Accessibility Checklist for Online Course Development

#	Item	Guidelines	Resources
1	**Structuring Content** *(QM Standards 8.1 – 8.3)*	• Use white space between "chunks" of content to improve readability and convey structure. • Use headings/subheadings to convey structure and hierarchy. • Don't use text formatting (size, bold) to give the *appearance* of headings. Apply built-in heading styles. • Apply heading levels in order and don't skip heading levels. • Don't apply heading styles to visually emphasize text. Use text formatting for emphasis. • Format lists correctly. Use the built-in list tool rather than manually typing hyphens/bullets for list items.	• WebAIM Semantic Structure • WebAIM: Lists & Columns • Accessible Headings and Subheadings
2	**Text Formatting** *(QM Standards 8.2, 8.3)*	• Avoid large blocks of italics text. • Avoid using underlined text, except for hyperlinks. • Limit use of ALL CAPS. Difficult to read in long blocks and interpreted as "shouting." • Use clear, simple fonts rather than decorative or cursive fonts. Limit to 1 or 2 font families. • Avoid using *images* of text. Use *actual* text. • Avoid blinking or moving text.	• WebAIM: Fonts
3	**Color & Contrast** *(QM Standard 8.2)*	• Don't use color alone to convey meaning. • Use text color purposefully, not arbitrarily. • Avoid large blocks of brightly colored text. • Minimum 4.5:1 color contrast ratio between background and paragraph text, 3:1 color contrast between background and headings. • Maintain sufficient contrast between foreground elements and background color in images/graphics.	• Providing Sufficient Color Contrast • WebAIM: Color Contrast Checker
4	**Links** *(QM Standard 8.1)*	• Use descriptive link text instead of the URL only. • Avoid using link text that would be ambiguous when standing alone (e.g., "click here").	• Accessible U: Hyperlinks
5	**Tables** *(QM Standard 8.3)*	• Use tables to summarize data, not for page layout. • Give tables a caption. • Identify column and/or row headers. • Don't use images of tables. Create a real table. • Avoid complex tables (e.g., merged cells).	• Tables • Create accessible tables in Word • How to properly tag a table in Adobe Acrobat • WebAIM: Creating Accessible Tables (HTML tables)
6	**Math/Science** *(QM Standard 8.3)*	• Equations must be readable by screen readers. • Recommended formats: MathML or an image with alt text.	• Equations: MathML, Images and LaTeX • Math and Equations in PowerPoint • WIRIS MathType Demo Free! Can use to produce MathML code or alternative text description. • WIRIS MathType (full version) Not free, but highly recommended integration for accessible equations in Word and PPT.

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7	**Images** *(QM Standard 8.3)*	• Alternative text (alt text) should be provided for images. - Consider the purpose of the image. Alt text should convey **content** and **functionality** of the image – not necessarily describe the image in detail. - Avoid redundancy (don't duplicate information found in surrounding text/caption, don't put "image of" in alt text). - Never use a file name as alt text (e.g. "microscope.jpg" or "image_003.gif"). - Most alt text should be concise (less than 125 characters). Complex images might require longer descriptions or alternate formats. • Avoid using images of tables or images containing text. If important text is part of the image, provide that information in the surrounding text or in the alt text. • Decorative images, which don't present important content, should be given "empty" alt tags in web content (such as Blackboard or Softchalk pages). • See program-specific resources in Items 9-12 for information on how to provide alternative text in specific programs.	• [WebAIM: Alternative Text](#) Focuses on web content (e.g. Blackboard, Softchalk pages), but a good overview on the basics of writing alt text. • [Image ALT Text](#) Additional guidelines for alt text. • [Alt text blunders](#) • [Decorative Images](#) How to handle decorative images in web content, such as Blackboard or Softchalk pages. • [Alternative Text for Images](#) Helpful guidelines for complex images, particularly in web content. • [NWEA Image Description Guidelines for Assessments](#) Guidelines and examples for wide variety of image types, subjects. • [Image Description Guidelines](#) Guidelines and examples for various image types. • [Guidelines for Describing STEM Images](#) • [Effective Practices for Description of Science Content within Digital Talking Books](#) Examples of alt text for different types of science/math images.
8	**Multimedia** *(QM Standard 8.4, 8.5)*	• Video content should have captions or a synchronized text transcript. • Audio-only content should have a text transcript. • Meaningful visual information in a video is conveyed through audio description (or a text-based description). • Captions/transcript must be accurate (watch out for auto-captioning errors). • Break long videos (longer than 15-20 minutes) into shorter segments. • Audio quality and video resolution are clear. • Users should be able to control movement through videos or multimedia presentations.	• [Accessibility: Captions & Transcripts](#) • [Caption Guidelines and Policy](#) • [Are Transcripts Enough to Make Videos Compliant with Accessibility Law?](#) • [Resources for Captioning](#) Four approaches to creating captions in YouTube. • [Zoom Pro: Automatically Transcribe Cloud Recordings](#) Enable these settings before recording to the Cloud. **Note:** Auto-transcriptions can't be corrected! • [Adding Captions in Camtasia](#) • [Captioning in Screencast-o-Matic](#) • [Google Voice Typing](#) Auto-transcribe your speech or record your computer audio in [Windows 7](#) and transcribe an existing video.

#	Item	Guidelines	Resources
9	**Microsoft Word** *(QM Standards 8.1 – 8.3)*	• Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines specifically within Microsoft Word). • Adjust reading order of elements if needed.	• Microsoft Word: Creating Accessible Documents • Add alternative text in various Microsoft Office applications • Images in Word Includes options for handling decorative images. • Alternative Text for Decorative Images in Microsoft Office Another, more advanced, option for handling decorative images.
10	**PDF Documents** *(QM Standards 8.1 – 8.3)*	• PDF documents should follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines using Adobe Acrobat). • If creating PDF from a Word Document, make sure to convert document correctly. • Text must be selectable and searchable, not an image. • Adjust reading order of elements if needed. • Tag elements if needed.	• PDF Accessibility (pages 1-4) • Create and verify PDF accessibility (Acrobat Pro) • How to properly tag a table in Adobe Acrobat • Marking Up Decorative Images in Adobe Acrobat
11	**Microsoft PowerPoint** *(QM Standards 8.1 – 8.3)*	• Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines specifically within Microsoft PowerPoint). • Provide alternative text for images. • Verify/set reading order of slide elements. • Converting to PDF is recommended.	• PowerPoint Accessibility • Add alternative text in various Microsoft Office applications • Convert PPT to an accessible PDF
12	**Blackboard** *(QM Standards 8.1, 8.6)*	• Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines specifically within Blackboard) • Use a consistent, intuitive layout and design. • Links and files should have clear, descriptive names. • Clear formatting from copied/pasted content in Blackboard pages; then apply font styling, headings, lists, etc. • Avoid using the Hot Spot question type in quizzes/exams. • Provide Blackboard's accessibility statement.	• Easy Accessibility Practices for Blackboard • Accessible tables in Blackboard • Creating Accessible Course Content • Accessibility at Blackboard
13	**Technology** *(QM Standard 8.6)*	• Follow guidelines from Items 1-8. • Provide accessibility statements for all required technologies. • Ensure interactions are keyboard accessible or provide the content/activity in an alternative format.	• University of Washington: Designing for Keyboard Accessibility