customization .....                                  | 47 |
| Where to start .....  | 50 |
| Fundamental 4: Choose your own Workweek .....                       | 53 |

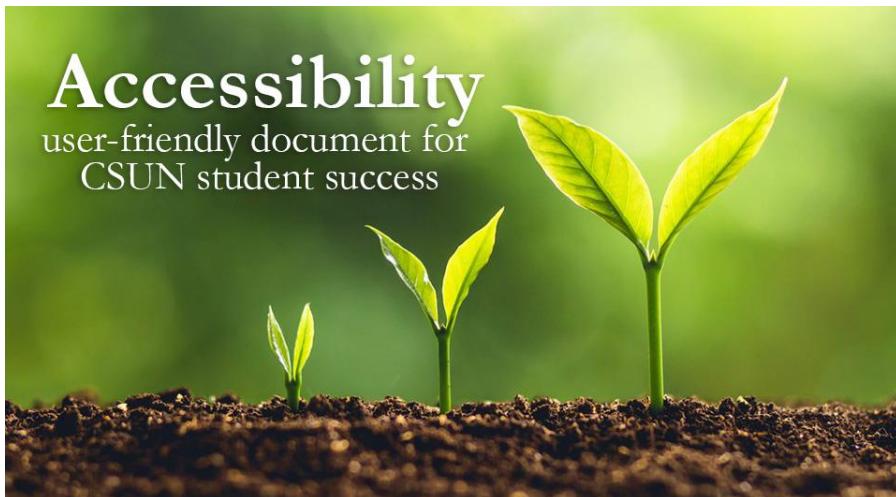
# Table of Contents

- 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

# Image Alternative or Alt Text



*Screen readers and other AT announce that it's an "image" or "graphic", then read the alt text: "Three plants going through transformation with text quote Accessibility user-friendly document for CSUN student success."*

- The purpose of **Alt Text** is to allow low vision or blind users who use text-to-speech assistive technologies (AT), such as screen readers, to understand the purpose of graphic images. Sighted users usually don't see alt text unless they use AT.
- Screen readers and other AT **can't** convert images into texts. So, when writing alt text, consider the following for images:
  - Describe the content and the purpose of the image clearly and concisely, in a phrase or a sentence or two. Keep alt text short 200 characters or less.
  - Image with text (for example, the CSUN wordmark) should include the words on the image.
  - "Image of...", "Photo of..." is not needed because screen readers and other AT announce that it's an "image" or "graphic".
  - When completing the alt text, use proper punctuation such as periods to indicate the end of the alt text. Without proper punctuation, some screen readers will run the alt text into the body text that follows and cause confusion to the user.
  - Don't insert hyperlinks in alt text because they are not clickable and can't create descriptive link text.

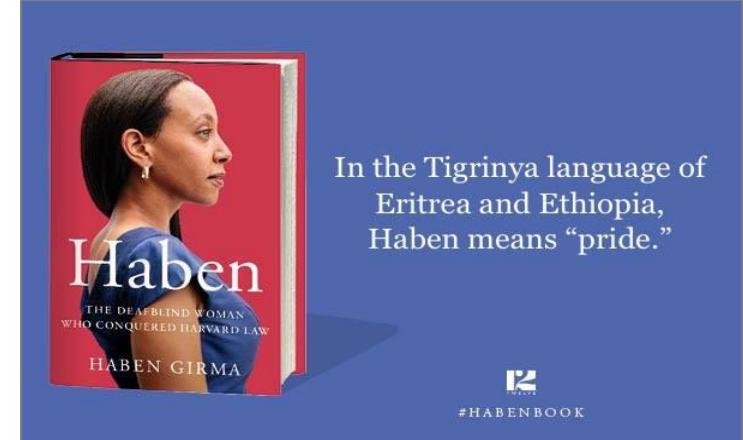
# How to Describe Images?



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](#)

# Alt Text for Complex Images using Artificial Intelligence (AI)

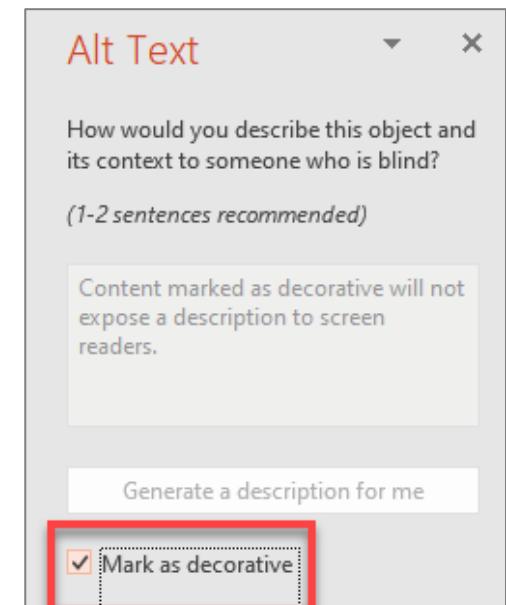
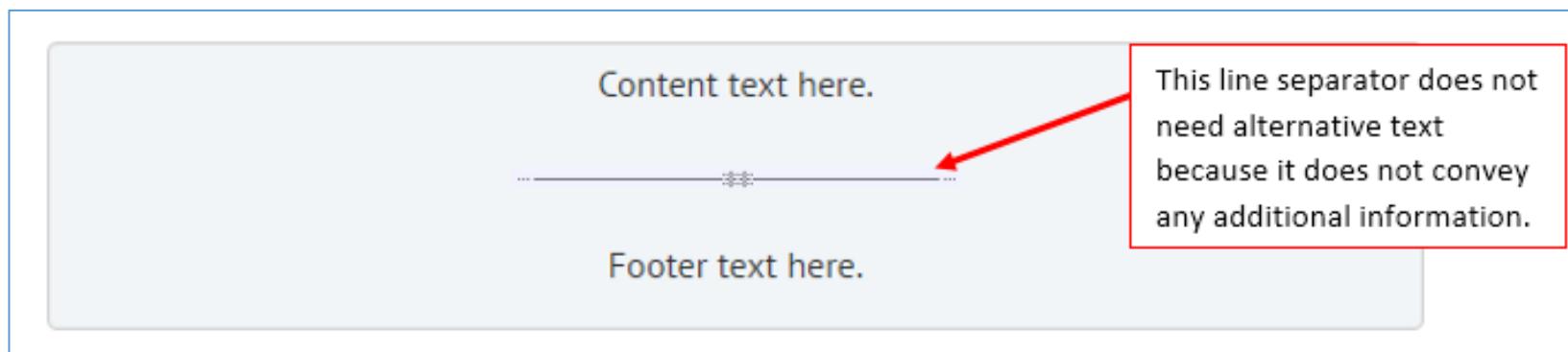
Some images are easy to describe but many are not. For charts, graphs, infographics, artwork, and other complex images, artificial intelligence (AI) will generate the first draft of the alt text, making it easier and faster for you to create the final image description.

- [Image Accessibility Creator](#)
- [ChatGPT Alt-Text Generator Assistant](#)

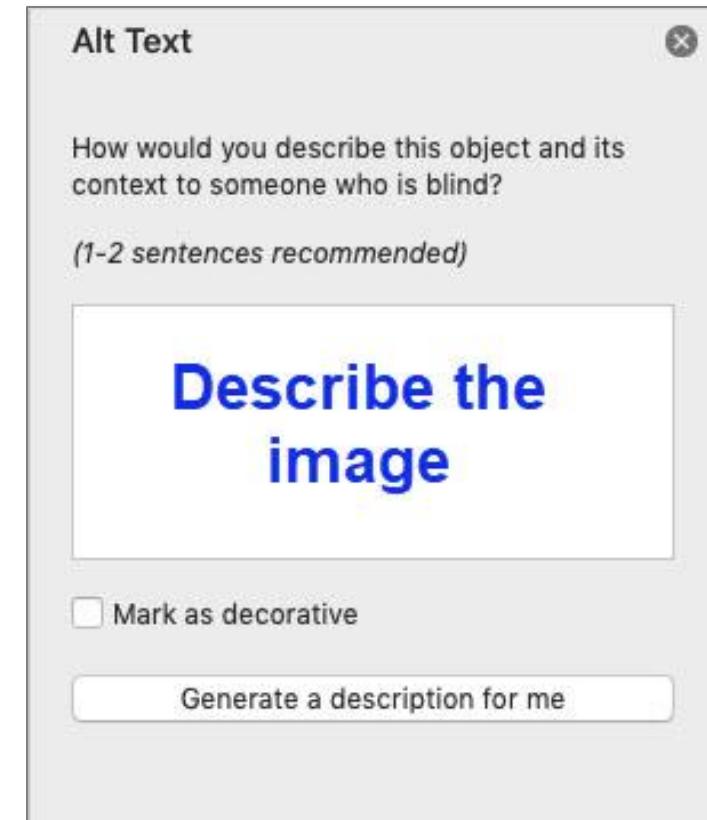
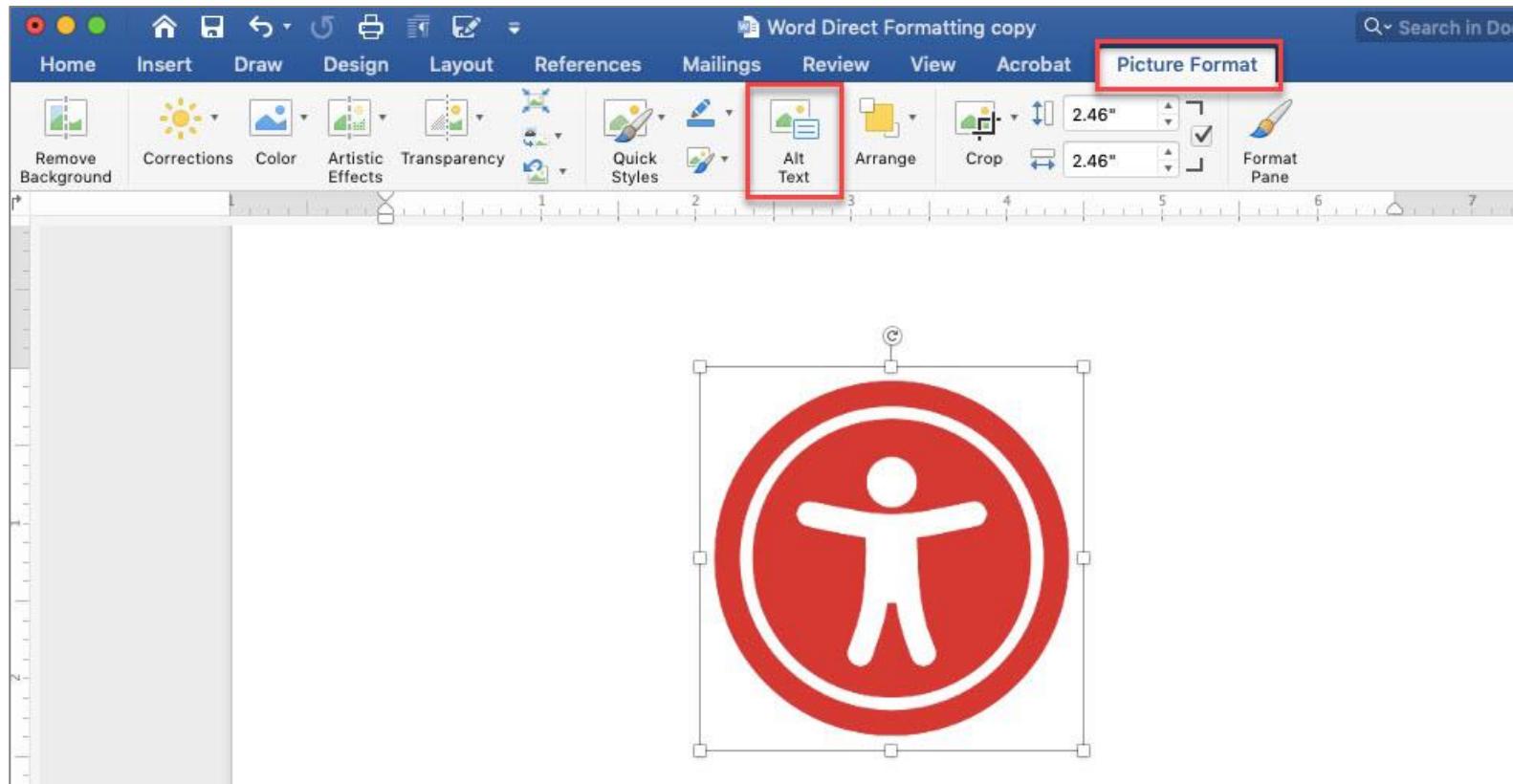


