

Building Accessibility into Existing PDFs

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About Us

- [Syracuse University Technology Accessibility](#)
- [Accessible Technology Toolkit \(Answers\)](#)
- accessibleIT@syr.edu

By the end of this session you will be able to:

- Tag an untagged PDF document
- Add alt text to images
- Create headings and bookmarks
- Add table headers
- Check and correcting read order
- Convert an image/scanned PDF to real text

Why? University Policy

Information and Communication Technology (ICT)
Accessibility Policy

Effective January 1st 2018

“The University commits that Information and Communication Technology products and services acquired, adopted, developed or updated after the effective date of this policy, shall be accessible to individuals with disabilities.”

Why? It applies to documents

This includes electronic documents:

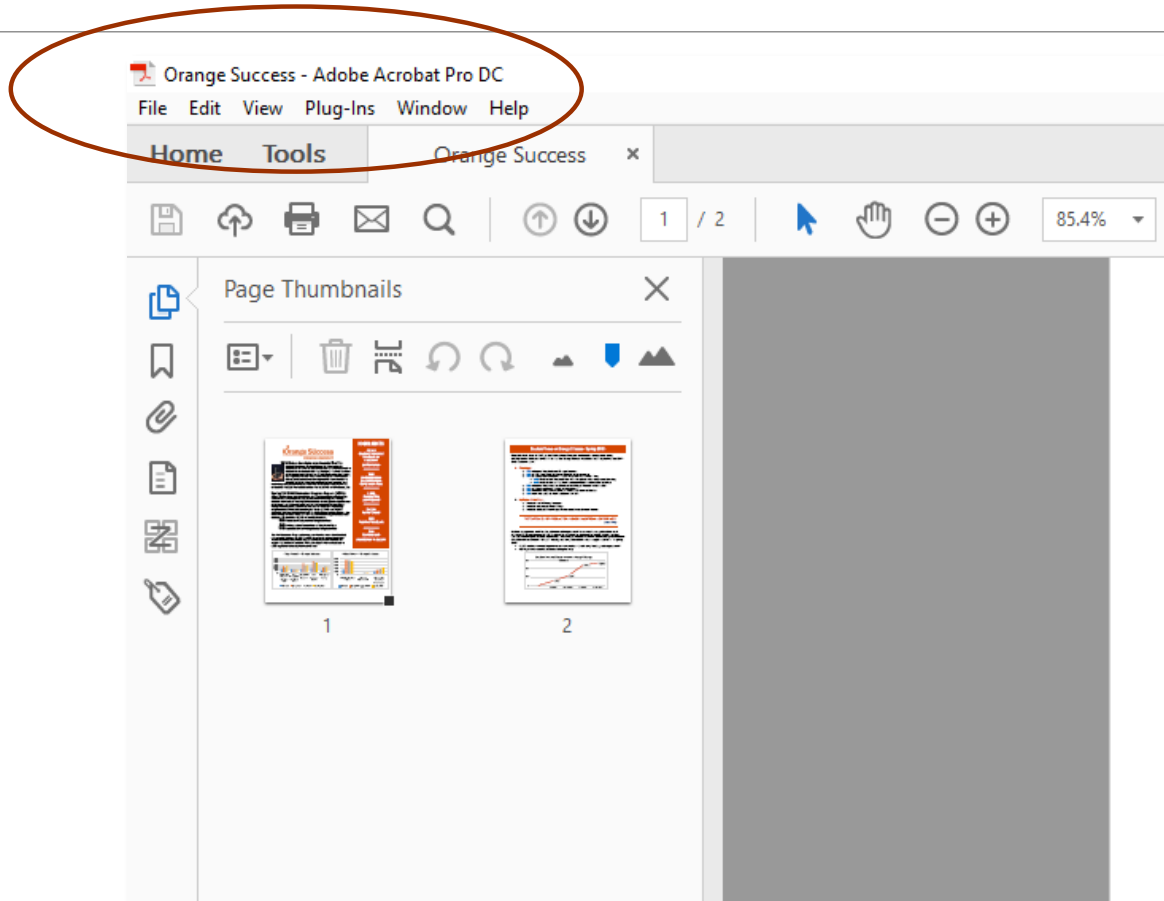
“Any file that is posted or distributed electronically. These files usually are created, edited and viewed or otherwise encountered with desktop and cloud productivity software and can be saved in a local file format or stored online for collaboration and presentation purposes. Common examples of software used to create such files include Microsoft Office, Apple Pages, Numbers, Google Documents, Sheets, and Adobe Acrobat, Illustrator, and Designer products.”

