


Accessibility for Webmasters



HTCTU

High Tech Center Training Unit

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Accessibility Required

- Campuses are required to be accessible both physically (architectural guidelines) and technologically
 - Accessible websites are required by law
 - Section 508
 - Which applies because of CA state law
 - ADA and Section 504
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Accessible Technology?

- Non-technical definition
- Usable by someone who...
 - Cannot use a mouse
 - Cannot hear
 - Cannot see
 - Cannot easily distinguish color differences
 - Uses assistive technology (adaptive hardware and software) to access the system



What Does Accessible Mean?

- Technical definitions
- WCAG 2.0 Level AA

- W3C and WAI
 - www.w3.org/WAI/WCAG20/quickref/
 - www.w3.org/WAI/
- WebAIM
 - <http://webaim.org/>



*Officially Accessible Means...

1. **P**erceivable
2. **O**perable
3. **U**nderstandable
4. **R**obust

So **POUR** yourself into your work. ;-)

*WCAG 2.0: <http://www.w3.org/TR/WCAG20/>



More on Applying WCAG

□ W3C

- Guidance on Applying WCAT 2.0 to Non-Web Information
 - <http://www.w3.org/TR/wcag2ict/>
-



Perceivable

- 1.1 Text Alternatives
 - Pictures (graphics, images) must have text descriptions
 - Alt text or alternative text or “alt tags”
- 1.2 Time-based Media (A/V)
 - Captions for A/V; transcripts if audio-only
 - Describe A/V (audio description)
 - Synchronous in video or text form (Level A)



Perceivable cont.

- 1.3 Adaptable (usable by all)
 - Logical structure & meaningful sequences
 - Nest headings
 - Tag tables appropriately
 - Avoid sensory descriptions (e.g., round button)
 - 1.4 Distinguishable
 - Text from background (color contrast)
 - Resizable text
-



Operable

- 2.1 Make sure everything works from the keyboard
 - Make sure the tab order is logical
 - Do not require a mouse
 - Do not “trap” the focus
- 2.2 Enough time
 - Allowing extended time
 - Allow for pausing



Operable cont.

□ 2.3 Seizures

- Avoid seizure-inducing strobing

□ 2.4 Navigable

- Make content easy to find and navigate; note the reading order/tab order
 - Use logical link names
 - Use logical labels and headings
-



Understandable

□ 3.1 Readable

- Use the language setting
- Write clearly, define terms, write out acronyms at first

□ 3.2 Predictable

- Focus makes sense & tasks are logical
- Navigation is consistent

□ 3.3 Input Assistance

- Provide instructions, make errors clear



Robust

- 4.1 Compatible
- Use good design to ensure compatibility with all assistive technology
 - Not just JAWS
- For documents, provide multiple formats
 - PDF and RTF



Document Access in a Nutshell

□ PDFs

- Text-based (searchable)
- Based on a well-structured Word document using styles
- Graphics include alt text
- Good color contrast
- Links (if used) named logically

□ Post PDF and RTF



Other Web Materials

□ Videos

- Captioned
- Good practice to also include transcript
- Strategy for audio description when required—text description okay as back-up

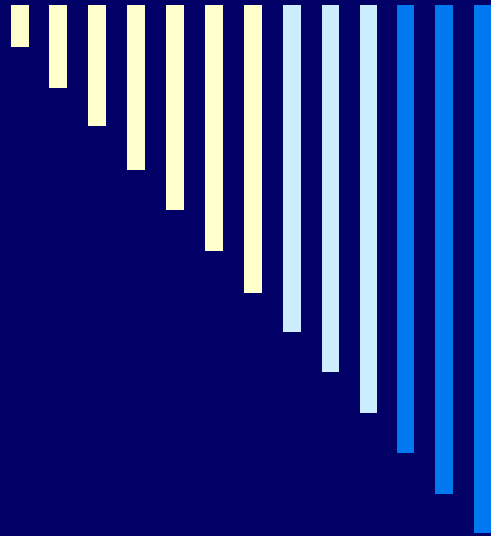
□ Software and apps

- Must be accessible (talk to the vendors!)