# What are Decorative Images?

- Conveys no information; does not provide meaningful information.
- Purely for visual effect.
- The horizontal line that divided the two sections.
- Line border image used as part of page design.
- Decorative images do not require a text alternative.
- **Decorative images, lines, borders, or shapes ignore by assistive technologies, such as screen readers.**

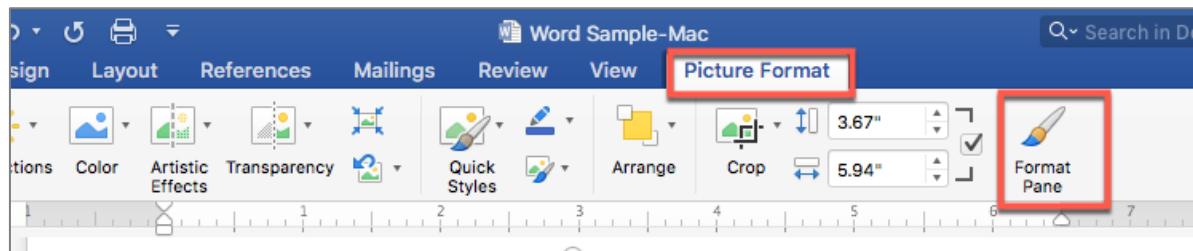
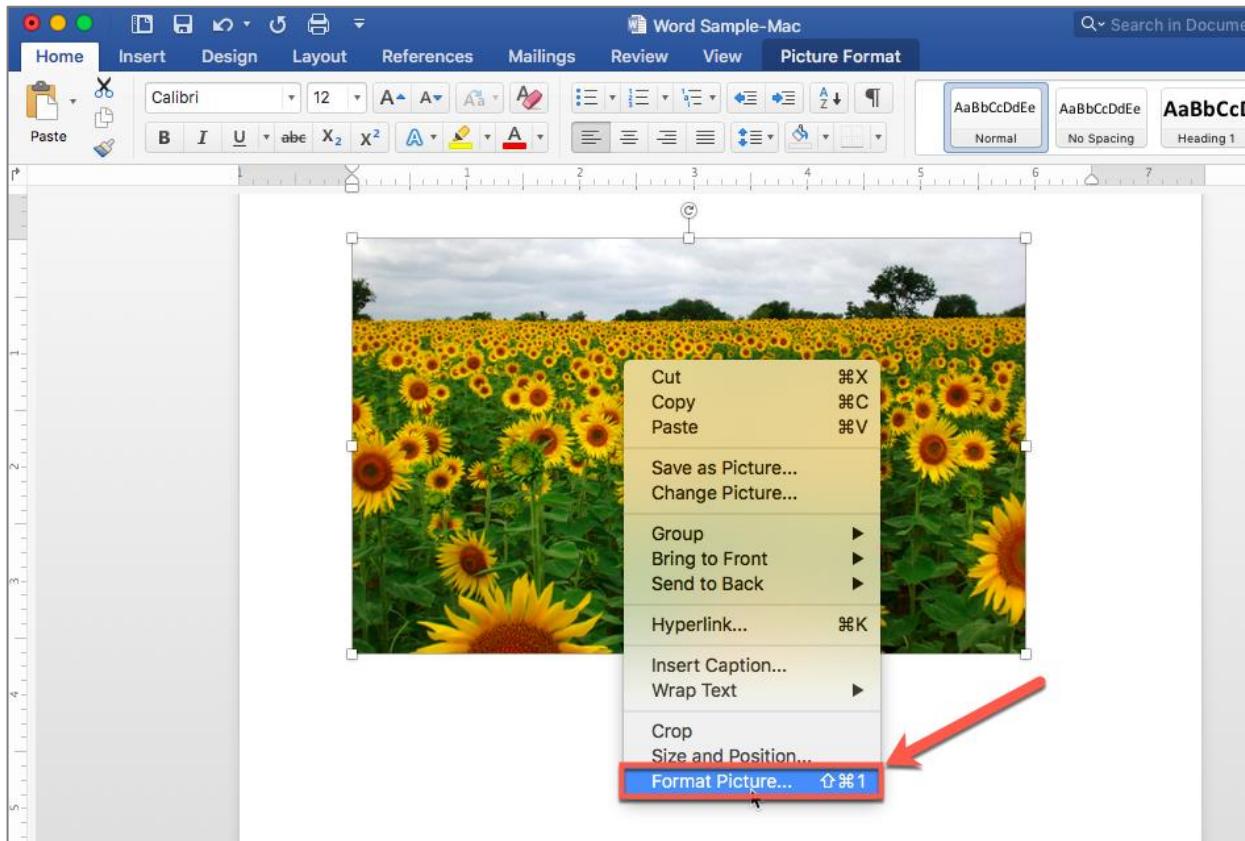


# Office 365 - Adding Alt Text



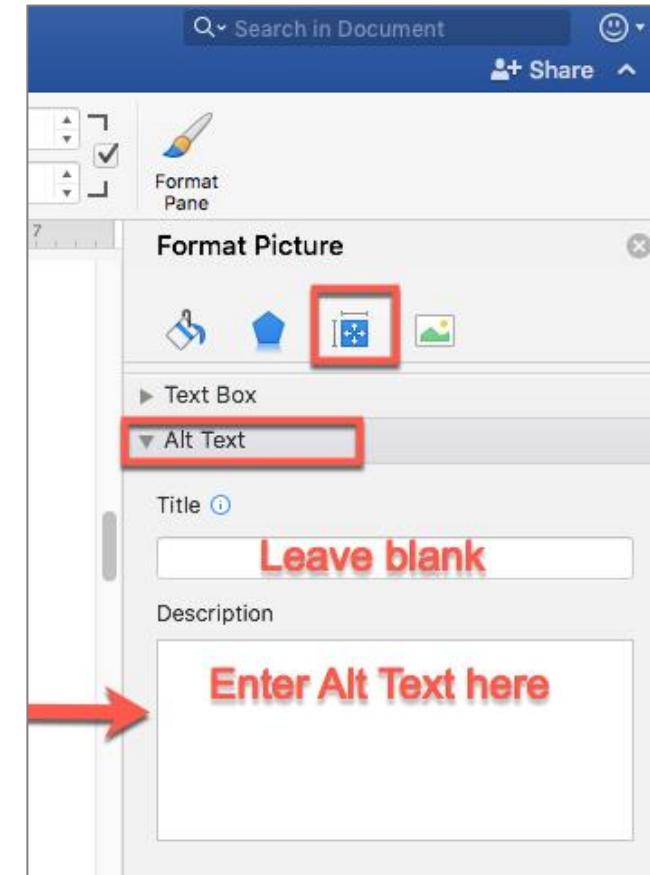
Select the image, select **Picture Format** tab, then **Alt Text**.

# Office 2016 – Adding Alt Text



**Option 1: Mouse right-click Format Picture**

**Option 2: Select a picture, Picture Format tab, Format Pane, Alt Text**



# Image Captions

- Captions are universal and accessible for everyone.
- Captions are read and visible to all users whether they use assistive technologies (AT) or not.
- Captions and alt text have different purposes.
  - **Captions** convey what's visible in the image.
  - **Alt text** describes the visual aspect of the image and should be brief.
- If captions and alt text are similar in their descriptions, alt text can be “**Mark as decorative**” to be ignored by the screen readers.
- **Don't repeat** the image's caption as the alt text. People don't need to hear the same information twice.

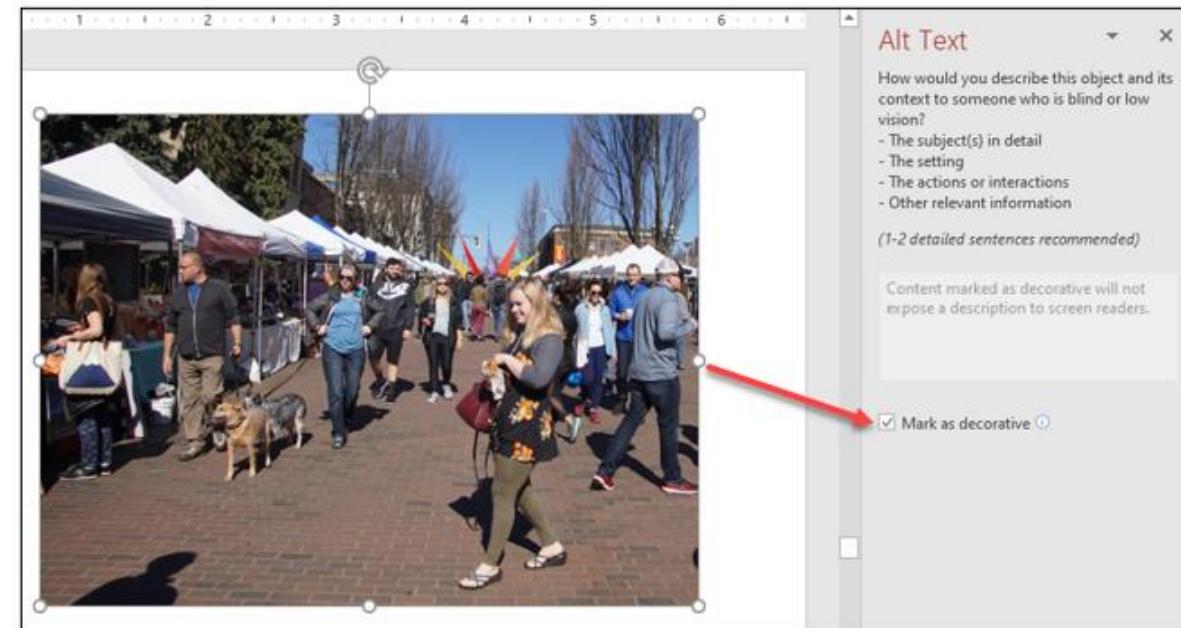
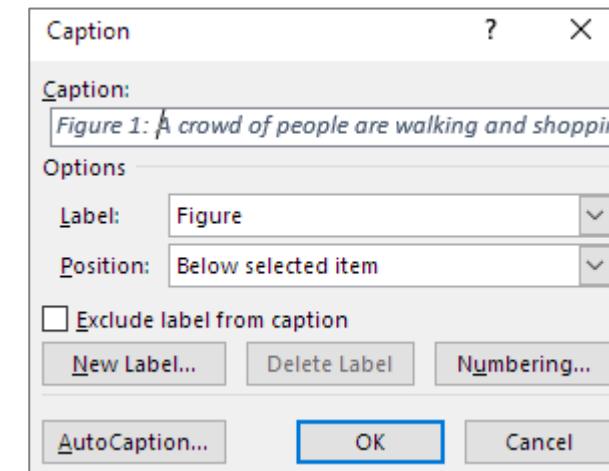
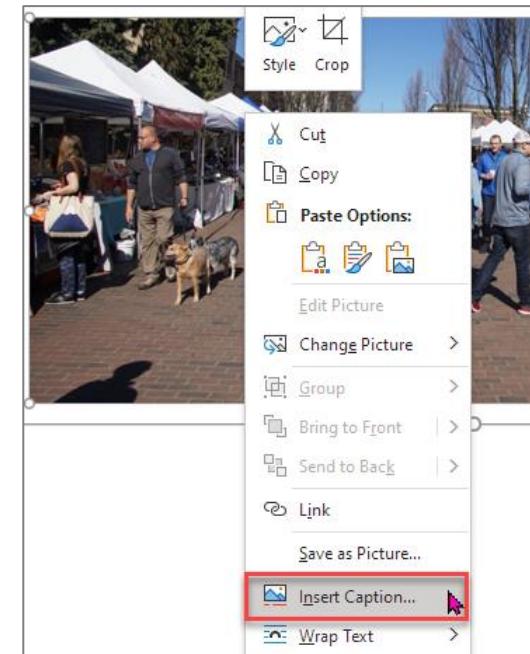


Figure 1: A crowd of people are walking and shopping at an outdoor market.

