ACCESSIBILITY & ACCOMMODATIONS WITHIN SPH

SPH Fall Instructor Training

Chelsea Elkins (she/her), MPH
Access & Advocacy Coordinator
Fall 2023

UNIVERSITY *of* WASHINGTON

AGENDA

I. **Disability in the Classroom: An Overview**
II. **Landscape of SPH Students**
III. **DRS Process & Accommodations**
IV. **Suggested Practices**
V. **Canvas Accessibility with Liz Kirk**

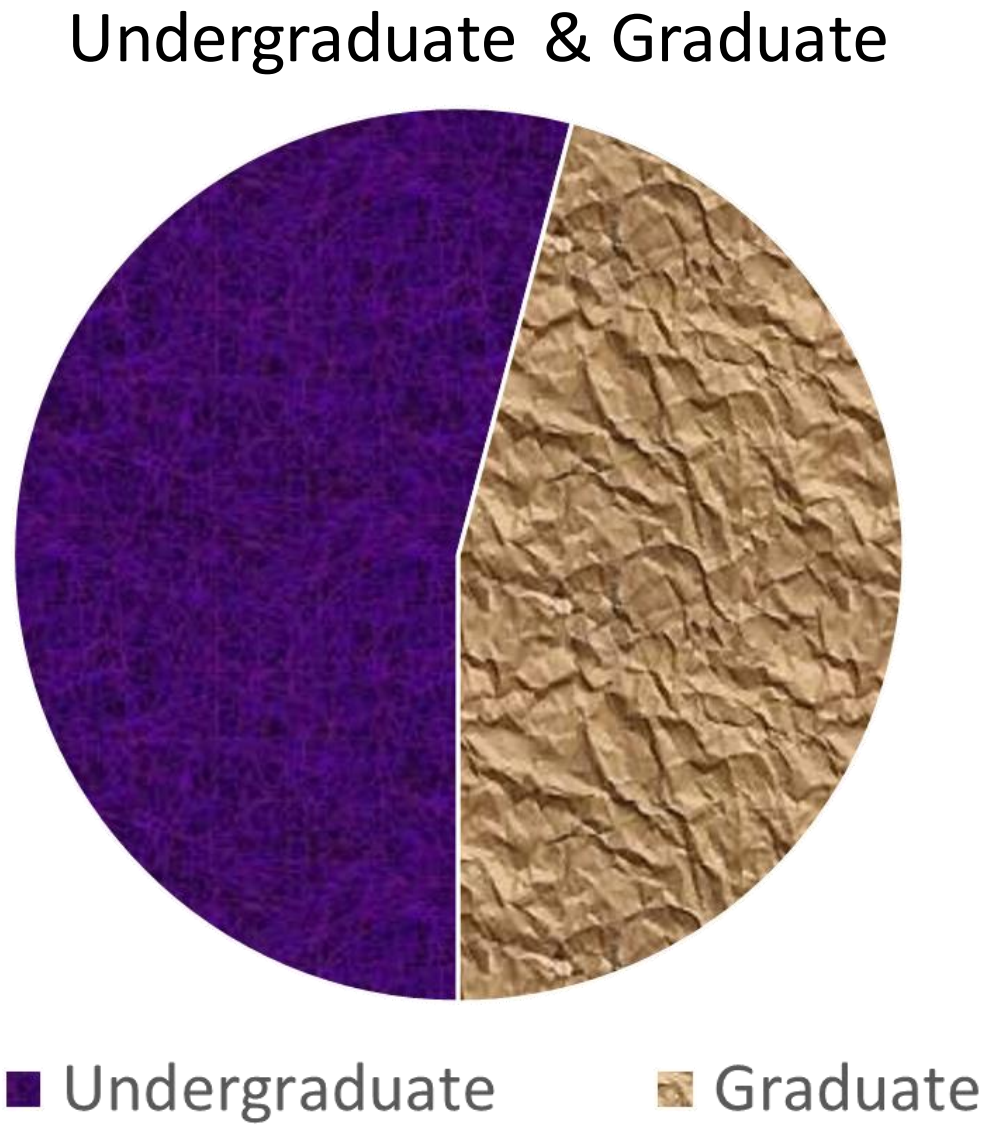
Disability at UW

- **14% of UW students identified as having 1(+) disabilities - UW Climate Survey (2019)**
- **Disability Resources for Students (DRS) serves ~10% of UW student population**
- **Disabilities can be visible or invisible**
  - ~90% of DRS Students have invisible disabilities
- **Disability is diversity**

SPH AT A GLANCE

SPH Students with DRS Accommodations by Degree:

