A GUIDE TO PLANNING INCLUSIVE EVENTS, SEMINARS, AND ACTIVITIES AT SYRACUSE UNIVERSITY

compliance : beyond compliance : : inclusion : belonging

A Guide to Planning Inclusive Events, Seminars, and Activities at Syracuse University

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Disability Cultural Center  April 2013  Page 1
INTRODUCTION

As universities become increasingly diverse, it is important for individuals and groups planning events to consider how they can make their events accessible and engaging to a broad audience. This audience includes people with a wide array of backgrounds and social identities, includes those based upon race, ethnicity, language, country of origin, religion, political affiliation, gender, sexual orientation, ability, class, age, etc. In order to plan events that are inclusive of the growing diversity of students in higher education, it is necessary to go beyond simply accommodating or acknowledging people's differences, and instead, to create events that are universally designed—accessible to everyone.

Proponents of Universal Design for Instruction (UDI) and Universal Design for Learning (UDL) take as a premise the idea that all learning environments can be designed in advance, and in ongoing ways, to reflect the greatest possible array of students' and other participants’ needs, preferences, and learning styles. Doing so is not just about meeting the needs of students (and others) with and without disabilities; doing so demonstrates greater inclusion of all individuals and groups. Universal Design may not be fully achievable, arguably, but is nevertheless an attitude or approach that is helpful to adopt.

For more information, please review Appendix D of this document, as well as the video "UDL at a Glance" (CAST, 2012).

This guide is intended to expand upon an earlier accessibility guide created by the Beyond Compliance Coordinating Committee (BCCC, 2009). While the BCC’s guide addresses accessibility for people with disabilities, the current guide incorporates this discussion and broadens it, to consider a wider array of audiences.

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BEFORE, DURING, AND AFTER AN EVENT

Arrangements to make BEFORE the event

SCHEDULING AND COLLABORATIONS, REGISTRATION AND ACCOMMODATIONS REQUESTS, FLYERS AND ADVERTISING, SOCIAL NETWORKING SITES AND EMAIL, PHYSICAL ACCESS, AND REMINDERS

Scheduling and Collaborations

1. Avoid scheduling events during major religious holidays and festivals, and be mindful of the global community (check the SU calendar and the DSA Calendar to determine potential conflicts)
2. Consider connecting with other offices and integrating into existing events and programs to maximize attendance
3. Add your event to the DSA Calendar, and also populate to SU Calendar if open to campus community
4. Be mindful of Christian privilege, when present, and other forms of privilege. (Please refer to: Seifert, 2007.)
Registration and Accommodation Requests

1. Include language about how and by when to request accommodations, materials or interpretation in a language other than English (e.g., if an individual uses English as a second language), and dietary modifications, and include:
   a. Contact person with phone number and/or email address
   b. Clear deadline by which to make requests known
   Example: To request accommodations, contact Al Smith by March 21 at asmith@syr.edu

2. Consider scholarships or financial assistance for participants.

3. When designing registration forms, make sure that your forms are accessible, and be cognizant of the different needs people may have. VERA Center on Victimization and Safety has a guide that may be useful with regard to these issues.

4. Check the accessibility of your registration website (if using an online registration system), by using the WAVE Web Accessibility Evaluation Tool. For questions about this tool, visit WAVE Help.

5. Provide multiple ways for attendees to communicate with you, BEFORE the event, in order to assist them in obtaining the optimum accommodations possible. Cornell University's accessible events guide notes that "[a]ttendees who require communication access often cannot use the telephone and are able to convey their needs more effectively by email" (n.d.)

Flyers and Advertising

1. Include information about accommodations, ASL & CART.

2. Flyers should include these notes, at the bottom, or otherwise be displayed clearly:

   **American Sign Language (ASL) interpretation and Communication Access Realtime Translation (CART) will be provided [if both of these services are to be provided].**

   If you require accommodations, use English as a second language, or have dietary needs, please email: (insert contact person, email address, and phone number) by (insert date, preferably at least a week before the event).

3. Flyers, if distributed electronically, should be screen-reader compatible, with an accompanying text-only version (that includes the same text as that which appears on the flyer) in the body of any email sent out. There is no need to provide a separate, text-only file.
   a. Please see Appendix F of this document for information on creating accessible flyers, including basic stylistic conventions around color.
   b. Make sure to include information about accessible entrances and parking on your flyer, and provide information for a contact person who can assist with reserving parking.
   c. Multiple guides are also available online to help with creating and working with accessible PDFs. Below are two examples:
      i. Creating Accessible PDFs | HowTo.gov
      ii. WebAIM: PDF Accessibility - Acrobat and Accessibility
d. Once you have created your PDF, open the document in Adobe. You can use Adobe’s “Read Out Loud” features to check accessibility, using keyboard commands (Note: When using a Mac, replace “Ctrl,” below, with “Command” key):

- Activate/Deactivate Read Out Loud: Shift+Ctrl+Y
- Read this page only: Shift+Ctrl+V
- Read to End of Document: Shift+Ctrl+B
- Pause/Resume: Shift+Ctrl+C
- Stop: Shift+Ctrl+E

e. Further information on creating accessible PDF flyers is available in Appendix F of this document.

In terms of event planning and advertising, disability simulations (e.g., having someone who does not normally use a wheelchair ride in one and try to navigate around a space, or having a sighted person wear a blindfold in order to experience being blind) are often not a good idea. The University of Arizona Disability Resource Center inclusive events guide describes how simulations often have the effect of making disability into something solely negative.

If you are inviting community members to your event, make sure to have information available from Parking Services, by checking with them, in advance of the event. Be prepared to give all visitors information about parking, and indicate on your advertising materials (with accommodation requests information) that individuals may inquire about parking options.

