



**Austin Peay**

State University

Disability  
Services

# OFFICE OF DISABILITY SERVICES (ODS):

**Director – Jamie McCrary**

Associate Director – Lynette Taylor

Assortative Technology Coordinator – David Sanford

Administrative Assistant II – Dustie Lampman-Boxx



# ODS MISSION STATEMENT:

To ensure access to students with disabilities to ALL  
curricular and co-curricular opportunities offered at APSU.

# DEFINING DISABILITY-

## THE ADA DEFINES A DISABILITY AS AN INDIVIDUAL WHO:

- Has a physical or mental impairment that substantially limits one or more major life activities to include major bodily functions - OR
- Has a record of such impairment - OR
- Is regarded to have such impairment.

# DISABILITY IDENTITY:

- Visible vs. non-visible disability
- Permanent vs. temporary disability

# COLLEGE DISABILITY POPULATION:

- College students with a disability – 25-30%
- National average of students that disclose their disability – 10%
- APSU students who have disclosed their disability – 5%

# ACCOMMODATIONS VS. ACCESSIBILITY:

- Accommodations - are built on a specific person's disability needs.
- Accessibility - access for everyone.

# TYPES OF ACCOMMODATIONS: (NOT LIMITED TO)

- Extended Testing Time (Example 1.5)
- Minimal Distraction Testing Area
- Note-Taker Services
- Use of Assistive Technology
- Preferred Seating
- Adjustable Seats/desks
- Copy of Power Points



# HOW STUDENTS RECEIVE ACCOMMODATIONS

- Identify to the ODS office
- Complete Intake packet
- Complete intake meeting with Director/Associate Director
- Complete ARF each semester
- Pickup Accommodation Letters
- Schedule student/teacher conference
- Retain signed conference forms

# ASSISTANCE ANIMALS

- ODS assess if animal is an assistant animal
- Differences between Assistant animal and Therapy Animal
- Assistance Animals in the classroom
- APSU follows HUD policies/procedures



# OTHER PROGRAMS AT APSU

- Full Spectrum Learning
- TRIO
- Adult and Non- traditional Students (ANTS)
- Military Student Center
- Tuition Reduction Program



# What is Accessibility?

"**Accessible**" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same time frame as individuals without disabilities, with substantially equivalent ease of use.

# Accessibility Compliance

- Content is usable without additional modifications.
- Appropriate functionality is designed into the content, learning object, application, media, etc.

# What is an Accommodation?

**“Accommodations”** are reasonable academic adjustments or auxiliary aids that provide equal access to programs and services on an individual basis. A few examples of reasonable academic adjustments or auxiliary aids are, extended time on tests, taking an exam in a minimal distraction area, recording a lecture and having a note-taker.

# What is the difference?

**Accessibility:** refers to the design of products, devices, services, or environments for people with disabilities. The concept of accessible design ensures both direct access and indirect access,

# What is the difference

**Accommodations:** are requested by a person with a disability and determined to be reasonable on an individual basis by an appointed representative. Accommodations may be needed beyond an accessible environment for equal access to programs and services because of the individuals disability .



# Basic Structural Mechanics

The most important step in planning your accessible document is to organize your information. Think about what you want to say and how you want to say it, create outlines that naturally identify headers for your material and chunk your information into sections and subsections, clearly identifying how the sections relate to one another.

# Basic Structural Mechanics

- Structure - Headings
- Format Fonts & Colors Appropriately
- Add Alt-text Descriptions for Images
- Make Meaningful Links
- Create Accessible Tables, Lists & Columns
- Use Built-in Accessibility Checker
- Save & share as Accessible PDF

# General Formatting Tips

- Do not use spaces to move words, use tabs.
- Do not use tabs to create columns, use the "column" feature under formats or create a table.
- Use one tab only for spacing. Adjust tabs with the ruler.
- Do not use hard returns to add space, adjust the spacing of the paragraph.
- Do not make adjustments to the appearance of a paragraph by hand, instead use styles.
- Do not use underlining.
- Use the Strong (bold) and Emphasis (italics) attribute styles for individual words/phrases.
- For braille, remember, do not space around dashes/hyphens or other

# Format Fonts & Color Appropriately

- Fonts
  - Sans-serif (Arial, Verdana, ~~Times New Roman~~)
  - Recommended size: 14 pt.
  - How to Emphasize: **Bold**, *Italics*, Underline, or **CAPS?**
- Color
  - Clear contrast – light background, dark text
  - No more than 3 (text, links, +1)
  - Use more than color to assess (X & X vs. N & Y)
  - Easy to read vs. hard to read

# Elements of the Word Interface

## 1. Ribbon

The large rectangular region above the document is known as the ribbon. It contains the title bar, the Office Button, the Quick Access Toolbar, and the Tabs.

