Practical Strategies to Advance Accessibility at Your Institution

Clarissa Anderson
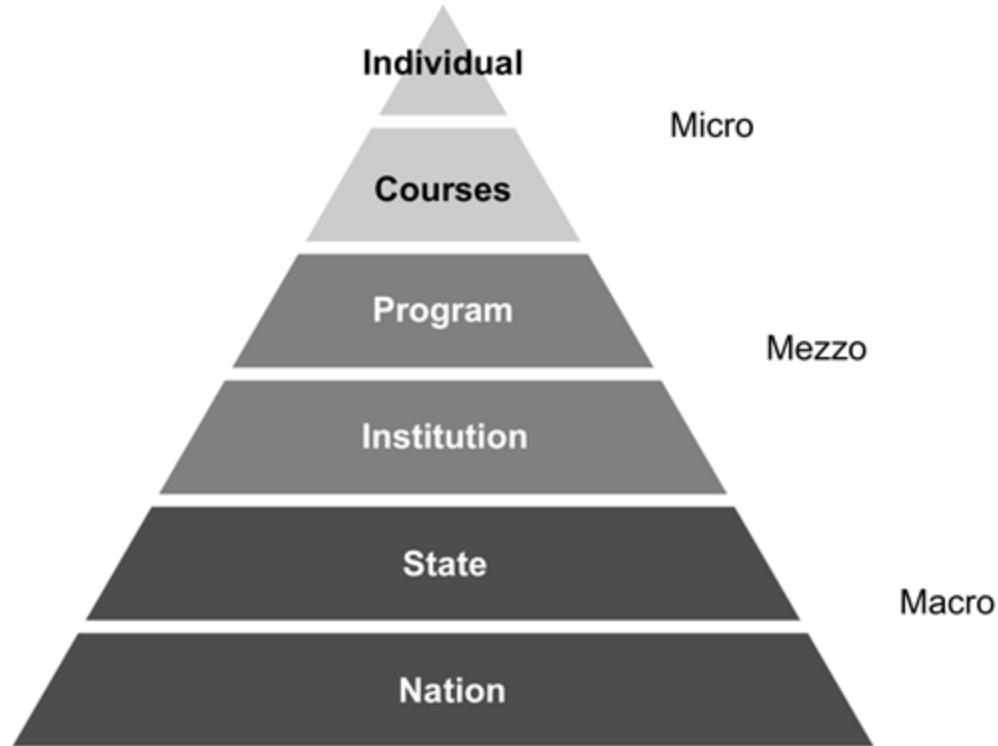OKLIS Virtual Session
September 12, 2025

Agenda

- **Layers of Influence**
  - Overview of framework
  - Micro level – individual & courses
  - Mezzo level – program & institution
  - Macro level – state & nation

- **Activity**: Application of layers of influence framework
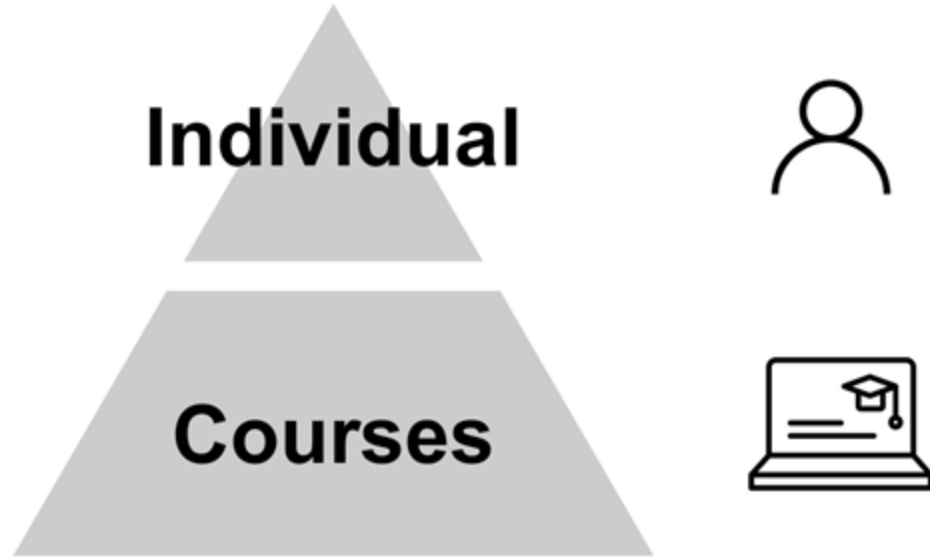
Layers of Influence

Poll: Post in the Chat!

