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**The University of Toledo**

**Electronic and Information Technology Accessibility Strategic Plan**

**Three-year plan - July 2022 – 2025**

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# Purpose

The University of Toledo is committed to an inclusive learning and working environment that allows full participation for those with disabilities. We will ensure that our procurement and implementation of technology gives everyone equal access to programs, benefits, academic instruction, services and medical treatment delivered through the University and hospital electronic and information technologies (EIT).

Compliance with disability laws, regulations and standards serves as a foundation. EIT Accessibility promotes equity through equal access and opportunity for people with disabilities. We strive for inclusive practices, good design, comprehensive training and intentionally selecting and supporting EIT that is accessible to all users.

The University of Toledo is mandated to comply with the Federal laws of [Americans with Disabilities Act 1990](https://www.ada.gov/pubs/adastatute08.htm) and [Section 504 and 508 of the Rehabilitation Act](https://www.section508.gov/manage/laws-and-policies/) in all areas of operations. Additionally, digital technology must meet Web Content Accessibility Guidelines [(WCAG) 2.1 AA level](https://www.w3.org/WAI/standards-guidelines/wcag/).

This three-year strategic plan is intended to continue to move the University toward full compliance with federal and state laws and University policy regarding accessibility and equal access.

 The University has policies with direct oversight to EIT, including:

* Technology Accessibility [Policy 3364-15-15](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf)
* Nondiscrimination [Policy 3364-50-02](https://www.utoledo.edu/policies/administration/diversity/pdfs/3364-50-02.pdf)
* Procurement [Policy 3364-40-15](https://www.utoledo.edu/policies/administration/finance/pdfs/3364-40-15.pdf)
* University Website Policy 3364-45-07 (this is on course to be approved 6/16)
* Accommodations for Patients Who Have a Sensory Impairment and/or Who Have Limited English Proficiency [Policy 3364-100-50-06](https://www.utoledo.edu/policies/utmc/administrative/pdfs/3364-100-50-06_Accommodations_for_Patients_Who_Are_Sensory_Impaired_and_or_Who_Have_Limited_English-Proficiency.pdf)

The University continues to make strides in accessibility.

During the 2020-21 academic year, the University”

* Ensured oversight and review for Voluntary Product Accessibility Templates (VPAT)
* Remediated online courses undergoing the Quality Matters certification for content accessibility
* Offered ADA compliance training to online instructors
* Provided web accessibility training for Marketing and Communications web team
* Resourced Monsido for web accessibility website review and monitoring of University websites
* Offered unlimited auto-captioning for Echo 360 course recording system
* Updated virtual lab software and transitioned to Windows 10
* Put in place a structure for the digital accessibility center

UToledo Online supports the instructional and technology needs for online instructors and students. It applied a systematic approach to ensure accessibility of online learning to all students. Currently, the University’s learning management system (LMS), Blackboard Learn, has an LTI integration with Blackboard Ally. The Ally platform automatically converts course documents into multiple accessible formats for students of diverse needs. Ally also provides instructor feedback and step-by-step guidance to improve the accessibility of the content they upload into the LMS.

UToledo Online also provides support to faculty in achieving Quality Matters (QM) certification of their online courses. QM certification has helped produce 132 fully ADA-compliant courses since 2016. The department has a full-time instructional designer who specializes in ADA compliance and provides training and accommodation to faculty, staff and students. Currently, 73 online instructors at the University have completed a rigorous, advanced training course on making their electronic course content fully accessible to students. University research has shown a significant improvement in course accessibility with instructors who received training (Walters, 20221).

Overall, the University has made remarkable progress in web accessibility within the academic and non-academic units. Formalizing strategic goals in an EIT plan that includes all areas of the University community will:

* Improve all users’ experience with the University’s virtual environment
* Improve IT functionality
* Promote equity in digital technology and set the University on a committed path toward mandatory compliance and inclusion

The following strategic goals apply to increasing knowledge and understanding of accessibility as well as procurement, development, implementation, training, and ongoing maintenance of all electronic and information technologies.

# Scope

This plan encompasses all digital and web-based information and services used by prospective students, prospective employees, clinical and hospital patients, students, employees and the public.

