

APC Report October 2nd, 2007

APC has worked on the following items.

- 1) Revised the Document on the Community Service Learning. It was given to the EC which will invite Darci Strother to a future meeting.
- 2) Reviewed and commented on the Centers and Institutes Procedure and discussed it with Gerry Gonzales.

Currently working on the Advance Placement policy.

Also commenting on the system-wide report on Drops, Withdrawals, Incompletes and Repeats.

Rika Yoshii ryoshii@csusm.edu

FAC Report to the Academic Senate

October 3, 2007

Members: Betsy Read (Faculty at Large) Chair: Mayra Besosa (Lecturer), Soheila Jorjani (CoBA), Janet McDaniel (Faculty at Large), Carmen Nava (Faculty At Large), Jackie Trishman (CoAS), Ann Fiegen (Library), Lance Newman (CFA), Fran Chadwick (CoE), Cathy James (Lecturer), Mary Elizabeth Stivers (AVP-AR)

- 1. New Grievance Process:** A letter was distributed to all faculty describing the process of the new Statutory Grievance Track and the immediate need to elect a Faculty Hearing Panel consisting of no less than 25 percent of the full-time equivalent faculty (FTEF). This was followed then by a second letter to Department/Unit Chairs providing instructions on how to proceed with elections at the department/unit level.
- 2. University Professional Development Special Call:** A Special call was distributed to faculty for UPD grants for the 2007-2008 academic year to spend out the limited funds remaining from last spring. Because the available funds are small, the call was aimed at assisting probationary and tenured Unit 3 employees working to meet the qualifications for retention, tenure, or promotion.
- 3. Guidelines for President's Award for Outstanding Contributions to Student Success:** Guidelines were drafted and forwarded to EC to initiate an award that recognizes one temporary faculty member each year who significantly contributes to student learning, advances the university' mission of educational excellence, and demonstrates dedication to our diverse student community.
- 4. Textbook Accessibility Statement:** Worked with LATAC to establish dates and draft statement.

Other work in Progress:

Revisions to the Sabbatical Leave Policy

Review of Student Evaluation Forms

Contract Issues Relating to Faculty Evaluation

LATAC Report to Executive Committee and Senate
October 3, 2007

Respectfully submitted,
Joan Hanor
Chair of LATAC

LATAC last met on September 5, 2007. Since the beginning of this semester, LATAC has been responding to the need to construct an Instructional Materials Accessibility Plan (IMAP) to indicate CSUSM's commitment to all students and our compliance with the Accessibility Technology Initiative (ATI).

Guiding our work has been the resolution that was approved unanimously by the CSU Academic Senate on May 10-11, 2007. It includes:

***RESOLVED:** The Academic Senate of the California State University recommend that each campus in consultation with their Senate develop policy, procedures and processes that will provide accessible textbooks and other instructional materials to students with disabilities at the same time that standard textbooks and other instructional materials become available for students without disabilities, and be it further...*

Working collaboratively, our discussions invited input from multiple sources. A meeting on 9/12/07 comprised of Linda Scott, Shaoyi He, Joan Hanor, Betsy Read (FAC), Robert Erichsen, and IITS staff with Mary Elizabeth Stivers, Wayne Veres, & Don Barrett resulted in the follow up preparation and writing of

- 1) Statement Regarding Timely Adoption of Textbooks and Print-Based Instructional Materials for Students with Disabilities
- 2) Resolution concerning the timely adoption of textbooks
- 3) FAQ to help with concerns about impact on teaching

Following a presentation to EC on 9/19/07 these documents were re-written to reflect EC recommendations.

The revised documents were discussed on 9/26/07 and the EC voted to place IMAP on the Senate agenda for Oct 3.

The documents were modified on 10/1/07 to reflect the suggestions given by EC and consultation with various invested faculty.

The Statement does not serve as a procedure but rather a recommendation reflecting faculty input. The recommendation within the Statement is that the Provost's office will develop a procedure based on this Statement.

When endorsed by the Senate, the Statement will be submitted as a part of the Instructional Materials Accessibility Plan (IMAP) to the Chancellor's Office.

