



# Web Accessibility for Those With Disabilities: What You Need to Know

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**Project GOALS – Utah State University**





# GOALS


Gaining  
Online  
Accessibility to  
Learning through  
Self-study



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US Department of Education. No official endorsement should be inferred.



# Today's Presentation

- Context for Web Accessibility
    - What is it
    - Why is it important
    - Why should your member institutions care?
  - Leveraging Web Accessibility Efforts During Reaffirmation
  - GOALS Resources Can Help
  - Discussion
- 




Context





# How is the web used in higher education?

- Recruitment
  - Admission and financial aid
  - Registration and payment
  - Employment
  - Student services
  - Tutoring
  - Social aspects of campus
  - Courses, assignments, research, assessment
  - 21<sup>st</sup> Century Learning
    - Course management tools
    - Open Educational Resources
    - Web 2.0
    - Mobile
    - Gaming & immersive environments
- 

# Accessing web content is important to students, faculty, and staff

**The internet is essential** in higher education. It is *used for everything* from teaching and learning to critical administrative and employment functions


*By 2014, 22 million students will take some or all of their classes online*

- Nagel, D. (2009, October 28). *Most college students to take classes online by 2014*. Campus Technology. Retrieved from [http://campustechnology.com/articles/2009/10/28/most-college-students-to-take-classes-onlineby-2014.aspx?sc\\_lang=en](http://campustechnology.com/articles/2009/10/28/most-college-students-to-take-classes-onlineby-2014.aspx?sc_lang=en)

*“The rate of growth in online education is 10x’s that of the rate in all higher education”*

- Allen, E., & Seaman, J. (2011). *Going the Distance: Online Education in the United States, 2011*. Massachusetts: Babson





Yet we are not just talking about  
online courses

What about campus courses with  
online content?

Blended – Hybrid – Enhanced





# Who is Affected?

8.5% has a disability that affects computer and internet use:

- Vision
- Hearing
- Fine motor
- Cognitive
- Seizures
- Combinations of the above

Waldrop, J., Stern, S. (2003) *Disability Status: 2000*. U.S. Census Bureau. Retrieved from <http://www.census.gov/prod/2003pubs/c2kbr-17.pdf>





**Anthony Olivero**  
 Transfer applicant  
 Common App ID: 7532146

Instructions

My Colleges

Search for Colleges

Common Application

Future Plans

Applicant

Demographics

Family

Education

Academics

Activities

Writing

Signature

Supplements

Payments

School Forms

## Brown University

### Transfer Supplement to the Common Application

Check Errors & Save

Print Preview

**SUBMIT**

#### Application Type

This form will be used to initiate your application file and must be submitted before we can receive your Common Application Transfer documents. Please complete all the sections and submit the forms electronically.

Please indicate desired level of entrance:

☐ Sophomore

☐ Junior

Official standing will be based upon evaluation of transferable credit by the Office of the Dean of the College at Brown. Please refer to the Transfer section on the Admission Office website for more detailed information on transfer credit:

<http://brown.edu/Administration/Admission>.

Check to indicate the semester of your preferred entrance:

☐ Fall Semester

☐ Spring Semester

There are a limited number of spaces available each semester, so it is not always possible to accommodate an applicant's preferences. If you are not admitted to your semester of preference, would you still like to be considered for the alternate semester?

# A Personal Look at Accessibility in Higher Education



# The problem with the “Accommodation” model

Students lose  
timeliness

Students lose content

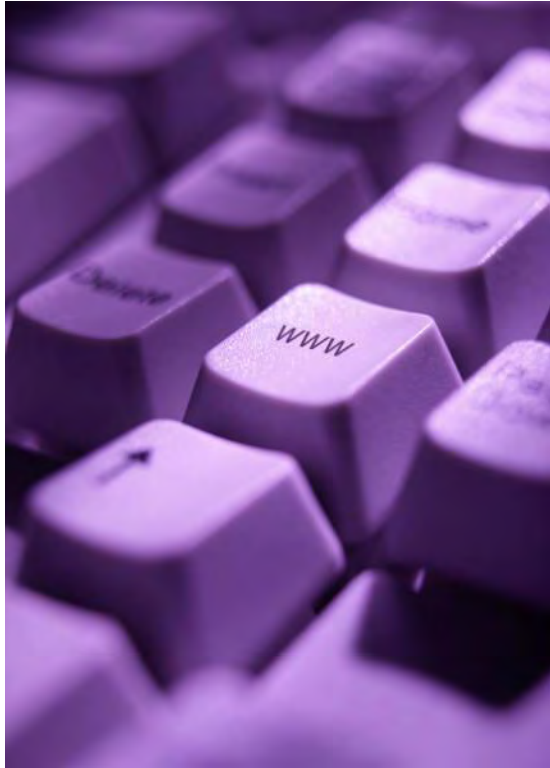
Students lose  
participation



*Institutional content cannot be  
considered accessible if you have  
to navigate inaccessible pages to  
get to it.*



