



Accessibility Network at the University of Cincinnati

## **Accessibility Best Practices – Blackboard Courses**

Print and use the checklist below to use when preparing an accessible Blackboard Courses.

### **File Setup**

- Do the document file names [not contain spaces and/or special characters](#)?
- Are the document file names concise, [generally limited to 20–30 characters](#), and does it make the contents of the file clear?
- Have the [documents’ properties for Title, Author, Subject](#) (AKA Description), Keywords, Language, and Copyright Status been completed?
- Have you set your [files’ language to English](#)?
- Have [track changes](#) been accepted or rejected and turned off?
- Have [comments been removed](#) and [formatting marks](#) been turned off?

### **Text**

- Do all articles/readings/syllabus have [alternative versions](#) available (Pick two: Word, PDF, and/or inside Bb course shell)?
- Does the course syllabus include the most [updated disability statement](#)?
- Are heading styles organized in a [hierarchal and logical](#) fashion, with consecutive headings (i.e., no missing heading levels)?
- Is the [list style](#) being used, as opposed to manually typed characters (e.g. Hyphens, numbers, or graphics)?
- Is content [clear and concise](#)?
- Do all URLs contain [descriptive hyperlinks](#) (i.e., avoid generic phrases like “click here”; instead, use phrases that let users know about the content of the linked page prior to selecting it)?
- Is the [color contrast ratio](#) between foreground text and background color sufficient?
- Are all unused buttons and/or [tools hidden or removed](#)?

Continued on page 2 →



## Accessibility Network at the University of Cincinnati

### **Images**

- Do all [images](#), grouped images, and [non-text elements](#) that convey information have meaningful [alternative-text descriptions](#)?
- Do complex images (i.e., charts and graphs) have [descriptive text](#) near the image (perhaps as a caption or long description)?
- Is the course free of [scanned text-heavy images](#) (i.e., avoid text content contained in images that disappear when images are not available)?
- If color is used to emphasize important text, is there is an [alternate, compliant method](#) used as well?
- Have you provided alternatives for or avoided use of [sensory information](#) (e.g., shape, size, color, visual location, orientation, sound, etc.)?

### **Tables**

- Do all data tables in the document have designated [row and/or column headers](#) in table properties?
- Are all tables [described and labeled](#) (where appropriate)?

### **Multimedia**

- If a video—Does the video or animation contain [synchronized captioning](#)?
- If a sound file—Does the sound file have a matching [transcript file](#)?
- If an animation—Does the animation have a [text equivalent](#)?
- Is fully [synchronized text alternative or sound track](#) provided for all video interaction that is not otherwise described?
- Course site uses [consistent navigation](#), [tab order](#), and appropriate language level?
- Are course elements and controls [keyboard accessible](#)?
- Quizzes, surveys, tests —question types (e.g., multiple choice, short answer, fill-in the blank) are [consistent and in proper order](#)?

### **Accessibility Check**

- Have separate [accessible versions of documents](#) been provided when there is no other way to make the content accessible?
- Did you visit the KB article [Accessibility for eLearning Materials](#) to find more detailed information?