



BUFFALO STATE

The State University of New York

Electronic and Information Technology Accessibility Plan

5-year plan
(2020 – 2025)

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This plan was developed by the members of the Buffalo State Campus Accessibility Team

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INTRODUCTION

In conformance with the [SUNY EIT policy](#) guidelines, Buffalo State College is committed to develop and implement the following plan for accessibility of Electronic and Information Technology as it pertains to the five identified areas, utilizing the standards outlined in the [Final Report](#). Buffalo State has an additional standard for increased engagement and inclusion of students in on-campus activities:

- 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)
- Student Engagement: Student Life and Leadership (SLL)

The SUNY Policy and associated accessibility plan requirements, as mentioned above, are structured to give campuses the flexibility to develop and support an accessibility strategy that reflects local campus needs and resources. Each plan will serve as an accessibility action strategy that will be regularly evaluated, modified, and strengthened over time—in response to changing requirements, feedback and review of outcomes and effectiveness.

POLICY AND GOVERNANCE

Buffalo State's EIT Officer is responsible for issuing, updating, and enforcing any requirements, standards, or guidelines to support SUNY EIT Accessibility policy. The EIT Officer will oversee and guide the Campus Accessibility Team to develop and maintain compliance through a campus accessibility action plan to promote ongoing, inclusive access for individuals with disabilities.

PROGRAM MANAGEMENT

Individual plans developed for each area of the EIT plan will be monitored and executed under the guidance of the EIT Officer. The Campus Accessibility Team members will coordinate the outlined tasks and work closely with individual areas to ensure compliance.

1. WEB ACCESSIBILITY STANDARDS (WAS)

WAS Overall Goal: To develop a 5-year policy which will ensure compliance with the Web Accessibility standards as set forth through the SUNY EIT policy.

1.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Identify roles and responsibilities of key stakeholders involved in creating web content	1	1. Identify key stakeholders 2. Generate list of roles		In progress	List of roles and responsibilities per stakeholder
Revise/review roles and responsibilities as needed	2-5	1. Revise existing roles/responsibilities 2. Revise as needed			

1.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Utilize the Daily Bulletin to connect with target audience to announce changes to web accessibility policy and reminders to ensure proper web accessibility on campus sites.	1-5	1. Identify any needed changes to existing web accessibility policy 2. Develop web accessibility reminders for the campus community		In progress	Create a consistent form of communication with our campus community to ensure our web accessibility policy is followed
Develop a form for users to submit any web accessibility concerns they may encounter across any campus sites.	1	Develop an online form for users to submit accessibility concerns.	TeamDynamix to create a web form	In progress	A working form for submission and tracking of web accessibility complaints

1.3 Training/Resource Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Through our Drupal website training sessions, train and stress various specific accessibility concerns.	1-5	<ol style="list-style-type: none"> 1. Audit current training procedure to ensure proper accessibility training is taking place 2. Modify training sessions to include more information on web accessibility 		Ongoing	A training session that covers our largest accessibility concerns
Develop an internal web accessibility guide which web users can reference and check against to ensure their sites are compliant	2-3	<ol style="list-style-type: none"> 1. Using EIT materials as a guide, develop content for the site 2. Design for the site 3. Develop and build the site into the Drupal content management system 	<ol style="list-style-type: none"> 1. Server space 2. Developers to create the site (Marketing and Communications) 		Testing standards created

1.4 Monitoring Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Use the site governance tool to generate reports on campus websites to check for compliance with web accessibility standards	1-5	<ol style="list-style-type: none"> 1. Generate a report for every on-campus website yearly and provide reports as requested by departments and offices. 2. Provide reports to Primary Web Contact (PWC) for each site 3. Provide support to help departments and office sites to come into compliance. 4. Work with the Digital Content Accessibility team to correct inaccessible documents. (PDF, Office, etc.) 	<ol style="list-style-type: none"> 1. Continued use of a site governance tool 2. Financial support for the site governance tool 	Ongoing	Reports provided to PWCs and sites remediated where needed.

