Alverno College Technology Services
414-382-6700
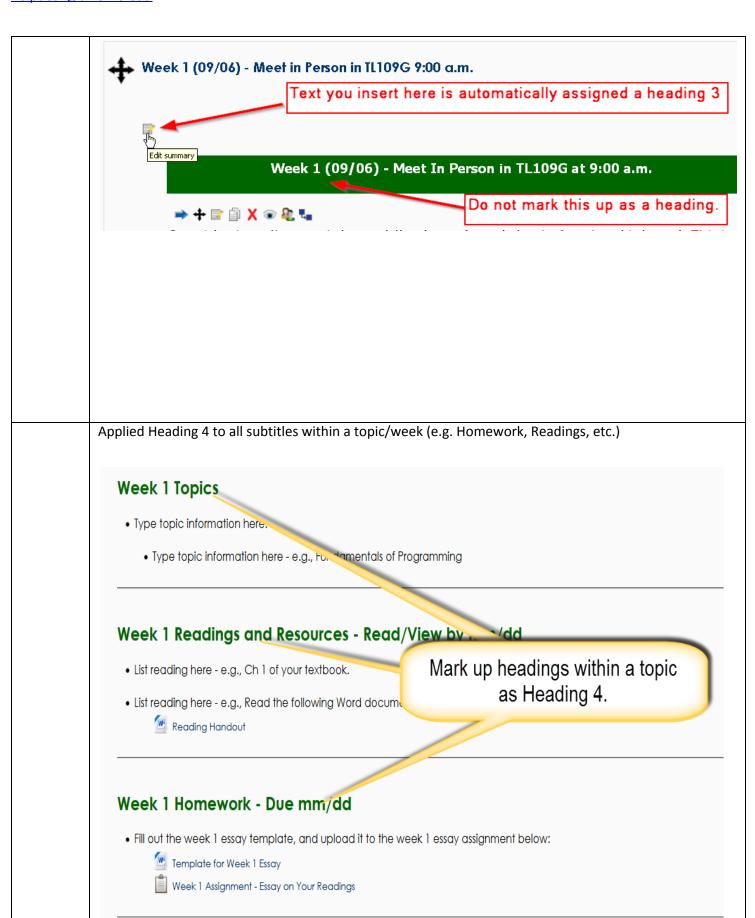helpdesk@alverno.edu

Usability/Accessibility Design Checklist

☑	**List**
	General Text Rules
	All fonts are sans serif (Trebuchet, Arial, Tahoma, or Verdana)
	No more than two fonts are used in the course (e.g Trebuchet for body and Verdana for headings).
	Body text font should be 10-12 pt.
	All font colors are high-contrast colors. (e.g. dark words on a white background. No pastel or neon).
	Consistent conventions – The format (size, color, font, etc.) of text in paragraphs and bulleted lists is the same across topics in the class. This makes the course visually and functionally consistent. Use Moodle Class Look and Feel Planner document as a guide.
	Body text font is black. **Bright red color is used sparingly.**
	Body text is only bolded to highlight a section **like this**.
	Bright blue color is only used for hyperlinks. Here's an example of the color: **www.cnn.com**
	Only hyperlinks are underlined. Underlined text implies a hyperlink. Example: **www.cnn.com**
	You DID NOT USE ALL CAPS – It is hard to read and implies you are shouting at the class.
	Headings
	Headings and subheadings clearly identify information to make it easy to visually scan for sighted readers and easy to locate information for people who use screen readers.
	Headings are bold.
	Headings are dark, high-contrast colors. **Bright red color is used sparingly.**

	If you color-code your headings, make sure you use other methods to convey meaning. For example, if all assignments with purple headings are due in class, make sure you also type the text "due in class" into the heading because a visually-impaired or color blind person cannot detect the color of your text.
	Consistent conventions - All headings and subheadings look the same (size, color, font, etc.), and all body text looks the same. This makes the course visually and functionally consistent. **Use Moodle Class Look and Feel Planner document as a guide.**
	Consistent heading hierarchy is used – for example, heading 4s are subheadings of heading 3s, and so on. Consider the headings almost to be an outline. For example, heading 1 is your course title, heading 2s are the headings in your intro under your course title, heading 3s are topics in your course, and heading 4s are subtopics (e.g., homework, readings, etc.) in each weekly topic.
	Applied Heading 1 to your page title (e.g. *Welcome to YourClass 101* should be heading 1) Leave the edit summary at the top of the class blank. Welcome to Class XYZ 101 Add a label to the intro, and mark the title up as heading 1. Insert a course picture (e.g. a picture of the textbook cover, etc.) and a welcome message to your class here.

