Instructional Materials – abbreviated template

# Timely Adoption

| **Goal** | **Goal Status** | **What is going well?** | **What are possible solutions/strategies?** |
| --- | --- | --- | --- |
| The campus has implemented a comprehensive plan to ensure the timely adoption of textbooks and other instructional materials. | Choose an item. |  |  |
| **Comments** |  |

| **Success Indicator** | **Status** | **Comments** |
| --- | --- | --- |
| * 1. Campus has formally documented (e.g. Policy, Resolution or Procedure) a process to ensure the timely adoption of textbooks and other instructional materials. [Commitment]
 |  |  |

# Faculty Use of LMS (or non-LMS) Course Websites \*

| **Goal** | **Goal Status** | **What is going well?** | **Key Plans** |
| --- | --- | --- | --- |
| The campus has implemented policies and procedures to promote the posting of all required curricular and instructional resources (including print-based and multimedia materials) in a central, accessible electronic location. |  |  |  |
| **Comments** |  |
| **Success Indicator** | **Status** | **Comments** |
| * 1. Campus has formally documented (e.g., Policy, Resolution or Procedure) a process to promote or require the posting of instructional materials to a central, electronic location (e.g. LMS, lecture capture system, course website). [Commitment]
 |  |  |
| * 1. Campus has established specific guidelines and procedures for submitting course and curricular materials hosted in campus LMS (or other central, electronic product). [Commitment]
 |  |  |
| * 1. Campus has implemented procedures to accelerate the delivery of alternate media materials to improve timeliness (e.g. electronic delivery via campus LMS or FTP). [Ability]
 |  |  |
| * 1. Campus has implemented a procedure that provides alternate media production staff with timely access to instructional materials within the central electronic location. [Ability]
 |  |  |
| * 1. Campus has established a process to review vendor documentation and/or conduct product testing to determine the accessibility support provided by the central, electronic location (e.g. LMS, lecture capture system, course website). [Measurement]
 |  |  |
| * 1. Campus has established a process to periodically request and review updated vendor documentation and/or conduct updated product testing for the central, electronic location. [Measurement]
 |  |  |
| * 1. Campus has developed an Equally Effective Alternate Access Plan (EEAAP) that addresses how the campus will ensure equal access for individuals with disabilities to IM stored within the central, electronic location. [Measurement]
 |  |  |

# Accessibility Requirements for Multimedia

| **Goal** | **Goal Status** | **Key Accomplishments** | **Key Plans** |
| --- | --- | --- | --- |
| The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the adoption process for all multimedia-based instructional resources. | Choose an item. |  |  |
| **Comments** |  |

| **Success Indicator** | **Status** | **Comments** |
| --- | --- | --- |
| * 1. Campus has developed and implemented accessibility requirements for selecting and adopting multimedia curricular materials (e.g. requirements for captions, transcripts, audio description, and accessible web players). [Commitment]
 |  |  |
| * 1. Campus has established a strategic process, based on available resources, for prioritizing the remediation of inaccessible multimedia materials. [Commitment]
 |  |  |
| * 1. Campus has established a process to inventory existing multimedia content including usage data. [Measurement]
 |  |  |
| * 1. Campus has specified staff and tools for addressing the accessibility of existing and planned multimedia content. [Ability]
 |  |  |
| * 1. Campus has specified staff to coordinate with post-production captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]
 |  |  |
| * 1. Campus has specified staff to coordinate with real-time captioning/transcription vendors and/or campus personnel that provide this service. [Measurement]
 |  |  |

# Accessibility Requirements for Curricular Review and Approval

| **Goal** | **Goal Status** | **Key Accomplishments** | **Key Plans** |
| --- | --- | --- | --- |
| **The campus has implemented policies and procedures to ensure that accessibility requirements have been incorporated into the curricular review process.** |  |  |  |
| **Comments** |  |

| **Success Indicator** | **Status** | **Comments** |
| --- | --- | --- |
| * 1. Campus has established accessibility standards or guidelines for selecting, authoring, and procuring curricular materials (e.g. documents, videos, web/mobile applications). Example: Course Accessibility Checklist.
 |  |  |
| * 1. Campus has established a process to allow for the review of the accessibility of online courses before posting. [Measurement]
 |  |  |
| * 1. Campus has established a process for faculty and/or instructional staff to incorporate accessibility at time of course redesign. [Measurement]
 |  |  |

# Supporting Faculty Creation of Accessible IM

| **Goal** | **Goal Status** | **Key Accomplishments** | **Key Plans** |
| --- | --- | --- | --- |
| The campus has implemented policies and procedures to support faculty in selecting, authoring, and delivering accessible instructional materials. |  |  |  |
| **Comments** |  |

| **Success Indicator** | **Status** | **Comments** |
| --- | --- | --- |
| * 1. Campus has formally documented (through Policy, Resolution or Procedure) the nature of faculty responsibility for selecting and authoring accessible curricular materials. [Commitment]
 |  |  |
| * 1. Campus has developed and disseminated examples of accessible curricular materials and practices (e.g. accessible syllabus template, faculty exemplars). [Ability]
 |  |  |
| * 1. Campus has established a procedure and provided associated tools to allow faculty and/or instructional staff to verify the accessibility of curricular content. [Ability]
 |  |  |
| * 1. Campus provides access to technology to support faculty creation of accessible instructional materials (e.g. workstations, software, scanners) [Ability]
 |  |  |
| * 1. Campus provides personnel resources (e.g. instructional designers, lab technicians, and student assistants) necessary to support faculty creation of accessible instructional materials. [Ability]
 |  |  |
| * 1. Campus has established a process to provide digital copies of course readers to alternate media production staff upon request. [Ability]
 |  |  |

# Communication Process and Training Plan

| **Goal** | **Goal Status** | **Key Accomplishments** | **Key Plans** |
| --- | --- | --- | --- |
| The campus has implemented a broad-based Accessibility awareness campaign, supported by a comprehensive training infrastructure to increase technological accessibility across the campus. |  |  |  |
| **Comments** |  |

| **Success Indicator** | **Status** | **Comments** |
| --- | --- | --- |
| * 1. Campus has developed a formal awareness campaign to increase knowledge of accessibility issues and responsibilities. [Commitment]
 |  |  |
| * 1. Campus has developed and disseminated a variety of training materials, both in content and modality (e.g. quick use guides, workshops, FAQ), for selecting, authoring, procuring, and distributing accessible instructional materials. [Ability]
 |  |  |
| * 1. Campus is tracking participation in training activities and usage of training materials for accessible authoring, conversion, and delivery of curricular materials (e.g. number of workshop attendees, number of users who download templates, or watch training videos). [Measurement]
 |  |  |
| * 1. Campus provides personnel necessary to support the awareness campaign. [Ability]
 |  |  |
| * 1. Campus provides resources necessary to support the development of awareness campaign. [Ability]
 |  |  |