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Online Course Accessibility Checklist

The following checklist serves as a guide in evaluating online courses for compliance with accessibility guidelines. This checklist follows guidelines to meet the WCAG 2.0 AA compliance standards.

<table>
<thead>
<tr>
<th>P=Pass</th>
<th>NI=Needs Improvement</th>
<th>NA=Not applicable in this document</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accessible Documents and Content**
- Using Heading styles and other built-in structures like ordered and unordered lists.
- Using real text not text that is a graphic.
- Using basic, simple, easily-readable fonts.
- No blinking or moving text
- Choices of text size, font, and foreground and background colors enhance readability.
- Using alternative text for all images.

**Accessible File Names and Hyperlinks**
- Using alphanumeric (abc, ABC, 123). You may also use the dash (-) when naming files.
- Internet resources, including videos, can be navigated or operated with keyboard shortcuts.
- Does NOT include spaces.
- Does NOT include any special characters such as: & , ( ) % $ ¢ / \ { } [ ] < > ; @
- File names should not exceed 31 characters.
- Hyperlinks convey: Where is the link going? Why is the link provided? What else happens?
- Hyperlinks that open in a new window are clearly marked as such.

**Accessible Images, Charts, Graphs, and Diagrams**
- Tables have a designated header row, include a title/caption. Verify the reading order using the tab key. Suggested: Title/caption is repeated as alternative text.
- Alternative text is provided for all images, charts, graphs, and diagrams.
- Alternative text is no more than 125 characters.
- The alternative text is meaningful and replaces (not describes) the images, charts, graphs, or diagrams.
- A long description is included in images, charts, graphs, and diagrams that are more complex. This same description is available somewhere in the document that all readers may access.

**Accessible Video and Audio Checklist**
- Transcripts are provided for all linked and embedded videos and audio files.
- Audio and/or video files are not set at Auto start and do not loop.
- Linked and embedded multimedia clips are captioned and audio descriptions are included when needed.
- A link to the plugin is provided where needed.

**PowerPoint Specific Accessibility**
- The slide show has been created using a built-in PowerPoint slide layouts.
- Each slide has a unique title.
- All content in the slide show appears in the outline view of the show.
- All the information appearing in the outline view is in the same order as it appears on the slides.
- All slide notes contain appropriate descriptions of images, graphs, tables, and charts that appear on the slides.
- All word art has been replaced with real text, or a text alternative is provided in the notes pages.
Accessibility Checklist Examples

Course Design

Color Contrast

Course theme or template provides adequate color contrast between background and text.

<table>
<thead>
<tr>
<th>Do This</th>
<th>Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Text</td>
<td>Fonts</td>
</tr>
<tr>
<td>Accessibility Quick Start</td>
<td>Color</td>
</tr>
<tr>
<td>Tools</td>
<td>Hyperlinks</td>
</tr>
<tr>
<td>Discussions</td>
<td>Alternative Text</td>
</tr>
<tr>
<td></td>
<td>Styles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not This</th>
<th>Not This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Text</td>
<td>Module 2</td>
</tr>
<tr>
<td>Accessibility Quick Start</td>
<td>Module 1</td>
</tr>
<tr>
<td>Tools</td>
<td>Module Overview</td>
</tr>
<tr>
<td>Discussions</td>
<td>Module Overview</td>
</tr>
</tbody>
</table>

Navigation

Course navigation is simple and consistent. Ideally, all content is within 3 clicks of the main course page. The example below is from Blackboard. In Moodle, all content is linked from the course home page.

DO THIS

![Blackboard navigation breadcrumb trail.](image)

NOT THIS

![Blackboard navigation breadcrumb trail.](image)
File Names

Appropriate file naming conventions are implemented.
- 32 character max
- no spaces
- alphanumeric characters with the exceptions of hyphens (–) and underscores (_)
- first character of file name is a letter

DO THIS

![File Name Example]

accessOnlineTrainDft1.docx

NOT THIS

![File Name Example]

#1 Draft Faculty Accessibility Basics Online Teaching Course.docx

Keyboard Access

Course components and multimedia elements are controlled by the user. Controls can be manipulated with the keyboard.
Multimedia elements should not start when pages open.

Tab Key Test
Anyone should be able to use the tab key to navigate through all elements of the course and all multimedia controls in the course. All components and controls can be manipulated without the use of a mouse. Please refer to 4D on page 29 for examples.

