Creating Accessible Word Document

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http://www.sjsu.edu/cfd/teaching-learning/accessibility
Agenda

- Who are our students?
- Problems over inaccessibility
- What is accessibility?
- What is an accessible Word document?
  - The L.I.S.T. check
- How to create an accessible document
- Test and listen to your document
- Video and References
Who are Our Students?

- Educational, does one size fit all?

- Individuals bring in different skills, culture, learning style, needs, interests, and other characteristics to learning.

- "Diversity" in our student population is more than cultural; it includes a wide range of physical, visual [sensory], hearing, learning [cognitive], attention, and communication abilities.

- Courses designed with Universal Design for Learning (UDL) “strive to focus on the strength of individuals… what they CAN do rather than on what they cannot” and “proactively address the needs of people with the broadest range of characteristics…” (Emmert, M. A. 2008)
Who are Our Students? (cont.)

➢ US Census, 2010:
Approximately 18.7% (56.7 million people) of the population report having a disability in 2010.

➢ Based on the 2007-2008 National Postsecondary Student-aid study, 10.8 % of the undergraduate students reported with disabilities: http://goo.gl/zqdWKX
Who are Our Students? (cont.)

- SJSU AEC student registration data from 2004 to 2013

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Total + Open U</th>
<th>SJSU Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>553 (2%)</td>
<td>783 (3%)</td>
<td>28,800</td>
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<tr>
<td>Fall 2005</td>
<td>890 (3%)</td>
<td>913 (3%)</td>
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<td>Fall 2006</td>
<td>933 (3%)</td>
<td>1021 (3%)</td>
<td>29,604</td>
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<td>Fall 2007</td>
<td>1073 (3%)</td>
<td>1136 (4%)</td>
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<td>Fall 2008</td>
<td>1124 (3%)</td>
<td>1221 (4%)</td>
<td>32,746</td>
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<tr>
<td>Fall 2009</td>
<td>1127 (3.6%)</td>
<td>1257 (4%)</td>
<td>31,280</td>
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<tr>
<td>Fall 2010</td>
<td>1058 (3.6%)</td>
<td>1114 (3.8%)</td>
<td>29,076</td>
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<tr>
<td>Fall 2011</td>
<td>1127 (3.7%)</td>
<td>1170 (3.9%)</td>
<td>30,236</td>
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<td>Spring 2012</td>
<td>1102 (3.9%)</td>
<td>1176 (4.2%)</td>
<td>28,002</td>
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<tr>
<td>Spring 2013</td>
<td>1125 (4.1%)</td>
<td>1180 (4.3%)</td>
<td>27,503</td>
</tr>
</tbody>
</table>
Who are Our Students?

AEC Spring 2013 student registration data

- Communication = 5 (.44%)
- Deaf/HOH = 28 (2.5%)
- Learning disability = 462 (41%)
- Mobility = 112 (10%)
- Functional disability = 502 (44.6%)
- Visual disability = 16 (1.4%)

Total = 1125

Spring 2013

- Learning 41%
- Functional 44.6%
- Mobility 10%
- Visual 1.4%
- Deaf 2.5%
- Communication 1.4%
7 complaints from disabled students over inaccessible online courses:

1. Inaccessible live chat and discussion board in Moodle LMS
2. Inaccessible faculty-prepared class assignments and materials on the learning management system, Moodle.
3. Inaccessible documents that are scanned images on webpages and websites.
4. Inaccessible videos, and videos in Flash format, that are not captioned.
5. Inaccessible library database materials.
6. Inaccessible course registration through a website, Cyber Bear.

For more information about the 7 complaints, visit http://goo.gl/FlZjB
Settlement Agreement over Inaccessibility, May 2013

UC Berkeley’s Settlement Agreement with Students with Print Disabilities on May 7, 2013:

- Timely access to instructional materials with accessible alternate media format
  - Textbooks: 10 business days
  - Course readers: 17 business days
  - Request for timely delivery of alternate format: 3 days prior to start of class
- Improve library online catalog software for screen reader access
- Implement scanning machines or other assistive technology to allow self-service by students
- Provide assistance with scanning for those with physical disabilities
- Faculty may be subject to referral to the Vice Provost and reference the Faculty Code of Conduct if they refuse to submit textbook adoptions at least 7 weeks prior to start of class
- Reading materials posted by the faculty and staff will be made accessible in a reasonable and equitable time frame.

For more information about UC Berkeley’s Settlement Agreement, visit http://goo.gl/P6L56
Settlement Agreement over Inaccessibility, July 2013

Louisiana Tech University’s Settlement Agreement on July 23, 2013:

Synopsis
- A blind student was unable to participate in a course due to an inaccessible online learning product (MyOMLab) and hard copy classroom handouts.
- Faculty member directed student to app vendor and assigned another student in the course to convert the handouts.
- Campus failed to provide equal and timely access to the course materials within one month.
- Student dropped the course due to inability to participate equally in the class discussion or prepare for the exams in a timely manner.

