Blackboard Checklist

General Blackboard Accessibility Notes

As all of you know, accessibility standards are constantly changing. Also even if all of these accessibility standards are implemented, there will still be some students who may not be able to be accommodated without additional accommodations. That being said, these international accessibility standards from WCAG 2.0 AA will accommodate some students, breaking down barriers to learning for some students who have disabilities. Also, these standards will help our courses be more WCAG 2.0 AA compliant. WCAG 2.0 AA is the University of Alabama's goal within the next 4 years ([provided by UA Technology Accessibility](#)). Like the sidewalk cuts who help everyone, students who have disabilities and students who do not have disabilities will benefit from these standards.

While every effort to implement these things in courses should be made, there are always some exceptions. If you think you have an exception in your course or if you want to know how to include something that may not appear to meet the accessibility standards outlined, the Accessibility Senior Instructional Designer is here to help brainstorm accessibility options. Sometimes there are different ways of approaching the same standard that benefit students who have disabilities. Alternatively, as with other things in life, there are exceptions to every rule, some of which may need an alternative versions of items.

Course Menu

Standard	Rule
Title II of the ADA, Section 504 of the Rehabilitation Act of 1973, and Internal Standard	Is [Tool Accessibility](#) linked?
Internal Standard	Is the [Statement of Accessibility](#) linked?

Introduction Module

Standard	Rule
Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Does the Introduction Module include an Office of Disability Services Resources section that states the following? **Office of Disability Services Resources** The Office of Disability Services is the central campus resource for students who need to request academic accommodations. Students are encouraged to register with ODS as early as possible in order to begin receiving accommodations for their coursework. Please visit the ODS website to learn more about the types of eligible disabilities, accommodations provided, and how to register.
Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Does the Introduction Module include a link to the Tool Accessibility webpage? One option for the standard language could be: Tool Accessibility Online courses use a lot of tools. Each of those tools has different accessibility recommendations for using them. Refer to the Tool Accessibility webpage which lists the accessibility information pertaining to those tools in alphabetical order.
Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Does the Introduction Module include information about Document Accessibility? For example: **Document Accessibility** ● The Word versions of PDFs are the accessible versions of the documents. If there is only a PDF version of a document, that PDF is accessible. ● The HTML versions of PDFs are the accessible versions of the documents. If there is only a PDF version of a document, that PDF is accessible.

	• The PowerPoint version of the presentation is the accessible print version of the presentation.

Universal Design for Learning (UDL)

Standard	Rule
UDL Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Does the course employ universal design? Drawing example: If an assignment requires students to include a hand drawn prewriting brainstorming web, universal design would provide the option for students to write a paragraph instead or to create the web using software, just in case the student has physical or visual disabilities. (As long as the learning is the planning, not the drawing.) Note: If other students are to view the uploaded hand drawn prewriting brainstorming web, students should be required to write a paragraph explaining the content in the hand drawn prewriting brainstorming web. That way, students with visual disabilities will have access to the information in the web and the professor and other students can still know what is in the web even if the person's handwriting is unclear. Image example: If the course has a discussion that asks students to post images and respond to the images posted by their classmates, universal design would require students to also post a written description of the image so that all students can participate in this discussion. Audio example: If the course has a presentation where students are to post a blog with an audio file of them talking about a topic and other students are to listen to it with the option of responding to it, universal design would require students to also post a written script/transcript/description of the audio so that all students can participate in this assignment. Some services and tools automatically caption what is said, but if that is not automatically done, students need to turn on that service or write their own written script/transcript/description of the audio.

	Video example: If the course has a group assignment where students video tape themselves performing CPR and posting the video to a place where the class can watch each other's videos, if students are to watch each other perform the steps and the steps are not said out loud, universal design would require students to also post a written script or description of the steps they took so that all students can participate in this assignment. These are not all of the examples of UDL that is needed in a course, but these are a few examples.
UDL Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Are the resources (like readings, interactives, publisher content, software, websites, media, etc) accessible, is the necessary accessibility information provided to students as identified by the Resource Request Cue, or is an accessible version provided for items that are not accessible?

Font

Standard	Rule
1.0.Master Requirements for all Documents Standard ID 1.4 (HHS: Word Document 508 Checklist) HHS: Font Size and Typeface	Does the course utilize recommended standard, scalable fonts (like Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)? Does the course avoid the use of a non-standard, nonscalable font?
WCAG Guideline 1.4.4 Penn State Accessibility: Font Size on the Web	Is the font size throughout sufficiently large (a minimum of 12 points)?
WCAG 2.0 Category Consistency Success Criteria 3.2.4 Level AA	Is the selected font used consistently throughout the course?

