Access to Textbooks for Students: How Does It Involve You?

Philip Voorhees
To Start

• Who provides accommodations to students with disabilities at Pellissippi?
The Question?

• What role does the Pellissippi State faculty member or administrator have when students with disabilities request textbooks in alternate format (audio books)?
The Question Again?

• Should Read: What role does the Pellissippi State faculty member or administrator have when students with disabilities request textbooks “Course Materials” in alternate format (including textbooks)?
What Is An Alternative Format?

• Any format other than the original published media.
  – Print
  – Audio
• Often requested for print media access for persons with disabilities.
  – Common print alternatives:
    • E-text
    • Audio
    • Braille
How Does It Involve You?

• Your institution has an ADAAA/504 obligation to provide equal access to persons with disabilities
• You are on the front line of providing reasonable accommodations to students with disabilities
• You have the opportunity to be one of the most effective advocates for this protected class
ADAAA & Section 504

Public Law 110–325 -110th Congress
To restore the intent and protections of the Americans with Disabilities Act of 1990. Amended 2008

Vocational Rehabilitation Act
Specifically governs educational institutions receiving federal funding

– Sept. 26, 1973 Sec. 504 Signed
– April 28, 1977 Sec. 504 Regulations Implemented
Brief Enforcement History of Access to Course Materials/Textbooks and EIT

- California Community Colleges 1996
- Arizona State University 2010
- Penn State 2011
- Florida State University 2012
- South Carolina Technical College System 2013
- Louisiana Tech University 2013
“Effective As” Communication

• California Community Colleges 1996
  – OCR defines “Effective As” Communication
  – In construing the conditions under which communication is as effective as that provided to nondisabled persons, the U.S. Department of Education’s Office of Civil Rights has held that the three basic components of effectiveness are:
“Effective As” Communication
Paul Grossman – California Community Colleges

– timeliness of delivery,

– accuracy of the translation, and

– provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability
Arizona State University 2010

- ASU began a pilot program to distribute electronic textbooks to students via the Kindle DX
- June 29, 2010, Dear Colleague Letter
  - Joint guidance for emerging technologies and accessibility (Kindle use ASU)
  - Introduced a functional compliance definition of accessibility – as noted in follow-up FAQ DCL
  - May 26, 2011 FAQ DCL response to 2010 DCL
“Substantially Equivalent Ease of Use”

– these students must be afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as [non-disabled] students.

– In addition, although this might not result in identical ease of use compared to that of students without disabilities,

– it still must ensure equal access to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology. The DCL uses the term “substantially equivalent ease of use” to describe this concept. Page 2, 2011 DCL/FAQ.
"Accessible" means fully and equally accessible to and independently usable by blind individuals so that blind students and faculty members are able to acquire the same information engage in the same interactions and enjoy the same services as sighted students and faculty, with substantially equivalent ease of use.
Florida State University 2012

• STEM Course Materials to be made accessible
  “FSU agrees to take such steps, if any, as are necessary to remove accessibility barriers for blind students to the extent required by law so that these students can access the content of the curriculum in an equally effective and integrated manner as their nondisabled peers”
South Carolina Technical College System 2013

• All students with disabilities, including those who are blind, should have full access to the information on a school's websites," said Acting Assistant Secretary for Civil Rights Seth Galanter. "Schools today rely on websites to register students, **distribute course materials**, collect homework, and administer quizzes. Students with disabilities cannot be denied the same opportunity to access these services on the web 24/7 from anywhere. As a result of this agreement, SCTCS will now ensure that the system's website and those of the member colleges will be accessible to all students, regardless of their disability."
Louisiana Technical University 2013

- Repeat the 2010/11 DCL Standard - substantially equivalent ease of use
- “‘Accessible’ means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.
• “...the University must implement a policy that requires the deployment of accessible technology and course content in the University setting. To that end, the University shall conduct a review of the accessibility of its technology and instructional materials and shall ensure that, from the effective date of and consistent with the Settlement Agreement, all technology, including websites, instructional materials and online courses, and other electronic and information technology for use by students or prospective students, is accessible.” (Paragraph 13(a), [emphasis added]).
Pellissippi State Community College

• Accessible Textbooks/Course Materials
• Attendee Survey
• The most meaningful resource
  – Adopting current state models – CA/GA
  – High Tech Center Training Unit Alternate Media
  – When will book vendors provide Alt Format?
Common Barriers to Accessible Course Materials/Textbooks

• Student does not turn in requests, turns in requests at the last minute or changes classes
• Faculty delays selection of course materials/texts until just before classes begin
• Custom institutional bundling and publishing
• Lack of human resources to develop alternative media in-house
• No administrative guidance to request publishers to provide alternative formats
Access Text Network

• Biol 2010 Custom Lab Manual

• **Author:** Bridges  
  **Edition:** 3rd, © 2012  
  **Binding:** SPIR  
  **ISBN:** 978-1-59984-438-1

• [http://www.accesstext.org/](http://www.accesstext.org/)
Example PDF’s

• Scanned as an Image
• Not tagged/reading order wrong
• Tagged
I Have To Scan What?