Which of the layers of influence do you feel most able to affect right now?

Individual, courses, program, institution, state, national

Micro Level

Overview: Micro Level

Training

UNIVERSITY OF MINNESOTA
Driven to Discover®

Technology Help   **Training & Events**

Digital Accessibility Badging Program

Learn to create digitally accessible content; earn a digital badge to validate your learning.

Virtual Web Accessibility Training
The University of Utah

Training slides (PDF)

Evaluation Activities

▌ **Practice pages**

- The University of Utah
  - Homepage
  - Student Affairs
  - President -
  - Men's Basketball
- NASA
  - Get involved - Regions, Headings
  - Press release - Language, alternative text
  - Submit a Question - Forms, browser zoom, keyboard accessibility

WebAIM
web accessibility in mind

Digital Accessibility Micro-credentials

Digital Accessibility Foundations   **Digital Accessibility Planning**

Digital Accessibility Application   **Digital Accessibility Advocate**

UCO UNIVERSITY OF Central Oklahoma

Listings
Browse Listings

FREE — Introduction to Digital Accessibility

FREE — Accessible Webpage Design & Content Authoring

FREE — DOC — Accessibility in Microsoft Word for PC

FREE — DOC — Accessibility in Microsoft Word for Mac

Newsletters & Articles

University of Colorado Boulder

Digital Accessibility Office
OFFICE OF INFORMATION TECHNOLOGY

Accessibility Minute - November 2024

Welcome to our November issue of the Accessibility Minute Newsletter! This newsletter is produced by the CU Boulder Digital Accessibility Office and covers one accessibility skill or topic per month. Please visit the DAO website to access past newsletters. As always, thank you for taking a minute (or two!) to read.

Announcement

We want to inform you that we will transition to a new newsletter platform in December 2024. Please note that if you use a screen reader and access this newsletter in Outlook, we recommend utilizing the online version as some content in the new newsletter platform may not be optimally displayed in the Outlook desktop application. If you subscribe to the Accessibility Minute Newsletter and don't receive a December newsletter by the end of the year, please check your spam folder and let us know so we can resolve this issue. Should you have any questions regarding this transition, please do not hesitate to contact us at DigitalAccessibility@Colorado.EDU.

Common Misconceptions About Digital Accessibility

Misconceptions regarding digital accessibility can hinder organizations and individuals from prioritizing this important work. Although there is an increasing awareness of digital accessibility, many misconceptions continue to persist in discussions and organizational decision-making. In this month's newsletter, we will highlight some prevalent misconceptions about digital accessibility and clarify why these are incorrect.

ABLE Tech — Oklahoma ABLE Tech
Making Life Accessible to Oklahomans of All Ages and Abilities

Assistive Technology (AT) Highlights

March is Multiple Sclerosis Awareness Month! MS affects the brain & spinal cord. Some symptoms include vision problems, muscle weakness, and difficulty walking. MS is unpredictable and different people experience it differently. Individuals with MS can experience difficulty with balance, coordination, fine motor skills, and mobility. The Multiple Sclerosis Association of America (MSAA) offers assistance in many ways, and one of them is by distributing equipment at no cost to individuals with MS who qualify. The MSAA Equipment Distribution Program offers products designed to improve safety, mobility, activities of daily living, along with exercise/wellness opportunities.

