

## eCOURSE ACCESSIBILITY GUIDE

### WCAG 2.1 Level AA Key Points

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## Introduction

This guide has been developed for eCourse (aka eLearning, CBT) owners and developers to provide a summary of requirements and remediations for eCourses to be compliant with updates to [Title II of the Americans with Disabilities Act \(ADA\)](#) and [University of California Information Technology Accessibility Policy](#). Additional information about the federal requirements, guidance, and recommendations can be found on the [University of California Office of the President Electronic Accessibility website](#) and the [U.S. Department of Justice Civil](#)

[Rights Division website](#). Questions or additional guidance should be directed to UC Irvine's [Accessibility department](#).

All eCourses launched at UC Irvine and UCI Health, regardless of the intended target audience or developer, are subject to these requirements. This includes eCourses developed internally and externally by a third-party supplier. It is the responsibility of each course owner and developer to ensure their course(s) meet federal requirements and UC policy by April 24, 2026. eCourses that do not meet the standards will be removed from the UC Learning Center (UCLC) until course owners/developers can attest that accessibility requirements have been met.

Use this guide along with [accessibility tools](#) provided by UC Irvine Office of Information Technology (OIT) and Division of Equal Opportunity & Compliance, and the more detailed [eCourse Accessibility Checklist](#) provided by the UC Office of the President to review and remediate eCourses that will be offered on or after the compliance deadline.

## General

### eCourse Prioritization

Use the list of eCourses provided to you and these factors to determine which courses need to be remediated and in which order.

Courses that are required for legal, regulatory, or UC policy compliance should receive the highest priority.

- Course subject matter and lifespan:
  - Courses that deal with critical operating topics such as safety/emergency response, essential services, key operating systems should be prioritized over less essential subject matter.
  - Courses that will be offered on or after April 24, 2026, will need to be remediated and resubmitted for implementation.
  - Courses that have a planned expiration date before April 24, 2026, do not need to be remediated. They will be deactivated automatically.
  - Courses that are due for content review and maintenance before or shortly after the deadline should incorporate accessibility remediation in the updates.
  - Courses with no active owners will be automatically deactivated.
- Course target audience and usage:
  - Consider the target audience size when prioritizing courses. Courses with larger target audiences should receive higher priority than courses with a limited scope.

- Consider the last time the course was taken. If a course has not been accessed by a learner for more than two years, consider it a lower priority.

## Remediation Process

Course owners are responsible for all actions and costs needed to remediate courses regardless of the original developer. This includes any labor, services, or authoring tool costs incurred to perform the remediations either internally or by an external party.

All remediated eCourses will need to be re-submitted through the EEC self-service, which will include an attestation by the requestor that the course has been remediated to standards.

All eCourse files must be submitted as a SCORM-packaged .ZIP file. PowerPoints, Word documents, PDFs, and other file formats will not be accepted.

The Human Resources team will process EEC submissions in the order in which they are received with the exception of courses required for legal, regulatory, or policy compliance.

eCourses that have not been remediated by April 24, 2026, will automatically be deactivated until a remediated course is submitted for implementation.

## Content Access

### Instructions About Available Accessibility Features

Providing clear instructions on functions, features, and navigation of an eCourse is an important aspect of accessible design and accessibility compliance.

- Provide information and instructions about accessibility features in the course description within UCLC.
  - Instructions must be provided before the course starts.
  - [See an example](#) in the Appendix section of this document.

### Provide Text Alternatives for Non-Text Content

Every image, icon, shape, or button must have meaningful alt text describing its purpose or content.

- Add succinct, descriptive alt text to all instructional images/graphics.
  - Not needed for decorative images/graphics; use “Null”.

- Keep alt text under 150 characters.
- Avoid embedding text into images.
- Otherwise, include embedded text as alt text.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>● Image labeled “Microscope used to view cell samples.”</li> <li>● Decorative objects marked as decorative.</li> </ul>	<ul style="list-style-type: none"> <li>● Alt text 'image1234.jpg' or missing.</li> <li>● Decorative lines have alt text like 'blue line'.</li> </ul>

### Implementation

- **Storyline:** Add alt text via the Size and Position → Accessibility tab.
- **Rise:** Add alt text using Edit → Edit Alt Text for images and multimedia blocks.