## 2. Office Button

This button drops the Office Menu, which is the rough equivalent of the File menu in previous releases of Office. The Office Menu contains commands that act on documents rather than on the contents of documents.

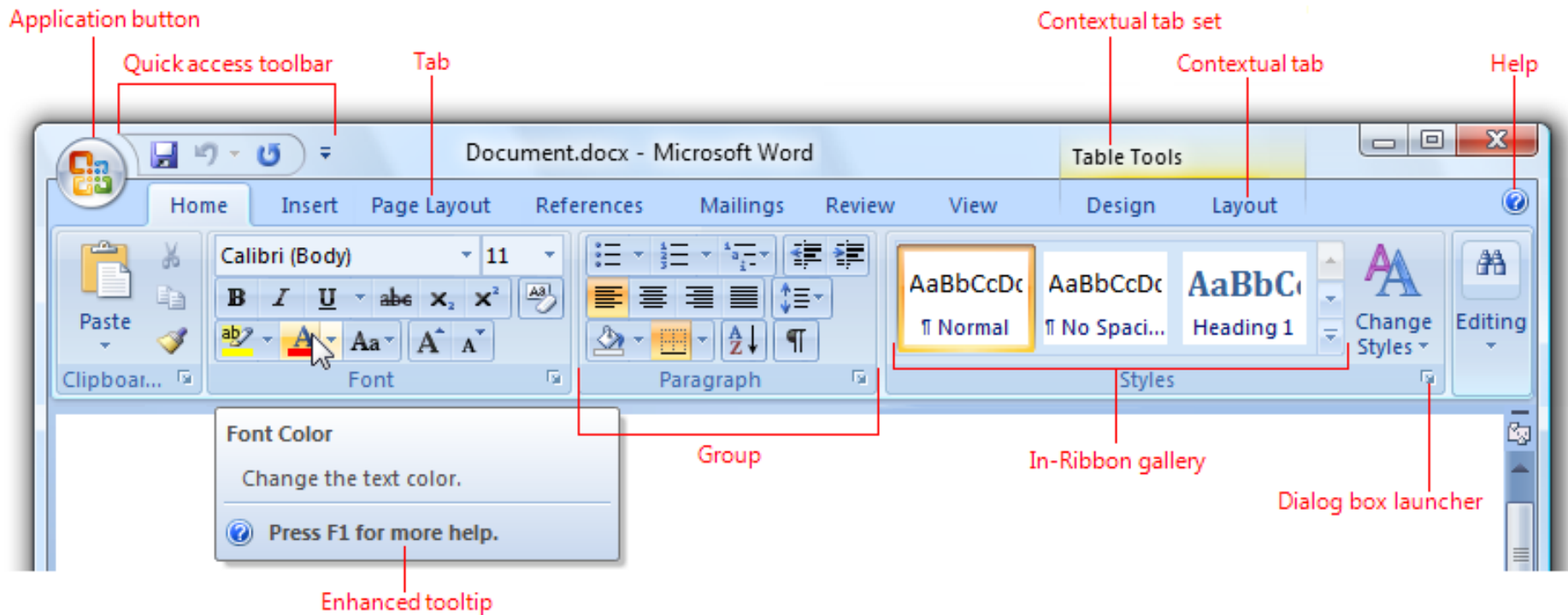
## 3. Quick Access Toolbar

This toolbar contains commonly used commands and is the main location for end-user customizations. Users can add any ribbon control to the Quick Access Toolbar. It's meant to be the space that "belongs" to the end user.

## 4. Tabs

The tabs make up the main content of the ribbon and contain UI controls that deal with the contents of the document at hand.

