# **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