What is accessibility?

- The ability of users with visual or mobility impairments to read and navigate a document in an equivalent manner as a sighted user.

What makes a PDF
accessible?

Title



Recognizable text

FIELD PLACEMENT

Good Habits for Practicum Students

by Julie Birkenmaier, MSW, ACSW,
and Maria Berg-Weger, Ph.D.

"Alex"

Alex's first practicum in a hospital did not go well. He had always followed instructions well at his previous jobs and received high praise. However, he felt unprepared for his first professional experience. Alex completed all the work given to him and thought that he had done everything well. He did not think that arriving a few minutes late, leaving a few minutes early on occasion, completing homework assignments when not busy with practicum activities and taking several sick days was a problem, because he had always informed his field instructor.

However, his field instructor gave him a mediocre evaluation at the mid-practicum site visit and for the final evaluation. He heard himself describe with phrases such as "needs more initiative," "floundering," and "unreliable." After consulting with his faculty field liaison, he decided to take a much different approach to his second practicum.

For his next practicum at a community mental health facility, he familiarized himself with agency materials prior to the start of the practicum and arrived the first day ready to observe staff conducting intakes and assessments. He made sure to arrive ten minutes early every day and never left early, even if it meant that he had to pursue assignments from other staff. He only took one day off to attend a friend's wedding that had been pre-arranged before the practicum began. He worked hard to get his assignments completed in a timely manner, and he asked his field instructor for an extra project. With the help of his research professor, he re-designed the evaluation form for a group he facilitated and piloted the use of the tool during his practicum. Based on his initial use of the tool and the feedback received, he revised the instrument and left notes for the staff member who took over facilitating the group. The evaluation from this experience was glowing, and included such phrases as "a valuable asset to the organization," "demonstrates a high degree of professionalism," and "great promise for the profession."

Introduction

Practicum experiences are opportunities to gain new skills and test waters for your professional career as a social worker. As the scenario with "Alex" demonstrates, the transition from non-professional to a professional position can be difficult. While your university-based and agency-based

instructors may assist you with obtaining placements, arranging learning experiences, and fulfilling the practicum requirements of your program, what type of approach and personal habits are going to serve you well in your field placement? If field placements are to be a training ground for your practice after graduation, implementation of "good habits" in your placement will serve to maximize your learning experiences and ingrain good habits that you can carry with you into your post-graduation practice.

The practicum experience can be the mechanism used by students to begin building a professional reputation. Your practicum experience can allow you to network with other professionals in a practice area, both in and outside of the practicum agency. The resulting relationships can be the foundation of your employment searches in the future (Webb, 1999). What makes for effective practice experiences that will assist you to build a positive professional reputation? The following are suggestions that, if adopted, can increase your effectiveness in your practicum.

1. Hit the Ground Running

Ideally, you should do some background research on the agency when you interview for the site, and be familiar with the mission, services, and demographics of the clients served by the agency. If you have not done so in advance, be sure to gather this information at the very beginning of the practicum experience. When possible, talk to other students who have completed a placement or are currently placed at the agency at the agency to gather information about the function and roles of the staff members. You may obtain agency materials, such as policy and procedure manuals, prior to your first day, so you can familiarize yourself with policies and procedures before you arrive. Assure your field instructor that you are eager to contribute to the work of the agency as soon as possible, and ask about observing other staff members from the beginning. Ask about the timing of beginning to work with clients under close supervision. Make it clear that you would like to contribute to

the agency as a team player as quickly as possible and that you are willing to work hard to do so.

