

CATHERINE: We make these mistakes too.

GARY: Um,

OK,

oh,

we get a chat in there too.

Let's see.

Oh,

sure,

CATHERINE: Rosemary,

it's Catherine.

Hi.

ROSEMARY: Thank you,

thank you.

I don't recognize everybody's voices,

so

thank you,

thank you.

GARY: Um,

yeah,

so the,

the,

the,

what we wanna talk about,

or what we wanna make sure that,

to,

the folks understand is that nothing's gonna be perfect.

We're trying to get better.

I've always had,

you know,

people instructors would come to me and they say,

well,

I've never had,

it's never been a problem for me,

you know,

no one's ever complained about stuff.

And that's not the,

that's not the bar that we're going for,

you know,

people should not have to complain if they can't hear something,

they can't see something,

or if it's not.

Um,

so,

So,

you know,

we,  
we want to be doing this as much as we can.

You know,  
and the other thing that I say when I,

when I talk about this,

especially with,

with faculty is

You know,  
imagine you,

you have a,

a,

a study guide for a test,

you know,  
and like,

hey,  
you know,

my study guide for a test,

and I'm gonna give this out a week before the,

the test,

the test on Friday,

give it out on Monday,

and the student says,

I,

this is not accessible.

I can't read it.

And so you say to the student,

OK,

we don't,

let me give it a,

I'll go make it accessible,

so they have to wait an extra 2 or 3 days to get it accessible.

So

that's what we're trying to do is minimize the

amount of disruptions that people who need this,

um,  
can get.

DANA: Hi,  
I'm Dana.

Um,

I know you are familiar with our department.

Is this?

Mostly for student facing stuff or like for us we work with a lot of employers,

we work with a lot of like.

People who are not necessarily students,

should all of our materials also

match the requirements.

GARY: Everything

that you create

should be accessible.

DANA: OK.

GARY: Now,  
and,

and of course we,

we've been having conversations and you know,

Jill has been,

been,  
you know,

leader in this and,

and,

you know,

talking to the legal folks and say,

well,

right now we're worrying only about the public-faced stuff.

But you know what,

everything's gotta be accessible eventually anyways,

because,

you know,

if,

if we have all of a sudden,

somebody comes in and they're sight impaired,

and all of a sudden,

all,

all,

if all my training materials are not appropriate for those students or for those,

for those employees,

what are we gonna do?

So right now the big focus is on,

you know,

uh,

public facing stuff,

student facing stuff,

and then we're gonna work on employee facing stuff later.

CATHERINE: And the other thing to remember,

which we've been saying a lot is that.

All of this is a skill,

right?

Like it's,

it's all new stuff that you have to learn.

So it's gonna be a lot easier if you start learning it now

and start applying these things to the new content that you're creating,

um,

for faculty in particular,

um,  
it's much easier to do this with new work

that you're creating as opposed to going back,

but that doesn't mean that you don't have to go back and fix the other things.

I wanna stress that,

um,

but

it's.

It's going to be easier if

the

work that you're doing is right to begin with,

so the new work that you're creating,

let's interject the whole thing.

JILL: So and just in terms of the overall picture of

what's expected,

um,  
for now,

so that we have this April 24th deadline for

reaching compliance,

um,

so that,

that what that

supposedly means is that we're about 85% or more compliant in terms of our.

Um,

you know,

accessibility.

And,

um,

that

deadline is

somewhat arbitrary,

and so I feel like,

so what they're saying is it's April is the deadline,

there's a little bit of leeway we have probably till the fall,

um,

to make sure that everything is in line.

It's a lot,

and it's also an ongoing process.

So,

We're,

we're in good shape.

Um,

we're like right in the middle of the pack,

I think,

but we're,

that just means that we're still like pushing hard to get to that place of

85%,

and then

sort of as you're saying,

ongoing continuing

practice.

CATHERINE: Yeah,

and I think for a lot of people hearing 85% compliant is really confusing.

It's like,

what does that mean if something isn't compliant?

Like,

does that mean it's just not compliant?

Like how do we judge this percentage,

um.

Do,

do everything you can.

Think of it that way.

So if you're going through this list and saying,

OK,

um,

you know,

this is the email I'm sending.

I don't have any images,

so I don't have to worry about all text.

I've made sure that my

hyperlinks are descriptive and not the link.

I'm making sure that.

Um,

I,

the Word document that I've attached has headings.

So just going through and making sure that you've

done what you can for each aspect of this,

that will,

that will help you get to

the place that we want to be.

JILL: If,

if

we do 100% with all the things we have control over,

we probably get to 85% exactly,

yeah.

GARY: Yeah,

and,

and the other thing that we're,

we've been talking about,

and I talked about with faculty a lot,

and I would give the same message to,

uh,  
to any staff is,

you know,

we've all got a bunch of documents that we use,

right?  
I mean,

we've all got a huge pile of stuff.

The,  
you know,

trying to make,

we,  
we do wanna make all that stuff ADA compliant,

but you know what,

if right now,

if everything that you make from today forward

is compliant,

then you're,

you're in good shape,

right?  
I mean,

that's,

that's at least better than we can go back and work on the other stuff later.

But work on the stuff that you're producing right now,

that's the most important thing that that I would have folks focus on,

CATHERINE: Yeah,

and then you'll learn what needs to be done for your older,

um,

content for the,

for the existing

work that documents,

um,

yeah.

And

for most of these things,

it really,

once you know how to do it,

it shouldn't add that much extra time to what you're doing.

I won't say that for everything,

but for most of these things,

it shouldn't add too much extra time to your work.

So,

it's learning,

the learning process that takes time,

and then

fixing the existing,

the existing stuff.

GARY: All right,

so let's jump in and

let's start looking at uh

Captions and transcripts.

That  
order is terrible.

Yeah,  
let me,

let me zoom in on this little bit.

That'll be easier for everybody to see.

So,

captions,

um,

Every video that you are sharing with people nowadays

needs to be closed captioned,

OK?

Encaptioning needs to be the,

the general rule of thumb

is that you should be 90% compliant

with,  
with this.

And what that means is

90% of the words have to be spelled correctly.

And that's a big deal if you work in the medical field.

We've got to go in and sometimes double,  
triple check to make sure that everything is spelled  
properly.

Fortunately,

And,  
and this used to be a real pain in the neck,

because

basically,

everybody,

we could go on,

we could upload to YouTube,

and YouTube would close caption stuff,

but it would do a terrible job.

Words weren't spelled,

uh,

words were misspelled,

there was no punctuation,

no capitalization.

In 2025,

Google updated

how they closed captioned stuff.

And every video that I have looked at,  
even the ones with some special terminology.

Every one that I've looked at  
is like right on about 85 or 90%.

So,

they have  
vastly improved their YouTube  
uh caption.

So,

that's for the stuff that,  
that you are uploading.

If you,

if you've got a,

you know,

a,  
a workshop that you're doing,

you have something that you do

in,

you know,

in

live and in person,

if you record it,

pop it into YouTube,

within a few minutes,

it's gonna be ADA compliant for accessibility,

which It is fantastic

because for years I've been telling people you've got to go and edit your videos.

CATHERINE: We'll say that the longer the video is,

the longer it takes for YouTube to generate those captions,

um,

but it is not something that you have to sit and watch it do.

You can upload the video.

You can go do something else.

You can even close out of YouTube,

and then you can come back later,

and the captions will be there.

So it's not something that you have to sit there

for.

GARY: So we should go,

let's go take a look at

what

YouTube

looks like and how to go in and edit those if you do need to,

um,

and this is true.

The other thing that people have said,

and I've dealt with this for,

with the faculty,

um,

and you may be dealing with,

with some of the things that you're making available in your in your,

your offices.

If you make somebody else's video available,

and it's not close captioned.

You should remove it from our site.

Because,

you know,

we're responsible for all the content that we're putting up there.

And if we're,

if we're making it available to our users,

it needs to be ADA compliant.

Um,

that's been

for,

for faculty who have like rolled courses over and

over and over or for people who have videos

that they've been using over and over,

that's gonna be a real pain in there,

um,

but everything does have to be

JILL: I,

I'm wondering,

along the way,

or do you wanna,

yeah,

jump on everything.

So,

um,

I was actually curious about that because

is it,

is,

so it's not acceptable to have a

A disclaimer or anything,

or to say like,

because sometimes it's hard if it's an external video and you don't have you kind of

have to use it for different reasons.

Is there any workaround in any scenario?

CATHERINE: Chrome

does have live captions in the browser that do work very well,  
and it also can do translation.

But it won't generate a transcript,  
so it's kind of like that's like a halfway point,  
right,

and you can't like scroll through it because it's just captioning,  
yeah,  
it's like a caption overlay.

It's a separate window that opens,  
pops up,  
and just is

GARY: We should show people how to do that.

You,  
you wanna drive from up there?

CATHERINE: Sure.

And that's this thing that like

JILL: There's no other option more tools,  
so you're saying in general we have to,  
you know,  
we shouldn't be referring to extra figures

CATHERINE: Now I can't remember where it is.

GARY: It's in settings.

I thought it was under there more tools.

GARY: Here it is.

There

And turn on live caption.

CATHERINE: So,

and I think

there we go,

yeah.

Um,

so you can,

English is the default cause.

Your Chrome or your,

you know,

whatever,

whatever language you have your,

um,

Chrome set to will default,

but you can also add languages,

um,

as I said,

and it works.

I have found that it works pretty well.

I think that the capitalization and grammar is very accurate,

um.

But again,

it's just like an overlay.

So it isn't popping up,

probably because I'm still in here.

Yeah,

because you're still in there,

so.

Right,

it's it gonna,

and actually this,

GARY: This will only translate audio that's coming through

the web browser,

so you have to be playing a piece of audio or you know

inside the browser,

you know what I'll do.

That's right,

I forgot I'm not a computer.

Despite my best efforts,

I'm not a robot.

I do,

I,

I know,

just because I was

working out recently.

so here,  
So,

oops,  
should just grab there.

Um,

so here's a piece of audio.

I'm not gonna play this one because it kind of,

it's funny.

Um.

So

here this is a podcast

from my

this is my,

my video,

you know,  
it's a,

it's a podcast on my website.

This is playing audio right now and you see

that is the transcript of what the people are saying

in the audio,

which is kind of cool.

Uh,

so this is not paying attention to us.

This is paying attention to the audio coming out of there.

So if you were,

you know,

your question,

if,

if we do have a piece of data that we really need to use.

If folks turn on,

uh,

if they use,

use,

uh,

Chrome,

turn on the,

uh,

live captioning,

it will play the caption for the,

but that,

so you'd have to give instructions to the user,

exactly.

So say like,

you know,

to make this accessible,

that's what you need to do.

It's not ideal because you are then putting the burden of making it accessible on.

Onto the person who needs that

extra

technology

so that

like

I would say that it's a last resort,

right?

It's

we're not meeting the goal that we're setting for ourselves or

really meeting people's needs if we're doing that.

And it just on that note,

I would,

I wonder if it counted as accessible even

questionable.

I just

legally,

legally it would not,

yeah,

yeah.

But it is,

you know,

in the meantime,

it can be a workaround,

um,

yeah,

so legally,

no,

but

I think.

Knowing that there,

that the

tools we are using,

this comes up a lot,

um,

like,

it's gonna come up with Google,

it's gonna come up with Adobe,

where we're Gary and I are gonna say,

like,

inherently these things in the software are not accessible,

and so these are the steps we have to take to fix that,

um,

but knowing that

Google and YouTube and Microsoft and.

All the softwares that we use

are making changes

to make things more accessible for people,

I think it's something that

everyone should keep in mind that like,

OK,

the big tech companies are recognizing slowly.

