# Accessibility and Best Practices Guidelines for Faculty

**Contents**

[Accessibility and Best Practices Guidelines for Faculty 1](#_Toc55470572)

[Why should instructors care about web accessibility? 1](#_Toc55470573)

[Would you like to take an online course or learn more about web accessibility? 1](#_Toc55470574)

[Getting started with this guide: 2](#_Toc55470575)

[Audio & Video Course Content Guide 3](#_Toc55470576)

[Written Course Content Guide 5](#_Toc55470577)

[Blackboard Course Accessibility 6](#_Toc55470578)

[Key strategies for all content 6](#_Toc55470579)

[Accessibility Tools 8](#_Toc55470580)

[Would you like to read the policy, law, and standards that support excellent teaching online? 8](#_Toc55470581)

## Why should instructors care about web accessibility?

* Creating an accessible lesson for students with disabilities **makes learning more comfortable and more effective for all students**.
  + For example, we all use curb cuts for walking, bikes, carts, etc. But, they were initially created for people who use wheelchairs. This universal access does not only helps people with disabilities but grants everyone better access to information.
  + Just as we can watch videos with closed captioning in loud settings or want graphs instead of massive data tables, making information more accessible helps all learners.
  + This idea is founded in **Universal Design for Learning (UDL),** which **“**is a set of principles for curriculum development that give all individuals equal opportunities to learn” ([CAST](http://www.cast.org/impact/universal-design-for-learning-udl)).
    - To learn more about the Johns Hopkins UDL initiative, go to the [HUDL Website](https://provost.jhu.edu/about/hudl/)

## Would you like to take an online course or learn more about web accessibility?

* Web Accessibility in Mind (WebAIM) has created a website to help instructors learn web accessibility and make it easy to do on any website or course. Read their introduction on the [WebAIM website](http://webaim.org/intro/).
* In partnership with Google, [Udacity’s Web Accessibility Course](https://www.udacity.com/course/web-accessibility--ud891) provides you with a “hands-on experience” in making high-quality web accessible content.

## Getting started with this guide:

* Below is a guide to how to make most media and document types accessible. After doing it the first time, most of these techniques do not take much additional time but significantly help all of your students.
* Find the type of media you are creating on the left-hand side.
* Look across the row to see what you can do to make it accessible for all learners and read the related resources to guide and tips.

