

# Course Accessibility Checklist

Accessible Campus Community & Equitable Student Support

## Print Materials

### Textbooks and Course Packs

- I have submitted my textbook/course pack request to the Bookstore according to the textbook ordering deadline for the upcoming semester.
- I have submitted my course 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](#). If you have difficulty using your word processor's accessibility checker, contact the [Instructional Design & Learning Technologies \(IDLT\)](#) group for additional support.
  - The statement included in the syllabus directing students needing accommodations to register with ACCESS will be covered on the first day of class or affirmed in some way for online students.
- My Word documents and other instructional materials are in an accessible and electronic format.
- 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, please refer to Blackboard Ally or contact IDLT for additional support.

### Electronic Reserves

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

If you have any questions, concerns or require clarification on how to make your course elements more accessible, please contact the ACCESS at [myaccess@siue.edu](mailto:myaccess@siue.edu) or Instructional Design & Learning Technologies department at [618-650-5500](tel:618-650-5500) or [idlcenter@siue.edu](mailto:idlcenter@siue.edu).

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## PowerPoint

- My [PowerPoint files are accessible](#) with alternative tags and labels on all images and elements.
- Start with PowerPoint's templates, which are configured with proper heading and paragraph styles.
- Accessibility 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. Currently, YuJa serves as our primary platform for storing media content across campus, and allows not only greater interactivity, but helps us to meet our university accessibility goals and achieve ADA compliance. For more information about YuJa or training opportunities, visit <https://kb.siu.edu/117001>.

### 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.

## Special Events or Programs Required for Class

- I have included an accessibility statement in the advertisement literature for the event:  
*Southern Illinois University Edwardsville (SIUE) encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation, including alternate format media or have questions about the physical access provided, please call the office for Accessible Campus Community & Equitable Student Support (ACCESS) at 618.650.3726 or email [myaccess@siue.edu](mailto:myaccess@siue.edu) in advance of your participation.*

## Suggested Guidelines for Online Courses

### Links

- Do not use hyperlinks of the type "click here." Screen readers have an option to list and read all hyperlinks on a page. A list of twenty items all reading "click here" would not be instructive.

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## Text

- Use a font of at least 12 pts.
- Research shows that sans-serif fonts are more easily read on computer monitors than serif fonts.
- Use high-contrast colors. Black text on a white background is recommended.
- Use only one font type of at least 12 pts.
- Limit use of all CAPS, italics or bold text.
- Do not use underlining for emphasis (it can be mistaken for a link).
- Use the heading styles found in the word processor's style gallery, rather than using bold styles and enlarging text.
- Use the proper heading style to create a logical document structure (Heading 1 for first level information, Heading 2 for second level information, etc.).
- Only use tables for tabular data (not design).
- Give all tables column headings.
- Use list styles (e.g. 1, 2, 3 or bullets) found in the word processor's style gallery.

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## Graphics

- All graphics should have alternative text (alt tags) for ADA Section 508 compliance. Screen readers are then able to read what the image is.
- The text information in the alt tag associated with an image/graphic should, when possible, communicate the same information as its image/graphic.

## Color

- There should be a high contrast between the background color and the font color.
- Avoid extremely bright colors as a background color, it makes text very hard to read.

## Animation

- Refrain from using animated or blinking images, text or cursors. These can cause seizures for some people.

## Video and Audio

- Provide closed-captioning or have accompanying text-based scripts for all video.
- Provide text versions of all audio files.

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