# The “Ribbon” is your Friend!



# Headings

Good heading structure helps readers to understand how the document is organized. Assistive technology users can move between headings, which makes navigation usable and more efficient than without headings. Headings and subheadings should be identified as such using the built-in heading features of the authoring tool. Headings should form an outline of the page and be used in the table of contents (TOC) for long documents:



# Headings



Heading 1 for the main heading,

Sub-Heading 2

Sub-Heading 2

Sub-Heading 3



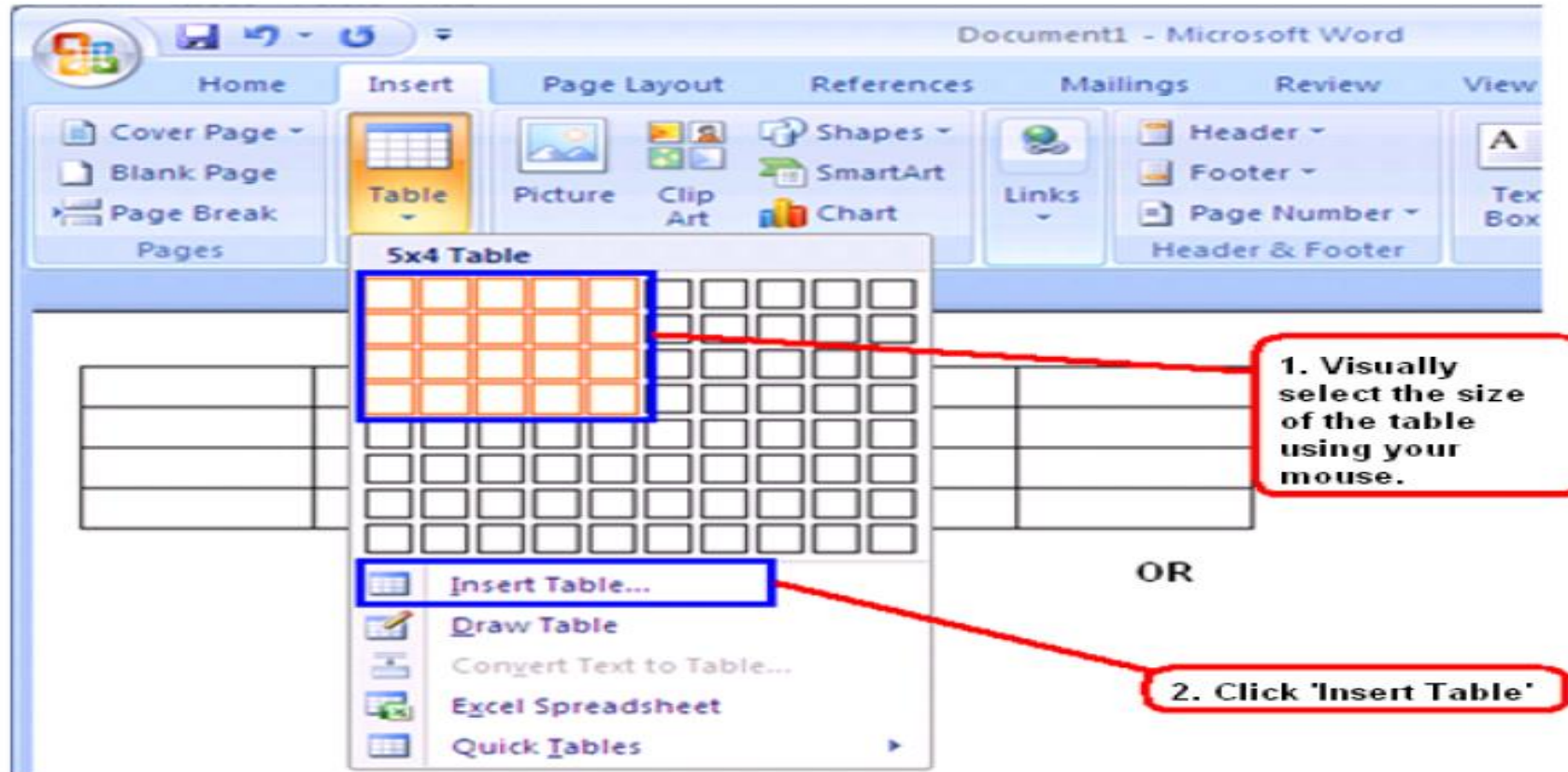
# List

Any content that is organized as a list should be created using the list controls that are provided in MS Word. Using the available tools to create lists helps assistive technology users understand how the content is organized. Also, when screen reader navigates a list, the screen reader informs the user that they're on a list and informs them of how many items are in the list.

