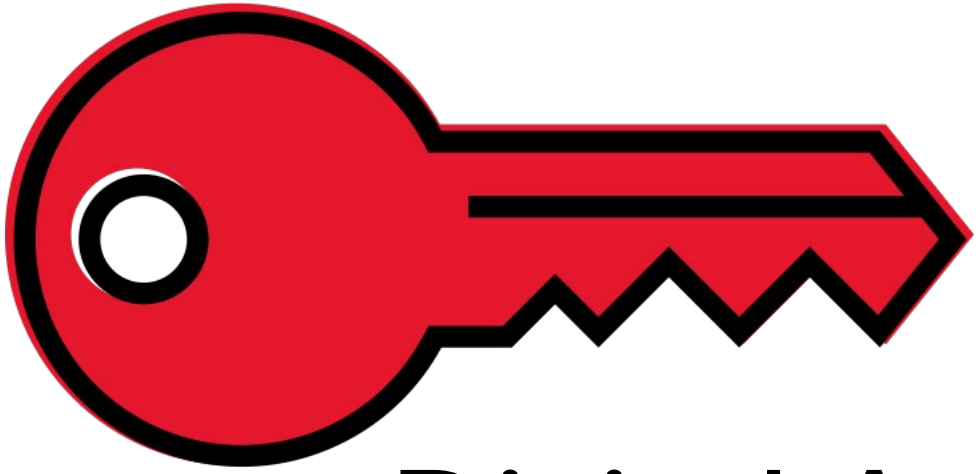
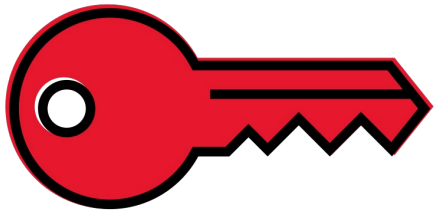


Digital Accessibility Series

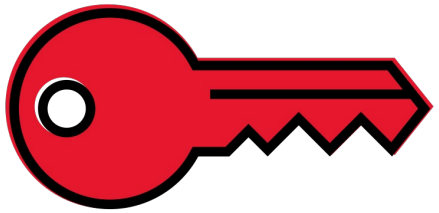
Part 2: Text-based resources

Today’s Objectives



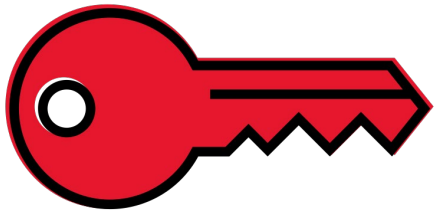
- Familiarity with WCAG 2.1 AA text-related requirements
- Competence in identifying non-compliant text issues *in situ*
- Confidence to remediate existing documents
- Clarification on building “Born Accessible” text documents

WCAG 2.1 AA Refresher



- Applies to digital content produced, hosted, or shared by public universities
- Including but not limited to Blackboard Content
- P.O.U.R. -- Perceivable, Operable, Understandable, Robust
- “Make content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations”

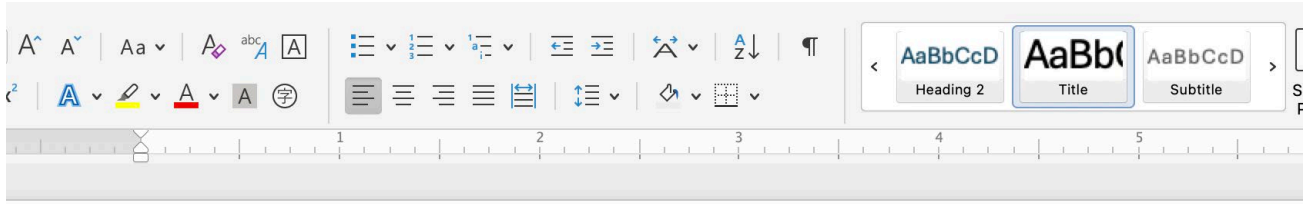
Perceivable Text

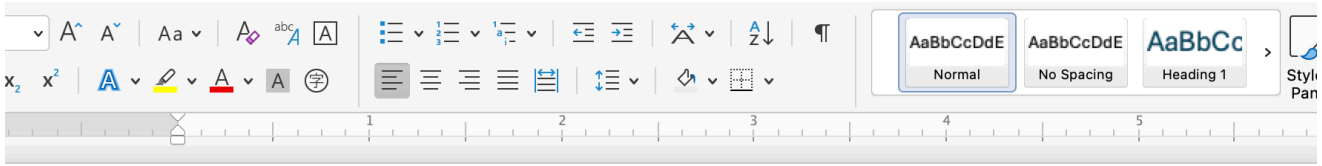


- Adaptable
  - Structure is inherent to the document – in the metadata not just visible
  - Reading order & sequence
  - Sensory characteristics are not required for understanding
  - Portrait & landscape

- Distinguishable
  - Color, contrast, size
  - Images of text ≠ Text

Examples of Non-Perceivable Text





This document has a title.

This is all normal text. **Even this**. A screen reader can distinguish this tex

From This Text

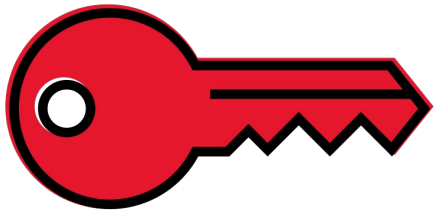
This document does not have a title.

