

Harvard's Digital Accessibility Policy, Accessible Materials, and You.

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Goal for this Session

**Increase attendee's ability
to recognize, create, and gather materials for classes
that comply with
the [Harvard Digital Accessibility Policy](#).**

Objectives for this Session

A. Acquire an introductory understanding of the policy and digital accessibility:

1. Understand what the Harvard Digital Accessibility Policy says and why it has been instituted.
2. Understand how the interaction between assistive technology and the digital materials you select determines accessibility.

B. Know some techniques for improving digital accessibility:

1. Know how to start small and still make a big difference.
2. Know how to check or have your digital materials checked for compliance.
3. Know how to bring your digital materials into compliance.

O1. What does the Harvard University Digital Accessibility Policy say in a nutshell?

Purpose:

[Ensure that] a person with a disability is afforded the opportunity to **acquire the same information . . . in an equally effective . . . manner, with substantially equivalent ease of use.**

Implementation:

Digital content that is posted, distributed, or published by the University conforms to the Standards... [And] Vendors supplying digital content should be held accountable to the Standards to the fullest extent possible.

Why has this policy is being instituted?



Support Learning: Make access to learning materials possible for students who use Assistive Technology including those disabilities

Support Compliance with Federal Laws and Guidelines: ADAAA,
Section 504, WCAG 2.1 Level AA

02. How the interaction between Assistive Technology and the Digital Materials you select and/or create determine accessibility.



Assistive/Access Technologies (AT) Definition

• **“any item, piece of equipment, or product system.... that is used to increase, maintain, or improve functional capabilities of individuals....with disabilities.”**

- The Federal Definition of Assistive Technology
[20 U.S.C. Chapter 33, Section 1401 (25)]

AT (Examples)

