

2007

Sacramento
State

**ACCESSIBLE TECHNOLOGY INITIATIVE
INSTRUCTIONAL MATERIALS ACCESSIBILITY PLAN**

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

1A. Overview

The Sacramento State Bookstore has long had deadlines for timely adoption of textbooks and course readers. The time periods vary by term, being 21 weeks prior to the Fall semester, 13 weeks prior to Spring, and 10-14 weeks for Summer. Currently, only 20% of faculty order textbooks by these deadlines. However, records for this coming fall term show that 54% of faculty ordered textbooks within eight weeks of the April 1 deadline (i.e. by June 1), still allowing 13 weeks of processing time prior to the start of classes. There are early indications that a letter from the Provost sent to all faculty in May to encourage timely adoption of textbooks has already had a positive effect. During early Fall 2007, the ATI team will gather feedback from faculty and continue to refine policies and procedures to encourage early adoption.

1B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of a deadline to adopt print-based instructional materials (and associated business procedures)	Y	Already in place	To be reviewed annually	The Bookstore has long had deadlines for textbook and coursepack ordering, established to allow adequate time for preparation of alternate formats. The deadline is in April 1 for the following Summer and Fall and October 15 for the following Winter semester. Timely adoption of coursepacks is especially problematic, in that copyright clearance can take 6-8 weeks to obtain before preparing course readers.
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	IP	Already using CSU Faculty Senate resolution	October, 2007	A Sacramento State faculty member and ATI Steering Group member initiated and wrote the resolution on accessible instructional and electronic materials that was adopted by the CSU system-wide Academic Senate in May, 2007. This resolution was presented to the campus Faculty Senate at the end of the spring semester, but was not reviewed this academic year due to time constraints. The campus Faculty Senate will take the issue up in Fall, 2007.

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				 Timely adoption fac (2).doc
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Y	New incentives to be considered for fall, 2007	October, 2007	The Bookstore conducts meetings with departments and provides a small shared gift to department faculty as a small incentive for timely textbook adoption. The campus will consider the possible addition of additional incentives in fall, 2007.

1C. Resources

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

The Bookstore Textbook Manager works with faculty and administrative staff to coordinate the timely adoption of textbooks. Sacramento State’s bookstore uses the CourseTracks book ordering system from Follette. Books may be ordered in a variety of ways, including email, phone, personal contact, and the Follette on-line order site.

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	21 weeks fall/summer; 13 weeks spring	Fall 07	The Bookstore has long had deadlines for textbook and coursepack ordering, established to allow adequate time for preparation of alternate formats. The deadline is April 1 for the following Summer and Fall and October 15 for the following winter semester. The deadline should be at least 8 weeks before term to ensure sufficient time for conversion to alternate formats.

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional	7516	~400	Not all textbook and course readers are routing through the

Baseline Measures	Textbooks	Course Readers	Discussion
materials adopted in the last year			Bookstore. More analysis is required to determine how many faculty use alternative means for ordering.
The percentage of print-based instructional materials adopted in a timely manner in the last year	20-54%	20%	Approximately 20% of faculty currently order textbooks by the nominal deadlines noted above under 1D. The higher number of 54% represents the percentage of faculty who order textbooks for fall by June 1 st , still allowing the same 13 weeks for textbook conversion that exists for the spring semester.

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?


Enrolled students who have an approved alternative media accommodation are referred to the SSWD High Tech Center; SSWD staff request an electronic version of the instructional materials from the publisher, CSU Center for Accessible Media (CAM), and Louis database. If not available from those sources, staff then cut/scan/convert the materials manually, referring to the reading schedule on the syllabus, proceeding until finished. It is a time consuming process to convert textbooks into an alternate format; sometimes it can take 6 weeks or more for SSWD to obtain the appropriate alternate format requested by the student. Students are informed that late requests for alternative media (i.e. less than 3 weeks before the semester starts) can cause delays. Faculty can provide syllabi, handouts, and other materials in electronic text whenever possible to facilitate conversions to alternate formats; print documents can be scanned and then saved as electronic text as well. SSWD staff, the print disabled student, and the faculty will meet in an interactive process to develop strategies to reasonably accommodate the student (e.g. reader services, course modifications, etc.).

