MUW Web Content Accessibility Guidelines (WCAG 2.1) Checklist for April 24, 2026 Deadline

WCAG 2.1 is broken down into 4 Categories: Perceive, Operable, Understanding & Robust

1st Category: Perceive (what is seen on the page)

1.1.1 - Non Text Content (Images): Provide ALT text

1.2.1 – Audio-Only and Video Only (prerecorded): Provide an alternative/transcript to video only and audio only. People need to be able to and see and read our content if they have vision disability or cannot hear.

1.2.2 - Captions (Prerecorded): Provide captions for prerecorded videos and audio.

1.2.4 – Captions (Live): Make sure captions are provided for all live audio content in synchronized media.

1.2.5 – Audio Description (Prerecorded): Users have access to audio description for video content. That means audio description that provides narration of the visual elements of a video like actions, characters, scene changes and on screen text during natural pauses in the audio.

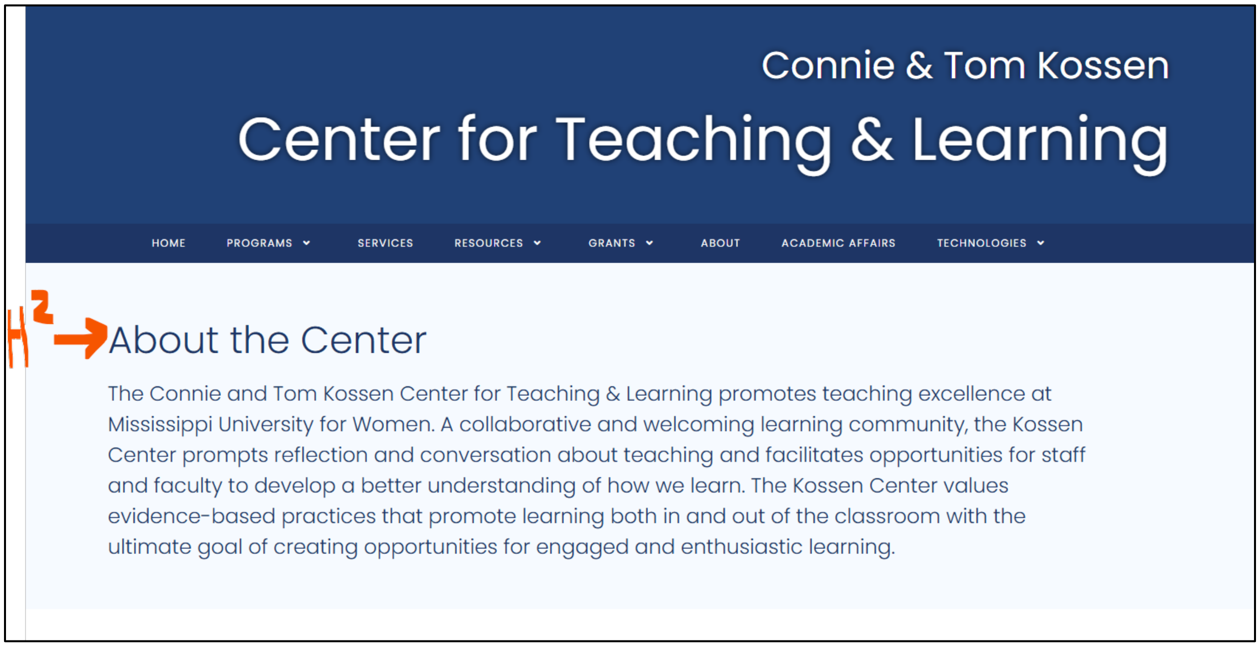
1.3.1 – Info and Relationship: make sure that information, structure, and relationships conveyed through presentation can be understood.

Use List and bullet structures, heading levels, anything that helps the user navigate the page more easily. The screen reader will navigate the page via H1 and H2 Headers or with list or items.

1.3.2 – Meaningful Sequences – pretty straight forward website for a screen reader. The KCTL would let the user know that there were tabs for Home, Programs, Services, Grants, and our technologies, etc.

The screen reader would alert the reader at Abut the Center, that this is a new Section by announcing the H2 Header before that section.

