| WCSU Logo |  |
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# Accessibility Checklist for Online Courses

Use the following checklist to determine whether your online course is following requirements based on ADA and Section 508 (Americans with Disabilities Act).

| **Category** | **Criteria** | **Yes** | **No** | **N/A** | **Comments** |
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| **Course Info** | The Syllabus provides guidance on how to request accommodation. |  |  |  |  |
| **Course Design** | The course design facilitates readability and minimizes distractions. Make sure that publisher’s content is compliant. |  |  |  |  |
| **Content/Text** | Text is provided in a sans serif font (e.g., Calibri, Arial, Verdana) for easy readability on computer and mobile devices. |  |  |  |  |
| **Content/Text** | Uses dark font colors on a light background (e.g., black text on white background). |  |  |  |  |
| **Content/Text** | Avoids extremely bright colors as a background color. |  |  |  |  |
| **Content/Text** | Uses one font and color for text. |  |  |  |  |
| **Content/Text** | Avoids using color to distinguish between information. Consider using textures in addition to color when creating charts. Generally red-blue and yellow-blue color combinations are safe. |  |  |  |  |
| **Content/Text** | Avoids overuse of all CAPS, bold, or italics. |  |  |  |  |
| **Content/Text** | Avoids underlining words. A screen reader can mistake it for a navigation link. |  |  |  |  |
| **Microsoft Office and PDF documents** | Documents are accessible.   * Use the standard heading levels in Microsoft Word to organize your content * DO NOT use text boxes in Microsoft Word as screen readers view them as an image. * If using graphs/charts, provide an alternative method to convey the information to a reader with visual issues (e.g., explanation in alt text description). * All images, charts, graphs, tables contain descriptive alt text. * Tables contain header rows. * Tables repeat header rows.   Run Microsoft Word Accessibility Checker (from the File menu) to check for issues. |  |  |  |  |
| **Microsoft Office and PDF documents** | Word documents containing links are converted to PDF for easy viewing and link access. |  |  |  |  |
| **Microsoft Office and PDF documents** | PowerPoint presentations are accessible:   * All content in a PowerPoint slide appears in “Outline” view (which a screen reader can read). * All images, charts, graphs, tables contain descriptive alt text. * Each slide has a unique title. * Use subtle and limited slide transitions.   Run Microsoft PowerPoint Accessibility Checker (from the File menu) to check for issues. |  |  |  |  |
| **Microsoft Office and PDF documents** | Scanned PDF articles are accessible to screen readers.  Test in Acrobat Reader using the Read Out Loud feature (View + Read Out Loud + Activate Read Out Loud). Consider obtaining articles through Library Services or rescan using OCR (optical character recognition) setting. |  |  |  |  |

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| **Content Links** | All links are descriptive   * Use the article title as your link text, not the URL address. * Do not use “click here” as link text. |  |  |  |  |
| **Images** | Images are clear and should be in close proximity to the content they support. Use figure numbers to reference images, charts and graphs. |  |  |  |  |
| **Images** | Images have meaningful alt text / descriptions. |  |  |  |  |
| **Images** | Use of animated images is limited to only those that contribute to the learning experience and support the course content. |  |  |  |  |
| **Images** | Avoids animated or blinking images, text, or cursors that can cause seizures in some people. |  |  |  |  |

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| **Multimedia (audio & video)** | Videos are accessible:   * Video quality is clear. * Video file length is adequate to meet the goals of the activity and avoid adding unnecessary information. Suggested maximum length is 15 minutes. * Videos are uploaded to a streaming media server, NOT to the course itself. We suggest hosting your videos in Media Space and using Kaltura to caption. * Provides a transcripts and/or captioning. * Provides description of images (e.g., charts, demonstrations, slides) where necessary. |  |  |  |  |
| **Multimedia (audio & video)** | Narrated PowerPoint presentations are accessible:   * Provides transcript/captions either within PowerPoint or as a separate document. * Self-launching PowerPoint presentations offer an accessible version. |  |  |  |  |
| **Multimedia (audio & video)** | Audio presentations are accessible:   * Provides a transcript. * Audio quality is clear. * Audio file length is adequate to meet the goals of the activity and avoid adding unnecessary information. Suggested maximum length is 15 minutes. |  |  |  |  |
| **Tables** | Tables have headers for rows and columns. |  |  |  |  |
| **Course Administration** | Uses the “Edit The Test Options” within Blackboard for those with a documented disability from AccessAbility Services  Note: To add additional time to a quiz/exam, click the “Test Availability Exceptions” under “Edit the Test Options” and click “Add User or Groups” and then you can set exceptions for individual students. |  |  |  |  |
| **Course Administration** | Offers an alternative activity for those unable to participate in a synchronous web conference due to accessibility issues. Some options: offer a transcript and follow-up online discussion, etc. |  |  |  |  |

Accessibility Checklist for Online Courses, Minnesota State University, Moorhead, MN, Retrieved on 5/1/2020 from [Accessibility Checklist](https://www.mnstate.edu/uploadedFiles/Level_2/Content/Instructional_Technology_Services/Teaching-Learning/AccessibilityChecklist.pdf)