

Year 2 Instructional Materials Accessibility Report

Due August 15, 2008

In compliance with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the 1973 Rehabilitation Act (as amended in 1998), the California State University Coded Memorandum AA-2007-04 requires annual reporting of the implementation of the Accessible Technology Initiative by all CSU campuses. This report focuses Priority Two: Instructional Materials Accessibility Plan (IMAP), due August 15, 2008.

The topics identified in this form address your original plan from 2007 and provide a narrative description of your progress as well as obstacles in achieving your goals. The sub-bullets for each question should serve as prompts for areas that may be missing or need to be expanded upon in your plan. An appendix is provided that shows a mapping from the January 2008 IMAP main topics to this Year 2 IMAP Report.

Please provide updates to your original plan, reporting on significant tasks that were completed; what you expect to accomplish next year; areas of difficulty and barriers to completion; and any comments on your observations and discoveries. You may provide any attachments that you believe are relevant to this report.

1. Timely Adoption – Specifically focusing on scope of materials and late-hire strategy

In addition to textbooks, how will your campus ensure timely adoption of all print based instructional material: Syllabi, Course packets, online notes, texts, assignments, e-Reserves, and media?

What are ALL the print based instructional materials used in your classes?

How do you handle print based instructional materials that are produced just-in-time for class?

How are late hired lecturers included in your process?

Are hiring policies interfering with timely adoption of materials?

1a. Accomplishments in 2007/2008

No measurable progress was made last year in implementation of Cal Maritime's ATI Instructional Material plan.

However, the campus made the decision this past summer to focus its ATI Instructional Materials efforts on learning disabilities. This was predicated by the fact that special requirements of the United States Coast Guard and the Federal Maritime Administration for seamanship require early medical screening of admitted students at Cal Maritime.

1b. Plans for 2008/2009	<p>Early in the Fall 2008 semester, the ATI IMAP Committee will engage the Curriculum Committee in broad based discussions of the role that they, the faculty, and departments play in the timely adoption of all print-based materials.</p> <p>The ATI IMAP Committee plans to discuss with the Dean, Faculty Senate and/or Department Chairs whether materials can be assigned to late hires or if late hires can be presented with a list of materials that have been determined to be accessible. Late hires can be presented with a list of materials for consideration. If class has started or is starting, the late hire instructors will be provided with materials (textbook selection, syllabi, learning objectives and outcomes, binder of other course related materials and samples of exams). The IMAP committee will need to dovetail with this process.</p>
1c. Barriers to completion	<p>The volume of existing materials, most of which are technical in nature because of the heavy engineering emphasis, presents a challenge.</p>
1d. Observations/discoveries	<p>The IMAP committee wishes to clarify what constitutes a late hire.</p> <p>As a way of focusing energies in moving toward greater accessibility, the IMAP committee will concentrate on making PDF, Word, PPT files accessible to cover eighty percent of materials used on campus.</p>

2. Process – Details/ Personnel/ Calendar for Initiative

Who, what, where, when and how?

What people / positions will implement the pieces: administrators, Senate and Council chairs, department chairs?

What responsibilities are assigned to governance bodies and departments?

Which revenue centers are involved: divisions, units, colleges?

What is the integrated timeline? Accomplished at regularly scheduled meetings, special events, retreats, internal deadlines?

How are individual tasks being done?

What is your global strategy in detail?

