

University of South Australia

Online Accessibility Action Plan

FINAL VERSION

(Approved by Senior Management Group)

(February 2004)

VERSION 1.0

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1 INTRODUCTION

This Action Plan demonstrates the University of South Australia's commitment to develop its website in an effective and accessible manner.

The University uses the World Wide Web for a range of administrative, marketing, research and teaching purposes to increase the flexibility and accessibility of its information and services. The University recognises that a website that is accessible for people with disabilities will be beneficial for all users.

The requirement to provide an accessible web environment is contained in the *Disability Discrimination Act 1992*. Under this legislation, the University is accountable as an employer and as an education and service provider.

The Web Accessibility Initiative (WAI) sponsored by the World Wide Web Consortium (W3C) has developed the international standards for web access. These guidelines have been widely adopted in the international arena and are recommended by the Australian Human Rights and Equal Opportunity Commission (HREOC) as ensuring accessibility under Australian legislation. HREOC states that the guidelines provide, "the most comprehensive set of benchmarks for assessing the accessibility of websites, and represent current international best practice in accessible web design" (HREOC 2002, [Online]).

This Action Plan covers all websites within the unisa.edu.au domain, and other domains that the University owns and/or operates. Where the University contributes to a website but does not manage it, the Action Plan will provide guidance which staff can use to advise web managers of best practice in web accessibility.

This Action Plan is based largely on the Web Disability Access Action Plan developed by Charles Sturt University. Permission to use CSU's Action Plan as the basis for this plan is gratefully acknowledged.

2 THE DISABILITY DISCRIMINATION ACT 1992

The federal *Disability Discrimination Act 1992 (DDA)* makes discrimination on the basis of disability unlawful. (For definitions of important terms from the DDA, see Appendix 1.)

2.1 Relevance of Discrimination Legislation to UniSA Online Services

The advisory notes for the *DDA* state that:

... it appears that it is technically feasible to remove most barriers to equal access of Worldwide Web pages for people with a disability; and that this may be done in a way that does not detract from the usefulness or attractiveness to other users of Web pages. In many cases, incorporating accessibility features will actually benefit all users.

The DDA does not require... that Web pages be restricted only to plain black and white text. Forms and formats that give increased functionality for some users, or increased scope for creativity by developers, are not prohibited or discouraged. It is essential, however, that where a feature does not itself provide equal accessibility, an effective accessible alternative should be provided, unless this is not reasonably possible.

... Equal access for people with a disability in this area is required by the DDA where it can reasonably be provided. This requirement applies to any individual or organisation developing a Worldwide Web page in Australia, or placing or maintaining a Web page on an Australian server. This includes pages developed or maintained for purposes relating to employment; education; provision of services including professional services... (HREOC 2002, [Online])

3 WEB ACCESSIBILITY

In order to support access to web resources, the W3C aims to enable the web to develop to its full potential as a forum for information, commerce, communication and collective understanding by developing interoperable technologies such as specifications, guidelines, software and tools.

As part of this commitment, the W3C promotes usability for people with disabilities. The Web Accessibility Initiative (WAI), in coordination with organisations around the world, is pursuing accessibility of the web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development. In 1999-2000 the WAI developed its guidelines and these are recognised and used internationally as the benchmark for action plans or guidelines.

An edited version of the WAI's glossary of terms relating to web accessibility is included as Appendix 2; further information about W3C and WAI is at <http://www.w3.org/> and <http://www.w3.org/WAI/>.

4 UniSA POLICY ON WEB ACCESSIBILITY

UniSA is committed to providing accurate and accessible web materials in a timely manner to all users and every reasonable effort will be made to provide these materials in formats that can be accessed by people with disabilities.

The University has determined that attaining all three W3C priority levels represents the ideal in web accessibility and has decided that a staged implementation will be the most effective way to achieve compliance.

As part of this staged implementation:

- Priority 1 has been adopted as an appropriate minimum benchmark for implementation by the end of 2003.
- The University will aim to meet Priority 2 by 31 January 2005.
- In order to meet Priority 3, the University will review the implementation of Priority 1 and 2 during 2005 and decide on an appropriate timetable for implementation.
- The University aims to have full compliance by 2010.

During the implementation process, staff will be actively encouraged to create web materials that meet all three Priorities.

Two aspects of web accessibility need to be addressed. These are:

- the development of accessible web materials (through the creation of materials that meet the W3C priorities)
- the provision of alternative resources or tools to allow materials to be accessed by people with disabilities (through the provision of text equivalents, screen readers and adaptive technologies).

These two lines of action will be monitored and evaluated as part of the University's commitment to quality assurance.

Consequently, the strategy adopted by the Online Accessibility Action Plan is to:

- ensure that all new information in the unisa.edu.au and other University operated domains conforms to the W3C guidelines by an agreed deadline
- ensure that processes exist whereby students and staff with disabilities who are unable to access online information are either provided access through modification of the online information or can access an appropriate alternative service
- monitor accessibility for students and staff with disabilities and address issues as soon as practicable after they arise
- work towards bringing pre-existing material to Priority 1 and beyond as appropriate
- utilise the W3C guidelines for Authoring Tool Accessibility to develop authoring tools appropriate for UniSA.

5 MANAGEMENT OF THE ACTION PLAN

The Online Accessibility Management Committee oversees the implementation of this Action Plan. The Committee will comprise:

- Deputy Director: Information Strategy - ISTS (Chair)
- Coordinator: Online Services (FLC)
- Library Web Coordinator (Library)
- Coordinator: Information Services & Reporting (SAS)
- Disability Liaison Officer (FLC)
- A member of academic staff with expertise in web technologies (School of Computer and Information Science)
- A Head of School (nominated by Heads of School Group)
- Representative of Marketing and Development Unit
- Representative of Human Resources Unit
- A member of the community with expertise in disability support (Disability Information and Resource Centre)
- Coordinator: E-business (ISTS).

The terms of reference of the Online Accessibility Management Committee are:

1. To manage the implementation of the Online Accessibility Action Plan.
2. To advocate web accessibility within the University.
3. To advise the Director: ISTS on matters pertaining to web accessibility.
4. To review and update the plan annually.
5. To report to the Pro Vice Chancellor: Access and Learning Support annually.
6. To report to the University Web Management Group.
7. To evaluate compliance with web accessibility.
8. To make the case for resources required to enhance web accessibility.

6 OBJECTIVES AND STRATEGIES

Objective 1

That all new corporate online information in the unisa.edu.au domain conforms to WAI guidelines.

Strategies		Performance indicators	Responsibilities	Timeline
1.1	All material created after 1 July 2003 will be compliant with WAI guidelines Priority 1.	Compliance to current WAI guidelines is achieved.	Director: Information Strategy & Technology Services	1 July 2003
1.2	All material created after 1 January 2005 will be compliant with WAI guidelines Priority 2.	Compliance to current WAI guidelines is achieved.	Director: Information Strategy & Technology Services	1 January 2005
1.3	All new and converted sites will be checked for accessibility as part of their (re)development.	All new and converted sites are accessible.	Web Authors	August 2003
1.4	The UniSA homepage and any sites identified as being inaccessible by a UniSA student or staff member with disabilities will be made accessibility compliant in a timely manner.	Identified sites comply.	Page maintainers	1 July 2005

Objective 2

That all staff are aware of the University's web accessibility guidelines.

Strategies		Performance indicators	Responsibilities	Timeline
2.1	Conduct awareness raising sessions for all staff.	Sessions conducted.	Online Accessibility Management Committee	April 2004
2.2	Distribute guidelines to web authors.	Guidelines distributed.	Director: Marketing and Development Unit	August 2003
2.3	Guidelines to be included in UniSA policies and procedures dealing with online environment.	Amendments to relevant policies and procedures.	Convenor, University Web Management Group	August 2003

Objective 3

That all staff with web responsibilities can implement the University's web accessibility guidelines.

Strategies		Performance indicators	Responsibilities	Timeline
3.1	Training programs for web authors are available and include detailed information on web accessibility.	Training available.	Director: HR	April 2004
3.2	Web authors are trained to ensure compliance with guidelines. Software be made available to authors to enable development	Training plan is documented. Resources for training identified	Managers, Heads of School	Ongoing
3.3	Helpdesk staff are trained to recognise accessibility issues as identified by user complaints, requests and questions.	Training conducted.	Manager: Customer Services (ISTS)	April 2004
3.4	Online resource provided which educates staff in the development of accessible online material.	Online resource available.	Online Accessibility Management Committee	April 2004

Objective 4

That online teaching and learning resources and materials are designed and delivered so that the level of communication and educational experience is equivalent for all students and staff - with or without disabilities.

