

Instructional Materials Accessibility Plan Template (Final)

Executive Summary

San José State University is actively engaged in achieving the goals and timelines established in Coded Memorandums AA-2006-41 and AA-2007-04. The SJSU effort is led by an ATI Instructional Materials Team, chaired by AVP Mary Jo Gorney-Moreno, which reports to the Core ATI Committee headed by Executive Sponsor, SJSU Provost Carmen Sigler.

The Instructional Materials Team, composed of broad campus representation, have completed responses to the 256 campus assessment questions posed by the CSU ATI Initiative team, link. They are working to identify processes, policy and plans to achieve the goal of making instructional materials accessible to all students, faculty and staff, regardless of disability.

Communications and Commitment

To alert the SJSU campus to the ATI initiative, the ATI Web Team revised and greatly expanded the existing SJSU Accessibility web site (<http://www.sjsu.edu/accessibility>) on February 5, 2007, to reflect the Coded Memorandum AA-2007-04, and included a quick link to the web site from the SJSU home page (<http://www.sjsu.edu>). The Instructional Materials web site is available at <http://www.sjsu.edu/accessibility/im/>. On January 29, 2007, the Academic Senate passed a Sense of the Senate Resolution (SS-S07-1) affirming support for the Accessibility Initiative (<http://www.sjsu.edu/senate/SS-S07-1.htm>). A broadcast email from Provost Sigler was sent to all faculty, staff and students on February 5, 2007, to inform the campus about the project, its importance and its timelines. A Presidential Directive (PD-2007-02), with the SJSU campus policy and commitments for the entire Accessibility Technology Initiative (http://www.sjsu.edu/president/docs/directives/PD_2007-02.pdf), was distributed by broadcast email to the campus on March 15, 2007.

The SJSU campus has engaged in extensive campus-wide dialogue, planning and action to meet the mandates and timelines established by Coded Memorandum AA-2007-04. Through the Senate Resolution, referrals to the Academic Senate Curriculum and Research and Instruction and Student Affairs Committees and Presidential Directive, SJSU has demonstrated its intent to meet the goals of the Coded Memorandum and emphasized the importance of ensuring access to information technology and instructional materials to all, regardless of disability.

Vision / Goal

By 2012, San José State University will be a broadly available educational institution, with a sustained culture of awareness and proactive behavior in regard to the creation of accessible instructional materials.

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

1A. Overview

San José State recognized early the right to access to education for all, including people with disabilities, and codified in Senate policy S-90-05 (<http://www.sjsu.edu/senate/s90-5.htm>). On April 24, 2006, the SJSU Academic Senate passed Sense of the Senate Resolution SS-S06-5 (<http://www.sjsu.edu/senate/SS-S06-5.htm>), Improving Textbook Affordability and Availability. However, as a Sense of the Senate, not a policy, it is not enforceable. A campus policy to require the timely adoption of textbooks will be developed. The Instruction and Student Affairs Committee of the Academic Senate passed a draft policy recommendation on April 30, 2007. This will be forwarded to the Academic Senate for consideration in early Fall 2007.

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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	On-going		Spartan Bookstore has established deadlines (May 1 for summer and fall; November 15 for spring) for the submission of course material adoptions. Deadlines are monitored by the Bookstore. Departments are given monetary incentives when 80% of faculty meet time lines.
The passage of academic policies or resolutions of support for the timely adoption of print-based instructional materials	IP	Spring 2007		The Instruction & Student Affairs Committee will propose to the Senate a policy resolution for its consideration in the Fall session.
The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Y	October 2006	On-going	Spartan Bookstore currently offers monetary incentives to departments. However, eligibility relies upon 80% of the department submitting timely textbook requisitions.

1C. Resources

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

Currently, SJSU is using PeopleSoft 8.9, and the Spartan Bookstore uses MBS (Missouri Book System) to track adoptions, their timely submissions and those that are submitted late. It should be noted that the Spartan Bookstore allows faculty to access and remit their textbook adoptions online. Spartan Bookstore pays for the incentives to Departments including a student scholarship if time lines are met.

