Accessibility Checklist for Faculty

Course Readings & Materials	Canvas and Online Content	Video and Audio Content	Course and Exam Administration
☐ Documents shown via projector and/or online are easy to view and have proper color contrast.	❖ Content is easy to navigate and comprehend (e.g., folders, files, and modules have informative labels, e.g.,: "Week Two: Topic" instead of "files".)	❖ Video(s) created and used for instructional purposes are properly captioned.	❖ The syllabus has a statement inviting students to discuss access needs for your course and to provide an accommodation determination letter from SDS.
☐ Handouts are available online in accessible formats for use with assistive technology such as text or screen readers, and magnification tools.	❖ Content has contrasting text and background colors. Avoid using color as the sole means to convey information.	▪ *SDS* provides video captioning as needed by students with hearing disabilities. Video content will be needed well in advance of use in course.	❖ Alternate testing rooms are reserved at the beginning of the quarter in anticipation of assisting students with testing accommodations.
☐ Articles are provided as a text-based electronic copy (usually a PDF, or a clean scan of an original.	❖ Alternative text appears with graphics and images to be accessed by screen readers. Text describes the image (alt tags or longer descriptions).	▪ *AV Services* can assist with captioning options for videos that you own or have permission to caption. Please contact: avs@uchicago.edu. There is a fee for this.	❖ Accommodated testing rooms are reserved close to the standard time testing location.
☐ Check for accessibility issues with your document with the Microsoft Office Accessibility Checker.	❖ Documents uploaded to Canvas (PDF, Word, PP) are accessible to students via screen and text readers.	❖ Use of videos captioned by YouTube are reviewed for accuracy before using.	❖ Take steps to ensure a quiet location throughout the duration of the exam for students being accommodated with entire class.
☐ Create accessible PowerPoint presentations.		❖ Captions are added to narrated PowerPoint presentations.	❖ A make-up exam is planned for students who are unexpectedly ill or have exam conflicts.
☐ Create accessible Word documents.	❖ Some online homework and assessment tools are not accessible with assistive tech. When purchasing a new software tool, have vendors demonstrate accessibility with various assistive tech tools.	❖ A plan is in place to provide equitable alternatives to inaccessible AV.	❖ Have met with students who have deadline or attendance flexibility to discuss reasonable modifications in the course.
☐ Create accessible PDF documents.			❖ Office hours and field trips are accessible to all students.