Strategies		Performance indicators	Responsibilities	Timeline
4.1	All new online learning resources are designed to provide “built in” accommodation (eg closed captioning, descriptive narration) and/or interface design/content layout which is accessible to industry standard assistive computer technology in common use by persons with disabilities.	Online learning resources meet the appropriate priority. UniSANet templates and Online Library resources can be accessed using industry standard assistive computer technology.	PVC: ALS	Priority 1: 1 October 2003 Priority 2: 1 January 2005 Priority 3: TBD 1 January 2005
4.2	Curriculum materials and resources created as part of the normal review process are accessible.	Online learning resources meet the appropriate priority.	Division PVCs	Priority 1: 1 October 2003 Priority 2: 1 January 2005 Priority 3: TBD Ongoing
4.3	Students or staff unable to access web resources on the Library website are provided equivalent alternative materials.	Students or staff receive accessible learning materials in a timely manner.	University Librarian	March 2004
4.4	Students or staff unable to access resources on UniSANet are provided appropriate, equivalent alternative materials if required.	Students or staff receive accessible learning materials in a timely manner.	Course coordinators	March 2004
4.5	Students or staff unable to access resources on School websites are provided equivalent alternative University materials to those on a School website if required.	Students or staff receive accessible learning materials in a timely manner.	Heads of School	March 2004
4.6	Staff unable to access web resources required for induction or training purposes are provided equivalent alternative materials if required.	Staff receive accessible learning materials in a timely manner.	Responsible coordinator / consultant	Ongoing

Objective 5

That online administrative services and materials are designed and delivered in such a way that the level of service is equivalent for all students or staff - with or without disabilities.

Strategies		Performance indicators	Responsibilities	Timeline
5.1	All new corporate online administrative services are designed to provide “built in” accommodation (eg closed captioning, descriptive narration) and/or interface design/content layout which is accessible to industry standard assistive computer technology in common use by persons with disabilities.	Online administrative services meet Priority 1, 2 and beyond accessibility as appropriate. All templates in web-based information services can be read using industry standard assistive computer technology.	Director: Student and Academic Services Director: Information Strategy and Technology Services	Priority 1: 1 October 2003 Priority 2: 1 January 2005 Priority 3: TBD Ongoing
5.2	All new online administrative services provided by Schools and Divisions are designed to provide “built in” accommodation (eg closed captioning, descriptive narration) and/or interface design/content layout which is accessible to industry standard assistive computer technology in common use by persons with disabilities.	Online administrative services meet Priority 1 and 2 accessibility and beyond as appropriate. All templates in web-based information services can be read using industry standard assistive computer technology.	Division Managers, Heads of School	Priority 1: 1 October 2003 Priority 2: 1 January 2005 Priority 3: TBD
5.3	Students or staff unable to access administrative resources are provided alternative administrative materials if required.	Students or staff receive accessible materials in a timely manner.	Director: Student and Academic Services	February 2004

Objective 6

To ensure that the University's commitment to online accessibility and the Action Plan is promoted throughout the University and the wider community.

Strategies		Performance indicators	Responsibilities	Timeline
6.1	A copy of the Online Accessibility Action Plan will be placed on the UniSA website.	The Plan is available on the UniSA website.	Chair, Online Accessibility Management Committee	March 2004
6.2	The Plan will be lodged with HREOC and other stakeholder groups.	Copies of the plan are sent.	Vice-Chancellor	April 2004
6.3	Reference to the University's commitment to online accessibility and the action plan will be made in all appropriate University publications.	References to the commitment and plan appears in all appropriate promotional documents and internal publications.	Director: Marketing and Development Unit	Ongoing
6.4	A copy of the Plan will be given to all Heads of School, Managers of Units and Pro Vice Chancellors.	Copies are distributed.	Chair, Online Accessibility Management Committee	April 2004
6.5	Copies of the plan and reference to the University's commitment will be made available as part of University's staff induction process.	Copies and reference to UniSA's commitment are included.	Director HR	April 2004
6.6	The Online Accessibility Plan is available in alternative formats if required.	Copies of the plan are available in an appropriate alternative format upon request.	Chair, Online Accessibility Management Committee	Ongoing 2004

Objective 7

To ensure that periodic evaluations of the implementation of the plan are conducted and appropriate actions taken.

