



UNIVERSITY OF
MARY WASHINGTON

where great minds get to work

Accessibility 101

Please complete the pre-survey, go to:
<http://bit.ly/umwodr1>

Today We Will Develop:

1. A basic understanding of Accessibility, with specific consideration to disability.
2. A further understanding of how to support the disability community in the work you do at UMW.
3. Goals to promote accessibility.

Why Are We Doing This?

- UMW ASPIRE Community Values.
- UMW Guiding Principles on Diversity and Inclusion.
- It's the Law.
- Because it's the right thing to do.

Where We Are:

- ▣ [UMW ASPIRE](#)
- ▣ [IT Accessibility Policy](#)
- ▣ [Web Accessibility](#)
- ▣ [Office of Disability Resources](#)

Diversity Includes Disability

- Hearing Impairments/Deaf
- Visual Impairments/Color Blindness/Blind
- Learning Disabilities/Cognitive Impairments
- Autism Spectrum Disorder
- Mobility Impairments
- Traumatic Brain Injury
- Speech/Language Impairment
- Neurological
- Psychological
- Chronic Health
- ADHD
- Other



UNIVERSITY OF
MARY WASHINGTON

where great minds get to work

What is Accessibility?

So What is Accessibility?

- “Giving everyone the same opportunities and eliminating obstacles so all have the same access”.
- “Equal/equivalent access to information and experiences”.
- “Making resources attainable and usable in an equitable way for everyone”.
- “Ability to participate without having to struggle”.
- “Provided for all students, with no expectation of an explanation of need”.

Medical vs. Social Model

Her **impairment**
is the problem!
They should
cure her or give
her prosthetics.

The *medical model*
of disability



The **stairs** are
the problem!
They should
build a ramp.

The *social model*
of disability

Image by UAA: <http://www.uaa.alaska.edu/accessibility/topic/architecture.cfm>

Social Model Animation (YouTube)

- Does this add to your thoughts on Accessibility?
 - Change your view point?

Accessibility is Everyone's Responsibility

- ❑ Disability rights are civil rights.
- ❑ The goal is access for all.
- ❑ Access means there is no request or disclosure needed.
- ❑ Access is for the entire university to consider.
- ❑ Hold individuals accountable for what they can do to promote accessibility for all.

What is the difference between
Accommodation and
Accessibility?

Accommodations

- ❑ Require disclosure, process, time
- ❑ Only allow for it to work for one person
- ❑ ODR may be needed
- ❑ Can be difficult to work through afterwards
- ❑ Assumption that disability is stable, knowable, and predicable
- ❑ Accommodations begin where accessibility ends

Assistive Technology (AT)

Low-Tech	Mid-Tech	High-Tech
<ul style="list-style-type: none">• Pencil Grip• Highlighters• Magnifying Glass• Ruler	<ul style="list-style-type: none">• Calculator• Digital Audio Recorder• Microphone• Adapted Keyboard/ Mouse	<ul style="list-style-type: none">• Computer• iPad/Tablets• Screen Reading Software• Voice Recognition Software

Web Accessibility

- [Web Content Accessibility Guidelines](#) (WCAG 2.1).
- Covers wide range of recommendations for making web content more accessible.
- Helpful tool to use in designing faculty courses.

Think About Accessibility in These Areas:

- Creating/Purchasing/Developing.
- Digital/Technology.
- Academic/Instruction.
- Physical Design.
- Support for All Individuals with Disabilities (including community members, students, faculty, staff).
- Building Community/Culture.

Remember...

- Accessibility allows for empowerment and independence.
- Accessibility depends on the situation and context.
- It's not just limited to wheelchair ramps, automatic door openers, electronic information, or websites. It's about the consideration for a wide variety of needs.
- People use tools (Assistive Technology) for access. We need to accommodate.
- No one person will have all the answers, working together is essential.

What You Can Do Now

- Create accessible documents.
- Build/develop accessible websites.
- Purchase accessible software/hardware/apps.
- Make space.
- Do not require it if it is not equally effective for all.
- Ask more questions!
- Understand that some people need to use Assistive Technology (AT) to interact with the product, environment, etc.

