

REPORT
01.2022

20
22

2021/2022 STATE & FEDERAL
ACCESSIBILITY GUIDELINES
Updated January 2022

24





Contents

| | |
|----|---|
| 01 | Overview - 4 |
| 02 | The Americans With Disabilities Act - 6 |
| 03 | The ADA in Education - 7 |
| 04 | Section 504 of the Rehabilitation Act - 8 |
| 05 | Section 508 of the Rehabilitation Act - 10 |
| 06 | World Wide Web Consortium & WCAG - 15 |
| 07 | Public and Private University Law: Legal Questions & Answers - 19 |
| 08 | State-level Legal Requirements and Policy - 21 |
| 09 | The Individuals with Disabilities Education Act (IDEA) - 86 |
| 10 | AHEAD's Accessing Higher Ground -87 |
| 11 | Helpful Accessibility Resources - 88 |





STATE-LEVEL LEGAL REQUIREMENTS AND POLICY BY STATE

| | |
|---------------------|----|
| Alabama | 22 |
| Alaska | 23 |
| Arizona | 24 |
| Arkansas | 25 |
| California | 26 |
| Colorado | 28 |
| Connecticut | 29 |
| Delaware | 30 |
| Florida | 32 |
| Georgia | 33 |
| Hawaii | 34 |
| Idaho | 35 |
| Illinois | 36 |
| Indiana | 38 |
| Iowa | 39 |
| Kansas | 41 |
| Kentucky | 42 |
| Louisiana | 43 |
| Maine | 44 |
| Maryland | 45 |
| Massachusetts | 47 |
| Michigan | 48 |
| Minnesota | 49 |
| Mississippi | 51 |
| Missouri | 52 |
| Montana | 53 |



| | |
|----------------------|----|
| Nebraska | 55 |
| Nevada | 56 |
| New Hampshire | 58 |
| New Jersey | 59 |
| New Mexico | 60 |
| New York | 61 |
| North Carolina | 63 |
| North Dakota | 65 |
| Ohio | 67 |
| Oklahoma | 69 |
| Oregon | 70 |
| Pennsylvania | 72 |
| Rhode Island | 73 |
| South Carolina | 74 |
| South Dakota | 75 |
| Tennessee | 76 |
| Texas | 77 |
| Utah | 78 |
| Vermont | 80 |
| Virginia | 81 |
| Washington | 82 |
| West Virginia | 84 |
| Wisconsin | 85 |
| Wyoming | 86 |



01

OVERVIEW

It's the year 2021. There are yoga mats that can track the quality of your downward dog. Robots like Alexa have infiltrated our homes. 3D printed organs are likely to be brought to market within the next 5 years. You may be wondering what exactly these three things have in common. Of course, they are all impressive technological advancements, but also they are all powered by the internet.

The internet is an ever-expanding virtual space that plays a significant role in both our personal and professional lives. With this exponential increase in internet use, the State and Federal governments have had to work around the clock to keep the web a place available to all Americans. So much of our learning, business, and personal development now happens online – with online courses, remote work opportunities, and websites running the gamut of interests, just to name a few. When it comes to internet accessibility,

there are many established laws that aim to create an equal playing field for all 56.7 million disabled Americans – including people with visual, audial, and intellectual disabilities. Per these standards, all websites must abide by certain federal regulations. And many states have established their own set of requirements, as well.

90%

Percent of the American population now uses the internet

6,586,013,564

Search queries processed a day worldwide by Google, 15% of which have never before been searched on Google

This e-book examines the current laws and standards that govern United States federal and state agencies and departments, highlighting what businesses, government agencies, and learning institutions need to know. These include:

- The Americans with Disabilities Act, Title II and Title III
- Section 504 of the Rehabilitation Act
- Section 508 of the Rehabilitation Act
- World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG 1.0 and 2.0)
- State accessibility laws
- The Individuals with Disabilities Act
- AHEAD's Universal Design Initiative

The impact of accessibility laws on learning institutions is particularly significant. When examining state accessibility laws, this e-book points out any existing regulations that apply to higher education, highlighting captioning-related regulations, as well. The e-book also includes a legal Q&A regarding accessibility in public and private universities, best practices for teachers in creating accessible course content, and accessibility resources.

Not all 50 states have drafted their own specialized accessibility policy, but most have chosen to adopt Section 508 standards and/or WCAG standards.

cielo24 proudly works with companies and organizations across the globe on video data solutions that meet state, federal and international requirements for digital content accessibility. We also offer video data solutions that help universities manage and deliver thousands of hours of online classroom content that meet ADA compliance requirements for education and expand opportunities for online learning.



02

THE AMERICANS WITH DISABILITIES ACT

In 1990, the Americans with Disabilities Act (ADA), was signed into law by President George H.W. Bush. The ADA, the most comprehensive of the nation's disability laws, prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.

There are five titles to the ADA:

TITLE I Employment

TITLE II Public Entities & Transportation

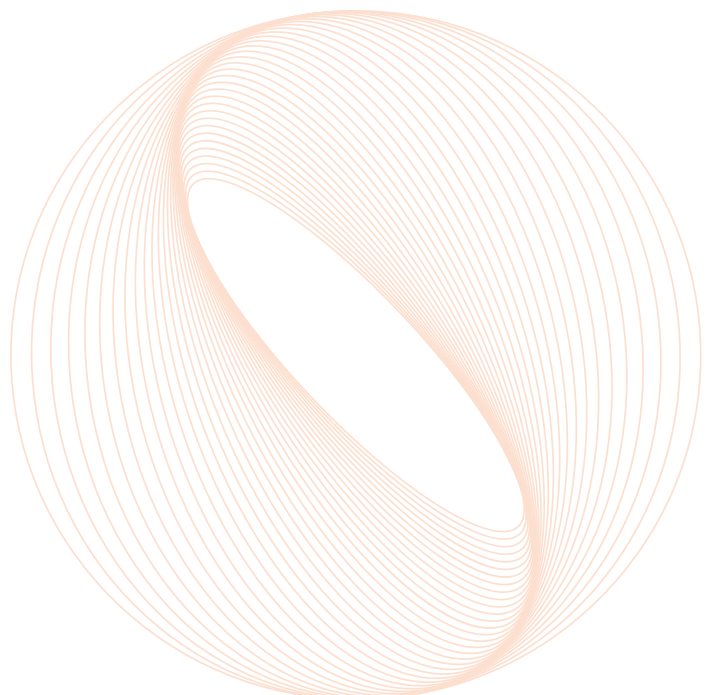
TITLE III Public Accommodations

TITLE IV Telecommunications

TITLE V Miscellaneous Provisions

IN SEPTEMBER 1996:

The U.S. Department of Justice issued an opinion stating that Titles II and III require both state and local governments and the business sector to provide effective communication whenever they communicate through the internet.



03

THE ADA IN EDUCATION

Both public and private educational institutions must provide equal access for students with disabilities.

Currently Titles II and III of the ADA and Section 504 of the Rehabilitation Act prohibit both public and private universities from discriminating against students with disabilities and require them to provide equal access to online programming services.

Title II of the ADA prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments, except public transportation services. This includes publicly-funded universities, community colleges, and vocational schools.

Title III of the ADA prohibits public accommodations from discriminating against individuals with disabilities by denying them or affording them an unequal opportunity to participate and benefit from the goods, services, facilities, privileges, advantages, or

any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation. A public accommodation includes an undergraduate, postgraduate private school, or other places of education.

Lawsuits of this type have spurred dialogue on accessibility at all levels of education and sectors of government agencies. In 2007, the research non-profit, International Association for K-12 Online Learning created a policy that “audio materials should either include a transcript or be captioned to accommodate users with auditory handicaps. With most private universities receiving some amount of federal funding, it is imperative for all U.S. colleges and universities to know and comply with federal and state accessibility and requirements.

[To read about past and present lawsuits over web accessibility in higher education click here.](#)

04

SECTION 504 OF THE REHABILITATION ACT

The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors.

SECTION 504 STATES:

"no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives federal financial assistance or is conducted by any Executive agency.

This means that in addition to federal programs and agencies, programs that receive federal funding, such as airports, colleges and universities, federally assisted housing, and public libraries, must comply with the federal regulations.

For colleges and universities:

- All public or private schools that receive federal funding are required under Section 504 to make their programs accessible to students with disabilities.
- All the programs of public or private schools, including extracurricular activities, must be accessible to students with disabilities.
- Students with disabilities are still required to meet the same admissions standards as any other student. At the same time, the learning institution is required to provide equal access to education for such disabled individuals.
- Section 504 obligates colleges and universities to provide appropriate learning aids for the disabled. This includes auxiliary aids, changes to the physical environment and assistive technology to provide all students access to electronic learning materials necessary for their education.



cielo24 works with universities across the United States to meet assistive technology requirements covered under Section 504 of the Rehabilitation Act.

In 1981 only 3% of students attending college or university were disabled, and in 2019 that statistic had risen to 14%. These annual increases are expected to continue, making the issue more prevalent for higher education institutions year over year.

Included in Section 504 is an expansion of the Individuals with Disabilities Education Act (IDEA), in which K-12 schools are prohibited from denying public education or extracurricular activity participation because of a child's disability.

By 2015, 15% of individuals with disabilities aged 25 to 64 had attained some level of higher education

Children with disabilities may be eligible for special education and related services under Section 504.

To be protected under Section 504, a student must be found to:

- have a physical or mental impairment that substantially limits one or more major life activities; or
- have a record of such an impairment; or
- be regarded as having such an impairment

Although private universities are differentiated from public universities by receiving private funding, most private schools receive federal funding as well. The federal government provides extensive tax-supported financial aid to private institutions to subsidize enrollment costs, and in many states, private universities receive a "per-student" subsidy for every in-state student they enlist. This means most private universities have to adhere to federal laws and regulations such as the ADA and Rehabilitation Act.

05

SECTION 508 OF THE REHABILITATION ACT

JANUARY 18, 2018

The Architectural and Transportation Barriers Compliance Board (Access Board) updated Section 508 of the Rehabilitation Act of 1973, as well as the guidelines for telecommunications equipment and customer premises equipment covered by Section 255 of the Communications Act of 1934.

These changes are intended to ensure continued accessibility to and usability of information and communication technology by all disabled individuals as technology continues to rapidly advance.

HISTORY OF THE LAW

Adopted in 2001, Section 508 establishes requirements for electronic and information technology (EIT) developed, maintained, procured, or used by the Federal government. It outlines accessibility regulations for federal bodies regarding access to federal buildings and digital content. These guidelines are based off the World Wide Web Consortium's Web Content Accessibility Guidelines, or WCAG 1.0, which is discussed in the following section. Unless the agency or department can prove undue hardship, those with disabilities need to have the same quality of access to electronic and information technology.

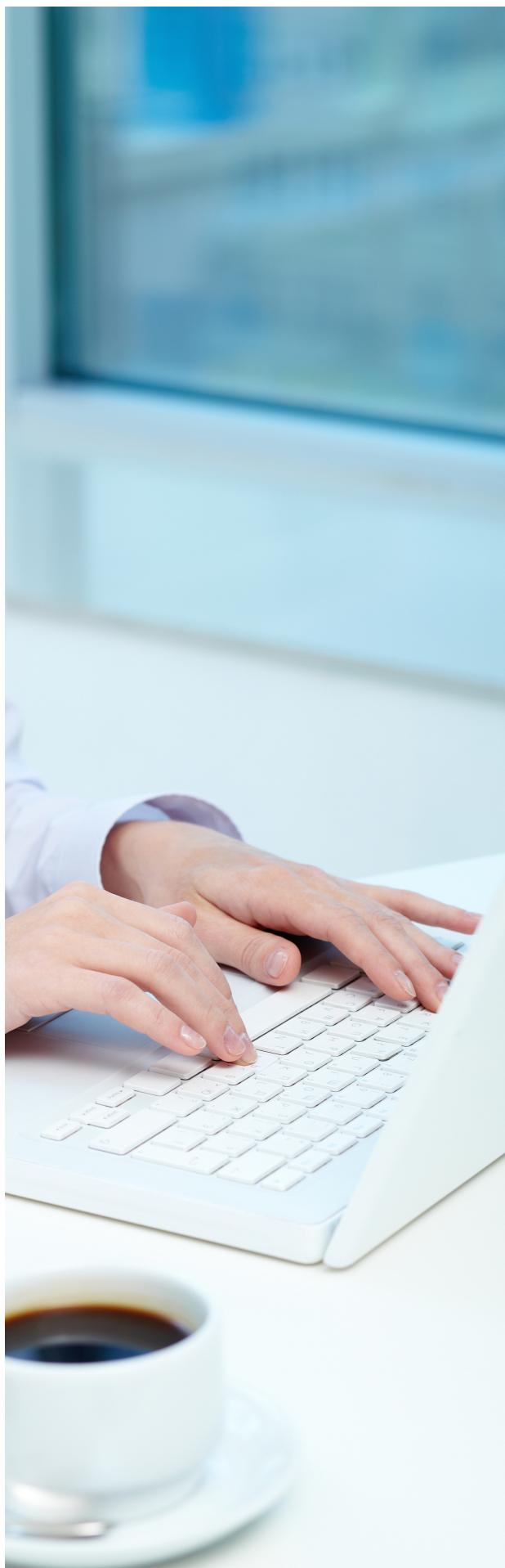
Section 508 requires federal agencies to make electronic and information technology accessible to people with disabilities. The level of use has to be comparable to the experience that those without disabilities have to the same information. This includes:

- Video and multimedia content
- Web-based information or applications
- Software applications and operating systems
- Telecommunications
- Self-contained closed products
- Desktop and portable computer hardware



ORIGINAL SECTION 508 CAPTION REQUIREMENT

- A text equivalent for every non-text element shall be provided (e.g., via “alt,” “long- desc,” or in element content). (1194.21)
- Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation. (1194.21)
- At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for assistive technology used by people who are deaf or hard of hearing shall be provided.(1194.31)
- Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided. (1194.31)
- All training and informational video and multimedia productions which support the agency’s mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned. (1194.31)
- Caption decoder circuitry creates closed captions for DVD, videotape, cable and broadcast signals. The devices that need caption decoder circuitry include:
 - Analog TV displays 13 inches or larger.
 - Computer equipment that uses analog TV displays or circuitry.
 - Widescreen digital TV displays (DTV) 8 or 13 inches.
 - Computer equipment that uses DTV displays or circuitry. (1194.24)



