

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

1A. Overview

Aztec Shops, Ltd., the campus bookstore for San Diego State University, has for many years had a process in place for timely adoption of textbooks. While the rationale for establishing deadlines was generally held to be a measure for cost-containment for student purchases, recently the bookstore has highlighted the need for early textbook adoption to facilitate production of electronic text as an additional reason for early adoption. The bookstore has an Advisory Board whose membership represents all stakeholder groups as well as bookstore personnel. Linkages to these constituencies provide a means of identifying challenges and opportunities and communicating changes in policies and procedures related to textbook adoption. Montezuma Publishing notifies faculty to furnish their materials for course readers at least six weeks in advance for most materials, in order to allow sufficient time to obtain copyright permissions and replicate materials. The University Library reserve book room deadline is approximately two-three weeks before the semester for guaranteed availability by the first day of classes. Some coordination of activities already takes place between Montezuma Publishing and the University Library in seeking copyright permissions and determining whether some instructional materials should be made available through course readers or through the library reserve. Alternative media production staff in Student Disability Services work with all three of these entities to facilitate the production of accessible instructional materials in a timely manner.

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	20+ years ago		Bookstore process has been in place for over twenty years. Library Reserve Book Room process was also established many years ago. Montezuma Publishing (for course readers) has also had established deadlines for many years.
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	IP	January 2007	December 2007	Submission of draft resolution to University Senate will occur in early fall 2007
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Y	20+ years ago		Faculty incentive: 10% discount card for bookstore purchases if deadline is met. Department Textbook Coordinators: Visa or Arco gift cards if departmental goal is met. Course Materials Manager visits departments during "Outreach Week" to provide requisition updates, and personally visits faculty when possible. Allowing faculty to submit their requisitions

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				online, by telephone or by use of paper forms encourages their early participation in meeting established deadlines.

1C. Resources

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

Requisitions can be submitted using online, paper forms, or telephone service. The bookstore is evaluating their current online requisition site, and will either upgrade it, or purchase a new requisitioning system in the near future, with an estimated cost of approximately \$20,000. Part of this process is an evaluation of the Fullerton model for possible adaptation at San Diego State University. Communication of deadlines, ordering information, etc. is facilitated through use of a FileMaker Pro database.

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	Bookstore: 20 weeks before fall term/10 weeks before spring term	20+ years ago	For the last seven years, the bookstore has used a FileMaker Pro database to facilitate communication of deadlines to faculty and departmental textbook coordinators on a well-established schedule. The Library Reserve Book deadline is 3 weeks before the beginning of each semester for guaranteed availability of materials by the first day of classes. Montezuma Publishing deadline is six weeks prior to beginning of each semester.

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional materials adopted in the last year	11,552	722	Fall 2006 and Spring 2007 adoptions
The percentage of print-based instructional materials adopted in a timely manner in the last year	Fall 2006: 71% and Spring 2007: 81% six weeks before semester.		Campus bookstore deadlines are set for earlier than six weeks before the semester. The bookstore deadline for fall 2006 was in early April 2006, and 43% responded to the early deadline. For spring 2007, the bookstore deadline was in early November 2006, and 54% responded by the early deadline. Response for Fall 2007 is 77% as of June 5, 2007, and will continue to improve. Requisition

Baseline Measures	Textbooks	Course Readers	Discussion
	6/5/07		counts are updated weekly from the deadline to beginning of term. Percentages of orders received by specified target dates are also recorded each term for every academic department.

1E. Exemptions/Equally-Effective Access

If a student who requires print-based instructional materials in an alternate format enrolls in a course for which materials were adopted after the deadline, how will the campus provide equally-effective access to this material?

