



# Practical Strategies to Advance Accessibility at Your Institution

Clarissa Anderson  
OKLIS Virtual Session  
September 12, 2025

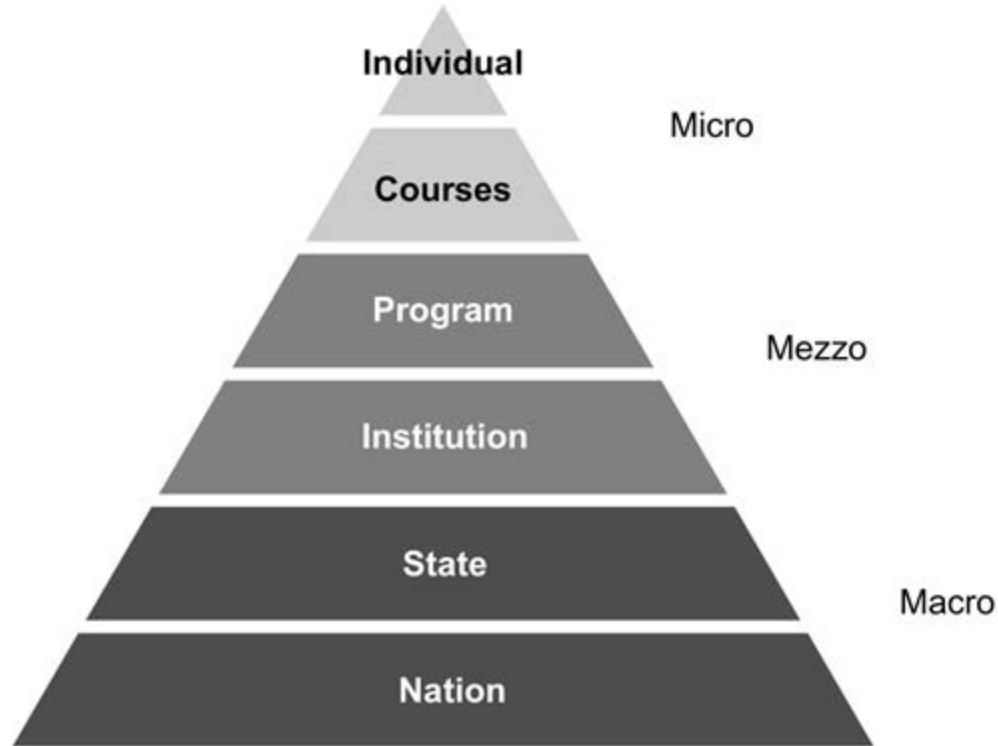


# Agenda

- **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



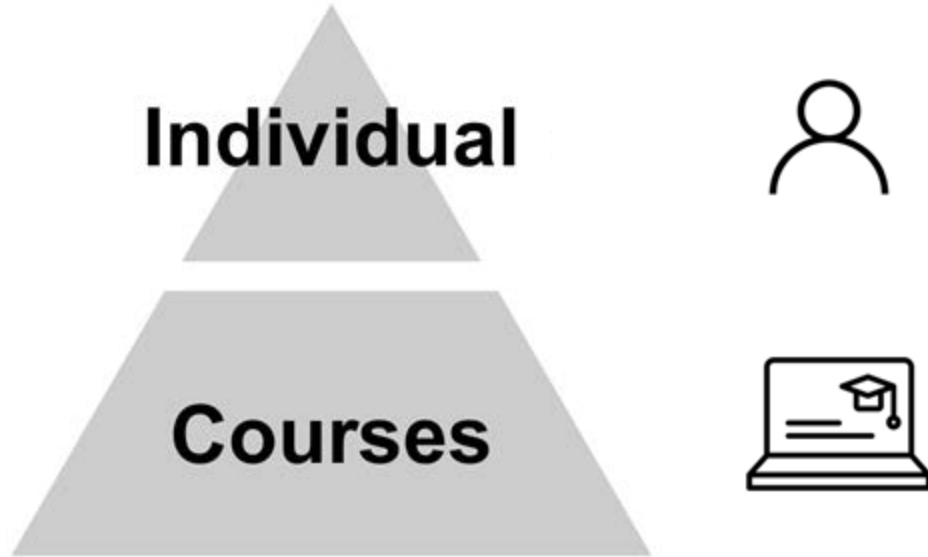
# Poll: Post in the Chat!

