

# Digital Accessibility Course Standards

## Snapshot:

All curriculum, course and instructional materials shall be compliant with [Section 508](#) of the Rehabilitation Act, and follow the [Web Content Accessibility Guidelines](#) (WCAG) 2.X AA or updated guidelines as they are developed and managed by the [World Wide Web Consortium](#) (W3C). Further, all materials will also align with the [Arapahoe Community College Web-IT Accessibility Plan](#) (AP 3-125g) and the [Colorado Community College System Web Accessibility Procedure](#) (SP 3-125g).

## Definitions

### Curriculum

Curriculum is inclusive of a course or plan of study. This includes the courses within a program, degree or certification. A student cannot be denied the ability to take a course that they would otherwise be qualified for because of their disability.

### Course Materials

Course materials are considered physical materials that a student must have to complete the requirements of a course. This may include but is not limited to: textbooks, lab equipment, safety clothing, software, and other specialized supplies.

### Instructional Materials

Instructional materials are considered handouts, digital files, assignment descriptions, testing materials or anything else created by the instructor or the institution for the purposes of use within the class.

These materials also include:

- ANY content labeled or similarly labeled:
  - Required
  - Recommended
  - Optional
  - Ancillary
- Materials present within a third-party software, cloud-based or publisher platform.
- Materials in the form of learning objects, created within programs such as Captivate, Storyline, SoftChalk, etc.
  - OER Objects
  - LOR Objects
  - Objects originating from a curated collection

Any inaccessible content that cannot be remediated (made accessible) must have an alternative activity that provides a similar and equitable experience for the student.

## Accessibility Statement

Arapahoe Community College is committed to creating an inclusive environment that is fair, equitable and accessible to all students, staff and our community. All areas of our college will actively work to ensure that all learning materials, electronic and information technology (EIT), policies and procedures, and public communications meet and/or exceed [Web Content Accessibility Guidelines](#) (WCAG) 2.x and are compliant with the following:

- Section 504 of the Rehabilitation Act
- Section 508 of the Rehabilitation Act (2016 Refresh)
- Americans with Disability Act (ADA)
- ADA Amendments Act (ADAAA).

All campuses, departments, and stakeholders are responsible for ensuring that access to their web content, applications, and software meet the applicable requirements for accessibility.

## eLearning Staff

For assistance with your curriculum, course and instructional materials, or if you have questions on these standards, please contact our eLearning Department at: 303-797-5080 or by e-mail at: [elearning@arapahoe.edu](mailto:elearning@arapahoe.edu). You can also reach out directly to any member of our team, listed below:

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The following Digital Accessibility Standards for Curriculum will be broken down into the following sections:

- [Universal Standards](#)
- [Documents](#)
- [Textbooks](#)
- [Platforms, Interactive Content, or Learning Objects](#)
- [Resources](#)

## Universal Standards

The following standards are universal in nature and apply to all formats of materials:

### Universal Text Standards

- Ensure sufficient contrast between text colors and background colors.
- When using color, ensure an additional style effect (bold, italics, et cetera) to convey context, meaning, or content.
- Use headings, titles or other landmarks to provide structure to a document.

### Universal Document Structure Standards

- Provide a table of contents for documents exceeding 10 pages.

### Audio and Video Captioning and Transcription Standards

#### Video

The following standards include all videos hosted and used by people accessing D2L, videos used in face-to-face classroom settings, and/or all other visual or digital elements that incorporate both visual and audio media for students, faculty, staff and the community of Arapahoe Community College.

- All videos will have accurate, human-completed captions as [defined by the Described and Captioned Media Program](#) and [§FCC 79.1](#)
- Captions will embody the five elements of the DCMP for quality captions:
  - Accurate
  - Consistent
  - Clear
  - Readable
  - Equal
- If a video's visual content is not captured sufficiently by the auditory content already present in the video, audio descriptions will be created and made available for the video.
- If a video is owned by a third-party, contact will be made to request closed captioning. In the event that a third-party cannot be contacted, a transcript will be created and presented alongside the video.
- Videos hosted on third-party hosting will also include a statement and contact information to allow for a transcript request.

#### Audio

- All audio-only files will have [transcripts that capture the dialog](#) as well as relevant sounds present in the file.

## Math

- All mathematical equations are recommended to be built in the D2L WYSIWYG with instructions within the course that NVDA with Mathplayer 4 be used for access.
- OR, All mathematical equations will be accessible to screen readers and other assistive technology and software. This will require that mathematical equations and expressions are coded using [accessible libraries](#) such as MathJax, or MathML. Software such as [MathType](#) can be utilized to make math equations and expressions accessible in documents.

## Design Elements

- No content will flash more than three times per second.
- Non-video, moving content or animations that last longer than three seconds will include controls to pause the motion.
- Inaccessible technologies and software such as Adobe Flash, Shockwave, Silverlight, etc. will not be utilized.
- Specialized software necessary to maintain materials will first be cleared by eLearning to ensure upkeep of the object.
- Navigation and the structure of instructional content is consistent and predictable.
- Skip-to links are provided for pages or content present on sites, platforms, or related objects.

