

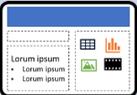
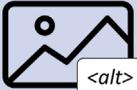
Creating Universally Accessible Materials: Expectations of Faculty

The Bloomberg School of Public Health educates tomorrow's public health leaders and, in doing so, commits to helping students succeed in our rigorous academic offerings. This includes making our learning environment one that is **accessible, providing equitable opportunity and usability for all individuals, regardless of limitations**. In our dedication to student success, we are taking action to follow University-wide guidelines that require all new course materials created after January 1, 2021, to be accessible. These guidelines direct everyone to make sure all new content (including that authored by faculty and distributed to or otherwise shared with students) align with the WCAG 2.1 AA (Web Content Accessibility Guidelines) success criteria put forth by the World Wide Web Consortium (W3C). All faculty are asked to embrace the following best practices as initial steps toward creating universally accessible materials:

- **Use templates:** Whenever possible, use Word and PowerPoint templates designed in such a way to promote use of recommended contrast ratios, alternative text for images, accessible fonts, headings, and logical reading order. In addition to the [accessible templates offered by the School](#), [Microsoft Office has several available accessible templates](#).
- **Use built-in tools, including Styles, to maintain structure and formatting:** Use tools that are built into your software (PowerPoint and Word, for example) for formatting such as heading levels, bulleted and numbered lists, paragraph spacing, and alignment.
- **Consider color-contrast ratios and never rely on color alone:** When you use color in your documents, for instance text written across a solid colored slide background, be mindful of the [contrast ratio](#) of overlapping objects. And whether you are emphasizing text in a paragraph, working in a table cell, or editing a chart or other visual, do not use only color to identify an object.
- **Provide alternative text for images:** For any image or other non-text element that isn't purely decorative, provide appropriate [alternative text](#) that is succinct and conveys the purpose or meaning of the non-text element in context to the rest of the document, including using appropriate terminology for the intended audience.
- **Use accessibility checkers:** Use the accessibility checkers that are built into your software (such as [Microsoft Office's tool](#) and [Adobe Acrobat Pro's feature](#)) whenever they are available.
- **Provide captions and alternative accessible formats for video and audio:** Video should include captioning or interactive (time-based) transcripts. For both video and audio content, share alternative accessible formats of the media. This includes transcripts and accessible versions of any slide presentations. When possible, use self-recording tools with built-in captioning or interactive transcripts (e.g., [Panopto's ASR](#) and [Zoom's Audio Transcript](#) for cloud recordings) for all synchronous and asynchronous video production.
- **Become familiar with University resources:** Look for upcoming training and take a few minutes to review the Office of Institutional Equity's [Electronic and Information Technology \(EIT\) Accessibility](#) site. This site links to a "Checklist for Making Accessible MS Office and PDF Documents."
- **Contact [CTL Help](#)** with any questions.

Accessibility Checklist

Keep the following in mind when creating accessible instructional content:

Consider ...	How to Achieve?
 <p>Templates</p>	Use accessible templates, adhering to placeholders and maintaining reading order.
 <p>Formatting</p>	Use built-in tools for styles (Heading 1, Heading 2, etc.) and layout (bullets, numbering, etc.).
 <p>Alt text</p>	Provide alternative text (succinct, alternative description) for images and complex non-text elements.
 <p>Color</p>	Avoid using color as the only means of distinguishing information.
 <p>Contrast</p>	Be mindful of color contrast ratios of text against a background and when objects overlap.
 <p>Meaningful hyperlinks</p>	Make hyperlinks meaningful by only linking text that indicates the linked resource or destination. Only use full URLs when that is the meaningful text.
 <p>Tables</p>	Use tables only for organizing data (and never for layout). Make sure that tables have header rows and visible borders.
 <p>PDFs</p>	Use accessible, tagged PDFs; never use scanned documents. Accessible PDFs are usually created using Adobe Acrobat Pro with an accessible text, spreadsheet, or presentation file.
 <p>Verify</p>	Use built-in accessibility checkers.
 <p>Alternate formats</p>	Provide alternate forms of the content (for video and audio files), including transcripts and captioning.