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	Yes	8	On-going	

Baseline Measures	Textbooks	Course Readers	Discussion
The number of print-based instructional materials adopted in the last year	Fall: 3,800 Spring: 3,500;	Unknown	Course readers are created by a number of independently operated organizations.
The percentage of print-based instructional materials adopted in a timely manner in the last year	Fall: 50% Spring: 70%	Unknown	Spring semester was the first incentivized semester for timely adoption and the results were positive.

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 provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current resources.

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

2A. Overview

We have gathered data about the existing state of affairs as a first step toward creating policy and process.

2B. Procedures/Practices

Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of specific procedures to identify print-based instructional materials for late-hire faculty	IP	Spring 2007		The Instruction & Student Affairs Committee will propose to the Senate a policy resolution for its consideration in the Fall session.
The development of a mechanism for Academic Affairs to monitor this procedure	IP	Spring 2007		Ibid.

2C. Resources

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

These will be defined in Academic Year 2007-08. The SJSU ATI Instructional Materials committee will submit an enhancement request to the SJSU CMS Project Office. If approved, the request will be submitted to the CSU Chancellor's Office for a baseline CMS adjustment change.

2D. Milestones/Measures of Success

Milestone	Status (Y, N, IP)	# of weeks before term	Effective Term	Discussion
The implementation of a deadline to identify print-based instructional materials for late-hire faculty	IP			The Instruction & Student Affairs Committee will propose to the Senate a policy resolution for its consideration in the Fall session.

Baseline Measures	Response	Discussion
The number of departments with procedures for ordering print-based instructional materials for late-hire faculty	60	Extrapolated from a 30% response rate to a survey given to 83 department chairs. Rough data.
The percentage of departments that have these procedures	About 70%	Extrapolated from a 30% response rate to a survey given to 83 department chairs. Rough data.

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?

The Disability Resource Center will provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current resources.

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

3A. Overview

The Disability Resource Center has a process. See attached.

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	On-going		

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Y	On-going		Most alternate-media eligible students utilize early registration.
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	On-going		The SJSU Disability Resource Center notifies its students of services and resources available to them. Students and their counselors are notified via email every semester.
The establishment of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	N			The SJSU ATI Instructional Materials committee requests clarification about this deliverable.

3C. Resources

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

The Disability Resource Center will provide mechanisms for equally effective access to this material, within the constraints of available resources.

3D. Milestones/Measures of Success

Milestones	Effective Term	Discussion
The implementation of procedures to provide alternate media-eligible students with eligibility for early registration	On-going	Students are regularly accommodated with priority registration when eligible for alternative media
The implementation of procedures to provide data to alternate media producers which associates course enrollment with instructional materials listings	Not yet in place	

Baseline Measure	Response	Discussion
The number of students who were eligible for alternate format instructional materials in the last year	300	Number is continually increasing. Please see appendix.

Baseline Measure	eText	Audio	Braille	Large-Print	Other (specify)
The number of eligible students who requested	100	95	5	25	

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alternate format instructional materials in the last year					
The percentage of eligible students who requested alternate format instructional materials in the last year	30%	35%	100%	100%	

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?

N/A

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.

The university currently supports three LMS (WebCT, eWeb, and Blackboard) and a templated web page solution (Spartan Web Wizard). However, the ATI Instructional Materials Team acknowledges the presence and use of other non-institutionally supported LMS. Accessibility is dependent upon both an institutionally supported a tool (e.g., LMS) and end-product that are compliant. SJSU will migrate to WebCT 6.0, which improves access over previous versions, when the CSU Chancellor’s Office approves the agreement.

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	On-going		
The development of procedures to encourage faculty to post their instructional materials in an electronic format	Y	On-going		

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Deliverables	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	Y	On-going		

4C. Resources

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

SJSU will migrate to WebCT 6.0, which improves access over previous versions, when the CSU Chancellor's Office approves the agreement.

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	On-going	
The implementation of procedures to provide alternate media producers with access to these print-based instructional materials	On-going	

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	Unable to calculate
The percentage of courses that used individual websites in the last year	Unknown	

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 will provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current 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.

The ATI Instructional Materials Team has sought the assistance of the ATI Procurement Team in incorporating these accessibility requirements. The University Library Dean will work on a process for the purchase of close-captioned digital or multimedia instructional materials.

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		Summer 2008	Only captioned DVDs and videos are ordered if they are available. VHS will be purchased only when that is the only format available, or the only format available with closed-captioning.
The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	Y	On-going		

5C. Resources

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

These will be determined in Academic Year 2007-08.