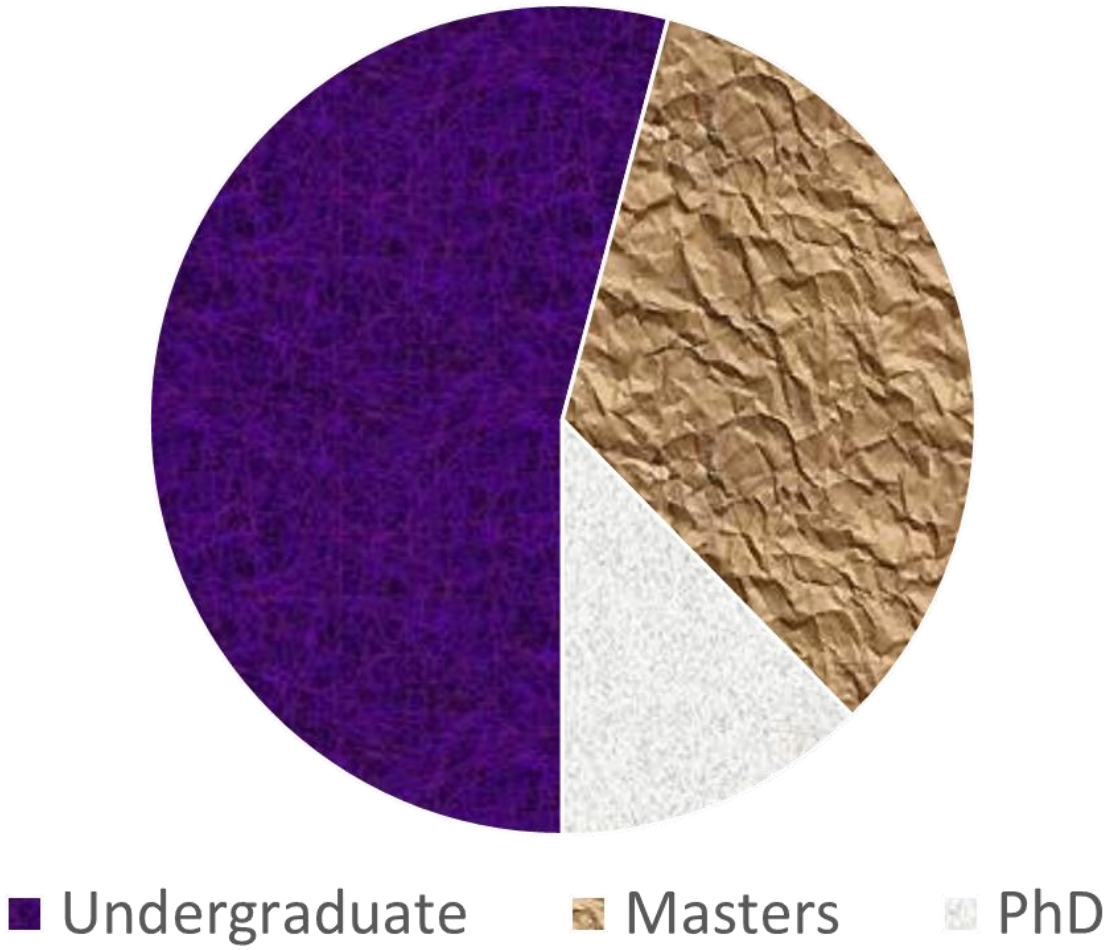
n=194



SPH Students with DRS Accommodations by Degree:

Undergraduate, Masters & Doctoral

n=194

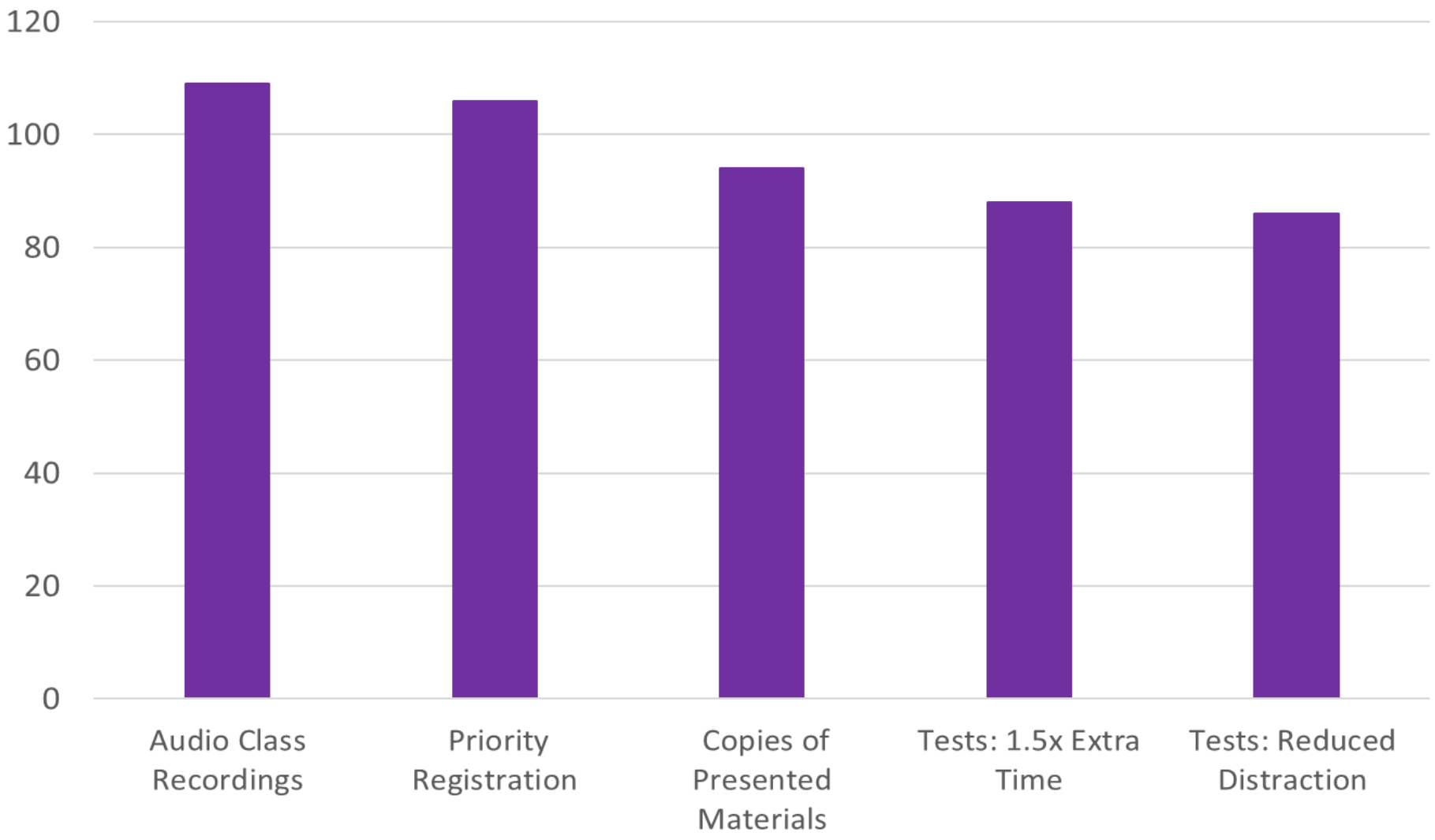


Proportion of Students with DRS Accommodations by Department

Department	Proportion (%)
Biostatistics	5.9
Environmental and Occupational Health Sciences	**17.9**
Epidemiology	7.4
Global Health	7.4
Health Systems and Population Health	**10.6**
Interdisciplinary	**10.4**
- Food Systems, Nutrition, and Health	7.8
- Public Health-Global Health	10.3

DRS Process & Academic Accommodations

SPH Most Frequently Requested Accommodations



DRS & Instructor Responsibilities

- **DRS provides temporary accommodations for emergent situations**
- **Review DRS notification letters and implement accommodations**
  - Extra exam time on Canvas
  - Create an Alternative Testing Agreement and provide exams to DRS
  - Complete a Disability-Related Absence form with student
- **Respect privacy and identify potential bias**
- **Collaborative process with support**

Ways We Can Collaborate

- **A student is in the middle of the DRS process and needs accessible materials**
  - Example: Captioning videos
- **A student is struggling to acquire medical documentation for DRS**
  - Example: Working with undocumented students
- **Instructors, staff, and students have different viewpoints on accommodations**
  - Example: Consulting, joining meetings, inviting in DRS

Suggested Practices

- **Connecting with students at beginning of course**
  - Clear and aligned expectations
- **Syllabus and course materials 4-6 weeks in advance**
  - Helpful to archive old Canvas materials
- **3 cheers for universal design!**
  - Policies on exams, extensions, recordings
  - (More) accessible materials and Canvas pages
- **Consult and/or refer students as needed**
  - Access & Advocacy Coordinator, sphaccess@uw.edu

Future events

- **Accessibility Café**
  - **Monday, September 18th 10:30-12:00 at HRC 101 (in-person)**
  - Join UW IT-ATS Instructor Specialist, Mary-Colleen Jenkins, for a working session to make your Canvas sites (more) accessible
  - Bring your laptop and we'll bring the coffee!

- **Disability Resources for Students Information Session**
  - **Thursday, September 21st 9am on Zoom (virtual)**
  - Join DRS Senior Access Coordinator, Kowan Russell, for a session on DRS process, instructor responsibilities, and accommodations
  - Ask any specific implementation questions or just come and learn a bit more about DRS

  - **TAs are welcome to both events!**

Accessibility Tools

NUTR 520 A Au 23: Nutrition And Metabolism I

Edit

UNIVERSITY of WASHINGTON
NUTRITIONAL SCIENCES PROGRAM
SCHOOL OF PUBLIC HEALTH

NUTR 520 A: Nutrition And Metabolism I

4 credits, graded

Time: MW 2:30-4:20 PM

Location: HSEB E-216

Instructor

Elizabeth Kirk PhD, RDN
Pronouns - she/her/hers
eakirk@uw.edu

Autumn 2023

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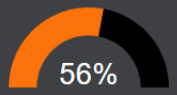
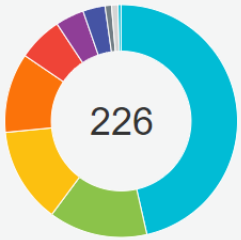
Course accessibility score



NUTR 520 A Au 23: Nutrition And Metabolism I

Overview | Content



All course content

PDF document	105
Page	31
Word document	30
Image	25
Assignment	14
Announcement	9
Quiz	7
Presentation	2
Discussion topic	2
Syllabus	1

