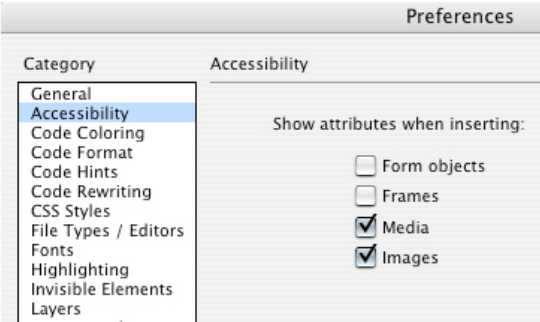


Website Accessibility Guidelines

These guidelines are for you to implement in your course Website in order to ensure that it is accessible to students with disabilities and in compliance with section 508 of the U.S. Rehabilitation Act and the CCC Access Guidelines.

Please follow the steps below as necessary for your course materials.

1. Dreamweaver Preferences

<p>Before creating Web pages in Dreamweaver, choose the correct Accessibility option (s) in Dreamweaver's Preferences (Edit>Preferences). Choose Accessibility and then make sure the Media and Images options are checked.</p>	 <p>The screenshot shows the 'Preferences' dialog box with the 'Accessibility' category selected. Under the heading 'Show attributes when inserting:', there are four checkboxes: 'Form objects' (unchecked), 'Frames' (unchecked), 'Media' (checked), and 'Images' (checked).</p>
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2. Phrasing of Links : Quality Link Text

- Label the links to describe where the link goes to. Links should refer to their destination.
- Will the link make sense out of context?
- Avoid duplicate adjacent links in the same sentence or paragraph.
- Links that are long should not be included as the text of the link.
- Refrain from using phrases like: "Click here," or "More," or "Read more"; include these phrases in relation to the context they refer to.
- Identify links to downloadable files (text files, pdf files, etc).

Examples for **correct link phrases**:

[LBCC Home page \(http://www.lbcc.edu\)](http://www.lbcc.edu)

[LBCC Home page](#)

[Course syllabus \(PDF file\)](#)

[Click here to access LBCC homepage](#)

[Click here to purchase your textbook](#)

(http://www.amazon.com/s/ref=nb_ss_gw/104-950027)

Examples of **incorrect link phrases**:

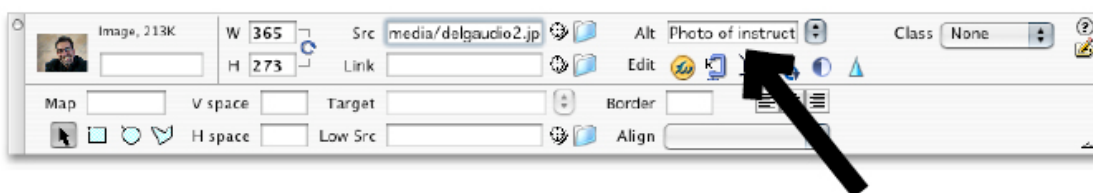
Click here

http://www.amazon.com/s/ref=nb_ss_gw/104-950031127

3. Image Description

Use ALT TAGS (Alternative Labels) to entitle any images used on your site.

In Dreamweaver, open the Properties window from the Window/ Properties pull down menu on top and add a short description of the image in the Alt field. (e.g.: Image of Instructor, Professor Smith). If you checked Media and Images in your Accessibility Preferences (see item #1 above) you will receive a reminder to put the Alt text in.



4. Image Long Description

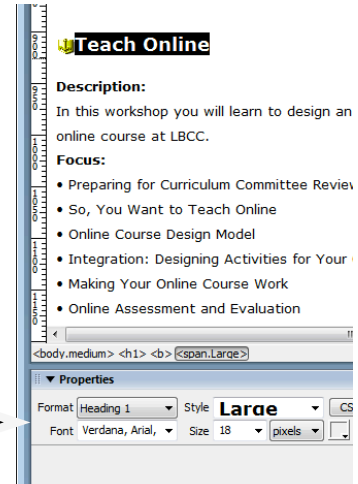
For an image that presents important information (i.e. analysis of a chart, table or diagram) it is necessary to provide a detailed description of the image's content to supplement its alternative text (described in #2 above). This description is placed in a separate Web page for this purpose and referenced by the "longdesc" attribute of the IMG element. For example:

```
<IMG SRC="chart.gif" ALT="Chart of cash flow for each month"  
LONGDESC="http://de.lbcc.edu/chart/chartanalysis.html">
```

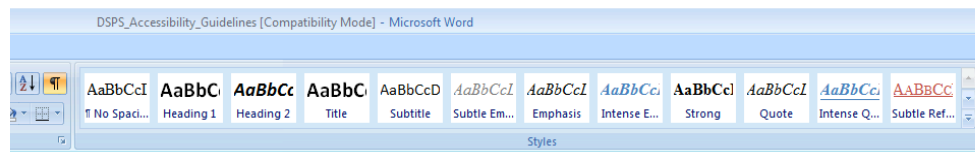
5. Headings –WebPages, Word, etc...

