



Perkins Leadership Grant 2017-2018

ADA Compliance: Building Accessibility into Online
Courses

Abstract

This document outlines the draft policies and procedures, as of August 1, 2018, that constitute the major deliverable of the grant

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PROJECT OVERVIEW

The Americans with Disabilities Act (ADA) tasks all institutions with providing compliance in face-to-face (F2F), web-enhanced, and on-line courses for all students at the institution. The statement is derived from three important laws/regulations: The Americans with Disabilities Act (ADA) tasks all institutions with providing compliance in face-to-face, web-enhanced, and online courses for all students at the institution. (Title II, section 35.160 (a) (b), https://www.ada.gov/regs2010/title11_2010/title11_2010_regulations.htm#a35160) The same document extends the requirements of section 504 of the Rehabilitation Act of 1973 to "to all services, programs, and activities of State and local governments, not only those that receive Federal financial assistance." Title V, section 504, (b)(2)(A) of the Rehabilitation Act (<https://www2.ed.gov/policy/speced/leg/rehab/rehabilitation-act-of-1973-amended-by-wioa.pdf>) specifically mentions "a college, university, or other postsecondary institution, or a public system of higher education" in relation to "services, programs, and activities." Section 508(a)(1)(8) of the Act (<https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards>) references the accessibility standards published by the Access Board, these standards were revised and published in January 2017 (<https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-ict-refresh/final-rule/text-of-the-standards-and-guidelines#E205-content>). The biggest revision to the section concerned section 1194.22, which updated the standards to the WCAG 2.0 level AA compliance (<https://www.w3.org/TR/WCAG20/>) and applied them to both web and non-web documents.

Compliance with these regulations calls for proper document formatting and graphic tagging, in addition to synchronized captioning of video. Captioning, in particular, can be an expensive proposition, especially as campuses find themselves with limited resources and funding for outside captioning services.

We proposed building a program to address ADA and copyright compliance in our Workforce courses to include web enhanced, hybrid/blended, and fully online formats. The model would rely on universal design principles to ensure courses are compliant for all students to include multiple learning styles to aid in persistence and completion. Our model will entail addressing in-house policies and procedures; setting up a review process to address ADA compliance in existing courses; building professional development courses to train faculty, student interns, and instructional designers on compliance regulations; creating a standard for faculty to use in building and managing their on line course design; and establishing an ongoing review mechanism to ensure all courses continually meet compliance goals. We see this project in various phases. Assisting us in this effort are two partner institutions--Texas State Technical College - Waco Campus and Alamo College District - San Antonio College. Alamo College District

- San Antonio College has an academic structure that mirrors ours, with an Interpreter Training Program staff/students that also does captioning for the college. Texas State Technical College - Waco campus does not have an Interpreting Program but does have interpreters on staff that help with captioning on that campus. Both of these institutions will serve an assessment function and provide feedback on developed deliverables as to their adaptability and applicability to different college structures.

Our proposal is for Phase 1, which will bring together our instructional design team, ADA compliance office, interpreter trainers, and faculty engaged in online instruction to work as a team in addressing this effort. This team will build the model, then train and deploy student interns to aid faculty and the institutional design team in updating Workforce degrees starting with five high-use courses. These courses are as follows:

- HITT 2235 – Coding and Reimbursement Methods
- CRIJ 1306.87 – Court Systems and Practice
- CDEC 1317 – Child Development Associate Training I (mix of user and 3rd party content)
- CJSA 1308 – Criminalistics (this has some flash content that we will have to assess as well)
- DAAC 1311 – Counseling Theories (3rd party content)

In follow-on phases, we will then focus our work on other Workforce courses and degrees including Health Professions programs. Our goal is to create a model that can be shared and applied at all community colleges across the state.

Our proposal require the following resources: additional training for instructional designers and interpreters; attendance at a national conference to expand our knowledge of ADA rules and best practices; training student transcriptionists to execute the program; and technology/software to aid in the translation work. Our goal and objectives align with the 60x30TX and Perkins Act requirements by building a model that can be initially replicated by 19 other institutions with interpreter training programs and with similar college structures. Nineteen community colleges in the state share the same academic structure that includes curriculum for an Interpreter Training Program. Those colleges should be able to make use of the deliverables with little or no modification. Other community colleges, those without an Interpreter Training Program, will still be able to use the deliverables. However, they will have to adapt those deliverables to whatever systems they have in place to address captioning needs on their campus or create an internal system that incorporates those adapted deliverables. Deliverables will be accessible to all community and technical colleges via a website. Our long-term our goal is for a model that will support all colleges in Texas. Additionally, we are building marketable skills and certificate options for students engaged in this work. Our ultimate goal is to ensure that we address all students within this special population with quality, fully ADA compliant courses and degrees.

The purpose of the Rehabilitation Act of 1973 was to ensure that federal agencies (501) and entities receiving federal assistance (504) were made accessible. Section 504 requires post-secondary educational institutions to be accessible to all students with disabilities and Section 508 requires all electronic and informational technology to be made accessible. In a traditional education setting, students, who have been approved for admission, and needing accommodations for various disabilities, would register at the office for Disabled Students. A designated person would document the disability and the need for specific accommodations prior to arranging in-class accommodations. This would generally entail an interpreter for Deaf or Hearing Impaired students, reading services for those that are blind or have a documented learning disability that impairs the student's ability to read and take notes. Videos used in class and needing accommodations were handled by the interpreter or the support person working with the student with the disability. Because of this, there were alternatives to having videos accessible by means other than captioning.

