Suggested Timeline For Implementation

Goals	Recommendations	Lead By
	IMPROVING ACCESS TO E-LEARNING TECHNOLOGY	
Fall 2013	• <mark>**Only online and face-2-face courses that currently have a student with a sensory impairment enrolled in them**</mark> should have to meet the *minimum standards for accessible course materials* as outlined in the *Bridge* report. • Include representative from the ATI when reviewing e-learning and information technologies for purchase and implementation within Mason community.	• Academic Departments, Colleges, and Schools • Office of Distance Education • ITU Leads
	IMPROVING STUDENT ACCESS IN THE CLASSROOM	
Fall 2013	• Send out Provost's letter highlighting the minimum standards necessary (See **E-Learning Technology** in *Bridge* report) for faculty members to ensure equivalent access to their course content. • ODS communications with faculty members and teaching assistants supporting students with sensory impairments (student must be registered with the ODS) should include making the academic department's Chair/Dean, as well as the Provost's Office, mindful of the student's needs as well. This will ensure that all parties are aware of the students in their programs that may require additional supports to ensure equivalent access.	• Provost's Office • Academic Departments, Colleges, and Schools • Office of Disability Services

Goals	Recommendations	Lead By

Fall 2013	• Schools and colleges should identify an individual (i.e., Dean, Assistant Dean, Chair, etc.) who oversees faculty compliance as it relates to making their courses accessible to a student with a disability.
	
	• Academic Departments should identify an individual (e.g., Telecom Coordinators) who is responsible for coordination and dissemination of information and materials related to accessibility and compliance.
	
	• Faculty members that will be supporting students with sensory impairments in their courses should attend ODS/ATI training prior to the start of the semester. It is suggested that they have a joint follow up meeting (2-weeks for Fall/Spring, 1-week for Summer) with ODS, ATI, and the student after course starts to ensure that the student has sufficient access to the course materials.
	
	• *Testing Accommodations:*
	
	   o For students with visual impairments, all tests, quizzes, exams should be submitted to the ATI at least 2-weeks prior to the student taking the exam. This time is necessary for accurate conversion of exams/tests/quizzes into an accessible format (i.e., electronic, Braille, and/or tactile graphics).
	
	   o As it relates to accommodations for exams, faculty should follow accommodations listed on faculty contact sheet provided by the ODS.
	
	• Accessible course design should be incorporated into the faculty development cohorts currently provided by the Instructional Design Team.
	
	• Faculty members teaching online courses should participate in accessibility training on how to make their e-learning course accessible to individuals with disabilities. This could be accomplished through the faculty development cohorts already established by the ID Team.
		• Academic Departments, Colleges, and Schools
		
		• Academic Departments, Colleges, and Schools
		
		• Office of Disability Services
		
		• Office of Disability Services
		
		• Instructional Design Team
		
		• Office of Distance Education

Goals	Recommendations	Lead By
	INCREASING AWARENESS ABOUT ACCESSIBILITY	
Fall 2013	• Incorporate language in course syllabi for ODS and ATI. • All document templates posted on Creative Services website (http://logo.gmu.edu) should be tested for accessibility. • Implement a Web Accessibility Initiative for purpose of ensuring Mason websites are reviewed semi-annually for accessibility. • All parties responsible (i.e., developers, content managers) for maintenance/upkeep of websites should participate in an annual training on Section 508 and web accessibility. • Encourage departments that serve students to have an easily located accessibility statement on their website. This should include a contact from that office, as well as links to the ODS and ATI websites. • Joint ATI/ODS presentations should be included at all New Faculty and New Adjunct Faculty Orientations.	• Provost's Office • Marketing and Communications Services • Assistive Technology Initiative • Assistive Technology Initiative • Academic Departments, Colleges, and Schools • University Life • Center for Teaching and Faculty Excellence
	PROCUREMENT	
Fall 2013	• All e-learning and information technology purchases over $2000 should be submitted to the ASC for review. • Include accessibility language as part of RFP's. Documentation should include both VPAT and ETA documents (See Definitions). ATI staff can assist with reviewing these documents.	• Purchasing Office • Architectural Standards Committee • Purchasing Office

Goals	Recommendations	Lead By
	• Include accessibility language in contract and/or software license renewals. This will ensure that those items originally purchased without accessibility language will have that as part of the contractual agreement going forward.	• Purchasing Office
	• Educate faculty and staff regarding their roles and responsibilities as it relates to negotiating pricing and compliance for e-learning and information technologies implemented in the classroom.	• Purchasing Office • E-Card Administrator • Campus Bookstore

IMPROVING ACCESS TO E-LEARNING TECHNOLOGY

Goals	Recommendations	Lead By
Spring 2014	• Incorporate accessibility reviews for all E-learning and information technology applications, including supplemental materials, to be used in **all online and face-2-face classrooms that currently have a student with a sensory impairment enrolled in them** are to be tested for accessibility.	• Academic Departments, Colleges, and Schools • ITU

IMPROVING STUDENT ACCESS IN THE CLASSROOM

Goals	Recommendations	Lead By
Spring 2014	• Departments that have degree programs with students with sensory impairments enrolled in them should attend ODS/ATI trainings at beginning of each school year.	• Academic Departments, Colleges, and Schools
	• Similar to online faculty, individuals teaching face-2-face courses and using e-learning materials should be encouraged to participate in faculty development cohorts with Instructional Designers on techniques for building accessible online course content.	• Office of Distance Education • Instructional Design Team

Goals	Recommendations	Lead By
	• Include accessibility reviews in the DE course review process. Any course that does not meet the *minimum standards* (See **E-Learning Technology** in *Bridge* report) should not be approved by the ODE until it is does. The ATI can work with the ID Team and the ODE to minimize faculty frustration and ensure that this process is as efficient as possible.	• Office of Distance Education
	• Conduct DE course accessibility audits each semester to ensure that all faculty members are in compliance. 5-10 courses from a specific department (e.g., IT or ENGL) could be selected at random to evaluate how well those departments are working to ensure that their courses are meeting the minimum standards established for accessibility. This information would be useful in addressing issues going forward with respect to improving student access to online course content.	• Office of Distance Education

<div align="center">INCREASING AWARENESS ABOUT ACCESSIBILITY</div>

Goals	Recommendations	Lead By
Spring 2014	• Include accessibility language in hiring contracts for individuals that will support applications being used by all members within Mason community (e.g., instructional designers, web developers, etc.), especially those positions with supervisory duties.	• ITU
	• Ensure that all top-level websites (i.e., HR, Admissions, the Office of Distance Education, Mason home page, etc.) and their accompanying documents, videos, etc. are reviewed for accessibility and brought into compliance with VITA and Section 508. These websites are the face of the university and as such should demonstrate an inclusive, accessible, and welcoming academic environment.	• HR, Admissions, Office of Distance Education, ITU, University Life • Assistive Technology Initiative

Goals	Recommendations	Lead By
	• ATI and ODS should develop joint marketing materials and conduct joint presentations for Mason academic departments, whenever possible.	• Office of Disability Services • Assistive Technology Initiative

PROCUREMENT

Goals	Recommendations	Lead By
Spring 2014	• Include information regarding accessibility as part of the annual P-card and eVA purchasing training. This will educate those individuals with purchasing authority about considering individuals with disabilities when purchasing technology that may not fall under ASC Review.	• P-Card Administrator

STRATEGIC PLANNING AND BUDGET

Goals	Recommendations	Lead By
Spring 2014	▪ Provide additional funding to the Academic Departments and ITU to purchase more accessible e-learning solutions.	• Academic Departments • ITU • Assistive Technology Initiative
	▪ Provide additional funding to Academic Departments and ITU to hire graduate students that would review their course materials and make them accessible for faculty. The ATI would provide copies of the CommonLook Office software applications and provide training to these students on techniques for making course materials accessible. This would ensure that subject matter experts for each respective area would be reviewing and adapting the course materials.	• Academic Departments • ITU • Assistive Technology Initiative

INCREASING AWARENESS

Goals	Recommendations	Lead By
Summer 2014	• Annual "Access Partners" Awards ceremony, which highlights academic year's updates on improving accessibility on campus and pointed out the individual(s) that went above and beyond to create a more inclusive academic environment at Mason. • Ensure that all Priority I and Priority II Mason websites and their accompanying documents, videos, etc. are reviewed for accessibility and brought into compliance with VITA and Section 508. Websites are the face of many colleges, schools, academic departments, and units. As such, these organizations should demonstrate an inclusive, accessible, and welcoming academic environment.	• Compliance, Diversity, and Ethics • Assistive Technology Initiative

STRATEGIC PLANNING AND BUDGET

Goals	Recommendations	Lead By
Summer 2014	• Implement an accessible, enterprise-wide video platform that supports the lecture capture and the delivery of video content in all Mason courses. • Increase the ATI budget to manage additional accessible media costs. Costs would go towards additional outsourcing of videos for captioning and transcription.	• ITU • Assistive Technology Initiative

IMPROVING ACCESS TO E-LEARNING TECHNOLOGY

Goals	Recommendations	Lead By
Fall 2014	• **All online and face-2-face courses** should meet the *minimum standards for accessible course materials* as outlined in the *Bridge* report.	• Provost's Office • Academic Departments, Colleges, and Schools • Office of Distance Education

Goals	Recommendations	Lead By
	• Incorporate accessibility reviews of all e-learning and information technology applications, including supplemental materials, to be used in **all Mason courses (face-2-face and online)**.	• Academic Departments, Colleges, and Schools • ITU
	• Each semester, conduct accessibility audits of all Mason courses to ensure that all faculty members are in compliance. 10-20 (both face-2-face and online) courses from a specific department (e.g., IT or ENGL) could be selected at random to evaluate how well those departments are working to ensure that their courses are meeting the minimum standards established for accessibility. This information would be useful in addressing issues going forward with respect to improving student access to online course content.	• Academic Departments, Colleges, and Schools • Office of Distance Education