



## Best Practices for Maintaining Accessibility in Canvas

As you build your content in **Canvas**, it is essential to keep accessibility in mind. This guide will explain the best practices for how to utilize **Canvas** accessibly.


### Modules:

**Modules** are used to organize your overall course.

1. Copy the **CLTD Sandbox Module** for as many **Modules** as you want to create
  - a. **Modules** are intended to serve as logical sections of a course and should not be overloaded with content.
  - b. *Organize* content by topic, subject, or continuum.
    - i. **Content organized by file type is inaccessible**
2. Name your **Modules**, **Pages**, and other content with names that indicate the topic and type of each portion
  - a. e.g. "Module 1: Dracula in Victorian Literature > Lecture Video 1: Setting the Stage for Victorian London"

### Pages and the Rich Content Editor

You will populate your **Modules** with **Pages** that will hold your content. The **Rich Content Editor** in **Canvas**' built in word processor and appears in **Pages**, **Assignments**, **Quizzes**, and **Discussions**.

1. Use sans-serif fonts (e.g. Ariel or Calibri)
2. Use size 11 font or higher for all body text.
3. *Identify* important words and phrases with text coding (i.e. **Bold** or *Italic*)
  - a. High contrast colors can be used as well provided the text is still coded as **Bold** or *Italics*
4. Use **Heading Levels** to create structure in the **RCE**
  - a. *Highlight* the text you wish to code as a heading
  - b. Click the **text-style dropdown** (to the right of font size)
  - c. Select **Heading 2** for anything at the top of your page or of similar value/importance to your first heading.
    - i. **Heading 3** is for items within a **Heading 2**
    - ii. **Heading 4** is for items within a **Heading 3**
5. Use the **Insert** tools to properly embed all files, videos, tables, links, etc.
6. Add **Alternative Text** to all inserted images/
  - a. Click the image
  - b. Click **Options**; this will open a new window to the right; *write* the **Alternative Text** at the top of this window.
7. Run the Accessibility Checker on every page
  - a. Click the **Accessibility** icon below the right corner of the **RCE**. 
  - b. Follow the steps to make the suggested changes



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### Multimedia — Audio Files, Videos, and PowerPoints:

Each of these file types rely on sensory elements for full understanding. It is essential that we provide the content in multiple ways.

1. *Include* transcripts for all audio files
  - a. When you insert your audio clip onto a page, insert the transcript in close proximity with guide language ("The transcript can be found in this document: \_\_\_\_)
2. *Caption* all videos before *inserting/embedding* them.
  - a. If the videos are not yours, reach out to the content creator and request a caption file.
  - b. Adding a transcript gives videos an extra layer of accessibility as well.
3. *Include* full files of your **PowerPoints**
  - a. Access to the speaker notes is essential for accessibility, so insert your full .ppt file.

### Mathematical Expressions:

**Canvas'** equation editor produces inaccessible equations. We do have access to tools to insert equations into the **RCE**

1. Use **EquatIO** or **LaTeX** to create equations
2. Use the [EquatIO Guides](#) to add equations to **Canvas**

### Peer to Peer Accessibility:

**Canvas** has peer to peer interactions available (e.g. discussions and peer reviews).

1. Inform students to adhere to the same standards when writing in the RCE
2. Inform students to add Alternative-Text to photos
3. Direct students to the [Instructional Accessibility Guides](#).