**Is this online course content accessible for the student with a disability?**

**Are there PowerPoint presentations with graphics or pictures on the slides?**

The screen read for the blind will not read PowerPoint slides if they have graphics or pictures in the slide along with text. It will read text-only PowerPoint slides, although some blind students may prefer to convert them to Word files. That is a personal choice; it is up to that individual if they choose to do so. Any slide containing a graphic or picture applicable to the information must be described to the student. If there is other text on the slide, it would have to be placed on a separate slide if the graphics are not removed.

**What is the test format?**

A test reads best if it is in a Word document for the student using a screen reader for the course. For example, tests on a PowerPoint presentation may not be read completely by the student. Also, it would be easy to miss a slide instead of having numbered questions. The student taking timed tests online through Canvas may require additional testing time. If this is impossible to do through Canvas, then an alternate testing format may be necessary. For example, blind students using a screen reading to take an online test through Canvas require a great deal of toggling back and forth between questions and possible answers and finding the right daily check box for the answer they want to select. In this case, having the test put onto a Word document so it could be taken on a computer on campus would be the desired alternative format. The visually impaired would also find it easier to take the test in this format. Having the information in simple straight columns, in black type, makes it easier for the screen magnifier to produce a clearer text image.

**Are additional documents scanned and saved on the Canvas website for the class?**

Most of these are probably Adobe files, which can be accessed by most screen readers. However, a worn and old copy may not read properly. Also, any handwritten notes on the article or underlining or markings of any kind will cause the software to read the text near it in ‘gibberish.’ A clean copy is most desirable. Articles should be scanned and saved right side up, not sideways, with only one page scanned at a time and with no pages side by side. Including a link to the article is also desirable. The student could access it through the library if necessary. The AES office could also scan the article to be sure it is in the correct format for the student. Again, it would be important to have a clean copy.

**Are there additional websites the student will need to access for this course?**

A link to these websites would be extremely helpful for the visually impaired and blind. It is much easier to listen for the link and follow it rather than copying and pasting or trying to remember the address.

**Are there videos or podcasts with this course?**

The videos would need to be closed captioned or a transcript provided for the deaf and hearing impaired. Podcasts will require a transcript as well. For the blind and visually impaired, any part of the video that needs to be seen to complete or understand an assignment would need to be described. Developing word-by-word transcripts is a very labor-intensive process and is not always the best option instructionally. For example, if you have a video or a flash animation that combines visuals and text, it sometimes makes more sense to provide an equivalent written handout than to provide a frame-by-frame transcript.

**Does this course require the student to be in a virtual classroom for discussions and chats?**

This poses an issue for the student with dexterity issues. However, with advance scheduling and notification of the times for these chats, someone could be lined up to assist the student with this process. For the visually impaired students, magnification software will allow them to participate. It may take them a bit longer to respond due to the operation of the software, but it will work. The blind student will find it impossible to participate in a live chat with more than one person. The student can listen to what they are personally typing, but knowing what the other users in chat are typing would require constantly starting at the top of the page and either listening to every message posted until they reach the end or toggling through all the messages and finding the last posted. Either way, keeping up with an entire class would be impossible. The student would need someone to sit with them and read the postings to stay in real-time.

**Are all files labeled and named appropriately?**

Instead of just video 1 or resource 1, label the files with the corresponding name related to the studies or assignments for that particular week. A visually impaired or blind student or a student with a cognitive impairment trying to access these files may have to open numerous files to find the appropriate one. The student may become confused by complex layouts or inconsistent navigational schemes. Simplify the layout as much as possible without changing the academic integrity of the course. Also, the navigational schemes should be kept as consistent as possible. The student may have difficulty focusing on or comprehending lengthy sections of text. Group textual information under logical headings. Try to organize information in manageable “chunks.”

**Color Blindness**

Make sure that colors are not the only method of conveying important information. If the purpose of the image is to communicate something about the colors in the image, it would be necessary to provide that information in an alternative format.

**Auditory Alerts**

Make sure that audio signals are not the only method of conveying important information. For example, if a bit of music or a certain sound is used within an assignment, an alternative format will be necessary to convey the information to a deaf or hard-of-hearing student. An alternative assignment may be necessary.

**Dexterity Impairments**

Since a student may not be able to use the mouse, it is important that all functions are available from the keyboard (tabbing from link to link, for example). The student may not be able to control the mouse or keyboard very well, so do not have links that are moving. This same issue would apply to the visually impaired or blind student. A student may be able to use voice-activated software. Again, all functions should be accessible from the keyboard.

**The AES Office is available on a limited basis to conduct an accessibility audit of your course. You can contact us at 574-520-4460 to request an audit. We recommend that you advise students of potential barriers to accessibility in an orientation or accessibility page within the syllabus.**