

# **SPEC Kit 358**

Accessibility and Universal Design  
May 2018

ASSOCIATION  
OF RESEARCH  
LIBRARIES

# **SPEC Kit 358**

Accessibility and Universal Design

May 2018

Carli Spina, Boston College  
Margaret Cohen, Boston College



SPEC Series Editor: Lee Anne George

**Association of Research Libraries**

21 Dupont Circle, NW  
Suite 800  
Washington, DC 20036-1118  
T 202.296.2296  
F 202.872.0884

ARL.org  
pubs@arl.org

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# Table of Contents

## Survey Results

Executive Summary .....	2
Survey Questions and Responses .....	7
Responding Institutions .....	46

## Representative Documents

### Services, Facilities, and Technology

Arizona State University Library	
Disability Services - ASU Library .....	49
Boston College Libraries	
Accessibility .....	51
Accessibility: Adaptive & Assistive Technology .....	52
Accessibility: Read&Write .....	53
Brigham Young University	
University Accessibility Center   Assistive Technology .....	54
University of Calgary	
Student Accessibility Services   Assistive and Adaptive Technology and Services on Campus .....	55
University of California, Irvine Libraries	
Accessibility .....	57
University of Delaware Library	
Disabilities Information for Library Assistance: Library Services for Users with Disabilities .....	59
Florida State University Libraries	
Accessibility at FSU Libraries .....	61
Assistive Technologies .....	62
Materials & Services .....	63
University of Hawai'i at Manoa Library	
Accessibility and Disability .....	64

University of Iowa Libraries	
Assistance for People with Disabilities.....	65
McGill University Library	
Services for People with Disabilities .....	67
University of Maryland Libraries	
Information for People with Disabilities - Parking and Building Access.....	69
Michigan State University Libraries	
Assistive Technology .....	72
University of Minnesota Libraries	
Services to Library Users with Disabilities.....	74
New York Public Library	
Accessibility .....	77
Ohio University Libraries	
Persons with Disabilities .....	78
University of Oregon Libraries	
Diversity and Inclusion at the UO Libraries   Accessibility .....	79
University of Pennsylvania Libraries	
Butler Assistive Technology Room: Butler Home.....	81
Syracuse University Libraries	
Accessibility .....	82
University of Virginia library	
Accessibility Services.....	84
University of Waterloo Library	
Library Accessibility Services   Services and resources .....	87
University of Wisconsin—Madison Libraries	
Disability Services .....	88

## Statements

University of Florida	
Disability Resource Center .....	92
Florida State University	
Student Disability Resource Center.....	93
University of Georgia Libraries	
UGA Libraries Policy on Services to Patrons with Disabilities .....	94
Michigan State University Libraries	
The MSU Libraries' Accessibility Statement.....	95
University of Minnesota	
Accessible U .....	96
University of Waterloo Library	
Library Accessibility Services home .....	97
About Library Accessibility Services .....	98

University of Wisconsin—Madison Libraries	
Accessibility .....	99

**Policies**

University of Hawai'i at Manoa Library	
Americans with Disabilities Act (ADA) Policy Statement .....	101
Michigan State University	
Accessibility   Purchasing Procedures for Electronic Resources .....	102
North Carolina State University	
RUL 02.61.08 – Unassisted Access to D. H. Hill Library .....	103
REG 04.20.05 – Service Animals for Persons with Disabilities .....	105
Pennsylvania State University	
AD69 Accessibility of Electronic and Information Technology.....	109
Pennsylvania State University Libraries	
Policy UL-AD15 Web Accessibility .....	112
University of Wisconsin—Madison	
World Wide Web Accessibility Policy.....	114

**Resources**

University of California, Irvine	
Disability Services Center .....	118
University of Florida Libraries	
Accessibility Advisory Committee for the UF Libraries	
Campus Resources .....	119
Florida State University Libraries	
Accessibility   Resources .....	120
University of Maryland Libraries	
Disability Studies.....	121
Michigan State University Libraries	
Accessible Materials.....	122
Ontario Council of University Libraries	
Accessibility Information Toolkit for Libraries.....	123
Scholars Portal	
ACE (Accessible Content E-Portal) .....	124
Syracuse University Libraries	
Staff Training: Staff Training Resources.....	126
University of Waterloo	
Accessibility for Ontarians with Disabilities Act Toolkit .....	127
University of Wisconsin—Madison	
Disability Resource Guide.....	129
Make-it Accessible.....	130

## Job Descriptions

University of Delaware Library	
Assistive Technology Center Librarian.....	133
University of Florida Libraries	
Accessibility Advisory Committee for the UF Libraries.....	135
Michigan State University Libraries	
Accessibility Coordinator .....	136
Syracuse University	
Inclusion and Accessibility Librarian .....	138
University of Waterloo	
Coordinator, Library Accessibility Services & AODA Advisor.....	141

## Selected Resources

Books, Articles, and Websites.....	148
Tools .....	149

# Survey Results



# Executive Summary

## **Introduction**

Accessibility for individuals with disabilities is an important topic for all libraries. Approximately 20% of the adult population in the US has one or more disability and recent data shows that 11% of undergraduates report having a disability. Libraries, particularly those at research institutions, must understand both the legal requirements that apply to their institutions and the needs of their users. They must consider accessibility as it pertains to physical and online spaces, patrons services, library staff, vendor products, and more. In 2010, when ARL last collected data from member libraries about the services they provided for people with disabilities in SPEC Kit 321: *Services for Users with Disabilities*, all of these areas were significantly different than they are now. This new survey offered an opportunity to explore the shifting nature of accessibility in ARL member institutions and to add to understanding how the concept of universal design is being implemented at these libraries. The survey was conducted between January 3 and February 6, 2018. Sixty-seven of the 125 ARL libraries responded to the survey for a 54% response rate.

Note: In this survey, we used person-first language (such as “a person with disabilities”) rather than identity-first language (such as “a disabled person”) to be consistent with the language used in the ARL Web Accessibility Toolkit as well as SPEC Kit 321. However, we would like to acknowledge that there is an important difference and no consensus within disability communities about which terminology is appropriate or preferred.

## **Staff Assistance with Services**

The majority of respondents indicated that library staff provide a range of services to users, including retrieving books and other materials from the stacks, and assistance with using the catalog and online resources, accessing facilities (such as study rooms), using copy/scan/print services, and operating library equipment. More than half of the respondents demonstrate how to use the library’s assistive technology. A third help users set up their own equipment. At almost every library a user with a disability can approach any service desk to request assistance; a few have a special service desk. At most of the responding institutions users can also make arrangements through another campus department (such as disability services) and request an appointment with a specialist in the library in advance. It is unclear from the survey responses if lack of publicity for available resources limits the use of these services.

## **Accommodations for Library Staff**

The majority of respondents indicated that they provide accommodations for library staff who have disabilities. Most often they accommodate requests for modified furniture and workstations (58

responses, or 88%) or specialized technology such as software and hardware (50 or 76%). Approximately 70 percent of the respondents said they would accommodate staff by creating flexible work schedules if needed. Specialized office spaces and lighting are provided by approximately half of the respondents (38 or 58%). Less frequently requested areas of accommodations include lactation space, sign language interpreters, ergonomic supports (footrests, wrist supports, etc.), and power-assisted doors.

Half of the respondents answered a question about providing accommodations when recruiting potential library staff. Most of them indicated they would provide accommodations if asked and typically rely on candidates to request an accommodation. Some libraries take more proactive approaches, which include providing interview questions ahead of time, providing sign language interpreters, and asking about issues of transportation around campus and between buildings. Other interesting suggestions include making sure interviews were always taking place in an accessible room, asking candidates about dietary restrictions prior to arrival on campus, and notifying the candidate ahead of time about what accommodations are available while they are on campus. One comment seemed to capture the sentiment of many: “We’re not aware of fulfilling any accommodations during a recruiting process, though we would be happy to do so! Which raises the question of how we communicate our willingness to do this...”

### **Publicizing and Coordinating Services**

Publicizing available accessibility services is done primarily through the library website (61 responses, or 94%) and through campus offices that support people with disabilities (60 or 92%). Library instruction, orientations, and social media are less frequently used to advertise the services and materials available for users with disabilities.

Coordinating services for users with disabilities is primarily done by an ADA officer or disabilities coordinator in a central office of the parent organization (49 or 77%). About half of the respondents also reported having a library liaison, coordinator, or other designated person within the library to assist users or work with coordinating the services. Many times this position falls under a public services division or it is a public services staff. Additionally, 40 respondents (62%) indicated that their institution has a cross-departmental committee or group dedicated to addressing accessibility and services for patrons with disabilities.

At 57 institutions (88%), interpreting disability laws is done by an ADA officer/disabilities coordinator in a central office on campus; only 12 respondents (19%) reported that a library staff person would interpret laws.

### **Staff and Training**

Thirty respondents identified a designated staff position that has responsibility for overseeing services for users with disabilities. The titles for these positions most frequently include such terms as accessibility specialist, ADA liaison, coordinator, library inclusion and accessibility librarian, manager, supervisor, or department head. Other positions that incorporate support for users with disabilities have more traditional library titles (i.e., research and instruction librarian, library assistant, etc.) Only seven positions spend more than 25% of their time on disability services and only two of those spend 100% of their allotted time overseeing these services. Most of the positions report to a department head; a few report directly to an associate dean/university librarian.

Ways in which library staff are trained in assisting users with disabilities primarily include webinars, staff attending conferences and acquiring information there, and hands-on training from a coordinator/liaison within the library. When it comes to training for assistive devices, most staff rely on manuals and/or webinars for information.

## **Funding and Budgets**

Funding for purchases of assistive technology (such as software, hardware, and other equipment) comes from a variety of institutional budgets. Respondents indicated (fairly evenly) that funds most often come from the library operating budget, a central institutional disability budget, the library IT budget, and/or a central IT budget. A few respondents reported that funding sometimes comes from gifts, grants, donor funding, and student technology fees. Forty respondents (65%) stated that the library allocates funds for upgrades to hardware and software in the annual budget process. Only nine (20%) allocate funds to staff training pertaining to accessibility on an annual basis. Other respondents indicated that there is no annual allocation for funds but funding is provided as needed or on a case-by-case basis.

## **Library Facilities**

All of the responding libraries are providing patrons some kind of workstation accommodations. Most have some general purpose public workstations that offer assistive technologies. Almost half have multi-person quiet rooms with assistive technology workstations. A number have a specialized space such as a computer lab or assistive technology center to support users who require an accommodation. But more specialized forms of accommodations—such as accessible/height-adjustable scanners, one-person quiet rooms, study carrels with assistive technology workstation, and non-fluorescent lighting—are not as prevalent. At the same time, some institutions have pursued innovative ideas such as circulating additional lighting, providing interpreters at service desks, and making sure there are workstations close to an entrance.

Many respondents commented they are using the built-in versions of assistive technologies that are standard on operating systems. They also have installed software such as JAWS, Kurzweil, Read&Write Gold, but this varies at different libraries across multiple campuses and even within various spaces (i.e., general public workstations versus accessibility labs). Other comments indicate that some libraries offer individual orientations for all self-identified students with a disability and some are providing accessibility software on all circulating laptops, and making available reservable study space/rooms with accessibility technology; or a specialized space that includes additional assistive technology.

When asked how many library spaces, facilities, and service points are accessible to users with disabilities, many respondents referenced building age as an issue that limits accessibility. Several mentioned that they are undergoing renovations and with the new construction will be considering accessibility issues. Stacks accessibility appeared in several comments with one respondent stating the stacks are “horrendously” inaccessible and/or closed and therefore paging services are offered to patrons. Also, some respondents indicated that they have branch libraries or smaller libraries where patrons have to exit the library to use accessible restrooms in other parts of the building. Others commented that this question is hard to answer because some spaces might be accessible for one user while not accessible for another (i.e., door is accessible, but the space inside the room is not).

At 52 of the libraries that have a specialized workspace, a user with a disability can approach a service desk to gain access to it, though the majority are self-service. About a quarter of the libraries issue a key to students who register with disability services. One respondent indicated that information about accessible study rooms and workstations is promoted on digital screens as well as the library website.

## **Specialized Software**

Specialized software remains common in the surveyed libraries, and a majority provide access to both text magnification software and screen readers. The most popular options for text magnification are Adobe Acrobat’s built-in text magnification feature (47 responses, or 73%) and ZoomText (46 or 72%). This represents a significant increase in popularity for Adobe Acrobat since SPEC Kit 321, when only 55% of respondents offered Adobe Acrobat. By far the most popular screen reader is JAWS, which is offered

on at least some workstations at 50 of the responding libraries (83%) or double the number of institutions offering the next most common screen reader, Narrator. Forty respondents (74%) offer Kurzweil as another software option, with two noting in the comments that they offer multiple versions of it. Of the 44 respondents who offered speech recognition software, 36 (82%) offer Dragon Naturally Speaking. In the comments to this question, several respondents also identified built-in speech recognition tools on Microsoft and Apple devices. Many respondents offer access to word prediction and completion software, particularly Kurzweil and Read&Write Gold, as well.