Headings

Standard	Rule
WCAG 2.0 Category Structure Success Criteria 2.4.2 Level A WCAG 2.0 Category Structure Success Criteria 2.4.6 Level AA ([WCAG 2.0 Success Criterion 2.4.6](#)) ([ASPA/DCD General Office Document File 508 Checklist](#))	Are the title and headers for the section/module/item unique and descriptive of the content and its respective sections?
2.0.General Layout and Formatting Requirements ID 2.1 ([HHS: Word Document 508 Checklist](#)) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A ([WCAG 2.0 Success Criterion 1.3.1](#)) ([ASPA/DCD General Office Document File 508 Checklist](#)) [WebAIM: Microsoft Word: Creating Accessible Documents](#) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A [Tips for Accessible Blackboard Courses (provided by UA Technology Accessibility)](#)	Is text intended to act as a visual heading styled with the built in heading tags (H1 through H6)? Has the course been formatted using Style elements (Heading 1, Heading 2) and/or Outline in a hierarchical manner (i.e. Heading 1 to Heading 2 to Body Text)? Are the "Headings" created with font styles? Does the course use a uniform heading structure using the following format, keeping in mind navigation via headers? • A **Heading 1** is usually the (highest) level major section heading. • A **Heading 2** is the next level down (from Heading 1) major section heading. It is usually a sub-section of Heading 1. • A **Heading 3** is usually a sub-section of Heading 2. • A **Heading 4** is usually a sub-section of the Heading 3, and so on. **Don't skip Heading levels. All headings can be used more than once, such as for multiple chapters.** To use headers in Blackboard, select the header level on the format drop down menu, located next to the font drop down menu on the toolbar.

	To see what drop down menu to use, refer to Tips for Accessible Blackboard Courses (provided by UA Technology Accessibility).

Structure

Standard	Rule
WCAG 2.0 Category Consistency Success Criteria 3.2.3 Level AA	Are navigation and structure within the course presented in the same consistent order?
WCAG 2.0 Category Consistency Success Criteria 3.2.4 Level AA	Do components within a course have similar labeling and functionality?

Lists

Standard	Rule
WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A (WCAG 2.0 Success Criterion 1.3.1) (ASPA/DCD General Office Document File 508 Checklist) WebAIM: Microsoft Word: Creating Accessible Documents Tips for Accessible Blackboard Courses (provided by UA Technology Accessibility)	Is the (automatic) list style being used as opposed to manually typed characters (e.g. Using the Tab key, hyphens, stars, numbers, or graphics)? To do this: Select the "Bullet List" or the "Number List" options, located next to the font size on the toolbar.
WCAG 2.0 Success Criterion 1.3.1 (ASPA/DCD General	Are multiple lists in the same page properly grouped/separated?

[Office Document File 508 Checklist](#))	

Section 508	Does the course avoid the use of only 1 bullet point or only 1 number in a bulleted or numbered list?
	
	For example, avoid:
	● Condiments:
	  ○ **Ketchup**
	● Fruit:
	  ○ Pears
	  ○ Apples
	The ketchup should be listed as Condiments: Ketchup, not with its own bullet since there are no other bullets for that category.

Color

Standard	Rule
1.0.Master Requirements for all Documents Standard ID 1.8 ([HHS: Word Document 508 Checklist](#))	Is the item free of background images or watermarks?
1.0.Master Requirements for all Documents Standard ID 1.16 ([HHS: Word Document 508 Checklist](#)) [WebAIM: Microsoft Word: Creating Accessible Documents](#) WCAG 2.0 Category Color Success Criteria 1.4.3 Level AA ([WCAG 2.0 Success Criterion 1.4.3](#)) ([ASPA/DCD General Office Document File 508 Checklist](#))	Is all of the text easy to read in comparison to the background of the course (has a color-contrast ratio of at least 4.5:1)? Double check: Does the course provide sufficient contrast between text colors and background colors? The best way to check color contrast is using a color contrast checker like this one that is recommended by the university: [Color Contrast Checker](#). When using this tool, don't select any color contrasts that are below WCAG 2.0 AA or AAA compliance.