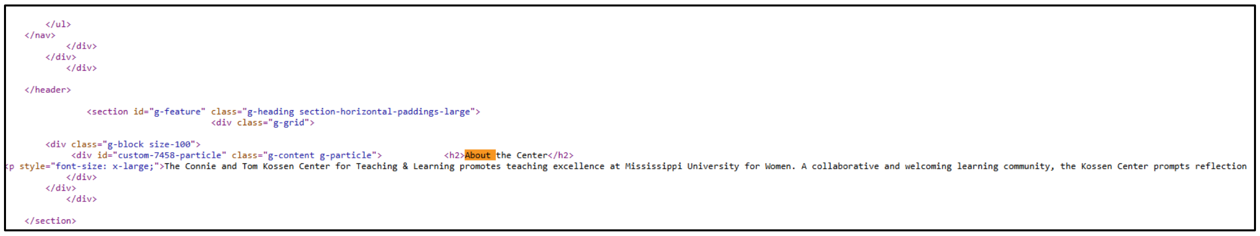
Example:



About the Center

The Connie and Tom Kossen Center for Teaching & Learning promotes teaching excellence at Mississippi University for Women. A collaborative and welcoming learning community, the Kossen Center prompts reflection and conversation about teaching and facilitates opportunities for staff and faculty to develop a better understanding of how we learn. The Kossen Center values evidence-based practices that promote learning both in and out of the classroom with the ultimate goal of creating opportunities for engaged and enthusiastic learning.

Below is what the screen reader see's and reads to the user alerting them of a new section with the H2 Header.



```
      </ul>
  </nav>
          </div>
      </div>
          </div>

  </header>

            <section id="g-feature" class="g-heading section-horizontal-paddings-large">
                                    <div class="g-grid">

      <div class="g-block size-100">
           <div id="custom-7458-particle" class="g-content g-particle">            <h2>About the Center</h2>
<p style="font-size: x-large;">The Connie and Tom Kossen Center for Teaching & Learning promotes teaching excellence at Mississippi University for Women. A collaborative and welcoming learning community, the Kossen Center prompts reflection
          </div>
      </div>
          </div>

  </section>
```

1.3.3 – Sensory Characteristics – Make sure that instructions provided for understanding and operating content do not rely solely on sensory Characteristics of components such as shape, size, visual location, orientation or sound.

In laymen's terms: do not use color only to convey something, do not use only sound to convey something, do not use vision only to convey something.

Example: I get an alert because I put my password in wrong. The only thing that alerts me to this is it turns *Red*. If I am color blind or vision impaired, I will not see the Red alert about my wrong password. Or if I am deaf, a ding if I got it wrong password would not be helpful; if I cannot hear.

Or another Example. Click on the black box, that will not work if I cannot see colors.

1.3.4 Orientation: Allow users to choose their preferred device orientation

1.3.5 – Identify Input Purpose – Allow users to leverage autocomplete for common inputs. This is a software function that gives users the option of completing words or forms by shorthand method on the basis of what has been typed before.

1.4.1 – Use of colors: Make sure that color is not used as the only visual means of conveying, indicating an action, prompting a response, or distinguishing a visual element.

1.4.2 – Audio control – If any audio on a webpage plays automatically for more than 3 seconds, a pause or stop for audio button should be available or a mechanism is available to control the audio volume independently from the overall system volume level.

