Course Accessibility Checklist

Checklist Purpose

This checklist applies to both brand new courses and courses with substantial changes. For brand new courses, these checklist items can be considered as guidelines to be followed, as appropriate, at the time your course will be offered. The checklist will apply for existing courses at the point of course redesign or when a student with a disability enrolls in the course.

Overview and Instructions

As part of the course proposal process, please provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught. Review your course materials against each of the areas listed below. Check off items you have completed or plan to complete when the course is offered.

- [Textbooks](#)
- [Course Readers/Course Packs](#)
- [Syllabus](#)
- [Handouts Distributed Online/Print](#)
- [Canvas Course Content](#)
- [Library Course Reserves](#)
- [Faculty Websites](#)
- [Video and Audio](#)

Course Name: _____   Course ID: _____

Print Materials

Print materials are distributed in print format, electronically, or both.

Textbooks

☐ Did I submit textbook requisitions to the Hornet Bookstore by textbook identification deadline dates? See [Master Calendar of Deadlines](#) for Exact Dates. Submit textbook requisitions at least 8 weeks prior to the first day of instruction or by textbook identification deadline, whichever is earlier.

> View the [Timely Instructional Materials Policy for Accessibility and Affordability](#).

☐ Did I establish a plan to provide an equal alternate form of access if a textbook is not available in a format that can be accessed by a student by the first day of class?

Course Readers/Course Packs

☐ Did I check if an electronic version of the content I want to include into a course reader is available?

☐ Did I obtain permission from the copyright holder/publisher to use the print and/or electronic content e.g. articles, journals etc. for a course reader/course pack?

☐ If I plan to use the [Xanedu CoursePacks](#) Service through the Hornet Bookstore, did I submit my CoursePack request at least 8 weeks prior to the first day of instruction or by Bookstore deadline, whichever is earlier?

> If you plan on using a publishing service other than the Hornet Bookstore, look into their submission deadlines to help you plan on having materials submitted at least 8 weeks prior to the first day of instruction and ready for the first day of the semester.

☐ Did I establish a plan to provide an equal alternate form of access if a course reader is not available in a format that can be accessed by a student by the first day of class?

Syllabus

- ☐ Did I provide my syllabus in an electronic and accessible format, preferably prior to the start of the semester's open registration period?

- ☐ Did I use an accessible [Syllabus Template](#) to create my syllabus?

- ☐ Did I include appropriate formatting in my syllabus so that students that use assistive technology can effectively access the information?

- ☐ Did I include the International Standard Book Number ISBN of the textbook(s) I require students to use in the course? See the [Higher Education Opportunities Act (HEOA)](#) Textbook Information Provision for more information about textbook ISBN information.

- ☐ Did I include a statement regarding support for students with disabilities in my syllabus? Contact the office of [Services to Students with Disabilities](#) (SSWD) if you have questions about a student's reasonable accommodations.

Handouts Distributed Online/Print

- ☐ Did I design course materials created in Microsoft Word, PowerPoint and Adobe Acrobat PDF so that they are accessible and can be accessed by users of assistive technology?

  - ○ See video tutorials, manuals, quick guides and templates to help you create accessible handouts at the [Professional Development for Accessible Technology](#) website.
  - ○ Contact the [Academic Technology Center](#) for assistance and for training information.
  - ○ Contact [Services to Students with Disabilities](#) office about the specific needs of students with disabilities enrolled in your course.

☐ Did I ensure that scanned materials were scanned so that they contain readable text?

- o Make Searchable "(Run OCR)" when scanning materials into Adobe PDF or after these have been scanned. Use Optical Character Recognition software such as Adobe Acrobat (full version, not Acrobat Reader), available on most university-owned computers, to scan and edit materials to make them accessible. Contact your department's IT consultant to request Adobe Acrobat for personal or university-owned devices.

☐ Did I design course materials created in other word processing, presentation, and/or portable document format software so that they are accessible and can be accessed by users of assistive technology?

- o Contact the Academic Technology Center for assistance and for training information.

☐ Did I provide handouts to SSWD at least three business days in advance so materials can be translated into Braille or other alternate format if needed for a student with a disability?

☐ Did I establish a plan to provide an equal alternate form of access if a handout is not accessible to a student with a disability enrolled in my course?

Non-Print Materials

Non-Print Materials are solely distributed and accessed electronically.

Canvas Course Content

- ☐ Did I post accessible content (e.g. Word documents, PDF's, PowerPoint's, Video) to my Canvas course?

