# **Faculty Checklist to Creating Accessible Course Content**

Course Content Development Guidelines

Copy and Paste the Statement below into your syllabus:

“Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and provide written documentation from Student Accessibility Services. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit the office in 348 Baker University Center.”

All images have a short, descriptive alternative text (alt text)

Make sure there is enough contrast between text color and background, all text should be very easy to read (e.g. white txt on blue vs. black txt on blue)

All fonts should be at least 12pt (16px) or larger

There are no blinking or flashing images in your content

All weblinks work, go to the correct page, and are descriptive (e.g. ‘Project One Directions’ vs. ‘Click here’)

Utilized the ‘Check Accessibility’ feature in Microsoft Office Products

All documents, modules, and media elements have proper titles (e.g. Week One Paper vs. weekonepaper)

All content follows proper outline form, such as, Heading 1 (or h1) is the title, followed by Heading 2 (or h2) as subheading, with headings 3-6 to follow

Avoid scanned PDFs, if you have scanned PDFs you can utilize the [Blackboard A11y file transformer](https://ally.ac/covid19/) while it is free for a limited time

Minimize the use of PDFs, especially when presented as an image; make sure the text is accessible by testing to see if you can copy and paste it. Always offer a text-based alternative

Video/Audio Accessibility Guidelines

☐ All captioning is turned on in all videos

☐ The automatic captions are enabled in all PowerPoint presentations (or in any other presentation software), if available

☐ Reviewed all automatic captioning for accuracy

☐ Created accurate transcripts of videos and audio files on Word or in a plain text file (.txt)

Universal Guidelines

Provided options for learning by presenting content utilizing a combination of text, video, audio, and/or image format.

Acronyms are spelled out

Jargon is avoided or defined

Allow adequate time for activities, projects, and tests; for example, give details of project assignments in the syllabus so that students can start working on them early

Office hours and contact information are clearly listed on the syllabus