



Digital Accessibility



Hello & Welcome

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Office for Academic Innovation.



Community Building

(Optional)

Consider your computer or phone wallpaper image. In the Chat, either share it, add it as your zoom background, or describe it. Why did you select the image and what does it tell us about you?



Today's Agenda

01.

Universal Design for Learning

What is it and why is it important?

02.

Overview of Ally

How it will help you in creating an accessible Canvas course.

03.

The Accessibility Report

Breaking down the details.

04.

Canvas Pages

Ensuring Canvas Pages are accessible.

05.

Source Documents

Ensuring uploaded content is accessible.

06.

Overall Q & A



Universal Design for Learning

“There is no such thing as an average user.”

Anonymous



Data

Prevalence of Disabilities

Disabilities can be permanent or temporary and vary in severity by the individual.



In the US

26% of all adults in the US have some type of disability.

[United States CDC](#)



In Texas

26% of all adults in the Texas have some type of disability.

[United States CDC](#)



In Texas A&M University

4600+ students over all disability categories.

[TAMU Office of Disability Resources](#)

Disability Types

ADHD

Intellectual

Language - Speech Impairment

Autism

Learning

Traumatic Brain Injury

Deaf/Hearing Impaired

Mental Health

Blind/ Low Vision/Colorblind

Health Related

Physical

Temporary



Part 1 Poll

Universal Design for Learning (UDL)

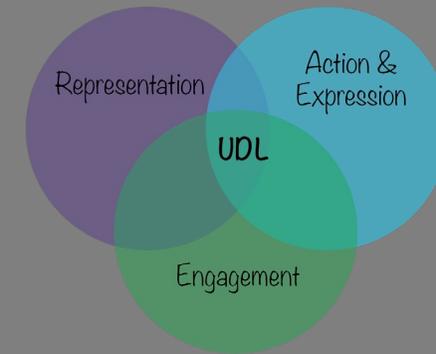
UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

CAST, 2018

UDL is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Universal design benefits people of all ages and abilities.

TAMU Disability Resources



Multiple Means of Engagement

Offer options and supports to stimulate motivation and sustained enthusiasm for learning.



Multiple Means of Representation

Present information in different ways to support access and understanding.



Multiple Means of Action & Expression

Offer options and supports to all so everyone can create, learn, and share.



Accessibility in Aggieland

Tools to Use for Accessible Instruction

Canvas

Digital delivery in Canvas

Canvas Template

Ally

Productivity Programs – docx, pptx, xlsm



Today's Focus

To meet the needs of diverse learners, we will focus on accessible text and images in:

- Files
- Documents
- Canvas (webpages)



Today's Focus

Three biggest TAMU accessibility issues:

- PDF inaccessibility (not OCR)
- Alt-text on images
- Header structure in text

Q & A



Use the chat feature to add a question you may have about UDL or the need for accessible courses.



The Ally Report

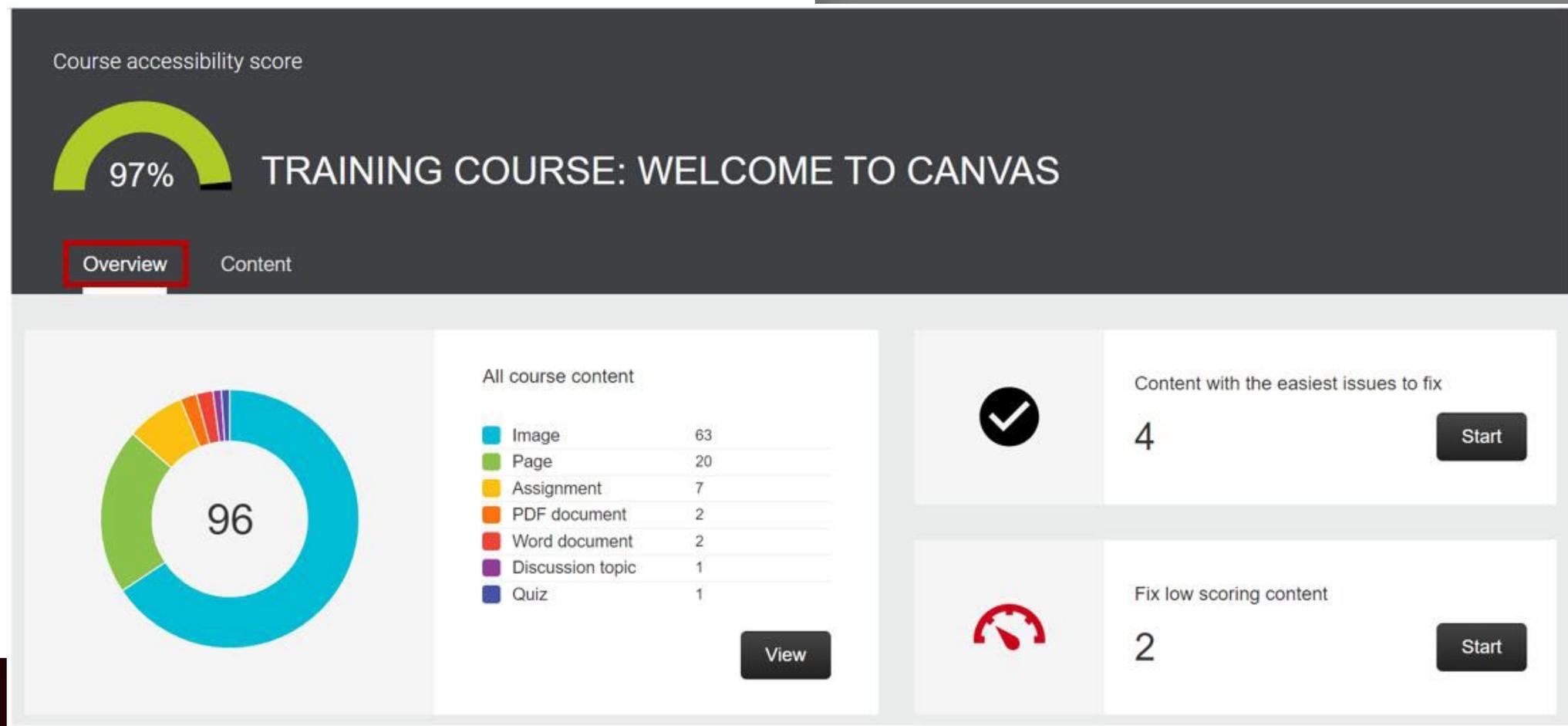


Part 2 Poll

Accessibility Report

The image shows a screenshot of a course management dashboard. On the left is a dark red sidebar with navigation icons and labels: Account, Dashboard, Courses, Calendar, Inbox, History, Commons, and Help. The 'Courses' section is expanded, showing a list of menu items: Home, Announcements, Modules, Grades, **Accessibility Report** (highlighted with a red box), Syllabus, Discussions, Assignments, Files, People, Pages, Outcomes, Rubrics, Quizzes, Collaborations, Core Curriculum Assessment, Course Evaluations, and Settings. The main content area is titled 'Recent Announcements' and contains a large text input field with the placeholder 'Type Your Course Title Here', an 'ATM' logo, a 'Welcome!' heading, and a prompt to 'Add a short introductory (welcome) message here.' Below this is a 'Student Resources' section with four icons: Syllabus, Academic Resources, University Resources, and Office Hours. On the right side, there is a 'Course Status' section with 'Unpublished' and 'Publish' buttons, and a 'Coming Up' section with a 'View Calendar' link.

Ally Interface-Overview



Ally Interface-Content

Course accessibility score

 97% TRAINING COURSE: WELCOME TO CANVAS

Overview **Content**

Name	Issues	↑ Score
 AllyRemediationWindow.JPG Image	1	 25%
 MissReveilleImage.JPG Image	1	 25%
 OAI-ALLY Remediation_Inaccessible.docx Word document	4	 59%
 OAI-ALLY Remediation_ForReview.docx Word document	3	 61%
 Tabbed Content Page	3	 83%

Q & A



Use the chat feature to add a question you may have about locating the Ally Report in Canvas.



