

# UNIVERSAL ACCESS: ENHANCING THE COMMENCEMENT EXPERIENCE FOR ALL





# Presenters

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# Real-time Transcription

- Randi Hecht, [Intellitext](#)
- TypeWell
  - Real-time meaning-for-meaning transcripts
  - Speaker's intended message v. verbatim
- CART
  - Communication Access Realtime Translation

NB: Real-time transcription was provided during the original live presentation of this session.



# Learning Outcomes

- Define “universal access”
- Identify at least two opportunities to enhance commencement ceremony
- Distinguish accommodation vs. accessibility
- Communicate the importance of EIT access to University officials
- Key terminology relating to Electronic and Information Technology (EIT)



# Commitment to Accessibility

- The University of Nevada, Reno is committed to ensuring the accessibility of its information technology resources and services as required by the following;
  - Section 504 of the Rehabilitation Act of 1973
  - Americans with Disabilities Act of 1990



# Commitment to Accessibility

(continued)

- Accessible = Independently Equal
  - acquire the same information
  - engage in the same interactions
  - enjoy the same services
  - within the same time frame



# Global Commitment

- Educating the campus
- Increasing awareness
- From compliance to best practice



# Commitment to Accessibility

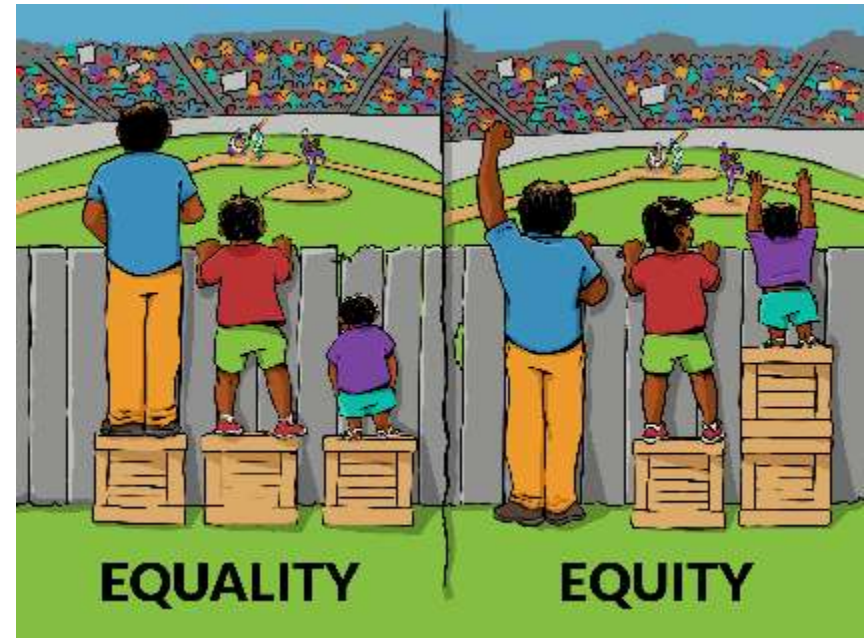
(continued)

- The EIT Plan
  - Universal access policy
  - Procurement
  - Audit
  - Websites
  - Software: Vendor's Voluntary Product Accessibility Template (VPAT)
  - Office of Civil Rights (OCR)



# Accommodation vs. Accessibility

- Paradigm Shift
  - What is accommodation vs. accessibility?
- What is your institutional responsibility?
- What this means for commencement
- Accessibility features and options



Interaction Institute for Social Change  
Artist: Angus Maguire  
[interactioninstitute.org](http://interactioninstitute.org) and [madewithangus.com](http://madewithangus.com)

# Evolution of Access

- Progression
  - Accommodations
    - Lift
    - ASL (American Sign Language)
  - Accessibility
    - Ramps
    - Transcription





# Population and Needs

- RSVP collection
- Website
- Formstack
- PDFs





# Know your...

- Campus
- Surroundings
- Audience
- Roles and responsibilities
- Services in place

# Service Animals

- How does your institution define policies regarding animals on campus/at events?
- [UNR Animal Policy](#)





# Curve Balls and Snow Balls

- Accommodation requests
- Individual contact
- Doing what we can, when we can

# Creating Accessible Content

(Handout material)

- Ensure that all images have descriptive ALT text, including charts and graphs.
- Ensure that color is not the sole means by which information is conveyed.
- Ensure that any animations present are necessary, and that the flicker rate is lower than 2Hz or greater than 55Hz. Animations within these frequencies may trigger epileptic seizures.



# Creating Accessible Content

(Handout material, continued)

- Ensure that any videos used are accessible and provide synchronized captions.
- Ensure that correct heading structure is followed.
- Ensure that users of screen readers have the ability to skip lengthy navigation menus.



# Creating Accessible Content

(Handout material, continued)

- Ensure that content can be zoomed to 200% without severely distorting the formatting, requiring excessive scrolling, or otherwise losing functionality.
- Ensure that all links are descriptive, and avoid using generic titles such as "Click Here."



# Creating Accessible Content

(Handout material, continued)

- Ensure language tags are used correctly.
- Establish a plan to provide an equal alternate form of access if web-based content is not accessible to everyone.

# Creating Accessible Content

(Handout material, continued)

- Helpful Links
  - <http://webaim.org/techniques/word/>
  - <http://webaim.org/techniques/powerpoint/>
  - <http://webaim.org/techniques/acrobat/>
  - <http://ncdae.org/resources/cheatsheets/>
- University of Nevada, Reno Accessibility  
<http://www.unr.edu/general-information/accessibility>