This is all normal text. **Even this**. A screen reader does not distinguish this text,

From This Text

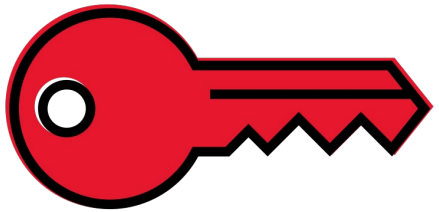
When using headings, they must be sequential – if you don't like the font/format settings you can adjust them by selecting "modify."

Operable Text



- Keyboard Accessible
  - Scrolling with only tab, up/down, space
- Navigable
  - Meaningful links, labels, and headings

Examples of Inoperable Text



Click here

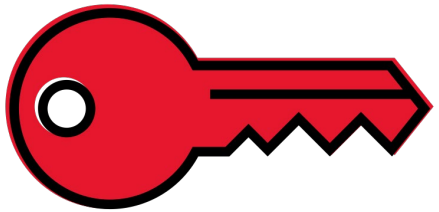
vs.

https://www.w3.org/TR/WCAG21/#label-in-name

vs.

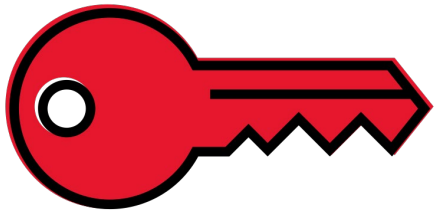
WCAG 2.1 Website

Understandable Text



- Readable
  - The content language is readily detectable
  - Limited, defined abbreviations
- Predictable
  - Choose a set format and stick to it

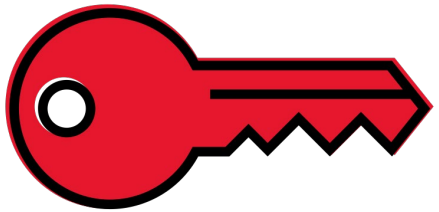
Examples of Non-Understandable Text



After the DFW review, the CIC PDWG flagged the OER-aligned SBG pilot in the LMS as out of FERPA compliance pending IRB sign-off, so it was kicked back to CFDI for ADA/Ally remediation before Provost-level FY26 KPI reporting.

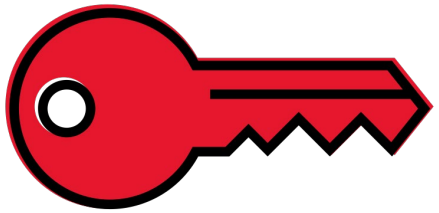
After reviewing course failure and withdrawal data, a professional development group at the teaching conference noticed that a pilot project using free course materials and a new grading system inside the learning management system might violate student privacy rules. Because of that, the project was sent back to the faculty development center to fix accessibility issues before it could be approved for research use and included in next year's high-level institutional reports.

