The University of Florida has drafted policy establishing the accessibility standards for Electronic Information Technology (EIT). The policy applies to all EIT (e.g., web pages, electronic documents, and multimedia) used to provide University programs, services or activities, including instructional materials. To establish a framework for accessibility, the University adopted the World Wide Web Consortium’s standard: Web Content Accessibility Guidelines Version (WCAG) 2.0, AA conformance level as the minimum standard for EIT.

The WCAG documents explain how to make web content more accessible. The goal and requirement is to make EIT natively accessible. The focus is moved from providing accommodation after-the fact to designing and developing accessible materials and interactions from inception.

**Examples of EIT in Canvas**

**Instructional materials** covered under the University of Florida’s EIT Accessibility policy include (but are not limited to):
- Web and wiki pages
- Syllabi
- Textbooks
- Presentations
- Handouts
- Electronic instructional materials delivered:
  - through e-Learning in Canvas
  - face-to-face classes
  - through alternate methods

**Instructional activities** covered under the University of Florida’s EIT Accessibility policy include (but are not limited to):
- Online collaborative writing
- Web conferencing
- Other similar activities

**Definition: Accessibility**

Accessible EIT can be equally accessed and independently used by individuals with diverse abilities. Accessible EIT enables disabled individuals to acquire the same information, engage in the same interactions, and enjoy the same services as individuals without disabilities, with substantially equivalent ease of use, using reasonable accommodations when necessary.

**WCAG 2.0**

**Guideline 1.1 – Text Alternatives**
Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

**Guideline 1.2 – Time-based Media**
Provide alternatives for time-based media.

**Guideline 1.3 – Adaptable**
Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

**Guideline 1.4 – Distinguishable**
Make it easier for users to see and hear content including separating foreground from background.

**Guideline 2.1 – Keyboard Accessible**
Make all functionality available from a keyboard.

**Guideline 2.2 – Enough Time**
Provide users enough time to read and use content.

**Guideline 2.3 – Seizures**
Do not design content in a way that is known to cause seizures.

**Guideline 2.4 – Navigable**
Provide ways to help users navigate, find content, and determine where they are.

**Guideline 3.1 – Readable**
Make text content readable and understandable.

**Guideline 3.2 – Predictable**
Make Web pages appear and operate in predictable ways.

**Guideline 3.3 – Input Assistance**
Help users avoid and correct mistakes.

**Guideline 3.4 – Compatible**
Maximize compatibility with current and future user agents, including assistive technologies.

**WAI Accessibility Principles**

- **Perceivable** information and user interface
  - Text alternatives for non-text content
  - Captions and other alternatives for multimedia
  - Content can be presented in different ways
  - Content is easier to see and hear

- **Operable** user interface and navigation
  - Functionality is available from a keyboard
  - Users have enough time to read and use the content
  - Content does not cause seizures
  - Users can easily navigate, find content, and determine where they are

- **Understandable** information and user interface
  - Text is readable and understandable
  - Content appears and operates in predictable ways
  - Users are helped to avoid and correct mistakes

- **Robust** content and reliable interpretation
  - Content is compatible with current and future user tools

**W3C Web Accessibility Initiative (WAI) Accessibility Principles**

**Design and Develop for Diverse Abilities**

- **Vision**
- **Motor Skills**
- **Hearing**
- **Cognition**