# Six Ways to make your Canvas Course more Accessible

## Office of Accessibility

# Topics

- Headers

- Links

- Images

- Videos

- Color Contrast

- Documents

# Headers (H1, H2, H3, H4)

- Headings provide structural hierarchical information for a document.

- Headers make it easier for blind users to navigate your page.

# Headers Should be in Proper Order

- H1 _____
  - H2 _____
    - H3 _____
      - H4 _____

# Headers Example

## (H1) Electronic and Information Technology Accessibility

### (H2) Introduction

Postsecondary education today is embracing technology as a means of transforming the delivery of education to students. This embrace of technology has benefited students, faculty, and staff, and caused an increased need of employees with technology backgrounds. While this adoption of technology has made life easier for most, it has closed the door for many that do not have the ability to use it. The following document provides a listing of Office for Civil Rights and Department of Justice summaries that provide institutions of higher education a framework to the implementation of software and hardware that is accessible to a wider audience of users. The conclusion of the document offers approaches to help ensure compliance, but more importantly creates an environment that is inclusive and beneficial to all Auburn University students.

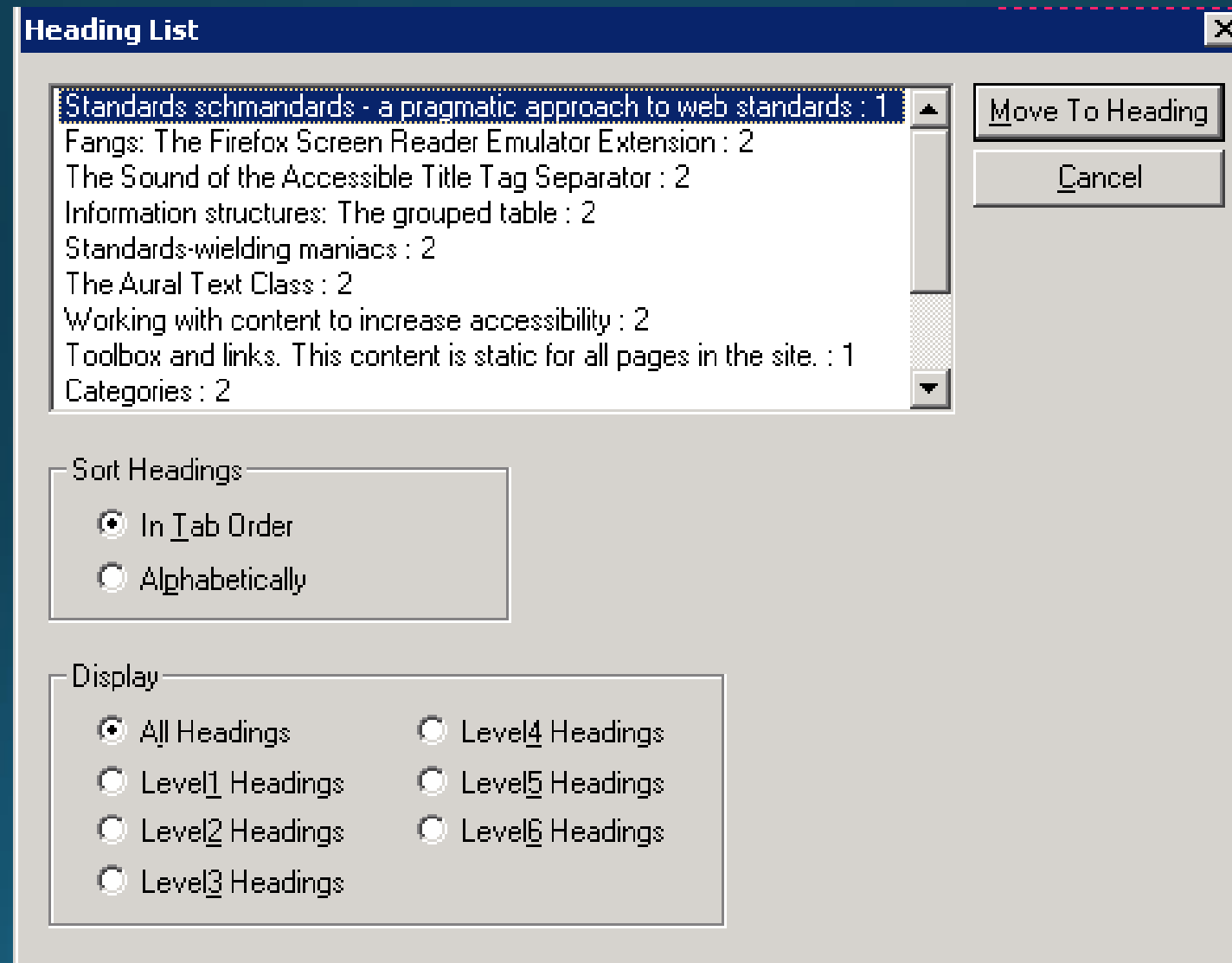### (H2) Office for Civil Rights and Department of Justice Comments

