

COURSE ACCESSIBILITY CHECKLIST

Print Instructional Materials

Syllabus

- ☐ My syllabus is in an electronic and accessible format.
 - I have used the [Microsoft Accessibility Guidelines](#) and the [Microsoft Accessibility Checker](#) OR [Acrobat Accessibility Guidelines](#) and [Acrobat Accessibility Checker](#) to verify my syllabus's accessibility.
 - I have provided students with the [MS Word Viewer](#) / [MS Excel Viewer](#) or [Acrobat Reader](#) download instructions so they can access the electronic syllabus.
 - I have included an Special Accommodations Statement in my syllabus as required by the MCCC Administrative Regulations (A.R. 3.6). [Syllabus Examples and Resources](#).

Handouts

- ☐ My handouts or course materials are available in an electronic and accessible format so that students using assistive technology, such as text-to speech and screen reading software, can access the information.
 - My [MS Word and other MS documents](#) are accessible according to best practices.
 - My [Acrobat PDF documents](#) are accessible according to best practices.

Presentations

- ☐ My PowerPoint or other presentations are available in an electronic and accessible format so that students using assistive technology, such as text-to speech and screen reading software, can access the information.
 - My [MS PowerPoint Presentations](#) are accessible according to best practices.
 - I provide accessible alternatives (outlines/transcripts or notes) to any non-accessible presentation technology such as Prezi.

Non-Print Instructional Materials

Videos

- ☐ My video materials (DVDs, video tapes, video podcasts, online video resources) have closed captioning/subtitles OR I have provided a transcript for the video material.

Audio

- ☐ My audio materials (CDs, audio podcasts, clips or other audio formats) are provided with an accompanying transcript.

Internet/Online Materials

☐ The Internet/Online resources (websites, blogs, wikis, social tools) that I use to deliver course materials or assignments are accessible to all students.

- I have used the [WAVE Tool](#) to review the accessibility of all my web-based content.
- My [Google Materials](#) are accessible according to best practices.
- My [Digital Tools \(Web 2.0/Social Media\) have been checked for accessibility](#) and/or alternatives for required inaccessible materials/tools have been created.

Canvas (Learning Management System)

Course Layout, Styling & Semantics

- ☐ My course has been scanned with [UDOIT](#) and is consistent with best practices.
- I have used the Canvas Rich Content Editor to directly enter text in Canvas (e.g. I did not copy and paste information from Word or other outside resources).
 - I used the Canvas Rich Content Editor styling tools (e.g. titles) to create a consistent font styling. I have not copied any non-Canvas fonts into the editor.
 - I have used appropriate [web semantics](#) (e.g. bold, underline, caps) according to best practices.
 - I have removed any unnecessary distracting navigation, modules, pages or other items from the course.
 - I have added an appropriate **Alt** attributes and/or captioning to all images. Where text is included in an image file, I have provided an alternative, captioning or a transcript.
 - I have avoided the use of tables unless the information is provided in a tabular format understood by screen readers.

Naming Conventions

- ☐ My naming conventions are clear and understandable to all users.
- I have used text that can be understood out of context (e.g. I have avoided terms like “click here”, “select this”, “on the left”, “see right, below, above etc.”).
 - I have informed users of any unique content linking features such as pop-ups, dialog boxes, additional windows by including this information with any links.
 - I have clearly named all resource files and named links to the files are consistent with any reference to them in other parts of the course such as the syllabus, calendars, activities, and announcements.
 - I have avoided abbreviations where and whenever possible.
 - My file names include the file type (extension) to identify the software required to view the file.
 - I have used specific file naming such as “Assignment Week 1” instead of generics such as “Weekly Assignment”.

LMS Accessibility Statement

☐ I have provided the [Canvas Voluntary Accessibility Product Template](#) (VPAT) in my course to let students know how Canvas complies with Section 508 of the Rehabilitation Act.

Resources

Canvas

- Canvas Accessibility VPAT (Product Statement) - <http://www.canvaslms.com/accessibility>
- Accessibility within Canvas - <http://tinyurl.com/accesslms>
- General Accessibility Design Guidelines - <http://tinyurl.com/lmsuniversal>

MCC Services & Other Resources

- Disability Resource Services - <http://www.mesacc.edu/disability-services/>
- Early Alert Referral System - <http://www.mesacc.edu/students/ears>
- MCC Accessibility Guides - <http://ctl.mesacc.edu/resources/accessibility/>
- Syllabus Resources - <http://tinyurl.com/SyllabusResources>
- Video/Audio Captioning Information - Contact the CTL at (480) 761-7331 for videos outside of Canvas.
 - External Videos (from YouTube, Vimeo, etc.) - (note, must be videos you own) <http://tinyurl.com/CaptionExternalVideos>
 - Internal Videos (created in or uploaded to Canvas media tool) - <http://tinyurl.com/CaptionInternalVideos>
- Web Styling Guides - <http://www.webstyleguide.com/>
- WAVE Tool - <http://wave.webaim.org/>
 - WAVE Instructions - <http://tinyurl.com/mccwave>

Acrobat

- Creating Accessible Documents - <http://tinyurl.com/AccessibilityAdobe>
- Reader Download - <http://www.adobe.com/products/reader.html>

Google Products/Docs

- Checking Accessibility - <http://www.google.com/accessibility/products/>

Microsoft

- [Screen readers and MS Office](#)

Digital Tools (Web 2.0/Social Media)

Checking Accessibility - <http://www.web2access.org.uk/>