

Accessible Syllabus Checklist

This guide will help you develop a syllabus with accessibility in mind. **LIST CC** (Links, Images, Structure, Tables, Closed Captions, & Color Contrast) is an acronym used to help us remember the main concepts of creating accessible content. Below you will find a checklist of helpful hints and recommendations to include in your syllabus.

LINKS

A link (short for hyperlink) is an HTML object that allows you to navigate to a new location when clicked. Links are embedded in text on webpages, documents, and emails. To make links accessible, they must be clear, concise, and meaningful.

Good Examples:

[Center for Teaching Excellence website](#)

The [Center for Teaching Excellence website](#) provides faculty with resources on accessibility.

For more information, please contact Monique Valencia at: mvalencia@cerritos.edu.

There are several things to consider in [creating accessible link text](#).

Bad Examples:

<http://www.cerritos.edu/ic>

[Click Here](#) for the Center for Teaching Excellence resources on accessibility.

Please contact [Monique Valencia](#) for more information.

There are several things to consider in creating accessible link text, [learn more](#).

Avoid phrases like “Click Here” or “Read More”.

To embed a link into text, highlight the text and right-click for options. Then, select “link”. You can copy & paste the URL address into the textbox labeled “address”. Once completed, the text will automatically be underlined and blue.

Checklist for Links:

- I provided clear, concise, and descriptive links
- I did not copy & paste entire URL addresses (Example: <http://www.cerritos.edu/ic>, this is incorrect)

IMAGES

To make an image accessible, you must provide users with alternative text, or alt text. Alternative text describes the content or intended purpose of an image. If the alternative text is more than 125 characters, provide a longer description in the body of your document.

Things to Avoid:

- Do not use images of text.
- Do not start your description with “Image of” or “Picture of”. The screen reader will let users know that it is an image.



Example of Alt Text: “Franco celebrates his first birthday”

To add alternative, Insert the picture you want to use into the document. Right-click the picture, and select “Edit Alt Text...”

Checklist for Alternative Text:

- I provided alternative text to all images
- I indicated decorative images when applicable
- I set the image “Wrap-Text” as “In-Line with Text”

STRUCTURE

Headings

Use Heading Styles to help students navigate through your syllabus. Assistive technologies depend on an in-page navigation to locate and find specific information.

To add a header, type information and select header under *Styles* in the *Home* tab. Please use Heading 1 for Title, Heading 2 for Main topics, Heading 3 for Subtopics, etc. (Tip: Think of an Outline).

Please note: You may modify Styles to your liking.

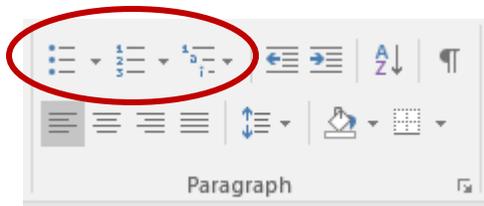


Checklist for Headings:

- I used the appropriate built-in styles to format my headings
- I have placed all headings in logical order (You cannot skip from Heading 1 to Heading 4)
- I did not use format text to indicate headings (e.g. **bold**, *italics*, front size, or CAPS)
- I reviewed and confirmed my headings can be found under the Navigation Pane

List

Content that is organized as a list should be created using the Word’s built-in features. Bullets and Numbering can be found in the *Home* tab under *Paragraph* (Tip: If order matters use numbers, if not, use the bullets). Screen Readers cannot infer the meaning of a tab, dash, or a number.



Checklist for Lists:

- I used the built-in feature to create my list/bullets
- I did not create hand-made list.

Readability

Readability refers to how easy a reader can understand written text.

Checklist for Readability:

- I cut down lengthy sentences and replace complex words with simpler ones
- I kept all content (texts and images) within the 1" margins
- I used a minimum of 12-point font
- I used a legible font type (Arial or Calibri)

TABLES

Tables are visual aids we use to present data and to convey relationships between the pieces of information, not for layout purposes.

How to Designate Header Row:

1. Under Insert tab, select Table
2. Choose how many rows and columns you want for your table
3. Under Table Tools in the Design tab, check Header Row

How to Repeat Header Row:

1. Right-click the table, then click Table Properties
2. In the Table Properties window, click the Row tab
3. In the Options group, make sure Repeat as header row at the top of each page is checked
4. Uncheck the box next to Allow row to break across pages

How to Add Alternative Text:

1. Use the Alt Text tab of the "Table Properties" dialog box to add alternative text
2. Click OK to accept the changes

Checklist for Tables:

- I kept it simple!
- I designated a header row.
- I repeated header row when necessary

- I did not “Wrap-Text”
- I used the “column headings” to describe the data in the table
- I added alternative text to describe the content of the table

COLOR CONTRAST

Color Contrast is the color difference between the text and background color on a document. People with low vision, low contrast vision, or color deficiency require color choices that meet WCAG standards in order to read content.

Checklist for Color Contrast:

- I confirmed my text contrast with [WebAim: Color Contrast Checker](#)

ADDITIONAL RECOMMENDATIONS

Academic Accommodations Statement

Disabled Student Programs and Services (DSPS) recommends that each course syllabus contain a statement reflecting compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Below are sample statements instructors may use to open the lines of communication regarding necessary accommodations:

- If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disabled Student Programs and Services, at (562) 806-2451 ext. 2335, as early as possible in the term.
- Students with disabilities are encouraged to contact the instructor during office hours to discuss their disability related needs. Use of Disabled Student Programs and Services, including testing accommodations, requires prior authorization by DSPS and compliance with approved procedures.
- It is the college’s policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities which may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations

Checklist for Accommodations Statement:

- I have included a Disabled Student Programs and Services (DSPS) Statement

Accessibility Checker

Check your documents! Run the accessibility checker to check for errors. To check for errors, select the “File” tab. Under Info, select the “Check for Issues” button and click “Check for Accessibility”

Checklist for Accessibility Checker:

- I checked the accessibility checker for errors

I reviewed potential warnings and corrected errors

Need additional help! Schedule a hands-on training by contacting Monique Valencia at:
mvalencia@cerritos.edu