



**ATI Instructional Materials – Handbook Change- Appendix K**

**RES 232408**

AS&SS

**RESOLVED:** That the CSUB Academic Senate approve the following updates to the Accessible Technology Initiative (ATI) Handbook – Appendix K instructional Materials Accessibility:

**IM Goal 1.0- Timely Adoption of Instructional Materials**

Faculty submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair ensures that appropriate materials are ordered by the first day of priority registration. When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.

**IM Goal 4.0- Instructor Use of LMS (or non-LMS) Course Websites**

Faculty ensures two kinds of accessibility when using LMS and non-LMS course websites. First relates to the accessibility of the platform, second accessibility relates to the content placed in LMS.

Accessibility of the platform:

- a. Instructor reviews the accessibility guide provided by the LMS provider to understand how they can enhance accessibility while using the LMS.
- b. Instructor runs accessibility checker on their html content.
- c. They follow recommendations to create accessible exams on LMS.
- d. They keep the needs of students who use assistive technology to view materials and exams in mind when using LMS for their course.
- e. When using website or materials from publisher, the faculty contacts the publisher for details about the level of accessibility provided by the publisher.

Accessibility of the content:

- a. Faculty attend the training conducted by FTLC on how to create accessible materials.
- b. They ensure that all documents are in accessible format.
  1. Digital media has closed captions, transcripts, and image descriptions.
  2. They use alt text for images.
  3. They add language attribute tags to all foreign language text.

4. They avoid using abbreviations or all caps.

Teaching faculty are encouraged to make all instructional materials available in LMS and training and resources to assist faculty are available through the Faculty Teaching and Learning Center.

#### **IM Goal 5.0- Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies**

The Solutions Consulting and Technology Accessibility Review (TAR) Teams (comprised of staff from ITS, Procurement, Library, and SSD) evaluate all software and hardware products purchased by the campus for accessibility and security.

An approved accessibility checker tool will be provided in the LMS to assist instructors with assessing the accessibility of course content.

#### **IM Goal 6.0- Accessibility Requirements for Course Review and Remediation**

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, develop processes, and implement procedures for incorporating accessibility compliance as a required component in the curriculum review and approval process. This includes processes for selecting appropriate course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content. The appropriate University and Academic Senate officers will communicate this requirement, ensuring compliance with all ADA regulations.

#### **IM Goal 7.0- Creation and Adoption of Accessible Instructional Materials**

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that course materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

#### **IM Goal 8.0- Communication Process and Training Plan**

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. The ATI Steering Committee is the shared governance body responsible for the communication process. As part of this effort, Services for Students with a Disability (SSD) shall educate their students and develop materials to be distributed in first-year seminar courses for incoming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments to develop materials and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during University Day.

**IM Goal 9.0- ATI Instructional Materials Accessibility Plan**

The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on developing an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

**RATIONALE:** Implementing these updates will provide consistency with the goals and objectives of the Chancellor’s Office as well as CSUB’s compliance to meeting State regulations.

**Distribution List:**

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

---

Approved by the Academic Senate: November 9, 2023

Sent to the President: November 27, 2023

President Approved: November 28, 2023

**NOTE:** A strike through copy of the Appendix K wording with inserts in the text (where applicable) and in 'red' the proposed changes

## ATI Instructional Materials - Handbook Change- Appendix K

RES 232408

AS&SS

**RESOLVED:** That the CSUB Academic Senate approve the following updates to the Accessible Technology Initiative (ATI) Handbook – Appendix K instructional Materials Accessibility:

### CURRENT APPENDIX K

#### APPENDIX K: Instructional Materials Accessibility Plan (IMAP)

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

~~All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.~~

~~Faculty will submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair will ensure that appropriate materials are ordered by the first day of priority registration.~~

##### **IM Goal 1.0- Timely Adoption of Instructional Materials**

Faculty submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair ensures that appropriate materials are ordered by the first day of priority registration. When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.

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

~~When faculty have not been identified for normal course offerings before the first week of advising, the Department or Program Chair will notify the Runner Bookstore of the appropriate instructional materials required.~~

Deleted addressed under new goals by CO

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

~~Students with documented disabilities receive priority registration. The Services for Students with Disabilities (SSD) Office shall keep a current list of students who require instructional materials in alternate formats. In order to assure the timely delivery of alternate formats, students with documented disabilities are responsible for notifying SSD of their schedule within one week of priority registration.~~

Deleted addressed under new goals by CO

~~4. A strategy to increase faculty use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses.~~

~~Instructional materials distributed in the classroom shall also be available in accessible formats.~~

**IM Goal 4.0- Instructor Use of LMS (or non-LMS) Course Websites**

Faculty ensures two kinds of accessibility when using LMS and non-LMS course websites. First relates to the accessibility of the platform, second accessibility relates to the content placed in LMS.

