

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

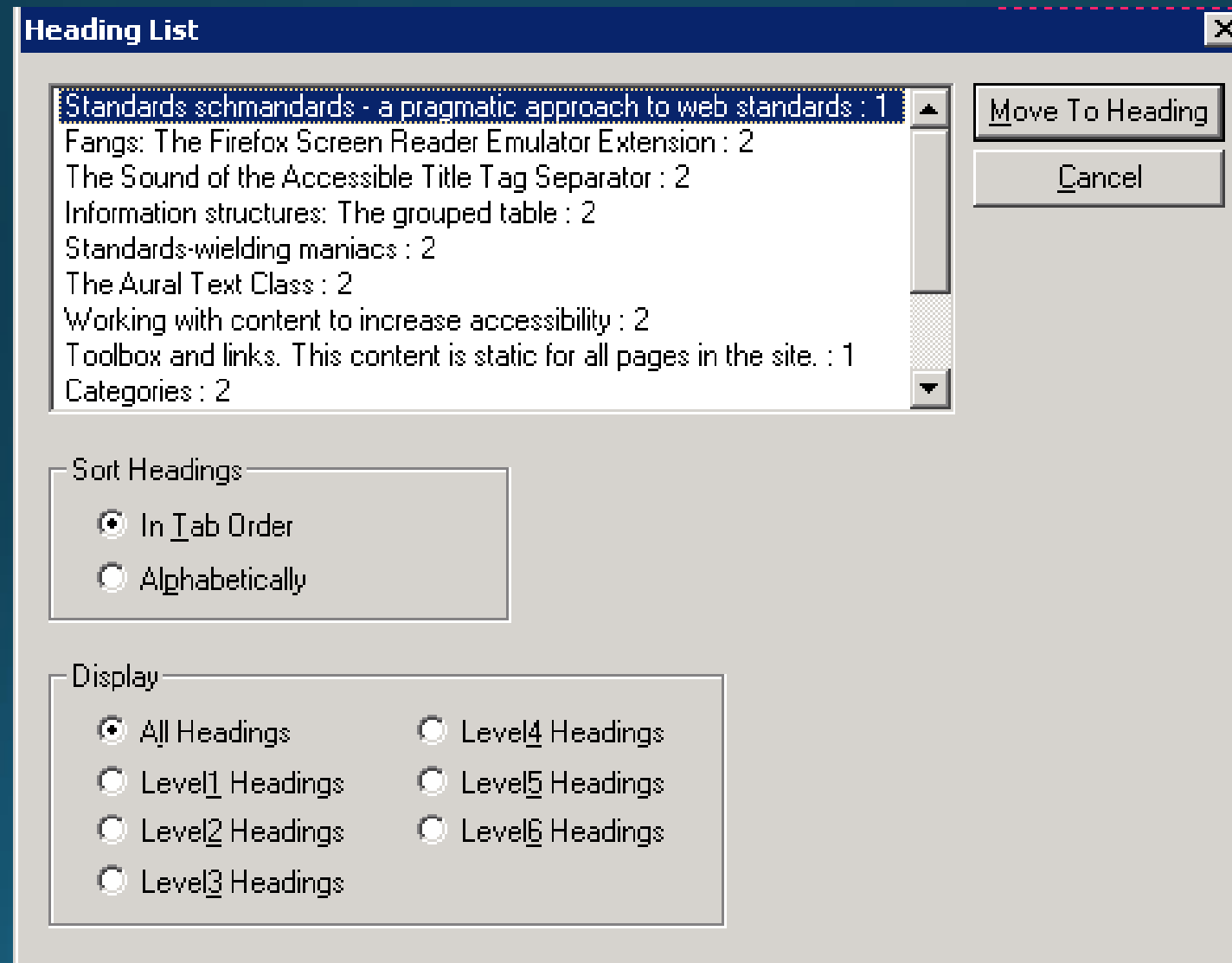
(H3) Dear Colleague Letter - June 29, 2010

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.