Robust Text

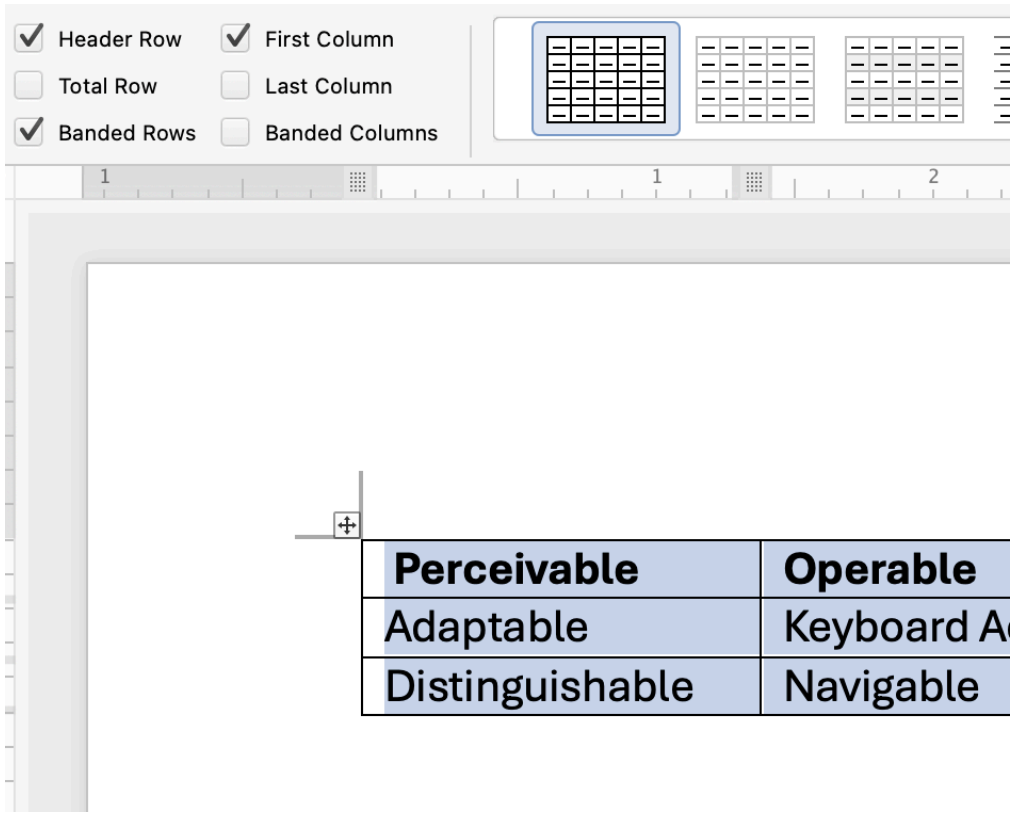


- Compatible
  - Start and end tags
  - Non-duplicated

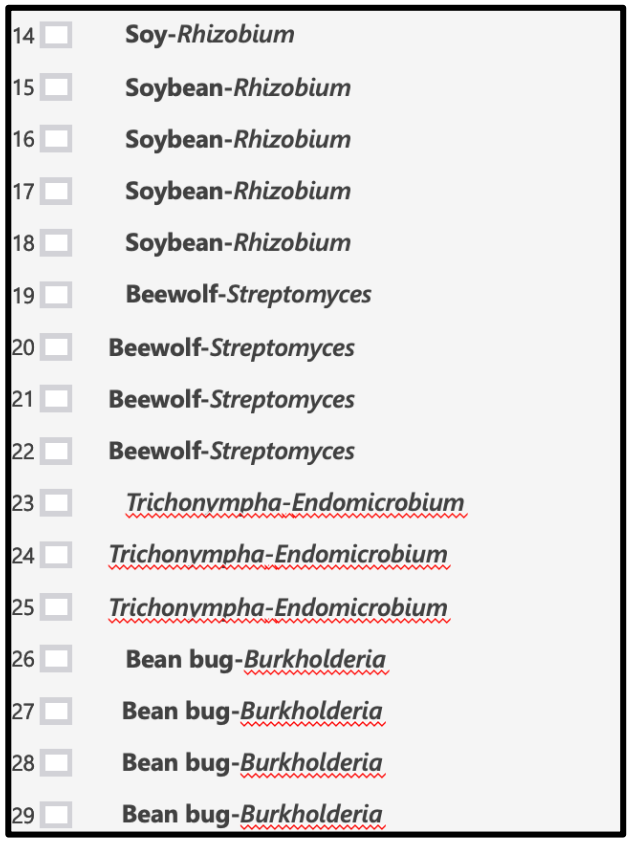
Examples of Non-Robust Text



- Tables in Word without headers

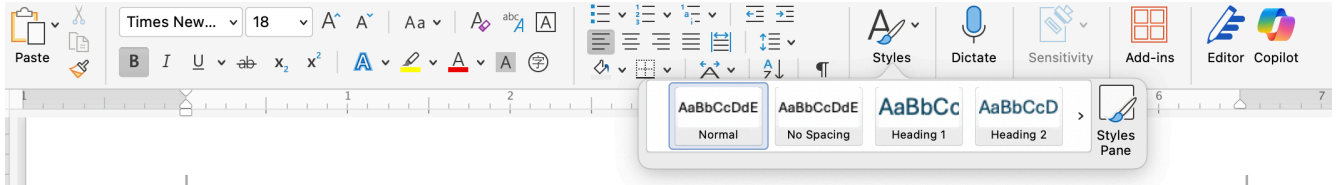


- Repeated headings/titles



Now let's practice.

What items would you want to change or check in this lecture outline?



Germany in 1943 — The Turning Point Year

I. Why 1943 Matters

- Framing 1943 as the year the war *decisively* turns against Germany
- From expansion and confidence → attrition and crisis
- Key question for students: *When did defeat become inevitable—and did Germans realize it?*

II. Military Sich: From Blitzkrieg to Bleeding Out

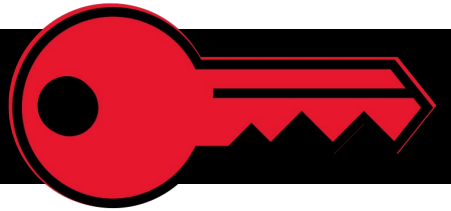
A. Eastern Front

- Battle of Stalingrad (ends Feb 1943)
  - First total destruction of a German field army
  - Psychological and strategic shock
- Kursk (July 1943)
  - Largest tank battle in history
  - End of German offensive capability in the East

B. West & Med. Fronts

What about this one?

Let's remediate this document



Biol 350 Activity 5 NAME_____

Secondary Metabolism

Materials

15 cm TSA plate (1 per person)

Inoculating loops, toothpicks, Bunsen burner, etc.

Cultures (1 per table)

Micrococcus luteus

Kocuria rosea

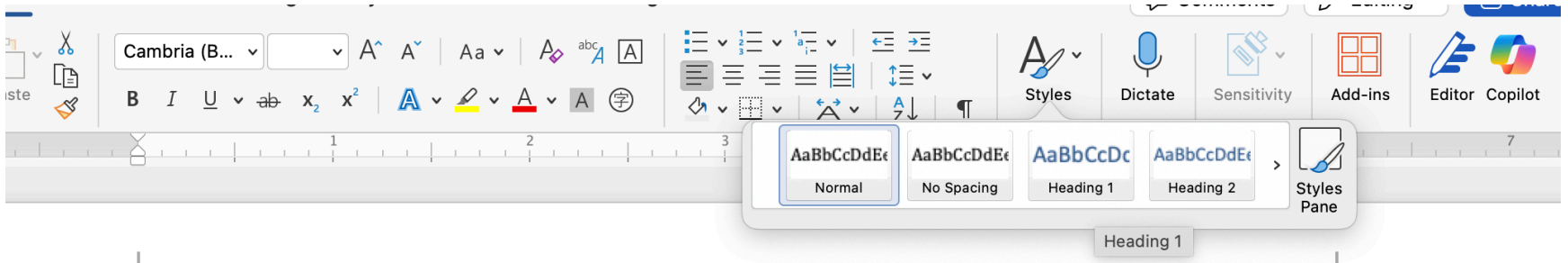
Janthinobacter lividum

Serratia marcescens ATCC274

Introduction

As you've probably noticed working in the lab, bacteria come in a lot of different shapes, sizes, and colors. This lab is designed to help you appreciate the diversity of bacterial secondary metabolism. Just like the pigments found in our food (chlorophyll, beta-carotene, and anthocyanin), bacterial pigments are produced in a similar way. Primary metabolism results in the production of molecules like amino acids, lipids, and polysaccharides utilized in the normal growth, development, and reproduction of an organism. Secondary metabolism results in phenotypic traits that are often ecologically important. For instance, antibiotics are a common secondary

