Guidelines for the SkillsCommons Accessibility Checkpoints:  
Helping TAACCCT Grantees Understand and Evaluate the Accessibility of their OER

A SkillsCommons’ goal to provide equally effective access to our website, products, and technologies for all users, including those with disabilities. SkillsCommons is committed to providing an equal opportunity for all to benefit from the open educational resources within the SkillsCommons library. We strive to reduce barriers to delivering educational content on a timely basis to all. SkillsCommons endeavors to provide free and open access to instructional and program support materials that meet Section 508 Guidelines (http://www.section508.gov/) across the collection of resources developed by TAACCCT Grantees. Section 508 of the Rehabilitation Act of 1973 requires that U.S. governmental agencies with information technology products meet specified levels of compliance with accessibility standards. SkillsCommons is committed to support this progressive standard for information technology design and development and support TAACCCT grantees meeting these accessibility standards for their OER contributions.

BACKGROUND on the Accessibility Checkpoints:
The accessibility checkpoints were developed by the California State University and MERLOT (Multimedia Educational Resources for Learning and Online Teaching) to help TAACCCT grantees evaluate the accessibility of their contributions of Open Educational Resources to the TAACCCT repository called SkillsCommons.org. CAST (www.cast.org), a partner in the TAACCCT Learning Network and the CSU Accessible Technology Initiative (www.calstate.edu/accessibility) contributed the many references and support resources to help TAACCCT grantees learn how best to design, evaluate, and remediate their OER to maximize the accessibility of the learning resources for all.

This checkpoints are meant to guide your TAACCCT grant team in their evaluation of the accessibility of the educational materials your grant produced. The checkpoints provide “reference materials” for each criteria which should help your team members reliably learn and apply the checkpoints for your contributions to SkillsCommons.org. Most of the resources are comprehensible by faculty and instructional designers and a few resources are much more technically oriented (e.g. structural mark-up section).
INSTRUCTIONS:

- Download the template for The Accessibility Checkpoints Form and review each of the accessibility criteria.
- Complete the evaluation checkpoints for each submission (when appropriate) and post The Accessibility Checkpoints evaluation report in SkillsCommons.org within the Learning Resources collection.
- The Accessibility Checkpoints Form has many criteria and not all will apply to each material submitted. You will apply only the relevant criteria for your materials.
- Need help? Email - support@skillscommons.org

HOW TO USE THIS GUIDE:

This guide will walk you through each of the accessibility fields presented in the SkillsCommons repository in the order they appear in submission process. The name of each field and corresponding instructions are listed. A blue call out box below each accessibility feature will list resources and examples helping you learn more about each feature.
URL to Formal Accessibility Policy

1. URL to Formal Accessibility Policy
   If your organization has a formal accessibility policy, enter the URL here.

Resources

Understanding the Context: Accessibility in Higher Education
(Prepared by Kaela Parks, Director of Disability Services at Portland Community College)

Providing training for faculty and staff: An essential element for your campus
(National Center on Disability and Access to Education)

Examples of Formal Accessibility Policies
Technology accessibility policies in higher education intended to serve as a resource for institutions which are developing or considering developing their own policies:

Example Policies in Higher Education (Complied by University of Washington)

California State University, Northridge, Universal Design Center

San José State University, Center for Faculty Development): Are My Courses Accessible?
### Resources

A collection of resources, with a focus on Universal Design for Learning, informing about the legal obligations of postsecondary institutions to ensure that all students are provided with equal opportunities to learn:

- [Improving Institutional policies and Practices (CAST)](https://www.cast.org/)

### Sample Accessibility Statements

- [California State University Accessibility Statement](https://www.calstate.edu/accessibility/
- [Disability.gov Accessibility Statement](https://www.disability.gov/
- [Lane Community College Accessibility Statement](https://www.lcc.edu/accessibility/
- [North Carolina Community College System Accessibility Statement](https://www.ncccs.edu/accessibility/
URL to Accessibility Evaluation Report

3. URL to Accessibility Evaluation Report
   If you have an Accessibility Evaluation Report for this item, enter the URL here.

