

The Office of University Counsel provides the following priorities for meeting ADA compliance for online courses.

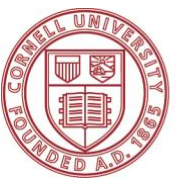
The Americans with Disability Act (ADA) of 1990 and Section 504 of the 1973 Rehabilitation Act, require that all individuals have equal access to online instructional opportunities. The ADA **requires that online courses be fully compliant from the start of the course**. The definition of "accessible" used by the Office of Civil Rights and the U.S. Department of Education regarding inaccessible IT is as follows:

*"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Exceptions to meeting this standard cannot be granted.*

Some simple strategies for creating accessible courses include the following:

- **Hyperlinks:** Ensure all hyperlinks have descriptive text
- **Text Design**
  - All text should be readable by screen readers
  - Use simple fonts that are easiest to read
  - Use high contrast; it is best to have a dark-colored font on a light-colored background; avoid red-green or yellow-blue combinations as contrasting colors because individuals with colorblindness are unable to differentiate the text from the background
  - Text formatting should be simple. Only hyperlink text should be underlined
- **Images/Graphics**
  - Add Alternative Text to describe the image or graphic. Most Learning Management Systems (LMS), like Canvas, Blackboard, Moodle, etc., have an alt tag option when adding the image or graphic
- **Audio/Video Items**
  - Audio files require written transcription and video files require closed-captioning
  - It is best practice to have audio or video clips that are 3 to 10 minutes in length. If the content that takes longer to cover, it is best to create short, segmented videos, each ranging from 3 to 10 minutes in length
- **Documents**
  - All text in a course should be searchable, which allows learners to search for words or phrases within a document
  - Tables and charts need to have identifying headers and label
- **Course Syllabus:** Include an accessibility statement for students which outlines accommodation procedures.

The Center for Teaching Innovation offers consultations and resources for instructors on universal design for learning. This accelerates a long-standing university commitment to creating and sustaining learning environments accessible to students. All of these efforts create a more inclusive learning opportunity for all of our students.



## Accessibility Checklist

There are multiple ways to achieve the priorities as described above by the Office of the University Counsel to be compliant with ADA guidelines.

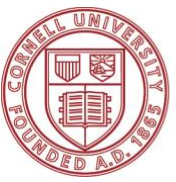
Application	How to create accessible content	✓	How to check existing content for accessibility
Microsoft Word (Documents & Text Design)	<ul style="list-style-type: none"><li>● Use built-in layouts and styles to create headings and document structure</li><li>● Provide alt text for images</li><li>● Avoid using color or fonts to convey meaning</li><li>● All text in a course should be searchable, which allows learners to search for words or phrase within a document</li><li>● Tables and charts need to have identifying headers and labels</li></ul>		Use built in accessibility checker on your computer: <ul style="list-style-type: none"><li>● <a href="#">Accessibility checker for Windows</a></li><li>● <a href="#">Accessibility checker for Mac</a></li></ul>
Microsoft PowerPoint	<ul style="list-style-type: none"><li>● Use built-in slide layouts and formatting. Follow this link for Microsoft-specific tips on <a href="#">how to make your PowerPoint presentations accessible</a></li><li>● If you have existing PowerPoints, especially if you rely on the notes field to convey information, a quick, more accessible way to share with students is to export each file as a handout. You can find this function in the <i>File &gt; Export</i> menu. The resulting handouts will be Word files that you can edit</li></ul>		Use built in accessibility checker on your computer: <ul style="list-style-type: none"><li>● <a href="#">Accessibility checker for Windows</a></li><li>● <a href="#">Accessibility checker for Mac</a></li></ul>