Social Networking Sites and Email
- Social networking sites, like Facebook (http://www.facebook.com/), provide a powerful means for reaching out to students, other individuals, and organizations about your event. When posting an image to Facebook (which does not allow the use of alt-text), it is important to make sure that you provide a brief description of the image (if necessary for conveying the meaning of the content of the image), and any text shown in the image.
- While including images (JPGs, etc.) inline in emails can make them look nice, images are not accessible to screen-reading software. If you include a JPG or similar image in your email, make sure to include all of the text from the image in the body of the email. This also applies if you send an email that has, for instance, a PDF flyer as an attachment (even if the flyer itself is screen-reader accessible).
- The following website includes tips for reducing email clutter: http://emailcharter.org/

Physical Access

Be clear about the physical accessibility of the event location, and consider related issues of inclusion:
- Make location of accessible entrances, bathrooms, etc. clear on the signage at your event, and in any materials you provide to attendees during the event or in advance of it.
• Wheelchair accessibility – consider routes, bathrooms, automatic doors (or make sure you station somebody if the doors are manual or the button does not work), seating, signs, parking
• According to "People First: How to Plan Events Everyone Can Attend" (New York State Department of Health, 2008) "Choose facilities near accessible transit options. If the event is to be held over several days, evaluate the accessibility of local restaurants, movie theaters, and shopping malls that participants may want to visit.” (n. pag.)
• Provide participants who will be attending multi-day events with lists of LGBTQ-friendly spaces, vegetarian restaurants, with gluten-free options, etc., whenever possible.
• Accessible seating: whenever possible, offer multiple types of seats with backs, considering people’s variable needs regarding preferences and issues of comfort.

The University of Arizona Disability Resource Center inclusive events guide gives a list of physical access-related considerations to keep in mind:
• "Availability of accessible parking and an accessible drop-off area
• Accessibility of the primary entrance: Is it level or ramped? Does it have either an accessible door or automatic door opener?
• Availability of wheelchair seating in a space that allows for companion seating
• Clear signage
• Accessibility of restrooms and drinking fountains
• Adequacy of lighting and space. Is the space appropriately lighted for its intended use? Is there adequate space for Sign Language interpreters, service animals, wheelchair maneuverability, etc.?
• Accessibility of outdoor space -- does the path of travel to the venue present barriers? If any activities will be held outdoors, does the space provide offer access for all participants?

Only use the wheelchair logo if, in fact, the venue you are using is wheelchair accessible. The logo only refers to wheelchair access and should not be used as a “generic” message that other accommodations are available. Be intentional with the services provided and the symbols associated with them to ensure clarity. Other disability access symbols are available at: http://www.nsnet.org/symbols.html"

Additional information:
Cornell University Student Disability Services Checklist for Planning Accessible Events

Reminders
• People have distinct identities and experiences.
• Language etiquette matters – promoting belonging is not about being “P.C.,” but about respect (for and toward diversity of the human experience, including but not limited to: race, ethnicity, class, disability and disability identity, gender and gender expression, sexual orientation, religion, place of origin, veteran’s status, size, age, political perspective, etc.)
  o For more information on language use and disability, check out the SU Disability Cultural Center Introductory Guide to Disability Language and Empowerment.
• Although people are frequently interconnected, everyone is unique.
• Generalizations are sometimes very unhelpful, and can in fact be quite hurtful.
ASL INTERPRETATION AND CART

ASL Interpretation
- Arrange to have a professional ASL interpreter present for the duration of the event.
- In Syracuse, fees for ASL interpreting services are generally $45 to $55 per hour (with a two-hour minimum).
- Contact one of the agencies already vetted by SU for ASL interpreting services, unless you have access to a well-respected, preferably certified interpreter who can be hired, per diem, as many interpreters can. For questions, contact the Disability Cultural Center, the Office of Disability Services, or Human Resources (depending upon the nature of the event / activity). Information on local ASL interpretation agencies is available in Appendix A of this document.
  a. ASL interpreter service providers will typically require an event contact person (with a phone number that is available at the time of the event).
  b. More than one sign language interpreter may be warranted, depending on the length of the event, as well as the content being covered during the event. Communicate with your chosen interpreting agency or privately hired interpreters to determine the number of interpreters needed.
- Attendees utilizing interpreter services should be able to see both the interpreter(s) and speaker(s) at the same time. (Source: "Presentation of Content" section of Cornell University's accessible events guide)
- For certain events, such as performances (plays, concerts, etc.), it may be necessary to obtain multiple interpreters who are familiar with interpreting these types of events.
- Content of the presentation should be emailed or otherwise made available to ASL interpreters in advance of the event (e.g., PowerPoint slides, speeches, song lyrics, names of presenters, specialized terms spelled out).
  b. Note: The amount of advanced time needed will depend upon the interpreting service’s preferred procedures, as well as the content and nature of the event. Discuss timing requirements with the interpreting agency’s contact person, when arranging for ASL interpreting services, initially.

The Role of ASL Interpreters
- It is not considered standard for interpreters to self-introduce; some interpreters may introduce themselves, anyway.
- Be prepared to introduce ASL interpreters to the audience at the beginning of the event and explain that the interpreters are there only to interpret and not as participants.
- Deaf individuals may choose to introduce an interpreter or interpreters with whom they have worked on a long-term, regular basis, or even just for the day or the specific event time.

CART (Communication Access Realtime Translation)
Note: Computer Aided Realtime Translation/Transcription and Communication Access Realtime Translation are the same thing.
  1. Arrange to have a professional (if possible, certified) CART provider create a real-time translation by being either physically present or offsite and connected via Skype or a phone line. Information on local CART providers is available in Appendix A of this document.
2. Meeting audio and video needs for CART is complex, and requires specificity and expertise.
   a. When planning events to be held at the Schine Student Center, the Goldstein Student Center, and the Skybarn, A/V needs that are associated with the provision of CART are handled by Student Centers and Programming Services (SCPS).
   b. When planning events not to be held in the locations cited above, it is important to notify SU Learning Environments and Media Production (LEMP; see Appendix A of this document) at least two (2) weeks in advance. Please visit LEMP’s website for more information.