Accessibility of the platform:

- f. Instructor reviews the accessibility guide provided by the LMS provider to understand how they can enhance accessibility while using the LMS.
- g. Instructor runs accessibility checker on their html content.
- h. They follow recommendations to create accessible exams on LMS.
- i. They keep the needs of students who use assistive technology to view materials and exams in mind when using LMS for their course.
- j. When using website or materials from publisher, the faculty contacts the publisher

for details about the level of accessibility provided by the publisher.

Accessibility of the content:

- c. Faculty attend the training conducted by FTLC on how to create accessible materials.
- d. They ensure that all documents are in accessible format.
  - 1. Digital media has closed captions, transcripts, and image descriptions.
  - 2. They use alt text for images.
  - 3. They add language attribute tags to all foreign language text.
  - 4. They avoid using abbreviations or all caps.

Teaching faculty are encouraged to make all instructional materials available in LMS and training and resources to assist faculty are available through the Faculty Teaching and Learning Center.

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

~~The CSU Procurement Directors have hired a consultant to assist them with a process for incorporating accessibility requirements in the purchase of instructional materials.~~

**IM Goal 5.0- Accessibility Requirements for Multimedia, Interactive Content, and Emerging Instructional Technologies**

The Solutions Consulting and Technology Accessibility Review (TAR) Teams (comprised of staff from ITS, Procurement, Library, and SSD) evaluate all software and hardware products purchased by the campus for accessibility and security.

An approved accessibility checker tool will be provided in the LMS to assist instructors with assessing the accessibility of course content.

**6. A method to incorporate accessibility as a required component in the curriculum review and approval process.**

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, **develop processes**, and **implement** procedures for incorporating accessibility **compliance** as a required component in the curriculum review and approval process. **This includes processes for selecting** The appropriate **course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content.** The appropriate University and Academic Senate officers will communicate this

~~R~~requirement, **ensuring compliance with all ADA regulations.**

### **IM Goal 6.0- Accessibility Requirements for Course Review and Remediation**

The University Program Review Committee, Academic Affairs Committee, and School Curriculum Committees shall adopt policies, develop processes, and implement procedures for incorporating accessibility compliance as a required component in the curriculum review and approval process. This includes processes for selecting appropriate course materials, timely accessibility prior to the start of the course, regular evaluations of material accessibility, course content remediation if required, and prioritizing and remediating inaccessible course content. The appropriate University and Academic Senate officers will communicate this requirement, ensuring compliance with all ADA regulations.

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

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that ~~seeking to develop accessible~~ course content materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

### **IM Goal 7.0- Creation and Adoption of Accessible Instructional Materials**

The Faculty Teaching and Learning Center (FTLC) shall provide training and support to faculty to ensure that course materials are available in compliance with Americans with Disabilities Act (ADA) standards and regulations. Additionally, faculty are encouraged to seek further assistance to develop accessible course content materials by requesting guidance from FTLC and the Services for Students with a Disability (SSD) to ensure that any materials that are created and/or adopted are available and accessible for all students.

### **8. A communication process and training plan to educate students, faculty, and staff about the campus IMAP.**

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. ~~The ATI Steering Committee is the shared governance body responsible for the communication process.~~ As part of this effort, ~~Services for Students with a Disability~~ SSD shall educate their students and ~~shall develop materials to be distributed in CSUB 101 and orientation first-year seminar courses~~ for in-coming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall ~~engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments~~ to develop materials and workshops to inform the faculty about ADA compliance. ~~Presentations are provided regarding course content and materials during at University Day 2007.~~

**IM Goal 8.0- Communication Process and Training Plan**

The University President shall instruct the appropriate offices to provide training and information to the relevant parties. The ATI Steering Committee is the shared governance body responsible for the communication process. As part of this effort, Services for Students with a Disability (SSD) shall educate their students and develop materials to be distributed in first-year seminar courses for incoming students; the Associate Vice President for Faculty Affairs shall include information on Instructional Materials Accessibility Plan in the new faculty orientation; Human Resources shall include information on Instructional Materials Accessibility Plan in the new staff orientation; and the Academic Senate shall engage with Faculty Teaching and Learning (FTLC) unit, schools, and departments to develop materials and workshops to inform the faculty about ADA compliance. Presentations are provided regarding course content and materials during University Day.

