

# March 27th ADA Workshop: Open Forum

Catherine: So that we don't forget the purposefully signed on just for that.

Gary A: Hmm.

Cindy S:

So, Gar, did you find out why that thing wasn't sent out by the deans so we could

put our syllabuses in there?

Gary: No.

Cindy S: I still haven't gotten anything. Hmm, I'll put that back on my list.

Cindy S: Okay.

Ted: I'm on Wi-Fi and I go to connect

into what they're talking about.

Catherine: Yeah.

Ted: And it says I'm not connected to the internet.

Catherine: Um are you on the personal Wi-Fi?

Ted: Yeah.

Catherine: Um, did you

Nick: Hey, Cindy. Is that the one that Harry sent,

Harry Akoh sent out March 13th? In that document, there's

um three items that you click on. Day course

syllabus template, DCE course syllabus template,

and Distance Ed course syllabus template.

Cindy S: Well, thank you, Nick. I am

looking at that right now. March 13th.

Nick: Yeah, it's on maybe like page two

or yeah, maybe page two of his material.

Cindy S: Who Who is that from Harry,

who was that from?

Nick: Yeah,

I don't know how you pronounce his name. Akoh? A-K-O-H. Dr. Harry Ao,

Vice President of Academic Affairs.

Cindy S: I did not get that.

Nick: Huh. And the title of it is "notice regarding regarding

ADA title 2 digital accessibility compliance."

Cindy S: Yep. And I got that. And in my note,

there's no template to put your syllabus in.

Nick: Uh, okay. I had to scroll down to like

the second page. It's way deep in there.

Cindy S: Well, I don't even have a

second page.

Nick: Oh.

Cindy S: Can you send that to me, Nick?

Nick: Yeah, hang on. Let me make a note.

I'll do it after.

Cindy S: Sure.

Nick: I'm in the process of converting  
from my old computer, which was a word

type operation to an Apple. And I'm telling you,  
Cindy S: Yeah [laughter], my kids keep wanting me

to do that and I'm like, "No way."

Nick: Oh, Lord.

Cindy S: Well, Gar, um, on March  
13th, was it even done by then?

Nick: Well, this is when the template came out.

Gary: Actually, I just found the the um email. I

just sent you an email, Cindy, that we got from uh  
Amy. Um, and it was dated the 16th of March. Um,

and that has the link in it. It looks  
like has the link to the form inside it.

Cindy S: From Amy um, Sullivan.

Gary: Yes.

Nick: Oh, is that who it came from?

Cindy S: Roboleski. I'm gonna look um and and

and it I it's so weird, Gary. I don't have it.

Gary: You you never got it

originally?

Cindy S: No.

Oh, you know why? It only went to to regular  
faculty. So, it hasn't gotten DCE folks

yet. Cindy S: Well, I'm telling you right now,  
Gary, I am not wasting my time doing all this

stuff if there's something that I can use to make my life easier. So, I will I'm waiting for that.

Gary: Well, we we we'll show you one in a second.

Cindy: Okay.

Gary: Somebody um somebody in in the state who's associated with Mass Colleges online

has put up an amazing tool.

Cindy S: Fabulous.

Gary: Yeah. And and we can we can use it, but we all need we all like the whole state has to be

really really careful because basically this guy is doing this for free right now and if it ends up

costing him too much money, it's going to go away.

Cindy S: Yeah. Snag it fast.

Gary: That's right. Yes. It's it's the uh tragedy of the commons, right? We want everyone's going

to go and grab it till before he takes it down.

But um I I I you know I think if I think I can

probably figure out what he did. Um, so we might be able to come up with something similar. Um,

it's going to be an awful lot of work though, but we'll see. Maybe we can

maybe I can go and ask him what he did and we can go and try to create ourselves.

Cindy S: Yeah.

Gary: But we'll see.

Oh, looks like we've got a few folks here.

Welcome everybody to the uh ADA workshop. If

if you did not get the message um you know we have Catherine and I have been we've been doing these

all semester and we had you know sessions we had you know we did some on you know alt text and some

on color contrast and so forth. Um, and we decided with with the uh the email that went out there

and everyone has to get their their stuff ADA compliant or at least their syllabus ADA compliant

by the beginning uh not not by the beginning of by uh April 24th, um we decided that we would take

these sessions and rather than having regularly scheduled, you know, hey, this is what we're going

to talk about. We'll just kind of share out, you know, anybody's got things you want to look at.

You know, we can troubleshoot stuff. We can you can work, we can do whatever. Um the uh and and

we were just I was just talking to Cindy because she was like, "Hey, you know, we really got to

find a way to make this really easy." Um, and we actually we have one, um, somebody from the uh

Mass Colleges online and I forgot where he's from exactly but from one of the other colleges. Uh it

appears that he has a tool that he created a tool and it appears that he's kind of you know part of

his consulting work it looks like he does also um he has made this free to everybody. The problem

is that we are limited to 10 files per hour. Um  
and if he has said that you know look he's he's

kind of doing this out of the goodness of his own  
heart. Um, and if it ends up costing him too much

money, him too much money, then he's going to  
take this away, which is very understandable.

I completely understand. Um, my my I think he  
ought to go and put a tip jar up on it. So,

every time we use it, we put a few bucks in his  
tip jar. I think that's what we should do. Um, but

I I I thought unless anybody has anything else is  
really critical that they would like to talk about

or um you know chat about or things we want to do,  
I thought what I would do is demonstrate this tool

that we have. Um, and I'll I'll give you the link  
and we'll we can go and you can see what it looks

like, see how it works. And um I I think it's a  
really fantastic tool and like I said, tragedy

of the comments, maybe we all ought to start using  
it before he takes it away. Um but unless anybody

has something else, I thought we would start with  
that. Um anybody want to bring up another thing

to talk about or thing to put on the list maybe  
after we do this? Um what's anyone's pleasure?