Assistive technology devices are also available to borrow from the Oklahoma ABLE Tech Device Loan Program. Some daily living AT devices that might be helpful include:

Table of Contents

- Assistive Technology (AT) Highlights
- Preparing Educators for AEM and Textbook Orders
- Financial Loan Success Story – Ronald
- Blood Glucose Monitors Available
- AT Respite Kits
- Spring AT Workshop Series
- Updated Device Loan Program Application Protocols
- SERC – March Wisdom Wednesdays Webinar
- ORC – 2025 BSP Job Fair
- Oklahoma AT Center Locations and Partners
- OSU Department of Wellness – Accessibility Programs Staff

Join our email list!

Get the latest news and more from Oklahoma ABLE Tech!

Sign Up Now

Harvard University

UNIVERSITY DISABILITY RESOURCES
Think Accessibility

Giving Voice to Our Community in Support of Inclusion

Welcome to University Disability Resources' newsletter!

Subscribe to receive future issues of this occasional newsletter and check out past editions.

Neurodiversity and Neurodivergence: What's the Difference Anyway?

Neurodiversity, a term originally adopted by Australian sociologist Judy Singer, is a framework that recognizes that people think, learn, and perceive the world in many ways, offering us all a richer human experience. Neurodivergence refers to the variations in brain function that diverge from what is considered typical, including conditions like autism.

Summary: Individual

Individual ——

- Increase knowledge through training
- Read and share newsletters
- Accessibility certification for advanced users (e.g. CPACC)

Accessibility Checkers

Quality Matters Standard 8

8.1: Course navigation facilitates ease of use.

8.2: The course design facilitates readability.

8.3: Text in the course is accessible.

8.4: Images in the course are accessible.

8.5: Video and audio content in the course is accessible.

8.6: Multimedia in the course is easy to use.

8.7: Vendor accessibility statements are provided for the technologies used in the course.

OSCQR Rubric Accessibility-related Standards

18 out of 50 standards
- Resources and Instructions (6)
- Layout and Organization (5)
- Tables and Slideshows (4)
- Text (5)
- Multimedia (3)

The SUNY Online Course Quality Review Rubric OSCQR

Checkpoints in Course Design

- Accessible Technology
- Voluntary Product Accessibility Template (VPATs)

- Universal Design for Learning (UDL)
- Accessible templates

- Course Debrief & Improvement Plan

- Accommodations

- Course quality review before course launch
- Check with accessibility rubric

- Accessible course materials
- Caption videos

Discover

Design & Develop

Evaluate

Plan

Manage

Build

Review & Launch

Summary: Courses

Individual

Courses

- Use accessibility checkers
- Use accessible templates
- Apply quality rubrics
- Add checkpoints in course design
- Educate faculty, staff, students

Mezzo Level

Overview: Mezzo Level

Assessing at Scale

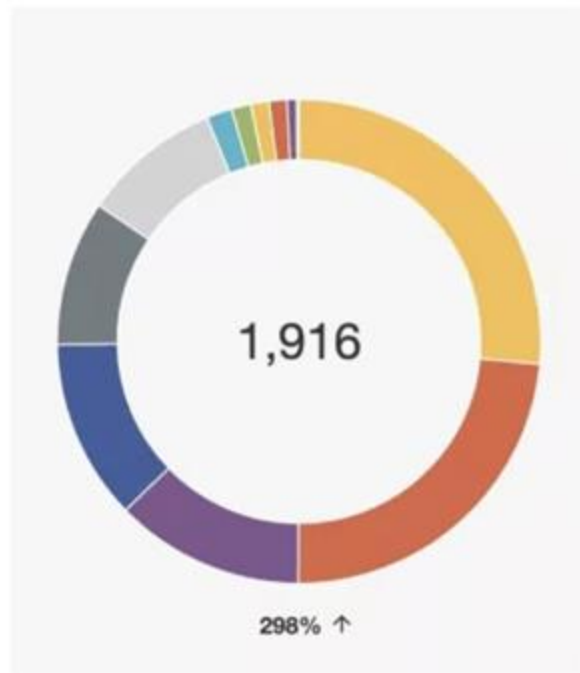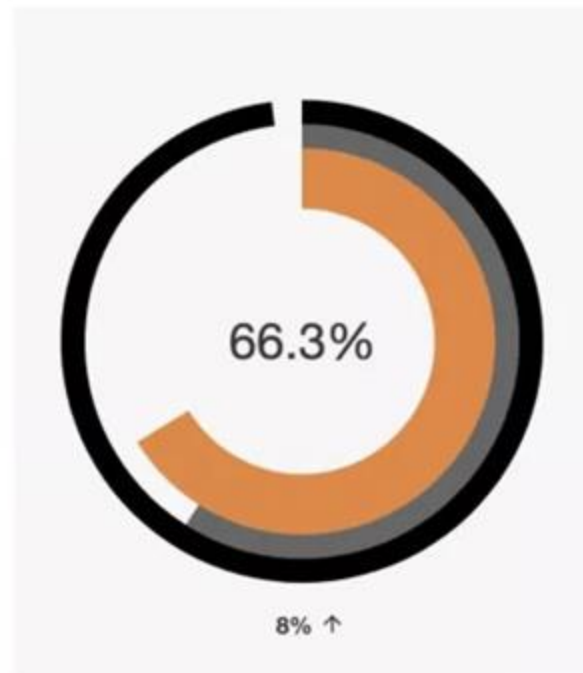Total courses

