AODA Checklist: At the Start of the Semester

Step 1: Choose Pre-approved Accessible Courseware

- Using a secured and accessible platform to deliver all your material, evaluation, and interactions.

- Using an accessible solution will help you facilitate the provision of an accommodation (such as closed captions, interpreters, student training on the technology and provisions of accessible formats).

- Limiting the number of technologies also ease the burden to learn new platforms to all students and help better protect everyone's personal information.

- A solution endorsed by an institution will most likely have gone through all the purchase requirements under the AODA (in addition to security and privacy requirements).

Step 2: Get Support to Develop or Design your course in an accessible format

- Institutional support is usually provided when developing course content in a centralized institutional platform.

- If you are choosing your own courseware or platform, ask the service provider for the resources and support for making your Web content accessible.

Step 3: Find Accessible Course Material

- Ask your Library how to find accessible learning material.

- Find YouTube videos with captions: turn on YouTube search filter for videos with captions only.

    1) Enter your keywords in the YouTube search bar and click Search
    2) Click Filter
    3) Click Subtitles/CC

    Videos with captions available will have "CC" underneath the video summary in search results.

Step 4: Create Accessible Course Material, syllabus, and curricula

Legal requirements: The AODA customer service standards requires that course material published in a NON-PUBLIC FACING website (like most courseware) be given in a format accessible to the student's disability-related need upon request. Such request should be done through the academic accommodation process from your institution to help ensure it is done in compliance with the Ontario Human Rights Code and privacy laws. You can help ease the burden on students with disabilities and expediate such requests by producing accessible course material.

- Take accessibility into account from the start.

- Add the following information on your syllabus and course plan:

- An accommodation statement
- A list of all evaluation methodologies (ex: team-lead projects, oral presentations, online participation, mandatory attendance, hands-on demonstrations)
- Required academic activities (ex: conferences, event, and visits)
- A list of all technologies and tools that will be used to learn, to interact and to assess the mastery of knowledge during the course, and when possible, a link towards the accessibility features for each of these tools

Note: Students with disabilities may be receiving accommodations for extra time, the use of a laptop or a recording device. In exceptional circumstances, students with disabilities may also receive retroactive, temporary, or interim accommodations. Therefore, it is recommended to avoid using "no exception" statements in the syllabus.

- Include basic accessibility principles in all your content design.

  Converting complex content into accessible format can be difficult. Taking into account accessibility by following the [Microsoft Office 2010 Accessibility Tutorial: General Tips - Ease of Use](#) will facilitate your work.

- Create accessible HTML content

  HTML content is usually easier to produce in an accessible format than documents. It is also usually easier to read for a person with a disability. To help you create accessible html content, please follow step 1 and 2.

- Create accessible PDF documents

  The Portable Document Format (better known as PDF) is an open standard, maintained by the International Organization for Standardization (ISO). Your students can easily view these compressed files around the world on any smart phones, Windows or Mac OS using the free Acrobat Reader DC software. These compressed files also need less bandwidth to be uploaded.

  1) Follow Microsoft [Accessibility video training](#) to learn how to create accessible Word documents and PowerPoint presentations ready to be converted into an accessible PDF.
  2) Once you converted your Microsoft document into an PDF document, follow the tutorial [Create and verify PDF accessibility (Acrobat Pro)](#) to learn how to use the accessibility tool provided in Acrobat to help you do the final accessibility touch ups. Please note that this step requires the paid license Acrobat Pro Version 10 or 11. The free Acrobat Reader DC software is not enough.

- Add closed captions to your pre-record or live videos

  Make sure to choose your institution's pre-approved accessible courseware that allow the creation of closed captions for pre-recorded videos and live presentations and to get support to learn how to add closed captions on your pre-recorded or live presentation.

AODA Checklist: During Course Delivery

- Make sure nothing is obstructing class pathways.

- Provide a link to your accessible course content.

- Accommodate visibly apparent and immediate needs unless there is a serious risk to do so.

- When possible and not infringing academic integrity or safety, provide temporary accommodations for less visibly apparent immediate needs and refer to your institution's process for future accommodations.

- Ask students to state their name each time they speak.

- Create pauses.

- Identify what you are referring to (e.g., Instead of "click here" say "select the XXX link").

- Record your class, so it can be closed captioned afterwards and shared.

- Avoid background noises to help with captions.

- When required, cooperate with the accommodations process.

- Maintain confidentiality.

At any time, you can seek advice from your institution's Equity Diversity Office, Academic Accommodation Office or the Legal Services.