

ACCESSIBLE TECHNOLOGY INITIATIVE

**2013 Affordable Learning Solutions (ALS)
Faculty Learning Community (FLC)**

WHO AM I?

- Tawn Gillihan

- Accessible Technology Coordinator
- Office of Information Technology, L151
- Phone: 209.667.3470
- Email: tgillihan@csustan.edu

- Responsibilities

- Coordinate ATI activities and increase awareness of accessibility and Universal Design across campus
- Submit annual reports to the Chancellor's Office on ATI activities
- Member of the ATI Steering Committee and Chair of the Ad Hoc Communication and Awareness Subcommittee



WHAT IS ATI?

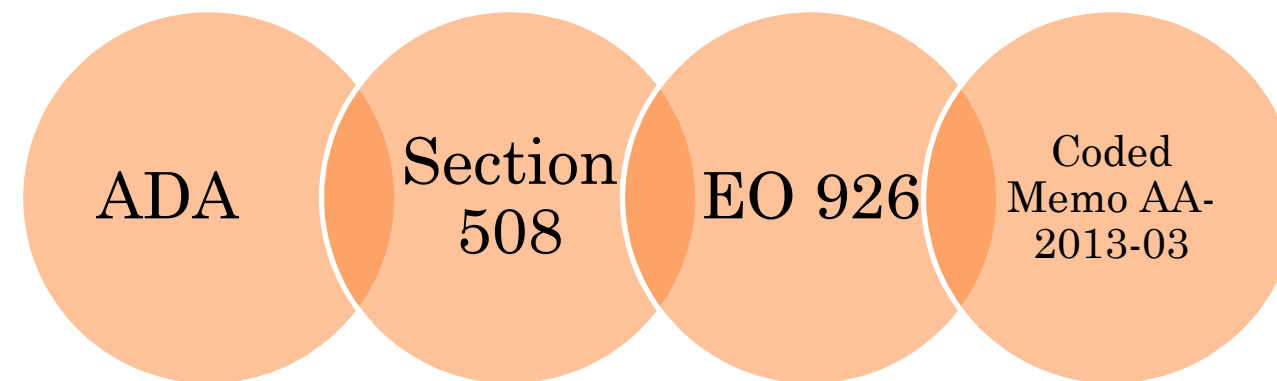
- **Vision:** To create a culture of access for an inclusive learning and working environment.
- **Principle:** To apply universal design, an approach to the design of products and services to be usable by the greatest number of people including individuals with disabilities.
- **Strategy:** To stimulate collaboration to effect changes that will ultimately benefit all.

Our use of technology must provide comparable functionality, affordability, timeliness, and must be delivered in as seamless a manner as possible.



ATI POLICIES

- The Americans with Disabilities Act of 1990 (ADA)
- Section 508 of the 1973 Rehabilitation Act (amended in 1998)
- CSU Executive Order 926
- CSU Coded Memo AA-2013-03



STUDENT PERSPECTIVE

Understanding Challenges Faced by Students with Disabilities

View the “[From Where I Sit](#)” Video Series produced by the Chancellor’s Office, available on the Faculty Resources page on the ATI website and at the CSU website

Resources for Students with Disabilities

- DRS
- Library Services
- Blackboard
- ATI Website – Student Resources Page
- Lynda.com

