Accessibility Checklist TIPs

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| BLACKBOARD |
| * Remove or hid unused buttons |
| * No more than 3 clicks to get to the necessary information |
| * For the ease of accessibility, limiting scrolling is helpful |
| * Clearly organize and label sections |

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| COLOR: cOLOR CAN SUPPORT YOUR PRESENTATION AND BE APPEALING: bE MINDFUL |
| * Use it sparingly |
| * Know that screen readers can NOT recognize color |
| * Do not use color to emphasize information |
| * The top difficult colors to differentiate tend to be: blues, reds, and greens |

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| IMAGES & VISUALS |
| * Differentiate names for each image |
| * Often you can mouse over the image to help with a clear, concise descriptive |
| * When possible, avoid embedding tables within tables or merged cells (they are not always readable by technology) |
| * Lists vs Tables: tables can be accessible however difficult to navigate when compared to lists. |

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| LISTNING & UNDERSTANDING |
| * Provide transcripts for your lectures |
| * Create clear headers |
| * Ensure enough white space between topics |
| * Offer plain language support |
| * Offer slides and resources prior to class |
| * During class discussion, repeat questions from audience participation |

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| MULTI MEDIA & VIDEO |
| * Provide transcripts for videos |
| * Use closed captioning |

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| TEXT |
| * 12 point or larger is recommended |
| * Leave white space for visual support to break up sections |
| * Underlining text can be confused as hyperlinks- just be caution |
| * Numbering and bullet points to organize material increases readability |

RESOURCES

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| BLACKBOARD |
| Blackboard has multiple resources available on how to create and accessible shell along with checking for accessibility. |

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| COLOR: cOLOR CAN SUPPORT YOUR PRESENTATION AND BE APPEALING: bE MINDFUL |
| <https://webaim.org/resources/contrastchecker/> |
| <https://www.color-blindness.com/coblis-color-blindness-simulator/> |

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| IMAGES & VISUALS |
| <https://accessibility.psu.edu/tables/> |

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| TEXT |
| <https://webaim.org/techniques/fonts/#readability> |
| <https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us> |

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| UNIVERSAL DESIGN FOR LEARNING TIPS |
| * Class climate: be approachable, motivating, clear with expectations, and welcome all! |
| * Interaction: Offer multiple ways collaborate and communicate |
| * Physical Environment: Ensure safety, be cognizant of wheelchair users, ensure all have the materials necessary for class, minimize distractions |
| * Content Delivery: Deliver relevant content in many forms, writing, reading, listening, speaking, small group, large group, projects etc. |
| * Assessments: Offer multiple ways for students to know what they have learned, be clear in expectations, offer regular feedback, and provide examples. |

Adapted from: <https://www.hartford.edu/faculty-staff/faculty/fcld/_files/731061-accessibility-Quick-tips.pdf>