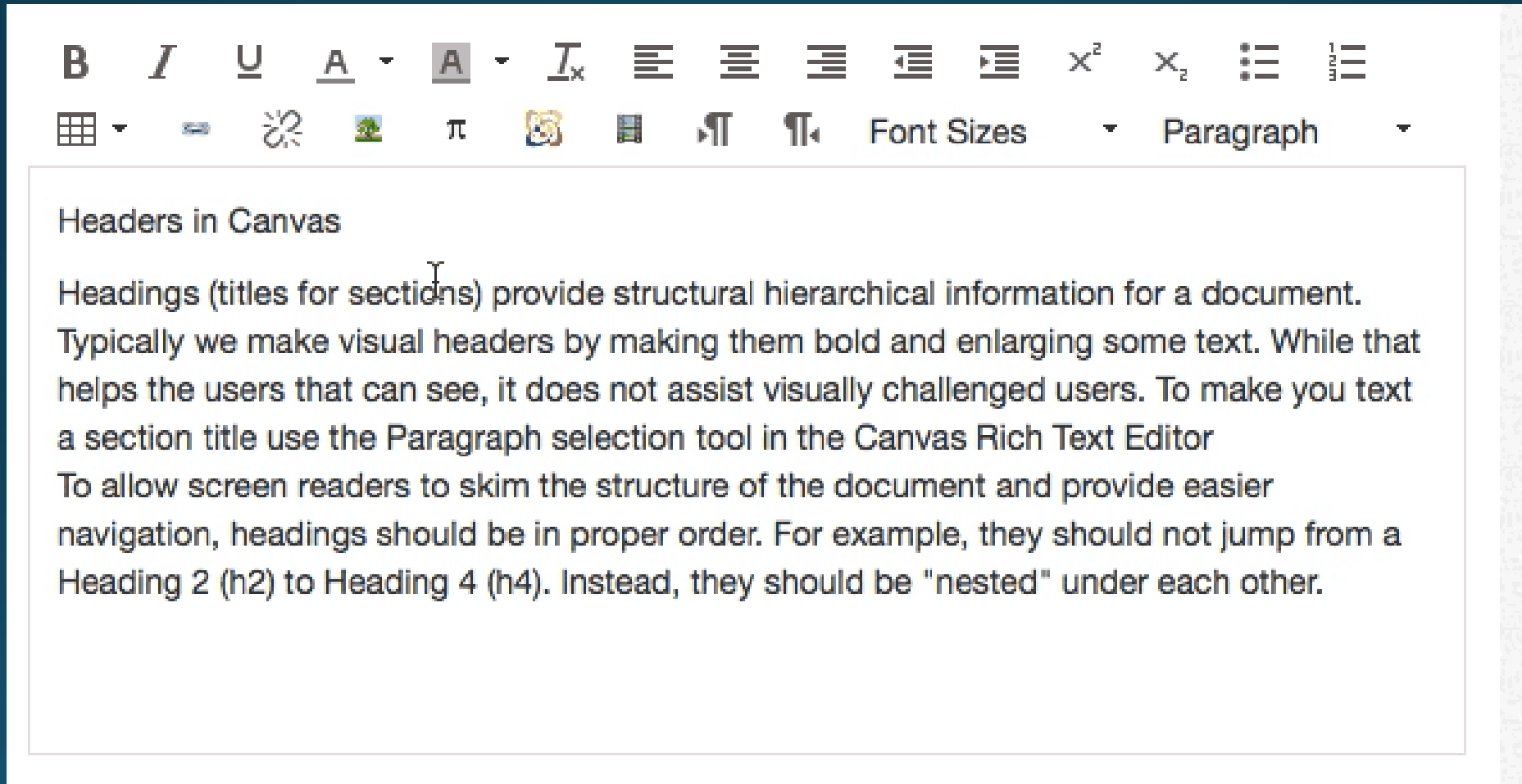
(H3) FAQ Follow Up - May 26, 2011

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



The screenshot displays the Canvas Rich Text Editor's toolbar and a text area. The toolbar includes icons for bold (B), italic (I), underline (U), text color (A), background color (A), subscript (x₂), superscript (x²), bulleted list, numbered list, table, link, unlink, image, insert link, insert image, undo, redo, font size, and paragraph styles. The paragraph styles dropdown menu is open, showing options for Normal, Heading 1, Heading 2, Heading 3, Heading 4, and Heading 5. The text area contains the following text:

Headers in Canvas

Headings (titles for sections) provide structural hierarchical information for a document. Typically we make visual headers by making them bold and enlarging some text. While that helps the users that can see, it does not assist visually challenged users. To make you text a section title use the Paragraph selection tool in the Canvas Rich Text Editor

To allow screen readers to skim the structure of the document and provide easier navigation, headings should be in proper order. For example, they should not jump from a Heading 2 (h2) to Heading 4 (h4). Instead, they should be "nested" under each other.

