# Accessibility Checklist

Welcome back! Use this checklist to improve your course’s accessibility. Click on the accompanying links to get more detailed instruction on completing each step.

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| Create an electronic and accessible syllabus Make your syllabus available to download in one of the following formats: Google Doc, Microsoft Word, or PDF. If using a PDF, be sure that it is searchable and selectable. Review the [CCS Syllabus Accessibility Template](https://docs.google.com/document/d/1ZwDun64UIfL49Ax3YkbsgOreitSU8MrnHXjSPi-vyKQ/edit?usp=sharing) and [how to use the syllabus tool in Canvas](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Syllabus-as-an-instructor/ta-p/638). Run the *Ally Course Report* in your Canvas class. The Ally Course Report will provide you feedback on a variety of accessibility issues within your course and link you directly to problem areas. SBCTC has developed a great [overview of the Ally Accessibility Tool](https://sbctc.instructure.com/courses/1578604/pages/ally-canvas-accessibility-tool?module_item_id=33787876) and how you can use it in your courses. Use Textbooks or electronic course packs that are in accessible formats Ask the publisher rep if the textbook or electronic course pack is available in an accessible format. This is especially important for books incorporating an online learning platform. To help orient the conversation you can use questions from Olympic Colleges [Publisher Accessibility Statement](https://drive.google.com/open?id=0B2MiUAEsEj60R3FwcGFEYV9xMDA). Create Alt-tags for images that are on Canvas Alt tags (or alt text) allow screen readers to give learners information about the image that is being used and will also display if images have issues loading for students. SBCTC’s [overview of alt tags](https://sbctc.instructure.com/courses/1578604/pages/alt-text-for-images?module_item_id=33185585) can help orient you as you build content. Make your Microsoft Word, PowerPoint, and PDF documents accessible For PDFs, make sure if they are scanned they aren’t blurry and that they are [reviewed using optical character recognition](https://sbctc.instructure.com/courses/1578604/pages/ocr-pdfs-with-acrobat?module_item_id=33270440) (OCR). For all types of documents, create alt tags for images as well as clearly labeled hyperlinks. For more help with a variety of documents, review guides to [Microsoft Word Accessibility](https://sbctc.instructure.com/courses/1578604/pages/ms-word-overview?module_item_id=33185592), [PowerPoint Accessibility](https://sbctc.instructure.com/courses/1578604/pages/ms-ppt-overview?module_item_id=33190792), and [PDF Accessibility](https://sbctc.instructure.com/courses/1578604/pages/acrobat-overview?module_item_id=33270438). Review how to adjust time for quizzes and exams Allow students who need extra time for quizzes and exams in Canvas by modifying the quiz within canvas. For students with accommodations requiring additional time for testing make sure you review [how to moderate quizzes in Canvas](https://www.youtube.com/watch?app=desktop&v=bwAgB73yKQc) so you can make those adjustments. Canvas also has a written [guide to adjusting quiz times](https://guides.instructure.com/m/4152/l/50753-once-i-publish-my-quiz-how-can-i-give-my-students-extra-time-or-extra-attempts). Hyperlinking to outside documents or websites When using a hyperlink, make sure to provide a clear description of the link rather than just the address. Screen readers will read the entire address.  **For example:**  **Non Screen Reader Friendly**  "Donald Tapscott, in his paper ''Growing Up Digital,"<http://www.ncsu.edu/meridian/jan98/feat_6/digital.html> says these students..."  **Screen Reader Friendly**  "Donald Tapscott, in his paper ''[Growing Up Digital](https://www.ncsu.edu/meridian/jan98/feat_6/digital.html)," says these students..." Captioning and making video and audio accessible Always ask yourself “Are captions available for your videos and or audio”? If not, are there text transcripts of the recordings for students? We always recommend creating a word-for-word transcript prior to recording content so you have an accurate outline available for students. Another option is to use automatic captioning through [Zoom](https://support.zoom.us/hc/en-us/articles/207279736-Closed-captioning-and-live-transcription) and [Panopto](https://support.panopto.com/s/article/ASR-Generated-Captions); however, transcripts generally hover around a 70% accuracy on average and do not meet ADA guidelines for student accommodations. Fine for supporting all learners but not for those needing specific support. If you do get an accommodation request, please contact [Rick Suhr](mailto:Suhr,%20Rick%20%3cRick.Suhr@ccs.spokane.edu%3e) who can help get videos and recorded material ADA compliant closed captioning using a professional captioning service. Use headings for content structure Use headings (<h1> - <h6>) rather than font size or bold styles when trying to separate titles and important information. This allows learners with screen readers or assistive technology to navigate the page quicker and more efficiently. For an overview of why headings are important, review the [overview of headings for accessibility](https://sbctc.instructure.com/courses/1578604/pages/headings-and-document-slash-page-structure?module_item_id=33185584) from SBCTC. Utilize a variety of resources Provide a variety of resources to be available…i.e. lecture notes, a PPT, a reading selection and possibly a video all covering the same topic so students can choose their preferred way to intake information. | (If printing, use this column to take notes. Otherwise you can delete it.) |
| **eLearning Recommendations:** | |