# **Digital Accessibility Guide for Adobe Acrobat Pro**

Case Western Reserve University is committed to equal access to information, programs, and activities for everyone. Accessibility—ensuring people of all abilities are provided with substantially similar functionality, experiences and information—is an institution-wide responsibility.

Beginning Spring 2023, electronic theses and dissertations (ETD) submitted for graduation requirements should meet the School of Graduate Studies' Minimum Digital Accessibility Standards (MDAS). Established based on CWRU guidelines and the new OhioLINK recommendations on digital accessibility, the MDAS are as follows:

- 1. PDF file includes full text
- 2. PDF accessibility permission flag is checked
- 3. Text language of the PDF is specified
- 4. PDF includes a title and headings for major sections of the document
- 5. Figures and images include alternative text

Regardless of the program or language students use to create the thesis or dissertation, these requirements can be met by using the Accessibility features within Adobe Acrobat Pro. The software is available on computers in the Freedman Center in KSL and for download from the <u>[U]Tech Software Center</u> for \$29.

# **Running the Accessibility Check**

Please note that after the **Accessibility Check**, a panel will appear on the left side of the document; this is the **Accessibility Checker** panel. While many types of accessibility issues will arise, only the five types listed above need to be addressed.

To run the **Accessibility Check** in Adobe Acrobat Pro

- Select **Tools** on the top bar
- Scroll down and select Accessibility
- Select **Accessibility Check** from the panel that appears
- Uncheck Create accessibility report
- Click Start Checking

Report Options   Create accessibility report   Choose				
<ul> <li>Attach report to document</li> <li>Page Range</li> <li>All pages in document</li> <li>Pages from 4 to 4</li> <li>Checking Options (31 of 32 in all categories)</li> <li>Category: Document</li> </ul>				
<ul> <li>Attach report to document</li> <li>Page Range</li> <li>All pages in document</li> <li>Pages from 4 to 4</li> <li>Checking Options (31 of 32 in all categories)</li> <li>Category: Document</li> </ul>				
Page Range         All pages in document       Pages from       4       to       4         Checking Options (31 of 32 in all categories)         Category:       Document       🞯				
<ul> <li>All pages in document Pages from 4 to 4</li> <li>Checking Options (31 of 32 in all categories)</li> <li>Category: Document  3</li> </ul>				
<ul> <li>All pages in document Pages from 4 to 4</li> <li>Checking Options (31 of 32 in all categories)</li> <li>Category: Document  3</li> </ul>				
Category: Document 😳				
Category: Document 😳				
✓ Accessibility permission flag is set				
Document is not image-only PDF				
✓ Document is tagged PDF				
Document structure provides a logical reading order				
Text language is specified				
Document title is showing in title bar				
Sookmarks are present in large documents				
Ocument has appropriate color contrast				
Select All Clear All				
✓ Show this dialog when the Checker starts				
Help     Cancel     Start Checking				



# **Fixing the Document**

#### **1. PDF file includes full text**

**Tip:** Save the original document as a PDF using the Save As feature. *Do not use Print > PDF as this may save the document as an image.* 

Check to see that the pdf was not saved as an image. In the **Accessibility Checker** panel, look under **Documents** in the upper left corner. Click the arrow to list the specific issues. If it says "**Image-only PDF - passed**," the document is not saved as an image and has passed the first requirement.

If the document fails this check:

- Under Document in the Accessibility Checker panel, select Image-Only PDF
- Under the **Options menu** at the top of the panel, select **Fix**

Or,

If the document fails this check:

- Under Tools, select Scan & OCR
- Under the Scan & OCR toolbar, choose Recognize Text > In This File
- Set the **Pages** to **All Pages**, the **Language** to **English**, and click **Recognize Text**



## 2. PDF accessibility permission flag is checked

For most documents, this flag is already checked. Verify if this requirement is met by looking under **Documents** in the **Accessibility Checker** panel. If it says "**Accessibility permission flag - passed**," the document has met the second requirement.

If the document fails this check:

- Under **Document** in the **Accessibility Checker** panel, select **Accessibility Permission** Flag
- Under the **Options menu** at the top of the panel, select **Fix**

Or,

If the document fails this check,

- Go to File > Properties > Security
- Choose **No Security** from the **Security Method** drop-down list
- Click **OK**

### 3. Text language of the PDF is specified

To check the language, look for "**Primary language**" under **Document** in the **Accessibility Checker** panel. If it is passed, the document has met the third requirement.

