POLICY & PROCEDURE DOCUMENT ON ACCESSIBILITY (ADA) FOR ELECTRONIC RESOURCES AT WKU LIBRARIES

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Policy to ensure accessibility of library resources

Purpose

Western Kentucky University (WKU) is committed to proactively ensuring compliance with state and federal laws regarding equal access to online resources for persons with disabilities.

Background and Scope

Section 508 of the Rehabilitation Act requires all federal agencies to make their online resources and information technology accessible to people with disabilities, and provides guidelines to ensure a comparable level of access for users of all abilities. WKU Libraries is committed to applying Section 508 guidelines and the principle of inclusive access to our websites, licensed resources, and other online materials.

Goal

Our goal is to make sure our websites are compliant with Section 508 standards, and provide accommodation as needed for all non-compliant third-party platforms.

Relation to Existing Accessibility Standards

WKU's Accessibility Policy for electronic resources builds on two sets of existing standards:

1. Federal "Section 508" Electronic and Information Technology Accessibility Standards for Web-based Intranet and Internet Information and Applications
2. World Wide Web (W3C) Web Content Accessibility Guidelines (WCAG) 1.0 and WCAG 2.0 AA.

Policy

Western Kentucky University Library's web sites and electronic content must be in compliance with Section 508 standards, and must meet or exceed all WCAG 1.0 Priority 1 and 2, and WCAG 2.0 A and AA checkpoints.

WKU libraries will have a procedure in place to ensure a quick response to requests for accommodations to meet the needs of patrons with disabilities.

For details regarding areas of responsibility, relevant technologies, and standards please refer to the accompanying WKU's Libraries Web Accessibility Procedures documentation.

Procedures to ensure accessibility of library resources

Acquisitions: Library-licensed electronic resources

The Library will take accessibility into consideration when selecting electronic resources for purchase. Specifically, the Library will:

- Ask vendors of new resources to provide a VPAT (Voluntary Product Accessibility Template) documenting Section 508 compliance.

- Test new resources using assistive technology with the support of the Student Accessibility Resource Center (SARC)

- Identify key access barriers and report to vendor

Electronic Resources created or managed by the Library

The library's web pages and other electronic resources must be designed for accessibility to people with disabilities. Content creators are responsible for the accessibility of their resources, but a member of the Library Systems Office will also conduct recursive audits on the electronic content managed by the WKU Libraries, including websites, databases, and media assets (audio, powerpoint, etc). The audits shall be conducted by an Accessibility Team using HiSoftware's Compliance Sheriff and JAWS. All of the assets will be made accessible or will be made available in alternate format by request.

Websites (including libGuides, OUCampus, and any affiliated web pages)
Use the guidelines below to make sure your web content is accessible. For assistance, contact the Library Systems Office.

- All images must have an "alt" tag
- All multimedia must include captions and/or a text transcript
- Headings (<h1>, <h2>, etc) should ONLY be used to provide logical page organization. For aesthetic markup, change the font size without using headings.
- Provide meaningful names for all URLs. Avoid "click here" or similarly non-descriptive text.
- All form elements ("name," "submit," etc) must have labels
- HTML tables require appropriate headers and data cell designations.
- Only use motion or animation if absolutely necessary.
- Avoid flickering text or animations
- Use color combinations that provide sufficient contrast between foreground and background (e.g., black background with white or light yellow text).

- Keep type styles, sizes, and orientations consistent throughout

Images

This includes charts, graphs, mathematical/scientific notation, photos, etc.

Use ALT (Alternative Text) tags on all visual elements, including those on your website or embedded in your document. The purpose of ALT text is to explain the meaning of an image when someone cannot view the image directly.

Extended text descriptions may be necessary for complex images. Visit the website About Web Design for more information on writing good ALT tags.

Audio or Video files

Provide captioning or a written transcript for all non-text elements. Text transcripts can be attached as Word or PDF documents along with the audio/video. Screen capture programs, like Captivation, allow you to create captioning within visual segments.

Accessible Microsoft Word/Excel/PowerPoint Documents

Screen reader users have very limited access to these kinds of documents, so following markup guidelines and best practices is essential.

Use preset "Styles" for marking headers and lists in a document. Styles give documents a structure of headings that can be read by a screen reader. Elements like 'heading 1' or 'title' when used consistently and read by a screen reader, orientate students to where they are in a text-based piece.

If you want to use material from a Word document, then either upload the document as is, convert it to a PDF file (and see PDF files below), or recreate it as an HTML file. Avoid the "Save as Web" file option in Word, as it generates inaccessible files. When data is displayed in a table, provide column and row titles.

When creating lists, use ordered lists with numbered items, or include the item number within your text.

If links are included, provide a meaningful name for the hyperlink. Either use an "Insert Hyperlink" function to replace the URL with a textual name (e.g., Western Kentucky University in place of *http://www.wku.edu*) or provide both the title and the hyperlink.

For files created in the 2010 version of Word, Excel, and PowerPoint, check documents with the "Accessibility Checker" feature. After saving a document, the "Accessibility Checker" option will be visible under the "File" tab under "Check For Issues" in the middle of the page.

