

Accessibility Standards Checklist

Southwest Airlines University LD&D

Name of Evaluator:

Project Name:

Date of Evaluation:

Learning Developer:

Team Leader:

Project Manager:

Instructions for Evaluator

After you have spent time using the material to be evaluated, complete the following tables. Decide which sections are relevant to the material. (The General section will be relevant to all projects.) Then check the boxes next to the guidelines that are met in the material. For each guideline that is not met, enter notes that will help the Learning Developer to fix the issue. Include specific locations of issues where possible.

Section 1: General

This section is not applicable

NOTE: There are two pages for the General section. Select the tabs to navigate each page.

Alt Text

All meaningful images have alternative text provided in the settings.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Decorative images do not have alternative text (screen readers will not perceive them).

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Graphics

Images are set as “In line with text” in text wrapping, rather than tight, square, in front, or behind alignment.

[WCAG 2.1 - 2.4.3](#)

Notes and Locations of Issues

- Graphics such as graphs, illustrations, charts, and images have alternative text (“alt text”) for the content and/or function of the graphic.

[WCAG 2.1 - 1.1](#)

Notes and Locations of Issues

If text has a background image, the text still meets color contrast guidelines.

[WCAG 2.1 - 1.4.6](#)

Notes and Locations of Issues

Content

All webpages, documents, presentations, and courses have the native language selected for screen reader access.

[WCAG 2.1 - 3.1.2](#)

Notes and Locations of Issues

There is no content that flashes or flickers more often than three times per second.

[WCAG 2.1 - 2.3.1](#)

Notes and Locations of Issues

A mechanism for identifying the expanded form or meaning of abbreviations is available.

[WCAG 2.1 - 3.1.4](#)

Notes and Locations of Issues

Text can be resized without assistive technology up to 200% without loss of content or functionality.

[WCAG 2.1 - 1.4.4](#)

Notes and Locations of Issues

Content does not restrict view and operation to a single display orientation, such as portrait or landscape (unless that orientation is essential to the context).

[WCAG 2.1 - 1.3.4](#)

Notes and Locations of Issues

Textboxes can be perceived by assistive technology and in a logical reading order.

[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

Lists are displayed with bulleted or numbered list style.

[WCAG 2.1 - 1.3.1](#)

Notes and Locations of Issues

Section 1: General

This section is not applicable

NOTE: There are two pages for the General section. Select the tabs to navigate each page.

Inclusive Language

Avoid using words that apply to only to sighted users, such as “click” and “look at.” Instead use “activate” or “select” instead of “click” and “examine” instead of “look at.”

[WCAG 2.1 – 3.1](#)

Notes and Locations of Issues

Links

Link text describes the target of the link.

[WCAG 2.1 – 2.4.4](#)

Notes and Locations of Issues

Links are indicated with color and at least one other indicator, such as underlining, context, or location in a navigation menu.

[WCAG 2.1 – 1.4.1](#)

Notes and Locations of Issues

Color Contrast

Color is not the only way of providing information. Color can be used in conjunction with a secondary code such as text or a symbol.

[WCAG 2.1 – 1.4.1](#)

Notes and Locations of Issues

Large text (18 pt. or 14 pt. bold): color contrast ratio of 3:1

Small text (Smaller than 18 pt.): color contrast ratio of 4.5:1

[WCAG 2.1 – 1.4.3](#)

Notes and Locations of Issues

Tables

Use a caption and summary when displaying data tables. The summary should reflect what a sighted user could glean from a table at a quick glance. It should be typed into the alternative text description field.

[Section 508 – 302.9](#)

Notes and Locations of Issues

Tables are read in the correct order by assistive technology. (right to left, top to bottom)

[WCAG 2.1 – 1.3.2](#)

Notes and Locations of Issues

If a table contains merged cells, the table still reads in the correct order. (right to left, top to bottom)

[WCAG 2.1 – 1.3.2](#)

Notes and Locations of Issues

Tables use row and/or column headings.

[WCAG 2.1 – 1.3.1](#)

Notes and Locations of Issues

If a table spans multiple pages, the header row is set to repeat at the top of each page.

[WCAG 2.1 – 1.3.1](#)

Notes and Locations of Issues

Reading Order

Content is presented in a logical sequence, both visually and when perceived by assistive technology.

