UTEP
CENTER FOR
INSTRUCTIONAL DESIGN
EXTENDED UNIVERSITY

CID Faculty Accessibility Remediation Workbook

Supporting Faculty in Creating Accessible Course Materials
Based on WCAG 2.1 AA, Section 504, ADA Title II, and Anthology Ally recommendations.

How to Use This Workbook

This workbook is designed as a practical reference while reviewing Anthology Ally reports. For each issue you will find what the issue means, why it matters, how to fix it, where to fix it, and best practices to prevent the issue in future course materials.

Accessibility Severity Guide

Severity	Meaning	Priority
Critical	Students may be unable to access content.	Fix immediately
Major	Content is accessible but difficult to use.	High priority
Minor	Improves usability and compliance.	Address during revisions

1. Document Has Contrast Issues

Severity: Major

What this means: Text does not sufficiently contrast with its background.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Select the text and use darker font colors. Avoid relying on color alone to communicate meaning.

Where to fix it: Word: Home → Font Color
PowerPoint: Home → Font Color

Best practice: Black text on a white background is generally the easiest to read.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

2. Document Does Not Have Any Headings

Severity: Major

What this means: Headings were created manually instead of using built-in styles.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Apply Heading 1, Heading 2, and Heading 3 styles from the Home ribbon.

Where to fix it: Word: Home → Styles

Best practice: Headings create navigation for screen-reader users.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

3. Tables Do Not Have Header Rows

Severity: Major

What this means: Tables lack designated column headers.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Turn on Header Row and ensure the first row contains descriptive labels.

Where to fix it: Word: Table Design → Header Row

Best practice: Keep tables simple and avoid merging cells when possible.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

4. Images Without Alt Text

Severity: Major

What this means: Images have no alternative description.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Right-click the image and choose View/Edit Alt Text. Decorative images should be marked Decorative.

Where to fix it: Word/PowerPoint: Right-click image

Best practice: Describe the purpose of the image, not every visual detail.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

5. Document Is Untagged (PDF)

Severity: Critical

What this means: PDF structure cannot be interpreted by assistive technology.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Whenever possible, fix the original Word file and export a new tagged PDF.

Where to fix it: Adobe Acrobat Pro → Accessibility

Best practice: Creating PDFs directly from accessible Word documents produces better results.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

6. Image Has Contrast Issues

Severity: Major

What this means: Text inside an image is difficult to read.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Increase contrast or replace text in the image with editable text.

Where to fix it: Image editor or recreate in Office

Best practice: Avoid screenshots containing important instructional text.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

7. Document Is Scanned and OCRed

Severity: Critical

What this means: The document originated as a scan.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Use the original digital document when available. Otherwise, rerun OCR and proofread the results.

Where to fix it: Adobe Acrobat Pro → Scan & OCR

Best practice: Native digital documents are always preferred.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

8. Missing Document Title

Severity: Minor

What this means: The file lacks a descriptive title.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Add a meaningful title to document properties.

Where to fix it: Word: File → Info → Properties

Best practice: Students can quickly identify downloaded documents.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

9. Document Language Not Set

Severity: Minor

What this means: The document language has not been specified.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Select all text and choose the correct proofing language.

Where to fix it: Review → Language

Best practice: This helps screen readers pronounce words correctly.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

10. Heading Structure Does Not Begin at Heading 1

Severity: Minor

What this means: The first heading begins with Heading 2 or lower.

Why it matters: Accessible documents support students using screen readers, keyboard navigation, magnification, speech recognition, and other assistive technologies.

How to fix it: Start every document with Heading 1, then Heading 2 and Heading 3.

Where to fix it: Word: Home → Styles

Best practice: Do not skip heading levels.

☐ Reviewed
☐ Corrected
☐ Verified with Microsoft Accessibility Checker
☐ Verified in Anthology Ally

Faculty Accessibility Checklist

- Use built-in heading styles.
- Write meaningful alt text for informative images.
- Mark decorative images as decorative.
- Use sufficient color contrast.
- Create simple tables with header rows.
- Use descriptive hyperlinks.

- Set the document language.
- Give every file a meaningful title.
- Export tagged PDFs from accessible source documents.
- Run Microsoft Accessibility Checker before uploading.
- Review the Ally score after uploading.

Resources

Microsoft Accessibility Checker
Adobe Acrobat Accessibility Checker
Anthology Ally Instructor Feedback
WCAG 2.1 Level AA Success Criteria