**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



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



## Digital Accessibility Micro-credentials



Digital Accessibility Foundations



Digital Accessibility Planning



Digital Accessibility Application



Digital Accessibility Advocate



## Listings

Browse Listings



Introduction to Digital Accessibility



Accessible Webpage Design & Content Authoring



Accessibility in Microsoft Word for PC



Accessibility in Microsoft Word for Mac

# Newsletters & Articles



## 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](mailto: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.



#### 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 Notebook Orders](#)
- [Financial Loan Success Story - Ronald](#)
- [Blood Glucose Monitors Available](#)
- [AT Request Kits](#)
- [Spring AT Workshop Series](#)
- [Updated Device Loan Program Application Process](#)
- [SERC - March Webinar Wednesday Webinars](#)
- [ORE - 2024 BSW Job Fair](#)
- [Oklahoma AT Center Locations and Partners](#)
- [OU 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



### 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](#).

No

# Summary: Individual



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

# Accessibility Checkers



Autotag Document

Autotag Form Fields

Reading Options

Accessibility Check

Accessibility Report

Identify Form Fields

Set Alternate Text

Setup Assistant

Reading Order

**Accessibility**

**Inspection Results**

- Errors
  - Missing alt text (146)
  - Missing slide title (3)
- Warnings
  - Check reading order (44)
- Tips
  - Duplicate slide title (37)

**WAVE** powered by WAVEAM

web accessibility evaluation tool

Address: <https://apple.com>

Styles: OFF ON

**Summary**

|                        |                    |
|------------------------|--------------------|
| 0 Errors               | 28 Contrast Errors |
| 17 Alerts              | 33 Features        |
| 58 Structural Elements | 281 ARIA           |

[View details](#)

## Accessibility Checker

Issue 1/1

Image filenames should not be used as the alt attribute describing the image content.

Change alt text

NewDeal.jpeg

☐ Decorative image

Prev

Next

Apply

**Accessibility Report**

Score: 94% (0 Minor, 1 Major, 0 Severe, 1 Issues)

**Review Issue**

Issue 1: The document is missing a title. [How To Fix](#)

**Update Document**

Upload Replace

Upload and replace the document with a more accessible version.

**Upload File**  
Drag-and-drop a file to use it.

[Updates](#)

**Accessibility score for: standards\_draft.pdf**

61%

This PDF contains Images that are missing an alternative description

[What this means](#)

[How to add descriptions](#)

Content \*

H2 ➡ Welcome to Brightspace!

This will be the site that we will use for all our online interactions.

H4 ➡ Brightspace by D2L

H3 ➡ You will

### Accessibility Checker

Issue 1 of 1

Heading order must be sequential.