Students eligible for textbooks in alternative format are instructed to request their materials from Student Disability Services (SDS). Students who experience any difficulty in contacting faculty to identify the necessary instructional materials contact SDS for assistance. SDS Alternative Media group then contacts the faculty assigned to the course for information about required textbooks. If the faculty member does not respond, SDS staff contacts the academic department chair or textbook coordinator. When print-based materials are adopted after the six-week marker, SDS may temporarily provide a taped textbook from Recording for the Blind and Dyslexic while electronic text is in production or while awaiting a publisher’s file. If the taped version is not available from RFB&D, SDS hires a reader to tape initial required reading assignments, while producing/editing e-text. In some instances, an unedited e-text version is provided to the student while editing is completed.

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

2A. Overview

Many academic departments with late hire arrangements have identified two or three textbooks for multi-sectioned courses from which late-hired faculty choose. This typically occurs in departments that offer general education courses taught by lecturers and graduate teaching assistants, but also occurs in disciplines in which licensing or accreditation dictate the scope of instruction. Faculty committees make the textbook selections for these courses, and these textbooks may be used in the same courses for several terms before new selections are made.

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	Varies by department	May 16, 2008	IMAP subcommittee members are meeting with chairs and faculty in academic departments with late-hires to explain the importance of selecting textbooks and to gain an understanding of the unique barriers and

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				opportunities in a variety of disciplines.
The development of a mechanism for Academic Affairs to monitor this procedure	N	Not yet identified		

2C. Resources

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

See 1C above.

2D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	# of weeks before term	Effective Term	Discussion
The implementation of a deadline to identify print-based instructional materials for late-hire faculty	IP	6 weeks before term	August 15, 2008	In some disciplines, selection by department chair or other faculty may be impossible, due to specialized nature of the subject matter. Other departments already identify several textbook options from which a late-hire faculty member may choose.

Baseline Measures	Response	Discussion
The number of departments with procedures for ordering print-based instructional materials for late-hire faculty	Unknown	A full inventory of these departments is not yet complete.
The percentage of departments that have these procedures	Unknown	

2E. Exemptions/Equally-Effective Access

If a student who requires alternate format print-based instructional materials enrolls in a section for which print-based instructional materials were not selected on behalf of late-hire faculty, how will the campus provide equally-effective access to this material?

As a pilot project, Student Disability Services is working with a department that typically has a large number of unassigned sections each term. Two or three textbook options are identified by tenure-track faculty for each multi-sectioned course. SDS will search the Center for Accessible Media database, request CD's from publishers, or produce electronic text for these textbooks in advance, thus assuring that these materials are available in a timely manner, regardless of the final textbook choice of the late-hired faculty. This appears to be a productive area for reducing the number of texts that need to be converted at the last minute. Otherwise, the process described in 1E above will be used.

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

3A. Overview

Student Disability Services staffs information tables at all new student orientations to facilitate early contact with students who may need accommodation of disability. Additional information on verifying disability and requesting accommodation is available at the SDS web site. Students who qualify for alternate format of instructional materials are authorized to receive priority registration, and students who are authorized are reminded well before the priority registration date and again between priority registration and beginning of the term to submit their requests for alternatively formatted materials. Students who submit their requests early as requested receive completed books; students who submit requests closer to the beginning of the term receive their materials chapter by chapter or section by section, with attention paid to course syllabi to assure that the student is able to keep up with reading assignments.

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	April 2007	May 2007	The SIMSR Systems group has designed a report for use by Student Disability Services that tracks enrollment of ALL students with disabilities who require priority registration in order to arrange for disability accommodation. This report shows registration on a day-to-day basis, including any schedule changes students make after the priority registration date.
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	At least by 1980, if not before	1980	The Registrar's Office and SDS formulated procedures for priority registration many years ago, even before the registration process was fully automated.
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	2002	2002	Eligible students receive reminders from SDS to submit their requests for alternative media at or before the priority registration date.
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	IP	Spring 2007	August 15, 2007	The bookstore has been furnishing SDS with hard copies of preliminary booklists since at least the mid-1980's. Currently, the bookstore is working to allow SDS alternative media production staff direct access to their database in order to facilitate identification of required textbooks. Students can generate booklists associated with their class enrollment through the Web

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
				Portal, but SDS needs earlier access than students are allowed online.

