

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 BCCC's guide addresses accessibility for people with disabilities, the current guide incorporates this discussion and broadens it, to consider a wider array of audiences.

If you have any questions or suggestions pertaining to this guide, please [email us](#).

TABLE OF CONTENTS

[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](#)

[ASL Interpretation and CART](#)

[Films, Slideshows, and Other Digital Materials](#)

[Logistical Issues: Interpersonal Interaction, Lighting and Sound, and Food](#)

[Arrangements to make DURING the event](#)

[When Presenting in Front of an Audience](#)

[Event Photography or Filming](#)

[Arrangements to make AFTER the event](#)

[Other Things to Think About](#)

[References](#)

[Appendix A: Helpful Resources](#)

[American Sign Language Interpreting Services](#)

[A/V Providers Associated with CART Provision](#)

[CART \(Communication Access Real-time Translation\) Providers](#)

[Non-CART Transcription and Other Accessibility Services](#)

[Video Production](#)

[Syracuse University](#)

[Helpful Links](#)

[Appendix B: Example of an Event/Seminar Introduction](#)

[Appendix C: Other Useful Accessibility Guides and Resources](#)

[Appendix D: Universal Design Guide and Resources](#)

[Appendix E: Video Captioning and Audio Description Resources](#)

[Appendix F: Creating Accessible Content](#)

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 knownExample: To request accommodations, contact Al Smith by March 21 at asmith@syr.edu
2. Consider scholarships or financial assistance for participants. One or more people may need financial assistance to attend your event, if there is a charge. Part of being inclusive is considering different financial needs.
3. When designing registration forms, make sure that your forms are accessible, and be cognizant of the different needs people may have. See [Appendix F](#) for more information on creating accessible documents.
4. Collaborate with your website managers to ensure accessibility. 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 (e.g., phone, email, social media, and text), 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.) It would be helpful to check in, on an ongoing basis, with whomever manages your website.

Flyers and Advertising

1. Include information about accommodations, including provisions such as American Sign Language (ASL) interpretation and Communication Access Real-time Translation (CART).
2. Flyers and other materials should include specific informational notes about access and accommodations, at the bottom, or otherwise be displayed clearly, as follows:

American Sign Language (ASL) interpretation and Communication Access Real-time 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). [as relevant]

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, if the text is "in the body" of the email shared.
 - a. Please see [Appendix F of this document](#) for information on creating accessible documents.
 - 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. More information follows.
 - c. Multiple guides are also available online to help with creating and working with accessible PDFs. Below are two examples:

- i. Syracuse University ITS Answers page on creating accessible PDFs:
<https://answers.syr.edu/display/itservapp011/Create+Accessible+Content#CreateAccessibleContent-AdobeAcrobatPDF>
- ii. [WebAIM: Web Accessibility in Mind](#)
- 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](#).
- f. Ideally, prior to circulation, PDF documents should be re-checked for screen-reader “friendliness” (by experts in PDF creation and/or by individuals who use screen readers on a regular basis).

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.

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 accommodation request information and parking options on your advertising materials.

Example: Parking is complimentary. The Booth Garage and the Marion Lot will be available on a first come, first serve basis. The Q5 Lot has been designated for accessible parking. For any questions pertaining to parking, please contact Charlie Brown at snoopy@syr.edu. A Campus Parking Map is available online at: <https://goo.gl/7wA7ra>.

Accessible, Anonymous Interface for Audience Questions and Comments

It is possible that, due to the sensitive nature of the topic at an event, or for other reasons, audience members may want to comment or ask a question, but may wish to remain anonymous. In order to underscore accessibility, in this respect, it is possible to create a [Qualtrics](#) event survey that participants can use to type questions or comments that could then be shared by someone using a mic during the Q&A portion of an event. ASL interpreters and CART providers should be given this Qualtrics survey link with the rest of the event information content, in advance of the event. Be sure to work with your IT team to affirm that the Qualtrics survey is screen-reader friendly and otherwise fully accessible.