Ignore

Previous

Next

# 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



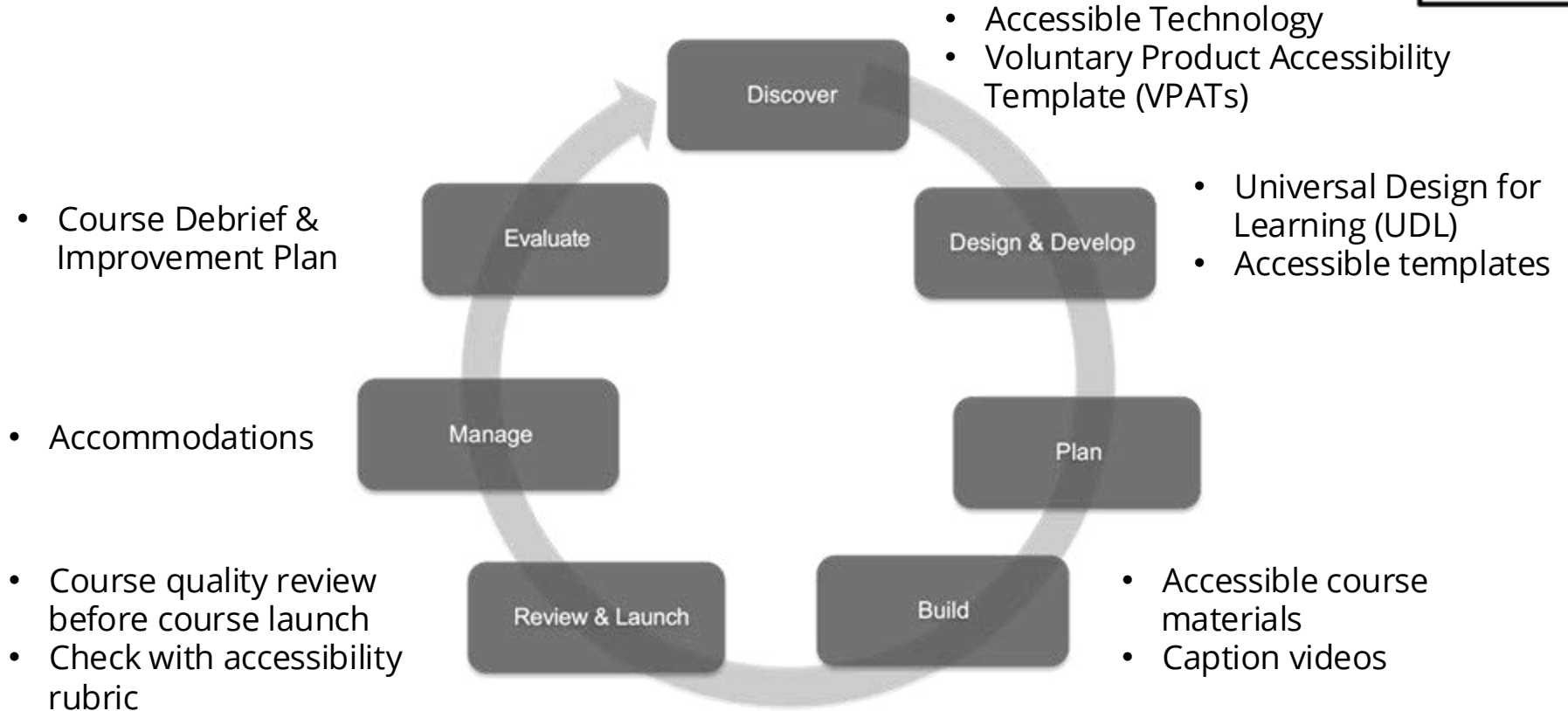
18 out of 50 standards

- 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



# Summary: Courses



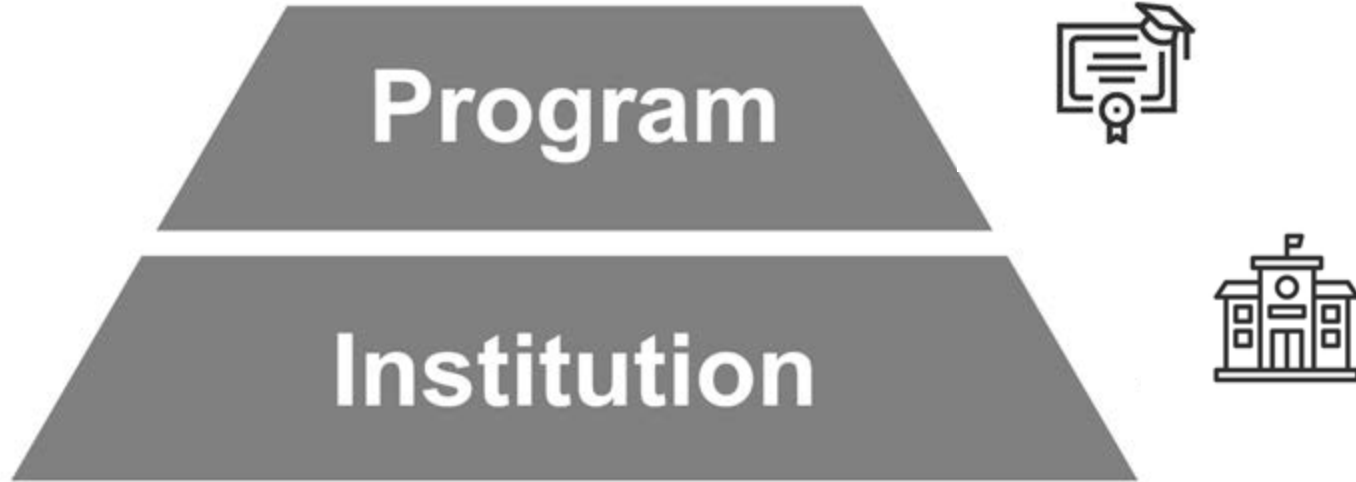
