

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

1A. Overview

The goal of this plan is to provide instructional materials and online course materials to persons with disabilities in a timely manner and in accessible formats. For purposes of this document, the term “textbooks” shall apply to all print-based materials including textbooks, course packs, and electronic library reserves. As of July 1, 2007, departments are required to inform El Corral Bookstore of any required textbooks and/or coursepacks at least six weeks prior to the start of the academic quarter. This will give the Disability Resource Center sufficient time to provide alternative media for students with disabilities. The department head/chair is responsible for ensuring their faculty/department complies.

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	3/13/07	6/30/07	At least six weeks prior to the start of the quarter
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	Y	Fall 2006	3/13/07	Academic Senate resolution introduced 2/13/07. Passed by overwhelming majority on 3/13/07. Presentation and work by Instruction Committee raised faculty awareness and demonstrated faculty commitment to this effort.
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	N			No incentives are planned at this time. Compliance by departments will be monitored and reported to the college deans and the Provost. It would be up to them to decide if incentives are appropriate and/or feasible.
Modification of existing procedures used by faculty and students for E-Reserves	IP	Summer 2007	Summer 2008	Use appears to be declining in favor of other resources. Process will be modified and evaluated in 2007/08.

1C. Resources

What technical and financial resources will be utilized to implement these business procedures and academic practices?
 Departments and faculty will be sent email notices and reminders about the deadlines and procedures. El Corral Bookstore will maintain a database of required textbooks for every course that is offered each quarter. Departments and/or faculty will identify textbooks using the same [online process](#) for ordering textbooks. El Corral will provide this information in digital form to the [Disability Resources Center](#). Students with disabilities will use [existing procedures](#) to request assistance from DRC. DRC uses a scanner or other resources to convert materials into alternate formats as

needed. Faculty will use [existing procedures](#) to request/submit materials to the Library E-Reserves where students can then download them. This process is being reviewed to improve accessibility, including using BlackBoard to post converted materials.

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	Six (6)	Fall 2007	Current process asks faculty to identify textbooks for Fall Quarter classes before they leave for summer. Reminder notices will be sent out reminding faculty of the new six week deadline for the upcoming quarter
The implementation of a deadline and procedure to ensure timely submission and conversion of E-Reserve materials	IP	TBD	TBD	Library scans and OCRs materials without verifying if they are accessible. There is no specific deadline and no minimum requirements which could facilitate making materials accessible. Starting in Fall 2007, materials will be posted in the associated BlackBoard course, either by the faculty member or a Library staff. To accommodate flexibility of course subject matter and addition of supplementary readings, materials are often submitted at the last minute and throughout the quarter, and may vary from hand-written pages to articles, etc.

Baseline Measures	Textbooks	Course Readers	E-Reserves	Discussion
The number of print-based instructional materials adopted in the last year	5211 (Fall -1712) (Wtr -1921) (Spr -1578)	890 (Fall -297) (Wtr -313) (Spr -280)	412	While this information can be obtained, doing so is a time-consuming manual process. The value of collecting this data is unclear. A more critical measure for us will be how many and which departments are meeting the specified deadlines.
Number of textbook requisitions submitted by faculty last year	3695	N/A	N/A	A requisition is the adoption of books for a particular course. This could involve ordering multiple books for one course or one book for multiple sections of a single course.
The percentage of requisitions received in a timely manner in the last year	68%			Based on a six-week deadline. (The Bookstore deadlines were actually earlier than six weeks which may have improved timeliness.) Averaged over three quarters. Fall (68%), Winter (70%), Spring (60%)

Baseline Measures	Textbooks	Course Readers	E-Reserves	Discussion
The number of departments by college that met the deadline	TBD	TBD	TBD	This information will be collected starting in 2007/08
The percentage of departments by college that met the deadline	TBD	TBD	TBD	This information will be collected starting in 2007/08

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?

The Disability Resource Center will work with the affected students and faculty to identify, obtain and convert the materials in a timely fashion. This process is already in place and is working well. By mandating a deadline for identifying textbooks for all courses, Cal Poly anticipates that the workload will be more evenly distributed over several weeks, leaving more time at the start of the quarter to address last minute requests. Exceptions must be approved by the Department Head/Chair. If necessary, a process will be established to document exceptions in writing.

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

2A. Overview

Department chairs are responsible for identifying textbooks by the established deadlines for any courses for which faculty have not been assigned. They will use the same process outlined in Section 1 above.