Qualtrics Event Survey Example: Your questions and comments will remain anonymous, unless you identify yourself. Your questions and comments will be shared publicly during the event discussion period. Thank you for your participation. [AFTER INCLUDING A COMMENT BOX]: Please share your questions or comments, here.

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 is inconsistent in 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 its occurrence.
- 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's Disability Resource Center's A Guide to Planning Accessible and Inclusive Events](#) gives a list of physical access-related considerations to keep in mind. Here are some of the recommendations included (quoted or paraphrased directly from this resource):

- Accessible parking and drop-off areas (indicated with signage containing the updated [Disability Access Symbol](#)).
- A paved and flat route to and from the main entrance, as well as any outdoor spaces (no gravel, uneven surfaces, curbs, stairs).
- An accessible primary entrance:
 - Is it flat/level or ramped?
 - Does it have either an accessible door or automatic door opener?
- An accessible room layout, including wheelchair accessible seating so wheelchair-user can sit with friends and participate in event activities. If the presentation area will be used for activities, the route from the seating area should be accessible (clear, wide, no steps).
- Space for 1-2 American Sign Language Interpreters (ASL) and/or CART (Communication Access Real-time Translation) Captioners. Interpreters should be in front near speaker so deaf individuals can have an unobstructed view of speaker and visuals.
- Adequate space for service animals and/or wheelchair maneuverability, approximately 3-5 ft. wide aisles/routes.

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

- Accessible restrooms (indicated with signage). If none are in close proximity, provide a portable accessible option.
- Appropriate lighting for the space.

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: <https://oae.stanford.edu/resources-faqs/disability-access-symbols>

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.)
 - 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. When initially requesting interpreting services, make the request far enough in advance for the interpreting agency to arrange the service. As much time in advance as possible is best, but at least one week should be given. Large events will likely need more lead time (two weeks ideal).
- In Syracuse, fees for ASL interpreting services are generally \$50 to \$105 per hour, per interpreter (with a two-hour minimum, per interpreter).
- 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 the office of the ADA/503/504 Coordinator (depending upon the nature of the event or activity). Information on local ASL interpretation agencies is available in [Appendix A of this document](#). Details regarding Syracuse University’s commitment to accessibility can be found on the [Accessible Syracuse](#) website, which includes many resources.
 - ASL interpreter service providers will typically require an event contact person (with a phone number that is available at the time of the event).
 - 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 to determine the number of interpreters needed.

- Sighted attendees utilizing ASL interpreting services should be able to see both the interpreter(s) and speaker(s), simultaneously.
- 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).

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

- While on the job, it is not standard for interpreters to introduce themselves. 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 Real-time Translation)

Note: Computer Aided Real-time Translation/Transcription and Communication Access Real-time Translation *are* the same thing.

1. Arrange to have a professional (if possible, certified) CART provider to create a real-time translation by being either physically present or offsite and connected via Skype or a phone line. Information on [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](#)) at least two (2) weeks in advance. Please visit [LEMP's special events page](#) for more information.
 - c. In the absence of LEMP's availability please contact the approved providers listed in the [resources](#) guide.
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. Remote CART often has a one-hour minimum. LEMP's A/V costs are listed on [LEMP's special events page](#). Questions should be directed to your home department or unit, SCPS, or LEMP, depending upon the venue.

ASL/CART Flow Diagram (Is ASL interpretation and/or CART needed for your event?):

<https://answers.syr.edu/pages/viewpage.action?pagelid=45878818>

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. Work with Parking Services to identify parking (typically free for ASL interpreters and CART providers working at university events).
- 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. Please note that you are allowed to request of an agency that a Deaf consumer's preferred interpreter(s) be assigned to an event. You are allowed, as well, to note that you prefer local interpreters be assigned via the agency.
- Work with the interpreting agency 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 and Videos

- Contact and ask the filmmakers/video creators if there is a captioned version. If there is not, encourage (or even urge) the filmmakers/video creators to make one. It is not an individual event organizer's responsibility to caption a film, and doing so is not always possible, after-the-fact. However, under certain circumstances, you may need to find a way to arrange for captioning.
- Visually image-rich films are not accessible to the Blind and others with visual impairments without the presence of [descriptive audio](#), sometimes called audio description.
- [Caption Advantage](#), based in Syracuse, offers film and video captioning services. Other companies also offer these services. A variety of captioning resources can be found via [Information Technology Services](#). Other information is available in [APPENDIX E](#).

