

Accessibility / Universal Design Information Links

The following is a list of programs whose Web sites have information on accessible design of E&IT, which Trace Center staff have found particularly useful.

- **The Trace Center** (<http://www.trace.wisc.edu/>) at the University of Wisconsin-Madison focuses on the design of mainstream information technology and telecommunications products and systems for use by all people. Trace is also the home of the RERC on Information Technology Access and (in partnership with Gallaudet University) the RERC on Telecommunication Access, both funded by the National Institute on Disability and Rehabilitation Research. A number of resources exist on this site:
 - **Ideas Browser** (<http://trace.wisc.edu/docs/browser/>) is for product designers; currently focused on telecommunications products, but soon to be expanded for all E&IT products and systems.
 - **UACCESS-L and SEC508** are list discussions hosted by Trace.
- **Gallaudet University's Technology Access Program** (<http://tap.gallaudet.edu/>) focuses on technologies and services that eliminate communication barriers traditionally faced by deaf and hard of hearing people; it is a key resource on TTYs and universal access to all forms of telecommunication.
- **Inclusive Technologies** (<http://www.inclusive.com/>) provides a full range of consulting services to companies, consumer organizations, researchers, and policy makers on how products can better meet the needs of all users, including users with disabilities and elders.
- **The Information Technology Technical Assistance & Training Center (ITTATC)** (<http://www.ittatc.org/>) at the Georgia Institute of Technology provides information related to Section 508, Section 255, and universal design of E&IT products. ITTATC is funded by the National Institute on Disability and Rehabilitation Research.
- **AccessIT** (<http://www.washington.edu/accessit/index.php>), at the University of Washington, promotes the use of electronic and information technology (E&IT) for students and employees with disabilities in educational institutions at all academic levels. The Web site contains a searchable, growing database of questions and answers regarding accessible E&IT. Funding for AccessIT is provided by the National Institute on Disability and Rehabilitation Research.
- **The Accessibility Forum** (<http://www.accessibilityforum.org/index.html>) is an ongoing collaboration among stakeholders affected by Section 508 including user, industry, and government to conduct projects that assist government in making informed decisions about Section 508 related procurement.
- **The Center for Universal Design** (<http://www.design.ncsu.edu/cud/>) at North Carolina State University is a national research, information, and technical assistance center that evaluates, develops, and promotes universal design in housing, public and commercial facilities, and related products. The CUD is funded as an RERC on Universal Design of the Built Environment by the National Institute on Disability and Rehabilitation Research.

- **The Center for Inclusive Design & Environmental Access (IDEA)** (<http://www.ap.buffalo.edu/idea/>) at University at Buffalo provides resources and technical expertise in architecture, product design, and facilities management. IDEA is funded as an RERC on Universal Design of the Built Environment by the National Institute on Disability and Rehabilitation Research.
- **Universal Design Education Online** (<http://www.udeducation.org/>) is a resource for those interested in teaching about universal design and accessibility. This new project, funded by the National Institute on Disability and Rehabilitation Research, is compiling educational materials related to universal design for download and use by others.
- **RERC on Mobile Wireless Technologies for Persons with Disabilities** (<http://www.wirelessrerc.gatech.edu/>), funded by the National Institute on Disability and Rehabilitation Research, is focused on research and development related to universal access to mobile wireless technologies.

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