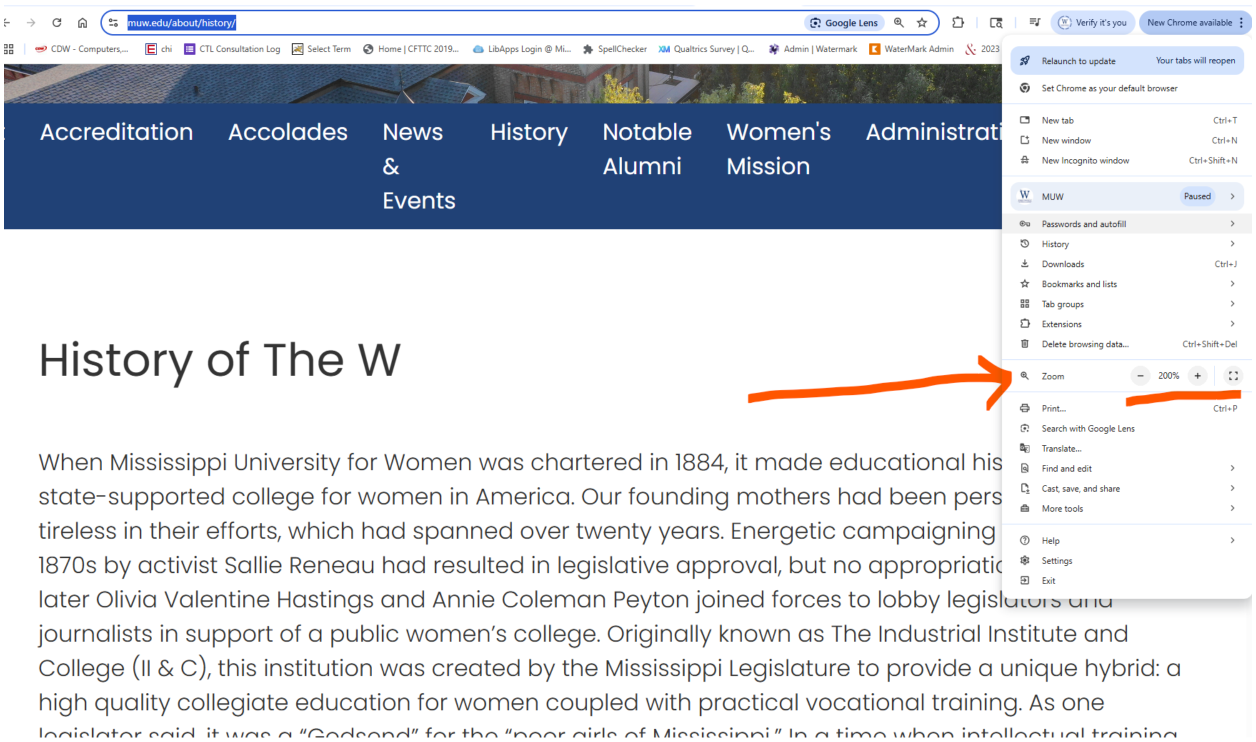
1.4.3 – Use a color contrast checker to make sure your text or images ratio is at least 4.5:1. Best contrast is black text on White background.

https://wave.webaim.org/extension/

https://webaim.org/resources/contrastchecker/

1.4.4 - Resize text: Nothing weird should happen if Text is resized up to 200% without loss of content or function (except for captions and images of text).

