# Registration and Breakfast

## 7:30-8:30 AM, Michigan Room, Gannon Building

# Morning Keynote: Accessibility, Accommodations, and Culture

## 8:30-9:30 AM, Michigan Room, Gannon Building

## Presenter: Carey Busch

Carey Busch currently serves as the ADA/504 Coordinator and Assistant Dean for Accessibility at Ohio University. In this role, she is responsible for ensuring the University’s compliance related to disability, as well as providing leadership to enhance accessibility and inclusion for people with disabilities. Carey’s approach to this work is shaped by her educational background, including a doctorate in counselor education and supervision as well more than 20 years in a variety of roles in higher education and working with people with disabilities in the community. During her time at Ohio University, Carey has worked across the institution in partnership with students, faculty, staff, and leadership to foster a commitment to accessibility which embraces the unique contributions that each member of the university community can offer in achieving institutional goals.

# Breakout Sessions 1

## 9:45-10:45 AM

## Making Google Docs and Google Slides Accessible

### Facilitator: Amy Larson

### Gannon Building 1261

### Google Docs and Google Slides are the widely used applications through Google Drive. Since the Google programs can be used in a collaborative basis, the importance of making it accessible is necessary. The session will demonstrate how to format the accessibility of documents produced through Google Docs. This workshop will also introduce participants to the add-on Grackle for Google Slides. This accessibility checker will help you identify potential barrier for students.

## Developing Accessible PowerPoint

### Facilitator: Adam Jaros

### Gannon Building 3230

### This presentation will cover problems found while developing accessible PowerPoint lectures and details on how to correct them. Practical elements include tips for using the Slide Master to make layout corrections to every slide easier. Also, using a slide layout in order to eliminate the "reading order" errors in the Microsoft Accessibility checker. Often the Accessibility checker will accept nonsense metadata in an image file as alt-text, so a quick method for looking over the alt-text of every image is needed. Included will be a demonstration of the color contrast checker in order to display text on different colored backgrounds for individuals with visual- contrast impairment.

## Microsoft Word, Excel, and PDF’s

### Facilitators: Cheyenn Scutt and Clayton Dierberger

### Gannon Building 1265

Word and PDF documents have become an essential part of a student’s educational experience and need to be made accessible for screen readers. Many science labs now require students to use Excel to log their data. This session will cover the basics in making these documents accessible and provide hands-on experience as possible. If you like, please bring documents that you would like to work on.

## Universal Design for Learning: Accessible from the Start

### Facilitator: Leslie Johnson and Martha Madigan

### Gannon Building 1430

Universal Design for Learning (UDL) centers on the principle that differences among learners are the norm, not the exception—and when we teach for students on the “margins,” we are making instruction for everyone. With an eye towards science education, this workshop will explain the values and research behind UDL as well as share methods to apply UDL in instruction design and classroom preparation. Our goal is for participants to take away at least one practical change they can make in the classes so that all students can learn.

## Equations with Equity: MathType and ChemType

### Facilitator: Andrew Bolig

### Gannon Building 1428

### Do you use equations in your teaching? In order to meet accessibility requirements, they must be created using MathType or ChemType software. This session will provide an overview of the capabilities of these programs, demonstrations & basics of how to use them, and tips to facilitate your adoption of these formats. No experience is required, but more experienced users are welcome to attend, and time will be available to address your specific questions.

# Breakout Sessions 2, 11:00-11:45 AM

## Maps, Pictures, Graphs, and Charts—Oh My!

### Facilitator: Andy George

### Gannon Building 1431

When visual elements are a key element of what a student must know, understand, and perhaps even create, instructors must consider the difference between accessibility and accommodations. This session will explore how to deal with these difficult pedagogical considerations. Participants will learn how to work with the Center for Student Access in order to develop appropriate, workable alternatives when the visual can’t be made accessible.

## Accessibility Issues in Science Labs

### Facilitator: Isis Arsnoe

### Gannon Building 1433

Laboratory courses are necessary components of a science education, but present unique challenges for including students with a range of disabilities. The presentation will share how faculty can adjust lab work so that all students can get the most from the course. Handling accessibility and accommodation issues involving student field trips will also be discussed.

## Applying LCC’s CMS Accessibility Checklist

### Facilitator: Kara Wiedman

### Gannon Building 1434

### The CMS Accessibility Checklist is a self-assessment tool designed to assist Instructors in the review of their course and course materials to ensure that their course is accessible to all students. This session will provide an overview of how to apply the CMS Accessibility Checklist to a course and course materials, as well as develop a revision plan for revising course materials. We will also consider how the platform, such as phone or tablet, may affect accessibility.