Resources & Examples

Selecting Accessible OERs (CAST): Explanations for the accessibility requirements that legally apply to OERs, and lists supports for selecting compliant OERs – such as rubrics for selecting and evaluating OERs.

Evaluating for Accessibility (Shawn Lawton Henry)
An excerpt from the publication Just Ask: Integrating Accessibility throughout Design (Shawn Lawton Henry) provides information on incorporating accessibility into user-centered design evaluation methods.

Accessibility Testing Tools

Free Online Tools (University of Wisconsin-Madison)

Accessibility Audits versus Accessibility Testing (Webcredible) note this is a commercial vendor.

Evaluation Rubrics for Web Materials and Documents

Web Evaluation Criteria by Universal Design Center, California State University, Northridge

Document Accessibility Evaluation by Universal Design Center, California State University, Northridge

Course Accessibility Checklist, Sacramento State
Text Access - Text to Speech

4. Text Access - Text to Speech
   The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.
   Yes  No

Resources & Examples
Selectable text is a prerequisite to enabling TTS functionality. The following resources provide guidance for specific text formats:

Accessible text and documents through Microsoft Word (Webaim)

More Advanced Level Resources
CSU Standards and Techniques Guide for Creating Accessible Microsoft Word 2010 Documents 1.0 (PDF) PDF File
Microsoft Word 2011 (Mac) Cheatsheet
Microsoft Word 2007/2010 Cheatsheet
Microsoft Word 2013 Cheatsheet
How to Export/Save As a Text Accessible Version of PDF (California State University)

Resources explaining audio-supported reading and specific TTS tools
Audio-Supported Reading in Action: New Tools, Increased Proficiency (CAST)
Exploring Text-to-Speech Readers for Students with Disabilities (International Literacy Association)
Text Adjust – Compatible

5. Text Adjust – Compatible
   Text is compatible with assistive technology.  Yes  No

Resources & Examples

A general introduction to accessible text in digital media:
Flexible Multimedia: Text (CAST)

Tips for making sure users of your website can resize text without content becoming lost or obscured:
Text Resizing Tips (Nomensa Blog)

Text Adjustment - Adjust Font and Colors

6. Text Adjustment - Adjust Font and Colors
   The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality.  Yes  No

Resources & Examples

Resources to gain background information on reading and text adjustment:
Studies in Reading and Text Legibility (Lighthouse International)

The Essentials of Assistive Technologies, (Cook, A. M., & Polgar, J. M.) See page 172
7. **Reading Layout - Reflow the Text**
   
   Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).

   - Yes
   - No

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**Resources & Examples**

The resource below describes how to make fixed layout, deal with accessibility issues, synch text and audio, and more.


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8. **Reading Layout - Page numbers match printed material and reflow of text**

   If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.

   - Yes
   - No

9. **Is reading layout also preserved when a reflow function is enabled?**

   - Yes
   - No

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**Resources & Examples**

Page numbers are the primary means of navigation within a book. For any book with a print equivalent, page numbers should be designated even if they are not displayed. Read more at CAST’s website below.

[Creating Accessible OER (CAST)](#)
10. Reading Order - Digital resource layout
   The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.

   Yes ☐ No ☐

Resources & Examples
To be accessible to non-visual readers, content must be marked up such that a logical path that excludes secondary material (e.g., endnotes, sidebars, charts, etc.) and orders the primary content can be followed by assistive technology.

“Best Practices in Organizing OER Content”
BC Open Textbook Accessibility Toolkit (BCcampus and CAPER-BC)

The resource below contains technical references with generic explanation of reading order and examples depending on the OER file type.

EPUB3 Accessibility Guidelines (International Digital Publishing Forum)

Checking Logical Reading Order with CommonLook PDF (NetCentric Technologies) Note this is from a commercial vendor
11. Structural Markup - Navigation Text

The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).

Resources & Examples

Markup comprises a set of symbols, or a language, that can be used to provide instructions; the markup provides instructions to the software used for viewing a webpage or document (web browsers or assistive technologies) on how the page should look and work. Evaluating and implementing structural mark-up can require more technical expertise.

- HTML Structural Elements (W3C.org)
- WebAIM MS Word accessibility guide with examples
- Structured PDFs from MS Office documents
12. Structural Markup – Lists
The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality). Yes No

Resources & Examples
Lists also convey a hierarchical content structure. Check out the resources below to get guidance on accessible lists in HTML, PDFs, and Word documents.

