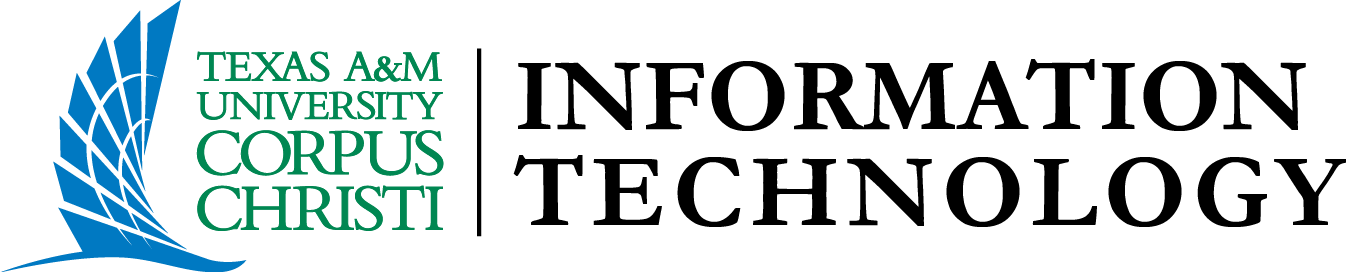
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# Transcript: Providing Digital Access for Everyone

[White university logo appears on blue background with the Momentum logomark.]

Texas A&M University – Corpus Christi. Providing Digital Access for Everyone.

Our brains are extraordinarily powerful tools.

[Head appears with gears in place of the location for the brain.]

They can take input from a variety of different channels, or senses.

[Gears replaced by brain in head. Television screens with different symbols inside them represent the different input channels. All are directed to the head.]

We can see, hear, smell, taste, and touch.

[Switch to Input selection where nothing is selected, and therefore: No signal. Symbols reappear and are quickly identified: Input of eyes can see an island with palm trees. Input of ears can hear musical notes. Input of nose can smell a pot of flowers. Input of tongue can taste chicken. Input of skin can touch a cat.]

Our brains learn patterns from the input of these channels.

[These input devices are again pointing to the brain in the head, but the brain switches back to the gears to identify patterns each input provides the brain: See color and shape. Hear pitch and beat. Smell odor. Taste flavor. Touch texture and vibration.]

These patterns help us perceive, operate, and understand our world.

[All input devices are lined up in a row, now with their Input names and symbols together, a culmination of all our brain experiences from the world.]

But what happens when we lose a channel?

[Various Input channels go back to “No signal”: skin, eyes, and ears.]

People are often born without a channel or lose a channel later on in life, often called a disability or impairment.

[Input devices pointing to the brain in the head are pointing to a baby, with the ears Input showing “No signal”. Then the baby is replaced by a person active in a wheelchair, with the skin Input showing “No signal”. This shows another type of Input lost: Mobility. There is typically “No signal” when it is a disability, and “Partial signal” when it is an impairment.]

Their brains compensate by focusing on one or more of the other channels.

[Row of Input devices with “No signal” for the eyes then disappears, showing the four remaining Input devices with a partial representation of the symbol for the eye Input in each Input screen. Through other means, and in collaboration with one another, all Input devices point to the reimagined symbol for the eye Input.]

When we provide access to people who have lost one or more channels, we provide them with an equal experience to those who have not lost those channels.

[Complete row of Input devices reappears along with the one where “No signal” for eye Input is compensated by the other Input devices. Between these two rows is an equal sign to show the experience that should be achieved in both scenarios.]

How do we create equal access for all?

[Same two rows of Input devices appear, but the second row now shows partial representation of all Input devices, and a question mark replaces the equal sign.]

When we provide access without creating a separate solution for each lost channel, we are using universal design.

[Two boxes appear to define two possible ways to provide access. The first box has two bright idea lightbulbs signifying one solution for people without disabilities and another solution for people with disabilities. The second box has only one bright idea lightbulb signifying a solution for all people. The first box is graded with an X as the wrong way to provide access. The second box is graded with a check mark as the right way to provide access.]