Accessible PDFs

Scanned documents that become PDFs are NOT accessible—they are treated as images. PDFs must be made accessible when created through the use of tags and text recognition. PDF tags provide a hidden, structured, and textual representation of the PDF content that is presented to screen readers. The tags exist for accessibility purposes only and have no visible effect on the PDF file.

Use the option to add tags appropriate to your version of Word or Excel for labels and identifying images. Remember that the source document, usually from MS Word, must be accessible before converted to PDF.

When in doubt about whether or not a PDF is necessary, create a text-only or HTML version of the content.

Assisting patrons who request assistance

The Helm 2 computer lab has an accessible computer with screen reading and other tool.

Shaden Melky in the LSO office will:

- Train professors to make their resources accessible
- Make content accessible for students
- 270-745-5139, shaden.melky@wku.edu

If Shaden is not available, contact Michael Moore or another member of LSO.

Other resources on campus include:

- Student Accessibility Resource Center, DSU 1074
- The Learning Center, DSU 2141

Implementation and Ongoing Compliance

WKU Library ADA Team:

- Web and Emerging Technologies Advisory Committee (WETAC) for the Library
- Library Systems Office representative
- Electronic Resources Librarian

The Web Accessibility team will meet at least every two years, and more frequently if needed, to revisit all policy and procedure documents.

Appendix

A. Most Common Hardware and Software Solutions

- *ZoomText Xtra screen-magnification software:* this program allows patrons with low vision to access computer information by enlarging the screen display or tailoring the display to accommodate their disability.

- *JAWS screen reader:* this program enables individuals who are blind or visually impaired to access the information on a computer screen through voice output.

- *Open Book text reader:* helps those with low or no vision. Scans printed text and verbalizes the text via synthetic speech.

- *Duxbury Braille Translating Software:* program that, like a word processor, allows users to type text, and then translate it into Braille. A Braille embosser produces hardcopy.

- *Braille embosser:* similar to a printer, an embosser will print Grade II Braille on paper, enabling patrons to create hardcopies of documents. If hard-copy Braille is not available, it enables users to save documents to a USB flash drive.

- *Talking Typer software:* Talking Typer, from American Printing House (APH), is a specially designed typing-teacher program for those who are blind, have low vision, or learn at a different pace. The program provides audio instruction and tutorials.

- It is important to note that basic items like handheld magnifiers, signature guides, felt-tip pens, and large magnification devices such as closed-circuit television magnifiers (CCTV) are to be used. This system employs a video camera lens to enlarge text from three to thirty times the normal text size.

B. Accessibility Checklist of Checkpoints for Web Content Guidelines 1.0

In General (Priority 1)	Yes	No	N/A
1.1 Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). *This includes*: images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ascii art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.			
2.1 Ensure that all information conveyed with color is also available without color, for example from context or markup.			

4.1 Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).			
6.1 Organize documents so they may be read without style sheets. For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.			
6.2 Ensure that equivalents for dynamic content are updated when the dynamic content changes.			
7.1 Until user agents allow users to control flickering, avoid causing the screen to flicker.			
14.1 Use the clearest and simplest language appropriate for a site's content.			
And if you use images and image maps (Priority 1)	Yes	No	N/A
1.2 Provide redundant text links for each active region of a server-side image map.			
9.1 Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape.			
And if you use tables (Priority 1)	Yes	No	N/A
5.1 For data tables, identify row and column headers.			
5.2 For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells.			
And if you use frames (Priority 1)	Yes	No	N/A
12.1 Title each frame to facilitate frame identification and navigation.			
And if you use applets and scripts (Priority 1)	Yes	No	N/A
6.3 Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported. If this is not possible, provide equivalent information on an alternative accessible page.			
And if you use multimedia (Priority 1)	Yes	No	N/A
1.3 Until user agents can automatically read aloud the text equivalent of a visual track, provide an auditory description of the important information of the visual track of a multimedia presentation.			
1.4 For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.			
And if all else fails (Priority 1)	Yes	No	N/A
11.4 If, after best efforts, you cannot create an accessible page, provide a link to an alternative page that uses W3C technologies, is accessible, has equivalent information (or functionality), and is updated as often as the inaccessible (original) page.			
In General (Priority 2)	Yes	No	N/A
2.2 Ensure that foreground and background color combinations provide sufficient contrast when viewed by someone having color deficits or			

when viewed on a black and white screen. [Priority 2 for images, Priority 3 for text].			
3.1 When an appropriate markup language exists, use markup rather than images to convey information.			
3.2 Create documents that validate to published formal grammars.			
3.3 Use style sheets to control layout and presentation.			
3.4 Use relative rather than absolute units in markup language attribute values and style sheet property values.			
3.5 Use header elements to convey document structure and use them according to specification.			
3.6 Mark up lists and list items properly.			
3.7 Mark up quotations. Do not use quotation markup for formatting effects such as indentation.			
6.5 Ensure that dynamic content is accessible or provide an alternative presentation or page.			
7.2 Until user agents allow users to control blinking, avoid causing content to blink (i.e., change presentation at a regular rate, such as turning on and off).			
7.4 Until user agents provide the ability to stop the refresh, do not create periodically auto-refreshing pages.			
7.5 Until user agents provide the ability to stop auto-redirect, do not use markup to redirect pages automatically. Instead, configure the server to perform redirects.			
10.1 Until user agents allow users to turn off spawned windows, do not cause pop-ups or other windows to appear and do not change the current window without informing the user.			
11.1 Use W3C technologies when they are available and appropriate for a task and use the latest versions when supported.			
11.2 Avoid deprecated features of W3C technologies.			
12.3 Divide large blocks of information into more manageable groups where natural and appropriate.			
13.1 Clearly identify the target of each link.			
13.2 Provide metadata to add semantic information to pages and sites.			
13.3 Provide information about the general layout of a site (e.g., a site map or table of contents).			
13.4 Use navigation mechanisms in a consistent manner.			
And if you use tables (Priority 2)	Yes	No	N/A
5.3 Do not use tables for layout unless the table makes sense when linearized. Otherwise, if the table does not make sense, provide an alternative equivalent (which may be a linearized version).			
5.4 If a table is used for layout, do not use any structural markup for the purpose of visual formatting.			
And if you use frames (Priority 2)	Yes	No	N/A

12.2 Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.			
And if you use forms (Priority 2)	Yes	No	N/A
10.2 Until user agents support explicit associations between labels and form controls, for all form controls with implicitly associated labels, ensure that the label is properly positioned.			
12.4 Associate labels explicitly with their controls.			
And if you use applets and scripts (Priority 2)	Yes	No	N/A
6.4 For scripts and applets, ensure that event handlers are input device-independent.			
7.3 Until user agents allow users to freeze moving content, avoid movement in pages.			
8.1 Make programmatic elements such as scripts and applets directly accessible or compatible with assistive technologies [Priority 1 if functionality is important and not presented elsewhere, otherwise Priority 2.]			
9.2 Ensure that any element that has its own interface can be operated in a device-independent manner.			
9.3 For scripts, specify logical event handlers rather than device-dependent event handlers.			

To understand the difference between WCAG 1.0 and WCAG 2.0 please refer to the following link. Western Kentucky University is currently in the process of migrating to WCAG 2.0 AA.

C. Voluntary Product Accessibility Template

VPAT™

Voluntary Product Accessibility Template®
Version 1.3

The purpose of the **Voluntary Product Accessibility Template**, or **VPAT**™, is to assist Federal contracting officials and other buyers in making preliminary assessments regarding the availability of commercial "Electronic and Information Technology" products and services with features that support accessibility. It is assumed and recommended that offerers will provide additional contact information to facilitate more detailed inquiries.

The first table of the Template provides a summary view of the Section 508 Standards. The subsequent tables provide more detailed views of each subsection. There are three columns in each table. Column one of the Summary Table describes the subsections of subparts B and C of the Standards. The second column describes the supporting features of the product or refers you to the corresponding detailed table, e.g., "equivalent facilitation." The third column contains any additional remarks and explanations regarding the product. In the subsequent tables, the first column contains the lettered paragraphs of the subsections. The second column describes the supporting features of the product with regard to that paragraph. The third column contains any additional remarks and explanations regarding the product.

Date:
Name of Product:
Contact for more Information (name/phone/email):

Summary Table VPAT™ Voluntary Product Accessibility Template		
Criteria	**Supporting Features**	**Remarks and explanations**
Section 1194.21 Software Applications and Operating Systems		
Section 1194.22 Web-based Internet Information and Applications		
Section 1194.23 Telecommunications Products *not needed*		
Section 1194.24 Video and Multi-media Products *not needed*		
Section 1194.25 Self-Contained, Closed Products *not needed*		
Section 1194.26 Desktop and Portable Computers *not needed*		
Section 1194.31 Functional Performance Criteria		
Section 1194.41 Information, Documentation and Support		

Section 1194.22 Web-based Internet information and applications – Detail VPAT™ Voluntary Product Accessibility Template®		
Criteria	**Supporting Features**	**Remarks and explanations**
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).		
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.		

(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.		
(d) Documents shall be organized so they are readable without requiring an associated style sheet.		
(e) Redundant text links shall be provided for each active region of a server-side image map.		
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.		
(g) Row and column headers shall be identified for data tables.		
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.		
(i) Frames shall be titled with text that facilitates frame identification and navigation		
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.		
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.		
(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.		
(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).		
(n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.		

(o) A method shall be provided that permits users to skip repetitive navigation links.		
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.		

Note to 1194.22: The Board interprets paragraphs (a) through (k) of this section as consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 1.0 (WCAG 1.0) (May 5 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium: Paragraph (a) - 1.1, (b) - 1.4, (c) - 2.1, (d) - 6.1, (e) - 1.2, (f) - 9.1, (g) - 5.1, (h) - 5.2, (i) - 12.1, (j) - 7.1, (k) - 11.4.