Canvas Accessibility Review

**NOTE**: This table is for content developed within the Canvas platform and its native tools (e.g., Canvas Studio, Canvas Portfolio). If and when third party content is embedded within a Canvas course (e.g., Articulate Storyline, H5P interactive content…), additional accessibility considerations may be warranted.

|  |  |  |
| --- | --- | --- |
| WCAG Criterion | Pass/Fail | Comments |
| [1.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html) Text alternatives are provided for all non-text content. It serves the equivalent purpose. Possible Approaches: * Images have alt text or decorative labels
* Descriptive text for graphics is provided in surrounding text
* An alternate text-only version is provided for multimedia or visually-based interactive content.
 |  |  |
| [1.2.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-av-only-alt.html) a transcript is provided for pre-recorded audio.  |  |  |
| [1.2.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-captions.html) Captions for pre-recorded audio/video content are complete, accurate, and synchronized. |  |  |
| [1.2.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-audio-desc.html) Audio descriptions are provided for sounds, or media in an alternate format (e.g., downloadable PDF in lieu of video). \*Note, this is a “minimum conformance” approach, for which 1.2.5 is the more accessible approach.  |  |  |
| [1.2.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-audio-desc-only.html) Audio descriptions are provided for sounds or media in synchronized media content (e.g., as part of the video narrative). \*Note, one would typically choose between 1.2.3 and 1.2.5 for this point of accessibility. |  |  |
| [1.3.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html) Information and relationships implied by visual or auditory formatting are preserved when the format changes. Sample considerations: 1. Do slide objects have meaningful alt text?
2. Are headers and titles tagged as such?
3. Are important items that are so designated by color also flagged some other way (e.g. in a list that says “required items” at the head)?
4. Have tables been checked for appropriate reading order and given alt text?
 |  |  |
| [1.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-sequence.html) & [2.4.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-focus-order.html) Meaningful Sequencing & Focus Order. When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.Specific considerations: 1. Is custom tab-order accurate and consistent?
2. Are columns of text used appropriately to ensure correct reading order by a screen reader?
 |  |  |
| [1.3.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-understanding.html) Sensory characteristics. Instructions provided for understanding and operating content do not rely solely on any one sensory characteristics of components such as shape, size, visual location, orientation, or sound. |  |  |
| [1.4.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html) Contrast (minimum) The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for large text, incidental text, or logotypes. |  |  |
| [1.4.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-scale.html) Resize text. Text can be resized without assistive technology up to 200 percent.Specific considerations: 1. Limit total amount of text on slide
2. Ensure enough whitespace for text resizing
3. Use larger fonts by default

  |  |  |
| [1.4.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-text-presentation.html) Images of text are avoided. (Logos are exceptions) |  |  |
| [2.2.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/time-limits-required-behaviors.html) Timing AdjustableSpecific Considerations:* For timed quizzes, etc.: is timing necessary? Relevant?
* Prepare to make accommodations as needed
 |  |  |
| [2.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/seizure-three-times.html) Three flashes or below. Presentations do not contain anything that flashes more than three times in any one second period. (Seizure protocol)Specific Consideration:* Video content, gifs, timers, stopwatches
 |  |  |
| [2.4.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-title.html) Page Titled. Specify the course title.Specific Considerations:* Be consistent with naming of pages and other elements in modules.
* Use page names that are easily identifiable and searchable (e.g., “Monday, Aug 28” not “Today’s class” multiple times).
 |  |  |
| [2.4.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-refs.html) Link purpose can be determined from the link text alone. (Use descriptive text hyperlinks).  |  |  |
| [2.4.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-mult-loc.html) Multiple ways to locate and navigate to learning content is provided (if appropriate). Specific method considerations: * Create a custom menu for navigation on the homepage.
* Use modules to organize content.
* Show or hide pages, assignments, discussions, etc. with consideration and intentionality.
 |  |  |
| [2.4.6](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html) Headings & Labels describe topic or purpose.Specific considerations* Page titles
* Headers used are tagged as such, used consistently and nested appropriately
 |  |  |
| [3.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/meaning-doc-lang-id.html) Language of the page is specified in the HTML & [3.1.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/meaning-other-lang-id.html) Language of parts. Each passage or phrase has the appropriate language tagged in HTML.Specific Considerations* [Set the default language](https://community.canvaslms.com/docs/DOC-12673-4214719800) for the course if the primary language to be used is other than English.
* If using a block of text in a language other than the primary language for the course, use [HTML tagging](https://community.canvaslms.com/thread/22529-tagging-foreign-languages-in-canvas-for-accessibility) for that section.
* Words from other languages that have been adopted into English are exempt (i.e. rendezvous)
 |  |  |
| [3.2.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-receive-focus.html) On Input. When any component receives focus, it does not initiate a change of context. Focus may be moved to a control either via the keyboard (e.g. tabbing to a control) or the mouse (e.g. clicking on a text field). Moving the mouse over a control does not move the focus unless scripting implements this behavior. |  |  |
| [3.2.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-consistent-locations.html) Consistent navigation. Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. Specific considerations:* Don’t rearrange modules or the order in which content is presented during the semester.
* Pages that serve parallel functions (e.g., introduction to the week) follow the same basic structure.
 |  |  |
| [3.2.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-consistent-functionality.html) Consistent identification. Components that have the same functionality within a module are identified consistently.Specific considerations:* Icons, colors, or other visual features used to identify the nature of content or sections are consistent in usage. For example, a blue call out box is always for additional information, not occasionally for essential information.
* Icons and text with the same links are either combined or links are identical to indicate that they are the same.
 |  |  |
| [3.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-cues.html) Labels or Instructions are provided when content requires user input.Specific consideration: * Give learners instructions when they need to interact with page content.
* For example, provide on-screen instructions when learners need to type information into a text-entry field so they know what’s expected of them.
 |  |  |