Semantic Structure: Using Lists Correctly (HTML) (WebAIM)
Using list Tags for Lists in PDF Documents (W3C)

13. Structural Markup - eReader application
If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology. Yes No

Resources & Examples
A free conversion tool to turn source documents into ebooks, Calibre supports over a dozen input formats and can produce just as many output formats.

Calibre eBook Conversion (Kovid Goyal)
Table Markup

14. Table Markup

Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).  Yes  No

Resources & Examples

Check out the guides below to ensure that any tables are accessible.

- Creating Accessible tables (WebAIM)
- Table Concepts and Examples (W3C)

Hyperlinks

15. Hyperlinks

URLs (e.g. website or email addresses) within the text of the digital resource are rendered as active hyperlinks in a manner that allows them to be detected and activated with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).  Yes  No

Resources & Examples

In web design, a lot of thought goes into how hyperlinks look; just as much thought needs to go into how they function in terms of accessibility.

- Design & UX – Accessibility—Making Accessible Links: 15 Golden Rules for Developers (Sitepoint)
- Web Accessibility Criteria - Comprehensive Link Text
16. Color

All information within the digital resource that is conveyed using color is also available in a manner that is compatible with assistive technology and those that do not perceive color.  Yes  No

**Resources & Examples**

Though using color to convey meaning can be a common design choice, careful consideration is required to ensure that all information is accessible to all users.

- [Ten Tips for Accessible Documents](https://microsoft.com) (Microsoft)
- [Color Contrast and the use of Color to Convey Information](https://webaim.org)

17. Contrast

The visual presentation of text and images of text in the digital resource has a contrast ratio of at least 4.5:1.  Yes  No

**Resources & Examples**

Contrast refers to the difference between colors (luminance, brightness) that makes an object distinguishable -- especially for people with low vision.

- [Accessible Images](https://webaim.org) (WebAIM)
- [Contrast (Minimum)](https://www.w3.org) (W3C)
- [Color Contrast and the use of Color to Convey Information](https://webaim.org)
Language – Markup

18. Language – Markup
The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.

Yes ☐ No ☐

Resources & Examples
Identifying the language(s) of the content is important because it allows assistive software to adapt to symbols, syntax, and pronunciation accordingly. The resource below provides HTML examples.

Language Declaration (St. Edwards University)

Language - Passage markup

19. Language - Passage markup
If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology.

Yes ☐ No ☐

Resources & Examples
Identifying the language(s) of the content is important because it allows assistive software to adapt to symbols, syntax, and pronunciation accordingly. The resource below provides HTML examples.

Language Declaration (St. Edwards University)
Images - Non-Decorative

Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).  

☐ Yes  ☐ No

Resources & Examples

Get a good introduction to working with images, from a universal design perspective, from these overview resources below.


Webaim - Alternative Text

Flexible Multimedia – Images (UDL OnCampus)

Non-decorative images need to be associated with descriptive text (alternative text, or long description) that provides another means of accessing the visual information. This benefits users of assistive technology – or anyone who might prefer an additional way of understanding the significance of an image. Review the resources below to get guidance on how to write good descriptions.

Criteria for Images

Image Description Resources (National Center for Accessible Media)

Guidelines for Describing STEM Images (National Center for Accessible Media)

Effective Practices for Description of Science Content within Digital Talking Books (National Center for Accessible Media)

Making it easier, cheaper, and faster to create and use accessible digital images (DIAGRAM Center)
Images – Decorative

21. Images – Decorative

Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.

Yes 🌴 No 🌴

Resources & Examples

Images that are not intended to convey meaning need to be considered for how they interact with assistive technology.

Image Guidelines for EPUB3 (DIAGRAM Center)

Images – Complex

22. Images – Complex

Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality.

Yes 🌴 No 🌴

Resources & Examples

For more complex cases, refer to some of the examples and guidelines below.