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	IP			Procurement expects a policy in August 2007.

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Milestone	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
multimedia instructional materials				

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 is centralized.
The percentage of academic units represented by this number	N/A	

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 provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current resources.

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.

This has been referred to the Curriculum & Review Committee of the Academic Senate requesting that they address this issue.

6B. Procedures/Practices

Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The identification of all relevant curricular	IP	Spring 2007		This has been referred to the Curriculum & Review

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Procedures & Practices	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
and course policies (e.g. syllabus policies, GE Approval or Renewal, Course Adoption, Early Registration Policy, Policy Relating to Equity and Diversity, Distance Learning, etc.) for which accessibility language should be incorporated				Committee of the Academic Senate requesting that they address this issue.

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?

To be determined.

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	N			Refer to Academic Senate in Fall 2007.
Listing of specific curricular and course policies impacted:	N			

6E. Exemptions/Equally-Effective Access

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

The Disability Resource Center will provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current resources.

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

7A. Overview

The SJSU Center for Faculty Development will provide support to faculty, staff and peer mentors regarding the creation of accessible instructional materials. SJSU joined the EnACT project in Summer 2006 and the Associate Director of the Center for Faculty Development (CFDS) and SJSU faculty attended the summer institute at Sonoma State University. CFDS has offered a series of workshops Spring, 2007 for faculty and staff on universal design. SJSU will host the 2007 ATI / EnACT Summer Institute.

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	N			It is necessary for there to be a realistic expectation of the necessary resources to become available in order to develop a plan.
The establishment of a plan to support faculty in selecting accessible off-campus instructional materials	N			It is necessary for there to be a realistic expectation of the necessary resources to become available in order to develop a plan.

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)

The ATI Task Force submitted a budget proposal for software and hardware to equip the faculty development labs and faculty support staff with software and hardware such as Adobe Acrobat Profession 8, JAWS so that faculty can learn how to develop materials and test them in our labs, once we have taught our staff how to do so. Submitted a budget proposal to UPC through the strategic planning process for 2.5 ITC support staff.

7D. Milestones/Measures of Success

Milestones	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
The implementation of a plan to provide technical support (e.g. help desk, hands-on, and online resources) to assist faculty with authoring accessible instructional materials	N			It is necessary for there to be a realistic expectation of the necessary resources to become available in order to develop a plan.
The implementation of a plan to support faculty in selecting accessible off-campus	N			It is necessary for there to be a realistic expectation of the necessary resources to become available in order

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Milestones	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
instructional materials				to develop a plan.

Baseline Measures	Response	Discussion
The number of faculty who have received training on authoring, evaluating, and remedying instructional materials	108	71 (Spring Forum); 29 (Accessible Instructional Materials workshops); 8 EnACT grant participants
The number of faculty who have received training on selecting accessible off-campus instructional materials		

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 provide mechanisms / services for equally effective access to this material, if additional resources are provided. The demand has outstretched the current resources.

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.

SJSU Instructional Materials Committee will begin to develop this plan in AY 2007-08.

8B. Procedures/Practices

Deliverable	Status (Y, N, IP)	Initiation Date	Completion Date (exp)	Discussion
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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	Spring 2007		The Provost sent an email to all campus faculty and staff on February 5, 2007 informing them of the ATI initiative. The President sent the Presidential Directive PD 2007-02 and the coded memorandum to the campus by email on March 15, 2007.
The identification of how often these communications will take place in the academic calendar	N			

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

Description of Training	Audience: Faculty (FAC), Staff (STF), or Student (STDT); Specify dept/division	Plans to Provide (Y/N)	Frequency (e.g. quarterly)	Discussion (including modality e.g. in-person, online)
Textbook adoption for assigned and unassigned course sections	FAC/STF			It is necessary for there to be a realistic expectation of the necessary resources to become available in order to develop a plan.
Creating accessible print-based instructional materials	FAC/STF			ibid.
Distributing accessible print-based instructional materials via LMS & web	FAC/STF			ibid.
Creating accessible multimedia instructional materials	FAC/STF			ibid.
Procuring accessible multi-media instructional materials	FAC/STF			ibid.
Requesting instructional materials in alternate format	FAC/STF			ibid.
Use of assistive hardware and software necessary for access	FAC/STF			ibid.
Other:				

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

SJSU has not yet defined the specific training that will be provided. Without additional resources SJSU will not be able to provide this training this year other than that already provided by the SJSU EnAct grant participation.