Application	How to create accessible content	✓	How to check existing content for accessibility
Adobe PDFs	<ul style="list-style-type: none"><li>● Using correct heading structures and alt tags in the source file before converting to a PDF will increase the accessibility of the resulting PDF</li><li>● If you are creating a PDF using Adobe products, there is an accessibility checker in the <i>Tools</i> menu that will help guide you as you create your document</li></ul>		<ul style="list-style-type: none"><li>● Adobe has a built in PDF reading tool that is a great way to hear your document read aloud and discover any formatting errors. You can access this by using the <i>View</i> menu and clicking on <i>Read Out Loud</i></li><li>● Adobe has instructions to create accessible PDF documents and check accessibility of PDF documents. <a href="#">Accessibility checker for Adobe PDF</a></li><li>● The <a href="#">SensusAccess tool</a> is licensed by Cornell, and can convert PDF documents into accessible PDFs. If converting an existing Word or other document into a PDF the quality of the PDF will be determined by how accessible the source file was</li><li>● <a href="#">Equidox</a>: is a tool for checking and remediating PDFs that is more intuitive and user-friendly than the accessibility checker in Adobe Acrobat Pro</li></ul>
Canvas LMS	<ul style="list-style-type: none"><li>● Building content within Canvas is an accessible way to present content within the LMS.</li><li>● As with Word documents, you should use correct heading structures with text</li><li>● Provide alt tags for images. Canvas will prompt you to write alt text when you insert an image</li></ul>		<p>Content created within Canvas will meet accessibility guidelines. However, remember to check any files you have uploaded to Canvas. If they are not accessible, you may need to upload a new version.</p> <ul style="list-style-type: none"><li>● Use the <a href="#">Accessibility Checker tool in Canvas</a> to check your content.<ul style="list-style-type: none"><li>○ <a href="#">Accessibility Within Canvas</a></li><li>○ <a href="#">General Accessibility Design Guidelines</a></li></ul></li><li>● Another tool that will be available to all faculty for Fall 2020 is <a href="#">Ally</a>, an accessibility checker that integrates into Canvas and can check all course content within your Canvas course</li></ul>



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Video	<ul style="list-style-type: none"><li>● Providing accurate caption files is crucial to video accessibility. It is recommended to use human created files, rather than machine created because auto-captioning is not sufficient and there are often errors, particularly with discipline-specific terms</li><li>● You may need to provide the content in a text-based format as well. A downloadable or interactive transcript is beneficial to learners, particularly if the transcript can be displayed alongside the video, searched, and used to jump to specific points in a video</li><li>● Captioning is not required for synchronous lectures or discussion sections</li></ul>		<ul style="list-style-type: none"><li>● Check for a “CC” logo or button in your video player. Watch the video while displaying the captions to check for accuracy</li><li>● <i>CTI can assist with outsourcing your videos for Human Captioning (for-fee)</i></li><li>● Tools such as Panopto and Kaltura provide auto-captioning. You must fix the errors in the captions<ul style="list-style-type: none"><li>○ <a href="#">Editing Automatic Captions in Kaltura</a></li><li>○ <a href="#">Editing Automatic Captions in Panopto</a></li></ul></li></ul>
Zoom	Zoom is Section 508 compliant and offers a <a href="#">list of accessibility features on their website</a> . When relying on audio for communication, you can enable real-time captions to be entered by someone in your meeting.		If you are using recordings of Zoom sessions to provide content, you will need to provide captioning.  If you upload your Zoom recording to Kaltura through Canvas, you can <a href="#">edit the auto-captions</a> .
Webpages	W3C’s Web Accessibility Initiative (WAI) offers many resources for website accessibility including <a href="#">planning and managing web accessibility</a> and a <a href="#">web content accessibility guidelines overview</a> .		Submit the site domain to an online checker such as the <a href="#">WAVE Web Accessibility Evaluation Tool</a> or install the <a href="#">WebAIM browser extension</a> if you use Chrome.  If you have a public-facing website for official university matters, you have access to the full-featured web accessibility management tool, <a href="#">Siteimprove</a> .



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Google Docs	<p>Follow the same advice provided for creating accessible Word documents. Use correct heading structures and alt text for images.</p> <ul style="list-style-type: none"><li>• Google offers a <a href="#">help page for creating accessible docs</a></li><li>• Penn State also provides <a href="#">advice for creating and checking Google Docs for accessibility</a></li></ul>		Use a web-based accessibility checker such as the <a href="#">WAVE Web Accessibility Evaluation Tool</a> .
Qualtrics Survey Tool	<ul style="list-style-type: none"><li>• Most common question types in Qualtrics are accessible without any additional changes</li><li>• Qualtrics also offers a <a href="#">list of accessible and non-accessible question types</a> on their website</li></ul>		Use <a href="#">Qualtrics' built in accessibility checker</a> in the <i>Tools</i> section.