

San José State University



Accessible
Technology
Initiative



REMOVING BARRIERS FOR PEOPLE WITH DISABILITIES IS AT THE HEART OF OUR UNIVERSITY POLICY OF NON-DISCRIMINATION.

What is ATI?

The Accessible Technology Initiative demonstrates the California State University's ongoing commitment to provide access to information resources and technologies to individuals with disabilities—physical, sensory, cognitive, learning and/or attention-related.

In Executive Order 926 and Coded Memorandum AA-2007-04, the CSU initiated the coordination of a multi-year effort by all 23 CSU campuses to ensure that information technology resources, services and programs are made accessible and inclusive for people with disabilities.

At San José State University, we are committed to providing an inclusive environment responsive to the needs of all students. Therefore, all information technology resources, services and programs will be made accessible and inclusive for people with disabilities, whether they are members of the campus community or the general public. This identification and removal of barriers, as well as the assurance of consistent access for people with disabilities, is at the heart of our Vision 2010 strategic plans and our efforts to achieve inclusive excellence in all aspects of the university. In addition, it is a fundamental component of the California State University academic mission.

The SJSU Accessible Technology Initiative is led by the provost. The SJSU ATI Task Force and three working teams appointed by the provost have developed implementation plans, coordinated responsibility for compliance, and generated reports of ongoing monitoring activities.



SJSU ATI Task Force

The SJSU ATI Task Force, working with the CSU ATI team, has developed three Accessibility Implementation Plans, consistent with the requirements specified by CSU Executive Order 926 and coded memorandum AA 2007-04. The implementation plans address access related to:

Web Accessibility

Instructional Materials

Electronic and Information Technology Procurement

Responsibilities

Achieving accessible information technology and resources is a shared responsibility, requiring collaboration among faculty, the Disability Resource Center, bookstores, academic and student services departments, academic technology and other campus staff and students with disabilities. It is a responsibility that engrosses the campus and requires ongoing attention and commitment for its success. Additionally, system-wide support, such as working with vendors and publishers to address the accessibility of equipment and materials, is critical.

Web Accessibility

The Internet and resources such as web sites, web applications and digital content are some of the primary vehicles by which information reaches the SJSU community. The central presence of the World Wide Web in delivering information and providing services is an essential reason to make its accessibility a priority for the university.

Over the next four years, SJSU will bring its web pages into compliance with Section 508 web accessibility standards and requirements. This includes all campus administration services, programs and activities web sites, as well as all instruction-based web sites.

Web accessibility plan

- A strategy to ensure that new websites and web content incorporate accessibility in the design and authoring process
- A training plan for those who develop and maintain websites and who author web content
- A communication plan to educate the campus about web accessibility requirements
- A process for establishing accountability and documentation procedures
- A process for determining exceptions and for developing, documenting and communicating the equally effective alternate form of access that will be provided
- A process for identifying critical administrative websites that require remediation
- A process for providing alternative ways of delivering information during any period in which websites are undergoing retrofit
- A process for auditing, monitoring and remediation of websites
- An evaluation process to measure the effectiveness of the plan
- The identification of roles and responsibilities associated with the above processes

TIMELINE

JUNE 15, 2007

First-Year Web Report

SEPT. 1, 2007

New and updated administrative web sites, web applications, and web content should, at a minimum, conform to baseline accessibility standards as defined in Section 508, Subpart B, and where appropriate, Subpart C (www.access-board.gov)

MAY 15, 2009

All administrative sites that are critical to institutional access should, at a minimum, conform to baseline accessibility standards as defined in Section 508.

MAY 15, 2012

All web sites at SJSU should fully conform to Section 508.

TIMELINES MAY BE SUBJECT TO CHANGE. SEE WWW.SJSU.EDU/ACCESSIBILITY FOR UPDATES.

Instructional Materials Accessibility

TIMELINE

JUNE 15, 2007

Draft Instructional Materials Accessibility Plan

NOVEMBER 1, 2007

Final Instructional Materials Accessibility Plan

FALL TERM, 2008

New courses and new course content, including instructional materials and instructional web sites, will incorporate accessibility in their design. If incorporating accessibility is impossible or would constitute an undue burden, then a plan to provide an equally effective alternate form of access must be developed. Existing course content will be made accessible during course redesign or when a student with a disability enrolls in the course.

FALL TERM, 2012

Instructional materials and instructional web sites for all course offerings will be accessible.

TIMELINES MAY BE SUBJECT TO CHANGE. SEE WWW.SJSU.EDU/ACCESSIBILITY FOR UPDATES.

Instructional and online course materials must be accessible to individuals with disabilities and, to the extent possible, at the same time they are available to any other student. Communication should be as effective for individuals with disabilities as it is for individuals without disabilities.