# Descriptive Link Text, 1 of 2

**Not Accessible – vague and redundant**

## CSUN News

### CSUN Honors Four Exceptional Graduate Students for Thesis and Project Work

CSUN's Division of Academic Affairs has selected four exceptional CSUN graduate students as the winners of the 2020 Distinguished Thesis/Graduate Project Competition, with each receiving a \$1,000 award and recognition from the university. [Read more.](#)

### CSUN Team to Tap into Power of Inouye Telescope to Study Sun's Atmosphere

With the aid of a telescope in Hawaii, a team of professors at California State University, Northridge hope to solve some of the mysteries found in the sun's atmosphere, information that could help us better understand the impact of solar flares, as well as what is happening with other stars in our solar system.

[Read more.](#)

### Minimizing the COVID Slide During the Summer

In response to the COVID-19 pandemic, schools across the nation transitioned to meeting online. Given the abruptness of the transition and lack of preparation parents had in becoming in-home teachers' aides, many parents and educators are worried about a "COVID slide" or "COVID slowdown," where students fail to retain any new information learned before and during the pandemic — as well as over the summer, when students are not in school.

[Click here](#)

**Screen readers read:** "Read more, link" "Read more, link" "Click here, link"

**Accessible – descriptive and unique**

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[Continue reading about CSUN's Astronomy Team.](#)

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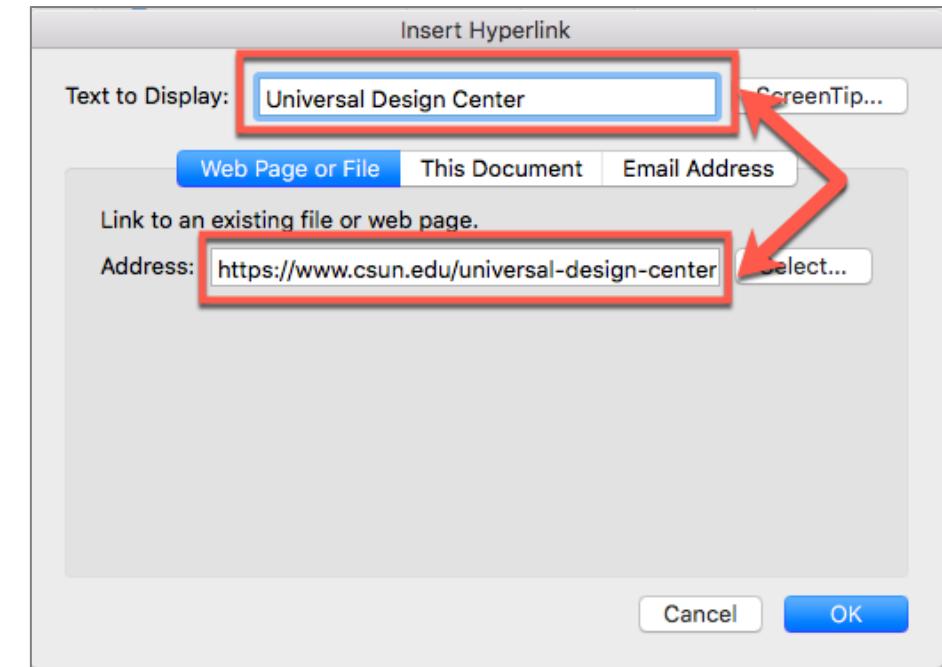
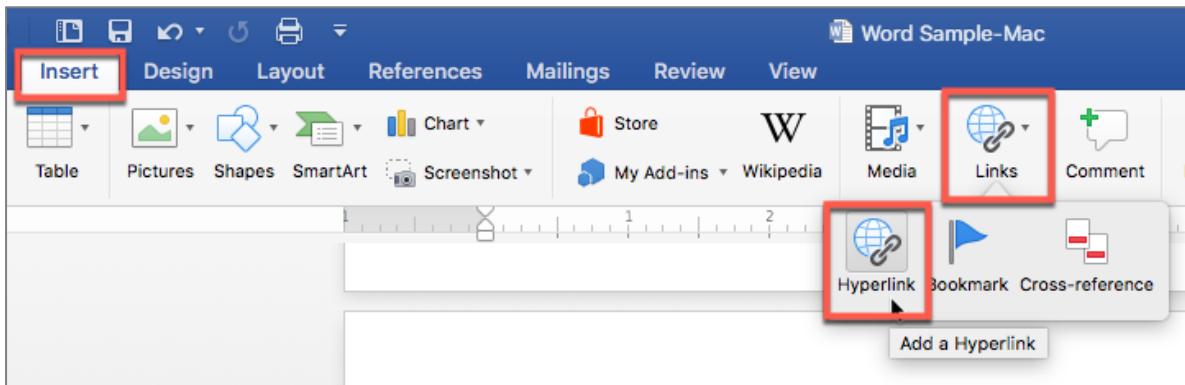
[Learn more about the "COVID Slide".](#)

**Screen readers read:** The content and link text then announce the word "link"

Full URL text <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](#))

# Descriptive Link Text, 2 of 2



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](https://www.csun.edu/universal-design-center)).”



# Best Practices for Accessible Links

## DESCRIPTION

- Link text must always properly **describe the purpose** of the link and tell a user **where** the link will take them.
- Do not use text such as “**click here**” or “**read more**,” nor web addresses (URLs).

## PRESENTATION

- Each link on the page should be **visually different** from regular text on the website.
- Can be differentiated by **color**, **bold**, **underline**, or ***italics***.
- Using color alone **does not** make it accessible.

## FUNCTIONALITY

- Link functionality is about ensuring a link functions the way the user expects.
- Links must always enhance the accessibility of a webpage.
- Users must be able to access links using a mouse, keyboard, or speech recognition commands.

## LINKED IMAGES

- A linked image is an image (with or without text) that is linked to another resource or webpage.
- Linked images need link descriptions as well as image descriptions (alt text).
- If the link description is different than the alt text, enter the link description in the HTML Title field.
- Visit [Linked Images](#) on the Best Practices for Accessible Images page for more information.

# Provide descriptions if using color to convey meaning

## Example 1: Inaccessible color highlights in red

May 11 to 17, 2019

## Example 1: Accessible with a description

May 11 to 17, 2019\* (final exams)

## Example 2: Inaccessible table

|  |                              |
|--|------------------------------|
|  | Assignments (overdue in red) |
|  | Introduction                 |
|  | Chapter 1                    |

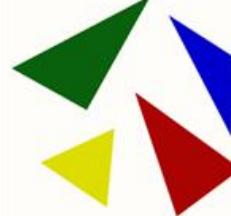
## Example 2: Accessible table

|              |         |
|--------------|---------|
| Assignments  | Overdue |
| Introduction | Yes     |
| Chapter 1    | No      |

## Example 3: Inaccessible color shape

Example: Refer to something using color alone

✗ Color only



Which is the right-angled triangle?

- Green
- Blue
- Red
- Yellow
- Don't know

Color identical may not be recognized by colorblind users

Example: Refer to something using color alone

✗ Color only

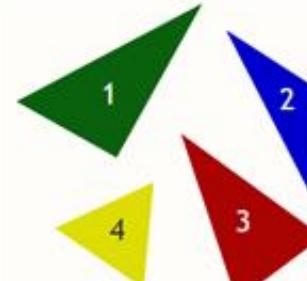


Which is the right-angled triangle?

- Green
- Blue
- Red
- Yellow
- Don't know

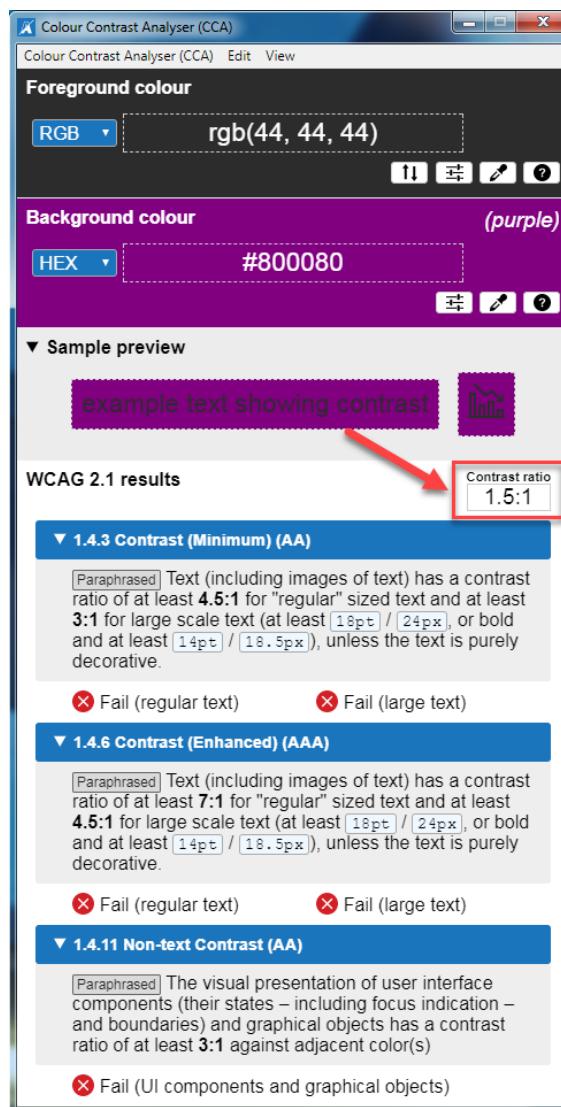
## Example 3: Accessible color and number

✓ Color and number

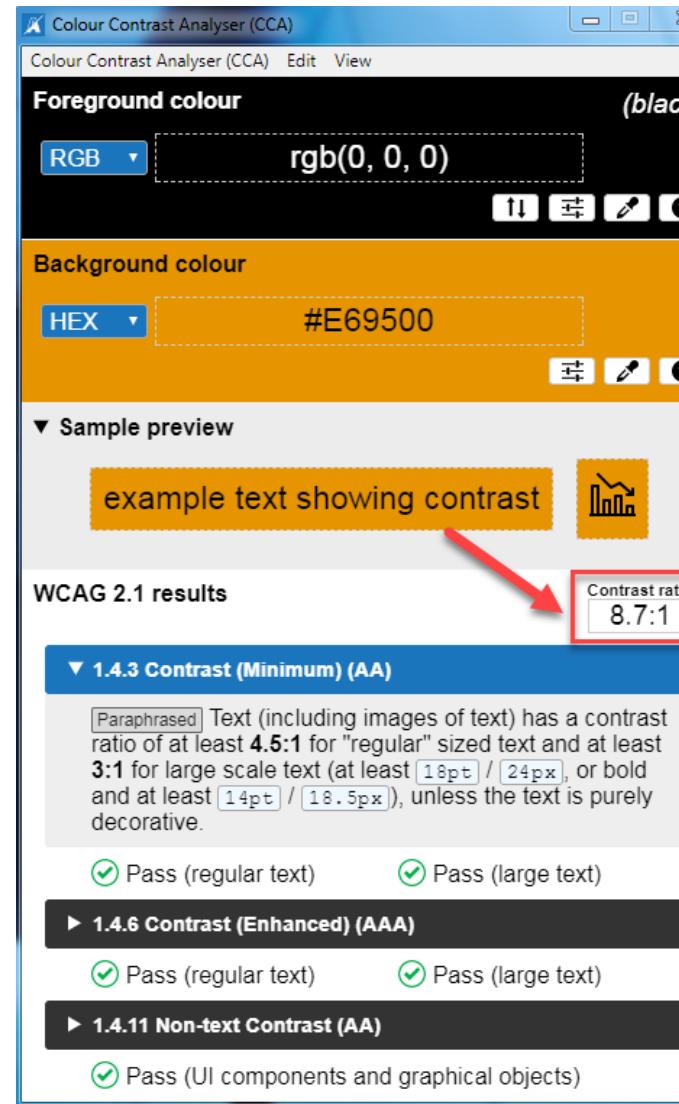


Which is the right-angled triangle?