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	Y	Fall 2006	3/13/07	Academic Senate resolution puts responsibility on the department to ensure that all materials are identified in a timely manner, regardless of the status of the faculty
The development of a mechanism for Academic Affairs to monitor this procedure	IP	6/15/07	10/1/07	The provost and deans will be given quarterly and/or annual reports of compliance based on the data collected by El Corral Bookstore, DRC and the Library.

2C. Resources

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

Same as Section 1 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	Y	Six (6)	Fall 2007	

Baseline Measures	Response	Discussion
The number and percentage of departments with procedures for ordering print-based instructional materials for late-hire faculty	N	We do not feel this is a valid measure since departments will be required to use the same process defined in Section 1 to order textbooks for these courses. It will be up to the department chair to ensure that textbooks are ordered.
The number and percentage of departments that are meeting the specified deadline	See above	This data will be included in the measure for Section 1. A separate measure for late hires may not be meaningful. Departments consistently failing to meet deadlines will be reported to the provost and dean on a quarterly or annual basis.

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?

Same as Section 1 above

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

3A. Overview

Students are required to self-disclose and request accommodations. Students are approved for alternative media as appropriate. Students requiring accessible instructional materials are eligible for priority registration. DRC provides an intake process in which students are instructed on what services are available and how to make requests. Requests are made on a quarterly basis. Processes have been in place and working well for several years. No significant changes to this process are anticipated at this time.

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	N/A	N/A	http://www.drc.calpoly.edu/prospective/index.html
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	N/A	N/A	http://www.drc.calpoly.edu/services/priority.html
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	N/A	N/A	http://www.drc.calpoly.edu/services/alt_media.html
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Y	Fall 2006	Fall 2007	A mechanism is being developed to identify textbooks requiring conversion through an online alt media request system utilizing the El Corral bookstore database. This will automate what is currently a paper-based process and make it easier to accommodate students.

3C. Resources

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

Existing textbook database supported by online order/request system (El Corral Bookstore) New online request service via My Cal Poly Portal (for authentication) will be used by students with disabilities to request alt media (ITS/DRC) Existing alt media center tools to convert printed materials to alternative formats (DRC); PeopleSoft SA and CPReg to register students (ITS) Existing E-Reserve system and scanners to scan and OCR materials (Library) for posting in BlackBoard (ITS)
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3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	N/A	This process has been in place for several years; no changes are planned
The implementation of procedures to provide		

Milestones	Effective Term	Discussion
data to alternate media producers which associates course enrollment with instructional materials listings	Fall 2007	New online request form and access to textbook order database by DRC

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	160	

Baseline Measure	eText	Audio	Braille	Large-Print	Total - 2006/07 (Type Not Specified)
The number of eligible students who requested alternate format instructional materials in the last year					124
The percentage of eligible students who requested alternate format instructional materials in the last year					78%

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?

Not applicable. Cal Poly provides early registration to students with disabilities.

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.

BlackBoard is currently available to every faculty member for every course. Courses are provisioned automatically on a quarterly basis for every section offered. However, faculty members are not required to use BlackBoard to post course materials. ITS, the Library and the Center for Teaching and Learning (CTL) offer training and support to faculty on use of BlackBoard, including how to create and post accessible content. The Library is planning to convert E-Reserves to BlackBoard which should further encourage faculty to use BlackBoard to post accessible content. Changes are planned that should improve the functionality in BlackBoard. These changes should facilitate content management, workflow and other practices which can be applied to creating, converting and posting accessible instructional materials in BlackBoard.

4B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	Y	N/A	N/A	ITS currently provisions every course section in BlackBoard prior to the start of each quarter. Students and faculty access BlackBoard via the campus portal. http://blackboardsupport.calpoly.edu
The development of procedures to encourage faculty to post their instructional materials in an electronic format	IP	Fall 2007	TBD	Faculty orientation, training and development programs include information on BlackBoard and accessibility. However, more needs to be done. Introducing new functionality and changing the E-Reserve process will provide opportunities to increase faculty awareness. Online documentation will be modified as needed.
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	IP	Fall 2007	TBD	It is the responsibility of the faculty member to create and post accessible content to BlackBoard. DRC does not require direct access to provide accommodation. However, E-Reserves may serve as a model for giving DRC or others direct access to BlackBoard materials.

