

Accessibility Checklists

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ACCESSIBILITY CHECKLISTS

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Purpose

This document highlights the main accessibility guidelines for the university electronic content grouped per the below role-based categories:

- Developers
- Designers
- Content Authors
- Audio and Video Media

In the appendix, the guidelines are restated by tool/platform to provide a comprehensive perspective. There is also a section for different testing tools to ensure that web content is accessible to all users, including those with disabilities.

Introduction

Digital accessibility is making sure users with disabilities can interact with your electronic content. Web Content Accessibility Guidelines (WCAG) covers a wide range of recommendations to make online content:

- **Perceivable** - content must be perceivable to all users. Keep in mind that users perceive content with a variety of senses, output devices, and settings.
- **Operable** - user interface components, including menus, links, and controls must be operable by all users. Keep in mind that users operate such controls using a variety of input devices, including mouse, keyboard, stylus, touch screen, speech, and other assistive technologies.
- **Understandable** - content and the user interface must be usable and easy to understand.
- **Robust** - Content must use standard technologies and be coded in a way that will increase the likelihood of its being supported across all web-enabled technologies including assistive technologies and future technologies.

There are three levels of compliance with WCAG, at AUB the targeted level is WCAG 2.0.

Following these guidelines will make content accessible to a wider range of people with disabilities, including:

- Deafness: Inability to acquire info in audio-only format
- Hard-of-hearing: Difficulty acquiring info with specific frequencies, insufficient volume, or background noise
- Physical impairments: Limited (or no) use of limbs may prevent usage of pointing devices
- Blindness: Inability to acquire info in visual-only format
- Low-vision: Difficulty acquiring certain visual info (e.g. limited visual fields, color, or motion perception)
- Cognitive/neurological: Difficulty perceiving, processing, and retaining video content

Developers Checklist

HTML Validity

Make sure that:

- Elements have start and end tags
 - Elements do not contain duplicate attributes
 - All elements IDs are unique
-

HTML Structure

- Identify page language (`<html lang="en">`)
 - Use only one `<h1>` heading on every page
 - Make sure that headings (`<h1>` `<h2>` etc.) are hierarchically ordered
 - For lists, use list tags (``, ``, ``)
-

Page Title

- Provide a descriptive content title `<h1>` on every page
<https://www.w3.org/WAI/tutorials/page-structure/headings/>
-

Form Labels

- Associate a label `<label>` with every form control to help the reader understand the required input `<input>`
 - Provide a description for groups of related form elements by using `<fieldset>` and `<legend>` tags
-

Tables

- For regular table data (one heading, two headings), use the proper markup (`<table>`, `<th scope="row/col">`, `<td>`, etc.)
 - For a table with irregular headings (a cell that span multiple columns and/or rows), use scope attributes `colgroup` or `rowgroup`
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Images

- Use CSS methods or empty `<alt>` value for decorative and non-meaningful images
 - Use the `` tag only to show content images, such as photos or illustrations, that are meaningful to the content
 - Ensure that alternative text `<alt>` for images is added to all informational and functional images
-

Text

- The text should be at least 12 pt.
-

Links

- Use `<button>` for elements that perform a within-page function
 - Use links `<a>` for element that load a new page
-

Check Buttons vs. Links:

- <http://web-accessibility.carnegiemuseums.org/content/buttons/>
- <https://www.webaxe.org/proper-use-buttons-links/>
- Write a helpful link text, for example, “[Read more about Accessible Landmarks](#)”

Skip Navigation

- Provide skip navigation that allows the user to easily skip to the main content of the page with a simple click without the need to go through headers, menus, and other repetitive elements on every page

Keyboard Navigation

- Think about keyboard access, especially when developing interactive elements, such as menus, mouseover information, collapsible accordions, or media players
- Use `tabindex` to indicate the sequential focused elements and to use the "tab" button is used for navigating
- Use `tabindex="0"` to add an element that does not normally receive focus, such as `<div>` or ``, into the navigation order when it is being used for interaction.
- Use scripting to capture and respond to keyboard events

Zoomability

- Use responsive design to adapt the display to different zoom states and viewport sizes
- When font size is increased by at least 200%, avoid horizontal scrolling and prevent any clipping of content

ARIA

- Avoid ARIA elements and use standard HTML controls and elements, such as `<input>`, `<select>`, and `<button>`
- If you use ARIA attributes, ensure they are applied correctly on the right elements, as described in the [ARIA 1.1 specification](#)

Errors

- Ensure that all error text is marked as such with a heading value starting “**Error:**”, or by using of an error symbol

Dynamic Content

- Ensure that core functionality and content is available regardless of the technology being used for development.
 - Ensure that text size and line width are set to maximize readability and legibility
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- If an element creates or shows new custom content, ensure that the content directly follows the activating element in the [DOM](#) or [innerHTML](#) (such as a hide/show dropdown).
-

Designers Checklist

Page Layout

- Provide visible form labels close to their controls
- Avoid complex page layouts (e.g. Three or more columns)
- Use whitespace and proximity to make relationships between content more apparent
- Style headings to group content, reduce clutter and make it easier to scan and understand.

Navigation

- Provide clear and consistent navigation options (site search or a site map and clear, descriptive, and ordered headings)

Color

- When using color to differentiate elements, also provide additional identification that does not rely on color perception

Contrast

- Provide designs with text vs. background color contrast (including text on images, button, or other elements) of at least 4.5:1 for normal text and 3:1 for large text

Form Labels

- Ensure that all fields have a descriptive label adjacent to the field
- Avoid having too much space between labels and fields

Images

- For informative and functional images, make sure to include a short description conveying the essential information presented by the image (e.g. `<alt>` value in HTML)
- Make sure to mention if the image is descriptive (e.g. leave `<alt>` value empty in HTML)
- For text images, the text alternative should contain the same words as in the image

Media

- Make sure that all recorded audio and videos should have captions
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- Provide audio described versions for non-speech video
 - Provide transcripts for audio
 - Provide controls for content that starts automatically (carousels, image sliders, background sound, and videos)

Dynamic Content

- Ensure that core functionality and content is available regardless of the technology being used
- Make sure that text size and line width are set to maximize readability and legibility

Feedback

- Provide feedback for interactions, such as confirming form submission, alerting the user when something goes wrong, or notifying the user of changes on the page
 - Instructions should be easy to identify
 - Important feedback that requires user action should be presented in a prominent style
-

Content Authors Checklist

Page/Document Structure

- For each web page/document, provide a descriptive title and a short summary that describes the purpose
- Put the unique and most relevant information first
- Use hierarchically ordered headings to convey meaning and structure

Content

Keep content clear and concise:

- Write in short, clear sentences and paragraphs
- Avoid using unnecessarily complex words and phrases
- Consider providing a glossary for terms readers may not know
- Expand acronyms on first use. For example, Web Content Accessibility Guidelines (WCAG)
- Use list formatting as appropriate

Text Size

- Text size should be at least 12 pt. Fonts should be sans serif (With no edges on the sides of the letter) and the color contrast at a minimum 4.5:1

Links

- Write a meaningful link text that describes the content of the link target
- Avoid using ambiguous link text, such as 'click here' or 'read more'
- For document type link, indicate relevant information such as document type and size.

Images

- Always use alternative text for informative and functional images
- For decorative images, state in the alternative text that this image is used for decoration

Tables

- Indicate column and row headers
 - Provide a concise summary of the purpose of the table
 - Provide descriptive alt text
 - Avoid merging cells together
-

Audio and Video Checklist

Audio

- Use high-quality microphones and recording software
- Record in room isolated from all external sounds
- Avoid rooms with hard surfaces such as wood floors and tile
- Use low background audio (at least 20 decibels lower than the speech) when the main audio is a person speaking so people with hearing or cognitive disabilities can easily distinguish the speaking from the background
- Avoid sounds that can be distracting or irritating, such as some high pitches and repeating patterns
- Speak clearly and slowly for people to understand the content, and for captioners
- Give people time to process information (pause between topics)
- Avoid or explain jargon, acronyms, and idioms
- Provide a transcript