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. Braille should be checked for accuracy, in advance, by a Braille user, whenever possible.

Contact the [Office of Disability Services](#) for information about having materials embossed in Braille.

- 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, five to ten 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.
- 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). During our “Crippling” the Comic Con accessible comics convention, we use color communication badges as a way for a person to display their comfort level around interacting with others. A brief explanation of COLOR COMMUNICATION BADGES (Excerpted from the 2017 [“Crippling” the Comic Con](#) Accessibility Guide, Syracuse University):

Three laminated color badges are included in the plastic sleeve attached to your lanyard.

GREEN: "Come Talk to Me!" A person wearing a green badge is actively seeking interaction. They may have trouble initiating conversations, but it’s okay to come up and start a conversation with them. On these badges, the circle means OPEN or YES.

YELLOW: "Do I Know You?" A yellow badge means its wearer only wants to interact with people they recognize. Unless you’ve met this person face-to-face before, don’t start a conversation with them. If they start interacting with you, you’re welcome to respond. On these badges, the line means NEUTRAL or IT DEPENDS (!).

RED: "Not Right Now." If a person has a red badge showing, they do not want anyone to interact with them. They may approach others to communicate, in which case it's okay to respond. On these badges, the square means CLOSED or NO.

If you would like more information about Color Communication Badges, please visit <https://autisticadvocacy.org/2014/02/color-communication-badges/>

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.

Please note that these approaches to communication must also take into account Blind participants and others for whom visual access is not present or otherwise not primary. What are some ways that individuals who cannot access the communication badges might find to express their rights, preferences, and needs, at your event? Can you provide volunteer "image describers" during your conference's "break-out sessions," as well as encourage presenters to be mindful of the importance of inclusion for all participants?

Consider individuals' needs and preferences around lighting and sound

Some people, including some but not all Autistic individuals, 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 sighted, Deaf 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, and provide multiple options, and clear information, whenever possible. If you host a gaming room with electronic options, put type and Braille signage on the door, and make clear in the program content and throughout the event that the gaming room may at times have flashing or strobe lights (and thus may not be suitable for individuals with epilepsy, photosensitivity, etc.).

Loud sounds can also pose difficulties for certain individuals. If loud music and/or a lot of noise and stimulation are likely going to be part of your event, make sure to locate the source of the music and other high noise levels (e.g., DJ and speakers) strategically, so that people who are sensitive to loud noise can make good choices for themselves, with information shared in advance. Provide a quiet or "low stim" room option for folks, whenever possible, and share information about its availability in advance of and throughout the event, including in the PR/marketing and program materials.

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; 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 (including Kosher, Halal, vegan, vegetarian).

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. When a speaker/presenter repeats the questions asked by the audience, this can provide better access, including for Deaf and hard of hearing folks, and individuals with different learning approaches.
8. Adhere to the requirements and guidelines of the [Syracuse University Information and Communication Technology \(ICT\) Accessibility Policy](#), which went into effect on 1/1/18.
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 at "your" event (e.g., Autistic people at an autism-themed conference)! Be mindful of the ways that your own identities may influence and affect your audience, especially if you are not a member of the group that is being represented.
 - a. "Nothing About Us Without Us" remains a powerful and necessary message within the disability rights movement -- and beyond. Events, activities, curricula, etc. "about" disability are best organized by disabled people, or, at the very least, with nondisabled people working in very close and ongoing collaboration with disabled people, who are there willingly (and not as tokenized representatives).
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 participants 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 (there is more than one way to make one's presence known). Calling out may also be appropriate, in certain situations (for instance, if a speaker is Blind or has low vision). Refer to details above regarding on-site [Qualtrics survey options](#).

