

WCC Distance Education Course – ADA Accessibility Checklist

Semester	Year	Online or Hybrid
Subject	Course	Course Name
Instructor		Date

A. Course Design	Section	Page	Yes	No
Course theme or template provides adequate color contrast between background and text.	1A	1		
Course navigation is simple and consistent. Ideally, all content is within 3 clicks of the main course page.	2A	1		
Appropriate file-naming conventions are implemented: 32 character max, no spaces, alphanumeric characters with the exceptions of hyphens (–) and underscores (_), first character of the file name is a letter.	3A	2		
Course components and multimedia elements can be controlled by the user. Controls are accessible with the keyboard. (Tab Key test)	4A	2		
Text is easy to read on the screen. Sans Serif fonts are suggested: Arial, Verdana, Tahoma.	5A	2		
No more than 3 different text fonts or colors are used.	6A	4		
Color is not used as the only means of conveying information.	7A	4		
Content is logically structured: Headings and Lists are used to establish hierarchy.	8A	5		
Non-text elements have meaningful alternative text and/or appropriate long descriptions.	9A	6		
No moving and blinking animations or text is used.	10A	9		
Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order. Table headers are implemented when available.	11A	9		
Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.	12A	10		

B. Documents (.doc, .docx, .pdf)	Section	Page	Yes	No
Appropriate file-naming conventions are implemented.	1B	10		
Documents are not “Read Only” to ensure screen reader access.	2B	11		
Confirm adequate color contrast.	3B	12		
Documents are logically structured using styles.	4B	13		
Sans Serif fonts are used for documents viewed online. 12 pt. min.	5B	14		
No more than 3 different text fonts or colors are used.	6B	14		
Color alone is not used to convey information.	7B	14		

This Accessibility Checklist and supporting documents were created by the Professional Development Center of NCCCS Virtual Learning Community at Wake Technical Community College.

WCC Distance Education Course – ADA Accessibility Checklist

B. Documents (.doc, .docx, .pdf) continued	Section	Page	Yes	No
Images (non-text elements) have meaningful alternative text and/or appropriate long descriptions.	8B	15		
Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order, table headers are implemented.	9B	15		
Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.	10B	16		

C. Presentations	Section	Page	Yes	No
Appropriate file-naming conventions are implemented.	1C	17		
Presentations are not “Read Only.”	2C	17		
Slides are created using Auto Layout.	3C	17		
Slides provide adequate color contrast.	4C	18		
In Outline View, each slide has a title. All text content is visible and in logical reading order.	5C	19		
Sans Serif fonts are used for documents viewed online.	6C	20		
No more than 3 text fonts or colors are used.	7C	21		
Color alone is not used to convey information.	8C	22		
Non-text elements have meaningful alternative text and/or appropriate long descriptions.	9C	23		
Transitions and animations are avoided, or an alternate version without transitions and animations is provided.	10C	24		
Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order, table headers are implemented.	11C	25		

D. Multimedia	Section	Page	Yes	No
All audio files have an adjacent transcript alternative.	1D	27		
All videos are synchronously captioned and an adjacent transcript is provided.	2D	27		
Video narratives are created incorporating visual descriptions.	3D	28		
All multimedia elements can be controlled by the user. Controls are accessible with keyboard. (Tab Key test)	4D	29		

E. Web Resources	Section	Page	Yes	No
Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.	1E	32		
All multimedia components and controls are accessible with the keyboard. (Tab Key test)	2E	32		
All external resources meet accessibility guidelines, including the availability of captions and transcripts.	3E	32		
All external resources open in a new window.	4E	32		

ACCESSIBILITY CHECKLIST EXAMPLES

A. COURSE DESIGN

COLOR CONTRAST

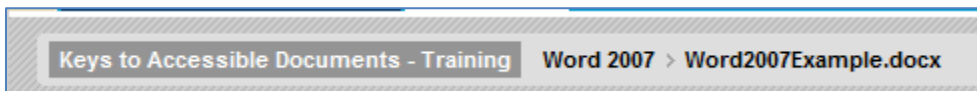
- 1A. *Course theme or template provides adequate color contrast between background and text.*



NAVIGATION

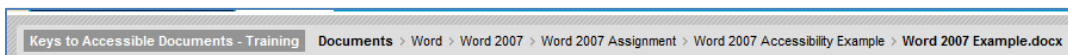
- 2A. *Course navigation is simple and consistent. Ideally, all content is within 3 clicks of the main course page.*

DO THIS



Blackboard navigation breadcrumb trail.

NOT THIS



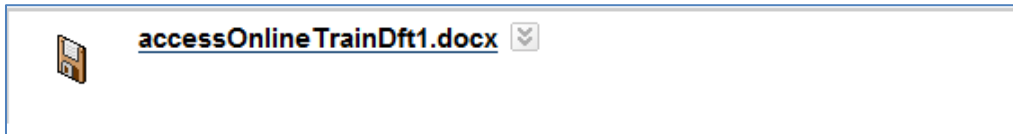
Blackboard navigation breadcrumb trail.

FILE NAMES

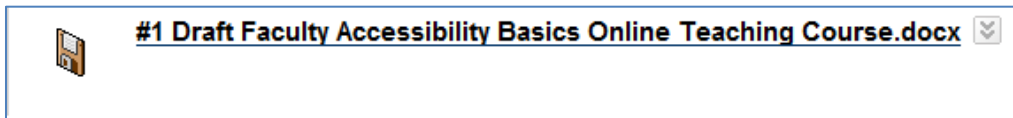
3A. *Appropriate file naming conventions are implemented.*

- 32 character max
- no spaces
- alphanumeric characters with the exceptions of hyphens (-) and underscores (_)
- first character of file name is a letter

Do THIS



NOT THIS



KEYBOARD ACCESS

4A. *Course components and multimedia elements are controlled by the user. Controls can be manipulated with the keyboard.*

Multimedia elements should not start when pages open.

Tab Key Test

Anyone should be able to use the tab key to navigate through all elements of the course and all multimedia controls in the course. All components and controls can be manipulated without the use of a mouse. Please refer to 4D on page 29 for examples.

FONTS

5A. *Text is easy to read.*

Sans Serif fonts are suggested (fonts without “feet” or ornamentations).

This is Arial

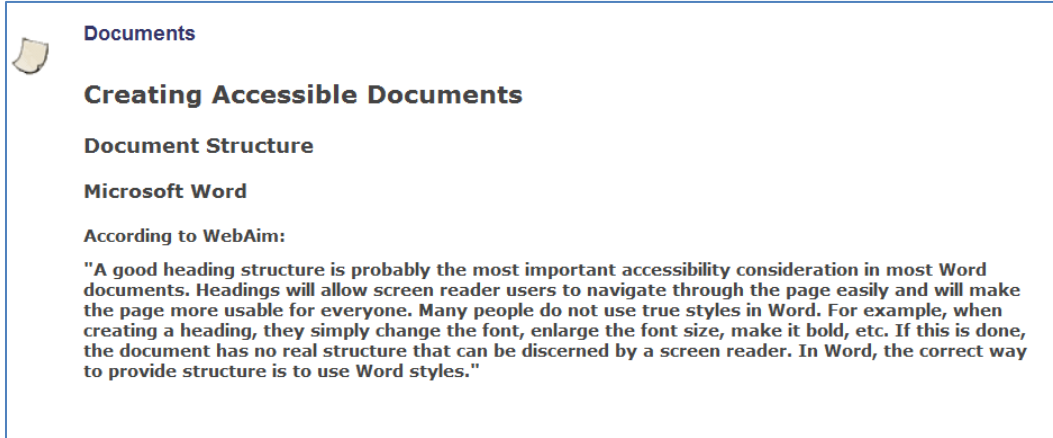
This is Verdana

This is Tahoma

Verdana is considered the easiest to read of the basic Sans Serif fonts. It is larger, has more spacing between letters, and its characters are not easily confused.