### **Specialized Hardware**

By far the most prevalent type of specialized hardware offered at workstations that have assistive technology is scanners with OCR capabilities, which are offered by 53 institutions (87% of respondents to this question), which is up from 42 institutions (79%) in SPEC Kit 321. The only other types of hardware offered at these workstations by a majority of respondents are speakers and microphones, which are each offered by 40 institutions (66%). Thirty-four respondents (65%) also offer desktop video magnifiers or CCTVs for use by patrons. When asked about other types of specialized equipment that they offer, multiple respondents mentioned tactile printers or 3D printers that could be used to create tactile objects and to print Braille. Interestingly, one institution also offers both white noise generators and full-spectrum lights. Far fewer institutions offer the option to borrow equipment for use outside the library. Only six institutions offer lending of these items through the library and only sixteen offer lending through other departments at their institution. However, 12 respondents did note that they might allow patrons to borrow items under certain circumstances.

The majority of maintenance of library workstation hardware and software is done by library staff, though at about 40% of the responding institutions central IT and central ADA/disabilities staff also offer support for maintenance of hardware and software on library computers, particularly with respect to installation and troubleshooting. Some respondents indicated that they depend on the vendor to assist with maintenance and troubleshoot issues, as well.

### **Web & Online Presence Accessibility**

Web accessibility is an important area for libraries given that so much library content is online, but despite the shared importance, it is clear that institutions take many different, widely divergent approaches to making their online presence accessible. For all types of online content, a significant number of respondents test accessibility only sporadically (53 or 83%), particularly vendor products, video captions, and multimedia content. A significant number also reported that they never check the accessibility of digital displays, social media, and library-created documents. However, some libraries do conduct accessibility tests regularly, particularly in the case of the library's website. Nine respondents test the library's website weekly and 13 test it monthly. A few respondents did note in the comments that they are moving towards workflows that would increase the amount of accessibility testing they do. One respondent also specifically mentioned that the library staff has worked with a visually impaired user to evaluate website accessibility.

Respondents also differ on the criteria they use for web accessibility testing, though a clear majority responded that the criteria they use are level AA conformance to WCAG 2.0 (38 or 67%) and Section 508 compliance (34 or 60%). Respondents use a variety of tools to test web accessibility, with several mentioning that they use more than one tool. WebAIM's WAVE was one popular option mentioned by multiple respondents. Based on responses to other questions in this survey that indicate that many institutions use their websites to advertise services that they provide to individuals with disabilities, it is particularly important that these websites are accessible.

## Universal Design & UDL

Universal design is still an emerging area of focus in libraries. Thirty-five institutions, representing just over half of the respondents, stated that their staff had received training on universal design principles. Of those, twenty-six stated that this training had come from attending events, such as conferences and symposia. Considering universal design principles during projects remains inconsistent; a majority of respondents reported that these principles are only sometimes considered in all settings. However, it is clear from the comments to both these questions and a question about how accessibility is integrated into the institution's collection development policies and procedures that some libraries are incorporating universal design principles into their processes.

Universal Design for Learning (UDL) is still not common in library instruction settings. It is particularly uncommon in for-credit courses taught by library staff and in settings outside of traditional library instruction to incorporate UDL principles. But, even where it is applied, the majority of respondents said that it was only sometimes incorporated into their daily work. Interestingly, video tutorials are the type of instructional setting where Universal Design for Learning is incorporated most frequently. Six respondents said that it is always incorporated into their video tutorials and another 33 said that it is sometimes applied in this setting.

## Conclusion

The results of this survey give insight into how ARL member institutions address accessibility services and what technologies and services they support. By asking for updated information on some of the areas explored in SPEC Kit 321, this survey allowed us to identify how work in this area has changed, best practices that have emerged, and issues that still remain in this arena. Additionally, we expanded on the information gathered in SPEC Kit 321 by including questions related to new areas of interest, including the degree to which libraries have applied the principles of universal design and accessibility in developing their spaces, services, and practices. This updated information can help institutions who are developing their own accessibility practices and benchmarking their work against the work being done at peer institutions.

A few recommendations emerged from the respondents' comments.

- Make sure service desk staff are trained in accessibility issues and related library services as this is the primary point of contact for users with disabilities.
- Develop strong relationships with offices/departments on campus who serve students with disabilities; collaborate as needed.
- Advertise available services through all mediums in various locations on campus.
- When recruiting candidates, consider what you provide to candidates (questions prior to interview, questions about dietary restrictions, information on any transportation options); this sends the message that "We care about accessibility issues."
- Make sure to offer a mix of spaces (individual and group) that are accessible and offer assistive technologies (for example, carrel spaces).
- Be proactive; consider what you are not doing and think about how you can identify and respond to unmet needs, such as involving patrons with disabilities in ongoing user experience testing and other decision making activities.
- Consider what assistive technologies and other tools/devices you can lend. This can range from loaning out laptops with assistive software to offering the options to check out specialized equipment such as lights and accessible hardware.

# Survey Questions and Responses

The SPEC Survey on Accessibility and Universal Design was designed by **Carli Spina**, Head Librarian for Assessment & Outreach, Boston College, and **Margaret Cohen**, Head Librarian, Educational Initiatives & Research Services, at Boston College. These results are based on responses from 67 of the 125 ARL member libraries (54%) by the deadline of February 6, 2018. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

In 2010, when ARL last collected data from member libraries about the services they provided for people with disabilities, the landscape in which these services were provided was much different. Since that time, institutional support for people with disabilities has continued to grow in importance at many institutions, assistive technologies have continued to develop, and electronic access to library materials has continued to increase. At the same time, issues of physical access persist, particularly at institutions with older facilities, and online resources and vendor practices continue to vary in their level of compliance with accessibility standards. Given the importance of supporting the needs of all patrons and staff regardless of their need for accommodation, there is a need to continually assess this topic.

This survey seeks to better understand how ARL member libraries are meeting the accessibility needs of users and staff and to provide a resource for those attempting to develop best practices for their own institutions. The survey includes questions regarding support for assistive technologies in libraries, services provided to people with disabilities, staffing and training for these services, evaluation of resources, and institutional policies and procedures in this area. It also includes questions on Universal Design, an approach to design that makes spaces and services more inclusive of all, regardless of their needs. The answers to this survey will allow us to determine areas where progress has been made and better understand where libraries diverge in their approaches to providing services. It will also offer guidance for institutions that are interested in reworking their own approach to accessibility.

For the purposes of this survey the following definitions may be helpful:

**Accessibility Standards** refers to any legal standards in your jurisdiction (such as the Americans with Disabilities Act) and/or policies set by your parent institution.

**Assistive Technology** is “any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” (Assistive Technology Act of 1998 §3(a)(3))

**Universal Design** “is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” ([Centre for Excellence in Universal Design](#))

**Universal Design for Learning** “is a set of principles for curriculum development that give all individuals equal opportunities to learn.” ([National Center on Universal Design for Learning](#))

**Note:** In this survey, we have decided to use person-first language (such as “a person with disabilities”) rather than identity-first language (such as “a disabled person”) to be consistent with the language used in the ARL Web Accessibility Toolkit as well as SPEC Kit 321: Services for Users with Disabilities. However, we would like to acknowledge that there is an important difference and no consensus within disability communities about which terminology is appropriate or preferred.

## STAFF ASSISTANCE WITH SERVICES

### 1. Please indicate which of the following services your library staff provides assistance with for users with disabilities. Check all that apply. N=67

Retrieve books and other library materials from the stacks	64	96%
Search catalog and online resources	61	91%
Access to facilities (i.e., stacks, study rooms, restrooms, etc.)	60	90%
Copy/scan/print library materials	58	87%
Operate library equipment (microform machines, 3D printers, etc.)	55	82%
Demonstrate the use of assistive technology	38	57%
Set up personal equipment for use in the library	22	33%
Other service(s)	26	39%

### Please briefly describe any other service(s) your library provides assistance with for users with disabilities. N=26

Assistance with planning a visit, help ordering large print and specialized formats via interlibrary loan, events accommodations

Captioning library tutorial videos, optimizing the website as it is being created.

Convert print to electronic via ACE (OCUL service): <http://guides.scholarsportal.info/aceportal>; caption videos that are shown in class

Create alternate format course materials (e.g., textbooks, not library materials)

Deliver materials to our SDRC.

Events accommodations. Note regarding search catalog and online resources: HathiTrust access and downloads

Extended renewals. Help accessing accessible materials in HathiTrust.

For the services above, we would provide such assistance to anyone, so they are not marketed directly as services for those with a disability.

Generalized IT support, specifically, persistent wifi configuration

I am not sure of the frequency these things happen, but I do understand that the employees will provide as much customer service as possible.

Issuing access “tokens” for provincial shared repository of alternate format texts.

Obtaining alternate format materials.

Our service points can provide some of these services on an ad hoc basis, but we have not designed those service points to provide them consistently during peak periods.

## Proxy services

Referrals to Accessibility and Disability Services Office, Assistive Technology Lab, and Counseling Center

Staff will offer assistance to complete the request in keeping with departmental services for extended assistance (such as consultations, returning at a later time for completed work, etc.) Staff will apprise users about campus assistance resources as appropriate, specifically the Kokua Program (office for students with disabilities).

The Libraries has an assistive technology center (room) for users with disabilities to use assistive tech, remediation service (we will make inaccessible electronic materials from our collection—journal articles, ebooks, etc.—accessible and provide them to users). Check out authorization (users with disabilities can have designated person/people check out materials on their behalf).

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building so we make referrals there as well.

We also have a library representative on the institution's Accessibility Committee.

We are a HathiTrust partner and participate in the HathiTrust Print Disabilities Access program (<https://www.hathitrust.org/accessibility>).

We assist with finding study spaces conducive to needs. We help with campus resources (how to report and lack of accessibility on campus). We convert library materials to accessible formats. We assist with navigating campus.

We have an Adaptive Technology Centre (ATC) for students registered with the campus AccessAbility Services office. We provide all new students with an orientation/tour of the space as well as the services provided through Library Accessibility Services. The ATC provides an open quiet study area with seven seats, as well as two study rooms for individuals for up to two people that can be booked online. In the ATC we also have lockers available for day use, as well as term loan if approved as an accommodation. In addition to providing research assistance in the ATC for students, I also do office hours at AccessAbility Services to assist students. We also provide alternate format for print library resources through Scholar's Portal Accessible Content ePortal (ACE).

We have an assistive technology room available.

We have the equipment and space but the use of adaptive software is overseen by Student Accessibility Services at the university.

We work with our student accessibility services department to provide complementary support services to students with disabilities. This also includes housing and maintaining the campus assistive tech lab, providing access to distraction-reduced and closed-door study space, loaning equipment such as smart pens on a “try before you buy” basis, research support, and locker loans.

When working with institutional repository as publisher: provide faculty/students/staff involved in projects option to publish in accessible friendly formats. In process: creating workflows for accessible formats (IR) for submission and ad hoc requests. Project in process: conversion of ILL requests and course reserves to accessible formats.

## 2. How does a person with a disability request staff assistance in the library? Check all that apply.

N=67

Approach any service desk	64	96%
Coordinate assistance through another department (such as Disability Services)	58	87%
Request an appointment with a specialist by phone	54	81%



Request an appointment with a specialist by e-mail	54	81%
Contact library administration	32	48%
Request an appointment with a specialist online	24	36%
Request an appointment with a specialist by text message	15	23%
Approach a special service desk	11	16%
Other method(s)	16	24%

**Please describe the other way(s) people with disabilities obtain staff assistance in the library. N=16**

Chat

Contact library administration for events accommodations.

Contact the Libraries' accessibility coordinator, contact the Libraries' accessibility working group, contact library liaison to disability services office, contact assistive technology center email/staff.

Each branch at the Libraries has an "Accessibility Liaison."

Go to or contact the Assistive Technology Lab (ATLab) directly if they are registered. Registered users have key card access to the ATLab.

Library referrals are received from the campus AccessAbility office. The coordinator then provides orientation to new students to introduce the Adaptive Technology Centre as well as services available through Library Accessibility Services.

Referrals from community agencies

Register with the library; there's an online form.

Request assistance or appointment by chat.

Request assistance using chat or LibAnswers.

Request for disability assistance may come out during course of other request (in person, phone, or email) to a librarian.

Request may be made by instructor on behalf of their student.

Similar to other patrons. For the Kokua Program students complete an intake form and request an intake appointment.

The library administration is often the director of the professional libraries. The library "specialist" is the Student Engagement and Outreach Librarian who has training in the area but does not consider herself a true "specialist." She usually helps coordinate between the user and different areas in the library/campus.

The person may contact a library staff member directly via email.

Web forms

**ACCOMMODATIONS FOR LIBRARY STAFF**

**3. Please indicate which of the following accommodations you have provided for library staff members with disabilities. Check all that apply. N=66**

Adjustable furniture and/or workstations	58	88%
Specialized technology and computer hardware	50	76%

Flexible work schedules	48	73%
Specialized software	45	68%
Specialized office spaces (i.e., private office, access to natural light, wheelchair accessible spaces)	38	58%
Specialized lighting (i.e., non-fluorescent lighting)	35	53%
Other accommodation(s)	21	32%

**Please describe the other types of accommodations you have provided for library staff members with disabilities. N=21**

A place to rest is provided; telecommuting.

A redistribution of work within a team when there is a work restriction.

A scooter to accommodate outreach to locations across campus.

Alternate format if needed.

Automatic door openers to staff areas, that are not required as a matter of course by our building code.

Foot rest, moveable tray-stations for keyboard that are attached to the desk, monitor stands, and a private room for those who are nursing, or may need to rest due to back issues. For a librarian who was deaf, we have provided sign language interpreters for certain meetings and special technology to assist with telephone calls.