Instructional Materials Online

- All online instructional materials need to be accessible
 - PDFs
 - PowerPoint presentations
 - Podcasts
 - Videos
- Build in accessibility **before** putting the material online!



Commitment to an Accessible Web

One simple web page can do a lot!



MANY OCR Resolutions

- At least 20 web-related OCR cases in the last 18 months
 - Requirements for access have been consistent
 - One of the simplest requirements? Make it easy to contact you about accessibility!
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Consistent Requirements

- Conduct accessibility audit of website
- Make web pages accessible
 - WCAG 2.0 Level AA held as benchmark—
same for DOJ
- Set up system of testing and accountability (including quality assurance)



Requirements cont.

- ❑ Verify vendor's claims of accessibility for third party materials
 - ❑ Content must be made accessible or removed from site
 - ❑ Include a process on the website to allow the reporting of inaccessible content
 - ❑ Train all appropriate personnel on web accessibility
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In Addition

- Michigan Department of Ed went further
 - Must include a notice of nondiscrimination on website
 - Provide a method on the website to request an accommodation
 - Identify the individual responsible for ensuring web accessibility and provide contact information (name, title, email, phone)



Bottom Line

- Websites must be accessible
 - Including materials posted to the website (videos, PDFs, etc.)
 - Third party materials from vendors must be accessible or be removed
 - The campus is responsible to verify vendor's claims of accessibility
- On-going accessibility testing of the site is required



Accountability

- A system of accountability must be in place
- Sufficient resources must be provided to ensure accessibility
 - “The Plan for New Content must include sufficient quality assurance procedures, backed by adequate personnel and financial resources, for full implementation.”



What If My School Receives a Complaint?

- Conduct accessibility audit of website
 - Make web pages accessible
 - Testing, accountability, quality assurance
 - Content made accessible or removed
 - Verify vendor's accessibility claims
 - Include a process to report inaccessible content
 - Train all appropriate personnel
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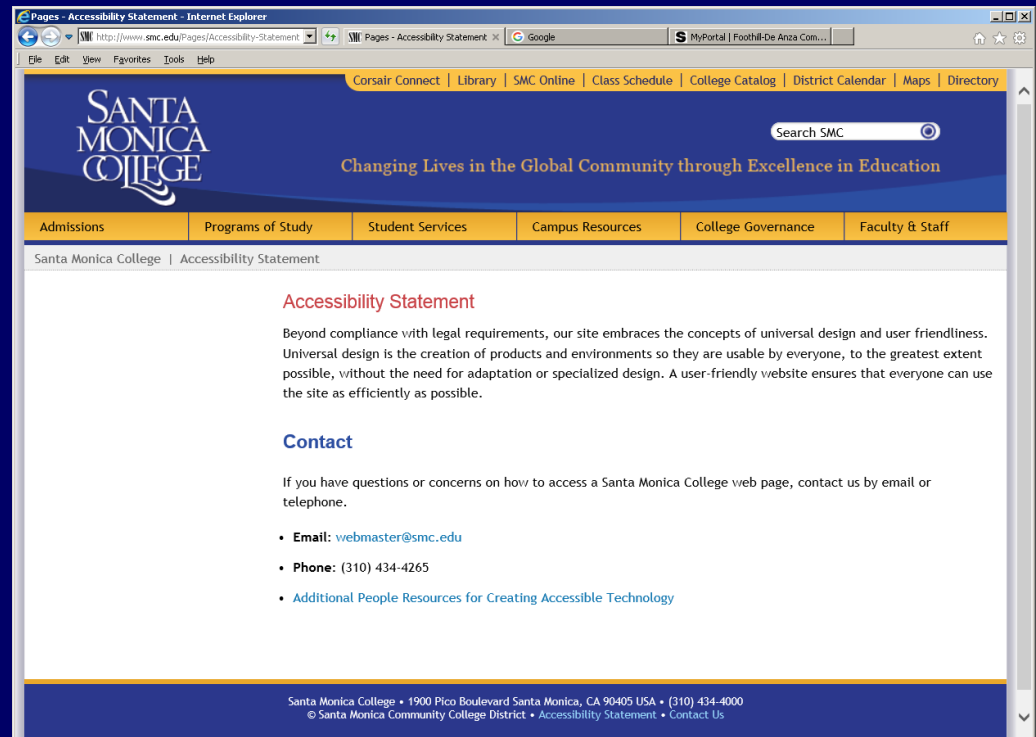
Add an Accessibility Page

