

What's a WCAG?: Discussing Electronic Resource Accessibility with Vendors

5/18/17
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Outline

- Accessibility overview
- Awareness of organization-level initiatives
- Evaluating current resources
- Vendor communication / licensing language
- Triggers for evaluation
- Exception requests / reasonable accommodations
- Procedure summary
- Tracking future compliance
- Additional resources

Section 508 compliance


- **Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d))** “In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities.”
- “The [Access Board’s Section 508 Standards](#) were published in the Federal Register on December 21, 2000 ([36 CFR Part 1194](#)). These Standards apply to electronic and information technology developed, procured, maintained, or used by federal agencies. They contain technical criteria specific to various types of technologies and performance-based requirements which focus on functional capabilities of covered products. The Access Board also produced a technical [Guide to the Section 508 Standards](#).”
- “The Board is [updating the Section 508 standards](#) jointly with its guidelines for telecommunications equipment subject to Section 255 of the Communications Act. On February 18, 2015, the Board released a proposed rule updating the 508 Standards and the 255 Guidelines.”
- <http://www.section508.gov/>


Section 508 compliance


 **Section508.gov**
GSA Government-wide Section 508 Accessibility Program


[Site Map](#) [About Us](#) [Accessibility](#) [Contact Us](#) [Plug-Ins](#)


[Home](#) » [Welcome to Section508.gov](#)


Learn

Understand
Section 508 Law
and New
Standards

Buy

Buy Accessible
Procurement and
Contracting

Build

Accessible
Development and
Repair

Manage

Agency Section
508 Programs

Sell

Vendors Selling
Accessible ICT

Accessibility News 

- [Microsoft Enhances Tests for Accessibility](#) - Mar 13, 2017
- [W3C's Web Accessibility Perspectives Videos](#) - Mar 09, 2017
- [Technology Accessibility Playbook Workshop](#) - January 2017 - Feb 07, 2017

I would like to ...

- **NEW: [Learn about the New Section 508 Rule](#)**
- [Find a Section 508 Coordinator](#)
- [Get My Section 508 Questions Answered \(FAQ\)](#)
- [Take Section 508 Training](#)
- [Look at Best Practices](#)
- [Review Section 508 Guidance](#)
- [Host an Accessible Event](#)

Organization-level accessibility policies

[Temple University Policy #04.71.13](#)

"Temple University is committed to ensuring that the information and technology that it creates or provides in conducting its activities is accessible in accordance with applicable law.

All members of the university community with responsibility for creating, managing or disseminating information and technology are responsible for ensuring that such information and technology are compliant with this policy and the related standards and guidelines."



Accessible Technology

ABOUT

POLICIES & GUIDELINES

TEMPLE RESOURCES

HOW-TO MATERIALS



Temple University is committed to ensuring that the facilities, information, and technology it creates or provides are accessible in accordance with applicable law.



