Instructional Materials Checklist for PSCC Faculty  (adapted from SDSU)

1. Preparing Course Material
   □ 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, please do so before making an appointment to see me)
   □ Use D2L to post the syllabus and other important class information and course materials.

   **PSCC Contact:**
   for D2L Accessibility: Brandon Ballentine
   for Instructional Web Site Accessibility: Brandon Ballentine
   for Accessible Textbook Orders: Allison Crye
   for Custom Course Packets: Allison Crye

2. 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-DIS SERV, NEW PAGE
   - [http://www.pstcc.edu/itsc/resources/facultystaffresources.php](http://www.pstcc.edu/itsc/resources/facultystaffresources.php)
   - [http://www.pstcc.edu/online/faculty/toolbelt.php](http://www.pstcc.edu/online/faculty/toolbelt.php)

   **PSCC Contact:**
   for Microsoft Office Document Accessibility: Brandon Ballentine, Alice Wershing
   for PDF Document Accessibility: Brandon Ballentine, Alice Wershing

3. Making Course Web Sites Accessible
   □ Make course Web sites accessible by following the CATEA Access e-learning site.
   [http://www.accesselearning.net/](http://www.accesselearning.net/)
   □ Use the W3C Standards 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.
   Web Accessibility Standards Web Site

   **PSCC Contact:** Erin Simpson
4. 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, especially if an audio transcript already exists. [http://webaim.org/techniques/captions/](http://webaim.org/techniques/captions/)

**PSCC Contact:**
for Training and Consultation on Accessible Materials: Alice Wershing
for Accessible Tests: Alice Wershing

5. 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. A copy of Dragon for transcribing audio is available.

**PSCC Contact:**
for Podcasting: Brandon Ballentine
for Camtasia, Dragon, and other Web-based Audio/Video Tools: Brandon Ballentine

6. Using Multiple Instructional Methods

- Provide students with a variety of 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.
- Tools are available for use in D2L to offer text to speech reading capabilities to math content. [http://www.desire2learn.com/products/accessibility/instructor-resources/course-organization/](http://www.desire2learn.com/products/accessibility/instructor-resources/course-organization/)

**PSCC Contact:**
for Training and Consultation on Accessible Materials: Alice Wershing
for Authoring math content in D2L: Brandon Ballentine