

Creating an Inclusive Environment for Learning and Interacting

The What and Why of Accessibility

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Disclaimer:

Following the recommendations from this webinar do not guarantee or imply that your course/content is 100% accessible.

Review the [accessibility resources](#) on the Student Accessibility Services website for additional information or contact SAS or EDT.

Agenda

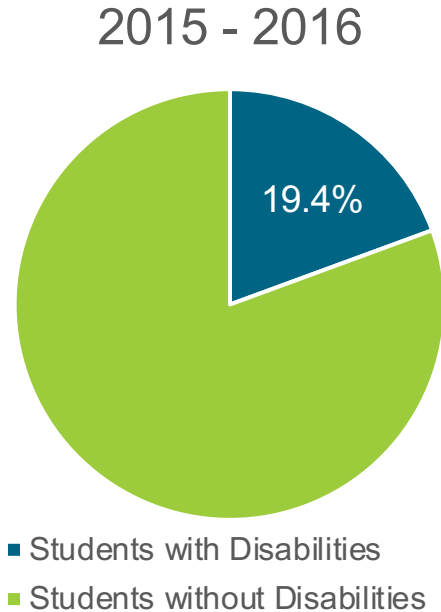
- What is accessible
- Why accessibility is important
- Who we're developing accessible content for
- What content should be accessible
- Best practices for developing accessible content
- What is required of you

What is Accessible?

“A person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.”

Source: University of Cincinnati and Youngstown State University [Resolution Agreement](#)

Why is Accessibility Important?



- All content and services should be equitably accessible
- To provide a quality and equitable learning experience
- Quality Matters standards 8.3, 8.4, and 8.6

Source: U.S. Department of Education, National Center for Education Statistics. (2021). [Digest of Education Statistics](#), 2019 (2021-009), Chapter 3.

Why is Accessibility Important?

Section 504 of the Rehabilitation Act

- Protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education

Source: [U.S. Department of Education](#)

Section 508 of the Rehabilitation Act

- Requires federal agencies to make their electronic and information technology accessible to people with disabilities

Source: [Section508.gov](#)

Who is Accessible Content Developed For?



Visual



Hearing



Cognitive



Motor

WHERE NURSING TRAILBLAZERS BELONG.

What Content Should be Accessible?

- All course materials made available online including:



WORD



VIDEO



POWERPOINT



ONLINE
PRESENTATION



PICTURE

Best Practices: Contrast

- High color contrast between background and text



Name	Quiz	Grade



Name	Quiz	Grade

- Use the [WebAim Contrast Checker](#) tool to see if there is enough contrast

Best Practices: Text



Write “Click here to learn more.” or “Read more.”



[Click here](#) to learn more.



Place a URL on screen



<https://www.usf.edu>



Write “Read the Future of Nursing report.” or “Watch the Cardiovascular Disorders presentation.”



Write “[Read the Future of Nursing report.](#)”

Best Practices: Text Formatting



Underline, highlight, or change color of text to emphasize text



Agenda

- Review **chapter 1**
- Write **module 1 paper**



Bold text using a style when using Word, PPT, etc.



Agenda

- Review chapter 1
- Write module 1 paper

Read: 

Introduction & Foundations 

Stanhope & Lancaster:

Chapter 1: Public Health Foundations & Population Health - pp. 1-19

Chapter 2: History of Public Health and Public & Community Health Nursing - pp. 22 - 43

Community/Public Health Nursing [C/PHN] Competencies (Quad Council Coalition, 2018)

https://www.cphno.org/wp-content/uploads/2020/08/QCC-C-PHN-COMPETENCIES-Approved_2018.05.04_Final-002.pdf 



CLASS SLIDES:

[CLASS SLIDES Intro to PHN Foundations, Framework & Perspectives S22.pptx](#)  ↓

[CLASS SLIDES Epidemiology S22.pptx](#) ↓

Additional Assigned Reading:

In July 2015, the Institute of Medicine (IOM) became the National Academy of Medicine (NAM). At the same time, many of its program activities were moved into a new program division called the Health and Medicine Division (HMD) of the National Academies of Sciences, Engineering, and Medicine (for short, “the Academies”).

1. This article summarizes the National Academy of Medicine's (NAM) (formerly the IOM) initial report on the [Future of Nursing: Leading Change, Advancing Health](#)  and how the nursing profession should respond. For access to the summary of the report [CLICK HERE](#) ↓ 

Best Practices: PDFs



Upload, use, or email scan documents, chapters, tables, etc.



Use [Acrobat Pro](#) or contact EDT to make PDFs accessible



Use the Accessibility feature in Acrobat Pro

Other Best Practices

- Use alt-text, captions, or long descriptions for images
- Use heading styles in Word, PowerPoint, etc.
- Caption all video and audio files
 - Check caption on YouTube videos
- Ensure PDFs are accessible and searchable (non-scanned documents)
- Use Canvas Accessibility Checker to identify issues
- Seek support from EDT

What is Required of You?

- Increase accessibility awareness and knowledge
- Apply knowledge when designing and updating content/resources and interacting with students, colleagues, and other individuals
- Evaluate existing content/resources (e.g. text, videos, images, presentations, audio, etc.) for accessibility
- Be proactive! Don't wait until you receive a Student Accommodation Letter requiring content to be accessible



Upcoming Accessibility Webinars

- Student Accessibility Services:
Who We Are, What We Do
- Creating Accessible Content
 - Canvas: Add alt text to images, accessibility checker
 - Documents/Presentations: Add alt text to images, create headings
 - PDF: Make scanned PDFs accessible
 - Videos: Obtain transcripts and closed captioning

Resources

- Web Content Accessibility Guidelines - <https://www.w3.org/WAI/standards-guidelines/wcag/>
- USF Accessibility Guide - <https://www.usf.edu/student-affairs/student-accessibility/resources/web-accessibility.aspx>
- USF Student Accessibility Services Resources - <https://www.usf.edu/student-affairs/student-accessibility/resources/>
- WebAim Contrast Checker - <https://webaim.org/resources/contrastchecker/>

Thank you for joining us!

We will open up for Q&A

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