Your source for ACADEMIC STREAMING.
• Founded in 1937
• Headquartered in St. Louis, Missouri
• Largest distributor of movies outside of theaters

We deliver content to:

- Colleges/Universities
- Hospitals
- Cruise Ships
- Churches
- Parks & Recreation
- K-12 Schools
- Correctional Facilities
EXCLUSIVE streaming access to over 25,000 films:

- Feature films
- New Releases
- Classics
- Documentaries
- Foreign films
- TV series/episodes

Representing Hollywood’s BEST STUDIOS

...and many more!
Swank Digital Campus provides support materials for those with disabilities whenever possible dependent upon the availability of resources from our content providers. Often times this may be limited to captioning or subtitles but in all cases, upon request, we will provide and/or seek out necessary resources from our content providers and add them accordingly to the streaming version. In cases where captions are unavailable for a film requested, schools will be notified prior to licensing in order to offer alternative content with captioning or alternative resources available.
- Closed Captions
- Language Options
- Screen Readers
- Descriptive Audio*
You done stuck your foot in your mouth now. (CHUCKLES)
Captions and Language Options

Fences
2016 • PG-13 • 2 hours, 18 minutes

Audio
- English (US)
- Italian
- German
- Spanish (Latin America)
- Spanish (Latin America)
- French (Parisian)
- Korean
- Japanese

Subtitle
- None
- Arabic
- Dutch
- English (US)
- French (Parisian)
- Mandarin Traditional
- Portuguese (Europe)
- Thai

Licensed through Dec 31, 2019

Copy Direct Link  Copy LMS Link
All the President's Men

1976 • 2 minutes

Synopsis
Reporters Bob Woodward and Carl Bernstein investigate a 1972 burglary at the Democratic National Committee headquarters, eventually discovering a cover-up that would lead to the president's resignation. Adaptation of Woodward and Bernstein's book.

Director
Alan J. Pakula

Actors
Robert Redford, Dustin Hoffman, Jason Robards, Jack Warden, Martin Balsam

Licensed through Dec 31, 2020
Alexander Street Video Accessibility

Boston Library Consortium

Pete Ciuffetti – Director of Product Development, ProQuest
Alexander Street Video: Origins, Present and Future

• Origins
  • 2006 *Theatre in Video*: The first vendor to provide synchronized video transcripts in academic video collection
  • Only transcribed video satisfies WCAG level AA accessibility

• Present
  • At 54,000+ transcribed videos and growing
  • This is more than the total number of videos in competitive platforms.