3C. Resources

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

Student Information Management System Revised (SIMSR) provides for priority registration. Bookstore will allow SDS to access their database of selected course materials. SDS uses email notification to students, with reminders to be sent by U.S. mail. SDS uses FileMaker Pro database to track disability documentation progress and submission of data to update SIMSR. All of these systems are already in place and cost incurred in modifying procedures related to this item is incremental. Currently, actual production costs for accessible instructional materials are incurred by Student Disability Services (approximately \$167,000 in 2006-07), and a smaller amount of production cost has been incurred in the Electronic Course Reserve area within the Library. SDS has high-speed duplex scanners, Juliet and Tiger embossers, Pictures-in-a-Flash, editing workstations, and production and assistive software in place to produce accessible media.

3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	1980 or possibly earlier	Students provide medical documentation of disability to SDS. Documentation is reviewed by professional staff, and accommodations are authorized according to the functional limitations presented in the documentation. Disability codes and primary service codes are submitted to the Registrar's Office for uploading to the SIMSR database, and priority registration privileges are assigned by the Registrar.
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Summer/Fall 2007	

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	249	Includes students with the following disabilities: blind, other visual impairment, dexterity/motor impairment, cognitive disability that causes a functional limitation in reading.

Baseline Measure	eText	Audio	Braille	Large-Print	Other (specify)
The number of eligible students who requested alternate format instructional	34	21	3	0	

materials in the last year					
The percentage of eligible students who requested alternate format instructional materials in the last year	14%	8%	1%		47 unduplicated students, or 19%, of the total number of students eligible for alternative format requested it. Some students requested more than one format.

3E. Exemptions/Equally-Effective Access

If the campus elects not to provide early registration for students who require alternate format print-based instructional materials, how will the campus provide equally-effective access to these materials?

SDSU continues a long-standing policy of providing priority registration, so the only exemption occurs when students present documentation after the SDS deadline for submitting priority registration information to the Registrar’s Office. SDS staff is able to submit late entries for priority registration when those particular students require alternate format instructional materials.

4. A strategy to increase use of the campus LMS for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid and blended courses.

4A. Overview

Notes: This provision emphasizes providing students who require alternate format instructional materials with access to their materials through an accessible, electronic infrastructure. This reduces the time necessary to convert instructional materials into an accessible format and provides alternate media personnel with a central location to obtain these materials.

Instructional Technology Services (ITS) is the campus organization that administers Blackboard, the course delivery and management system at San Diego State University, and that provides training and support to faculty members in the use of Blackboard. ITS also provides extensive training through the BATS (Baseline Access Training and Support) program to faculty, staff and students in need of basic proficiency in standard productivity software, web design and other applications. Instruction and consultation are also available to faculty interested in curriculum design, smart classroom use, assessment and other instructional concerns. Faculty can access the expertise of the ITS staff through workshops, online tutorials, and individualized consulting sessions.

4B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide	Y	1999	2003	

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
faculty with access to an LMS course site (or accessible website) into which they can post instructional materials				
The development of procedures to encourage faculty to post their instructional materials in an electronic format	Y	2003	Ongoing	Campus protocol calls for faculty to post email communications to students via Blackboard, rather than through individual email accounts. This encourages faculty to use Blackboard for other purposes as well.
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	IP	April 2007	October 2007	Informal procedures are in place for Student Disability Services staff to obtain materials directly from faculty, but not yet through Blackboard.

4C. Resources

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

Blackboard, accessed through secure web portal, standard productivity software, Dreamweaver for accessible web design. Extensive online tutorials are available for Blackboard, as well as workshops. ITS is financially support by the division of Academic Affairs. Some grant funding through the Interwork Institute encourages faculty to embed universal design principles in their instruction. Business and Financial Affairs supports portions of the technology infrastructure, and funds the activities of the Executive Sponsor.

4D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	2003	There is a well-documented procedure posted on the Instructional Technology Services web site. Faculty are informed through email, new faculty orientations, Center for Teaching and Learning events, etc.
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	December 2007	

Baseline Measure	Response	Discussion
The number of courses that used non-LMS campus-hosted websites in the last year (note: the number of LMS course sites will be pulled from Measures of Success)	Unknown	Academic departments have not been surveyed for this information, and if surveyed may not respond consistently. An attempt will be made to elicit information from faculty in the 2007-08 academic year.

The percentage of courses that used individual websites in the last year	Unknown	
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4E. Exemptions/Equally-Effective Access

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

Student Disability Services will obtain a copy of the material directly from faculty and convert to the alternative format requested by the student.

5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example).

5A. Overview

Note: This provision focuses on both developing 508-compliant procurement procedures for instructional materials and on codifying what campus procedures will be used to handle the transformation of inaccessible instructional materials.

Procurement procedures are in place for purchase of equipment, systems, and software at cost levels requiring vendors to submit bids. Procedures are not yet in place to address captioning of videos/DVD's already purchased by the university, or to address procurement of new DVD's. Digital materials, such as those in the library's electronic course reserve system, not submitted in accessible format are converted on an as-needed basis when students request accessible materials. If the library's conversion capability is maximized, materials may be transmitted to Student Disability Services' alternative media production staff for conversion to accessible formats. This is an interim measure until faculty are sufficiently aware and trained to produce and submit materials already in accessible format.

5B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of procedures that address accessibility during procurement of digital or multimedia instructional materials	IP	July 2007	July 2008	Instructions for use of procurement cards will need to be revised to address purchase of captioned videos or other accessible materials when they are available, and to restrict purchase of non-accessible materials.
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	IP	May 2007	2012	Submitted a grant proposal to begin captioning videos held in Instructional Media Services. Approximately 8,000 videos are in their inventory, with 8% captioned. Grant proposes to purchase encoders for in-house production and to fund out-sourcing of captioning of complex materials.

5C. Resources

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

Funding for digital or multi-media instructional materials is available primarily from Academic Affairs, and procurement processes are funded by Business Affairs. Captioning the backlog of campus video holdings is a costly procedure, and until we are able to implement a pilot project, it is not possible to estimate the financial costs involved, whether for time or materials. A pilot project will assist in identifying a strategic plan for creating accessible multi-media materials, and a procurement policy and procedure will assist in minimizing any future purchases of materials that are not accessible.

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	July 2008	Ongoing	

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	
The percentage of academic units represented by this number	Unknown	

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?

Student Disability Services alternative media staff will work with library and other academic entities to individually accommodate students with a need for accessible materials, either by converting materials in-house, or referring departments to vendors with accessible products or with services to produce accessible materials. If captioned videos are not available for deaf or hard-of-hearing students, sign language interpreters, in-classroom captioning or a written transcript may be provided. In some cases, class aides may need to be hired to assist visually impaired students to gain access to graphical materials. Programmatic accommodation is a last resort, after exhausting other alternatives. In rare cases, substitution of other courses may be necessary, after interactive process between student, Student Disability Services, faculty and academic units.

6. A method to incorporate accessibility (where required) in the educational policy addressing course development and delivery

6A. Overview

Note: This item addresses policies and procedures that exist, need to exist, or need to be modified in order to integrate equally effective access to instructional materials into the general body of educational policy, procedure and practice.

In 2006-07, the IMA subcommittee focused on identifying the necessity for new policies and for revision of existing relevant policies. A draft policy on universal accessibility has been prepared for discussion and endorsement by the University Senate in fall of 2007; revisions are drafted for policies on Distance Education and on Faculty Academic Responsibilities. The policy on Academic Responsibilities contains sections on audiovisual materials, course syllabi, both in need of revision to include accessibility considerations. A separate section on accessible instructional materials is proposed within the policy on Academic Responsibilities. Procedures for proposing or changing undergraduate or graduate course offerings will also need to be revised to include accessibility considerations.