2017 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) REFRESHER

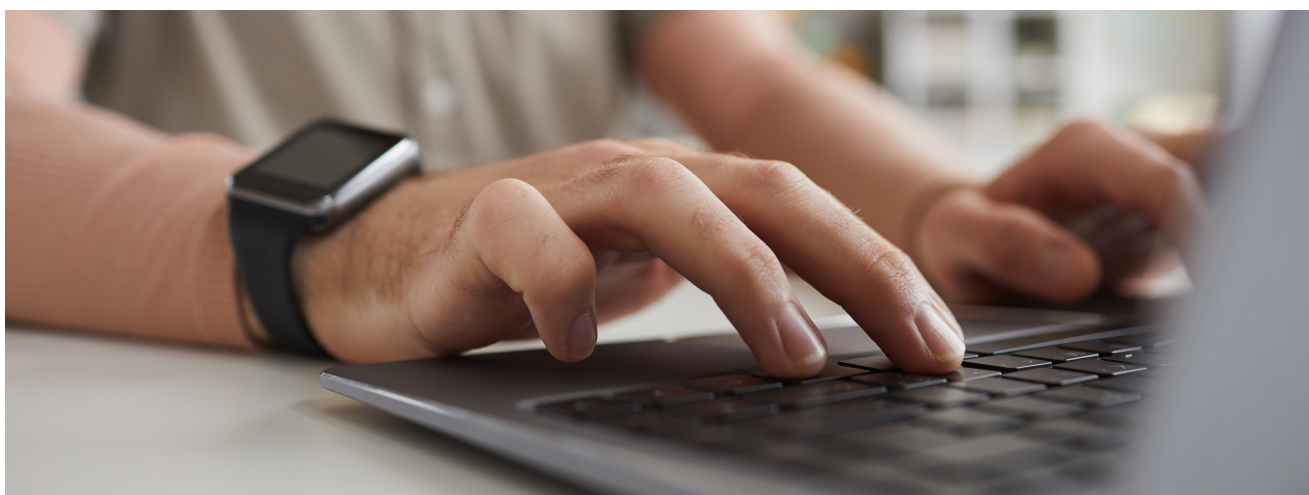
Section 508 was further updated in 2015 by the United States Access Board through the ICT Refresh. The board updated requirements for both information and communication technologies within Section 508 of the Rehabilitation Act and Section 255 of the Communication Act. The final rule was published on January 18, 2017.

The WCAG 2.0 standard provides a much more comprehensive approach to internet accessibility than WCAG 1.0, which was the original standard used by Section 508 of the Rehabilitation Act.

The new regulations of ICT Refresh incorporated enhanced software, off-line documents as well as internet-related accessibility conformity from the WCAG 2.0. Further, WCAG 2.0 addressed new technologies and recognized that products, plug-ins, and apps have radically evolved and converged over time.

An added advantage of WCAG 2.0 was the increased international compatibility. Consistent use of an international constructed set of criteria like the WCAG 2.0 helps spread accessibility awareness and adoption.

The ICT Refresh updated existing laws to keep up with market trends and technological innovations, such as the convergence of technologies. The changes also harmonized Section 508 with facets of the Web Content Accessibility Guidelines 2.0, which function as an international standard for web accessibility.





Major Changes from the 2017 Revised Standards

- Incorporated the WCAG 2.0 and applied associated success criteria to websites based on the features and functionality of their web content, as well as to offline electronic documents and software.
- Required real-time text functionality (text that is transmitted character by character as it is being typed) for products providing real-time, two-way voice communication.
- Specified the types of public facing and nonpublic facing electronic content covered, including websites, web applications, multimedia, software, electronic documents and operating systems.
- Further detailed the required compatibility of covered technologies, including operating systems, software development tool- kits, and software applications with assistive technology. Explained the required form of access for people with cognitive, language, and learning disabilities.
- Outlined accessibility requirements for modern hardware, software, and authoring tools.
- Provided guidance on allowed exceptions.

When procuring, developing, maintaining, or using ICT, organizations must:

- Identify the needs of people with disabilities at the beginning of ICT efforts.
- Ensure authoring tools support the creation of accessible content.
- Ensure categories of internal facing electronic content are accessible.
- Address new technical standards for electronic content, including WCAG 2.0.
- Meet revised criteria and address new requirements when claiming exceptions.
- Provide an alternative means of access for people with disabilities when claiming exceptions for undue burden, fundamental alteration, and best meets.
- Address new functional performance criteria.

2018 Corrections to the 2017 ICT Revised Standards

The Access Board issued a correction to the 2017 Section 508 revisions in January of 2018, finalized and made effective on March 23, 2018. These corrections were to address several “in-advertent drafting errors,” per the official summary judgment. These included two typographical errors and one unintentional deletion of “longstanding requirements for TTY compatibility and functionality that have been in place for nearly two decades,” that held no substantive changes. These items were amended only to proactively prevent potential confusion.

Many state governments have chosen to adopt the federal Section 508 regulations, the W3C’s WCAG standards, and have also created their own state specific laws.

These state-level accessibility laws will be detailed in the following pages of this e-book.



06

WORLD WIDE WEB CONSORTIUM & WCAG

The World Wide Web Consortium (W3C) is an international standards organization that develops standards for the Web. Its mission is to lead the World Wide Web to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web.

The same person who created the World Wide Web in 1989, Tim Berners-Lee, also created the World Wide Web Consortium back in 1994 with Dr. Jeffrey Jaffe.

The World Content Accessibility Guidelines (WCAG) is a global collaboration on technical standards to make the web more accessible to all individuals, everywhere.

W3C OBJECTIVES

Today, the W3C is a vibrant and global community comprised of institutions, dedicated staff, member organizations and people from the public working together to create fair unified standards for the Web. Their objectives are as follows:

- Promote long-term growth and stability for the Web.
- Make sure that the Web is available to everyone, regardless of IT infrastructure, physical location, culture, language and physical or mental abilities.
- Build trust with transparency by sharing knowledge and participating in the process.
- Ensure that anyone can take part in sharing information on the Web with a universal design and architecture.
- Provide security on the Web to encourage people to share information, socialize and participate in Web services.
- Support the wealth of data and services on the Web with universal formatting and structure.



WORLD CONTENT ACCESSIBILITY

The guidelines focus on development and presentation of web content, meaning “natural information such as text, images, and sounds, and/or code or markup that defines structure, presentation, etc.”

These international technical standards are created and managed by the World Wide Web Consortium (W3C). Its mission is to lead the World Wide Web to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web.

In 1999, the W3C’s Web Accessibility Initiative (WAI) created the first round of guidelines called WCAG 1.0. Since then, the guidelines have been updated to WCAG 2.0, which apply more broadly, addresses new technologies, are testable, and are easier to understand.

WCAG standards are important for all companies, educational institutions and organizations in the United States and across the globe. They are used as primary guidance for the development of accessibility requirements in almost nearly every country with technical infrastructure. And they represent the standard online experience that people everywhere have come to expect when surfing the web and interacting with virtual content.

WCAG 1.0

Under the W3C’s goal of making the web accessible for all, the Web Accessibility Initiative (WAI) was created to develop strategies, guidelines, and resources to help make the Web accessible to people with disabilities.

In 1999, WAI created a set of inclusive design standards called the Web Content Accessibility Guidelines (WCAG 1.0). The WCAG 1.0 documents explain how to make web content more accessible to people with disabilities. Web “content” generally refers to the information in a web page or web application, such as the text, images, sounds, and code or markup that defines structure.

These guidelines are intended for web content developers, web authoring tool developers, and web accessibility evaluation tool developers.

The guidelines, which are made of check- points that each have a priority level, are broken into three conformance levels:

- **Conformance Level “A”**: all Priority 1 checkpoints are satisfied
- **Conformance Level “Double-A”**: all Priority 1 and 2 checkpoints are satisfied
- **Conformance Level “Triple-A”**: all Priority 1, 2, and 3 checkpoints are satisfied

WCAG 1.0 CAPTION REQUIREMENTS (PRIORITY 1)

Synchronized captions are required for all time-based multimedia presentations. Multimedia as content that is live or recorded containing audio and video components.

Synchronized auditory descriptions of the important information of the visual track of a multimedia presentation are also required.



WCAG 2.0

In 2008, the technical standards for accessibility were updated in what is known as WCAG 2.0. This revised version applies more broadly, addresses new technologies is testable, and easier to understand.

These guidelines have three conformance levels (A, AA, and AAA) in which each checkpoint level A, AA, or AAA, and were created around the following 4 principles:

Perceivable

Provide text alternatives for non-text content

Provide captions and other alternatives for multimedia

Create content that can be presented in different ways, including by assistive technologies, without losing meaning

Make it easier for users to see and hear content

Operable

Make all functionality available from a keyboard

Give users enough time to read and use content

Do not use content that causes seizures

Help navigate and find content

Understandable

Make text readable and understandable

Make content appear and operate in predictable ways

Help users avoid and correct mistakes

Robust

Maximize compatibility with current and future user tools

[Click here for the full quick reference guide for meeting WCAG 2.0 success requirements.](#)

WCAG 2.0 CAPTION REQUIREMENTS (LEVELS A-AAA)

LEVEL A

Captions are required for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

An alternative for time-based media or an audio description of the prerecorded video content is required for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

LEVEL AA

Captions are required for all live audio content in synchronized media.

Audio description is required for all prerecorded video content in synchronized media.

LEVEL AAA

Where pauses in foreground audio is insufficient to allow audio descriptions to convey the sense of the video, an extended audio description is required for all prerecorded video content in synchronized media.

An alternative for time-based media is required for all prerecorded synchronized media and for all prerecorded video-only media.



WCAG 2.1

WCAG 2.1 was published on June 5, 2018.

The success criteria from WCAG 2.0 are exactly the same in WCAG 2.1, however there have been [17 additional success criteria added to 2.1.](#)

The updates focused on mobile accessibility, people with low vision, and people with cognitive and learning disabilities.

WCAG 2.1 is backwards compatible, meaning that any updates to online content that meets 2.1 standards will automatically meet standards reflected in WCAG 2.0, as well.

W3C worked on an ambitious timeline in order to meet the most critical user needs when it comes to mobile content accessibility.

The new standards started originally with over 70 new success criteria, which has now been reduced to the 17 in the Final Recommendation. Many of those removed from the final recommendation were due to their difficult path to implementation and could be included in a future WCAG 2.2 update.

[NEW] WCAG 2.2 COMING SOON

The Accessibility Guidelines Working Group (AG WG) is developing WCAG 2.2 to include additional "success criterion" for accessibility. The structure and content of WCAG 2.2 is the same as 2.1 and 2.0. While the final standard is estimated to be published in 2021, the in-progress "Editors' Draft" of WCAG 2.2. is available now.

The proposed new WCAG 2.2 success criteria are introduced in What's New in WCAG 2.2 Working Draft.

AG WG has not decided whether or not to do another version of WCAG 2 (WCAG 2.3).



WCAG Video Checklist

WCAG guidelines can be convoluted and filled with industry-specific jargon. The following checklist summarizes the above requirements in plain English to make it easier for video creators to understand whether or not they are adhering to these important WCAG guidelines.

Level A

VIDEO PLAYER

- Is the video player accessible (i.e. there are no keyboard traps)?
- Can the video player be started and operated using the keyboard?
- Does the video start only at the viewer's request and not automatically?
- If the video starts automatically, is there a mechanism to pause or stop the video at the start of the page before the video?
- Can the video volume be modified?
- Can the video volume be modified with the mouse?
- Can the video volume be modified with the keyboard?
- If the video provides a text alternative is it labeled as such?
- Is the video or video alternative available when Flash is disabled?
- Is the video functional with style sheets disabled?
- Does the video remain in the correct page sequence when style sheets are disabled?
- When JavaScript is disabled, do links reliant on JavaScript become hidden?
- Can the accessible alternative to the video be accessed when JavaScript is disabled?
- Are links to the video files descriptive?
- Can you select a video without causing a change prior to the current focus?
- Does the video exclude flashing content that flashes more than three times per second?



CAPTIONS

- Do videos include captions?
- Do captions include all dialogue and important sound effects?
- Do captions only contain information in the video (i.e. do not contain additional content not in the video)?

TRANSCRIPTS

- Do videos have transcripts?
- Is the video transcript link clear?
- Does the video transcript provide equivalent information to the video?
- Does the video transcript only contain information in the video (i.e. not information that is not included in the video)?
- Is the video transcript accessible?
- Is the video transcript or a link to the transcript immediately before or after the video?
- Is the end of transcript marked if it is on the same page as the video?
- Does the video transcript (when on a different page to the video) provide a method of returning back to the original video?
- Do interactive transcripts keep track with the video content?
- Is the current position in the interactive transcript available when style sheets are disabled?
- Can the current position in the interactive transcript be determined without relying on color (i.e. isn't marked with color alone)?

Level AA

CAPTIONS

- Do videos Is the color contrast of the video captions sufficient? captions?

AUDIO DESCRIPTIONS

- Do videos have audio descriptions?



