Understanding Web Accessibility and Section 508

Web Accessibility Group, Janet Sylvia, CAES, July 20, 2011

Agenda

- Introductions: WAG Founding Members
- Getting Started with Section 508
- Questions

WAG Founding Members

- Janet Sylvia, Co-Leader, UGA College of Agricultural and Environmental Sciences
- Chris Seymour, Co-Leader, UGA Enterprise Information Technology Services
- Carter Adams, UGA Enterprise Information Technology Services
- Janet Beckley, UGA Office of Public Affairs
- David Crouch, UGA Office of Undergraduate Admissions
- Janyce Dawkins, UGA Equal Opportunity Office
- Judy James, UGA Human Resource Development
- Mark Jordan, UGA Enterprise Information Technology Services
- Austin Kovarik, UGA Disability Resource Center
- Ray Lee, USG Information and Web Services
- Paula McIntyre, UGA Institute on Human Development & Disability
- David Noah, UGA Center for Teaching and Learning
- Melinda Pethel, UGA Family and Consumer Sciences
- Deborah Stanley, UGA Libraries

WAG Opportunities

- WAG Listserv - all are invited to [Join the WAG listserv](#)
- WAG Wiki available at [wag.uga.edu](#)
- WAG Monthly Meetings, Every first Wednesday beginning Wednesday August 3, 2011 from 10-11am at Georgia Center Room F/G (Athens Campus)

Getting Started with Section 508

- What is Section 508?
- Section 508 of Rehabilitation Act Amendments of 1998 states in part: "Electronic information

and data must be equally accessible to individuals with and without disabilities."

Section 508 Covers

- 1194.21 Software Apps & Operating Systems
- 1194.22 Web-based Intranet and Internet
- 1194.23 Telecommunications Products
- 1194.24 Video and Multimedia Products
- 1194.25 Self-contained, Closed Products
- 1194.26 Desktop and Portable Computers

Section 508 for website developers

- 1194.21 Software Apps & Operating Systems
- 1194.22 Web-based Intranet and Internet

- Separate in current Section 508
- Combined in the Section 508 Refresh, along with Section 255 Telecommunications Act

W3C WCAG 2.0

- Additional international guidelines
- Worldwide Web Consortium (W3C), Web Content Accessibility Guidelines (WCAG 2.0)
- Some harmonization, but not the same
- Newcomers: Focus on existing Section 508 Standards
- Experienced with 508: Review WCAG 2.0

How People with Disabilities Use the Web

- Link to WebAIM video [People with Disabilities on the Web](#) (11 minutes)

Benefits of Accessible Websites

- First and foremost, accessible to people with disabilities
- Compliance with federal law
- Increase search engine optimization
- Improved interoperability (browsers, o/s, devices)
- Improves webpage download time
- Reduced server load
- Website easier to manage

- Expands your audience

Techniques, Tools and Resources for Compliance

Include a Search Feature

- Available on every page of website
- Access Search field without scrolling
- Include a label tag to indicate Search field
- LMS: Add Search to Course Tools and move to top of list

Provide Descriptive Hyperlinks

- Ensure link text make sense out of context
- Purpose of the link should be obvious from the link text alone
- AVOID "Click Here" and "Email me"
- Visit accessible websites to review link text, such as WebAIM website

Provide text equivalent for all non-text elements

- Images, Charts, Graphs, Audio
- Use ALT text to provide: Accurate and succinct description of image
- Spacer image use empty or null ALT text
- Word, PDF, PowerPoint, etc right click image, select Format Image, select Web tab. Don't fill entire box with text.
- Use the Web Accessibility Toolbar and select Images, List Images to review current alt text on a webpage

Choose Colors Carefully

- Do not use color alone to convey important information
- Sufficient contrast between foreground and background colors
- Contrast Ratio at least 7:1. Use Web Accessibility Toolbar and select Colour, Contrast Analyser to find the contrast ratio for your website
- Applies to both text and images
- Example of website with accessible color coding is Systems Status University of Georgia

Provide Skip Navigation

- Skip Navigation link at top of web page
- Allows skip to main content
- Screen reader demo with skip navigation
- Regarding Navigation:Should be logical, intuitive, consistent
- LMS: keep navigation bar (i.e. Course Menu) up-to-date

Ensure Readability of Content

- Divide large blocks of content into smaller sections
- Include a document "title"
- Avoid large chunks of italic text
- Avoid centrally aligned text
- Use left-justified for English language text
- Format using markup (headings, lists, etc.)
- Use images, illustrations, multimedia to clarify meaning (should be purposeful)

Use semantic markup properly

- True Headings h1..h6 (not increased font size, bold)
- Ordered ol or unordered ul lists for actual list content and not for layout
- Use paragraph tags
- Use code for strong and emphasis (semantic)
- Avoid code for bold and italics (visual)

Use Row/Column Headers for Data Tables

- Designed to be read from left to right and from top to bottom
- Use Row and Column Headers
- Provide Summary preceding table
- Provide Caption (i.e. Title)
- Keep table design simple
- Associate cells with proper headers
- Detailed instructions are available at WebAIM for Creating Accessible Tables

Ensure readable without CSS

- Turn off style sheets and be sure content makes logical sense
- Purpose of CSS: to separate content from form –not- to replace semantic structure
- Example of accessible site with CSS disabled use the Web Accessibility Toolbar and select CSS, Disable Style Sheets

Provide Equivalent Alternatives for Multimedia

- Audio only provide Text Transcript
- Video only provide Descriptive Video (text file which describes what is taking place in the video)
- Audio + Video provide Synchronized Captions, Text Transcript and Descriptive Video file (unless talking head)
- Example of captioned video and these files available at UGA Department of Horticulture homepage to review What is Horticulture accessible multimedia content

Create Accessible Web Content

- Follow same document guidelines mentioned during this seminar. Additional information available for each document type is available at WebAIM Articles under the heading Rich Media Accessibility
- Adobe PDF, Flash, Open Office, Word, PowerPoint

Steps for Checking Accessibility

- Testing is a 3-part process
- Automated Checkers like the WAVE Web Accessibility Evaluation Tool (for web pages and documents)
- Manual Checks & Keyboard Accessibility
- End-user Testing

Resource List

- WebAIM a premiere web accessibility site
- Web Accessibility Toolbar
- WAVE Accessibility Evaluation Tool
- WebAIM Section 508 Checklist
- Access Board detailed explanations of 1194.22
- WebAIM WCAG 2.0 Checklist
- W3C Web Accessibility Initiative

Questions?

Please contact Janet Sylvia if you have any questions. Thank you!

End of presentation. (c) 2011