# **Moodle Accessibility/UDL Checklist**

This checklist gives insight into creating a highly accessible Moodle course that adheres to the guidelines of UDL.

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| **Accessibility/UDL Item** | [**UDL**](https://udlguidelines.cast.org/) |
| **Image as banner:** Inserting an image as a banner provides a visual representation of the course. The image should be static (that is, not animated) and should have an alt-text descriptor. | [2.5](https://udlguidelines.cast.org/representation/language-symbols/illustrate-multimedia) |
| **Course navigation:** Hide course navigation links and files that will not be used in the course; minimise the number of documents on the course page by organising related information and documents together in a Book, File, or Folder resource. | [7.3](https://udlguidelines.cast.org/engagement/recruiting-interest/threats-distractions) |
| **Topics / Modules:** Weekly content is grouped together and organized into manageable pieces using Collapsible Topics in the chronological sequence that you intend students to access items (e.g., organized by units, chapters, topics, etc.). | [3.3](https://udlguidelines.cast.org/representation/comprehension/processing-visualization) |
| **Headings:** [Hierarchical headings](https://docs.moodle.org/401/en/Accessible_course_design#Headings) allow students using screen readers to efficiently navigate textual content and understand its organization. Use headings in the Moodle Text Editor (and all documents on the course page) as needed to help guide student navigation. | [2.2,](https://udlguidelines.cast.org/representation/language-symbols/syntax-structure) [3.3](https://udlguidelines.cast.org/representation/comprehension/processing-visualization) |
| **Topic / Module titles:** All Weekly Topics / Modules have clear, unique titles. | [2.2](https://udlguidelines.cast.org/representation/language-symbols/syntax-structure) |
| **Course structure is parallel:** Similar items in different Modules use similar naming conventions (e.g., “Introduction to Week 1”and “Introduction to Week 2” is better than “Introduction to Week 1” and “Exploring Week 2”). | [2.2](https://udlguidelines.cast.org/representation/language-symbols/syntax-structure) |
| **File names:** All file names are unique and descriptive, and naming conventions between items in the Syllabus and the corresponding course content items in Moodle are consistent. |  |
| **Course links:** All links on the course page (including documents within the course page) are formatted as [self-described hyperlinks](https://docs.moodle.org/401/en/Accessible_course_design#Descriptive_links). |  |
| **Content consistency:** Present Topics / Modules and their respective content in a clean, consistent fashion. | [7.3](https://udlguidelines.cast.org/engagement/recruiting-interest/threats-distractions) |
| **Lists:** Use built-in list functionality to cluster and order related content. | [3.3](https://udlguidelines.cast.org/representation/comprehension/processing-visualization) |
| **Colour:** Colour should not overpower course information. Consider the colour contrast, especially when the text size is small. You can use an [online accessibility colour checker](https://webaim.org/resources/contrastchecker/) to ensure your chosen colours will work for everyone. Avoid using colour to convey meaning, as not all your users will see colour in the same way. | [7.3](https://udlguidelines.cast.org/engagement/recruiting-interest/threats-distractions) |
| **Videos:** All video and animations must be captioned, and all captions should be reviewed and edited to ensure that they’re accurate and convey meaning in a way that provides an equivalent experience for diverse learners. Include transcripts if possible, as they give access to your multimedia content in an alternative format that might work better than video for some of your users. See these [instructions for adding closed captions to your video in My Media (Kaltura Capture)](https://www.vanderbilt.edu/brightspace/how-can-i-add-captions-to-my-kaltura-video/#:~:text=Generate%20Kaltura%20captions&text=Click%20on%20the%20video%20you,default%20options%20and%20click%20Submit.). | [1.2](https://udlguidelines.cast.org/representation/perception/alternatives-auditory), [1.3](https://udlguidelines.cast.org/representation/perception/alternatives-visual) |
