## Microsoft Office

### Headings and List Structure

* Use standard heading styles (i.e. Heading 2, Heading 3, etc.) consistently
* Create lists using the Bullet or Numbered List tool

### Use of Visual Elements

* Provide sufficient color contrast between foreground and background to meet Section 508 standards
* Do not use visual elements (color, bolding, all caps) as the sole way to convey importance or meaning

### Text Formatting

* Confirm all text is visible in Outline View so that it can be read by assistive technology
* Use Sans serif font throughout the document
* Do not use text boxes
* Use slide templates with pre-set accessible layouts
* Use unique titles on each slide
* Use Microsoft Accessibility Checker to test the document

### Hyperlinks

* Use descriptive links and avoid redundancy
* Use underlining only to denote active hyperlinks

### Tables

* Include labels for the rows and columns to allow screen readers to read table cells in the correct order
* Provide detailed labels for any charts, and include a textual description of the spreadsheet, drawing attention to key cells, trends, and totals

### Images

* Include descriptive alternative text (alt text) to all images and charts
* Describe any text visible within the image using alt text
* Name alt text file clearly and in the proper location
* Do not use alt text description including “image of” or “picture of”
* Use “” if the image is purely decorative

## PDFs

* Set reading order so that content is presented in the proper sequence to screen readers and other assistive technology
* Scan original document with optical character recognition (OCR) format – no highlighting, comments or underlining
* Confirm that text can be selected for copying
* Tag chapters, subheadings, and keywords so they are searchable for long documents
* Pass the Adobe Accessibility Check with no substantial errors

## Multimedia

### Video or audio created by faculty

* Include closed captioning or transcript
* Record in manageable size (under 15 minutes)
* Use titles that describe content
* Make descriptive text available for visually complex non-verbal video content

### Outside video or audio source

* Look for captioned sources
* Request captioning or permission to caption
* Use Amara.org to caption a video you cannot obtain permission to edit, or find another source
* Confirm captioning prior to purchasing video content

## Webpages and Canvas

### Webpages

* Evaluate website accessibility using Chrome accessibility checker
* Find alternative source or provide information in a text format to student with accommodation

### Canvas

* Build Pages using accessibility standards
* Make syllabus copy is available in Pages and as a downloadable text document
* Include the required syllabus statement regarding students with disabilities
* Employ consistent and clear course navigation
* Use descriptive file names
* Chunk content into manageable segments
* Provide alternative ways to access the same information (PowerPoint, PDF, etc.)

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