That the people need this to be fixed and so they are making

these changes and this is what we have to do in the meantime

until it gets easier.

We,

we've got Nikki here then Shannon line.

So Nikki,

go ahead with your question.

Um,

it's been a minute since I've made a podcast and notebook LM,

but if I do,

do they transcribe and

Uh,

no,

because

What,  
what,

what I typically do here is I will,

no,  
no,

so yeah,

so basically the,

the audio file that you create,

um,  
it depends on where you put it,

it's whether or not it's going to be,

uh,

get a transcript for it and get the closed caption.

NIKKI: OK,

so if I put it on YouTube,

I can I upload it to YouTube and have it do it?

Yes,

OK,  
yeah.

Uh,  
shannon,

go ahead.

Think you're muted,

Shannon.

SHANNON: Thank you.

Um,

so this is me just kind of thinking out loud,

not recommending or even

suspecting it's a good idea,

but just in this like,

area of like workarounds when we get stuck,

I assume that creating

like a document that

like

is a transcript

and providing a link to that wouldn't be accessible enough

cause it's clunky for the person who needs it.

Is that right?

So creating the transcript and then having the transcript

with the video is actually what we're looking for.

That's,

that's what we're aiming for.

I guess I meant if it wasn't like a separate document,

but that's,

I'm,

I'm,

is that what you mean?

I,  
I'm,

I was thinking that maybe that wouldn't be.

So it,

with YouTube,

apparently there's there's closed captions in YouTube,

and there's,

there's also transcripts that are available on YouTube.

I have not been able to figure out how the two of them differentiate.

I just can't.

Every time I go and try to find the transcript on YouTube,

it points me to the closed caption stuff.

Then

every now and then I'll say,

I'll go to,

to NotebookLM

I'll say,

Hey,  
go grab the,

the transcript from this YouTube video,

and it's

closed caption,

but they say there's no transcript.

So I'm,  
I'm just,

I'm really confused by it.

I just haven't gotten to the bottom of it.

CATHERINE: And this is one of the.

Those places where it's like the technology is working against us.

GARY: I think that at,

at this point,

um,  
what I do

is for videos that I create for my courses,

um,

I,  
I

put them up on YouTube,

make sure they're closed captioned,

and then I take the VTT file,

I take the,

the,  
the transcript file,

and I make it into a PDF and I link that into my Moodle Class.

That's the way I've been doing it.

CATHERINE: Dana,

yeah.

DANA: So,

let's say we're using an outside video.

We see that as closed caption.

Are we responsible for like making sure that everything is accurate and

like all of the,

all the words are spelled correctly,

like what level of detail are we

taking on for,

for making sure everything's

GARY: Good question. Um,

typically what I do when I check video is I'll watch like the first minute or so

and I'll check and see if,

if it looks,

if,

if the first few minutes look good,

like and when I say look good,

capitalizations where they should be,

words spelled the way they should be.

Um,

I'll watch the first couple of minutes,

then I'll click into the middle of it.

I'll watch another chunk of it,

and I'll click towards the end.

If I see about 3 minutes in a,

like a,

yeah,

if you,

if you got a 20 minute video,

if I notice there's about 3 minutes in equal chunks

and it looks pretty good,

I'll assume that it,

it looks all right.

So you don't have to watch the entire thing in general.

Um,

yeah,

I mean,

at some point,

maybe we should,

if there's some very specific content,

you know,

where you wanna make sure you're,

if you got,

if you've got a bunch of medical vocabulary in the middle of your video,

then it might be worth watching that.

But

in general,

if you're just talking about,

you know,  
a meeting notes or something like that,

or a meeting general session,

if you,

if you watch.

It

If you watch about 3 minutes out of the 20 minute video and if it looks good,

then you're all set.

Liza you had a question.

LIZA: Yeah,

so my question is specifically about um the YouTube

transcripts.

Um,

does that count?

As the transcript.

Or

do we have like could find it

like assuming in in a non-teaching scenario so I mean you know

like for library purposes,

for example,

I can imagine in a teaching scenario you wanna download

the PDF and put it in the bill for,

um,

but

in a non-teaching scenario where there's not a place where you would

put transcript necessarily like say social media or something like that,

um,

is the transcript within YouTube.

Enough or do we have to like download the PDF and link it within YouTube?

Like what would that look like?

GARY: Good question.

That that's what,

that's what I'm trying to figure out with YouTube.

It's just,

LIZA: ,

so you don't know yet.

GARY: I,

I don't know yet.

It's like,

you know,

how do we,

you know,

can you put a link inside a description of the,

of YouTube video?

That seems like the object.

CATHERINE: If you're verified.

That's what I've been trying to do,

OK,

yeah,

and I,

GARY: so I think the,

the,

the.

The message there and,

and we should talk about transcripts as well

just so we,

we,

you know,

because we're,

we're kind of talking about them like they're the same thing and they're really not,

um,

but,

but yeah,

we're,  
we're still trying to figure out exactly what that looks

like and the best way to do that because.

You know,

we,  
we have done a lot of this over the last

few months,

and over the last few years,

you know,

people have been working on this stuff.

And you know,

Jeff Galbraith comes to us and he's got these really wonderful AI work,

you know,  
workflows that,

that take you like 10 minutes to do go through and make one thing accessible.

I'm like,

that's great,

Jeff.

I'm not gonna tell anybody else how to do that.

If that works for you.

That's fantastic.

Um,

so,  
you know,

what we're really trying to do is make sure that anything that,

that we're recommending to folks,

it needs to be one click

or it needs to be really,

really simple.

We don't wanna have you having you in and do multiple things.

It's gotta be really easy

and free.

CATHERINE: Yeah,  
the goal is to be

Simple,

quick,

easy.

And

effective,

yeah.

Yeah,

so,  
um,

LIZA: I didn't identify myself last time for the folks online.

Sorry,

this is Liza Harrington.

I'm the director of the library,

um,

and I just wanted to share something with the whole

group that we've been talking about on the ADA team,

which is that

So we are,

we're shooting to be compliant,

right?

We know we're going to be imperfect.

So one of the requirements of this new version of the ADA

is that there is a contact person

for when people find stuff that isn't compliant,

because people will,

there will be things.

Things that are not compliant,

and

people will find them and need them to be compliant,

and so

I think that is part of what we were thinking about today is like,

who

in your department would something be referred to to be fixed,

um,

if and when that happens,

because it probably will happen.

Um,

and so I think that's something for everyone to think about is like,

uh,

who makes sense,

I think we haven't quite figured out.

As a college,

who the main point person is gonna be,

but eventually it will trickle down to the office that has the content,

um,

and so that is a piece of it too,

I think.

DANA: Yeah,  
to go off with that,

is there

like

Something is identified as not being ADA compliant.

Is there a turnaround time that we need it to be compliant or just as soon as possible?

Has that been discussed?

JILL: ou know that I,

that,

that's a good question,

but um.

I,  
I don't know.

Brianna is also um

very involved in this.

Brianna,

do you know about anything around the turnaround time?

BRIANNA: So there's never like a,

a defined.

Like 2 days,

3 days,

right?

It's just a timely manner,

so,

um,

you know.

It,  
it gets defined differently,

but legally,

it's just a timely manner.

So,

as long as you're showing best faith effort

to do it quickly,

you'll be fine,

but there's no like

definite

like what does,

you know,

turnaround time need to be.

JILL: And I,

and I can imagine it really varies depending on the

complexity of the the content that's being asked,

you know,

if it's a whole video or if it's a

slide deck or if it's sometimes even PBS is a long time.

So I think it

probably depends on.

GARY: We do have Rosemary's online with a question.

Go ahead,

Rosemary.

ROSEMARY: Hi,

thanks.

Um,

and sometimes your voices in the,

in the live room are,

are dropping.

Um,

I should probably turn transcription on so I,

I,

I,

I catch everything.

Um,

anyway,

I am a one person department

and

so I,

so I'm making an assumption that I am

the responsible

person,

um.

Primarily I'm here participating today,

um.

Because

I have responsibility for my website.

Um,

I am not otherwise creating,

um.

What,

what some of my colleagues are creating either my

professional staff colleagues

or faculty colleagues.

Um,

so,

Liza,

when you,

when you,

and,

and I,

you know,

I can reach out to Brianna then,

uh,

she's

uh,

there in my grouping.

Um,

So when,

when Liza,

you were talking about,

you know,

compliance and there's not really a point person for the college

at this time,

uh,  
if I heard that correctly,

um,

but that,

let's say,

let's say someone is perusing my,

my particular

website or,

uh,

forms that are accessible through my website,

um,

and there's something not,

not

in compliance.

Should I expect that

either a student or a colleague would be reaching out to me?

I,  
I think I'm really not clear about

the,

uh,

you know,  
kind of the chain of,

of compliance.

JILL: Um,  
Rosemary,

I can talk with you about that offline or after this meeting.

That will be under my purview.

I'm

responsible for getting all of that.

Uh,  
this is Jill,

by the way,

sorry,

for marketing.

Um,

so we're working

department by department to get all of the web content.

Compliant,

um,

and to shift,

a lot of it is shifting PDFs

either into

just web content or forms,

or

Moving it off the website.

So I'm happy

to,

I haven't,

you know,

it's a,

it's a long process.

It's about 500

PDFs alone on the website.

Um,

so it's a,

it's a long process,

and we're just working through,

um,

department by department.

ROSEMARY: Great,

great.

Thanks.

My supervisor

um

said I should be attending this.

So that's,

that's why I'm here,

but Jill,

I really appreciate your,

your,

um

your explanation.

Thank you.

Uh,

JILL::Afeel free to reach out if you want more

I'm happy to talk and,

you know,

we can start working on it anytime you're ready.

ROSEMARY: Great.

Thanks.

Thanks.

GARY: All right,

um,

like I said,

let's,

let's,

um,

I'm looking at the clock and

what we're not gonna get through it very much is that's all right.

I,

I think it's good to have good discussions like this for,  
for what we're doing.

We can always do another one of these to,  
to continue,  
um.

One of the things that,  
that we think about with accessibility is  
these words that you see right here under one C,  
uh,  
be sure to identify speakers and include,  
uh,  
non-spoken audio.

So,

when,  
like,

when I go through and close caption the,

the,  
uh,

you know,

big meetings and like the graduation,

I have an awful lot of places where I put

in parentheses,

applause.

In parent or in not in parentheses,

yeah,  
do we put like music,

uh,  
applause,

cheering,

you know,

we,  
we,

and we,

when we do that with our closed caption,

we put them in square brackets,

so that's what you see.

Now,

if you're just talking about,

you know,

if it's a,

a,  
you know,

a presentation where,

where just one person's talking,

that's not a big deal.

But if,

if we have multiple people who are talking,

uh,  
we really should identify the speakers in  
the closed caption as well.

But anyways,

um,

yeah,

so the,

I mean,

really what we do now,

and,  
and actually,

one of the things that we've,

we've done,

I've got a,

a plan right now where there's one instructor

who has a ton of videos,

and we're talking,

I mean,

probably

50 videos that he used in his,

his class,

and

none of them are closed captions.

But what I discovered

is that if we take all these videos and download them from

Google Drive,

cause Google Drive and YouTube do the same thing,

we download them from Google Drive,

then reupload them,

then

uh Drive sees them as new videos and closed captions them for us.

So we've got that work around.

But,

but that's,

you know,

so those are things we're working on.

And

when we do think about video,

uh,

anything that's up in Google Drive

is gonna be captioned in the same way anything that's in YouTube,

it's gonna be captured.

Um,

but the other thing,

you know,

we have talked about,

um,

transcripts.

