

Accessible Checklist

Formatting & Writing

- Headings:** ensure appropriate, nested order. The page title is H1, so the first heading on a page should be H2, with H3 nested under that, etc. Resource: Page 11 of the [Universal Design & Accessibility in Word](#) or review the video [Basic Accessibility in Word](#).
- URLs:** must be embedded as unique, descriptive links: [Nashville State Community College](#) rather than “[click here](#) for NSCC”). Review video: [Basic Accessibility in Word](#).
- Lists:** do not type out numbers or symbols for lists. Use bullets/numbering in the Word processor. Resource: [Basic Accessibility in Word](#) or page 12 of [Universal Design & Accessibility in Word](#).
- Tables:** need descriptive captions and titles. All information can be added via the Tables menu in the Word processor. See page 18 of the [Universal Design & Accessibility in Word](#) or review the video [Basic Accessibility in Word](#).
- Paragraphs:** use *Line and Spacing* tool in Word (within *Paragraph* toolbar) to add spaces before and after paragraphs instead of hitting enter on your keyboard.
- Titles:** pages should have unique and descriptive titles (Module 2 Quiz: U.S. Constitution vs. Quiz 2). For document titles, you may need to add a title in the document properties section (Home, then Info, then Title).

Images

- Images:** all images (except decorative images, like icons or stock photos) should have descriptive alternative descriptions. Resources: [Basic Accessibility in Word](#).
- Alt Text:** write alt text so a student with vision impairment using a screen reader can understand what is being displayed and why. Make sure you connect it to the content. If a description needs to be lengthy, create a separate D2L (Desire 2 Learn) page for it. [When Simple Alt Text is Insufficient](#).
- Context:** alt text should consider the context in which the image appears.
- Images of Text:** please avoid using images of text as much as possible. If unavoidable, alt text must contain all text in the image.

Color & Contrast

- Color:** color should not be the sole means of conveying information (ex. red text as sole identifier). Use texture, pattern, size, shape, etc. in combination with color. (Some screen readers can identify font information with *Insert + F*)
- Contrast:** ensure a high contrast ratio between background and foreground colors (ex. dark text on light background). Test using tools like [WebAIM's Color Contrast Checker](#).

Audio & Video

- Captions:** all audio content (pure audio recordings and audio tracks on video recordings) in all course formats must have a complete text equivalent in the form of transcripts (audio) or captions (video). Resources: [Zoom: Record to Cloud](#) or [Using Kaltura to record or post video](#) or [Closed Captioning and YouTube](#)
- Captioned Content:** need help finding already captioned videos for your course? This website lists several resources that link instructors to already captioned materials. [Where to Find Captioned Media](#)

Accessible Documents

- Microsoft Word:** ensure Microsoft Word Documents are accessible using these resources: [Universal Design & Accessibility in Word](#) or [Basic Accessibility in Word](#)
- Microsoft PowerPoint:** ensure Microsoft PowerPoint Documents are accessible using this resource: [Accessibility in Microsoft PowerPoint](#)
- PDF:** create documents in Microsoft Word with appropriate accessibility guidelines and then save as PDF. Correcting existing PDFs may require Adobe Acrobat Pro [Webaim: PDF Accessibility](#) or use of Blackboard Ally. Note that a scanned book will read as an image and cannot be processed by a screen reader.
- Purchasing third party publisher materials (Pearson, McGraw Hill, etc.):** accessibility must be assessed prior to purchase of these materials as part of the purchasing process: [Purchasing Policy: AIMT Adoption](#)
- Contacting publishers:** identify accessibility issues by connecting with publishers: [Working with Publishers](#)
- Alternative Access Plan:** if accessibility issues exist which prevent a student from accessing and interacting with course material, an alternative assignment is required. Partner with the [Access Center](#) to develop a plan.

Alternative Textbook formats

- Textbook Format:** digital formats are always preferable, as they can easily be read aloud by a screen reader or other text to speech software. Students who qualify can partner with the [Access Center](#) to explore alternative textbook options.

Course Content

- Content Warnings:** include annotations on all course materials, and highlight resources that contain troubling content (graphic violence, sexual assault, discussions/depictions of bigoted language, hate crimes, etc.) to empower students to make decisions about when and how to engage with it.

Additional Resources

- [Faculty Toolkit](#): Online Learning Faculty Toolkit
- [WebAIM.org](#): excellent resource for all things web accessibility. Explains technical standards in laymen's terms.
- [NVDA](#): The NVDA screen reader can be downloaded free of charge by anyone. It is a useful tool in evaluating your own documents and course content for accessibility.
- [Read & Write](#): Read & Write lets everyone read, write and express themselves more confidently. This easy-to-use toolbar makes documents, files and web pages more accessible.