4C. Resources

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

BlackBoard and related infrastructure (hardware, network.) including My Cal Poly Portal to authenticate users so they can access content (ITS) Online documentation and training materials created and maintained by ITS, including the [BlackBoard support website](#), [accessibility website](#) and [Web Authoring Resource Center](#), and the [California State University system](#)
 ITS, CTL, and Library personnel to train and support faculty on use of BlackBoard and creation and posting of accessible content
 Faculty, TAs, student assistants and/or technical and administrative support staff in colleges to create, convert and post accessible content

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	N/A	Process exists but is not mandated. Initial effort will focus on informing faculty about accessibility and the advantages of using BlackBoard to post accessible course related content such as the syllabus. Online documentation will be modified as needed to incorporate accessibility concepts.
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	TBD	E-Reserve process may provide a model for providing direct access in the future. In the meantime, if conversion is needed, it will be done outside of BlackBoard and provided to the faculty member or student to post.

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	Cal Poly does not have a mechanism in place to capture this data. It would require surveying each faculty member or manually locating and auditing every individual faculty website. For Cal Poly, using the LMS data from MOS is not a good measure since all courses are created in BlackBoard but this does not mean BlackBoard is being used by faculty.
The percentage of courses that used individual websites in the last year	Unknown	Same as above

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?

The Disability Resource Center (DRC) will continue to accommodate students as needed using existing processes. DRC will work with individual faculty and students to obtain and convert materials into accessible formats. Students have access to scanners and other self-service resources.

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.

This process will be addressed by Cal Poly's ATI Procurement Plan which is being developed separate from this plan. Departments and faculty will be encouraged to choose course materials from publishers who provide accessible content per the Academic Senate resolution. Departments and faculty will be notified of this requirement as the need arises, e.g., when accommodations are requested, purchase requisitions are submitted or requests for ITS support are made, and through campus communications.

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	2006-2007	2007-2008	This will be addressed by the Procurement Plan C&PS is aware of the requirement and will intercede as needed; departments/faculty will be informed as needed
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	Y	N/A	N/A	ITS currently provides self-service tools to faculty, staff and students to caption videos and refers faculty and departments to external captioning services. Having CSU or campus contracts in place for captioning services will be considered in the future.

5C. Resources

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

ITS Media Distribution Services provides information on [captioning services](#) for instructional videos and self-service video-editing tools
 ITS Office of the CIO and Contracts and Procurement Services consults with individual faculty and departments on specific procurements
 ITS provides training and consulting support on other tools for captioning and how to convert instructional materials into accessible formats
 The Library has reallocated staff time to evaluate, enhance or otherwise upgrade systems, services and resources to better support accessibility of online course materials; it is anticipated that additional allocations of staff time and new hardware and software will be required when new procedures are developed and implemented.

5D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of formal procedures to address accessible procurement of digital or multimedia instructional materials	IP	2006-07	2007-8	Will be addressed by Procurement Plan

Baseline Measures	Response	Discussion
The number of academic units that have established procedures for incorporating accessibility into the procurement process for multimedia instructional materials	N/A	Procurement plans and procedures will be established at the campus level rather than the department level; plans will be communicated to academic colleges and departments and individual faculty. A meaningful measure will be identified, e.g., number of requests/referrals by faculty for assistance, including captioning services
The percentage of academic units represented by this number	N/A	See above

5E. Exemptions/Equally-Effective Access

If a student who requires digital or multimedia instructional materials in an alternate format enrolls in a section or course that has been granted an exemption from accessible procurement procedures, how will the campus provide this student with equally-effective access to this material?

The Disability Resource Center will continue to provide accommodation using [existing support services](#), e.g., interpreters, note takers, etc.

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.

Academic Programs and the Academic Senate Curriculum Committee will be asked to recommend new and/or changes to existing policies and practices to ensure that accessibility is incorporated into the course development, review and approval process. DRC, ITS, CTL and the Library will continue to advise individual faculty and departments regarding the requirement through existing communication and training programs.

6B. Procedures/Practices

Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The identification of all relevant curricular and course policies for which accessibility language should be incorporated	IP	6/15/07	11/1/07	Academic Policies: http://www.academicprograms.calpoly.edu/academicpolicies/index.html Curriculum Handbook: http://www.academicprograms.calpoly.edu/curric-handbook/index.html

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?

Academic Senate Curriculum Committee and Academic Programs Office will propose changes to policies and Curriculum Handbook for full Academic Senate review and approval; Center for Teaching and Learning will incorporate accessibility in faculty development efforts; VP/CIO will hold regular updates/discussions with Computing Advisory Committees, Executive Staff, Department Chair, Academic Dean meetings/retreats. Further development will be addressed in the communication plan as policies are modified.

