

Proposed Priorities for IUP Accessibility Training

There are currently 3 priority levels.

- Priority level 1 items are feasible for the individual faculty member to learn to implement, or at least become aware of, and are likely to be encountered in most courses.
- Priority level 2 items are feasible for the individual faculty member to learn but are likely to be found only in specific disciplines or course levels. They should be taught for awareness only unless there is a specific course need.
- Priority level 3 items are beyond the control of the individual faculty member (e.g., a feature of the LMS, highly technical, specific to a limited number of disciplines, or require special programming). These items would need to be implemented by IT Support staff. They could be presented to faculty for awareness purposes only.

§ 1194.22 Web-based intranet and internet information and applications.

Priority	Std Title	Standard	Definition/Explanation/Examples
1	Text Equivalent s	(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	<p>Non-text elements: items that convey meaning through means other than electronically readable text, such as images, graphics, video clips, audio clips.</p> <p>Text equivalent: Text that conveys the essential purpose or meaning of a non-text element. Alt tags provide a short label for the image. Longdesc provide detailed textual descriptions of the image content.</p> <p>Note: text equivalents for complicated graphics often are inadequate. It may be necessary to provide tactile, hard-copy graphics for students who are blind.</p> <p>When the image is merely decorative and not significant to the content being read, then alt="" is appropriate. If the alt tag is being inserted by an editor like NVU, then a space in place of the descriptor will provide the appropriate tag.</p>
1		(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	<p>Multimedia presentation: presentation that uses more than one type of media. This usually means there is a mix of audio and visual representation of content.</p> <p>Equivalent alternatives: captions, audio or textual description that fulfill the same purpose as the multimedia presentation, print transcriptions</p> <p>Synchronized: timed and coordinated with the presentation</p> <p>Print transcriptions can be followed along with the presentation. They can allow space for notes and serve as a study guide or reference later.</p>
1		(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or	<p>Reason: Individuals have varying abilities to differentiate colors; printing may be available only in black and white or may not be true to screen colors.</p> <p>Examples of solutions: underline links, use contrast between colors, test printing in B&W, test view on B&W monitor</p> <p>Avoid such color combinations as blue and green or red and blue, as individuals</p>

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		markup.	with color blindness may see such colors as shades of grey.									
1		(d) Documents shall be organized so they are readable without requiring an associated style sheet.	<p>Documents: Organized units of text, images, or other elements; web pages. Style sheet – A collection of formatting instructions stored in a file that determines the layout of the documents when displayed Example of testing: Turn off style sheets in browser. The page should still display in a readable manner.</p> <p>Does PowerPoint fit here? 1. Narrate the PowerPoint. Enter text in notes. But tables & textboxes are a problem. 2. Convert to HTML. 3. Other? Where (a-p) does PowerPoint best belong?</p>									
1		(g) Row and column headers shall be identified for data tables.	<p>Pages that make use of data tables should include background tags that identifies all columns and presented data. The table should also include a header summary statement, such as: "This table lists the amount of money raised and spent by candidates in the 2008 local election. For example if the table is:</p> <table border="1" data-bbox="976 760 1591 873"> <thead> <tr> <th>Candidate</th> <th>Money Raised</th> <th>Money spent</th> </tr> </thead> <tbody> <tr> <td>Johnson</td> <td>\$20,999</td> <td>\$18,987</td> </tr> <tr> <td>Smith</td> <td>\$19,989</td> <td>\$19,678</td> </tr> </tbody> </table> <p>The reader would hear: "This table lists amount of money raised and spent by the major party candidates in the 2000 U.S. Presidential election"</p> <p><i>"Candidate: Johnson Amount Raised \$20,999 Amount Spent: \$18,987"</i> <i>"Candidate: Smith Amount Raised: \$19,989 Amount Spent: \$19,678" -</i></p>	Candidate	Money Raised	Money spent	Johnson	\$20,999	\$18,987	Smith	\$19,989	\$19,678
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1		(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Produce and maintain a text-only version of the content if no other technique exists for communicating the content in a manner that is compliant with all the standards specified in this document.									

