Department: ____________________________________________________________
Contact Person: __________________________________________________________
Date: __________________________________________________________________
Email: __________________________________________________________________

Online - Web & Course Accessibility Checklist

Text, presentation & content

Text equivalent is provided for every non-text element (i.e., image)
Yes  _____
No   _____
N/A  _____
(Solution: add an alt tag or longdesc tag – the words in the tag should be more than a
description – they should provide a text equivalent of the image. When images change,
make sure the alt tag also changes to provide a text equivalent of the image.)

Documents are posted in an accessible format
Yes  _____
No   _____
N/A  _____
(Solution: PowerPoints and pdfs are not always accessible with assistive technology.
Provide documents in an alternative text-base format, such as rtf or HTML, in addition
to the PowerPoint or pdf.)

Information conveyed by color is available without color
Yes  _____
No   _____
N/A  _____
(Solution: Individuals who are color blind may have difficulty seeing color and discerning
the meaning of color. Color should not be used in and of itself to convey a meaning
without providing an alternative. Use text, an asterisk or some other alternative to
convey the same meaning.)
Colors and font sizes can be manipulated by user
Yes  ____
No  ____
N/A  ____
(Solution: Allow users to manipulate colors and font settings in their web browsers and operating systems in order to make pages readable.

Documents should be readable without a CSS-forced placement
Yes  ____
No  ____
N/A  ____
(Solution: This can be problematic for those who use assistive technology if your web page relies on CSS positioning to organize content. All content should be readable if the Style Sheets are turned off or cannot be used.)

Provide information to complete and submit online forms
Yes  ____
No  ____
N/A  ____
(Solution: When electronic forms are designed to be completed online, the form shall allow individuals using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. Design online forms to include a description HTML tag to provide the information needed to complete and submit the forms.)

Pages that auto-refresh or require a timed-response are provided in a static copy
Yes  ____
No  ____
N/A  ____
(Solution: Provide a second, static copy of pages that are auto-refreshing or that require a timed-response.)

Script language shall be identified with functional text
Yes  ____
No  ____
N/A  ____
(Solution: When using scripting language to display content or to create interface elements, the information provided by the script should be identified with functional text that can be read by assistive technology.)
Timed responses provide alerts and an opportunity to indicate more time is required

Yes  ____

No   ____

N/A  ____

(Solution: When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is needed.)

Contact information is provided on home page

Yes  ____

No   ____

N/A  ____

(Solution: Post a telephone number, email address, or other contact information on your home page so visitors may contact someone to request accessible information or services.)

Create a text only page when electronic information does not comply with this “Checklist”

Yes  ____

No   ____

N/A  ____

(Solution: Provide a text only page, with equivalent information or functionality to make a web site comply with the provisions of this Checklist, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.)

Multimedia

Video clips, audio clips, audio podcasts, or other multimedia provide open and closed captioning

Yes  ____

No   ____

N/A  ____

(Solution: Individuals who are deaf or hard of hearing can generally see information presented electronically; however, they may not necessarily hear it. Video clips, audio clips, audio podcasts, and other audio media need to incorporate features that make them accessible to everyone and provide equivalent alternatives. Provide open [visible to all patrons] and closed captions [visible only to those who request them] synchronized with the video clips or audio tracks to make them accessible. If sounds automatically play, include a visual notification with a text transcript. Text transcripts or captioning should be located near the vicinity of the audio.)
Equivalent alternatives for video clips, audio clips, audio podcasts, or other multimedia are synchronized with the presentation
Yes  ____  
No   ____  
N/A  ____  
(Solution: Provide equivalent text alternatives, such as captioning for video clips, audio clips, audio podcasts and other audio media that are synchronized. Text transcripts or captioning should be located near the vicinity of the audio.)

Video clips or other visual media content provide audio descriptions
Yes  ____  
No   ____  
N/A  ____  
(Solution: Individuals who are blind or have low vision may be able to hear an audio track but not view it. Videos need to incorporate features that make them accessible to everyone [such as video descriptions - a spoken narrative of the visual elements of a video]. The web page should provide audio descriptions of visual images, including changes in setting, gestures, and other details.)

Alternate text presentations or audio descriptions for multimedia are user-selected
Yes  ____  
No   ____  
N/A  ____  
(Solution: The display or presentation of alternate text presentations or audio descriptions shall be user-selected, unless permanent.)

Internet resources are accessible
Yes  ____  
No   ____  
N/A  ____  
(Solution: Make sure all internet resources [web sites, blogs, wikis, etc.] that are used in a course are accessible to students. This Checklist can be used as a guide for checking their accessibility. If they are not accessible, create an alternative format so all students can access the same information.)
Screen flickers can be paused or stopped
Yes ____
No ____
N/A ____
(Solution: Do not include graphs, text, or multimedia that causes the screen to flicker as it can cause seizures for those with visual disabilities. Avoid blinking, flashing, or other distracting features with a frequency greater than 2Hz and lower than 55 Hz. If these features are used, ensure that they may be paused or stopped.)

Image maps are client-side
Yes ____
No ____
N/A ____
(Solution: Image maps pose unique challenges for web readers and should be designed for accessibility. Image maps should be client-side rather than server-side maps. Standard HTML image maps should be used, with descriptive ALT tags provided for the entire image and for each hot spot on the image.)

Hyperlinks provide clear information as to location or function
Yes ____
No ____
N/A ____
(Solution: Provide text links for all links within image maps or other media so individuals can avoid the maps/media [Flash, etc.] entirely in order to access the information. A method shall be provided that permits users to skip repetitive navigation links.)

Links are provided for required applets, plug-ins or other applications on client-side
Yes ____
No ____
N/A ____
(Solution: Web pages that require an applet, plug-in or other application be present on the client system to interpret the page content [i.e. Quicktime player, Real player, Macromedia's Flash player, etc.], the page must provide a link to a plug-in or applet that complies with Section 1194.21[a] through [l]. Recommendations are that directions for plug-in downloads should be placed near a link that activates a plug-in.)
Tables & Frames

Data tables have row and column headers identified for accessibility
Yes ______
No ______
N/A ______

(Solution: Individuals who use assistive technology may not be able to access your materials unless appropriate attributes are provided for identification. Use <TH> tags to properly identify rows and columns. Tables used for layout purposes, such as for the "look" of a web page, should not have header rows or columns.)

Multi-level data tables should have table cells associated with appropriate headers
Yes ______
No ______
N/A ______

(Solution: Tables may contain more than one level [2x2, 3x4]. For complex tables, make sure each level or section of the table can be identified for users with ID, HEADERS, SCOPE and/or AXIS attributes.)

Frames are labeled/titled with text for accessibility
Yes ______
No ______
N/A ______

(Solution: Frames can pose problems for accessibility with assistive technology such as screen readers. Each frame on a page should be marked up with title information that clearly describes the function of the frame in order to facilitate identification and navigation.)

World Wide Web Consortium (W3C) Check

Many organizations have adopted the W3C Web content Accessibility Guidelines or Access Board standards. You can check the accessibility of your website by accessing the following resources:

To check Cascading Style Sheets (CSS) and (X) HTML documents with style sheets, go to:
http://jigsaw.w3.org/css-validator/

To check the markup (HTML, XHTML, ...) of Web documents, go to:
http://validator.w3.org/