Outcomes

- **Policy Related**
  - Affirm the role of Disability Services (DS) Office as the authorized liaison between students and faculty and DS to coordinate with instructors on the delivery and service of course accommodations.
  - University will revise and adopt policies and procedures to comply with accessibility standards and disseminate appropriately within 120 days.
Settlement Agreement over Inaccessibility, July 2013 (cont.):

Louisiana Tech University’s Settlement Agreement on July 23, 2013 (cont.):

- **Training Related**
  - All instruction-related individuals [faculty, TAs, administrators] must receive [ADA] training on their role and responsibilities, campus resources, best practices
  - All student orientation will include presentation by Disability Services office

- **Reporting Related**
  - Report the above faculty and student training dates and attendance
  - Submit initial and annual compliance reports concerning this Settlement Agreement (policy revision, training and related complaints)

For more information about Louisiana Tech University’s Settlement Agreement, visit http://www.ada.gov/louisiana-tech.htm
What is accessibility?

Accessibility is about:

- How to include students with disabilities
- How students with disabilities access electronic information

Accessibility is not a feature, it’s about procedures, processes and techniques.

Note: Contact Accessible Education Center (AEC) at www.sjsu.edu/aec if you have any questions concerning how to make course adaptations or accommodations for students with disabilities.
What is an accessible document?

Accessible documents are digital documents which can be:

- modified by highlighting texts, increasing the font size, or,
- read out loud by text reader software for users with disabilities.

View Video of Gloria A’s story
How to Make My Documents Accessible

The L.I.S.T. Check

➢ To create an accessible document, focus on the following four key elements in your document if any:
  ▪ Links
  ▪ Images
  ▪ Structure
  ▪ Tables
Instruction on Creating Accessible Documents
Links

If there is any web link in your document, make sure to include the following information

- Provide a meaningful name for the website
- Include the URL web address
- Hyperlink the name of the website
Instructions on how to create hyperlinks for your documents in Microsoft Word:

1. Create a meaningful name for the website and highlight this website name.

2. On the Insert tab select Hyperlink from the Links group.
3. In the *Insert Hyperlink* window, enter the URL in the *Address* box at the bottom.
4. Click OK.
Here is a sample of a link with the website name hyperlinked and URL displayed.

Note: The more relevant links you include in your document with anchor text and the more links pointing to your website, the more traffic you will have for your page.
Why do I need to hyperlink the name of the website?  
A: Screen reader software such as, JAWS, can provide a list of hyperlinks for users with disabilities. It is more meaningful to read the name of the website than the long URL or “click here”. See a sample of the Link list generated by JAWS below.
Images

If there are images, graphics, figures or any non-text information in your document, make sure to include appropriate alternative texts or caption to describe the message you want to communicate via image or object.

1. Right-click on the image and select *Format Picture*… at the bottom.
2. In the *Format Picture* window, click the *Alt Text* tab.

3. Enter descriptive information in the *Alt Text Description* box.

4. Click OK.
Why is it important to have a structure for your document?
A: Structure is important to provide an overall outline of your document for easy navigation. Screen reader software can provide a listing of heading style for users with disabilities to navigate quickly to any parts of the document. See a sample of the Heading list generated by JAWS below.

![Heading List Screen Shot]

Center for Faculty Development July 2013
Structure

Instructions on how to create structure by utilizing the heading style feature in Microsoft Word.

1. Select or ensure the cursor is blinking somewhere in the text you want to configure.
2. From Home tab, click the More icon in the Styles group.
2. In the More Style pop-up box click your desirable style such as, Heading 1, Heading 2, Heading 3, etc.
3. Go to View tab and check the Navigation Pane box in Show group.

4. A list of your assigned heading style will appear in the Navigation pane on the left.
Structure (continued)

5. You can change the style to your desirable format by right clicking the heading style and select *Modify*…
6. A preview of the format and specification of your default heading style will be displayed. Any changes you make in the Modify Style window will be reflected globally throughout your entire document.
7. Click on the **Format** button on the lower left corner and select **Paragraph**.

8. In the **Paragraph** window, use the **Before** and **After** boxes in the **Spacing** area to format the spacing between paragraphs instead of using carriage returns.

Note: Each carriage return will be read as “blank, blank, blank...”
If you have any tabular information in your document, use Table instead of tab keys to organize it. Each tab key will be read as “tab, tab, tab…”

- Organize the sequence of your tabular information carefully. Screen reader reads the table from left to right, one cell and one line at a time, and from the top row to the next.

- Make sure to repeat header row when table expands to more than one page.
Instructions on how to repeat header row in Microsoft Word.

1. Select the header row.

2. Right click it and select Table Properties...
3. From *Table Properties* window click the *Row* tab.

4. Check the box next to *Repeat as header row at the top of each page*.

5. Click *OK*. 
Go to the **File** tab:

- Select **Print** to print your selected pages
- Select **Save As**, enter a name for your file in the Save As window
- Click the down arrow in the **Save as type** box to select PDF
- Click **Save** to save your document as a pdf document
Listening to Your Document

1. Launch the PDF document.
2. Under the View menu, select Read Out Loud to activate it.
3. Go back to View menu and select Read this page only or Read to End of Document. Your document will be read aloud for you.
Video and References


2. Students Reported Disability Status : http://goo.gl/zqdWKX

3. 7 complaints at http://goo.gl/FIZjB from a disabled student about inaccessible online courses

4. UC Berkeley’s Settlement Agreement, visit http://goo.gl/P6L56

5. Louisiana Tech University’s Settlement Agreement, visit http://www.ada.gov/louisiana-tech.htm