07

PUBLIC AND PRIVATE UNIVERSITY LAW: Q&A

| QUESTION | ANSWER | EXPLANATION |
|---|---|--|
| Is there a legal requirement that university websites be accessible? | Yes. Title II and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. | Universities are required to provide equally effective communication to persons with disabilities, regardless of whether the university generally communicates through print media, audio media, or computerized media such as the Internet. Universities that use the Internet for communication regarding their programs, goods, and services must make that information accessible. |
| Can a University offer accommodations on a case by case basis rather than having accessible websites? | No. The US Department of Education, Office of Civil Rights has ruled on several occasions that a public entity violates its obligations under the ADA when it simply responds to individual requests for accommodation on an ad- hoc basis. | This is not considered “equally effective” given the advantage of real-time information. A public entity must establish a comprehensive policy in compliance with Title II in advance of any request for auxiliary aids or services. Accessibility experts have determined that it generally takes less time and is less costly to include accessibility as a design parameter from the start, rather than attempting to “retrofit” web sites after a complaint has been filed. |





| QUESTION | ANSWER | EXPLANATION |
|--|--|---|
| Have there been legal challenges involving website accessibility at colleges or universities? | Yes. There have been numerous successful legal challenges involving website and other technology related accessibility at colleges or universities over the past few years. | <u>Penn State</u> , <u>MIT</u> , and <u>Harvard</u> have all sued for lack of online accessibility. |
| Can a university provide an alternate accessible way for individuals with disabilities to access its programs or services rather than having full website accessibility? | No. Title II and III and Section 504 require that universities take appropriate steps to ensure that communications with persons with disabilities are “as effective” as communications with others. | In assessing whether communication is effective, OCR has identified three basic components: timeliness of delivery, accuracy of the translation, and the abilities of the individual with the disability. While an institution with an inaccessible website might attempt to meet its legal obligations by offering an alternative method of accessing the institution’s programs or services (such as a staffed telephone line), such an opportunity may not be considered “as effective” by regulatory agencies as a web-based service because it is not available 24 hours a day, 7 days a week. |
| Is the University subject to Section 508 of the Rehabilitation Act of 1973? Is that the relevant standard a court would use to measure Website accessibility? | Yes. | Since the final ruling of the ICT Refresh went into effect on January 18, 2018, the U.S. Department of Justice now holds all public and private entities to WCAG 2.0 AA standards. |

08

STATE-LEVEL LEGAL REQUIREMENTS AND POLICY

Now that we have discussed the federal regulations on accessibility, this e-book will delve into each state's accessibility laws. With an understanding of federal and state law, we hope accessibility planning and compliance within your educational institution will be more easily attained





ALABAMA

In the 1970s, Alabama passed the Handicapped Persons Code, a state-wide policy designed “to encourage and enable the blind, the visually handicapped and the otherwise physically disabled to participate fully in the social and economic life of the state.”

-Section 21-7-1

It specified that people with mobility disabilities, sight disabilities, hearing disabilities, and disabilities of incoordination and aging deserve equal access to state services, facilities, and information. In the digital age, the full inclusion of people with such disabilities means making sure that government websites are accessible.

In 2011, Alabama reaffirmed its commitment to accessibility by adopting its own state web accessibility policy. The policy, Standard 530S2-00: Universal Accessibility, applies to all Alabama state websites with alabama.gov or state.al.us domains.

REQUIREMENTS FOR ALABAMA STATE WEBSITES INCLUDE:

- Images require alt text, especially for navigation icons
- Decorative graphics should have an alt tag
- For every graphic element that uses an image map, alternative text of the hyperlink shall be provided
- Links must have descriptive, intuitive anchor text
- Alternative forms of access should be provided instead of filling out online forms (e.g., provide an email or phone number)
- Do not use frames, since they cannot be read intelligently by screen readers, create navigation problems, and are not supported by all browsers
- Accessibility testing is required across multiple browsers

While these are the design elements specifically listed in the Alabama web accessibility policy, there are also additional resources linking to W3C universal design checklist and Section 508 information.



ALASKA

The state of Alaska is committed to providing content that is accessible and usable to those accessing information and services online. Alaska State websites must comply with federal Section 508 requirements and WCAG 2.0 Level A standards, and it is recommended for websites to meet Level AA compliance.

ACCESSIBILITY SOLUTIONS

The alaska.gov site has accessibility solutions for its content, which can be accessed below:

- [Cognitive disability](#)
- [Hearing impairment](#)
- [Mobility impairment](#)
- [Visual impairment](#)

The Alaska Department of Health and Social Services make changes to their Senior and Disability Services Regulations, effective January 1, 2021. [Access list of changes here.](#)

For higher education in Alaska, you can find [University of Alaska Anchorage accessibility policy information here.](#) For in-depth online content accessibility information, there are [resources here.](#)



ARIZONA

Arizona has established a statewide policy that lowers the technical barriers for accessibility on Arizona Web sites for persons with disabilities.

The Accessibility Policy created by the Arizona Department of Administration applies to all websites for public state offices, branches, and departments and institutions receiving state funding. This includes Arizona state colleges and universities, except for:

- Universities under the jurisdiction of the board of regents
- Community colleges under their respective jurisdictions and the legislative or judicial branches

ARIZONA'S ACCESSIBILITY POLICY REQUIREMENTS

Arizona's accessibility policy contains the following requirements for web page designs and features:

- Simple images; linked images; content images; graphical text; ASCII Art; list bullets; spacer images; animated graphics-text equivalent; animated graphics-frame rate.
- Information in color; color contrast.
- Static background color; moving text.
- Graphics in downloadable files; PDF files.
- Skipping navigation links.
- Identifying row and column headers; using SCOPE to group table cells.
- Sounds 10; speech-short clips (up to 60 seconds); speech-long clips; video- short clips (up to 10 seconds); video- long clips.
- Image map graphics-text equivalent; client-side image map regions; server-side image map regions.
- Style sheets.
- Forms-label placement; forms-associating labels and controls; forms-time responses.
- Scripts-text equivalents; scripts-keyboard accessibility.
- Applets and plug-ins-links; applets and plug-ins-text equivalent information or functionality.
- Frames-labeling; frames-NOFRAMES elements.
- Keyboard control.
- Text-only versions.
- Alternative identification.
- Equivalent access.

While this policy does provide the ability for individuals with disabilities to access Web based information, this policy does not include requirements for the production of every known accessibility need, due to known limitations on existing technology. The limitations of this policy, at this time, are as follows:

- **Braille** - this policy does not address Braille rendering.
- **Synthesized Speech** - not covered by this policy.
- **Input Modalities** - no voice input, only keyboard and pointing devices.



ARKANSAS

Arkansas has created legislation and entities to help state agencies with 24 technical and accessibility best practices.

While these policies were originally centered on the vision impaired, they have been amended to include hearing impaired individuals.

The Department of Information Systems (DIS) for the State of Arkansas is responsible for offering information technology services, assisting with technology implementation, and offering guidance to state agencies and entities within Arkansas, including local offices and public schools.

ACCESSIBILITY GUIDELINES

The state of Arkansas requires state agencies and any organization receiving public funds to follow accessibility practices. Arkansas' definition of state agencies excludes public institutions of higher education; however, if the institution is receiving public funds for any project then they have to follow the guidelines for that project.

The state of Arkansas uses the W3C's (World Wide Web Consortium) WAI (Web Access Initiative), using their Checkpoints as its basis for its accessibility practices. The first recommended best practice states that "For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation."

Arkansas has taken a progressive approach to public education. They have launched pilot programs to include distance learning and digital learning access for public schools. As its quest for accessibility, advanced learning, and technical solutions grow, the state of Arkansas will continue to amend its accessibility requirements.

You can keep up to date with Arkansas' latest policies changes on the [DIS website](#).



CALIFORNIA

California requires all state and local entities, and its contractors to observe Section 508 in its entirety and WCAG 2.0. Furthermore, a new law was signed on October 14, 2017 that will require Section 508 AA compliance for all state agency websites by 2019. This includes state universities and learning institutions.

BEGINNING JULY 1, 2019

AB 434 created the **Government Code section 11546.7** that will require the level **AA** accessibility compliance, as well as requiring that all websites include their certification of compliance.

Accessibility in State Universities

California State University created a detailed webpage that discusses accessible websites and their benefits. They outline strategies for:

- Creation of websites that are accessible without the need for graphics, color, script or sound (W3C).
- Multimedia and video content that include captions.
- Creation of content that is separate from presentations so that users can adjust the presentation format without changing the information.
- Making content modifiable for the need of different users.
- Making the website compatible with assistance technologies (e.g. screen readers).
- Testing content to make sure it is usable for those with disabilities.





California State University Accessible Technology Initiative (ATI)

The ATI project reflects the California State University's (CSU) ongoing commitment to providing access to information resources and technologies to individuals with disabilities. This commitment is articulated in [Executive Order 926 \(EO 926\)](#), the CSU Board of Trustees Policy on Disability Support and Accommodations:

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability."

The most [ambitious system-wide initiative](#) of its kind, each of the **23 campuses in the CSU system are required by the Chancellor's Office to [meet timelines and provide deliverables](#) in the areas of **web accessibility, instructional materials accessibility, and accessible electronic and information technology procurement.****

The [Accessible Technology Initiative](#) helps CSU campuses in carrying out EO926 by developing guidelines, implementation strategies, tools and resources. ATI holds an approach to the design of products and services that enable the greatest number of people to use them, including individuals with disabilities.

This policy is founded on federal and state laws including but not limited to:

- [Section 504 of the 1973 Rehabilitation Act \(FEDERAL\)](#)
- [Americans with Disabilities Act \(ADA\) of 1990 \(FEDERAL\)](#)
- [Section 508 of the 1973 Rehabilitation Act\(1998\)](#) (FEDERAL)
- [California Education Code §67302 \(AB 422\)\(1999\)](#) (STATE)
- [SB 105 \(Burton\), 2002 \(STATE\)](#)
- [SB 302 \(Kuehl\), 2003 \(STATE\)](#)

Learn more about the three priorities of the Accessible Technology Initiative (ATI):

- [Web Accessibility](#)
- [E&IT Procurement Accessibility](#)
- [Instructional Materials Accessibility](#)

University of California Information Technology Policy

This [UC system-wide policy](#) is relatively recent, having been approved by the Office of the President in August 2013. The policy text includes a requirement that all UC locations adhere to the UC IT Accessibility Requirements, and a separate document that requires conformance with the W3C Web Content Accessibility Guidelines 2.0 at Level AA. The policy also requires all UC locations to "develop, purchase and/or acquire, to the extent feasible, hardware and software products that are accessible to people with disabilities."

[Download the complete policy here.](#)



The state of Colorado requires all state agencies to adhere to its web accessibility guidelines. A memorandum was published in 2015 by the Joint Technology Committee to address Information Technology Accessibility in State Government. The Information Management Commission (IMC), works with state agencies to help review and improve access standards. In addition to the IMC, Colorado also has the Governor's Office of Information Technology (OIT), which formed the ADA Standards Work Committee to create an accessibility standards policy for the IMC.

In July 2021, Colorado passed House Bill 21-1110 which requires all government websites to meet accessibility standards and accommodate people with disabilities.

HB 21-1110 defines accessibility as:

“Perceivable, operable, and understandable digital content that enables an individual with a disability to access the same information, engage in the same interactions, and enjoy the same services offered to other individuals, with the same privacy, independence and ease of use as exists for individuals without a disability.”

The bill will work towards standardizing digital accessibility throughout the state.

CLOSED CAPTIONS AND TRANSCRIPTIONS

The non-visual access standards created include seven specific categories involving web accessibility. One of those categories is Device Independent. The ADA Standards Work Committee defines Device Independent as the ability to interact with documents and web pages without the need for assistive technology.

In light of the requirement of accessible design, captions are required for videos that include audio tracks. A transcript that includes dialogue and audio descriptions is also required. The committee defines this type of transcript a “collated text transcript.”

The IMC will review Colorado's accessibility policy on an annual basis to make sure that it adheres to current needs for equal access. You can visit the Colorado Web Portal to see any changes to the state's accessibility policies or other updates.



CONNECTICUT

The state of Connecticut requires all state websites to conform to accessibility requirements. Connecticut continues to update the requirements to include recent developments in technology, such as WebTV.

The government created the ConneCT Management Advisory Committee and the Website Accessibility Committee to review and revise requirements that include captions for multimedia content online.

ConneCT management advisory committee

The ConneCT Management Advisory Committee (CMAC) is responsible for creating the standards and policies that govern official websites. These policies include WCAG 1.0 of the W3C and additional policies the CMAC feels are necessary to allow equal access to information technology.

To comply with this policy, agencies must be able to demonstrate:

- that they have achieved WCAG Conformance Level “A” which means that all Priority 1 checkpoints are satisfied and;
- that they have successfully addressed all the items in the CMAC Checklist of Design Requirements

Additionally, agency webmasters are encouraged, but not required at this time, to achieve WCAG Conformance Level “AA.” More information on CMAC Web Design Requirements can be found here.

RELATED LINKS ON EDUCATION ACCESSIBILITY INITIATIVES:

- [Center on Postsecondary Education and Disability](#)
- [Center for Psychiatric Rehabilitation, Boston University](#)
- [Association on Higher Education and Disability](#)
- [State of Connecticut, Bureau of Rehabilitation Services](#)
- [State of Connecticut, Office of Protection and Advocacy for Persons with Disabilities](#)
- [Americans with Disabilities Act Guide at the U.S. Department of Justice](#)
- [National Disability Rights Network](#)



DELAWARE

Delaware has the goal of becoming the "most accessible state in the country"

In 2016, Governor Jack Markell established the Delaware Open Data Council through Executive Order 57, with the express purpose to:

1. conduct state business that could benefit the public, enhance research and improve economic growth
2. continue to promote sharing data among state agencies, when appropriate and permissible, to make state business more efficient and effective
3. increase public awareness and access to data and information created by and available from State departments and agencies, enhance government transparency and accountability, encourage public engagement, and stimulate innovation with the development of new analyses or applications based on the unique data provided by the State.

The state's efforts include both physical and digital accessibility improvements.





State agency websites are governed by the Website Common Look & Feel Standard created by the Delaware Department of Technology and Information (DTI). This standard ensures that all State of Delaware websites have some common elements and utilize best practices.

THE DELAWARE WEBSITE COMMON LOOK AND FEEL (CLF) IS DESIGNED TO MEET FIVE GOALS:

1. Create a Delaware “brand” for online content that gives visitors the confidence that they are on a State Government website.
2. Provide a consistent, well-designed website layout that is responsive and works across multiple browsers and devices.
3. Establish consistent core elements for state agency websites to enable visitors to easily find the information they need.
4. Increase the accessibility of agency websites so that all visitors, regardless of any physical challenges, can find information.
5. Make it easier for state agencies to maintain and update their websites in order to keep content fresh, current and most useful for visitors.

While the Delaware CLF architecture and page templates are designed to be as accessible as possible, they are not designed to meet any particular published standard.

A primary goal of the state’s CLF approach is to increase the level of accessibility of agency websites. Web managers, particularly those in the public sector, must consider how their websites will render in different user agents and browsers, since discriminating against people who use assistive technologies is against the law.

Delaware’s laws state that state agency web pages must be designed and maintained to work for all people, regardless of their hardware, software, language, culture, or physical or mental ability. Pages should be accessible for persons with differing levels of hearing, movement, sight, and cognitive ability.