Strategies		Performance indicators	Responsibilities	Timeline
7.1	Action Plan forwarded to SMG for endorsement.	Action Plan approved and implemented.	Pro Vice Chancellor: Access and Learning Support Chair, Online Accessibility Management Committee	March 2004
7.2	Complaints about compliance with the Action Plan are referred to the ISTS helpdesk or an appropriate University representative as outlined in the University's grievance procedures.	Complaints are resolved in a satisfactory and timely manner.	Information Strategy & Technology Services Student Ombud Director: HR	Ongoing
7.3	Action Plan is reviewed and amended as appropriate.	Amendments made as required.	Chair, Online Accessibility Management Committee	Ongoing
7.4	Report on the progress of the Action Plan.	Report completed.	Pro Vice Chancellor: ALS	Annually
7.5	Develop appropriate evaluation processes to ensure compliance is being achieved.	Tools and/or evaluation processes developed to monitor compliance.	Chair, Online Accessibility Management Committee	April 2004

Objective 8

Ensure that course materials which teach about online delivery incorporate information about accessible design requirements

Strategies		Performance indicators	Responsibilities
8.1	New curriculum materials and resources for courses that teach about online delivery incorporate information about WAI guidelines, priorities and compliance.	Graduates aware of accessible design principles..	Head of School CIS Head of School CNM

7 REFERENCES

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Appendix 1

Key terms relating to disability discrimination

Disability (defined by the *DDA* 1992 in relation to a person) means:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of a part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that

- h. presently exists; or
- f. previously existed but no longer exists; or
- j. may exist in the future; or
- k. is imputed to a person.

Commonly used descriptions of disability such as physical, sensory, intellectual, psychiatric, and learning are included under this definition.

Disability discrimination

Under state and federal legislation disability discrimination is unlawful.

Disability discrimination means treating a person with a disability less favourably than a person without a disability would be treated under similar circumstances. This is **direct discrimination**.

Discrimination also exists where there is a condition or requirement imposed which may be the same for everyone but unfairly excludes or disadvantages a person with a disability (for example, requiring someone who cannot speak to undertake an oral examination; requiring someone who is blind to read information from an inaccessible website). This is **indirect discrimination**.

In some circumstances discrimination on the basis of disability may be considered lawful, for example if the person with the disability is not able to meet or fulfil the "inherent requirements" of a job or course of study, then they may be excluded from this job or course. Thus it may be lawful for an airline to "discriminate" against a pilot who has a vision impairment, or for a university to "discriminate" against a person who has a severe intellectual impairment.

Reasonable adjustment means making alterations to educational programs, procedures and facilities that are deemed to be sensible, fair and equitable for students with disabilities in order for them to access the educational program. **Workplace adjustments / reasonable accommodations** means making alterations to enable an employee with disabilities have equal opportunity to:

- be considered for selection, appointment, promotion, transfer, training or other employment opportunity
- perform the requirements of the relevant job
- enjoy equal terms and conditions of employment with other employees in comparable circumstances
- participate in and benefit from work related facilities, programs or benefits on equal terms with other employees.

http://www.hreoc.gov.au/disability_rights/faq/Employment/employment_faq_1.html#adjustment

Unjustifiable hardship

If a complaint about disability discrimination proceeds to a hearing, the onus is on the institution to establish that the adjustment required poses 'unjustifiable hardship' to that institution, if that institution is seeking exemption from complying with the *DDA*.

In deciding whether or not an adjustment required by a person with a disability constitutes an unjustifiable hardship, the following points should be kept in mind:

- whether the hardship is or is not unjustifiable is something that would ultimately be decided by the Commission on a case-by-case basis
- the overall purposes of the Act - ensuring greater access and opportunity for people with disabilities - would be the fundamental value base from which assessments of unjustifiable hardship would be made by the Commission.

In considering whether or not a hardship is unjustifiable, the Commission would take into consideration such things as:

- any benefits the adjustment might have for other people
- any disadvantages an adjustment might have for other people
- the particular circumstances and needs of the individual, or group, involved in the complaint
- the costs involved in making the adjustment, and how affordable those costs are for the organisation or company that would have to pay for them.

Appendix 2

Glossary relating to web accessibility

Based on the WAI GLOSSARY (some headwords have been deleted)
Web Content Accessibility Guidelines 1.0. W3C Recommendation 5-May-1999
<http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505>

Accessible

Content is accessible when it may be used by someone with a disability.

The Web Authoring Tools Guidelines use an extended definition:

"accessible Web content" and "accessible authoring tool" mean that the content and tool can be used by people regardless of disability. To understand the accessibility issues relevant to authoring tool design, consider that many authors may be creating content in contexts very different from your own:

- They may not be able to see, hear, move, or may not be able to process some types of information easily or at all
- They may have difficulty reading or comprehending text
- They may not have or be able to use a keyboard or mouse
- They may have a text-only display, or a small screen.

