Accessibility Checklist

* Content exceeding ½-page is chunked using meaningful section headings
* Heading styles are nested in sequential descending order
* Images have appropriate alt text
* Images not related to page content are designated as decorative
* Link text is meaningful and in context
* Underlining is not used for emphasis
* Color contrast is sufficient
* Color alone is not used to convey meaning
* Lists are formatted using the default list tool
* Table have properly tagged column/row headers
* Videos have proper captioning (not auto-generated)
* Audios have appropriate transcripts
* Videos/audios are not set to auto-play

## Headings

**Purpose:** When encountering a lengthy page, sighted users often skim the page quickly and look for big, bold text (headings) to get an idea of page structure and content. Screen reader and other assistive technology users have the ability to do the same IF the page is styled properly.

* Heading 1 is typically a page title or a main content heading. It is the most important heading, and there is generally just one.
* Heading 2 is usually a major section heading.
* Heading 3 is usually a sub-section of the Heading 2.
* Heading 4 is usually a sub-section of the Heading 3.

Do NOT:

* Format headings using bold or font size
* Skip heading styles (e.g., don’t jump from h1 to h3)
* Use extra line spaces between headings or paragraphs

[More info on heading styles](https://ccconlineed.instructure.com/courses/837/pages/d1-heading-styles?module_item_id=49008)

Alternative Text (for images)

**Purpose:** Alternative text provides a written description of non-text content in web pages. It’s read by screen readers in place of images, allowing the content and function of the image to be understandable to those with visual or certain cognitive disabilities. It’s also displayed in place of an image if the image file on a web page is not loaded.

Try to provide as accurate a description as possible, so the user can get a sense of the image in their mind’s eye.

EXAMPLE -



***Inappropriate Alt Text***

Image of cartoon about

plagiarism

***Appropriate Alt Text***

Cartoon of two men in jail, one saying to the other, “Grand theft auto. . .You?” and the other replying, “Plagiarism.”

If there is text within an image, that text should be included in the alt text description. If the description is more than 20 words, use a “long text description” method.
*(The easiest way to do that in Canvas is to create a separate page with the long text description. Under the image, provide a link titled “accessible description of image” which links to the description page. At the bottom of the description page, provide a link back to the original content page.)*

Do NOT:

* Include the word “image” or “picture” in alt text

[More info on alt text](https://ccconlineed.instructure.com/courses/837/pages/d7-images-alt-text)

## Descriptive Links

**Purpose:** Descriptive links provide users with the proper context of where the link will take them when clicked. Screen reader users often navigate (skim) going from link to link so providing meaningful links is extremely important.

### EXAMPLE –

YES: Read our college’s [Academic Integrity policies](https://rightsresponsibilities.santarosa.edu/academic-integrity).

**NO:** Be sure to read about Academic Integrity. [Learn more](https://rightsresponsibilities.santarosa.edu/academic-integrity).

Do NOT:

* Say “click here”
* Underline text for emphasis (we’re all trained that underlining means a link)

[More info on descriptive links](https://ccconlineed.instructure.com/courses/837/pages/d3-descriptive-links)

## Color

**Purpose:** Sufficient contrast between foreground (text or graphics) and background is important for both low vision and colorblind users. Maximum contrast is black versus white, but this combination can be considered too overwhelming (it might cause glare). Other colors can be used—such as navy, dark green, or maroon for dark backgrounds, and pastels for light backgrounds.

(NOTE: It's HIGHLY discouraged to use light text against a dark background. It tires the eye more quickly and can produce a shimmering effect that's hard to read.)

Here's an example of poor color contrast.

Here's another example.

Do NOT:

* Use color alone to convey meaning
* Use blocks of colored text to “liven up” your page; use images instead

[More Info on color](https://ccconlineed.instructure.com/courses/837/pages/d5-and-d6-color?module_item_id=44211)

## Lists

**Purpose:** Lists provide a linear, structured order to content. Unordered lists should be used for content that has no sequence or order of importance. Ordered lists should be used to indicate a progression. Lists can be nested within other lists (much like an outline).

“Faux” lists (created using spaces or tabs) will be interpreted by a screen reader device as regular text, not as a list.

### EXAMPLE –

**Unordered list** (bullets)

Grocery list –

* Olive Oil
* Green Onions
* Ground Beef
* Tomato Sauce

**Ordered list** (numbers or letters)

Directions to the store

1. Go north on College Ave.
2. Turn left at Baker St.
3. At the 2nd street, turn left again
4. Turn right into the parking lot

Do NOT:

* Use spaces to format lists or columns

[More info on lists](https://ccconlineed.instructure.com/courses/837/pages/d2-lists)

## Tables

**Purpose:** Tables allow sighted students to identify the relationship of tabular data presented in a grid. Because those using screen readers can’t make the same visual associations, identifying row and column headers with proper “tagging” allows them to understand the relationship of the elements within the table.

EXAMPLE -

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Col Header | Col Header | Col Header | Col Header | Col Header |
|   | **Breed** | **Type of Breed** | **Coat** | **Lap Cat** | **Adult Weight** |
| Row Header | **Bengal** | Hybrid | Short | No | 15 |
| Row Header | **Scottish Fold** | Natural/Mutation | Short | No | 9 |
| Row Header | **Siberian** | Natural | Long | Yes | 14 |

AVOID:

* Complex tables with unnecessary rows or columns
* Nested tables (a table within a table)

**TIP:** Lists can be used as a replacement for simple tables (which are often more difficult for screen reader users to navigate and interpret).

[More info on table headers](https://ccconlineed.instructure.com/courses/837/pages/d4-headers-in-tables)

## Video/Audio

**Purpose:** Captions are text versions of dialogue/narration within a video. Captions allow the video to be accessible to those who do not have audio. Captions should be:

* Synchronized - the text content should appear at approximately the same time that audio would be available
* Equivalent - content provided in captions should be equivalent to that which is actually being said

Transcripts are written versions of an audio or video that are presented external to the multimedia itself. Transcripts should contain additional descriptions, explanations or comments that may be helpful (e.g., indicating laughter or other sounds).

For most web video, both captions and a text transcript should be provided. For content that is audio only, a transcript will usually suffice.

Do NOT:

* Rely on auto-generated captioning (“craptions”) with no punctuation and erroneous speech-to-text
* Set video or audio to play automatically (allow student to press play when ready)