If the document fails this check:

- Under **Document** in the **Accessibility Checker** panel, select **Primary Language**
- Under the **Options menu** at the top of the panel, select **Fix**

Or,

If the document fails this check:

- Go to File > Properties > Advanced
- Under the **Reading Options** section, select **English**
- Click **OK**

## 4. PDF includes a title and headings for major sections of the document

This section is broken up into two parts: the Title Check and the Headings.

### Title Check

The **Title Check** is listed under **Document** in the upper left of the **Accessibility Checker** panel.

If the document fails the title check:

- Under **Document** in the **Accessibility Checker** panel, select **Title**
- Under the **Options menu** at the top of the panel, select **Fix**
- If the Leave As Is box is checked, uncheck the box
- Type in or copy the thesis or dissertation title into the **Description** dialog box
- Click **OK**

### **Heading Check**

The **Heading Check** is listed at the bottom of the **Accessibility Checker** panel. Headings help readers navigate the document. Heading 1 (<H1>) should be used for major headings such as chapter titles, with Heading 2 (<H2>) and Heading 3 (<H3>) reserved for subheadings.

If the document fails the heading check:

- Under the Accessibility panel on the right, select Autotag Document
- Run the Accessibility Check again
  - Autotagging the document may fix the problem, but new issues may arise. If the headings still fail, continue with the steps below.

Or,

• Under **Headings** in the **Accessibility Checker** panel, select **Appropriate Nesting** and click th **tags** icon



• If there are **No Tags available**, right click and select **Add Tags to Document** 



- Run the Accessibility Check again
  - Once tags are added (which will add headings), make sure that they are all in order. Under the heading list, there will most likely be a new list of issues that need to be addressed.

(continued on next page)

 To fix heading issues, look under Headings and Appropriate Nesting in the Accessibility Checker panel, select Element 1, and right click and select Show in Tags Panel

Ŋ	Accessibility Checker X				
	<b>∷</b> -				
	> Document (4 issues)				
Æ	> Page Content (1 issue)				
<del>Co</del> <	> Forms				
Ø	> Alternate Text (1 issue)				
Ø	> Tables (1 issue)				
$\bigotimes$	> Lists (1 issue)				
	✓ Headings (1 issue)				
	🗸 😢 Appropriate nesting - Failed				
	Element 1				
	Skip Rule				
	Explain				
	Show in Content Panel				
	Show in Tags Panel				
	Check Again				
	Show Report				
	Options				

(continued on next page)

• Select the tag affiliated with the heading



• Under the **Options menu** at the top of the panel, select **Properties** 



#### [dentity in Music Videos: Techniques of Representation] Abstract by

NAME

Music videos are rife with audiovisual representations of race, sexuality, gender, and other identities. From stereotypes to referential associations, images contribute an additional layer of signification to a song. The resulting combination of music and images creates a multimedia format whose popularity rose with the emergence of MTV in 1981 and regained momentum with the foundation of YouTube and other internet platforms in the early twenty-first century. As society changed over the course of forty years, so too did representations and the way they formed. Rather than tracing a historical trajectory or identifying a "right" or "wrong" interpretation, I instead break down how such an interpretation might arise.

In this dissertation, I build on the foundational research of Carol Vernallis by rooting my work in analysis, using Stan Hawkins's approach to understanding identities in both popular music and multimedia as a guide. Diane Railton and Paul Watson's foray into representation in music videos serves as a starting point for discerning the ways what I call techniques—that music videos create representations; where Railton and Watson focus on images and lyrics, I bring music into the fold, adding another layer of

#### • Under Type, select Heading

Acc	essibility			Division Document
				Figure
ß	Tags	×	Identity in Music Videos: Techniques of Representation Object Properties	Form
	<b>≣</b> • (i)		Content Tag Color	Heading
	_		Type: Paragraph	Heading Level 2
	>			Heading Level 3
Ŧ	> ~ <p></p>		Title:	Heading Level 4
0	>		Actual Text:	Heading Level 5
Ø				Heading Level 6
~	>		Alternate Text:	Index
1	>		and	Label
	\ < <b>₽</b> >		addi	Link List
	) · <r></r>		Language:	List Item
	>		crea	List Item Body
	>		Edit Tag Edit Attribute Objects Edit Attribute Cla	Note
			and	✓ Paragraph
	>	•	the	Part
	>			Quote
	\		did 1	Reference
				Section
	>		iden	Span
	>		interpretation might arise.	Table Table Data Cell
	> 🥔 <note></note>		interpretation might arise.	Table Header Cell
			In this dissertation, I build on the foundational research of Carol Vernallis by	Table Of Contents
	>			Table Of Contents Item
	> 🗳 <note></note>		rooting my work in analysis, using Stan Hawkins's approach to understanding identities	Table Row
	>		in both popular music and multimedia as a guide. Diane Railton and Paul Watson's foray	
	> 🗳 ≺Note>		into representation in music videos serves as a starting point for discerning the ways-	
	> <p></p>		what I call techniques-that music videos create representations; where Railton and	
	>		Watson forms on imposes and busines. Their a music into the fold of the second second second	
	∖ 🚄 <note></note>		Watson focus on images and lyrics, I bring music into the fold, adding another layer of	