Standard	Rule
2.0.General Layout and Formatting Requirements ID 2.4 ([HHS: Word Document 508 Checklist](#)) WCAG 2.0 Category Color Success Criteria 1.4.1 Level A ([WCAG 2.0 Success Criterion 1.4.1](#)) ([ASPA/DCD General Office Document File 508 Checklist](#)) [WebAIM: Microsoft Word: Creating Accessible Documents](#)	Does the course not use color as the ONLY way to convey content? If color is used to emphasize the importance of selected text, is there an alternate method also used? Is color alone not used to distinguish between interactive text and non-interactive text? Is color alone not used to distinguish between information presented in content (charts, graphs, etc.)?

Flashing and Flickering

Standard	Rule
1.0.Master Requirements for all Documents Standard ID 1.7 ([HHS: Word Document 508 Checklist](#)) [Appendix A to Part 1194 – Section 508 of the Rehabilitation Act: Application and Scoping Requirements](#) [WCAG 2.0 2.3.1 2.3.2](#) ([WCAG 2.0 Success Criterion 2.3.1](#)) ([ASPA/DCD General Office Document File 508 Checklist](#))	Does the course refrain from using flashing/flickering animation, text, animated text, and/or media? If you must include flashing or flickering, is it free from content that flashes more than 3 times per second?

Content/Language

Standard	Rule
[Encouraged Fixes for Office Files](#)	Does the course avoid device-specific directions, such as such as "click" or "hover"? Use device independent navigation such as select, navigate, and activate.
Section 508 WCAG 2.0 Category Sensory Success Criteria 1.3.3 Level A ([WCAG 2.0 Success Criterion 1.3.3](#))	Does the course avoid the use of sensory characteristics alone (shape, size, visual location, orientation, or sound) to communicate instructions for page use? "The intent of this Success Criterion is to ensure that all users can access instructions for using the content, even when they cannot perceive shape or size or use information about spatial location or orientation. Some content relies on knowledge of the shape or position of objects that are not available from the structure of the content (for example, "round button" or "button to the right"). Some users with disabilities are not able to perceive shape or position due to the nature of the assistive technologies they use. This Success Criterion requires that additional information be provided to clarify anything that is dependent on this kind of information" ([Sensory Characteristics: Understanding SC 1.3.3](#)). That means "Don't use directional terms as the only clue to location. Left, right, up, down, above, and below aren't very useful for people who use screen-reading software. If you must use a directional term, provide additional text about the location, such as in the Save As dialog box, on the Standard toolbar, or in the title bar" ([Writing for All Abilities](#)). "In some languages, it is commonly understood that 'above' refers to the content previous to that point in the content and 'below' refers to the content after that point. In such languages, if the content being referenced is in the appropriate place in the reading order and the references are unambiguous, statements such as 'choose one of the links below' or 'all of the above' would conform to this Success Criterion" ([Sensory Characteristics: Understanding SC 1.3.3](#)).

Section 504 Internal Standard	When blanks are in questions (etc.) are underscores and lines avoided and [blank] used instead so that screen readers can perceive them?
WCAG 2.0 Category Forms Success Criteria 1.3.1 Level A	Do all inputs and controls (and groups of inputs) have programmatic labels (and programmatic group labels respectively)?
Section 508 WCAG 2.0 Category Structure Success Criteria 1.3.2 Level A (WCAG 2.0 Success Criterion 1.3.2) (ASPA/DCD General Office Document File 508 Checklist)	Does the course have a logical reading order throughout? Does the visual content order match the programmatic content order when a mismatch would change or confuse the meaning? Is the order of the content accurate and logical?
WCAG 2.0 Category Presentation Success Criteria 1.4.4 Level AA (WCAG 2.0 Success Criterion 1.4.4) (ASPA/DCD General Office Document File 508 Checklist)	Can the text be resized? When the text is resized to 200%, is no page content or information is lost?
WCAG 2.0 Category Consistency Success Criteria 3.2.3 Level AA	Is navigation and structure within the course presented in the same consistent order?
WCAG 2.0 Category Consistency Success Criteria 3.2.4 Level AA	Do components within the course have similar labeling and functionality?

Images

This includes charts and tables inserted as images.

Standard	Rule
Section 508	Are images not used to communicate text when plain-text can be used?