Complex Images (Penn State)
Web Accessibility Criteria for Images
Web Accessibility Tutorials: Complex Images (W3C)
23. Multimedia - Text track

A synchronized text track (e.g. open or closed captions) is provided with all video content. ☐ Yes ☐ No

**Resources & Examples**

Captions help viewers process visual media by representing the spoken language in video as text. They are essential to some, but beneficial to many, including new and struggling readers, learners of a new language, and people with hearing loss and speech processing difficulties. Captioning your videos provides the added benefit of increasing search engine optimization.

- [CSU Captioning Guidelines and Resources](#)
- [Flexible Multimedia: Captions](#) (CAST)
- [Suggested Styles and Conventions for Closed Captioning](#) (National Center for Accessible Media)
- [Captioning Resources](#) (Minnesota Commission)
Multimedia – Transcript  
24. Multimedia – Transcript  
A transcript is provided with all audio content.  Yes  No

Resources & Examples  
Transcripts can range from basic – a straightforward conversion of audio to text – to dynamic and interactive – with clickable, time-based text and audio description.  

- Flexible Multimedia – Transcripts (Minnesota Commission)  
- Video Captions and Audio Transcripts (AccessAbility)  
- Transcribe Web App for Chrome (The Next Web)

Multimedia - Assistive player  
25. Multimedia - Assistive player  
Audio/video content is delivered via a media player that is compatible with assistive technology.  Yes  No

Resources & Examples  
Most – but not all! – major media players support the display of captions, which benefit a wide range of video audiences. However, many players are not fully accessible.

- How do I turn on captions or descriptive Audio in My Media Player? (AccessibleTech.org)  
- Accessible Media Player Resources and Demos (IHENI)
Non flickering content

26. Non flickering content

The digital resource content does not contain anything that flashes more than three times in any one-second period.  

Yes  No

Resources & Examples

For more information about photoepileptic seizures and visual design of online experiences, check out this resource.

Seizure Disorders (WebAIM)

STEM – Markup

27. STEM – Markup

STEM content (e.g. Mathematics, Chemistry) is marked up in a manner that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).  

Yes  No

Resources & Examples

For complex content (e.g., Science, Technology, Engineering, Math) that may contain specialized symbols, meanings, or diagrams, the following resources are useful guides.

Guidelines for Describing STEM Images (National Center for Accessible Media (NCAM))

Description of Scientific Content (NCAM)

Guideline G: Math (NCAM)

Mathematics: MathML (DAISY Structure Guidelines)

MathHear for Windows (gh, LLC)
STEM - Notation markup

28. STEM - Notation markup

The resource conveys both the notation (presentation) and meaning (semantics) of the STEM content. Yes No

### Resources & Examples

For complex content (e.g., Science, Technology, Engineering, Math) that may contain specialized symbols, meanings, or diagrams, the following resources are useful guides.

- [Guidelines for Describing STEM Images](http://example.com) (National Center for Accessible Media (NCAM))
- [Description of Scientific Content](http://example.com) (NCAM)
- [Guideline G: Math](http://example.com) (NCAM)
- [Mathematics: MathML](http://example.com) (DAISY Structure Guidelines)
- [MathHear for Windows](http://example.com) (gh, LLC)
Interactive – Keyboard

29. Interactive – Keyboard

Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.  

☐ Yes ☐ No

Resources & Examples
Being able to access all functionality of a mouse by using a keyboard with digital resources is a way of providing multiple means of action and access to users.

Kayboard Accessibility (WebAIM)

Keyboard Accessibility

Interactive – Markup

30. Interactive – Markup

Each interactive element conveys information to assistive technology regarding the element’s name, type, and status (e.g. “Play, button, selected”).

☐ Yes ☐ No

Resources & Examples
Users must be able to perceive interactive aspects of digital media for them to be accessible.

Designing for Easy Interaction (AListApart)

Make interactive elements that require accuracy...stationary (Game Accessibility Guidelines)
Interactive - Text prompts

31. Interactive - Text prompts
   All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality). Yes ☐ No ☐

Resources & Examples
Don’t forget about the content that supports users interactions: instructions, pop-ups, error messages, etc.