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-2010-324104a6-4736-4dco-b930-197aa4ec76c6?CTT=1&CorrelationId=d3ofa446-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.

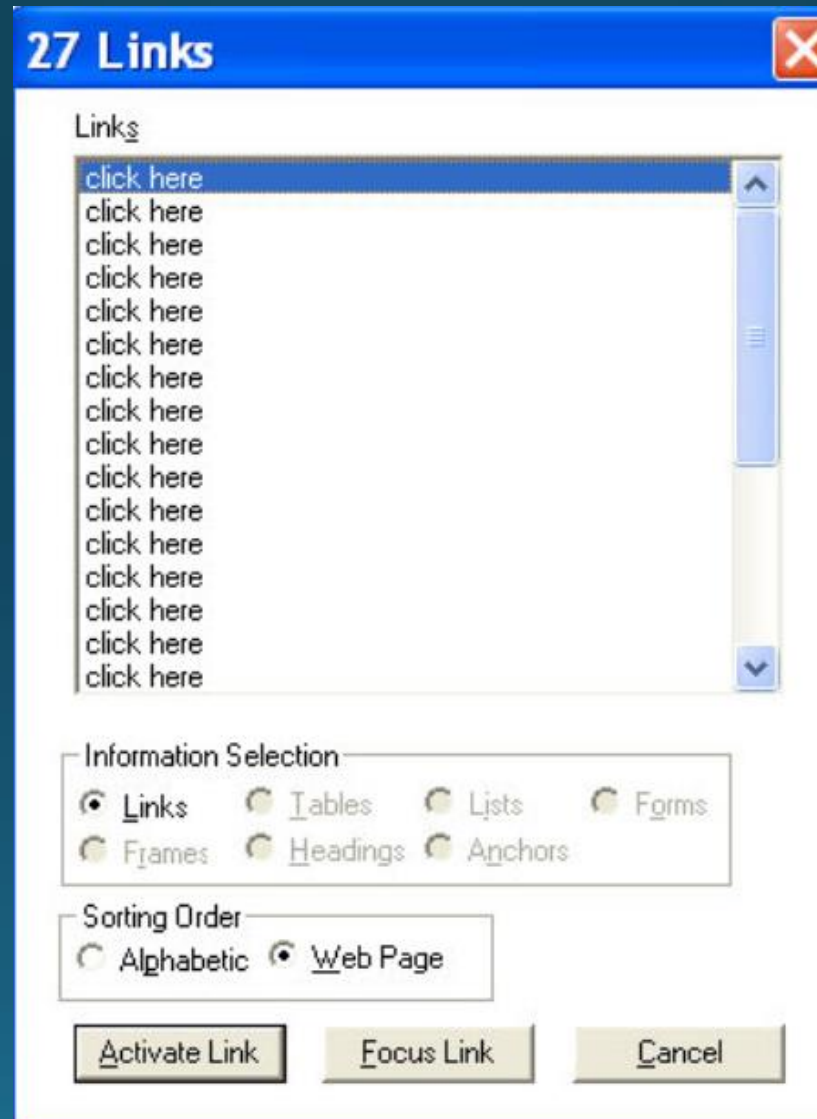
[LEARN MORE ABOUT CHARLES C. MILLER JR. >](#)

» [Tatarchuk honored with Advancement of Research and Scholarship Achievement Award](#)

» [Taylor named associate dean for research](#)

[more news »](#)