Agency web pages funded by federal monies may also have to meet the requirements of Section 508. Agencies are recommended to test their sites for accessibility using resources such as the Web Accessibility Evaluation Tool (WAVE) provided by WebAIM of the Rehabilitation Act.

The WAVE tool tests web pages for many accessibility issues and looks for possible compliance issues with many of the Section 508 and WCAG guidelines. It also flags potential accessibility problems not specified in the usual guidelines and standards. The basic templates for CLF 3.0 turned up no red flags in the WebAIM WAVE test.

More information on Common Look and Feel can be found [here](#).



FLORIDA

As with most states, Florida requires state government agencies and their Web designers and developers to comply with Section 508 to ensure the widest possible audience easy access to government information.

Section 508 of the Rehabilitation Act was created based on the Web Content Accessibility Guide- lines 1.0 (WCAG), created by the World Wide Web Consortium (W3C). These guidelines require that video, presentation, and multimedia content contain captions or transcripts to make them accessible to users with disabilities.

WCAG 1.0

The W3C highly recommended WCAG 1.0 in 1999. Since that time, they have updated these recommendations to WCAG 2.0. Although 2.0 was introduced in 2008, Section 508 and thus Florida's state accessibility laws still follow the standards created in WCAG 1.0. This will change if the US Government approves proposed Section 508 revisions.

Visual Alternatives Top Priority

The first guideline outlined in WCAG states that alternatives should be provided for visual and auditory content. The guideline further explains that the alternatives used should have the same function as the non-text content.

W3C considers non-text alternatives Priority 1 on the checklist it offers for developers. A Priority 1 checkpoint is something that content developers have to fulfill to give everyone access to the information.

The W3C, the federal government, and state governments all believe that no one should be denied access to information due to a disability. It is up to government entities to provide alternatives, such as captions, so that all users can have access to the same quality of information.

Educational institutions should create policies that reinforce Section 508 and state laws so that all students can view and understand multimedia and web content.

The 2009 Florida Statutes Chapter 282, Part III also outline requirements for Accessibility of Information and Technology

Read the [State of Florida Accessibility Statement](#) here.



The state of Georgia created [an interactive portal through GeorgiaGov](#) so that residents could have online access to state agencies.

Georgia Technology Authority is responsible for creating policies and unified standards for web accessibility. They have been maintaining the portal since 2002 and created the [Web Standards and Guidelines for state entities](#).

The state of Georgia requires all state agencies to follow current W3C WCAG 2.0 standards. All websites for the state of Georgia also have to follow Section 508 of the Rehabilitation Act. These are minimum standards, and state agencies are encouraged to develop accessibility standards beyond Section 508 and the current WCAG 2.0.

Non-Text Alternatives

Georgia's web standards require websites to include transcripts of audio and video tracks as well as any other applicable visual content.

Georgia Technology Authority recommends alternatives such as HTML or HTML5.

WCAG 2.0 states that captions are required for prerecorded and live synchronized media such as video with audio tracks. It also requires audio descriptions for pertinent video images.

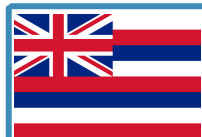
If the foreground audio doesn't pause long enough for an accurate description, then an extended audio description is needed. W3C provides detailed information on how to do this in their [quick reference materials](#).

Video Hosting

The Georgia Technology Authority recommends third party video hosting embedded on the state website instead of hosting on the agency's servers. These hosting servers are often equipped to convert the video into alternative formats, are compatible with multiple web browsers, and provide better streaming quality.

This is a better way to ensure captioning requirements without large files or worrying about adequate bandwidth. Recommended hosting services include Vimeo, YouTube and Brightcove.

Georgia strives to assist all state residents, with equal access to state websites while offering state agencies assistance with providing accessible web content. View the complete [Web Accessibility Standards](#) here.



HAWAII

The state of Hawaii has two online portals, [eHawaiiGov](#) and [egovernment](#), used for government departments and agencies.

All government websites must comply with [Section 508](#) of the Rehabilitation Act and Level A compliance of [WCAG 2.0](#). Hawaii's portals meet level A requirements and are striving to meet level AA of [WCAG 2.0](#). They also provide a [resource page](#) with a number of tools and informative links to aid state agencies in maintaining their web accessibility online.

You can monitor changes to standards and policies on the [eHawaiiGov](#) website.

UNIVERSITY OF HAWAII ACCESSIBILITY POLICY

The information technology services (ITS) for the University of Hawaii system has an accessibility policy that states:

“In compliance with federal civil rights law relating to persons with disabilities, the University of Hawai’i is committed to a policy of nondiscrimination solely on the basis of disabilities status...This policy applies to all ITS materials and facilities, including but not limited to its computer labs, electronic resources, and computer access.”

To support universities in achieving this, the ITS provides the [Web Accessibility Guidelines and Testing Procedures for UH Websites](#). These guidelines combine [WCAG 2.0](#) and [WAI-ARIA](#) guidelines to provide a very detailed guide to creating accessible websites and applications.



The state of Idaho works to improve equal access to government information technology projects as well as to businesses.

The Idaho Technology Authority (ITA) was created in 2013 in response to advances in information technology and telecommunications.

The goal of the ITA is to help state agencies create accessible websites and develop the Idaho.gov site as a central portal for all state governments to offer the public free and important government information.

The ITA believes that accessibility is an essential element of public web services and believes helping the business community improve its information technology will benefit all Idaho residents.

Today, the ITA is tasked to identify technology opportunities. They also facilitate and monitor statewide programs to ensure that such programs are effective, beneficial, and utilized on a statewide basis.

Idaho is also concerned with cybersecurity. In 2019, Idaho will be the number one state in cybersecurity.

TA's Accessibility Guidelines

These guidelines are based on WCAG 1.0 checkpoints which require synchronized captions and audio descriptions for all multimedia presentations.

The guidelines list the following resources for help with creating an accessible page:

- Web Accessibility Initiative by the W3C.
- Web Content Accessibility Guidelines Checklist also created by the W3C.

These references will help with captions requirements, accessibility guidelines and a uniform appearance for all state of Idaho websites.

[Download the complete guidelines here.](#)

All web pages developed by the state are required to comply with the ADA and follow the government ITA's Enterprise Guidelines for Web Publishing.





The Illinois Information Technology Accessibility (IITAA), requires Illinois agencies and universities to ensure that their websites, information systems, and information technologies are accessible to people with disabilities. While the Americans with Disabilities Act and Section 504 of the Rehabilitation Act already require the State to ensure accessibility, the IITAA establishes specific standards and encourages the State to address accessibility proactively.

The IITAA Standards 1.0 define the functional performance criteria and technical requirements that must be met to ensure that information technology is accessible.

The IITAA updated its standards as of July 18, 2017, and were made effective on January 18, 2018. The IITAA 2.0 Standards apply to information technology developed, procured, or substantially modified after January 18, 2018. They also developed a set of “Techniques” to provide easy-to-understand instructions on how to meet IITAA Standards.

IITAA applies only to state agencies and public universities. Local governments, community colleges, and public school districts do not have to adhere to IITAA. This is different from many other state accessibility requirements.

CAPTION REQUIREMENTS

The multimedia caption requirements are as follows:

- Provide synchronized captions for all multimedia that contains essential auditory information when it is provided to the public and/or required to be viewed by employees.
- All video and multimedia that contain essential auditory information shall be open or closed captioned when provided to the public and/or required to be viewed by employees.
- All video and multimedia productions that contain essential visual information shall be audio described when provided to the public and/or required to be viewed by employees.





Additionally, Illinois state accessibility law requires caption decoder circuitry for specific televisions and computer monitors. Caption decoder circuitry creates closed captions for DVD, video- tape, cable and broadcast signals. The devices that need caption decoder circuitry include:

- Analog TV displays 13 inches or larger.
- Computer equipment that uses analog TV displays or circuitry.
- Widescreen digital TV displays (DTV) minimum 7.8 inches.
- Computer equipment that uses DTV displays or circuitry.

Because IITAA standards only apply to information technology that has been created, modified or purchased since August 20, 2008, content prior to that date does not have to comply with IITAA Caption Decoder Circuitry and Captions.

You also need to learn more about the [Public Act 095-0307](#).

A new law entitled HB0026 in the Illinois General Assembly is designed to ensure equitable access to learning for students with disabilities by requiring schools to adhere to WCAG guidelines for digital education tools throughout K-12 schools.

The law will require content available on any third-party online curriculum service used in public and private K-12 schools to be compliant with WCAG 2.1 and readily accessible for students with disabilities starting August 1, 2022.

To learn more about this upcoming legislation, check out the Illinois General Assembly's website [here](#).

W3C STATES: “If the 'caption' does not include all of the dialogue (either verbatim or in essence) as well as all-important sounds then the ‘Captions’ are not real captions.”





INDIANA

The State of Indiana's policy is to comply with the accessibility guidelines of Section 508 of the Federal Rehabilitation Act.

Indiana is committed to inclusion and universal access in all of its services and programs. Indiana web pages and services are developed so that they are accessible to persons with all types of abilities. Access information on Indiana ADA and COVID-19 here.

Indiana Code 4-13.1-3 was created to ensure all state information technology equipment, software, and systems used by the public or state employees complies with the accessibility standards of Section 508 of the Federal Rehabilitation Act of 1973.

With the guidance of the state's Assistive Technology Standards Group (ATSG), Indiana state websites are continually monitored with necessary modifications made to remove accessibility obstacles.

CAPTION REQUIREMENTS

- Provide captioning or a written description or transcript of any critical information that is contained in audio files. This can accompany the audio or reside on a separate page with a clear link from the audio content.
- Captions of the audio descriptions of visual information in multimedia files (video with audio) are synchronized.
- Audio files with no video are not multimedia so they do not need to be captioned, but a text transcript must be available via a link to an accessible version.
- Live audio and video Web cast speeches, need to be captioned.

Purdue University Electronic Information, Communication and Technology Accessibility Policy. This policy, issued on June 1, 2017 establishes minimum requirements for the accessibility of Electronic Information, Communication and Technology necessary to meet the University's goals and ensure compliance with applicable law. It supersedes the previous Web Accessibility Policy of 2010.

Within the policy the specific accessibility roles and responsibilities are outlined for various roles, departments and organizations within the school. It also provides a glossary of important definitions and other related documents and tools that may be useful in compliance efforts.

The standards conform to those outlined in WCAG 2.0 and Section 504 and 508. The full policy can be accessed here.



Iowa's state policy is to make websites accessible to the widest possible audience including people with disabilities.

Established in 2012 and revised on May 1, 2017, the Enterprise Operational Standard: Website Accessibility helps to eliminate barriers in web- sites, make available new opportunities for people with disabilities, and encourage development of websites that will help achieve accessibility for all users.

All State of Iowa agencies, boards or commissions, and contractors for the State developing and maintaining websites, must give employees and members of the public with disabilities access to website information that is comparable to the access available to others.

WEBSITE ACCESSIBILITY STANDARDS

1. Section 508 of the Rehabilitation Act of 1973 as amended will supersede and replace this standard in cases where agencies have in place funding agreements with the Federal Government requiring websites be Section 508 compliant.
2. The State of Iowa will adopt all Web Content Accessibility Guidelines (WCAG) 2.0 levels A and AA as Iowa's standard for website accessibility.
3. Contractors are required to comply with this standard when providing services to develop or maintain State of Iowa websites. State website RFPs for contractors shall include a reference to this standard. Awarded contracts shall include a written acknowledgement that their product will meet this standard. The department receiving the contracted website service is responsible for auditing the compliance for this standard.
4. Websites shall pass a scan with a tool that has WCAG level A and AA standards and a WCAG HTML validator. Scan shall return no accessibility errors. Example: <http://wave.webaim.org> with no critical accessibility errors. [NEW]



DIGITAL ACCESSIBILITY AT IOWA STATE UNIVERSITY

At Iowa State University, comments on a new draft policy covering digital accessibility were being accepted until October 29th of this year. Though it is unclear if this policy is to pass as legislation, it covers a wide breadth of digital accessibility topics with specific dates for each to be remedied.

These include:

- By January 3rd, 2022, units would be required to be taking inventory of their digital resources.
- Units are required to create a plan by July 1, 2022, on the use of their existing resources to provide their faculty and staff professional development and digital accessibility education.
- By July 1, 2023, units would be required to make all new digital content compliant.
- Lastly, all new digital content purchased or produced after July 1, 2026, would be required to meet the university's digital accessibility standards.

Besides this, all university units should begin plans to remediate or replace the top 20% of their most-used noncompliant web resources annually.

As an exception, pages required for coursework or essential job functions should be prioritized even if they are not within the top 20% of a unit's most-used resources.





KANSAS

Kansas web accessibility policies require that state entities keep up to date with recent guidelines from organizations such as the W3C.

The **Kansas Information Technology Executive Action Council (ITEC)** is responsible for **creating policies for equal access to electronic information, which includes closed captions for online videos.**

According to the State of Kansas Web Accessibility Requirements, “All branches, boards, commissions, divisions, departments and agencies of the state” are expected to adhere to the policy. This includes states schools and universities.

The web accessibility requirements state that all websites, software, and applications must comply with Section 508 of the Rehabilitation Act and WCAG 2.0 level AA guidelines. No new websites can be published that are not Section 508 and WCAG AA compliant. The only exception would be for situations where accommodation would qualify as an “undue burden.”

The full web accessibility requirements can be [accessed here.](#)





KENTUCKY

The Commonwealth of Kentucky is required to follow Section 508 of the Rehabilitation Act and WCAG 1.0 Conformance Level AA.

In April 2000, the Kentucky Accessibility Information Technology (AIT) was passed to ensure the pages of this website are accessible to individuals with disabilities in accordance with Section 508 of the Rehabilitation Act.

THE AIT REQUIRES, AMONGST OTHER SPECIFICS, THAT THE HEAD OF EACH COVERED ENTITY:

1. Provide individuals with disabilities, including blind or visually impaired, or deaf or hard of hearing, with access, including but not limited to interactive use of equipment and services, that is equivalent to the access provided individuals who are not disabled, blind or visually impaired, or deaf or hard of hearing;
2. Are designed to present information, including but not limited to prompts used for interactive communication, in formats intended for both visual and non-visuals use; and
3. Have been purchased under a contract that includes the technology access clause required by KRS 61.984.