• Current Projects
  • Faster turnaround on transcription
  • Enhanced accessibility with feature recognition
WCAG and Developers
Writing accessibility into your code

```javascript
import React from 'react';
import ReactDOM from 'react-dom';
/* eslint-disable-next-line */
import axe from 'react-axe';

import { ApolloProvider } from 'react-apollo';
import { Rehydrated } from 'aws-appsync-react';
import App from './Containers/App';
import appSyncClient from './Services/Config/AppolloClient';
import Context from './Context/ApplicationContext';

import './polyfills';
import './Scss/App.scss';

// Enable AXE Accessibility Testing in development mode
// @see https://axe-core.org/
if (process.env.NODE_ENV === 'development' &&
    process.env.REACT_APP_AXE_ENABLED === 'true') {
    axe(React, ReactDOM, 1000);
}

ReactDOM.render(
    <Context>
        <ApolloProvider client={appSyncClient}>
            <Rehydrated>
                <App />
            </Rehydrated>
        </ApolloProvider>
    </Context>,
    document.getElementById('root'),
);
Accessibility Tooling in the IDE

- Critical: Certain ARIA roles must contain particular children
  - [Link](https://dequeuniversity.com/rules/axe/3.0/aria-required-children?application=axeAPI)
- Critical: Certain ARIA roles must be contained by particular parents
  - [Link](https://dequeuniversity.com/rules/axe/3.0/aria-required-parent?application=axeAPI)
- Critical: ARIA attributes must conform to valid values
  - [Link](https://dequeuniversity.com/rules/axe/3.0/aria-valid-attr-value?application=axeAPI)
- Serious: Elements must have sufficient color
  - [Link](https://dequeuniversity.com/rules/axe/3.0/color-sufficient?application=axeAPI)
Enhanced Accessibility?

- Machine Learning Feature recognition
  - Google Vision
  - Amazon Rekognition
- Text – to – Speech
  - Interleaved with the primary audio?
Enhanced Accessibility?

Amazon Rekognition

Architecture; Building; Tower; Dome; Bell Tower; Cathedral
Human; People; Person; Desert; Nature; Outdoors
Animal; Carp; Fish; Koi; Outdoors; Pond

landmark; dome; sky; daytime; building; phenomenon; tourist attraction; observatory;
camel; mammal; camel like mammal; arabian camel; ecoregion; landscape; livestock;
vertebrate; crocodilia; reptile;

Google Vision
Captioning Breakdown:

31,321 titles on platform (as of April 6, 2018)
28,301 captioned titles - 3,020 w/out captions - 90%
SUBTITLES
World Cinema – 388 out of 524
World Languages – 639 out of 973

SILENT & MUSIC
Archival Films & Newsreels – 1,342 out of 4,624
Music – 85 out of 1,016
Silent – 5 titles
Spanish - 115
Captioning Breakdown:

3,020
- 2,574
  446 or 1.4% of the collection not closed captioned
Media Details

Master Delivered to Acquisitions
02-14-2017

Master Edited/Uploaded
02-17-2017

Create Media Options
À la carte, Segments, Captions, Correlate

DVD Created

Captions Complete
Search 28,311 titles and 272,945 segments
Advanced Search

Home > Search Results > Ethiopia

Video

Full Program

Ethiopia

56:56

Segments

1. Introduction 01:28
2. Ethiopia's Recent History 01:35
3. Queen of Sheba and Ethiopia 03:11
4. Ethiopia's Old Testament Heritage 02:40
5. Harar 03:15
6. Christian-Muslim Alliance 02:03
7. Papyrus Canoes 00:54
8. Ethiopian Castle 02:47
9. Non-Functional Beam 01:28
10. Church Art 01:42
11. Ethiopian Church Service and Linguistic...
Account Settings: Platform Preferences

Member accounts may have set their own preferences. Override member account preferences by checking "Override Selections Set by Sub Accounts" when saving preferences.
Ethiopia

AND EXTRAORDINARY AS ANYWHERE ELSE ON EARTH.
WCAG 2.0 Conformance
The Revised 508 Standards require conformance to the 2.0 Level AA. But what does that mean?

What Are the WCAG 2.0 Conformance Levels?
Conformance to a standard means that you meet or satisfy the 'requirements' of the standard. In WCAG 2.0 the 'requirements' are the Success Criteria, which are categorized in three levels:
• **Level A** (minimum) – Addresses the most basic web accessibility features, but does not generally achieve broad accessibility.
• **Level AA** (mid-range) – Addresses most common barriers for disabled users and aligns to the Revised 508 Standards
• **Level AAA** (highest) – Addresses the highest level of web accessibility, but is not recommended as a general policy, because it is not possible to satisfy all criteria for some content.
Infobase Accessibility Conformance Report
Based on Voluntary Product Accessibility Template® (VPAT®)¹

Name of Product: Films on Demand
Date: March 23, 2018
Contact information: support@infobase.com

Notes:

Standards/Guidelines
This report covers the degree of conformance for the following accessibility standard/guideline:

<table>
<thead>
<tr>
<th>Standard/Guideline</th>