<p>2a. Accomplishments in 2007/2008</p>	<p>No measurable advances were recorded for a global strategy on campus. Between the previous academic year and the current one, the IMAP committee transitioned from the Faculty Senate Library Committee to the current IMAP/ATI committee. One member of the newly created committee serves as the Disability Services Officer - a position which remained vacant during the previous year.</p>
<p>2b. Plans for 2008/2009</p>	<p>Cal Maritime is looking at deans, curriculum committee, as well as the Provost to assist in creating a global strategy to plan execution of accessibility across the curriculum and throughout the university. During the preceding year, administration experienced changes in the positions of Provost as well as Dean for Instructional Support Services. Both of these positions offer new leadership in creating a global plan.</p>
<p>2c. Barriers to completion</p>	<p>One barrier is that this plan has not yet been formally adopted by the academic and instructional community here at Cal Maritime. To this end, IMAP plan will act as a draft to facilitate faculty and staff support during the next year. A barrier to global strategy and integrated timelines is faculty buy-in and participation.</p>
<p>2d. Observations/discoveries</p>	<p>As with any campus, faculty time is limited; this is exacerbated by the highly specialized nature and very small size of the Cal Maritime campus which require faculty to serve multiple roles within their departments and the college at large.</p>

3. Identification Resources and Allocation Commitments

What resources are currently dedicated to the provision of alternative instructional materials for students with disabilities?

What additional resources are committed to make all instructional materials accessible?

What budget allocations for the implementation of your IMAP were allocated in 07-08?

What allocations are committed for fiscal years 08-09 and 09-10?

Please, include captioning, multimedia costs and faculty training. If budget for the ATI is not part of the 08-09 and 09-10 budget commitment, why?

How is the ATI budget managed on your campus?

3a. Accomplishments in 2007/2008	No formal budget has been allocated to date. Cal Maritime has signed up as a member of Center for Alternative Media (CAM) to acquire audio or e-versions of text when needed.
3b. Plans for 2008/2009	Cal Maritime's ATI Oversight Committee plans to formalize and submit a request for funds to acquire software and student assistants in support of faculty conversion of materials. The IMAP Committee will meet with the Director of Financial Aid to explore the expansion of funding for Cal Maritime's work study program in support of the ATI initiative.
3c. Barriers to completion	Cal Maritime currently has limited funding campus-wide for student work-study. The current California State budget provides 2007-08 funds for 2008-09 equaling no net increase. Campuses are expected to fund the initiatives internally.
3d. Observations/discoveries	Some funding is necessary because of the nature and amount of pre-existing instructional materials. Before a budget can be proposed, the IMAP Committee needs to understand the amount of material that needs to be made accessible and associated costs.

4. Institutional Policies & Procedures that support the ATI through curriculum and personnel reviews

What policies and procedures were adopted for Textbook and other Print Based Instructional Materials?

Is a Pre-registration Process in policy?

Is your campus planning an accessibility assessment in the Periodic Review of Academic Programs?

Is accessibility assessment part of General Education Certification and Recertification?

Is production of accessible content an element faculty satisfaction of roles and responsibilities?

Does inclusion of students with disabilities currently have a place in retention, tenure and promotion evaluations?

Is production of accessible materials part of the faculty evaluation relating to instructionally related activities, service or scholarship?

Have you provided reassigned time to encourage the implementation of accessible instructional materials?

4a. Accomplishments in 2007/2008	No measurable progress was made last year in faculty generated instructional materials with accessibility in mind.
4b. Plans for 2008/2009	The Cal Maritime Curriculum committee will be asked to consider methods for institutionalizing the review of instructional materials, both pre-existing (and thus conversion efforts) and newly generated materials.
4c. Barriers to completion	Because learning disabilities are not as easily identified by faculty as perhaps physical disabilities are, these may often go undetected. Though students are encouraged to self-identify and request assistance through the Disability Services Office, some students may fail to disclose such information.
4d. Observations/discoveries	As a result of these barriers, an educational process must be begun with faculty to increase awareness and engage them in the process of the creation or adoption of accessible materials for classroom learning.

