

Accessibility Evidence

This page provides guidance on how to find evidence of accessibility when evaluating a course in Canvas.

Accessibility ensures that all students can fully engage with course materials. The Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act mandate that online content be accessible to individuals with disabilities. Here are some specific ways you can help identify content that may need changes in order to be accessible to all students.

- **Headings:** Properly formatted heading styles are nested in sequential descending order. Remember that PopeTech makes fixing heading structure issues very simple.
 - [See heading examples with explanations.](#)
 - [Use Pope Tech to fix heading accessibility.](#)
- **Alt Text:** Images should have appropriate alt text, or long text descriptions, if necessary. This text makes the content accessible to students using a screen reader, or those not able to view the image itself. It can be hard to tell if images have appropriate alt text if you're not using a screen reader, so this is an item to ask the instructor about.
 - [See alternate text examples with explanations.](#)
- **Link Text:** Many screen readers and talking browsers scan a webpage for links and generate an alphabetized list for users. Effective link text clearly describes the destination page, so the link makes sense even when viewed out of context.
 - [See link text examples with explanations.](#)
- **Color Contrast:** Text color should be sufficiently different from the background color to make reading as easy as possible.
 - [See color contrast examples with explanations.](#)
 - [Use Pope Tech to fix color contrast issues.](#)
- **Color and Meaning:** Learners who are blind, have low vision, or are colorblind won't be able to distinguish emphasized or highlighted content if color is the only method used to convey meaning.
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