

Checklist for Accessibility

Creating accessible Web-based resources is a necessary step towards a classroom environment that supports the learning needs of all students. This checklist identifies several of the basic steps relevant to creating accessible Web-based resources in an educational setting; it is not a complete list to creating accessible Web content.

| Accessibility Issue | Yes | No | Unsure |
|----------------------------------------------------------------------------------------------------------------|-----|----|--------|
| Appropriate text descriptions for images. | | | |
| Transcript or alternative provided for audio. | | | |
| Captioning provided for multimedia content. | | | |
| At least one video is opened on the user's computer (i.e., video is not embedded on the Web page). | | | |
| Hyperlinks provide clear information as to end location or function. | | | |
| Other elements beside color are used to convey information (e.g., asterix, etc.). | | | |
| 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 accessible or are available in an accessible format | | | |
| Adobe PDF documents are accessible or available in an accessible format | | | |
| Contact information is available to obtain materials in alternate formats (if appropriate). | | | |

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Images

Appropriate text descriptions for images:

Yes

No

Sometimes

Images contain a text description using one of the following methods:

1. For brief images, include a text description for the image.
2. For images that are more complex, include a brief description (as identified above) and include more description within the text of the page – either above or below the image.
3. If it is not possible to include a description of the image in the page, provide a link to a description of the image or use the "longdesc" attribute to link to an informational page.

Note

For images that are purely decorative, set the text description to a null value. For example, alt="". This can be accomplished in a Web authoring tool by selecting <empty> as the alternative text (i.e., Dreamweaver) or by selecting the Text checkbox in the Picture Properties dialog window (i.e., FrontPage 2003).

Audio

Transcript or alternative provided for audio:

Yes

No

Sometimes

Audio content requires a text transcript of the corresponding audio information.

1. For an audio track, provide a text transcript to the audio content. A simple method is to just provide a hyperlink to the text content.
2. If the audio track is music, identify the musical composer and any lyrics as part of the track.

Video

Captioning provided for multimedia content:

Yes

No

Sometimes

At least one video is activated within its own player (not embedded on Web page):

Yes

No

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.).

1. For any video content, provide captioning for the media presentation.
2. 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).
3. 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.

Hyperlinks

Hyperlinks provide clear information as to end location or function Yes

No

Sometimes

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.

Color

1. Other elements beside color are used to convey information:

Yes

No

Sometimes

When using color for Web-based materials, avoid using color by itself to convey information (e.g., click on the "green" hyperlinks). One option may be to use symbols to identify a change in the presentation of content. For example, instead of using "red" to identify a change in content, use a "red asterisk".

2. Sufficient color contrast is present to differentiate between the foreground and background content.

Yes

No

Avoid using text and background colors that do not provide sufficient contrast. For example, do not use white color text on a light blue background – this combinations would not have enough contrast between the foreground text and background color. Also check the page to ensure hyperlinks and background colors have sufficient contrast.

Time Limitations for Assignments

Instructor has understanding of how to alter assignment time limit for student with appropriate accommodation.

Yes

No

Students often qualify for extended testing time as an accommodation for their disability. Many learning management system tools can limit the amount of time allocated to a student for tests, quizzes, assignments, etc. It is necessary to understand how to increase the total time allocation for students who are approved for extended time on assignments within learning management systems.

Data Tables

Tables with data have appropriate row and column headers identified:

Yes

No

Data tables (those that are used to display tabular data rather than tables for layout purposes) require additional code to properly interact with specialized technologies. It is necessary to identify the headers of the row and column data using "table header" methods or the scope attribute.

MS PowerPoint

MS PowerPoint presentations are available in an accessible format:

Yes

No

The Web-based version of MS PowerPoint presentations does not provide an accessible interface. Provide at least one other version of the presentation format. Accessible presentations may be created using the Accessible Web Publishing Wizard (<http://www.accessiblewizards.uiuc.edu/>) or LecShare/LecShare Pro (<http://www.lecshare.com/>). One option may be to have two separate hyperlinks – one hyperlink directed to the accessible version and a second hyperlink directed to the PowerPoint presentation.

Adobe PDF

Adobe PDF documents are available in an accessible format:

Yes

No

Adobe PDF documents can be created such that the PDF itself is accessible. This requires recent versions of MS Office and Adobe Acrobat. If the PDF document cannot be made accessible, provide another version of the format or identify where the student may obtain an alternate format of the document.