

Accessible Technology Initiative:

Best Practices for Accessible Instructional Materials

- ✓ Explore and consider selecting textbooks and other instructional materials from publishers who provide them in “e-text” or electronic format that is accessible to assistive technology used by students with disabilities.
- ✓ Place orders for textbook and instructional materials orders as early as possible. Early ordering allows for ample research on the availability of accessible formats, or in making arrangements with a third party vendor or DSS to have the materials made accessible prior to the beginning of instruction.
- ✓ Choose videos and media instructional materials that are captioned.
- ✓ Develop course websites in advance of the beginning of instruction. Early collaboration with the campus IT office will ensure that websites are fully accessible.
- ✓ Identify internet resources early. Creative use of the internet is an excellent instructional tool for faculty. Sites that incorporate extensive graphics or audio-streams will need special review and consideration by the campus IT office.
- ✓ Prepare materials (syllabuses, tests, and handouts) in an electronic format such as a Word file. This ensures that alternate formatting to Braille, enlarged print, audio, or other accessible format is completed in a timely manner to support students during the course.
- ✓ Reproduce clean and clear copies of supplemental readings (e.g., course packets, journal articles and book chapters). Printed materials that are of poor duplication quality or have been marked on with pencil/pen or highlighters are more difficult and time consuming to scan and transfer to alternate formats.

- ✓ Enhance oral and written presentations. For example, when writing on the whiteboard or overhead, present the material orally to assist students who have a visual impairment; and when giving testing instructions, write out the instructions for those students with a hearing impairment.
- ✓ Providing Power Point handouts of slides and materials presented in class
- ✓ Use Guided Notes. Guided notes are instructor-prepared handouts that provide all students with background information and standard cues with specific spaces to write key facts, concepts, and/or relationships during the lecture.
- ✓ Providing online versions of notes and materials presented in class for those needing to use adaptive technology to access course content.
- ✓ Faculty shall review their existing courses to assess whether barriers created by technology are impeding full access for students with disabilities.
- ✓ Recognize student note-taking request as important instructional tools. Peer note-taking for students with disabilities may be an excellent tool. DSS can be consulted in this regard.
- ✓ Allow audio-recording of lectures for students who need this accommodation.
- ✓ Utilize Campus Resources. DSS can work with instructors to identify possible solutions to the issues above. TLP has the skill and expertise to assist with technological implementation, including supporting instructors in developing web pages and review of internet resources.
- ✓ Take advantage of Universal Design for Learning (UDL) training opportunities. Go to <http://drav.csumb.edu/udl1> for an on line version of UDL #1.