Example of https://www.muw.edu/about/history/ with text resized at 200%



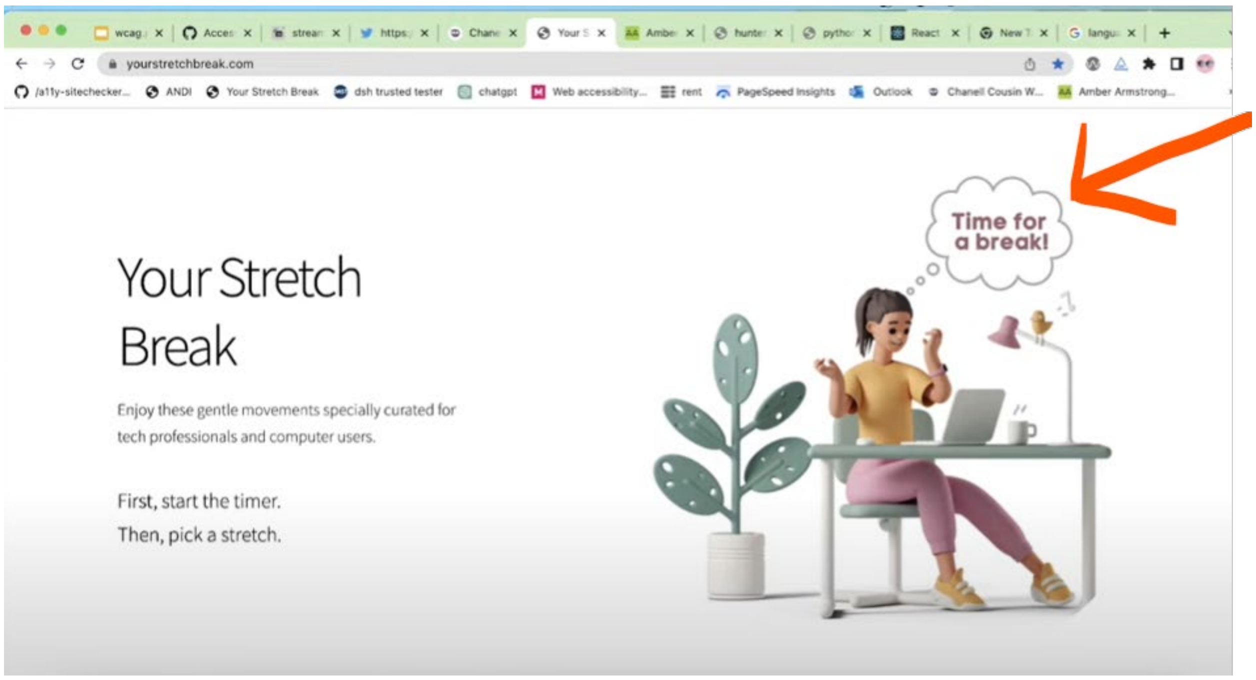
History of The W

When Mississippi University for Women was chartered in 1884, it made educational his
state-supported college for women in America. Our founding mothers had been pers
tireless in their efforts, which had spanned over twenty years. Energetic campaigning
1870s by activist Sallie Reneau had resulted in legislative approval, but no appropriatic
later Olivia Valentine Hastings and Annie Coleman Peyton joined forces to lobby legislators and
journalists in support of a public women's college. Originally known as The Industrial Institute and
College (II & C), this institution was created by the Mississippi Legislature to provide a unique hybrid: a
high quality collegiate education for women coupled with practical vocational training. As one
legislator said, it was a "Godsend" for the "poor girls of Mississippi." In a time when intellectual training

1.4.5 – Images of Text

Make sure that images of text are not used where text could convey the same information.

This is an example of a decorative image: but if I only used your stretch break for instructions, it would not make a lot of sense to the user. The image needs to say, it is time for a stretch break in the Alt Text. Best practice, type it out if it is important information.



Your Stretch Break

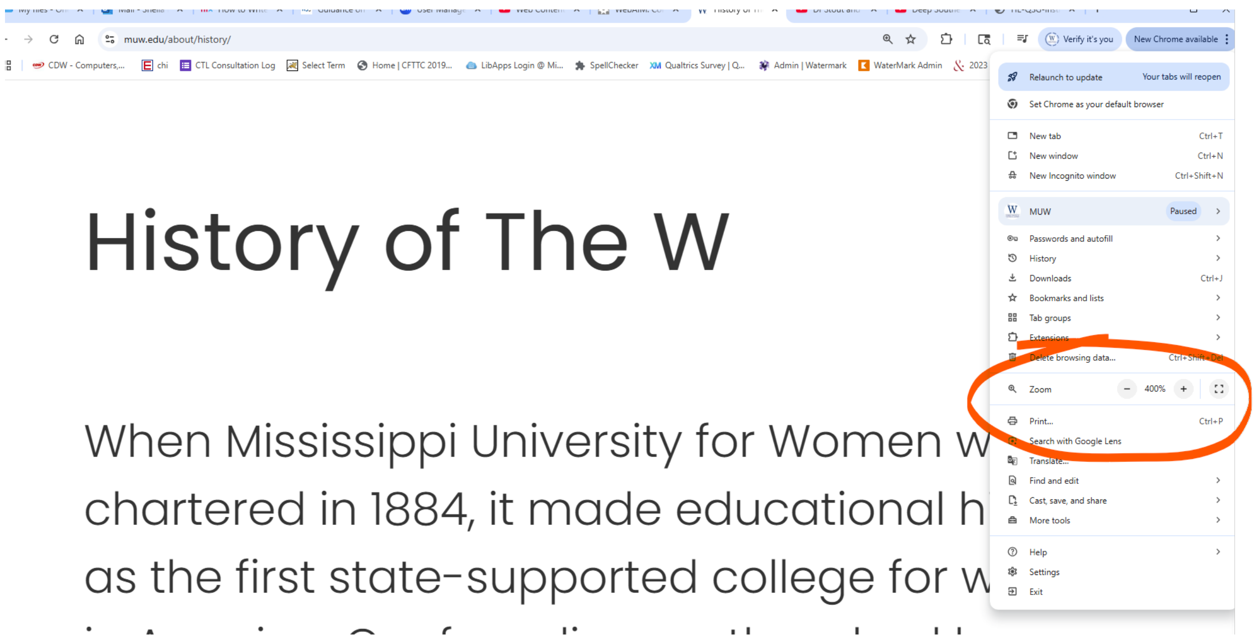
Enjoy these gentle movements specially curated for tech professionals and computer users.

