



California State University, Chico

**Accessible Technology Initiative  
Instructional Materials Accessibility Plan**

## ATI Steering Committee

**Bill Post**, Vice Provost for Information Resources (Executive Sponsor)  
**Drew Calandrella**, Vice President for Student Affairs (Co-Sponsor)  
**Jerry Ringel**, Director of Computing and User Support (Priority 1)  
**William Loker**, Dean of Undergraduate Education (Priority 2)  
**Pattie Jenkins**, Director of Procurement and Contract Services (Priority 3)  
**Gayle Hutchinson**, Academic Senate Chair (Priorities 1-3)  
**Sandy Parsons**, Disability Support Services (Priorities 1-3)

## ATI Priority 2 Team - Instructional Materials

**William Loker** (Lead), UED  
**Sandy Parsons**, DSS  
**Sara Trechter**, Academic Senate  
**Kathy Fernandes**, ATEC  
**Chris Prator**, DSS  
**Debra Lemmo**, AS-BKST  
**Joe Crotts**, Library

### Key Staff

**Lauri Evans**, DSS  
**Nancy Hermanson**, DSS  
**Peter DiFalco**, TLP  
**Laura Sederberg**, TLP  
**Russ Mills**, Faculty  
**Matt Norby**, AS

## **Executive Summary:**

On September 28, 2006 the CSU Office of the Chancellor released a coded memorandum (**AA-2007-04**) on Access to Electronic and Information Technology for Persons with Disabilities. This memorandum outlines a three year roadmap for campus implementation of the CSU Accessibility Technology Initiative (ATI). The purpose of ATI is to develop the work plan, guidance, and resources to assist campuses in carrying out the accessible technology provisions of EO 926.

CSU EO 926 states: "It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability." This policy is premised on several federal and state laws mandating such accessibility. Recent Office of Civil Rights resolutions with four CSU campuses emphasize the importance of campus support for the timely provision of accessible instructional materials to students with disabilities.

Priority 2, **Instructional Materials Accessibility**, includes textbooks, "course packets and handouts", online materials, and websites used for instruction. This priority will necessitate focused engagement by faculty. As the memorandum notes, "the CSU is required to make its instructional materials and online course materials accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timeliness of delivery of accessible formats. To the extent possible, instructional materials, including online course materials must be available to students with disabilities **at the same time** it is available to any other student enrolled in a course."

As part of the Accessible Technology Initiative (ATI) work plan from the Chancellor's Office, Chico representatives will participate in campus and system committees to develop guidelines, implementation strategies, tools, and resources. Successful implementation of the ATI at CSU, Chico will require campus wide participation. The process has to be inclusive as it requires individual action by hundreds of faculty and staff. Oversight for ATI implementation will be the responsibility of the ATI Steering Committee whose primary task is to assure the Priority Teams have the support and resources they need to accomplish their tasks.

The Chico ATI Steering Committee has formed three priority team groups. ATI Priority 2 Team ("the team") is assigned to consider the issues of the Instructional Materials Accessibility Plan (IMAP), develop business processes that make sense across campus divisions, as well as, assist in developing the IMAP. The Dean of Undergraduate Studies is the facilitator of this team and as such, has divided the team into sub-groups to address specific issues. The sub-group members include staff from DSS, library, bookstore, electronic reserve, as well as, faculty.

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

### 1A. Overview

AS Bookstore has a long standing deadline for textbook ordering that, if met, allows sufficient time to order and process textbooks, and allow sufficient time to produce in alternate format if necessary. Presently, 20% of faculty order textbooks by the ordering deadline. 65% of faculty orders their textbooks by "Buyback" which is approximately 6 weeks before the semester. During Fall 2007, this team will continue to refine the business processes associated with adopting print-based instructional materials in a timely manner and consult with faculty on ways to make business practices more responsive to their, and students' needs.

### 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                 | Prior to ATI    | N/A                   | Deadlines are March 15 <sup>th</sup> (Summer and Fall) and October 15 (Winter and Spring).   |
| The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials | Y                 | Feb. 2007       | N/A                   | <p>In February 2007, Academic Senate unanimously passed a revision to EM 99-21 which includes language reflective of the ATI.</p> <p>CSU system wide Academic Senate regarding accessible instructional and electronic materials<br/> <a href="http://www.calstate.edu/AcadSen/Records/Resolutions/2005-2006/2730.shtml">http://www.calstate.edu/AcadSen/Records/Resolutions/2005-2006/2730.shtml</a></p> <p>President Zing's commitment to ATI</p>  <p>C:\Documents and Settings\skparsons\M</p> |

|  |   |     |     |  |
|--|---|-----|-----|--|
| The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner | N | N/A | N/A | CSU Chico has chosen not to offer incentives to faculty to encourage adoption of print-based materials. However, the Bookstore does provide a catered luncheon for all administrative staff in each academic department in order to provide acquisition information, deadline reminders and support. |
|--|---|-----|-----|--|

