

**From:** [Randi Morrison](#)  
**To:** [Randi Morrison](#)  
**Subject:** Accessibility for In-Person and Virtual Offerings - The 10-Day Challenge  
**Date:** Wednesday, February 11, 2026 11:20:37 AM  
**Attachments:** [e415a94c-aec4-4284-a4b6-7e74f5ced3f8](#)  
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## Accessibility for In-Person and Virtual Offerings - The 10-Day Challenge

This 10-Day Accessibility Challenge was created for HR Development Instructors who offer in-person and virtual courses through ElevatED, however, any instructor is encouraged to take this course!

It is recommended you work through this challenge by taking one module a day. Over the 10-day challenge, you'll learn some small but mighty steps you can take today to improve the accessibility of your in-person or virtual offerings.

### Accessibility Statement

AU HRD is committed to creating a learning environment that meets the needs of its diverse employee population. If you anticipate or experience any barriers to learning in this course, please reach out to us at [hrddept@auburn.edu](mailto:hrddept@auburn.edu).

### How this class aligns to Auburn's Strategic Plan

Thank you for participating in "Accessibility for In-Person and Virtual Offerings: The 10-Day Challenge"!

This challenge is designed to help you develop your compliance skills and

meet job proficiency and knowledge development goals. By taking this challenge, you are involved in your personal career projection and helping Auburn reach its Strategic Goal #3: Commitment to Excellence and Innovation.

## Why Accessibility?

What is accessibility?

Accessibility means creating information, activities, and an environment that are open and available to everyone, regardless of ability.

Why do we care about accessibility?

1. It's the law.  
Auburn University is mandated to follow the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act. Auburn also adheres to Web Content Accessibility Guidelines 2.1 (WCAG) level AA, which concern digital and web accessibility.
2. It's the right thing to do.  
Designing for everyone is inclusive. Consideration of all learners ensures everyone has equal access to your content.
3. It improves usability for everyone.  
When we consider that temporary or situational disabilities (broken arm, ear infections, etc.) are likely to impact everyone at some point, we realize that these accommodations actually benefit all of us.

## Whose responsibility is accessibility at Auburn University?

It is the responsibility of content creators to develop material from the start with accessibility in mind. This means creating content that is "born accessible".

While content creators are the first stop for accessibility, it is a shared responsibility and requires collaboration and cooperation.

At Auburn University, the following offices work together:

- [The Office of Accessibility](#) works collaboratively with students, faculty, staff, and the community to reduce barriers, creating a more usable, accessible campus and learning environment. (TIP: While you can interact with websites in this training, visit the website in your preferred browser to access anything that is behind Auburn's Single Sign On.)
- [The Office Information Technology](#) works to ensure that Auburn University uses the standards and best practices defined by WCAG and Section 508 of the Rehabilitation Act.
- [The Office of Equal Opportunity Compliance](#) works to provide reasonable workplace accommodations for employees with qualifying disabilities.
- And YOU! At Auburn University, we value the human touch and strive to create conditions that help our Auburn family members maximize opportunities for continuous improvement. This means that accessibility is everyone's responsibility.

## Types of Accessibility

When it comes to an in-person or virtual offering, these are some of the different types of accessibility that this challenge aims to address.

Let's consider them now.

- Visual: Visual impairments such as color blindness or low vision.
- Motor/Mobility: Motor or mobility issues like wheelchair or keyboard-only users.
- Auditory: Auditory impairments such as hearing difficulties or deafness.
- Neurological: Seizures or other reactions caused by photosensitive epilepsy or other conditions.
- Cognitive: Learning or cognitive impairments like dyslexia or ADHD.

## Let's Reflect

- How familiar are you with accessibility standards for in-person and virtual offerings? (It's okay if the answer is "not very".)
- What questions do you have about accessibility for in-person and virtual offerings?

As you work through this training, revisit your reflection to see if your familiarity with accessibility increases and if your questions are answered!

## What's Next?

Shifting to a “born accessible” mindset can feel complicated and overwhelming, but we don’t have to go from zero to 100% overnight.

For this training, we recommend you work through one module a day in order.

Start with Day 1: Font and Font Size and end with Day 10: Zoom Accessibility for Virtual Offerings.

Over the next ten days, you’ll learn some small but mighty steps you can take today to improve the accessibility of your in-person or virtual offerings.