# What is Web Accessibility?



Designing for the  
broadest array of users

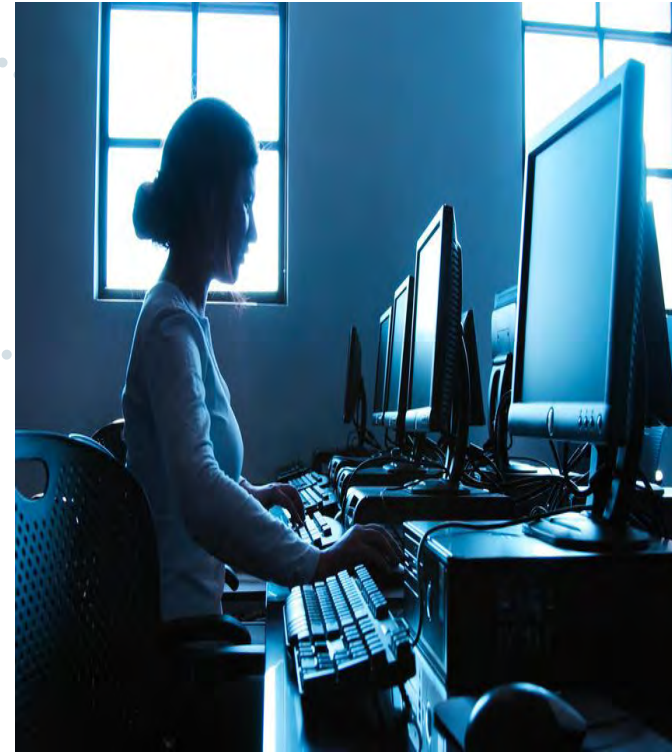
Just as we designed  
accessibility for the *built  
environment*, we need it  
for the *digital* one



# Why Web Accessibility?


Digital accessibility allows *participation and engagement* of students, faculties and staffs who have disabilities

These individuals could not otherwise succeed on par with their peers with independence and dignity





# **Why should accreditors & their member institutions care about web accessibility?**

- ✓ It affects student outcomes
  - ✓ It enhances institutional effectiveness
  - ✓ The legal landscape is changing
- 

# Web Accessibility Is No Longer Optional!

Evolving laws and increasing litigation mean that an institution ignores web accessibility at their own peril.



# Litigation

Students with disabilities are increasingly aware of their rights to access web content and advocate for this right at higher levels than ever. Campuses nationwide are feeling the sting of complaints and litigation.

***“The continual procurement and development of inaccessible web materials used in higher education is driving those with disabilities to higher levels of complaint”***

(Daniel Goldstein, Outside Counsel for the NFB [National Federation for the Blind] personal communication, February 23, 2011).





# Examples of campus litigation:

- Arizona State University
- Case Western Reserve University
- Darden School of Business at the University of Virginia
- Florida State University
- Maricopa Community College District for inaccessible technology
- New York University
- Northwestern University
- Pace University
- Penn State University
- Princeton University
- Reed College
- University of Montana
- The Law School Admissions Council (serving over 200 campuses).

<http://ncdae.org/blog/recent-legal-issues/>



# The Cost of Litigation is High!

The Costs to the Institution in the case of Florida State were in excess of \$400,000!




Not to mention the cost of bad publicity...



Legislation is also evolving to recognize the changes that the digital revolution has made to modern education:





***“Access to curriculum and instructional material is a civil right – one that all students should be able to enjoy equally. Although technological advancements make accessibility readily achievable in modern classrooms the level of accessibility continues to be uneven”***

Senator Tom Harkin, Chair Senate Health, Education, Labor and Pensions (HELP) Committee.

US Senate (2012). *The promise of accessible technology: Challenges and opportunities*. US Senate Committee on Health, Education and Labor Pensions. [video broadcast] Retrieved from <http://www.help.senate.gov/hearings/hearing/?id=15eea6a0-5056-9502-5d55-b899d73ef5f9>



