



Academic Senate

18/AS/19/UEPC

Instructional Materials Accessibility Policy (Revision of 11/AS/08/UEPC)

RESOLVED: That the Academic Senate of California State University Stanislaus adopt the attached revisions to the Instructional Materials Accessibility Policy; and be it further

RESOLVED: That all relevant institutional documents and websites be updated to reflect the revision to the policy; and be it further

RESOLVED: That such revisions become effective immediately upon approval by the Academic Senate and University President.

RATIONALE:

The Instructional Materials Accessibility Policy as adopted in 2008 is no longer in compliance with federal law and system policy. The revisions to the policy are designed both to support compliance with law/policy, and to clarify expectations related to the adoption of instructional materials so that equity and inclusion are better supported. The timely adoption of instructional materials better allows the bookstore to obtain copies of course materials in multiple formats prior to the start of the term, students to understand and prepare for the costs of their education, and accessible instructional materials to be available to students with disabilities.

EO 1111, The California State University Board of Trustees Policy on Disability Support and Accommodations - <http://www.calstate.edu/eo/eo-1111.html>, and the 2008 Higher Education Opportunities Act - <https://www2.ed.gov/policy/highered/leg/hea08/index.html> - both inform this policy. In part, the CSU Chancellor's Office provides the following information related to HEOA requirements for textbook adoption - <http://als.csuprojects.org/hea> -

What are the essential requirements that campuses must satisfy?

"To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall—"Disclose, on the institution's internet course schedule and in a manner of the institution's choosing, the ISBN (International Standard Book Number) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes"

What do we do when we don't know what materials are assigned for the course?

"if the institution determines that the disclosure of the information described in this subsection is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation "To Be Determined" in lieu of the information required under this subsection;"

There are many challenges to providing the textbook information in a timely and accurate manner. Classes are cancelled or added, faculty assignments to classes change sometimes



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at the last minute. Continuously improving the percentage of courses with textbook information over time is what we can reasonably do.

Revisions to the policy include the following:

Section I: Timely adoption of instructional materials by faculty

- Removal of the “90 day” adoption deadline, and replacement with a requirement for the VPAA/Provost to identify the adoption deadlines. This allows for some flexibilities should federal laws or system policy change in the future.
- Addition of a recommendation for departments to develop internal procedures for supporting compliance with the policy. Creation of department-level procedures allows program faculty to take local responsibility for interpreting and implementing the policy rather than having a one-size-fits-all procedure for the entire campus.
- Greater detail regarding expectations for instructional material adoption, and actions to take if the deadline cannot be met. While it is recognized that there are at times legitimate reasons for faculty not to meet the deadlines required by federal law and policy, these should be exceptions rather than routine since deadlines are set to support equity and inclusion.

Section II: “Late Hire Faculty”

- Revision of section title to reference “courses with no assigned instructor”
- Stronger encouragement to identify texts in advance of assignment of an instructor when possible, and for timely adoption after a hire is made. Departments will need to balance a desire for affording faculty as much academic freedom as possible to design their courses with a desire to ensure that students have as much opportunity as possible to purchase course texts and obtain texts in alternative formats.
- The addition of information about how late-hire faculty can work with pre-adopted materials helps to acknowledge that working with pre-adopted materials can be problematic for some faculty (even if helpful to some who are given very limited time to prepare for a course). The document references the AAUP Statement on the Freedom to Teach - <https://www.aaup.org/news/statement-freedom-teach#.XDI4Ofx7mu4>

Section III: Accessible Course Materials – new section

- Affirms faculty shall consider accessibility when selecting materials, but not indicating the process by which this might occur (as somewhat indicated in the prior policy)
- Greater clarification of the 70-day timeline for identification of additional/supplemental course materials for DRS purposes. The policy no longer requires information from all courses to be sent to DRS, but informs faculty that they should be prepared to respond to DRS requests for information.



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Section X: Evaluation (previously section IX)

- None of the reports indicated in the 2008 policy were ever produced, and therefore the evaluation by UEPC never occurred. This revision replaces the listed report/evaluation process with a general requirement for a 5-year review initiated by UEPC.

Approved by the Academic Senate on 05/07/19

Approved by President Junn on 05/24/19