

Equally Effective Alternate Access Plan - Examples

The University must apply accessibility standards to digital products and services that it buys, creates, uses and maintains. In accordance with [Northwestern's Digital Accessibility Policy](#), when units would like to purchase systems, software or applications that do not meet the required accessibility standards, an [Equally Effective Alternate Access Plan \("EEAAP"\)](#) must be developed to address the known accessibility issue(s). Below are examples of what type of information and the level of detail that should be included in an EEAAP.

Part I: Plan Creator Information

Include information about the person creating the EEAAP, so that they can be contacted if needed.

1. Name	Willy Wildcat
2. Title	Web Developer
3. Department/Unit	Northwestern
4. Email	Willy@northwestern.edu
5. Phone Number	847-847-8478
6. Date	09/01/2021
7. Unit's Digital Accessibility Liaison	W. Wildcat

Part II: Product Information

Identify the product, its purpose, and expected users to help determine the scope of the EEAAP.

1. Product Name	ACME Proctoring Software
2. Product Vendor	ACME
3. Primary Vendor Contact	W. Coyote (w.coyote@acme.com)

4. Product Description	Copy and paste a product description from the vendor
5. Product Purpose within Unit	We typically have several students who have conflicts with scheduled exam times for various reasons including illness, needing to leave campus prior to finals to start a job/internship, extra time accommodations, etc. We also have limited space for making up exams. When students can't take the exam at the scheduled time, we will allow them to take it from home at another time and this software will be used to proctor, providing a list of flags when test taking abnormalities were identified for instructors to review.
6. Expected User Group(s) (e.g. Students, Faculty, Public, etc.)	We expect students to be the primary users as they are the ones being proctored. Faculty will also need to utilize the interface to review the recordings.
7. Expected # of Users	We expect this to be used by about 1000 students and 50 faculty members each year

Part III: Providing Access

Everyone who is a potential user of the product needs to be able to have access to an equal experience and information. When there are known accessibility issues, there needs to be a plan to provide alternate access should a user encounter an accessibility issue. In this part of the EEAAP, identify the accessibility issues with the product, the group(s) it affects, the steps to providing alternate access, the resources needed, and how alternate access will be communicated to parties in need of it.

Each example provided in this section progresses through each step of the plan.

<p>1. Accessibility Issues: Describe the identified accessibility issue(s) with this product. Identify the specific component(s) of the system known to have accessibility issues.</p> <p>Coordinate with the vendor as necessary.</p>	<p>Student Example: This software, used to proctor exams remotely, does not allow for input from sources other than the keyboard.</p> <p>Faculty/Staff Example: Elements critical to being able to complete and submit a timecard, such as drop-down menus for choosing regular, vacation, sick time, or personal time are not able to be accessed by keyboard navigation. Also, these same drop-down menus within the timecard are not able to be read by screen readers.</p> <p>Public Example: In the application used for purchasing tickets to plays, availability of tickets for each date is not read by a screen reader making screen reader users unable find out ticket availability when purchasing tickets.</p>
<p>2. People Affected: List the specific group(s) of people likely to be affected by the identified accessibility issue(s). (If all users are specifically known, and are not</p>	<p>Student Example: Students with physical disabilities and possibly learning disabilities who utilize alternative input sources, as opposed to a keyboard, would be most affected by this issue.</p> <p>Faculty/Staff Example: Faculty, staff, and student workers with visual impairments and/or physical impairments that make using a mouse difficult are most likely to be affected by the issue identified above.</p>

