ADA Accessible Design

Creating content that is accessible requires being intentional with how content is developed.  This process is referred to as Universal Design, as content being delivered in this manner is universally accessible.

The latest [ADA compliance regulations](https://www.section508.gov/manage/laws-and-policies) enacted in January 2018 include web-based accessibility.  For more information on ADA Compliance and course design: [ADA Compliance for Online Course Design - Educause](https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design).

All Creighton online and hybrid courses are reviewed for ADA accessibility.  Faculty will be notified by an instructional designer if changes need to be made for all learners, regardless of program or pathway.  The instructional designer will assist in this process if needed.

Below are examples of why ADA accessible course design is so important to learners:

**Color-blindness**

* [WebAim Color Blindness Examples](https://webaim.org/articles/visual/colorblind)
* [Color-blindness Simulator](http://www.color-blindness.com/coblis-color-blindness-simulator/)

**Low Vision**

* [WebAim Low Vision Examples](https://webaim.org/articles/visual/lowvision)

**Auditory**

* [WebAim Auditory Disabilities Examples](https://webaim.org/articles/auditory/)

# Resources

* [5 Tips for ADA-Compliant Inclusive Design - InsideHigherEd](https://www.insidehighered.com/digital-learning/views/2017/05/03/tips-designing-ada-compliant-online-courses)
* [WebAim Semantic Structure of HeadersLinks](https://webaim.org/techniques/semanticstructure/)
* [20 Tips for Teaching an Accessible Online Course - University of Washington](https://www.washington.edu/doit/20-tips-teaching-accessible-online-course)
* [University of Washington IT Accessibility Checklist](https://depts.washington.edu/uwitats/checklist/)
* [CAST Universal Design for Learning](http://www.cast.org/)

# Course Accessibility Guidelines – Quick Reference

|  |  |  |
| --- | --- | --- |
| Content | Guidelines | Benefits |
| Audio/Video | 1. Audio files should be transcribed. 2. Videos should be captioned (preferred) and/or transcribed. 3. Visual demonstrations or any text/image content not described in the audio may need a text or audio description. 4. Make sure media files don’t play automatically when a user enters the page.   If there is a letter of accommodation received from the [Disability Services](https://www.creighton.edu/disabilitysupportservices/) then audio files and videos **MUST** be transcribed and/or captioned. | Captions also benefit non-native speakers or students experiencing audio glitches. Captions also reinforce audio and provide additional ways for students with different learning styles to engage with the course material. |
| Font Color | 1. Ensure good [color contrast](https://webaim.org/resources/contrastchecker/) for text/graphics/charts and backgrounds. Content should be in a legible font. 2. [Color](https://webaim.org/articles/visual/colorblind) cannot be the only way to convey meaning. | This fix improves legibility for all students. |
| Document Types | 1. External Documents (PDF files, journal articles, book chapters, etc.) should be both accessible and copyright compliant. Work with an Instructional Designer and/or Librarian ([ralcirc@creighton.edu](mailto:ralcirc@creighton.edu)) to set up a [course E-Reserve](http://www.creighton.edu/reinert/services/coursereserves/). This will ensure you are compliant with both accessibility and copyright. 2. [Word documents](https://support.office.com/en-us/article/make-your-word-documents-accessible-d9bf3683-87ac-47ea-b91a-78dcacb3c66d) and [PowerPoint files](https://support.office.com/en-us/article/make-your-powerpoint-presentations-accessible-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25) can be made accessible as well. | The documents are OCR (Optical Character Recognition) compatible and easily readable by all students. |
| Images | 1. Use ALT text (alternative text) for all content images. ALT text should describe the meaning conveyed by the image in the context of the course material, and it should be up to 125 characters. 2. For complex images needing description of more than 125 characters consider including a description in the text or use [Image Long Descriptions](https://www.w3.org/WAI/tutorials/images/complex/). | A descriptive ALT tag can help guide student understanding of the image presented, regardless of need for accommodations. |
| Link Text | Avoid vague or repetitive link text such as “click here” or “read more”. Use language for links that makes sense out of context (i.e. “Guidelines for Discussion Posts”). Don’t just copy and paste a URL – be sure to use descriptive wording for a hyperlink. | Allows students using adaptive technology to understand and predict where a link will take them. |
| Section Headings | Documents with headers should utilize built-in Styles for section headings, along with descriptive header text. | Built-in Styles are distinguishable to screen readers, while large or bold font as a heading signifier is not. This also allows for easier comprehension for visual readers. |
| Table Captions and Column Headings | 1. Do not use tables for layout and design purposes. Restrict tables to presentation of data. 2. Use [table headers](https://webaim.org/techniques/tables/data#th) to identify rows and columns. 3. Use a [caption](https://webaim.org/techniques/tables/data#caption) to display the table title. | All students can access and navigate the data presented. |

*Adapted from the* [*Penn State Course Accessibility Guidelines*](http://accessibility.psu.edu/courses/courseguidelines/)*, accessed October 2018.*