Accessible course materials benefit many learners. Course materials that are accessible/compatible with screen readers, for example, can of course benefit students with visual impairments, students with dyslexia and other learning disabilities as well. In addition, student athletes traveling can also benefit from being able to have course materials read aloud while they are on a bus ride to or from a game. Generally, students that are auditory learners and English Language Learners can all benefit from this as well.

Your support in working to make course materials more accessible helps us to comply with the American with Disabilities Act.

**Use Headings**

Headings and subheadings should be identified as such by using the built-in heading features of the authoring tool on Microsoft Word. Headings should form an outline of the page (Heading 1 for the main heading, Heading 2 for the first level of sub-headings, Heading 3 for the next level of sub-headings, etc.). This enables students who use a screen reader to understand how the page is organized, and will enable them to quickly navigate the content of the page.

Nearly every document authoring format includes support for headings and subheadings.

**Use Lists**

Any content that is organized as a list should be created using the list controls that are provided in document authoring software. Most authoring tools provide one or more controls for adding unordered lists using bullets and ordered lists using numbers. When lists are explicitly created as lists, this helps students who use screen readers to understand how the content is organized. When screen reader users enter a list, their screen reader informs them that they are on a list and may inform them of how many items are in said list.
Use Tables

Tables in documents are useful for communicating relationships between data. Tables should not be used to control the layout of content. Authoring tools have other ways of doing this, including organizing content into columns.

If your data is best presented in a table, it is important to try to keep the table simple. If the table is complex, consider if the content could be divided into several smaller tables with a heading above each table.

To ensure that tables are accessible to students who use a screen reader, columns and row headers should be clearly identified. If there are nested in columns or rows with multiple headers for each cell, screen readers need to be informed as to which header relates to which cell.
Manhattanville College
Center for Student Accommodations

1. Monday
2. Tuesday
   a. Morning
   b. Afternoon
3. Wednesday
4. Thursday
5. Friday

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTERNOON</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Smart Lookup...
- Synonyms...
- Translate...
- Insert Comment...
- Delete Comment...
- Resolve Comment...
- Insert Cells...
- Split Cells...
- Borders and Shading...
- Text Direction...
- Cell Alignment...

Table Properties

Row 1:
- Size
  - Specify height: 0"  
  - Row height is: At least 0"
- Options
  - Allow row to break across pages
  - Repeat as header row at the top of each page

Previous Row  
Next Row

Cancel  OK
Titles and descriptions provide alternative, text-based representations of the information contained in tables, diagrams, images, and other objects. This information is useful for people with vision or cognitive impairments who may not be able to see or understand the object.

A title can be read to a person with a disability and is used to determine whether they wish to hear the description of the content.
Use the Accessibility Checker

Microsoft Office has a built-in accessibility checker which can assist you by testing the overall accessibility of the document you are creating. The accessibility checker provides Inspection Results, feedback on each item, as well as tips to repair issues.

Creating Accessible PDFs from Word Document

The first step in creating an accessible PDF from Microsoft Word is to ensure that the original Word document is accessible. This can be done by using the built-in Accessibility Checker tool. If you are able to copy and paste the text from a PDF, it is safe to assume that the document is accessible.
Scanning Materials

1. Use clean copies without annotations or hand written notes in the margins.
2. Choose option of “Gray Scale” and “Searchable PDF” on scanner.
3. Now screen readers will be able to interact with the text.

Alt. Text for Images

1. Right Click on your image.
2. Click “Format Picture” at the bottom of the dropdown menu.
3. Click “Layout and Properties” (third icon over)
4. Click “Alt. Text”
5. Title and caption your image. Nothing will noticeably appear, however, a screen reader will detect this text.

Caption to image above: Different jellybeans represent diverse learners.
**Suggested Syllabus Statement:**

Manhattanville is committed to creating a learning environment that is equally accessible and participatory for all students. Students with disabilities who are seeking accommodations must register with the Center for Student Accommodations (CSA) in order to engage in the intake process. Students choosing to use their approved accommodations must renew their letter every semester with CSA. In addition, students are responsible for providing their professors with their approved accommodation letters and discussing their needs. For more information, please contact the Center for Student Accommodations:

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