- **Screen readers**

- **Audio feedback allowing operation without needing to use the screen**

- **Screen modifiers**

- **Change look of screen to improve access**

- **Text to speech or MP3**

- **Read documents outloud**

- **Speech recognition**

- **Hands free use of computer**

Digital Information Technologies

1. Producing/Presenting information



2. Vendor provided software for Instruction.



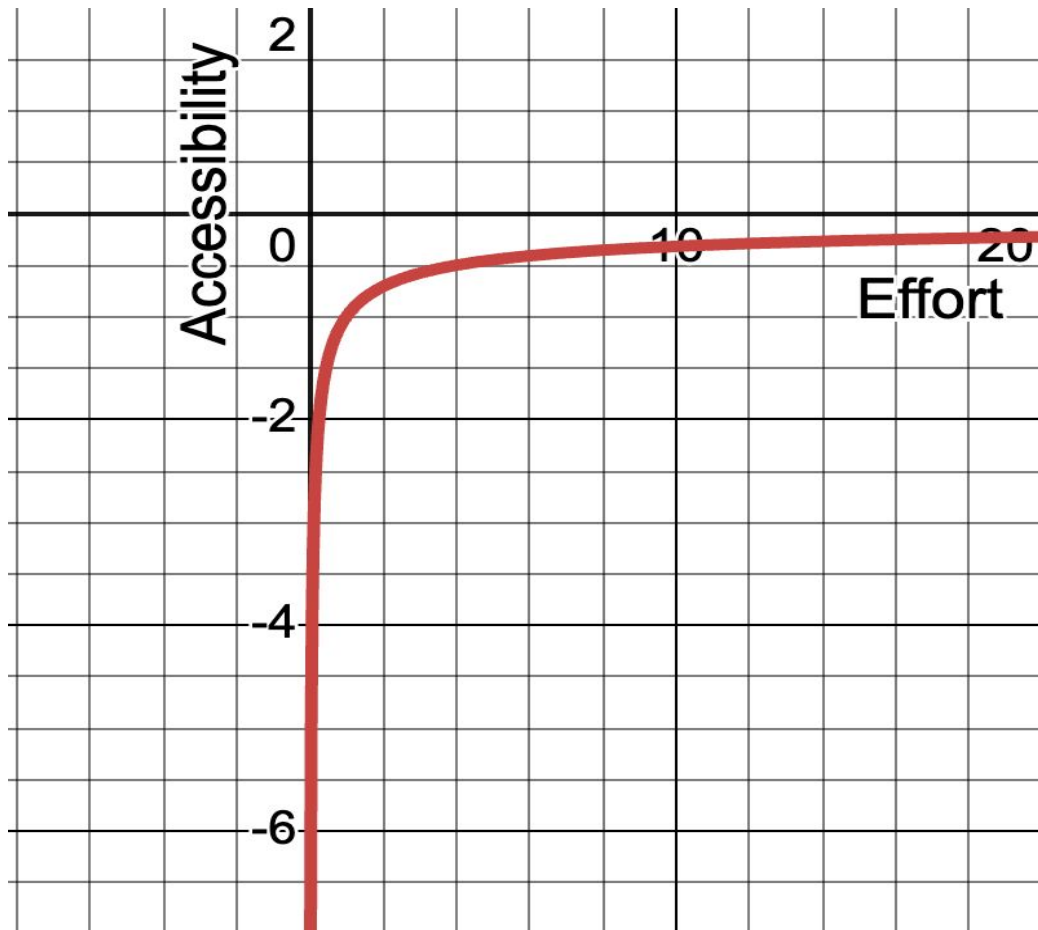
3. Audio and Video materials



Always contact Accessibility Services if you encounter a specific student with an access need!

"Information in this presentation is meant to provide general guidance for improving the compatibility of class digital materials with technologies typically used by student with disabilities. If you suspect, or a student reveals to you, that they are having difficulty accessing class material because of a disability, please contact the Accessibility Office right away for further guidance."

03. How you can start small and make a big difference.



- Selectable text
- Captions/audio d
- Alt text
- Request materials

The screenshot shows the Canvas LMS interface. The navigation menu includes the following items:

- Ongoing
- Home
- Announcements
- Syllabus
- Modules
- Assignments
- Quizzes
- Discussions
- Course Evaluations
- Course Admin Tools
- Manage Course
- Student Resources
- Item Banks
- Secure Exam Proctor
- Library Reserves
- Accessibility Dashboard
- Grades
- Files
- Pages

Selectable text

Selectable text

1. PDF OCR – Scan & OCR -> In this file -> Recognize text
2. MS and Google products – you can use free online OCR (e.g. <https://online.easyscreenocr.com/upload>)
3. Submit reading list to library through Canvas

Captions/Audio description

- Captions or transcripts for audio information
- Audio description for visual information

Alt-text

Provide Alt-text

1. MS products – Right click image, select “View alt text”
2. PDFs – All tools ->Prepare for Accessibility ->Fix reading order -> Put box around item and label as image, right click ->edit alt text
3. Google Docs - Right click image, select “Alt text”
4. Submit reading list to library through Canvas

O4. Ways to check or have your digital materials checked for compatibility with AT and compliance.

1. Use accessibility checkers.

- a. (MS): Home > Review>Check Accessibility
- b. (PDF) : All tools > Prepare for Accessibility>Check Accessibility
- c. (Google Docs): Google add on- Grackle docs
- d. Web based documents – [Wave extension](#), [Postlight Reader](#)



2. Ask for and check VPATs for vendor provided software you use.

3. Try to find versions of the audio and video material you want to use that have captioning, transcripts, and audio.

O5. Five ways to to bring your digital materials into compliance.

1. [Submit your reading list to the library through Canvas](#)
2. [Use the checkers and follow the built-in guides](#)
 - Or ask a Harvard Digital accessibility specialist to check your class materials: email accessibility@fextension.Harvard.edu
3. **Drop in to the Digital Accessibility Specialist Office Hours through [Teaching and Learning at DCE](#)**
4. **Schedule time to work with Digital Accessibility specialist**
 - Or ask Harvard Digital accessibility specialist to remediate materials: email accessibility@extension.Harvard.edu
5. **For purchased materials consult with digital accessibility specialist to review VPATs from vendors. email accessibility@extension.Harvard.edu**

Resources that are here for you!

- **Connect with a Digital Accessibility Specialist**

- Accessibility@extension.harvard.edu
- Call 617-998-9640

- **Check out the library of *Accessibility How to Videos***

- <https://sites.google.com/g.harvard.edu/dce-accessibility-videos/home>

- **Submit a question to a digital accessibility specialist**

- https://harvard.az1.qualtrics.com/jfe/form/SV_9FQwXUCysfg7ssS

- **Visit digital accessibility specialist during office hours**

- (ITG Workshops) T, Th 10:00 am Eastern sign up through [Teaching and Learning at DCE](#)