

## Accessibility Checklist for Course Development

### *Handouts*

1. Are all handouts available in the original electronic format (not scanned to a PDF)?
  - Copy and paste handouts into a Learning Management System (LMS) page.
    - Post the handouts within the LMS for ease of access.
  - HTML pages are the best delivery to students.
    - No special software is required;
    - Responsive to different screen sizes (like phones); and
    - Easy to make changes by instructors but not modified by students.
  - Use original files if HTML is not preferred.
  
  - PDF documents should be full-text and have the ability to copy and paste the text (not scanned images only).
  - Use Microsoft Office's Accessibility Checker and address any issues it may find.
2. Use black text on a white background using a consistent sans-serif font such as Arial, Helvetica, Open Sans, Tahoma, or Verdana with a minimum 12-point font size.
  - Proper text contrast and font selection provide easy reading when printed in grayscale (save students money on printing).
3. Use **Bold** or *italic* text to provide emphasis to convey a message.
  - Use the built-in Microsoft Word Styles or formatting buttons in the rich text editor.
    - Headings, Strong, and Emphasis.
  - Do not underline words. When underlining a word or words, a screen reader interprets the word or words as a link;
  - Do not use all capital letters. Screen readers read words typed in all capital letters as individual letters;
  - Use of color is not meaningful without sight or being able to discern;
  - Do not use rapid blinking or moving text; and

- Ensure all transitions are slow.
4. Use headings and subheadings within your documents. Begin with "Header 1" and then logically increase heading number the more specific the content.
    - Headers within Microsoft Word allow easier document navigation.
      - The ability to collapse sections;
      - Can create an automatic table of contents; and
      - Provides an outline of the document to help your students study.
    - Most Learning Management Systems reserve Heading 1 for the title of the page, if using Heading 1 for that purpose then use Heading 2 for the major sub-points or topics of the page.
  5. Arrange content within ordered (numerical) or unordered (bullet) lists.
    - Use ordered lists to describe a sequential or stepped process.
    - Use unordered lists to provide notes, emphasis, and focus attention on a group of items or concepts.
  6. Use descriptive link text to describe linked content rather than using generic language such as "click here", "read more", or "more info".
    - For example, "...visiting the [SPC Library homepage](#) students have access to electronic resources and the ability to find physical..."
  7. When inserting tables, specify the header row, column, or both. Caption any header row or columns and provide alternative text (alt text).
    - Use tables to convey data;
    - Avoid using tables to provide page formatting; and
    - Do not convert tables of data into images.
  8. Images should have alt text that describes what is within it, avoid using "image of" or "graphic of" at the beginning or end.
    - Examples of good alt text for an [image of the Flag of Scotland](#) is:
      - "The Flag of Scotland" or
      - "The Flag of Scotland has a white diagonal cross over a blue background."
  9. Graphs and charts should have alt text of the graph title and the source data table. View the final product in grayscale.

- The ["Charts and Accessibility" article](#) from Pennsylvania State provides examples of how to design charts with accessibility in mind.
10. Insert Math and Chemistry equations using the built-in tools within the LMS or authoring program (Word) to ensure the best optimization with assistive technology.
- The article, ["Equations: MathML, Images, and LaTeX" article](#) from Pennsylvania State provides background information on how to author equations accessibly.
  - Do not use subject specific abbreviations or acronyms. For example, a screen reader will announce the chemical element symbol He as he and the math term tan (tangent) as tan.

#### *Video and Audio Content*

1. While using videos in courses, at a minimum, have "closed captioning" turned on when screened in the classroom.
  - Captions not only benefit the hearing impaired; they also help non-native English speakers, deciphering thick accents or whispers in a film, and help provide context.
  - Check the captions within videos posted on YouTube, Vimeo, and other video hosting websites to ensure accuracy. Consider copying the closed captions into a Microsoft Word document to edit them for accuracy and provide as a Transcript for the video.
2. For videos without speech, high visual content, or text not spoken, audio descriptions are necessary.
  - These type of auditory explanations are to ensure blind individuals can understand the video.
3. Provide a transcript when using Audio-only content.
  - It is best when self-producing video and audio content to write a script first (even include instructions to yourself for what to click or point at if it is a screencast), then record. The script can then be the text transcript of your content.

## *Multimedia*

Please consider multimedia options when planning your activities and assignments. Students with disabilities must have equal access to course material. When using technology or alternative delivery of course materials, please ensure that all aspects of the content are accessible to all students. Examples of multimedia materials include videos, Power Point, YouTube, and on-line materials.

### ***Important note!***

When requesting materials from publisher representatives, it is extremely important you request “accessible” materials. All materials, including “emerging technologies”, DVDs, and videos must be accessible to all students. Please contact the Accessibility Technologist, Mary Deschamps, by phone at (727) 341-3771, or by email at [Deschamps.mary@spcollege.edu](mailto:Deschamps.mary@spcollege.edu), if you have any questions.

Major database vendors often have accessibility support pages.

- EBSCO: [http://support.ebsco.com/knowledge\\_base/detail.php?id=5755](http://support.ebsco.com/knowledge_base/detail.php?id=5755)
- Gale: <http://support.gale.com/technical/618>

[SPC Libraries](#) are also a great resource for accessibility information. The SPC Libraries have Films on Demand and Academic Video Online databases that offer streamed content with captioning and/or transcripts. In addition, many of the databases provided to us from the state have accessibility features including options to listen to and download an article as an mp3.

### **Additional Resources**

- [Accessibility Cheatsheets for PC and Mac](#) (Microsoft Office, Adobe, and YouTube) by The National Center on Disability and Access to Education (NCDAE).
- [Accessibility Checker D2L Brightspace \[Video\]](#) by Desire2Learn (D2L).
- [Accessibility D2L](#) by Desire2Learn (D2L).
- [Creating Accessible PDF Documents from Microsoft Office](#) by the University of Central Florida's (UCF) Center for Distributed Learning.

- [Microsoft Excel Accessibility Support Article](#) by Microsoft.
- [Microsoft PowerPoint Accessibility Support Article](#) by Microsoft.
- [Microsoft Word Accessibility Support Article](#) by Microsoft.
- [WebAIM's WCAG 2 Checklist](#) by Center for Persons with Disabilities, Utah State University (WebAIM).
- California Community Colleges Accessibility Center  
<http://cccaccessibility.org/>
- University of Washington Accessibility  
<http://www.washington.edu/accessibility/web/>
- ICT for Information Accessibility in Learning  
<http://www.ict4ial.eu/>