First, start the timer.
Then, pick a stretch.

1.4.10 Reflow – Allow 400% zoom without need for horizontal scrolling.

Ex: MUW about history page below at 400% without horizontal screen!

https://www.muw.edu/about/history/

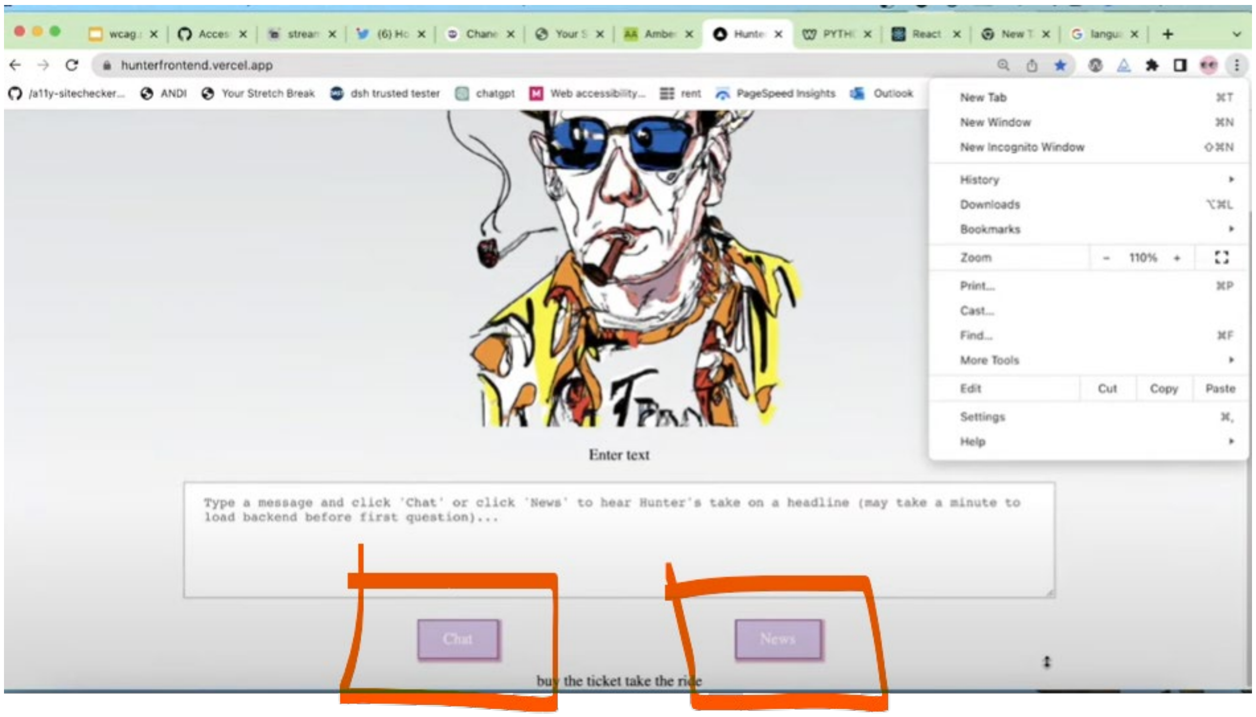


History of The W

When Mississippi University for Women w
chartered in 1884, it made educational h
as the first state-supported college for w

1.4.11 – Non-text Contrast

This is talking about Buttons/Inputs having good color contrast, even around the focus ring (line around the button). Use 3:1 (min.) on active UI components/essential info graphics



Type a message and click 'Chat' or click 'News' to hear Hunter's take on a headline (may take a minute to load backend before first question)...

buy the ticket take the ride

1.4.12 – Text Spacing: Allow users to modify text display properties (No hard code here; min 1.5-line height AND spacing of paragraphs)

In laymen's term's; please allow user to be able to modify text display properties. For more detail on this standard, see website below:

https://www.w3.org/WAI/WCAG22/Understanding/text-spacing.html

1.4.13 – Content on Hover or Focus

If you hover on something, it should easily be dismissible, hoverable or persistent. This specifically pertains to content that appears when you mouse over or bring keyboard focus to an object like sub menus in a navigation bar.

One barrier example of why we do this:

You hover over a word on a webpage. You can't close the popup without moving your focus, and moving your focus prevents you from reading your content.

