

**California State University, Los Angeles
Instructional Materials Accessibility Plan (IMAP)**

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

1A. Overview

CSULA will design a process for a timely adoption of textbooks and other instructional materials as a result of the coded memorandum related to the Accessible Technology Initiative.

1B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
<p>The establishment of a deadline to adopt print-based instructional materials (and associated business procedures).</p>	<p>Y</p>	<p>Fall, 2007</p>	<p>Fall, 2007</p>	<p>By the fifth week before the quarter begins, Departments will have identified who is teaching the class and the required textbook(s) for that class.</p> <p>Department Secretary supplies list of required textbooks to bookstore and OSD when requested.</p> <p>OSD will notify the Department offices of the students' needs related to accommodations.</p> <p>OSD will produce and distribute to faculty/Departments a list of published materials that meet accessibility needs of students with disabilities (i.e., Center for Accessible Media).</p> <p>CSULA will send policy to all faculty and staff related to this deliverable.</p> <p>CSULA will implement a system of planning 1 quarter in advance beginning Fall , 2007.</p> <p>CSU will expand and coordinate the use of e-reserves across all campuses.</p> <p>CSU will develop a clearing house for available resources (modeled after the California Department of Education's Pre K – 12 public schools clearing house).</p>

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				Ensure that the bookstore orders are given to faculty with information about materials that are already in accessible formats (i.e., Center for Accessible Media).
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials.	IP	May 22, 2007		Met with Faculty Executive Committee of the Senate and the full Senate to discuss the ATI and its implications for faculty and the campus in May, 2007. The discussion offered opportunities for faculty to get clarification and ask questions.
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner.	IP	May, 22, 2007		A lengthy discussion was held with the Faculty Senate related to universal design instructional strategies that will not only benefit students with disabilities, but all students. The IMAP workgroup feels strongly that training is the major incentive necessary for faculty to “buy” into this initiative.

1C. Resources

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

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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	5 weeks	Fall, 2007	<p>By the fifth week before the quarter begins, Departments will have identified who is teaching the class and the required textbook(s) for that class.</p> <p>Department Secretary supplies list of required textbooks to bookstore and OSD when requested.</p> <p>OSD will notify the Department offices of the students' needs related to accommodations.</p> <p>OSD will produce and distribute to faculty/Departments a list of published materials that meet accessibility needs of students with disabilities (i.e., Center for Accessible Media).</p> <p>CSULA will send policy to all faculty and staff related to this deliverable.</p> <p>CSULA will implement a system of planning one quarter in advance, beginning Fall, 2007.</p> <p>CSU will expand and coordinate the use of e-reserves across all campuses.</p> <p>CSU will develop a clearing house for available resources (modeled after the California Department of Education's Pre K – 12 public schools clearing house).</p>

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional materials adopted in the last year.	Unknown	Unknown	We intend to do a survey with the bookstore to obtain these data in the Fall, 2007.
The percentage of print-based instructional materials adopted in a timely manner in the last year.	Unknown	Unknown	We intend to do a survey with the bookstore to obtain these data in the Fall, 2007.

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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?

Procedures will be developed by the end of Fall quarter, 2007.

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

2A. Overview

CSULA will design a process to identify textbooks and other instructional materials for late hire faculty as a result of the coded memorandum related to the Accessible Technology Initiative.

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	Fall, 2007	Fall, 2007	Requirements for instructional materials will be delineated by the 5 th week of the prior quarter or within 1 week of being assigned to teach the course. The goal is to get 85% - 90% of course materials available for all students ahead of time, using universal design access strategies.
The development of a mechanism for Academic Affairs to monitor this procedure	IP	Fall, 2007	Spring, 2008	A procedure will be developed for Academic Affairs to monitor this procedure.

2C. Resources

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

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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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	Within 1 week of the hire	Fall, 2007	<p>The goal for CSULA is to get 85% - 90% of course materials available for all students ahead of time, using universal design access strategies.</p> <p>Departments will delineate by the 5th week of the prior quarter or within 1 week of assigning a faculty to teach a course so that instructional materials can be identified in the most timely manner possible.</p> <p>Once a student is identified, OSD will complete making the materials accessible before the class begins, or if there is not enough time, OSD will begin with the earliest instructional materials and assignments so that students can keep up with the class requirements along the way.</p>

Baseline Measures	Response	Discussion
The number of departments with procedures for ordering print-based instructional materials for late-hire faculty	Unknown	We intend to do a survey to obtain these data in the Fall quarter, 2007.
The percentage of departments that have these procedures	Unknown	We intend to do a survey to obtain these data in the Fall quarter, 2007.

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?

Procedures will be developed by the end of Fall quarter, 2007.

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

3A. Overview

CSULA will design a process for early identification of students with disabilities who require instructional materials to be provided in an 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	In place	Ongoing	This procedure is already in place with the OSD. See Appendix A for additional information.
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	In place	Ongoing	This procedure is already in place with the OSD. See Appendix A for additional information.
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	In place	Ongoing	This procedure is already in place with the OSD. See Appendix A for additional information.
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	Fall, 2007	Winter, 2008	OSD has this responsibility. The CSU's Center on Alternate Media (CAM) as well as the campus bookstore will have responsibilities. See Appendix A for additional information.

3C. Resources

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

We will use existing resources to implement the deliverables. The technical resources accessed will be OSD staff, Instructional Technology staff, bookstore staff, library staff, and others as needed.

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3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	In place	See Appendix A for additional information.
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Winter, 2008	See Appendix A for additional information.

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	In Place	See Appendix A for additional information.

Baseline Measure	eText	Audio	Braille	Large-Print	Other (specify)
The number of eligible students who requested alternate format instructional materials in the last year	Sum 06 = 19, Fall 06 = 43, Win 07 = 34, Spring 07 = 31 Total without overlap = 40	0	2	0	0
The percentage of eligible students who requested alternate format instructional materials in the last year	100 %	0	100%	0	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?

Not applicable

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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.

CSULA will design a process for using the campus learning management system for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face, hybrid, or blended courses.

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	IP	Fall, 2007	Ongoing.	The IMAP workgroup in conjunction with the Web Accessibility workgroup, will ensure accessible formats for current (Web CT) and any future web-based LMS.
The development of procedures to encourage faculty to post their instructional materials in an electronic format	IP	Fall, 2007	Winter, 2008	The procedures will include training, directions, and other information necessary in order to assist faculty in being able to comply with these deliverables.
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	IP	Fall, 2007	Winter, 2008	The procedures will include training, directions, and other information necessary in order to assist faculty in being able to comply with these deliverables.

4C. Resources

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

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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	Spring, 2008	Following the procedures outlined in 4B, the implementation will take place.
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	Spring, 2008	Following the procedures outlined in 4B, the implementation will take place.

Baseline Measure	Response	
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 at this time	Using a survey the College Deans will provide a report of this information to the IMAP workgroup.
The percentage of courses that used individual websites in the last year	Unknown at this time	Once the College Deans have provided the information, the IMAP workgroup will compute and report the data to obtain the percentage.

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?

None planned at this time.

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.

CSULA will develop a process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example).

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	Spring, 2007	Unknown at this time	The IMAP workgroup in conjunction with the Procurement workgroup, will develop procedures that address accessibility during procurement of digital or multimedia instructional materials.
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	N	Fall, 2007	Unknown at this time	This work will begin in the Fall quarter, 2007.

5C. Resources

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

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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	Following the development of the procedures	Unknown at this time	

Baseline Measures	Response	Discussion
The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials	N	This discussion will begin in Fall quarter, 2007.
The percentage of academic units represented by this number	N	This discussion will begin in Fall quarter, 2007.

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?

No exemptions at this time.

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.

CSULA will develop a method to incorporate accessibility (where required) in the educational policy addressing course development and delivery.

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	N	Winter, 2008	Summer, 2008	The IMAP workgroup will begin work on this in the Winter quarter, 2008.

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?

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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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	N	Fall, 2008	Winter, 2009	Once the policies related to this are developed in the Summer, 2008, implementation will follow.
Listing of specific curricular and course policies impacted:	N	Fall, 2008	Winter, 2009	Once the policies related to this are developed in the Summer, 2008, implementation will follow.

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?

None expected at this time.

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

7A. Overview

CSULA will develop a plan to support faculty in the creation of 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 authoring accessible instructional materials	IP	Spring, 2007	Spring, 2008	The IMAP workgroup has begun discussions on this and plan to have a comprehensive plan completed within a year.
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	IP	Spring, 2007	Spring, 2008	The IMAP workgroup has begun discussions on this and plan to have a comprehensive plan completed within a year.

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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)

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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	N	Spring, 2008	Ongoing	
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	N	Spring, 2008	Ongoing	

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remedying instructional materials	N	Will incorporate in the comprehensive training plan to be completed in Spring quarter, 2008.
The number of faculty who have received training on selecting accessible off-campus instructional materials	N	Will incorporate in the comprehensive training plan to be completed in Spring quarter, 2008.

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?

None expected at this time.

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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.

CSULA will develop a communication process and training plan to educate students, staff, and faculty about the campus Instructional Materials Accessibility Plan.

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8B. Procedures/Practices

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	
<p>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</p>	IP	Summer, 2007	Ongoing	<p>For students: Once students receive an acceptance letter for Winter 2008, a fact sheet about OSD and the qualifications for services and support will be provided.</p> <p>All first time freshmen will attend a mandatory orientation in the summer that will include: eligibility for OSD services. Beginning Winter quarter, 2008 all transfer students will be required to attend the mandatory orientation which will include the information described above. Similar information will be provided to graduate students in their acceptance letter.</p> <p>The CSULA website will provide a link to the OSD website, which will be revised to include information about services and support.</p> <p>CSULA will develop a mandatory statement to be included in all course syllabi related to OSD services and support as well as the students' requirements in order to receive these services and support (see CCOE mandatory statement already included in all syllabi for all CCOE courses).</p> <p>For faculty and staff, training will be developed and provided related to this initiative and the implications for faculty responsibility with regard to instructional materials.</p>
<p>The identification of how often these communications will take place in the academic calendar</p>	IP	Summer, 2007	Spring, 2008	

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

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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		Y		To be determined.
Creating accessible print-based instructional materials		Y		To be determined.
Distributing accessible print-based instructional materials via LMS & web		Y		To be determined.
Creating accessible multimedia instructional materials		Y		To be determined.
Procuring accessible multi-media instructional materials		Y		To be determined.
Requesting instructional materials in alternate format		Y		To be determined.
Use of assistive hardware and software necessary for access		Y		To be determined.
Other:				

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

To be determined

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)

Communication Content	Communication Channels (Frequency)	Responsible Party (Admin Unit)	Discussion
<i>Example:</i> Timely adoption of textbooks by faculty	Agenda item at Council of Deans meetings (monthly); Article in bookstore newsletter (bi-annual)	Chair, Council of Deans; Associate Director of Bookstore	
To be determined	To be determined	To be determined.	To be determined.

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Which individuals and offices have responsibility for staff development, faculty development, and non-academic student training? Who among this group will have responsibility for training for the Instructional Materials Accessibility Plan?

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?

To be determined.

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.

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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).

To be determined.

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).

We will use existing resources to implement the deliverables. The technical resources accessed will be Instructional Technology staff, bookstore staff, library staff, and others as needed.

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).

To be determined.

9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	N	Fall, 2007	Winter, 2008	
The implementation of a process for producing annual compliance reports	N	Spring, 2008	Annually	

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Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a process for conducting periodic annual compliance reports	N	Spring, 2008	Annually	

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

Name	Title	Relationship to ATI
e.g. Fitzgerald, Jonathan	Director, Media Services	Oversees department that converts multimedia instructional materials into an accessible format.
Peter Quan	Vice President ITS	Co-Chair ATI Steering Committee.
Anthony Ross	Vice President of Student Affairs	Co-Chair ATI Steering Committee.
Ramakrishnan Menon	Director, Faculty Development	Co-Chair of IMAP Workgroup.
Mary Falvey	Dean Charter College of Education	Co-Chair of IMAP Workgroup.

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

Date	Activity	Relationship to ATI
e.g. August 21, 2007	Faculty Convocation session on Universal Design for Learning.	Communications deliverable for IMAP provision #7.
Fall 2007	Implement adoption deadline for print-based instructional materials (and associated business procedures).	Print-based instructional materials deliverable for IMAP provision #1.
May, 2007	Discuss academic policies or resolutions to support the timely adoption of print-based instructional materials.	Print-based instructional materials deliverable for IMAP provision #1.
May, 2007	Develop incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner.	Print-based instructional materials deliverable for IMAP provision #1.
Fall 2007	Administer survey to determine the number of print-based instructional materials adopted in the last year.	Print-based instructional materials deliverable for IMAP provision #1.
Fall 2007	Compute the percentage of print-based instructional materials adopted in a timely manner in the last year.	Print-based instructional materials deliverable for IMAP provision #1.
Fall 2007	Establish procedures to identify print-based instructional materials for late-hire faculty.	Print-based instructional materials deliverable for IMAP provision #2.
Fall 2007	Develop a mechanism for Academic Affairs to monitor this procedure.	Print-based instructional materials deliverable for IMAP provision #2.

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Date	Activity	Relationship to ATI
Fall 2007	Implement deadline to identify print-based instructional materials for late-hire faculty.	Print-based instructional materials deliverable for IMAP provision #2.
Fall 2007	Administer survey to determine the number of departments with procedures for ordering print-based instructional materials for late-hire faculty.	Print-based instructional materials deliverable for IMAP provision #2.
Fall 2007	Compute the percentage of departments that have these procedures.	Print-based instructional materials deliverable for IMAP provision #2.
Ongoing	Develop system to track the enrollment of students with disabilities who require alternate format.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Establish procedures to provide alternate media-eligible students with eligibility for early registration.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Develop plan to encourage alternate-media eligible students to utilize early registration and to submit alternate media requests in a timely manner.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Fall 2007	Establish procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Implement procedures to provide alternate media-eligible students with eligibility for early registration.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Winter 2008	Implement procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Collect data on number of students who were eligible for alternate format instructional materials in the last year.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Collect data on number of eligible students who requested alternate format instructional materials in the last year.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.
Ongoing	Compute percentage of eligible students who requested alternate format instructional materials in the last year.	Early identification of students needing alternate format instructional materials, deliverable for IMAP provision #3.

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Date	Activity	Relationship to ATI
Fall 2007	Establish procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
Fall 2007	Develop procedures to encourage faculty to post their instructional materials in an electronic format.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
Fall 2007	Establish procedures to provide alternate media producers with access to these print-based instructional materials.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
Spring 2008	Implement procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
Spring 2008	Implement procedures to provide alternate media producers with access to these print-based instructional materials.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
To be determined	Collect data on 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).	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
To be determined	Compute percentage of courses that used individual websites in the last year.	Strategy to increase use of the campus LMS for delivering technology-enabled courses, deliverable for IMAP provision #4.
Spring 2007	Develop procedures that address accessibility during procurement of digital or multimedia instructional materials.	Procurement deliverable for IMAP provision #5.
Fall 2007	Establish infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats.	Procurement deliverable for IMAP provision #5.
To be determined	Implement formal procedures to address accessible procurement of digital or multimedia instructional materials.	Procurement deliverable for IMAP provision #5.
Fall 2007	Collect data on number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials.	Procurement deliverable for IMAP provision #5.

Instructional Materials Accessibility Plan (IMAP)

Date	Activity	Relationship to ATI
Fall 2007	Compute percentage of academic units represented by this number.	Procurement deliverable for IMAP provision #5.
Winter 2008	Identify 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.	Educational policy deliverable for IMAP provision #6.
Fall 2008	Incorporate accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials.	Educational policy deliverable for IMAP provision #6.
Fall 2008	List specific curricular and course policies impacted.	Educational policy deliverable for IMAP provision #6.
Spring 2007	Establish plan to provide training and technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Spring 2007	Establish plan to support faculty in selecting accessible off-campus instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Spring 2008	Implement plan to provide technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Spring 2008	Implement plan to support faculty in selecting accessible off-campus instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Spring 2008	Collect data on number of faculty who have received training on authoring, evaluating, and remedying instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Spring 2008	Collect data on number of faculty who have received training on selecting accessible off-campus instructional materials.	Plan for faculty support faculty in creation of accessible course content, deliverable for IMAP provision #7.
Summer 2007	Develop communication plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of	Communication process deliverable for IMAP provision #8.

Instructional Materials Accessibility Plan (IMAP)

Date	Activity	Relationship to ATI
	equally-effective access to instructional materials.	
Summer 2007	Identify how often these communications will take place in the academic calendar.	Communication process deliverable for IMAP provision #8.
To be determined	Textbook adoption for assigned and unassigned course sections.	Communication process deliverable for IMAP provision #8.
To be determined	Creating accessible print-based instructional materials.	Communication process deliverable for IMAP provision #8.
To be determined	Distributing accessible print-based instructional materials via LMS & web.	Communication process deliverable for IMAP provision #8.
To be determined	Creating accessible multimedia instructional materials.	Communication process deliverable for IMAP provision #8.
To be determined	Procuring accessible multi-media instructional materials.	Communication process deliverable for IMAP provision #8.
To be determined	Requesting instructional materials in alternate format.	Communication process deliverable for IMAP provision #8.
To be determined	Use of assistive hardware and software necessary for access.	Communication process deliverable for IMAP provision #8.
Fall 2007	Establish evaluation process.	Evaluation deliverable for IMAP provision #9.
Spring 2008	Implement process for producing annual compliance reports.	Evaluation deliverable for IMAP provision #9.
Spring 2008	Develop process for conducting periodic annual compliance reports.	Evaluation deliverable for IMAP provision #9.