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# ACCESSIBILITY & USABILITY CHECKLIST

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This checklist is a guide that can be used as you are creating your online course as well as reviewing your course for accessibility barriers.

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## COURSE NAVIGATION FACILITATES EASE OF USE

- Clear and concise navigation in your Learning Management system.
- Course content, materials, tools and media are easy to locate.
- Write meaningful link text (i.e. the text reads “LSU Digital & Continuing Education link” rather than <https://www.lsu.edu/dce>.) If you are using an icon as a link, make sure to have an HTML tag or accompany it with a text link.
- Make sure all links are working properly.
- When you link to web sites and external web activities, ensure that any action that requires a mouse, such as buttons and drag and drop actions can also be completed by [using only the keyboard](#).
- Ensure that websites have [keyboard focus](#). When you tab through a webpage, you will want to make sure there is an indication to what items you are on currently.
- Tables are used to organize data and have the necessary headers.

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## COURSE DESIGN FACILITATES READABILITY

- Use properly formatted headings to structure the documents ([Word](#), [PowerPoint](#)).
- Maintain a proper reading order in web pages, Word documents, and PowerPoint slides.
- Group similar content together. Headings should be used to indicate the change of a topic.
- Heading and body style should be consistent.
- Use adequate [color contrast](#).
- Do not use color alone to express information.
- Font style and size are selected to maximize on-screen legibility. No more than two font families. Sans-serif font families are suggested.
- White space or negative space use used around content to help with increasing comprehension and reduces eye fatigue.

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## COURSE PROVIDES ACCESSIBLE TEXT AND IMAGES

This section applies to files, documents, LMS pages, and web pages.

- Images and graphs are described through alt-tag, outline, or description.
- All tables are set up as text and not embedded as images.
- Create tables with columns and/or row headers.
- Do not use color alone to express information.

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## **COURSE PROVIDES ACCESSIBLE TEXT AND IMAGES (CONT'D)**

- Document or HTML titles are formatted using appropriate sites (i.e. Heading 1, Heading 2). Do not simply use larger font or bolding.
- PDSs that contain text are not merely an image scan; any text contained in PDFs must be selectable and searchable.
- Avoid underlining text unless used for navigation.

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## **COURSE PROVIDES ALTERNATIVE MEANS OF ACCESS TO MULTIMEDIA CONTENT**

- All videos must be captioned appropriately.
- Review all captioning to make sure that the captions correctly reflect the content.
- All audio (i.e. podcast) will need a transcript linked within the course.
- Required course activities that are inaccessible must have an equally effective alternative.

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## **VENDOR ACCESSIBILITY STATEMENTS ARE PROVIDED**

- Provide links to products' accessibility or assistive technology user information (i.e. LMS, web conferencing tools, polling tools, plagiarism software, social media tools, publisher materials or platforms, etc...).
- Include current accommodation statement in your syllabus or in another appropriate area within your course.

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## **NOTES:**