Protocol for Presenting Events with Interpreters and/or CART

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.

1. 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.
2. 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.)
3. 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.
4. Additional information regarding working with interpreters is available via the interpreting agencies listed, below.

EVENT PHOTOGRAPHY OR FILMING

- Whenever possible, arrange to [photograph](#), as well as [videorecord](#), an event. If you have a transcript of the event, [you may be able to use this transcript to assist with captioning your video](#). When captioning a long video, you may wish to contract with a company that provides captioning services. Our [resources directory](#) includes a list of providers. Please [let us know](#) if you have any questions.
- Also, if possible, some participants may prefer or need to access an event virtually (for example, via Skype or livestream). You can consult with your home unit or department, and/or with [LEMP](#) and [ITS](#), regarding making the necessary arrangements.
 - Livestreaming must be inclusive, accessible, and available on multiple platforms (desktop/laptop, mobile devices, etc.)! Captioning and providing descriptive audio, among other components (like notifying individuals of how to access the livestream), for an inclusive and accessible, livestreamed event can be coordinated with assistance from [ITS](#) at Syracuse University.
- 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. Please also note when working with an interpreting agency, it is still 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. A draft of a CART transcript may have errors in it and will need editing before it is distributed or posted.
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!
- You are welcomed (and encouraged) to share this guide, with proper attribution.

REFERENCES

- Ben-Moshe, L. (2010). "Not another PowerPoint!": How to become an effective presenter using universal design. Retrieved from <http://sudcc.syr.edu/resources/index.html>
- CAST. (2012). UDL at a glance. Retrieved from http://www.udlcenter.org/resource_libraryvideos/udlcenter/udl
- Cornell University. (n. d.) Disability information: Presentation of content. Retrieved from <http://disability.cornell.edu/events/presentation.cfm>
- Seifert, T. (2007). Understanding Christian privilege: Managing the tensions of spiritual plurality. *About Campus*, 12(2), 10–17. doi:10.1002/abc.206
- Umstead, A. (2012). An introductory guide to disability language and empowerment. Retrieved from <http://sudcc.syr.edu/resources/language-guide.html> (Revised Dec. 2018, P. Penner & D. Wiener)

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

University of Arizona Disability Resource Center. (n. d.). A guide to planning accessible and inclusive events. Retrieved from <https://drc.arizona.edu/planning-events/guide-planning-accessible-and-inclusive-events>

Vera Institute of Justice. (2014, August). Series: Designing accessible events for people with disabilities and Deaf people: Registration (Tip sheet no. 1). Retrieved from https://storage.googleapis.com/vera-web-assets/downloads/Publications/designing-accessible-events-for-people-with-disabilities-and-deaf-individuals/legacy_downloads/registration-accessible-events-updated.pdf

APPENDIX A: HELPFUL RESOURCES

AMERICAN SIGN LANGUAGE INTERPRETING SERVICES

Aurora of Central New York

T | 315-422-7263

W | <http://www.auroraofcny.org/home/>

E | aurorairs@auroraofcny.org

Empire Interpreting Services

T | 315-472-1383

W | <http://empireinterpreting.com>

E | info@empireinterpreting.com

A/V PROVIDERS ASSOCIATED WITH CART PROVISION

Syracuse Technologies (Ron Mirizio)

5 Lumber Way

Liverpool NY 13090

T | 315-679-5360

T | 315-480-0020

W | <http://www.cusetech.com>

E | rmirizio@cusetech.com

Visual Technologies Corporation (David Foor)

1620 Burnet Ave

Syracuse, New York 13206

T | 315-423-2000

T | 888-423-0004

F | 315-423-0004

W | <https://www.visualtec.com/>

E | dfoor@visualtec.com

CART (COMMUNICATION ACCESS REAL-TIME 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

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

Sara Baum

E | baum.sara@gmail.com

NON-CART TRANSCRIPTION AND OTHER ACCESSIBILITY SERVICES

Automatic Sync Technologies, LLC (CaptionSync)

T | 877-278-7962
W | <http://www.automaticsync.com/captionsync/>

Matchless Transcription

T | 910-853-4181
W | <http://www.matchlesstranscription.com>
E | inquiries@matchlesstranscription.com

Word Wizards, Inc.

