Applying POUR to the WCAG

POUR Standards Aligned to WCAG

The Web Content Accessibility Guidelines (WCAG) are a collaborative effort with the goal of providing a single shared standard for web content accessibility that meets the needs of all. These guidelines will help you create accessible learning experiences for all learners.

Perceivable		
Standard	**Helps Learners Who…**	**Relevant WCAG Guidelines**
Add Alternative Text to Images And Other Visuals	• Are blind and use a screen reader. • Are on a slow internet connection with graphics turned off.	1.1.1 Non-text Content
Include Closed Captions for Videos or Provide a Transcript	• Are deaf or hard of hearing. • Are English language learners. • Are accessing videos with poor sound quality or in loud environments.	1.2.2. Captions (Prerecorded)
Provide Sufficient Contrast Between Text and Its Background	• Have low vision. • Access content in bright lighting or with the screen brightness turned up.	1.4.3 Contrast (Minimum)
Make Sure Content Does Not Rely on Color Alone	• Are color-blind. • Have low vision.	1.4.1 Use of Color

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Perceivable		
Standard	**Helps Learners Who...**	**Relevant WCAG Guidelines**
Make Text Readable and Legible	• Have low vision. • Have learning or cognitive disabilities.	1.4.8 Visual Presentation

Operable		
Standard	**Helps Learners Who...**	**Relevant WCAG Guidelines**
Provide a Clear Structure With Properly Marked Up Headings	• Are blind. • Have learning disabilities.	2.4.1 Bypass Blocks 2.4.6 Headings and Labels
Create Descriptive Links That Make Sense Out of the Context	• Are blind.	2.4.4. Link Purpose (In Context)
Check for Keyboard Accessibility	• Are blind. • Have motor or cognitive challenges. • Prefer to use keyboard to speed up navigation.	2.1.1. Keyboard 2.1.2. No Keyboard Trap
Provide Sufficient Time for Interaction And Response	• Have motor difficulties that slow response. • Require extra processing time due to cognitive disabilities.	2.2.1 Timing Adjustable

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Operable		
Standard	**Helps Learners Who…**	**Relevant WCAG Guidelines**
Avoid Content That Can Trigger Seizures	• Are prone to seizures. • Are easily distracted.	2.3.1 Three Flashes or Below Threshold

Understandable		
Standard	**Helps Learners Who…**	**Relevant WCAG Guidelines**
Clarify Expectations Through Clear Directions and Models	• Have learning or cognitive disabilities.	3.3.2 Labels or Instructions 1.3.3. Sensory Characteristics
Follow Conventions and Strive For Consistency	• Have cognitive disabilities.	3.2.3 Consistent Navigation 3.2.4 Consistent Identification
Use Plain Language	• Have learning disabilities.	3.1.3 Unusual Words 3.1.4 Abbreviations 3.1.5 Reading Level
Indicate the Document Language	• Are blind. • Have learning disabilities.	3.1.1. Language of Page

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Robust		
Standard	**Helps Learners By..**	**Relevant WCAG Guidelines**
Provide Descriptive Metadata	• Making content easier to find and use.	2.4.2 Page Titled
Perform an Accessibility Check	• Helping prioritize accessibility issues for designing and iterations.	Cumulative
Test Your Content on a Variety of Platforms	• Making content usable in more places and devices.	Cumulative

Source: *National Center on Accessible Educational Materials*