### Provide Captions and Transcripts for Audio/Video

Learners who are deaf or hard of hearing must be able to understand multimedia content. Captions must be accurate, include non-speech audio that is intended to convey information, and include speaker identification as appropriate. Segments should display long enough to reasonably be read but not so long that it inhibits readability or a viewer’s ability to connect specific audio to specific moments in the media.

Enable captions by default. Include the ability to toggle on/off in course navigation bar.

- Closed caption formatting:
  - Text and background color: Text = white (#FFFFFF), Background = black (#000000) with less than 10% transparency
  - Use 12-14pt font size minimum (or 125-150% in Storyline)
  - Position: bottom
- Do not include more than 2 lines of text in any caption segment.
- Keep parts of speech together. Do not include part of one sentence and part of another sentence in a single caption segment.
- Captions should not block/obstruct important visual information or user interface components within a video or eCourse slide.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>Video includes synchronized closed captions and downloadable transcript.</li> </ul>	<ul style="list-style-type: none"> <li>Video has no captions or uses inaccurate auto-generated captions.</li> </ul>

### Implementation

- Storyline:** Add .VTT or .SRT caption files to videos via the Video Tools → Options → Captions tab.
- Rise:** Upload captions or include a text transcript below the video.

### Ensure Content is Programmatically Structured

Consistent formatting and design are critical to making an eCourse accessible and compatible with various assistive technologies. This includes slide layouts, proper reading order headings, and labeled elements.

- Use sequential headings.
  - Heading 1 before Heading 2, Heading 3 before Heading 4, etc.
- Slide titles should be Heading 1.
- Do not use headings as an easy way to format text.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>Headings follow logical order (H1 → H2 → H3).</li> <li>Tab order moves left-to-right, top-to-bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Title text appears large but isn't marked as a heading.</li> <li>Tab key jumps randomly between slide elements.</li> </ul>

### Implementation

- Storyline:** Use Tab Order panel to set reading sequence and descriptive names. Make sure slide titles are consistent in three locations within Storyline: 1) In-slide slide title, 2) slide name in the Screen/Story view, 3) slide title in the slide Menu.
- Rise:** Use built-in content blocks for structure.

## Provide Sufficient Color Contrast

Text and images of text must be legible against its background with a minimum contrast ratio 4.5:1 for regular text and a 3:1 ratio for large text (18-point font size or 14-point bold font size).

- Accent color: choose a color that achieves 3:1 contrast ratio (at least) with the course player background color. The course’s progress bar should also maintain a 3:1 contrast ratio between the played and un-played segments.
- Accessibility focus colors: two colors have a 3:1 contrast ratio with each other AND both colors have a 3:1 contrast with the background colors.
- Font and size: easily legible font and size; avoid overlaps, cutoffs, etc.
- Navigation buttons: use icons or text to increase button surface area.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• Dark navy text on white background.</li> </ul>	<ul style="list-style-type: none"> <li>• Light gray text on pastel background.</li> </ul>

### Implementation

- Check contrast using [WebAIM Contrast Checker](#).
- Avoid using color alone to convey meaning (add icons or text labels).

## Input Devices & Navigation

### All Functionality is Keyboard Accessible

Every interaction must be usable without a mouse. It is advised to use standard keyboard shortcuts instead of custom settings. Ensure all interactive elements can receive a tab focus, can be controlled equivalently through assistive technologies.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• Tab key highlights buttons: Enter/Space activates them.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions only work by clicking or hovering.</li> </ul>

### Implementation

- **Storyline:** Verify elements in Tab Order Preview. Refer to built-in [keyboard shortcuts](#) in Storyline
- **Rise:** Avoid carousels or labeled graphics without keyboard support

### Timing

Provide users with enough time to read and use content. Slides should NOT advance automatically unless you provide an autoplay option that learners can enable or disable.

For interactive elements, make it available for the duration of the slide – do not reveal later.

