

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

September 12, 2007

1 *Introduction*

2 Faculty at CSUSM typically order textbooks well in advance of the beginning of the
3 semester. A timely decision about what texts to use and order has many benefits. It ensures
4 books are available before classes begin, allows time for changes to be made if a book is out
5 of print or if a new edition has been published, and enables students to sell textbooks at the
6 end of the semester so that used textbooks can be offered at lower prices. Moreover, it
7 ensures that students with disabilities can obtain their textbooks in time to arrange
8 accommodations. Federal and State laws now mandate that textbooks and other course
9 materials be provided in alternate formats (e.g., Braille, large print, audio tapes, and
10 electronic text) for the university's students with disabilities. Because these alternate format
11 materials must be equal in quality to and available at the same time as the materials
12 provided to students without disabilities, textbook adoption decisions need to be made
13 earlier than has been practiced in the past.

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15 Providing every student with a textbook is not enough if the print medium is
16 inaccessible to students with various disabilities due to physical, sensory, or cognitive
17 barriers. For example, providing textbooks in print format is a barrier for students who are
18 dyslexic and are totally inaccessible to blind students. Technology now enables these
19 textbooks to be accessible through conversion to accessible electronic formats. These
20 formats provide great flexibility for meeting the needs of all students with disabilities since
21 the digital format can be read out loud by a computer or screen reader or printed on a Braille
22 printer. However, these accommodations require a significant amount of time and resources
23 to process, necessitating a revision in the timeline of instructional materials adoption by our
24 faculty.

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

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31 An essential component of this process is timely delivery of materials in accessible
32 formats. To the extent possible, instructional materials, including textbooks, must be
33 accessible to students with disabilities at the same time it is available to any other student
34 enrolled in that program. The DSS office alerts faculty when they have a student with
35 special needs. Best practices require that the current textbook adoption deadlines be
36 advanced in order to allow enough time for support staff to create or locate accessible
37 instructional materials. However, these particular modifications need not significantly
38 impact campus resources or the efforts, spontaneity, and intellectual freedom of faculty and

39 staff. In addition, no vendor will be given an advantage in this process. Faculty members
 40 will not be required to work with a particular vendor and there are no restrictions as to
 41 which materials to require or recommend for his or her classes.

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43 *Procedure Recommendations*

- 44 • All faculty members using textbooks or print-based instructional materials in their
 45 classes shall be required to submit their textbook and/or print-based instructional
 46 materials requests by the deadline listed below.
- 47 • The department chair, or designee, shall order textbooks and/or print-based
 48 instructional materials for late-hire faculty by the deadline listed below.
- 49 • The department chair, or designee, shall order textbooks and/or print-based
 50 instructional materials for any faculty member who fails to meet the deadline listed
 51 below.
- 52 • Once textbook orders have been received and the deadline has passed, a report will
 53 be sent to the Deans and Provost. It will then be the responsibility of the Deans to
 54 ensure their faculty members are in compliance. A subsequent report, in terms of
 55 compliance, will be sent directly to the Provost.

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57 *Compliance*

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

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61 It is recommended that the Provost’s office develop a procedure based on this statement.

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Adoption Deadlines			
	Fall	Spring	Summer
Textbook orders due Chairs responsible for compliance	2 nd Monday in April	2 nd Monday in October	2 nd Monday in March
Report to Deans & Provost (copy to Department Chairs) Deans responsible for compliance	3 rd Monday in April	3 rd Monday in October	3 rd Monday in March
Final Report to Provost (copy to Deans and Department Chairs) Provost responsible for compliance	1 st Monday in May	4 th Monday in October	4 th Monday in March

1 **Priority Two: Instructional Materials Accessibility**

2 Instructional materials and online course materials also must be accessible to persons with disabilities in
3 order to provide them with effective communication. Communication should be, to the extent possible, as
4 effective for persons with disabilities as it is for persons without disabilities. An essential component of
5 effective communication is timeliness of delivery of accessible formats. To the extent possible,
6 instructional materials, including online course materials, must be accessible to students with disabilities
7 at the same time it is available to any other student enrolled in that program.
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9 Instructional Materials Accessibility Plan

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11 By June 2007, following consultation with local faculty senates as appropriate, each campus
12 should create a plan to support faculty and staff practices that will ensure timely access to
13 instructional materials. This plan should include, but is not limited to, the following elements:
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- 15 1. A process for timely adoption of textbooks by faculty.
- 16 2. A process for identification of textbooks for late-hire faculty.
- 17 3. A process for early identification of students with disabilities who require instructional
18 materials to be provided in an alternate format.
- 19 4. A strategy to increase faculty use of the campus learning management system (LMS) for
20 delivering technology-enabled courses, and for posting syllabi and instructional materials
21 online for traditional face-to-face and hybrid or blended courses.
- 22 5. A process to incorporate accessibility requirements in the purchase of digital or multimedia
23 instructional materials (captions on videos, for example).
- 24 6. A method to incorporate accessibility as a required component in the curriculum review and
25 approval processes.
- 26 7. A plan to support faculty in the creation of accessible course content.
- 27 8. A communication process and training plan to educate students, staff, and faculty about the
28 campus Instructional Materials Accessibility Plan.
- 29 9. An evaluation process to measure the effectiveness of the plan.
- 30 10. The identification of roles and responsibilities associated with the above processes.
- 31 11. Milestones and timelines that conform to the dates listed below.
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33 Timelines

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35 **June 15, 2007:** Submission of the campus Instructional Materials Accessibility Plan (IMAP).
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37 **July 1, 2007:** Campuses will implement the IMAP provisions related to timeliness of alternate
38 formats for print-based instructional materials such as those reflected in points #1 to #4 above.
39 These provisions should impact the timeliness of materials for the first academic term of Calendar
40 Year, 2008.
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42 **Fall Term, 2008:** New courses and new course content, including instructional materials and
43 instructional websites, will be designed and authored in a manner that incorporates accessibility.
44 If incorporating accessibility is not possible or would constitute an undue burden, then a plan to
45 provide an equally effective alternate form of access must be developed, documented, and
46 communicated. Existing course content will be made accessible at the point of course redesign or
47 when a student with a disability enrolls in the course.
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49 **Fall Term, 2012:** Instructional materials and instructional websites for all course offerings will be
50 accessible. Once again, undue burden plan requirements (as described above) apply.
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1 Subject: Senate Resolution Concerning the Timely Adoption of Textbooks and
2 Print-based Instructional Materials
3 Date: Sept. 19, 2007

4
5 Senators,

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7 As per the last Senate meeting, the Instructional Materials Accessibility Plan
8 (IMAP) is likely to be on October's Senate agenda and will need to be addressed
9 in that Senate session. Before then, we would like to address any concerns you
10 may have regarding any impact the plan may have on teaching.

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12 To help with concerns about its impact on teaching, we have developed a FAQ
13 (frequently asked questions) sheet that addresses the pedagogical concerns that
14 have been expressed.

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16 We would very much appreciate your going over the attached materials and
17 getting back to us with your concerns before Weds. 9/26.

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19 Attached to this email are three files: 1) the resolution asking the Senate to
20 approve the IMAP, 2) the statement regarding timely adoption of textbooks and
21 print-based instructional materials for students with disabilities, and 3) the FAQ
22 that addresses concerns for accessibility implementation.

23
24 Thank you in advance for your assistance.

25
26 Joan Hanor & Betsy Read
27 Chairs, LATAC & FAC

1 **Frequently Asked Questions regarding Accessibility**

2
3 **Q: What is ATI?**

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

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

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

14 **a. the faculty member cannot run such a course?**

15 **b. the faculty member can do this, as long as they work with any special needs**
16 **student and DSS during the semester?**

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

20
21 **Q. Suppose a faculty member turns in their textbook information, goes to a conference**
22 **over the summer and finds additional material, such as recent research work or preprints,**
23 **that are directly relevant to the course. Does the policy mean that**

24 **a. the faculty member cannot use ANY material that was not identified by the due**
25 **date?**

26 **b. the faculty member can use it, as long as they make the necessary**
27 **accommodations?**

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

30
31 **Q. Suppose a faculty member wishes to conduct a "student-driven" course. This is the**
32 **scenario where there are many topics that could be covered and the students decide on the**
33 **first day of class which topics they want to see -- reading materials, books are selected**
34 **accordingly. Does the policy mean**

35 **a. Such a course is not permissible**

36 **b. Permissible, if DSS feels it can provide the material in the time given and the**
37 **student is willing**

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

40
41 **Q. Suppose a faculty member is teaching a course where the reading material comes**
42 **primarily from research journals. Some of these might be identifiable by the deadline,**
43 **others might only be published in the summer, but there is no textbook that fits the course.**
44 **Does the policy mean**

45 **a. Such a course is not permissible**

46 **b. Permissible, if DSS feels it can provide the material in the time given and the**
47 **student is willing**

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

50

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

56 **A.** Since these augmented materials are online items, they will already meet the accessibility
57 requirements and thus I don't have to schedule them months in advance.

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59 **Q: Why are we changing our textbook or print-based instructional materials notification**
60 **and submission to an earlier date?**

61 **A:** Today, textbook orders are routed through departments to the bookstore for ordering and
62 stocking. We may need 4-6 weeks to convert or secure an accessible version of the textbook. It
63 could easily take three months to convert a textbook into Braille format. Textbook conversions
64 into e-text format could be done in two weeks or less. If we update our ordering process to
65 inform the student and support units on campus that an accessible version of a textbook has been
66 requested, we have time and resources to deliver the books to the student at the start of the class.
67 The Office of Civil Rights is really looking at the whole issue of the timely delivery of classroom
68 materials into alternate format with a very critical eye.

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

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

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

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