Steps Faculty Can Take to Make Course Materials Accessible

1. Contact the University Store to identify textbook and course pack selections at least six weeks before classes begin. This will allow enough time for the materials to be converted into alternate formats. See Academic Senate Resolution AS-654-07.

2. Make the class syllabus available online (e.g., in PolyLearn or on the Web) in accessible format before the first day of class. This can help students plan ahead so they can convert materials into accessible formats ahead of time. CTLT SLO accessible syllabus template.

3. Use the Electronic Course Reserve Process to make reserve items available to students in PolyLearn in accessible formats.

4. Use clean copies of in-class handouts so they can be scanned and converted into accessible formats. Printed copies of handouts need to be clear and readable, meaning no smudges or photocopy grime so they can be more easily scanned and converted into alternate formats.

5. Caption all video used for instruction easily and inexpensively. Use only captioned videos and DVDs and have captions added to existing videos before using them online or in the classroom.

6. Provide transcripts for audio-only presentations and materials. Consider using a speech recognition software tool (such as Apple or Windows speech recognition tools or Dragon Naturally Speaking) to convert your lectures and other audio-only materials into text.

7. Create or convert and post electronic course materials online in accessible formats. Creating accessible documents is not difficult and there are online tutorials and other resources for commonly used applications to assist you. Doing it right the first time is much easier than trying to fix it later! Accessibility Resources and Tutorials. More Tutorials and Guides.

8. Make materials available as soon as possible to facilitate student learning.

9. Request an electronic version and/or an additional desk copy of your textbooks to facilitate their conversion into alternate formats. Use publishers who offer electronic copies. California law requires publishers to provide electronic copies of textbooks.

10. Consider using PolyLearn to post the course syllabus and other important class information and course materials electronically. While PolyLearn itself is accessible, make sure files posted to the course are in accessible formats.

11. Provide students with alternative methods to receive lecture materials, e.g., post lecture notes online, provide transcripts, allow students to record class lectures, etc. In your syllabus and early in the course, ask students to let you know privately if they require alternative methods.

12. Be open to communicating with students about their learning styles and using multiple instructional methods to address their needs. Construct your course materials with learning styles in mind. Provide alternate ways for students to demonstrate their knowledge. See Ensuring Access through Collaboration and Technology and CAST: UDL in Higher Ed

13. Make sure your students know about SensusAccess, Cal Poly’s free document converter, also available in all PolyLearn courses as a side block.

References
Disability Resource Center: Access by Design: Accessible Instructional Materials Checklist
Center for Teaching Learning and Technology: Access for All