

Accessible Instructional Materials Checklist for SDSU Faculty

Specific Steps Faculty Can Take to Ensure Student Access to Instructional Materials

Preparing Course Materials

- See SDSU's Order Course Materials Web site (<http://www.sdsu bookstore.com/Bookstore/FacultyInfo/OrderCourseMaterial/tabid/145/Default.aspx>) 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.
- Ask publishers if they offer accessible electronic copies.
- Make the class syllabus and other instructional materials available online in accessible format before class. This can help students plan ahead so they can access instructional materials ahead of time.
- Include a statement in your syllabus inviting students with disabilities to meet with you to discuss accommodations in advance. (*Example: Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.*)
- Consider using Blackboard (<https://blackboard.sdsu.edu/>) to post the syllabus and other important class information and course materials.

SDSU Contact:

for Blackboard Accessibility: Jon Rizzo

for Instructional Web Site Accessibility: Marc Pastor

for Accessible Textbooks and Course Packs: Severino Reyes

for Textbook Orders: Karen Markowitz

for Custom Course Packets: Kim Mazyck

Creating Accessible Online Course Materials

- Create or convert and post electronic course materials online in accessible formats. There are online tutorials and resources for commonly used applications. Doing it right the first time is much easier than trying to fix it later! See: Guides for Commonly-used Applications (<http://access.sdsu.edu/facultychecklist.htm#tutorials>).

SDSU Contact:

for Microsoft Office Document Accessibility: Charles Hurley

for PDF Document Accessibility: Carol Tohsaku

Making Course Web Sites Accessible

- Make course Web sites accessible by complying with the SDSU Web Style Guide (<http://www.sa.sdsu.edu/communications/styleguide/>). Use the SDSU Templates (<http://www.sa.sdsu.edu/communications/styleguide/templates.html>), which are already compliant, to create new sites and/or migrate existing sites. This can be much easier than trying to design it yourself or repair a non-compliant site. Consult the Web Accessibility section of this site (<http://access.sdsu.edu/webaccess.htm>).

SDSU Contact: Marc Pastor

Using Electronic Course Reserves

- Use the Electronic Course Reserves (<http://libpac.sdsu.edu/screens/rbr.html>) to make reserve items available to students in Blackboard in accessible formats.

SDSU Contact: Sara Baird

Creating Accessible Print and Video Materials

- Provide clean copies of print materials before they are covered in class so they can be scanned and converted into accessible formats such as audio or large print. This includes handouts, course reserves, course packs, etc.
- Caption all video used for instruction. Buy only captioned videos and DVDs and have captions added to existing videos before using them online or in the classroom. This can be done quickly and inexpensively (<http://webaim.org/techniques/captions/>), especially if an audio transcript already exists.

SDSU Contact:

for Non-copyrighted, Fair-use, Digital Video: Marc Pastor

for Copyrighted, Commercial Video: Jacqueline Hill

for Accessible Textbooks and Course Packs: Severino Reyes

Creating Audio Transcripts

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

SDSU Contact:

for Podcasting: Marc Pastor

for Captivate, Wimba, and other Web-based Audio Tools: Jon Rizzo

Using Multiple Instructional Methods

- 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.
- Be open to communicating with students about their learning styles and using multiple instructional methods to address their needs. Consider the possible learning styles of your student and construct your materials accordingly. Provide alternate ways for students to demonstrate their knowledge.

SDSU Contact:

for Universal Design for Learning: Carol Tohsaku

for Individualized Accommodation not Attainable through Course Design: Mary Shojai

SDSU Contract & Procurement Management Policies

- Electronic and information technology resources purchased for campus use, including instruction, must be reviewed for compliance with Section 508 standards based on SDSU's Procurement Implementation Plan (<http://access.sdsu.edu/procurement.htm>). For more information:

SDSU Contact: Cathy Garcia

Contact List for Faculty Checklist

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