So in layman's terms, to make a focus triggered element dismissable, we need to provide the mechanism for users to close the additional content without moving focus or mouse position.

This can be achieved with an escape key, a close button, or other documented keyboard shortcuts. The content should remain visible when hovered over and persist until dismissed by the user, the focus has moved away or the information is invalid.

2nd Category: Operable (Users can use controls, buttons, navigation, and interactive elements including assistive technology)

2.1.1 – Keyboard

Content accessible by keyboard interface only

- **Test your website with Tabs, Muw.edu works well. Use up and down arrows and tab button.**
- **Can we tab thru the page on a mobile app?**

2.1.2 – No Keyboard trap

Don't trap keyboard users, ensure that the user is advised if moving keyboard focus away from the user interface elements requires more than unmodified arrow or tab keys.

Tabs and see if your tabs get stuck in a loop. For example, you may want it to tab thru 6 things but it gets stuck at 4.

2.1.4 – Character key shortcuts

Any shortcuts can: turn off or remapped or active only on focus. Make sure it is not activated by the user by accident.

Example: You have a Key shortcut on #2 to access something on a page. This would interfere with the screen reader. As they would use the #2 to access Heading Level 2.

So, they need to be able to switch shortcut to off, or change them to stop collusion with assistive technology.

2.2.1 – Timing Adjustable

Make the time controls available to the user. Somebody may need more time. Why? Lowered Cognitive skills, Injuries, tremors, make folks move slower.

For example: If you are idle for more than 1 minute; we need to make sure that this time limit can be turned off. Users should be allowed to change the time limits at least 10 times longer than the default settings. Users are notified before time expires and given at least 20 seconds to extend their session without losing data. This should be extended at least 10 times.

2.2.2 Pause, Stop, Hide

Provide users with control for anything that moves, blinks, scrolls, or auto updates needs an input button that pauses these things.

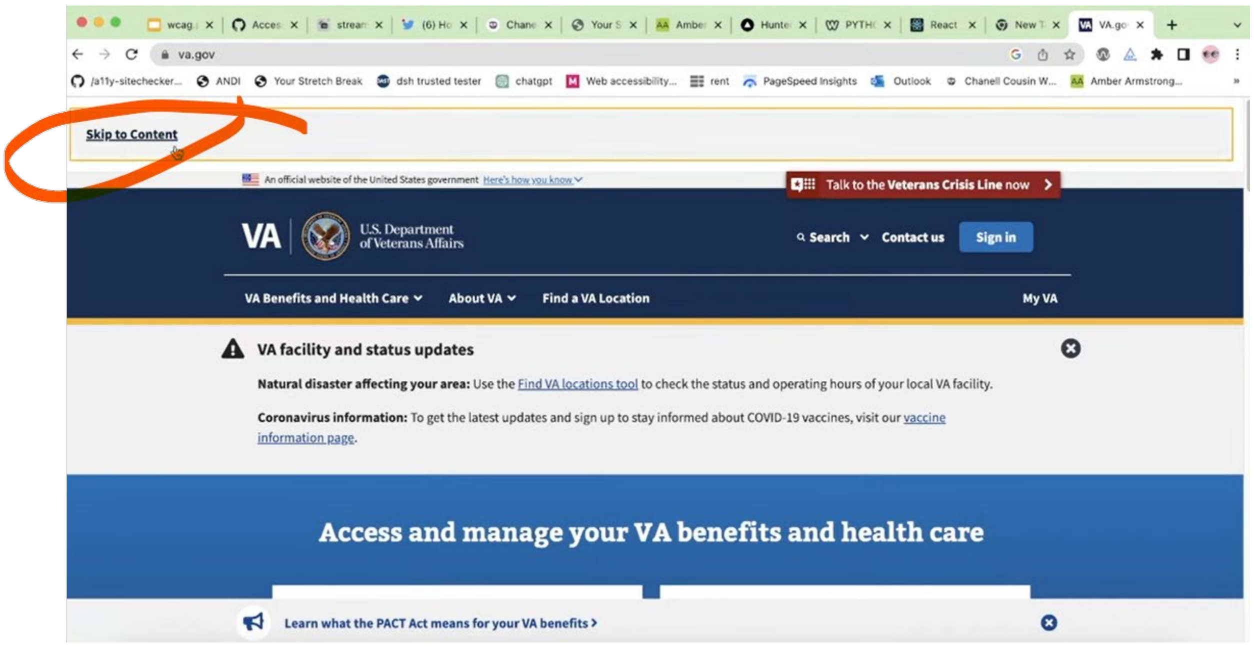
2.3.1 Three Flashes or Below Threshold

No constant flashes, more than 3 per second. Remove content that flashes, flickers, or blinks; could cause seizures.