View

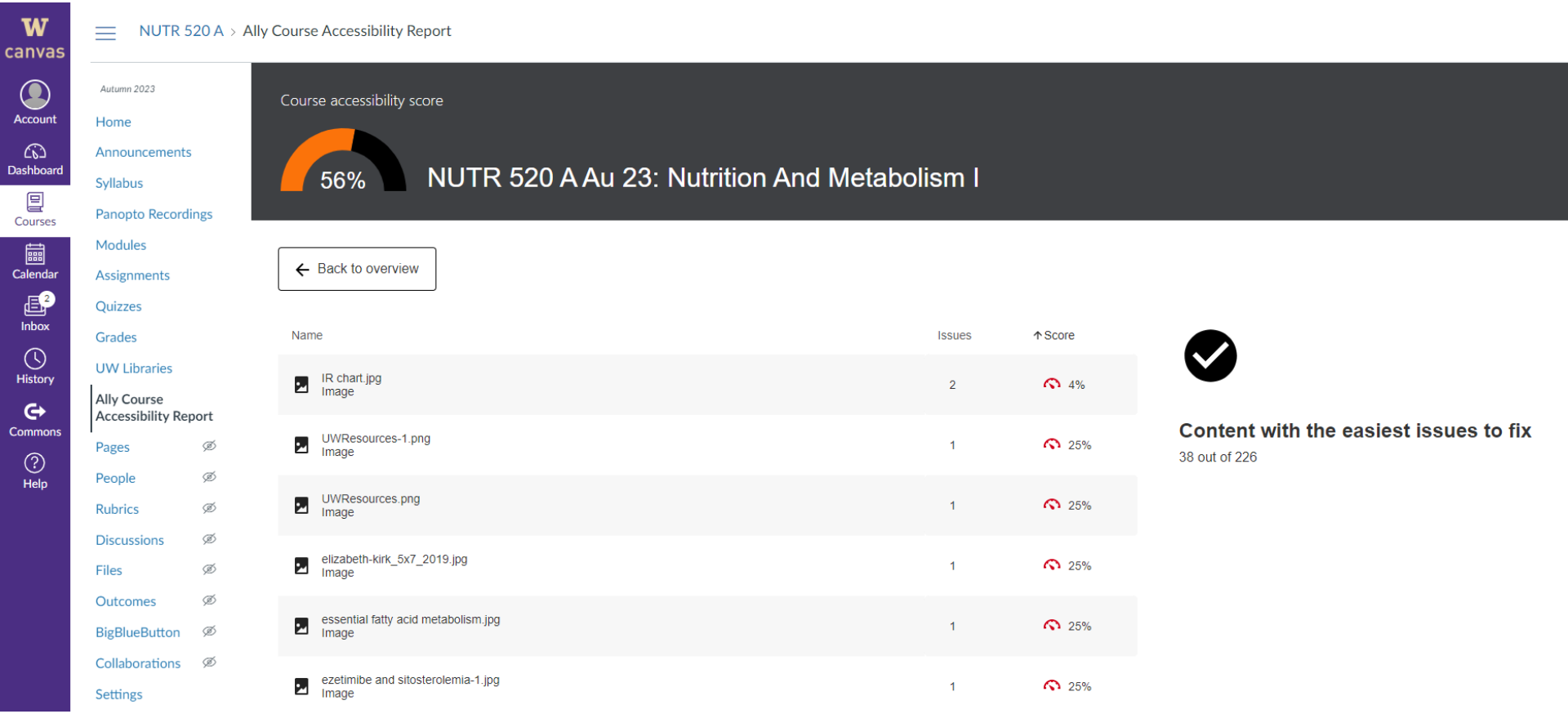
Content with the easiest issues to fix

38 Start

Fix low scoring content

77 Start

Remaining issues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Course accessibility score
56%
NUTR 520 A Au 23: Nutrition And Metabolism I
Back to overview
Name
Issues
Score
IR chart.jpg
Image
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Image
1
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Image
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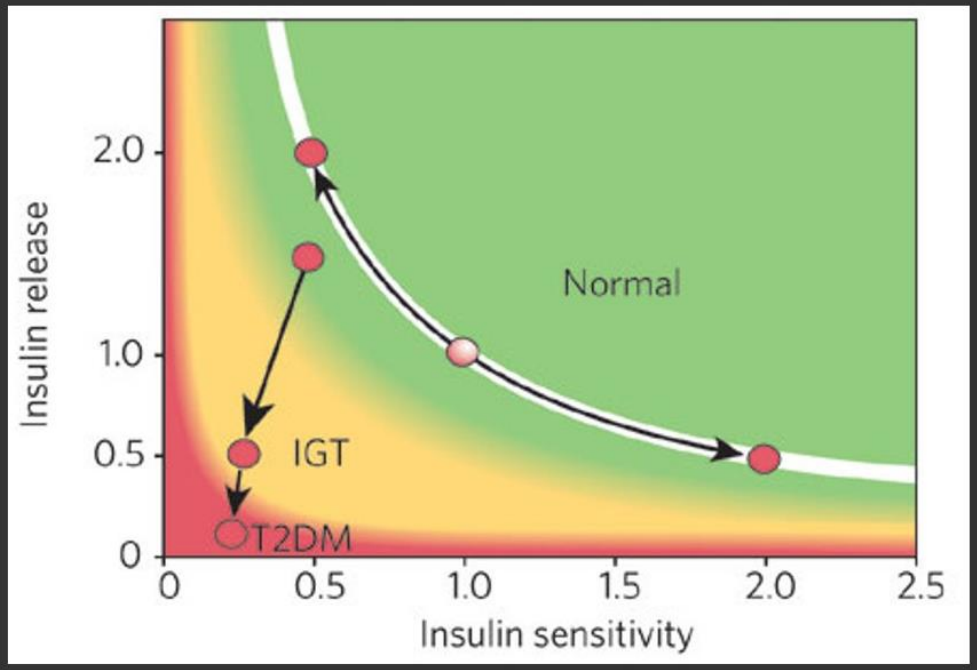
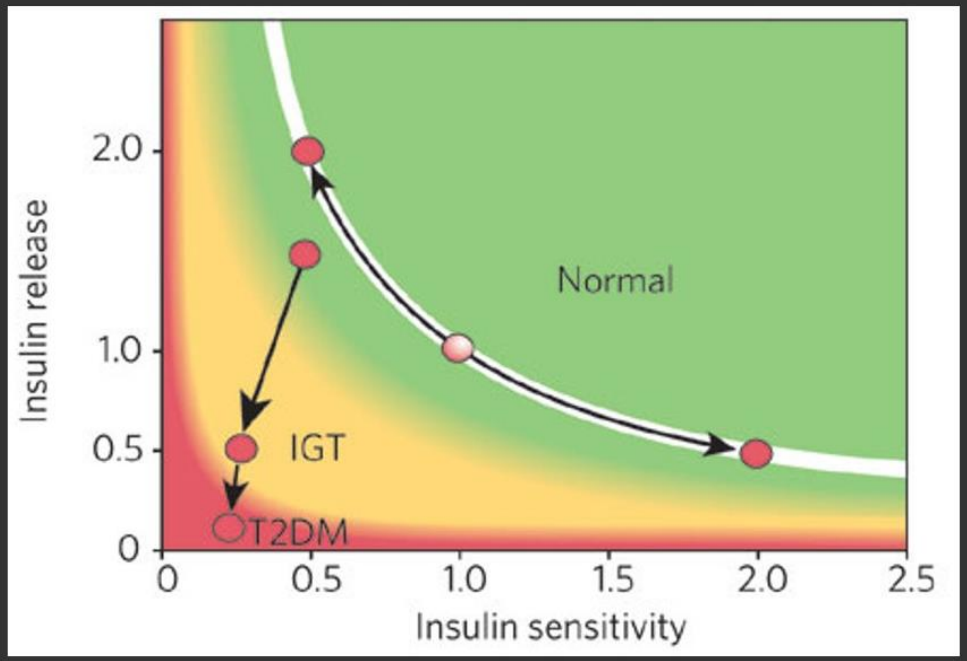
Content with the easiest issues to fix
38 out of 226



What is an image description?

