

# Accessibility, You, and MSU

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# Equality/Equity/Barrier Free

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



# Legal Requirements

- Universities must provide qualified individuals with disabilities **EQUAL ACCESS** to their programs and services. . .

*unless doing so would constitute a fundamental alteration*

- Communication with persons with disabilities must be **AS EFFECTIVE** as communications with others



# Web Accessibility Policy

**Michigan State University is committed to facilitating access to University instruction, communication, research, and business processes, while enhancing community building for the broadest possible audience.**

The University strives to employ principles of Universal Design and use the Web Accessibility Technical Guidelines (WA Technical Guidelines) and standards in the design, implementation, enhancement, and replacement of Web content and services. In doing so, MSU aims to improve access to both current and emerging technologies.



Web presence = front porch to your program



# Inaccessible Handout Video



# MSU's Core Values

- Quality
- Inclusiveness
- Connectivity

*Inclusion both underpins and stems from our commitment to quality and must be at the core of the MSU experience. Inclusion is not limited to ensuring various constituencies are accounted for, but rather is an overarching philosophy that starts with a belief in the value of varying perspectives and a promise of mutual respect. **Our commitment to inclusion means we embrace opportunities for all.***



# Educational Mission

*To advance knowledge and transform lives*

*Access to higher education = access to  
opportunity*

- Innovation
- Universal design





## Building a culture of inclusion and accessibility in your unit

- Ensure that unit websites and materials are accessible.
- Ensure that purchases are made through established procurement process.
- Communicate expectations for accessible content to faculty and staff in your unit.
- Provide access to resources and information



## Keys to Success

- Identify essential academic requirements
- Take a proactive approach to accessibility in the classroom and other academic programs and activities as well in your online presence
- Know your resources and partners



# Accessibility Resources

	Accommodations in programs and services (including employment)	Web Accessibility	Accessibility in EIT Purchases	Facility Accessibility
<b>Policies and Procedures</b>	<a href="#">ADA/Reasonable Accommodation Policy</a>	<a href="#">Web Accessibility Policy</a>	<a href="#">EIT Purchasing Process</a>	<a href="#">Barrier Free Access Statement</a>
<b>Campus Resources &amp; Committees</b>	<ul style="list-style-type: none"> <li>• <a href="#">Resource Center for Persons with Disabilities (RCPD)</a></li> <li>• <a href="#">Office of the ADA Coordinator</a></li> <li>• <a href="#">President’s Advisory Council on Persons with Disabilities</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Digital Content &amp; Accessibility Team</a></li> <li>• <a href="#">MAU Web Liaisons</a></li> <li>• <a href="#">Usability/Accessibility Research and Consulting</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Purchasing Department</a></li> <li>• <a href="#">Digital Content &amp; Accessibility Team</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Facilities Planning &amp; Space Management</a></li> <li>• <a href="#">Barrier Free Committee</a></li> <li>• <a href="#">Infrastructure, Planning, and Facilities</a></li> </ul>
<b>Tools and Support</b>		<ul style="list-style-type: none"> <li>• <a href="#">Web Access 5-Year Plans</a></li> <li>• <a href="#">Web Access Annual Self Reviews</a></li> <li>• <a href="#">Technical Guidelines</a></li> <li>• <a href="#">Inaccessible Digital Content Report Form</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Accessibility Suggestions Form</a></li> <li>• <a href="#">Project Summary</a></li> </ul>	

## QUICK TIPS: Online Content Accessibility



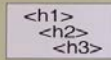
### Text and Contrast

Check that text has a strong contrast against the page background.



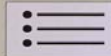
### Text Styles

Use more than color to denote differences, emphasis, and content meaning.



### Heading Styles

Use descriptive heading styles to designate content organization.



### List Styles

Use bulleted or numbered list styles to denote list structure.



### Alternative Text

Provide alternative text for images, graphs, and charts.



### Multiple Avenues for Multimedia

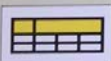
Supply multiple avenues for multimedia content (e.g., audio with a transcript or video with captioning).



### Added Context

Use descriptive titles, headers, and link text to provide added context.

Do not rely solely on references to shape, size, or position to describe content.



### Tables

Format and use simple tables with column and row headers.

The "Basic Checklist: Online Content Accessibility" with more details is at [webaccess.msu.edu/basiclist](http://webaccess.msu.edu/basiclist).



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Web Accessibility — [webaccess.msu.edu](http://webaccess.msu.edu)

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Questions?