Full ergonomic and environmental reviews carried out by the office of Environmental Health and Radiation Safety.

Hearing services such as signers for meetings

If the Office of Inclusion, Diversity and Equal Opportunity brings an accommodation request to library administration attention, these requests will also be honored. Also, all accommodation requests will filter through the Office of Inclusion, Diversity and Equal Opportunity to ensure consistency across campus.

Lactation space

Mobility scooter; in the past: auto-opening door

Provided a laptop and the opportunity to work from home.

Provided headphones, earpieces, hand grabber devices, dust masks as accommodations.

Re: flexible work schedules, we have never been asked for this but would be able to accommodate.

Recently embedded strobe light alarms for a deaf employee in various rooms that this employee uses.

Sign language interpreter for hearing impaired faculty

Staff members are evaluated by an ergonomics team and provided with any recommended accommodations. This can include special chairs, wrist supports, footstools, or other accommodations as required.

Telework, compressed work schedules, voice recognition software, interpreters, screen readers

We do not have any recent cases where staff have requested accommodation, but if we did, we would make reasonable accommodations as needed.

We have installed power-assisted internal doors. While the university provides disability van service, we have arranged for security staff to assist wheelchair-bound employee to get from parking lot drop off to inside of building.

Written procedures (step-by-step)/desk manuals. Reconfigured staff entrance and doors to staff areas to be wheelchair accessible and automated door openers.

**4. Please briefly describe any accommodations you have provided during the course of recruiting and/or interviewing potential library staff (i.e., TTY, providing interview questions in advance, etc.) N=33**

Accommodation of dietary restrictions, providing the ability to sit during a presentation, provided frequent breaks in interview schedules.

Accommodations are offered but have not been requested to be provided.

Cannot speak to specific interviews, but if any requests are made, we accommodate.

Conducted a Skype interview on account of a temporary disability

Customized for individual candidates based on their limitation, e.g., back injury.

For interviewing accommodations, we provide questions in advance, as well as off-site and remote interviewing options with assistance from campus HR.

In recent history, to our knowledge, applicants have not requested specific accommodations during the recruitment efforts of vacant library positions. However, all applicants that proceed with an interview (Skype, in-person, or other) are informed of the interview process through the best means of communication they indicate in the application, allowing the applicant adequate time to request an accommodation.

Interview questions that were provided to candidates in print were brailled for one candidate with a visual impairment. There may have been other accommodations provided to position interviewees that I'm not aware of.

Interviews always held in an accessible room. Only received one request in the past three years for an interviewee to use a computer to complete part of a written test during an interview.

None have been requested within recent memory.

None that have been noted.

Notifying the public about the availability of accommodations during interview process. Providing candidates with interview questions during the interview.

Provided sign language interpreter for interview.

Providing interview questions in advance.

Providing interview questions in advance. We have a statement in the job description about notifying us if an applicant needs an accommodation.

Sign language interpreter (two responses)

Sign language interpreter for hearing impaired faculty

This is not within my purview. If requests for accommodations during recruitment have been requested, they would be provided by the library's HR department.

Transportation around campus, between buildings

Transportation services

TTY

We are happy to make any accommodations necessary. For example, we had a candidate with mobility issues so we made adjustments to the schedule and in transportation arrangements.

We have conducted virtual as opposed to in-person interview. Other accommodations haven't been requested but we would certainly be willing to make accommodations as needed.

We have never had requests for accommodations.

We have not done these.

We have twice paid for the services of interpreters for faculty candidates who were deaf or hearing impaired. We hire two interpreters who trade off interpreting for the all-day interview.

We haven't encountered an applicant or candidate that requested special accommodation other than virtual interview.

We largely rely on self-disclosure.

We provide the prompt in advance to candidates, both verbally and in writing. We don't typically provide interview questions in advance.

We routinely ask if accommodations are needed but have none have been requested other than dietary restrictions.

We're not aware of fulfilling any accommodations during a recruiting process, though we would be happy to do so! Which raises the question of how we communicate our willingness to do this, so thank you for making us consider this!

We have not had the opportunity to recruit candidates in this category recently but we would be able to provide TTY or other assisted technology or methods if needed.

## LIBRARY FACILITIES

### 5. Please indicate which of the following workstation accommodations your library provides for users with disabilities. Check all that apply. N=66

Accessible/height-adjustable workstation(s)	58	88%
Assistive technology on general purpose public workstation(s) (i.e., workstation(s) are multi-purpose)	44	67%
Assistive technology on workstation(s) in a multi-person quiet room or other separate workspace	31	47%
Dedicated assistive technology workstation(s) in public areas	29	44%
Accessible/height-adjustable scanners	28	42%
Assistive technology on workstation(s) in a one-person quiet room or other separate workspace	22	33%
Assistive technology on workstation(s) in special study carrels	10	15%
Workstation with non-fluorescent lighting	8	12%
Other workstation accommodation(s)	23	35%

### Please briefly describe the other workstation accommodation(s). N=23

Adaptive equipment lab with total of 20 computers with assistive software, quiet study room with 15 study carrels, five bookable individual rooms

All university supported personal computer loads have Read & Write Gold and Zoom Text.

It should be noted that the above are primarily a part of the Accessibility Lab, which is in the library but not of the library. It is maintained by the university's Accessibility Center.

## Knox Center

Learning Technologies Laboratory, which is a mix of general and specialized workstations for collaborations and accommodation.

Library is under renovation, and more accommodations will be available after completion.

Note regarding assistive technology on workstation(s) in a one-person quiet room or other separate workspace: The university's Assistive Technology Center is located in the main library.

Our data/power infrastructure is robust enough to support users who bring in their own devices set up as they need them.

Private assigned workspace (for academic session): BYOD with wireless network access; bookable BYOD spaces (for more than one person)

Specialized audio/visual hardware is available for use/check out at various libraries.

Study carrel space adjusted for wheel chairs; dedicated assistive tech lab/room.

Sufficient clear space is provided at accessible workstations to accommodate users needs. All of the Libraries public access (non-staff) workstations are managed by campus IT, so we are unable to provide information regarding assistive technology available to our users.

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building and they have specialized services and spaces.

The Libraries also circulates additional lighting.

The university information technology unit will provide screen reading software upon request.

We have a list of assistive software available at workstations in braille. We also have tabletop fans. We have adjustable lighting.

We have interpretypes at the front desks.

We have provided staff space when quiet space was required in one of our libraries that does not have one-person quiet room (most study rooms are not sound proof so Dragon software picked up conversation coming from adjacent room). The one-person and multi-person quiet rooms with assistive tech space is provided by the library but technology is provided by Services for Students with Disabilities (SSD)

We have the Adaptive Technology Centre (ATC) that is for students registered with the AccessAbility office. It is a public area, and we don't have students sign/swipe in to enter the room. We also have ergonomic chairs at all the stations in the ATC. The quiet study rooms have dimmable lighting.

We place technology where it is needed, upon request.

Within all our public computing pools, we provide access to computers on motorized, height-adjustable tables with "yield use to persons in wheelchairs" signs on them. These aren't assistive technology workstations but they have Jaws and Zoomtext installed on them, like all our public computers.

Workstation proximity, i.e., close to entrance

Workstations in quiet rooms

**6. Please indicate how many workstations and spaces in your library have assistive technology. An approximate number is acceptable. N=59**

Workstation/Space	Minimum	Maximum	Mean	Median	Std Dev	N
General public workstations	0	1700	175.31	97.00	288.39	48
Dedicated private workstations	0	335	11.90	2.00	52.56	40
Study carrels	0	10	2.17	0.50	3.31	24
Quiet rooms	0	100	6.22	1.00	18.95	36

**Other physical location N=6**

At service desk

Reserveable study rooms

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building and they have specialized services and spaces.

Twelve group study rooms are available by reservation to all students, located in the Learning Commons.

Two study rooms are ADA compliant.

Upon request, space can and has been made available.

**Please briefly describe any relevant information about these workstations and/or spaces. N=35**

Again, the items noted above are all part of the Accessibility Lab, and the 10 in each are essentially the same thing and have a multi-purpose use.

All incoming, self-identified users with disabilities are provided with individual orientations to the library's facilities, including workstations, early in the fall term. Transfer students, students with new or temporary disabilities, etc. are introduced as requested. Upon request we make changes based on individual's need, e.g., less light, task lighting, etc.

All of our general public workstations have some assistive software installed as part of their generic images. The adjustable height workstations we provide are in our public area. We have no private dedicated workstations or workstations in our quiet study spaces or carrels. Those spaces are BYO.

All of the libraries' public access (non-staff) workstations are managed by campus IT, so we are unable to provide information regarding assistive technology available to our users.

All our library's public computers have Jaws and Zoomtext installed on them. I'm not aware of any staff members who are assistive tech users at the moment, so the two computers listed here belong to my co-worker and me. Our assistive tech lab includes nine computers in study carrels with a full range of assistive technology installed on them. Finally, one computer that uses the same image as our lab computers is located in a closed-door private study room.

All public PCs have Jaws. Private/dedicated ones have other accessibility software/hardware.

All public workstations and checkout laptops have Kurzweil.

Assistive technologies that are available as part of the standard Microsoft or Apple operating systems are available on all computers. To qualify the above numbers: we have two adjustable workstations that are open to the public. The main college library has two group study rooms that are ADA compliant (this does not include ALL of the university libraries). All carrels are adjustable as needed for ADA compliance.

It is very hard to give an estimate, this number changes from branch to branch and location to location. Lab is card swipe, access is granted upon registration with SDRC (Student Disability Resource Center). Microsoft (Windows 8 and 10) and MAC OS have built-in assistive technology.

Older assistive technologies were removed as they were superseded by built-in functionality on general workstations. Software is available by request.

On all of our computers we have various assistive technology installed.

One dedicated room (not on a quiet floor).

Public workstations in all library locations are managed by central IT and include assistive technology software.

Public workstations include accessibility software. Private workstations include sit/stand desks, monitor accommodations, and accessibility software.

Read & Write Gold is on all general public workstations. More kinds of assistive technology are available on the dedicated private workstations.

Reservable assistive technology room/carrel that may also serve as a study space

The ATLab is available only to registered users and is not available all the time the library is open.

Registered users have key card access to the ATLab. The ATLab, while located in the main library, is not administered by the library; it is a part of the campus Accessibility and Disability Services.

The computer labs that are in the larger libraries on campus have general public workstations that all include JAWS, MAagic, and Kurzweil 3000. There is one full-service private accessibility room that needs a key to access that has a suite of adaptive technology, hardware, and software available. Librarians are available to assist or train on the equipment in this room. There are five other libraries that have assistive or adaptive technology that you can check out with an ID and use in any one of the study rooms that are reservable for anyone on campus. There are a variety of other private and study and quiet rooms, but likely less than ten, that have a variety of different accommodations (examples: Zoom, height adjustable desks, more spacious desks, etc.)

The extra software on these public computers is Read & Write Gold v11.

The facility has a standard, public workstation available at a wheelchair accessible desk with Kurzweil software and hardware installed. A separate CCTV is available.

The general public workstations are campus computer lab computers, which all have some assistive tech on them. The five spaces in the quiet room are in the library's assistive technology center and feature either a PC or a desk with some kind of assistive tech at the desk. The five computers in the assistive tech room have much more assistive tech than the general public workstations.

The general public workstations are on adjustable desks and have access to some accessibility software. The quiet rooms are in the libraries but hardware and software (and assistance) provided by SSD.

The Lab offers four individual study rooms (Rooms A, B, C, and D), one large room with eleven computers (Room E), and one room without computers (Room K) for laptop use or silent study. There is also one individual study room available in the Sound and Moving Image Library, also on the first floor of Scott Library. The lab has accessible computers and scanners with accessibility software including: JAWS, Kurzweil 3000, Read & Write Gold, Dragon Naturally Speaking, Inspiration, and ZoomText. Individual study rooms may be booked online at Adaptive Lab Room Booking.

The private workstations and quiet rooms with assistive technology are in the ATC. The university has a site license for Kurzweil on all the library computer stations.

The space in the library compliments the main campus Disability Resource Center’s services and resources. The library in which the private workstations are located has many more service hours than the main campus DRC office offers.

These numbers reflect Mac OS Accessibility and Windows workstations with JAWS.

This workstation has a variety of accessibility software to meet users’ needs.

We did have several dedicated private workstations in our Education Library and the plan is to include four in this facility.

We have bookable rooms in many libraries that provide opportunity for quiet space and/or conversation with an aide/assistant/notetaker/reader.

We have installed access to our JAWS software on all 96 laptops that may be checked out from the various libraries.

We have one dedicated computer in each of three libraries that has assistive technologies. We also have one application in a video chat room.

We have workstations on the first floor of the main library.

We put different setups at different libraries at multiple campuses.

**7. On a scale of 1 to 5 where 1 equals none and five equals all, please indicate how many of the spaces, facilities, and service points in your library are accessible to users with disabilities. N=66**

Space/Facility/Service Point	None	One	Several	Most	All	N
Service desks	0	5	11	28	22	66
Library classrooms	0	1	9	19	36	65
Restrooms	0	1	20	22	22	65
Drinking fountains	0	0	24	22	19	65
Study carrels	6	1	23	25	10	65
Computer terminals	1	2	26	29	7	65
Group study spaces	1	2	14	25	22	64
Staff meeting spaces	0	0	10	33	21	64
Shared tables/desks	1	0	22	31	10	64
Individual seats or desks	2	2	22	32	6	64
Means of egress/automatic doors	0	2	23	21	18	64
Consultation spaces	0	1	15	20	27	63
Stacks	6	1	22	26	8	63
Total number of respondents	15	14	54	64	49	66

**Comments N=18**

All library entrance doors are automatic doors.

