

Accessibility@Mason

Guide to Creating Accessible Instructional Materials



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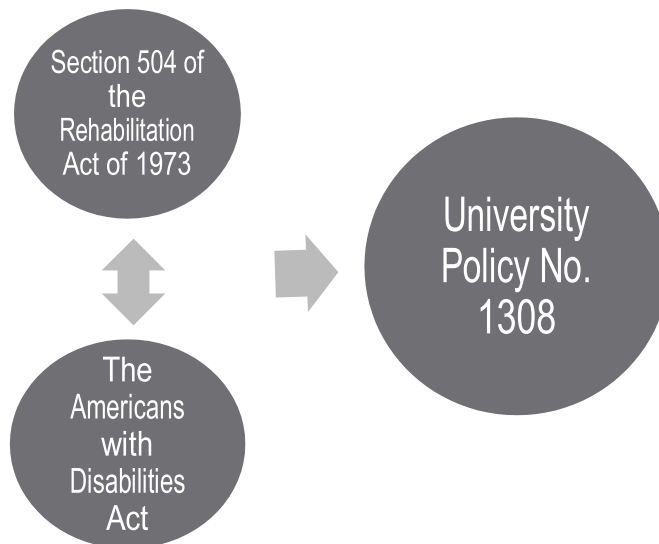


Accessibility Matters

George Mason University is committed to maintaining a diverse and inclusive academic community, where all students are afforded the opportunity for a transformational learning experience.

II. POLICY STATEMENT

Mason is committed to maintaining a diverse and inclusive academic community, where all students are afforded the opportunity for a transformational learning experience. This commitment must and does include individuals with disabilities. Therefore, the procurement, development, maintenance, and/or implementation of electronic and information technology will conform to the accessibility standards specified in Section 508 of the Rehabilitation Act of 1973 and WCAG, appropriately tailored to the specific circumstances of the University. All colleges, schools, departments, auxiliaries, research, and administrative entities that do not comply with the standards herein are responsible for any costs associated with remediating accessibility issue.



The Americans with Disabilities Act	Section 504 of the Rehabilitation Act of 1973
<p>The Americans with Disabilities Act (ADA) was established and brought into law in 1990. The law prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The ADA also establishes requirements for telecommunications relay services. This means that student services as well as academic programs must be accessible to qualified students with disabilities.</p>	<p>Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency. These organizations and employers include hospitals, nursing homes, mental health centers, institutions of higher education, and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.</p>

Why Accessibility Matters

George Mason University is committed to maintaining a diverse and inclusive academic community, where all students are afforded the opportunity for a transformational learning experience.

UP 1203 – Non-Discrimination and Reasonable Accommodation on the Basis of Disability

George Mason University is committed to providing equal access to employment and educational opportunities for persons with disabilities. George Mason University recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from university educational programs, services and activities, and to have equal employment opportunities. George Mason University shall adhere to all applicable federal and state laws (including, but not limited to the ADA and Section 504 of the Rehabilitation Act of 1973), regulations, and guidelines with respect to providing reasonable accommodations as necessary to afford equal employment opportunity and equal access to programs for qualified persons with disabilities.






UP 1308- Electronic and Information Technology Accessibility

Mason is committed to maintaining a diverse and inclusive academic community, where all students are afforded the opportunity for a transformational learning experience. This commitment must and does include individuals with disabilities. Therefore, the procurement, development, maintenance, and/or implementation of electronic and information technology will conform to the accessibility standards specified in Section 508 of the Rehabilitation Act of 1973 and Web Content Accessibility Guidelines, appropriately tailored to the specific circumstances of the University.

Faculty/Student Responsibilities

The following chart details the responsibilities that both the student and faculty member have with respect to ensuring that the instructional resources provided in the classroom are accessible.

