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- a. Image descriptions are brief statements that verbally convey relevant information from an image.
 - b. [Explanation of image descriptions and how to use them.](#)
- 3. Use descriptive links
 - a. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
- 4. [Resource for making accessible Google Sheets presentations](#)
 - a. PDF
 - i. Go to file, and in the 'Download' dropdown menu, click PDF
 - ii. Check that the PDF matches the slides.
 - b. Word Document
 - i. Download the file as a PDF
 - ii. Export the PDF to Microsoft word
 - iii. Check that the formatting is correct (headings are properly assigned)
 - iv. Note: You can also download it as a plain text file, but this will take away the formatting

- i. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
- e.

ii. [Explanation of image descriptions and how to use them.](#)

If you are using an application/host/format that is not listed here and you want to know more about making your content accessible, please contact the DAS office

Contributed by: Karyn Schulz, Maria Maclay, University of Baltimore

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- Materials should be screen-reader compatible (special considerations for math courses)
 - LMS system should allow for settings alterations (font size, contrast/colors)
 - Ways to organize modules so that its easy to navigate (simple layout)
 - Keyboard accessibility (can you navigate the page without a mouse?)
 - Text documents
 - a. Chunk content with headings and subheadings for screenreader clarity
 - b. Ensure they can be highlighted, copy, pasted, and searched
 - c. Save as PDF file, not image
 - d. Use accessibility checker in Microsoft Word
 - e. Preferable to make documents available in multiple formats (Docx, PDF)
 - f. Consider providing a university-approved template to standardize
 - PPT
 - a. Use the PPT created templates (rather than custom) so that information can transferred to outline feature – do not add text boxes
 - b. High color contrast (background and text)
 - c. Simple layout (not too much info on one slide)
 - d. Consider providing a university approved template to standardize
 - e. Alt text on all pictures
 - Video/Audio
 - a. Remote captioning for videos/audio
 - b. Remote ASL interpreting for videos/audio
 - Charts/graphs/pictures
 - a. Accompany charts/graphs with tables – tables can be read by a screenreader
 - b. Add alt text (text descriptions) to pictures
 - Testing accommodations: Use LMS settings to allow for extended time on assessments
 - Think about what kinds of AT students may need to work on the computer (personal device)

Contributed by: Kaitlyn Martin, University of the Sciences

Although digital accessibility is established by law to benefit individuals with disabilities, in practice it has implications for a much wider audience, including individuals who speak English as an additional language, individuals with limited prior technology experience, individuals with older technologies or limited Internet access, individuals juggling education with childcare or elder care, etc.

Here is guidance on some of the most popular systems:

- Moodle

[Moodle Accessibility](#)
[Accessible Course Design](#)

Accessibility of synchronous (real-time) classes

Disabled students may not be able to participate at a fast pace online; e.g., their assistive technology or CART (text transcription provider) may require some time to communicate the information. Fast paced classes may also be problematic for students who speak English as an additional language, students in areas with slow WiFi, etc. Consider pacing your instruction accordingly and check in with students about how your pacing is working.

"Encourage all students to self-identify "Hi, this is __ speaking" as they begin comments to make clear who has the floor." Editor's note: This is particularly helpful to blind students and to captioning efforts.]

- Provide a brief text alternative for images, graphs, and charts that answers the question: Why is this image important? [See [Alternative Text](#) (WebAIM) and [Creating Good ALT-Text](#) (RMIT University)]
- Captioning your media provides greater student comprehension of the material covered and provides accessible media for individuals with hearing impairments in compliance with federal regulations.
- Use descriptive titles for link text, titles, and headers. [See [Link Text](#) (WebAIM)]
- Use simple tables when possible, with column and row headers [See [Data Tables](#) WebAIM "]

Additional Resources:

- [Accessibility 101: Accessibility and Online Instruction](#) (University of Iowa)--excellent

Flexibility

"If you move your class online with short notice, be aware that some students may need some time to work with their disability service coordinator and the Assistive Technology and Accessibility Centers (ATAC) to make adjustments to their accommodations. Be flexible and adjust deadlines and strategies to create an inclusive learning environment. Students with diagnoses such as Autism or anxiety may not adjust well to abrupt changes, making flexibility even more important."

Be aware that some students may be unable to access their technology during this time; e.g. if they are dependent on attendant care to get out of bed, turn on the computer, etc., their attendants may also be affected by the emergency. Other students with certain types of disabilities (low vision, migraines, seizure disorders, etc.) may not be able to spend extended time in front of a computer. Determine and provide a reasonable extended timeline for completing the work.

- Lauren Cagle from the University of Kentucky has created a useful [survey](#) for learning about students' accessibility and other issues that may affect online learning.
- "Consider reducing screen time for folks who get migraines or have other issues (I ration my screen time to 1-2 hours per day max). Making text available for printing out, or making it possible to participate in Zoom calls with voice only and no image can help reduce problems."

"Please do: Reach out individually to students who were attending on-campus classes but are missing virtual classes. This may be a sign they are experiencing accessibility or other

of shifts in pedagogy, technology, or content is being receptive to the needs of community members with disabilities.

Emotional support

"Build in elements of pleasure and connection to counteract social isolation. Begin class by asking how everyone is doing. Encourage them to check in on each other."

"Please do: Ask your student how you can help them during the transition. Students may have additional challenges that can amplify during times of stress or uncertainty. Be helpful and direct them to advising, counseling, or any other student support services if needed."

"Please do not:

- "Engage in private consultation with individual students (i.e. messaging or chat functions) that you would not extend to all students who seek your support.
- "Ignore expressed student needs i.e. advising, counseling services, financial aid, etc. that fall outside your immediate duties as a teacher."

Resources:

- [Creating Community and Connection](#)