Web Accessibility and SUNY Libraries

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Michelle Eichelberger

Michelle.Eichelberger@suny.edu

Plan for Today

- Review the SUNY EIT policy/plan and how it applies to libraries

- Discuss SUNY EIT library accessibility guidelines

- Look at SLSS Accessibility guide content and service

- Brief deep dive into web accessibility tips and tricks

SUNY EIT Policies

SUNY EIT Policies

Where are they?
- "SUNY Blue" - https://blue.suny.edu/EP/EIT
- Challenging to find with a Google Search

What does the site include?
- Policy links
- Guidelines for five categories: Web, Digital Content, Procurement, Classroom, and Libraries
- Recordings of webinars for each of the areas
- Link to list of campus EIT Officer, who can connect you with the Deque University enrollment contact at your campus
- Contact info and web accessibility listserv
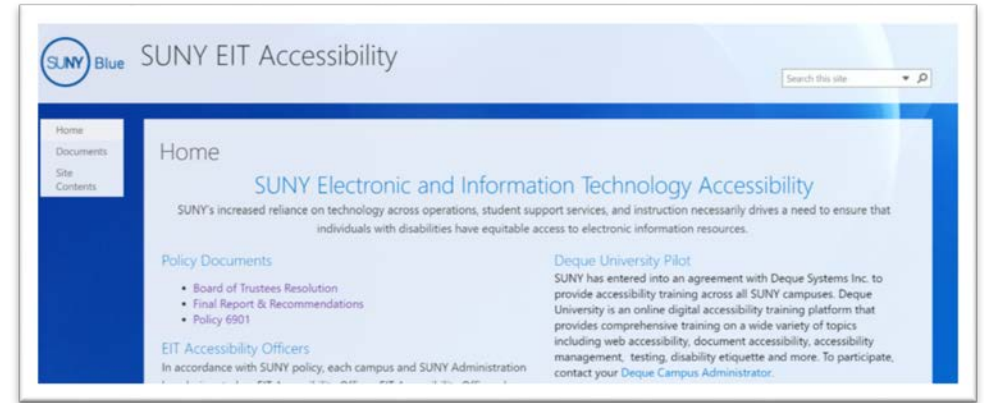
Library Accessibility Guidelines

www.suny.edu

SUNY EIT Library Accessibility Guidelines (LAG)

https://blue.suny.edu/EP/EIT/Shared%20Documents/Libraries%20Accessibility%20Guidance.pdf

- All standards apply to libraries (procurement, classroom, etc.)
- LAG are guidelines and recommendations in addition to other standards
- Recommendations for Library Services and Digital Content
- Review webinar:
  https://www.youtube.com/watch?v=A64L60jAYaM&feature=youtu.be

Library Accessibility Guidelines (LAG)

Library Services	Required	Strongly Rec.
Establish policies and procedures for making library materials accessible in a variety of formats (e.g. requests for accommodation, alternative format, OCR scans)	✔	
Provide instructions, documentation, and handouts available in an accessible digital format upon request		✔
Provide access, resource, and service information on a library accessibility webpage (see the Non-EIT Appendix for additional web page recommendations)		✔
Designate a liaison or contact within the library to provide EIT-related support	✔	
Provide training to library staff on available assistive technology and EIT best practices		✔
Provide assistive technologies and equipment in computer labs, particularly in specialized spaces such as makerspaces		✔

Library Accessibility Guidelines (LAG)

Digitizing Content	Required	Strongly Rec.
Ensure documents and forms digitized or hosted by the library are accessible, or can be made accessible upon request	✓	
Perform high quality source document scans	✓	
When scans for instructional and research materials are requested (e.g., course reserves, ILL), conduct basic OCR scans (text-renderable). Purchasing a new digital document, physical book, or processing by an external vendor may be required to achieve basic accessibility	✓	
Identify and purchase materials that are captioned, or allow and promote the use of interlibrary loan to request captioned titles if your library owns the (uncaptioned) item	✓	
Include transcripts for any media recordings	✓	

SUNY EIT Library Accessibility Guidelines (LAG)

How does this affect you?