Accessible design will benefit people in these different authoring scenarios and also many people who do not have a physical disability but who have similar needs. For example, someone may be working in a noisy environment and thus require an alternative representation of audio information. Similarly, someone may be working in an eyes-busy environment and thus require an audio equivalent to information they cannot view.

<http://www.w3.org/TR/ATAG10/#def-Accessibility>

Assistive technology

Assistive technology is software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities and includes wheelchairs, reading machines and devices for grasping. Common software-based assistive technologies include screen readers, screen magnifiers, speech synthesizers, and voice input software that operate in conjunction with graphical desktop browsers (among other user agents). Hardware assistive technologies include alternative keyboards and pointing devices.

Screen magnifier

A screen magnifier is a software program that magnifies a portion of the screen so that it can be more easily viewed. Screen magnifiers are used primarily by individuals with low vision.

Screen reader

A software program that reads aloud the contents of the screen to a user. Screen readers are used primarily by individuals who are blind. Screen readers can usually only read text that is printed, not painted, to the screen.

User agent

Software to access web content, including desktop graphical browsers, text browsers, voice browsers, mobile phones, multimedia players, plug-ins, and some software assistive technologies used in conjunction with browsers such as screen readers, screen magnifiers and voice recognition software.

Device independent

Users must be able to interact with a user agent (and the document it renders) using the supported input and output devices of their choice and according to their needs. Input devices may include pointing devices, keyboards, braille devices, head wands, microphones, and others. Output devices may include monitors, speech synthesizers, and braille devices. Please note that "device-independent support" does not mean that user agents must support every input or output device. User agents should offer redundant input and output mechanisms for those devices that are supported. For example, if a user agent supports keyboard and mouse input, users should be able to interact with all features using either the keyboard or the mouse.

Bobby <http://www.cast.org/bobby/Bobby311.cfm>

Bobby is a web-based tool that analyses webpages for their accessibility to people with disabilities. CAST (Centre for Applied Special Technology) offers Bobby as a free public service in order to further its mission to expand opportunities for people with disabilities through the innovative uses of computer technology.

To run the tool, users enter the URL of the page that they want Bobby to examine and click Submit. Bobby will display a report indicating any accessibility and browser compatibility errors found on the page. This dialog will only test one page at a time. If you wish to test an entire site as a batch, use the downloadable version of Bobby. Once all the pages of your site receive a Bobby Approved rating, you are entitled to display a Bobby Approved icon.

Document content, structure and presentation

The **content** of a document refers to what it says to the user through natural language, images, sounds, movies, animations etc. The **structure** of a document is how it is organised logically (eg by chapter, with an introduction and table of contents etc). An element (eg P, STRONG, BLOCKQUOTE in HTML) that specifies document structure is called a structural element. The **presentation** of a document is how the document is rendered (eg as print, as a two-dimensional graphical presentation, as a text-only presentation, as synthesized speech, as Braille etc) An element that specifies document presentation (eg B, FONT, CENTER) is called a presentation element.

Consider a document header, for example. The content of the header is what the header says (eg "Sailboats"). In HTML, the header is a structural element marked up with, for example, an H2 element. Finally, the presentation of the header might be a bold block text in the margin, a centred line of text, a title spoken with a certain voice style, etc.

Equivalent

Content is "equivalent" to other content when both fulfil essentially the same function or purpose upon presentation to the user. In the context of this document, the equivalent must fulfil essentially the same function for the person with a disability (at least insofar as is feasible, given the nature of the disability and the state of technology) as the primary content does for the person without any disability.

For example, the text "The Full Moon" might convey the same information as an image of a full moon when presented to users. Note that equivalent information focuses on fulfilling the same function. If the image is part of a link and understanding the image is crucial to guessing the link target, an equivalent must also give users an idea of the link target. Providing equivalent information for inaccessible content is one of the primary ways authors can make their documents accessible to people with disabilities.

As part of fulfilling the same function of content an equivalent may involve a description of that content (i.e., what the content looks like or sounds like). For example, in order for users to understand the information conveyed by a complex chart, authors should describe the visual information in the chart.