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Font and font size are important because they help to make sure that all participants have an easy experience when reading content.  
Let’s discuss accessible and inaccessible fonts.

## Accessible Fonts vs. Inaccessible Fonts

Let's start with a quick activity.

Which do you think is easier to read?

A text in beautiful, flowing, cursive writing or a text in clean, straight writing?

Clean, straight writing like fonts such as Arial, Aptos, or Times New Roman are examples of accessible fonts. They're easy to read, have enough space between each letter and no shadows. These fonts are “Sans-Serif” fonts that are not stylized with curls or extending features.

Which do you think is easier to read?

A small, petite text or a larger text?

Sometimes we think we need to get every word on a PowerPoint and to do so, we make the text small. However, larger text size is better for ALL learners. We'll talk about this more next.

## Accessible Fonts

Accessible fonts are easy to read, have enough space between each letter, and no text shadows. Sans-serif fonts (fonts that are not stylized and do not have curls or extending features) are often considered more accessible than serif fonts.

## Inaccessible Fonts

Inaccessible fonts are often too small, or do not have enough space between letters. Script or overly stylized fonts are not recommended for accessibility.

## Font Guidelines

Auburn University recommends using Arial font for Microsoft Office products such as PowerPoint and Word, as well as PDFs. For those with Adobe Create Cloud licenses, Auburn's official brand guidance on fonts should be followed. You can find more information on page 12 "Typography and Usage" of the [AU Quick Reference Guide](#).

## Font Size

Font size is an important aspect of accessibility. Text should be large enough to be easily read, but not so large that it takes up too much space on the page.

## Font Size Guidelines

The minimum font size accepted by accessibility standards is:

- PowerPoint should be at least size 16
- Word documents should be at least size 11

## What You Can Do Today

1. Access the ElevatED Instructor Resource Center  
Human Resource Development (HRD) has built PowerPoint and Word document templates that follow accessibility guidelines for our HRD Instructors.

Visit the ElevatED Instructor Resource Center (IRC) at [aub.ie/hrd\\_irc](http://aub.ie/hrd_irc).

Download the templates you need from the ElevatED Instructor Resource Center and use them today!

Note: Instructors are also encouraged to check out the templates provided by the Auburn Brand Center at [aub.ie/brandcenter](http://aub.ie/brandcenter), however you may need to check for accessibility.

2. Take Time and Check  
Take some time to check your content (PowerPoints, PDFs, Word documents) for any fonts that are too stylized, too close together, or too small and correct them today.

## Resources & Expanded Learning

The following are two resources mentioned in this module, as well as opportunities for expanded learning if you have more questions about the topic of font and font sizes.

ElevatED Instructor Resource Center ([aub.ie/hrd\\_irc](http://aub.ie/hrd_irc))

A one-stop shop for accessible PPT and Word templates for HRD Instructors.

[WedAIM: Typefaces & Fonts](#)

This short WebAIM page on Typefaces and Fonts gives a more detailed overview on font accessibility.

Great job today!

See you tomorrow for Day 2: Contrast and Color

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## Contrast & Color Accessibility Introduction

Contrast and color accessibility is important because it ensures that everyone can access your content, regardless of their color vision capabilities. Why is color so important?

## Color Blindness & Accessibility

Color blindness affects 1 in 12 men and 1 in 200 women. It's important to consider how color blindness impacts accessibility when designing content for in-person and virtual offerings. For example, using two different shades of blue can lack contrast, making it difficult for someone who is colorblind to distinguish between them.

[The Color Blindness Simulator](#) can help you get a deeper understanding for how color choices can affect a participant's ability to understand your materials.

To implement contrast and color accessibility, you should use high contrast colors and avoid relying only on color to convey information.

## Auburn's Color Palette

Auburn's Office of Communications and Marketing provides a color palette that includes a variety of colors you can use when creating content. However, always be sure your color usage is accessible and uses high contrast.

Hot Take: Not all of Auburn's colors are accessible.

For example, Auburn orange colors for any important text or images that convey meaning can be difficult to perceive when paired with white. When in doubt, you cannot go wrong with black and white to convey meaning.

For a full accessible color palette guide, check out the [Auburn Accessibility Color Contrast Grid](#).

## Tools for Checking Color Accessibility

There are many free tools available to help you check color and contrast accessibility. Auburn recommends the [Accessible Web browser extension](#).

