

MATC Accessibility Comparison Document

508 Legal Standards

Vs.

***The W3C (World Wide Web Consortium) Recommended
Standards – Priority Level 1***

**A Brief Comparison of How These Two Standards Relate to
Each Other**

February 1, 2006 Section 508 of the Rehabilitation Act (legal standards)	W3C Web Content Accessibility Guidelines - Priority 1	Bottom Line
A text equivalent for every non-text element shall be provided	Provide a text equivalent for every non-text element. (Checkpoint 1.1)	Use "alt", "longdesc", or in element content to convey information in a text format. A longdesc links to another document that you create to describe in text what the non-text element means. W3C recommends that text equivalents be used for logos, photos, submit buttons, applets, image bullets in lists, ASCII art, links within an image map, invisible images used for page layout. Example: Pie chart or grid with no explanation would be considered an accessibility issue.
Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	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. (Checkpoint 1.3) 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. (Checkpoint 1.4)	Multimedia means sound and video together. Complying means: <ul style="list-style-type: none"> • Captioning the audio portion • Captioning that is synchronized with the video • Audio description of the visual information • Audio presentations must be accompanied by text transcripts (text equivalents). Example: Any one of these items missing would be considered an accessibility issue.
Web pages shall be designed so that all information conveyed with color is also available without color.	Ensure that all information conveyed with color is also available without color (Checkpoint 2.1)	Do not use colors as the sole method for identifying screen elements or controls. The pages will be unusable for those people who are blind or have low vision. If using color, use another method of identification such as text labels combined with color. Example: You ask users to press the green button and you have not alternative to let the user know which button is the green one.
Documents shall be organized so they are readable without requiring an associated style sheet.	Organize documents so they may be read without style sheets. (Checkpoint 6.1)	Users that have low vision often create their own style sheet. Don't set up style sheets or other methods that will override user-defined style sheets. Provide text equivalents for any important images or text generated by style sheets (background-image, list-style, content properties) Example: Using a linked style sheet instead of embedding styles into each individual web page would not allow users to apply their own style sheet.
Redundant text links shall be provided for each active region of a server-side image map.	Provide redundant text links for each active region of a server-side image map. (Checkpoint 1.2)	Create redundant text links to provide access to the page for anyone not able to see or accurately click on the map. Include alternative links within the body of an <object> element. If IMG is used to insert an image, provide an alternative list of links after it and indicate the existence and location of the alternative list ("alt" attribute).
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.	Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape. (Checkpoint 9.1)	Client-side image maps allow an author to assign text to each image map "hotspot". Screen readers can easily identify and activate regions of the map. Provide text alternatives and link descriptions for the image maps. Example: wisc.htm would give assistive technology no clue what that hotspot link would be. Wisc could mean many things. Add alternative text clues to each link in the image map.

<p>Row and column headers shall be identified for data tables.</p>	<p>For data tables, identify row and column headers. (Checkpoint 5.1)</p>	<p>For data tables, identify row and column headers. Use <TH> to identify column headers.</p>
<p>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.</p>	<p>For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells. (Checkpoint 5.2)</p>	<p>Tables need to be coded according to the rules of the markup language used for creating tables. Associate the headings with each cell using the scope attribute. Do not use the <pre> tag to format data tables. Use the THEAD for repeated table headers, TFOOT for repeated table footers, and TBODY for other groups of rows and groups of columns (COLGROUP and COL). Label elements with the "scope" so that future browsers and assistive technologies will be able to select data from a table by filtering on categories.</p>
<p>Frames shall be titled with text that facilitates frame identification and navigation.</p>	<p>Title each frame to facilitate frame identification and navigation (Checkpoint 12.1)</p>	<p>It is recommended that you don't use frames at all. If you currently have information in a Frames environment, follow these rules until you can get it converted. Clearly identify each frame in the <frame> tag by using the "title" attribute which allows a description of that frame. Use the "title" attribute in both the <FRAMESET> and <FRAME> elements.</p>
<p>Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2Hz and lower than 55Hz.</p>	<p>Until user agents allow users to control flickering, avoid causing the screen to flicker. (Checkpoint 7.1)</p>	<p>Users can have seizures triggered by displays that flicker, flash, or blink, particularly if it has a high intensity. Check to make sure that any animated gif, Java Applet, or third-party plug-in s or applications do not have a high intensity flicker, flash or blink.</p>
<p>A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with provisions of these standards, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.</p>	<p>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.</p>	<p>Text-only pages must contain equivalent information or functionality as the primary pages. Also, the text-only page shall be updated whenever the primary page changes. Additional techniques for create accessible alternatives include a separate page that is accessible that has the same information or including a phone number or e-mail or postal address where information is available.</p>
<p>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.</p>	<p>Ensure that equivalents for dynamic content are updated when the dynamic content changes (Checkpoint 6.2)</p> <p>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. (Checkpoint 6.3)</p>	<p>Provide script information in a fashion that can be read by assistive technology. If a JavaScript is used in an element tag, such as <a>, use the "title" attribute to help with this issue. Also covered in Checkpoint 6.2 besides scripting is the use of dynamic content (Applets and programmatic objects). When you use the <object> tag, provide a text-equivalent in the content of the element. Use the "alt" tag when you use the <applet> tag to describe the applet.</p>
<p>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 the standards.</p>		<p>Link to the MATC 3rd party plug-in download page found at http://matcmadison.edu/matc/browserhelperapps/</p>

<p>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 required for completion and submission of the form, including all directions and cues.</p>		<p>Don't separate the form element from its associated label or title (such as a table). Place labels adjacent to input fields, not in separate cells of a table. Using the <label> tag and the "for" attribute, you can help mark specific elements and associates them with a form element with that label. Using the tabindex="1" attribute is also recommended.</p> <p>Not all assistive technology provide the accessibility control users require. Developers must provide additional support for accessibility until user agents readily available to their audience include the necessary accessibility features.</p>
<p>A method shall be provided that permits users to skip repetitive navigation links.</p>		<p>We have set skip navigation in all MATC public web pages. If you have a site outside of the MATC public web site, you should add in the skip navigation as well. An anchor tag is placed at the point where the content begins.</p>
<p>When a time response is required, the user shall be alerted and given sufficient time to indicate more time is required.</p>		<p>Someone's disability can have a direct impact on the speed with which he or she can read, move around, or fill in a web form. If you require a time response, alert via a prompt and allow them to ask for additional time if it is needed.</p>
	<p>Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions). (Checkpoint 4.1)</p>	<p>Make sure that any changes in language are clearly defined by using the "lang" attribute. For example je ne sais quoi.</p>
	<p>Use the clearest and simplest language appropriate for a site's content. Ensure that documents are clear and simple. (Checkpoint 14.1)</p>	<p>Write clear and include accurate headings. Include link descriptions. State the topic of the sentence at the beginning of the paragraph. Limit paragraphs to one main idea. Avoid complex structures.</p>