TBR ACCESSIBILITY INITIATIVE
FACULTY SURVEY OF ACCESSIBILITY

This guide contains all pertinent information to instruct faculty on how to complete TBR's Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form.

Office of Online Learning

Contents

The format of this document mirrors the format of the TBR Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs.

Introduction

This document contains all the information that is needed to complete the [Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs](#) form, as required by the TBR Accessibility Initiative. Faculty members who are required to complete this form should do so by following the instructions and protocol set forth in this document.

This process is comprised of two parts: (1) complete the [Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs](#) form, and (2) complete the [Office of Online Learning Submission Verification Form](#) *after* the TBR form has been submitted; please complete a Submission Verification Form for each course individually.

First, select "Nashville State Community College" from the Institution dropdown menu.

Instructor & Course Information

Fill out the appropriate instructor information. Make sure to list your nscc.edu email address and not a personal email address. If you are a full-time faculty member, list your office phone number. If you do not have an office phone number, leave this space blank.

Instructor & Course Information

Name

Email Address

Phone Number

Course

Fill out the appropriate course information. In the "Program" blank, include the program of which your course is apart. See the [NSCC Degrees & Certificates page](#) to identify the appropriate program. The "Course ID" is the course code, as listed in the [NSCC Course Catalog](#) (e.g. ENGL 1010 or BUSN 2300). In the "Course Title" blank, include the title of your course as it appears in the NSCC Course Catalog (e.g. English Composition I or Business Ethics).

Course

Program

Course ID

Course Title

Course Delivery

All courses being audited ought to be Master Courses. The course code for the Master Course should be structured as follows: Course ID + MC + WEBx (e.g. ENGL-1010-MC-WEBO). This formula indicates that the course is, indeed, a Master Copy (MC); it also indicates the course's modality:

- WEBH = hybrid
- WEBO = online
- WEBG = ground

In the Course Delivery section, select the course's modality based on the course code:

Course Delivery

Indicate all that apply.

Course Delivery
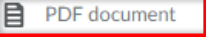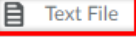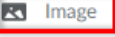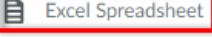
On ground
Hybrid
Online
Desktop Video Conferencing (teleconferencing class/virtual teaching)

Master

NSCC has opted to audit solely Master Courses. Verify that the course you are audited contains "MC" in its code, and then select "Multiple" from the dropdown menu. If you course does not contain "MC" in the code, please contact Shelley Gross-Gray at shelley.gross-gray@nscc.edu before continuing the audit.

Syllabus

To complete this section, locate the syllabi included in the course that is being audited. Take note of the file types:

≡ Chapter 1 Competencies - Chef Paul ⌄ ✓
- [Word Document]

≡ Closed Captioning and YouTube (002) ⌄ ✓
- [Web Page]

≡ Copy of Dept. Testing Procedure Form ⌄ ✓
- [PDF document]

≡ plain text sample ⌄ ✓
- [Text File]

≡ URL ⌄ ✓
- [Link]

≡ Camtasia Getting Started Guide ⌄ ✓
- [PowerPoint Presentation]

≡ creating links ⌄ ✓
- [Video]

≡ Kalimba ⌄ ✓
- [Audio]

≡ Jellyfish ⌄ ✓
- [Image]

≡ Project Tacker Spring 2018 ⌄ ✓
- [Excel Spreadsheet]

≡ overview of classlist ⌄ ✓
- Image

Note that HTML Files are labeled as "Web Page" and Plain Text/RTF Files are labeled as "Text File." If you pass out a physical copy of your syllabus in class to students, your course *does* contain a "Print Copy."

In the first row, select either "Yes" or "No" from each dropdown menu to indicate whether your course contains a syllabus of that file type:

Syllabus

Syllabus

	Word Documents	PDF Documents	HTML Files	Plain Text/RTF Files	Print Copy
Syllabus	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾
	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾

In the second row, follow the instructions to determine whether each file is accessible for [Word Documents](#), [PDF Documents](#), [HTML Files](#), [Plain Text/RTF Files](#), [Print Copy](#), then select "Yes" or "No" from each dropdown menu:

Syllabus

Syllabus

	Word Documents	PDF Documents	HTML Files	Plain Text/RTF Files	Print Copy
Syllabus	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾	In this course? - None - ▾
	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾	Accessible? - None - ▾