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Manually check for accessibility concerns prior to launch of new sites	1-5	Use various tools to check for proper web accessibility	Screen reader	Ongoing	Ensure accessibility of websites
Work with vendors across our campus to ensure all campus websites are compliant	1-5	<ol style="list-style-type: none"> 1. If working with a new vendor, ask for VPAT or how they address web accessibility 2. Work with vendors to ensure that any complaint on campus is addressed 		Ongoing	All campus websites, whether developed on campus or through third party vendor are compliant
Using the SUNY EIT guidelines as a reference, develop a checklist for site users to use to ensure their website is accessible	1-5	Create a checklist for web content editors		In progress	A checklist for content editors to check for accessibility

1.5 Roles and responsibilities:

Marketing and Communication team

- Develops guidelines
- Monitors compliance
- Reviews roles and responsibilities

Department and Office content editors

- Follow guidelines to create accessible content
- Review content for accessibility
- Remediate out of compliance content

External Vendors

- Review content for accessibility
- Remediate out of compliance content

2. DIGITAL CONTENT ACCESSIBILITY STANDARDS (DCAS)

DCAS Overall Goal: Design a comprehensive 5-year plan to engrain accessibility into the creation of digital content, according to Digital Content Accessibility Standards

2.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Identify roles and responsibilities of key stakeholders involved in creating digital content	1	1. Identify key stakeholders 2. Identity departmental resource faculty 3. Generate list of assigned roles per stakeholder	See list that follows chart.		List of roles and responsibilities per stakeholder.
Revise/review roles and responsibilities as needed	2-5	1. Review existing roles/responsibilities 2. Revise as needed	List of roles & responsibilities		Revised listing of roles/responsibilities per stakeholder
Review process for captioning videos	1-5	1. Review current process for requesting caption 2. Identify funding for captions that is sustainable 3. Review process as needed	Current process History of cost		Approved process Approved funding

2.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Establish modes of communication designed to raise awareness of EIT accessibility to all University personnel who	1-5	1. President discusses EIT initiative as part of State of the College address and ties it to community engagement	Dates for each event		Evidence that information was shared such as

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
develop, select, and maintain electronic information		2. Provost introduces EIT initiative & expectations at Welcome Back Event 3. Include EIT initiative as an annual agenda item at School and VP level meetings 4. Include EIT initiative as an agenda item at one department meeting per semester 5. Include EIT initiative in new employee/faculty orientation 6. Maintain continuous communication about EIT initiative through Daily, emails, websites	Prepared message for these events from EIT Coordinators		agenda, handouts, video recording, etc.
Develop resources regarding adoption of accessible textbooks accessibility	1	1. Establish standards to use when ordering/adopting textbooks 2. Work with bookstore to include textbook accessibility information in textbook ordering emails 3. Create a checklist for faculty to ensure textbook is accessible when talking with vendors	https://www.pcc.edu/instructional-support/accessibility/publishercontent/		Website/handout for faculty
Establish process/procedures of communication about accessibility of digital content to student with disabilities	1	1. Develop standardized syllabus statement 2. SAS – communication to faculty and students (Accommodations letters)	Student Accessibility Services Academic Affairs/Deans & Associate Deans Chief Diversity Officer		Memo from Academic Affairs for communication of syllabus statement Documentation of communication to faculty and students from SAS

2.3 Training/Resource Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Identify training resources specific to digital accessibility	1-5	Identify specific modules from Deque University that address content creation and gather pricing information	Deque University Evaluation tool		List of modules Communication to campus about specific modules
Evaluate accessibility training	2-5	Create an evaluation tool based on campus needs to ensure the best training resources for the campus	Evaluation tool/survey of resources Faculty/staff feedback on Deque Resources		Report from evaluation
Develop repository of digital accessibility resources	1-5	1. Identify person/position responsible for overseeing repository 2. Choose platform and structure for repository (website or TD)	Staffing Platform		Name of person/position responsible for accessibility training & resources Repository and resources
Identify funding needed to support accessible content within the departments	1-5	1. Identify departmental resource faculty 2. Possibly hire student workers to fix or work with faculty on accessibility content 3. Identify necessary content specific software for creating accessible content 4. Identify necessary training resources			List of faculty from each department