When we universally design solutions, or accommodations, that work with assistive technology (AT), we allow people with disabilities to function independently, whether working, learning, or communicating with one another.

[Three examples of assistive technology (AT) appear: Closed captions is represented by two men in a diner scene with the text of their conversation below them. “We are sitting here, you and I.” A screen reader is represented by the text that the reader says aloud. “Image: Two men sitting at a table in a diner. Link: Read the diner scene transcript.” A Braille display is represented by the pegs that are currently pressed up or down to spell a word in Braille. “Heat”]

Universal design is using alternative text on an image to provide someone with a visual disability the ability to perceive what can otherwise be seen.

[A single Input device shows a tree, representing a new Input for eyes. Next to it is: Alternative Text = “Tree”]

Eyes can see a tree via a computer screen. Ears can hear it is a tree via a screen reader. And skin can feel it is a tree via a Braille display.

[Three Input devices show the different ways the tree can be perceived, combining the accommodation with the assistive technology.]

Universal design is using closed captions on a video to provide someone with a hearing disability the ability to perceive what can otherwise be heard.

[A single Input device shows an audio signal, representing a new Input for eyes. Next to it is: Caption = “Hello”]

Eyes can see someone said “Hello” via closed captions. Ears can hear someone said “Hello” via speakers. Skin can feel that someone said “Hello” via a Braille display.

[Three Input devices show the different ways the audio of “Hello” can be perceived, combining the accommodation with the assistive technology.]

Federal and state laws direct us to assist people with disabilities, who have lost any of those channels.

[Three laws are listed down two columns, represented by their flags for the United States and Texas, to be further described.]

Since we receive federal financial assistance, people with disabilities are protected from discrimination in universities in Section 504 of the Rehabilitation Act. Universities must provide appropriate auxiliary aids, such as assistive technology for students, employees, and the public, in the workplace, classrooms, and programs and activities.

Since universities provide many of our communications, classes, and activities using digital or electronic devices, people with disabilities are protected from discrimination in Section 508 of the Rehabilitation Act. Universities must develop, procure, maintain, and use accessible information and communication technology (ICT).

Section 508 references standards in the Web Content Accessibility Guidelines (WCAG) that affect ICT, including websites and web applications, email and social media, computers and software, phones and mobile apps, as well as electronic documents.

Since we are a state institution of higher education, people with disabilities are protected from discrimination when attending our classes and activities through Title II of the Americans with Disabilities Act (or ADA). Universities must make appropriate accommodations to allow people with disabilities to participate in any service, program, or activity.

Texas law covers state institutions of higher education. Texas Government Code, Chapter 2054, Subchapter M combines portions of Section 504/508 and ADA. It also changes information and communication technology (ICT) to electronic and information resources (EIR). Rule 206.70 of the Texas Administrative Code (or TAC 206 for short) contains portions of Section 508 and WCAG standards for state websites. Chapter 213 of the Texas Administrative Code (or TAC 213) contains the rest of Section 508 that focuses on developing, procuring, maintaining, and using accessible EIR.

TAC 213 created the Electronic and Information Resources Accessibility Coordinator (or EIRAC) to assist you with developing, procuring, and maintaining EIR, direct you to appropriate people who can assist with ADA accommodations requests and complaints, and monitor and report our progress towards accessibility compliance.

[Progress is bolded to emphasize the importance of ongoing accessibility compliance efforts.]

Accessibility compliance is a team effort. We know there are many challenges ahead and will help you research potential ADA accommodations. Let us know how we can help you progress towards accessibility compliance. Visit our website at it.tamucc.edu/accessibility or email us at eirac@tamucc.edu.

Source: [MediaSite](https://tamucc.mediasite.com/Mediasite/Play/08979d2a6f744c9cad0372806b2a53381d)