- Green (1)
- Blue (2)
- Red (3)
- Yellow (4)
- Don't know



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.

# Check Color Contrast

| Bad Examples          | Good Examples           |
|-----------------------|-------------------------|
| Red on black is bad   | Yellow on black is good |
| Blue on orange is bad | Black on orange is ok   |
| Red on green is bad   | White on green is good  |
| Grey on purple is bad | Aqua on purple is ok    |

- 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](#)

# Tips for Creating Accessible Tables

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Use Word's built-in to create Tables

- 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.
- Simple Data Tables only.
- Tables have a logical reading order from left to right, top to bottom.
- Tables are labeled with alternative text.
- Provide Title (i.e. Caption) and Summary before the Table.
- Use Table Tools editor to identify the different types of rows and columns such as **Header Row and First Column**.

## Keep your table simple

- Simple tables are easier to interpret for all students and screen readers.
- **Avoid** merging cells, split cells, no blank cells, as well as tables nested within a cell.
- Use tables to organize data not format information. Never use table for layout.
- The more complex a table (merging cells, nesting multiple headings under one, adding blank lines, etc.) the worse it will be for accessibility.
- Sample of [Simple Tables vs. Complex Tables](#) by Penn State.



# Accessible grading scale in table vs non-table format

## Non-table format

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 512 points

D minus = 639 to 600 points

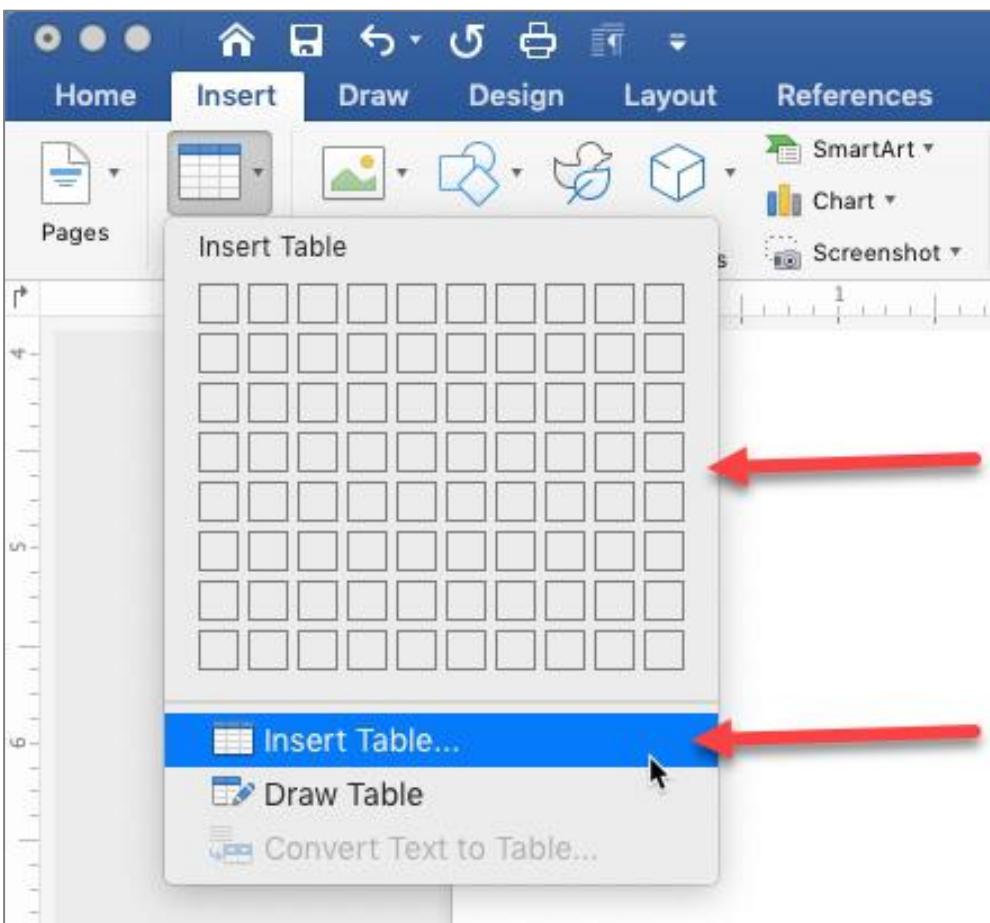
F = 599 points or lower

## Table format

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

*Different screen readers may read texts differently. The “+/-” may not be read out loud. Screen readers will read + symbol for plus but not - symbol. Screen readers do not know whether - symbol is minus, hyphen, dash, en dash or em dash. It is always a good practice to spell them out and spell out any abbreviations or make a reference to your abbreviation when used for the first time. Visit [Screen Readers: A Guide to Punctuation and Typographic Symbols](#).*

# Step 1: Insert - Table



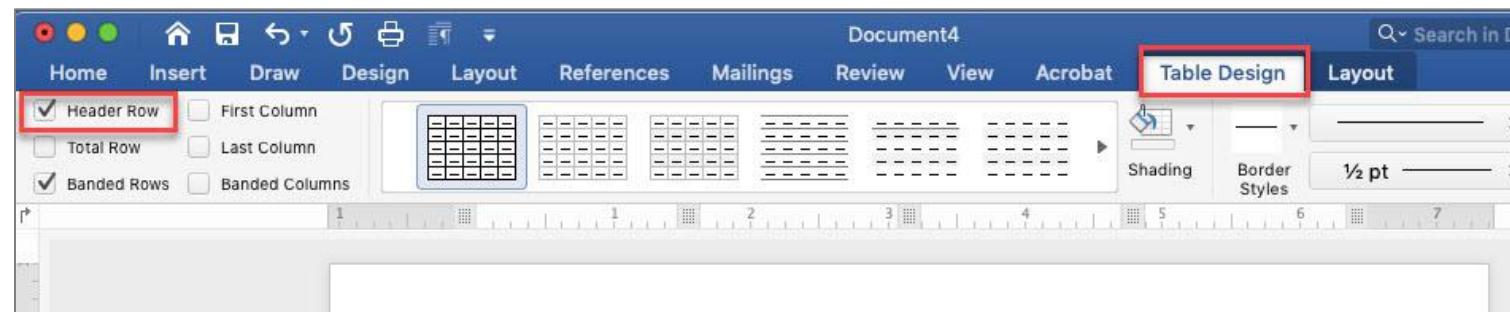
- Use tables to organize data not format information
- Create table headings
- Include table captions or brief description
  - Select **Insert** tab, then select **Table**
  - Select the number of rows and columns by highlighting the boxes on the grid.
  - Type in the table data



# 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.

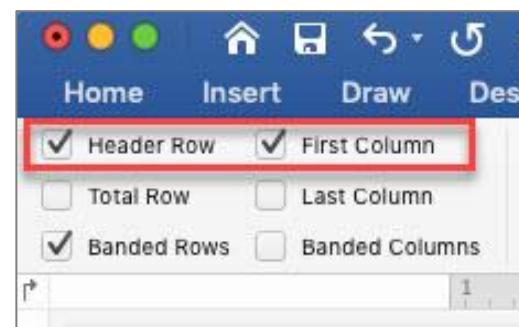
Example of Header Row



Design Tab > Header Row

| Grade   | Points      | Percentage |
|---------|-------------|------------|
| A plus  | 960 to 1000 | 96 to 100% |
| A       | 930 to 959  | 93 to 95%  |
| A minus | 900 to 929  | 90 to 92%  |

Example of Header Row and First Column

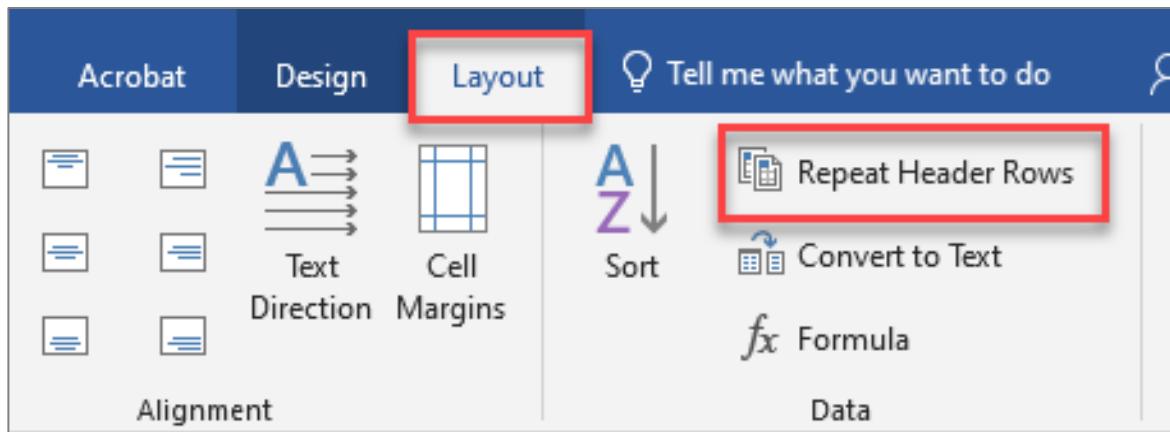


Design Tab > Header Row and First Column

| Name      | Project | Presentation |
|-----------|---------|--------------|
| Student 1 | 95%     | 100%         |
| Student 2 | 90%     | 75%          |
| Student 3 | 60%     | 85%          |

# Step 3: Repeat Header Rows

- Highlight the first row
- Layout tab then select **Repeat Header Rows**



When inserting a table at the bottom of a page in Word, the table break across two pages show **two repeating header rows as example**

The image shows a Microsoft Word document with a table spanning two pages. The table has three columns: Grade, Points, and Percentage. The top page contains the first six rows of the table, with each row having a repeating header row above it. The bottom page continues the table with the last six rows, also featuring repeating header rows.

| Grade   | Points      | Percentage |
|---------|-------------|------------|
| A plus  | 960 to 1000 | 96 to 100% |
| A       | 930 to 959  | 93 to 95%  |
| A minus | 900 to 929  | 90 to 92%  |
| B plus  | 860 to 899  | 86 to 89 % |
| B       | 830 to 829  | 83 to 85%  |
| B minus | 800 to 829  | 80 to 82%  |