As we have renovated or remodeled spaces, we have ensured they are accessible to users with disabilities.

Entrances with multiple doors always have one set of doors on an operator.

For our study carrels, the more precise answer is that our open carrels are ALL accessible; for the ones that are enclosed, SEVERAL are accessible.



For restroom answer: one men’s and one women’s restroom have automatic doors.

It’s hard to answer this question accurately. For instance, the doors to our library staff meeting spaces, which often double as classrooms, mostly have levered handles, are 36” wide, and don’t require a lot of force to open or close. So, they’re accessible to most users. However, they don’t have automatic door openers and very little of the furniture in them is motorized height-adjustable. So, they’re accessible to most—but not all—users. For the purposes of this question, does that make them accessible or inaccessible? I have the same issue for shared tables, etc.

Many of our smaller departmental libraries do not contain restrooms or water fountains, but accessible restrooms and water fountains are available in the buildings the libraries reside in. One of our departmental libraries is currently undergoing renovations that include creating an accessible service desk and an additional accessible emergency egress.

Most instruction rooms have one adjustable table.

One branch is historically protected space and cannot be made fully ADA compliant, especially in stacks areas. We use staff to provide access and retrieve materials.

Our main library was designed in 1929 to be a closed stack library, and our stacks are horrendously inaccessible. We have plans to correct this, but it has a big price tag and we are looking for the funds.

Per ADA requirements

This is difficult to average between a variety of libraries on campus. Also, some places or stations are accessible in one way (have assistive technology), but might be behind a door that is inaccessible, so it is difficult to answer accurately.

This question is difficult to answer because it varies depending on what kind of disability is being considered—someone with dyslexia vs someone with significant hearing loss vs someone in a wheelchair. For example, all of our service desks are accessible to patrons with dyslexia and those with hearing loss (and so on), but patrons using wheelchairs will find one service desk is at an accessible height for them.

Undergoing renovation, and all new construction will be accessible.

Unsure of what seating criteria are. Automatic doors leading to all exits, but not all fire exits. 1950’s building is an artifact of something we can’t do anything about.

We have a variety of library settings—from one library in a building that is being completely renovated and will be ADA-compliant throughout, to one library in a building from the early 1900s that is extremely difficult to navigate for people with mobility issues due to size and age of the only elevator in the building. This elevator cannot be replaced as current elevators are too big for the space.

While none of our stacks are accessible, we do offer paging services for all materials.

While users in wheelchairs do use our carrels and computer terminals, they are not adjustable height.

**8. How does a person with a disability obtain access to specialized workspace in the library? Check all that apply. N=65**

Approach any service desk	47	72%
Self service; signage points users to the specialized workstations/spaces	32	49%
Submit an online reservation for special workspace/equipment	15	23%
Registered users with disabilities are issued a key to locked workspace	14	22%
Approach a special service desk	13	20%
Other method(s)	22	34%

**Please briefly describe the other way(s) users with disabilities obtain access to specialized workspace in the library. N=22**

Contact accessibility librarian.

Contact us by phone, email, or text.

Coordinated through central disability support office.

Individuals contact campus disability services.

OSD provides unique password for accessible workstations housed in the libraries.

Registered users at our Disability Resource Center (DRC) are granted swipe card access. This is an “opt in” process via the DRC.

Registered users may reserve time and check out a key to access the assistive technology room.

Students can use study rooms in the ATC on a drop-in basis or reserve the room for four hours per day in advance. There is Kurzweil on all library computers, as well as height adjustable tables on certain floors of the library. This information is promoted on digital screens, as well as library website.

Students who are registered with our Student Accessibility Services department are provided with access to an online calendar for booking closed-door private study space. SAS-registered students are able to use our AT/quiet study lab on a drop-in basis.

The key to the study room with equipment is only available at the science library check out desk.

The only specialized space reported so far has been assigning a carrel to a blind graduate student in one library so she might have her reader with her in the carrel. This allowed the student self-service access to the reserved carrel.

The special service desk is the reference desk. We oversee the room.

The special service desk, online reservation system, and keys are managed by the university’s Accessibility Center in the Accessibility Lab.

Upon request to the university’s Center for Students with Disabilities.

Users who are blind tend to call ahead. We don’t make users register. Our spaces are kept open when the library is open. Staff at general info desk will assist if disability resource staff are not available.

We are here to provide equitable access to the full range of library services, resources, and facilities for students, faculty, and staff. Students access services through contacting Counseling and Disability Services. Faculty and staff access services through contacting the Employee Well Being office for a referral.

We do not have any dedicated spaces for disabled persons.

We do not provide specialized workspaces within the library.

We have made accommodations for students upon request.

We make referrals to the campus Disability Services office and the Assistive Technology and Accessibility Center, both located in the library building.

We sometimes receive requests through the Disabilities Office on behalf of a student(s).

While a user could approach any service desk for help with any access issues, depending on the issue, we may need to reach out to the university’s Office of Accessibility Services for guidance. Not all staff are trained on the services and accommodations available.

## SPECIALIZED SOFTWARE

9. What specialized software is available on any of the workstations that have assistive technology?  
Check all that apply. N=65

### Text Magnification N=64

Adobe Acrobat (full version)	47	73%
Zoom Text (magnifier and reader)	46	72%
Magnifier (Microsoft Accessibility Accessories)	39	61%
MAGic	12	19%
Magnifying Glass Pro	2	3%
Other software	18	28%

### Please specify the other text magnification software. N=17

All Windows OS have a built-in magnifier.

Apple Zoom

Apple's OS 10.12 offers Zoom (not referred to as "Zoom Text," but possibly the same as what is meant above?) for magnification. The public computing areas we support are largely iMacs running on OS 10.12 with some Windows 10 stations. We also have iMacs running on 10.13 in our MediaLab. Both Apple and Windows have extensive assistive technology available by the operating system.

Braille embosser and Braille translator

ClaroPDFProo

Dragon Naturally Speaking

JAWS, Dragon Naturally Speaking, FS Reader

JAWS, Kurzweil 3000, Read and Write Gold, Dragon Naturally Speaking, and Inspiration

Kurzweil 1000

Kurzweil 3000; JAWS

Mac OS Accessibility; Ease of Access Center (Windows)

Macintosh accessibility accessories

Optelec Clear View 500 CCTV (video magnifier)

Read & Write Gold v11

Topaz CCTV, Hi-Def Desktop

Zoom (Apple)

Zoom Text, magnifier only; magnification options in Mac OSX

### Screen Readers N=60

JAWS	50	83%
Narrator (Microsoft Accessibility Accessories)	25	42%
ZoomText with speech	23	38%
Voice Over	16	27%

ReadPlease (Microsoft Accessibility Accessories)	13	22%
NVDA	10	17%
MAGic with speech	9	15%
Voice Dream	3	5%
Other software	15	25%

**Please specify the other screen reader software. N=14**

Apple has a text-to-speech application with OS 10.12.

Audio graphing calculator

Dragon Naturally Speaking

FSReader, ClaroRead

Fusion, Mathtype

Kurzweil

Kurzweil 1000, Kurzweil 300, Natural Reader

Kurzweil 3000; campus-wide licenses to SensusAccess

Mac OS Accessibility; Ease of Access Center; FS Reader

Natural Reader text-to-speech software; TextAloud 3.0 text-to-speech software

Natural Reader Text To Speech

Read & Write Gold

Read & Write Gold v11

Windows 7 built-in accessibility features

**Scanning Systems N=54**

Kurzweil	40	74%
ABBY Fine Reader	13	24%
Open Book (OCR)	11	20%
Other scanning system	20	37%

**Please specify the other scanning system(s). N=19**

Adobe Acrobat DC and Omnipage

BookEye KIC scanner has OCR capabilities.

Bookeye scanners in public areas do OCR.

Bookeye scanners with OCR

Both Kurzweil 1000 and 3000 on several computers; Kurzweil Firefly access provided by Center for Students with Disabilities.

Capture Perfect used by Canon high-speed scanners.

Duxbury Translation Software

HP scanners with OCR software

Image Access Bookeyes

KIC Bookeye v.4  
 Kurzweil 1000  
 LVI Magnifier and OCR Reader  
 Mac OS Accessibility; Ease of Access Center  
 None of these, but can be provided if requested.  
 Nuance Omnipage, Duxbury Braille Translator  
 Read & Write Gold, Kurzweil 1000 & 3000  
 Scan capabilities in Read & Write  
 Smartvision Synergy  
 Zeta Scanner

**Speech Recognition N=44**

Dragon Naturally Speaking	36	82%
Apple speech to text app	15	34%
Other software	8	18%

**Please specify the other speech recognition software. N=7**

Dragon for Mac  
 Mac OS Accessibility; Ease of Access Center  
 Microsoft built in  
 Microsoft on Windows 10 has speech-to-text available.  
 Sonocent Audio Notetaker  
 Windows speech recognition (two responses)

**Accessibility Accessories package N=22**

Microsoft Accessibility Accessories package	21	95%
Premier Accessibility Accessories package	1	5%

**Word Prediction and Completion N=46**

Kurzweil 3000	36	78%
Read & Write Gold	20	44%
Inspiration	7	15%
Don Johnston's SOLO	0	0%
Other software	9	20%

**Please specify the other word prediction/completion software. N=7**

The vast majority of software is available in one-person and multi-person rooms (SSD).  
 Mindview 6  
 None of these, but can be provided if requested.

Only available on loanable laptops.

Unrelated to word prediction and completion, we also Duxbury (for our Brailier).

We have additional software, Read & Write, installed on two iMacs whose desks are height adjustable.

WordQ word prediction software

## SPECIALIZED HARDWARE AND OTHER EQUIPMENT

### 10. What specialized hardware is available on or for use with any of the workstations that have assistive technology? Check all that apply. N=61

Scanners (with OCR)	53	87%
Speakers	40	66%
Microphones	40	66%
Augmented keyboard (e.g., one-handed, large keys, small keys, etc.)	26	43%
Noise reduction headphones	24	39%
Motor trackball mouse	16	26%
eReader devices and tablets	11	18%
Braille terminal display	6	10%
Joystick	3	5%
Automatic page turners	1	2%
Wands and sticks	0	0%
Vocal labels for keyboard	0	0%
Light signals for computer sounds	0	0%
Other hardware	22	36%

### Please specify the other hardware that is available for users with disabilities. N=21

1 scanner

5 Topaz Desktop magnifiers; 2 Sapphire Portable video magnifiers

Bierley handheld electronic magnifier

Bone conduction headphones

Braille printer available at service desk

Clearview Print Magnification device. Adaptive workstations meet required height and reach requirements ensuring unobstructed access to equipment, controls, peripherals, and ports for those in wheelchair. Adaptive workstations have large 23-inch monitors.

Desktop Video magnifies or CCTV

Foot mouse

Foot pedal mouse

Headphones

Livescribe 3 scanning pens; USB headset

Moveable arms on monitors, adjustable desks. Most of the hardware is based on requests.

PEARL camera, Da Vinci Pro HD/OCR, cassette player for older audio books, media conversion soft-/ hardware

Public workstations have only a headphone jack.

Sorenson video relay services workstation

Standard headphones

The AccessAbility Services office, separately funded by government, has some of these in their computer lab.

There are plans to upgrade our iPads to the iOS 10 in order to install the Microsoft Seeing AI app that will allow users to scan and read pages from the print titles on our shelves.

This would be managed by the campus office.

Touchpad mouse, videophone

Vertically oriented mice

**11. What other specialized equipment is available in the library for users with disabilities? Check all that apply. N=52**

Desktop Video magnifier or CCTV	34	65%
Digital voice recorder	23	44%
Small Magnifier (pocket/portable)	21	40%
Large Magnifier	17	33%
Braille Printer and/or Braille Typewriter	16	31%
Braille embosser	14	27%
Refreshable Braille Display/Braille personal digital assistant (e.g., Braille Sense)	5	10%
Other equipment	14	27%

**Please specify the other specialized equipment that is available for users with disabilities. N=14**

2Fuse raised-line creation (tactile imagery), white noise generators, happy lights full-spectrum lights

3-D printer (can be used to print Braille)

3-D tactile campus map for visually impaired

Captioning of video is available through the Student Disability Access Office.

Headphones and headsets with microphones are available for check out.

Headphones, speech recognition kit

Noise-cancelling headphones; high-speed scanners with universal accessibility features (KIC Bookeye v.4)

Note regarding braille printer and/or braille typewriter: located physically in main library.

SARA Scanning & Reading Appliance, motorized scooter

Smartpens, Trekker Breese GPS, Victor Reader Stream, Sorenson VRS System

Tactile printer

Telex Scholar DAISY & Learning Ally (was previously called RFB&D) compatible audio book CD player, 4-track tape player, telephone, typewriter, trackball mouse, and adaptive keyboards

This would be managed by the campus office.