- Campus Accessibility plan, which includes Library section, is due June 30th

- COVID-19 means online accessibility is more important than ever

- COVID-19 also means tighter budgets and more attention paid to accessibility for purchased content

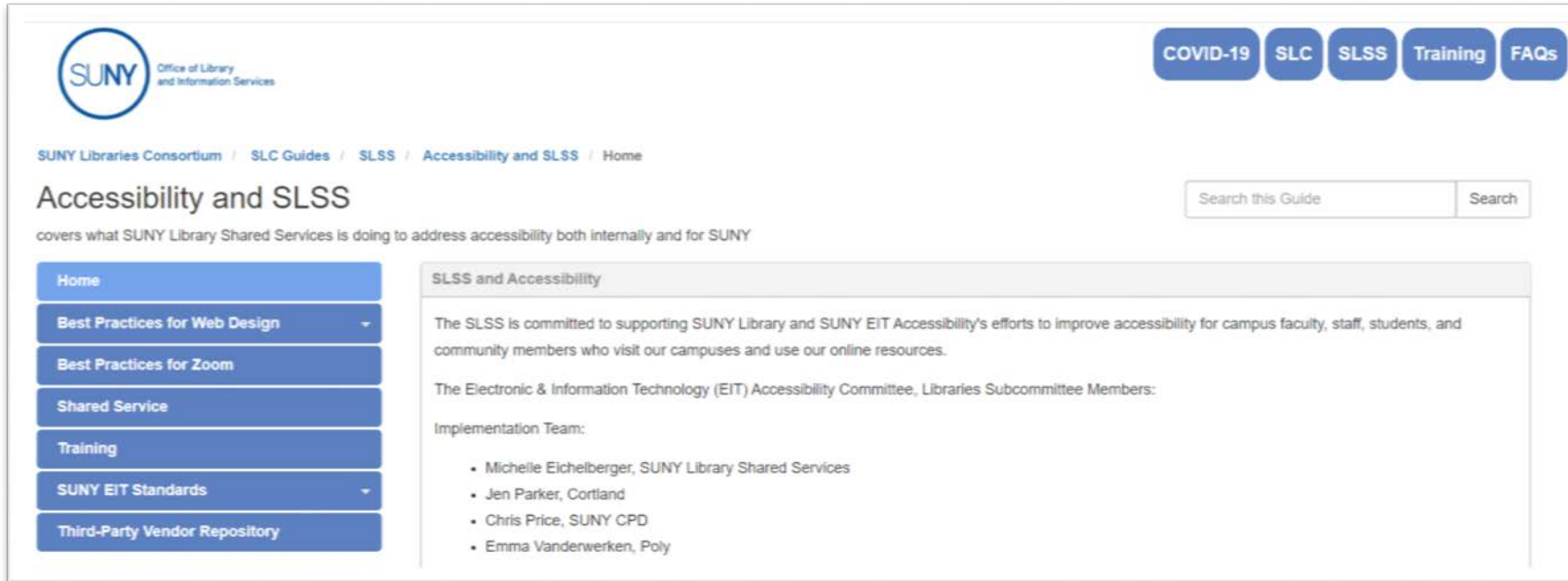- Making your physical and virtual spaces accessible is the right thing to do

SLSS and Accessibility

SUNY Shared Library Services can help

- FAQ for Library section of Campus Accessibility plan: https://slcny.libanswers.com/faq/299662

- Accessibility Guide: https://slcny.libguides.com/slss-accessibility

- Third-party Vendor repository: https://slcny.libguides.com/third-party-repository

SUNY Shared Library Services Web Review Service

Library Website Accessibility Review:

- SLSS purchased SortSite to help us monitor accessibility in SLC LibGuides platform

- Similar to Siteimprove: checks for errors, outdated code, accessibility problems, etc.

- We can run your site(s) through it and send you a report – contact us at info@slcny.libanswers.com

Web Accessibility Decoded

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EIT Web Accessibility Guidelines: Structure

STRUCTURE

- Heading structure is logical
- Heading structure includes an H1 tag and does not skip levels
- Reading order is logical and intuitive
- Information and relationships that are implied by visual or auditory formatting are conveyed in accessible ways

https://www.suny.edu/accessibility/eit/

What does this mean?

