

Checklist for Ensuring Accessibility of Learning Materials

Since no two people are the same, it is essential that instructional materials accommodate a potentially diverse group of learners. Accessibility relates to electronic media, as well as physical facilities. When used in combination with Universal Design for Learning (UDL) principles in instructional design, these guidelines can improve the learning experience for everyone.

For an explanation of the items below, please see the publications listed at the end of this document.

Accessibility Checklist

Legible Font

- Easily distinguishable letters and numbers
- 12-point font size or larger
- Sufficient letter spacing

Easy-to-Comprehend Text

- Concise writing
- Relatively short sentences
- Readable (appropriate reading level)
- Free of jargon
- Common, everyday words
- Active voice

Structured Content

- Glossary of terms and acronyms
- Short sections of text labeled with headings and subheadings
- “Chunking” of content into shorter modules
- Accessible text (i.e., no images of text)
- Consistent spacing between headings and paragraphs
- Hyperlink text concisely describes the linked content
- Alt tags concisely describe images and tables
- Tables appropriately formatted and labeled

- Flush left, ragged right margins (not justified) with consistent spacing between words
- Background contrasts well with text and tables
- Linked documents (i.e., Word files, Excel spreadsheets, PowerPoint presentations, PDFs) formatted for accessibility
- Popup boxes avoided
- Consistent navigation

Audio and Video

- Transcript (at a minimum, transcript aligns descriptions of on-screen action with the text of the audio)
- On-screen synchronized captions in the video
- Audio description of on-screen actions in the video synchronized with narration, dialog, and sound effects

Universal Design for Learning Checklist

- Syllabus describes teacher expectations of learners
- Grading rubric made available to learners at the beginning of the lesson
- Content presented in multiple forms (i.e., video, audio file, text)
- Learners given multiple options for expressing what they know (i.e., creating a video, writing a research paper, giving a poster presentation)
- Assignments engage all learners (i.e., assignments apply to real-world scenarios, account for diverse learning needs)

Resources

- The *CBM Digital Accessibility Toolkit* (cbm.org)
- *The CIMC Guide to Developing Modules for Self-Paced Learning: A Handbook for Teachers* (Oklahoma Department of CareerTech)



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