

# Stony Brook University Electronic Information Technology Accessibility Plan

# December 2020

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## **Introduction**

Stony Brook University has a longstanding history of proactively ensuring equal and integrated access for persons with disabilities in all of its programs and services. In addition to our obligations under Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the State University of New York adopted an Electronic and Information Technology (EIT)[[1]](#footnote-1) Accessibility[[2]](#footnote-2) Policy ([6901](https://www.suny.edu/sunypp/documents.cfm?doc_id=883)), which was approved by the SUNY Board of Trustees on June 20, 2019. In accordance with this policy and in furtherance of Stony Brook University’s mission, the University appointed its first-ever Web Accessibility Officer/EIT Accessibility Coordinator (WAO/EITC) in the spring of 2020.

Situated within the Office of Equity and Access, our WAO/EITC is responsible for the development of policies and procedures that support shared institutional goals – to provide accessible online environments for all campus community members, and facilitate the development and implementation of a campus wide EIT Accessibility plan that will become a sustained program. This program will endeavor to affirm that EIT Accessibility is recognized as the responsibility of all administrators, faculty, and staff; and that Stony Brook University develop, purchase, host, and/or acquire, to the extent feasible, web pages, websites, hardware and software products, and services that are accessible to persons with disabilities.

The development and implementation of an EIT Accessibility Plan pursuant to Policy 6901 is consistent with our mission:

* to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
* to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
* to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
* to provide state-of-the-art innovative health care while serving as a resource to a regional health care network and the traditionally underserved; &
* to fulfill these objectives while celebrating diversity and positioning the University in the global community.

Not only is the program consistent with our mission, but also timely given the COVID-19 pandemic. COVID-19 has dramatically increased the speed at which essential programs, services, and information are provided in a digital form. The increasing reliance on digital tools to provide mission critical services throughout the university underscores the need for a campus wide digital accessibility program that verifies all administrators, faculty, staff and students contribute to fostering an accessible experience for all.

### Approach

To confirm the EIT Accessibility Plan maintains broad support and is inclusive of faculty governance, the WAO/EITC reconstituted our ADA and Technology Steering Committee (established 2015) as the Digital Accessibility Steering Committee (DASC)[[3]](#footnote-3). This Committee has been charged with:

* Collaborating with the WAO/EITC to provide administrative oversight of the Digital Accessibility Program
* Uncovering where the greatest needs are and prioritizing solutions
* Developing clearly defined action steps with assigned ownership for completion
* Continuous monitoring of the implementation of the EIT accessibility plan to confirm effectiveness and to identify enhancements

To sustain an ongoing accessibility program and to confirm that accessibility is infused throughout the organization as a critical cultural value, our EIT Accessibility Plan was developed with the following SUNY Standards at its foundation[[4]](#footnote-4):

* **Websites and Software:** Web Accessibility Standards (WAS)
* **Digital Content:** Digital Content Accessibility Standards (DCAS)
* **Classroom Technology & Design:** Classroom Accessibility Standards (CAS)
* **Libraries:** Library Accessibility Guidelines (LAG)
* **Procurement:** Procurement Accessibility Conformance Standards (PACS)

To facilitate the development of our EIT Plan, the DASC segmented the plan along the five areas described above and identified chairs for each working group. The WAO/EITC served as the primary contact between the DASC and the working groups, broke down the SUNY EIT standards, provided SUNY updates (including sample material) and facilitated communication between the working groups. In developing our EIT Accessibility Plan, Stony Brook University utilized the SUNY provided template modeled after the College of Environmental Science and Forestry’s Strategic Accessible ESF – Strategic Actions 2019 – 2020, created by their Accessibility Content Experts Network. Each of our working groups used the criteria below when developing their section of the EIT Accessibility Plan; core elements of the working group plans include:

1. **Authority and Responsibility:** An assignment of roles, authority, responsibility, and accountability for achieving policy compliance.
2. **Awareness Raising:** A campaign to communicate EIT accessibility across all campus divisions and departments.
3. **Design:** A comprehensive approach to engrain accessibility into the creation of web and technology resources.
4. **Procurement:** A procedure to include accessibility as a requirement within purchasing processes, including centralized and decentralized purchasing activities.
5. **Monitoring Compliance:** A means for monitoring compliance with any standards listed in this document.
6. **Training:** A method for training all University personnel who develop, select, purchase and maintain electronic and information technologies

### Definitions

The working groups used the following definitions to guide the development of each action item, which are detailed on the tables contained in this plan.

**Suggested administrative oversight for each action**: Each action item has attached to it suggested office(s)/person(s) responsible for initiating and providing oversight of the action.

**Resources and/or source of resources for each action:** These include cost estimates, both fiscal resources, and human resources, for implementation of each action.

**Outcomes implied for each action successfully completed:** Each action is followed by a potential outcome, suggesting that the stated outcome will be achieved if the action is successfully completed.

**Progress:** Each action item marked in this column should display one of the following five metrics:

1. No Activity - No action has been taken yet
2. Planning - An approach to the action item is designed and/or meeting organization, and preparation is underway.
3. Developing - Substantive work is underway to complete the action item.
4. Operational - The campus has a standard practice. Procedures are consistent and formal.
5. Accomplished/ongoing - The campus has an established practice regularly reviewed to reflect the managed practice.

*Please note this rating scale is incorporated into the tables to provide optimal accessibility.*

**Status Description**: The narrative regarding the status of progress.

**Timeframe**: The timeframe indicates when the action should be completed. Complete is used to denote actions that have been accomplished, while “ongoing” is used to indicate actions which require continuous refinement.

## **Websites and Software EIT Accessibility**

The following section describes Stony Brook University's plan to implement the Websites and Software[[5]](#footnote-5) component of our campus-wide Electronic and Information Technology (EIT) Accessibility Plan. Successful implementation of the following components will confirm that:

* All web developers and content creators will apply the most current accessibility guidelines when creating websites and content (including social media).
* Accessibility is a requirement in the selection process for all EIT products and services.
* Resources are available to conduct both automated and manual evaluations on EIT and websites.
* All websites will undergo an accessibility review on an annual basis.
* Training is required for all university employees who:
	+ Select or implement EIT Products and Services
	+ Create websites or digital content (including social media)
	+ Develop software
	+ Support end-users of EIT
	+ Possess purchasing/budgetary authority
* Compliance with the plan is continuously evaluated, and improvements are made based on the data reported to the Steering Committee.