Since text content can be presented to the user as synthesized speech, braille, and visually-displayed text, these guidelines require text equivalents for graphic and audio information. Text equivalents must be written so that they convey all essential content. Non-text equivalents (eg an auditory description of a visual presentation, or a video of a person telling a story using sign language as an equivalent for a written story) also improve accessibility for people who cannot access visual information or written text, including many individuals with blindness, cognitive disabilities, learning disabilities and deafness.

Equivalent information may be provided in a number of ways, including through attributes (eg a text value for the "alt" attribute in HTML and SMIL), as part of element content (eg the OBJECT in HTML), as part of the document's prose, or via a linked document (eg designated by the "longdesc" attribute in HTML or a description link). Depending on the complexity of the equivalent, it may be necessary to combine techniques (eg use "alt" for an abbreviated equivalent, useful to familiar readers, in addition to "longdesc" for a link to more complete information, useful to first-time readers). The details of how and when to provide equivalent information are part of the Techniques Document ([TECHNIQUES]).

A text transcript is a text equivalent of audio information that includes spoken words and non-spoken sounds such as sound effects. A caption is a text transcript for the audio track of a video presentation that is synchronized with the video and audio tracks. Captions are generally rendered visually by being

superimposed over the video, which benefits people who are deaf and hard-of-hearing, and anyone who cannot hear the audio (eg when in a crowded room). A collated text transcript combines (collates) captions with text descriptions of video information (descriptions of the actions, body language, graphics, and scene changes of the video track). These text equivalents make presentations accessible to people who are deaf-blind and to people who cannot play movies, animations, etc. It also makes the information available to search engines.

One example of a non-text equivalent is an auditory description of the key visual elements of a presentation. The description is either a pre-recorded human voice or a synthesized voice (recorded or generated on the fly). The auditory description is synchronized with the audio track of the presentation, usually during natural pauses in the audio track. Auditory descriptions include information about actions, graphics and scene changes.

Image

A graphical presentation.

Image map

An image that has been divided into regions with associated actions. Clicking on an active region causes an action to occur.

When a user clicks on an active region of a client-side image map, the user agent calculates in which region the click occurred and follows the link associated with that region. Clicking on an active region of a server-side image map causes the coordinates of the click to be sent to a server, which then performs some action.

Content developers can make client-side image maps accessible by providing device-independent access to the same links associated with the image map's regions. Client-side image maps allow the user agent to provide immediate feedback as to whether or not the user's pointer is over an active region.

Linearized table

A table rendering process where the contents of the cells become a series of paragraphs (eg down the page) one after another. The paragraphs will occur in the same order as the cells are defined in the document source. Cells should make sense when read in order and should include structural elements (that create paragraphs, headers, lists etc) so the page makes sense after linearization.

Link text

The rendered text content of a link.

Navigation mechanism

A navigation mechanism is any means by which a user can navigate a page or site. Some typical mechanisms include:

- **navigation bars**
A navigation bar is a collection of links to the most important parts of a document or site.
- **site maps**
A site map provides a global view of the organisation of a page or site.
- **tables of contents**
A table of contents generally lists (and links to) the most important sections of a document.

Style sheets

A style sheet is a set of statements that specify presentation of a document. Style sheets may have three different origins: they may be written by content providers, created by users, or built into user agents. In CSS ([CSS2]), the interaction of content provider, user, and user agent style sheets is called the **cascade**.

Presentation markup is markup that achieves a stylistic (rather than structuring) effect such as the B or I elements in HTML. Note that the STRONG and EM elements are not considered presentation markup since they convey information that is independent of a particular font style.

Tabular information

When tables are used to represent logical relationships among data - text, numbers, images, etc - that information is called "tabular information" and the tables are called "data tables". The relationships expressed

by a table may be rendered visually (usually on a two-dimensional grid), aurally (often preceding cells with header information), or in other formats.

Until user agents ...

In most of the W3C guidelines checkpoints, content developers are asked to ensure the accessibility of their pages and sites. However, there are accessibility needs that would be more appropriately met by user agents (including assistive technologies). As of the publication of this document, not all user agents or assistive technologies provide the accessibility control users require (eg some user agents may not allow users to turn off blinking content, or some screen readers may not handle tables well). Checkpoints that contain the phrase "until user agents ..." require content developers to provide additional support for accessibility until most user agents readily available to their audience include the necessary accessibility features.

Note. The W3C WAI Website (refer to [WAI-UA-SUPPORT]) provides information about user agent support for accessibility features. Content developers are encouraged to consult this page regularly for updated information.