So basically,

the,  
the content that comes out of,

uh,  
or that goes into a closed captioned,

um,

we really need to be making that available as a transcript for students as well.

The transcript should be either in,

not,

I was about to say Word.

We don't wanna use Word.

We wanna use PDF.

We wanna be making everything available as PDFs.

Um,

but

you,

you could put into Word in order to,  
you,

to edit it.

Um,

but then you,

you take that file,

and you make it available to students as well.

And people say,

well,  
wait a second,

it's got closed captioned,

why do we have to do this as well?

If,

with the,

the uh PDFs,

if somebody needs to,

like,

if they needed to use a braille printer,

um,

then they can go and they can grab that transcript,

you know,  
closed caption doesn't work if they need to read it in Braille.

So we do need to be making this available in a,

uh,

in a format,

in a text format that other people can,

can,

uh,  
take a look at.

And what I'm gonna show you right now

is how to take a,

uh,

a

closed caption file from a Word document,

and we will convert it into a transfer,

OK?

And we have this tool,

and this one that I found,

it's called,

the company is called EBB EBY.co,

and they have a,

uh,

a converter.

And with that,

I don't,

oh my goodness.

My link didn't work.

I'm son of a gun,

um,

so let's just go look for.

This

Do you do you,

is this ADA compliant that I have to go and do all this now?

It's not a very good description of my link,

is it?

East.

Yes,

um,

actually,  
you know,

let,  
let,

let's keep on going just because we're gonna,

we're gonna run out of time,

but I'll,

um,

basically what we do have here is a file or the,

we have a converter,

um,  
that will take the,

a,

uh,

A TFF uh

VTT file from

uh YouTube

and converts it into a PDF so it makes it into a,

a transcript for us.

Um.

We're,

Catherine and I are still struggling with this one as well,

um,

because this converter,

it works fantastic,

as long as your video is short,

like less than about 10 minutes.

Um,

I've tried a few other converters,

and they don't do a really good job,

especially if we're looking at large files.

Um,

you know,

and we have a lot of,

you know,

instructors,

we have a lot of people,

you know,  
I've been doing some teaching,

and I have like 1.5 hour lectures.

That I'm,

I'm recording,

I'm like,

oh,

how am I gonna do that?

And,  
and

we've tried some,

some Gemini things and that works a little bit.

So,

um,

we're,

we're,  
we're not sure we're,

we,  
we haven't

convinced ourselves that the best way to have everybody

easily convert a VTT file into a transcript,

but we're working.

CATHERINE: I think I just updated the link.

Hi,

KATE: Gary.

Yes,  
um.

This is Kate,

uh,  
from the testing center.

Uh,

quick question,

forgive my ignorance,

but where do you find a VTT file?

Yeah,  
OK.

Now,  
now that Catherine's fixed this,

let me go show it to you.

I hope it's the right one.

We'll find out.

Yeah,

OK,

so

this is me

up on

studio.youtube.com.

OK.

This is all of the videos,

these are all the videos that I have uploaded,

uh,  
recently.

Um,

and if I want to find the VTT file for a

video,

all I have to do is click on it to open it.

And oops,

no,  
actually I get that from it,

oh no,

I gotta get into the subtitles.

I'm gonna click on it to open it.

Find in the left-hand margin

subtitles.

OK.

And then you see,

I've got a couple of subtitles here.

There's some automatic ones,

and they,

these were ones that were published by

YouTube.

When I put my cursor here in the subtitles

menu,

I have 3 dots.

And I can download

a VTT file.

All right,

so,

I'm gonna do that again,

there's a lot of steps there.

If you're writing this down,

you can check your steps.

So we're gonna click the video to open it in studio.

That we're gonna find

the subtitles link

on the left hand margin.

And then in the list of video,

uh,

the list of subtitles that pop up,

we want to find

the list of subtitles that has the three dots next to it.

And then we click download,

and VTT.

OK,

uh,

these other formats that you see here,

these are just other,

uh,

examples of formats where you can have,

um,

closed captions,

um,

VTT will work.

And you'll notice it,

so now I'm gonna have 2 of them here.

I've just got those into my downloads.

And

get those opened here just so we can easily find them.

Right,

there's my caption's file right there.

All right,

I'm gonna leave this

where it is,

and I'm gonna go back because Catherine fixed my link for me.

And now,

if I open this up.

There we go.

So

this file converts VTTs to,

um,

it says here to doc X.

But if we scroll down,

you'll see that we can convert it into PDF,

you know,

we can convert it into all the formats here.

So I'm gonna

browse my file.

I'm gonna go find in my downloads.

Here's my VTT file.

Open that one,

I'll convert it to a PDF file,

and when I convert it.

It's gonna do the conversion.

And upload this.

My file is too big.

See,

that's the problem that I have.

So,

and that's what we've been running into,

and that's because that's an hour-long video.

Um,

if I find a shorter one,

this one should work.

You can check my steps,

click subtitles.

Download.

VTT

Right,

now I've got another one to go and upload,

and let's see,

here it is.

Look at that navigation among taps.

CATHERINE: I was just about to say.

GARY: Uh,

that one is filed too big also.

JILL: So it's interesting because I have a different um

interface with.

YouTube.

I can download mine as a text file

and then save the text files you can get.

No kidding,  
yeah.

But I don't know why I have a different interface,  
like.

I,

I don't get to my file in the same way,

so I have to go to

like,  
GARY: does it look like this.

JILL: It looks,

yeah,

it looks like that.

So then if you go up to the edit timings and then the three dots over to the right there,

and then you and you go download subtitles,

download subtitles.

That saves it as a text file.

GARY: I didn't know that.

JILL: And then you can convert it to PDF

as a text file.

GARY: So  
I need to write that right directions on for  
doing that for myself and for everybody else.

CATHERINE: Maybe we,

maybe we found another solution.

GARY: Maybe we found another solution.

See,  
that's why you come to these things and talk with people.

JILL: So I,

and I just wanted to make one other point,

which is,

um.

If you have,

so I think what you're talking,

just to make a distinction between like where things live for um YouTube,

if it's a,

um,

this,  
we ought to talk about this some more too,

because there's like faculty,

and um

there are places where people hold their own files,

but if it's sort of college-related,

we have an official YouTube channel,

and we have subchannels within that,

and everything really should be all in one place.

Um,

and we can definitely talk about like there,

I,

I can imagine there,

there will need to be exceptions to that,

but I just wanted to make that distinction,

so.

Yeah,

we can move in that direction.

GARY: Yeah.

So I guess the,

the,

the point is right now,

um,

we know how to do closed caption,

put them up into YouTube,

put them up into Google Drive.

Uh,

we do have the obligation to be making transcripts available as well,

and

looks like we're working on a,

a good solution for,

for something that's really easy for everybody to make transcripts.

We don't have that yet.

We'll get it though.

We'll get it by the 24th of the month

of next month.

OK,

um.

All right.

So,

um,

I,  
I hope that,

so,

Kate,  
that's where you go and find those things,

and we'll be working on directions on how to,

put,  
you know,

the best way to go in and,

and transcribe all those things because there's  
and,

lots of ways to do it and

yeah,

probably none of them is

good.

Um

So anyways,

that's one thing off our list.

We only,  
we've only gone through,

you know,

a third of our time through one item.

fantastic.

CATHERINE: Well,  
we had our preamble as well we did.

So,

um,

color contrast is next.

So let's see,

that would be this yeah.

All right,

so when we're talking about color contrast.

We're talking about mostly text and again non-text images,

so like a button that would be like click here

um or anything that

would be like a link to redirect someone.

Um,

there are a few different ways to check the contrast.

Um,

you can use the color contrast checker in the extension for Chrome.

Um,

there's also the Web AIM kind of plug-in,

um,  
that I like,

and then if you,

because it will work on,

it will work across your computer,

it just doesn't work if you're using the extension in Firefox.

And then you can also request an installation of the Colour Contrast Analyzer,

so that's always on your computer and will work without the internet.

Um,

there's an abbreviated workshop for checking the color contrast.

Um,

it's on Moodle,

it's in this document,

linked in this document,

it's abbreviated,

but it's still like 20 minutes,

but it goes over using the color contrast analyzers.

And then also building a custom palette in Microsoft or  
in Google.

Building a custom palette in Google is a little bit more complicated because

Google's a little bit evil,

um,

and it makes things hard for us,

um,

but it is possible to do,

and marketing is working on getting the

Templates uploaded to Google.

Drive,

so,

uh,

templates for like slides,

um,

or Google Docs so that way you don't have to

download and import a template that already has the GCC

sort of branding on it.

You can just go and it's one click and it'll be there

JILL: So we have Adobe Express for um

and

if you

have interest in having  
training.

It's a brief training for Adobe Express,  
but for people who are  
creating flyers and documents,  
that's part of our training is to choose the color contrast,  
you know,  
um,  
brand standards,  
college stuff.

GARY: Lisa has a question online.

Go ahead.

LISA: Well,

yes,

I don't know um

what it means when you're saying select colors that exceed 7 to  
1 when creating text and 4.5 to 1 when creating images.

GARY: Well,  
I guess what we'll show you right now.

Oh,  
OK.

Yeah,

CATHERINE: So if we,

if while Gary's getting that set up,

um,

if we're looking just at like the text of this document,

the black text and the white background is going to be

just about the highest contrast you can get because it's white versus black.

I don't know if you can see me,

but I'm wearing like a kind of

olive green.

Jumpsuit and then sort of like a purplish sweater

if we,

yeah,

I'm not compliant at all and I thought about this when I got dressed

this morning because if I were to take a black and white photo,

yeah,

if I were a black and white photo,

you might not be able to tell the difference in like

the colors I'm working.

It just looks completely washed out and all the same tone.

So that's what we're kind of talking about when we

think about

contrast.

It is the

ratio of.

What

the two colors or more are or

towards to each other.

That's how you math English,

right?

Yeah,

yeah,

LISA: I understand completely what contrast is.

I just don't know where those numerical,

um,

numbers you could find that.

CATHERINE: Well,

that's what the computer program does for us,

right.

GARY: Katie's got a question

online.

She raised her hand,

so let's,

uh,

hear from Kady,

and then I'll show you how to use the checker.

KADY: Um,

just wanted to add really quick that if you're ever concerned about anything  
and you don't have like uh the number checker in front of you,  
you can print it out in black and white,  
and that makes it really obvious whether or not something is high enough contrast,  
because you might have two colors that you think are high contrast on each other,  
but if you print them in gray scale,  
they may look exactly the same.

And that's a really good hint that it's not in fact high enough contrast.

GARY: That's a,

that's a great piece of advice.

I never thought of that.

KADY: I,  
uh,

I have my digital design students do that.

Um,

I always have them print their stuff out in black and white before handing it in.

GARY: That's great.

See,

again,

that's why you come to these things.

Yeah,  
all these,

all these great things.

Um,

OK,

so let me,

uh,  
let me,

I'm gonna show you how to use the color contrast checker,

um,

because the,

the other one that you see down here,

this thing called the color contrast analyzer,

um,

that's software that it's an application,

gets installed on your computer,

um.

Desktop support knows about it.

I've

let them know that,

that folks will be asking for it.

So if somebody comes and says,

hey,

you know,

can I install this,

um,

they should be able to do that.

What I'm gonna show you right now,

um,

this only works in Google Chrome.

So this works in

the,

the functionality works exactly the same,

and what I'm gonna show you is the color contrast analyzer.

So,

it all works the same.

Um,

it's just a matter of where you can use it.

Uh,

so let me open this up.

And this is what everybody would need to do.

If you follow that link,

um,

you should,

uh,

I didn't get there.

Why didn't I get there?

Um,

all right.

I am looking for the color

contrast.

