College Website Review and Revision for Accessibility

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Need

- College website should have as its mission:
  - recruit, support, and inform current and future students and faculty about the college and the profession
- Modeling educational design concepts
- Ethical educational behaviors
- School sites should be accessible
Guidelines for Web Accessibility

- In the US, the United States government’s section 508 of the 1998 Rehabilitation Act
  - [http://www.section508.gov/](http://www.section508.gov/)
  - [http://www.w3.org/TR/WCAG10/full-checklist.html](http://www.w3.org/TR/WCAG10/full-checklist.html)
W3C Priority 1

- Provide content that conveys essentially the same function or purpose as auditory or visual content;
- Ensure that text and graphics are understandable when viewed without color;
- Clearly identify changes in the natural language of a document's text and any text equivalents;
- Ensure that tables have necessary markup to be transformed by accessible browsers;
- Ensure that pages are accessible even when newer technologies are not supported or are turned off;
- Ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or stopped;
- Ensure that the user interface follows principles of accessible design: device-independent access to functionality, keyboard operability, self-voicing, etc.;
- Use features that enable activation of page elements via a variety of input devices; Provide context and orientation information to help users understand complex pages or elements; and
- Ensure that documents are clear and simple so they may be more easily understood (Web Content Accessibility Guidelines 1.0, 1999).
508 Guidelines

- A text equivalent for every non-text element
- Equivalent alternatives for any multimedia presentation
- Information conveyed with color is also available without color
- Readable without requiring an associated style sheet.
- Text links provided for active regions of a server-side image map.
- Client-side image maps provided instead of server-side image maps
- Row and column headers identified for data tables
- Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- Frames shall be titled to facilitates frame identification and navigation.
- Pages shall be designed to avoid screen flicker beyond 2 Hz or 55 Hz.
- A text-only equivalent information or functionality page provided if site can not be otherwise adapted, contents updated whenever the primary page changes.
<table>
<thead>
<tr>
<th>Section 1194.22 Paragraph</th>
<th>WCAG 1.0 Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A text equivalent for every non-text element</td>
<td>1.1 Provide a text equivalent for every non-text element. [Priority 1]</td>
</tr>
<tr>
<td>(b) Equivalent alternatives for any multimedia presentation</td>
<td>1.4 For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation. [Priority 1]</td>
</tr>
<tr>
<td>(c) Information conveyed with color is also available without color</td>
<td>2.1 Ensure that all information conveyed with color is also available without color, for example from context or markup. [Priority 1]</td>
</tr>
<tr>
<td>(d) Readable without requiring an associated style sheet.</td>
<td>6.1 Organize documents so they may be read without style sheets. [Priority 1]</td>
</tr>
<tr>
<td>(e) Text links provided for active regions of a server-side image map.</td>
<td>1.2 Provide redundant text links for each active region of a server-side image map. [Priority 1]</td>
</tr>
<tr>
<td>(f) Client-side image maps provided instead of server-side image maps</td>
<td>9.1 Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape. [Priority 1]</td>
</tr>
<tr>
<td>(g) Row and column headers identified for data tables</td>
<td>5.1 For data tables, identify row and column headers. [Priority 1]</td>
</tr>
<tr>
<td>(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.</td>
<td>5.2 For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells. [Priority 1]</td>
</tr>
<tr>
<td>(i) Frames shall be titled to facilitate frame identification and navigation.</td>
<td>12.1 Title each frame to facilitate frame identification and navigation. [Priority 1]</td>
</tr>
<tr>
<td>(j) Pages shall be designed to avoid screen flicker beyond 2 Hz or 55 Hz.</td>
<td>7.1 Allow users to control flickering, avoid causing the screen to flicker. [Priority 1]</td>
</tr>
<tr>
<td>(k) A text-only equivalent information or functionality page provided if site can not be otherwise adapted, contents updated whenever the primary page changes.</td>
<td>11.4 If, after best efforts, you cannot create an accessible page, provide a link to an alternative page that uses W3C technologies, is accessible, has equivalent information (or functionality), and is updated as often as the inaccessible (original) page. [Priority 1]</td>
</tr>
</tbody>
</table>
Self Evaluation

Tools to evaluate the site to improve accessibility:

- Bobby from CAST
- HTML & CSS Validator from W3C
- A-Prompt from the University of Toronto
- 508 Accessibility Suite for Dreamweaver
A-Prompt
Restructure

○ Test Site
○ Accessibility testing
  ● Machine
    ○ Display devices
    ○ Browsers
    ○ Screen readers
  ● People
    ○ Request persons who have a disability to review site.
Conclusions

- College sites should provide information to *all* prospective users.
- Whoever directs the maintenance and structure of the college’s website needs to have someone who is aware of online accessibility issues.
- Site should periodically be reassessed for accessibility compliance and training made available for all college web authors.