WCAG 2.0 Category Images Success Criteria 1.4.5 Level AA (WCAG 2.0 Success Criterion 1.4.5) (ASPA/DCD General Office Document File 508 Checklist)	
WCAG 2.4.3 (Microsoft Word 2010 508 Accessibility Checklist) Section 508 (Microsoft Word 2010 508 Accessibility Checklist)	Does the course use inline textwrapping/formatting of all images? Place images, data tables, charts, and other objects 'inline' with the course content (rather than 'floating'). Where floating objects are unavoidable, ensure both the object and wrapped text around the object are part of the read order.
Section 508 Checklist WCAG 2.0 Success Criteria 1.1.1 Level A (WCAG 2.0 Success Criterion 1.1.1) (ASPA/DCD General Office Document File 508 Checklist) Section 508 eLearning Support Tips for Accessible Blackboard Courses (provided by UA Technology Accessibility) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A	Do all informational images have alt text that provides the same level of understanding a visual user would gain? Do all decorative images have " " in the alt text field? Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions that convey all of the important information that sighted readers would get from the chart, grouped charts and images, and nontext elements? Do complex informational images have an alternate accessible means of understanding? If text is in an image, is that text written in the alt text? If a chart is included as an image, does the alt text instead describe and include the data, relationships between ideas, and contents of the table? If a table is included as an image (instead of being built in Blackboard), does the alt text instead describe and include the data, relationships between ideas, and contents of the table? In other words: ● Do all images that present content must have a text alternative?

- Do all active images have a text alternative?
- Do all text alternatives describe the content?
- Does all decorative content have a null text alternative?
- Do all charts have all of the content, data, and relationships between ideas provided by the chart in the alt text?
- Do all tables have all of the content, data, and relationships between ideas provided by the table in the alt text?

Do all of the images/groups of images you've drawn have alt text for the image if it contains content? Does that alt text include any words you typed?

To add alt text as you upload the image:
1. Select "Insert/Edit Image" on the toolbar.
2. Select either:
    a. "Browse My Computer"
        i. Select the image file.
        ii. Select the "Open" button.
    b. "Browse Content Collection"
        i. Select the image file.
        ii. Select the "Submit" button.
3. Enter the alt text in the "Image Description" textbox. Note: The Image Description is required while the "title" is not. But in order for the alt text to be visible when your mouse rolls over it, the alt text would also need to be entered in the "Title" textbox below "Image Description."
4. Select the "Insert" button.

To add alt text to an image already in Blackboard:
1. Select the image and "Insert/Edit Image" on the toolbar.
2. Enter the alt text in the "Image Description" textbox. Note: The Image Description is required while the "title" is not. But in order for the alt text to be visible when your mouse rolls over it, the alt text would also need to be entered in the "Title" textbox below "Image Description."
3. Select the "Submit" button.

To add alt text to an image through HTML:
1. Select "HTML Code View."

	2. Locate the image's code. For instance, `<p><img src="https://ualearn.blackboard.com/bbcswebdav/pid-3527965-dt-content-rid-31572857_1/xid-31572857_1" width="1285" height="376" /></p>` 3. Add alt= "" with the alt text in it. Note: The Image Description is required while the "title" is not. But in order for the alt text to be visible when your mouse rolls over it, the alt text would also need to be entered as title= "". For example: `<p><img src="https://ualearn.blackboard.com/bbcswebdav/pid-3527965-dt-content-rid-31572857_1/xid-31572857_1" width="1285" height="376" alt="boat" title="boat" /></p>` 4. Select the "Update" button.
[HHS: Encouraged Fixes for Office Files](#)	Are all alternative text descriptions no more than 120 or so characters, avoiding all verbose or redundant Alternative Text? Alternative text must not contain unnecessary over-explanation or fail Usability recommendations using phrases like 'Image of.' Remove unnecessary words from Alternative Text. **Note:** If you need more than 120 words to provide information in an image you have a few options: 1. You can create an extended alt text Google Doc (1 document per alt text) and link the document in the alt text or in the body of the regular text in Blackboard. 2. You can include the alt text in the body of the regular text of Blackboard itself in a font color that matches the background so that it is not visible. 3. You can provide all of the information about the image in the body of the regular text of Blackboard so that everyone can see it. 4. In rare instances, it may be important to provide an alternative version of the item that is accessible.
1.0.Master Requirements for all Documents Standard ID 1.10 ([HHS: Word Document 508 Checklist](#))	Do all complex images (images conveying information) have descriptive text near the image (as a caption or title)?

