I. Institutional Regulations

A. Des Moines Area Community College will provide accessible websites and accessible online platforms. The college will work to comply with best practices and standards as defined by Section 508 of the U.S. Rehabilitation Act, level A-AA of the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 2.0, and the Americans with Disabilities Act (ADA). Website pages will be assessed through an ongoing process by a W3C compliant validation product that monitors compliance with WCAG 2.0 guidelines.

B. Digital and Web content accessibility standards will apply to DMACC and vendor generated digital and web based content and platforms, including, but not limited to, websites (both DMACC and any licensed websites), learning management systems, course content (publisher and instructor generated and purchased), student information systems, and digital and web based media.

C. Acquired digital and web-based content and platforms will be reviewed by the Provost and approved by the program Dean to include review of the WCAG 2.0 guidelines prior to purchase or use.

D. Unless otherwise approved, all videos will be closed captioned and all publisher content will utilize text-to-speech functionality.

E. All approved software will be reviewed by the Executive Director of Information Technology prior to purchase.

II. Procedure

A. Digital media and Web content accessibility is defined as meeting W3CG 2.0 for web accessibility levels A and AA to include:

1. Information and user interface is to be presentable to users in ways users can perceive.
   a. **Guideline 1.1 – Text Alternatives:** Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.
      - When an image is to be accessed online, a brief text description in the “Image Description” or “Alt Text” field for the content and function of that image is to be added. The description takes the place of images when read by screen readers.
      - If the image is necessary to understand the concept or is being used as a teaching aid, when inserting the image, a description is to be given of what the image is trying to convey. If the image is for decoration only and serves no function, this element may be ignored.

   b. **Guideline 1.2 – Time-based Media:** Provide alternatives for time-based media.
      - Time-based media (audio or video paired with multimedia) is to have a text based alternative and/or closed captioning for users to access.

   c. **Guideline 1.3 – Adaptable:** Create content that can be presented in different ways (for example simpler layout) without losing information or structure.
      - DMACC systems will ensure adaptable navigation.
Activities that need to be completed in a certain sequence are to be arranged that way for users.

Content is to be structured in an accessible manner.

d. **Guideline 1.4** – Distinguishable: Make it easier for users to see and hear content including separating foreground from background.
   - Language is to be used to emphasize and convey information, importance, or required action rather than color, font styles or highlighting of text.
   - Created media or other files are to have as much contrast between background and foreground as possible.
   - Audio or video set to play automatically is to have controls to pause, stop, and adjust the volume.
   - Text is to be resizable using the browser or system. HTML markup is not to be used to control text size.

2. User interface components and navigation are to be operable.

   a. **Guideline 2.1** – Keyboard Accessible: Make all functionality available from a keyboard.
      - All users are to have access to content using multiple input types like an on-screen keyboard, speech input software or assistive technology.

   b. **Guideline 2.2** – Enough Time: Provide users enough time to read and use content.
      - For timed quizzes/tests/exams, users are to know ahead of time how much time they will have (the time limit and its availability). Accommodate users who require a longer time period to complete exams as determined in an accommodation letter provided by Disability Services.
      - For course content, leave the content available for users once it opens. If course content access is controlled by making it unavailable while exams are in progress, ensure the content is available once the exam date passes.
      - Media (video, PowerPoint shows and animations) with moving, blinking, or scrolling images are to have controls to pause, stop, or hide the movement.
      - If the content controls are not available, an alternative file that allows users to understand the meaning of the content is to be provided.

   c. **Guideline 2.3** – Seizures: Do not design content in a way that is known to cause seizures.
      - Avoid animations, videos, or any other item that flashes more than three times per second.

   d. **Guideline 2.4** – Navigable: Provide ways to help users navigate, find content, and determine where they are.
      - Ensure appropriate navigation options are built into online content, provide an area for users to navigate back, and sequence content to allow users to know where they are within the content and where they can go within the content.
      - Within Blackboard, use the default course navigation menu without any modifications.
      - If links are added to an online course, ensure the clickable link text is brief and descriptive so it can be understood out of context (i.e., without reading the text around the link, users should know where the link is going or its purpose). Avoid vague wording like “to see the video click here” where “here” is the link.
      - When using text, use appropriate headings with actual heading styles. Avoid simply making the text larger so it visually looks like a heading.

3. Information and the operation of user interface is to be understandable.

   a. **Guideline 3.1** – Readable: Make text content readable and understandable.
      - Anyone developing content must designate the language attribute in the HTML.

      - DMACC systems will handle most of the navigation. Navigation must be consistent.
c. **Guideline 3.3** – Input Assistance: Help users avoid and correct mistakes.
   - DMACC systems will indicate when an input is required and identify when corrections are needed.
   - Ensure tools have labels and instructions for inputs and functions.

4. Content is to be interpreted reliably by a wide variety of user agents, including assistive technologies.
   a. **Guideline 4.1** – Compatible: Maximize compatibility with current and future user agents, including assistive technologies.
      - Generated HTML will include all tags required for assistive technology to be able to interpret and access. When generating custom scripts or markup, all required tags/attributes are to be included, used appropriately, and meet web standards.

B. The College will address accessibility requirements by providing training resources and ongoing review.

C. Before purchasing new digital or web based content or media, the purchaser is to ensure that the item(s) meet(s) required accessibility standards or determine how accessibility will be addressed, if not fully accessible.

1. The purchaser is to complete the *Digital Accessibility Review Form*, review and print the company’s Voluntary Product Technology statement (VPAT 2.0) when available, and request that the vendor complete and return the *WCAG 2.0 Digital Support Checklist*. The purchaser is to submit these items to the Provost for review and to the program Dean for approval prior to purchase. The Provost and Dean will review and address the purchase.

2. Provosts/Deans may request assistance from the Digital and Web Based Content Accessibility committee.

3. Repeat this process before renewal of any digital product.

D. The DMACC Digital and Web Based Content Accessibility Committee will be comprised of faculty and individuals who work within web development, information technology, Blackboard design, instructional design, disability services, and others as determined. The committee is to be overseen by the Executive Director of Information Solutions with guidance by the Vice President of Academic Affairs. The function of the committee is to review and provide guidance regarding accessibility.

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**APPROVED:**

Executive Dean, Student Services

Date: ______________

Executive Vice President, College Operations

Date: ______________