### Section I Websites and Software EIT Accessibility Plan

| **Plan Element** | **Actions** | **Suggested Administrative Oversight** | **Resources /****Source for Resources** | **Outcome** | **Progress (1-5)** | **Status Description** | **Time Frame** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Authority & Responsibility** | Define the roles and responsibilities of those creating and managing web content (see section II). | CIO, VP MarComm | EIT accessibility plan | Defined roles and responsibilities. | 5 (Accomplished/ongoing) | Roles and responsibilities documented. | Ongoing |
|  | Designate oversight of stonybrook.edu public website accessibility. | WAO/EITC, CIO, VP MarComm | EIT accessibility plan | Confirm administration of stonybrook.edu public website through policy. | 5 (Accomplished/ongoing) | Policy established. | Ongoing |
|  | Incorporate accessibility into job descriptions. | VP Human Resources | HR staff, individual hiring managers | updated job descriptions will accurately reflect responsibility for accessibility. | 2 (Planning) | Class and Comp trainings will be updated to include threading accessibility into job descriptions.  | 2021 |
|  |  |  |  |  |  |  |  |
| **Awareness Raising** | Develop a campus-wide accessibility campaign. | VP MarComm and WAO/EITC | MarComm web team, graphic design, WAO/EITC, and Digital Accessibility Steering Committee | Inform campus community about the importance of and responsibility for accessibility. | 1 (No Activity) | Campaign to be developed. | 2021 |
|  | Create accessibility guidelines for web content creators and site managers. | VP MarComm, CIO, WAO/EITC | OU Campus support site, DoIT site | Accessibility guidelines page created on OU Campus support site for CMS users; expand web policy D120 page on DoIT site to include specifically defined roles and responsibilities (see section II). | 5 (Accomplished/ongoing) | Pages online. | Current |
|  | Create a procedure for the community to identify sites or programs that are not in compliance. | CIO, WAO/EITC, VP MarComm | WAO/EITC, MarComm web team | Create a form where community members can identify sites or programs that need to be addressed or revised. | 1 (No Activity) | Form to be created with the procedure to follow. | 2021 |
|  |  |  |  |  |  |  |  |
| **Design and Development** | Develop a design approach to comply with *W3C Web Content Accessibility Guidelines* to provide optimal access to all university websites. Web developers shall apply the most current version of these guidelines in the design, creation, and maintenance of any University Website. | VP MarComm | MarComm web team and graphic design | A consistent design approach has been implemented and is in use. | 4 (Operational) | Continually updated based on the environment. | Ongoing |
|  | Plan to evaluate reusable snippets for accessibility.  | VP MarComm | MarComm web team, WAO/EITC | Evaluate snippets and conduct manual checks before snippets and components go online. | 2 (Planning) | Evaluations are underway, but a formalized process is to be developed. | 2021 |
|  | Confirm that design of systems and services (SOLAR, SSO, SINC sites both physical and virtual) adhere to accessibility standards. | CIO, WAO/EITC | DoIT staff, WAO/EITC | Review all systems and services to confirm accessibility. Reviews will rely on WAS Standards for a digital system, and Classroom Technology and Design Standard for physical environments. | 2 (Planning) | Assessment plan to be developed, covering both digital and physical components. | 2021 |
|  |  |  |  |  |  |  |  |
| **Procurement** | Create criteria to confirm applications procured are accessible. | Procurement, CIO, WAO/EITC | WAO/EITC, procurement and IT staff | Applications procured are accessible. | 3 (Developing) | Ongoing. | Current |
|  | Establish a process to evaluate accessibility compliance of vendors and products. | Procurement, CIO, WAO/EITC | WAO/EITC, procurement | Confirm that vendors are following accessibility guidelines; update policy D120 to addressprocurement re: web. | 3 (Developing) | Policy to be updated. | 2021 |
| **Monitoring Compliance** | Request specific budget line for accessibility monitoring tools or programs and part-time line for evaluating sites for accessibility. | CIO, VP MarComm | WAO/EITC, CIO, VP MarComm | Obtain budget lines to acquire monitoring tools or programs and for hiring a part-time to evaluate sites. | 1(No Activity) | Work not yet started. | 2021 |
|  | Review available monitoring services. | WAO/EITC, CIO, VP MarComm | WAO/EITC, CIO, VP MarComm | Investigate the acquisition of accessibility monitoring service. | 2 (Planning) | Research and pricing have been done on various services, availability of funding unclear due to financial impact of COVID 19. |  |
|  | Create a comprehensive campus accessibility website review. | VP MarComm, CIO, WAO/EITC | MarComm web team and graphic design, DoIT staff, OU Campus CMS, other tools | Undertake a review of SBU websites for accessibility using existing staff and tools. | 1(No Activity) | Plan to be developed. | Spring 2022 |
|  | Monitor current web pages for accessibility with regularly scheduled auto checks and manual checks for all SBU sites. | VP MarComm, WAO/EITC | MarComm staff, website managers, OU Campus CMS | Confirm that pages on all of the SBU websites, inside and outside of the OU Campus CMS are accessible. | 3 (Developing) | OU Campus CMS can administer accessibility checks; sites outside of the CMS will require a developed procedure. Manual checks procedure to be developed. | Ongoing |
|  | Review the inventory of current products and services for accessibility compliance. | VP MarComm, CIO, WAO/EITC | MarComm Staff, DOIT Staff, and Procurement | Noncompliance with accessibility guidelines in existing products and services will be identified, and remediation will be raised with Vendors. As per procurement plan, Accessibility requirements will be incorporated into all future contracts.  | 2 (Planning) | A review process and prioritization schedule to be established. | 2021 |
|  | Create a prioritization matrix for accessibility review and remediation. | WAO/EITC, Digital Accessibility Steering Committee | WAO/EITC, VP MarComm, CIO | Prioritize which areas to invest accessibility evaluation resources and development remediation time. | 1(No Activity) | Matrix to be developed. | 2021 |
|  |  |  |  |  |  |  |  |
| **Training** | Train content developers, site managers, and anyone managing a social media account on web accessibility. | VP MarComm | MarComm web team, OU Campus CMS, WAO/EITC | Confirm that all users of the OU Campus CMS, as well as other website / social account managers, are trained on web accessibility, with annual refresher training covering editorial, procedural, and accessibility updates. | 5 (Accomplished/ongoing) | OU Support site has information on accessibility best practices, and accessibility is a standard part of new user training.  | Ongoing |
|  | Promote Deque University training to campus, require all VPs and managers to complete the training. | WAO/EITC | Deque University accessibility training through SUNY | Utilize free Deque University accessibility training for the campus community. | 3 (Developing) | Working group members and others have undertaken voluntary. Deque University accessibility training. | Ongoing |
|  | Include accessibility training as part of staff performance programs. | HR, OEA | Department managers, VPs | Confirm that staff are kept current on accessibility training. | 1(No Activity) | Work not yet started. | 2021 |
|  | Continuous revision of training protocols, social media guidelines, and accessibility checklist. | VP MarComm | MarComm web team, WAO/EITC | Confirm that the training protocols, content guidelines, and checklist of items to address are current. | 4 (Operational) | Protocols will be reviewed at a minimum annually or sooner as needed. | Ongoing |

### Section II Roles and Responsibilities

#### President, Provost, Vice Presidents, Deans, Directors, Department Heads, Managers, and Supervisors

* Confirm that web content (inclusive of social media) in their areas complies with Policy D120 and the campus-wide EIT policy (once finalized).
* Confirm that any information technology products purchased to access university programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a Voluntary Product Accessibility Template (VPAT) to OEA for review.

#### Digital Accessibility Steering Committee

* Establish a timely procedure for requesting synchronized captions for multimedia
* Establish priorities for accessibility evaluations and development remediation that account for the website’s impact on the university.
* Continuously monitor our EIT accessibility program to confirm effectiveness and identify opportunities for improvement.

#### Assistant Vice President for the Office of Equity and Access

* Investigate complaints of non-compliance with EIT Accessibility policies and procedures.

#### Web Accessibility Officer/WAO/EITC

* Establish and confirm compliance with policies and procedures that support shared institutional obligations to provide accessible online environments for campus community members and visitors.

#### **V**ice President of Marketing and Communications

* Produce content that is accessible and advise departments and units across campus on how to create accessible content.
* Confirm that the university’s Content Management System supports and is aligned with the campus EIT policy.
* Confirm that users of the system are appropriately trained in content management and accessibility best practices.
* Confirm that front end developers and designers within MarComm create websites that are accessible and conform to current *WCAG Level AA and WAI-ARIA.*

#### Unit Web Leaders and Department Web Administrators

* Develop new and redesigned websites, forms, documents, videos, and other content on university websites that are accessible and conform to current *WCAG Level AA and WAI-ARIA*.
* Test websites for accessibility prior to their launch or significant modification.
* Check existing websites for accessibility, and confirm that inaccessible mission critical web content, forms, documents, videos, and other online content published prior to this policy's date are remediated or replaced within one year after the policy update is posted.
* Provide equal and effective access to content or services within three business days of receiving a request from individuals who request access to inaccessible archived and non-archived web content. This may include remediating inaccessible content or providing content in an equally effective alternative accessible format.
* Confirm that any information technology products purchased to access university programs and activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a VPAT to OEA for review.

#### Department Social Media Managers and Administrators

* Confirm that all social media is accessible and complies with Stony Brook University’s Social Media Guidelines by:
* Providing descriptions of images
* Providing captions for videos
* Providing audio Descriptions for visual content not addressed in the narrative
* Publishing transcripts of audio-only content

#### Vice President and Chief Information Officer

* Design and plan for accessibility in information technology hardware, software, and systems, and remediate accessibility issues within these systems.
* Confirm that any information technology products purchased to access university programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a VPAT to OEA for review.

#### Project Managers

* Confirm that any EIT products or services requested as part of a project through the Project Management Office (DoIT) are reviewed for EIT Accessibility compliance.

#### Instructional Designers

* Confirm that instructional materials are developed in conformance with the current version of *WCAG Level AA* and *WAI-ARIA*.

#### Course Instructors

* Confirm that websites or applications used in course instruction are accessible.
* Confirm that any information technology products purchased to access university programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a VPAT to OEA for review.

## **Digital Content EIT Accessibility**

The following section describes Stony Brook University's plan to implement the Digital Content[[6]](#footnote-6) component of our campus-wide Electronic and Information Technology (EIT) Accessibility Plan. Successful implementation of the following components will confirm that:

* All content creators will apply the most current accessibility guidelines when creating digital content including: documents, audio, video, and social media.
* Accessibility is a requirement in the selection process for all EIT products and services.
* Resources are available to conduct both automated and manual evaluations on EIT and digital content.
* Training is required for all university employees who:
	+ Select or implement EIT Products and Services
	+ Create digital content
	+ Develop course content
	+ Support end-users of EIT
	+ Possess purchasing/budgetary authority
* Compliance with the plan is continuously evaluated, and improvements are made based on the data reported to the Steering Committee.