The advent of online or distance learning has changed the dynamics of how service is being provided. In the Fall of 2014, it was estimated that there were 5,750,417 students taking some form of on-line or distance education courses (<https://nces.ed.gov/fastfacts/display.asp?id=80>). According to the 2010 census (<https://www.census.gov/prod/2010pubs/acsbr09-12.pdf>), 10% of the working-age population has a disability. Of that number, approximately 1.5% had vision impairments; 1.75% had some form of hearing impairment and 4% had some sort of cognitive disorder. Texas is named as one of the States having an above-average number of employment-age individuals with disabilities; however, even using the average number and extrapolating, it can be concluded that Texas has a large number of students with disabilities taking online courses. Because online courses minimize the stigma of having a disability via the fact that accommodations needed are not as obvious as to whom they are being provided for, the number of online students may actually be larger.

Although commercially produced materials for post-secondary instruction are created and marketed as being compliant with the Rehabilitation Act of 1973 and the 1991 Americans with Disabilities Act, the cost of purchasing compliant materials may be prohibitive. This is why many post-secondary institutions are looking to create instructional material in-house, especially for on-line instruction. At McLennan Community College, the provision of services to persons that are Deaf or Hearing Impaired is the responsibility of the Interpreter Training Department to ensure that appropriate accommodations are provided for the various levels of need, dependent upon the factors that impact Deaf or Hearing Impaired students. Initially, this consisted of interpreting and note-taking services, and then, as more students enrolled in on-line courses, captioning or interpreting of the videos produced in-house also came under the responsibility of the Interpreter Training Department. A natural extension of making videos accessible to persons that are Deaf and Hearing Impaired, was to assist in making videos accessible for other disabilities as well. The initial research by the Interpreter Training department regarding best practices for captioning revealed that this is an issue for many

colleges. Many have tried making videos accessible in-house but quickly became overwhelmed by a variety of factors, and now, most contract out these services. As the number of students taking on line courses grows, the number of students with disabilities taking these courses will grow as well which means the need for accessible media will continue to grow. Data gleaned from the proposed project's research will allow institutions to make better-informed decisions regarding making their materials more compliant and accessible. It will also aid those wishing to do the work in-house with best practices on how to do so.

An additional benefit are the marketable skills that student workers will gain from participating in this grant project. A quick look at the employment picture surrounding skills used by students in this project reveals there are approximately 200 positions with public and private entities just in Texas related to making digital media accessible. As the need grows, so will the need for trained personnel; i.e. "Digital Accessibility Support Specialists." Whether an institution decides to contract the service out or provide digital accommodations in-house, there appears to be an emerging market for the type of skills that will be developed and documented through this project.

We see this model addressing many of the objectives laid out by the 60x30TX initiative. First, the course redesign will help student interns in expanding their marketable skills and completion. Students working on this program will graduate with a greater degree of workforce readiness due to expanded marketable skills and potential certification. Second, it will create ADA compliant courses to aid an under-served population of students with special accommodation needs (i.e., deaf, blind, learning disabilities, etc.) to complete and earn a certificate or degree, addressing students to aid with persistence and completion-a Perkins Act requirement. Finally, all students will benefit from the additional accessibility these courses will provide which will ultimately lead to greater student success and completion.

ADDRESSED ADA STANDARDS

For the purposes of the grant the following standards were the focus:

- **Access Board's Standards**
 - E205.4 Accessibility Standard. Electronic content shall conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 (incorporated by reference, see 702.10.1).
 - E205.4.1 Word Substitution when Applying WCAG to Non-Web Documents. For non-Web documents, wherever the term "Web page" or "page" appears in WCAG 2.0 Level A and AA Success Criteria and Conformance Requirements, the term "document" shall be substituted for the terms "Web page" and "page". In addition, in Success Criterion in 1.4.2, the phrase "in a document" shall be substituted for the phrase "on a Web page".

- **WCAG 2.0 (<https://www.w3.org/TR/WCAG20/>) standards are the focus of ADA compliance as it relates to digital resources.**
 - Deaf/Hearing Impaired students
 - 1.2.1 Audio-only and Video-only (Prerecorded) Level A
 - 1.2.2 Captions (Prerecorded) Level A
 - Blind/Vision Impaired students
 - 1.1.1 Non-text Content Level A
 - All level A and AA 1.3 Guidelines
 - All level A and AA 1.4 Guidelines
 - Other Level A and AA Guidelines that govern formatting of documents and facilitate the use of a screen reader
 - While this is not a focus of the grant, the guidelines that apply to the Blind/Vision Impaired students also have bearing on document formatting for those with learning/reading disabilities.

PROJECT DELIVERABLES

- The major grant deliverable is a preliminary model to address the accommodation needs of a special population of students in workforce programs.
 - Note that this model could be utilized by colleges throughout the state with some adaption.
- Documented marketable skills set that lead to an institutional diploma endorsement for students tasked with working with course content to make it accessible.
- A preliminary manual of operations that details policies and procedures that govern the project model.
- A report on software solutions we evaluated.
- A webinar, that will be recorded for later viewing, that presents the model to all interested community colleges across the state.
- A website that includes, our preliminary manual of operations, policies and procedures, software evaluation report, the recorded webinar, and an overview of our process.
- Cards containing a QR code and URL to the website that will be handed out at state conferences.

TRAINING

DOCUMENT COMPLIANCE

Training in document compliance is currently being done through a self-paced fully online course. Student workers review videos on a variety of subjects and then complete small projects that demonstrate their competency in that subject. There is a capstone project where student workers are presented with a work document and PowerPoint file that contain errors that must be corrected. This capstone demonstrates the student worker's ability to apply the skills developed in the earlier projects to an unknown problem set. The problems all center around the ability to create digital content that is compliant for screen readers. In many cases, this also has an added advantage of creating content that is more readily accessible to those with learning disabilities

GRAPHICS

All graphics have proper Alt-Tags or descriptions applied. In either case the graphic should not just be described but also contain information as to the purpose of the graphic is meant to fulfill.

