

CREATING ACCESSIBLE DOCUMENTS

Microsoft PowerPoint

Use this list to check for common accessibility issues in Microsoft Powerpoint presentations. Microsoft offers in-depth information on the use of its [accessibility checker feature](#) as well as step-by-step instructions on [how to fix accessibility issues](#), and further explanation on why these are important.

Use Unique Slide Titles

Why: Individuals using a screen reader skim through slide titles to navigate; they quickly scan slide titles and go right to the slide they want. Using unique slide titles allows them to clearly understand which slide they are on. Avoid using the same title for slides that have spill-over information, consider including additional information such as 'Slide Title 1 of 2'.

Use Built-in Slide Templates

Why: Built-in slide layout templates are designed so the reading order is the same for people with vision and for people who use screen readers.

- » **How:** Design menu > Select a built-in slide template.

Add Alt Text To All Images, Objects and Tables

Why: For screen reader users, alternative text helps to communicate what is important in images and other visuals. Alt text provides a textual alternative to non-text content.

- » **How:** Right click the image or object > Format picture/object > Size & Properties () in the left pane > Alt text > fill in title and description explaining the object or image.

Use Table Headers

Why: Table headers explain the information in columns a screen reader reads. Without table headers, a screen reader would not be able to correctly read the table.

- » **How:** Insert menu > Table > Choose columns & rows + 1 extra row > Table Design menu > Ensure Header Row box is checked > Type column headers in first row of table

Set Reading Order Of Slide Contents

Why: Screen readers read the elements in the order they were added to the slide, which might be different from the order in which things appear. It's important to check the reading order by using the Selection Pane. The reading order in the Selection Pane should be arranged from the bottom up. The title should be at the very bottom with subsequent content above it.

- » **How:** Home > Arrange > Selection Pane > Arrange the reading order by dragging the objects on the right pane.

NDSU

OFFICE OF TEACHING AND LEARNING

Use Descriptive Hyperlinks

Why: Descriptive hyperlinks enable users to know what information they will receive if they click the link. A screen reader reads a link as, "link click here" versus "link how to fix accessibility issues."

- » **How:** Write a description of what the link provides > Highlight link text > Insert menu > Link > Click web or email option > Insert web or email address

Use Good Contrast

Why: High contrast text is easier to read for sighted and low sighted individuals. If the document is black and white, use at least 70% tint for your gray colors. When using color, choose dark colors on a light background or light colors on a dark background. If you struggle to read the document, so will your readers.

- » **How:** Font color menu () > Hover cursor over gray/black color choice > Choose a color that says "lighter 25%" or a lesser percentage. "Lighter 25%" means the tint is 75%. If you use anything more than 25% lighter, your document will be flagged for contrast issues.

Use Multiple Ways To Identify Information

Why: If color is the only way to differentiate between items, low sighted, color blind, and sighted individuals may struggle to see the difference between each color. Variations in colors used by computer monitors and printers can be significant; and, when printed in black and white, color variation and meaning are lost.

- » **How:** You can use color to differentiate but offer another differentiation tool. This could be numbers, letters, or other characters.

Avoid Excess Animation

Why: People can get vertigo or be sensitive to moving or flashing images. Because of this, animation should be kept to a minimum. Strobing or rapidly moving images should be avoided, as this can make certain viewers sick or cause a seizure.

For more information or assistance, contact:

NDSU Office of Teaching and Learning
701-231-7015 | ndsu.otl@ndsu.edu

www.ndsu.edu/otl/faculty_resources/course_design/course_materials