Checklist for Accessibility

Course Number: _____   **Date Evaluated:** _____

Instructor Name: _____

Evaluator Name: _____

Creating accessible online materials is a necessary step towards a classroom environment that supports learning for all students. This checklist identifies several of the basic steps relevant to creating accessible online materials in an educational setting; it is not a complete list to creating accessible web content. **All Instructional Core Learning Materials must be accessible**.

Instructional Core Learning Material is defined as those materials that are central or essential to understanding the material and passing the course. For example: Lectures, labs, projects, quizzes, exams, etc. would form the core of the course. In addition, demonstrations, videos, instructor narratives regarding the course materials, lecture notes, study guides, etc which assist the student in understanding the core materials are also core to the course. Instructor provided materials provided strictly as course enrichments—materials that are pertinent to the topic but not required for the course and not graded—are not considered Instructional Core Learning Materials. An attempt should be made to make these materials accessible as well, but the primary consideration should be on the Instructional Core Learning Materials.

Accessibility Issue

1. Color
Other elements beside color are used to convey information.
  A. When using color for Web-based materials, avoid using color by itself to convey information (e.g., click on the "green" hyperlinks).
  B. Use of symbols may be used to identify a change in the presentation of content. For example, instead of using "red" to identify a change in content, use a "red asterisk".
  Yes: _____ No: _____ N/A: _____

2. Color contrast
  A. Avoid using text and background colors that do not provide sufficient contrast. ***Example***: do not use white color text on a light blue background.
  B. Check the page to ensure hyperlinks and background colors have sufficient contrast.
  Yes: _____ No: _____ N/A: _____

3. Hyperlinks/Hypertext

Hyperlinks/hypertext provides clear information as to end location or function.

A. When creating hyperlinks, be descriptive as to the function or location the hyperlink will take the student.
B. Hyperlink text of "Click Here…" **does not** provide information as to "where" the hyperlink will take the student.

Yes: _____ No: _____ N/A: _____

4. Images

Images need to contain a text description using one of the following methods:

A. Include an alternate text description for the image.
B. For complex images, include a brief description within the text of the page.
C. If it is not possible to include a description of the image in the page, provide a link to a description of the image or use the "longdesc" attribute to link to an informational page.
Note: *Decorative images do not need an alternate text description. (alt="").*

Yes: _____ No: _____ N/A: _____

5. MS PowerPoint / Word

Presentations and documents are accessible or are available in an accessible format

A. One option may be to have two separate hyperlinks – one hyperlink directed to the accessible version and a second hyperlink directed to the inaccessible version.
B. Accessible presentations may be created using the Accessible Web Publishing Wizard (http://www.accessiblewizards.uiuc.edu/) or LecShare/LecShare Pro (http://www.lecshare.com/)

Yes: _____ No: _____ N/A: _____

6. Adobe PDF documents

Adobe PDF documents can be created to be accessible. This requires recent versions of MS Office and Adobe Acrobat. If the PDF document cannot be made accessible, provide another version of the format or identify where the student may obtain an alternate format.

Yes: _____ No: _____ N/A: _____

7. Tables

Tables with data have appropriate row and column headers identified: It is necessary to identify the headers of the row and column data using "table header" methods or the scope attribute.

Yes: _____ No: _____ N/A: _____

8. Audio content

Audio content requires a text transcript of the corresponding audio information.

A. For spoken audio such as podcast, provide a link to a text transcription of the audio content.
B. If the audio track is music, identify the musical composer and any lyrics as part of the track.

Yes: _____ No: _____ N/A: _____

9. **Video/media content**

   Video content requires the inclusion of captioning. Captioning is the synchronization of the presentation with any dialogue or audio-based activities in the video (i.e., music playing, etc.).

   A. For any video content, provide captioning for the media presentation.
   B. If possible, let the user start the video rather than the video automatically playing.
      Yes: _____ No: _____ N/A: _____

10. **Make sure the playback controls can be accessed from the keyboard (e.g., "tab key").**

    If not, allow the user to open the media player on their computer (as opposed to embedding the player on a Web Page).
    Yes: _____ No: _____ N/A: _____

11. **Interactive experiences**

    Interactive experiences need to be accessible or an alternate made available that conveys the same educational objective.
    Yes: _____ No: _____ N/A: _____

    Manual Checks and/or Concerns:

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