It includes, but is not limited to:

* Website accessibility
* Electronic communication and access to printed material
* Document accessibility
* Media accessibility
* Effective communication
* Instructional materials accessibility
* Software, hardware and systems accessibility
* Purchasing and procurement

This plan aligns with University [Policy 3364-50-02 Nondiscrimination](https://www.utoledo.edu/policies/administration/diversity/pdfs/3364-50-02.pdf) meeting the Federal laws of [Americans with Disability Act 1990](https://www.ada.gov/pubs/adastatute08.htm) and [Section 508 of the Rehabilitation Act](https://www.section508.gov/manage/laws-and-policies/).

Goals align with internationally recognized standards and guidelines set by University’s [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf) and University Website Policy 3364-45-07 to meet the minimal [Accessibility Guidelines (WCAG) 2.1 AA level](https://www.w3.org/WAI/standards-guidelines/wcag/) and the University’s [3364-40-15 Procurement Policy](https://www.utoledo.edu/policies/administration/finance/pdfs/3364-40-15.pdf).

Additionally, this plan embraces diversity, equity and inclusion initiatives and the mission of UToledo.

## Guiding Principles

* Align Business Practices for Compliance
Faculty and staff overseeing and involved in Electronic Information Technology need to align business practices with federal and state laws and University policies to reduce risk and increase compliance.
* Manage Resources
University leaders must look for ways to allocate or reallocate resources wisely and efficiently so that technology accessibility can be implemented and sustained.
* Provide Barrier-Free Access
All technology is evaluated, selected, implemented and sustained to create equal access and opportunities to UToledo’s educational and business benefits.
* Support Knowledge and Skills
University organizational culture will recognize the value of training and well-supported, enabled and empowered faculty, staff and students.
* Be Proactive in Practice
UToledo will leverage industry standards and the latest technology advancements to improve and resource innovative digital accessibility.

Electronic and Information Technologies Focus Areas

# Overarching Goals

##

## **Goal**

## Implement EIT risk management, policies and compliance governance.

## Actionable Items

* Develop EIT accessibility plan for major technology areas: Division of Technology and Advanced Solutions, Office of Marketing and Communications, UToledo Online, University Libraries.
* Develop EIT accessibility plan for high-risk areas. These areas are public facing and may have direct compliance issues — Enrollment Services, Athletics, Foundation, Alumni, Human Resources, UT Physicians, Hospital and all affiliates
* Leverage DEI officers to identify and assess technology risks in college, office and departments.
* Develop a process and documented remediation plan when technology is found to be noncompliant or a documentation process when technology cannot be made compliant during the three-year plan period.

## Key Performance Indicators (what, how to measure, when)

* Major Technology Plans developed by – 6/30/2023
* High Risk Plans developed by – 6/30/2024
* All DEI officers educated trained on EIT accessibility by 12/31/2022
* All DEI plans include EIT accessibility component by 6/30/2023
* Develop plan for remediation process by 12/31/2022

## **Goal**

Cultivate a culture that embraces accessible electronic information technology as a matter of equity and in which everyone has a clear understanding of legal compliance.

## Actionable Items

* Implement mandatory training on law, compliance and equity for employees whose jobs have an EIT component in the major technology areas.
* Develop training on creating accessible materials.
* Improve messaging on accessibility throughout institution.
* Ensure all information is available in alternate formats upon request.

## Key Performance Indicators (what, how to measure, when)

* Have mandatory training so it is ready by 6/30/2023
* Create a communication plan by 6/30/2023
* Create communication plan to expand beyond key technology areas by 12/31/2023
* Notify campus communicators of mandatory alternate formats statement inclusion by 12/31/2022

**Goal**
Ensure necessary funding and resources are aligned to remove barriers for recruitment and retention and to ensure the University complies with federal and state laws, University policy and business practices.

## Actionable Items

* Determine a budget structure that supports staffing and resource needs.
* Evaluate staffing needs to find gaps in services and increase staffing where needed.
* Fund training of current faculty and staff to make accessibility part of regular academic and business practices, as well as an equity core value.

## Key Performance Indicators (what, how to measure, when)

* Conduct an audit some of the key risk areas to find duplication of resources/process improvements to realign job duties by 6/30/2023
* Study of all positions that touch EIT accessibility by 6/30/2023
* Ensure job descriptions of the identified positions contain EIT accessibly by 6/30/2024
* Do a study of funding structure to ensure resources are in place to implement plan. By 12/31/2022

# Web Accessibility

Web accessibility applies to all public and internal facing University Web pages used to conduct University business and activities.