### Section I Digital Content Accessibility

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Plan Element** | **Actions** | **Suggested****Administrative****Oversight** | **Resources/****Source** | **Outcome** | **Progress** | **Status****Description** |
| **Authority & Responsibility** | Determine who is responsible for accessibility for inward-facing (including academic) accessible content. This should account for some roles and responsibilities that may already be informally in place and areas with no guidance. | CIO, Provost, (departmental assessment coordinator). | Departmental Managers across divisions, as well as HR (for revising HR related content).  | Roles and responsibilities defined and documented | 2(Planning) | Roles and responsibilities are informally in place, remain to be documented through policy and procedure. |
|  | Determine who is responsible for accessibility for outward-facing content. | MarComm and CIO | Departmental Managers across divisions, as well as HR (for revising HR related content). | Roles and responsibilities defined and documented | 2(Planning) | Roles and responsibilities are informally in place, remain to be documented through policy and procedure. |
|  | Determine Department faculty/staff responsible for reporting ALLY accessibility results as part of the annual report. | Provost | Content creators within academic units. | Having digital accessibility as a codified part of annual reports, we will see continuous improvement in course material accessibility over-time. Low ALLY scores seen as outliers are flagged for further review and remediation (with CELT). | 1(No Activity) | Not yet implemented. |
| **Design** | Create knowledge, training, and templates for accessible digital content. | VP MarComm, CIO, and WAO/EITC | CELT | accessible Tools/Templates are available for content design and creation across SBU. | 3 (Developing) | CELT currently maintains an accessible syllabus template, and MarComm supports accessible PowerPoint templates. Additional templates will be identified based on need. |
|  | Encourage continued usage of video capture capabilities and the built-in functionality as it relates to spoken content. | CIO/Provost | DoIT | All videos are created with searchable transcripts. | 3 (Developing) | Several products currently allow for automatic speech recognition (ASR), live ASR, and hooks to paid services for human transcription. These products also integrate with our LMS. |
|  | Invest in student workers to remediate captions, transcripts, and digital documents. | CIO, Provost | Budget items for Student Staffing | Increased accuracy and accessibility of digital content. | 1(No Activity) | Not yet implemented. |
|  | Determine Department faculty/staff responsible for reporting ALLY accessibility results as part of the annual report. | Provost | Content Creators can produce reports | Having digital accessibility as a codified part of annual reports, we will see continuous improvement in course material accessibility over time. | 1(No Activity) | Not yet implemented. |
| **Procurement** | Create an inventory of existing EIT, evaluate for accessibility, and set forth a mandate to update annually. Is the software compliant? If not, either renegotiate to bring it into compliance or identify alternative tools that are compliant. | CIO, WAO/EITC | DOIT and DOIT Partners | Utilize annual inventory to confirm accessible tools are being used. | 1(No Activity) | Not yet implemented. |
|  | Confirm that accessibility is a required metric when evaluating EIT for purchase. | Provost, Legal, CIO, WAO/EITC | Procurement, DoIT | All EIT purchased for the creation of digital content will be accessible and compliant with ATAG where possible. | 1(No Activity) | Not yet implemented. |
|  | Develop resources regarding the adoption of accessible textbooks accessibility such as: Establish standards to use when ordering/adopting textbooks. Work with the bookstore to include textbook accessibility information in textbook ordering emails. Create a checklist for faculty to confirm textbook is accessible when talking with the vendor's | Provost | FSA, Provost, CELT | All textbooks adopted for courses will comply with SUNY’s DCAS. | 1(No Activity) | Not yet implemented. |
| **Monitoring Compliance** | Incentivize compliance in standard digital content accessibility practices through policies, position description modifications, and annual evaluations. | CELT, DoIT, Departmental Coordinators, OEA | HR, supervisors | Successful compliance with accessibility policies from all content creators. | 2(Planning) | Not yet implemented formally, but some limited efforts to assure compliance have been undertaken. |
|  | Continued use of ALLY to increase the accessibility of course content. | CIO, Provost | CELT, WAO/EITC | Successful use of ALLY will result in increased accessibility, of course related digital content. | 3 (Developing) | We have seen an increase in content accessibility over time.  |
|  | Invest in digital tools to monitor compliance across the campus as a shared service. (Similar to ALLY, but for campus-wide reporting and remediation). | CIO, Marcom, WAO/EITC |  | Digital documents outside of academic content will be monitored for accessibility compliance. | 1 (No Activity) | Not yet implemented. |
| **Training & Raising Awareness** | Make all campus constituents aware of their role and responsibility for ensuring an inclusive and accessible environment for all. | CELT, CIO, HR, OEA, Faculty Senate | DASC | Everyone on campus understands their role and contributes by creating and procuring accessible digital content. | 1(No Activity) | Not yet implemented. |
|  | Training for all instructors and staff in creating accessible materials as required for their jobs. Training also available for students as needed for the creation of materials. Suggest the use of SOLAR linked training, where everyone must get baseline training. Include Accessibility content creation experience in all new job postings. | CELT, CIO, HR, OEA, and Student Affairs | Deque University modules, MS Office Training, Google training, | All content creators are competent to produce accessible materials as needed. | 2 (Planning) | Currently, CELT includes accessibility resources in all Online Teaching Certificate Courses. These are multi-week, asynchronous courses that faculty volunteer to complete in preparation to teach in an online or hybrid mode. In addition, accessibility resources are included in any general workshops about online instruction, hybrid instruction, and syllabus design. CELT also maintains an [accessibility resources](https://www.stonybrook.edu/celt/services/teaching/accessibility-resources) page containing tools and best practices for creating digital content. |
|  | President discusses EIT initiative aspart of State of the University address. | President |  | SBU Cultural adoption of digital accessibility. | 1(No Activity) | Not yet implemented. |
|  | Provost introduces EIT initiative &expectations at start of September PAG meeting. | Provost |  | SBU Cultural adoption of digital accessibility. | 1(No Activity) | Not yet implemented. |
|  | Include EIT initiative as an annualagenda item at School and VP levelmeetings. | Schools and VPs |  | SBU Cultural adoption of digital accessibility. | 1(No Activity) | Not yet implemented. |
|  | Include EIT initiative as an agenda item at one department meeting per semester. | Department coordinators |  | SBU Cultural adoption of digital accessibility. | 1(No Activity) | Not yet implemented. |
|  | Include EIT initiative in newemployee/faculty orientation. | HR’s, OEA, Provost, and individual schools and Colleges | Supervisors | SBU Cultural adoption of digital accessibility. | 1(No Activity) | Not yet implemented. |
|  | [SUNY Oswego has an Accessibility Fellowship](https://docs.google.com/document/d/1lFqxLFRZ24ZjSP4fxCAuS8nj__5f_gouCDzkVAQcJz4/edit?usp=sharing) that they started in 2019. We propose that a similar program be started at SBU. | Provost |  | An Accessibility fellows’ program would enable faculty to continue to collaborate and grow awareness of digital accessibility within their school or college, as well as more broadly within their field.  | 1(No Activity) | We recognize the benefits that a train-the-trainer model has in furthering accessibility awareness within the faculty at Stony Brook University. Given our current financial circumstances, however, we suggest conducting a small pilot to gauge the feasibility of establishing such a program. We are requesting an incentive that is sustainable and also focuses on furthering career development for participants.  |
| **Research Considerations** | Provide tools and strategies for drafting proposals and resulting data sets for meeting digital accessibility standards. | VP Research, Data Governance Council |  | Research findings will be accessible. | 1(No Activity) | Not yet implemented. |

## **Classroom and Technology Design EIT Accessibility**

The following section describes Stony Brook University's plan to implement the Classroom Technology and Design[[7]](#footnote-7) component of our campus-wide Electronic and Information Technology (EIT) Accessibility Plan. Successful implementation of the following components will confirm that:

* Formal standards are developed to confirm event accessibility occurring inside and outside the classroom.
* Accessibility is a requirement in the selection process for all EIT products and services.
* Resources are available to conduct evaluations of all classroom EIT, accessibility features, and signage on an annual basis.
* All websites will undergo an accessibility review on an annual basis.
* Training is required for all university employees who:
	+ Select or implement EIT Products and Services
	+ Design learning and event spaces
	+ Utilize EIT in the course of their instructional responsibilities
	+ Host events that are open to students, faculty, staff, or the public.
	+ Support end-users of EIT in the classroom
	+ Possess purchasing/budgetary authority
* Compliance with the plan is continuously evaluated, and improvements are made based on the data reported to the Steering Committee.

### Section I Classroom Technology and Design Plan

| **Plan Element** | **Actions** | **Suggested Administrative Oversight** | **Resources/Source for Resources** | **Outcome** | **Progress** | **Status Description** | **Time Frame** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Authority & Responsibility** | Confirm Classroom “ownership” stakeholders with respect to physical space and technology design.   | Audio Visual (DoIT)/Media Systems Engineering (DoIT)/Registrar | SASC, OEA, Academic Facilities | Registrar will schedule spaces. Audio Visual will handle front end customer support of space, and Media System Engineering will handle the installation & maintenance of equipment. Departments will maintain a database of equipment, and the database will be available to the campus community through 25Live. | 3 (Developing) | The Registrar currently schedules spaces in coordination with Audiovisual for front end client support. Media Systems engineering Installs and maintains equipment in classrooms. There is still a need for AV & MSE to develop a database of Assistive Listening equipment so the registrar can share it in 25Live. | Fall 2021 |
| **Awareness Raising** | Regular presentations on “accessible classroom features.” | Center for Excellence in Learning and Teaching, Audio Visual (DoIT) | Presidential ADA Committee, 25 Live, OEA, SASC, MarComm | AV will provide room signage as well as discuss equipment available with faculty. CELT will incorporate equipment usage in their faculty training. AV will use resources to disseminate equipment information such as SCALA, Websites, etc. MarComm can manage Scala, Websites, & campaign with AV's input on content. | 2 (Planning) | AV has an existing strategy for deploying signage in classrooms, and once a database is created, it can distribute signage into spaces. CELT currently trains faculty on universal design and will begin incorporating accessible classroom equipment into their training. | Fall 2021 |
| **Design** | Develop formal classroom standards for the university that include accessible features as required by law/policy. | MSE(DoIT) WAO/EITC, CPDC | COM, SUNY EIT Policy, ADA, 2010 Standard on accessible building standardsICC ADA A117.1-2009 (Under NYS Building Code)NYS Building Code Chapter 11 - Accessibility | MSE Designs & installs classrooms to Classroom Accessibility Standards, including assistive listening systems & classroom controls to accommodate color blindness. Information is shared with CPDC so they can use the same standard when designing and installing departmental classrooms. | 3 (Developing) | Media Systems Engineering currently designs and installs Assistive Listening devices in classrooms. Moving forward, MSE will continue to design user interfaces to accommodate for colorblindness. CPDC and MSE will plan to communicate standards when designing and installing classroom AV equipment. | Summer 2022 |
|  | Develop formal standards for events (virtual and physical) occurring outside the classroom. | Event organizer | SBU EIT plan | Event organizers will confirm that events are designed with accessible location and communication in mind. | 1 (No Activity) | Information is available to the campus community, but policy and procedure are not yet formalized (see the draft guidelines in section 2). | Spring 2022 |
| **Procurement** | Confirm ongoing and secured funding source for classroom renovations. | MSE (DoIT), CPDC | Procurement, ADA, 2010 Standard on accessible building standards | Budget a portion of yearly funding to CAS equipment and maintenance. Purchase accessible equipment with this budget. | 3 (Developing)  | No portion of the budget is currently specified for CAS equipment. MSE & CPDC currently acquired equipment for departments as needed through their budget or project budget. | Summer 2021 |
| **Monitoring Compliance** | Perform classroom inventory annually. | MSE(DoIT), AV(DoIT), and WAO/EITC  | Building Managers, 25 Live, Campus Operations & Maintenance | AV & MSE will check assistive listening devices in classrooms to confirm functionality within a specified tolerance. They will update inventory documentation at this time and share it with 25 live resources. The yearly check-up will include noting classroom seating, signage & tactile signage at 48" above the finished floor. Any items of concern will be documented in a ticket and appropriately assigned. Ticket will regularly be shared to WAO/EITC to confirm compliance. | 2 (Planning) | AV & MSE currently perform preventive maintenance checks on rooms. Assistive listening devices will be added to these checks. Once a database of assistive listening equipment is created, it can then be updated regularly.  | Fall 2021 |
| **Training** | Perform classroom training and tutorials on accessibility features. | AV(DoIT), CELT, SASC, OEA | SUNY EIT, annual training, Presidential ADA Committee, Deque University | AV will provide training to faculty on request. CELT will incorporate training in regular faculty training, SASC will train students on individually used assistive technology as per their accommodations, OEA will train faculty/staff on individually used assistive technology as per their accommodations. Groups will review their training for necessary updates in coordination with Monitoring compliance. | 5 (Ongoing) | AV is currently providing training to faculty on request. CELT provides regular faculty training. SASC trains students on individually used assistive technology. OEA trains faculty/staff on separately used assistive technology. Groups will continue to review their training regularly. | Completed (Ongoing) |