Uh,

checker,

the color contrast checker.

And when you get here,

um,

you can add this to Chrome and you can do this,

uh,

on your

on your school-owned computers,

you'll just install the,

the,

uh,

uh,

install this extension yourself,

right?

I'm gonna add that.

And it's gonna go and do its little work

and now you see up here on the top that it has been added to Chrome.

So now if I go into,

let's check,

uh,

uh,

you,

you,

I prefer this one.

there's,

there's a bunch of them up there.

I prefer the one's called the color contrast checker,

and it's the one that's got the little,

uh,

icon of the,

the,

uh,

wheelchair,

wheelchair on it.

OK.

Um,

that's what I prefer.

There's,

there's others out there that work just as well.

Um,

I like this because this is most like the color contrast analyzer.

Um,

so,

if we take a look here,

if we're gonna check the color contrast on this document.

And what I need to do now is I'm gonna come up here to my extensions menu

in

Chrome.

I'm gonna click on the color contrast checker.

And it says launch the checker.

OK,

here we go.

And you see,

this is what,

oops,

this is what pops up on the screen.

Is this little window here.

And

notice right now that we have a foreground color

and a background color that have been selected,

and it just it pre-selected these,

and

notice that the color contrast ratio here is 1.4:1 and it,

it doesn't pass anything.

And

this is the thing I like about these checkers

is they show you right now,

are we passing the test or not.

It should,

just shows you with,

with icons.

So,

In this case,

I wanna choose my background color,

and I just click on the little eye

uh eyedropper color,

and all right,

we're using white background,

and we're gonna use the black text,

and surprise,

surprise,

that's gonna be ADA compliant.

And you see we pass on everything.

So,

fantastic.

But you see here,

here's the color contrast ratio,

it,  
it's identified for you,

um,

but you don't even really need to remember those numbers,

because if I choose now the foreground color for this

blue text for the hyperlink.

You notice that

I'm passing.

OK.

And you say,

well,  
wait a second,

we do have this one,

you know,  
the,

the AAA,

um,  
for regular text,

it has failed.

And

this bothered me a little bit until I went to do a little bit of research,

and what most people are saying.

Is that the,

the requirement that,

that we are being asked to,

to follow

is that if we

um

pass everything except for regular texting AAA,

um,

that they're saying that is good enough for us.

OK,

which is,

and,

yeah,

I'm not sure if we,

you know,

I,

I would like to,

you know,

typically what,

what I do when I'm choosing text for a,

um,

you know,

for,

for my,

my files and stuff,

I always use black and white.

I just don't wanna deal with

just black and white.

And if I wanted

to highlight something,

I'll just underline it in bold or something like that.

Um.

Now,

I will show you though that if,

if we were in this

color blue,

um,  
the blue that that Google puts in hyperlinks,

um,  
especially if you're talking about like a,

uh,  
uh,

you know,

the,  
the,

the,  
uh,

a link that you put in an email,

you can't change the color

of that text.

CATHERINE: Yeah,  
it's always blue.

And so if it's not bold,

yep.

Um,

it is technically

not compliant and most,

it like it depends on the size of the test that you were using,

but for the sort of standard,

this is my regular email writing,

just the,

the default,

you open up an

email

that is not compliant,

so you need to bold the text,

but this also.

Speaks to some of the

larger questions that we

have when we think about color contrast,

which is,

if we're only using color to communicate information,

that's

not the ideal,

we want to use other ways of communicating that.

Information so

bolding,

underlining,

italicizing,

making something larger,

uh,

that is all,

those are all other ways to communicate the information

that you can,

you can use in addition to color.

GARY: So,  
basically,

if,  
if you put a hyperlink into an email,

uh,  
you need to make it bold.

If,  
if it's not bold,

it's not compliant.

CATHERINE: Yeah.

GARY: That's what it comes to.

And it's like

Why doesn't Google change your blue?

It's like,

come on,

guys,

you're gonna make us waste for every single email we're gonna send out,

we've got to highlight the text and bold it.

Can't you guys just go and change it for us,

but

CATHERINE: Their brand is very strong.

It is their specific blue color,

they don't wanna change their brand,

they don't wanna change things.

This is why Google is a little bit evil.

I mean,

one of the reasons why

Google is a little bit evil.

GARY: So,

anyways,

um,

yeah,

so,

uh,  
you know,

that's the way these,

uh,  
this color contrast checker,

um,  
that's the way it works.

And you're,

you're,  
um,

you know,

basically,

if you,

if you choose colors using the,

the,  
the eyedroppers,

and they pass,

um,  
then you're good to go.

Uh,

would,  
did somebody have something in chat there?

Somebody have the meeting open here?

I have it open here,

but I've gotta switch my glasses.

Oh my goodness.

CATHERINE: If you have a question,

feel free to just unmute,

chime in.

GARY: Oh yeah,

yeah.

Um,

Yeah,

so,

there's a suggestion there about bolding,

uh.

Yeah,

um,

and actually,

you know,

let's,

I'm gonna,

let's just keep going because like I said,

we,

I'd really like to talk about a few more things that are here,

um,

well,

actually,

let's.

Um,

OK.

So,

let's see,

where are we now?

CATHERINE: We are.

on number 3,

alt text.

GARY: Oh,

alt text.

Fantastic.

Um,

so alt text

is

that those are the,

the words that you assign to a picture

that are read by a screen reader.

So if someone's,

you know,

cruising around or looking at your presentation,

or looking at your file,

uh,  
if they're using a screen reader,

the alt text will tell people what's in that,  
that image,

OK?

Um,

the advice that I am giving people nowadays

is

take your pictures.

Upload them to to Gemini,

upload them to AI,

have Gemini,

just put in a prompt,

please write alt text for this.

Whatever pops out,

throw it into the alt text for your,

your file,

cause it does a really great job.

Um,  
the one,

sometimes they do get a little bit long,

so you might wanna check them,

but,  
but it's a,

it's a really great way.

I mean,

basically,

you can,

you can write,

uh,  
in,

in the time it would take you to,

to

think about what to type in

for the all text,

it's gonna have it all for you already.

Now,

one of the questions is,

OK,  
so,

so,

what do you mean by putting off text on a picture?

How do we do that?

What's it look like?

Um,

and I'll show you in,

uh,  
here's a PowerPoint presentation.

And

this works the same

if you're in,

uh,

PowerPoint,

or if you're in Word,

um,  
or even if you're in Google Docs,

OK?

What you wanna do.

Is find a picture.

CATHERINE: Oh,  
those aren't pictures.

Oh,  
those aren't pictures.

GARY: Find,

find something.

Find something that's really a picture.

CATHERINE: I should really make those pictures actually.

And

GARY: so here's a picture,

and I wanna add alt text to it,

so I'm gonna click on it.

And then I'm gonna right click on it,

and you see there's a little button here that says edit alt text.

And on,

on,

uh,

Google Docs

or Google Slides,

the,

the text,

it doesn't say edit all text,

it just says,

says something about alt text.

I think it says just alt text,

does just say alt text,

yeah,

so I mean just whatever it's anything that refers to alt text,

yeah,

just click on that.

And

that opens up here on the right-hand side of the screen,

again,  
it works the same in Google,

um,

we get a little uh

description here of what's there.

Is that one good?

Detailed view of functionality of eyedropper tool.

Oh,

that's fantastic.

That sounds like uh like all text that somebody actually wrote.

CATHERINE: It is all text that somebody actually wrote.

GARY: And so,

so that's the idea here is you,

you,

that's where you paste in,

uh,  
the all text,

or that's where you just go and,

and write,

write it.

And the,

the detail that,

that Catherine put in here,

you know,

again,

detailed view of,

of the,

of the eyedropper tool,

that's good enough,

right?

People kind of know what it is.

If we were to put that into,

uh,

Google or into Gemini,

it's gonna end up being much longer,

um,

but that's.

Good enough,

uh,

we worry about functionality rather than appearance.

OK.

What really matters is what is the purpose of this?

What is it communicating,

you know,

rather than just like,

hey,  
it's a,

it's a red arrow.

CATHERINE: It does not need to be capitalized.

It can just be spelled correctly.

GARY: Yeah,

JILL: So in this situation,

where does this show up for the,

the person using it?

Like,  
is it only if it goes through like a screen reader?

GARY: It's only for the screen reader,

CATHERINE: or if someone goes in and like wants to investigate more about what the image is,  
so it's not gonna show up as a caption under the image.

It's just attached to the image file itself.

It becomes part of the,

the image's data,

uh.

That actually leads me to

something that I realized the other day.

So if you are downloading images,

uh,  
if you're,

you know,

people do that all the time,

right?

Like you're using other images,

uh,

creative comments or however you may be getting your images.

Uh,

there is sometimes alt text attached to those images already.

You wanna make sure that the alt text that's there

is applicable to how you are using that image,

um,

so that comes up a lot because,

you know,

if you,

you may be using an image that

from another organization that has content about that organization.

For,

uh,

it's giving context to that image

that relates to that organization which is not going to

relate at all to how you're using that image.

So that's something to check and be aware of,

yeah,

so.

JILL: Are you working on the map?

Uh,  
no,

OK,

so,  
uh,

I'm finding that the functionality and the  
commands are completely different on the Mac,

and I'm

to follow this.

Oh no.  
So whenever we do a right click,

I,  
I need to control,

but it's still,

it's still different.

So in what,  
what I'm seeing,

what comes up is very different.  
So we talk about,

yeah,  
we can talk about because I,

GARY: I do,

I,  
I do this all the time on my Mac.

JILL: I'm not in a PowerPoint.

I am,

yeah,  
I'm a little behind,

so.

GARY: Yeah,  
yeah.

The other thing I wanna notice,

I want you to notice is if we look at the all text pane up here,  
there's a little tiny check box down here that says mark as decorative.

And

if I turn that on.

Um,

I have just

I,  
I have made this file so that it will pass an accessibility checker.

However,

That doesn't really serve the purpose.

So we can cheat by having our,

uh,  
you know,

we can cheat the,

the,  
the

program into thinking it's accessible,

when it's really not.

Um,

so we,

we really should not be using,

uh,

this marked as decorative,

and as a matter of fact,

This is a debate too,

you know,

because the marketing folks are gonna say,

we really need to be having,

you know,

images.

I'm saying as a,

as an educator,

we really,

we should not be putting decorative images in our

files and we're trying to communicate information cause it

doesn't work,

it gets in the way of your brain.

But

CATHERINE:Shannon,

go ahead.

SHANNON:Hey there.

Just thinking,

uh,

video,

sorry.

Just thinking out loud here about this.

Um,

to me,

if I picture myself not being sightseeing and I

read detailed view of functionality of eyedropper tool,

I actually learned nothing.

I don't think I would learn something

from reading that,

like that it would add to my

experience as a learner.

So in that case,

I wonder if it would be good to mark it as decorative because otherwise,

that's just information that I think is distracting versus

Um,

Adding to the learning.

And I'm so I'm just offering that thinking here.

I'm not saying I'm right,

I'm just curious to hear what the group thinks or what you would advise around that.

But I do think it adds something to the sightseeing people because it helps them have a visual of what they'd be looking for visually in another situation.

CATHERINE:I also don't know if the eyedropper tool is,

you know,

successful on its own,

like,

can you navigate it using a keyboard?

Who knows?

So,

um,

yeah,

it's a,

it's a good question.

I

personally,

I think,

you know,

I err on the side of adding too much information,

and

I think.

Yeah,

I,  
I think,

but

this,

this,

I think your question also speaks to what we've talked about

is we cannot meet

everyone's accessibility needs.

Like there's,

there's no universe in which

anything we created would meet the needs of every

single person because the needs are very different.

