

Syllabus and Course Organization

- **Accessibility Statement** - include a statement of the syllabus about how to request a disability-related accommodation and how to report a design feature of the course that is not accessible.
- **Establish Clear Goals and Due Dates** - make learning objectives, expectations, assignments and due dates, grading rubrics, assessment questions, and other course elements clear and direct.
- **Create Clear and Consistent Navigation** - use concise and user-friendly language. Place navigation consistently across your site.

Document Structure and Formatting

- **Use Properly Formatted Headings** - designate headings (through styles in Word or markup in HTML or formatting tools in D2L) instead of relying on visual cues only, such as: large font size, color, boldness, etc.
- **Create True Bulleted or Numbered Lists, True Columns and Tables** - use the formatting features of Word or D2L or HTML markup to create lists, columns and tables instead of using spacebar or tab to emulate structure.
- **Use Column Headers for Tables in Word** - and Column and/or Row Headers for Tables in PowerPoint
- **Use Descriptive Hyperlink Text** - write hyperlink text that makes sense on its own and describes the resource or destination of the hyperlink
- **Avoid Capitalizing All Letters (i.e. "All Caps")** – all capital letters are harder to distinguish than lower case letters and thus inhibit reading. Therefore only use "All Caps" for acronyms or abbreviations.
- **Break-up Long Blocks of Text (i.e. Chunk Information)** - create documents which structure pages with clearly marked headings and sub-heading. Consider presenting information more as an annotated outline.

Images

- **Provide Alternate Text for Images** - for every non-text element such as images, charts or graphs, provide a concise (100 characters or less) description of the information conveyed by the image.

Keyboard Access

- **Confirm that all Actions and Controls** (e.g. form fields, submit button, hyperlinks) **are Keyboard Accessible**

Color and Contrast

- **Provide Sufficient Color Contrast** between foreground and background elements
- **Do Not Convey Information Using Color Alone** - also provide a means aside from color (e.g. "form fields highlighted in yellow or preceded by an asterisk indicates a required field") for individuals who are blind or color blind.

Multimedia

- **Provide Transcripts for Audio-only Media**
- **Caption Videos** - transcripts and captioning not only assist individuals who are deaf or have hearing impairments but also help engage all viewers.

PDFs

- **Avoid image-only PDFs** - if you cannot highlight text in a PDF, then the PDF is image-only and impossible for screenreaders or other tools that read PDFs verbally to access.
- **Run the PDF Accessibility Checker to Ensure Full Accessibility**
- **Follow the Instructions on the *Frankfort Center* web site when creating PDFs from Office Documents**

PowerPoints

- **Ensure that all of the Slide Text Content appears in the Outline View**
- **Format Lists and Tables Properly**
- **Add ALT text to Images**

Math and Science

- **Write math and science equations accessibly**

For more detailed instructions, including step-by-step guides, visit *the Frankfort Center* website at:

<http://bit.ly/soeremoteteaching>

FRANKFORT CENTER
FOR LEARNING & SCHOLARLY TECHNOLOGIES

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