Syllabus:
DL-1000- Introduction to eAccessibility

Background Info
Instructor Name: Jennifer Smith
Email: xxxxx@ucmail.uc.edu
Office Location: xxxx Langsam
Office Hours: 11:00 a.m.-1:00 p.m. T&H

Course Overview
Introduction to Accessibility is a basic overview of the best practices in digital accessibility and how these can be used to create inclusive learning and working environments.

Course Learning Outcomes
At the end of this course, you will be able to:
• Define eAccessibility
• Explain the importance of eAccessibility for student success
• Identify how federal laws define our responsibility to incorporate eAccessibility into electronic content
• Distinguish between accessible and inaccessible materials
• Explain the purpose and goals of the Accessibility Network at UC

Assessments/Activities and Grading Policy

Grading Scale

<table>
<thead>
<tr>
<th>Grade Scale by Letter</th>
<th>Grade Scale by Percentage</th>
<th>Grade Scale by Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-299</td>
</tr>
</tbody>
</table>

Grade Breakdown by Percentage
Your progress in this course will be evaluated through weekly quizzes over the readings, two midterm exams and a final exam, as well as a group project and an individual project. Each project is weighted in its contribution to your final grade.

Accessibility Statement
The University of Cincinnati is committed to providing all students with equal access to learning opportunities. Accessibility Resources is the official campus office that works to arrange for reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.) Students are encouraged to contact Accessibility Resources to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged.

Pie Chart: Questions People Lie About
This graph summarizes the survey results from a study on the "Questions People Lie About". The majority of the participants, 80%, lie about whether they have been flossing. The rest of the participants, equally divided at 10% each, lie about either their weight or their age.

For more information, please visit http://www.uc.edu/ucit/accessibility.html or contact Accessibility.Network@uc.edu.
**Accessibility Network at the University of Cincinnati**

**Accessible Document Example**

### AEM Accessibility

#### Image Accessibility

**Alternative Text**
- The *alternative text* (also known as “alt text” or “alt tag”) is a brief description of an image used within a page. This description is used to explain an image’s content to website visitors using a screen reader.
  - NEVER leave the Alt Text field blank on an image component
  - NEVER use non-descriptive terms (such as “image” or “photo”) in your Alt Text field
- Additional information is available on [WebAIM’s Alternative Text page](http://webaim.org/techniques/alt).

**Image Caption**

A screen grab from Adobe AEM’s content management system. The "Image" dialogue window contains a form where you add image information, including alternate text, required for all images on the university website.

### Text Accessibility

#### Appropriate Use of Headings
- Heading tags provide a hierarchical structure within a page.
  - Example:
    - **Heading 1**
    - **Heading 2**
    - **Heading 3**
- Do not use headers to achieve visual results only.
  - If you need to call attention to a particular piece of text, there are a variety of styles available that can help achieve this.
  - Additional information is available on [WebAIM’s Semantic Structure page](http://webaim.org/techniques/sem).

#### Appropriate Use of Hyperlinks
- Ensure the text in the link makes sense out of context.
  - Avoid phrases like “Click Here” and beware of the redundancy of using words like “Link” or “Link to”.

**Flawed link text:**
- Click Here for Prices
- Link to Staff Bios
- Learn More
- October Calendar
  - (Opens in New Window)

**Better link text:**
- Prices
- Staff Bios
- More about the Veterans Day Ceremony
- October Calendar
  - (Opens in New Window)

- Additional information is available on [WebAIM’s Links and Hypertext page](http://webaim.org/techniques/hypertext).

For more information, please visit [http://www.uc.edu/ucit/accessibility.html](http://www.uc.edu/ucit/accessibility.html) or contact Accessibility.Network@uc.edu.
Creating Accessible Digital Course Content

Megan Huebner: Instructional Designer
IT@UC Center for Excellence in eLearning

"Creating accessible course materials is important because while many students choose not to disclose their need for accommodation, there are also students who aren’t even aware that they have a need. By ensuring that course materials are accessible, an inclusive learning environment is created which provides all students with the same opportunity for success."