What You Can Do Now (Continued)

- Consider doing regular checks of accessibility (allows for use with AT).
- Familiarize yourself with standards of accessibility (e.g., WCAG for web).
- Include people with disabilities in your planning.
- Partner, collaborate, share ideas, work together, pursue trainings.
- Be an advocate – join our movement!
- **See accessibility as an opportunity, not as more work.**

Quick Tips for Information and Communication Technology (ICT) Accessibility

- ❑ If you don't know, ask!
- ❑ Use [Hyperlinks](#) – with meaningful text.
- ❑ Consider [Color Contrast](#).
- ❑ Consider [font size/type](#).
- ❑ Use [Alternative Text](#) for Images.
- ❑ Provide [Closed Captioning](#) for all videos.
- ❑ Provide [accessible electronic materials](#).

Discussion 1

- What challenges do students/faculty/staff face when accessing your supports, services, decisions, programs, policies/procedures, products?
 - How would you know if people are struggling?
 - If you are not aware of any challenges, why do you think that is?
 - Is there a way that people can report accessibility barriers?

- What do you think you should consider in the work you do and its impact on individuals with disabilities?

Discussion 2

- What can your department do to improve awareness and consideration of accessibility needs of people with disabilities?
- Goals for your department:
 - What is one thing that you can do now?
 - What will you share with your office/department?
 - What is one thing that you can plan for or aspire to do in the long-term to address barriers?

What Other Universities are Doing:

- ▣ [Yale Usability and Web Access](#)
- ▣ [Accessibility at Mason](#)
- ▣ [University of Minnesota Accessible U](#)
- ▣ [University of Washington Accessible University](#)
- ▣ [Cornell University Diversity includes Disability](#)
- ▣ [Accessibility W&M](#)

Additional Training Opportunities

- ▣ Accessible Procurement
- ▣ Physical Access
- ▣ Autism Spectrum Disorder
- ▣ Career Transition Support
- ▣ Transitioning to College
- ▣ Accessible Events
- ▣ What is the ODR?
- ▣ Challenging Behaviors in the Classroom
- ▣ Animals on Campus
- ▣ Creating Accessible Electronic Materials
- ▣ Disability Etiquette
- ▣ ...and more!

ACCESSIBILITY PARTNER



**access
for all**



Post-Survey

- To complete the survey, go to:
<http://bit.ly/umwodr2>

How to Create Accessible Materials

PDF Accessibility:

[Webaim acrobat techniques](#)

PowerPoint Accessibility:

[Webaim powerpoint techniques](#)

Word Accessibility:

[Webaim word accessibility techniques](#)

Web Accessibility:

[Webaim introduction to accessibility](#)

Captioning Video:

[UMW Contact Information for Captioning and Transcription Services](#)

Additional Faculty/Staff Resources

Disability Resources

[ODR website/](#)

Center for Applied
Special technology

[CAST website](#)

DO-IT: University of
Washington

[DO-IT website](#)

[Color Contrast Checker](#)

(Download instructions: PC users:
Choose “CCA-Setup-1.1.0.exe”.
Mac Users: Choose “CCA-
1.1.1.zip”.)

FacultyWare

[Faculty ware website](#)

“Going to College:
Expanding Opportunities
for People with
Disabilities”

[Publisher for Going to College](#)

WebAIM

[WebAim website](#)

ASD Information

[GRASP Website](#)

Instructional Resources

- ▣ [Universal Design Principles](#)
- ▣ [National Center on Universal Design for Learning](#)
- ▣ [AT Examples](#)
- ▣ Dietrich, G., March 2018. Section 508 Goes to College. [PowerPoint presentation].
- ▣ [Kanopy](#) Video Streaming Service (through UMW Library).
- ▣ Book: Academic Ableism; Author: Jay Dolmage.

Web Accessibility Resources

- ▣ [Accessibility Compliance video](#) from the [UMW Web Training](#).
- ▣ Penn State's [synopsis of the Web Content Accessibility Guidelines \(WCAG\)](#).
- ▣ [The official WCAG](#).