

**SEATTLEU**



Making Content Accessible

# What is Accessibility?

- Ensuring *all* students – including and especially students with disabilities – can access and navigate your course content
  - Including screen readers, braille devices, and other assistive technologies
  - Visual enhancements
  - Keyboard-only or voice-controlled navigation

# Types of Disabilities That May Impact Online Learning

- Visual
  - Blindness, low vision, color-blindness, contrast sensitivity
- Auditory
  - Deafness, hard-of-hearing
- Motor
  - Inability to use a mouse, slow response time, limited fine motor control
- Cognitive
  - Learning disabilities, distractibility, inability to remember or focus on large amounts of information
- Seizure or Vestibular Disorders
  - Seizures, nausea, dizziness from strobing, flickering, flashing or animated/moving objects or visual effects

# Why is Accessibility Important?

- We cannot and should not exclude users with disabilities
  - Part of our mission, commitment to diversity and inclusion
  - Not good for business, not serving our students as well
- Accessibility benefits *all* users, not just people with disabilities
- Legally required in certain circumstances

# SEATTLEU

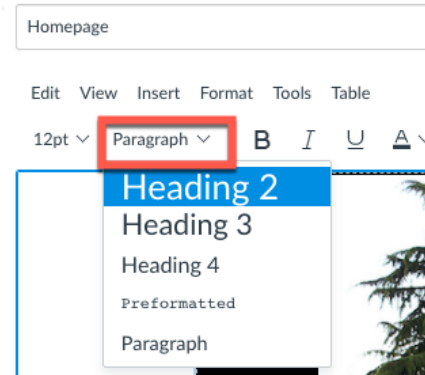
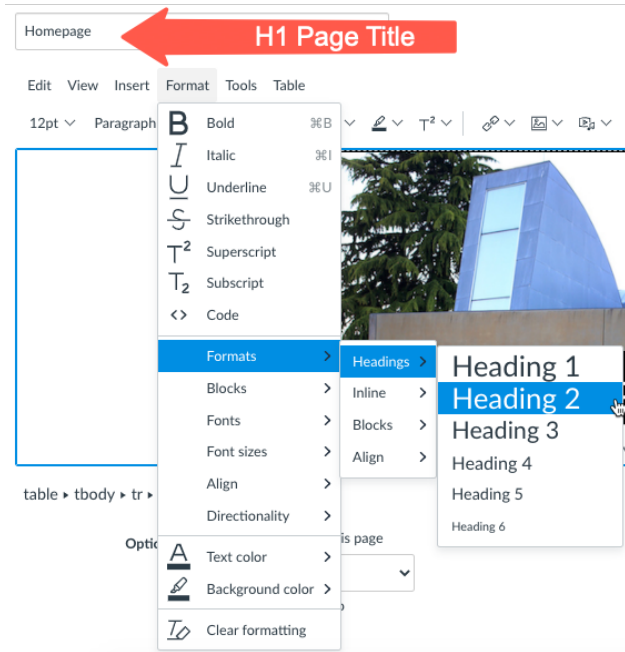
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Some General Accessibility Principles  
& How to Incorporate Them in Canvas

# Proper Use of Headings

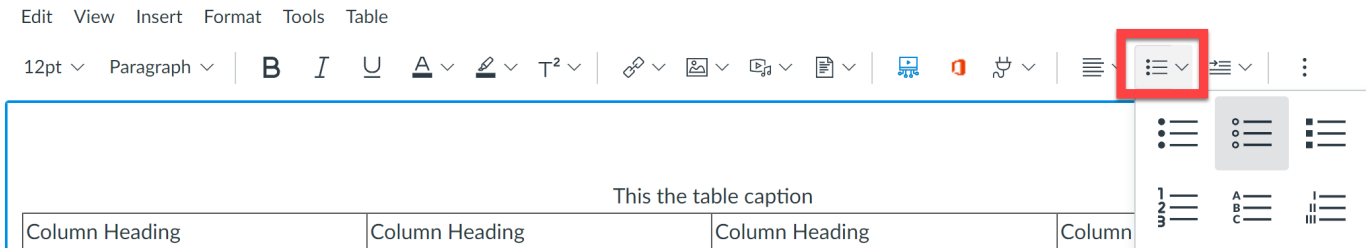
- Organize your content into a structure or outline using headings that convey a meaningful hierarchy
  - Text should be divided into parts labeled by headings
  - All text that *looks* like a heading should be marked up as a heading
  - Only one H1 heading per page
  - Don't skip levels (don't use an H3 if you haven't used an H2)

# Marking Up Headings in Canvas



# Lists

- Use bulleted (unordered) list or numbered (ordered) list to mark up list items





# Alt Descriptions for Images

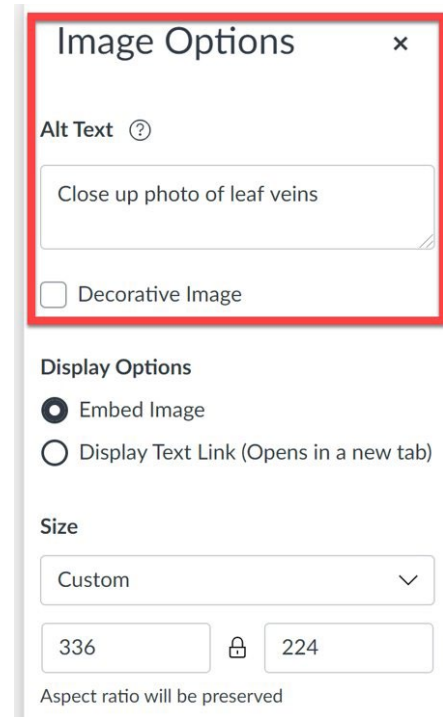
- All images/graphics must have a short 'alt' description
  - Conveys the meaning/function of images to users who cannot see it (or see it well)
  - Read aloud by screen readers
- If images are not conveying important content, they can be marked as purely decorative

# Accessible Alternatives for Text-Heavy Images

- Try to avoid images with lots of text in them
- If you decide to use a text-heavy image, provide an accessible alternative
  - If it's short, put the text in the 'alt' description (or add a lengthier caption)
  - Put the text straight on the page instead of within an image
  - Post an accessible file/PDF version

# Adding Alt Text in Canvas

- When adding an image, either add Alt Text or mark box for 'Decorative Image'

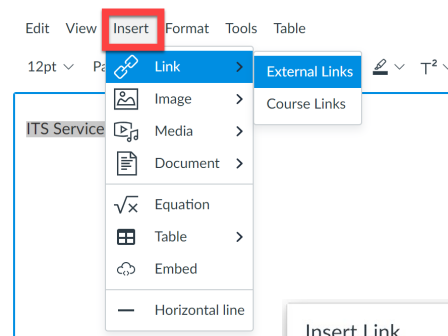
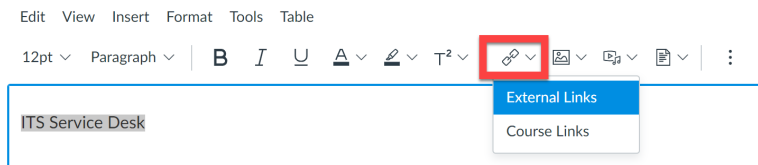


# Links

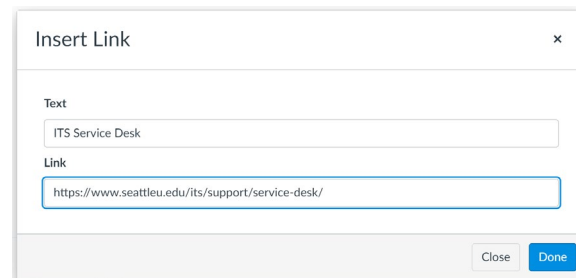
- Link text should be concise description of where users will go when they click link and make sense out of context
  - Don't use "click here" or "read more" as link text
- Make sure they're working correctly
  - Fix broken links!
- Links should be the only thing on the page that are underlined
- As link text is read aloud by screen readers, don't use a URL as link text unless it's human-readable