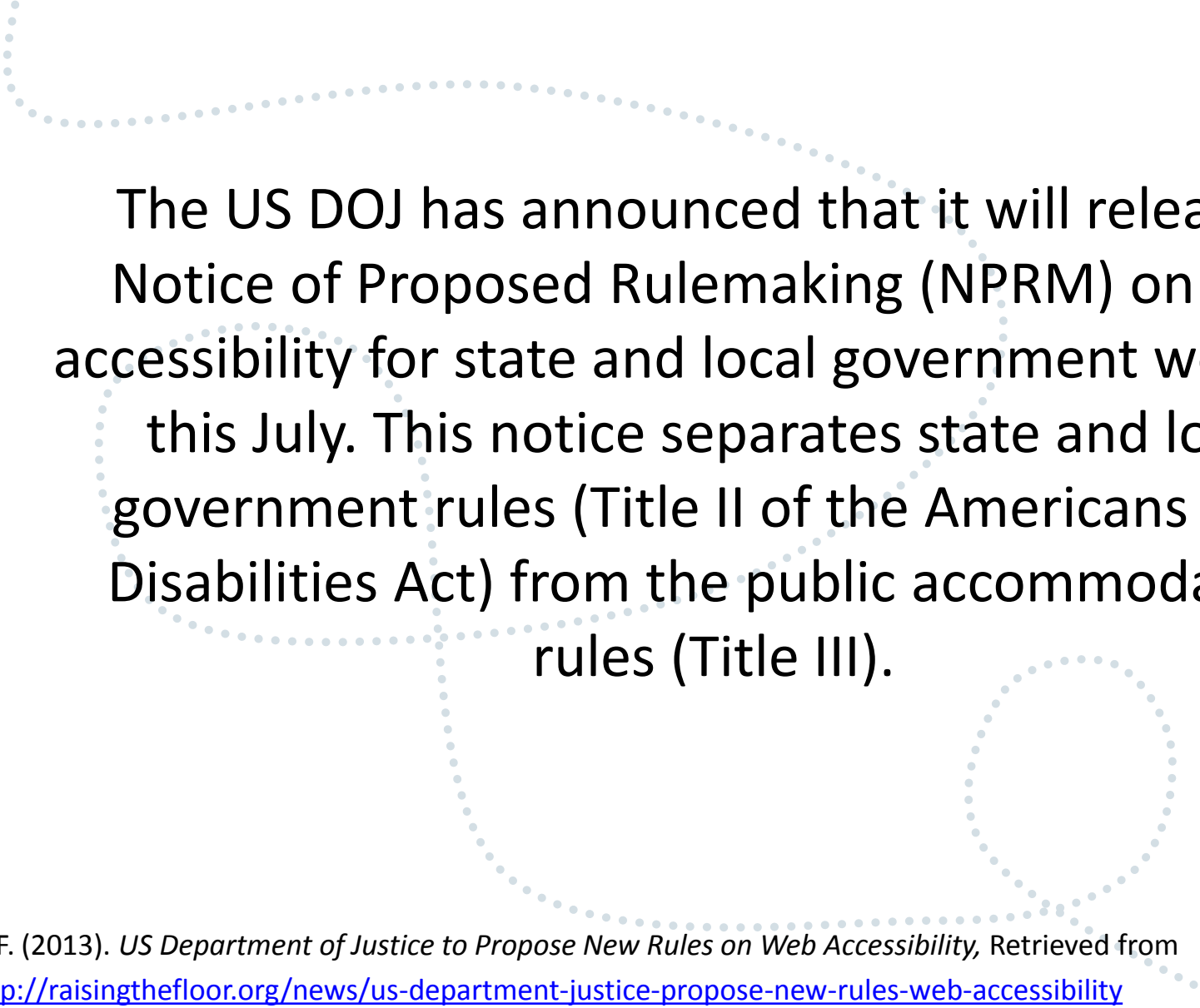



***“It is unacceptable for universities to use emerging technology without insisting that this technology be accessible to all students”.***

2010 Whitehouse letter to all college and university presidents.

Dale, K. (2010). *White house continues its celebration of the 20th anniversary of the Americans with Disabilities Act*. Retrieved from <http://www.whitehouse.gov/blog/2010/06/30/white-house-continues-its-celebration-20th-anniversary-americans-with-disabilities-act>





The US DOJ has announced that it will release a Notice of Proposed Rulemaking (NPRM) on web accessibility for state and local government websites this July. This notice separates state and local government rules (Title II of the Americans with Disabilities Act) from the public accommodation rules (Title III).


RTF. (2013). *US Department of Justice to Propose New Rules on Web Accessibility*, Retrieved from <http://raisingthefloor.org/news/us-department-justice-propose-new-rules-web-accessibility>





# How are Institutions Responding?

- Early Adopters

- The California Experience
  - Many institutions are setting policy and implementation plans – example: [Portland Community College](#)
  - Many need support and assistance. You could provide it.
- 


Web Accessibility provides a number of value added benefits for your constituent institutions – most of which can help them make the case for reaffirmation





# Value Added Benefits


## **Web accessibility makes sound financial policy**

- More efficient than after-the-fact fixes.
  - Helps protect the institution from legal complaints on accessibility
  - Assists in recruitment and retention of students and faculty with disabilities.
  - Funding agencies have begun to require accessible information communication for grants and contracts.
  - Enhances collaborative possibilities in both the US and abroad.
  - Good for public relations and development (i.e., campus fund raising campaigns).
- 



# Value Added Benefits

## **Web enhances student outcomes**

- Assists students for whom English is a second language
  - Helps multi-modal learners – students can access materials in a format that best suits their preferred learning style
  - It assists those using older equipment, slow modems, or in places where sound is not allowed
- 



# Value Added Benefits

## Web accessibility supports technology

- Standards compliant websites are also more likely to maintain their integrity as technologies evolve (forward compatible), and be compatible with newer browsers and emerging technologies
- SEO: Accessible content also tends to have a higher return on prominent search engines (e.g., Google,)
- Web Accessible design is usually more robust. This means it should work more reliably across different browsers and devices, such as tablets and mobile phones.





# Value Added Benefits

## Web accessibility aligns with institutional mission statements and strategic planning initiatives


- 86% of institutional mission statements in a national sample contained language supportive of web accessibility. It shows a commitment to quality student outcomes, employee productivity, and supports diversity at all levels\*
- It promotes an institution as socially responsible

*\*GOALS (2008). Evaluation of a sample of online institutional mission statements for language supporting web accessibility. Unpublished raw data*






# Helping Your Member Institutions

- Raise awareness in your organization
  - Encourage Web Accessibility across your institutions
    - Gain information
    - Gather resources
  - Consider working with GOALS
- 

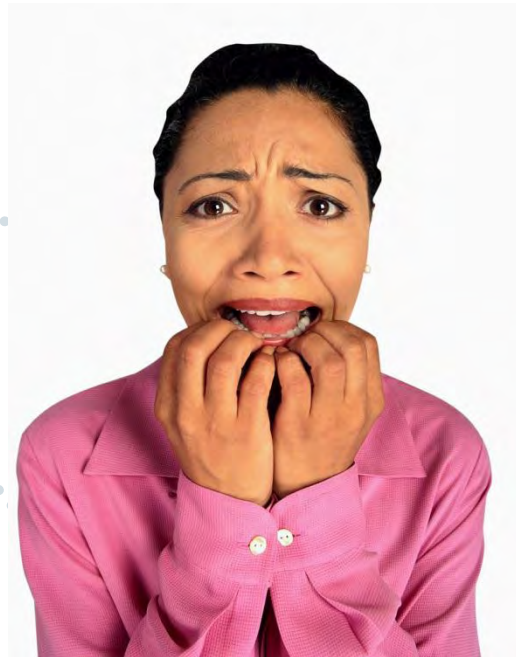


# GOALS and SACSCOC

Project GOALS is working with SACSCOC (The Southern Association of Colleges and Schools Commission on Colleges) to create materials and processes that can be used by regional accreditors and their constituent institutions to help them inculcate web accessibility into the reaffirmation process