* All webpages published, hosted or resourced by the University must be accessible according to WCAG 2.1 Level AA standard (applicable on or after June 30, 2022) following the standards and guidelines set by University’s [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf).
* Upon request for access by an individual with a disability, the University must update webpage(s) to be accessible according to WCAG 2.1 Level AA standard or make content available to individuals in an equally effective accessible format.

## **Goal**

Utilize best practices for EIT accessibility for PDF and other binary files uploaded and use within UToledo’s CMS (content management system) by Office of Marketing and Communications.

## Actionable Items

* Review PDF and other binary files for accessibility.

## Key Performance Indicators (what, how to measure, when)

* By July 1, 2022 - 100% of all PDFs and other binary files reviewed, documented and categorized by general type
* By December 30, 2022 – Create report on PDF and binary file report, categorized by general type, to serve as data for process and funding planning
* By June 30, 2023 - Implement process, staffing, tools to remediate non-accessible PDF and other binary content
* Reduce inaccessible, outdated and redundant PDFs
	+ By June 30, 2023 – remove or remediate 2,000 PDFs
	+ By June 30, 2024 – remove or remediate 2,000 PDFs
	+ By June 30, 2025 – remove or remediate 2,000 PDFs

**Goal**

Utilize best practices for EIT accessibility of University public-facing websites managed within UToledo’s CMS (content management system) by Office of Marketing and Communications.

## Actionable Items

* Provide training to understand law, legal risks, policies and standards.
* Required yearly training for all CMS account holders.
* Provide ongoing training and access to accessibility training materials for all CMS account holders and web team members.
* Provide toolkit and resources.
* Resource Monsido and other accessibility surveillance and assessment tools to monitor web content for accessibility.
* Implement process to identify and remove or remediate non-accessible web content, or document content that cannot be made accessible during the three-year plan period.
* Require web positions to include technology accessibility as a core competency.

## Key Performance Indicators (what, how to measure, when)

* Required training
	+ By December 30, 2022 – 100% of all Omni current and new users trained in law, legal risks, policies and standards
	+ By June 30, 2024 - 100% of all new users trained in law, legal risks, policies and standards and all current Omni users provided yearly training update
	+ By June 30, 2025 - - 100% of all new users trained in law, legal risks, policies and standards and all current Omni users provided yearly training update
* Tech accessibility as core competency
	+ By June 30, 2023 – 100% new marketing web job descriptions include technology accessibility as a core competency
	+ By June 30, 2024 – 100% web marketing team members complete one web accessibility training as a standard core competency for yearly position evaluation
	+ By June 30, 2024 – 100% current marketing web job descriptions rewritten to include technology accessibility as a core competency

# Document Accessibility

Electronic documents include, but are not limited to, Word documents; PDFs; PPT and other presentations, publications, manuals, and spreadsheets that are saved as electronic files or scanned for upload; postings, attachments or documents embedded in websites, applications, emails, social media and distributed electronically.

* All electronic documents must be accessible according to WCAG 2.1 Level AA standard, following the standards and guidelines set by University’s [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf).
* Web forms should be used for all forms when possible.

## **Goal**

Ensure all documents are accessible institution wide.

## Actionable Items

* Create resources on the proper way to create accessible documents in multiple formats and guidance on choosing the proper format.
* Create process by which complex documents can be submitted for remediation within a 3 week turn-around.
* Create a formal process for promoting University events that includes use of accessible materials.

## Key Performance Indicators (what, how to measure, when)

* Create resources on the proper way to create accessible documents in multiple formats and guidance on choosing the proper format by June 30th, 2023 and updated on an annual basis.
* Create a process by which complex documents can be submitted for remediation and made accessible by October 31st, 2022.
* Create a formal process for promoting University events that includes use of accessible material by December 31st, 2022.

# Instructional Materials and Classroom Technology Accessibility

Electronic instructional materials include, but are not limited to, syllabi, textbooks, presentations, handouts, audio and video. They include electronic instructional materials delivered within Blackboard, the University’s learning management system; in face-to-face classes; or in an alternate delivery system, such as email, blogs and electronic instructional activity that includes online collaboration and online meetings.

