ROCC Accessibility Initiative Plan

To help meet our obligations to students and persons with disabilities under the Americans with Disabilities Act as Amended and the Vocational Rehabilitation Act Section 504, ROCC has developed the following planned accessibility initiative:

**ROCC Accessibility Initiative Plan, Operating Procedures and Guidelines**

This planned initiative shall be harmonized with the Tennessee Board of Regent’s (TBR) Accessible Informational Material and Technology (AIMT) efforts and includes time frames for ROCC to create, procure and maintain accessible technology and informational materials, as well as, replace inaccessible technology and informational material and provides opportunities to reprioritize based on ongoing feedback from persons with disabilities.

**This plan will be reviewed annually for milestones, level of implementation and needed adaptions to meet the goals set forth herein.**

**Statement:**

ROCC Accessibility Statement,

“**Informational Materials and Technology will be Accessible for Persons with Disabilities**”

-Definitions:

“**Informational Materials**” are items that are created, purchased or identified to serve in instruction and/or communicate information both in the curricular and non-curricular settings of ROCC. These items may include, but not limited to, textbooks in bound, unbound, kit or package form, library media (print, non-print, and electronic resources), Informational software content, web/online content and learning objects, E-Books, CD-ROM, DVDs, videos, slides, films and filmstrips, learning laboratories, recordings, manipulatives, consumables and ITV content.

"**Technology**" or “**Information and Communication Technology**” (ICT) includes information technology, equipment, or interconnected system or subsystem of equipment for which the principal function is the creation, conversion, duplication, automatic acquisition, storage, analysis, evaluation, manipulation, management, movement, control, display, switching, interchange, transmission, reception, or broadcast of data or information. Examples of ICT includes, but is not limited to, internet and intranet websites, electronic content, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, telecommunications products, computers and ancillary equipment, software, mobility devices, information kiosks and transaction machines, videos, IT services, and multifunction office machines which copy, scan, fax documents and emerging technologies.

"**Accessible**" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

“**Persons with Disabilities**”: Federal laws define a person with a disability as "Any person who has a physical or mental impairment that substantially limits one or more
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major life activities; has a record of such impairment; or is regarded as having such an impairment."

"Equal Access" means that ICT or Informational Materials are accessible or, in the rare instance when accessibility it is not technologically feasible to that ICT or Informational material, then the separate Informational material or technology must provide equally effective access to the program, activity or information. The alternative format or medium communicates the same information in as timely a fashion as does the original format or medium. When such exceptions are necessary then the means for alternative access and/or materials must be identified and responsibility for implementation assigned prior to the use of the original format or medium.

Standards & Timelines:

- Functional accessibility standard for:

ROCC has adopted the “substantially equivalent ease of use” concept to help meet our obligations to our students with disabilities as a functional accessibility standard for (“substantially equivalent ease of use” in the same place and at the same time as other students as acknowledged in the 2010 & 11 Dear Colleague Letters).

The United States Department Of Justice (DOJ) & Office of Civil Rights (OCR) Joint Guidance: June 29, 2010, Dear Colleague Letter (DCL) provided Joint guidance for emerging technologies and accessibility (Kindle use at ASU) that introduced a functional compliance definition of accessibility – as noted in follow-up FAQ DCL on May 26, 2011 in response to questions on the 2010 DCL.

• Students must be afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as [non-disabled] students.

• In addition, although this might not result in identical ease of use compared to that of students without disabilities,

• It still must ensure equal access to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology. The DCL uses the term “substantially equivalent ease of use” to describe this concept. Page 2, 2011 DCL/FAQ.

-Technical standards for accessibility:

3. Section 508 Refreshed for accessible technology procurement.
4. Review minimum standards every three years for needed changes and updates.

Planning Template:

a. Audit & Review – Ongoing review of technology and informational material for accessibility.
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-Identify automated tool(s) to check and ensure the accessibility of content. Develop manual testing resources for human Assistive Technology interaction testing of AIMT. Upon initial audit completion, develop an AIMT corrective action plan and identify workarounds, accommodations, and supports to address inaccessible Informational materials and technology.