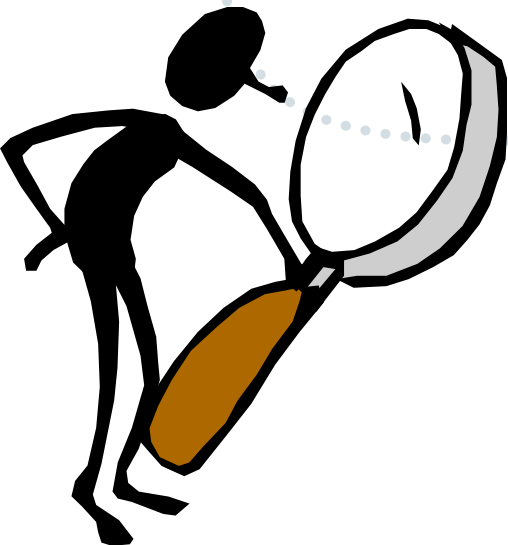


Making the proposition of engaging in  
web accessibility more attractive and  
less daunting:



# The Foundation For Web Accessibility Is Already There!

*Web accessibility maps onto the existing  
requirements for all 6 regional accrediting  
agencies*




An analysis of Principles, Standards and Criteria of the 6 regional accreditors revealed areas of support for web accessibility as part of the accreditation evaluation -

[ncdae.org/goals/accreditation/mapping.php](http://ncdae.org/goals/accreditation/mapping.php)

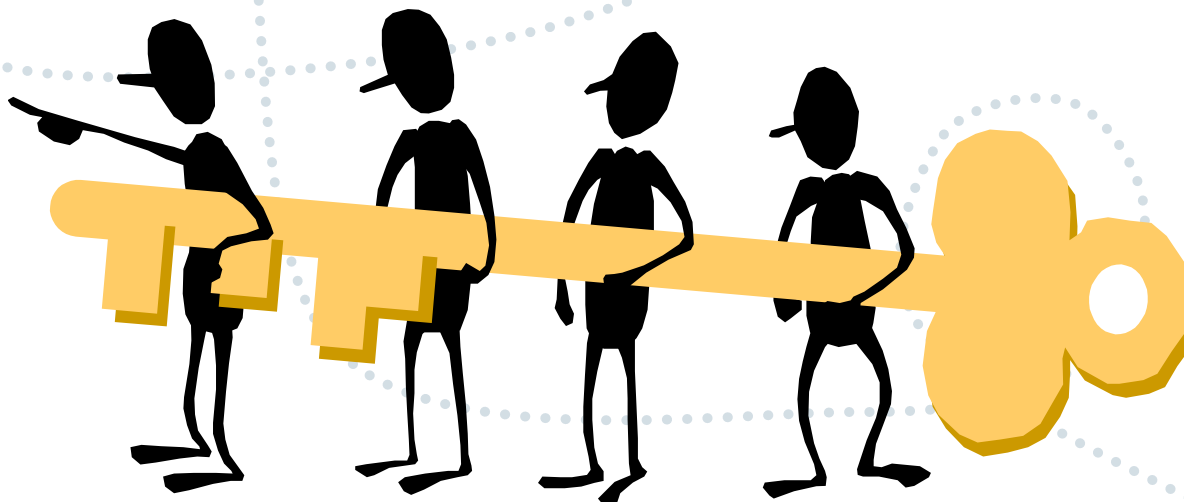




# Themes Include:

- ✓ Institutional Mission
  - ✓ Strategic Planning
  - ✓ Quality
  - ✓ Technology
  - ✓ Library and Information Resources
  - ✓ Distance Education
  - ✓ Equity and Serving the Needs of All
  - ✓ Student Services / Student Needs / Student Success
  - ✓ Ethics and Integrity
  - ✓ Risk Management
- 