Video

- Avoid anything that flashes more than three times in any one second period
 - Ensure that the speaker's face is visible and in good light to help understand the language spoken for people who use mouth movement
 - For any text, consider the font family (Sans serif), the size (18 pt.) and contrast (3:1) between the text and background
 - Provide audio description for any visual information while recording so that blind people can understand the visual content
 - Always include captions
 - Provide a transcript
 - Use accessible media players
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Accessibility Tools

Web Accessibility Testing Tools

- **WAVE**
<https://wave.webaim.org/>
This tool uses WCAG 2.1 AA and Section 508
- **Cynthia Says**
<http://www.cynthiasays.com/>
- **HERA-FFX**
<http://www.sidar.org/recur/aplica/heraffx.php>
- **MAUVE**
<http://mauve.isti.cnr.it/>
- **Web Accessibility Checker** (ASP.NET Visual Studio)
<https://visualstudiogallery.msdn.microsoft.com/3aabefab-1681-4fea-8f95-6a62e2f0f1ec>

Email Accessibility

- **Accessible Email**
<http://www.accessible-email.org/>
- **Campaign Monitor** (Create accessible email)
<https://www.campaignmonitor.com/>

Audio and Visuals

- N/A

Color Contrast

- **A11Y Color Contrast Accessibility Validator**
<https://color.a11y.com/?wc3>
 - **Button Contrast Checker**
<https://www.aditus.io/button-contrast-checker/>
 - **Color Contrast Checker**
<https://www.oss-usa.com/color-check-ada-image-compliance>
 - **Color Contrast Determinator**
<http://www.visionaustralia.org/digital-access-determinator>
 - **Contrast checker**
<https://addons.mozilla.org/EN-US/firefox/addon/wcag-contrast-checker/>
 - **Contrast Checker (Website)**
<https://addons.mozilla.org/EN-US/firefox/addon/wcag-contrast-checker/>
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PDF (Portable Document Format)

- **Acrobat XI Pro**
<http://www.adobe.com/products/acrobat/pdf-accessibility-wcag-508-compliance-standards.html>
- **CommonLook Office Professional:**
<https://commonlook.com/accessibility-software/office/>
- **PAC: PDF Accessibility Checker 2.0**
<http://www.access-for-all.ch/en/pdf-lab/pdf-accessibility-checker-pac.html>
- **Tingtun PDF Checker**
<http://checkers.eiii.eu/en/pdfcheck/>

Microsoft Office 365

- In **Word, Excel, and PowerPoint**, select Review > Check Accessibility
- In **Outlook**, select Options > Check Accessibility
- In **OneNote**, select View > Check Accessibility.

Screen Reader

- **Windows Narrator** (Windows logo key + Ctrl + Enter)
 - **Mac Narrator** (Settings->Accessibility)
 - **NVDA** (Windows)
<http://www.nvda-project.org/>
 - **ORCA** (Linux)
<http://projects.gnome.org/orca/>
 - **Spoken Web** (Internet Explorer)
<http://www.spoken-web.com/index.cgi?p=download>
 - **ChromeVox** (Google Chrome)
<https://chrome.google.com/webstore/detail/kgejglhpjiefppelpmljglcjbhoiplfn>
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- Images Concepts. (n.d.). Retrieved from <https://www.w3.org/WAI/tutorials/images/>
- Tables Concepts. (n.d.). Retrieved from <https://www.w3.org/WAI/tutorials/tables/>
- w3c_wai. (n.d.). Audio Content and Video Content. Retrieved from <https://www.w3.org/WAI/media/av/av-content/#audio>

Appendix

Below is additional information restated from tools/platform perspective developed by the **IT Accessibility Constituent Group**. It is designed by the IT Accessibility Constituent Group to provide guidance to authors, reviewers, and publishers associated with, on how to ensure that web content is accessible to all users, including those with disabilities.