<p>5. Commitments from All Stakeholders</p> <p>How do stake holders participate in the ATI planning process?</p> <p>How have you extended the ATI from planning groups within the administration and governance bodies of faculty & students to the broader community of faculty, staff members & administrators?</p> <p>How are these grassroots stakeholders participating in the ATI?</p>	
5a. Accomplishments in 2007/2008	The president of the Faculty Senate and its Library sub-committee created the 2007/2008 ATI IMAP plan. In transitioning to the 2008/2009 year, a shift was made from the Library sub-committee of the faculty senate to a committee devoted solely towards ATI IMAP concerns.
5b. Plans for 2008/2009	The ATI IMAP committee scheduled a meeting with curriculum committee asking for direction on stakeholders and support across campus. The IMAP committee has requested nominations in an effort to broaden the campus participation including students, the curriculum committee, deans and provost, among others.
5c. Barriers to completion	Due to the small numbers of faculty and staff, often committees are overburdened with tasks, competing for committee participation and action.
5d. Observations/discoveries	Cal Maritime does not currently have a coordinated method for communication between committees. In addition, because of the large demand on faculty time, faculty may shy away from committee membership. However, faculty can be encouraged to devote limited amounts of time toward very narrowly defined requests for input and decision making.
<p>6. Shared Responsibilities</p> <p>How are the responsibilities divided between the divisions of Student Affairs (particularly the disabled student services unit) and Academic Affairs and Administration?</p> <p>Since Academic Affairs is responsible for delivering accessible materials to students, how do they assist with creation of accessible materials production?</p> <p>How are the other divisions contributing to the ATI?</p> <p>Do you consider this balance of responsibility to be healthy and sufficient to achieve success?</p>	
6a. Accomplishments in 2007/2008	Again, no measurable progress was made during the 2007-08 academic year.

6b. Plans for 2008/2009	Because faculty members select and/or create the vast majority of instructional materials, their leadership is critical to the success and creation of accessible materials for student use. The office of Disability Services as well as IT in its Instructional Technology assistance and training capacities can work to help inform and train faculty in scaffolding their work. Academic Affairs and Administration will assist in this initiative by sharing initiative progress across campus at departmental meetings and other faculty forums, stressing its importance to the college community.
6c. Barriers to completion	At the present time, disability services falls under Instructional Support, a division within Academic Affairs at Cal Maritime, but distinct from the academic departments.
6d. Observations/discoveries	In general, the campus as a whole is yet unaware for the need for accessibility as directed by CSU and as charged to the ATI IMAP committee at Cal Maritime. The IMAP committee needs a method to coherently and urgently convey the necessity for accessible materials to all the members of the college community.
<p>7. Migration from Accommodation to Accessibility</p> <p>How have you planned the migration from making individual accommodations to making courses fully accessible?</p> <p>What is your plan to move from just-in-time production of alternative materials to universal production of accessible materials?</p> <p>Who is taking the lead?</p> <p>What processes have been established?</p> <p>Are there improvements?</p>	
7a. Accomplishments in 2007/2008	Due to the change in committee responsibility, no measurable progress was recorded for this area.

7b. Plans for 2008/2009	<p>The ATI Instructional Materials Committee is taking the lead in reporting activities and training. The faculty of Cal Maritime will need time for awareness and training regarding accessible materials across the curriculum.</p> <p>The ATI IMAP Committee will espouse the idea of having one faculty member in each department as a source of in-house expertise that departmental members can turn to. These faculty members will be provided with training opportunities and access to regional meetings.</p> <p>The Curriculum Committee will also be approached with the idea that any new course that is added to the curriculum (or courses that are significantly changed) must be compliant with Cal Maritime's ATI IMAP plan.</p>
7c. Barriers to completion	<p>The Curriculum Committee has already submitted to the President a new policy. Adding a requirement that new courses be accessible will require diplomacy and planning.</p> <p>Time between course approval and implementation may not always be sufficient to allow faculty to create/adopt accessible materials depending on their level of expertise.</p>
7d. Observations/discoveries	<p>Faculty need to be involved in the ATI initiative before real progress can be made. This may require time devoted for a campus-wide discussion and discussions in departmental meetings about the role of the department and individual faculty.</p>

8. Early Identification of Students with Disabilities

Have you identified, through your planning, any assumptions, passivity or lack of activity that discourages students' access to the disabled students programs?