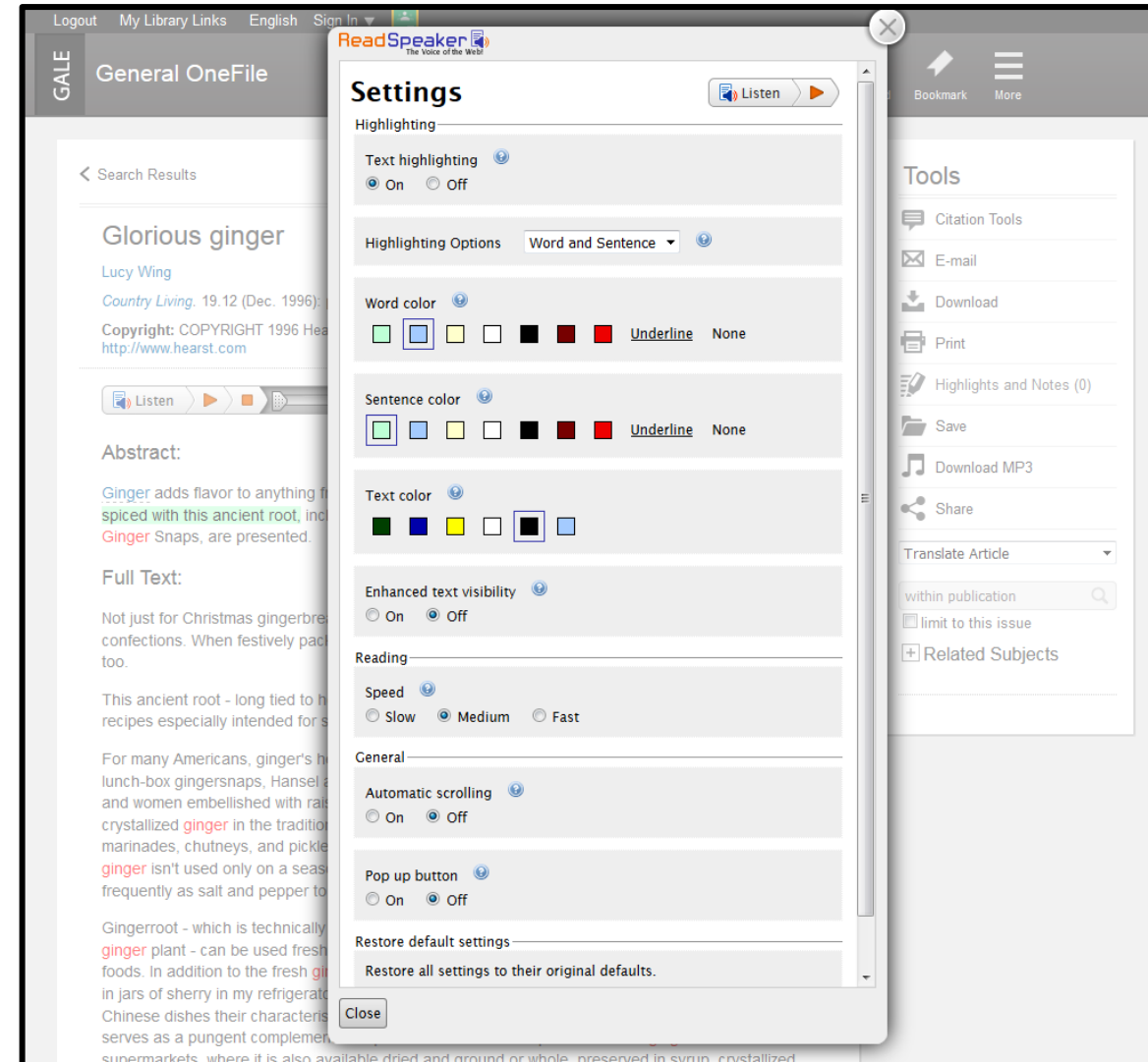
WCAG design guidelines

- “Web Content Accessibility Guidelines (WCAG) is developed through the [W3C process](#) in cooperation with individuals and organizations around the world, with a goal of proving a single shared standard for web content accessibility that meets the needs of individuals, organizations, and governments internationally.”
- Technical standard for web content such as text, images, and sounds, as well as code or markup that defines structure, presentation, etc.
- Currently at WCAG2.0, with success levels A, AA, and AAA
- WCAG design guidelines: <https://www.w3.org/WAI/intro/wcag>

Assistive technology basics

Assistive technology examples as they relate to content-driven electronic resources

- Screen reader compatibility
- Fully navigable audio transcripts
- Captions on video
- Read aloud full-text articles
- Contrast and color settings
- Text resizing options
- Voice-activated input
- Alternative keyboard and pointer interfaces



http://go.galegroup.com/ps/i.do?id=GALE%7CA19022359&v=2.1&u=temple_main&it=r&p=ITOF&sw=w&asid=ce39262124547c4edf73c280f5b2e49d

Interface evaluation tools

- [Voluntary Product Accessibility Template \(VPAT\)](#)
 - “...a vendor-generated statement (using the required template) that provides relevant information on how a vendor’s product or service claims to conform to the Section 508 Standards”
- Might be completed by anyone from sales rep to software developer
- Might be unavailable, incomplete, or insufficient
- Some are publicly available directly on vendor site
- Shared VPAT repository: <http://uniaccessig.org/lua/vpat-repository/>

LUA VPAT Repository

Library vendor VPATs and accessibility statements

All VPATs have been posted with vendor permission. The completeness and accuracy of these documents has not been verified. Please contact your vendor representative with further questions about the content of these documents.

If you have questions about this page, or would like to contribute, contact laura.delancey@wku.edu. Please note that if you would like to add a VPAT or similar document you must first obtain permission from your vendor.

Vendor	Product	VPAT	accessibility statement and navigation aides
Alexander Street Press	Alexander Street Press	VPAT (PDF) Feb 2016 (link)	Accessibility statement
American Chemical Society	ACS Publications	available upon request: contact your rep	Accessibility statement
American Institute of Aeronautics and Astronautics	Aerospace Research Central	see Atypon: Literatum	
American Institute of Physics	Scitation	VPAT (PDF) received Oct 2015	Accessibility statement
Annual Reviews	Annual Reviews	available upon request: contact your rep	

(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.	Supports	Diskeeper does not use flashing or blinking text or objects or any other elements.
(l) When electronic forms are used, 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.	Not Applicable	Diskeeper does not use electronic forms.