SHANNON: Um,  
can I add something?

Yeah.

Well,  
it seems like

as when we just drop in,

you know,  
we just parachute in,

maybe that

description doesn't mean something to us,

but if you were  
sighted or not,  
if you were  
in a class learning about the eyedropper tool,  
it would be in context,  
and so it would,  
it,  
it would make more sense in context

as,

you know,  
part of a training or a class.

CATHERINE: Yeah.

GARY: The,  
the other thing that's true about accessibility is one of the  
things we're trying to do is make our content more understandable  
and understandable,  
that works for everybody,  
right?  
That's why we put headers in and that's why I put meaningful links in,  
um,  
and actually,  
so to me,  
the all text in this case would be really useful because,  
yeah,

I mean,  
there's a ton of times when I have put stuff up on my website,

for example,

and I lose the image.

And then I'm like,

oh man,

what picture goes there?

And I,

I don't have alt text in it.

And so I'm like,

I have no idea,

so I need to just delete the post cause I don't know,

I can't put any context in it.

But

if I have this alt text,

that alt text would show up where the,

where the,

the image should be.

So I'm like,

oh yeah,

I know what that is,

and I can either go find it,

or I can go and create it.

So,

um,  
you know,

so the alt text is,

you know,

it,  
this is for everybody to use,

you know.

Including ourselves when we're not very smart at what we do.

Yeah.

Um,

and actually,

you know what I should do,

uh,

we'll dig into it even.

Um,

so I said we,

we can go and take a picture,

we can put it up into Gemini

and see it create all text.

So let's go and do that.

Let's just see what happens.

And,

uh,

do we have a picture here?

I want,

this picture here,

that would be really cool to see what happens

when we take this picture here,

and I'm gonna right click on this,

I'm gonna save it.

And it's gonna be called picture one,

and it's going in the folder called pictures,

right?

I know where it is now.

Now,

if I come up onto

Google again,

and I get

Gemini opened up,

G E M I

N I.

Um,

and if you,

if you don't know what Gemini is,

uh,  
Gemini is,

uh,

this is like

Google's version of chat GPT,

and you might have seen the,

the,

uh,  
email that came out that we are now recommending.

No,  
we're not recommending.

It's policy that if you are using,

uh,

Any kind of a,

a large language model for staff purposes,

not for teaching purposes,

but for staff purposes,

um,  
you must use Gemini

because Gemini does protect our data.

Um,

we've double-checked on that.

So,

I'm gonna upload a picture here.

If I were to upload this picture into chat GPT  
then that picture becomes a part of chat GPT.

When I put it into Gemini,

um,

it,  
it's not gonna be a part of it.

So,  
in any,

any content that I put up here,

put in my chat,

things I upload,

does not become a part of what,

of,  
uh,

what they're doing.

So,

I'm going to

upload a file.

And I'm gonna go find

that picture.

And it was this one here,

open it right up,

and I'm just gonna say,

uh write uh alt text for this.

Uh,

this,

uh,  
and I'm gonna say

make it brief.

B R

R I F.

And let's just see what happens.

And actually,

you know,  
if we,

and if we think about,

you know,  
there's some

content that we think about,

you know,

like the I was talking with the nursing faculty member yesterday,

and,

you know,

They've got all these images

and they're so complex and like and they're like,

what do I do to make alt tech reads like  
upload it to Gemini,  
just take whatever they have and throw it right in there.

So,

um,

you know,

so when,

when we think about this,

we,

we,

we're always thinking about,

you know,

what kind of makes sense for for

what you're doing.

Um,

so here is the,

uh,

this is the alt tech that was suggested.

This is a little bit longer than

the one that Catherine did.

Um,

I don't know.

Is this better or is this worse?

I know it was quicker.

CATHERINE: It wasn't that quick.

Mine was very brief.

GARY:Um,

you know,  
and,

and again,

this,  
this might be a little bit long,

um,

you know,  
and of course,

you could go in and you could delete a little bit of that.

You could say we,

uh,  
you know,

could take some of the colors out or something.

Um,

but that is,

in general,

that would be an acceptable way to create alt text,

especially for big complex documents.

Um,

you know,  
I can see Caleb wanting to do this with some  
of the stuff that he's gonna be creating for,  
for his students,

you know,  
yeah.

Um,

CATHERINE: We've also talked a little bit about like the,  
the difference between all text for an image  
and then if you have  
an infographic  
and just creating the information that's on  
the infographic as a separate document.

So if,  
if you feel that you have an image that has,  
that would require too much alt text,  
probably for something like nursing,  
that's,  
it's come up several times  
for that,  
then  
maybe creating that information

as a separate document might be better.

DANA: If we have a caption for the image,

do we still need to do all text,

or will the screen reader that up?

CATHERINE: So the screen reader will also pick up the caption,

but all images should have alt text attached,

even if there is a caption,

because the caption might say something different than the alt text.

The other thing.

Yeah

AMANDA: In Google slides there is a tool called accessibility

And it allows you to like turn on screen reader support,

Braille support,

collaborator announcements,

and screen magnifier.

I'm wondering,

does that

You know,

I,

I'm not sure how much of that,

I mean,

obviously,

it supports what it says,

but should that be part of our regular practice?

We're using Google Slides

to turn that on

under,  
under tools under tools.

But it's also flies.

Under,  
yeah,

under I'm just saying cause we're creating templates so we could just turn

it on for the templates if we're if we're doing that kind of thing

seems like that would.

You know,  
help with some of this.

I'll turn on screen reader or,

um,

yeah,  
I discovered it.

I mean,  
I don't know,

yeah,

um.

GARY: I,  
my guess would be yes,

we want to.

Let's do a bit of research to find out,  
especially like I said when we were doing templates,

yeah,  
yeah,

actually yeah,

absolutely,

and that's another

great

piece of information I have.

That's,

JILL:I mean,  
I think the point of all of this is like,

we're all.

There's so much changing in real time,

you know,

apps being added to actual,

you know,

um,

CATHERINE:Google Drive wasn't doing captioning for videos until very recently.

JILL: It's just like,

so we can all discover this stuff and,

and contribute to this,

really,

yeah.

GARY:OK,

so let's see,

have we,

we were,

that was all tech,

right?

Um.

Is,

yeah.

Uh,

oh.

And I

think just because we've we've got.

We've got a lot to go.

We've got a lot to go,

you know.

Let's actually do,

I'm gonna do this section that we did before on

emails just because everybody here sends a lot of emails.

Yeah.

So let's make sure to do that.

Um,

all right,

I am going to upgrade.

JILL: One thing to keep in mind though,

that is gonna be the,

um,

the whole time for our

professional development day as well.

So I don't know if that influences.

GARY: Well,

so these people can teach that day and I can just sit home and talking.

Come on.

Um,

yeah,

and,

and,

uh,

yeah,

let's,

we'll go ahead and,

and I'll do it anyways just because now I brought it up,

so I kinda have to.

Um,

so

if you're working here in an email,

um,

and let's say we have a picture that's gonna go into an email,

like,

uh,

This picture here.

I'm gonna copy that,

and you decide you're gonna paste that into an email.

And I paste it.

Um,

in order to add alt text to it,

because you need to add alt text to this as well,

OK?

Click on the picture,

and there's a button here that says edit alt text.

And away you go.

You just type that in and

You go,

go put that into Ge,

grab that out of there,

or you'll put,

put in kind of your,

your alt text in there,

um,

so that is one of the things that,

that we do need to do

with emails.

Um,

DANA: I have a question.

Yes,

so,

um,

Jill told me that

we can't just do attachments with hyperlinks.

We have to put them in the messages.

Is this the same?

Like we wouldn't be able to put the image as an attachment.

It would have to be in the email like this as well.

Is that a requirement?

JILL:I mean,

I think as long as it has the alt text

on it,

I would assume because

I normally don't put,

I don't like to do images like this.

DANA: I would,

I would put it as an attachment

because I don't like.

JILL: So you're saying like

it,

it,

you know,

again,

like if it's,

if it's like a flyer and has all of the content of the flyer,

I mean,

it feels like that might be.

DANA: Like it wouldn't have the images or anything.

It's just like in our situation it would just be

like the links and information,

but I'm just curious if we're sending somebody a photo like this.

It has to be in the email versus an attachment.

I,

I don't,

I don't know that that's true,

but I don't know.

JILL: I don't,  
I don't know,

Brianna,

do you have any insight on

specifically on this topic,

but.

BRIANNA: I'm having a bit of a hard time um

hearing and following the,

the captions,

so I'm sorry,

if you could repeat.

JILL: Yeah,  
so the question is,

do photos need to be in like in the body of the email,

or can they be attached

with alt text,

and is that acceptable?

BRIANNA: I don't know the answer to that one.

CATHERINE: We'll look into that,

because I don't think any of us know the answer to that.

GARY:  
I think if,

if I were.

As I think about that,

my default

response would be to take the image,

put it into a Google document.

Add the alt text there and then just send that entire

document as a PDF file.

KADY: For purposes of actually downloading the image for use,

though,

that makes it way more hard to actually be used by people though.

GARY: Say,

say that again,

please.

KADY: Like,

um,

doing that and embedding it in something makes the image

not usable to the person you're sending it to,

depending on what the use is.

Like,

people will sometimes send me images to use

for marketing stuff like embedded in a dock,

and I can't always get it out of the dock at a resolution

that it would have originally been at if it was just an attachment.

GARY: Got you.

CATHERINE: Kady,

is there a way to easily attach all text like in Photoshop?

JILL: Yeah,  
but that wouldn't be useful

for,

KADY: yeah,  
you can like you can edit the metadata,

I guess,

but

um

CATHERINE: They just have to find a way.

I mean,

so

the image that we just pulled,

this image that Gary just pulled from

the PowerPoint,

but in Google

or into his email,

even though the alt text was in there,

now it just says image.

PNG,

so there is no alt text right now

for that.

KADY: So um,

I don't suppose describing the image in the

body of the email would solve this problem,

would it?

Like attached is an image of students walking down a hallway.

Like,

does that

check off that particular box?

GARY: I think it would.

KADY: Cool.

Brianna,

BRIANNA: Yes,

yeah,

I think that would work.

KADY: OK,

great,

CATHERINE: yeah.

Um,

yeah,

but I think if,

I mean,

I think the answer is either you describe,

so

the answer is you either describe it in the email or  
Gary and I figure out which which program actually  
keeps the alt text attached to the metadata.

That was annoying.

I don't like that it just attached there  
because it's supposed to do that.

GARY: It,  
it doesn't when,

when you copy and paste between like

Microsoft and Google,

it does not,

it doesn't always,

doesn't always copy.

Yeah,

KADY: It might happen if you save the image,

but when you copy the image,

you're only copying the image.

You're not taking the data with it for the most part.

GARY: Yep.

SHANNON: It actually relates to the question I was wondering,

um,

like if we were,

like I'm just fantasizing about like efficiency and maybe,

you know,  
there's probably certain images,

there are certain images that I use often

and would include and share in different ways,

you know,  
if I have my,

create my own bank,

let's just say in a Google Docs.

Of images where I embed alt text,

like,  
will that alt text transfer,

right,

from one application to another,

like,  
OK,

I'm using an image again,

copying it that has the alt text from that Google Doc,

putting it into an email.

Like,  
I'm wondering if Google's that intelligent and if

anyone happens to have tested that yet.

CATHERINE: So I,

I think hearing all of this,

I think,

I think my brain has come up with the answer which is that Microsoft will probably attach the alt text to the actual metadata.

I just found that the image,

but Google

might

not across various applications.

So even if it's across various Google apps,

uh,

because that is often how it works with like the color

themes because it's a web-based thing and they just don't have.

