1. Campus

**Campus Name - Required**

San Diego

2. 1.0 Timely Adoption

**Goal 1.0:** The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials.

**1.0 Goal Status - Required**

Managed

**Key Accomplishments 12/13 (Please list 3 to 5)**

Accomplishment 1: The process is in place since 1990, but it's highly distributed so we need to continue to refine the process.

Accomplishment 2: We are continuing to refine our delivery of multimedia in a more proactive form.

Accomplishment 3: We worked with several departments and a student advocate regarding ATI awareness campaign.

Accomplishment 4: Letters sent to all faculty reminding them of book order deadline referencing accessibility requirements.

Accomplishment 5: We added the language about accessible materials to the new course proposal forms.

**Key Plans 13/14 (Please list 3 to 5)**

Plan 1: We will further explore digital textbooks and the applications for our campus referencing accessibility requirements.

Plan 2: We are continuing to provide new faculty accessibility awareness through faculty orientation.

**Comments**

**1.0 Success Indicators**

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1.1 Campus has formally documented (e.g. Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other

Managed 1990 ✔ ✔

We began in the early 1990's. The process in place pre-dates the ATI by many years. We still need to gather processes employed by a variety of campus programs into one document to insure understanding across
1.2 Campus has developed capacity (e.g. established practices, specified staff time, educational/training resources, and/or technology) to achieve compliance with timely adoption. [Ability]

Managed 1990

We began in the early 1990's. Last year, capacity may have been influenced negatively by budget reductions, but not to the extent that the system in place was compromised in a drastic fashion.

1.3 Campus has developed milestones or specific measures of success for timely adoption compliance (e.g. percentage of timely adoptions) and implemented a system to track these measures. [Measurement]

Optimizing 1990

We began in the early 1990's. A Bookstore Advisory Committee comprised of university faculty and staff and bookstore staff reviews policies and procedures on a regular basis. Administrative review and oversight are provided by Academic Affairs and Business and Financial Affairs. Data on departmental response rates to established ordering deadlines was updated and provided to ATI committee members. Seventeen academic areas out of 45 fell below 50% by the deadline established for buy-back of fall 2011 textbooks, but only five out of 45 fell below 50% for the spring 2012 buy-back deadline. Staff turnover may have accounted for the atypically large number in the fall.

Collaborating on Goal 1 - Timely Adoption

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3. 2.0 Identification of IM for Late-Hire Faculty

Goal 2.0: The campus has implemented a comprehensive plan to ensure that textbooks have been identified for courses with late-hire faculty.

2.0 Goal Status - Required

Managed

Key Accomplishments 12/13 (Please list 3 to 5)

Accomplishment 1: We prepared a template where faculty can order their books including late hires.

Key Plans 13/14 (Please list 3 to 5)

Plan 1: We will continue to provide template for faculty to use including late hires.
2.0 Success Indicators

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2.1 All academic units have implemented specific procedures for late hire or adjunct faculty members for the timely adoption of curricular materials. [Ability]

2.2 Campus has developed specific measures of success for late-hire faculty (e.g. percentage of late-hire adoptions completed by campus deadline) and implemented a system to track these measures. [Measurement]

No system is in place to capture this level of detail. The Bookstore maintains records by academic department course sections as a whole and does not break out late-hire faculty as a group to track separately. Instead, Student Disability Services assists students who request alternate formatted textbooks by contacting academic departments to explain the need for identifying textbooks for classes not yet assigned to late-hire faculty or graduate teaching assistants. This "on-time" process has been effective for the most part.

Collaborating on Goal 2 - Identification of IM for Late-Hire Faculty

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4. 3.0 Early Identification of Students with Disabilities

Goal 3.0: The campus has implemented a comprehensive plan to ensure that students with disabilities are identified and able to request alternate media materials in a timely manner.

3.0 Goal Status - Required
Optimizing

**Key Accomplishments 12/13 (Please list 3 to 5)**

Accomplishment 1: Student Disability Services worked with highschool and transfer students to increase outreach for disability services.

Accomplishment 2: SDS worked with Enrollment Services to ensure that students with alt media needs received priority registration status.

Accomplishment 3: SDS provided informational workshop for prospective students with disabilities.

Accomplishment 4: SDS provided outreach for prospective students describing services available through SDS.

Accomplishment 5: SDS provided easier access on their website for getting started with services.

**Key Plans 13/14 (Please list 3 to 5)**

Plan 1: SDS will continue to increase outreach for early detection of incoming students with alt media needs.