Nick: Well, I have my syllabus corrected as we  
talked before. So, you're welcome to show it,

whatever you want to do. But I can't for the life of me, having transferred everything from

my old computer or in a to this new Apple, I can't figure out a way of moving the syllabus into GCC

so you could visually show it. I --

Gary: Gotcha. We can we we can work

on that a little bit though. We we might have to um that might be a thing we can take care

of outside of of this meeting.

Nick: Oh, okay. I thought you

might want to show it. Okay. Yeah.

Gary: Well, I'll I would show you,

but I'm not on my Macintosh right now.

Nick: Alright.

Gary: We we can start we'll start with your syllabus. We'll use that as as a good

sample of what to do, and I'll I'll work through the process of using this tool.

um using your syllabus if that's all right.

But uh anybody else? Catherine, anything that

you want to bring up that we should chat about?

Catherine: I think Ted has the same question.

We're struggling with the Mac, the Word doc, the submission form,

the accessibility checker. So, yeah.

Gary: Gotcha. Yeah. All right. So,

maybe you maybe I'll show all this stuff

and then I can go and grab my Macintosh and

I can jump on with my Mac if that might help with some some troubleshooting. Um But anyways,

let's go and I think let me share my screen with you. And actually, this will be a good uh a really

good example of what everybody can do and how this can work. So, and we are recording this, right,

Catherine? Yep, I see we're recording.

Catherine: Yes, we are recording.

Gary: Cool. All right. So, let me share my screen.

All right. And here's everyone's seeing Moodle,

I assume. And I'm going to go into uh Nick's course just because we we Nick and I kind of

chat about this earlier that we were going to do this anyways. So um I'm using that as kind of

our a good example. Um Oh, and actually Nick, we were looking at your course from 2005, last fall.

Nick: That's correct. Yep.

Gary: Okay. So now and I am

opening up right now. Uh, this is Nick's syllabus. He's got it in PDF format,

which is exactly what we would want. Uh, this has not been checked for accessibility, though. All

right. We we've not done anything with this tool at all. So, what I'm going to do is download this.

And let's see. Let's put it right on my desktop.

All right. We'll save it right there. And now I'm

going to and I forget to go and grab the link from  
uh from that tool that um that Brooks showed us.

Catherine: Winchell

Gary: B-R-O-O-K.. is there's  
not an E on it? Brook --

Catherine: No, his last name is Winchell.  
Yeah. W-I-N...I think there might be one N.

Gary: W-I-N-C-H

Catherine: E-L-L. Yeah.

Gary: Oh, here it is. Okay.  
So, and let me let me grab this

uh let me grab the link for this so we'll be able  
to use it uh later. Okay. So, uh here is the tool

and um like I said with this we do have to  
identify yourself and and basically the way

this tool works is your the the you see the 10  
free documents per hour um conversions uh that

is based on your email address. So, if you  
really wanted to cheat, you could, you know,

do 10 with your personal email address and 10  
with your uh email address. But like I said,

then we are really starting to uh we're  
we're costing this guy some money,

so we need to be careful about it.

Catherine: Yeah, Brooks is Brooks

is a friend. We want to we want to make

sure that we are not abusing his kindness.

Gary: All right, so here we are. We're going to upload the the file and we

could drag and drop for drop it or I'm just going to grab this one from uh the desktop.

And let's see. I I did notice I've done this a couple of times and I noticed that

sometimes PDF files or or occasionally these things they freeze up after a moment or two

um and they do fail. So, I'm not sure if that's something with

his workflow or what, but it's --

Nick: I had to have mine converted

over to Word so I could work on it.

Gary: Yep. Yeah. And and I if you did

notice um you see up here at the top, you can upload either doc x or pdf files. Um so either

one works. Now I have just this has finished uh processing Nick's file. Um, notice that the it

has made accessibility improvements. Okay. So, and it's going through and we have an an outline

here of what it did. Um, now I have this blue link here to download the accessible document.

And I'll put that one on my desktop as well.

All right. And so now up here my downloads I

can go and you'll see now on my desktop this is the original file that we downloaded from

Nick's website. Notice that his accessible file is noted here and it's a web uh it's a Word document.

And when we open that up you'll notice that all the things uh that should have been done have

been done. So it it has updated the headings um you know the course information. So it went went

through his entire uh syllabus found all the you know all the the descriptions all the you know

made all the all the change -- it did everything. It was it's fantastic. I've done this with with

half a dozen or so files and it really does to me does a super job um at figuring it out.

Now the only thing that I would suggest with this you know once we do all this process notice that

you know I'm still you we're using Microsoft Word um on my computer here and and I've gone through

and I've done the work of changing all of my headings on my the computers I use the most

uh I've changed them so we don't we no longer use the ugly blue. Um, so if you need to,

and what I would do is make sure that you go through and if you still have the the blue,

which is just barely compliant, uh, I would change those colors to black. Um,

that would be my my preference. Okay. Once you've done that, save this as a Oh, come on, computer.

Once you get that done, make a copy of this thing. And the copy I'm going to put

mine right back on my um on my desktop. Put it here. And now once it's done, we do want to uh

save this. I don't know why it's calling it that name, but um I'm going to save it as a PDF file.