Like it,

it's just too much storage,

it's too much data and information,

so it may.

The alt text may work across like

Google Docs,

but it might not transfer from

Google Docs

to Google Slides,

or at least from

Google Workspace to Google to Gmail.

GARY: I,

I think some of it does because if you have a,

a,

an email or if you have an image that you want to attach to your signature,

um,

to your emails,

then you can create it in Google Docs,

copy it,

and just paste it right into the signature file.

So that works too.

It does work that does work.

It does work,

yeah.

CATHERINE: So I don't know why it didn't work.

PowerPoint,

yeah,

we went for PowerPoint,

yeah,

but it was,

but the alt text was originally there from Google Slides.

So it is evil.

It is evil.

Google.

JILL: But if you,

if you right click on a JPEG in from your desktop,

you,

it will,

and then,

uh,

it will say add tag at the top of it.

So,

and then you can just type it in there

and then that's a tag.

Yeah,

that's not an alt tag um

yeah.

Um,

GARY: The other thing too that we wanna make sure that,

that we're,

and we're gonna be stressing this over and over and over again to everybody,

is,

uh,

if you have a

link.

Like to a

Zoom meeting,

yeah.

Like if you have one of

These things up here.

And you are doing it,

sending an invite,

and you say,

hey,

hey everybody,

come to the Zoom meeting that's right here.

Um,

You can't do that.

That is not ADA compliant.

OK,

um,

in order to,

to make our,

our links ADA compliant,

we would have to do something like,

you know,

uh,

click here to join the,

you know,

join the meeting here.

And we highlight that text,

and we get the correct URL there,

not the one that I just butchered,

and you cut it out of there,

and

it has to be

linked in here.

So,

um.

You know,

you,

you,

you should not be using

just the long URL in

meeting invites,

in emails,

in any of those things.

We need to be,

we need to get away from doing that.

CATHERINE: And you have a calendar invite

calendar automatically put a long link,

so we should go

in and,

yeah,

and

so you wanna say what you wanna use descriptive language.

So

join the meeting on,

I always like to put the date.

I think that's,

I think that's super descriptive date and time of what the meeting is,

if it's a recurring meeting,

recurrent like this is the recurring length for our regular meeting.

That way it's very clear and then don't forget to bold it as well.

GARY: Rosemary,

you've got a question.

ROSEMARY: Uh,

I do,

yes,

about the,

about the Zoom,

uh,

sending a Zoom invite to Zoom link,

um.

If I am copying

straight

the invite straight from

the Zoom

platform,

um.

Is,

should I be highlighting,

should I be highlighting something in that?

Do you know what I mean,

Gary?

So,

like,

if you created your,

if you've scheduled a Zoom meeting

and instead of just

copying the,

the,

uh,

URL,

um,

but rather you are then copying into an email,

for example,

uh,

you know,  
Rosemary Freeland has invited you to.

Yep.

Um,

is that,

is that accessible and acceptable,

um,  
and in compliance,

or should I then be highlighting something within that?

And I wish that I could show you what I'm talking about in this moment,

but,

um,

GARY: Yeah,  
actually,

if,  
if I go in here,

let me go into my calendar.

Do I have my calendar open here?

I'll get it open.

So if we go into a calendar.

ROSEMARY: Yeah,  
I'm not talking about the calendar

personally that's not what I'm talking about,

but I,

I'm talking about

straight from the Zoom platform.

GARY: Yeah,  
but the,

these links are gonna be just like what you get from Zoom.

So if I had an event in here.

And I.

Make a Zoom link.

All right,

and I'm gonna,

do you see it right now it's adding the conferencing details.

So you're talking about like this content here that comes from Zoom,

correct?

ROSEMARY: Correct,

but it's not,

it's,

it is not.

So,

what you just showed me shows the blue highlight.

Um, I'd have to look at one of my most recent to see if the blue highlight.

So,

basically what you're saying is blue high bold,

those blue highlights, yeah. And then, uh,  
but then in addition.

For those links,

I mean.

CATHERINE: And you're,

you're attaching

the

the blue information from Zoom

to what the description is that you are writing.

ROSEMARY: No,

yeah,

it,  
it's,

it is,

it's not

anyway,  
I will talk with someone else another time to,

to,  
to best understand.

Thank you.

GARY: Yeah,  
so,

so,  
basically,

what,  
what it comes to though,

is,

you know,

when you,

typically,

when we

have invites

from HR or from

Shannon,

or from ourselves,

or from

everybody,

we just,

you know,

we'll say,

hey,

everybody,

come to the meeting,

and,

and here it is,

and,

you know,

that event is what,

what goes in there.

Um,

I put it in here somewhere,

I put it for like 11 o'clock.

So,

This link that you see here,

this really needs to be edited.

JILL: Could it you see how it has join Zoom meeting above,

is that click,

can they,

can,  
does that work?

CATHERINE: It does,

but it's not,

I would say that it's not super descriptive.

ROSEMARY: So,  
so can I clarify

a little bit more?

Um,

a student is not going to my calendar,

and in fact,

I'm not using Google Calendar.

A student isn't going to my calendar for my Zoom invite to them.

I'm sending the Zoom,

like

I'm sending the Zoom information

to their email.

GARY: Yep.

ROSEMARY: Yeah,

GARY: Yeah,

so what,

what you would do though,

when you,

when you open that up.

You are gonna have

You the information that you're gonna have from,

from,

uh,

uh,

the invite

is gonna look

just like this.

ROSEMARY: Yeah,

CATHERINE: Rose Rosemary,

instead of,

um,

instead of adding the student's email when you're scheduling the meeting,  
you would create the meeting.

And then write a separate email to the student  
copying that information.

ROSEMARY: Yeah,  
that,

yeah,  
that's exactly what I do.

CATHERINE: Yeah

yeah,

you would make sure that the link

is

descriptive and not the just like the join the Zoom meeting,

all the words of all the letters.

ROSEMARY: Great.  
Thank you for that clarity.

I appreciate that very much.

GARY: Yeah,

so,

you know,  
if this is the,

the link for today,

again,  
you.

If you,  
you take this link here,

oh,

take that link there,

cut it out of there,

add a little more description in here,

you know,  
add the Zoom meeting for whatever day it is,

highlight all that stuff and paste in there.

That's,

it's a pain.

Well,

paste in there and then bold it because it's DANA: put it in the description section of the,

If you were using a Google calendar,

cause I don't think you can

hyperlink.

In the location,

cause that's usually where

I'll put if it's a Zoom link,

I'll put it in a location there.

Yeah,

I don't think I'd be able to put like a

descriptive text link

there.

Google is a little evil.

CATHERINE: Just  
keep telling yourself this.

Google is evil and they're making your life harder.

GARY: And actually Zoom is evil too because I tried to,

I went into the,

the setting.

For everybody to see if we could,

like,  
you know,

can you get the link

added to the,

to the title,

because then,

you know,  
when you're sending out these links

you someone changed it,

they don't allow us to do that.

OK,

so,

CATHERINE: But if enough people complain and as this happen like as this becomes more.

Important.

Yeah.

Maybe they,

maybe they will change it.

OK.

That's what,

that's what I'm hoping for.

Can't make any sense.

LIZA: Yeah,

you could also just not do it through that functionality

of the link and just put it in the description.

OK.

And just use,

like,

yeah,

descriptive text and avoid,

like avoid this.

I think  
section.

TORI: Well,  
I think when I make an event,

I have to,

The

uh extension in Google Calendar and it's just automatically putting it so uh.

Uh,  
CATHERINE: Tori,

just tell yourself you're not gonna get this right the first time,

not the second,

the 3rd,  
but you are working towards

getting it right.

TORI: OK,

great,  
thanks.

You go first.  
OK,

so like

if the Zoom.

Link or the Zoom email goes out,

but then Tory says

like because you normally send an email saying like

these are I'm thinking about like oh yeah,

and then I'll send an invite then you always send like

hey this is upcoming and then like I don't know maybe

it just gets linked in there too so it's like yeah

yeah

yeah yeah,

OK.

GARY : Tori just kind of

scowled

and

she should scowl.

It's like,

come on,

she goes,  
come on,

TORI: The extension makes everything easier.

GARY: I know,

but it,

and it's like,

OK,

Zoom,

you're doing this for millions of people right now,

and you're telling me that you can't find somebody to write a little script

that takes that link and puts it up there.

Come on,

it would take somebody programming about 15 minutes to do that.

Come on.

So what about the experience.

Using Google Meet

rather than

so.

GARY: Same thing,

CATERINE: It doesn't help the same thing

and

I know every time I do a Google Meet meeting,

people complain they're like Zoom is better.

GARY: So

anyways,

um,

well,

we kind of did,

we did a little distraction there getting into,

um,

our,

you know,

the,

the emails,

um,

but that's OK.

Let me get.

To get uh

back into here,

oops.

But we actually,

we,  
we just jumped ahead too because you know,

we,  
we just did hyperlinks,

um,

document headings,

um.

Yeah,

so,

when,

when you go in and start working on a word processing file,

um,

And

Uh,

we have up here at the top,

you have these styles.

And these styles that you see along the top,

uh,

you should use those to make uh headers,

and when I say headers,

I'm talking about like,

if this is the topic number one.

And then we have some blah blah blah in there.

Then we have down here,

we have topic number 2.

I should have made one of these files before we were chatting earlier.

Um,

if you decide that you want

this text,

we,

we wanna have,

uh,

these things highlighted,

um,

with styles,

and this is where we add in that navigation,

helps us to figure out,

you know,

the screen readers helps us to figure out what's going on,

and,

um,

it helps make the file more understandable.

Um,

when you highlight the text,

we come up here to

heading number one.

And everything here now,

what we can,

we can,

uh,  
highlight

using these

styles up here.

Um,

those are the headers that we're talking about

when we say that we,

we want you to be using headers,

um,

it's using the styles up here.

And typically,

uh,  
a lot of times,

you know,  
you all were like,

hey,  
you know,

I'm gonna write up the,  
the organization for my paper.

And so you just start,

you know,  
typing that,

your,  
your first section,

they just bolded it or something,

and just kept on going.

Um.

To be ADA compliant,

we should be using

uh these headers up here in order to

uh to highlight those.

CATHERINE: Yeah,

if you look on the left,

you'll see that now there's like a list,

and this happens in Google as well.

If you are using the headings,

it will create the

table of contents,

um,

that is much easier to navigate,

uh,

and.

You may not think it matters much for like a short one or two page document,

but if we're talking about something that has like

150 pages,

if there are headings and sections,

it's much easier to navigate,

um,

and not only for someone with a screen reader or keyboard

using keyboard navigation,

it's also easier for you to navigate.

GARY: The,  
the other thing that,

that is true,

and,  
and again,

we think about understanding,

you know,

being understandable is something that,

that counts for folks who,

who need

accommodations,

but they also work for us.

If you were to have a,

a,  
a paper,

and this is the,

the two topics that you're gonna talk about are you,

if you decide to call them topic one and topic two,

then your file is not ADA compliant,

all right?

In order for this to be ADA compliant,

you should say something about

what is topic number one.

This is the introduction.

Just send you get the wrong,

uh,  
it's the wrong file.

I did a different sheet,

so I just

to put you in the right one.

OK,

can you add them into the spreadsheet?

Oh,  
OK,

I didn't know if you want to see him first.

All right,

I didn't know if I already looked at the spreadsheet.

Haven't looked at the.

Oh,  
OK,

so I'll just add them in.

Yeah,

OK,

so let me I also haven't.

One second

CATHERINE: Lisa,

you're not muted.

They should now.

It's a busy time.

No,

she's,  
no,

I'm still talking.

