




Web Accessibility in Higher Education

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Dyslexia

Moderate vision
impairment

Epilepsy

Migraines

Severe vision impairment

Physical impairment

It's not just
about vision
impairments



Our Services

- Audits
- Mobile testing
- Building web sites
- CMS testing
- Accessible design
- Video accessibility
- User testing
- OS / browser testing
- Consultation
- Accessible documents

Our Products

- OzPlayer
- OzART
- OzWiki

More information:
www.accessibilityoz.com

Overview of accessibility



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What is online accessibility?

Online accessibility:

- ability for a person with a disability to understand and use a web site, application, intranet, or program

Governed by:

- AHRC Disability Discrimination Act

Achieved by:

- W3C Web Content Accessibility Guidelines (WCAG)

Accessibility is important...

It allows people with disabilities to:

- access information like anyone else
- interact with others without being categorised as “disabled”
- undertake activities which they are not otherwise able to do

People with disabilities



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How many people?

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People with disabilities

What disability types are assisted by an accessible website?

- Disabilities affecting vision
- Disabilities affecting how the mind interprets information
- Disabilities affecting movement
- Disabilities affecting hearing

Legal precedents

June 1999 – August 2000

- Bruce Maguire lodged a HREOC complaint about the Sydney Olympics web site
- HREOC ruled in Maguire's favour

September 2000

- SOCOG ignored HREOC and fined \$20,000
- Legal fees greater than \$500,000

Accessibility litigation - US

Target.com

- \$6 million class action suit, legal fees in excess of \$3.5 million

Government of Canada

- Make all of their web sites accessible within 15 months

Netflix

- \$795,000 in damages and captions within 2 years. They reached 100% of content captioned in December 2014



Web Content Accessibility Guidelines

Principles, Guidelines,
Success criteria, Techniques
and Conformance levels

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WCAG

Developed by the W3C:

- International, vendor-neutral organisation
- Version 1: 1999
- Version 2: 2008

Written by:

- Accessibility specialists
- People with disabilities
- Software vendors

About WCAG2

Four Principles

- Perceivable
- Operable
- Understandable
- Robust

Layout of a Principle:

- Each Principle has Guidelines
- Each Guideline has Success Criteria
- Each Success Criteria has Sufficient, Advisory and Failure Techniques

Conformance levels

Three conformance levels:

- Level A (minimum)
- Level AA (medium)
- Level AAA (maximum)

Conformance (and conformance level) is for full Web page(s) only, and cannot be achieved if part of a Web page is excluded.

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Why is accessibility different for higher ed?

Higher education:

- Many disparate units, doing many different things
- All types of technology, e-commerce, etc
- Teeny-tiny budgets!

What about
when there's
no budget?





WANAU

<https://wanau.org/>

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Accessibility Factsheets

Everything you
need to know
about accessibility

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Presentations, articles, slideshows

