

## Tips for Accessibility in an Online Course

1. Use clear, consistent layouts for presenting content.
2. Use descriptive wording for hyperlink text
3. When using PDF, make sure the text is accessible by testing to see if you can copy and paste it.
4. Provide alternative text descriptions of content presented in images.
5. Use large fonts on plain backgrounds. Sans Serif is recommended.
6. Use color combinations that are high contrast for those who are color blind.
7. Caption or transcribe audio content (Zoom has these features)
8. Present content in multiple ways.
9. Spell out terms, rather than writing in acronyms or jargon.
10. Provide different options for communication in order to maintain accessibility for students with disabilities.
11. Use numbered lists whenever possible and replace bolding with heading tags (screen readers interpret bolding and heading differently).
12. Present content in as flat a navigational structure as possible. Rather than a multi-level folder-within-a-folder approach, present all course content in a single, scrollable file, tagged (via HTML or PDF) to tell screen readers the precise order in which text should be translated. If that's not possible given the constraints of your LMS, at the very least reduce the number of clicks required to "drill down" to course content to two or three.
13. Chunk videos (and name the chunks). Instead of a 50-minute video called "Week 12 video," create and link to two 20-minute videos titled (for example) "Structure and Function of the Integumentary System (19:56)" and "Alterations in the Integument (20:11)."
14. Cut extraneous material. Sighted students can learn to ignore extraneous "eye candy" and text. That's not the case for students relying on screen readers, which give the same presentational weight to long-winded, repetitious material and critical course concepts. Make sure every paragraph, image, activity, and video clip you add to an online course contributes directly to your course's stated learning objectives.
15. Uniquely identify and annotate all figures and illustrations  
Tables and charts can also exemplify content being covered and must adhere to ADA compliance. Any table or chart needs to have identifying headers and labels as well as summaries. In addition, the course syllabus is a document that should include an accessibility statement for students which outlines ADA procedures.

## Questions to ask yourself

### Documents

- Can text be highlighted, copied, and pasted?
- Were headings used?
- Were headings used properly so that a heading level was NOT skipped?
  - Good: H1, H2, H2, H3, H3, H3, H2, H2
  - Bad: H1, H3, H3, H2, H5, H4. (for example, H2 was skipped)
- Is there sufficient color contrast between text and background colors?
- Do images (which offer important information not contained in the text) include text descriptions? .

### PowerPoint Presentation Slides

- Was the PowerPoint created with a template?
- Can the order of the text in the presentation be verified in the “Outline” panel?
- When tabbing, does the cursor move in a logical order if it were read aloud?
- Is there sufficient color contrast between text and background colors?
- Do images (which offer important information not contained in the text) include text descriptions?

### Excel Workbooks

- Do images (which offer important information not contained in the text) include text descriptions?
- Were header rows and column headings specified?
- Was the hyperlink text meaningful?
- Were merged cells avoided?

### Video and Audio

- Is all video content (web, DVD and VHS) captioned?
- Are transcripts available for video-based materials that were not able to be captioned?
- Are transcripts available for audio-based materials?