

Common Campus Access Points and Resources to Address Them

Assisting People with Vision Impairments on Campus

MTSU has partnered with [Aira](#) to provide access to visual content and experiences offered by the campus to those with limited or no vision. By using the Aira app, anyone with low or no vision will be connected to a trained representative who will assist in navigating MTSU through audio descriptions. Also, enrolled students can create individual accounts to use anywhere. There is no charge for the users.

Assisting American Sign Language Users

People who use sign language interpreters do not always have access to one, except in a rare instance where an individual might make personal arrangements. They have access as a requested accommodation in pre-planned interactions like classes, meetings, events, etc. Without interpreting, drop-in opportunities are stunted since the individual has to communicate via written notes or text messages. The way to mitigate this is through Video Remote Interpreting. This is not a substitution for in-person interpreting. In-person interpreting is superior and more cost effective. This service should not be used for languages other than American Sign Language. Please use [AVAZA](#) for interpreting needs in other languages. There is no departmental charge.

The setup is the same as Zoom.

Link: <https://voyceglobal.com/client/?company=bfdhh>

User/Email name: MTSU@BFDHH.org

Password:8145MtSU

Click “Get Interpreter”, Select American Sign Language from the dropdown menu, Click Next

Service Animals

Please refer to Section 5 of the [MTSU Policy 102 Animals on University Property](#) for guidance.

Individual Accommodations

As we continually work toward making things accessible proactively, we must always be open to individual requests for accommodations. Those requests can be made by students through the Disability and Access Center (DAC), employees through Institutional Equity and Compliance (IEC), and visitors through event organizers. Once an accommodation request is received, questions or concerns about those must be addressed by contacting the DAC or IEC not directed at the student or employee. Event organizers who receive an accommodation request should

contact the requestor if any clarification is needed and then can contact IEC or DAC with any questions about how to fulfill the request.

Video Accessibility

The campus' use of video is ever increasing, please see Attachment A for a rundown of access considerations.

Purchasing

MTSU has developed a process when considering [accessibility when purchasing](#).

Events

Please see Attachment B for tips to consider when planning events.

Campus Courses

The Information Technology Division has developed a [collection of strategies to increase the accessibility of courses](#).

Campus Correspondence and Forms

Institutional Equity and Compliance has developed a [collection of accessibility strategies that includes making different ways we correspond and forms more accessible](#).

Environmental Barriers

Access concerns in the physical space, like a problem with a sidewalk or a building entrance, can be addressed by reporting it to Institutional Equity and Compliance

Campus Resources

- [Institutional Equity and Compliance](#)
- [Disability and Access Center](#)
- [Center for Technologies and Training](#)
- [Center for Educational Media](#)
- [Procurement Logistic Services](#)

Attachment A

Captioning and Audio Description Requirements

Overview

Like all other offerings, videos created and used by MTSU and the other public higher education institutions in Tennessee need to be reasonably accessible when doing so would not be an undue burden or fundamentally alter any essential elements. There are two main areas of interest regarding video accessibility: captioning and audio description. Video usage by the state's institutions of higher education is ever increasing, so creating and implementing a centralized solution to handle the work that goes into captioning and audio describing videos would be of great benefit.

Captioning

- A captioning requirement is applicable to the majority of videos
- There are two types of captions, open and closed
 - Open captions are always present and cannot be turned off
 - Closed captions give the viewers an option to use them or not
 - ❖ When a choice is available, closed captioning is the preferred method since it gives the viewer control.
- Some examples of what video usage needs to be captioned
 - Videos posted/distributed electronically to campus constituents or the general public via websites, emails, social media, and any other methods of distribution
 - Videos created and purchased when preparing for a course and those used in campus wide presentations, campus tours, events, and similar offerings
 - Livestreams like Convocation, Commencement, and Board of Trustee meetings
 - Live class lecture that will be archived and possibly used by someone outside of the class
 - Live lecture in the classroom or in the workplace when a student or an employee has disclosed a disability access need related to captioning via the Disability & Access Center (student) or Institutional Equity and Compliance (employee)
 - Live athletic events that have a video board(s)
 - Campus television programming
 - Post production distributed video
- There are instances when captioning is not mandatory
 - The video has no audio accompaniment or the accompaniment is superfluous
 - The audio is a recitation of words that are visibly present on the screen
 - Live captioning of video for a single person or controlled group of people (a class or department employees) who have no known disability access need related to captioning that will never be reused or archived.
- Subtitles and captioning are not interchangeable
 - Captioning is the goal, not subtitling

- ❖ Captions are on-screen text that relay pertinent information (speech, music, sound effects) in the origin language
- ❖ Subtitles display on-screen text when the video language is different from those watching it