**~~9. An evaluation process to measure the effectiveness of the plan.~~**

**IM Goal 9.0- ATI Instructional Materials Accessibility Plan**

~~The University Section 504 Compliance Officer/ADA Coordinator shall work with the entities identified in item #8 above to~~ The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on develop an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

**IM Goal 9.0- ATI Instructional Materials Accessibility Plan**

The ATI Instructional Materials Working Group shall work with the appropriate stakeholders (University President, ATI Steering Committee, ATI Officer, ATI Working Group, ATI Subcommittees) on developing an evaluation process to ensure that accessibility plan objectives are met, and the Annual Instructional Materials Plan is implemented.

**~~10. The identification of roles and responsibilities associated with the above processes.~~**

See items #8 and #9 above.

Deleted and covered above goal

**~~11. Milestones and timelines that conform to the dates listed below.~~**

~~June 15, 2007: Submission of CSUB's Instructional Materials Accessibility Plan (IMAP):~~



~~Draft (this has occurred as required).~~

~~**November 1, 2007:** Submission of CSUB's Instructional Materials Accessibility Plan (IMAP): Final~~

~~**July 1, 2008:** CSUB will implement the IMAP provisions related to timeliness of alternate formats for print-based instructional materials such as those reflected in points #1 to~~

~~#4 of Coded Memo AA-2007-04. These provisions should impact the timeliness of materials for the first academic term of Calendar Year, 2008.~~

~~**Fall Term, 2008:** New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility. If incorporating accessibility is not possible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed, documented, and communicated. Existing course content will be made accessible at the point of course redesign or when a student with a disability enrolls in the course.~~

~~Deleted and covered under goal 9~~

**RATIONALE:** Implementing these updates will provide consistency with the goals and objectives of the Chancellor's Office as well as CSUB's compliance to meeting State regulations.

**Distribution List:**

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- School Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:

**NOTE:** A comparison in 3 colors of a.) The Chancellor's Office Goals, 2.) the Original Appendix K, 3.) the proposed changes by AS&SS

Green (CO Goal), Red (Current CSUB Goal), Blue (Suggested changes/Discussion)

CO- <https://ati.calstate.edu/instructional-materials/goals>

CSUB- <https://maindata.csub.edu/media/17471/download?inline=>

Subcommittee Report- See attachment in email "ATI Instructional Materials"

Sample from CSUF [https://www.fullerton.edu/ATI/\\_resources/pdfs/CSUF-ATI-Plan-2022-2024.pdf](https://www.fullerton.edu/ATI/_resources/pdfs/CSUF-ATI-Plan-2022-2024.pdf)

### **IM Goal 1.0- Timely Adoption of Instructional Materials**

The campus has implemented a comprehensive plan to ensure the timely adoption of instructional materials, including courses with late-hire faculty or adjunct faculty.

#### *Success Indicators for Goal 1*

- 1.1 Campus has formally documented (e.g., Policy, Resolution, or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials.
- 1.2 Develop a process (e.g., developed and documented practices, specified staff time, educational/training resources, and technology) to achieve compliance with timely adoption.
- 1.5 Develop a process to distribute performance reports regarding timely adoptions to campus administration at least annually.
- 1.6 Develop a process to distribute performance reports regarding timely adoptions for late-hire faculty to campus administration at least annually.

**Current CSUB 1- A process for timely adoption of textbooks by faculty:**

All instructional materials must be accessible to persons with disabilities in order to provide them with effective communication. Communication should be, to the extent possible, as effective for persons with disabilities as it is for persons without disabilities. An essential component of effective communication is timely delivery of course content in accessible formats. To the extent possible, instructional content, including online course materials, should be accessible to students with disabilities at the same time it is available to any other student.

The CO's goal 1 does not discuss accessibility issues. Their goal seems to broadly address timely adoption of materials. Should we delete this section altogether?

Faculty will submit book orders to the Runner Bookstore before the first week of advising. The Department or Program Chair will ensure that appropriate materials are ordered by the first day of priority registration.

1.1 states that the campus has a "formally documented process for adoption." Do we have this? Is it just "before the first week of advising?"

Subcommittee evidence- "University Handbook Section 203.3 requires timely adoption of instructional materials. University Handbook Appendix K has the Instructional Materials Accessibility Plan Handbook: <https://www.csub.edu/senate/university-handbook>"

1.2 also discusses the process (e.g., training, documented practices) for compliance. I believe we just receive an email saying when textbooks are due. Anything else?

Subcommittee evidence- "Provost's Office sends out textbook adoption deadline memos each semester. "

1.5 discusses performance reports. Do we have this?

Subcommittee evidence- "Previous regular reporting of missing textbook adoptions was not transitioned over to interim person filling this role in Provost's Office during AY 2020/21. New person hired for role will begin this reporting again in Fall 2021."

1.6 discusses the distribution of performance reports. Do we have this?

Subcommittee evidence- Not included.