

# Accessibility Compliance

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**Web Services**

# What is Web Accessibility?

- All web users have equal access to the same or equivalent information and functionality.
- The practice of removing barriers that prevent equal access to information on websites by people with disabilities.

# Applies to who? Everyone!

- Including, but not limited to individuals who:
  - Have lost some degree of limb function
  - Experience vertigo and other vestibular disorders
  - Possess degrees of color blindness
  - Are susceptible to seizures caused by flickering lights
  - Possess varying levels of cognitive ability
- [Screen Reader Demonstration](#)

# Americans with Disabilities Act (ADA)



- Passed in 1990
- To provide “full and equal enjoyment” to people with varying levels of physical and mental abilities.
- Over time, bill has adapted to the digital world.

# Physical Spaces & Digital Spaces

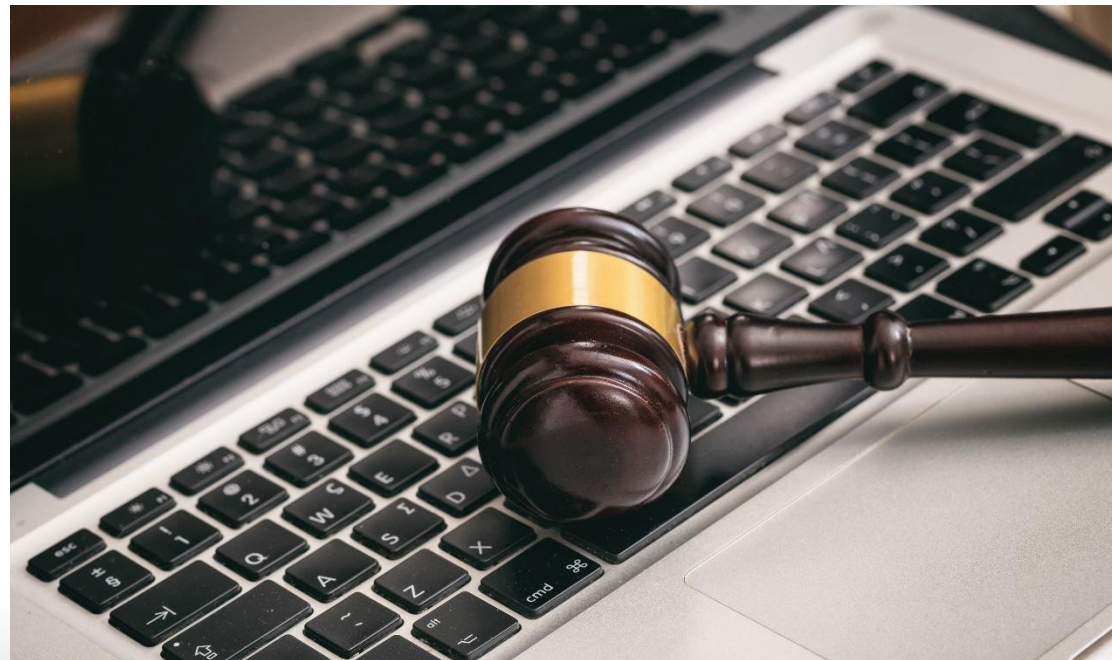


- Citizens can file complaint with the Department of Justice against digital properties that are in violation of the ADA Act.



# Section 508 of the Rehabilitation Act

- Requires all electronic information and communication technology used or maintained by the federal government to be accessible.