2. Assume Responsibility for Your Own Learning

The field instructor, student, and faculty field liaison work together to develop a satisfactory learning experience for the practicum. However, the practicum is often much less structured than a course, and you would benefit from viewing the practicum as a process rather than as a product. Seek out learning opportunities that will challenge you. If opportunities are not presented, you may need to create opportunities for new responsibilities. Ideally, your field instructor and faculty field liaison will assist you to make the transition from being a passive learner to an active professional (Hoyle, Droopier & Rompf, 1996). Being proactive about your learning experiences can empower you to take responsibility for obtaining the type of experiences you are seeking. For example, look for opportunities to attend relevant workshops and in-service training opportunities, facilitate staff or committee meetings, or take on extra assignments.

3. Seek Opportunities to Go Beyond Expectations (yours as well as others)

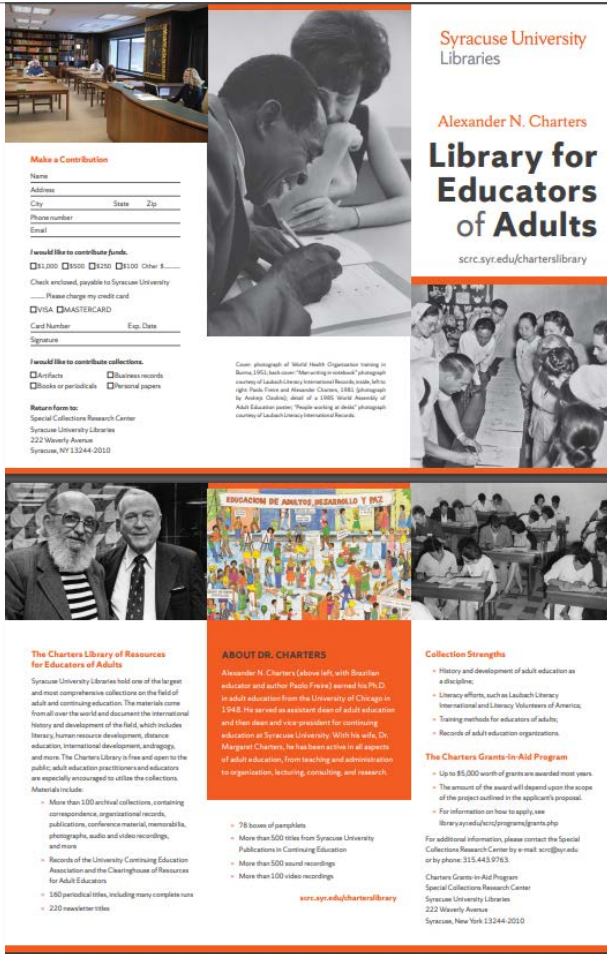
Do you know what your expectations are for this experience? Your field instructor's? Clearly, reasonable expectations for roles and responsibilities, as well as level of performance, very widely depending upon the agency, program, and level of experience. When possible, articulate function and roles of the staff members in the practicum, and ask your field instructor to do the same. Set high goals for yourself. Is it possible that you would be able to write an entire grant rather than parts of a grant? Could you testify by yourself before a legislative body? Can you facilitate a group meeting without your field instructor (or another staff member) in the room? Can you serve as a client's primary therapist? Oftentimes higher expectations will involve more effort and the risk of

➤ Scanned documents are sometimes images, not text

➤ Optical character recognition (OCR) is required.

➤ Character recognition errors creep in

Proper Reading Order



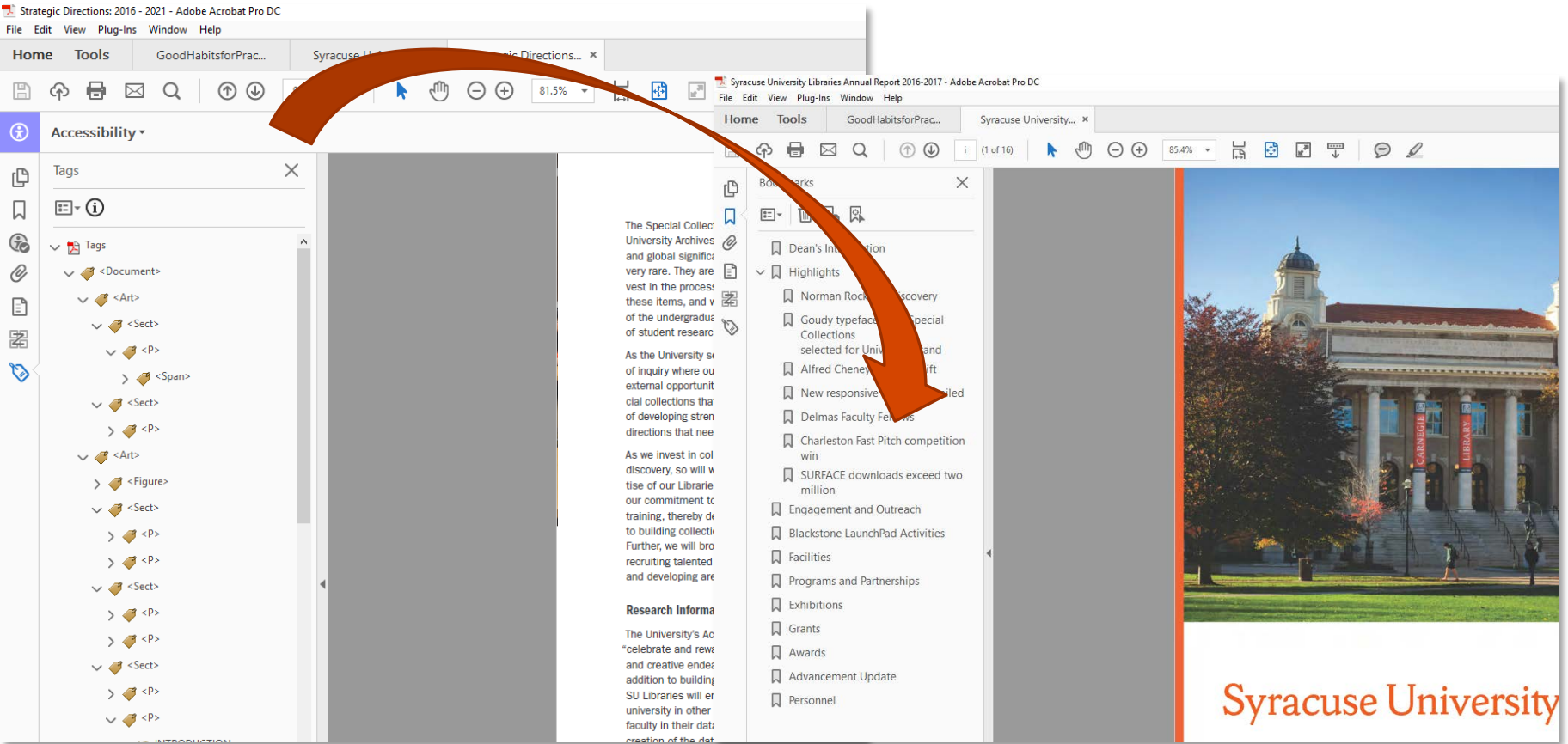
➤ Especially when the PDF comes from a brochure.

➤ This example is the PDF version of a trifold brochure.

Alternative text on images

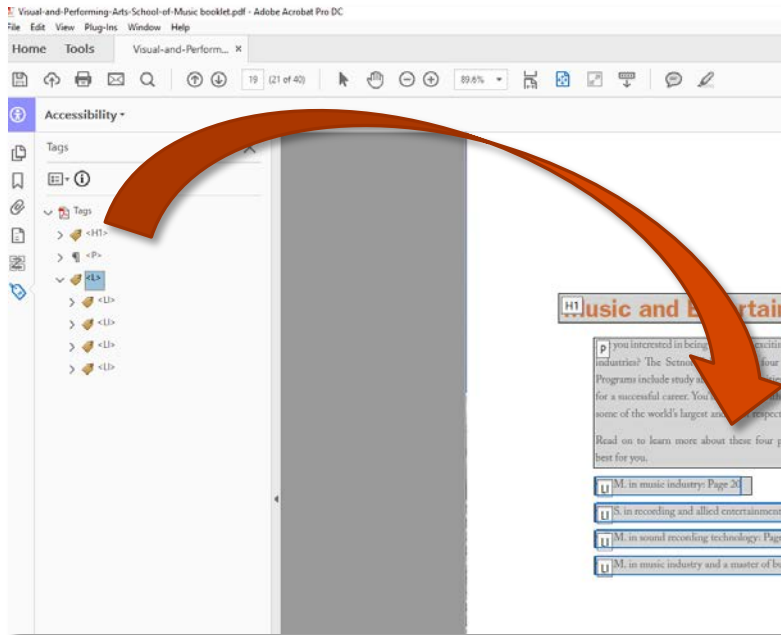


Heading tags and bookmarks



Properly formatted lists

➤ Lists require a specific markup using <L> and tags:



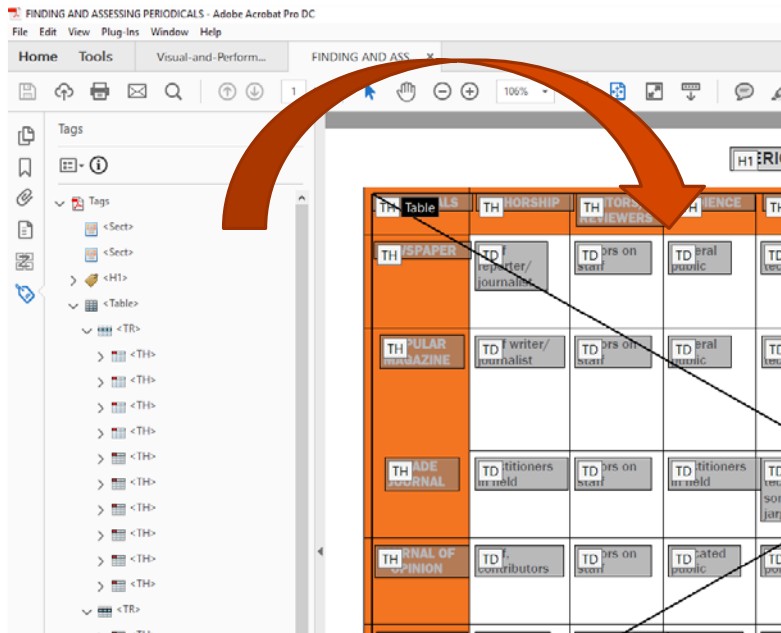
<L>

 <Label>
 <LIST OBJECT>

 <Label>
 <List Object>

 <Label>
 <List Object>
etc.

Properly formatted tables



Tables must be uniform and contain proper markup including a header row:

<TABLE>

<TR>

<TH>

<TH>

<TR>

<TD>

<TD>

etc.

Interactive form fields

- Form fields require proper labels, tool tips, proper tab order, and good error handling.

Syracuse University 2017 COMMON APPLICATION SUPPLEMENT

Please complete this supplement and all special admissions requirements. **First-year applicants:** You must request that your guidance counselor submit the Senior Grade Report and your most recent senior grades. **Transfer applicants:** you must also submit the College Report from the Common Application. Some of our colleges have additional requirements for admission. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required of all applicants whose native language is not English. Mail all admission materials (except auditions and portfolios) and the \$75 application fee to **Syracuse University Undergraduate Processing Center, 716 East Washington Street, Suite 200, Syracuse, NY 13210.**

Please complete the information below.

