

Universal Design & Accessibility Checklist

Please use this checklist as a guide when designing, developing, or reviewing course materials in electronic format to evaluate if the course materials are accessible to all students.

Course Name and Number:	Faculty:	Peer Advisor:	Need Help? http://fast.dcccd.edu
-------------------------	----------	---------------	---

ECAMPUS TOOLS	NOTES	Y/N
---------------	-------	-----

<p>Does the course use consistent layout and navigation using the course menu and content tools?</p> <p>Ex: Do the menus on each page display the content in the same order? Is the format for each page the same? The reason for this is that it is easier for persons to process information once they understand the ordering of the information being displayed. The same is true for persons who are blind using screen reader software. Having consistent layout helps them navigate pages and process information more efficiently.</p>		
---	--	--

<p>Does the course use the eCampus chat tool? If so, are instructions included for students to use the accessible version of the chat?</p> <p>Ex: A lot of chat utilities are still a challenge for screen reading software. Keep in mind when using chat utilities that if you have a student in your class that uses a screen reader they may not be able to access the information. You should have your direct email available so that they can contact you with any questions. Any course content that is being discussed in a chat session should be posted in the Discussion Board area of your course for access by screen reading software used by persons who are blind.</p>		
---	--	--

<p>Is the eCampus Test Manager used? If so, are text versions of tests, quizzes and surveys provided?</p> <p>Ex: The eCampus Test Manager is a tool within Blackboard used to create tests. Some of the options such as, image maps (where you can click on the image), matching or any option that requires the use of the mouse will not be accessible to screen readers for the blind. If you use these options just make sure that you have a text equivalent. The best option to use would be choose the correct answer or essay. These are accessible to most screen readers.</p>		
--	--	--

COURSE CONTENT

<p>Are contrasting colors and simple backgrounds for course text? Are non-color coded instructions included for content?</p> <p>Ex: Always use contrasting colors for text and images. Using similar colors in design can be difficult for anyone to see and it is more difficult to process information that does not stand out. However, avoid using red and green. Persons who are color blind sometimes have difficulty seeing red on green or vice versa. Also, it is recommended to use Times New Roman with a font size of 9-12 and higher.</p>		
---	--	--

<p>Does the course use audio files? If so, is the audio clear and audible? Are the audio presentations (CDs, audio podcasts, audio clips, other audio formats) available with a transcript? If not, do I have a plan so that students who cannot access the audio can have access to the same information as those students who can?</p> <p>Ex: If you are using any component that has audio you should have an alternative format such as a script. Creating a script can be a timely task but in addition to providing access for persons with hearing and vision impairments it can be helpful for persons who want to later review the script for note taking purposes. Always review your audio to make sure that it can be heard and is absent of distortions or background noises that may be distracting to the listener.</p>		
---	--	--

<p>Are Internet resources for required assignments or readings accessible for students? If not, do I have a plan so that all students can have access to the same information provided on those links? Are descriptive and meaningful links used?</p>		
---	--	--

<p>Ex: Persons using screen readers often index links to move quickly through the content. Links labeled click here do not provide enough information. It is better to have a more descriptive link for example "picture of daisy" instead of "for picture of daisy, click here."</p>		
<p>Are the video presentations (DVDs, video tapes, video podcasts, other video formats) available with closed captioning? If not, is a transcript of the video presentation available? If not, do I have a plan so that all students can have access to the same information?</p> <p>Ex: The Dallas TeleLearning repository provides many closed captioned videos, to learn more visit http://telelearning.dcccd.edu and click on (Courseware > Digital Resource Repository). Should your video not have closed captioning consider having a transcript available sometimes available from the publisher.</p>		
<p>Are there descriptive alt tags provided for all graphics?</p> <p>Ex: ALT Tags are used by screen reading software to identify and describe graphical information. If pictures or graphics are used they should have the ALT Tag box filled out with a description of the item so that persons who are blind can access the information. Should a picture or graphic be used to convey a message then a caption should also be included providing a text alternative format. When the ALT Tag is in place you should be able to place your mouse cursor over the picture and the text pop up for you to see when using Internet Explorer.</p>		
<p>Are documents created in non-html format included (such as Microsoft Word, PowerPoint, etc.)? If so, is there a link to the correct viewer download and a plain text version available?</p> <p>Ex: If using PPT, when implementing PowerPoint presentations it is best to have a text version for use by screen readers. Any pictures that convey information should be described in the alternate format.</p>		
POLICIES		
<p>Is there a link to the DCCCD ADA Policy and the campus Disability Office? Is the required DCCCD accessibility statement in the syllabus?</p> <p>Ex: It is necessary to place a link to the institutions ADA Policy and Office in the syllabus of the course so that if there are any questions on accessibility resources are available for assistance.</p> <p>DCCCD ADA Policy (Access To Programs, Services and Activities)</p> <p>DCCCD Disability Services (ADA) Offices</p>		
TECHNOLOGY		
<p>Are there links to all software tools, plug-ins or readers needed to access course content?</p> <p>Ex: If you use PDF's or PowerPoint or any other media then it is a good idea to provide a link to the distributors download page so the student can easily download the software needed to access the content such as Adober Acrobat Reader for PDF's.</p>		
<p>Do all file links and hyperlinks have meaning names, such as "Take Quiz One" rather than "Click Here"?</p>		