



Accessible Technology Initiative Fact Sheet

The **Accessible Technology Initiative (ATI)** reflects the California State University's (CSU) ongoing commitment to provide access to information resources and technologies to individuals with disabilities. This commitment is articulated in [Executive Order 1111](#), the CSU Board of Trustees Policy on Disability Support and Accommodations.

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability."

All CSU programs, services, and activities should be accessible to all students, staff, faculty, and the general public. This encompasses all technology products used to deliver academic programs and services, student services, information technology services, and auxiliary programs and services.

The CSU's Accessible Technology Initiative (ATI) implementation approach is based on the following principles:

- Technology accessibility is an institution-wide responsibility that requires commitment and involvement from leadership across the enterprise.
- Technology access for individuals with disabilities must provide comparable functionality, affordability, and timeliness and should be delivered in as seamless a manner as possible.
- The implementation of Universal Design principles should reduce the need for, and costs associated with, individual accommodations for inaccessible technology products.

Procurement Process

Purchasing Accessible Information and Communication Technology (ICT) helps ensure access for all persons regardless of disability.

Eliminating access barriers in ICT benefits all people, not only persons with a disability. For example, providing captioned videos can help students who possess differing learning styles and English as a Second Language (ESL) learners. Providing fully accessible, tagged PDF and digital files can help students who want to best utilize mobile and computer-based solutions (e.g., give ability to annotate, highlight digital content, generate study guides.)

This Process applies to purchases and adoptions of ICT regardless of the cost or funding source (e.g., State, Auxiliaries, Federal and State grant funds.) The requirement for accessible technology extends to "free" products or services (e.g., Apps or open-source software) and includes campus' developed products or services.

ICT acquisitions for the campus require review by CSUB Solutions Consulting. This group evaluates ICT for information security, accessibility, and other campus requirements.

Please visit the [ATI Procurement](#) site for additional information and forms.

To submit a technology acquisition request, please visit: [IT Solutions Consulting Request](#)

If you have questions, contact CSUB Technology Accessibility Review (TAR) Committee at TAR@csub.edu

Web Accessibility

It is important that the web be accessible to everyone to provide equal access and equal opportunity to people with disabilities. We are committed to doing so. The campus uses web scanning system Siteimprove as an automated scanning tool to evaluate pages against various accessibility checkpoints based on the CSU ATI Accessibility Requirements on a weekly basis. We also conduct manual evaluation along with automated evaluation to ensure our websites are accessible for our faculty, staff, students, as well as the general public.

Making sure that our websites are accessible is not only the law (Rehabilitation Act of Section 504 and 508, Americans with Disabilities Act, Executive Order 11111 of California State University), but also the right thing to do. We develop and design our websites with the best practices for accessibility in mind; for example, providing “Skip Navigation” links which allows screen reader and keyboard users to skip the navigation menu to the main content. Using the built-in structure of standard HTML allows a document to be organized as you type it, e.g., Heading 1, Heading 2, and so on, and this makes a document much easier to be read and to maintain. We also encourage the use of descriptive link texts instead of links such as “Click here,” “More info,” etc. to be more accessible.

More accessible websites should be perceivable, operable, understandable, and robust, which we will continue making our campus websites and web properties more accessible and usable for our campus community.

Please visit the [Campus Web Accessibility](#) site for the web accessibility policy and site design standards, evaluation, and repair.

Instructional Materials / Universal Design

The principles of Universal Design are based on teaching to all students regardless of their individual processing styles or characteristics (CAST, 2014). As individuals process information differently, the need arises for multiple means of accessing course materials. By using varying combinations of textual and multimedia materials, students are exposed to new material in diverse ways, allowing them to learn optimally.

As advantageous as multi-modal material may be, it’s primary purpose – communication, may be lost if the material is not perceptually, physically, or cognitively accessible to students. Therefore, we need to keep usability of the online environment in mind, respect all types of learners, including those with different processing styles and physical attributes.

Many students may not share the same cognitive, perceptual, and physiological schemas as ours, and will require assistance through assistive technologies. Assistive technologies are translators, as it were, of the material you prepare. Your online course material needs to be comprehensible by the technology to be comprehensible to students that need it to understand the lessons you prepare.

For resources related to Instructional Materials, please visit: [CSUB ATI IM Site](#)