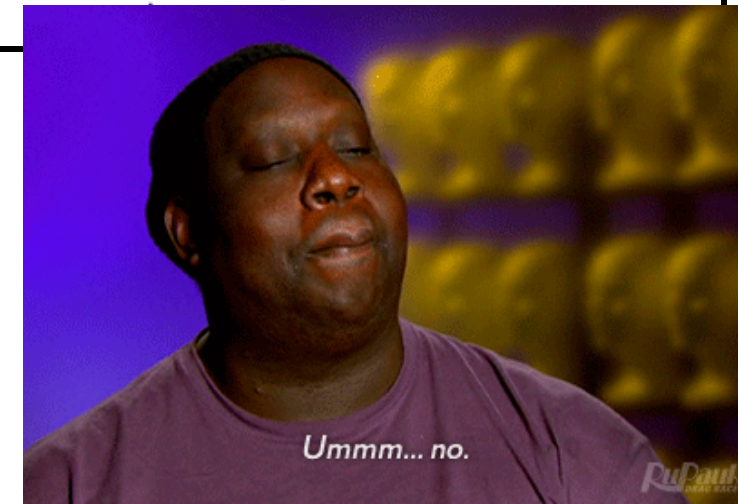
Section 1194.31 Functional Performance Criteria – Detail Voluntary Product Accessibility Template

Criteria	Level of Support & Supporting Features	Remarks and explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	Supports through Equivalent Facilitation	Through use of Windows accessibility wizard - the functional needs of users who are blind and needs of users who have usable low vision.

APPENDIX A: Suggested Language Guide

Summary Table Voluntary Product Accessibility Template

Criteria	Level of Support & Supporting Features	Remarks and explanations
Section 1194.21 Software Applications and Operating Systems	Windows N/A	do not offer an OS
Section 1194.22 Web-based Internet Information and Applications	Internet SaaS Platform	Browser Based Database
Section 1194.23 Telecommunications Products	n/a	n/a
Section 1194.24 Video and Multi-media Products	n/a	n/a
Section 1194.25 Self-Contained, Closed Products	n/a	n/a
Section 1194.26 Desktop and Portable Computers	n/a	n/a
Section 1194.31 Functional Performance Criteria	n/a	n/a
Section 1194.41 Information, Documentation and Support	full documentation online, accessible customer success	support staff sits in chat all day



Ummm... no.

RuPaul

Interface evaluation tools


Scanning Tools

- Compliance Sheriff – Web-based, \$
- OzArt – Web-based, \$
- WAVE tool – Web-based, Free, <http://wave.webaim.org/>
- 508 Checker – Web-based, Free, <http://www.508checker.com/>

Screen Readers

- NVDA Reader – Windows, Free, <http://www.nvaccess.org/>
- Apple VoiceOver – Apple, Free
- JAWS – Windows, \$

Helpful aggregator of tools: <https://www.w3.org/WAI/ER/tools/>

**WAVE**
web accessibility evaluation tool

<http://www.sciencedirect.com/science>




Styles No Styles Contrast

Summary


WAVE has detected the following:

- 9 Errors
- 19 Alerts
- 9 Features
- 29 Structural Elements
- 32 HTML5 and ARIA
- 5 Contrast Errors


Panel Options




-  **DETAILS:** A listing of all the WAVE icons in your page.
-  **DOCUMENTATION:** Explanation of the WAVE icons and how you can make your page more accessible.
-  **OUTLINE:** The heading structure of the web page.





The following apply to the entire page:

 **h1**


Shopping cart **h2** Sign in **ARIA** `*role="button", aria-controls="loginBox", aria-expanded="false", aria-haspopup="true"`

`*aria-label="Help and Sign In"`  Journals Books `*aria-label="ScienceDirect"`

 Purchase  Export  `*aria-label="Article options"`







 Search ScienceDirect  `*aria-label="Quick search"`  Advanced search 

Article outline is loading...


 **ELSEVIER**

Technology in Society

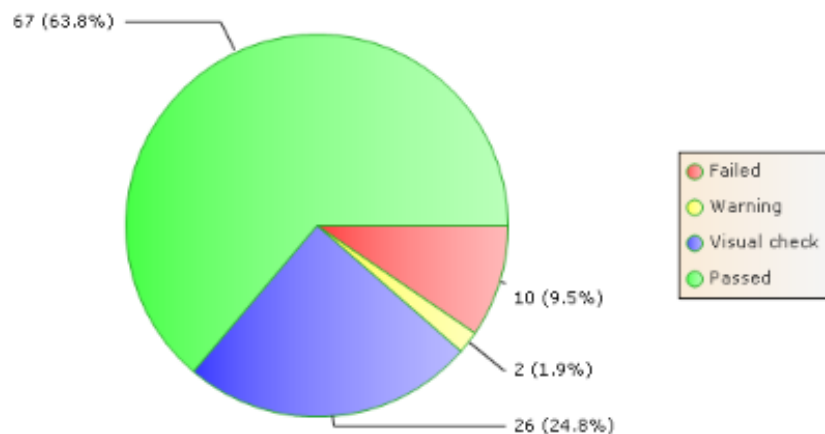
Volume 46, August 2016, Pages 40–48

  `*Cover`  `*Cover`  `*Cover`   `*X2`

`*aria-label="Article"`

Feedback 

<http://wave.webaim.org/report#/http://www.sciencedirect.com/science/article/pii/S0160791X16300744>



