	NYU Steinhardt's Accessibility Checklist	Meets Requirement	Notes/Action Plan
1	**Navigation**		
101	Navigation should be consistent and logical - usually linear / time based for online courses, but may be unit based	☐	
102	Assignments should be accessible via a Content Module as well as in the Assignments area	☐	
103	Content within a module should be contextually related by unit or time period	☐	
104	Utilize module headers and indents in the Learning Management System to convey structural cues	☐	
2	**Pages (LMS / Web), and Documents**		
201	Content should be chunked into discrete sections using the "headings" or "style" tool in your editor to enhance readability and machine scanning. *1	☐	
202	Use white space as a structural element to separate themes and elements, and facilitate readability	☐	
203	Avoid using tables as a formatting tool. They should only be used for relational content, and be properly tagged.	☐	
204	Avoid using colored or flashing text for emphasis. Use boldface and italics, instead	☐	
205	Avoid underlining text. Underlines should be restricted to hyperlinks	☐	
206	Avoid highlighting text	☐	
207	Ensure high contrast between text and background and use a sans serif font	☐	
208	Provide alternative text for all images, tables, charts, etc.	☐	
209	Hyperlinks should be descriptive. Avoid: "Click here"	☐	
210	Keep content within the HTML viewer concise. Expect users to be accessing on mobile devices	☐	
211	Longer narrative content should be presented in downloadable, accessible document formats	☐	
212	*Documents should be machine-readable *2	☐	
3	**Media**		
301	Videos should be accurately captioned, whether self-produced or sourced from another platform (e.g. YouTube, etc)	☐	
302	Videos should be delivered in short segments of no more than 7-10 minutes each, and are limited to one concept	☐	
303	Important graphical content contained within a video should be described in the audio	☐	
304	Audio content should be accurately transcribed/captioned	☐	
4	**Interactions**		
401	Student - Student interactions should be built accessibly. Consider accessibility as it applies to communications during student collaboration on group projects, as well as the format(s) of project deliverables. Promote and facilitate an inclusive environment in all interactions.	☐	
5	**Assignments and Assessments**		
501	Consider flexible or open assignments, which provide student choice in how they will present information	☐	
502	Be prepared to offer additional time on assessments	☐	

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*Notes:

*1 Using a heading instead of merely using boldface when creating a document will ensure the document structure can be interpreted by machine readers.

*2 Many scanned PDFs are nothing more than image files, which cannot be read by a screen reader.

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