The AIT also offers a number of resources for covered entities to help meet the required level of compliance. Read the full policy here.



SECTION 504 STATES THAT:

No qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that either receives federal financial assistance or is conducted by any Executive agency.



LOUISIANA

Louisiana has not passed any state laws regarding web accessibility, but their accessibility policy statement **adamantly supports** Section 508 guidelines.

These accommodations include:

- writing alt text for images
- providing text-only versions of websites
- including transcripts for audio content
- adding closed captions to videos.

The state website provides data on disability research, Section 508 FAQs, and web design guidelines from the W3C. All Louisiana state websites are encouraged to use these resources and implement accessible design. State of Louisiana Web sites are also encouraged by the Office of Information Technology (OIT) to achieve basic compliance with Web Standards, Section 508 code, and general principles of usability and web accessibility.

The State of Louisiana, Division of Administration, strives to ensure that its services are accessible to people with disabilities. A significant amount of resources has been invested to help ensure that the

Louisiana.gov website is made easier to use and more accessible for people with disabilities, with the strong belief that every person has the right to live with dignity, equality, comfort and independence.

Learn more about the State of Louisiana's Accessibility Statement [here](#). The full policy statement can be read [here](#).





MAINE

The state of Maine has created statutes to ensure that state employees and the public have access to government information and technology. All citizens and employees, including those who have disabilities, have a right to access Maine’s information resources.

Maine State Government follows the 10 Guiding Principles of Universal Access to Information.

This commitment is currently reflected in the Computer Applications Program Accessibility Standard, adopted in 1998.

In addition to the ADA and Section 508, state departments and agencies must adhere to the following policies:

- [The Maine Human Rights Act](#)
- [Policy Concerning the use of State-Owned Information and Technology \(I.T.\) and Related Communications Equipment and Resources](#)
- [Information Technology Security Policy](#)
- [Accessibility Policy on Effective Electronic Communications – Updated Link Web Accessibility and Usability Policy](#)

The Web Accessibility and Usability Policy, updated January 27, 2021, was created by the Office of Information Technology (OIT) to ensure that information and services on Maine State Government web sites are accessible to people with disabilities.

Caption Requirements

Synchronous captions are required for all multimedia viewed by employees and the public. The Web Accessibility and Usability Policy define multimedia as content that is live or recorded containing audio and video components.

The captions need to include relevant information that is vital to understanding the content. Audio descriptions of images and actions listed in the video are also necessary. However, the policy recommends creating descriptions essential to understanding the context of the video. If additional descriptions are necessary, it is suggested that a professional is used to describe the images or actions.

The Web Accessibility and Usability Policy also states that the preferred method for posting online videos is through the tools offered by the Maine State Media Gallery. Sign-up is required.

If the agency is going to use a third-party video service, the agency must test it first to ensure that it allows the use of synchronized captions.

The audio and multimedia requirements are as follows:

- Do not convey information with sound alone.
- Do not automatically play audio.
- Provide text transcripts for audio containing speech when it is provided to the public and/or required to be viewed by employees.
- Provide synchronized captions for all multimedia that contains essential auditory information when it is provided to the public and/or required to be viewed by employees.
- Provide audio descriptions for all multimedia that contains essential visual information when it is provided to the public and/or required to be viewed by employees.

The complete guidelines with explanations and references can be [accessed here](#). Updated Link





MARYLAND

The Maryland Information Technology Non-visual Access (MD IT NVA) Regulatory Standards became effective in March of 2005.

In developing these standards, the State has adopted or paraphrased many, but not all, of Section 508. In addition, Maryland has adopted several IT NVA regulations that are not found in the federal law.

The Executive Branch of the Maryland government and institutions of higher education need to adhere to the MD IT NVA. There are exceptions to this, however, including:

- University system of Maryland
- Morgan State University
- St Mary's College of Maryland
- Public institutions of higher learning who are using the information technology for research only

The non-exempt entities need to follow the regulatory standards, including multimedia caption requirements.

CAPTION REQUIREMENTS

- Regulation .05 of the MD IT NVA requires a transcript for audio only presentations and captions for multimedia presentations (meaning both audio and video are used).
- Regulation .07 requires that multimedia products essential to supporting the agency's mission need to have synchronized captions. These captions need to be for audio and graphic content that is necessary for comprehension.
- When on-screen option menus are offered for alternative auditory tracks, the agency must ensure menus are made either audible or otherwise accessible to visually impaired viewers.

Although Maryland used the framework of Section 508 to create its policies for video captions, it continues to shape the MD IT NVA to fit the unique needs of the state, so it is important to keep up to date on changes to the regulatory standards.



MASSACHUSETTS



The Commonwealth of Massachusetts looked at Section 508, the Americans with Disabilities Act and WCAG 1.0 to determine how to create a web accessibility standard unique to their state's needs.

Published in 2005, the Enterprise Web Accessibility Standards 2.0 detail all the requirements for state agency web pages.

ONLINE VIDEO CAPTIONS

According to [Section 3.2 of the Web Accessibility Standards](#), readable text of all pertinent information must be provided for multimedia presentations. The captions must be controlled by the user and describe visual and auditory information. A transcription has to be included for auditory text in multimedia presentations that can be downloaded for users who are hearing impaired.

All state agencies are also required to audit content to make sure all uploaded videos adhere to the state's standards.

On July 28th, 2021, the Executive Office of Technology Services and Security released a policy designed to ensure that Massachusetts IT solutions are usable by people with disabilities. This includes both Commonwealth employees and the general public. This new policy replaces the "Enterprise Information Technology Accessibility Standards" and the "Enterprise Web Accessibility Standards" passed on March 6, 2014 and January 20, 2005, respectively.

The complete Web Accessibility Standards can be [found here](#).





MICHIGAN

In September 2016, Michigan's Department of Technology, Management and Budget released the latest version of the [Look and Feel Standards for Web Applications and Sites](#).

These standards are required for all web sites and applications produced and maintained for the purpose of conducting official State of Michigan business. In addition to following the ADA guidelines and conformance level AA of WCAG 2.0, all Michigan.gov websites are required to be built within the guidelines of the Look and Feel Standards. These standards provide a complete step-by-step guide for creating accessible websites.

[Download the Look and Feel Standards here.](#)

Michigan State University

Michigan State University is committed to providing accessible, usable, and aesthetically pleasing design of its Web pages.

The MSU Web Accessibility Policy defines the accessibility requirements for University Web pages and online content.

The current [Technical Guidelines](#) require that pages meet [Web Content Accessibility Guidelines \(WCAG\) 2.0](#) at Conformance Level AA.

The Web Accessibility Policy applies to all University Web pages used to conduct core university business or academic activities. It does not apply to Web pages published by students, employees, or non-university organizations that are hosted by the University but are not used to conduct core University business or academic activities.

HELPFUL RESOURCES:

- [MSU Web Accessibility Policy Technical Guidelines](#)
- [Guidance on Accessibility Considerations: The Use of e-Texts \(March 12, 2013 Memo\)](#) [PDF]
- [Deans, Directors, and Chairs Memo Policy on Web Accessibility \(September 8, 2014\)](#)
- [Deans, Directors, and Chairs Memo on Accessibility \(February 10, 2016\)](#)
- [Deans, Directors, and Chairs Memo on Updates to the Technology Purchasing Process at MSU \(May 13, 2016\)](#)



MINNESOTA

Minnesota's comprehensive [IT Accessibility Policy](#) contains adaptations of Section 508 regulations that fit the state's individual needs.

Passing the [Assistive Technology Bill](#) in 2009, Minnesota has been one of the most innovative states in creating and implementing accessibility standards.

CURRENT ACCESSIBILITY STANDARDS

All impacted State information systems, tools and information content shall comply with the following:

Web Content Accessibility Guidelines (WCAG) 2.0 level AA. Level AAA compliance is encouraged.

Section 508 Subpart A General:

- 1194.3 General exceptions subparts (a), (b), (c) for workstations of State employees, (d), (e), (f) and other exceptions defined in Minnesota law or set forth in State policy
- 1194.4 Definitions, except definitions of "Agency" and "Undue burden" which are defined in Minnesota State Statute
- 1194.5 Equivalent facilitation

Section 508 Subpart B Technical Standards:

- 1194.21 Software applications and operating systems
- 1194.22 Web-based intranet and internet information and application.
- 1194.23 Telecommunications products
- 1194.24 Video and multimedia products
- 1194.25 Self-contained, closed products
- 1194.26 Desktop and portable computers

Section 508 Subpart C Functional Performance Criteria:

- 1194.31 Functional performance criteria

Section 508 Subpart D Information, Documentation, and Support:

- 1194.41 Information, documentation and support

Should either WCAG 2.0 or Section 508 be updated, the Minnesota Standard automatically updates to the new version.

[Download the full Minnesota State Accessibility Standards here.](#)

The University of Minnesota

The University's [Accessibility of Information Technology Policy](#) states, in part: All colleges, departments and central units are responsible for implementing the University accessibility standards, including:

- Use of web page design standards that provide access for all, including those with disabilities.
- Use of hardware and software products that promote universal design and access.
- Design and implementation of accessible technology-related work environments that accommodate all users.

This policy requires WCAG 2.0 level AA compliance. Visit the [AccessibleU](#) site for comprehensive information on University of Minnesota's policy and related laws and guidelines.

Accessibility Toolkit

The State of Minnesota offers a online accessibility toolkit with resources for social media, document, web, and more. To access it, [click here](#).





MISSISSIPPI

The Mississippi government believes in the necessity of web accessibility beyond meeting federal requirements.

The Department of Information Technology Services (ITS) created the Web Accessibility Overview and Guidelines after careful examination of other state government web sites, Federal government web sites, the World Wide Web Consortium (W3C) recommendations, Bobby certification guidelines, and websites found in the private sector.

While the laws they have created are different from other states, the spirit behind the guidelines is to inspire rather than dictate adherence.

Encourages Not Demands

ITS requires all state web sites developed by the ITS development team to meet the checkpoints on the ITS Web Page Accessibility Checklist and encourages other state agencies or entities do likewise for their own web sites. ITS further strives to meet as many of the ITS advanced check- points as appropriate for each individual page.

Movie/Video Caption Requirements

According to the Web Page Accessibility Checklist (located under Addendum A of the Guidelines), it is important to find alternative representations for movies and video that are accessible for the hearing impaired.

ITS recommends visiting the National Center for Accessible Media to learn how to provide these alternatives.

Alternatives for movies or multimedia content are a series of visual images that detail important information conveyed by the audio. If movies are included within the website, closed captions and a text transcript must be included that convey relevant content for the soundtrack.



Missouri observes a state-wide policy that mirrors Section 508 web accessibility standards. It joins several other states in enacting policies that are essentially “Little 508s.”

Missouri passed state law RSMo. 191.863 requiring accessible IT procurement and development from state agencies.

This law refers to Section 508’s definition of digital products or services and what it means to make them accessible.

The groups responsible for designing and implementing a detailed IT standard were the Missouri Assistive Technology Council (MoAT) and the Office of Information Technology (OIT). In 2003, they crafted the Missouri IT Accessibility Standard as the official state policy.

Organizations that must follow this Missouri state accessibility law include:

- Offices and departments in the state executive branch
- Offices and departments in the state legislative branch
- Offices and departments in the state judicial branch
- State colleges and universities

Missouri’s state IT standard was last updated in 2008, when regulators added specifics on web- sites, apps, and online video. [Additional proposed changes can be found here.](#)

CAPTION REQUIREMENTS

- Captioning, video description or other equivalent alternatives for multimedia presentations, excluding live Webcasts and web transmission of television programming shall be provided in synchrony with the presentation.
- Training and information video and multimedia products with content critical to the mission of the agency, excluding television broadcasts, web transmission of television programming and live Webcasts, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned or include a text transcript.
- Caption decoder circuitry shall be provided for any system with a screen larger than 13 inches.
- Television broadcasts, both live and pre- recorded, and web broadcasts of television programming, are subject to all the rules and regulations as specified by the Federal Communications Commission (FCC) regarding the inclusion of captioning and video descriptions applicable to television programming.



MONTANA

In 1993, Governor Racicot issued a statement providing “assurance that state agencies and higher education will comply with the guidelines which require electronic and information technology accessibility” as established under Section 508 of the Rehabilitation Act of 1973, and in keeping with the spirit of The Americans with Disabilities Act.

In 2001, Montana Legislature passed HB 239 (now codified as 18-5-601 - 605, Montana Code Annotated 2017) to provide access to information technology for individuals who are blind or visually impaired.

The policy states that all state programs and activities must be conducted in accordance with the following principles:

- Individuals who are blind or visually impaired have the right to full participation in the life of the state, including the use of information technology that is provided by the state for use by employees, program participants, and the public.
- Technology purchased in whole or in part with funds provided by the state that is to be used for the creation, storage, retrieval, or dissemination of information and that is intended for use by employees, program participants, and the public must be accessible to and usable by individuals who are blind or visually impaired.

Government websites strive to meet W3C Recommendations and other web industry standards, specifically conforming to XHTML 1.0, CSS Level 2, and Section 508.

[Access the Montana Code here.](#)

Additional ADA resources from [Disability Montana Rights](#) can be found [here](#).



The University of Montana Electronic and Information Technology Accessibility (EITA) Implementation Plan

Development of this plan was initiated as part of a resolution agreement with the U.S Department of Education Office for CivilRights.

The resolution agreement specifies several requirements and processes, including:

- a UM policy about Electronic and Information Technology;
- accessibility training for faculty and staff;
- a process of self-study and implementation; and
- a Corrective Action Strategy.

The University was required to adopt WCAG 2.0 level AA compliance, with all University websites, unless technically impossible, linking to the University's main Accessibility page which includes a statement of commitment to Web accessibility.

[The EITA Policy and Procedures can be viewed here.](#)



The University of Montana's EITA Implementation Plan

includes a policy and an extremely comprehensive set of procedures, covering accessibility of websites; instructional materials; documents; electronic media; software, hardware, and systems; and procurement.



In 2001 the Nebraska Information Technology Commission created Nebraska's Accessibility Policy (NITC 2-101) which aims to ensure that the needs of Nebraskans with disabilities are met through reasonable accommodation of the information technology products and services of the state.

Caption Requirements

All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.

