The Digital Accessibility Big 3

Simple Steps for Making Your Course Content More Accessible

THE UNIVERSITY
OF RHODE ISLAND

3 Big Steps Towards Digital Accessibility
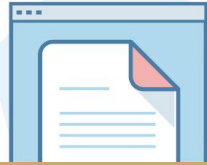
Disability Statement +

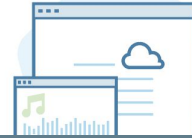**Add one to your syllabus for every course.**

This statement lets students know where and how they can get disability-related assistance at URI.

Captioned Videos

Caption all videos in your courses.

Essential for access for students with hearing impairments and is often beneficial for ESL students and students with auditory processing disorders.

Screen-readable Content

Add content that can be read by a screen reader.

Several common content types cannot normally be accessed by a screen-reader, but can be made accessible through a few simple steps.

Disability Statement +

Why?

Students with disabilities experience a more inclusive and supportive learning environment when instructors acknowledge their presence or invite them to come forward. Online and blended courses can feel especially daunting to students who require digital accessibility.

Sample Disability Statement for Your Syllabus

"Any student with a documented disability is welcome to contact me as early in the semester as soon as possible so that we may arrange reasonable accommodations. As part of this process, please contact Disability, Access, and Inclusion (DAI): 302 Memorial Union, 401-874-2098. dai@uri.edu

Spoken Statement in Class

When going over the syllabus on the first day of class, reinforce that you are interested in helping all students access digital materials and that you welcome conversations about how you can make content more accessible.

Accessibility Feedback

Remind students to let you or ITS know if accessibility features are not enabled or working on Brightspace or other platforms.

Where to Get Assistance

Remember that groups like DSS, ITS, and ATL can provide assistance, information, and resources to support students and instructors with accessibility questions.

Disability Statement +

Captioned Videos

Screen-readable

Captions, Transcriptions, & Audio Descriptions

Why?

Students who are deaf, or have low or no hearing, require captions to be able to read auditory video content.

For Published Content

Choose videos that already have captions. Modern videos from major publishers often have captions; test to see if they are included before sharing a video with your class. *e.x. videos from textbook publishers, news videos, documentaries*

For Content You Have Recorded

Add your own captions. URI's Panopto can help you to create captioning for your videos and slide decks. YouTube also has a built-in captioning tool that can partially automate the process of creating a captioning file.

For Audio-only Content

Provide a digital transcript. *ex. podcasts, taped interviews, radio programs*

Audio Descriptions

For students with visual impairments, audio descriptions of the actions on-screen are required.

Where to Get Assistance

Make an appointment with ITS to learn more!
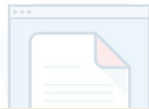
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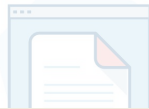
Captioned Videos

Screen-readable

Screen-readable Content

Why?

Several common content types cannot normally be accessed by a screen-reader - a technology commonly used by students with low or no vision.

Organized and Labeled Headers

Titles of text sections should have hierarchical header tags in the HTML (*ex. H1, H2, H3, ect.*) This organizes the content logically and allows a screen reader to skim the content in the same way sighted readers do.

Descriptive Hyperlinks

Long character strings common to many web addresses do not make sense when read by a screen reader. Replace long urls (*ex. https://uri.edu/dss/for-faculty*) with descriptive hyperlinks (*ex. DSS Faculty Page*).

Alt Tags for Images

Images (and text as part of an image) need an ALT tag to be read by a screen reader. ALT tags should describe the literal elements of the photo that are relevant to the course material.

Use OCR on Scanned PDFs

If the text in your pdf can't be highlighted and copied and pasted, then it can't be read by a screen reader and needs to be run through an OCR (Optical Character Recognition) program. Adobe Acrobat PRO is an example of a program with this feature.

Brightspace Accessibility Checker

When writing content in Brightspace, click the Accessibility Checker tool ✒ before publishing your material to help catch and correct common issues that may make you content difficult or impossible for some students to access.
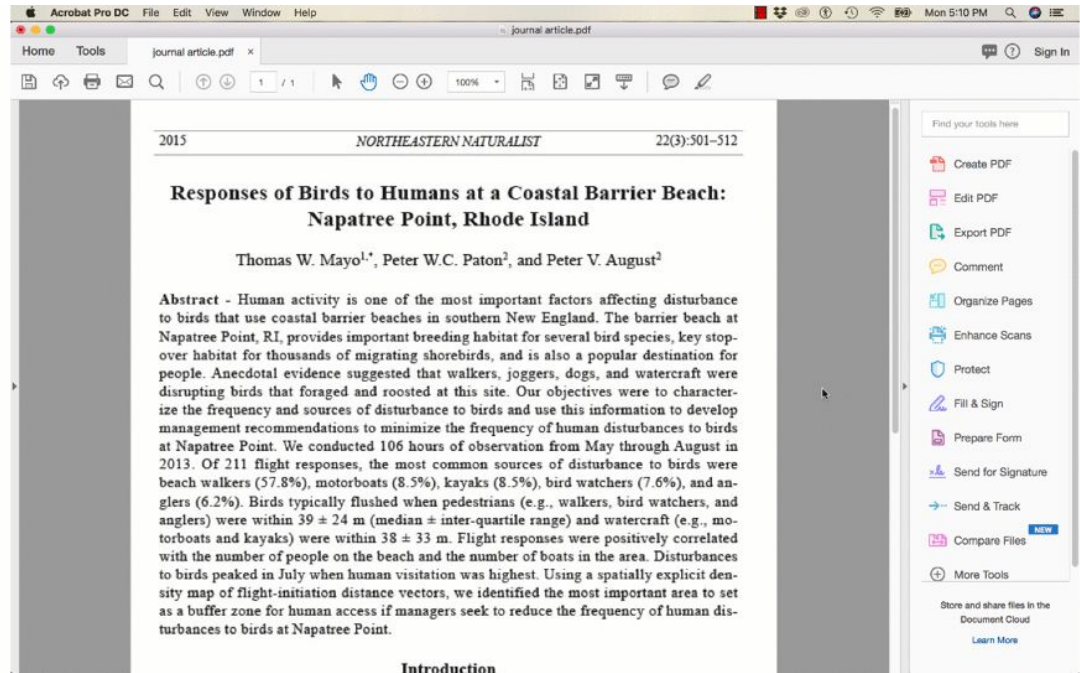
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Animation: Using the "Enhance Scans" feature in Adobe Acrobat Pro to convert an image of a journal article into a pdf with text that can be accessed by a screen reader.

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Captioned Videos

Screen-readable

Additional Resources

Here are some additional resources to explore related to accessibility at URI:

■ **DAI - Disability, Access, and Inclusion**
DAI Home Page
For Faculty

■ **ITS - Information Technology Services**
ITS - Web Accessibility
ITS Training Calendar

■ **ATL - Advancement for Teaching and Learning**
ATL Home Page
Accessibility Information for Online Courses