--- Sayfa 1 ---

0 PDF  
Auto-Capture On  
Scan to PDF anuthing, anvichor, anvtimc Soun Cn  
Capturing - hold steady  
PDF Scanned &  
Optical Character Recognition (OCR)  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 2 ---

Adobe Creative Cloud for Faculty & Staff Adobe Creative Cloud softvare is nov available for use (at no additional charge) on all faculty and staff university-ovned computers, labs and classroom devices; and for all students. Please note that this deployment of Adobe softvare is not available for use on personally-ovned faculty and staff devices at this time. Learn more about Adobe Creative Cloud for Faculty & Staff  
Adobe Reader is for vieving, printing; signing; sharing, and annotating PDFs. Adobe Reader doesn't have Accessibility Adobe Acrobat DC checking tool.  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 3 ---

Scanned Documents  
Screen readers or other assistive technology are unable to convert images scanned into te\*t. Scanned documents, especially poor <uality scans or handvriting, can be difficult to read for everyone. Scanned documents should be avoided as much as possible. If the document can be found in the library; a reference to the library item can be provided. Benefits of having digital copy Can be searched Can copy and paste te\*t  
Kufitk 1 7 To THE OINERS OF VATER BIGnzs You can IN OvEns Valruy ~On {Thursday, therefore see that one inch of F Septamber 7th, vater' vill 1905 , the city of Los cover one acro of land eighteen feet over Angeles vill vote for Or against deep in issuing 365 days. The 81,600,000 ot bondsrio" #a pstposing Jeraine rocorcd @ mater' o nov sandy ac9 [uiring vator rights in Ovens is t0 cover thc land t0 a depth of Joy, and Val- four feet makiug during surveys for & conduit tho irvigating season. large Counting enough to carry all the vater of off one-ninth for Joss voir in rese"- this valley to the semni- and ditches; tropic portion of an inch of mater Los Angeles county; should irrigate four including domestic acres Here, of alfalfa. supply for #he city of Los then; i3 the value of vater; an inch of ve, your commi ittee, botevo geles ' and used for raising alfalfa on land their ultimate intention to that ve consider takes buy more than the vert from this and di- uverage amount of vater. mater ron Onrens ulley every inch of yiold of alfalfa, incuding psteavgo % Valley . belief 0ll the Te base our' spring and fall, is five tona statements made by the average net value per acre City Engineer of Los Angeles. The per '882. Det valuecloar of labor is 82.00 Fall  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 4 ---

Scanned Documents OCR  
Success is highly dependent upon: The guality of the scan depends on the device The şuality of the OCR engine Some Gotchas Colored backgrounds Handvritten tevt Poor guality scan depends on the device After improving the <uality of the scan document; ne\*t step is tagging PDF accessibility markup.  
<Hl-H6> <P> <L> <Figure> <Link> <Table> <Sect> <Artifact>

--- Sayfa 5 ---

Live or Real Tert  
To check if the tevt is "live" or "real" try to select the tevt vith your cursor If you're unable to highlight/select it then it is not real tevt, and therefore not accessible for all users. Live tevt is searchable; this allovs users to use search functions like CTRL + F to look for specific terms and find vhat they need guickly or to copylpaste tet.  
Universal Design Center  
Accessibility ensures everyone can perceive, understand, engage, navigate, and interact vith technology regardless of device; softvare, or product vithout barriers.  
Accessibility is not about disability it's actually about ability. Its about making easy for everyone. Easy to get Easy to understand Easy to use  
Accessibility is for everyone.

--- Sayfa 6 ---

Tools Pane Set Up Adobe Acrobat Pro DC File Edit Viev Vindov Classifications Help  
Home  
Tools  
Fearch tools  
If this is your first time setting up Adobe Acrobat softvare.  
Create & Edit  
3  
Create PDF  
Combine Files  
Organize Pages  
Edit PDF  
Evport PDF  
Scan & OCR  
Open  
Add  
Open  
Ooen  
Open  
Open  
Protect & Standardize  
Select Tools Tab and Add Shortcut to the right pane Accessibility Action Vizard Scan & OCR  
Protect  
Redact  
PDF Standards  
Optimize PDF  
Print Production  
Accessibility  
Open  
Add  
Add  
Add  
Add  
Add  
Open Add Shortcut  
Customize  
2  
Learn More  
{}  
Create Custom Tool  
Action Vizard  
Inde\*  
JavaScript  
Add  
Add  
Add  
Add

--- Sayfa 7 ---

THREE vays to convert scan document to OCR  
Reviev and Correct Tags  
2  
Make sure all items have appropriate tags Run Initial Accessibility Check Regular Te\*t: Tevt/Paragraph Headers: Heading 1 - 6 Images: Figure Links: Link + OBJR Form Fields: Form Decorative Content (e.g. Lines, tevt boves, etc.): Background/Artifact Add Document Title and Language Verify Reading Order Verify Color Contrast Run Final Accessibility Check  
Action Vizard  
1. Scan OCR \_  
3  
Canvas Ally  
Reviev and Correct Tags

--- Sayfa 8 ---

Tevt Recognition  
Scan & OCR  
Insert  
Enhance  
AA Recognize Tekt  
D1z  
Bates Numbering  
[4 0 @  
Insert  
Enhance  
AA Recognize Test  
Bates Numbering  
@ 0  
Pages Current Page  
Language English (US)  
Settings  
Recognize Teyt  
Cancel  
Need to conduct Optical Character Recognition (OCR) Tevt Recognition Types: Searchable Image Searchable Image (evact) Editable Te\*t and Images  
Recognize Tekt  
kersal ter  
All pages  
Overviev Accessible PDF vay to develop Accessible Vorl a PDF. Hea idings Headings are st 1 to 6.The title  
Current page  
(best hBan vert to  
From page  
to  
Settings  
Document Language English (US)  
eadings  
Output Editable Test and Images [Searchable Image Dovnsample To Searchable Image (Eract) Editable Tekt and Images OK  
Icument  
Cancel  
Lists  
IKS  
Universal [ esign ( enter  
csun edu/udc  
Pages

--- Sayfa 9 ---

Option 1:Scan & OCR Steps, 1 of 2 1. Open Scanned PDF 2. Run Scan & OCR Tool 3. Enhance "Scanned Document" (Recognize Tevt Checked) 4. Multiple runs of Enhance to improve the 9uality of the scan Search tools 66,496 6 L Insert Enhance AA Recognize Te\*t Bates Numbering [ 0 @ M Accessibility Scanned Documen Action Vizard Camera Image  
Scan & OCR  
Organize Pages  
Lo Create PDF  
62.59  
9 / &  
0= Edit PDF  
Insert  
Enhance  
AA Recognize Te\*t  
Bates Numbering  
0  
2 Evport PDF  
Pages Current Page  
Recognize Tekt  
Settings  
Enhance  
Cancel

--- Sayfa 10 ---

Scan & OCR Steps, 2 of 2  
Enhance Scanned PDF  
< Center  
AII Pages Current Page From Page  
62.59  
4 0  
The best Freating an convert to  
To  
Insert  
Enhance  
AA Recognize Tekt  
Bates Numbering  
0 @  
Optimization Options  
Apply Adaptive Compression  
Pages Current Page  
Recognize Tevt  
Settings  
Enhance  
Cancel  
Color Grayscale: JPEGZCCO  
tag headings  
Monochrome: JBIG2 (Lossy)  
3 document  
Small Size  
High Ouality  
e Breater  
Nov Live tevt should be searchable; this allovs users to use search functions like CTRL + F to look for specific terms and find vhat they need guickly or to copylpaste te\*t.  
Filters Deskevv (On), Background Removal (Off), Descreen (On), Test Sharp ening (Lovv)  
Recognize Tekt - Settings  
Edit  
Document Language English (US)  
Tert Recognition Options  
Output Editable Tekt and Images  
Recognize Tekt Document Language (English (US)) , Output (Editable Tekt and Images)  
Def  
OK  
Cancel  
Edit  
Be brief and practice is need  
Defaults  
OK  
Cancel

--- Sayfa 11 ---

Scan & OCR Steps Tagging Phase: Autotag Document Reviev and Correct Tags Make sure all items have appropriate tags Autotag Document Run Initial Accessibility Check Autotag Form Fields Regular Te\*t: Tevt /Paragraph Reading Options Headers: Heading 1 - 6 Full Check Images: Figure Links: Link + OBJR Accessibility Report Form Fields: Form Identify Form Fields Decorative Content (e.g. Lines, tevt boves, etc. ): Background/Artifact Set Alternate Tevt Add Document Title and Language Setup Assistant Verify Reading Order Reading Order Verify Color Contrast Run Final Accessibility Check

