










# WEB Accessibility Guidelines



For more information  
[www.pcc.edu/access-guidelines](http://www.pcc.edu/access-guidelines)

Component	Guideline	Why Is This Important?
 <b>Headings</b>	Use properly formatted headings to structure a page.	Headings help to organize content, making it easier for everyone to read. Headings are also a primary way for people using screen reading software to navigate a page of text.
 <b>Lists</b>	Format lists as proper lists.	Formatting is conveyed to assistive technologies and mobile devices so they can present information as it's meant to be presented. Properly formatted documents are more understandable and accessible.
 <b>Links</b>	Write meaningful link text.	Links embedded in text should describe the link's destination. This helps all users navigate more efficiently, especially screen reader users.
 <b>Tables</b>	Create tables with column and/or row headers, and ensure a proper reading order.	<ul style="list-style-type: none"> <li>▪ <b>Why Column Headers in a Data Table are Important</b> Using table headers is important to conveying tabular data accurately.</li> <li>▪ <b>Why the Reading Order in a Table is Important</b> Screen readers read tables from left to right, top to bottom, one cell at a time (&amp; only once). If cells are split or merged, it could throw the reading order off which may make the table difficult to comprehend by users who are blind and using a screen reader to navigate.</li> </ul>
 <b>Color</b>	<ul style="list-style-type: none"> <li>▪ Use sufficient color contrast.</li> <li>▪ Don't use color alone to convey meaning.</li> </ul>	Without sufficient color contrast between font and background, people who are color blind and low vision will not benefit from the information. And using color alone to convey meaning will leave those who are color blind or blind unable to interpret the meaning.
 <b>Keyboard</b>	Ensure that any action that uses a mouse can also be completed using only the keyboard.	Mobility and visual disabilities often make using a mouse impossible or ineffective. If content is not keyboard accessible, it will limit who can learn from the content.
 <b>Images</b>	Provide alternative (Alt) text descriptions for images.	Alt text is read by a screen reader. It should adequately describe what is being displayed and why it's important. This allows screen reader users to benefit from the information being conveyed by the image, even if they cannot see it.












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 <b>Navigation</b>	Design clear and consistent navigation.	Clear and consistent navigation in your course will allow students to focus on your content rather than on how to find it.
 <b>Blinking</b>	Eliminate or limit blinking / flashing content to 3 seconds.	Blinking content is distracting, and it can cause seizures to occur in people with a photosensitive disorder.
 <b>Forms</b>	<ul style="list-style-type: none"> <li>Label form fields and buttons clearly.</li> <li>Ensure a proper logical reading order in a form.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Why the reading order of a form is important</b> Using the tab key, your cursor should follow through the form in the same order it is intended to be completed. This benefits users who cannot use a mouse.</li> <li>▪ <b>Why labeling buttons and form fields is important</b> A screen reader will identify the button or form field by reading the label. The label should adequately describe the button's action, and the form field label should indicate what information should be filled in to the form field.</li> </ul>
 <b>Video</b>	Keep a list of videos and audio recordings that are not captioned / subtitled or transcribed. DL will ask you for that list when you have a student with a captioning accommodation.	Video captions benefit many viewers. Captions are essential for those who are deaf and hard of hearing, but they also aid in comprehension for non-native English speakers, those who are unfamiliar with vocabulary, and viewers with some learning disabilities or in a noisy environment.
 <b>Audio</b>		Audio transcripts benefit many students. They are essential for those who are deaf or hard of hearing, but they also assist anyone who would like to read or search the transcript.
 <b>Software</b>	Require only accessible software & applications.	Inaccessible software and applications will shut students with disabilities out. Contact us to have your interactive applications and software accessibility tested.
 <b>Math &amp; Science</b>	Write math and science equations accessibly.	For web pages, use an equation editor that outputs MathML. For MS Word and PPT documents, use the MathType plugin.