* All electronic instructional materials, optional and required, must be accessible according to WCAG 2.1 Level AA standard.
* They must be usable for all individuals, whether they have a disability or not, following the standards and guidelines set by University’s [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf).

Upon request for access by someone with a disability, the University must update instructional materials to be accessible according to WCAG 2.1 Level AA standard or make content available in an equally effective manner.

## **Goal**

Utilize best practices for EIT accessibility in academic support areas.

## Actionable Items

* Utilize best practices in LMS area and connected 3rd party applications:
	+ Ensure all course materials are accessible. Utilize Blackboard’s Ally accessibility checker and UToledo Online’s instructional design services.
	+ Participate in UToledo Online’s ADA Compliance and Online Courses to learn best practices and gain the required skills to develop accessible course content.
	+ Increase awareness in using accessible 3rd party technologies. For example, only use accessible free tools and tools officially approved through the University’s Purchasing and Procurement process.
	+ Adhere to Quality Matters guidelines for the development of fully online and hybrid courses.
	+ Engage with your UToledo Online instructional designer when developing online course content.
	+ Utilize video content that has existing captioning and develop new video content using tools that provide automated transcripts like Echo360. Edit transcripts for accuracy upon completion of recording.
* Utilize best practices in Library and connected 3rd party applications (Ryan and Claire Keating).
* Improve accessibility VLAB and assistive technology software access.
* Ensure effective communication through American Sign Language.
* Provide real-time captioning for live events.
* Provide closed captioning for recorded materials.
* Encourage the best practice of incorporating descriptions for video content.
* Produce electronic formats of course materials through braille, large print or digital.

##  Key Performance Indicators (what, how to measure, when)

* UToledo Online will continue to assist instructors with achieving QM certification of their online course(s). (Measurement: # of QM Certified courses at UToledo – continuous measurement – baseline 133 courses as of 8/18/2022)
* UToledo Online will study aggregate data collected from Blackboard Ally and develop a plan for encouraging faculty to improve accessibility of course materials in key areas. (Measurement: Blackboard Ally aggregate scores – Plan developed by 6/30/23)
* UToledo Online will offer and promote 2-3 sessions of the ADA Compliance in Online Courses course each academic year. (Measurement: # of sessions offered / # of attendees per year – already ongoing – baseline of 86 participants over 13 sessions offered since Summer 2015)

# Purchasing and Procurement

Whether purchased or procured for free, Electronic and Information Technology software, hardware, web application and services must be vetted for accessibility.

* Per Policy #3364-40-15 Procurement Policy, all University agreements must contain a provision stating that supplier assures the University that it is compliant with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.
* Per Policy #3364-15-15 [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf), the University shall acquire products that comply with applicable standards of Section 504 of the Rehabilitation Act of 1973, as well as the WCAG 2.1 standards regarding telecommunications, technology provisions and software when such products are available in the commercial marketplace.

**Goal**
Require procedures for accessibility testing and accountability for all EIT purchases, projects and implementations.

## Actionable Items

* Close loop on EIT procured technology so all 3rd party technology must go through the VPAT process.
* Ensure pre-go live accessibility review.
* Establish a list of strategic enterprise-wide applications that must be continually monitored for accessibility.
* All agreements need to be analyzed for EIT components, including applications or a web presence, and those components must undergo an accessibility review as part of the procurement process.
* Accessibility language to be included in all contracts.

##  Key Performance Indicators (what, how to measure, when)

* Review purchasing process – 12/31/2022
* Implement improvements by -12/31/2023

# Software, Hardware and Systems Accessibility

All software, hardware and systems purchased or internally developed must be accessible and must produce accessible products.  Accessible, in this context, means compatible with assistive technology.

Examples of software, hardware and systems include, but are not limited to, learning and content management systems; library and email systems; administrative management systems such as finance, registration and human resources; and all software, hardware and software services used for student services. Software includes freeware, shareware, desktop, enterprise, subscription and remotely hosted options. Software that is accessed through a web browser also must be accessible as outlined in the Web Accessibility section of this document.

* All internally developed software must undergo an accessibility review by a qualified reviewer prior to being initially released and again before any major revisions. This review must include ensuring access by assistive technology (jaws, NVDA, etc.).
* Ensure that their software, hardware, local interfaces and modifications and electronic systems are accessible.
* Ensure that all applications developed on campus (web, desktop, etc.) are accessible according to principles of WCAG 2.1, WAI-Aria 1.0, and ATAG 2.1 standards (extrapolated as needed for non-web environments).