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1		(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).	<p>Pages that make use of software such plug-ins as Flash, Adobe Reader, Windows Media, and Real Player should include a link to where students can access the software.</p> <p>NOTE: Content that cannot be accessibly presented in the program format must be provided in an alternate form that is accessible on the same page. For example, PowerPoint files must be provided in HTML text format. Alternatively, all elements of the PowerPoint should be made accessible (images, tables, charts, etc.). See http://www.cew.wisc.edu/accessibility/tutorials/pptpublish.htm</p>
2		(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	<p>A client-side image map is an image map that is run by the browser rather than a server-side script [e.g., Common Gateway Interface (CGI), PERL]. When creating a client-side image map, you provide all the information required to activate the HTML code, typically achieved using an HTML editor (e.g., Dreamweaver). That is why it's called a client-side map. The map's functions are provided on the client's end rather than a server side.</p> <p>Pages that make use of client-side image maps should include a separate list of links to each active region of an image map. The list will allow a screen reader to access the same material made available through the image map. For example, if an image map is used to define the structure of the sun, links to the Corona, Chromosphere, Photosphere, Convection Zone, Radiation Zone, and Core should appear below the image map and display the same content available in the image map.</p>
2		(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	See standard (g) above. Example: See attached multilevel table
2		(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.	Many features of the contemporary Web use scripting languages, such as Javascript, to create certain elements (e.g., menus, pop-up boxes and notifications, and effects). Elements created using scripts should follow accessibility guidelines specific to the element type. For example, if a script is used to create or incorporates an image, the image should include alternate text. If scripts are used to create navigation, the navigation should include keyboard navigation in addition to mouse navigation for accessibility purposes.
2		(p) When a timed response is	Students with disabilities may require more time to complete tasks. If a page

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		required, the user shall be alerted and given sufficient time to indicate more time is required.	<p>makes use of timed tasks, users must be given the option to indicate that they need more time to complete the task. This includes not only online tests but also online forms or other systems that can time out while the user is reading or entering information. Students should have sufficient time to complete tasks and should not lose information input into the system.</p> <p>The user should be given the ability to change or override this setting on his or her own.</p> <p>Note: WebCT currently allows this because students can submit after time has expired; it is then up to faculty to go in and override the score.</p>
3		(e) Redundant text links shall be provided for each active region of a server-side image map.	<p>An image map is an image with hotspots that link to additional content. A server-side image map is an image map that is activated by a server-side script [e.g., Common Gateway Interface (CGI), PERL] rather than in the browser. Pages that make use of server-side image maps should also provide a separate list of links to each active region of an image map. The links will allow a screen reader to access the same material made available through the image map.</p> <p>For example, if an image map is used to define the structure of the sun, links to the Corona, Chromosphere, Photosphere, Convection Zone, Radiation Zone, and Core should appear below the image map and display the same content available in the image map.</p> <p>http://www.htmlgoodies.com/tutorials/image_maps/article.php/3479761</p>
3		(i) Frames shall be titled with text that facilitates frame identification and navigation.	Title each frame to facilitate identification, purpose and relationship to other frames. (e.g. Utilize the TITLE attribute of the HTML FRAME tag)
3		(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Avoid the use of flicker, blink or movement effects as a means to highlight or bring focus to content or to communicate urgency. (e.g. Avoid use of the HTML BLINK and MARQUEE tags.) These effects can not only cause difficulty in viewing but also trigger seizures.
3		(n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality	<ul style="list-style-type: none"> • Electronic forms are those that users complete and submit online, including such controls as text-entry fields, radio buttons, check boxes, drop-down menus, and form buttons. For all forms, labels for the type of information to be included in each area (e.g., name, address, phone) should be included for each area. • For forms that include elements in tables, the user should be able to clearly

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		required for completion and submission of the form, including all directions and cues.	<p>associate the labels with the form element (e.g., text-entry field or drop-down).</p> <ul style="list-style-type: none"> • Use headings to differentiate areas of forms (groups of similar fields). • Provide narrative explanation of form. • If directions for completing the form are located on a different page, people should be able to jump to the help for a particular section and return to the same place in the form. • Users should be able to use the tab key to move through the form in the optimal sequence. • Forms should be tested with assistive technologies to assure they work correctly.
3		(o) A method shall be provided that permits users to skip repetitive navigation links.	<p>A link should be provided to allow users to skip repetitive links (the links that appear on every page, such as Home and Contact). This allows users who are using screen readers to skip over the navigation links to more quickly and efficiently navigate to the content of the pages. (Screen readers read <i>every</i> link, so a standard links that repeat on every page and in multiple locations can be extremely time-consuming and wearying.)</p> <p>For pages in an LMS, the skip link feature should be an integrated feature. So this requirement would be needed only if online content contains its own set of repetitive navigation links.</p> <p>The suggested method is to have users directed straight to the content section of the page. It is recommended that this link be prominently displayed on the page rather than hidden and coded into the HTML.</p>