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	6/15/07	6/1/08	Policies and practices must be amended to ensure that new courses for Fall Quarter 2008 are accessible. Curriculum Handbook and other resources will be updated accordingly by September 1, 2008.
Listing of specific curricular and course policies impacted: Course Proposal Form(s) Curriculum Handbook Others: TBD (e.g., syllabus policies, GE Approval or Renewal, Course Adoption, Early Registration Policy, Policy Relating to Equity and Diversity, Distance Learning, etc.)	IP	6/15/07	11/1/07	http://www.academicprograms.calpoly.edu/academicpolicies/index.html

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?

Accommodations will be provided whenever direct access cannot be achieved. Examples include: visual describer, reader, printouts, etc. Administrative responsibility will be placed on the creator to make the materials accessible where tools and resources exist to do so.

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

7A. Overview

Administrative responsibility will be placed on the creator to make the materials accessible where tools and resources exist to do so. ITS, CTL and the Library will continue to provide training and support to faculty on why creating accessible content is required as well as specific tools and resources. Emphasis will be placed on self-service online resources supported by an effective communications plan. A combination of central and decentralized resources (staff/students) will be utilized. Demand for support is expected to grow as faculty awareness of accessibility requirements increases. Campus plans for training and support are dependent on understanding what resources will be provided by CSU.

7B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of a plan to provide training and technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials	IP	6/15/07	11/1/07	Some resources are already in place (e.g., help desk, hands-on and online resources). However, future plans are dependent on understanding what resources will be provided at a system-level vs. the campus-level, e.g., basic awareness training for faculty and staff
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	IP	6/15/07	11/1/07	Same as above

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)

Individual and group consultation, hands-on training and support, and Web-based tutorials for faculty on how to create/modify accessible content
 Explore potential grants/release time for faculty, pool of trained students and/or contract for services to convert courses to accessible format
 Provide opportunities for faculty to share experiences with other faculty, e.g., Center for Teaching and Learning
 Develop checklist for faculty to help identify publishers of accessible content and products that exemplify best practices for universal design
 License online resources (e.g., lynda.com) to assist faculty and staff in learning how to create accessible websites and documents
 Mandatory online training to ensure everyone has a basic understanding of accessibility, preferably developed by CSU for use by all campuses

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	11/1/07	Ongoing	Faculty development, consultation and support are housed in a single location in the Library where ITS, CTL and Library staff can assist faculty. However, a more formal plan needs to be developed.
The implementation of a plan to support faculty in selecting accessible off-campus instructional materials	IP	11/1/07	Ongoing	

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remedying instructional materials	TBD	Since self-service, online support is critical to this effort, this may not be a useful measure of success. A more useful measure may be how many faculty were Measures of success will be determined as formal plans are developed.
The number of faculty who have received training on selecting accessible off-campus instructional materials	TBD	Same as above

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?

The Disability Resource Center will work with the student and faculty to provide appropriate accommodations based on course requirements.

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.

The campus communication and training plan will address all three priorities of the ATI: Web Accessibility, Instructional Materials, Procurement. The plan includes a consolidated [accessibility Web site](#) with links to training and support, periodic emails to the campus as a whole, regular emails to select audiences about specific requirements and processes such as textbook ordering, open forums on specific topics that anyone can attend, general and targeted articles in campus publications, hands-on and self-service training and support, and presentations to campus constituent groups and committees, including the Academic Senate. As much as possible, a train-the-trainer approach will be utilized due to limited central resources. Also, any opportunities for consolidated CSU training and support will be used to supplement campus training efforts.

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	6/15/07	Ongoing	The plan will consist of regular use of email, notices, open forums, meetings and other opportunities to inform the campus community about this effort
The identification of how often these communications will take place in the academic calendar	IP			This will be incorporated into the plan

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	Faculty, Department Chairs, Textbook Coordinators	Y	Quarterly	Email notices and reminders Online FAQs In-person and telephone training/support as needed
Creating accessible print-based instructional materials	Faculty, Staff, Student Assistant Pool	Y	Quarterly	Email notices and reminders Online tutorials and documentation, e.g., FAQs In-person training/support (one-on-one, workshops)
Distributing accessible print-based instructional materials via LMS/Web	Faculty, TAs, Staff, Student Assistant Pool	Y	Quarterly	Online tutorials and documentation In-person training/support (one-on-one, workshops) Email notices and reminders

Instructional Materials Accessibility Plan - California Polytechnic State University, San Luis Obispo

This is a DRAFT plan subject to change based on review and input by campus constituents

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)
Creating accessible multimedia instructional materials	Faculty, TAs, Staff, Student Assistant Pool	Y	Quarterly	Online tutorials and documentation, In-person training/support (one-on-one, workshops), Email notices
Procuring accessible multi-media instructional materials	Faculty, Staff, Department Chairs	Y	Quarterly to start, then Annually	Online tutorials and documentation In-person training/support (open forums, workshops) Email notices and reminders
Requesting instructional materials in alternate format	Student	Y	Once on intake, then as needed	In-person training/support by DRC Online tutorials and documentation, e.g., FAQs Email notices and reminders
Use of assistive hardware and software necessary for access	Student	Y	As needed	In-person training/support by DRC
Other: TBD				

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

DACC and the VP/CIO will receive regular reports on every aspect of this plan from the various groups involved, e.g., textbook orders, training sessions, etc. DACC and the VP/CIO will in turn report regularly to campus constituent groups on progress towards compliance. DACC and the VP/CIO will prepare annual progress reports for submission to campus administration and CSU Chancellor's Office. Surveys will be conducted of students serviced by the Disability Resource Center to assess satisfaction with existing processes.

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
Timely adoption of textbooks by faculty (including late hires and use of publishers who support use of	Quarterly messages to faculty/deans Quarterly messages to faculty and articles in Cal Poly Report	Provost & VP/CIO El Corral Bookstore and Library w/ITS	

Instructional Materials Accessibility Plan - California Polytechnic State University, San Luis Obispo
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Communication Content	Communication Channels (Frequency)	Responsible Party (Admin Unit)	Discussion
accessible content)	Monthly Deans Council and IDHC agenda item to review progress with individual meetings as needed Quarterly updates/progress reports Quarterly workshops with faculty Routine updates to campus Web sites	Provost & VP/CIO DACC & VP/CIO CTL, ITS Various	
Increased use of the campus LMS for posting accessible content	Quarterly messages to faculty/deans Monthly Deans Council and IDHC agenda item Annual meetings with each college, including department chairs Quarterly workshops with faculty Routine updates to campus Web sites Quarterly updates/progress reports	Provost & VP/CIO Provost & VP/CIO Provost & VP/CIO CTL, ITS Various DACC & VP/CIO	
Incorporating accessibility requirements in purchase of digital or multimedia instructional materials	Quarterly messages to faculty/deans Monthly Deans Council and IDHC agenda item Annual meetings with each college, including department chairs Quarterly Open Forums Articles in Cal Poly Report Routine updates to campus Web sites Quarterly updates/progress reports	Provost & VP/CIO Provost & VP/CIO Provost & VP/CIO C&PS & ITS C&PS & ITS Various DACC & VP/CIO	
Incorporating accessibility (where required) in course development and delivery policies and procedures	Messages to faculty, deans and department chairs/heads Reports to Academic Senate Passage of specific resolutions Articles in Cal Poly Report Routine updates to campus Web sites All of the above would be as needed when specific policies are modified	Provost & VP/CIO Academic Programs Academic Senate	
Training/support for faculty to create accessible course content.	Quarterly messages to faculty/staff Quarterly articles in Cal Poly Report	DACC & VP/CIO ITS, CTL, Library	

Communication Content	Communication Channels (Frequency)	Responsible Party (Admin Unit)	Discussion
	My Cal Poly Portal Announcements Routine updates to campus Web sites Monthly campus committee meetings Quarterly updates/progress reports		

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?

Faculty Development: [Center for Teaching and Learning](#)
 Staff Development: [Human Resources](#). Auxiliary organizations ([Associated Students, Inc.](#), [Cal Poly Corporation](#)) have their own HR offices.
 Non-Academic Student Training: Individual units are responsible for training and supporting students on any services they provide
 Overall responsibility for IMAP compliance rests with DACC and ITS (VP/CIO). Training will be a shared responsibility between multiple entities.

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?

Cal Poly supports development of a CSU-wide mandatory introductory online training program for at minimum all faculty and staff on accessibility issues. In addition, new faculty and staff would be informed of accessibility requirements through orientation programs, handbooks and workshops. The measures outlined in this plan will be used. Other mechanisms will be determined in consultation with Academic Personnel, Center for Teaching and Learning, Academic Senate and other faculty advisory groups as the plan is further developed and implemented.

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).

The Disability Access and Compliance Committee (DACC), with support from the Executive Sponsor (VP/CIO), will monitor and report on progress towards achieving the goals of ATI. Specific practices are still under development.

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).

TBD

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).