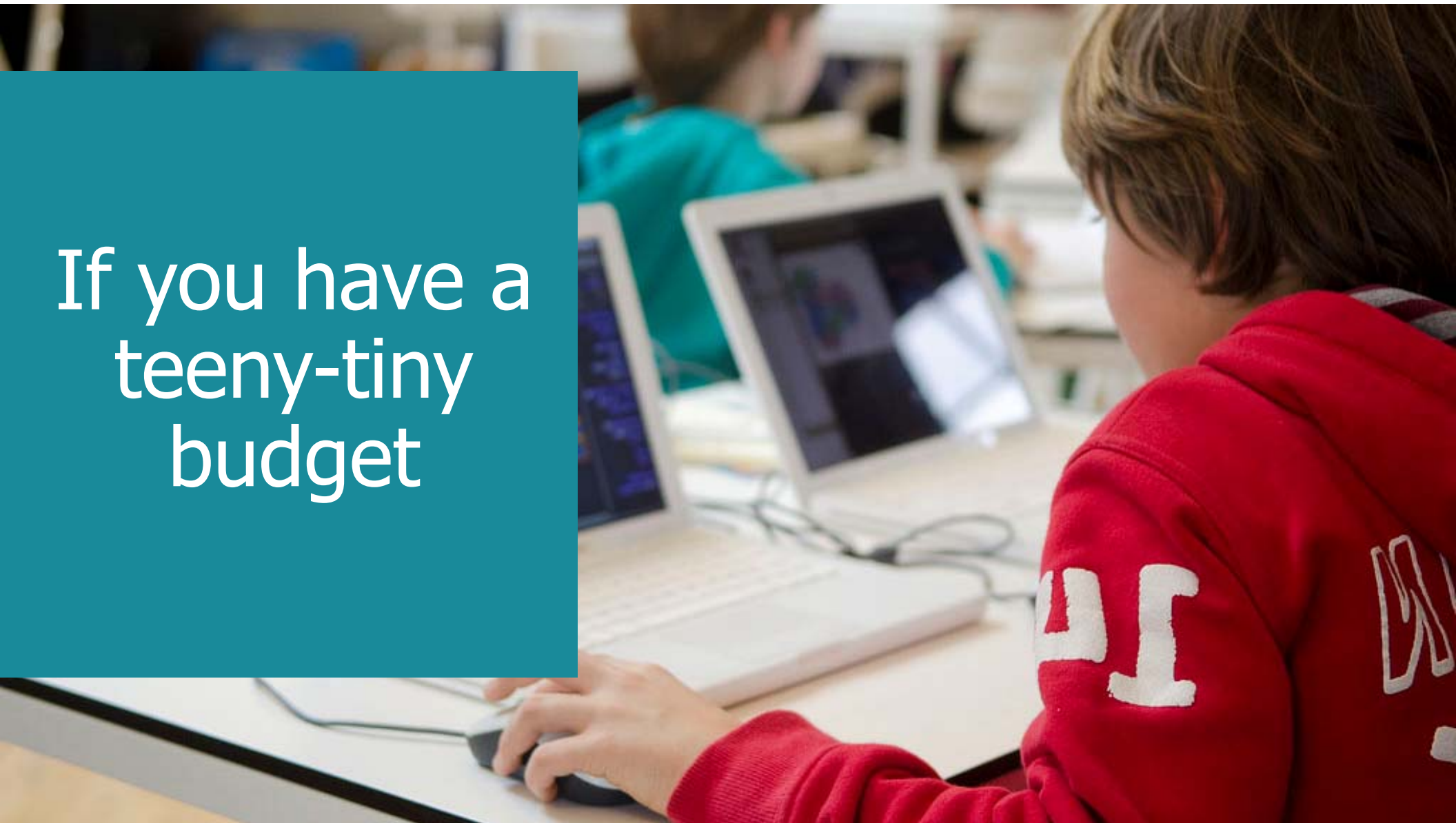
Conferences: a11yoz.com/conferences

Presentations: a11yoz.com/presentations

Articles: a11yoz.com/articles



If you have a
teeny-tiny
budget





OzWiki

Real accessibility examples

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OzART

Manage your
testing and fixes in
the same place

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Accessibility Roadmap

Map out what you
need to do

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Phase A: Quick wins

1. Build an accessibility committee
2. Develop Disability Reference Group
3. Appoint an accessibility champion
4. Hire additional Disability Services staff
5. Address accessibility issues identified in the Accessibility Stocktake
6. Develop accessibility resources
7. Provide a communication method for staff and students to comment on accessibility



Phase B: Develop an Accessibility Plan

1. Write an Accessibility Statement
2. Develop an Accessibility Action Plan
3. Add Accessibility to University Policies and Procedures
4. Communicate the Accessibility Plan, changes to University Policies and Procedures

Phase C: Make accessibility fixes

1. Ensure all future University web sites and applications are accessible
2. Create an inventory of ICT (software, websites, classroom technologies, videos)
3. Identify web sites and applications to be tested
4. Conduct testing
5. Contact vendors
6. Undertake fixes

Phase D. Develop accessibility knowledge in Uni

1. Provide training for web staff, Faculty and Disability Services
2. Run frequent Accessibility sessions
3. Develop case studies





Questions?

Come see us at our
exhibit booth to
discuss your needs

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