Videophone, VRC and monitor

**12. Some institutions make specialized equipment such as Braille printers available for their community members to borrow. Can users borrow specialized hardware and equipment owned by your institution? N=62**

Yes, from the library	6	10%
Yes, from another department	16	26%
No	36	58%
Under certain circumstances	12	19%

**Please briefly explain those circumstances. N=12**

As I said above, the library loans items such as smart pens, digital recorders, and tablets so that students can try them before they buy them. We don't loan our Braille embosser but we will do small print jobs for campus members.

FM systems to enhance sound for those with hearing impairment.

If possible, this would most likely be arranged by our Student Disability Access Center (non-library office).

Items can be borrowed from the university's Disability Services Department.

Note regarding Yes, from another department: but located in the main library.

Portable CCTV for classroom use

Portable CCTV magnifier (for particular students)

Students are supported by campus-wide office of Services for Students with Disabilities. They will provide software and hardware to registered users.

The Accessibility Lab is dedicated to university students with disabilities. Those students may check out some equipment to take with them. Those from the community may use some of the equipment while in the lab if it is not busy, but they may not check out any equipment; preference for equipment is given to the students.

They may use the assistive technology room by request - community & alumni.

UbiDuo 2: The UbiDuo allows individuals to chat in real time on wireless machines. Pocketalker PRO: personal amplification device that can be used to improve hearing. Simeon Soundfield: A sound field is a portable device that amplifies a person's voice. The Simeon 500WU Duo model that the library has allows for two presenters to be able to broadcast over the sound system at once. The above equipment is available for users to borrow at the circulation desk. The AccessAbility department on campus has an Adaptive Equipment Loan program and loans digital recorders, FM listening systems, visual alert system, light therapy lamps, Live-scribe pens, software license for Kurzweil 3000.

We can and do lend hardware on occasion to other departments in the university.



## SELECTING AND PUBLICIZING SERVICES

### 13. How does your library decide which services and technologies to provide for users with disabilities? Check all that apply. N=65

Responds to requests by users	56	86%
Campus or governmental ADA/disabilities office mandates which services and technologies to provide	36	55%
Library coordinator recommends; administration makes decisions	29	45%
Institutional recommendation	22	34%
Gifts; donations for specific items	16	25%
Library committee/task force makes decisions	14	22%
Library coordinator makes decisions	12	19%
Surveys patrons	9	14%
Other process	14	22%

#### Please briefly describe the other decision process. N=14

A campus center for students with disabilities advises and recommends purchases and services, but final decisions about resources and services provided are made by the library.

Any services would be coordinated through the appropriate campus partner offices.

Campus disability services office manages/helps manage the computers in the library's assistive tech. center, so they make some decisions about software/technologies.

Library committees make recommendations; administration makes decisions.

Library works with campus office for patrons with disabilities.

Recommendation from institutional office of Student Disability Services

Some decisions are made at the central IT level.

Student Disability Access Center (non-library university office) makes requests on behalf of students with accommodations.

Suggestions from patrons that come through staff at service points.

The university's Accessibility Plan outlines areas of compliance with the Accessibility for Ontarians with Disabilities Act (AODA) issued by the Ontario government. Library services are part of this plan.

We collaborate with our Student Accessibility Services unit on campus to determine what tools and resources are required and what is appropriate to offer in our libraries.

We have an Assistive Technologies Department.

Work with campus DRC to make sure Libraries are meeting needs of students (library committee).

Participate on IT Education Information Technology Accessibility Committee.

Works with Kokua Program, campus disability office.

**14. How does your library publicize or make accessibility services known to potential users? Check all that apply. N=65**

Library website	61	94%
Through campus office that supports people with disabilities	60	92%
Referrals	38	59%
Signs in the library	34	52%
Through library instruction or orientation sessions	24	37%
Brochures or flyers	15	23%
Social media	4	6%
Through governmental office that supports people with disabilities	0	0%
Other method(s), please briefly describe.	9	14%

**Please briefly describe the other method(s) the library uses to publicize these services to potential users. N=9**

- Campus Accessibility Outreach Fair; Veterans' Student Success Center Open House
- In person introductions on campus
- Library workshops
- Map
- Since hiring an accessibility librarian, various disability-related campus organizations have shared awareness of, or attention to access issues.
- Through a campus-wide fair sponsored by Information Technologies.
- Through a library newsletter.
- Through the Campus Accessibility and Disability website.
- Word of mouth

**COORDINATING SERVICES**

**15. Who in the organization has responsibility for coordinating support for persons with disabilities? Check all that apply. N=64**

An ADA officer or disabilities coordinator in a central disabilities unit or office on campus/ in the parent organization	49	77%
An ADA or disabilities coordinator or other designated person in the library	30	47%
Other position	22	34%

**Please identify the other position that has responsibility for coordinating support for persons with disabilities. N=22**

- Two offices within the broader institution, Student Disability Services (registered student support) and Office of Equity and Diversity (staff and physical building access)
- A staff member in the library serves as liaison to our central disabilities unit.
- Accessibility Advisory Committee: each member is the accessibility liaison in their own branch or department.

Accessibility Specialist (library position); Assistive Technology Coordinator (part of other unit but operates space in library); individual librarians or staff working with patrons with a disability will support and make referrals as necessary.

An accessibility specialist in campus IT unit

An accessibility steering committee that coordinates the work of a number of campus subcommittees focusing on accessibility in the context of documents, the web, and the library. The campus accessibility officer attends all subcommittee meetings and works with the steering committee to ensure that our campus meets deadlines set by our provincial accessibility legislation.

HR Specialist, Associate Dean for Administrative Services

In Ontario, Canada, the legislation is known as AODA: Accessibility for Ontarians with Disabilities Act (2005).

Liaison to the Student Disability Service Office

Liaisons are generally first point of contact; HR director contacted if necessary.

Librarian: accessibility and inclusion librarian (not the same as above). ILL/CR accommodations require the individual to be registered.

Library administration in collaboration with Public Services Division

Library services coordinator and Users Services and Resource Sharing staff work with the ATLab Coordinator to improve services.

No formal appointment. Responsibilities are distributed across units (e.g., Employee Resources, Web Public Services, and Subject Liaisons). The Libraries' Service Design Lab coordinates some efforts. Diversity Committee also initiates activities.

Public Services staff who work in the reading room

Support is part of existing positions, based on user needs, e.g., Web Usability, User Services, Facilities Manager.

The Library Diversity Committee addresses accessibility at times, as needed.

There are occasions where a disabled student will have a relationship with a staff member and will look to that individual as a support/coordinator within the library.

There is an Accessibility Team in the library with representation across different areas (e.g., front-line service, teaching, facilities, recruitment, communication, etc.)

There is no single person tasked with coordinating support. This is likely to change in the near future, but for now this role is shared by about three people.

User Experience Librarian

We coordinate support through a variety of people in a variety of positions. In the near future, there will be a designated ADA coordinator in the Libraries (part of a current librarian's position) specifically, as well as a new hire on campus.

**16. Does your institution have a cross-department committee or group on accessibility? N=65**

Yes	40	62%
No	25	38%

**17. If the library employs a designated person to oversee services for users with disabilities, please provide the position title, an approximate percentage of the time this person spends coordinating services, and the title of the person to whom the coordinator reports. N=30**

Position Title:	Time	Reports to:
Accessibility and Access Services Specialist	.50 × 2 staff = 1FTE	Department Head, Access and Information Services
Accessibility Specialist	10% or less	Manager within Learning and Teaching division of the library
ADA Liaison for the General Library System	10%	Associate University Librarian for Public Services
Administrative Coordinator	<5%	Director of Administration
Chief Strategist for Student Success	2%	Associate Director for Materials Management
Circulation and Reserves Supervisor	4 hours per month	Head of Access Services
Community Outreach Librarian; Postdoctoral Fellow for Accessibility	20%; 80%	Associate University Librarian for User Services and Resource Management
Coordinator for Disability Services	100%	Head of Access Services
Coordinator for Services for Users with Disabilities		Head Librarian, Teaching and Learning Services
Coordinator of Services for Patrons with Disabilities	25%	Associate Dean for Public Services
Coordinator, Library Accessibility Services & AODA Advisor	80%	Head, Information Services & Resources
Diversity, Campus Partners and HR Development Team Leader		Associate Director, Public Engagement and Administrative Services
Combined position: Head of Access Services and Library Accessibility Services (primarily for provision of content)		Associate Dean, Information Services
Head, Media & Accessibility	15%	Director, Arts & Science Library
Head of Access Services	2.5%	Associate Dean, Library Information Systems & Access
Inclusion & Accessibility Librarian	75 ~ 90%	Associate Dean, Undergraduate Education and Librarian Personnel Administrator
Information Services Manager/User Experience	5%	Director of Access & Information Services
Information Specialist	5%	Director, Learner Support and Engagement Services
Student Success Librarian		Head, Learning Commons
Liaison to the Student Disability Service Office	5%	
Libraries' Accessibility Coordinator	75%	Senior Associate Director
Library Assistant	2%	Head of Reference
Library Instructor	<5%	Director, Teaching & Learning
Manager, Library Accessibility Services	60%	Head, Discovery and Access

Position Title:	Time	Reports to:
Operation Supervisor of Library Disability Services	40 hours per week	Associate University Librarian for Collection Services and Analysis
Reference & Instructional Services Librarian	1%	Head of Reference & Instructional Services
Research and Instruction Librarian	10%	Head of Research and Instruction Department
Social Work and Digital Library Technologies Librarian	10%	Associate Dean for Learning, Research and Engagement
Subject Librarian for Education	1 week/year	Head of User Services
User Experience Librarian	Less than 5%	Head of Research Services

**18. Who has responsibility for interpreting applicable disabilities laws for library staff? Check all that apply. N=65**

An ADA officer/disabilities coordinator in a central disabilities unit/office on campus/ in the parent organization	57	88%
Organization counsel or legal unit	27	42%
An ADA officer/disabilities coordinator or other designated person in the library	12	19%
Outside counsel or legal unit	7	11%
Outside consultant	0	0%
Other position	8	12%

**Please specify the other position that has responsibility for interpreting applicable disabilities laws. N=8**

- Above, in coordination with university Wellbeing Office
- Affirmative Action Office
- Campus AODA specialist
- Diversity and Accessibility Officer
- In our case, an AODA officer
- Institutional counsel/legal unit
- Manager of Student Accessibility Services, Library Accessibility Working Group
- We consult with the AccessibleNU office (formerly the Office of Services for Students with Disabilities).

**TRAINING FOR LIBRARY SERVICE PROVIDERS**

**19. How do library staff members receive training about assisting users with disabilities and how to use the available assistive technology? Check all that apply. N=63**

Training Method	Assisting Users	Using Assistive Technology	N
Webinars	30	23	35
Manuals	16	29	34
Hands-on training from coordinator(s) within the library	25	19	30

Training Method	Assisting Users	Using Assistive Technology	N
Staff go to library conferences and get information there	28	16	30
Send staff to occasional workshops	24	14	29
Hands-on training from other campus staff	21	19	27
Hands-on training from coordinator(s) from the parent institution	18	15	23
Staff are entirely self trained	21	19	22
Hands-on training from IT staff	5	18	18
Online courses	13	13	17
Staff go to accessibility conferences and get information there	13	11	14
Outside consultants brought in for training	4	4	7
Send staff out to formal training program	4	5	7
Vendor training	1	6	6
Other training method	7	5	8
Total number of respondents	59	52	63

**If you selected “Other training method” for assisting users, please briefly describe it. N=7**

An ASL professor gave a workshop on best practices for interacting with deaf patrons.

Library staff don't directly provide services, it is done through Student Accessibility Services. Library Accessibility Services provides content and book retrievals only.

Meetings of committees that oversee shared services for alternate format production and dissemination.

The Assistive Technologies Department has trained personnel. They are not library employees.

Training toolkit for library staff on Library Accessibility Services website provides resources and training videos.

Video tutorials

We are really working on this part. We don't have any formal training program in place, so all of the above training would be pursued voluntarily. We work with the university's Office of Accessibility Services. Staff may also pursue webinars or training from professional organizations on their own, or attend sessions at conferences.

**If you selected “Other training method” for using assistive technology, please briefly describe it.**

N=5

Additional training on assistive tech and assisting users is available by request for library units or on a consulting basis for individual staff.

The Assistive Technologies Department has trained personnel. They are not library employees.

The campus Disability Resource Center is the primary provider of training to the university community for use of assistive technology (rather than the university libraries).

Video tutorials

We have no formal training in place to train staff on using assistive technology in the library. However, some may have pursued training on their own or contacted the Office of Accessibility Services.

## ASSISTIVE TECHNOLOGY FUNDING AND SUPPORT

20. Please identify which units' budgets provide funding for purchasing assistive technology software, hardware, and equipment that is available in the library. Check all that apply. N=63

Funding Source	Software	Hardware	Other equipment	N
Library operating budget	25	28	33	38
Central ADA/disabilities budget	23	20	19	27
Library IT budget	21	23	13	25
Central IT budget	21	14	7	23
Library ADA/disabilities budget	1	1	1	1
Other funding source	11	11	15	15
Total number of respondents	62	61	54	63

If you selected "Other funding source" for software, please identify it. N=11

Charitable gifts from university staff and external foundations

Donor funding

Endowment funding dedicated to support for students with disabilities

Foundation grants

Gifts

In 2004, the Ross and Doris Dixon Charitable foundation was created to assist with purchasing equipment and furnishings that enhance the library's services to persons with disabilities. Fund is used to purchase new software, licenses, furniture for the Adaptive Technology Centre.

Our Students' Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Specialized donor fund

Student tech fee funding

Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities.

If you selected "Other funding source" for hardware, please identify it. N=11

Donor funding

Endowment funding dedicated to support for students with disabilities

Foundation grants

Gifts

Grant money from Hewlett Packard and Steelcase

Our Students' Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Ross and Doris Dixon Charitable foundation

Specialized donor fund  
Student tech fee funding  
Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities

**If you selected “Other funding source” for other equipment, please identify it. N=15**

Charitable gifts from university staff and external foundations  
Donor funding; grant from College of Medicine for equipment in dedicated workspace  
Endowment funding dedicated to support for students with disabilities  
For example, we recently received grant funding for adjustable-height desks.

Foundation grants  
Gift from Women in Philanthropy for microfilm scanner

Gifts  
Our Students’ Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Ross and Doris Dixon Charitable foundation

Specialized donor fund  
Student tech fee funding  
Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities

University Technology Fee Grant

We have received gifts/endowments for other equipment in our Adaptive Technologies office.

Additional comments N=3

Library pays for captioning of library videos. Central ADA office pays for OCR, additional captioning, and sign language interpretation.

“Other equipment” needs cover library staff only/staff accommodations.

We haven’t purchased anything recently, but in the past it came from the library’s operating budget.

**21. For which of the following does your library allocate budget funds on an annual basis? Check all that apply. N=44**

Upgrades to hardware or software	30	65%
Specialized software	21	46%
Accessible furniture and fixtures	18	39%
Renovations to address accessibility issues	18	39%
Accessible materials	15	33%
Assistive devices	11	24%



Staff training pertaining to accessibility	9	20%
Other accessibility-related item(s)	8	18%

**Please briefly describe the other accessibility-related item(s).** N=8

Accessibility Awareness programs

Captioning, material remediation

Library budget for accessible furniture, fixtures, renovations, etc. is provided when needed—not a specific annual budget item. SSD has their own budget.

No allocation annually. We come up with ad hoc funds when needed and make upgrades as part of our normal refresh cycles.

Only as needed. Funds are allocated broadly but can be used to purchase assistive/adaptive tools and resources.

Software and hardware are funded through library IT’s general services and supplies budget.

Software development for spaces, infrastructural changes (case-by-case), space review, accessibility services from vendors

We check for accessibility in our licenses for electronic material. We have accessible furniture and fixtures and have a commitment to accessibility when addressing the life cycle needs of our furniture and fixtures.

**22. Please identify who has responsibility for maintaining the library workstation hardware and software and other equipment. Check all that apply.** N=65

Maintenance Category	Central ADA/ disabilities staff	Central IT staff	Library ADA/ disabilities coordinator	Library staff	Other staff category	N
Installing software and upgrades	10	26	2	45	1	65
Troubleshooting software	14	26	10	44	2	64
Installing hardware	7	27	1	44	1	65
Servicing hardware	8	27	1	44	2	64
Installing other equipment	9	19	1	40	5	59
Servicing other equipment	9	18	1	35	5	55
Total number of respondents	15	30	10	49	5	65

**If you selected “Other staff category” for installing or troubleshooting software, please identify it.** N=2

Library IT (two responses)

**If you selected “Other staff category” for installing or servicing hardware, please identify it.** N=1

Sorenson installs and maintains the Sorenson video relay services unit.

**If you selected “Other staff category” for installing or servicing other equipment, please identify it.** N=4

Library IT staff

Sorenson installs and maintains the Sorenson video relay services unit.

Vendors (two responses)

**Additional Comment N=1**

Note that Central ADA/disabilities staff handle needs in the ATLab only. Library staff handle maintenance in the libraries only (which excludes the ATLab).

**ACCESSIBILITY OF LIBRARY'S ONLINE PRESENCE**

**23. Please indicate who is responsible for the accessibility of your library's online presence. Check all that apply. N=66**

Staff Category	Website	Social media	Online classes	Research guides	N
Library staff	62	55	29	64	66
Central IT staff	18	4	17	2	29
Institution-wide disability services staff	4	1	5	1	8
Other staff category	2	2	6	1	9
Total number of respondents	66	58	46	65	66

**Please identify the other staff who have responsibility for maintaining the accessibility of your library's online presence. N=9**

**Website N=2**

External vendors

Staff in the university's communications department are responsible for developing the web templates and ensuring they adhere to web accessibility standards.

**Social Media N=2**

Central campus communications

The people who run the social media sites are responsible for checking the accessibility of those sites.

**Online Courses N=4**

Center for Teaching Excellence staff

Liaisons [also research guides]

Office of Distance Learning

Technical Support Specialist for Operations insures that recordings of events and programs posted online are accessible.

**Additional Comments N=4**

E-resources are being evaluated for accessibility as licenses are renewed by campus Information Communication Technology group.

Libraries Web Editor

We coordinate with the central IT Accessibility office for manual accessibility testing.

Web Services: Discovery Services Team

**24. How frequently does your institution test and check the accessibility of the following library resources? N=64**

Resource Category	Weekly	Monthly	Biannually	Annually	Sporadically	Never	N
Library website	9	13	3	8	27	2	62
Databases and other online/ electronic vendor products	2	2	0	6	34	14	58
Digital displays managed by library staff	2	2	1	2	27	24	58
Video captions	4	5	1	6	32	9	57
MultiMedia (i.e., video, audio, tutorials, etc.)	5	3	4	5	30	9	56
Library social media	4	3	0	2	28	19	56
Library created documents (i.e., handouts, presentations, etc.)	2	2	3	4	27	17	55
Total number of respondents	13	16	7	15	53	35	64

**Comments N=26**

Accessibility testing is a part of the regular workflow for creating pages and sites.

According to the recommendations of the Libraries Working Group, they are meant to provide an “annual review of our accommodations,” although it is not clear if all of the above mentioned categories are part of that assessment.

All new electronic resources go through process of review.

All websites are checked thoroughly when developed. After that, everything is checked sporadically.

At this time, we do not have a reliable method to alert those staff who check accessibility that resources have been added to our collection.

Captioning, website are checked on an ongoing basis.

For the above resources, accessibility would be considered at the time of creation, but isn’t necessarily being tested and checked afterwards. For our library WCMS page, we rely on campus IT for the ongoing accessibility checks as the content editor requires that content be entered in an accessible manner. For other third party applications (i.e., SFX pages, Primo) we do some checks and report any problems to the vendors to make changes where able.

For videos and library created tutorials, we caption as we create.

For website: we do monthly audits, but it’s not for every single webpage/site at the Libraries. For databases/e-resources: we deal with accessibility on a weekly basis but again, we don’t check ALL.

Main campus IT tests/checks our website regularly; I just don’t know how often it is done.

New materials are tested as they are created. Existing materials are tested monthly.

One library was interviewing a blind student on library web page accessibility. When the library added information about HathiTrust access for individuals with print disabilities, we worked with a blind student to determine the best workflow for requests.

Plan to monitor website accessibility with new CMS.

Some parts of our site are checked quarterly.

The Libraries will be moving to a more regular check once we have access to SiteImprove. For now, we check as new content is added.

The library does check to see if vendors are self-reporting compliance with web accessibility laws.

The library website, and library-generated media are centrally controlled. This means that the content is vetted for accessibility before it can be posted. Multimedia content in our catalogue and e-reserve is made accessible upon request. While we provide document accessibility training to library staff, we don't enforce document accessibility regulations on the content they produce.

The university has a site license with SiteImprove, as website review service that includes accessibility reviews as part of its routine procedures. In general, any other materials produced or acquired by the library that may involve accessibility features does not get tested beyond the initial purchase or creation.

There is no centralized group to verifies that these resources are being checked on a regular basis.

This is really reviewed more on an as-needed basis rather than on a fixed annual schedule.

This question is difficult to answer as we generally test all new web content/development, multimedia, etc. at the time of creation, or consider during purchase in the case of film, etc. We also periodically review websites and pages as we discover issues. In terms of regular review of existing content, there is generally no known regular check.

This is undergoing change. We are putting in workflows to check new content before publishing and spot checking updated content on a frequent quarterly basis.

We are about to embark on a website refresh, and our historical website is harder to evaluate. We have plans to employ a tool that will verify accessibility daily.

We assume vendors are checking their own products for compliance.

We have a plan to focus more on making our website accessible and compliant with standards set by the university.

We look for accessibility when we acquire resources and we caption our videos, but we don't go back and test them.

**25. Some institutions integrate accessibility procedures into their collection development policies and procedures. Has your institution integrated accessibility into your collection development policy or procedures? N=64**

Yes	21	33%
No	43	67%

**Please comment on reasons for this approach. N=31**

**Answered Yes N=17**

Because we have an inclusive/universal design approach to services and because acquiring accessible materials is more sustainable than remediation.

For large database purchases only

For new products, we investigate accessibility and for videos we attempt to ensure that captions exist.

Have begun via availability of BTAA standardized accessibility language in e-resource licenses.

Institutional initiative for diversity & inclusion to help pressure change. Also purchase e-books on request as a fast means to accommodate patrons.

It is part of our attempts to meet the research, teaching, and learning needs of our users.

Look at VPATs.

Process of purchasing new e-resources involves evaluation for accessibility by campus Information Communication Technology group.

The Big Ten Academic Alliance will attempt to insert this language into consortial licenses and its member libraries may ask vendors to accept this language for their institutions' individual agreements. The intent is to urge vendors to make improvements in their products to ensure that persons with disabilities can access their valuable material, not only to avoid risk, but also to promote access to information and education for all: 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 2.0 AA (<http://www.w3.org/WAI/guid-tech.html>). Licensor shall ensure that product maintenance and upgrades are implemented in a manner that does not compromise product accessibility. Licensor shall provide to Licensee a current, accurate completed Voluntary Product Accessibility Template (VPAT) to demonstrate compliance with the federal Section 508 standards (<https://www.itic.org/policy/accessibility>). If the product does not comply, the Licensor shall adapt the Licensed Materials in a timely manner and at no cost to the Licensee in order to comply with applicable law.

The library's collection development manual doesn't mention accessibility specifically, but we're planning to add pertinent language. In practice, we consider the accessibility of materials (e.g., preferring captioned audiovisuals) in selection and acquisition activities. In our History of Medicine Division, accessibility is part of the acquisitions procedure. The division is committed to meeting requirements for section 508 for content in the digital collections. If items aren't accessible, we make it accessible by captioning and transcribing them. The division offers audio description upon request. Finally, we provide contextual metadata for all content in NLM Digital Collections.

To document the accessibility of electronic resources that the library licenses, and to hold vendors accountable for providing accessible electronic resources.

We are currently revamping our formal collection development policies, and accessibility will be included among criteria.

We are speaking with vendors about accessibility of their products, e.g., providing closed captioning (or allowing us to have it created).

We attempt to insert this requirement into our license agreements with vendors whenever possible.

We collaborate with provincial and national consortia in purchasing/licensing our e-resources. Accessibility is a pre-requisite for every license.

We inquire and get the vendors official stance on accessibility and what they plan to do in the future to improve.

We want to influence e-resource vendors and improve ally! We also want ALL library users to access the information we pay lots of money for. Collection procedures will be emailed as a document, but we ask for ally info (VPATs, WCAG 2.0 documentation), ask vendors for ally staff/team contact info, ask to insert ally license language, and sometimes do testing/report results back to vendors.

**Answered No N=14**

I did not receive a timely staff response to this question. However, our university is currently evaluating our procurement processes campus-wide for accessibility, and I expect this initiative to impact acquisitions and collection development policies.

I think we're heading in the direction of trying to develop accessibility expectations into our collection development policies and procedures. However, we have to balance accessibility concerns with ensuring that the disciplines we support have the scholarly resources they need to be competitive in their respective fields.

Institution has new procurement rules regarding accessibility of purchases. The libraries acquisitions fall outside of that workflow.

No official policy, but we include accessibility language in licenses when possible.

Staff not currently trained.

The Libraries Accessibility Working Group recommended integrating a statement on accessibility into the collection development policy.

This is a developing area for us. We participate in the Big Ten Academic Alliance's initiative to develop standard license language regarding accessibility for database purchases and renewals.

We are currently developing a process for integrating accessibility procedures into our acquisitions process.

We are currently discussing a project to review and revise all collection development policies and procedures so this may be addressed as part of that.

We are in the midst of adding a statement but it is not yet in place.

We are just starting to incorporate accessibility requirements into our collection development policies and procedures. Has been done sporadically in the past.

We do not have a formal collection development policy.

We don't actually refer to it in our collection development statement. The statement is general in scope and doesn't allow for a lot of detail.

We have not integrated accessibility procedures into our collection development policy. That information is provided under accessibility services.

**26. Which, if any, of the following criteria does your library use for web accessibility testing? Check all that apply. N=57**

Level AA Conformance to WCAG 2.0	38	67%
Section 508 Compliance	34	60%
Institution standards	30	53%
Level A Conformance to WCAG 2.0	21	37%
Level AAA Conformance to WCAG 2.0	7	12%
Other criteria	14	25%

**Please briefly describe the other criteria. N=14**

Accessibility for Ontarians with Disabilities Act (AODA)

<http://accessibility.arl.org/standards-best-practices/#technical-standards>

Level AAA are tested and corrected but are not top priority.

Most probably WCAG also, I just don't know which level.