Fonts

Text is easy to read.
Sans Serif fonts are suggested (fonts without “feet” or ornamentations).

This is Arial
This is Verdana
This is Tahoma

Verdana is considered the easiest to read of the basic Sans Serif fonts. It is larger, has more spacing between letters, and its characters are not easily confused.

**DO THIS**

Verdana Example in Blackboard

**NOT THIS**

Garamond Example in Blackboard (font size is the same as Verdana example)
Consistency

*No more than 3 different text fonts or colors are used throughout the course.*

**DO THIS**

<table>
<thead>
<tr>
<th>Maximum of three different text or font colors should be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Máximo de tres textos diferentes colores de la fuente se debe utilizar. <strong>SPANISH</strong></td>
</tr>
<tr>
<td>Maximum de trois textes différents ou les couleurs de police doivent être utilisées. <strong>FRENCH</strong></td>
</tr>
<tr>
<td>Maximal drei verschiedene Text- oder Schriftfarbe verwendet werden soll. <strong>GERMAN</strong></td>
</tr>
<tr>
<td>Massimo di tre testi diversi o colori dei caratteri devono essere utilizzati. <strong>ITALIAN</strong></td>
</tr>
<tr>
<td>Maximum aut ex tribus text font color utatur. <strong>LATIN</strong></td>
</tr>
</tbody>
</table>

**NOT THIS**

<table>
<thead>
<tr>
<th>Maximum of three different text or font colors should be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Máximo de tres textos diferentes colores de la fuente se debe utilizar. <strong>SPANISH</strong></td>
</tr>
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<td>Maximum de trois textes différents ou les couleurs de police doivent être utilisées. <strong>FRENCH</strong></td>
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</tr>
<tr>
<td>Maximum aut ex tribus text font color utatur. <strong>LATIN</strong></td>
</tr>
</tbody>
</table>

Color

*Color is not used as the only means of conveying information.*

Color blindness is the inability to perceive differences between some colors that others can distinguish.

**DO THIS**

Lines that must be memorized for the next quiz appear in bold and red print below.

**LADY MACBETH**

While I stood rapt in the wonder of it, came missives from the king, who all-hailed me 'Thane of Cawdor;' by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' *This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee. Lay it to thy heart, and farewell.'
**NOT THIS**

Lines that must be memorized for the next quiz are colored red in the excerpt below.

```
LADY MACBETH
While I stood rapt in the wonder of it, came missives from the king, who all-hailed me 'Thane of Cawdor;' by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee. Lay it to thy heart, and farewell.'
```

**Structure**

*Content is logically structured.*

Headings (Heading 1, Heading 2, Heading 3...) and lists are used appropriately to establish content hierarchy.

**DO THIS**

Always implement headings to establish content structure and hierarchy; nest headings properly. Don’t apply headings out of order.

The structure that headings and lists create is visible and available to Assistive Technology in a HIERARCHICAL reading order.
**NOT THIS**

Adjusting the color and size or applying bold and italics to text just changes the visual components of the page; it does not address structure or establish an accessible content hierarchy.

![Image of text formatting options](image)

**Alternative Text (alt text)**

*Non-text elements have meaningful alternative text and/or appropriate long descriptions.*

Generally alternative text (alt text) is 8-80 characters long, but no more than 125 characters. Screen readers often do not read more than 125 characters of alternative text.

Replace, don’t describe.

EXAMPLE: An architecture instructor might use the following image as an example of a type of Greek column.

![Image of the White House](image)
**Do This:**
Alt Text: Ionic Columns White House DC USA

**Not This:**
Alt Text: White House

**Or This**
Alt Text: whiteHouse.jpg

**Long Descriptions**
Complex images, diagrams, graphs, and charts that require more information than can be conveyed in alternative text require long descriptions. Long descriptions are a text replacement for all of the visual information conveyed by the diagram, graph, or chart. When a long description is used, the alternative text should be a brief text-based summary of the information in the long description.

Long descriptions require the screen reader user to access an additional document. Unlike alternative text, it is not read immediately by the screen reader.

Replace, don’t JUST describe.
EXAMPLE: A biology instructor might use this diagram to convey the light-dependent reactions of photosynthesis at the thylakoid membrane.