# Why does this matter?

- YOU are responsible
- 20% of users are impacted
- Harvard, MIT, Miami University
- Fines \$\$\$\$



# Deadline for Section 508

## January 18<sup>th</sup>, 2018



# What is WCAG 2.1?

- The most modern version of the accessibility guidelines
- A single shared standard
- Created by the Web Accessibility Initiative (WAI), a part of the World Wide Web Consortium (W3C)
- Conformance: Levels A, AA & AAA
- Jan. 2017- the federal gov. adopted WCAG 2.0 AA as standard

# What's the difference?

- **Section 508** defines the **minimum level** of web accessibility
- **WCAG 2.0** higher level of accessibility
- ***Differences:***
  - audio control for videos that play automatically
  - specified contrast between foreground and background of text
  - Heading levels
  - Image descriptions
  - Even more

- The WCAG 2.0 consists of 12 guidelines organized under four principles:
  - **PERCEIVABLE**
  - **OPERABLE**
  - **UNDERSTANDABLE**
  - **ROBUST**

# Perceivable

- Provide **text alternatives** for non-text content.
- Provide **captions and text-alternatives** for multimedia.
- Create content that can be **presented in different ways**.
- Make it easier for users to **see and hear content**.

# Operable

- Make all functionality available from a **keyboard**.
- Give users **enough time** to read and use content.
- Do not use content that causes **seizures**.
- Help users **navigate and find content**.



# Understandable

- Make text readable and **understandable**.
- Make content appear and operate in **predictable** ways.
- Help users **avoid and correct mistakes**.

# Robust

- Maximize **compatibility** with current and future user tools.

# Remember

- Accessibility issues are easier to address before they manifest on your site, not after.
- The best defense is to incorporate accessibility planning into your daily, monthly and yearly site planning.

# Data Collection

- No Protected Data
  - SSN
  - Tax info
  - Banking Info
- FERPA
  - No Student ID
  - No GPA
- Stop and Think

[Data Collection web page](#)





# Checklist - Content

- ❑ Provide a text-alternative for images
  - Describe what is happening in the image
  - Alt text (aka image description) is searchable

***This allows non-sighted users using “talking” browsers and for users on slow connection to visualize the image***



# Alt Text

Paragraph ▾ Styles ▾   — ↶ © <>  

## Training Page 1

- Training
- Beginner Training
- Intermediate Training
- Monday's training

Link to more

Cancel OK


Insert/Edit Image

General

Appearance

Source

{{f:10315511}}



Description

Dental College

Tooltip

Dimensions

350

x

175

☒ Constrain proportions

Class

Make Image Responsive

▾

ID

# Captions

- ❑ Caption all audio and video content
  - Do not rely solely on visual or audio communication to communicate information
  - [How To Use/Edit Closed Captioning](#)

# Images of Text

- No images of text.  
*(especially no word art)*
- No Flyers/Posters



# Checklist - Content

- ❑ Avoid directional language
  - ~~read below~~
  - ~~see above~~
  - ~~the menu to the left~~
- ❑ HTML heading tags help create **hierarchies**.
  - Use headings with clear, descriptive languages to break up text and assist in scanning.
  - Heading exercise



