Table Accessibility

# Good Examples

## Chem 126 Example 1

Orange, (EC) = Extra Credit

|  |  |
| --- | --- |
| **Assignment** | **Date** |
| Read Chapters 1 & 2  Chapter 1 & 2 Quiz Due | January 25 |
| Chapter 1 & 2 Handout Problems | January 29 (EC) |
| Read Chapter 3  Chapter 3 Quiz Due | February 1 |
| Watch Supplement Video 1 | February 5 |
| **Exam 1** | February 8 |
| Read Chapters 4 to 6 | February 10 |

## Chem 126 Example 2

Orange, (EC) = Extra Credit

|  |  |  |
| --- | --- | --- |
| **Week/Date** | **Assignment** | **Class Topic** |
| Week 1/January 29 | Read Chapters 1 & 2  Chapter 1 & 2 Quiz Due  Chapter 1 & 2 Handout Problems (EC) | Chemical Energy |
| Week 2/February 1 | Read Chapter 3  Chapter 3 Quiz Due | Kinetics |
| Week 2/ February 5 | Watch Supplement Video 1 | Kinetics |
| Week 3/February 8 | **Exam 1** | **Exam** |
| Week 3/February 10 | Read Chapters 4 to 6 | Acids |

The tables above are easier to understand because:

* Header row is tagged.
* Alt text is present (located in table properties).
* Table has a simple layout and cells are **not** merged.
* Adding the word “Week” in front of the number in column one provides a contextual understanding of the number association
* The use of the word “to” in-between chapter numbers is clearer than a dash.
* Using a month’s full name or writing out “chapter(s)” is clearer than an abbreviation.

# Bad Examples

## Chem 126 Example 3

|  |  |  |
| --- | --- | --- |
| **Week** | **Assignment** | **Date** |
| 1 | Read Ch. 1-2 | Jan 25 |
| Ch.1-2 Quiz Due |
| Ch. 1-2 Handout Problems | Jan 29 |
| 2 | Read Chapter 3 | Feb 1 |
| Ch. 3 Quiz Due |
| Watch Supplement Video 1 | Feb 5 |
| 3 | Exam 1 | Feb 8 |
| Read Ch. 4-6 | Feb 10 |

The table above is more difficult to understand because:

* Header row is **not** tagged.
* Alt text for the table is missing.
* Cells are merged within the week and due date columns.
* Using numbers alone in the first column reduces the contextual understanding.
* Using dashes between numbers is confusing. Instead write “to” or “through.”
* Abbreviations are confusing. It is better to spell out the entire word.
* Only color was used to highlight a significant assignment.