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

2A. Overview

Textbook orders for late hire faculty account for a large percentage of those textbooks that are not ordered in a timely manner. For example, as of June 13, 2007, of 1,053 late orders for textbooks 56% are attributed to late-hire faculty. The Provost sent a letter to all department chairs encouraging adoption of procedures that would ensure either that textbooks for late-hire faculty were ordered by departments or that lists of known accessible textbooks would be provided to late hires. Early in the fall term, the Provost will work with the ATI Steering Group to develop formal policies that will encourage early adoption of textbooks by late-hire faculty.

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	IP	May, 2007	October, 2007	<p>A letter regarding departmental adoption of textbooks for late-hire faculty was sent to all department chairs. Formal policies will be developed within Academic Affairs during the early Fall semester.</p>  <p>Timely adoption chairs.doc</p>
The development of a mechanism for Academic Affairs to monitor this procedure	IP	May, 2007	October, 2007	<p>Reports from the Bookstore regarding adoption of textbooks by late-hire faculty were provided to Academic Affairs beginning in May, 2007. Further refinements in this reporting will be reviewing in Fall, 2007.</p>

2C. Resources

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

Ongoing Bookstore record-keeping and reporting can already provide needed information about textbook adoption. The campus is reviewing possible use of the Fullerton textbook adoption tool to enhance these existing procedures.

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	21 weeks fall/summer; 13 weeks spring	Fall 07	<p>The Bookstore has long had deadlines for textbook and coursepack ordering, established to allow adequate time for preparation of alternate formats. The deadline is in April 1 for the following summer and fall and October 15 for the following winter semester.</p>

Baseline Measures	Response	Discussion
The number of departments with procedures for ordering print-based instructional materials for late-hire faculty	IP	A survey will be conducted in early Fall, 2007 to ascertain how many departments have adopted procedures.
The percentage of departments that have these procedures	IP	See above.

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?


See response to 1E.

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

3A. Overview

The Services to Students With Disabilities unit (SSWD) of Academic Affairs provides comprehensive services related to the identification and handling of students with disabilities. To ensure timely access to course materials, students are encouraged to make requests for appropriate accommodations in a timely manner and to avail themselves of the support services provided on campus. Students with disabilities who utilize alternative media accommodations receive “priority registration” (early registration) at Sacramento State, to provide them enough time to arrange their schedule in order to facilitate conversion of instructional materials into alternate format such as large print, Braille materials, e-text, audio, etc. Students who are eligible for alternative media services are informed that alternative format requests must be submitted as soon as the student learns of their need. Students are asked to purchase copies of the texts required for the class, and to obtain printouts of textbook information from the Bookstore Textbook Counter so that SSWD staff can begin to research book publishers, Center for Accessible Media (CAM), and other sources to attempt to locate an existing resource of the text in the appropriate alternative format (e.g. electronic text, Braille, etc.). Students are instructed to contact the course professors (or course department’s administrative office) to ask if they can provide the course syllabus (including reading schedule) and other handouts in electronic format, to facilitate conversions. Starting for Fall 2007 semester, SSWD will alert faculty via email that a print-disabled student is enrolled in their class (student will not be identified to faculty). Faculty will be asked to provide a syllabus and other handouts in electronic format, as well as textbook information (e.g. title, ISBN) to the SSWD Alternative Media Specialist, to facilitate conversions.

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	ongoing	ongoing	SSWD tracks enrollment of students with disabilities who require alternative formatted instructional materials. See attached process for Early Identification of Students with Disabilities for strategies to facilitate students making early contact and requesting appropriate accommodations.  IDofSWD
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	ongoing	ongoing	Students with disabilities who utilize pre-arranged support services (including alternate media/transcription services) are eligible for early “priority” registration. This is an ongoing practice. SSWD provides Admissions and Records with a list of students eligible for early registration. SSWD and A&R will also be establishing procedures to automatically link ERS Disability student reporting data (i.e. Transcription services) with priority registration 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	Y	ongoing	ongoing	SSWD reviews and determines <u>eligibility for “priority registration”</u> and eligible students receive letter from SSWD reminding them that they must notify SSWD of their needs immediately after registering if they are using pre-recorded textbooks and/or alternative media services (e.g. electronic textbooks). The <u>SSWD alternative media policy</u> informs students that they must submit requests within 10 working days after priority registration; otherwise late requests may cause delays in receiving the alternative texts. In the future, a letter and other forms of advertising will be used to inform all students of the availability of accessibility

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				services.
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	5/2007	Spring 2008	SSWD sends an email communication to faculty alerting them confidentially that a student with a print impairment may be registered in their class. SSWD will need to establish procedures in order to facilitate the process of alerting professors of alternate media students in class, streamline the process of identification of instructional materials, etc. Also, some faculty were not identified yet (e.g. late hire), so no contact information was listed.

3C. Resources

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

Faculty will need SSWD staff assistance to determine which instructional materials need to be converted to an appropriate alternate format. SSWD staff, in particular the High Tech Center Alternative Media Specialist and High Tech Center Coordinator/Instructor (vacant) need to consult with faculty and help with locating accessible versions or alternatives for texts, etc, while at the same time meeting the increasing student demand for alternative media. It is recommended that an additional Instructional Materials resource position (.5 FTE) be identified to assist faculty with locating accessible versions or alternatives for texts, videos, on-line materials and any other instructional materials resources they may wish to incorporate in their courses. Eventually it is anticipated that faculty will be able to produce some course materials (other than textbooks) in accessible formats themselves. In terms of electronic documents, faculty will need assistance from the Faculty/Staff Resource Center and Academic Technology and Creative Services and other staff to learn about creating accessible Word, PowerPoint, and other electronic documents and to scan documents, edit and save as electronic text. Library staff may also need to be consulted to locate journal articles that are available online as full electronic text (check the Library databases).

Bookstore staff are consulted to obtain the identification of students' required textbooks. Currently this information is only available in person at the Textbook information counter; students eligible for alternative media services are instructed to obtain a printout of book information from the bookstore. Resources to automate this business process may be needed so that existing materials can be obtained earlier.

The Admissions & Records systems support group in coordination with SSWD staff, will need to write the queries for a report listing enrolled print-disabled students and faculty, to generate contact information for professors with students in their class.

3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	2001	This has been in effect since 2001 and is referenced in the SSWD alternative media policy and priority registration guidelines. Students who use alternative media services are encouraged to utilize priority registration and to submit requests for alternative media services in a timely manner.
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	5/2007	This process was pilot-tested in May 2007, and will be implemented fully in the Fall 2007 semester in preparation for Spring 2008 enrollment. We do not currently track whether alternative media eligible students follow through and register on their priority registration date. We do track the dates when they submit the requests, however.

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	102	Includes students with sensory disabilities (e.g. visual impairments, mobility impairments, hearing impairments) and reading-related learning disabilities. Some students who were eligible for alternate format did not submit requests for alternate media. Some prefer using the High Tech Center lab or their own assistive technology to scan/read their books, or they ordered digital talking books, etc. on their own.

Baseline Measure	eText	Audio (hired readers)	Braille	Large-Print	Other (Tactile Graphics)	Other (Require captioned videos*)	Total
The number of eligible students who requested alternate format instructional materials in the last year	37	14	2	2	2	15	72
The percentage of eligible students who requested alternate format instructional materials in the last year	51.4%	19.5%	2.7%	2.7%	2.7%	21%	100%
						Note: This does not mean videos were	

						captioned in-house; rather, realtime captioning, interpreting, or transcripts were used as an accommodation.	
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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?

The campus provides early registration for students who require alternate formats. In the event that a student is admitted late, enrolls late, or is otherwise misses the early registration date, refer to 1E for suggested process. Efforts will be made to identify students eligible for SSWD early (before their first semester), so that alternate formats can be requested in their first semester of enrollment. In the case of Freshmen or Transfer students, students must attend Orientation before they can register for classes to get appropriate advisement on which courses to take, required placement exams, etc. We will need to consider processes to address discussing accessibility issues with students during orientation periods.


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.

Up to now, the use of the LMS at Sac State has been a teaching-related option for faculty, but not a major component of campus accessible technology planning. With the advent of the ATI, the use of the LMS is now seen as a major conduit to deliver materials that are designed to be accessible to all learners. In addition, the LMS provides a common place for alternate media producers to access materials. Although use of our LMS by faculty and students is already very robust, we are in the process of developing policies and processes to make the LMS use nearly ubiquitous at the University.

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		Done	The use of the LMS has been readily available to all faculty at Sac State for some time. Establishing a new course or activating an existing course on the LMS is done by simply submitting a web-based form.
The development of procedures to encourage faculty to post their instructional materials in an electronic format	IP	Spring 2007	Spring 2008	A preliminary policy proposal suggests that every course will in the future have an LMS shell established by default. It is anticipated that during the Fall 2007 semester, this proposal will be presented to the Faculty Senate. The LMS preliminary proposal is attached.  Microsoft Office Word 97 - 2003 Docu
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	N	Spring 2008	Fall 2008	Such a procedure has not yet been considered. Once the above LMS strategy is implemented, we will consider processes to address this.

4C. Resources

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

This Spring 2007 semester, some 13,000 distinct students and 539 faculty use the campus LMS each semester for teaching-related activities in over 800 courses. We eventually anticipate a significant increase in this level of use because of emphasis on use of the LMS for the ATI. To meet this demand, significant hardware and software upgrades are underway during the summer of 2007 to increase the capacity and reliability of our LMS.

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	Spring 2008	For several years, faculty have had access to an LMS. See earlier comment on the preliminary proposal to establish a course shell for each course.

Milestones	Effective Term	Discussion
instructional materials		
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	Fall 2008	Implementing such a procedure will require educating our academic community as, traditionally, access to educational materials has been the purview of individual teaching faculty. We need to design a process that meets this requirement, while preserving privacy and other faculty tenets.

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)	90	This number represents courses using the home-grown LMS developed by our Library. The number of true non-LMS supported courses is unknown at this time.
The percentage of courses that used individual websites in the last year		No data at this time.

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?

Refer to 1E for suggested process.

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.

Along with other CSU institutions, Sacramento State is awaiting development of a system-wide tool to assist with review and approval of ATI-related procurement. This tool was originally expected in May, but has now been delayed until later this summer. Once we are in receipt of this tool, we are prepared to develop procedures for how the tool will be utilized on our particular campus.

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	N	Expected August, 2007	October, 2007	This will be based on the Chancellor's Office Accessible E&IT Procurement guidelines
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	N	No campus-specific plans	N/A	Currently, conversions of multimedia are done as accommodations for students only. The cost and time of getting a transcription or caption of a film is prohibitive. The most cost efficient method to meet the requirement is to choose or purchase captioned videos and films. The CSU system as a whole will need to look at ways to support such an infrastructure system-wide.

5C. Resources

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

Existing Procurement staff will be utilized as a resource for review of ATI-related purchases. A committee will be established to review requests for exception to the policies. Faculty who plan to use videos or films will be encouraged to acquire and utilize captioned versions in order to ensure equal access for students with hearing impairments. Resources already exist on campus to clarify whether the video or film is available captioned; see the Described and Captioned Media Program:

<http://www.cfv.org/>.

5D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of formal procedures to address accessible procurement of digital or multimedia instructional materials	IP	July, 2006	October, 2007	Awaiting development of system-wide procedures

Baseline Measures	Response	Discussion
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The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials	Not known	Few if any, departments have developed such procedures. All are awaiting guidance from the system-wide recommendations.
The percentage of academic units represented by this number	Not known	See above

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?

The alternative will be dependent on the extent of the accessibility problem. Faculty would need to contact Services to Students with Disabilities and participate in an interactive process with the student, faculty, and SSWD to discuss alternatives that will provide student with access to the material.. Requests for exceptions should be based on issues other than cost or time alone, and must provide an equally effective alternative form of access.

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.

The ATI Steering Group has chosen to first focus on development of policies and procedures related to the adoption and accessibility of textbooks and course packs. The discussions about this issue within Academic Affairs and the Faculty Senate will inform and illuminate the development of further policies related to other instructional materials. The campus made a major step in the direction of informing and training faculty about the accessibility of instructional materials through the offering of a Teaching Using Technology (TuT) summer workshop that was entirely focused on training about the accessibility of instructional materials. The twenty-eight faculty members participating were rewarded for their efforts in TuT with the award of a personal laptop computer. The faculty members who participated are expected to return to their colleges and to provide training to other faculty on the development of accessible materials. In the fall, draft textbook policies will be refined and new policies will be identified related to other types of instructional materials.

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	Spring 2007	Fall 2008	At this time, the new course and program proposals are the first forms identified for future ATI compliance. In addition, a request has been made to the Senate Curriculum Committee to include meeting accessibility as a requirement for instructional products developed when a Pedagogy Enhancement Award (a campus-wide grant to encourage scholarly teaching) is given to faculty for improving classroom teaching.

6C. Resources

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

The ATI Steering Group has appointed an IMAP subcommittee to focus on the above issues. Resources to assist faculty exist on campus already within the Information Resources & Technology division, Academic Technology and Creative Services, the Center for Teaching & Learning, Services to Students With Disabilities High-tech center, the Faculty Resource Center and others. A budget request is being developed for submission as part of the 2007-2008 budget call. Given expected budget cuts, it's not realistic to expect much in the way of additional resources.

6D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The incorporation of accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials	IP	Spring 2007	Fall 2008	See above
Listing of specific curricular and course policies impacted:	N			Little planning in this area has occurred to date. Further work will be initiated in the Fall semester.

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion

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?

See 5E for suggested process.


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

7A. Overview

There is a multi-prong approach being considered in order to deal with the challenges of designing accessible content. First, one has to develop procedures and processes so that newly developed content is made accessible. Secondly, and perhaps more importantly, one needs processes to retrofit existing content so that it is accessible. Faculty members, of course, periodically update their content on the fly, and should thus be able to also update for accessibility as they update content. We believe that updating materials for content is entirely different than updating specifically for meeting accessibility. Major retrofits of existing content will likely require significant additional resources, as well as incentives.

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	Fall 2008	All existing technology training offerings are all being updated to include evaluation and design for accessibility. Planning will take place to familiarize Help Desk staff with accessibility support information. The IMAP subcommittee has also drafted a proposal that recommends the acquisition of licenses for software that facilitates document conversion, training technical support staff on accessibility issues so that they can assist faculty, developing accessible templates for documents, and producing online tutorials for these

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				training documents. The attached documents are preliminary proposals for dealing with new and existing course materials. 
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	N	Fall, 2007	October, 2007	Off-campus instructional materials are handled in the same way as on-campus materials. Significant differences are that live lectures would require live captioning for the hearing impaired and some students with disabilities viewing courses off-campus might require individual assistance. Planning will take place to familiarize Help Desk staff with accessibility support information.

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)

The summer Teaching using Technology (TuT) institute, a yearly faculty development program which has used equipment incentives (usually laptops) to encourage faculty to make use of appropriate technology tools in their teaching, chose accessibility as this year's theme; it provided 28 faculty participants training, hardware and software support for converting their teaching materials to accessible formats. In addition, this group of 28 is expected to serve as resource on accessibility for faculty in their department. Training workshops for making documents accessible are being developed and will be offered beginning fall 2007. Resources to assist faculty exist on campus already within the Information Resources & Technology division, Academic Technology and Creative Services, the Center for Teaching & Learning, Services to Students With Disabilities High-tech center, the Faculty Resource Center and others. A budget request is being developed for submission as part of the 2007-2008 budget call. Given expected budget cuts, it's not realistic to expect much in the way of additional resources.

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	Fall, 2007	Unknown	Use of existing resources will be implemented beginning with the Fall semester, 2007. Required additional resources are pending availability of additional funding.
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	N	Fall, 2007	Unknown	Use of existing resources will be implemented beginning with the Fall semester, 2007. Required additional resources are pending availability of additional funding.

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remediating instructional materials	28	This training occurred over the course of 4 days, covering topics such as how to make documents accessible in the following file types: PowerPoint, PDF, web, and Word documents.
The number of faculty who have received training on selecting accessible off-campus instructional materials	None specifically	Some of the faculty trained in the above workshops are expected to use instructional materials in off-campus offerings.

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?

See 5E for suggested process.

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.

8B. Procedures/Practices

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a communication plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of equally-effective access to instructional materials	IP	July, 2006	Ongoing	The online all-campus newsletter, all-faculty mailings, training workshops, and direct communication with students have already served as communications vehicles regarding effective access to instructional materials. A concrete plan for further communications will be developed in Fall, 2007.
The identification of how often these communications will take place in the academic calendar	IP	No specific steps to date	Ongoing	Calendar scheduling will occur as part of the above planning process.

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

Description of Training	Audience: Faculty (FAC), Staff (STF), or Student (STDT); Specify dept/division	Plans to Provide (Y/N)	Frequency (e.g. quarterly)	Discussion (including modality e.g. in-person, online)
Textbook adoption for assigned and unassigned course sections	FAC	Y	Semester based	To be accomplished by email notifications, reporting, and follow-up with department chairs
Creating accessible print-based instructional materials	FAC	Y	Semester based	To be provided primarily by Academic Technology, Center for Teaching and Learning, and SSWD departments.
Distributing accessible print-based instructional materials via LMS & web	FAC	Y	Semester based	To be incorporated into existed LMS training
Creating accessible multimedia	FAC	Y	Semester	To be provided primarily by Academic Technology, the

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)
instructional materials			based	Information Resources & Technology division and SSWD department.
Procuring accessible multi-media instructional materials	FAC, STF	Y	Ongoing	Provided primarily by Procurement
Requesting instructional materials in alternate format	STDT		Semester based	For SSWD students referred for alternate format
Use of assistive hardware and software necessary for access	STDT		Semester based	AT training in High Tech Center for eligible SSWD students (LS9);
Other:				

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

Through evaluation of progress toward milestones and reporting of that progress through regular emails and other forms of communication.

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
Textbook adoption	Email, deans/chairs meetings, newsletter	Academic Affairs	
Instructional materials	Email, department meetings, summer workshops	Academic Affairs and Information Resources & Technology	
ID Disabled Students	Email, orientation, referral	SSWD	

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?

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?

Success will be measured through the evaluation methods outlined in Section 9 below.

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).

Sacramento State is just beginning to discuss the development of an evaluation process; specific plans and procedures will be initially developed by November, 2007. The ATI Steering committee and the Executive Sponsor will be responsible for evaluation. Comprehensive evaluation is likely to require the addition of substantial staffing or other resources, both of which will require identification of additional funding. Evaluation methods likely to be used include:

- Automated data collection and reporting of textbook ordering data
- Surveys of both students and faculty
- Increased data collection on faculty development of instructional materials

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).

Requires further development

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).

Overall implementation of campus ATI initiatives are likely to require the addition of two FTE, with a significant portion of this staffing resource devoted to evaluation and communications. Funding sources for this have not been identified.

9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	IP	Fall 2007	Fall 2008	Discussions to begin Fall 2007

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of a process for producing annual compliance reports	N	Fall 2007	Unknown	Discussions to begin Fall 2007
The development of a process for conducting periodic annual compliance reports	N	Fall 2007	Unknown	Discussions to begin Fall 2007

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

Name	Title	Relationship to ATI
Gilbert, Larry	Chief Information Officer	Executive Sponsor
Vicars, Bill	Faculty, Education	Instructional Materials Team Member
Trujillo, Tamara	Interim Dean, Library	Instructional Materials Team Member
McGraw, Meri	IT Director, University Enterprises	Consult on incorporating accessibility requirements into purchase of digital/multimedia materials.
Milardovich, Julia	Manager, Bookstore	Oversees bookstore; consult on process for adoption of textbooks and course materials
Lau, Peter	Director, EO & AA	Instructional Materials Team Member
Bayard, Jean-Pierre	Director/Faculty, ATCS	Co-Chair, Instructional Materials Team
Stoner, Mark	Director, Center for Teaching and Learning	Co-Chair, Instructional Materials Team
Arreola, Isabel	Student	Instructional Materials Team Member
Howell, Jessica	Faculty Senate/UCPD rep	Instructional Materials Team Member
Repa, Melissa	Co-Director, SSWD (High Tech Center/TRIO SSS project)	Oversees High Tech Center, which provides assistive computer access and alternate print media for students with disabilities
Ehresman, Allison	Alternate Media Specialist/Braillist, SSWD	Converts print materials into alternate format for students with disabilities
Dean, Judy	Co-Director, SSWD (Counseling/Support)	Oversees SSWD Disability Counseling and Support areas; involved in determination of priority registration.

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
Summer, 2007	Request ATI funding	7D, 8D, 9D
Fall, 2007	Passage of Faculty Senate statement	1B
Fall, 2007	Consideration of incentives for textbook adoption	1B
Fall, 2007	Communications to faculty regarding textbooks	1D, 2D
Fall, 2007	Survey of departmental adoption of textbook policies	2D
Fall, 2007	Data to alternate media producers	3D
Fall, 2007	Consider ubiquitous LMS course creation	4D
Fall, 2007	Implement initial procurement guidelines	5D
Fall, 2007	Develop initial course policies	6D
Fall, 2007	Develop communications plan	8D
Fall, 2007	Develop evaluation process	9D