## List types

- Ordered (numbered)
- unordered (bulleted)

# Create Accessible Tables



The screenshot shows the Microsoft Word interface with the 'Insert' tab selected. The 'Table' button in the ribbon is highlighted with a blue box. A dropdown menu is open, showing a grid of table sizes. A 5x4 grid is highlighted with a blue box, and a red line points from it to a red-bordered text box containing the instruction: "1. Visually select the size of the table using your mouse." Below the grid, the 'Insert Table...' option is highlighted with a blue box, and a red line points from it to another red-bordered text box containing the instruction: "2. Click 'Insert Table'". The word "OR" is centered between the two instructions. The background shows a document with a table and other ribbon options like 'Picture', 'Clip Art', 'Chart', 'Links', 'Header & Footer', and 'Text Box'.

Document1 - Microsoft Word

Home Insert Page Layout References Mailings Review View

Cover Page  
Blank Page  
Page Break  
Pages

Table

Picture Clip Art Chart

Shapes SmartArt

Links

Header Footer  
Page Number  
Header & Footer

Text Box

5x4 Table

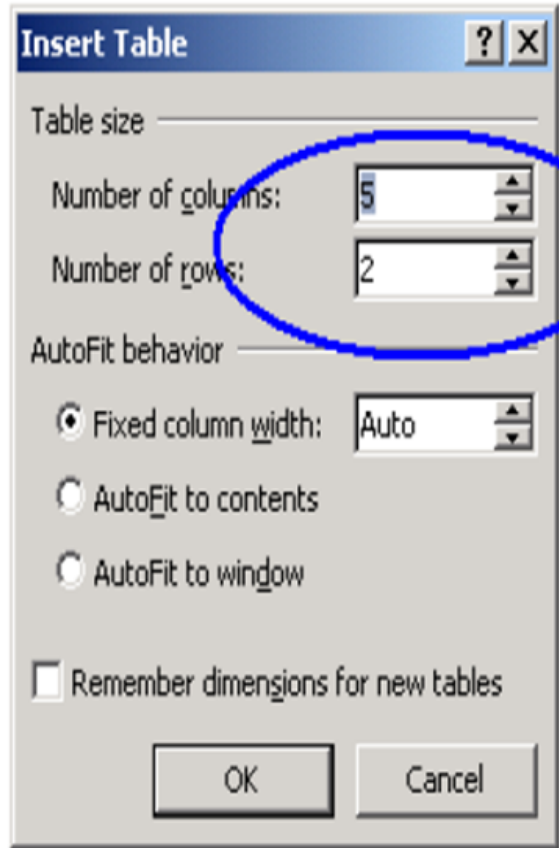
1. Visually select the size of the table using your mouse.

OR

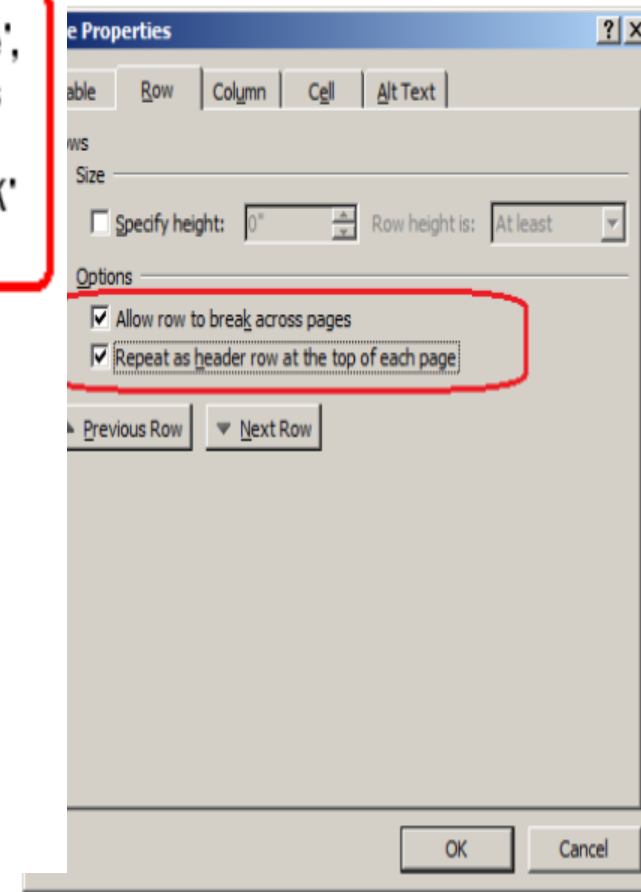
2. Click 'Insert Table'