![Diagram of Photosynthesis](image.png)

**Do This:**
Alternative Text (summarize): Light-dependent Reactions of Photosynthesis at the Thylakoid Membrane
The light-dependent reactions take place on the thylakoid membrane inside a chloroplast. The inside of the thylakoid membrane is called the lumen, and outside the thylakoid membrane is the stroma, where the light-independent reactions take place. The thylakoid membrane contains some integral membrane protein complexes that catalyze the light reactions. There are four major protein complexes in the thylakoid membrane: Photosystem I (PSI), Photosystem II (PSII), Cytochrome c6f complex, and ATP synthase. These four complexes work together to ultimately create the products ATP and NADPH.

**Alternative Text (summarize):** Light-dependent Reactions of Photosynthesis at the Thylakoid Membrane
Blinking and Moving Elements

No moving or blinking animations or text should be present in course content. Blinking/flashing elements can trigger an event in individuals who are prone to seizures. Blinking and animated elements are known to be distracting to all students regardless of cognitive or attention challenges.

Tables

Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order. Table headers are implemented when available.

DO THIS

<table>
<thead>
<tr>
<th>TYPE OF ARABIAN HORSE</th>
<th>REGIONAL CHARACTERISTIC</th>
<th>PLACE OF HISTORIC ORIGIN</th>
<th>IMPORTANT ARABIAN HORSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egyptian</td>
<td>Extreme dish head and teacup muzzle</td>
<td>Historically, Egyptian breeders imported horses bred in the deserts of Palestine and the Arabian peninsula</td>
<td>Ghazala</td>
</tr>
<tr>
<td>Polish</td>
<td>Typey features with additional strength and size.</td>
<td>In the early 20th century, the military was involved in the breeding of Arabian horses throughout Europe, particularly in Poland</td>
<td>Witez II</td>
</tr>
<tr>
<td>Crabbet</td>
<td>Sturdy and sound conformation that permitted them to be ridden or driven without undue worry about breakdowns</td>
<td>Perhaps the most famous of all Arabian breeding operations founded in Europe was the Crabbet Park Stud of England, founded 1878.</td>
<td>Messeaud</td>
</tr>
</tbody>
</table>

Never embed a table within a table. Screen readers always read embedded content first. Never use tables for visual layout purposes. Tables should be used to convey meaningful data.

Not This

Enter a world where the time you spend with an Arabian horse is the best part of your day... With 37,000 members, the Arabian Horse Association (AHA) provides many opportunities for you to tap into the Arabian horse lifestyle. AHA is a full-service breed association and registry for owners of Arabian, Half-Arabian and Anglo-Arabian horses.

Bounty and happiness are ever on hand. Arabian horses are gold that one may hold. Arabian horse 181014-5 black stallion replaced instead of the usual 6, and 17 points of the rather than 19. Every Arabian must have as many horses as he can afford. Every man who loves a horse is as good a man as he who is generous to the poor. A famous story states that Allah created the Arabian horse from the four winds: spirit from the North, strength from the South, speed from the East, and intelligence from the West.

Byerly Turk  
Godolphin Arabian  
Darley Arabian  
Neve next tables.
Hyperlinks

Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format. Hyperlinks convey where the link is going, why, and what happens.

EXAMPLE: A science instructor is sending students to WRAL TV online to observe current local weather radar reports.

**DO THIS**

WRAL Online Local Radar (opens in a new window)
http://www.wral.com/weather/radar/

**NOT THIS**

http://www.wral.com/weather/radar/

**OR THIS**

Click Here

---

Documents (.doc, .docx, .pdf)

File Names

Appropriate Web file-naming conventions are implemented when documents will be accessed on the Web.

Screen Reader Access

Documents are NOT Read-Only. Screen readers cannot access the Read-Only format.

In Microsoft Office, marking a document or project as final and/or encrypting or restricting editing and permissions also blocks access to assistive technology.
Read Only is not accessible to a screen reader.

PDF’s created in newer versions of Adobe Acrobat can be locked as long as screen reader access is enabled. Adobe Acrobat displays a warning as in the example below when screen reader access is disabled.
Contrast

Confirm adequate color contrast.

DO THIS
The lower portion of the following image provides an example of what a red/green color blind person would see.

NOT THIS
The lower portion of the following image provides an example of what a red/green color blind person would see.
Structure

*Documents are logically structured using styles.*

**DO THIS**

Structure the document using the Styles pane in Word.