Let’s start with headings



–

Remember, formatting them larger or bolder does not make them a heading!

Biol 350 Activity 5 **NAME_____**

Secondary Metabolism

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15 cm TSA plate (1 per person)

Inoculating loops, toothpicks, Bunsen burner, etc.

Cultures (1 per table)

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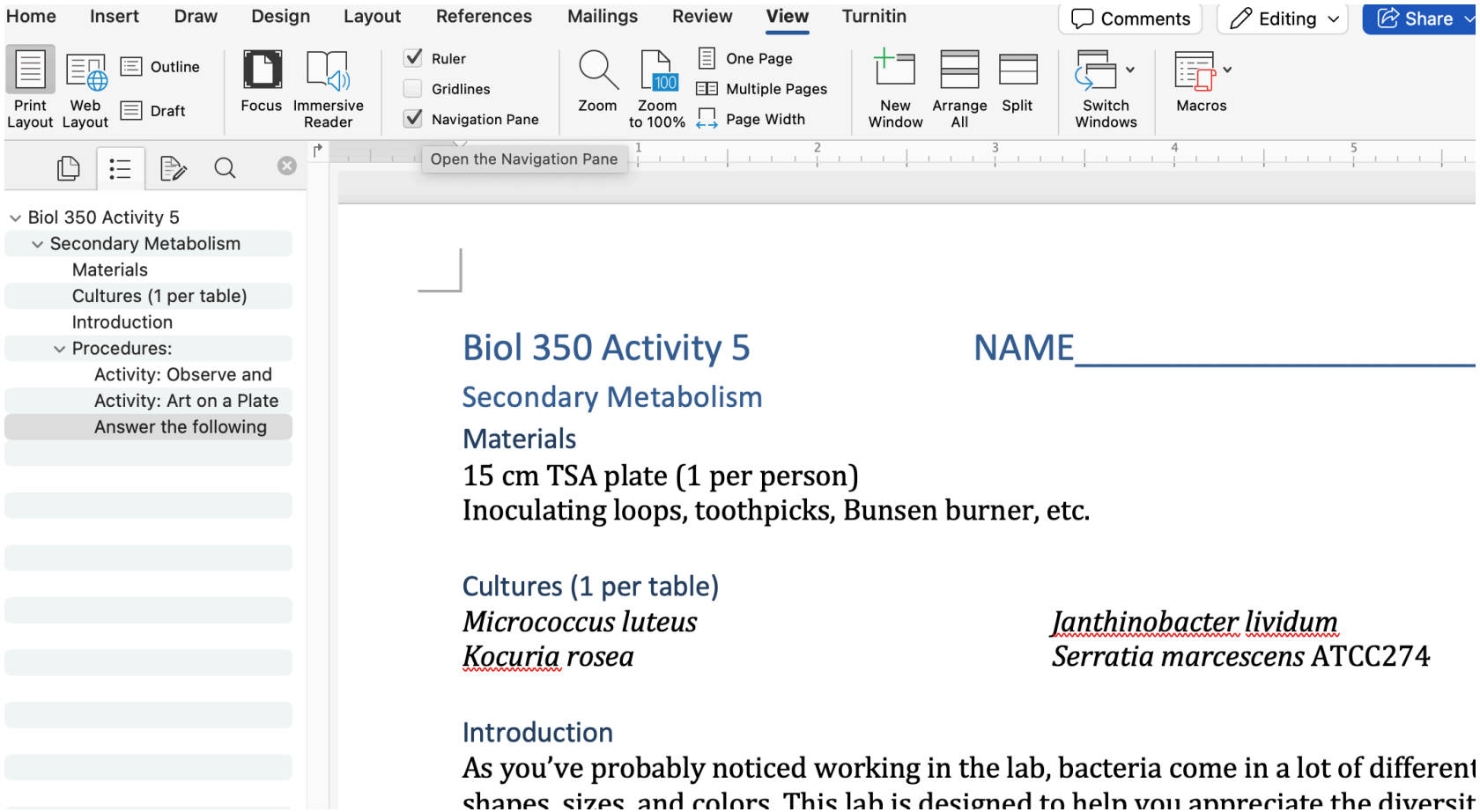
Janthinobacter lividum

Serratia marcescens ATCC274

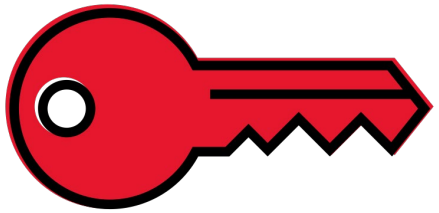
Introduction

As you’ve probably noticed working in the lab, bacteria come in a lot of different shapes, sizes, and colors. This lab is designed to help you appreciate the diversity of

Now add some more structure to this document



Now you try!



