# **Accessibility in Canvas**

# **Seven Core Skills CheckmarkChecklist**

As you work to make your Canvas content accessible, use this ****checklist to make sure that you have properly applied each of the seven core accessibility skills.

## **Headings**

Properly styled headings improve readability for all students by breaking up large walls of text. They also make it possible for screen reader users to skim a page to find what they want to read. **Bold, underlined, and/or enlarged text does not constitute a proper heading.**

* Headings are used throughout the course. To add a heading, select the “Paragraph” drop-down menu in the Rich Text Editor and use the available heading styles instead.
* Proper heading structure is used throughout the course. The title of the Canvas page is Heading 1. The first heading level you use on the page is Heading 2. Any sub-headings under that are Heading 3. You can think of the headings as a bulleted list of your page. For example:
	+ Page Title (Heading 1)
		- Introduction (Heading 2)
		- Historical Details (Heading 2)
			* Major Historical Event 1 (Heading 3)
			* Major Historical Event 2 (Heading 3)
* Current Day Challenges (Heading 2)

## **Links**

All URLs must be embedded in unique and meaningful text to help users identify where the link will take them.

* There are no raw URL’s (<https://waubonsee.instructure.com/login>) posted in your course.
* All links are embedded in clear descriptive text like [Canvas at Waubonsee](https://mywcc.waubonsee.edu/media/872) to clearly indicate where the link is going. You can embed a link in text by highlighting the text in the Rich Text Editor, clicking on the Hyperlink icon (the small chain links), and pasting the URL into the provided pop-up window.
* There are no instances of links embedded in non-descriptive or non-unique text. Example - [Click here](https://mywcc.waubonsee.edu/online-and-technical-support) for Canvas in my course.

## **Alt Text**

All images in a course, except for decorative images, must have alt text descriptions. These are text descriptions of an image so that students who are unable to see the image can still get the required information.

Alt text can be added by using the alt text field in the [Canvas Image Options](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-manage-alt-text-and-display-options-for-images-embedded/ta-p/951) panel. All Alt text conveys the information of the image, not just a description of the image. For example, describing a graph by saying that “the red line indicates passenger vehicle traffic” does not help someone who cannot see the red line. Instead, it should say “the data indicates a decrease in passenger vehicle traffic over the last five years.”

* All complex images like graphics, charts, diagrams, and maps have alt text descriptions. Lengthy descriptions of complex images are linked on a separate Canvas page, rather than embedded in the alt text field in Canvas.
* All alt text is written based on the context in which the image appears. Less information is provided in the alt text when information is conveyed in the surrounding text.
* All alt text is written based on what is crucial for students to take away from the image.
* Images of text are minimal and when used, the alt text includes all text in the image.
* Images that convey no information beyond visual interest are appropriately flagged as decorative in the Canvas Image Options panel.

Learn more about writing alt text, including for complex images, on the Faculty Development’s [Digital Accessibility page](https://facultydae.waubonsee.edu/instruction/usability/digital-accessibility) or visit [WebAIM](https://webaim.org/techniques/alttext/).

## **Color Contrast**

Students with visual disabilities, including blindness, low vision, and colorblindness, may have difficulty perceiving information with [poor color contrast or color use](https://www.colourblindawareness.org/colour-blindness/).

* Color is not the sole means of providing information anywhere in your course. When color is used to provide information, another method such as texture, pattern, size, shape, etc. is also used to ensure that everyone can understand what is being conveyed.
* A high color contrast ratio (4.5:1 or better) between the foreground text and background color is used throughout the course. Black text on a white background is very high contrast; you can check other combinations by using a tool like [WebAIM’s Color Contrast Checker](https://webaim.org/resources/contrastchecker/) or [Colour Contrast Analyzer (CCA](https://developer.paciellogroup.com/color-contrast-checker/)).

## **Lists**

Using lists can make your text more readable for all users. Format text as a list by highlighting the text you want to have as a list, then select the appropriate list option from the Unordered List (bullets) or Ordered List (numbered) buttons. Read more about your [options for formatting lists](https://community.canvaslms.com/t5/Accessibility/Making-Lists-Accessible-in-Canvas/bc-p/268904) with this guide from Canvas.

* All lists in your course were created using the styled list options in the Rich Text Editor, rather than manually typing in symbols or numbers.

## **Tables**

Tables are helpful for displaying data, but when used to format a page, cause accessibility issues, especially for screen reader users.

* All the tables in your course are used to organize data.
* There are no tables in your course used for page layout. Check out the [accessible course templates](https://facultydae.waubonsee.edu/instruction/design/syllabus) for layout and design options.
* None of the tables in your course include blank cells or merged cells
* All tables in your course include a properly styled header row and/or column. Read detailed instructions on how to add header rows and scope on the [Accessibility in Online Course Design](https://community.canvaslms.com/t5/Canvas-Instructional-Designer/Accessibility-in-Online-Course-Design/ba-p/536404) page.

## **Audio and Video**

All audio content (pure audio recordings and audio tracks on video recordings) must have a complete and accurate text equivalent in the form of transcripts and/or captions. If you’re recording your own content, writing scripts is strongly recommended when possible, as a script can be easily turned into a transcript or caption file. When recording without a script, use the auto-caption features in [Zoom](https://facultydae.waubonsee.edu/instruction/technology/zoom) or [Kaltura](https://facultydae.waubonsee.edu/instruction/technology/kaltura) to generate a transcript and/or caption file, then edit the file for spelling, terminology, grammar, etc. to ensure that they are accurate and understandable.

* All video components of your course have complete and accurate captions.
* All auto-generated captions for videos have been checked and edited for accuracy.
* All audio components of your class include a transcript.

## **Additional Resources**

[Assistive Technology](https://guides.library.waubonsee.edu/assistive-tech/about)  Guide for assistive technology in WCC libraries, software available to students, and free or low cost tools

[Canvas **General Accessibility Design Guidelines**](https://community.canvaslms.com/t5/Accessibility/General-Accessibility-Design-Guidelines/ba-p/252642)

[Accessibility Checker in the Rich Content Editor](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Accessibility-Checker-in-the-Rich-Content/ta-p/820)

[Ally File Transformer](https://ally.ac/covid19/) allows you to generate alternative formats for any file you need to meet your academic goals. After uploading your file, pick the alternative form that best suits your current task.