Access for All Students

Best Practices for Ensuring Equitable Access to Digital Materials

Accessibility Overview

According to Section 508 of the Rehabilitation Act, any electronic information or technology that we develop, purchase, maintain or use must provide equitable access and use for individuals with disabilities. The access and use must be comparable to that provided to individuals without disabilities.

Universal Design, or Inclusive Design, is the design and creation of environments both physical and digital that can be accessed, understood and used to the greatest extent possible by all people regardless of their age, physical stature, preferences, disability or ability. It should be a fundamental goal to design environments that meet the needs of all people. Incorporating the needs of all people results in spaces, products and service that are useful, beneficial and enjoyable for all.

9% of Butler students have registered with SDS

Developing your electronic materials using Universal Design principles is easy and simply, good design.

The Butler University accommodation statement must be included on all your course syllabi. You can find the statement on the SDS (Student Disability Services) website at: www.butler.edu/disability/syllabus-statement

Resources for Faculty

The Center for Academic Technology has a variety of resources and services to help you create accessible materials. Make an appointment for a 1:1 consultation or attend one of our workshops on accessibility. Visit our website (www.butler.edu/cat) for dates and topics.

Contact us at 940-8575 or email us at cat@butler.edu

For an accessible copy of this infographic and to learn more about how to make digital assets accessible visit http://libguides.butler.edu/accessibility
1. When using hyperlinks, make sure it is descriptive of the content to which it links.
2. Do not use color as a means of conveying essential information.
3. Use a high contrast between background colors and text colors.
4. Avoid flashing images. These may cause seizures for students with photosensitive epilepsy and may be distracting for students with learning disabilities.
5. Use accessible 3rd Party materials for required course work or provide an accessible, equitable alternative. Contact CAT with questions or for further direction as needed.

1. Format all text using styles such as "Heading 1", "Heading 2", etc.
2. If using tables, clearly identify row and column headers.
3. Use the clearest and simplest language appropriate for a document's content.

1. Provide alternative text for images that convey content. Visually describe the image as thoroughly as possible.
2. Decorative images do not require long descriptions and should be "null"ed or left untagged as an image.

1. Close caption (or subtitle) all spoken content and music with lyrics.
2. Provide a transcript for spoken content and music with lyrics in the video.
   Include visual description of images that provide content (i.e. not decorative).
3. Edit out or post a warning at the beginning of the video if it contains flickers or blinks at any time.

1. Give a general description of the document layout and flow of content.
2. Clearly separate Headers from body text.
3. Give text descriptions for visual content, such as charts and images.
4. Label worksheets with meaningful titles.

1. Do not use the "Save as HTML" file format in PowerPoint to present documents in Moodle. This format is difficult for screen readers to navigate.
2. Provide a transcript for spoken content and music with lyrics in the video. Include visual description of images that provide content.
3. Close caption (or subtitle) any video content.
4. Make sure all links are clearly visible and are not hidden behind other objects, such as images or text.

1. Use a version no older than Acrobat 5.0 to create PDF documents. Acrobat 5.0 has new features that are critical for the accessibility of PDF documents.
2. Tag all documents for easier reading by screen readers and other assistive technologies.
3. Make sure security is formatted correctly to allow for assistive devices.
4. Provide a text equivalent for any multimedia that includes speech, or music with lyrics.
5. All important or relevant parts of the document should be part of the document structure.

1. Organize your course consistently section to section. Use consistent headers, labels and reference to materials in each section, topic or week.
2. Consider putting documents in at least two (2) formats. Giving several versions (Word, HTML, PDF and plain text) can cover most needs.
3. Name links to files (e.g. Word, PPT or Excel) and videos the same as the title of the file.
4. Refer to the 10 Best Practices for Online Course Design as you create your course. You can find these at http://libguides.butler.edu/accessibility

Version 1.3 Aug 2016