- I have emailed a PowerPoint file to you. Use the accessibility checker to:
  - Identify issues
  - Remediate those issues
  - Identify & ask questions

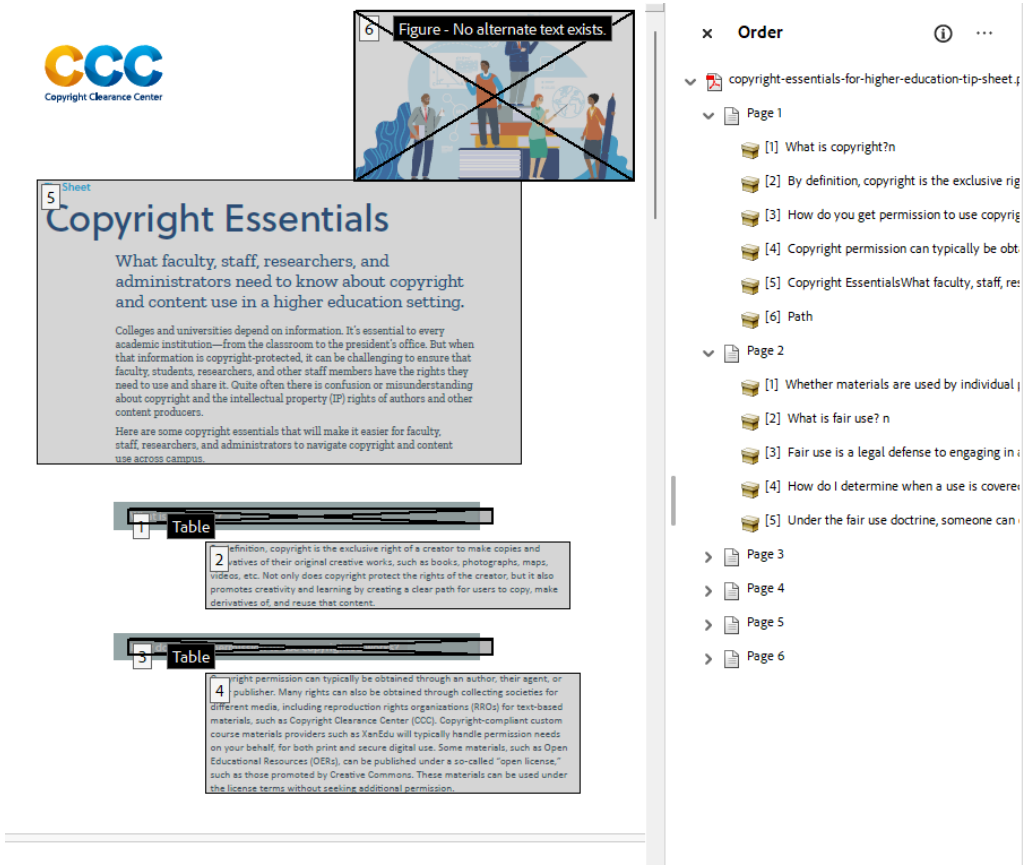
PDF Problems

1. **Missing or Improper Tagging.** Tags define the structure of a PDF (e.g., headings, paragraphs, lists) and allow screen readers to interpret content correctly. Many PDFs lack proper tagging, making navigation difficult.
2. **Incorrect Reading Order.** If the reading order is not properly set, screen readers may read content out of sequence, confusing users. This is especially common in multi-column layouts.
3. **Missing or Inadequate Alternative Text for Images.** Non-text elements like images, charts, and graphics need alt text descriptions so screen readers can describe them to users who are visually impaired.
4. **Lack of Document Title and Metadata.** A missing or generic title (e.g., “Document1.pdf”) can make it hard for users to identify the document’s purpose. Metadata also helps search engines and screen readers classify the file.
5. **Inaccessible Tables.** Tables need proper headers and a logical reading order. Without this, screen readers may read them incorrectly.
6. **Insufficient Color Contrast.** Poor contrast between text and background makes content hard to read for users with low vision or color blindness.
7. **Scanned PDFs Without OCR.** Many PDFs are simply scanned images, meaning they contain no selectable text.
8. **Non-Descriptive Link Text.** Links labeled “Click here” or “Read more” provide no context for screen reader users.
9. **No Form Field Labels.** Interactive forms need clearly labeled fields so users relying on assistive technology understand what to enter in each box.
10. **Security Settings Blocking Accessibility.** Some PDFs have restrictions that prevent text extraction or screen reader access, making them unusable for people with disabilities.

