



TEXAS TECH UNIVERSITY

Office of the Provost

TO: Texas Tech University Faculty and Staff
CC: Lawrence Schovanec, Provost
FROM: Melanie Hart, Vice Provost
Justin Louder, Assistant Vice Provost
Larry Phillippe, Director
DATE: April 23, 2015
SUBJECT: Worldwide eLearning - Update: ADA Compliance Video Captioning

In a previous email to the associate deans, I requested that they ask faculty who are planning on using videos in their summer and fall classes to start planning to have the videos captioned. Several of individuals have requested additional information about ADA compliance associated with captioning videos.

The federal requirements for the captioning of videos have been addressed in several recent legal cases, which means we have to have a plan in place to address these requirements, specifically related to video captioning. Larry Phillippe (Director of Student Disability Services) has provided additional information about these requirements (see page 2).

The most recent legal case was against edX, because the MOOCs offered by MIT and Harvard through edX were not ADA compliant. Larry is currently at a conference that will provide more guidelines for meeting the federal requirements based on the settlement with edX. This information will allow us to complete the university policy that will then be distributed to the university community on video captioning. In the meantime, there are several options for captioning (<http://www.depts.ttu.edu/elearning/production/index.php> under the Tools and Software tab), and Worldwide eLearning can assist faculty with the captioning of videos, especially for online courses through a third party vendor or the captioning lab. Other information on universal design can be found on the Student Disability Services website (<http://www.depts.ttu.edu/sds/facultyresources/index.php>).

Brian Ditmer, instructional designer in Worldwide eLearning, provides additional information about captioning options (see below Larry Phillippe's response). Videos should only be used based on sound pedagogical principles. The instructional design team in Worldwide eLearning can assist with issues associate with online pedagogy. To obtain assistance from the instructional design team for

captioning assistance or pedagogically sound design, please email elearning.id@ttu.edu.

If you need additional information, please contact Worldwide eLearning (elearning.id@ttu.edu), Justin Louder (justin.louder@ttu.edu) or me (melanie.hart@ttu.edu).

Larry Phillippe's response to previous email:

"Any materials used in any TTU course for any purpose is required to be presented in a fully accessible format. Simply put, if a video is used for instruction in a course, it needs to be captioned regardless of whether or not a student has requested it. There are no exemptions to this federal requirement.

What we as a university are moving to is a model where videos that are not captioned and are requested by a student, it will be captioned on an emergency basis, meaning it must be done and made available to the student within 10 days or less. If no student has requested it, the course still must begin the process of moving towards making any videos used for instruction accessible in the near future.

The Office of the Provost is in the process of setting up a procedure for all captioning to be done in the upcoming semesters. In the interim, Dr. Hart was just making sure in her memo that all faculty are aware that new federal regulations mandate that all electronic media used for instruction, including both face to face and online courses, need to begin working towards bringing it into compliance. The TLPDC [,Worldwide eLearning,] and the SDS office offer training for faculty on helping to ensure that their courses are fully compliant with ADA regulations, so please know that training is available to you and your colleagues if you need and want it. In the situation of guest lectures and outside speakers, what we have to get into the habit of doing is making sure that the speakers are aware that TTU requires all videos used for instructions be captioned, which is now required of all colleges and universities, not just TTU. That way they can prepare ahead of time to help ensure that happens.

I think a good way to help put this in a way to better understand it is to compare it to the accessibility of our campus buildings. When design standards for buildings were implemented in the 1990's, certainly not every building was in compliance. What they required was that all new buildings be built with accessible doors and restrooms, etc., and that current buildings be systematically



TEXAS TECH UNIVERSITY

Office of the Provost

brought into compliance over a period of time. The same process is now in place with our electronic media. Any new courses built must be fully compliant, and we then must have a plan to systematically bring all the rest of our content into compliance.

One final thing to keep in mind is that while the need for captioned videos is required and necessary for students with hearing impairments, the captioning will be a big benefit for many students in the class. We have found that when a captioned video is used, over half of students in the class report they prefer to read the captions at the same time. This can significantly improve the retention of materials for students who have auditory processing problems, ADHD, and minor hearing issues. Our returning veterans are also reporting that captioned videos are one of the most beneficial services they access when it is available because of the high number who have minor hearing impairments due to war injuries. In short, captioning and fully accessible materials are a tremendous benefit to many students in a class. Bringing all videos and materials into ADA compliance creates a richer and more positive learning environment that all students benefit from."

From the ID Team

By Brian Ditmer

Videos and eLearning

From cell phones to webcams, Snapchat to GoPro, personally produced video is everywhere—both good and bad. For online learning, there are also many available options—and just as much potential for the good or bad. So what do you need to know about using video in your online course?

Captioning is the one thing that might deter a lot of faculty from using video in the first place. But captioning is absolutely required. Fortunately, there are great tools to help. Adobe Video Express, which is available to all faculty, can help with captioning your presentations.

Got a video recorded already and are wondering about captions? Let YouTube help. Yes, YouTube can help with your captions. When you upload any video to YouTube, you can run its built-in captioning tool. You can also set the video to private when you upload it. Then only you and whoever you share the link with can see it. It does work better if you also upload a transcript. For great info on using YouTube for captioning, visit [The National Center on Disability and Access to Education](#).

Box 42019 | Lubbock, Texas 79409-2019 | T 806.742.2184 | F 806.742.1331

Regardless of what you use as your captioning tool, expect to do some caption editing. Unfortunately, the perfect captioning utility has not been invented yet.

Another method is to keep your videos "chunked." Many students access course materials from tablets and cell phones. Three 8 minute videos are much easier to digest than one 25 minute oration—plus you'll find that the shorter "bites" are easier to record. Shorter pieces provide the greatest potential for retention.

And finally, don't overdo it! Remember, video is just one method for content delivery. Try to break up the ways content is delivered over the duration of a course to help keep users engaged with the content.