HEADER TAGS

Text should be broken down in smaller chunks using headings where practical with proper heading tags applied. Care should be taken to assure that there is only one Heading 1 tag in the document.

TABLES

At a minimum, the top row of a table will be coded as a header row and contain labels that correctly identify each column. Where applicable, the first column of the table should also contain labeling to identify that row's content

TEXT FORMATTING

WHITESPACE

The layout of text on the page should take advantage of whitespace through the use of headings, bullets, numbered lists, and indenting where applicable.

COLOR

Color should be used judiciously and never as the only means of emphasis. Other changes to text such as boldface or italics should also be used to show emphasis.

FONTS

While WCAG doesn't specifically address fonts, font choice and size should be considered in relation to readability by those with disabilities.

CAPTIONING

Currently captioning training is being done face-to-face. Plans are to move this to a self-paced fully online course as is currently done with the document compliance course. The following captioning platforms are used:

YOUTUBE

YouTube is main platform used for captioning. It is well suited for use with faculty created content where the source is readily available. It supports a robust auto-captioning engine and also the import and export of a variety of caption files types, including import of transcripts.

AMARA

In cases where source files are not available, as with many YouTube videos being used in courses, Amara can be used to create a player that wraps around the YouTube video and can then load captions over the original video. It also will auto-generate a transcript of the video from those captions. There is some thought that 508 compliance trumps copyright concerns. In our case we capture a copy of the video for purposes of uploading it into our YouTube workspace. We then do our captioning there, export the .SRT file and delete the video copy. That .SRT file is then imported into the Amara workspace for that 3rd party video. We can then either get an embed code or URL for the video that can be used within the course.

TRANSCRIPTION

We are also looking at using MovieCaptioner software to generate a transcript that can then be imported directly into YouTube and synched with the video. In some cases, student workers can type the transcript quicker than they can correct the auto-captioned content. MS Word is also used to create transcripts.

ASSESSMENT

The purpose of our assessment model is to provide continuous improvement of procedures and processes. All stakeholders are asked to participate in the assessment process and provide feedback. See the Resources Area for two of our Assessment Forms.

STUDENT FEEDBACK

Students assess and give feedback on the following areas:

- Training program –
 - Was is adequate to prepare you to do the work?
 - What is missing or needs to be changed?
- Work Requirements/Environment
 - Was the working environment conducive to getting the work done?
 - Was the pacing of the work too slow or too fast?
 - Was help available if you needed it?
 - Were the proper resources available?
 - Were faculty generally supportive of your work?

FINISHED PRODUCT ASSESSMENT

It is also important that the finished product be assessed. The following stakeholders will assess and provide feedback on the process and product.

- Supervisory assessment
 - Was the student worker's performance up to standards?
 - Were their problems with the workload and scheduling?
- Faculty Assessment of work
 - Were your interactions with the students satisfactory?
 - Was the work done to your standards?
 - Were you happy with the product and process?
- End user group assessment
 - Were the documents or captioned videos useful for you?
 - What was missing?
 - What can be done to make them better?

CAPTIONING METHOD COMPARISONS

As Part of the grant, we ran comparison tests on different captioning software and methods to assess efficiency. The following are our findings.

MOVIE CAPTIONER REVIEW

- **Movie must be downloaded to computer before loading.**
 - Movie file cannot be HD otherwise files are too large and will cause lagging in video and captions will appear fragmented.
 - Could cause problems for videos that include ASL where picture clarity is important.

- **Transcribing videos in Movie Captioner**
 - For a slow typist: average 30 min -3 hours for videos under 5 min.
 - Transcribing may be hindered by the seconds of video which are repeated as some sentences are longer than others.
 - In order to review work as you go the preview dialog box must be continuously reopened.
 - Time codes are set as the captions are added.
- **Importing Transcripts from word(as .txt)**
 - Transcript must be saved in notepad or other similar program as .txt document first.
 - Review .txt document to remove special characters if any. Very time consuming to edit after import; edit in notepad first.
 - Import text options
 - Import by Paragraph causes program to stop responding
 - Import by Line imports entire document including special characters if .txt document was not already reviewed.
 - Cannot copy and paste whole transcript or whole paragraphs. Very time consuming to split into separate captions and punctuation does not transfer.
 - After importing text some captions may need to be split and appropriate line breaks must be added
 - Once editing is finished time codes must be set using the time code button.
 - If the transcript includes time codes they will be imported into the captions as text.

(Time codes will not set themselves from a .txt document.)

- To set time codes first change the second counter next to the button otherwise the video will add blank captions on its own.
- Listen carefully to set the time code at the first word in every caption.
- **Importing srt.**
 - If available an edited srt. will import all captions and set timecodes correctly with punctuation. Only minor corrections and line breaks may be needed.
 - If unedited the srt. will need to be edited in a similar fashion to the YouTube editor: punctuation, spelling errors, line breaks, splits, etc.
 - Resetting time codes may be needed
- **Editing**
 - Undo function only goes back a set amount of times
 - Undo function will scroll the captions all the way to the top.
 - Black rectangle under the video is for adding captions edits must be done to captions next to the video.
 - Some keyboard commands do not work and some do not have commands at all
 - If it's not visible, the "set timecode" button is under "view" in the toolbar.
 - Cannot scroll through captions using ↑↓ arrow keys