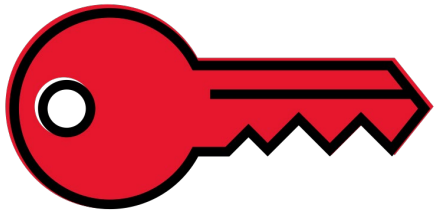
Quick Guide to PDFs

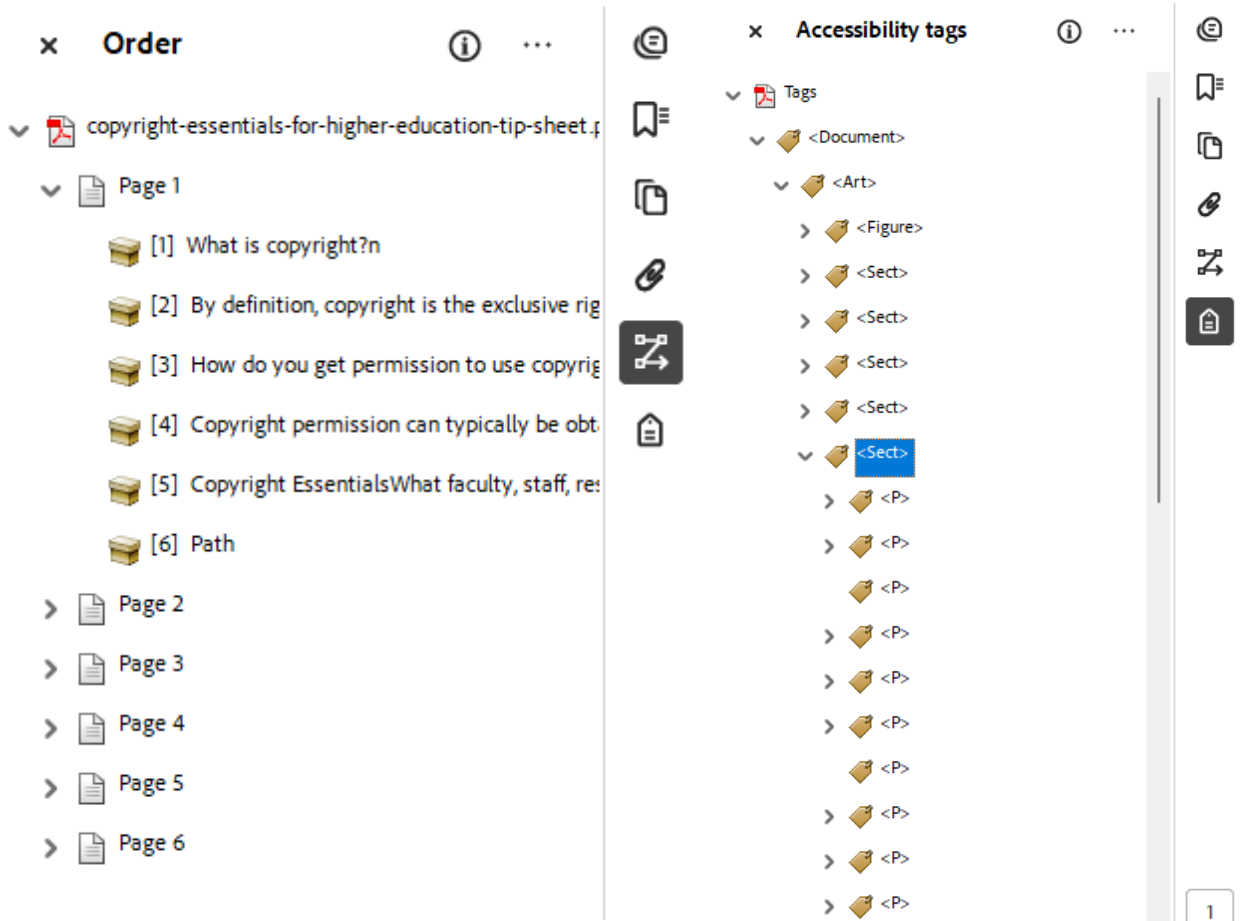
- **Start with an accessible source document:** No matter the file's origin making your source document as accessible as possible before converting to PDF is best practice
- **Keep accessibility settings when you convert the document:** When converting to PDF, use settings that retain tags and accessibility formatting. Avoid "Print to PDF" settings as they will remove your tags and accessibility formatting.
- **Does it really need to be a PDF?** Consider if a PDF is really the best way to share the information. Would a different format be easier to make accessible and work better for the content? Before you create a PDF, here are a few considerations:
  - If your PDF is a form: consider using a Google or Qualtrics form instead. This allows for streamlined data collection, autofill access, and better version control. A web form is also easier to create and much more accessible than a PDF.

- If a PDF is the best file format for the task it must be tagged and the text needs to be TEXT rather than an image of text.



