# Digital Accessibility Checklist for Faculty

For an overview of ADA Best Practices in the Classroom, visit the OEA’s [ADA Training for Faculty](https://www.wcupa.edu/universityCollege/OEA/ada/default.aspx), or for more information about accessibility best practices, visit the TLC’s [Proactive Accessibility Resource Site](https://d2l.wcupa.edu/d2l/le/discovery/view/course/3793975).

## Documents

* Use [built-in accessibility checkers](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us) to catch basic issues, but remember that they won’t catch everything. For example, they will not catch issues with hyperlinks.
* Make sure all text is at least 12 points in size.
* Be sure to use a single, consistent font throughout the document.
* Label all major sections of your document with a heading. For tips on writing and styling headings, visit [Microsoft's Headings style guide](https://learn.microsoft.com/en-us/style-guide/scannable-content/headings).
* Make sure that all headings are [created using the Styles tab](https://support.microsoft.com/en-us/office/add-a-heading-3eb8b917-56dc-4a17-891a-a026b2c790f2), not just by increasing the size of the text, and be careful not to skip heading levels.
* Use the [built in tools to create bulleted and numbered lists](https://support.microsoft.com/en-us/office/create-a-bulleted-or-numbered-list-9ff81241-58a8-4d88-8d8c-acab3006a23e) rather than typing an asterisk or number at the beginning of a line.
* Don’t rely on color alone to convey information (e.g., “Items in red are required”). Using color for style or emphasis is fine (e.g., “Required items have the word ‘required’ next to them.”), but it can’t be the only way information is provided.
* Make sure that there is a strong contrast between the color of text (or meaningful parts of graphics) and the background. You can use [WebAIM’s Contract Checker](https://webaim.org/resources/contrastchecker/) to check color contrast.
* Do not use pictures of text or tables. All text should be typed or pasted into the document, and all tables should be created within the document.
	+ **Note:** Scanned documents are almost always images of text, even if they are saved in PDF format. The first step of checking any PDF document for accessibility is making sure that the text is selectable and searchable: can you click and highlight a chunk of text? Can you use the search function to find a phrase in the document? If not, you may need to contact the Library for assistance finding an accessible version of the document.
* Use tables only for the presentation of data, not for formatting or layout. To create the look of columns and rows without using a table, use [layout guides](https://support.microsoft.com/en-us/office/set-up-text-columns-by-using-layout-guides-dc0d8f13-9a9b-4928-959f-e36f1661ccec) instead of using Tab or Space to manually adjust each line.
* When providing links, avoid leaving plain URLs in the document. Instead, [edit your links](https://support.microsoft.com/en-us/office/create-or-edit-a-hyperlink-5d8c0804-f998-4143-86b1-1199735e07bf) to display a short, meaningful phrase. Avoid using generic link text like “click here”.
* Be sure to [set alt text for all images](https://support.microsoft.com/en-us/office/add-alternative-text-to-a-shape-picture-chart-smartart-graphic-or-other-object-44989b2a-903c-4d9a-b742-6a75b451c669) in your document that aren’t purely decorative. Alt text should describe **the meaning conveyed by the image**, in the context of the course material, in less than 150 characters.
	+ If your image can’t be described in 150 characters or less, refer to the following guides for structure, and don’t hesitate to reach out to the Teaching & Learning Center (tlc@wcupa.edu) for support in creating your image description.
		- [Writing Alt Text for Data Visualization](https://medium.com/nightingale/writing-alt-text-for-data-visualization-2a218ef43f81)
		- [Alternative Text for Complex Images](https://accessibility.web-resources.upenn.edu/resources/content-creators/alternative-text-complex-images)
* For PowerPoint presentations, use standard slide templates without adding text boxes. If you are using a custom template or modifying a slide’s layout, be sure to [set the reading order](https://support.microsoft.com/en-us/office/video-create-slides-with-an-accessible-reading-order-794fc5da-f686-464d-8c29-1c6ab8515465) for each custom slide.