DO THIS

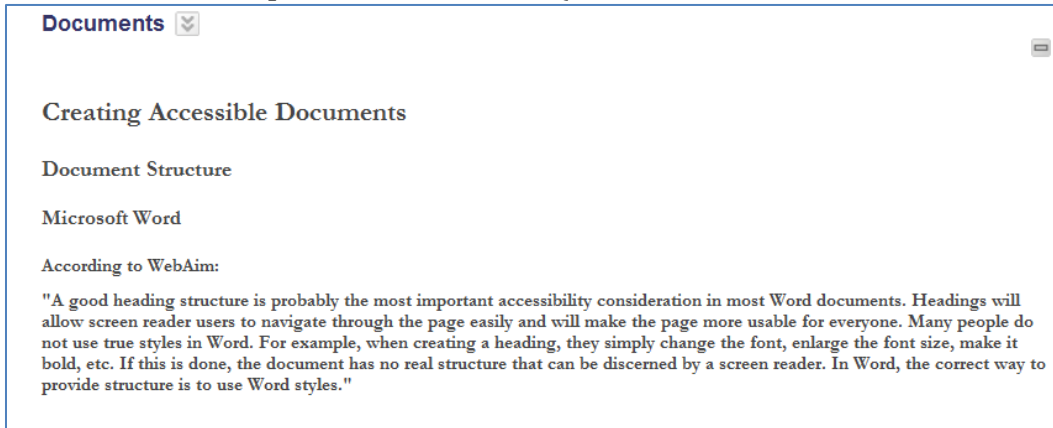
Verdana Example in Blackboard



The screenshot shows a Blackboard interface with a document titled "Documents" and a sub-heading "Creating Accessible Documents". The text is displayed in a clear, large Verdana font. The content includes a section on "Document Structure" and "Microsoft Word", followed by a quote from WebAim: "A good heading structure is probably the most important accessibility consideration in most Word documents. Headings will allow screen reader users to navigate through the page easily and will make the page more usable for everyone. Many people do not use true styles in Word. For example, when creating a heading, they simply change the font, enlarge the font size, make it bold, etc. If this is done, the document has no real structure that can be discerned by a screen reader. In Word, the correct way to provide structure is to use Word styles."

NOT THIS

Garamond Example in Blackboard (font size is the same as Verdana example)



The screenshot shows the same Blackboard interface as the Verdana example, but the text is rendered in a smaller, more condensed Garamond font. The layout and content are identical to the previous example, demonstrating how the same text appears less legible in a serif font.

CONSISTENCY

6A. *No more than 3 different text fonts or colors are used throughout the course.*

Do THIS

Maximum of three different text or font colors should be used.
Máximo de tres textos diferentes colores de la fuente se debe utilizar. SPANISH
Maximum de trois textes différents ou les couleurs de police doivent être utilisées. FRENCH
Maximal drei verschiedene Text-oder Schriftfarbe verwendet werden soll. GERMAN
Massimo di tre testi diversi o colori dei caratteri devono essere utilizzati. ITALIAN
Maximum aut ex tribus text font color utatur. LATIN

NOT THIS

Maximum of three different text or font colors should be used.
Máximo de tres textos diferentes colores de la fuente se debe utilizar. SPANISH
Maximum de trois textes différents ou les couleurs de police doivent être utilisées. FRENCH
Maximal drei verschiedene Text-oder Schriftfarbe verwendet werden soll. GERMAN
Massimo di tre testi diversi o colori dei caratteri devono essere utilizzati. ITALIAN
MAXIMUM AUT EX TRIBUS TEXT FONT COLOR UTATUR. LATIN

COLOR

7A. *Color is not used as the only means of conveying information.*

Color blindness is the inability to perceive differences between some colors that others can distinguish.

Do THIS

Lines that must be memorized for the next quiz appear in bold and red print below.

LADY MACBETH
Whiles I stood rapt in the wonder of it, came missives from the king, who all-hailed me 'Thane of Cawdor;' by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' **This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee.** Lay it to thy heart, and farewell.'

NOT THIS

Lines that must be memorized for the next quiz are colored red in the excerpt below.

LADY MACBETH
Whiles I stood rapt in the wonder of it, came missives from the king, who all-hailed me 'Thane of Cawdor;' by which title, before, these weird sisters saluted me, and referred me to the coming on of time, with 'Hail, king that shalt be!' **This have I thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee.** Lay it to thy heart, and farewell.'

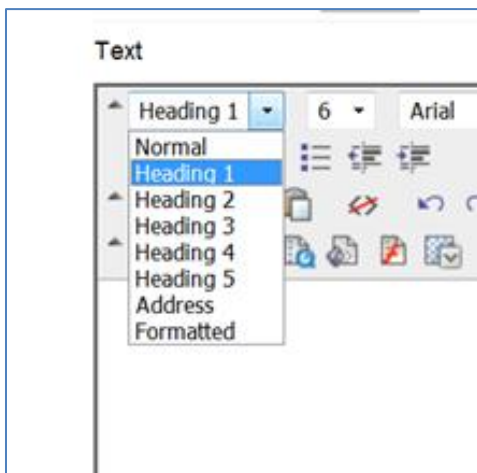
STRUCTURE

8A. Content is logically structured.

Headings (Heading 1, Heading 2, Heading 3...) and lists are used appropriately to establish content hierarchy.

DO THIS

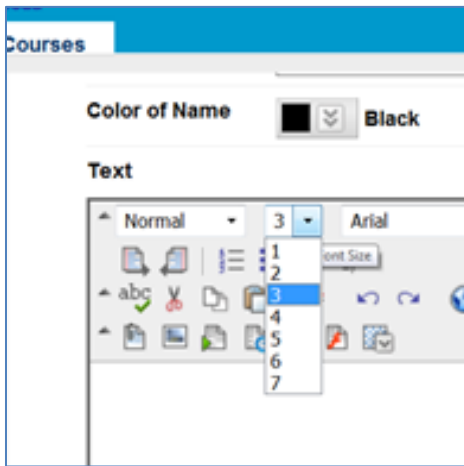
Always implement headings to establish content structure and hierarchy; nest headings properly. Don't apply headings out of order.



The structure that headings and lists create is visible and available to Assistive Technology in a HIERARCHICAL reading order.

NOT THIS

Adjusting the color and size or applying bold and italics to text just changes the visual components of the page; it does not address structure or establish an accessible content hierarchy.



ALTERNATIVE TEXT (ALT TEXT)

- 9A. *Non-text elements have meaningful alternative text and/or appropriate long descriptions.*

Generally alternative text (alt text) is 8-80 characters long, but no more than 125 characters. Screen readers often do not read more than 125 characters of alternative text.

Replace, don't describe.

EXAMPLE: An architecture instructor might use the following image as an example of a type of Greek column.



DO THIS:

Alt Text: Ionic Columns White House DC USA

NOT THIS:

Alt Text: White House

OR THIS

Alt Text: whiteHouse.jpg

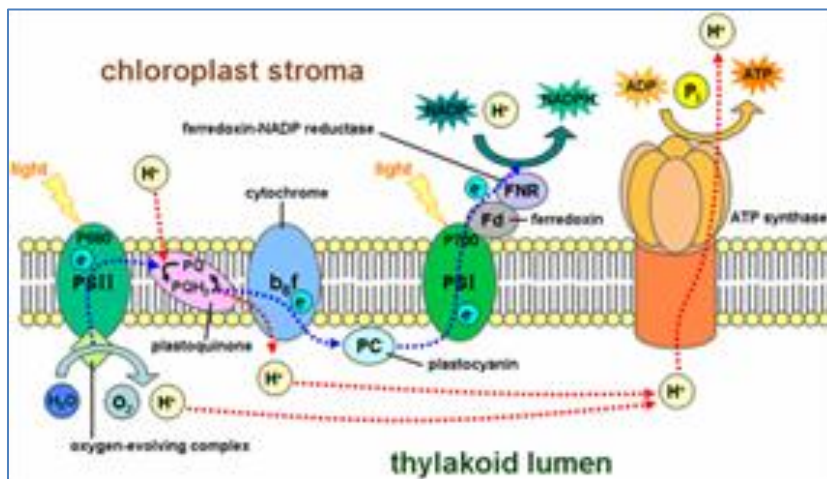
Long Descriptions

Complex images, diagrams, graphs, and charts that require more information than can be conveyed in alternative text require long descriptions. Long descriptions are a text replacement for all of the visual information conveyed by the diagram, graph, or chart. When a long description is used, the alternative text should be a brief text-based summary of the information in the long description.

Long descriptions require the screen reader user to access an additional document. Unlike alternative text, it is not read immediately by the screen reader.

Replace, don't JUST describe.

EXAMPLE: A biology instructor might use this diagram to convey the light-dependent reactions of photosynthesis at the thylakoid membrane.



Do THIS:

Alternative Text (summarize): Light-dependent Reactions of Photosynthesis at the Thylakoid Membrane

Long Description:

The light-dependent reactions take place on the thylakoid membrane inside a chloroplast. The inside of the thylakoid membrane is called the lumen, and outside the thylakoid membrane is the stroma, where the light-independent

reactions take place. The thylakoid membrane contains some integral membrane protein complexes that catalyze the light reactions. There are four major protein complexes in the thylakoid membrane: Photosystem I (PSI), Photosystem II (PSII), Cytochrome c6f complex, and ATP synthase. These four complexes work together to ultimately create the products ATP and NADPH.