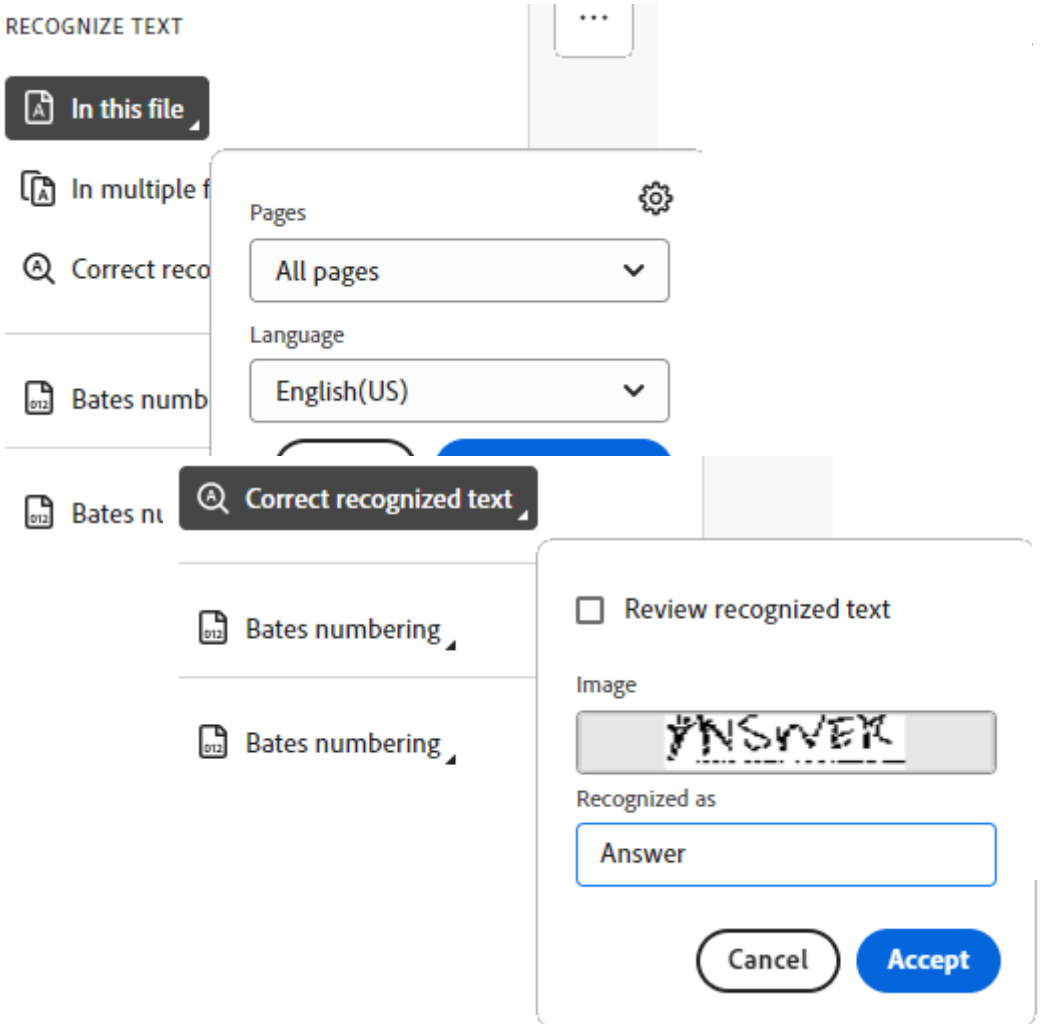
Tagged PDFs

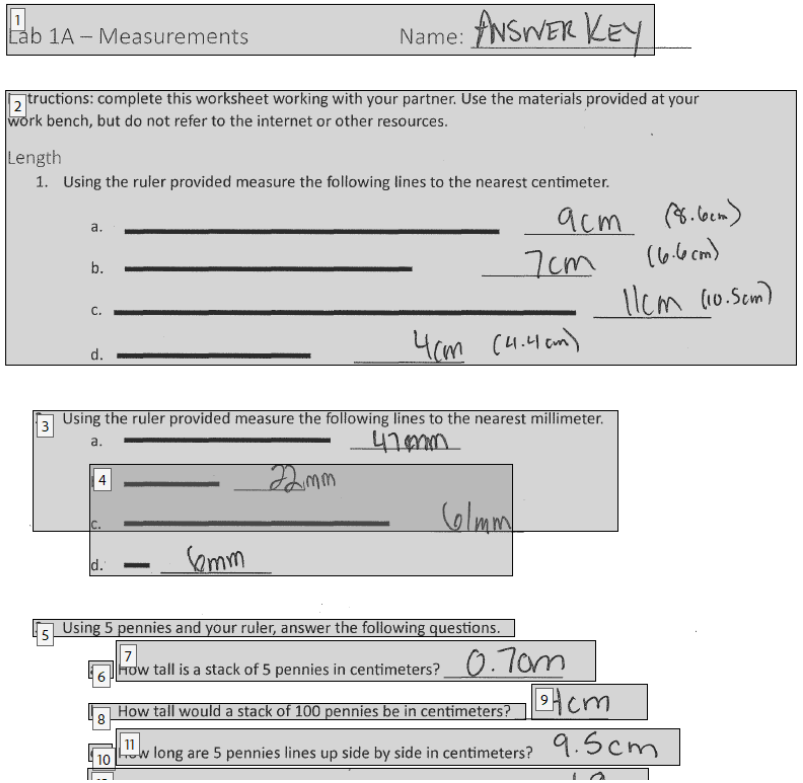


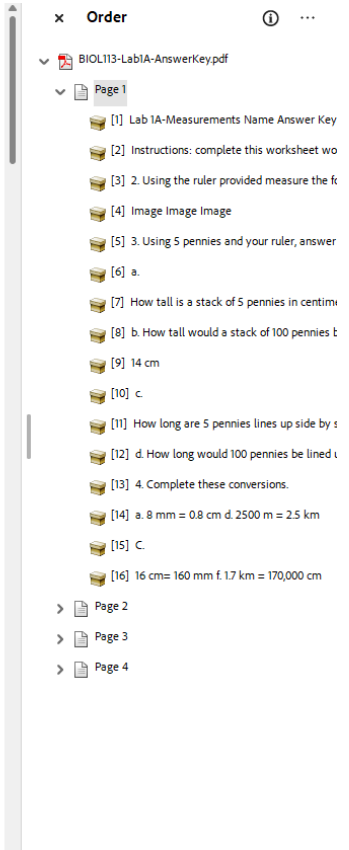


- In Adobe Reader
  - HOW: The “order” icon will show you the parts of your PDF in the order a screen reader will read them
  - WHAT: The “accessibility tags” icon will show you every part of the document (section, paragraph, figure, etc.).