I wonder if you could.

KADY: I was gonna say I popped in.

You're good.

Oh,

thank you.

Thank you.

across the way,

um,

so,

uh,

JILL: A couple of thoughts.

One is can

It's a little different interface if you're working in group docs

and you are you gonna go we shows,

I can show you that.

And then,

um,

the other thing is just to say like we,

we can edit those

headers

you're gonna talk about that too.

OK,  
great.

Sorry,

because

GARY: Actually if,

if you look at these,

these colors right now,

and this is

Microsoft's default colors,

CATHERINE: guess what,

GARY: guess what,

they're evil.

They're

so

this,

the,

GARY: The blue color that you see up here.

For like heading one

and heading 2

and

this might actually be compliant because the,

the text is large enough,

but it's kind of borderline,

um,

but certainly if you when you start to get some of the smaller styles

there's no way those are compliant.

OK,

so

if you're,

you're working along.

And you say,

OK,  
wait a second,

this,  
this is definitely not,

you know,  
this is not ADA compliant.

I wanna update this.

Um,

you can come in and you can say,

I want this to be black,

and I want to be bold,

and I,

you know,

you can go and you can make these changes to it.

Um,

and

then what you do is if you come up here

to your header and say,

this,

my topic number 2 right now,

that's

perfectly the way I want header number,

uh,

that's what I want that to look like.

All you have to do is come up here,

right click on it,

and you can

update the heading to match the selection.

And

now,

if you noticed,

both of my header 1s were updated to get that color.

Um,

it would be really fantastic,

and we just haven't gotten to the point yet if,

if we could have every computer that gets Microsoft installed

at the college

to have a set of styles that are actually

compliant,

that would be really fantastic JILL:and also branded.

wouldn't that'd be great.

We can dream big.

We can dream big.

Um,

the other thing when,

when we talk about using styles and so forth,

um,

we do have what we've got the bulleted numbers up here

and you've got your bulleted numbers and you have the,

uh,

uh,

uh,

numbered list.

If you're gonna have a numbered list in your file,

you should use.

These tools up here,

use the bullets or the numbers,

um,

because that helps with screen readers,

that makes things,

it,

it flows much more naturally,

um,

and the,

the way screen readers work.

Now,  
I haven't been able to go and figure out the details of what,

you know,

I go and listen to them and,

and I don't hear any difference,

um,

but

I'm,  
I don't listen to these things all the time,

so.

I am going to trust

that the people who really need this can tell the difference.

Um,  
and I,

I'm not gonna say,

oh well,

I can't hear the difference,

so I'm not gonna do it anymore.

That's,  
that's not the way you wanna do things here.

Um,

so,  
if you are gonna use bulletin lists or outlines or anything like that,

you really should use

those,

um,  
the tools here in the,

in the,

uh,  
paragraph style.

CATHERINE: And you also wanna make sure that you're using

the spacing tools in the paragraphs as well,

so adding or removing a space after a paragraph,

so that would be like a line break

instead of just pressing enter several times on your computer.

Um,

I see the looks of horror.

I know that I know that it's really easy to just press enters and be like,

OK,  
yeah,

I want,

I want there to be a nicer space so you really don't wanna do that

because then each new line is something that a screen reader is going to read.

because it,  
it just looks a lot better if it's standard,

and you can

do your line spacing options.

JILL: You can,

yeah,  
yeah,

same thing with the bullets like you can make it look as

really nice

nice like that.

It's not,  
I know it.

I,

CATHERINE: Yeah,  
so I know like if you have,

if you have a lot of text and for a lot of people,

you know,  
they like to do a paragraph

and then like a line breaks,

so they'll press enter twice

instead of doing that in Google,

it's.

Add space or add line after paragraph um and it's a little spacing option

um I'm sure there's an equivalent in word I just can't

remember where it like it's it'll be in the spacing section

yeah there it is

um.

But again,

it's because the screen reader is going to read that

that extra enter.

It's,

it's actually in a way it's easier and if you once you get used to it because they,

JILL: because you can just check things off like don't add space between paragraphs

of the same style or uncheck that and then it's just automatic so.

It's just a heavy

learn,

it's a steep learning curve,

and then it's kind of automatic,

yeah,

exactly.

CATHERINE: It's one of the things that it takes,

it takes a second to get used to,

but with new content going forward,

it's

easier to do it this way instead of going back and correcting it.

It's hard because I do both,

but like I,

I,

I know,

I do.

I know how to do it.

I,

I do it.

This is also probably the hardest thing for me.

I'm just like,

oh,

after it's so easy.

And then if you,

you know,  
going back and correcting it,

then all of a sudden all the spacing looks

really weird because you've got some that are.

It's that way,

yeah.

This is my kryptonite too,

GARY: Yeah,  
and,

and,  
and you're somebody like,

like me,

I do,

yeah,  
I use Word a lot,

and then I do some OneDrive stuff,

so I will like,

I'm like,

OK,  
I'm cruise line.

I've got my formatting just the way I wanna hear my application.

Fired away

and then I go and I upload it into to OneDrive.

Then I go and I edit it in OneDrive and all my formatting gets messed up because,  
because Word doesn't keep track of those things.

So Microsoft is evil just like Google is.

He said we just need to get  
t-shirts that say tech is evil.

Vern,  
can you get us?

Can you type those up for us?

Tech is evil.

Um,

so anyways,

uh,  
what does the chat,

Somebody just pops something in there.

KADY: You beat me too and I was just writing technologies and stuff.

Uh,  
OK,

so,

um,

GARY: All right.

01 other thing,

when we're,

we're talking,

uh,

files here as well we're talking formatting and so forth,

um,

if you're somebody who uses,

uh,

tables

in your files,

um,

and a lot of us do,

um,

we do need

to pay attention when,

when you're creating a file.

I've made that bigger so everybody can see it does.

Um,

if you're gonna be creating,

uh,

information that's in the table,  
you really need to have,  
and we'll just talk columns right now,  
um,  
you need to make sure that there's a meaningful title  
at the top of every single one of your titles,  
or every single one of your,  
your columns.

And I always deal with that in,

in,

uh,  
you know,

people looking at their syllabus and like,

hey,

everybody,  
so

this is your grade,

and the,

you know,  
these are the points that you need for the grade.

And,

you know,

you need to make sure that you have

these words spelled properly,

obviously,

but you need to make sure to have those words at the top of the,

uh,

uh,  
the table when you're setting it up.

Um,

you know,  
if you would just put down,

you know,  
ABC and,

you know,  
the,

the points there,

that's not ADA compliant.

When the screen readers go in and,

and take a look at that,

uh,  
they look for,

um,

those,

that content to be at the top of the,

of the columns.

Um.

And actually,

so by default,

when,

when I'm in my table here,

you'll notice that we get a,

a different toolbar that pops up there

and notice that they,

they have already turned on a head row.

So

if you add those into your word processor,

it's probably gonna be there.

You need to make sure to go in

and

just

put those labels in there,

um,

and then you'll be in compliance.

So,

uh,

that's an important thing to do

as well before we get done with,

uh,

oh yeah,

I just saw this too,

um.

If you're somebody who

likes to take those two cells,

you're like,

I,

you know what I'm gonna do,

uh,

we,

we wanna have those two cells.

We want them to be merged in this file or in this,

uh,

table,

and so you just go and you grab those,

you say,

all right,

you know,

merge those cells,

um,

then we make a,

uh,

this table is no longer ADA compliant.

OK.

Um,

when you make a table.

The columns

and the rows all have to line up.

So,

you know,

here,

that,

that 3rd row has only 2 columns in it,

so that confuses the screen readers.

Uh,

CATHERINE: I know people sometimes use tables to make a calendar,

like a,

like a calendar view of things.

That's all it's so annoying.

Well,

I mean,

it's not an,

it looks great,

but for screen readers it's very annoying.

So

if you can,

if the data in your table.

Really relevant to calendars can be  
displayed as a list instead,  
that is gonna be better.

Yep.

GARY: OK,

so let's see,

um,

hey,  
you know,

we actually did a pretty good job.

Only a few more minutes left,

um,

but we've,

we've talked about just about everything here.

Wow.

I think we did,

we didn't talk about

font size and style that much,

did we?

Uh,  
no,

we didn't really.

CATHERINE: Um,

we can do a

quick

discussion about that.

Uh,

that's number 4,

right?

Yeah.

Here we go,

um,

so

you always wanna choose the,

uh,

you always wanna make sure that you're choosing a

font that is very clear and easy to read,

um.

Say for most situations,

this is not the time to get creative with the fonts.

Um,

For presentations,

um,

any

kind of PowerPoint or anything that's gonna be

displayed downstairs at like an all college meeting,

you really wanna make sure that you're using a font that is really large,

easy to see,

uh the color contrast is really high,

um.

And

that think about

where this information is going so that you know your audience will be able to see it.

Uh,

got some,

yeah,

GARY: Basically,

if

the,

the rule of thumb,

at least the one that I've always heard of,

um,

Kady,

maybe you can,

you might,

uh,

say that something and,

you know,

you might have something else,

but

I've always heard that if you're

putting information on a presentation of slideshows

that you're gonna show in class or PC,

the size of the font should be at least 24 pixels.

KADY: Yeah,

that sounds basically the same as what I've heard too,

yeah.

Yeah,

GARY: Yeah,

um,

if it's,

if it's smaller than that,

you know,

if,

if it's something where,

you know,

if it's gonna be slides,

you know,

the students are gonna print them out and,

and use those for,

you know,

class notes or something,

um,  
they still say your,

the size of your font should be the size 18.

And it

size 24 is that that's pretty big,

yeah,

you know,

I,

the,  
the rule of thumb I always have when I,

whenever I think about,

you know,  
putting something up on,

on the,

you know,  
the dining comments if you're gonna be putting text up there.

Personally,

I say you wanna limit yourself to about 12 words per slide.

If you have more than 12 words,

you need to break it up

just because that's,

that's what I've always,

that's my rule of thumb.

Um,

but,

so yeah,

and

I,

I say all this stuff.

I really,

I have to sit on my hands a lot.

When I see some of the presentations that folks put up downstairs,

I'm like,

oh my goodness.

Oh

CATHERINE: Yeah,

just think about when you've been an audience member and you're

trying to see what is on that slide that says something.

Scary about our future,

um.

Like I really wanna see what that says,

but I can't because it's so small

or it's

a

color that's really hard to see because it's sunny and it's light and it,

yeah,

think about your experience as an audience member and

say

don't ever wanna make,

I don't wanna set that example for for the information I'm presenting.

Um,

for written text or

um text that's printed,

uh,

oftentimes you'll see serif fonts,

so that's

everyone know what the serif is,

uh,

um,

but for digital it's typical to use san serif uh

font,

uh,

and I think for Google and for Word the default font size is 11 point,

but really we should be using 12,

so.

Um,

anything larger than 16,

um,

screen readers,

I think,  
have a hard time,

that they,  
I think they identify it,

or

the magnification is a little bit different.

I was,

do you know about that?

No,  
I don't know about that.

Um,

so for the text

body,

so this would not be a header,

not a title,

uh,

it's not any kind of.

Identification tech,

the

the actual content of what you're writing,

you want that to be between 12 and 16 point.

My understanding is that anything over 16 point

can sort of.

Uh,

interact differently with the screen's magnification.

So if it's OK for like a title or a header,

but for text body you want it to be between 12 and 16.

GARY: Maybe that's what happens in rules that turns out hanging the header number ones.

CATHERINE: Maybe

that

actually might be.

GARY: So,

um,

yeah,

so,

so,

basically,

you know,

if you choose

plain font styles,

you know,

don't get really,

or,

or,

you know,

maybe use the branded ones.