- ❑ Include a link to an accessibility page in the footer
- ❑ Footer can be accessed from every web page on your site

It Can Be Simple!

□ Santa Monica College

<http://www.smc.edu/Pages/Accessibility-Statement.aspx>



The screenshot shows a web browser window displaying the Accessibility Statement page for Santa Monica College. The page features a blue header with the college's logo and the tagline "Changing Lives in the Global Community through Excellence in Education". A navigation menu includes links for Corsair Connect, Library, SMC Online, Class Schedule, College Catalog, District Calendar, Maps, and Directory. A search bar is also present. The main content area is white and contains the following text:

Accessibility Statement

Beyond compliance with legal requirements, our site embraces the concepts of universal design and user friendliness. Universal design is the creation of products and environments so they are usable by everyone, to the greatest extent possible, without the need for adaptation or specialized design. A user-friendly website ensures that everyone can use the site as efficiently as possible.

Contact

If you have questions or concerns on how to access a Santa Monica College web page, contact us by email or telephone.

- **Email:** webmaster@smc.edu
- **Phone:** (310) 434-4265
- [Additional People Resources for Creating Accessible Technology](#)

The footer contains the following information:

Santa Monica College • 1900 Pico Boulevard Santa Monica, CA 90405 USA • (310) 434-4000
© Santa Monica Community College District • Accessibility Statement • Contact Us



Include the following...

- A statement of commitment to accessibility
 - A form (or link to email) for reporting any accessibility issues
 - A contact person to assist with accessibility questions
 - Name, title, email, phone
 - A link to DSPS for more information on accommodations
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Want to Read More?

- U.S. Dept of Ed OCR Website
- <http://www2.ed.gov/about/offices/list/ocr/docs/investigations/index.html?exp=2#section504rev>



OCR is using Section 508 to ensure compliance under Section 504 and the ADA!

WHAT DOES IT ALL MEAN?



Compliance for Technology

- Websites and everything on them need to be accessible (WCAG, Level AA)
- Assistive technology needs to be available in mainstream settings
- All required technology must be accessible or have equally effective accommodations
 - DSPS can help with what accommodations are available



Themes for Policy

- ❑ Purchasing policy and practice need to include considerations for access
- ❑ Staff need to be trained on the ADA and Section 504
- ❑ Ensuring access of E&IT requires staff time and needs to be part of someone's job duties



Easy Web Fixes

- Include a notice of nondiscrimination
- Develop an “accessibility page”
 - Include link to the page in the footer
- Provide a method to request an accommodation
- Include a process to report inaccessible content



Include Real Live People!

- Provide way to contact “help desk” about accessibility questions
- Identify the individual responsible for ensuring web accessibility
 - Provide contact information (name, title, email, phone)



OCR Lessons Learned

- ❑ Make accessible
 - ❑ Buy accessible
 - ❑ Be accountable
 - ❑ Train everyone involved
 - ❑ Make it easy for people to report problems and receive support
 - ❑ Provide a notice showing your commitment to non-discrimination
-



AND

- Commit the resources needed to make accessibility happen!
- OCR expects us to take our contractual obligation seriously