# Value Added Web Accessibility: Why not make it count?

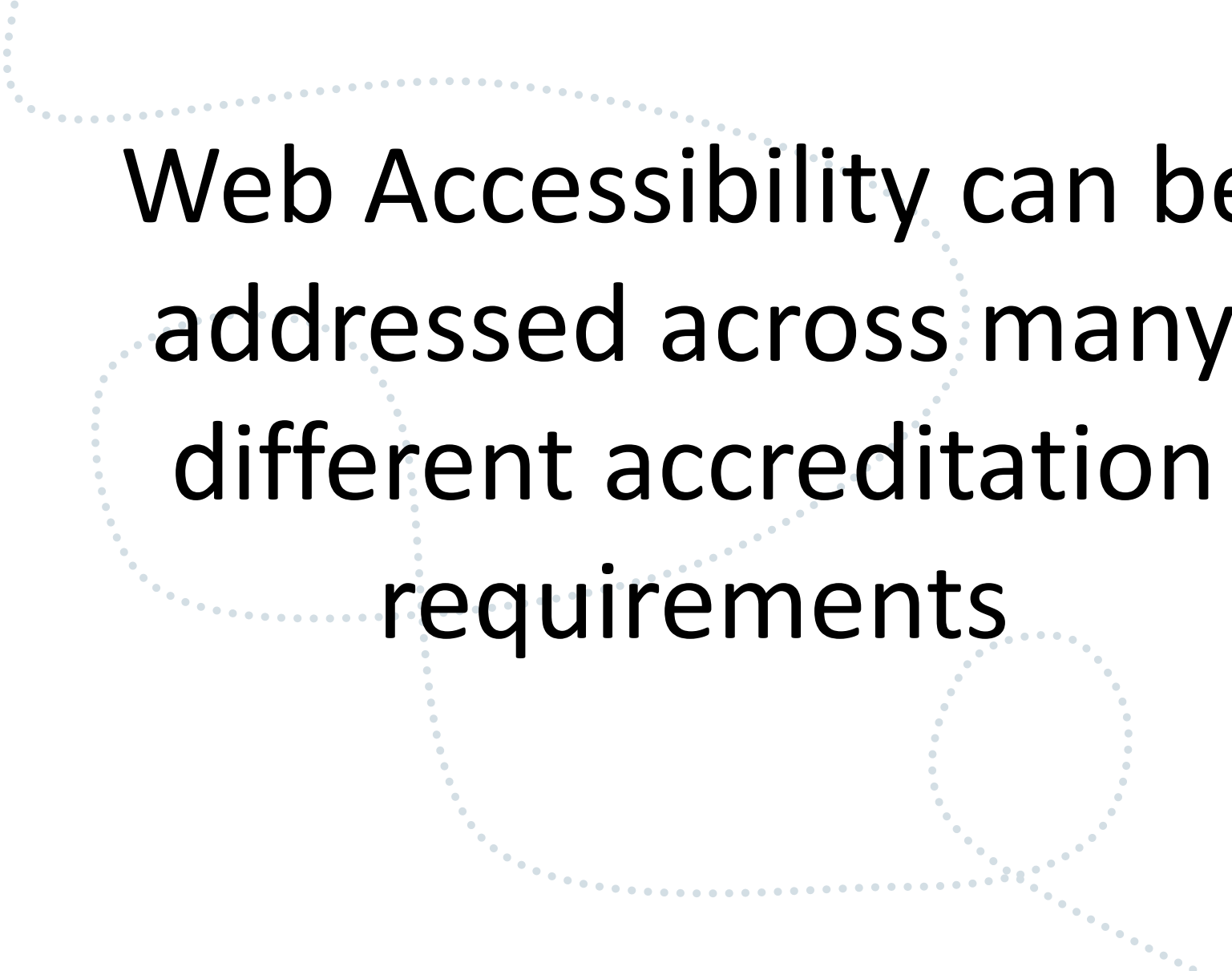






# Institutional efforts to improve digital accessibility can serve as a “two-fer”

Providing a platform for using web accessibility efforts during reaffirmation helps to improve the quality and outcomes of institutions and promotes the values of the accreditation process





Web Accessibility can be  
addressed across many  
different accreditation  
requirements






**Web Accessibility can also serve as  
one aspect of an institution's  
quality improvement plans**






# Thematic Analysis of 160 SACSCOC Institutional QEPs

- Reading/Writing/Literacy/Oral Skills/Information Literacy (50)
  - Critical Thinking/Contextual Learning/Active Learning (44)
  - Remediation (22)
  - Freshman Experience (20)
  - Diversity/Ethics/Values/Globalization (19)
  - Math (16)
  - Teamwork/Collaboration (9)
  - Technology (8)
  - Student Scholarship (7)
  - Real World Training/Career/Professionalism (6)
  - Academic Advising/Mentoring (6)
  - Access to JIT materials (3)
  - Student Retention/Completion (2)
- 



While quality enhancement generally focuses on student outcomes, many plans lend themselves to including students with disabilities. Some plans are an obvious fit (Diversity, Technology, Ethics, Remediation etc...) but, many others also benefit from including digital accessibility.





We Want to Help!

*Project GOALS is developing  
additional resources to help  
you and your constituents*





# Best Practices for Institution-Wide Web Accessibility

[ncdae.org/goals/accreditation/bestpractices.php](https://ncdae.org/goals/accreditation/bestpractices.php)



## Indicator #1: Institutional Vision and Leadership Commitment

Institution-wide web accessibility is best attained and sustained when there is leadership to support a vision and commitment toward institutional accessibility. This support should come from many levels including an institution's governing board, central administration, and key personnel. Each must actively support, participate, and take ownership in the work and outcomes of accessibility.

Two Benchmarks distinguish Institutional Vision and Leadership Commitment:

### **Benchmark A: The Commitment of Administrative Leadership**

---

Administrative leadership begins with a vision and commitment toward change. Typically this vision, and its leadership support, stems from efforts made at top administrative levels within an institution. For some systems this would also include the institution's board of governors or trustees. Over time the leadership commitment results in the development and enforcement of an accessibility policy and plan, along with the necessary resources to implement them.

*Examples of administrative commitment:*

- An institutional statement of vision or commitment to web accessibility
- The creation and support of a web accessibility task force or institution-wide accessibility group
- An institutional policy on web accessibility
- An institution-wide accessibility action plan
- The availability of resources for web accessibility efforts
- Efforts to advance the visibility, promotion, and communication of web accessibility efforts

# Institutional Benchmarking and Planning Tool

- Uses the Best Practice Indicator Schema
- Benchmarks institutional web accessibility
- Scaffolds Action Planning
- Tracks progress over time

Help your institution quickly and efficiently become web accessible.

[Request an Account](#) [Watch the Video](#)

Already have an account? [Sign in now »](#)

## Where You Are



The first section of this tool guides you through a series of questions to compare your institution against proven indicators of web accessibility.