Oh, somehow I got switched over to different a different

file here. This is the one I want to do. Uh, make a copy of this one. Uh,

okay. Still saving onto my desktop. I'm going to make sure it's a PDF.

Okay. And now when we go back up into Nick's course, if we, hold on,

let me get rid of these tools here. So now when we go back into Nick's course,

when we go back into Nick's course.

There we go.

Nick: If we could grab, you know,

my fall uh 2026 syllabus has been updated, so I removed all the blues and that's all black,

Gary: Cool.

Nick: But it's just trying to get it from point

point A to point B. It's making me crazy --

Gary: yup.

Nick: -- and I don't have much more hair to pull out of my head.

Gary: So then I'm going to go and  
I'm going to edit his existing

uh syllabus and we'll just delete that one  
that's there. Of course you could go and add

a new one if you wanted to get that accessible  
version and upload that and away we go. So

um let me put into the chat now. Uh let me  
get let's actually get me out of the share

and stop my share and in the chat I  
will add in there, here is the link

to that is a link to uh links to u uh Brooks's  
file. Yes, I know I'm putting in there a a

non-accessible link. I I get it. But at least  
you can all follow the link now and we can go

and use that. Um, so again that tool I have used  
that with some web files. I've used it with some

documents that I put up into uh into Google  
Drive. I've used Word documents. I've even

done a few uh PowerPoint presentation. Didn't have  
a lot of content in the PowerPoint presentation,

but it worked. Um, so this is a tool that  
you can use to quickly convert files from,

you know, whatever format they're in now. Um,  
get them into a Word file, upload those, and

um, and you'll be able to, uh, to create  
accessible documents from right there.

Anybody with a question, want to see something else about that? Have a

want to talk about this before we move on to other things? What's anybody's pleasure here?

Nick: Yeah. One quick question and it's I it's probably a stupid one but sorry here

it comes. Uh for us teaching online we would use the distance ed course syllabus correct?

Gary: Yes.

Nick: Okay. That's what I thought

but just wanted to make sure.

Gary: Yep.

Nick: So I'll be changing mine around again because I just updated my old one.

But as you know, let's compare. Let me see what that's like before we before we do

anything. Catherine: I'll add is that um if you're using the templates that we, that were sent out

um if you only ever use Word, you'll want to use the Microsoft template. And I'm not sure

if that was sent out on the form, but it is on Moodle. I'm going to put the

link for that one in the chat because um they're just a little bit different. So,

if you use Google, use the Google templates. If you're using Word, use the Word templates.

Cindy S: Claire, it's so wonderful

to see you. It's been years.

Nick: Where is Claire? I don't see her. She there?

Claire: I'm here.

Nick: Oh, there you are. You made it.

My partner in crime.

Gary: All right. So, we do have the the Catherine just did put in the chat the link to the

uh to the the templates up on Moodle. So, that's uh another resource we have and we can I suppose

if we want to we could uh go through the steps of you know converting an existing

uh file somebody's you know syllabus um and using the templates. We could do that if we wanted to.

Um, it's really, you know, like I said, we we have kind of updated what we're

doing a little bit here. So, it's whatever folks are interested in is what we would

uh want to spend time with it. If you if you want to go and just, you know,

start messing with both of these tools and and come back, you know, work on it and come back

if there's questions, um, that's fine as well.

Nick: So Gary, we might be better since Catherine

has put that template into Moodle just using that now you don't have to worry about moving

things from A to B.

Gary: Yep.

Nick: Thank you, Catherine.

Catherine: You're welcome. It's it's a matter

of preference. You know, I think some people and you'll see the templates are very very basic.

Some people are very um attached to how their syllabi look, right? Like I know you spend a

lot of time on your syllabus. It may look a very specific way and this template might not reflect

that. So there's options. You can use um the link that Gary shared to create something that was

going to adapt your existing syllabus or if you don't really care about how it looks um and you

just want to get this done for the April deadline, you can also use the template. All right, you

don't you can you can choose which one you prefer.

Nick: Where do where where do you want us to load

that since the new semester course isn't up yet, it's the uh uh shell. How do you want us? So,

we have to have this done. Do we have to submit what we're doing to anybody?

Catherine: For the spring -- for for the current semester you will have to submit this is for

everyone, right? Even though I guess the email --

Nick: Probably just send it to Amy?

Catherine: Uh...

Gary: Actually there

was the form went out. Um, I'll we'll grab that email and I'll put it in the the chat here. Um,

and I think actually, isn't the the the May or the the April 24th deadline? I thought that was

only for current classes, isn't it?

Catherine: I think yes. Alt's

only for current classes, but it's

Nick: Oh, okay. My class has ended.

Catherine: I think I think it's actually April 10th or 11th. So,

yeah. Um, so it's a little bit earlier, but yes, it's for current classes.

Nick: Okay. Do you -- So, since my class was a seven week class this past semester, it's over.

Do I still have to go back and do that syllabus?

Gary: I would -- check check with Blair on

that. I'm not sure the answer to that question.

Nick: All right. Yeah, I will.

Gary: That's above our pay grade.

Nick: Yeah. Yeah, I can.

Gary: [laughter] Yeah. Oh,

yeah. I don't Yeah, I would just check and make sure exactly what they want. I would hate to go

and say something and uh have it not be correct.

Catherine: So, um Gary and I in this situation,

Gary and I are your tutors. We are

not your your instructors. Like,

this is the final exam. We are just your tutors.