AMARA REVIEW

- **Loading videos**
 - Original URL only
 - Some URLs may be added by other Amara users (they may or may not be captioned)
 - If the URL is added by other users, the link must be saved to avoid repeated searches.
 - Some youtube videos are not enabled on other websites; after video have been uploaded to Amara press play to ensure that it can be watched outside of youtube.
 - If the original link is not from youtube, it must be a compatible url.
 -
- **Transcribing in Amara**
 - For a slow typist: average 50 min -2.5hrs for video under 5 min.
 - Captions may not exceed two lines and 42 characters per line.
 - Timings do not set as captions are added.
- **Uploading transcripts**
 - If transcript must be typed avoid long paragraphs add line breaks in a similar fashion to captions.
 - Save transcript as .txt document no revisions in notepad needed
 - While saving transcript as .txt, make sure “insert line breaks” box is checked or the entire text will be uploaded into one caption on amara and must be split.
 - If splitting a very long caption: Split from bottom to top using CTRL + ENTER; scrolling to the top and splitting will create a new caption underneath and cause the original caption to scroll to the bottom
 - Sync timings and review total: average 1 hr
- **Importing srt. (Same as Movie Captioner)**
 - If available an edited srt. will import all captions and set timecodes correctly with punctuation. Only minor corrections and line breaks may be needed.
 - If unedited the srt. will need to be edited in a similar fashion to the YouTube editor: punctuation, spelling errors, line breaks, splits, etc.
 - Resyncing and review will likely be needed
- **Editing**
 - Keyboard command list is at the top left hand corner of the screen.
 - During final review stage exclamation points next to the captions give tips on mistakes that may have been overlooked.

YOUTUBE REVIEW

- **Loading Videos**
 - Videos must be downloaded onto computer and re-uploaded to MCC youtube account in order to transcribe/edit auto-text. (Not ideal for copyrighted videos)
 - Private: Best option for copyrighted videos, and provides privacy for teacher made videos. This option keeps the videos viewable only by our account.
 - Unlisted: Still provides privacy for teacher-made videos. This option allows the video to be viewed only by those who have a link to it.
 - Public:(Avoid) Under this option anyone can search and/or view the video.
- **Transcribing in Youtube**
 - Using the “transcribe and sync” option for captioning simply type what you hear.
 - The video will automatically pause while typing and it will play when typing has stopped.
 - Once finished Youtube will auto-set the timings based on the audio, revisions can be made afterwards.
- **Uploading Transcript**
 - Under the “Subtitles/CC” section click on “Add new subtitle or CC” and upload your file as a .txt document.
 - Uploading a word document will only show special characters\
 - Using the “transcribe and sync” option, a transcript that is typed and reviewed in MS Word can be copied and pasted into the text box, then YouTube will set the timings. (fastest option)
- **Uploading an srt.**
 - Under the “Subtitles/CC” section click on “Add new subtitle or CC” and upload your file as a subtitle file.
 - Srt will load
- **Editing/Autotext**
 - After transcribing or uploading a .txt/.srt file, watch the video and edit as you go.
 - If you choose not to upload a file or transcribe the video, Youtube can automatically create automated caption based on the audio.
 - In the “Subtitles/CC” section in the creator studio simply click on “English(automated)” to begin editing the automated captions.
 - Automated captions must be spell checked and punctuation must be added.

TIME COMPARISONS

Source video: Searching for the meaning of life with Victor Frankl

Video length- 00:03:52

Program	Transcribe and Edit (in mins.)
MS Word	30*
Movie Caption	90
Amara	50
Youtube	45/30**

*This is just a straight transcription, MS Word does not include time settings and/or caption splitting.

**Actual transcription time with editing/Correction of auto-text only, not transcription.

CONCLUSION:

- **Preference for editing captions: Youtube > Movie Captioner > Amara**
 - Reason:
 - YouTube's keyboard commands are the most user friendly of the three.
 - Movie captioner has more keyboard commands than Amara.
- **Preference for transcribing videos: Youtube > Amara > Movie Captioner**
 - Reason:
 - Youtube will automatically pause while typing and it will play when typing has stopped, timings are then set for you.
 - Amara will allow easy editing while transcribing, Movie Captioner does not.
- **Preference for viewing finished video: Movie Captioner > Youtube > Amara**
 - Reason:
 - Movie Captioner displays longer captions in under the video not in front of the video.
 - Youtube and Amara both display captions in front of the video but Youtube allows longer captions in a smaller font.
- **Preference for uploading Transcripts: Youtube > Movie captioner > Amara**
 - Reason:
 - YouTube and Movie Captioner will automatically split a transcript into small captions.
 - Amara will usually upload all the text into one or several very large caption boxes.
- **Preference for uploading .srt: None, all three programs perform similarly with .srt's.**

RECOMMENDATIONS:

- The layout of Movie Captioner is very old, if an updated version can be found it may fix some issues.
- A mouse would facilitate editing on a laptop because of Movie Captioner's and Amara's poor key commands.
- Tutorials of Movie Captioner online feature the Mac version so some information may differ.
- Tutorials provided by amara contain only very basic information, not very useful.
- Word Transcriptions: For more efficient transcripts
 - Must include all speakers, if there is more than one
 - Avoid paragraphs and add line breaks after each sentence.

CERTIFICATION OF DIPLOMA ENDORSEMENT

One of the unique aspects of our project was the development of a Diploma Endorsement that workforce students who met the requirements could have placed upon their diplomas.

DRAFT OF ENDORSEMENT LANGUAGE

The Digital Resources Accessibility award recognizes a student's achievement of the marketable skills related to captioning and creating ADA compliant video and documents. Obtainment of this award verifies a student's ability to: caption videos, review and edit captioned material and create ADA compliant documents and files.

