NDLBI

Deaf

Learning Disabilities

Unable to use a mouse
We thank you for joining us.

Please hold questions until the end of the presentation.

There will be time at the end of the presentation for discussion and consensus.
Purpose

• Relate ADA web laws and UNF strategic plan
• Explain Web Content Accessibility Guidelines 2.0 (WCAG 2.0)
• Comply with Web accessibility at UNF
• Provide goals for training and introduce interactive presentation of WAVE
What Is Web Accessibility?

“What is development of information systems flexible enough to accommodate the needs of the broadest range of users...regardless of age or disability.”

Cynthia Waddell
Who can use our institution’s website?

Those who:
- Are *blind / have low vision*
- Are *deaf / hard of hearing*
- Are *unable to use* a mouse or keyboard
- Have *learning disabilities*

While 19% of the US population has a disability (US Census), approximately 8.5% has a disability that affects computer and Internet use.
What does the law say?

“There is no doubt that the Internet sites of state and local government entities are covered by Title II of the ADA. Similarly, there is no doubt that the websites of recipients of federal financial assistance are covered by Section 504 of the Rehabilitation Act.”

Department of Justice
ADA Web Compliance

• Compliance is required by Federal law – Section 504 of the Rehabilitation Act and Title II, ADA.
• Web accessibility is a high priority.
• Noncompliance leads to litigation.
Lawsuits

Discrimination against individuals with disabilities is expensive!
Higher Education Litigation

- **2014**
  - Miami University: inaccessibility of Web content and services

- **2013**
  - Louisiana Tech: inaccessibility of course materials
  - $23,543 settlement damages
  - South Carolina Technical College System: inaccessibility of websites

- **2012**
  - University of Montana: inaccessibility of Web content and services (class assignments, live chat and discussion board, videos without captions, and an inaccessible registration system).

- **2012**
  - Florida State University: inaccessibility of E-learning
  - $150,000 settlement damages
    - $75,000 to each student

- **2010**
  - Penn State University: inaccessibility of website and course materials
  - $12 million est.

- **2009**
Other Reasons for Web Accessibility

• Web accessibility benefits everyone
  – Individuals with disabilities
  – Individuals without disabilities
  – Senior users
  – Users with old technology
  – Smartphones and emerging technology
• Inclusion for everyone in the digital environment
• Enhanced compatibility with smartphones and other technologies
• Reflects UNF mission, leadership, and values
• Good PR
Mission Statements

• 86% of institutional mission statements contain language supportive of web accessibility in postsecondary education.
  - “All students”
  - “Diversity”
  - “Equality”
  - “Inclusion”

• Exercising the usage of these words seems to stop at web accessibility.

• Universities with inaccessible websites aren’t adhering to their mission statements if they aren’t supportive of making their own websites accessible.
UNF Strategic Plan

• Cultivate a learning environment that supports intellectual curiosity, academic achievement, and personal growth
  – Create and communicate opportunities for personal growth and pathways to academic progress and success
  – Provide transformational learning experiences for all students

• Recruit and support a diverse community of students, faculty, and staff
  – Provide opportunities for intercultural and educational experiences that improve the climate for less represented groups, and ultimately prepare all members of the UNF community to be global citizens of our diverse world

• Affirm the university’s public responsibility through civic and community engagement
  – Reward participation in community-engagement activities by students, faculty, and staff

• Secure fiscal, physical, and technological resources aligned with the University’s mission and values
  – Acquire, implement, and support technologies and instrumentation that enhance the educational, research, service, and administrative activities of students, faculty, and staff
Continuous Improvement Commitment and Policy Planning/Design Implementation Evaluation Improve Continuous Improvement
Presenter

Sy Soni
Student Assistant
### Leaders in ADA Web Accessibility

#### W3C
- “The W3C mission is to lead the World Wide Web to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web.”
- Global offices:
  - Australia
  - Brazil
  - Benelux
  - Finland
  - France
  - Germany/Austria
  - Greece
  - Hungary
  - India
  - Israel
  - Italy
  - Korea
  - Morocco
  - Russia
  - Senegal
  - Southern Africa
  - Spain
  - Sweden
  - UK/Ireland
  - United States

#### WebAIM
- Provide services directly to organizations
- Develop software tools
- Create instructional media
- Foster an active online community and exchange environment
- Engage in research
- Participate in policy dialogues and processes

Located at the Center for Persons with Disabilities at Utah State University in Logan, UT
Principles of WCAG 2.0

**Principle 1: Perceivable** "Information and user interface components must be presentable to users in ways they can perceive."

1.1-1.4

Examples of Principle 1:
- Visually impaired users must be able to receive information via sound or touch
- Hearing impaired users must be able to receive information via sight
- Low vision users must be able to receive information with alternative formatting or zoomed to larger sizes
- Color deficient users must be able to receive information without use of color

**Principle 2: Operable** "User interface components and navigation must be operable."

2.1-2.4

Examples of Principle 2:
- Functions triggered via mouse or gesture are also available via a keyboard
- All users are given sufficient time to read and use content
- Content does not induce seizures
- Users are given mechanisms to skip repetitive content.
- Landmarks are provided to assist in screen reader navigation (e.g. meaningful page title, meaningful headers and meaningful and unique link text)
- Multiple paths are provided to navigate Web site structure

**Principle 3: Understandable** "Information and the operation of user interface must be understandable."

3.1-3.3

Examples of Principle 3:
- Site is free of unannounced pop up windows
- Separate **Submit** or **Go** buttons/links are provided to initiate page changes (versus auto submit upon selection)
- Navigation and labels are consistent across a Web site or application
- Mechanisms are available to detect errors and provide clear instructions to users on fixing errors
- Language of text or subsection of text is identified

**Principle 4: Robust** "Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies" 4.1
What are the blockers?

- **Image Alt Tags**
  - Invisible descriptions of images which are read aloud to blind users on a screen reader. Adding ALT text allows authors to include images, but still provide the content in an alternative text based format.

- **Page or Document Title**
  - All online pages should have unique topics that describe the content of the page or document. This allows screen readers to distinguish pages from each other and also enhances other functions such as tab titles (Web pages) and table of contents (PowerPoint).

- **Headings & Sub Headings**
  - In order to facilitate accessibility and Web standards, it is best to use the tags for the intended purpose in the information hierarchy, rather than for pure formatting purposes. In many cases, doing so will also make your document easier to edit.

- **Link Text**
  - Helps users understand the destination of links

- **Table Headers & Captions**
  - A table can be classified as a data table whenever you need to specify a row or column with header information about that row/column. If no informational header is needed, then it is a formatting table.

- **Form labels**
  - Barriers include controls and icons not fully identifiable on a screen reader; some controls only work with a mouse, which is a barrier for motion impaired users.

- **Video Captions**
  - No available captions or incorrect captioning
ADA Web Compliance

• Levels of ADA Web Compliance
  – **A**: The minimum level of compliance where the webpage satisfies all the Level A Success Criteria
  – **AA**: The Web page satisfies all of Level A and Level AA
  – **AAA**: For Level AAA compliance, the Web page satisfies all of Level A, Level AA and Level AAA

*UNF will strive to meet level A compliance to avoid legal issues and achieve AA compliance.*
UNF WebAccessAble

Continuous Improvement Plan

Testing Home Page
ADA Compliance staff tests departments’ homepages with WAVE. Results are provided to Webmaster by department.

Train the Trainer to Test
Collaborative effort between ADA Compliance staff and Webmaster to train content builders and content editors.

Reporting & Editing
Webmaster receives reports from ADA Compliance staff and provides reports to department content builders or content editors (or designee).

Departments’ Revisions
Department content builder or content editor tests, using WAVE, and revises homepage and links content in CMS within 60 days and reports revisions to Webmaster.

Enforcing & Approving
Webmaster reviews and approves revisions made by department content builders and editors. Webmaster reports ADA compliance levels to ADA Staff.

UNF WebAccessAble
Do you still like us?
Why?

Why the ADA Compliance Office staff, Marketing & Publications staff, and the Webmaster is scanning and reviewing sites and why it is important?
Training Goals & Objectives

• Use WAVE to scan a web site and determine accessibility problems
• Identify common WAVE terms
• Recognize a site’s error messages and warnings
• Read WAVE reports
• Discover methods to resolve site’s accessibility problems
WAVE & CMS Revision Timeline

- Know how WAVE test results are determined, and understand the levels of priorities A, AA, and AAA.
- Determine how testing is conducted through WAVE and the revisions through CMS.
- Scan additional links beyond department homepage and fix errors and improve compliance of overall web presence within timeline.
- Report fixes within 60 days and report to Webmaster and continue to monitor progress.
The Process of Testing

- WAVE: http://wave.webaim.org/
- Open the website you are testing and copy the URL address, then copy and paste the address into the WAVE testing bar, press the right arrow key.
- The result will show on the screen (example of UNF Home Page on the right.)
- The Summary tells you how many Errors are on the page (6 in this case) and Alerts (41 in this example.)
- The flag may be clicked to give you additional information about the errors and warnings details.
- The letter “I” in the circle offers the explanation of the icon as well as the suggested fixes for accessibility.
Enforcing Accessibility

• Webmaster reviews and approves revisions made by department content builders and editors.
• Webmaster reports ADA compliance levels to ADA staff.