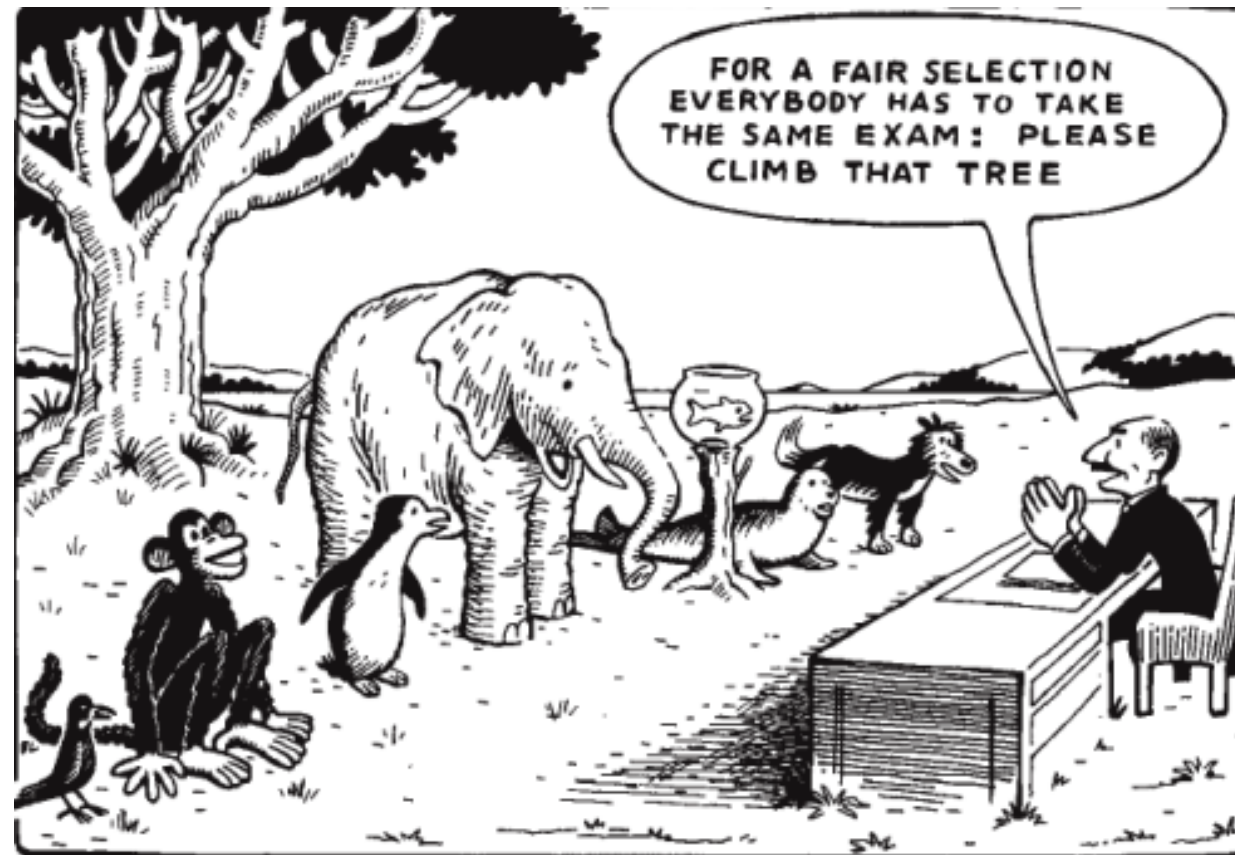


RECENT LEGAL ACTION

- **University of Montana OCR Complaint Filed with U.S. Dept. of Education**
 - [Complaint](#) was filed by students due to inaccessibility of course materials, LMS, scanned documents, and library database materials that remained unresolved after five years of discussion.
- **UC Berkeley Alternate Media Settlement Agreement**
 - Students with print disabilities accepted a [structured negotiation](#) process to resolve a lack of timely access to instructional and library materials and database for students with print disabilities.
- **Louisiana Tech University Settlement with Department of Justice**
 - A [settlement](#) was reached that awarded payment of damages was awarded to a blind student for inaccessible online study tools and in-class handouts that led to the student falling behind and dropping the course.
- **University of Maryland**
 - The National Association of the Deaf [sued](#) UM for a lack of captioning on sports scoreboards. Deaf attendees were unable to access plays and announcements in an equivalent manner.
- **Florida State University**
 - Two blind students [sued](#) the institution and its Board of Trustees for inaccessible clickers and e-learning systems.



SEPARATE BUT EQUAL IS AN ISSUE OF SOCIAL JUSTICE



The failure to address issues of [accessibility](#) for persons with physical, sensory, and cognitive disabilities ultimately threatens to segregate people with disabilities as the permanent second-class citizens of the information age.