- Don't use "heading" formatting for style alone – use it for organization and structure.
- The title of the page should be the only H1 on the page
- Design your page so that information order would be clear when read by a screenreader
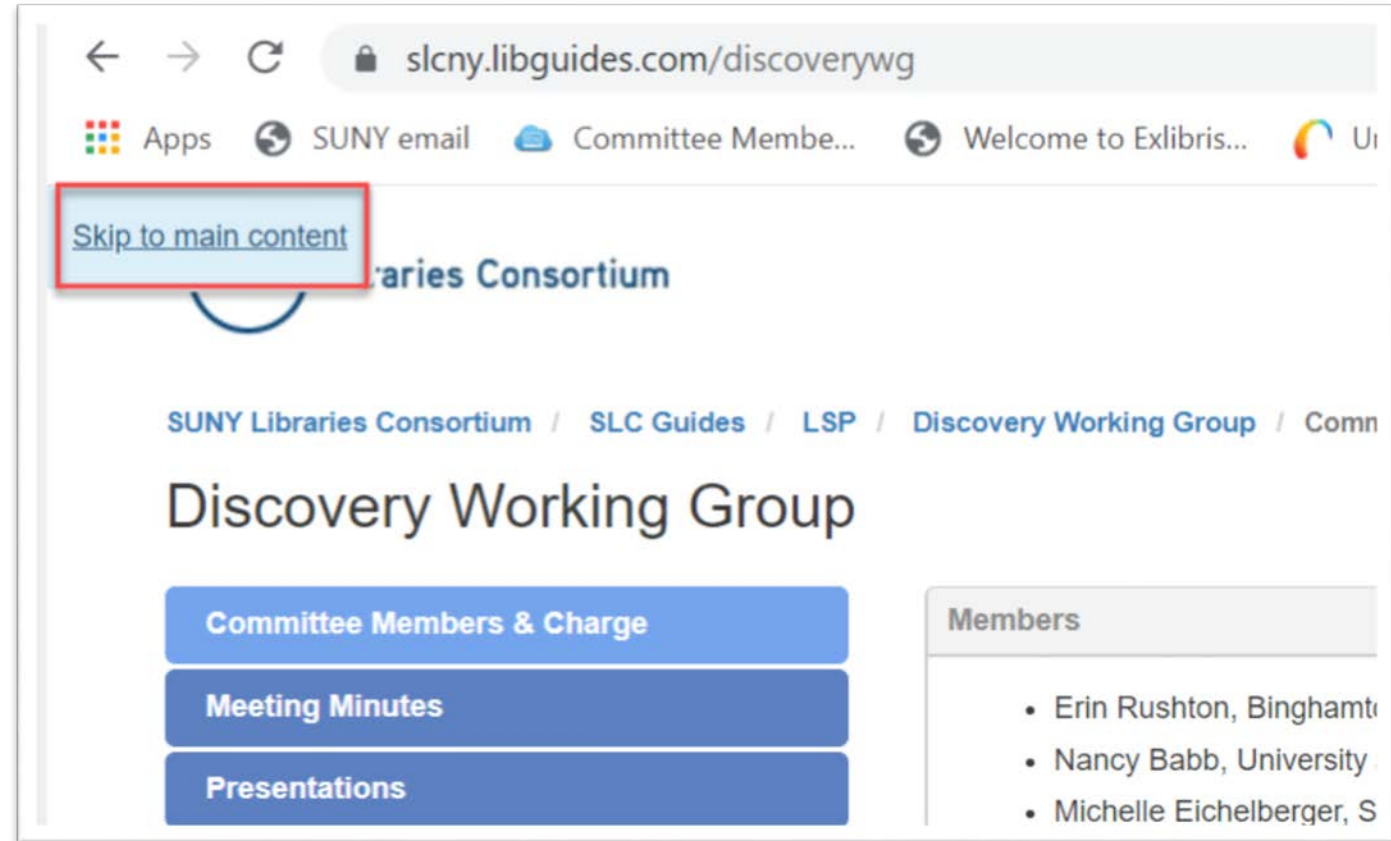- Don't use color or audio alone to define meaning

EIT Web Accessibility Guidelines: Navigation Part 1

KEYBOARD/NAVIGATION

- Provide a method to skip repetitive navigation

- The option to skip links is the first option when tabbing

EIT Web Accessibility Guidelines: Navigation – Skip Links

What does this mean?

