Director’s Voice

Time after time, I hear people say “accommodations are a privilege” or “all of my students are treated the same, so I don’t need to make accommodations”. This is missing the point entirely, but in their defense, most of us are taught our sense of fairness on the playground. “You get ten minutes with the hula hoop, then I get ten minutes with the hula hoop”; “you get two cookies and I get two cookies”. Treating everyone exactly the same actually is not fair. What equal treatment does do is erase our differences and promote privilege.

*Equity* is giving everyone what he or she needs to be successful. *Equality* is treating everyone the same.

Privilege happens, albeit unintended sometimes, when we don’t think about what all people need, make decisions that benefit most people, and hide behind equality.

Equality *intends* to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity *appears* unfair, but it actively moves everyone closer to success by “leveling the playing field.” Take the picture above. On the “equality” side, each child is given the same box. They are treated the same! But, they are not provided what they need to have equal access. Only until each child is given the box they need, are they all provided equal

When a picture summarizes years of trying to explain accommodations for persons with disabilities…. 
ARC is proud to remind the campus community that the Office of Accessible Technology and Services (OATS) is open and bustling converting instructional materials for students and teaching instructors how to create accessible instructional materials.

OATS has also been given the gift of new accessible testing carrels to accommodate the ever-growing need for testing. This space, in particular, will help accommodate students who require assistive technology to take their exams.

Also, OATS has assumed responsibility for the Assistive Technology Center (ATC) on the first floor of the library. This is a space where students registered with ARC can access assistive technology, such as Dragon, High Speed Scanners, etc.

If you are interested in a 5 Clicks Training with Jeremy Olguin, Coordinator of OATS at 898-4836 or visit OATS in SSC 320.

**Assistive Technology Center (ATC)**

The Assistive Technology Center (ATC) on the first floor of Meriam Library.

**Available Software in the ATC**

The ATC provides the following accessibility software:

- Speech recognition
- Screen reader
- Screen magnification
- Text to speech
- LD assistive reading software
Join ARC in a Brown Bag Conversation about…

The ADA

*It’s the 25th birthday of the ADA. What do we have to celebrate?*

October 19, 2015 1 to 2pm in SSC 122

And

Classroom Accommodations

*How can you determine what is reasonable?*

November 13, 2015 1 to 2 pm in SSC 122
**It’s in the Law!**

The Equal Employment Opportunity Center (EEOC) and Department of Justice (DOJ) both report a continued surge in complaints and lawsuits related to disability discrimination and disparate treatment based on disability. These complaint resolutions and court decisions provide important information and counsel on how to adapt to the changing laws and give us a foundation on which to assess our own policies and practices.

Here are some recent decisions:

**Re: Video Captioning**

Title III of the Americans with Disabilities Act ("Title III"), which requires, among other things, that a public accommodation: (1) not deny persons with disabilities the benefits of its services, facilities, privileges and advantages; (2) not provide such persons with benefits that are unequal to those provided to nondisabled persons; (3) provide auxiliary aids and services, including captioning where necessary to ensure effective communication with individuals with a disability, and to ensure that such persons are not excluded, denied services, segregated or otherwise treated differently than other individuals.

Just as buildings without ramps bar people who use wheelchairs, online content without captions excludes individuals who are deaf or hard of hearing.


**Re: Web Accessibility**

A series of lawsuits has made it evident that accessibility of websites under Title III of the ADA includes access for people with disabilities. Litigation, and threatened litigation, surrounding the issue is on the rise, exposing institutions to a potential claim that they are failing to comply with antidiscrimination laws.

http://accessibility.psu.edu/nfbpsusettlement

http://ncdae.org/resources/articles/legalcosts.php

**Re: Inaccessible Instructional Materials and inaccessible course technologies**

“Emerging technologies, including internet-based learning platforms, are changing the way we learn, and we need to ensure that people with disabilities are not excluded or left behind,” said Eve L. Hill, Deputy Assistant Attorney General for the Civil Rights Division.

http://teachingcommons.cdl.edu/access/resources/MiamiUniversityOhioLegalSettlement.shtml

http://teachingcommons.cdl.edu/access/resources/LouisianaTechUniversityLegalSettlement.shtml

For More Information or Consultation, contact Accessibility Resource Center
The Accessible Technology Initiative (ATI) reflects the California State University's (CSU) ongoing commitment to provide access to information resources and technologies to individuals with disabilities. This commitment is articulated in Executive Order 926 (EO 926), the CSU Board of Trustees Policy on Disability Support and Accommodations:

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

The Accessible Technology Initiative's

- **Vision**: To create a culture of access for an inclusive learning and working environment.
- **Mission**: To help CSU campuses in carrying out EO926 by developing guidelines, implementation strategies, tools and resources.
- **Principle**: To apply universal design, an approach to the design of products and services to be usable by the greatest number of people including individuals with disabilities.
- **Strategy**: To stimulate collaboration to effect changes that will ultimately benefit all.
- Coded Memorandum AA-2013-03 guides ATI implementations across the CSU system. This supersedes all previous ATI Coded Memoranda.

Chico State’s progress on the priority areas, which include, accessibility of instructional materials, web accessibility and the procurement of accessible technology, is reflected in annual reports to the CSU Chancellor's Office. For more information, reports and resources, visit www.csuchico.edu/ati

**Campus Accessibility Update**

Chico State makes consistent effort and progress eliminating accessibility barriers on campus. The campus Self Assessment Survey, Transition Plan information and annual progress reports about accessibility can be reviewed at www.csuchico.edu/arc/ada-committee/index.shtml