### Section 2 Campus Event Accessibility Guidelines

The following recommendations are made to formalize campus policies and procedures to confirm the accessibility of events outside of the classroom.

#### **All Events**

* All campus event announcements shall include a central point of contact for attendees to request an accommodation.  Announcement sample language is below:

“To request accommodations or for more information, please contact [insert name, phone number, email (by date)” Allow sufficient time to contract with outside vendors if necessary.

* Prepare and share accessible presentation materials before and/or at the start of the event.
* When changing speakers, participants will state their name before speaking.
* Utilize microphone for all speakers, and presenters should reiterate audience questions.

#### **Virtual Events**

* Test audio and video for quality concerns before a presentation.
* If working with captioner/interpreters, encourage participants to keep their video off to conserve bandwidth.
* If chat is used, read out chat to provide access to those who would otherwise have to divide attention.
* Describe on-screen content for participants with limited bandwidth or who are connecting via phone.

#### **Physical Events**

* Indoor event spaces will follow classroom standards to confirm accessibility of physical event spaces.
* To the extent feasible, events taking place outside should be on a flat level platform, i.e., patio or paved area.

## **Procurement EIT Accessibility**

The following section describes Stony Brook University's plan to implement the Procurement[[8]](#footnote-8) component of our campus-wide Electronic and Information Technology (EIT) Accessibility Plan. Successful implementation of the following components will confirm that:

* Accessibility is a requirement in the procurement process for all EIT products and services.
* The accessibility of products and services is evaluated based on the impact to the university.
* Training is required for all university employees who have purchasing/budgetary authority.
* Compliance with the plan is continuously evaluated, and improvements are made based on the data reported to the Steering Committee.

### Section I Procurement EIT Accessibility Plan

| **Plan Element** | **Actions** | **Suggested Administrative Oversight** | **Resources /****Source for Resources** | **Outcome** | **Progress****(1-5)** | **Status Description** | **Time Frame** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Authority & Responsibility** | Identify roles and responsibilities related to ensuring Digital Accessibility in the procurement process (see Section 2). | AVP of Procurement, WAO/EITC, and Digital Accessibility Steering Committee | EIT Accessibility Plan | Roles and responsibilities will be defined. | 3 (Developing) | Responsibilities will be updated to include ensuring the inclusion of accessibility compliance. | Spring 2021 |
| **Awareness Raising** | Create a campaign to introduce the campus to updated purchasing requirements. | AVP of Procurement, WAO/EITC | Digital Accessibility Steering Committee | Stony Brook University employees will be informed of their role in ensuring that accessible products and services are purchased. They will be able to identify where to find additional resources. | 1 (No Activity) | Not yet developed. | The campaign will launch spring of 2021 |
| **Design** | Provide information to assist the campus community in obtaining accessibility information from vendors.  | AVP of Procurement, WAO/EITC, and Digital Accessibility Steering Committee | Wolfmart website | Stony Brook University employees looking to purchase products and services will understand the information they must obtain from vendors to confirm that the product is accessible and, if necessary, can be evaluated before purchase. Employees will also have questions to guide their conversations with vendors.  | 2 (Planning) | Wolfmart language and vendor questions are in draft form (see Appendix G & H). | Spring 2021 |
|  | Include SUNY approved language in all RFP’s.  | AVP of Procurement, WAO/EITC | EIT Plan | All RFP’s will include language informing prospective bidders that Stony Brook requires accessibility to be considered a component of the purchase process.  | 3 (Developing) | Draft Language available in Appendix F. | Ongoing |
| **Procurement** | Develop a process to identify all products and Services that must be evaluated before purchase. | AVP of Procurement, CIO, Stony Brook Foundation and WAO/EITC | Procurement Staff, DOIT Staff, and WAO/EITC  | Wolfmart will rout requests for EIT products and services for Accessibility review. | 2 (Planning) | Planning is underway for accessibility routing to be integrated into Wolfmart. With the testing of the feature to begin in the first quarter of 2021. Purchases made through SB foundation and P-cards not yet addressed. | Set to launch in April 2021  |
|  | Develop standards to assess product impact. | WAO/EITC, Digital Accessibility Steering Committee | EIT Accessibility review committee | Product/service accessibility will be evaluated based on its impact on the university. | 2(Planning) | Draft criteria based on the SUNY impact standards are available in Appendix I. | April 2021 |
| **Monitoring Compliance** | Wolfmart workflow will be used to identify products and services in need of an accessibility review. | AVP of Procurement, CIO, and WAO/EITC | WAO/EITC, EIT Accessibility Review Committee | All EIT Products and services purchased through Wolfmart will include accessibility as a requirement of the purchase process. | 2 (Planning) | Planning is underway for accessibility routing to be integrated into Wolfmart. With testing of the feature to begin in the first quarter of 2021. | Set to launch April 2021 |
|  | P-card purchases will be audited for accessibility compliance. | AVP of Procurement and WAO/EITC | P-card Holder, Procurement staff |  | 1(No Activity) | Not yet implemented. | Spring 2022 |
| **Training** | all faculty and staff with purchasing authority will be trained on updates to purchasing procedures, and including accessibility as a requirement of EIT product and Service purchases. | AVP of Procurement and WAO/EITC | Procurement training staff | In-person and recorded training will be updated to include accessibility requirements. | 1(No Activity) | Not yet updated. | Spring 2021 |

### Section 2 Procurement Accessibility Roles and Responsibilities

#### President, Provost, Vice Presidents, Deans, Directors, Department Heads, Managers, and Supervisors

* Confirm that any information technology products purchased to access university programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a Voluntary Product Accessibility Template (VPAT®) to be sent to OEA for review.

#### Assistant Vice President of Procurement

* Design and plan for accessibility as a requirement to purchase technology-based products and services utilized at the University using NYS, IDC, or Sponsored Program funds.
* Design a procedure to confirm all P-card purchases of EIT products and services undergo an accessibility review.
* Develop training and communication for all university employees to be informed of their responsibility to include accessibility as a requirement when purchasing products and services.

#### Assistant Vice President for the Office of Equity and Access

* Investigate complaints of non-compliance with EIT Accessibility policies and procedures.

#### Web Accessibility Officer/WAO/EITC

* Establish and confirm compliance with policies and procedures that support shared institutional obligations to provide accessible online environments for campus community members and visitors.
* Review and evaluate the accessibility of Medium and high-impact products.
* Consider and determine exception requests for medium and high impact products.
* Assist with identifying equally effective, alternative means of access when granting exceptions.

#### Vice President and Chief Information Officer

* Design and plan for accessibility in information technology hardware, software, systems, and related projects, and remediate accessibility issues within these systems.
* Confirm that any information technology products and services purchased to access university programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; and (2) requiring vendors to submit a VPAT to OEA for review.

#### Project Managers

* Confirm that any EIT products or services requested as part of a project through the Project Management Office (DoIT) are reviewed for EIT Accessibility compliance.

#### Product/Service Requesters and All University Personnel with Budgetary Authority

* Confirm that any information technology products or services purchased to access University programs, services or activities are accessible by: (1) requiring vendors to describe how their IT products and services are accessible to users, including individuals who use assistive technology; (2) requiring vendors to submit a VPAT to OEA for review; and (3) allowing sufficient time for an accessibility impact evaluation and review to be conducted.

#### Digital Accessibility Steering Committee

* Identify the composition of the EIT Accessibility review committee.
* Monitor compliance with this plan and provide modifications to campus leadership on an annual basis.

#### EIT Accessibility Review Committee

* Review and evaluate the accessibility of high-impact products.
* Consider and determine exception requests for high impact products.
* Assist with identifying equally effective, alternative means of access when granting exceptions.

