Overview
Creighton University is committed to fostering an accessible environment for our distance students. The following resources and processes support this commitment.

Resources
Syllabus Statement
All online courses should use the following disabilities accommodation statement in their syllabi:

“Creighton University is committed to providing all students equal access to educational opportunities, programs, and activities. Students with disabilities seeking accommodations must register with the Office of Disability Accommodations (ODA), complete a written needs assessment, and provide the ODA with documentation by a qualified evaluator. The ODA evaluates accommodation requests and ensures that reasonable accommodations are provided in a timely manner.”

Contact Information
Students seeking accommodations should contact the Office of Disability Accommodations via their website or by phone (402) 280-2166.

Course Checklist
In addition to working with an instructional designer, faculty are encouraged to use the following course design accessibility checklist.

☐ Syllabus
  o The course syllabus is available in an accessible format (Example: PDF syllabi are in optical character recognition (OCR) format, therefore readable via screen reader technologies).
  o The course syllabus contains the standard statement for students seeking disability accommodations.

☐ Navigation
  o Course has straightforward navigation (simple, clean, consistent formats).

☐ Color
  o Optimize contrast between font and background colors (Example: black text on white background).
Color is not used exclusively as an indicator of emphasis (Example: the red text indicates important information).

**Documents (Word, PowerPoints, PDFs, Excel, etc.)**

- Documents contain actual text, not scanned or copied images of text.
- Headers are used to differentiate sections of a page as well as rows and columns in tables.
- All pictures, charts, and graphs that contain information or data have alternate text or a text description that conveys the same information.
- Text formatting (shape, color, and styling) is not the only method used to convey information. (Example: If the incorrect answer is colored red, you must add an identifier – e.g., “This answer is correct.”)
- The links within the course and documents use descriptive text (Example: Instead of “click here” use the name of the resource you are linking to – “visit Google.”)

**Audio and Video**

- Audio-only content provided within the course, course documents, or linked to outside of the course has a transcript available.
- Video-only content provided and/or linked to within the course and course documents contain synchronized captions.
- Audio-video content provided and/or linked to within the course and course documents contain synchronized captions.
Process
The Center for Academic Innovation is currently working with faculty members to ensure the
design of distance education courses are optimized for accessibility. This includes the course
design elements listed below.

- Straight forward navigation.
- Audio/Video include transcripts/captions.
- Text alternatives are included for images and URLs are appropriately described.
- Use of appropriate colors and contrast.
- Use of headers on pages and in tables.
- All documents are accessible.

New Online Courses
The online course design review rubric used to review new online courses includes standards
which address accessibility. The rubric is available from CAI.

Learning Management System
Accessibility information in regards to the University learning management system, Canvas, can be
found on the company website.