### Grayscale

If you can't use the Accessible WEB browser extension, but you're unsure of how a certain combination of colors will look to someone with a color vision impairment, try viewing your design in grayscale. You can do this by going to Print and selecting Grayscale in the color settings. This will help you identify any potential issues with contrast or legibility.

## Color Contrast Ratios

To meet the minimum accessibility standards, colors must have a contrast ratio of at least 4:5:1 for regular text (12 to 16 font size) and 3:1 for larger text (18 or more font size).

### Text

Using the Accessible WEB browser extension on text, let's take a look:

1. Example 1: Auburn blue and white has a high contrast ratio that is well above 4:5:1 for size 12 font and passes the small text AA WCAG standard.
2. Example 2: Lighter grays and white have a poor contrast ratio below 4:5:1 for small font and
3. fails the small text AA WCAG standard.

## Graphics or Images

Images or graphic objects that convey meaning or are required for

participants to understand your content require a contrast ratio of 3:1 against adjacent colors.

Using the Accessible WEB browser extension on text, let's take a look:

1. Example 1: The AU logo (a graphic object) on a white background does pass with a ratio of over 3:1. Even though the ratio is lower than for text, since it is for a graphic object, it passes.

## What You Can Do Today

Download the recommended color checker tool, Accessible WEB or consult the Auburn [Accessibility Color Contrast Grid](#) to check your PowerPoint or a document you use in your in-person or virtual offering for compliant contrast ratios.

## Resources & Expanded Learning

[Auburn Accessibility Color Contrast Grid](#)

[Accessible Web browser extension](#)

[The Color Blindness Simulator](#)

### Expand Learning

[WebAIM Contrast and Color Accessibility](#)

Nice work!

Join us tomorrow for Day 3: Making Images Accessible.

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## Making Images Accessible for In-person/Virtual Offerings

Accessible images can help improve learner experience, increase engagement, and create an inclusive environment. When creating images for in-person and virtual offerings, it's important to ensure they meet accessibility requirements by providing alternative descriptions.

## Accessibility for Different Image Types

Images for in-person and virtual offerings can be broken into two main groups: decorative and functional.

Decorative images have no impact on whether your audience will be able to understand your materials and content. According to [WebAIM](#), decorative images do not contain important content, do not have a function (such as linking out to other materials), and are used only for decoration.

Functional images are used to provide content and can be used to link out to other materials. Functional images require something called alternative text.

## Alternative Text

Alternative text, or alt text, is an attribute that provides a description of an image. It allows people using screen readers on your materials to understand the content of an image, even if they cannot see it. Alt text should be concise and descriptive.

For example, the PowerPoint slide image used to detail HRD's course alignment contains text illustrating a process, and it is functional. Therefore, it requires alt text. The alt text for the image could be:

The course "Accessibility for In-Person and Virtual Offerings" helps learners develop their Communications skills and supports the Developmental Goal of Professionalism and Soft Skills. This goal falls under HR Development's mission to help learners Grow Personally and Professionally to help Auburn meet Strategic Plan goal number six of Operational Excellence.

What if your image is decorative, or isn't required for your audience to understand what you're talking about? If the image is decorative, it can be marked as "decorative" or removed entirely.

Not sure if your image should have alt text? Ask yourself some questions:

1. Does the image have important text?

Yes – then I need to provide alt text

No – then it's decorative.

2. Is the image just for aesthetics?

Yes – then it's decorative.

No – then I need to provide alt text.

3. Will my audience understand what I am talking about without this image?

Yes – then it's decorative.

No – then I need to provide alt text.

For more information, check out [Poet Image Description](#). There are great examples and practice opportunities for writing alt text for a variety of images from graphs to scenery.

## Alt Text How-To

Click here for an easy and short tutorial on how to add alt text or [mark images decorative in Word Documents and PowerPoints](#).

Microsoft 365 also offers a built-in Accessibility Checker which can be helpful during your creation of documents and PowerPoints.

Click here to learn how to turn on the [Accessibility Checker](#).

## Captioning Images

Captions provide additional context and information about an image. Adding a caption to an image that conveys meaning is good practice. Additionally, taking the time to verbally describe an important image will help your audience understand what is being displayed.

You can easily [add captions in Word and PowerPoint](#) by using text boxes.

## What You Can Do Today

Pull up a document or PowerPoint you use during your in-person or virtual offering and check for missing alt text and/or captions and provide captions or a transcript.