--- Sayfa 12 ---

Option 2: Action Vizard Steps, 1 of 5 Search tools The Make Accessible feature of the Action Vizard is Accessibility designed to craml through a PDF to detect headings; Action Vizard images; tags, reading order; etc. L6 Create PDF The easy prompts vill guide a user through the 5= Edit PDF process of making the PDF accessible. [ Evport PDF Comment It should not be the only tool used to check a PDF's El Organize Pages accessibility. User still need to go through Full Check Scan & OCR for accessibility mark up. ACTIONS LIST  
Make Accessible  
Files to be processed: Action Vizard Scan pdf  
Add Files .  
Start  
1 . Prepare  
Set a title and ensure it displays in the vindov title bar,  
Add Document Description  
Set / Open Options  
Recognize Tekt using OCR  
Detect Form Fields  
Make Accessible  
Set Tab Order Property  
Step 1: Open Scanned Document Step 2: Select Action Vizard Tool Step 3: Select Make Accessible Step 4: Start button  
Archive Documents  
2. Set Language & Tags  
Publish Sensitive Inform.  
Optimize for Veb and M.  
Optimize Scanned Docu.  
Prepare for Distribution

--- Sayfa 13 ---

Action Vizard Steps, 2 of 5  
Step 5: The document description gives the document a proper title to be recognized by assistive technology: Uncheck the Leave As Is bo: and provide a title to the document.  
Description  
Title:  
Leave As |s  
Subject:  
Step 6: The recognized te\*t option vill scan the document using the selected language. Select the desired Language and Output Editable Tert and Images.  
Leave As |s  
Author:  
Leave As |s  
Recognize Tert General Settings  
Keyvords:  
Document Language English (US)  
Leave As |s  
Output Editable Tert and Images  
OK  
Cancel  
Dovnsample To 600 dpi  
OK  
Cancel

--- Sayfa 14 ---

Action Vizard, 3 of 5  
Step 7: Detect Form Fields. The Vizard vill automatically detect form fields on the PDF. If the document has space boves for form fields, select Yes, Detect Form Fields. If not, select No, Skip this Step. Step 8: Click the desired Reading Adobe Acrobat Language and select OK. Is this document intended to be used as a fillable form? If s0, chooseyes to detect form fields. Set Reading Language  
Language English  
Yes; Detect Form Fields  
No, Skip this Step  
Cancel  
OK  
Cancel  
Adobe Acrobat  
Step 9: The Action Vizard can be set up to alvays detect for any image present in the document. Select OK to scan the PDF for missing alternate tevts.  
Acrobat vill detect all figures in this document and display any figures vith missing alternate tekt.  
Do not shov this message again  
OK  
Cancel

--- Sayfa 15 ---

Action Vizard, 4 of 5 Step 11: Run Accessibility Full Check. The Step 10: If alternative te\*t is missing, a Accessibility Full Checker vill run a full scan for vindov vill appear to set the accessibility: Select Start Checking to complete alternative tevt for each image. Type the scan. The results vill display on the screen. the description of each image in the bo\* Accessibility Checker Options and toggle betveen images using the Report Options right and left arrov buttons. Select Save [Create accessibility report Folder: C:lUsers hbecs137 Documents Choose [Attach report to document & Close vhen all images have proper Page Range descriptions. All pages in document Pages ' from Checking Options (31 of 32 in all categories) Set Alternate Tekt Category: Document [Accessibility permission flag Is set Document is not image- 'only PDF Image 1 of 2 Document is tagged PDF Document structure provides a logical reading order Alternate tekt: Decorative figure [Tekt language is specified Document title is shoving in title bar Bookmarks are present in large documents Document has appropriate color contrast  
Select AII  
Clear AII  
Save & Close  
Cancel  
Shov this dialog vhen the Checker starts  
Help  
Start Checking  
Cancel

--- Sayfa 16 ---

Action Vizard, 5 of 5  
Step 12: Accessibility Issues After running the final step in the Action Vizard vith the Accessibility Checker, Accessibility Checker the results are prompted on screen for Document (2 issues) reviev. The Accessibility Checker vill Accessibility permission flag Passed Image-only PDF Passed detect and prompt any remaining issues. Tagged PDF Passed Logical Reading Order Needs manual check These issues are identified using specific Primary language \_ Passed Title Passed Bookmarks Passed icons to represent each type of Color contrast Needs manual check Page Content issue: Passed (green check mark), Needs Forms Alternate Tekt Manual Check (guestion mark) Tables and Failed (Y). Lists Headings \_ issue) Appropriate nesting Failed Element  
Reviev and Correct Tags Make sure all items have appropriate tags Run Initial Accessibility Check Regular Tevt: Tevt /Paragraph Headers: Heading 1 - 6 Images: Figure Links: Link + OBJR Form Fields: Form Decorative Content (e.g. Lines, tevt boves, etc. ): Background/Artifact Add Document Title and Language Verify Reading Order Verify Color Contrast Run Final Accessibility Check  
K  
Important: any issue vith a Needs Manual Check or Failed vill need to be fived before the document can be considered accessible.  
Select the Yin the right-hand pane to close the Action Vizard.

--- Sayfa 17 ---

Option 3: Canvas Ally Course Steps, 1 of 2  
Upload your image scanned document (vithout OCR) in Canvas Ally Course Files folder  
Select three vertical dots icon menu Select Alternative Formats  
Srecic Sites  
CSUN  
Name  
Date Created Date Modified Modified By  
Size  
Accessibility  
Home  
Action Vizard Vorksheet pdf  
Monday  
Monday  
Van Nguyen  
176 KB  
People  
UDC Documents pdf  
Monday  
Monday  
Van Nguyen  
11MB  
Account  
Pages  
Files  
Dovnload  
Dashboard  
Alternative formats  
Syllabus  
Rename  
Modules  
Courses  
Move  
Announcements  
'  
Delete  
Calendar  
Ouizzes  
Share to Commons

--- Sayfa 18 ---

Canvas Ally Course Steps, 2 of 2 Dovnload alternative formats Reviev and Correct Tags OCRed PDF Make sure all items have appropriate tags aoc Automatically ertracted tevt for improved reading and searching HTML Run Initial Accessibility Check For vieving in the brovser and on mobile devices ePub Regular Te\*t: Te\*t/Paragraph For reading as an e-book on an iPad and other e-book readers Headers: Heading 1 - 6 Electronic braille BRF version for consumption on electronic braille displays Images: Figure Audio MP3 version for listening Links: Link + OBJR Help Form Fields: Form By dovnloading an alternative format, you agree vith the Ters of Use Decorative Content (e.g. Lines, tevt Cancel Dovnload boves, etc. ): Background/Artifact Add Document Title and Language Ally Attempts To Verify Reading Order Improve the guality of the scan Verify Color Contrast OCRed PDF vith Searchable Tevt Run Final Accessibility Check Tag it