• Necessity of scanning books that are not available in electronic versions from publishers

• Do you want me to describe that image or should the content expert?
  – Graphic
How You Can help

• Choose texts/materials early and submit book requests to bookstore on time

• Notify alt format developer when changing to a new edition when they notify the bookstore

• Require publishers to provide the electronic accessible versions before adopting textbooks

• Provide content expert descriptions of graphics when in-house scanning is required

• Lobby for system level resources and legislative action
What Can Academic Affairs Do?

• Creation of new procedures to include accessibility of alternate formats as part of the adoption of textbooks by College committees.

• Require textbook adoption committees to request that publishers provide accessible alternate formats of their textbooks prior to agreeing to purchase books.

• The Academic Affairs departments provide hard copies of textbooks in a timely manner to Disability Services when requested for alternate format development.
Hear It From DOJ & OCR

- "A Clear Standard for Access to Instruction"


Thursday, August 29, 2013, 3:00 - 4:30 PM ET REGISTRATION [http://www.ahead.org/events-and-workshops/ahead-online/regform2](http://www.ahead.org/events-and-workshops/ahead-online/regform2)

**Panelists:**
- Anne E. Langford, Attorney, Disability Rights Section, Civil Rights Division, U.S. Department of Justice
- Will help in this conversation Judith Risch, Attorney, Office for Civil Rights, U.S. Department of Education
- Jo Anne Simon, Attorney, Adjunct Professor of Law, Fordham University & Private Practice Attorney

Facilitated by L. Scott Lissner, President of the AHEAD & ADA Coordinator, The Ohio State University
Legal Resources

• Settlement Between Penn State University and National Federation of the Blind
  – [http://accessibility.psu.edu/nfbpsusettlement](http://accessibility.psu.edu/nfbpsusettlement)

• Louisiana Tech University (Department of Justice)
  – Settlement Agreement: [http://www.ada.gov/louisiana-tech.htm](http://www.ada.gov/louisiana-tech.htm)

• South Carolina Technical College System (Department of Education’s Office for Civil Rights)
  – Resolution Letter: [http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-a...](http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-a...)
  – Agreement: [http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b...](http://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b...)

• University of California, Berkeley (Disability Rights Advocates)

• Joint Dear Colleague Letter: Electronic Book Readers (Departments of Justice & Education)
  – Letter: [http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html)
  – Q&A: [http://www2.ed.gov/about/offices/list/ocr/docs/504-qa-20100629.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/504-qa-20100629.pdf)

• Accessible Instructional Materials Commission
  – Report: [http://www2.ed.gov/about/bdscomm/list/aim/publications.html](http://www2.ed.gov/about/bdscomm/list/aim/publications.html)

• Arizona State University (Department of Justice)
  – Settlement Agreement: [http://www.ada.gov/arizona_state_university.htm](http://www.ada.gov/arizona_state_university.htm)
Alternative Format Resources
Textbooks

HTCTU Alternate Media
• http://www.scoop.it/t/digital-book-news
• Alternative Text Resources - Boston University
• National Library Service for the Blind and Physically Handicapped (NLS)
  – http://www.loc.gov/nls/index.html
• American Printing House for the Blind (APH)
  – http://www.aph.org/
• Bookshare
  – https://www.bookshare.org/
Alternative Format Resources

Textbooks

- Bartleby
- Biblomania
- Classic Bookshelf
- The Internet Public Library
  [http://www.ipl.org/](http://www.ipl.org/)
- Helpful Humanities Resources
- The University of Virginia's Electronic Text Collection
Alternative Format Resources
Textbooks

- Online Books Page
  http://digital.library.upenn.edu/books/
- PennState's Online Book Page
  http://onlinebooks.library.upenn.edu/
- Project Guttenberg
  http://www.gutenberg.org/
- SafariX
  www.safarix.com
- ePub
- http://ebook.online-convert.com/convert-to-epub