10

150% ↑
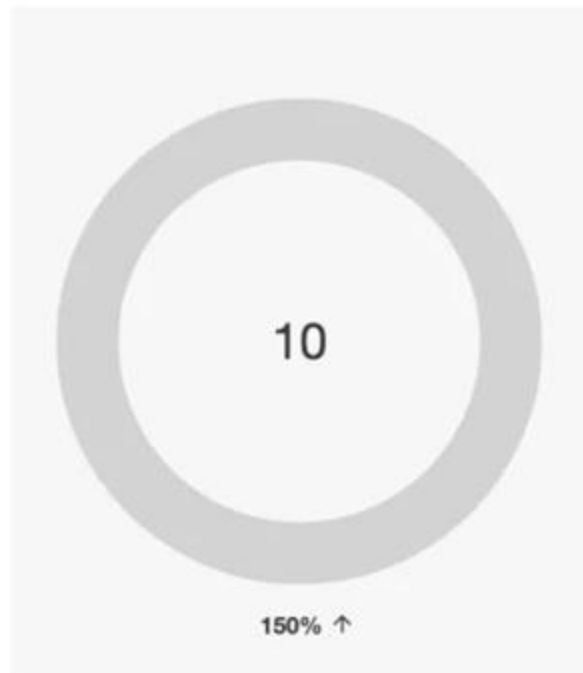
Total content created

1,916

298% ↑

Overall accessibility score

66.3%

8% ↑

Awareness & Advocacy
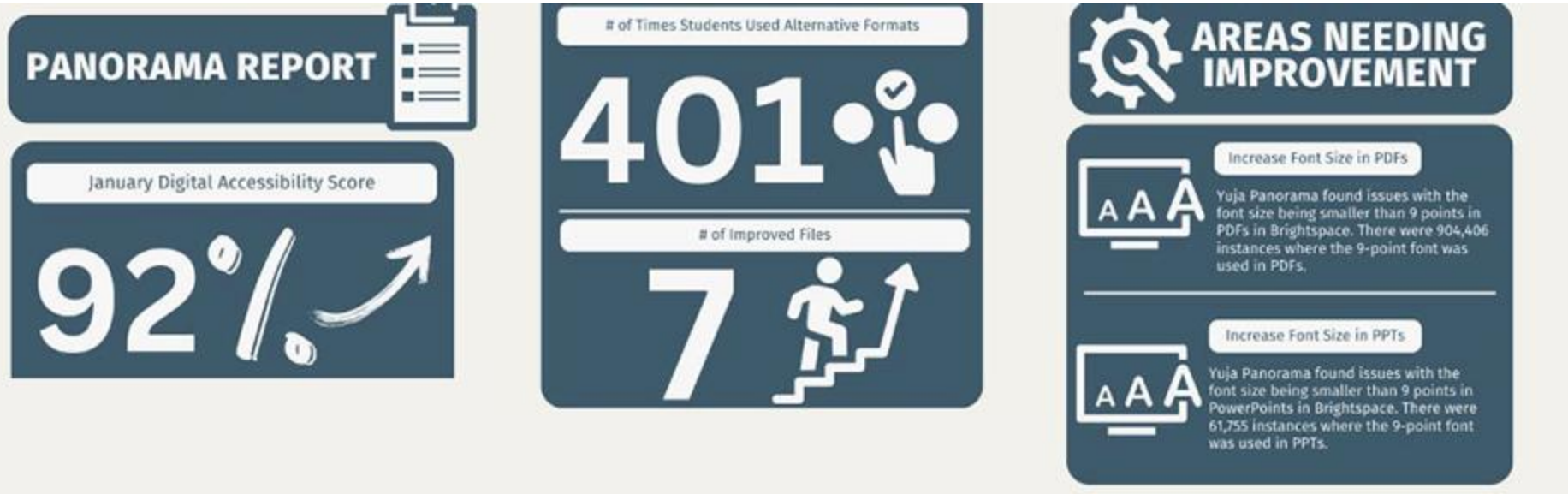
Case example - "Digital Accessibility Tip of the Month" email from McLennan Community College (Waco, TX)

