

Accessibility Checklist

Course Number: _____ Date Evaluated: _____

Instructor Name: _____

Evaluator Name: _____

Creating accessible online materials is a necessary step towards a classroom environment that supports learning for all students. This checklist identifies several of the basic steps relevant to creating accessible online materials in an educational setting; it is not a complete list to creating accessible web content. **All Instructional Core Learning Materials must be accessible.**

Instructional Core Learning Material is defined as those materials that are central or essential to understanding the material and passing the course. For example: Lectures, labs, projects, quizzes, exams, etc. would form the core of the course. In addition, demonstrations, videos, instructor narratives regarding the course materials, lecture notes, study guides, etc. which assist the student in understanding the core materials are also core to the course. Instructor provided materials provided strictly as course enrichments—materials that are pertinent to the topic but not required for the course and not graded—are not considered Instructional Core Learning Materials. An attempt should be made to make these materials accessible as well, but the primary consideration should be on the Instructional Core Learning Materials.

D1: Heading Styles

Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.

D2: Lists

Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.

D3: Links

Links are identified with meaningful and unique text in place of displaying the URL.

D4: Tables

Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.

D5: Color Contrast

There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

D6: Color and Meaning

Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element.

- D7: Images
All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain “image of”, “picture of” or file extension (e.g., “.jpg”).
- D8: Reading Order
Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.
- D9: Slides
Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.
- D10: Spreadsheets
Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.
- D11: Accessibility Checkers
Files and content pages pass any built-in accessibility check available in the software.
- D12: Video
All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.
- D13: Audio
Audio files must be accompanied by complete and accurate transcripts.
- D14: Flashing Content
Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.
- D15: Live Captions
Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.
- D16: Auto-play
Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.