



Accessibility Network at the University of Cincinnati

Accessibility Best Practices – Syllabus

Print and use the checklist below to use when preparing an accessible syllabus.

File Setup

- Does the document file name [not contain spaces and/or special characters](#)?
- Is the document file name concise, [generally limited to 20–30 characters](#), and does it make the contents of the file clear?
- Have the document properties for Title, Author, Subject (AKA Description), Keywords, Language, and Copyright Status been completed for your [PDF file](#) and/or [Word document](#)?
- Have you set your [Word document](#) or [PDF file](#) language to English?
- Have [track changes](#) been accepted or rejected and turned off?
- Have comments been removed from your [PDF file](#) and/or [Word document](#) and [formatting marks](#) been turned off?

Text

- Does the document utilize [recommended fonts](#) (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?
- Are heading styles organized in a [hierarchal and logical](#) fashion, with consecutive headings (i.e., no missing heading levels)?
- Is the [list style](#) being used, as opposed to manually typed characters (e.g. Hyphens, numbers, or graphics)?
- Is content [clear and concise](#)?
- Is all text logical in the [Outline View](#)?
- Do all URLs contain [descriptive hyperlinks](#) (i.e., avoid generic phrases like “click here”; instead, use phrases that let users know about the content of the linked page prior to selecting it)?
- Is the [color contrast ratio](#) between foreground text and background color sufficient?
- Does your syllabus have an [accessibility statement](#) of support for students with disabilities?
- Are you using the Faculty Senate [UC Syllabus Template](#)?

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Images

- Do all [images](#), grouped images, and [non-text elements](#) that convey information have meaningful [alternative-text descriptions](#)?
- Do complex images (i.e., charts and graphs) have [descriptive text](#) near the image (perhaps as a caption or long description)?
- Is the document free of [scanned text-heavy images](#) (i.e., avoid text content contained in images that disappear when images are not available)?
- If color is used to emphasize important text, is there is an [alternate, compliant method](#) used as well?
- Have you provided alternatives for or avoided use of [sensory information](#) (e.g., shape, size, color, visual location, orientation, sound, etc.)?

Tables

- Do all data tables in the document have designated [row and/or column headers](#) in table properties?
- Does the [table header repeat](#) at the top of the table as it goes from one page to another?
- Are data cells set so they do not [split across pages](#)?

Accessibility Check

- Has a separate [accessible version of the document](#) been provided when there is no other way to make the content accessible?
- Did you use the built-in [MS Office Accessibility Checker](#), has that been run and does it pass?
- Did you visit the [Accessibility for Syllabi KB article](#) for more information?
- Did you contact the [Accessibility Network](#) if you are having trouble?