Standard	Rule
3.0. Document Image Requirements ID 3.1 ([HHS: Word Document 508 Checklist](#)) 3.0. Document Image Requirements ID 3.2 ([HHS: Word Document 508 Checklist](#)) [WCAG 2.0 Success Criterion 1.1.1](#) ([ASPA/DCD General Office Document File 508 Checklist](#))	Are multiple associated images on the same page (e.g., boxes in an organizational chart) grouped as one object? Have all multilayered objects been flattened into one image and does that image use one alternative text description for the image?
3.0. Document Image Requirements ID 3.3 ([HHS: Word Document 508 Checklist](#))	Do images/graphics appear crisp and legible?

Tables

Standard	Rule
4.0. Document Table Requirements Standard ID 4.1 ([HHS: Word Document 508 Checklist](#)) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A ([WCAG 2.0 Success Criterion 1.3.1](#)) ([ASPA/DCD General Office Document File 508 Checklist](#))	Was the table created with the built in table styles? If the course has a tabular appearance, was the tabular structure made using the "Insert/Edit Table" option on the Blackboard toolbar (as opposed to manual tabs and/or spaces) or as an image that follows the image checklist?
[WCAG 2.0 Success Criterion 1.3.1](#) ([ASPA/DCD General Office Document File 508 Checklist](#))	Does the table structure in the tag tree match the visual table layout?

WCAG 2.0 Guideline 2.4.6 [PennState Accessibility: Tables](#)	Do the tables in Blackboard avoid including the table title as a row in the table?
WCAG 2.0 Guideline 1.3.1 [PennState Accessibility: Tables](#) [WCAG 2.0 Success Criterion 1.3.1](#) ([ASPA/DCD General Office Document File 508 Checklist](#)) 4.0. Document Table Requirements Standard ID 4.4 ([HHS: Word Document 508 Checklist](#)) [VA Section 508 eLearning Support: Creating Accessible Documents with Microsoft Word 2010: Tables](#)	Is the table free of merged cells? The tables in the course do not attempt to structurally associate merged or split data cells with their associated data headers.
1.0.Master Requirements for all Documents Standard ID 1.9 ([HHS: Word Document 508 Checklist](#)) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A	Do all tables have alt text? If it is built in Blackboard, does the alt text/"summary" state the table name, the types of headers the table has, the number of columns, and the number of data rows (that is the number of rows not including the header)? (For example, "The Introduction Module Table has a header row. It has 2 columns and 5 data rows.") To do this: 1. Select the table. 2. Select the "Insert/Edit Table" button on the Blackboard toolbar. 3. Select the "Advanced" tab. 4. Enter the alt text into the "Summary" textbox. 5. Select the "Update" button.
1.0.Master Requirements for all Documents	Do all tables have descriptive text near the image, a caption, or title?

Standard ID 1.10 ([HHS: Word Document 508 Checklist](#))	
1.0.Master Requirements for all Documents Standard ID 1.15 ([HHS: Word Document 508 Checklist](#)) [WCAG 2.0 Success Criterion 1.3.1](#) ([ASPA/DCD General Office Document File 508 Checklist](#))	If there are tables, are blank cells avoided? Some cells in a data table contain no data. Add a hyphen, indicating the cell is intentionally blank. Do all Header cells contain text? If you do not want it to be visible, you can write it in a color that matches the background.
4.0. Document Table Requirements Standard ID 4.2 ([HHS: Word Document 508 Checklist](#)) WCAG 2.0 Category Structure Success Criteria 1.3.2 Level A	Do all tables have a logical reading order from left to right, top to bottom?
4.0. Document Table Requirements Standard ID 4.3 ([HHS: Word Document 508 Checklist](#)) [WebAIM: Microsoft Word: Creating Accessible Documents](#) WCAG 2.0 Category Structure Success Criteria 1.3.1 Level A	Do all tables have at least 1 of the following? ● Entire first row designated as a 'Header Row' ● The entire first column designated as the header column with 'First Column' in table properties To do this: 1. Right click on the cell that you want to mark as a header cell. 2. Select "Table cell properties." 3. Select "Header" for the "Cell Type." 4. Select the "Update" button. For visual instructions refer to [Tips for Accessible Blackboard Courses](#) for instructions.
4.0. Document Table Requirements Standard ID 4.5 ([HHS: Word Document 508 Checklist](#))	Are all tables described and labeled (where appropriate)? **Note:** In some cases naming/numbering of tables may not be appropriate. For example, a small data table in a presentation may not need a reference.