DISABILITY

Apparent

- Visual
 - Blindness/Low Vision
 - Color Blindness
- Hearing Loss
 - Partial
 - Complete
- Mobility
 - Parkinson's
 - Injury

- Typically self-identified and registered with DRS
- Represent 6% of CSU enrollment

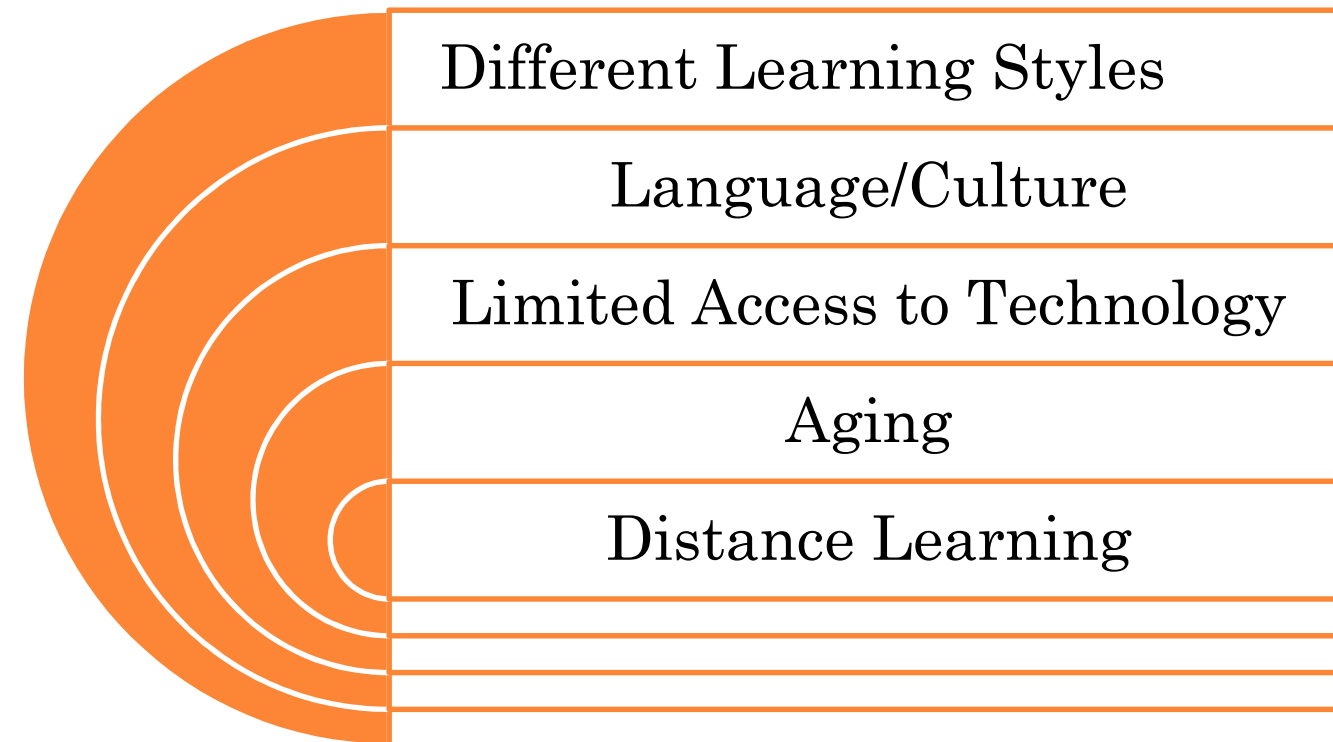
Non-Apparent

- Traumatic Brain Injury
- PTSD
- ADHD/Autism
- Depression/Stress
- Chronic Health Condition
 - Pain Disorder
 - Fibromyalgia/CFS
 - Diabetes

- Often not self-identified or registered with DRS
- Represent 10% of all students at two and four year institutions



ADDITIONAL LIMITATIONS



ATI RESOURCES

On-Campus

- ATI Steering Committee
- Office of Information Technology
- Centers for Faculty Development
- Disability Resources Services
- Library
- Campus Barnes & Noble Bookstore
- Affordable Learning Solutions Program
- Procurement Department
- Communications & Web Design
- [ATI Website](#)

Off-Campus

- Chancellor's Office Website
- CSU Campus Websites
- EnACT
- Merlot
- WC3
- Lynda.com
- Many, many more...

