Accessibility Review Checklist (v1)

Designer: _____

Course Number and Name: _____

Review Date: _____

Reviewer Signature: _____

Checklist

This checklist is based on Web Content Accessibility Guidelines (WCAG) version 2.0 and is a living document subject to change as browser and assistive technologies change. Current version is designed to support the most common delivery method, HTML documents. Future revisions will more fully incorporate higher levels of interactive features that course developers and instructors may wish utilize in their courses.

All items in the checklist must be "Compliant" at the time of course review before a course will be approved. If you receive a "Not compliant" on any of these items, please make an appointment with the Instructional Technologist for assistance so they can become compliant and full approval can be received.

Attribution

Perceivable

Web content is made available to the senses - sight, hearing, and/or touch.

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content

1.1.1   Nontext Content (Level A)

Pass	Fail	Description
		All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text.
		Images that do not convey content, are decorative, or contain content that is already conveyed in text are given null alt text (alt="") or implemented as CSS backgrounds. All linked images have descriptive alternative text.
		Equivalent alternatives to complex images are provided in context or on a separate (linked and/or referenced via longdesc) page.
		Form buttons have a descriptive value.
		Form inputs have associated text labels or, if labels cannot be used, a descriptive title attribute.
		Embedded multimedia is identified via accessible text.
		Frames are appropriately titled.

Guideline 1.2   Timed-based Media: Provide alternatives for time-based media

NOTE: If the audio or video is designated as an alternative to web content (e.g., an audio or sign language version of a web page, for example), then the web content itself serves as the alternative.

1.2.1   Prerecorded Audio-only and Video-only (Level A)

Pass	Fail	Description
		A descriptive text transcript (including all relevant visual and auditory clues and indicators) is provided for non-live, web-based audio (audio podcasts, MP3 files, etc.).
		A text or audio description is provided for non-live, web-based video-only (e.g., video that has no audio track).

1.2.2   Captions (Prerecorded) (Level A)

Pass	Fail	Description
		Synchronized captions are provided for non-live, web-based video (YouTube videos, etc.)

1.2.3 Audio Description or Media Alternative (Prerecorded) (Level AA)

Pass	Fail	Description
		A descriptive text transcript OR audio description audio track is provided for non-live, web-based video

1.2.4 Captions (Live) (Level AA)

Pass	Fail	Description
		Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, Flash animations, etc.)

1.2.5 Audio Description (Prerecorded) (Level AA)

Pass	Fail	Description
		Audio descriptions are provided for all video content. NOTE: Only required if the video conveys content visually that is not available in the default audio track.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without lousing information or structure

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1.3.1 Info and Relationships (Level A)

Pass	Fail	Description
		Semantic markup is used to designate headings (<h1>), lists (, , and <dl>), emphasized or special text (<strong>, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately.
		Tables are used for tabular data. Where necessary, data cells are associated with their headers. Data table captions and summaries are used where appropriate.
		Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend.

1.3.2 Meaningful Sequence (Level A)

Pass	Fail	Description
		The reading and navigation order (determined by code order) is logical and intuitive.

1.3.3 Sensory Characteristics (Level A)

Pass	Fail	Description
		Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column").
		Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background

1.4.1 Use of Color (Level A)

Pass	Fail	Description
		Color is not used as the sole method of conveying content or distinguishing visual elements.
		Color alone is not used to distinguish links from surrounding text unless the luminance contrast between the link and the surrounding text is at least 3:1 and an additional differentiation (e.g., it becomes underlined) is provided when the link is hovered over or receives focus.

1.4.2 Audio Control (Level A)

Pass	Fail	Description
		A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds.

1.4.3 Contrast (Minimum) (Level AA)

Pass	Fail	Description
		Text and images of text have a contrast ratio of at least 4.5:1.
		Large text (over 18 point or 14 point bold) has a contrast ratio of at least 3:1

1.4.4 Resize Text (Level AA)

Pass	Fail	Description
		The page is readable and functional when the text size is doubled.

1.4.5 Images of Text (Level AA)

Pass	Fail	Description
		If the same visual presentation can be made using text alone, an image is not used to present that text.

Operable

Interface forms, controls, and navigation are operable.

Guideline 2.1   Keyboard Accessible: Make all functionality available from a keyboard

2.1.1   Keyboard (Level A)

Pass	Fail	Description
		All page functionality is available using the keyboard, unless the functionality cannot be accomplished in any known way using a keyboard (e.g., free hand drawing).
		Page-specified shortcut keys and accesskeys (accesskey should typically be avoided) do not conflict with existing browser and screen reader shortcuts.

2.1.2   No Keyboard Trap (Level A)

Pass	Fail	Description
		Keyboard focus is never locked or trapped at one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.

Guideline 2.2   Enough Time: Provide users enough time to read and use content

2.2.1   Timing Adjustable (Level A)

Pass	Fail	Description
		If a page or application has a time limit, the user is given options to turn off, adjust, or extend that time limit. This is not a requirement for real-time events (e.g., an auction), where the time limit is absolutely required, or if the time limit is longer than 20 hours.