2.4.1 – Bypass Big Blocks

Make sure you have a mechanism available to bypass big blocks of content that are repeated on multiple pages.

Va.gov if you click on skip to content; takes you to repeated content without clicking a lot links.


va.gov
Skip to Content
Talk to the Veterans Crisis Line now
VA
U.S. Department of Veterans Affairs
Search
Contact us
Sign in
VA Benefits and Health Care
About VA
Find a VA Location
My VA

An official website of the United States government Here's how you know

VA facility and status updates

Natural disaster affecting your area: Use the Find VA locations tool to check the status and operating hours of your local VA facility.

Coronavirus information: To get the latest updates and sign up to stay informed about COVID-19 vaccines, visit our vaccine information page.

Access and manage your VA benefits and health care

Learn what the PACT Act means for your VA benefits ›

2.4.2 Page Title

Clear titles that describe the purpose.

2.4.3 Focus Order

Focus order in accessibility refers to the sequence in which interactive elements on a webpage receive keyboard focus (or are activated by screen readers). It should follow a logical order. Make sure that focusable components in the content receive focus in an order that preserves meaning and operability.

Example: So if I am tabbing with my keyboard; but when I tab; it jumps all over the page; not in focus order. T

2.4.4 Link Purpose

No click here. That could mean anything. Name the link purposefully. If they tab, all they hear is "click here" is not helpful. Be descriptive in naming your links.

2.5.1 Pointer Gestures

Provide non-gestural input options for any UI gestures.

Provide single point operations for all functions: such as clicks, double clicks, dragging motions or finger swipe gestures. Make sure you can click or select with a tab. The goal: let users operate touch screens with one finger or reduced gestures.

2.5.2 Pointer Cancellation

This helps users with tremors or mobility impairments who may click or touch a wrong location by mistake. Changing any unintended action also helps those with cognitive disabilities. They get confused when something unexpected happens because they activated a control by accident. This is for folks with motor disabilities; that allows them to cancel or undo an action that was triggered by a single pointer (mouse click or touch screen).

Example: Buttons on a website: Instead of a button activating when a user presses down on the mouse; it should activate when they release the mouse button or lift their finger from the screen.

2.5.3 Label in Name in forms:

For Input: Accessible name should match the visible label. This mandates that the accessible name of the user interface component (like a button or form input) must include the visible text label displayed on the component. This ensures that users relying on assistive technology such as screen readers or voice input , can interact with the component using the same text that they see.

- **Example**:

  If a button has the visible text "Sign In", its accessible name should also be "Sign In", or at least start with "Sign In".

2.5.4 Motion Actuation

Allow users to reset phone with motion (shaking to refresh, tilting)

2.4.5 – Multiple Ways to Find Content

Make sure there is more than one way to locate page, within a set of pages unless the page is a result of or a step in a process. Do this with:

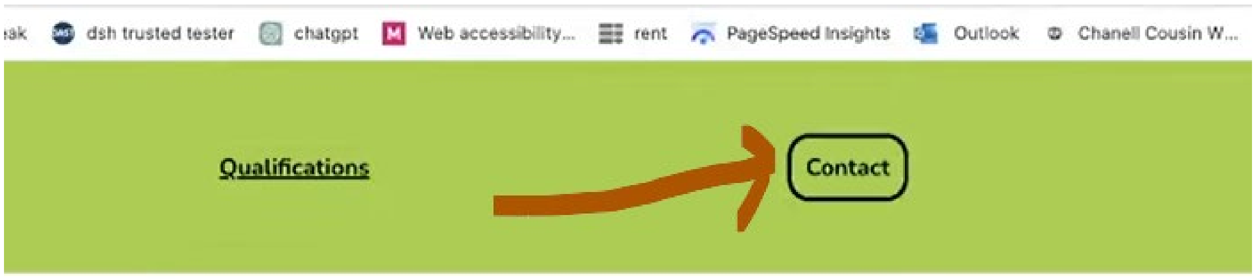
Search bars, Table of Contents, Site Map or Navigation Bar.

