# Quick checklist on accessibility

The following checklist is built considering technical dimension only which guides instructors to make online content accessible. Most of the design recommendations of this checklist align with Web content accessibility guidelines (WCAG) 2.1 AA level, which is a requirement for AMA.

## Heading and structure

* Organize content under headings and subheadings. Headings and subheadings are used sequentially (e.g., Heading 1. Heading 2, etc.) as well as logically (if the title is Heading 1, then there should be no other Heading 1 styles as the title is the uppermost level).

**Note:** It is important to note that simply increasing the text size or making text bold is not equal to applying actual heading tags. These visual changes don't provide the necessary information for screen readers to recognize headings and hierarchy.

## Font

* Keep font size 12 point or higher for body text. Keep font size 9 for footnotes and endnotes. Use standard sans-serif fonts (such as Arial, Verdana) rather than serif fonts (Times New Roman, Garamond).

## Colour

* Ensure good contrast between text (or images of text) and its background, with a contrast ratio of at least 4.5:1 or higher. When using bold or large text (18pt or larger), a 3:1 ratio is sufficient.
* Colour should not be the only way to perceive meaning. For example, if a bar graph uses colours to represent different years, also use patterns (like dots, stripes) on the bars. This way, the graph can still be accessible for colourblind students.

## Images

* Include alternative text (alt text) description of the image’s content or function.
* Graphs, charts, and maps also include contextual or supporting details in the text surrounding the image.
* Do not rely on colour to convey information.   
  For instance, if you’re using a heat map to represent student grades in a course, don’t rely solely on colour gradients.
* Also use numerical values or different textures to represent the data.
* Images that are purely decorative should mark as decorative in Learning Management System (LMS) or documents. The alt-text should specify this as “decorative image".

## Links

* Add meaningful or descriptive text in context for link.   
  For instance, instead of writing “For next week’s reading, click here”, write “For next week’s reading, please refer to Chapter 5: Evolution of Species”. It provides more context and meaning for all students, including those using screen readers.
* Do not use generic text for a link such as “click here” or “read more”.
* It’s recommended to open a link in the same window or tabs.
* If a link must open in a new window or tab, a textual reference is included in the link information (e.g., [New Tab]).

## Table

* Include row and column headers.
* Include a caption. For example, if you’re creating a table that shows the weekly schedule for a course, include a caption like “Table 1: Weekly Course Schedule”. This caption clearly communicates the purpose of the table, making it more accessible for all students, including those using screen readers.
* While you are using any LMS, use HTML editor to include table caption. It could look like: <caption>Table 1: Weekly Course Schedule</caption>
* Avoid merged or split cells.
* Avoid using tables for presentation-only purposes.
* Avoid using tables to segment content on a page or document.

## Audio-visual content

* For all audio content include a caption or a transcript. The transcript includes all speech content and relevant descriptions of non-speech audio and speaker names and headings where necessary.
* Videos should have captions of all speech content and relevant non-speech content that has been edited by a human for accuracy.

## Reading order

* Ensure the correct reading order is to keep things linear on the page or screen, as screen readers will read the content from top to bottom by default.
* Use built-in Accessibility Checkers in word processors, PowerPoint, PDF editors, and web editors often can identify potential issues with the reading order of content.

**Legal disclaimer:** This information is an accompaniment to the regulations under The Accessibility for Manitobans Act (AMA) and is not legal advice. Please refer to the [AMA](https://web2.gov.mb.ca/laws/statutes/ccsm/a001-7.php?lang=en) and the [Accessible Information and Communication Standard Regulation](https://web2.gov.mb.ca/laws/regs/current/047-2022.php?lang=en) for complete details.

## References

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