#### (H3) Dear Colleague Letter - June 29, 2010

As officials of the agencies charged with enforcement and interpretation of the ADA and Section 504, we ask that you take steps to ensure that your college or university refrains from requiring the use of any electronic book reader, or other similar technology, in a teaching or classroom environment as long as the device remains inaccessible to individuals who are blind or have low vision. It is unacceptable for universities to use emerging technology without insisting that this technology be accessible to all students.
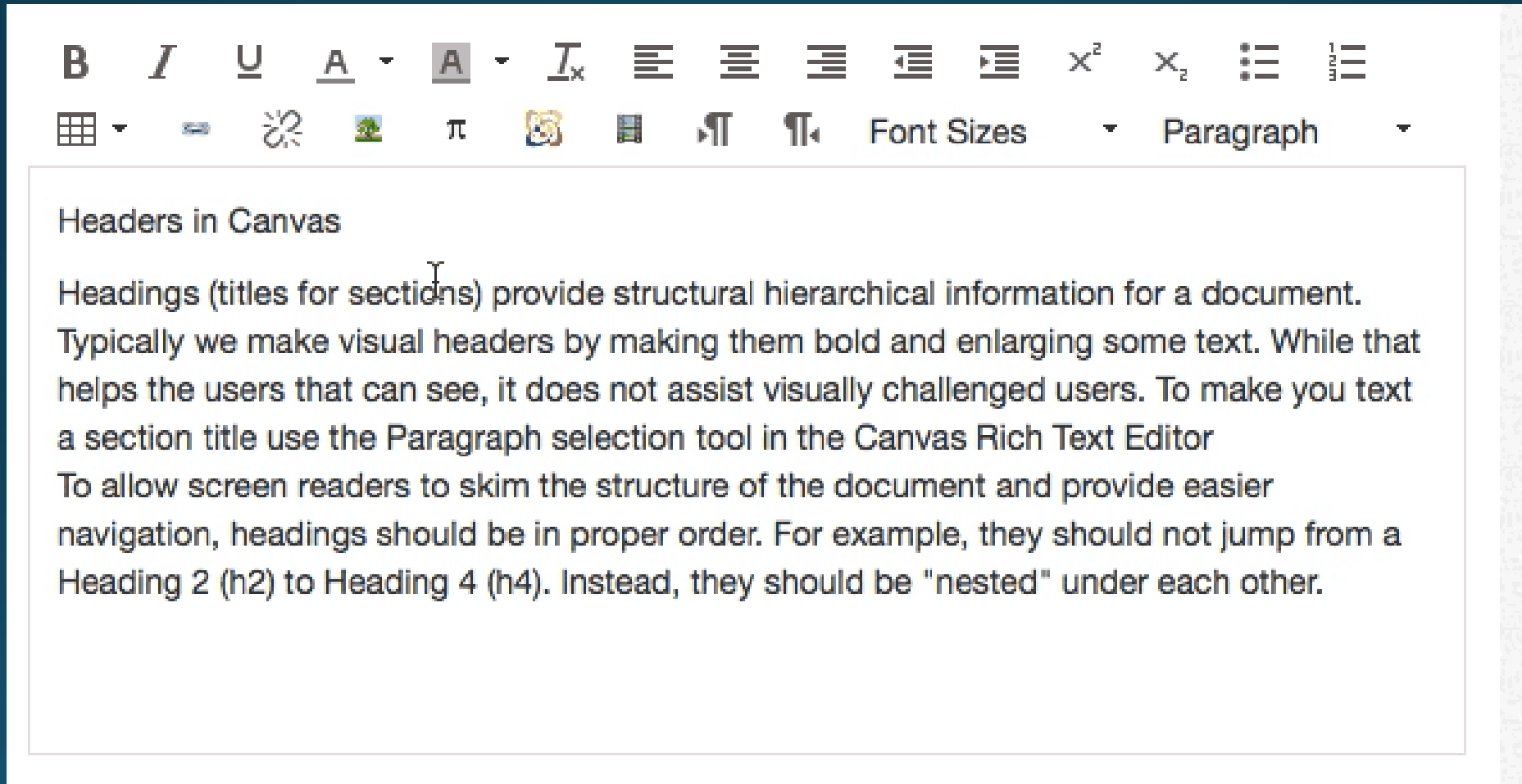
#### (H3) FAQ Follow Up - May 26, 2011