| **Add alternative text to images:** Alternative text—also known as alt text—allows screen reader software to describe images for the user. See these [guidelines for writing Alt Text in Moodle](https://sites.google.com/port.ac.uk/elearning-tools/accessibility/accessible-moodle-content). | [1.3](https://udlguidelines.cast.org/representation/perception/alternatives-visual) |
| **Infographics:** If an infographic is used, an alternative form of the content must be provided. A simple text with the information can be linked **before** the graphic with words like "Alternative format of X infographic below [FILE]." Putting it before the infographic will save time and frustration for screen reader users. | [1.3](https://udlguidelines.cast.org/representation/perception/alternatives-visual) |
| **PDF forms:** Ensure PDF forms can be read by a screen reader and adhere to other principles of accessibility include heading styles, colour, alt-texts, and interactivity components are functional. [Read more on PDF form accessibility here.](https://webaim.org/techniques/acrobat/forms) |  |
| **Tables:** Tables are only used for tabular data.  **Data tables:** Data tables need to have a caption and header columns and/or rows. Screen readers will use this information to go into table reading mode. [Creating Accessible Tables](https://webaim.org/techniques/tables/)   * Do not leave empty cells in data tables; a screen reader may read this as the end of the table—add a dash to the empty cell. |  |
| **Welcome video:** Course includes a “Welcome” video; for Online/Blended/HyFlex courses, includes “Let’s Get Acquainted” discussion | [8.3](https://udlguidelines.cast.org/engagement/effort-persistence/collaboration-community) |
| **Human element:** Include *human elements* in a course, especially if asynchronous. (eg. Instructor Bio, Course overview videos, etc.) | [7.2](https://udlguidelines.cast.org/engagement/recruiting-interest/relevance-value-authenticity) |
| **Additional resources:** Include information about resources and support services students may utilize if they need help. (This could be on the syllabus or in a specific page/module.) | [8.2](https://udlguidelines.cast.org/engagement/effort-persistence/demands-resources-challenge) |
| **Library resources:** Integrate COTR Library resources. | [3.1](https://udlguidelines.cast.org/representation/comprehension/background-knowledge), [7.2](https://udlguidelines.cast.org/engagement/recruiting-interest/relevance-value-authenticity) |
| **Course grading scheme and weighting:** [Set up your course grading scheme and weightings](https://docs.moodle.org/27/en/Managing_grades) so that they match your Syllabus information |  |
| **Rubrics:** Use rubrics to evaluate assignments and/or discussions. See these [instructions for creating rubrics in Moodle](https://docs.moodle.org/27/en/Managing_grades). | [6.4,](https://udlguidelines.cast.org/action-expression/executive-functions/monitoring-progress/monitoring-progress) [8.4](https://udlguidelines.cast.org/engagement/effort-persistence/mastery-oriented-feedback) |
| **Assignment/Discussion information:** Detailed instructions and guidelines for completing assignments/discussions are provided. See example here: [Transparent Assessment Instructions Design Worksheet.docx](https://cotrbc.sharepoint.com/:w:/s/eLearningWorkshops/EdQb007pk5hIseNeU_AZWq8B-IyDLdcj6LnDEpJafioaJg?e=usMGWT) | [8.1](https://udlguidelines.cast.org/engagement/effort-persistence/goals-objectives) |
| **Exemplars:** Sample assignments/discussion responses are provided to illustrate instructor expectations. | [5.3](https://udlguidelines.cast.org/action-expression/expression-communication/fluencies-practice-performance) |
| **Choice to demonstrate learning:** Whenever possible, allow students to have a choice in how they demonstrate their learning. | [5.1](https://udlguidelines.cast.org/action-expression/expression-communication/use-multimedia) |

*Checklist adapted from Kristin Bond, Lethbridge College, 2022.*

# **References**

1. CAST (2011). *Universal Design for Learning Guidelines version 2.0.* https://udlguidelines.cast.org/
2. Coolidge, Amanda, et al. (2018). Appendix A: Checklist for accessibility*. Accessibility Toolkit 2nd Edition*, BCcampus. <https://opentextbc.ca/accessibilitytoolkit/back-matter/appendix-checklist-for-accessibility-toolkit/>
3. North Carolina Community College System. (2014). *Online course accessibility checklist*. <https://www.waynecc.edu/wp-content/uploads/vlcCourseAccListUpdated.pdf>