2.4.6 – Headings and Labels

Headings and labels describe the topic or purpose of the content to which they belong

2.4.7 – Focus Visible

The Keyboard focus ring is visible and clear, when you Tab the page. See the black contrast around the green button below, that is the focus ring on this website. This is a visual cue you are on the button for Contact.



3rd Category: Understandable (can you understand the content and navigate the site)

3.1.1 – Language of the Page (whole page)

Language for the page is assigned. We want the language in html read in English, that the whole entire page can be read in English by a screen reader.

3.1.2 – Language of parts (specific part of the page)

Make sure that the language in each passage or phrase in the content can be programmatically determined.

Example: I have an excerpt in Spanish. I need to make sure that that piece of the page, is read in Spanish, not English. Then after the excerpt, it should revert back to English.

3.2.1 On Focus

When a user navigates to an element on a web page, that element should not automatically trigger a change of context.

Good example: A drop down menu that open on pressing the down arrow on a keyboard. It allows the users to navigate within the options. Escape key closes the drop down but the focus is still kept on the drop down. Similarly, in an online form, a date of birth field available. It has a calendar I can button next to the field and is accessible by keyboard only upon activating the calendar icon. Does the calendar widget open.? Pressing the escape key closes the calendar widget, returning the focus back to the calendar Icon button and an online.

Or an online payment page that is content sensitive help dialogues opens only upon activating the Help icon whenever they are required.

3.2.2 On Input

Make sure one of the following is true:

- **A change of context is not initiated simply by an input receiving focus.**
- **If an input receiving focus initiates a change of context, users must be advised of this behavior.**

Example: We should be able to Tab on something, yet not select it. Hover on something while the state of the elements stays the same.

3.2.3 – Consistent Navigation

Make sure when navigational mechanisms are provided, they are placed consistently within multiple pages in a document or website or within the same screens of an application.

Nothing changes, all the navigation looks the same. It is how it flows, if you deviate; it is annoying.

3.2.4 – Consistent Identification

Use icons and buttons consistently.

3.3.1 – Error Identification

Clearly identify input errors because we want folks to know they have made an error. Be explicit on what they need to change in the error.

Example: If you are asking for a SS #, tell them in needs to be in 7 digits.

3.3.2 - Labels or Instructions

Make sure that labels and instructions are provided when content requires user input. Be explicit.

Example for Phone number Label or Instructions:

Number (xxx-xxx-xxxx)

3.3.3 – Error Suggestion

Make sure that error messages provide appropriate suggestions for correction of an input error. This will reduce the risk of input errors for sensitive data.

3.3.4 – Error prevention for Form submissions (Legal, financial, Data).

Make sure at least one of the following is true:

- **Form submission is reversable**
- **Data is checked for input errors and the user is provided an opportunity to correct them**
- **A mechanism is available for reviewing, confirming, and correcting all information before submission of the form is finalized.**

Example: Filling out a job application, it has a ton of information. At the end, the application usually allows you to revise data and check for any errors and giving them opportunity to correct the data.

4th Category: Robust (does everything work for all users with assistive technologies, different browsers & screens)

4.1.1 – Parsing

No major code errors. Make sure that content is properly encoded and can convey correct information to assistive technology.

Laymen's terms: How well is the code of a website or application interpreted by assistive technologies like screen readers. Elements should have complete start and end tags, be nested correctly, and have unique IDs.

Possible issues:

- **List of items with 4 items but assistive technology read it as 6 items.**
- **Assistive technology not reading certain words that are visually on the page.**

4.1.2 – Name, Role, Value

Build all elements for accessibility

Make sure that the name, role, state and value of the user interface elements in the product can be understood

Example: You have a form, when you press submit something changes but the user does not know that something has changed.

4.1.3 – Status Message

Provide status messages

When new information appears on-screen without receiving focus, it should be coded as a status message so that assistive technologies can alert the user to the information. Otherwise, users may not hear the new information if they use a screen reader, or see the information if they use a screen magnifier and it appears outside of their view.

References:

Africa, K. (2023). Web Content Accessibility Guidelines (WCAG 2.1) Crash Course. Retrieved on July 31, 2025 from https://www.youtube.com/watch?v=NEK3aMPs1Us