# Inserting Links in Canvas

- Highlight text, then select Link icon or Insert > Link



- In pop up, paste in URL



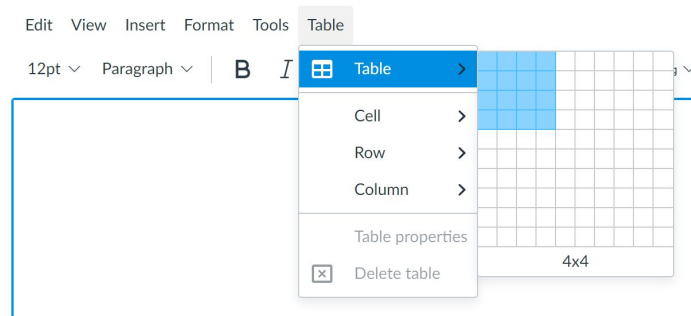
A screenshot of the "Insert Link" dialog box. The "Text" field contains "ITS Service Desk". The "Link" field contains "https://www.seattleu.edu/its/support/service-desk/". There are "Close" and "Done" buttons at the bottom right.

# Tables

- Tables should present tabular data
  - Avoid using tables to control page layout
- Add column and row headings to help users derive meaning from table data
- Add table caption

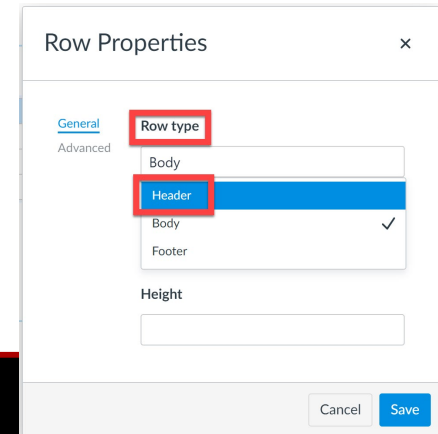
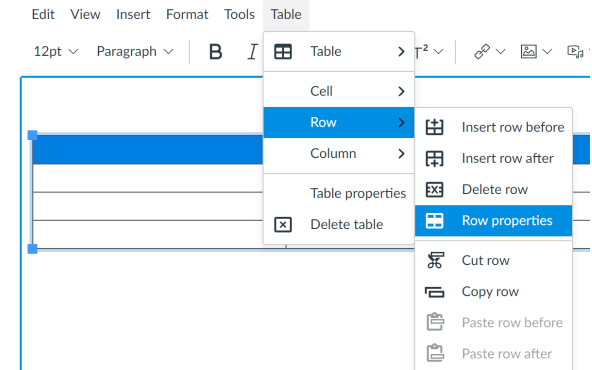
# Inserting Tables in Canvas

- Select Table > Table in menu, select number of rows/columns you need



# Adding Headings to Table

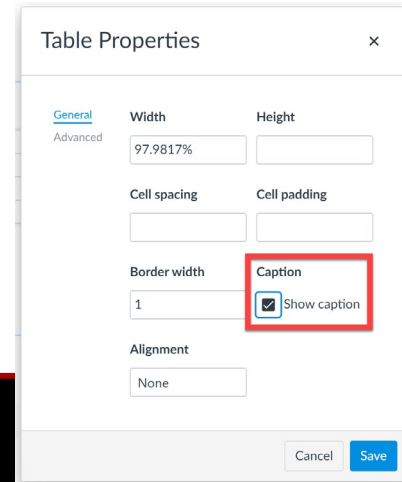
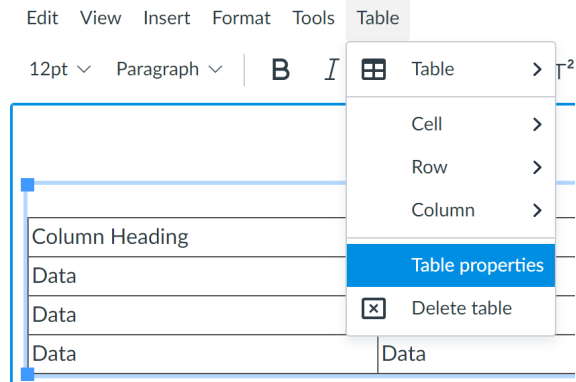
- To mark up headers, highlight cells then select Table > then cell or row properties
- Under "Type" select "Header"





# Adding Caption to Table

- Click to highlight table, then click Table > Table properties
- Check box to Show caption

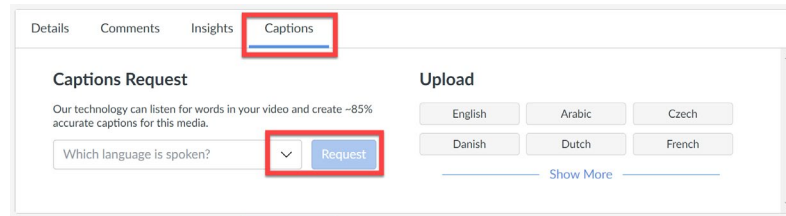


# Captions/Transcript for Multimedia Content

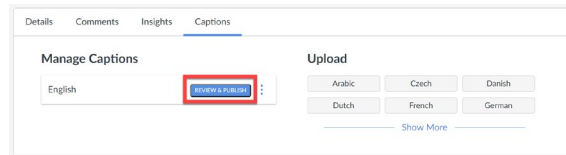
- Provide captions for video content
  - Canvas Studio, Zoom Cloud Recordings, YouTube can autogenerate captions
  - Autogenerated captions must be reviewed and corrected to meet legal guidelines
- Provide transcript for audio content

# Canvas Studio

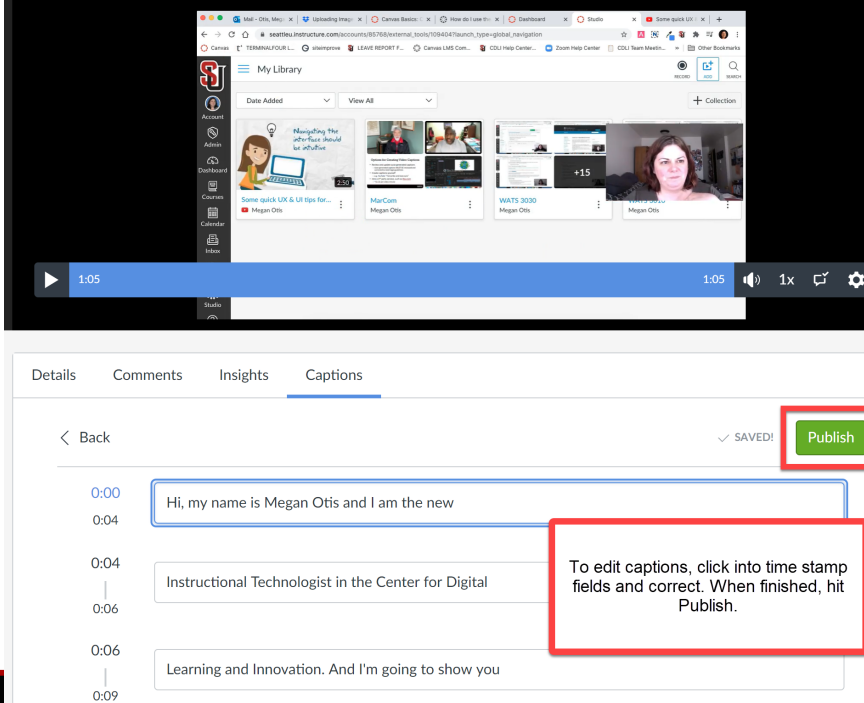
- Request captions in language being spoken in video



- Review and edit captions before publishing



# Review and Edit Autogenerated Captions in Studio



The screenshot shows a video player interface with a video titled "My Library" and a video player showing a video with autogenerated captions. The video is paused at 1:05. Below the video player is a caption editing interface with a "Publish" button and a text box containing the caption text.

Details Comments Insights **Captions**

< Back ✓ SAVED! **Publish**

0:00 Hi, my name is Megan Otis and I am the new  
0:04 Instructional Technologist in the Center for Digital  
0:06 Learning and Innovation. And I'm going to show you  
0:09

To edit captions, click into time stamp fields and correct. When finished, hit Publish.

# Embedded Content

- Use thoughtfully as not all embedded content from other sources is accessible
  - Unsure? Ask CDLI
- Provide an accessible alternative

# Accessibility Checker: Canvas

Homepage

Edit View Insert Format Tools Table

12pt Paragraph **B** *I* U A   $T^2$           



Course Name Goes Here

[Start Here](#)

WEEK 1: DATE | Topic Name

table > tbody > tr > td



77 words



# Color and Contrast

- Don't rely on color alone to convey meaning, direct navigation, or differentiate between items
- Contrast ratio between the text color and the background color
  - WCAG AA: 4.5:1 for normal text, 3:1 for large text
- Contrast ratio for graphics is 3:1

# Changing Background/Text Color in Canvas

Edit View Insert Format Tools Table

28.8px ▾ Heading 2 ▾ | **B** **T** **T<sup>2</sup>** ▾

**Text Color** **Background Color**

Heading

Column Heading	Color
Data	

**Custom Color**

Color Picker

R 170  
G 0  
B 0  
# aa0000

Cancel Save



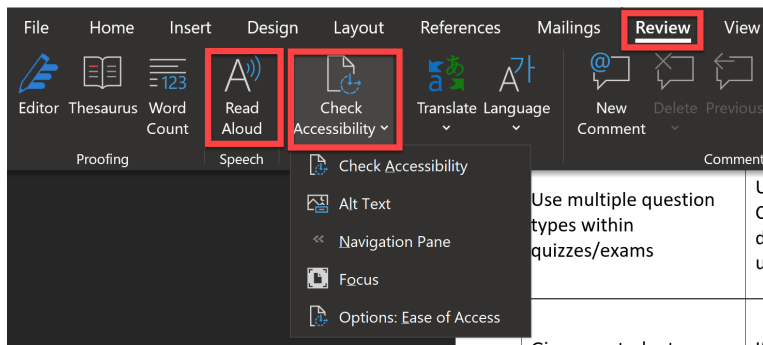
# Resources on Color Contrast

- [Colour Contrast Analyzer by Paciello Group](#)
- [WebAIM Color Contrast Checker](#)
  - Need HEX codes
- [MarCom Brand Colors](#)
  - Includes HEX codes and recommended color combinations for high contrast between background/text color

# Accessible Files

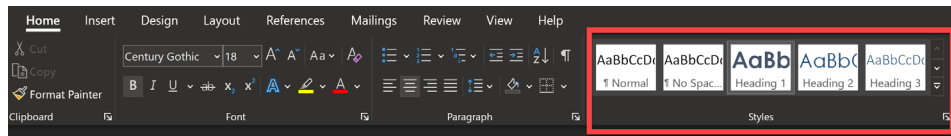
- Word
  - Make your Word documents accessible to people with disabilities
- PPT
  - Make your PowerPoint presentations accessible to people with disabilities
- PDFs
  - Create and verify PDF accessibility (Acrobat Pro)

# Accessibility Checker: Word



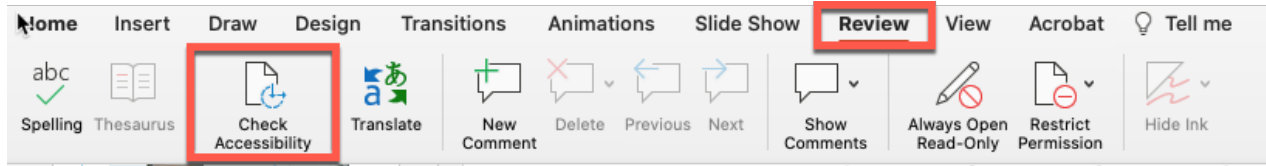
- Use built-in Headings and Styles
- Change look of Style by right click > Modify

- Review > Check Accessibility
- Review > Read Aloud



# Accessibility Checker: PPT

- Review > Check Accessibility



- Alternative text for images (can mark as decorative)
- All slides need titles
- Don't use same title for multiple different slides
- Reading order of objects on a slide

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**Accessibility Checker: PDF**

# PDF Image vs Text

Inaccessible

## CHAPTER 5 FINISHING AND SHARING THE STORY

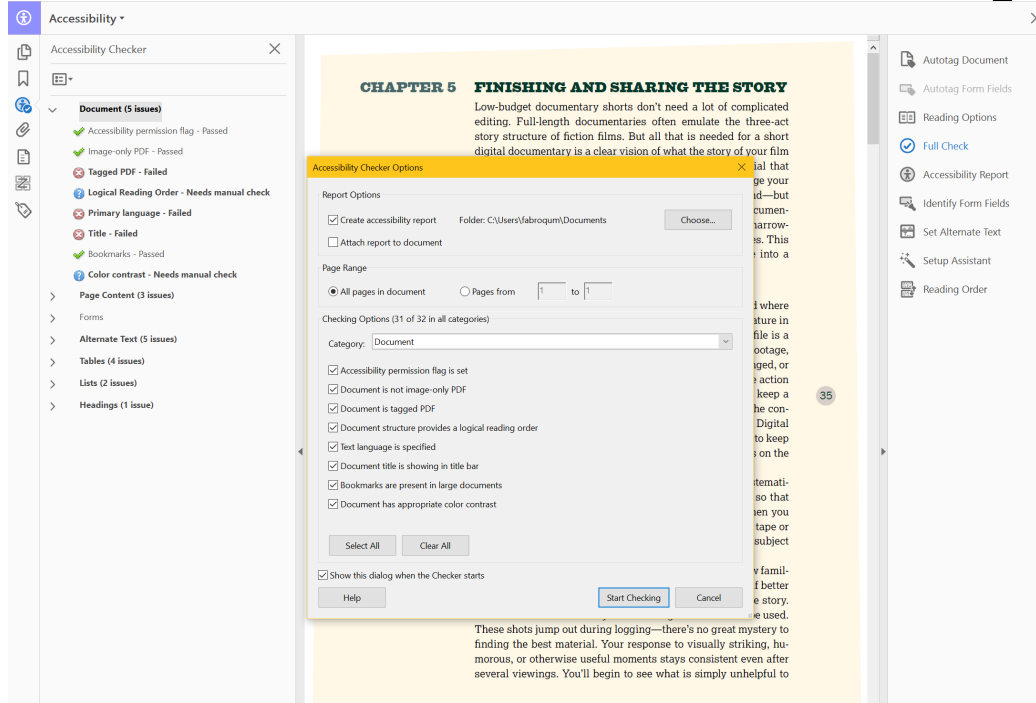
Low-budget documentary shorts don't need a lot of complicated editing. Full-length documentaries often emulate the three-act story structure of fiction films. But all that is needed for a short digital documentary is a clear vision of what the story of your film is really about. Always try to narrow down to the material that bears on the story at hand. For a workable structure, arrange your footage so that there is a definite beginning, middle, and end—but there is tremendous leeway within these concepts. The documentary value of your piece depends more on organizing and narrowing down your options than on complex narrative structures. This chapter discusses the steps in transforming raw footage into a watchable video that others will enjoy and talk about.

Accessible

## CHAPTER 5 FINISHING AND SHARING THE STORY

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# Accessibility Tool



- Tools tab for Accessibility
- Run **Full Check**
- Left-pane shows results

# Missing Title

The screenshot shows an Accessibility Checker window with a list of issues. The 'Title - Failed' issue is highlighted. A 'Description' dialog box is open, showing the title 'Visual Storytelling, Chapter 5' and options to 'Leave As Is'.

**Accessibility Checker**

- Document (5 issues)
  - Accessibility permission flag - Passed
  - Image-only PDF - Passed
  - Tagged PDF - Failed
  - Logical Reading Order - Needs manual check
  - Primary language - Failed
  - Title - Failed**
  - Bookmarks - Passed
  - Color contrast - Needs manual check
- Page Content (3 issues)
- Forms
- Alternate Text (5 issues)
- Tables (4 issues)
  - Rows - Failed
  - TH and TD - Failed
  - Headers - Failed
  - Regularity - Failed
  - Summary - Skipped
- Lists (2 issues)
- Headings (1 issue)

**CHAPTER 5 FINISHING**

Low-budget document editing. Full-length story structure of digital documentary is really about. Always bears on the story at footage so that there