**Individual**

**Courses**

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

# Mezzo Level

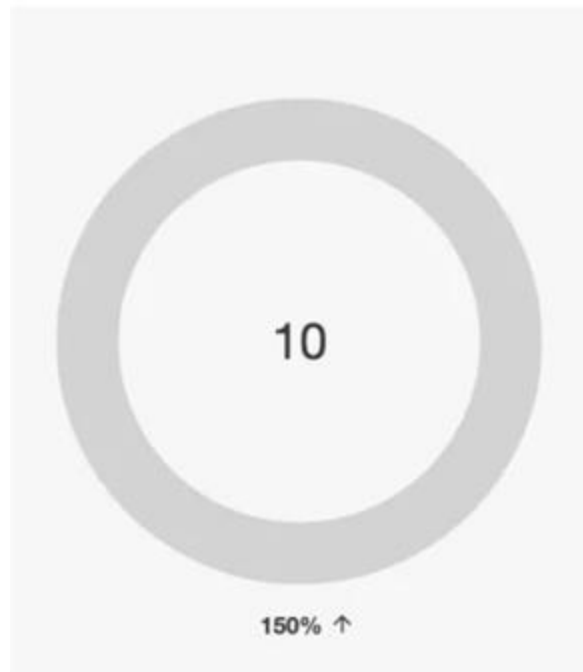
# Overview: Mezzo Level



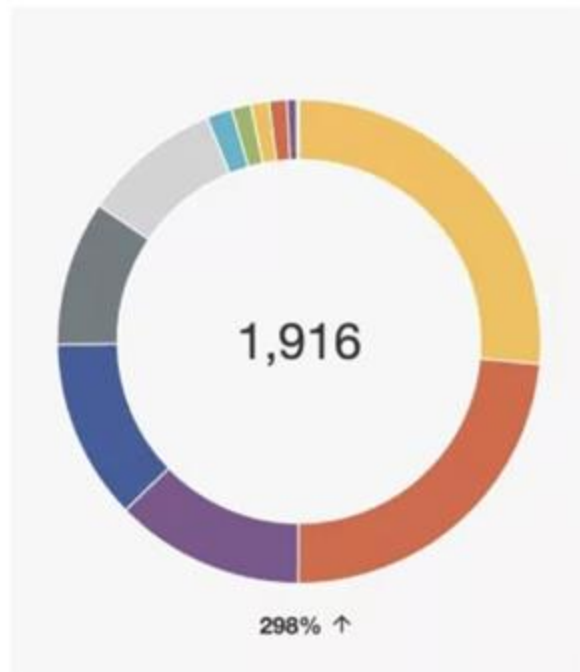
# Assessing at Scale



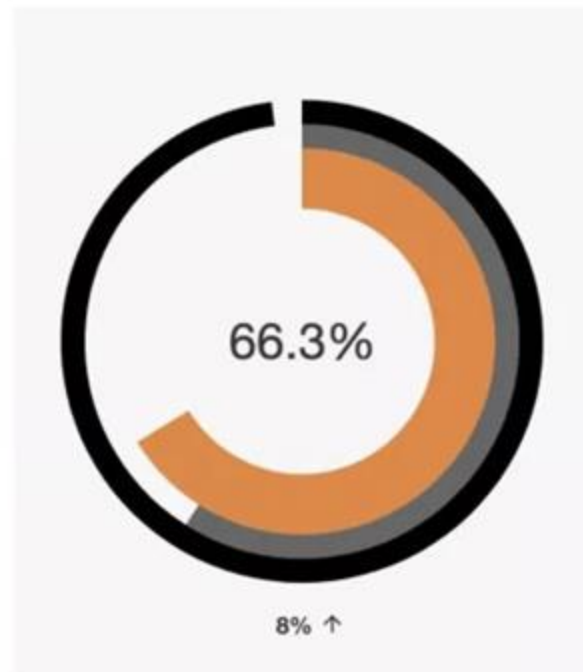
Total courses



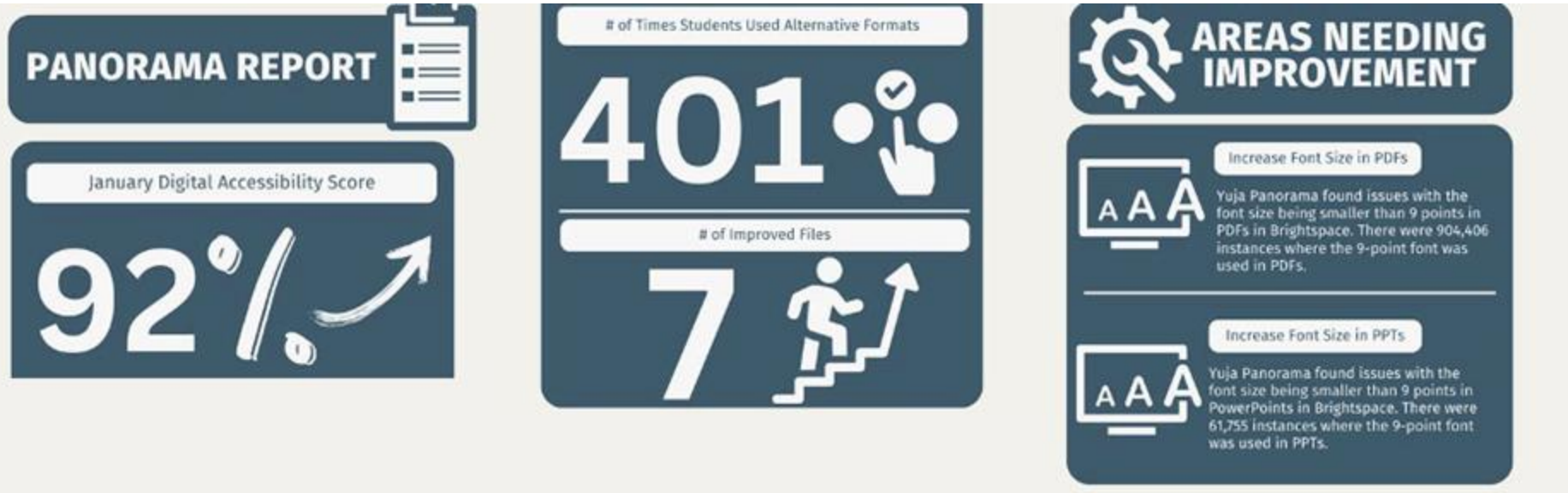
Total content created



Overall accessibility score



# Awareness & Advocacy



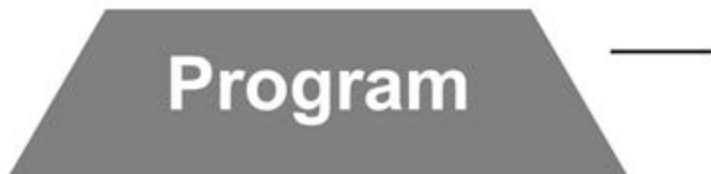
Case example - "Digital Accessibility Tip of the Month" email from McLennan Community College (Waco, TX)

# 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



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

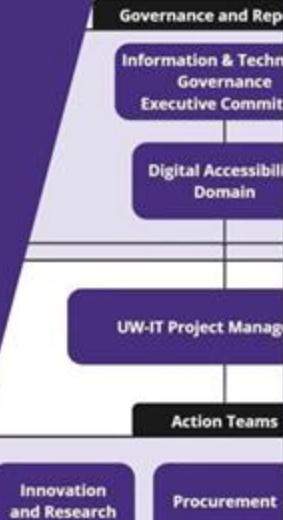
# Institutional Initiatives & Plans



## 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



## Meeting the ADA Title II Digital Accessibility Requirements



### Digital Content Accessibility Action Plan

[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



# 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 IT Accessibility

## Procedural Guidelines

Select Section



These guidelines outline procedures for complying with the [ASU IT Accessibility Standard](#)<sup>17</sup>. (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

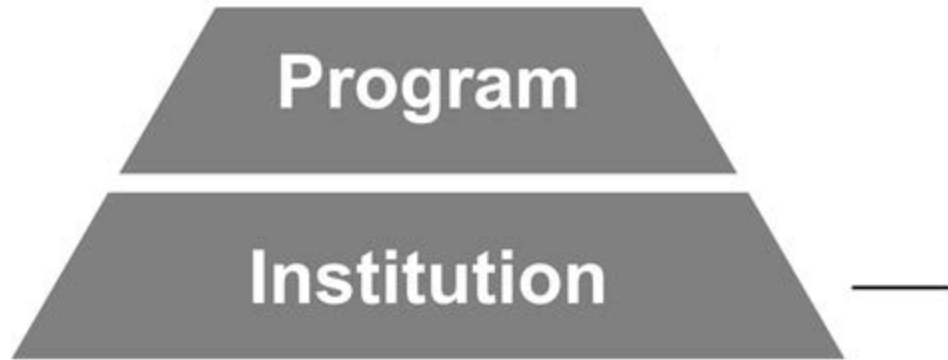


# Other Frameworks & Models

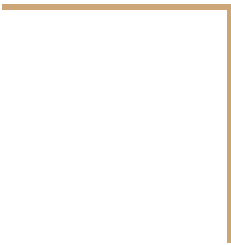


- World Wide Web Consortium's (W3C) **Accessibility Maturity Model**
  - Levels of accessibility
- **SHUFFLE accessibility maturity model** for Higher Education
  - Areas: Strategy, Structure, Advice and Support, Teaching and Learning
- **Indicators of Distance Learning Program Accessibility** (University of Washington DO-IT)
  - Areas: Students and potential students, Distance learning designers and faculty, Distance learning program evaluators

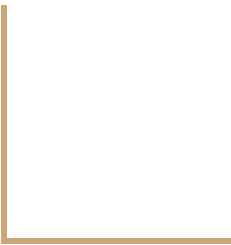
# Summary: Institution



- 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



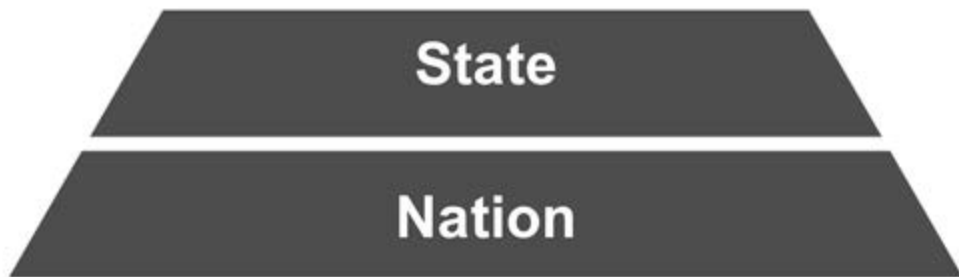
- Participate in local and state organizations
- Collaborate with peers

