

Charter for the Fitness & Wellness Department at Glendale Community College

Department Philosophy:

As the faculty in the Fitness and Wellness Department, we are committed to thinking innovatively to accomplish our goals as individuals and as the Department, understanding that the optimal results occur when both individual and group goals are attained. We seek to establish and maintain a positive working environment of mutual respect for all department faculty. While we cannot succeed without each other's support, we remain responsible for our individual success. As faculty, we have the right to be heard, respected, and valued by one another, and we share responsibility for making our department successful.

We establish this charter to specify the guidelines and principles we will use to facilitate the creation of the culture we seek. The charter outlines the process and principles for the development of policies and procedures to govern the operation of the Department. This Charter was created and approved by the faculty of the Fitness and Wellness Department.

Our Mission:

The Fitness and Wellness Department's mission is to enhance student, employee, and community well-being through high-quality, innovative programming in Exercise Science, Fitness, Wellness, Physical Education, Health, and Recreation, leading to educational, career, and personal advancement for a diverse community.

Definitions:

Chair- The Faculty Chair of the Fitness and Wellness Department

Department Faculty, or Faculty- Residential Faculty of the Fitness and Wellness Department

RFA- Residential Faculty Agreement

GCC FW Department Objectives are:

- To provide an educational environment where teaching and learning are top priorities.
- To develop positive attitudes in our students toward quality work, self-discipline, personal motivation, ethical behavior, effective leadership, and teamwork.
- To prepare students for lifelong learning.

- To serve as a useful training resource for the health & fitness community.
- To maintain a faculty actively involved in their respective professions.
- To model effective organizational performance based on commitment, individual competence, integrity, self-management, and pride.

1. Guidelines for Approving and Amending the Charter:

Department Charters will be reviewed each spring semester, with revisions approved no later than September 30th in order to be provided to the Faculty Senate for public posting and inclusion in an Appendix of the College Plan. Revisions will include updates based on Faculty Agreement and College Plan changes, although a Chair may revise a specific section of the document to comply with District and College policies at any time. If a Charter is in conflict with the Faculty Agreement and/or College Plan, the Faculty Agreement and College Plan shall take precedence.

The department will offer an open comment period of no less than one week for all faculty who teach within a department to suggest Charter revisions and no less than one week to provide feedback on suggested revisions. The Chair may designate one or more Residential Faculty to manage the revision process. Following the open comment period, the Chair or Designee will call for a vote on the revisions with $\frac{2}{3}$ majority of those voting required for approval. Voting members include Residential and Adjunct Faculty members holding 51% or more of their designation within the department. The Chair votes as a regular voting member of the department. Voting members who are unable to attend in person due to travel, sickness, or other leave will have the opportunity to vote virtually.

2. Process of Identifying, Selecting, Delegating, and Compensating Department/Division Supervisor Roles: *Required (RFA 6.4, 7.2.4, 7.4.4)*

Every academic year, the Chair may delegate responsibilities and leadership roles in a manner consistent with the Faculty Agreement and the College Plan, and based on individual faculty members' expertise, current need, and faculty interest. The Chair assigns workload, including, but not limited to, the assignment of teaching responsibilities, supervisory duties, and summer supervision. The Chair distributes responsibilities in consultation with individual Residential and Adjunct Faculty members each semester in accordance with the mission and priorities of the College, the goals of the Department, and the Department's supervisory budget. Department roles may be reassigned by the Faculty Chair every academic year or as necessary to support the department's needs. Individuals serving in a compensated role will be offered feedback.

The Chair will decide dispensation of supervisory compensation in conversation with faculty receiving supervisory pay after the annual supervisory budget is received and College decisions have been finalized.

Supervisory Roles within the Department (The following may be performed by a designated Residential faculty member.) **[Bold/bracketed]** items will be primarily supervised by the Faculty Chair.