Read more about UDL vs. Accessibility

Digital Course Content Accessibility Checklist

- Use **headings** to convey meaning and structure
- Use **true lists** for bulleted items
- Maintain a **logical reading order** in documents, tables and forms
- Use **chunking** for long passages
- Design clear and consistent **navigation**
- Use **descriptive links**
- Provide alternative **descriptions** for images
- Provide alternatives to known **inaccessible technologies/applications**
- Write accessible alternatives to **non-text content** (math and science equations, STEM materials)
- Include an “Accessibility Statement” on your **syllabus**
- Select and create videos with **closed captions**
- Provide **transcriptions** for audio content
- Use complete **table formatting** (table headers and alternative text)
- Use sufficient **color contrast**
- Do not rely solely on **sensory information** (e.g., shape, size, color, visual location, orientation, sound, etc.)
- Eliminate or limit **flashy/flashing content** to no more than 3 seconds
- Check for **keyboard-only navigation**

For more information, please visit [http://www.uc.edu/ucit/accessibility.html](http://www.uc.edu/ucit/accessibility.html) or contact Accessibility.Network@uc.edu.
Program Mission

To create a university community where eAccessibility matters, engaging:

• Cross-divisional partners
• University champions
• External collaborators

- The Accessibility Network will ensure that information provided through the University's websites, online or eLearning environment, and course management systems are accessible to individuals with a range of abilities, particularly those with visual, hearing, or manual impairments.

- To develop a sustainable model of accessibility, an integrated and robust development and communication effort will be created, based on best practices in Universal Design for Learning and online accessibility as it relates to our websites, applications, e-learning curriculum and assessments, and all aspects of the mobile online learning experience, for all learners.

- Accessibility and Universal Design are evidenced to improve student success regardless of ability. By incorporating these into the fabric of our online culture, UC will improve the potential for excellence for our entire community.

For more information, please visit [http://www.uc.edu/ucit/accessibility.html](http://www.uc.edu/ucit/accessibility.html) or contact Accessibility.Network@uc.edu.
Undergraduate Grades (effective Fall Semester 2012) This worksheet includes one data table. It begins at cell A2 and lists undergraduate grades with their descriptions and point values.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Work of excellent quality</td>
<td>4.0000</td>
</tr>
<tr>
<td>A-</td>
<td>Work of excellent quality</td>
<td>3.6667</td>
</tr>
<tr>
<td>B+</td>
<td>Work of good quality</td>
<td>3.3333</td>
</tr>
<tr>
<td>B</td>
<td>Work of good quality</td>
<td>3.0000</td>
</tr>
<tr>
<td>B-</td>
<td>Work of good quality</td>
<td>2.6667</td>
</tr>
<tr>
<td>C+</td>
<td>Work of satisfactory quality</td>
<td>2.3333</td>
</tr>
<tr>
<td>C</td>
<td>Work of satisfactory quality</td>
<td>2.0000</td>
</tr>
<tr>
<td>C-</td>
<td>Work of satisfactory quality</td>
<td>1.6667</td>
</tr>
<tr>
<td>D+</td>
<td>Work of poor, but passing quality</td>
<td>1.3333</td>
</tr>
<tr>
<td>D</td>
<td>Work of poor, but passing quality</td>
<td>1.0000</td>
</tr>
<tr>
<td>D-</td>
<td>Work of minimum passing quality</td>
<td>0.6667</td>
</tr>
<tr>
<td>F</td>
<td>Failure to meet the minimum standards for passing the course - with full term academic attendance</td>
<td>0.0000</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>N/A</td>
</tr>
<tr>
<td>T</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I/F</td>
<td>Incomplete</td>
<td>0.0000</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (Official) - With academic attendance</td>
<td>N/A</td>
</tr>
<tr>
<td>WX</td>
<td>Withdrawal (Official) - No academic attendance</td>
<td>N/A</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal - With academic attendance</td>
<td>0.0000</td>
</tr>
<tr>
<td>X</td>
<td>Unofficial Withdrawal - No academic attendance</td>
<td>0.0000</td>
</tr>
<tr>
<td>SP</td>
<td>In Progress - Satisfactory progress</td>
<td>N/A</td>
</tr>
<tr>
<td>UP</td>
<td>In Progress - Unsatisfactory progress</td>
<td>N/A</td>
</tr>
<tr>
<td>NP</td>
<td>Not Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>NGm</td>
<td>No Grade Reported (See Instructor)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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1.) Start in InDesign:

- Good Contrast
- Threaded Text
- Ungroup Objects
- Add Alternative text to images

2.) Finish in Acrobat Pro:

- Run Accessibility Checker
- Check Reading Order
- Check Tags
- Layer Order
- Tags

For more information, please visit [http://www.uc.edu/ucit/accessibility.html](http://www.uc.edu/ucit/accessibility.html) or contact Accessibility.Network@uc.edu.
1.) Export as interactive PDF from Word, PowerPoint, Excel, or InDesign CC
2.) Finish in Adobe Acrobat Pro DC:

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