## Text-Based Documentation

All Microsoft Office products will be made accessible using the [Universal Standards](#) listed above and pass the [Microsoft Office Accessibility Checker](#). Specific accessibility standards are listed by tool below.

## Word

- Add alternative text to all visuals such as images, charts, tables, shapes, SmartArt graphics, clip art, groups, embedded objects, etc. Use [STEM Markup](#) where appropriate.
- Use built-in headings and styles to organize and structure content in a meaningful way.
- Do not use tabs for structure, use columns instead when appropriate.
- Use san-serif font, Size 11-12 for normal text.

## PowerPoint

- All slides will have unique titles defined.
- All slides will use pre-built templates to ensure titles and outline view readability.
- Use sufficient font size of at least 18 pt or larger.

- Add alternative text to all visuals such as images, charts, tables, shapes, SmartArt graphics, clip art, groups, embedded objects, etc.

## Excel

- Add alternative text to all visuals such as images, charts, tables, shapes, SmartArt graphics, clip art, groups, embedded objects, etc.
- Give all sheet tabs unique names, and remove blank sheets.
- Set the print area.
- Format tables as tables.
- Delete unused formulas or cells.
- Provide clear instructions for tables, formulas, or any calculations the student is required to do in the spreadsheet or workbook.

When possible, documents should remain in a Microsoft format. Adobe PDF documentation will follow the guidelines set-forth in the [Universal Standards](#) mentioned above and pass an accessibility check via the built-in [Acrobat Accessibility Checker](#).

Additionally, Adobe PDF Documents will have:

## PDF

- All visual elements have alternative text and surrounding text when appropriate.
- Non-necessary visual elements will be artifacted.
- All PDF documents are tagged appropriately.
  - Tables will contain row headers, column headers, alt text, and correct reading order are present.
  - Lists and Table of Contents will be tagged correctly
- Document will be set to read by using the Document Structure.
- All documents will be titled and have the appropriate metadata set for review.
- All hyperlinks are descriptive.
- All forms will be descriptively labeled

## Textbooks

Textbooks shall have an accessible electronic version that is available for students as well as college accessibility offices to acquire.

An accessible electronic version will adhere to either the WCAG 2.0 AA, PDF/UA, and/or ePUB 3.1 standards, depending on what format is available.

As a general statement, accessible electronic versions of textbooks will support screen readers, text-to-speech programs, and other assistive software/technology to ensure the widest possible audience can use the materials in an equitable fashion.

## Platforms, Interactive Content, or Learning Objects

Any content that is interactive in nature, relying upon a third-party/publisher platform, will conform to [Section 508](#) of the Rehabilitation Act and follow the [Web Content Accessibility Guidelines](#) (WCAG) 2.0 AA or updated guidelines as they are developed and managed by the [World Wide Web Consortium](#) (W3C).

This can include (but be not limited to) the following features:

- Platforms, Interactive Content, and Learning Objects (activities, forms, assessment, etc.), will be equally accessible to students who utilize a keyboard for navigation/function.
- Platforms, Interactive Content, Learning Objects, and related content will be coded appropriately so that students who rely on screen readers will be able to use it in an equitable manner, in comparison with students who do not rely on such software/technology.
- All HTML based content will be compliant with the applicable HTML version standards as provided by the W3C, to ensure there are no parsing or coding errors.
- No content created in inaccessible formats or technologies such as Flash, Shockwave, Silverlight, etc. will be allowed.
- If content utilizes a stylesheet, it will still be accessible even if the stylesheet is not loaded.
- Forms will have appropriate buttons, labels, instructions, help text, and coding to ensure it is accessible to all students.
  - This includes start, stop and back functions/
- Platforms which require a log-in will follow [WCAG 2.X](#) AA and follow best practices for personal information management.
- Platforms will provide technical support and how-to pages in a manner that is accessible for all students.

In addition, while not directly related to Digital Accessibility standards, any platforms will go through the purchasing approval procedures required by the Colorado Community College System's Legal Office, to ensure that no potential violations of [FERPA](#), [indemnification](#), [Colorado State Data Privacy Law](#), and other applicable privacy laws occur.

## Resources

The following resources/guides can be used to assist in the creation of any instructional materials, to ensure they are accessible:

- [Microsoft Office Guide to Creating Accessible PowerPoint Presentations](#)
- [Microsoft Office Guide to Creating Accessible Word Documents](#)
- [Microsoft Office Guide to Creating Accessible Excel Spreadsheets](#)
- [MathML Cloud – A Program to Create Accessible Math for Digital Display](#)
- [Web Accessibility Initiative](#)
- [Adobe Acrobat PDF Accessibility](#)
- [EPUB Accessibility Guidelines](#)
- [Usability.gov](#)
- [Diagram Center Standards for Long Descriptions](#)
- [Tactile Graphic Image Library](#)