- **[Plan, manage, and oversee the Department/Division budget]**
- **[Facilitate Department/Division meetings]**
- **[Represent the Department/Division on College leadership councils]**
- **[Ensure all other Department/Division Supervisory Duties are performed]**
- **[Review and provide final approval for the selection of Adjunct Faculty in accordance with current Human Resources procedures]**
- **[Review and provide Department/Division level approval for Department/Division reports (e.g., annual reports, staffing requests, program reviews, assessment reports)]**
- Determine Department/Division class schedules subject to final approval by the VPAA or designee
- **[Identify, select, and evaluate other supervisory and non-supervisory roles in accordance with procedures set forth in the College Plan]**
- **[Communicate and ensure adherence to College and District objectives, policies and procedures applicable to Department/Division faculty and staff]**
- **[Engage in progressive interventions for faculty and progressive discipline 2025–2026 Residential Faculty Agreement 43 for staff, as appropriate]**
- **[Address, manage, and work to resolve conflicts]**
- **[Manage and work to resolve formally registered student concerns]**
- **[Manage program-specific budgets]**
- Plan, manage, and oversee the Department/Division class schedule
- **[Recruit, review, and recommend approval for the selection of Adjunct Faculty, in accordance with current Human Resources procedures]**
- Supervise and support All Faculty
- Chair Residential Faculty position search committees
- **[Evaluate Probationary Faculty in accordance with the Residential Faculty Agreement]**
- Evaluate Adjunct, OYO, and OSO Faculty
- **[Supervise, support, and evaluate staff and temporary employees, according to the Staff Policy Manual]**
- Perform supervisory duties, including evening and summer supervision
- Oversee occupational programs (e.g., supervise faculty and staff, administer Advisory Council meetings)
- Coordinate completion of required program reports (e.g., program reviews)

The Chair may revoke or reassign delegated duties each semester. The Chair must provide written (in print or electronic) notice of the revocation to the faculty in the leadership role at least 2 weeks prior to the duties being revoked. The timeline for the revocation will be decided in consultation with the department's Dean of Instruction and/or Human Resources.

2.1 Compensation for Department Leadership Roles

Leadership roles within the Department may be compensated based on Department needs and availability of department supervisory funds or other college funding. Compensation will be determined based on the time commitment needed to maintain duties associated with the leadership role or based on department funding or faculty load. Compensation for leadership roles, including Faculty Chair load (beyond mandated by the RFA), will be determined by the Faculty Chair in consultation with the Department's Academic Dean. Compensated roles may include but are not limited to: Assistant Faculty Chair, Occupational Program Director, Department Assessment Coordinator, eCourse Coordinator, Dual Enrollment Supervisor, Scheduling Coordinator, and Adjunct Supervisor. Other roles may include site supervision, scheduling, or faculty advisement. Department Faculty can at any time request to provide support to the department in a leadership role. Requests should be made to the Chair. All department compensated positions will be evaluated by the Chair each academic year. The method of evaluation will be written and may differ depending on the role.

The list below outlines common roles that may be assigned to Faculty. These roles are subject to change, addition, or deletion to meet the vision and mission of GCC and the Department. Among the Department's supporting leadership roles staffed on an ongoing basis are:

- A. **Adjunct Faculty Supervisor (AFS).** Adjunct Faculty teaching in the Department will be assigned an Adjunct Faculty Supervisor. Adjunct Faculty teaching multiple unique classes within the Department may be assigned to multiple AFS. The AFS will have the responsibility to collaborate with each faculty member regarding course instruction and course consistency within the Department, while still respecting the academic freedom of the instructor. The AFS will also be responsible for:
 - i. Adjunct Faculty evaluation(s) (as required by the college),
 - ii. Communication about policy and procedure (e.g., SIS assignment accuracy, 45th-day roster certification, acknowledgment and disclosures completion, class cancellations, CPR certification, student evaluations, and Canvas training and compliance)
 - iii. Syllabus approval for each class taught
 - iv. Being the primary contact for student complaints and referrals to the instructor or the Chair.
 - v. Assisting the Department Assessment Coordinator in completing assessment reports
 - vi. Serve as a professional mentor to Adjunct Faculty to support development as an instructor. Adjunct Faculty are expected to engage with their mentor as appropriate for their instructional experience.

Compensation for Department AFS will be considered by the Chair and may be based on the amount of faculty supervised or the complexity of supervision (eg, online, honors, etc.).

- B. Department Assessment Coordinator (DAC).** The DAC is responsible for coordinating the department's course assessment efforts, liaising between the Department and the college's DAC Committee, and facilitating the Course Leads in planning and reporting their assessment efforts.