# Headers

- **Headings should be sequential. No skipping of heading levels.**

[Home](#) / [Training](#) / [Intermediate](#) / Heading 1

## Training Page 2

Training

Beginner Training

Intermediate Training

Monday's training

### Heading 2

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### HEADING 3

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### Heading 5

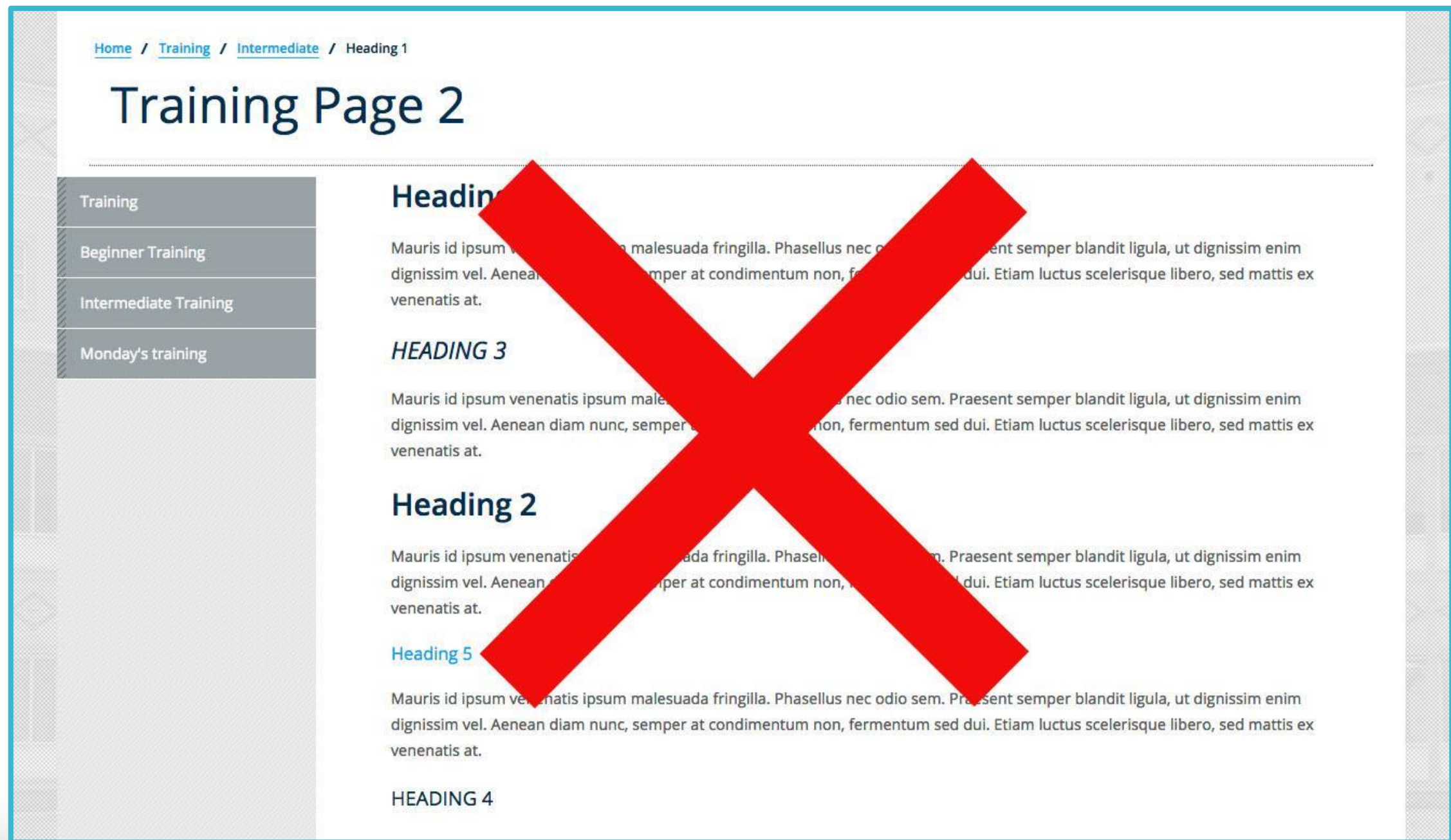
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### HEADING 4





# Headers



# Headers

## Heading 1

**Page Heading is Heading 1**

### Heading 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis dictum et augue malesuada iaculis.

### Heading 2

Mauris vestibulum aliquet ipsum, sed commodo mi tempus eu. Nam mollis aliquet est vitae elementum. Aliquam quis auctor orci, non faucibus odio. Donec fermentum ex id ante dictum, id ullamcorper justo bibendum.

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### HEADING 4

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 [LEARN MORE](#)

[CALL TO ACTION](#) 

# Colors

- ❑ Use proper color ratio between text and color background.

