

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.

☐ **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. View the [CCS Syllabus Accessibility Template](#).

(If printing, use this column to take notes. Otherwise you can delete it.)

☐ **Run the *new* UDOIT feature in your Canvas class.**

Check your course's accessibility by running this tool that is included in your course's navigation. The tool will provide you feedback on a variety of accessibility issues within your course.

☐ **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 essential for books that incorporate an online learning platform. [Publisher Handout](#)

☐ **Create Alt-Tags for images that are on Canvas or in your documents**

Alt-tags allow screen readers to give learners information about the image that is being used. [Guide](#)

☐ **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. [Guide on extending quiz time](#). [Video](#)

☐ **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.

Non Screen Reader Friendly Example

"Donald Tapscott, in his paper "Growing Up Digital,"
http://www.ncsu.edu/meridian/jan98/feat_6/digital.html says these students..."

Screen Reader Friendly Example

"Donald Tapscott, in his paper "[Growing Up Digital](#)," says these students..."

☐ **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 scanned using an optical character recognition (OCR). For all types of documents, create Alt-Tags for images as well as clearly labeled hyperlinks. For more help with [Microsoft Word Accessibility](#), [Powerpoint Accessibility](#), or [PDF Accessibility](#), follow the links.

☐ **Captioning and making video and audio accessible**

Are captions available for your videos and or audio? If not, one way to make an accessible course is to provide transcripts to students. If transcripts aren't available there are ways to easily create captioned videos. If the video/audio is on YouTube, [this guide will help you automatically caption videos](#). One recommendation we make is when you are creating something that will be recorded, prepare a written outline or transcript prior to the recording. Your video will be better prepared and you will have the transcript available for students. For more questions and more options for video/audio captioning talk with [Ben](#) or [Tim](#).

☐ **Use headings for content structure**

Use the heading (<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.

☐ **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.

eLearning Recommendations:

