This series of one page "how-to" teach sheets will be available as a resource on the accessibility training website and distributed at the accessibility classroom training.

Teach Sheet Training Resources

CREATING ACCESSIBLE ELECTRONIC CONTENT

The following handout provides general recommendations for *creating accessible content.* For *program-specific* instructions (e.g., Microsoft Word, PowerPoint, Adobe Acrobat) see our other cheatsheets *(ncdae.org/resources/cheatsheets/).*

Write clearly

- Use the *simplest* language appropriate for your content.
- Use illustrations, icons, etc. to *supplement* text.
- Check spelling, grammar, and readability.
- Be careful with abbreviations, jargon, complex language, or anything that might *confuse the reader.*
- AVOID THE USE OF ALL CAPS. IT CAN BE DIFFICULT TO READ.

Use good semantic structure

- Organize your content using *true headings* (sometimes labeled as "H1" "Heading 1", etc.). The document title should be a first-level heading, the next level should be second-level, etc. *Avoid skipping levels* (e.g., jumping from first-level to third-level headings).

- Use *true bulleted and numbered lists* rather than creating it by using the tab key and an asterisk or number.
- Provide a *table of contents* for long documents.
- Provide a *descriptive* document or *page title.*
- Use *true columns* instead of other methods (e.g., using the "Tab" key to create columns one line at a time).

Remember users with visual disabilities

- The use of color can enhance comprehension, but *do not use color alone* to convey information (e.g., "Items in red are due this week"). Using color is fine (e.g., "The items due this week have the red word 'due' next to them"), it just can't be the only way information is provided.
- Make sure that *color contrast is strong,* especially between text and background. This is true for images that include text as well.

Insufficient   Borderline   Sufficient

- *Do not* use descriptions that *rely only on sight* (e.g., "click on the square", "the box on the left side of the page", "The big blue text").
- Use *adequate text size,* usually no smaller than 10 point.

Be careful with data tables

- If the tools allow *provide headers* for data tables.

Plan Element	Yes/No	Supporting Documentation	Add... N...
An executive summary	Yes	Summary is attached	
A comprehensive timeline	Yes	3-year timeline in place	
Assignment of specific responsibilities	Yes	List of employee responsibilities	Our ne... to a tr...
Metrics, milestones and measurable steps	Yes	Attendance lists for the last 4 workshops attached	

- Use the *simplest table structure* possible. Be careful with spanned rows or columns and avoid multiple levels of table headers.
- *Avoid* using tables for visual layout when possible.

Provide appropriate alternative text

- Many tools allow you to provide *alternative text* for images. These boxes are sometimes labeled with phrases like "alt text," "alternative," or even "description." If present, *use this field* to provide alternative text.
- Alternative text should present the *content* and *function,* not necessarily a description, of an image. If you had to remove the image, what text would you put in its place?
- If an image has no *relevant content* or *function,* is *decorative*, or the alternative text is *provided in nearby text,* then the image should have *empty alternative text* if possible (some tools have an option for "blank" or "empty"). If this is not an option, leave the field blank. You should *not* put empty spaces, empty quotes (except in HTML alt=""), or any other nonsense information in these fields.
- *Avoid words* like "picture of," "image of," or "link to."
- Use the *fewest number of words* necessary.

Ensure links are descriptive

- *Avoid phrases* like "Click here", "Here", "More", "More information", "Read more", and "Continue."

Not descriptive   Descriptive

- URL's as link text should usually *be avoided*, unless the document is intended to be printed or if the URL is relevant content.

Caption and/or provide transcripts for media

- Videos and live audio *must have captions and a transcript.* A transcript is sufficient for archived audio.
- Captions should be *accurately* reflecting the text in the video. The text should be equivalent.

# CREATING ACCESSIBLE MICROSOFT WORD 2013 DOCUMENTS (WINDOWS)

GOALS

Heading Styles

Create a uniform heading structure through use of styles in Word. This allows screen readers to navigate a document and improves accessibility for everyone.

Adding and Editing Headings

1. Select the text and **choose the appropriate style** under **Styles** on the **Home** ribbon. (e.g., "Heading 1")
2. Headings 1, 2, or 3 can also be assigned using **CTRL + ALT + 1, 2, or 3,** respectively.
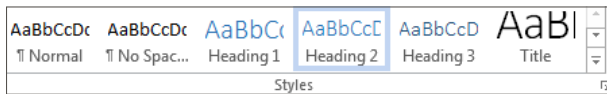
Alternative Text for Images

Images can be given appropriate alternative text in Word. This alt text is read by a screen reader in a Word file and should remain intact when exporting to HTML or PDF.

Adding Alt Text

1. Right-click on the image and choose **Format Picture.**
2. Select the **Layout & Properties** icon and choose **Alt Text.**
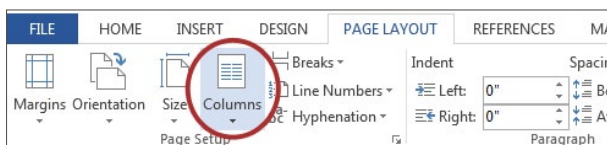3. Enter appropriate alt text only in the **Description** field (not the **Title** field).
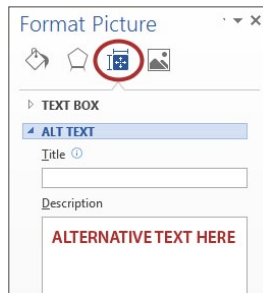
Columns

When creating columns, **always use true columns,** not columns created by hand with the **Tab** key.