- ☐ Did I author accessible content within the Canvas learning management system? See [Canvas for Faculty Page](#) or

  - ○ Rich Content Editor: For content that is created using the rich content editor such as Assignments, Discussions, Announcements, Pages, Quizzes, etc., I have used the rich content editor's formatting toolbar as needed to:
    - ▪ Add heading styles to major headings to provide structure to content by use of the Text Style option.
    - ▪ Add Text Alternatives to non-text content such as images, figures etc. by use of the Insert/Edit image window options.
    - ▪ Used Text for hyperlinks rather than URL's when inserting links. Also used the Title (tooltip) option.
    - ▪ Create tables and add captions to tables using the Insert/Edit Table feature.
    - ▪ Insert closed captioned video

  ### Assessments:

  - ☐ Did I create extended-time exams, which are based on an existing exam (a copy of it), for students that require an extended time due to a disability? See the [Creating Extended-Time Tests How To Guide](#) for more information.

  - ☐ Did I set up adaptive release criteria for extended-time assessments, assignments, and for other appropriate content to make available to students with disabilities?

Online Class Meetings/Activities:

☐ Did I distribute to students an accessible PowerPoint or other appropriate content in advance that will be covered during the scheduled online class meeting through Zoom or Teams Web Conferencing tool to ensure students with disabilities in my course have equal access to the online content?

   Review best practices for online [Zoom](#) or [Teams](#) meetings.

☐ Did I ensure that Services to Student with Disabilities (SSWD) staff have access to my Canvas course if I have a student with a disability enrolled in my class and access to the course was requested by their office?

☐ Did I establish a plan to provide an equal alternate form of access to content housed in my Canvas course (e.g. Syllabus, assessments, handouts, discussion threads, online meetings, video etc.) if content is not accessible to a student with a disability enrolled in my course?

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Library Course Reserves

Books not available in electronic format can be placed on course reserves. Content that can be accessed on Canvas such as paper and scanned documents, electronic links to journal articles, eBooks and course readers cannot be placed on Library Course Reserves.

- ☐ See the [How do faculty members place material on Course Reserves](#) page to determine whether the instructional material content can be placed on library course reserves.

- ☐ Did I submit the [Course Reserve Request Form](#) at least 2 weeks in advance from the date they will be used in class?

- ☐ Did I obtain permission from the owner/publisher of the print, video or audio content I want to place on e-reserves?

    - ○ Visit Sacramento State Library's [Copyright and Fair Use](#) webpages for more information.

- ☐ Did I establish a plan to provide an equal alternate form of access to content I placed in electronic reserves, if it is not accessible to a student with a disability enrolled in my course?

Faculty Websites

- ☐ Did I attend a [Web Accessibility](#) workshop to learn how to create accessible web content?

- ☐ Did I use a faculty website template to create my webpage?

- ☐ Did I follow web accessibility best practices when designing my faculty webpage and posting materials?

Video and Audio

☐ Did I identify video and or audio based materials I will use in my course at least 8 weeks prior to the first day of class? Timely identification of materials allows for sufficient time to convert materials into alternate formats if needed.

☐ Did I ensure that the video or audio content that I will show in class or online are closed captioned and/or transcribed?

- o Go to Tips for [Faculty Regarding Captions or Subtitles for Deaf/Hard of Hearing Students](#) to learn how to check if your videos are closed captioned or have subtitles for the Deaf and Hard-of-Hearing SDH.
- o Use Sacramento State's [Captioning Self-Service](#) to get your videos captioned and contact the [Academic Technology Center](#) for more information.

☐ Did I obtain permission from the video/audio content owner/publisher to convert video into another format, to caption video and to post content online?

- o See the [Determining Copyright Ownership](#) web module to get started
- o Per [California Education Code 67302](#) if a publisher fails to respond to a request to caption video for a student who is Deaf or Hard-of Hearing within 10 calendar days of receiving the request, the campus shall be deemed to have received a license permitting the campus to create a captioned format.

☐ Did I establish a plan to provide an equal alternate form of access to content if video and/or audio based materials can not be captioned or transcribed?

☐ If captioning and/or transcription of video and/or audio materials are not feasible in a timely manner for the student, contact the [Services to Students with Disabilities](#) office to arrange for [Services and Accommodations](#) or the student to access the content.

Signatures

_____

Faculty Signature (and date)

_____

Department Chair Signature (and date)

_____

College Dean or Associate Signature (and date)

Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, please complete an accessibility checklist and submit to appropriate Dean's Office.

An accessible syllabus should also be made available online, preferably prior to the start of that semester's open registration period. Syllabus templates can be found at the Instructional Materials Templates Page.

Need Help? Contact the Accessible Technology Initiative specialist to obtain help in making your course materials accessible.
Email academictechcenter@csus.edu.