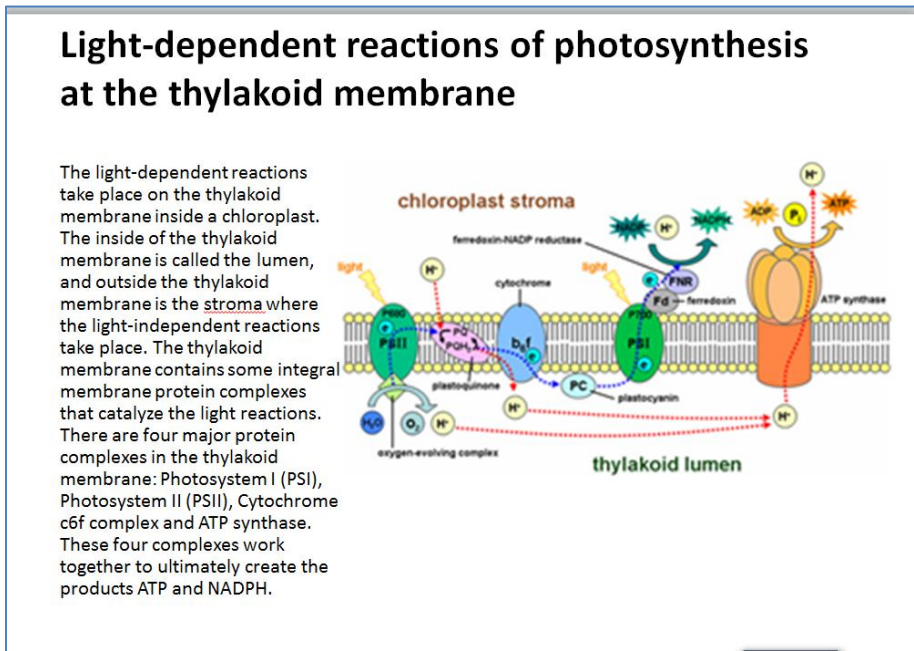
NOT THIS:

Alternative Text: Chloroplast Stroma Thylakoid Lumen

But You Can Do This:

It is also appropriate to include a description of the complex image, diagram, graph, or chart just below the image on the Web page, presentation, or document rather than using the long description option for the image. It would then be appropriate to summarize the description for the alternative text.

Alternative Text (summarize): Light-dependent Reactions of Photosynthesis at the Thylakoid Membrane



Blinking and Moving Elements

10A. No moving or blinking animations or text should be present in course content.

Blinking/flashing elements can trigger an event in individuals who are prone to seizures. Blinking and animated elements are known to be distracting to all students regardless of cognitive or attention challenges.

TABLES







11A. Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order. Table headers are implemented when available.

Do THIS

Types of Arabian Horses			
TYPE OF ARABIAN HORSE	REGIONAL CHARACTERISTIC	PLACE OF HISTORIC ORIGIN	IMPORTANT REGIONAL ARABIAN HORSES
Egyptian	Extreme dish head and teacup muzzle	Historically, Egyptian breeders imported horses bred in the deserts of Palestine and the Arabian peninsula	Ghazala
Polish	Typey features with additional strength and size.	In the early 20th century, the military was involved in the breeding of Arabian horses throughout Europe, particularly in Poland	Witez II
Crabbet	Sturdy and sound conformation that permitted them to be ridden or driven without undue worry about breakdowns	Perhaps the most famous of all Arabian breeding operations founded in Europe was the Crabbet Park Stud of England, founded 1878.	Mesaoud

Never embed a table within a table. Screen readers always read embedded content first. Never use tables for visual layout purposes. Tables should be used to convey meaningful data.

Not This

	<p>The ARABIAN HORSE</p> <p>The Arabian developed in a desert climate and was prized by the nomadic Bedouin people, often being brought inside the family tent for shelter and protection from theft. Selective breeding for traits including an ability to form a cooperative relationship with humans created a horse breed that is good-natured, quick to learn, and willing to please. The Arabian also developed the high spirit and alertness needed in a horse used for raiding and war. This combination of willingness and sensitivity requires modern Arabian horse owners to handle their horses with competence and respect.</p>			
<p>Enter a world where the time you spend with an Arabian horse is the best part of your day...</p> <p>With 33,000 members, the Arabian Horse Association (AHA) provides many opportunities for you to tap into the Arabian horse lifestyle.</p> <p>AHA is a full service breed association and registry for owners of Arabian, Half-Arabian and Anglo-Arabian horses.</p>				
<p>Bounty and happiness are ever on horseback; horses are gold that one may hold.</p>	<p>Arabians have 5 lumbar vertebrae instead of the usual 6, and 17 pairs of ribs rather than 18.</p>	<p>Every Moslem must have as many horses as he can afford.</p> <p>King Solomon was given a pure Arabian-type mare named Safanad ("the pure") by the Queen of Sheba.</p>	<p>Every man who loves a horse is as good a man as he who is generous to the poor.</p> <p>A Bedouin story states that Allah created the Arabian horse from the four winds; spirit from the North, strength from the South, speed from the East, and intelligence from the West.</p>	
	Byerly Turk	Godolphin Arabian	Darley Arabian	

Never nest tables.

Never nest tables.

HYPERLINKS

- 12A. *Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.*

Hyperlinks convey where the link is going, why, and what happens.

EXAMPLE: A science instructor is sending students to WRAL TV online to observe current local weather radar reports.

DO THIS

[WRAL Online Local Radar \(opens in a new window\)](http://www.wral.com/weather/radar/)

<http://www.wral.com/weather/radar/>

NOT THIS

<http://www.wral.com/weather/radar/>

OR THIS

[Click Here](#)

B. DOCUMENTS (.DOC, .DOCX, .PDF)

FILE NAMES

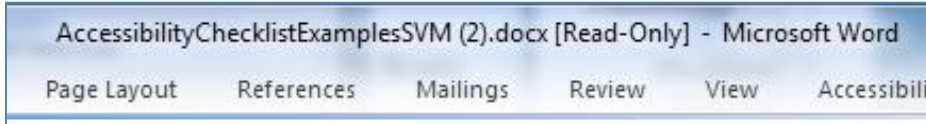
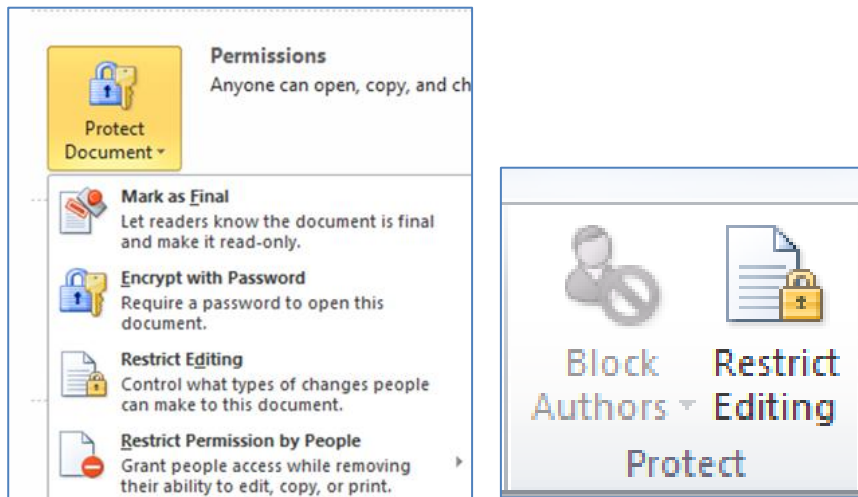
- 1B. *Appropriate Web file-naming conventions are implemented when documents will be accessed on the Web.*

Please refer to 3A on page 2 for examples.

SCREEN READER ACCESS

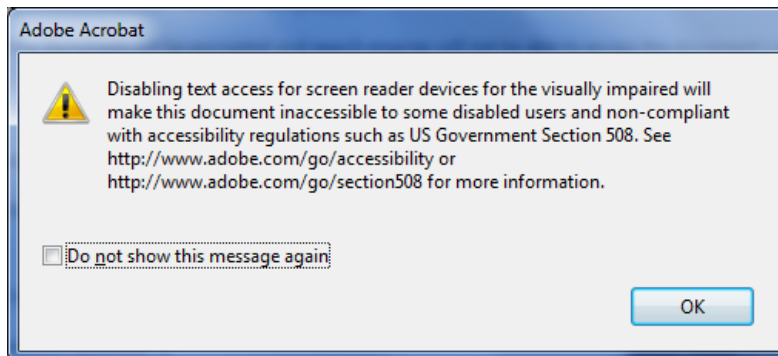
2B. Documents are NOT Read-Only. Screen readers cannot access the Read-Only format.

In Microsoft Office, marking a document or project as final and/or encrypting or restricting editing and permissions also blocks access to assistive technology.



Read Only is not accessible to a screen reader.

PDF's created in newer versions of Adobe Acrobat can be locked as long as screen reader access is enabled. Adobe Acrobat displays a warning as in the example below when screen reader access is disabled.



CONTRAST

3B. *Confirm adequate color contrast.*

Do THIS

The lower portion of the following image provides an example of what a red/green color blind person would see.



NOT THIS

The lower portion of the following image provides an example of what a red/green color blind person would see.