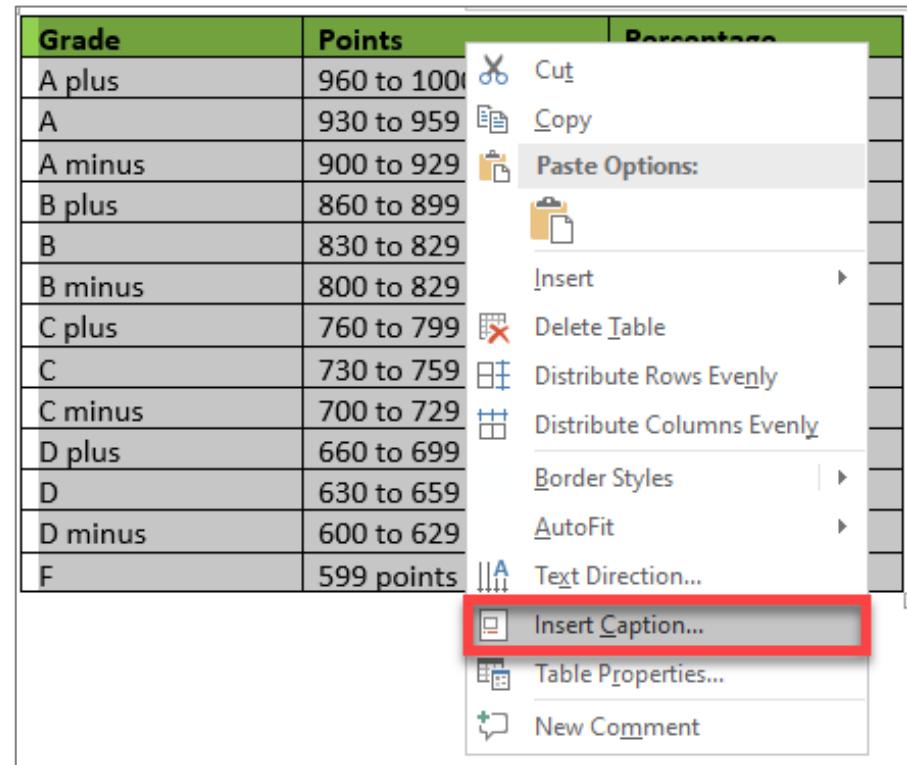
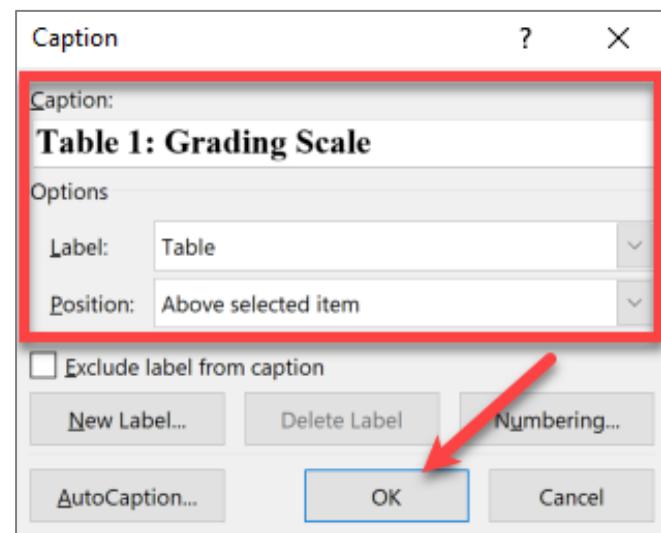
Page 1

| Grade   | Points              | Percentage   |
|---------|---------------------|--------------|
| C plus  | 760 to 799          | 76 to 79%    |
| C       | 730 to 759          | 73 to 75%    |
| C minus | 700 to 729          | 70 to 72%    |
| D plus  | 660 to 699          | 66 to 69%    |
| D       | 630 to 659          | 63 to 65%    |
| D minus | 600 to 629          | 60 to 62%    |
| F       | 599 points or lower | 59% or lower |

# Step 4: Table – Insert Caption

Adding a caption or summary of your table is universal and accessible for everyone

- 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 **Above selected item** then select **OK**



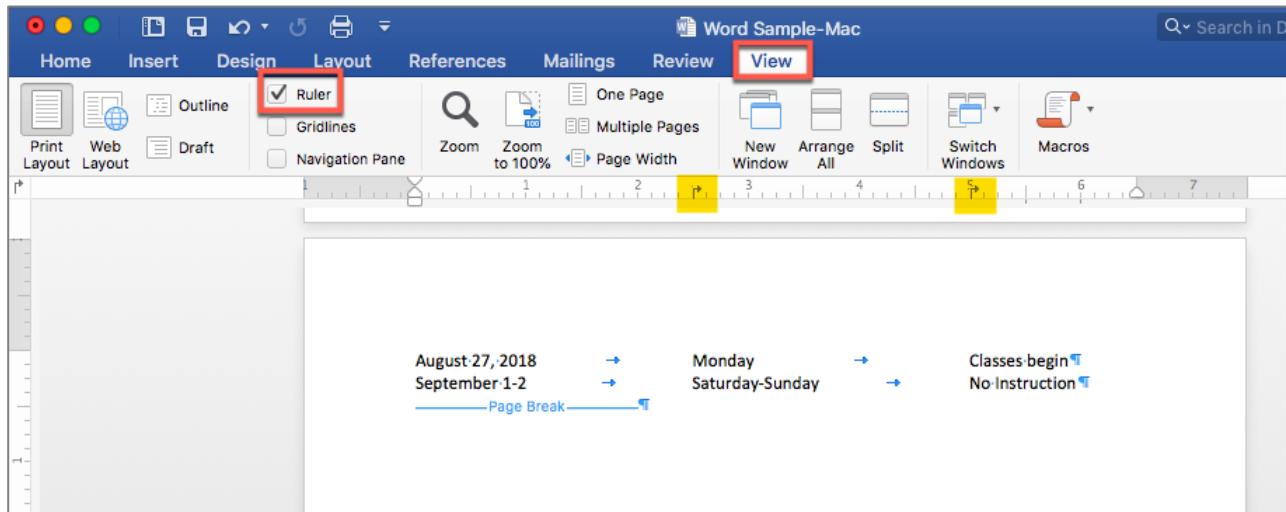
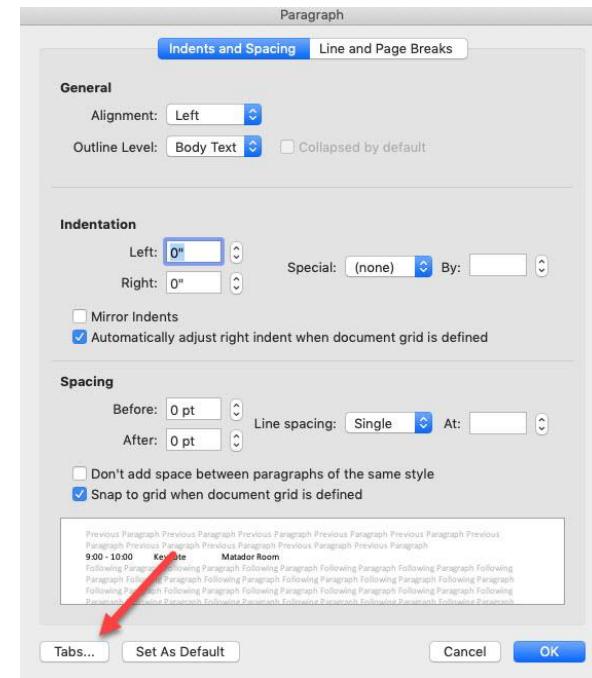
| Grade   | Points      | Percentage |
|---------|-------------|------------|
| A plus  | 960 to 1000 | 96 to 100% |
| A       | 930 to 959  | 93 to 95%  |
| A minus | 900 to 929  | 90 to 92%  |
| B plus  | 860 to 899  | 86 to 89 % |
| B       | 830 to 829  | 83 to 85%  |
| B minus | 800 to 829  | 80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

# 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.



# Table Color

**Avoid** using color as the only means to convey information. For example, in the table below, the complete and incomplete items may appear the same to someone who is color blind:

| Project   | Due Date       | Completed |
|-----------|----------------|-----------|
| Project 1 | March 15, 2020 | X         |
| Project 2 | April 15, 2020 | X         |
| Project 3 | May 15, 2020   | X         |

A **better** option would be to provide another way of conveying information not just color alone:

| Project   | Due Date       | Completed |
|-----------|----------------|-----------|
| Project 1 | March 15, 2020 | N or No   |
| Project 2 | April 15, 2020 | Y or Yes  |
| Project 3 | May 15, 2020   | Y or Yes  |



# Headers and Footers, 1 of 2

**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.

The screenshot shows a Microsoft Word document with a red border around the header and footer areas. In the top right corner, the CSUN Universal Design Center logo is visible. The header area contains the word "Header". The main content area includes sections titled "In this Tutorial", "Links", "Columns", and "Table". The "Links" section contains a link to a Microsoft support article and a "Create jump links" button. The "Columns" section provides an overview of accessible document creation. The "Table" section displays enrollment data from 2013 to 2016. The footer area contains the word "Footer".

**In this Tutorial**

- Links
- Columns
- Tables
- Images
- Tables
- Links

**Links**

<https://support.office.com/en-us/article/Descriptions-of-SmartArt-graphics-ac960143-6b6b-48dd-a5d6-1f26baac2074?ui=en-US&rs=en-US&ad=US>

[Click here](#)

Create jump links

**Columns**

This is an overview for creating accessible documents using Microsoft Word 2016. Accessible documents allow information to be readily available for assistive technology. Screen readers can easily navigate the content when accessibility is **considered** during the design process. This will not only benefit people with disabilities, but overall **usability** will improve for all users. This information will cover headings, styles/formatting, images, tables, links, **color**, contrast, columns, using the accessibility checker, and converting the file to a PDF.

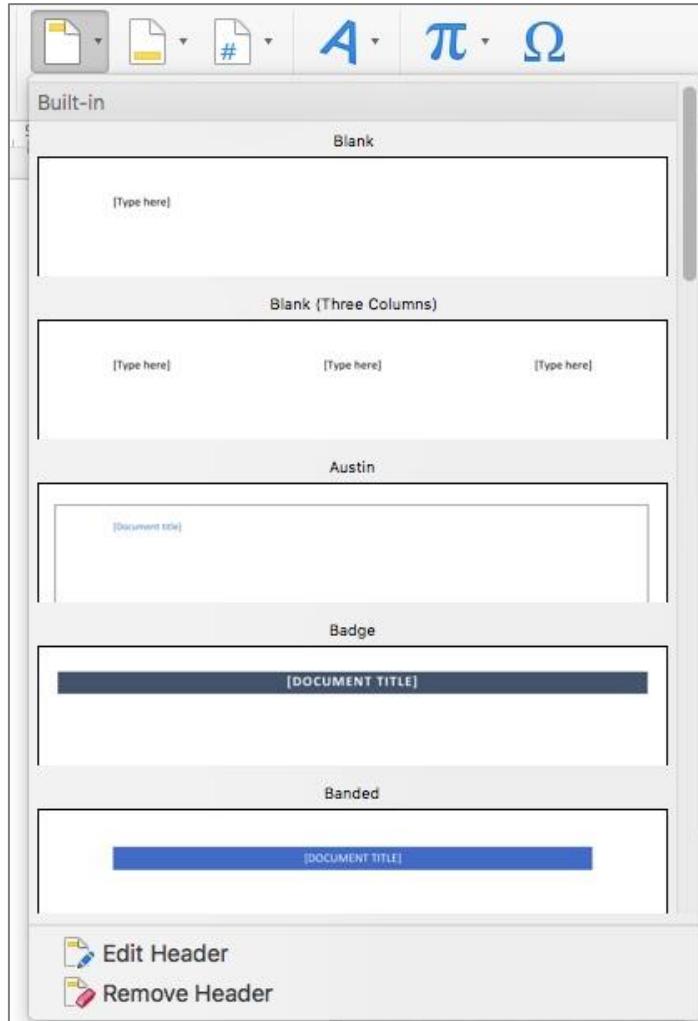
**Table**

CSUN Fall Enrollment 2013- 2016

| Year | Headcount |
|------|-----------|
| 2013 | 38310     |
| 2014 | 40131     |
| 2015 | 41548     |
| 2016 | 39916     |



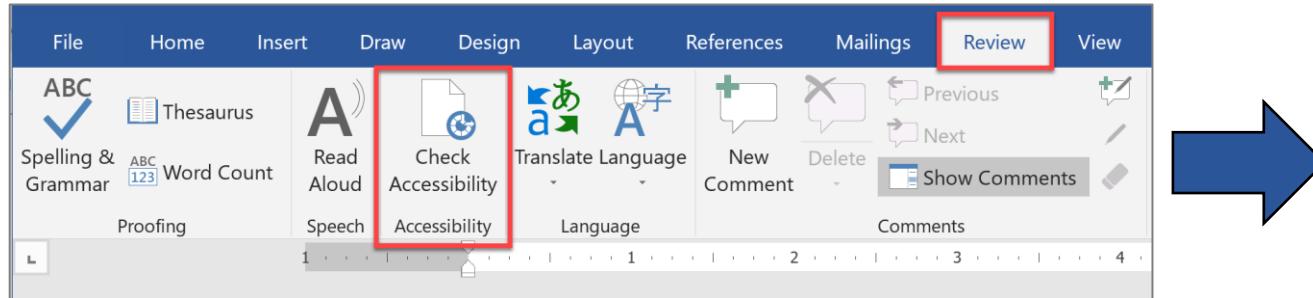
# Headers and Footers, 2 of 2



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



# Microsoft Office Accessibility Checker



- Word 365: Select **Review** tab, select **Check Accessibility**
- Word 2016: Select **File** menu, then **Check for Issues** and select the **Check Accessibility** from the drop-down menu.