## Audio & Video Course Content Guide

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| **Audio & Video Course Content** | **Accessibility Task** | **Options for Delivery** | **Resources & How to Guides** |
| Narrated Lecture- Panopto (created by faculty member) | Adding captions to the pre-recorded video. | 1. Faculty member records the lecture (audio and PowerPoint) using Panopto. 2. Faculty Members can manually or automatically add captions to their Panopto Session. | * Add [automatic captions](https://support.panopto.com/s/article/ASR-Generated-Captions) to your Panopto video * [Manually caption](https://support.panopto.com/s/article/Manually-Caption-Your-Videos) sessions in the Panopto video editor |
| Narrated PowerPoints (created by faculty member) | Add captioning or transcription to the pre-recorded video. | 1. Faculty member to create ppt and record the audio for the presentation. 2. Faculty member turns PowerPoint presentation into video. 3. Upload video file to Panopto folder. | * [Record a PPT Presentation](https://support.microsoft.com/en-us/office/record-a-presentation-2570dff5-f81c-40bc-b404-e04e95ffab33) * [Turn your PPT presentation into a video](https://support.microsoft.com/en-us/office/turn-your-presentation-into-a-video-c140551f-cb37-4818-b5d4-3e30815c3e83) * [Upload video file](https://support.panopto.com/s/article/Batch-Upload-Video-Files) to Panopto Folder ([Video](https://howtovideos.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=369d795d-aae1-46bb-a073-a9f8010e3c63)) * Add [automatic captions](https://support.panopto.com/s/article/ASR-Generated-Captions) to your Panopto video * [Manually caption](https://support.panopto.com/s/article/Manually-Caption-Your-Videos) sessions in the Panopto video editor |
| Video (created by faculty member) | Add captioning or transcription to the pre-recorded video. | * Upload video file to Panopto folder. | * [Upload video file](https://support.panopto.com/s/article/Batch-Upload-Video-Files) to Panopto Folder ([Video](https://howtovideos.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=369d795d-aae1-46bb-a073-a9f8010e3c63)) * Add [automatic captions](https://support.panopto.com/s/article/ASR-Generated-Captions) to your Panopto video * [Manually caption](https://support.panopto.com/s/article/Manually-Caption-Your-Videos) sessions in the Panopto video editor |
| Video (external or not created by faculty member) | Add captioning or transcription. | * Depends on the site where the video was made or is housed - Faculty member needs to check to see if the video comes with CC or if it can be obtained. * If permitted, upload video file to Panopto folder. * Provide instruction on how to turn on captions and subtitles on YouTube. * If no captions are available, consider reaching out to the video publisher or manually caption video. | * [Upload video file](https://support.panopto.com/s/article/Batch-Upload-Video-Files) to Panopto Folder ([Video](https://howtovideos.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=369d795d-aae1-46bb-a073-a9f8010e3c63)) * Add [automatic captions](https://support.panopto.com/s/article/ASR-Generated-Captions) to your Panopto video * [Manually caption](https://support.panopto.com/s/article/Manually-Caption-Your-Videos) sessions in the Panopto video editor * [Captions and Subtitles on YouTube](https://support.google.com/youtube/answer/100078?co=GENIE.Platform%3DDesktop&hl=en) (YouTube) |
| Audio File/Podcast (created by faculty member) | Provide captioning or transcription. | * Upload the audio file to Panopto. | * [Upload audio file](https://howtovideos.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=369d795d-aae1-46bb-a073-a9f8010e3c63) to Panopto Folder * Add [automatic captions](https://support.panopto.com/s/article/ASR-Generated-Captions) to your Panopto media * [Manually caption](https://support.panopto.com/s/article/Manually-Caption-Your-Videos) sessions in the Panopto editor |
| Live Zoom Meeting | A live transcription service | * If accommodations are required, reach out to [AAPDisabililty@jhu.edu](mailto:AAPDisabililty@jhu.edu).   + A live transcriptionist would be hired based on student’s needs if they requested an accommodation. * If there are no accommodations are required, make sure the recording of the live session has captions once uploaded to Panopto. | * [AAPDisability@jhu.edu](mailto:email:AAPDisability@jhu.edu) |
| Recorded Zoom Meeting | Provide captioning or transcription. | 1. Enable cloud recording for the Zoom meeting. 2. Access cloud recordings to view the transcript. | * [Record to the Zoom Cloud](https://support.zoom.us/hc/en-us/articles/203741855-Cloud-recording) * [Generating an automatic Zoom transcript](https://support.zoom.us/hc/en-us/articles/115004794983-Using-audio-transcription-for-cloud-recordings-#h_01EHA52NVDQD5YSESWWF1XAQM8) |
| VoiceThread | Provide captioning | * All VoiceThread will be automatically captioned. Captions can be turned on and edited. | * [VoiceThread Automatic Captioning](https://irc.jhu.edu/wp-content/uploads/2020/02/VoiceThread-Automatic-Captioning.pdf) |