Handouts & Content *and* Visual Aids

Total Number of Files

To effectively catalog the number of Handouts/Content in the course, I recommend following this protocol:

1. Grab two sheets of paper and a pen.
2. Place the sheets of paper horizontally in front of you. Along the top of each one, write the following categories: Word Documents; PDF Documents; HTML Files; Plain Text/RTF Files; Print Copy.
3. In a second row midway down the pages, write the following categories: PowerPoints; Transparencies; Video/Audio Files; Flip Charts, Black/White Boards, Graphs, Maps; URLs; Other.
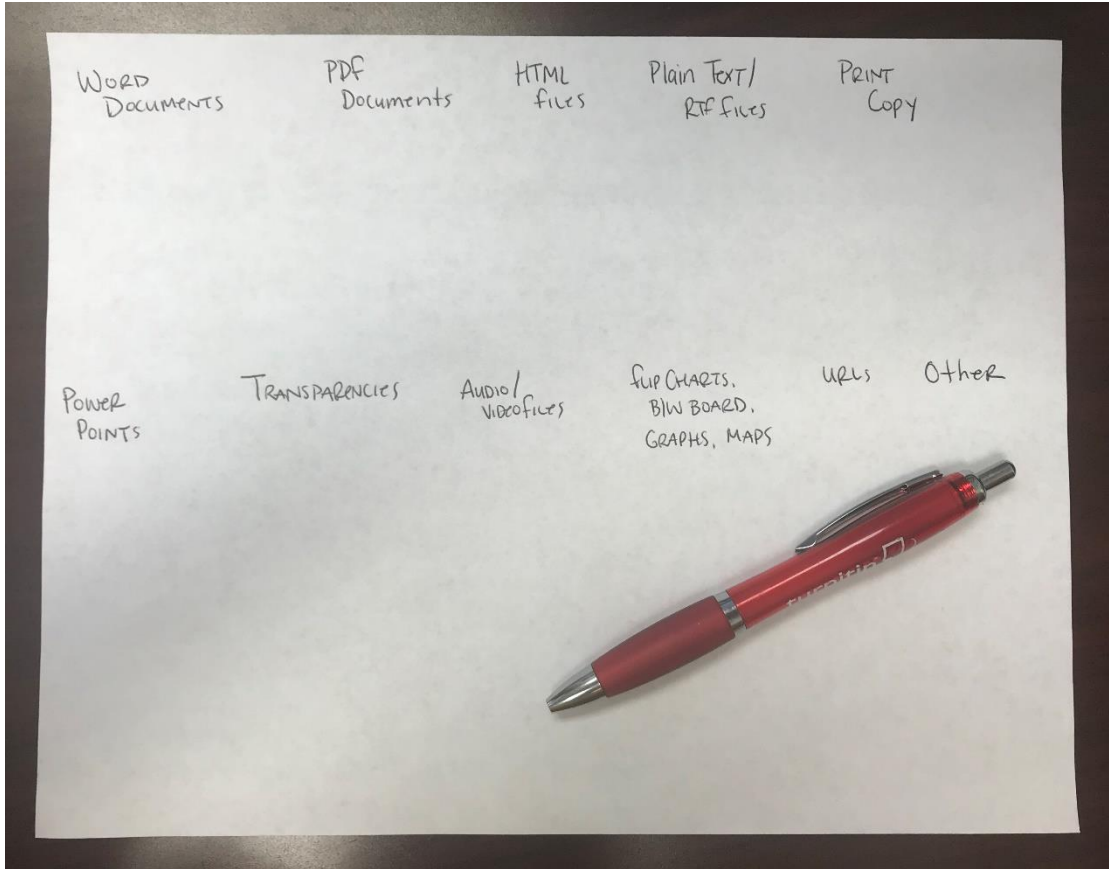
Once this step has been completed, you should have two sheets of paper that look similar to this one.