## Where You Need to Be



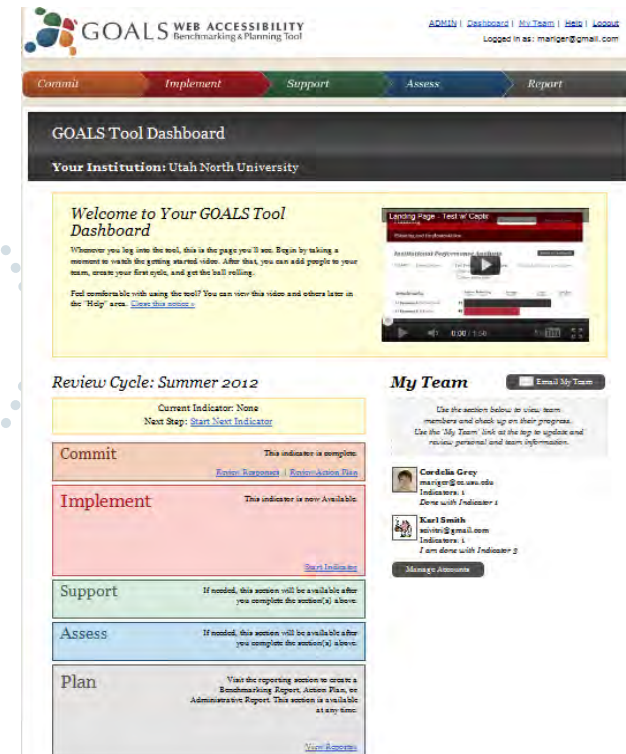
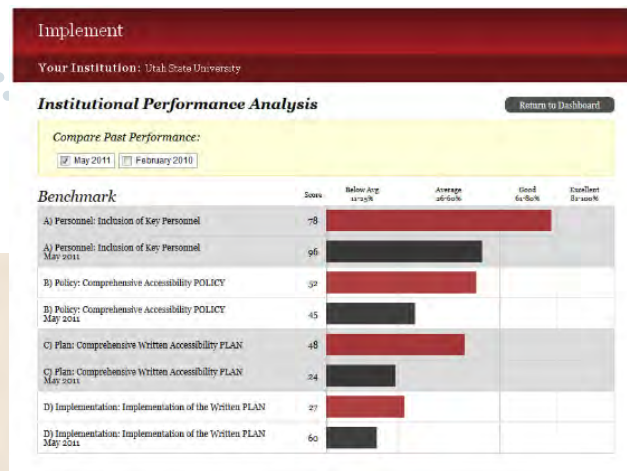
You are then provided detailed charts and analysis comparing your current web accessibility standing to recommended practices.

## How to Get There



Finally, specific tools and resources are provided as you are guided through making a detailed plan of action to improve your web accessibility standing.

[ncdae.org/goals/planningtool.php](http://ncdae.org/goals/planningtool.php)



## Report

Your Institution: Utah North University

### Reports

#### Benchmark Report

The Benchmark Report includes all questions, possible questions, optional rationale, and final answers for your completed indicators.

[Create Report](#)

#### Action Plan

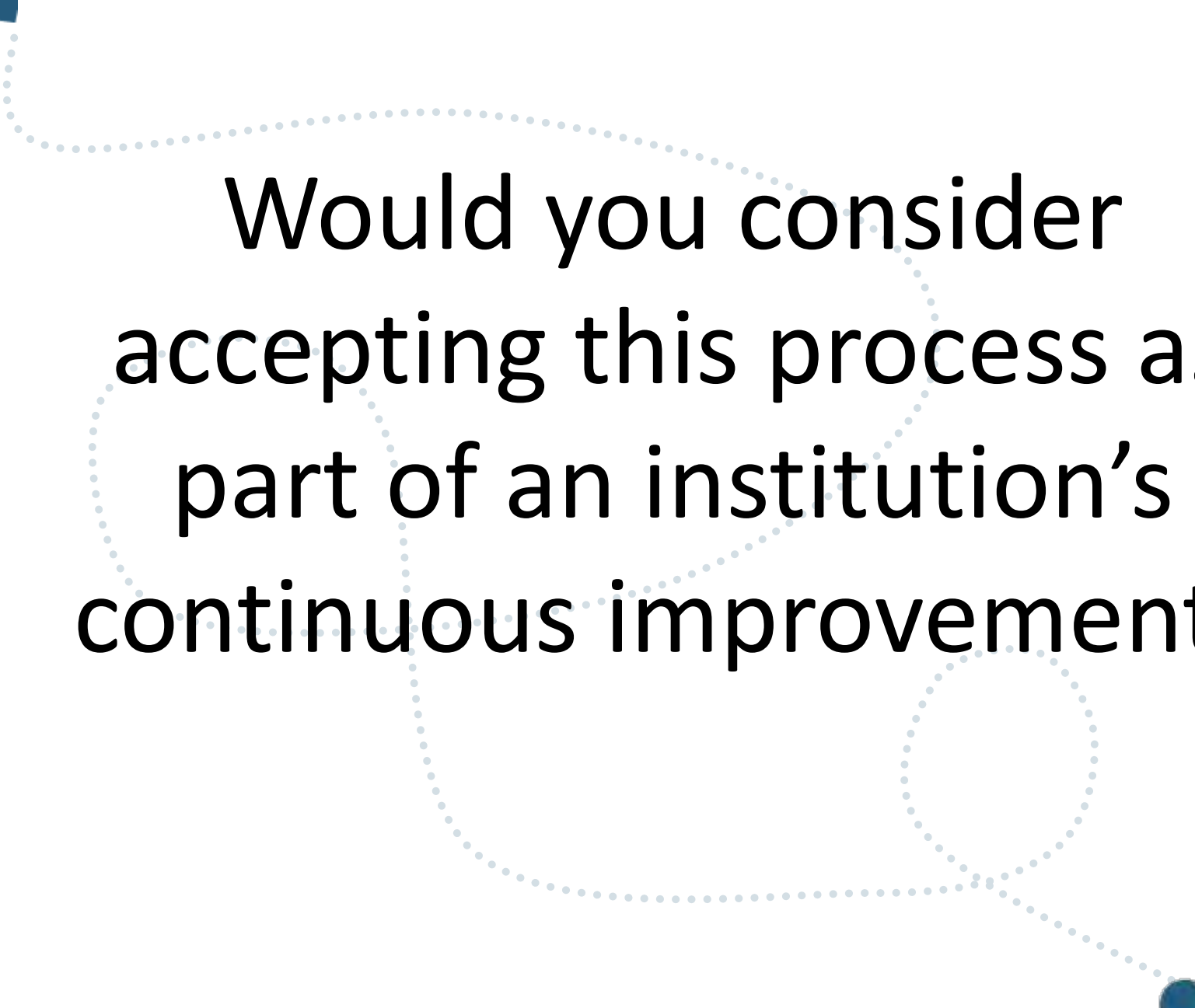

The Action Plan is a compilation of your action plan data, including related questions, for your completed indicators.

