

Accessibility Guide

Disability Education Office, Muskingum University

According to Blackboard Ally, Top Four Accessibility Errors for Muskingum University's Blackboard content

1. Lack of **Headers**
2. Lack of **Alt Text for images**
3. Lack of **Accessible PDFs**
4. Lack of **Table utilization**

Accessibility Guidelines

Component	Guidelines	Why this is important
Headings	Use properly formatted headings to structure page.	Headings help organize content, making it easier for everyone to read. Headings are also a primary way for people using screen reading technology to navigate a page of text.
Lists	Format lists as proper lists, which you can do using the bullet or numbering function in MS Word.	Formatting is conveyed to assistive technologies and mobile devices so they can present information as it's meant to be presented. Properly formatted documents are more understandable and accessible.
Links	Links should describe the destination, not be the url.	Links embedded in text should describe the link's destination. This helps all users navigate more efficiently, especially screen readers.
Tables	Create tables with column, and/or row headers, and ensure a proper reading order	Using table headers is important to conveying tabular data accurately. Screen readers read tables from left to right, top to bottom, one cell at a time, and only once. If cells are split or merged, it could throw the reading order off which may make the table difficult to comprehend by users who are blind and using a screen reader to navigate.

Color	Avoid using color to convey meaning; use sufficient color contrast.	Without sufficient color contrast between font and background, people who are color blind and low vision will not benefit from the information. Using color alone to convey meaning will leave those who are color blind or blind unable to interpret meaning. This link will take you a color contrast analyzing page to check contrast.
Text Formatting	When formatting your text, avoid over-use of italics, bold, etc., and avoid underlining at all costs.	Italicizing, bolding, underlining, and highlighting, are not always conveyed to assistive technologies so importance can be missed for blind or low vision students. Underlining should only be used for hyperlinks.
Images	Provide alternative (Alt) text descriptions for images. Limit using decorative images.	The alt-text is read by a screen reader. It should adequately describe what is being displayed and why it's important. This allows screen reader users to benefit from the information being conveyed by the image, even if they cannot see it.
Video	Videos should be captioned. Avoid videos that play automatically.	Video captions benefit many viewers. Captions are essential for those who are deaf and hard of hearing, but they aid in comprehension for non-native English speakers, those who are unfamiliar with vocabulary, and viewers with learning disabilities, or in a noisy environment. Auto-playing sounds can interfere with an individual's alternative technology.
Audio	Audio transcripts should be provided. Avoid audio that plays automatically.	Audio transcripts benefit many students. They are essential for those who are deaf or hard of hearing, but they also assist anyone who would like to read or search the transcript. Auto-playing audio can interfere with an individual's alternative technology.
Sound	Avoid sound that plays automatically.	Automatically playing sound can interfere with an individual's alternative technology.
Blinking	Eliminate or limit blinking/flashing content to 3 seconds.	Blinking content is distracting, and it can cause seizures to occur in people with a photosensitive disorder.
Forms	Form fields and buttons should be labeled clearly. Ensure a proper logical reading order in a form.	Using the tab key, your cursor should follow through the form in the same order it is intended to be completed. This benefits users that cannot use a mouse. A screen reader will identify the button or form field by reading the label. The label

		should adequately describe the button's action, and the form field should indicate what information should be filled into the form field.
Math & Science	Write math and science equations using tools like equation editor or MathType	For webpages, use an equation editor that outputs MathML; for MS Word and PowerPoint documents, use the MathType plugin.

*Adapted from WEB Accessibility Guidelines 2015 https://www.pcc.edu/instructional-support/wp-content/uploads/sites/17/2017/11/WebA11Y-HB2_Print-HiRes.pdf