4. Navigate to the "Content" section in MyNSCC:
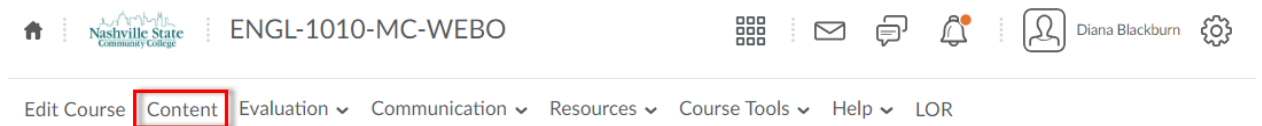
5. Using one of the two pages, you will now create a tally for each document to determine the course's total number of files for each file type. To do this, select one module at a time from the Table of Contents and tally each document. By clicking each module from the Table of Contents on the left side of the screen, its content—along with any submodules—will appear in the main pane. **It is important you click each module individually** instead of clicking "Table of Contents" and scrolling through; clicking "Table of Contents" does not expand submodules. This will lead to an incorrect file count.

Click the first module:

Tally the module's content that appears on the right:

Remember that files labeled as "Web Page" should be tallied as "HTML Files"; files labeled as

"Text File" should be tallied as "Plain Text/RTF Files"; files labeled as "Link" should be tallied as "URLs"; however, files labeled as "Link" *that direct students to specific videos (e.g. a youtube or vimeo page)* should be tallied as "Video/Audio Files." Files labeled as "Image," files labeled as "Excel Spreadsheet," and any other files types should be tallied as "Other."

Any documents that you pass out to students in class but are not included in the NS Online MC shell should be tallied as "Print Copy."

It is unlikely that you will have any tallies for the categories "Transparencies" or "Flip Charts, Black/White Boards, Graphs, Maps."

6. If you have tallied zero files in any category, select "No" from the "In this course?" column, and leave the "Total number of files" blank. For the file types that contain at least one tally, select "Yes" from the "In this course?" column, and input the appropriate number of files in the "Total number of files" column:

Handouts/Content

	In this course?	Total number of files	Number of accessible files
Word Documents	- None - ▾		
PDF Documents	- None - ▾		
HTML Files	- None - ▾		
Plain Text/RTF Files	- None - ▾		
Print Copy	- None - ▾		

Visual Aids

	In this course?	Total number of files	Number of accessible files
PowerPoints	- None - ▾		
Transparencies	- None - ▾		
Video/Audio Files	- None - ▾		
Flip Charts, Black/White Boards, Graphs, Maps	- None - ▾		
Manipulatives/Physical Objects	- None - ▾		
URLs	- None - ▾		
Other	- None - ▾		

Number of Accessible Files

Take out the second sheet of paper that you created in the previous step. Follow the instructions to determine whether each file is accessible for Word Documents; PDF Documents; HTML Files; Plain Text/RTF Files; Print Copy; PowerPoints; Transparencies; Audio/Video Files; Flip Charts, Black/White Boards, Graphs, Maps; Manipulatives/Physical Objects; URLs; Other.

Using the second of the two pages, you will now create a tally for each document that has been determined to meet the minimum accessibility threshold. To do this, select one module at a time from the Table of Contents and investigate each document. By clicking each module from the Table of Contents on the left side of the screen, its content—along with any submodules—will appear in the main pane.

It is important you click each module individually instead of clicking "Table of Contents" and scrolling through; clicking "Table of Contents" does not expand submodules. This will lead to an incorrect file count.

Enter the appropriate number of accessible documents in the "Number of accessible files" column:

Handouts/Content

	In this course?	Total number of files	Number of accessible files
Word Documents	- None - ▾		
PDF Documents	- None - ▾		
HTML Files	- None - ▾		
Plain Text/RTF Files	- None - ▾		
Print Copy	- None - ▾		

Visual Aids

	In this course?	Total number of files	Number of accessible files
PowerPoints	- None - ▾		
Transparencies	- None - ▾		
Video/Audio Files	- None - ▾		
Flip Charts, Black/White Boards, Graphs, Maps	- None - ▾		
Manipulatives/Physical Objects	- None - ▾		
URLs	- None - ▾		
Other	- None - ▾		

Publisher Material

Determine whether your course utilizes publisher material. To be considered "Publisher Material," students must either (1) purchase a course access key and/or textbook to access or (2) access the material through a widget in the course home page. Note that files included in the course content that were originally developed by a publisher (such as PowerPoints, Word Document study guides, Audio/Video Files, etc.) are *not* considered publisher content for the purpose of this audit and should be counted in the Handouts & Content and Visual Aids tallies.

