# Digital Accessibility Checklist

This document contains five major sections: Color, Contrast, and Text/Font Style, Structure, Images, Hyperlinks, and Multimedia. The Structure section has three sub-sections: Word Document, PowerPoint Presentations, and Sakai Content. The Images section has two sub-sections: Alternative Text and Long Description. The document has twenty-seven checkbox items. Use the up and down arrows to navigate the document.

## Color, Contrast, Text/Font Style

[ ]  Color used to emphasize or convey information is supplemented with secondary formatting.

[ ]  Color-coding is supplemented with a secondary mechanism, such as a shape or symbol.

[ ]  Strong color contrast is present between the foreground (text or graphics) and the background. The content is readable.

[ ]  Black text on a red background or red text on a black background is avoided.

[ ]  Color combinations that seem to vibrate or create an after image are avoided.

[ ]  Basic, simple, easy-to-read fonts are used.

*[ ]* Blinking or moving text is avoided.

*[ ]* Real text, not text in a graphic, is used whenever possible.

## Structure

### Word Documents

[ ]  The document is organized with Heading styles.

[ ]  Lists are structured with one of Word’s List commands.

### PowerPoint Presentations

[ ]  The presentation was created with built-in slide layouts.

[ ]  Information appearing in the Outline View is in the same order as it appears on the slides.

*[ ]* All text slide content appears in Outline View.

[ ]  Each slide has a unique title.

### Sakai Content

[ ]  Content typed in **Sakai’s text editor** is organized with **Headings styles** from the **Paragraph Format drop-down** menu.

[ ]  **Lists** are structured with one of the **text editor’s List commands**.

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## Images

### Alternative Text

[ ]  Alternative text is provided for all images, charts, graphs, and diagrams.

[ ]  The alternative text is meaningful and sufficiently “replaces” the images, charts, graphs, and diagrams.

### Long Description

[ ]  A long description is included near more complex images, charts, graphs, and diagrams.

**OR**

[ ]  A link to the long description is provided before or after the complex image.

[ ]  An indication of where to find the longer description is provided in the image’s alternative text.

## Hyperlinks

[ ]  All hyperlinks convey: Where is the link going? Why is the link provided?

[ ]  Hyperlinks in Word/PowerPoint include (opens in a new window) as part of the clickable text.

[ ]  Hyperlinks to documents and other uploaded files/types of content indicate the type of file or content in the clickable text.

[ ]  If students will likely print the content, the URL/web address for each hyperlink is provided.

## Multimedia

[ ]  Embedded (or linked) videos are captioned. Audio description is provided when needed.

[ ]  A transcript is provided for each video and audio selection (e.g., Films On Demand, YouTube, a podcast).

## Additional Resources

For additional information on digital accessibility, please visit the following resources:

* **WebAIM’s Introduction to Web Accessibility**
https://webaim.org/intro
* **NCDAE Accessibility Cheatsheets**http://ncdae.org/resources/cheatsheets
* **Accessible Digital Office Document Project**https://adod.idrc.ocadu.ca

# Digital Accessibility Checklist Explanations: Accessible Use of Color, Color Contrast and Text/Font Style

This document contains three sections: Color, Contrast, and Text/Font Style. It has eight checkbox items followed by an explanation for each item. Use the up and down arrows to navigate the document.

## Color

[ ]  **Color used to emphasize or convey information is supplemented with secondary formatting.**

*Explanation:* Students unable to distinguish between colors rely on secondary formatting as cues to help figure out emphasis or meaning.

[ ]  **Color-coding is supplemented with a secondary mechanism, such as a shape or symbol.**

*Explanation:* Students unable to distinguish between colors rely on shapes or symbols as cues to help figure out content.

## Contrast

[ ]  **Strong color contrast is present between the foreground (text or graphics) and the background. The content is readable.**

*Explanation: Students with low vision or colorblindness need sufficient contrast between the foreground (text or graphics) and the background. Good contrast also benefits mobile users. Tip: If unsure of the contrast, use The Paciello Group’s Color Contrast Analyzer; download from: developer.paciellogroup.com/resources*

[ ]  **Black text on a red background or red text on a black background is avoided.**

*Explanation: Some students with color blindness lack the ability to detect the lower color wave frequencies associated with red; red appears black, so this combination should be avoided.*

[ ]  **Color combinations that seem to vibrate or create an after image are avoided**.

*Explanation: Placing areas of brightly colored hues together can cause an afterimage effect (or “visual vibration”), which makes it difficult to focus on the content.*

## Text/Font Style

**[ ]  Basic, simple, easy-to-read fonts are used.**

*Explanation: Use fonts that are available by default in modern operating systems. Avoid decorative, frilly fonts. Good options to consider are: Arial, Calibri, Tahoma, Trebuchet MS, and Verdana.*

*[ ]* **Blinking or moving text is avoided.**

*Explanation: Text that blinks or moves can be distracting to all learners and especially so for learners with attention deficits or cognitive disabilities. Additionally, for those susceptible, there is a possibility that blinking text will trigger a seizure.*

*[ ]* **Real text, not text in a graphic, is used whenever possible.**

*Explanation: When text is actually an image, it cannot be read by a screen reader. Providing an alternative text may be an option; however, using real text is the recommendation because when the image needs to be significantly enlarged for students with low vision, the text in the image may become distorted and unrecognizable.*

# Digital Accessibility Checklist Explanations: Structure in Documents/Presentations/Sakai

This document contains three sections: Word Documents, PowerPoint Presentations, and Sakai Content. It has seven checkbox items followed by an explanation for each item. Use the up and down arrows to navigate the document.

