# Classroom Accessibility Checklist for Faculty

For an overview of ADA Best Practices in the Classroom, visit the OEA’s [ADA Training for Faculty](https://www.wcupa.edu/universityCollege/OEA/ada/default.aspx), or for more information about accessibility best practices, visit the TLC’s [Proactive Accessibility Resource Site](https://d2l.wcupa.edu/d2l/le/discovery/view/course/3793975).

## Zoom

* Make sure cameras are on for persons who are speaking. Have participants identify themselves by name before speaking.
* If a Zoom meeting or webinar is recorded and saved to the cloud, Zoom can automatically generate captions using automatic speech recognition. Visit [Audio transcription for cloud recordings](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0064927) for more information.
* Make sure students are aware that they can [turn on captions for themselves in a Zoom meeting](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0059762).

## D2L

* Make sure content is easy to navigate and comprehend. Files and modules should be labeled appropriately and informatively. (I.e., “Week Two Readings” instead of “Files”)
* Try to keep instructional videos to a maximum length of 10 minutes. If your video is longer than 10 minutes, make sure to [include chapters](https://support.panopto.com/s/article/Table-of-Contents) to allow students to easily navigate to specific information.
* Avoid demonstrative pronouns. “This section of the river,” “that region,” and “these nodes,” are meaningless to students who cannot see what you’re referring to. Avoiding demonstrative pronouns as much as possible makes your meaning clearer to all students, not just those relying on screen readers.
* To check for accessibility issues on module pages, visit [How to check for web accessibility issues](https://www.ncdae.org/resources/cheatsheets/accessibility.php).
* Do not use descriptions that rely only on sight (e.g., “click on the image”).
* Use adequate text size, no smaller than 12 point.
* Make sure module pages include a sequential heading structure.
* Avoid using elements that flash or flicker, such as GIFs.
* Make sure there are two or more ways to access each page.

For additional information, please contact the [Office of Educational Accessibility](https://www.wcupa.edu/universityCollege/OEA/) at OEA@wcupa.edu or the [Teaching & Learning Center](https://www.wcupa.edu/tlc/) at TLC@wcupa.edu.