- Slides should NOT advance automatically unless you provide an autoplay option that learners can enable or disable.
- Ability to pause a slide does not meet regulation requirements.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• Autoplay is disabled by default but can be turned on/off.</li> </ul>	<ul style="list-style-type: none"> <li>• A pause button on a slide that automatically plays.</li> </ul>

### Provide Clear Navigation & Focus Indicators

Learners must know where they are and how to move forward/backward. Order elements to match how content is presented visually e.g. top to bottom, left to right.

- [Refer back to Ensure Content is Programmatically Structured section](#) for more information.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• Visible focus box around selected item.</li> <li>• Consistent navigation structure across lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus disappears on dark backgrounds.</li> <li>• Navigation buttons change locations between screens.</li> </ul>

## Implementation

- **Storyline:** Use Storyline’s Back to Top function to return focus back to the top of a slide’s reading order. If learners are allowed to revisit a previous slide, set slide properties to “Reset to initial state”.

## Clear Content

### Use Clear, Simple Language

As a general recommendation, use plain language whenever possible. Avoid jargon, figures of speech, idioms, or slang. Text should be understandable for a wide audience.

Set your course language most appropriate for its content for text-to-speech and other aids.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• “Click the Submit button to continue.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Activate the cognitive process by engaging the assessment module.”</li> </ul>

## Compatibility with Assistive Technologies

### Properly Label and Name Interface Elements

Interactive components must have meaningful names, roles, and states for screen readers. Provide clear instructions for interactive elements. Do not rely on sensory characteristics like color, shape, or spatial orientation. Add appropriate indicators of action, and provide corrective feedback when learners fail to engage in the activity incorrectly.

Compliance Example:	Non-Compliance Example:
<ul style="list-style-type: none"> <li>• Button labeled “Submit answer.”</li> <li>• Action indicator “Click the Exit button.”</li> <li>• Corrective feedback “Select a choice before clicking the Submit button.”</li> </ul>	<ul style="list-style-type: none"> <li>• Button or hotspot without label or identified role.</li> </ul>

## Appendix

### UCLC Instruction Example

This briefing is designed to raise continued awareness of the University of California Statement of Ethical Values and Standards of Ethical Conduct, and to convey University employment obligations with respect to ethical and compliant behavior. The purpose is not to teach University policy or ethics but to familiarize UC employees with important ethics and compliance information, issues, and the many resources available to UC employees when questions arise. This course should take approximately 30 minutes to complete the required material, and there are also four optional mini modules (5 minutes each) available.

### Accessibility Information

If you have any difficulty engaging with or completing this training and would like to request reasonable accommodations, start by reaching out to your location's [UC Learning Center administrator \(opens in new window\)](#).

At the end of each slide will be a button labeled Back to Top that will only appear visually when it receives focus. Clicking this button will return focus back to the top of the slide's reading order.

Screen reader users can use a jump to next landmark or region command to reach the Previous and Next buttons faster; both buttons are in the navigation landmark region. All users can use the keyboard shortcuts detailed in the Training Information section further below to navigate backward and forward through the training more easily.

The settings menu, available toward the end of the player controls, contains three accessibility-related toggles:

- Zoom to fit: toggled off by default; toggling on enables you to magnify the training's contents
- Accessible text: toggled on by default; when toggled on, you can use browser extensions and custom style rules to change text properties such as font and font size, as well as line and paragraph spacing; accessible text must also be toggled on for you to use high contrast modes and certain other assistive technologies
- Keyboard shortcuts: toggled on by default; toggling off disables the keyboard shortcuts described in the Training Information section below

### Training Information

- Use the Next and Previous buttons to navigate forward and backward through the training's linear path

- Use the Slide Menu to jump directly to any slide you have already visited
- The Resources Menu collects all the resources linked to throughout the training
- All links in the training will open in a new browser window or tab
- Some text blocks in the training feature scroll bars you'll need to use to view the entirety of the text block's contents
- For the scenario, test and other interactive slides, follow the in-slide instructions
- Use the player controls, below the slide area, to move forward or backward through media, replay a slide or pop-up from its beginning, control the training's volume, toggle captions off or on, control the training's playback speed or access the accessibility settings, described in the Accessibility Information section above