--- Sayfa 19 ---

Canvas Ally Course " Scanned Comparison  
Original Ouality No tags available  
Ally Ouality - Improved and tags  
Home  
Tools  
piaget 1930v2 (origi\_  
Home  
Tools  
piaget1930v2 (Ally)\_  
20  
759  
6' = A / &  
75%  
6 7 | 0 9 6 $  
Tags  
Tags  
\*  
TIE LEVLL OF IATER 165 of the displacement of the vater-leveL During first stagc (under 7-8), the vater is supposed to rise because the pebble heavy. From the point of viev of prediction, the child is consistcnt large pebble vill make the sater rise less high than collection of very heavy grains of lead During sccond stage (7 to years) , the pre- diction is correct the child knovs that the submerged bodies vill make the vater rise in proportion to their bulk But in splte Or this corrECt prediction tbe child continues, oblivious to the constant self-contradictions shich he becomes involved in, eyplain the pheno menon by veight and not by volumc the submerged body, he says makrs thc Nlfi nise In proportion Lo its 'eight. Finally , during third srage (from To=TT onvards) the correct eyplanation is found  
IHE LEVEL OF IAIER 165 Of the displacement of the ater-level During first stage (under 7-8) the vater 15 supposed to rise because the pebble is heavy. From the point of viei of prediction the child 15 consıstent large pebble "ill make the Iater rise less hgh than collection of very heavy grains Of lead During second stage to years). the pre- diction is conect the child knovs that the submerged bodies Iill make the vater Iise ın proportion to theu bulk Bur in spite Of this cofIect prediction the child continues- oblivious 1o the constant self-contradictions "hich he becomes involved u [o erplaın the pheno- menon by veight and not by volume the submerged body . he says makes the vater Iise Mn proportion 1o Its Ieight Finally . durıng third stage {from 10-11 onvards) the corect erplanation is found  
n  
n  
No Tags available  
<NonStruct>  
<P>  
CHIPIER VIL  
CHAFTER VI  
@ 2  
<Div>  
THE LEVEL OF IATER  
IHE LEVEL OF IATER  
<P>  
NOT#INGis betrer suitcd to throv light un the dynamic significance attributed to veight by very young children, and on the dithiculty vhich they have in taking volume into account, than the immersion of Pebble in glass of vater. The probletn ve arc going to set the children L tremely simple, and that is its great advantage over the problem of the floating boats. The child is shonn glass thrce-guarters full of vater and pebble. Ie say am going to put this pebble into the vater, right in. Vhat vill happen [hat vill the "ater do If the child does not immediately say The 'ater vill go up; ve add Vill the vater stay at thc same place Or not Once the child has given his ansver, the erperiment done , the child asked to note that the level o[ the "ater has risen, and is asked to erplain this phenomenon. The voungest children alvays ansver that the vater has risen because the pebble is hcavy and veighs on It. The child is chen given much bulkier, but lighter object, and is asked vhether 1t too sill make the sater Iise, and "hy. Ihe erperiment can be varied vith nails, sith shot, vith vood etc. It goes vithout saving that this interrogatory must be made before the children have been guescioned on the subjcct of the boats, s0 as to avoid perseveration The children vhose ansıvers ve arc going to guote Iere gucstioned first about the present subject and only aiter- vards about the boats Three stages may be distinguished in the crplanations 16  
Notkin? is better suited to throv light on the dsnamic significance attributed to 'eight by very young children and on the difficulty "hich they have n taking volume utoaccount than the inersion Of pebble in glass of vater . Ihe problem Ie ae going to set the children er tremely suple. and that 15 Its great advantage OveI the problem of the floating boats. Ihe child is shovn glass tuee-guarters full Of Iater and pebble: Ve say a1 gong to put this pebble uto the vater. nght 1n Vhat vill happen Vhat vill the vater do If the child does not mmedıately say Ihe vater vill go up7 "e add Vill the 'ater stay at the same place Of not Once the child has given his ansver, the erperiment is done. the child 1S asked to note that the level Of the vater has nsen and is asked to erplain this phenomenon The youngest children alvays ansıer that the iater has risen because the pebble is heavy and veighs on it The child is then given much bulkier. but fighter object, and is asked vhether it. too vill make the vater nise and "hy . Ibe erperiment can be varied vith nails. Vith shot. Iith "ood. etc goes Iithout saying that this intenogatory must be made before the children have been guestioned on the subject Of the boats. so as to avoid perseveration The children "hose ansvers Ie are going to guote vere guestioned first about the present subject and only after- vards about the boats . Ihree stages may be distinguished in the erplanations s  
<H2>  
<Span>  
THE LEVEL OI  
FIRSI SIAGE THE VATER RISES BECAUSE OF TIIE EIGHT OF THE SUBMERGED BODY. Let us start vith an obscrvation taken from ordinary life. little gitl ol 9 in her onn home, vho has never been 9uestioned 01 the present subject, is on the point of putting Jarge bunch of Ilovers into vase full of mater. She is stopped Take care It Tun over The child ansvers No, Decaasc isn't heavy\_ Ihus to her mind it is not the volume of the body that matters but simply its veight the bunch of fovers, not being heavy, can enter the vater vithout e\*ercising pressure and conseguently vithout raising its level. This little piece of everyday observation sill be found to tally vith the more general results vhich characterise OuF first stage. Children of this stage think that sub- merged bodies mnakethe vater Iise In virtue of their veight small , heavy body 'ill bring about greater rise in the level than Jarge body of lesser veight. Vhat is the meaning of this statement At first sight, Jooks as though thc child simply confused volume vith veight, and designated volume by the vord heavy It might also appear as though, in the child' 5 eyes, heavy  
<P>  
Fir s 3!  
{he Rater [re: because 70 : [be IEIGHT OF IHE SUBMERGED BODY . Let US Start "ith an observation taken fom Ordinary life little girl of 9 11 her oun home. "ho has never been guestioned 01 the present subject; is on the point of putting large bunch Of flovers into vase full of mater . She is stopped Iake care It vill aun Ovef Ihe child ansvers No, because it isn heay. Ihus to her nundIt 1S not the volume of the body that matters but simply its "eight the bunch of flovers. nol being heavy, can enter the vater Vithout erercising pressure and conseguently Vithout raising its level Ihis little piece of everyday observation vill be found to tally vith the more general results vhich characterise OU furst stage- Children of thıs stage think that sub- merged bodies make the "ater rise in vutue Of theif veight small heavy body vill bring about greater Iise 1n the level than large body of lesser Ieight. Ihat is the meaning of this statement At ffrst sight; looks as though the child simply confused volume vith veight. anddesignated volume by the VOId heavy It might also appear as though; in the child s eyes, heavy  
<P>  
<NonStruct>  
<P>  
~P>  
<P>  
<Div>  
<P>  
<P>  
<NonStruct>  
Universal [ esign ( enter  
csun edu/udc

--- Sayfa 20 ---

Adobe Scan on Mobile App  
Save your scans to Document Cloud Access from anyvhere  
Free Adobe Scan on iOS or Android Scans Documents into PDFs Automatically Recognizes Tevt See Adobe Scan Mobile App in action  
Save PDF  
Tap to save scan as PDF Adobe Document Cloud  
Adobe $ OK; gotit 8ono  
Page Jof 4  
GoToM Google Play  
Dounloed on the App Store  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 21 ---

Option 1: No Source Document? Try Esport Options Vhen no source document is available, File Edit Viev Vindov Help recommend opening the PDF in Acrobat, and @pen\_ Ctrl+0 le pdf K Create eporting to a Vord or PoverPoint file. 2 1 2 134% Save Ctrl+S Save As. Shift +Ctrl+S To convert a PDF to a Vord document, select Save as Other Evport To Vord Microsoft Mord File > Evport To> Microsoft Vord 2 Attach to Email Spreadsheet Document. Microsoft PoverPoint Presentation Revert Image Close Ctrl+V HTML Veb Page Ne\*t step is applying Styles Formatting. See Properties Ctrl+D 1) Rich Tevt Format the ne\*t slide "Direct vs Styles Formatting:'- Print Ctrl-P Encapsulated PostScript Viev All Recent Eiles . PostScript Eit Ctrl+@ Note: Need to verify format, alignment, Tevt (Accessible) Ievt (Plain) unrecognized characters, punctuation; YML 1.0 spelling, etc.

--- Sayfa 22 ---

Direct vs Styles Formatting 8 6 ' File Home Insert Design Layout References Mailings Reviev Viev Help Grammarly Acrobat Tell me vhat you vant to do  
06 Cut Calibri (Body) Copy Paste B I u Format Painter  
A Aa  
22 24 ==2 #- 2 -  
AaBbCcD AaBbCcD AaBl AaBbCc AaBbCc AaBbCcD AaB AaBbCcC AaBbCcD AaBbCcD 1 Normal 1 No Spac Heading 1 Heading 2 Heading 3 Heading 4 Title Subtitle Subtle Em.. Emphasis  
Yz  
A ah,  
Clipboard  
Paragraph  
Styles  
Direct Formatting  
Styles Pane  
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 eisting formatting Create and update a Table of Contents Ouicker navigation to different sections in a document Retain document structure vhen evport to PDF Accessible to any assistive technology like screen readers Save time and save lives!

