



## Accessibility Checklist for Online Learning

According to UPEI's Strategic Plan, the University is dedicated to providing all students with an open, accessible and welcoming community. While online learning creates many opportunities to reduce barriers experienced by students with disabilities, it also creates new challenges for accessibility. Some students may require fewer accommodations in an online learning environment while others students may require more. For example, students with seizure disorders, acquired brain injuries, concussions and migraines may find working on the computer for long periods of time challenging and may require flexible deadlines or due dates. The potential barriers of online learning must be taken into serious consideration when planning and delivering courses online to ensure students with disabilities are provided with equitable access.

Criteria	Check	Notes
Ensure to have an <a href="#">Accommodation Statement</a> on your course page or syllabus.		
Familiarize yourself with accessibility options built into online learning platforms like <a href="#">Moodle</a> , <a href="#">Blackboard</a> , and <a href="#">Google Meet</a> .		
Consider removing time barriers for all students by giving everyone extra time to complete a test. Otherwise, familiarize yourself with how to set up time extensions for students who have extra time accommodation by reviewing the following guide <a href="#">Moodle Quiz Accommodations</a> .		
Consider implementing principles of Universal Design, which can reduce or eliminate the need for accommodations by offering multiple means of <a href="#">engagement</a> , <a href="#">representation</a> and <a href="#">expression</a> .		
When providing readings and lecture notes, ensure they are <a href="#">accessible for students using text-to-speech software</a> .		
Ensure your slide shows are accessible for students using text-to-speech software by following <a href="#">guidelines for making slideshows accessible</a> .		
Ensure information about the course and communications about the course are visible in one easy-to-find location.		
Have each speaker state their name before speaking.		

Provide recordings of lectures and include closed captions or transcripts.		
Ensure students are aware they can still use note-taking accommodations including hiring a note-taker to take notes during online lectures.		
Consider offering virtual office hours.		
Familiarize yourself with popular <a href="#">Assistive Technology</a> .		
Be flexible and understanding of changes to students' learning needs. If you believe a student requires support and is not currently registered with Accessibility Services, please consider completing an Accessibility <a href="#">Referral Form</a> .		
<p><i>*This checklist has been adapted from the <a href="#">University of Toronto's Accessibility Checklist for Faculty: Planning for Online Courses</a>.</i></p>		