## Checking Free Online Educational Tools for Accessibility

### Facilitator: Leslie Johnson

### Gannon Building 1432

Instructors can find and utilize all sorts of online, educational resources, such as Kahoot! and Padlet, but are these tools accessible? This session will cover some key factors to consider when looking to see if such programs are accessible. We’ll also discuss some strategies for what to do when you find a great YouTube video that may not be captioned correctly, if at all.

# Luncheon Keynote: A Student’s Perspective

## 12:00-1:30 PM, Michigan Room, Gannon Building

## Presenter: Jamie Principato

Jamie Principato is a former Physics student at the University of Colorado in Boulder and affiliate of the Colorado Space Grant Consortium. She has led multiple student research teams in the development of NASA-funded instruments and experiments that have been launched on both high-altitude balloons and suborbital rockets. In addition to research, Jamie has been active in outreach and education, teaching at hands-on summer camps about aerospace engineering, and developing accessible soldering and electronics design workshops for blind students. Jamie has also volunteered her time to support programs and organized efforts to promote equity, inclusion, and diversity in Physics.

# Breakout Sessions 3, 1:45-2:45 PM

## Equations with Equity: MathType and ChemType

### Facilitator: Andrew Bolig

### Gannon Building 1428

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## Developing Accessible PowerPoint

### Facilitator: Adam Jaros

### Gannon Building 3229

### This presentation will cover problems found while developing accessible PowerPoint lectures and details on how to correct them. Practical elements include tips for using the Slide Master to make layout corrections to every slide easier. Also, using a slide layout in order to get rid of the "reading order" errors in the Microsoft Accessibility checker. Often the Accessibility checker will accept nonsense metadata in an image file as alt-text and so a quick method for looking over the alt-text of every image is needed. Included will be a demonstration of the color contrast checker in order to display text on different colored backgrounds for individuals with visual contrast impairment.

## Making Google Docs and Google Slides Accessible

### Facilitator: Amy Larson

### Gannon Building 1261

### Google Docs and Google Slides are the widely used applications through Google Drive. This session will demonstrate how to format the accessibility of documents produced through Google Docs. This workshop will also introduce you to the add-on Grackle for Google Slides. This accessibility checker will help you identify potential barrier for students. As the program can be used in a collaborative basis, the importance of making it accessible is necessary.

## Increasing Student Engagement with Kaltura Videos

### Facilitator: Chris Richards

### Gannon Building 1265

### Increase student engagement, instructor presence, and collaboration by learning how to incorporate video into your D2L course. This presentation will introduce LCC’s video platform, Kaltura, which allows you to create, store, and stream multimedia (e.g., video, audio, screen capture, etc.). Hear how faculty and students have used Kaltura and gain ideas for incorporating video into your courses. We will also cover getting the captioning process started as well as issues concerning videos and blind students.

# Closing Panel: Expectations, Boundaries, Rights, and Responsibilities

## 3:00-4:00 PM, Michigan Room, Gannon Building

### Panel Speakers

Fred Wurtzel holds Bachelor’s Degree in Public Administration from Eastern Michigan University and a Master’s in Public Administration from Western Michigan University. His professional life involves working as a public transportation researcher at the University of Michigan, a planner in the Comprehensive Employment and Training Administration (CETA), a development and public relations executive for an agency called Alternatives for the Blind in Living and Employment (ABLE), a supervisor/counselor for the Nebraska agency for the blind and an administrator in the Michigan Commission for the Blind’s Business Enterprise Program, which provides jobs for blind people. He presently serves as a board member of the National Federation of the Blind of Michigan (NFBMI), NFBMI Youth Coordinator, and Co-Coordinator of Sense-sational Adventures in Summer Science (SASS), a summer program to provide STEM learning opportunities to blind middle and high school youth since 2010.

Katrina Lynn Steinsultz was born with a severe hearing loss. Her educational journey began in Special Education at the age of 4 years old. She entered into a typical classroom setting in the 4th grade and went on to take IB/AP courses in high school. She obtained her degree and certification in Radiologic Technology and went on to obtain her Bachelors in Biology, and later a Masters in Administration. Most recently, Katrina completed her Master’s in Public Health from Michigan State University. Katrina is currently the Program Director for Radiologic Technology at Lansing Community College.

Andy George is an Access Consultant at Lansing Community College (LCC).  A disability advocate from a young age, he has worked to support and empower loved ones with disabilities for as long as he can remember.  Andy holds bachelors' degrees in Psychology and Secondary Social Studies Education from Michigan State University and a master's degree in Educational Leadership-Higher Education/Student Affairs from Eastern Michigan University.  He has worked to support LCC students for nearly 7 years in Testing Services, the StarZone, and in his current role in the Center for Student Access.  In addition to his higher education experience, Andy has also worked as a postal worker, a costumed historical interpreter, and a professional Girl Scout. Andy is a native Michigander and lives in Lansing with his lovely wife Brittany.