

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

### 1A. Overview

Cal Poly Pomona is committed to providing instructional materials that are accessible to persons with disabilities. The effective communication and delivery of print-based instructional materials includes textbooks, course packets, e-reserve, content posted in Blackboard, content posted to individual faculty web sites, course syllabi, in-class handout materials (such as journal articles), and all other print based materials. For clarification, e-reserve materials are posted to a secure Library web site and/or linked from Blackboard. Content posted in Blackboard may be posted directly by a faculty member or linked with an e-reserve document.

Currently, there are aspects of the process that have been implemented for a number of years yet not documented. Building upon these practices, additional procedures will be created or strengthened to meet the timelines, deliverables and to identify the roles and responsibilities outlined in Coded Memo AA-2007-04.

### 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)	IP	On-going	November 2007	Textbook/Course packet faculty adoption deadlines already exist and will continue (Y) Business process for role/responsibility for ensuring faculty adoption by deadlines has been discussed and will be implemented during Fall term 2007 with Winter term requisition deadlines. Draft of proposed procedures is attached, see Appendix 1. (IP) Electronic connection between textbook database and PeopleSoft course section information (IP) Establish an institutional process to account for the “exceptions” for meeting the deadline and process for timely delivery (includes notification to Bookstore for input into database so exception is known) (IP) Textbook requisition software application features 508

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				compliant by December 2007 (IP) Establish e-reserve accessible content deadline and business process for April 2008 implementation (N) Establish practice to inform faculty of accessibility requirements for electronically posted materials including within Blackboard and instructional websites (winter 2008) (IP)
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	IP	May 2007	December 2007	Consulted with Senate Executive Committee and presentations to Senate Body in regards to accessible IM (Y) Senate resolution affirming support for ATI and IMAP (modeled after statewide senate resolution) (IP) Consult with senate in regards to procedures for print based material adoptions (see Appendix 1 for draft) (Fall 2007) (IP)
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Y	2004	Ongoing	Bookstore has incentive program for faculty and department administrative assistants to meet deadlines in place (Y) Explore departmental incentive program for long-term or multiple section adoptions (N) Explore an incentive program for timely submission of e-reserve content (N)

### 1C. Resources

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

Technical -

- Script to connect textbook database (Prism) and PeopleSoft to provide course section information which will support 1) Bookstore requisition adoption process and 2) easy access for students to view course section and textbook information.
- Training for faculty and department administrative assistants in the use of the online textbook requisition software application.

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- Process for identification of faculty who have not submitted textbook/course packet information prior to the deadline
- E-reserve hardware and software for creating accessible documents

Financial -

- New incentive programs
- Hardware/software to create accessible documents (e-reserve, faculty)
- Staff positions (Alternate Media Assistant and Accessible Format Production Specialist)
- Student assistants to train and assist faculty in creating accessible course materials)

**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	IP	12 (October 07)	Winter 08	See Appendix 1

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional materials adopted in the last year	Textbook: 7710 e-reserve: 700	337	
The percentage of print-based instructional materials adopted in a timely manner in the last year	60% within one week after deadline for both textbooks and course packets	60% within one week after deadline for both textbooks and course packets	

## **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?

Cal Poly Pomona’s timely delivery of alternate materials is by the first day of the term or within two weeks of the submission of a request for alternate format if requested less than two weeks prior to the first day of the term.

If the student submits an alternate format request for a course for which it is known that the faculty member is approved for an exception to the textbook requisition deadline, DRC and the faculty member will collaborate to make materials readily available in a “just in time” manner for class sessions with a one week minimum. The target will be that the faculty member will provide DRC with course materials two weeks prior to the first day of the term. If not all materials are available, at least the first two weeks of course materials will be provided to the DRC two weeks before the beginning of the term. The reminding course materials will be provided to the DRC by the first day of the term. If course materials are distributed to the class after the beginning of the quarter, these materials will be provided to the DRC at least two weeks prior the general class distribution.

If the instructor has not provided any information, the DRC will double check with the Bookstore to see if the material is available. If not, DRC will request the information from the faculty member, with a copy to the Department Chair stating the importance of a timely response. If a timely response is not received, the Department Chair and AVP for Undergraduate Studies will be notified of the need for the material. If, for some reason, there will be an unavoidable delay in this process, DRC will implement a live or recorded reader option.

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

### **2A. Overview**

The commitment of Cal Poly Pomona expressed in #1 above extends to the identification of textbooks for late-hire faculty. This includes all print-based instructional materials such as course packets, e-reserve and content directly posted to Blackboard.

### **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	IP	June 2007	November 2007	Textbook/course packet faculty adoption deadlines already exist and will continue.

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
late-hire faculty				Consultation with Academic Senate regarding textbook adoption procedures is ongoing. See Appendix 1 for proposed procedures which also address late-hire faculty.
The development of a mechanism for Academic Affairs to monitor this procedure	IP	May 2007	November 2007	Academic Affairs has created an advisory committee to develop procedures for monitoring and enforcing adoption procedures for late-hire faculty which involves department chairs, college deans, and central Academic Affairs. See Appendix 1 for proposed procedures.

## 2C. Resources

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

Technical:

- Faculty and administrative support at department and college level trained to use on-line textbook requisition system
- Process to identify instances of late-hire faculty not able to submit prior to textbook deadline each quarter
- Process to develop communication system between Bookstore and central Academic Affairs concerning courses for late-hire faculty that do not have textbook requisitions submitted in timely manner.

Financial

- Time and resources for training faculty and staff

## 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	12	Winter 2008	See Appendix 1

Baseline Measures	Response	Discussion
Departments do not have procedures for timely adoption of textbooks for late hire faculty.	No data	A standard procedure will be developed for timely adoption of textbooks by late hire faculty.

**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?

If the student submits a request and the instructor has not yet been identified, the Department Chair has the responsibility of requesting a textbook or other reading material for the course in question and notifying the DRC.

If there will be an inappropriate delay in this process, a live or recorded reader option will be provided.

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

**3A. Overview**

Maximizing the likelihood for timely delivery of alternate format materials involves a number of factors including (1) early identification of students who require these materials, (2) their subsequent use of priority registration to select courses, (3) faculty’s timely identification, by the adoption deadline, of instructional materials that are associated with these courses, and (4) students’ timely submission of requests for these materials in alternate format.

**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	N/A	N/A	The Disability Resource Center (DRC) maintains a database that tracks students with documented disabilities who utilize alternate media.

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	N/A	N/A	DRC generates a list of students eligible to enroll through Priority Registration (PR) and transmits that list to the Academic Senate (campus policy), which is approved and forwarded to the Registrar's Office to activate PR on-line eligibility.
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	IP	January 2007	January 2008	DRC encourages students to register and submit alternate media requests in a timely manner in the following department appointments; intake, general orientation, alternate media orientation, assistive technology orientation, ARCHES intake, and advising sessions. Additionally, alternate media request forms are readily available in the DRC reception area. Further, students are sent e-mail reminders in regards to PR dates and alternate media request submissions. Barriers identified through a Student Learning Outcome (SLO) implemented in Spring 2007 will be used to create additional ways to encourage students to participate in PR and submit alternate media requests in a timely manner.
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	2006	March 2008	DRC and Bookstore have established a partnership to increase the timely availability of course listing information for both areas. The Bookstore provides real-time access to their course and instructional materials listings database to the Alternate Media Coordinator. Additionally, Reader Packet and materials produced through Bronco Copy N' Mail are indicated in the Bookstore database. See section 4, below, regarding the processes to provide alternate media producers access to instructional materials posted to Blackboard.

### 3C. Resources

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

Technical

- As previously stated, the direct link between the Bookstore database and PeopleSoft will enable the Alternate Media Coordinator to access course instructional materials listings in a more timely manner

Financial

### 3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	Pre-2002	Already in place
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Fall 2006	Already in place

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	277	Only about 90 students requested alternate media last year. All 90 were qualified to receive e-text, audio, or RFB&D materials. Audio mp3 is considered e-text on our request forms. There were no requests for Braille or large print. We will determine the number that received material in each format. Students with print-related disabilities are eligible to receive alternate media (e.g., blind, dyslexia). Students may be eligible for more than one type of format based upon functional need. We track requests by format type.

Baseline Measure	e-Text	Audio	Braille	Large-Print	Other (specify)
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The number of eligible students who requested alternate format instructional materials in the last year	90 students for 449 requests	90 students for 103 MP3 requests	0	0	90 students for 37 RFB&D requests
The percentage of eligible students who requested alternate format instructional materials in the last year	32%	32%	0%	0%	32%

**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?

N/A

**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**

Notes: This provision emphasizes providing students who require alternate format instructional materials with access to their materials through an accessible, electronic infrastructure. This reduces the time necessary to convert instructional materials into an accessible format and provides alternate media personnel with a central location to obtain these materials.

Cal Poly Pomona uses Blackboard as our campus supported LMS. We have supported both Blackboard and WebCT in the past. In June 2006 the decision was made to standardize on Blackboard as our single university-supported LMS. We have just completed an upgrade of our Blackboard infrastructure and an upgrade to Blackboard 7.2 from 6.2. Beginning in Fall 2007 WebCT and Blackboard 6.2 will be retired with all courses transitioning to Blackboard 7.2. In Fall 2007 all course sections will, by default, have an associated Blackboard course site. These course sites will remain inactive (invisible to students) until the faculty member chooses to activate the course.

Many faculty members also choose to use their own websites for their courses. Most of these are hosted on campus servers. Faculty members are encouraged to use accessible Cal Poly Pomona web templates for their course (and individual) websites.

Training and support are available from I&IT Learning in both the use of Blackboard and the use of the CPP web templates.

**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 instructional materials	Y (LMS) Y (web)		2001 (LMS) 2004 (web)	LMS – All instructors have had access to an LMS since 2001. Web – All instructors have had access to accessible web templates since 2004.
The development of procedures to encourage faculty to post their instructional materials in an electronic format	IP	2006	March 2008	We are developing a multi-part plan to encourage faculty to post instructional materials electronically: 1. All courses will have an LMS course site beginning in Fall 2007. 2. Faculty ATI awareness and training campaign (see section 8, below). 3. Faculty use of web – baseline study (see 4D, below). 4. Develop and encourage use of Blackboard syllabus templates. 5. Development of an accessible course web page creation tool. 6. Proposal to consider: As part of the course assignment process and/or the textbook adoption process instructors could be asked whether they will be using Blackboard and how they will make their materials available electronically, if they are not using Blackboard.
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	IP	May 2007	March 2008	Upon approval of the instructor of record, I&IT will add alternate media producers (AMP) to an LMS course site as a “course builder,” giving the AMP access to course content for testing and remediation. Additionally, instructors can add AMP to their courses themselves. In order to ensure that the AMP have timely access to course content we will propose and the following procedures: When a student identified by the DRC as needing print-

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				<p>based instructional materials in an alternate format, the DRC will contact the instructors in this students' courses in order to inform the instructors of these needs and to discuss and offer services available to assist the faculty member in meeting accessibility requirements. These services will include offering AMP services provided they have access to the LMS course site and/or other sites where electronic course content is stored. Notes: (a) In this contact DRC will discuss options available to instructors for provision of accessible electronic instructional materials. This will include, but is not limited to use of LMS for posting instructional materials, other options available for posting materials, and support available to assist faculty in the creation of accessible electronic print-based instructional materials. (b) Upon request, I&amp;IT will share any information it has with DRC which will help with the DRC communication with instructors, including whether an instructor uses Blackboard and whether a particular course section is using Blackboard.</p> <p>DRC will advertise its service to faculty in ensuring accessibility of print-based instructional materials. As part of this awareness campaign DRC will offer to review and remediate instructional materials posted within Blackboard (or elsewhere) provided that an AMP is provided with appropriate access to the materials.</p>

#### 4C. Resources

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

Technical:

- Accessible Format Production Specialist
- I&IT Learning – Learning management system group, Studio 6 to assist faculty in creating accessible websites using templates
- I&IT Web Development – Accessible website creation tool

Financial:

- Additional student employees and staff to assist faculty in the testing, remediation, and creation of accessible instructional websites and other instructional materials.

**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	LMS: 2001 Web: 2004	All instructors have access to both an LMS site and accessible websites.
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	March 2008	Procedure is already in place in that allows instructors to provide AMPs with access to their LMS course sites. Additionally, I&IT will add AMPs to course sites upon request of the instructor. DRC will develop and implement a procedure by November 2007 for identifying students in need of accommodation for LMS courses and will work with the associated faculty to request access to materials.

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)	Unknown	By April 2008 we will develop a survey to determine whether and how instructors are making instructional materials available. In addition to providing us with a baseline measure of the number of courses employing non-LMS campus-hosted websites and individual (non-campus-hosted) websites for their courses, this survey will determine what services are needed to assist faculty in making their instructional materials accessible. We have not determined whether the survey will be administered directly to instructors or through colleges and departments.
The percentage of courses that used individual websites in the last year	Unknown	

#### **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?

DRC will notify the faculty member and request that instructional materials are either created in an accessible format or provided to DRC to be converted to an accessible format in a timely manner. If the faculty member does not respond in a timely manner, DRC will contact the department chair to enlist his/her assistance in receiving the materials.

If, for some reason, there is an unavoidable delay in this process, DRC will implement a live or recorded reader option.

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

#### **5A. Overview**

Note: This provision focuses on both developing 508-compliant procurement procedures for instructional materials and on codifying what campus procedures will be used to handle the transformation of inaccessible instructional materials.

Faculty and academic units acquire a wide range of instructional materials from a variety of sources. Some materials are purchased, such as images and video and audio recordings. Others are licensed, such as software applications and courseware. Still others are acquired freely because they are in the public domain, fall under the “fair use” provision of the copyright law, or the copyright (or intellectual property) owners offer the materials for use without compensation. Still other materials are used without being acquired as when students are assigned materials from the internet, are assigned materials available from another publicly available source, or are assigned videos to watch that can be rented or borrowed from another source. These different sources of instructional material as well as the different media that are represented all pose unique challenges for the faculty and the university in meeting accessibility requirements.

#### **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	N	August 2007	June 2008	Purchase and licensing – we may need a policy and procedures, mirroring the procurement policy and

Instructional Materials Accessibility Plan – Cal Poly Pomona  
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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
multimedia instructional materials				<p>procedures developed for Priority 3, to ensure that faculty and academic units purchase accessible materials whenever possible.</p> <p>Faculty and academic units will need resources which can assist them in determining accessibility as they select instructional materials. Rather than creating a new service we should consider training existing resources faculty can turn to for instructional support. These would include instructional designers in I&amp;IT Learning, faculty developers in the Faculty Center for Professional Development, content librarians, the Disability Resource Center, and instructional support staff in the colleges.</p> <p>We will need an awareness campaign to ensure that faculty and academic units seek and acquire accessible materials.</p> <p>We need to develop a checklist and proposed procedure which faculty and departments can use and follow to guide them in selecting accessible materials. Hopefully the CAM will include listings of accessible materials in media other than text.</p>
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	IP	2006	Ongoing	<p>In some cases this is in process. For example, if we have the rights to add captioning to a video and the video can be converted to an appropriate format, then we have hardware and software available to add captions. However, in the case of acquired materials the first option should almost always be to look for an accessible (near) equivalent alternative, rather than</p>

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				<p>retrofitting the originally acquired product.</p> <p>In some cases, for at least the next two to five years, we will need to use the early identification procedures outlined in section 3, above, to ensure that students in classes where digital and multimedia instructional materials might be used can be identified and accommodated in a timely fashion. This will require coordination between the faculty, the DRC, and resources for conversion to accessible formats.</p> <p>We have begun to test a variety of tools and third party services that can assist us in the conversion of acquired digital and multimedia materials as well as in the creation of accessible materials. These include captioning systems and services as well as conversion tools for various file formats including PDF and PowerPoint.</p>

### 5C. Resources

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

Technical:

- I&IT Learning
- DRC
- Library
- Instructional support staff in colleges

Financial:

- Captioning stations

- Additional staff for media conversion
- Tools for media conversion

### 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	N	August 2007	March 2008	We should look to other CSU campuses for models of such procedures.

Baseline Measures	Response	Discussion
The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials	No data	We doubt that any units have adopted formal procedures.
The percentage of academic units represented by this number	No data	

### 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?

Exemption – Faculty members occasionally provide references to websites to provide students with supplemental instructional materials. We hope and expect that increased accessibility awareness among faculty will result in faculty considering accessibility when making such assignments. Nevertheless, faculty should not be required to ensure accessibility before referring students to a resource for supplementary instructional material. In addition to checking accessibility when possible faculty are encouraged to support all students who have difficulty accessing such materials.

DRC and the faculty member will partner to determine the most appropriate and reasonable alternative for access. As part of the exemption process, the faculty member will agree to partner with DRC, I&IT and other areas to meet the accommodation needs for a student who enrolls in the course.

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

### 6A. Overview

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.

Our policies and procedures addressing course development and delivery are found in several different locations, i.e. the Curriculum Guide and University websites. A review of these policies provides the opportunity to consolidate them and ensure uniform language regarding accessibility. We have also identified the need for additional standards that govern the delivery of courses using online or hybrid technology.

### 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	June 2007	April 2008	Current efforts are directed toward the identification of existing curricular and course policies, their status in terms of accessibility inclusion, and determination of the need for guidelines where none exist. Those policies currently under consideration include: The Curriculum Guide, which addresses the entire catalog and curricular development process and the steps necessary for program approval and implementation, will be updated to incorporate a statement on accessibility. The Guidelines for Writing a Course Outline will add a requirement to address accessibility in the course, particularly with reference to "Instructional Methods." The form for "Proposed General Education/ American Cultural Perspectives Curricular Change" will add a requirement to address accessibility in the course, particularly with reference to course delivery. The University policy governing the course syllabus will

Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				<p>be updated to include appropriate language faculty may use to inform students of the support services available for students with disabilities.</p> <p>Our Priority Registration Policy, which provides early registration as an appropriate accommodation for students with disabilities, is already in place.</p> <p>University policy on our commitment to equal opportunity, affirmative action and anti-harassment will be updated to include specific language from the ATI.</p> <p>There is no current University policy specifically addressing the delivery of courses in online or hybrid format. The Academic Senate will be consulted to determine how appropriate guidelines can be developed.</p> <p>As a general policy, the Academic Senate will be asked to affirm the CSU Academic Senate statement “Students’ Access to Academic Information Technology” (AS 2700-.05/FA)</p>

**6C. Resources**

- AVP for Undergraduate Studies
- College Curriculum Committees
- Academic Senate

**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	IP	May 2007	August 2008	By the completion date, our goal is to have consistent, specific, and clear statements in the pertinent policy statements and procedures regarding the necessity of

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
access to instructional materials				accessible instructional materials in all new course development and delivery starting in Fall 2008
Listing of specific curricular and course policies impacted:				The specific curricular and course policies to be impacted are listed in 6B above

## 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?

We will ensure that policies and procedures incorporating accessibility provisions will incorporate processes to address requests for exemption from the provision of accessible instructional materials.

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

### 7A. Overview

Faculty members use a wide variety of materials employing many different media. These materials range from simple text documents that they create to videos and multimedia applications created in collaboration with campus service providers. Thus, our support for faculty in this area needs to address the variety of media used. Our support includes training and technical support for faculty as they create instructional materials; development and acquisition of tools for creating accessible materials, such as captioning for video and other audio content; and professional development of IT production staff to ensure that service providers are capable of creating accessible materials when they develop content in collaboration with faculty.

### 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	IP	2006	Ongoing	Faculty and staff training in authoring of accessible content has begun. See the Communication and Training Plan in section 8, in Appendix 2, for a full listing

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
assist faculty with authoring accessible instructional materials				<p>of user training planned.</p> <p>Training of technical staff in the production of accessible content is ongoing.</p> <p>An application for captioning of video for streaming has been adopted. Plans are in place to install two video captioning stations. We have been working with Adobe to ensure that content created with Abode Connect, Captivate, and Flash are accessible. Staff responsible for these applications have been trained in accessibility and will continue to receive training.</p> <p>We gave been investigating additional tools for creation of accessible content, including tools for creating accessible PDF and PowerPoint files. This investigation will need to continue in order to meet some of our more formidable challenges, such as the production of accurate transcripts.</p>
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials				Covered in #5 as part of procurement.

## 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)

Technical:

Financial:

- Additional student workers and staff
- Captioning stations
- External training

- Third party solutions for conversion

### 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	2006	Ongoing	Please see 7B above
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	IP	June 2007	Ongoing	Covered in #5 as part of procurement.

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remediating instructional materials	>50	We have very little data upon which to base an estimate, however fewer than 50 faculty members have attended the training events held thus far.
The number of faculty who have received training on selecting accessible off-campus instructional materials	~4%	

### 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?

Student work completed in courses specifically teaching them how to create multimedia products (websites, videos, graphics, digital art, simulations, animations, etc.) are exempt. While we expect that instructors will integrate accessibility training into their curricula, this plan does not address accessibility of student work and does not anticipate that accessibility will be required for student work. In cases where peer review of student work is expected instructors should either ensure that student work is accessible or work with the DRC to ensure that accommodation is made for any students eligible for accessible alternate media.

In order to make their instruction accessible to more students and in multiple modes some faculty record their lectures with audio, video, or both. While efforts will always be made to ensure that these recordings are accessible (transcribed, captioned, and provided with audio descriptions), there are cases where this is not necessary. For example, instructors may have lectures video recorded and streamed when they cannot meet a class because they are traveling on business. If the recording is only to be used for the current course and there are no students in need of alternate media, it is not required that we transcribe and caption the video. A process should be developed that faculty will follow to ensure that any case where they are not providing accessible materials is a valid exemption. This will include provisions to ensure that no case is exempted when a student entitled to alternate media is enrolled in the course.

DRC and the faculty member will partner to determine the most appropriate and reasonable alternative for access. As part of the exemption process, the faculty member will agree to partner with DRC, I&IT and other areas to meet the accommodation needs for a student who enrolls in the course.

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

### **8A. Overview**

Notes: The eventual goal is that all members of the campus community who produce, assign, deliver or receive instructional materials shall be informed of their roles and responsibilities regarding equally effective access to course materials for persons with disabilities. Moreover, individuals with roles or responsibilities in this enterprise shall receive appropriate training so that they can fulfill their roles and responsibilities.

A communication and training plan has been developed to inform students, faculty and staff of their roles and responsibilities regarding the provision of equally-effective access to instructional materials. The goal is that all members of the campus community who produce, assign, deliver, or receive instructional materials shall be informed of their roles and responsibilities regarding equally effective access to course materials for persons with disabilities. Please see Appendix 2.

### **8B. Procedures/Practices**

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
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The development of a communication and training plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of equally-effective access to instructional materials	IP	February 2007	June 2007	The plan will consist of multiple opportunities for faculty, staff and students to participate in workshops and presentations that describe the roles and responsibilities of equally-effective access to instructional materials and, when applicable, hands-on training to create or implement accessible materials or procedures. Please see plan (Appendix 2) for targeted audiences.
The identification of how often these communications will take place in the academic calendar				Please see Appendix 2 for date/timing/frequency information

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

Please see A Communication and Training Plan for the University Instructional Materials Accessibility Plan 2007-2008 Academic Year (Appendix 2) for information on specific activities, scheduling, audience and provider.

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

The ATI Coordinator will be responsible for overall coordination of the Communication Plan. It is anticipated that an individual will be identified to coordinate the training component. A quarterly training schedule will be developed. Event organizers and training providers will generate and submit quarterly reports on training conducted and events held to the ATI Coordinator.

### **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)

- ATI Coordinator
- Training Coordinator (time and resources to be determined)
- Workshop facilitators (I&IT Learning, Faculty Center, ODT – time and resources to be determined)
- Outside consultants (to be determined)

## **8D. Milestones/Measures of Success**

All faculty, staff and students involved in production, assignment or delivery of instructional materials shall be informed as to their roles and responsibilities regarding equally effective access to instructional materials. This process should be completed by 2010-2011 along with an ongoing communications mechanism for new members of the campus community.

Training programs shall exist for all faculty members, staff and students involved in production, assignment or delivery of instructional materials that prepare them to satisfy their roles and responsibilities regarding equally effective access to instructional materials. This process should be completed by academic year 2011-2012 along with an ongoing training mechanism for new members of the campus community.

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

As noted above, in #8B. the ATI Coordinator will work with the individuals charged with overseeing the implementation of the IMAP and will prepare quarterly reports indicating progress toward meeting goals as outlined in the Communication Plan. Benchmark data identifying populations and numbers requiring education and training will be developed by November 2007. An annual assessment will take place at the end of each academic year and will be incorporated into the IMAP Evaluation Plan. Information gathered as part of benchmark data in other portions of the IMAP (i.e. # of faculty using an LMS; # of on-time textbooks submissions; # of student organizations using accessible University website templates) will also provide data on the success of the IMAP communication plan.

While the Communication and Training Plan has been developed for the 2007-2008 academic year, the ATI Coordinator will be charged with developing a long-term approach to ensuring that new faculty, staff and students receive information and training on their roles and responsibilities regarding equally effective access to instructional materials, including procedures for benchmarking and assessment.

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 base upon competence in performing the task and campus trust of the agent.

## **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).

IMAP Evaluation Plan

Responsible Agent – ATI Coordinator

Guidance from the Accessible Instructional Materials Coordinators and reviewed by the ATI Steering Committee

Product – IMAP Evaluation Plan Report

Time Period – Annual report, with deadline to President's Cabinet by each year on a date to be determined via the Vice President for I&IT/ATI

Executive Sponsor

Report Structure:

Executive summary

Data selection areas

Data collection practices

Data analysis

Findings – accomplishments and areas for improvement

Recommendations to address areas for improvement and plans for the next year

Conclusion

Data Collection Areas:

Implementation of the goals indicated in #1 - #8

Track and monitor number/percentage of textbook/course packet adoption deadline submissions

Establish baseline, track and monitor number/percentage of timely accessible e-reserve materials

Establish baseline, track and monitor number/percentage of timely accessible faculty instructional web sites

Establish baseline, track and monitor number/percentage of use of Blackboard for the timely provision of accessible instructional materials

Track and monitor the effectiveness of Blackboard as a means of distributing accessible instructional materials

Establish baseline, track and monitor number/percentage of training attendance by faculty, staff and students

Establish a process to track and monitor that all new and revised course materials developed for Fall 2008 and beyond meet accessibility standards

Establish a process to track and monitor the “exceptions” that have been approved

Track and monitor the passage of and implementation of IMAP related Academic Senate resolutions

Track and monitor the inclusion of accessibility practices in the curriculum review process in the colleges

Track and monitor the implementation and effectiveness of the communication and training plan

Track and monitor the number/percentage of alternate media eligible students who utilize priority registration and submit alternate media requests in a timely manner

Track and monitor the effectiveness of IMAP implementation in meeting the accessibility needs of students with disabilities

Data collected in the 2006-07 and 2007-08 year as deemed appropriate will be used as benchmarks for future annual reports.

The analysis of the data collected will be conducted to evaluate the campus progress, celebrate accomplishments and identify areas for improvement.

## **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).

Depending on the scope of data selection and collection, responsible parties will include, but not be limited to: AIM Coordinators, ATI Steering Committee, Associate Deans, Disability Resource Center, and other appropriate entities. Individual faculty, staff and students will be strongly encouraged to participate in these assessment efforts to enhance the learning environment for all campus community members. A template will be created for entities to provide the data collection and analysis information in a consistent manner.

The ATI Coordinator will receive the data collection and analysis to combine into a preliminary report of campus data analysis and findings. This preliminary report will be reviewed by the AIM Coordinators and ATI Steering Committee who will formulate recommendations for the upcoming

year. Based upon this the ATI Coordinator will compile the Annual IMAP Evaluation Plan Report to be reviewed and approved by the ATI Steering Committee.

The Annual IMAP Evaluation Plan Report will be reviewed by the Vice President for I&IT. Once approved, the Vice President for I&IT will present the report to the President's Cabinet for discussion. The President's Cabinet feedback will be shared with the ATI Steering Committee and incorporated into the final report.

The final report will be submitted to the Chancellor's Office Accessible Technology Initiative Director and disseminated widely to the campus community.

The ATI Coordinator will need administrative support to effectively complete this report. Additionally, IRAP assistance may be required for data collection and analysis.

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).

ATI Coordinator  
ATI administrative support position  
IRAP researcher  
Time of all those involved

## 9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	IP	June 07	March 2008	
The implementation of a process for producing annual compliance reports	IP	November 07	On-going	
The development of a process for conducting periodic annual compliance reports	IP	June 07	March 2008	

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

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Name	Title	Relationship to ATI
Brum, Debra	VP I&IT	ATI Executive Sponsor
Vacant	ATI Coordinator	Oversees ATI implementation, E&IT procurement, IMAP Evaluation Plan Report
Schmitt Whitaker, Catherine	Director, Disability Resource Center	AIMs Coordinator; Directs department that converts instructional materials into an accessible format; oversees alternate media eligible student indemnification for early registration and submission of requests
Schleifer, Harold	Dean, Library	Directs department that creates e-reserve accessible instructional materials
Donnelly, Suzanne	Assistant Director for Textbook Department, Bronco Bookstore	Directs textbook/course packet requisition submissions and orders; and on-line view of available materials
Park, Hye Ok	Interim Director, I&IT Learning	AIMs Coordinator; Directs department responsible for assisting faculty in the development of digital and multimedia instructional materials, for campus learning management system and related technologies, and for faculty training the instructional technologies.
Perry, Peggy	Director, Faculty Center for Professional Development	AIMs Coordinator; Coordinates faculty training in Universal Design for Learning and other aspects of Communication and Training Plan
Susan Berilla	Director, Organizational Training and Development	Coordinates training for staff and administrators relative to Communication and Training Plan
Claudia Pinter-Lucke	Associate Vice President for Undergraduate Studies	Administrator for academic programs and curricular policies; monitors textbook adoption deadlines

**11. Chronological listing of all IMAP deliverables (policies, timelines, milestones)**

Date	Activity	Relationship to ATI
November 2007	University Plan for IMAP Communication and Training	IMAP #8
September 2007	IMAP Evaluation Plan Report process	IMAP #9
November 2007	Implementation of procedures for adopting print-based instructional materials (and associated business procedures)	IMAP #1
December 2007	Identification of existing curricular and course policies with regard to their status in terms of accessibility and the determination of the need for guidelines where none exist.	IMAP #6
March 2008	Development of an IMAP evaluation process including a process for producing annual compliance reports	IMAP #9
December 2007	Senate resolution affirming support for ATI and IMAP (modeled after statewide senate resolution)	IMAP #1
November 2007	Establishment of specific procedures to identify print-based instructional materials for late-hire faculty	IMAP #2
November 2007	Development of a mechanism for Academic Affairs to monitor this procedure	IMAP #3
January 2008	Development of a plan to encourage alternate-media eligible students to utilize early registration and to submit alternate media requests in a timely manner	IMAP #3
January 2008	Implementation of textbook/course packet procedures	IMAP #1
January 2008	Development of a mechanism for Academic Affairs to monitor this procedure	IMAP #2

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Date	Activity	Relationship to ATI
January 2008	A multi-part plan to encourage faculty to post instructional materials electronically:	IMAP #4
March 2008	Policies and procedures ensuring purchase of accessible digital or multimedia instructional materials	IMAP #5
March 2008	The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IMAP #3
March 2008	Establishment of procedures to provide alternate media producers with access to print-based instructional materials located in the LMS	IMAP #4
March 2008	Document procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IMAP #2
April 2008	Development of e-reserve process	IMAP #1
August 2008	The incorporation of accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials	IMAP #6
Ongoing	Development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	IMAP #1
Ongoing	Establishment of an infrastructure to support the conversion of digital and multimedia instructional materials into accessible formats	IMAP #5
Ongoing	The establishment of a plan to provide training and technical support (e.g. help desk, hands-on, and online resources) to assist faculty with	IMAP #7

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Date	Activity	Relationship to ATI
	authoring accessible instructional materials	
Ongoing	Quarterly and annual reports and assessments of progress toward meeting the goals of the Communication and Training Plan	IMAP #8

## APPENDICES

### **ADDENDIX 1**

#### Proposed Procedure for Requests for Course Materials

All instructors using textbooks and other reading materials in their classes are required to submit their requests by the deadline established by the Bronco Bookstore.

Department Chairs shall encourage all instructors to start considering textbook choices as soon as a schedule (for major courses, for a particular quarter, etc) is determined.

All textbook requests will be made via the online form.

Reminders will be sent prior to the deadline.

Two weeks prior to the deadline, and again one week prior to the deadline, the BroncoBookstore will send to the contacts identified in each department a list of classes for which texts have not been selected.

The contact shall have responsibility for reminding the faculty of the deadline.

The Department Chair shall have the responsibility of requesting a textbook or other reading material for courses on the list that do not have an instructor assigned by the deadline date.

Notices will be sent after the deadline.

One week after the deadline, and again two weeks after the deadline, Academic Affairs will send to the department chairs and associate deans a list of classes for which texts have not been requested.

The Department Chair shall have the responsibility of requesting a textbook or other reading material for all classes on the list.

To assist the Department Chair in this request, it is recommended that each department designate standard textbooks for all courses. This may be the textbook last used by the majority of sections for that course or a textbook selected by a department committee or by the department as a whole.

## ADDENDIX 2

A Communication and Training and Plan for the University  
 Instructional Materials Accessibility Plan  
 2007-2008 Academic Year

The following is a communication and training plan to inform students, faculty and staff of their roles and responsibilities regarding the provision of equally-effective access to instructional materials. The goal is that all members of the campus community who produce, assign, deliver, or receive instructional materials shall be informed of their roles and responsibilities regarding equally effective access to course materials for persons with disabilities.

Description of Activity	Date/Timing/ Frequency	Audience	Provider
<b>Awareness Campaign (roles and responsibilities)</b>			
Kick-off of year long focus on ATI communication and training, especially relating to roles and responsibilities for providing accessible instructional materials (AIM) Distribution of brochure "What ATI means for me as a (faculty, staff, student)"	Fall Conference Convocation	All University	Multiple (coordinated by ATI Steering Committee)
Launch pages addressing AIM on relevant websites (e.g. University, FC, I&IT, ODT)	Process initiated at beginning of Fall Quarter 2007	All University	Multiple
Launch ATI Updates newsletter with AIM Column	Initiated in Winter Quarter 2008	All University	Multiple
<b>Leadership Development</b>			
Academic Deans	At regular meetings	All academic deans and Provost's staff	AIM Coordinators
Associate Deans	At regular meetings	All academic associate deans	AIM Coordinators

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Department Chairs	At regular meetings	All academic department chairs	AIM Coordinators
Academic Senate Executive Committee	Summer and Fall 2007 meetings	Members of the Executive committee, Academic Senate staff	AIM Coordinators
Academic Senate	Summer and Fall 2007 meetings	Members of the Academic Senate	AIM Coordinators and Academic Senate Executive Committee
Academic Affairs programs (Kellogg Honors College; University Writing Center; Learning Resource Center; International Center; Center for Community-Service Learning; Graduate Studies; Office of Research and Sponsored Programs)	Leadership meeting, Fall 2007 to be coordinated through Provost's Office	Directors and staff of programs	AIM Coordinators
Student Affairs Leadership	Leadership meeting, Fall 2007	Directors and leads of programs	AIM Coordinators
Student organization leadership	Leadership development activities for student leaders	All officers of student clubs and organizations on campus	AIM Coordinators with ASI and Office of Student Life
<b>Orientation Programs</b>			
New Faculty Orientation	Pre-Fall Conference program	All newly hired tenure-track faculty	FC
Lecturer Orientation	Early in each quarter of 2007-2008	All lecturers although focus is on those newly hired	FC
Staff Orientation	Periodic new staff and administrator orientations	All newly hired staff and administrators	ODT, HR
Student Orientation	Quarterly Student Orientation Services	All new students	DRC
Students with disabilities	Quarterly meetings and advising sessions	All students with disabilities who register with the DRC	DRC
<b>Education and Training</b>			
Universal Design for Learning	a) Quarterly workshops and	a) Workshops for faculty	FC, DRC, I&IT Learning

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	b) a year-long faculty learning community	and staff to develop proactive approach in course design or presentations b) As part of EnACT grant partnership, work with faculty selected for 2007-2008 learning community	
“Creating Accessible ___ (e.g. Word documents, PowerPoints, PDFs, websites) Workshops	Multiple offerings beginning July 1, 2007 through June 30, 2008 to accommodate different faculty/staff/student schedules (continuation of those begun in March 2007)	Faculty, staff and students. Certain workshops may be tailored to fit the needs of specific constituents (i.e. student life leadership)	ODT, I&IT Learning, FC, DRC
Textbook adoption procedures	Presentations Fall and Winter 2007-2008 at the college level	Department chairs and administrative staff in college and departments offices	Undergraduate Studies, Bookstore, DRC
Distribution of accessible materials via Blackboard or faculty website	Presentations for Fall and Winter 2007-2008 at the college level	Department chairs and administrative staff in college and department offices	I&IT Learning, FC
Creating accessible multimedia materials	Workshops/presentations for Fall, Winter and Spring 2007-2008	Faculty and appropriate staff in departments and colleges	I&IT Learning
Procuring accessible multi-media instructional materials	Presentations for Fall, Winter and Spring 2007-2008; online tutorials available April 2008	Faculty and appropriate staff in departments and colleges	I&IT Learning, Procurement
Requesting instructional materials in	Ongoing, individual	Eligible students with	DRC

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alternative format	alternate media orientations	disabilities	
Use of assistive hardware and software necessary for access	Ongoing, individual consultative sessions	Students, faculty and staff with disabilities	DRC and Office of Diversity and Compliance
Assessing instructional materials for accessibility	Quarterly workshops beginning in Winter 2008	Technical and support staff	I&IT Learning, DRC
Development of online tutorials for many of the workshop topics listed above to be linked to constituent websites around the university (e.g. University Accessibility Website, I&IT Learning, FC, DRC, Academic Senate)	Available June 2008	Faculty, students, and staff	I&IT Learning, FC, DRC