

# To Online Course Instructors,

The following Accessibility Self-Review Checklist is provided to help you make your course materials accessible. Providing accessible course materials will help with the readability, usability, and navigability for all students regardless of them having a disability or not. At GCC, students disclose disabilities such as blindness, low vision, or deafness, but some with learning disabilities such as dyslexia or vision issues such as color blindness, do not. Following this checklist will help all students with their learning.

This checklist is not an exhaustive list, but is provided as a guideline to help you update existing course materials and establish good habits when creating new materials keeping accessibility in mind. There may be changes to technologies and regulations not covered now, but being proactive and using this checklist will help keep updates to a minimum when or if something isn’t covered.

If you are new to accessibility, Accessibility Checkers are a good starting point. These are available in Microsoft Word and PowerPoint (via File > Check for Issues > Accessibility Checker) and Adobe Acrobat (via Tools > Accessibility > Full Check). These checkers will give you the place to look at specific issues, explain the possible issues, and suggest corrections and how to make them. The issues shown by the checkers are also covered in the following checklist.

Want a review done?

Have accessibility or checklist questions?

Need suggestions about where to start with Accessibility for your courses?

Reach out to our part-time Instructional Technologist, Nancy Pabros in office T134, at extension 6112, or email via [nlpabros@genesee.edu](mailto:nlpabros@genesee.edu).