What percentage of courses has instructional materials provided that are appropriate to the students' needs?

Is there a difference between the numbers of course materials that are assigned to students with a declared need and the quantity of accessible materials produced to meet these needs? If so what is this difference? (To estimate you might take 1.5 assigned instructional materials per class as an average.)

Have you checked to see if your early notification is perceivable by the student with perceptual impairments?

Have you located accessibility roadblocks in the programs that deliver these notifications like the CMS portal or other inaccessible web sites?

What enhancements will you make to the remove these barriers?

How will you ensure that all students with a declared need and a desire to take advantage of access programs can do it?

8a. Accomplishments in 2007/2008	<p>To date, the IMAP committee is unaware of any courses which have produced or adopted instructional materials that are accessible.</p> <p>Early Identification of Students with Disabilities: Because of special requirements of the United States Coast Guard and the Federal Maritime Administration, Cal Maritime's newly admitted students have early screening requirements upon selection to degree programs. The Student Health/Wellness Center notifies the Dean of Instructional Services and the Director of the Center for Engagement (CETL), Teaching and Learning whenever there is a student in need of accessible instructional materials. The CETL then has notified the appropriate faculty of the student's disability.</p> <p>Because Cal Maritime is a residential campus, the LMS serves as an alternative repository for information that is obtainable directly from the faculty.</p>
8b. Plans for 2008/2009	The campus is aware of accessibility issues with WebCT as identified by the CSU LMS committee and plans to participate in Moodlerooms pilot.

8c. Barriers to completion	<p>Cal Maritime is currently using version 4.1 of WebCT and would need to upgrade to a newer version if WebCT, Inc. addresses accessibility issues. Migrating to Moodlerooms will require support for both platforms simultaneously during a transition period.</p> <p>The lack of a staff member dedicated full time to disability services is another barrier to completion.</p>
8d. Observations/discoveries	<p>If another LMS system is selected for implementation on campus, this migration will require the support of both systems simultaneously for a period of six months to a year.</p>
<p>9. Process for the Electronic Capture of course materials</p> <p>How are the faculty who assign instructional materials going to make those materials usable?</p> <p>Is the capability of scanning documents available to faculty?</p> <p>How have you addressed large volumes of paper documents?</p> <p>Is there a standard being set on your campus that an “acceptable” print quality of documents requiring scanning?</p> <p>Is there an efficient process for capturing electronic documents that are posted online?</p>	
9a. Accomplishments in 2007/2008	<p>No measurable accomplishments have been achieved in this arena for 2007/08.</p>
9b. Plans for 2008/2009	<p>The Disability Services Office plans to purchase a number of headsets for faculty use which will allow teachers to record during normal lecture events. The files generated from these recording sessions can then be uploaded to LMS platforms for student retrieval 24/7. This will provide one incremental step in moving toward general accessibility for all materials. A secondary level will be sought in the future to pair transcripts with these files.</p>
9c. Barriers to completion	<p>One barrier to this goal is funding. To ease the use of such recording equipment by faculty, it would be best to provide each member with a personal headset and adequate training.</p>
9d. Observations/discoveries	<p>Additional funding would facilitate a greater buy-in amongst faculty by providing each faculty the necessary equipment rather than sharing equipment across campus.</p>

10. Multimedia

Have you determined the scope and size of the amount of multimedia involved in your plan: library, online media, RSS feeds, rich media and internet applications?

Have you found resources, created a budget around your needs, or determined promising practices for any aspect of multimedia accessibility?

Please include names of resources you have found, amounts budgeted or needing to be budgeted and best practices.