Schools should begin by considering accessibility issues up front, when they are deciding whether to create or acquire emerging technology and when they are planning how the technology will be used. To that end, schools should include accessibility requirements and analyses as part of their acquisition procedures. Schools should keep in mind their obligation

# Header Listings using a Screen Reader

# Headers Selections – Canvas Rich Text Editor

# Better Links

- Avoid "Click Here" and "Read More"

- Links should make sense out of context

- Avoid using long URLs (https://support.office.com/en-us/article/Accessibility-Features-in-Microsoft-Office-2010-324104a6-4736-4dc0-b930-197aa4ec76c6?CTT=1&CorrelationId=d30fa446-b25f-4419-808a-fdbe1318e805&ui=en-US&rs=en-US&ad=US&ocmsassetID=HA010369190)

- Links should be descriptive - [Microsoft Word Accessibility](#)

# Link Examples

## Links Need Improvement

To download all logos and templates, click here.

management of natural resources.

READ MORE ›

so be sure to check for signs, symbols or markings in all areas. Find it here.

## Better Links

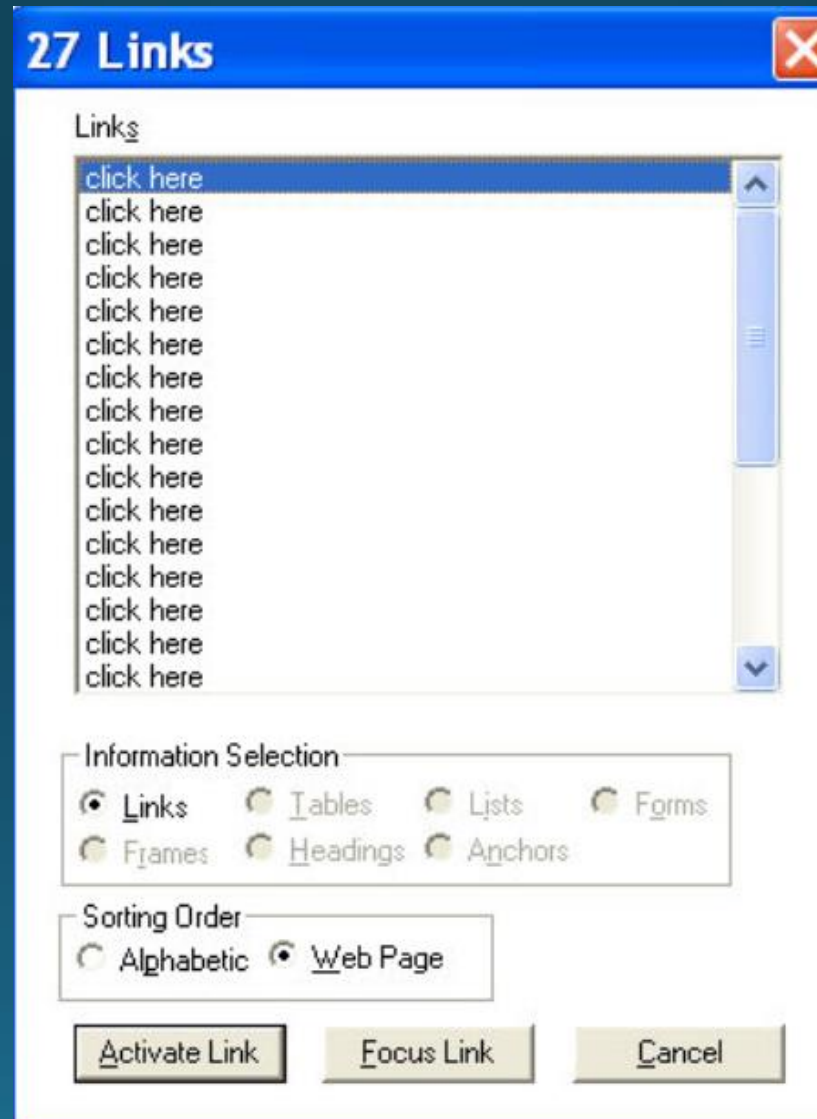a few visionary pioneers to the thriving agribusiness it is today.