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

The screenshot shows a Microsoft Word document titled "Word Sample-Mac". The ribbon is visible at the top, with the "Review" tab selected. In the "Review" tab, the "Check Accessibility" button is highlighted. The main content area contains several sections of text:

- Title of Document – Heading 1**
- All Section Titles – Heading 2**

Paragraph text is Normal. Paragraph text is Normal.
- All Sub-section Titles – Heading 3**

Paragraph text is Normal. Paragraph text is Normal. Paragraph text is Normal. Paragraph text is Normal. Paragraph text is Normal.
- All Sub-sub-section Titles – Heading 4**

Paragraph text is Normal. Paragraph text is Normal.

A red arrow points from the "Check Accessibility" button on the ribbon to the "Accessibility Checker" pane on the right. Another red arrow points from the "Missing alt text" error entry in the pane to the "Why fix?" section below it.

**Accessibility Checker**

**Inspection Results**

- Errors**
  - Missing alt text**
    - Picture 2
    - Table
    - Table
- Warnings**
  - Blank rows or columns in table
    - Table Row
    - Table Row
- Repeated blank characters**
  - 8 Characters
  - 9 Characters
  - 9 Characters
  - 7 Characters
  - 4 Characters
  - 47 Characters
  - 34 Characters
  - 21 Characters
  - 9 Characters

**Why fix?**  
Alternative text for images and other objects is very important for people who can't see the screen. Screen readers read alt text aloud, so it's the only information many have about the image.

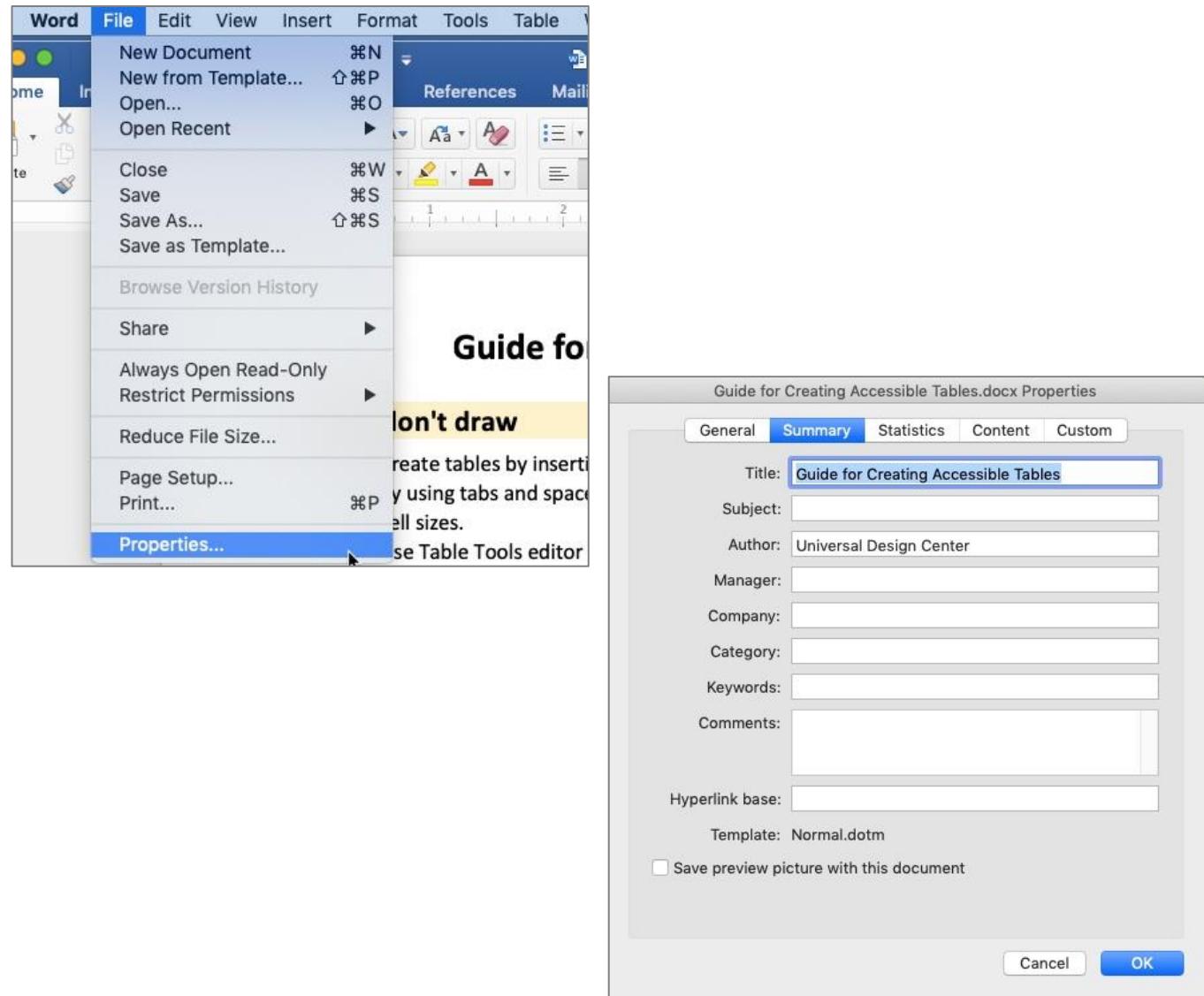
# What is a Document Title?

- A document title is a descriptive and meaningful version of the file name. When converting to PDF, titles are often visible in the PDF window or tab.
- When multiple PDFs are open, well defined PDF titles allow for easier distinction between them. This distinction is particularly useful when relying on screen readers.
- The best way to add a PDF title is to edit an original document such as Microsoft Office file. See next slide how to add a Document Title in Word Document.



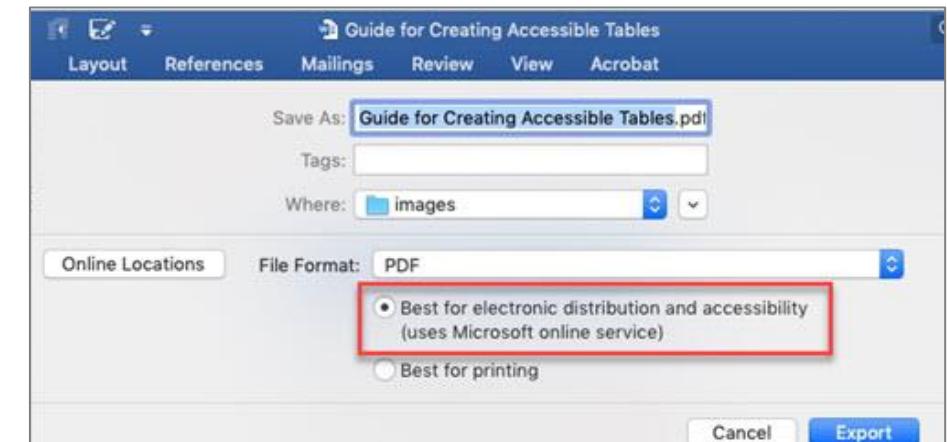
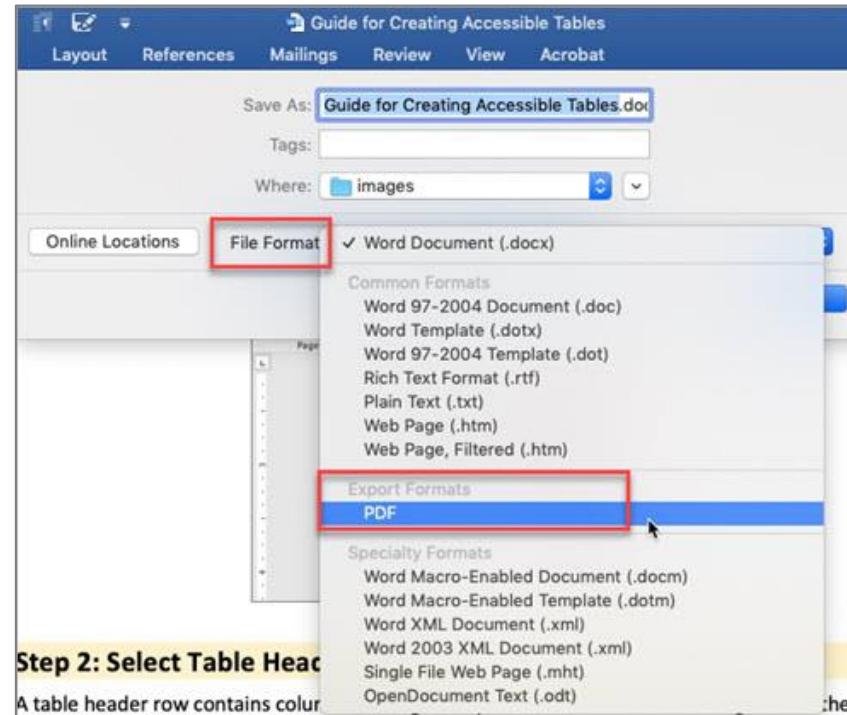
# How to add a Document Title?

1. Open Microsoft Word
2. Select **File** from the menu and select **Properties**
3. In the **Summary** tab, enter **Title** field to add a document title.
4. A title is a short descriptive sentence of what the document is about. For example, file name '**Accessible Tables.doc**' versus the title '**Guide for Creating Accessible Tables**'.
5. Save the changes you made.



# Converting a document to PDF

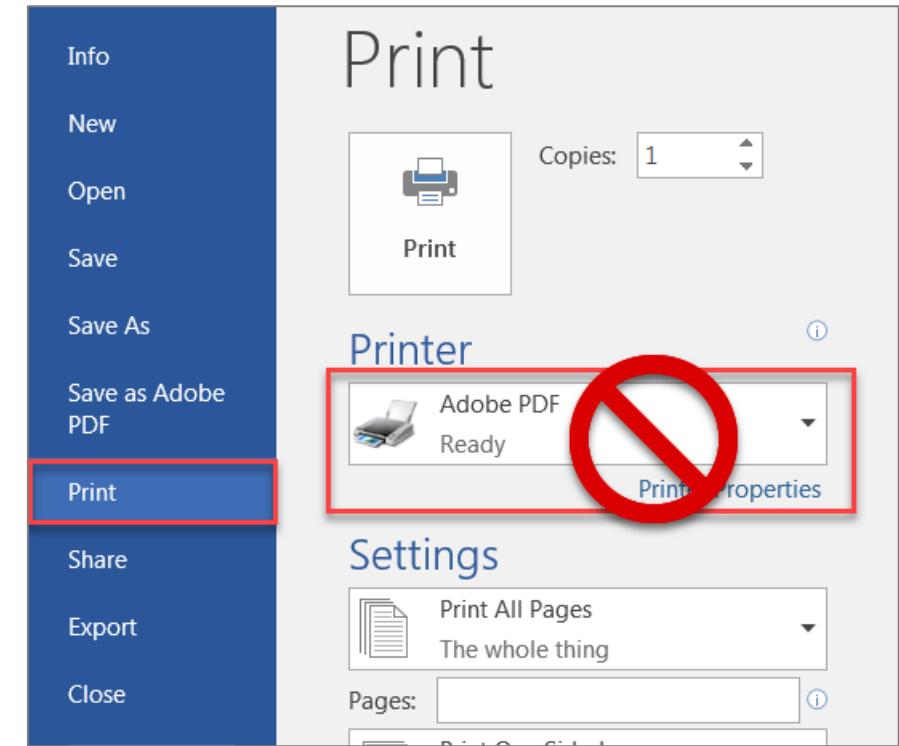
1. Select **File** from the menu and select **Save As**. Choose where you want to save the file.
2. In the **Save As** dialog box, choose **PDF (Export Formats)** in the File Format.
3. Select 1st radio button “**Best for electronic distribution and accessibility (Uses Microsoft online service)**”
4. Select **Export** button



# Never Choose Print to PDF Option

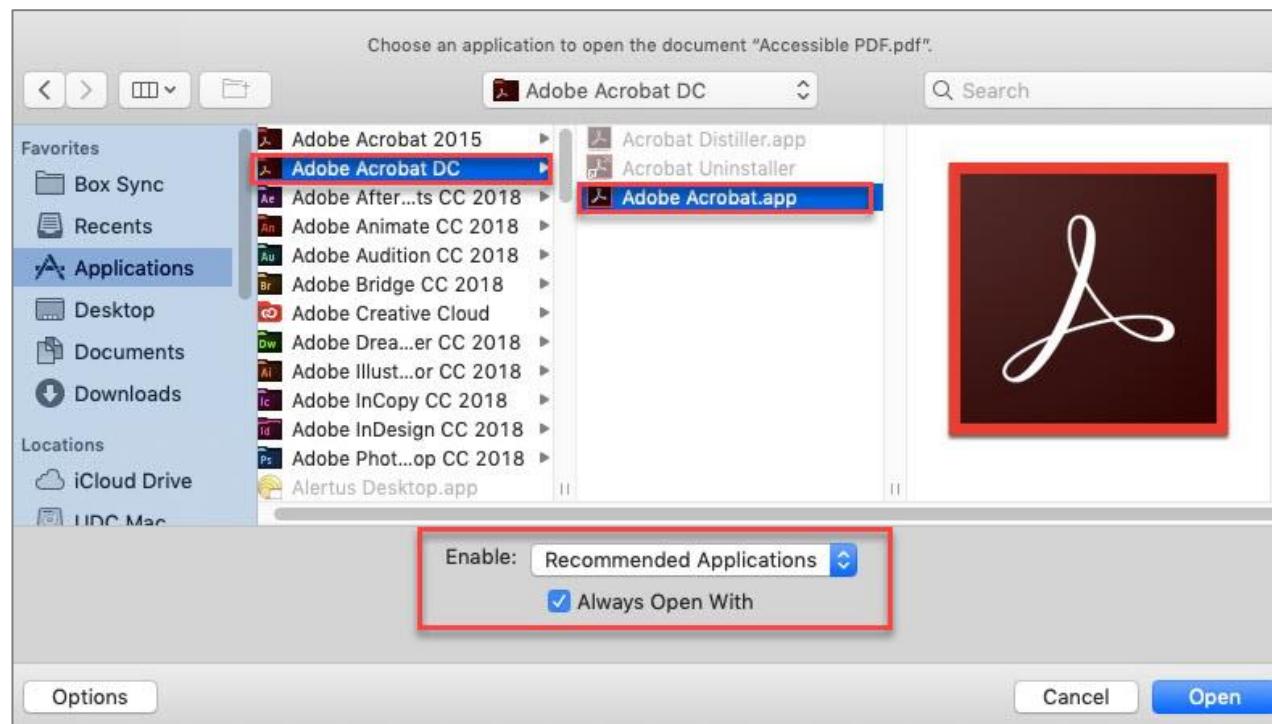
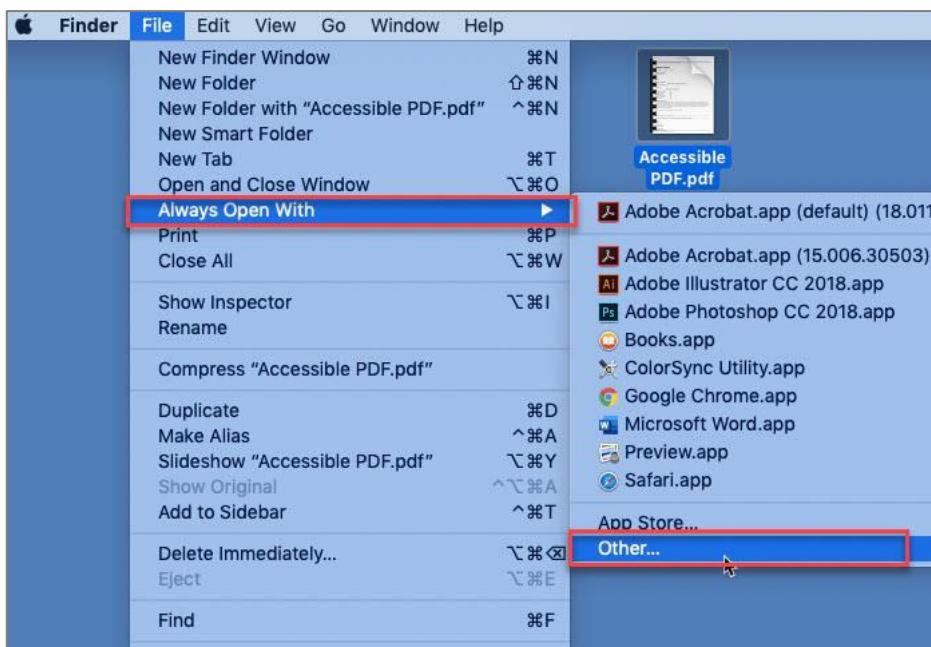
**Never** choose a "Print" to PDF option in Office, or in any other program. A screen reader user may still be able to access the text of a PDF created in this way, but heading structure, alternative text, a logical reading order, and any other tag structure will be **lost**.

Use **Save As** choose **PDF**.

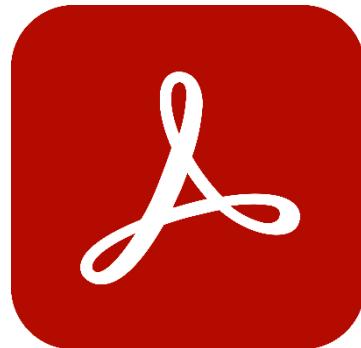


# Open PDF files from Adobe Acrobat not Web Browser by default

- Save PDF files on Desktop
- Select PDF (not double click)
- File tab, Always Open with, Other



# Adobe Creative Cloud for Faculty & Staff



Adobe Acrobat

- 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.*



# Newer Adobe Acrobat 2024

- Prepare for accessibility tool on the left panel
- Accessibility tags on the right panel

The screenshot shows the Adobe Acrobat 2024 interface. At the top, there's a menu bar with 'Menu', a home icon, a star icon for 'Creating an Accessible P...', a '+' icon for 'Create', and other standard icons. Below the menu is a toolbar with 'All tools', 'Edit', 'Convert', and 'E-Sign'. A search bar on the right says 'Find text or tools' with a magnifying glass icon. On the far right, there's a 'Share' button.

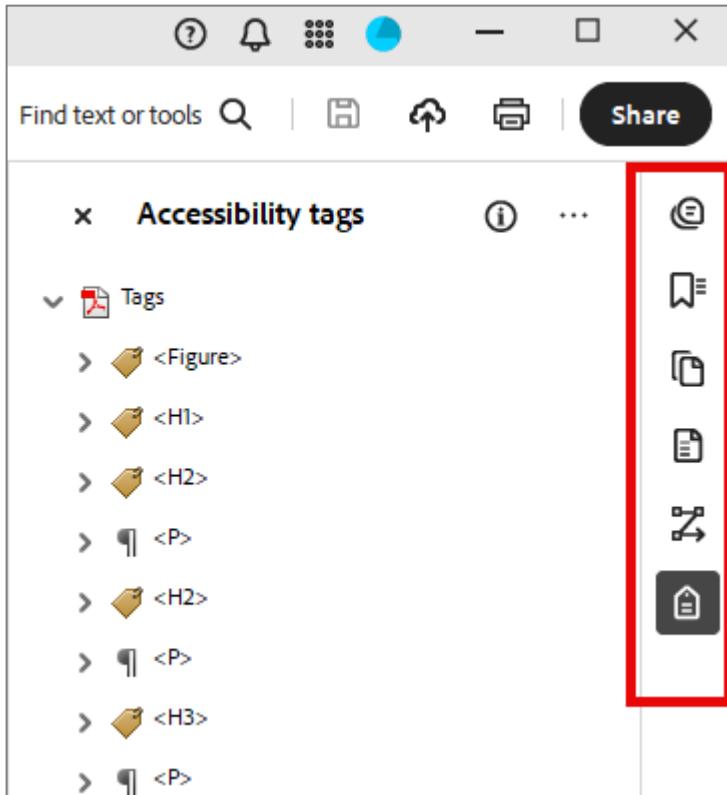
The main area has a sidebar titled 'All tools' on the left. Inside this sidebar, the 'Prepare for accessibility' option is highlighted with a red box. Other tools listed include 'Create a PDF', 'Combine files', 'Edit a PDF', 'Request e-signatures', 'Fill & Sign', 'Export a PDF', 'Organize pages', 'Send for comments', 'Add comments', 'Scan & OCR', and 'Protect a PDF'. Below the sidebar is a vertical toolbar with icons for selection, text, shapes, tables, comments, and other document operations.

The central content area displays a document titled 'Creating an Accessible PDF (H1)'. It includes sections like 'Overview (H2)', 'Headings (H2)', 'Subheading 1 (H3)', 'Subheading 2 (H4)', 'Accessibility Statement Column (H2)', and 'Images (H2)'. The CSUN Universal Design Center logo is visible at the top of the document.

To the right of the main content, there's a 'Accessibility tags' panel. This panel shows a hierarchical tree of tags. Under the 'Tags' section, it lists various HTML tags such as <Figure>, <H1>, <H2>, <P>, <H3>, <H4>, and <H5>. There are also sections for 'Text' (containing 'Text alternatives' and 'Text equivalents'), 'Tables' (containing 'Table structure' and 'Table content'), 'Form' (containing 'Form structure' and 'Form content'), and 'Media' (containing 'Image' and 'Figure').