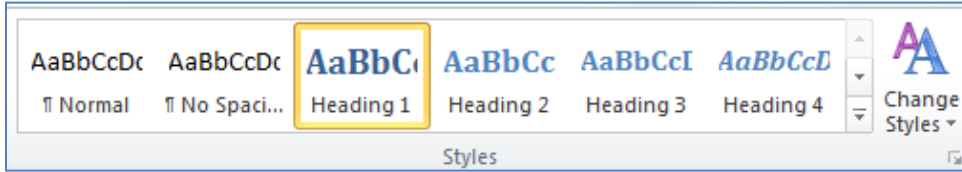


STRUCTURE

4B. Documents are logically structured using styles.

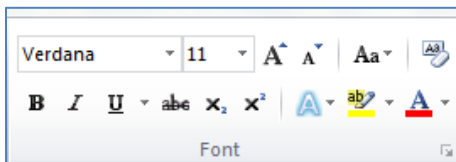
DO THIS

Structure the document using the Styles pane in Word.



NOT THIS

Changing font sizes, formatting text by applying bold or italic, changing colors by using the Font pane changes the visual hierarchy of the page, but it does not create structure that is available to assistive technology.



Both documents below are visually similar. The document on the left (created using the Styles pane) has a well-established hierarchy, making the content easy to access even by those who cannot visually discern the structure.

<ul style="list-style-type: none">Opening Doors: Accessibility Basics<ul style="list-style-type: none">Defining Accessibility<ul style="list-style-type: none">Numerous individuals with a variety of challenges use "assistive technology" to enable them to use computers and access the Internet. Blind people who cannot see computer monitors may use screen readers – devices that speak the text that would normally appear on a monitor. People who have difficulty using a computer mouse can use a keyboard or voice recognition software to control their computers with verbal commands. People with other types of disabilities may use still other kinds of assistive technology. New and innovative assistive technologies are being introduced every dayBasically, content is accessible if it can be used as effectively by people with disabilities as by those without. Accessibility Standards do not require that you dumb down your content. Most content can be made accessible without changing much at all.The Four Basic Principles of Accessibility - P O U R<ul style="list-style-type: none">Four letters of the alphabet that will put you well on your way to accessible online course content...<ul style="list-style-type: none">Perceivable<ul style="list-style-type: none">Available through sight, hearing, or touch<ul style="list-style-type: none">Use alternative text to describe images.Provide alternative formats for your content to accommodate different needs and different environments.Find captioned existing videos, caption videos that you createOperable<ul style="list-style-type: none">Compatible with keyboard or mouse<ul style="list-style-type: none">Everyone should be able to use your navigation and links regardless of motor skills or other challenges.Understandable<ul style="list-style-type: none">User-friendly, easy to comprehend<ul style="list-style-type: none">This is about clarity.Use plain language.Make sure your words are understood.	<ul style="list-style-type: none">Opening Doors: Accessibility Basics<ul style="list-style-type: none">Defining Accessibility<ul style="list-style-type: none">Numerous individuals with a variety of challenges use "assistive technology" to enable them to use computers and access the Internet. Blind people who cannot see computer monitors may use screen readers – devices that speak the text that would normally appear on a monitor. People who have difficulty using a computer mouse can use a keyboard or voice recognition software to control their computers with verbal commands. People with other types of disabilities may use still other kinds of assistive technology. New and innovative assistive technologies are being introduced every dayBasically, content is accessible if it can be used as effectively by people with disabilities as by those without. Accessibility Standards do not require that you dumb down your content. Most content can be made accessible without changing much at all.The Four Basic Principles of Accessibility - P O U R<ul style="list-style-type: none">Four letters of the alphabet that will put you well on your way to accessible online course content...<ul style="list-style-type: none">Perceivable<ul style="list-style-type: none">Available through sight, hearing, or touch<ul style="list-style-type: none">Use alternative text to describe images.Provide alternative formats for your content to accommodate different needs and different environments.Find captioned existing videos, caption videos that you createOperable<ul style="list-style-type: none">Compatible with keyboard or mouse<ul style="list-style-type: none">Everyone should be able to use your navigation and links regardless of motor skills or other challenges.Understandable<ul style="list-style-type: none">User-friendly, easy to comprehend<ul style="list-style-type: none">This is about clarity.Use plain language.Make sure your words are understood.
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FONTS

- 5B. *Text is easy to read. Sans Serif fonts are suggested for documents accessed online—12 pt. font size minimum.*

CONSISTENCY

- 6B. *No more than 3 different text fonts or colors may be used.*

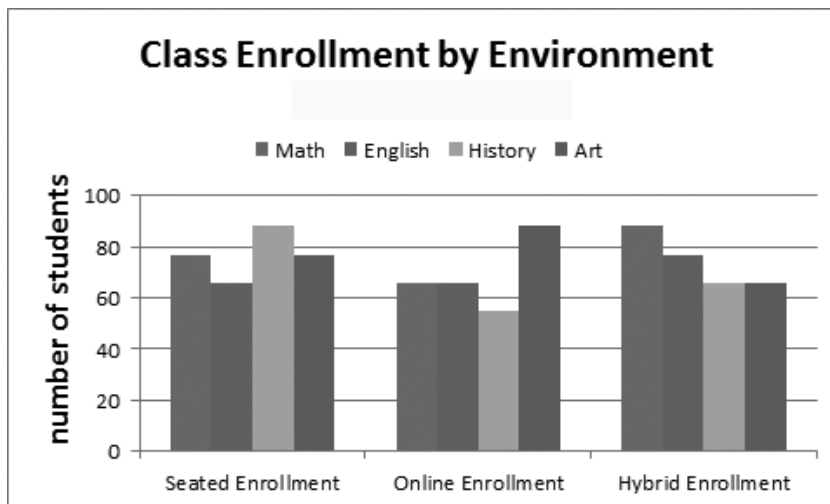
Please refer to 6A on page 4 for examples.

COLOR

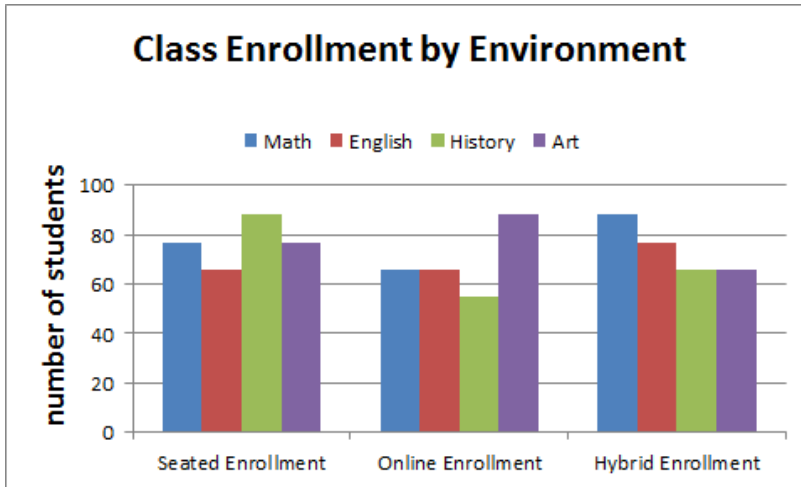
- 7B. *Do not use color as the only means of representation. Also provide the information in an alternate format.*

(For the basic overview, please refer to 7A on page 4 for examples.)

A good rule-of-thumb is to consider how a chart that uses color to convey information might look in grey-scale.



If color is used to convey information, be sure to provide an alternate means of conveying the same information.



Class Enrollment by Environment

	Math	English	History	Art
Online Enrollment	66	66	55	88
Hybrid Enrollment	88	77	66	66
Seated Enrollment	77	66	88	77

ALTERNATIVE TEXT (ALT TEXT)

8B. *Images (non-text elements) have meaningful alternative text and/or appropriate long descriptions.*

Please refer to 8A on page 5 for basic examples.

TABLES

9B. *Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order, table headers are implemented. Headers should repeat when a table falls in a page break.*

Do THIS

This simple table has descriptive column headers and was created considering top-to-bottom left-to-right reading order.

STUDENT	COURSE	TUTOR	DAY	TIME
Sally	Math	Mrs. Jones	Monday	12 pm -1 pm
Walter	English	Mr. Jones	Monday	12 pm -1 pm
Tommy	Math	Mr. Smith	Tuesday	1 pm -2 pm
Helen	Reading	Ms. French	Tuesday	2 pm -3 pm

NOT THIS

This table has embedded table elements that would be read out of logical order by assistive technology. This table was not created considering top-to-bottom left-to-right reading order.

Student	Jane Jones		Jenny Jeffries		Jamie Johnson	
High school	PS 265 Chicago		St Rose Miami		Chapel Hill HS	
Sport	Tennis		Soccer		Field Hockey	
College	Duke		NCSU		Carolina	
Awards	2007	2008	2007	2008	2007	2008
	2009	2010	2009	2010	2009	2010

HYPERLINKS

10B. All hyperlinks are well formed.

