



**Code: 06A8**  
Family: IT-Design  
Service: Administrative  
Group: Clerical, Accounting and General Office  
Series: Information Technology

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## **CLASS TITLE: DIGITAL ACCESSIBILITY SPECIALIST**

### **CHARACTERISTICS OF THE CLASS**

Under general supervision, the class functions as a technical expert in digital accessibility for the City's websites and related technologies to ensure that persons with disabilities can access the City of Chicago digital information and resources, and performs related duties as required

This class is assigned to the City's Design Information Technology Job Family which consists of design specialists that simplify the design and makeup of hardware, software devices and user interfaces for products.

### **ESSENTIAL DUTIES**

- Works on a team with project stakeholders (e.g., project managers, designers, engineers, etc.) to establish project goals and resources for accessibility in all phases of project work
- Participates in the design, evaluation and validation of digital products utilized and maintained within the City's digital structure
- Coordinates the implementation of digital accessibility on City digital platforms (e.g., websites, social media, software, etc.)
- Provides accessibility reviews of websites and digital resources and creates reports on identified issues along with recommendations for solutions to accessibility barriers based on applicable standards and mobile phone platform accessibility guidelines (e.g., W3C, WCAG 2.0 and WCAG 2.1)
- Conducts user research interviews regarding accessibility tests on websites and applications
- Participates in community engagement around digital accessibility needs
- Advocates the importance of accessibility, inclusion, and universal design to internal and external stakeholders
- Serves as a resource in the development of city-wide digital accessibility policies, procedures, and standards across multiple platforms and application environments to meet compliance
- Keeps abreast of digital accessibility related technology, best practices, and regulations

**NOTE:** *The list of essential duties is not intended to be inclusive; there may be other duties that are essential to particular positions within the class.*

### **MINIMUM QUALIFICATIONS**

#### **Education, Training, and Experience**

- Graduation from an accredited college or university with a Bachelor's degree, plus two (2) years of experience in computer assisted technology, information technology compliance, and/or accessibility design and development, or an equivalent combination of education, training and experience.

#### **Licensure, Certification, or Other Qualifications**

- None

**WORKING CONDITIONS**

- General office environment

**EQUIPMENT**

- Standard office equipment (e.g., phone, printer, copier, computers, mobile devices)
- Standard productivity suites (e.g., Microsoft Office Suite, OpenOffice, Google Workspace)

**PHYSICAL REQUIREMENTS**

- No specific requirements

**KNOWLEDGE, SKILLS, ABILITIES, AND OTHER WORK REQUIREMENTS****Knowledge**

Considerable knowledge of:

- \*principles, concepts, methods, and techniques of digital accessibility
- \*standards, requirements, and regulations relative to digital accessibility compliance
- \*computer and assisted technologies, disability practices, and procedures
- \*web and mobile publishing standards and best practices related to accessibility
- \*applicable federal and state laws, policies, regulations and standards (e.g., Americans with Disabilities Act – Amendment and Section 504, Web Content Accessibility Guidelines)
- \*user experience deliverables, human computer interaction, and user centered design methodologies and best practices
- \*business requirement analysis principles and methods
- \*human-centered, iterative, and data-driven approaches in design, development, and delivery of digital products

Knowledge of applicable City and department policies, procedures, rules, and regulations

**Skills**

- ACTIVE LEARNING - Understand the implications of new information for both current and future problem-solving and decision-making
- ACTIVE LISTENING - Give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times
- CRITICAL THINKING - Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- COMPLEX PROBLEM SOLVING - Identify complex problems and review related information to develop and evaluate options and implement solutions
- TIME MANAGEMENT - Manage one's own time or the time of others
- COORDINATION WITH OTHERS - Adjust actions in relation to others' actions
- JUDGEMENT AND DECISION MAKING - Consider the relative costs and benefits of potential actions to choose the most appropriate one
- SYSTEMS ANALYSIS - Determine how a system should work and how changes in conditions, operations, and the environment will affect outcomes