6B. Procedures/Practices

Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The identification of all relevant curricular and course policies (e.g. syllabus policies, GE Approval or Renewal, Course Adoption, Early Registration Policy, Policy Relating to Equity and Diversity, Distance Learning, etc.) for which accessibility language should be incorporated	Y	November 2006	June 2007	Relevant university policies have been identified, and include policies on Faculty Academic Responsibilities, Syllabi, and Distance Education. The Curriculum Guide is also slated for revision.

6C. Resources

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

The campus ATI Steering Committee, along with subcommittees to address the three initiatives, were established in fall 2006. Committee and subcommittee members have met and will continue to meet as needed with University Senate Executive Committee, President’s Cabinet, Council of Academic Deans, department chairs and faculty. Faculty will be informed of their roles and responsibilities in orientation sessions and departmental meetings, and through campus-wide e-mail and electronic newsletters. University Senate committees on Undergraduate and Graduate Curricula will incorporate accessibility requirements into their course approval processes. In the future, there will be interlocking membership of the ATI committee and the University’s EO 926 committee (the Disability Access Compliance Committee) to facilitate ongoing review of policies and efficacy of procedures.

6D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The incorporation of accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials	IP	April 2007	December 2007	Suggested revisions will be presented to and discussed by the University Senate in the fall 2007 term.
Listing of specific curricular and course policies impacted:				Distance Learning Undergraduate and Graduate Curriculum Guides Faculty Academic Responsibilities(includes policy on syllabi)

6E. Exemptions/Equally-Effective Access

Note: It is recognized that some types of instructional materials may not be readily made accessible or would require a fundamental alteration to the manner in which they are taught. If this occurs, how will the campus provide this student with equally-effective access to this material?

The university will hire class aides, laboratory aides, research aides, etc. to describe and/or manipulate various materials or equipment if tactile graphics are not an option. If these accommodations are not adequate or would fundamentally alter course methodology, SDS will consult with faculty, department chairs, undergraduate division, and/or graduate division, as appropriate, to determine whether course substitution is necessary.

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

7A. Overview

Section 4 previously addressed support and encouragement of faculty in using Blackboard, and extensive information on using Blackboard is available at the Instructional Technology Services web site. Various campus programs, including Instructional Technology Services, the Interwork Institute, and the Center for Teaching and Learning, have sponsored workshops on universal design, web accessibility, etc. in the past several years, but especially in 2006-07. There is a need to make more online tutorials available to faculty in the future, as the human resources available for on-on-one consultations are not sufficient for a campus of the size and complexity of SDSU.

7B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of a plan to provide training and technical support (e.g. help	IP	March 2007	May 2008	

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials				
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	N	September 2007	May 2008	

7C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices? (Note: staff resources will be addressed in later sections)

<p>Technical: Blackboard, MS Office, Adobe Acrobat, Hi Software, Captivate Financial: additional resources must be identified to support faculty in this area. Current level of funding in ITS is not adequate to provide the additional consultants needed to support faculty.</p>
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7D. Milestones/Measures of Success

Milestones	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of a plan to provide technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials	N	July 2007	August 16, 2008 and ongoing	
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	N	July 2007	August 16, 2008 and ongoing	

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remedying instructional materials	Unknown	
The number of faculty who have received training on selecting accessible off-campus instructional materials	Unknown	

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?

Student Disability Services may provide individualized accommodation to the student, through the use of classroom or laboratory aides. In rare cases, course substitution may be necessary, after engaging in a deliberative process involving faculty, administrators, SDS and the student.

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.

Training of faculty and staff in creating accessible web sites has been in place for several years; several workshops on Universal Design of Instruction have been offered to faculty in 2006-07. Many communication components are in place, but need to be synthesized into an overall campus communication plan, and the same situation exists with training. Until additional resources are available, we will be challenged to create a realistic, yet effective and sustainable plan for ongoing communication and training.

