

Accessibility Information and Checklist for Online Classes

Benefits of Accessible Design for All Individuals

Students in a class can vary by gender, race, ethnicity, culture, marital status, age, communication skills, learning abilities, interests, physical abilities, social skills, sensory abilities, values, learning preferences, socioeconomic status, religious beliefs, and other factors. Many of these individuals might never request a disability-related accommodation, but will nevertheless benefit from accessible design. For example, many English language learners benefit from captions on videos so that they can see the spelling of new vocabulary. Other students learning new vocabulary in a technical class can benefit from these captions as well. Everyone benefits from course content that is presented in a logical, consistent manner.

Resources to Help Our Campus Get Started

The Internet contains a wealth of information about accessible IT. These resources can be an excellent place to start on the path to accessible IT. Specific helpful websites:

- [AccessDL: The Center on Accessible Distance Learning](#)
- [Accessibility Laws, Policies, and Standards at the UW](#)
- [EDUCAUSE's ADA Compliance for Online Course Design](#)
- [EDUCAUSE's IT Accessibility Risk Statements and Evidence](#)
- [Built-in Microsoft Office Accessibility Checker](#)
- [Creating accessible Word documents from Microsoft Office Support](#)
- [Creating accessible PowerPoint presentations from Microsoft Office Support](#)
- [Creating accessible Excel workbooks from Microsoft Office Support](#)
- [WAVE by WebAIM: Free Online Accessibility Checker](#)

The below checklist is a basic level list to work towards online course content accessibility. The Office of Accommodations and Accessibility is happy to consult for more complex situations. The goal is to be able to answer yes to all of the following questions when designing and implementing an online class.

Office of Accommodations and Accessibility

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	<u>Items</u>	YES	NO
Links	Provides wordings for the links. Avoids using “click here” for the links.		
	Uses text descriptions for the links.		
Text	Uses sans serif fonts (Arial, Calibri, etc.) for easy readability.		
	Uses dark font colors on light backgrounds (preferably, use black text on a white background).		
	Avoids extremely bright colors as a background color.		
	Uses one font throughout the site.		
	Avoids overuse of all CAPS, bold or <i>italics</i> .		
	Avoids underlining words, as the screen reader can mistake it for a navigation link.		
Images	Images are clear.		
	Image files are optimized for efficient loading.		
	Use of animated images is limited to only those that contribute to the learning experience – supporting the course content.		
	Avoids animated or blinking images, text or cursors. These can cause seizures for some people.		
	All images have alternate texts/long descriptions attached to them.		
Audio	Audio quality is clear.		
	Audio file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths.		
	A written transcript is provided with all audio files.		
	Audio file length is adequate to meet the goals of the activity without adding unnecessary information.		
	Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.		
Video	Video quality is clear.		
	Video file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths.		
	Provides closed-captioning or has accompanying text-based scripts for all videos.		
	Video file lengths are adequate to meet the goals of the activity without adding unnecessary information.		
	Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.		

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