



**FRAMINGHAM
STATE
UNIVERSITY**

Procedures for the Provision of Course Materials in an Accessible Format Center for Academic Success and Achievement Disability/Access Services

The **Procedures for the Provision of Course Materials in an Accessible Format** address the creation or provision of course materials in accessible format and applies to all courses and materials, offered for credit or noncredit, sponsored by Framingham State University.

Requesting course materials in an accessible format

In order to assure textbook availability, all relevant textbook information must be forwarded to Disability/Access Services by the students as soon as it is available! Students are responsible for obtaining book/syllabi information from their professors as soon as they register for classes. Students are also encouraged to search for e-texts prior to submitting a request for course materials in an accessible format. Advanced notice is necessary to obtain course materials in an accessible format in a timely manner. Late requests may result in a delay in providing materials to the student.

Accessible formats could include:

- Audio from BookShare (www.bookshare.org) or other vendors
- Digital textbooks (“e-textbooks”) available through the Framingham State bookstore
- E-text from the publisher provided to the student via flash drive or uploaded to their box.com account
- Text scanned and edited by the Center for Academic Success and Achievement (CASA) and provided to the student via flash drive or uploaded to their box.com account.

Reasonable Accommodations are defined as modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program without fundamentally altering the content or the curriculum requirements of the course, program or activity.

An Auxiliary Aid as described by the United States Department of Education are “Technological advances in electronics have improved vastly participation by students with disabilities in educational activities. Colleges are not required to provide the most sophisticated auxiliary aids available; however, the aids provided must effectively meet the needs of a student with a disability. An institution has flexibility in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. These aids should be selected after consultation with the student who will use

them.” Determination and implementation of an auxiliary aid may include the provision of hardware or software (at no cost to the student) and the accompanying training on this technology to support the effective use of the auxiliary aid.

Reasonable accommodations are determined through the interactive process between the student, Disability/Access Services, and, as needed, the faculty member. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available. While the above accessible materials may be provided by Disability/Access Services, students are encouraged to explore alternate options, and take an active role in securing materials. Disability/Access Services relies upon ongoing feedback from students throughout the duration of the course to ensure the continuing accessibility of their course materials.

Please note that all accessible materials are intended for a student’s individual use and should not be shared with others. Any duplication of materials without prior authorization is prohibited.

All students who require course materials in an accessible format should contact Disability/Access Services as soon as possible to ensure timely delivery of their accessible textbooks. Returning students should contact Disability/Access Services before the start of the new semester; new students should schedule a meeting as early in the semester as possible, or consult their course materials list during their intake meeting. As outlined above, there are several different formats of course materials available in an accessible format. The following is the general order in which the student and by extension Disability/Access Services should seek course materials in an accessible format:

- Digital textbooks (“e-textbooks”) are available through the Framingham State University bookstore and the FSU Bookstore website alongside traditional textbooks. Digital textbooks are compatible with most screen readers. If a digital text of a book is available, the Bookstore can assist the student in purchasing it.
- BookShare has audio files of thousands of textbooks and novels. Students can sign up for an individual membership and order books on their own, or can do so through Disability/Access Services.
- If course materials are not available in any of the above formats, e-texts can often be obtained directly from the publisher. Disability/Access Services will contact the publisher on the student’s behalf, and ensure any publisher-supplied materials are accessible.
- If course materials are not available in e-text format from the publisher, the student may purchase a physical copy of the textbook or other material to have scanned and converted to an accessible format (Adobe PDF or Microsoft Word) by Disability/Access Services.

Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc.) to Disability/Access Services prior to receiving accessible or converted materials. Students are NOT required to purchase their textbooks through the Framingham State University bookstore.

Students releasing their textbooks to Disability/Access Services understand that in most cases, the binding(s) of the book(s) will be broken in order to scan and convert the pages. Before any conversion is performed on the textbook(s), the student must sign a Reading Materials Conversion Form, which gives Disability/Access Services permission to break the binding of a textbook as necessary to convert it into an accessible format. If desired, the student will receive the textbook at the end of the conversion process in loose-leaf format.

Once converted, the student will receive the accessible text on a flash drive, via e-mail attachment, or uploaded to their box.com account according to their preference and the method most conducive to the transmission based on the size of the file(s). It is the student's responsibility to review texts and contact Disability/Access Services if there are any remaining issues of accessibility. Disability/Access Services will continue to work on the accessibility of specific course materials as needed until all concerns have been resolved.

Course Materials & Accessibility Options

The following, while not exhaustive, are examples of key course materials that must be accessible.

Course Readings: Essays, chapters, etc., posted to *Canvas* or other LMS and/or distributed during class

Faculty should run the Accessibility Checker in Adobe Acrobat Pro DC to ensure each reading is accessible prior to posting. This check will ensure that:

- PDFs are text-based, not image based;
- PDFs are tagged;
- Tables and figures in the PDF are appropriately labeled and described;
- PDFs pass other accessibility checks such as acceptable color contrast and appropriate reading order.

Disability/Access Services is available to consult with Faculty to ensure each posted reading is accessible. (see Appendix A).

There are several ways to source accessible course readings:

- Faculty may link directly to reading if it is available online;
- Faculty may work with the Library to request an accessible PDF of the reading through Inter-Library Loan;
- Faculty or department support staff may re-scan the reading and remediate as necessary to ensure accessibility.

Other Assigned media: podcasts, videos, or other prerecorded content

- Individual podcasts episodes must include transcripts.
- Faculty created videos and other pre-recorded content uploaded to Canvas must include digital or printed captions. Faculty are not responsible for captioning live class lectures.

Panopto is a great tool for adding captions. Captions generated with Panopto must still be edited for accuracy, especially with names or technical terms.

Web Based Content: Faculty Created or Third-party Course Sites

FSU complies with the standards of the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0. Therefore, all third-party course sites and FSU-created content are required to meet accessibility standards.

- Third-party course sites: Please refer to Faculty handbook for additional information on selecting accessible course materials and vendors who meet accessibility standards. When using third-party course sites, the syllabus for such courses should direct students to the vendor's accessibility statement for technological standards and recommendations. Disability/Access Services will support faculty and students to ensure third-party course sites meet accessibility standards for the student.
- Faculty-created websites: Disability/Access Services can consult with Faculty to ensure that any faculty developed website meets accessibility standards prior to go live of the content.

Third-party software (Adobe, GIS) and Campus Coursework Software Portal (Apporto)

When using third-party software, the syllabus for such courses should direct students to the vendor's accessibility statement for technological standards and recommendations. Disability/Access Services will support IT, Faculty, and students to ensure third-party software meets accessibility standards, and will advocate for the student regarding issues of accessibility.