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# PURCHASING ACCESSIBLE E-RESOURCES: TIPS FOR LICENSING AND PROCUREMENT

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# OBJECTIVES

1. Understand the basics of accessibility, universal design, and laws & standards such as the ADA, WCAG 2.0, and VPATs.
2. Provide examples of license terms that better serve patrons with disabilities.
3. Learn how to better communicate and partner with vendors and institutional partners on accessibility.
4. Identify helpful resources and articles.

# MIAMI UNIVERSITY

## About

- Public university
- Primarily undergraduate
- FTE 24,500

## Accessibility

- Lawsuit & consent decree
- Textbook and course materials
- Procurement

# MIAMI UNIVERSITY

# ACCESSIBLE TECHNOLOGY POLICY

## **Textbook and Course Material Accessibility**

“Miami will provide individuals with disabilities who register with Student Disability Services (SDS) equally effective communication of curricular materials (e.g., textbooks, workbooks, articles, compilations, presentations, collaborative assignments, videos, and images or graphical materials) converted to alternate formats.”

## **Procurement**

“All web technology or software that Miami procures for use by its students shall conform to the relevant accessibility standards (a listing of relevant standards can be found at the AccessMU website) as long as the technology is commercially available and its purchase does not result in undue financial and administrative burdens or a fundamental alteration. If a product is available and meets some, but not all, of the relevant accessibility standards, Miami will procure the product that best meets the standard, unless its purchase would result in undue financial and administrative burdens or a fundamental alteration, or unless an exception applies pursuant to Miami’s Accessible Technology Procurement Policy. “

# LAWS & STANDARDS

- **Section 504, Rehabilitation Act of 1973:** first civil rights law preventing discrimination based on disabilities in US.
- **Section 508, Rehabilitation Act of 1973** (amended 1998): limited to federal agencies but influential because it provided first US federal accessibility standards for the Internet.
- **Title II and III, Americans with Disabilities Act (ADA)** (1990): provides people with disabilities equal opportunity to participate in programs, services, and activities. Does not deal directly with Internet accessibility, though may apply to web accessibility.
- **Web Content Accessibility Guidelines (WCAG) 2.0** (2008): an international set of guidelines developed by the Worldwide Web Consortium (W3C). Basis of most web accessibility law around the world.

# POUR

- **Perceivable:** available to the senses (vision, hearing, touch) through browser or assistive technologies.
- **Operable:** users can interact with all controls and interactive features using either mouse, keyboard, or assistive device.
- **Understandable:** content is clear and limits confusion and ambiguity.
- **Robust:** a wide range of technologies (both old and new) can access content.

# ASSISTIVE TECHNOLOGY

Assistive technology (also called adaptive technology) is technology that helps people with disabilities to accomplish tasks by improving or enhancing their capabilities. People with different requirements use different kinds of assistive technology.

Examples of assistive technology for using computers include screen readers, magnification software, speech recognition software, touch screens, braille displays, and other alternative input and display options.

# PARTNERS

- Vendors / Publishers
- Consortia
- Purchasing Office / General Counsel
- Accessibility or Disability Services
- Information Technology
- Library staff
- Patrons / End Users



# VENDORS / PUBLISHERS & ACCESSIBILITY

- Accessibility statements
- VPATs
- Accessibility license language
- Enhanced features
- Reviewing e-resource accessibility

# VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE

## Information Technology Industry Council

<https://www.itic.org/policy/accessibility/vpat>

- Legend (Compliance Level)
- Product Information
- Section 508
- WCAG 2.0

**Voluntary Product Accessibility Template® (VPAT®)**

**Revised Section 508 Edition**

**Version 2.2**

July 2018

**Voluntary Product Accessibility Template® (VPAT®)**

**WCAG Edition**

**Version 2.2**

July 2018

# VPATS



**Artstor Accessibility Conformance Report**  
**VPAT® Version 2.0 – October 2017**

**Name of Product/Version:** Artstor Digital Library

**Product Description:** Artstor Digital Library software and collections ([library.artstor.org](http://library.artstor.org))

**Date:** February 2018

**Contact information:** Tiffany Saulter ([tiffany.saulter@ithaka.org](mailto:tiffany.saulter@ithaka.org)) Lauren Trimble ([lauren.trimble@ithaka.org](mailto:lauren.trimble@ithaka.org))

**Notes:** We have evaluated the Artstor Platform on the basis of and with a focus on its core functionality. Core functionality is defined here as viewing, organizing, browsing, searching and downloading high quality images in the library.

**Evaluation Methods Used:** Keyboard only operation, WAVE toolbar, aXe extension, JAWS 17 and VoiceOver on most recent versions of Chrome, Mozilla Firefox and Safari.