Timeline:

- Automated Tool(s) identified by March 15, 2015
- Manual Testing Resources identified by April 1, 2015
- Vendor Resource’s (identified for remediation) by July 1, 2015
- Initial Audit completed by December 31, 2015
- Corrective Action Plan by March 1, 2016

b. Creation/Remediation - Train content and technology developers, managers, administrators, faculty, staff on accessible development. Develop remediation strategies for inaccessible Informational material and technology. Clarify alternative media responsibilities and time lines to use system resources identifying a state-wide vendor for creating accessible multimedia objects, captioning and remediated accessible textbooks available to students with disabilities at the same time as the inaccessible version.

Timeline:

- Training Target Start by February, 2015
  - ROCC Accessibility Team
  - ROCC Staff
  - Start by March, 2015
  - ROCC Instructors
  - ROCC Developers
  - Start as soon as team is identified by April 2015
  - ROCC Audit Team Training

- All webpages published/updated on or after June 1, 2014 shall be accessible using WCAG 2.0 A & AA by no later than December 31, 2015

- Pilot an outsourced hosted video streaming captioning solution for ROCC and Chancellors office starting April 1, 2015

- Identify possible alternative format/media remediation and creation resources for possible pilot of accessible textbooks and multimedia objects by May 1 2015

- LMS courses will meet the following strategy:
  1. All new courses will meet ROCC accessibility standards starting with January 2015 CDT training
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2. All pre-January 2015 courses will be remediated on a 3 year redevelopment lifecycle to meet ROCC accessibility standards
3. Any course identified for an accommodation due to inaccessibility will be redeveloped immediately to meet ROCC accessibility standards

c. Procurement - Timeline: Training and implementation to include the new accessible procurement language for IMT purchases beginning February, 2015

ROCC Procurement Statement (developed from task force recommendations):

All Informational Material and Technology (IMT) developed, purchased, upgraded or renewed by or for the use of the Tennessee Board of Regents (TBR) - Regents Online Campus Collaborative (ROCC) will comply with all applicable TBR/ROCC policies, Federal and State law and regulations.

ROCC will purchase or recommend only accessible informational materials (including textbooks) and technologies (AIMT), except when it is technically unfeasible to do so, in which case the procedures require an accessible alternate IMT and must provide equally effective access to the program, activity or information. The alternative format or medium communicates the same information in as timely a fashion as does the original format or medium. When such exceptions are necessary then the means for alternative access and/or materials must be identified and responsibility for implementation assigned prior to the use of the original format or medium.

ROCC Procurement Procedure:

IMT purchases including, but not limited to, contracts, contract renewals/maintenance, procuring additional licenses to existing products, “off the shelf” products, RFP, RFQ, or RFI, will include the following language:

The Contractor/Vendor warrants and represents that the product, service and/or software, including any updates, provided to the Tennessee Board of Regents (TBR)/ROCC will meet the accessibility standards set forth in WCAG 2.0 A&AA (also known as ISO standard, ISO/IEC 0500:2012), EPub3 Accessibility Guidelines (specifically for eBooks) and will be compliant with ADA Section 508 Standards for Electronic and Information Technology. Further:

1. The contractor/vendor will provide an accessibility statement (following the statement format as provided) to include testing results and written documentation verifying accessibility, including the most recent Voluntary Product Accessibility Template (VPAT) for the product/service/software identified in this document.
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2. The contractor/vendor will promptly respond to and resolve accessibility complaints, and will indemnify and hold the TBR/ROCC harmless in the event of claims arising from inaccessibility of the contractor’s/vendor’s product(s), service(s) and/or software. Determining the accessibility of a product

When considering procurement of an IMT use the following appendixes to help determine the products/services accessibility,
1. Appendix B ROCC AIMT Procurement Checklist
2. Appendix C ROCC Vendor Product Accessibility Statement and Documentation (vendor’s evaluation documentation & VPAT)
3. Appendix D ROCC Accessibility Conformance, Complaint and Remediation Form (vendor’s detailed plan/time line for accessibility gap conformance)

Accessibility Exceptions Requests

1. **Alternate Access Plan** - Only if it is determined that a product is one of a kind, currently inaccessible and no other accessible product exists, will a request for an accessibility exemption and alternative access plan be available for request. All efforts will be made to communicate with the vendor to develop a remediation plan through appendix D and appendix E will be developed with all parties for a temporary work around until such time the inaccessible product is fully conformant. The AIMT Exceptions Committee will have signature review authority for approval and final signatory authority from the ROCC executive administrator is required.
   a. Use Appendix D ROCC Accessibility Conformance, Complaint and Remediation Form and
   b. Appendix E ROCC Alternate Access Plan