Instructional materials accessibility plan

- A process for timely textbook adoption by faculty
- A process for textbook identification for late-hire faculty
- A process for early identification of students with disabilities who require instructional materials to be provided in an alternate format
- A strategy to increase faculty use of the Learning Management System (delivering technology-enabled courses and posting syllabi and instructional materials online for traditional face-to-face and blended courses)
- A process to purchase accessible multimedia instructional materials (e.g., captions on videos)
- A method to incorporate accessibility requirements in the curriculum review and approval processes
- A plan to support faculty in creating accessible course content
- A communication and training plan to educate students, staff and faculty about the Instructional Materials Accessibility Plan
- A process to measure the plan's effectiveness
- The identification of roles and responsibilities associated with the above processes
- Milestones and timelines that conform to the dates listed in the sidebar at left

SOME KEY ISSUES RAISED BY THE INITIATIVE ARE THE NEED FOR CAPTIONED VIDEOS, DESCRIPTIONS IN TEXT OF ALL PHOTOS ON THE WEB, AND EARLY AVAILABILITY OF TEXTBOOKS, SO STUDENTS CAN ORDER ALTERNATIVE FORMATS.

Accessible Electronic and Information Technology Procurement (E&IT)

Vital to the success of accessibility on campus is the adherence to accessibility standards for electronic and information technology, including web applications, hardware, software, telecommunications, multimedia and self-contained closed products like copiers, fax machines, kiosks, etc. As the university acquires new resources, they must comply with Section 508 standards.

The SJSU campus community should consider the potential impact of all electronic and information technology acquisitions regardless of source or costs when use by a significant portion of the campus community is expected. This includes acquisitions that do not involve the exchange of monies (e.g., open source software) or that are below the \$2,500 threshold (e.g., survey instruments that will be used by a significant percentage of students).

Electronic and Information Technology Procurement Plan

- Research, evaluation, documentation, verification where appropriate, and determination of exceptions related to E&IT procurement
- An evaluation process for Section 508 compliance or exception
- Procedures for providing equally effective alternative access for E&IT acquisitions that are approved for exception or that are not yet subject to the E&IT procurement process
- A plan to educate the campus community about Section 508 procurement requirements and the established procedures
- An evaluation process to measure the effectiveness of the plan
- The identification of roles and responsibilities associated with the above processes
- Milestones and timelines that conform to the dates in the side bar at right

TIMELINE

SEPT. 1, 2007

Implement a draft procurement process for E&IT acquisitions greater than \$50,000.

OCT. 1, 2007

Implement a procurement process for E&IT acquisitions greater than \$50,000.

SEPT. 1, 2008

Implement a procurement process for E&IT acquisitions greater than \$2,500, excluding procurement card purchases.

SEPT. 1, 2009

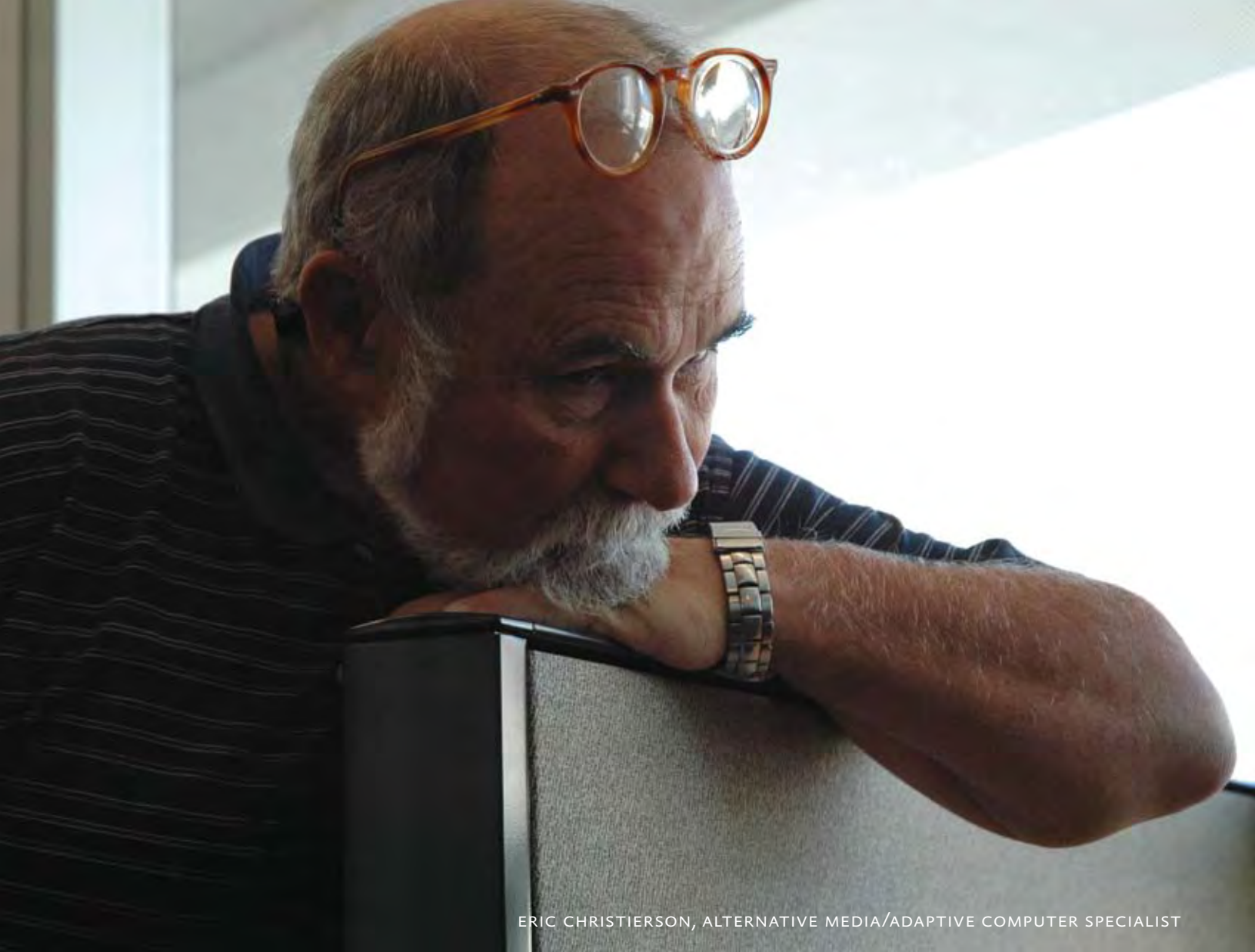
Implement a procurement process for E&IT card acquisitions greater than \$2,500.

