# Digital Accessibility Planning Template

This template helps faculty and staff identify, prioritize, and improve the accessibility of their digital content in alignment with Colorado’s Accessibility Law (HB 21-1110). It provides a framework for assessing content, planning remediation, and maintaining accessibility to ensure access for all.

## Step 1: Define Scope and Inventory

Start by identifying the types of digital content you and your team manage.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Type** | **Examples** | **Owner(s)** | **Volume Estimate** | **Last Updated** |
| Webpages | Department websites, faculty profiles |  |  |  |
| Communications | Emails, newsletters, announcements |  |  |  |
| Course Materials | LMS content, syllabi, assignments |  |  |  |
| Documents | PDFs, Word, PowerPoint, Excel |  |  |  |
| Applications/Forms | Online forms, surveys |  |  |  |
| Multimedia | Videos, images, podcasts |  |  |  |
| Other |  |  |  |  |

## Step 2: Prioritize Content

Use this matrix to prioritize based on visibility, frequency of use, and ease of remediation.

|  |  |  |
| --- | --- | --- |
| **Priority Level** | **Criteria** | **Examples** |
| High | Widely used, public-facing, legally required, or required to complete important tasks | Webpages, public/campuswide communications, admissions forms, course syllabi |
| Medium | Internally used but frequent or essential for operations  | Departmental communications, internal sites, faculty/staff resources |
| Low | Rarely accessed, supplemental information, or complex to remediate | Optional course materials, internal PDFs |

**Note**: Content posted before July 1, 2024 (such as social media posts or previous LMS courses) does not need to be updated for accessibility unless the content is still in active use or a reasonable accommodation request is received.

You can learn more about what content needs to be made accessible under Colorado’s Accessibility Law (HB 21-1110) by reviewing [Accessibility Rules Applicability 11.3](https://oit.colorado.gov/accessibility-rules#11.3) and [Accessibility Rules Exceptions 11.7](https://oit.colorado.gov/accessibility-rules#11.7). If you have questions or need guidance, please reach out to DigitalAccessibility@cuanschutz.edu.

## Step 3: Start with Quick Wins

Start by focusing on content that is highly visible, frequently used, and easy to fix.

|  |  |  |
| --- | --- | --- |
| **Task** | **Description** | **Tools/Resources** |
| Add alt text to images | Ensure all images have descriptive alt text  | * [Image Accessibility Guide](https://www.cuanschutz.edu/accessibility/digital-accessibility/digital-accessibility-standards-and-resources/image-accessibility)
* [Adding alt text in our CMS](https://www.ucdenver.edu/atweb/web-accessibility/accessible-images#alt)
 |
| Use accessible headings | Apply proper heading structure (H1, H2, etc.) | * [Headings Overview](https://www.colorado.edu/digital-accessibility/resources/accessibility-fundamentals/headings)
* [Using headings in our CMS](https://www.ucdenver.edu/atweb/web-accessibility/accessible-headers#use)
* [Accessibility Testing Tools](https://www.cuanschutz.edu/accessibility/digital-accessibility/digital-accessibility-standards-and-resources/accessibility-testing-tools)
 |
| Check color contrast | Ensure text is readable against background | * [TGPI](https://www.ucdenver.edu/atweb/web-accessibility/accessibility-tools/tpgi-color-contrast-analyser) or [WebAIM](https://webaim.org/resources/contrastchecker/) Color Contrast Checkers
* [Color Contrast Overview](https://www.colorado.edu/digital-accessibility/resources/content-accessibility-fundamentals/color-contrast)
 |
| Use descriptive links | Avoid longs URLs and “click here”; use meaningful link text | * [Link Text Overview](https://www.colorado.edu/digital-accessibility/resources/content-accessibility-fundamentals/link-text)
 |
| Convert scanned PDFs | Use OCR to make PDFs more readable | * [PDF Accessibility Guide](https://www.cuanschutz.edu/accessibility/digital-accessibility/digital-accessibility-standards-and-resources/pdf-accessibility-guide)
* **Note**: OCR alone will not make a PDF accessible, but it is an easy first step
 |

## Step 4: Create a Remediation Plan

Break down tasks by content type and assign responsibilities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Type** | **Task** | **Assigned To** | **Deadline** | **Status** |
| Webpages | Review homepage for accessibility |  |  |  |
| Documents | Convert top 10 PDFs to accessible format |  |  |  |
| Multimedia | Add captions to top 5 videos |  |  |  |
| Course Materials | Ensure LMS content uses accessible templates |  |  |  |
| Other |  |  |  |  |

## Step 5: Monitor and Maintain

Set up a regular review cycle to maintain accessibility of content and address content that has not yet been remediated.

## Resources and Support

Explore [digital accessibility standards, tools, and resources](https://www.cuanschutz.edu/accessibility/digital-accessibility/digital-accessibility-standards-and-resources) to help you create accessible content.

Have questions or need guidance? Reach out to DigitalAccessibility@cuanschutz.edu to request a consultation.