Yeah,

KADY: Yeah,

the,

the one that we have that we use is a sans serif font,

meaning it doesn't have

feet,

the serifs,

um,

and it's more readable

in general.

Sans serif fonts are

Understood to be more legible to most people.

However,

I think that research is people are able to read what they are most used to.

So it's like a group of people is more used

to reading serif fonts in paragraphs and printed text,

then they like

technically can read that better.

But branding wise,

we have a sans serif font,

which is we we picked because it's really legible.

So.

Recommend just going with that one.

CATHERINE: That's probably why,

Kady,  
that's probably why I'm thinking like,

oh,

Sarah fonts are better for paragraphs because

old people

don't,

I'm counting myself as one of the old,

KADY: hey,  
they were the standard,

yeah.

So people tend to have this sort of just mentality of

a thing that they're used to is easier to read.

And there are instances where serifs are useful,

like.

Um,

lowercase,

uh,  
L's

and upper,

you know,

and,

and I's and ones can sometimes get confusing with each other.

That's like the biggest use case I can think of where serifs are slightly better.

Um,

but in the general

rule of thumb,

san serifs are more eligible to sort of across the board.

CATHERINE: I want to be clear that I'm counting myself as it's someone,

someone who was born in the 1900s.

They like to say

GARY: I,

I've,

I've also heard that,

that

if you're,

especially if you're reading a text on a page,

um,

that if you have the serifs,

um,

that that actually helps to keep your eye going in the right direction,

um,

you know,

I,

I guess,

yeah,

I mean,

whatever,

KADY: I think it's what you're used to.

It's,  
it's the thing that you are used to,

and,

um,  
in general,

letting is more important than.

A serif or a sans serif letting is the space between lines.

Um,

so if,

if you're like not sure of something,

letting is more important than whether or not the font has a serif.

CATHERINE: There's also some ADA

recommendations for,

for that,

uh.

But I haven't quite determined

what what they are yet.

How,

how

I think that we're generally OK.

It says it's like 1.5 times the height of the text or

um,  
yeah,

yeah,  
and that should,

so that should be fine as the default,

JILL: And we can create

some templates

that are branded

with,

you know,

recommendations based on that,

and then just make them available in the.

You know,

in the environment,

in the templates environment,

yeah,  
please add it to our list,

yeah,

add it to the list,

um,

CATHERINE: I think we can talk about PDFs.

GARY: I think we can.

CATHERINE: I noticed that PDFs are kind of the the scariest,  
but they should be less scary now that we've gone  
over most of the things that PDFs will contain,  
uh,  
PDFs are gonna  
really employ all of these other skills and things that we've talked about,  
uh,  
the part that  
makes them the most complicated is when it comes to tagging  
and tagging the reading order,  
uh,  
if you have a PDF  
that.  
Is not just  
a PDF of like a Word doc,  
right?  
Like,  
uh,  
if you have something that has  
multiple columns and images and it's  
kind of tends more towards the infographic,  
much like this infographic that that we made,

um.

That's where tagging becomes very important,

so

everyone should have access to Adobe Acrobat.

If you don't have access,

just submit a help desk ticket,

they are expecting these tickets,

um,

so they can get it installed

to run the accessibility checker,

which we can't demonstrate on here because

Acrobat is not installed on the ClearTouch,

um,

but to run the accessibility checker in Acrobat,

you need to use the desktop application,

so

oftentimes when you're opening a PDF that.

Uh,

like in a browser,

it will just open as a browser extension,

you cannot run the accessibility checker in that browser extension.

You have to use the desktop application.

Uh,  
you'll be prompted to log into Acrobat  
using  
your GCC email,  
and I think it's just like the regular password,  
um,  
but once you're logged in,  
that's it.

You should be logged in.

You shouldn't have to log in again,

uh,  
unless it updates,  
uh.

And on the left hand side  
of Acrobat,  
there's a whole series of tools,  
and if you scroll down and say show more tools,  
there's the accessibility checker,  
from there,  
you can run the accessibility check,  
it's going to  
prompt you to.

You know,  
select what you wanna look for.

There's a lot of things there.

We're just gonna have to offer a whole other session on using Acrobat.

Um,

it is

for someone who has not done a lot of this,

it can be very intimidating.

Um,

it is one of those softwares that is a very

powerful tool if you know how to use it properly,

um,

and

basically what you will do

or what it does.

Uh,

identifies each

block of content on your PDF whether that's an image,

text,

heading,

and it can

kind of auto generate what each thing is,

you should go back and check and make sure,

but it will establish a reading order.

And uh let you

kind of fix any other issues that are existing so

if you don't have Alt tech for an image,

you can

fix that there,

but again,

it's much easier if you just do it when you're creating it.

GARY: I always tell folks as well,

if you're,

you know,  
working on creating a document,

you know,  
it could be a,

you know.

Study guide,

or I say study guide,

but it's like,

hey,  
this is how to use all the,

the different

people in our office,

you know,

something like that.

Um.

If you're,

if you're gonna make the file a PDF file eventually,

which is what we should do,

um,

don't start out using Adobe.

Start out using Word,

create it there,

you know,

take care of your colors,

take care of all types.

It's much easier to do all that stuff in

Microsoft Word.

And then when you get that final step,

you know,

once it's all

ready to go,

save your Word document as a PDF.

Then open up an Adobe,

do the final,

uh,

accessibility check

and save it there and you're all set.

So

that's,

that's where I usually tell folks

and,

and,

you know,

because if you're gonna go and start creating doc,

you don't wanna have to learn how to,

how to use Adobe also now to go and start creating a document.

Just go and,

and create your document,

and

the reality is,

you know,

if you,

if you get to the point and you,

you struggle with the last step,

reach out for some help,

because that,

it really can be a pain in the neck.

CATHERINE: And it,  
it's,

if you are mostly,

if your PDFs are really mostly just like

text documents

and you've done all these other steps,

you probably won't have to use Adobe as much.

Uh,

it's really,

Adobe is gonna really be for people who are.

Creating PDFs that have

various forms of content and have

more than one of these

multiple of

the elements that we've talked about,

so it's gonna have the images,

it's gonna have headings,

it's gonna have

hundreds of pages potentially,

uh,

that's,

that's who's really gonna be using Adobe,

it doesn't mean that you can't use it,

but it might not be worth the trouble.

GARY: You know,  
the,

the one last bit of advice I would give anybody when we're thinking about creating,

uh,  
accessible documents,

um,

if you have a like a chunk of text,

there's a paragraph of text out of a book

or off a web page,

you're like,

oh,  
this is fantastic.

Everybody needs to see this,

so you.

You take a screenshot of it.

You take that screenshot and you put it into your document,

and don't do that.

CATHERINE: But there's,

we're,

we've been figuring out solutions for this because this comes up a lot,

right?

It does.

GARY: So basically,

um,

any,

you,

you,

if you have text.

Then the text should be displayed as text,

so you should not be taking a picture of text and putting it into your files,

um,

and that includes like Word art,

um,

that includes scanning your screenshots of images.

You shouldn't be putting that into your document

because the screen readers can't read it.

CATHERINE: Adobe is getting better at reading screenshots,

um,

so it can convert some screenshots,

um,

but if you have an Apple,

I haven't tested this out with Android yet,

but if you have an iPhone,

um,

and you take a picture of

text and it works.

With handwritten text as well,

you can then convert that to digital text and paste that into a document,

um,

if you want to hear more about that.

I haven't written a guide for it yet,

like I said,

I haven't,

I haven't been able to test out how Android

works as well,

I,

I've heard it doesn't work as well,

uh,

but.

We'll make that available.

We'll make that tutorial available.

GARY: It,  
it's really cool though,

with,  
with these tools.

If you,

if I were to write a bunch of my,

in my scribbling,

write a bunch of notes on the,

the,

the whiteboard here

and take a picture of it,

it converts it into text.

It is amazing.

CATHERINE: And this is,

this is,

again,

this is like only within the past,

I think like.

We,

we could not have or 6 months.

GARY: Yeah,

this has been since June of the school year.

Fantastic,

yeah.

LIZA: Yeah,

I think I,

I just wanted to make a note,

again,

this is Liza for folks online,

um,

for people that

aren't like living in this,  
this ADA compliance is not just for higher ed,  
this is for all public institutions in the entire United States.

So every state.

government,

every municipal government,

every

public higher ed institution,

like this is one that's getting federal funding.

Everyone that's getting federal funding of any kind,

websites,

every,

so like I just think that's important context for everyone doing this work,

and that is why things are changing

so rapidly is there is a lot of pressure on all of these tech companies

to figure stuff out because

Um,

government

contracts,

government agencies will,

will not be able to work with these companies if they don't adapt.

And so a lot of the stuff that is challenging right now  
is likely to change and become easier in the future,

um,  
because there is such immense pressure,

uh,

and so I,

I have hoped that some of these things  
will be easier even in the next 6 months to 12 months,

um.

CATHERINE: Definitely,

and because it's already happening,

yeah,  
it's really,

really

good and important thing to remember,

uh,

yeah,

everyone,

you're not alone in this.

We're not the only school that's going through this.

Lots of people are facing this as well.

GARY: That,  
that's right to end with it.

We are,  
we're ready in time now.

So thank you.

So thanks everybody.

Um,

reach out if you need any more help,

and we'll let everybody get on with their day.

And thanks for your attention,

everybody.

Thanks,

everyone.

Is it possible to ask one quick question before you all sign off?

Or like,

sorry,  
the tech team signs off.

Everyone else can sign off.

Um,

just a quick question on

the PDFs

and it,

it's sort of separate from the,

well,

Whatever,

it's linked to accessibility,

but,

um,

for example,

if I'm creating like applications,

uh,

I would love to have it be a fillable PDF.

Do you all teach how to do that?

Cause I,

I don't have that experience.

CATHERINE: I

have,

JILL:we also,

we,

we use um Google,

the web PDF forms a lot of times after.

So if it needs to be a part of your application,

that's how we handle it a lot,

is to use the web,

fillable web

forms.

If it,

unless it needs a specific,

needs to be downloaded

and signed by like a caregiver or a doctor,

that's a special case,

but if it can just be filled out on virtually like a Google form,

not a Google,

I'm sorry,  
a web form.

No,  
you,

you said web form,

but I was thinking I was thinking Google form because this would be where I,

instead of sending like a paper copy.

Um,  
to families,

school personnel,

um,

a

digital,

like,

yeah,

downloadable copy,

I suppose,

that they

would be able to fill in

and then send back to me.

Do they have to have a printed version or can it be filled out  
online?

No,

I just for right now I have um

like physical copies because I don't know how to make it a fillable PDF,

but um

typically the fillable PDF is more accessible

to the population that I

am working with.

My question is,

does it have to be printed?

Oh,

does it have to be printed?

No,

it doesn't.

Like when they hand it back.

It could be electronic only.

Yes,

I would prefer,

I would prefer for it to be electronic.

Yes,

so in that case we would handle it as a web form,

which is what we're doing with

the admissions,

um,

it's making a lot of those application related forms,

um,

created,

uh,

as a web form,

so you could just put in a marketing ticket for that.

OK.

OK,

and then,

so I would work with you versus the

TITL

whatever your name.

OK,

so that would just be through marketing.

OK,

all right.

Thank you,

Jill,

and

thank you,

everybody.

I,

um,

as someone who works with people who use screen

readers and alt techs and all of these things,

um,

I'm really glad that we're

finally getting to this point because I have seen firsthand how

helpful and necessary

it is.

So thank you.

Thank you for that feedback.

Yeah.

All right,

have a nice day.

Great,

great.

OK,

cranked it out.