Source page at: <https://sites.google.com/a/educause.edu/educause-wiki-site/educause-accessibility-guidelines>

Documents Accessibility

Accessible Word Processing Documents

More information about creating accessible Microsoft Word documents, and converting them to HTML, is available in the WebAIM article simply titled Microsoft Word.

Document Structure and Presentation

- Place content in logical reading order so that the document renders correctly when the display size is changed, or when the document is magnified or converted into alternative formats (audio, HTML, PDF, DAISY, Braille etc.).
- Avoid complex layout, sidebars, and other ornamentation as they make it difficult to maintain a logical reading order.
- Avoid placing content in drawing-canvases or textboxes as these are floating objects and flow to the bottom of a page's reading-order
- Use structural and stylistic features that are built into word processing software (e.g., headings, paragraphs, lists, sections, headers/footers, tables, columns, forms). This ensures that objects on the page are coded semantically, and this information is passed on to HTML or PDF files when exported and plays a critical role in screen reader users' ability to navigate efficiently through these documents.

Images / Non-Text Objects

- Always provide an alternative text description ("alt text") for all non-text objects (graphs, images, illustrations, multimedia, etc.). Users of non-visual devices such as screen readers or Braille output devices depend on alt text to access the essential content of the images.
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- Most word processing software applications provide a means of adding alt text to images, and this is passed on to HTML or PDF files when exported. For example, in Microsoft Word 2003, you can add alt text to images by right clicking on an image, then selecting "Format Picture", then selecting the "Web" tab, then entering text into the "Alternative Text" field. In Word 2007, this same feature is accessed by right clicking on an image, then selecting "Size", then selecting the "Alt Text" tab.
- If images are provided as separate image files (e.g., JPEG, GIF, PNG) an alternative text description must be provided separately within the document, clearly identified as alternate text for a particular image (e.g., "Alt Text for Figure1.gif").
- Alt text should communicate the essential content of the image as efficiently as possible.
- Alt text should not be provided for decorative elements.
- If multiple images are used for a single concept, they should be merged into a single composite image.
- If images communicate highly detailed visual information, as in charts or graphs, a long description must be provided *in addition to* the shorter alt text. This should be provided separately within the document, clearly identified as a long description for a particular image (e.g., "Long Description for Figure1.gif"). See the section "Images Requiring Long Description" below for information about how this information is utilized in HTML.

Data Tables

- When a non-visual user (e.g., screen reader or Braille user) reads a data table, the default reading order flows by row from the top left cell to the bottom right cell in the matrix. As tables increase in complexity (especially if there are nested columns or rows), it becomes increasingly challenging for non-visual users to understand their position with the structure of the table. HTML provides markup that allows table structure to be explicitly communicated to non-visual users. Word processing software does not have similar markup or functionality. Therefore, the process of converting a data table to HTML requires extra steps to properly mark it up for accessibility. See the section on Data
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Tables under Accessible Web Pages for more information about accessible table markup in HTML.

Links

- Use link text that makes sense out of context. Screen readers are equipped with functionality that allows users to pull up a list of links on the page and navigate through that list either in order of appearance or alphabetically. In this context, links that are dependent on context (e.g., redundant links or "click here") make no sense.
- Use link text that is succinct and easy to verbalize. Speech recognition users select links by speaking the link text. Long, complex link text, including URLs, are difficult to verbalize and should therefore be avoided.

Accessible PDF

Portable Document Format (PDF) is a file format developed by Adobe to deliver and render on the web, documents created for print. It preserves a source document's original style, layout, formatting, fonts, images, etc. A PDF document uses a helper agent to "view" or "read" the document on the screen making it independent of operating system, authoring software and display device.