Our web content and User Experience designers check the ADA-related criteria based on institutional web. Proper alt text in html code; making sure color alone is not used to convey info; color contrast;

descriptive link text; proper use of header tags; video captions/subtitles; short, descriptive image and file names

SiteImprove beginning Spring 2018.

Wave, Total Validator, AInspector, NUDA

WCAG 2.0, but do not know the level.

We aim for conformance with WCAG 2.0 Level AA, and incorporate some criteria from WCAG 2.0 Level AAA and WCAG 2.1 for internal testing.

We are currently undertaking a university-wide program on accessibility testing. New university guidelines are under construction.

We do automated testing against WCAG 2.0 AA criteria and have an Assistive Technology specialist conduct manual testing as well.

We follow the university guidelines for web accessibility, which state that we comply with WCAG 2.0 AA level with the goal of achieving AAA level where possible.

We use the wave accessibility tool, which includes guidelines from Section 508 and WCAG 2.

Web accessibility testing is conducted at the campus level.

**27. Please list any tools your library uses for web accessibility testing. N=34**

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

AMP, Chrome Development Tools, Springshare and other link checkers, Chrome Vox, various screen readers

Browser-based accessibility plugins (e.g., WAVE, aXE), Deque WorldSpace Comply, Adobe Accessibility Checker, Microsoft Accessibility Checker

ComplianceShare (via central IT), Webaim.org

FAC, WAVE, AInspector, Jaws, NVDA, VoiceOver

<https://www.w3.org/WAI/ER/tools>, web style edit

Manual testing, WAVE tool, Lighthouse (Google), 3rd party tracking/testing/manual check

PA11Y & Accessibility Checker

SiteImprove

SiteImprove

SiteImprove, WAVE (web accessibility evaluation tool)

SortSite (three responses)

W3C HTML validator, AEE core, Geo Metric

W3C WCAG 2.0 AA standards; Wave tool by webaim; TAW Accessibility report. We used a combination of automated and manual testing to fill out a template provided by the W3C WCAG. We did an Accessibility Audit as part of our discovery process from our new redesign website.

WAVE, aXe

WAVE Web Accessibility Tool (seven responses)

WAVE Web Accessibility Tool ([wave.webaim.org](http://wave.webaim.org)), Canadian Government Standard on Web Accessibility (<https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=23601>)

WAVE, aXe, Deque products (WorldSpace, Attest), manual testing, screen readers, voice recognition software, color contrast checkers

WAVE, Developer Tools

WAVE, FAE UNL ChromDevTools, aXe, Totally, Funkify, NoCoffee

WAVE, paciello colour contrast analyzer, NVDA (mostly), JAWS (not as much), manual/look at code, Adobe Acrobat PDF checker

Wave, Web Sheriff

Wave, WebAIM Color Contrast Checker

WAVE: Web Accessibility Evaluation Tool, Web Developer Toolbar, WebAIM Contrast Checker, JAWS Screen Reader (although not recently), Checklists provided by our institution (based on WCAG 2.0 standards)

WC3 accessibility checker

Web Content Accessibility Guidelines 2.0, automated testers (WebAIM WAVE, A Checker), manual testing (i.e., testing for keyboard access), screen readers (NVDA, Chromevox), colour contrast checkers (i.e., WCAG contrast checker, Snook.ca), user testing

## UNIVERSAL DESIGN

### 28. Has library staff received training on Universal Design principles? N=64

Yes	35	55%
No	29	45%

#### If yes, who provided the training? Check all that apply. N=35

Attendance at conferences, symposia, etc.	26	74%
Our parent institution	12	34%
An outside training provider	9	26%
Other provider	12	34%

#### Please specify the other provider of training on Universal Design principles. N=12

A workshop was presented by external subject experts.

Architectural firm working on library renovation. Not specifically formal training, but information is provided throughout the renovation process.

Librarian who is trained/well versed in UDL.

Library and Office of Disability Services staff

Library staff committees

Library staff experts

Library staff in the Accessibility and Learning Technologies working group

Only library staff and faculty who attend some conferences that may have topics on universal design principles.



Previous employer/institution  
 Staff led training  
 State construction office  
 Webinars

**29. Please indicate if your library has implemented Universal Design principles in any of the following areas. Check all that apply. N=53**

Implementation Area	Always	Sometimes	Never	N
Building and renovation projects	16	28	7	51
Space redesign work	17	27	8	52
Furniture and fittings selection	12	33	6	51
Service design	8	32	10	50
UD principle implementation in another area	2	15	12	29
Total number of respondents	19	42	15	53

**If your library has implemented Universal Design principles in another area, please briefly describe it. N=8**

Content development, online services, publishing

Instruction (UD for learning)

Meet ADA requirements

Most of the space design work is done by a campus design office, not the library. However, I believe that the items listed above are considered by this office regarding UDL/ADA.

Service design: online principles applied to digital objects, research guides + tutorials, consultations, teaching practices (learning styles). For virtual reference, there's been emotional intelligence training.

Staff work areas: ergonomic set-ups

UDL in instructional spaces and other areas. The university follows the International Building Code for capital projects, all of which are also reviewed with the Office of Disability Services.

While library staff may not be fully versed in this, we work closely with various units in Facilities Management on campus (most of the design work is done by them) and they apply universal design principles.

**30. Please indicate if your library has applied Universal Design for Learning (UDL) principles in any of the following settings. Check all that apply. N=55**

Setting	Always	Sometimes	Never	N
For-credit classes taught by library staff	1	17	28	46
Non-credit classes taught by library staff	2	30	21	53
Informal training settings (i.e., workshops, orientations, etc.)	1	34	18	53
Online videos and/or tutorials	6	33	13	52
UDL principle applied in another setting	0	12	16	28
Total number of respondents	7	43	31	55

**If your library has applied Universal Design for Learning principles in another setting, please briefly describe it. N=3**

A new Instructional Design Librarian has been hired, and has plans to apply UD in more contexts in the future.

Reference desk and consultations, as providing an extra monitor for the user.

Research consultations

## **ADDITIONAL COMMENTS**

**31. Please enter any additional information about accessibility services at your library that may assist the authors in accurately analyzing the results of this survey. N=22**

Access and Equity Services (AES) is guided by Saskatchewan's Human Rights legislation and the duty to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. This campus-wide service is the first point of contact for students with disabilities, and the library partners with AES to support these students.

Again, our libraries span the gamut from really old buildings with barriers to mobility, to much newer buildings and one library that's being renovated as we speak. Accessibility is an issue that has come up in both these situations. The position of Librarian for Inclusion Initiatives is very new, and combines all areas of inclusion—not only accessibility. This SPEC survey will actually help with talking about how the library wants to approach accessibility in its future endeavors.

For question #8: Is this regarding staff or just users? There is coordination support on different levels. We observed that there were no questions regarding service animals, campus partners, office hours in the SDRC, low tech assistive versus high assistive technologies, and neurodiverse populations.

For question 10, we have answered for all library workstations. Library staff is not responsible for any aspect of the computers or equipment with assistive technology.

Our library has been undergoing a redesign of our disability services. Most of our software had expired, thus at the time of this survey we still have very little specialized software in place. This survey has been helpful in pointing out other areas we need to consider. Thank you!

Our new renovations will be including more accessibility features. Staff are becoming more familiar with the importance of accessibility for students, staff, and faculty.

Our User Experience Librarian is currently involved with a campus-wide committee focusing on electronic and information technology accessibility. The group plans on introducing a campus-wide accessibility policy. Our library system has plans to form its own accessibility committee in order to become compliant and stay compliant with the policy. We anticipate that we will make many changes toward accessibility in the near future, including making sure our libraries' website is compliant with WCAG 2.0 Level AA accessibility standards. I would like to mention that our submission reflects all our libraries in our system (our main library, our medical school library, and nine departmental libraries).

The Assistive Technology Lab, while located inside the main library, is a service under the campus Accessibility and Disability Services. It is not administered by the Libraries. The ATLab/library relationship is covered under an MOU. ATLab services are available only to users registered with the campus ADS; it is not open to all library users. The library has an ATLab/Library Liaison Group and an ATLab/Library Liaison Network.

The campus IT Usability Lab for accessibility testing is co-located in the library. Library staff are participating in the special interest group for FOLIO on accessibility.

The Libraries and our disability services are HathiTrust proxies, which means we can get in-copyright materials from HathiTrust to university users with print disabilities in a format that's accessible to them.

The role of coordinating accessibility services was tacked onto the position of Head of the Media Centre several years back. However, the head position has morphed into more of an outreach and engagement position, so accessibility services don't get their full due. After the library's reorganization is complete, there will hopefully be an Accessibility and Inclusion Librarian and so further work can be done within the university community in terms of promoting accessible services and products within the library.

There are multiple branches at the NYPL that all cater to accessibility needs of the patrons to various degrees. For example, we have a whole branch, the Andrew Heiskell Braille and Talking Book Library, devoted exclusively to the accessibility needs of the blind or otherwise visually-impaired. The librarians at this particular branch receive more accessibility training, for example, than those of the other branches.

There are several unanswered questions because I have not found the answers. I am new to the position of ADA coordinator. I had a librarian who worked with ADA and disabled students but she left for another job last fall. The HR person who oversaw most of our ADA issues retired last summer.

There is currently a university-wide initiative underway involving a third party to address all digital assets, assess accessibility, and create a prioritized remediation plan along with tools to accomplish this.

We are undergoing a restructuring of our organization. As part of this process we hope to identify key staff positions that allow us to provide better coordination in supporting accessibility services.

We have a very active Libraries Accessibility Committee charged by the Head of Access Services and Head of the Department for IT to explore new technologies and services, educate our colleagues about accessibility-related ideas and trends, advocate for physical and online accessibility in the Libraries, and develop programming and resources to raise awareness about all aspects of library services for people with disabilities. The Libraries also has a Facilities Access committee to review physical access issues and has representation on the university-wide Accessible Technology and Information Committee. As well, we have a half-time Accessibility Graduate Assistant (PhD candidate) who is working on online resource accessibility and integrating accessibility into the acquisition process, assessing learning spaces in the Libraries and coordinating a Libraries Accessibility Student Advisory Group to provide the libraries with student feedback regarding the accessibility of library resources.

We have a Libraries Accessibility Working Group that provides recommendations to the leadership team related to these issues. We also have a new Diversity, Equity, and Inclusion Committee that will also be providing support in this area. We are currently in the process of redesigning our website and both of these committees have been pulled into the process to provide recommendations and support. Although we did not organize the events, we have hosted workshops on inclusive pedagogy including one about teaching students with disabilities and other special needs. The various staff members that contributed responses to this survey commented that this is an area we need to work on. The questions on the survey were very helpful for us to identify areas for improvement.

We have around 40 libraries on campus, some one room in a department and some are very large. We attempted to answer representing as many libraries as possible. Our libraries have their own IT and development staff that are not librarians, but are considered library staff, so answered the questions that way.

We have several staff members who address accessibility issues as we become aware of them, but we do not have a committee or funding that would allow us to be pro-active.

We make every attempt to make our services accessible to library users with disabilities, whether they register with our Center or if they "self-identify" only to library staff members. Our Services Coordinator has been in the field for decades and is universally known as the "go-to" person for any requests.

Because we are such a large institution, we have a great many facilities and considerable expertise at our disposal from professionals outside the library. For example, our Center for Students with Disabilities employs numerous disability-specific professional counselors, as well as a full-time specialist in adaptive technology. In the past, when we had students who requested Braille, for example, we were able to produce hard copy braille versions of books, class readings, etc.

We participate in and support the Big Ten Academic Alliance (BTAA) Library E-Resource Accessibility Group and the work they do on behalf of the consortium. As a result of the work of this group, the Big Ten libraries have funded a pilot to provide selected vendors with third-party accessibility evaluations. This program provides vendors with the information and opportunity to improve the accessibility of their products and gives members of the library community information about the accessibility of these works. The BTAA has also adopted model accessibility license language that can be found on the BTAA's Standardized Accessibility License Language page. Library e-resource vendors may be approached about inserting this (or similar) text into BTAA Library consortial licenses or institutions' individual licenses to ensure these contracts address accessibility concerns.

We strive for more inclusive practices and have removed specialized workstations and procedures in favor of Universal Design and accessible-for-everyone setups. Please note that the law library did not participate in this survey.

# Responding Institutions

University of Alabama  
University at Albany, SUNY  
Arizona State University  
Boston College  
Brigham Young University  
University of Calgary  
University of California, Irvine  
Case Western Reserve University  
University of Colorado at Boulder  
Colorado State University  
University of Delaware  
Duke University  
Emory University  
University of Florida  
Florida State University  
George Washington University  
Georgetown University  
University of Georgia  
University of Guelph  
University of Hawai'i at Manoa  
University of Houston  
Indiana University Bloomington  
University of Iowa  
Iowa State University  
University of Kentucky  
University of Louisville  
McGill University  
University of Maryland  
University of Miami  
University of Michigan  
Michigan State University  
University of Minnesota  
National Archives and Records Administration  
National Library of Medicine  
University of Nebraska—Lincoln  
New York Public Library  
New York University  
North Carolina State University  
Northwestern University  
University of Notre Dame  
Ohio University  
University of Oklahoma  
University of Oregon  
University of Ottawa  
University of Pennsylvania  
Pennsylvania State University  
University of Pittsburgh  
Purdue University  
University of Rochester  
Rutgers University  
University of Saskatchewan  
Simon Fraser University  
Syracuse University  
Temple University  
University of Tennessee  
University of Texas at Austin  
Texas A&M University  
University of Toronto  
Vanderbilt University  
University of Virginia  
Virginia Tech  
Washington University in St. Louis  
University of Waterloo  
Western University  
University of Wisconsin—Madison  
Yale University  
York University

# Representative Documents

# Services, Facilities, and Technology

ASU Arizona State University

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ASU Library

Libraries and Collections | Find | About the Library | Accounts | Services | Help | Quick Links

Undergraduate Student | Graduate Student | Online Student | Faculty/Staff | Visitor | Alumnus

Home > Disability Services - ASU Library

## Disability Services - ASU Library

To ensure that all ASU students, faculty, and staff have access to our library's resources and facilities, we offer a variety of services and assistive technology for users with disabilities.