<th>Included In Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Content Accessibility Guidelines 2.0, at <a href="http://www.w3.org/TR/2008/REC-WCAG20-20081211/">http://www.w3.org/TR/2008/REC-WCAG20-20081211/</a></td>
<td>Level A □</td>
</tr>
<tr>
<td></td>
<td>Level AA □</td>
</tr>
<tr>
<td>Section 508 as published in 2017, at <a href="http://www.Section508.gov">http://www.Section508.gov</a></td>
<td>□</td>
</tr>
</tbody>
</table>
ADA Usability Statement

Infobase Learning is committed to ensuring that our online products are accessible to everyone. We continue to strive in raising our level of compliancy with the America with Disabilities Act (ADA). Because our product lines can span multiple formats including text-based articles, pdf ebooks, streaming video, and jpeg images - we employ a wide array of web practices and features to assist our users in getting the most out of their service. It is important to us that any user’s experience, including those who are visually or hearing impaired, is as streamlined and enjoyable as possible.

To note, the On Demand streaming video platform is compliant with Section 508 of the American with Disabilities Act by providing closed captioning and interactive transcripts for all English language video content in our collections.

Also, as a general guideline when we develop any online product we consider several aspects of accessibility, including the following where possible:

- Ensure that all Buttons, Navigations, and links can be “tabbed” through, including Header information.
- Include alternate text format for all images, or include as much image description as possible.
- Offer Closed Captioning for all videos that are easily accessible.
- Offer Read Aloud feature for any text based information that is easily accessible.
- Include text details for any image based navigation or site function.
WGBH’s NCAM
45+ Years of Media Accessibility

Boston Library Consortium
April 27, 2018
Geoff Freed, Bryan Gould
Carl and Ruth Shapiro Family National Center for Accessible Media (NCAM)
WGBH Educational Foundation
http://ncam.wgbh.org
About NCAM

- Carl and Ruth Shapiro Family National Center for Accessible Media at the WGBH Educational Foundation (NCAM); [http://ncam.wgbh.org/](http://ncam.wgbh.org/)

- 45+ years of access technologies at WGBH:
  - The Caption Center (1971)
  - Descriptive Video Service (1990)
  - NCAM (1991)
About NCAM

- R&D facility with the mission to make electronic media of all types accessible to people with sensory impairments
- Work funded by federal grants, private foundations and strategic partners large and small
- Expertise in on-line accessibility of all kinds (Web, multimedia, PDF, captioning, description, etc.)
- Expertise in standards and guidelines (Section 508, WCAG, SMIL, ATSC, SMPTE, TTML, PDF, Flash, e-books/textbooks, image description, etc.)
1971: WGBH tests captions for broadcast television; opens The Caption Center, the world’s first captioning agency
  - first captioned program: *The French Chef*, 1972
  - *The Captioned ABC Evening News*, 1973
WGBH, PBS and others test closed-caption technology, 1973
  - first CC programs are broadcast, 1980
Grant-funded research projects: captions in the classroom (1991-2007)
Caption software in the classroom (CC School, CC Jr, QuickCaption School; 1991-1998)
MAGpie (2000)
**CC WebCaster** (2015)
**CADET** (2017)
CADET

- **Caption and Description Editing Tool**
- DIY captions and descriptions for non-broadcast material
- Browser-based application
  - write captions from scratch
  - import existing caption files (WebVTT, SRT, TTML, SCC, QTtext, SAMI) or plain-text transcripts
  - export in WebVTT, SRT, TTML, SCC, QTtext, SAMI, plain text, audio-description script
- Developed in part with funding from the MA attorney general’s office
The genome is a storybook that’s been edited for a couple billion years.

And you couldn’t take it to bed like 1,001 Arabian Nights and read a different story in the genome every night.

Narrator: But how do you read what’s inside a molecule?

Well, if it’s DNA, if you turn it so you can look at it from just the right angle you will see, in the middle, what look like steps in a ladder.

Each step is made up of two chemicals: cytosine and guanine, or thymine and adenine.

They come, always, in pairs, called base pairs either C and G, or T and A for short.

This is, step by step, the code, three billion steps long-- the formula for a human being.
CADET: Caption And Description Editing Tool

Mode: Edit  Project Type: Description

**Description / Pause Times**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Project Type</th>
<th>Description / Pause Times</th>
<th>Media Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit</td>
<td>Description</td>
<td>00:00:19.2 / 00:00:15.38</td>
<td>00:00:28.01</td>
</tr>
</tbody>
</table>

2 00:00:26.26 00:00:41.64 [MUSIC HIT]

On a ridge, a figure trudges through the snow, using a long pole to steady her steps. The slim teenaged girl leans into the wind, clutching her leather collar close around her neck. A bandit attacks! The girl blocks his spear with her pole. It breaks in half!

3 00:00:43.82 00:00:54.80 [CRACK]

Tall and muscular, the bandit swipes at the petite girl with the spear. She dodges his blows. Trapped against a boulder, she draws her dagger from its sheath and stabs his shoulder!

4 00:00:57.20 00:01:05.36 [Aaaaaaaah!]

He flings her aside and draws his own dagger. She scoots backwards, grabs the bandit’s fallen spear, and plunges it into his belly!

5 00:01:08.31 00:01:24.57 [Aaaaaaaah!]

The bandit falls heavily onto his side and lies still. The girl, SINTEL, rolls onto her back, her chest heaving. Wind ruffles her short, shaggy red hair. She narrows her golden-brown eyes. A short distance away, a warm light glows from a yurt.

Sintel retrieves the spear and drags it behind her as she staggers across the artic...
Uses for CADET

- Schools, universities, government agencies, non-profits
- Classroom or online:
  - lectures
  - demonstrations
  - tutorials
- Social media
Examples from colleges and universities:
- Web site WCAG 2.0 AA conformance
- Procurement policy and vendor assessment
- Accessible platforms
- Accessible content
  - Training, guidelines, production, and editorial review
  - Image description, caption, and audio description services
Contact

- Donna Danielewski, donna_danielewski@wgbh.org
- Geoff Freed, geoff_freed@wgbh.org
- Bryan Gould, bryan_gould@wgbh.org
- NCAM, http://ncam.wgbh.org

Thank you
WHY ACCESSIBLE VIDEO IS BETTER VIDEO
I am:

Lily Bond
Director of Marketing
3Play Media
www.3playmedia.com
lily@3playmedia.com
LOOK @ THE TRENDS
MORE VIDEO
Is uploaded to the web in 1 month than TV has created in 3 decades.

80%
Of the world’s internet traffic will be video by 2019.

78%
Of people are watching videos online every week.
71% of people with disabilities leave a website immediately if it is not accessible.

48 MILLION Americans are d/Deaf or hard of hearing. That’s 20%!

24 MILLION Americans are Blind or low-vision. That’s 10%!
What do these companies have in common?
+1700 other companies
12% Captions increase view time on Facebook videos by 12%

41% Of videos are incomprehensible w/o sound or captions

98.6% Of students find captions helpful for learning.
Today's the day! #SNLPremiere
Coleen Mcaler: Hahaha...the people whining about how SNL has become too political...newflash..it's always been political. They've made fun of pretty much every president in the last 40 years in some way or other, whether they were Republican or Democrat. It's just that...

Tyrone Smith: ✌️ 🙏

SNL: September 27 at 5:05pm

Hopefully this gets worked out before Saturday.
WHO IS 3PLAY MEDIA?
OUR SERVICES

- Captioning & Transcription
- Audio Description
- Translation & Subtitling
- [static crackling on radio]
  - [feedback whines]
“The Christmas lights flicker wildly. Joyce turns around in horror.”
Trusted by 2,500+ Customers
GOAL: MAKE VIDEO ACCESSIBILITY EASY

- Online Account System
- Fast & Reliable Turnaround
- Automated Workflows
- One Stop Shop
- Innovative Tools
OUR CC PROCESS

1: Automatic Speech Recognition
2: Human Editing Cleanup
3: Human Quality Review
And at the time, there was an NSF Center of Excellence in Robotics. It was a very fortuitous time for me. So I was starting to learn about robotics in a big way as an undergraduate.

And as I was applying to graduate schools, I of course applied to MIT. And it turned out there was a brand new project that Professor Rod Brooks was starting around planetary microrovers. And at that time--this is in the early '90s. Rod of course, is a pioneer founder of autonomous robots. But all the robots when I first came to the lab were very much inspired by insect models of intelligence.

So they were--I remember the day I came in to lab, and I was in one of the
The Physics of Skydiving (Science Out Loud S2 Ep1)

THE PHYSICS OF SKYDIVING
THANKS!

Lily Bond
Director of Marketing
3Play Media
www.3playmedia.com
lily@3playmedia.com
Video Accessibility and Automation

Jeff Rubenstein, VP Product Strategy
Jeff.Rubenstein@kaltura.com
@jeff_rubenstein
**Video Advantages**

- Can be viewed and reviewed as often as desired.
- Reduces reliance on immediate attention/ note-taking.
- Can be viewed on a variety of devices.
- Can be indexed and searched.
Scaling and Automation

- Workflows
- Metadata at time of Authoring
- Reuse, don’t re-author
- Crowdsourcing
Special Considerations

- Translations - CCs can be provided in multiple languages
- Speed Selector – Videos can be viewed at various speeds
- Attachments – for descriptions or directions
Special Considerations

• Sign-Language or Descriptive Insets