Please refer to 12A on page 10 for basic information.

C. PRESENTATIONS

FILE NAMES

1C. *Appropriate file-naming conventions are implemented.*

Please refer to 3A on page 2 for basic examples.

SCREEN READER ACCESS

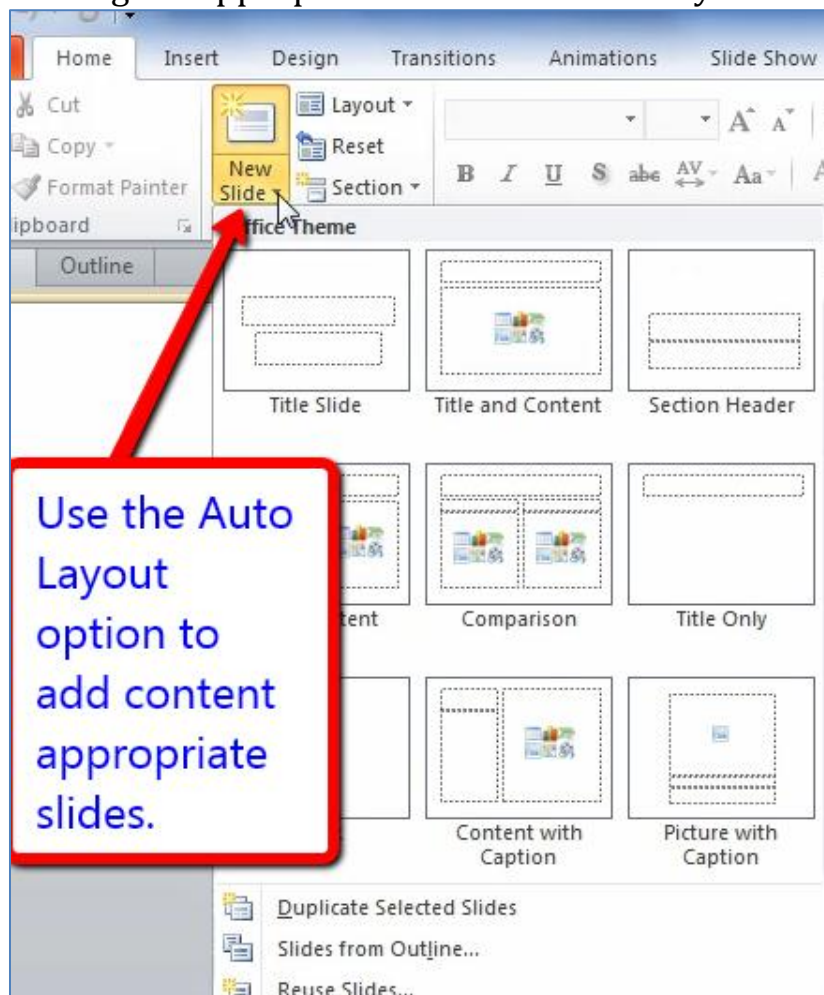
2C. *Presentations are not “Read Only.” Similar to 2B on page 11.*

AUTO LAYOUT

3C. *Slides are created using Auto Layout.*

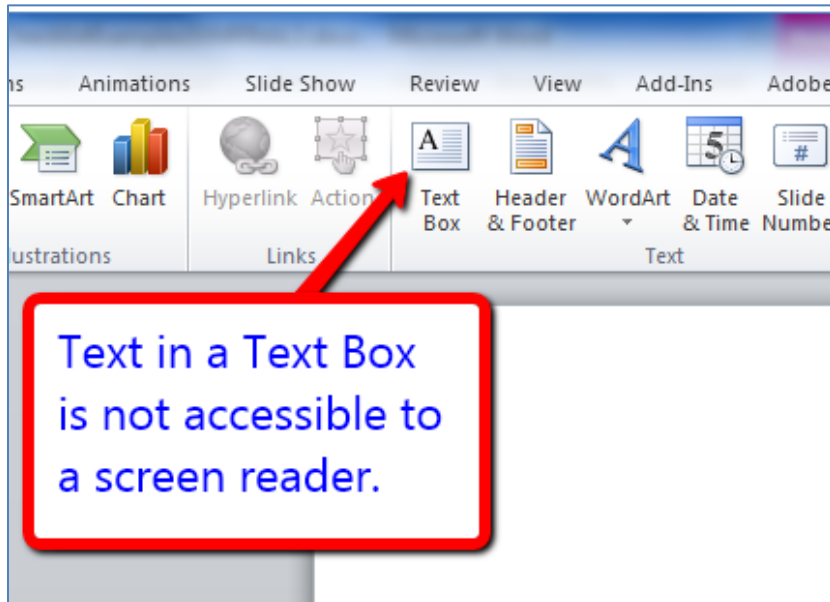
DO THIS

Use the Auto Layout feature to add appropriate slides. Consider the type of content you plan to enter when selecting an Auto Layout slide. Add content by clicking the appropriate icon in the Auto Layout slide.



NOT THIS

Insert text in the Auto Layout text areas, DO NOT add text using a Text Box. Slide content in a Text Box is not available to assistive technology.



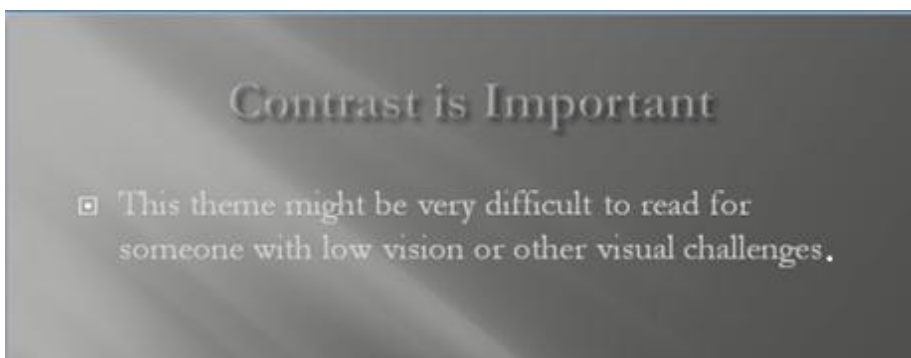
CONTRAST

4C. *Slides provide adequate color contrast.*

DO THIS



NOT THIS

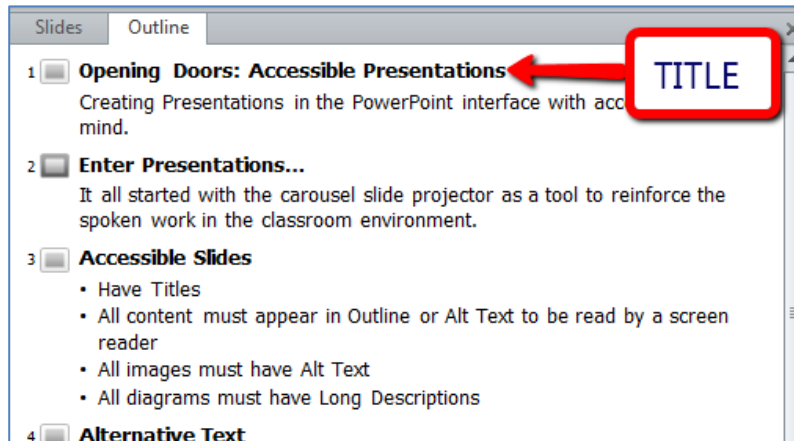


OUTLINE VIEW

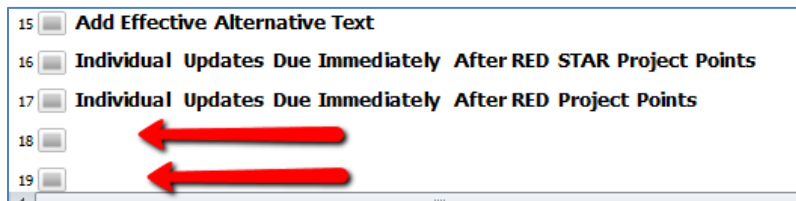
- 5C. *In Outline View, each slide has a title, all text content is visible and in logical reading order.*

With the exception of alternative text and long descriptions, content not visible in Outline View is not available to assistive technology.