LEARN MORE ABOUT CHARLES C. MILLER JR. ›

» Tatarchuk honored with Advancement of Research and Scholarship Achievement Award

» Taylor named associate dean for research
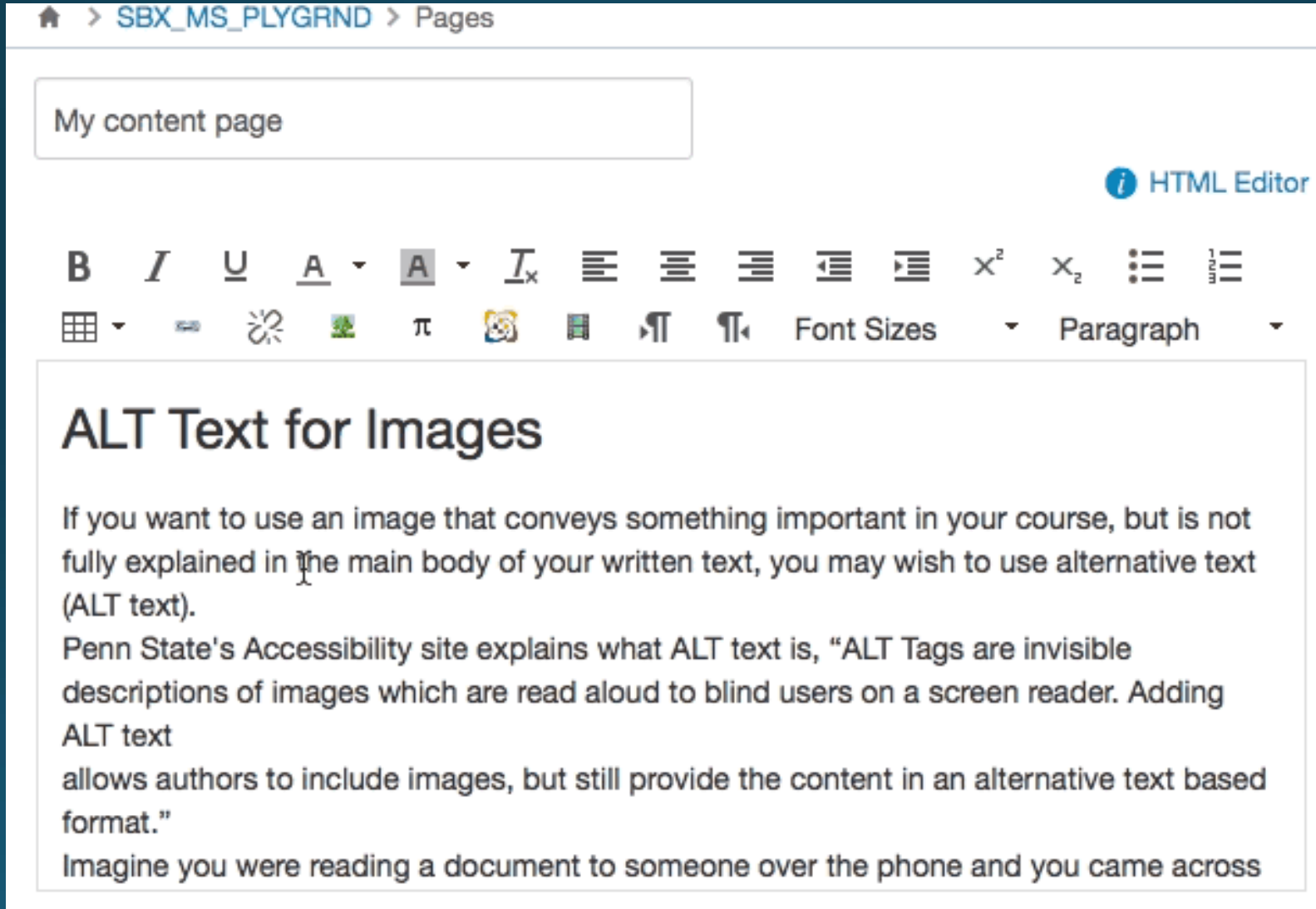
more news »

