

Recommendations of the Higher Education Accessibility Task Force

- 1) TBR and UT should develop and implement policies concerning the deployment of accessible information materials and technologies (IMTs) and digital curricula in the college and university setting. "Accessible" means that individuals with disabilities are able to 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.
- 2) TBR and UT should develop and implement procedures that require colleges and universities to purchase or recommend only accessible information materials and technologies (IMTs), if an accessible IMT is commercially available and its purchase would not result in undue financial and administrative burdens or a fundamental alteration. TBR and UT should effectuate these obligations by implementing as part of its RFP process:
 - a) language that bidders meet the accessibility standards set forth in Web Content Accessibility Guidelines 2.0 Level A & AA standard ("WCAG 2.0 A & AA") for web-based technology (or subsequently developed guidelines) or EPUB3, Section 508 of the Rehabilitation Act and the Americans with Disabilities Act;
 - b) requiring, at the college or university's discretion, as part of any contract with its vendors, provisions by which:
 - i) the vendor warrants that any IMT provided complies with WCAG 2.0 A & AA for web-based technology (or subsequently developed guidelines) or EPUB3, Section 508 of the Rehabilitation Act and the Americans with Disabilities Act; and
 - ii) the vendor is required to provide accessibility testing results and written documentation verifying accessibility, to promptly respond to and resolve accessibility complaints, and to indemnify and hold the University harmless in the event of claims arising from inaccessibility.
- 3) UT and TBR should examine the feasibility of issuing joint RFP(s) for state-wide vendor(s) to provide accessible IMTs and services for students with disabilities.
- 4) By December 31, 2015, TBR and UT both should complete an accessibility audit of a representative sample of its IMTs that will examine the accessibility of the IMTs provided by colleges and universities to students and prospective students who have disabilities. The audit should examine various types of the IMTs, including college/university websites, library services, course management systems and course registration software. By March 31, 2016, TBR and UT both should develop an IMT corrective action plan based on the audit findings. Strategies should include priorities for making IMT accessible, a schedule for making IMT accessible, and a plan to periodically monitor the accessibility of IMTs. Strategies should be reviewed by THEC and approved by the respective system's board.
- 5) By December 31, 2015, UT and TBR both should complete an accessibility audit of a representative sample of its textbooks that will examine their accessibility by students with disabilities.

Recommendations of the Higher Education Accessibility Task Force

- 6) TBR and UT should provide and make readily available to faculty and staff, who develop or post content on a website or through other IMTs, training and information on how to make digital information accessible and how to use automated tools to check and ensure the accessibility of content.
- 7) No later than December 31, 2015, all pages hosted on college/university websites that have been published or updated on or after June 1, 2014 should be accessible according to WCAG 2.0 A & AA. Any other pages should promptly be made accessible upon request or the information made available in a timely manner and in an accessible format to the individual who made the request. This requirement should not apply to personal pages; however, TBR and UT should provide resources to authors of pages to give guidance on making such pages accessible.
- 8) TBR and UT should designate at least one staff member at each campus who will have responsibility and commensurate authority for oversight of accessibility issues. This person should also serve as the contact to answer questions and assist with informal dispute resolution relating to accessibility issues.
- 9) “Instructional Materials” are items that are created, purchased or identified to serve in instruction and communication of information in the curricular settings at public higher education institutions in Tennessee. These items may include, but are not limited to, textbooks in bound, unbound, kit or package form, library media (print, non-print, and electronic resources), instructional software content, web/online content and learning objects, E-books, CD-ROM, DVDs, videos, slides, films and filmstrips, learning laboratories, recordings, manipulatives, consumables and ITV content.