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## Written Course Content Guide

| **Written Course Content** | **Accessibility Task** | **Resources & How to Guides** |
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| Word document | Format to improve readability (considering screen readers, different learning modalities, and other needs) | * [Step by Step Guide by WebAIM](http://webaim.org/techniques/word/) (online) * [Creating Accessible Documents](https://support.office.com/en-US/Article/Create-accessible-Word-documents-4fbb34d6-264f-4315-98d1-e431019e6137) (MS Office) * [Microsoft Word Accessibility Checker (MS (Office)](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us) |
| Excel document | Format to improve readability (considering screen readers, different learning modalities, and other needs) | * [Step by Step Guide to creating Excel Files](http://office.microsoft.com/en-us/excel-help/creating-accessible-excel-files-HA102013545.aspx) (MS Office) * [MSU Creating Accessible Excel Documents](https://webaccess.msu.edu/Tutorials/excel.html) * [Microsoft Excel Accessibility Checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us) (MS Office) |
| PowerPoint slideshow | Format to improve readability (considering screen readers, different learning modalities, and other needs) | * [Live Subtitles and Captions in Powerpoint](https://support.microsoft.com/en-us/office/present-with-real-time-automatic-captions-or-subtitles-in-powerpoint-68d20e49-aec3-456a-939d-34a79e8ddd5f) (MS Office) * [Guide to creating accessible PPTs](http://webaim.org/techniques/powerpoint/) (WebAIM) * [Creating Accessible PPTs](https://support.office.com/en-us/article/Creating-accessible-PowerPoint-presentations-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25) (MS Office) * [Microsoft PowerPoint Accessibility Checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us) (MS Office) |
| PDF Document | Format to allow readability (considering screen readers, different learning modalities, and other needs) | * [Guide to Creating Accessible PDFs](http://webaim.org/techniques/acrobat/) (WebAIM) * [Training on Creating Accessible PDFs](http://www.adobe.com/accessibility/products/acrobat/training.html) (Adobe) * [Create and Verify PDF Accessibility with Acrobat Pro](https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html) (Adobe) * [Create an Accessible PDF without Adobe Acrobat](https://www.dor.ca.gov/Content/DorIncludes/documents/DisabilityAccessServices/Three-Steps-to-Creating-an-Accessible-PDF-file-without-Adobe-Acrobat-rev-06242016.pdf) (Disability Access Services) |

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## Blackboard Course Accessibility

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| **Blackboard Content** | **Accessibility Task** | **Resources and How to Guides** |
| Ally Alternative Formats | Ally will support your students by allowing them to download your course files in different formats, like an MP3 or mobile-friendly version. | * [Ally Alternative Formats](https://uis.jhu.edu/blackboard/bb-ally/) |
| Heading Structure | Use “Style” settings for heading structure in the text editor to help screen readers quickly navigate to a section of the course. | * [Headings in Blackboard’s Text Editor](https://kb.siue.edu/page.php?id=82315) |
| Images | Complete image description and title to add “Alt Text” for images. | * [Blackboard Image Settings](https://help.blackboard.com/Learn/Student/Add_and_Format_Content/Add_Files_Images_Video_and_Audio#add-images-in-the-editor_OTP-4) |
| Hyperlinks | Hyperlink contains title for “Alt Text” and describes the website it directs to. The hyperlink redirect to a new page or tab. | * [Descripting Links and Title Attribute](https://pressbooks.ulib.csuohio.edu/accessibility/chapter/chapter-3-3-setting-up-descriptive-links-and-the-title-attribute-in-blackboard-learn/) |
| Lists and Table | Create lists by using the “Bullet List or “Numbered Lists” icon in the text editor. Tables are far more difficult to decipher using a screen reader. Ensure to label the table and include a description. | * [Accessible Tables](https://accessibility.ua.edu/uaresources/Quick-Tips-for-Creating-Accessible-Courses-in-Blackboard.pdf) |
| Copied Content from Microsoft Word | Formatting issues may occur when copying and pasting from Microsoft Word. Use the remove formatting icon to reformat the text. | * [Work with Text](https://help.blackboard.com/Learn/Student/Add_and_Format_Content/Work_with_Text#can-i-paste-text-from-microsoft-word_OTP-1) |