# Links Listing using a Screen Reader

# Describing Images

- Use the **"Alt Text"** option when adding images

- Descriptions should be less than 125 characters

- Descriptions may not be needed if the image is described within the page

- Use double quotes "" for images used for decoration or explained within the page

# Adding Image Descriptions (ALT Text)

# Caption Videos

# Color Contrast

- Fail: (under 4.5)
  - Yellow Text: **1.07:1**
  - Pale Green: Text **1.12:1**
  - Orange Text: **2.14:1**
  - Pink Text: **3.14:1**
  - Red Text: **4:1**

WebAim Color Contrast Checker
http://webaim.org/resources/contrastchecker/

# Documents

- Microsoft Word

- PDF

- PowerPoint

# Microsoft Word

- Use Headers

- Describe Images

- Use Table Headers

- Describe Charts

# PDF

- Documents that have been scanned as an image are inaccessible

- PDFs created using Microsoft Word are more accessible

# Text-Based PDF – The Start of Accessibility

The question asked by OCR and DOJ in enforcement actions is not whether the institution failed to provide reasonable accommodations after receiving notice from a student or community member that accommodations were needed. Instead, the recent accessibility enforcement actions have examined whether institutions are using inaccessible technology that prevents a person with a disability from having immediate access to information. The absence of immediate access, with substantially equivalent ease of use, is the alleged discriminatory act.[23] Under the ADA and the Rehabilitation Act, public entities and private entities that are public accommodations engage in discrimination if individuals or a class of individuals are denied participation, given unequal benefits, or given separate benefits that are not as effective as the benefits afforded to others.[24] As a result, the reasonable accommodations framework, with the interactive process, and the expectation that the user will self-identify and provide information about his or her limitations, does not apply. We think it is exceptionally important for institutions to be aware of this important departure from "traditional' concepts of how disability laws (and the interactive protocols we are accustomed to engage in) operate in the context of EIT accessibility.
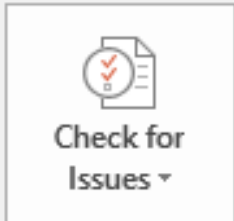
The legal analysis begins with the elements of a claim under either Title II or III of the ADA or

# PowerPoints

- Use layout templates when possible

- Add descriptions to important images

- Give each slide a unique title

- Use ordinary words for website links not URLs like http://www.auburn.edu/resources/activities/index.html
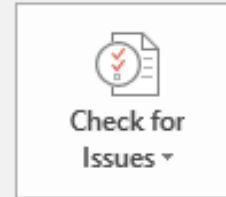
# Accessibility Checkers

## Microsoft Word

**Inspect Document**

Before publishing this file, be aware that it contains:
- Document properties and author's name

## PowerPoint

**Inspect Presentation**

Before publishing this file, be aware that it contains:
- Document properties and content type information
- Presentation notes
- Custom XML data
- Content that people with disabilities are unable to read
- A setting that automatically removes properties and personal information when the file is saved

Allow this information to be saved in your file

# OA Helpdesk

Dr. Scott Renner

734-2722

Office of Accessibility

844-2096

Faculty Resources

Access Academy

| Days and Staff Members Available | 1137 Haley |
|---|---|
| Monday (Scott Renner) | 9:00am to 11:45am - 12:45pm to 3:00pm |
| Tuesday (Clay Yarbrough) | 9:00am to 11:45am - 12:45pm to 3:00pm |
| Wednesday (Tina Gilbert) | 9:00am to 11:45am - 12:45pm to 3:00pm |
| Thursday (Clay Yarbrough) | 9:00am to 11:45am - 12:45pm to 3:00pm |
| Friday (Tina Gilbert) | 9:00am to 11:45am - 12:45pm to 3:00pm |