If your course *does not* contain publisher material, leave all fields in the "Publisher Material" section blank, and submit your form. If your course *does* contain publisher material, search for the content using the Accessible Instructional Materials and Technology (AIMT) Conformance Webform (available in the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form). This webform accesses the TBR database for publisher content that has been (or is currently undergoing) accessibility assessment. For best results, utilize only the "Vendor Name" search function:

Accessible Instructional Materials and Technology Conformance

Vendor Name	Name of Material/Technology	Submitting Institution	Audit Type
		- Any - ▾	- Any - ▾

Type of Conformance	Conformance Status		
- Any - ▾	- Any - ▾	Apply	Reset

Select any filter and click on Apply to see results

If you are able to locate the publisher content by using the Accessible Instructional Materials and Technology Conformance, use your knowledge of the product and the information available in the database to complete the "Publisher Material" portion of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, utilizing the following guidance:

- In the "Company" column, list the vendor (e.g. "Pearson," "Wiley," etc.)
- In the "Product Name" column, list the product name (e.g. "MyPsychLab")
- In the "Type" column, select "Other" from the dropdown menu to indicate that the publisher content is a NS Online integration (i.e. accessed by students through a widget in your course)
- In the "Already checked by TBR…" column, select "Yes" from the dropdown menu.
- Leave the "If 'no' to previous question…" column blank
- Leave the "Accessibility Conformance…" column blank
- Click the blue "Submit" button at the bottom of the page

If you are unable to locate the publisher content by using the Accessible Instructional Materials and Technology Conformance, please (1) send an email to the product's vendor representative using the following template:

> Hi, [REPRESENTATIVE]—
>
> My name is [NAME] and I a course developer and instructor at Nashville State Community College. As part of the Tennessee Board of Regents ongoing commitment to accessibility compliance, all publisher material utilized in current courses is undergoing evaluation. As part of this initiative, please complete the TBR Conformance and Remediation Form for [PRODUCT NAME] in compliance with TBR's Faculty Survey of Accessibility in Top 30 Courses and return it to me via email as soon as possible. This product is currently being used in [COURSE ID] [COURSE TITLE] and needs to be assessed for accessibility.
>
> Thank you,
> [YOUR NAME]
> [YOUR CONTACT INFORMATION]

Then (2) use your knowledge of the product to complete the "Publisher Material" portion of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, utilizing the following guidance:

- In the "Company" column, list the vendor (e.g. "Pearson," "Wiley," etc.)
- In the "Product Name" column, list the product name (e.g. "MyPsychLab")
- In the "Type" column, select "Other" from the dropdown menu to indicate that the publisher content is a NS Online integration (i.e. accessed by students through a widget in your course)
- In the "Already checked by TBR…" column, select "No" from the dropdown menu.
- Leave the "If 'no' to previous question…" column blank, type the date on which the email to the vendor representative requesting the submission of the TBR Conformance and Remediation Form was sent.
- Leave the "Accessibility Conformance…" column blank
- Click the blue "Submit" button at the bottom of the page

Conclusion

Upon submission of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, complete the Office of Online Learning Submission Verification Form. Please complete a Submission Verification Form for each course individually.

Appendix: Is this file accessible?

Word Documents

In order for a Word document to be considered accessible, it must meet *all* of the following qualifications:

- All text is at least 12 pt.
- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; <mark>black text on yellow background</mark> are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 9 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in Word guide.
- No content shall rely on textboxes, WordArt/SmartArt, shapes, or dropcaps.
- All lists (bulleted and numbered) are created using the list function. For verification steps, please see page 12 ("Lists") of NSCC's Universal Design & Accessibility in Word guide.
- All hyperlinks or URLs must have a descriptive display text. Specifically, the text present in the body of the document should make the link's purpose or destination understandable when taken out of context. (e.g. video: "Understanding ADA Website Accessibility" is accessible; click here is not accessible; https://www.youtube.com/watch?v=AwLKmJckbWk is not accessible). For further instructions on how to create accessible hyperlinks or how to edit inaccessible hyperlinks, please see page 13 ("Creating Hyperlinks") of NSCC's Universal Design & Accessibility in Word guide.
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 16 ("Do not rely on color along to convey meaning") of NSCC's Universal Design & Accessibility in Word guide.
- All images have appropriate alt-text. To determine whether an image contains alt text—and how to evaluate the appropriateness of that alt text—please see page 14 ("Provide appropriate alternative text") of NSCC's Universal Design & Accessibility in Word guide.
- All tables must meet the following qualifications to be considered accessible. If you are unsure whether your table meets these qualifications, contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu. For further instructions on how to create accessible tables or how to edit inaccessible tables, please see page 18 ("Create accessible data tables") of NSCC's Universal Design & Accessibility in Word guide:
  - All tables are used to provide data—not for manipulating the layout of text
  - All tables contain a header row (i.e. the first row of each table identifies the type of information presented in that column)
  - All tables are free of merged cells
  - All tables are free of empty cells
- The document must contain appropriate structure through the use of headings in order to be considered accessible. For instructions on how to create appropriate document structure through the use of headings or how to edit inaccessible headings to include appropriate document structure, please see page 11 ("Using Headings") of NSCC's Universal Design & Accessibility in Word guide. If you are unsure whether your document contains appropriate

document structure through the use of headings, contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu.

Any Word documents that do not fully meet all of the above criteria must be considered inaccessible and thus omitted from the "Number of accessible files" count.

PDF Documents

The most accurate method of determining whether a PDF document meets accessibility guidelines is to evaluate the Word document from which the PDF originated. Most PDF documents were originally created as Word documents and then saved as PDF documents. By evaluating the originating Word document, we are also evaluating the PDF from which it was created.

If the originating Word document *is* available, follow the Word Document criteria to determine the PDF's accessibility.

If the originating Word document *is not* available, complete the following steps to evaluate the document's accessibility:

- Download the PDF to your desktop
- Open the PDF using Adobe Reader or Adobe Acrobat
- Click "View" in the top left toolbar
- Select "Read Out Loud >" from the dropdown menu
- Click "Activate Read Out Loud"
- Click "View" in the top left toolbar again
- Select "Read Out Loud>" from the dropdown menu again
- Click "Read To End of Document"
- Listen and follow along as the reader reads the PDF document

If the reader reads the document's text in the appropriate order, you can report the document as accessible. If the reader is unable to read the document or reads the document's content out of order, you must report the document as inaccessible.

While we are making a distinction between accessible and inaccessible PDF documents for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the PDF documents in your course**. PDF documents that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of inaccessible PDF document in your course.

Webpage (HTML)

Watch the video D2L Accessibility (4: 38) for instructions on how to identify accessibility features in Webpage (HTML) documents.

In order for a Webpage (HTML) to be considered accessible, it must meet *all* of the following qualifications:

- All text is at least 12 pt.

- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance.
- All lists (bulleted and numbered) are created using the list function.
- All hyperlinks or URLs must have a descriptive display text. Specifically, the text present in the body of the document should make the link's purpose or destination understandable when taken out of context. (e.g. video: "Understanding ADA Website Accessibility" is accessible; click here is not accessible; https://www.youtube.com/watch?v=AwLKmJckbWk is not accessible).
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible
- All images have appropriate alt-text. NS Online's Webpage (HTML) creator requires that all images include an alt-text.
- All tables must meet the following qualifications to be considered accessible. If you are unsure whether your table meets these qualifications, contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu.
    - All tables are used to provide data—not for manipulating the layout of text
    - All tables contain a header row (i.e. the first row of each table identifies the type of information presented in that column)
    - All tables are free of merged cells
    - All tables are free of empty cells
- The document must contain appropriate structure through the use of headings in order to be considered accessible. If you are unsure whether your document contains appropriate document structure through the use of headings, contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu.

Any Webpage (HTML) documents that do not fully meet all of the above criteria must be considered inaccessible and thus omitted from the "Number of accessible files" count.

Text Files (Plain Text/RTF)

In order for a Text File to be considered accessible, it must meet *all* of the following qualifications:

- Each paragraph is preceded by exactly one blank line, or that the paragraph is the first content in the file
- Each paragraph is followed by at least one blank line, or that paragraph is the last content in the file
- No paragraph contains any blank lines
- There are no more than three blank lines in sequence

Print Copy

Any documents that you pass out to students in class but are not included in the NS Online MC shell should be tallied as "Print Copy."