## Trichromatic View

This text  
can be  
read easily  
by most  
users

## Monochromacy/Achromatopsia

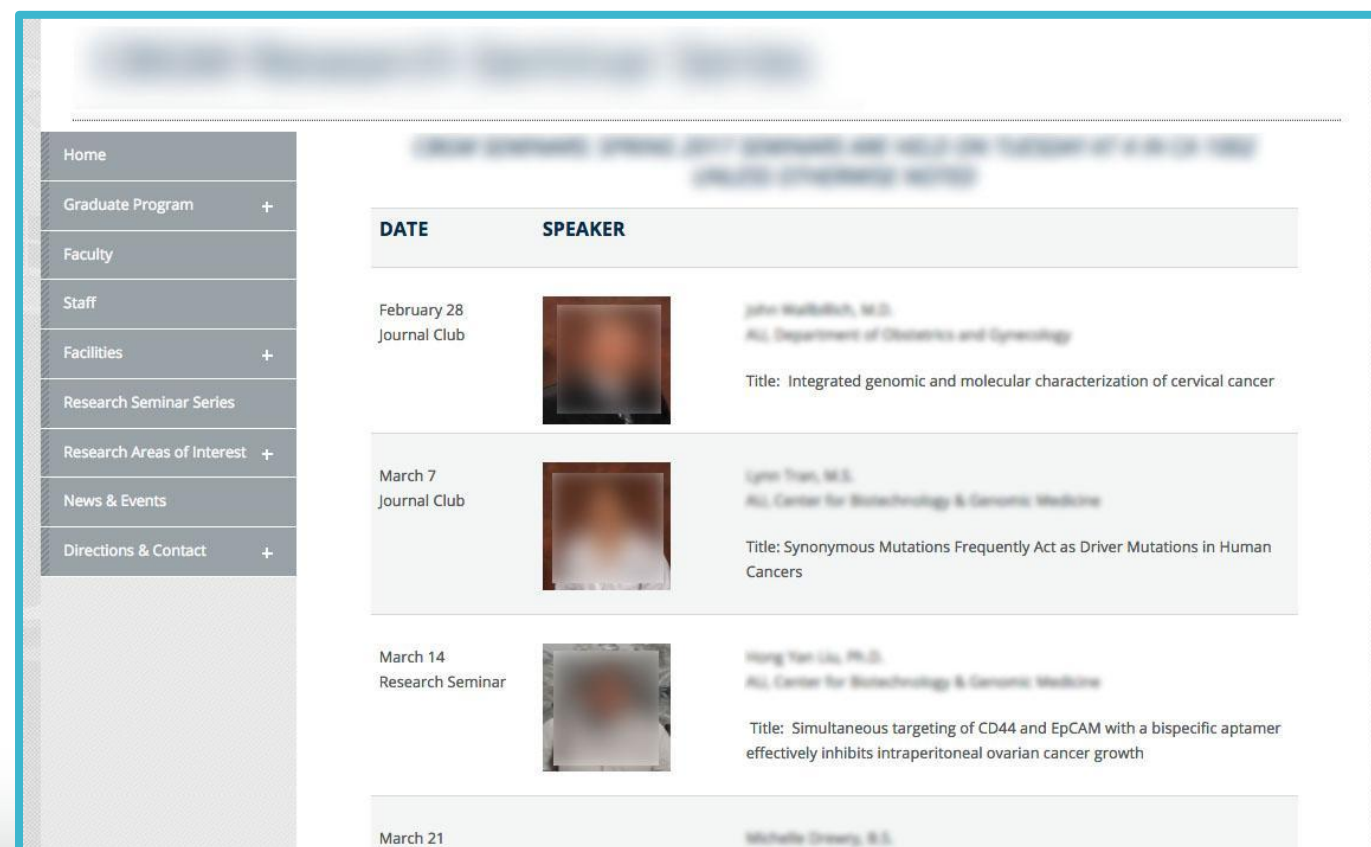
This text is  
completely  
unreadable  
for some  
users




[Colorblind Accessibility on the Web examples](#)



# Checklist - Tables

- Do not place pictures in tables – not mobile friendly
- Do not use tables for layouts
- Label cells and headers properly



DATE	SPEAKER	
February 28 Journal Club	 John M. Roberts, M.D. M.D., Department of Obstetrics and Gynecology  Title: Integrated genomic and molecular characterization of cervical cancer	
March 7 Journal Club	 Lynn Tran, M.S. M.S., Center for Biotechnology & Genomic Medicine  Title: Synonymous Mutations Frequently Act as Driver Mutations in Human Cancers	
March 14 Research Seminar	 Hong Yan Liu, Ph.D. Ph.D., Center for Biotechnology & Genomic Medicine  Title: Simultaneous targeting of CD44 and EpCAM with a bispecific aptamer effectively inhibits intraperitoneal ovarian cancer growth	
March 21	Michelle Dwyer, B.S.	