In Web pages, headings that have been coded with structural markup style heading elements (such as, H1 and H2) enable users who are using assistive technology, like a screen reader, to skim through a page by navigating the headings. When information is presented to "look like a heading", but not marked-up using heading elements, assistive technologies do not understand the various stylistic presentations without the underlying structural mark-up.

Use heading elements to convey logical structure, and use them according to specification. Headings should also be used in consecutive order. Do not skip from H1 to H3. Use H2 to indicate a subsection of H1.



In word-processing programs, use Headings and structured styles when creating outlines etc.



6. Movies / Audio Files

When using Audio files, provide a text transcription. When using Movies provide synchronized captions. Place "Text Version" link to a text-based page next to the movie. Contact the ITDC Web Coordinator for audio / movie inclusive production assistance.

7. Hot Spots

When using "hot spots" on a graphic as triggers linking to different locations, provide a menu of text-based triggers below the image.

8. Interactive Content Processors

When using plug-ins for content processing activities (e.g. practices or self assessment like vocabulary assistants and drag & drop) provide alternative text-based version with a separate link placed next to the practice link. For example; Add links to separate pages with a summary of correct performance next to each content processing activity.

9. Frame Labeling

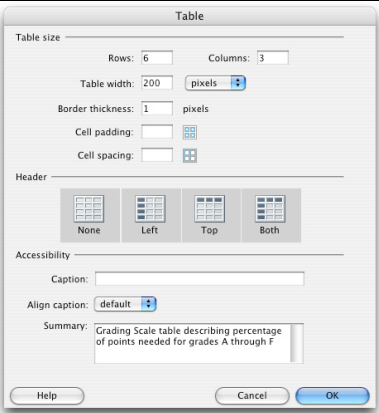
If you are using frames, label each frame. e -Zteach frames are already labeled. If you need to create additional frames, please contact the ITDC for specific directions.

10. Tables

Use Dreamweaver accessibility features on the table tool to ensure the correct coding for screen reader. Set headers to the appropriate option (Left, Top, Both) based on where you set your table headers. If you want, add a caption (or add the caption separately on the page). Each time you create a new table, the Tables Accessibility dialog box will automatically pop up.

Assistive technology reads tables from the upper left hand corner to the lower right hand corner. Keep the simplest table structure possible , think about the information you are presenting and offer it in the cleanest way.

Also, if you phrase the content in your table cells in a meaningful manner each cell can be read independently, and as much as possible, without relying on the headers in each cell.

	<p>Enter a brief description in the Summary field. You do not have to enter information in the Caption field, however, it is important to enter a summary of the information contained within the data table.</p> <p>The Summary is read aloud to users with visual disabilities when they first encounter the table.</p>
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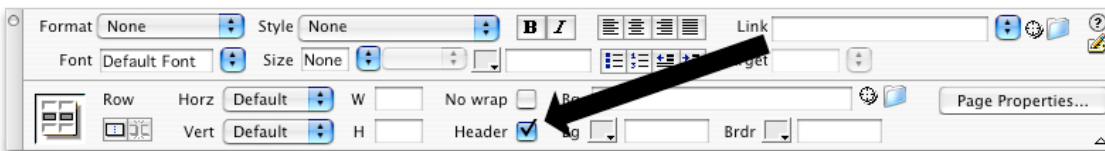
11. Data Tables:

Tables used to organize information. When creating a new data table in Dreamweaver, using the Table dialog box, select the box with the type of heading information that is appropriate for your data. You should choose a header type for the row, column or both.

12. Using Tables from Word

When modifying existing tables on your page, highlight the row or column that you designate as a header, and then check the Header box on the Property Inspector.

Grading Scale		
A	90 - 100%	Outstanding work
B	80 - 89%	Above average work
C	75 - 79%	Average work (meets minimum class requirements)
D	60 - 74%	Below Average work (Does not meet the minimum class requirement)
F	Below 60%	Does not meet the class requirements



13. Accessible Layout Tables

Layout tables are used for presentation purposes only, for page layout. In practice, layout tables are perhaps most commonly used for page layout. Keep layout tables SIMPLE. You do not need to use the Summary function for layout tables, unless a description will help users with disabilities understand a concept.

14. Before you publish

Check your site's accessibility status. Use one of the following options: (both tools are available at the FRC)

1. A-Prompt: <http://aprompt.snow.utoronto.ca/> (PC platform only).
2. Bobby: <http://www.cast.org/bobby>

15. Browser

Ask your students to use current versions of Microsoft Internet Explorer, Mozilla Firefox or Safari when accessing the site. Ensure that they are not using Netscape Communicator, which may not provide accessible content. Place a disclaimer to that regard in a central place on your Course Information page.

16. Contact

Please contact an ITDC Team member if you have any questions regarding your web-related, interactive media, courseware materials.

Faculty HelpLine: 562-938-4511

helpdesk@lbcc.edu

Please contact the Disabled Students Programs and Services (DSP&S) team for all other student accessibility questions and regulations.

<http://dsps.lbcc.edu/index.cfm>

DSP&S Resources

<http://dsps.lbcc.edu/resources.cfm>