## Resources & Expanded Learning

[Poet Image Description](#)

[Mark images decorative in Word Documents and PowerPoints](#)

[Accessibility Checker](#)

[Add captions in Word and PowerPoint](#)

### Expanded Learning

[Images Tutorial from W3.org](#)

Well done!

Join us next time for Day 4: PowerPoints Part One.

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## What is PowerPoint Accessibility?

For in-person and virtual offerings, PowerPoint presentations should still adhere to the Web Content Accessibility Guidelines (WCAG) 2.1. These guidelines provide best practices for making content accessible to all users.

When it comes to PowerPoints, "The most important part of PowerPoint accessibility is the use of slide layouts." ([WebAim](#)) PowerPoint slide layouts are frameworks for slides that include elements such as the titles, text boxes, image placeholders, lists, and so on. The correct use of slide layouts is the most significant thing you can do to ensure that your content is accessible.

## What you can do today

For instructors sharing their PowerPoints in ElevatED, the most important thing you can do is use the pre-built HRD Auburn-themed PowerPoint template available in the ElevatED Instructors Resource Center located at [aub.ie/hrd\\_irc](http://aub.ie/hrd_irc).

These themes:

1. Have good color and contrast and use a simple background.
2. Use an accessible pre-built slide layout.

## PowerPoint Accessibility Checker

Aren't sure if your PowerPoint is accessible? You can use the built-in [Accessibility Checker](#).

## What You Can Do Today

Check one slide deck for proper use of slide layout and use the pre-built HRD PowerPoint template.

## Resources & Expanded Learning

[Accessibility Checker](#)

[ElevatED Instructor Resource Center](#)

### Expanded Learning

[WebAim: PPT Slide Layouts](#)

[PowerPoint: Use table headers](#)

[WebAIM: Word and PowerPoint Accessibility Evaluation Checklist](#)

You're doing awesome!

Join us next time for Day 5: PowerPoints Part Two.

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## More on PowerPoints

In the last four modules, you were provided with an accessible PowerPoint template and guidance on fonts, colors and images. Today will build on the previous information and go over some best practices for PowerPoint development that support accessibility for all.

### Less is More

Learning theory tells us that it is almost impossible to read PowerPoint slides and fully listen to a speaker at the same time. So, the best and most accessible practice PowerPoint slides is simple: less is more.

1. Slides shouldn't have more than 6 lines of text and stick with keywords only.
2. Put any additional text in the notes or a handout/supporting document.

### Animations

It is important to use animations that do not flash or blink repeatedly. These types of effects can trigger reactions for people with epilepsy, seizures, or those sensitive to flashing.

1. If animations are not required for meaning, it's safest to avoid using them at all.
2. If animations are required for meaning in your presentation, use them sparingly and use the appear animation.

## Provide Accessible Materials

Any materials you use or provide in your in-person or virtual offering should also be accessible. In Day six and seven, we'll look at accessibility for audio and video, as well as documents.

## What You Can Do Today

Open one of your PowerPoints and check for and adjust blocks of text that could be shortened and moved to notes or supporting documents. You can also check for and adjust any animations that may not be accessible.

## Resources & Expanded Learning

[CM501E Presentation Skills in ElevatED](#)

[Photosensitive Epilepsy Analysis Tool \(PEAT\)](#)

[W3C Web Accessibility Initiative \(WAI\): Making Offerings Accessible Checklist](#)

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*You're halfway there!*

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You rock!

You're doing awesome learning more about accessibility! Thank you for your commitment to the Auburn family.

Join us next time for Day 6: Audio and Video Accessibility.

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## Audio and Video for Accessibility

Any audio or video content you include during or after your in-person or virtual offering should be accessible. This includes but is not limited to YouTube video clips, podcasts, and recordings of your in-person or virtual offering. To make audio and video materials accessible, let's look at two best practices: captions and transcripts.

### Captions Versus Transcripts

Captions are text versions of audio or video content that can be displayed synchronously (or at the same time) while content is playing.

Transcripts are documents or PowerPoint notes which provide full-text versions of content and can be accessed asynchronously (or at another time before or after) from audio and visual content.

### How to Add Closed Captions

If you're using YouTube clips, many already have automatically generated captions. You can turn them on by selecting the Subtitles/CC icon in the bottom left of the video.