[WCAG 2.1 – 1.3.2](#)

Notes and Locations of Issues

Section 2: Websites

This section is not applicable

Assistive Technology

All pages or frames have a title (<title>) that describes the topic or purpose of the page. This allows screen reader users to navigate multiple open pages at once without having to read the page content.

[WCAG 2.1 - 1.3.6](#)

Notes and Locations of Issues

All functions are available using only a keyboard and can be perceived by assistive technology (such as JAWS and ZoomText).

[WCAG 2.1 - 2.1](#)

Notes and Locations of Issues

When the keyboard is used to move to a page location, the keyboard can also be used to move away from it. (It does not trap the keyboard-only user on that object.)

[WCAG 2.1 - 2.1.2](#)

Notes and Locations of Issues

Focus Indicator

When using a keyboard to navigate a page, the focus indicator preserves the meaning of the page with a logical order.

[WCAG 2.1 - 2.4.3](#)

Notes and Locations of Issues

The focus indicator adheres to color contrast guidelines.

[WCAG 2.1 - 1.4.3](#)

Notes and Locations of Issues

Skip to Content

If content, such as a menu, is repeated on multiple pages, there is a link to skip that content.

[WCAG 2.1 - 2.4.1](#)

Notes and Locations of Issues

Section 3: Word Processing Documents

This section is not applicable

Headings

Document has been created using “Styles” which indicate nested heading levels. (Heading 1, Heading 2, etc.)

[WCAG 2.1 - 2.4.10](#)

Notes and Locations of Issues

Heading levels are not skipped (i.e. If there is a Heading 3, it must be nested under Heading 2.)

[WCAG 2.1 - 2.4.10](#)

Notes and Locations of Issues

White Space

Avoid manually created white space through use of the Enter key. Use paragraph formatting to create space.

[WCAG 2.1 Supplemental](#)

Notes and Locations of Issues

Section 4: PowerPoint Presentations

This section is not applicable

Notes Pane

The notes pane is used to describe complex images, charts, tables, and audio.

[WCAG 2.1 - 1.1](#)

Notes and Locations of Issues

Reading Order

Slide reading order is logical. (Ensure that reading order is top to bottom in the Selection Pane by locating Home tab>Arrange>Selection Pane).

[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

Slides Titles

Each slide has a descriptive and unique title. A slide deck that has multiple slides with the same name makes it difficult for screen reader users to differentiate slide content.

[WCAG 2.1 - 2.4.2](#)

Notes and Locations of Issues

Section 5: Spreadsheets

This section is not applicable

Instructions

Each worksheet begins in cell A-1 with navigation instructions for the sheet.

[WCAG 2.1 - 2.4](#)

Notes and Locations of Issues

Reading Order

If there are multiple tables, graphs, or charts on a worksheet, they are able to be read by assistive technology (such as JAWS) in a logical reading order.

[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

White Space

White space is controlled with row and column sizing, or with not more than one blank row or column.

[WCAG 2.1 Supplemental](#)

Notes and Locations of Issues

Section 6: PDFs

This section is not applicable

Assistive Technology

Document is set to “Enable assistive technology support” (Edit>Preferences>Accessibility>Other Accessibility Options)
[WCAG 2.1 - 4.1](#)

Notes and Locations of Issues

Reading Order

Reading/tab order is logical. (left to right, top to bottom) Use the Reading Order Tool to edit or add tags.
[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

Document is set to “Use document structure for tab order when no explicit tab order is specified” (Edit>Preferences>Accessibility>Other Accessibility Options)
[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

Tags

Document has been designed using appropriate tags which can be seen in the tag tree.
[WCAG 2.1 - 1.3.2](#)

Notes and Locations of Issues

Language

Ensure language is set in the document preferences. (Edit>Preferences>Language)
[WCAG 2.1 - 3.1.1](#)

Notes and Locations of Issues

Section 7: Interactions

This section is not applicable

Input Assistance

If content requires user input, labels or instructions are provided. This includes when the user selects an incorrect answer.

[WCAG 2.1 – 3.3.2](#)

Notes and Locations of Issues

Reading Order

When using assistive technology, the content is perceived in an order that makes the interaction meaningful.

