Accessibility Checklist for Faculty

Course Readings & Materials	Blackboard 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.
 	
❖ Handouts are available online in accessible formats for use with assistive technology such as text or screen readers, and magnification tools.
 	
❖ Articles are provided as a text-based electronic copy (usually a PDF, or a clean scan of an original.)
 	
❖ Check for accessibility issues with your document using Microsoft Office Accessibility Checker.
 	
❖ Create accessible PowerPoint presentations.
 	
❖ Create accessible Word documents.
 	
❖ Create accessible PDF documents.
 	
❖ Check out how SensusAccess can assist with creating accessible course materials.
	❖ Content is easy to navigate and comprehend (e.g., folders, files, and modules have informative labels, e.g.,: "Week Two: Topic" instead of "files".)
	
	❖ Content has contrasting text and background colors. Avoid using color as the sole means to convey information.
	
	❖ Graphics contain alternative text that describes what the image conveys visually (alt tags or longer descriptions).
	
	❖ Documents uploaded to Blackboard (PDF, Word, PP) are accessible to students via screen and text readers.
	
	❖ Blackboard Collaborate live stream can be captioned on-the-fly by an assignee in the group.
	
	❖ 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.
		❖ Video(s) created and used for instructional purposes are properly captioned.
		  ▪ *SDS* provides video captioning as needed by students with hearing disabilities. Video content will be needed well in advance of use in course.
		  ▪ *Academic Technologies* can assist with captioning options for videos that you own or have permission to caption. Please contact: acad_tech@cornell.edu. There is a fee for this.
		
		❖ Captioned YouTube videos have been reviewed videos for accuracy.
		
		❖ Captions are added to Narrated PowerPoint presentations.
		
		❖ A plan is in place to provide equitable alternatives to inaccessible software and audio-visual presentations.
			❖ The syllabus has a statement inviting students to discuss access needs for your course and to bring an accommodation letter from SDS.
			
			❖ Have met with students who have deadline or attendance flexibility to discuss reasonable modifications.
			
			❖ Alternate testing rooms are reserved at the beginning of the semester in anticipation of students with testing accommodations.
			
			❖ Accommodated testing rooms are reserved close to the standard time testing location. The accommodated start time for evening prelims is scheduled before 7:30 to ensure the best possible outcome for students with health needs.
			
			❖ A make-up exam is available for students who have disability-related absences or have exam conflicts.
			
			❖ Office hours and field trips are accessible to all students.

For more information, please contact: sds_cu@cornell.edu or visit: Student Disability Services http://sds.cornell.edu/Faculty/