- Web Criteria - Forms
- Making Accessible Forms (Webcredible)
- Accessible forms – Should every Input have a label? (Coofields Consulting)
References

1. URL to Formal Accessibility Policy

Understanding the Context: Accessibility in Higher Education

(Prepared by Kaela Parks, Director of Disability Services at Portland Community College)

https://www.pcc.edu/resources/disability/documents/Context_Accessibility_HigherEd.pdf)

Providing training for faculty and staff: An essential element for your campus (National Center on Disability and Access to Education)
http://ncdae.org/resources/tips/training.php

Technology accessibility policies in higher education intended to serve as a resource for institutions which are developing or considering developing their own policies:

Example Policies in Higher Education (Complied by University of Washington) http://www.washington.edu/accessibility/requirements/example-policies/California State University, Northridge, Universal Design Center
http://www.csun.edu/universaldesigncenter/AccessibilityandUsabilityRecommendationsforOnlineCourseMaterialsSan José State University, Center for Faculty Development): Are My Courses Accessible:http://www.sjsu.edu/cfd/docs/Are_My_Course_Materials_Accessible.pdf

2. URL to Accessibility Statement

A collection of resources, with a focus on Universal Design for Learning, informing about the legal obligations of postsecondary institutions to ensure that all students are provided with equal opportunities to learn:

Improving Institutional policies and Practices (CAST)

http://udloncampus.cast.org/page/policy_landing#.VNonty7rta8
Sample Accessibility Statements:

California State University Accessibility Statement
http://teachingcommons.cdl.edu/access/procurement_process/resources.shtml

From Disability.gov
https://www.disability.gov/accessibility-statement/

From Lane Community College
http://www.lanecc.edu/copps/documents/disabilities-accessibility-statements-students-and-community

From the North Carolina Community College System
http://vlc.nccommunitycolleges.edu/accessibility.html

3. URL to Accessibility Evaluation Report

Selecting Accessible OERs (CAST): Explainations for the accessibility requirements that legally apply to OERs, and lists supports for selecting compliant OERs – such as rubrics for selecting and evaluating OERs:

http://udloncampus.cast.org/page/media_oer_selecting#.VOYYTFPF87M

An excerpt from the publication Just Ask: Integrating Accessibility throughout Design (Shawn Lawton Henry) provides information on incorporating accessibility into user-centered design evaluation methods:

Evaluating for Accessibility (Shawn Lawton Henry)
http://uiaccess.com/accessucd/evaluate.html
Accessibility testing tools:

Free Online Tools (University of Wisconsin-Madison)
https://www.doit.wisc.edu/accessibility/accessibility-testing/

Accessibility Audits versus Accessibility Testing (Webcredible) note this is a commercial vendor
http://www.webcredible.com/blog-reports/web-accessibility/audit-testing.shtml

Evaluation Rubrics for Web Materials and Documents

Web Evaluation Criteria by Universal Design Center, California State University, Northridge
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria

Document Accessibiliy Evaluation by Universal Design Center, California State University, Northridge
http://www.csun.edu/universaldesigncenter/document-accessibility

Course Accessibility Checklist, Sacramento State
http://www.csus.edu/accessibility/checklist.html

4. Text Access - Text to Speech

Selectable text is a prerequisite to enabling TTS functionality. The following resources provide guidance for specific text formats:

Accessible text and documents through Microsoft Word (Webaim)
http://webaim.org/techniques/word/

More Advanced Level Resources

CSU Standards and Techniques Guide for Creating Accessible Microsoft Word 2010 Documents 1.0 (PDF) PDF File

Microsoft Word 2011 (Mac) Cheatsheet
http://www.ncdae.org/resources/cheatsheets/word-mac.php

Microsoft Word 2007/2010 Cheatsheet
http://www.ncdae.org/resources/cheatsheets/word.php

Microsoft Word 2013 Cheatsheet
http://www.ncdae.org/resources/cheatsheets/word2013.php

How to Export/Save As a Text Accessible Version of PDF (California State University)
http://teachingcommons.cdl.edu/access/docs_multi/pdf_vid_tut/review_docs/read_order/export/export_pdf.shtml

Resources explaining audio-supported reading and specific TTS tools:

Audio-Supported Reading in Action: New Tools, Increased Proficiency (CAST)
http://aem.cast.org/supporting/audio-supported-reading.html - .VOYaAFPF87O