Section 504 vs. Section 508

One Act (Rehabilitation Act of 1973, as Amended) Two Laws



Section 504

- Applies to any college or university that accepts federal funds
 - Noncompliance can result in loss of federal funds
 - Enforced by user complaint
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Section 508

- ❑ Part of Rehabilitation Act of 1973, as amended in 1998
 - ❑ Section 508 standards added in 2001
 - ❑ As written it applies only to the federal government
 - ❑ Enforced by user complaint
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508 in California

- California state law lifted the Section 508 requirements and applied them to the state
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California State Law

□ SB 105

- Applied standards of Section 508 to California state entities
- Passed September 29, 2002
- Effective January 1, 2003
- Became part of Govt. Code 11135, now moved to 7405
- CCCs accepted this as applying to them



SB 302

- Applied law to CSUs
 - “Yes, we did mean you, too!”
-



CA Govt. Code

- Was in 11135
 - With the Section 508 refresh, CA governmental law was also revised
 - Now codified in 7405
 - Text is IDENTICAL—simply moved in code
 - Gov Code Title I, Chapter 18, Section 7405
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Cal. Gov. Code §7405

- "In order to improve accessibility of existing technology, and therefore increase the successful employment of individuals with disabilities, particularly blind and visually impaired and deaf and hard-of-hearing persons, state governmental entities, in developing, procuring, maintaining, or using electronic or information technology, either indirectly or through the use of state funds by other entities, shall **comply with the accessibility requirements of Section 508** of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), **and regulations implementing that act** as set forth in Part 1194 of Title 36 of the Federal Code of Regulations."



One Difference

- CA places some responsibility on vendors
 - 7405 (b) Any entity that contracts with a state or local entity subject to Section 11135 for the provision of electronic or information technology or for the provision of related services shall agree to respond to, and resolve any complaint regarding accessibility of, its products or services that is brought to the attention of the entity.
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Both Apply

- Both Section 504 and 508 apply to us
 - But they are very different laws
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Section 504 vs. Section 508

- Section 504 addresses individuals' needs for auxiliary aids and services (accommodations).
- Section 508 addresses the infrastructure that allows access.