Currently, the college provides Reassigned Time for serving in this role.

- C. Instructional Council (IC) Representative(s).** The IC Representative participates in the District-wide Instructional Council to review and propose curriculum and course updates relevant to the Department's instructional offerings. The IC Representative will engage with the other members of the Department to keep them apprised of proposed changes and to seek their feedback to inform their representation on the IC Council.

This is not a funded position by the department or the college.

- D. eCourse Coordinator.** The eCourse Coordinator will serve as the department representative on the eCourses Committee each year. This faculty member will relay essential information to the department regarding issues of online, hybrid, and live online modalities. This position also helps the Department maintain the standard of the Fitness and Wellness Department eCourses Strategic Plan.

This is typically not a funded position by the department or the college. Duties and responsibilities are outlined by the committee.

- E. Assistant Faculty Chair.** An Assistant Faculty Chair may be designated by the Chair. The responsibilities of the Assistant Faculty Chair will be determined in consultation with the Faculty Chair and may include any delegable duties listed in this Charter, including program scheduling, supervision, or support of faculty, staff, or programs. The Assistant Faculty Chair may work independently as assigned but reports to the Chair. The Assistant Faculty Chair will not have the authority of the Chair unless acting as a proxy for the Chair.

Compensation for the Assistant Faculty Chair will be determined by the Chair and will be based on the needs and duties assigned. The Assistant Faculty Chair is a Department-funded supervisory position.

- F. Occupational Program Director (OPD).** An OPD will be assigned for each occupational program in the Department. The OPD is responsible for duties outlined in the College Plan. Additional duties may be assigned to support each program as needed. Support for this position may be provided by the Chair or other Department Faculty.

Compensation for Department OPDs will be determined by the chair and may be based on the size or complexity of the occupational program (eg, new program, etc.). OPD positions are Department-funded supervisory positions.

- G. **Dual Enrollment Supervisor (DE Supervisor).** The DE Supervisor is responsible for coordinating the Department's Dual Enrollment instruction. This position will be assigned based on faculty expertise. Duties include:
- a. Communication with DE faculty about policy and procedure as needed or requested by the GCC dual enrollment program.
 - b. Syllabus approval for each class taught
 - c. Assisting the Department Assessment Coordinator in completing assessment reports
 - d. Other duties as assigned by the Chair or the Dual Enrollment program

Compensation for this position is outlined in the RFA

- H. **Dual Enrollment Evaluator (DE Evaluator).** The DE Evaluator will conduct academic evaluations of dual enrollment faculty as required by the college. This position will be assigned based on faculty expertise.

Compensation for this position is outlined in the RFA

- I. **Summer Faculty Chair(s).** The Summer Faculty Chair(s) will execute all duties required of the Chair as outlined in the RFA. The Summer Chair position may be delegated to Department Faculty as allowed by the RFA. The Chair will maintain the responsibility of approving summer Time and Labor (unless delegated); however, all other duties may be the responsibility of the Summer Chair(s). If there are multiple Summer Chairs, duties will be determined by the Chair in consultation with the Summer Chair(s)

Compensation for the Summer Faculty Chair is outlined in the RFA and will be distributed based on the duties assigned.

- J. **Exercise Science and Nutrition Club Advisor.** It is the goal of the Department in collaboration with the Nutrition program, to maintain a student-run club with Faculty advisement. The responsibilities of this club will be determined by the student members with Faculty advice. A faculty member will be assigned as the faculty advisor each year. This position will count toward the college's required faculty club/committee assignment.

This is not a funded position by the department or the college

3. Process for Shared Academic Freedom Decision-Making: *Required (RFA 6.4)*

The Residential Faculty Agreement, the College Plan, and this Charter all support academic freedom for all faculty members in all of its forms: freedom of instruction, freedom of research and publication, freedom of intramural speech, and freedom of extramural speech.

RFA 3.1: "All Faculty are entitled to instructional freedom in discussing their subject with students, and they should exercise their best effort to ensure topics are relevant to their subject. Residential Faculty, in consultation with OYO, OSO, and Adjunct Faculty, will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teaching their subject. All Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance. In a

multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying common course elements. Such elements may include (but are not limited to) textbooks, syllabus statements, assessments, and LMS modules. When properly applied, this shared academic freedom supersedes the academic freedom rights of individual faculty members. Such decisions should be made following a meaningful and inclusive process that invites involvement from all interested faculty members (full-time and adjunct) teaching the course at the time the decision is made. Decisions regarding common instructional elements should be reevaluated regularly by the appropriate faculty.