Certain devices need caption decoder circuitry which creates closed captions for DVD, videotape, cable and broadcast signals.

THE DEVICES THAT NEED CAPTION DECODER CIRCUITRY INCLUDE:

- Analog TV displays 13 inches or larger.
- Computer equipment that uses analog TV displays or circuitry.
- Widescreen digital TV displays (DTV) 8 or 13 inches.
- Computer equipment that uses DTV displays or circuitry.



The full policy and guidelines are [available here](#).

Federal agencies and federally funded universities must comply with Section 504 and 508 of the Rehabilitation Act and are encouraged to comply with Level AA of WCAG 2.0. Additionally, all sectors must comply with the regulations of the Americans with Disabilities Act.

In higher education the Nevada Department of Education is committed to providing access to electronic and information technology for individuals with disabilities in accordance with Section 508 of the Rehabilitation Act.

Many of the state's Universities, apply accessibility levels using two sets of standards: Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States Federal government.

Useful Resources:

- [About Section 508](#)
- [WCAG 2.0AA Conformance](#)
- [Nevada ADA Technology Accessibility Guidelines](#)



The Nevada Center for Excellence in Disabilities (NCED), has committed to the WCAG 2.0 AAA conformance. Highlights include:

PAGE STRUCTURE:

- **Skip to content:** Directly after the main heading is a hidden 'skip to content' link. This allows assistive device users to quickly skip over the site navigation to the page content.
- **Site navigation:** The site navigation appears across the top of all pages. The navigation items are displayed as a list of links.
- **Section navigation:** The section navigation arrow (green) which has links to each page within the relevant sections arrow (green) is displayed on the left side of all pages apart from the home page.
- **Content:** The main content appears to the right of the site navigation on all pages except the home page.
- **Footer information:** At the bottom of the page are links to our contact us page, accessibility (this page), and site map.

LINKS: The content of all text-based links has been written clearly and concisely to aid users with assistive devices.

IMAGES: Concise text alternatives have been provided for all content-related images. Images that are purely decorative have not been given text alternatives.

COLOR: Colors have been chosen to provide good contrast between text and backgrounds. We have avoided color combinations that are known to cause difficulties for people with vision impairment.

TEXT SIZE:

- **Internet Explorer:** If you are using Internet Explorer, you can change the font size by selecting the 'View' menu item and then selecting the 'Text Size' option (see the image below). Internet Explorer offers five size options (largest, large, medium, smaller, smallest). When you change this setting it will be remembered for all web sites that you visit.
 - If you are using Internet Explorer 7, you can hold down the CTRL key and press the plus (+) or minus (-) keys, which will increase or decrease the entire page.
- **Firefox:** If you are using Firefox, you can change the font size by selecting the 'View' menu item and then selecting the 'Text Size' option. Unlike Internet Explorer, you are not limited to five sizes; you can continue to increase or decrease the text size as needed. Firefox users can also hold down the CTRL key and press the plus (+) and minus (-) keys to increase or decrease the text size.
- **Safari:** If you are using Apple Safari, you can change the font size by selecting the 'View' menu item and then selecting either 'Make text bigger' or 'Make text smaller'. You can increase or decrease the text size as needed. Safari users can also hold down the COMMAND key and press the plus (+) and minus (-) keys to increase or decrease the text size.



NEW HAMPSHIRE

New Hampshire State Government is committed to making all electronic resources accessible to all users.

A key component of the state's e-Government Strategy and Architecture is “universal access.”

This requires all agencies to provide universally accessible websites that enable persons with disabilities to access them.

New Hampshire's Web and Mobile Application Accessibility Policy states that all New Hampshire State agency web and mobile applications shall comply with Title II of the Americans with Disabilities Act and be consistent in design and navigation with Section 508 of the Rehabilitation Act of 1973.

CAPTION REQUIREMENTS:

- Provide text equivalent for every non-text element (e.g., via “alt”, “longdesc”, or in element content) is required.
- Equivalent alternatives for any multimedia presentation must be synchronized with the presentation.

[Download the complete Web and Mobile Application Accessibility Standards.](#)





New Jersey's Web Accessibility Policy, revised in 2014, states that applicable state agencies must take reasonable steps to design and develop Web sites and Web services so that they are accessible to people with disabilities as well as those without disabilities.

The policy applies to web-based development (websites, web services and web-based applications) provided by Executive Branch agencies that operate websites as a public service. It applies to all temporary workers, volunteers, contractors, and those employed by contracted entities, and others who administer enterprise information resources.

Additionally, Independent State entities and web-based Commercial Off the-Shelf (COTS) applications are strongly encouraged to adopt the policy or a similar policy.

QUICK GUIDE TO NEW JERSEY'S POLICY

Agencies shall take reasonable steps to meet the Web accessibility standards issued by Section 508 of the Rehabilitation Act. Many items in the Section 508 standards are similar to the Priority 1 level checkpoints of the WCAG 1.0 developed by the World Wide Web Consortium (W3C), but there are some variances.

- Any revisions to the Section 508 Web access standards shall be incorporated as a requirement of this policy unless agencies are otherwise notified.
- Agencies are strongly encouraged to go beyond the Section 508 accessibility standards and incorporate the additional Web design techniques contained in the W3C's Web Content Accessibility Guidelines.
- All state agencies subject to the policy shall take reasonable steps to incorporate Web accessible design techniques when developing new Web pages, sites, and services. As existing Web pages, sites, and services are revised and updated, agencies shall take reasonable steps to ensure the accessibility of those pages, sites, and services.

To read the complete policy [click here](#).



New Mexico adheres to [Section 508 of the Rehabilitation Act](#) and has adopted WCAG 1.0 Conformance Level “Double-A.”

This conformance level means that all Priority 1 and 2 checkpoints are satisfied. The complete [WCAG 1.0 guidelines are available here](#).

Additionally, the State of New Mexico provides, upon request, reasonable accommodations including auxiliary aids and services necessary to afford an individual with a disability an equal opportunity to participate in all services, programs and activities.

While New Mexico does not have any additional standards or guidelines, universities should comply with WCAG 2.0 to protect themselves from lawsuits. The Department of Justice considers [WCAG 2.0](#) the new standard, while [WCAG 2.1](#) was released in June 2018.

[Read the New Mexico Accessibility Statement here.](#)





NEW YORK

The New York State Office for Technology and Chief Information Officer created the latest **Accessibility of Information Communication Technology Policy**, effective 3/26/2019.

NYS Policy NYS-P08-005
Accessibility of Information
Communication Technology can be
found in full at this link:
[Accessibility of Information
Communication Technology](#)

The goal of NYS P08-005 policy is intended to facilitate the full and complete use of State applications, websites, and other digital interfaces by the public and State employees. NYS P08-005 establishes minimum accessibility requirements to ensure that ICT developed, procured, maintained, or used by State Entities is accessible to people with disabilities.

This policy applies to all “State Government” entities as defined in Executive Order 117 or “State Agencies” as defined in Section 101 of the State Technology Law (“State Entities”), their employees, and all others, including third parties (such as local governments, consultants, vendors, and contractors), that use or access.





ENSURING COMPLIANCE

To assure compliance with the requirements of Section 508 and this policy, State Entities should:

- Conduct manual testing of ICT before production use, prior to any fundamental alterations, and biennial thereafter through the use of specialized software or services. In accordance with New York State Finance Law §§ 162 and 163, State Entities are encouraged to utilize Preferred Source offerings to obtain Digital Accessibility and Usability Testing and Remediation Reporting Services. For more information see <https://ogs.ny.gov/procurement/list-preferred-source-offerings>
- Maintain documented testing reports for each ICT until the next automated and manual testing is completed.
- Keep a list of ICTs and the current compliance status of each.
- Clearly post an “accessibility” link on the agency Home Page footer. The linked page should specify whom to contact with questions about the site’s accessibility and the accessibility of any other ICT under the control of the agency.

The state also has Undue Burden criteria. Access the [full criteria at this link](#).

CONTACT INFORMATION

Submit all inquiries and requests for future enhancements to the policy owner at:

WebNY Enterprise Platform Service Bureau
Reference: NYS-P08-005
NYS Office of Information Technology Services
State Capitol, ESP, P.O. Box 2062
Albany, NY 12220
Telephone: 518-457-3300
Email: webnysupport@its.ny.gov

Statewide technology policies, standards, and guidelines may be found at the following website: <http://www.its.ny.gov/tables/technologypolicyindex>



North Carolina prohibits discrimination under section 168A-7 of The North Carolina Persons with Disabilities Protection Act.

Websites and applications are required to have Level A compliance with WCAG 1.0 as a minimum and suggests everyone to adhere to Section 508 standards.

NC.gov and other state agency websites are designed to reduce barriers to content for visitors with disabilities by implementing requirements that allow an inclusive, accessible online experience for users with assistive technology.

EXAMPLES OF THE PLATFORM'S ACCESSIBLE DESIGN INCLUDE:

- Easy and logical navigation
- Access to information in a clear and consistent manner for screen readers
- Keyboard accessibility
- Legible fonts and high-contrast colors for easier readability

North Carolina State University Information and Communication Technology Accessibility Regulation

This official university regulation was originally passed as a web accessibility regulation in 2006 but was revised in August 2011 and then again in May 2017. The revised regulation expands coverage to include all information and communication technologies (ICT), not just websites.

It delineates between, and provides different requirements for the designing, developing or maintaining ICT resources, the purchasing of ICT resources, and the selection of ICT resources, including textbooks and other instructional tools. The NCSU policy is one of the few policies that explicitly includes an enforcement mechanism for non-compliance (see Section 4 – Reporting and Corrective Measures).

In addition to this, North Carolina is home to the Association on Higher Education and Disability (AHEAD). Detailed AHEAD higher education accessibility resources can be found on the AHEAD website.

Other Disability Organizations and Resources:

- [College Foundation of North Carolina](#)
- [Americans with Disabilities Act Document Center](#)
- [American Council of the Blind](#)
- [The Learning Ally Organization](#)
- [North Carolina Assistive Technology Program](#)

TIPS FOR TEACHERS TO CREATE ACCESSIBLE COURSE CONTENT

Make sure all documents are organized so that they are easy to navigate and understand.

Tips for documents include:

- Headings
- Sub Headings
- Table of Contents for long documents
- Use Sans Serif instead of Serif and use 12 pt. font or larger
- Small blocks of text
- Shorter sentences

Include alt text for images, graphs, and other non- text content. Create concise descriptions of the graphics for screen readers and students accessing the webpage via congested campus Wi-Fi.

Text that Stands Out

- Contrasting background and text color
- Larger font sizes

Helpful classroom accessible course content resources:

- Color Contrast Analyzer
- Accessibility Checker Tools (MS Office, Apple)
- HOS 508 Accessibility Checklist
- Captioning Course Content





NORTH DAKOTA

The North Dakota Department of Information Technology division created a group of standards and best practices for the development of accessible web pages by state agencies, made effective on November 2, 2004.

The North Dakota Department of Information Technology created a group of standards and best practices for the development of accessible web pages by state agencies, made effective on November 2, 2004. It aimed to create a common, compliant framework for the development of accessible websites in North Dakota that supports the function and mission of the entity. It also aims to establish a level of effectiveness with consistency and professionalism across the State of North Dakota web sites.

WEB STANDARDS

The web standards were updated in 2016. Under this policy, all web-sites are required to adhere the following guidelines:

- HTML shall validate to a World Wide Web Consortium's "W3C Recommendation".
- Cascading Style Sheets (CSS) shall validate to a "W3C Recommendation".
- All of the designs should meet the WCAG 2.0 AA accessibility guidelines and should be compliant with Section 508 of the Rehabilitation Act.
- All new web sites should be developed with responsive design functionality.
- Pages that are indexed by a search engine shall include the Meta tag "description" to describe the page's content.
- Every HTML page shall use a title tag containing information that is relevant to the page's content.

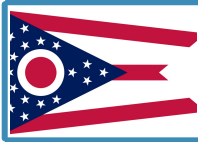
The North Dakota Department of Transportation, Information Technology division (NDDOT) also created an ADA Work Group consisting of representatives from several agencies and a consumer representative to review and address the issues of accessibility and technology. The ADA Work Group drafted a policy for the development of accessible web pages by state agencies, which was adopted by the state on September 25, 2001.

NDDOT WEB STANDARDS

The NDDOT web standards were updated in 2014 and were scheduled to be updated again in July of 2017. Under this policy, all websites are required to adhere the following guidelines:

- The website will follow the standards established under Section 508 of the Rehabilitation Act of 1973, amended 1998 by the Workforce Investment Act (Section 1194.22 and its subsequent amendments) as the minimal requirements for web accessibility.
- NDDOT requires all pages on the website to be 100% compliant with Priority Level 1 and 95% compliant with Priority Level 2 for W3C Web Content Accessibility Guidelines (WCAG).
- Substituting a text-only site or link for a graphic version in an effort to meet the required ADA Standards DOES NOT meet NDDOT requirements. The requirements are in place to make the graphic version ADA compliant, not to replace the graphics with text only. A text-only link may be used in conjunction with the graphic version in order to meet the ADA compliance requirements.
- Only one email from the site is used. The mailbox recipient(s) will be determined by NDDOT.
- All pages and documents of a website shall function properly and be accessible by the latest two versions of a web browser in the following group - Internet Explorer, Mozilla Firefox, Google Chrome, and Safari.
- To read the full policy and standards click [here](#).





The Ohio Department of Administrative Services created the Website Accessibility Administrative Policy (IT-09) in May 2017, establishing minimum website accessibility requirements for information and services provided on state-controlled websites.

The policy is applicable to every public facing State of Ohio websites. State agencies shall establish a website accessibility strategy that applies to the design, development, implementation and maintenance of public- facing agency Web pages.

IT-09 POLICY REQUIREMENTS

The IT-09 policy states that at a minimum, state-controlled Web sites shall meet the following requirements:

- Be compliant with the accessibility standards established by the Web Content Accessibility Guidelines (WCAG) 2.0, Level A and Level AA.
- Ensure that all contracted, in kind, or other third- party Web site development complies with the accessibility standards established by WCAG 2.0, Level A and Level AA.
- Include an accessibility statement at a minimum on the agency home page and primary entry points or provide a link to an accessibility statement. The accessibility statement shall describe:
 - A statement of compliance if compliance has been attained
 - A statement describing steps taken to ensure continuing compliance if compliance has been attained
 - A feedback mechanism for Internet visitors to report accessibility issues with the agency's Web site.

To read the complete Web Site Accessibility Policy [click here](#).

The Ohio State University Web Accessibility Policy

These standards were developed using the U.S. Access Board's Section 508 standards, supplemented by The Web Content Accessibility Guidelines as a benchmark for access to web based information and services.

In terms of captioning, these standards require there to be equivalent alternatives for any multimedia presentation that are synchronized with the presentation.

Examples of this include:

- Multimedia files on a department posted to a department page has synchronized captions.
- A web page supporting an on-campus course presents multimedia files and provides a separate statement about requesting captioning and the instructor/department has a letter from the Office for Disability Services outlining the time frame and various responsibilities for providing captioning.

Ohio State's web accessibility policy requires any website conducting university business to meet the university Minimum OSU Web Accessibility Standards.





The State of Oklahoma was among the first to adopt electronic information standards separate from federal statutes such as Section 508.

In 2004, Oklahoma passed HB 2197 for the provision of electronic and information technology accessibility.

The IT Accessibility law and standards model Section 508 and WCAG 1.0. They apply to all state agencies, state employees, contractors or any entity that deals with the State of Oklahoma.

A “State agency” is defined in the law as any office, officer, bureau, board, counsel, court, com- mission, institution, unit, division, body or house of the executive or judicial branches of the state government, whether elected or appointed, excluding political subdivisions of the state.

Included in this definition are the:

- Oklahoma State Regents for Higher Education
- Universities and all related agencies of the Oklahoma State System of Higher Education
- The State Board of Career and Technology Education
- Technology Center school districts.

CAPTION REQUIREMENTS

The IT accessibility standards match subsection 1194.22 of Section 508. This requires that captions for any multimedia presentation be synchronized with the presentation.

[Oklahoma's Information Technology Accessibility Standards can be read in full here.](#)



OREGON

Oregon does not have state-specific web accessibility policy, but is committed to providing all customers, including individuals with disabilities, access to Web-based information and services. Oregon is an equal opportunity employer/program, with auxiliary aids, alternate formats and language services are available upon request at no cost.

While it does not have any official policy, the [Oregon.gov](https://www.oregon.gov) site has posted guidelines that agency websites are encouraged to follow.

THESE GUIDELINES ARE AS FOLLOWS:

- Agency websites should adopt commonly- used file formats to ensure that information included on Oregon.gov is accessible to all citizens.
- Sites using audio and video files should take into consideration download time and indicate what plug-in or application is required.
- Graphics must be paired with descriptive words (ALT tags) to supplement the images.
- Graphics should be optimized to maintain quality at the smallest possible file size.
- It is suggested that you use Adobe Acrobat reader for viewing and printing Acrobat (PDF) files. In order to view, navigate and print PDF documents, users must first download the free Adobe Acrobat Reader software. Instructions for doing this are available at the Adobe Website.





Oregon State University

The University has a comprehensive web accessibility policy that covers all types of disabilities and solutions for making accessible content.

OSU POLICY STATES:

“For most people, it is easy to browse the web, they can point and click, visually skip over content they don’t want to read, listen and watch a video clip, and skim for what they are looking for. For those with disabilities, all of these things can be barriers to access if we don’t use the code, the methods, inherently provided by the creators of the web to ensure that it would be usable by all. We have the obligation to make sure our web presence works in the most inclusive and equal way possible.”

The [Policy on Information Technology Accessibility](#) requires that all new and revised content comply with WCAG 2.0 Level AA. In terms of students with hearing disabilities, captions and transcripts must be provided on all publicly available content.

This policy applies to all IT that is acquired, developed, distributed, used, purchased or implemented by or for any Oregon State University unit and used to provide university programs, services, or activities through websites or web-based applications.

To read more about [OSU web accessibility](#) [click here](#).



PENNSYLVANIA

Pennsylvania's Office for Information Technology published the Information Technology Accessibility Policy (ITB-ACC001) in 2010.

It is scheduled for review in January 2019. This policy requires any agency, board, or commission providing information through the web to take reasonable measures to ensure that individuals with disabilities can access, navigate, and otherwise obtain the same or equivalent information as those without disabilities.

While the policy applies to all departments, boards, commissions and councils under the Governor's jurisdiction, agencies not under the Governor's jurisdiction are strongly encouraged to follow this policy. [Take a look at the COVID-19 update here.](#)

In February 2017, the Commonwealth of Pennsylvania updated their website standards for all departments, boards, commissions and councils under the Governor's jurisdiction.

Agencies not under the Governor's jurisdiction are strongly encouraged to follow this ITP. In addition to Policy AD-69, [Policy AD-25 "Video Productions"](#) specifies that promotional videos should also comply with accessibility guidelines. [Download the complete website standards here.](#)

PENN STATE POLICY AND ACCESSIBILITY GUIDELINES

Penn State's [Policy AD-69 "Accessibility of Penn State Web Pages"](#) requires that all new web pages comply with WCAG 2.0 Level AA. Their policy was developed in response to legal action by National Federation of the Blind. The University agreed to:

- Complete a technology accessibility audit.
- Develop a corrective action strategy based on the audit findings;
- Develop a policy and accompanying procedures.
- Institute procurement procedures and include a requirement in its RFP process that bidders must meet WCAG 2.0 Level AA for web-based technology and Section 508 standards for other technology.
- Bring all university websites up to WCAG 2.0 Level AA compliance, specifically including the Library website.
- Replace their learning management system (ANGEL) with one that meets Section 508 guidelines.
- Implement accessibility solutions for class- room technologies including podiums and displays, as well as clickers; and request accessibility of websites and ATMs of banks that have a contractual relationship with the university.



Rhode Island's Web Standards for Universal Accessibility ensures that people with hearing, visual and other disabilities have equal access to public information that is available on the web.

State agencies and web page developers are encouraged to become familiar with the guidelines and accessibility checklist for achieving universal accessibility and apply the principles in designing and creating any official State of Rhode Island Portal.

RI.gov has adopted the Design of HTML Pages to increase accessibility to users with disabilities as the primary guideline to meet the objectives of the Universal Access for State Design policy. These published guidelines are maintained by professionals trained in the area of assistive and information technology.

CAPTION REQUIREMENTS

- Provide text transcriptions of all video clips.
- If possible, include captions or text tracts with a description or sounds of the movie.
- A text equivalent for every non-text element shall be provided via "alt" (alternative text attribute), "longdesc" (long description tag), or in element content.
- Web pages shall be designed so that all information required for navigation or meaning is not dependent on the ability to identify specific colors.
- Changes in the natural language (e.g., English to French) of a document's text and any text equivalents shall be clearly identified.
- Documents shall be organized so they are readable without requiring an associated style sheet.
- Web pages shall update equivalents for dynamic content whenever the dynamic content changes.
- Redundant text links shall be provided for each active region of a server-side image map.
- Client-side image maps shall be used whenever possible in place of server-side image maps.
- Data tables shall provide identification of row and column headers.
- Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- Frames shall be titled with text that facilitates frame identification and navigation.

The Universal Access Design Standards are being integrated into RI.gov and will continue to evolve as new technologies and opportunities emerge. Rhode Island's [Accessibility Checklist is available here.](#)



SOUTH CAROLINA

South Carolina does not have its own laws regarding web accessibility. but the organization, Access South Carolina Information Technology (ASCIT), works with state agencies and universities to improve the accessibility of information technology in South Carolina.

Some active ASCIT members include the Department of Education, the University of South Carolina, Clemson University, Midlands Technical College, and Winthrop University.

Since 2000, ASCIT has provided statewide leadership in developing accessible resources. This has encouraged state agencies to adopt Section 508 of the Rehabilitation Act, as well as WCAG 1.0 or 2.0.

The SC.gov site has committed to providing a web presence that enables full public access to South Carolina government information and services.





SOUTH DAKOTA

The state of South Dakota created the **Bureau of Information and Telecommunications (BIT)** to help state entities improve their information technology and accessibility offerings.

The BIT is responsible for creating “state government web development” policies to ensure equal access for the public.

Bureau of Information and Telecommunications

The BIT supports and maintains IT infrastructure across the state for all three government branches: Executive, Judicial and Legislative.

The BIT also has a set of standards for web development that follow the guidelines of the W3C’s WCAG and Section 508 of the Rehabilitation Act.

THESE STANDARDS INCLUDE:

The web standards were updated in 2016. Under this policy, all web- sites are required to adhere the following guidelines:

- Transcripts for all multimedia content
- Captions or text for audio content, including multimedia
- Descriptions of speakers and events in multimedia and video content

To view more information on web development standards for South Dakota, state entities can go to the [BIT development page](#).



Tennessee executive branch agency websites, which includes the Department of Education are subject to the same accessible Web standards as federal agencies.

The United States Access Board created the standards for Section 508 of the Rehabilitation Act. These 508 Standards can be [viewed on the Access Board's website.](#)

Additionally, the Department of Education provides a CTE Civil Rights Compliance Self- Assessment Checklist. This checklist is designed to assist your school system in better understanding the requirements for providing an equal learning environment for all students.

THE CTE GUIDELINES STATE THE FOLLOWING:

- Educational entity facilities are accessible for all students, including students with disabilities.
- The educational entity must ensure that equipment, software, and technology are accessible to students with disabilities.
- The educational entity should provide reasonable accommodations for students with disabilities.
- The educational entity should provide placement for an individual with a disability in the educational environment, to the maximum extent appropriate to the needs of the student.

[Read more about the CTE Civil Rights Compliance here.](#)

The [Tennessee Board of Regents](#) and the THEC Accessibility Task Force submitted higher education accessibility legislation in 2014. The TBR Accessibility Task Force has assembled representatives to evaluate future changes at the system level. You can find more resources at their [website here.](#)

Additionally, the Office of Academic Affairs is engaging campuses in dialogue, training, and assessment activities to make educational resources more accessible to more students. You can find the list of [recommendations here.](#)



Effective April 2020, the **Texas Administrative Code Chapter 206** addresses the accessibility policy for all state websites. **Subchapter B section 206.50** details the accessibility standards for state agency websites, while **Subchapter C section 206.70** details the accessibility standards for institution of higher education websites.

TAC SUBCHAPTER C

TAC 206.70 requires that all institutions of higher education create accessibility policies for media and websites. These outlined standards need to adhere to Section 508 Subsection B (1194.22), as well as requirements outlined in TAC 206.70(c).

TAC 206.70(c) was established in September of 2006 and was last updated in April of 2020.

These standards require higher education institutions to:

- Must consider captioning and alternative forms of accommodation for videos posted on state websites.
- Comply with request for accommodation of a webcast of a live/real time open meeting, training, or informational video.
- When compliance cannot be accomplished for an EIR, an alternative version of the page, form, application, document, or other EIR with equivalent information or functionality, must be provided.
- Unless an exception applies, all new or changed web page/site designs must be tested by the institution of higher education using one or more EIR accessibility validation tools

Websites and web applications should be designed to support:

- Variations in internet connection speeds and emerging communications protocols and technologies
- Ability to adapt content to end user devices such as mobile phone, tablets, or other devices.

[Full policy can be found here.](#)

Texas State Accessibility Law Resources

You can go visit [TAC 206.70\(c\)](#) to read the full accessibility standards. Other resources include:

- [Rule 213.37 Exemptions and Exceptions](#)
- [EIR Accessibility Tools and Resources](#)
- [2020 - 2021 Accommodation Resources from TEA](#)

The [Office of the Texas Secretary of State](#) is firmly committed to making its website accessible to all of its users.



In 2011, Utah’s Department of Technology Services published the State of Utah Web Standards and Guidelines. Section 4.1, titled, Utah Accessibility Policy, applies to all new website development in the state. Additionally, existing websites must be made compliant with these standards.

Because government has a responsibility to provide service to all citizens and businesses in its jurisdiction, the State of Utah ensures reasonable efforts to accommodate all users by following the W3C recommendations and 508 guidelines.

This policy describes these accessibility standards and may be updated periodically.

In response to the need to ensure equal access to electronic and information technologies, the state of Utah has developed the following set of standards for Web page design:





DESIGN STANDARDS

Straightforward Design - Our website uses simple information architecture, organized navigation and reliable headings throughout. Utah has adopted a statewide header used on every state agency website to provide consistency to the user and an easy way to navigate back to the home page regardless of location.

Images with Alternative Text - This text provides further detail for an image or destination of a hyperlinked image. It is commonly called an ALT tag, and they are accessible to screen readers, and visible when the mouse is placed over the image. They also provide a description of graphics for people who have images turned off in their browser.

Relative Font Sizing - The font size of the website can be modified to small, medium, or large under “my settings” at the top of the page.

The Navigation - The main navigation, located just below the title banner (Utah.gov logo), uses lists. Lists make it easier for screen readers to literally read down the list without having to sort through unnecessary code.

The full [Web Standards and Guidelines](#) are available here. If you are having accessibility or usability issues with Utah.gov websites, please call the Utah.gov Support team at 801-983-0275.

Style Sheets - Cascading Style Sheets (CSS) centralize the style information for the website. Using CSS allows for greater flexibility when a style change is needed to accommodate a specific disability. It also keeps the code clean and is faster to download.

Layout - The design uses a flexible layout, built to optimize viewing for the vast majority of visitors. The layout will accommodate any screen resolution, mobile or tablet device.

Multimedia - When available, the transcripts of audio and video description are linked with the file. Videos are provided using an HTML5 player allowing media to be viewed on iPhone and iPad devices.

Hypertext Links - Text is specifically chosen to make sense when read out of context, so all users know where they are going when they select a link.

Scripts and AJAX - Alternative methods for searching or alternative content are provided in case active features are inaccessible or unsupported by a user’s browser. When JavaScript is not available, this is automatically detected, and the proper non-JavaScript version of the site is utilized.

Accessibility Validation - Our design work is checked using tools, checklists, and guidelines at <https://www.w3.org/TR/WCAG21/>.



VERMONT

In 2006, the State Technology Collaborate (STC) created the Web Accessibility Requirements to ensure equal access to all public information made available on the web by the state.

The policy applies to the websites of all three branches of Vermont State Government, including all state agencies and departments and state sponsored organizations including all boards and councils.