3. The Sheraton Syracuse University Hotel & Conference Center has its own event planning structures, including A/V costs for projectors, screens, etc.

4. IMPORTANT: Audio/video costs are separate from other CART costs. CART provision costs between $95 and $140 per hour, depending upon provider and, in some cases, if CART is being done remotely or in person. Most in-person CART providers will have a two-hour minimum. LEMP’s A/V costs are listed on the LEMP website. Questions should be directed to SCPS or LEMP, depending upon the venue.

Notes:
--Some ASL interpreting and CART agencies have higher fees after regular business hours.
--Performance interpreting is more complicated and thus more expensive than standard interpreting.
--Some ASL interpreters and CART providers may charge for transportation.
--Provide parking information for CART providers (if on-site) and ASL interpreters, in all cases.
--When budgeting for events, keep in mind that some interpreting agencies may charge travel time at a rate that is typically the same as the hourly rate for interpreting itself. Agencies can be asked to provide estimates, in advance, for interpreters who may be traveling significant distances to be present at your event.
--Work with the interpreting agency and/or privately hired interpreters to make determinations about appropriate lighting for interpreters.
--Talking very loudly to d/Deaf people doesn’t usually help anyone.

Whenever possible, try to have materials in multiple languages in order to make your event accessible to individuals who are not native speakers of English. Work with students and participants who have RSVP’d to your event to determine which languages may need to be included. Ideally, a skilled, native speaker of a language, who also understands the topics being discussed, should be the one to translate materials and content.

FILMS, SLIDESHOWS, AND OTHER DIGITAL MATERIALS

Films
- First, contact and ask the filmmakers if there is a captioned version. If there is not, urge the filmmakers to make one. It is not an individual event organizers’ responsibility to caption a film, and doing so is not always possible, after-the-fact.
- Caption Advantage, based in Syracuse, offers film-captioning services.

**Slideshows and Digital Materials**
- Provide audio files in addition to PDF and Microsoft Word files; Word files can easily be made accessible. More information on making accessible PDF and Word files is available in Appendix F of this document.
- The Web Accessibility Initiative has an extensive list of presentation accessibility tips, including some that pertain to media and technology.
- Be sensitive to things that may trigger anxiety or other responses in members of your audience. Programs should include information addressing potentially emotionally traumatizing presentations/topics, so that attendees can better use their discretion.
- Material (such as outlines, handouts, or printed copies of slides) should also be available in Braille (5 to 10 copies); Braille should be checked for accuracy, in advance, by a Braille user, whenever possible. Contact the Office of Disability Services or the Disability Cultural Center for information about having materials embossed in Braille.
- While not everyone uses Braille, many sighted, blind, and partially sighted individuals use screen-readers for various reasons (e.g., the “Read Out Loud” feature on Adobe Reader)
- Materials with text, including PowerPoint slides, should be in large printed format with:
  - 18 point in Arial or another sans serif font
  - Use high contrast colors
  - Don’t over-pack your slides
- Reminder: Provide an array of formats for all materials – in advance, during, and after events, and in general. Some examples might include (but are not limited to): electronic, screen reader-accessible PDF and Word documents, a few Braille versions of handouts and other materials (if you have access to a Braille embosser and individuals trained in creating Brailled materials), and physical handouts. Having pre-recorded audio of any presentations can also be useful for participants.
- Create screen-reader-friendly and fully accessible PDFs and materials.
  - See Appendix F of this document re: how to create accessible PDFs
- Create screen-reader-friendly and fully accessible websites.
  - Provide “alt text” descriptions for photographs and other website images
  - Web Accessibility Evaluation Tool
  - The Web Accessibility Initiative has a guide to creating effective alt text
- Make files available via flash drive and/or online distribution before the event, whenever possible.
- Provide attendees with a Word file listing unusual or potentially confusing terms (jargon, names, etc.) so that interpreters, CART transcriptionists, and people with certain disabilities can better access this information (Society for Disability Studies, 2013).
- Having physical handouts to go along with a presentation can be useful for accessibility; Ben-Moshe (2010) notes that these "[m]ake the presentation easier to follow for those [who] can’t follow you live" (slide 21).
LOGISTICAL ISSUES: INTERPERSONAL INTERACTION, LIGHTING AND SOUND, AND FOOD

Be cognizant of individuals' preferences around interpersonal interaction
Consider how people may wish to interact (or not interact with one another). Autism Network International, which runs Autreat, a yearly conference by and for Autistic people, has piloted a number of innovative practices for creating environments accessible to autistic people, including an "interaction badge" system:

"[W]e created color-coded interaction signal badges. These were plastic name badge holders, with a piece of red paper on one side, and a piece of yellow paper on the other side. People needing to restrict interaction could wear a badge with the red side facing out to signify 'Nobody should try to interact with me,' or with the yellow side facing out to signify 'Only people I already know should interact with me, not strangers.' ... The interaction signal badges were easy for autistic people to use, and easy for both autistic and non-autistic people to understand. We still use them at Autreat. In 1997 we added a third color to the badges, in response to a concern expressed by an autistic person who was planning to attend her first Autreat, and said she sometimes wanted to interact with other people but had trouble initiating an interaction. We added a piece of green paper to signify, 'I want to interact but am having trouble initiating, so please initiate an interaction with me.'" (Sinclair, 2005)

An additional way to do this would be to have removable red, yellow, and green semi-adhesive dots or stickers that attendees could put on their nametags. Similarly, having event organizers wear certain colors of armbands could prove useful for assisting attendees in identifying them. Tags, stickers, and armbands ought to include words or letters for all colors ("R" or “red,” etc.), to account for individuals who have color blindness.

