



TEXAS A&M
UNIVERSITY.

WCAG 2.2 (A & AA) Accessibility Checklist Digital Content for Instructional Use


To be considered accessible, digital content for instructional use (face-to-face and online) must meet level A and AA of the [WCAG 2.2 Standards](#).

Standard	Level	Name	Description	Implementation/Examples	Completed
Principle 1: Perceivable					
1.1	A	Text Alternatives	Provided text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language	Non-text content such as pictures, charts, and weblink buttons need alternate text. The alt text can vary depending on the digital resource's context; for example, assessment images may have different alt text than in standalone resources. Alt text should clearly describe the image content.	
1.1.1	A	Non-text Content	All non-text content presented to the user has a text alternative that serves the same purpose.	Alt Text for graphics (pictures and charts). Decorative images are marked as such.	
1.2.1 1.2.3	A A	Audio-only and Video-only (Prerecorded) Audio Description or Media Alternative (Prerecorded)	For prerecorded audio-only and prerecorded video-only media, either an alternative for time-based media or an audio track is provided that presents equivalent information.	Prerecorded audio-only content (e.g., podcast without video) needs a text alternative. Use the secondary audio track to provide descriptions of what is happening. A written transcript describing the activity works as well.	

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1.2.2	A	Captions (Prerecorded)	Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.	All video recordings must have captions. If not, the instructor must provide a transcript of the audio upon request.	
1.2.4	AA	Captions (Live)	Captions are provided for all live audio content in synchronized media.	All live Zoom and Teams meetings must have captions and transcripts enabled.	
1.2.5	AA	Audio Description	Audio description is provided for all prerecorded video content in synchronized media.	If the scene or location of the video cannot be determined by the audio track, the secondary audio track should be used to provide context.	
1.3.1	A	Info and Relationships	Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.	Tables must have header rows, and the “Repeat Header Rows on each page” option must be selected if the table appears on 2 or more pages. Diagrams and charts must have text descriptions describing relationships. Use Heading styles in Word and Canvas (and Slide Titles in PowerPoint) to structure content and assist with navigation.	
1.3.2	A	Meaningful Sequence	When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	Word documents: Use Styles to define headings, quotes, etc. (especially before converting to a PDF). PowerPoints and PDFs must have a logical reading order.	

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1.3.3	A	Sensory Characteristics	Instructions provided for understanding and operating content do not rely solely on sensory characteristics such as shape, color, size, visual location, orientation, or sound.	Documents and LMS pages: Do not convey information by using color only (i.e., red) or using instructions like “click” the purple button. Describe controls by name, not just by appearance or location.	
1.3.5	AA	Identify Input Purpose	The purpose of each input field collecting information about the user can be programmatically determined when: <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. 	Surveys and forms (in the LMS, Qualtrics, or Web pages) must have labels identifying what to put in each field.	
1.4.1	A	Use of Color	Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Avoid using color only (e.g., red) to convey importance. Add a secondary indicator, like an asterisk (*) to distinguish important content. Avoid wording that refers to a colored object (i.e., click the purple button). Be more descriptive.	
1.4.2	A	Audio Control	If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume	Don't hide/remove any audio or video settings that could prevent a student from stopping, restarting, rewinding, fast-forwarding.	

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			independently from the overall system volume level.		
1.4.3	AA	Contrast (Minimum)	<p>The visual presentation of the text and images has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no contrast requirement. 	<p>Use dark-colored text on light-colored backgrounds and light-colored text on dark-colored backgrounds. The accessibility checker in Office 365 will check for these ratios. WebAIM Contrast Checker is a great tool to find high-contrast combinations. In 365, use the option to "only show high-contrast colors" when selecting a font color,</p>	<p>Font type Font size</p>
1.4.4	AA	Resize Text	Except for captions and images of text, text can be resized without assistive technology up to 200% without a loss of content or functionality.	Your documents should be scalable (be able to Zoom in and out).	
1.4.5	AA	Images of Text	<p>If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements. • Essential: A particular presentation of text is essential to the information being conveyed. 	<p>If you add a text box or an image of text, it is considered a graphic. It's ok to use if you add Alt Text.</p> <p>Avoid images of text unless essential and always include alt text to portray the text For diagrams: Provide additional information based on the context of</p>	

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			<i>Note 1:</i> Logotypes (text that is part of a logo or brand name) are considered essential.	its use or provide instructions for accessing further information . Provide a long description of the image	
1.4.10	AA	Reflow	Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for: <ul style="list-style-type: none"> Vertical scrolling content at a width equivalent to 320 CSS pixels. Horizontal scrolling content at a height equivalent to 256 CSS pixels. Except for parts of the content which require a two-dimensional layout for usage or meaning.	Don't make graphics so big that they can't be resized to fit on a cell phone screen and still be able to see the contents clearly. Manual check: Zoom into 400% Manual check: multiple devices	
1.4.11	AA	Non-text Contrast	The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): <ul style="list-style-type: none"> User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author. Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. 	When making a chart or graphic that contains more than one color, don't use similar shades next to one another. Consider adding textures to charts or graphs to help distinguish different colors. Use a screenshot of an entire screen with caution. In an instance of an existing image, provide alt text or additional description of what is being shown	
1.4.12	AA	Text Spacing	In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:	Word documents: Change the Line and Paragraph Spacing Option  to 1.5.	

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			<ul style="list-style-type: none"> • Line height (line spacing) to at least 1.5 times the font size. • Spacing the following paragraphs to at least 2 times the font size. • Letter spacing (tracking) to at least 0.12 times the font size. • Word spacing to at least 0.16 times the font size. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	<p>Limit text content on PowerPoint</p> <p>Consider adding an additional slide</p> <p>Use line spacing between bullet points</p>	
1.4.13	AA	Content on Hover or Focus	<p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> • Dismissible: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content. • Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; • Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. 	<p>Tool Tips/Screen tips: If you use them, they need to be hidden/dismissed by pressing Escape.</p>	

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			Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.		
Principle 2 - Operable					
2.4.2	A	Page Titled	Web pages have titles that describe the topic or purpose	LMS modules and pages should have titles that describe the topic or its purpose.	
2.4.3	A	Focus Order	If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.	LMS: If you want students to follow a sequence, put them in sequential order within a module. Don't put them in different modules.	
2.4.4	A	Link Purpose (In Context)	The purpose of each link can be determined from the link text alone or from the link text with its programmatically determined link content, except where the purpose of the link would be ambiguous to users in general.	Use a meaningful text description for a link, not the website address.	
2.4.6	AA	Headings and Labels	Headings and labels describe a topic or purpose.	In documents, use heading styles (Heading 1, etc.) to define headings and subheadings. Headings /labels should be meaningful and help orient yourself within a document or Web page. (Use Headings in Canvas to do the same.)	
Principle 3 - Understandable					
3.2.3	AA	Consistent Navigation	Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they	LMS: Use a consistent order of elements within each module. Use Canvas course templates.	

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			are repeated, unless a change is initiated by the user.	Consider content order within the modules	
3.3.2	A	Labels or instructions	Labels or instructions are provided when content requires user input.	LMS: For Quizzes, Assignments, Discussions, etc.: If students need to upload a document or enter a response, please include this information in the instructions provided by the instructor.	