# Accessibility Checklist, Cleveland State University 1964 seal, Center for eLearning

# Accessibility Checklist for Faculty and Course Developers

[See detailed instructions on how to implement each guideline online](http://flash.ulib.csuohio.edu/elearning/caprette/accessibility_checklist/checklist_accessibility.html) (http://flash.ulib.csuohio.edu/elearning/caprette/accessibility\_checklist/checklist\_accessibility.html).

## Guidelines that Apply to Word Documents, Blackboard Learn Pages, and Web Pages

1. Create unique, concise titles for your documents
2. Set your document language
3. Make sure your text colors have enough contrast with your background
4. Don’t use color alone to convey meaning
5. Use Word Styles
6. Ensure heading levels 1-6 are applied in the proper hierarchical manner
7. Select font faces, font-sizes and colors that show well on screen
8. Avoid using Word’s B or I buttons in the Home ribbon
9. Use white space to create separation between groups of related information
10. Keep line lengths or columns of text to around 80 characters per line
11. Present text in a way that it will reflow and remain visible up to a magnification of 200x without horizontal scrolling
12. Use Word Multi-column text tool to create columns of text instead of tabbing or spacing
13. Avoid moving text and don’t use images of text. Logos are exceptions and need alt text.
14. Create descriptive link, rather than "click here" or "read more."
15. Add alternative text for images that convey information or the null alt element for decorative and redundant images
16. Create lists in Word with Word’s list tool
17. Avoid the use of objects that float on the drawing layer of a Word document
18. Create simple tables in Word
19. Create table headers
20. Provide alt text descriptions in Word for tables that are more complex
21. Use Word’s built in accessibility checker

## Power Point

1. Start with accessible PowerPoint templates by typing "accessible" as a search term to bring up accessible templates
2. Create slides from the Layout menu options and use their placeholders to add your content.
3. Create unique slide titles. This will create a table of contents for screen reader users.
4. Use the Selection Pane to order elements on your slide in logical reading order, bottom being read first
5. Work in the theme or Master slides for changes
6. Provide alternative text for non-text elements
7. Create contrast between text and background colors to meet WCAG 2.0 AA
8. Use easy to read fonts
9. Write descriptive hyperlink text
10. Create simple tables
11. Provide transcriptions of audio and video
12. Provide captions for audio and video files
13. Use the built in accessibility checker

## Articles and Scanned Documents in Courses (PDF)

1. Don’t scan images of articles/text or other learning materials on a copier and then put the PDF (image of text) in the course.
2. Take printed hard copies of learning materials to Electronic Course Reserves on the 8th floor of the Michael Schwartz Library to be scanned and have OCR.

## Video and Multimedia

1. Find and use video that is already captioned
2. Provide audio descriptions
3. Add captions to Youtube videos owned by others using Amara.org
4. Write a transcript of audio or video used in your course

## Check Accessibility of Websites

1. Use a web accessibility checker to check web pages such as WAVE Chrome Extension or DeQue's aXe Accessbility Audit Tool.