Scan completed: 12/10/2013 3:46:14 PM
Pages scanned: 3

Group	Priority 1 issues	All issues
<ul style="list-style-type: none"> Section 508 - use for checking vendor based web content <div>Section 508 guidelines for web applications as described at the US Access Board web site.</div> 1194.22(a) <div>A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</div> <ul style="list-style-type: none"> s.1 All IMG elements are required to contain either... <div>The ALT or LONGDESC attribute is used by user agents to supply information about an image when images cannot be shown.</div> <ul style="list-style-type: none"> IMG element contains no ALT attribute. <ul style="list-style-type: none"> 2: [REDACTED] <ul style="list-style-type: none"> Line 586, column 25, IMG element, SRC = "http://onlineli...0fc955aead020532abc6d1a9ee352da6" Line 591, column 25, IMG element, SRC = "http://onlineli...377aeb27bfa1317753b05eb9b7a3fd3b" Non-decorative IMG element contains empty ALT attribute. <ul style="list-style-type: none"> [REDACTED] <ul style="list-style-type: none"> Line 394, column 13, IMG element, SRC = "http://media.wi...assets/7153/87/Zhongming_Zhao.jpg" Line 397, column 5, IMG element, SRC = "http://media.wi...ts/7200/81/Francine_Einstein.jpg" IMG element inside anchor with no text has empty ALT attribute. <ul style="list-style-type: none"> [REDACTED] <ul style="list-style-type: none"> Line 406, column 86, IMG element, SRC = "http://media.wi.../assets/7181/39/Tansley_logo.jpg" Line 434, column 111, IMG element, SRC = "http://media.wi...assets/7154/77/Small_FB_logo.png" Line 451, column 71, IMG element, SRC = "http://media.wi...2/twitter-bird-blue-on-white.png" 2: [REDACTED] <ul style="list-style-type: none"> Line 585, column 112, IMG element, SRC = "http://onlineli...9326c10447d8fed7e6364e9f49c5299c" Line 590, column 112, IMG element, SRC = "http://onlineli...b0bc7d99b33ad325f4b97bceaa721bc6" Line 693, column 125, IMG element, SRC = "http://media.wi.../assets/7181/39/Tansley_logo.jpg" Line 696, column 107, IMG element, SRC = "http://media.wi...5/52/final_video_still_image.jpg" Line 699, column 115, IMG element, SRC = "http://media.wi.../5027/68/tutorialplaybutton1.jpg" 	10	10

Awareness of organization-level initiatives

- What services or vetting procedures is your disability services office already offering? Your IT department?
- Information you collect might be used in further documentation

Examples:

- Adopted Ares as new course reserve platform to improve accessibility with text-based reserves
- Established workflow to render video course reserves accessible through mixture of purchase and contract captioning in Ensemble

The screenshot displays the 'Accessible Technology' website. At the top, there is a dark red navigation bar with four tabs: 'ABOUT', 'POLICIES & GUIDELINES', 'TEMPLE RESOURCES', and 'HOW-TO MATERIALS'. Below this bar, a breadcrumb trail reads 'Home » How-To Materials » A guide to accessible purchasing'. The main content area is titled 'A GUIDE TO ACCESSIBLE PURCHASING' and 'INTRODUCTION'. It contains a paragraph explaining that the university's purchasing policies were updated in 2013 for ADA compliance. Below this, a list of sections is provided, including 'Information and technology used by only one person', 'Contracts', 'Contract renewals', 'Payment/maintenance on existing contracts', 'Invoices', 'Procuring additional licenses to existing products', 'Boxed products', 'RFP, RFQ, or RFI', 'RFP for maintenance renewals', 'Web site or web based content created or provided by a vendor', 'Determining the accessibility of a product', and 'Accessibility Exceptions Requests'. On the right side, a sidebar titled 'IN THIS SECTION' lists links to 'Accessible Computer Labs and Learning Spaces', 'Website and Document Accessibility', 'Accessibility Tips', and 'A guide to accessible purchasing'. At the bottom of the main content area, there is a note about contacting accessibility@temple.edu for questions.