DRAFT OF ENDORSEMENT REQUIREMENTS

Institutional Award – Coordinating Board

In addition to awards recognized by the Coordinating Board, colleges may offer institutional awards of fewer than 15 SCH or 360 continuing education contact hours for completion of a course or series of courses that represent achievement of an identifiable skill proficiency. Institutional Awards do not require Coordinating Board approval and do not appear in the Board's Workforce Education Inventory. (GIPWE 2015)

Instructional Awards can be described as a micro-credential or a badge in a specific area that represents student proficiency in an area of study. The use of micro-credentialing is growing

Institutional Skills Award Process

1. Department/Division Chair would initiate paperwork when student completes the sequence of courses.
2. Department/Division Chair sends to Student Records.
3. Student Records evaluates and post award in Colleague. This places the award on the system and is printed on our transcript.
4. Certificate is created and mailed to the student.

We currently have two areas considering the development of Institutional Awards as part of Perkins Leadership Grant. As part of our Perkins Leadership Grant we want to award or acknowledge a student's completion of courses and training related to captioning and creating documents and videos that are ADA compliant.

AWARD TITLE - DIGITAL RESOURCES ACCESSIBILITY (TWO TRACKS)

Computer Information Systems and Multimedia

- IMED 1316 Web Design I
- ITSC 2386 Internship-Computer & Information Science

Interpreter Training

- SLNG 1207 Intra-lingual Skills Development for Interpreter
- SLNG 2266 Sign Language Internship

Perkins Leadership Grant 2017-2018

Compiled Resource Files

Job description for **Digital Resources Accessibility Technician**

This position will convert documents and videos as necessary in courses to be ADA compliant. Will use software to provide closed captioning on instructor-created videos as well as videos from outside resources which instructors incorporate into their classes/courses. Documents will be evaluated and modified, when necessary, in the appropriate software. This individual needs to be able to work independently, be self-motivated, be dependable, and sit for long periods. Be able to work under pressure occasionally to ensure deadlines are met. This position reports to ADA department supervisor

Note: This is a security sensitive position and an appropriate background investigation will be made on applicants being strongly considered for this position.

Employment Requirements

Student workers must meet strict requirements of both skill and integrity to be considered for the project. The follow are the basic requirements for employments:

- Pass the background check upfront before consideration moves on.
- English and other academic skills as demonstrated by scores on the GAIN test.
- Taking the SmarterMeasure Assessment to assess reading and typing skills (35-40 wpm required)
- Assessment of Critical Thinking Skills

Minimum Qualification Requirements:

Education: High School diploma or GED

Must type 30 words a minute. Have visual acuity for images, colors, and fine print, and be able to give meaningful descriptions for images. Excellent listening and English skills to be able to punctuate, spell correctly, and distinguish words that sound alike but differ in meaning.

Selection Criteria

Attach a brief statement of how you acquired each of the following Knowledge, Skills and Abilities through your education, personal experience, or previous employment.

1. Use Microsoft Office and create PDF documents
2. Multitask skill of being able to listen and type/write simultaneously
3. Work independently
4. Follow directions
5. Establish and maintain cooperative working relationships with those contacted in the course of work
6. An example of a time when you had to follow a process with intricate details and how you remembered each step.

7. An example of a time your attention to detail prevented a mistake being made with an incorrect word choice.

PRELIMINARY INTERVIEW QUESTIONS

VIDEO CONTENT

1. Do you have videos you have made yourself?
2. What format?
3. Where are your videos stored?
4. If you are using 3rd party videos, are they captioned?
5. Can you provide use with links to those videos?
6. Videos have to be stored on YouTube, do you have a gmail account?
7. When do students view the videos, as each unit opens or are they all available the first day of class?

DOCUMENT CONTENT

8. Do you have powerpoints in your class?
9. Did you make them or are they publisher content?
10. Are there documents in your class?
11. What format?
12. If they are PDFs, can you provide us with the original documents that were used to create them?

COMMUNICATION

13. How do you wish to be contacted if there are questions?
14. Do you want something specific in the subject line?
15. Do you have a glossary of terms you can furnish?

STUDENT ASSESSMENT OF JOB*

*JOB refers to ensuring all the materials for one full class is compliant

1. The training received adequately prepared me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. I was adequately prepared for the interview with the faculty.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. The information shared during the interview aided the job being done quickly and smoothly.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. The faculty member was able to comply with the requirements discussed during the interview.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. The workflow proceeded as anticipated.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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6. What part of the interview or process worked well?

7. What suggestions do you have for improving the interview or process?

Additional Comments:

SUPERVISOR/FACULTY ASSESSMENT OF WORKER

1. The quality of work produced met expectations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. The time commitment of the worker was adequate for the job.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. Work was completed in a timely manner.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. Worker was able to work independently and problem solve.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. Worker worked well with faculty, administration and other workers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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6. What aspects of the job did the worker do well?

7. What aspects of the job does the worker need improvement?

Additional Comments:

Using YouTube to Create or Edit Closed Captioning

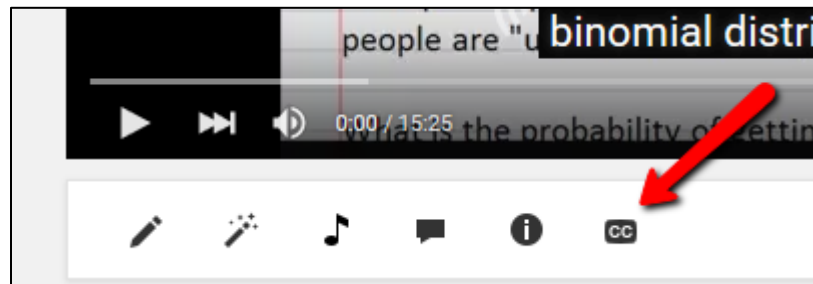
Why use YouTube?

