YOUR PRESENTERS

Kym Kleinsmith
• Director of Disability Services & Behavioral Intervention

Terry Rowles
• DS Coordinator/Academic Intervention Specialist

Tim Kast
• Assistive Technology/Educational Support Specialist

*Berks Hall, room 216*
OBJECTIVES

• What is inclusion on a college campus?
• Who’s responsible for inclusion on a college campus?
• Three ways to promote inclusion
  • Physical access
  • Access to documents
  • Captions for everyone
INCLUSION ON A COLLEGE CAMPUS

What’s the difference?

Discuss:

• Diversity
• Equality (or Equity)
• Inclusion
INCLUSION VS. EQUITY

Diversity
Everyone is individual and different

Equality
Equal access to opportunities

Inclusion
Inclusion is a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best at work
KEY QUESTION

Whose responsibility is it to help all students feel included on campus?

Let’s brainstorm with a partner

Report back
WHAT CAN YOU DO TO PROVIDE AND PROMOTE INCLUSION?

Consider how you can provide & promote the following:

- Physical access
- Access to documents
- Captions for all
WHO NEEDS PHYSICAL ACCESS?

Students, faculty, administrators and staff who:

* Use wheelchairs (manual or power)
* Use walkers, canes
* Use knee scooters
* Are larger than average
* Are pregnant
* Use rolling backpacks
* Carry lots of books, materials
* Have a service dog
* Others
WHAT CAN YOU DO TO PROVIDE PHYSICAL ACCESS?

Continually check your own physical environment (your office, classroom, work area) for:

• Room for those with mobility aids (wheelchairs, walkers, etc.) to enter, exit, and move
• Room for mobility aids anywhere other students can walk (front of room, white board)
• Rearrange furniture as needed
• Consider room for wheelchairs to turn, back up, etc.
• Think ahead about where someone using a wheelchair would pull up to a table or desk
WHAT CAN YOU DO TO PROMOTE PHYSICAL ACCESS ON CAMPUS?

Continually check the physical environment wherever you are on campus (different buildings, walkways, entrances, etc.) for:

- Safe pathways for mobility aids to maneuver
- Push pads that are operational (report to security if not working)
- Report non-accessible areas to facilities and CC Kym (railroad track, ramps, objects blocking doorways, hallways, etc.)
- Talk about physical accessibility issues with your colleagues
- Use examples in conversations about others using wheelchairs, etc.
WHO NEEDS ACCESS TO DOCUMENTS?

Students, faculty, administrators and staff who:

* Are blind and use a screen reader to read documents out loud
* Have a physical disability and use a screen reader
* Have low vision and need to enlarge documents
* Have any medical condition that impairs vision temporarily
* Have age-related vision loss
* Want to have text read aloud to not disturb others
* Want to enlarge text to decrease eye strain for any reason
WHAT CAN YOU DO TO PROVIDE ACCESS TO DOCUMENTS?

Continually check the documents you use, whether on paper or electronically uploaded (in your office, page on the website, classroom, Canvas, handouts, etc.) for:

- Use of MS Word Styles
- Use of alt-text to describe tables, graphics, pictures
- PDFs that are not locked
- Attend a workshop about accessible documents by Mike Gregory
WHAT CAN YOU DO TO PROMOTE ACCESS TO DOCUMENTS?

Continually check the documents you see wherever you are on campus (different offices, handouts from meetings, on the RACC website, etc.) for:

• Use of MS Word Styles
• Use of alt-text to describe tables, graphics, pictures
• PDFs that are not locked
• Report non-accessible documents to the supervisor in the area and CC Kym & Tim
FYI—USING STYLES AND ALT TEXT IN WORD

https://support.office.com/en-us/article/Video-Improve-accessibility-with-heading-styles-68f1eeff-6113-410f-8313-b5d382cc3be1
WHO CAN BENEFIT FROM CAPTIONS OF VIDEOS?

Students, faculty, administrators and staff who:

* Are deaf
* Are hard-of-hearing for any reason (hearing loss, age-related, sinus infection, etc.)
* Are English Language Learners or international students
* Learn better by reading than by hearing
* Have a learning disability in reading (reading + hearing = better comprehension)
WHAT CAN YOU DO TO PROVIDE CAPTIONS FOR ALL?

Continually check the videos you use, whether from publisher-provided material or uploaded from YouTube or elsewhere (in your office, page on the website, classroom, Canvas, etc.) for:

* The option to choose CC on publisher-derived video materials
* The option to choose CC on web-derived video materials
* Accuracy of YouTube captions (notoriously bad)
* The addition of captions on all in-house produced videos for your department, program, etc.
WHAT CAN YOU DO TO PROMOTE CAPTIONS FOR ALL?

Tell your colleagues and students:

*ALWAYS USE OR TURN ON CAPTIONS*

In all situations, regardless of whether or not there is a deaf person watching.

* When purchasing educational materials, ask about caption availability
* When creating in-house videos request captions be added
* Know that without captions, if a deaf student needs to access the text of a non-captioned video, you’ll be asked to post a transcript of the text with the video
HELP US BUILD AN INCLUSIVE CAMPUS

We are all responsible for helping all students feel like they belong at RACC

Three ways to promote inclusion—provide and promote:

• Physical access
• Access to documents
• Captions for everyone
HELP US BUILD AN INCLUSIVE CAMPUS

Annual Inclusion Award will be presented in April for someone who:

- Advocated for individuals with disabilities to achieve greater independence and integration
- Used their time, talents, or resources to improve access or the quality of campus life and learning for students with disabilities
- Developed unique opportunities and experiences for students with disabilities
- Promoted awareness and understanding of disability-related issues
- Removed barriers (physical, social, technological, academic, etc.) to create greater accessibility
- Has, in any way, gone above and beyond the usual expectations to accommodate students with disabilities
QUESTIONS?
RESOURCES

Accessible documents:
https://www.washington.edu/accessibility/documents/
https://webaim.org/techniques/word/
YouTube video: https://youtu.be/aFQCwnF5gNQ

Universal Design overview:
University of Washington—Universal Design in post-secondary education:

Video Captions Benefit All Students:
https://er.educause.edu/articles/2017/8/a-rising-tide-how-closed-captions-can-benefit-all-students

Video Captions Benefit Everyone: