1. **Proposal Title**  
Making the GSU Web ADA Compliant

2. **Total Requested Amounts:**

<table>
<thead>
<tr>
<th>Fiscal Year 2002</th>
<th>Years Following Fiscal Year 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,400</td>
<td>$115,200 (3 years @ $38,400)</td>
</tr>
</tbody>
</table>

3. **Executive Summary**  
The goal of the proposed project is to bring all Internet resources and WebCT courses at Georgia State University into compliance with the requirements of the Americans with Disabilities Act of 1990, thereby allowing all GSU students fair and equal access to available educational resources.

4. **Project Description**

Title 11 of the Americans with Disabilities Act of 1990 (ADA) mandates that all state institutions, including public universities such as GSU, ensure that goods and services are equally accessible to individuals with disabilities and those without disabilities.

The primary reasons existing GSU web sites and on-line courses have not followed ADA guidelines is the web designers and instructors fear that these requirements will reduce their web sites and courses to nothing more than plain, unattractive text and that the work would place an additional burden upon them. ADA-compliant sites and courses can be exciting and attractive. Notice that the eCore program for GLOBE has poured considerable resources into making their courses ADA compliant, and four were selected for the Exemplary Courses Program by WebCT. These courses were designed by teams consisting of multiple faculty members, instructional designers, technicians, copyright specialists, and an accessibility specialist.

With limited resources DDL and ODS are already looked to for expertise in accessible web design at GSU and by WebCT because of our ongoing efforts and research. We expect to continue advancing our expertise as we redesign web sites and courses for the GSU community. We also plan to relieve any additional burden accessibility might place on instructors.
Our joint proposal with the Office of Disability Services plans to hire student assistants (SA):

- SAs will continue the development of the step-by-step process and documentation that all GSU web sites may voluntarily follow to achieve ADA compliance,
- SAs will help complete and rollout our design of a model WebCT course that meets the ADA guidelines; model is under review.
- SAs will assist in educating all GSU web developers and Internet course by offering hands-on and on-line training to other web development centers, and
- SAs will help develop a university-wide proposal to bring all Internet resources into compliance over a 3-5 year schedule.

5. Relevance to Regents Guidelines
Guideline [1] Technology fee revenues should be used primarily for the direct benefit of students to assist them in meeting the educational objectives of their academic programs. Our proposal not only serves the immediate needs of students with disabilities including learning disabilities, but also serves the entire student body who use technology off campus because our compliant designs take into account download time and ease of use. Our compliant designs do not limit the innovations of instructors but enhance them by ensuring that these innovations do not exclude any part of our student body.

6. Relevance to Strategic Plan
Our proposal directly addresses the Strategic Plan in attracting more students, retaining students, enhancing the undergraduate/graduate student experience. Compliant course design removes many barriers for students with disabilities as well as enhancing the educational experience for all students by ensuring that the content will be presented in multiple formats addressing various learning styles of all students.

7. Impact on Students Served
The proposal is aimed at students with disabilities, and their use of the GSU web. The impact is dramatic. Currently, students with disabilities, especially those using adaptive equipment, have not registered for any course that using WebCT. These students are being cut off from the most innovative teachers (see the Innovative Teaching Awards winners for the last three years). For students with learning disabilities the GSU web is also intimidating and a barrier. These students will also be served by ease of use of all sites and courses and a growing awareness that all students are not equal when they enter the class, but with accessible design we have the opportunity and the directive to equalize the learning field.
8. Justification of One-time Funding Requirements

Implementation of our proposal is fairly simple, with a conservative annual budget of $38,400. This covers 80 hours/week for 48 weeks at $10/hour for student assistants. DDL and ODS will provide all appropriate hardware, training, and software at no additional cost. The partners estimate that the overall project will take three to five years to complete. After this time, each department, college, instructor, and/or support service entity would assume responsibility for maintaining the sites and courses under their jurisdiction according to ADA guidelines.

<table>
<thead>
<tr>
<th>Object of Expense</th>
<th>Itemized Descriptions</th>
<th>Quantity</th>
<th>Extended $ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Salaries</td>
<td>Item 1, 80 hours/week @ $10.00 for 48 weeks</td>
<td>1</td>
<td>$38,400/year</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1</td>
<td>$38,400</td>
</tr>
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9. Consequences of Partial Funding

The consequences are simple. The work of bringing GSU web sites and courses into ADA compliance will be crippled. Current students with disabilities who wish to use online materials will take precedence over the main work of the project. The work of conversion will be placed in many cases back on instructors and other web design departments who are probably not educated in the guidelines but have already demonstrated a lack of resources to undertake this task.

10. Justification of Funding Requirements for Fiscal Years Following FY2002

As stated above this project is expected to take anywhere from three to five years to complete. Each year we will review our proposal and amend it as necessary to meet our goal. We do not expect our budget request to drop over the term of the project. We will try to keep it from escalating. Hopefully, this can be done as the expertise and experience of DDL and ODS increase, the redesign and deployment of web sites and courses should go much faster. However, with over 1,100 WebCT courses at present. It will not be an easy task even with models for instructors to use.

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<tr>
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<th>Quantity</th>
<th>Extended $ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Salaries</td>
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<td>2003</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3</td>
<td>$115,200</td>
</tr>
</tbody>
</table>
11. **Standard Dollar Amounts**  
Not applicable; no hardware dollars are sought either for new or replacement equipment.

12. **Standard Replacement Thresholds**  
Not applicable, no replacement equipment is sought.

13. **Pre-requisite Non-Technology Fee, Funding**  
Not applicable

14. **Matching Funds**  
The matching funds come from 10% of the Manager and Assistant Manager of DDL’s Web Resources Department and 10% of the Director of Disabilities Services time. These matching funds come to $13,380 for the FY 2002.

15. **Staffing and Other Support Availability**  
The Manager and Assistant Manager of Web Resources Department of the Division of Distance & Distributed Learning will supervise and train all student assistants. The Director of Disability Services will also provide additional training as needed. No funds are sought for these staff.

16. **Impact on Facilities**  
Since DDL and ODS already have adequate space for student assistants sought, no additional impact on the facilities are anticipated.

17. **Impact on Computing/Network Infrastructure**

   The impact of this project on the university computer/network infrastructure has the potential to be quite profound. Compliance with ADA guidelines will improve the ease of use of Internet resources for all students, staff, and faculty, and enhance the university's overall image in the state, local, and educational communities. As such, other institutions would be likely to follow GSU’s lead by redesigning their own sites and courses, thereby improving the quality and accessibility of higher education in general.

18. **Review and Acknowledgements**  
Attached are the review forms from Dr. Stephen Langston, VP of the Office of Public Service.