# 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



- Communities of practice
- Mentoring
- Comment in Federal Register

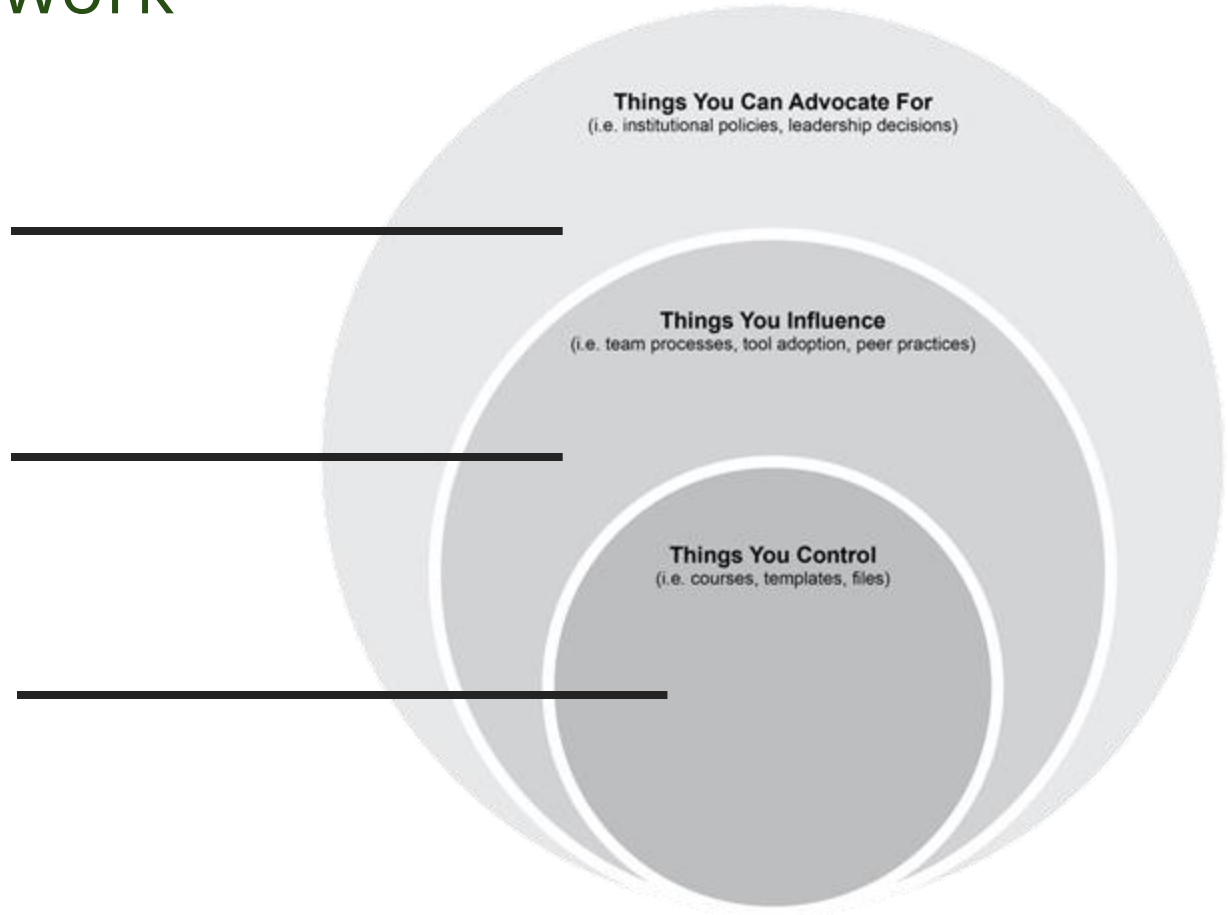
# Activity

# Activity Framework

Macro level

Mezzo level

Individual level



# Q&A: Post in the Chat or Unmute!

