

## Accessing Higher Ground



### Workshop Descriptions – Thursday/Friday

ver 11/5/06, 5:12 pm

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**11/9/06**      **Room: Flagstaff**      **8:00 a.m. - 10:00 a.m.**

Audio Description: the Visual Made Verbal, Joel Snyder, Nat'l Captioning Institute

Web Accessibility is often about providing alternate ways for users to gather information from your page. This session will introduce you to features in the Firefox browser that will help you understand the principles of web accessibility, as well as showcase developer extensions and WAVE 2.0 for accessibility checking.

**Key Points:**

- 1 - Increased understanding of Digital Talking Books.*
- 2 – Current methods used to describe Science, Technology, Engineering and Math images.*
- 3 -- How Digital Talking Books can make STEM images easier to access through effective description.*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Legal, Other: Web Access

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**11/9/06**      **Room: Millennium Lab**      **8:00 a.m. - 9:00 a.m.**

A Foot on Each Platform: Supporting Students Using Macs on a Windows Campus, Shawn Foster, Southern Oregon University

Focusing on common applications and low-cost adaptive software, this session will give you tools to support students with disabilities who use Mac computers. Find out for yourself what the Mac currently can and can't do for your students.

**Key Points:**

- 1 - Parallel ways to access common built-in accessibility features in Windows and Mac operating systems.*
- 2 – Gain a resource list of low-cost accessibility applications for student personal use.*
- 3 – Understand the advantages and disadvantages of a Mac.*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery

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**11/9/06                    Room: 231 Lab                    8:00 a.m. - 9:00 a.m.**

Test your favorite Webpage with Firefox and WAVE: an Introduction to Web Accessibility , Cath Stager-Kilcommons & Craig Spooner, ATRC at CSU

Key Points:

*1 - Mozilla Firefox can be used as a simple test tool for web accessibility. Free Firefox extensions and automated accessibility testing services are also available to support web accessibility.*

*2 - A page developed using Universal Design principles will be usable and accessible by all, including those with disabilities.*

*3 - Web accessibility is about the ability of the user to interact with the information on a webpage.*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/9/06                    Room: 331                    8:00 a.m. - 9:00 a.m.**

**[Moved from 3:45, Thurs, Flagstaff]**

Nimas 101: the Basics of the New Accessible Digital Textbook Standard, Janice Carter, Benetech, Bookshare

NIMAS : National Instructional Materials Accessibility Standard

This session will cover the basics of this emerging standard and give a glimpse toward future initiatives.

Key Points:

Expertise Level: (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/9/06                    Room: Living Room                    8:00 a.m. - 9:00 a.m.**

[EASI] Beyond HTML: Accessible Enhancements to Online Courses, Robert Todd, Georgia Tech/CATEA

Where do you go once you have achieved the web design basics? This presentation will focus upon accessibility issues and solutions for popular online course enhancements, including accessible Wikis, Podcasts and videos.

Key Points:

Expertise Level: (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/9/06                    Room: Millennium Lab                    9:15 a.m. - 11:15**

Lab: Creating Accessible PDF Forms using Adobe Acrobat Professional 7, Sean Keegan, High Tech Center Training Unit

Solutions within Adobe Acrobat Professional provide authors with the components to deliver accessible PDF form documents. This hands-on session will review the procedures necessary for creating interactive, accessible PDF forms and discuss the use of the Adobe LiveCycle Designer application.

**Key Points:**

- 1 – The steps necessary to create an accessible PDF document from MS Office*
- 2 – How to insert the appropriate PDF form field information to support assistive computer technologies*
- 3 – How to assess the logical reading order and navigation of a PDF form*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Mobility, Vision

Topic Areas: Innovative Technology

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**11/9/06                      Room: 231 Lab                      9:15 a.m. - 11:15 a.m.**

Next Generation Tools for Creating and Evaluating Functional Web Accessibility, Jon Gunderson & Hadi Bargi Rangin, UIUC

The Functional Accessibility Evaluator, Mozllia/Firefox Accessibility Extension and the Illinois Accessible Web Publishing Wizard for Microsoft Office, are tools that support the development of functionally accessible web resources to comply with Section 508 and W3C WCAG accessibility requirements.