Exploring Text-to-Speech Readers for Students with Disabilities (International Literacy Association)

5. Text Adjust – Compatible

A general introduction to accessible text in digital media:
Flexible Multimedia: Text (CAST)

http://udloncampus.cast.org/page/media_text#.VNo0FS7rta8

Tips for making sure users of your website can resize text without content becoming lost or obscured:

Text Resizing Tips (Nomensa Blog)

http://www.nomensa.com/blog/2013/text-resizing-tips

6. Text Adjustment - Adjust Font and Colors

Resources to gain background information on reading and text adjustment:

Studies in Reading and Text Legibility (Lighthouse International)

http://www.lighthouse.org/research/archived-studies/studies-reading/

The Essentials of Assistive Technologies, (Cook, A. M., & Polgar, J. M.) See page 172

https://books.google.com/books?id=dsrsAwAAQBAJ&pg=PA172&lpg=PA172&dq=The+importance+of+Adjustable+font+and+text+color&source=bl&ots=sp-pZ_GWfr&sig=HO5yUg22Uvw7vinHjCl8IoCOugI&hl=en&sa=X&ei=RzbaVMvHEMu1gwSXg4LgAw&ved=0CEUQ6AEwBjgo#v=onepage&q=The%20importance%20of%20Adjustable%20font%20and%20text%20color&f=false

7. Reading Layout - Reflow the Text

The resource below describes how to make fixed layout, deal with accessibility issues, synch text and audio, and more.
Field Guide to Fixed Layout for E-Books (Book Industry Study Group) Reading layout information begins on page 17. More in-depth information provided as well.

https://www.bisg.org/docs/FieldGuidetoFXL_v1.1_Final%20for%20Publication.pdf

8. Reading Layout - Page numbers match printed material and reflow of text

Page numbers are the primary means of navigation within a book. For any book with a print equivalent, page numbers should be designated even if they are not displayed. Read more at CAST’s website below.

Creating Accessible OER (CAST)

http://udloncampus.cast.org/page/media_oer_selecting#.VR1B35PF87M

9. Is reading layout also preserved when a reflow function is enabled?

Page numbers are the primary means of navigation within a book. For any book with a print equivalent, page numbers should be designated even if they are not displayed. Read more at CAST’s website below.

Creating Accessible OER (CAST)

http://udloncampus.cast.org/page/media_oer_selecting#.VR1B35PF87M

10. Reading Order - Digital resource layout

To be accessible to non-visual readers, content must be marked up such that a logical path that excludes secondary material (e.g., endnotes, sidebars, charts, etc.) and orders the primary content can be followed by assistive technology.

“Best Practices in Organizing OER Content”

BC Open Textbook Accessibility Toolkit (BCcampus and CAPER-BC)
http://opentextbc.ca/accessibilitytoolkit/chapter/organizing-content/

The resource below contains technical references with generic explanation of reading order and examples depending on the OER file type.

EPUB3 Accessibility Guidelines (International Digital Publishing Forum)
http://www.idpf.org/accessibility/guidelines/content/semantics/order.php

Checking Logical Reading Order with CommonLook PDF (NetCentric Technologies) Note this is from a commercial vendor
http://www.commonlook.com/checking-logical-reading-order

11. Structural Markup - Navigation Text

Markup comprises a set of symbols, or a language, that can be used to provide instructions; the markup provides instructions to the software used for viewing a webpage or document (web browsers or assistive technologies) on how the page should look and work. Evaluating and implementing structural mark-up can require more technical expertise.

HTML Structural Elements (W3C.org)
http://www.w3.org/wiki/HTML_structural_elements

WebAIM MS Word accessibility guide with examples
http://webaim.org/techniques/word/

Structured PDFs from MS Office documents
https://support.office.com/en-ca/article/Create-accessible-PDFs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed

12. Structural Markup – Lists

Lists also convey a hierarchical content structure. Check out the resources below to get guidance on accessible lists in HTML, PDFs, and Word documents.
Semantic Structure: Using Lists Correctly (HTML) (WebAIM)
http://webaim.org/techniques/semanticstructure/#lists

Using list Tags for Lists in PDF Documents (W3C)
http://www.w3.org/TR/WCAG20-TECHS/PDF21.html

13. Structural Markup - eReader application

A free conversion tool to turn source documents into ebooks, Calibre supports over a dozen input formats and can produce just as many output formats.

