ACCESSIBILITY GUIDELINES

With accessibility, some issues are more high-occurring and higher priority than others. Use the list below to prioritize the most important issues, and check the others if you have time.

HIGH PRIORITY (Be sure to check for the following items)

Links

Make sure link text is descriptive. The purpose of each link can be determined from the link text alone, or from the link text and its context (e.g. the link should not say "click here" or list the entire URL; it should give a description of what it is linking to).

Links open in a new page, and they don't cause a pop-up window to open.

Images

All images have appropriate, equivalent alternative text. Avoid images of text (If necessary, put the text in the alt text).

Images that do not convey content, are decorative, or contain content that is already conveyed in text are given null alt text (alt=""). 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.

Multi-Media (Audio, video, or interactive elements)

A descriptive text transcript (including all relevant visual and auditory clues and indicators) is provided for all non-live, web-based audio and video.

For BYU-made videos, synchronized captions are provided for non-live, web-based videos.

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.

Embedded multimedia is identified via accessible text.

There are no Adobe Flash elements in the course.

Keyboard Navigation

Navigate the page using only your keyboard. All page functionality should be available using the keyboard.

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).

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.

When a page element receives focus from the keyboard, 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.

The reading and navigation order of links, form elements, etc. (as you tab through the page) is logical and intuitive. You can use the ChromeLens Trace Tab Path feature to help visualize navigation.

Color Contrast

Use the Chrome Color Contrast Analyzer or the WCAG Luminosity Contrast Ratio Analyzer tools to check color contrast on the page. Pay special attention to colored text or text contained in an image that might be more difficult to see.

HTML (Dreamweaver: Open the file in Dreamweaver and search for the items below.)
Emphasized text uses <em>, not <i>. Bold text uses <strong>, not <b>.

HTML (Inspect Element: Check for these items as you move through the course.)
Tables are used for tabular data. Where necessary, data cells are associated with their headers (<th>). Data table captions and summaries are used where appropriate.
The language of each page is identified using the HTML lang attribute (e.g. <html lang="en">).
If there is content in a different language on the page, it is identified (e.g. <blockquote lang="es">).
Each page has a descriptive title that describes the purpose of the page.

Text size (in Buzz only)
The page is readable and functional when the text size is doubled (zoom in to 200% and make sure all elements are still visible).

LOW PRIORITY (Issues are rare; only check if you have time)

Instructions/Content
Instructions and content do not rely upon shape, color, size, or visual location (e.g., "Click the square icon to continue", "Instructions are in the right-hand column", "Red underline means error," etc).

HTML
Headings are designated by the appropriate semantic markup (<h1>)
Lists are identified using the appropriate semantic markup (,   , and <dl>)
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.
The <frame> and <iframes> elements have an appropriate title attribute.
Required form elements or form elements that require a specific format, value, or length provide this information within the element's label.
Form buttons and inputs have a descriptive value.
Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend.
Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends

Miscellaneous
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.
Automatically moving, blinking, or scrolling content that lasts longer than 5 seconds can be paused, stopped, or hidden by the user.
A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds.