

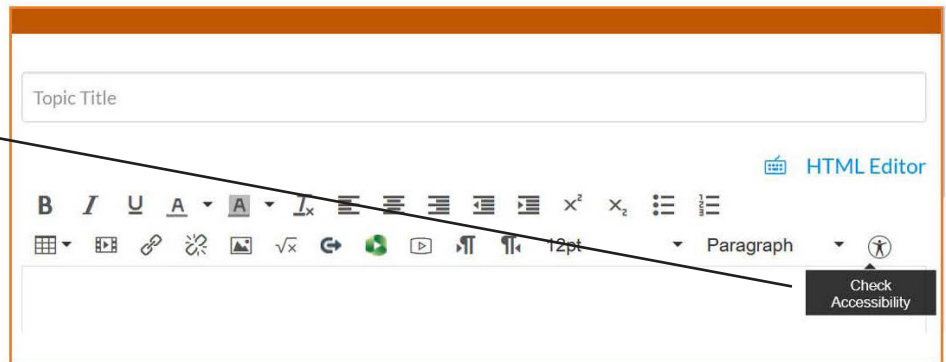


## Best Practices for Canvas Accessibility

This document provides instructors with **BEST PRACTICES** for building accessibility into Canvas modules and individual pages. Building accessibility into a course on the front end provides more access to students from the beginning and reduces the need to make changes later if you have a student with a disability in your class.

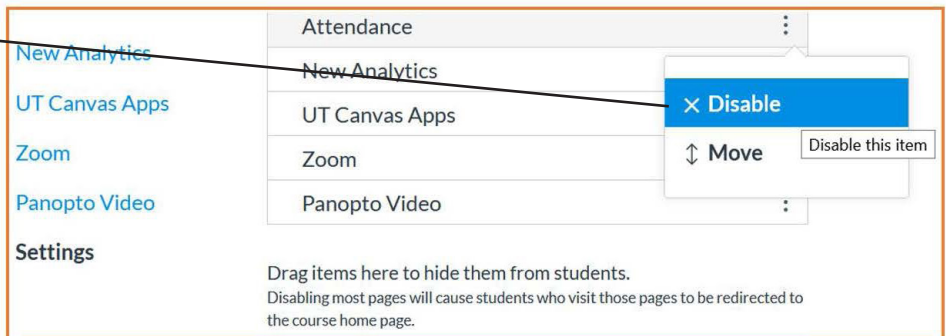
### CANVAS PAGES

- Canvas pages use HTML, an accessible format that is easy to edit, print and save as a PDF if needed.
- Canvas offers an **Accessibility Checker** tool which can be used to check information entered into a text box.



### REDUCE THE NAVIGATION MENU

- In **Settings**, disable items not being used.



### USE OF HEADINGS IN CANVAS PAGES

- Headings are used to organize a page and allow for easy navigation by students who may use screen readers.
- Use lists to organize information. Bullet points should be used for unordered information. Use numbers for ordered lists.

### VIDEO CAPTIONS

Prepare early when using audio, video and digital media on Canvas.

- Send [video caption](#) requests to UT's Captioning and Transcription Services. Requests should be submitted at least seven days in advance of when videos will be posted so be sure to plan accordingly.
- Use media that has captions included.
- Provide transcripts for recordings.





# Best Practices for Canvas Accessibility (cont'd)

## ACCESSIBLE FORMATTING

- When linking information, use purposeful [links and hypertexts](#) instead of a long URL address.
- Be consistent in setting up module structure, navigation, announcements, and assignments.
- Need more information on the accessibility of software programs used in courses? Go to [Accessibility Best Practices](#).

## ALTERNATIVE TEXT FOR IMAGES

- Canvas includes an alternative text option for images. When adding an image, enter a description of the image using the **Alt text** function in the Attributes section as shown here.
- If the image is not relevant to the material, check the **Decorative Image** box so that screen readers will skip the image.

The screenshot shows the 'Attributes' dialog box in Canvas. It has a title bar 'Attributes'. Below it, there are several fields and options:
 

- Alt text:** A text input field containing 'UT Austin tower at night lit up in orange'. A line points from the text 'Alt text' to this field.
- Describe the image to improve accessibility:** A sub-label for the alt text field.
- Decorative Image:** A checkbox that is currently unchecked. A line points from the text 'Decorative Image' to this checkbox.
- Indicates the image is for decorative purposes only and should not be read by screenreaders:** A sub-label for the decorative image checkbox.
- Dimensions:** Two input fields showing '500' and '185' separated by an 'x'.
- Aspect ratio will be preserved:** A sub-label for the dimensions fields.
- Buttons:** 'Cancel' and 'Update' buttons are located at the bottom right of the dialog.

## TESTING RESOURCES

### UT Canvas Training

- [Final-exam-options-in-canvas](#)
- [Exam-security-with-proctorio](#)
- A quick guide [to add extended time for students in Canvas Quizzes](#)
- Use the Exam Flexibility feature to turn proctoring off for specific students.

## RESOURCES ON DIGITAL DOCUMENT ACCESSIBILITY

- When uploading files to Canvas, make sure that the files are named with a meaningful description.
  - Use concise titles
  - Use lower case letters
  - Do not use spaces or special characters. Use a comma instead.
- Check [PowerPoint Accessibility](#) before uploading to Canvas.
- [Word docs accessibility](#): Documents created in Microsoft Word will retain text content.

- PDFs that are created from Word docs will retain their text content and should be accessible to assistive technology.
- [PDF accessibility](#): This will be an area to review thoroughly. Not all PDFs are equal in accessibility; the source of origin is the basis of accessibility.
- Scans of print documents will need to be converted to an accessible PDF. Use [this article](#) to get information on how to check if your documents are scans that are not readable.
- This article outlines the areas to focus on when converting a document: [Analyze PDF files and add enhancements to make documents accessible to all users](#)

For more accessibility resources visit the Faculty and Staff page of the SSD website at <https://diversity.utexas.edu/disability/facultystaff/>

JUNE 2020