Outside of class, when Full-Time and Adjunct Faculty express themselves as citizens or as public employees, they shall be free from institutional censorship or discipline. When acting as citizens, Full-Time and Adjunct Faculty will exercise their best efforts to indicate that they are not speaking for the institution and to conduct themselves as scholars and representatives of higher education. When acting as public employees, Full-Time and Adjunct Faculty will be allowed to speak freely on all matters of institutional governance, as is necessary to support a robust system of shared governance. All Faculty are entitled to freedom in research and in the publication of the results consistent with the provisions of Article 4 Intellectual Property Rights.”

3.1 Textbook Selection:

Textbooks and course materials are selected for use in instruction on the basis of quality, cost-effectiveness, and consistency of curriculum across all courses taught in the department, where practical. The Department commits to being as consistent as possible when providing materials to students in courses with multiple sections. This ensures a similar student learning experience and limits disruption to students when instructor changes occur.

Each year (or more often, as needed), a lead Residential Faculty member, along with other Residential Faculty and Adjunct Faculty working with the Faculty Chair, OPD, or Designee, will develop a consensus on which texts and other instructional materials to adopt and/or retain. A lead faculty member will be assigned by the Faculty Chair for each course where there are multiple instructors. Residential Faculty have the autonomy to select their own course materials, as do Adjunct Faculty when they are the sole instructor for a course. In courses taught by both Residential and Adjunct Faculty, the lead faculty selects the textbook after consultation with the Residential and Adjunct Faculty teaching the course. A committee of Residential and Adjunct Faculty may be convened when selecting a textbook for courses with many sections. The selected text will be used by the Adjunct Faculty. Residential Faculty are encouraged to use the selected text, but have the option of choosing an alternate text. Due to accreditation responsibilities, textbooks as part of accredited programs may be denied by the program OPD. This denial will only be made if the textbook jeopardizes the accreditation of a program.

Where Low-cost / No-cost texts and instructional materials are available, of good quality, and are considered by teaching faculty to be suitable for their respective courses, the department generally will give preference to adopting and retaining those materials for the economic benefit of students.

3.2 Common Assignments or Assessments:

The principles of shared academic freedom allow for but do not require the development of common assignments, assessments, or other instructional elements across sections, courses, or prefixes when such common elements are deemed appropriate by those subject matter experts within a particular field of study. Whenever faculty members decide to engage in the development of shared common instructional elements, the process should be conducted using a meaningful and inclusive process that invites involvement from all faculty members affected by the development of such materials. Examples of potential shared instructional elements include, but are not limited to: common Canvas elements, common assignments, assessments, and the use of common course materials. Decisions regarding common instructional elements should be reevaluated regularly by appropriate faculty. At a minimum, this should be done at least once every three years.

4. Teaching and Non-Teaching Assignments: *Required (RFA 6.4)*

Course assignments are made by the Chair, Program Director, or Designee consistent with the mission, priorities, and instructional needs of the Department and the College in a manner that is efficient and fair. The Chair/Program Director/Designee, in consultation with each individual faculty member, determines the course load distribution for each faculty member consistent with faculty teaching loads, expertise, and based on current needs. If course assignments and load distributions are designed by a Program Director or Designee, the Chair retains the authority to make changes to address departmental needs.

- Each semester's class schedule will roll over the previous (ex., fall to fall, etc.) semester's class schedule as designed by the college.
- Residential Faculty will be assigned full core load schedules first, based on the scheduling needs of the department and instructor availability. Before course assignments for Adjunct Faculty, Residential Faculty will choose whether they want to be considered for overload courses. The remaining courses will be assigned to the Adjunct Faculty based on availability and need.
- Core load classes will be determined prior to the first day of class by the Chair. Highly enrolled classes with the earliest start dates will be used for Core load after Reassigned Time. Late start classes will typically be used as Overload unless Core needs are not met.
- The Course Lead will consult with the Chair and the Department's Residential Faculty to determine Adjunct Faculty course assignments each semester.
 - Adjunct Faculty course assignments can be determined using multiple subjective and objective metrics, including but not limited to seniority (based on hire date or based on a specific class), student evaluations, supervisor evaluations, student complaints, or maintenance of standards of professional responsibility.
- Adjunct Faculty assignments may be adjusted or canceled based on class cancellations or Residential Faculty load requirements (Adjunct Handbook Art. 4.B)
 - Notification will be given to the Adjunct Faculty if a course is adjusted or revoked as soon as possible.