Creating Columns

1. Select **Page Layout** on the ribbon.
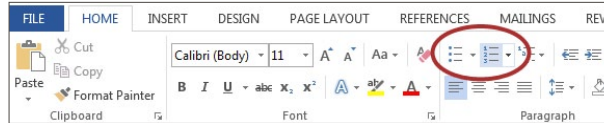2. Select **Columns** under **Page Setup** and choose the **appropriate number of columns.**

Lists

Use **true numbered and bulleted lists** to emphasize a point or a sequence of steps.

Creating Lists

1. Select the **Numbered List** or **Bulleted List** option on the **Home** ribbon, under the **Paragraph** section.

Links

Word **automatically creates a hyperlink** when a user pastes a full URL onto a page. These may not make sense to screen reader users, so **more information is needed.**

Adding Hyperlinks

1. Select the text you want linked, right click, and select **Hyperlink** or **CTRL + k.**
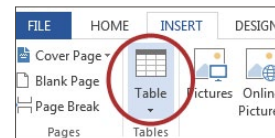2. Make sure the text in the **Text to Display** field is a meaningful description and type the link URL in the **Address** bar.
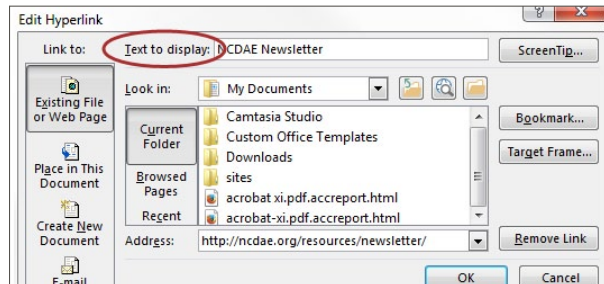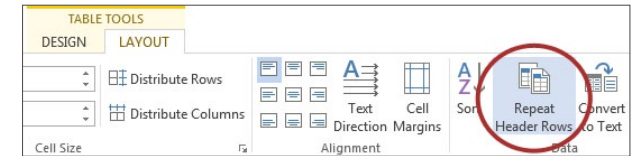
Data Tables

Accessible tables need a **clear table structure** and **table headers** to help guide a screen reader user.

Creating Tables

1. Select the **Insert** tab on the ribbon, then select **Table > Insert Table.**

2. To add table headers to the first row, select **Table Tools> Layout** on the ribbon, then choose the **Repeat Header Rows** option in the **Data** section.

Options in the **Design** tab may be used to change appearance but will not provide the necessary accessibility information.

Accessibility Checker

Word includes an accessibility resource that **identifies accessibility issues.**

1. Select **File> Info.**
2. Select the **Check for Issues** button and choose **Check Accessibility.**
3. The Accessibility Checker task pane will show **accessibility errors, warnings, and tips** on how to repair the errors. Select specific issues to see **Additional Information** at the bottom of the task pane.
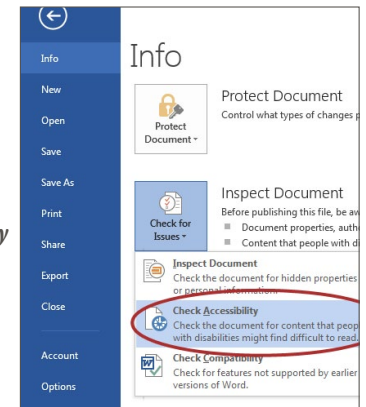
Other Principles

- Ensure that font size is sufficient, around **12 points.**
- Provide **sufficient** contrast.
- Don't use color **as the only way** to convey content.
- Provide a **table of contents** for long documents.
- Use **simple** language.

For a digital version go to **ncdae.org/resources/cheatsheets**

Word 2013

Adding Alt text

Please note the Acrobat add-in is only available to users who have *Acrobat X or better* installed.
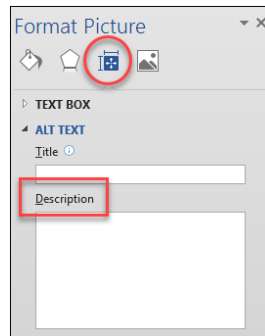
1. Insert the graphic
2. Right click on the graphic
3. Click: *Format Picture*
4. Click: *Layout & Properties*
5. Click: *Alt Text*
6. Leave Title blank
7. Enter alt text in *Description*

Proper Headings

Headings should be created with styles instead of text attributes. This provides structure and gives meaning when read aloud by assistive technology. Some screen readers can read out the document's heading levels along with the text.
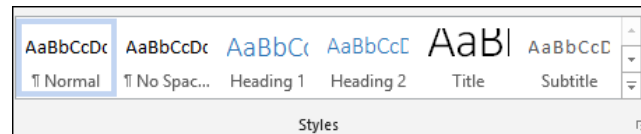
Document Properties

