Accessible Instructional Materials Conversion Chart

Introduction
The Accessible Technology Initiative (ATI)\(^1\) represents the Chancellor’s Office implementation of the requirements of Executive Order 926\(^2\) and is driven by the following principles:

- Accessibility of instructional materials is an institution-wide responsibility that requires commitment and involvement from leadership across the enterprise.
- Technology access for individuals with disabilities must provide comparable functionality, affordability, and timeliness and should be delivered in as seamless a manner as possible.
- The implementation of Universal Design principles\(^3\) should reduce the need for, and costs associated with, individual accommodations for inaccessible technology products.

Best Practice
Many obstacles for students with disabilities can be eliminated through curriculum design using Universal Design for Learning (UDL) principles. However, there will be times when curriculum design cannot eliminate the effects of all disabilities. There will always be the need for accommodating specific needs presented by specific individuals for specific class requirements.

It is imperative when curriculum design alone cannot eliminate barriers and accommodations must be used that an interactive consultation takes place between the faculty member, the Student Disability Resource Center (SDRC), and if necessary, the student, in order to develop a plan. This may be as simple as a phone call or may require more extensive discussions in person.

Support
A variety of training opportunities are available online through the CSU Professional Development for Accessible Technology\(^4\). Comprehensive training and video tutorials are available for those interested in creating accessible documents.

For faculty scanning documents, articles, etc., the ONCORES (Online Course Reserve System)\(^5\) office in the Library is available to assist you with scanning and converting these paper-based documents into an accessible format. For faculty who wish to do the scanning, conversion, and editing themselves, the HSU Document Converter\(^6\) is available. The document, “Guide for Faculty and Staff to Convert Image Files to Accessible (Text-Based) Files” outlines the steps and procedures for using the HSU Document Converter.

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\(^1\) Accessible Technology Initiative: [http://www.calstate.edu/accessibility](http://www.calstate.edu/accessibility)
\(^2\) Executive Order 926: [http://www.calstate.edu/eo/EO-926.html](http://www.calstate.edu/eo/EO-926.html)
\(^3\) Universal Design principles: [http://www.cast.org/udl/](http://www.cast.org/udl/)
\(^4\) CSU Professional Development for Accessible Technology: [http://teachingcommons.cdl.edu/access/docs_multi/index.shtml](http://teachingcommons.cdl.edu/access/docs_multi/index.shtml)
\(^5\) ONCORES (Online Course Reserve System): [http://library.humboldt.edu/circulation/ereserve.html](http://library.humboldt.edu/circulation/ereserve.html)
\(^6\) HSU Document Converter: [http://www2.humboldt.edu/disability/servicesavailable-sensus](http://www2.humboldt.edu/disability/servicesavailable-sensus)
Conversion Chart

Following is a conversion chart that identifies who is responsible for the accessibility of specific types of instructional materials as well as identifying resources that are available to assist with the conversion.

<table>
<thead>
<tr>
<th>Instructional Material</th>
<th>Instructor Responsible</th>
<th>Student Disability Resource Center (SDRC) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor-authored documents (syllabus, exams, etc.)</td>
<td>Yes</td>
<td>Training available for various file formats</td>
</tr>
<tr>
<td>Documents posted to instruction-related websites</td>
<td>Yes</td>
<td>HSU Document Converter or ONCORES available to assist</td>
</tr>
<tr>
<td>Documents instructor uploads to Moodle</td>
<td>Yes</td>
<td>HSU Document Converter or ONCORES available to assist</td>
</tr>
<tr>
<td>Paper-based documents (handouts, articles, etc.)</td>
<td>Yes</td>
<td>HSU Document Converter or ONCORES available to assist</td>
</tr>
<tr>
<td>Print Reserves</td>
<td></td>
<td>Yes Student makes timely request, and SDRC converts</td>
</tr>
<tr>
<td>Textbooks: Required or recommended</td>
<td></td>
<td>Yes Student must purchase book(s) and request conversion from SDRC</td>
</tr>
<tr>
<td>Documents or books encountered during student research (database articles, ILL, documents, Library books, etc.)</td>
<td></td>
<td>Yes Student makes timely request, and SDRC converts</td>
</tr>
</tbody>
</table>

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7 CSU Professional Development for Accessible Technology: [http://teachingcommons.cdl.edu/access/docs_multi/index.shtml](http://teachingcommons.cdl.edu/access/docs_multi/index.shtml)

8 HSU Document Converter: [http://www2.humboldt.edu/disability/servicesavailable-sensus](http://www2.humboldt.edu/disability/servicesavailable-sensus)

9 ONCORES (Online Course Reserve System): [http://library.humboldt.edu/circulation/ereserve.html](http://library.humboldt.edu/circulation/ereserve.html)