• Future Potentials: Strobe Detection, etc

• Multiple Audio Tracks – can be parallel audio descriptions
Making the Most of

Instructional Video Support

Holly Mockovak

Boston University Libraries
Jing!!

edits
captions
WE MUST BE SWIFT AS THE
Students & closed caption video? Yes, at least half the time.

help with

- focus
- information retention
- poor audio
- working in sensitive environments
- difficult vocab
- difficulty in hearing
- professor has accent
- other/various
- ESL

Dello Stritto and Linder (2017) A Rising Tide
It’s text; can we listen?

Social Justice and Music Education: The Call for a Public Pedagogy

Contents

The Imperative to Care
Seeing More, Hearing More
Disparities and Margins
Naming Our World
Listening to Our Students

Having the courage to call injustice by name can be the first step. Music teachers are in a special position to stand up for others.

At the heart of teaching others is the moral imperative to care. Social disposition to perceive and then act against indecencies and injustices. Democratic society to act in the best interests of the children in their social contract by “going public” or “coming out”—reaching beyond incon and more intertwined social, artistic, and political domains. The author pedagogy.

Keywords: education; justice; professional development; public; advocate.

It’s visual or a/v; can it be manipulated?

BARRY MAYO DETAILS SCHOOL LIFE IN THE MIDST OF DESEGREGATION

Add to Playlist

Search Stories...

Advanced Search and Tips

Results per Page: 30

I can’t talk about my childhood without talking about the singular thing that impacted me in my life. And that was at the age of eight. We're talking 1960. Busing started. I was bused from the South Bronx [New York, New York] to the Northeast Bronx and I integ black kid in all white school. I remember the next year, the fourth grade, the second black person came, Michelle Slader (ph.). I whenever the word Negro came up in class you—I remember feeling you know twenty-five eyeballs. You know, speaking in a whip about. I remember my third grade teacher, being my rambunctious self, when I—we were lined up, you know, we used to line up in
Meanwhile

WR100 and WR150 faculty guidelines

Library site needs redesign & web manager

Stumbled into: WCAG and then
2017 April + TSG:VCS

Video Creation Subgroup

Help Issues Topics

Meeting Recordings and Materials

Sample Member Videos

Interesting Articles and Resources
WCAG 2.0
WCAG 2.0

WCAG 2.0
BU Support checklist is deceptively brief

- VCS: Video Creation Subgroup (campus-wide)
- Bootstrap: WCAG 2.0/2.1, Camtasia, Kaltura, Adobe CC
- BU Libraries: informal, various projects in video creation

VIDEO CAPTIONING

ESTABLISHING HIGH STANDARDS WITH LIMITED RESOURCES

Shirley Cho
Academic Resources and Operations Specialist
The Center for Teaching Excellence

EdX
Louisiana Tech University
Miami University Ohio
Penn State University
South Carolina Technical College System
UC California Berkeley
University of Montana
<table>
<thead>
<tr>
<th>PILOT</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year 2015 - 2016</td>
<td>Caption faculty online video lectures in a timely manner with ADA accessibility laws and standards</td>
</tr>
<tr>
<td>1 Instructor, 13 videos, 115 minutes + all CTE public facing videos</td>
<td>Establish standard captioning process for internal use</td>
</tr>
<tr>
<td>Trained 8 student employees</td>
<td>Determine and document opportunities and challenges of creating in-house captioning program</td>
</tr>
<tr>
<td>Used free tools: YouTube, Panopto, Google Sheets</td>
<td></td>
</tr>
<tr>
<td>Identified 3rd party vendor: 3Play Media</td>
<td></td>
</tr>
</tbody>
</table>
# Captioning Key

## Speaker Identification

If the speaker’s name is known, it should be in parentheses, on a line of its own.

<table>
<thead>
<tr>
<th>INAPPROPRIATE</th>
<th>APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Jack] I don’t see how blasting would work on this building.</td>
<td>(Jack) I don’t see how blasting would work on this building.</td>
</tr>
</tbody>
</table>

## Foreign Language, Dialect, Phonetics, Intonation, Whispering and No Audio

If possible, caption actual foreign words, if not, use a description.

| ¿Cómo estás? | [speaking Spanish] |

## Music and Sound Effects

If music contains lyrics, caption the lyrics verbatim. The lyrics should be introduced with the name of the vocalist/vocal group, the title (in brackets) if known/significant, and if the presentation rate permits.

<table>
<thead>
<tr>
<th>[Dinah Washington singing “Mad about the Boy”]</th>
</tr>
</thead>
</table>

Caption lyrics with music icons (🎵). Use one music icon at the beginning and end of each caption within a song, but use two music icons at the end of the last line of a song.

🎵 The boys are back in town 🎵
