ACCESSIBLE TECHNOLOGY INITIATIVE

2013 Affordable Learning Solutions (ALS)
Faculty Learning Community (FLC)
WHO AM I?

- **Tawn Gillihan**
  - Accessible Technology Coordinator
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- **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.
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

- Different Learning Styles
- Language/Culture
- Limited Access to Technology
- Aging
- Distance Learning
ATI Steering Committee Members

Dennis Shimek – Committee Chair
Carl Whitman
Paul Park
Julie Johnson
Leland Bettencourt
Megan Thomas
Steve Arousack
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

Instructional Materials

Procurement (E&IT)
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.
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.
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
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