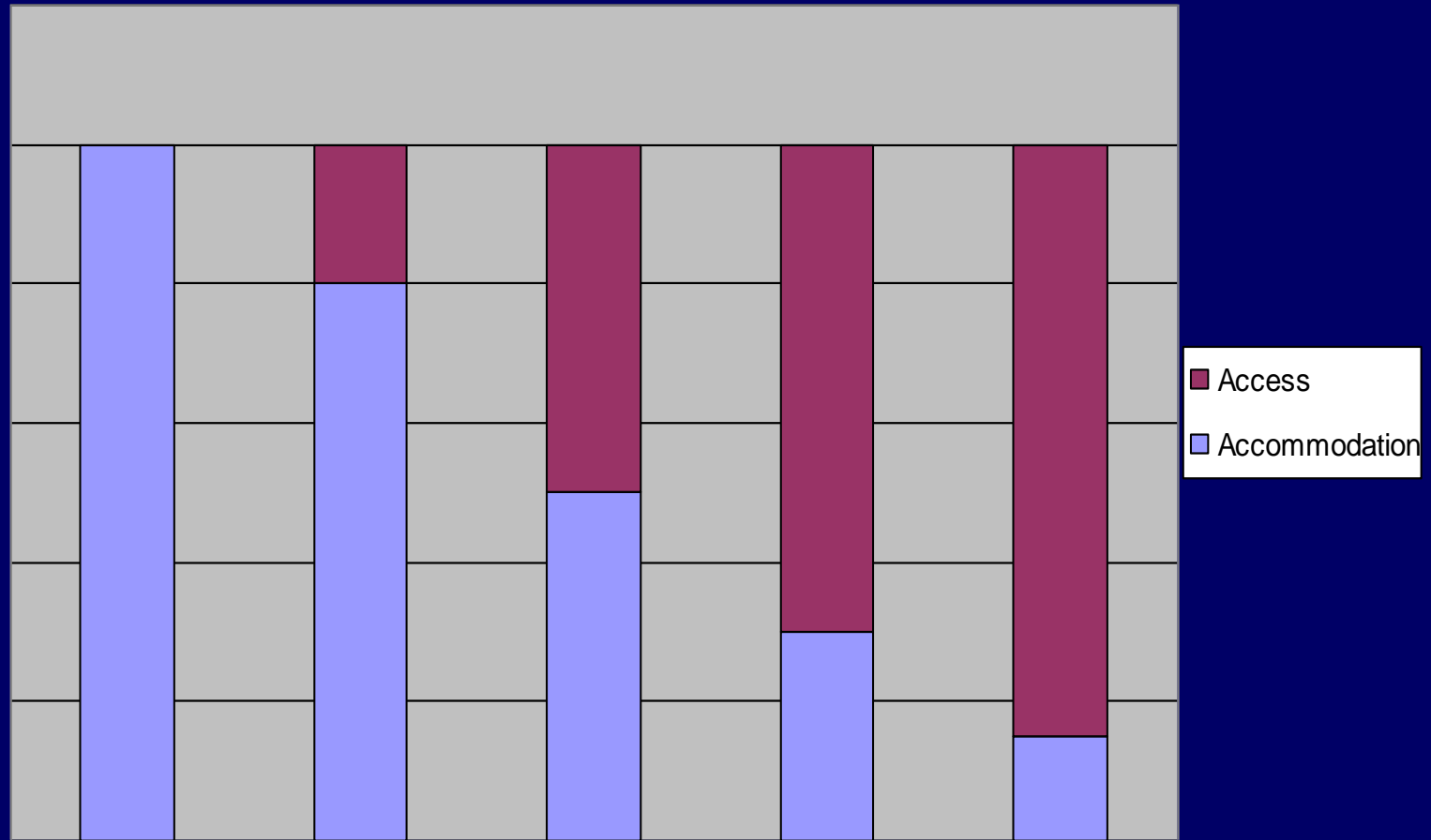


Rehabilitation Act of 1973

- Section 504 is about accommodation.
 - Making it work for individuals (equally effective)
 - Disability service offices created to serve students' needs.

- Section 508 is about access.
 - Create accessible software, Web sites, videos, and documents.
 - Purchase accessible products.
 - Campuswide responsibility

Access vs. Accommodation





Working Together

- ❑ The campus buys accessible products/creates accessible media
- ❑ Individual accommodations may still be required
- ❑ However, an accessible infrastructure will make providing accommodations far less difficult and expensive!



Risk Management on the Web

□ High risk

- Public-facing pages
- Forms
- Any pages that students **must** use
 - Registration, financial aid, homework

□ Low risk

- Areas locked behind a portal where accommodation can be easily accomplished when necessary



We've Got Your Back!

- ❑ Accommodation is always the back-up plan for access!
- ❑ Create and buy E&IT that is as accessible as possible
- ❑ When access falls short...accommodate!

- ❑ But remember: Accommodation is almost always more expensive and can be time consuming!



How will you accommodate?

- Can still use materials that are not fully accessible, as long as you can accommodate individual needs in an **equally effective** manner
- Make accommodation planning part of the design strategy and buying decisions!



And Remember

- Do not **require** technology (software or hardware) that cannot be accommodated!
- In other words, if it is impossible to make the technology equally as effective for **all** users, do not **require** it of all users.



Purchasing Inaccessible

- OCR considers requiring inaccessible technology in an educational setting “willful negligence”
 - Willful negligence is just one step below “intent to do harm”
 - Willful negligence means big \$\$\$ damage settlements may be required
 - Willful negligence by individuals means personal accountability



When Do Standards Apply?

