

Kansas State University Course Accessibility Checklist

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

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Webpages and Canvas

Webpages

- ✓ Evaluate website accessibility using an accessibility checker
- ✓ Find alternative source or provide information in a text format to student with accommodation

Canvas

- ✓ Build Pages following accessibility standards
- ✓ Provide Syllabus in Pages and as a downloadable 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.)

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

External sources

- ✓ 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



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Adapted from Tarleton State University Accessibility Checklist for Online Courses