Appendix 3

Web Accessibility Initiative Guidelines

W3C

Checklist of Checkpoints for Web Content Accessibility Guidelines 1.0

This version:

<http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/full-checklist>
(plain text, postscript, pdf)

This document is an appendix to:

<http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505>

Latest version of Web Content Accessibility Guidelines 1.0:

<http://www.w3.org/TR/WAI-WEBCONTENT>

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apply.

This document is an appendix to the W3C "Web Content Accessibility Guidelines 1.0". It provides a list of all checkpoints from the Web Content Accessibility Guidelines 1.0, organized by concept, as a checklist for Web content developers. Please refer to the Guidelines document for introductory information, information about related documents, a glossary of terms, and more.

This list may be used to review a page or site for accessibility. For each checkpoint, indicate whether the checkpoint has been satisfied, has not been satisfied, or is not applicable.

A list version of the checkpoints is also available.

This document has been produced as part of the Web Accessibility Initiative. The goal of the WAI Web Content Guidelines Working Group is discussed in the Working Group charter.

Status of this document

This document is an appendix to a document that has been reviewed by W3C Members and other interested parties and has been endorsed by the Director as a W3C Recommendation. This is a stable document and may be used as reference material or cited as a normative reference from another document. W3C's role in making the Recommendation is to draw attention to the specification and to promote its widespread deployment. This enhances the functionality and universality of the Web.

A list of current W3C Recommendations and other technical documents can be found at <http://www.w3.org/TR>.

This document has been produced as part of the Web Accessibility Initiative. The goal of the Web Content Guidelines Working Group is discussed in the Working Group charter.

Please send comments about this document to wai-wcag-editor@w3.org.

Priorities

Each checkpoint has a priority level assigned by the Working Group based on the checkpoint's impact on accessibility.

[Priority 1]

A Web content developer must satisfy this checkpoint.

Otherwise, one or more groups will find it impossible to access information in the document. Satisfying this checkpoint is a basic requirement for some groups to be able to use Web documents.

[Priority 2]

A Web content developer should satisfy this checkpoint.

Otherwise, one or more groups will find it difficult to access information in the document. Satisfying this checkpoint will remove significant barriers to accessing Web documents.

[Priority 3]

A Web content developer may address this checkpoint. Otherwise, one or more groups will find it somewhat difficult to access information in the document. Satisfying this checkpoint will improve access to Web documents.

Some checkpoints specify a priority level that may change under certain (indicated) conditions.

Priority 1 checkpoints

In General (Priority 1) Yes No N/A

1.1 Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). This includes: images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ascii art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.

2.1 Ensure that all information conveyed with color is also available without color, for example from context or markup.

4.1 Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).

6.1 Organize documents so they may be read without style sheets. For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.

6.2 Ensure that equivalents for dynamic content are updated when the dynamic content changes.

7.1 Until user agents allow users to control flickering, avoid causing the screen to flicker.

14.1 Use the clearest and simplest language appropriate for a site's content.

And if you use images and image maps (Priority 1) Yes No N/A

1.2 Provide redundant text links for each active region of a server-side image map.

9.1 Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape.

And if you use tables (Priority 1) Yes No N/A

5.1 For data tables, identify row and column headers.

5.2 For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells.

And if you use frames (Priority 1) Yes No N/A

12.1 Title each frame to facilitate frame identification and navigation.

And if you use applets and scripts (Priority 1) Yes No N/A

6.3 Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported. If this is not possible, provide equivalent information on an alternative accessible page.

And if you use multimedia (Priority 1) Yes No N/A

1.3 Until user agents can automatically read aloud the text equivalent of a visual track, provide an auditory description of the important information of the visual track of a multimedia presentation.

1.4 For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.

And if all else fails (Priority 1) Yes No N/A

11.4 If, after best efforts, you cannot create an accessible page, provide a link to an alternative page that uses W3C technologies, is accessible, has equivalent information (or functionality), and is updated as often as the inaccessible (original) page.

Priority 2 checkpoints

In General (Priority 2) Yes No N/A

2.2 Ensure that foreground and background color combinations provide sufficient contrast when viewed by someone having color deficits or when viewed on a black and white screen. [Priority 2 for images, Priority 3 for text].