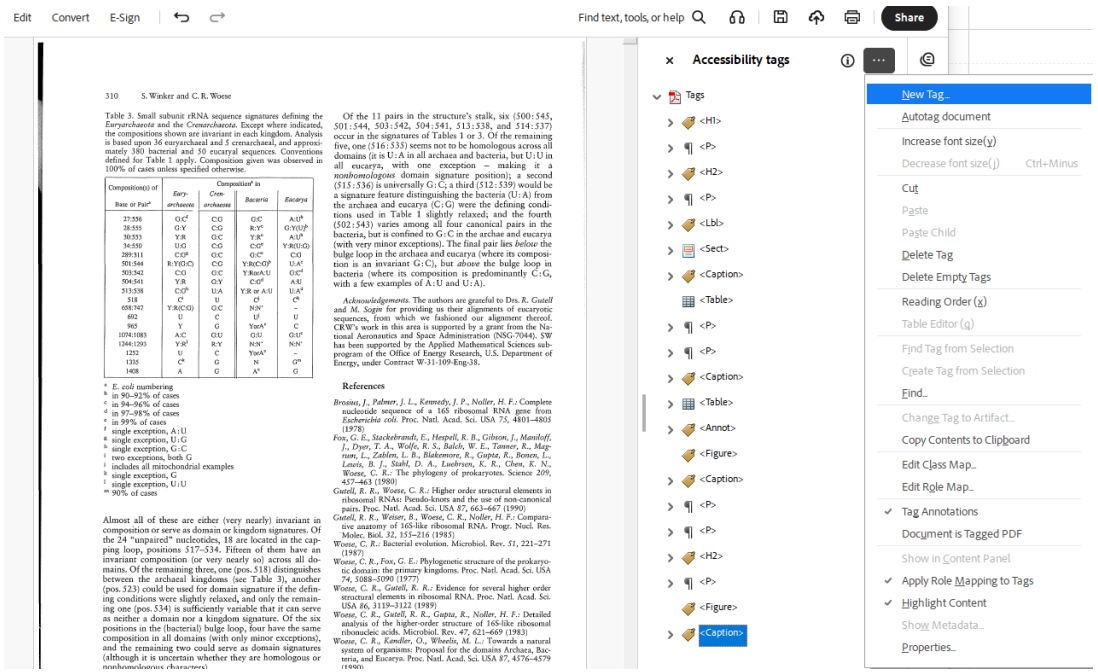
Tagging Scanned PDFs

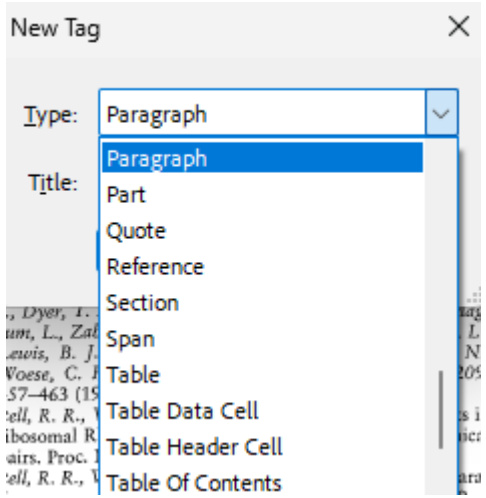


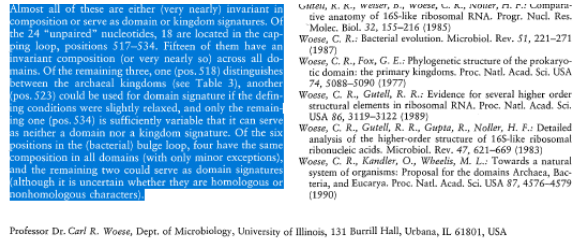


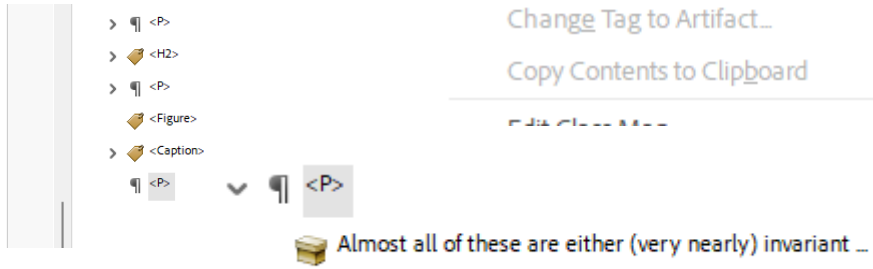


Remediating Historical Texts

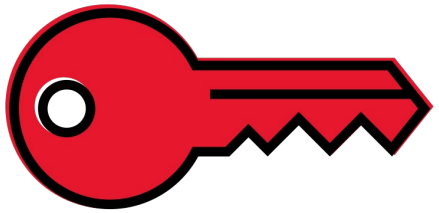








The Takeaways – Text-based resources



- Whenever possible choose “born accessible” content
- Use Ally and other tools to identify errors with your own content
- Build confidence and competence through practice
- Seek help when you need it:
  - Help Desk is open M-F 8am-4:30pm in LB 2048 (inside of LB 2040)
  - Walk in Open Labs

Friday, February 6th 3-5pm
Engineering Building 1160

Wednesday, February 11th 9-11am
Testing Center SDM

Tuesday, February 17th 11am-1pm
Alumni Hall 1201

Wednesday, March 4th 8-10am
Science East 2268

Thursday, March 19th 2-4pm
Founders Hall 0303

Monday, April 6th 10am-12pm
Dunham Hall 2009