## University of Maryland Division of IT Academic Technology and Innovation logo

# Web-Based Course Content Accessibility Checklist

For detailed instructions and help in resolving any accessibility issues found when evaluating your web-based course content, visit the [AccessLearning blog](http://blog.umd.edu/accesslearning/) at <http://blog.umd.edu/accesslearning/> or email us at [AccessLearning@umd.edu](mailto:AccessLearning@umd.edu)

| Content | **Yes** | **No** | **Comments** |
| --- | --- | --- | --- |
| Summary Course Information |  |  |  |
| Syllabus includes statement regarding support for students with disabilities (UMD Disability Support Service information at [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/dss/)) |  |  |  |
| Syllabus is provided in **Microsoft Word** format for increased accessibility. |  |  |  |
| Textbook information has been posted on line for students to see at least 6 weeks before start of the semester. |  |  |  |
| Textbook ISBN (International Standard Book Number) is included in the syllabus. |  |  |  |
| Textbooks are available at the library reserves desk. |  |  |  |
| ELMS Course Space (Canvas) |  |  |  |
| Design Tool Accessibility Checker |  |  |  |
| Canvas Design Tool used to verify accessibility of Headings, Images, and Descriptive Links. [Specific directions for using the Canvas Design Tool.](http://elms.umd.edu/sites/elms.umd.edu/files/webfiles/documents/Design%20Tools%20Handout.pdf) |  |  |  |
| Text |  |  |  |
| Text created with Rich Text Editor is formatted using drop-down Paragraph menu. [Specific directions on using Rich Text Editor drop-down menu](https://community.canvaslms.com/docs/DOC-1828). |  |  |  |
| Use of color is limited, and color combinations provide sufficient contrast. |  |  |  |
| Abbreviations and acronyms are spelled out. |  |  |  |
| Hyperlinks |  |  |  |
| Hypertext links provide a clear description of the destination. |  |  |  |
| Images |  |  |  |
| “Alt text” or long descriptions are provided for all images. |  |  |  |
| For more complex images, longer description is included in the surrounding text on the page. |  |  |  |
| Video and Audio |  |  |  |
| Captions or transcripts are provided for every video. |  |  |  |
| Transcripts are provided for podcasts and audio clips. |  |  |  |
| Color |  |  |  |
| There is adequate contrast between text and background. |  |  |  |
| Color is not used as means of conveying information/ differentiation of information. |  |  |  |
| Tables |  |  |  |
| Row and column headers are identified. |  |  |  |
| Downloadable Documents |  |  |  |
| Sans serif fonts used in all downloadable documents (Arial, Calibri, etc.) |  |  |  |
| Microsoft Word |  |  |  |
| **Microsoft Word** documents are created using preset Styles rather than fonts for screen reader assistive technology access. [Specific directions on using Microsoft Word preset styles](http://www.pcc.edu/resources/instructional-support/access/word.html). |  |  |  |
| **PDF** |  |  |  |
| **PDF** documents include tags for screen reader assistive technology access. [Specific instruction on PDF tags.](http://www.pcc.edu/resources/instructional-support/access/pdf.html) |  |  |  |
| **PowerPoint** |  |  |  |
| All **PowerPoint** slides have unique titles for screen reader assistive technology access, checked by using the Outline View. [Specific directions on PowerPoint titles](http://www.pcc.edu/resources/instructional-support/access/powerpoint.html). |  |  |  |
| Slides have simple layouts. |  |  |  |
| Slides do not use transitions or timed functions. |  |  |  |