

Course Accessibility Checklist

Text & Content	Yes	No	N/A
<i>Documents, text, and other content are provided in an accessible format</i>			
<p>When Creating or providing documents and presentations for online courses they must be provided in an alternative text-based format or a format that is accessible.</p> <p>Making your Word documents accessible Making your PowerPoints accessible Creating accessible PDFs</p>			
Comments:			
<i>Create headings for documents and in the Rich Text Editor</i>			
<p>When creating documents and text in the Rich Text Editor it is important to use a heading format for text as opposed to changing the size, style, and type of font. This is imperative for learners with visual impairments and who use assistive technology such as screen readers.</p> <p>Creating accessible headings in Word Creating accessible headings in Canvas</p>			
Comments:			
<i>Alternative Text is utilized</i>			
<p>When using pictures, images, animations, charts, tables, or graphs text alternatives are provided for the non-text content and function. The words in the alternative text (alt text) must provide a text equivalent of image, chart, table, or graph. If the image is a link, the function must also be provided for the alternative text. If the image is purely for decorative use no alternative text is needed. You can either click the box “Decorative Image” in Canvas or use the null alternative text - a single space between quotes (“ ”). As a side note do not use “Image of....” or “Picture of....” to begin your alt text as screen readers will automatically note that it is an image, graphic, picture, etc... Captions or long descriptions may be used to explain complex images, charts, or graphs.</p> <p>Creating Alternative Text in Word Creating Alternative Text in Canvas</p>			
Comments:			
<i>Color alone is not used to convey meaning</i>			
<p>Color by itself should not be used to convey meaning (unless a text based alternative is provided). As an example consider a line graph where color is used to designate the different lines and the data that the lines convey.</p> <p>Don't use color alone to convey meaning</p>			
Comments:			
<i>Sufficient contrast is utilized</i>			
<p>Background and text colors should be of sufficient contrast to ensure readability. Be sure to select a text and background color that provides excellent contrast (think black text with white background).</p> <p>Color Contrast and Checker</p>			
Comments:			

Course Accessibility Checklist Page 2	Yes	No	N/A
<i>Create Accessible Hyperlinks</i>			
<p>Hyperlinks used within the course are unique, self-describing, and have meaningful names. Please stay away from using links with names such as “click here,” “more,” or “here.”</p> <p>Accessible Links and Hyperlinks</p>			
Comments:			
Multimedia			
<i>Captioning</i>			
<p>All multimedia (video, audio, etc...) has captioning or a transcript that provides equivalent text based alternatives to the media. YouTube and Canvas Studio (must be requested) provide captioning but the captions must be reviewed for accuracy. There are additional programs such as Amara that will allow you to caption a video even if you are not the creator of the video. If a transcript is used, it must be located in close proximity to the multimedia element within the course. If a video does not have audio a text description of the important visual content must be provided.</p> <p>Multimedia Accessibility</p>			
Comments:			
<i>Accessible Media Player</i>			
<p>All multimedia content (audio, video, animations, etc...) has playback controls (pause, fast forward, rewind, etc...) that are keyboard accessible. In addition, the media is not set to auto loop (play over again and again without user intervention)</p> <p>Accessible Media Player</p>			
Comments:			
<i>Full Screen Option</i>			
<p>All videos have the option to be full screen, and do not include content that flashes or blinks.</p> <p>Making Videos Accessible</p>			
Comments:			
<i>Playback Controls</i>			
<p>All audio and video elements within the course have playback controls that are accessible via a keyboard. For audio the controls must also include the ability for the learner to speed up and slow down the audio.</p> <p>Media Player Controls</p>			
Comments:			

Course Accessibility Page 3	Yes	No	N/A
Policies and Contact Information			
<i>Institutions Accessibility Policy and Services</i>			
A clear link to the accessibility / accommodations policy is provided as well as a description of the services available to learners.			
Comments:			
<i>Office of Accommodations Contact Information</i>			
Contact information to the Office of Accommodations to include phone number, website link, and email address is provided to all learners at the beginning of the course (this can be included in the syllabus if desired). Please note that “Office of Accommodations” was used as an example department as it may be named something else depending on the institution.			
Comments:			
<i>Vendor Accessibility Statements</i>			
Accessibility statements are provided in the course for all required technology and Canvas (learning management system). This includes statements for plagiarism detection software, presentation software, web conferencing applications, media players, social media tools, publisher materials or platforms, lab or science technologies, etc... <i>Note: The actual statements do not need to be provided in the course; instead, a link to the vendor’s website with this information on it will suffice and is a better option if the vendor updates their statement.</i>			
Comments:			
Resources			
Microsoft Word Accessibility Checker Universal Design for Learning WebAIM – Section 508 Checklist World Wide Web Consortium (W3C) Accessibility Standards			