An image description, sometimes referred to as 'alternative description' or 'alt text', is a textual alternative for an image. It makes it easier to connect the image to its context and allows students with visual impairments to perceive the image. Descriptions should be brief and convey the full meaning of the image. They should not be the same as the file name as this is often not descriptive enough.



4%

How to write a good description

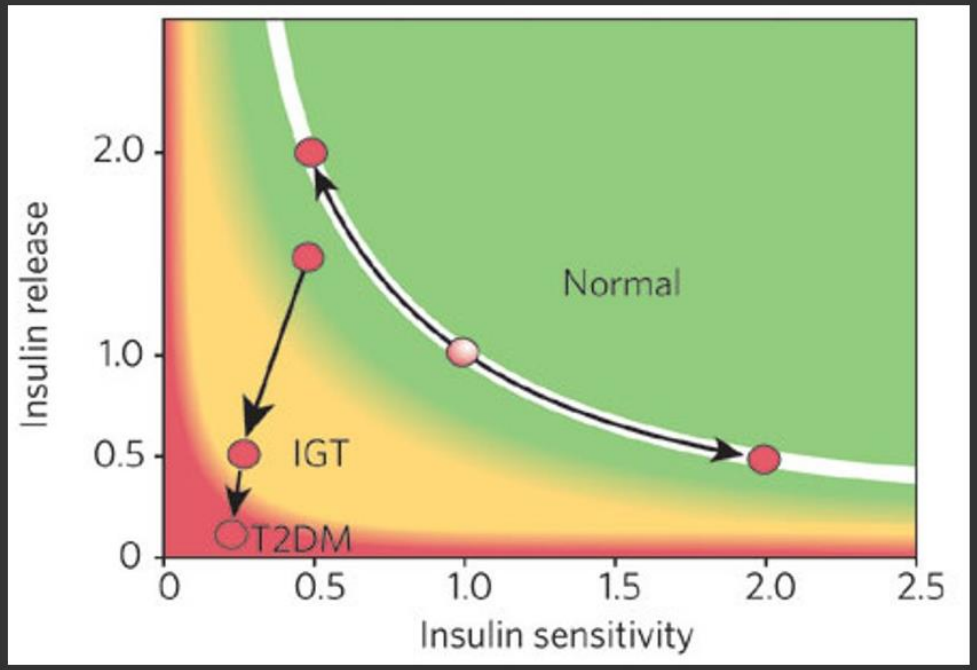
Provide a meaningful description

Using a file name (e.g., IMG001.jpg) or a URL is generally not considered descriptive enough to help explain the content of an image. However, adding a URL for additional context can be helpful.