- Test it by going to your website and hit tab key. "Skip Link" should be the first thing that pops up for you.

- If you're using a LibGuide template, coding has already been done for you

EIT Web Accessibility Guidelines: Navigation Part 2

KEYBOARD/NAVIGATION

- All links are available using the keyboard

- There are no "keyboard traps"

- The tabbing order is logical

- Keyboard focus is visible

- Presentation, layout, and navigation are consistent for repeated content

What does this mean?

- You should be able to tab through page and find all links

- "Keyboard traps:" like a twitter feed where you have to click somewhere else on the page to get out of it

- If you've used javascript or a tabindex anywhere on the page, it might throw off the tab order

- Keyboard focus is the outline of the link, it shows where you are in the page

- Don't change layout on different pages in same site, e.g. moving navigation or changing order

EIT Web Accessibility Guidelines: Color

COLOR

- Color is not the only means used to convey information

- There is sufficient contrast between foreground and background text

- There is sufficient contrast when color is used to convey information

What does this mean?

- Someone who's colorblind, has low vision, or is blind may not be able to see the colors you're using to assign meaning, eg. pie chart with colors but no text identifiers

- Many color checking tools available: https://slcny.libguides.com/slss-accessibility/best-practices/color

- Can also change contrast in Windows to see how it affects your page: search High Contrast Settings in Taskbar

EIT Web Accessibility Guidelines: Links

LINKS

- Link text describes the destination of the link
- All links are distinguishable

What does this mean?

- It's better to link to <u>something</u> in text than to have the link spelled out. Exceptions might be if you're going to print content and need to see link code.

- Link names like "see more" are too vague and might be repetitive

- Also, making links open in a new page isn't good accessibility

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EIT Web Accessibility Guidelines: Images

IMAGES

Provide meaningful alt text for all images, except cases described below:

- Use null alt text for decorative images (alt="")

- Images used as links (without accompanying text description) have alt text indicating link target

- If the same visual presentation can be made using text alone, an image is not used to present that text

- When a text link and image link with the same URL are grouped, use a single < a > element and a null alt tag for the image

What does this mean?

- Use an alt tag to describe your image concisely and meaningfully in less than 150 characters, want to describe the purpose of the image

- Alternative text should not include words that identify the element as a link, graphic, or image

- Don't use an image alone to convey meaning that a screen reader might not capture: e.g. search button

- Tip: as long as you're editing images, make sure to assign width as a percentage to help with responsive design
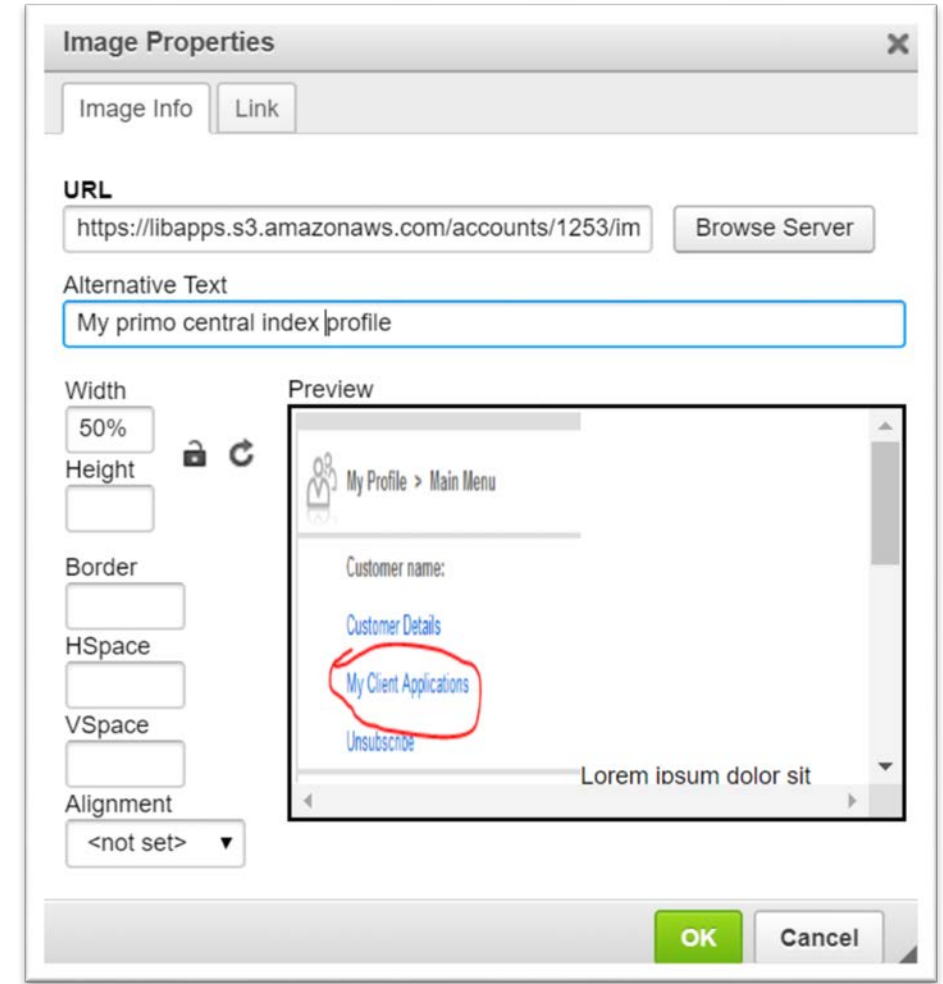
EIT Web Accessibility Guidelines: Images