Plan 2: SDS will continue to work with Enrollment Services for priority registration status.

Plan 3: SDS will continue to provide workshop for prospective students with disabilities.

Plan 4: SDS will continue to provide outreach to prospective students describing services available through SDS.

Plan 5: SDS will continue to make their website more user friendly.

**Comments**

**3.0 Success Indicators**

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3.1 Campus has implemented a system to provide early registration for alternate media-eligible students. [Ability]

Optimizing

3.2 Campus has implemented a system to track early registration usage by alternate media-eligible students (to allow media programs sufficient time to produce media and to document student conformance with media submissions procedures). [Measurement]

Not Started

Student Disability Services works with the systems group in Enrollment Services to ensure that students authorized for alternate media receive priority registration status. Records are reviewed and updated on a regular schedule at least six times per calendar year.

"Monitoring priority registration usage still does not solve the problem of timeliness of requests for alternate media. In fact, students can indicate class preferences as soon as the Class Schedule is published, well before the priority registration date. Student Disability Services does not assume that all authorized alt media users will request all materials for every class in alternate format. We track timeliness of provision after receiving a request for alternate format instead."
3.3 Campus has implemented a system that allows alternate media requests to be submitted without appearing in-person during regular business hours (e.g. web-based forms, integration with student registration portal). [Ability]

Managed   ✓ ✓

The web-based request system that was initiated in 2009-10 was updated in 2010/11. Students input their requests directly into the web site, which is always available except during maintenance. There is room for extensive refinement of this system. For instance, populating some fields with information from the Enrollment Services database would eliminate the need for entering class schedule data manually. A lack of resources will delay this enhancement indefinitely.

3.4 Campus has implemented a system to track the timeliness of alternate media requests. [Measurement]

Optimizing ✓ ✓

Student Disability Services staff created a tracking system that includes all requests, type of request, source of alternate media (i.e., Center for Accessible Media, publisher, etc.) and timeliness. The data is available on the SDS shared drive so that accountability is enhanced.

3.5 Campus has developed specific measures of success for early identification of students with disabilities (e.g., percentage of eligible students who utilize early registration) and implemented a system to track these measures. [Measurement]

Not Started ✓ ✓

While measurable, the staff time needed to monitor overall usage of priority registration does not necessarily leverage any improvement of services. Student Disability Services communicates deadlines for submitting alternate media requests to guarantee receipt by the beginning of the semester, and also reminds students to use priority registration. There is no way, however, to compel adult students to utilize priority registration or to utilize the accommodations that have been authorized for them.

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**Collaborating on Goal 3 - Early Identification of Students with Disabilities**

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5. 4.0 Faculty Use of LMS (or non-LMS) Course Websites

**Goal 4.0:** The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials) in a central, accessible electronic location.

### 4.0 Goal Status - Required

**Defined**

### Key Accomplishments 12/13 (Please list 3 to 5)

Accomplishment 1: We have a Senate Policy, which states we will provide accessible instructional materials when possible.
Accomplishment 2: We added the language about accessible materials to the new course proposal forms.
Accomplishment 3: Syllabi had been added to the database, some of which are in accessible format.
Accomplishment 4: LMS workshops included accessibility and UDL training.
Accomplishment 5: ITS presented UDL approaches via user group meetings, symposiums, and workshops.

### Key Plans 13/14 (Please list 3 to 5)

Plan 1: SDSU is completing an initiative to promote the development and posting of accessible syllabi.
Plan 2: Instructional Technology Services will continue to maintain an Instructional Material Design Specialist to assist faculty in placing accessible materials in LMS.
Plan 3: Our IMDS position and student advocate plan to address Academic senate to promote more faculty participation
Plan 4: ITS and Library will continue to increase syllabi database promotion and training.

### Comments

### 4.0 Success Indicators

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<td>4.1 Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of IM to the campus LMS. [Commitment]</td>
<td>Established</td>
<td>2003</td>
<td>![✔]</td>
<td>![✔]</td>
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| 4.2 Campus has screened its LMS to determine whether it conforms to Section 508 | | | | | SDSU does not have sufficient personnel or time to conduct independent evaluations of the LMS for accessibility; fortunately, this is not needed as the CSU as well as independent organizations such as the American Federation of the Blind have conducted such ev
| Section 508 accessibility standards and established a plan to address (or work-around) identified gaps. [Ability] | Established 2008 | http://calstate.edu/accessibility/Accessibility_Projects/LMS_AccessibilityEval.shtml and http://www.blackboard.com/Teaching-Learning/Learn-Resources/Accessibility.aspx. We have identified discovered any accessibility gaps. Wimba cl synchronous on-line lecture tool) VPATs and other | ![ ](image)

