Accessibility Checklist

This list should be used to check for accessibility in all student-facing content, including courses, presentations, media assets, and documents.

**Text**

* Proper heading structure and hierarchy (HTML heading tags or styles panel) are used.
* There is adequate color contrast for text.
* Acronyms are spelled out upon first use.
* Text is discoverable as text instead of an image or graph, in all document types (PDF, PPT, etc.)
* Direction/action text is not used, such as “look here,” “click,” “to the left,” or “below.”
* Bold/italics is used sparingly for emphasis, and underline is never used.
* Text color is not the only way information is conveyed.
* More information: [Font (Cognitive Accessibility) | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)

**Images**

* Decorative images are marked as decorative.
* Alt text is concise, less than 120 characters, uses punctuation, and includes a period at the end.
* Alt text does not start with "image of..." or "graphic of...".
* Alt text is designed to convey the meaning of a photo and is succinct. There can be multiple ways to write alt text for a single image—it depends on what you want to convey to others by using the image.
* For example, the alt text for the following image of a plane can be portrayed in several ways depending on how and where the photo will be used:    
  An airplane flying over a runway

  Description automatically generated
* For a sustainability class, the alt text might be: “A plane taking off the runway at sunset, representing a sustainable future.”
* For a photography class, the alt text might be: “Head-on photograph of a plane landing, composed using one-point perspective, contrast, and emphasis.”
* For a visual design class, the text may read: “Logo of a plane centered on the horizon with a sun and mountain range in the background.”
* For an aviation class, the text may read: “A Boeing 737 centered over the runway as it lands.”
* More information: [Alternative Text | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)

**Hyperlinks**

* Link text is descriptive, meaningful, and consistent.
* The full URL is linked. (QM SRS 8.1)
* There is adequate color contrast and links are underlined to distinguish them from surrounding text. (Web Accessibility)
* Link to a location once on page. Avoid multiple links taking the reader to the same place.
* More information: [Descriptive Hyperlinks | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)

**Course Navigation**

* Course Navigation facilitates ease of use (QM SRS 8.1) to include clear, concise layout and design throughout, including the navigation and organizational schemes.
* Design elements are appropriate and consistent (icons and titles of recurring activities).

**Lists/Equations**

* The appropriate list style (bulleted and/or numbered) has been applied.
* Use unordered lists when list items are not sequential.
* Use ordered lists for sequential items.
* Use the equation editing tool for all equations.

**Video and Audio** **(Media)**

* ERAU created media includes accurate and synchronized captions/transcript with correct punctuation.
* 3rd party media should include accurate and synchronized captions with punctuation.
* When equations or charts are included in the video, the transcript provides a description.
* For audio-only content, an accurate text transcript is provided.
* Audio is high quality.
* Punctuation is correct in any captions/transcripts.
* Auto-play functionality is turned off.
* There are alternatives for time-based media.
* Users can see and hear content, including separating foreground from background. (WCAG 2.2)
* There are player controls and an ability to resize the media.
* Browser or device limitations are noted.
* More information: [Captions/Describe Videos | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)

**Tables**

* Charts and graphs have titles, labels, and a text description. (Web Accessibility)
* Charts and graphs with multiple pieces of data have adequate contrast. (Web Accessibility)
* Row/column headers have been indicated as such. (Web Accessibility)
* Tables are free of empty cells. (Web Accessibility)
* Elements are differentiated beyond the use the color; for example, use shapes, patterns, etc., or provide some other visual differentiation like direct segment labels.
* Text alternatives are provided for very complicated charts and graphics.
* There are no merged cells in a table. (QM SRS 8.3)
* Any large, complex tables have been broken down into smaller tables to avoid merging cells. (Web Accessibility)
* Tables are set up as text, not images, and are used only when needed to organize data/information. (QM SRS 8.3)

**Design Elements**

* Usability has been maximized by facilitating readability and minimizing distractions. (QM SRS 8.2) This includes:
* White/negative space is used to avoid large blocks of text/media.
* Naming conventions are consistent across the course.
* Instructions are consistent across the course.
* Colors do not detract or distract learners from the content. There is no flashing content.
* There are limited PDFs used in the course. Most instructor-created content is within the LMS content pages (i.e., in HTML) and if a PDF is desired, it is linked only as a secondary source of the information.
* More information: [Color | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)

**3rd Party Tools**

* 3rd party tools are accessible, and Vendor Accessibility Statements are provided for any technologies used in the course. (QM SRS 8.7)
* The learners’ cognitive load has been considered when including multiple 3rd party tools and technologies as well as making sure they are related to the course topic.
* More information: [Software Functionality | ERAU-W Style and Accessibility Guide](https://wwrctle.erau.edu/integrations/making-content-accessible-for-all-students/index.html)