California State University, East Bay

Final Draft: December 15, 2007

Accessible Technology Initiative Instructional Materials Accessibility Plan

Executive Summary

California State University, East Bay has made the requirements of the CSU Accessible Technology Initiative (ATI) outlined in Coded Memoranda AA-2006-41 and AA 2007-04 a high priority at our university. Shortly after receiving the initial coded memorandum, the ATI project was assigned to CIO John Charles who serves as Executive Sponsor.

An ATI Planning Committee was quickly established to lead this initiative at CSUEB. The Committee was representative of the diverse segments of the university that needed to be involved including the Chair of the Academic Senate, the Chief Information Officer, the Director of the Alternative Media Center, the Director of Students with Disabilities Resource Center, the Director of University Marketing and Communications, the AVP of Academic Programs and Graduate Studies, the Chair of the Senate Committee on Instruction and Curriculum, the University Librarian, the University Web Content Manager, the Director of Communications and Technology for Continuing and International Education, the AVP of Business and Finance, the Interim Director of Faculty Development, and the AVP and Director of Human Resources.

Next, three separate taskforces were established to work on the three priority areas: Priority One -- Web Accessibility, Priority Two -- Instructional Materials Accessibility, and Priority Three -- Accessible Electronic and Information Technology Procurement.

The ATI Planning Committee and the three taskforces began meeting in October 2006. Also, in October 2006, CSU East Bay sent a team of 8 people to the CSU ATI Workshop in Los Angeles.

The ATI project held a University-wide Kick Off meeting on November 30, 2006 where the nature of the project was discussed and the videos "From Where I Sit" were shown. These videos were produced by Jean Wells, former Director of our Alternative Media Center, and featured CSU East Bay students and staff. Students with disabilities who were in the video were in attendance and were presented with recognition awards thanking them for sharing their stories. The President of the University and the Chair of the Academic Senate were among the people who spoke at this event.

The ATI Planning Committee has been meeting approximately twice a month since November 2006. The Instructional Materials Accessibility Plan (IMAP) Taskforce has been meeting approximately twice a month as well beginning with the receipt of Coded Memorandum AA-2007-04 in February 2007. Several of the Taskforce members have participated in CSU conference calls on accessible instructional materials.

The IMAP Taskforce consists of a wide range of relevant and significant individuals including the Chair of the Academic Senate, the AVP of Academic Programs and Graduate Studies (Co-Chair), the Director of the Online and Hybrid Support Center (Co-Chair), the Chair of the Senate Committee on Instruction and Curriculum, the Director of the Students with Disabilities Resource Center, the Director of the Alternative Media Center, the Director of the Bookstore, the Systems Librarian, and the Director of Media and Academic Technology Support (MATS).

The IMAP Taskforce went to work quickly on three high priority items: 1) getting a policy on accessible instructional material passed by the Academic Senate, 2) developing a draft IMAP Plan, and 3) developing a policy on ordering textbooks for late hired faculty. In Spring Quarter 2007, the Academic Senate passed a Policy on Accessible Instructional Materials (see Appendix A). By June 2007, the taskforce had developed the draft IMAP Plan. A draft policy on ordering textbooks for late hired faculty has been developed and will go before the appropriate Academic Senate committees for adoption in the Fall Quarter 2007 (see Appendix B).

The IMAP Taskforce believes that gaining and sustaining faculty commitment to accessible instructional materials is a key to the success of the ATI effort. Therefore, we have been careful to include Academic Senate leadership and faculty input and will continue to do so as we move forward.

ATI Campus Planning Team

John Charles – ATI Executive Sponsor and CIO
Lee Thompson – ATI Project Director, University Technology Projects Office Director
Jean Wells (before her departure for the Chancellor's Office) – Project Manager and Assistive Technology Coordinator
Jay Colombatto – Executive Director of University Communications
Kwame Wade – University Web Content Manager
Carl Bellone – AVP Academic Programs & Graduate Studies
Myoung-Ja Kwon – University Librarian
Paul Hippolitus – Director of Students with Disabilities Resource Center
Hank Reichman – Chair of Academic Senate
Jennifer Eagan – Chair of Academic Senate Curriculum & Instruction Committee
Nan Chico – Director of Center for Teaching & Learning with Technology
Nyassa Love – AVP Business & Financial Services
Jim Cimino – AVP & Director of Human Resources

Priority Two: ATI Instructional Materials Accessibility Planning Team

Carl Bellone – AVP Academic Programs & Graduate Studies
Nan Chico – Director of the Online and Hybrid Support Center
Hank Reichman – Chair of Academic Senate
Jennifer Eagan – Chair of Academic Senate Curriculum & Instruction Committee
Terry Smith – Director of Media & Academic Technology Support
Paul Hippolitus – Director of Students with Disabilities Resource Center
Jean Wells (before her departure for the Chancellor's Office) – Project Manager and Assistive Technology Coordinator
Sandy Ehrhorn – Director of University Bookstore

1. A process for timely adoption of textbooks by faculty.

1A. Overview

Policy

The CSUEB Academic Senate policy for timely adoption was passed on May 8, 2007 (see **Appendix A**).

Plan

Academic Affairs, the University Bookstore, and SDRC (Students with Disabilities Resource Center) will meet in March of each year to set the Bookstore due date and the SDRC deadline dates for ordering textbooks and other instructional materials for the upcoming quarters; the University Bookstore uses mid-May due dates for Fall, early October for Winter, early February for Spring, and mid-April for Summer; this allows 8-10 weeks for most academic quarters.

The Bookstore notifies program and department chairs no later than 4 weeks prior to the due date of the need to submit a timely order. Chairs, with cc's to Deans and the Provost, are sent a list of faculty on-time adoptions and then a late list 4-6 weeks before classes start.

In order to insure that required reading materials such as course readers are accessible, it is recommended that faculty place orders for course readers with the Bookstore. When the Bookstore gets the orders they must relay this information to SDRC immediately by giving SDRC daily updates of new textbook adoptions or providing read-only access to their database. The faculty members will be responsible for providing the Bookstore with a copy of their reader. The Bookstore will assume responsibility for providing course readers and course materials that meet accessibility requirements. If the faculty member submits their required reading materials to someone other than the Bookstore, then the faculty member will be responsible for ensuring the materials produced are accessible (either clean/scannable copy or electronic word documents).

The Bookstore will be responsible for maintaining a database that records the ordering of textbooks and course readers by faculty.

The Bookstore will notify the relevant dean when a faculty member has not met the stated ordering deadline date. The dean will then have responsibility for contacting the relevant department chair and/or faculty member. The Bookstore will report to the Provost any faculty member who has not responded to their request for materials by one week after the due date.

All faculty members will be required to respond to course materials requests by the Bookstore including those who may respond with "no text book or reader required."

If a faculty member has a long term adoption for reading materials, they will need to reconfirm this with the bookstore by the stated deadline date.

The Bookstore will make every effort to streamline the book ordering process and will quickly notify faculty members if one of their requested textbooks is no longer available or if there is a new edition.

The department and the Bookstore should make it easy for faculty (especially lecturers) to order textbooks even if they are not on or cannot come to campus.

1B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of a deadline to adopt print-based instructional materials (and associated business procedures)	Y		5/8/07	Due dates set by Academic Affairs in consultation with the Bookstore and SDRC. Campus uses national-standard due dates for quarter systems with annual revisions to exclude weekends.
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	Y	F 06	5/8/07	**Academic Senate 06–07 BEC 11** Policy on Timely Adoption of Textbooks, Course Readers, and Course Materials passed 5/8/07; implemented Spring 2007, effective for Fall 2007 ordering [see **Appendix A**]
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Y	Ongoing	Ongoing	Current practice: Bookstore offers vendor supplied individual token gifts, department office gifts, and literature; Bookstore will develop incentives for departments and/or colleges to reach 100% on time by October 1, 2007
The passage of an academic policy or resolution granting alternate media support personnel access to syllabus via Blackboard.	Y	Ongoing	Ongoing	See **Appendix B** for draft of AY 07-08 policy

1C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?

We will use current staffing and budgets.

1D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	# of weeks before term	Effective Term	Discussion
The implementation of a deadline (and associated procedures) supporting timely adoption of print-based instructional materials	Y	6-8	Fall 07	BEC 11 (see App A): "All faculty will submit information regarding their requests for textbooks, course readers, and other course materials for purchase to the University Bookstore…Course Readers must be available from the producer or publisher (e.g., copy center) in a format acceptable to the Student Disability Resource Center [SDRC] as accessible."

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional materials adopted in the last year	2,640 titles	70	
The percentage of print-based instructional materials adopted in a timely manner in the last year	63% AY 06-07	56%	Projection is for a 5% increase per quarter with an overall 75% by Spring 2008 and 80% by Fall 2008. End-of-plan 2012 projected at a stable 95%

1E. Exemptions/Equally-Effective Access

If a student who requires print-based instructional materials in an alternate format enrolls in a course for which materials were adopted after the deadline, how will the campus provide equally-effective access to this material?

Current practice: we try to get e-version from CAM (Center for Alternative Media) or publisher; scan/convert first-needed materials asap; proceed until finished (depends on backlog).

AY 07-08: To the extent possible, we will create "one-stop shopping" on a faculty web page that has web forms, information, and links to make submission as easy as possible from any location.

2. A process for identification of textbooks for late-hire faculty.

2A. Overview

Policy

If a faculty member has not been assigned to a course by the textbook ordering deadline (a late-hire faculty), then the department chair, or their designee, will be responsible for ordering the reading materials for the course.

Plan

All departments will have a mechanism, consistent with their practices, to guarantee that textbooks, course readers, and/ or other course materials will be ordered for class sections for which faculty have not yet been hired by that deadline established by Academic Affairs in consultation with the Student Disability Resource Center and the University Bookstore.

2B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of specific procedures to identify print-based instructional materials for late-hire faculty	Y	Spring 07	Sp 08	Policy for ordering instructional materials for late hire faculty passed in BEC 11 (see App A)
The development of a mechanism for Academic Affairs to monitor this procedure	IP	Spring 07	Sp 08	Departments will notify the Dean's office of their procedure. The Dean's Office will monitor the implementation; Bookstore will report sections without on time adoptions to Chairs/Deans

2C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?

Electronic communications (email) and electronic formats (Word, Excel, etc.) will be used to track the procedures developed by departments for ordering instructional materials for late hire faculty.

2D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	# of weeks before term	Effective Term	Discussion
The implementation of a deadline to identify print-based instructional materials for late-hire faculty	Y	6-8	F 07	Appendix A

Baseline Measures	Response	Discussion
The number of departments with procedures for ordering print-based instructional materials for late-hire faculty	IP	Survey in F 07; work with Deans on policy implementation
The percentage of departments that have these procedures	IP	Will report on percentage of departments in compliance at the end of the Spring Quarter 2008

2E. Exemptions/Equally-Effective Access

If a student who requires alternate format print-based instructional materials enrolls in a section for which print-based instructional materials were not selected on behalf of late-hire faculty, how will the campus provide equally-effective access to this material?

Department Chair, in consultation with late hired faculty (when eventually in place), SDRC, and the enrolled student with an approved alternate media accommodation will meet in an interactive process to develop a modified academic program/course of instruction that otherwise accommodates the student (i.e. make changes to course syllabus in order to ensure that delayed accessible print materials do not penalize the student's academic progress or potential for academic success).

3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format.

3A. Overview

Policy

Academic Senate Policy 95-96 BEC 8, dated March 26, 1996, established first priority registration for students with disabilities. Students with disabilities approved for Alternate Media will be encouraged and reminded to register early for classes and relevant faculty will be notified of their enrollment.

Plan

As soon as an SDRC counselor approves an alternate media accommodation for a qualified student and the student has registration for classes, notice of this approval shall be transmitted to both the SDRC Alternate Media Coordinator for textbooks and readers, and Media and Technology Services (MATS) for all other material.

The Alternate Media Coordinator and MATS shall maintain a listing of all SDRC alternate media students with specific notations on the type of alternate media accommodations they may need.

Once a student is approved for an alternate media accommodation, the student shall also be approved and submitted for early registration by the student's SDRC counselor.

The student with alternate media accommodations shall be vigorously encouraged by the SDRC staff to participate in early registration as a condition/expectation of the timely delivery of all instructional materials. In addition, it is the student's responsibility to meet with the alternate media staff to further define their alternate media text book needs. Students shall submit their alternate media text requests to their SDRC counselor in a timely manner; to purchase the textbooks and course readers in accordance with SDRC's Alternate Media Student Agreement; and, to inform and cooperate fully with the professor, SDRC and MATS in the timely production of required alternate media materials.

For whatever time period beyond the time of early registration that an alternate media student fails to register, a corresponding time frame for alternate media research/production time may be necessary. In other words, if a student registers two weeks before the beginning of the quarter, the student will be warned that that a delay is possible in the provisioning of their alternate media text book requests because they missed early and regular registration. We will make every effort to secure or produce their alternate text by the start of the quarter.

The SDRC Alternate Media Coordinator will track the early registration of alternate media students and will immediately consult with the bookstore's records to obtain the identification of the student's required text books; and, finally to meet with the student to further define their alternate media needs. As soon as the Alternate Media Coordinator obtains the title, author and correct edition information, the Coordinator will begin a research effort to attempt to locate an existing copy of the printed text in the student's required alternate format (electronic text, Braille, large print, etc.).

Book publishers, CAM and other sources will be research to locate the needed alternate media materials.

The SDRC Alternate Media Coordinator and/or MATS will likewise initiate a communication (e-mail) to the faculty for the course as well as both the associated Department Chair and Department Support Coordinator, to both alert the faculty that a student requiring alternate materials will be present in their class and to request that the faculty send to the SDRC Alternate Media Coordinator the course's syllabus so that we can be sure to prepare the sections of the book that will be used by the class, in the proper timeframe as well as to avoid the production of unnecessary materials. The confidentiality of the student shall be protected at all times; therefore, the student will not be identified to the faculty by SDRC. However, the SDRC Alternate Media Coordinator will let the faculty know what type of alternate materials will be used by the students, so that the faculty can be prepared to produce their course's handouts, PowerPoint materials or other printed materials in that format, should the student so require.

When the SDRC alerts the faculty of the presence of a student requiring alternate media the faculty will be reminded of their obligation to make all other course materials accessible in the format prescribed by SDRC. If faculty members need assistance in making their instructional materials (including videos) accessible to the enrolled student's documented accommodation needs, then they will be directed to contact MATS Faculty AT Services for support.

MATS will contact faculty and help them with any instructional materials that need to be converted to the appropriate alternate format. In emergency situations, MATS will provide conversion services in order to be in compliance. Eventually it is expected that faculty will create materials in accessible formats and make sure that newly purchased materials are accessible.

If the faculty has put required materials on reserve at the Library, then the faculty and Library staff will make sure the materials are accessible.

3B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a system to track the enrollment of students with disabilities who require alternate format	Y	09/03/2007	12/10/2007	SDRC ongoing practice; we will work on updates to include specific details for the Final draft
Procedures to provide alternate media-eligible students with eligibility for early registration	Y	Fall 07	Winter 08	Enrollment Services/SDRC ongoing practice

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a plan to encourage alternate-media eligible students to utilize early registration and to submit alternate media requests in a timely manner	Y	Fall 07	Sp 08	SDRC reviews early registration records of students known to need accommodations; if they haven't registered, SDRC staff alerts/warns and monitors until they submit requests
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	5/9/07	Sp 08	SDRC, Alt Media Center, MATS, Library

3C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?

Alternate Media Center has been expanded with staff, scanners, other hardware and software.

3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	Ongoing	Academic Senate Policy 95-96 BEC 8, dated March 26, 1996, established priority registration for students with disabilities
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	110	

Baseline Measure	eText	Audio	Braille	Large-Print	Other (specify)
The number of eligible students who requested alternate format instructional materials in the last year	66	1	1	3	0
The percentage of eligible students who requested alternate format instructional materials in the last year	60%	<.1%	<.1%	<.1%	0

3E. Exemptions/Equally-Effective Access

If the campus elects not to provide early registration for students who require alternate format print-based instructional materials, how will the campus provide equally-effective access to these materials?

We do provide priority registration for students who need such accommodations.

4. A strategy to increase use of the campus LMS for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid and blended courses.

4A. Overview

Policy

The current practice of developing a Blackboard shell for every class will be continued (the policy will include any other LMS we might use in the future). Faculty will be reminded by the Online & Hybrid Support Center (OHSC) each quarter of the importance of using the campus LMS and for the early posting of at least a partial syllabus and for posting all instructional materials online for both face-to-face and hybrid courses. The Academic Senate will draft/pass this policy in AY 07-08.

Plan

CSUEB has used Blackboard (Bb) since early 2001, from which point forward all courses have been automatically given a Bb component. A best practice would be for all faculty to post some syllabus information at the same time as they order their textbooks and/or readers – at a minimum, this would include assignments through the first 3 weeks of the quarter and indicate which chapters or sections would NOT be assigned for the course.

The Academic Senate in AY 07-08 will consider: Post some parts of syllabus as early as possible – text + chapters for first 3 weeks; statement about accommodations; types and frequency of assessment; office hours.

We will rely on built in tutorials for all Bb course shells (how to use Bb; how to download plug-ins; how to search; browser settings; tips for using Word; Library resources); we have been creating versions for faculty and for students since Summer 07. We will also encourage faculty to use Bb Communities for department business, for majors, for campus-wide committees to enhance their familiarity with Bb.

SDRC will be given blanket access to all courses on Bb so that they have timely access to course syllabi and other needed course information to assist with alternate materials production.

4B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post	Y	2001	Ongoing	LMS courses are automatically created each quarter for every course offered for academic credit

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
instructional materials				
The development of procedures to encourage faculty to post their instructional materials in an electronic format	Y	2001	Ongoing	Workshops
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	IP	Su 07	Sp 08	Confidentiality issues? Allowing LMS access to anyone other than instructor or students might be a FERPA issue

4C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?

Financial resources could be minimal in this area since most of the deliverables are covered by changes in procedures and practices.

4D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	W 2001	Workshops will continue, as it is very easy to post **inaccessible** materials into an LMS
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	IP	Academic Senate policy 07-08 [see Appendix B]

Baseline Measure	Response	Discussion
The number of courses that used non-LMS campus-hosted websites in the last year (note: the number of LMS course sites will be pulled from Measures of Success)	IP	Some Computer Science instructors will probably continue to use non-campus LMS sites for instructional purposes (as will MS-OTL instructors)
The percentage of courses that used individual websites in the last year	IP	Unknown: Blogs? Wikis? Hosted externally?

4E. Exemptions/Equally-Effective Access

If a student who requires alternate format print-based instructional materials enrolls in a section or course for which the instructional materials have not been posted in an electronic format, how will the campus provide that student with equally-effective access to this material?

AT service personnel will meet with relevant faculty to discuss alternatives to the presentation of course materials and work with the SDRC and MATS to create another method for learning the content that is not accessible. This will be on a case-by-case basis.

Beginning in Summer 07 we will work on the processes for obtaining AT access to course materials, and guidelines for what happens when they are unable to do so or when instructional materials cannot be made available in an accessible format.

5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example).

5A. Overview

Policy

Provide all faculty and staff information that highlights the importance of incorporating accessibility in their decision-making process. The MATS and AT Center will provide consultation to departments that are considering the adoption of digital or multimedia instructional materials. Faculty and staff who procure digital or multimedia instructional materials will be notified that training is available for procedures associated with converting legacy media into an accessible format. Create a process to help faculty determine exceptions to these policies.

Plan

Assign Responsibilities and Procedures [NOTE: the following will be at College or University-wide level]

- Departments - Each department purchasing media will create a procedure for reviewing and approving the adoption of digital or multimedia instructional materials and provide timelines associated with this approval process.
- Procurement - a process will be developed to review and provide guidance to those who procure digital or multimedia instructional materials.
- MATS will purchase and install and/or find an outsource to accomplish accessible re-engineering of legacy media and use the system to provide accessibility (captioning) to current event. [NOTE: consultation with faculty, possible input from CO on site-licenses]

5B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of procedures that address accessibility during procurement of digital or multimedia instructional materials	IP		Sp 08	CO guidelines? We are hoping for system-wide input and site licensing to reduce costs
The establishment of an infrastructure to allow the conversion of digital or multimedia	IP	4/1/07	Sp 08	CO guidelines and site licenses? MATS has begun the development of a process for conversion as it

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
instructional materials into accessible formats				relates to accommodations as well as a service that is available to faculty to make materials accessible.

5C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?

A best practice would be systemwide site-licensing for high-cost products.

Captioning services would benefit from system wide support by contracting with a service to provide transcripts and captioning and the CO is working on this. The CAM needs to provide an information database of captioned titles to all CSU's. Hi-Caption software is already in place system wide. This is for faculty use and would require training (costs involved here). Other products that need consideration system wide are CommonLook for PDF accessibility, PDF conversion software, Adobe Professional, LecShare for PowerPoint, and the Illinois Web Accessibility Tool to mention a few.

5D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of formal procedures to address accessible procurement of digital or multimedia instructional materials	IP	4/1/07	Sp 08	MATS is currently developing a formal set of procedures for conversion of existing media.

Baseline Measures	Response	Discussion
The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials	None	
The percentage of academic units represented by this number	100%	

5E. Exemptions/Equally-Effective Access

If a student who requires digital or multimedia instructional materials in an alternate format enrolls in a section or course that has been granted an exemption from accessible procurement procedures, how will the campus provide this student with equally-effective access to this material?

AT services will meet with relevant faculty to discuss alternatives to the presentation of course materials and work with the SDRC and MATS to create another method for learning the content that is not accessible. This will be on a case-by-case basis.

6. A method to incorporate accessibility (where required) in the educational policy addressing course development and delivery

6A. Overview

Policy

Accessibility concerns shall be part of the curricular proposals and program review processes.

Plan

The Committee on Instruction and Curriculum (CIC) will add a statement to the curricular proposal form that addresses accessibility concerns such as, "Does this course (or program or degree) involve any special accessibility concerns? If so, how will they be addressed?" Also included will be information on where to go to get help with this.

The Committee on Academic Planning and Resources (CAPR) will request information on how well a program has met accessibility concerns during the Annual and Five Year Program Reviews, such as looking at data from the Bookstore on what percentage of textbooks and reading materials were ordered on time and requesting input from SDRC. The Associate Vice President, Academic Programs and Graduate Studies will report to the Provost on compliance.

Note: This item addresses policies and procedures that exist, need to exist, or need to be modified in order to integrate equally effective access to instructional materials into the general body of educational policy, procedure and practice.

6B. Procedures/Practices

Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The identification of all relevant curricular and course policies (e.g. syllabus policies, GE Approval or Renewal, Course Adoption, Early Registration Policy, Policy Relating to Equity and Diversity, Distance Learning, etc.) for which accessibility language should be incorporated	IP	Win 08	Sp 08	CIC will consider a modification of the curricular proposal form. The Academic Senate will act on the proposal from CIC

CAPR will incorporate the responsiveness of the department to these concerns in its review of Annual Reports and Five Year Reviews |

6C. Resources

What processes (e.g. formation of committees, time allocations at leadership meetings, formal retreats) and resources will be utilized to develop and implement these business procedures and academic practices?

The consideration and review of the educational policy will go through the normal structure of academic governance including the College Curriculum Committees, the Committee on Instruction and Curriculum, the Committee on Academic Planning and Review, and the Academic Senate. Approved academic policies will be implemented and enforced by the Office of Academic Programs and Graduate Studies.

6D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The incorporation of accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials	IP	Win 08	Sp 08	CIC will consider a modification of the curricular proposal form. The Academic Senate will act on the proposal from CIC CAPR will incorporate the responsiveness of the department to these concerns in its review of Annual Reports and Five Year Reviews
Listing of specific curricular and course policies impacted: Course Proposals, Academic Program Annual Reports, Five Year Reviews	IP	Win 08	Fall 08	Changes to the curricular proposal form, the Program Annual Reports, and the Five Year Reviews will be considered during the 07/08 academic year and implemented beginning with the 08/09 academic year

6E. Exemptions/Equally-Effective Access

Note: It is recognized that some types of instructional materials may not be readily made accessible or would require a fundamental alteration to the manner in which they are taught. If this occurs, how will the campus provide this student with equally-effective access to this material?

AY 07-08 IMAP team will look into best practices at other CSU campuses and provide information to academic departments, CIC, CAPR, and the Academic Senate.

7. A plan to support faculty in the creation of accessible course content.

7A. Overview

Faculty Support Services (FSS) have been realigned and reconstituted to meet ATI goals as part of the IT@CSUEB strategic planning process (latest draft is at http://www.csueastbay.edu/ics/icshm/uit/docs/CSUEB%20IT%20Strategic%20Plan%202007-2011.doc)

Current practices: ongoing workshops in Universal Design (UD) for Instruction, How to Use BlackBoard, Teaching & Learning with Technology (since 2001). Beginning Summer 2007, after the upgrade to Bb 7.2, we re-purposed existing and created new workshops to focus on creating accessible course materials using UD principles focusing on all at-risk students, not just those with disabilities.

AY 07-08: University Accessibility Awareness Campaign; we will widely disseminate information about why and how to create accessible course content.

7B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of a plan to provide training and technical support (e.g. help desk, hands-on, and online resources) to assist faculty with incorporating accessible instructional materials	IP	Su 07	Sp 08	Faculty Support Services (FSS) [includes Academic Senate, MATS, OHSC, OFD]; SDRC; Alt Media Center; Library
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	IP	Su 07	Sp 08	Problem: Links to pdf files, flash or java animations, text scanned as image files, etc. Partial solution in progress: identification and dissemination of links to good material in alternate formats (e.g., Library of Congress); training in use of validation tools

7C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices? (Note: staff resources will be addressed in later sections)

Some of this is addressed in the IT@CSUEB Strategic Plan 2007-2011 which, among other things, requires IT staff to be trained to support faculty to create accessible course content

7D. Milestones/Measures of Success

Milestones	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of a plan to provide technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials	IP	Su 07	Sp 08	Two workshops offered to faculty each week focus on accessible materials; we will offer similar workshops to IT staff
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	Y	Su 07	Sp 08	Workshops will be offered beginning Winter 08

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remedying instructional materials	IP	Since Su 07, 50+ faculty have received training; ongoing 1-on-1 training
The number of faculty who have received training on selecting accessible off-campus instructional materials	IP	Workshops will begin Winter 08

7E. Exemptions/Equally-Effective Access

If a student who requires instructional materials in an alternate format enrolls in a section or course that has been granted an exemption from accessible authoring procedures, how will the campus ensure that this student has equally-effective access to this material?

Relevant parties will meet to discuss alternatives; procedures to be created in AY 07-08 and in place by Spring 2008.

8. A communication process and training plan to educate students, staff, and faculty about the campus Instructional Materials Accessibility Plan.

8A. Overview

Policy

All members of the campus community who produce, assign, or deliver instructional materials shall be informed of their roles and responsibilities regarding equal access to course materials for persons with disabilities.

Plan

All individuals with roles or responsibilities for producing, assigning, or delivering instructional materials shall receive appropriate training to enable them to provide these materials according to the principle of universal design or with appropriate accommodation in exceptional cases.

The ATI Planning Committee will develop a communications plan for the campus that will be sent to the President's Cabinet and the Executive Committee of the Senate for approval in Winter Quarter 2008. Once approved, the plan will be implemented according to a set timetable.

Basic faculty training materials will be in place by the Winter Quarter 2008; we hope to build out the rest by Spring Quarter 2008. We will start planning for conversions of older materials for AY 08-09 and beyond.

Our Campus ATI Committee did not have student or non-IT/AT staff representation. We will start to bridge this gap in Winter Quarter 2008 so that the university-wide rollout for Spring 2008 will have adequate input.

8B. Procedures/Practices

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a communication plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of equally-effective access to instructional materials	IP	Fall 07	Sp 08	ATI Planning Committee will develop a plan to be approved by the President's Cabinet and the Senate
The identification of how often these communications will take place in the academic calendar	IP	Fall 07	Sp 08	Will be part of the timetable in the plan once it is approved

Note: Describe the specific training that the campus will provide for all stakeholders that are involved in providing accessible instructional materials.

Description of Training	Audience: Faculty (FAC), Staff (STF), or Student (STDT); Specify dept/division	Plans to Provide (Y/N)	Frequency (e.g. quarterly)	Discussion (including modality e.g. in-person, online)
Textbook adoption for assigned and unassigned course sections	FAC	Y	Twice a year plus reminders	All faculty email and ATI Website
Creating accessible print-based instructional materials	FAC/STF	Y	Twice a year plus reminders	All faculty email and ATI Website
Distributing accessible print-based instructional materials via LMS & web	FAC/STF	Y	Twice a year plus reminders	All faculty email and ATI Website
Creating accessible multimedia instructional materials	FAC/STF	Y	Twice a year plus reminders	All faculty email and ATI Website
Procuring accessible multi-media instructional materials	FAC/STF	Y	Twice a year plus reminders	Requires input from Procurement policy; ATI Website
Requesting instructional materials in alternate format	??	Y	Twice a year plus reminders	FSS; ATI Website
Use of assistive hardware and software necessary for access	FAC/STF	Y	Twice a year plus reminders	AT software in Labs, Library, and Project Impact; ATI Website
Other:				

How will those overseeing the implementation of these procedures be kept informed of campus progress toward meeting IMAP goals?

The SDRC will inform the ATI IMAP Team quarterly of progress toward achieving the goal of 100% accessible instructional materials.

8C. Resources
What campus communications channels (e.g. publications, governance bodies, policy retreats, professional development events, etc.) will be used to coordinate and

support the dissemination of information about the IMAP? (Note: campuses may adapt their responses to meet campus need)

Identification of these roles and responsibilities will be part of the communications plan.

Focused Trainings and Coordinated Communication Messages

Start Up	On- going
Provost Council	Annually
Chair's Academy	Annually
College Councils	First Year
Department Meetings	First Year
Back to the Bay	Annually
Faculty Development and Online & Hybrid Support Center Workshops	On-going each quarter with more workshops the first year
Staff Development Workshops	Annually
Department Chairs and/or designate	Quarterly
College Associate Deans	Quarterly

Communication Content	Communication Channels (Frequency)	Responsible Party (Admin Unit)	Discussion
Example: Timely adoption of textbooks by faculty	Agenda item at Provosts Council meetings (bi-annual); Article in bookstore newsletter (bi-annual)	Provost; Associate Director of Bookstore	
Timely adoption of course materials	Email notice to faculty (quarterly)	Bookstore	Bookstore will notify all faculty and departments one month in advance of due dates; will continually communicate on exceptions including reports to Deans/Chairs of non-submissions by sections

8D. Milestones/Measures of Success

How will the campus monitor and evaluate the success of its training and communications actions for the Instructional Materials Accessibility Plan?

SDRC will report annually on the achievement of the goals of the CSUEB Instructional Materials Plan. Assessment of the effectiveness of the training and communications plan will be part of the overall evaluation of the IMAP (Section 9). The Executive Director of University Communications will assist in the development and evaluation of the communications plan for the IMAP.

9. An evaluation of the overall effectiveness of the campus IMAP.

9A. Overview

Each campus should develop a campus-level mechanism for evaluating compliance levels regarding equally effective access to instructional materials for every student regardless of disability. The structure and process for the evaluation should be consistent with campus culture. It should be performed by a highly respected campus body that has the expertise to perform such an analysis and the campus-wide trust necessary to ensure its internal credibility.

During the life of the Accessibility Technology Initiative (2007-2012), this accountability reporting process should be performed annually and an annual report should be submitted to the President. Once the initiative has completed, the campus should have developed a regular periodic review process for auditing campus compliance regarding equally effective access to instructional materials. This permanent periodic review process need not be annual, but it must be frequent enough and complete enough to provide accurate and credible evidence of campus compliance.

These evaluation reports will be the primary mechanism for collecting and analyzing evidence of campus compliance with equally effective access to instructional materials. If the campus is ever subject to a compliance investigation, these evaluation reports should serve as the primary roadmap for demonstrating campus commitments to equally effective access for all students.

Each campus will also need to identify a campus agent who will be responsible for performing this evaluation. The campus agent, which may be an office (e.g. internal auditor) or a special committee, should be selected based upon competence in performing the task and campus trust of the agent.

Policy

The Office of Institutional Research and Assessment (IRA), a department in the division of Planning and Enrollment at Cal State East Bay, will conduct the evaluation of the effectiveness of the CSUEB Instructional Materials Accessibility Plan and report its findings to the Provost and the President. This evaluation will be annual until 2012. After 2012, it will be conducted every three years. SDRC will prepare an annual compliance report for submission to the Provost and President.

Plan

The AVP of Institutional Research and Assessment (IRA) will act as the campus agent responsible for performing the evaluation. The evaluation of the effectiveness of the IMAP will be conducted annually (2008-2012) and every three years after that. The results of the evaluation will be presented to the ATI IMAP group, the Provost, and the President.

In addition, SDRC will prepare an annual compliance report to present to Institutional Research and Assessment, the ATI IMAP group, the Provost, and the President. The SDRC report will provide information on the compliance of the university's accessible instructional materials to set policy.

The evaluation of the IMAP by Institutional Research and Assessment will examine at least the following three questions:

1. Are the appropriate services being provided to students with disabilities?
2. Is the information describing these services broadly, accurately, and strategically disseminated?
3. Are campus participants culturally competent regarding students with disabilities?

9B. Procedures/Practices

Describe the business practices that will be used at each phase of the evaluation process (data selection, collection, analysis, documentation, dissemination, administrative review).

The AVP of Institutional Research and Assessment will work with SDRC staff to develop a survey instrument for students, faculty, and staff. The survey instrument will provide data on the effectiveness of the services provided.

Data Gathering

IRA will engage in the following data collection activities in order to generate sufficient data to inform the evaluation of IMAP initiative at the university.

Student Surveys: IRA will create two student surveys. The first will be for students who are registered at the SDRC and the second will be for students without disabilities. The first survey will address issues appropriateness of services, how information is gained about such services, and how services are utilized. This survey will also attempt to gauge, for disabled students, the level of comfort they have at the university, specifically is CSUEB a welcoming environment for students with disabilities. Questions addressing acceptance by the community will be asked. The second survey will be administered to students who do not have disabilities. Although this survey will have some items matched to the first survey it will primarily gauge the knowledge of disabilities services provided by the university by those who would not make use of them. This will give an indication of how deeply the message regarding disability services has pervaded the campus community. This second survey can also give some indication of the cultural competence of the student campus community.

Faculty Survey: IRA will develop a survey instrument that attends to the faculty's: 1) use of student disability services; 2), knowledge of what is provided in student disability services; 3) cultural competence around issues of student disabilities; and 4) communication concerning student disability services that might be changed if necessary.

Staff Survey: IRA will develop a survey instrument that attends to the staff's: 1) knowledge of what is provided in student disability services, 2) their cultural competence around issues of student disabilities; and 3) how communication concerning student disability services might change if necessary.

Instruments developed in this initial stage will be deployed at a time determined by the Vice Provost and relevant staff and faculty.

Data will be gathered in a systematic fashion. IRA will work with the Office of Student Disability Services to identify a representative sample of students who currently use their services. These students will represent various disabilities and will attend to their specific needs and/or issues.

IRA will randomly select a group of students identified as those who are not registered with SDRC. To ensure an appropriate sample, IRA will over select.

IRA will work with the Office of the Vice Provost to select an appropriate cross section of faculty to participate in the focus group. This will mean both full, tenured track and part time faculty are represented in the selection. Such a selection may mean conducting more than one focus group.

IRA will work with the Office of the Vice Provost to identify appropriate staff to participate in the staff focus group. This will be a more selective process to ensure that staff that would need to have specific knowledge of student disability services for referral. This would include but is not restricted to departmental secretaries or administrative assistants, library staff, and other staff members identified as having a need for special knowledge. Surveys will be deployed more broadly to those individuals identified as needing to have knowledge of how student disability services are conducted at CSUEB.

Data Analysis

Once IRA has completed data gathering they will compile the data and respond to the questions stated at the beginning of this plan.

SDRC will prepare an annual compliance report that reports on the extent to which the university is meeting the goals and objectives of the university's IMAP. The SDRC will gather data from its professional staff, students, and other university offices. This data will be analyzed by its staff in collaboration with Institutional Research and Analysis.

9C. Resources
Describe the staff resources that will be used at each phase of the evaluation process (data selection, collection, analysis, documentation, dissemination, administrative review).

Describe the budgetary implications associated with conducting this evaluation. This includes accounting for the availability of personnel with the necessary expertise to complete this task and any costs associated with providing assigned time (where applicable).

IRA is lead by an Assistant Vice President and has a staff of two professionals and one student assistant. One of the major functions of IRA is to conduct studies and assessments of academic and academic support programs. Assessment of IMAP will fall into the normal workload of IRA. The Assistant Vice President and one of the professional staff have extensive experience conducting survey research.

SDRC is led by a Director and has a staff of 13. The Director of SDRC and selected staff will prepare the annual compliance report as part of their normal reporting duties.

9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	IP	Win 08	SP 08	Institutional Research and Assessment will conduct an annual evaluation (2008-2012 and every three year thereafter) using survey instruments and data supplied by SDRC
The implementation of a process for producing annual compliance reports	IP	Win 08	SP 08	SDRC will provide annual compliance reports to the ATI IMAP group, the Provost, and the President
The development of a process for conducting periodic annual compliance reports	IP	Win 08	SP 08	SDRC will provide annual compliance reports to the ATI IMAP group, the Provost, and the President

10. Identification of all campus personnel involved in implementing or overseeing the campus IMAP

Name	Title	Relationship to ATI
Carl Bellone	AVP Academic Progs & Grad Studies	Oversees ATI IMAP Project; ATI Team Member
John Charles	CIO	IT@CSUEB Strategic Planning; ATI Team Member
Paul Hippolitus	Director, Student Disability Resource Center	ATI IMAP Team
Colin Ormsby	AVP, Institutional Research and Assessment	Evaluation
Terry Smith	Director, Media & Academic Technology Support	Implementation; ATI IMAP Team
Nan Chico	Director, Online & Hybrid Support Center	ATI Team Member; ATI IMAP Team
Eileen Barrett	Director, Office of Faculty Development	ATI Team Member; ATI IMAP Team
Hank Reichman	Chair, Academic Senate	ATI Team Member
Jennifer Eagan	Chair, Curriculum & Instruction Committee (Academic Senate)	ATI Team Member; ATI IMAP Team
Sandy Ehrhorn	Bookstore Director	ATI IMAP Team
Vacant (was Jean Wells)	Faculty Accessible Tech Support	ATI IMAP Team
Anne Judd	Info Tech Consultant OHSC	Implementation
Bernie Salvador	Info Tech Consultant OHSC	Implementation
Bonnie Correia	Info Tech Consultant OHSC	Implementation
Korey Brunetti	Systems Librarian	ATI Team Member; ATI IMAP Team
TBD	Continuing and International Education	Implementation
TBD	Concord Campus	
Students with disabilities	SDRC	ATI IMAP Team Members

Appendix A

Senate Policy on Timely Adoption of Textbooks, Course Readers, and Course Materials

For purposes of this plan, the term textbooks shall apply to all print-based materials including both conventionally formatted hard-copy books as well as other formats such as course readers and library reserve materials. **The Academic Senate adopted the following policy on May 8, 2007.**

BEC 11: Policy on Timely Adoption of Instructional Materials for Students with Disabilities

All faculty will submit ==**information regarding**== their requests for textbooks, course readers, and other course materials ==**for purchase**== to the University Bookstore by the due date established by Academic Affairs in consultation with the Student Disability Resource Center and the University Bookstore. Faculty not ordering course materials from the Bookstore must notify the Bookstore of that fact. Faculty can request an extension of this due date by providing a rationale for a late adoption to the University Bookstore.

Course Readers must be available from the producer or publisher (e.g., copy center) in a format acceptable to the Student Disability Resource Center as accessible. In order to ensure course material accessibility for all students, as well appropriate copyrights, the Academic Senate recommends that faculty develop and order their course readers through ~~the University Bookstore~~ *an entity that will ensure a format acceptable to the Student Disability Resource Center.*

All departments will have a mechanism, consistent with their practices, to guarantee that textbooks, course readers, and/ or other course materials will be ordered for class sections for which faculty have not yet been hired by that deadline established by Academic Affairs in consultation with the Student Disability Resource Center and the University Bookstore.

This policy will be implemented in Spring 2007 for Fall 2007 textbook ordering.

[Background Information]
At its meeting on May 1, 2007, ExCom debated the wording on the proposed policy as stated in 06-07 CIC 21. It was agreed that the Bookstore will play an important role in keeping SDRC apprised of course materials so that the University can be in compliance with EO926 and AA-2007-04. However, the additional language was deemed appropriate to assure that faculty will not feel they are mandated to order everything from the Bookstore rather than other vendors that faculty may be appropriate. Faculty are reminded that the Bookstore will assure compliance with the mandates when materials are provided by the Bookstore, whereas faculty are considered responsible for meeting SDRC standards when ordering elsewhere.

Appendix B

CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: 2007-08 **CIC ##**
Date Submitted:

DRAFT   DRAFT   DRAFT   DRAFT   DRAFT   DRAFT

TO: Executive Committee of the Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: Policy on Course Material Accessibility

PURPOSE: For Action by the Academic Senate

ACTION
REQUESTED: That the Academic Senate adopt the following policy:

All faculty will ensure that all of their course materials (including electronic files, powerpoint slides, pdf files, course handouts, reserve materials, videos and other visuals) are accessible by all students, and follow the principles of universal design to the highest degree possible. Faculty will work with the Student Disability Resource Center, the Office of Faculty Development, the Online & Hybrid Support Center, the Center for Alternate Media, and the Library and other support services to learn about accessibility and to receive assistance in making their instructional materials accessible.

Colleges and departments will develop mechanisms consist with their practices to ensure the accessibility of course materials, and to educate and support faculty in developing accessible materials.

Faculty will provide a schedule of course readings or syllabus via Blackboard in order to provide the Student Disability Resource Center with a guide for which materials to process for students with disabilities.

This policy will be implemented...