Create a relevant title and in Word and it carries over to the PDF. In Word select File > *Properties* then select *Show All Properties* Enter the *Title*
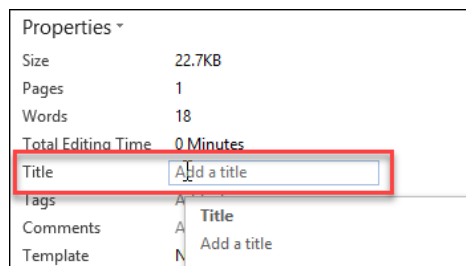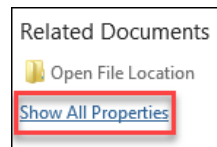
Tips

1. Avoid nested tables. Use the Insert - Table option instead of creating a table with text boxes or layers.
2. Create Hyperlinks with the *Insert* menu and choose *Hyperlink...* to enter a web address
3. Screen Readers interpret Roman numerals as letters, use the equivalent number instead
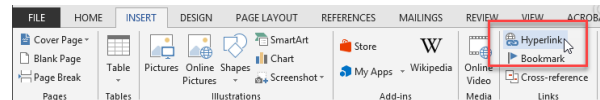
Converting to PDF

To produce *accessible PDF files* for the web, the following requirements must be met:

1. The file must meet accessibility standards by providing *alternative text* for images, *proper headings*, appropriate *link text*, etc.
2. The file *must be exported correctly.* If a file is created by printing to PDF, it will not be correctly tagged.
3. Office 2010/13 users can create tagged PDF files *natively or with the Adobe add-in.*

Adobe Add-in

Please note the Acrobat add-in is only available to users who have *Acrobat X or better* installed.

1. To export a PDF, select *Create PDF* from the Acrobat ribbon.
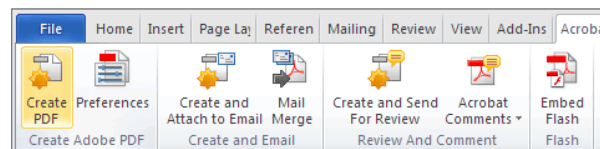
2. Or you can select File > *Save as Adobe PDF.* A dialog box will appear.
3. The program should create a tagged PDF file by default.
4. If not, select *Preferences* from the Acrobat ribbon and ensure that *Enable Accessibility and Reflow with tagged Adobe PDF* is selected.
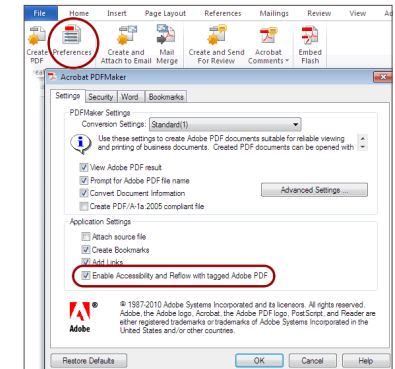
Saving PDF Natively

Tagged PDF files can still be created without installing Acrobat.

1. Select File > *Save As.*
2. Under *Save as Type,* select PDF.
3. Before saving, select *Options* and ensure that the *Document structure tags for accessibility option* is selected.

For more information go to **www.ncdae.org/goals**
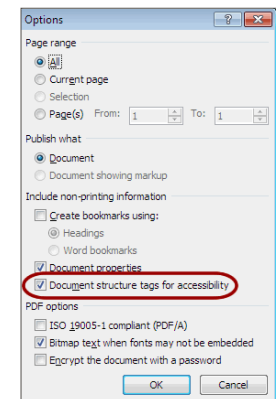
CREATING ACCESSIBLE SPREADSHEETS IN MICROSOFT EXCEL 2010/13 (WINDOWS) & 2011 (MAC)

Screen readers and Excel

Users who are blind rely on software called a screen reader to interact with spreadsheets.

- Screen readers will **read the cell number** as users navigate from cell to cell (e.g., "Grand Total A 23").
- Spanned cells will be identified by a screen reader (e.g., "Budget A1 through G1"). If content spans multiple cells visually, **these cells should be merged**. To merge cells, select **Home** and the **Merge** menu.

Merged cells should not be used in tables. They can be confusing for screen reader users who expect one row and/or column header for each cell.

- A screen reader user will usually **start with the first cell (A1),** so this is a good place to put important information about the sheet.
- Be careful with **empty rows and columns.** While they may sometimes be necessary to visually separate data, **they can cause a screen reader user to think the sheet has ended,** even when it has not.

Images and Charts

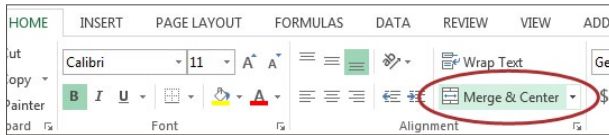- While images can be given alternative text in the same way as other Office tools (see other cheatsheets), they can sometimes **introduce reading order issues** and should typically **not be added to spreadsheets.**
- **Charts cannot be given alternative text.** Ensure the data used to create the chart is available and clearly structured, and preferably precedes the chart.

Other principles

- **Spell check is not automatic** as it is in Word/PowerPoint. Make sure to spell check each sheet.
- **Do not use color alone to convey information.**

Inaccessible   Accessible

Table 'Headers'

If your spreadsheet includes tables, there is a special way to **add table 'header' information** that will be read by the screen reader. Tables can be identified with formula names of **Title, TitleRegion,** and others.

- These formulas **do not update when the table changes,** so be sure your table is complete first.
- This **only works for a single level of headers.** Complex tables will need to be simplified or restructured.

One table per sheet:

For sheets with one table only, select the cell in the **upper-left corner of the table** (not the table title).

In **Windows**, select **Formulas> Define Name** and the **New Name** dialog opens. In **Mac**, select **Insert> Name> Define** and the **Define Name** dialog opens.

In the **Name** field, replace the existing text with **one of the following 3 values,** depending on your table layout:

- If the table has **column and row headers,** enter **Title**
- If the table has **row headers only,** enter **RowTitle**
- If the table has **column headers only,** enter **ColumnTitle**
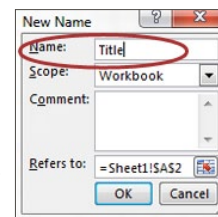
Don't Confuse "Column" and "Row" headers. Remember that **ColumnTitle** is for **vertical** headers and **RowTitle** is for **horizontal** headers. Also be sure to type **RowTitle** or **ColumnTitle** as one word, **without a space**.

After entering the correct value in the **Name** field, select **Ok.** Although the initial text is still visible, accessibility information has been added for a screen reader user.

Only add a **Name** to the first cell in the table. **Do not repeat this step** for other header cells within the same table.

Multiple tables per sheet:

If a single sheet has **multiple tables,** if the table has **sortable columns,** or if you want to specify an **explicit beginning and end** of a table, you need to use **TitleRegion.**

Select the cell in the **upper-left corner of the table** (not the table title). In **Windows**, select **Formulas> Define Name** and the **New Name** dialog opens. In **Mac**, select **Insert> Name> Define** and the **Define Name** dialog opens.

In the **Name** field, enter **TitleRegion** followed by the **following 4 values** (no spaces, separated by periods):

1. Unique number within the sheet (e.g., **1** for the first table)
2. First (upper-left) cell in the table (e.g., **A2**)
3. Last (lower-right) cell in the table (e.g., **C5**)
4. Sheet number (e.g., **2** for the second tab in the workbook)
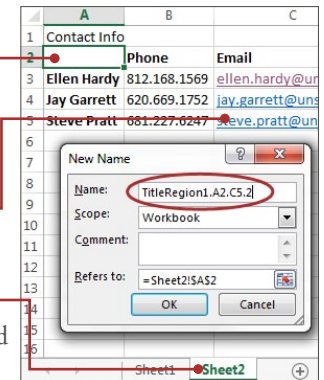
The above table **Name** would be **TitleRegion1.A2.C5.2**

Note: **RowTitleRegion** or **ColumnTitleRegion** can be used for tables that only have row or column headers.

After entering the correct value in the **Name** field, select **Ok.** This table is now accessible. **Repeat this process** for every table on the sheet, remembering to select the **upper-left corner cell** of each new table.

Deleting formula names

You may occasionally create a formula name for the wrong field or give a single cell more than one name. These unnecessary formula names should be removed.

1. To remove formula names in **Windows**, select **Formulas> Name Manager.** In **Mac** select **Insert> Name> Define.**
2. Then choose the **desired name** and select **Delete.**

For a digital version go to **ncdae.org/resources/cheatsheets**
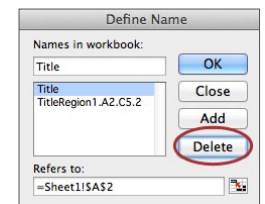
CREATING ACCESSIBLE MICROSOFT POWERPOINT 2013 PRESENTATIONS (WINDOWS)

Slide Layouts

Using slide layouts provided within PowerPoint will ensure files have **correctly structured headings and lists, and proper reading order.**

Creating Slide Layouts

1. Select **Home> New Slide.**
2. Choose the desired layout from the **Layout** option.

Alternative Text for Images

Images can be given appropriate alternative text in PowerPoint. This alt text is read by a screen reader in a PowerPoint file and should remain intact when exporting to HTML or PDF.

Adding Alt Text

1. Right-click on the image and choose **Format Picture.**
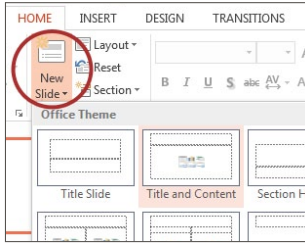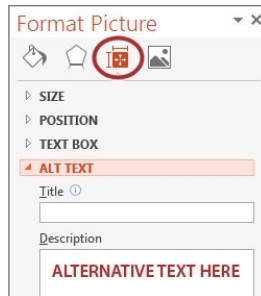2. Select the **Size & Properties** icon and choose **Alt Text.**
3. Enter appropriate alt text only in the **Description** field (not the **Title** field).

Data Tables

Accessible tables need a **clear table structure** and **table headers** to help guide a screen reader user.

- Select the **Insert** tab on the ribbon, then select **Table > Insert Table.**
- PowerPoint can style rows and columns so they appear as data tables, but **there is no way to add table header information in a way that will be identified by a screen reader.**
- If your presentation contains more than the simplest tables, and if you have Adobe Acrobat, **consider saving your presentation to PDF** and adding the additional accessibility information in Acrobat Pro.
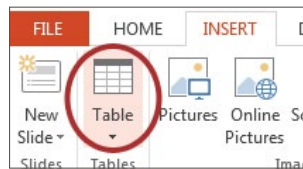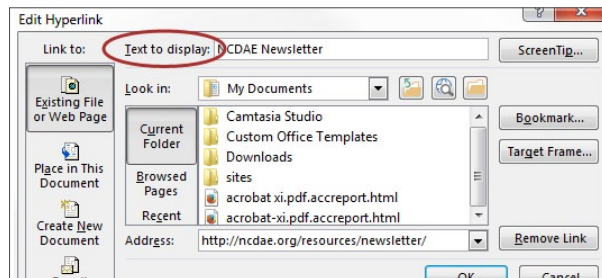
Links

PowerPoint **automatically creates a hyperlink** when a user pastes a full URL onto a page. These may not make sense to screen reader users, so **more information is needed.**

Editing Hyperlinks

1. Select a hyperlink, right click, and select **Edit Hyperlink** or **CTRL + k.**
2. Change the text in the **Text to Display** field to a more meaningful description.

Outline and Notes Panels

PowerPoint contains two panels that can be used to enhance accessibility: the **Outline** panel and the **Notes** panel.

Outline Panel

- The **Outline** panel, found under **View> Outline View,** contains a text outline of the content that appears in your slides.
- Reviewing this panel can help ensure the content on the slides is **logically sequenced,** that slide titles are **unique and meaningful,** and that reading order is **appropriate** for any user.

Notes Panel

- The **Notes** panel, found under **View> Notes,** allows the speaker to add notes and information that will **not appear on the slides.** This information **may not be accessed** by a screen reader, so do not put important information in this area.

Accessibility Checker

PowerPoint includes an accessibility resource that **identifies accessibility issues.**

1. Select **File> Info.**
2. Select the **Check for Issues** button and choose **Check Accessibility.**
3. The Accessibility Checker task pane will show **accessibility errors, warnings, and tips** on how to repair the errors. Select specific issues to see **Additional Information** at the bottom of the task pane.
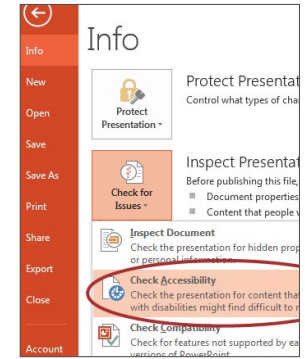
Other Principles

- Ensure that **font size is sufficient.** If your presentation will be viewed on a projector, font size may need to be even larger.
- Provide **sufficient contrast.** If your presentation will be viewed on a projector, sometimes the contrast needs to be even more pronounced.
- Do not use color **as the only way** to convey content.
- Avoid **automatic slide transitions.**
- Use **simple slide transitions** when possible.
- Check **reading order of text boxes** that are not part of the native slide layout. They are usually the last thing read by a screen reader.
- If you have embedded video, ensure the **video is captioned.**
- If you have embedded audio, **include a transcript.**
- If your slides contain animations, ensure they are **brief and do not distract** from the most important content on the page.
- Use **simple** language.

For a digital version go to **ncdae.org/resources/cheatsheets**

CREATING ACCESSIBLE PDF DOCUMENTS IN ADOBE ACROBAT DC

1. Run "Make Accessible" wizard

Select **Tools** from the upper left corner, then select **Action Wizard. Make Accessible** is on the sidebar. Select **Start** button.

Action Wizard
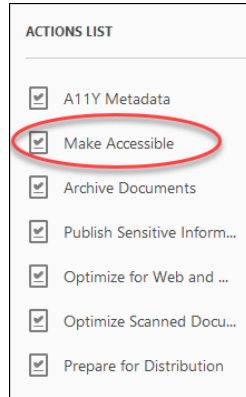
1. **Add Document Description** – Enter a descriptive page **Title.** Other fields are optional.
2. **Set Open Options** – Runs automatically
3. **Recognize Text using OCR** – If your PDF is not **true text,** it will be converted into true text during this step. If you are not sure if your PDF is true text, one easy test is to **search for a word** that you know occurs in the document. If no results are found, it needs to be **converted** to text.
4. **Detect Form Fields** – Only necessary if your page contains **fillable forms.**
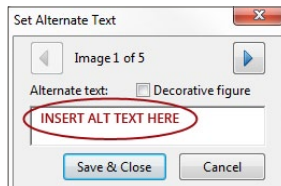5. **Set Tab Order Property** – Runs automatically
6. **Set Reading Language**
7. **Add Tags to Document** – PDF "tags" provide accessibility information to **screen readers.** If your document **does not have tags** they will be added during this step. You will need to check the quality of these tags later on.
8. **Set Alternate Text** – A window will appear that allows you to **add alternative text.** Use the arrows to move between images and check **Decorative figure** if the image should be **ignored** by a screen reader.
9. **Run Accessibility Full Check** – This checker will show additional issues. Right click errors and warnings and select **Fix** to address the issues, **Skip Rule** if the issue has been addressed, and **Explain** to read online help.

New to Acrobat DC: Simulate a screen reader
View > Read Out Loud > Activate Read Out Loud

ACTIONS LIST

- ☑ A11Y Metadata
- ☑ Make Accessible
- ☑ Archive Documents
- ☑ Publish Sensitive Inform...
- ☑ Optimize for Web and ...
- ☑ Optimize Scanned Docu...
- ☑ Prepare for Distribution

Set Alternate Text — Image 1 of 5 — Alternate text: ☐ Decorative figure — INSERT ALT TEXT HERE — Save & Close — Cancel

2. Add/Change tags

The **TouchUp Reading Order** tool allows a user to quickly **add and edit PDF tags** and **view the reading order** of elements on the page. To edit tags, do the following.
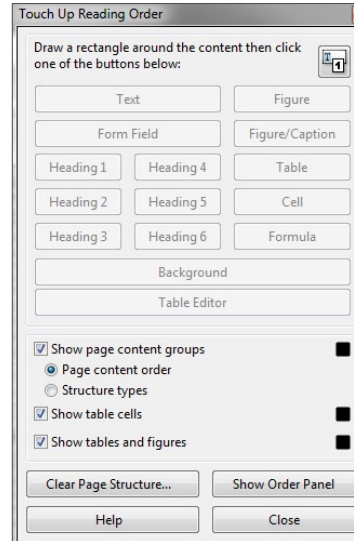
1. From the right-hand menu, select **Tools.**
2. Then select **Accessibility > TouchUp Reading Order.** If the Accessibility option is not listed, use the **Options** button to check **Accessibility** on the menu.
3. When selected, the view on the screen changes. All of the content is enclosed in numbered boxes. Each of these boxes represents a tag and the number corresponds with the reading order in the **Order panel.**
4. Select the **Structure Types** radio button. The page will now display tag types instead of reading order.
5. Within the **TouchUp Reading Order** window you will notice a group of buttons with the names of several common tags. You can use these buttons to assign tags to selected text or objects. Use the **Text** button for body text and the **Heading 1-6** buttons to assign correct heading levels.

You can also add/edit the following tags in the **TouchUp Reading Order** tool:

Touch Up Reading Order dialog: Draw a rectangle around the content then click one of the buttons below: Text | Figure | Form Field | Figure/Caption | Heading 1 | Heading 4 | Table | Heading 2 | Heading 5 | Cell | Heading 3 | Heading 6 | Formula | Background | Table Editor | ☑ Show page content groups ◉ Page content order ○ Structure types ☑ Show table cells ☑ Show tables and figures | Clear Page Structure... | Show Order Panel | Help | Close

Images and alternative text

1. To tag a part of the page as an image, drag a box around the image and select the **Figure** button.
2. To add or change alternative text, **Right click** on the image, select **Edit Alternate Text.**
3. Enter the appropriate alternative text in the dialog box.

Table headers

1. Select a table and then select **Table Inspector.** Table header cells will be identified in red.
2. **Select a table or cell** by dragging a box through the cells (not around them or you might select additional cells). **Right click** on a selected cell(s) and choose **Table Cell Properties.** A dialog box will appear.
3. If the selected cell(s) needs to be tagged as a header, select the **Header Cell** option and assign a scope of either **Row** or **Column.**

Move items to/from the background

1. Select an element you wish to move to the background (i.e., it will be ignored by a screen reader) and press the **background** button. This may include repetitive headers or footers.
2. If a part of the page is not in a gray box then it is already in the background. If it should be read by a screen reader, select the item and press the **appropriate button** (e.g., Text, Heading 1-6, Figure).
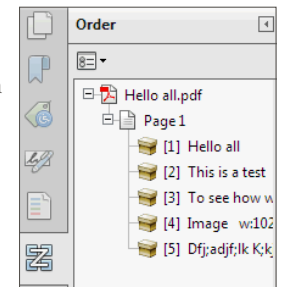
3. Check/edit reading order

The TouchUp Reading order tool can also allow you to **change the reading order of the page content** so it matches the visual reading order.

1. Select the **Page Content Order** radio button. Reading order will now be displayed in the page instead of tag type.
2. Select **Show Order Panel.** The Order Panel will appear in the left sidebar with numbers that correspond to the numbers in the page.
3. To change the reading order of an element in this panel, **click and drag** the tag to the location that reflects the correct reading order.

Order panel: Hello all.pdf — Page 1 — [1] Hello all — [2] This is a test — [3] To see how w — [4] Image w:102 — [5] Dfj;adjf;lk K;k

Tips

1. Avoid nested tables in the source document.
2. Create Hyperlinks with the *Insert* menu and choose Hyperlink... to enter a web address
3. Screen Readers interpret Roman numerals as letters, use the equivalent number instead

For a digital version go to **ncdae.org/resources/cheatsheets**

# IDENTIFYING WEB ACCESSIBILITY ISSUES

GOALS

While it takes a *fairly technical background* to detect all accessibility issues and features, there are many accessibility problems that can be *quickly and easily* identified without the need for a highly technical background. This handout will suggest a few free accessibility tools and offer *4 simple techniques* to help you identify some common web accessibility problems.

1. Use the WAVE tool to detect errors

WAVE *(wave.webaim.org)* is a *free online tool* that can help you evaluate your page for accessibility. WAVE places *color-coded icons* over the page you are testing. While it takes some skill to interpret some icons, you can be sure that any *red icon* is an *accessibility error* to be addressed.
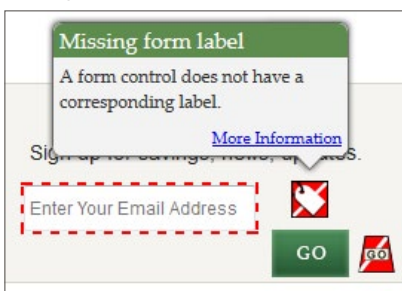
- If you are not sure what an icon means, click on it and then select *"More information"*.
- If you cannot see the icons correctly, select the *No Styles button* to view the page without styles. Although the page will look different, all icons should be visible.
- You can also click on the *Contrast button* to identify text that may be difficult for some people to read.
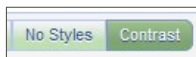
2. Navigate without a mouse

Some users with *motor disabilities*, as well as those who are *blind*, have difficulty navigating the web *using a mouse*. Because of this, all web content must be accessible *using the keyboard only*. To test this, use the *Tab key* to navigate through links and forms *(Shift + Tab to go backward)* and the *Enter key* to perform an action. If you can't get to what you want, or if your cursor gets trapped and can't move, the page has an accessibility problem.
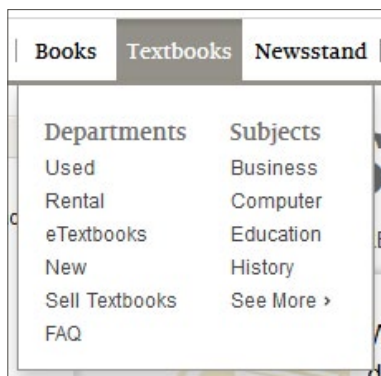
Note: If you are using Safari, you will need to enable the following preference first: *Safari > Preferences > Advanced > Check "Press Tab to highlight each item on a webpage".*

Check for the following issues:

- When you *'Tab'* to a link with the keyboard *it should be highlighted,* usually with a dashed outline. If you don't see this outline this is a *serious* issue.
- Ensure that the *keyboard navigation order is logical.* It should basically match the visual reading order of the page. (e.g., header, sidebar, main content, footer).
- Check for things that *only work with a mouse* (e.g., a navigation menu that expands when the user hovers over it with a mouse). See what happens if you try to navigate this same area with a keyboard.
- Some pages have a link at the *beginning of the page* that allows users to *skip over top navigation* to the *main content* on the page, navigate to this link with *Tab* and then press *Enter* to activate the link. Ensure that the screen visually 'jumps' over the navigation to the beginning of the page. Hit *Tab* again and make sure that focus goes to the next link on the page. If it jumps back to the top of the page, or if focus never moves from the top of the page in the first place, the skip link *might be broken.*
- If any boxes *pop open* (e.g., slideshows, date pickers, warnings) make sure you can navigate and close these boxes with a keyboard. The *Esc* key should close these boxes as well.
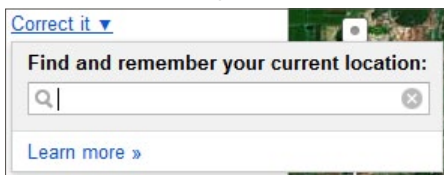
3. Zoom a page and enlarge text

Some users with visual disabilities *enlarge page content* for readability, but enlarging content on a page can sometimes cause layout problems. To make content larger, press *Ctrl* (*Cmd* on Mac) and + (plus). *Ctrl* and − (minus) makes content smaller and *Ctrl* and the number *0* will return to the default. *Zoom* the page several times and make sure everything is *readable*, especially images with text. It is fine if a horizontal scroll bar appears at the bottom of your window.

By default, zooming enlarges everything on the page, *including images,* but some users only enlarge text, so test this as well. To enlarge *only text,* do one of the following:

- Safari: *View > Zoom Text Only*
- Firefox: *View > Zoom > Zoom Text Only*
- Internet Explorer: *View > Text size*

Then, *enlarge the page* at least 150%, and up to 200% (roughly 4-5 steps) and make sure none of the text becomes *hidden* or *unreadable.* It is fine if text wraps to a new line or if the page doesn't look the same.

100%   150%   200%
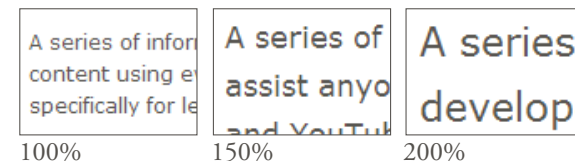
## 4. Other Recommendations to help you detect accessibility issues

- Check videos for *captions.*
- Look for links with *generic link text* such as "click here" or "more info." These types of links can be confusing to screen reader users, and should be *replaced* with *more descriptive link text.*
- Check the *page title* (the text that appears in your browser tab) and make sure that it is *unique* and *descriptive.*
- Contact *individuals with disabilities* and see if they would be willing to *review* the site and *identify* issues they encounter.

GOALS
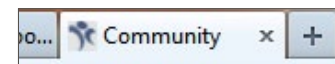
Using the Video Manager

1. To add or edit a captioning file, you must be the *owner of the video* and have the *video uploaded to YouTube.*
2. Go to the *Video Manager* in your YouTube account.
3. Find the video to caption, and select the *Edit* button.
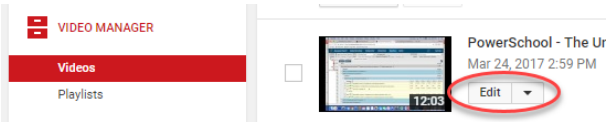
4. Using the top navigation bar, click the *Subtitles and CC* tab. This page is where you will choose to upload existing caption or transcript files *(see below),* or create your own automatic captions *(see next column).*
5. When you first upload a video, choose the *video language.*
6. Then, select the *Add subtitles or CC* button, and choose *your specified language* (e.g. English).
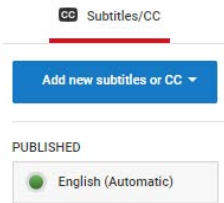
Uploading Caption or Transcript Files to YouTube Videos

If a transcript or caption file already exists for a video, simply upload the file to YouTube. *This method is recommended.*

Caption Files vs. Transcript Files

• *Caption files* contain both text and time codes.
• *Transcript files* only contain text and are saved as a *plain text file (.txt).* However, if the video is in English, YouTube can automatically synchronize your transcript with the video to create a caption file.

Uploading Caption or Transcript Files

1. *If you have a caption file,* choose *Upload a file.* Select the *Subtitles* File Type and click *Choose File.* Select the *Upload* button. Preview the captions in the editor and make any necessary edits, then select *Publish*.
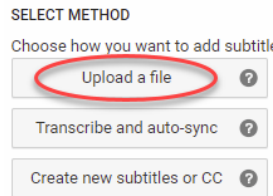
2. *If you have a transcript file,* choose *Transcribe and set timings.* This allows you to automatically align the timings of your transcript to your video within YouTube. Select the *Actions* drop down menu and choose *Upload a File.* Select the *Transcript* File Type and click *Choose File.* Select the *Upload* button. Click *Set timings* to sync your transcript with the video. This will take a few minutes. Once the captioning file is available, review the timing to ensure accuracy and select *Publish.*
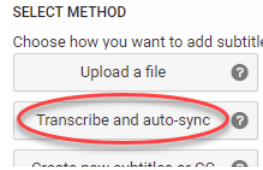
## Automatically Creating Caption Files from YouTube Videos

YouTube has provided a way to *create caption files from videos you have uploaded.* However, the quality of the captions is usually poor and you will probably need to edit the caption file manually.

Notes

• Automatic captioning works best when the *audio is clear and easy to understand.* (e.g., background music or speaking in an accent can affect accuracy.)
• The automatic captioning option *may not be available for all videos.*

Creating Caption Files

1. In the *Subtitles and CC* tab, select the automatic captions option (e.g., *English (Automatic)*), if available.

2. Test the captions for accuracy by playing the video and reviewing the text concurrently. To edit the captioning file, select the *Edit* button and choose *Overwrite.* Then select the line that needs repair in the captioning editor text box.
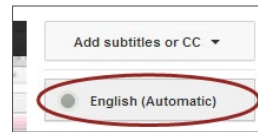
3. Use the *Add below* and *Remove* icons to add/remove captions as needed.
4. After completing the captioning edits, select *Publish* to create a new caption file.

Finding Captioned Media

Just because the CC icon appears on a video *doesn't mean it's been correctly captioned;* this icon also appears when the video has been automatically captioned.

• To search for captioned videos only, type your search terms into the YouTube search bar and hit Enter. Select the *Filter* tab and under *Features,* choose *CC (closed caption).* Now all YouTube videos displayed should have captioning provided.
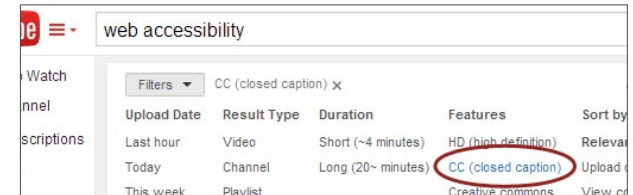
• Another option is to type your search terms into the YouTube search bar followed by a comma and then CC (e.g., "web accessibility, CC").

Removing Inaccurate Captions

To remove the Automatic caption track, under the *Subtitles and CC* tab, select the original automatic captioned file and under the *Actions* tab, choose *Unpublish.* This ensures viewers will not be able to see the inaccurate version on YouTube.

*For a digital version go to **ncdae.org/resources/cheatsheets***