8B. Procedures/Practices

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The development of a communication plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of equally-effective access to instructional materials	IP	April 2007	May 2008	Some elements are in place, but not fully integrated into a comprehensive plan.
The identification of how often these communications will take place in the academic calendar	Y	Varies	Ongoing	Communication need varies by functional area, and may require annual, semester or deadline-driven communications.

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

Description of Training	Audience: Faculty (FAC), Staff (STF), or Student (STDT); Specify dept/division	Plans to Provide (Y/N)	Frequency (e.g. quarterly)	Discussion (including modality e.g. in-person, online)
Textbook adoption for assigned and unassigned course sections	FAC; STF/Academic Affairs	Y	Three times per year	Bookstore already communicates instructions and need for timely adoption through email, web site, and meetings with departmental coordinators.
Creating accessible print-based instructional materials	FAC; STF/Academic Affairs STF/Student Disability Services	Y	Multiple times per year;online always available	Online, workshops, individualized consultation
Distributing accessible print-based instructional materials via LMS & web	FAC/Academic Affairs	Y	Same as above	Online, workshops, individualized consultation
Creating accessible multimedia instructional materials	FAC/STF/All Divisions	Y	Same as above	Online, workshops, individualized consultation
Procuring accessible multi-media instructional materials	FAC/STF/All Divisions	Y	Before each semester	Email to university employees; also training as a condition of issuing procurement cards
Requesting instructional materials in alternate format	STDT	Y	Ongoing, whenever authorized by SDS	SDS counselors and LD specialists review disability verification for functional limitation that requires alternative format and authorize when needed. Students then receive individualized orientation from the Alternative Media Coordinator.
Use of assistive hardware and software necessary for access	ALL who need assistive technology/All divisions	Y	Ongoing; as requested	Individualized, one-on-one; conducted by Student Disability Services and/or Instructional Technology Services staff
Other:				

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

ATI subcommittee will continue to meet to refine policies and procedures and to communicate progress to the Executive Sponsor. Progress reports and annual reports from each campus division and auxiliary organization are submitted to the Executive Sponsor. Schools and Colleges formulate a method of gathering relevant information, using a format specified by the Executive Sponsor and the ATI Steering Committee.

8C. Resources

What campus communications channels (e.g. publications, governance bodies, policy retreats, professional development events, etc.) will be used to coordinate and support the dissemination of information about the IMAP? (Note: campuses may adapt their responses to meet campus need)

Communication Content	Communication Channels (Frequency)	Responsible Party (Admin Unit)	Discussion
Policy formulation or revisions	When policy changes are necessary to facilitate the goals of the IMAP.	University Senate Chair/Committee Chairs	At request of Executive Sponsor or ATI Steering Committee
Timely adoption of textbooks by faculty	Agenda item (twice a year) at Bookstore Advisory Committee meeting Email communication by Bookstore	Bookstore Manager	
ATI Yearly Reminder/Progress Report	Email to campus community (annually)	Executive Sponsor	
Procurement of accessible instructional materials, especially multi-media	Workshops for account managers, online instructions (frequent, regularly scheduled each semester, plus email notices to account managers when updates are needed)	Office of Contract and Procurement Management	
ATI Feature Articles	SDS Universe (weekly online campus newsletter—IMAP interest articles at least once per term)	ATI Steering Committee/ Marketing and Communication	
Faculty Best Practices for Accessibility	New Tenure Track Faculty Orientation, New Lecturer Orientation, New Department Chair Workshop	Academic Affairs	With support from Student Disability Services

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

Student Disability Services is responsible for training students in the use of assistive technology and provides some training to faculty and staff. BATS courses are provided to faculty, staff and students in the use of many standard software applications. Academic Affairs provides opportunities for faculty development. The Center for Teaching and Learning, Instructional Technology Services, and PICt provide technology training and workshops to faculty. Human Resources provides staff development opportunities. Responsibility has not been delegated to a single entity, nor is it likely that a single entity will be designated in the future, considering the size and diversity of the campus, unless additional resources are identified specifically for IMAP training.