## **University Libraries EIT Accessibility Plan**

The following section describes Stony Brook University's plan to implement the Library[[9]](#footnote-9) component of our campus-wide Electronic and Information Technology (EIT) Accessibility Plan. Successful implementation of the following components will result in the library:

* Developing enhanced procedures to confirm accessibility to all Library services and resources, including but not limited to e-resources, web services, digitized content, created multimedia content, and access to physical space and collections.
* Designating a Library Accessibility Liaison, and establishing a Libraries Accessibility Working Group.
* Ensuring that Accessibility is a requirement in the selection process for all EIT products and services.
* Maintaining Web pages on accessible services in physical spaces and web services.
* Continuing to offer programming and resources on accessibility to the campus community by collaborating with partner offices.
* Training is required for all university employees who:
	+ Select or implement EIT Products and Services
	+ Create websites or digital content
	+ Develop software
	+ Support end-users of EIT
	+ Possess purchasing/budgetary authority
* Compliance with the plan is continuously evaluated, and improvements are made based on the data reported to the Steering Committee.

| **Plan Element** | **Actions** | **Suggested Administrative Oversight** | **Resources /****Source for Resources** | **Outcome** | **Progress****(1-5)** | **Status Description** | **Time Frame** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Authority & Responsibility** | Create Library Accessibility Working Group (LAWG) | Dean of Libraries | Existing staff | Working Group Formed (see table below on Working Group) | 5 (Accomplished/ongoing) | Completed | June 2020 |
| Designate a Library Accessibility Liaison | Dean of Libraries | Existing Web Services Librarian | Liaison named and assigned responsibilities | 5 (Accomplished/ongoing) | Completed | June 2020 |
| Maintain current practices and develop enhanced procedures to confirm accessibility to all Library services and resources, including but not limited to e-resources, web services, digitized content, created multimedia content, and access to physical space and collections | LAWG | Web Services Librarian; Electronic resources librarian, Access Services Librarian, Digital Projects Librarian, Multimedia Resources Specialist | Maintain accessibility standards  | 4 (Operational) | Standard operations are ongoing; will need to enhance workflows to strive for 100% accessibility compliance | Ongoing |
| Enhance current workflows to create alternative formats of content on-demand to meet accessibility standards.  | LAWG | Currently being done by the Library’s Document Delivery department; additional units will support this. For example, the digitization unit will support the creation of high-quality scans (OCR and 600+DPI) | Improve accessibility to physical collections and other content not meeting standards | 4 (Operational) | Ad hoc arrangements currently in place but will need to make this a routine workflow | Jan 2021 |
| There will need to be exceptions to acquiring fully compliant library content. The LAWG, in consultation with SLC, WAO/EITC, and other peers, will conduct an exhaustive review prior to proceeding with exceptions. | LAWG | LAWG, WAO/EITC, faculty requesting any such content, SLC and other library peers | Create an exception policy, but use it only after a thorough review | 2 (Planning) |  | Spring 2021 |
| Explore and make recommendations for solutions to enhance library accessibility, for example, implement HathiTrust to increase accessibility to physical collections | LAWG | LAWG; Dean’s and Provost support | Improve Accessibility | 1 (No Activity) |  | Spring 2021 |
| **Awareness Raising** | Maintain Web pages on accessible services in physical spaces and web services | Web Services Librarian, LAWG | Access Services Staff | Provide up to date details on the Library’s accessibility services | 4 (Operational) |  | Ongoing |
| Continue to build library collections on the subject of accessibility. | Associate Dean for Collection Strategy and Management, LAWG | Library Liaisons (librarians) | Facilitate access to the broader literature on accessibility via authoritative sources such as books and journals | 3 (Developing) | Based on budget availability, the acquisition of information resources can be increased | Ongoing |
| Continue to offer programming on accessibility. Partner with SASC, WAO/EITC, Chief Diversity Officer, and other stakeholders to provide programming to campus community. | Communication & Outreach Working Group, LAWG | Library Staff | Help foster a more collaborative approach to programming efforts to reach a broader audience | 3 (Developing) | Need to increase programming on accessibility issues | Ongoing |
| Create an information repository of literature on accessibility topics. This is a partnership effort with Chief Diversity Officer to create a repository for broader equity, inclusion, and diversity topics. | Accessibility Liaison | Library Research Guides platform, librarians | Build a one-stop information repository for users to learn about accessibility issues, including current trends and developments | 2 (Planning) | The platform already in place. Planning is continuing | Summer 2021 |
| Increase Library staff awareness through programming, training, and workshops. | Communications & Outreach Working Group | Library Staff | Enrich Library staff knowledge on accessibility  | 4 (Operational) | We are currently offering sessions, including Library Life Series training, Hands-on workshops, webinars, etc. | Ongoing |
| Promote accessibility through the Library’s communication channels – social media, digital signage screens, and web site. | Communications &Outreach Working Group | Library Staff | Raising Awareness | 3 (Developing) | Need to increase more promotional content, follow MarComm guidelines for accessible social media content | Ongoing |
| **Design** | **Infrastructure:** Confirm appropriate technology are in place to facilitate the delivery of accessible resources and services, including but not limited: to web services, discovery services, digitization services, assistive technology (with SASC), and computing equipment (with DoIT).  | Dean of Libraries, Associate Dean for Library Technology | Library staff, SASC, and DoIT | Ensuring accessibility | 4 (Operational) | Collaborate with DoIT on integrated tech spaces in the Libraries, Need to add more accessible rooms in other Library locations | Ongoing |
| **Workflows:** Align and realign workflow processes within Library units to accommodate accessibility requests, for example, on-demand requests for high-quality alternative formats. | Dean of Libraries | Library Staff | Timely delivery of on-demand requests | 3 (Developing) |  | Spring 2021 |
| Add requirement to meet accessibility standards for requests for new acquisitions or other new information content, for example, creation of OERs. | Associate Dean for Collection Strategy and Management, Head of Scholarly Communication | Library Staff | Encourage more participation to acquire and/or create accessible content, particularly for faculty requests for course reserves and the creation of open educational resources (OERs) | 2 (Planning) |  | Spring 2021 |
| **Procurement** | Adhere to the guidelines and recommendations from the Procurement Working Group concerning Library purchases. | LAWG | Procurement Working Group designee | Share knowledge and align practices | 2(Planning) |  | Spring 2021 |
| Request VPATs and other accessibility documentation from vendors (maybe SLC will have a repository of VPATs for library vendors). | Associate Dean for Collection Strategy and Management | WAO/EITC, Accessibility Review Committee, Electronic Resources Librarian | Confirm appropriate documentation from the vendor to meet accessibility standards and receive demos (inclusive of accessibility) for high-impact EIT | 3 (Developing) |  | Spring 2021 |
| Perform accessibility testing during the trial of research databases. | Electronic Resources Librarian, LAWG | Librarians, Consulting the WAO/EITC when needed | Determine and confirm accessibility claims by the vendor | 2 (Planning) |  | Spring 2021 |
| Apply Exception Policy for sole-source vendors as needed. | LAWG | Librarians, WAO/EITC, Accessibility Review Committee |  | 3 (Developing) |  | Spring 2021 |
| **Monitoring Compliance** | Collaborate with DoIT and SASC to review Library accessibility spaces and computing technology. | LAWG | DoIT, SASC, and WAO/EITC | Confirm up to date access to appropriate assistive technology distributed throughout the libraries | 4 (Operational) | Evaluate resources annually | Ongoing |
| Review Library feedback comments and DoIT’s support tickets to identify issues and concerns on accessibility. | LAWG, WAO/EITC | Accessibility Liaison, DoIT representative | Address issues and concerns timely | 2 (Planning) | Reporting procedure to be developed | Sum 2021 |
| Collaborate with WAO/EITC on review/advice on accessibility standards for new e-resources. | Electronic Resources Librarian and Head of Scholarly Communication (for OERs) | Accessibility Liaison and WAO/EITC | Seek additional expert advice (WAO/EITC) for specific guidelines as needed | 2 (Planning) |  | Spring 2021 |
| Exception policy – see the section above under Authority and Responsibility. | LAWG | LAWG, WAO/EITC, faculty requesting any such content, SLC and other library peers  |  | 2 (Planning) |  | Spring 2021 |
| **Training** | Provide awareness and training opportunities for all library staff. | LAWG | Library Life Series training, Hands-on workshops, webinars, Deque University (as available). Collaborate with WAO/EITC and SASC. | The staff has increased awareness of accessibility guidelines and how the Library factors these guidelines into delivering resources and services. | 4 (Operational) | Already conducted several awareness and training sessions, including hands-on workshops and accessibility brown bag sessions | Ongoing |

## **Conclusion**

Stony Brook University's EIT Accessibility Plan enables us to continue to fulfill the goal of providing equal and integrated access for persons with disabilities to all of our programs and services. Our plan is not only thorough and comprehensive, but pragmatically approaches EIT accessibility as a shared responsibility that will continuously evolve. In the course of developing this plan, we have identified several opportunities to either strengthen existing policies and procedures or create new ones. Our plan also builds on Stony Brook's ability to collaborate and innovate, which will enable us to design for accessibility far beyond the minimum standards (for example: by developing guidelines for events outside of the classroom and developing standards to evaluate emerging EIT resources in the libraries). The University looks forward to continuing to push EIT accessibility forward during these extraordinary times, while serving as a leader that is committed to equity and inclusion.

## Appendix A: Web Accessibility Standards (WAS)

The following SUNY Website and Software standards are provided as a reference and are not inclusive of the minimum acceptable accessibility standard required by Stony Brook Policy D120. At this time, the current accessible standard is WCAG 2.1 AA. The table also designates the person or office responsible for implementing the required criteria.

|  |  |
| --- | --- |
| ***Web Accessibility Standards*** |  |
| Images | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Provide meaningful alt text for all images, except cases described below: | X |  | Content creators | Current practice |
| Use null alt text for decorative images (alt="") | X |  | Content creators | Current practice |
| Images used as links (without accompanying text description) have alt text indicating link target | X |  | Content creators | Current practice |
| If the same visual presentation can be made using text alone, an image is not used to present that text | X |  | Content creators | Current practice |
| When a text link and image link with the same URL are grouped, use a single <a> element and a null alt tag for the image |  | x | Content creators | Current practice |
| Multimedia | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Provide synchronized captions for public-facing audio-video content | x |  | Content creators | Current practice |
| Provide transcripts for audio-only content | x |  | Content creators | Current practice |
| Provide descriptive audio for audio-video and video-only content when content on the screen is informational and not covered in the dialog | x |  | Content creators | Current practice |
| Confirm audio and the video does not begin playing on page load | x |  | Content creators | Current practice |
| Provide synchronized captions for live audio-video content, and the audience should have the opportunity to request accommodations before an event | x |  | The event manager or sponsor | Current practice |
| Color | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Color is not the only means used to convey information | x |  | Content creators and designers | Current practice |
| There is sufficient contrast between foreground and background text | x |  | Content creators and designers | Current practice |
| There is sufficient contrast when color is used to convey information |  | x | Content creators and designers | Current practice |
| Links | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Link text describes the destination of the link | x |  | Content creators | Current practice |
| All links are distinguishable. | x |  | Content creators | Current practice |
| Structure | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Heading structure is logical | x |  | Content creators | Current practice |
| Reading order is logical and intuitive | x |  | Content creators | Current practice |
| Information and relationships that are implied by visual or auditory formatting are conveyed in accessible ways. | x |  | Content creators | Current practice, although site review is needed |
| Keyboard/Navigation | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| Provide a method to skip repetitive navigation | x |  | Website developers | Current practice |
| All links are available using the keyboard | x |  | Website developers | Current practice |
| There are no "keyboard traps." | x |  | Website developers | Current practice |
| The tabbing order is logical | x |  | Website developers | Current practice |
| Keyboard focus is visible | x |  | Website developers | Current practice |
| Presentation, layout, and navigation are consistent for repeated content | x |  | Website developers | Current practice |
| Heading structure includes an H1 tag and does not skip levels |  | x | Content creators | Current practice |
| The option to skip links is the first option when tabbing |  | x | Website developers | Current practice |
| Labels/Titles | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| All form controls are appropriately labeled, including autocomplete where necessary | x |  | Website developers | Current practice |
| All tables are correctly labeled | x |  | Content creators | Current practice |
| Frames and iFrames have appropriate titles | x |  | Content creators | Current practice |
| Links and buttons that present text or images of text must confirm that the label includes the same text. (for example, a button with the visible image of “submit” cannot have the label of “send form.” |  | x | Content creators | Current practice |
| Miscellaneous | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** | ***Status*** |
| If a page has a timing, the user is given options to turn off, adjust or extend the timing | x |  | Website developers | Current practice |
| No content flashes more than three times per second | x |  | Website developers | Current practice |
| The page is readable and functional when the text size is doubled | x |  | Website developers | Current practice |
| The language of the page is identified using the HTML lang attribute | x |  | Website developers | Current practice |
| Instructions do not rely solely on size, shape, color, or visual location | x |  | Content creators and designers | Current practice |
| The page has a descriptive page title | x |  | Content creators | Current practice |
| Every page contains a link to an accessibility statement that provides contact information to get help if needed | x |  | Website developers | In development |
| Multiple ways are available to find other web pages on the site |  | x | Content creators and Website developers | Current practice |
| When appropriate, the language of sections of content that are in different languages are identified, for example, by using the lang attribute | x |  | Content creators and Website developers | Current practice |

## Appendix B: Digital Content Accessibility Standards (DCAS)

The following SUNY Digital Content accessibility standards are provided as a reference. These standards must be followed by all who create digital documents to confirm accessibility when creating their content.

|  |
| --- |
| ***Digital Content Accessibility Standards*** |
| **Text Alternatives** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| A text equivalent for every non-text element is provided (“alt” tags/text, captions, transcripts, etc.). | x |  | Content creator |
| Link text describes the destination of the link (No "click here" or "learn more") | x |  | Content creator |
| All links are distinguishable (must be able to differentiate links from the non-link text) | x |  | Content creator |
| Graphs, charts, and maps include contextual or supporting details in the text surrounding the image |  | x | Content creator |
| **Color** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Color is not the only means used to convey information | x |  | Content creator |
| There is sufficient contrast between the foreground color and background color | x |  | Content creator |
| **Typograph** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Use readable fonts and sizes, color contrast, and keep the number of fonts used to a minimum | x |  | Content creator |
| **Data Tables** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Table header rows and columns are assigned | x |  | Content creator |
| When possible, information is displayed in a linear format, not as a table |  | x | Content creator |
| Avoid split cells, empty cells, merged cells, and embedded tables |  | x | Content creator |
| **Images** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Provide meaningful alt text for all images, except as described below: | x |  | Content creator |
| Use null alt text for decorative images (alt= "") | x |  | Content creator |
| Images used as links (without accompanying text description) have alt text indicating link target | x |  | Content creator |
| If the same visual presentation can be made using text alone, an image cannot present it. |  | x | Content creator |
| **Formulas** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| For web pages, use an equation editor that outputs MathML. (e.g., MathType) | x |  | Content creator |
| For documents and presentations, use an equation editor that supports accessibility (e.g., MathType) | x |  | Content creator |
| **Structure and Navigation** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Fillable documents (forms) are labeled appropriately | x |  | Content creator |
| Machine-readable (confirm doc is not an image and text is renderable) | x |  | Content creator |
| Keyboard navigable | x |  | Content creator |
| Reading order is logical and intuitive (Verify reading order using the tab key) | x |  | Content creator |
| The document contains a descriptive page title that makes sense | x |  | Content creator |
| Use source (original) document when possible - apply accessibility features within the source document |  | x | Content creator |
| Heading structure includes an H1 tag and does not skip levels (is sequential) |  | x | Content creator |
| Use the built-in features, styles, and templates (including predefined slides) of software to align spacing and designate lists |  | x | Content creator |
| Use different titles for each presentation slide |  | x | Content creator |
| **Multimedia** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Establish a timely process for requesting synchronized captions for multimedia | x |  | Content creator |
| Provide synchronized captions for newly created or adopted audio-video content | x |  | Content creator |
| Provide transcripts for audio-only content | x |  | Content creator |
| Provide descriptive audio for audio-video and video-only content when visual information is not covered in the narration | x |  | Content creator |
| Confirm video player controls are available and accessible via keyboard | x |  | Content creator |
| Confirm audio, and the video does not begin playing on page load | x |  | Content creator |
| Provide synchronized captions for live audio-video content |  | x |  |
| **Accessibility Awareness & Verification** | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Course syllabi contain an accessibility statement to inform students of available campus resources | x |  | Provost/individual faculty |
| Use built-in accessibility checkers in various software tools (e.g., Microsoft Office, Adobe Acrobat) |  | x | Content creator |
| Newly developed courses undergo an accessibility review | x |  | Provost/CELT |
| Recurring existing courses undergo an accessibility review |  | x | Provost/CELT |

## Appendix C: Classroom Accessibility Standards (CAS)

The following SUNY Standards confirm the physical accessibility of classroom and event spaces, and identifies the office responsible for implementation.

|  |
| --- |
| ***Classroom Accessibility Standards*** |
| Assistive Listening Systems Availability\* | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| For spaces less than or equal to 50 seats = two receivers | x |  | MSE/CPDC (non-registrar rooms) |
| 51 - 200 seats = 2 receivers plus 1 receiver per every 25 seats over 50 | x |  | MSE/CPDC (non-registrar rooms) |
| 201 - 500 seats = 2 receivers plus 1 receiver per every 25 seats over 50 | x |  | MSE/CPDC (non-registrar rooms) |
| 501 - 1000 seats = 20 receivers plus 1 per every 33 seats over 500 | x |  | MSE/CPDC (non-registrar rooms) |
| 1001 - 2000 seats = 35 receivers plus 1 per every 50 seats over 1000 | x |  | MSE/CPDC (non-registrar rooms) |
| 2001 and over = 55 receivers plus 1 per every 100 seats over 2000 seats | x |  | MSE/CPDC (non-registrar rooms) |
| Assisted Listening Systems shall be capable of providing audio at a sound pressure range between 110dB to 118dB, with a volume sweep of 50dB | x |  | MSE/CPDC (non-registrar rooms) |
| Hearing Loop installation |  | x | MSE/CPDC (non-registrar rooms) |
| Summed audio output available in room AV system |  | x | MSE/CPDC (non-registrar rooms) |
| Classroom Controls – Color Blindness | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Color choices on control systems should reflect universal design for common color blindness accommodation (Top choices would be black, yellow/orange, blue) |  | x | MSE/CPDC (non-registrar rooms) |
| Emergency Notifications in Classrooms should reflect universal design for common color blindness accommodation (Top choices would be black, yellow/orange, blue) |  | x | AV/Building Managers |

**\***Assisted Listening Systems to come in many shapes and delivery methods. Wi-Fi, FM, RF, and Bluetooth systems can be leveraged to keep costs low. Systems specific to individuals can be used in place of installed systems and still meet the regulations.

### Appendix D: Non-EIT: Classrooms and Event Spaces

|  |  |
| --- | --- |
| ***Classroom Accessibility Standards*** |  |
| Classroom Seating and Access | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Classrooms with 4 - 25 seats, 1 wheelchair space required | x |  | CPDC/Faculty |
| Classrooms with 26 - 50 seats, 2 wheelchair spaces required | x |  | CPDC/Faculty |
| Classrooms with 51 - 150 seats, 4 wheelchair spaces required | x |  | CPDC/Faculty |
| Classrooms with 151 - 300 seats, 5 wheelchair spaces required | x |  | CPDC/Faculty |
| Classrooms with 301 - 500 seats, 6 wheelchair spaces required | x |  | CPDC/Faculty |
| Classrooms with 501 - 5000 seats, 6 wheelchair spaces plus 1 for each 150 above 501. | x |  | CPDC/Faculty |
| Classrooms with 5001 and over, 36 wheelchair spaces plus 1 for each 200 over 500. | x |  | CPDC/Faculty |
| A single wheelchair space is defined as 36" x 48", making provisions for space entry, turnaround, and knee/toe clearance | x |  | CPDC/Faculty |
| Wheelchair spaces shall have similar lines of sight to instructor as other student stations | x |  | CPDC/Faculty |
| Accessible pathways in to and out of classrooms shall be 36" wide, with no less than 32" of passing clearance based on wall features | x |  | CPDC/Faculty |
| Doors and doorways to Classrooms shall conform to section 403 standards based on how the classroom is set up (entry & exit points, hallways, door opening direction, double doors, etc.) | x |  | CPDC/Faculty |
| Wheelchair turn around space shall be accommodated based on space needs of wheelchair spaces, including instructor area. Various provisions exist based on room layouts. | x |  | CPDC/Faculty |
| Bariatric seating options should be made available wherever possible |  | x | CPDC/Faculty |
| Signage | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Accessible Room features like Assisted Listening Systems shall include appropriate signage indicating their availability and information on obtaining them (or responsible office contact information). Signage shall be conspicuously placed. | x |  | AV/CPDC (non-registrar rooms) |
| Doors at exit passages shall include tactile signage at 48" above the finished floor | x |  | Campus Operations & Maintenance |
| Wheelchair accessible student stations are to be identified by a common symbol | x |  | Academic Facilities/Campus Operations & Maintenance |

## Appendix E: Procurement standards and Responsibilities

The following table lists the SUNY Procurement Standards and the person or office Responsible for complying with the required action.

|  |  |  |  |
| --- | --- | --- | --- |
| Preliminary Steps | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Gauge potential impact on the University of a particular product or service's accessibility | x |  | Product Requestor, WAO/EITC/Accessibility review committee |
| Gathering Information | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Include accessibility in pre-purchase documents/questionnaires | x |  | WAO/EITC/Procurement/Requestor |
| Commitment to accessibility is reflected in RFP language | x |  | Procurement, product Requestor |
| Collect documentation verifying EIT accessibility conformance (Voluntary Product Accessibility Template) | x |  | Product Requestor |
| Obtain Accessibility Roadmap - the document which addresses all [application] interface accessibility gaps, describes the timelines by which these accessibility gaps will be remediated, as well as recommendations regarding interim workarounds. | x |  | Product Requestor |
| Review Product/Service | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| An appropriately qualified individual or entity should evaluate high impact EIT products and services. This evaluation should be documented and can be performed by campus personnel or through third-party vendors. The cost of an external review can be deferred to the prospective vendor(s). | x |  | WAO/EITC/Accessibility Review Committee |
| Conduct Exceptions on a case-by-case basis | x |  | WAO/EITC/Accessibility Review Committee |
| Prepare an Equally Effective Alternate Access Plan for non-conforming EIT, to be approved by (Accessibility Review Committee) | x |  | Product Requestor |
| Evaluate RFP EIT finalists through live accessibility demonstration |  | x | WAO/EITC/Accessibility Review Committee |
| Place Order | ***Required*** | ***Strongly Recommended*** | ***Responsibility*** |
| Include accessibility assurances in purchase agreements; add milestones to remediate accessibility gaps identified inaccessibility roadmap | x |  | Procurement, WAO/EITC |
| Set a calendar date to check in with the vendor on accessibility improvements (e.g., annually) | x |  | Product Requestor must follow up with Vendor, and transmit information to WAO/EITC and Procurement, verifying compliance |

### Appendix F: SUNY Approved EIT Accessibility RFP and Contract Language

 (a) University is committed to providing an accessible, usable, and integrated experience for all its students, staff, and community. Electronic and information

technology (“EIT”) consists of information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation,

conversion, or duplication of data or information that will be deployed in connection with such technology, equipment, or systems. Further, EIT includes,

but is not limited to telecommunications products, information kiosks and transaction machines, Internet and Intranet websites, web-delivered content,

software, electronic books and electronic book reading systems, search engines and databases, multimedia, classroom technology, and office equipment.

(b) Contractor warrants that (i) Web-based EIT products provided under this Agreement shall conform to Web Content Accessibility Guidelines (“WCAG”) 2.1

AA and (ii) non-web-based EIT products provided under this Agreement shall meet or exceed the applicable accessibility requirements of section 508 of the

Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations set forth at Title 36, Code of Federal Regulations, Part 1194.

(c) Contractor agrees to provide evidence of compliance with these requirements before this

Agreement becomes effective and any other time upon reasonable request of University.

The contractor will provide accessibility testing results and written documentation verifying accessibility, and promptly respond to and resolve accessibility complaints. In the event EIT

provided under this Agreement does not fully conform to the standards set forth above, the

Contractor will promptly advise University in writing of the non-conformance and provide

detailed information regarding the plans to achieve conformance, including but not limited to an intended timeline. The contractor agrees to promptly respond to and resolve any complaint

regarding the accessibility of its products or services.

(d) Failure to comply with these accessibility standards shall constitute a breach of this Agreement. Contractor agrees to indemnify and hold harmless

University from any claims arising out of its failure to comply with the preceding accessibility standards.

### Appendix G: Wolfmart 360 Procurement Process

In compliance with SUNY Board Of Trustees [policy 6901](https://www.suny.edu/sunypp/documents.cfm?doc_id=883), Stony Brook University requires all technology purchased for the use of or by SBU faculty, staff, students, and or community members must be accessible to persons with disabilities.

It is the responsibility of all campus personnel requesting goods and services through the Wolfmart 360 procurement system to confirm that the products you intend to purchase are accessible. Please see the vendor questions to assist you when dialoguing with vendors in determining whether their products or services are accessible.

Upon submitting your request in Wolfmart 360, you will have to answer the following question:

* 1. “Does this purchase include any of the following: Local or cloud-based software or services, mobile applications, website development, digital content or services, or will the product or service have access to University data?”

Upon confirming that the request is for technology products or services with access to university data. The request will be routed to CISO and OEA for further review. Please note that this review may take up to 30 business days.

To assist the university in evaluating the accessibility of the requested product or service, please request that the vendor provide the campus with a VPAT® and an accessibility roadmap. You must complete an EIT request form describing the intended use of the product or service along with the size of the user base. Purchases that are determined to be medium or high impact will also require the vendor to complete an EIT-impact form before a review can be conducted.

If the product or service is determined to present accessibility barriers, and no other accessible product is available, an exception may be granted for a limited time. If an exception is granted, the department must complete an alternative access plan and be responsible for providing access to the product or service's features and benefits.

### Appendix H: Vendor Questions

1. Are all components, functions, and interfaces of the Electronic and Information Technology (EIT) product technically and functionally accessible?

2. If the product is not entirely functionally accessible,[[10]](#footnote-10) please describe the issues encountered and provide a roadmap detailing when all issues are expected to be resolved.

3. Please describe your accessibility testing methodology and processes (including a listing of assistive technologies used for testing.

4. Please supply a Voluntary Product Accessibility Template (VPAT), measured against Section 508 (for hardware and software) and WCAG2.1 AA (for web and multimedia products).

5. Please provide contact information for the individual in your organization responsible for ensuring your product(s) is accessible.

6. Are you able to provide Stony Brook University with access to the product for 30 Days to conduct our accessibility evaluation before purchase?

### Appendix I: Product Impact Evaluation Template

| Impact Level  | Definition  | Action |
| --- | --- | --- |
| Low Impact | • EIT is not part of an essential program, service or activity  | Product/Service requestors must retain accessibility documentation, including equally effective alternative access plans.  |
|  | • Low number of users  |  |
|  | • Single instance, intended for individual use  |  |
|  |  |  |
| Medium Impact | • Limits access to a program/service, but not essential  | Product/Service requestors must submit accessibility documentation, including Temporary Exception requests and equally effective alternative access plans to OEA for review.  |
|  | • Moderate amount of users  |  |
|  | • Use by an individual department or school, but not used across the entire campus  |  |
| High impact | • EIT is part of an essential program, service or activity  | Product/Service requestors must submit accessibility documentation, including Temporary Exception requests and equally effective alternative access plans, to the EIT Accessibility review committee for review.  |
|  | • Great amount of users  |  |
|  | • Public-facing or publicly available EIT  |  |
|  | • Enterprise-wide EIT   |  |

## Appendix J: Library Accessibility Guidelines (LAG)

The following table lists the SUNY Library accessibility guidelines and the person or office Responsible for implementing each action.

| Library Accessibility Guidelines |
| --- |
| Library Services | Required | Strongly Recommended | Responsibility |
| Establish policies and procedures for making library materials accessible in a variety of formats (e.g., requests for accommodation, alternative format, OCR scans | x |  | Library Accessibility Working Group (LAWG) |
| Designate a liaison or contact within the library to provide EIT-related support | x |  | Web Services and Data Librarian |
| Provide instructions, documentation, and handouts available in an accessible digital format upon request |  | x | Director of Access Services, Digital Projects Librarian, and Accessibility Liaison |
| Provide access, resource, and service information on a library accessibility webpage (see the Non-EIT Appendix for additional web page recommendations) |  | x | Web Services Librarian/Accessibility Liaison |
| Provide training to library staff on available assistive technology and EIT best practices |  | x | SASC, WAO/EITC, Accessibility Liaison, Director of Access Services |
| Provide assistive technologies and equipment in computer labs, particularly in specialized spaces such as makerspaces |  | x | SASC, DoIT, Library |
| Digitizing Content | Required | Strongly Recommended | Responsibility |
| Confirm documents and forms digitized or hosted by the library are accessible or can be made accessible upon request | x |  | Digital Projects Librarian and Web Services Librarian |
| Perform high-quality source document scans | x |  | Digital Projects Librarian |
| When scans for instructional and research materials are requested (e.g., course reserves, ILL), conduct necessary OCR scans (text-renderable). Purchasing a new digital document, physical book, or processing by an external vendor may be required to achieve essential accessibility. | x |  | Director of Access Services and Digital Projects Librarian |
| Identify and purchase materials that are captioned, or allow and promote the use of the interlibrary loan to request captioned titles if your library owns the (uncaptioned) item | x |  | Associate Dean for Collection Strategy and Management, Director of Access Services |
| Include transcripts for any media recordings | x |  | Multimedia Resources Specialist |

#### Non-EIT Appendix: Libraries

| Library Accessibility Guidelines |  |
| --- | --- |
| Webpage for Library Accessibility (Includes the Following Information) | Required | Strongly Recommended | Responsibility |
| Liaison or contact person within the library for general accessibility support, if different from EIT-accessibility liaison | x |  | Accessibility Liaison |
| Information about adaptive software or technology available through the library | x |  | Web Services Librarian and Director of Access Services |
| Elevator, entrance, and restroom access |  | x | Director of Access Services |
| Information about circulating adaptive technology, if available |  | x | Director of Access Services |
| Additional Library Services | Required | Strongly Recommended | Responsibility |
| Consider accessibility when making furniture and layout choices (i.e., the height of furniture, adjustable or not, leaving wide enough paths, placement/storage of tools) - refer to Classroom Technology and Design standards for further guidance | x |  | Dean of Libraries and Associate Dean for Research and User Engagement |
| Collection development should include materials with accurate and current information on the spectrum of disabilities, issues, and services. | x |  | Associate Dean for Collection Strategy and Management |
| Provide clear signage for scanner and print stations |  | x | DoIT |
| Event materials have an equal access statement to provide patrons an opportunity to request accommodations |  | x | Communications and Outreach Working Group |
| Assistive Technology | Required | Strongly Recommended | Responsibility |
| Accessible technology is made readily available to students, faculty, and staff using library resources | x |  | Director of Access Services |
| Clearly advertise where and how to access assistive software or hardware (e.g., webpage for library accessibility) | x |  | Director of Access Services |
| Incorporate induction loop technology in rooms where events/speakers are hosted - refer to Classroom Technology and Design standards for further guidance |  | x | Associate Dean for Library Technology |
| **Basic Technology (free or low cost):** |  |  |  |
| Screen magnification (Zoom Text) | x |  | DoIT, SASC, WAO/EITC |
| Text magnification - hard copy (CCTV) | x |  | DoIT, SASC, WAO/EITC |
| Screen reader | x |  | DoIT, SASC, WAO/EITC |
| Large type/contrast keyboard; alphabet-order keyboards | x |  | DoIT, SASC |
| Furniture at the appropriate height for wheelchairs | x |  | Library |
| **Advanced Technology (paid licenses or higher cost):** |  |  |  |
| Speech-to-text (Dragon Naturally) and text-to-speech (Kurzweil 3000, JAWS, Read&Write GOLD) |  | x | SASC, WAO/EITC |
| Braille embosser/printer with conversion software |  | x | SASC, WAO/EITC |
| Specialized hardware (noise reduction headphones, trackball mouse, microphones, etc.) |  | x | DoIT |
| **Separate Assistive Technology Labs/Spaces and Other Accommodations:** |  |  |  |
| Scent-free |  | x | Director of Access Services |
| Quieter/reduced stimulus space |  | x | Director of Access Services |
| Adjustable tables and/or chairs |  | x | Director of Access Services |
| Access to more specialized software and equipment (paid licenses) |  | x | DoIT, Library |
| Provide assistive technology kits that can be borrowed, including items such as trackball mouse, large type keyboard, magnifiers |  | x | DoIT, Library |

## Appendix K: Steering Committee Membership

|  |  |
| --- | --- |
| Name | Office |
| Glenn Dausch (Committee Chair) | Office of Equity and Access |
| Patricia Aceves | Division of information technology |
| Ahmed Belazi | Student Affairs |
| Marisa Bisiani | Student affairs |
| Judith Clarke | Office of the Chief Diversity Officer |
| Barbara Cole | Stony Brook Medicine Information Technology |
| Patricia Dunn | University Senate |
| Shafeek Fazal | Libraries |
| Antonio Ferrantino | Office of Equity and Access |
| Michael Gasparino | Marketing and Communications |
| Danielle Greco | Stony Brook Medicine Information Technology |
| Judith Greiman | Office of the President |
| Lynn Johnson | Human Resource Services |
| Mary La Corte | Procurement |
| Marjolie Leonard | Office of Equity and Access |
| Jacob Levich | Marketing and Communications |
| Tiffany Martin | Student Affairs |
| Charlie McMahon | Division of Information Technology |
| Matthew Nappi | Division of Information Technology |
| Jennifer Rossler | Human Resource Services |
| Jean Sampson | Office of General Counsel |
| Alyssa Seidel | Student Accessibility Support Center |
| Suzanne Shane | Office of General Counsel |
| Dariusz Soszynski | Student Affairs |
| Michael Standridge | Procurement |
| Marrisa Trachtenberg | Office of the President |
| Diana Voss | Division of Information Technology |
| Jacquelyn Weisman | Office of General Counsel |

### Appendix L: Website and Software Working Group Membership

|  |  |
| --- | --- |
| **Name** | **Affiliation** |
| **Co-chairs:** |   |
| Michael Basile | Division of Information Technology |
| Michael Gasparino | Marketing and Communications |
| **Members:** |   |
| Gargi Bhowmick | Marketing and Communications |
| Casey Borchick | Marketing and Communications |
| Kristy Bunton | Center for Excellence in Learning and Teaching |
| Nichole Gladky | Division of Information Technology |
| Loren Moss Meyer | Marketing and Communications |

### Appendix M: Digital Content Working Group Membership

|  |  |
| --- | --- |
| **Name** | **Affiliation** |
| **Chair:** |  |
| Jennifer Adams | Division of Information Technology |
| **Members:** |   |
| Melissa Earle | School of Social welfare |
| Maria Nagan | College of Arts and Sciences |
| Matthew Reuter | College of Engineering and Applied Sciences |
| Margaret Schedel | College of Arts and Sciences |
| Wendy Tang | College of Engineering and Applied Sciences |

### Appendix N: Classroom Technology and Design Working group Membership

|  |  |
| --- | --- |
| Name | Affiliation |
| Chair: |  |
| Richard Tulipan | Media Systems Engineering |
| Members: |  |
| Roberta Amico | Campus Design Planning and Construction |
| Alyssa Seidel | Student Accessibility Support Center |
| Jonathan Villasan | Stony Brook Medicine Information Technology |

### Appendix O: Procurement Working Group Membership

|  |  |
| --- | --- |
| **Name** | **Affiliation** |
| **Co-Chairs:** |  |
| Mary La Corte | Procurement |
| Michael Standridge | Procurement |
| **Members:** |
| Glenn Dausch | Office of Equity and Access |
| Michael Ospitale | Division of Information Technology |

### Appendix P: Library Working Group; also Library Accessibility Working Group (LAWG)

|  |  |
| --- | --- |
| **Name** | **Role** |
| Shafeek Fazal (Chair) | Interim Dean of Libraries and Associate Dean for Library Technology |
| Claire Payne (Accessibility Liaison) | Web Services and Data Librarian |
| Jennifer DeVito | Director of Access Services |
| Kimberly Kennedy | Electronic Resources Librarian |
| Chris Sauerwald | Multimedia Resources Specialist |

1. **Electronic and Information Technology (EIT):** Includes information technology and any equipment or interconnected system or subsystem of equipment used to create, convert, or duplicate data or information. This includes, but is not limited to, telecommunications products (such as phones), information kiosks and transaction machines, websites and web platforms such as Google Apps, Blackboard, multimedia, office equipment such as copiers and fax machines, and any mobile application. [↑](#footnote-ref-1)
2. **Accessible:** Is defined as individuals with disabilities can 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. [↑](#footnote-ref-2)
3. DASC membership is presented in appendix K. [↑](#footnote-ref-3)
4. Full text of each standard is available in the Appendix. [↑](#footnote-ref-4)
5. Subgroup membership is contained in Appendix L. [↑](#footnote-ref-5)
6. Subgroup membership is contained in Appendix M. [↑](#footnote-ref-6)
7. Subgroup membership is contained in Appendix N. [↑](#footnote-ref-7)
8. Subgroup membership is contained in Appendix O. [↑](#footnote-ref-8)
9. Subgroup membership is contained in Appendix P. [↑](#footnote-ref-9)
10. Functionally accessible: This is a term that attempts to make up for the fact that a product can be “standards-compliant” but not “usable” for a person with a particular disability. It requires that the vendor or purchaser conducts end-user testing with persons with disabilities. [↑](#footnote-ref-10)