--- Sayfa 23 ---

Evample 2: Vell-structured documents help readers organize and process tets  
Headings and  
Document Structure  
Universal Design Center  
Heading 1  
Accessibility Statement As part of our commitment to e\*cellenc through diversity and inclusion, California State University, Northridge (CSUN) strives to ens re that campus communication and information Normal technology is accessible to everyone. The Califonnia State University system statement on accessibility is articulated in California State Universi Erecutive Order 1111, in accordance paragraph vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act. Need help? Heading 3 Need assıstance or have a guestion not ansvered here? Please contact the Universal Design Center (UDC) at UDC@csun.edu or, during business hours (Mo day7 through Friday, Bam to Spm Pacific time) at (818) 677-5898| Heading 2 Vhat is Accessibility? Vhat is Universal Design? In this conte\*t, "accessibility' means that people vith 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.  
Evample 1: Reading long, dense tevt documents can be a daunting task for learners  
As part of our commitment to e\*cellence 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 Esecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S- Rehabilitation Act.  
Need assistance or have a guestion not ansvered here? Please contact the Universal Design Center (UDC) at UDC@csun.edu or, during business hours (Monday through Friday, 8am to 5pm Pacific time) , at (818) 677-5898  
In this conte\*t, "accessibility" means that people vith 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 vay ve do this is by assisting the campus community to ensure their information and communication technology is interoperable, usable and accessible, s0 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 vhich enable the campus to meet policy standards under the Accessible Technology Initiative Coded Memoranda. Vhat does this mean to me?  
Universal Design Center Mission The UDC supports the campus community in their efforts to make it possible for individuals to Jearn communicate andshare via information andcommunication technolooy One may Je do  
Everyone has a part in creating accessible and usable information. The responsibility of creating and maintaining accessible content falls to the entire campus community.

--- Sayfa 24 ---

Heading Styles  
Headings are styles to Heading Styles (Heading 1 through Heading 6) in a logical seguence. Do not give a document structure skip heading levels i.e. Heading 2 to Heading 4, headings should be in order;) by category or topic. Heading 1: Document title or main content heading/title (just one) Heading 2: Major section heading Vithout headings, a person using assistive Heading 3: Sub-section of the Heading 2 technology like a screen Heading 4: Sub-section of the Heading 3, and so on, ending vith reader cannot navigate by Heading 6 sections, subsections, or Normal: Tevt or paragraph scan section titles to Title in Vord Style von't recognize vhen converting to a PDF. Start understand the document vith Heading 1 for the document title. structure. Hov to create an accessible document using Microsoft Vord, visit Vord Essentials page .MM csun eduludc/vord AaBbCcDd AaBbCcDd AaBb AaBbCc Home Insert Design References Mailings Reviev Viev Grammarly ACROBAT Tell me vhat you vant to do. 1 Normal Layout No Spac. Heading Heading 2 Cut Calibri A A Aa 21 AaBbCcDr AaBbCcDı AaBb AaBb( AaBbCcl AaBbccDı AaBl AaBbCc AoBbCcDd AaBbCcD Copy Y Normal No Spac. Heading Heading 2 Heading 3 Heading Title Heading 3 Heading Title Subtitle Format Painter ipboard Font AaBbCcD AaBbCcD. AaBbCcDı AaBbCcD AaBbCcDı Paragraph AaBbCcDı AaBbCcDı Subtitle Subtle Em - Emphasis Intense €... Strong Ouote Intense @ AaBbCcDd AaBbCcDd AaBbCcDd AaBbCcDc AABBCcDE AABBCcD AaBbCcD AaBbCcDı Subtle Em Emphasis Intense E. Strong Microsoft Vord Subtle Ref . Intense R.. Book Title List Para . Styles Pane Create a Style

--- Sayfa 25 ---

Option 2: Edit Original PDF Documents  
Allovs you to add and edit tevt and content vithin your PDF Benefits Saves Time Helpful if you converted from inaccessible files Dravback 0 If you have etensive edits, may need to retag your document.  
Edit PDF v  
Edit  
T Add Tevt  
Add Image 8 Link  
[ Crop Pages  
Header & Footer  
Vatermark  
More  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 26 ---

Reviev PDF Tools Training  
FOR REViEV " Universal [ esign ( enter csunedu/udc

--- Sayfa 27 ---

<Hl-H6> <P> <Figkre> <Table> <Sect> <Artifact>  
Vhat is a Tagged PDF?  
TAGS are the HTML code accessibility markup all of the document tevt; images, etc. Tags are invisible identifiers that vill tell screen readers and other assistive technology (AT) an element is... header <H1-H6> paragraph <P> image <Figure> list item <LI> hyperlink <Link> table data cell <TD>  
Tags  
Tags  
[Universal Design Center H2 Iccessibility Statement Pls part of our commitment to evcellence 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 Erecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.  
<Sect>  
K<H1>  
Universal Design Center  
<H2>  
Accessibility Statement  
<P>  
As part of our commitment to e\*c  
<H3>  
H3Eed help? eed assistance or have a guestion not ansvered here? Please contact the Universal Design Center (UDC) at UDC@csun.edu or, during business hours (Monday through Friday 8am to Spm Pacific time) at (818) 677-5898  
Need help?  
<P>  
Need assistance or have auestio  
H2 Jhat is Accessibility?\_Vhat is\_ Universal Design? P this contekt, "accessibility" means that people vith 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. [Figure Accessibility icon.  
<H2>  
Vhat is Accessibility? Vhat is Uniı  
<P>  
<Figure >  
Image (76): 1.315 h.315  
<H2>  
<P>

--- Sayfa 28 ---

Adding Tools to Navigation Pane  
These are the primary tools needed to create an accessible PDF: Option 1: Viev Shov/Hide >Navigation > Option 2: On left pane, right-click to select Tags and Content Pane Tags and Content Pane File Edit Viev Vindov Classifications Help Home Tools Doc1.pdf [File Editl Viev Vindov Classifications Help Home Rotate Viev Page Navigation 1 /1 | ^ On left pane; Page Display right-click to select Zoom Content and Tags Iools Panels Shov/Hide Navigation Panes Articles U Iools Pane Shift +F4 Attachments Articles Display Theme Tpolbar Items Bookmarks Attachments Read Mode Ctrl+H Page Controls Content Bookmarks Eull Screen Mode Ctrl+L Menu Bar F9 Destinations Content Tracker\_ Layers Destinations Button Labels 2g Model Tree Layers Read Out Loud Rulers & Grids E2 order 2g Model Tree Compare Files Cursor Coordinates D Page Thumbnails E2 order Sianatures [@ Page Thumbnails Signatures Tags Tags Shov Navigation Pane Reset Panes Reset Panes  
Hide Navigation Pane Buttons

--- Sayfa 29 ---

Tags Pane, 1 of 2  
Apple  
Accessible PDF means every piece of content must be tagged vith the correct tag.  
<Hl-H6> <P> <L> <Figure> <Link> <Table> <Sect> <Artifact>  
Tags are invisible identifiers that vill tell screen readers and other assistive technology (AT) an object is\_ Paragraphs of body test: <P> Headings and subheads: <H1> - ~ <H6> Lists: <L>, <Ll> Tables: <Table>, <TR>, <TH> , <TD> Graphics have Alt-Tevt that describe the visual: <Figure> Hyperlinks: <Link> Captions, and other parts of a document: <Caption> Decorative images: <Artifact> Ensure the tags are in the correct logical reading order to match the document pane.  
<Sect>  
@  
<H1>  
<H2>  
2  
<P>  
<H3>  
<P>  
  
<P>  
<H2>  
<P>  
<Figure>  
<Caption>  
Tags  
Tags

--- Sayfa 30 ---

Tags Pane, 2 of 2  
Tags are shovn as an Universal Design Center eypandable "tree" Accessibility Statement As part of our commitment to evcellence through diversity and inclusion, California State Up and Dovn arrov keys to 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 Evecutive Order 1111, in accordance navigate tags tree. vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act. Right and left arrov keys to Need help? Need assistance or have a guestion not ansvered here? Please contact the Universal Design Center (UDC) at UDC@csun edu or, during business hours (Monday evpand and collapse the tevt. through Friday, 8am to Spm Pacific time), at (818) 677-5898. Vhat is Accessibility? Vhat is Universal Design? In this contest, "accessibility" means that people vith 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.  
Tags  
<Sect>  
KH1>  
Universal Design Center  
2  
<H2>  
Accessibility Statement  
<P>  
As part of our commitment to  
<H3>  
Need help?  
1 <P>  
<P>  
<H2>  
9 <P>  
<Figure>  
Figure 1: Accessibility logo  
Tags