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	To be determined.	Academic Senate	
Identification of textbooks for late-hire faculty	To be determined.	Academic Senate	
Identification of students with disabilities who need materials in alternate format	To be determined.	Disability Resource Center	
LMS/Posting on Web	To be determined.	LMS: eCampus Posting on web: AT	
Accessibility requirements when purchasing of digital or multimedia instructional materials	To be determined.	Procurement	
Resources available to support faculty in creation of accessible course materials	To be determined.	Center for Faculty Development	

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?

The Center for Faculty Development has responsibility for faculty professional development. Human Resources has responsibility for staff training. Student Affairs has responsibility for non-academic student training.

8D. Milestones/Measures of Success

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

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

SJSU will develop the monitoring and evaluation of its training and communications actions for the Instructional Materials Accessibility Plan during the Academic Year 2007-08.

9. An evaluation of the overall effectiveness of the campus IMAP.

9A. Overview

Each campus should develop a campus-level mechanism for evaluating compliance levels regarding equally effective access to instructional materials for every student regardless of disability. The structure and process for the evaluation should be consistent with campus culture. It should be performed by a highly respected campus body that has the expertise to perform such an analysis and the campus-wide trust necessary to ensure its internal credibility.

During the life of the Accessibility Technology Initiative (2007-2012), this accountability reporting process should be performed annually and an annual report should be submitted to the President. Once the initiative has completed, the campus should have developed a regular periodic review process for auditing campus compliance regarding equally effective access to instructional materials. This permanent periodic review process need not be annual, but it must be frequent enough and complete enough to provide accurate and credible evidence of campus compliance.

These evaluation reports will be the primary mechanism for collecting and analyzing evidence of campus compliance with equally effective access to instructional materials. If the campus is ever subject to a compliance investigation, these evaluation reports should serve as the primary roadmap for demonstrating campus commitments to equally effective access for all students.

Each campus will also need to identify a campus agent who will be responsible for performing this evaluation. The campus agent, which may be an office (e.g. internal auditor) or a special committee, should be selected 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 procedures / practices will be developed once SJSU and the Academic Senate have established policies and identified resources.

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).

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The procedures / practices will be developed once SJSU and the Academic Senate have established policies and identified resources.

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).

To be determined.

9D. Measures of Success

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

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

Name	Title	Relationship to ATI
To be determined.		

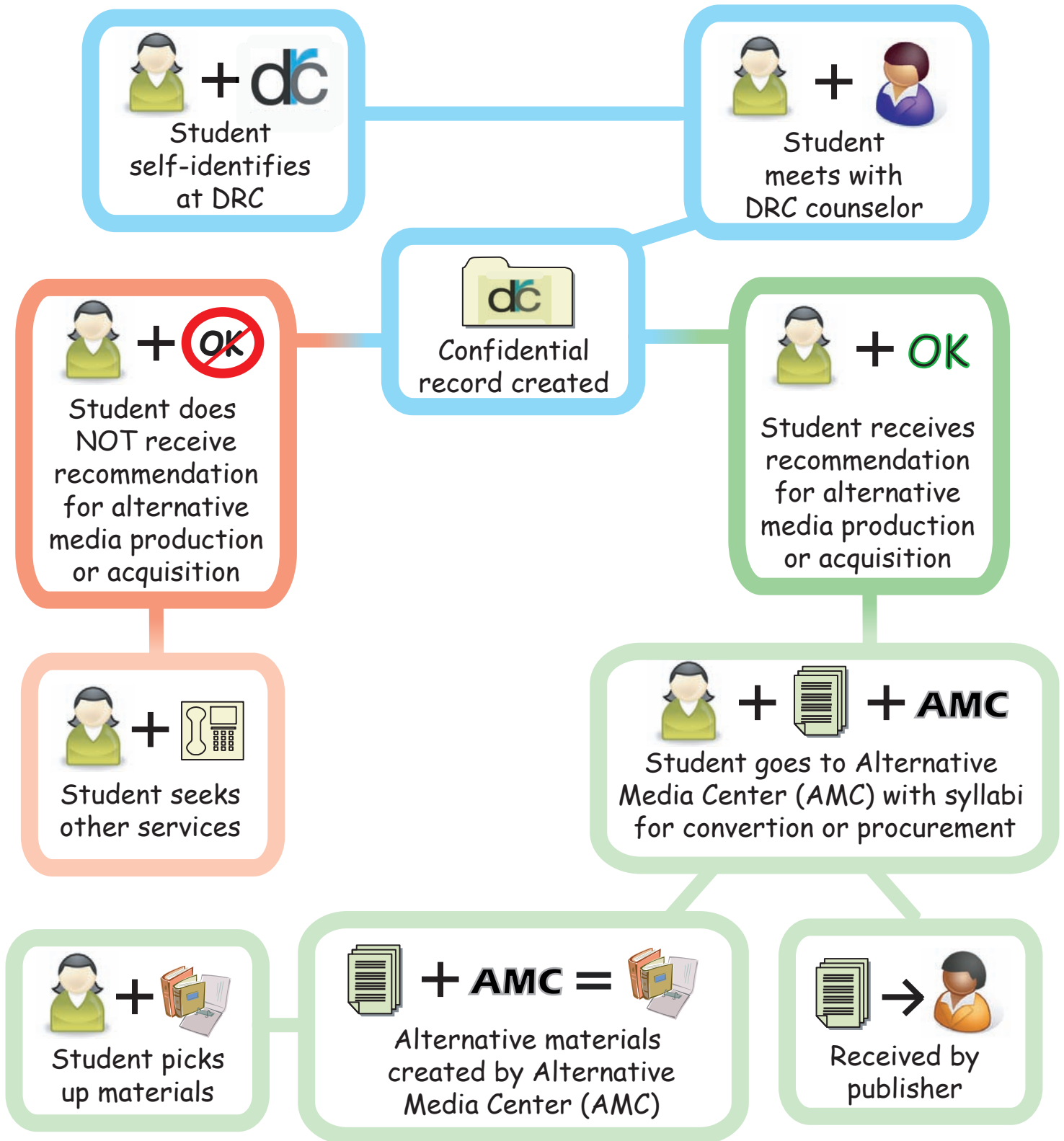
11. Chronological listing of all IMAP deliverables (policies, timelines, milestones)

Date	Activity	Relationship to ATI
On-going	The establishment of a deadline to adopt print-based instructional materials (and associated business procedures)	Deliverable for IMAP provision #1
Spring 2007	The passage of academic policies or	Deliverable for IMAP provision #1

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Date	Activity	Relationship to ATI
	resolutions of support for the timely adoption of print-based instructional materials	
October 2006	The development of incentives to encourage faculty and staff to adopt print-based instructional materials in a timely manner	Deliverable for IMAP provision #1
Spring 2007	The establishment of specific procedures to identify print-based instructional materials for late-hire faculty	Deliverable for IMAP provision #2
Spring 2007	The development of a mechanism for Academic Affairs to monitor this procedure	Deliverable for IMAP provision #2
On-going	The development of a system to track the enrollment of students with disabilities who require alternate format	Deliverable for IMAP provision #3
On-going	The establishment of procedures to provide alternate media-eligible students with eligibility for early registration	Deliverable for IMAP provision #3
On-going	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	Deliverable for IMAP provision #3
On-going	The establishment of procedures to provide faculty with access to an LMS course site (or accessible website) into which they can post instructional materials	Deliverable for IMAP provision #4
On-going	The development of procedures to encourage faculty to post their instructional materials in an electronic format	Deliverable for IMAP provision #4
On-going	The establishment of procedures to provide alternate media producers with access to these print-based instructional materials	Deliverable for IMAP provision #4
Summer 2008	The development of procedures that address accessibility during procurement of digital or multimedia instructional materials	Deliverable for IMAP provision #5
On-going	The establishment of an infrastructure to allow the conversion of digital or multimedia instructional materials into accessible formats	Deliverable for IMAP provision #5

Process for Early Identification of Students with Disabilities Requiring Instructional Materials



All DRC students who receive alternative media also receive priority registration

All students are notified of availability of services via emails, meetings, and/or web announcements