

Year 2 Instructional Materials Accessibility Report - Due August 15, 2008

In compliance with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the 1973 Rehabilitation Act (as amended in 1998), the California State University Coded Memorandum AA-2007-04 requires annual reporting of the implementation of the Accessible Technology Initiative by all CSU campuses. This report focuses on Priority Two: Instructional Materials Accessibility Plan (IMAP), due August 15, 2008.

The topics identified in this form address your original plan from 2007 and provide a narrative description of your progress as well as obstacles in achieving your goals. The sub-bullets for each question should serve as prompts for areas that may be missing or need to be expanded upon in your plan. An appendix is provided that shows a mapping from the January 2008 IMAP main topics to this Year 2 IMAP Report.

Please provide updates to your original plan, reporting on significant tasks that were completed; what you expect to accomplish next year; areas of difficulty and barriers to completion; and any comments on your observations and discoveries. You may provide any attachments that you believe are relevant to this report.

1. Timely Adoption – Specifically focusing on scope of materials and late-hire strategy

In addition to textbooks, how will your campus ensure timely adoption of all print based instructional material: Syllabi, Course packets, online notes, texts, assignments, e-Reserves, and media?

What are ALL the print based instructional materials used in your classes?

How do you handle print based instructional materials that are produced just-in-time for class?

How are late hired lecturers included in your process?

Are hiring policies interfering with timely adoption of materials?

1a. Accomplishments in 2007/2008

CSULA approved a policy for timely adoption of textbooks, and a plan for ordering of texts for late hires. The policy will be implemented in the 2008/2009 AY. In addition, preliminary plans were made for the timely adoption of all other types of course materials; policies addressing these areas will be the focus in 2008/2009.

<p>1b. Plans for 2008/2009</p>	<p>Draft and implement plans for timely adoption of all course materials (in addition to the textbook ordering policy already in place).</p> <p>Work with the campus book store to draft and implement policy for timely submission and production of custom course packets.</p> <p>Work with the University Library to draft and implement policy on timely submission of course reserve material (print and e-reserve), as well as to ensure accessibility of all non-print media when used in courses.</p> <p>Work with the Academic Senate to draft and implement policies for just-in-time hires.</p> <p>Work with Academic Affairs to decrease the incidence of late hiring, in order to mitigate the effects of late hiring on accessibility.</p>
<p>1c. Barriers to completion</p>	<p>Campus administrative and faculty leadership will need to engage in an aggressive educational campaign to inform faculty and staff about the new policies and begin to implement them for the coming year.</p>
<p>1d. Observations/discoveries</p>	<p>Faculty knowledge of ATI issues is still relatively low. There are some signs that the faculty is receptive to the changes, but more education and training is needed.</p>

2. Process – Details/ Personnel/ Calendar for Initiative

Who, what, where, when and how?

What people / positions will implement the pieces: administrators, Senate and Council chairs, department chairs?

What responsibilities are assigned to governance bodies and departments?

Which revenue centers are involved: divisions, units, colleges?

What is the integrated timeline? Accomplished at regularly scheduled meetings, special events, retreats, internal deadlines?

How are individual tasks being done?

What is your global strategy in detail?

<p>2a. Accomplishments in 2007/2008</p>	<p>Development of a three-pronged strategy for ensuring full ATI implementation at CSULA. The plan focuses on three key areas: (a) communication with faculty on ATI issues, (b) education and on-going training of faculty on ATI compliance, and (c) policy revision and adoption, related to ATI implementation. See Attachment A: Accessible Instructional Materials Plan for CSULA for details.</p>
<p>2b. Plans for 2008/2009</p>	<p>See Attachment A: Accessible Instructional Materials Plan for CSULA for details.</p>
<p>2c. Barriers to completion</p>	<p>We anticipate some barriers to completion, including faculty resistance and inexperience or lack of expertise as well as aspects of the institutional culture that will make implementation difficult. However, the identification of these barriers to completion, as well as strategies to mitigate and overcome them, are a part of the plan. Thus, we are confident that the barriers will not prevent implementation. See Attachment A: Accessible Instructional Materials Plan for CSULA for details.</p>
<p>2d. Observations/discoveries</p>	<p>In the 2007/2008 academic year we have identified the campus' strengths and weaknesses regarding ATI implementation, and our plan addresses those areas. We will build on strengths (which include sufficient Faculty Development infrastructure, given the addition of two ATI-related staff positions and a committed Academic Affairs Division and Academic Senate) and address weaknesses (lack of knowledge and expertise on the faculty).</p>

3. Identification Resources and Allocation Commitments

What resources are currently dedicated to the provision of alternative instructional materials for students with disabilities?

What additional resources are committed to make all instructional materials accessible?

What budget allocations for the implementation of your IMAP were allocated in 07-08?

What allocations are committed for fiscal years 08-09 and 09-10?

Please, include captioning, multimedia costs and faculty training. If budget for the ATI is not part of the 08-09 and 09-10 budget commitment, why?

How is the ATI budget managed on your campus?

3a. Accomplishments in 2007/2008	<p>Additional budget allocations within Academic Affairs (approximately \$150,000) devoted to ATI implementation. These additional resources will cover two new staff positions, as well as instructional materials for faculty and new communication tools for outreach to the faculty community (including a new <i>Academic Affairs Newsletter</i>).</p> <p>Currently available resources include funding for the Office for Students with Disabilities and the eLearning Services and Faculty Development Center. The former continues to provide service and materials to students with disabilities; the latter continues to support faculty in the development and delivery of high-quality accessible course materials.</p>
3b. Plans for 2008/2009	Two staff positions have been added in the Faculty Development Center, both devoted to ATI implementation.
3c. Barriers to completion	n/a
3d. Observations/discoveries	ATI implementation and compliance are an integral part of the campus' comprehensive faculty development program.

4. Institutional Policies & Procedures that support the ATI through curriculum and personnel reviews

What policies and procedures were adopted for Textbook and other Print Based Instructional Materials?

Is a Pre-registration Process in policy?

Is your campus planning an accessibility assessment in the Periodic Review of Academic Programs?

Is accessibility assessment part of General Education Certification and Recertification?

Is production of accessible content an element faculty satisfaction of roles and responsibilities?

Does inclusion of students with disabilities currently have a place in retention, tenure and promotion evaluations?

Is production of accessible materials part of the faculty evaluation relating to instructionally related activities, service or scholarship?

Have you provided reassigned time to encourage the implementation of accessible instructional materials?

4a. Accomplishments in 2007/2008	A policy for timely adoption of textbooks was passed by the Academic Senate, and will be implemented immediately. The Academic Senate leadership, together with Academic Affairs, will monitor compliance with this policy and intervene, as needed, if there are obstacles to full implementation. The budget for 2008/2009 AY includes an allocation for Faculty Fellows associated with the Faculty Development Center; the Faculty fellows will have ATI compliance as one of their areas of concern, and will serve as mentors to new faculty.
4b. Plans for 2008/2009	Other print-based instructional materials will be addressed in 2008/2009. The Steering Committee will explore the other issues mentioned above in 2008/2009. In particular, we will encourage inclusion of the production of accessible materials in the guidelines for the evaluation of educational performance in the Retention, Tenure, and Promotion processes.
4c. Barriers to completion	n/a
4d. Observations/discoveries	n/a

5. Commitments from All Stakeholders

How do stake holders participate in the ATI planning process?

How have you extended the ATI from planning groups within the administration and governance bodies of faculty & students to the broader community of faculty, staff members & administrators?

How are these grassroots stakeholders participating in the ATI?

<p>5a. Accomplishments in 2007/2008</p>	<p>The ATI Implementation Steering Committee is co-chaired by two of the University’s Vice-Presidents, indicating support for this initiative at the highest levels of administration. In addition, each of the sub-committees includes representatives of the administration, the faculty, the student body, and the staff. The Instructional Materials Committee membership is primarily composed of faculty members (from nearly all of the Colleges, as well as the Library) and Academic Affairs administrators.</p> <p>The Instructional Materials Committee collaborated extensively with the Web Accessibility Committee to develop and coordinate training.</p>
<p>5b. Plans for 2008/2009</p>	<p>Expand the involvement of faculty, student, and staff stake holders.</p> <p>Increase communication from the administration and the planning committees to the campus community. See Attachment A: Accessible Instructional Materials Plan for CSULA for more details.</p>
<p>5c. Barriers to completion</p>	<p>There is the threat of other pressing issues – such as conversion to a semester calendar – competing with the ATI implementation plans. However, we could merge the concerns and use campus-wide curriculum revision as an opportunity, rather than a barrier.</p>
<p>5d. Observations/discoveries</p>	<p>There is inadequate understanding of faculty responsibilities regarding the production of instructional materials within some Divisions of the University. More education will have to be done in this area.</p>

6. Shared Responsibilities

How are the responsibilities divided between the divisions of Student Affairs (particularly the disabled student services unit) and Academic Affairs and Administration?

Since Academic Affairs is responsible for delivering accessible materials to students, how do they assist with creation of accessible materials production?

How are the other divisions contributing to the ATI?

Do you consider this balance of responsibility to be healthy and sufficient to achieve success?

6a. Accomplishments in 2007/2008	The Office for Students with Disabilities is housed in the Division of Student Affairs, whereas the responsibility for all instructional activity is within the Division of Academic Affairs. There has been some discussion across Divisions, but there will need to be more if this initiative is to fully succeed. All of the working Committees have both Student Affairs and Academic Affairs representatives, creating the infrastructure to facilitate communication across the two divisions.
6b. Plans for 2008/2009	Increase the frequency of meetings of the Steering Committee, to foster better collaboration between Divisions.
6c. Barriers to completion	There is not always adequate understanding, within each Division, of the roles and responsibilities of other Divisions, nor is it clear how the Divisions work to support each others' missions.
6d. Observations/discoveries	n/a

7. Migration from Accommodation to Accessibility

How have you planned the migration from making individual accommodations to making courses fully accessible?

What is your plan to move from just-in-time production of alternative materials to universal production of accessible materials?

Who is taking the lead?

What processes have been established?

Are there improvements?

7a. Accomplishments in 2007/2008	<p>An initial training plan for faculty development in this area has been outlined. Once the ATI-related staff positions are filled, the plan will be fleshed out and implemented. A key component of the plan will be the introduction of universal design principles. The Director of Faculty Affairs will take the lead in the implementation of the plan in coming years.</p> <p>The Division of Academic Affairs is coupling ATI discussions with other opportunities for curriculum revision; so, rather than treating accessibility issues as an “add-on”, we plan to ensure implementation within a larger curriculum revision strategy.</p>
7b. Plans for 2008/2009	Complete the comprehensive faculty training plan and begin implementation.
7c. Barriers to completion	While significant resources have been committed, it is unclear at this time how we will ensure full faculty buy-in.
7d. Observations/discoveries	n/a

8. Early Identification of Students with Disabilities

Have you identified, through your planning, any assumptions, passivity or lack of activity that discourages students' access to the disabled students programs?

What percentage of courses has instructional materials provided that are appropriate to the students' needs?

Is there a difference between the numbers of course materials that are assigned to students with a declared need and the quantity of accessible materials produced to meet these needs? If so what is this difference? (To estimate you might take 1.5 assigned instructional materials per class as an average.)

Have you checked to see if your early notification is perceivable by the student with perceptual impairments?

Have you located accessibility roadblocks in the programs that deliver these notifications like the CMS portal or other inaccessible web sites?

What enhancements will you make to the remove these barriers?

How will you ensure that all students with a declared need and a desire to take advantage of access programs can do it?

8a. Accomplishments in 2007/2008	There has been no report to this committee, thus far, on progress made in this area.
8b. Plans for 2008/2009	We will remedy this in 2008/2009, by increasing the collaboration between the Divisions of Student Affairs and Academic Affairs.
8c. Barriers to completion	Unknown, at this time.
8d. Observations/discoveries	n/a

9. Process for the Electronic Capture of course materials

How are the faculty who assign instructional materials going to make those materials usable?

Is the capability of scanning documents available to faculty?

How have you addressed large volumes of paper documents?

Is there a standard being set on your campus that an "acceptable" print quality of documents requiring scanning?

Is there an efficient process for capturing electronic documents that are posted online?

9a. Accomplishments in 2007/2008	There has been no report to this committee, thus far, on progress made in this area.
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9b. Plans for 2008/2009	We will remedy this in 2008/2009, by investigating these questions, identifying needs, and developing a plan for addressing weaknesses.
9c. Barriers to completion	Unknown, at this time.
9d. Observations/discoveries	n/a
10. Multimedia Have you determined the scope and size of the amount of multimedia involved in your plan: library, online media, RSS feeds, rich media and internet applications? Have you found resources, created a budget around your needs, or determined promising practices for any aspect of multimedia accessibility? Please include names of resources you have found, amounts budgeted or needing to be budgeted and best practices.	
10a. Accomplishments in 2007/2008	To date, we have not made any substantial accomplishments in this area.
10b. Plans for 2008/2009	We will remedy this in 2008/2009, by investigating needs and developing a plan to allocate resources sufficient to meet the identified needs.
10c. Barriers to completion	Unknown, at this time.
10d. Observations/discoveries	n/a
11. Incentives What has been identified as incentives in your plan? What incentives have proven successful? What incentives do you believe need to be abandoned? What are the reactions to incentives? Do you think incentives a waste of resources?	
11a. Accomplishments in 2007/2008	To date, the only incentive that has been identified is release time for faculty. It is unclear at this time how well this will work, since the plan will be implemented AY 2008/2009.
11b. Plans for 2008/2009	To identify a variety of incentives for faculty participation, as well as to couple ATI remediation to a larger program of curriculum revision.
11c. Barriers to completion	n/a
11d. Observations/discoveries	n/a

<p>12. Training</p> <p>What are the specific plans to educate faculty and staff on accessibility?</p> <p>What are the names and dates of the workshops and online training offered?</p> <p>What has been the response?</p> <p>Is there a plan to provide faculty and staff support in the context of a "Help Desk"?</p> <p>What has proven successful and what is be abandoned?</p> <p>What is planned in this area and what is the timeline?</p> <p>Are resources defined, training in place, and plans set for 08-09?</p> <p>Do you have a strategy for the development of faculty champion trainers?</p>	
12a. Accomplishments in 2007/2008	Web Accessibility Training workshops were developed; implementation began in Spring and Summer 2008. Accessibility tutorials were developed and made available on the web. Resources necessary for implementation already identified and in place.
12b. Plans for 2008/2009	(Re)Introduce faculty to ATI issues during the University-wide faculty meeting in the Fall. Announce a Faculty Development calendar for the 2008/2009 AY that includes ATI workshops. Implement the three-pronged strategy outlined in Appendix A: Accessible Instructional Materials Plan for CSULA.
12c. Barriers to completion	n/a
12d. Observations/discoveries	ATI training is an integral part of the University's comprehensive Faculty Development Plan.
<p>13. Outreach, Communication, Awareness, Marketing</p> <p>Does your campus have an ATI Outreach / Marketing sub-committee?</p> <p>What presentations have been delivered and are planned?</p> <p>Have all major governance bodies been addressed?</p> <p>Has the material gotten to the unit and department level?</p> <p>Has ATI gotten on the agenda of major governance, retreats and training events?</p>	
13a. Accomplishments in 2007/2008	ATI is on the agenda of the Academic Senate, and policies related to ATI implementation have already been written and passed by the Senate. ATI is on the agenda for the University-wide faculty meeting in Fall 2008.

13b. Plans for 2008/2009	There is a substantial plan in place for improvement. Please see the "Communication" section of Appendix A: Accessible Instructional Materials Plan for CSULA for details.
13c. Barriers to completion	n/a
13d. Observations/discoveries	n/a
14. Assessment of Faculty Materials to be made accessible What is the estimated volume of faculty generated instructional materials involved in the implementation of the IMAP? Have you identified continuing faculty members that need training? How identified the new faculty members including lecturers as well as their accessibility needs? How is their training different than other faculty? How faculty members including new faculty and lecturers have identified and contacted regarding creation of accessible instructional materials? How are faculty informed of accommodation needs for students with disabilities? Does that training emphasize the need to create accessible conversions as quickly as possible? Does faculty learn the concept of equally effective access in their training?	
14a. Accomplishments in 2007/2008	There has been no report to this committee, thus far, on progress made in this area.
14b. Plans for 2008/2009	We will remedy this in 2008/2009, by investigating these questions, identifying needs, and developing a plan for addressing weaknesses.
14c. Barriers to completion	Unknown, at this time.
14d. Observations/discoveries	n/a

15. Tools for Document and Media conversion What products were identified to assist document conversion? What was purchased and put in to use during the 07-08 year? What contribution did they make to success with your ATI plan? What other products have been identified that you plan to use or purchase next year? What rating do you give the products that you have used?	
15a. Accomplishments in 2007/2008	There has been no report to this committee, thus far, on progress made in this area.
15b. Plans for 2008/2009	We will remedy this in 2008/2009, by investigating these questions, identifying needs, and developing a plan for addressing weaknesses.
15c. Barriers to completion	Unknown, at this time.
15d. Observations/discoveries	n/a
16. System Wide Shared Resources (CAM etc.) Is your campus using the CAM? If not, what method is used? Is the CAM used to document all textbook and printed materials? What are your expectations of the CAM? What other ways has your campus shared resources with other campuses? What system accessibility alliances / consortia include your campus?	
16a. Accomplishments in 2007/2008	There has been no report to this committee, thus far, on progress made in this area.
16b. Plans for 2008/2009	We will remedy this in 2008/2009, by investigating these questions, identifying needs, and developing a plan for addressing weaknesses.
16c. Barriers to completion	Unknown, at this time.
16d. Observations/discoveries	n/a

17. System integration**Have automated systems been identified that help in the delivery of instructional materials?****Have those systems been tested for accessibility?****Is there a method in place to ensure accessibility of instructional materials that are placed within a system (LMS, web sites, etc.)?****Has a system been established that identifies students alternative media needs during registration?****Please describe best practices here.****How is the system moving toward accessible material production that does not require conversion?****What automated systems do you have in place to facilitate any of the ATI functions and how do these interface with each other?**

17a. Accomplishments in 2007/2008

There has been no report to this committee, thus far, on progress made in this area.

17b. Plans for 2008/2009

We will remedy this in 2008/2009, by investigating these questions, identifying needs, and developing a plan for addressing weaknesses.

17c. Barriers to completion

Unknown, at this time.

17d. Observations/discoveries

n/a

18. Things not addressed by the preceding:**Please describe any challenges, findings, trends, problems, recommendations and conclusions that you would like to share. If needed please include an appendix.**

n/a

Appendix

Cross reference from Year 2 IMAP Report to IMAP Requirements

Year 2 IMAP Report Topics	IMAP – per Coded Memo AA-2007-04
1. Timely Adoption - Specifically, scope of materials and late hire strategy.	1, 2
2. Process – Details/ Personnel/ Calendar for Initiative	9-11
3. Identification Resources and Allocation Commitments	1-8
4. Institutional Policies & Procedures that support the ATI through curriculum and personnel reviews	6, 7
5. Commitments from All Stakeholders	1-8
6. Share Responsibilities	1-8
7. Migration from Accommodation to Accessibility	1, 2, 4, 5, 7
8. Early Identification of Students with Disabilities	3
9. Process for the Electronic Capture of course materials	1, 2, 4, 7
10. Multimedia	5, 7
11. Incentives	1-8
12. Training	7, 8
13. Outreach, Communication, Awareness, Marketing	8
14. Assessment of Faculty Materials to be made accessible.	1, 2, 4, 5, 7
15. Tools for Document and Media conversion	1, 4, 7
16. System Wide Shared Resources (CAM etc.)	1-8
17. System integration	1-8
18. Things not addressed by the preceding: challenges, findings, trends, problems, recommendations and conclusions	1-11

Instructional Materials Accessibility Plan (IMAP) Main Topics (Coded Memo AA-2007-04):

1. A process for timely adoption of textbooks by faculty.
2. A process for identification of textbooks for late-hire faculty.
3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format.
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.
5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example).
6. A method to incorporate accessibility (where required) in the educational policy addressing course development and delivery
7. A plan to support faculty in the creation of accessible course content.
8. A communication process and training plan to educate students, staff, and faculty about the campus Instructional Materials Accessibility Plan.
9. An evaluation of the overall effectiveness of the campus IMAP.
10. Identification of all campus personnel involved in implementing or overseeing the campus IMAP
11. Chronological listing of all IMAP deliverables (policies, timelines, milestones)

ATTACHMENT A

Accessible Instructional Materials Plan for CSULA

This plan addresses three key areas regarding implementation of the Accessible Instructional Materials aspect of the CSU Accessible Technology Initiative. The three areas are:

1. Communication
2. Training/Support Services
3. Policy

Communication

The first phase of the Communication Plan is well underway. In Spring 2007, the President of the University communicated the nature and importance of the ATI to the campus faculty. Since that time, the Academic Senate has taken the lead in communication to the faculty on key components of the ATI, and in particular the Accessible Instructional Materials aspects. However, there has been (to date) no systematic communication plan in the Division of Academic Affairs. This report addresses that lacuna.

Action Item	Brief Description	Individual(s) /Office Responsible	Timeline
(Re)Introduce ATI to the Faculty Community	Discuss challenges and opportunities related to ATI in annual address to faculty	Provost	September 15, 2008
Continuously educate faculty on ATI	Use Academic Affairs Newsletter and regular e-mail and web updates to keep faculty informed of new policies, procedures related to ATI/Instructional Materials	Provost's Office/ Director of Faculty Affairs	Quarterly, beginning Fall 2008
Inform Faculty of support/training opportunities	Via Newsletter, e-mail and web updates, disseminate Faculty Development training schedule for Accessibility Training	Faculty Affairs/ Director of Faculty Development	Quarterly, beginning Fall 2008
Inform faculty of changes to policies that affect them	When ATI-related policies are adopted, changed, and implemented, keep faculty informed via e-mail updates and memos to department chairs and other key leaders.	Academic Senate/ Faculty Affairs Office	On-going