

ACCESSIBILITY GUIDELINES

Creating accessible Web-based resources is a necessary step towards a classroom environment that supports the learning needs of all students. These Accessibility Guidelines identify several areas to verify for basic web accessibility using the acronym ACCESS. An Accessibility Checklist is also provided to help identify accessibility in your own course. This is not a complete list to creating accessible web content.

A

C

C

E

S

S

A

A is for Alt Tags



- Provide a clear text alternative for all images.
 - Brief images, should include a text description for the image.
 - More complex images should include a brief description, and include more description within the text of the page – either above or below the image.

C

C is for Color



- Avoid using color only to convey a message. Use other elements to distinguish importance, such as bolding or underlining.
- Provide contrast between colors to differentiate between foreground and background, this will prevent misinterpretation of information.

C

C is for Captions



- Include closed captioning for multimedia content.
 - Video content requires the inclusion of captioning. Captioning is the synchronization of the presentation with any dialogue or audio-based activities in the video (i.e., music playing, etc.). For any video content, provide captioning for the media presentation.
 - Provide one method to the user to open the media player on their computer (as opposed to embedding the player on a Web page). If the video must be embedded on a Web page, make sure that the playback controls can be accessed from the keyboard (e.g., able to "tab" to the controls).
 - Avoid setting the media player to automatically start playing the media presentation when the page is first displayed. If possible, let the user start the video rather than the video automatically playing.

E

E if for equivalents



- Provide equivalent alternatives when needed.
 - Provide transcripts for videos. If timing in the video is important, be sure the transcript is time coded.
 - Provide keyboard navigation options.
 - Provide extended time for timed assignments with accommodation.
 - Provide meaningful links with clear information to the end location of function of the hyperlink. When creating hyperlinks, be descriptive as to the function or location the hyperlink will take the student. Hyperlink text of "Click Here..." does not provide information as to "where" the hyperlink will take the student. Also provide direct links to embedded videos.
 - Provide accessible formats for PowerPoint presentations/ Adobe PDF's.

S

S is for styles



- Utilize the Styles tab in Microsoft Office. Headings, Bullets, Lists, & Links will all add built in accessibility to your document.
- Identify data table headers of the rows and column data.

S

S is for sequential



- Create documents with a sequential and logical reading order from left to right, to minimize confusion.

ACCESSIBILITY CHECKLIST

ACCESS AREA	YES	NO	NEEDS WORK/COMMENTS
Appropriate text descriptions for images			
Transcript or alternative provided for audio			
Captioning provided for multimedia content			
Direct links are provided to videos embedded			
Hyperlinks provide clear information as to end location or function			
Other elements beside color are used to convey information			
Sufficient color contrast is present to differentiate between the foreground and background			
Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation			
Tables with data have appropriate row and column headers identified			
MS PowerPoint presentations are accessible or are available in an accessible format			
Adobe PDF documents are accessible or available in an accessible format			
Documents and elements are created using a logical reading order			

FOR ADDITIONAL ACCESSIBILITY SUPPORT USE THE:

Accessibility Feedback Form