ATI STEERING COMMITTEE MEMBERS

Dennis Shimek – Committee Chair

Carl Whitman

Paul Park

Julie Johnson

Leland Bettencourt

Megan Thomas

Steve Arounsack

ASI Board Member for Diversity

Brian Duggan – Instructional Materials*

Phyllis Crittendon – Procurement*

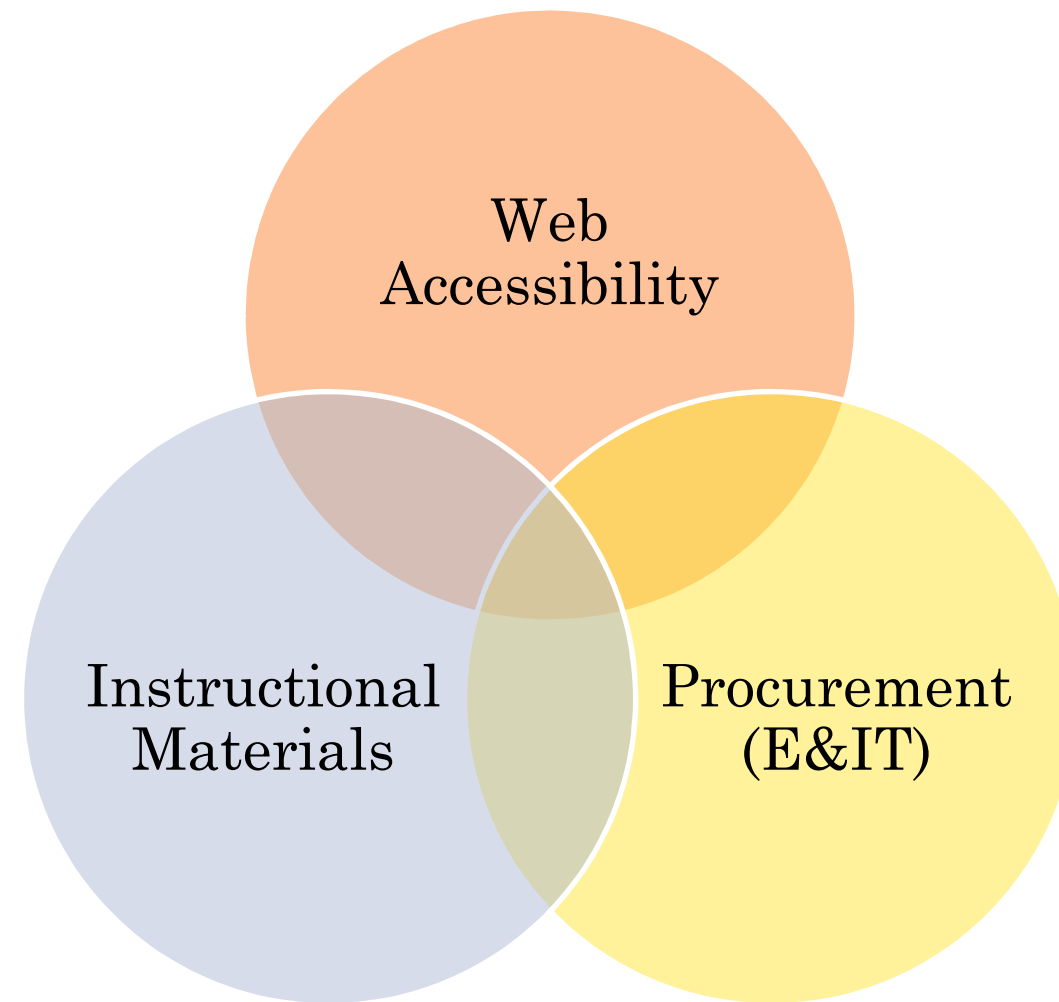
Tawn Gillihan – Communications & Awareness*

Vacant – Web*

* Ad Hoc Committee Chair



ATI IMPLEMENTATION APPROACH



WEB ACCESSIBILITY

Identify and repair or replace inaccessible websites, web applications, and digital content.

