UMassAmherst | Center for Teaching & Learning

Readability & Accessibility
- ❑ Clear hierarchical structure of document, using headings
- ❑ Table of Contents with in-document hyperlinks
- ❑ Text: 12-14 point sans serif font; 1.5 line spacing; bold or underline to emphasize text
- ❑ Text distribution: digestible sections for learners with reading disabilities, non-native English speakers, attention-deficits
  - ▪ Text boxes
  - ▪ Columns
  - ▪ White space
  - ▪ Margins
  - ▪ Bullet points
  - ▪ Tables
- ❑ Accessible color design
- ❑ Alternative text for images (Format picture, Properties, Alt Text)
- ❑ Check with accessibility checker
- ❑ Flexible text that can be altered by the user

Readings & Resources

Articles
- ❑ Bers, T. H. Davis, B. D., and Taylor, B. (2000). The use of syllabi in assessments: unobtrusive indicators and tools for faculty development. *Assessment Update* 12(3), 4-7.
- ❑ Palmer, M. S., Wheeler, L. B., & Aneece, I. (2016). Does the Document Matter? The Evolving Role of Syllabi in Higher Education. *Change: The Magazine Of Higher Learning*, *48*(4), 36-46
- ❑ Womack, A. (2017). Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi. *College Composition & Communication*, *68*(3), 494-525.

Web Resources
- ❑ CAST-UDL On Campus - UDL Syllabus

- ❑ Diagram Center - Making Images Accessible

- ❑ Ensuring Access through Collaboration and Technology (EnACT) project - Universal Design for Learning and your Syllabus

- ❑ Kairos PraxisWiki - Suggested practices for syllabus accessiblity statements

- ❑ Tulane University - Accessible Syllabus

- ❑ A Guide to Assessing the Focus of Syllabi - University of Virginia

- ❑ How to Create a Syllabus - Advice Guide – The Chronicle of Higher Education

- ❑ Mike Wesch - Steps toward a big idea syllabus

- ❑ CAST - About Universal Design for Learning