**Description**

Title:   Leave As Is

Subject:   Leave As Is

Author:   Leave As Is

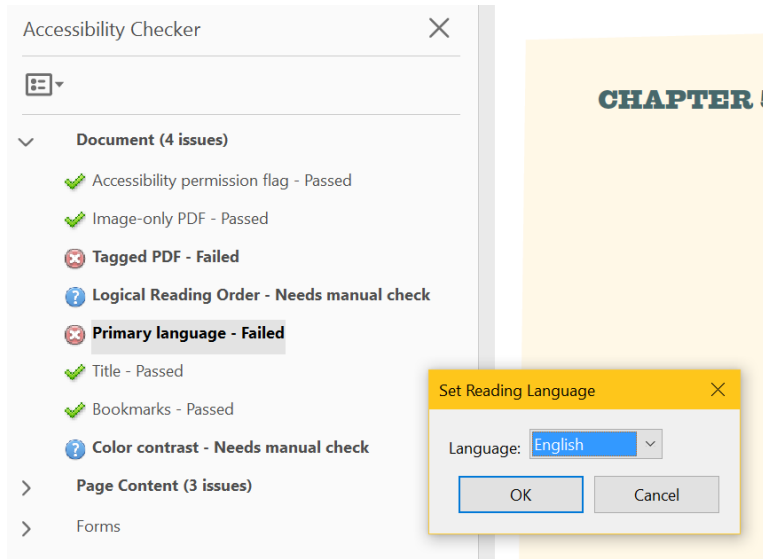
Keywords:   Leave As Is

OK Cancel

- Right-click **Title** and select **Fix**
- Auto-generates if one exists or manually add the title.

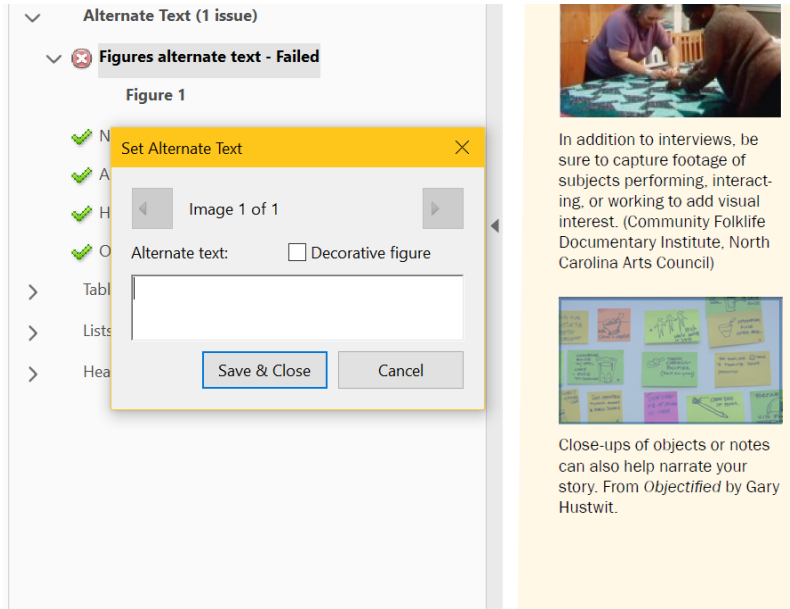


# Missing Language



- Right-click **Primary language** and select **Fix**
- Set to appropriate language

# Missing Alt-text



Alternate Text (1 issue)

Figures alternate text - Failed

Figure 1

Set Alternate Text

Image 1 of 1

Alternate text:  Decorative figure

Save & Close Cancel

In addition to interviews, be sure to capture footage of subjects performing, interacting, or working to add visual interest. (Community Folklife Documentary Institute, North Carolina Arts Council)

Close-ups of objects or notes can also help narrate your story. From *Objectified* by Gary Hustwit.

- Right-click **Figures alternate text** and select **Fix**
- Create alternative text for images and figures unless they are purely decorative

# Heading Structure

- Keep heading levels logical; no skipping levels

# Table Irregularity

- Avoid merged cells
- Identify table headers and rows

# Tags and Content Order

- Proper use of tags enhances screen reader usability
- Autotag may not always be correct
- After tagging ensure content order is correct

# Campus Resources for Accessibility

- CDLI
- Disability Services
- MarCom Web Team
  - Questions related to accessibility of pages and files on SU owned, public-facing website
- ITS Service Desk