

# Accessibility Checklist for Online Course Development

#	Item	Guidelines	Resources
1	<b>Structuring Content</b> (QM Standards 8.1 – 8.3)	<ul style="list-style-type: none"> <li>Use white space between “chunks” of content to improve readability and convey structure.</li> <li>Use headings/subheadings to convey structure and hierarchy.</li> <li>Apply heading levels in order and don’t skip heading levels.</li> <li>Don’t use text formatting (size, bold) to give the <b>appearance</b> of headings. Apply built-in heading styles.</li> <li>Don’t apply heading styles to visually emphasize text. Use text formatting for emphasis.</li> <li>Format lists correctly. Use built-in list styles rather than manually typing hyphens/bullets for list items.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">WebAIM: Lists &amp; Columns</a></li> <li><a href="#">Accessibility Bytes No.6: Document Headings</a></li> <li><a href="#">Lists</a></li> </ul>
2	<b>Text Formatting</b> (QM Standards 8.2, 8.3)	<ul style="list-style-type: none"> <li>Avoid large blocks of italics text.</li> <li>Avoid using underlined text, except for hyperlinks.</li> <li>Limit use of ALL CAPS. Difficult to read in long blocks and interpreted as “shouting.”</li> <li>Use clear, simple fonts rather than decorative or cursive fonts. Limit to 1 or 2 font families.</li> <li>Avoid using <b>images</b> of text. Use <b>actual</b> text.</li> <li>Avoid blinking or moving text.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">WebAIM: Fonts</a></li> </ul>
3	<b>Color &amp; Contrast</b> (QM Standard 8.2)	<ul style="list-style-type: none"> <li>Don’t use color alone to convey meaning.</li> <li>Use text color purposefully, not arbitrarily.</li> <li>Avoid large blocks of brightly colored text.</li> <li>Minimum 4.5:1 color contrast ratio between background and paragraph text, 3:1 color contrast between background and headings.</li> <li>Maintain sufficient contrast between foreground elements and background color in images/graphics.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Accessibility Bytes No.2: Color Contrast</a></li> <li><a href="#">WebAIM: Contrast and Color Accessibility</a></li> <li><a href="#">WebAIM: Color-blindness</a></li> <li><a href="#">WebAIM: Contrast Checker</a></li> </ul>
4	<b>Links</b> (QM Standard 8.1)	<ul style="list-style-type: none"> <li>Use descriptive link text instead of the URL only.</li> <li>Avoid using link text that would be ambiguous when standing alone (e.g., “click here”).</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Links</a></li> </ul>
5	<b>Tables</b> (QM Standard 8.3)	<ul style="list-style-type: none"> <li>Use tables to summarize data, not for page layout.</li> <li>Give tables a caption.</li> <li>Identify column and/or row headers.</li> <li>Don’t use images of tables. Create a real table.</li> <li>Avoid complex tables (e.g., merged cells).</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tables</a></li> <li><a href="#">Accessibility Bytes No. 12: Data Tables in Microsoft Word, PowerPoint, Excel, and PDFs</a></li> <li><a href="#">WebAIM: Creating Accessible Tables (HTML tables)</a></li> <li><a href="#">Tables Tutorial</a></li> </ul>

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6	<b>Math/Science</b> <i>(QM Standard 8.3)</i>	<ul style="list-style-type: none"> <li>Equations and formulas must be readable by screen readers.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Equation Format and Accessibility</a></li> <li><a href="#">WIRIS MathType Demo</a> Can use to produce MathML code or alternative text description.</li> <li><a href="#">Digital Accessibility: STEM</a></li> </ul>
7	<b>Images</b> <i>(QM Standard 8.3)</i>	<ul style="list-style-type: none"> <li>Alternative text (alt text) should be provided for images that convey meaning. <ul style="list-style-type: none"> <li>Alt text should convey purpose: <b>content</b> and <b>functionality</b>, not necessarily all the details.</li> <li>Avoid redundancy (don't duplicate information found in surrounding text/caption, don't put "image of" in alt text).</li> <li>Don't use a file name as alt text (e.g. "microscope.jpg" or "image_003.gif").</li> <li>Most alt text should be concise (less than 125 characters). Complex images might require longer descriptions or alternate formats.</li> </ul> </li> <li>Avoid using images of tables or text.</li> <li>Images that don't convey meaningful information should be marked as decorative or given empty alt tags.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Authoring Meaningful Alternative Text</a></li> <li><a href="#">WebAIM: Alternative Text</a></li> <li><a href="#">Image ALT Text</a></li> <li><a href="#">Alt text blunders</a></li> <li><a href="#">Image Descriptions</a></li> <li><a href="#">Accessible images: complex image guidelines</a> Includes guidelines in how to provide long descriptions along with shorter alt text.</li> <li><a href="#">NWEA Image Description Guidelines for Assessments</a> Guidelines and examples for wide variety of image types, subjects.</li> <li><a href="#">The Ultimate Checklist for Data Visualisations</a></li> </ul>
8	<b>Multimedia</b> <i>(QM Standard 8.4, 8.5)</i>	<ul style="list-style-type: none"> <li>Follow guidelines from Items 1-3.</li> <li>Video content (with synchronized audio) should have <b>accurate</b> (edited) captions. Auto-captions are not sufficient.</li> <li>Meaningful visual information in a video is conveyed through verbal description.</li> <li>Video-only or audio-only content should have a text transcript.</li> <li>Audio quality and video resolution are clear.</li> <li>Users should be able to control movement through videos or multimedia presentations.</li> <li>If directing students to a third party video (e.g. YouTube) that is not accessible, a "conforming alternative version" must be provided (e.g. a descriptive transcript).</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Inclusive Content Delivery.</a></li> <li><a href="#">An Introduction to Accessible Multimedia: Captions and Transcripts.</a></li> <li><a href="#">Principles for Accessible Captions.</a></li> <li><a href="#">Caption Guidelines and Policy</a></li> <li><a href="#">Videoconferencing Captioning Tools for Zoom</a> <a href="#">Enable cloud recording to generate editable captions.</a></li> <li><a href="#">Zoom: Using audio transcription for cloud recordings</a></li> <li><a href="#">How to Create and Edit Accurate YouTube Captions</a></li> <li><a href="#">Understanding alternatives for time-based media</a></li> <li><a href="#">The Importance of Transcripts Includes guidance on how to create a descriptive transcript</a></li> </ul>
9	<b>Microsoft Word</b> <i>(QM Standards 8.1 – 8.3)</i>	<ul style="list-style-type: none"> <li>Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines specifically within Microsoft Word).</li> <li>Adjust reading order of elements if needed.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Creating Accessible Content: Microsoft Word</a></li> <li><a href="#">Microsoft Word: Creating Accessible Documents</a></li> <li><a href="#">Add alternative text in various Microsoft Office applications</a></li> </ul>