General Types of PDF Files

- *Image*: a graphical representation (unstructured) of the original document. They are created by scanning the original document as an image and are inaccessible to assistive technologies such as screen readers.
 - *Searchable Image*: (structured) consisting of image + electronic text of the original document. They are created by using the Adobe Distiller or other PDF writers. The text is searchable and is partially accessible to screen reader, although without the markup that is required for full accessibility.
 - *Tagged Document*: a true electronic document, with searchable text and an underlying semantic structure. This is the only type of PDF that has full support for accessibility, including a heading structure that can be easily navigated by screen reader users, support for alternative text for images, and the ability to reflow (wrap) document text when zoomed. Tagged PDF is created by
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default when converting to PDF from Microsoft Word, Excel, and PowerPoint using Adobe's Acrobat PDFMaker plug-in for Office.

Creating Accessible PDF Files

- Craft original document with accessibility in mind (see the earlier section on Accessible Word Processing Documents). Keep in mind that:
 - Complex tables may not be correctly interpreted by screen readers.
 - Complex layouts with multiple layers may not be fully recognized or might follow a reading order that is not consistent with how the information is presented visually.
 - The steps for converting a document into an accessible Tagged PDF file depend on the original source of your document:
 - Documents created in Microsoft Office and several Adobe products are converted by default to a tagged PDF file when exported via the PDF toolbar, the PDF menu, or Save As > PDF. For this to result in an accessible document, care must have been taken when authoring the document to include semantic structure, add alternate text to images, and other accessibility techniques as described in the Accessible Word Processing Documents section of these guidelines.
 - PDF documents generated using Acrobat Distiller and other PDF writers are not tagged by default. However, accessibility can be added post-production using Adobe Acrobat. The first step in making the document accessible is to select the menu item Advanced > Accessibility > "Add Tags to Document". Note that this is only the first step. Additional steps must be taken to add alternate text to images, add heading structure, check for proper read order, etc. Adobe Acrobat provides tools that support these steps in the Advanced > Accessibility menu. An audible text reader is also available in both Acrobat and Acrobat Reader, accessed via the menu by selecting View > "Read Out Loud". Additional information about checking for and fixing accessibility in PDF files is available in WebAIM's article titled [PDF Accessibility](#).
 - PDF documents created as scanned images require the same procedure as in the previous item, plus the additional first step of performing optical character recognition. This can be done within
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Adobe Acrobat via the Document > "OCR Text Recognition" menu.

Accessible slides

When presentation slides are delivered over the web, there are two general accessibility considerations: The slides must be created with attention to accessibility; and the slides must be delivered in a format that is perceivable and operable to all users. One good test for operability is to try to advance the slides, or operate any other slide controls, using keyboard alone. Since the most common slideshow application is Microsoft PowerPoint, these guidelines focus primarily on PowerPoint accessibility.

Creating Accessible Slides

- Use a standard design style template. Templates create organized placeholders for standard content. Using them increases the likelihood that when content is exported it will be properly exposed to conversion tools and assistive technologies.
 - Be attentive to reading order. If text boxes are added to a standard slide design, be aware that the content of the text boxes will be appended to the end of the read order, which in some cases may result in an illogical flow for non-visual users.
 - Add alternative text to all images. The technique for doing so in PowerPoint is similar to that of Microsoft Word: In PowerPoint 2003, you can add alt text to images by right clicking on an image, then selecting "Format Picture", then selecting the "Web" tab, then entering text into the "Alternative Text" field. In PowerPoint 2007, this same feature is accessed by right clicking on an image, then selecting "Size and Position", then selecting the "Alt Text" tab.
 - Use discretion with embedded multimedia, automatic progression, transitions, custom animations, and similar features when PowerPoint presentations are intended for distribution over the web. If the PowerPoint will be distributed in its original format, some of these features may inherently pose accessibility challenges. If the PowerPoint will be exported to HTML or PDF, these features may not survive the export, and the remaining content may be impacted by their absence.
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- Provide sufficient contrast between foreground and background colors, and avoid using patterned backgrounds
- Give each slide a unique title, since this information can help to facilitate navigation, both within PowerPoint and within exported formats.
- If inserting diagrams, charts, or tables into a PowerPoint slide, consider accessibility best practices. Techniques vary depending on how the slides will ultimately be delivered. Microsoft provides additional details related to specific PowerPoint features in their document *Creating accessible PowerPoint presentations*.