Examples:

✗ **Example of a poor description:**
Westminster.png

✓ **Example of a meaningful description:**
5 boats traveling on the Thames with the Palace of Westminster and Big Ben in the background.



Accessibility score for:

IR chart.jpg

4%

All issues

This image is missing a description

What this means

How to write a good description

Add image description

Graph showing relationship between insulin release and insulin sensitivity. A curve depicts a normal relationship. Specific points below the curve indicate

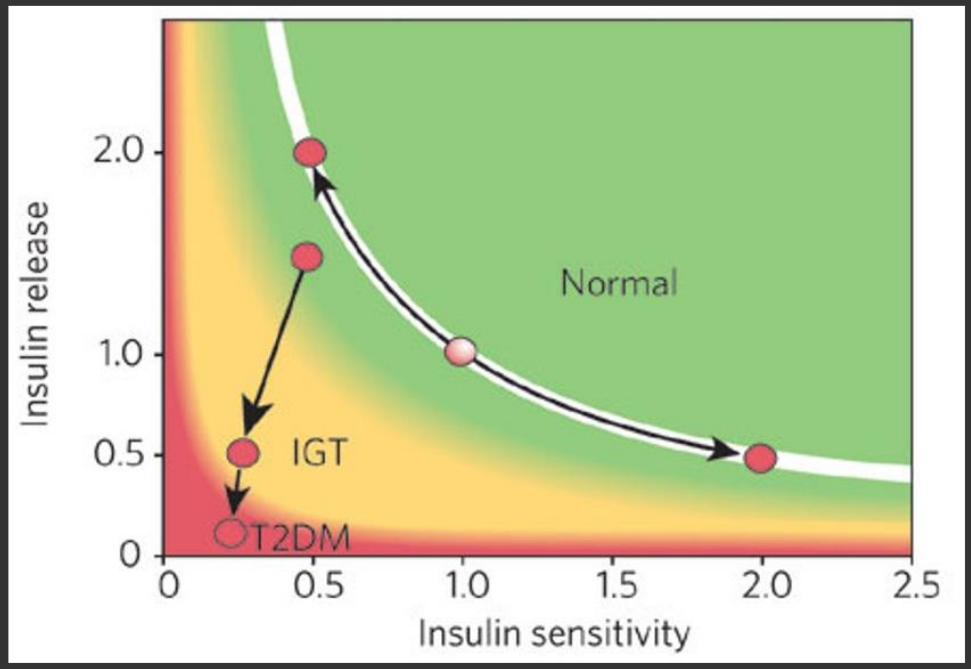
Add

Or

Indicate image is decorative

This image is used for decoration only and a description is not needed

Help



Accessibility score for:
IR chart.jpg

79%

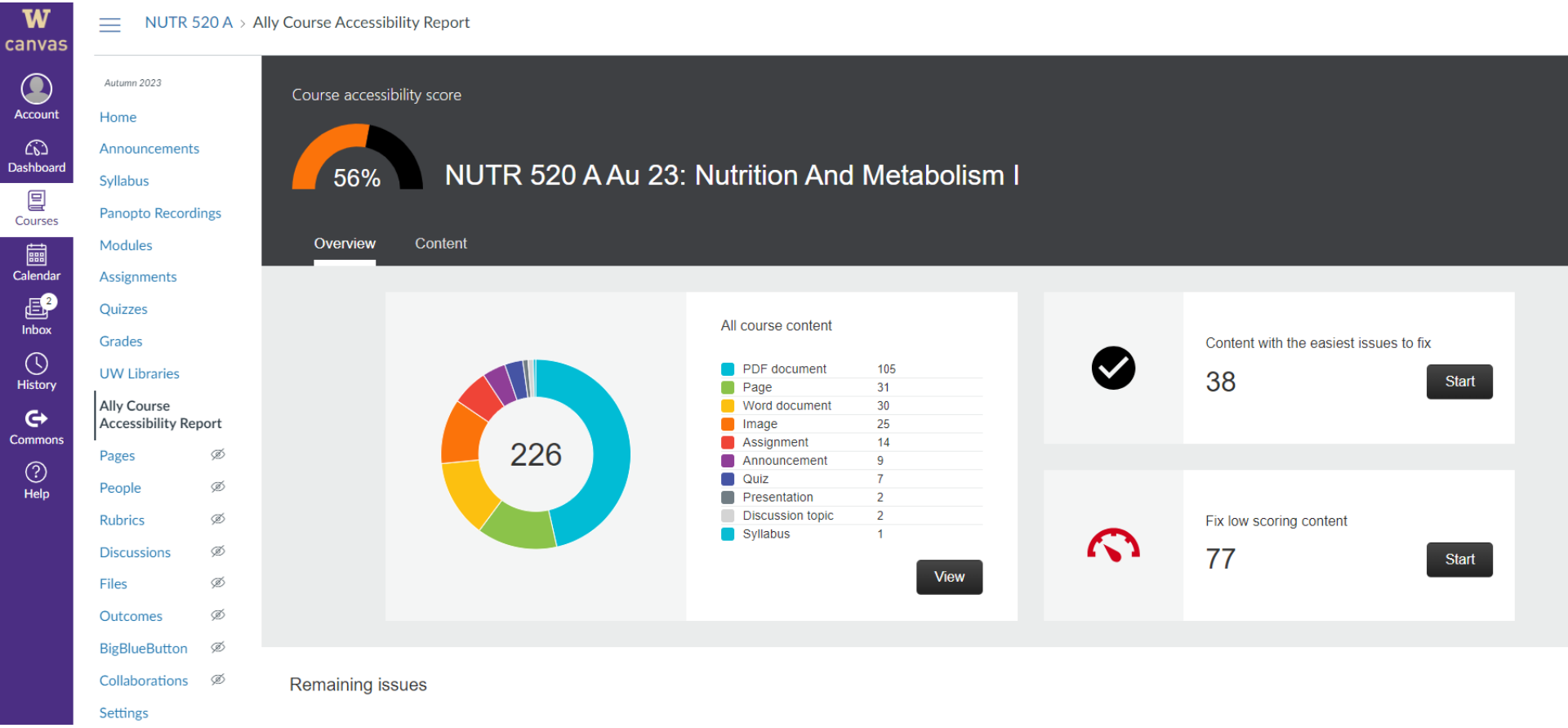
Well done!

You have successfully added a description.

Remaining issues to resolve:

This image has contrast issues
Increase score up to **100%**

Guidance not available yet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Name	Issues	↑ Score
Effects of fxnl fiber supp on glycemic control in T2D_2020.pdf PDF document	1	0%
IR chart.jpg Image	2	4%
Chapter 15. Carbohydrate, Protein, and Water-Soluble Vitamin Assimilation.pdf PDF document	4	5%
Chapter 16. Lipid Assimilation.pdf PDF document	4	5%
Lamarche-Couture_Dietary FAs-dietary patterns-lipopro metabolism_2015.pdf PDF document	4	5%
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Brosnan - interorgan AA transport and regulation_2003.pdf PDF document	3	5%
Chapter 33_ Cysteine, Taurine, and Homocysteine_Modern Nutrition in Health and Disease.pdf PDF document	3	5%
Cummings&Stephen_Carbohydrate terminology and classification_2007.pdf PDF document	3	5%
Hawkins blood brain barrier 2006.pdf PDF document	3	5%

Low scoring content items

77 out of 226

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Branched-Chain Amino Acids: Metabolism, Physiologi Function, and Application

Structure of the Blood–Brain Barrier and Its Role in the Transport of Amino Acids[1–3]