	INSTRUCTOR	STUDENT
	<p>Whenever possible, instructor is strongly encouraged to reach out prior to start of class to discuss course expectations/student's needs.</p>	<p>Whenever possible, student is strongly encouraged to reach out prior to start of class to discuss course expectations and their individual needs.</p>
	<p>Instructor must follow accommodations listed on the faculty contact sheet</p>	<p>Student must request faculty contact sheet with approved accommodations from DS counselor. Student is strongly encouraged to provide instructor with faculty contact sheet as soon as possible.</p>
	<p>Ensure equivalent access to the instructional materials/content (i.e., notes, videos, documents, web-based materials, etc.), or provide a reasonable alternative when necessary</p>	<p>Reach out to ATI and DS staff for assistance with ALL textbook and testing accommodations.</p>

Digital Accessibility Guide







Please reach out to us for assistance in the accessible design of your course content—we are here to support you!

ds.gmu.edu – full accessibility guide, faculty guide, and suggested syllabus statements

Phone: 703-993-2474 | Email: ods@gmu.edu

ati.gmu.edu – accessibility resources, document accessibility guidelines, and assistive technology resources

Phone: 703-993-4329 | Email: ati@gmu.edu

Format	How to Design for Accessibility	How to Check for Accessibility
	<ul style="list-style-type: none"> • Follow a linear, logical layout • Use built-in bullet and numbering tools • Use built-in headings and styles to group content • Align text to the left and avoid using columns when possible • Include meaningful alternative text descriptions for complex images, charts, graphs, etc. • Do not use color alone to convey important information 	<ul style="list-style-type: none"> • Run Microsoft’s built in Accessibility Checker: • Mac: Click Review tab>Check Accessibility. • PC: Click File>Info>Check for Issues>Check Accessibility
	<ul style="list-style-type: none"> • Include synchronized, accurate captions for all video. • Include transcripts for all audio-only content • Use an accessible media player (i.e., Kaltura, YouTube, OzPlayer) 	<ul style="list-style-type: none"> • Use TAB key to navigate through the video player controls (e.g., play/pause) • Check that captions are accurate (including punctuation) and synchronized with the audio
	<ul style="list-style-type: none"> • Use built-in slide layouts • Give each slide a unique title • Ensure color is not the only means of conveying important information • Include meaningful alternative text descriptions for complex images, charts, graphs, etc. • Include text transcripts for any audio content in the Notes section of each slide 	<ul style="list-style-type: none"> • Run Microsoft’s built in Accessibility Checker: • Mac: Click Review tab>Check Accessibility. • PC: Click File>Info>Check for Issues>Check Accessibility
	<ul style="list-style-type: none"> • Use a simple table structure and specify column header information • Name unique sheet tabs and remove blank sheets • Include meaningful alternative text descriptions for complex images, charts, graphs, etc. 	<ul style="list-style-type: none"> • Run Microsoft’s built in Accessibility Checker: • Mac: Click Review tab>Check Accessibility. • PC: Click File>Info>Check for Issues>Check Accessibility
	<ul style="list-style-type: none"> • Set reading order of the content appropriately • Use tags to indicate heading structure • Include meaningful alternative text descriptions for complex images, charts, graphs, etc. 	<ul style="list-style-type: none"> • Can use mouse to highlight text • Use Read Out Loud to read document. Click View>Read Out Loud>Activate Read Out Loud.
	<ul style="list-style-type: none"> • Use headings to group content and improve navigation • Use meaningful hyperlink text • Use sufficient contrasts for text and background colors • Include meaningful alternative text descriptions for complex images, charts, graphs, etc. • Make large, clickable actions where appropriate 	<ul style="list-style-type: none"> • Run an accessibility checker, such as ANDI or WAVE through each page • See https://ati.gmu.edu/web-accessibility-testing/ for additional information.

Additional Resources

Disability Services and the Assistive Technology Initiative are available to assist faculty in making their courses accessible. Visit our websites for resources and reach out using the contact information below if you have any questions or concerns.

Disability Services Syllabus Statement	Disability Services Faculty Guide
<p>Please feel free to copy and paste either statement directly into your syllabus:</p> <ol style="list-style-type: none">1. Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu Phone: (703) 993-24742. Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu Phone: (703) 993-2474	<p>Disability Services created a guide (https://ds.gmu.edu/for-faculty-and-staff/) to assist faculty members in understanding the needs of students with disabilities in higher education and to provide information about accommodations that ensure equal access to curricular and co-curricular activities.</p> <p>We encourage you to take time and read through the document in its entirety and we hope that the information will be helpful for future reference.</p>

Disability Services

Office Location: Student Union Building 1 (SUB 1), Suite 2500
Phone: 703.993.2474 | Email: ods@gmu.edu
Website: ds.gmu.edu



Assistive Technology Initiative

Office Location: Aquia Building, Room 238
Phone: 703-993-4329 | Email: ati@gmu.edu
Website: ati.gmu.edu