[WCAG 2.1 – 1.3.2](#)

Notes and Locations of Issues

Screen Reader

When multimedia content changes, assistive technology (such as JAWS) is alerted to those changes.

[WCAG 2.1 – 4.3.1](#)

Notes and Locations of Issues

Sensory Characteristics

Instructions do not rely solely on sensory characteristics such as size, shape, location, orientation, or sound.

[WCAG 2.1 – 1.3.3](#)

Notes and Locations of Issues

Time

If content is limited by time, there is enough time for all users to read and use that content; alternatively there is a way to disable the time limit.

[WCAG 2.1 – 2.2.1](#)

Notes and Locations of Issues

Section 8: Multimedia

This section is not applicable

Audio

For audio files (such as podcasts or recordings), a transcript of the audio is in close proximity to the audio file.
[WCAG 2.1 - 1.2.1](#)

Notes and Locations of Issues

Audio transcripts should identify the speaker.
[WCAG 2.1 - 1.2.1](#)

Notes and Locations of Issues

Digital Publications

A dynamic table of contents must include bookmark links that take the user directly to the content.
[WCAG 2.1 - 2.1.1](#)

Notes and Locations of Issues

User Control

All audio and video can started, stopped, and paused by the user.
[WCAG 2.1 - 1.4.2](#)

Notes and Locations of Issues

Video

Video transcript should be available and in close proximity to the video.
[WCAG 2.1 - 1.2.3](#)

Notes and Locations of Issues

Video transcript is a “descriptive transcript.” It includes information that the user needs to know but is not explicitly described in the video.
[WCAG 2.1 - 1.2.3](#)

Notes and Locations of Issues

Synchronized, closed captions are available. They appear on-screen at the same time as the sound and they can be turned on or off by the user.
[WCAG 2.1 - 1.2.5](#)

Notes and Locations of Issues

Section 9: Articulate Rise

This section is not applicable

NOTE: There are two pages for the Articulate Rise section. Select the tabs to navigate each page.

Alternative Text

The following Rise blocks are not currently keyboard accessible:

- Image and quote carousels
 - Process interactions
 - Drag-and-drop interactions
 - Charts
- To use these, provide a text alternative located in close proximity.
[Articulate: Design Your Course with Accessibility in Mind](#)

Notes and Locations of Issues

Each image that is essential to learning has meaningful alternative text.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Do not use images of text unless the content is also available in text format (in the image caption, alt text, or nearby text)

[Articulate: Design Your Course with Accessibility in Mind](#)

Notes and Locations of Issues

Interactions

Provide instructions for use for all interactions. Some interactions do not have native instructions; they should be added by the developer:

- Sorting
- Carousels
- Flashcards
- Matching drag-and-drop

[WCAG 2.1 - 3.3.2](#)

Notes and Locations of Issues

Provide a text-based alternative to all interactions in the transcript. It should include the content the learner needs to know or learn from the interaction.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Language

Select the course language in the course settings so that JAWS can correctly announce information such as interface elements and content.

[WCAG 2.1 - 3.1.1](#)

Notes and Locations of Issues

Multiple Sensory Inputs

All content should be able to be heard and seen. Rise lessons should include:

- audio narration that is available just prior to the text being narrated. If the lesson is long, split the content into digestible chunks, each with its own narration block.
 - closed captions on each video (can be turned on/off by the user)
 - A transcript of all course content available to the user in a convenient way.
- It should include descriptions of video content that is heard but not seen (such as knocking at a door) or seen but not heard (such as a mouse moving to and clicking a box in ARD).

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Video transcripts should include descriptions of video content that is • heard but not seen (such as knocking at a door), or • seen but not heard (such as a mouse moving to and clicking a box in ARD).

[WCAG 2.1 - 1.2.5](#)

Notes and Locations of Issues

Audio clips should include a transcript if the text is not already included in a Rise block.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Section 9: Articulate Rise

This section is not applicable

NOTE: There are two pages for the Articulate Rise section. Select the tabs to navigate each page.

Navigability

The style of a button should match its expected functionality.

[WCAG 2.1 - 3.2.3](#)

WIP LD&D Curriculum Deliverable Standards

Notes and Locations of Issues

The text on a button should match its expected functionality.