| 4.3 Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS. [Commitment] | Established 2003 | The websites referred to in 4.1 above provide vai select, modify, and create instructional materi campus also has supported the creation of an In Specialist (IMDS) position, resident in Instructio support faculty in their creation and use of access according to principles of Universal Design f Technology Services has developed online tutor PDFs accessible. And, as faculty become increas multimedia materials, the IMDS, in conjunction wit has been developing procedures and documental this time) to guide the conversion of multimedia alternatives, in particular, captioning of instructic outward facing captioning options and proced provision of accessible mul | ![ ](image)

| 4.4 Campus has implemented procedures to accelerate the delivery of alternate media materials to improve timeliness (e.g. electronic delivery via campus LMS or FTP). [Ability] | Defined 2008 | Instructional materials in accessible format can be for student to access. This may include print-base videos, uTube clips, etc. On occasion, materials a large files may be burned to a CD if student prefer attachments. | ![ ](image)

| 4.5 Campus has implemented mechanisms to provide alternate media production staff with access to instructional materials on LMS course sites for purposes of evaluating and converting materials. [Ability] | Defined 2008 | Ongoing process requires coordination between media staff, Instructional Technology Services staff not formally documented, but well understood by helps facilitate or coordinate tri | ![ ](image)

| 4.6 Campus has established specific measures of | | | ![ ](image)|
measures of success (e.g., number of course sites with posted syllabi) for faculty posting of curricular materials in the campus LMS. [Measurement]

Through inquiry and random sampling there is an indication that over 75% of faculty users in Blackboard post their syllabi in each course site. Reach 95% over the next five years. SDSU is completing an initiative to promote the development and posting of effective and accessible syllabi. This initiative is a collaborative effort of the Division of Undergraduate Information Access, Associated Students, Student Disability Services, and Academic Affairs. The syllabi are hosted on a server outside the campus LMS.

Collaborating on Goal 4 - Faculty Use of LMS (or non-LMS) Course Websites

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6. 5.0 Accessibility Requirements for Multimedia

Goal 5.0: The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources.

5.0 Goal Status - Required

Defined

Key Accomplishments 12/13 (Please list 3 to 5)

Accomplishment 1: SDS spearhead effort to accommodate students with disabilities to ensure equivalent access to the content.
Accomplishment 2: Library Media Center routinely identifies the most heavily circulated VHS and other media materials and attempts to acquire an accessible DVD format.
Accomplishment 3: ITS included UDL and accessibility training in their Course Redesign Institute and other workshops.
Accomplishment 4: SDS and ITS encourage faculty to timely submit requests for captioning.

Key Plans 13/14 (Please list 3 to 5)

Plan 1: SDS will continue their effort in accommodating students with disabilities for equivalent access to IM content.
Plan 2: ITS will continue to include UDL and accessibility training in their Course Redesign Institute and other workshops.
Plan 3: Library will continue to identify and acquire high demand videos in accessible format.
Plan 4: ITS and SDS will continue to encourage faculty to timely submit requests for captioning.

Comments
### 5.0 Success Indicators

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<td>5.1 Campus has developed and implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, accessible web players). [Commitment]</td>
<td>Managed</td>
<td>2008</td>
<td></td>
<td></td>
<td>The SDSU Senate Policy on Universal Access to Information Technology Resources and Services includes a statement that “To the extent possible, the University shall provide course material that is accessible to all persons regardless of disability.”</td>
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<td>5.2 Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]</td>
<td>Defined</td>
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<td></td>
<td>The SDSU Senate Policy on Universal Access to Information Technology Resources and Services includes a statement that “To the extent possible, the University shall provide course material that is accessible to all persons regardless of disability.”</td>
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<td>5.3 Campus has gathered survey information from media libraries regarding multimedia usage and format types (e.g. most frequently utilized titles and formats) to aid in tool selection and prioritization decisions. [Measurement]</td>
<td>Defined</td>
<td>2010</td>
<td>✔️</td>
<td>✔️</td>
<td>The Media Center routinely runs reports to determine the most heavily circulated VHS format materials. The Center then attempts to acquire accessible DVD format of the same titles. All new DVD’s added to the collection include captioning whenever commercially available. Media Center personnel are informed to request conversion assistance for faculty requests of classroom use of media not fully accessible.</td>
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<td>5.4 Campus has built capacity (e.g. established practices, specified staff time, budget, tools, and/or work space) necessary to address the accessibility of existing and planned multimedia content and its delivery. [Ability]</td>
<td>Defined</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td>Academic Affairs committed to permanent funding of the Instructional Materials Design Specialist (IMDS) position within Instructional Technology Services in 2010 (this was temporarily established in 2008-09). As faculty become increasingly interested in the use of multimedia materials, the IMDS, in conjunction with Student Disability Services, has been developing procedures and documentation (mostly internally facing at this time) to guide the conversion of multimedia to accessible formats and alternatives. The IMDS is working on publicly facing captioning options for SDSU faculty.</td>
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<td>5.5 Campus has established measures of success related to multimedia accessibility</td>
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<td>Monitoring course materials for specific accomplishments related to</td>
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multimedia accessibility is a daunting prospect, which would require expending extreme quantities of staff time and political capital.