Edit an image in LibGuides, right click on image and pick Image Properties:
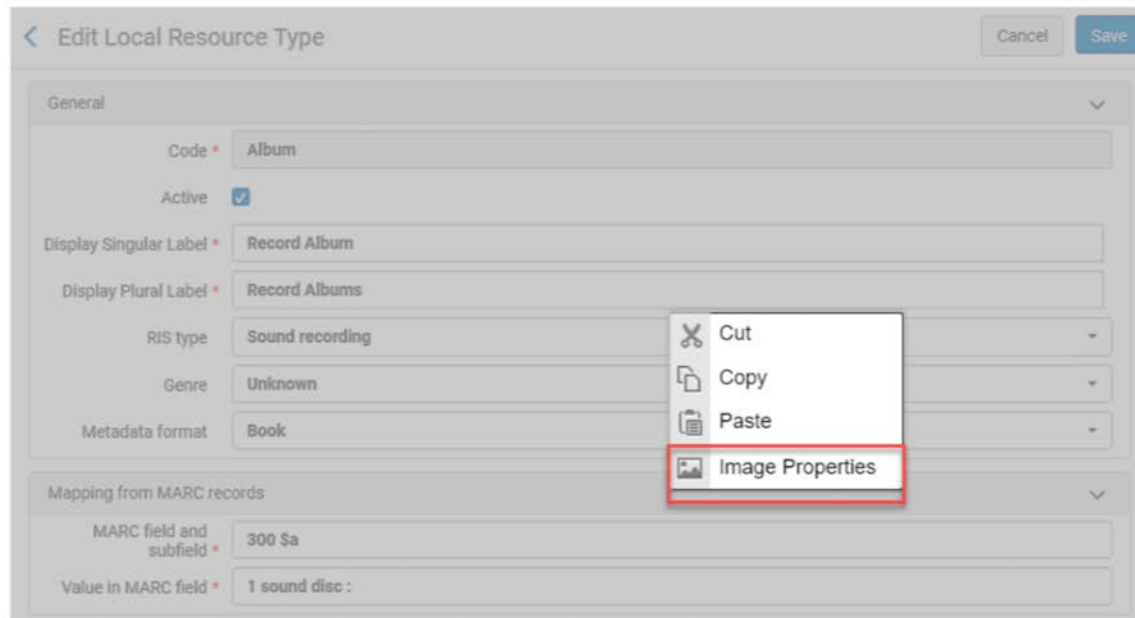
EIT Web Accessibility Guidelines: Multimedia

MULTIMEDIA

- Establish a timely process for requesting synchronized captions for multimedia
- Provide synchronized captions for public-facing audio-video content
- Provide transcripts for audio-only content
- Provide descriptive audio for audio-video and video-only content, when needed
- Ensure audio and video does not begin playing on page load
- Provide synchronized captions for live audio-video content
- Frames and iFrames have appropriate titles

What does this mean?

