

DIGITAL ACCESSIBILITY

POLICY NUMBER: IT-DIGITALACCESS

POLICY TYPE: ADMINISTRATIVE

RESPONSIBLE OFFICIAL TITLE: CHIEF FINANCIAL OFFICER/VICE PRES.-ADMIN. & FINANCE

RESPONSIBLE OFFICE: CHIEF INFORMATION OFFICER

EFFECTIVE DATE: WEB ACCESSIBILITY (ADMIN. REG. AR-II-8.0-1) –

Academic

- Teaching: The learning management system (e.g. Canvas); course sites; course collaboration tools; pages created by students to fulfill academic requirements that also fall within one or more of the official categories listed here
- Research: Research results presented to the public online; human participant sites created for the purpose of conducting research by collecting data (please note the exemptions, listed below, for research collaboration sites and for sites created to conduct research or experiments in developing or utilizing new technologies and applications for the web)
- Outreach: Outreach program sites not designed for collaboration
- Textbooks: Faculty will ensure that textbooks in electronic format are an option whenever the material is available as such and that all printed materials (e.g., course outlines, reading lists, assignments, articles, tests, examinations, notes, and any other handouts) that are distributed or assigned to the students are available in an electronic format, such as MS Word.

The following areas of Northern Kentucky University web space are not required to adopt Section 504 and 508 standards:

- Unofficial websites (see the “Definitions” section of this document)
- Vendor-obtained web applications for which no accessible functionally equivalent alternative exists
- Inter-institution archives, databases, and collections
 - Note: If these websites or webpages fulfill any university purpose other than the conduct of research (e.g., also serve as a course Web page), then alternate accessible sites or webpages must be provided.
- Websites and webpages created to conduct research or experiments in developing or utilizing new technologies and applications for the web
- Websites and webpages created to experiment with new workflow processes that involve web tools
 - Note: Once a tool moves beyond an experiment and becomes an accepted part of a workflow process, that tool must comply with this policy.
- Archival sites
- Undue burden: When compliance with this proposed policy would interfere significantly with the site owner's teaching, research, or public service mission
 - Note: Site owners are asked to make a good faith effort at evaluating whether a site qualifies for an undue burden; documentation is necessary.

Web Accessibility Requirements

For non-

II. ENTITIES AFFECTED

- All current Northern Kentucky University students, faculty, staff, departments and business units
- Potential Northern Kentucky University students, faculty, and staff

III. AUTHORITY

[Americans with Disabilities Act \(ADA\)](#)

Universal Design for Learning (UDL): A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It provides an outline for creating instructional goals, methods, materials, and assessments that are flexible and can be customized and adjusted for individual needs.

Unofficial Website: A website published by an individual such as a student or a university employee, or by a non-university organization, which is hosted on university servers, but does not conduct university business. These may include:

- Student, faculty, and staff personal pages
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For interactive or service pages, “equally effective” means that the end results (e.g., registration) is accomplished in a comparable time and with comparable effort on the part of the requestor.

- Websites and pages that are no longer actively linked to but are subject to records retention plans are considered to be in archive status and do not have to be converted to the current accessibility standards unless specifically requested by an eligible individual.
- When conformance to WCAG Level AA guidelines require extraordinary measures due to the nature of the information and the intent of the webpage, place an undue burden due to the nature of the information and the intent of the webpage, and there are a lack of accessible solutions or an unreasonably high administrative or financial cost necessary to make the resource meet that goal, then an exception may be granted by NKU’s Chief Information Officer. Requests for such exceptions must be made in writing and must be based on issues other than cost alone.
- These difficulties and resulting exceptions do not relieve NKU faculty or staff from meeting applicable legal obligations to provide reasonable accommodations to users in regard to access to the content and services. Faculty and staff of NKU programs and activities must be prepared to provide content and/or services in a suitable alternative format upon request.

VIII. TRAINING

Training will be offered by Marketing and Commailing partim4ynB Training wil3.559.19.00000912 0 612 792 reW* n

DIGITAL ACCESSIBILITY

PDF

1. Introduction

2. Overview

3. Accessibility

4. Conclusion

1. Introduction

The purpose of this document is to provide a comprehensive overview of digital accessibility. It covers the various aspects of accessibility, including the identification of barriers, the implementation of best practices, and the importance of user-centered design. The document is intended for a wide range of stakeholders, including developers, designers, and business leaders, who are responsible for creating digital products that are accessible to all users.

Accessibility is a critical component of digital inclusion, ensuring that all individuals, regardless of their abilities, can access and interact with digital content. This document outlines the key principles and standards that guide the development of accessible digital products, such as the Web Content Accessibility Guidelines (WCAG).

By following these guidelines, organizations can create digital experiences that are more inclusive and user-friendly. This not only benefits individuals with disabilities but also improves the overall user experience for all users. The document provides practical advice and examples to help organizations implement accessibility in their digital products.

The document is structured as follows: Section 2 provides an overview of the document's content. Section 3 discusses the various aspects of accessibility, including the identification of barriers and the implementation of best practices. Section 4 concludes the document by emphasizing the importance of user-centered design and the role of accessibility in digital inclusion.

This document is a living document and will be updated as new standards and best practices emerge. It is intended to serve as a resource for anyone interested in digital accessibility.