New website/web application and digital content development complies with all Section 508 accessibility guidelines.

Updating and maintenance of websites/web applications and digital content comply with Section 508 Accessibility Standards.

Documented non-compliant websites, web applications and digital content must be delivered in an equally effective alternate format and granted an exemption.



PROCUREMENT OF E&IT

Electronic or technology-based instructional products should meet the Section 508 accessibility standards.

Obtain information from vendor (Voluntary Product Accessibility Template - VPAT) on how the product meets accessibility requirements.

If an exception to the requirement applies, document an exemption and provide an equally effective alternative.



ACCESSIBLE INSTRUCTIONAL MATERIALS

Timely adoption of textbooks and other instructional materials

Identification of instructional materials for late-hire faculty

Early identification of students with disabilities

Use of LMS for posting of required and recommended curricular and instructional resources

Accessible multimedia-based instructional resources

Support for faculty in selecting, authoring, and delivering accessible instructional materials available from OIT, DRS, Bookstore, Library, etc.

Workshops offered by OIT and FDC



ATI & UNIVERSAL DESIGN

The principles of Universal Design are based on teaching to all students regardless of their individual processing styles or characteristics.



UDL is based on designing-in interoperability, usability, and accessibility.



BENEFITS OF UNIVERSAL DESIGN

The concept of “Universal Design” advocates that developing course materials that are universally accessible are enrichments that can benefit all learners.

- Ensures usability by widest possible pool of users
- Including accessibility features early-on is less time/resource-intensive than to retrofit a large, existing project
- Allows for persons with disabilities to gain access to content at the same time as non-disabled peers
- Reduces risk to institution because this approach demonstrates a systematic, rather than ad hoc approach to accessibility
- Often benefits other at-risk populations such as students with ESL issues or remedial coursework needs
- Facilitates the future repurposing of content



UNIVERSAL DESIGN SUPPORTS EVERYONE



**CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!**



EXAMPLES OF UDL FOR THE WEB

Web Pages

- All images have alt text
- Color isn't the only indicator of meaning
- Text has sufficient contrast
- Use simple tables for data, not for layout, and include headers
- No flashing or scrolling elements on the page
- Alternate format available for non-accessible items
- Keyboard commands are functional
- Tab order is logical
- Correct use of headings, paragraphs, and lists
- Descriptive labels for hyperlinks



EXAMPLES OF UNIVERSAL DESIGN FOR LEARNING

Instructional Materials

- Provide Multiple Means Of:
 - Representation
 - Perception
 - Language, Mathematical Expressions, and Symbols
 - Comprehension
 - Action and Expression
 - Physical Action
 - Expression and Communication
 - Executive Functions
 - Engagement
 - Recruiting Interest
 - Sustaining Effort and Persistence
 - Self-regulation

Source:
[National Center on Universal Design for Learning](#)



EXAMPLES OF UDL CONTINUED

Digital Content

Word

- Built-in Styles used for formatting
- All images have alt text
- Descriptive labels for hyperlinks
- Use simple tables for data, not for layout, and include headers
- Offer alternate formats such as .RTF or .PDF

PDF

- Create using an accessible source document
- Use Adobe 'Create PDF' or 'Save As PDF' tools to convert to PDF
- Set logical tab order
- Use field names and alt text and in fillable forms



FOR MORE INFORMATION & ASSISTANCE

- OIT and FDC offer ongoing training sessions and workshops
- ATI faculty open forums offered monthly beginning fall 2013
- Staff training in creating digital content is available
- New [ATI website](#) provides information, resources, and tutorials at <http://www.csustan.edu/ati>
- OIT offers assistance with instructional materials planning and accessibility
- Contact DRS, Library, Bookstore, or FDC for more information
- Contact the ATI Coordinator

Tawn Gillihan

Email: tgillihan@csustan.edu

Phone: (209) 667-3470

Office: L151G