**Key Points:**

- 1 – Functional versus technical accessibility*
- 2 – Evaluation techniques for functional accessibility*
- 3 – Authoring functionally accessible web resources*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas: Assessment, Innovative Technology

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**11/9/06                      Room: 331                      9:15 a.m. - 11:15 a.m.**

Section 504, title II and Disabilities of Students at the Post-Secondary Level, Jim Long, U.S. Department of Education, Office of Civil Rights

This presentation will focus on two general matters. First, it will cover the jurisdiction and laws/regulations enforced by the Office of Civil Rights. Secondly, the presentation will address application of the relevant law and regulations to issues associated with assistive technology.

**Key Points:**

- 1 - What OCR does;*
- 2 - What law applies to assistive technology issues;*
- 3 - How post-secondary institutions can assure compliance with Sec. 504 and Title II of the ADA.*

Expertise Level: (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Legal

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**11/9/06                      Room: Living Room                      9:15 a.m. - 10:15 a.m.**

[EASI] Digital Talking Books for Math and Science (gh present through Web Conferencing), Dave Schlappenbach & Brad Hosac, gh, LLC

Recent advancements in XML technology allow for Digital Talking Books to be encoded with Math and Science information intact. This information can be rendered using MathSpeak so that print-disabled users can listen to the book.

Key Points:

- 1 – Math and Science access for print-disabled users*
- 2 – Recent advances in the NIMAS and Digital Talking Book specifications*
- 3 – Development of a spoken language called MathSpeak for verbal mathematics*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Vision., LD

Topic Areas: Service Delivery, Innovative Technology

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**11/9/06                      Room: Flagstaff                      10:30 a.m. - 11:30 a.m.**

Math OCR used for Tactile Graphics, Dan Comden, University of Washington

The Tactile Graphics Project has utilized the InftyReader software to recognize math and science content that baffles standard OCR software. Combined with our Tactile Graphics Assistant software we have successfully scanned and processed information that usually requires meticulous hand-editing. This session will demonstrate our use of the InftyReader program and lead a discussion on avenues for future applications.

Key Points:

- 1 - Understand current OCR limitations.*
- 2 - Understand how InftyReader works in the TGP system.*
- 3 - Discover additional potential uses for the software.*

Expertise Level: A (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Mobility, LD, Vision

Topic Areas: Innovative Technology, Service Delivery

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**11/9/06                      Room: Living Room                      10:30 a.m. - 11:30 a.m.**

[EASI] Podcasts and Students with Disabilities in E-learning, Norm Coombs & Dick Banks, EASI Corp

Podcasting has moved from teenagers listening to music to universities providing podcasts of lectures. This medium provides benefits and problems for different disability groups: those who are hearing impaired, visually impaired, and those with learning disabilities.

Key Points:

- 1 - Benefits of podcasting for e-learning*
- 2 - Problems and benefits of podcasting for students with disabilities*
- 3 - Solutions to creating accessible podcasts for all students with disabilities*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Hearing Impairments, Vision, LD

Topic Areas:

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**11/9/06                      Room: Millennium Lab                      2:15 p.m. - 4:15 p.m.**

Lab: Web Accessibility Evaluation Tools and Techniques, Jonathan Whiting & Shane Anderson, WebAim (ends at 4:15)

Key Points:

Expertise Level: (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/9/06                      Room: 231 Lab                      2:15 p.m. - 3:15 p.m.**

Supporting Reading and Writing with WYNN for the Adult Dyslexic Student, Elaine Huot, Success Streaming Learning

This session, from the perspective of an educational therapist and adult dyslexic, will address how the dyslexic student's use of WYNN supports reading university level texts and the creation of intelligent and fluid written assignments.

Key Points:

- 1. Neurological differences that impact how students with dyslexia approach reading and writing*
- 2. Why students with dyslexia need assistive technology to be successful in their field of study*
- 3. How WYNN technology supports the dyslexic learner*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Learning Disabilities

Topic Areas: Innovative Technology

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**11/9/06                      Room: 331                      2:15 p.m. - 3:15 p.m.**

[ATHEN] Accessibility of Remote Access to Computing-Virtual Computing Labs at NC State, Saroj Primlani, NC State

A report on North Carolina State's efforts to deliver campus-wide, remote-access accessibility to Virtual Computing Labs (VCL) using Windows XP and UNIX/Linux platforms

Key Points:

- 1 – *Types of Remote protocols*
- 2 – *Issues related to accessibility of remote computing, especially for people with vision impairments*
- 3 – *Strategies used at NC State Virtual Computing Lab*

Expertise Level: I/A (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Assessment

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**11/9/06                      Room: Living Room                      2:15 p.m. - 3:15 p.m.**

Tips and Tricks for Accessible CSS, Vijay Patel & Steven Bailey, University of Colorado at Boulder

Simple CSS tips and tricks for web designers to use in creating accessible web pages that are aesthetically pleasing.