**Goal**
Enable and encourage the use of well vetted, approved software throughout the institution and empower people to use that software in an accessible manner.

## Actionable Items

* Develop and maintain list of suggested/approved software for the most widely used application across the University.
* Develop guides on accessible use of popular software to educate people on how to effectively use the software for accessibility.
* Offer hands-on training for popular software to educate people on how to effectively use the software for accessibility.
* Develop guidelines for Browser use to ensure people are using the most current and accessible browsers wherever possible.
* Require that all free, open-source and purchased third-party software and plug-ins must follow [Procurement Policy,](https://www.utoledo.edu/policies/administration/finance/pdfs/3364-40-15.pdf) University Websites and [Technology Accessibility Policy](https://www.utoledo.edu/policies/administration/compliance/pdfs/3364-15-15-technology-accessibility.pdf) and procedures. They must comply with applicable standards of [Section 508 of the Rehabilitation Act](https://www.section508.gov/manage/laws-and-policies/) of 1973, as well as the Web Content Accessibility Guidelines [(WCAG) 2.1 AA level](https://www.w3.org/WAI/WCAG2AA-Conformance).

## Key Performance Indicators (what, how to measure, when)

* Develop first level of list (most broadly used) by 6/30/2023
* Develop Browser guidelines by 6/30/2023
* Develop guides for top level software by 6/20/2024
* Develop list for second level software by 6/30/2024
* Develop guides for top level software by 6/20/2025

**Goal**

Through the Division of Technology and Advanced Services, support creation and implementation of accessible software. Streamline services to support using assistive software to provide accommodations for University and personal devices.

## Actionable Items

* Create processes and queues in ticketing software so users can request accommodation.
* Continue updating, maintaining and documenting the OAO virtual lab to ensure it provides the most current accessibility options to all University users.
* Educate frontline IT personnel (desktop support and help desk) on proper ways to handle, route and escalate accommodation requests.
* Conduct Accessibility evaluations of all newly developed and implemented software and hardware.
* Develop training and QA processes for internal development to ensure accessibility.
* Develop procedures for coordinating accessibility throughout the Division.

## Key Performance Indicators (what, how to measure, when)

* Review I-support accessibly process by 12/31/2022
* Develop training plan for Desktop and Help Desk personnel by 6/30/2022
* Have plan for internal accessibility evaluations and QA by 6/30/2024

# Effective Communication

Effective communications include, but are not limited to, American Sign Language; audio description, Braille, digital files, and large print.

**Goal**

Ensure all communications are accessible institution wide.

## Actionable Items

* Create a request process for alternative formats communication
* Accessibility and Disability Resources will create a process for billing for providing effective communication services

## Key Performance Indicators (what, how to measure, when)

* Create a process for requesting alternative formats of effective communications through a web form by October 31, 2022.
* Create a billing process for providing effective communication services by\_\_\_\_\_\_\_\_\_.

# Collaboration and Community Engagement

**Goal**
Foster and build partnerships within the University and with local, state and national organizations to share knowledge, resources and tools.

##

## Actionable Items

* Convene EIT accessibility meetings with peers at other Ohio Institutions.
* Support Inter-University Council of Ohio (IUC) in combining purchasing power of state institutions.
* Participate in other groups, conferences and organizations, taking leadership roles where possible.

## Key Performance Indicators (what, how to measure, when)

* Participate in EIT accessibility meetings with peers at other Ohio Institutions on an ongoing basis.
* Support Inter-University Council of Ohio (IUC) in combining purchasing power of state institutions by December 31, 2022.
* Identify other stakeholder groups, conferences, and organizations by June 30, 2023.

WCAG 2.1 Key Level A and Level AA Success Criteria Summarized

### Guideline 1.1 Text Alternatives

#### 1.1.1 Non-text Content (Level A)

Images need alternative text, subject to certain exceptions. The most relevant exceptions: mere decorations or logos need no textual equivalent.

### Guideline 1.2 Time-Based Media

#### 1.2.2 Captions (Prerecorded) (Level A)

A video needs captions.

#### 1.2.4 Captions (Live) (Level AA)

Live webcasts need to be captioned.

