General Accessibility Notes

As all of you know, accessibility standards are constantly changing. Also even if all of these accessibility standards are implemented, there will still be some students who may not be able to be accommodated without additional accommodations. That being said, these international accessibility standards from WCAG 2.0 AA will accommodate some students, breaking down barriers to learning for some students who have disabilities. Also, these standards will help our courses be more WCAG 2.0 AA compliant. WCAG 2.0 AA is the University of Alabama's goal within the next 4 years (provided by UA Technology Accessibility). Like the sidewalk cuts who help everyone, students who have disabilities and students who do not have disabilities will benefit from these standards.

While every effort to implement these things in courses should be made, there are always some exceptions. If you think you have an exception in your course or if you want to know how to include something that may not appear to meet the accessibility standards outlined, the Accessibility Senior Instructional Designer is here to help brainstorm accessibility options. Sometimes there are different ways of approaching the same standard that benefit students who have disabilities. Alternatively, as with other things in life, there are exceptions to every rule, some of which may need an alternative version.

Universal Design for Learning (UDL)

Standard	Rule
UDL Title II of the ADA Section 504 of the Rehabilitation Act of 1973	Does the document employ universal design? Drawing example: If a worksheet requires students to include a hand drawn prewriting brainstorming web, universal design would provide the option for students to write a paragraph instead or to create the web using software, just incase the student has physical or visual disabilities. (As long as the learning is the planning, not the drawing.) Note: If other students are to view the uploaded hand drawn prewriting brainstorming web, students should be required to write a paragraph explaining the content in the hand drawn prewriting brainstorming web. That way, students with visual disabilities will have access to the information in the web and the professor and other

| | students can still know what is in the web even if the person's handwriting is unclear.

Audio example: If the worksheet asks students to create an audio file of them talking about a topic and other students are to open the worksheet and listen to it with the option of responding to it, universal design would require students to also post a written script/transcript/description of the audio so that all students can participate in this assignment. Some services and tools automatically caption what is said, but if that is not automatically done, students need to turn on that service or write their own written script/transcript/description of the audio.

Video example: If a worksheet is a group assignment where students video tape themselves performing CPR and post the worksheet with a video to a place where the class can watch each other's videos (if students are to watch each other perform the steps and the steps are not said out loud), universal design would require students to also post a written script or description of the steps they took so that all students can participate in this assignment.

These are not all of the examples of UDL that is needed in a course, but these are a few examples. |
|---|---|
| UDL

Title II of the ADA

Section 504 of the Rehabilitation Act of 1973 | Are the resources (like readings, interactives, publisher content, software, websites, media, etc) accessible, is the necessary accessibility information provided to students as identified by the Resource Request Cue, or is an accessible version provided for items that are not accessible? |

File Name

Standard	Rule
1.0.Master Requirements for all Documents Standard ID 1.1 (HHS: Word Document 508 Checklist)	Does the document file name avoid the use of spaces and/or special characters? Does it replace the use of spaces with hyphens?

Example:
Registration-Document.DOCX |

[CMS: How to Make Your Word 2010 Documents 508 Compliant](#) Internal Standard	**Note:** ● Do not use spaces or special characters (#, $, &, @, etc.) in file names. Hyphens are acceptable in file names and are to be used instead of spaces. ● Never use an underscore in a file name. If a file name with an underscore appears in another document, or on a website, as part of a link, the link's automatic underlining may cause readers to misinterpret any underscore as a space.
1.0.Master Requirements for all Documents Standard ID 1.2 ([HHS: Word Document 508 Checklist](#)) [CMS: How to Make Your Word 2010 Documents 508 Compliant](#)	Is the document file name concise, generally limited to 20-30 characters, and does it make the contents of the file clear?
[Encouraged Fixes for Office Files](#)	Does the file have a unique and meaningful name that identifies the document or its purpose? As a general rule, the file name should be consistent between the file and the title of the document. The length of the title may not always make this possible. In that case, it should be as close as possible. This is important so that students do not think they accidentally opened a similarly titled document instead of the correct one.

Courtesy of University of Alabama ITAS [Public Google Drive](#)