Richard A. Hawkins,*[4] Robyn L. O'Kane,† Ian A. Simpson,** and Juan R. Viña‡

**Department of Physiology and Biophysics, Chicago Medical School, Rosalind Franklin University of Medicine and Science, North Chicago, IL; †Natural and Applied Science Department, La Guardia Comm College/CUNY, Long Island City, NY; **Department of Neural and Behavioral Sciences, Milton S. Her Medical Center, Pennsylvania State University College of Medicine, Hershey, PA; and ‡Department o Biochemistry and Molecular Biology, Facultad de Medicina y Farmacia,Universidad de Valencia, Valencia, Spain*

ABSTRACT Brain capillary endothelial cells form the blood–brain barrier (BBB). They are connected by extensive tight junctions, and are polarized into luminal (blood-facing) and abluminal (brain-facing) plasma membrane domains. The polar distribution of transport proteins mediates amino acid (AA) homeostasis in the brain. The existence of two facilitative transporters for neutral amino acids (NAAs) on both membranes provides the brain access to essential AAs. Four Na^+-dependent transporters of NAA exist in the abluminal membranes of the BBB. Together these systems have the capability to actively transfer every naturally occurring NAA from the extracellular fluid (ECF) to endothelial cells and from there into circulation. The presence of Na^+-dependent carriers on the abluminal membrane provides a mechanism by which NAA concentrations in the ECF of brain are maintained at ~10% those of the plasma. Also present on the abluminal membrane are at least three Na^+-dependent systems transporting acidic AAs (EAAT) and a Na^+-dependen

What is a tagged PDF?

Most documents are created in a word-processing program such as Word or PowerPoint before they are converted to a PDF. Many programs create PDF files, but few produce structured or tagged PDFs. PDF tags are hidden labels that clarify the structure of the document (e.g., table, heading, paragraph, etc.). Untagged PDFs do not contain any of this information and can cause the content to be misinterpreted.

