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|  | **Meets Some Levels of Accessibility** | **Meets Most Levels of Accessibility** | **Meets All Levels of Accessibility** |
| **Classroom Setup** | Adaptations based on accommodation letter | Consideration given to arranging/not moving furniture as appropriate | Purposefully arranging the classroom to optimize learning, considering the students’ input |
| **Teaching mode** | Awareness of learners’ needs and open to students’ input regarding the possibility of incorporating multiple methods of teaching | Proactively seeking information regarding students’ needs for multiple teaching methods and incorporating those methods as needed | Proactively seeking information regarding students’ needs for multiple teaching methods and incorporating those methods as needed; assessing and adapting methods as needed throughout the course |
| **Textbook Selection** | Book orders are submitted in a timely manner so that SAS can effectively and efficiently convert text if needed; check for Voluntary Product Accessibility Test (VPAT) for e-text. | Book orders are submitted in a timely manner. Seek out VPAT for e-text, and consult with SAS to confirm accessibility. | Book orders are submitted in a timely manner. Only e-texts with VPAT are used and SAS is consulted to confirm accessibility. |

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|  | **Meets Some Levels of Accessibility** | **Meets Most Levels of Accessibility** | **Meets All Levels of Accessibility** |
| **Clickers** | Typically, clickers are not accessible to all students. [Consult with SAS](http://www.kent.edu/sas) for guidance on alternatives. | | |
| **Blackboard/CMS Use** | Blackboard or CMS course takes [Quality Matters](http://www.kent.edu/onlineteaching/quality-matters) (QM) rubric into consideration but does not adhere to all accessibility related Quality Matters Standards (Q.M. 8.1, 8.2, 8.3, 8.4). | Blackboard or CMS course utilizes [Quality Matters](http://www.kent.edu/onlineteaching/quality-matters) rubric and incorporates all accessibility related QM standards into course (Q.M. 8.1, 8.2, 8.3, 8.4). | Blackboard or CMS course incorporates all accessibility related [QM standards](http://www.kent.edu/onlineteaching/quality-matters) (Q.M. 8.1, 8.2, 8.3, 8.4) and also considers [other accessibility issues](http://www.kent.edu/sas/blackboard-learn-quick-guide) (color contrast, quality descriptors for links and graphics, and other visual and content standards). |
| **Websites** | [Some websites used during the course are fully accessible](https://wave.webaim.org/toolbar/). | [Most websites used during the course are fully accessible.](https://wave.webaim.org/toolbar/) | [All websites used during the course are fully accessible.](https://wave.webaim.org/toolbar/) |

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|  | **Meets Some Levels of Accessibility** | **Meets Most Levels of Accessibility** | **Meets All Levels of Accessibility** |
| **Video** | **When required by an accommodation letter, all audio materials must be captioned.** | | |
|  | [Captioned when required by SAS](http://www.kent.edu/sas/closed-captioning-1) | [Correctly captioned materials](http://www.kent.edu/sas/ada-compliant-youtube-videos) are sought out; newly created material is captioned. | [Only correctly captioned materials](http://www.kent.edu/sas/ada-compliant-youtube-videos) are chosen; all materials created for the course are captioned. |
| **Word Documents** | **When required by an accommodation letter, all audio materials must be captioned.** | | |
|  | [Some documents have been formatted](http://www.kent.edu/sas/accessibility-course-content) to include heading styles, alternative text for images, and other appropriate style features that render a document fully accessible via screen reader. | [Most documents have been formatted](http://www.kent.edu/sas/accessibility-course-content) to include heading styles, alternative text for images, and other appropriate style features that render a document fully accessible via screen reader. | [All documents have been formatted](http://www.kent.edu/sas/accessibility-course-content) to include heading styles, alternative text for images, and other appropriate style features that render a document fully accessible via screen reader. |
| **PDF Documents** | **When required by an accommodation letter, all audio materials must be captioned.** | | |
|  | Some PDF documents have been rendered fully accessible via screen reader. | Most PDF documents have been rendered fully accessible via screen reader. | All PDF documents have been rendered fully accessible via screen reader. |
| **Images (includes images that are part of a document, website, or course management system)** | **When required by an accommodation letter, all audio materials must be captioned.** | | |
|  | [Some images are given alternative text](http://webaim.org/techniques/alttext/). | [Most images are given descriptive alternative text that conveys the true meaning and context of the image.](http://webaim.org/techniques/alttext/) | [All images are given descriptive alternative text that conveys the true meaning and context of the image.](http://webaim.org/techniques/alttext/) |
| **Charts and Graphs** | **When required by an accommodation letter, all audio materials must be captioned.** | | |
|  | [Some charts and graphs are given alternative text](http://webaim.org/techniques/alttext/). | [Most charts and graphs are given alternative text.](http://webaim.org/techniques/alttext/) | [All charts and graphs are given alternative text.](http://webaim.org/techniques/alttext/) |