T | 301-986-0808
F | 301-986-0809
W | <http://www.wordwizardsinc.com>
E | generalinfo@wordwizardsinc.com

VIDEO PRODUCTION

ENG/Event Shooting

Tad Fundalinski
T | 315-720-2590
E | tadfundalinski@yahoo.com

Kyle Ridlon Productions

Kyle Ridlon
T | 315-857-3323
W | <http://www.kyleridlonproductions.com/>
E | kyle@kyleridlonproductions.com

Zero Point Aerial

Todd Torrance

T | 315-516-6406

E | zeropointaerial@gmail.com

SYRACUSE UNIVERSITY

Accessible Syracuse: 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 (ITS)

T | 315-443-2677

W | <https://its.syr.edu/> (HOME)

W | http://itsaccessibility.syr.edu/?_ga=2.73608850.1429502203.1529328784-989726394.1523285688

(TECHNOLOGY ACCESSIBILITY AT SU)

W | <https://answers.syr.edu/display/itservapp011/Accessible+Technology+Toolkit> (ACCESSIBLE TECHNOLOGY TOOLKIT)

E | help@syr.edu

Learning Environments and Media Production (LEMP)

T | 315-443-5660

W | <http://lemp.syr.edu/> (HOME)

W | <https://answers.syr.edu/display/itslemp/Event+Support+and+Academic+Media+Production> (EVENT SUPPORT AND ACADEMIC MEDIA PRODUCTION)

Office of Disability Services (ODS)

T | 315-443-4498

W | <http://disabilityservices.syr.edu/>

E | odssched@syr.edu

Office of Equal Opportunity, Inclusion, and Resolution Services (current site of Interim ADA/503/504 Coordinator)

T | 315-443-4018

W | <http://inclusion.syr.edu/>

E | EqualOpp@syr.edu

Student Centers and Programming Services (SCPS)

T | 315.443.4240

W | <http://scps.syr.edu>

Syracuse University Inclusive Event Planning Checklist

<https://answers.syr.edu/display/itservapp011/Common+Resources+for+Accessibility?preview=%2F40960791%2F47710945%2FSyracuse-University-Event-Planning-Checklist.pdf>

HELPFUL LINKS

About Fragrance Sensitivity, Job Accommodation Network (JAN)

<https://askjan.org/disabilities/Fragrance-Sensitivity.cfm>

Web Accessibility Evaluation Tools List, W3C® Web Accessibility Initiative

<http://www.w3.org/WAI/RC/tools/complete>

How to be an Ally to Disabled & Neurodiverse Folks in Activist & Academic Communities

<https://accessculture.wordpress.com/2012/07/06/how-to-be-an-ally-to-disabled-neurodiverse-folks-in-activist-academic-communities/>

Guidelines for Accessibility, Beyond Compliance Coordinating Committee (BCCC)

<http://bcccsyracuse.wordpress.com/accessibility-guidelines/>

http://bcccsyracuse.files.wordpress.com/2012/03/bccc_event_guidelines2009.pdf (PDF version)

Sheraton Syracuse University Hotel & Conference Center

<https://www.marriott.com/hotels/travel/syrsi-sheraton-syracuse-university-hotel-and-conference-center/>

The NFB Center of Excellence in Nonvisual Access to Education, Public Information, and Commerce (CENA), National Federation of the Blind

<https://nfb.org/technology-center>

APPENDIX B: EXAMPLE OF AN EVENT/SEMINAR INTRODUCTION

Courtesy of Dr. Diane R. Wiener

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

We acknowledge, with respect, the Onondaga Nation, the indigenous people on whose ancestral lands Syracuse University now stands, sits, and rolls.