Calibre eBook Conversion (Kovid Goyal)

14. Table Markup

Check out the guides below to ensure that any tables are accessible.

Creating Accessible tables (WebAIM)
http://webaim.org/techniques/tables/data

Table Concepts and Examples (W3C)
http://www.w3.org/WAI/tutorials/tables/

15. Hyperlinks

In web design, a lot of thought goes into how hyperlinks look; just as much thought needs to go into how they function in terms of accessibility.

Design & UX – Accessibility—Making Accessible Links: 15 Golden Rules for Developers (Sitepoint)

Web Accessibility Criteria - Comprehensive Link Text

http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-comprehensive-link-text

16. Color

Though using color to convey meaning can be a common design choice, careful consideration is required to ensure that all information is accessible to all users.

Ten Tips for Accessible Documents (Microsoft)

https://support.office.com/en-nz/article/Ten-tips-for-accessible-documents-49b2ccea-5a8b-458a-988e-c273c50f225c

“Best Practices in Images: Using Colour”

BC Open Textbook Accessibility Toolkit (BCcampus and CAPER-BC)

http://opentextbc.ca/accessibilitytoolkit/chapter/imageschartsgraphsmaps/

Color Contrast and the use of Color to Convey Information

http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-color

17. Contrast

Contrast refers to the difference between colors (luminance, brightness) that makes an object distinguishable -- especially for people with low vision.

Accessible Images (WebAIM)

http://webaim.org/techniques/images/
Contrast (Minimum) (W3C)
http://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html

Color Contrast and the use of Color to Convey Information
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-color

18. Language – Markup

Identifying the language(s) of the content is important because it allows assistive software to adapt to symbols, syntax, and pronunciation accordingly. The resource below provides HTML examples.

Language Declaration (St. Edwards University)
https://sites.stedwards.edu/accessibility/language-declaration/

19. Language - Passage markup

Identifying the language(s) of the content is important because it allows assistive software to adapt to symbols, syntax, and pronunciation accordingly. The resource below provides HTML examples.

Language Declaration (St. Edwards University)
https://sites.stedwards.edu/accessibility/language-declaration/

20. Images - Non-Decorative

Get a good introduction to working with images, from a universal design perspective, from these overview resources below.

“Best Practices in Images: Before You Begin”
Non-decorative images need to be associated with descriptive text (alternative text, or long description) that provides another means of accessing the visual information. This benefits users of assistive technology – or anyone who might prefer an additional way of understanding the significance of an image. Review the resources below to get guidance on how to write good descriptions.

Criteria for Images
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-images

Image Description Resources (National Center for Accessible Media)
http://ncam.wgbh.org/experience_learn/educational_media/accessible-assessments/image-description-resources

Guidelines for Describing STEM Images (National Center for Accessible Media)
http://ncam.wgbh.org/experience_learn/educational_media/stemd guidelines

Effective Practices for Description of Science Content within Digital Talking Books (National Center for Accessible Media)
http://ncam.wgbh.org/experience_learn/educational_media/stemd
Making it easier, cheaper, and faster to create and use accessible digital images (DIAGRAM Center)
http://diagramcenter.org/

21. Images – Decorative

Images that are not intended to convey meaning need to be considered for how they interact with assistive technology.

Image Guidelines for EPUB3 (DIAGRAM Center)

“Best Practices in Images: Decorative Images”

BC Open Textbook Accessibility Toolkit (BCcampus and CAPER-BC)
http://opentextbc.ca/accessibilitytoolkit/chapter/imageschartsgraphsmaps/

22. Images – Complex

For more complex cases, refer to some of the examples and guidelines below.

Complex Images (Penn State)
http://accessibility.psu.edu/images/

Web Accessibility Criteria for Images
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-images

Web Accessibility Tutorials: Complex Images (W3C)
http://www.w3.org/WAI/tutorials/images/complex/

“Best Practices in Images: What Do You Need to Do?”
23. Multimedia - Text track

Captions help viewers process visual media by representing the spoken language in video as text. They are essential to some, but beneficial to many, including new and struggling readers, learners of a new language, and people with hearing loss and speech processing difficulties. Captioning your videos provides the added benefit of increasing search engine optimization.

