myTraining Online Course Guidelines and Standards for ADA Compliance
recommended by the UFHR Training and Organizational Development Department

Online training courses often use visual materials to facilitate and enhance a user's learning experience. To develop the most accessible and effective training, we suggest the following key principles for your content:

- Focus on the most important messages for the training. What is the key information about a problem and how it should be solved?
- Avoid too much information or text that will overwhelm the user.
- Outline your content into a logical sequence by using headings and subheadings.
- Keep slides short and focused to the key information.
- Use high quality graphics.
- Define all technical terms and explain graphical items that might be difficult to follow at a glance.

The Americans with Disabilities Act (ADA) requires organizations to provide equal opportunity to individuals with disabilities to participate in, and receive the benefits of, an educational program, and the organization provide accommodation or modifications when necessary to ensure equal treatment. All users can benefit from a course with structured headings, clear language, and ease of navigation. To encourage learners to thoroughly read the material, as well as retain the information, use the design tips listed below to make a visually appealing presentation aligned with ADA standards. (See **Resources** section below.)

Design Tips For Creating Training Materials	Example
Design/Theme • Simple design without busy background templates. • Avoid gradients. • Use lots of white space. • Use highly contrasting color between text and backgrounds. • Balance the use text of text and images.	

Font/ Text	

Font/ Text
- Use large, easy to read sans serif fonts (Ex, Arial or Verdana 26 pt).
- Use headings and subheadings to break up content into sections.
- Avoid using all caps or underlines. Underlined text can be confused as hyperlinks.
- Limit to two fonts.
- Don't use blinking or crawling text.
- Limit the use of bold and italics. Emphasize important points only.
- Split large chunks of text into smaller paragraphs.
- Color choices for text should coincide and/or compliment with color scheme of chosen template.
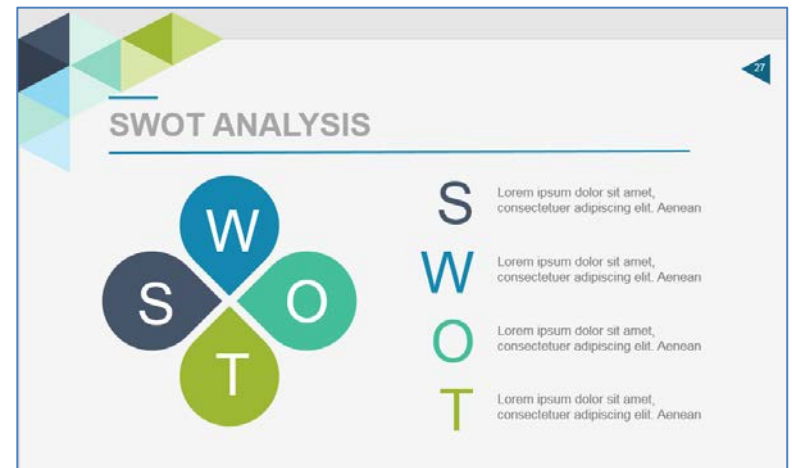 - Avoid large passages of red text.

Images
- Include alternate text for all images (Alt text).
- Graphics should serve an instructional and/or motivational purpose.
- Avoid graphics that are purely decorative, tacky, or out of sync with course content.
- Whenever possible, graphics should be high resolution and retain 100% of their original size.
- Graphics should be clear and legible.
- Avoid busy graphics and use simple illustrations/photos to illustrate important points in your text.
- Use call-outs or tables to organize important aspects.
- Don't use images of text.

Color • Use sufficient color contrast. • Do not use color alone to convey meaning. This will assist the visually impaired with interpreting the meaning.	
Voice Over/Audio • Do not narrate the text on a slide. Use voice over to explain scenarios, illustrations, or concepts. • Use closed captions for all audio. When closed captions are not an option, include a written transcript of all audio.	
Hyperlinks • Write a clear, informative message to describe the link's destination. • Links should be obvious to the end user. • Format text hyperlinks so that it's obvious before and after a link is visited. • Always have links to objects outside of the course (simulations, documents, etc.) open in a new browser window.	

Evaluations - If you include a course evaluation, use the evaluation to measure one of the following: - Reaction or perception of the training. - Knowledge of skills or attitude of the training. - Influence of training on work culture. - Organizational impact.	

Screen Readers

Screen readers are used primarily for people with visual impairments. The industry standard software is JAWS. JAWS is expensive to install the full version but the demo version is free to download from their website. The demo permits use of software for free for 30 minutes at a time, which is often plenty of time to test your content. Once JAWS is installed, the program will start reading what is on the screen. It is recommended to review a course using JAWS to ensure a learner will experience the course as intended.

> **NOTE:** There is no Mac version of JAWS, only Windows.

SCORM File Recommendations for Online Courses

- Create a "tab order" sequence for each slide, the tab order must have a systematic progression through the slide content. **ALL** images and content not pertaining to the content and/or does not provide context, need to be removed from the tab order. It is important to offer appropriate usability to any participant who is using the tab key to navigate the course.
- If videos are embedded, include the player bar on the video slide to allow pausing and video scrolling.
    - Break any video longer than ten minutes into multiple parts.
    - Preview the videos in the LMS to ensure the video quality has remained. If the video looks pixilated, the authoring software may have compressed the video.
    - Be mindful of the quickness of transitions from one clip to the next.
        - Allow audience the time to read text twice before making a transition to another clip.
        - Use "3-second rule" and/or find comfort level from the collective common sense of team.
- If you incorporate interactive assessments, such as a drag and drop interactions within your training content, you **MUST** provide an accessible alternative.

- Include the following:
  - a title slide.
  - directions to complete course
    - how to complete/advance through course
    - duration
    - if contains audio or if any other special instructions
    - a slide explaining the best method to engage the course with a screen reader (e.g., if using JAWS with a course designed in Captivate, the keyboard shortcut **Insert + Down** should be used on each slide to read the content properly).
  - a PDF of the course as an option for learners to navigate the course in this manner.
  - Next and Previous buttons to move between slides. No automatic timers or delays should be used.
  - a closing slide with contact information
  - a progress bar (seekbar) provides learner an idea of the length of the training.

Resources

- Accessibility UF includes services for assisting in making training items accessible as well as details on UF's policy.
- WebAIM Color Contrast Checker assists in checking color contrast for your content.
- WCAG 2.0 checklist helps user to check a document's or file's web accessibility.
- WebAIM: Section 508 Checklist helps to review standards and provides examples of what to look for in materials.
- EITA: Electronic Information Technology Accessibility at UF (UF_ITT341_OLT) is an online course to learn how you can support inclusiveness and equal access to electronic information.
- Accessible Online Environment is a self-paced online course to learn about the different types of accessibility needs and suggestions for developing online materials.

This document includes content from the 2019 UF Health Shands Course Guidelines and Standards handout.