Accessible Technology

ABOUT POLICIES & GUIDELINES TEMPLE RESOURCES HOW-TO MATERIALS

Home » How-To Materials » A guide to accessible purchasing

A GUIDE TO ACCESSIBLE PURCHASING

INTRODUCTION

In accordance with the [university policy on the Accessibility of Information and Technology](#), the [purchasing policies and procedures](#) were updated during the summer of 2013 to reflect that information and technology needs to be accessible. All information and technology purchases are required to be reviewed for ADA compliance prior to purchase.

This page is broken down into the following sections to assist with determining if products are compliant.

- › [Information and technology used by only one person](#)
- › [Contracts](#)
- › [Contract renewals](#)
- › [Payment/maintenance on existing contracts](#)
- › [Invoices](#)
- › [Procuring additional licenses to existing products](#)
- › [Boxed products](#)
- › [RFP, RFQ, or RFI](#)
- › [RFP for maintenance renewals](#)
- › [Web site or web based content created or provided by a vendor](#)
- › [Determining the accessibility of a product](#)
- › [Accessibility Exceptions Requests](#)

If you have questions about determining the accessibility of a product send an email to accessibility@temple.edu.

IN THIS SECTION

- › [Accessible Computer Labs and Learning Spaces](#)
- › [Website and Document Accessibility](#)
- › [Accessibility Tips](#)
- › [A guide to accessible purchasing](#)

Evaluating current resources

- Will we work through all of your current resources, or only wait for future acquisitions or renewals?
- How much of a role will an accessibility audit play in our collection development decisions?
- Will we communicate the results of the audit to the vendors? What is the expected response?

Title	Interface	Provider (access via)	connect URL	Date Added to Accessibility Workbook	Sub Start Date	Sub End Date	CS Transaction Script [Date]	CS Transaction Score	CS NOTES	VPAT requested	VPAT received	VPAT notes	Vendor Accessibility Link
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Evaluating current resources

Procedure

- Choose which evaluation tools work best for our organization (or are already in place)
- Create training documentation
- Set up a location and format for the results
- Complete the same evaluation for each platform (not each resource!)
- Communicate the results to each vendor with your expectations

Vendor communication / licensing language

- Vendors have varying levels of familiarity and documentation
- Some accessibility statements and VPATs are publicly online
- Create a standardized information request email
- Request accessibility-related language in license

Before addressing the other points, I should explain that the [REDACTED] is a charity and a non-profit organization, associated with [REDACTED]. We have no shareholders, no investors and no government or other funding. We rely entirely on subscriptions from our user communities to maintain [REDACTED]. Everything that is possible is done to maximize the value of the system and to minimize the annual contributions we request from our users.

For this reason, we only offer one version of our license agreement and we ask that everyone signs the same version. This helps us to keep our administration overhead to a minimum and thus to hold down the user contribution levels. If we negotiated each agreement, with over 1,250 licensees, you can imagine the extra cost this would impose on us, and thus our users, especially if we had to take legal advice in each jurisdiction.

Because of this, I'm afraid that we're not able to include the additional terms you request in your license agreement.

Wiley Online Library

About Us

Products

Open Science

Logos and URLs

Policies

- Developing World Access
- **Accessibility**
- Long-term Preservation
- Corporate Citizenship
- Environmental Policies
- Ensuring Content Integrity
- About Cookies
- Backfiles
- Subscription Pricing for Hybrid Journals
- patientACCESS
- Article Sharing Policy
- Text and Data Mining Policy

e-Alerts

Technical Information

content sharing

Resources

Contact Us

Enhance Your Research Experience

Accessibility

Wiley is committed to serving the needs of the disabled population and making Wiley Online Library accessible to all users. We continually review accessibility compliance and development practices to strengthen that commitment and ensure that our content is available to the entire research community. Wiley Online Library currently endeavors to conform to level AA of the World Wide Web Consortium (W3C) [Web Content Accessibility Guidelines 2.0](#) and to [section 508 of the US Rehabilitation Act](#).

Should you experience any difficulty in accessing Wiley Online Library, please [contact us](#). If you're an institutional administrator who would like a copy of our Voluntary Product Accessibility Template (VPAT), please contact your account manager.

Text Resizing

The site text can be resized to help readability for individual users. In order to resize the text please follow the instructions below:

PC / all browsers: Increase text size: Hold down the CTRL key and press + Decrease text size: Hold down the CTRL key and press –

Mac / all browsers: Increase text size: Hold down the Command key and press + Decrease text size: Hold down the Command key and press –

Browser Support

Wiley Online Library has been built using code compliant with W3C standards for HTML and CSS. The site displays correctly in the latest stable versions of Google Chrome, Microsoft Internet Explorer, Mozilla Firefox, Safari and Opera. For older browsers, visual design may be slightly compromised but all content will be readable, and features will function as intended. The site can also be accessed on tablet and mobile devices, and a selection of pages are optimized for those devices.

SEARCH

☒ All content ☐ Publication titles

[Advanced search](#) [Saved search](#)

Social Networks and Sharing



Resources for Librarians

Information and ideas to help promote Wiley online content to library users.

Customer Administration Pricing and Licensing

-- Download Title Lists --

-- E-mail Alerts --



Vendor communication / licensing language

Over the course of the last year, Temple University has been very active in ensuring complete accessibility of our purchased or subscribed products. Given this, we are now required to request the following from all 3rd party vendors before we can move forward with obtaining final signatures:

1. Please complete and return a [Voluntary Product Accessibility Template \(VPAT\)](#) for **WebCSD**.
2. Please provide a statement and/or roadmap concerning the current and future accessibility compliance of your product.
3. If possible, please include this or similar language in our license agreement:
"_____ shall comply with the Americans with Disabilities Act (ADA), by supporting assistive software or devices such as large print interfaces, 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, which may be found at <http://www.w3.org/WAI/GL/#Publications>."

I've attached a pdf of a [Section 508](#) scan that we completed using Compliance Sheriff. |

Please let me know if you have any questions.

Triggers for evaluation

- What timeline will work best for our current acquisitions workflow?
- How might our current workflow be impacted?
- Will the accessibility evaluation be handled by separate staff?

Point of Trial	Point of Purchase	New or Updated License
<ul style="list-style-type: none">- Have access to the interface- Results can be incorporated into acquisition consideration- Might cause undue extra work	<ul style="list-style-type: none">- Might not have access to the interface without separate request- Might delay payment if waiting on accessibility evaluation and approval	<ul style="list-style-type: none">- Might not have access to the interface without separate request- Might delay license signature if waiting on accessibility evaluation and approval

Exception requests / reasonable accommodations

- Accessibility Exception Requests (AERs) can be used as internal documentation for non-compliant resources
- AERs standardize the information to be collected
- Some key components:
 - Intended audience
 - Roadmap
 - Required for coursework or job function?
 - Exception category
 - Reasonable Accommodations

TEMPLE UNIVERSITY Accessibility Exceptions Request

Introduction

According to Temple University Policy #04.71.13 "Temple University is committed to ensuring that the information and technology that it creates or provides in conducting its activities is accessible in accordance with applicable law. All members of the university community with responsibility for creating, managing or disseminating information and technology are responsible for ensuring that such information and technology are compliant with this policy and the related standards and guidelines." The policy also has provisions which allow the Accessible Technology Compliance Committee to grant exceptions to the policy, on a case by case basis, under circumstances including, but not limited to, undue hardship or if a reasonable accommodation can provide appropriate access.

To request an exception, please follow the instructions below. The Accessible Technology Compliance Committee will evaluate all exception requests. You may be contacted to provide further information, or clarification regarding the request. If you require assistance in completing this form, please contact accessibility@temple.edu, your school/college Accessibility Liaison, or Paul Paire at 215-204-7291.

Instructions

Complete this form as fully as possible. You may attach additional documentation and information if desired or applicable. Once completed, you may email the form as an attachment to your school/college Accessibility Liaison; Administrative departments without an Accessibility Liaison should submit the form directly to accessibility@temple.edu or create a TUhelp request and attach this form to the request.

Types of exceptions based on section 508 of the Rehabilitation Act as amended

Exceptions may be granted based on the following basis:

- **Commercial Non-availability**
Section 508 makes allowances if an alternate accessible product does not exist which meets the business's requirements. In this incident, the most accessible product which does meet the business's requirements must be purchased.
- **Fundamental Alteration**
If making a product accessible would fundamentally alter the nature of the product or its components, it does not need to be made accessible.
- **Restricted Access to the technology product/resource**
Products installed in locations with restricted access such as data centers, and which aren't interacted with except during maintenance, are not required to be accessible. The software which runs on the products (for example web based software) would still need to be accessible, or have their own exemption request form submitted.
- **Undue Burden**
If making the information or technology accessible would cause an undue burden (significant difficulty or expense) to the university as a whole, then an exemption may be granted on a case by case basis by the Accessible Technology Compliance Committee.

Notes

The completion and submission of this form does not guarantee that the exception will be granted.

TEMPLE UNIVERSITY Accessibility Exceptions Request

Requestor Information			
Requestor's Name	Erin Finnerty	Phone Number	x1-3275
Department	Paley Library	Email	erinf@temple.edu
Submit Date		Response requested by date	
Product or Resource Information			
Name of Product or Resource			
Description	Please provide a description of the product or resource. _____ provides online access to scientific, technical, and medical journals and ebook content via full-text HTML or PDF download.		
Audience	Please indicate the type of user(s) for product or resource. Please check the approximate number of each type of user(s): <input checked="" type="checkbox"/> Students <input type="checkbox"/> 1-99 <input type="checkbox"/> 100-999 <input type="checkbox"/> 1000-9999 <input type="checkbox"/> 10,000+ <input checked="" type="checkbox"/> All students If you know the exact number of students who will use the product or resource please indicate here: _____ <input checked="" type="checkbox"/> Employees <input type="checkbox"/> 1-10 <input type="checkbox"/> 11-99 <input type="checkbox"/> 100-499 <input type="checkbox"/> 500-999 <input type="checkbox"/> 1000+ <input checked="" type="checkbox"/> All employees If you know the exact number of employees who will use the product or resource, please indicate here: _____ <input type="checkbox"/> Members of the public		
Cost	Please provide the anticipated cost of the product or resource to be incurred this year: _____ Please provide the anticipated cost of the product or resource to be incurred in subsequent years: _____		
Accessibility Roadmap	Does the vendor have an official roadmap for incorporating accessibility into their product or resource? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what's their timeline for accessibility compliance? <input type="checkbox"/> <1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2-3 years <input type="checkbox"/> 3-4 years <input type="checkbox"/> 4+ years		
Usage	Please describe how the end-users will use the product or resource and if it used as part of a learning process, include how. Patrons will use _____ to search for, view, and/or download ebooks and articles for academic use. _____ provides content as full-text HTML, and regular and 'enhanced' PDFs for download.		
In use?	Is this product or resource currently in use at the University? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown or N/A		
Type	What category of information or technology is appropriate for the product or resource? (check all that apply) <input checked="" type="checkbox"/> Web based system or content <input type="checkbox"/> Video or multimedia content <input type="checkbox"/> Hardware (including telecommunication equipment) <input type="checkbox"/> Software or Operating System <input type="checkbox"/> Kiosk or other self-contained, closed products <input type="checkbox"/> Desktop or portable computers <input type="checkbox"/> Other _____		

TEMPLE UNIVERSITY Accessibility Exceptions Request

Required?	Please indicate if the product or resource is required for coursework or job function:	
	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Exception Categories		
<input checked="" type="checkbox"/> Commercial Unavailability (an accessible alternative does not exist commercially)	<input type="checkbox"/> Fundamental Alteration of nature of product or components	
<input type="checkbox"/> Restricted Access (i.e. it is stored in a data center)	<input type="checkbox"/> Undue Burden (making the product accessible would cause significant difficulty or expense to the university, based on resources available to entire university)	
Explain how or why the product or resource meets the exception indicated		
Note: if "commercial unavailability" was chosen as the exception, please list the vendors researched and why they are not an acceptable alternative.		
_____ provides access to a unique combination of ebook and journal titles that are not available from any other resource. _____ has been publishing major scientific, technical, and medical resources since the 19th century, and contains many publications not found in any other database.		
Reasonable Accommodations		
Describe reasonable accommodations which could be made to provide equal and equitable access to either the product or resource, or to an equivalent alternative. Consider users with various disabilities that could not use the product or resource (such as blind/low vision, deaf/hard of hearing, people who can use a computer only via keyboard interface, people who need to use a computer via speech to text software, people who cannot or have difficulty speaking, people who are color blind, people with cognitive issues, etc.) What types of reasonable accommodations could be made for these individuals? (Note: changing the learning objectives of a course is not considered a reasonable accommodation.)		
When requested, library staff can either provide in-person assistance, or download the text-based content and create an accessible PDF to distribute to the patron. Alternatively, when available, library staff can purchase print edition, scan requested content, and create an accessible PDF to distribute to the patron. If visual components of _____ are assigned for a course, the library can assist in finding a more accessible, alternative resource or facilitate communication with DRS to establish an appropriate accommodation. These requests will be processed in a timely manner.		
If text-based _____ content is assigned by faculty as a course reading, the faculty member would need to review his or her selection for accessibility and arrange for any remediation, if needed, at time of entry into Blackboard as a link or entry into the electronic course reserves system as a digital file.		

Date received by the Accessible Technology Compliance Committee

Date _____

Date reviewed by the Accessible Technology Compliance Committee

Date _____

Status: ☐ Approved ☐ Denied ☐ Retracted

Notes: _____

TEMPLE UNIVERSITY Accessibility Exceptions Request

--> Compliance Sheriff scan:

---> Vendor accessibility statement:

--> Language added to license agreement:

--> Exceptions noted on VPAT:

Reasonable Accommodations Statements

When requested, library staff can either provide in-person assistance, or download the text-based content and create an accessible PDF to distribute to the patron. Alternatively, when available, library staff can purchase print edition, scan requested content, and create an accessible PDF to distribute to the patron. If content is assigned by faculty as part of a course, the faculty member would need to review his or her selection for accessibility and arrange for any remediation, if needed, at time of entry into Blackboard as a link or entry into the electronic course reserves system as a digital file.

If audio/visual components are assigned for a course, the library can assist in finding a more accessible, alternative resource or facilitate communication with DRS to establish an appropriate accommodation. These requests will be processed in a timely manner.

Sample executive summary

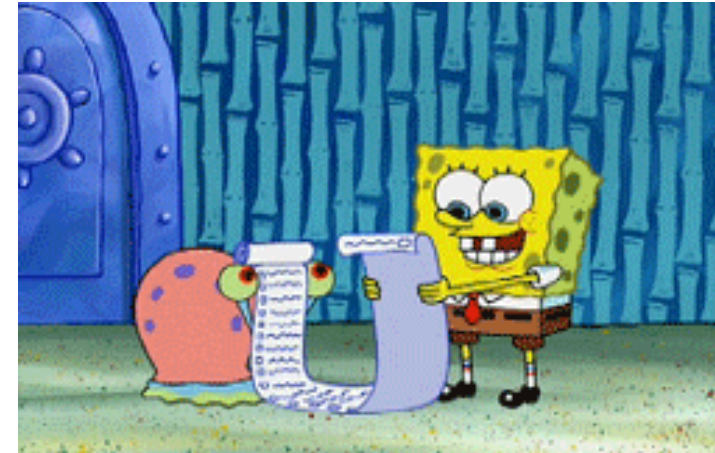
Attached please find the TU Libraries [AER](#) for _____. This is a very large web-based research database of electronic journal and [ebook](#) content that can be accessed by all current Temple students, faculty, and staff. The highlights of the request are:

- _____ contains unique academic [ebook](#) and journal content heavily utilized in science, technology, and medical research and scholarship.
- Possible accessibility issues with this database include:
 - 1) Some content integrated from external sources may have the following accessibility related issues
 - a) Might not have text equivalents for every non-text element
 - b) May contain animated [gifs](#) or markup which causes improper screen flicker
 - c) May contain embedded content requiring an applet or plugin to view/utilize and does not provide a resource for where the necessary applet/plugin can be found
 - 2) Some scripted functionality lacks adequate ARIA attributes to support those screen readers capable of handling dynamic behavior.
 - 3) [Compliance Sheriff scan results](#) (73%)
- The vendor has no formal accessibility [roadmap](#), but has provided an online [statement](#) on their efforts, including the following: "With the launch of _____, we have introduced a new site design. During the design phase particular attention was given to improving accessibility and usability. _____ endeavors to conform to level Double-A of the World Wide Web Consortium (W3C) [Web Content Accessibility Guidelines 2.0](#) and to [section 508 of the US Rehabilitation Act](#). ... The site has been built using code compliant with [W3C](#) standards for HTML and [CSS](#). The site displays correctly in the above browsers. As we develop the site using standards compliant with HTML and [CSS](#), any future browsers will also display correctly. ..."
- In the event that a patron is unable to easily access content from this resource, a library staff member can endeavor to make the following accommodations in a timely manner: download requested content and create an accessible [PDF](#); purchase a print edition, scan the requested content, and create an accessible [PDF](#); provide in-person assistance.
If using _____ is required by faculty as part of a course, the faculty member would need to review his or her required exercises, and arrange for any remediation in advance.

Procedure summary

Example procedure before resource procurement

- Scan interface for compliance issues
- Send initial information request email to vendor
- Collect vendor VPAT, roadmap, and license responses
- Complete Accessibility Exceptions Request / obtain internal approval
- Add information to tracking document or application
- Sign license, pay invoice



Tracking future compliance

- How often are we going to reevaluate a resource?
 - Any time they change the interface?
 - Any time we have a license that needs to be signed?
 - Annually? Every two years?
- If we use Exception Requests, how long will they be valid?
- How will we monitor a vendor's roadmap to compliance?
 - If no remediation or improvements are made, will we continue to subscribe to the resource?



The Future Starts Now!

Additional considerations

- How will this program ultimately impact our collection development decisions? Or not?
- Explaining internally that library resource acquisitions likely differs from software or application license acquisitions
- Testing accessibility on mobile devices
- Resources that might never be fully accessible or have an accessible equivalent: dynamic visualization tools, mapping databases
- Staff-facing resources used for job function

Additional Resources

- [ADA Section 508](#)
- [Web Content Accessibility Guidelines \(WCAG\)](#)
- [Voluntary Product Accessibility Template \(VPAT\)](#)
- [PennState Accessibility](#)
- [California State University Accessible Technology Initiative](#)

Thank you!



Questions?