Interpreting the Ally Report

Ally Interface-Content

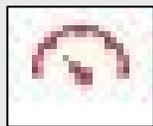
Course accessibility score

 97% TRAINING COURSE: WELCOME TO CANVAS

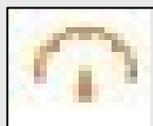
Overview **Content**

Name	Issues	↑ Score
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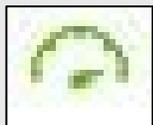
Ally Interface-Icon Meanings



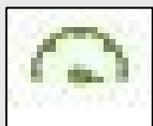
Low (0-33%): Item requires revision. Severe digital accessibility issues.



Medium (34-66%): Item is accessible but requires revision to be fully accessible.

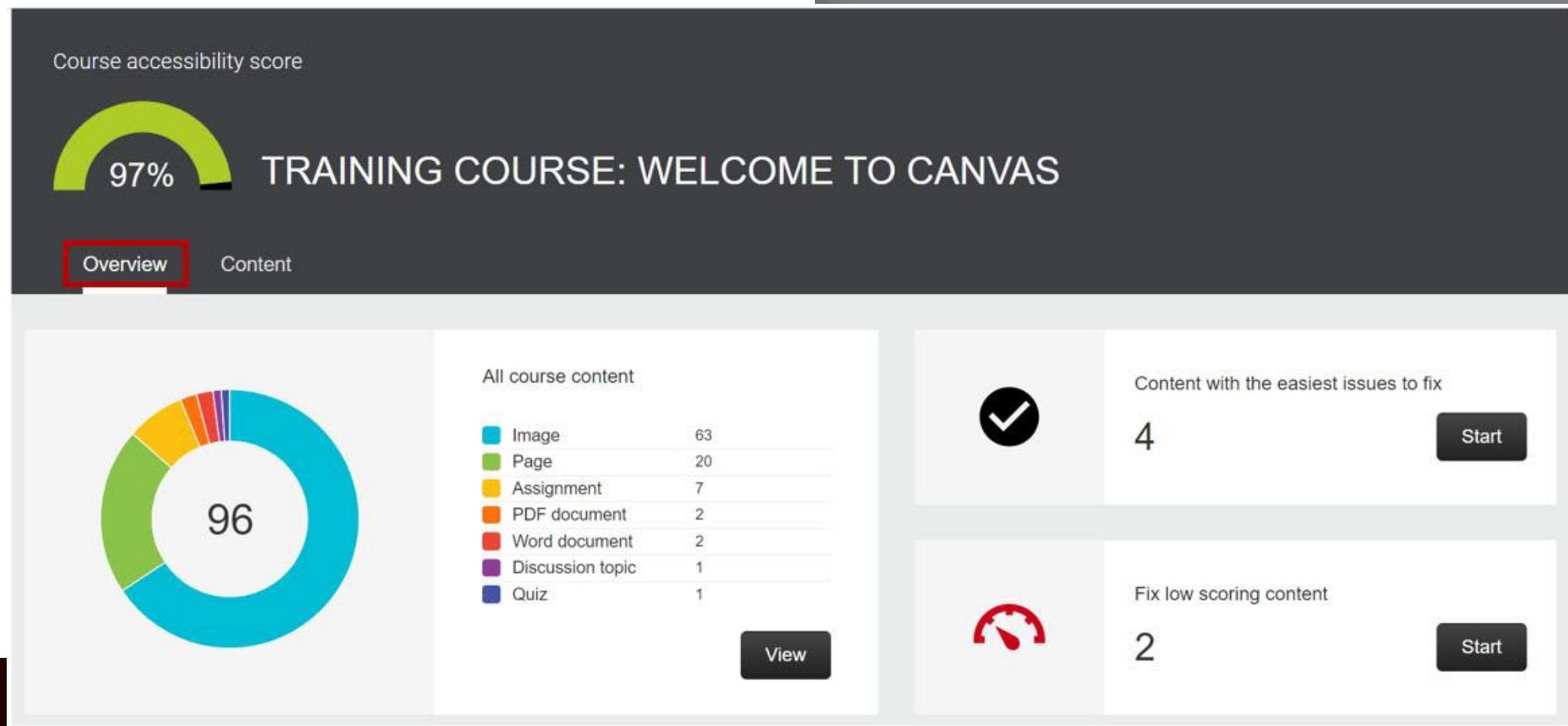


High (67-99%): Item is accessible, but improvements are possible.



Perfect (100%): No accessibility issues.

Ally Interface-Overview



Q & A



Use the chat feature to add a question you may have about the Interpreting the Ally Report.



Accessibility of Canvas Pages



Part 4 Poll



Canvas Pages

Canvas RCE

Page Title

|

Edit View Insert Format Tools Table

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

p

  | 0 words |   

Options Users allowed to edit this page

Only teachers 

Add to student to-do

Canvas Pages



- Format **Headings** for Titles and Subtitles, starting with H2
- **Images** need **alt text**
- **Format lists** using the list tools
- **Text color** -background **contrast** and **colorblind considerations**
- Give **Tables** a **caption** and identify the **header row/column**
- Use **descriptive Links**
- Use the **Accessibility Checker**

Canvas RCE

Page Title
Sample Page - Learning Science - PRE

Edit View Insert Format Tools **Table**

12pt Paragraph **B** *I* U **A**

Learning Science

Introduction

often put in a great deal of time and energy into learning course material, yet their efforts are often less than fruitful. Week after week, we see students arriving to lecture—seemingly prepared—armed with planners, Post-its, highlighters, and tablets.

Student Challenges

1. **Attempting to learn without context.** To process information taught in lecture, students must have something to apply it to. Simply put, there must be some frame of existing context. For information click [here](#).
2. **Underperformance caused by overconfidence.** The more often students see information, the more confident they are that they've learned it. The similarity gained by reviewing information creates the treacherous illusion of knowing. The most common, and dangerous, challenge I witness in my work with students is their ability to recall information without a genuine understanding.

Lecture = 5%
Reading = 10%
Audiovisual = 20%

p ▶ img 338 words

Q & A



Use the chat feature to add a question you may have about the Accessibility of Canvas Pages.



Accessibility of Files Created Outside of Canvas



Part 5 Poll

Ally Interface-Content

Course accessibility score

 97% TRAINING COURSE: WELCOME TO CANVAS

Overview **Content**

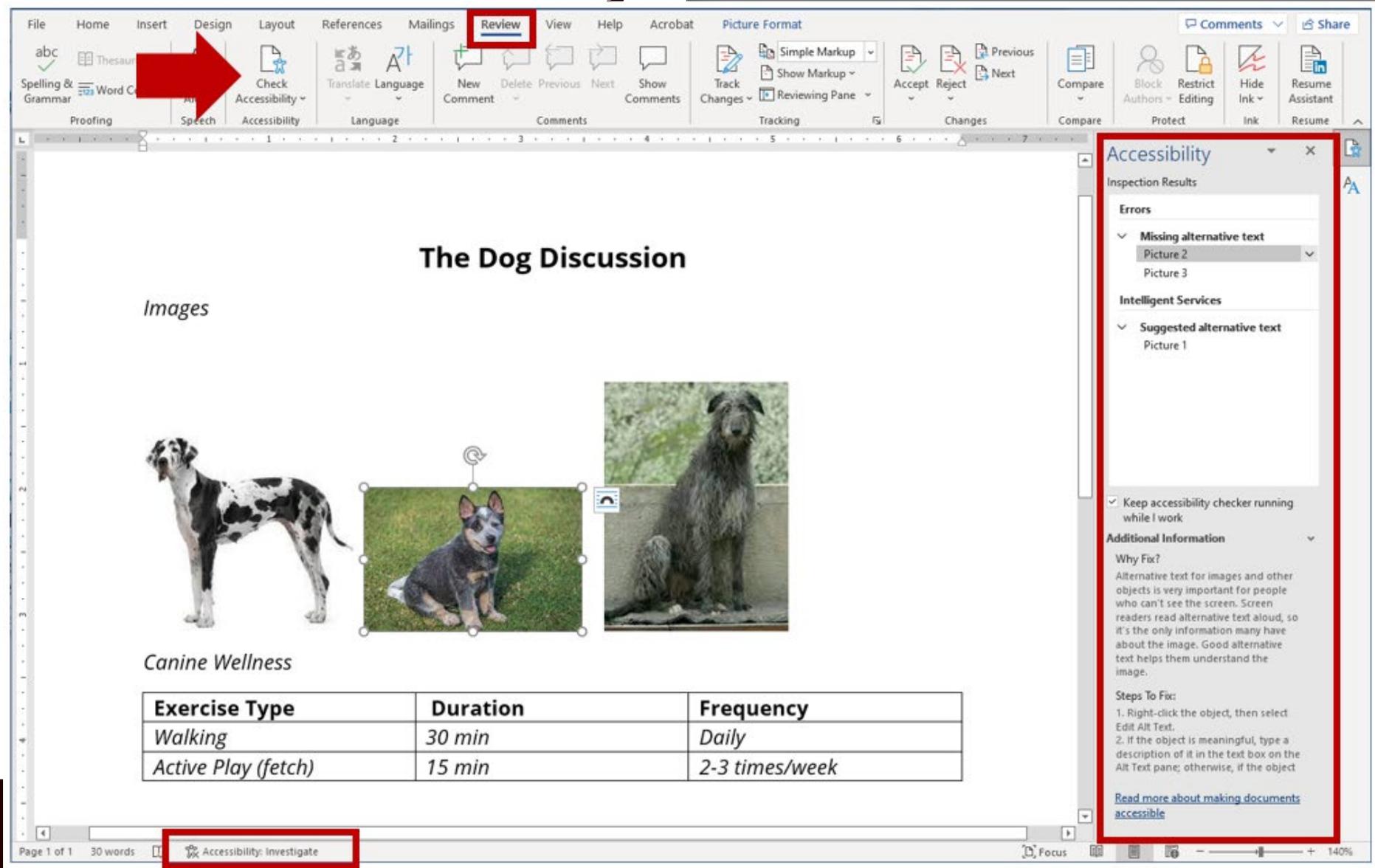
Name	Issues	↑ Score
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 MissReveilleImage.JPG Image	1	 25%
 OAI-ALLY Remediation_Inaccessible.docx Word document	4	 59%
 OAI-ALLY Remediation_ForReview.docx Word document	3	 61%
 Tabbed Content Page	3	 83%

Word Docs



- Format **Headings** for Titles and Subtitles, creating a hierarchy.
- **Images** need **alt text**
- **Format lists** using the list tools
- **Text color** -background **contrast** and **colorblind considerations**
- Give **Tables** a **caption** and identify the **header row/column**
- Use **descriptive Links**
- Use the **Accessibility Checker**

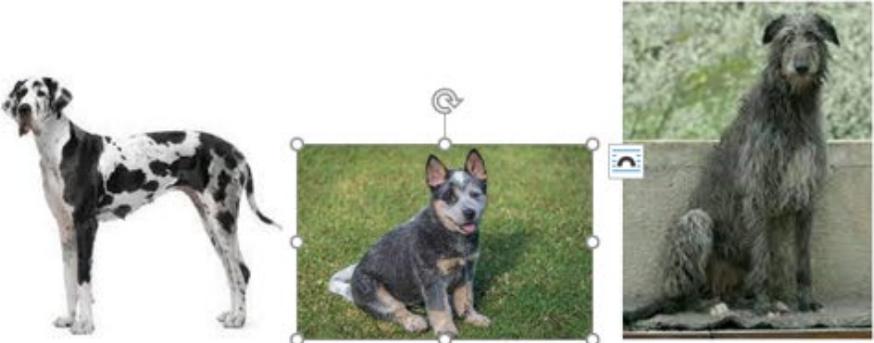
Word Document Accessibility



The screenshot displays the Microsoft Word interface with the **Review** tab selected. A red arrow points to the **Check Accessibility** button in the ribbon. The document content includes the title "The Dog Discussion", a section "Images" with three dog photos, and a section "Canine Wellness" with a table. The Accessibility checker pane on the right shows inspection results for missing alternative text for "Picture 2" and "Picture 3", and suggested alternative text for "Picture 1". The status bar at the bottom indicates "Page 1 of 1", "30 words", and "Accessibility: Investigate".

The Dog Discussion

Images



Canine Wellness

Exercise Type	Duration	Frequency
Walking	30 min	Daily
Active Play (fetch)	15 min	2-3 times/week

Accessibility

Inspection Results

Errors

- Missing alternative text
 - Picture 2
 - Picture 3

Intelligent Services

- Suggested alternative text
 - Picture 1

Keep accessibility checker running while I work

Additional Information

Why Fix?
Alternative text for images and other objects is very important for people who can't see the screen. Screen readers read alternative text aloud, so it's the only information many have about the image. Good alternative text helps them understand the image.

