



Adaptive Materials Guide and Resources

Overview:

While faculty and course instructors are responsible for selecting and providing accessible materials, the ARC and Instructional Development staff are here to collaborate with you by offering guidance and support to help ensure that all student accommodations are met. Time limitations are often a factor in obtaining accessible course materials, particularly for materials requiring Braille or tactile formats where production times can be weeks or months. Collaborating early on these materials is key!

This guide serves to outline the types of materials that may need remediation for a low vision or blind student as well as the process for requesting assistance with these types of materials.

Files or materials that may need remediation or alternate format:

All in-person class materials and media, Moodle-hosted course materials, other asynchronous or online instruction materials, and links to outside resources. This includes but is not limited to:

- Handouts and worksheets
- Reading materials and textbooks (required and recommended)
- Exams/quizzes/surveys
- Videos
- Q & A app/games
- Discussion section materials
- Student presentations or activities
- All in-class and lab media – slides, videos, writing on whiteboards
- Course activity or lab materials such as maps, measuring instruments, displays, reference charts

Remediation Details:

- Course materials should be able to be read by screen reader technology
 - This can be tested by using the read-aloud tool in Microsoft
- Handouts – provide all handouts in digital accessible format, posted to Moodle prior to class in which they will be utilized
- Descriptions of images and visual content – provide descriptions for all content-relevant images and visual content
 - Verbally for visual content as it is presented in class
 - Alt Text descriptions for images on slides or digital content
 - Audio description/captioning for videos
- Use high contrast text (black text/white background)
- Include headings on documents
 - Use built-in styles (Heading 1, Heading 2, etc.) for clear document structure
 - Avoid using bold/larger font *instead* of actual headings
- Ensure hyperlinks are descriptive (e.g., "Visit the Course Syllabus") rather than non-descriptive (e.g., "Click Here" or the full URL)
- Avoid scanning documents as pdf images, you will know if a document is accessible if the text can be highlighted; or provide original Word format documents
 - Ensure all PDF documents are OCR'd (Optical Character Recognition) so the text can be selected, copied, and read by screen readers

Timelines:

Faculty and instructors should coordinate primary course materials with the ARC and campus Bookstore as soon as a student enrolls in the course. If texts are assigned in hardcopy and electronic texts are needed, the student should submit e-format request through Accommodate as soon as possible.

If Braille, tactile materials, or 3D models will be needed for instruction, the lead time can be several weeks or months. Please submit these requests to the ARC as soon as possible, at minimum 2 weeks in advance for individual items.

Supplemental articles, readings, etc. should be provided in accessible format to the student at least 1 week in advance. The student and ARC should be notified of changes to text, readings, or course materials as soon as possible with at least 2 weeks advance notice.

Exams, quizzes

- Give at least 1-week advance notice of assessments

- Student may need a reader or scribe for assessments, 1-2 weeks advance notice to coordinate extra staff is helpful, but a minimum of 3 days is required for students to book an appointment in the testing center

Instructional Strategies:

- Make the presentation file available to the student in advance
 - Verbally read key text or describe important visuals on the slide.
 - Instead of saying, "As you can see here..." Describe *what* "here" is
- Using Whiteboard
 - Verbally read aloud anything you write or draw on the board
 - Take a picture of the board after class and email a transcription of the content to the student or post it to Moodle/LMS
- Showing Videos
 - Choose videos that include Audio Description if visual details are critical to understanding
 - Ensure closed captions are available for students with hearing impairments
 - If a short clip lacks AD, pause and provide a brief verbal summary of the visual action
- Group Work/Labs
 - Ensure the student has a clear, assigned role and that the tasks/instructions are available in their preferred accessible format before the activity begins
- Avoid "Pop Quizzes" or unannounced tasks where materials may not be accessible or notes easily referenced

Checklist:

- ☐ Consult with student regarding course general content, primary materials and syllabus
- ☐ Identify course materials that may need remediation or alternate format for accessibility
- ☐ Connect with ARC regarding primary course materials, alternate format/adapted material needs
- ☐ Identify instructional and class activities that may need adaptation, modification, or additional choice integration for accessibility
- ☐ Review assessment formats and content for accessibility
- ☐ Contact Trent McNeeley, Director of Learning Systems & Design for support with remediating instructional content for accessibility (several modules and tutorials are available)

- ☐ Review accommodation letter once received (this may be close to the start of classes once student renews accommodations for the semester)
- ☐ Maintain frequent communication with student regarding materials and preferred formats
- ☐ Contact the ARC with any questions, concerns, or for additional resources/support

Resources:

[Link to Bellarmine Instructional Design Resources](#)

[Link to Moodle Accessibility Training Course](#)

[Link to 508.gov Microsoft training video library](#)