Gary: It's a really great way to put it.

Peggy: So, I have a question. Hey everybody. Um, this is a clarifying question about all of this.

Um, so you just showed us what you showed us was a a sil -- the syllabus document,

right? And you put it through ran it through this program and it came back and it said,

"Here's the things you need to fix." Okay, you've got that document. And then my understanding

is you could take that document and run it through one of the check programs that Blair

has sent us information about and then you get a screenshot and you submit that to Blair. Okay?

Gary: That's my understanding as well.

Peggy: Okay. And is this in terms of

coming up to speed on ADA compliant? Are we just looking at these syllabus or syllabi documents

or are we also looking at all of the all of the content on your Moodle course as well?

Catherine: So I I think it depends on what are you are you asking about like this just for this

April deadline or in the grand scheme of things?

Peggy: Well, maybe both. Maybe what is what is

required um for this April 10th deadline? And then of course in the grand scheme of things,

yes, we would want everything everything that we're putting out to be as ADA compliant as

possible. Um, but it for right now is it are we just focusing on the

syllabus document itself or all of the content in our Moodle that's going to

that we need to run through this checker system?

Catherine: I think Gary and I both have the same

understanding that for the April 10th deadline, it is just the syllabus or syllabi for your current

classes for this semester, right? Um, April 24th is the federal deadline. However, um what we are

telling people and have been told is that April 24th is when we have to show that we are making a

best faith effort to do this, right?

Peggy: So yeah.

Catherine: So that means in the future um and I think these timelines are being figured

out because some of it involve impact bargaining. Uh, but in the future the

expectation is that all digital content will meet these accessibility guidelines that are

being set by the federal government.

Peggy: So and so so when you say all

digital content then we were talking about all content on your Moodle sites. You break

down each your week what you've your assignments how they're posted you know

but that's not what the focus is right now?

Catherine: Yeah, that's not what the focus is

for April 10th. But --

Peggy: Okay.

Catherine: -- all digital content includes like everything on your Moodle page, everything that

you are providing to students, all --

Peggy: Yeah.

Catherine: -- email communication as well. So all digital content.

Peggy: Okay, um.

Catherine: If you are

sharing it with with anyone else if you are if you are if anyone else has access

to this content then it should be compliant.

Peggy: And I guess this is this is answering

my questions. Thank you. And I guess part of my my my confusion was uploading on these checkers.

I'm like, well, I I was thinking I was showing my whole Moodle, my whole Moodle page, course. And

I'm like, how do I upload all of my Moodle course on these checkers? [laughter] Like that's I don't

know how to do that. Like that's kind of crazy.

But if right now we're just uploading our document

syllabi into a checker, that makes sense. Got it.

We're going towards the full work of everything,

but that's not what we're doing right now in this uploading bit that we're turning in for Blair.

It's we're just focusing on our syllabi document.

Gary: Yep, that's correct. That That's

our understanding. The the other --

Peggy: Oh, perfect. That makes me so happy.

I'm like, "Oh, I can do that." Okay.

Catherine: That being said,

this is not something that you want to put off till the last minute. Like --

Peggy: Oh, no. I know.

Catherine: You know, you have

a bit of a reprieve, I would say, [laughter] just just having to start with the syllabus,

but it is a time consuming process. Most of the time consuming part is that there's a lot

of content that's out there and you just have to go and check it. Some things require more updates

than others and learning how to make those updates can be very time consuming. Right? So it's like

fixing one thing may not be, you know, the the thing that's the most time consuming part. It's

just at the scale that you have to do it at.

Peggy: But aren't we mostly looking at like

we were looking at Nick's syllabi, we were mostly looking at text content?

If you have a syllabi that is mostly text-based content, we're really looking

at adjusting the text presentation?

Gary: Yeah, it depends on where the text came

from because, you know, if it's something that you've created, you know, if it's something you

created in a word processing file or, you know, a slideshow that you made or something like that,

that's relatively easy to go and check. Um, and actually the the Grackle checker, the checker

that we use to do to check the accessibility of Google documents and Google Slides. Uh,

we do have the paid version which is going to start on April 1st. Um, so we're good there. Those

of you who using Microsoft products, we've got an excellent uh word uh accessibility checker there.

So if you're talking about that kind of text that you have created, um, that's easy breezy. Well,

it's not easy breezy. It's a lot of work, but but it's manageable and we can we can figure

out how to do that and Catherine and I can help you work through that. Um, and we can help you

develop some strategies for doing that. The other couple things that I'm increasingly worried about,

not worried about, but I think we need to make folks aware of is that all of the links that you

send folks to. So, if you have a video and you're like, "Hey, this is a really fantastic video." and

you go and you follow the link and that's not been closed captioned by the people who published it,

then you cannot link to that anymore.

Nick: Ohhhh.

Gary: If you if you have a you know, if you've got a link to a a PDF file

and that PDF file is not accessible, you cannot link to it anymore. You would have

to convert that into some form that is accessible.

Peggy: But I'm saying but but in my in my syll in

my my sylli, I know it may be different. Everybody has, you know, syllabi. They have different bits

they put in there, so on and so forth. I tend to keep my syllabi pretty uh pretty basic.

Gary: Mmm hmm.

Peggy: Um, and anyway,

so like I don't have any links in my syll in my syllabus or in my syllabi to outside --

Catherine: Do you have links in your Moodle page?

Peggy: Well, yes, I have links in my

Moodle page, but my --

Gary: That material needs

to be accessible also.

Catherine: Yeah.