## Key strategies for all content

Click Here to view an [infographic to see key strategies to make your content more visually appealing and accessible to all students.](http://webaim.org/resources/designers/#infographic) (WebAIM))

| **Key strategies for All Content** | **Accessibility strategy** |
| --- | --- |
| Font | * Font size can vary based on the font chosen, but 10 point is usually a minimum. * All caps can be difficult to read and can be misread by screen readers. * Choose a standard, easy to read fonts (e.g., Times New Roman, Arial, Verdana, Calibri, Cambria, and Tahoma) |
| Pictures | * Provide Alt text labels to identify images. * [Appropriate Use of Alternative Text](http://webaim.org/techniques/alttext/) (WebAIM) * [Web Accessibility Image Tutorial](https://www.w3.org/WAI/tutorials/images/) (W3C) |
| Links to web pages | * Assign meaningful names to web hyperlinks. * Arrange links in numeric or alphabetical order to facilitate access to screen readers. * Differentiate [links](http://webaim.org/techniques/hypertext/) in the body of the page with underlines or something other than color alone. * [Guide for Web Design](http://webaim.org/techniques/hypertext/) |
| Use of Color (images, backgrounds & text) | * “Be especially careful with light shades of gray, orange, and yellow. Check your contrast levels with our [color contrast checker](http://webaim.org/resources/contrastchecker/). * Color cannot be the only way information is conveyed, especially in maps and graphs.” (WebAIM) |
| Headings | * In all documents, use heading styles to organize information and note titles and headings. * Depends on the program and document. Use the guide for the document you are creating. * Using Headers in MS Word |
| Tables and Charts | * If you have to use tables, keep the information simple and use minimal rows and columns * [Table Techniques](http://webaim.org/techniques/tables/) (WebAIM) |
| Organization | * Ensure all content and design fits into a [logical heading structure](http://webaim.org/techniques/semanticstructure/). * The [reading order](http://webaim.org/techniques/screenreader/) should be the same as the visual order. |

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## Accessibility Tools

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| Text-To-Speech | * [Select-to-speak](https://support.google.com/chromebook/answer/9032490?hl=en) (Chromebook) * Immersive Reader (Microsoft) * [Speak Screen](https://www.macworld.com/article/3390309/how-to-make-your-iphone-read-to-you-by-using-speak-screen-in-ios.html) (Apple devices) * [NVDA Screen Reader](https://www.nvaccess.org/download/)   + [Using NVDA to Evaluate Web Accessibility](https://webaim.org/articles/nvda/) (WebAIM) |
| Speech-To-Text | * [Dictation](https://support.google.com/chromebook/answer/177893?hl=en) (Chromebook) * [Voice Control](https://support.apple.com/en-us/HT210417) (Apple) * [Dictation](https://support.microsoft.com/en-us/office/dictate-in-microsoft-365-eab203e1-d030-43c1-84ef-999b0b9675fe) (Microsoft) |
| Writing Supports | * [Typing Feedback](https://support.apple.com/en-us/HT207061#:~:text=Set%20up%20Typing%20Feedback,speak%20letters%20as%20you%20type.) (Apple) * [Editor](https://www.microsoft.com/en-us/microsoft-365/microsoft-editor) (Microsoft) |
| Magnifier | * Full or docked [magnifier](https://support.google.com/chromebook/answer/6320705?hl=en) (Chromebook) * Full, docked, or lens [Magnifier](https://support.microsoft.com/en-us/help/11542/windows-use-magnifier-to-make-things-easier-to-see) (Microsoft) * [Magnifier](https://support.apple.com/en-us/HT209517) (Apple) |

## Would you like to read the policy, law, and standards that support excellent teaching online?

* [Section 508 Best Practices](https://www.section508.gov/content/learn/best-practice-library)
* [Web Content Accessibility Guide (WCAG) by W3C](http://www.w3.org/TR/WCAG20/)
* [Key Recommended Improvements to the WCAG document by a specialist](http://webaim.org/blog/wcag-next/)