

Course ID:

Course Name:

Review Date:

## The Office of Digital Learning | Accessibility Syllabus and Schedule Checklist

For each section, indicate if the element is present by marking yes or no.

For an accessible online course, aim to include all indicators (by marking ☑).

### Accessibility Essentials for Syllabus

#### 1. University Resources

Resources are available in the course and syllabus to assist students needing additional services.

- The Student Disability Services [syllabus statement for students with disabilities](#) is present with a reminder to obtain accommodation letters early in the semester is present within the syllabus

#### 2. General, Text, and Font Elements

Course font and content is clear, consistent, and intuitive for learners.

- All content intuitively reads left to right, top to bottom
- Chunking used for large bodies of text with meaningful headings cluing learners into the purpose of the text
- Consistent instructions, wording, and naming conventions
- Instructions available if content and materials require learner input
- The learner does not have to rely solely on sensory characteristics (location, size, shape, etc.) to understand content and instructions
- The learner does not have to rely solely on font styles (bold, italics, etc.) to understand content and instructions
- Listed items use the numbering and bullet tools
- No more than two consecutive blank characters or spaces created using the space bar, tab, or enter (return) key
- The text has a minimum font size of 9
- The text is a sans serif font  
Example: Calibri, Arial, Tahoma, Trebuchet MS, and Verdana
- Fonts limited to a maximum of three
- Uncommon acronyms include the full word in parenthesis the first time  
Example: UTSA (The University of Texas at San Antonio)

#### 3. Document Elements

Documents include indicators allowing learners to navigate content seamlessly.

- For all PDFs, another accessible format is available to learners or in content collection  
Example: Word Document or HTML page
- H1 (Heading level 1) or the title tool indicates the title of the document
- Headings levels are nested and sequential order

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- PDFs are accurately tagged
- Running headers and footers include:
  - Document title
  - Date last modified
  - Consistent page numbers using the authoring tool with location information –  
Example: "Page 3-4" or "Page 9 of 15"

4. Images, Diagrams, and Flowcharts  Yes  No

Images do not hinder learner navigation and include meaningful alternative text to enhance learner understanding.

- Images are inline with text so the learner can hear the alternative text in context with the content
- Images have meaningful and concise alternative text or captions
- Text is not presented as an image unless it is essential for content
- Minimal use of decorative images (images with no instructional value)
- Decorative image descriptions are tagged to allow assistive technology to ignore

5. Color:  Yes  No

Colors are distinguishable but not essential to consume content.

- Colors meet color contrast requirements  
Resource: [WebAim Color Contrast Checker](https://webaim.org/resources/contrastchecker/) [https://webaim.org/resources/contrastchecker/]
- Color is not essential for understanding text

6. Tables  Yes  No

Tables are simple, meaningful through alternative text, and logical for all learners.

- Tables do not have merged or blank cells
- Tables have a specified header row
- Tables have meaningful and concise alternative text or captions
- Tables solely convey data
- Tables are not scanned or images

7. Hyperlinks  Yes  No

Hyperlinks are simple, meaningful, and intuitive for all learners.

- URLs hyperlink to meaningful and descriptive text
- If a URL is present, it is unlinked and within brackets [ ]
- The phrase "click here" is not present in the descriptive text for hyperlinks
- A note is present explaining how hyperlinks will open is available to learners

Suggestions and Notes

*Estimated Remediation Time: Approximately 15-25 minutes for every page*

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## Accessibility Essentials for Schedule

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