Peggy: In all of the all of the places

throughout, so, if I have any links,

well, that's [coughing] different than what we just what you just said, when it was just your

syllabus document and you're like  
Catherine: Yeah, that's for April.

That's for April.

Peggy: Oh, well,

that's that's what I mean. Yes, just for April.  
I just I'm just talking about the April deadline.

Catherine: This is this is why I'm saying start early. Like you have a reprieve that only your

syllabus is now due in April, but all of this is going to have to happen. Um and the timeline for

that is is being determined.

Peggy: Yes.

Catherine: I think it's it's bigger than just like our campus,

right? This is being determined statewide.

Peggy: Yeah. No, that yeah, that makes sense.

I was thinking everything, all the Moodle content by April 10th. So, that's what I was thinking. So,

I'm and I know I'm I've I I know that it's a lot to do that. And so, I'm like,

that's a lot. And I'm been trying to, you know, do it as I go along, bringing things up to speed,

as much as I understand it to be close captioning and so on and so forth and all of that.

But um I'm just just focused on the the 10th right now and so I can get that up to speed

and then move on to the Moodle page once I get the syllabi ready to go. Okay, that --

Gary: I I think that and you're that recommendation you just made um you know get

the syllabus done now and then even if you if you as you start working on your course you know just

work on one section at a time um that would be a fantastic way to do it and and you know what we've

had lots of trainings we had lots of workshops had lots of all this stuff so if you take all

that and as you know as you're rolling out your course go through and double check that stuff

and then you know make it available once it's accessible. Um, that's a really great strategy.

Peggy: Yeah. Okay. Thank you for the clarification on all of that. Appreciate it.

Ted: Class require a Moodle supplement?

Catherine: Uh, so the question the question

from Ted is does an in-person class require a Moodle supplement? So any class whether it's in

person or online has a Moodle page,

Ted: But is it required to fill in?

I've never had a had a requirement that I had to have a Moodle connected to this

class because everything is done in person.

Gary: Well, I think that that that's a that's

a union and a Blair question.

Catherine: Yeah.

Gary: Because my my understanding when I started here, you know, years ago,

um it was my understanding that that all courses had to have there were certain things like the

syllabus and one or two other things had to be up on a Moodle page. Um but that that was my

understanding at the time and I know there's been there's been lots of contract negotiations since

then. So I'm not sure what the requirements are. So I would you know check with --

Ted: I'm not either.

Catherine: Yeah, we're not your professor.

Ted: I I only put things on Moodle when I was doing online classes,

when we all had to do online classes. That's when all our courses went back to Moodle. And now that

we're back into in-person classes again, you could probably just erase your Moodle

page and not have one and avoid all of that.

Catherine: But are you how are you giving this

information to students?

Ted: In class!

Catherine: How are they -- But you have a lot

of videos, Ted. How do they access the videos?

Ted: I play them in class.

Catherine: And they never have any

access to them outside of your class? They can't refer back to them as homework to look for their

notes and double check what they learned?

Ted: I could, but...

Catherine: But you'll deny them that?

Ted: No, I have a link to my download page,

my Google Drive.

Catherine: Yeah.

Ted: So, they get a link to my Google, to my

drive. My Google Drive. What more do they need?

Catherine: They need everything that you're giving

them access to to be accessible. So everything --

Ted: Well if they're in class everything's

accessible and so is that.

Catherine: But if you are

giving them the link to your Google Drive and the content in your Google Drive that

they are then using is not accessible --

Ted: Well, it's going to be accessible.

Catherine: Yeah? So then then that'll be good.

Ted: Yeah. It's accessible now.

Catherine: Is it?

Ted: Yeah. As far as I know,

it's it's not, not, what do you call that, Gary?  
When you have to have closed captioning? I don't

have closed captioning on it.

Catherine: That's,

that's a big, that's a big --

Ted: Well, there's thousands of hours

of closed captioning that have to get done.

Catherine: Yeah, that that's kind of the big

thing. Closed captioning is a big, closed  
captioning is one of the big things that

we're telling people they need to focus on. It's  
one of, it's one of the biggest um it's one of

the biggest things for making things --

Ted: They're working on that for me. We

haven't found a way to do that yet. Easy  
way to do that yet, let's put it that way.

Catherine: Yeah, that's that's the  
issue. This is a time consuming process

Gary: And actually the reality is you  
know everyone is in the middle of a

uh let's see 30 some odd year reprieve  
from this because you know the Americans

with Disabilities Act passed in 1990. So  
we should have been doing this since 1990.

Claire:

Yeah, that's with my courses.

That's going to be a big thing is

closed caption because I show a lot of videos.

Gary: So, Claire, those videos are they things

that have been produced by other folks?

Claire: Usually.

Gary: Yeah. Um, so we we do need to make sure that that those are closed captioned. Um,

the other thing we need to do, and we're trying to figure out how exactly to do this as well. Um,

we need to have not only the closed captions, but a transcript of those files as well. Um,

and I'm not I really when when we're talking about content that have been created by other people,

if those publishers have not made them captioned and if they they not provided transcripts,

um, I'm really not sure what we're going to do because um, you know,

we're dependent on those folks. Um, and if they haven't made the stuff accessible, technically

we're not supposed to be be linking to it.

Catherine: The good news is that these new

guidelines are affecting pretty much everyone.

So, everyone is going through this. This isn't

just schools. It's not just us. It's not just Massachusetts. Um, this is anyone that is

uh anyone that gets federal funding. The local governments are going through this.