**Abilities**

- COMPREHEND ORAL INFORMATION - Listen to and understand information and ideas presented through spoken words and sentences
- SPEAK - Communicate information and ideas in speaking so others will understand
- COMPREHEND WRITTEN INFORMATION - Read and understand information and ideas presented in writing
- WRITE - Communicate information and ideas in writing so others will understand
- CONCENTRATE - Concentrate on a task over a period of time without being distracted
- RECOGNIZE PROBLEMS - Tell when something is wrong or is likely to go wrong
- REASON TO SOLVE PROBLEMS - Apply general rules to specific problems to produce answers that make sense
- COME UP WITH IDEAS - Come up with a number of ideas about a topic
- MAKE SENSE OF INFORMATION - Quickly make sense of, combine, and organize information into meaningful patterns
- REACH CONCLUSIONS - Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)

**Additional Competency Requirements**

- COMMUNICATION FOR RESULTS – Writes, speaks and presents effectively. Explains the immediate context of the situation, asks questions with follow-ups and solicits advice prior to taking action. Develops presentations to influence others by using graphics, visuals or slides that display information clearly. Listens and asks questions to understand other people's viewpoints.
- GROWTH MINDSET – Takes ownership of personal growth. Identifies knowledge gaps. Asks questions of subject matter experts and seeks help when needed. Keeps abreast of information, developments and best practices within a field of expertise (e.g., by reading, interacting with others or attending learning events).
- INITIATIVE – Volunteers to undertake tasks that stretch his or her capability. Identifies who can provide support and procures their input. Identifies problems and acts to prevent and solve them.
- OWNERSHIP AND COMMITMENT – Volunteers to undertake tasks that stretch his or her capability. Checks the scope of responsibilities of self and others. Monitors day-to-day performance and takes corrective action when needed to ensure desired performance is achieved. Identifies problems and acts to prevent and solve them. Identifies who can provide support and procures their input.
- CREATIVITY – Reacts open-mindedly to new perspectives or ideas. Considers different or unusual solutions when appropriate. Identifies opportunities for innovation and offers new ideas. Takes the initiative to experiment.
- DESIGN THINKING – Is aware of the components to perform solution design. Seeks to identify the relationships between key variables in a bounded context and solicits assistance when needed.
- DIGITAL DEXTERITY – Demonstrates an understanding of what information is available, where it is available and how to find it. Is able to integrate different sources of information.

- ORGANIZATIONAL AND ENVIRONMENTAL AWARENESS – Has an understanding of how the organization is structured. Can articulate at a high level the organization's culture. Has a basic understanding of the processes, functions and operations of the business. Implements solutions for improvements that align with day-to-day business needs.
- PROBLEM SOLVING - Issues may not have clearly prescribed solutions and require interpretation of policies or analysis to resolve. Solicits input in gathering data that help identify and differentiate the symptoms and root causes of defined problems. Suggests alternative approaches that meet the needs of the organization, the situation and those involved. Escalates issues with suggestions for further investigation and options for consideration.
- PRODUCT/SERVICE PERFORMANCE ANALYSIS – Understands the fundamentals of system performance administration. Learns the basic commands and skills for administering at least one operating system and develops a familiarity with monitoring and tuning.
- INFORMATION SEEKING – Asks questions and solicits procedural information that explains how day-to-day tasks are conducted. Collates facts and data. Checks and monitors progress of activities in area of responsibility. Seeks out the appropriate people for guidance when needed to get things done.

Other competencies as required for successful performance in the lower-level series.

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All employees of the City of Chicago must demonstrate commitment to and compliance with applicable state and federal laws, and City ordinances and rules; the City's Ethics standards; and other City policies and procedures.

The City of Chicago will consider equivalent foreign degrees, accreditations, and credentials in evaluating qualifications.

\* May be required at entry.

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City of Chicago  
Department of Human Resources  
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