Unlike programs like Camtasia or Dragon Naturally speaking, Google's voice recognition engine, which is used in YouTube, doesn't need to be trained to a specific voice. In testing, it also appears to have a higher recognition rate than either of those programs. Additionally, created captions within YouTube can be easily edited or downloaded into a caption file, including timecodes, that can be used to import into other programs or offline editing.

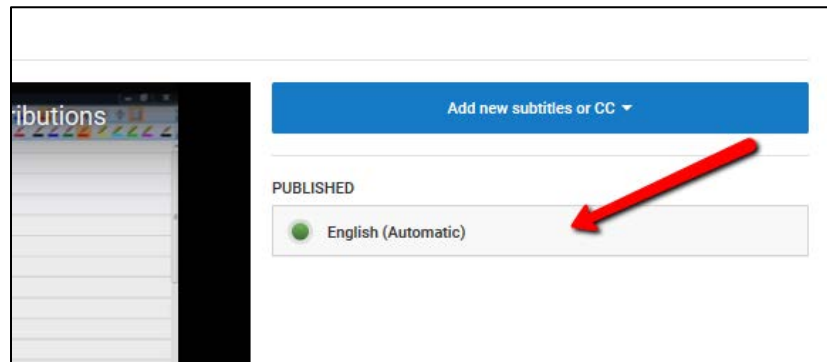
Using YouTube's autocaptioning function.

With few exceptions, every video uploaded into YouTube will be autocaptioned. It is important to note that at the time this document was created, Google asserts that its recognition is not sufficient on its own to meet ADA compliance. However, it does provide a good starting point for corrections.

1. Upload your video to YouTube.
2. YouTube needs several hours to process an uploaded video, but when it is finished, it will produce a captioning track that is a good starting point for editing corrections.



3. There are several ways to access the created CC track, here is one: Open the video and click on the CC edit button that is below it.



4. This opens a screen that shows the selection for the automatically created track. Click on the track name to open the caption track.

View published subtitles and CC: English (Automatic)

Math 1342 Sec 5 4 Parameters for Binomial Distributions

Sec. 5.4 - Parameters for Binomial Distributions

Mean $\mu = n \cdot p$

Variance $\sigma^2 = n \cdot p \cdot q$

Std. Dev. $\sigma = \sqrt{n \cdot p \cdot q}$

Where

n = number of fixed trials

p = probability of **success** in one of the n trials

q = probability of **failure** in one of the n trials

Example: Suppose 20 donors come to a blood drive. 6% of all people are "universal donors" (O-negative).

0:00 / 15:25

0:00.0 section 5.4 as parameters for the binomial distributions what are the four

0:05.4 conditions that must be met in order to have a binomial distribution thanks

0:11.0 number of trials independent trials that means that the outcome of one trial does not influence the outcome of another trial only two outcomes probability of success must remain constant in this section we're going to be assuming that we're working with a binomial distribution so that means that these four conditions must be met if you suspect one of these poor conditions are

Exit Edit

5. Clicking the track name presents a screen that contains the captions. Which, are timecoded and the video player timeline that contains the captions under it. The captions can be edited within YouTube by clicking on the Edit button.

Actions

Type subtitle here then press Enter

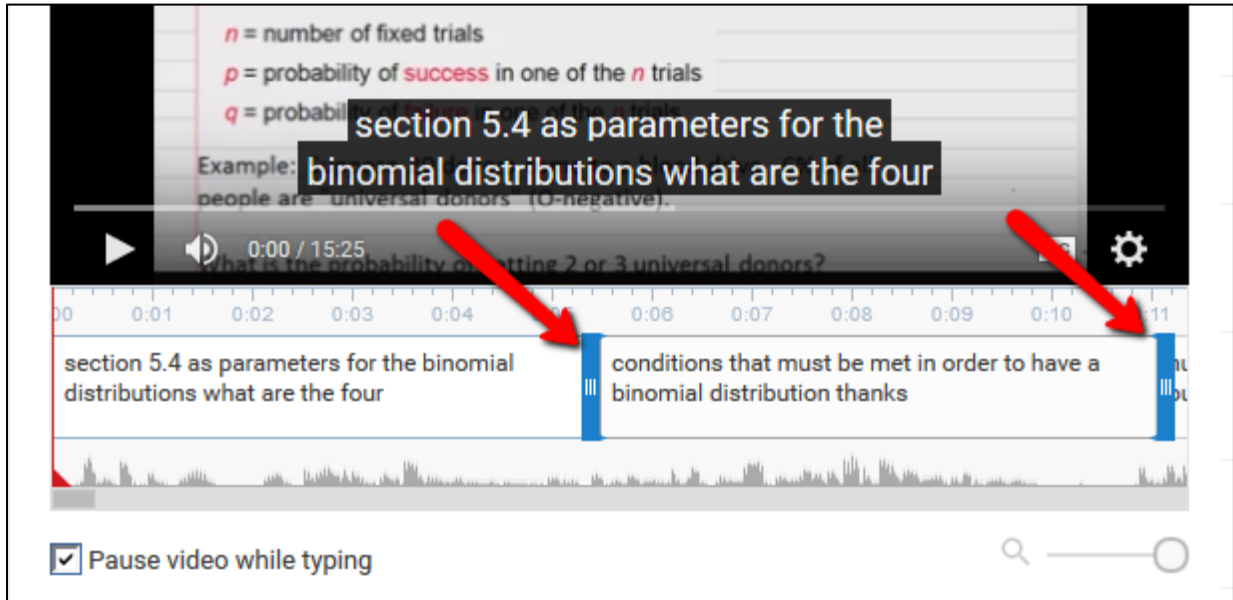
+

0:00.0 section 5.4 as parameters for the binomial distributions what are the four