--- Sayfa 31 ---

Check Accessibility  
First run the Accessibility Full Check at the beginning and at the end.  
Accessibility Checker  
Accessibility checkers results in bold tevt have one or more issues/failed that need to fi\*. If you have a failure, you can right-click on any item in the report and select Evplain" that vill link to Adobe vebpage to evplain the problem. If the results not in bold tevt, that section has passed.  
Accessibility Checker Options  
Document (4 issues)  
Report Options  
Autotag Document  
Create accessibility report  
Folder: C:l Users|sem721781 Documents  
Choose.  
Accessibility permission flag Passed  
Attach report to document  
Autotag Form Fields  
Image-only PDF Passed  
Page Range  
Tagged PDF Failed  
Reading Options  
All pages in document  
Pages from  
Checking Options (31 of 32 in all categories)  
Logical Reading Order Needs manua  
Full Check  
Primary language Passed  
Category: Document  
2  
Title Failed  
Accessibility Report  
Accessibility permission flag set  
Document not image-only PDF  
Bookmarks Passed  
Identify Form Fields  
Document is tagged PDF  
Color contrast Needs manual check  
Document structure provides logical reading order  
Tevt language is specified  
Page Content (2 issues)  
Set Alternate Tert  
Document title is shoving in title bar  
Forms  
Bookmarks are present in large documents  
Setup Assistant  
Alternate Test (5 issues)  
Document has appropriate color contrast  
Reading Order  
Figures alternate test Failed  
Select AII  
Clear AII  
Nested alternate test Failed  
Shov this dialog vhen the Checker starts  
Associated vith content Failed  
Help  
Start Checking  
Cancel  
Hides annotation Failed  
Other elements alternate test - Failel  
Tables (4 issues)  
Lists (2 issues)  
Headings (1 issue) Appropriate nesting Failed

--- Sayfa 32 ---

Common Issues - Title shovn as a failure  
Acrobat did not recognize the Title from Vord Document, simply right-click Title item and select "Fi\*"  
Accessibility Checker  
Document Properties  
Description Security Fonts Initial Viev Custom Advanced  
Description  
Document (3 issues)  
File: Creating Accessible Documents\_Hand\_Out pdf  
Title:  
Accessibility permission flag Passed  
The document description gives the document a proper title and language to be recognized by assistive technology:  
Author: [Universal Design Center  
Image-only PDF Passed  
Subject:  
Tagged PDF Passed  
Keyvords:  
Logical Reading Order Needs manual check  
1  
Primary language Passed  
Created: 1/11/2019 11.47.41 AM  
Additional Metadata\_  
Modified: 1/11/2019 11.47.43 AM  
Select File menu > Properties  
Title Failed  
Application: Acrobat PDFMaker 19 for Vord  
Bookmarks Passed  
Advanced  
PDF Producer: Adobe PDF Library 19.10.96  
Description tab, enter Title bo\* is document title or main content heading/title (deselect Leave As Is, if necessary) .  
Color contrast Needs manual check  
PDF Version: 16 (Acrobat 7\*)  
Location: ClUsers| hbecs137| Desktopl  
File Size: 213.54 KB (218,662 Bytes)  
Page Size: 8.50 \* 11.00 in  
Number of Pages:  
Tagged PDF; Yes  
Fast Veb Viev: Yes  
TTitle Failed]  
Bookmarks  
Ei\*  
Help  
OK  
Cancel  
Skip Rule  
Color contr  
Application bo\* shoving the source document created from Vord to PDF  
Erplain  
Page Content

--- Sayfa 33 ---

Vhat are PDF Title and Language? Title Language A PDF title is a more descriptive and Screen readers can "speak" various meaningful version of the file name. PDF languages\_as long the content titles are often visible in the PDF vindov or language is identified. If the screen tab. This visibility makes it easier to reader does not support or cannot distinguish multiple PDFs before diving in. speak the defined language, the user Vhen multiple PDFs are open; vell defined might be informed of the content PDF titles allov for easier distinction language, even if that content cannot betveen them. This distinction is particularly be properly read. useful vhen relying on screen readers. MebAIM: Document and Content Language  
Accessibility 101  
Vord Essentials  
Ally Demo Tools  
Hello Bonjour IpMBeT Hola Hallo zhlzsld  
Hallf

--- Sayfa 34 ---

Accessibility Checker Manual evaluation The accessibility checker vill alvays flag Accessibility Checker tvo items that reguire manual evaluation: Logical Reading Order Document (3 issues) Accessibility permission flag Passed Color Contrast Image-only PDF Passed Tagged PDF Passed Logical Reading Order Needs manual check 2 Tvo guestion marks Primary language vill alvays stay in Passed Title Failed Document (2 issues) section even if you Bookmarks Passed right-click and select Pass. It just there as a Color contrast Needs manual check reminder to conduct manual check. Page Content  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 35 ---

Verify Logical Reading Order  
Ensure the TAGS Tree are in the correct logical order to match the document pane. Manual rearrange tags as needed in the TAGS pane. After making these adjustments, start from the top of the tags tree and move through the tags pane seuentially using the dovn arrov key. A logical reading order start from left to right; top to bottom as illustrated. The Document Pane e\*ample is a tvo-columns layout hence the logical reading order starts vith the first column then second column.  
2  
Tags  
K  
8  
Left: Incorrect reading order  
Tags Tree <Document>  
UDC Mission  
4  
Universal Design Center The UDC supports the campus community in their efforts to make it possible for individuals to learn, communicate, and share via information and This site is a project ofthe Accessible Technology communication technology: One vay ve do this is Initiative (ATI) of the California State University by assisting the campus community to ensure their system: "It is the policy of the CSU to make information and communication technology is information technology resources and services interoperable; usable and accessible, so that individual accessible to all CSU students, faculty; staff and the learning and processing styles andlor physical general public regardless of disability?" characteristics are not barriers to access.  
7  
<Art>  
<Sect>  
10  
Bottom: Correct reading order  
<HI>  
3  
5  
Universal Design Center  
6  
<P>  
This site is project of the Accessible Tec  
Initiative (ATI) of the California State Univ  
All CSU programs; services; and activities should be accessible to all students; staff, faculty and the general public. This encompasses all technology products Campus Responsibility used to deliver academic programs and services, student services; information technology services; and Everyone has a part in creating accessible and usable auviliary programs and services. information: The responsibility of creating and maintaining accessible content falls to the entire campus community  
system; "It is the policy of the CSU to mak  
information technology resources and sei  
2  
accessible to all CSU students, faculty; sta  
3  
general public regardless of disability:"  
4  
<P>  
<Figure >  
5  
Universal CSUN Design Center  
<H2>  
8  
<P>  
Document Pane  
<H2>  
UDC Mission  
10  
Accessibility Statement  
<P>

--- Sayfa 36 ---

Colour Contrast Analyser (CCA) Colour Contras: Analyser (CCA) Edit Viev Foreground colour  
Colour Contrast Analyser (CCA) Colour Contrast Analyser (CCA) Edit Viev Foreground colour  
S  
RGB  
rgb(44, 44 44) m@bl Background colour (purple) HEK #800080 4 0  
(black)  
Verify Color Contrast  
RGB  
rgb(o, 0, 0)  
Background colour  
Bad Evamples  
Good Evamples  
Sample previev  
HEY  
#E69500  
2eeesionng ci iollia  
4  
0  
ec on Ciac s hac  
Yellov on black is good  
Sample previev  
VCAG 2.1 results  
Contrast ratio 1.5.1  
1.4.3 Contrast (Minimum) (AA)  
e\*ample tevt shoving contrast Ionz  
Blue on orange is bad  
Black on orange is ok  
Faraphrased] Tevt (including images of te\*t) has a contrast ratio of at least 4.5:1 for "regular" sized tevt and at least 3:1 for large scale te\*t (at least GErr 24p\* or bold and at least [ ?rt 1 .Sp\* unless the te\*t is purely decorative  
VCAG 2.1 results  
Contrast ratio 8.7.1  
Red on green is bad  
Vhite on green is good  
Fail (regular te\*t)  
Fail (large te\*t)  
1.4.3 Contrast (Minimum) (AA)  
1.4.6 Contrast (Enhanced) (AAA)  
Paraphrased Tevt (including images of te\*t) has a contrast ratio of at least 4.5:1 for "regular" sized tevt and at least 3:1 for large scale tevt (at least [ert 24p\* or bold and at least ( ?rt 16.5p\* unless the te\*t is purely decorative  
Faraphraseg] Tevt (including images of te\*t) has a contrast ratio of at least 7:1 for "regular' sized tevt and at least 4.5:1 for large scale te\*t (at least [rt 2?p\* or bold and at least [ ?rt 16 . 5p\* unless the te\*t is purely decorative  
Grey on purple is bad  
Aua on purple is ok  
Fail (regular te\*t)  
Fail (large te\*t)  
Pass (regular te\*t)  
Pass (large te\*t)  
1.4.11 Non-tert Contrast (AA)  
1.4.6 Contrast (Enhanced) (AAA)  
Dovnload Colour Contrast Analyser\_onto your computer (PC/Mac) to ensure accessible contrast or use an online contrast checker from VebAIM. ICAG Level AA reguires a contrast ratio of at least 4.5:1 for regular sized tent (12 or 14 pt. font) and 3:1 for large test (18 pt. font) Coblis Color Blindness Simulator  
Paraphraseg] The visual presentation of user interface components (their states including focus indication and boundaries) and graphical objects has a contrast ratio of at least 3:1 against adjacent color(s)  
Pass (regular te\*t)  
Pass (large te\*t)  
1.4.11 Non-tert Contrast (AA)  
Fail (Ul components and graphical objects)  
Pass (Ul components and graphical objects)  
People vho have lov vision or colorblind could encounter some difficulty distinguishing tevt color from a background color if the contrast is insufficient contrast ratio 1.5:1.  
This eample has a great color contrast ratio of 8.7:1. The contrast is sufficient for those vho have color deficiencies