<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Quality Ass (Pass/Fail)</th>
<th>Time for QA 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:04:52</td>
<td>Saiful Mahmood</td>
<td>Yes</td>
<td>3 hours</td>
<td>Pass</td>
<td>30 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:02:38</td>
<td>Saiful Mahmood</td>
<td>Yes</td>
<td>3 hours</td>
<td>Pass</td>
<td>15 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:09:17</td>
<td>Allie Olivieri</td>
<td>Yes</td>
<td>3 hours</td>
<td>Pass</td>
<td>15 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:34:28</td>
<td>Saiful Mahmood</td>
<td>Yes</td>
<td>8 hours</td>
<td>Pass</td>
<td>30 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:30:04</td>
<td>Anusha Manji</td>
<td>Yes</td>
<td>5.5 hours</td>
<td>Pass</td>
<td>2.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:53:29</td>
<td>Johnny Tran</td>
<td>No</td>
<td>7 hour so far</td>
<td>Pass</td>
<td>1.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>1:00:48</td>
<td>Allison Docanto</td>
<td>Yes</td>
<td>7 hours so far</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>1:19:57</td>
<td>Dani Niderman</td>
<td>No</td>
<td>3 hours so far</td>
<td>Pass</td>
<td>30 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:10:32</td>
<td>Saiful Mahmood</td>
<td>Yes</td>
<td>Pass</td>
<td>1.5 hours</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15:29</td>
<td>Julie Kim</td>
<td>Yes</td>
<td>11 hours so far</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:07:28</td>
<td>Julie Kim</td>
<td>Yes</td>
<td>Pass</td>
<td>30 mins</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:32:18</td>
<td>Johnny Tran</td>
<td>Yes</td>
<td>10 hours</td>
<td>Pass</td>
<td>6 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>1:15:29</td>
<td>Rizan Li</td>
<td>No</td>
<td>12 hours so far</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:49:10</td>
<td>Ahad Arshad</td>
<td>No</td>
<td>6.5 hours so far</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:06:38</td>
<td>Anusha Manji</td>
<td>Yes</td>
<td>4 hours</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:03:48</td>
<td>Saiful Mahmood</td>
<td>Yes</td>
<td>3 hours</td>
<td>Pass</td>
<td>7.5 hours</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:01:59</td>
<td>Julie Kim</td>
<td>Yes</td>
<td>1 hour</td>
<td>Pass</td>
<td>30 mins</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>0:14:53</td>
<td>Anusha Manji</td>
<td>Yes</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
<td></td>
</tr>
</tbody>
</table>
The average cost for captioning one minute of video, including two rounds of QA, was $10.47 per minute. The chart below shows the cost to caption the total video content for Lynch School of Education faculty course. Twelve videos, totaling 115 minutes, cost the CTE $1,203.60.
WHERE ARE WE NOW

• Working closely with Connors Family Learning Center and the Disability Services Office

• Working with Instructors as it pertains to teaching strategies or producing accessible learning materials

• Grant funded captioning for Faculty lectures through 3Play
Accessibility and REACH @NU

Beth Rochefort
Director, Online Experiential Learning & Ed Tech
Multiple course development models = Complexity

NU Online Experiential Learning Group | How did we start?

- **Baseline:** Identify Biggest Issues
- **Set Goals & Strategy**
  - Video/Audio
  - Links
  - Document accessibility
- **Monitor**
  - Reporting
  - Costs
  - Evaluation

**Implement**
- Captioning
- Document Accessibility Pilot

**Process improvement**

- Fall 2015 (audit)
- Spring 2016
- Fall 2017 (audit)
- Winter 2018

Implementing Ally
Stakeholder identification (sort of)
Captioning vendor identification & testing
Captioning implementation
Communication and Roll out
Training/Documentation
Monitoring
Reporting - what’s needed? How frequently? Adoption
Faculty Reminders:
  uncaptioned video assigned to Bb courses
  ID readiness and Quality reports
Cost + volume (Report from Kaltura)
  Switching to “unlimited”
<table>
<thead>
<tr>
<th>Vendor</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| 3Play     | ● High quality  
● Great interface with Bb, Kaltura and for admins  
● Ability to control admin access on the portal  
● Reporting and account options | ● Cost  
● **Supported formats**, only accepts video formats of public YouTube/Vimeo URLs |
| CaptionSync | ● OK Cost  
● Existing Vendor | ● Less Accurate  
● Process for our team - Required getting transcript, checking and re-submitting. (specifically for media production for courses - not just captioning)  
● Integration with systems |
| Rev       | ● Low cost ($1/min)  
● Fast (24 hr)  
● Accurate  
● Great for bulk or “caption everything” option  
● Publicly accessible **web link formats** ([http://www.dailymotion.com/video/x2preal](http://www.dailymotion.com/video/x2preal)) | ● Lack of admin options, reporting  