In order for a print copy to be considered accessible, it must meet *all* of the following qualifications:

- All text is at least 12 pt.

- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 9 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in Word guide.
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 11 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in Word guide.

PowerPoints

In order for a PowerPoint document to be considered accessible, it must meet *all* of the following qualifications:

- All of the slides in the PowerPoint document must be created using one of the accessibility-approved themes. A list of these themes can be found on page 10 of NSCC's Universal Design & Accessibility in PowerPoint guide. This ensures that all text will meet minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 11 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in PowerPoint guide.
- All text and images must be presented within the content boxes available by default in the theme. This means that No content shall rely on textboxes, WordArt/SmartArt, shapes, or dropcaps.
- All lists (bulleted and numbered) are created using the list function. For verification steps, please see page 18 ("Lists") of NSCC's Universal Design & Accessibility in PowerPoint guide.
- All hyperlinks or URLs must have a descriptive display text. Specifically, the text present in the body of the document should make the link's purpose or destination understandable when taken out of context. (e.g. video: "Understanding ADA Website Accessibility" is accessible; click here is not accessible; https://www.youtube.com/watch?v=AwLKmJckbWk is not accessible). For further instructions on how to create accessible hyperlinks or how to edit inaccessible hyperlinks, please see page 25 ("Ensure links make sense out of context") of NSCC's Universal Design & Accessibility in PowerPoint guide.
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 20 ("Do not rely on color along to convey meaning") of NSCC's Universal Design & Accessibility in PowerPoint guide.
- All images have appropriate alt-text. To determine whether an image contains alt text—and how to evaluate the appropriateness of that alt text—please see page 20 of NSCC's Universal Design & Accessibility in PowerPoint guide.
- All tables must meet the following qualifications to be considered accessible. If you are unsure whether your table meets these qualifications, contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu. For further instructions on how to create accessible

tables or how to edit inaccessible tables, please see page 26 ("Create accessible data tables") of [NSCC's Universal Design & Accessibility in PowerPoint](#) guide:

- All tables are used to provide data—not for manipulating the layout of text
- All tables contain a header row (i.e. the first row of each table identifies the type of information presented in that column)
- All tables are free of merged cells
- All tables are free of empty cells

Note that PowerPoints that were originally developed by a publisher are *not* considered accessible by default and need to be evaluate using the above criteria.

While we are making a distinction between accessible and inaccessible PowerPoints for the purpose of the [Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs](#) form, **this outcome should not dictate the inclusion or non-inclusion of the PowerPoints in your course**. PowerPoints that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of inaccessible PowerPoints in your course.

Transparencies

Any transparencies that are projected in class in class but are not included in the NS Online MC shell must meet *all* of the following qualifications in order to be considered accessible:

- All text is at least 12 pt.
- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 9 ("Ensuring Sufficient Contrast") of [NSCC's Universal Design & Accessibility in Word](#) guide.
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 16 ("Do not rely on color along to convey meaning") of [NSCC's Universal Design & Accessibility in Word](#) guide.

Video/Audio Files

Files that are labeled as "Video" or "Audio," in addition to files labeled as "Link*" that direct students to specific videos (e.g. a youtube or vimeo page)* should be evaluated using the following criteria.

Video

Videos must meet *all* of the following qualifications in order to be considered accessible:

- The video must contain accurate captions that are synchronized with the video

While we are making a distinction between accessible and inaccessible videos for the purpose of the [Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs](#) form, **this outcome should not dictate the inclusion or non-inclusion of the video in your course**. Videos that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support

Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of inaccessible videos in your course.

Audio

Audio must meet *all* of the following qualifications in order to be considered accessible:

- The audio file must contain or be accompanied by accurate text transcriptions

While we are making a distinction between accessible and inaccessible audio for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the audio file in your course**. Audio files that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of inaccessible audio files in your course.

Flip Charts, Black/White Boards, Graphs, Maps

Flip Charts, Black/White Boards

Any Flip Charts or Black/White Boards that are used in class in class but are not included in the NS Online MC shell must meet *all* of the following qualifications in order to be considered accessible:

- All text is at least 12 pt.
- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 9 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in Word guide.
- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 16 ("Do not rely on color along to convey meaning") of NSCC's Universal Design & Accessibility in Word guide.