--- Sayfa 37 ---

Check Accessibility Again . Go through each section that has one or more issues/failed to fi\* it until all sections passed. Tvo çuestion marks vill alvays stay in Document (2 issues) section even if you right-click and select Pass. It just there as a reminder to conduct manual check. Accessibility Checker \* Accessibility Checker \* 9 7 Accessibility Checker Options Document (2 issues) Document (4 issues) Accessibility permission flag Passed Report Options Accessibility permission flag Passed Image-only PDF Passed Create accessibility report Folder: C:lUsers|sem721781 Documents Choose\_ Image-only PDF Passed Tagged PDF \_ Passed Attach report to document Tagged PDF Failed Autotag Document Logical Reading Order Needs manual check Page Range Logical Reading Order Needs manua Primary language Passed Autotag Form Fields All pages in document Pages from Primary language Passed Title Passed Checking Options (31 of 32 in all categories) Title Failed Bookmarks Passed Reading Options Category: Document Bookmarks Passed Color contrast Needs manual check Full Check Color contrast Needs manual check Page Content Accessibility permission flag set Page Content (2 issues) Tagged content Passed Document is not image-only PDF Accessibility Report Document is tagged PDF Tagged annotations Passed Forms Document structure provides logical reading order Tab order Passed Identify Form Fields Alternate Test (5 issues) Teyt language specified Character encoding Passed Figures alternate te\*t Failed Set Alternate Tert Document title is shoving in title bar Tagged multimedia Passed Bookmarks are present in large documents Nested alternate te\*t - Failed Screen flicker Passed Setup Assistant Document has appropriate color contrast Associated vith content Failed Scripts Passed  
Hides annotation Failed  
Timed responses Passed  
Reading Order  
Select AII  
Clear AII  
Other elements alternate test Failei  
Navigation links Passed  
Shov this dialog vhen the Checker starts  
Tables (4 issues)  
Forms  
Help  
Start Checking  
Cancel  
Lists (2 issues)  
Alternate Tekt  
Tables  
Headings (1 issue) Appropriate nesting Failed  
Lists  
Headings

--- Sayfa 38 ---

No Tags Available  
Tags  
No Tags available  
E  
2  
If you see "No tags available" in the Tags Pane, then the document is missing tagged structure. See the nevt slide Hov to tag a document?"  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 39 ---

Hov to Tag a Document? 1 Open Accessibility, select Reading Order Tool 2 Drav a rectangle around the content or double-click the content 3. Select one of Reading Order buttons to tag it 4 . Proceed step #2 to tag the rest of the content  
Autotag Document Form Fields Step 1 1 Reading Accessibility Check  
Universal Design Center Step 2 Accessibility Statement As part of our commitment to evcellence through diversity and inclusion; California State University, Northridge (CSUN) strives to ensure that campus communication and information technology is accessible to @ueruone Iho\_California State Llniuercitu\_cuctem\_ctatemont Op accessibility is articulated vith both federal and state Section 508 of the U.S. Rel Step 3 Universa Design Center  
Reading Order  
Accessibility Report  
Drav rectangle around the content then click one of the buttons belov:  
Identify Form Fields  
Tevt/Paragraph  
Figure  
Form Field  
Figure/Caption  
Set Alternate Tevt  
Accessibility Statement Heading As part of our commitment to evcellence through diversity and inclusion; California State Heading 2 University, Northridge (CSUN) strives to ensure that campus communication and informatior Heading 3 technology is accessible to everyone. The California State University system statement on Reference 9 accessibility is articulated in California State University Evecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) Section 508 of the U.S. Rehabilitation Act.  
Heading  
Table  
Heading 5  
Cell  
Setup Assistant  
Heading 6  
Formula  
Reading Order  
Note (z)  
Background/Artifact  
Table Editor

--- Sayfa 40 ---

Heading Tags Sample Tags K  
Reading Order  
Tags  
Drav a rectangle around the content then click one of the buttons belov:  
Universal Design Center ccessibility Statement As part of our commitment to evcellence 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 - Erecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.  
<Sect>  
<HI>  
Tevt/Paragraph  
Figure  
Universal Design Center  
<H2>  
Form Field  
Figure/Caption  
Accessibility Statement  
<P>  
Heading 1  
Heading 4  
Table  
<H3>  
Heading 2  
Heading 5  
Cell  
Need help?  
Need help? Need assistance or have a guestion not ansvered 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.  
<P>  
Heading 3  
Heading 6  
Formula  
kH2>  
Reference (9)  
Note (z)  
Background/Artifact  
Vhat is Accessibility? Vhat is Ua  
<P>  
Mhat is Accessibility? Vhat is Universal Design? In this contevt, "accessibility" means that people vith disabilities have access ~ to facilities, to information and to technology "Universal design takes this concept one step further to  
<Figure>  
<H2>  
Content highlighted from tags tree For multiple tags selection, CTRL + select tags (PC) or Command 4 select tags (Mac)  
Universal [ esign ( enter  
csun edu/udc

--- Sayfa 41 ---

Paragraph Tags Sample  
Reading Order  
Tags  
Drav a rectangle around the content then click one of the buttons belov:  
Tags  
Universal Design Center Accessibility Statement As part of our commitment to e\*cellence 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 laccessibility is articulated in California State University Erecutive Order 1111, in accordance mith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.  
<Sect>  
<HI>  
Tevt /Paragraph  
Figure  
<H2>  
Form Field  
Figure /Caption  
<P  
As part of our commitment to e  
Heading 1  
Heading  
Table  
<H3>  
<P>  
Heading 2  
Heading 5  
Cell  
<H2>  
Heading 3  
Heading 6  
Formula  
<P>  
Need help? Need assistance or have a guestion not ansvered here? Please contact the Universal Design Center (UDC) at UDC@csun.edu or, during business hours (Monday through Friday, Bam to Spm Pacific time), at (818) 677-5898.  
<Figure>  
Reference (9  
Note  
Background/Artifact  
<H2>  
Content highlighted from tags tree  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 42 ---

List Tags Sample  
<L>  
<Ll>  
Hov to create an accessible PDF:  
<LBody>  
1. Create an accessible Vord document Convert your Vord document to PDF 3. Validate PDF Tags and Reading Order 4. Use the accessibility checker to test your document  
1. Create an accessible Vord docume  
<Ll>  
<LBody>  
2 Convert your Vord document to PI  
<LI>  
<LBody>  
<LI>  
<LBody>  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 43 ---

Link Tags Sample  
AS parı OTour commnment to e<ceTTence tnrougn aTversıy ana Tnctuston; CamltornTa 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 Erecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.  
<H3>  
97 <P>  
Need assistance or have a guestion not an:  
<P>  
<Link>  
Need help? Need assistance or have a guestion not ansvered 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.  
Universal Design Center  
Link - OBJR  
(UDC) at  
Vhat is Accessibility? Vhat is Universal Design? In this contevt, "accessibility" means that people vith 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.  
<Link>  
UDC@csun.edu  
Link - OBJR  
OL durina business hours (Mondav PathPat  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 44 ---

