THE UNIVERSITY OF CHICAGO

Accessibility Checklist for Canvas

Text

- ❏ Use of Canvas rich content editor rather than cut-and-paste.
- ❏ All text appears in a font size of at least 12 pt.
- ❏ Only San Serif fonts have been used.
- ❏ No text is underlined unless it is a hyperlink.
- ❏ Descriptive headings are used to break up sections of the page using the built-in heading styles.
- ❏ Text formatting (e.g. use of bold or italics) or color (e.g. red) is not used alone to convey meaning (e.g. a correct answer bolded or in red in a list).
- ❏ Text and background color have sufficient contrast. This can also be checked by using a [color contrast analyzer](#).
- ❏ No use of Red/Black, Red/Green, and Blue/Yellow color combinations.
- ❏ The content of pages has been checked using the [Accessibility Checker in the rich content editor](#) toolbar.

Lists

- ❏ Numbered lists are used when the order of items is meaningful.
- ❏ All lists contain related items.

Tables

- ❏ Tables demonstrate relationships between data, with a single header row, and not for layout purposes.
- ❏ Complex tables that would require merged or split cells have been broken down into simpler tables with a single header row.

Images

- ❏ All images, diagrams, graphs, and equations include descriptive alternative (alt) text.
- ❏ The alt text adequately captures all information that would be missed if the image were removed.
- ❏ Images do not blink, flash, or use sparkling animations.
- ❏ Images of words (which cannot be read by a screen reader) have been avoided.

Video and Multimedia

- ❏ All videos include synchronized captions.
- ❏ Transcripts are provided for all audio content.

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Websites and Hyperlinks

❏ All hyperlinks have been checked and validated.

❏ Hyperlinks use descriptive text to provide meaning and context for links (i.e. "Benefits of Accessible Hyperlinks" rather than "for more info click here").

❏ Hyperlinks that entail a file download indicate file type and size.

❏ Text is used for hyperlinks rather than URLs.

Uploaded Documents

❏ File names are meaningful and accessible.

❏ Within the Module or Page the file has a clear description.

❏ All documents over 1 page include page numbers.

❏ All PDFs are optimized for OCR, i.e. you can search or select text in all uploaded documents.

❏ Where possible, all PDFs have been checked using the Adobe Accessibility Checker.

❏ All Word documents adhere to the guidelines noted above, and do not contain any text boxes, which float above the text and are not - by default - read by screen readers.

❏ All PowerPoint files follow best practices for accessible presentations?

❏ All Microsoft files (Word, PowerPoint, Excel) have been checked internally, using the Microsoft Accessibility Checker in the Review tab, or via an external resource like AbleDocs.

Additional Resources and Guidelines

University of Chicago Center for Digital Accessibility

Ally Accessibility Tool is now enabled in all Canvas courses. Ally provides an accessibility score and rationale for all images and documents in your course, makes the text of PDFs searchable (via the OCR process), and allows instructors and students to download PDFs in alternate formats such as audio. It also provides guidance for improving the accessibility of your documents and other content.

Creating Accessible Content in Canvas is a useful resource created by Emerson College that includes images and step-by-step directions on how to address many points of accessibility noted above.

IT Accessibility Checklist developed by University of Washington provides additional context and rationale for implementing accessibility guidelines.

General Accessibility Design Guidelines is another useful resource developed by Canvas in 2015.