- All efforts will be made to avoid changes in residential and adjunct classes after they are assigned.
- Section assignments may be adjusted at any time before the start of a semester based on class fill rates and faculty load.
- Courses that do meet enrollment minimums to continue may be cancelled after 2 semesters/ The Chair or designee will determine if classes continue to be placed on the schedule.
- Summer courses will be offered to Residential Faculty. Remaining sections based on need and availability will then be offered to Adjunct Faculty in the same manner as during the academic year.
- Adjunct Faculty can request specific courses or specific course dates/times. This request should be made to their AFS. Requests will be carefully considered, but the final determination of courses and course dates/times will be made by the Chair, Program Director, or Designee.

5. Department Meeting Schedule:

The Chair will schedule Department meetings to include Residential Faculty and certain invited staff at various times during the year, depending on the volume of business to be conducted, but a minimum of at least two times a semester. Adjunct Faculty will be invited to no less than one department meeting during the semester. The schedule for regular meetings will be announced at the beginning of each fall and spring semester. Meetings may include gatherings of many faculty or small groups (ex. 1 on 1) meetings with the Chair or Faculty Supervisor. The Chair shall accept requests from Residential Faculty, Adjunct Faculty, and staff members for items to be included on a meeting agenda. Residential Faculty will hold in-person biweekly meetings unless additional meetings are needed or circumstances dictate cancellation of a meeting. It is expected that the Residential Faculty be present for every meeting. Adjunct Faculty will be invited to specific department meetings. It is not mandatory for Adjunct Faculty to attend any meetings, and compensation for attendance will not be arranged.

6. Expectations of Department/Division Faculty: *Required (RFA 6.4)* -

Department Faculty are expected to meet their professional and institutional commitments at the College and within the Department. Faculty should familiarize themselves with the Faculty Agreement, the College Plan, and the Department Charter to ensure compliance with all policies and procedures. Faculty should be active participants as committee members, student advocates, or in whatever other capacity they can render the best service in the affairs of the Department, the College, and the District. Faculty are expected to support the educational mission of the college by engaging in the student learning assessment process for continuous improvement.

7. Adjunct Rights and Support

7.1 Process for Assignment of Department/Division Adjunct Faculty Members: *Required (RFA 6.4)*

Fluctuations in enrollment can create unanticipated staffing needs. In as much as possible, the Chair will notify Adjunct Faculty of reappointment or non-reappointment, with as much advance notice as possible, so that Adjunct Faculty are able to anticipate how many sections of a given course will need to be staffed. It is understood by all Department faculty that enrollment and College budgetary needs may impact the timeliness of reappointment notification.

- The Chair, Program Director, or Designee will communicate reappointment or non-reappointment as soon as possible based on Department and College impacts.
 - Reappointment may be affected by factors other than enrollment. Adjunct Faculty who receive poor student evaluations, poor peer observations, student complaints, and/or fail to meet standards of professional responsibility may not be reappointed.

7.2 Adjunct Support: *Required (RFA 6.4)*

The Department is committed to adhering to the Adjunct Faculty rights outlined in the Faculty Agreement. The Department recognizes that Adjunct Faculty are an integral part of the Department whose voice is important in the consideration of Department goals, textbook selection, and course scheduling for those courses that Adjunct Faculty teach. The Department is committed to providing tools and resources to support Adjunct Faculty retention and success in the classroom.

- Adjunct Faculty will be provided with a supervisor/mentor. This faculty member will be a primary contact and support the Adjunct Faculty as needed. They will be responsible for completing evaluations as needed and approving each semester's syllabus.

