Postsecondary Course Accessibility Guide

How to Use this Guide

Step 1: Download and save this fillable Guide
Note:
- If you complete this Guide in your browser, your responses will not be saved. Make sure to work from the version on your computer.
- A fillable PDF version of this Guide is available from the [Guide's website](#)

Step 2: Use the Guide to review the accessibility of a course, and refer to the Reference Manual as needed
- In the space provided at the beginning of page 2, enter the name of the course you are reviewing.
- Use the checkboxes to identify how a course already meets accessibility requirements and where accessibility gaps exist. The response options include:
  - **Yes:** This criterion is met
  - **No:** This criterion is not met
  - **Unsure:** I'm unsure if this criterion is met
  - **NA:** Not Applicable to this course
- If you need clarification on an accessibility criterion, follow the criterion's link the [Reference Manual](#) to learn more.
- If you responded 'no' or 'unsure' to any criteria, refer to the [Reference Manual](#) to learn how to meet those criteria.

Step 3: Save your responses

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Section 1: Course Outline
Section 1 criteria are for the individual(s) who create course outlines, learning plans, or syllabi. To learn more about the criteria, follow the links to the Reference Manual.

Instruction and Assessment Formats Used in the Course

Accessibility Criteria	Yes	No	Unsure	NA
1.1 Does the course outline **identify the formats** that will be **used for instruction** (e.g., in-person lectures, group discussions, etc.)? See Reference Manual: Criteria 1.1	✓			
1.2 Does the course outline **identify the formats of assessments and learning activities** (e.g., in-person tests, group projects, presentations, etc.)? See Reference Manual: Criteria 1.2	✓			
1.3 Does the course outline **identify the technologies** that will be **used for instruction** (e.g., learning management system)? See Reference Manual: Criteria 1.3	✓			
1.4 Does the course outline **identify the technologies** that will be **used for assessments and learning activities** (e.g., quizzes, etc.)? See Reference Manual: Criteria 1.4	✓			
1.5 Is the course outline produced in an **accessible format** according to established guidelines? See Reference Manual: Criteria 1.5	✓			

Processes and Policies

Accessibility Criteria	Yes	No	Unsure	NA
1.6 Does the course outline link to your institution's **processes** that students need to follow in order to: • request accessible formats, or • resolve accommodation-related disputes. See Reference Manual: Criteria 1.6	✓			
1.7 Does the course outline link to your institution's **disability-related policies** for students, regarding: • disability-related disruptions to learning, • accommodation policies and procedures, and • the development of accommodation plans. See Reference Manual: Criteria 1.7	✓			

Section 2: Course Organization and Navigation

Section 2 accessibility criteria pertain to how students find and interact with course materials and tools in the course site in the learning management system (LMS). To learn more about the criteria, follow the links to the Reference Manual.

LMS Setup of Modules

Accessibility Criteria	Yes	No	Unsure	NA
2.1 On the course site in the learning management system (LMS), are **course components clearly identified** throughout all sections? See Reference Manual: Criteria 2.1-2.6				
2.2 Do the titles of the course module pages in the LMS clearly and concisely **describe their purpose**? See Reference Manual: Criteria 2.1-2.6				
2.3 Are the course components **organized consistently throughout** the course website in the LMS? See Reference Manual: Criteria 2.1-2.6				
2.4 Are LMS tools used for their **intended purpose** (e.g., content is housed in content modules not in announcements or discussion forums)? See Reference Manual: Criteria 2.1-2.6				
2.5 Is the course **organized** in a way that aligns with how students progress through the course (e.g., weekly modules)? See Reference Manual: Criteria 2.1-2.6				
2.6 Are course materials **housed in your LMS** (rather than sent to students via email or housed in a personal website)? See Reference Manual: Criteria 2.1-2.6				

LMS Setup of Assessments

Accessibility Criteria	Yes	No	Unsure	NA
2.7 Are the assessment **submission instructions and processes clear**, and presented **consistently** throughout the course? See Reference Manual: Criteria 2.7-2.9				
2.8 Are assessment settings in LMS tools (e.g., dropboxes) selected to **reduce errors**? See Reference Manual: Criteria 2.7-2.9				
2.9 Do students who make a submission error have the **opportunity to reverse or fix their error**? See Reference Manual: Criteria 2.7-2.9				

Section 3: Course Materials

Section 3 criteria pertain to course materials and technologies used in classrooms, labs, studios, off-campus learning environments, and virtual learning spaces (synchronous and asynchronous). To learn more about the criteria, follow the links to the Reference Manual.

Course Content Created by the Instructor (e.g., lecture slides)

Accessibility Criteria	Yes	No	Unsure	NA
3.1 Are idioms, jargon, abbreviations, and acronyms **defined** the first time they are used? See Reference Manual: Criteria 3.1				
3.2 Are learning materials produced in an **accessible format?** See Reference Manual: Criteria 3.2-3.4				
3.3 Are instructor-created **multimedia** materials available in **more than one format** (e.g., a video includes closed captions)? See Reference Manual: Criteria 3.2-3.4				
3.4 Are **PDFs accessible**? See Reference Manual: Criteria 3.2-3.4				

Course Content That Is Sourced (e.g., Textbooks)

Accessibility Criteria	Yes	No	Unsure	NA
3.5 Are sourced course materials available in **more than one format** (e.g., hard copy, electronic copy, etc.)? See Reference Manual: Criteria 3.5-3.7				
3.6 If sourced materials (including PDFs) are not accessible, can your library or accessible learning services convert the materials to an **accessible format**, in compliance with the *Copyright Act of Canada* and other relevant legislation? See Reference Manual: Criteria 3.5-3.7				
3.7 Can an alternate format be created (by the library or accessible learning services) within a **reasonable timeframe?** See Reference Manual: Criteria 3.5-3.7				

Assessments and Learning Activities

Accessibility Criteria	Yes	No	Unsure	NA
3.8 Are **assessments** (including multimedia assessments) created by the instructor/teaching team produced and available in an **accessible format** that can be converted to another format if required? See Reference Manual: Criteria 3.8-3.11				
3.9 Is **feedback** on assessments provided in an accessible format (e.g., typed rather than hand-written comments)? See Reference Manual: Criteria 3.8-3.11				
3.10 Are **alternatives** available for course assessments that are not accessible? See Reference Manual: Criteria 3.8-3.11				
3.11 Are alternatives available for **sourced multimedia assessments** that are not accessible? See Reference Manual: Criteria 3.8-3.11				

Educational Technologies

Accessibility Criteria	Yes	No	Unsure	NA
3.12 Are educational technologies (e.g., peer review tools, etc.) **accessible**? See Reference Manual: Criteria 3.12				
3.13 Are **all students** given **time to learn and practise** educational technologies (e.g., online quiz, etc.) **before** having to use them in learning activities, assessments, including off-campus experiential learning activities? See Reference Manual: Criteria 3.13				
3.14 Are **students with disabilities** given **time to learn and practise the accessibility features** (e.g., shortcut keys) of educational technologies **before** having to use them in learning activities or assessments? See Reference Manual: Criteria 3.14				

Section 4: Communication Barriers

Section 4 criteria pertain to barriers related to communication, disruptions, and academic accommodations. To learn more about the criteria, follow the links to the Reference Manual.

Accessibility Criteria	Yes	No	Unsure	NA
4.1 During the term, are students offered a **variety of ways to communicate** with the instructor and/or teaching team (e.g., in-person, telephone, virtual, email)? See Reference Manual: Criteria 4.1				
4.2 If new technology is introduced after the start of term, is **class input** sought through a variety of options, including anonymous feedback? See Reference Manual: Criteria 4.2				
4.3 Does the course outline or course homepage in the learning management system let students know **where they can find out** about **temporary barriers and disruptions** (e.g., building closure)? See Reference Manual: Criteria 4.3				
4.4 If any **course-related changes** or **disruptions** occur during the term (e.g., cancelled office hours), is notice of the change given to all students as far in advance as possible? See Reference Manual: Criteria 4.4				
4.5 If refusing an accommodation request, do the **reasons for refusal** align with the Ontario Human Rights Commission's Duty to Accommodate? See Reference Manual: Criteria 4.5				

Section 5: Physical Learning Space Barriers

Section 5 criteria pertain to barriers in physical learning spaces that instructors are likely to have some control over. To learn more about the criteria, follow the links to the Reference Manual.

Accessibility Criteria	Yes	No	Unsure	NA
5.1 Is accessibility considered and prioritized in **physical learning spaces** where possible (e.g., instructor's office) See Reference Manual: Criteria 5.1-5.2				
5.2 When selecting **off-campus environments** for course-related **experiential learning**, is accessibility considered and prioritized? See Reference Manual: Criteria 5.1-5.2				