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 Real-time Translation (CART).

(As appropriate): We are using remote technology 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 real-time translation process.

By participating at a Syracuse University-sponsored event, you have given implicit consent to be photographed and videorecorded. However, if you wish not to be photographed or videorecorded, please be seated to (note section designated – don't just "point," but describe location).

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.

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

*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 R. Wiener.

APPENDIX C: OTHER USEFUL ACCESSIBILITY GUIDES AND RESOURCES

Accessibility Syracuse, resources from Professor Jay Dolmage, author of *Academic Ableism*

<https://accessibilitysyracuse.wordpress.com/>

Adobe Systems Incorporated. (2017). Accessibility training resources. Retrieved from

<http://www.adobe.com/accessibility/products/acrobat/training.html>

Beyond Compliance Coordinating Committee. (2009). Guidelines for accessibility. Retrieved from

<http://bcccsyracuse.wordpress.com/accessibility-guidelines/>

Cornell University. (n.d.). Accessibility information: Event planning. Retrieved from

<http://www.cornell.edu/disability/events/>

Cornell University Student Disability Services. (n.d.) Check list for planning accessible events. Retrieved

from <http://www.cornell.edu/disability/docs/accessibility-checklist.pdf>

New York State Department of Health. (2008, October). People first: How to plan events everyone can

attend. Retrieved from <http://www.health.ny.gov/publications/0956/>

University of Arizona Disability Resource Center. A guide to planning accessible and inclusive events.

Retrieved from <https://drc.arizona.edu/planning-events/guide-planning-accessible-and-inclusive-events>

Vidali, A. (n.d.). Access. In *Disability rhetoric*. Retrieved April 15, 2013, from

<http://disabilityrhetoric.wordpress.com/access/>

Some sources from Vidali (n.d.):

Accessible Conference Presentations

[Creating Accessible Presentations](#)

[Universal Design: Creating Presentations that Speak to All](#) (American Sociological Association)

[American Public Health Association \(APHA\): Accessibility](#)

[Access Guidelines for MLA Convention Session Organizers and Presenters](#) (Modern Language Association)

[How to Make Your Presentations Accessible to All](#) (W3C® Web Accessibility Initiative)

Universal Design

[Universal Design for Education: Selected Bibliography \(by Jay Dolmage\)](#)

[Universal Design: Process, Principles, and Applications](#) (DO-IT: Disabilities, Opportunities, Internetworking, and Technology)

APPENDIX D: UNIVERSAL DESIGN GUIDE AND RESOURCES

© 2012 Wendy S. Harbour and the Lawrence B. Taishoff Center for Inclusive Higher Education

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*

Traditional Teaching Method	Examples of UDL Applications
Lecture with PowerPoint slides	<ul style="list-style-type: none"> • Share PowerPoint slides with all students, as notes • Use YouTube videos, websites, clip art or other media during lecture • Provide a list of websites or resources for students who want to learn more about any topic • Provide a worksheet or a list of key ideas (e.g., study sheet) for each lecture
Labs	<ul style="list-style-type: none"> • Let students pick their lab partners • Allow larger groups instead of pairs for some experiments • Create videos to show complicated steps in experiments • Have students report their findings on posters or through oral presentations