Consider individuals' needs and preferences around lighting and sound
Some people, especially individuals on the autism spectrum, may have difficulties with the flicker of fluorescent lights. Similarly, some individuals with low vision may prefer to be in rooms with low lighting. For individuals utilizing sign language interpretation, however, low lighting can make seeing interpreters difficult, if not impossible. Be cognizant of the lighting options available in your event space, whenever possible.

Loud sounds can also pose difficulties for certain individuals. If loud music is going to be part of your event, make sure to locate the source of the music (e.g., DJ and speakers) strategically, so that people who are sensitive to loud noise do not have to walk directly in front of it.

Consider inclusive food choices and ingredient labeling
Set up gluten-free foods, separately, and label, accordingly (arrange for complete ingredient labeling, whenever possible); provide portable hand sanitizers to avoid cross-contamination between foods without gluten and foods with gluten; consider scents, spatial arrangements, the presence or absence of stimulation, and a spectrum of cultural, psychological, and emotional needs when arranging events. When ordering food via catering, etc., consider individuals with an array of food preferences and needs.
Arrangements to make DURING the event

WHEN PRESENTING IN FRONT OF AN AUDIENCE

1. Time your presentation carefully in order to encourage dialogue and respect others’ presentations. Try not to rush through your presentation: rushed presentations make CART transcription and interpretation difficult. Speak slowly, define terms, and spell out names and/or terms.

2. Describe images, photographs, and other visual "moments" out loud, in a paced way, using accessible language. As Ben-Moshe (2010) notes, "When adding non-text elements such as images, charts, tables and autoshapes, they must be described…. You should describe them in the notes pane, or else the images will be inaccessible for people using screen readers (and it will remind you to describe them live when you present)" (slide 18).

3. If producing an art show, screening a movie, or other event that includes any highly visual components, you may wish to use audiodescription services. Audiodescription is an elaborate process that is accomplished by trained professionals. Contact the Office of Disability Services for referrals to audiodescription providers.

4. While it may be common practice for presenters to read their papers, please be aware that lack of eye contact and/or the inability to see your lips may make your presentation inaccessible to some. Make attempts to look up throughout your presentation.

5. Try presenting with multiple modalities. Even if your preference is a reading of your work/paper, it is helpful to support the verbal and/or signed linguistic piece with visual representations of text (PowerPoint; using a Document Camera - a device that individuals can use to display papers or other documents up on a screen, and zoom in and out; lecture halls and classrooms usually have them) in rooms where CART may or may not be available). Be sure to describe visual materials, verbally, as noted. Be sure that audio materials have visual elements and captions, as noted.

6. Ask people to introduce themselves, by name (and to spell their names), when they communicate during a meeting or event, etc.

7. "Repeat all questions into the microphone before answering them if a microphone is not available to the audience" (Duke University Disability Management System, "Accessibility Guidelines for Speakers," n.d.)

8. During event screenings and for any online purposes, use captioned films and videos.

   a. Information on making captioned YouTube videos is available in Appendix E of this document.

9. If you are presenting a study about people, the subject(s) of your study, or other people who are part of the population you studied, may be in attendance (e.g., autistic people at an autism conference!)

10. Keep the approaches and purposes of your event in mind.

11. Periodically ask members of the audience if they are comfortable with the pace and volume of your presentation.

12. Be mindful and inclusive as you negotiate sound and pitch, visual content, pace and pause time, language usage, etc.
13. Being spontaneous is fine, but don’t add too much “on-the-spot” to the actual content of your PowerPoint slides.

14. "Do not speak over your slide until you and your audience have read it" (Ben-Moshe, 2010, slide 15).

15. Provide a clear, inclusive set of options for presenters to ask questions or request handouts if they are unable (or do not wish) to raise their hands to do so. Prof. Brenda Brueggemann, of Ohio State University, includes hand-raising, finger-wiggling, and meaningful eye contact as some potential options to suggest to audience members. Calling out may also be appropriate in certain situations (for instance, if a speaker is blind or has low vision).

Protocol for Presenting Events with Interpreters and/or CART
1. Presenters or event organizers should be prepared to introduce the ASL interpreter(s) and CART provider(s), rather than having these professionals introduce themselves. A brief explanation regarding how to work with interpreters and CART providers should be provided to the audience.
   a. People with visual impairments may have difficulty distinguishing that an ASL interpreter is voicing for multiple people. It is helpful for people to say their names before they speak, for this among other reasons.
   b. When working with ASL interpreters, talk directly to the d/Deaf person (do not ask the ASL interpreter “tell her...” and so on. (This is also true of working with interpreters who are interpreting for hearing, non-native English users.)
   c. It is a general rule amongst most, but not all, professional ASL interpreters that they do not engage in the dialogue. As noted, ASL interpreters are not there to participate in the event, but solely in their roles as professional linguistic interpreters. All interpreters, including ASL interpreters, are obligated to maintain appropriate ethics and professional boundaries.
   d. Additional information regarding working with interpreters is available via the interpreting agencies listed, below.

Event Photography or Filming
It is important to keep in mind that, if your event is being photographed or videorecorded, not everyone will be comfortable being in photographs or video. One way to address this issue is to let people know that an event is going to be video-recorded/photographed, and to let anyone who does not wish to be in images or a video recording that they can sit in a specified part of the room, which will not be recorded/photographed.

Note: Individuals who attend official S.U. events give implicit consent to be photographed and videorecorded, but it is still best to provide individuals with options. Also, when hiring a per diem interpreter, privately (as compared with working with an agency), it is best to make sure that the interpreter is comfortable being photographed / videorecorded. Even when working with an agency, it is considered respectful to make sure that an interpreter is comfortable being photographed / videorecorded.
Arrangements to make AFTER the event

1. Make files available via flash drive distribution or online after, if not before, the event (refer to above).
2. As needed, edit the CART script or hire the CART provider or another professional to edit the transcript so that it may be distributed, as needed.
3. Information on making captioned YouTube videos is available in Appendix E of this document.
4. Another useful online resource for captioning videos, and for having them captioned, is Amara.

