## Textbooks

* Are my course textbooks available from the publisher in a digital format?

## Learning Management System Content

* Is the navigation structure in my Canvas course clear and consistent?
* Did I create accessible content (e.g. pages, labels, assignments, etc.)?
	+ Did I use a sans-serif font (such as Arial or Verdana)?
	+ Did I add heading styles to my content?
	+ Did I add alternate text to images?
	+ Did I provide an explanatory paragraph for graphs, diagrams, timelines, or other complex images?
	+ Did I format lists as proper list styles?
	+ Did I avoid using color alone to convey information?
	+ Did I provide enough color contrast? (See the [WebAIM Color Contrast Checker](http://webaim.org/resources/contrastchecker/))
	+ Did I provide self-describing links?
	+ Did I use tables for tabular data (rather than for layout purposes), with appropriate table headers?
	+ Did I use Advanced forums for my online discussions?
	+ Do my quizzes contain one question per page?
	+ Did I adjust the settings of timed tests for students who require extended time on tests?

## Class documents

* Is my syllabus accessible?
* Does my syllabus include a statement of support for students with disabilities?
* Did I ensure that scanned materials are text-based and tagged so that they are accessible?

## Hardware

* If I use an iClicker or a similar audience response system, does the manufacturer provide a response system that is accessible?
* Are questions provided in an accessible electronic format that a student can access during the exercise?
* Do my iClicker questions require the use of inaccessible hardware/software (e.g. graphing calculators to complete statistics exercises)? If so, do I allow my students to work in groups or do I have a plan for providing additional time/assistance?

## Library Electronic Reserves

* Are my course reserve materials in an accessible and readable format?
* Did I choose materials from publishers and journals that provide accessible electronic content?
* Did I establish a plan to provide an equal alternate form of access to content I placed on electronic reserves and traditional reserves, if either are not accessible by the first day of class?

## Websites

* Did I select accessible websites for class activities and resources?

## Video and Audio

* Are my videos captioned?
* Are transcripts available for my audio-based materials?
* If I could not locate a closed captioned/audio described version of my video, did I request assistance from EWU Instructional Technology or Eastern Online?
* Did I establish a plan to caption videos that will be spontaneously identified and/or generated throughout the quarter/semester for use in my course curriculum?

## Standards

These guidelines are based on recommendations from the following national organizations:

* [Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities](http://www2.ed.gov/about/bdscomm/list/aim/index.html?exp=5)
* National Instructional Materials Access Center ([NIMAC](http://www.nimac.us/))
* [National Center on Accessible Educational Materials](http://aem.cast.org/)
* [National Instructional Materials Accessibility Standards (NIMAS)](http://aem.cast.org/creating/national-instructional-materials-accessibility-standard-nimas.html)

## Websites

* Did I follow web accessibility guidelines when designing faculty or course webpages, blogs, wikis, etc.?
* Did I select accessible websites for class activities and resources?

## Headings

Headings and subheadings should be identified using the built-in heading features of the authoring program. This enables screen reader users to understand how the page is organized and quickly navigate to content of interest. Most screen readers have features that enable users to jump quickly between headings with a single keystroke.

## Alternative text for images

Alternative text describes the content of the images for screen readers and is necessary for users who are unable to see images. If images are purely decorative and contain no informative content, they do not require a description. However, they may still require specific markup so screen readers know to skip them.

## Self-describing links

When creating a hyperlink in your document, use text that describes what users will see when they click on it. Never use "Click Here," "Here," or long URLs.

* [W3C tips for link text](http://www.w3.org/QA/Tips/noClickHere)

Screen reader users can pull up a list of links on a page and navigate through that list using the descriptive link text alone. Links like "click here" and "more" are meaningless out of context.

## Lists

Content organized as [a list](https://www.umt.edu/accessibility/electronic-accessibility/guidelines/documents/wordproc/lists.php) should be created using the list controls that are provided in the document authoring software. Most authoring tools provide controls for adding bulleted or numbered lists. When lists are explicitly created as lists, this helps screen readers understand how the content is organized and how many items are on the list.

## Tables and Colors

### Tables

Tables in documents are useful for communicating relationships between data, especially when those relationships are best expressed in rows and columns. Tables should not be used to control layout of the document.

If your data can be presented in a bulleted or numbered list, use a list instead of a table. If your data is best presented in a table, try to keep the table simple. If the table is complex, consider whether you could divide it into multiple smaller tables with a heading above each.

Be sure to clearly identify column and row headings in your tables.

### Colors

People who are [color-blind](http://webaim.org/articles/visual/colorblind) or have [low vision](http://webaim.org/articles/visual/lowvision) or other print disabilities may not be able to perceive certain colors. Information should not be conveyed solely through color; text, shapes, patterns, or other visual indicators should be used in addition to color to convey information. Color should provide [sufficient contrast](http://webaim.org/techniques/fonts/#fcontrast).

[W3C Use of Color](http://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html)

[WebAIM Color Contrast Checker](http://webaim.org/resources/contrastchecker/)