10a. Accomplishments in 2007/2008	No measurable progress was made during the 2007-08 academic year.
10b. Plans for 2008/2009	<p>The Cal Maritime Library primarily uses materials from existing online databases for e-reserve materials which are compliant with accessibility requirements. Additional materials which are generated in-house by the library include charts, graphs, and other visual aids which are scanned as images. The plan includes determining the best methods for producing visual aid materials and sharing this information with the library staff who have already indicated an interest in making library materials more accessible.</p> <p>The IMAP committee proposes a policy for curriculum committee consideration requiring all new instructional multimedia to be investigated as to its accessibility compliance prior to adoption on campus.</p> <p>In addition, Cal Maritime has partnered with the Chancellor's office to offer captioning and transcription of multimedia through Automatic Sync Technologies. This service will be utilized on an as needed basis, as it is cost prohibitive to make every multimedia object accessible at this time.</p>
10c. Barriers to completion	<p>Regarding budgeting, Cal Maritime does not currently have additional funds to address this issue.</p> <p>One additional barrier to completion is the need for the IMAP committee to understand the multimedia accessibility process better. In addition, the committee must determine a method for fact finding across campus to gauge the extent of multimedia use by faculty.</p>
10d. Observations/discoveries	Cal Maritime remains in an early phase of multimedia adoption across campus, thus, such technology use may be rather limited at the present time.

11. Incentives What has been identified as incentives in your plan? What incentives have proven successful? What incentives do you believe need to be abandoned? What are the reactions to incentives? Do you think incentives a waste of resources?	
11a. Accomplishments in 2007/2008	No measurable accomplishments have been achieved during the 2007-08 academic year.
11b. Plans for 2008/2009	Academic Dean was recently consulted regarding the opportunity to provide incentives such as release time in an effort to encourage faculty to operationalize accessible instructional materials as individuals and as departments.
11c. Barriers to completion	Because there are more courses than faculty to teach them, release time is difficult to implement at Cal Maritime. Student worker funding is limited campus-wide and will require negotiations to implement.
11d. Observations/discoveries	The IMAP committee agrees that incentives may be a useful tool in beginning the adoption process towards better accessibility; however it seems unlikely that resources are available at Cal Maritime to provide such incentives.
12. Training What are the specific plans to educate faculty and staff on accessibility? What are the names and dates of the workshops and online training offered? What has been the response? Is there a plan to provide faculty and staff support in the context of a "Help Desk"? What has proven successful and what is be abandoned? What is planned in this area and what is the timeline? Are resources defined, training in place, and plans set for 08-09? Do you have a strategy for the development of faculty champion trainers?	
12a. Accomplishments in 2007/2008	Attended the CSU ATI meeting well as the CalWAC accessibility conference in Long Beach.

<p>12b. Plans for 2008/2009</p>	<p>Incorporate accessibility instruction in scheduled workshops such as Web Design, WebCT and Rubric Development as well as provide a separate workshop on accessibility. A sample of workshops is provided below.</p> <p>Sept 30 2008 Workshop - WebCT and More Oct 07 2008 Web Tools For Working Smarter Oct 14 2008 Livetext Oct 21 2008 1 Hour To Web Independence: Faculty Web Development Nov 04 2008 Introduction to Instructional Materials Accessibility Nov 18 2008 Classroom Assessment Dec 02 2008 Rubrics</p> <p>Continued attendance at CSU Regional ATI meetings. Cal Maritime plans to send IM representatives to the Northridge and Sacramento meetings.</p>
<p>12c. Barriers to completion</p>	<p>Non-mandatory attendance by faculty may reduce adoption rate. In addition it is very hard to schedule workshops at times every faculty member can attend.</p>
<p>12d. Observations/discoveries</p>	<p>While the meetings were informative, the specialized nature of Cal Maritime and the small support staff made it hard to extrapolate programs and solutions from other CSU campuses for use at our campus.</p>
<p>13. Outreach, Communication, Awareness, Marketing</p> <p>Does your campus have an ATI Outreach / Marketing sub-committee?</p> <p>What presentations have been delivered and are planned?</p> <p>Have all major governance bodies been addressed?</p> <p>Has the material gotten to the unit and department level?</p> <p>Has ATI gotten on the agenda of major governance, retreats and training events?</p>	
<p>13a. Accomplishments in 2007/2008</p>	<p>Cal Maritime has created an IMAP committee but the size of the campus and the committee itself precludes the creation of a sub-committee for marketing purposes. A website for ATI issues has been created to inform the campus community of ATI efforts and improvements.</p>