Be cautious! Auto-generated YouTube captions tend to contain many errors that can prohibit someone hard of hearing from accessing your material.

If you are using a YouTube video that does not have adequate captions, provide a transcript in a Word Document or PowerPoint notes ahead of time for your audience.

If you own the YouTube video, this tutorial walks you through how to [add YouTube captions](#).

### How to Turn on Live Captions for PowerPoint Presentations

With Microsoft PowerPoint, you can now enable live captioning when presenting from the web. Check out how to do this during your in-person offerings today with this quick tutorial for [Enabling Live Captions](#).

### How to Create Transcripts

You can use Word or the notes section in your PowerPoint to write a script for your in-person or virtual offering, including your own speech and any

accompanying media you play such as video or audio clips.  
Note that transcripts may be requested before or after an in-person or virtual offering to meet accessible accommodation needs.

## What You Can Do Today

If you use video or audio clips, check to see how accurate the captions are and adjust them or create a transcript as needed.

### Up for a Challenge?

If you don't use any audio or video clips, check your PowerPoint notes. Are they detailed enough to be a transcript? If not, try making some notes about what you usually talk about for each slide.

## Resources & Expanded Learning

[How to Add Subtitles to a YouTube Video](#)

[WebAIM Captions, Transcripts and Audio Descriptions](#)

[Microsoft: Use live captions to better understand audio](#)

You're crushing it!

Join us tomorrow for Day 7: Document Accessibility Part One – Word.

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## Document Accessibility for In-person/Virtual Offerings

Any document that you provide for an in-person or virtual offering should be accessible. This includes what we've already addressed in the modules for Days 1 through 6, but there are also some things that you need for accessible documents.

### Document Formatting

Just like PowerPoints, formatting is the number one way to make your documents accessible. This means proper usage of headings or styles.

Headings should be used in logical order. Let's talk about that now:

*In a Word Document, the Title is the first heading and there should be only one.*

*A subtitle accompanies the title and there should be only one.*

*A Heading 1 is a main content heading for the page.*

*A Heading 2 is a major section of Heading 1.*

*A Heading 3 is a sub-section of the Heading 2, etc.*

*Plain or Normal text is the content within each section.*

*You should not skip heading levels, such as using a Heading 3 after a Heading 1 with no Heading 2 between them. (Source: [WebAIM Microsoft Word, Headings](#))*

You can use the accessible Word template in the [ElevatED Instructor Resource Center](#). For more in depth information, visit WebAIM's short article on [WebAIM's Microsoft Word, Headings](#).

## Table Formatting

If you use tables, they also need to have:

1. Properly designated headings for both rows and columns.
2. No split or merged cells.
3. No empty cells.

Check out this a brief (2m 19s) [tutorial on making tables accessible in Word](#). For a quick reference, consult the [WebAIM: Word and PowerPoint Accessibility Evaluation Checklist](#) section Tables.

## Readability

Readability (how clear and understandable your writing is) is essential for creating an accessible, inclusive in-person or virtual offering. All your content should be written in a way that everyone can understand it. Generally, this means:

1. Writing that can be read at a 3<sup>rd</sup> grade level.
2. Keeping concepts simple and to the point.

3. Explaining all abbreviations, jargon, terminology.  
For readability, try using the free [Hemingway Editor](#), a tool that will show you the reading level of your text and suggestions for improving it.

## Links

When using hyperlinks, don't just link to the words "click here". It's better for folks who rely on screen-readers to have a descriptive link for any hyperlinks. A good example of a descriptive hyperlink is in the follow sentence:

Click here for a video (27s) on [how descriptive links benefit screen reader users](#).

(This way, a screen reader user is able to know exactly what the link is about.)

## What You Can Do Today

1. Download the HRD Word template from the [ElevatED Instructor Resource Center](#).
2. Pull up a Word document you provide participants in your in-person or virtual offering. Use the built-in [Accessibility Checker](#) to check for headings.
3. Review your links – update any that just say "click here" to be more descriptive.
4. Run your text through Hemingway Editor and adjust as needed.

## Up for a Challenge?

Check your materials for any tables. Ask yourself if it really needs to be a table or if your information could be a list? If you need a table, check for designated row and column headings and no split, merged, or empty cells.