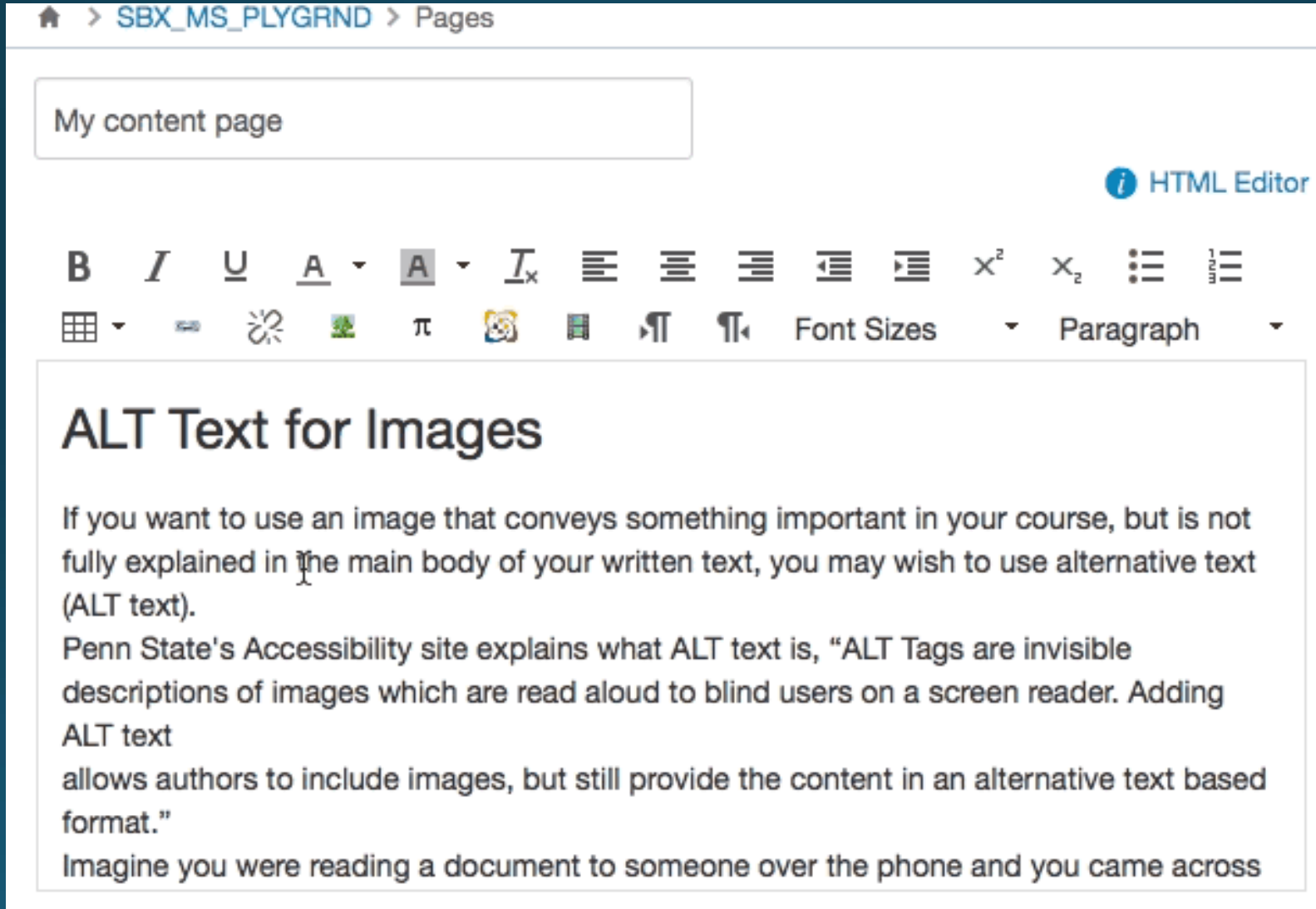
Links Listing using a Screen Reader



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)



Home > SBX_MS_PLYGRND > Pages

My content page

HTML Editor

B *I* U A A *I_x* [List Icons] x^2 x_2 [List Icons]

[Table Icon] [Link Icon] [Image Icon] π [Media Icon] [Table Icon] [Table Icon] Font Sizes Paragraph

ALT Text for Images

If you want to use an image that conveys something important in your course, but is not fully explained in the main body of your written text, you may wish to use alternative text (ALT text).

Penn State's Accessibility site explains what ALT text is, "ALT Tags are invisible descriptions of images which are read aloud to blind users on a screen reader. Adding ALT text allows authors to include images, but still provide the content in an alternative text based format."

Imagine you were reading a document to someone over the phone and you came across

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/)

<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.

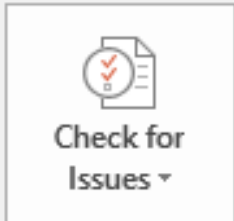
The legal analysis begins with the elements of a claim under either Title II or III of the ADA or

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

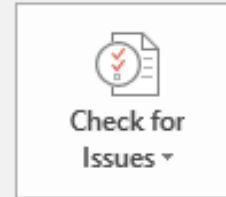


Inspect Document

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