OTHER THINGS TO THINK ABOUT

- Develop, utilize, and share an inclusive campus resource guide (many exist, already; no need to "reinvent the wheel"); please help us to update this guide, in an ongoing, inclusive manner!!
- Learn about accessible, inclusive, and emerging technologies in your and your students’ areas of interest.
- Seek out people and organizations with which to network!
- Use existing resources and contribute to new ones, on your campus, and in local/regional/global communities.
- If you encounter a concept or topic with which you are unfamiliar, don't be afraid to ask questions!

REFERENCES


APPENDIX A: HELPFUL RESOURCES

AMERICAN SIGN LANGUAGE INTERPRETING SERVICES
Aurora of Central New York
T | 315-422-7263
W | http://www.auroraofcny.org/home/

Empire Interpreting Services
T | 315-472-1383
W | http://empireinterpreting.com
E | info@empireinterpreting.com

CART (COMMUNICATION ACCESS REALTIME TRANSLATION) PROVIDERS
Alternative Communication Services
T | 800-335-0911
T | 630-456-5124
F | 813-926-7875
W | http://www.acscaptions.com
E | info@acscaptions.com

Sara Baum
E | baum.sara@gmail.com

Caption Advantage, LLC (Doreen Radin)
T | 315-492-0069 (local)
T | 877-227-2382 (toll-free)
F | 315-492-1426
W | www.CaptionAdvantage.com
E | CaptionAdv@aol.com

Professional Reporting Services (Sally Maiorano)
T | 315-436-7775
E | Sally@professionalreportingservices.com

NON-CART TRANSCRIPTION AND OTHER ACCESSIBILITY SERVICES
Matchless Transcription
T | 910-853-4181
W | http://www.matchlesstranscription.com
E | inquiries@matchlesstranscription.com

Spiral Proof (Christine Malec)
T | 416-651-7462
W | http://www.spiralproof.com
E | christine.malec@gmail.com
Word Wizards, Inc.
T | 301-986-0808
F | 301-986-0809
W | http://www.wordwizardsinc.com
E | generalinfo@wordwizardsinc.com

SYRACUSE UNIVERSITY
Accessible SU: Syracuse University's online disability and accessibility portal
W | http://www.syr.edu/accessiblesu/

Beyond Compliance: An Information Package on the Inclusion of People with Disabilities in Postsecondary Education
W | http://bcccsyracuse.wordpress.com/info-package/

Disability Cultural Center (DCC)
T | 315-443-4486
F | 315-443-0193
W | http://sudcc.syr.edu
E | sudcc@syr.edu

Information Technology and Services, Syracuse University
T | 315-443-2677
W | http://its.syr.edu/index.html
W | http://its.syr.edu/mediasvc/special-events.html (Special Events planning)
W | http://its.syr.edu/accessible-tech/index.html (Technology and Accessibility)
E | help@syr.edu

Learning Environments and Media Production (LEMP)
T | 315-443-5660
W | http://lemp.syr.edu/special-events/
W | http://lemp.syr.edu/learning-environments-and-disability-services/ (Learning Environments and Disability Services)

Adina Mulliken
Librarian for Aging, Child & Family Studies, Disability Studies, Gerontology, Marriage & Family Therapy, Social Work
Research, Collections & Scholarly Communication
Bird Library
T | 315.443.9519
E | amullike@syr.edu

Office of Disability Services (ODS)
T | 315-443-4498
W | http://disabilityservices.syr.edu/
E | odssched@syr.edu

Student Centers and Programming Services (SCPS)
HELPFUL LINKS

Accommodation and Compliance Series: Employees with Fragrance Sensitivity – Job Accommodation Network (by Elisabeth Simpson, M.S.)
W | http://askjan.org/media/fragrance.html

Complete List of Web Accessibility Evaluation Tools, W3C® Web Accessibility Initiative
W | http://www.w3.org/WAI/RC/tools/complete

Summary of major access and inclusion ideas for event planning, crafted by members of the BCCC (Beyond Compliance Coordinating Committee):
W | http://bcccsyracuse.wordpress.com/accessibility-guidelines/

Syracuse Meetings - Sheraton Syracuse University Hotel & Conference Center
W | http://www.sheratonsyracuse.com/meetings

Technology Center webpage - National Federation of the Blind:
W | https://nfb.org/technology-center
APPENDIX B: EXAMPLE OF AN EVENT/SEMINAR INTRODUCTION

Welcome, everyone, to what we hope will be an engaging and meaningful conversation about (topic).

This evening’s event is co-sponsored by (event sponsors).

Thanks to (key, involved parties) for their excellent work in making this event possible.

Thanks to (partners and co-sponsors), for their support of this event.

Thanks to (name of agency) for providing ASL interpretation. Our interpreters this evening are (names of interpreters), and to (name of CART provider), for providing Communication Access Realtime Translation (CART).

(As appropriate): We are using Skype to make CART possible, this evening, and ask that everyone be mindful of the use of computers and/or A/V equipment to assist (CART provider) with the remote realtime translation process.

By participating at a Syracuse University-sponsored event, you have given implicit consent to be photographed and videotaped. However, if you wish not to be photographed or videotaped, please be seated to (section designated).

I wanted to spend a few moments discussing interpretation for those of you who may be unfamiliar with working with sign language interpreters.

It is customary not to address interpreters or to ask them questions, as they are not participating in the event, but are here only in their roles as skilled and expert linguistic interpreters.

Please feel free to direct any questions regarding ASL interpretation and CART to me (event organizer or facilitator), after the event. Depending upon (names of interpreters) availability and professional preferences, they too may be available, *after* the event has concluded, to answer any questions that you may have about ASL interpretation.