The Vermont Web Accessibility Requirements require all state websites to meet or exceed all Section 508 requirements and all WCAG 1.0 Priority 1 checkpoints, and Priority 2 and 3 checkpoints as needed.

In addition to these standards, Vermont.gov supplies a [Checklist of Design Considerations](#) that are recommended for web developers to follow.

CAPTION REQUIREMENTS

Vermont's policy requires WCAG 1.0 Priority 1 checkpoints to be met. This means synchronized captions for all video presentations are required.

Many states combine several different standards when they are creating their particular accessibility policy. By selecting elements from multiple guidelines, state governments can create a more comprehensive policy for all state residents.

Find additional [resources for accessible web design here](#) and visit the Vermont.gov accessibility page to follow any policy updates, including 2021 updates.



VIRGINIA

If you work in Virginia, you may be familiar with the state’s web accessibility requirements. The Commonwealth created the Virginia Information Technology Agency (VITA) to provide cyber security, IT infrastructure services and IT governance. These duties include drafting web accessibility policies and standards.

In 2017 the most recent version of the Virginia Information Technology Accessibility and Website Standards were published and all websites, applications and online multimedia created since then must adhere to the guidelines.

This standard is applicable to any website that is the property of the Commonwealth of Virginia.

Virginia’s Closed Captioning Standards

All executive branch agencies and institutions of higher education that are covered under this standard have to use captions for recorded training and informational products.

CAPTIONS SHOULD BE:

Synchronized: the text content should appear at approximately the same time that audio would be available.

Equivalent: content provided in captions should be equivalent to that of the spoken word.

Accessible: caption content should be readily accessible and available to those who need it.

If the training or informational products are televised, VITA requires entities to adhere to FCC mandates regarding closed captions.

VITA also wants entities to test information technology to make sure it adheres to the Accessibility Standard. Although there are tools available, the agency believes that human testing is more reliable and ensures quality.

While the Virginia Information Technology Accessibility Standard is basic in terms of captioning requirements, VITA is always evaluating the standard based on technology changes and other accessibility standards.

It is important to make sure you are up to date with the latest policies published by VITA to ensure security and accessibility.

View the complete [Accessibility and Website Standards here.](#)



WASHINGTON

The state of Washington joins the group of other states who have modeled their accessibility policies after Section 508 and W3C guidelines.

In 2017, the office of the Chief Information Officer adopted Policy #188 “Accessibility.”

This policy applies to all executive and judicial branch agencies and educational institutions, that operate, manage, or use Information Technology services or equipment to support critical state business functions.

This means state colleges and universities need to make all eLearning materials accessible by adding alt text to graphs, providing transcripts of audio recordings, and adding closed captioning to online video, for a start.

The minimum accessibility standards require Level AA compliance with WCAG 2.0. The full accessibility policy requires:

POLICY #188 (UPDATED MARCH 2020)

1. All covered technology must be accessible to and usable by individuals with disabilities, either directly or by supporting the use of assistive technology. Standard 188.10 – Minimum Accessibility Standard outlines the minimum levels for compliance. This includes all covered technology acquired, procured, developed or substantially modified or substantially enhanced after the effective date of the policy, including software available at no cost.
2. Where a covered technology is not able to be brought into compliance, the system or content owner is responsible to provide individuals with disabilities equivalent access.
3. Agencies must have identified an information technology accessibility coordinator to be the key contact regarding the agency’s information technology accessibility plan and to have supported complaint resolution by June 30, 2017.
4. Agencies must have developed policy and processes to support and ensure compliance with this policy and associated standard by June 30, 2017.
5. Agencies must develop, implement and maintain an Accessibility Plan that identifies how the agency will ensure new covered technologies are accessible and the plan for making existing covered technologies accessible.
 - a. Agency plans must at least contain:
 - i. A list of prioritized non-accessible covered technology, recommended alternative access methods and actions being taken to correct the issue.
 - ii. Contact information for the agency accessibility coordinator.
 - iii. Describe the agency policy concerning accessibility.
 - b. The initial agency plan must be developed by June 30, 2017.

[View full Accessibility Policy here.](#)



UNIVERSITY OF WASHINGTON

The University of Washington created their IT Accessibility Guidelines in May 2015, updating them again in February 2020. These guidelines are aimed to provide guidance to campus units and individuals employed by UW as they strive to ensure that people with disabilities have access to the same services and content that are available to people without disabilities. This includes services and content made available through the use of information technology (IT).

IT procured, developed, maintained, and used by the UW should provide substantially **similar functionality, experience, and information access to individuals with disabilities as it provides to others.**

Examples of IT covered by this policy include web sites, software systems, electronic documents, videos, and electronic equipment such as information kiosks, telephones, and digital signs.

The [University of Washington IT Accessibility Guidelines](#) can be viewed here. Along with these guidelines, UW provides multiple resources including:

- [Accessible Technology at the University of Washington \(AT-UW\)](#)
- [IT Accessibility Checklist](#)
- [Access Technology Center](#)
- [Web Content Accessibility Guidelines 2.0](#)

HELPFUL DEFINITIONS

Closed Captions

Captions are the visual text display of the audio portion of video or audio media programming. Captions are native-language to the medium rather than a translation to another language. They are more commonly used as a service to help deaf and hard of hearing audiences, but there are many other benefits too.

Subtitles

Subtitles are predominantly used as a way of translating a medium into another language, allowing those that speak another language to consume the content. For instance, English audiences would be unable to follow the plot of a French or Spanish movie, unless subtitles were used.

Transcripts

A transcript is the written or printed version of your video or media content. As a result of posting media transcripts, search engines will be able to “read” your media. Currently, there is no way for technology to “watch” your video, so you must turn your video into SEO- friendly transcribed text.



WEST VIRGINIA

The State of West Virginia strives for all state and educational websites to be made accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act and the W3C's Web Content Accessibility Guidelines.

In 2011, West Virginia also adopted the revised ADA standards. The revised Title II rule adopted new Standards for Accessible Design that are consistent with the minimum ADA/ABA Accessibility Guidelines developed by the Access Board. The final rule also amends the existing title II regulation to make it consistent with current policies and published guidance.

These design standards have been harmonized with the Federal standards implementing the Architectural Barriers Act and with the private sector model codes that are adopted by most States.

For more information: Copies of the title II rule, the 2010 Standards are available at <http://www.ada.gov>

APPLICABLE LAWS

Additionally, there are a number of laws in West Virginia which impact the lives of people with disabilities. Below is a listing of some of these laws.

- [Abuse or neglect of incapacitated adults](#)
- [Adaptive technologies for nonvisual access Assistive Devices \(Lemon Law\)](#)
- [Blind person's literacy rights and education](#)
- [Deaf interpreters](#)
- [Personal Assistance services for people with disabilities](#)
- [Supported Employment](#)
- [Technology-related assistance revolving loan fund](#)
- [Universities and college services to meet needs of students with handicapping conditions](#)

[Updated coronavirus policy is also accessible here](#)



The State of Wisconsin accessibility policy requires state websites to meet a set of accessibility requirements based on Section 508 of the U.S. Rehabilitation Act.

These include:

- Providing text equivalents for images
- Creating accessible forms
- Supporting flexible font sizes
- Insuring sites are functional without a mouse
- Limiting use of Flash and JavaScript. When used, insuring the site is still functional if these technologies are not available to users

[Click here for information provided by the state to help create accessible websites.](#)

University of Wisconsin-Madison Web Accessibility Policy

UW-Madison's policy was originally passed in 2000 and may have been the first of its kind in higher education. Now in its third revision, it continues to be a model policy document.

THE UW-MADISON'S POLICY STATES

All new or revised Web pages and other Web resources published, hosted or otherwise provided by the University must be in compliance with the World Wide Web standards defined in the Federal Rehabilitation Act Section 508, specifically subsections 1194.22 and subsection 1194.31

Web pages or resources specifically requested to be made accessible as part of a formal accommodation request shall be made accessible as soon as possible, or an equally effective alternative shall be provided. Equally effective means that it communicates the same information and provides the equivalent functions in as timely a fashion as does the Web page or resource.

Each Web site must contain an accessible link or a person to contact if users have trouble accessing content within the site. This would usually be the Web developer or publisher. The addition of a link or contact person is not sufficient, in and of itself, to comply with the World Wide Web Accessibility Policy.

Additionally, The University, along with UW–System, endorses the Guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act.



WYOMING

The State of Wyoming does not currently have its own web accessibility laws. Public and private universities must comply with Title II and III of the ADA and Federal agencies must comply with Section 504 and 508 of the Rehabilitation Act.

The University of Wyoming works with Wyoming Institute for Disabilities (WIND) in ensuring information is accessible for people with disabilities. You can contact WIND at (307) 766-2561 / TTY: 1- 800-908-7011 or E-mail wind-information@uwoyo.edu.

The following is a list of resources designed to assist individuals and organizations in Wyoming government and higher education in making their websites accessible to people with vision and hearing impairments, intellectual disabilities, and motor disabilities.

[WebAIM](#)

WebAIM stands for Web Accessibility in Mind, which is part of the Utah State University's Center for Persons with Disabilities. The site features many useful articles promoting the idea of designing accessible web pages, and guidelines and instructions for making websites accessible. Their WAVE feature allows a web page to be analyzed for accessibility.

[W3C Web Accessibility Initiative](#)

W3C offers tips and guidelines for both users with disabilities and website developers. They explain why it is important for the web to be accessible and then provide resources to assist developers to make their websites accessible.

[Section 508.gov](#)

This website provides highly detailed information about laws, regulations and standards surrounding web accessibility. Comprehensive training is offered to anyone interested, but is targeted to federal agencies.

[A Checker](#)

This is a very straightforward accessibility checker for single web pages. It provides feedback on parts of a website that need corrections to allow more comprehensive accessibility. A Checker identifies three types of problems: known, likely, and potential.

[Introduction to Web Accessibility](#)

This user-friendly site offers instructions on how to make websites accessible to users with vision impairments. It does not address issues pertaining to other disabilities. The training is geared toward web developers of business related or even more casual websites.

[Accessify](#)

This resource is targeted towards busy web developers who need to get things done and want to make their sites accessible. It features tools that make developing functionality in webpages easy and in an accessible fashion.

09

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

In 1975 to the Individuals with Disabilities Education Act (IDEA), was passed to ensure that every child in America receives equal access to education. It is made of four parts:

PART A: Contains general provisions, definitions and other issues

PART B: Addresses special education and related services for children and youth (ages 3-21)

PART C: Addresses early intervention services for infants and toddlers with disabilities (birth-2)

PART D: Details national activities to improve education of children with disabilities

THE ACT HAS BEEN AMENDED SEVERAL TIMES SINCE ITS INCEPTION. BUT THE SPIRIT OF THE LAW REMAINS THE SAME:

First, the law ensures that all individuals with special needs have access to a free public education. Schools are obligated to teach students with disabilities in a classroom environment whenever possible and to provide them with the tools necessary to succeed.

Second, IDEA provides parents a voice in their child's education. Parents can collaborate and have input in the educational decisions the school makes giving their child specific rights and protections.

IDEA is built on six principles:

- Individualized Education Program (IEP)
- Free Appropriate Public Education
- Least Restrictive Environment (LRE)
- Appropriate Evaluation
- Parent and Teacher Participation
- Procedural Safeguards

IDEA Regulations

- Provide definitions related to purchase of and access to instructional materials.
- Require the adoption of NIMAS.
- Establish SEA rights and responsibilities.
- Establish requirements for the preparation and delivery of files.
- Require collaboration with state agencies providing assistive technology programs.

10

AHEAD'S ACCESSING HIGHER GROUND

The Association on Higher Education and Disability (AHEAD) is a professional membership organization that develops policies and quality services to meet the needs of persons with disabilities involved in all areas of higher education.

The AHEAD Board of Directors launched Accessing Higher Ground, an annual conference that focuses on the implementation and benefits of:

- Accessible media, Universal Design and Assistive Technology in the university, business and public setting;
- Legal and policy issues, including ADA and 508 compliances;
- The creation of accessible media and information resources, including Webpages and library resources.

For more information on [Accessing Higher Ground](#) or to [register for the conference](#), [click here](#).



11

Resources

- [1. The Americans with Disabilities Act \(ADA\) Highlights and Overview](#)
- [2. The Changing Higher Education Recruitment Landscape eBook](#)
- [3. ADA, Title III Regulations](#)
- [4. The Web Content Accessibility Guidelines \(WCAG 2.0\)](#)
- [5. University Law: Legal Questions](#)
- [6. Section 508 Compliance Overview](#)
- [7. Summary of 508 Compliance PDF](#)
- [8. Section 508 ICT Refresh](#)
- [9. IDEA overview and history](#)
- [10. Equal Access: Design of Distance Education Learning Program](#)
- [11. FCC Consumer Guide - Captioning of Internet Programming](#)
- [12. Example Policies in Higher Education](#)
- [13. 2020 - 2021 State & Federal Accessibility Guidelines eBook](#)
- [14. Grants & Funding 2019 - 2020 eBook](#)
- [15. WCAG 2.1 For Video Accessibility Overview](#)





The 99% Captioning Compliance Checklist

Print and use this checklist to ensure that your captioning program is in compliance.

- Matches the spoken words in the dialogue in their original language to the fullest extent possible and include full lyrics when provided on the audio track.
- Contains all words in spoken order.
- Uses proper spelling, homophones, tense, punctuation, capitalization, and the proper representation of numbers.
- Does not rewrite or paraphrase dialogue.
- Does not use synonyms to replace actual dialogue.
- Represents speaker tone of voice where necessary to understand the dialogue.
- Uses slang and grammatical errors as part of the dialogue where necessary to properly represent the dialog.
- Indicates utterances and false starts where necessary to accurately mirror the hearing-person's experience.
- Includes nonverbal information that is not observable, such as who is speaking, multiple speakers, music sound tags, sound effects, audience reaction, and background noise.
- Coincides with the corresponding dialogue as closely as possible. Paces and synchronizes at a speed that is legible by the viewer
- Occurs from beginning to end of the program without interruption, to the fullest extent possible. (This is required for "fully accessible" status.)
- Re-editing of content requires re-editing of captions.
- Has a font size appropriate for legibility.
- Placement and size provides for easy readability for both the caption content and screen content.

THANK YOU

cielo24



CIELO24.COM | HELLO@CIELO24.COM | 1 855 243 5624

