# Concurrent Session 2.1:  An Introduction to Digital Access for Disability Resource Professionals

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## What is Digital Access?

Digital accessibility involves the creation of websites, mobile applications and electronic documents that can be easily navigated and understood by a wide range of users.

## Typical Barriers in Design

* Videos without captions
* Videos without audio description
* Images with no alt text
* Elements that require a mouse to operate
* PDF files that are saved improperly
* PDF files that are purely images
* Poor contrast
* STEM materials

It is much easier to create content with accessibility in mind, than remediate it later.

## Who Is \*Most\* Excluded by Inaccessible Digital Design?

* People who are Deaf or Hard of Hearing
* People who are Blind, DeafBlind, Low Vision or Color-Blind
* People with Motor-Related Disabilities
* People with Dyslexia and other print-related disabilities

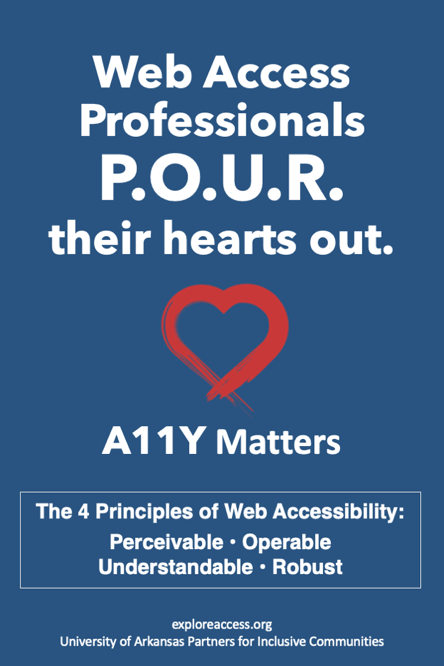
## Alternative Ways of Navigating the Web

* Screen readers: Voiceover, JAWS/Fusion, NVDA
* Magnification Software
* Braille display
* Voice recognition software
* Keyboard only navigation
* Other mouse alternatives

## What is WCAG 2.x?

* Stands for Web Content Accessibility Guidelines
* Developed by the World Wide Web Consortium Web Accessibility Initiative
* International standard
* Common standard for higher education is: WCAG 2.1 – Level AA

## Remember P.O.U.R.

* **P**erceivable: Information and user interface components must be presentable to users in ways they can perceive.
  + Alt text, captions, audio description, color contrast
* **O**perable: User interface components and navigation must be operable.
  + Keyboard accessibility, visible focus, ability to pause elements
* **U**nderstandable: Information and the operation of user interface must be understandable.
  + Consistent navigation, reading level, language of page and sections, error warnings, predictability
* **R**obust: Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.
  + Following markup guidelines and semantics

## Limitations of Automation

* Automated testing
* Manual testing
* Overlays
* AI-generated transcription
* AI-generated descriptions of images
* Accessibility checkers

## Working with Third-Party Vendors

* VPAT: Voluntary Product Accessibility Template is a standard template that vendors can fill out to describe how their product conforms to accessibility standards.
* A VPAT doesn’t always tell the full story.
* Learn to ask lots of questions of vendors.
* Ask your colleagues if they have experience with products.

## Modeling Digital Access

* Word Docs
* PDFs
* PowerPoint
* Emails
* Social Media
* Any audio/visual content created
* Your Departmental Website

## Microsoft Word – 3 Tips

1. Structure document with true headings.
2. Add alt text to all images.
3. Instead of pasting URLs, provide meaningful links.

## Microsoft PowerPoint – 3 Tips

You already know how to add alt text and create meaningful links!

1. Choose slide designs with good contrast.
2. Use simple fonts of 24 point or greater.
3. Choose best slide layout for your content.

## Suggested Resources:

* [Law Office of Lainey Feingold](https://www.lflegal.com/)
* [OCR Video Series on Digital Access](https://adata.org/ocr-videos)
* [UNT Compliance Checklist](https://clear.unt.edu/teaching-resources/accessibility/accessibility-compliance-checklist)
* [WebAIM](https://webaim.org/)
* [exploreaccess.org](https://exploreaccess.org/)

## Suggested Sessions:

### **4.5: Quality Indicators for Guiding Systems Change in Higher Ed Digital Accessibility**

### **5.1: Implementation Science: Effective Strategies, Processes, and Resources to Support Assistive Technology Implementation or Accessibility Initiatives Campuswide**

### **8.5: Developing a Common, Shareable Accessibility Rubric for Educational Technology**