SEPT. 1, 2010

Implement a procurement process for E&IT acquisitions less than \$2,500, depending on results of campus progress reports.

TIMELINES MAY BE SUBJECT TO CHANGE. SEE WWW.SJSU.EDU/ACCESSIBILITY FOR UPDATES.





ERIC CHRISTIERTSON, ALTERNATIVE MEDIA/ADAPTIVE COMPUTER SPECIALIST

As a staff member/manager, what can I do?

- Attend workshops to learn how to create accessible documents and websites.
- Purchase electronic and information technologies (E&IT) that meet Section 508 standards.
- Develop programs, presentations and web sites that are accessible to people with disabilities, including those whose learning styles may vary from one modality to another.
- Share accessibility-related successes with the ATI Committee for future communication pieces.
- Create a work environment that enables all employees to be successful, regardless of disability.
- Create a work environment that promotes the creation of accessible programs, services and documents.
- Familiarize myself with the resources provided by the Disability Resource Center, and make referrals when appropriate.

As a faculty member, what can I do?

- Make textbook and course pack decisions early. Order both through Spartan Bookstore.
- Use accessible multimedia instructional materials (e.g., closed-captioned videos).
- Attend workshops, or visit the WebWizard online, to learn how to make my web site(s) accessible, especially if used to provide instructional materials.
- Attend workshops to learn how to create accessible Word and PDF documents and/or PowerPoint presentations.
- Incorporate the principles of Universal Design for Learning when developing a new course or redesigning a current course.
- Ensure inclusiveness in the classroom and discourage stereotypical behavior.
- Familiarize myself with the Disability Resource Center. Make referrals when appropriate.



HILARY NIXON, PROFESSOR, COMMUNITY PLANNING

As a student, what can I do?

All students:

- Assist a student with a disability in my class by serving as a note taker and/or tutor.
- Assist a person with a disability in the event of an emergency evacuation.
- Understand that everyone communicates and performs tasks at a different pace and in different ways.
- Create accessible class presentations and projects (e.g., PowerPoint presentations).
- Incorporate Universal Design for Learning and Section 508 guidelines in all aspects of a club or organization event (e.g., planning, marketing, logistics, technical elements, content, etc.).
- Create, ensure and foster inclusiveness on my campus. Discourage stereotypical behavior.

Students with disabilities:

- Schedule an intake appointment with the Disability Resource Center to determine eligibility and services.
- Submit requests for alternate format textbooks in a timely fashion.
- Request accommodations in a timely fashion.
- Contact the Disability Resource Center immediately if I am experiencing problems with my accommodations.
- Communicate and build a relationship and rapport with my professors so that they understand the ways I learn and express my knowledge best to contribute to my success in their courses.



SAN JOSE STATE UNIVERSITY IS COMMITTED TO PROVIDING AN ACCESSIBLE AND INCLUSIVE ENVIRONMENT WHERE ALL STUDENTS CAN BE SUCCESSFUL IN ATTAINING THEIR EDUCATION AND WHERE FACULTY AND STAFF CAN ACHIEVE SUCCESS IN THEIR CHOSEN CAREERS.