	Applied Heading 2 to all headings in the **intro** section (aside from the course title).
	Moodle automatically gives all topic titles a heading 3 (e.g. *Week 2 – 08/15* should be heading 2), so you do not need to mark up heading 3s.

Applied Heading 4 to all subtitles within a topic/week (e.g. Homework, Readings, etc.)

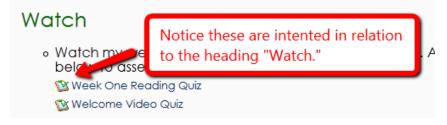|	
	Subtitles in all topics/weeks are worded in the same manner and appear in the same order. (E.g. Each topic might have a Topics, Readings, and Homework section.)
	Headings are meaningful and include the class # or date in them, when applicable (E.g. Week 1 Readings or Readings – Week 1 mm/dd)
	Text does not contain abbreviations. Screen readers do not read abbreviations accurately.
	Dates are spelled out (e.g., not 05/19, but May 19). Dates written like 05/19 sound like a jumble of numbers (or a math problem) when read by a text reader.
	Organization
	Course content is organized in a logical format/flow.
	Course content is "chunked" (broken into **small** paragraphs, sections, and bulleted lists) for easy scanning.
	Topics are divided into different sections using subheadings, white space, and the horizontal rule.

Remember:

- All topic headings should look the same and have the same wording throughout your class.
- All elements should be clearly labeled with meaningful names. I.e., assignments are not just titled "journal" or "assignment." Instead, use "Week 1 – essay" or "Impressionism essay – due 12/10"), etc.
- It helps to use indented bullets for text under a heading. Likewise, indenting resources such as assignments and links to files, folders, and websites makes the headings easier to visually scan.

Folder View format is used if class topics contain a large volume of material. This prevents overwhelming the student with too much information at once.

Note: At this time, the Folder View format does not work well with the Window Eyes screen reader software. If you have a student in your class who uses Window Eyes to read Moodle, you will need to switch your class format from Folder View to Topics format.

Assignments	
	Assignments are clearly labeled with meaningful names (i.e., assignments are not just titled "journal" or "assignment"). Instead, use a name like "Week 1 – essay" or "Impressionism essay – due 12/10"), etc.
	Links to resources like templates for assignments are posted directly above or below the assignment.
	Clear directions and due dates are provided for each assignment.
Writing	
	Sentences and paragraphs are **brief** and clearly worded. One idea per paragraph.
	Bulleted lists, not long paragraphs.
	Use white space – Avoid crowding. Give the eye a break. Moodle doesn't add white space naturally; in Moodle's text editor, press Enter and then the space bar to insert a blank line (white space).
Graphics	
	Graphics have been resized (using Photoshop, etc.) so their file size is under 1 mb. This makes your class load more quickly.
	When you inserted an image into your class, you filled out the Image Description field with a description of the image. Text readers read this to visually impaired students.

	Files/Resources
	If you refer to files in your syllabus, etc., remember to give files the same name in Moodle. For example, if you refer to essay_template in your syllabus, that's how it should appear in the class.
	Provide descriptive labels for files and resources when necessary. For example, give a video an introduction so people know why they're watching it. Or if you are providing links to websites, explain why people should refer to the websites.
	Links
	Don't create "click here" hyperlinks; generic wording is meaningless to someone using a text reader. Title a link like this: CNN Website Link.
	Don't give links to files, folders, assignments, etc. generic names; generic wording is meaningless to someone using a text reader. Use descriptive titles like "template for essay 1," "Handouts for week 1," "week 1 – essay," and so on.
	When you create a link in Moodle, include a description of a link in the Title field like the following. The title for the link functions like a short summary that describes where the hyperlink will take the user who clicks on it. Text readers read this to students with visual impairments.

	Videos
	Provide captions or transcripts for videos or podcasts.
	Testing
	View the class in Student mode to verify things look and work correctly.
	Ask an instructional technologist to review your class to test it with Window Eyes screen reader software.