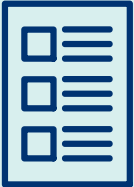




# Disability Resource Center ONLINE ACCESSIBILITY GUIDE

Digital accessibility is of vital importance for equal access and engagement of all learners. The following are some resources and tips to aid with online accessibility.

## CAPTIONING & TRANSCRIPTS



Captioning and transcripts of videos are a textual representation of audio and dialogue for individuals who are deaf or hard of hearing. Captions are displayed at the bottom of the video screen while the audio plays. Transcripts are time-stamped documents of the audio and dialogue.

- [Tutorial of How to Add Captions in Youtube](#)
- [Tutorial of How to Add Captions in Zoom](#)
- [UF's Accessibility Captioning Request](#)

## COLOR CONTRAST



Color contrast is the intentional use of color to ensure ease of readability while not utilizing color contrast as the only means of signifying importance of specific text. Utilizing a dark font on a light background or a light font on a dark background will increase readability for individuals with low vision.

- [WebAIM Color Contrast Checker](#)

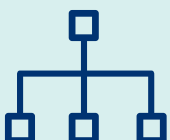
## FONT & FONT SIZE



Utilizing a sans serif font (Arial/Calibri) for small text and a serif font (Times New Roman) for large text will increase readability for individuals with visual impairments. Utilizing Comic Sans, Verdana, Century Gothic will increase readability for individuals who have dyslexia. Body text within documents should not be smaller than 12 points and no smaller than 20 points for presentations.

- [WebAIM Font Instructions](#)

## HEADINGS & TEXT STRUCTURE



Utilizing headings, text styles, and text structure will chunk the document into sections based on content increasing readability for individuals using a screen reader.

- Typical steps for text structure:
  - Start with the smallest number (Heading 1) for the first topic, then use larger numbers (Heading 2) for subcategories, use Body for the content within categories.
- [UF's Accessibility Headings & Text Structure Instructions](#)

## ALTERNATIVE TEXT FOR IMAGES



Alternative text (Alt Text) for images is a textual representation of a visual or picture for individuals who use a screen reader. Individuals should add alt text to all images depending on the purpose of the image. If the image is decorative, then the alt text could read: "Decorative image."

- Typical steps to add Alt Text:
  - Click on the Images Settings/Properties
  - Type alternative text sentence to the text box signified for alt text
  - [UF's Accessibility Alt Text Instructions](#)



Four seated individuals with their hands raised in yoga positions. One in a chair, one on the floor, two in the foreground in wheelchairs. There are yoga mats on the wood floor.

## PDF ACCESSIBILITY



Utilizing headings, alt text, reading order, and color contrast when creating a PDF document will increase readability for individuals who use a screen reader. Ensuring that the document is searchable will allow users to easily locate key information.

- Using Adobe Acrobat DC use the Accessibility Tool under more tools
- Check your documents accessibility with the accessibility checker
- [UF's Accessibility PDF Instructions](#)



Accessibility Check

## MORE RESOURCES



- The Center for Instructional Technology and Training offers a variety of training opportunities and consultation services to assist with e-Learning accessibility: [elearning.ufl.edu](http://elearning.ufl.edu).
- The Center for Teaching Excellence offers faculty strategies to increase engagement and learning while keeping accessibility in mind: [teach.ufl.edu](http://teach.ufl.edu).
- Accessibility at the University of Florida focuses on the increasing accessibility for students, faculty and staff: [accessibility.ufl.edu](http://accessibility.ufl.edu).
- UF's Electronic Information Technology (EIT) accessibility policy explains UF's commitment to the Web Content Accessibility Guidelines (WCAG) Version 2.0: [it.ufl.edu/policies/eita-accessibility/eita-policy/](http://it.ufl.edu/policies/eita-accessibility/eita-policy/).

For more information regarding digital accessibility email [drc@ufsa.ufl.edu](mailto:drc@ufsa.ufl.edu).

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# Enhancing Access For Remote Learning: Supporting students with disabilities in your course



## Use a microphone or headset

Improves sound quality allowing all students to understand your content.

## Light should be facing you, not behind you



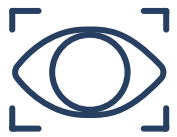
Highlighting facial features allows students to see non verbal cues.



## Use Closed Captioning on all Visual Media

Gives auditory and visual learners necessary modalities to succeed in the course.

## Record your lectures



When possible, record and post your lectures so students can re-watch at their own speed for note taking and studying.



## Mute all students

Students will not be distracted by unnecessary noises.

## Develop Check in Points



Students with different processing speeds learn at varying rates. Check for understanding before moving on using break out rooms or polling.



## Create Procedure for asking questions

Alerts students to know when a question is being ask or how to ask a question. (Ex type "q" into chat box, raise hand feature.)

## Say who is being called on, repeat what is said



Rephrasing students' answers/questions make them understandable and picked up by the microphone.