8D. Milestones/Measures of Success

All faculty, staff and students involved in production, assignment or delivery of instructional materials shall be informed as to their roles and responsibilities regarding equally effective access to instructional materials. This process should be completed by 2010-2011 along with an ongoing communications mechanism for new members of the campus community.

Training programs shall exist for all faculty members, staff and students involved in production, assignment or delivery of instructional materials that prepare them to satisfy their roles and responsibilities regarding equally effective access to instructional materials. This process should be completed by academic year 2011-2012 along with an ongoing training mechanism for new members of the campus community.

How will the campus monitor and evaluate the success of its training and communications actions for the Instructional Materials Accessibility Plan?

Definition of roles and responsibilities, monitoring and evaluation have not been the priorities for 2006-07. The campus will begin to address this item in 2007-08.

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 based 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).

This priority was not fully addressed in 2006-07 and the campus is still identifying the business practices, budgetary and logistical constraints and other considerations necessary to implement the evaluation process in the future. The data collected for this first-year report was compiled by members of the Instructional Materials Subcommittee and submitted to the Executive Sponsor for review before submission. The final report will be shared with campus administrators, committees of the University Senate, the IMA Subcommittee and with other campus individuals who are responsible for implementation of the IMAP.

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).

All staff resources are not yet identified for subsequent reporting years. In this initial year, key members of the IMA Subcommittee gathered data required within the IMAP Template. If elaboration of this format is necessary in subsequent years in order to insure that the IMA initiative is carried forward, additional campus staff will be involved.

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).

Not yet identified.

9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	N			
The implementation of a process for producing annual compliance reports	IP	April 2007	November 2007	The IMAP reporting process is understood, but not yet formalized.
The development of a process for conducting periodic annual compliance reports	N			

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

Name	Title	Relationship to ATI
Rich Pickett	Senior Director and Chief Information Officer	Executive Sponsor
Bonnie Zimmerman	Associate VP for Faculty Affairs	Chair, IMAP Subcommittee
James Frazee	Director, Instructional Technology Services	Faculty Training and Support
Jim Julius	Asst. Director, Instructional Tech. Svcs.	Faculty Training/Support, IMAP Subcommittee
John Rizzo	Instructional Technology Consultant	Faculty Training/Support
Mark Pastor	Instructional Technology Consultant	Faculty Training/Support
Carol Tohsaku	Director, Baseline Access Training & Support	Faculty & Staff Training/Support
Diane Borden	Interim Director, School of Communications	Faculty Representative, IMAP Subcommittee
Mary Shojai	Director, Student Disability Services	Disability Accommodation, IMAP Subcommittee
Severino Reyes	Alternative Media Coordinator, SDS	Alternative Media Production and Student Training, IMAP Subcommittee
Sylvia Mangubat	Campus Stores Director (Aztec Shops)	Timely Adoption; IMAP Subcommittee
Sara Baird	Reserve Book Room Supervisor, Library	Electronic Book Reserve Access, IMAP Subcommittee
Marilyn Hall	Coordinator of Library Instruction	Library Instructional Technology, IMAP Subcommittee
Kim Mazyck	General Manager, Montezuma Publishing	Timely adoption of course reader materials

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

Date	Activity	Relationship to ATI
Completed	The establishment of a deadline to adopt print-based instructional materials (and associated business procedures)	Deadline identification for adoption of instructional materials (deliverable) - IMAP #1
Completed	The implementation of a deadline (and associated procedures) supporting timely adoption of print-based instructional materials	Deadline implementation (milestone)- IMAP #1
Completed	The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Incentives for early adoption (deliverable) – IMAP #1
Completed	The development of a system to track the enrollment of students with disabilities who require alternate format	Enrollment tracking (deliverable) - IMAP #3
Completed	The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Priority registration (deliverable) – IMAP #3
Completed	The development of a plan to encourage	Incentive for utilizing priority registration