CSU Captioning Guidelines and Resources
http://teachingcommons.cdl.edu/access/docs_multi/docs_mm_caption_introduction.shtml

Flexible Multimedia: Captions (CAST)
http://udloncampus.cast.org/page/media_caption#.VNp4bS7rta8

Suggested Styles and Conventions for Closed Captioning (National Center for Accessible Media)

Captioning Resources (Minnesota Commission)
http://www.mncdhh.org/captioningessentials/resources.html

24. Multimedia – Transcript

Transcripts can range from basic – a straightforward conversion of audio to text – to dynamic and interactive – with clickable, time-based text and audio description.

Flexible Multimedia – Transcripts (Minnesota Commission)
http://udloncampus.cast.org/page/media_transcript#.VNp4wS7rta8
Video Captions and Audio Transcripts (AccessAbility)
http://accessibility.psu.edu/video

Transcribe Web App for Chrome (The Next Web)
http://thenextweb.com/apps/2012/08/04/transcribe-an-awesome-audio-transcription-web-app-for-chrome/

25. Multimedia - Assistive player
Most – but not all! – major media players support the display of captions, which benefit a wide range of video audiences. However, many players are not fully accessible

How do I turn on captions or descriptive Audio in My Media Player? (AccessibleTech.org)
http://www.accessibletech.org/access_articles/multimedia/captionsTurnOn.php

Accessible Media Player Resources and Demos (IHENI)
http://www.iheni.com/accessible-media-player-resources/

26. Non flickering content
For more information about photoepileptic seizures and visual design of online experiences, check out this resource.

Seizure Disorders (WebAIM)
http://webaim.org/articles/seizure/

27. STEM – Markup
For complex content (e.g., Science, Technology, Engineering, Math) that may contain specialized symbols, meanings, or diagrams, the following resources are useful guides.

Guidelines for Describing STEM Images (National Center for Accessible Media (NCAM))
http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines

Description of Scientific Content (NCAM)
http://ncam.wgbh.org/experience_learn/educational_media/stemdx

Guideline G: Math (NCAM)

Mathematics: MathML (DAISY Structure Guidelines)

MathHear for Windows (gh, LLC)
https://www.gh-accessibility.com/software/mathhear

28. STEM - Notation markup

For complex content (e.g., Science, Technology, Engineering, Math) that may contain specialized symbols, meanings, or diagrams, the following resources are useful guides.

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http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines

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Guideline G: Math (NCAM)

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MathHear for Windows (gh, LLC)
https://www.gh-accessibility.com/software/mathhear

29. Interactive – Keyboard

Being able to access all functionality of a mouse by using a keyboard with digital resources is a way of providing multiple means of action and access to users.

Keyboard Accessibility (WebAIM)
http://webaim.org/techniques/keyboard/

Keyboard Accessibility
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-keyboard-accessibility

30. Interactive – Markup

Users must be able to perceive interactive aspects of digital media for them to be accessible.

Designing for Easy Interaction (AListApart)
http://alistapart.com/article/designing-for-easy-interaction
Make interactive elements that require accuracy...stationary (Game Accessibility Guidelines)

31. Interactive - Text prompts

Don’t forget about the content that supports users interactions: instructions, pop-ups, error messages, etc.

Web Criteria - Forms
http://www.csun.edu/universaldesigncenter/web-accessibility-criteria-forms

Making Accessible Forms (Webcredible)
http://www.webcredible.com/blog-reports/web-accessibility/accessible-forms-1.shtml

Accessible forms – Should every Input have a label? (Coofields Consulting)
http://www.coolfields.co.uk/2011/04/accessible-forms-should-every-input-have-a-label/

Thank You to CAST (www.cast.org) for their support to enrich this accessibility checklist with references.

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This workforce solution was created through a cooperative agreement between the U.S. Department of Labor's Employment and Training Administration and the California State University-Multimedia Educational Resource for Learning and Online Teaching (MERLOT).