DO THIS



NOT THIS

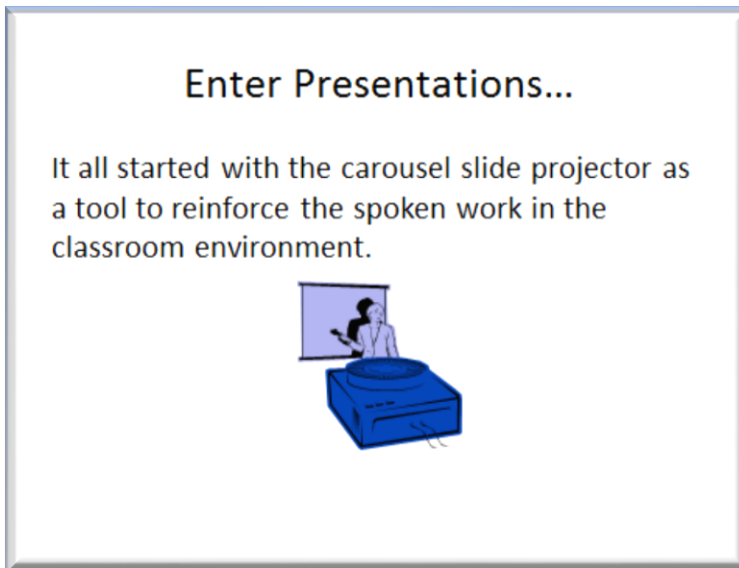


Two slides have content that does not appear in Outline view.

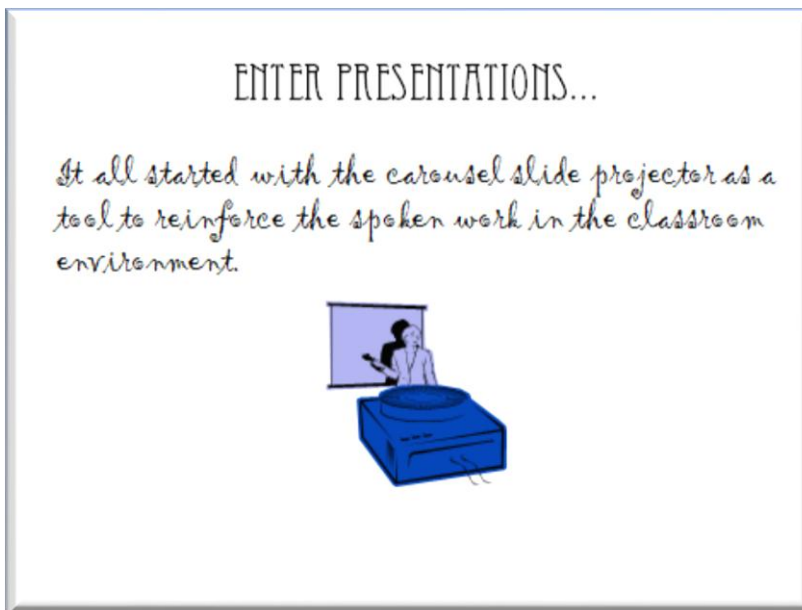
FONTS

6C. *Sans Serif fonts are suggested for documents accessed online.*

DO THIS



NOT THIS



CONSISTENCY

7C. *No more than 3 text fonts or colors are used.*

Do THIS

Adding Alternative Text

Convey the purpose of the Image. Replace don't describe.

"Computers require patience" would be appropriate "alt text" for this image in an **Intro to Computers** course.



NOT THIS

ADDING ALTERNATIVE TEXT

Convey the purpose of the image.
Think "replace" not "describe".

"Computers require patience"

"alt text" in an **Intro to Computers** course.



COLOR

8C. *Color alone is not used to convey information.*

Please refer to 7A on page 4 for basic examples.

DO THIS

Contents in Bold Red and Blue Italics will be on exam.

The screenshot shows a presentation slide titled "Civil War Battles and Generals Review". The slide content is as follows:

Content in Bold Red Italics will be on exam

- *Battle of Gettysburg*
- Seven Days Battles
- Battle of Chickamauga
- Battle of Spotsylvania Court House
- *Battle of Chancellorsville*
- Battle of the Wilderness
- Battle of Stones River
- *Battle of Shiloh*
- Battle of Antietam
- Second Battle of Bull Run

Content in Bold Blue Italics will be on exam.

- *Robert E. Lee*
- Nathan Bedford Forrest
- AP Hill
- *Thomas "Stonewall" Jackson*
- George Pickett
- *Jeb Stuart*
- Ulysses S. Grant
- *George Custer*
- George McClellan
- *William Tecumseh Sherman*

The left sidebar of the presentation shows the slide's outline with the following text:

1 **Civil War Battles and Generals Review**

- Content in Bold Red Italics will be on exam
- *Battle of Gettysburg*
- Seven Days Battles
- Battle of Chickamauga
- Battle of Spotsylvania Court House
- *Battle of Chancellorsville*
- Battle of the Wilderness
- Battle of Stones River
- *Battle of Shiloh*
- Battle of Antietam
- Second Battle of Bull Run
- Content in Bold Blue Italics will be on exam.
- *Robert E. Lee*
- Nathan Bedford Forrest
- AP Hill
- *Thomas "Stonewall" Jackson*
- George Pickett

NOT THIS

Contents in Red and Blue will be on exam.

The screenshot shows a presentation slide titled "Civil War Battles and Generals Review". The slide content is as follows:

Content in Red will be on exam

- *Battle of Gettysburg*
- Seven Days Battles
- Battle of Chickamauga
- Battle of Spotsylvania Court House
- Battle of Chancellorsville
- Battle of the Wilderness
- Battle of Stones River
- Battle of Shiloh
- Battle of Antietam
- Second Battle of Bull Run

Content in Blue will be on exam.

- *Robert E. Lee*
- Nathan Bedford Forrest
- AP Hill
- *Thomas "Stonewall" Jackson*
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- *Thomas "Stonewall" Jackson*
- George Pickett
- *Jeb Stuart*
- Ulysses S. Grant

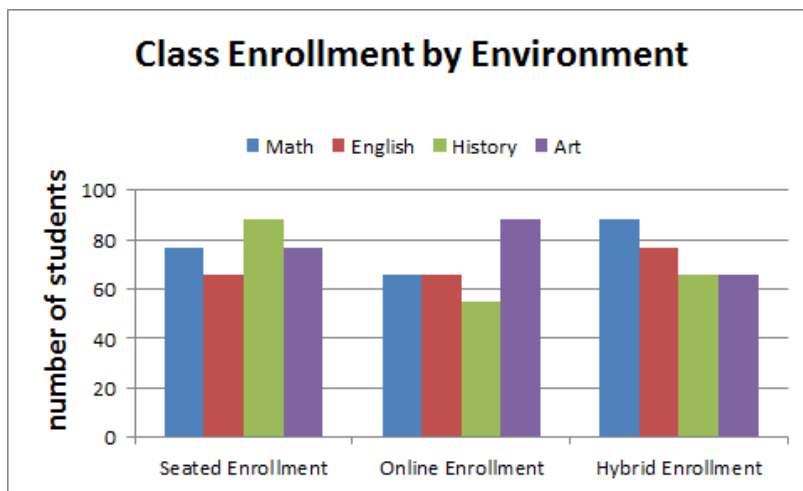
ALTERNATIVE TEXT

- 9C. *Non-text elements have meaningful alternative text and/or appropriate long descriptions.*

Please refer to 9A on page 6 for basic examples.

Do This

Charts that have not been created within PowerPoint are simply displayed as images in PowerPoint. Alt text should be applied to the images to make them accessible. If color is used in the chart to convey information, be sure to provide an alternative means of conveying the same information without relying on color as in the example below that includes a link to the same information in Excel format. Excel spreadsheets can be very accessible if created with accessibility in mind.



[Excel Course Environment Excel File Opens in a New Window](#)

It is also critical to provide an explanation of the available data and its relevance using a detailed description adjacent to the graph on the page or in the description alt text box.

NOT THIS

Slide note content cannot be read by assistive technology. Slide note content should also be placed on the slide itself or in the Alt Text/Description text boxes.

The Title should be a brief summary of the Long Description.

The Slide Notes are not accessible to a screen reader. Slide Notes content should be placed in the Description Text Box.

Bear Phylogeny

Spectacled bear Sloth bear Sun bear American black bear Asiatic black bear Polar bear

Graph depicts the bear over 30 million years. Giant panda 17 million years tracing to ancestral bear at 22 million years. Spectacled bear at 8 million years links to ancestral bear at ten million years Sloth bear at three million years links to Sun Bear American Black bear Asiatic black bear Polar bear Brown bear at five million years Sloth bear Sun Bear American Black bear Asiatic black bear Polar bear Brown bear link to ancestral bear and spectacled bear at 10 million years. Common ancestor of the polar bear links to common ancestor at 10 million years.

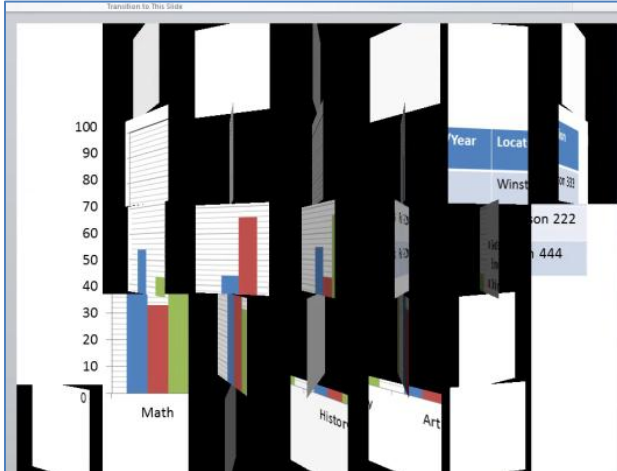
TRANSITIONS AND ANIMATIONS

10C. *Avoid slide transitions and animations, or provide an alternate version without transitions and animations.*

Rarely do animations or transitions actually add to the teaching value of a presentation, and both often conflict with screen reader access. Avoid animations and transitions, or provide an additional version of the presentation that does not include transitions or animations.