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Date	Activity	Relationship to ATI
	alternate-media eligible students to utilize early registration and to submit alternate media requests in a timely manner	(deliverable) – IMAP #3
Completed	The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	Priority registration (milestone) – IMAP #3
Completed	The establishment of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	Procedures for faculty access to LMS (deliverable) – IMAP #4
Completed	The development of procedures to encourage faculty to post their instructional materials in an electronic format	Procedures to encourage to post electronic format (deliverable) – IMAP #4
Completed	The implementation of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	Implementation of LMS procedures (milestone) – IMAP #4
Completed	Listing of specific curricular and course policies impacted:	List of policies (milestone) – IMAP #6
Completed, but subject to change	The identification of how often these communications will take place in the academic calendar	Frequency of communications identified – IMAP #8
August 15, 2007	The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Instructional materials list (deliverable) – IMAP #3
August 15, 2007	The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Instructional materials list (milestone) – IMAP #3
October 2007	The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	Procedures for alt media producers to access (deliverable) – IMAP #4
November 2007	The implementation of a process for producing annual compliance reports	Measure of success (deliverable) – IMAP #9
December 2007	The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	Implementation to provide access (milestone) – IMAP #4
December 7, 2007	The passage of academic policies or	Policy (deliverable) - IMAP #1

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Date	Activity	Relationship to ATI
	resolutions of support for the timely adoption of print-based instructional materials	
December 15, 2007	The incorporation of accessibility language in all relevant curricular and course policies which supports the goal of equally effective access to instructional materials	Policy revisions (milestone) – IMAP #6
May 15, 2008	The establishment of specific procedures to identify print-based instructional materials for late-hire faculty	Identify materials for late-hire faculty (deliverable) – IMAP #2
May 15, 2008	The establishment of a plan to provide training and technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials	Training plan (deliverable) – IMAP #7
May 15, 2008	The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	Plan for selecting accessible off-campus material (deliverable) IMAP #7
May 15, 2008	The development of a communication plan to inform students, faculty and staff of their roles/responsibilities regarding the provision of equally-effective access to instructional materials	Develop communication plan about IMAP (deliverable) – IMAP #8
June 1, 2008	The development of procedures that address accessibility during procurement of digital or multimedia instructional materials	Procedures for procurement of accessible digital/multimedia materials (deliverable) – IMAP #5
July 1, 2008	The implementation of formal procedures to address accessible procurement of digital or multimedia instructional materials	Implementation of procedures (milestone) – IMAP #5
August 16, 2008	The implementation of a deadline to identify print-based instructional materials for late-hire faculty	Late-hire deadline (milestone) – IMAP #2
August 16, 2008	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	Implement support for authoring accessible course content (milestone) – IMAP #7
August 16, 2008	The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	Implement support for selecting off-campus materials – IMAP #7
2011-2012	The establishment of an infrastructure to allow the conversion of digital or multimedia	Infrastructure (deliverable) – IMAP #5

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Date	Activity	Relationship to ATI
2010-2011	instructional materials into accessible formats Communication to inform all faculty, staff and students involved in the productions, assignment or delivery of instructional materials of their roles and responsibilities regarding equally effective access to instructional materials.	Informing of roles/responsibilities (milestone) – IMAP #8
2011-2012	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	Training for involved individuals (milestone) IMAP #8
Not yet identified	The development of a mechanism for Academic Affairs to monitor this procedure	Monitoring (milestone) – IMAP #2
Not yet identified	The establishment of an evaluation process	Measure of success (deliverable) - IMAP #9
Not yet identified	The development of a process for conducting periodic annual compliance reports	Measure of success (deliverable) – IMAP #9