

ADA Best Practices

- Information on the support services available to students with disabilities is included within the course.
- Basic ADA accessibility is addressed (ALT tags are present for all images in this course, videos and narrated presentations are properly transcribed or captioned to meet this standard).
- The course design should be simple and uncluttered.
- Text should be used as the primary method for delivering information (images and color are secondary).
- Learning modules, folders, links, lessons, quizzes, tests, and assignments should have unique and descriptive titles.
- The course menu should be organized and up-to-date. Any tools not being utilized should be removed.
- The Course Information documents should describe the overall layout of the course, the types of content available, and the tools that will be used.
- An accessibility statement should be present.
- The course should provide contact information for disability services and invite suggestions on how to increase accessibility.
- The color scheme for the course should be simple and carefully chosen. Color alone should not be used to convey important information. Text, graphics, and images should be understandable when viewed without color. The page background should not overpower the text.
- Text content should ensure readability. A sans-serif font (Arial, Arial Black, Helvetica, Impact, Tahoma, Trebuchet MS, or Verdana) with a standard size of 12 pt or larger should be used.
- Large blocks of information should be divided into manageable sections.
- Hyperlink text should make sense out of context. Avoid using "click here" or "email me".
- PowerPoint presentations should have a standard layout and slide title should be use on each slide.
- Audio-narrated PowerPoint presentations should have text transcripts and slide descriptions.
- When a timed response is required, there should be a means for requesting additional time.
- In most cases, students requesting extended time for tests, time and a half, or 50 percent additional time will be provided.

- ❑ Testing accommodation forms must be used for each test conducted on Blackboard. This form should be submitted one week before the test. Instructors should enable the Test Exceptions and adjust the Attempts, Timer, Availability and Force Completion settings to suit accommodations.
- ❑ Instructors are not required to compromise the quality of the course by lowering the academic standards and to give passing grades to students with disabilities who have failed to demonstrate the required level of knowledge and competency at the end of the course.
- ❑ ADA Best Practices should be included in the new online and hybrid faculty training material and reviewed during the Introduction to Blackboard workshop.
- ❑ To arrange accommodations for students with disability in online/hybrid courses, copy Distance Learning on all communications with the instructor.
- ❑ If a student with disability requires the video captioning in online/hybrid courses, contact Distance Learning.