## Resources & Expanded Learning

[ElevatED Instructor Resource Center](#)

[Accessibility Checker](#)

[WebAIM Microsoft Word, Headings](#)

[Tutorial on making tables accessible in Word](#)

[WebAIM: Word and PowerPoint Accessibility Evaluation Checklist](#)

[Hemingway Editor](#)

[How descriptive links benefit screen reader users](#)

## Expanded Learning

[Word: Improve Accessibility with Heading Styles](#)

[WebAIM Microsoft Word: Creating Accessible Documents](#)

[WebAIM: Creating Accessible Tables](#)

Whew! That was a long one, nice work!

Join us tomorrow for Day 8: Accessibility Considerations for Your Audience.

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## Audience Considerations

It's important to be aware of the various needs of different people, including those requiring physical or cognitive accommodations, so that everyone can have equal access to your content. The following are accessible best practices for you to create the most inclusive environment for your audience.

### Use Plain Language

Plain language means that you speak clearly using language that your entire audience can understand.

1. Know your audience's needs - if unfamiliar acronyms, jargon, or technical terms will be repeatedly used, briefly explain the meaning the first time you use these types of words.
2. Keep it short - speak in an active voice with simple sentences and get to the point.
3. Consider reading what is on your slide for those with low-vision and because it is very difficult for participants to listen to you and read your slides. (But remember to keep text on your slides to the bare minimum and simple!)

For more information, check out the [Plain Language in Spoken Communication](#) guide.

## Give It Time

This can have two meanings. First: it's good practice to let folks know how long your course is going to be and when there are breaks.

Second: If you're leading an activity or you've asked a question, let it hang in the air a bit. This gives folks processing time. Remember that silent patches probably feel much longer for you than for your audience who is thinking about what you've just said.

## Quality Sound

Make sure that you have a good quality microphone for in-person and virtual offerings. If your computer doesn't pick your audio up well, you can try a lapel microphone or headset. For in-person offerings, check your microphone and ensure that everyone can hear you clearly.

Note: Accommodation requests should be made by participants with at least two weeks' notice through the [Accommodations Request for Employee Learners](#) form in AU Access. If you are teaching an HRD class, and we have been made aware of an accommodation request, we will work with you and your participants to meet that request.

## In-Person Audiences

For in-person offerings, we must consider physical barriers. Make sure your space is set up in a way that allows all folks to enter, participate, and exit easily. This could mean tables are spaced farther apart or arranged in a horseshoe shape and there should be wide aisles and doorframes.

Make sure that if you are using a room that does not have handicap accessible buttons, doors are propped open wide enough for those with mobility accommodations to enter and maneuver around easily. Also remember to let people know where the restrooms are - they may have never been in the building where your class is.

It is also recommended to allow preferred seating. This allows folks with different accommodation needs to self-select the most effective place in the room for them to participate without drawing unwanted attention.

If you are teaching in the HR Administrative Complex, our classrooms are physically accessible and provide microphones for in-person offerings.

## What You Can Do Today

Reflect on your audience for your in-person and virtual offerings.

1. Are there times when you could simplify your speech?
2. Are there activities or questions you ask that you could give more time for?
3. Do you have good quality sound when you're conducting your offering?
4. Are there any in-person considerations you might make for your next offering?

## Resources & Expanded Learning

[Plain Language in Spoken Communication](#)

Expanded Learning

[CM501E Presentation Skills in ElevatED](#)

W3C's [Making Offerings Accessible Checklist](#)

You're doing awesome!

Join us tomorrow for Day 9: Document Accessibility Part Two – PDFs.

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## PDF Accessibility and PDF Remediation

PDF accessibility means making a PDF document accessible for folks who use screen readers or experience color blindness. This includes providing alternative text for images, using proper heading structure, and ensuring keyboard navigation users can logically follow the content in your PDF. Even when born accessible, PDF accessibility is a very involved process. You may encounter the term "PDF remediation", which is the process of making existing PDFs accessible. PDF remediation can take even longer. Though a lot goes into PDF accessibility, there are many resources at Auburn and online to help you achieve PDF accessibility.

## What You Can Do Today

HRD recommends signing up for [CM102 Designing Accessible Documents](#) found in ElevatED (access through AU Access).

For HRD instructors, the HRD department will work with you to make your PDFs accessible, if an employee [accommodation request](#) is made through AU Access.