**Collaborating on Goal 5 - Accessibility Requirements for Multimedia**

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**Goal 6.0: The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.**

### 6.0 Goal Status - Required
Managed

**Key Accomplishments 12/13 (Please list 3 to 5)**
- Accomplishment 1: Center for Teaching and Learning conducts lunch and learn workshop on effective Instructional Material and Syllabi (to include accessibility compliance).
- Accomplishment 2: The Senate Policy addresses accessible requirements in creating instructional materials.
- Accomplishment 3: We added the language regarding accessible material requirements to the new course proposal forms.
- Accomplishment 4: ITS provided self-paced online training for faculty who wish to teach online that includes accessibility guidelines.

**Key Plans 13/14 (Please list 3 to 5)**
- Plan 1: We will continue to promote accessible requirements via workshops and online training.
- Plan 2: We are planning to increase the number of accessible syllabi.

### 6.0 Success Indicators

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6.1 Accessibility requirements have been developed and integrated into the academic curriculum review process for new course adoptions and existing course reviews. [Commitment]  
Managed 2013  
Senate committees to incorporate accessibility requirements into the curriculum guide and review process for new and modified courses.

6.2 Campus has established accessibility standards or guidelines for selecting and authoring curricular materials. [Commitment]  
Initiated 2006  
Accessibility guidelines are embedded in online training for faculty who wish to conduct their courses online.

6.3 Campus has established specific measures of success (e.g., number of courses that have undergone accessibility review) for incorporating accessibility into the curricular review and approval process. [Measurement]  
Not Started  

Collaborating on Goal 6 - Accessibility Requirements for Curricular Review and Approval

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8. 7.0 Supporting Faculty Creation of Accessible IM

Goal 7.0: The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials.

7.0 Goal Status - Required
Defined

Key Accomplishments 12/13 (Please list 3 to 5)
Accomplishment 1: SDSU Senate Policy addresses accessible requirements.
Accomplishment 2: We added the language regarding accessibility requirements to the faculty course proposal form.
Accomplishment 3: SDSU ATI website provides resources to faculty for selecting and authoring accessible materials.
Accomplishment 4: We address ATI requirements in faculty orientation and departmental meetings.

Key Plans 13/14 (Please list 3 to 5)
Plan 1: The Syllabi Project will incorporate accessible requirements.
Plan 2: We will continue to address ATI requirements in faculty orientation and departmental meetings.
Plan 3: SDSU ATI website will continually be updated to make it current.

**Comments**

### 7.0 Success Indicators

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7.1 Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]

Status: Defined

7.2 Campus has established specific mechanisms to encourage faculty authoring and adoption of accessible instructional materials (e.g. recognition in article or letter of appreciation). [Ability]

Status: Defined

The ATI is routinely addressed in orientations for new tenure-track faculty, new lecturers and graduate teaching assistants. Staff time needed to interact at meetings with department chairs, college deans, and faculty is extremely limited.

7.3 Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]

Status: Defined

Accessibility and UDL principles have been embedded in Instructional Technology Services workshops and tutorial resources, Center for Teaching and Learning workshops, and Course Design Institute activities for some time. An accessible syllabus template and procedures for publishing an accessible syllabus are part of the ongoing syllabus initiative.

7.4 Campus has specified technology (e.g. workstations, software, scanners) and personnel resources (e.g. student assistants, lab technicians) necessary to support faculty creation of accessible instructional materials. [Ability]

Status: Defined

Student Disability Services and Instructional Technology Services have hardware and software resources for faculty use. Additionally, personnel from SDS and ITS are able to provide staff time to meet immediate, reactive accommodation needs as well as assistance with proactive creation of accessible IM.

7.5 Campus has implemented mechanisms to provide content distributors with access to tools or practices that allow accessibility testing of curricular materials (e.g. text-to-speech, voice recognition, keyboard-only).

Status: Initiated

Student Disability Services and Instructional Technology Services have hardware and software resources which faculty may use to test the accessibility of their print-based curricular materials. Web-based assistive technology, specifically Kurzweil 3000, is
7.6 Campus has established specific measures of success for faculty creation of accessible instructional materials (e.g. improving quality of course reader and/or e-reserve material submissions). [Measurement] Established

Montezuma Publishing (the on-campus publisher of course readers) provides fully accessible pdf files to Student Disability Services at the time of the course reader creation. SDS staff, at the request of a disabled student (identified by SDS), can access the pdfs on behalf of the student. This ensures that students in need of fully accessible materials have access at the same time as students not needing this requirement. All shared library instruction documents, created by the library instruction faculty, are fully accessible.

Collaborating on Goal 7 - Supporting Faculty Creation of Accessible IM

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<td>4</td>
<td>7.3</td>
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<td>5</td>
<td>7.4</td>
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<td>6</td>
<td>7.5</td>
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</table>

9. 8.0 Communication Process and Training Plan

Goal 8.0: The campus has implemented a broad-based ATI awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus.

8.0 Goal Status - Required

Defined

Key Accomplishments 12/13 (Please list 3 to 5)

Accomplishment 1: ATI Committees responsible for accessible Web, Instructional Materials, and Procurement meet quarterly to review progress and discuss new initiatives.
Accomplishment 2: We established an ATI website with information regarding accessibility requirements and resources available (http://access.sdsu.edu).
Accomplishment 3: Instructional Technology Services provides ATI related training, such as UDL workshops to faculty members.
Accomplishment 4: New faculty orientation includes information regarding accessibility and accommodation and on campus resources.

Key Plans 13/14 (Please list 3 to 5)
Plan 1: We will continue to update SDSU ATI website with current information and resources.
Plan 2: ITS will continue to refine its procedures and documentation to guide faculty with the conversion or selection of multimedia materials to make accessible.
Plan 3: ITS will continue to provide ATI related training to faculty members.
Plan 4: Center for Teaching and Learning will be conducting luncheon and workshops on accessibility issues.

**Comments**

### 8.0 Success Indicators

<table>
<thead>
<tr>
<th>Status - Required</th>
<th>Year Started</th>
<th>Worked on in 12/13</th>
<th>Will work on in 13/14</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]</td>
<td>Defined</td>
<td></td>
<td></td>
<td>SDSU has established ATI committees responsible for web accessibility, instructional materials, and procurement. SDSU has a website with information about the ATI (<a href="http://access.sdsu.edu">http://access.sdsu.edu</a>)</td>
</tr>
<tr>
<td>8.2 Campus has built capacity (e.g. specified staff time, technology, and/or materials) in support of this awareness campaign. [Ability]</td>
<td>Established 2010</td>
<td></td>
<td></td>
<td>Business and Financial Affairs has designated personnel committed to administering ATI efforts SDSU, conducting and sharing results of web accessibility audits, and complying with and promoting procurement policies. Academic Affairs committed to permanent funding of the Instructional Materials Design Specialist (IMDS) position within Instructional Technology Services in 2010, and additional ITS staff was hired in 2011. This position’s responsibilities include incorporation accessibility and UDL principles into instruction materials workshops and online resources.</td>
</tr>
<tr>
<td>8.3 Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, and distributing accessible materials. [Ability]</td>
<td>Established</td>
<td></td>
<td></td>
<td>As faculty become increasingly interested in the use of multimedia materials, the IMDS, in conjunction with Student Disability Services, has been developing procedures and documentation (mostly internally facing at this time) to guide the conversion of multimedia to accessible formats and alternatives. Workshops on instructional technologies incorporate discussion of relevant accessibility issues. Course design events and resources inform faculty about principles of Universal Design for Learning.</td>
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<tr>
<td>8.4 Campus</td>
<td></td>
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</tbody>
</table>


has disseminated training materials for faculty regarding methods to post curricular materials to the campus LMS course site or equivalent (see Section 4).