3.1 When an appropriate markup language exists, use markup rather than images to convey information.

3.2 Create documents that validate to published formal grammars.

3.3 Use style sheets to control layout and presentation.

3.4 Use relative rather than absolute units in markup language attribute values and style sheet property values.

3.5 Use header elements to convey document structure and use them according to specification.

3.6 Mark up lists and list items properly.

3.7 Mark up quotations. Do not use quotation markup for formatting effects such as indentation.

6.5 Ensure that dynamic content is accessible or provide an alternative presentation or page.

- 7.2 Until user agents allow users to control blinking, avoid causing content to blink (i.e., change presentation at a regular rate, such as turning on and off).
- 7.4 Until user agents provide the ability to stop the refresh, do not create periodically auto-refreshing pages.
- 7.5 Until user agents provide the ability to stop auto-redirect, do not use markup to redirect pages automatically. Instead, configure the server to perform redirects.
- 10.1 Until user agents allow users to turn off spawned windows, do not cause pop-ups or other windows to appear and do not change the current window without informing the user.
- 11.1 Use W3C technologies when they are available and appropriate for a task and use the latest versions when supported.
- 11.2 Avoid deprecated features of W3C technologies.
- 12.3 Divide large blocks of information into more manageable groups where natural and appropriate.
- 13.1 Clearly identify the target of each link.
- 13.2 Provide metadata to add semantic information to pages and sites.
- 13.3 Provide information about the general layout of a site (e.g., a site map or table of contents).
- 13.4 Use navigation mechanisms in a consistent manner.
- And if you use tables (Priority 2) Yes No N/A
- 5.3 Do not use tables for layout unless the table makes sense when linearized. Otherwise, if the table does not make sense, provide an alternative equivalent (which may be a linearized version).
- 5.4 If a table is used for layout, do not use any structural markup for the purpose of visual formatting.
- And if you use frames (Priority 2) Yes No N/A
- 12.2 Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.
- And if you use forms (Priority 2) Yes No N/A
- 10.2 Until user agents support explicit associations between labels and form controls, for all form controls with implicitly associated labels, ensure that the label is properly positioned.
- 12.4 Associate labels explicitly with their controls.
- And if you use applets and scripts (Priority 2) Yes No N/A
- 6.4 For scripts and applets, ensure that event handlers are input device-independent.
- 7.3 Until user agents allow users to freeze moving content, avoid movement in pages.
- 8.1 Make programmatic elements such as scripts and applets directly accessible or compatible with assistive technologies [Priority 1 if functionality is important and not presented elsewhere, otherwise Priority 2.]
- 9.2 Ensure that any element that has its own interface can be operated in a device-independent manner.
- 9.3 For scripts, specify logical event handlers rather than device-dependent event handlers.

Priority 3 checkpoints

- In General (Priority 3) Yes No N/A
- 4.2 Specify the expansion of each abbreviation or acronym in a document where it first occurs.
- 4.3 Identify the primary natural language of a document.
- 9.4 Create a logical tab order through links, form controls, and objects.
- 9.5 Provide keyboard shortcuts to important links (including those in client-side image maps), form controls, and groups of form controls.
- 10.5 Until user agents (including assistive technologies) render adjacent links distinctly, include non-link, printable characters (surrounded by spaces) between adjacent links.
- 11.3 Provide information so that users may receive documents according to their preferences (e.g., language, content type, etc.)
- 13.5 Provide navigation bars to highlight and give access to the navigation mechanism.
- 13.6 Group related links, identify the group (for user agents), and, until user agents do so, provide a way to bypass the group.
- 13.7 If search functions are provided, enable different types of searches for different skill levels and preferences.
- 13.8 Place distinguishing information at the beginning of headings, paragraphs, lists, etc.
- 13.9 Provide information about document collections (i.e., documents comprising multiple pages.)
- 13.10 Provide a means to skip over multi-line ASCII art.
- 14.2 Supplement text with graphic or auditory presentations where they will facilitate comprehension of the page.
- 14.3 Create a style of presentation that is consistent across pages.

And if you use images and image maps (Priority 3) Yes No N/A

1.5 Until user agents render text equivalents for client-side image map links, provide redundant text links for each active region of a client-side image map.

And if you use tables (Priority 3) Yes No N/A

5.5 Provide summaries for tables.

5.6 Provide abbreviations for header labels.

10.3 Until user agents (including assistive technologies) render side-by-side text correctly, provide a linear text alternative (on the current page or some other) for all tables that lay out text in parallel, word-wrapped columns.

And if you use forms (Priority 3) Yes No N/A

10.4 Until user agents handle empty controls correctly, include default, place-holding characters in edit boxes and text areas.