Course Accessibility Checklist

Grand Rapids Community College Office of Accessibility

Print Materials

Textbooks and Course Packs

☐ I have submitted my textbook/course pack request to the Bookstore according to the textbook ordering deadline for both winter semester and fall semester. (See the Textbook Ordering Deadlines for Academic Year document for more details.)

☐ I have submitted my Course Pack source materials in a clean, legible format so they can be scanned and converted into accessible formats such as audio or large print.

☐ I have also inquired with publishers about the availability of accessible electronic copies.

Syllabi and Handouts

☐ I have created a syllabus in an electronic and accessible format. (An online Accessible Syllabus Template is available at www.grcc.edu/syllabus). If you have difficulty using your word processor's accessibility checker, contact the Center for Teaching Excellence.

  ➢ The statement included in the syllabus template directing students needing accommodations to Disability Support Services will be covered on the first day of class.

  ➢ I have used appropriate formatting and checked the document for accessibility so that students using assistive technology, (i.e. screen reader software) can effectively access the information.

☐ My word documents and other instructional materials are in an accessible and electronic format.

CONTACT
If you have any questions, concerns or require clarification on how to make your course elements more accessible, please contact the Center for Teaching Excellence at 616.234.2278 or teachexcellence@grcc.edu.

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☐ My PDF documents are accessible (documents scanned or copied from source print material are not accessible to screen readers). If you are unsure as to the accessibility of your portable document format materials, contact the Center for Teaching Excellence.

Electronic Reserves

☐ I have submitted electronic reserve materials in a clean, legible format to the Library.

PowerPoint

☐ My PowerPoint documents are accessible with alternative tags and labels on all images and elements. The GRCC Office of Accessibility's best practices recommends having an alternative version of the PowerPoint with essential images and data tables appropriately labeled and tagged for the benefit of those using screen reader technology.

Non-Print Materials

DVD/YouTube/Audio Visual Media

☐ My video presentations (DVDs, Video Tapes, Video Podcasts, and other video formats) have the necessary closed captioning or subtitles. At the very least a video transcript or a contingency plan is in place so that all students can have access to the same information. If uncertain, visit www.grcc.edu/caption and fill out a [captioning form](#).

Internet Resources

☐ The Internet resources (i.e. websites, blogs, wikis, etc.) that I plan to use in class are accessible to all students. At the very least, I have a plan so that all students have access to the same information.

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Course Streaming / Podcasting

□ My audio presentations (CDs, audio podcasts, audio clips, and other audio formats) are available with a transcript. At the very least I have a plan in place so that students who cannot access the audio will have access to the same information.