Distributing Slides Over the Web

- If PowerPoint slides are distributed in their native format, users must have PowerPoint or an alternative software package that is capable of reading PowerPoint. A free PowerPoint Viewer browser plug-in is available from Microsoft, but it does not work in all browsers nor across all operating systems and does not work well with assistive technologies.
- PowerPoint has built-in features for saving to web pages, but the output is a complex frameset with pages that are coded in ways that are not well-supported by assistive technologies.
- PowerPoint can be converted to valid, accessible HTML with software such as Virtual 508.com Accessible Web Publishing Wizard for Microsoft Office. In addition to exporting to an accessible format, both products provide a wizard interface that helps to identify accessibility problems and solutions.
- PowerPoint slideshows can be exported to PDF using Adobe's Acrobat PDFMaker plug-in for Microsoft Office, accessed via the PDF toolbar, the PDF menu, or Save As > PDF. As with Microsoft Word, this plug-in exports by default to a tagged PDF file. However, for this to result in an accessible document, care must have been taken when authoring the document to use standard design templates, add alternate text to images, and other accessibility techniques as described in the preceding section. The resulting output is a single file and is therefore easily distributable.

Accessible Web Pages

Document Structure and Presentation

HTML is a semantic, structured language. Assistive technologies such as screen readers utilize this structure extensively, so it is critical that HTML be used properly to support accessibility.

- HTML heading elements must be used to markup all headings and subheadings. If used properly, the headings on a page form an outline of the content of that page.
- HTML list elements must be used to markup any lists of content, including navigation menus (which are lists of links).
- Forms must include markup that explicitly communicates the structure of the form, and the relationships between its parts. The most fundamental step in creating accessible forms is to use the HTML label element to identify labels and explicitly associate them with the form fields they represent. Additional information about accessible forms in HTML is available in the WebAIM article [Creating Accessible Forms](#).
- HTML should be validated using the [W3C Markup Validation Service](#). This increases the likelihood of interoperability across platforms and browsers.

Images /Non-text Objects

Images must have alternate text in order to be accessible to non-visual users. The method for providing alternate text varies depending on the content of the image, and the method of submission:

- In HTML, the element must have an alt attribute, e.g., alt="description of the image"
 - If the image is decorative, the best practice is to deliver the image as a background image using Cascading Style Sheets. However, if an HTML element is used, include a NULL alt attribute (alt=""). This is a standard practice that instructs screen readers to ignore the image.
 - Alt text should communicate the essential content of the image as efficiently as possible.
 - If images contain text, repeat the text verbatim.
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- If images contain highly detailed information, as in charts or graphs, provide a succinct alt attribute (e.g., alt="Figure 1"), and provide additional detail using a *long description* (see below).
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Images Requiring Long Description

If images communicate highly detailed information, as in charts or graphs, the important content from these images must be communicated in a long description.

- The long description should be provided in a separate HTML page.
- The `` element should have a `longdesc` attribute, which points to the URL of the separate web page where the long description is available (e.g., ``).

When screen reader users encounter an image with a long description, they are informed that the image has a long description, at which point they have the option of reading that description or skipping it.

Data Tables

The following HTML markup is needed in order to ensure that non-visuals users can navigate tables with full awareness of their position within the table, and of how all parts of the table are related.

- Wherever possible, avoid complex tables with nested rows and columns or split or merged cells. Even with accessible markup, complex tables present usability challenges for non-visual users, and they are not easily converted into alternative formats such as Braille.
 - Include a summary attribute with the table element (e.g., `<table summary="This table shows...">`). The summary attribute is read by screen readers, but is not displayed visually. The purpose is to provide a succinct overview of the table's content and layout so screen reader users can explore the table with an idea of what to expect.
 - Markup the table's caption using the HTML `<caption>` element. This ensures that the caption is explicitly associated with the table, for non-visual users.
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- Markup column and row headings with the HTML `<th>` element, and include a `scope` attribute to identify whether the heading is for a column (`<th scope="col">`) or row (`<th scope="row">`)

For complex tables, include `id` attributes on all `<th>` elements, and `headers` attributes on all `<td>` elements, where the value of the `headers` attribute is a space-delimited list of `id`'s that correspond with the current table cell.

