Memorandum

Date: 10/21/08

To: Curriculum Policies Committee (CPC)

From: Melissa Repa, Co-Director, Services to Students with Disabilities/
Interim Project Coordinator, Accessible Technology Initiative

RE: New Course Proposal Policy Part 5 Additional Language

Per the CSU Chancellor's Office Coded Memorandum AA-2007-04 on Access to Electronic and Information Technology for Persons with Disabilities (www.calstate.edu/AcadAff/codedmemos/AA-2007-04.pdf) "*Fall 2008: New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility.*"

On behalf of the Accessible Technology Initiative Steering Team and Instructional Materials Accessibility Workgroup, this is a request to add the following language to the New Course Proposal Policy (www.csus.edu/umanual/AcadAff/FSC00060.htm):

    5.   **All new course proposals must include:**

        …

        d. a description and checklist (www.csus.edu/accessibility/checklist.stm) to verify that the new course incorporates accessibility into its design.

Attached is the Course Change Proposal Form A, with recommended accessibility language, and the Instructional Materials Accessibility Checklist for reference.

Course Change Proposal
Form A

Academic Group (*College*):	Academic Organization (*Department*):	Date:
Type of Course Proposal: New ___ Change ___ Deletion ___	**Department Chair:**	**Submitted by:**
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No ___	**For Catalog Copy: Yes ___ No ___** **CCE (*Extension*): Yes ___ No ___**	**Semester Effective:** **Fall ___ Spring ___, 20___**

| **This course replaces experimental course Subject Area** (*prefix*) **and Catalog Nbr** (*course number*)**:** | |

Change from:

Subject Area (*prefix*) & Catalog Nbr (*course no.*):	Title:	Units:

Change to:

Subject Area (*prefix*) & Catalog Nbr (*course no.*):	Title:	Units:

JUSTIFICATION:

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See
http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description

Note:
Prerequisite: **Enforced at Registration: Yes___   No___**
Corequisite: **Enforced at Registration: Yes___   No___**
CAN (California Articulation Number):

Graded: Letter _____ Credit/No Credit____	**Instructor Approval Required? Yes___ No___**
Course Classification (*e.g., lecture, lab, seminar, discussion*)**:**	**Title for CMS (not more than 30 characters)**
Cross Listed? **Yes ___ No____**	**If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? _____

Can the course be taken for Credit more than once during the same term? Yes ___   No ___

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

<u>**Description of the Expected Learning Outcomes:**</u> Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at http://www.csus.edu/acaf/example.htm

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

<u>**Assessment Strategies:**</u> A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<u>**Accessibility:**</u> Starting Fall 2008, new courses and new course content, including instructional materials and instructional websites, shall be designed and authored in a manner that incorporates accessibility (per California State University *Executive Order No. 926* and *Coded Memorandum AA-2007-04*). Electronic and information technology must adhere to accessibility guidelines adopted by the CSU, Section 508 Standards (*http://www.access-board.gov/sec508/guide/*). If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated.

**Complete and attach an instructional materials accessibility checklist [available at http://www.csus.edu/accessibility/checklist.stm] to verify that the course incorporates accessibility into its design. [Note: it is understood that the accessibility checklist is updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

<u>For whom is this course being developed</u>?
Majors in the Dept ___   Majors of other Depts ___   Minors in the Dept ___   General Education ___   Other ___
  Is this course required in a degree program (major, minor, graduate degree, certificate? Yes __ No ___
  If yes, identify program(s):
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ____
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	**Date**
Department Chair:	
College Dean or Associate Dean:	
CPSP *(for school personnel courses ONLY)*	
Associate Vice President and Dean for Academic Programs	

Instructional Materials Accessibility Checklist

This checklist applies to both brand new courses and courses with substantial changes starting fall 2008. For brand new courses, these questions can be considered as guidelines to be followed, as appropriate, at the time your course will be offered. The checklist will apply for existing courses at the point of course redesign, when a student with a disability enrolls in the course, or for all other courses, by fall 2012.