PAC report to Senate
October 3rd, 2007

PAC is reviewing the annual assessment reports and will make recommendations regarding funding to David Barsky.

PAC would like to thank the faculty of the Psychology department for their hard work and encourage people to look at the Psychology PEP as a good example. Their documents are on the Assessment website. <http://www.csusm.edu/assessment/>

The Committee continues to work on the revision of the PEP document. We have found a model that is clearly laid out and we are adapting it to our document to make it easier to follow.

1. We worked on several course and option approvals which are still pending from the last year.
2. We finished the review of the new option in Business Administration: Global Supply Chain Management.
3. We started the review of the new option: Management Information Systems.
4. We started to work on the proposed new P-Form from the chancellor's office.

For current information (minutes) about the UCC meetings see
<http://www.csusm.edu/cwis/ohansen/UCC.html>.

Submitted by Olaf Hansen.

1 **Resolution Concerning the Timely Adoption of Textbooks**
2 **LATAC and FAC**
3 **Statement Regarding the Timely Adoption of Textbooks and Print-Based Instructional**
4 **Materials for Students with Disabilities**
5
6

7 **WHEREAS**, The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the
8 Rehabilitation Act of 1973 require that qualified individuals with disabilities be provided equal
9 access to programs, services, or activities; and

10
11 **WHEREAS**, Section 508 was enacted to eliminate barriers in information technology, to make
12 available new opportunities for people with disabilities, and to encourage development of
13 technologies that will help achieve these goals; and

14
15 **WHEREAS**, An Instructional Materials Accessibility Plan (IMAP) must be submitted by
16 November 1, 2007, to the Chancellor’s Office; now, therefore, be it

17
18 **RESOLVED**, That the Academic Senate strongly endorse an active University role in
19 establishing and maintaining a program of compliance with existing CSU policy and existing law
20 governing accessibility to textbooks and print-based instructional materials; and be it further

21
22 **RESOLVED**, That the Academic Senate endorse the Statement Regarding Early Adoption of
23 Textbooks and Print-Based Instructional Materials for Students with Disabilities so that the
24 IMAP can be submitted before the November 1, 2007, deadline.

29 **Statement Regarding Timely Adoption of Textbooks and Print-Based Instructional**
30 **Materials for Students with Disabilities**

31
32 **September 12, 2007**
33

34 *Introduction*

35 Faculty at CSUSM typically order textbooks well in advance of the beginning of the semester. A
36 timely decision about what texts to use and order has many benefits. It ensures books are
37 available before classes begin, allows time for changes to be made if a book is out of print or if a
38 new edition has been published, and enables students to sell textbooks at the end of the semester
39 so that used textbooks can be offered at lower prices. Moreover, it ensures that students with
40 disabilities can obtain their textbooks in time to arrange accommodations. Federal and State
41 laws now mandate that textbooks and other course materials be provided in alternate formats
42 (e.g., Braille, large print, audio tapes, and electronic text) for the university's students with
43 disabilities. Because these alternate format materials must be equal in quality to and available at
44 the same time as the materials provided to students without disabilities, textbook adoption
45 decisions need to be made in a timely manner.
46

47 Providing every student with a textbook is not enough if the print medium is inaccessible
48 to students with various disabilities. Technology now enables these textbooks to be accessible
49 through conversion to accessible electronic formats. These formats provide great flexibility for
50 meeting the needs of all students with disabilities since the digital format can be read out loud by
51 a computer or screen reader or printed on a Braille printer. However, these accommodations
52 require a significant amount of time and resources to process, necessitating a revision in the
53 timeline of instructional materials adoption by our faculty.
54

55 California State University San Marcos is committed to ensuring that all campus
56 information, resources and technologies are fully accessible to persons with disabilities. This
57 commitment reflects a goal to provide the most effective learning environment for all students—
58 rather than simply ensuring compliance with federal and state laws.
59

60 Through the collaborative efforts of faculty, DSS, IITS and our students with documented
61 print impairments we can provide the delivery of materials in alternate format in a timely
62 manner. Students with documented print impairments need to contact the DSS office in order to
63 be evaluated to determine whether or not they are eligible to obtain course instructional materials
64 in alternate format. Once a student with a documented print impairment is determined to be
65 eligible, the DSS office will initiate the process of locating the course materials which need to be
66 converted into accessible format. The DSS office will inform faculty when they have a student
67 with a print impairment enrolled in their classes in order to facilitate the process of determining
68 what the required course materials are.
69

70 Best practices require that the current textbook adoption deadlines be set in order to allow
71 enough time for support staff to create or locate accessible instructional materials. No vendor

72 will be given an advantage in this process. Faculty members will not be required to work with a
73 particular vendor and there are no restrictions as to which materials to require or recommend for
74 his or her classes.

75
76 *Procedure Recommendations*

- 77 • Develop incentives to encourage faculty to adopt textbooks and print-based instructional
78 materials in a timely manner.
- 79 • All faculty members using textbooks or print-based instructional materials in their classes
80 shall submit their requests for textbook and/or print-based instructional materials within
81 suggested deadlines.
- 82 • If necessary, the dean or designee shall be empowered to order textbooks and/or print-
83 based instructional materials for late-hire faculty within suggested deadlines.
- 84 • If necessary, the dean or designee shall be empowered to order textbooks and/or print-
85 based instructional materials for any faculty member who fails to meet the suggested
86 deadlines.

87
88 *Compliance*

89 Meeting these requirements is essential for compliance with the law and to providing equal
90 access to all of our students as reflected in our mission statement.

91
92 It is recommended that the Provost's Office develop a procedure based on this statement.
93

Suggested Adoption Deadlines		
Fall	Spring	Summer
2 nd Monday in April	2 nd Monday in October	2 nd Monday in March

94

95

Frequently Asked Questions for Accessibility

96 **Q: What is ATI?**

97 A: The Accessible Technology Initiative (ATI) reflects the California State University's (CSU)
98 ongoing commitment to provide access to information resources and technologies to individuals with
99 disabilities. This commitment is articulated in Executive Order 926 (EO 926), the CSU Board of
100 Trustees Policy on Disability Support and Accommodations:

101 *"It is the policy of the CSU to make information technology resources and services accessible to all*
102 *CSU students, faculty, staff and the general public regardless of disability."*

103 **Q. Suppose a faculty member is developing a new course or wishes to write a book over the**
104 **summer for a course being taught, in the fall. Since no material exists before the CSUSM order**
105 **deadline, does this mean that**

- 106 a. the faculty member cannot run such a course.
107 b. the faculty member can do this, as long as they work with any special needs student and
108 DSS during the semester.

109 **A.** The answer is B. The faculty member can use materials that were not available as of the deadline
110 for textbook and other print-based instructional materials. The faculty member will want to work
111 with the student and DSS during the semester.

112 **Q. Suppose a faculty member turns in their textbook information, goes to a conference over**
113 **the summer and finds additional material, such as recent research work or preprints, that are**
114 **directly relevant to the course. Does the policy mean that**

- 115 a. the faculty member cannot use ANY material that was not identified by the due date.
116 b. the faculty member can use it, as long as they make the necessary accommodations.

117 **A.** The answer is B. The faculty member can use additional materials. They will want to work with
118 DSS to make the necessary accommodations.

119 **Q. What if a faculty member augments the textbook research articles put on e-res and with**
120 **recent newspaper articles (online versions of those) that the faculty member includes in online**
121 **assignments. These augmented materials may be added at any point in the semester, as they**
122 **hit the news or as the faculty member sees a need for them based on class responses. Is this still**
123 **possible?**

124 **A.** Since these augmented materials are online items, they may already meet the accessibility
125 requirements and do not need to be scheduled months in advance. However, it is important that any
126 PDF files are fully accessible. Academic Technology Services can show you how to check the
127 accessibility of a document and can create accessible content when necessary.

128 **Q. Suppose a faculty member wishes to conduct a "student-driven" course. This is the scenario**
129 **where there are many topics that could be covered and the students decide on the first day of**

130 **class which topics they want to see -- reading materials, books are selected accordingly. Does**
131 **the policy mean**

- 132 a. such a course is not permissible.
133 b. permissible, if DSS feels it can provide the material in the time given.

134 **A.** The answer is B. The course is permissible providing that DSS can provide the material in the
135 time given and the student is willing.

136 **Q. Suppose a faculty member is teaching a course where the reading material comes primarily**
137 **from research journals. Some of these might be identifiable by the deadline, others might only**
138 **be published in the summer, but there is no textbook that fits the course. Does the policy mean**

- 139 a. such a course is not permissible.
140 b. permissible, if DSS feels it can provide the material in the time given and the student is
141 willing.

142 **A.** The answer is B. The course is permissible providing that DSS can provide the material in the
143 time given and the student is willing.

144 **Q: Why are we changing our textbook or print-based instructional materials deadline to an**
145 **earlier date?**

146 **A:** It may take four to six weeks to convert or secure an accessible version of the textbook. It could
147 easily take three months to convert a textbook into Braille format. Textbook conversions into e-text
148 format could be done in two weeks or less. The new deadline allows time to deliver the books to the
149 student at the start of the class. The Office of Civil Rights is looking at the issue of the timely
150 delivery of classroom materials in an alternate format with a very critical eye.

151 **Q: How will these changes affect faculty choices about textbooks?**

152 **A:** Faculty will retain the ability to select textbooks and print-based instructional course materials of
153 their choice. Faculty members will not be required to work with a particular vendor and there are no
154 restrictions as to which materials to require or recommend for his or her classes. Early notification
155 will allow time for the production of alternate media and reasonable accommodations, if needed.

156 **Special Note:** In any of the above situations, please keep in mind that DSS will do everything in its
157 power to provide the materials in an accessible format. In some situations, materials need to be sent
158 out to vendors to be created in an accessible format and students may need a time extension on
159 assignments that are dependent on the newly assigned print materials. Of course, faculty must truly
160 strive to keep us informed of any changes or additions in course materials so that DSS can react in a
161 timely manner to alternate format requests from our students with print impairments.

162 **Providing Equal Access to Programs and Services for**
163 **Individuals with Disabilities**

164 **AS-2801-07/AA/FA - May 10-11, 2007**

165 ATTACHMENT TO AS-2801-07/AA/FA: <http://www.calstate.edu/EO/EO-926.html>

166 **RESOLVED:** The Academic Senate of the California State University endorse EO 926, the
167 CSU Board of Trustees Policy on Disability Support and Accommodations, Coded Memoranda
168 AA-2007-04, AS-2700-05, AS-2730-06, and ATAC's Recommendation Policy for Academic
169 Technology Infrastructure, Resources, and Practices to be Provided for Faculty, which articulates
170 the intent and planning needed to ensure that electronic and information technology is accessible
171 to all CSU students, faculty, staff and the general public regardless of disability, and be it further

172 **RESOLVED:** The Academic Senate of the California State University recommend that
173 accessibility of electronic and information technology be as a shared responsibility that cuts
174 across the campus, requiring institutional attention and commitment for its success. Such
175 attention and commitment will require each University to facilitate the collaboration among
176 faculty, disability resource centers, bookstores, academic and student services departments,
177 academic technology and other institutional staff, and students with disabilities, and be it further

178 **RESOLVED:** The Academic Senate of the California State University recommend that the CSU
179 Chancellor's Office and each campus support the design, redesign (as needed) and maintenance
180 of accessible web-based services, which cover all aspects of academic, student and
181 administrative affairs, and be it further

182 **RESOLVED:** The Academic Senate of the California State University recommend that each
183 campus in consultation with their Senate develop policy, procedures and processes that will
184 provide accessible textbooks and other instructional materials to students with disabilities at the
185 same time that standard textbooks and other instructional materials become available for students
186 without disabilities, and be it further

187 **RESOLVED:** The Academic Senate of the California State University recommend that the CSU
188 Chancellor's Office in cooperation with each campus develop and implement procedures that
189 ensure procurement of accessible electronic and information technology resources or alternative
190 access in the event that such resources are not commercially available, and be it further

191 **RESOLVED:** The Academic Senate of the California State University recommend that the CSU
192 Chancellor's Office develop a system-wide comprehensive collection of resources including a
193 clearinghouse for identification of accessible materials in the areas of web-based services,
194 instructional materials and electronic and information technology products, and be it further

195 **RESOLVED:** The Academic Senate of the California State University recommend that the CSU
196 Chancellor's Office work with vendors to ensure that system-wide procurement and licensing of
197 electronic and information technology products comply with Section 508 accessibility
198 requirements, and be if further

199 **RESOLVED:** The Academic Senate of the California State University recommend that each
200 University develop the infrastructure and the processes necessary to ensure that web-based
201 services, instructional materials and electronic and information technology procurement are
202 accessible and in compliance with Section 508 of the 1973 Rehabilitation Act, as amended in
203 1998, and be it further

204 **RESOLVED:** The Academic Senate of the California State University recommend that the CSU
205 Chancellor's Office work with the campuses to identify the resources needed to ensure the
206 success of the Accessible Technology Initiative and to include appropriate supplemental ATI
207 funding in its annual budget request to the state, and be it further

208 **RESOLVED:**The Academic Senate of the California State University distribute this resolution
209 to campus Senates and recommends that campus Senates consider a similar resolution in support
210 of the CSU Accessible Technology Initiative which includes a commitment from faculty to work
211 collaboratively through consultative processes to facilitate the work needed to achieve and
212 maintain compliance with Section 508 of the 1973 Rehabilitation Act, as amended in 1998.

213 **RATIONALE:** *Excerpts from the memo (AA-2007-04) from Vice Chancellor's Reichard and*
214 *West to campus Presidents; dated February 9, 2007. "The Americans with Disabilities Act of*
215 *1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 require that qualified individuals*
216 *with disabilities be provided equal access to programs, services, or activities. California*
217 *Government Code 11135 applies Section 508 of the 1973 Rehabilitation Act, as amended in*
218 *1998, to State entities and to the CSU. Section 508 was enacted to eliminate barriers in*
219 *information technology, to make available new opportunities for people with disabilities, and to*
220 *encourage development of technologies that will help achieve these goals. The CSU policy*
221 *statement on accessibility was articulated in Executive Order 926, and the tasks and timelines*
222 *described herein reflect implementation steps for EO 926.*

223 *Ensuring the accessibility of information technology and resources is a shared responsibility that*
224 *cuts across the campus and will require ongoing, overall institutional attention and commitment*
225 *for its success. One of the common requirements in each plan described in this memo is the*
226 *identification of roles and responsibilities for each aspect of accessibility. Achieving accessibility*
227 *will require collaboration among faculty, disability resource centers, bookstores, academic and*
228 *student services departments, academic technology and other institutional staff, and students*
229 *with disabilities."*

230 *Recent experience with the Office of Civil Rights at a number of CSU campuses has reinforced*
231 *the importance of timely provision of accessible materials to students with disabilities.*

232 *The work ahead requires compliance with the requirements for Web Accessibility, Instructional*
233 *Materials Accessibility, and Accessible Electronic and Information Technology Procurement.*

234 *Web Accessibility. Access to the Internet and its resources, including websites, web*
235 *applications, and digital content, is considered an area where the ADA applies. The ubiquity of*
236 *the Internet in delivering information and providing services is an essential reason to make its*

237 *accessibility a priority for the CSU. Creating and maintaining accessible websites will be an*
238 *ongoing institutional responsibility.*

239 *Instructional Materials Accessibility. Instructional materials and online course materials also*
240 *must be accessible to persons with disabilities in order to provide them with effective*
241 *communication. Communication should be, to the extent possible, as effective for persons with*
242 *disabilities as it is for persons without disabilities. An essential component of effective*
243 *communication is timeliness of delivery of accessible formats. To the extent possible,*
244 *instructional materials, including online course materials, must be accessible to students with*
245 *disabilities at the same time it is available to any other student enrolled in that program.*

246 *Accessible Electronic and Information Technology (E&IT) Procurement. Section 508 includes a*
247 *set of accessibility standards for six categories of electronic and information technology (E&IT)*
248 *including web applications, hardware, software, telecommunications, multimedia, and self-*
249 *contained closed products like copiers, fax machines, kiosks, etc. The CSU must incorporate*
250 *Section 508 standards as it develops or acquires new E&IT resources.*

251 **APPROVED UNANIMOUSLY - May 10-11, 2007**