**1C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

|  |
|--|
| <p>The Bookstore Textbook Manager coordinates the adoption/ordering of textbooks. The AS Bookstore uses TA2 Missouri Book Systems. Additionally, the Bookstore has developed a “One Click Adoptions” program to expedite faculty adoption of text books. “One Click Adoptions” is simply an email asking faculty if they want to use the same book for the following semester. If the faculty plans to use the same book, a simple reply is all that is needed and the book is ordered. The Bookstore believes this will improve compliance.</p> <p>Electronic Reserve (ER) currently uses a scanner to convert print based materials to digital format. However, due to out dated hardware and software, ER does not consistently produce accessible material. Fall 2007, the team will work closely with ER to evaluate the need for a new high speed scanner (hardware) and Optical Character Recognition (software) to insure that it is the highest quality we can provide.</p> <p>Technology and Learning Program (TLP) has recently purchased a high speed scanner and Adobe Acrobat Pro OCR system. All materials converted into digital format is accessible. TLP offers assistance to faculty to convert print based materials and place it in the LMS.</p> <p>We will consider a centralized scanning system.</p> |
|--|

**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                 | Spring: 12 weeks<br>Fall: 20 weeks | Fall 07        | Textbook ordering deadlines are March 15 and October 15 <sup>th</sup> . These deadlines have been in effect for more than 30 years. |

| Baseline Measures   | Textbooks | Course Readers          | Discussion  |
|---|-----------|-------------------------|---|
| The number of print-based instructional materials adopted in the last year                        | 5336      | 140<br>(see discussion) | This number reflects course packs handled by the AS Bookstore. The majority of course packs are available through Mr. Copy (estimated 175-200) and there are an undetermined amount of course packs handled within individual departments. The team will meet with copy vendors and departments to evaluate this further. |
| The percentage of print-based instructional materials adopted in a timely manner in the last year | 20%-65%   | 57%<br>(see discussion) | 20% of faculty order textbooks by the ordering deadline. 65% of faculty orders their textbooks by "Buyback" which is approximately 6 weeks before the 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 ensure that this student has equally-effective access to this material?

Disability Support Services and the Bookstore have worked collaboratively for years to address this issue on CSU Chico campus. The process: Students self identify to DSS and give their schedule to DSS advisor. DSS contacts Bookstore for book list. If no book is available or no faculty assigned, DSS contacts the Chair of the academic program to assign a book. In some limited instances use of a reader or materials in a recorded audio format may be an equally effective alternative to either e-text or hardcopy Braille or large print. Normally, this is only true where the material does not contain complex formatting (e.g. literature, history, business, etc.) and a general understanding of the material is sufficient.



C:\Documents and Settings\skparsons\M  
More Information:

DSS Alt Text Policy



C:\Documents and Settings\skparsons\M

DSS Alt Text Agreement



C:\Documents and Settings\skparsons\M

DSS In House Procedures



Blank ALT TEXT  
PROCESSING .xls

Alt Text Tracking (example)

<http://www.csuchico.edu/library/llo/ersguide.htm>

<http://www.csuchico.edu/library/llo/llofac.html>

<http://www.asbookstore.com/?CatalogID=21&CategoryID=126>

<http://www.asbookstore.com/?CatalogID=21>

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

### **2A. Overview**

According to Human Resources, the majority of late-hire faculty are part time lecturers assigned to lower division courses with multiple sections. Chico campus plans to delegate authority to determine this process to individual academic units. The Dean of Undergraduate Studies met with Council of Academic Deans (CAD) and Department Chairs in Spring 2007 to request department plans to address identification of textbooks for late-hire faculty. Our plan is to continue to develop this process during Fall 2007 with the ability to document and implement process (es) Spring 2008

### **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                | Spring 2007     | Spring 2008           | Academic departments are considering processes that meet individual department needs, including default books, or the department Chair selecting a book.  |
| The development of a mechanism for Academic Affairs to monitor this procedure                                  | IP                | Spring 2007     | Fall 2007             | The Team recommends a system where AS Bookstore notified Dean of Undergraduate Education on sections without tests at 6 weeks, 4 weeks, and 2 weeks before term. In addition, AS Bookstore sends email reminders to faculty at these intervals. |

### **2C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

AS Bookstore Manager anticipates that the Bookstore can effectively manage this system within their usual business practices.

**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 | Y                 | At least 6 weeks       | Prior to ATI   | Deadlines are March 15 and October 15 |

| Baseline Measures  | Response | Discussion   |
|--|----------|--|
| The number of departments with procedures for ordering print-based instructional materials prior to hiring p/t faculty | IP       | Benchmarks will be established 07-08 and revisited annually. |
| The percentage of departments that have these procedures   | IP       | Benchmarks will be established 07-08 and revisited annually  |

**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 ensure that this student has equally-effective access to this material?

Disability Support Services and the Bookstore have worked collaboratively for years to address this issue on CSU Chico campus. The process: Students self identify to DSS and give their schedule to DSS advisor. DSS contacts Bookstore for book list. If no book is available or no faculty assigned. DSS contacts the Chair of the academic program to assign a book. If this is not possible, DSS consults with student and Chair regarding switching student to a section that has a faculty/book assigned. If it is not possible to get the book in time to convert for the first day of school, DSS will provide human readers until conversion is complete.

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

**3A. Overview**

Disability Support Services and the Office of Enrollment Management share responsibility for early identification of students with disabilities. Using PeopleSoft “DSS group” function, students with disabilities (registered with DSS) are provided priority registration. Enrollment Management works directly with DSS to insure that all students with disabilities are accounted for.

**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/IP              | Spring 02       | Spring 2008           | DSS has a tracking system for alternate text users that works, but is time intensive to monitor. DSS is working with Information Resources (Data Warehouse) to develop a data base that will manage this function more effectively.   |
| The establishment of procedures to ensure that alternate media-eligible students are able to utilize early registration  | Y                 | Prior to ATI    | N/A                   | Using PeopleSoft "DSS group" function, DSS Advisors ensure that students with disabilities (registered with DSS) are provided priority registration. Enrollment Management works directly with DSS to insure that all students with disabilities are accounted for.   |
| 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                 | Prior to ATI    | N/A                   | Students are advised of Alternate Media process and procedures; Information is available in Student Handbook and on DSS website; DSS sends email reminders and posts reminders in DSS office.   |
| The establishment of procedures to provide data to alternate media producers that associates course enrollment with instructional materials listings             | Y                 | Prior to ATI    | N/A                   | <p>Following priority registration, students send DSS their schedule. DSS sends it to Bookstore Manager who determines what books have been requisitioned and what faculty to contact for requisitions specific to a particular class and student. Bookstore Manager contacts the faculty via email, cc's DSS, and both maintain records as to who has been contacted and their response.</p> <p>Once DSS knows what books are requisitioned, DSS can start getting purchase authorizations from DOR, obtain a desk copy, complete the Alt Text Request Form and begin searches and conversion process.</p> <p>This process has worked for several years.</p> |

**3C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

Enrollment Management and DSS use PeopleSoft 8.9. DSS also uses a homegrown data base to track alternate text users.

**3D. Milestones/Measures of Success**

| Milestones  | Effective Term | Discussion |
|---|----------------|------------|
| The implementation of procedures to provide alternate media-eligible students with eligibility for early registration.                                | Prior to ATI   | See 3B     |
| The implementation of procedures to provide data to alternate media producers that associates course enrollment with instructional materials listings | Prior to ATI   | See 3B     |

| Baseline Measure   | Response | Discussion |
|--|----------|------------|
| The number of students who were eligible for alternate format instructional materials in the last year | 41       |            |

| Baseline Measure   | e-Text | RFBD/Daisy | MP3 | Braille | Large-Print | Other (specify) Tactile Representation |
|--|--------|------------|-----|---------|-------------|--|
| The number of eligible students who requested alternate format instructional materials in the last year /the number of items converted | 33/66  | 4/21       | 2/4 | 1/4     | 1/13        | 3/6                                    |

| Baseline Measure  | Response | Discussion  |
|---|----------|---|
| The percentage of eligible students who requested alternate format instructional materials in the last year | 75%      | 35 students received alternate format instructional materials; Number of conversions does not match # of students as students request conversions in multiple formats |

**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 ensure that this student has equally-effective access to this material?

First year and transfer students are not given priority registration. Advisors identify need for alternate texts in initial meeting with student and add to alt text tracking data base for email reminders and collaboration with bookstore.

DSS will provide alternate media services, including searching for text or conversion services as soon as the textbook information is available. If the textbook can not be acquired or converted by the first day needed by student, DSS will provide a human reader if necessary.

**4. A strategy to increase use of the campus learning management system (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: The emphasis of this provision is on ensuring that students who require instructional materials in an alternate format are able to access their materials through an accessible, electronic infrastructure.

Implementation of a second generation Learning Management System is underway to improve ease of use, support of national standards, increased assessment capabilities, and support more effective learning strategies. Transition from the current WebCT version to the Vista version began in fall 2005 with pilot courses live during spring 2006. Currently, 400 faculty (65%) and approximately 1100 course sections are using Vista spring semester 2007 with over 10,500 students (90%) in those courses. Vista will be the primary LMS for spring 2007 connected directly to the campus portal. The goal is for the balance of courses to be converted during Fall 2007.

CSU Chico does not intend to require all faculty members to use the LMS- Vista. However, we encourage faculty with non-professional web development skills to use an accessible infrastructure which will increase the likelihood that their course materials will be accessible to both students and alternate media production staff.

**4B. Procedures/Practices**

| Deliverables   | Status (Y, N, IP) | Initiation Date | Completion Date (exp) | 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 | Y                 | Prior to ATI    | N/A                   | A campus LMS site is automatically established for each course.  |
| The development of procedures to encourage faculty to post their instructional materials in an electronic format   | IP                | Prior to ATI    | Fall 2008             | Faculty are encouraged to use the LMS as a means to provide accessible instructional and course materials. Understanding that they are required to provide course materials in accessible format, using the LMS, and being trained and supported by TLP is an incentive. Faculty are provided support and training (workshops, on line tutorials, department meetings, individual consultations) |
| The establishment of procedures to provide alternate media producers with access to these print-based instructional materials                                  | Y                 | Prior to ATI    | N/A                   | Upon request from DSS, Faculty can add DSS alternate media coordinator as a teacher's assistant. This grants access to all course materials to alternate media production staff. TLP will develop on line tutorial to simplify this process for faculty.   |

**4C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

WebCT's Vista Enterprise Edition LMS software

TLP's Efforts to Support ATI Implementation



C:\Documents and Settings\skparsons\M

**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 place instructional materials | Prior to ATI   | Vista site is automatically created for each course, but faculty are not required to use LMS.  |
| The implementation of procedures to provide alternate media producers with access to these print based instructional materials.                                 | Prior to ATI   | Upon request from DSS, Faculty can add DSS alternate media coordinator as a teacher's assistant. This grants access to all course materials to alternate media production staff. TLP provides training on this within the context of Vista training. |

| Baseline Measures   | Response | Discussion  |
|---|----------|---|
| The number of courses that used campus-hosted individual websites in the last year. (NOT LMS sites) | Unknown. | Campus supports, but does not administrate the use of the campus web server. As such, it is nearly impossible to assess how many faculty (and what percentage) are using individual websites for their courses. |
| The percentage of courses that used individual websites in the last year.                           | Unknown  |   |

**4E. Exemptions/Equally-Effective Access**

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

DSS will provide alternate media services, including searching for text or conversion services. DSS will provide Educational Assistants or Interpreters depending on the request.

More Information re: Project Vista

- <http://www.csuchico.edu/tp/vista/projectvista>
- <http://www.csuchico.edu/tp/vista/training>

**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 is focused on both ensuring the development of 508-compliant procurement procedures for instructional materials and codifying what campus procedures will be used to handle the transformation of inaccessible instructional materials.

CSU Chico Campus Priority 2 Team has not considered this issue thoroughly. More assessment of campus processes is necessary. The Team will continue to explore current and best practices for achieving this provision while working with the Procurement Team so that our campus process is consistent across divisions.

At this time, Chico campus is considering adoption of a standardized personal response system (AKA Clicker). While there are no formal procedures in place, campus staff and faculty have joined together to consider accessibility features of several clickers. Vice Provost of Information Resources has given guidance that the campus will not adopt a standardized clicker without considered accessibility and a plan for providing equally effective access to the classroom. After the committee works through this process, we will be better prepared to address this component of the IMAP.

**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                 | Fall 2007       | Fall 2008             | Requires further assessment ; Will be incorporated into the revision of the Department Manual. |
| The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats | N                 | Fall 2007       | Fall 2008             | Requires further assessment  |

**5C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

Chico Campus requests that CSU system consider system-wide solution to captioning and other processes for multimedia instructional materials.

**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                 | Fall 2007       | Fall 2008             | Requires further assessment |

| Baseline Measures   | Response | Discussion                  |
|---|----------|-----------------------------|
| The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials | Unknown  | Requires further assessment |
| The percentage of overall academic units represented by this number   | Unknown  | Requires further assessment |

**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?

Faculty are encouraged to use digital and multimedia instructional materials that are accessible, such as captioned streaming video. The campus does not currently have an effective means to caption multimedia information. However, DSS works directly with faculty to try and order appropriate instructional materials and/or provide Educational Assistants or Interpreters depending on the specific request.

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

In AY 06-07, Team had initial discussion with Academic Senate leadership. AY 07-08, Team plans to introduce this in EPPC, as well as, on-going revision of Department Manual.

Department Manual: <http://www.csuchico.edu/vpaa/manual>

### 6B. Procedures/Practices

| Policies, Procedures & Practices   | Status (Y, N, IP) | Initiation Date | Completion Date (exp) | Discussion  |
|--|-------------------|-----------------|-----------------------|---|
| The identification of all relevant curricular and course polices (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             | EM 99-21 Non Discrimination of Persons with Disabilities Policy Revised February 2007.<br><br>Department Manual will be reviewed by EPPC Fall 07. |

### 6C. Resources

What processes (formation of committees, time allocations at leadership meetings, formal retreats) will be used to develop and carry out these business procedures and academic policies

EPPC and GEAC

**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 polices which supports the goal of equally effective access to instructional materials | IP                | Spring 2007     | Fall 2008             | Revision of Department Manual  |
| Listing of specific curricular and course policies impacted:   | N                 | Fall 2007       | Fall 2008             | Priority 2 Team will collaborate with EPPC to review the Department Manual.<br><br><a href="http://www.csuchico.edu/vpaa/manual">http://www.csuchico.edu/vpaa/manual</a> |

**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 alternation 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?

DSS will provide conversion of instructional materials, as well as, educational assistants when conversion is not achievable.

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

### 7A. Overview

Training and technical support will continue to be key to faculty and student success with the creation of accessible course content. It is clear that new and/or updated training curriculum must be developed and offered to faculty, as well as, new best practices identified and shared. Training will be provided by collaborative effort of TLP, CELT, DSS as well as, the ENACT. The Team will also consider and explore the concept of using department liaisons that are provided a stipend to participate in training, as well as, provide trainings within departments.

**The Technology and Learning Program** revolves around faculty and their needs for technology assistance to enhance or improve their curriculum. It is all about student learning, making it better, more effective, more accessible. It is about helping faculty save time and effort in redesigning their curriculum for multiple modes of delivery. Successful creation of high quality learning environments requires support from individual faculty as creators of new learning models and as mentors to other faculty.

Enhancing student learning is the mission of CSU, Chico's **Center for Excellence in Learning and Teaching (CELT)**. We do this by supporting faculty in their teaching, scholarship, and service. CELT provides awards and recognition, workshops, conferences, visiting professors, and grants. CELT is one of 23 faculty development centers in the California State University system.

#### **EnACT: Ensuring access through collaboration and technology**

The purpose of EnACT is to provide faculty within the CSU system the skills, support and training necessary to ensure that students with all students including those with disabilities are provided a high quality postsecondary education. EnACT offers faculty participants a series of professional development activities that support the implementation of Universal Design for Learning within the CSU. UDL I is the gateway activity for participation in the grant which can support faculty efforts at integrating accessible technology into their course presentation, help with

#### **More Information:**

<http://www.csuchico.edu/ires/projects/accessibleTechnology>

[http://www.csuchico.edu/ires/projects/accessibleTechnology/documents/Best\\_Practices\\_Sandy.doc](http://www.csuchico.edu/ires/projects/accessibleTechnology/documents/Best_Practices_Sandy.doc)

<http://www.csuchico.edu/ires/projects/accessibleTechnology/faq.html>

**7B. Procedures/Practices**

| Deliverables  | Status (Y, N, IP) | Initiation Date | Completion Date (exp) | Discussion   |
|---|-------------------|-----------------|-----------------------|--|
| The establishment of a plan to provide technical support (e.g. help desk, hands on, and online resources) to assist faculty with authoring accessible instructional materials | IP                | Spring 2007     | Fall 2008             | TLP, CELT, DSS and EnACT, along with Priority 2 Team will develop a plan. Plan will probably require incentives for faculty participation. |
| The establishment of a plan to support faculty in selecting accessible off-campus instructional materials.  | IP                | Fall 2007       | Fall 2008             | TLP, CELT, DSS and EnACT, along with Priority 2 Team will develop a plan. Plan will probably require incentives for faculty participation. |

**7C. Resources**

What technical and financial resources will be used to implement these business procedures and academic policies?

|  |
|--|
| <p>CSU is considering a site license for Adobe Acrobat Professional to use for creating accessible PDFs.</p> <p>High Speed Scanners and Optical Character Recognition software to convert print based instructional materials to digital format (e Text)<br/>                 Electronic Reserve- may require new hardware and software<br/>                 TLP- has new high speed scanner and Adobe Acrobat Pro<br/>                 DSS- has two high speed scanners, Omni page and Kurzweil software to convert print based instructional materials to e text;<br/>                 Picture in a Flash machine to produce tactile representations; Tiger embosser to produce Braille.</p> <p>The Team recommends financial resources for stipends for faculty liaisons.</p> |
|--|

**7D. Milestones/Measures of Success**

| Milestones   | Status (Y, N, IP) | Initiation Date | Completion Date (exp) | Discussion  |
|--|-------------------|-----------------|-----------------------|---|
| The implementation of a plan to provide technical support (e.g. help desk, hands on, and online resources) to assist faculty with authoring accessible instructional materials | IP                | Spring 2007     | Fall 2007             | TLP, CELT, DSS and EnACT, along with Priority 2 Team will develop a plan. |
| The implementation of a plan to support faculty in selecting accessible off campus instructional materials   | N                 | Fall 2007       | Fall 2008             | Requires further discussion   |

| Baseline Measures  | Response | Discussion   |
|--|----------|--|
| The number of faculty who have received training on authoring, evaluating, and remedying instructional materials | Unknown  | This information is difficult to obtain due to varied method that faculty can use to access training, including department meetings, one on one consultations, group trainings and workshops, on line tutorials, faculty mentors, EnACT and DSS. |
| The number of faculty who have received training on selecting accessible off-campus instructional materials      | Unknown  | Requires further discussion  |

**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 4E

**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. Successful implementation of the ATI at CSU, Chico will require campus wide participation. The process has to be inclusive as it requires individual action by hundreds of faculty and staff. CSU, Chico was the first to write a Presidential commitment to this Chancellor’s Office initiative and we will continue our ongoing commitment to communication across campus, as well as, to provide access to information resources and technologies to individuals with disabilities.

Presidential Announcement re: ATI: <http://www.csuchico.edu/ires/projects/accessibleTechnology/documents/President%20Announceme.htm>

Communication Plan:

Phase 1: Planning and Evaluation (2006-2007)

Objectives

- Create awareness of CSU policy regarding accessible instruction materials and requirements of IMAP
- Generate support for new procedures
- Demonstrate campus commitment to compliance with federal, state and CSU laws and policies
- Provide implementation status reports
- Prepare stakeholders for change

Phase 2: Implementation (2007-2008)

Objectives:

- Inform community of new campus policies and procedures with timelines for compliance
- Provide specific information/instructions for target audiences
- Market training opportunities and other resources to assist with compliance
- Communicate consequences of non-compliance

Phase 3: Assessment (2008-2009)

Objective:

- Report results of campus compliance with new policies
- Provide strategies and action steps for any necessary remediation
- Market training opportunities and other resources to assist with compliance
- Communicate consequences of non-compliance

**8B. Procedures/Practices**

| Deliverable   | Status (Y, N, IP) | Initiation Date | Completion Date (exp) | Discussion |
|---|-------------------|-----------------|-----------------------|------------|
| A development of a communication plan to inform students, faculty and staff of their roles and responsibilities regarding provision of equally effective access to instructional materials. | IP                | Spring 2007     | Fall 2008             |            |
| The identification of how often these actions will take place in the academic calendar  | IP                | Spring 2007     | Fall 2008             |            |

CSU Chico Instructional Materials Accessibility Plan 6/1/2007

Note: Describe the specific training that the campus will provide for all stakeholders who will be involved in implementing procedures to provide accessible instructional materials.

| Description of Training  | Audience: Faculty (FAC), Staff (STF), or Student (STDT)<br>Specify dept/division | Plans to Provide (Y/N) | Frequency (e.g. quarterly, annual) | Discussion (include modality of training) |
|--|--|------------------------|------------------------------------|---|
| Textbook adoption for assigned and unassigned course sections                  | FAC/STF  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Requesting instructional materials in accessible format                        | STDT   | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Creating accessible print-based instructional materials                        | STF/FAC  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Distributing accessible print-based instructional materials via LMS and/or web | FAC/STF  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Creating accessible digital/ multi-media                                       | FAC/STF  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Procuring accessible multi-media instructional materials                       | FAC/STF  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| Use of assistive hardware and software necessary for access                    | STDT or FAC/STF w/ disability  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |
| 508 Compliance Requirements  | FAC/STF  | Y                      | Annual, Biannual                   | Specific plan is in development stages    |

How will those overseeing the implementation of these procedures and academic policies be kept informed of progress?

Oversight for ATI implementation is the responsibility of the [ATI Steering Committee](#) whose primary task is to assure the Priority Teams have the support and resources they need to accomplish their tasks. Progress is reported on regularly scheduled Steering Committee Meetings.

**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   | Responsible Party (admin unit)   | Discussion   |
|---|--|--|--|
| Timely Adoption of textbooks by faculty   | All faculty email from Provost (annual)<br>Agenda item at Council of Deans meetings (monthly);<br>Article in ATEC (bi-annual)<br>Article in Inside (bi-annual)<br>New faculty orientation (bi-annual)<br>Department meetings (variable)<br>CELT conference (annually)<br>ATI website   | Provost of Academic Affairs<br>Dean of Undergraduate Studies<br>Department Chairs<br>Text Book Manager, AS Bookstore<br>Director, DSS<br>Director, CELT<br>Director of Academic Technologies | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |
| Identification of textbooks for late-hire faculty                                   | All faculty email from Provost (annual)<br>Agenda item at Council of Deans meetings (monthly);<br>Agenda item at Department Chair meeting  | Provost of Academic Affairs<br>Dean of Undergraduate Studies<br>Department Chairs<br>Director, DSS   | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |
| Identification of students with disabilities who need materials in alternate format | Email (variable)<br>Summer Orientation (Annual)<br>Academic Advising (variable)  | Enrollment Management<br>Director, DSS<br>Academic Advising  | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |
| LMS/Posting on Web  | All faculty email from Provost (annual)<br>Agenda item at Council of Deans meetings (monthly);<br>Article in ATEC (bi-annual)<br>Article in Inside (bi-annual)<br>New faculty orientation (annual/periodic)<br>Department meetings (variable)<br>CELT conference (annually)<br>ATI website<br>TLP Website<br>TLP face to face workshops (variable) | Provost of Academic Affairs<br>Dean of Undergraduate Studies<br>Department Chairs<br>Text Book Manager, AS Bookstore<br>Director, DSS<br>Director, CELT<br>Director of Academic Technologies | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |

CSU Chico Instructional Materials Accessibility Plan 6/1/2007

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| Accessibility requirements when purchasing of digital or multimedia instructional materials | Email<br>Updated Department Manual<br>Education Procedures and Polices Manual  | Procurement Officer<br>Dean of Undergraduate Studies<br>Department Chairs<br>Director, DSS<br>Academic Senate  | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |
| Resources available to support faculty in creation of accessible course materials           | All faculty email from Provost (annual)<br>Agenda item at Academic Senate meetings (monthly);<br>Agenda item at Council of Deans meetings (monthly);<br>Article in ATEC (bi-annual)<br>Article in Inside (bi-annual)<br>New faculty orientation (bi-annual)<br>Department meetings (annually)<br>CELT conference (annually)<br>ATI website<br>TLP website<br>TLP face to face workshops<br>DSS website | Provost of Academic Affairs<br>Dean of Undergraduate Studies<br>Department Chairs<br>Text Book Manager, AS Bookstore<br>Director, DSS<br>Director, CELT<br>Director of Academic Technologies | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |
| Marketing of training sessions for faculty in creation of accessible course materials       | Article in ATEC (bi-annual)<br>New faculty orientation (annual; periodic)<br>Department meetings (annually)<br>CELT conference (annually)<br>ATI website<br>TLP website<br>TLP face to face workshops<br>DSS Website   | Dean of Undergraduate Studies<br>Department Chairs<br>Director of Academic Technologies<br>Director, CELT<br>Director of Information Technologies<br>Director, DSS                           | Can be used to coordinate and support communications needed for the Instructional Materials Accessibility Plan |

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

Training and technical support will continue to be key to faculty and student success with the creation of accessible course content. It is clear that new and/or updated training curriculum must be developed and offered to faculty, as well as, new best practices identified and shared. See Training will be provided by collaborative effort of TLP, CELT, DSS as well as, the ENACT

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

All faculty, staff and students involved in production, assignment or delivery of instructional 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 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 communication for the Instructional Materials Accessibility Plan?

- Annual Faculty Survey conducted by Information Resources
- Training evaluations

## **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).

Campus is just beginning this discussion; will have developed more thoroughly by November 2007 deadline.

ATI Steering committee and Executive Sponsor will be CSU Chico campus agent.

Evaluation measures considered:

1. Increased compliance with textbook ordering.
2. Reduced time to convert instructional materials//textbooks
3. Student satisfaction with quality of instructional materials conversion services

**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 discussion.

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).

Requires further discussion.

**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             | Campus Team will begin discussions Fall 2007 |
| The implementation of a process for producing annual compliance reports        | N                 | Fall 2007       |                       | "  |
| The development of a process for conducting periodic annual compliance reports | N                 | Fall 2007       |                       | "  |

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

| Name         | Title                               | Relationship to ATI                                      |
|--------------|-------------------------------------|--|
| Bill Post    | Vice Provost, Information Resources | Executive Sponsor of ATI; Oversees Information Resources |
| Sandra Flake | Provost                             | Oversees Academic Affairs                                |

CSU Chico Instructional Materials Accessibility Plan 6/1/2007

|                  |   |   |
|------------------|---|---|
| Drew Calandrella | Vice President Student Affairs                    | ATI Steering Committee  |
| Bill Loker       | Dean of Undergraduate Studies                     | Chair of ATI Priority Team for IMAP; Oversees faculty                                   |
| Sandy Parsons    | Director, DSS                                     | Project Manager for ATI; Oversees Disability Support Services                           |
| Jerry Ringle     | Director of User Support Services                 | Oversees user support services and Assistive Technology Center; ATI Steering Committee  |
| Gayle Hutchinson | Dean of College of Behavioral and Social Sciences | ATI Steering Committee  |
| Deborah Lemmo    | Associate Director AS Bookstore                   | Oversees Bookstore and textbook adoption process; IMAP Team Member                      |
| Kathy Fernandes  | Director of Academic Technologies                 | Oversees academic technologies, Technology and Learning Program, IMAP team member       |
| Eddie Vela       | CELT Director                                     | Plans and coordinates CELT conferences and activities; IMAP Team Member                 |
| Joe Crotts       | Head of Library Access Services                   | Oversees Electronic Reserve; IMAP Team Member   |
| Chris Prator     | DSS Advisor                                       | IMAP Team member; Coordinator of EnACT  |
| Nancy Hermanson  | DSS Advisor                                       | IMAP Team member  |
| Lauri Evans      | DSS Coordinator of Services                       | IMAP Team member; Oversees conversion of instructional materials                        |
| Sara Trechter    | Faculty   | IMAP Team Member  |
| Debbie Riggins   | Textbook Manager                                  | Manages textbook adoptions; IMAP Team Member  |
| Matt Norby       | AS Information Technology                         | Oversees computer user services for Associated Students computer labs; IMAP Team Member |

|                 |   |   |
|-----------------|---|---|
| Russ Mills      | Faculty   | IMAP Team member  |
| Laura Sederberg | Manager of Technology and Learning Program      | Oversees Vista implementation<br>Plans and implements trainings on LMS and accessible instructional materials; IMAP Team member |
| Peter DiFalco   | Instructional Technology Consultant and Trainer | Technology and Learning Program; Plans and implements trainings on LMS and accessible instructional materials; IMAP Team member |

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

| Date                  | Activity (who)  | Relationship to ATI   |
|-----------------------|---|---|
| Summer 2007-Fall 2007 | Develop on line tutorials for the creation of accessible instructional materials (TLP)                | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| September 2007        | Meet with CAD and Directors regarding ATI and IMAP (ATI Team)   | Communication Plan  |
| Fall 2007             | Evaluate what Electronic reserve needs to create accessible documents (hardware, software) (ATI Team) | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Fall 2007             | Develop workshop to remediate LMS sites (TLP)   | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Fall 2007             | Begin meeting with academic departments regarding ATI and IMAP (ATI team)                             | Training and Communication Plan                                 |
| Fall 2007             | Develop specific strategy to train faculty (ATI Team)- consider faculty liaisons                      | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Fall 2007             | Develop training evaluations and/or surveys   | Training and Communication Plan                                 |

CSU Chico Instructional Materials Accessibility Plan 6/1/2007

|                  |  |   |
|------------------|--|---|
| August 2007      | Participate in new faculty and staff orientations (ATI Project Manager)                                      | Training and Communication Plan                                 |
| Fall 2007        | Initiate discussions with Mr. Copy regarding creating accessible course packets.                             | IMAP deliverables #5  |
| August 2007      | Integrate ATI language into revision of Department Manual and Educational Procedures and Policies Guidelines | IMAP deliverables #5, #6  |
| Summer 2007      | Develop New student orientation (DSS Director)   | Communication Plan  |
| October 2007     | Develop and conduct CELT workshop –EnACT and ATI (Various)   | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Summer 2007      | Establish Website depository for information (ATI Team)  | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Summer-Fall 2007 | Develop FAQs to support faculty and staff (Various)  | IMAP deliverables #4, #7,# 8<br>Training and Communication Plan |
| Fall 2007        | Plan to introduce in EPPC and on-going revisions of Department manual  | IMAP deliverables #5, #6  |
| Fall 2007        | Identify Benchmarks for departments who have system in place for ordering textbooks for late hire faculty    | IMAP deliverables #1, #2  |
| Fall 2007        | Begin discussion re: Evaluation Process/Plan for IMAP  | IMAP deliverable #8, #9   |
| Fall 2007        | Explore best practices for conversion of instructional materials (server based system)                       | IMAP deliverables #4, #7,# 8                                    |
| Summer 2007      | Attend EnACT Summer Institute  | Training and Communication Plan                                 |