Insert Table...  
Draw Table  
Convert Text to Table...  
Excel Spreadsheet  
Quick Tables

# Create Accessible Tables



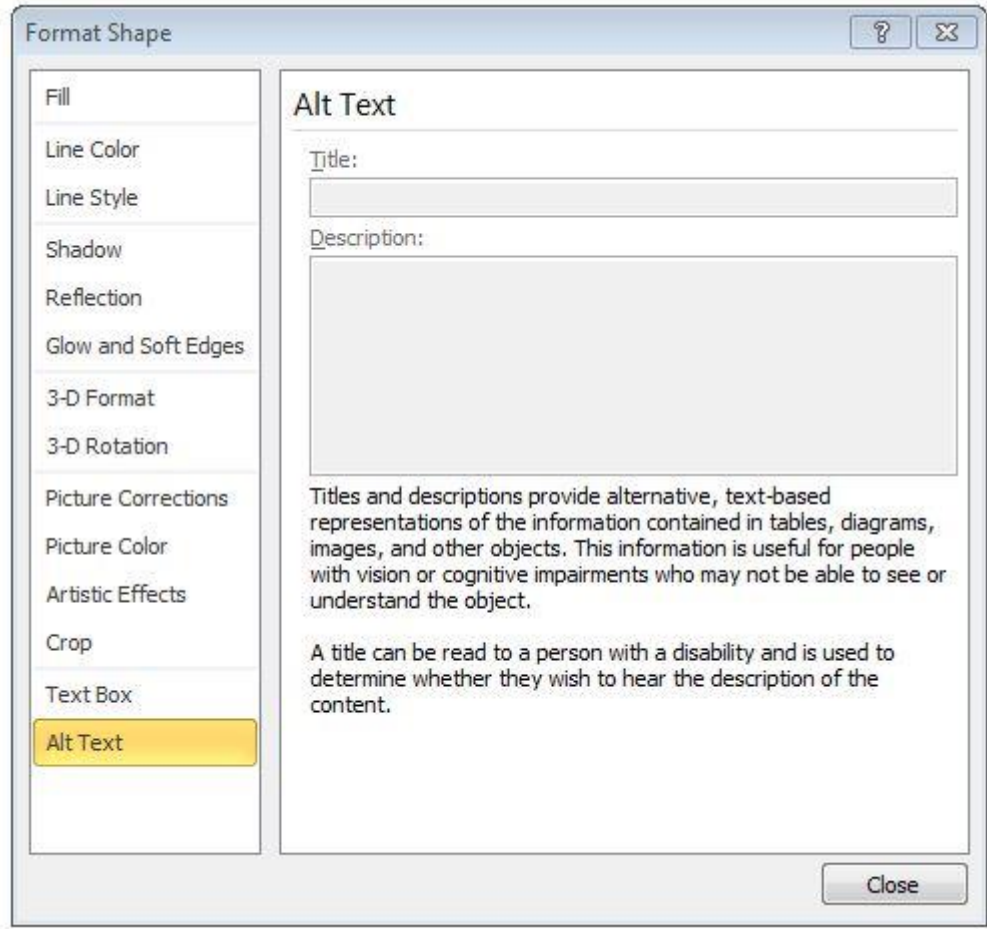
After clicking 'Insert Table', enter the number of Rows and Columns you want in your table. Then press 'OK'



# Alternate & Descriptive Text for Images and Figures

Alternative text for images, charts, graphs, and tables is vital to ensuring access to "non-text" elements of a Word document.