Syllabus
❑ Did I use any of the accessible syllabus templates to create my syllabus?
  o Download an Accessible Syllabus Template from the Creating Instructional Materials webpage (http://www.csus.edu/atcs/tools/instructional/index.stm).
❑ Did I use the appropriate formatting in my document (built in styles, alt text for images, descriptive labels for hyperlinks, simple tables, made available in other formats PDF or HTML) so that students using assistive technology such as screen reading software, can effectively access the information?
  o Information on how to create accessible documents is available at the Creating Instructional Materials webpage (http://www.csus.edu/atcs/tools/instructional/index.stm).
❑ Did I include a statement on my syllabus inviting the student to discuss individual learning needs in private?
  o Visit the Center for teaching and Learning's What did you put in your syllabus (step 14) webpage (http://www.ctl.csus.edu/syllabus.htm) to view an example of a statement to use in your syllabus.
  o Use Services to Students with Disabilities (http://www.csus.edu/sswd/) as a resource if your student has any questions about reasonable accommodations.
❑ Did I include the ISBN of my textbook on my syllabus?
  o The ISBN number for textbooks is necessary in order to facilitate searching and locating an alternate format for the textbook.

Textbooks
❑ Did I submit my textbook Course Adoption Form to The Hornet Bookstore 8 weeks prior to the first day of class?
  o See the Timely Identification of Instructional Materials Memo from the Provost (http://www.csus.edu/accessibility/TimelyIdentificationofInstructionalMaterials.txt).
  o Download the Course Adoption Form available through the Hornet Bookstore Faculty web page (https://www.bkstr.com/Home/10001-13528-1?demoKey=f).
  o Email the Hornet bookstore at Textbooks@fndmail.csus.edu and attach the Course Adoption Form.
  o You can also use The Hornet Bookstore's online textbook course adoption system Edoption to submit your textbook course adoption requests.

❑ Do I have a plan if a textbook that is needed in an accessible format by one of my students is not available by the first day of class?

Course Readers

❑ How am I going to compile course readers for my class if I plan to use any?

- o If you are planning on offering a course reader for one of your classes, gather the necessary information and materials. If the course reader will be composed of journal articles you will want to make sure that there is an electronic version available for the journals or any other content that you plan on including in your course reader(s). Ensuring that there is an electronic version available for your course reader materials will facilitate the conversion of these materials into alternate formats if it is needed.

- o Think about what service you will use to publish your course readers. If you plan on using the Xandu CoursePacks Service through the Hornet Bookstore, plan on submitting your CoursePack requests 8 weeks prior to the first day of class.

- o If you plan on using other publishing services, look into their submission deadline dates so that you can plan in advance to have your materials published 8 weeks prior to the first day of class.

❑ Have I obtained permission from the publisher of the print content such as articles, journals etc. that I will be using in my course readers/ course packs?

- o Visit the Copyright and Fair Use webpage (http://www.csus.edu/atcs/tools/copyright/index.stm) for more information.

- o View the Copyright Quick Reference Sheet (http://www.csus.edu/atcs/quikrefsite/PDFs/copyright_qr_2up.pdf) for quick tips about copyright guidelines.

Library Electronic Reserves (E-RBR)

❑ Did I submit my course materials at least two weeks in advance from the date they will be used by my class, to the library reserve book room to be placed on electronic reserves?

- o Visit the Library's Placing Materials on Reserve – Information for faculty web page (http://library.csus.edu/content2.asp?pageID=16) to learn about the Library Reserve Book Room guidelines and procedures for placing your course materials on e-reserves.

- o Whenever possible choose materials from publishers and journals that provide accessible electronic content.

- ❑ Have I obtained permission from the publisher of the print, video or audio content I will be putting up on electronic reserves?

    - o Visit the [Policy on placing copyrighted materials in the electronic reserve book room (E-RBR)](#) webpage (http://library/content2.asp?pageID=337) for more information.

    - o Visit the [Copyright and Fair Use](#) webpage (http://www.csus.edu/atcs/tools/copyright/index.stm) for more information.

    - o View the [Copyright Quick Reference Sheet](#) (http://www.csus.edu/atcs/quikrefsite/PDFs/copyright_qr_2up.pdf) for quick tips about copyright guidelines.

SacCT Based Courses

- ❑ Will any of my courses or course materials be made available through a SacCT course?

    - o If yes, start by submitting the [Course Request Form](#) (http://www.csus.edu/webct/webct_account.stm) to create a SacCT course.

    - o Visit the SacCT [Faculty Resources](#) webpage (http://www.csus.edu/webct/faculty/index.stm#forms)   to become acquainted with the process of setting up a SacCT course and to obtain information about SacCT training resources.

- ❑ Do I have a plan for providing an alternative method to access content that is housed in my SacCT course (e.g. Syllabus, handouts, discussion threads, video etc.) if it is difficult to access by any of my students?

LOCUS Course Online Materials

- ❑ Will any of my course materials be made available through a LOCUS course?

    - o If yes, visit the [LOCUS online memory palace](#) website (http://locus.csus.edu/locus/index.php) to obtain information on how to set up a course and upload course materials to the course.

- ❑ Do I have a plan for providing an alternative method to access content that is housed in my LOCUS course (e.g. Syllabus, handouts, discussion threads, videos etc.) if it is difficult to access by any of my students?

Faculty Website

- ❑ Do I have an accessible Faculty Website that I will use to post course materials?

    - o If you need to set up a faculty website visit the [Faculty Web](#) website (http://www.csus.edu/atcs/tools/facultyweb/) to set up a web server account, to

download the accessible web templates, to obtain helpful handouts for your website, and to obtain training resources.

- o Visit the [Webpage Accessibility](#) web page (http://www.csus.edu/web/accessibility/) for more information on website accessibility guidelines and resources.

Multimedia Course Materials

❑ Have I identified, at least 8 weeks prior to the first day of the semester, the video and audio based course materials I will use in my class?

- o Timely identification of video or audio course materials that you will use in your class will facilitate the conversion process of these materials into alternate formats if it is needed.

❑ Are the video based course materials that I plan to show in my class such as VHS tapes, DVD's, Video Podcasts, Video based lectures and other video formats available with closed captioning?

- o If not, is there a transcript for the video based presentation available?

- o If not, do I have a plan so that students who cannot access the video based course materials can access the same information as those students who can?

- o Visit the [Tips for Faculty Regarding Captions or Subtitles for Deaf/Hard of Hearing Students](#) webpage (http://www.csus.edu/sswd/deaftips.html) to learn about how to check for captions or subtitles on your video based course materials.

❑ Are the audio based course materials that I plan to use in my class such as CD's, audio podcasts, audio clips and other audio formats available with a transcript?

- o If not, do I have a plan so that students who cannot access the audio based course materials can access the same information as those students who can?

❑ Have I obtained permission from the publisher of the video and/or audio content I will be using in my class?

- o Visit the [Copyright and Fair Use](#) webpage (http://www.csus.edu/atcs/tools/copyright/index.stm) for more information.

- o View the [Copyright Quick Reference Sheet](#) (http://www.csus.edu/atcs/quikrefsite/PDFs/copyright_qr_2up.pdf) for quick tips about copyright guidelines.

Handouts

Instructors create various types course materials such as syllabi, tutorials, assignments, exams, quizzes, lecture materials and handouts using software programs such as Microsoft Word and Microsoft PowerPoint. Instructors disseminate these materials to their students by having them view and/or download the Word or PowerPoint files from a Faculty website, a SacCT course, or through another media. Instructors also have the ability to convert their Word and PowerPoint based course materials into Adobe PDF file formats before disseminating to students. Converting course materials into a PDF file format ensures that the visual layout is preserved and can be accessed via an Internet browser with Adobe Acrobat Reader (free Adobe software).

❑ Did I create my handouts on a computer using the software mentioned above?

❑ If yes, did I apply appropriate accessible formats to these files so that students using assistive technology can access the information?

❑ Did I use scanned materials for my handouts?

❑ If yes, are my scanned materials accessible?

   o Visit the Creating Instructional Materials website (http://www.csus.edu/atcs/tools/instructional/index.stm) to obtain accessible syllabus templates, Accessibility tips for Word, PowerPoint and PDF documents, tutorials on how to create accessible Word, PowerPoint and PDF documents, Quick Reference Guides, and other helpful links.

Print Materials Copied by Hand

❑ Will I distribute course materials that are handwritten or that have handwriting on them in any form to my students?

   o If yes, do you have a plan so that students who cannot access the handwritten course materials can access the same information as those students who can?

Training

❑ Have I signed up for the training workshops on how to create accessible Word documents, PowerPoint presentations, Adobe Acrobat PDF, and Web pages?

   o To learn more about Training workshops and when they are offered please visit the ATCS Training (http://www.csus.edu/atcs/training.htm) website to learn about Individualized one-on-one assistance and workshops that are offered to faculty and staff throughout the semester.

   o Visit the Accessibility Information for Instructors webpage (http://www.csus.edu/accessibility/instructors.stm) to learn about how to ensure that your instructional materials are accessible.

- o Visit the [FSRC Instructional Technology Resources](http://www.csus.edu/atcs/tools/fsrc/index.stm) webpage (http://www.csus.edu/atcs/tools/fsrc/index.stm) to become acquainted with the software and hardware resources available to you to aid in the creation of accessible course materials.