(As appropriate): Electronic copies of today’s materials are available by contacting (event organizer). If you have any other questions or requests, please feel free to communicate directly with (event organizer), after the event has concluded.

Thanks, again, for joining us, and (if applicable) please enjoy the refreshments! Let’s start with a “round robin,” by way of introduction... (if applicable)

Sources for Appendix B: BCCC’s Guidelines for Accessibility; and Dr. Diane Wiener, Director of the Syracuse University Disability Cultural Center and Research Associate Professor in the School of Education
APPENDIX C: OTHER USEFUL ACCESSIBILITY GUIDES AND RESOURCES


Some sources listed in Vidali (n.d.) (note: these are hyperlinks):

"[C]onference presentations

• Creating Accessible Presentations
  [http://disabilityrhetoric.files.wordpress.com/2012/03/creating-accessible-presentations-2013.doc]

• American Sociological Association (ASA): Creating Presentations that Speak to All
  [http://www.asanet.org/footnotes/julyaugust08/presentation.html]

• American Public Health Association (APHA): Accessibility
  [http://www.apha.org/meetings/access/]

• Modern Language Association (MLA): Access Guidelines
  [http://www.mla.org/conv_access_guide]

• Web Accessibility Initiative: Making Presentations Accessible to All
  [http://www.w3.org/WAI/training/accessible]

[U]niversal design
Universal Design Bibliography by Jay (Dolmage)
[http://disabilityrhetoric.files.wordpress.com/2012/03/universal-design-bib.doc]

Universal Design: Process, Principles, and Applications (by University of Washington DO-IT)
[http://www.washington.edu/doit/Brochures/Programs/ud.html]

Class Act: Universal Design (Rochester Institute of Technology) [http://www.rit.edu/%7Ew-class/side/universaldesign.html]"
Universal Design Guide

Principle 1: Flexible, multiple ways of representing information
- Provide multiple examples
- Highlight critical information or features
- Provide multiple media or formats for information, including computers, graphic organizers, manipulatives, PowerPoints, etc.
- Support students’ understanding of background context
- Allow students to “re-interpret” information for themselves with mind maps, graphic organizers, hypothetical scenarios, labs, etc.

Principle 2: Flexible, multiple ways for students’ actions and expressions of what they know
- Provide flexible ways for students to demonstrate what they have learned
- Explicitly teach strategies for using or understanding information
- Provide modeling, time to practice with supports, and/or scaffolding
- Consider having tiered lesson plans
- Would “accommodations” for students with disabilities support all students’ learning?
- Provide ongoing, relevant feedback

Principle 3: Flexible, multiple ways to engage students’ interest and motivation
- Allow student choice whenever possible, including choices about content, resources, or tools they will use
- Offer different, adjustable levels of challenge (tiered lessons)
- Offer choices of rewards
- Offer choices of learning context when possible
- Support self-monitoring and student reflection

<table>
<thead>
<tr>
<th>Traditional Teaching Method</th>
<th>Examples of UDL Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture with PowerPoint slides</td>
<td>- Share PowerPoint slides with all students, as notes</td>
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<tr>
<td></td>
<td>- Use YouTube videos, websites, clip art or other media during lecture</td>
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<tr>
<td></td>
<td>- Provide a list of websites or resources for students who want to learn more about any topic</td>
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<tr>
<td></td>
<td>- Provide a worksheet or a list of key ideas (e.g., study sheet) for each lecture</td>
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<tr>
<td>Labs</td>
<td>- Let students pick their lab partners</td>
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<tr>
<td>Traditional Teaching Method</td>
<td>Examples of UDL Applications</td>
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<tr>
<td></td>
<td>• Allow larger groups instead of pairs for some experiments</td>
</tr>
<tr>
<td></td>
<td>• Create videos to show complicated steps in experiments</td>
</tr>
<tr>
<td></td>
<td>• Have students report their findings on posters or through oral presentations</td>
</tr>
<tr>
<td>Research papers</td>
<td>• Offer choice of paper or projects</td>
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<tr>
<td></td>
<td>• Let students choose topics</td>
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<tr>
<td></td>
<td>• Provide handouts or links to websites with tips for doing APA style, citing sources, etc.</td>
</tr>
<tr>
<td></td>
<td>• Offer students choices about multiple small papers or one long paper</td>
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<tr>
<td>Oral presentations</td>
<td>• Give students a choice of oral or written presentation</td>
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<tr>
<td></td>
<td>• Show models of excellent oral presentations</td>
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<td></td>
<td>• Allow students to create a PowerPoint or website that “speaks for them”</td>
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<tr>
<td></td>
<td>• Give students a chance to practice or plan presentations in small groups with classmates</td>
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<tr>
<td>Reading assignments</td>
<td>• Offer the readings in PDF format</td>
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<td></td>
<td>• Allow students to choose among several readings or two textbooks on the same topic</td>
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<td></td>
<td>• Ask students to find the course readings on a topic, using checklists to help them fine “quality” readings</td>
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<td></td>
<td>• Have students critique readings regularly in lieu of reflection papers or quizzes, to provide feedback for choosing readings and evaluating what they know</td>
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<tr>
<td>Multiple-choice tests</td>
<td>• Vary the types of questions to include true/false, matching, short answer, etc.</td>
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<td></td>
<td>• Do not require bubble sheets; allow students to circle the answer on the test if it would help them</td>
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<tr>
<td></td>
<td>• Allow students to choose which questions they will answer (e.g., select “5 out of 10 questions in Part A and “10 out of 15 questions in Part B”)</td>
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<tr>
<td></td>
<td>• Ask students to design questions for the exam, or to create a “cheat sheet” to help the instructor design the exam</td>
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<tr>
<td>Quizzes</td>
<td>• Allow students to take quizzes in groups of 2-4</td>
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<td></td>
<td>• Let students choose which questions to answer (e.g., “pick 10 out of 12”)</td>
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<tr>
<td></td>
<td>• Use a variety of questions: true/false, multiple choice, short answer</td>
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<tr>
<td>Traditional Teaching Method</td>
<td>Examples of UDL Applications</td>
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</table>
| Discussion groups                | • Ask students to bring a list of questions or key points for discussion, to be sure everyone is prepared and has a chance to say something  
• Assign roles, so everyone can participate in different ways  
• Give discussion groups concrete tasks to accomplish during their discussion  
• Vary the size, seating, or composition of discussion groups |
| Journals or reflection papers    | • Set up blogs or chats online instead of journals or papers  
• Allow drawings, poetry, photos, mind maps, or other alternatives to entries in paragraph form  
• Ask students to grade each others’ reflections  
• Allow entries that are typed or handwritten |
APPENDIX E: CAPTIONING VIDEOS WITH YOUTUBE