- Section 508 standards apply to the governmental entity
 - As purchaser of E&IT
 - As creator of E&IT
 - Standards are not enforceable on the vendors!
 - Compliance is up to the organization
 - And is enforced by user complaint
-



Remember the Acronym

- Section 508 applies to Electronic & Information Technology (E&IT) that is “DUMPed”
 - **D:** Developed
 - **U:** Used
 - **M:** Maintained
 - **P:** Procured



Section 508 in Action

- Make Web sites accessible
 - Follow the 508 or WCAG Standards
- Make software created by organization accessible
- Make videos & multi-media accessible
- Purchase accessible Electronic & Information Technology (E&IT)
 - ICT: Information & Communication Tech



Planning for Success



Where Does the Buck Stop?

- Someone has to have sign-off power on what is posted on the web
 - Someone has to be able to answer people's questions
 - Someone has to train staff and faculty
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OCR

- In OCR resolutions, they are requiring that every person who can post to the web be trained on accessibility
 - They are also requiring that needed resources be allocated
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Make It Easy!

- Make sure all personnel are trained!
 - Remember to train help desk personnel!
 - Assign “accessibility experts” to support staff
 - Questions need to be answered quickly!
 - One example: each department has one person who becomes an expert in accessible documents
-



A Strategy to Move toward Compliance

FIVE STEPS TO ACCESS



University of Washington

- Analyzed recent OCR cases and developed a five step strategy for compliance
 - Based on the OCR resolutions



UW Compliance Services: The 5 Steps



1. Conduct an audit and develop a corrective action strategy.
 2. Set institutional standards and a method to monitor compliance.
 3. Provide training and education about accessibility.
-



UW continued

4. Institute procedures within the procurement process.
5. Provide and publicize a mechanism for reporting access barriers.



RESOURCES



Great Resources for Web

- WebAIM
 - www.webaim.org
 - WAVE Checker
 - <http://wave.webaim.org/>
 - WAVE Toolbar for Chrome
 - <http://wave.webaim.org/extension/>
 - DO-IT (University of Washington)
 - <http://www.washington.edu/doi/>
-



W3C

- W3C WCAG 2.0

- <https://www.w3.org/TR/WCAG20/>

- Checklist

- <http://www.w3.org/TR/2006/WD-WCAG20-20060427/appendixB.html>

- Applying WCAG to Non-Web

- <http://www.w3.org/TR/wcag2ict/>
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WAI

- Fabulous resources from W3C
 - WAI (Web Accessibility Initiative)
 - <https://www.w3.org/WAI/intro/wcag>
 - Before and After
 - <http://www.w3.org/WAI/demos/bad/>
-



Color Analysis

- Color Contrast Analyzer (CCA)

- <http://www.paciellogroup.com/resources/contrastanalyser/>
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CWU Simple Tools

- CAR (Central Access Reader)
 - <https://www.cwu.edu/central-access/reader>
 - CAR Check (for Word)
 - <https://www.cwu.edu/central-access/carcheck>
 - CAT (Central Access Toolbar)
 - <https://www.cwu.edu/central-access/toolbar>
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Digital Media

- DCMP Captioning Key

- <http://www.dcmp.org/captioningkey/>

- NCAM – STEM

- http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines

- WGBH – Web Media

- http://ncam.wgbh.org/invent_build/web_multimedia/accessible-digital-media-guide/guideline-h-multimedia



Learning from Others

- CSU Procurement Resources
 - www.calstate.edu/Accessibility/EIT_Procurement/
 - USPTO Cookbook and Forms
 - www.uspto.gov/about/offices/cio/section508/
 - Access Board
 - <https://www.access-board.gov/guidelines-and-standards>
 - Buy Accessible
 - www.buyaccessible.gov/
-



Yet More

- Teach Access

- <http://teachaccess.org/>

- Free from the CCCCO

- www.toolsthatinspire.com



Questions? More training?

- Gaeir (rhymes with “fire”) Dietrich
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 - For quickest results, copy our admin assistant, Erika Owens,
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-