For educatorS and instruCtional Support Staff

# 7 Core Skills Accessibility Checklist

Use this checklist to review the digital accessibility of your Ohio State course. Check your CarmenCanvas pages, documents, lecture videos, audio recordings, and all other student-facing digital content and communications.

## 1. Headings

Provide outline structure for text content by using an application’s built-in heading styles.

* Use a logical organization for all text from the start.
* Organize headings hierarchically, nested sequentially as in an outline.
* Format headings using the **built-in heading styles** of the application (H1, H2, H3).
* Make sure each heading clearly describes the topic or purpose of the content below it.

## 2. Lists

Organize text content into easy-to-read chunks using numbered or bulleted lists.

* Identify content that is best presented in a list (key concepts, related items, sequences).
* Use numbered lists when items must be understood or completed in a specific order. Use bulleted lists when the order of items does not matter.
* Use the **built-in list tool** in the application or text editor to designate bullets, order numbered items, and create nested (indented) sub-items.

## 3. Links

Use clear link text that describes each link’s destination or purpose.

* Make your links look like links—link text should always be underlined.
* Embed links in text using the **built-in link tool** in the application or text editor.
* Use clear and specific wording to describe the link’s purpose or destination.
* Link email addresses by including **“mailto:[email address]”** in the hyperlink field. Preferably, link the full text of the email address (e.g., “Please contact [**brutusbuckeye.1@osu.edu**](mailto:brutusbuckeye.1@osu.edu)”).

## 4. Tables

Organize data and information in simple tables with descriptive row and column headers.

* Create **simple** tables using the application’s **built-in table formatting tools**.
* Assign clear column and/or row headers that describe the information in the cells.
* Add a descriptive caption or alternative text that explains the purpose of the table.

## 5. Color and Contrast

Avoid using color as the only way to convey meaning and ensure text has sufficient contrast.

* Use color with another element (bold font, patterns, shapes) to show emphasis or distinction.
* Make sure all text is readable and has sufficient contrast against its background color, according to the **WCAG 2 Contrast Ratio**.
  + Small text: Text under 18-pt (14-pt bold) must have a minimum 4.5:1 ratio.
  + Large text: Text at or above 18-pt (14-pt bold) must have a minimum 3:1 ratio.
* Add a descriptive cation or alternative text that explains the purpose of the table.

## 6. Images and Alt Text

Add alternative text (alt text) that clearly describes the non-decorative images in your course.

* Use alt text to describe each image’s content and the context in which it is used.
* Make alt text clear and concise (typically a few words up to a couple of sentences).
* Identify images (graphs, diagrams, infographics) that are too complex to describe with alt text. Prepare a separate image description to link students to instead.
* Mark as “decorative” all images that do not convey meaning.

## 7. Video and Audio

Provide captions, a transcript, and/or audio description for videos, and a transcript for audio.

* **Video:** Add or edit **captions** and check their accuracy. If a video’s audio track does not adequately convey what is happening onscreen, create a separate **audio description track**.
* **Video and Audio:** Provide a **transcript** that describes spoken and unspoken (visual, text, audio) information that is important for understanding (unless the narration already describes it).

**For more guidance, visit** [go.osu.edu/building-accessible-courses](https://teaching.resources.osu.edu/teaching-topics/digital-accessibility-building)**.**