<p>13b. Plans for 2008/2009</p>	<p>The Academic Dean will meet with Department Chairs to consider adding to every syllabus a statement encouraging students to inquire about possible disability resources, accommodations and accessible materials. In addition, the Dean will ask each department chair for a sample of an ideal syllabus. These examples will be used to create a standard template that is accessible.</p> <p>A member of the ATI IM team will meet with department chairs to discuss to request that one faculty member from each department to serve as a departmental facilitator. The department will bridge communications between the campus IM team and the department and he/she will be encouraged to attend training and regional meetings.</p> <p>The ATI IMAP committee will create a marketing plan for ensuring the promotion of accessibility awareness across campus.</p>
<p>13c. Barriers to completion</p>	<p>Working through various faculty committees for adoption of changes for accessibility establishes an additional layer of complexity, requiring negotiation and diplomacy.</p>
<p>13d. Observations/discoveries</p>	<p>The Curriculum Committee is viewed as a key committee on campus to get ATI buy-in from the faculty.</p>
<p>14. Assessment of Faculty Materials to be made accessible</p> <p>What is the estimated volume of faculty generated instructional materials involved in the implementation of the IMAP?</p> <p>Have you identified continuing faculty members that need training?</p> <p>How identified the new faculty members including lecturers as well as their accessibility needs?</p> <p>How is their training different than other faculty?</p> <p>How faculty members including new faculty and lecturers have identified and contacted regarding creation of accessible instructional materials?</p> <p>How are faculty informed of accommodation needs for students with disabilities?</p> <p>Does that training emphasize the need to create accessible conversions as quickly as possible?</p> <p>Does faculty learn the concept of equally effective access in their training?</p>	
<p>14a. Accomplishments in 2007/2008</p>	<p>No measurable accomplishments for the academic year 2007-08 have been identified.</p>

14b. Plans for 2008/2009	<p>The IMAP committee has not identified individual faculty members as those who may generate a large volume of instructional materials. Instead the committee plans to focus on a process of training across campus and in so doing identify any individuals who may need additional training and assistance in developing accessible materials.</p> <p>Faculty members are notified once per semester regarding individual students with disabilities. This notification occurs via campus mail which includes a written list of accommodations needed by the student.</p>
14c. Barriers to completion	<p>Because faculty development workshops are voluntary at Cal Maritime and faculty free time is very limited, instructors may choose not to attend such training or simply be unable to attend.</p>
14d. Observations/discoveries	<p>The IMAP committee recognizes that the lack of progress in the previous academic year, individual faculty requiring specialized assistance in creating accessible materials cannot currently be identified.</p>
<p>15. Tools for Document and Media conversion</p> <p>What products were identified to assist document conversion?</p> <p>What was purchased and put in to use during the 07-08 year?</p> <p>What contribution did they make to success with your ATI plan?</p> <p>What other products have been identified that you plan to use or purchase next year?</p> <p>What rating do you give the products that you have used?</p>	
15a. Accomplishments in 2007/2008	<p>Disability Services acquired Kurzweil 3000 that allows user to scan printed documents and read them back. Contribute was made available to faculty which enforces use of templates and encourages the use of the Alt tag.</p>
15b. Plans for 2008/2009	<p>Cal Maritime plans to provide limited copies of Adobe Acrobat, OCR software as well as a scanner. Cal Maritime also has an account with Automatic Sync to captioning videos and DVDs on an as needed basis.</p> <p>Disability Services is currently considering the purchase of one additional software package, such as JAWS or Dragon Naturally Speaking.</p>