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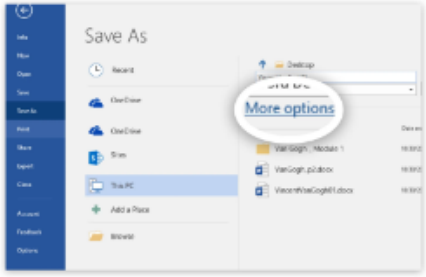
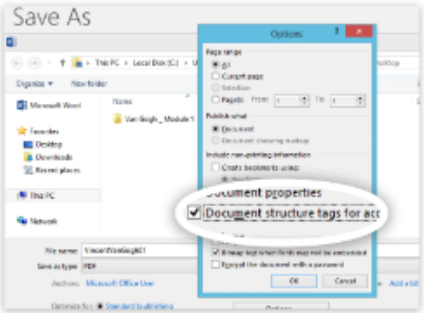
How to tag a PDF

Step 3: Save as tagged PDF using Microsoft Word 2016

1. Open the original in Microsoft Word 2016.
2. Click **File** from the menu and select **Save as** or **Save a copy**. Choose where you want to save the file.
3. Within the **Save As** dialog, click the **More options** link.



4. In the **Save As** dialog box, choose **PDF** in the **Save as type** list.
5. Click the **Options** button in the same dialog box. Make sure the **Document structure tag for accessibility** check box is selected.



6. Click **OK** and **Save** the PDF.

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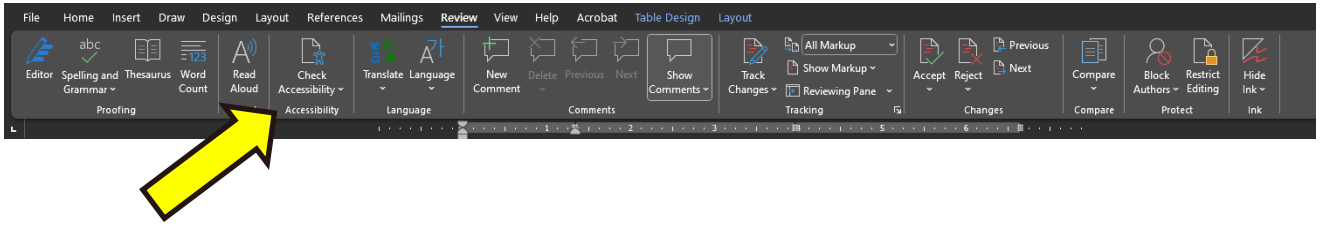
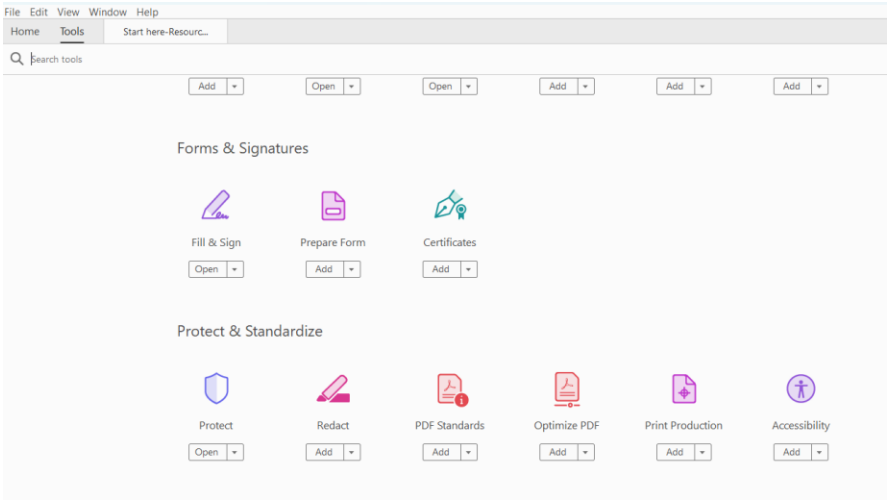
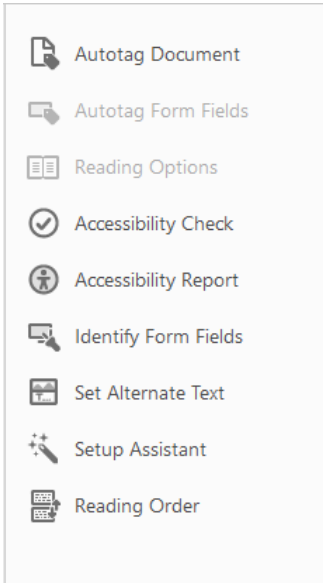
Other Tools?

- Office Suite Accessibility Tool



- Acrobat Accessibility Tool





ADDITIONAL RESOURCES

- UW IT
  - Accessibility Checklist
  - Accessible Documents
  - Contact: help@uw.edu
- UW Library
- DRS Website
- Recording with DRS Director, Adiam Tesfay
- SPH Resources for Instructors
- Core MPH/SPH colleagues
- Access & Advocacy Coordinator
  - sphaccess@uw.edu
- SPH Instructional TAs
  - spht a@uw.edu


Thank You!