● Lack of integration options  
● Lack of nuance (can’t speed up a request in case of a special request) |
| Cielo24   | ● Lower cost  
● Speed triggered by tags  
● Accurate  
● Relationship/integration with Kaltura and Bb  
● Interactive Transcript | ● Interactive transcript (requires 3 way collaboration between cielo24, Bb and Kaltura for the player to work as needed)  
● Admin side - could be improved (more 3plays)  
● Mechanical captioning and “casual language”  
● Besides **Kaltura supported formats**, only accepts video formats of public YouTube/Vimeo URLs |
Adoption rate (Faculty clicking “caption) average around 20% (peak 40%)

Jan 16-March 18
30,355 total videos (fac, staff, students)
13,040 = Fac/Staff
7306 added to Bb (56%)
1676 in Bb and Captioned (23%)
5734 created by faculty but not in Bb (43%)
   ○ implications for budgeting purposes
   ○ important for process improvement script
20/20 Hindsight: What would we do differently?

- Do we caption everything? What is data management system?
- No mechanical captioning as an option for faculty
- Estimating annual cost
- Quality monitoring issues that came up:
  - Tagging issues - came up with random tags
  - Informal language
  - Mechanical captions showing up in course video, then edited
- API Scripting - requires expertise, resources, time, etc.
  - Reporting delivers some “unknowns” still working on these
  - Further research needed to identify how they impact %
  - Question if instructors create and then delete, how does this impact?
Feature Requests

- Sign Language to Caption option - Caption Access - have not yet tried
- Cielo24 portal
  - better search features (in there and in moderation panel)
  - ability to add users (more like 3Play) but not make them admins
- Overlay for 3rd party video
- Technology adoption support (training, documentation, messaging within interface, interventions)
Defining Media Accessibility, Guidelines and Legal Standards: A Panel Discussion

Gabe Stetson, UMass Amherst, Moderator
Kyle K. Courtney, Harvard University
Carli Spina, Boston University
Laura Quilter, UMass Amherst

This presentation is available in alternative formats upon request.
What do we mean when we talk about “streaming media access”? 
What are the relevant laws in the U.S. we should be aware of?
Americans with Disabilities Act (ADA)

Broad, anti-discrimination law for people with disabilities.

Titles II and III of the ADA affect web accessibility and closed captioning.
Americans with Disabilities Act (ADA)
Title II

Title II prohibits disability discrimination by all public entities at the local and state level.

Governmental organizations must ensure “effective communication” with citizens, including providing assistive technology or services as needed.
Americans with Disabilities Act (ADA) Title III

Title III prohibits disability discrimination by “places of public accommodation.”

A place of public accommodation covers shared or public entities like libraries, universities, hotels, museums, theaters, transportation services, etc., that are privately owned.

Video displayed within or distributed by such places must be captioned
Section 508 & Section 504 of the Rehabilitation Act

Section 508 of the Rehabilitation Act requires electronic communications and information technologies, such as websites, email, or web documents, be accessible.

- For video content, closed captions are a specific requirement.

Section 504 of the Rehabilitation Act protects the civil rights of people with disabilities by requiring all federal entities — and organizations that receive federal funding — to make accommodations for equal access.

- This means that closed captioning must be provided for users who are deaf or hard of hearing.
Chafee Amendment (1996)
17 U.S.C. §121

“Notwithstanding the provisions of sections 106... it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies...of a previously published, nondramatic literary work if such copies...are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.”
An “authorized entity” is defined as a “nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities.”

Libraries?
Statutory Definitions

- "blind or other persons with disabilities" means individuals who are eligible or who may qualify in accordance with the Act entitled "An Act to provide books for the adult blind" (2 U.S.C.A. § 135a)

- "print instructional materials" has the meaning given under the Individuals with Disabilities Education Act;

- "specialized formats" means braille, audio, or digital text which is exclusively for use by blind or other persons with disabilities, and with respect to print instructional materials, includes large print formats when such materials are distributed exclusively for use by blind or other persons with disabilities.