### Guideline 1.3 Adaptable

#### 1.3.1 Info and Relationships (Level A)

Information cannot be solely conveyed through visual cues such as font size, placement of input boxes, or comparable presentation forms. It must also be made available to assistive technologies such as screen readers.

### Guideline 1.4 Distinguishable

#### 1.4.2 Audio Control (Level A)

Any audio playing for more than three seconds must have a way of being paused or stopped.

#### 1.4.3 Contrast (Minimum) (Level AA)

Subject to certain exceptions (logos, large text, and mere decorations), text and images of text must have at least a 4.5 to 1 contrast ratio.

#### 1.4.4 Resize Text (Level AA)

Subject to certain exceptions (e.g., images of text), text must be able to be re-sized without loss of content or functionality. That is, the page design must not interfere with the re-sizing of text.

#### 1.4.10 Reflow (Level AA)

Text should reflow so that it does not require horizontal scrolling even when zoomed at 400%.

### Guideline 2.1 Keyboard Accessible

#### 2.1.1 Keyboard (Level A)

Subject to certain exceptions, all functions must be available through a keyboard (i.e., every function that would normally be performed using a mouse).

###  Guideline 3.3 Input Assistance

#### 3.3.1 Error Identification (Level A)

Errors are identified and described to the user in text.

#### 3.3.2 Labels or Instructions (Level A)

Provide labels or instructions when requiring user input.

#### 3.3.3 Error Suggestion (Level AA)

Provide error correction unless the content is part of security or a test.

#### 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)

Errors must be reversible, checkable, or confirmable.

## WCAG 2.1 All Level A and Level AA Success Criteria Summarized

### Guideline 1.1 Text Alternatives

#### 1.1.1 Non-text Content (Level A)

Images need alternative text, subject to certain exceptions. The most relevant exceptions: mere decorations or logos need no textual equivalent.

### Guideline 1.2 Time-Based Media

#### 1.2.1 Audio-only and Video-only (Prerecorded) (Level A)

Audio-only tracks need a transcript. Video-only tracks either need audio description or textual description.

#### 1.2.2 Captions (Prerecorded) (Level A)

A video needs captions.

#### 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)

Videos need either audio description or transcripts that describe the visual elements. Criterion 1.2.3 is distinguished from criterion 1.2.1 by including videos that may have audio tracks.

#### 1.2.4 Captions (Live) (Level AA)

Live webcasts need to be captioned.

#### 1.2.5 Audio Description (Prerecorded) (Level AA)

All videos must have audio description tracks available. Criterion 1.2.5 is distinguished from criterion 1.2.3 because transcripts cannot satisfy 1.2.5. 1.2.3 is a level A criterion while 1.2.5 is a level AA criterion.

### Guideline 1.3 Adaptable

#### 1.3.1 Info and Relationships (Level A)

Information cannot be solely conveyed through visual cues such as font size, placement of input boxes, or comparable presentation forms. It must also be made available to assistive technologies such as screen readers.

#### 1.3.2 Meaningful Sequence (Level A)

If there is one correct reading sequence, assistive technologies such as screen readers must be able to determine proper reading order.

#### 1.3.3 Sensory Characteristics (Level A)

Instructions must be readable by a screen reader and similar assistive technologies. Therefore, they cannot solely rely on shape, size, etc.

#### 1.3.4 Orientation (Level AA)

If the user is prevented from changing orientation, the required orientation must be essential.

#### 1.3.5 Identify Input Purpose (Level AA)

Information for input fields must include purpose.

### Guideline 1.4 Distinguishable

#### 1.4.1 Use of Color (Level A)

Color cannot be the only means of presenting information.

#### 1.4.2 Audio Control (Level A)

Any audio playing for more than three seconds must have a way of being paused or stopped.

#### 1.4.3 Contrast (Minimum) (Level AA)

Subject to certain exceptions (logos, large text, and mere decorations), text and images of text must have at least a 4.5 to 1 contrast ratio.

#### 1.4.4 Resize Text (Level AA)

Subject to certain exceptions (e.g., images of text), text must be able to be re-sized without loss of content or functionality. That is, the page design must not interfere with the re-sizing of text.

#### 1.4.5 Images of Text (Level AA)

Subject to certain exceptions (customizable images, essential uses such as logos), images of text should not be used if text can achieve the same effect.