Examples of Program-Level Efforts

- Requiring **minimum level** of accessibility
  - % of minimum accessibility or number of errors allowed, using LMS plug in or accessibility checker
  - Minimums required by course, program, or both
- Consideration of accessibility in **program assessment**
- **Reviewing or certifying courses** in program with rubric that includes accessibility criteria (QM, OSCQR, etc.)
- Encouraging colleagues to engage in **accessibility training** or awareness

Summary: Program

Program

- **Instructional Designers & Program Directors:**
  - Shape program policy
  - Assess accessibility at scale
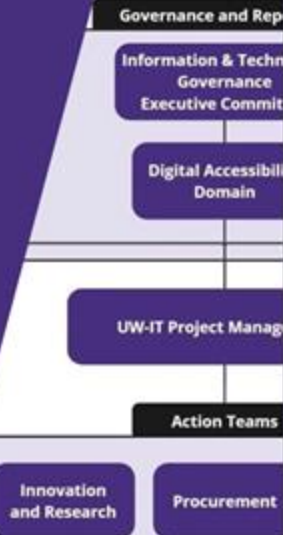 - Embed culture of accessibility

Institutional Initiatives & Plans

ADA Digital Accessibility Initiative

Charged with ensuring that UW's digital content is accessible and leading work to comply with Department of Justice regulations by April 2026 and beyond.

ADA DIGITAL ACCESSIBILITY INITIATIVE

Governance and Rep...
Information & Techn... Governance Executive Committ...
Digital Accessibili... Domain
UW-IT Project Manag...
Action Teams
Innovation and Research
Procurement

Meeting the ADA Title II Digital Accessibility Requirements

Digital Content Accessibility Action Plan

GEORGE MASON UNIVERSITY.

Home   Project Timeline ▾   Roles & Responsibilities   Audit Process   Resources   Contact Us

About the ADA Title II Updates

ADA Title II now requires all state and local government entities, including George Mason, to ensure their websites and mobile apps meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA ☐ by April 24, 2026. WCAG is a set of guidelines developed by the World Wide Web Consortium (W3C) through the Web Accessibility Initiative (WAI). It provides a set of recommendations and standards to make web content more accessible to people with disabilities, including those with visual, auditory, physical, speech, cognitive, language, learning, and neurological impairments.

ADA Title II explicitly adopts these guidelines and outlines the scope of compliance for public entities, including websites, digital platforms, documents, audio/video content, and third-party applications. To ensure Mason meets these standards by the above-mentioned deadline, the Assistive Technology Initiative (ATI) has

Perceivable:
Operable:
Robust:
Understandable:
WCAG Principles

Institution ADA Title II Committee or Taskforce

- Does your institution currently have one?
- Who is represented?
- What are their focus areas and goals?
- Is there a way to provide feedback to the group?

Institution Accessibility Policies & Procedures

WEB ACCESSIBILITY STANDARDS

EXPLORE THIS SECTION

Section 508 and Oklahoma Electronic and Information Technology Accessibility (EITA) Law are minimum standard for web accessibility. Web Developers and Web Managers are encouraged to go beyond the minimum whenever possible by referring to the Web Content Accessibility Guidelines (WCAG).