While we are making a distinction between accessible and inaccessible Flip Charts and Black/White Boards for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the audio file in your course**. Flip Charts or Black/White Boards that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of Flip Charts or Black/White Boards in your course.

Graphs, Maps

Any graphs or maps that are used in class in class but are not included in the NS Online MC shell must meet *all* of the following qualifications in order to be considered accessible:

- All text is at least 12 pt.
- All text meets minimum contrast ratios (e.g. black text on white background; red text on white background; blue (URL) text on white background; black text on yellow background are all acceptable). Color variations outside of these must be independently verified for accessibility conformance. For conformance verification steps, please see page 9 ("Ensuring Sufficient Contrast") of NSCC's Universal Design & Accessibility in Word guide.

- No content shall rely on color alone to convey meaning. For example, if a color change of the font is the only visual marker that sets information apart, it is inaccessible. For additional examples and suggested alternatives, please see page 16 ("Do not rely on color along to convey meaning") of NSCC's Universal Design & Accessibility in Word guide.
- All graphs or maps must be accompanied by a manipulative or physical object that could convey similar or equivalent information to a student with visual impairments.

While we are making a distinction between accessible and inaccessible graphs and maps for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the audio file in your course**. Graphs or maps that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of graphs or maps in your course.

Manipulatives/Physical Objects

Manipulatives or physical objects (e.g. models, dioramas, etc.) are, by nature, accessible. The "Total number of files" should be the same as the "Number of accessible files."

Links (URLs)

After opening the webpage, copy the page's URL. Visit the Web Accessibility Evaluation Tool (WAVE), and paste the URL into the "Web page address…" search bar, and hit the enter key:

This tool provides data about the webpage's structure that is helpful in evaluating its accessibility compliance. Upon hitting the enter key, WAVE will provide you with a Summary Report of the page's accessibility features:
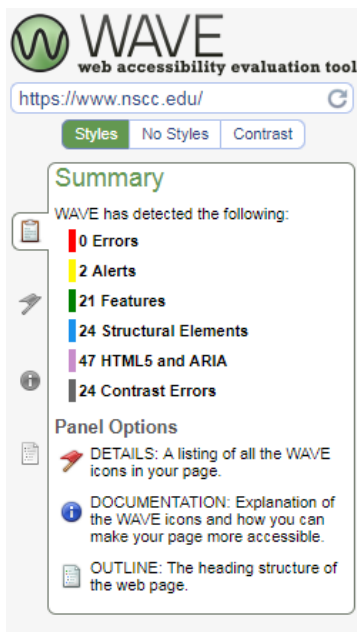
If the Summary Report detects any errors (indicated in red), the site should be tallied and reported as inaccessible. If the Summary Report detects any more than 5 alerts (indicated in yellow), the site should be tallied and reported as inaccessible.

While we are using WAVE data and metrics to make a distinction between accessible and inaccessible for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the page in your course**. Webpages that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information or guidance on how the webpage's WAVE evaluation may impact its inclusion in your course.

URLs *that direct students to specific videos (e.g. a youtube or vimeo page)* should be tallied as "Video/Audio Files" and evaluated as such.

Other/Images

Other

Excel spreadsheets, *unless they meet the accessibility qualifications set forth for tables*, should be tallied and reported as inaccessible. While we are making a distinction between accessible and inaccessible Excel spreadsheets for the purpose of the Faculty Survey of Accessibility in Top 30 Courses/TCAT Top 5 Programs form, **this outcome should not dictate the inclusion or non-inclusion of the Excel spreadsheets in your course**. Excel spreadsheets that are reported as inaccessible may still be utilized in the course. Please contact Diana Blackburn, Instructional Support Specialist, at diana.blackburn@nscc.edu for additional information regarding the inclusion of Excel spreadsheets in your course.

Images

In order to be considered accessible, files labeled as "Image" need to have appropriate alt-text. This alt-text will be immediately apparent as text beneath the file. To evaluate the appropriateness of that alt text, please see page 14 ("Provide appropriate alternative text") of NSCC's Universal Design &

[Accessibility in Word](#) guide:

≡ Jellyfish ⌄ ✓
🖼 Image

A small blue jellyfish with short, clear tentacles

End