0:05.4 conditions that must be met in order to have a binomial distribution thanks

+

6. Each caption can be individually edited by clicking on the .



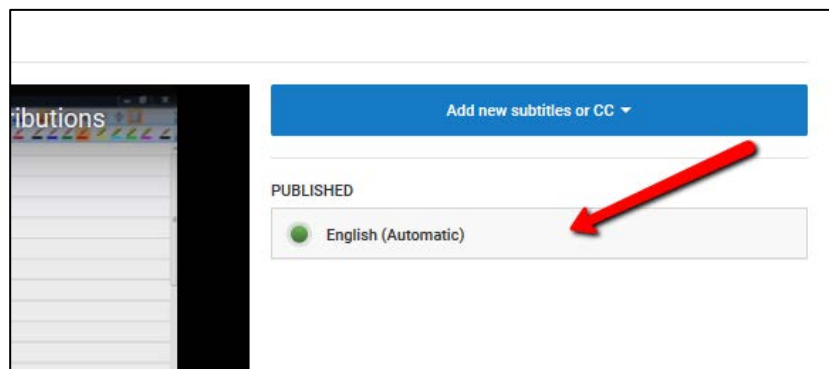
7. The timing of the in and out points for the caption can be adjusted using the handles on the timeline that appear when the mouse is positioned over the caption.
8. When finished editing, click the Publish edits button to save the changes.

Downloading and adding a caption file.

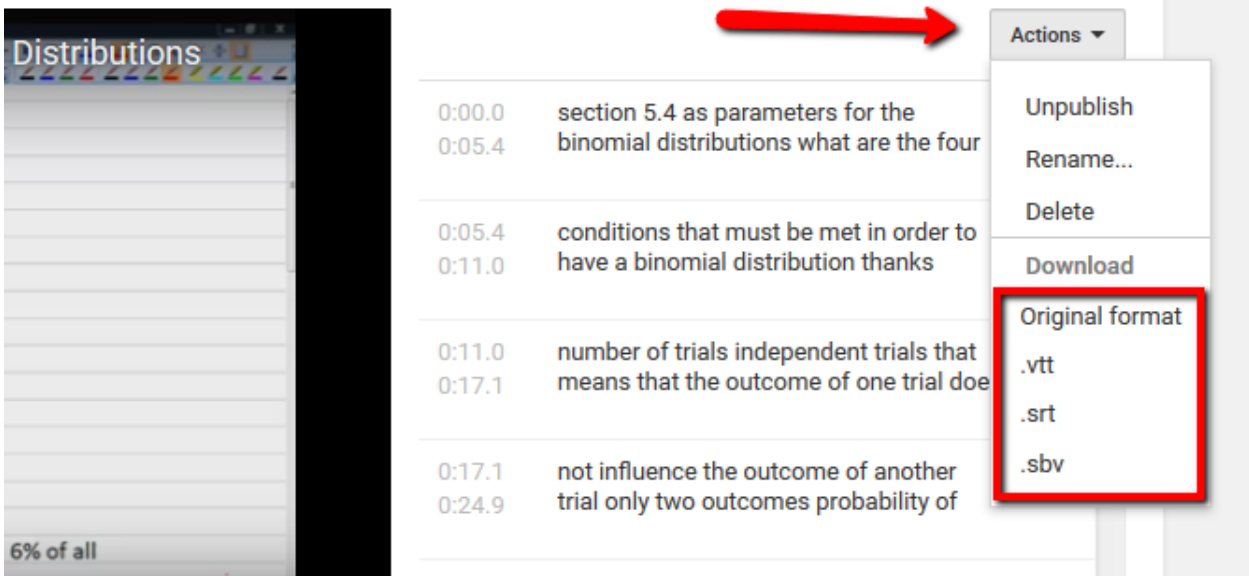
YouTube caption tracks can be downloaded in .vtt, .srt, or .sbv file formats. It supports a greater number of formats that can be uploaded. This creates a file which can be imported into other software packages or to edit offline. For a complete list of file formats go to:

https://support.google.com/youtube/answer/2734698?hl=en&ref_topic=3014331

Downloading a caption file.