Web Communications is the central point of contact at Northeastern State University for Web-based accessibility information.

STANDARD A

A meaningful text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content) except for captioning of audio information which shall comply with (b) of this section.

Implementation Guidelines

Required: Informational graphics have text equivalents (via the alt attribute). Links to long descriptions, in-page or external, are provided when alt attribute descriptions are insufficient, for example, in the case of

Reference Standards

- OK EITA 4.3 a
- 508 1194.22: 508 a
- WCAG 2.0: WCAG 1.1.1, PDF1, PDF4

ASU Arizona State University

ASU IT Accessibility

Procedural Guidelines

Select Section ⌄

These guidelines outline procedures for complying with the ASU IT Accessibility Standard . (To learn how to create accessible content or fix accessibility problems, see the Guidelines section of this site.)

- Remediation Priorities
- Exemptions
- Complaints
- Procuring IT Products
- Employee Training and Support

Remediation Priorities

As of Dec. 31, 2021, all new and redesigned web sites, applications and digital content must comply with the current WCAG, level AA. Existing web sites, applications and digital content will be remediated as time and resources allow, with high-risk web sites, applications and digital content being given higher priority. Faculty and staff who maintain existing web sites, applications and digital content are responsible for ensuring that

Benchmarking Institutional Accessibility

WebAIM Strategic Accessibility Framework

1 Leadership Vision and Commitment for Accessibility

2 Planning and Implementation

3 Resources and Supports

4 Assessment and Continuous Improvement

Other Frameworks & Models

- World Wide Web Consortium's (W3C) **Accessibility Maturity Model**
  - Levels of accessibility

- **SHUFFLE accessibility maturity model** for Higher Education
  - Areas: Strategy, Structure, Advice and Support, Teaching and Learning

- **Indicators of Distance Learning Program Accessibility** (University of Washington DO-IT)
  - Areas: Students and potential students, Distance learning designers and faculty, Distance learning program evaluators

Summary: Institution

- Participate in taskforce/ committees
- Shape policy and procedures
- Advocate for accessibility

Macro Level

Overview: Macro Level

COLE

- Volunteer opportunities
- Professional development
- State advocacy
- Resources

Faculty & Staff Guidance:
ADA Compliance for Web & App Accessibility

Effective Date of Compliance with New DOJ Rule: April 24, 2026

Under the updated Title II regulations of the Americans with Disabilities Act (ADA), public colleges and universities must ensure web content and mobile apps are accessible to individuals with disabilities.

Specific Requirements

All web content and mobile apps must be designed and created by following the Web Content Accessibility Guidelines (WCAG) Version 2.1 Level AA. This includes criteria like:

- Logical organization and structure
- Image description
- Accurate closed captions and audio descriptions
- Color and contrast

What You Can Do

- Review digital materials that you produce or share
- Begin using accessibility checkers (built into Microsoft 365, Adobe Acrobat)
- Caption your videos using tools provided by your institution or if unable, try a free subtitle tool (like Clip Champ or YouTube Studio)
- Reach out to your institution for help or refer to the resources linked below to create accessible content before publishing

Content Needing to be Accessible

Instructional & Academic Content

- Learning Management System (e.g., Canvas, Blackboard, or D2L) course content and modules, including PDFs and third-party linked content
- Orientation and advising resources shared digitally

Digital Communication & Outreach

- Emails sent by faculty or staff (including email signatures)
- Publicly distributed newsletters, press releases, and digital brochures
- Social media accounts (e.g., Facebook, Instagram, Twitter/X, TikTok)

Summary: State

- Participate in local and state organizations
- Collaborate with peers

National Communities of Practice & Initiatives

- **EDUCAUSE IT Accessibility Community Group**
  - Also offers mentoring
- **Accessibility Learning & Design Community hosted by Nicole L'Etoile** (slack group for instructional designers)