15c. Barriers to completion	<p>Really good OCR software has been prohibitively expensive in the past. The lack of a designated budget is a barrier to increasing access to appropriate tools and software.</p> <p>In addition, a barrier to the successful implementation of any software is the training required being able to support and individual use such software.</p>
15d. Observations/discoveries	Staffing on the Cal Maritime campus is limited allowing little time for developing a working knowledge of new software and training others on its use and incorporation into existing workflows.
<p>16. System Wide Shared Resources (CAM etc.)</p> <p>Is your campus using the CAM? If not, what method is used?</p> <p>Is the CAM used to document all textbook and printed materials?</p> <p>What are your expectations of the CAM?</p> <p>What other ways has your campus shared resources with other campuses?</p> <p>What system accessibility alliances / consortia include your campus?</p>	
16a. Accomplishments in 2007/2008	Cal Maritime through its Center for Disability Services joined the CSU Center for Accessible Media (CAM) during the 2007-08 academic year.
16b. Plans for 2008/2009	The Center for Disability Services will create a marketing strategy to better inform students and faculty of the existence of CAM materials.
16c. Barriers to completion	Because the Disability Services officer is also assigned many other titles/duties on campus, the time available for identifying texts in CAM and mapping those materials to the appropriate students across campus is not possible. Therefore, students are informed of the availability of CAM materials and asked to provide the titles of class related materials they need from the CAM database.
16d. Observations/discoveries	The limited nature of CAM does not include sound files and specialized texts for engineering courses which have been requested by students with disabilities at Cal Maritime.

17. System integration

Have automated systems been identified that help in the delivery of instructional materials?

Have those systems been tested for accessibility?

Is there a method in place to ensure accessibility of instructional materials that are placed within a system (LMS, web sites, etc.)?

Has a system been established that identifies students alternative media needs during registration?

Please describe best practices here.

How is the system moving toward accessible material production that does not require conversion?

What automated systems do you have in place to facilitate any of the ATI functions and how do these interface with each other?

17a. Accomplishments in 2007/2008	No measurable progress has been recorded for 2007-08.
17b. Plans for 2008/2009	The IMAP committee has no plans to implement automated systems for accessibility checking.
17c. Barriers to completion	The IMAP committee is unaware of a method or utility which might automate the process of checking for accessibility of documents and materials created and uploaded by faculty as a regular part of teaching.
17d. Observations/discoveries	The committee is interested in learning what other CSU institutions may be using to assist in this process.

18. Things not addressed by the preceding:

Please describe any challenges, findings, trends, problems, recommendations and conclusions that you would like to share. If needed please include an appendix.

During the process of filling out this report, issues were raised and the IMAP committee reached out to various other people and committees on campus. This process of reflection has benefited to move this ATI priority forward.

Appendix

Cross reference from Year 2 IMAP Report to IMAP Requirements

Year 2 IMAP Report Topics	IMAP – per Coded Memo AA-2007-04
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Instructional Materials Accessibility Plan (IMAP) Main Topics (Coded Memo AA-2007-04):

1. A process for timely adoption of textbooks by faculty.
2. A process for identification of textbooks for late-hire faculty.
3. A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format.
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.
5. A process to incorporate accessibility requirements in the purchase of digital or multimedia instructional materials (captions on videos, for example).
6. A method to incorporate accessibility (where required) in the educational policy addressing course development and delivery
7. A plan to support faculty in the creation of accessible course content.
8. A communication process and training plan to educate students, staff, and faculty about the campus Instructional Materials Accessibility Plan.
9. An evaluation of the overall effectiveness of the campus IMAP.
10. Identification of all campus personnel involved in implementing or overseeing the campus IMAP
11. Chronological listing of all IMAP deliverables (policies, timelines, milestones)