DON'T DO THIS

Checkerboard transition in process.



OR THIS

Wave animation in process.

Long Description

- When alternative text *is not enough*
- Diagrams always need long descriptions
- Charts always need long descriptions
- Tables generally need long descriptions

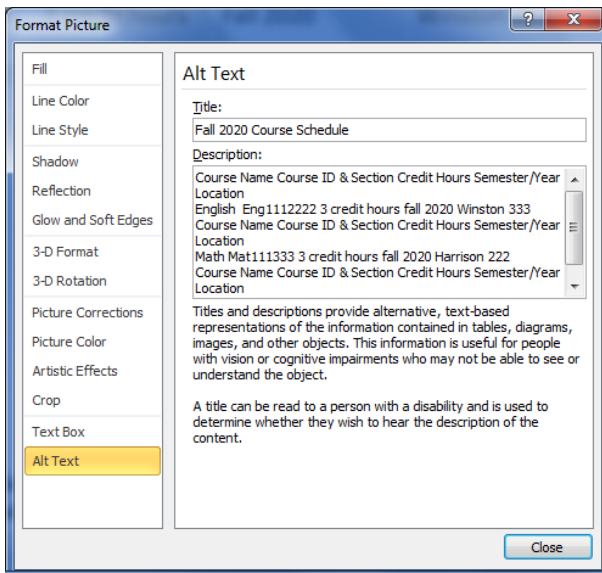
TABLES

11C. Tables are simple, used for data only, have logical left-to-right top-to-bottom reading order; table headers are implemented when available.

It is important to confirm that the data in a table is available to screen readers. In PowerPoint, tables often require the same concise description as a complex image, graph, or chart. Summarize in the alt text box, and convey the data table and its purpose in the description text box. Accessible tables created in the PowerPoint environment should have titles, a logical structure with labeled headers for columns and/or rows as in the example that follows.

When a table is properly formatted, people with visual disabilities can scan content more quickly using screen readers.

Course Name	Course ID & Section	Credit Hours	Semester/Year	Location
English	ENG111-1111	3 credit hours	Fall 2020	Winston 333
Math	MAT111-2222	4 credit hours	Fall 2020	Harrison 222
History	HIS222-3333	3 credit hours	Fall 2020	Welch 444



How do we know if a table is a non-text object or text-based?

DO THIS

The best way to discern if a table is text-based (potentially accessible) or an object (a non-text element) is to attempt to select some of the text.

The table below is text-based. The rows and cells of text are easily selected.

STUDENT	COURSE	TUTOR	DAY	TIME
Sally	Math	Mrs. Jones	Monday	12 pm -1 pm
Walter	English	Mr. Jones	Monday	12 pm -1 pm
Tommy	Math	Mr. Smith	Tuesday	1 pm -2 pm
Helen	Reading	Ms. French	Tuesday	2 pm -3 pm

The table below is an image. The perimeter is selected, but the rows, columns, and cells of data cannot be selected individually.

Fall Schedule

Course Name	Course ID & Section	Credit Hours	Semester/Year	Location
English	ENG111-1111	3 credit hours	Fall 2020	Winston 333
Math	MAT111-2222	4 credit hours	Fall 2020	Harrison 222
History	HIS222-3333	3 credit hours	Fall 2020	Welch 444

The perimeter is selected.
This table is an image.

D. MULTIMEDIA

AUDIO

- 1D. *All audio files should have an adjacent transcript and appropriate user controls.*

Don't enable AutoPlay or allow the multimedia to loop (play over and over).

Do THIS

Enable user controls, and add a link to the transcript.



Image above provides a visual example of user controls that are enabled.

[pepperburg podcast transcript](#)

NOT THIS

[Click here for podcast](#)

MULTIMEDIA VIDEOS

- 2D. *All videos are synchronously captioned and a transcript is provided.*

All video and multimedia content that contain speech or other necessary audio information should be open or closed captioned. Captions are a synchronous text-based representation of multimedia audio content. Open

captioning cannot be turned on and off. Closed captioning, which is the preferred method, can be turned on and off.



An image of a captioned video appears above.

[transcript](#)

AUDIO DESCRIPTIONS

3D. *Video narratives are created incorporating visual descriptions.*

When adding multimedia content, use a script to provide an audio narrative of what the learner is being shown. EXAMPLE: When providing information about a geographic location on a map, describe it visually.



DO THIS

Italy's boundaries are shaped like a boot with the city of Rome at the knee and with the toe of the boot pointed towards the island of Sicily. Italy is surrounded by water on three sides.

NOT THIS

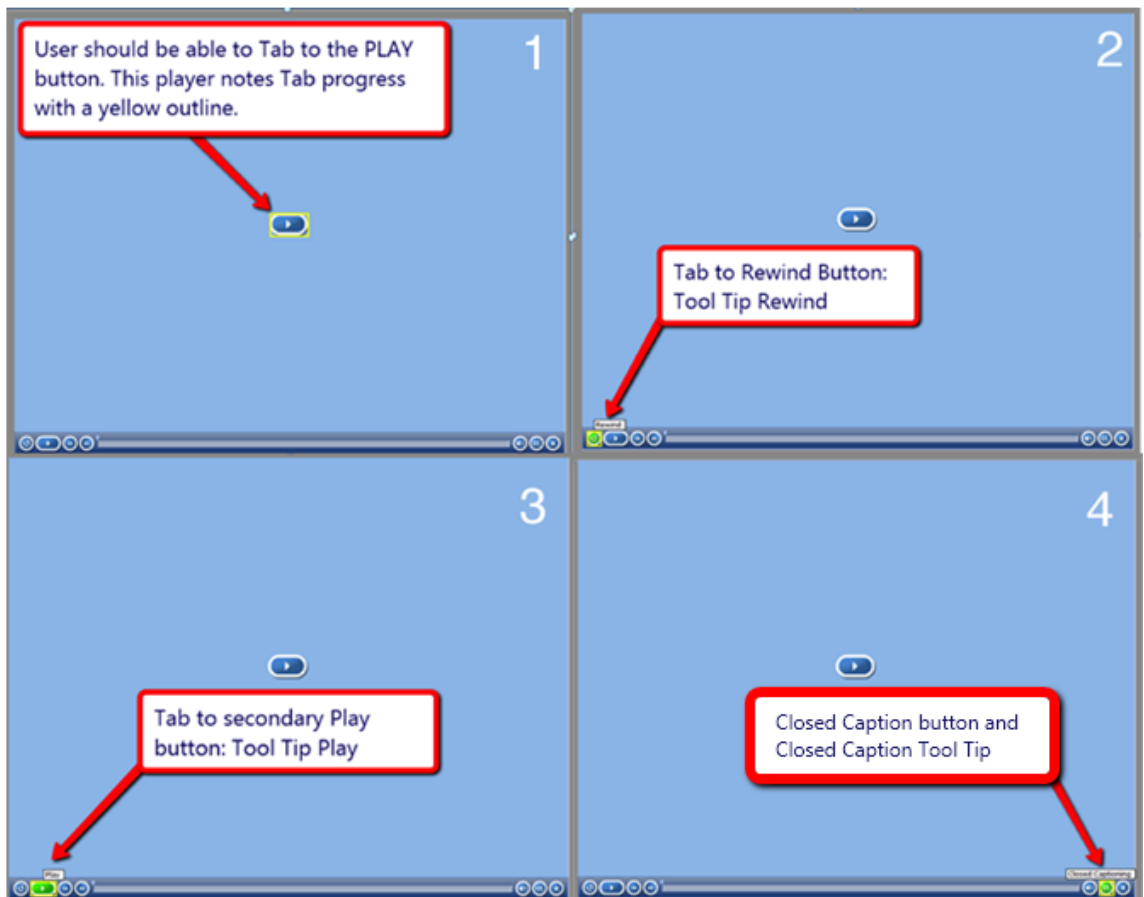
Rome is here, Sicily is here...

Detailed audio descriptions enhance learning for all students, including the visually challenged.

KEYBOARD ACCESS AND PLAYER CONTROLS

- 4D. *Multimedia elements can be controlled by the user. Controls can be manipulated with the keyboard (Tab Key test).*

To perform the Tab Key test, press the tab key repeatedly to navigate through all multimedia elements and controls.



