Hi everyone, my name is Nazely Kurkjian and I am the Coordinator of Disability, Diversity, & Nontraditional Student Services within the Office of University Life (Student Affairs) at SUNY System Administration. I’d like to thank Kari and the Capital District Library Council (CDLC) for inviting me to speak here today.

Background info: Prior to my role at SUNY Administration, I was the Adaptive Technology Specialist in the Services for Students with Disabilities office at Binghamton University (a SUNY research institution). There, I worked to increase awareness of barriers to access and improve accessibility for our campus community, particularly in digital environments. I worked closely with the University libraries to ensure equal access to e-reserves and partnered with them to monitor assistive technology access in the libraries.
Here's the agenda for today's presentation. I'll begin with some key concepts and definitions, briefly cover legal landscape, provide an overview on accessibility, and discuss some strategies for institutionalizing accessibility within your organization. This presentation will cover information about improving services for patrons with disabilities. Access, in this content, should be availability.

This is not a technical how-to presentation (meaning, I'm not teaching you how to caption videos) but I will provide how-to resources and tools to accomplish accessibility.

Quick side note - I understand how the importance of accessibility for me is like copyright for you; please know if there are photos in this presentation that are not cited, I assure you they are compliant with copyright law (Pixabay, screenshots, or created by me).

Although I already received a list of attendees - Before we begin [POLL]: what type of library do you work at? Academic, public, system? Great. I hope I can provide you some useful information to take back and enhance your accessibility strategy. Don’t hesitate to ask questions. I will be lecturing for some time but I will stop and do some interactive activity.
So, the way libraries deliver information and services is dramatically changing. Traditionally, libraries have been seen as a place to consume knowledge. In this dynamic world, libraries are discovering new ways to engage. There’s an increase in digital trends, needs and resources.

Academic libraries are responding to the needs of scholars and patrons. There is a shift to produce knowledge - by using resources to create or store in repositories.

Both academic and other libraries provide various services to enhance the creation, delivery and consumption of knowledge. Ultimately, you serve the community and promote social equality. Your mission is access. As such, it’s essential to be mindful of all patrons, including those with disabilities. You’re here because you obviously care about serving a diverse community.

Today, I will discuss a wide range of subjects related to serving and supporting patrons with differing abilities.
Disclaimer

These materials are provided for informational purposes only and are not to be construed as legal advice. You should seek independent or house counsel to resolve the individualized legal issues that you are responsible for addressing.

Further, any policy or procedure additions or revisions should be reviewed by your legal counsel prior to implementation.

I’m not a lawyer but - Accessibility is a growing concern due to increased complaints and lawsuits filed by individuals with disabilities - particularly print-related disabilities, both in academic and non-academic enterprises.
Brief history lesson - During the Civil Rights movement (1960s), individuals with disabilities began protesting for meaningful access, inclusion, and independence. They mobilized and lobbied to Congress to ensure people with disabilities had the same civil rights as persons without disabilities.

Over 50 million Americans have a disability. It is the largest minority group and one that anyone may join at any time. Today, individuals with disabilities are still a deeply marginalized group, with inequalities persisting in many aspects of life including healthcare, education, and employment. This fight has come a long way, and we’ve made incredible strides, but there’s still more that can be done to ensure their right to enjoy and benefit from equal treatment, access, and same opportunities as persons without disabilities. Even with numerous federal legislations protecting individuals with disabilities from discrimination, negative attitudes, stereotypes, and environmental barriers pose challenges to full inclusion.
Legal Landscape

- Rehabilitation Act of 1973
  - Section 504
  - Section 508

- Americans with Disabilities Act of 1990
  - Title I
  - Title II
  - Title III

- NYS IT Accessibility Policy

Most libraries are covered by the ADA’s Title I (Employment), Title II (Government Programs and Services) and Title III (Public Accommodations). Most libraries are also obligated under Section 504 and some have responsibilities under Section 508 and other laws as well.

Section 504 - prohibits discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance (applies to primary/secondary schools, higher ed institutions, public libraries)

Section 508 - requires electronic and information technology to be accessible to individuals with disabilities (applies to federal entities)

ADA - prohibit discrimination solely on the basis of disability in employment, public services, and accommodations regardless of receipt of federal funds (applies to higher ed institutions, public libraries). Goal = equal access.

- Title I - employment
- Title II - public institutions
  - New rules of state and local government websites are slated for July 2017. Determining if 2 years is long/fast enough to comply with regulations.
- Title III - public accommodations are private businesses (profit and not-for-profit); libraries are considered “places of public display or collection”
- ADAAA reinstated a broad scope of protection - main purpose = restore
- The original intent of ADA

NYS IT Policy adopts parts of Section 508 for New York State.

Enforcement
- Title II: Individuals may file private lawsuits or they may file complaints with the Department of Justice (DOJ). The DOJ may resolve the complaints through settlement agreements, mediation, or litigation.
- Title III: Individuals can bring private lawsuits against public accommodation to get court orders to stop discrimination. People can also file complaints with the Department of Justice (DOJ), which has the authority to file suit in cases of public importance or where there is a pattern or practice of discrimination. In these cases, the DOJ may seek monetary damages and civil penalties.

Reference
http://adata.org/publication/disability-law-handbook

Additional Resource:
- NYS IT Accessibility Policy
- A Little Clarity on the ADA’s Application to Modern Technology
Copyright

- Copyright Act of 1976 - Chafee Amendment

“...it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, nondramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.”

- NYS Chapter 219
- HathiTrust

Accessibility outweighs copyright

Libraries primarily rely on Section 108 of Copyright Law

**Chaffee Amendment:** Now Section 121, “the Chafee Amendment” exempts certain “authorized entities” - colleges & universities from the rights of copyright owners with respect to reproducing and distributing copies of “previously-published non-dramatic works” in “specialized formats exclusively for use by blind or other persons with disabilities”. Colleges & Universities count as an authorized entity. Non-dramatic works are technically textbooks.

**NYS Chapter 219:** law requires publishers to provide electronic copy of textbooks/instructional content (as determined as required by instructor of course) to DS offices in a timely manner. Publisher has 15 business days to respond with appropriate file format OR authorization to scan. Institutions are responsible for producing and appropriately distributing alternate formats to students with disabilities.

**Things to remember when working with students:**

- You can’t require a student to buy a particular copy (clean, new, etc.) to make your job easier
- Students must have, as possible, the same options as nondisabled students (e.g., they can buy a copy from a friend)

Hathitrust (June 2014) = landmark copyright lawsuit. The Court found that providing digital content to readers with disabilities does not violate copyright law and is “fair use” of copyrighted material. VERY important because you can retain copies under fair use, share copies with other print-disabled individuals, and if vendors/publishers do not provide accessible formats, libraries can make those resources accessible.
VHS - Provisions for libraries to make replacement copies of published works in their collections if the work is “damaged, deteriorating, lost or stolen, or if the existing format in which the work is stored has become obsolete”. A format is obsolete ‘if the machine or device necessary to render perceptible a work stored in that format is not longer manufactured or is not longer reasonable available in the commercial marketplace’

Additional Resource:
- Briefing: Accessibility, the Chafee Amendment, and Fair Use
- http://intheopen.net/2016/08/is-vhs-an-obsolete-format-under-section-108/
Setting the tone - I’d like to begin by briefly explaining sociocultural evolution of (dis)ability:

Historically, our attitudes toward disability is in a medical sense; that it is abnormal or unhealthy. The impairment is the issue. Society acts reactively. In both academic and non-academic settings, we typically wait for individuals to self identify or request accessible information/services, and then we provide accommodations.

There is a cultural transformation in how society views disability (social model of disability), which emphasizes removing barriers from the environment that WE put there. This is a more inclusive and proactive way of thinking. Design environments accessible and usable to all from the beginning. Some of you may be more familiar with the concept universal design - a set of inclusive design principles. If you think about it, universal design principles help people with and without disabilities (e.g, curb cuts for strollers or closed captions for those whom English is a second language).

Warning: this is somewhat a false dichotomy, as accommodations are not going away and are still necessary in many cases. But we can strive to be as accessible as possible from the get-go.

Additional resource:
- Social and Medical Models of Disability (disAbility.ie)
In addition to how we view disability, here's how we should treat people with disabilities
Beyond etiquette, we must be intentional in ensuring our physical and virtual environments are accessible to patrons with disabilities. What do we mean by accessible?

Basically, it’s is about our ability to engage and participate in the world around us.

Aids, benefits & services must be **equally effective**

In regards to digital access, accessible means one can access information with or without assistive technologies.

Reference: [http://udloncampus.cast.org/page/policy_legal#mainContent](http://udloncampus.cast.org/page/policy_legal#mainContent)
Considerations for Library Accessibility

- Statement/policy
- Physical access
- Service animals
- Print
- Media
- Digital services
- Internet use
- Databases
- Lib guides
- Open educational resources
- Programs & services

We'll cover these items, not necessarily in order
Where is your accessibility culture?

Beginner → Established

Get into little groups:
- What do you know about what your direct area is doing to enhance accessibility?
- What do you know about what your institution/organization is doing?
- Share a few things...
Accommodations

Typically, libraries provide various accommodations based on requests.

The ADA requires institutions to provide reasonable accommodations but does not require actions that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

A reasonable accommodation is a change, adaptation or modification to a policy, program, service, or workplace which will allow a qualified person with a disability to participate fully in a program, take advantage of a service, or perform a job.

In order to show that a requested accommodation may be necessary, there must be an identifiable relationship, or nexus, between the requested accommodation and the individual's disability.

Whether a particular accommodation is reasonable depends on a variety of factors and must be decided on a case-by-case basis.

Requests may be made at any time.

Unreasonable example: A student with a learning disability may need additional time to read materials in a closed reserve in the library. They may request the library stay open an extra hour past regular closing time. This is likely a substantial alteration in the manner in which the library delivers its services.

Reasonable: A student with a print disability needs physical print resource in accessible electronic format in order to access materials all students without disabilities can access. It is not a substantial alteration to the delivery of this opportunity.

If the accommodation requires cost, bear costs which do not amount to an undue financial and administrative burden.
When assessing undue financial burden, the government will look at the total resources available in the situation. If you are an institution of the state, they will look at the budget of the state.

References:
The Association of Specialized and Cooperative Library Agencies
What is a reasonable accommodation? Jane Jarrow

Additional resource:
Definition of "undue burden" in section 36.104 of "ADA Title III Regulation 28 CFR Part 36"
Accommodation Examples

- Providing assistive technology
- Making print materials available in alternative accessible format
- Sign language interpreter/live captioning
- Extended loan periods
- Waived late fines
- Extended reserve periods
- Books by mail
- Remote electronic access to library resources
- Volunteer readers/assistants

Libraries may accommodate by...

- examples: large font, audio, Braille, text renderable PDF
- Create an alternate format request form
Auxiliary Aids & Services

(1) Qualified interpreters, notetakers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments;

(2) Qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments;

(3) Acquisition or modification of equipment or devices; and

(4) Other similar services and actions.

The ADA uses the term “auxiliary aids and services” to identify ways to communicate with people who have communication disabilities. Auxiliary aids and services ensure effective communication…

Under ADA’s Title II regulations, institutions are also required to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others. In evaluating the meaning of “as effective as,” OCR has focused on three components of effectiveness:

● Timeliness of delivery,
● Accuracy of translation, and
● Provision in a manner and medium appropriate to the significance of the message and the abilities of the individual

References:
https://www.ada.gov/reachingout/t3regl2.html
http://udloncampus.cast.org/page/policy_legal#.WWKce9PytsN
Event planning & programming

- Have a policy in place to request auxiliary aids and services
- Provide language on the website to enable patrons to request accommodations:

  If you anticipate a need for disability-related accommodations or auxiliary aids to attend or participate, please contact ____ at ______. We ask that you provide us with at least 3-5 days of advance notice regarding your equal access needs.

Should be made available upon request

Consider having video-remote interpreting available for on-demand circumstances

Reference
Physical Access

- **2010 ADA Standards for Accessible Design**
  - Accessible Spaces for Parking
  - Receivers for Assistive Listening Systems
  - Number of Wheelchair Spaces in Assembly Areas
  - Signage
- **Emergency preparedness**

**2010 ADA Standards for Accessible Design**: Standards for newly designed and constructed or altered State and local government facilities, public accommodations, and commercial facilities to be readily accessible to and usable by individuals with disabilities.
  - Additional: accessibility of bathrooms, water fountains, etc.

**Assistive Listening**
A room with built-in microphone system requires a built-in assistive listening system
Personal assistive listening systems can be utilized in rooms without a built-in microphone system
Basically, if there is a microphone in the room, and an amplifier/speaker, in a public space, built or remodeled after 2012, it’s technically inaccessible if it’s not following the numbers on the chart - so you should provide the option for FM system.

**Notification systems**, as well as evacuation plans, must take into account how individuals with disabilities will be accommodated. Different kinds of disabilities require different strategies. A “one size fits all” plan for people with disabilities will always be inadequate. For example, a notification system that depends on warning sirens will be inadequate for an individual who is deaf.

Additional resource:
- [https://www.loc.gov/nls/resources/general-resources-on-disabilities/emergency-preparedness/](https://www.loc.gov/nls/resources/general-resources-on-disabilities/emergency-preparedness/)
### Animals

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Animal</th>
<th>Allowable Questions</th>
<th>Areas allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESA (Emotional Support Animal)</td>
<td>Any</td>
<td>Any</td>
<td>Handler dwelling/dorm bedroom only</td>
</tr>
<tr>
<td>Service Animal</td>
<td>Dog or Miniature Horse</td>
<td>1) Is the animal a service animal required because of a disability?</td>
<td>All areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) What task has the animal been trained to perform?</td>
<td></td>
</tr>
<tr>
<td>Pet</td>
<td>Any</td>
<td>Any</td>
<td>Marked areas only</td>
</tr>
</tbody>
</table>

This chart is for internal/educational purposes only. I don’t recommend putting this up on your website.

### Service Animals:
- Covered by law: ADA, Section 504, NYS Human Rights Law
- Defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The work or task that the dog performs must be directly related to the individual’s disability.
  - Examples: assistive with low vision, alerting deaf individuals, recognizing seizures, reminding to take medication, and more.
- You can only ask those 2 questions. You cannot require documentation. You cannot require the animal to demonstrate its' task.
- Never ask about the nature or extent of a person’s disability
- You may exclude any animal, including a service animal, from your facility, when that animal's behavior poses a direct threat to the health or safety of others (aggressive behavior like barking or growling at someone or generally acting out of the handler’s control)
- Have policies and procedures in place to permit the use of a service animal (Service Animal Policy)
- Make sure employees and volunteers are trained on the policy and questions
Assistance Animals
- Covered by Federal Housing Act; equal opportunity to use and enjoy a dwelling
- ESA’s don’t really belong in libraries UNLESS an accommodation is requested and accepted on a case by case basis in an interactive process

Both
- Subject to local dog licensing and registration requirements
“Although the language of the ADA does not explicitly mention the Internet, the Department has taken the position that title III covers access to Web sites of public accommodations”

- ADA Title III regs, Guidance and Analysis, Department of Justice
Finally, technical standards for providing accessible digital environments -

Section 508, as it stands right now applies to federal entities. Some states have adopted Section 508 for their state. Some colleges use Section 508 to assess technical accessibility. Proposal for changes to 508 → WCAG 2.0 AA. Learn more: https://www.section508.gov/content/build/website-accessibility-improvement/WCAG-conformance

WCAG = International standard. Three levels: A, AA, AAA.

At this time, the DOJ is proposing WCAG 2.0 AA standards as the baseline, but there are questions about whether password protected web content is to be fully accessible. This would be extremely challenging and time-consuming for libraries, especially with archived content which may be image-based PDFs or videos that aren’t captioned...You may be wondering - what needs to be accessible? What needs to be accessible depends on how you allow content to be accessed. What is clear is that public facing content needs to be accessible. Learn more about the Supplemental Advance Notice of Proposed Rulemaking (SANPRM) titled Nondiscrimination on the Basis of Disability: Accessibility of Web Information and Services of State and Local Government Entities.

Additional Resources:
- Section 508 Standards
- [Section 508 Checklist](#)
- [Web Content Accessibility Guidelines (WCAG)](#)
- [WCAG 2.0 Checklist](#)
June 2014: Hathitrust = landmark copyright lawsuit. The Court found that providing digital content to readers with disabilities does not violate copyright law and is “fair use” of copyrighted material. VERY important because you can retain copies under fair use, share copies with other print-disabled individuals, and if vendors/publishers do not provide accessible formats, libraries can make those resources accessible.


Sacramento Public Library = inaccessible e-readers (Nook) in a patron lending program (settlement). They cannot acquire any inaccessible e-readers for patron use.

University of Montana = focus on access to library services, inaccessible library database materials.
Under the settlement, the University adopted several new policies to ensure access:

- Students who request course materials in alternative media can expect to receive textbooks in 10 business days and course readers in 17 business days

- New library print conversion system: enables students with print disabilities to request that a specific library book or journal be converted into an accessible digital format, with an average turnaround time of 5 business days. BASIC scan unless student requests additional editing. EXCLUDES: non-text content not required/recommended for a course, hard-copy formats (Braille, large print), DS conducts additional editing - not library

- Implemented a system to provide personal readers to students upon request when the student is unable to obtain the accessible version of print material in time to keep up with course assignments

- Implemented a variety of scanning machines to allow students to self-scan materials into a variety of accessible digital formats. Provide assistance to students with physical disabilities that preclude them from using self-scanning machines independently

- Remedy existing barriers in its online library catalogue system to enable screen reader software use (requires libraries to engage in reasonable best efforts to persuade outside 3rd parties to implement the changes necessary to make these systems accessible)
References:
- https://www.csusm.edu/accessibility/ati/lawsuits/index.html
- http://teachingcommons.cdl.edu/access/resources/UniversityofCaliforniaBerkleysettlement.shtml
Assistive technologies are technologies used by individuals with disabilities to access computers and digital information. Many libraries provide assistive technology hardware, software, and apps. Some organizations provide assistive technologies on public computing labs. Others have designated rooms for access by patrons with disabilities.

Accessible formats also assist users with disabilities in accessing information:
- Braille
- Large print
- Audio

Alternate methods
- Captioning
- Text to speech synthesis
- Audio description
- Video remote interpreting
Assistive technology

Screenreader
Text to Speech
Speech to Text
Magnification (software & hardware)
Assistive Listening Units
Braille Translation Software
Braille Display & Embosser
Switches, alternative hardware
Communication software

Many of these are found built-into existing technology, some are free or low cost, or some can be high cost. Beyond assistive technology, you may want to have other methods of communication available such as a chat or email assistance.

Screenreader: a software that can navigate and read everything on the computer screen to you. This software is primarily used by people with visual impairments. If websites or e-readers are not properly structured and labeled, persons using this software may not be able to access all information.

- NVDA
- JAWS
- VoiceOver (Mac)

Text to Speech: when your computer recognizes text and reads it aloud to you, which is different than an audio book. Audiobooks used to be the best way to provide print information in an alternative/aural format, but with the evolvement of TTS, many see this as better because the text is searchable, and for those who can see, you can read along while it reads to you

- Capti Narrator
- VoiceDream
- Kurzweil
- Read&Write
- Blio (ereader app for visually impaired)
Speech to Text

Screen Magnification (software & hardware)

Assistive listening units

Braille Translation Software

Braille Display & Embosser

Switches, alternative hardware

Communication software/apps (video remote interpreting)
Ensure

★ Graphic and video content is accessible to people who can’t see it
★ Audio content is accessible to people who can’t hear it
★ Electronic information and technologies can be controlled and manipulated by assistive technology
★ Information may be accessed remotely

Design elements can limit accessibility greatly. When you’re digitizing content, creating lib guides, tutorials, electronic reserves, or designing exhibits, keep all the categories of disability in mind (mobility, cognitive, auditory, visual…).

Ask yourself: How will you/your staff communicate with and provide services to patrons with different abilities? With individuals who are visually impaired? Hearing impaired? (Communication devices, VRI, etc.).
Accessible design principles apply broadly. For many of these items, you want to consider accessibility of the content, platform, and device. Think about what kinds of digital content you have and how this information applies to collections, databases, lib guides, open educational resources, etc. In the next several slides, I’ll go over several accessibility criterion of WCAG 2.0 AA...

I can’t cover all of this today, but I will provide resources.

Fonts:
- Recommended Fonts for Online Content (Penn State)
- Fonts (WebAIM)

Microsoft Word
- Make your Word documents accessible (Microsoft Office)

Microsoft PowerPoint
- Make your PowerPoint presentations accessible (Microsoft Office)
Web accessibility includes several components:
- Website itself
- Content within website (includes structure, color, fonts)
- Browsers, media players
- e-reader/database platforms/interfaces

Elements of websites need to be appropriately structured (headings) and labeled (buttons, form fields, drop-down menus, etc.). You want navigation that is clear and consistent.

The easiest way to gage if a screenreader user can navigate a website is to click the tab button. You will see where the screenreader will navigate on the page. Check if documents have highlightable text. See if videos have captions.

Avoid:
- Time based access
- Distracting, changing, and unorganized interface

Your organization may have hundreds of webpages:
- Prioritize websites facing the public.
- Prioritize content (high interest, most accessed, core supports, etc.).
Additional Resources:
  - Introduction to Web Accessibility (WebAIM)
  - Internet and Web-based content accessibility checklist (ASCLA)
  - Web Accessibility: Web Accessibility for Designers (WebAIM)
  - Headings & List Structure for HTML (WebAIM)

Assess the accessibility of your websites:
  ● AnyBrowser.com – Browser Compatibility Verification
  ● The W3C Markup Validation Service (HTML5 experimental testing)
  ● W3 Nu Markup Validation Service – W3C (HTML 5)
  ● Site Check: Website Test – UITest.com
  ● Lynx Viewer
  ● Readability index calculator
  ● Vischeck: About Vischeck
  ● WAVE – Web Accessibility Evaluation Tool
  ● HTML 5 Outliner
  ● HTML5 Demos and Examples
  ● Validator.nu (HTML5)
  ● HTML5 accessibility
  ● Universal Subtitles – Make subtitles, translations, and captions for almost any video.
  ● W3C cheatsheet
  ● Web Accessibility Evaluation Tools: Overview
  ● Total Validator

Source: Tools & Resources for Validation, Testing, and Developing Accessible Websites
## Hyperlinks

<table>
<thead>
<tr>
<th>Original Example</th>
<th>Problem</th>
<th>Corrected Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 1</td>
<td>Link titles are not descriptive of the underlying content.</td>
<td>Article: The College Where Students Can Minor in Craft Beer</td>
</tr>
<tr>
<td>Google search engine, click here</td>
<td>The link titles are not unique.</td>
<td>Google</td>
</tr>
</tbody>
</table>

**Barrier:** Hyperlinks with vague display text

**Accessibility criteria:** Meaningful hyperlinks - descriptive, makes sense when out of context

**Use descriptive links in many places**

This accessibility criteria aligns with WCAG success criteria 2.4.9.
Some of you may like to make your lib guides or flyers pretty and interesting. You don’t have to sacrifice beauty to be accessible, just check your color contrast.

Additional Resources
- [Color Contrast Analyser](#)
- [Colorzilla](#) is an excellent tool for extracting the color value from any page element.
- Additionally, [WAVE](#) can analyze contrast ratios for all page elements at once.

This accessibility criteria aligns with WCAG success criteria 1.4.1.
Images, Tables, Graphs

Barrier

- No description

Accessibility Criteria

- Add Alternate Text
- Description/Alt Tag

You want to provide a text equivalent for every non-text element. For images, this is through something called alt text.

Alt text: words or phrases that can be inserted as an attribute in a document/web page to tell viewers the nature or contents of the image.

For those of you who use a website template (the picture in slide is from OmniUpdate), there should be a place to provide an image description for the image.

When you download images off the internet, they have an alt text attribute attached to them. Most of the time, this attribute is gibberish, and reads something like .JPEG12345. The ability to add alt text is built into multiple programs - Word, Adobe, PPT, and other web templates. You want to change this wording. Alt text is important because for users who cannot see the pictures, when alt text is present, screenreaders will read the title and description to them.

Think, what does this image represent? What is happening in this image?

- If the image is decorative: should be given empty or null alt text (alt=""), which means screen readers will ignore images

This accessibility criteria aligns with WCAG success criteria 1.1.1.

Additional Resources:
- **Alt Text** *(WebAIM)*
- **Effective Practices for Describing Content (Images, Graphs, Charts, etc.)*
- **Describing Art Images in Alt Text**
Charts, Tables, and Diagrams should be converted into accessible tables. At minimum, provide a title and caption. If the information in the chart is not described in the chart, provide a description and summary. It is not necessary to describe visual characteristics (e.g., blue column).

[Chart example in slide]
Title: How people who are deaf, hard of hearing, blind or have low vision are alerted to emergencies.
Description: The figure is a bar chart that has been converted into the following table. All data are approximate.

I'm sharing this with you so that if you create presentations or guidance documents and reports, to ensure this information is accessible to your colleagues. For space reasons, I have not included all the information from the original bar chart, but you get the point.
Audio/Video 1

Barriers:
- Lack of/Unintelligible closed captions
- Insufficient description by text or audio

Accessibility Criteria:
- Intelligibly-captioned multimedia and descriptive audio.

Original line by Cameron Diaz is “From now on, my full-time job is finding a man who will take care of me” - the caption in this screenshot is taken from Youtube’s automatic captioning feature.

This accessibility criteria aligns with WCAG success criteria 1.2.1 - 1.2.9.
What do you need in order to provide accessibility?

**Transcript:** Textual version of content presented within multimedia. Are not synchronized with the video/audio (acceptable format for podcasts)

**Captions:** Text versions of the spoken word within multimedia. Synchronized captions appear at approximately the same time that audio would be available (best practice for video)

**Audio descriptions:** provide additional information about what is visible on a screen (for persons with visual disabilities)

Additional questions: Is the audio/video pre-recorded or live? Consider accessibility for both. When marketing live events, provide an accessibility statement - just like there was for this webinar. Example: If you anticipate a need for disability-related accommodations or auxiliary aids to participate, please contact X at X. We ask that you provide us with at least 2-5 days of advance notice regarding your equal access needs.

Think about it - captions help everyone, especially in a library setting! People wearing headphones, persons whom English is a second language, improves retention of information.

**Transcription software:**
- Dragon Naturally Speaking ([creates transcript](https)), free app or low cost individual
- software
- Google Docs Voice Typing
- Built-in tools (Windows, Mac)
- Or send to third party transcriptionist.

Captioning software/tools:
- YouTube
- **Amara**
- Camtasia
- Express Scribe
- Or send videos out for captioning via third party vendor (Rev.com, 3PlayMedia, cielo24, AST)

Audio description tool:
- YouDescribe

Video Remote Interpreting

Additional Resources:
- [The Captioning Key](#)
Whether you’re creating/storing Open Educational Resources, scanning items for e-reserve or other document delivery, or licensing with a database filled with PDFs/EPUBS, you want to keep these criteria in mind.

**Barrier** = Scanned images (image-based PDF)

**Ideal** = PDFs/E-books that are text based, tagged, and structured appropriately.

Obviously, in your environments, there will be plenty of books with writing and highlighting. OCR software may not be able to perfectly fix these scans.

This accessibility criteria aligns with WCAG success criteria guidelines 1.1.1, 1.3, 2.1, 2.4, etc..
OCR may be built into scanners you purchase, but they may not be as powerful and effective as separate OCR software. To check accessibility of PDF…

- For more information, review: The Best OCR Software of 2016
  http://www.toptenreviews.com/business/software/best-ocr-software/
- Many of these softwares have accessibility checkers built into them

If you use Microsoft Word and create an accessible Word doc, when you save as PDF accessibility features will retain.

Generally speaking, the process of repairing PDF files is time consuming and imperfect. My advice is to - at minimum - OCR scan and add tags (to structure reading order). This is a pretty simple 2 step process that can be batched in a folder of documents overnight. If documents need additional clean-up, you can wait until an accessibility request is submitted.

Show: JAWS Reading Inaccessible PDF (video)

Show: how to check if PDF is accessible (Adobe Reader)
- Accessible:
  https://drive.google.com/open?id=0B0fmeOBzRaVmNW14ZGNnS0FJOG8
- Inaccessible:
  https://drive.google.com/open?id=0B0fmeOBzRaVmUC0zSmdhQ0N5UUk
Side note - There are existing accessibility resources, whose primary mission is serving the print-disabled community. You may already be familiar with these, but just in case people ask...some of these resources are free, some are fee based, and some require proof of disability to access them. They resources range from audiobooks to accessible electronic formats, including electronic Braille or text-based PDFs.

BARD is an online service through the National Library Service for the blind and physically handicapped. There’s a mobile App

NABA produces Braille: [https://naba-vision.org/](https://naba-vision.org/)

Additional resource:
- Accessible mobile reading apps: [https://www.loc.gov/nls/resources/blindness-and-vision-impairment/devices-aids/accessible-mobile-reading-apps/](https://www.loc.gov/nls/resources/blindness-and-vision-impairment/devices-aids/accessible-mobile-reading-apps/)
### Tools for Conversion

#### Software
- Adobe Acrobat Professional
- OmniPage
- ABBYY FineReader
- Infty Reader
- MathType
- Duxbury/Tiger Braille translation software
- Microsoft Word

#### Hardware
- PC
- High-speed duplex scanner
- Flatbed scanner
- Braille/tactile embosser

Adobe is the heart of how we convert accessible media.
- Add tags
- Edit documents
- Reflow for accessibility
- Accessibility checker. Great for telling faculty/staff how to create and check material for accessibility.

Abby, Omni, & Infty- All conversion tools. Use to convert image files into accessible PDF’s, word files, and MathML

Duxbury- Used to create/edit tactile graphics for students with visual disabilities.

MS Word- Word Processor. The first step in creating accessible documents. Also comes with an accessibility checker.

Hardware-
PC- How we do what we do
Scanner- Used to scan in hard copy books and material. [Cyrus uses a Canon DR 9080c]
  - Flatbed is useful if you have to scan books that can not be cut. E.g. library books
Braille/tactile embosser- Used to create standard Braille documents. Usually in conjunction with Duxbury or another Braille editor.
Tactile- Used to create raised tactile Braille image
Section 508 is outdated, WCAG 2.0 AA is the baseline. The Association of Research Libraries policy commits to WCAG 2.0 Level AA technical standards for electronic access. Accessible purchasing should apply to all new e-resources, renewals, and existing platforms/content.

Advocating for accessible solutions up front will save money and resources - fixing inaccessible content/environments and retrofitting technology after-the-fact is timely, costly, and ultimately inequitable.

We don’t want to be dependent on vendors to determine accessibility. Put responsibility on the vendor for providing proof. There is no certification for accessibility. If a vendor tells you they are ADA/508 compliant, you should question what that means. Ask them to fill out a Voluntary Product Accessibility Template (Section 508 standards/checklist - note, this is a voluntary, non-binding evaluation tool) or a WCAG checklist and you can review them yourself. Some organizations have a committee for accessible purchasing that assess products and make decisions. This is a lot of work and you may not have the resources or expertise to do this. I recommend urging the vendor to go to a third party accessibility evaluator/consultant.

- Fortunately, there’s been a much greater awareness of accessibility with our industrial partners. Still, I encourage you to work closely with vendors because some of them may be smaller and less familiar with accessibility criteria - work with them on accomplishing milestones. Put accessibility on their roadmap.
If there are products and services that meet your business needs that are not fully accessible, and there will be, there should be a process in place to provide an equally effective alternative. The good thing about following an accessibility review process is that you will know about gaps to access upfront. **CSU has a fantastic template for an Equally Effective Alternate Access Plan (EEAAP).**

Additional Resources:
- [Computer Software Accessibility Checklist](https://www.ascla.org) (ASCLA)
- [Electronic Database and Computer Software Accessibility Evaluation](https://www.ascla.org) (ASCLA)
- [Using publisher and 3rd party materials](https://www.pcc.edu) (Portland Community College)
- [CSU Accessible Procurement Process](https://www.csu.edu) (California State University)
- [A Guide to Accessible Purchasing](https://www.temple.edu) (Temple University)
- [VPAT Repository](https://www.librariesuniversalaccessibility.org) (Libraries for Universal Accessibility)
Sample License Language

Licensor shall comply with the Americans with Disabilities Act (ADA), by supporting assistive software or devices such as large-print interfaces, text-to-speech output, refreshable braille displays, voice-activated input, and alternate keyboard or pointer interfaces in a manner consistent with the Web Content Accessibility Guidelines published by the World Wide Web Consortium’s Web Accessibility Initiative. Licensor shall provide Licensee current completed Voluntary Product Accessibility Template (VPAT) to detail compliance with the federal Section 508 standards. In the event that the Licensed Materials are not Accessibility compliant, the Licensee may demand that the Licensor promptly make modifications that will make the Licensed Materials Accessibility compliant; in addition, in such an event, the Licensee shall have right to modify or copy the Licensed Materials in order to make it useable for Authorized Users.


Some libraries ask for an indemnity statement, to hold the customer harmless from claims that arise out of the licensor’s failure to comply with whatever standard you choose...
Challenges

❖ Acquisitions
❖ System Synergy
❖ Stronger metadata
❖ Voluntary Submissions
❖ Time
❖ Cost

As you know, libraries increasingly acquire digital resources through licenses.

- Challenge with sole source = Little competition, very large packages, not all the same content
- Vendors/Publishers provide content/interfaces that are not always accessible (even when they say so). You may experience pushback from the vendors but the legal responsibility to provide access to our patrons lies on us, not them. I think, most vendors should want to do this because it only makes their product better.
- Not all products and services will be 100% accessible. You need to make a risk assessment based on the impact this product/service will have in the community. Think: Who’s the intended audience? What’s the impact? If, for example, it’s a product that directly impacts student success, that’s a high impact product and you will want to follow an accessibility review process.
- Purchase the most accessible product that meets your business requirements

System synergy - making sure all technical systems work together fluidly, work with assistive technology

Stronger metadata (cataloguing): Need to make things more easily findable - example, if the metadata says “closed captions”. Take the time to create better metadata, especially for image-based and text-based items that cannot be OCR-ed. When cataloguing, explicitly mention level of accessibility. If not accessible or not mentioned as accessible, provide link to contact someone for possible accessible
version.

Time: Traditionally, disability services offices have been seen as primarily responsible for providing access to students who have self-identified as an individual with a disability to their office. This is no longer the case. With the increase in technologies, and need for electronic resources, libraries must partner with disability services and IT to provide accessible materials to the campus community.

Cost: Money is tight everywhere, but funding is not a good reason to not comply. While not everyone can afford a library accessibility analyst position or the newest OCR software, there are plenty of low hanging fruit (built-in or low-cost tools) to create and check accessibility of various products and content. Further, smaller libraries typically apply for grants to increase accessibility of infrastructure.

Ask audience: What other challenges can you think of or have experienced yourself?
Assessment is the first step! Does your organization address accessibility?

- Evaluate policies and procedures
- Existing process; products and services (websites, document delivery, etc.)

You may wish to set a policy or statement of your commitment to ensuring access for all.
Sample Statement

The MSU Libraries are committed to providing equal access to library collections, services, and facilities for all library users. It is a priority for the MSU Libraries to select and acquire, whenever possible, resources and technologies that are accessible to all and compliant with the Americans with Disabilities Act. For library collections that aren’t accessible, we are committed to providing reasonable accommodations and timely access to users with disabilities.

The MSU Libraries' Accessibility Statement

Collection Development Statement…

Michigan State University Libraries developed a 5 year plan to address accessibility
Create a timeline to improve access of your current processes and technologies.

- Audit: Conduct an internal accessibility review. Gage accessibility triggers (factors such as utilization by entire department, entire population, public facing)
- Test: Consulting, Internal, Review Committee
- Keep internal documentation & provide vendor feedback
- Prioritize content (high interest, most accessed resources, largest vendors, essentialness of resource etc.)
  - Greatest impact is websites, then procurement
- If you don’t already, develop a plan to respond to requests for effective communication such as captioning, sign language interpretation, Braille or large print materials as well as other requests for accommodations.
- On library web pages, provide a mechanism to report accessibility feedback.
- Training: Providing training for all staff about all accessibility issues (sensitivity to service animals to assisting patrons with print-disabilities). Establish a liaison person...
Be Proactive: General

- Join listservs
- Keep up-to-date with disability rights legislation
- Create partnerships with key stakeholders on campus/community
- Collaborate across institutions/organizations
- Create/Join Accessibility Committee
- Budget for accessibility
- Cost-share accessibility
- Provide disability-specific programs

Accessibility requires cooperative oversight…

Listservs
- DSHHE
- ATHEN
- AHEAD
- UAIG: Universal Accessibility Interest Group (Association of College & Research Libraries)
- ACRL Universal Accessibility Interest Group (uniaccess@lists.ala.org)

Partner with and outreach to colleges/universities, local libraries, parent associations, local agencies, independent living centers, special needs advocates, etc.

Cost share - states and districts should explore opportunities to take advantage of efficiencies of scale, by encouraging multidistrict and multistate procurement of accessible technological devices, digital materials, or online learning opportunities (Source: SETDA Policy Brief Accessibility)

Provide programs specifically for individuals with various disabilities:
- Autism-sensitive programs (sensory enhanced/sensory avoiding storytime), for individuals with developmental disabilities, American Sign Language Tour (museum), Multisensory stations for exhibits that describe things for people
- with vision impairments, rooms to minimize distraction, etc.
- AND/OR provide programs for the public at large to raise awareness and sensitivity of disability/accessibility related issues and ways to increase access
Be Proactive: Accessibility Information & Feedback

Develop a web page for library services for individuals with disabilities:

Cornell University Library
Temple University Libraries
Binghamton University Libraries
New York Public Library

For more examples, review Libraries for Universal Accessibility

Include information such as:
- Accessible parking, entrances, restrooms
- Conversion services
- Available assistive technology
- Any services related to accessibility...
Be Proactive: Hiring

★ George Mason University - Library Accessibility Coordinator
★ University of Virginia - Library Accessibility Coordinator
★ Michigan State University - Libraries’ Accessibility Coordinator
★ University of Kansas - Associate Dean of Libraries and Accessibility Coordinator
★ University of Tennessee Knoxville - Disability Services Coordinator for the Libraries

Is there someone responsible for accessibility? Is it built into anyone’s job description?

Consider accessibility in hiring! The above libraries have designated positions with accessibility roles and responsibilities.

I've learned from a past webinar by George Mason U - their coordinator serves as a liaison between the the Assistive Technology department and library staff. This has led to improved coordination overall, informal process for accessible acquisitions, assistive technology testing for popular library databases, and other successes.
I think it’s fair to say, accessibility aligns with library values. Libraries promote the pursuit of knowledge. They inspire and provide opportunities to create and consume of information for all.

Many organizations are both proactive and reactive. Some things are beyond our control. You can be reactive, but if you haven’t planned ahead, you have to quickly be able to provide meaningful, timely, and equivalent access.

You can’t fix everything all at once. Try to find a middle ground and continue to improve your processes. Balance between commitment to accessible EIT and acquiring materials needed/wanted.

Finally, instead of thinking about this as compliance, I urge you to think of it as conformance.

In sum, create, acquire, and provide meaningfully accessible physical and virtual environments from the beginning —and have procedures in place to remediate access issues quickly. Doing something is better than doing nothing.
Get into groups:
Discuss three things you’d like to bring back and discuss with your colleagues
Share

Is there something I didn’t cover that you’d like to learn more about?

How can institutions of higher education partner with local libraries?
Questions, Comments, & Discussion
References

★ Accessibility (Association of Research Libraries)
★ Access to libraries for persons with disabilities checklist (IFLA)
★ Equal Access: Universal Design of Libraries (DO-IT)
★ Library Services for People with Disabilities Policy (ASCLA)
★ The ADA National Network Disability Law Handbook
★ The Association of Specialized and Cooperative Library Agencies
★ What is a reasonable accommodation? Jane Jarrow
★ Excerpt from the “ADA Title III Regulation 28 CFR Part 36”
★ Sign Language Interpreters in Your Library: What You Need to Know
★ Higher Education Lawsuits (CSUSM)
★ University of California, Berkeley Settlement (CSU)
Disability Resources

- Understanding the Language (ASCLA)
- Library Accessibility: What You Need to Know (ASCLA)
- Management: What You Need to Know (ASCLA)
- Welcoming Children with Disabilities at Your Library
- Serving Children with Disabilities: A Beginner’s Guide
- Smithsonian Guidelines for Accessible Design
Digital Accessibility Resources

- Think Accessible Before You Buy (ASCLA)
- Web Accessibility In Mind (WebAIM)
- National Center on Disability and Access to Education (NCDAE) - Cheatsheets
- SETDA Policy Brief
- Web Accessibility Toolkit (Association of Research Libraries)
- The Captioning Key
- EPUB Accessibility (International Digital Publishing Forum)
- Access MOOC - self-paced Accessibility online course
Legal & Technical Resources

- Legal Obligations for Accessibility
- Section 504 - Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA)
  - 2010 ADA Standards for Accessible Design
- Section 508 Standards
  - 508 Accessibility CheckList
- New York State Information Technology Policy
- Web Content Accessibility Guidelines (WCAG) 2.0
  - WCAG 2.0 AA Checklist (WebAIM)
- Higher Ed Accessibility Lawsuits, Complaints, and Settlements
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