Key Points:

- 1 – *Proper use of images in CSS based layouts*
- 2 – *CSS buttons*
- 3 – *XHTML forms and CSS*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Innovative Technology

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**11/9/06                      Room: Flagstaff                      2:30 p.m. - 3:30 p.m.**

Effective Practices for describing STEM images in Digital Talking Books, Bryan Gould, CPB/WGBH National Center for Accessible Media (NCAM), WGBH

This session will explore Digital Talking Books and research into how best to use descriptive language to communicate the meaning of science-focused images, charts, graphs, diagrams, illustrations, equations, and other graphics.

Key Points:

- 1 – *Increased understanding of Digital Talking Books*
- 2 – *Current methods used to describe Science, Technology, Engineering and Math images*
- 3 – *How Digital Talking Books can make STEM images easier to access through effective description*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Vision.

Topic Areas: Innovative Technology

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**11/9/06                      Room: 231 Lab                      3:30 p.m. - 4:30 p.m.**

[ATHEN] Computer Access on Campus: Separate, Equal or Hybrid? Alice Anderson & Henry Huang, University of Wisconsin-Madison

Why is UW-Madison changing the way assistive technology is accessed at Campus Computer Labs? Key players will share processes, results & future plans.

Key Points:

*1 – Key findings from the students with disabilities and technology access survey (administered every two years)*  
*2 – Why the campus general access computer labs, which once had a workstation (in a corner) at one of the 13 labs, is changing to having assistive technology available on all workstations in all labs*

*3 - How the attitudinal, economic realities play into making change on a large campus*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Vision, Learning Disabilities, Cognitive

Topic Areas: Innovative Technology, Service Delivery, Funding

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**11/9/06                      Room: 331                      3:30 p.m. - 4:30 p.m.**

Weaving Web Accessibility into an Organization, Cynthia York & Janine Harig, Johns Hopkins University

Weaving web accessibility into the many layers of an organization is critical to its success. Presenters will share a brief history of their journey, explore important considerations for success, and offer suggestions for implementing a strategic plan for web accessibility based on lessons learned.

Key Points:

*1 - Develop a broad base of experienced and diverse stakeholders who possess expertise in a variety of areas, including support from key leadership*

*2 – Expect an iterative process that includes goal setting, planning, execution, evaluation and reVisionion of goals*

*3 - Identify and access internal resources to achieve your goals*

Expertise Level: B/I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas:

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**11/9/06                      Room: Living Room                      3:30 p.m - 4:30 p.m.**

[EASI] Supporting E-learning With Accessible, Synchronous, Web Conferencing, George Buys (via Web conferencing), Talking Communities

Synchronous Web conferencing is becoming a popular form of e-learning, but most systems are so complex that they are difficult to use. This presentation will demonstrate a Web conference system that provides most of the major features of such systems while also providing real usability especially for users with disabilities.

Key Points:

*1 - Problems with most Web conference systems*

*2 - Demonstrates a simple system with the most popular features*

*3 - A Web conference system that is also highly accessible*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All  
Topic Areas: Innovative Technology

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**11/9/06**            **Room: Flagstaff**            **3:45:p.m. - 4:45 p.m.**

**[New Session:]**

Using Duxbury to Create Braille, Gaeir Dietrich, HTCTU

Major Disability Groups Addressed: Vision  
Topic Areas: Innovative Technology



## Workshop Descriptions – Friday

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**11/10/2006      Room: Flagstaff      8:00 a.m. - 9:00 a.m.**

eLearning Problems and Solutions: An Empirical Study of Canadian Postsecondary Students with Disabilities, Campus Based Disability Service Providers, Faculty, and eLearning Specialists, Catherine Fichten, Adaptech Research Network, Dawson College

A three-year Canadian study examining the accessibility of eLearning to postsecondary students with disabilities will be described. We will showcase eLearning problems and solutions noted by four groups: students with disabilities, faculty, campus based disability service providers and eLearning specialists.

**Key Points:**

- 1 - Problems and solutions related to eLearning*
- 2 - Similarities and differences in the views of the 4 stakeholder groups: students with disabilities, faculty, campus based disability service providers and eLearning specialists*
- 3 - Policy recommendations concerning eLearning accessibility*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06      Room: Millennium Lab      8:00 a.m. - 10:15 a.m.**

Lab: Got Small Files? When Smaller Is Better, Jill Lenz , Colorado State University

Smaller files equal faster delivery, a first step in making your media more accessible for all users. Get exposed to size guidelines, diagnostic techniques to identify large problem files, and methods for minimizing multiple files types including .jpg, .gif, .pdf, and .ppt.

