

## **Tips About Online Course Accessibility**

1. Provide text descriptions as alternatives for all graphics and images (using the Alt=text field).
2. Provide text transcripts for all audio and video sequences whether or not you developed the sequence or if you import them from an outside source.
3. Provide text-based versions of screens that involve extensive use of frames and image maps.
4. Make links descriptive enough so they can be understood independent of the text.
5. Make backgrounds simple and uncluttered.
6. Select colors for text and backgrounds that provide high contrast (red & green are hard for those with color blindness.)
7. Don't use flashing or audio alerts (unless they can be disabled).
8. Summarize the information in tables in case the tables can't be deciphered. (Tables viewed/ saved in Word or Excel tend to work okay, but not when they are in a website.)
9. Be as consistent as possible in layout pages.
10. Provide alternate content for any multimedia component that requires plug-ins.
11. Ensure that keys can be used instead of a mouse to navigate and select options.
12. Allow the user to select control options and configure screen layouts.
13. Code items when setting up a course like headings and tables.
14. Save PPTs as html rather than PDF.
15. Reading materials need to be saved as text-based PDFs rather than images. (Can use Adobe Acrobat Pro to run OCR and re-save as a PDF to create text-based version if original PDF was scanned as an image.)

16. Coding a bulleted list as a table is helpful.
17. Prominently display statement about students contacting Disability Support Services should they need accommodations

### **Accessibility for Types of Disabilities**

- Visual Impairments-- People who are blind do not have use of the monitor, nor their mouse. Instead of reading Web pages or viewing the images, they need to listen to the Web through software programs that acts as a screen reader. People who are not blind but have low vision can benefit from enlarged, high-contrast visual displays. Sometimes larger screens are not helpful as it means a larger area they need to try to view text; it can be better to have a smaller area to look at while being able to enlarge the font.
  - A. Font adjustment (size, spacing, sans serif –APHont from [www.APH.org](http://www.APH.org)) font especially designed for individuals with low vision. Can also help those with learning disabilities.
- Hearing Impairments-- Either closed or open captioning for Web-based multimedia can be provided in the same way that is used in watching television shows or movies.
- Physical Impairments-- If a mouse is required to access a certain link or functions that Web page is inaccessible to these individuals, so access via keyboard is critical.
- Cognitive/neurological Impairments-- benefit from graphics or icons that supplement the text.

### **Other Tips**

- Digital does not necessarily mean accessible.
- Accessibility is the long-term plan, and is linked to infrastructure, core curriculum, and everyone uses whether or not they have a disability. Accessibility is the responsibility of the entire CLU campus.
- Accommodations are for an individual's disability-related needs when something is not already accessible for him/ her. Students work with DSS to establish these academic adjustments, auxiliary aids and services.
- A good resource: High Tech Center Training Unit [www.htctu.net](http://www.htctu.net).
- A free website that allows you to create your own closed captioning-- [www.amara.org](http://www.amara.org).
- Instructions for creating accessible word documents: University of Houston Clear Lake <http://prtl.uhcl.edu/portal/page/portal/SSO/Accessible%20Word%20Documents>