The decision defined that a “print disability” is any disability that prevents a person from effectively reading printed material.

The use of digital copies to facilitate access for print-disabled persons was expressly identified by a House Committee Report as an example of fair use.
Accessibility and © Law

- Some countries: making accessible formats for visually impaired persons is considered an *infringement* of copyright law.
- Only 57 countries (fewer than half of WIPO's 184 states) were identified as having specific © “exceptions and limitations” to benefit the visually impaired:
  - Even when making accessible formats, some cross-border transfer are also considered infringement.
Marrakesh Treaty gives “authorized entities” right to create & disseminate accessible material and set up cross-border exchange

- "authorized entity" means an entity that is authorized or recognized by the government to provide education, instructional training, adaptive reading or information access to beneficiary persons on a non-profit basis. It also includes a government institution or non-profit organization that provides the same services to beneficiary persons as one of its primary activities or institutional obligations [Article 2(c)]
- Libraries clearly fall under this definition (as do educational institutions)
New Marrakesh bill introduced in Congress

- Not merely a amendment/update of 121: an entire new section
Are there specific regulations, legal standards and guidelines that are important for academic libraries to consider?
Can you describe some common practices in media accessibility?
In response to an order by the U.S. Department of Justice, the University of California, Berkeley is removing some 20,000 audio and video files from YouTube, iTunes U and the university’s webcast site. To view or listen to these files, users will be required to sign in with University of California credentials.
Was this a reasonable decision by the University?
Are there other specific examples of legal cases that we should be aware of, particularly as relates to websites and mobile applications offered by the library?
Cases: Robles v. Domino’s Pizza LLC and Gomez v. Bang and Olufsen America, Inc.

Domino's Pizza:

1) Does not permit a user to complete purchases using screen reading software

2) Mobile app does not permit the blind to access menus and prevents use of voice over software; and

3) Website and mobile App were not in compliance with WCAG (web content accessibility guidelines), 2.0.
Robles v. Domino’s Pizza LLC

Case was dismissed → No violation of the ADA. Why?

“Notice of proposed rulemaking” on website accessibility for ADA Title III entities was issued **July of 2010** and keeps getting pushed back

Result: DOJ never clarified what it believed the *obligations* are for ADA Title III entities w/ respect to websites
Robles v. Domino’s Pizza LLC

No regs = a defendant does not have a reasonable opportunity to know what is prohibited

→ therefore a “due process violation” or
→ violation of “fair treatment through the normal judicial system”
Gomez v. Bang and Olufsen America, Inc.

Legally blind citizen tried to use website to browse & research audio equipment

Website not compatible w/ screen reader software or any other software making the website accessible to visually impaired customers

Defendant B&O: website was not a “place of public accommodation” under ADA Title III
Gomez v. Bang and Olufsen America, Inc.

ADA’s reach: limited to physical, concrete places of public accommodation or anything affecting access to or enjoyment of those physical spaces

Website “wholly unconnected” to a physical location generally not a place of public accommodation under the ADA

Court found that citizen never intended to utilize the physical retail location
Gomez v. Bang and Olufsen America, Inc.

ADA interpretation by court:

The ADA does not require places of public accommodation to create full service websites for persons with disabilities.

The ADA does not require a place of public accommodation to have a website at all.
Only hope was in a footnote….

Court recognized the Internet is an integral part of modern society.

Congress could amend the ADA = define a website as a place of public accommodation.

Court does not have legislative power to create law where none exists.

RIGHT STOP THAT, STOP THAT

IT'S SILLY, VERY SILLY INDEED
What is the appropriate role for the library in ensuring accessibility? What kinds of partnerships across campus can facilitate this?
On the more practical side: if you do not own copyright to a film and want to caption it, what are your options?
As library collections are more and more focused on licensed electronic resources, what should we be looking for in a contract on licensed resources to ensure accessibility?
Thank you