**Key Points:**

- 1 - When and why small files are need*
- 2 - Methods for achieving small file sizes*
- 3 - How to recognize, diagnose and remedy large problem files*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas: Innovative Technology, Service Delivery

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**11/10/06            Room: 231 Lab            8:00 a.m. - 9:00 a.m.**

**Lab:** Animation and Moving Creations, Jen Sweeney, Tool Factory, Inc. (K-12 Session)

Get new strategies for animation in this vibrant workshop! Construct a path animation by inserting a character and giving it a multi-point path, then build an animated story page. Build a photo-montage, then use the “Sprite” builder to construct a virtual flipbook. Draw three frames of animation and assemble them into a looping Disney-style cartoon. Learn claymation strategies. This is a wonderful seminar for portfolio-building. Free MultiMedia Lab V (worth \$99).

Key Points:

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/10/06            Room: 331            8:00 a.m. - 9:00 a.m.**

[ATHEN] Geeklopedia: From Blog to Wiki – A Primer on Tech Terminology (v 2.0), Daniel Berkowitz, Boston University, Office of Disability Services

Join a self-proclaimed geek and blogger as we put names to faces [or, rather – acronyms to gui’s] for version 2.0 of one of last year’s most well-received presentations. Find out what your students and IT staff are talking about when they BitTorrent a Creative Common ODF document about the Long Tail effect from a Social Network site full of Mystery Meat.

Key Points:

*1 - Gain knowledge of a variety of contemporary technical terminologies and be able to reference these terminologies with their associated technologies*

*2 - Be able to communicate more effectively with their colleagues and students*

*3 - Become comfortable with the technologies through knowledge that they will explore how these technologies can be used, both personally and professionally, in their everyday lives*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Innovative Technology, Service Delivery

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**11/10/06            Room: Living Room            8:00 a.m. - 9:00 a.m.**

Improving Web Usability with Good Design Techniques and CSS, Trace Donald , Auburn University

The session will discuss how the promotion of good design techniques and cascading style sheets to webmasters and administrators can improve usability. The presentation will address some of the shortfalls between browser, user agents, and current recommendations for web accessibility.

Key Points:

*1 – Ideas for encouraging accessible web design*

2 – *Coding techniques and implementing CSS*

3 – *Compatibility problems between browser, user agents, and current web accessibility techniques*

Expertise Level: A (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Innovative Technology

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**11/10/06            Room: Flagstaff            9:15 a.m. - 10:15 a.m.**

[ATHEN] Update on Automated Tactile Graphics, Dan Comden, University of Washington

The Tactile Graphics Project has created the Tactile Graphics Assistant - software that automatically processes graphics and eases the creation and placement of text labels in drawings. This session will provide an overview of the improved process and a demonstration of the techniques used.

Key Points:

*1 - Understand current and proposed tactile graphics production.*

*2 - Witness the TGA software working with a variety of image types.*

*3 - Learn how textbook images can be shared with other users.*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Vision

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06            Room: 231 Lab            9:15 a.m. - 10:15 a.m.**

Advancing Cognitive Technologies: Preliminary Research Results, Cathy Bodine, AT Partners

Key Points:

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Learning Disabilities, Cognitive

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06            Room: 331            9:15 a.m. - 10:15 a.m.**

Research on Accessibility of Higher Education Websites, Sheryl Burgstahler, DO-IT, Terry Thompson, AccessIT

This presentation reports on the findings of a research project in which websites at 127 higher education institutions in the Northwestern U.S. were evaluated for accessibility. Accessibility outreach and support was offered to a sample of the institutions, and accessibility improvements were tracked over a 6-month period. The presentation will include a discussion of strategies for stimulating improvement in higher education websites.

Key Points:

*1 - Attendees will receive information about the current state of website accessibility at higher education institutions in the Northwestern U.S*

*2 - Attendees will learn about current research findings regarding the effect of third-party outreach on accessibility of higher education websites*

*3 - Attendees will learn about, and have an opportunity to discuss, strategies for effecting positive change in the accessibility of higher education websites*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery

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**11/10/06                      Room: Living Room                      9:15 a.m. - 10:15 a.m.**

[EASI] Designing Accessible Online Course Content, Norm Coombs & Dick Banks, EASI Corp

Learning Management Systems are making progress towards making their systems accessible. It is time to help faculty design content that is accessible without requiring their becoming IT experts.