#### 1.4.10 Reflow (Level AA)

Text should reflow so that it does not require horizontal scrolling even when zoomed at 400%.

#### 1.4.11 Non-text Contrast (Level AA)

User controls and informational graphics must have at least a 3 to 1 contrast ratio.

#### 1.4.12 Text Spacing (Level AA)

User changing of text spacing must not cause a loss of content or functionality.

#### 1.4.13 Content on Hover or Focus (Level AA)

Content that is revealed to or hidden from the user by a focus change must be both perceivable and dismissible without disrupting the user experience.

### Guideline 2.1 Keyboard Accessible

#### 2.1.1 Keyboard (Level A)

Subject to certain exceptions, all functions must be available through a keyboard (i.e., every function that would normally be performed using a mouse).

#### 2.1.2 No Keyboard Trap (Level A)

The page must not require a mouse to escape any page element.

#### 2.1.4 Character Key Shortcuts (Level A)

Content creators must provide ways to reduce the impact of accidental shortcut activation.

### Guideline 2.2 Enough Time

#### 2.2.1 Timing Adjustable (Level A)

Subject to certain exceptions, users must be able to adjust any time limits.

#### 2.2.2 Pause, Stop, Hide (Level A)

For certain information that moves, scrolls, or updates, users must be able to pause, stop, or hide the information.

### Guideline 2.3 No Seizures

#### 2.3.1 Three Flashes or Below Threshold (Level A)

Content should not flash in a way that can trigger seizures.

### Guideline 2.4 Navigable

#### 2.4.1 Bypass Blocks (Level A)

Users must be able to bypass content that repeats itself on multiple pages.

#### 2.4.2 Page Titled (Level A)

Page titles must be sufficiently descriptive.

#### 2.4.3 Focus Order (Level A)

If navigation order affects meaning, the order of focusable objects must preserve proper meaning.

#### 2.4.4 Link Purpose (In Context) (Level A)

A link or its context must be clear unless the link is ambiguous to everyone.

#### 2.4.5 Multiple Ways (Level AA)

Subject to certain exceptions, there are multiple ways to locate any given web page within a web site.

#### 2.4.6 Headings and Labels (Level AA)

Headings and/or labels should be sufficiently clear.

#### 2.4.7 Focus Visible (Level AA)

The user must have a means of making the focus indicator visible.

### Guideline 2.5 Input Modalities

#### 2.5.1 Pointer Gestures (Level A)

Pointers that require path-based gestures (e.g., a slider changing volume level) must have non-path-based alternatives.

#### 2.5.2 Pointer Cancellation (Level A)

Pointers must be easy to cancel if accidentally activated.

#### 2.5.3 Label in Name (Level A)

Accessible names must match visible labels.

#### 2.5.4 Motion Actuation (Level A)

Functions which are triggered by motion sensors must have alternative modes of activation.

### Guideline 3.1 Readable

#### 3.1.1 Language of Page (Level A)

The language of a web page must be specified in the markup language.

#### 3.1.2 Language of Parts (Level AA)

With certain exceptions (e.g., technical terms), any change in the language of a web page must be specified in the markup language.

### Guideline 3.2 Predictable

#### 3.2.1 On Focus (Level A)

Focus does not automatically initiate a context change.

#### 3.2.2 On Input (Level A)

Inputs do not unexpectedly initiate a context change.

#### 3.2.3 Consistent Navigation (Level AA)

Navigational aids should appear in the same relative order unless changed by the user.

#### 3.2.4 Consistent Identification (Level AA)

Components with the same function should have consistent identification.

### Guideline 3.3 Input Assistance

#### 3.3.1 Error Identification (Level A)

Errors are identified and described to the user in text.

#### 3.3.2 Labels or Instructions (Level A)

Provide labels or instructions when requiring user input.

#### 3.3.3 Error Suggestion (Level AA)

Provide error correction unless the content is part of security or a test.

#### 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)

Errors must be reversible, checkable, or confirmable.

### Guideline 4.1 Compatible

#### 4.1.1 Parsing (Level A)

Markup language must be properly structured.

#### 4.1.2 Name, Role, Value (Level A)

User agents must be able to fully interact with properly structured user interface components.

#### 4.1.3 Status Messages (Level A)

Markup language must be properly structured to display status messages.