A beginner's guide to

UNIVERSITY-WIDE CAPTIONING

01 CAMPUS-WIDE ACCESSIBILITY POLICY

That top-down commitment sends a message across campus that accessibility matters.

Your policy should be thorough and universally applicable. It should include:

Make sure your policy is public and easy to find. It's also important to include it on your website.

02 PRIORITIZE CAPTIONING

Going hand-in-hand with a detailed accessibility policy is also a clear statement signifying a campus-wide commitment to captioning.

Make sure to include your captioning statement **within** your accessibility policy.

> UNIVERSITY OF ARIZONA
>
> The University is committed to ensuring that information is accessible to everyone who uses University resources, including students, faculty and staff, campus visitors and visitors to University-supported websites. Captioning and/or transcription is an essential part of ensuring access to audio/video materials, and in some cases is required by federal law.

A good captioning statement should be **universally applicable**, **explain why captioning is important**, **define standards and requirements for captioning**, and **include resources for captioning**.

Also, clearly state **who is responsible for captioning**. Most universities place the responsibility on the **content creator**.

03 SPREAD AWARENESS

When a university places the responsibility of captioning on the content creators, it's important that they don't just send them into the captioning trenches unarmed.

There are many ways to *spread awareness.*

> Email
> Host trainings.
> Create a campus-wide newsletter.
> Create an event.
> Implement accessibility in staff on-boarding.
> Utilize social media.

> Join listservs.
> Talk to department heads.
> Attend meetings.
> Surprise visits.
> Get executives onboard.
> Create accessibility champions within departments.

The key is to be **present** and stay **informed**.

04 ORGANIZE A TEAM

Organizing a passionate team is the key.

How many people do you need? **One**.

One passionate individual to help kickstart the process.

MEMBERS OF AN ACCESSIBILITY TEAM:

Accessibility champion who promotes accessibility to their peers and is passionate about accessibility.

Executive leadership who can promote the mission and help with finding funding.

Accessibility coordinator who can communicate the accessibility policies throughout the university.

Accessibility specialist who understand the inner workings of making web content accessible and can train faculty.

If you don't have the funds to hire a team, find **volunteers** within your campus.

05 COMMUNICATE THE BENEFITS OF CAPTIONING

Captions are helpful to everyone.

98.6% of all students find captions *helpful*.

Caption are useful in noisy environments.

Caption benefit non-English speakers.

Caption make audio material searchable.

The *most common* reason students use captions is to help them **focus.**

Communicating these benefits with faculty/staff will help **motivate** them to be **proactive** with their captioning.

06 ADAPT THE LAW

There are certain laws academic institutions must comply with, making sure your faculty and staff know them will help avoid future legal trouble.

Make sure you **make it public** that your institution is **committed to complying** with the law. A good place to publish this is in your accessibility policy under 'Standards.'

Academic institutions **must comply** with:

Americans with Disabilities Act: ensures equal opportunity for people with disabilities.

- **Title II**: Protects individuals from discrimination by public entities at the local and state level, including universities.
- **Title III**: Prohibits disability discrimination by places of public accommodation including universities that are privately owned.

The Rehabilitation Act of 1973 prohibits discrimination based on disability by federal agencies, federal programs, federal employment, and federal contractors.

- **Section 504**: Applies to federal programs and activities and states that people with disabilities shall not be discriminated based solely on their disability.
- **Section 508**: Certain grants and regulations require institutions that receive funding to comply with Section 508. The law states that all information technology must be made accessible to people with disabilities.

WCAG 2.0 is a set of guidelines to ensure online content is accessible to all users.

- **Level AA**: Requires content creators to provide captions and audio description for video content, and transcripts for audio content.
- **Section 508**: Under the Section 508 refresh, institutions must meet WCAG 2.0 Level AA.

State laws: Depending on the state that you live in, there may be other accessibility laws that you need to comply with.

07 CONDUCT REGULAR AUDITS

Regular audits throughout the whole campus helps keep people accountable and reminded that accessibility initiatives are not a one-time thing.

Have a designated person who is in charge of performing audits on all websites under your university, or at least, encourage content creators to perform audits.

There are many free tools to for auditing, but sometimes its best to splurge for more in-depth results.

08 SHAPE A CAPTIONING PROCESS

Create a centralized approach to make captioning less overwhelming.

Clearly define **who is responsible for captioning**.

Have an **easy workflow** for students to request captions.

Create a **captioning grant** that faculty/staff can use for high impact videos.

Create **resources** for faculty to refer to and post them within your captioning policy.

Establish a **university-wide contract** with one or more captioning vendors.

Create a process for **prioritizing videos** that need captioning.

Consider a **hybrid approach to captioning**, i.e. some in-house some outsourced.

Create a **captioning grant** that faculty/staff can use for high impact videos.

Establish a **university-wide contract** with one or more captioning vendors.

For more information on how universities approach captioning, and to get started with captioning visit:
www.3playmedia.com