Table Tags Sample  
<Table>  
<TR>  
<TH>  
<TH>  
<TR>  
<TD>  
<TD>  
Disability Visual  
People in U.S. 1.8 Million  
<TR>  
KTD>  
Hearing  
1.0 Million  
<P>  
Cognitive Mental  
4.3 Million  
Hearing  
Ambulatory  
11.8 Million  
<TD>  
<TR>  
<TD>  
Hov to create an accessible PDF:  
<TD>  
<TR>  
1. Create an accessible Vord document  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 45 ---

The purpose of Alt Tevt is to allov lov vision or blind users vho use te\*t-to-speech assistive technologies (AT), such as screen readers, to understand the purpose of graphic images. Sighted users usually don't see alt te\*t unless they use AT. Screen readers and other AT can't convert images into tests. So; mhen vriting alt tevt; consider the folloving for images: Vhat is its purpose? Is the image important enough to be there? If there is no description, vhat vill the screen reader users miss? Be concise and eliminate unnecessary vords. Vhen completing the alt te\*t, use proper punctuation such as periods to indicate the end of the alt tevt. Vithout proper punctuation, some screen readers vill run the alt tevt into the body tevt that follovs and cause confusion to the user. 'Image of. 1) "Photo of. 1 is not needed because screen readers and other AT announce that it's an "image" or "graphic". There is no limit to the number of characters, but keep alt tevt descriptions short around 200 characters or less. Don't use images of te\*t for headings instead use live tevt (fully editable or selectable tevt)  
Image Alternative or Alt Tevt  
Accessibility user - friendly document for CSUN student success  
Screen readers and other AT announce that it's an "image" or "graphic" then read the alt te\*t: "Three plants going through transformation vith tevt guote Accessibility user-friendly document for CSUN student success.

--- Sayfa 46 ---

Hov to Describe Images?  
ACCESS DENIED!  
In the Tigrinya language of Eritrea and Ethiopia, Haben means "pride:'  
MUSEUMS ARE  
Haben 'uoiu DZUEBEIN BEIND , OMa Varn 1A HABEN GIRMA  
Non A stair chase leading up to an entryvay is painted yellov vith bold black tevt that reads museums are nov.  
12  
#HAB EN Boo K  
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 Voman Vho Conguered Harvard Laı; and on the right is the guote: "In the Tigrinya language of Eritrea and Ethiopia, Haben means 'pride. 1)  
More evamples of Hov to Describe Images  
6  
Document Learning\_Tools: Describing images Hov to Describe Images (Art, Chemistry; Diagrams, Flov Charts, Formatting & Layout, Graphs, Maps, Mathematics, Page Layout, Tables, Tevt-only images) Periodic Table of the\_Elements UDC Best Practices for Describing Images  
and together; as Matadors; ve vill move mountains.  
1 27  
Student holds a diploma hardcover up in the air during CSUN commencement. Caption te\*t "and together; as Matadors, ve vill move mountains.  
Michelle Obama claps and Barack vaves.

--- Sayfa 47 ---

Figure and Caption Tags Sample  
Reading Order  
83  
Drav a rectangle around the content then click one of the buttons belov:  
<H3>  
Vhat is Accessibility? Vhat is Universal Design? In this contevt, "accessibility" means that people vith 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.  
9 <P>  
9 <P>  
Tevt/Paragraph  
Figure  
<H2>  
<P>  
Form Field  
Figure/Caption  
<Figure>  
Image (136): v.315 h.315  
Heading 1  
Heading 4  
Table  
Caption>  
Heading 2  
Heading 5  
Cell  
Figure 1: Accessibility logo  
<H2>  
Heading 3  
Heading 6  
Formula  
9 <P>  
Figure 1: Accessibility logo  
Reference (9)  
Note (z)  
Background/Artifact  
Images are tagged as "Figure" Or images vith short te\*t underneath as "Figure/Caption" .

--- Sayfa 48 ---

Background/Artifact Tag for Decorative Images Conveys no information; does not provide meaningful information. Reading Order 8 Purely for visual effect. Drav a rectangle around the content then click one of the buttons belov: The horizontal line that divided the tvo sections. Teyt/Paragraph Figure Line border image used as part of page design. Form Field Figure/Caption Heading 1 Heading 4 Table Decorative images do not reguire a tevt Heading 2 Heading 5 Cell alternative. Heading 3 Heading 6 Formula Decorative images, lines, borders, or shapes Reference (9) Note (z) Background /Artifact ignore by assistive technologies, such as screen readers.  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 49 ---

About Reading Order Tool  
Shov Page Content Groups Page content order: number refers to the order of the element in this content. Structure types: shovs document's tag structure. Recommend to uncheck "Display like elements in 0 single block:" 1) This vill shov single tag rather than group elements.  
Accessibility  
Reading Order  
Tags  
\*  
Drav rectangle around the content then click one of the buttons belov:  
H1 hiversal Design Center  
Tevt/Paragraph  
Figure  
Tags  
H2 cessibility Statement part of our commitment to evcellence through diversity and inclusion, California State Hiversity, 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 - Erecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) an Section 508 of the U.S. Rehabilitation Act.  
Form Field  
Figure/Caption  
<Sect>  
Heading  
Heading  
Table  
<H1>  
Heading 2  
Heading  
Cell  
<HZ>  
Heading 3  
Heading 6  
Formula  
<P>  
<H3>  
H2dhelp?\_\_ 2 or have guestion not ansvered here? Please contact the Span Design Centl Span | Link pcsun edu gr, during business hours (Monday Friday 8am to n[ dcine elat (818) 677-5898\_  
Reference (9)  
Note  
Background/Artifact  
<P>  
7 <P>  
H2hat is Accessibility? Vhat is Universal Design? this contert, 'accessibility" means that people vith disabilities have access to facilities, to mformation 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. Figure Accessibility icon:  
Table Editor  
<H2>  
Shov page content groups  
<P>  
Page content order  
<Figure>  
Structure types  
<Caption>  
Shov table cells  
Display like elements in single block  
<H2>  
Shov tables and figures  
<P>  
Caption H2liversal Design Center\_Mission\_ UDC supports the campus community processing styles and/or physical P-their efforts to make possible for characteristics are not barriers to access. individuals to learn, communicate and share via information and communication role of the UDC is to help CSUN torhno lomv Ono 1/91/ 192 do+hic Inlomont hucinocc nrarticoc mhich onahlo  
1 <P>  
Clear Page Structure\_  
Shov Order Panel  
7 <P>  
Help  
Close  
<H3>  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 50 ---

Repair Tag Structure Tags K In case you found incorrect pre-assigned tag i.e. Tags Universal Design Center <P> for heading title vhen it should be tagging as <Sect> P accessibility Statement <Hl>. There are three different vays to correct Pls part of our commitment to evcellence through diversity and inclusion, California the tag from <P> to <Hl> in belov e\*amples. <P> University, Northridge (CSUN) strives to ensure that campus communication and technology is accessible to everyone. The California State University system staterl <H3> accessibility is articulated in California State University Evecutive Order 1111, in a <P> vith both federal and state lavs including the Americans vith Disabilities Act of 19 Section 508 of the U.S. Rehabilitation Act.  
Option 1: Re-drav a rectangle around the Option 2: Double-click the tag i.e. <P> content; select one of the Reading Order then re-type to <Hl> Tool buttons to tag it. Tags Reading Order <Sect>  
Option 3: Select <P> tag, right-click to select Properties. Type bo\*: select Heading Level 1  
Copy ' Contents to Clipboard  
Edit Class Map. Edit Role Map   
Object Properties  
Tag Annotations  
Drav a rectangle around the content then click one of the buttons belov:  
Content Tag  
Color  
<P>  
Document is Tagged PDF  
Type: Paragraph Form Title: Formula Heading Actual Tert: [HHeading evel Heading Level 2 Heading Level 3 Heading Level Alternate Tevt: Heading Level Heading Level Indes D:  
<P>  
Apply Role Mapping to Tags Highlight Content  
Tevt/Paragraph  
Figure  
Tags  
<H3>  
Properties   
Form Field  
Figure/Caption  
<Sect>  
Heading  
Heading  
Table  
IH1 >  
Heading 2  
Heading 5  
Cell  
<P>  
Heading 3  
Heading 6  
Formula  
Language: English US  
Reference (9)  
Note  
Background/Artifact  
<P>  
Edit Tag-  
Edit Attribute Objects\_  
Edit Attribute Classes\_  
<H3>  
Close

