MAKING MATERIAL ACCESSIBLE

The Office of Disability Services
Our Goals

- To provide faculty with the necessary information to successfully provide accessible materials to students with visual impairments by
  - Outlining supplemental material creation
  - Providing examples of accessible materials
  - Explaining what ODS can do assist faculty
    - What other resources are available to instructors
Alternative Textbooks

- Alternative Text/Braille
  - Process
  - Timeline
- Faculty Assistance
  - Required Textbooks
  - Syllabus
- Examples
Assistive Technologies

- **Screen Readers**
  - Are used by students with visual impairments
  - Narrate the entire computer environment, including accessible text documents
  - Functionality is can be limited by the content it is trying to access (poorly developed websites, inaccessible documents, etc.)

- **Text to Speech**
  - Used by students with disabilities that affect access to text (but not vision)
  - Reads only text that is put into the program
  - May have functionalities beyond reading that can identify homophones, common misspellings, etc.
Challenges to providing accessible supplemental material

- Original Documents
- Aesthetics vs. accessibility
- Handouts as PDFs
- Determining Accessibility
- Timing
Assisting an instructor in creating an accessible document
<table>
<thead>
<tr>
<th>Institution</th>
<th>Organizations</th>
<th>Some Values</th>
<th>Some Roles</th>
<th>Some Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Regulate reproduction; socialize and protect children</td>
<td>Sexual fidelity, providing for your family; keeping a clean house, respect for parents</td>
<td>Daughter, son, father, mother, brother, sister, aunt, uncle, grandparent</td>
<td>Have only as many children as you can afford; be faithful to your spouse</td>
</tr>
<tr>
<td>Religion</td>
<td>Address concerns about life after death, the meaning of suffering and loss, facilitate desire to connect with the Creator</td>
<td>Congregation, synagogue, denomination, charitable association</td>
<td>Reading and adhering to holy texts such as the Bible, the Koran, and the Torah; honoring God</td>
<td>Priest, minister, rabbi, worshipper, teacher, disciple, missionary, prophet, convert</td>
</tr>
<tr>
<td>Law</td>
<td>Maintain social order</td>
<td>Trial by one's peers, innocence until proven guilty</td>
<td>Judge, police officer, lawyer, defendant, prison guard</td>
<td>Give true testimony, follow the rules of evidence</td>
</tr>
<tr>
<td>Politics</td>
<td>Establish a hierarchy of power and authority</td>
<td>Majority rule, the right to vote as a sacred trust</td>
<td>President, senator, lobbyist, voter, candidate, spin doctor</td>
<td>Allow one vote per person; voting is a privilege and a right</td>
</tr>
</tbody>
</table>
How our conversion software interprets this PDF
Example of a better PDF
This is how our software interprets this PDF.
<table>
<thead>
<tr>
<th>Social Institution</th>
<th>Basic Needs</th>
<th>Some Groups or Organizations</th>
<th>Some Values</th>
<th>Some Roles</th>
<th>Some Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Regulate reproduction, socialize and protect children</td>
<td>Relatives, kinship groups</td>
<td>Sexual fidelity, providing for your family, keeping a clean house, respect for parents</td>
<td>Daughter, son, father, mother, brother, sister, aunt, uncle, grandparent</td>
<td>Have only as many children as you can afford, be faithful to your spouse</td>
</tr>
<tr>
<td>Religion</td>
<td>Address concerns about life after death, the meaning of suffering and loss; facilitate desire to connect with the Creator</td>
<td>Congregation, synagogue, denomination, charitable association</td>
<td>Reading and adhering to holy texts, such as the Bible, the Koran, and the Torah; honoring God</td>
<td>Priest, minister, rabbi, worshipper, teacher, disciple, missionary, prophet, convert</td>
<td>Attend worship services, contribute money, follow the teachings</td>
</tr>
<tr>
<td>Law [1]</td>
<td>Maintain social order</td>
<td>Police, Courts, Prisons</td>
<td>Trial by one’s peers, innocence until proven guilty</td>
<td>Judge, police officer, lawyer, defendant, prison guard</td>
<td>Give true testimony, follow the rules of evidence</td>
</tr>
<tr>
<td>Politics</td>
<td>Establish a hierarchy of power and authority</td>
<td>Political parties, congresses, parliaments, monarchies</td>
<td>Majority rule, the right to vote as a sacred trust</td>
<td>President, senator, lobbyist, voter, candidate, spin doctor</td>
<td>Allow one vote per person; voting is a privilege and a right</td>
</tr>
<tr>
<td>Economics M</td>
<td>Produce and distribute goods and services</td>
<td>Credit unions, banks, credit card companies, buying clubs</td>
<td>Making money, paying bills on time, producing efficiently</td>
<td>Worker, boss, buyer, seller, creditor, debtor, advertiser</td>
<td>Maximize profits, “the customer is always right,” work hard</td>
</tr>
</tbody>
</table>
Family
1. Basic needs
   • Regulate reproduction, socialize and protect children
2. Some Groups or Organizations
   • Relatives, kinship groups
3. Some Values
   • Sexual fidelity, providing for your family, keeping a clean house, respect for parents
4. Some Roles
   • Daughter, son, father, mother, brother, sister, aunt, uncle, grandparent
5. Some Norms
   • Have only as many children as you can afford, be faithful to your spouse
Using Charts