# Checklist - Links

- ☐ Make links descriptive and actionable
  - Apply Now
  - View Event Calendar
- ☐ Indicate document type if link goes to a non-HTML page (e.g. Read the Manual [PDF])
- ☐ ***Ask yourself: Is this link essential?***

## Subheadline goes here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis dictum et augue malesuada iaculis. Mauris vestibulum aliquet ipsum, sed commodo mi tempus eu. Nam mollis aliquet est vitae elementum. Aliquam quis auctor orci, non faucibus odio. Donec fermentum ex id ante dictum, id ullamcorper justo bibendum. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Duis dictum et augue malesuada iaculis. Aliquam quis auctor orci, non faucibus odio. Donec fermentum ex id ante dictum, aliquam quis auctor orci, non faucibus odio. Donec fermentum ex id ante dictum

<http://www.augusta.edu/admissions/undergraduate/undergrad-deadlines.php>

 [LEARN MORE](#)

[CALL TO ACTION](#) 

# Links

“To get more information on our hours and locations in Augusta, [click here.](#)”

# Links

“Find hours and locations.”

# Checklist - Documents

- Upload PDFs
  - PDFs are browser-based
- Avoid Word, PowerPoint, Excel
  - Rely on user's computer
  - Documents are editable

# Make PDFs Accessible

- Adding accessibility tags make it easier for screen readers and other assistive technologies to read and navigate a document, with Tables of Contents, hyperlinks, bookmarks, alt text, etc.
- Able to read the PDF large type displays, personal digital assistants (PDAs), and mobile phones.
- In Word for Windows, Mac, and in Word Online, you can add tags automatically when you save a file as PDF format.

# Make PDFs Accessible

1. “Save As” Word Doc(x) as a tagged PDF. (Include accessibility tags)
2. Click File Format: PDF
  - “Best for electronic distribution and accessibility”
  - OR
  - Click “Options”
  - Make sure that the **Document structure tags for accessibility** checkbox is selected, and then click **OK**.

# Checklist – Page Structure

- ☐ Complete all metadata
  - Description
    - ☐ Unique copy that describes content found on page
    - ☐ 150-160 characters max
    - ☐ Echo keywords used in title
    - ☐ Avoid quotes



# Checklist – Page Structure

- ☐ Complete all metadata
  - Page Title
    - ☐ Unique with consistent format site-wide
    - ☐ Less than 70 characters
    - ☐ Shows in browser search results and title bar
    - ☐ Use meaningful words, avoid acronyms without context
    - ☐ Echo keywords in description

# Checklist – Page Structure

- ☐ Complete all metadata
  - URL
    - ☐ 3-5 words
    - ☐ Use descriptive, relevant keywords
    - ☐ Use hyphens (these-are-hyphens) instead of underscores (these\_are\_underscores)

# Checklist – Page Structure

Google

- ☐ department-faculty-vacancies = department faculty vacancies
- ☐ department\_faculty\_vacancies = departmentfacultyvacancies

# Accessibility Validators & Tools

- [Interactive WCAG](#)
- [WAVE evaluation tool](#) (Google Chrome extension)
- [Web Accessibility Checker](#)
- [Siteimprove](#)

# Resources

- OHO Interactive. ADA accessibility compliance in higher education websites. Retrieved from <https://www.oho.com/blog/accessibility-compliance-higher-education>
- WCAG 2 at a glance. Retrieved from <https://www.w3.org/WAI/WCAG20/glance/>.
- How to meet WCAG 2.0. Retrieved from <https://www.w3.org/WAI/WCAG20/quickref/?showtechniques=121>

# Questions?

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