## Word Documents

[ ]  **The document is organized with Heading styles.**

*Explanation: People with vision impairments rely on headings to navigate through documents. A screen reader does not recognize text formatting (e.g. bold, large font size) as a meaningful heading until a Heading style (****Home tab > Styles Group****) has been applied.*

 [ ]  **Lists are structured with one of Word’s List commands.**

*Explanation: People with vision impairments rely on structured lists to determine how many items a list contains.*

## PowerPoint Presentations

PowerPoint’s **Outline View** provides a text outline of a presentation. This view can help you evaluate the structure of your presentation. Switch to Outline View (**View tab > Outline View**) to evaluate each of the following:

**[ ]  The presentation was created with built-in slide layouts.**

*Explanation: The placeholders in slide layouts provide slide structure. Placeholders may be rearranged on the slide; however, it is important to check Outline View to verify the sequential order of the content.*

[ ]  I**nformation appearing in the Outline View is in the same order as it appears on the slides.**

*Explanation: At first glance, a slide’s content may appear logically sequenced; however, viewing the presentation as a text outline in Outline View, will make it apparent when content has inadvertently been placed out of order. Screen reader users depend on logically sequenced content.*

*[ ]* **All text slide content appears in Outline View.**

[ ]  **Each slide has a unique title.**

*Explanation: Slide titles function much like document Headings, allowing for quick navigation. They are assigned bold formatting when viewed in Outline View. The title of each slide should reflect the slide’s content.*

## Sakai Content

[ ]  Content typed in **Sakai’s text editor** is organized with **Headings styles** from the **Paragraph Format drop-down** menu.

[ ]  **Lists** are structured with one of the **text editor’s List commands**.

# Digital Accessibility Checklist Explanations: Accessible Images

This document contains two sections: Alternative Text and Long Descriptions. It has five checkbox items followed by an explanation for each item. Use the up and down arrows to navigate the document.

In Word and PowerPoint, the alternative text field is located in the Format Picture pane. To access it, right-click the graphic, and then select **Format Picture > Layout & Properties > Alt Text**.

## Alternative Text

[ ]  **Alternative text is provided for all images, charts, graphs, and diagrams.**

*Explanation: Alternative text (alt text) is accessed by screen reading technology and is read aloud to the student. Alt text allows the content and function of images and other visual elements to be accessible to those with visual disabilities.*

**[ ]  The alternative text is meaningful and sufficiently “replaces” the images, charts, graphs, and diagrams.**

*Explanation: For a student unable to see the image, a meaningful replacement allows the student to conceptualize the image’s content.*

## Long Descriptions

[ ]  **A long description is included near more complex images, charts, graphs, and diagrams.**

*Explanation: The content of some academic imagery is more complex than what alternative text can provide, especially when the images are instructional in nature. For these images, additional information is needed so that students may learn what is intended.*

**OR**

[ ]  **A link to the long description is provided before or after the complex image.**

*Explanation: Providing a longer description on the same page or linking to it provides an opportunity for all students to learn from the description. To link to a long description, type it in a word processor, upload the document, and then create a link to it.*

**[ ]  An indication of where to find the longer description is provided in the image’s alternative text.**

*Explanation: Providing the location of a long description in the image’s alternative text helps students who use screen readers find the long description.*

# Digital Accessibility Checklist Explanations: Accessible Hyperlinks and Multimedia

This document contains two sections: Hyperlinks and Multimedia. It has six checkbox items followed by an explanation for each item. Use the up and down arrows to navigate the document.

## Hyperlinks

[ ]  **All hyperlinks convey: Where is the link going? Why is the link provided?**

*Explanation: Clear hyperlink text makes sense independently of surrounding text and informs people of the purpose of the link.*

[ ]  **Hyperlinks in Word/PowerPoint include (opens in a new window) as part of the clickable text.**

*Example:* [Durham Tech Library (opens in a new window)](https://www.durhamtech.edu/dtcclibrary/index.htm)

*Explanation: Providing the forewarning* (opens in a new window) *or* (opens new window) *indicates to all users that a “new window” (the web browser) is going to appear on top of the document or presentation. This is especially important for screen reader users because a new window opening without warning can be disorienting.*

**[ ]  Hyperlinks to documents and other uploaded files/types of content indicate the type of file or content in the clickable text.**

*Example:* Week 4 Lecture – Supply and Demand (DOC)

*Example:* Week 7 Review (PPT)

*Example:* Week 9 Introduction (SoundCloud recording)

**[ ]  If students will likely print the content, the URL/web address for each hyperlink is provided.**

*Explanation: It is impossible to click a link on a printed document. Providing the URL/web address allows the student to type the address in a web browser. Tip: If the web address is especially long, use a URL shortener such as bitly.com or goo.gl to create a shorter version.*

## Multimedia

[ ]  **Embedded (or linked) videos are captioned. Audio description is provided when needed.**

*Explanation: Captions and audio description provide access to videos for people who are deaf, hard of hearing, blind, or low-vision. Recent research suggests non-disabled students find captions to be a useful learning aid. Audio description is an additional audio track that provides a voice-over description of the on-screen content.*

**[ ]  A transcript is provided for each video and audio selection (e.g., Films On Demand, YouTube, a podcast).**

*Explanation: A transcript is a text representation of aural content. It provides access to videos and audio content for people who have hearing impairments. Ideally, transcripts should be saved as a text document (e.g., with Window’s Notepad). Follow one of these conventions when hyperlinking to the transcript to Sakai:*

* Transcript of Parrot counting in binary (txt)
* Parrot counting in binary video transcript (txt)