And um depending on the size of the population that you reach,

your deadline is this year or next year. So everyone is really going to have to do this. So

hopefully that means that other people are going through the same thing and they're going to make

um they're going to make that content accessible and so it'll be you'll still be able to use it.

That's fingers crossed, right?

Ted: Are you sure you're not

going to end all online classes?

Catherine: Well, that's not up to

me. That is so, so SO above my pay grade.

Ted: Well, I don't know. It certainly seems

like a drive to end online classes and to do everything in person and --

Catherine: If anything, I think it's the opposite. I think it means that you're making content more

available to everyone. Because if you're if you're in person, what are the accessibility

tools for someone who's teaching in class? We don't have ASL interpreters. You don't have live

captioning for the person who's talking in class. We don't provide all materials in braille format.

Ted: No, we don't. [laughter]

Catherine: Yeah. But if it's online,

there are tools, the digital tools to make these

things available to people who have accessibility

needs and even people who don't have accessibility needs but who find these tools useful.

Nick: Uh Gary or Catherine, a question for either one of you. In your experience, are there a way

to go to a link for a YouTube video we might use and find out by clicking on it if you can bring in

closed caption or would it be there automatically?

Gary: Uh they should be there automatically.

Nick: I see. Okay.

Gary: Yeah. And actually, we

can I could share also because remember Nick, when we were looking at your course earlier this week,

um there was a couple of remember there was some uh what was some some math things that were --

Nick: Yeah, right. Yep. There was one of them we had to change because it wasn't applicable.

Gary: Yep. Um let's see.

Nick: I'll tell you which one. Uh

uh math antics regarding percentages.

Gary: I'm trying to find what

week was that in? Do you know?

Nick: Oh, God. Free. I'd have to go back and look.

Claire: Yeah. Some of the --

Nick: I think it's week three.

Gary: Week three. Oh, yeah. Here we go. Um, so here is, let me get this off so we can see

a little more clearly. So, here is some these are some videos from Nick's course. And we'll

go and take a look at this first one, how to do fractions. And that's going to pop up on YouTube.

One of the trickiest things. And you notice down here we have the the clo, there's this CC the close

caption button player.

Nick: Yep.

Gary: When you turn that on, you notice that we're going to get the And let me

turn this down a little bit because that might have been way too loud for you. Um

uh so when we start playing this um you do notice that there the uh captions are here. This --

Nick: Oh yeah.

Gary: -- this video here was

uploaded a long time ago. And if I was looking at this, I would say this is not an accessible video

Nick: Oh.

Gary: Because yeah, these this video here

uh these uh these closed captions are not well done. There's no periods, there's no punctuation.

It's you know, they're they're not very good.

Nick: Um okay.

Gary: Yeah. In general, the rule of thumb is that we want to have 90% compliance. So you want

to have you know 90% of the of the the material needs to be um in the video. This does not meet

that. Now, and I'll, you know, we notice this video here. You see it was created nine month,

nine years ago.

Nick: Mmm hmm.

Gary: Nine years ago, YouTube was closed captioning, but they weren't very good. Now,

if we go and take a look at um here's another link, the next one in Nick's course here. when

we follow that one, we are going to get. So, here is the math video playing. And if you notice the

the video, the closed captions down here. It's got punctuation. It's got, you know, words are spelled

right. It, you know, there's going to be uh uh capital letters where they need to be and things

like that. Uh, this video was updated 13 years ago. So, these people who created these videos,

these math antics people, um, they did a good job of going in and making sure that their videos are

closed captioned. If you're going to go in and take a look at a video, this is what you want to

look for. You want to make sure that the closed captions are on, and you want to make sure that

the uh, that they're as good as they can be. The question of course is going to come up, well,

you know, it's the greatest video ever. The closed

captions are pretty good. You know, we've got only one person talking. Can't we just keep it? Um, you know, and and from my point of view, that's going to be up to you. You're the one that has to defend your decisions that you're making about, you know, what videos to use? Um, you know, and I suppose there could be an argument made if if somebody called you on it. You could say, "Well, you know, this is the best I, you know, it's the best I can and the the the spelling seems to be right. It's just we don't have punctuation so forth." Um, they they might somebody might say, "Well, this is good enough for now." Um, we're not making those decisions. I would say you want to make sure that you have the best quality closed captions that you can. Of course, for for this video here, again, we're still not sure about how to get transcripts made from this. Um, but we're working on that one.

Nick: Um, but this this video

right here is acceptable?

Gary: Uh, it has it has acceptable

closed captions.

Nick: Okay.

I wonder why I had a note to uh change the current that current one.

Gary: Was there another question somebody was asking?

Cindy: Yeah, I was just going to ask who's going to make the decisions of whether or not

they think it's good enough or not.

Gary: Really good question. We're,

Catherine and I are your tutors. We're not --

Catherine: Yeah, it's not us. Um, and I think

that but I think that's also a question, you know, that that question comes on many levels,

right? Is it the deans? Is it the college's lawyers? Is it the state? Uh, but the you know

the fear, or the concern is that someone um will find something that is not accessible and then

make a complaint and the whatever body it is that is going to be enforcing this which I guess is DOJ

um will say that the complaint is valid and that will then result in a fine for the college, and

if there's enough of those um complaints, there could be loss of funding. That, like is that going

to happen? I don't know. But that's the trajectory that everyone is concerned about. Again, not just

here, but that's what everyone is facing.

Claire: Is there a date on that?

Gary: The the 24th of April.

