# Electronic and Information Technology Accessibility StandardsLoyola University Maryland

## Purpose

Loyola University Maryland values diverse experiences and perspectives and strives to fully include everyone who engages with the University. Inaccessible information technology (“IT”) negatively affects people with a variety of disabilities. The purpose of this document is to provide guidance to Loyola University Maryland administrators, faculty, staff, and students for fulfilling Loyola’s commitment to equal access to information technology.

Loyola makes its offerings accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (“ADA”) and the Amendments Act of 2008. Loyola University Maryland, as a Jesuit Catholic institution driven by the core value of *cura personalis*, is committed to recognizing the fundamental dignity of all human beings, which entails a regard for the particular needs of each individual in the community. As such, Loyola is committed to promoting accessibility for all members of its community who have disabilities – whether they are students, employees, or visitors – so they can easily access the University’s campus, programs, services, and electronic resources.

## Scope

With respect to these guidelines, "accessible" IT means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and use the same services as a person without a disability in an equally effective and integrated manner. A person with a disability should be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to persons without disabilities, it still must ensure equal opportunity to experience the educational benefits and opportunities afforded by the technology. These guidelines apply to all segments of the University, including academic, research, administrative, and all other units who support the University’s mission and support services. The University uses available resources to achieve these guidelines. The University also requires that all purchases and acquisitions of electronic and information technology through third party vendors are accessible.

### IT covered by the guidelines include, but are not limited to, the following:

• Websites

• Software applications

• Computers and peripherals

### Examples within the above categories are as follows:

• Web based applications

• Learning management systems

• Campus-wide administrative applications

• Content management systems

• Classroom technologies

• Lecture capture solutions

• Cloud-based applications

• Email and calendars

• Library resources

Considering accessibility throughout the design and creation process reduces the need for expensive and time-consuming revisions. Below are a few recommendations for creating accessible content from inception and conducting simple accessibility tests.

* **Usable without a mouse -** Ensure that all links, buttons, menus, and controls in web pages and applications can be used without a mouse and can be navigated using only the keyboard. Whether an interface is functional using a keyboard alone is often a reliable indicator of overall accessibility.
* **Captioning of video and audio content -** Add text versions of the audio content that are synchronized with the video. If this is not feasible, then create a transcript of the video or audio content.
* **Document structure -** Create web pages, Word documents, and PDF files that have good structure, including the use of headings, sub-headings, and lists that make these documents easier for users to understand and navigate.
* **Accessible images -** Include alternate text for graphics and avoid images of text. People who cannot see an image rely on alternate text to access its content, and all document formats support this feature.
* **Test with accessibility checker tools -** Use online accessibility checkers and/or web browser plug-ins to identify common accessibility problems. There are many tools available to assist with accessibility efforts.

For individual consultation on making IT accessible, contact the Disability Support Services office, the Office for Educational Technology or the Office of Digital Teaching and Learning included in the campus resources listed below.

## Standards

Technologies and standards evolve at a rapid pace. Loyola University Maryland looks to the Web Content Accessibility Guidelines (“WCAG”) 2.0 developed by the World Wide Web Consortium (“W3C”) Level AA for guidance in meeting its IT accessibility commitments. The WCAG guidelines can be found at the [W3C WCAG Organization website](https://www.w3.org/WAI/intro/wcag). WCAG 2.0 provides success criteria for measuring web accessibility and useful metrics for products and services that are not specifically web based.

## Resources

The following resources can assist the Loyola community in understanding and meeting accessibility goals. These resources can also be used as a reference for vendors and contractors providing products and services to Loyola University Maryland.

The [Technology Accessibility at Loyola website](http://www.loyola.edu/department/accessibility) is designed to help campus units work toward improving their IT accessibility. The website provides guidance for the creation of new materials in word processing, presentations, spreadsheets, videos, websites, PDF documents, captioning videos, among other helpful tools. In addition, it also assists users to evaluate existing materials to ensure that they are accessible such as identifying web accessibility issues, checking accessibility in Microsoft Word and PDF documents in Adobe Acrobat.

### Support and Training Resources

* [Disability Support Services](http://www.loyola.edu/department/dss)
* [Technology Services Accessibility Resources](http://www.loyola.edu/department/accessibility)
* Services in the Loyola Notre Dame Library (“LNDL”) for Users with Disabilities:
	+ [Getting Started](http://guides.lndlibrary.org/adaptivetechnology)
	+ [Physical Library Access](http://guides.lndlibrary.org/adaptivetechnology/libraryaccess)
	+ [Adaptive Technology in the Library](http://guides.lndlibrary.org/adaptivetechnology/ATLab)

The LNDL mainstreamed both accessible hardware and software technology for learning disabilities, ADHD, speech, communication disorders, cognitive disorders, visual impairments, and mobility impairments.

* + [Captioning on Library Videos](http://guides.lndlibrary.org/c.php?g=360159&p=4915248)
	+ [Accessible PDFs](http://guides.lndlibrary.org/c.php?g=360159&p=4915398)

In addition to helping members of the Loyola/Notre Dame community with disabilities, many of these items will be helpful for students and professors in academic programs such as speech pathology, education, psychology, and engineering. It will also assist all members of the Loyola community with testing and developing accessible materials**.**

## Legal and Policy Requirements

* [Section 504 of the Rehabilitation Act of 1973 Part 104](https://www2.ed.gov/policy/rights/reg/ocr/34cfr104.pdf)
* [Americans with Disabilities Act as amended](https://www.ada.gov/2010_regs.htm)
* [Loyola University Maryland’s Harassment and Discrimination Policy and Procedures](http://www.loyola.edu/department/title-ix/policy)

## Contacts

For further information on these guidelines contact:

* Disability Support Services office at 410-617-2750 or email to dss@loyola.edu
* Technology Services office at 410-617-5555 or email to [ots@loyola.edu](file:///F%3A%5C504%20ADA%20Compliance%5Cots%40loyola.edu)
* Human Resources at 410-617- 2354 or email to humanresources@loyola.edu