**Applicable Standards/Guidelines:** WCAG 2.0

This report covers the degree of conformance for the following accessibility standard/guidelines:

## 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:** 11/18/2014

**Name of Product:** GeoScienceWorld

**Contact for more Information (name/phone/email):** Laure Comi Creative  
[comi@geoscienceworld.org](mailto:comi@geoscienceworld.org), 800-905-5832

#### Summary Table

### VPAT™

#### Voluntary Product Accessibility Template®

Criteria		
Section 1194.21 <a href="#">Software Applications and Operating Systems</a> <i>not needed</i>		

# COLLECTING ACCESSIBILITY DOCUMENTATION

The screenshot shows the Google Drive interface. On the left, the navigation pane shows 'My Drive' expanded to 'Accessibility', with 'Accessibility Shared Bazeley-AccessMU' selected. The main area displays a list of folders under the heading 'Name ↑'. The folders listed are:

- Accessible Archives
- Adam Matthew\_Amer Consumer Culture
- Alex St Press
- Ambrose Digital
- Amer Chemical Society
- Amer Foundation for the Blind
- Amer Institute of Physics
- Amer Math Soc
- Amer Physical Soc
- Amer Psychol Assoc
- Amer Society of Mechanical Engineers
- Annee Philologique
- Annual Reviews (VPAT) Template
- ARTstor
- Assoc for Computing

# MODEL ACCESSIBILITY LICENSE LANGUAGE

## **Association of Research Libraries (ARL)**

<http://www.arl.org/focus-areas/accessibility/2548-model-licensing-accessibility>

## **Big Ten Academic Alliance**

<https://www.btaa.org/library/accessibility/library-e-resource-accessibility---standardized-license-language>

## **Universal Accessibility Interest Group (ALA/ACRL)**

<https://connect.ala.org/communities/community-home/digestviewer/viewthread?MessageKey=44C597AA-6BD8-4D27-A368-1390E752B4E9>

## **LIBLICENSE Model License Agreement**

<http://liblicense.crl.edu/licensing-information/model-license/>

# ACCESSIBILITY LICENSE LANGUAGE

“Disabilities Compliance: 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, voice-activated input, refreshable braille displays, and alternate keyboard or pointer interfaces, in a manner consistent with the Web Accessibility Initiative Web Content Accessibility Guidelines (WCAG). Licensor shall provide to Licensee a current completed Voluntary Product Accessibility Template (VPAT) to demonstrate compliance with the federal Section 508 standards. If the product does not comply, the Licensee has the right to adapt the Licensed Materials in order to comply with federal and state law.”

# MIAMI'S ACCESSIBILITY CLAUSE

“All e-learning and information technology developed, purchased, upgraded or renewed by or for the use of Miami University shall comply with all applicable University policies, Federal and State laws and regulations including but not limited to Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended, Web Content Accessibility Guidelines (WCAG) 2.0, and all other regulations promulgated under Title II of The Americans with Disabilities Act and which are applicable to all benefits, services, programs, and activities provided by or on behalf of the University.”

# ENHANCED FEATURES

- HTML (text)
- Captioning and transcripts
- Keyboard access
- Navigation aids



# REVIEWING E-RESOURCE ACCESSIBILITY

## **WAVE: Web Accessibility Evaluation Tool**

Plug in a URL

<https://wave.webaim.org/>

## **WAVE Browser Extensions (Chrome, Firefox)**

Evaluate content “on site”

<https://wave.webaim.org/extension/>

# ONLINE RESOURCES

**WebAIM (Web Accessibility in Mind)** <https://webaim.org/>

**VPAT Repository** <https://vpats.wordpress.com/>

**Big Ten Academic Alliance Library E-Resource Accessibility**  
<https://www.btaa.org/library/accessibility/reports>

**ARL Focus Area – Accessibility** <http://www.arl.org/focus-areas/accessibility>

**ALA ACRL Universal Accessibility Interest Group**  
<http://www.ala.org/acrl/aboutacrl/directoryofleadership/interestgroups/acr-igua>

**Higher Ed Accessibility Lawsuits, Complaints, and Settlements**  
<http://www.d.umn.edu/~lcarlson/atteam/lawsuits.html>

# ARTICLES

DeLancey, L., & Ostergaard, K. (2016). Accessibility for Electronic Resources Librarians. *Serials Librarian*, 71(3/4), 180–185. <https://doi.org/10.1080/0361526X.2016.1254134>

Fernandez, M. (2018). How Accessible is Our Collection? Performing an E-Resources Accessibility Review. *Serials Librarian*, 74(1–4), 81–86. <https://doi.org/10.1080/0361526X.2018.1430424>

Ostergaard, K. (2015). Accessibility from Scratch: One Library's Journey to Prioritize the Accessibility of Electronic Information Resources. *Serials Librarian*, 69(2), 155–168. <https://doi.org/10.1080/0361526X.2015.1069777>

Wentz, B., Jaeger, P.T. & Bertot, J.C. (Eds.) (2015). *Accessibility for Persons with Disabilities and the Inclusive Future of Libraries*. *Advances in Librarianship* (40). Bingley, UK: Emerald. <https://doi-org/10.1108/S0065-283020150000040015>



Horizon Report > 2018 Higher Education Edition  
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## Advancing Digital Equity

***Difficult Challenges: those that we understand but for which solutions are elusive***

“Digital equity refers to equal access to technology, as well as to educators who have the training to implement digital solutions ... Advancing digital equity is a quintessential social justice issue that impacts both developing nations and underrepresented groups throughout the world ... The expansion of technology access, in terms of adoption across a variety of sectors, has been unparalleled. This growth has outpaced the creation of formal policies to ensure equal access.”

Adams Becker, S., Brown, M., Dahlstrom, E., Davis, A., DePaul, K, & ... EDUCAUSE. (2018). *The NMC Horizon Report: 2018 Higher Education Edition*. <https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report>



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# QUESTIONS?

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