Claire: Right, but that's the

syllabus. But um beyond that would --

Catherine: The 24th of April

is is the federal deadline.

Claire: Oh, for everything videos

and syllabi and everybody. Okay.

Catherine: Yep.

Claire: Wow. But we What about for the fall

courses that all of them have to be done?

Catherine: That's why we are telling people to

start this, you know, as soon as you are able to.

Um, if you can't get things done by April 24th,

which um, you know, quite frankly I don't think  
anyone is expecting you to get everything done by

April 24th, the idea is that you are showing  
a best faith effort that you are making this

happen. And the first step to doing that is  
by submitting the um, compliant syllabus.

Claire: Um, yeah. Wow. Well, I think that  
that uh yeah, before she left, she thought

that April was syllabus only and it means --

Catherine: So, April is April is syllabus only.

Um or well, April 10th is the syllabus only.

April 24th is the the federal deadline, but --

Claire: For everything.

Catherine: For for you

know for "everything" in quotes. What that  
means for us is that we are demonstrating

a best faith effort to make that happen.

So, you should be working on everything,

you know, as as much as you can. The fact that you are, this is Catherine the tutor speaking,

right? Not Catherine a lawyer, which I'm definitely not. Um but the fact that you

are coming to these sessions and and doing this work to me means that you are making an effort,

right to to learn what you need to do to to make the rest of your content compliant.

So it's a start. I'm not saying it's the only thing you have to do,

but this is coming to these is is a step.

Nick: Gary, I can't remember the term you used before, but you indicated that we really have

to have proof for all of this. Correct? To make sure our material is compliant. Um each

individual item like all the videos we have.

Gary: So right right now the only expectation

is that your syllabus be compliant. Um and the email that came from Blair has details on how

to do that doing screenshots or something. Um as far as other materials are concerned, you know,

other stuff that's going to come up, you know, the questions are, you know, when does stuff

have to be done? Well, according to the federal government, it's got to be done by the 24th --

Nick: Right, okay.

Gary: -- of April. According to

our lawyers, we have a different timeline. They they, the state has set up a different timeline

for various folks. Um, and and that has all been that's been negotiated as well um, between you

know the the union has been participating in that and so forth to try to figure out who's

you know what exactly is a reasonable timeline. The other question of course is who's going to go

and check this stuff? Um, it's not going to be me. [laughter] I I doubt it. I doubt it's going to be

um you know I I I'm not sure you know who who knows. I mean, will next year when you start

having your course evaluations and you know, when and Blair or whoever comes into your courses, you

know, they might be looking for ADA compliance. I have no idea. Um, I know that we, you know,

Catherine and I would have, you think it's been hard to try to teach the teachers what to do.

Imagine trying to teach administrators how to do this. Oh my goodness. Oh, wait. We're recording

this, aren't we? Oh, man. Cindy, go ahead.

Catherine: How many people are watching though?

Cindy S: So, G, I just put my syllabus into the link that you gave us. Can I

show you what happened?

Gary: Yes, please do.

Cindy S: Okay.

Gary: Stop my share,

go ahead and share your screen. Let's see what what it's doing. Cindy S: Thank you.

So, the first part --

Catherine: Oh, I love that. [laughter] So easy.

Cindy S: The first part came out great and I've been changing the blue to black and

bolding and then I get down to here and the whole rest of the thing is like this.

Catherine: Um, I think I know what might have happened. I think it's because you imported the

Google the Word doc into Google.

Cindy S: Un uh.

Catherine: No?

Cindy: It's a PDF

that I put in, but I will try it again.

Catherine: Wait, so when so when are

you uh... do you only do you have Microsoft Word on your computer?

Cindy S: Um yeah, I don't use it, but I have it.

Gary: And actually, you know what, Cindy,

real real quick, share that file with me.

Okay, exactly. Oh, I forgot I'm sharing.

You guys are seeing all my shit back here.

Gary: Yeah, but but share share it up there.

Go back into Google. Yeah. Hit the the share button up there in the top right.

Cindy: Yep. Okay.

Gary: And give me access just because I think

it's probably has to do with the um uh I think if we resize your your chart, you'll be good.

Cindy S: All right. Thank you, Gar. Gotcha. Let me go I'll go take a look at it. You know, Catherine,

I'm going to do it again because I I I always put everything in PDF because if you don't,

even when you haven't made a mistake and um Grammarly is on there, it shows all different,

you know, things that I don't want people to see. So, I generally put everything in a PDF anyways,

but I will I will most definitely try that again.

Claire: I put my syllabi in both forms because

some students said they can't open some of it. So, um I always have them in both.

Cindy S: I mean, Claire, I I agree. I I don't know how Adobe has lasted this long. It is the most

confusing cluster ever. And my friends who are in the business industry and journalism industry,

there's nobody that disagrees. So, it makes it problematic because even when the college

sometimes sends me things and I don't have Adobe, I can't open it. So, it it I completely

understand what you're saying.

Catherine: Cindy, you should

have access to Adobe um if you would like.

Cindy S: I know you guys said that the last time,

but honestly, I mean, and I am going to send the email. I've just been so busy this week, but it

stinks because you don't it's not user friendly.

Catherine: Uh yeah. So I I was going to add if you

don't need to use Adobe, don't use Adobe, right?

Like don't run the accessibility check in Adobe

if you are if you have access to another way, right? If you, if you use Microsoft to create your

um to create your documents, use the accessibility checker at Microsoft. If you are using Google,

um we're going to have the accessibility checker for Google, Grackle, that's going

to be launched really soon. There's going to be some communication that goes out about that. So,

use the checker that is already in the program.