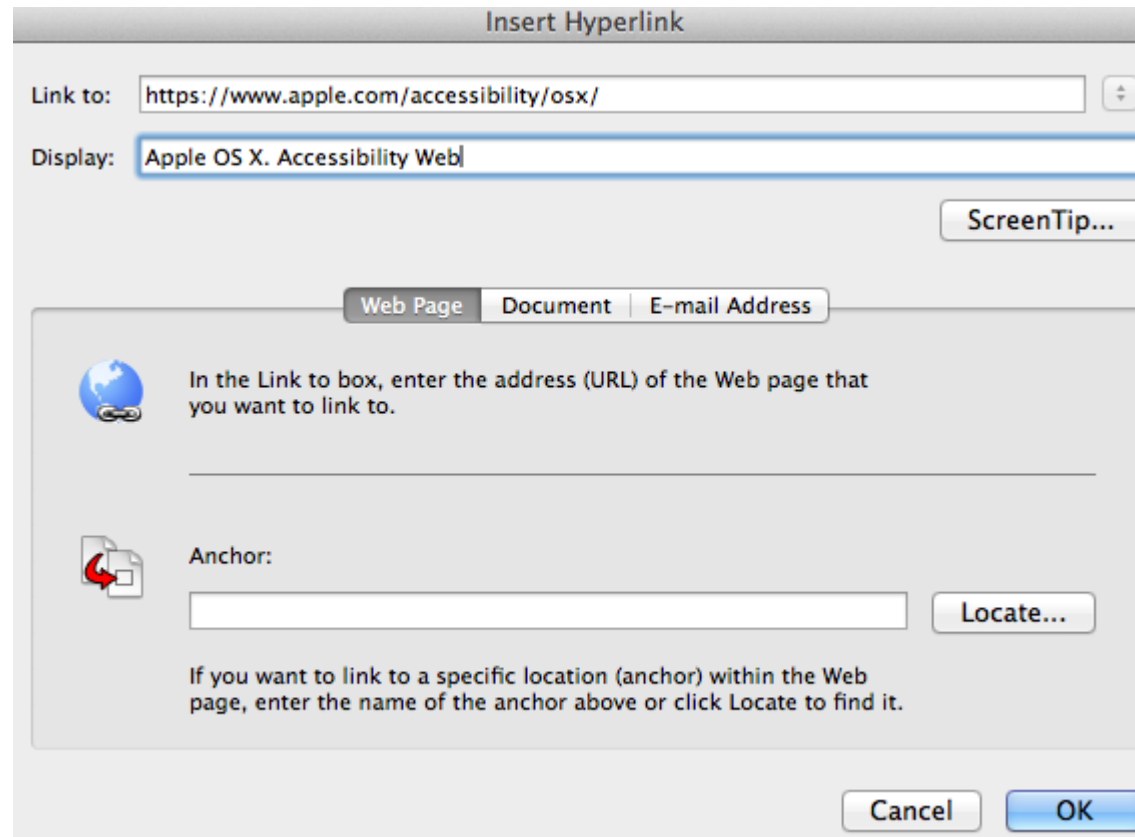
The text alternative for a simple image should be limited to no more than 120 characters. It should be a brief summary of the included information and follow with contextual description in the body text around or under the complex graphic. If the body of the document already contains a sufficiently detailed description, the alternative text can simply identify the image so that the reader knows when it is being referred to



# Hyperlink

Hyperlink text should provide a clear description of the link destination, rather than only providing the URL or "more", "click here".

Windows -



# Check For Accessibility?

Many authoring tools now have "Accessibility Checkers" to help identify areas in a document that need accessible design. MS Word has such a tool to help with the accessible word document creation and remediation process. While this tool will not identify all accessibility issues (links to videos without captioning, etc.), the MS Accessibility Checker will find most issues. To run the Accessibility checker, select "File", select the "Info" tab, select the "Check for Issues" button and select "Check Accessibility"

- Info
- New
- Open
- Save
- Save As
- Save as Adobe PDF
- Print
- Share
- Export
- Close

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- Account
- Options
- Add-Ins ▾

# Info



## Protect Document

Control what types of changes people can make to this file.



## Inspect Document

Before publishing this file, be aware that it contains the following information:

- Document properties and author's name
- Content that people with disabilities find difficult to read

**Inspect Document**

Check the document for hidden properties or personal information.

**Check Accessibility**

Check the document for content that people with disabilities might find difficult to read.

**Check Compatibility**

Check for features not supported by earlier versions of Word.

this fi



# Save this in PDF, or something else?

Now that you have created an accessible Word document you may want to export the accessible version to other file formats. The goal is to save the accessibility features you created in the Word document, including heading structure, alternate text for figures/images, lists, tables, document language, and other content that is important for accessibility.

## **Save As PDF**

One common file type often exported to is PDF. To save to a PDF in Word 2013 and Word 2010 (Windows), Go to "File" and "Save As" and select PDF from the choices provided. The default setting creates a PDF that keeps the Word document's accessibility features - save the language settings that need to be selected in Adobe Acrobat. Make sure you select the "Options" button in the "Save As" window to confirm the "Document structure tags for accessibility" check box is selected. If you choose to use the "Minimize Size" option when saving to PDF, the "Document structure tags for accessibility" check box may be unchecked by default.

# Save & Share as Accessible PDF

