

# Accessibility RoadMap

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This Accessibility Roadmap has five sections: Policies, Planning, Design, Training, and Community. There is also an accompany Accessibility RoadMap Appendix with how-to information for different accessibility components. Our goal is constant improvement that responds to the needs of the students, faculty expertise, and complies with our accessibility laws.

For each criterion, put a check in each box that fits the standard.

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## 1. Policies (University-level)

### Information about university-level assistance for learners with disabilities provided.

Standard	Examples	Annotation
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>No links to institutional policies, contacts, and procedures to support learners with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The official university policy is missing.</li> <li><input type="checkbox"/> Contact information for Student Disabilities Services is missing.</li> <li><input type="checkbox"/> Information about the instructor’s need for official documentation from Student Disabilities Services is missing.</li> </ul>	
<p><b>Minimal</b></p> <ul style="list-style-type: none"> <li>Links to institutional policies, contacts, and procedures to support learners with disabilities are present.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The university policy is present.</li> <li><input type="checkbox"/> Contact information for Student Disabilities Services is present.</li> <li><input type="checkbox"/> Information about the instructor’s need for document from Student’ Disabilities is present.</li> </ul>	<p>Visit the official Disability Policy statement on university’s website.</p> <p>Recommend placing statement on your syllabus.</p> <p>Instructors can indicate that Student Disabilities services has specific documentation requirements.</p>
<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>Links to institutional policies, contacts, and procedures for supporting learners with disabilities services is provided</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Information about the process for obtaining accommodations is provided.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An accomplished disability policy meets all of the minimal requirement above, plus:</li> <li><input type="checkbox"/> Contact information for Student Disabilities Services is present, including physical location of the office, telephone, or email.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Information about the process of obtaining accommodations is provided.</li> </ul>	<p>Email address and location is provided.</p> <p>Instructors indicate that Disabilities services has specific documentation requirements.</p> <p>Instructors may also talk about the documentation process in general terms: “[Disabilities Services] will generally require a recent assessment conducted by a qualified professional in order to document the nature of the disability. Students should speak with [Disabilities Services] prior to obtaining documentation to ensure that the correct documentation is provided.</p>

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Standard	Examples	Annotation
<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Links to institutional policies, contacts, and procedures for supporting learners with disabilities are present.</li> <li>• Additional contact information for student disabilities services is provided;</li> <li>• AND</li> <li>• Information about the process for obtaining accommodations, examples of general accommodations, or other information supporting students with disabilities is provided.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An exemplary disability policy meets all of the accomplished requirements above, plus:</li> <li><input type="checkbox"/> Contact information for Student Disabilities Services is present, including physical location of the office, telephone, or email.</li> <li><input type="checkbox"/> Information about the process of obtaining accommodations is provided.</li> <li><input type="checkbox"/> Examples of general accommodations that can be provided with documentation are listed.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor has invited students to review content which might pose accessibility problems so that students can seek accommodations.</li> </ul>	<p>Email address and location is provided.</p> <p>Instructors can indicate that [Disability Services] has specific documentation requirements.</p> <p>The instructor may also indicate that necessary accommodations can be provided upon request for students with documented disabilities for any unit or topic.</p> <p>If the course will be using a tool (website, multimedia application, physical item, or electronic resource) that may cause difficulties for students with disabilities, the instructor may mention this upfront so that the student can begin to work with [Disability Services] and the instructor to craft an equivalent educational experience in advance of the week’s content.</p>
<p><b>My score (circle one):</b>    <b>Incomplete</b>            <b>Minimal</b>            <b>Accomplished</b>            <b>Exemplary</b></p>		

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## 2. Planning

Information about planning or preparing to implement software, insuring they are accessible.

Standard	Examples	Annotation
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>• Accessibility not incorporated</li> </ul>	<input type="checkbox"/> Accessibility not incorporated into procurement process	
	<input type="checkbox"/> Accessibility not incorporated into project management process	
	<input type="checkbox"/> Accessibility not incorporated into system development lifecycle	
	<input type="checkbox"/> Accessibility not incorporated into agency education	
	<input type="checkbox"/> Accessibility not incorporated into outreach programs	
<p><b>Minimal</b></p> <ul style="list-style-type: none"> <li>• Accessibility incorporated at the end of process or once determined it is missing</li> </ul>	<input type="checkbox"/> Accessibility incorporated into procurement process	
	<input type="checkbox"/> Accessibility incorporated into project management process	
	<input type="checkbox"/> Accessibility incorporated into system development lifecycle	
	<input type="checkbox"/> Accessibility incorporated into agency education	
	<input type="checkbox"/> Accessibility incorporated into outreach programs	
<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• Accessibility built into some parts of the process and the missing components are incorporated at the end of the process</li> </ul>	<input type="checkbox"/> Accessibility built into incorporated into procurement process	
	<input type="checkbox"/> Accessibility built incorporated into project management process	
	<input type="checkbox"/> Accessibility incorporated into system development lifecycle once determined it is missing	
	<input type="checkbox"/> Accessibility incorporated into agency education	

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Standard	Examples	Annotation
	<input type="checkbox"/> Accessibility incorporated into outreach programs once determined it is missing	
<b>Exemplary</b> • Accessibility is built into every process of the process	<input type="checkbox"/> Accessibility built into procurement process	
	<input type="checkbox"/> Accessibility built into project management process	
	<input type="checkbox"/> Accessibility built into system development lifecycle	
	<input type="checkbox"/> Accessibility built into agency education	
	<input type="checkbox"/> Accessibility built into outreach programs	
<b>My score (circle one):</b> <b>Incomplete</b> <b>Minimal</b> <b>Accomplished</b> <b>Exemplary</b>		

## Accessibility RoadMap

### 3. Design

#### a. Course-level design features consider the needs of learners with disabilities. (excluding multimedia)

Standard	Examples	Annotation
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>Font or graphics, or text size or the absence of image alt tags make the course difficult for students with disabilities.                      Heading tags indicating document hierarchy are absent or used inconsistently.</li> </ul>	<input type="checkbox"/> Font size is less than 12 pt.	Font size less than 12pt may be difficult for students to read.
	<input type="checkbox"/> Font styles is difficult to read – using serifs fonts	Serif is a small line attached to the end of a stroke in a letter or symbol
	<input type="checkbox"/> Colored font is used for emphasis.	Using colors alone may be difficult for readers who may have colorblindness. For example, using due dates in red fonts may help some student but others may miss this information.
	<input type="checkbox"/> There is poor color contrast in course images, tables, or other course content items.	Finding enough contrast between content and the background that can be viewed easily. Several tools are available to test colors for contrasting ratio.
	<input type="checkbox"/> Descriptive text for images is missing from the alt text field.	Images do not have alt text. Screen readers will not identify the content of the image.
	<input type="checkbox"/> Heading tags indicate document hierarchy are absent or inconsistent.	All text is composed using normal or p mode; no tags are used / no mode is selected to indicate headings or subheadings.
	<input type="checkbox"/> Header rows or columns are not marked on tables.	Table tools are not used to indicate a header row or column.
	<input type="checkbox"/> Bulleted or numbered lists are created without the use of list tools / styles.	Lists are created using keyboard input, not toolbar buttons.
	<input type="checkbox"/> Link text is not descriptive.	Hyperlink uses generic words like <u>click here</u> , <u>read</u> , or is a web address (www.abc.com/457/njh)
	<input type="checkbox"/> Heading tags indicate document hierarchy are absent or inconsistent.	A page header or title may be tagged, but the majority of the text is composed using normal or p mode. (See appendix for how to add tags.)

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Standard	Examples	Annotation
	<input type="checkbox"/> Header rows or columns are not marked on tables.	Table tools are not used to indicate a header row or column.
<b>Minimal</b> <ul style="list-style-type: none"> <li>• Fonts and graphics, text size, and image alt tags all reflect universal accessibility.</li> <li>• Heading tags indicating document hierarchy are absent or used inconsistently.</li> </ul>	<input type="checkbox"/> The font size is appropriate and thematically consistent throughout the course.	The font size is large enough to be easily readable for most students. Larger font (14pt or larger) may be used to indicate titles and headings; smaller font (minimum 12 pt) may be used to indicate captions or citations.
	<input type="checkbox"/> The selected font(s) are readable.	A standard font with minimal script, serifs, or decoration is the dominant font in the course.
	<input type="checkbox"/> Font weight, font style, or other textual cues are used for emphasis.	Use asterisks (**), bold, italics, or CAPITAL LETTERS to indicate significance. Icons can be used to dictate importance, but the alt text must be present.
	<input type="checkbox"/> There is good color contrast in course images, tables, or other course content items.	Use of complementary colors that sit opposite each other in the color wheel for more contrast.
	<input type="checkbox"/> Text for images is present in the alt text field.	All images should have alt text. Text may be single word or a brief phrase that indicate the significance of the image.
<b>Accomplished</b> <ul style="list-style-type: none"> <li>• Fonts and graphics, text size, descriptive image alt tags stating the context and significance of the image all used to reflect universal accessibility.</li> </ul>	<input type="checkbox"/> An accomplished course design meets all of the minimal requirements above, plus:  <input type="checkbox"/> Descriptive text for images is present in the alt text field.	All images have alt text thoroughly describing the image and its significance.