Steps To Fix:

- Right-click the object, then select Edit Alt Text.
- If the object is meaningful, type a description of it in the text box on the Alt Text pane; otherwise, if the object

[Read more about making documents accessible](#)

Page 1 of 1 30 words Accessibility: Investigate

PPT DOCS



- Format **Headings** for Titles and Subtitles, creating a hierarchy.
- **Images** need **alt text**
- **Format lists** using the list tools
- **Text color** -background **contrast** and **colorblind considerations**
- Give **Tables** a **caption** and identify the **header row/column**
- Use **descriptive Links**
- Identify **reading order**.
- Use the **Accessibility Checker**

PowerPoint Accessibility

The screenshot displays the Microsoft PowerPoint interface. The **Review** tab is selected in the ribbon, and the **Check Accessibility** button is highlighted with a red box. The main slide area shows a presentation slide titled "The Dog Discussion" with several circular images of dogs. The text "Images Images" is visible on the slide. The **Accessibility** pane is open on the right, showing inspection results. A red box highlights the "Suggested alternative text" section, which lists "Picture 5 (Slide 2)", "Picture 3 (Slide 2)", and "Picture 4 (Slide 2)".

Accessibility

Inspection Results

Warnings

- Hard-to-read text contrast
 - Content Placeholder 3 Row...
 - Content Placeholder 3 Row...
- Check reading order
 - Slide 2
 - Slide 4

Intelligent Services

- Suggested alternative text
 - Picture 5 (Slide 2)
 - Picture 3 (Slide 2)
 - Picture 4 (Slide 2)

Keep accessibility checker running while I work

Additional Information

Why Fix?

There is alternative text in your document that was automatically generated by an intelligent service. Review each suggestion carefully to make sure it accurately describes your picture. If you want to change the suggestion, just type over it.

Steps To Fix:

1. Right click the picture or image.
2. Select Edit Alt Text from the context menu.
3. Review the generated description. To keep this alt text, no action is needed. To change the text, type your

[Read more about making documents accessible](#)

PDF Docs

- Ensure Tags – for **Headings, Lists, Tables**
- **Images** need **alt text**
-  **Text color** –background **contrast** and **colorblind considerations**
- Use **descriptive Links**
- **Document settings** – title and language
- Use the **Accessibility Checker**

PDF Accessibility

The screenshot displays a PDF viewer interface with a sidebar on the left and a main content area. The sidebar includes a menu titled "Accessibility" with a sub-menu "Accessibility Checker" containing the following items: Document (5 issues), Page Content (2 issues), Forms, Alternate Text (5 issues), Tables (4 issues), Lists (2 issues), and Headings (1 issue). The "Tools" menu at the top is highlighted with a red box. The main content area features a large announcement: "ANNOUNCING: 24/7 CANVAS SUPPORT FOR A&M FACULTY AND STUDENTS!". Below the announcement is a QR code with the URL "TX.AG/TRAININGSUPPORT" and an illustration of a dog wearing a "A&M Reveille" scarf. To the right of the announcement are three contact options: "PHONE" (Call the Office for Academic Innovation at (979) 458-3417 between M-F, 8 A.M.-5 P.M.), "EMAIL" (Email the Office for Academic Innovation at aihelp@tamu.edu and Email Canvas Support at support@instructure.com), and "CHAT" (Chat with Canvas Support 24/7/365, Use the Chat feature for faster response times to your questions). A red arrow points from the "Accessibility Check" option in the right-hand sidebar to the "CHAT" section. The bottom of the page includes a footer: "Any inquiries previously sent by emailing aihelp@tamu.edu or by calling (979) 458-3417 should be sent through the enhanced support channels listed above."

Q & A



Use the chat feature to add a question you may have about the Accessibility of Files outside of Canvas.

Course Digital Accessibility

**Office of
Disability
Resources**

Student Support



**Office for
Academic
Innovation**

Digital Accessibility and UDL



**Center on
Disability
and
Development**

Inclusive Education



Q & A



Use the chat feature to add a question you may have about anything covered in today's session.



Thank you!

For additional information, contact:

Office for Academic Innovation

&

Office of Disability Resources

&

Center on Disability and Development