CSCU Accessibility Checklist for Course Content

The following checklist has been designed to assist you in identifying key areas of your course that may need alterations to make the learning experience more inclusive and accessible to all students, in alignment with ADA and Section 508 (Americans with Disabilities Act).

Section 1: Overall Course Design				
Category	**Criteria**	**Yes**	**No**	**N/A**	**Resources**
Disability Statement	The Syllabus provides guidance on how to request accommodations.				• See Appendix A
Publisher Resources	Publisher resources and content state that they are compliant.				• Evaluating Publisher Content for Accessibility
Navigation	There is consistent and logical navigation throughout the course and modules.				• Course Navigation
Course Facilitation	Provide alternative activities/methods for those unable to participate in a synchronous web conference.				
					• Explore Access - Tools for Promoting Disability Access and Inclusion
Section 2: Documents				
Font	Text is provided in a Sans Serif font (e.g., Calibri, Arial, Verdana) for easy readability on computer and mobile devices.				• Fonts
Font & Background Color	Use a strong color contrast between text and background colors (black text against a light background).				• Colour Contrast Analyser (software) • Contrast Checker (website)
Color Coding	Avoid using color to distinguish between information. Use additional means in addition to color such as bold or italics as well as visual patterns when creating charts.				• Color Coding
Formatting	Avoid underlining text as well as the overuse of all CAPS, bold, or italics. If text is made bold to increase importance of text, add the word "Important" or "Note" before the bold text.				• Text Block Formatting

Headings	Use Styles within Microsoft Word to organize your content with Headings (i.e., Heading 1 – primary level, Heading 2 – sections, Heading 3 - subsections).				• [Improve (Document) Heading Accessibility](#)
Tables and Graphs	Tables and graphs must include captions that detail the content included.				• [Create Accessible Tables in Word](#) • [Create Accessible Tables in Excel](#) • [Create More Accessible Charts in Excel](#)
Table Headers	Tables include row and column headers to distinguish the heading text from the data area of the table.				• [Create Accessible Tables in Word](#) • [Create Accessible Tables in Excel](#)
Text Boxes	Avoid using text boxes within Microsoft Word.				• [Create Accessible Textboxes](#)
Links	All links are descriptive of the linked content (i.e., article title); do not use "click here" or "read more".				• [Links and Hypertext](#) • [Create Accessible Links in Word](#)
PowerPoint Presentations	Presentations utilize the built-in slide layout templates to ensure correct structured headings and lists, proper reading order, etc.				• [Create More Accessible Slides in PowerPoint](#) • [Creating Accessible Presentations in PowerPoint](#)
PDF documents created in Microsoft Word	Use the "Export" function in Microsoft Word to create a tagged PDF; the "Save As PDF" option may not retain document accessibility.				• [PDF Accessibility](#)
Scanned PDF Documents	Avoid scanning works as images. Ensure source material can be read as text. (e.g., hand-written notes and equations will not convert to text.)				• [Edit Scanned PDFs](#)
Section 3: Multimedia & Images					
Alternative Text (Alt text) & Images	Images are near the content being supported, are of a clear quality, and have meaningful alt text descriptions. If the alt text cannot fully describe the image, provide additional narrative. Use figure numbers to reference images, charts and graphs.				• [Alt Text](#) • [Improve Accessibility with Alt Text](#) • [Alt Text Decision Tree](#)
Animations	Animated images include representative descriptions of the action occurring.				• [Animations](#) • [Accessible Images](#)

Blinking or Flashing Multimedia	Avoid animated or blinking images, text, or cursors.				• Animations • Accessible Images
Transcripts	A text transcript is provided for audio recordings. Text transcripts are 100% accurate to meet ADA guidelines.				• Making Audio and Video Media Accessible • Transcribing Audio to Text
Closed Captioning	Captions are provided for video (Kaltura, YouTube, etc.). Captions are 99% accurate to meet ADA guidelines.				• Captioning Key (external link) • Microsoft Teams • Multimedia • Kaltura • WebEx

[1] CCSU Accessibility Checklist for Course Content: Used and modified with permission from Minnesota State University, Moorhead, MN, Retrieved on 3/20/2017
from https://www.mnstate.edu/uploadedFiles/Level_2/Content/Instructional_Technology_Services/Teaching-Learning/AccessibilityChecklist.pdf

For more information, contact:
 [Institutional Contact Information]

Appendix A: Sample Syllabus Disability Statement

Students with Disabilities (including short-term impairments): If you are a student with a documented disability and you believe you will need accommodations or academic adjustments for this class, it is your responsibility to contact the Office of _____ at [DSP/Phone/Email]. To avoid any delay in receipt of accommodations or academic adjustments, you should contact the Office of _____ as soon as possible.

In response to your request, the Office of _____ may ask you to provide supporting medical documentation, diagnostic test results or professional prescriptions to evaluate your request for the accommodations or academic adjustments. The Office of _____ may also obtain its own professional determination of whether specific requested accommodations or academic adjustments are necessary.

Please note that accommodations or academic adjustments cannot be provided until approved and an accommodation letter from the Office of _____ has been received by faculty and student. If you experience a temporary impairment, medical condition, or are pregnant, and it interferes with your schoolwork, call [DSP/Phone/Email].