8. Course Assessments:

Guided by the Department Assessment Coordinator (DAC), all Faculty and Adjunct Faculty are expected to support the educational mission of the College by engaging in student learning assessment activities. These activities include, but are not limited to, data collection for course assessment and implementation of identified interventions to improve student outcomes. Department Faculty and Adjunct Faculty who are sole instructors for their courses may be expected to serve as Course Leads. For courses with multiple faculty, one faculty member will serve as the Course Lead, unless faculty are conducting individual assessments. Course Leads are responsible for developing assessments in collaboration with course faculty (including dual enrollment faculty), submitting course assessment reports, and guiding faculty through identified interventions prior to reassessment.

9. Department Committees:

It will be necessary at times to develop committees to perform short-term or long-term tasks. These committees may consist of Department Faculty, Adjunct Faculty, and staff members, depending on the purposes of the committee. Committee involvement will be considered part of normal job requirements for Department Faculty, and Adjunct Faculty may participate on a

volunteer basis with no expectation of additional compensation. Compensation (if any) for committee participation will be conveyed to the participants by the Chair.

Constructed committees will be led by a committee chair designated by the Chair. The confirmed Committee Chair will convene committee meetings, will see that the committee attends to its charge and does so promptly, and will interact in an official capacity with the Department, College, and District on behalf of the committee as needed.

10. Reasonable and Substantive Interaction (RSI):

It is important that students enrolled in online courses have a similar educational experience compared with residential students. Students should know they can expect to engage with their instructor, and opportunities for engagement should happen throughout the entire academic term. The U.S. Department of Education requires that all online courses for which students receive federal financial aid involve “regular and substantive interaction between students and instructors”. The eCourse Strategic Plan includes information on RSI.

Substantive interaction refers to engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following instructor activities:

- Providing direct instruction
- Assessing or providing feedback on a student’s coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institution’s or program’s accrediting agency

Regular interaction requires the opportunity for substantive interactions with the student on a predictable and regular basis. To qualify as regular, instructor/student interactions should be:

- conducted throughout the course on a predictable, scheduled basis
- proportionate to the course length and amount of content/competency involved
- initiated by a qualified instructor (i.e., accredited), who monitors student academic engagement and success; and
- initiated by the instructor who monitors students’ engagement and/or at the request of a student, promptly and proactively engages with the student to provide the needed support

The following course activities, while standard and essential, would NOT count as regular & substantive interaction.

1. Assigning recorded webinars, podcasts, videos, and reading materials without instructor-initiated interaction
2. Assigning course readings only, without any commentary
3. Contact with instructors not related to the course subject matter
4. Adding numeric grades to the course gradebook

5. A student submits a quiz that is automatically graded or you post grades
6. Sending a welcome message during the first week of class
7. Encouraging students to participate in an optional, one-time online review session before the final exam
8. Reminding students of the course attendance policy
9. Posting an announcement about an upcoming assignment deadline
10. Providing an open-ended online forum that is not moderated by the instructor
11. Sharing personal anecdotes unrelated to the academic/course concept

All instructors, regardless of modality, will demonstrate reasonable and substantive interaction throughout their course(s). **Instructors must engage in at least two forms of substantive interaction during each course. That interaction should be regular, scheduled, predictable, and focused on the course subject.** In online courses, RSI will be evaluated as part of the classroom evaluation. If a course lacks RSI, follow-up will be made by the Chair or designee. Repeated cases of lacking RSI may warrant removal of the instructor from a class or reduced access to future courses.

Training on RSI may be available through the GCC CTLE. Completion of this training may be used for preferential course assignments.

11. Course Accessibility

Instructional materials, including those within Learning Management Systems (e.g. Canvas), need to meet Web Content Accessibility Guidelines (WCAG) 2.1, Level AA. This includes materials provided by third-party vendors. In April 2024, the U.S. Department of Justice (DOJ) finalized the new rule clarifying that all public colleges must make websites and digital content accessible under Title II of the Americans with Disabilities Act (ADA). This rule legally requires us to remove digital barriers for students with disabilities. Proactive compliance helps ensure equal access and protects the college from legal risk.

All Faculty (adjunct and residential) are required to ensure that their own classes are compliant to accessibility standards. Course leads can work with adjuncts as needed; however, ultimately, the responsibility for preparation and maintenance of accessible content is the responsibility of the instructor. All course content must be accessible by April 24th, 2026. Accessible content may be used for preferential course assignments.