

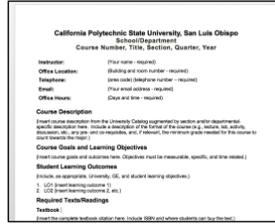
# Steps Faculty Can Take to Make Course Materials Accessible

## Step 1: Adopt Textbook Early



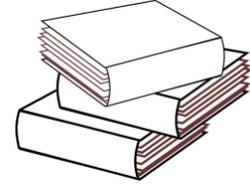
Contact the [University Store](#) to identify textbook and course pack selections at least six weeks before classes begin. This will allow enough time for the materials to be converted into alternate formats. See [Academic Senate Resolution AS-654-07](#).

## Step 2: Post Syllabus Online



Make the class syllabus available online (e.g., in [Canvas](#) 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](#).

## Step 3: Use Course Reserves



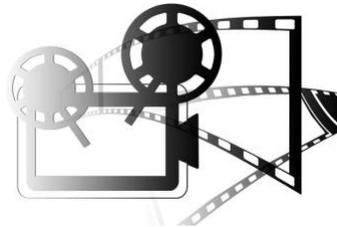
Use the [Electronic Course Reserve Process](#) to make reserve items available to students in [Canvas](#) in accessible formats.

## Step 4: Use Clean Copies



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 easily scanned and converted into alternate formats.

## Step 5: Caption Videos



[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. Learn more on the CTLT website: [Creating and Captioning Videos](#)

## Step 6: Provide Audio Transcripts



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.

<p>Step 7: Create Accessible Documents</p>  <p>Create or convert electronic course materials in accessible formats. Creating accessible documents is not difficult; there are online tutorials and resources to assist you. Doing it right the first time is easier than trying to fix it later! <a href="#">Accessibility Resources and Tutorials</a>. <a href="#">More Tutorials and Guides</a>.</p>	<p>Step 8: Post Course Materials Early</p>  <p>Make materials available as soon as possible to facilitate student learning. When students have access to course materials before the first day of class, they have opportunities to be better prepared.</p>	<p>Step 9: Request Electronic Textbooks</p>  <p>Request Electronic Version and an Additional Desk Copy of Textbooks to facilitate conversion into alternate formats. California law requires publishers to provide electronic copies of textbooks. Consider adopting an OER (Open Educational Resources) textbook to make learning more affordable for your students: <a href="#">Cal Poly AL\$</a></p>
<p>Step 10: Use Canvas</p>  <p>Cal Poly is moving to Canvas in 2020. Use Canvas to post your course syllabus and other important class information and course materials electronically. While Canvas itself is accessible, make sure files posted to the course are in accessible formats. <a href="#">Canvas Support</a>.</p>	<p>Step 11: Offer Alternatives</p>  <p>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.</p>	<p>Step 12: Address Learning Styles</p>  <p>Be open to communicating with students about their learning styles. Use multiple instructional methods to address their needs. Create course materials with learning styles in mind. Provide alternate ways for students to demonstrate knowledge. <a href="#">UDL-Universe</a> and <a href="#">CAST UDL</a>.</p>

References

Disability Resource Center (DRC): [Access by Design: Accessible Instructional Materials Checklist](#)  
Center for Teaching, Learning and Technology CTLT): [Access for All](#)