Key Points:

*1 - Typical accessibility problems in course content*

*2 - Problems in creating accessible course content using standard software*

*3 - Solutions to creating accessible course content using standard software*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06                      Room: 431                      11:15 a.m. - 12:15 p.m.**

User-Centered Design Approach to Web Pages, Jill Lenz , Colorado State University

How we incorporated the User Centered Design (UCD) approach when redesigning and reorganizing online information that “nobody could find”.

Key Points:

*1 – Developing personas of users your web design will be centered around*

*2 – Identifying click-through paths of these potential users and developing a site map*

*3 –Usability Testing – results of our user testing sessions*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: N/A

Topic Areas: Innovative Technology

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**11/10/06                      Room: Millennium Lab                      11:15 a.m. - 12:15 p.m.**

Unobtrusive Javascript DOM Scripting Huh?, Vijay Patel, CU-Boulder

Making javascript useful for users with special needs.

Key Points:

*1 – Unobtrusive javascripting*

*2 - AJAX*

*3 - Techniques for using javascript in an accessible way*

Expertise Level: B/I (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: All  
Topic Areas: Innovative Technology

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**11/10/06                      Room: 231 Lab                      11:15 a.m. - 12:15 p.m.**

ACCESS to Postsecondary Education through Universal Design for Learning, Marla Roll, Colorado State University, ATRC

ACCESS Project at Colorado State University – this session will provide an overview of the goals and initiatives of an \$800,000, 3 year federal DOE award. Project goals are to ensure that all classroom content (electronic and otherwise) is provided using the principles of Universal Design for Learning and to develop web-based resources for students in regard to self-advocacy.

Key Points:

- 1 – Goals and initiatives of a 3-year federal DOE grant award aimed at enhancing access to postsecondary education through Universal Design for Learning*
- 2 – Progress made to date under this grant award – faculty professional development module content and self-advocacy content*
- 3 - Lessons learned from the first year of this three-year project*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: All  
Topic Areas: Other

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**11/10/06                      Room: 331                      11:15 a.m. - 12:15 p.m.**

Captioning Media on the Web, Shane Anderson, WebAIM

Key Points:

Expertise Level: (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: Hearing Impairments, Learning Disabilities, Cognitive  
Topic Areas: Innovative Technology, Service Delivery

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**11/10/06                      Room: Living Room                      11:15 a.m. - 12:15 p.m.**

[EASI] Evaluating online admissions application systems for accessibility and usability, Sharon Trerise, Employment & Disability Institute, Cornell University

Various methods of usability and accessibility testing were used to evaluate online admissions application systems at community colleges, including user testing. The results provide insights for improving online student processes for all students including students with disabilities.

Key Points:

- 1 – How do various testing methods compare for identifying accessibility issues?*
- 2 - What accessibility and usability issues were most common across all user groups tested?*
- 3 – What can colleges do to ensure that critical web-based processes are usable by all audiences?*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: All  
Topic Areas: Legal, Case Studies

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**11/10/06            Room: 431                            2:00 p.m. - 3:00 p.m..**

Accessibility Consortiums: A New Approach to Resolve IT Accessibility Issues, Jon Gunderson & Hadi Bargi Rangin, UIUC

Improvements in 3rd party software can only happen if interested groups work together to identify and report accessibility problems and solution strategies. This session will talk about the experience of a WebCT accessibility consortium and how this model can be used to address the accessibility of other products.

Key Points:

- 1 – The need to work collectively to help 3rd party commercial developers to understand accessibility problems and solutions*
- 2 – Techniques to identify and track accessibility issues and to test accessibility improvements*
- 3 – Accessibility issues of web*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: All  
Topic Areas: Assessment, Other: Advocacy and cooperation

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**11/10/06            Room: Millennium Lab                            2:00 p.m. - 3:00 p.m..**

Creating a Campus AT Lab Using Principles of Universal Design, Gerri Wolfe, Ph.D. & Kevin Kaneboge, University of Georgia

Assistive technology allows college students with disabilities to access computer and information technology critical to their academic success. This presentation will guide participants through the process of developing an AT lab including a plan to improve access to campus computing resources, prioritizing adaptive equipment purchases, and funding strategies.