WIP LD&D Curriculum Deliverable Standards

[WCAG 2.1 - 3.2.4](#)

Notes and Locations of Issues

Provide Rise keyboard shortcuts via this link:

<https://articulate.com/support/article/RiseKeyboard-Accessible-Navigation>

Notes and Locations of Issues

When creating buttons that are unusual, include guidance on how to use the button.

Notes and Locations of Issues

Transcript

Lesson transcripts should include a dynamic table of contents that allows users to skip easily to any lesson.

[WCAG 2.1 - 2.4.1](#)

Notes and Locations of Issues

Color Contrast

Each element should meet minimum color contrast standards, in all states.

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Notes and Locations of Issues

Universal Design for Learning

Use section headers whenever possible to aid in understanding.

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Notes and Locations of Issues

Provide accessibility instructions in the beginning of the course to inform users of the layout and design before they start. This can be located in the first lesson of the course, which can easily be skipped by users who do not require it.

[Articulate: Design Your Course with Accessibility in Mind](#)

Notes and Locations of Issues

Use objects, formatting, and spacing consistently.

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WIP LD&D Curriculum Deliverable Standards

Notes and Locations of Issues

Use the feedback functions for all answer choices so that learners can monitor their understanding. Ensure that there is a “Close” button on all feedback that can be accessed and triggered by a keystroke.

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Notes and Locations of Issues

Audio and video blocks should have a caption or some other indicator that describes the purpose of the media.

[Articulate: Design Your Course with Accessibility in Mind](#)

Notes and Locations of Issues

Section 10: Articulate Storyline

This section is not applicable

NOTE: There are two pages for the Articulate Storyline section. Select the tabs to navigate each page.

Alt Text

Each image that is essential to learning has meaningful alternative text.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Each image that is decorative/nonessential has a null alt tag that is two quotation marks without a space in between, i.e. "" so that Jaws will ignore it.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Focus Order

Focus order has been checked on each slide for order and alt text of objects.

[WCAG 2.1 - 1.3.2](#)

[WCAG 2.1 -2.4.3](#)

Notes and Locations of Issues

All unnecessary focus order items have been removed from the focus order list. No "phantom focus indicators" are presented to the Jaws user.

[WCAG 2.1 - 1.3.2](#)

[WCAG 2.1 -2.4.3](#)

Notes and Locations of Issues

Slide narration is placed first in the focus order.

[WCAG 2.1 - 1.3.2](#)

[WCAG 2.1 -2.4.3](#)

Notes and Locations of Issues

Narration

Slide text is also presented through narration. (Human narration is the first choice; computer narration is the second choice.)

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Interactions

Provide a text-based alternative to all interactions in the form of a transcript. It should include the content the learner needs to know or learn from the interaction. Place transcript in the Resources section of the player, labeled "Transcript."

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Multiple Sensory Inputs

All content should be able to be heard and seen. Slides should include:

- audio narration on each slide.
- closed captions of narration (can be turned on/off by the user.)
- A transcript of all course content available to the user in a convenient way so that if at any time the user cannot perceive necessary content as presented, they can access the transcript and gain the same information.
- If appropriate for the interaction, include a transcript of it in the Storyline player as an additional tab.

[WCAG 2.1 - 1.1.1](#)

Notes and Locations of Issues

Section 10: Articulate Storyline

This section is not applicable

NOTE: There are two pages for the Articulate Storyline section. Select the tabs to navigate each page.

Navigation

Each slide and scene are named appropriately so that the Storyline player can display them in the sidebar menu so the Jaws user can identify slide content without actually reading each slide.

[WCAG 2.1 - 2.4.1](#)

Notes and Locations of Issues

In Storyline player controls: volume, captions, seek bar, play/pause, and accessibility controls are selected.

[WCAG 2.1 - 2.2.2](#)

Notes and Locations of Issues

Universal Design for Learning

Provide accessibility instructions in the beginning of the course to inform users of the layout and usage before they start. This can be included on one of the first slides and can be easily skipped by those who do not require it.

Notes and Locations of Issues

[Articulate: Design Your Course with Accessibility in Mind](#)

[WCAG 2.1 - 3.3.2](#)