- Caption your videos and if they're not captioned, offer a way for people to request captions
- Provide descriptive audio if your video contains content that you need to see to understand
- Best practice is to offer live captioning
- Make sure to add title="this is the title" code to your iframe – doesn't come from YouTube with this as a default
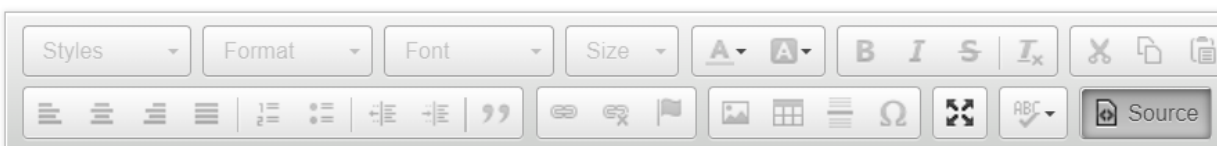
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EIT Web Accessibility Guidelines: Tables and Forms

LABELS/TITLES

- All form controls are properly labeled

- All tables are properly labeled


```
<table class="table table-bordered" style="border: 1px solid rgb(221, 221, 221);">
    <caption>Available Functions in the New MD Editor as of 6/8/2020</caption>
    <tbody>
        <tr>
            <th class="ck_border" style="border: 1px solid rgb(221, 221, 221);">Row Actions Menu</th>
            <th class="ck_border" style="border: 1px solid rgb(221, 221, 221);">Functionality</th>
        </tr>
        <tr>
            <td class="ck_border" style="border: 1px solid rgb(221, 221, 221);">Save </td>
            <td class="ck_border" style="border: 1px solid rgb(221, 221, 221);">
                <ul>
```

What does this mean?

- [WC3 Forms Accessibility Tutorial](#)

- Design your form so that labels and instructions are next to what they're labeling

- Avoid using tables for styling – only use for data

- Add caption (name/title) and use <th> to mark header cells

- Try to avoid complex, nested tables that would be hard for a screenreader to follow

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EIT Web Accessibility Guidelines: Miscellaneous

MISCELLANEOUS

- Every page contains a link to an accessibility statement that provides contact information to get help if needed
- The page is readable and functional when text size is doubled
- The page has a descriptive page title
- The language of the page is identified using the HTML lang attribute
- Instructions do not rely solely on size, shape, color, or visual location

CONT.

- No content flashes more than 3 times per second
- If a page has a timing, the user is given options to turn off, adjust or extend the timing
- Multiple ways are available to find other web pages on the site
- When appropriate, the language of sections of content that are in different languages are identified, for example, by using the lang attribute

Final Tip: Copying and Pasting

- Copying and pasting from email, a document, webpage, etc. can introduce unexpected formatting in your LibGuide or other web management system

- Check the source to see if you've got unintended styles

- Can copy code into Notepad and use find/replace to clean up extra code

- Can also paste using Ctrl+Shift+V, but that will strip any link code as well as extra style

Copied from Outlook 360:

`<p>SUNY Administration employees can learn more about accessibility through Deque University. Deque University is a digital accessibility training platform that offers self-paced courses for a wide variety of topics, including web accessibility, document accessibility, multimedia accessibility and more. All courses are searchable and may be used as a reference. Upon completion of each course, you will receive a certificate of completion. To submit a request for user access, complete this quick <a data-auth="NotApplicable" href="https://sunysysadmin.sharepoint.com/sites/Forms/Lists/Deque%20University%20Sign%20Up/newform.aspx" rel="noopener noreferrer" style="margin: 0px; padding: 0px; border: 0px; font-variant-numeric: inherit; font-variant-east-asian: inherit; font-stretch: inherit; font-size: 14.6667px; line-height: inherit; font-family: Calibri, sans-serif; vertical-align: baseline; color: rgb(149, 79, 114); text-decoration-line: underline; background-color: rgb(255, 255, 255);" target="_blank">Deque University Request Form.</p>`

Questions?