[Create Plan](#)


#### Administrative Report

The Administrative Report is created from the Benchmark Report, Action Plan, and other resources to create a formal, comprehensive report.

[Create Final Report](#)



Would you consider  
accepting this process as  
part of an institution's  
continuous improvement?





# A Template for Institutional Web Accessibility Activities

[ncdae.org/goals/accreditation/template.php](http://ncdae.org/goals/accreditation/template.php)



**Indicator #1: Institutional Vision and Leadership Commitment**

**Benchmark A: The Commitment of Administrative Leadership**

*Evidence of Administrative Leadership can include:*

- A posted statement of vision or commitment
- The creation and maintenance of a web accessibility task force or institution-wide accessibility group
- An official institutional policy on web accessibility
- An institution-wide accessibility action plan
- Resources that are available for web accessibility efforts
- Activities to promote the visibility, endorsement and communication of web accessibility efforts

This benchmark specifically supports requirements or plans by:

Evidence	Description	Supporting Documentation	Additional Notes
Describe any evidence that is currently in development			



# Examples of ways to include Web Accessibility in a Reaffirmation Portfolio using the GOALS Template

[ncdae.org/goals/accreditation/example.php](http://ncdae.org/goals/accreditation/example.php)

- **Example 1** highlights web accessibility efforts as a whole, describing how each benchmark is applicable to the requirements of an accreditation agency.
- **Example 2** embeds specific benchmarks into the evidence narrative for a given principle, criteria or standard.
- **Example 3** embeds web accessibility into a quality improvement plan and uses the templates to structure the impact.






# Support for Review Teams

Assessing the quality of institutional web accessibility for an accreditation portfolio can be a complex issue. It can be especially challenging when those reviewing materials for quality are not familiar with the topic.

Project GOALS is developing a set of resources that can be used by review teams and accreditors to help them determine the quality of evidence related to web accessibility





# Reviewer Guidance Documents

*A guide to help review teams understand and assess the quality of evidence related to web accessibility:*

[www.ncdae.org/goals/accreditation/index.php](http://www.ncdae.org/goals/accreditation/index.php)





# An example of the guidance document

## Indicator #1: Institutional Vision and Leadership Commitment

### Benchmark A: The Commitment of Administrative Leadership

Evaluating the evidence for an administrative commitment to web accessibility: Assessment Review Teams might see evidence for this commitment of leadership in any number of ways. Below are 6 examples that would substantiate that a true commitment exists among institutional leaders. Thus, other evidence may also exist. It should be noted, that not all examples below are required to point to evidence of this Benchmark. However, work across these examples show added strength of the commitment.

***An institutional statement of vision or commitment to web accessibility. The varying strength of this evidence would also include that the statement:***

- Is explicit that it pertains to web accessibility for persons with disabilities
  - A definition will help clarify what is meant by web accessibility
- Is easily understandable
- Is published with any other commitment and vision statements
- Is easy to find
- Is publicized and promoted
- The statement makes relevant stakeholders aware of their responsibilities toward web accessibility



# Evidence Evaluation Matrix

*A Guide to Help Accreditation  
Review Teams Navigate the  
GOALS Reviewer Guidance  
Documents*

[ncdae.org/goals/accreditation/matrix.php](https://ncdae.org/goals/accreditation/matrix.php)





If the evidence addresses:	You may want to reference:
<b>Policy</b>	<a href="#">Indicator 1 - Benchmark A</a> ( <i>leadership</i> ) <a href="#">Indicator 2 - Benchmark A</a> ( <i>stakeholder inclusion</i> ) <a href="#">Indicator 2 - Benchmark B*</a> ( <i>policy specifics</i> ) Indicator 4 - Benchmark C ( <i>ongoing improvement</i> )
<b>Accessibility Planning and Implementation</b>	<a href="#">Indicator 1 - Benchmark A</a> ( <i>leadership</i> ) <a href="#">Indicator 2 - Benchmark A</a> ( <i>stakeholder inclusion</i> ) <a href="#">Indicator 2 - Benchmark C*</a> ( <i>plan specifics</i> ) <b>Indicator 2 - Benchmark D*</b> ( <i>implementation</i> ) Indicator 4 - Benchmark A ( <i>progress evaluation</i> ) Indicator 4 - Benchmark C ( <i>ongoing improvement</i> )
<b>Resources and Budgeting</b>	<a href="#">Indicator 1 - Benchmark A</a> ( <i>leadership</i> ) <a href="#">Indicator 2 - Benchmark C</a> ( <i>plan specifics</i> ) Indicator 2 - Benchmark D ( <i>implementation</i> ) Indicator 3 - Benchmark B ( <i>time and effort</i> ) Indicator 3 - Benchmark C ( <i>budget</i> )





# Other Accreditation Materials

- Accredibility: Using Your Web Accessibility Efforts As Evidence During Reaffirmation [ncdae.org/blog/accredibility-using-your-web-accessibility-efforts-as-evidence-during-reaffirmation/](https://ncdae.org/blog/accredibility-using-your-web-accessibility-efforts-as-evidence-during-reaffirmation/)
- Accessibility, Accreditation and the Evolution of Digital Technologies [ncdae.org/resources/articles/2012technologies.php](https://ncdae.org/resources/articles/2012technologies.php)





# Other GOALS Resources

# Cheatsheets

- Microsoft Word
- PowerPoint
- PDF Conversions
- Adobe Acrobat
- Captioning YouTube
- Adobe InDesign
- More to come....