**NOT THIS**

Changing font sizes, formatting text by applying bold or italic, changing colors by using the Font pane changes the visual hierarchy of the page, but it does not create structure that is available to assistive technology.

Both documents below are visually similar. The document on the left (created using the Styles pane) has a well-established hierarchy, making the content easy to access even by those who cannot visually discern the structure.
Fonts

Text is easy to read. Sans Serif fonts are suggested for documents accessed online—12 pt. font size minimum.

Consistency

No more than 3 different text fonts or colors may be used.

Please refer to 6A on page 4 for examples.

Color

Do not use color as the only means of representation. Also provide the information in an alternate format.

A good rule-of-thumb is to consider how a chart that uses color to convey information might look in grey-scale.

![Class Enrollment by Environment](image)
If color is used to convey information, be sure to provide an alternate means of conveying the same information.

Class Enrollment by Environment

<table>
<thead>
<tr>
<th>Environment</th>
<th>Math</th>
<th>English</th>
<th>History</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Enrollment</td>
<td>66</td>
<td>66</td>
<td>55</td>
<td>88</td>
</tr>
<tr>
<td>Hybrid Enrollment</td>
<td>88</td>
<td>77</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Seated Enrollment</td>
<td>77</td>
<td>66</td>
<td>88</td>
<td>77</td>
</tr>
</tbody>
</table>

Alternative Text (Alt Text)

*Images (non-text elements) have meaningful alternative text and/or appropriate long descriptions.*

Tables

*Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order, table headers are implemented. Headers should repeat when a table falls in a page break.*
**Do This**

This simple table has descriptive column headers and was created considering top-to-bottom left-to-right reading order.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>COURSE</th>
<th>TUTOR</th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally</td>
<td>Math</td>
<td>Mrs. Jones</td>
<td>Monday</td>
<td>12 pm -1 pm</td>
</tr>
<tr>
<td>Walter</td>
<td>English</td>
<td>Mr. Jones</td>
<td>Monday</td>
<td>12 pm -1 pm</td>
</tr>
<tr>
<td>Tommy</td>
<td>Math</td>
<td>Mr. Smith</td>
<td>Tuesday</td>
<td>1 pm -2 pm</td>
</tr>
<tr>
<td>Helen</td>
<td>Reading</td>
<td>Ms. French</td>
<td>Tuesday</td>
<td>2 pm -3 pm</td>
</tr>
</tbody>
</table>

**Not This**

This table has embedded table elements that would be read out of logical order by assistive technology. This table was not created considering top-to-bottom left-to-right reading order.

```
<table>
<thead>
<tr>
<th>Student</th>
<th>Jane Jones</th>
<th>Jenny Jeffries</th>
<th>Jamie Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>PS 265 Chicago</td>
<td>St Rose Miami</td>
<td>Chapel Hill HS</td>
</tr>
<tr>
<td>Sport</td>
<td>Tennis</td>
<td>Soccer</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>College</td>
<td>Duke</td>
<td>NCSU</td>
<td>Carolina</td>
</tr>
<tr>
<td></td>
<td>2009 2010</td>
<td>2009 2010</td>
<td>2009 2010</td>
</tr>
</tbody>
</table>
```

**Hyperlinks**

*All hyperlinks are well formed.*

*Please refer to hyperlinks in the Course Design section for basic information.*
Presentations

File Names

*Appropriate file-naming conventions are implemented.*

*Please refer to the Course Design section for basic information.*

Screen Reader Access

*Presentations are not “Read Only.” Similar to 2B on page 11.*

Auto Layout

*Slides are created using Auto Layout.*

**DO THIS**

Use the Auto Layout feature to add appropriate slides. Consider the type of content you plan to enter when selecting an Auto Layout slide. Add content by clicking the appropriate icon in the Auto Layout slide.
**NOT THIS**
Insert text in the Auto Layout text areas, DO NOT add text using a Text Box. Slide content in a Text Box is not available to assistive technology.

**Contrast**

*Slides provide adequate color contrast.*

**DO THIS**

- CONTRAST IS IMPORTANT
  - This theme should be easy to read for someone with low vision or other visual challenges.

**NOT THIS**

- Contrast is Important
  - This theme might be very difficult to read for someone with low vision or other visual challenges.
Outline View

In Outline View, each slide has a title, all text content is visible and in logical reading order.