**[Ability]** Defined 2003  
We started in 2003. As part of the implementation of this principle, SDSU’s instructional materials accessibility website (http://access.sdsu.edu/instructmater.htm) promotes the use of Blackboard for posting instructional materials. The Blackboard support website (http://its.sdsu.edu/blackboard/instructor/index.html) for SDSU includes many resources to promote the use of the LMS by faculty. ITS facilitated the migration to Blackboard 9.1 in 2011; the site now includes explicit connections between effective practices in course, activity, UDL, and the procedures for using Blackboard tools.

8.5 Campus tracks participation in and usage of training materials and activities for authoring, conversion, and delivery of accessible curricular materials (e.g. # of workshop attendees, # of users who download templates or watch videos).  

**[Measurement]** Initiated 2001  
We started in 2001. Departments track participation in faculty events offered through entities such as Instructional Technology Service, the Center for Teaching and Learning, and the Course Design Institute; however, while many of these events integrate discussion of accessibility-related ideas, they are usually not dedicated exclusively to ATI issues, and thus it is difficult to determine faculty development participation specific to accessible IM.

8.6 Campus is tracking the effectiveness of training activities and materials for accessible authoring, conversion, and delivery of curricular materials. (e.g., user satisfaction levels, decreased demand for alternate media conversion).  

**[Measurement]** Initiated 2001  
We started in 2001. See prior comment. Departments collect and track participant rating for faculty development events, but as these events are generally integrative, it is difficult to determine effectiveness specifically with regard to accessible IM.

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**Collaborating on Goal 8 - Communication Process and Training Plan**

<table>
<thead>
<tr>
<th>8.0 Success Indicator Number</th>
<th>Assistance Requested</th>
<th>Assistance Offered</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>
10. 9.0 Process Indicators

Goal 9.0: The campus IMAP committee has sufficient breadth, resources, and authority to effectively implement a comprehensive IMAP initiative.

9.0 Goal Status - Required

Defined

Key Accomplishments 12/13 (Please list 3 to 5)

Accomplishment 1: We increased the number of book orders on or before deadlines.
Accomplishment 2: We worked on syllabus depository project, which incorporates accessibility requirements.
Accomplishment 3: ITS developed online faculty training modules which incorporates accessibility requirements.
Accomplishment 4: ITS offered workshops for faculty for creating UDL course materials.

Key Plans 13/14 (Please list 3 to 5)

Plan 1: Library will continue to work with ITS to refine the process for syllabus project that incorporates accessibility requirements.
Plan 2: ITS will continue to offer workshops for UDL for instructions.
Plan 3: We will continue to increase the rate of book orders.

Comments

The IMAP Committee consists of individuals from SDS, Library, ITS and Academic Affairs with sufficient authority to implement initiatives discussed. However, limited budget and staff resources impact progress.

9.0 Success Indicators

<table>
<thead>
<tr>
<th>Year Started</th>
<th>Worked on in 12/13</th>
<th>Will work on in 13/14</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed 2007</td>
<td>✓</td>
<td>✓</td>
<td>It is still necessary to broaden committee membership to accomplish accessibility deliverables. Current membership represents Student Affairs, Faculty Affairs, University</td>
</tr>
</tbody>
</table>

9.1 Campus IMAP committee membership consists of stakeholders from all key units (Student Affairs, Academic Senate, Curriculum Committee, Academic Technology, Library) as well as faculty, staff and student. [Commitment]
Staff and Student [Commitment] | Library, Business Affairs, and Instructional Technology Services.

9.2 Campus IMAP committee has suitable authority to ensure effectiveness of IMAP effort as well as to resolve issues and challenges. [Ability]

- Initiated 2007

9.3 Campus IMAP committee has established a system to effectively track its task delegations and overall project management. [Measurement]

- Initiated 2007

9.4 Campus has established a formal administrative review process by campus executive leadership for all IMAP components. [Verification]

- Defined 2007

No formal delegation of authority has been implemented, but issues and challenges have been resolved, thus far, without invoking authority.

Collaborating on Goal 9 - Process Indicators

<table>
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<th>9.0 Success Indicator Number</th>
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</table>

11. Contributors

<table>
<thead>
<tr>
<th>First Name</th>
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<th>Title</th>
<th>Email Address</th>
<th>Phone Number</th>
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<tr>
<td>5</td>
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</tr>
</tbody>
</table>
### Final Comments

**Required - Updated Campus Plan Declaration**

Yes

**Request for PDF Copy of Responses**

**Required - This report has been approved by Campus Sponsor:**

Kent McKelvey

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**12. Thank You!**

**Request PDF Copy of Responses**