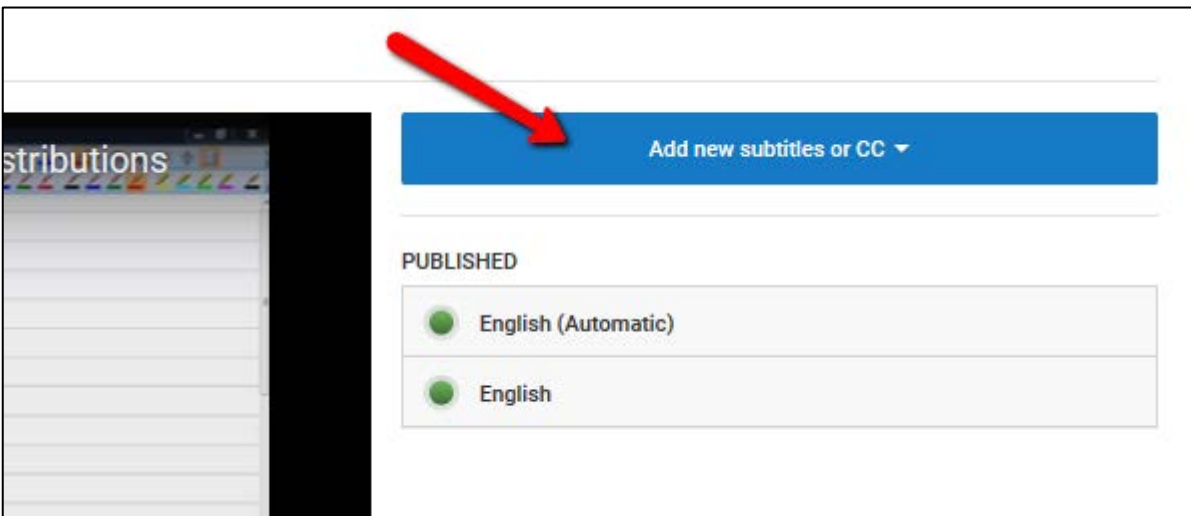


1. Click on the captions name to open the caption track.

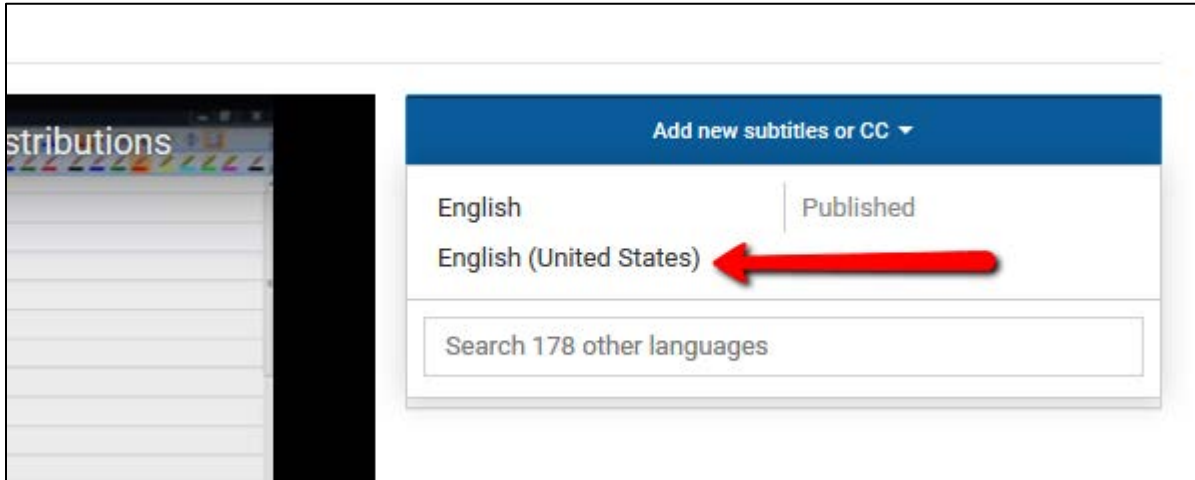


2. On the view captions screen click on the Actions button and select the file format for the caption file and then save the file. Please note that if you have not published your video then you will not see the different file format options listed.
3. The .srt file format would be your best choice if you are going to import the caption file into a program like Camtasia.

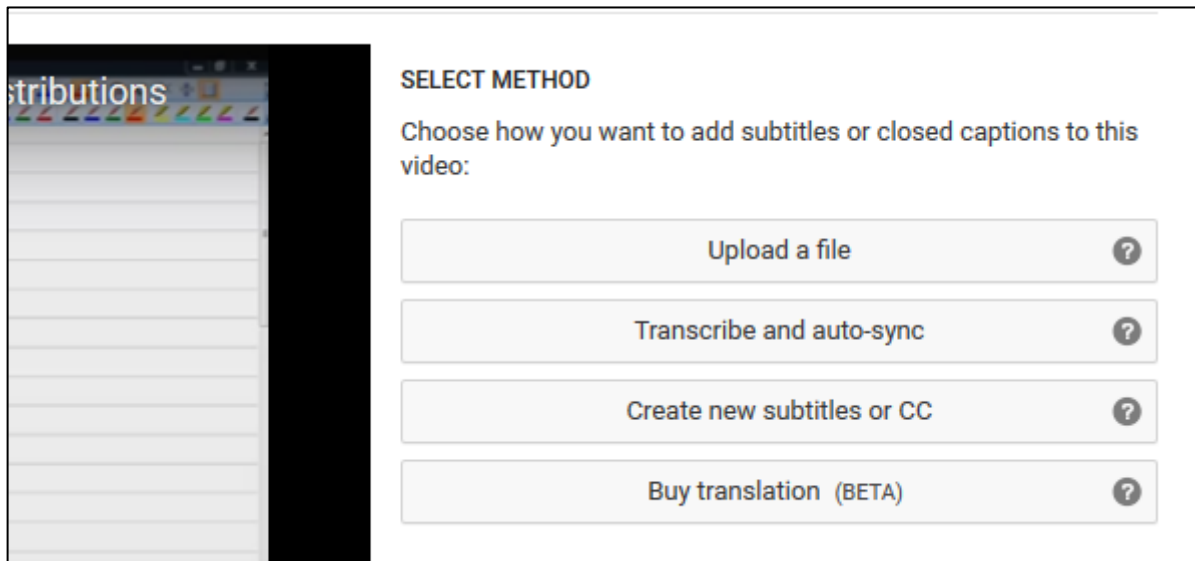
Adding/creating a caption file.



1. Click on the Add new subtitles or CC button



2. Click on the language of the captioning. Please note that clicking on a language file listed that is published will prompt to discard the published subtitles.



3. Select the method to be used to add captions.
4. **Upload a file** will prompt to upload a file in a captioning file format or to upload a transcription file.
5. **Transcribe and auto-sync** allows for the transcribing the captions as the audio plays and then syncs it to the video.
6. **Create new subtitles or CC** provides a method to create translations of the captions by displaying the original text and a text box to type in the translated text.
7. **Buy translation** is currently returning an error.