TBD

9D. Measures of Success

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of an evaluation process	IP			
The implementation of a process for producing annual compliance reports	IP			
The development of a process for conducting periodic annual compliance reports	IP			

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

Name	Title	Relationship to ATI
William Durgin	Provost & Vice President for Academic Affairs	Executive Manager with overall responsibility for ensuring successful implementation of ATI
Tim Kearns	Vice Provost for Information Technology/CIO	Executive Sponsor designated by the Provost to oversee implementation of ATI in general
Mary Shaffer	ITS Policy Assurance Officer	ATI Project Manager Coordinates development and implementation of related plans, policies and practices Reviews proposed purchases for compliance with IT policies, including accessibility reviews Approves exceptions as VP/CIO designate
Trey Duffy	Director, Disability Resources Center Co-Chair, Disability Access and Compliance Committee	As Co-Chair of DACC, works with Executive Sponsor and ATI Project Manager to ensure successful implementation of the plan, to develop and coordinate communications to the campus, and monitor and report on progress
Joe Grimes	Director, Center for Teaching and Learning	Coordinates faculty development efforts which

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Name	Title	Relationship to ATI
		includes new faculty orientation and ongoing faculty workshops and training programs
David Conn	Academic Programs	Responsible for developing and implementing academic policies, e.g., new courses
Bruno Giberti	Chair, Academic Senate	Facilitates Academic Senate review of related policies, plans and practices
Cindi Giambalvo	El Corral Bookstore	Oversees textbook requisition process, notifies departments/faculty about deadlines, provides statistical data on compliance
Debie McArdle	Alternative Media Coordinator, Disability Resource Center	Coordinates conversion of textbooks and course packs into accessible formats for use by students with disabilities
Various	Access Specialists, Disability Resource Center	Consult with students with disabilities to assess needs and with faculty to provide students with alternative forms of access as required
Various	Robert E. Kennedy Library	Provides consultation and training to faculty in conjunction with ITS and CTL; scans and OCRs instructional materials for E-Reserves
Various	ITS Media Distribution Services	Provides faculty with information on captioning services and access to digital editing services, streaming media server, and more
Luanne Fose	ITS Collaboration Services	Provides training and consultation to faculty on how best to incorporate technology into their courses including accessibility and universal design considerations
Tonia Malone	ITS Collaboration Services	Provides training and consultation to faculty on how to use BlackBoard, including accessibility and universal design considerations
Kathy Kimball	Assistive Technologist, ITS Office of the CIO Co-Chair, Disability Access and Compliance Committee	Works with Executive Sponsor and ATI Project Manager to ensure successful implementation of Web Accessibility plan; monitors and report on progress; consultation, training, support as defined in the Web Accessibility Plan

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Name	Title	Relationship to ATI
Steve Rutland	Campus Web Coordinator, ITS Office of the CIO	Works with Executive Sponsor and ATI Project Manager to ensure successful implementation of Web Accessibility plan; monitors and report on progress; consultation, training, support as defined in the Web Accessibility Plan
Craig Schultz	Director, ITS User Support Services	Reviews proposed purchases for compliance with IT policies, including accessibility reviews
Various	Buyers, Contracts and Procurement Services	Consult with faculty and departments on the need to purchase accessible products; refer to ITS for technical assistance
Various	Academic Senate Instructional Committee	Recommends changes to policies pertaining to instruction, e.g., timely identification of print-based materials
Various	Academic Senate Curriculum Committee	Recommends changes to policies pertaining to curriculum, e.g., incorporating accessibility into new courses and new course content
Various	College Deans	Monitors progress, provides incentives, addresses non-compliance as needed
Various	Academic Department Chairs/Heads	Identifies print-based materials by established deadlines, monitors progress and takes action to address non-compliance as needed
Various	LAN Coordinators, Web Accessibility Coordinators, Student Assistants, Teaching Assistants, etc.	May assist faculty in creating, converting and/or posting instructional materials to websites and BlackBoard and therefore need to be aware of accessibility requirements and resources

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

NOTE: This section is still under development

Date	Activity	Relationship to ATI
March 13, 2007	Academic Senate resolution on timely adoption of print materials	
June 15, 2007	Draft IMAP Developed	

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Date	Activity	Relationship to ATI
July 1, 2007	Implementation of six week deadline to identify print-based materials	
July 9-12, 2007	Summer Accessibility Institute	
September 2007	Fall Conference Workshops for New Faculty	
Fall 2007	Migration of E-Reserves to BlackBaord	