Get Started with Digital Accessibility

Laura Hamrick
Digital Accessibility Office
laura.r.hamrick@colorado.edu

bit.ly/ICOPAccessibility

Agenda

- Overview of Digital Accessibility

- Best Practices

- Small Group Discussions

- Large Group Discussion

What is Digital Accessibility?

Digital accessibility is the idea that all people should have the opportunity to access the <u>same information and</u> <u>services</u> in the digital environment without facing <u>undue barriers or burdens</u>.

Campus Departments

- Digital Accessibility Office
- ADA Coordinator's Office
- Disability Services

Accommodations vs. Accessibility

- **Accommodation**: access is provided <u>in response to a request</u> by someone with a disability. **(reactive)**

- **Accessibility**: all users can perform a function or access content as-is, without requiring individual support **(proactive)**

Accommodation & Accessibility Recommendations

- Fulfilling accommodation requests should be a top priority when they are received. (adacoordinator@colorado.edu is a good place to start.)

- Work on proactive accessibility over time; start with the easiest or most impactful changes.

Disability

- Individual lived experience and knowledge
- Categories
  - **Visual** - blindness, low vision, colorblindness
  - **Hearing** - d/Deaf, Hard of Hearing
  - **Cognitive** - learning disabilities, attention disorders, traumatic brain injuries, vestibular disorder, visual/auditory processing
  - **Physical** - mobility, physical capacity, stamina, dexterity

Assistive Technology

- **Assistive technology** (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.
- Examples:
  - Screen readers - generally for a visual disability
  - Screen magnifiers - generally for a visual disability
  - Text-to-speech software - generally for cognitive disabilities
  - Speech-to-text software - generally for cognitive or physical disabilities

Policy & Standards

- [CU Boulder Digital Accessibility Policy & Standards](#)
  - **Policy**: Broad ideas
  - **Standards**: Specific implementation guidance.

Policy & Standards

- Policy:
  - ADA and Section 504 "require that higher education institutions afford all qualified individuals with **equal access to programs, services and activities, and effectively communicate with individuals with disabilities.**"
  - "In addition to complying with the law, CU Boulder is morally and ethically committed to communicating information to all individuals in a manner that enables them to achieve their academic and professional goals and aspirations."

Standards: Important Takeaways

- Accommodation requests should be fulfilled.
  - ADA Office supports requests for faculty, staff, alumni, members of the public.
  - Disability Services supports current students.
- All public content representing the university or a campus department / program should be accessible.
  - This includes websites, emails, documents hosted on the web, videos, etc.
  - Accessibility is measured by the WCAG 2.1 AA standards.
- Captioning requirements
  - All public-facing pre-recorded videos should have captions available.
  - For public virtual events without registration, live captioning should be available.

5 New Practices to Try

1. Enable live captions in Zoom
2. Caption recorded videos
3. Provide verbal descriptions
4. Share your materials
5. Provide ways for people to tell you what they need

1. Enable live captions in Zoom

- [Tutorial on enabling live captions](#)
- Users can turn on or off, according to their preference
- **Quality**: automated captions are not sufficiently accurate to meet an accommodation.
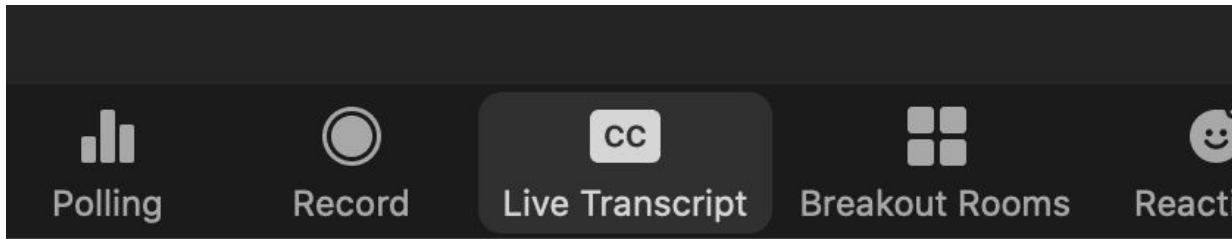
2. Caption recorded videos

- Starting from automated captions
  - YouTube
  - Canvas Studio
  - Zoom Cloud
- Read more:
  - [Automated Captioning Tools](#)
  - [DIY Captions](#)
  - [Captioning Quality Guidelines](#)

3. Provide verbal descriptions

- Describe meaningful content
- Use specific terminology & vocabulary
- Avoid demonstrative pronouns and directional references
- Read more: Providing spoken descriptions of visual content
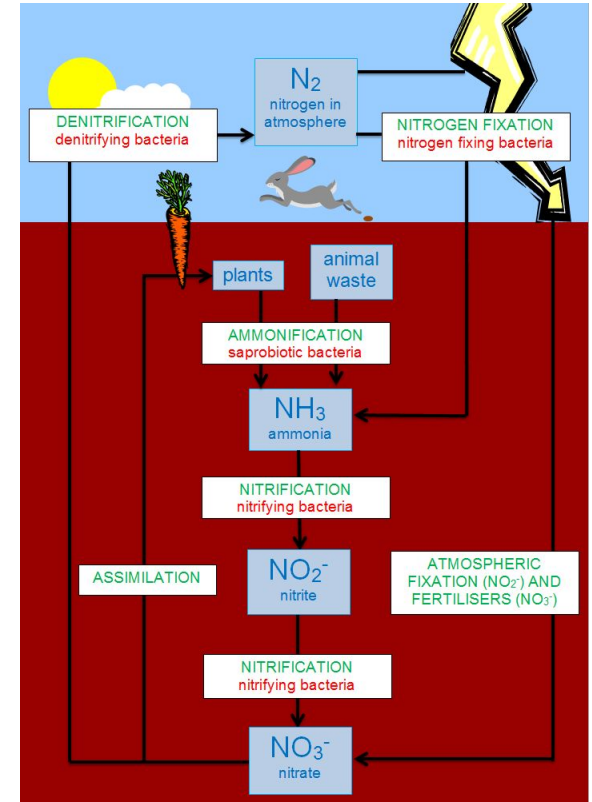
4. Share your materials

- The earlier the better!
- Ensure your materials are accessible
  - [Word Accessibility](#)
  - [PowerPoint Accessibility](#)
  - [PDF Accessibility](#)
- When in doubt, provide HTML or Word docs instead of PDFs.

5. Provide ways for people to tell you what they need

- Registration questions about accommodations
- Ask people to let you know if things aren't working for them
- Start of semester survey about student needs
- Check in with folks once you've started

Bonus Thought

- Make accessibility features and changes available to everyone (Universal Design)
  - [Universal Design for Learning service](#)

Small Group Discussion

- Which idea or topic discussed today has resonated with you the most?

- Have you tried implementing any accessibility best practices in the past? What worked well? What did you struggle with?

- What questions do you have about digital accessibility?

Large Group Discussion

Share out about:

- Which idea or topic discussed today has resonated with you the most?

- Have you tried implementing any accessibility best practices in the past? What worked well? What did you struggle with?

- What questions do you have about digital accessibility?

Contact Us!

- Emails
  - digitalaccessibility@colorado.edu - all digital accessibility questions
  - captioning@colorado.edu - all captioning questions
- Trainings
  - Topics like: document accessibility, accessible virtual events, captioning
  - Custom trainings available
- Web Resources
  - [Digital Accessibility Resources](#)