## Accessibility RoadMap

Standard	Examples	Annotation
<ul style="list-style-type: none"> <li>Heading tags indicating document hierarchy are absent or used inconsistently.</li> </ul>	<input type="checkbox"/> Bulleted or numbered list are created using list tools / styles.	Lists are created using toolbar buttons.
	<input type="checkbox"/> Link text is descriptive.	Hyperlink uses specific words or terms that describe the link in question ex. <u>The ABC News</u> . No long web URLs appear on course pages.
<b>Exemplary</b> <ul style="list-style-type: none"> <li>Fonts and graphics, text size, descriptive image alt tags stating context and significance of image, and heading tags indicating document hierarchy are all used to reflect universal design.</li> </ul>	<input type="checkbox"/> An exemplary course design meets all of the accomplished requirements above, plus: <input type="checkbox"/> Heading tags indicating document hierarchy are present.	In addition to visual distinctions, all headings and subheadings are appropriately tagged with the proper level of document hierarchy / style. (See appendix for how to add tags.)
	<input type="checkbox"/> Header rows or columns are marked on tables.	Table tools are used to indicate a header row or column.
	<input type="checkbox"/> Content produced or delivered in other programs (but contained within the course shell) has been made as accessible as possible.	<ul style="list-style-type: none"> <li>PDFs have optical character recognition (OCR) enabled.</li> <li>PowerPoint slides have alternative text in the description ( not title) field and</li> <li>Tab-key reading order of items on the slide reflects logical content progression.</li> <li>Word documents use styles to indicate document hierarchy</li> <li>Lists are created using toolbar buttons;</li> <li>Track change comment bubbles are not used (not accessible to screen readers)</li> </ul>
<b>My score (circle one):</b> <b>Incomplete</b> <b>Minimal</b> <b>Accomplished</b> <b>Exemplary</b>		

## Accessibility RoadMap

**b. Multimedia course-level design features consider the needs of learners with disabilities.**

Standard	Examples	
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>No transcripts are available for course materials, audio / video controls do not allow for students to adapt playback and captioning to their needs, nor is an alternative piece of content is provided.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No transcripts are present for audio / video materials</li> <li><input type="checkbox"/> Controls for audio / video materials do not allow students to adjust playback speed or captioning.</li> <li><input type="checkbox"/> No alternative equivalent content is provided for students who are unable to access the audio / video content.</li> </ul>	
<p><b>Minimal</b></p> <ul style="list-style-type: none"> <li>Fonts and graphics, text size, and image alt tags all reflect universal accessibility.</li> <li>Heading tags indicating document hierarchy are absent or used inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The font size is appropriate and thematically consistent throughout the course.</li> </ul>	<p>The font size is large enough to be easily readable for most students. Larger font (14pt or larger) may be used to indicate titles and headings; smaller font (minimum 12 pt) may be used to indicate captions or citations.</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The selected font(s) are readable.</li> </ul>	<p>A standard font with minimal script, serifs, or decoration is the dominant font in the course.</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Font weight, font style, or other textual cues are used for emphasis.</li> </ul>	<p>Use asterisks (**), bold, italics, or CAPITAL LETTERS to indicate significance. Icons can be used to dictate importance, but the alt text must be present.</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is good color contrast in course images, tables, or other course content items.</li> </ul>	<p>Use of complementary colors that sit opposite each other in the color wheel for more contrast.</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Text for images is present in the alt text field.</li> </ul>	<p>All images should have alt text. Text may be single word or a brief phrase that indicate the significance of the image.</p>

