# Best Practices for Ensuring Accessibility in Online Courses: A Checklist

*Share this handout/ electronic document with faculty and staff who are creating course documents for their courses. It is designed to teach them the top 6 habits to increasing access to their courses.*

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| **First Steps to Take** |
| **Task** | **Y** | **N** | **Comments** |
| Create a short guideline document (time zone of live sessions, due dates/ times, discussion posts, group work methods, etc.). Post it on the main course page. |   |   |   |
| Put a DS statement on your syllabi and on your Canvas home page. |   |   |   |
| Determine how you will deliver course content (synchronous, asynchronous), recorded PPTs, pasted PPTs, other resources (websites, videos, discussion boards). |   |   |   |
| Determine your course requirements based on your course objectives. Do students need to attend all live sessions, for example? How may discussion posts "counts" as participation? |   |   |   |
| Make sure your students have access to the text/ course materials in an online environment. Check with the publisher to see if any electronic versions exist that you can share with students. |   |   |   |
|  **Get Your Course LMS Ready (Canvas, BlackBoard, Moodle, 2U)** |
| **Task** | **Y** | **N** | **Comments** |
| Post your course material in a manner that makes sense. Follow your syllabus, use the LMS tools to put materials in appropriate places. |   |   |   |
| Use the tip above to post appropriate links to class resources/ materials. |   |   |   |
| Post the syllabus in a Word format. |   |   |   |
| Consider chunking your recorded lectures into smaller (less than 10 minute) chunks. |   |   |   |
| Frame each task (watch this video, write this discussion, visit the website) with a brief description of what the students need to do and why. Give it context. |   |   |   |
| If you are going to break your class into groups, determine how to do that ahead of time. Work with educational technology or the LMS administrator. |   |   |   |
| Consider how you will assess your students. If you are changing your approach from your face- to-face class, clearly explain that to your students. Offer a rubric, set clear deadlines, and test dates. Repeat this often throughout the class. |  |  |  |
| Learn how to set different exam times, to support students with disabilities. |  |  |  |
| Consider how students will access the material if they do not have access to high speed WiFi or a computer and are dependent on their mobile device. |  |  |  |
| Use the Announcement page on a regular basis to up-date students with new information, remind of due dates, and to check in. |  |  |  |
| Offer virtual office hours at varying times during the week. Be sensitive to students in different time zones. |  |  |  |
| **Incorporating the Top 5 Tips** |
| **Task** | **Y** | **N** | **Comments** |
| You have used the formatting structures in the Microsoft tools (Word, PPT, Excel, Publisher). |  |  |  |
| You used San Serifs. |  |  |  |
| You used formatting appropriately (bold, underline, italics). |  |  |  |
| You made sure to use high color contrasts. |  |  |  |
| All images, charts and graphs have alt-text descriptions. |  |  |  |
| You chose videos with captions. |  |  |  |
| Your recorded videos/ PPTs have captions. |  |  |  |
| You know how to turn on the captions in your live class sessions. |  |  |  |
| You have run the Microsoft checker on all your content before you posted it online. |  |  |  |