2.2.2   Pause, Stop, Hide (Level A)

Pass	Fail	Description
		Automatically moving, blinking, or scrolling content that lasts longer than 5 seconds can be paused, stopped, or hidden by the user. Moving, blinking, or scrolling can be used to draw attention to or highlight content as long as it lasts less than 5 seconds.
		Automatically updating content (e.g., automatically redirecting or refreshing a page, a news ticker, AJAX updated field, a notification alert, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates.

Guideline 2.3   Seizures: Do not design content in a way that is known to cause seizures

2.3.1   Three Flashes or Below Threshold (Level A)

Pass   Fail   Description

No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.

Guideline 2.4   Navigable: Provide ways to help users navigate, find content, and determine where they are

2.4.1   Bypass Blocks (Level A)

Pass   Fail   Description

A link is provided to skip navigation and other page elements that are repeated across web pages.

If a page has a proper heading structure, this may be considered a sufficient technique instead of a "Skip to main content" link. Note that navigating by headings is not yet supported in all browsers.

If a page uses frames and the frames are appropriately titled, this is a sufficient technique for bypassing individual frames.

2.4.2   Page Titled (Level A)

Pass   Fail   Description

The web page has a descriptive and informative page title.

2.4.3   Focus Order (Level A)

Pass   Fail   Description

The navigation order of links, form elements, etc. is logical and intuitive.

2.4.4   Link Purpose (In Context) (Level A)

Pass   Fail   Description

The purpose of each link (or form image button or image map hotspot) can be determined from the link text alone, or from the link text and it's context (e.g., surrounding paragraph, list item, table cell, or table headers).

Links (or form image buttons) with the same text that go to different locations are readily distinguishable.

2.4.5   Multiple Ways (Level AA)

Pass   Fail   Description

Multiple ways are available to find other web pages on the site - at least two of: a list of related pages, table of contents, site map, site search, or list of all available web pages.

2.4.6   Headings and Labels (Level AA)

Pass   Fail   Description

Page headings and labels for form and interactive controls are informative. Avoid duplicating heading (e.g., "More Details") or label text (e.g., "First Name") unless the structure provides adequate differentiation between them.

2.4.7   Focus Visible (Level AA)

Pass   Fail   Description

It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are).

Understandable

Content and interface are understandable.

Guideline 3.1   Readable: Make text content readable and understandable

3.1.1   Language of Page (Level A)
Pass   Fail   Description

The language of the page is identified using the HTML lang attribute (<html lang="en">, for example).

3.1.2   Language of Parts (Level AA)
Pass   Fail   Description

The language of page content that is in a different language is identified using the lang attribute (e.g., <blockquote lang="es">).

Guideline 3.2   Predictable: Make Web pages appear and operate in predictable ways

3.2.1   On Focus (Level A)
Pass   Fail   Description

When a page element receives focus, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user.

3.2.2   On Input (Level A)
Pass   Fail   Description

When a user inputs information or interacts with a control, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user unless the user is informed of the change ahead of time.

3.2.3   Consistent Navigation (Level AA)
Pass   Fail   Description

Navigation links that are repeated on web pages do not change order when navigating through the site.

3.2.4   Consistent Identification (Level AA)
Pass   Fail   Description

Elements that have the same functionality across multiple web pages are consistently identified. For example, a search box at the top of the site should always be labeled the same way.

Guideline 3.3   Input Assistance: Help users avoid and correct mistakes

3.3.1   Error Identification (Level A)
Pass   Fail   Description

Required form elements or form elements that require a specific format, value, or

length provide this information within the element's label (or if a label is not provided, within the element's title attribute).

If utilized, form validation errors are presented in an efficient, intuitive, and accessible manner. The error is clearly identified, quick access to the problematic element is provided, and user is allowed to easily fix the error and resubmit the form.

3.3.2   Labels or Instructions (Level A)

Pass   Fail   Description

Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends.

3.3.3   Error Suggestion (Level AA)

Pass   Fail   Description

If an input error is detected (via client-side or server-side validation), provide suggestions for fixing the input in a timely and accessible manner.

3.3.4   Error Prevention (Legal, Financial, Data) (Level AA)

Pass   Fail   Description

If the user can change or delete legal, financial, or test data, the changes/deletions can be reversed, verified, or confirmed.

Robust

Content can be used reliably by a wide variety of user agents, including assistive technologies.

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies

4.1.1   Parsing (Level A)

Pass	Fail	Description
		Significant HTML/XHTML validation/parsing errors are avoided. Check at http://validator.w3.org/

4.1.2   Name, Role, Value (Level A)

Pass	Fail	Description
		Markup is used in a way that facilitates accessibility. This includes following the HTML/XHTML specifications and using forms, form labels, frame titles, etc. appropriately.