“The only people who achieve much are those who want knowledge so badly that they seek it while the conditions are still unfavorable. Favorable conditions never come.”

~ C.S. Lewis

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Selecting Accessible Course and Training Materials

Be proactive in identifying and ordering resources that offer the greatest degree of access to the broadest spectrum of learners.

Here are a few tips:

- Assume you will be teaching students with diverse learning needs, including students with disabilities, and often without knowing it.
- Evaluate basic accessibility of materials used for teaching before a person with a particular type of disability enrolls in your course.
- Just as we build ramps and set curb cuts to create an accessible physical environment, so must we offer accessible learning materials to ensure equal access to courses, programs and services.
- When selecting reading materials, ask publishers/sales representatives if an accessible electronic version is readily available for those using auditory access etc.; if it is, ask about the turn-around time for obtaining such text.
- When given the choice between seemingly equal resources that differ only with regard to accessibility, select the more accessible one.
- Choose captioned videos, including short clips, used to teach, train, recruit or convey information to ensure access for those with hearing impairments and auditory processing deficits.
- Periodically, check audio/visual materials to ensure accurate captions are displayed; you may be surprised at the discrepancy that can exist between what’s said and what’s read in viewing internet clips that are auto-captioned.

Accessibility is a basic right for which each of us is responsible to uphold.

To view “how-to” accessibility guides → http://www.ncdae.org/resources/cheatsheets/