- Comment on accessibility related regulations in the **Federal Register**

Summary: Nation

State

Nation

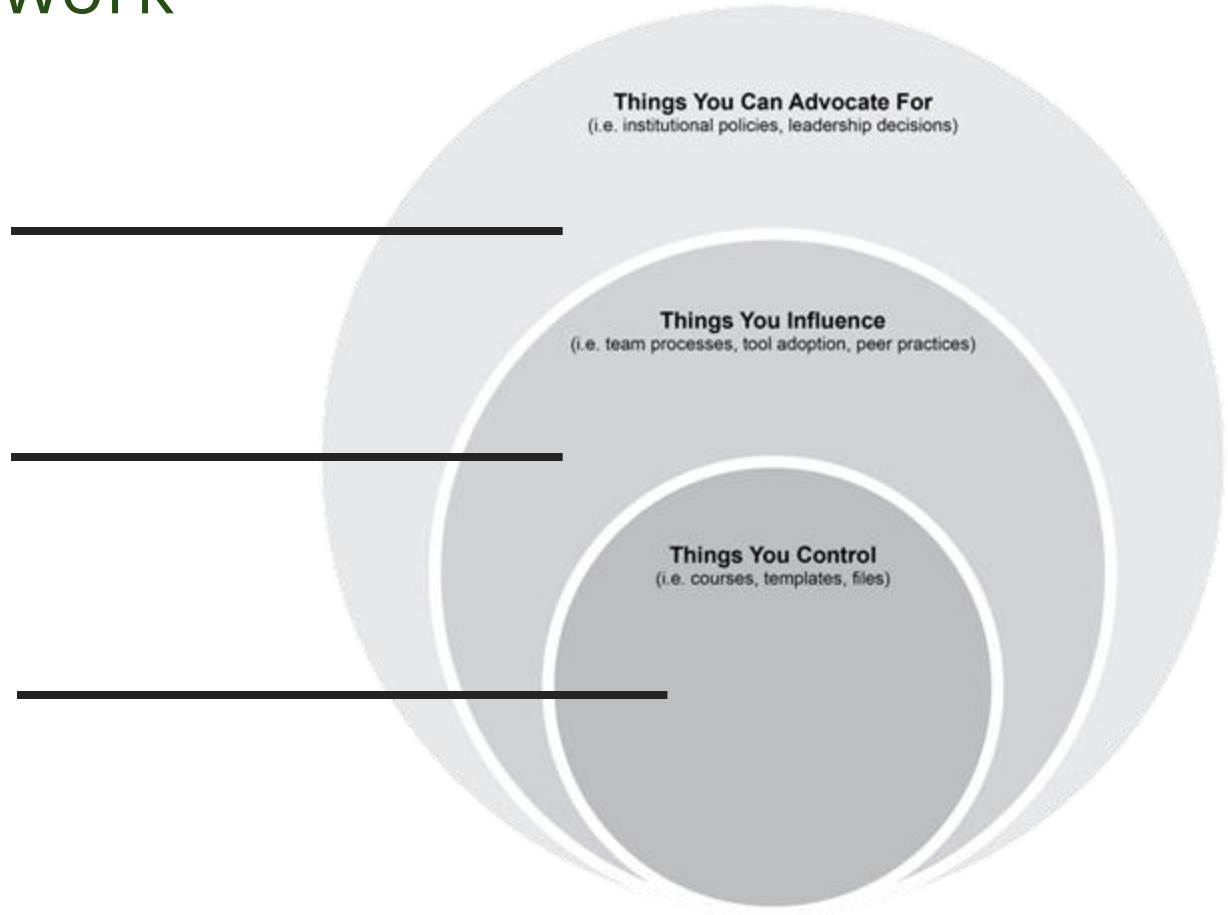- Communities of practice
- Mentoring
- Comment in Federal Register

Activity

Activity Framework

Macro level ————————————

Mezzo level ————————————

Individual level ————————————

Things You Can Advocate For
(i.e. institutional policies, leadership decisions)

Things You Influence
(i.e. team processes, tool adoption, peer practices)

Things You Control
(i.e. courses, templates, files)

Q&A: Post in the Chat or Unmute!