# Check List for Visual and Organizational Design

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|  | Color and Contrast |  |
| 1 | Limit the use of the following when formatting text: all caps, italics, or underline. |  |
| 2 | Limit the use of different text color types. Two different text colors is a good rule to follow. |  |
| 3 | Choose colors which are neutral in nature. |  |
| 4 | Make sure the color contrast between text and background meets W3C standards. When using text, readability is always more important that aesthetics. |  |
| 5 | Do not rely upon text color alone to emphasize importance--some students are color-blind. |  |
| 6 | Avoid the use of blue text; blue text implies that the text is hyperlinked (as does an underline). |  |
|  | Text and Content |  |
| 1 | Use numbered and bulleted lists instead of paragraphs of text. Avoid expanded blocks of text. |  |
| 2 | Use consistent font types and sizes that are easy for students to read online. |  |
| 3 | Test hyperlinks to make sure they are working properly. |  |
| 4 | Create documents (Word, .pdf, HTML) which use tags and accessibility standards. |  |
|  | Organization and Navigation |  |
| 1 | Provide a clear pathway using simple and intuitive navigation. |  |
| 2 | Limit the number of navigation menu links. Too many links create confusion. |  |
| 3 | Hide unused tools, folders, and items which students will not use. |  |
| 4 | Within your learning modules/units, use a consistent pattern to organize content. |  |
| 5 | Avoid creating too many layers and clicks to access content. |  |
| 6 | Stay consistent in your design throughout the course. |  |
| 7 | Use whitespace to clarify and highlight your content. |  |
|  | Accessibility |  |
| 1 | Include only images, graphics, and video that support the content. |  |
| 2 | Include alternative text for all images. |  |
| 3 | When using videos, captioning is recommended. |  |
| 4 | Limit the use of animated gifs or flash. |  |
| 5 | When hyperlinking, avoid using “Click Here” or a long URL as a hyperlink. Use an appropriate term or phrase instead. |  |