2.4 Monitoring Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Develop a plan to monitor compliance	1 - 5	<ol style="list-style-type: none"> 1. Procure accessibility testing tool within LMS 2. Renew license each year 3. Identify how reports can/should be utilized for continuous improvement, training opportunities, etc. for data driven decision making 	Funding Ally Reports		Purchase of compliance tool Funding source allocated Report of how reports will be utilized within yearly evaluation of how the data was used and what decisions were made with the data
Revise annual report to include faculty reporting and analysis of ALLY accessibility results	1-2	<ol style="list-style-type: none"> 1. Discussion with Academic Affairs and Institutional Effectiveness for Annual Report 2. Communicate new portion of annual reporting 	Annual Reports Resources for faculty on Ally report		Faculty reports that include Ally score
Develop procedures/process for handling digital accessibility content complaints	1-2	<ol style="list-style-type: none"> 1. Discussion with Student Accessibility Services for how students should make a complaint and how that complaint will be communicated with appropriate people involved (faculty member, person responsible for training faculty) 	Website Student Accessibility Services Dean of Students Associate Deans Chief Diversity Officer		New website Documented process

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
		2. Update https://suny.buffalostate.edu/accessibility			

2.5 Roles and Responsibilities

- **Content creator** is responsible for making their content accessible.
 - Content creators are responsible to attend needed training.
- Identify **departmental faculty resource person** who will be responsible to communicate information to department.
- **Professional development team** to design and provide necessary training, support and resources.
- **EIT officer** communicates with UUP and faculty governance explaining new expectations and legal requirements.
- **Students** should report any issues with digital content accessibility to faculty member.
- Department faculty responsible for reporting ALLY accessibility results as part of annual report.
- **Provost** approves modified annual report template to request faculty self-assessment of accessibility of digital materials.
- Identify **a person who coordinates faculty resource people** for the purposes of standardizing information, identifying a common focus for each semester (i.e. fall – images, spring – headings, fall – PDF files, etc.), and gathering feedback on progress and on additional faculty needs.

3. CLASSROOM ACCESSIBILITY STANDARDS (CAS)

CAS Overall Goal: To develop a 5-year policy which will ensure compliance with the Classroom Accessibility standards as set forth through the SUNY EIT policy.

3.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Define Ownership of Classrooms / Lab Spaces	1	Review current assignment of spaces	AiM space inventory data		Inventory of space allocation
Develop formal classroom standards for the university that include accessible features as required by law/policy	1-2	Review features in 25Live and update as necessary.	SUNY EIT Policy, ADA, 2010 Building Accessibility Standards, 25Live		Formal classroom standards
Assess and inventory already deployed Accessibility Technologies in all spaces	2	<ol style="list-style-type: none"> 1. Classroom Support Staff will go to each location on campus and physically do an assessment of campus owned accessibility technology. 2. Events Management and Classroom Support staff will meet with support staff of performance & athletic spaces deemed necessary. 3. Compare BSC spaces to SUNY standard. 4. Identify modifications required for compliance. 	ADA, SUNY EIT Policy		Compiled working list of already owned campus technology.
Purchase new technology to supplement existing technology	3-5	Identify products, secure funding, and purchase products.	Use of Technology Fee		Follow procurement standards

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Install and commission technology	3-5	Classroom Support staff to install and commission technology items			Track assets in TeamDynamix
Classroom Furniture	2-5	Inventory classrooms for accessible furniture. Purchase new furniture where appropriate.	Funding for equipment purchases.		Compiled list of accessible furniture

3.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Posting of signs within classrooms / labs with installed accessibility equipment	3-5	Post signs in visible areas for each classroom / lab stating that room has specific installed accessibility equipment	Signage and Installation committee (CDB)		Increased awareness of use and accessibility of equipment
Updating existing documentation	3-5	Update current Knowledge Base articles with accessibility technology advertisements.			Allowing users to see rooms with installed accessibility equipment and software.
Advertise in Daily Bulletin, New Faculty/Staff Orientations, and TLC Workshops	3-5	Point the campus community to IT Portal Knowledge Base articles for promotion of accessibility offerings.	IT Portal Knowledge base articles.		Shareable resources for faculty, staff and students
Ensure physical compliance	2-5	Ensure room furniture layouts are followed.	Update Room Layout and capacity signage		Increased accessibility of space

3.3 Training/Resource Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Training of BSC Support Staff	1	Training of Classroom Support Staff – (Events Management & IT Classroom Support)	Deque University / SUNY		Staff understand the WHY of accessibility standards and learn to identify barriers
Creation of Knowledge Base articles in IT Portal	1	IT Classroom Support staff will create Knowledge Base articles on training info for software/hardware items found in classrooms and labs.			Knowledgebase articles
Specialty Equipment Training	2-5	Faculty and Department specific staff to collaborate with SAS for specific lab equipment that isn't by nature ADA compliant.	User and instruction manuals for equipment. Information from other SUNYs with same programs.		Trained staff

3.4 Monitoring Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Annual Check of classroom spaces	2-5	1. Annually test accessibility equipment in all classrooms and labs for full functionality. 2. Ensure furniture is compliance with ADA regulations and building codes.	Classroom Support Check Lists. Facilities Planning Drawings.		Inventory and updated information on classroom spaces.

3.5 Roles and Responsibilities

Facilities Planning and Construction

- Ensures all ADA requirements regarding space and furniture are in compliance with ADA law in all buildings, classrooms, and offices

Information Technology (IT)

- IT Classroom Support will handle all reports of accessibility issues. An IT Incident Ticket will be created allowing the campus community to open a request that will be directed to the appropriate group of people.
- IT Classroom Support will handle the processing of purchase requisitions with BSC Procurement.
- IT Classroom Support will handle the installation and commissioning of accessibility technology in all academic classrooms and conference rooms.
- IT Classroom Support and Technology Support Services will handle the installation and commissioning of software related technology in all academic classrooms and conference rooms.
- IT Classroom Support to work with SAS to provide individual student support.

Events Management

- Responsible for requests of accessibility dealing with Events that are not scheduled through Banner.

4. LIBRARY ACCESSIBILITY GUIDELINES (LAG)

LAG Overall Goal: Identify a 5-year plan of improving access to library collections and spaces

4.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Accessibility Services	1	<p>Create process to produce alternative formats (document remediation) on request – this includes library documentation (tutorials, forms, etc.) and library resources (articles, book chapters, etc.)</p> <p>Create review infrastructure to collect feedback and review remediation tickets using LibAnswers knowledgebase</p>	<p>Flat-bed scanner</p> <p>Adobe DC Pro</p> <p>Wufoo or LibWizard forms</p> <p>Staff time</p> <p>See Roles and Responsibilities that follows chart</p> <p>See Digitizing Guidelines that follows chart</p>		<p>Alternate format request process</p> <p>Identify processes from data collected</p>
Accessible Collections	1-5	Implement accessibility purchasing procedures	See Purchase Procedures that follows chart		
Accessible Spaces	1-5	<p>Work with Student Accessibility Services (SAS) to review the library Assistive Technology Lab (Room 181G).</p> <p>Ensure workstations and equipment are in working order and updated</p>	<p>Library EIT Compliance officer</p> <p>Student Accessibility Services</p>		<p>Increased efficiency in providing accessible content</p> <p>Student have access to assistive technology</p>

4.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Create documentation repository	2	Create LibGuide to host links and documents related to library accessibility for patrons and staff. Include links to submit remediation tickets, training, and accessibility reporting	Staff time		Resource for faculty, staff and students
Review the library accessibility webpage	1-5	Review the existing accessibility page yearly to ensure accuracy	https://library.buffalostat e.edu/home/disabilities Staff time Student Accessibility Services	Ongoing	

4.3 Training/Resources Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Create a plan for outreach to Library staff	1-5	Hold Librarians on Learning training sessions during the start of each semester to train staff Provide access to Deque University* training to interested library staff	Deque subscription Staff time		Staff have increased awareness of resources
Identify and charge a Library EIT compliance officer	1	Identify and charge a Library EIT Compliance Officer Notify the office of Student Accessibility Services	Library Director		

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Provide ready access to training webinars on demand	1-5	Examples include: Project Enable- https://projectenable.syr.edu/ AccessLibraries- https://www.washington.edu/doiit/universal-access-making-library-resources-accessible-people-disabilities	Staff time	Ongoing	

4.4 Monitor Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Direct communication with Student Accessibility services (SAS)	1-5	Invite SAS to library faculty meetings once per semester to discuss trends and issues related to accessibility	Library EIT Compliance officer		Library staff continues to be informed and updated on accessibility matters
Review of support tickets to identify accessibility issues or concerns	2-5	Yearly review of support issues to identify emerging trends or weaknesses in support	Library EIT Compliance officer		
Yearly report to library and SAS staff on library accessibility	2-5	Brief report to the library and Student Accessibility Services staff on progress toward accessibility initiatives and compliance	Library EIT Compliance officer		
Create exception policy	2	Create Exception policy for resources which cannot be made accessible Create Exception form and Sole Source letter	See Exception Policy that follows chart		Some articles may meet rule of exception (archives).

4.5 Roles and Responsibilities

- The library will appoint a Library Electronic Information Technology (EIT) compliance officer to oversee and assess library accessibility initiatives and compliance.
- The Butler library will create an ad hoc Library Accessibility Committee that will assist the Library EIT Compliance Officer in review of accessibility initiatives and compliance.
- The Butler library maintains a [Library Accessibility Roles and Responsibilities matrix](#) which identifies who is responsible for various accessibility compliance functions within the library. Each item has attached to it suggested office(s)/person(s) that are responsible for initiating and providing oversight of the action.

Purchase Procedures

These procedures are used when the library is investigating a new resource or service. This process is not required for existing platforms that have already undergone this review.

1. When evaluating new resources, request from publishers/vendors:
 - a. Accessibility contact information
 - b. Voluntary Product Accessibility Templates (VPATs) and/or other accessibility documentation.
2. Checklist during product review
 - a. Consult <http://www.open.ac.uk/library/help-and-support/databases-accessibility-issues>
 - i. Are there outstanding accessibility issues with the product?
 - b. Review VPATS and other support documents
 - i. Is the VPAT up-to-date and accurate?
 - c. Investigate alternative format availability
 - i. Does the product produce alternative formats such as audio or html?
 - d. During product trials, test content with Blackboard ALLY tool along with campus supported screen readers and a PDF/Word accessibility checker
 - i. Does the support assistive software or devices such as large print interfaces, text-to-speech output, voice-activated input, refreshable braille displays, and alternate keyboard or pointer interfaces, in a manner consistent with the Web Accessibility Initiative Web Content Accessibility Guidelines 2.0 AA?

Digitizing Guidelines

- The library will ensure that documents or forms digitized by or hosted by the library are accessible or can be made accessible upon request.

- When digitizing content, the library will produce high quality scans of no less than 300 DPI
- When digitizing content, the library will produce text-renderable scans using basic OCR
- When producing videos, the library will ensure that such content is captioned

Exception policy

In some cases, an exception to this policy may be needed when a resource cannot be made accessible. In this case an exception form should be completed which identifies known issues and rationale for procuring the resource despite its lack of accessibility.

5. PROCUREMENT ACCESSIBILITY CONFORMANCE STANDARDS (PACS)

PACS Overall Goal: Design a comprehensive 5-year plan to make information technology resources available to all students, faculty, staff, and visitors regardless of disability by meeting the Procurement Accessibility Conformance Standards established by the SUNY EIT Accessibility Policy

5.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Identify roles and responsibilities for EIT purchases	1	1. Identify individual and departmental responsibilities 2. List the roles and responsibilities	PACS Subcommittee <i>List is appended to this chart</i>	Complete	Roles and responsibilities are defined
Review and revise roles and responsibilities as necessary	2-5	1. Review annually or more frequently if organizational changes take place 2. Revise as needed	IT & Procurement Services/		Roles and responsibilities are defined and current
Establish a process for exception requests		1. Identify a process for evaluating requests using metrics shared by SUNY	Procurement Services/ <i>Metrics appended below</i>		College mission and business are supported

5.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Reinforce awareness of SUNY EIT Policy & Standards	1	Incorporate accessibility statement and requirements into TeamDynamix Hardware and Software request forms	Information Technology	In progress	Requestor understands standards
Address IT commitment to meeting standards	1-5	Create Knowledge Base articles in TeamDynamix	Information Technology	In progress	Users understand standards

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Address Procurement Services commitment to meeting standards	1	Incorporate accessibility requirements into Procurement website and/or forms	Procurement Services	In progress	Requestor understands process

5.3 Training/Resource Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Identify Training	1	Require all IT Team Leads, TSS Managers, IT Help Desk, IT Project Managers, and Procurement Services Staff to complete the “Accessibility Fundamentals – Disabilities, Guidelines, and Laws” course	Deque University	In progress	Staff understand the WHY of accessibility standards and learn to identify barriers
Create focused training for IT & Procurement staff	2	Work with Campus Accessibility Team to create a brief training for new staff in IT and Procurement Services	SUNY, IT, IDT, Procurement		New staff will understand standards and compliance protocols
Procurement Card Training	2-3	Include information on accessibility compliance in P-Card Training materials	Procurement Services & IT		Requestors understand process when using P-cards
Identify specialized and ongoing training	2-5	Work with SUNY Accessibility colleagues to provide advanced training opportunities	SUNY teams and administration		Staff develop expertise

5.4 Monitoring Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Utilize TeamDynamix to monitor compliance	1-5	1. Use IT Portal to track incidents of non-compliance 2. IT Portal is used to collect and store pre-purchase documentation including VPATs 3. Create reports in TeamDynamix to track requests and assets	TSS/TeamDynamix		Compliance is documented and measurable
Utilize Project Management Office to ensure compliance on new initiatives	1-5	All new EIT projects and implementations must be overseen by a Project Manager	IT-PMO/AchieveIT		New initiatives will be compliant

5.5 Roles and Responsibilities

Purchase Requestor

- Selects the most accessible product that meets their functional requirements
- Creates a service ticket in the [IT Portal](#) and works with IT personnel to complete the required processes; e.g., provide justifications, multiple quotes, etc.
- If product is denied creates an exception request

Information Technology (IT)

- Includes accessibility expectations in pre-purchase documents/questionnaires
- Collects, and retains in TeamDynamix, documentation from vendors verifying EIT accessibility conformance: e.g., Voluntary Product Accessibility Template (VPAT)
- Will assess the intended use and impact that may have on accessibility for individuals with disabilities when pursuing new purchases, adoption, or renewal of electronic and information technology products
- Participates in the evaluation of exception requests

Procurement Services

- Demonstrates commitment to accessibility in RFP language, using language recommended by SUNY Counsel:

Electronic and Information Technology (“EIT”) Accessibility

- ❖ *SUNY 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.*
- ❖ *By submitting a Proposal, Proposer warrants that (i) Web-based EIT products included in the Proposal shall conform to Web Content Accessibility Guidelines (“WCAG”) 2.0 AA and (ii) non-web-based EIT products included in this Proposal 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. If selected for award, selected Proposer agrees to provide evidence of compliance with these requirements before an Agreement becomes effective and any other time upon reasonable request of University.*
- Ensures vendor bids meet accessibility submission requirements
- Coordinates the evaluation of exception requests
- Places orders

PACS Impact Metrics

Buffalo State College will adopt the metrics shared by SUNY for determining accessibility impact level:

Impact Level	Definition
Low	<ul style="list-style-type: none"> • EIT is not part of an essential program, service or activity • Low number of users • Single instance, intended for individual use
Medium	<ul style="list-style-type: none"> • Limits access to a program/service, but not essential • Moderate amount of users • Use by an individual department or school, but not used across the entire campus • Use by an entire college (one college within a larger campus)
High	<ul style="list-style-type: none"> • EIT is part of an essential program, service or activity • Great amount of users • Public facing or publicly available EIT • Enterprise-wide EIT

6. STUDENT LIFE AND LEADERSHIP (SLL)

SLL overall goal: Design a comprehensive plan that promotes inclusion into the engagement strategies of Student Life & Leadership departments

6.1 Infrastructure

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Provide programs, events and information that provides a common experience by connecting students to each other, fostering learning and development.	1	Develop a virtual Orientation program that complements an in-person experience	Student Leadership & Engagement (SLE): Orientation Staff time, Web Conferencing Platform and/or Live Video Capabilities	Ongoing	Provide an alternate option that complements the in-person program
Provide a physical student space and act as a main hub to host multiple student support	1-3	Develop evaluation tool for existing processes Identify barriers for inclusion Plan mitigation of barriers Begin Implementation	SLE: Student Union Staff time, ADA standards	Ongoing	Discover, Identify and alleviate barriers students encounter within the Student Union
Provide Event Support	1-3	Identify barriers for inclusion Plan mitigation of barriers Begin Implementation	SLE: Student Union Staff time, Training on Customer Service for People with Disabilities	Ongoing	Discovery of the areas lacking support provided to students or groups that are barriers
Create inclusive educational experiences for students	1-3	Implement EIT Accessibility standards for document and web accessibility	SLE: Student Organizations & Activities Staff time	Ongoing	Provide inclusive experiences for students
Working with Student Government in compliance with SUNY Standards	1-3	Identify barriers for inclusion (Web, content, space) Plan mitigation of barriers Begin Implementation	SLE: Student Organizations & Activities Staff time,	Ongoing	

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
			Training Program		
Establish methods of communication with residential students in compliance with EIT	1-3	Identify barriers for communication Plan mitigation of barriers Begin Implementation	Residence Life Staff time, Additional software, Training on Web Accessibility	Ongoing	Investigate the barriers students face with typical communication methods used by the department
Educating student Staff on Accessibility Fundamentals	1-3	Identify barriers for students Plan mitigation of barriers for students Begin Implementation	Residence Life Staff time, Training for staff	Ongoing	

6.2 Communication

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Educating students on the efforts to identify the barriers	1	Communicate with residential and commuter students the efforts that SLE and Residence Life are taking to discover barriers in their facilities and processes	Staff time		Students will recognize the steps staff are taking to improve their experience with specific offices within student life departments
Assist other sub-committee on the dissemination of information	1-5	Provide a conduit for sub-committees to reach residential and commuter students	Staff time		Aide in the dissemination of information

6.3 Training/Resource Allocation

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Training on Document Accessibility	1	Staff members within Student Leadership and Engagement and Residence Life (SL-1 level or above) enroll in Deque University and complete Document Accessibility Curriculum 1.2	Deque University Enrollment	Ongoing	Staff will be knowledgeable in assessing the accessibility of documents they create for students and staff
Training on Web Accessibility	1	Staff members within Student Leadership and Engagement and Residence Life (SL-4 level or above) or involved in the maintenance of departmental websites enroll and complete Web Accessibility Curriculum 2.0	Deque University Enrollment		Staff will learn to develop web-based content that meets accessibility guidelines
Training on Customer Service for People with Disabilities	1	Staff members within Student Leadership and Engagement and Residence Life (CSEA Staff and SL-1 level or above) enroll in Deque University and Complete Customer Service for People with Disabilities 1.0	Deque University Enrollment		Staff will be knowledgeable in effective communication and appropriate ways to serve students with disabilities
Training on Customer Service for People with Disabilities	1	Residence Life student staff and Executive Board members of USG sponsored groups enroll in Deque University and Complete Customer Service for People with Disabilities 1.0	Deque University Enrollment		Staff will be knowledgeable in effective communication and appropriate ways to serve students with disabilities

6.4 Monitoring Compliance

Objective/Milestone	Plan Year	Activity/Steps	Resources/Materials	Status Check	Outcome
Annual check of student reports of barriers to engagement	1-5	Student Leadership and Engagement and Residence Life will compile any reported barriers related to student engagement		Ongoing	Continued revision of processes to eliminate/reduce barriers to student engagement

6.5 Roles and Responsibilities

Residence Life:

- Assistant Director – Will serve as the representative for compliance monitoring and reporting to accessibility committee

Student Leadership & Engagement

- Programming Coordinator - Will serve as the representative for compliance monitoring and reporting to accessibility committee