## Resources & Expanded Learning

[CM102 Designing Accessible Documents](#)

LinkedIn Learning's Creating Accessible PDFs (2018) course by Chad Chelius (access through AU Access)

[WebAIM PDF Accessibility: Defining PDF Accessibility](#)

[Wichita State University's PDF Remediation for Accessibility](#)

You've come a long way and you're almost done with the 10-day challenge! Join us for the last time for Day 10: Zoom Accessibility for Virtual Offerings.

Here at Auburn University, instructors can choose to facilitate via Zoom or Microsoft Teams. Generally speaking:

- Zoom is recommended when participants are external, or outside of Auburn's Single Sign On (meaning they are not Auburn students or employees).
- Microsoft Teams is recommended for internal offerings.

## Microsoft Teams Accessibility

Microsoft Teams is one of Auburn University's preferred online video conferencing platforms. Microsoft provides a range of built-in accessibility features that both instructors and attendees can take advantage of.

Let's look at what you can do in Teams before and during your virtual offering.

### What You Can Do Today with Microsoft Teams

1. Become familiar with Live Captions and Other Accessibility Features
  - a. This [brief list from Microsoft on accessibility](#) covers all the things

instructors can do today in Teams to set up live captions, magnify screen content, implement color contrast, and more. It takes less than 10 minutes to implement these quick features in any meeting.

## Zoom Accessibility

Zoom is another one of Auburn University's preferred online: video conferencing platform. Zoom provides a range of accessibility features. Let's look at what you can do today before your virtual offering.

### What You Can Do Today with Zoom

There are four quick things you can do today. Let's do them together now.

#### Ensure your Zoom account is update

1. Make sure you are using the latest version of Zoom for the best accessibility experience.
  - a. Open Zoom on your desktop.
  - b. Click on your profile icon in the top right of the Zoom window.
  - c. Select "Check for Updates".
  - d. Click Install to update your Zoom.

#### Enable Accessibility Features

2. Enable accessibility features such as closed captions, keyboard shortcuts, and screen readers.
  - a. Open the Zoom app from your desktop.
  - b. Click on your profile icon in the top right of the Zoom window.
  - c. Select "Settings"; a new window called "Settings" will appear.
  - d. Select "Accessibility" at the bottom of the list on the left.
  - e. Adjust your accessibility settings:
    - i. Adjust settings such as font size of captions by sliding the font size button for closed captions.
    - ii. Increase contrast by selecting the "Dim Screen Share Video" button.
    - iii. Increase chat size to 120%.
    - iv. Select all the buttons under the Screen Reader alerts section.

#### Enable Closed Captions

3. Enable closed captioning in your Zoom rooms regardless of

accommodation requests.

- a. Go to [auburn.zoom.us](https://auburn.zoom.us) and sign in with your AU username and password.
- b. Click "Settings" on the left navigation menu.
- c. Select "In Meeting (Advanced)" from the menu.
- d. Scroll down the Meeting tab and make sure that "Automated Captions", "Full Transcript" and "Save Captions" are toggled on.

When your Zoom session begins, click the "Show Captions" button, then "Save" on the Language pop-up to enable live transcription.

1. Let your participants know that they can turn on captions. Let participants know that they can also click and drag captions to place them anywhere in their Zoom window, if needed.

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Currently, *captions are not supported in Zoom or Teams Breakout Rooms.*

*For any folks who rely on captions, it is recommended you keep them in one group that stays in the main room during breakout sessions. Additionally, this allows you to help with facilitation and questions for those with low-hearing or deafness.*

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## Use Appropriate Audio Equipment

Use Appropriate Audio Equipment – Make sure your internet connection is stable and use headphones or a headset with a microphone to ensure that audio is clear and understandable.

## Resources & Expanded Learning

[Microsoft Accessibility Features](#)

[MS Teams Live Captions](#)

[Screen Reader Support for MS Teams](#)

[Yale University's Accessibility Best Practices for Zoom Meetings](#)

## Congratulations!

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*"Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be."*

*Lisa Friedman, Disability Inclusion Expert*

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## You have learned so much about accessibility!

Your commitment to making sure that Auburn is an accessible and inclusive community demonstrates what it means to live the Auburn Creed.

You believe in education.

You believe in hard work.

You believe in the human touch.

Thank you & War Eagle!

HR Development is committed to making our learning materials and classes accessible to all employees. Please email [hrdept@auburn.edu](mailto:hrdept@auburn.edu) if you have accommodation requests, accessibility needs, or for more information.

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