

# Inclusive & Accessible Design Checklist

Use these questions to make sure your course is accessible to all students from day one.

## Course Webpages

Is my D2L page accessible?

[Review your work](#) to make sure that your course site is easy to read and navigate.

What if I am not using D2L?

Make sure to ask your LMS provider about the accessibility of their platform.

What if my webpage is self-made?

There are several key elements to [ensuring your self-made website is accessible](#) like color contrast, use of headers and image descriptions.

Are my links to third-party websites still active?

Websites may have been updated, moved or archived.

## Classrooms

### ▶▶▶ [Layout:](#)

Does my room have wheelchair access?

Is there space for CART or ASL interpreters?

Is there space for students to move around?

Flat classrooms with movable tables and chairs offer a choice of seating throughout the room. There will be a diagram at the podium that shows how to arrange the desks in a manner that provides disability access.



### [Clickers:](#)

Give students the option of using their mobile phone.

### ▶▶▶ [Field trips:](#)

Is the space physically accessible?

Are all materials available electronically?

Am I providing transportation?

Review the location and learning goals of the trip and identify any possible barriers that may come up. If you are providing transportation, reserve vehicles that can be used by everyone including wheelchair users.

## Syllabi

Did I use the [syllabus template](#) provided by Academic Affairs?

Follows university guidelines in an accessible format.

Did I use clear, easy-to-understand language?

Allow your students to spend their time studying the course content, not the course design or requirements.

Did I include a [disability access statement](#)?

Allows your students to be aware of the resources available to them.

## Lecture Materials

Is my PowerPoint accessible?

Use [built-in slide layouts](#) so that screen reader users have access to your content. Add alternate text for any images used.

Are my lecture notes or outline available for all students?

Individual notetakers may not be needed when all students have [access to course content](#) through the course website.

Do I make electronic versions of my [handouts](#) available?

Students can access materials after class without the need to print.

Providing the original file rather than a printer or scanned copy allows students to read the text with text-to-speech software or a screen reader.

## Audio/Video Components

Is the video/audio quality easy to hear and see?

If you're recording lectures – make sure you have proper equipment or [request to record your videos with OIA](#).

Do my videos have accurate [captions](#) and does my audio have a transcription?

Captions or transcripts can increase comprehension and allow for searchability.

 [VoiceThread](#):

Allow students to respond using audio, video or text.

 [PlayPosit](#):

Ensure that the right caption file gets pulled in.

## Textbooks and Additional Readings

Have I provided my textbook information to [UA Bookstores](#)?

Ensure that all students have access to info about required reading(s).

Is my ebook accessible?

Make sure your [UA library ebook](#) or [Inclusive Access](#) textbook is accessible to all of your students.

How do I make sure my [scanned readings](#) are accessible?

Scan the pages at 300 dpi and adjust the brightness/contrast so the content is easy to view. Use Adobe Acrobat DC to OCR the document and make it searchable.

Have I considered using an [open education resource \(OER\)](#)?

High quality educational resources that are accessible and cheaper than traditional textbooks.

## Assessments

Do I have extended time built into my [quizzes and exams](#)?

Providing more time than a quiz or exam is designed for, may eliminate the need for extending time for most students.