

Accessibility Assessment Toolkit

- Course Accessibility Checklist
- Prioritizing Captioning
- Captioning Assessment Form





As part of their initiative to build a culture of compliance, the University of South Carolina Upstate asked faculty to be hands-on and personally review their own instructional materials for compliance.

“Our committee put a lot of effort into figuring out what are the most important things,” explained Cindy Jennings, Director of Learning Technologies. “We tried to simplify the instructions as much as possible.”

Following are three documents USC Upstate shares with faculty - Course Accessibility Checklist, guide to Prioritizing Captioning, and a Captioning Assessment Form.



Course Accessibility Checklist

Access Assurance for Print Instructional Materials

Syllabus

Includes a statement from Disability Services

Document prepared with SLIDE in mind:

- Used heading STYLES to create a structure for my syllabus, with headings in logical order
- Used meaningful descriptions for LINKS
- Included alternative text for any IMAGES, graphics, tables
- Used true numbered, bulleted lists

Document reviewed with Accessibility Checker in Microsoft Word to review my syllabus document for accessibility

Any .pdf version of syllabus document is accessible

Handouts

Handouts are available electronically (in an accessible format) so that students using assistive technology such as a screen reader can access the information

All versions of my documents are accessible (Word and .pdf)

Other Materials

PowerPoint and/or other presentations are available electronically in an accessible format so that students using assistive technology can access the information

Documents reviewed with Accessibility Checker to review my PowerPoint slide handouts for accessibility

Accessible alternatives to any non-accessible presentations such as Prezi are provided



Course Accessibility Checklist, *cont.*

Access Assurance for Non-Print Instructional Materials

Videos

Video materials (YouTube, lecture capture, online video resources, video podcasts, DVDs, etc) have closed captioning/subtitles.
Caption with Relay, as needed.

Audio

Audio materials (audio clips, audio podcasts, CDs, etc) are available with a transcript

Other Online Materials

Online resources (websites, blogs, references, support materials) are accessible

LMS Accessibility

Any documents uploaded to the LMS have been reviewed for accessibility and are provided in more than one format (ex. Word and .pdf). Scanned documents are not machine readable.

Links are created with meaningful descriptions, avoiding terms such as “click here”

Text has not been copied and pasted from Word

Alternative text for images, graphics, tables are included

Colored fonts are not used to convey meaning

Color contrast includes a dark color font on a light background.

Light fonts or poor contrast is avoided.

Background patterns are simple



Prioritizing Captioning

This guide is intended to provide practical information to help faculty members make decisions on when and how to caption video instructional materials. General considerations include how many students will use the content and how many semesters the content is likely to be re-used.

Highest Priority:

- A student or university staff member has requested accommodation that requires captioning
- The material is to be used in an online course
- The material is posted to the university's public-facing website and access is not restricted (as it might be if posted in Blackboard)
- The material will be re-used more than one semester
- The material is being created new in newly-revised segments of existing courses

Also Consider:

- Whenever possible, new multimedia purchases should be in an accessible state. Captions should be present and alt text should be included. If not, permission should be obtained to caption copyrighted material.
- Captioning is a lower priority for lecture capture (posting a recording of a face-to-face class, or will only be used one semester) and it has been verified that there is no accommodation request on file for the class.

Captioning Procedures

Faculty are encouraged to consider [universal design principles](#) as they create instructional materials and select multimedia. When making textbook adoption decisions, please inquire of publishers regarding accessibility of any supplemental materials they provide.

New instructional materials should be made accessible as they are created, including captioning of video.



TechSmith Relay

TechSmith Relay is a cloud-based video creation, hosting and engagement platform. Relay generates ADA-compliant captions for video recordings based on the existing audio track. A built-in captions editor is included. The following links provide detailed information on using the captioning feature in Relay:

[Captioning in TechSmith Relay](#)

[Add and Edit Video Captions](#)

[Generating Captions](#)

To Assure Accurate Captions

While the first pass speech-to-text transcription is very accurate, some editing and correcting will be necessary. To assure the most accurate first transcription:

1. Prepare a script ahead of time. This script can be shared along with a video for added accessibility. A script will also increase confidence and help to minimize stray “uhs” and the like.
2. Practice. Yes, rehearsal will improve the overall quality of the recording.
3. Make sure to create the highest quality audio possible. High quality audio will yield the most accurate first pass at speech-to-text transcription. Captions will still need to be edited, but being mindful of mic quality, placement, and avoiding background noise will help. Integrated laptop mics can work as long as ambient noise is kept to a minimum.
4. Speak slowly and enunciate clearly into the mic.

References: 1. [Captioning Prioritization, California State University](#)
2. [Captioning Guidelines, California State University, Chico](#)

Captioning Needs Assessment Form

Complete one form for each faculty member, not one form per course

1. Name

2. Email address

3. Do you have a student this semester with an immediate need for video to be captioned?

(or any other recorded materials that include audio – for example narrated PowerPoints, Adobe Connect recordings, etc.)

Yes. Please list course number and name as it appears in the master schedule.

No

4. Do you anticipate having a student with an immediate need for captioning next semester?

5. Do you teach any general education courses?

Yes. Please list course number and name as it appears in the master schedule.

No

6. Do you teach any courses online?

Yes. Please list course number and name as it appears in the master schedule.

No

7. Have you contacted the library for possible alternative formats or versions of materials that are captioned and/or include a transcript?

Yes No

8. Are there similar resources or materials that are already accessible that might substitute for the material you need immediately?

Yes No

9. Is this a resource that will be used across multiple sections or that could be used in multiple courses?

Yes No

10. Do you/will you use this material more than one semester?

Yes No

11. How many videos do you need to have captioned?

How long are the videos:

10 minutes or less

10-30 minutes

30 minutes - 1 hour

> 1 hour

12. What concerns do you have regarding making course/instructional materials accessible?



TechSmith Relay®

Fact Sheet

From the makers of Camtasia and Snagit

TechSmith Relay is secure educational video creation and hosting in one easy-to-use platform that integrates directly with your LMS.

Key Benefits:

- Secure, cloud-based video and image hosting platform
- Easy to use, software-based recorder - on any computer
- Create and view on mobile devices
- Seamless LMS integration, including BlackBoard, Canvas, Moodle, D2L Brightspace, and more
- Accessibility with speech-to-text, role-assigned, and human 3Play captioning
- In-video quizzing engages students
- Analytics show who's watching

As well as:

- Camtasia and Snagit integration
- Easily organize media and manage users
- Dedicated customer care from rollout and beyond

“

By consolidating our video creation and management systems on campus to just [TechSmith] Relay, we are saving the university over \$350,000 annually in software, hardware, and human resource costs.”

– Leif Nelson,

Director of Learning Tech Solutions, Boise State University

10x

Adoption rate of TechSmith Relay, compared to Odessa College's previous video platform

1/3

How much TechSmith Relay costs, compared to Odessa College's previous video platform





Drive student success with video

Better adoption • Better engagement • Better results

Contact TechSmith Sales:

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