Student Accessibility in Canvas Training

Why is accessibility important?
- All students should be able to learn. That's what we do.
- It's the law—ADA of 1990 and Section 504 of the Rehab Act of 1973

What to do for students with a visual or processing impairment—They read with a screen-reader—Check out some Youtube videos to see examples of how this work.
- What to do:
  - Name your links
    - Example: [Wilson Homepage](#) instead of my.wilson.edu
  - Use alt-text for images
    - When you add an image there is a box for alt-text. Be descriptive. Whatever you add here is what the screen-reader will read.
  - Headings & paragraphs
    - The screen-reader will say "Heading 1…" or "paragraph…"
    - This helps the student understand what they are reading.
  - Bullet lists and numbered lists
    - Use the list tools instead of typing 1. 2. 3.
    - The screen-reader will say "List with 5 items. List item 1…"
  - Complex images description
    - See Additional Handout
  - Color--http://webaim.org/resources/contrastchecker/

- What to do for students with an auditory impairment
  - Closed Captioning—Automatic Youtube doesn't work well enough.—You must customize it for videos you make yourself.
  - Text-Transcript for when CC isn't available or accurate.
- Other
  - Blinking content—either don't use it or limit to 3 seconds per blink.—Important for Powerpoints
  - Also sudden sound effects in Powerpoints are bad.

James and Shelbie will work on some more guideline documents to help. This is a good start.
Email us with questions: james.dannibale@wilson.edu or shelbie.dannibale@wilson.edu