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10	<b>PDF Documents</b> <i>(QM Standards 8.1 – 8.3)</i>	<ul style="list-style-type: none"> <li>• If possible, avoid using PDF format. Consider using native format (e.g. Word document, PowerPoint), web page (HTML), ePub.</li> <li>• PDF documents should follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines using Adobe Acrobat Pro).</li> <li>• If creating PDF from a Word Document, make sure to convert document correctly. Converted PDF must still be checked.</li> <li>• Text must be selectable and searchable.</li> <li>• Document properties include document title, accessible security settings, and primary language.</li> <li>• Document elements must be tagged correctly.</li> <li>• Tags are in a logical reading order.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">PDF Accessibility</a></li> <li>• <a href="#">Remediate PDFs in Adobe Acrobat</a></li> <li>• <a href="#">Create and verify PDF accessibility (Acrobat Pro)</a></li> <li>• <a href="#">Create Accessible PDFs</a></li> <li>• <a href="#">Word vs. PDF</a></li> <li>• <a href="#">Common PDF Tags and Their Usage</a></li> <li>• <a href="#">How to Create or Fix Adobe PDF Link Tags</a></li> <li>• <a href="#">Create and Append a Long Descriptions PDF to the original file</a></li> <li>• <a href="#">PDFs with Fillable Forms</a></li> <li>• <a href="#">How to Properly Tag a Table in Adobe Acrobat</a></li> <li>• <a href="#">Tagging Simple Data Tables in Adobe Acrobat Pro</a></li> </ul>
11	<b>Microsoft PowerPoint</b> <i>(QM Standards 8.1 – 8.3)</i>	<ul style="list-style-type: none"> <li>• Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines within Microsoft PowerPoint).</li> <li>• Provide alternative text for images (including long descriptions if needed).</li> <li>• Verify/set reading order of slide elements.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">WebAIM. PowerPoint Accessibility.</a></li> <li>• <a href="#">Las Positas College. Creating Accessible PowerPoint Presentations.</a></li> <li>• <a href="#">University of Boulder. Understanding PowerPoint Accessibility.</a></li> <li>• <a href="#">UC Riverside. Accessible PowerPoint: Alternative Text</a></li> <li>• <a href="#">National Disability Rights Network. Accessibility Guidelines.</a></li> <li>• <a href="#">Make your PowerPoint presentations accessible to people with disabilities.</a></li> </ul>

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12	<b>Blackboard</b> <i>(QM Standards 8.1, 8.6)</i>	<ul style="list-style-type: none"> <li>Follow guidelines from Items 1-7 (use resources in the right column to help you apply these guidelines specifically within Blackboard)</li> <li>Use Blackboard Ally's accessibility checker as an aid or a starting point, but understand its limitations.</li> <li>Use a consistent, intuitive layout and design.</li> <li>Pages, links, and files should have clear, descriptive names.</li> <li>Use Blackboard's "Content Editor" tool to apply heading styles, list styles, and formatting.</li> <li>Provide alt text for images or mark them as decorative. If needed, provide a long description in the caption or in a separate document linked below the image.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Ally for LMS: Instructors</a></li> <li><a href="#">What content does Ally check?</a></li> <li><a href="#">Blackboard Ally</a></li> <li><a href="#">Create Accessible Course Content</a></li> <li><a href="#">Blackboard Ultra Documents</a></li> </ul>
13	<b>Technology (Tools/Apps)</b> <i>(QM Standard 8.6)</i>	<ul style="list-style-type: none"> <li>Locate the tool's Voluntary Product Accessibility Template (VPAT), if available, to review how the tool is or isn't compliant with accessibility standards.</li> <li>Follow guidelines from Items 1-8 when creating content within the tool.</li> <li>Provide students with accessibility statements for all required technologies.</li> <li>Avoid interactions are not keyboard accessible or provide the content/activity in an alternative format.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How to Interpret a VPAT</a></li> <li><a href="#">Keyboard access</a></li> </ul>