Standard	Rule
WCAG 2.0 Category Color Success Criteria 1.4.1 Level A ([WCAG 2.0 Success Criterion 1.4.1](#)) ([ASPA/DCD General Office Document File 508 Checklist](#))	Is color alone not used to distinguish between information presented in content (charts, graphs, etc.)?

Embedded Files and Media

Standard	Rule
Section 508 WCAG 2.0 Category Keyboard Success Criteria 2.1.1 Level A ([WCAG 2.0 Success Criterion 2.1.1](#))	Can all media and embedded files be accessed and activated via keyboard-only access?
Section 508 (and Section 508 Refresh) WCAG 2.0 Internal Standard	Did you use the Media Checklist and check it against that checklist?
Section 508 (and Section 508 Refresh) WCAG 2.0 Internal Standard	Did you use the applicable checklist (like the Word, PowerPoint, Google Doc, Google Slide, and Sway checklist(s)) to check the accessibility of the embedded file?

Links

Standard	Rule
WCAG 2.0 Category Color Success Criteria 1.4.1 Level A ([WCAG 2.0 Success Criterion 1.4.1](#)) ([ASPA/DCD General](#)	Is color alone not the only thing used to distinguish between linked and unlinked text?

Office Document File 508 Checklist)	
Section 508 WCAG 2.0 Category Keyboard Success Criteria 2.1.1 Level A (WCAG 2.0 Success Criterion 2.1.1)	Can all interactive elements be activated with keyboard?
WCAG 2.0 Success Criterion 2.4.4 1.0.Master Requirements for all Documents Standard ID 1.11 (HHS: Word Document 508 Checklist) WebAIM: Microsoft Word: Creating Accessible Documents HHS: Encouraged Fixes for Office Files	Can all link text be understood out of context? (If generic text is used, does generic link text have sufficient context? Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like "Click here" and, instead, use phrases that let users know about the content of the linked page prior to selecting it)? In other words, do the URLs state the title of the what the links lead users to, using the Link Naming Conventions? **Link Naming Conventions:** Modify generic link text such as 'Click Here', 'Read More', etc. to a value so a user can understand the destination out of context. To do this: ● Provide the title that is being linked to. ● For websites, provide the website title. ● For webpages, provide the website and webpage title. For example: HHS: Encouraged Fixes for Office Files **Follow these principles to create accessible links:** ● Use the "Insert/Edit Link" feature in Blackboard to create links. ● Use descriptive link text that does not rely on context from the surrounding text. ● Keep the amount of text in the link to a minimum. ● Use underlined text with a color that stands out from the surrounding text. ● Follow the Link Naming Conventions.
1.0.Master Requirements for all Documents Standard ID 1.12 (HHS:	Are all URLs linked to correct Web destinations?

[Word Document 508 Checklist](#))	
1.0.Master Requirements for all Documents Standard ID 1.13 ([HHS: Word Document 508 Checklist](#))	Are e-mail links accessible, meaning that the link uses a descriptive name, department, employee name or some other unique identification of the email target? ● Note: Screen readers generally offer users shortcut keys to find email address links " is the shortcut key with Jaws" and they read email addresses just fine as long as they consist of actual words, separated by a dot "." or with upper case. ● Always use the full email address as text for a mailto link. ● Never link an email address unless it's a mailto.

Spacing

Standard	Rule
Section 508 and [WebAIM: Microsoft Word: Creating Accessible Documents](#)	Does the course only use "Tab" to indent content, instead of spaces?
Section 508	Does the course only have 1 space between sentences, instead of 2 spaces between sentences?
Internal Standard	Does the course contain no extra spaces after any sentences, lines, and etc?

Quizzes, Tests, and Exams

Standard	Rule
Internal Standard in order to facilitate Section 504	Include the following applicable statement with the link to every quiz, test, and exam so that students are made aware of how to access their exam accommodations: If you require accommodations for quizzes, you are required to contact the Office of Disability Services to coordinate them prior to taking the quiz. If you require accommodations for pretests [tests], you are required to contact the Office of Disability Services to coordinate them prior to taking the pretest.

| | If you require accommodations for tests, you are required to contact the Office of Disability Services to coordinate them prior to taking the test.

If you require accommodations for posttests [tests], you are required to contact the Office of Disability Services to coordinate them prior to taking the posttest.

If you require accommodations for exams, you are required to contact the Office of Disability Services to coordinate them prior to taking the exam. |
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Courtesy of University of Alabama ITAS Public Google Drive