<p>expected to be affected by these issues, please indicate this as well. Submit a new EEAAP when users affected by accessibility issues are added.)</p>	<p>Public Example: Anyone with a visual impairment (students, faculty, staff, or the general public) would be affected by the issues identified above.</p>
<p>3. Alternate Access: Describe the alternate access solution that will address the known accessibility issue(s). Include steps that will be taken, offices or units that will need to be involved, etc.</p>	<p>Student Example: If a student needs to use a tool other than a keyboard (most likely speech recognition software), the department will not use the proctoring software for that student, but will assign a TA or other staff member to proctor the exam remotely using Zoom to allow the student to use their assistive technology to complete the exam.</p> <p>Faculty/Staff Example: Because a keyboard and/or screen reader user is unable to navigate the time card system, employees who cannot access the system will be able to enter their time on an alternative form created by the employee's department and the supervisor will review and process the alternate format.</p> <p>Public Example: People who cannot use the available software to purchase tickets online will be able to call the ticket office and make their purchase over the phone.</p>
<p>4. Communication: Describe how alternate access options will be communicated to users who encounter accessibility issues.</p>	<p>Student Example: Professors using this software will put a statement in their syllabus indicating that anyone who uses alternative input methods will need to connect with them to discuss test-taking options. Professors will announce this to the class via email a week before the first exam.</p> <p>Faculty/Staff Example: The following statement will be included on the website where employees log in to the timecard system around how to complete the timecard: "There are currently accessibility issues with the dropdown menus in this software that we are working with the vendor to fix. In the meantime, employees who use screen readers or who cannot use a mouse should contact their supervisor to develop an alternative time card entry form." Supervisors will also communicate this option to their employees who may be affected.</p> <p>Public Example: The following statement will be added to the ticket sales website prior to where users begin to look for available tickets: "This ticketing software is not fully compatible with screen readers. We are working with the vendor to fix this issue. In the meantime, if you are a screen reader user, you can order tickets by calling 847-XXX-XXXX."</p>
<p>5. Person Responsible: Provide the name, job title, and contact information of the person responsible for</p>	<p>Student Example: Prof. Smith, Class Professor, smith@northwestern.edu will be responsible for implementing this plan in their class. As department head, they will also be responsible for alerting others using this software of the alternative access requirements.</p>

<p>implementing the alternate access solution.</p>	<p>Faculty/Staff Example: Jose Garcia, Time Card System Administrator in Human Resources, garcia@northwestern.edu will be responsible for implementing this plan from the HR level. On the local level, supervisors will be responsible for enacting this plan when needed with an employee.</p> <p>Public Example: Michelle Johnson, Ticket Sales and Online Sales Manager, johnson@northwestern.edu will be responsible for ensuring this process is implemented and communicated across all systems using this ticket purchasing software.</p>
<p>6. Resources Needed: List the resources required to provide alternate access.</p>	<p>Student Example: To proctor this exam, we will either need time for a staff member to proctor via Zoom or funding to hire someone to proctor via Zoom. We'd also need access to a Zoom account.</p> <p>Faculty/Staff Example: To carry out this plan, we will need staff time to develop an accessible timesheet. We will also need training for this staff member in creating accessible documents, so that we know the alternative solution is accessible. We will need access to a screen reader to test the form. Finally, we'll need training for users and their supervisors to ensure the alternative form is being used correctly.</p> <p>Public Example: To carry out this plan, we will need staff time to field phone calls and complete orders via the phone.</p>
<p>Accommodations: If EEAAP workarounds are not sufficient to provide access for a specific individual, accommodations may be necessary. To address accommodation needs:</p> <ul style="list-style-type: none"> • For student(s), contact AccessibleNU at accessiblenu@northwestern.edu • For faculty, staff, or the general public, contact the Office of Equity at accommodations@northwestern.edu 	

Part IV: Alerting Vendors to Accessibility Issues

When accessibility issues are identified, the vendor should be made aware of them and asked to fix them. This part of the EEAAP identifies who will make that contact.

<p>1. Vendor accessibility contact name and information.</p>	<p>W. Coyote (w.coyote@acme.com)</p>
<p>2. Name of the individual responsible for communicating issues with vendor.</p>	<p>Willy Wildcat</p>

3. Vendor's timeline for addressing identified issues (if available).

Issues were shared with the vendor, who indicated a timeline to address the issues by the end of the calendar year. We will follow up at that point to determine progress.