### Additional Document Resources

* [How to Create Accessible Word Documents](https://support.microsoft.com/en-us/topic/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)
	+ [Creating Accessible Tables in Word](https://www.perkins.org/resource/creating-accessible-table-word/)
* [Make Your PowerPoint Presentations Accessible](https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25)
* [Create accessible documents, spreadsheets, or presentations with Pages, Numbers, or Keynote](https://support.apple.com/en-us/102031)
* [Make your document, presentation, sheets & videos more accessible (Google Docs/Sheets/Slides)](https://support.google.com/docs/answer/6199477?hl=en)

## PDF

PDFs are notoriously difficult to make accessible: it’s recommended to use a more accessible file format, such as Word (.docx) or HTML, whenever possible. If you must use a PDF document, ensure the following:

* Make sure your original document meets all of the accessibility standards covered in the previous section.
	+ **Note:** PowerPoint cannot export accessibility features to PDF on Mac, and accessibility features will only be included on Windows if the [“Save As” option](https://www.washington.edu/accesstech/documents/powerpoint-pdfs/) is used.
	+ **Note:** Scanned documents are almost always images of text, even if they are saved in PDF format. The first step of checking any PDF document for accessibility is making sure that the text is selectable and searchable: can you click and highlight a chunk of text? Can you use the search function to find a phrase in the document? If not, you may need to contact the Library for assistance finding an accessible version of the document.
* Use the built-in [accessibility checker](https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html) to find errors.
* Set the [document language](https://helpx.adobe.com/creative-cloud/help/change-install-language.html).
* Use [proper tagging](https://helpx.adobe.com/acrobat/using/editing-document-structure-content-tags.html), including tags for headings, paragraphs, lists, and tables.
* Verify that the [reading order](https://helpx.adobe.com/acrobat/using/touch-reading-order-tool-pdfs.html) is logical.
* Label form fields if applicable (ex. Name, Date, Signature, etc.).

## Video/Audio

* Video(s) created and used for instructional purposes must be properly captioned. Both Panopto and YouTube automatically generate captions, but these captions must be reviewed for errors.
	+ [Panopto: Edit Video Captions](https://wcupaprod.service-now.com/kb_view.do?sysparm_article=KB0011207)
	+ [Editing Captions on YouTube](https://support.google.com/youtube/answer/2734705?hl=en#zippy=%2Cedit-caption-text)
	+ [Video: How to Add Captions While Uploading & Editing Your Videos](https://youtu.be/rB9ql0L0cUQ)
* All audio files must be transcribed.
* Make sure visual demonstrations have a text or audio description.
* Create a plan to provide equitable alternatives to inaccessible audio and video materials, such as a transcript. The Teaching and Learning Center (TLC) has created a [YouTube Transcript Generator Tool](https://disted.wcupa.edu/apps/ytg/) to assist with this process.
* Make sure media files do not play automatically when a user opens a webpage.

## Zoom

* Make sure cameras are on for persons who are speaking. Have participants identify themselves by name before speaking.
* If a Zoom meeting or webinar is recorded and saved to the cloud, Zoom can automatically generate captions using automatic speech recognition. Visit [Audio transcription for cloud recordings](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0064927) for more information.
* Make sure students are aware that they can [turn on captions for themselves in a Zoom meeting](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0059762).

## D2L

* Make sure content is easy to navigate and comprehend. Files and modules should be labeled appropriately and informatively. (I.e., “Week Two Readings” instead of “Files”)
* Try to keep instructional videos to a maximum length of 10 minutes. If your video is longer than 10 minutes, make sure to [include chapters](https://support.panopto.com/s/article/Table-of-Contents) to allow students to easily navigate to specific information.
* Avoid demonstrative pronouns. “This section of the river,” “that region,” and “these nodes,” are meaningless to students who cannot see what you’re referring to. Avoiding demonstrative pronouns as much as possible makes your meaning clearer to all students, not just those relying on screen readers.
* To check for accessibility issues on module pages, visit [How to check for web accessibility issues](https://www.ncdae.org/resources/cheatsheets/accessibility.php).
* Do not use descriptions that rely only on sight (e.g., “click on the image”).
* Use adequate text size, no smaller than 12 point.
* Make sure module pages include a sequential heading structure.
* Avoid using elements that flash or flicker, such as GIFs.
* Make sure there are two or more ways to access each page.

For additional information, please contact the [Office of Educational Accessibility](https://www.wcupa.edu/universityCollege/OEA/) at OEA@wcupa.edu or the [Teaching & Learning Center](https://www.wcupa.edu/tlc/) at TLC@wcupa.edu.