Um, and only use Adobe for very complicated

PDFs that have lots of diagrams and lots of different elements like an infographic, right?

Gary: Let me --

Catherine: That'll be easiest.

Gary: Let me show you real quick also. Um, so here is Cindy's file. And basically what we're

just looking at is the u this uh these uh this table right here. And actually if I just if I

put my cursor right on the very line here, the edge of the the table, you notice how the cursor

changes. And when I have that change cursor, I can just drag my columns and make them wider.

Um, so this this will make that that's going to look a lot better was before.

Nick: Ohhhh.

Cindy S: Ahh ha. Once you

did that, everything else opened up. Okay.

Gary: Hey, that was an easy one to fix!

Cindy S: That's why I love you, Gary.

Nick: Hey, it's so easy when you know what

you're doing. That's my favorite. Hey, watch it.

Gary: Watch it. Don't Don't be spreading

rumors that I know what I'm doing.

Claire: So, that was like a graph. That's why I

didn't accept it and you just had to stretch it.

Gary: Yes.

Anybody else? Oh, holy cow. It's already It's 23 minutes after 1. Anybody else with something

real quick before we have to head out?

Cindy S: So, Gar, are these every week?

Gary: Yes. Yeah, we'll be doing another one next week. Yeah.

Cindy S: Okay.

Nick: Well, you might find

me back in it again. You know --

Catherine: That's okay.

Nick: -- I'm a remedial learner. [laughter]

Catherine: That's part of uh that's part

of the process. That's part of showing that

you're you're doing the things you need to do.

Nick: Yeah. Maybe by repetition you'll get it.

Gary: Kate, you want to jump in with something?

Kate: Yeah. I I I just sent in my my syllabus

for this semester, um and I just wanted Can I share it and show you what I did? Absolutely.

Um because it might help other folks. Um...

Cindy S: Kate, I was just saying that to

Gary the last time we met. Like I love coming to these because then

you can see what other folks do, you know?

Kate: Yeah. Yeah. So I mean I used to have

kind a nicer syllabus in terms of other colors and things like that. So this is boring, bland...

Catherine: But it's gonna get you through April!

Kate: Yeah. But it passed all of the the checks

in Grackle and then what I did was I exported it to a PDF from this um and that's what I ended up

submitting. So hopefully that'll satisfy things.

Gary: I think it will. Kate, did did you use

the templates that I did provided?

Kate: I did not, because I actually

did this when I created the syllabus for the first time. I I used Grackle early

on before I submitted my syllabus back in the beginning of the semester. So,

um at that point it was passing Grackle. [laughter] So, I I like I ran the check

again. But, there are some things that do pop up like "single heading one." Like I have course

description and class structure high, you know, those are under heading one and it wants you

to have different numbers for each heading. Catherine: Yeah, Kate, I looked into a little

that a little bit more after you had mentioned that and then when I was setting up templates

and um so it seems like, I think this is that, I I was telling someone else this the other day. I was

like what I'm gonna tell you might -- Kate: I think Amanda brought it up

Catherine: -- ruin your day uh a little bit. Um I think that a lot of this has to do with how Google

tags the headings um, because They're really it is best practice to only have one Heading 1.

Kate: Yeah.

Catherine: Heading 1 ends up sort

of taking the place of the title, right? Um and so that is something that in an ideal world you would

you would change for the future, but you can very easily go in to Google and then also update your

personal Google heading settings so that Heading 1 looks more like the title. if you'd like. Um,

yeah. Yeah, you will keep getting that kind of like error warning, you know, it's it's

not an error message, but it was uh it's --

Kate: It still passed the the accessibility

check. So, but it did flag it. So, it's like --

Catherine: So, it will it will pass, um,

but it does then become a little bit tricky when you export it to another program. That's where

it really starts to come up and and create a few problems. So, um, and then, yeah, I think Grackle

will become available for everyone. Um, so.

Kate: I think I was able to use it because

I got in on it early when you were first talking about it,

maybe. I don't know.

Catherine: Yeah.

Gary: And Catherine, did you see the number of tabs that Kate had open?

Catherine: Uh, no, I wasn't --

Kate: Don't look at that!

Catherine: -- paying attention.

But does it look like my screen?

Gary: Oh, no. No. She's she she is

leaving you in the dust. [laughter]

Catherine: Well, I got a lot open right now, though.

Kate: I got a lot going on.  
[laughter]

Gary: All right. It's coming right up on 1:30. So, uh maybe we'll we'll call it

quits here because now we're just starting to talk about people's tabs.[laughter]

Catherine: Hey, no tab shaming. It's how I keep my It's a, you know,

instead of a cluttered a cluttered desk, it's a cluttered desktop,

right? My desktop is very nice, but um my cluttered internet browser.

Gary: All right, folks. So, that was um I I hope that was helpful. Um saw a lot of cool

things today. Uh you've got the link to uh Brooks's tool. Uh you've got the link

for the templates that are there. Um, keep working with those. If you've got questions,

reach out to us. Um, hey, you can come back next week and show us what you've

been doing with Brooks's tool also. Um, but, uh, that was great. Um, have a good weekend,

everybody, and I will, uh, see you around.

Nick: Gary, I'll get back to you next week.

Is that okay with this other issue?

Gary: Yep. Sounds perfect.

Nick: Okay. I'll shoot you an email  
and then we can set something up.

Claire: Thank you.

Nick: See you later. Yeah. Bye-bye now.