- Click OK
- The tag should now be marked <H>

Acc	cessibility	
ß	Tags	×
D	<b>≣</b> • (i)	
Ť	> <b>● <del> </del>   →                                  </b>	
Ø	` >	
<b>\$</b>	>	
	>	
	>	
	>	
	>	
	>	
	>	
	>	
	> 🎺 <note></note>	
	> <sup>©</sup> <₽>	
	> 🗳 ≺Note>	
	>	
	> 🎺 <note></note>	
	>	
	>	
	s 🥔 <note></note>	

Identity in Music Videos: Techniques of Representation					
Abstract					
by					
NAME					

Music videos are rife with audiovisual representations of race, sexuality, gender, and other identities. From stereotypes to referential associations, images contribute an additional layer of signification to a song. The resulting combination of music and images creates a multimedia format whose popularity rose with the emergence of MTV in 1981 and regained momentum with the foundation of YouTube and other internet platforms in the early twenty-first century. As society changed over the course of forty years, so too did representations and the way they formed. Rather than tracing a historical trajectory or identifying a "right" or "wrong" interpretation, I instead break down how such an interpretation might arise.

In this dissertation, I build on the foundational research of Carol Vernallis by rooting my work in analysis, using Stan Hawkins's approach to understanding identities in both popular music and multimedia as a guide. Diane Railton and Paul Watson's foray into representation in music videos serves as a starting point for discerning the ways what I call techniques—that music videos create representations; where Railton and Watson focus on images and lyrics, I bring music into the fold, adding another layer of

- Repeat these steps for the major headings in the thesis or dissertation
  - Headings should be numbered the same as the heading level or no more than one heading lower than the previous heading (e.g., <H2> should be followed by <H3> and not <H4> or <H5>). Minor heading levels may also be changed to paragraphs ().

### 5. Figures and images include alternative text

The Alternate Text check is listed toward the bottom of the Accessibility Checker panel.

Each image or figure will need alternate text so that a screen reader can describe the image for those with impaired vision. The goal is not to replace the content of the image or figure, but to provide the gist of the information, similar to a caption.

If the document fails this check:

- Under the Accessibility panel on the right, select Autotag Document
- Under Alternate Text in the Accessibility Checker panel, select Figures alternate text
- Select Figure 1
- Under the **Options menu** at the top of the panel, select **Fix**
- In the **Set Alternative Text** dialog box, enter a description of the figure or image
  - To paste the caption as the alternative text, copy the text of the caption *before* selecting **Fix**
- Click Save & Close
- Repeat for the rest of the figures

### **Final Steps**

Run the accessibility check once more. This time, check **Create accessibility report**. Make sure **Attach report to document** is *unchecked*. Choose where to store the report.

On macOS:

Accessibility Checker Options				
Report Options				
Folder: /Users/: Choose Attach report to document				
Page Range				
All pages in document Pages from 1 to 1				
Checking Options (31 of 32 in all categories)				
Category: Document				
✓ Accessibility permission flag is set				
Document is not image-only PDF				
✓ Document is tagged PDF				
✓ Document structure provides a logical reading order				
✓ Text language is specified				
✓ Document title is showing in title bar				
✓ Bookmarks are present in large documents				
✓ Document has appropriate color contrast				
Select All Clear All				
Show this dialog when the Checker starts				
Help Cancel Start Checking				

#### On Windows:

Accessibility Checker Options	×
Report Options  Create accessibility report  Folder: C:\Users\\Desktop  Attach report to document	Choose
Page Range            All pages in document             Pages from               1	
Checking Options (31 of 32 in all categories)	
Category: Document	~
<ul> <li>Accessibility permission flag is set</li> <li>Document is not image-only PDF</li> <li>Document is tagged PDF</li> <li>Document structure provides a logical reading order</li> <li>Text language is specified</li> <li>Document title is showing in title bar</li> <li>Bookmarks are present in large documents</li> <li>Document has appropriate color contrast</li> </ul>	
Select All Clear All	
Show this dialog when the Checker starts	
Help Start Checking	Cancel

When sending the final thesis or dissertation, make sure to also send the *separate* accessibility report file. It will be an .html file stored in the location specified when saving it. Send both the .pdf of the full document and the .html file of the report to Graduate Studies.