TAB KEY TEST

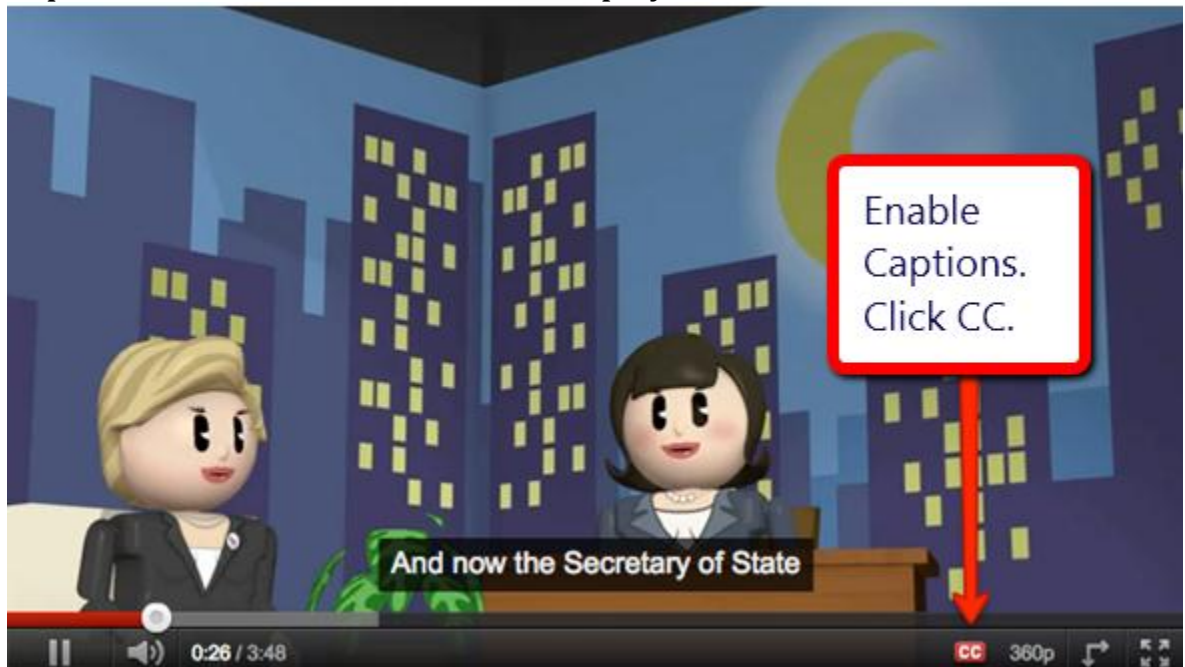
1. The main PLAY button has focus.
2. Tab again to focus on Rewind.
3. Tab again to focus on the secondary Play button.
4. Tab-tab-tab-tab to focus on Closed Captioning.

Instructions should always be provided within the course for downloading and installing plug-ins (including links to the specific plug-ins), enabling captions, navigating players, or for accessing accessible alternatives specific to the multimedia types used within the course.

The YouTube site is accessible; but often a player embedded in a lesson is not. Alternative options with captions should be provided for all embedded media. Windows Media player may require the user to enable the caption feature. The new QuickTime player is the only plug-in player at this time that enables captions by default. Please see examples that follow.

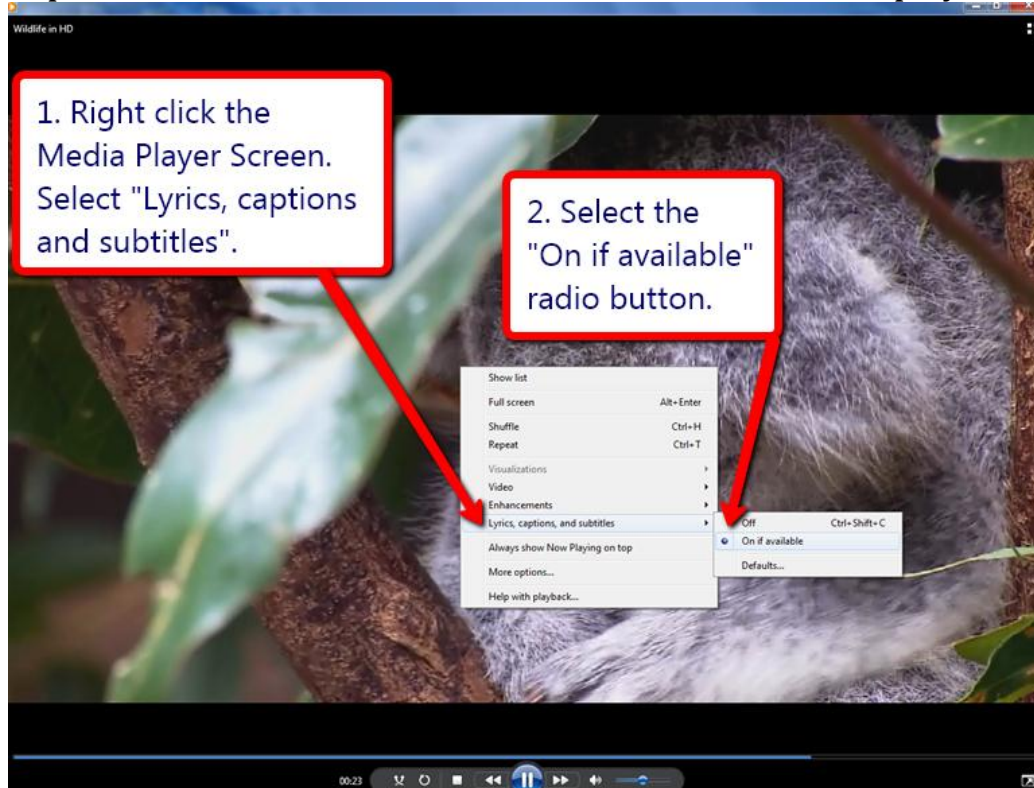
YOUTUBE PLAYER

Captions are enabled in the YouTube player.



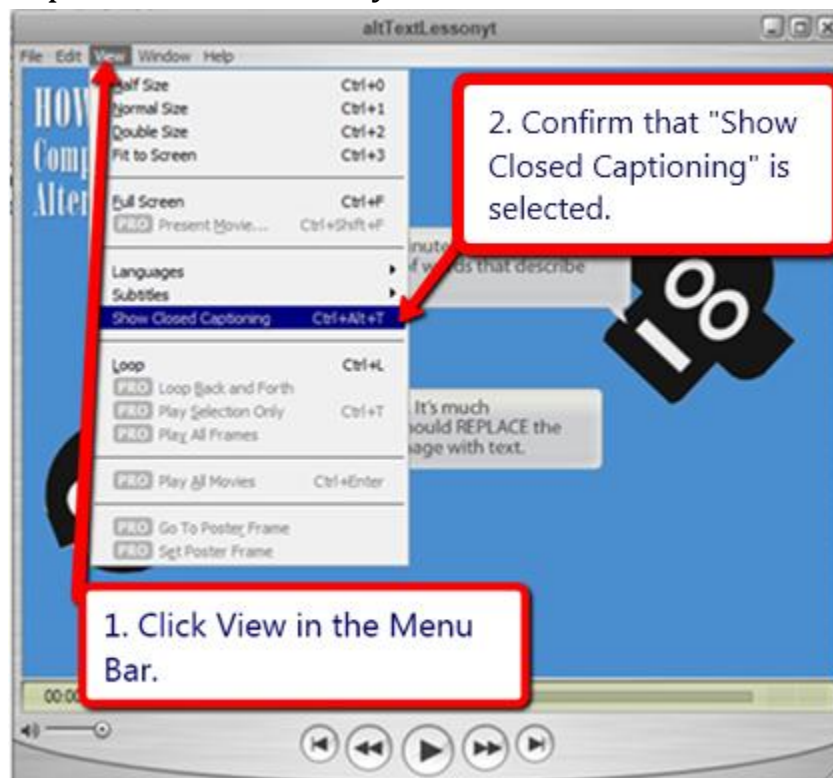
WINDOWS MEDIA PLAYER

Captions must be enabled in the user's Windows Media player.



QUICKTIME PLAYER

Captions are enabled by default



E. WEB RESOURCES

HYPERLINKS

- 1E. *Hyperlink text clearly states the purpose of the link. Web addresses are also provided in text-only format.*

Please refer to 12A on page 10 for more basic examples.

Do THIS

[Firefox version 3.6 download page opens in a new window.](#)

NOT THIS

» [READ MORE](#)

MULTIMEDIA

- 2E. *Multimedia components and controls are accessible with keyboard (Tab Key test).*

Please refer to 4D on page 29 for examples of keyboard access.

ACCESSIBILITY COMPLIANCE

- 3E. *External resources meet accessibility guidelines, including the availability of captions and transcripts.*

NAVIGATION

- 4E. *External resources open in a new window.*

[Firefox version 3.6 download page opens in a new window.](#)