



Course Readings and Material	Canvas and Online Content	Video and Audio Content	Course Administration
<p><input type="checkbox"/> Documents shown via projector and/or online are easy to view and have proper color contrast. Avoid using color as the sole means to convey information. For more information, check out Color Contrast Best Practices - The University of Texas at Arlington (uta.edu)</p> <p><input type="checkbox"/> Handouts are available online in accessible formats for use with assistive technology such as screen readers. For more information, visit Creating Accessible Documents - The University of Texas at Arlington (uta.edu)</p> <p><input type="checkbox"/> Articles, chapters, or sections of a book are provided either as an accessible PDF electronic copy downloaded from a journal database or scanned to PDF and run through Adobe Acrobat to confirm accessibility. Visit “Creating Accessible Documents” link from above for more information.</p>	<p><input type="checkbox"/> Utilize Ally in Canvas to check for accessibility. To learn how, go to Ally in Canvas - Accessibility Resources - The University of Texas at Arlington (uta.edu)</p> <p><input type="checkbox"/> Content is easy to navigate and comprehend. Folders, files, and modules have informative labels such as “Week Two: Topic”.</p> <p><input type="checkbox"/> Alternative text appears with graphics and images to be accessed by screen readers. Alt Text Best Practices - The University of Texas at Arlington (uta.edu)</p> <p><input type="checkbox"/> Documents uploaded to Canvas (PDF, Word, PPT) are accessible to students via screen and text readers.</p> <p><input type="checkbox"/> Ensure that online homework and assessment tools are accessible with assistive tech. For a list of pre-approved software, go to Knowledge Base Article - Self-Service Portal (service-now.com)</p>	<p><input type="checkbox"/> Videos created and used for instructional purposes are properly captioned and/or have audio description. Captions and Subtitles Best Practices - The University of Texas at Arlington (uta.edu)</p> <p><input type="checkbox"/> Use of videos captioned by YouTube are reviewed for accuracy before using.</p> <p><input type="checkbox"/> Captions are added to narrated PowerPoint presentations.</p> <p><input type="checkbox"/> Canvas Studio has a captioning feature. You may create a video in or upload a video to Studio and request captioning. Please note, Canvas Studio is only 85% accurate and will need to be reviewed and edited before publishing.</p> <p><input type="checkbox"/> A plan is in place to provide equitable alternatives to inaccessible video and audio. Equitable means that the student receives the same quality of curriculum/instruction as their peers.</p>	<p><input type="checkbox"/> The syllabus has a statement inviting students to discuss access needs for your course, based on their accommodation letter from the SAR Center.</p> <p><input type="checkbox"/> The syllabus has resources for students seeking accommodations but not registered with the SAR Center.</p> <p><input type="checkbox"/> Office hours and field trips/outings are accessible to all students.</p> <p><input type="checkbox"/> The faculty teaching the course has met with students who have deadline/attendance flexibility to discuss reasonable modifications in the course.</p> <p><input type="checkbox"/> Any extra credit opportunities offered must provide an equitable opportunity to all students. If one student cannot access the extra credit, then the opportunity should not be offered to any students (e.g., in-person speaker series must have accessible room and presentation).</p>

Exam Administration

- ALL** exam and assignment dates are posted in the syllabus in an accessible format so that students may appropriately plan and schedule accommodations for your course.
- At the beginning of the semester and as applicable, complete Testing Agreements for students with Alternate Testing.
- Please remind students who utilize the ATC to schedule tests prior to deadlines. Avoid singling out students by using a confidential method such as email.

Reflection

Please enter this opportunity for reflection with intentionality and a growth mindset. As you reflect on the following questions, consider how many boxes you could check off this semester and what could be done to increase the number of checks in future semesters.

1. What assumptions have I made about the learners in my class?
2. Consider who is represented in the course materials in terms of topics and authors covered. Do I use examples and text throughout that are representative of my students? Is there a reason why one group or another is not represented, underrepresented, or overrepresented?
3. Am I aware of my attitudes towards accessibility and accessible education?
4. Are there any barriers in my course that will create an issue for any student regardless of disability? (Including, but not limited to office hours, class outings, course activities, extra credit, etc.)
5. Are my presentations (lecture slides and talking notes) free of casual ableist language (e.g., crazy, lame, blind, deaf, insane, idiot, cripple, etc.)?
6. Is my classroom set up to respond to the different needs of students (clear pathways, working microphone, limited distractions, etc.)?
7. Do I allow for choice and flexibility in assignment completion? Universal design for learning benefits all students, regardless of ability.
8. Do assessments provide students with opportunities to express their understanding in a variety of ways?
9. Do I have a variety of means for providing feedback to students on assignments and assessments? (Audio, video, rubric, electronic documents to be used with a screen reader, etc.)
10. Have I created an environment where my students can provide feedback, express concerns, and advocate for their needs?

For more information, please visit the [UTA Student Access & Resource Center](#) or contact sarcenter@uta.edu , visit [UTA Accessibility Resources](#) or contact the Electronic Information and Resources Accessibility Coordinator at accessibility@uta.edu, or visit the [UTA Center for Distance Education](#)