Key Points:

- 1 – Planning process for creating a campus AT lab*
- 2 – Universal design strategies to improve access to campus computing resources*
- 3 – Disability related AT and funding resources*

Expertise Level: B (B=beginner, I=intermediate, A=advanced)  
Major Disability Groups Addressed: All  
Topic Areas: Innovative Technology, Fund

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**11/10/06            Room: 231 Lab                                    2:00 p.m. - 3:00 p.m..**

New IBM Technologies Benefiting Higher Education, Guido Corona, IBM Research, Human Ability & Accessibility Center

Key Points:

Expertise Level: (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed:

Topic Areas:

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**11/10/06                      Room: 331                      2:00 p.m. - 4:00 p.m.**

[ATHEN] E-Text and DAISY Training @ Boston University, Daniel Berkowitz, Boston University, Office of Disability Services

The Boston University Office of Disability Services has developed an on-line training module for our student workers creating E-Text and DAISY books for our student population with print impairments. The presentation will guide participants through this website and provide them with information about creating their own production techniques.

Key Points:

*1 – A step-by-step process for creating DAISY talking books using the Boston University DAISY Production Training Module.*

*2 – Services and process peripheral to DAISY production, including transforming texts among formats, editing, delivery, and storage.*

*3 - Participants can create similar training materials for their institution.*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06                      Room: Living Room                      2:00 p.m. - 3:00 p.m..**

[EASI] Accessible Online PowerPoint and Alternatives, Terry Thompson, AccessIT

This presentation will demonstrate a variety of techniques for posting slide presentations on the web, including PowerPoint conversion utilities as well as standards-based alternatives to PowerPoint. Pros and cons of each technique will be discussed.

Key Points:

*1 - Several strategies and techniques for posting a slide presentation on the web*

*2 - How to evaluate online slide presentations for accessibility.*

*3 - Available tools for converting PowerPoint into accessible format, as well as available PowerPoint alternatives.*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Innovative Technology

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**11/10/06                      Room: 431                      3:15 p.m. - 4:15 p.m.**

Cross Media Publishing PDF, HTML and Print: The Accessibility Implications, Greg Pisocky, Adobe Systems, Inc.

Key Points:

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: All

Topic Areas: Service Delivery, Innovative Technology

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**11/10/06                      Room: Millennium Lab                      3:15 p.m. - 4:15 p.m.**

Learning Management Systems and Accessibility, Clare Ramsaran & Kevin Kelly, San Francisco State University

This presentation looks at Learning Management Systems (LMS) used at San Francisco State University, Blackboard and Moodle, and describes how they were assessed for accessibility for students with disabilities. It outlines recommendations for faculty, administrators and adaptive software trainers to improve access with LMSs.

Key Points:

- 1 *It is very useful to assess learning management systems with students using adaptive software*
- 2 *Accessibility can be improved by the way faculty/students use the systems*
- 3 *Attached files in various formats e.g. pdf or audio files, bring their own accessibility issues*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Learning Disabilities, Cognitive, Vision, Mobility

Topic Areas: Case Studies

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**11/10/06                      Room: 231 Lab                      3:15 p.m. - 4:15 p.m.**

[ATHEN] Messing With Math and Sleeping with Science: the Road to Higher Education Access, Patrik Patel & Sheryl Porter, PeopleTech

After briefly describing the goals and objectives of the Department of Education funded PeopleTech Project, this presentation will look at the state of math and science accessibility for higher ed students with disabilities.

Key Points:

- 1 *Existing tools and approaches can be used to accommodate students with disabilities who are learning math and science*
- 2 *Innovative product development by projects such as PeopleTech will lead to better experiences for students.*
- 3 *Math and science access is a market with a significant growth potential.*

Expertise Level: I (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Learning Disabilities, Cognitive, Vision

Topic Areas: Innovative Technology, Service Delivery

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**11/10/06                      Room: Living Room                      3:15 p.m. - 4:15 p.m.**

[EASI] Introduction to Microsoft OneNote, Karen McCall, Karlen Communications

Microsoft OneNote is a great organizational tool for students and those in business. OneNote lets you annotate recorded lectures or meetings, integrates with Word 2003 and Outlook 2003, and provides a collaborative environment for people using screen readers. This session provides an overview of this powerful application.

Key Points:

- 1 *What is Microsoft OneNote and how is it different from Microsoft Word?*
- 2 *How can I use Microsoft OneNote from the keyboard?*
- 3 *How can I use Microsoft OneNote to work collaboratively on projects?*

Expertise Level: NR (B=beginner, I=intermediate, A=advanced)

Major Disability Groups Addressed: Hearing Impairments, Learning Disabilities, Cognitive, Vision

Topic Areas: Innovative Technology