



Faculty Quick Guide: Making Your Course Materials Accessible Documents – Videos – Recordings – And More

Creating Accessible Documents

An **accessible document** is an electronic document which can be used by everyone, including people with disabilities who use screen reading software. By proactively making your course documents accessible, you greatly contribute to equal access and ADA compliance.

To enable screen-reading software, take advantage of existing accessibility features in Microsoft Word, PowerPoint, and Adobe Acrobat and other document types. **The following online guides provide easy-to-use instructions for creating accessible documents**

Accessible Word Documents

[Accessible Word Documents \(Microsoft Support\)](#)

[Creating Accessible Documents \(San Jose State\)](#)

[Accessible Word Documents \(U of Washington\)](#)

Accessible PowerPoint Documents

[Creating Accessible PowerPoints \(Microsoft Support\)](#)

[PowerPoint Tips \(Penn State\)](#)

Accessible PDF Documents

[Create and Verify PDF Accessibility \(Adobe Help\)](#)

[Fixing Inaccessible PDFs \(U of Washington\)](#)

[Make Your Document Accessible \(Google Support\)](#)

[Accessible Google Docs \(UNC\)](#)

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Video Captioning and Transcription

At CCC, video captioning and transcription is provided on an as-needed basis for a student with a documented disability who has the need and right to this accommodation. However, faculty are encouraged to **proactively** ensure that all course videos are captioned and accompanied by a transcript, and **CCC policy is quickly moving in this direction.**

Benefits of Proactive Captioning and Transcription

- ❖ Should a student in your class require this accommodation, you will not be in the position of having to quickly caption your course videos.
- ❖ Being mindful of purchasing only captioned video is much easier and less costly.
 - ❖ Students who experience a language barrier and for whom this is not a disability accommodation can benefit greatly.
 - ❖ Students with certain types of learning disabilities similarly benefit.

Process for Captioning and Video Transcription

Most video vendors offer already-captioned videos with transcripts. Check with the vendor when ordering or replacing a video.

Otherwise, you can:

- ❖ Caption the video yourself using captioning software. YouTube is one option and provides a built-in captioning tool. Many others exist.
- ❖ Pay to have a captioning service do it for you. Check with your college's DAC to identify approved CCC vendors.

Ask your college's DAC for assistance. However, please keep in mind that not all DACs are equipped to caption videos or have limited capacity.

Using YouTube's Video Captioning Tool

The YouTube Video Manager allows you to create your own captions or ask the built-in speech recognition technology to automatically create captions for you. If you choose the latter, be sure to check the captions for accuracy as automatic captions are usually poor in quality. YouTube allows you to edit these captions. If you use an already-captioned YouTube video, again, be sure to check the accuracy of the captions.

To find already captioned media on YouTube, use the search bar, use the filter tab, and under features, choose CC.

To begin using the YouTube video captioning tool, you will need to first create a YouTube account. You will also find the following guides helpful:

[Captioning YouTube Videos](#)
[Add Subtitles & Closed Captions](#)

Checklist for Accessible

Materials

Use this checklist to assess the accessibility of your course materials:

- ✓ All electronic documents created or used for the course comply with the following:
 - Headings and subheadings are used and created using the program's built-in heading feature so that screen-reading software can navigate the content.
 - Alternative text is provided for images to be used by screen readers.
 - Lists are created using the program's formatting tools and can be read by screen readers.
 - Links are self-describing, avoid long URLs and "Click Here."
- Tables are avoided; formatted lists are used instead.
- ✓ All documents, page, and websites that are linked to are accessible and screen-reading software can dictate the text in proper order.
- ✓ Images of text such as a scanned PDF are avoided.
- ✓ Images, graphs and charts used in the course are accompanied by text description equivalents.
- ✓ Text and background colors provide sufficient contrast to be read by a screen-reading software. Color is not used to convey specific information.
- ✓ Plain language is used instead of unusual words, acronyms and abbreviations.

- ✓ Video with no audio is accompanied by a text description of the visual content.
- ✓ Video with audio is accompanied by synchronized closed captions or a transcript.
- ✓ Audio content is accompanied by an accurate, accessible transcript. For PPT audio, the transcript is provided in the notes section.

THE DAC CAN HELP!

Uncertain if your materials are accessible? Ask for a review and consultation with DAC.

Types of Accommodations Provided By DAC

Your College's DAC provides a wide array of accommodations to ensure that students with documented disabilities are provided educational equal access. Following are types of accommodations DAC provides:

- ❖ Enrollment assistance
- ❖ Extended time for testing
- ❖ Extended time for in-class assignments
- ❖ Note takers
- ❖ Exam proctors
- ❖ Readers
- ❖ Scribes/transcribers
- ❖ Sign language interpreters
- ❖ TTY/TDD telephone
- ❖ Recording devices
- ❖ FM systems
- ❖ Adaptive/assistive software
- ❖ Screen-reading software (JAWS, Zoom-Text)

Info & referral to campus and outside resources

Confidentiality and Privacy Issues

Faculty should be mindful not to "out" a student with a disability by revealing such information to the class. Legal requirements arising from the ADA and Illinois state law mandate that a student's disability records are confidential with very limited conditions that support disclosure. When a student discloses that they are registered with DAC, it is important to keep that information confidential.

Self-disclosure initiates the student's registration with DAC, an assessment of the documented disability, and determination of reasonable and appropriate accommodations. The specifics of the accommodation are communicated to the instructor via the accommodation letter.

Visit Us Online

[CCC Disability Access Centers](#)

FAST FACTS

- ❖ The CCC DACs provide accommodations to about 1,300 students each year.
- ❖ About 40% of DAC-registered students have a documented learning disability.
- ❖ Overall, DAC-registered credit students are about 10% more likely to persist term-to-term.

The Accommodation Letter

Once DAC determines an accommodation, the student is provided an accommodation letter to provide to instructors. Upon receipt of the accommodation letter, the instructor should read the letter to determine what steps are needed to implement the accommodation. The letter will not indicate the specific disability, nor should the instructor ask the student to reveal more details about their disability.

Instructors are encouraged to contact DAC with questions or concerns.