Audio Description

- Audio description enables individuals who are blind or have low vision to hear spoken narrations of key visual elements in videos
- A judgement call has to be made regarding whether or not the visuals are essential or the audio accompaniment sufficiently describes essential visuals
- Audio description of live offerings should be considered too. MTSU does this through [Aira](#)

Captioning Considerations

- Editing would be the primary focus of post-production videos submitted to a center. Professional software used for this purpose includes Telestream, CaptionMaker and MacCaption
 - Request a script as an optional part of the submission process
 - ❖ Voice Interactive software can be used to create a transcript if a script is not provided
 - Use Artificial Intelligence, such as VoiceInteraction, to auto caption
 - ❖ Correct any typographical and/or time stamp errors
 - ❖ Consider caption placement
 - ✓ Captions are consistently located at the bottom of the screen, but there are times where the typical location could cover up a visual or get washed out by the color of the visual so location does not need to be taken for granted
- Considering copyright of videos not created by whomever submitted the video
 - Altering the video in question without the permission of the author and/or publisher may not appropriate
 - ❖ If available, request or purchase pre-captioned video from the author and/or publisher
 - ✓ Ensuring that purchased videos be captioned can be done legally and locally at each institution as part of the procurement process
 - ❖ Secure the author's and/or publisher's written permission to alter the video
 - ❖ Create a dynamic transcript to accompany the video
 - ✓ Dynamic transcripts allow the captions to be displayed in a Web Browser in a way that does not alter the original video
- Captioning live events versus captioning post-production distributed videos requires different equipment and methodologies. However, some equipment used to deliver live captions can also use AI to produce auto captions for the editing process

Audio Description Considerations

- Determination and quality are the primary considerations
 - A process on how best to make judgment calls on which videos need audio description and to what degree description is needed would need to be created

- Vividly and accurately describing within varying timeframes, the audio description should not be done over audio accompaniment, is a skill and would need properly trained people for provision
- Copyright may not be a concern if it is another author's video since the original video would not be altered but a new version with audio over would be created and may be protected by the Chafee Amendment to Copyright Law and Fair Use Laws (this should be run by a legal authority)
 - Like closed captioning, accessing audio description should be user choice
 - Ensuring that purchased videos be audio described can be done legally and locally at each institution as part of the procurement process

Attachment B

Accessibility Considerations When Planning Campus Events

Students, faculty and staff, and visitors with disabilities have the right to access all MTSU offers. We have a very active campus and should make every effort to ensure that people with disabilities have access to events.

Below are general questions to help event organizers consider accessibility. Individual needs vary widely so this is not an exhaustive list. Please contact the Office of Institutional Equity and Compliance for questions related to the list or additional information at ADAcompliance@mtsu.edu.

Venue

Is your event in a location on the first floor or on a floor that has elevator or lift access?

Is there an accessible route to the location?

Is there an accessible path onto the stage?

Does the venue offer [Assistive Listening Systems](#)?

Are there seating options for wheelchair users and companion seating in varied locations in the venue?

Presenters/Performers

Have you given the presenters/performers the opportunity to request accommodations?

Have you asked the presenters/performers to include captioning with any applicable media, audio description with applicable media, to be very descriptive with any visuals used, and to provide accessible versions of materials that will be distributed?

Advertisements/Media/Materials

Have you included a contact for people to request accommodations on your advertisements and/or on the registration? An example: Disability related accommodations are available by request. Please note that some accommodations, like sign language interpreting, take time to arrange so requests made less than 1 to 2 weeks before the event may not be able to be fulfilled. Please contact....

- If serving food, have you advertised the opportunity for people to contact someone regarding dietary restrictions

Are your [advertisement materials accessible](#)?

Have you advertised electronically not just in hard copy?

Have you created a reasonable amount of programs or other hard copy materials in Braille and enlarged print?

Do you have an electronic version of hard copies readily available if requested?

Budgeting

Have you anticipated the time and/or funding associated with the following accessibility features?

- Sign language interpreter(s) proactively or by request (event organizers choice)
- [Communication Access Real Time Translation \(CART\)](#) on an individual basis or on a venue screen proactively or by request (event organizers choice)
- Captioning for a livestream
- Captioning promotional video and/or post production distributed video
- Audio description of promotional video and/or post production distributed video

Other Preparations/Considerations

Are barriers and obstructions out of the path of travel?

If a sign language interpreter has been requested, is there seating reserved so the guest(s) can see the interpreter?

If CART for the venue has been requested, is there seating reserved so the guest(s) can see the screen?

Are those working the event aware of appropriate etiquette when assisting people with disabilities?

Have you considered emergency preparedness needs for people who may have a mobility impairment or concern?

If food or drink is available, are the items set up within arm's reach for a person in a seated position?

If providing transportation, is an accessible mode available?

Are lecterns, microphones, and other presentation equipment potentially being used by presenters/performers or audience members adjustable/accessibile?