



# Did You Know?

Did you know that your current eLearning software is already set up for you to make your courses accessible to those with disabilities? With a little practice, you can have a fully functioning and engaging online course up and running, that is also accessible to all of your learners.

The first time you apply accessibility standards to an online course, the task can seem very daunting. There are so many things to remember, and the process can be quite time consuming while you are learning what to look for. However, the process becomes **MUCH** easier with each successive project. Use the job aid to the right to troubleshoot your online course.

Here are **3 GREAT REASONS** why you should design your courses with accessibility in mind:

- 1. It's easier, quicker, and less expensive, to start designing with accessibility in mind from the beginning.
- 2. The process quickly becomes second nature.
- 3. By providing accessible courses, without being asked, you are a hero in 20% of your learner's eyes!



Nearly 1 in 5 people in the U.S. have a disability<sup>1</sup>

38%

People in the U.S. that have difficulty seeing<sup>1</sup>

50%

Adults in the U.S. that cannot read a book written at the 8th grade level<sup>2</sup>

20%

Employees with disabilities may be the largest "diversity" segment of the workforce—20 percent of the U.S. population<sup>3</sup>

98%

Students that find captions helpful<sup>4</sup>

# How to Make Your Courses Accessible

Use the job aid below to troubleshoot your eLearning BEFORE it is published.

## Text

- ✓ Use styles when formatting text (ie. Headings 1-4, emphasis, and title).
- ✓ Do not include extra paragraph returns; use space after and page breaks.
- ✓ Tables: label header rows, data cells, and provide a summary.
- ✓ Use bulleted lists, rather than manual formatting.
- ✓ Keep text readable and increasable by assistive technology.
- ✓ Use clear and simple language. Don't dumb down or omit information.<sup>5</sup>

## Audio

- ✓ Captions need to be available and synchronized with all audio and video content.
- ✓ Allow the learner to turn off the audio, and to adjust the volume.
- ✓ If the audio is different than the slide text, provide the transcript.
- ✓ No audio should be required to navigate the site, or to understand the content of the course.

## Tests

- ✓ Remove timed tests, or provide a way for the learner to disable the feature.
- ✓ Do not make trick, or misleading questions.
- ✓ Accessible tests: multiple choice, true/false, short essay, ordered lists.
- ✓ Provide alternatives to drag and drop, or other inaccessible interactive tests.
- ✓ No choices should be color-based. Provide an alternate description of an object.

## Images

- ✓ Name image files meaningfully.
- ✓ Alt tags should be turned off for decorative elements on a page.
- ✓ Include descriptions for all essential graphical elements: graphs, infographics, test images, and photos.
- ✓ Use high contrast design for readability and color blindness accessibility.
- ✓ Avoid flashing or flickering elements, or allow learners to disable them.<sup>6</sup>

## Layout

- ✓ Provide the ability for assistive technology to skip the navigation to the content of the page.
- ✓ Ensure that tabbing order is correct.
- ✓ Provide a clear and understandable path for navigation through the course.
- ✓ Avoid visual clutter and limit the amount of content on each screen.
- ✓ Hyperlinks must be descriptive.
- ✓ Ask for confirmation from the learner before executing serious steps.<sup>6</sup>