Note: Regardless of the method you use, you cannot caption videos that you do not upload yourself!

Tools Required

- A YouTube account (http://www.youtube.com) and knowledge of using YouTube
- A video to upload
- A verbatim transcript of this video—for instance, a CART transcript (for transcript captioning—see Part 2 of this tutorial)
- Optional: a text editor and/or other software for syncing subtitles to video

Method 1: YouTube Automatic Machine Captioning

- For certain videos (not all), YouTube can generate automatic machine captioning. You can find this feature in the “Captions” section of YouTube’s video manager. There will be a button titled “English automatic captions.”
- YouTube’s automatic machine captioning often gives incorrect results. However, if you click on the “English automatic captions” button, you can edit the content of your captions. You can’t edit the timing of captions this way, though (e.g., if your text shows up in the wrong place in your movie).

Method 2: YouTube Transcript Captioning

- Make sure you have a word-for-word transcript (save as a PLAIN TEXT file) of everything said in your video. For formatting, YouTube’s transcript captioning guide notes:
- “Identify long pauses (3 seconds or longer) or music in the transcript with a double line break.
- Use double line breaks anytime you want to force a caption break.”

- In the YouTube video manager’s caption section, upload your transcript to YouTube as a transcript file by selecting “Upload caption file or transcript,” then selecting your transcript file, and finally, selecting the “Transcript file” button. Select the language that the transcript is in and click “Upload” to upload the transcript. Processing the transcript may take a while, depending upon the length.

"Who Are You? Postcard Project - Part of the STOP Bias Initiative

Transcript file, ready for uploading.

- When uploading is finished, refresh the page and click the “cc” button on the video player to watch the video with captions enabled. YouTube will automatically match the text in the transcript to audio in the video. While it’s generally relatively accurate, the timing may be off at certain points. If this is the case, then click on the button listing the captions you have uploaded, and there should be an option available for downloading the captions.
Demonstration of captioned video in YouTube video manager, with red arrow pointing to "Download" button.

- The caption file will be in a text-only format with the extension .sbv. You can open this file in Notepad. If you open the file, you will see that each line of text has numbers above it, like so:
  0:00:16.700,0:00:21.500
  Here at Syracuse University,
  we like to think Orange.

  0:00:21.500,0:00:26.000
  Otto, more than anyone, enjoys thinking Orange.

- These numbers refer to the hours:minutes:seconds.milliseconds in your video. If you need to adjust the timings of captions in your video, adjust these. When you are finished, go back to YouTube’s video manager and re-upload your edited .sbv file. However, this time, instead of selecting the “Transcript file” option, you will select the “Caption file (includes time codes)” one. You can then delete the captions generated from the previous (transcript upload), since you will now have edited captions.

- Editing timings manually in Notepad can be cumbersome. There are multiple programs available (some free, some for a fee) that may facilitate easier editing of subtitles. One of these free programs is Subtitle Edit, which is available for Windows only. In order to use Subtitle Edit with certain video files, you must also install the program VLC Media Player and the plugin set LAV Filters.
APPENDIX F: CREATING ACCESSIBLE FLYERS

Note: This tutorial is for individuals using Word 2010, running on Windows 7. While the instructions for formatting Word documents are essentially the same for Macs running Word 2011, Word 2011 for Mac cannot export accessible PDFs. Consequently, Step 2 of this document (exporting to PDF) requires using of Word 2010 for Windows. However, all of the instructions for Acrobat Pro should be essentially the same, regardless of operating system.

Tools Required:
- A program for creating flyers (Word, Publisher, InDesign, Pages, Scribus, etc.) This tutorial uses Word 2010 for Windows as an example program, due to its ubiquity. Publisher 2010 has similar features, and PDF export works the same in both Publisher 2010 and Word 2010.
  - Other programs may have varying degrees of built-in accessibility features. While it is often ideal to create an accessible structure and add alt text in your original document, you can also do so after the fact, using Acrobat Pro.
- Adobe Acrobat Pro XI (available on numerous computers across campus, including those in Bird.
  - Note: Acrobat Pro is NOT the same as Adobe Reader!!!

Step 1: Make your original document accessible, whenever possible
- First, make sure that you use actual text in your flyers, rather than images of text, as screen readers cannot read images of text. Make sure to use high contrast colors, and place text in locations on the page that allow it to be read easily (e.g., not over a busy background). Some people may have difficulty seeing certain colors imposed on others, such as red text on a green background.
- Note: The information below is adapted from the following sources. Visit them for more extensive Word accessibility tips:
  - Word Document 508 Checklist | HHS.gov
  - Creating accessible Word documents - Word - Office.com
  - Creating Accessible Word Documents | Michigan State University
- In Word (this example uses Word 2010 for Windows), there are a few basic things you need to do:
  - First, make sure that you are using styles and auto-bullets/auto-numbering in your document. The Guide to Planning Inclusive Events, Seminars, and Activities at Syracuse University is formatted using styles.
  - Use the “Heading” styles (Heading 1, Heading 2, Heading 3 etc.) for paragraph headings. If you look in the Navigation pane in Word, you will notice that anything labeled as Heading 3 will be “inside” of those labeled as Heading 2, which will be “inside” of anything labeled as Heading 1 (and so on). You can modify styles to fit your formatting needs, and each instance of a style in you document will automatically update when you edit that style. Make sure that you use headings and other styles hierarchically, in order
(e.g., do NOT try to put a Heading 1 heading inside of a Heading 2 one, or skip over heading levels).

