Here is a list of some accessibility and universal design resources that ITC will continually update to help colleges ensure their online courses are accessible to students, faculty members and staff. Thank you to Portland Community College for starting us off with a great list of resources!

**Americans with Disabilities Act of 1990 and Revised ADA Regulations Implementing Title II and Title III** —The Americans with Disabilities Act with the 1991 and 2010 regulations

**Accessible Office Documents** —Provides help for you to create accessible office documents and choose accessible office applications for your organization. (2010) Inclusive Design Research Centre, OCAD University

**Higher Education Accessibility Policies (a collection courtesy of the University of Washington)** —Information technology accessibility policies from various higher education institutions for those interested in developing their own policies.

**CANnect: How-To Guide for Creating Accessible Online Learning Content** —A guide to explore accessibility issues and straightforward advice about creating usable content.

**Dear Colleague Letter for Electronic Book Readers, and follow up Q&A** —"Dear Colleague" letter from the Department of Justice and the Department of Education expressing concern that colleges and universities are using eBook readers that are not accessible to students who are blind or have low vision. They seek your help in ensuring this emerging technology is used in classroom settings in a manner that is permissible under federal law.

**Making Online Teaching Accessible** —This book is intended to provide resources for teachers and instructional design staff involved in creating course content. by Norman Coombs (2010) San Francisco, CA: Jossey-Bass
**Portland Community College’s Approach to Accessibility in Online Courses** — Accessibility guidelines for online course content for people with disabilities.

**Portland Community College’s Web Accessibility Guidelines for Online Courses** — Resources for instructors to make their course content as accessible as possible.

**Section 504 of the Rehabilitation Act of 1973, subpart E: Post Secondary Regulations: Dept. of Education, Title 34, Section 104** — Regulations enforced by the Office for Civil Rights.

**Section 508 of the Rehabilitation Act Standards** — Assistive technology solutions to eliminate barriers for people with disabilities.

**Teaching Accessible Science** — Resources, activities and ideas for teaching science to those with disabilities.


**Universal Design for Learning Guidelines** — by Cast. (2011)

**Universal Design for Learning Theory and Practice** — New insights from research on learner differences and how human variability plays out in learning environments, research-based discussions of what it means to become expert at learning, first-hand accounts and exemplars of how to implement UDL at all levels and across subjects using the UDL Guidelines, “Dig
Deeper” segments that enrich the main content, dozens of original illustrations and access to videos and other online features at http://udltheorypractice.cast.org. by Anne Meyer, David H Rose and David Gordon (2013) Cast, Inc.


WebAIM.org —WebAIM (Web Accessibility In Mind) has provided comprehensive Web accessibility solutions since 1999. WebAIM is a non-profit organization based at the Center for Persons with Disabilities at Utah State University.

Web Content Accessibility Guidelines 2.0 —Provides single standard for Web content accessibility that meets the needs of individuals, organizations and governments.

Please send any additional links and materials that you think would be useful to other distance learning educators, instructional designers and faculty members as they create their online Web sites to cmullins@itcnetwork.org.