[www.ncdae.org/resources/cheatsheets](http://www.ncdae.org/resources/cheatsheets)

## CREATING ACCESSIBLE MICROSOFT WORD 2007/2010 DOCUMENTS

### Headings

Create a logical heading structure through use of styles in Word. This allows screen readers to navigate documents and improve accessibility for users.

### Adding and Editing Headings

1. Select the text and click on the appropriate style (e.g. "Heading 1").
2. Headings 1, 2, 3, 4 can also be assigned using CTRL + ALT + 1, 2 or 3, respectively.

Alternative text for images  
Images can be given appropriate alternative text in Word. This is done by right-clicking on the image and selecting "Alt Text". This should appear in the task pane on the right-hand side of the window.

### Word 2007

1. Right-click on the image and select "Alt Text". A dialog box will appear.
2. Select the "Alt Text" tab and replace the description with appropriate alternative text.

### Word 2010

### Columns

When creating columns, always use the "Columns" button in the "Layout" tab of the ribbon.

### Creating Columns

1. Select "Page Layout" on the ribbon.
2. Select "Columns" in the "Page Layout" group.

### Table Tables

- Use the "Insert Table" command to create tables in Word.
- There is no way to insert tables in Word.
- The first row only is identified as table headers in Word.
- The first row only is identified as table headers in Word.
- Report as header row at the top of each page.

### Links

Word automatically creates a hyperlink when a user pastes a URL into a page. There may not always be a need to create links, so more information is needed.

### Editing Hyperlinks

1. Select a hyperlink, right-click, and select "Edit Hyperlink" or CTRL + K.
2. Change the URL in the "Address" field to a new, unvisited destination.

## GOALS

### Lists

Use the "Bulleted" and "Numbered" list buttons to create lists in Word.

### Creating Lists

1. Select "Page Layout" on the ribbon.
2. Select "Bulleted" or "Numbered" in the "Paragraph" group.

### Office Principles

- Access that your site is sufficient, around 12 points.
- Check the content.
- Check the content as the only way to ensure content.
- Provide a table of contents, especially for long documents.
- The simple language.

### Word 2010 Accessibility Checker

Word 2010 includes an accessibility checker that identifies and reports accessibility issues.

### Running the Accessibility Checker

1. Select "File" on the ribbon.
2. Select "Check for Issues" in the "Tools" group.
3. Select "Check for Issues" in the "Tools" group.

### Office's built-in

The "Word" button suggests "Word 2007 and newer". This is the most widely supported file format, including saving files in Word 97-2003 or "Word" format.

## PDF CONVERSION IN MICROSOFT WORD 2007/2010 DOCUMENTS

Converting to PDF  
To produce accessible PDF files for the web, the following requirements must be met:

1. The file must meet accessibility standards by providing alternative text for images, proper headings, appropriate link text, etc.
2. The file must be exported correctly. If it is created by printing to PDF it will not be correctly tagged.
3. Office 2007 users must have either Acrobat or the Microsoft PDF add-in installed. Office 2010 users must have the PDF add-in installed or use the Adobe add-in.

### Notes

The following instructions are due to be used to ensure successful conversion to PDF.

### Word 2007

Adobe Add-in  
The Adobe Add-in for Microsoft Word is the most widely supported file format, including saving files in Word 97-2003 or "Word" format.

1. Select "File" on the ribbon.
2. Select "Save As" in the "File" group.
3. Select "PDF" in the "Save as type" dropdown menu.

On your one where the Adobe Add-in is installed, a dialog box will appear.

1. Select "File" on the ribbon.
2. Select "Save As" in the "File" group.
3. Select "PDF" in the "Save as type" dropdown menu.

On your one where the Adobe Add-in is installed, a dialog box will appear.

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On your one where the Adobe Add-in is installed, a dialog box will appear.

1. To export a PDF, select "File" on the ribbon.

2. On your one where the Adobe Add-in is installed, a dialog box will appear.

3. The program will save a tagged PDF file by default.

4. If not, select "Options" and ensure that the "Document structure tags for accessibility" option is selected.

5. Select "File" on the ribbon.

6. Select "Save As" in the "File" group.

7. Select "PDF" in the "Save as type" dropdown menu.

8. On your one where the Adobe Add-in is installed, a dialog box will appear.

9. Select "File" on the ribbon.

10. Select "Save As" in the "File" group.

11. Select "PDF" in the "Save as type" dropdown menu.

12. On your one where the Adobe Add-in is installed, a dialog box will appear.

13. Select "File" on the ribbon.

14. Select "Save As" in the "File" group.

15. Select "PDF" in the "Save as type" dropdown menu.

16. On your one where the Adobe Add-in is installed, a dialog box will appear.

17. Select "File" on the ribbon.

18. Select "Save As" in the "File" group.

19. Select "PDF" in the "Save as type" dropdown menu.

20. On your one where the Adobe Add-in is installed, a dialog box will appear.

21. Select "File" on the ribbon.

22. Select "Save As" in the "File" group.

23. Select "PDF" in the "Save as type" dropdown menu.

24. On your one where the Adobe Add-in is installed, a dialog box will appear.

25. Select "File" on the ribbon.

26. Select "Save As" in the "File" group.

27. Select "PDF" in the "Save as type" dropdown menu.

28. On your one where the Adobe Add-in is installed, a dialog box will appear.

29. Select "File" on the ribbon.

30. Select "Save As" in the "File" group.

31. Select "PDF" in the "Save as type" dropdown menu.

32. On your one where the Adobe Add-in is installed, a dialog box will appear.

33. Select "File" on the ribbon.

34. Select "Save As" in the "File" group.

35. Select "PDF" in the "Save as type" dropdown menu.

36. On your one where the Adobe Add-in is installed, a dialog box will appear.

37. Select "File" on the ribbon.

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would you like  
to see?**



*GOALS would love to help...*





# Discussion

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