Traditional Teaching Method	Examples of UDL Applications
Research papers	<ul style="list-style-type: none"> • Offer choice of paper or projects • Let students choose topics • Provide handouts or links to websites with tips for doing APA style, citing sources, etc. • Offer students choices about multiple small papers or one long paper
Oral presentations	<ul style="list-style-type: none"> • Give students a choice of oral or written presentation • Show models of excellent oral presentations • Allow students to create a PowerPoint or website that “speaks for them” • Give students a chance to practice or plan presentations in small groups with classmates
Reading assignments	<ul style="list-style-type: none"> • Offer the readings in PDF format • Allow students to choose among several readings or two textbooks on the same topic • Ask students to find the course readings on a topic, using checklists to help them fine “quality” readings • Have students critique readings regularly in lieu of reflection papers or quizzes, to provide feedback for choosing readings and evaluating what they know
Multiple-choice tests	<ul style="list-style-type: none"> • Vary the types of questions to include true/false, matching, short answer, etc. • Do not require bubble sheets; allow students to circle the answer on the test if it would help them • 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”) • Ask students to design questions for the exam, or to create a “cheat sheet” to help the instructor design the exam
Quizzes	<ul style="list-style-type: none"> • Allow students to take quizzes in groups of 2-4 • Let students choose which questions to answer (e.g., “pick 10 out of 12”) • Use a variety of questions: true/false, multiple choice, short answer
Discussion groups	<ul style="list-style-type: none"> • 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

Traditional Teaching Method	Examples of UDL Applications
	<ul style="list-style-type: none">• Give discussion groups concrete tasks to accomplish during their discussion• Vary the size, seating, or composition of discussion groups
Journals or reflection papers	<ul style="list-style-type: none">• 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: VIDEO CAPTIONING AND AUDIO DESCRIPTION RESOURCES

Captioning Tools:

Syracuse University's **ITS Answers** page has a University-approved and comprehensive guide with many video captioning resources. The page explains how to create a variety of captioned media.

<https://answers.syr.edu/display/itservapp011/Video+Captioning+Resources>

ITS also provides a *Video Captioning Decision Tree Diagram* (with text-only version available on the same page), which can help you understand when it is required to use video captioning for materials at Syracuse University: <https://answers.syr.edu/pages/viewpage.action?pageId=45089315>

Captioning YouTube Videos:

While YouTube has an automated captions feature, it is frequently inaccurate and inaccessible. In order for YouTube videos to be accessible, it is necessary to create your own captions. There are a few resources available on how to do this (here is a sample):

Add Your Own Subtitles & Closed Captions from YouTube's website:

<https://support.google.com/youtube/answer/2734796?hl=en>

Free Tools for Captioning YouTube Videos from Terrill Thompson, University of Washington:

<http://terrillthompson.com/blog/15>

Do-It-Yourself Video Captioning Techniques for YouTube, iTunes, PowerPoint, and more:

<https://carmenwiki.osu.edu/display/10292/DIY+Captioning+Techniques#DIYCaptioningTechniques-Quick-StartsforYouTubeandiTunesUsers>

How to Add Closed Captions & Subtitles to Facebook Videos:

<http://info.3playmedia.com/rs/744-UDO-697/images/Facebook-Guide.pdf>

YouDescribe (YD): Audio Description for YouTube videos: <https://youdescribe.org/>

Captioning for PowerPoint: <https://translator.microsoft.com/help/presentation-translator/>

Skype will soon have a captioning option that can be used during Skype calls.

APPENDIX F: CREATING ACCESSIBLE CONTENT

Syracuse University ITS Answers Page has many resources for creating accessible documents.

For further information on the resources listed below, please check the webpage linked here:

<https://answers.syr.edu/display/itservapp011/Create+Accessible+Content>

Creating Accessible Microsoft Word 2016 Documents (Windows)

<http://ncdae.org/resources/cheatsheets/word2016.php>

Creating Accessible Spreadsheets in Microsoft Excel 2010/13 (Windows) & 2011 (Mac)

<http://ncdae.org/resources/cheatsheets/excel.php>

Creating Accessible Microsoft PowerPoint 2013 Presentations (Windows)

<http://ncdae.org/resources/cheatsheets/powerpoint2013.php>

Acrobat DC: Creating Accessible PDFs (2015) – captioned video

<https://www.lynda.com/Acrobat-tutorials/Creating-Accessible-PDFs-Acrobat-DC/372675-2.html>

Web Accessibility Tutorials Guidance on how to create websites that meet WCAG

<https://www.w3.org/WAI/tutorials/>

WebAIM Accessible Images

<https://webaim.org/techniques/images/>