With the exception of alternative text and long descriptions, content not visible in Outline View is not available to assistive technology.

**DO THIS**

![Outline View example](image)

**NOT THIS**

![Outline View example](image)

Two slides have content that does not appear in Outline view.
Fonts

Select fonts that are clear and easy to read..

**DO THIS**

![Enter Presentations...]

It all started with the carousel slide projector as a tool to reinforce the spoken work in the classroom environment.

**NOT THIS**

![ENTER PRESENTATIONS...]

It all started with the carousel slide projector as a tool to reinforce the spoken work in the classroom environment.
Consistency

*No more than 3 text fonts or colors are used.*

**DO THIS**

![Adding Alternative Text

Convey the purpose of the Image. Replace don’t describe.

“Computers require patience” would be appropriate “alt text” for this image in an **Intro to Computers** course.

**NOT THIS**

![Adding Alternative Text

Convey the purpose of the image. Think “replace” not “describe.”

“Computers require patience”

“alt text” in an **Intro to Computers** course.
Color

*Color alone is not used to convey information.*

Please refer to the Course Design section for basic information.

**DO THIS**

Contents in Bold Red and Blue Italics will be on exam.

**NOT THIS**

Contents in Red and Blue will be on exam.
Alternative Text

*Non-text elements have meaningful alternative text and/or appropriate long descriptions.*

*Please refer to the Course Design section for basic information.*

**DO THIS**

Charts that have not been created within PowerPoint are simply displayed as images in PowerPoint. Alt text should be applied to the images to make them accessible. If color is used in the chart to convey information, be sure to provide an alternative means of conveying the same information without relying on color as in the example below that includes a link to the same information in Excel format. Excel spreadsheets can be very accessible if created with accessibility in mind.

![Class Enrollment by Environment](Excel Course Environment Excel File Opens in a New Window)

It is also critical to provide an explanation of the available data and its relevance using a detailed description adjacent to the graph on the page or in the description alt text box.
Not This
Slide note content cannot be read by assistive technology. Slide note content should also be placed on the slide itself or in the Alt Text/Description text boxes.

Transitions and Animations

Avoid slide transitions and animations, or provide an alternate version without transitions and animations.
Rarely do animations or transitions actually add to the teaching value of a presentation, and both often conflict with screen reader access. Avoid animations and transitions, or provide an additional version of the presentation that does not include transitions or animations.
**DON’T DO THIS**
Checkerboard transition in process.

**OR THIS**
Wave animation in process.

---

### Tables

*Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order; table headers are implemented when available.*

It is important to confirm that the data in a table is available to screen readers. In PowerPoint, tables often require the same concise description as a complex image, graph, or chart. Summarize in the alt text box, and convey the data table and its purpose in the description text box. Accessible tables created in the PowerPoint environment should have titles, a logical structure with labeled headers for...
columns and/or rows as in the example that follows. When a table is properly formatted, people with visual disabilities can scan content more quickly using screen readers.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course ID &amp; Section</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG111-1111</td>
<td>3 credit hours</td>
<td>Fall 2020</td>
<td>Winston 333</td>
</tr>
<tr>
<td>Math</td>
<td>MAT111-2222</td>
<td>4 credit hours</td>
<td>Fall 2020</td>
<td>Harrison 222</td>
</tr>
<tr>
<td>History</td>
<td>HIS222-3333</td>
<td>3 credit hours</td>
<td>Fall 2020</td>
<td>Welch 444</td>
</tr>
</tbody>
</table>

How do we know if a table is a non-text object or text-based?

**Do This**

The best way to discern if a table is text-based (potentially accessible) or an object (a non-text element) is to attempt to select some of the text.

The table below is text-based. The rows and cells of text are easily selected.
The table below is an image. The perimeter is selected, but the rows, columns, and cells of data cannot be selected individually.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>COURSE</th>
<th>TUTOR</th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally</td>
<td>Math</td>
<td>Mrs. Jones</td>
<td>Monday</td>
<td>12 pm-1 pm</td>
</tr>
<tr>
<td>Walter</td>
<td>English</td>
<td>Mr. Jones</td>
<td>Monday</td>
<td>12 pm-1 pm</td>
</tr>
<tr>
<td>Tommy</td>
<td>Math</td>
<td>Mr. Smith</td>
<td>Tuesday</td>
<td>1 pm-2 pm</td>
</tr>
<tr>
<td>Helen</td>
<td>Reading</td>
<td>Ms. French</td>
<td>Tuesday</td>
<td>2 pm-3 pm</td>
</tr>
</tbody>
</table>

**Multimedia**

**Audio**

*All audio files should have an adjacent transcript and appropriate user controls.*

Don’t enable AutoPlay or allow the multimedia to loop (play over and over).