Links

- See the corresponding section above, under *Accessible Word Processing Documents*.
- Avoiding causing links to open in a new window. This can be disorienting to users of assistive technologies and is unreliable given the widespread use of pop-up blockers.

General Considerations

- Be sure that all links, form fields, and controls can receive focus and be operated without a mouse. This can be tested by navigating through a web page using the Tab key in most browsers.
- Avoid using color as the sole means of communicating differences or other information. Keep in mind that some users, including those who are blind or color blind, are unable to perceive differences between color.
- Avoid causing objects on the screen to flash (i.e., in a strobe-like effect). Flashing objects can trigger seizures in susceptible individuals.
- Avoid using or requiring plug-ins or other technologies that do not honor the user's operating system or browser settings for font choice, font size, and alternative color scheme. This can be tested by changing these settings within the preferences of the browser or control panel of the operating system, then refresh the web page to determine whether it is still usable.

Accessible Online Applications

Accessible On-line Applications

On-line applications such as interactive games, automated simulations, etc., are each unique, and therefore must be evaluated individually for accessibility. The following is a quick checklist of some of the issues to consider:

- Can the application be operated without a mouse, e.g., using keyboard alone or speech recognition technology?
- Is the application accessible to blind individuals using screen readers or Braille output devices?
- Does the application avoid using color as the sole means of communicating differences or other information?
- If the application includes audio or video, are these features accessible as defined in the preceding two sections?
- Does the application avoid causing objects on the screen to flash in a way that may trigger seizures in susceptible individuals?
- Does the application honor the user's operating system or browser settings for font size or alternative color scheme?
- If the application changes automatically over time, does it provide a mechanism by which the user can pause or override this behavior?

E-mail Accessibility

General Tips

- Use an indicative and catchy subject line
- Use sufficient font size and color contrast
- Do not use color alone to convey information
- Simplify the language and ensure it is appropriate to the audience
- Describe links and images sufficiently for screen readers
- Use an accessibility checker to test your e-mail accessibility

Source: <https://www.abilitynet.org.uk/news-blogs/creating-accessible-emails>

Text

- Use at least 12 pt. font size
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ACCESSIBILITY CHECKLISTS

	<ul style="list-style-type: none">• Avoid blinking text (not more than 3 times per second)• Avoid using ALL CAPS unless the word is an acronym• Use no more than three different fonts
Colors	<ul style="list-style-type: none">• Use sufficient color contrast for backgrounds and text. Some colors might look nice but do not work in terms of readability for visually impaired users
Images	<ul style="list-style-type: none">• When you add an image in an email, provide “alternative text” to the image to convey content. Also, avoid using images of text.• Mark images with no content as “decorative”
Headings	<ul style="list-style-type: none">• Use Headers. If you use headers screen reader users are able to work out the hierarchy of the page.
Links	<ul style="list-style-type: none">• Use meaningful link text. If you label a hyperlink with "click here" it does not really help anyone let alone people with cognitive or visual impairments.• Provide complete URLs.• Provide useful information about the hyperlink in text to display
Lists and Columns	<ul style="list-style-type: none">• Use the Bulleted and Numbered lists to organize paragraph data.
Tables	<ul style="list-style-type: none">• Use tables to present tabular data but keep them simple with clear headers. Mark the table headers and first column for screen readers.
Check / Test Accessibility	<ul style="list-style-type: none">• Outlook Accessibility Checker under the message “Review” ribbon (a feature in Outlook for Office 365, Outlook 2016 and 2019)• Accessible Email (HTML) http://www.accessible-email.org/
Detailed Checklist	<ul style="list-style-type: none">• https://www.hhs.gov/web/section-508/making-files-accessible/checklist/email-508-checklist/index.html
