**Course Title and Number: Date:**

***Laney College***

**Distance Learning Course Accessibility Checklist**

**(For Persons with Disabilities)**

*It is required that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 1 compliant. It is strongly recommended that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 2 compliant.* (CCCCO Distance Education Accessibility Guidelines, Aug. 1999, p. 16).

Resource link = <http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>

The following checklist delineates the Priority 1 accessibility guidelines that we are required to follow. If you cannot answer “Yes” to any of the items listed, please attach an explanation of what accommodations you can make for students who would not be able to access the course pages that lack the required accessibility feature.

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** | **No** | **Expl** | **Requirements & *Purpose*** |
| [ ]  | [ ]  |  | 1. Provide a text equivalent for all non-text elements such as images, animations, applets, objects audio/video files and ASCII art. *This will enable a screen reader to read the text equivalent to a blind student.* |
| [ ]  | [ ]  |  | 2. Provide descriptions for important graphics if they are not fully described through alternative text or in the document’s content. *The description would inform a blind student of what a picture represented.* |
| [ ]  | [ ]  |  | 3. Ensure that information conveyed by the use of color is also understandable without color. *For example, so a blind or color-blind student could understand a color-coded representation of DNA.* |
| [ ]  | [ ]  |  | 4. If you either are using more than one language or are using words which are “imported” from another language (such as *fauxpas),* ensure that any changes in language are identified by using the HTML “lang” attribute. *This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation.* |
| [ ]  | [ ]  |  | *5.* Provide textual equivalents to audio information (captioning). *The text will enable deaf students to know what others are hearing.* |
| [ ]  | [ ]  |  | 6. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. *The movement can be distracting for students with certain disabilities.* |
| [ ]  | [ ]  |  | 7. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). *This provides students with mouse-dexterity problems an alternative way to interact.* |
| [ ]  | [ ]  |  | 8. Identify, by labeling or other appropriate means, row and column headers. *The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.* |
| [ ]  | [ ]  |  | 9. Provide title frames and include sufficient information as to their purpose and relationship to each other. *This will help blind students understand the organizational purpose of the frame.* |
| [ ]  | [ ]  |  | 10. Provide an alternative audio description for multimedia presentations. *The sound will enable blind students to know what others are seeing.* |

\* This checklist is adopted from *Los Angeles Trade Tech College*.