- If adding page numbers, use automatic page numbering.
- Wrap images "in line with text"
- Make sure that hyperlinks are set up as hotlinks (when you click them, they link to something), and that you use the actual, descriptive names of the sites you are linking to, rather than long URLs. The "link" portion of a hyperlink must contain the entire link (e.g., the "http://" part, not just the "www"). The SU Disability Cultural Center's flyer, available for download on our website, uses descriptive hyperlinks for a number of things. Similarly, on posters we produce for events, we set up the logos for the DCC and other co-sponsoring organizations as hyperlinks that lead to the websites of these organizations.

- DO NOT USE WORDART OR ANY SORT OF WORD TEXT EFFECTS! Text formatted in this way will not export to PDF in a manner compatible with screen readers.

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Word document with styles being used. Navigation pane is open, showing how Heading styles allow for hierarchical navigation within a document.

- Second, add alt text to any images that require it (see Step 7 in Part 1 of this tutorial for basic guidelines regarding what kinds of images need alt text). To do this, right click on your image, select “Format Picture” (at the bottom of the menu), select “Alt Text” from the sidebar of the dialog box that opens, and add alt text in the “Description” field of this section.
Step 2: Export to PDF

- IF AT ALL POSSIBLE, export using a feature that allows you to customize the output settings for a PDF, rather than just doing so by printing to PDF. In Word, the best way to do this is by going to File - Save As (NOT “Save as Adobe PDF”) and selecting “PDF” as the file type. Click on the button labeled “Options...” In this box, make sure that “Bitmap text when fonts may not be embedded” is DESELECTED, and that “Document structure tags for accessibility” is SELECTED.

Step 3: Make your PDF accessible
**Step 3a: Check readability/reading order**

- In Acrobat’s “View” menu, go to “Read Out Loud” - “Activate Read Out Loud,” or press Ctrl+Shift+Y. You can click on any paragraph in the document, and Acrobat should read it.

- To make sure that your text reads in order, go back to the Read Out Loud menu and select “Read This Page Only” (Ctrl+Shift+V) or “Read To End of Document” (Ctrl+Shift+B). If your document sounds like it reads everything in order, go to Step 7 of this tutorial (“Add alt text for (some) images”).

**Step 3b: Fix reading order (if necessary)**

- This tells screen reading software the order in which to read text and images.

- In the Tools bar, go to the “Accessibility” panel. Within this, select “TouchUp Reading Order.” The TouchUp Reading Order dialog box will pop up.

- Click the little square button in the top right corner of this dialog box. Also: if, when you open this dialog box, your page shows a whole bunch of gray squares with different numbers on them, you may want to clear the page structure and redo all of the ordering of text from scratch. To do this, click the “Clear Page Structure” button.

- To select text, drag a selection rectangle around it. The text will show up as highlighted in blue. Then, in the TouchUp Reading Order dialog box, select the “Text” button to tag it as text. Do the same thing for any relevant images, selecting the “Figure” button. If background or irrelevant images show up as tagged, you can set them as background using the “Background” button, which will un-tag them.

- Various items will show up as having gray rectangles around them, with a small number in the upper right corner of each rectangle, indicating the order in which that element is to be read.

**Note: Make sure to set your reading order in a way that would be effective for the user. Think about how you would want to interact with your document if you were listening to it being read aloud.**
The TouchUp Reading Order dialog box open, with reading order shown. In this case, the reading order is incorrect. Everything in this flyer is already tagged as either text or a figure.

- Acrobat often gets the reading order of certain documents incorrect. To alter the reading order, go to the “Order” panel on the left side of the screen in Acrobat (it looks like a letter “Z” overtop of four squares). If this icon is not visible, right click in the sidebar on the left of the screen and select the “Order” option.

- In this pane, Acrobat will show tags for text and images underneath the icon for each page. Drag the different tags (shown as icons of brown boxes) around to fix the order. Please note that this in some PDF documents, changing reading order will actually make text appear to disappear from the page because of making it go “behind” graphics on the page.

- You may want to “Clear Page Structure…” and start from scratch if there are a large number of incorrectly ordered elements on the screen (see “Setting Reading Order in a PDF Document”).

Reading order corrected.

Step 3c: Add alt text for (some) images

- Individuals who are blind or have low vision may not be able to get the same information from images that sighted people can. Adding alt text (alternate text) allows screen-reading software to indicate to someone what the purpose of a given image is.

- People who are not blind, or have low vision, may also use screen readers.

- Alt text is about providing individuals who use screen readers with efficient (short!) and effective access to the information that sighted users would obtain visually.

- Information from WebAIM’s guide to using alt text.
Example flyer open in Acrobat Pro. A tooltip appears over the image in the flyer, showing that this image already has alt text in it because of being exported properly from Microsoft Word.

- There are two ways to add alt text for a tagged figure:
  - With the TouchUp Reading Order dialog box open, right click on a tagged figure and select “Edit Alternate Text.” Add the alternate text to the image.
  - With the “Move or make changes to object” tool selected, right click on an image that you have tagged as a figure, and click “Properties.” A dialog box will pop up titled “TouchUp Properties.” In this box, select the “Tag” tab. You can then input alternate text in the “Alternate Text” field.
TouchUp Properties dialog box with alt text added in “Alternate Text” field.