# Acrobat Accessibility Tools

These are the primary tools needed to create an accessible PDF:



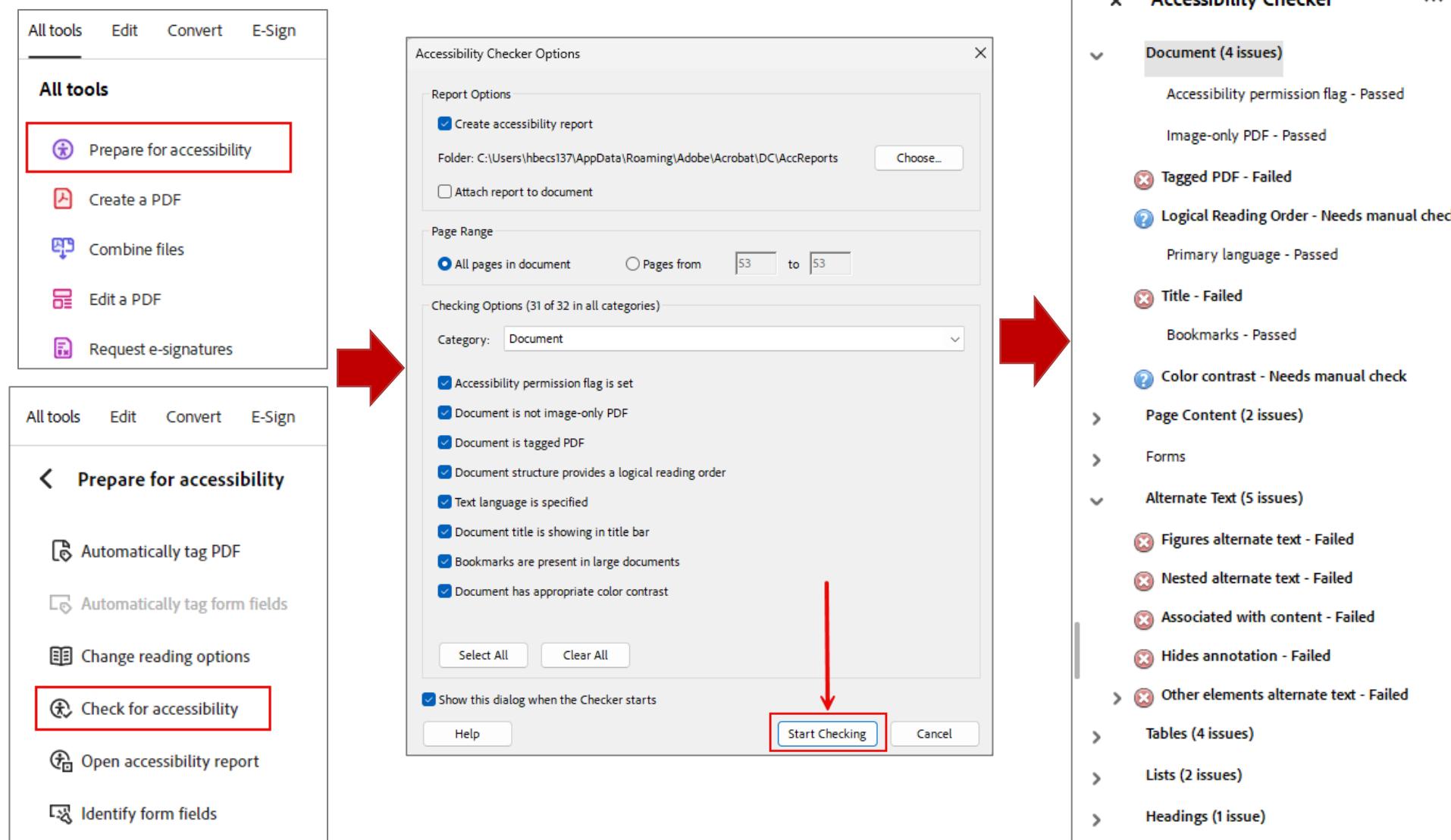
On the right side pane, these icons are set by default:

- Accessibility tags
- Z-Order
- Content



# Check for Accessibility

First run the **Check for Accessibility** at the beginning and at the end of the documents.



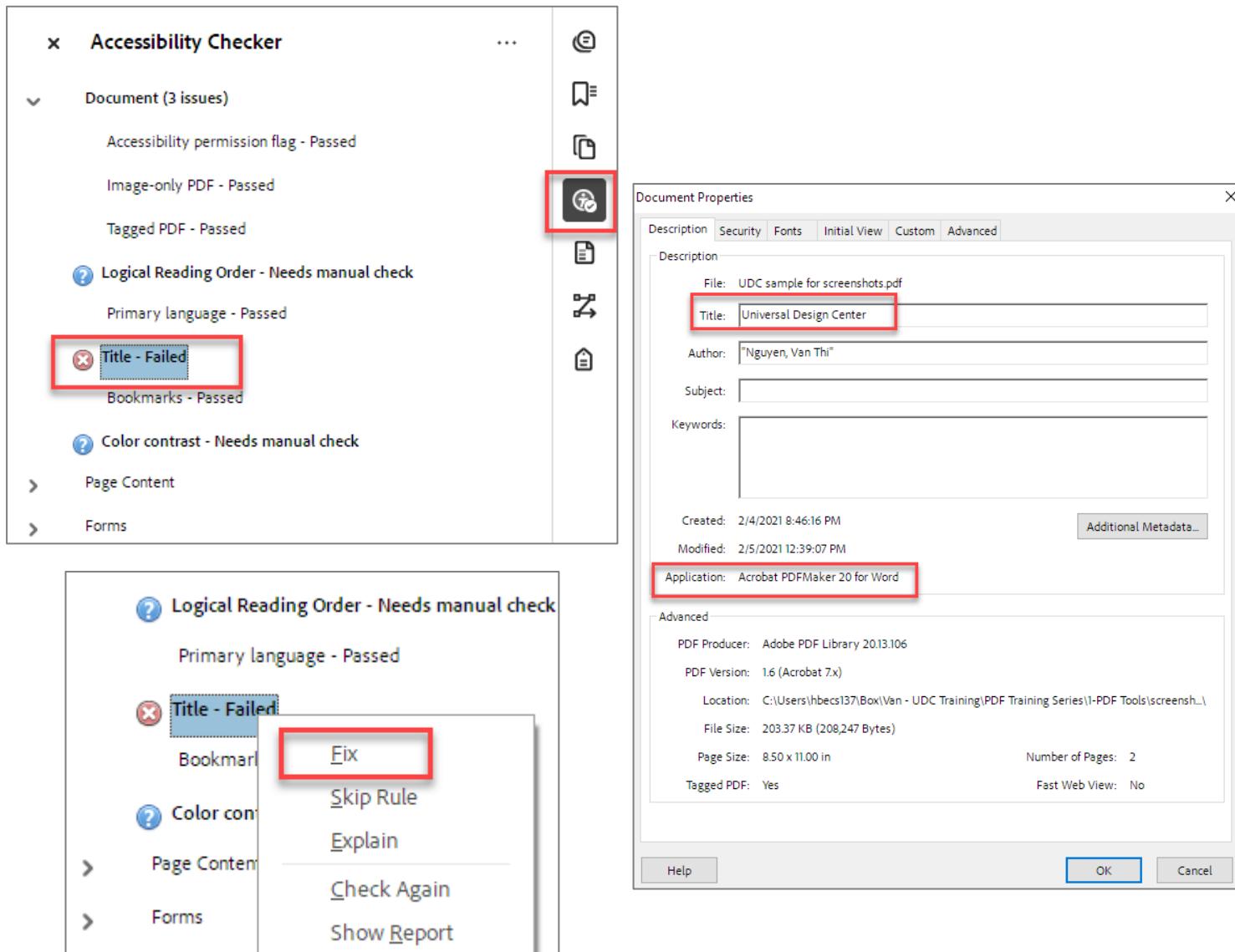
- Accessibility checker results in bold text have one or more issues/failed that need to fix.
- If you have a failure, you can right-click on any item in the report and select “Explain” that will link to Adobe webpage to explain the problem.
- If the results not in bold text, that section has passed.

# Common Issues – Title shown as a failure

Acrobat did not recognize the Title from Word Document, simply right-click Title item and select “Fix”.

The document description gives the document a proper title and language to be recognized by assistive technology.

- **Select File menu > Properties**
- **Description tab**, enter **Title** box is document title or main content heading/title (deselect **Leave As Is**, if necessary).
- **Application** box showing the source document created from Word to PDF.



# Bookmarks - Failed

If you have more than 9 slides, bookmarks are required. Here is how to fix it. Select H1 or H1 and H2 as structure bookmarks.

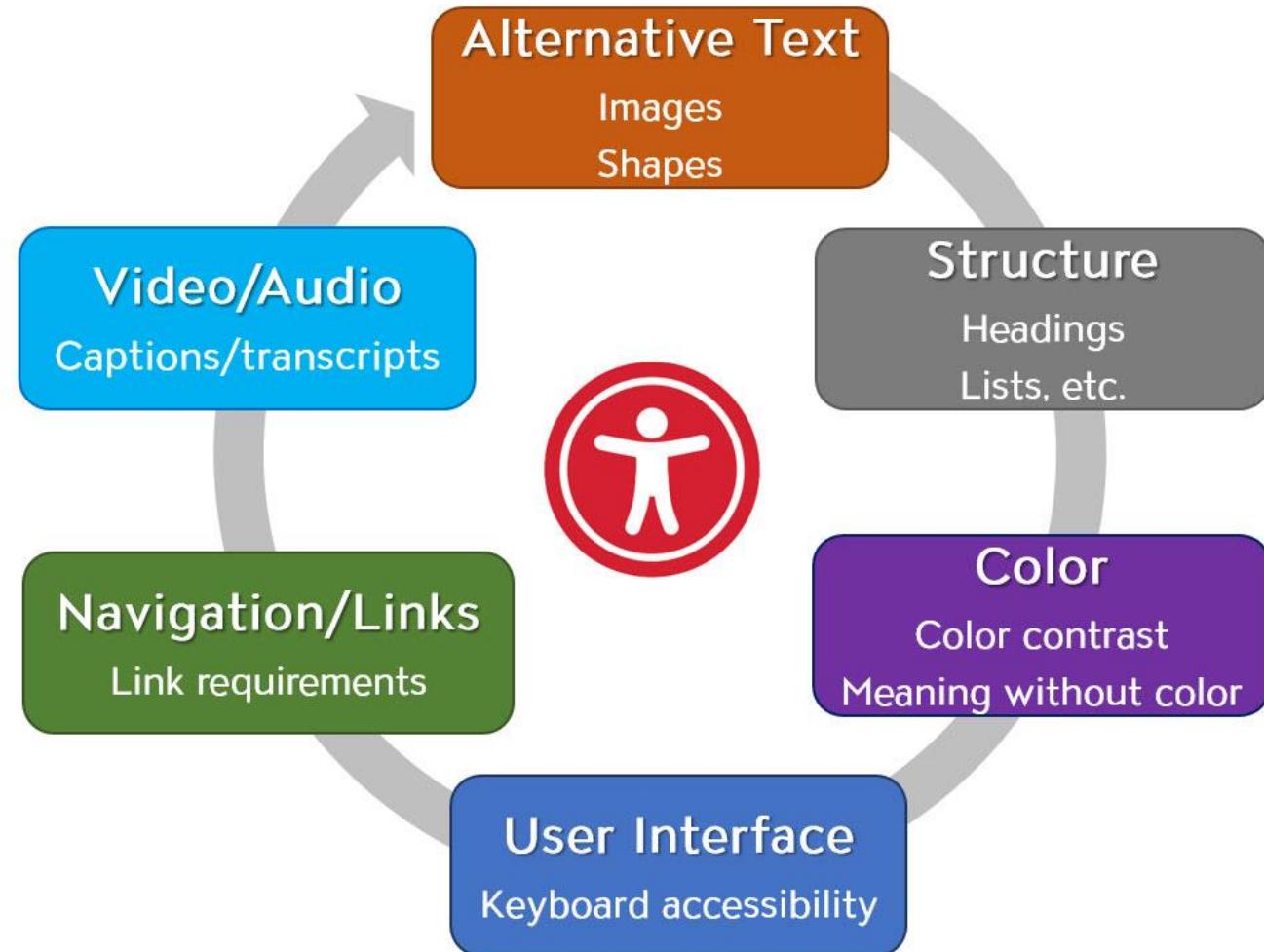
The screenshot shows four windows illustrating the process of fixing failed bookmarks:

- Accessibility Checker:** Shows a list of issues. "Bookmarks - Failed" is highlighted with a red box and has a context menu open over it. The menu items are: Fix (highlighted with a red box), Skip Rule, Explain, Check Again, Show Report, and Options.
- Structure Elements:** A dialog box showing the document structure. It lists elements: Figure, H1, H2, L, LBody, LI, Link, and P. The H1 and H2 entries are selected and highlighted with a blue background.
- Bookmarks:** A ribbon tab labeled "Bookmarks". Under the "Structure Bookmarks" section, there is a list of topics: PowerPoint Accessibility, Creating Accessible, What are Screen Readers, Types of screen readers, How Do Screen Readers Work?, Click vs Select, Captioning Videos, Readability, and Mysterious Dash or Hyphen.



# Create with Accessibility in Mind

## *Best Practices*



# 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](http://www.csun.edu/ally).

canvas  
Ally



# How can we help you make a difference?



## Universal Design Center Offers

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



[Self-Paced Accessibility Canvas Courses](#)



Universal Design Center

[csun.edu/udc](http://csun.edu/udc)