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Standard	Examples	
<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• Fonts and graphics, text size, descriptive image alt tags stating the context and significance of the image all used to reflect universal accessibility.</li> <li>• Heading tags indicating document hierarchy are absent or used inconsistently.</li> </ul>	<input type="checkbox"/> An accomplished course design meets all of the minimal requirements above, plus:	All images have alt text thoroughly describing the image and its significance.
	<input type="checkbox"/> Descriptive text for images is present in the alt text field.	
	<input type="checkbox"/> Bulleted or numbered list are created using list tools / styles.	Lists are created using toolbar buttons.
	<input type="checkbox"/> Link text is descriptive.	Hyperlink uses specific words or terms that describe the link in question ex. <u>The ABC News</u> . No long web URLs appear on course pages.
<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Fonts and graphics, text size, descriptive image alt tags stating context and significance of image, and heading tags indicating document hierarchy are all used to reflect universal design.</li> </ul>	<input type="checkbox"/> An exemplary course design meets all of the accomplished requirements above, plus:	In addition to visual distinctions, all headings and subheadings are appropriately tagged with the proper level of document hierarchy / style.
	<input type="checkbox"/> Heading tags indicating document hierarchy are present.	
	<input type="checkbox"/> Header rows or columns are marked on tables.	Table tools are used to indicate a header row or column.
	<input type="checkbox"/> Content produced or delivered in other programs (but contained within the course shell) has been made as accessible as possible.	<ul style="list-style-type: none"> <li>• PDFs have optical character recognition (OCR) enabled.</li> <li>• PowerPoint slides have alternative text in the description ( not title) field and</li> <li>• Tab-key reading order of items on the slide reflects logical content progression.</li> <li>• Word documents use styles to indicate document hierarchy</li> <li>• Lists are created using toolbar buttons;</li> <li>• Track change comment bubbles are not used (not accessible to screen readers)</li> </ul>
<p><b>My score (circle one):</b>    <b>Incomplete</b>            <b>Minimal</b>            <b>Accomplished</b>            <b>Exemplary</b></p>		

## Accessibility RoadMap

### 4. Training

Information about accessibility training.

Standard	Examples	Annotation
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>• No accessibility training</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No accessibility training available</li> </ul>	
<p><b>Minimal</b></p> <ul style="list-style-type: none"> <li>• On-demand accessibility training is available or training scheduled</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-demand accessibility training available throughout the year</li> <li><input type="checkbox"/> Introduction to accessibility training available throughout the year</li> </ul>	
<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• Accessibility training scheduled throughout the year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-demand accessibility training available throughout the year</li> <li><input type="checkbox"/> Introduction to accessibility training required and available throughout the year</li> <li><input type="checkbox"/> Advanced accessibility training available every two to three years</li> </ul>	
<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Accessibility training required</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-demand accessibility training available throughout the year</li> <li><input type="checkbox"/> Introduction to accessibility training required and available throughout the year</li> <li><input type="checkbox"/> Advanced accessibility training available every year</li> </ul>	
<p><b>My score (circle one):</b>    <b>Incomplete</b>            <b>Minimal</b>            <b>Accomplished</b>            <b>Exemplary</b></p>		

## Accessibility RoadMap

### 5. Community

Information about developing and maintaining accessibility communities.

Standard	Participants	Annotation
<p><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>• Little collaboration with accessibility community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disabilities Services</li> <li><input type="checkbox"/> EIRAC representative</li> </ul>	
<p><b>Minimal</b></p> <ul style="list-style-type: none"> <li>• The main departments most impacted collaboration with accessibility community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disabilities Services</li> <li><input type="checkbox"/> EIRAC representative</li> <li><input type="checkbox"/> Distance Education</li> </ul>	
<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• Some departments collaboration with accessibility community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disabilities Services</li> <li><input type="checkbox"/> EIRAC representative</li> <li><input type="checkbox"/> Distance Education</li> <li><input type="checkbox"/> Librarian</li> <li><input type="checkbox"/> Webmaster</li> </ul>	
<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• University has embedded accessibility communities across the entire campus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disabilities Services</li> <li><input type="checkbox"/> EIRAC representative</li> <li><input type="checkbox"/> Distance Education</li> <li><input type="checkbox"/> Librarian</li> <li><input type="checkbox"/> Webmaster</li> <li><input type="checkbox"/> Faculty from Special Education</li> <li><input type="checkbox"/> Faculty with interest in Accessibility</li> <li><input type="checkbox"/> Human Resources Representative</li> <li><input type="checkbox"/> Assistant Provost</li> <li><input type="checkbox"/> Academic Affairs Business Analysis</li> <li><input type="checkbox"/> Administrative Assistant to President</li> <li><input type="checkbox"/> Training/Development Officer</li> </ul>	
<p><b>My score (circle one):</b>    <b>Incomplete</b>            <b>Minimal</b>            <b>Accomplished</b>            <b>Exemplary</b></p>		