--- Sayfa 51 ---

Vhat is the Content Pane?  
The Content Pane shovs you the elements on a page and hold all the content vithin your PDF You should be familiar vith structural elements of PDF documents before editing them in the Content Pane. The Content Pane can be difficult to navigate because it is not properly organized. Editing your Content Pane is most helpful vhen you have PDFs vith lots of graphics or overlapping information. If content is hidden in your PDF; you can go to the Content Pane to find it and reorganize to find the missing info.  
Content  
K  
Page  
Universal Design Center Accessibility Statement As part of our commitment to e\*cellence 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 ~ Evecutive Order 1111, in accordance vith both federal and state lavs including the Americans vith Disabilities Act of 1990 (ADA) and Section 508 of the U.S. Rehabilitation Act.  
Annotations  
Container <H1> Universal Design Center  
Tevt: Universal Design Center  
Container <H2> Accessibility Statement  
Teyt: Accessibility Statement  
Container <P> As part of our commitment to evcel  
Container <H3> Need help?  
Need help? Need assistance or have a guestion not ansvered 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.  
Container <P> Need assistance or have guestion  
Container <Link> Universal Design Center  
Tevt: Universal Design Center  
Vhat is Accessibility? Vhat is Universal Design? In this contevt, "accessibility" means that people vith 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.  
Container <Span> (UDC) at  
Container <Link> UDC@csun.edu  
Teyt: UDC@csun.edu  
Container <Span> OI, during business hours (Monc

--- Sayfa 52 ---

Order Pane  
DO NOT use Order Pane to rearrange logical reading order in seguence. Screen readers like JAVS, NVDA, VoiceOver don't use Order Pane to read the document instead they use TAGS to read the document.  
Home  
Tools  
PDF Tools  
8  
6 / 48  
59,49  
Accessibility  
Reading Order  
Order  
Drav a rectangle around the content then click one of the buttons belov:  
Page 5  
Tekt/Paragraph  
Figure  
Page 6  
Form Field  
Figure/Caption  
[1] Types of screen readers  
Heading  
Heading  
Table  
[2] Image  
[Figure Job Access Vith Speech (Jal  
Heading 2  
Heading 5  
Cell  
[3] Image  
Heading 3  
Heading 6  
Formula  
ader prc  
crosoft Vindov:  
JADS Job Access Vith Speeg  
Reference (9)  
Note (z)  
Background/Artifact  
In theory the Order Pane and Tags Pane are supposed to match but often they don't for more comple\* or untagged documents. If the reading order is incorrect order; go to TAGS Pane to rearrange the correct order  
[5]  
[6] can  
free of charge by anyone.  
Table Editor  
3 Figure NV Access Empovering live;  
Empovering lives non-Visualacclss  
techno  
es auditory de  
ns of each onscree  
Shov page content groups  
re Vic hat nd he  
[9] Image  
kreen reader program for Microsoft Vindovs that allovs blind and visually impaired users to read the screen either vith a tevt-to-speech output or bva refreshable\_Braille\_displav\_ 6 VDA screen reader can be dovnloaded free of charge by anyone\_  
Page content order  
Structure types  
[10] Adds spoken; audible; and vibration feedbac  
Shov table cells  
[11] Image  
Display like elements in a single block Shov tables and figures  
[12] Screen magnifier for Microsoft Vindovs that  
Page 7  
Clear Page Structure\_  
Sho  
der Panel  
Page 8  
Help  
Close  
Page 9

--- Sayfa 53 ---

Tags  
Delete Empty Tags  
<Document>  
Empty tags mean no tevt underneath the tags. Screen readers vill say Blank" . Recommend to delete any empty tags by selecting <P> or <H2> , right-click to select "Delete Empty Tags" . Tags  
<Art>  
<Sect>  
<H1>  
Universal Design Center  
<P>  
Initiative (ATI) of the California State Universit   
Nev Tag-  
Tags  
Cut  
<P>  
<Document>  
Delete Tag Delete Empty Tags  
<Figure>  
<Art>  
<Sect>  
Reading Order  
<P>  
<H1  
Eind.  
AII CSU programs, services, and activities should b   
Edit Class Map- Edit Role Map   
<P>  
<H2>  
In  
<P>  
Tag Annotations Document is Tagged PDF  
<P>  
As part of our commitment to evcellence through  
<Figı  
Apply Role Mapping to Tags Highlight Content Properties.  
<P>  
<H2>  
UDC Mission  
kH2-  
<P>  
<P>  
As part of our commitment to evcellence through  
<H3>  
<H2>  
<P>  
UDC Mission  
Tags

--- Sayfa 54 ---

Launch the Tags Pane or the Content Pane If you have errors in an Acrobat Accessibility Check, you should Accessibility have the option to shov the Accessibility Checker Vhat is Accessibility? Vhat is Universal Design? error in either the Content Pane In this contevt, "accessibility" means that people vith disabilities have access to facilities, to information and to technology. "Universal design" takes this concept one step further, to Document (3 issues) ensure that everyone can perceive, understand, engage, navigate and interact regardless of or the Tags Pane or both. ability or preference. Page Content Forms This lets you şuickly see vhat Alternate Tert (1 issue) Figures alternate teyt - Failed the problem is. 2 Figure Nested Eiş Figure 1: Accessibility logo In most cases, activating/clicking Associate Skip Rule Universal Design Center Mission Hides anr Erplain The UDC supports the campus community processing styles and/or physical on the error vill let you see vhat Shov in Content Panel in their efforts to make it possible for characteristics are not barriers to access. Other ele individuals to learn, communicate, and Tables Shov in Tags Panel it is in the document; but being share via information and communication The role of the UDC is to help CSUN technology. One vay ve do this is by implement business practices vhich enable Lists Check Again assisting the campus community to ensure the campus to meet policy standards under able to see it in either or both Headings Shov Report their information and communication the Accessible Technology Initiative Coded @ptions technology is interoperable, usable and Memoranda. the Content and Tags Panes accessible, so that individual learning and takes you right to the problem.

--- Sayfa 55 ---

Use screen reader to finalize  
your document accessibility features  
DO NOT use Adobe Acrobats built-in 'Read Out Lout' tool as a screen reader. This tool is NOT a screen reader and vill not capture the same information as screen readers belom.  
NV Access Empovering lives through non-visual access to technology  
VoiceOver (Apple)  
Microsoft Vindovs NVDA screen reader that allovs blind and visually impaired users to read the screen either vith a tevt-to-speech output or by a refreshable Braille display. NVDA can be dovnloaded free of charge by anyone. nvaccess org  
Apple VoiceOver built-in provides auditory descriptions of each onscreen element using gestures, a keyboard, or a braille display:

--- Sayfa 56 ---

T  
Accessibility Tips  
FJUJ L P ElL H 5  
Alvays save your PDF as you add TAGS accessibility markup  
1 Vhen modifying etensive content in reading order; drag content dovn not up Delete empty tags Accessibility Tips Header; footer; and page numbers decorative lines or shapes tag as ( Background/artifact" Universal [ esign ( enter csun edu/udc

--- Sayfa 57 ---

Adobe Acrobat DC  
Alvays SAVE your PDF as you Adobe Acrobat DC has stopped vorking add TAGS accessibility markup Hang on vhile !indovs reports the problem to Microsoft. Cancel  
Save it OFTEN to avoid  
Adobe unpredictable crashes!  
LIFE  
SAVER

--- Sayfa 58 ---

PDF Accessibility Iterative Process  
2  
3  
Initial  
Fi\* common issues /failed  
Reviev and correct tags  
Verify Reading Order  
Accessibility Check  
7  
5  
8  
Final  
Test screen reader  
Verify Color contrast  
Congratulations!  
Accessibility Check  
Universal [ esign ( enter  
csunedu/udc

--- Sayfa 59 ---

Hov can ve help you make a difference?  
Documents  
Online & Self-Paced Accessibility Modules in canvas  
Make one design that fits everyone  
Universal Design Center Offers Online, self-paced training In-person training each semester Consultations Tools and Services  
Media vith captioning  
Vebsite  
Universal Design means design for everyone  
Universal [ esign ( enter  
csunedu/udc