**DO THIS**

Enable user controls, and add a link to the transcript.

Image above provides a visual example of user controls that are enabled.

pepperburg podcast transcript

**NOT THIS**

Click here for podcast
Multimedia Videos

All videos are synchronously captioned and a transcript is provided. All video and multimedia content that contain speech or other necessary audio information should be open or closed captioned. Captions are a synchronous text-based representation of multimedia audio content. Open captioning cannot be turned on and off. Closed captioning, which is the preferred method, can be turned on and off.

An image of a captioned video appears above.

transcript
Audio Descriptions

*Video narratives are created incorporating visual descriptions.*
When adding multimedia content, use a script to provide an audio narrative of what the learner is being shown. EXAMPLE: When providing information about a geographic location on a map, describe it visually.

DO THIS
Italy’s boundaries are shaped like a boot with the city of Rome at the knee and with the toe of the boot pointed towards the island of Sicily. Italy is surrounded by water on three sides.

NOT THIS
Rome is here, Sicily is here...

Detailed audio descriptions enhance learning for all students, including the visually challenged.

Keyboard Access and Player Controls

*Multimedia elements can be controlled by the user. Controls can be manipulated with the keyboard (Tab Key test).*
To perform the Tab Key test, press the tab key repeatedly to navigate through all multimedia elements and controls.
**Tab Key Test**

1. The main PLAY button has focus.
2. Tab again to focus on Rewind.
3. Tab again to focus on the secondary Play button.
4. Tab-tab-tab-tab to focus on Closed Captioning.

Instructions should always be provided within the course for downloading and installing plug-ins (including links to the specific plug-ins), enabling captions, navigating players, or for accessing accessible alternatives specific to the multimedia types used within the course.

The YouTube site is accessible; but often a player embedded in a lesson is not. Alternative options with captions should be provided for all embedded media. Windows Media player may require the user to enable the caption feature. The new QuickTime player is the only plug-in player at this time that enables captions by default. Please see examples that follow.
**You Tube Player**

Captions are enabled in the YouTube player.

**Windows Media Player**

Captions must be enabled in the user’s Windows Media player.

1. Right click the Media Player Screen. Select “Lyrics, captions and subtitles”.
2. Select the “On if available” radio button.
**QuickTime Player**
Captions are enabled by default

1. Click View in the Menu Bar.
2. Confirm that “Show Closed Captioning” is selected.


**Web Resources**

**Hyperlinks**

*Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.*

*Please refer to the Course Design section for basic information.*

**DO THIS**

- Firefox version 3.6 download page opens in a new window.

**NOT THIS**

» READ MORE

**Multimedia**

*Multimedia components and controls are accessible with keyboard (Tab Key test).*

*Please refer to the Course Design section for basic information.*

**Accessibility Compliance**

*External resources meet accessibility guidelines, including the availability of captions and transcripts.*

**Navigation**

*External resources open in a new window.*

Firefox version 3.6 download page opens in a new window.
Resources

The following sites provide additional online course accessibility resources.

Access eLearning - Access E-Learning is a tutorial of the Georgia Tech Research on Accessible Distance Education (GRADE) project at Georgia Tech.
http://www.accesselearning.net/

NCDAE – The National Center on Disability and Access to Education offers online resources on creating accessibility instructional materials.
http://www.ncdae.org/resources/

San Francisco State University Online Course Checklist
http://www.sfsu.edu/access/instruction/documents/Course_Accessibility_Checklist_Universal.pdf

UDL-Universe: A Comprehensive Universal Design for Learning Faculty Development Guide
http://enact.sonoma.edu/content.php?pid=218878&sid=2032869

WebAIM – provides accessibility resources and compliance guidance
http://webaim.org/

Thank you to Wake Tech Community College for sharing their Online Course Accessibility Checklist and Examples.