Name Name1 Date Date

Email Address Email Address Date of Birth Date of Birth
(Please include your full name) (mm/dd/yyyy)

Mailing Address Mailing Address
(City, State & Zip - Country)

Admission classification

- Fall (August) 2017—First-year student
- Fall (August) 2017—Transfer student

Enrollment Option: Select either a single or dual enrollment option and enter the appropriate codes. Please refer to pages 3-4 of this document for codes.

Please note that some colleges/programs may no longer be available for fall 2017 enrollment. Include one program code in each row for dual/combined option.

SU college(s) applying to SU college(s) applying to College Code(s) Program Code(s)1

Program(s) of study Program(s) of study1 Program Code(s) Program Code(s)2

Program(s) of study2 Program Code(s)3

Are your parents, grandparents, or siblings SU alumni or current students? Yes No If yes, indicate below.

Name2 Relationship1 Graduation Year1

Name Relationship Graduation Year

Name3 Relationship2 Graduation Year2

Name Relationship Graduation Year

Please answer the following questions in several sentences:

1. Who or what influenced you to apply to Syracuse University?

Answer 1

2. Who is the person you dream of becoming and how do you believe Syracuse University can help you achieve this?

Answer 2

Myths

- If my document “passes” it is accessible
- If some checkpoints “fail” my document is not accessible
- There is a “right way” to “do accessibility” in Adobe Acrobat

PDF Remediation Workflow

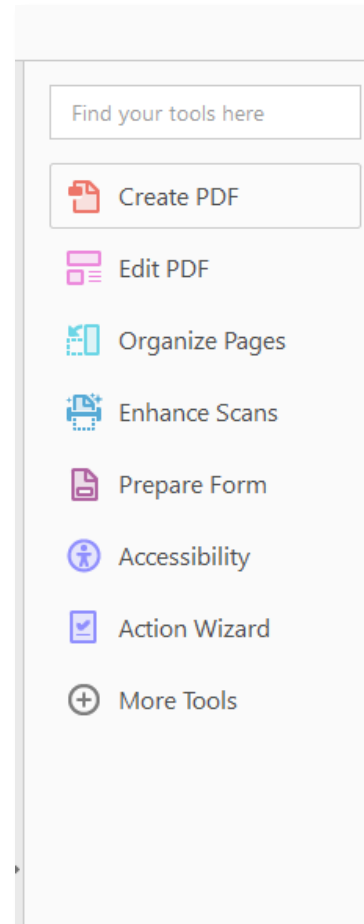
- Do you have the source document? If so, fix it there!
- Can you contact the original author to request a copy of the source document? If so , do it!
- If you don't have access to the original, roll up your sleeves and remediate in Adobe.

Gather your tools

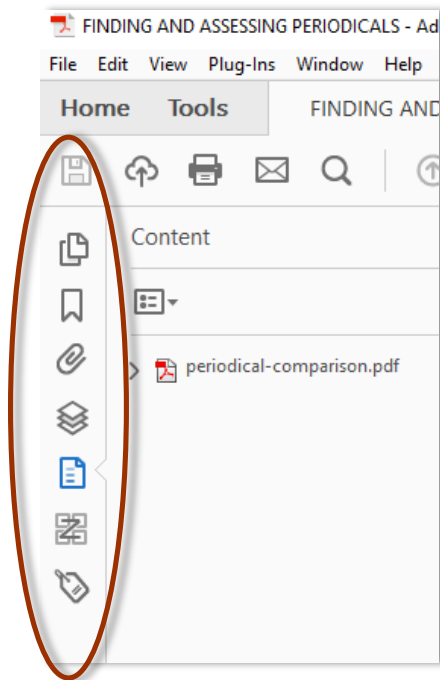
Add:

- Accessibility tool
- Action Wizard
- Enhance Scans
- Prepare Form

*Get rid of stuff you don't use!



Gather your tools con't.



Add to the Navigation Pane:

- Bookmarks
- Content
- Order
- Tags