- Sometimes charts will be the most appropriate way to share information
  - Use descriptions. One way to describe a chart is to provide both a text summary and a properly coded data table near the chart.

Summary of Trends
The numbers show that /r/ dropping becomes more common in lower classes (lower percentages of final /r/), but that women consistently preserve more /r/’s than men across social classes. That is, women are more likely than men to approach standard English across social classes.
Info Graphs
Psychology 101 Theorists
Right or wrong, Freud’s theories revolutionized modern psychology and the way we think about the way we think. Here is the impact of his influence on some major movements in the field.

Psychoanalysis: The Symptoms Have Meaning
Freud’s legacy is the idea that, by observing a patient’s symptoms, the therapist can discover their cause. Even today, that notion lies at the heart of psychotherapy.

Deviating Branches:
Analytical Psychology: Carl Jung broke from Freud over their differing views on sexuality. Jung formed his own movement, asserting that people could generally be classified as introverts or extroverts.
Why this is important

- Instruction Flexibility
- Ensures that you can reach all students
- Brings awareness to faculty resources
How to Ensure Material is Accessible

- Ask
- Reflect
- Be open to alternatives
- Handout
Faculty Resources

- **Students** - the student is always the best resource for ensuring material is accessible

- **The Center for Teaching and Learning (CTL)**
  - CTL works with faculty as they develop learning opportunities, providing faculty workshops, teaching/curriculum consulting, and educational technology opportunities.

- **Raynor Library**
  - Email: ctl@marquette.edu
  - Phone: (414) 288-0263

- **Other Faculty Members**
  - Russ Hamer: Russell.Hamer@mu.edu Philosophy
  - Ulrich Lehner: Ulrich.Lehner@mu.edu Theology (8-7333)


MU Resources

- Library Reserves
  - Timeline: 5 business days advanced notice
  - Objective: To assist in converting documents submitted to class reserves to editable text allowing for formatting by instructors
  - Contact: Christine Pivonka (8-8760, Library Reserves, Christine.Pivonka@Marquette.edu)

- ODS
  - Timeline: 5 business days advance notice to convert documents
  - Objective: To assist in converting documents to editable text allowing for formatting by instructors
  - Contact: Jeanne Ezzell (8-7737, 5th floor 707 Building, Jeanne.Ezzell@Marquette.edu)
In summary

- Keep in mind...If the handout is accessible to students with the greatest need (i.e. visually impaired) then it will then be accessible to all.
- Be mindful of **contrast, color and orientation** for cleaner conversion.
- Provide the source of the original document (where one can find the article or book from which it came) when possible.
- Provide a word document with the same information from charts so the student with a visual impairment can benefit from the information.
- Whenever possible, utilize formats for communicating information that do not rely heavily on visual interpretation.
Questions?