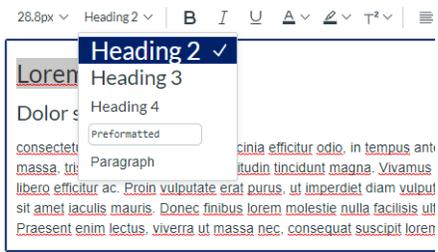
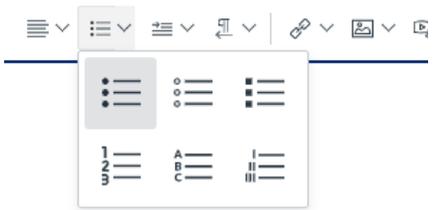
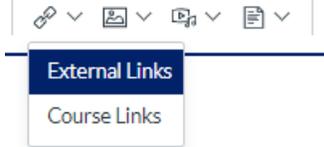


# Content Accessibility Checklist

## Static HTML Documents

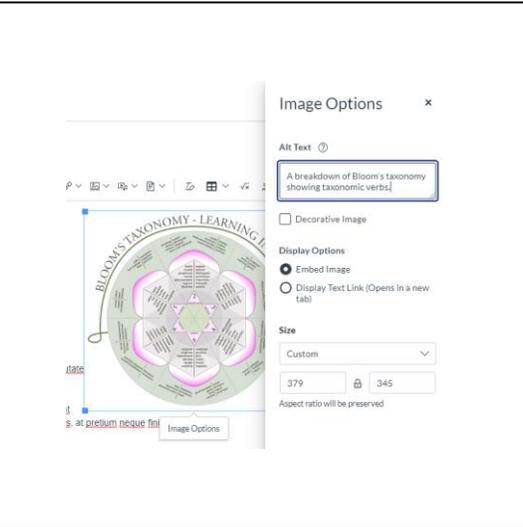
When creating static content in Canvas, instructors and content developers should be aware of the following considerations:

| Recommendation  | Why  | Example   |
|---|--|---|
| <p>Use Heading Styles to differentiate parts of your HTML documents when creating or editing discussion topics, creating custom instructions for dropbox folders or creating content topics</p> | <p>Heading Styles in HTML code text and create a hierarchical organization to your document that screen readers can decipher and appropriately navigate. Be sure to use headings consistently throughout the document</p>  |     |
| <p>Use HTML based “Ordered List” or “Unordered List” tags to build bulleted or numbered lists</p>   | <p>Like Headings, using HTML tags instead of copied and pasted bullet characters help screen readers to decipher text more easily</p>  |     |
| <p>Insert active hyperlinks for all URLs in your document and verify that they are not broken before the content is accessed (Insert Stuff &gt; Insert Link)</p>                                | <p>Selecting and navigating to a reference or related material is far easier via a hyperlink than if the student has to copy and paste the URL into a browser</p>  |  |
| <p>Feel free to use bold or italic text for emphasis. Avoid underlining</p>   | <p>Screen readers are familiar with the &lt;strong&gt; and &lt;em&gt; tags and can provide the appropriate emphasis. Underlines, are often reserved for hyperlinks on the web and can leave users frustrated because they are unable to click on what appears to be a link</p> |  |

Use image descriptions for pictures. Be sure to describe the image as you would if you were describing it to someone rather than providing a more generic label.

If the image you are using is decorative and does not convey any specific information, you can indicate that it is a Decorative Image and screen readers will ignore it

Screen readers are able to pick up the descriptive text behind images if it exists and can relate a description of the image to sight-impaired students



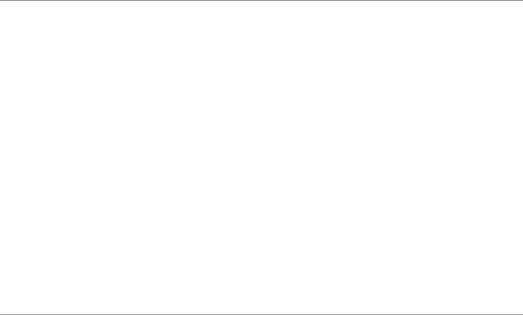
Avoid columns of text unless using a table. If you are using a table, be sure to include column or row headings

Tables must include row or column headings in order to be accessible

|                        |                    |                     |                |
|------------------------|--------------------|---------------------|----------------|
| Mauris                 | lorem              | massa               | tristique      |
| sapien. et rhoncus dui | vulputate semper   | Donec et augue nunc | molestie nulla |
| facilisis ultricies    | consequat suscipit | mauris enim         | tempor libero  |
|                        |                    |                     |                |

Avoid using color across the document with the exception of blue text on a white background for links. In particular, avoid using color to indicate meaning or emphasis and avoid using color to distinguish rows and columns in tables

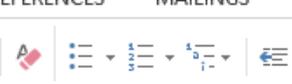
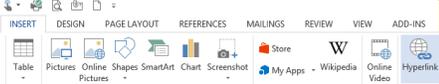
Screen readers generally tend to ignore color so using color for emphasis or to indicate meaning may be lost

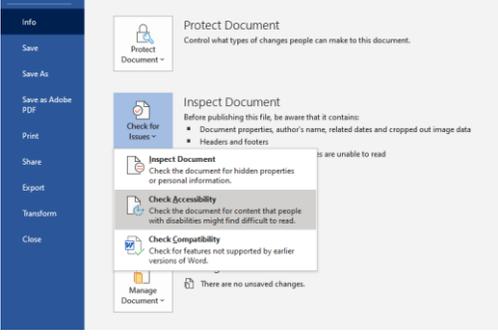


## Word & PDF Documents

Follow the same guidelines as HTML documents when developing Word documents.

A note about PDF documents: PDF documents converted from a Word document using the accessibility guidelines noted below are acceptable. Unless converted from a Word document or created in Adobe Acrobat with accessibility guidelines in mind, they tend to be less easily navigable.

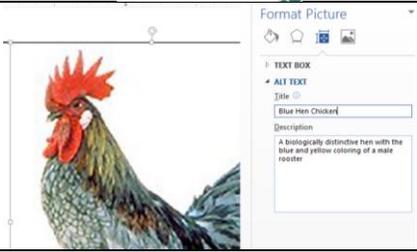
| Recommendation  | Why   | Example   |
|---|---|---|
| Use Heading Styles to differentiate parts of your Word document   | Heading Styles in HTML code text and create a hierarchical organization to your document that screen readers can decipher and appropriately navigate. Be sure to use headings consistently throughout the document                                |     |
| Use simple bullets rather than more complex picture based bullets   | Using simple bullets or numbered lists reduce the difficulty screen readers will encounter when navigating a document   |    |
| Insert active hyperlinks for all URLs in your document and verify that they are not broken before the content is accessed (Insert > Hyperlink)                  | Selecting and navigating to a reference or related material is far easier via a hyperlink than if the student has to copy and paste the URL into a browser  |    |
| Feel free to use bold or italic text for emphasis. Avoid underlining  | Screen readers are familiar with bold and italics and can provide the appropriate emphasis. Underlines, are often reserved for hyperlinks on the web and can leave users frustrated because they are unable to click on what appears to be a link |  |
| Use image descriptions for pictures. Be sure to describe the image as you would if you were describing it to someone rather than providing a more generic label | Screen readers are able to pick up the descriptive text behind images if it exists and can relate a description of the image to sight-impaired students   |   |
| Avoid columns of text unless using a table. If you are using a table, be sure to include column or row headings   | Tables must include row or column headings in order to be accessible  | <p style="text-align: center;">This table is a good example</p>                       |

|  |  |  |
|--|--|--|
| <p>Avoid using color across the document with the exception of blue text on a white background for links. In particular, avoid using color to indicate meaning or emphasis and avoid using color to distinguish rows and columns in tables</p> | <p>Screen readers generally tend to ignore color so using color for emphasis or to indicate meaning may be lost</p>  |  |
| <p>Keep document length to no more than 3-5 pages. If your document is more than 5 pages long, consider breaking it up into smaller documents</p>  | <p>Scrolling for more than 5 pages can become difficult for some students with accessibility requirements. In addition, it becomes difficult to use screen readers across documents that are more than 5 pages long</p>                                  |  |
| <p>Use Word's built-in accessibility checker by navigating within Word to File &gt; Info &gt; Check for Issues &gt; Check Accessibility</p>  | <p>Screen readers are familiar with bold and italics and can provide the appropriate emphasis. Underlines, are often reserved for hyperlinks on the web and can leave users frustrated because they are unable to click on what appears to be a link</p> |  <p>The screenshot shows the Microsoft Word interface with the 'File' menu open and 'Info' selected. The 'Check for Issues' pane is visible on the right, with 'Check Accessibility' highlighted. Other options include 'Protect Document', 'Inspect Document', 'Check Compatibility', and 'Manage Document'. The 'Check Accessibility' section lists several issues, including 'Document properties, author's name, related dates and cropped out image data' and 'Headers and footers'. A specific error message states: 'is unable to read'.</p> |



# PowerPoint Documents & Multimedia

Follow the same guidelines as HTML documents when developing Word documents.

| Recommendation  | Why   | Example   |
|---|---|---|
| Use slide layout templates when possible. At the least, use a slide with a Title element  | As with Heading Styles, known style layouts are more easily navigable by screen readers   |    |
| Use image descriptions for pictures. Be sure to describe the image as you would if you were describing it to someone rather than providing a more generic label | Screen readers are able to pick up the descriptive text behind images if it exists and can relate a description of the image to sight-impaired students   |     |
| Include presenter's notes at the bottom of each slide to explain the slide as you would if presenting   | As with images, presentations can be difficult to decipher for students using screen readers. Providing alternate text for the slide provides the same benefit as using alternate text for images   |     |
| If using embedded audio or video, be sure that the video includes closed captioning or that a transcript of the entire video or audio broadcast is available    | Like images, providing alternate text-based options allows screen readers to relate content to students with accessibility requirements   |    |
| Use PowerPoint's built-in accessibility checker by navigating within PowerPoint to File > Info > Check for Issues > Check Accessibility                         | Screen readers are familiar with bold and italics and can provide the appropriate emphasis. Underlines, are often reserved for hyperlinks on the web and can leave users frustrated because they are unable to click on what appears to be a link |  |

**Pro Tip:** While many video streaming solutions offer automatic captioning, they aren't always sufficiently accurate. However, tools such as YouTube and Canvas Studio offer ways to edit the captions to acceptable accessibility requirements.