Accessibility Compliance Checklist
For Online, Blended, and Web-enhanced Courses

This checklist provides simple steps for instructor to develop accessible online course materials to meet Tri-C's Online Accessibility Procedure. View the Tri-C Online Accessibility Procedure, how-to guides, resources, and more at: http://facultycentral.wordpress.com/accessibility.

Faculty Name: _____

Course: _____

Mode: _____

Accessibility Statement

☐ Add the Online Accessibility statement in Course Site and in syllabus.
    http://tinyurl.com/triconlineaccess

HJK: I think this one is asking the prof to include Cuyahoga CC's statement into the course syllabus.
Note: This link is broken, so the prof should get this fixed before including in her syllabus.

Navigation

☐ Use an organized and consistent layout.

Hjk: Yes, the course materials are designed to be clear and organized and pages within the course follow a consistent design and layout.

☐ To assist screen readers, minimize scrolling and clicking to access materials.

HJK: There is rich support for navigation for screen reader users. Screen readers can navigate in many different ways including by headings, links, form controls, and aria regions to quickly get to the content the user is most interested. Screen reader users can also access the main content of the page by using features such as skip to main content/skip navigation, and go to a specific page (in an ebook).

Other Technologies

☐ Identify the technology used in course

HJK: MyMathLab can be used with a desktop, laptop or mobile device.

☐ Provide the accessibility statements for these technologies in the course

HJK: We have accessibility documentation on our website which gives additional information about screenreader support, magnification support, keyboard support. There is also an FAQ page.

http://www.pearsonmylabandmastering.com/northamerica/mymathlab/accessibility/index.html
http://www.pearsonmylabandmastering.com/northamerica/mymathlab/accessibility/faqs.html

If technology is inaccessible, identify potential alternatives.

HJK: Questions that are not screen reader accessible are clearly indicated in the Homework and Test Manager so that instructors can choose to exclude those on assignments. There is also the option to create a question either based on a publisher question or create one from scratch that meets the needs for the class. For older media (videos, animations) that may not be accessible, we can provide transcripts at no additional cost.

Files

Use Word documents or HTML (preferred formats)

HJK: Assignments can be printed to Word documents if needed.

If using PDF files:
   o Provide word processing version (DOC, DOCX)
   o Save using the OCR option to convert scanned PDF to accessible PDF. o Provide an alternative format for non-OCR scanned images and files.

   HJK: PDF media can be converted to Doc format as needed. We can also provide transcripts of media at no additional cost.

Text for Instructional Materials
   Use high contrast text, such as black text on white background.
   Use at least 12 point font, san serif font

HJK: The MyMathLab/MathXL application follows the WCAG 2.0 AA guidelines for text contrast.

MyMathLab/MathXL supports native browser zoom and magnifier tools (for the Flash player) so text can be enlarged to fit the user's needs.

☐ Use Bold or Italics for emphasis, instead of underlining (screen readers interpret underlining as links).

HJK: The MyMathLab/MathXL application may use bold and italics for emphasis. It may also use underlining but these are not detected as links by screen readers. Only real links are identified as links in MyMathLab/MathXL.

☐ Avoid red or green text or text decoration, such as Word Art, Shadows, 3D, etc.

HJK: The MyMathLab/MathXL application had some text in red however we follow the color contrast guidelines when using red. MyMathLab does not use text decoration.

☐ Avoid blinking text. Use the slide feature for moving text (two or less repetitions).

HJK: The MyMathLab/MathXL application does not use flashing or blinking user interface elements.

Math

☐ Code formulas and symbols for screen readers (standard is MathML)

HJK: MyMathLab has implemented MathSpeak so that math expressions are read like math ½ as one half. MathML has been implemented in the accessible HTML/MathML ebook.

Table

☐ Use the simplest table possible.
☐ Describe data from tables.
☐ Use identifying headers for rows and columns ☐
Use a table title.

HJK: MyMathLab/MathXL tables have row and column headers, and data defined. MyMathLab/MathXL data cells contain markup to associate them with relevant row and column headers.

Cuyahoga Community College ®

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Links

☐ Use descriptive links
e.g. *View Agenda (PDF)*, not *Click here, or Google Search, not* www.google.com. ☐
To assist screen readers, do not use buttons or images for links.

HJK: The MyMathLab/MathXL application uses descriptive link text for links.

 When linking to external sites, select sites that comply with this Accessibility Checklist.

HJK: MyMathLab/MathXL site pages, question player, media have been designed to be as accessible as possible. Where there are exceptions as earlier noted, there are alternatives available such as other accessible questions, custom questions and for media we can provide transcripts at no additional cost.

Images

 Use alt text for all content images
 Alt tag text should describe image so it makes sense in context. Alt tag < 125 characters.
 Use an empty alt tag (alt="") for a decorative image.

HJK: Meaningful images in site pages and our ebook have alternative text. The text equivalents provide the same information as the images. When an image is there for cosmetic purposes, then we have applied the empty alt tag.

For questions, we continue to add alt text to images and figures with the goal of having the largest number of items available to all students. Questions with alt text for figures and images are clearly identified allowing instructors an easy way to include these in their course.

MyMathLab/MathXL has an alt text capability allowing descriptions to be added to images in questions. Instructors may use this option to add their own or replace the alt text to an existing item, or create an entirely new item with alt text to meet specific course objectives.

Video

 Provide transcripts for video files, or provide an alternative version of the content. Captions are preferred.

HJK: Yes, we can provide transcripts for video at no additional cost.

 Provide text-based alternative for interactive elements (Flash, etc.) if it is NOT keyboard accessible.
HJK: Yes, we can provide text alternatives such as a transcript at no additional cost.

 Set instructional media files to play upon click of user (instead of auto-play on load).

HJK: Yes, videos do not play automatically when opened. The user has full control to play, pause, and stop the video at anytime.

Audio

Provide transcripts for audio files, or provide an alternative version of the content.

HJK: Yes, we can provide transcripts at no additional cost.

Publishers' Materials

 Identify the accessibility level of your publisher product.

 Select content and materials that complies with this Accessibility Checklist

 Arrange accommodations for inaccessible materials on a case-by-case basis with the Access Office.

HJK: Pearson works continuously to ensure our products are as accessible as possible to all students. We are working towards achieving WCAG 2.0 AA and Section 508 standards as expressed in the Pearson Guidelines for Accessible Educational Web Media. http://wps.pearsoned.com/accessibility/115/29601/7577872.cw/index.html

Signatures

Upon completion, file a completed and signed copy to your Dean/Director. At the minimum, faculty signature is required to ensure compliance with the Online Accessibility Procedure. If you received assistance in completing your Accessibility Checklist, please include appropriate signature(s):

Faculty Member: _____ **Date**: _____

Faculty Accessibility Coach (optional): _____**Date**: _____

Instructional Designer (optional): _____**Date**: _____

Instructional Technologist (optional): _____**Date**: