

Dear Manish and Senate Exec:

Having reviewed the draft Procedure 2035, the APC recommends adoption of the included revised version by the Faculty Senate. However, we have concerns about the abilities of faculty members to meet the standards set in this procedure without additional resources. Therefore, we recommend:

1. **Training for the University Community regarding the ADA and higher education's responsibilities.** The administration should contract an external consultant to provide an overview of the American Disabilities Act, its requirements, and its place in the University system at a school, if not program level. Specifically, what aspects of the ADA are the responsibility of faculty and what aspects are the responsibility of the University (ITS, LAP, CTLD)?
2. **Formalized training for all instructors.** Topics should include but are not limited to:
 - a. *Best practices for designing accessible course materials.* Examples: how do screen readers decipher tables, use of URLs as hyperlinks, image descriptions, etc.
 - b. *Accessibility checker use in Microsoft, Adobe, and the Stockton LMS.* Examples: when is a red gauge a problem? When is it not? How can we tell?
 - c. *Resources for textbook/course material accessibility.* How do I know if my textbook has an accessible version? What are my options if no accessible version exists? What makes a pdf or other document accessible?
 - d. *Methods to add closed captions and audio descriptions to instructional videos.* What other options are there to Zoom and YouTube? Who pays for other programs? How do I learn to use them?
 - e. *Accessibility in lab, studio, and field courses.*
3. **A training model that allows faculty to critically think about accessibility in their courses.** There are several models at Stockton that could provide a template for this type of training. Examples of approaches we think could work:
 - a. *Summer institute on course accessibility*
 - b. *Faculty fellow in the CTLD*
 - c. *LAP or external consultant led training at the Program level*
4. **An equitable approach to course adaptation.** Resources and trainings need to also reach non-tenure track, adjunct, and anyone else who teaches classes at Stockton. In cases where multiple course sections are taught by multiple instructors, programs need to ensure equity in who is responsible for course accessibility. Accessibility training should be incorporated into IFD as well.
5. **Additional staff in The Wellness Center (LAP), CTLD, and/or ITS specifically for accessibility.**
 - a. Like anything else, accessibility technology, pedagogy, and approaches are not static.
 - b. Having additional staff in LAP and CTLD dedicated to providing up to date, relevant, and useful information to the University Community with respect to accessibility will help us meet the requirements of ADA.
 - c. Faculty need to know who to ask for help with accessibility questions that arise during course preparation and implementation.
 - d. LAP currently has a range of accessibility tools for students, CTLD has accessible syllabi, more resources are needed to truly make courses accessible.

Sincerely,

Emma Witt, APC Chair on behalf of the Senate Academic Policies Committee