### Services

- Orientation to the ASU Library
- Instruction on accessing and searching Library One Search and the online databases
- Book retrieval and assistance with photocopying/printing
- Training on our assistive equipment and technology
- Making print materials available in electronic format

While members of the community with disabilities are welcome to do library research with our staff's assistance, ASU affiliates will be given precedence.

### Library Locations

**Downtown Phoenix campus:**  
[Downtown Phoenix campus Library](#)

**Polytechnic campus:**  
[Polytechnic campus Library](#)

**Tempe campus:**  
[Design and the Arts Library](#)  
[Hayden Library](#)  
[Music Library](#)  
[Noble Library](#)

**West campus:**  
[Fletcher Library](#)

### Assistive Technology

Assistive Equipment	Location
Adjustable height tables	All libraries
Headphones	Available for checkout at all libraries
Adjustable lighting	Design, Hayden, Music, Noble, Fletcher
Braille Embosser	Hayden
CCTV	Polytechnic, Hayden, Fletcher
Keyboard - Big Key	Hayden
Keyboard - Large Key	Hayden

ask a librarian



# ARIZONA STATE UNIVERSITY LIBRARY

## Disability Services - ASU Library

<https://lib.asu.edu/disability>

Mouse - Joystick	Hayden, Fletcher
Mouse - Pro Trackball	Design, Hayden, Music, Noble, Fletcher
Scanner	Downtown, Hayden, Fletcher
Tracker 2000	Hayden
Videophone	Downtown, Polytechnic, Hayden, Fletcher
Widescreen monitor	Hayden, Fletcher

Assistive Software	Location
Dragon Naturally Speaking	Downtown, Polytechnic
Duxbury	Downtown, Hayden
E-Text Reader	Downtown, Polytechnic
Inspiration 8	Available through "My Apps"
JAWS Screen Reader	Available on all library computers
JAWS Braille Viewer	Available on all library computers
Kurzweil 1000	Downtown
Kurzweil 3000	Downtown, Hayden, Fletcher
MAGic Screen Magnifier	Available on all library computers
OmniPage	Available through "My Apps"
OpenBook	Hayden, Fletcher
Scan and Read Pro	Polytechnic
Text to Audio	Downtown, Polytechnic
Windows 7 - Ease of Access	Available on all library computers

## Contact

ASU Library Disability Services  
Sue Sebastian  
Phone: 480-965-0573 during [Disability Services hours](#)  
Email: [Suzanne.D.Sebastian@asu.edu](mailto:Suzanne.D.Sebastian@asu.edu)  
TTY users, please dial 711.

## Resources

For other academic accommodations, contact [DRC - Disability Resources Center](#).

ask a librarian

# ASU Library

Arizona State University

[Maps and Addresses](#)



### About the Library

[Employment](#)  
[Library News](#)  
[Policies](#)  
[Support the Library](#)

### Contact Us

[Ask a Librarian](#)  
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### Hours and Locations

[Hours](#)  
[Maps and Locations](#)

**BOSTON COLLEGE LIBRARIES** BC HOME MISSION FEEDBACK ACCOUNTS Search bc.edu

VALUE BEYOND DISCOVERY Find Services Get Help About Hours

Libraries Accessibility / Accessibility

## Accessibility

**Accessibility**  
Adaptive & Assistive Technology  
Read&Write

To ensure that all Boston College faculty, staff, students, and visitors have access to the libraries' collections, resources and facilities, a variety of services are provided to assist users with disabilities. Anyone conducting research in the libraries may request staff assistance.

### Accommodation Eligible Status

We provide on-shelf request and pick-up service at all libraries as well as a 120-day loan period for students designated Accommodation Eligible. For more information about how to register, students should contact the [Disability Services Office](#).

### Book Retrieval

We provide physical assistance with retrieving books from the stacks. Most requests can be accommodated at point of need. However, if requesting multiple items, please call the library where the books are housed in advance so that staff can have the items ready for pick-up at the designated circulation desk. For more information, call the O'Neill Library Circulation Desk (617) 552-8038 or email us at [LibraryAccess-group@bc.edu](mailto:LibraryAccess-group@bc.edu).

### Building Access

All Boston College libraries are accessible by wheelchair. A list of accessible entrances to major buildings on campus can be found on the [Disability Services](#) site. If you need special assistance in order to visit the Libraries, please [Email us](#) before you come.

### Course Materials & Textbooks

Students with visual and/or auditory impairments who need to obtain textbooks or course readings in an accessible format should email the [Disability Services Office](#).

### HathiTrust Material

HathiTrust is a vast collection of digitized public domain and in-copyright books from many libraries including Boston College. Eligible patrons at BC who have a print disability can receive special access to in-copyright materials. According to the HathiTrust, a print disability is "a disability - such as a visual impairment, learning disability physical disability, or other disability - that impedes a person's ability to access print in the standard way." Detailed instructions on how to identify books and make a request for special access can be found at [HathiTrust Accessibility](#) or email the [Boston College HathiTrust access group](#).

### Photocopying & Scanning

We provide assistance with photocopying and scanning and have accessible scanners in each library. If you need assistance, please visit the circulation desk.


### Vision Resources Workstation

This computer is located on the 3rd floor of O'Neill Library and is equipped with JAWS screen reading software. Please contact the [Disability Services Office](#) at [disabilityservices@bc.edu](mailto:disabilityservices@bc.edu) or 617-552-3470 with questions or concerns.

### Visitors

Visitors needing accommodations may request assistance at the circulation desk of any of the libraries.

**Related**  
[Getting Around Campus](#)



**Last Updated:** Mar 5, 2018 11:08 AM [Staff Login](#)

BOSTON COLLEGE LIBRARIES
BC HOME   MISSION   FEEDBACK   ACCOUNTS

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[Libraries](#) / [Accessibility](#) / [Adaptive & Assistive Technology](#)

## Accessibility

Accessibility

Adaptive & Assistive Technology

Read&Write

### Adaptive & Assistive Technology

Technology	Location	Description
Document Camera	ERC	Use to enlarge a document. Portable. Multiple resolutions, including HD. Easy to set up, intuitive controls.
Flatbed Scanner	ERC, O'Neill Library Level 3, Social Work Library, TML, Computer Lab	
JAWS (Job Access With Speech)	O'Neill Library Level 3 Vision workstation	A screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output.
KIC Scanner	ERC, O'Neill Library Level 3, Social Work Library	This scanner is set to an accessible height, based on ADA Compliance guidelines
Kindle App	ERC iPads, O'Neill Library Level 3, Social Work Library	An app for reading Kindle ebooks that allows users to implement text to speech on the book.
VoiceDream App	ERC iPads for Loan	A voice-based mobile app designed for people with dyslexia, visually impaired, and other learning styles who prefer to listen.
VoiceOver	ERC IMacs, O'Neill Library MacBooks for Loan	Apple's integrated text to speech program designed to read content on a computer screen.
Read&Write	Available as a <a href="#">software download</a> from BC ITS	A customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. Include Text-to-Speech, Highlighting, Dictionary, Vocabulary Tool, and Study Skills tools to capture highlights.

Last Updated: Mar 5, 2018 11:08 AM
[Staff Login](#)

The screenshot shows the Boston College Libraries website. At the top, there is a dark red navigation bar with the text "BOSTON COLLEGE LIBRARIES" on the left and "BC HOME", "MISSION", "FEEDBACK", and "ACCOUNTS" on the right. A search bar with "Search bc.edu" is also present. Below this is a dark grey bar with the slogan "VALUE BEYOND DISCOVERY" on the left and navigation links "Find", "Services", "Get Help", "About", and "Hours" on the right. The main content area has a breadcrumb trail: "Libraries / Accessibility / Read&Write". The title "Accessibility" is prominently displayed. To the left of the main text is a vertical sidebar with three categories: "Accessibility", "Adaptive & Assistive Technology", and "Read&Write", with "Read&Write" highlighted in red. To the right of the sidebar is the "read&write" logo, which consists of a purple square with "rw" inside and the text "read&write" next to it. The main text describes the Read&Write (R&W) software as a customizable toolbar for reading, writing, studying, and research. It lists features like Text-to-Speech, Highlighting, Dictionary, Vocabulary Tool, and Study Skills tools. A link is provided to "Go to Read&Write software page to download to your computer." At the bottom left, it says "Last Updated: Mar 5, 2018 11:08 AM" and at the bottom right, there is a "Staff Login" link.

The screenshot shows the website for the University Accessibility Center at Brigham Young University. The header includes the BYU logo, the text 'BRIGHAM YOUNG UNIVERSITY', a 'Sign in' button, and a search bar. Below the header is a navigation menu with links for 'Students', 'Faculty', 'Services Offered', 'Forms', 'About', and 'FAQs'. The main content area starts with a 'Home' link and a section titled 'Assistive Technology'. A paragraph explains that the University Accessibility Lab (UAL) is located in 3321 H8LL and provides a list of assistive technologies categorized by disability type. The categories listed are 'Blindness/Visual Impairments', 'ADHD, Learning, Physical, Emotional, and Chronic Illness', and 'Hearing'. Each category contains a list of specific technologies with links to more information.

**BYU** | BRIGHAM YOUNG UNIVERSITY Sign in

## University Accessibility Center

[Students](#) [Faculty](#) [Services Offered](#) [Forms](#) [About](#) [FAQs](#)

[Home](#)

### Assistive Technology

The University Accessibility Lab (UAL), located in 3321 H8LL, has many assistive technologies available to students with disabilities. The list below categorizes the technologies according to the disability type served by the technology. Click on the name of each technology to view more information. If you have any questions, contact the UAL by phone at (801) 422-2803 or by email at [uacslab@byu.edu](mailto:uacslab@byu.edu).

#### Blindness/Visual Impairments

- [Amigo](#)
- [AudioNote \(iPad and iPad Mini App\)](#)
- [Brilliant Focus 40 Braille Display](#)
- [DaVinci](#)
- [Dragon Naturally Speaking](#)
- [Evernote \(iPad and iPad Mini App\)](#)
- [HP Scanner](#)
- [iPad and iPad Mini](#)
- [JAWS](#)
- [Kurzweil 3000](#)
- [MAGic](#)
- [Natural Reader](#)
- [Pacmate](#)
- [Smartpen](#)
- [Tiger Embosser](#)
- [Transformer](#)
- [Trekker Breeze GPS](#)
- [Victor Reader Stream](#)

#### ADHD, Learning, Physical, Emotional, and Chronic Illness

- [AudioNote \(iPad and iPad Mini App\)](#)
- [Dragon Naturally Speaking](#)
- [Evernote \(iPad and iPad Mini App\)](#)
- [HP Scanner](#)
- [iPad and iPad Mini](#)
- [Kurzweil 3000](#)
- [Natural Reader](#)
- [Smartpen](#)

#### Hearing

- [Sorenson VRS](#)

The screenshot shows the University of Calgary website for Student Accessibility Services. The header includes navigation links for Home, Prospective Students, Current Students, Alumni, Community, Faculty & Staff, IT, HR, MY U OF C, CONTACTS, and a search bar. The main content area is titled "Assistive and Adaptive Technology and Services on Campus" and provides an overview of available technologies. A sidebar on the left contains links for alternate format textbooks, assistive software, and exam software. The main content includes a section for the Nat Christie Adaptive Technology Centre and a table listing various software options with their functions.

SOFTWARE	FUNCTION
<a href="#">Kurzweil 3000</a>	Text-to-speech software and learning tool to support the reading needs of students with print disabilities
<a href="#">Read &amp; Write Gold</a>	Literacy software package designed to assist students struggling with reading and writing through a customizable toolbar featuring reading, writing, studying and research support tools within familiar applications (Word, Google Docs, Firefox, Adobe Reader, and more).
<a href="#">NaturalReader</a>	Easy-to-use text-to-speech software with natural-sounding voices.
<a href="#">Dragon NaturallySpeaking</a>	Speech-to-text software which reduces the reliance upon a keyboard and/or utilizes a student's strong verbal skills. Performs a variety of roles, from dictating an assignment to controlling computer functions
<a href="#">Inspiration</a>	Graphic-organization tool for students who benefit from visual thinking and conceptualizing in mind-mapping, outlining and writing.
<a href="#">Zoomtext</a>	Fully-integrated magnification and screen reading program that enlarges, enhances and reads aloud everything on the student's computer screen
<a href="#">JAWS</a>	Powerful accessibility solution for blind and visually impaired students requiring screen reading through synthesized speech or a refreshable Braille display outputs.

Various hardware is also available for student use within the Nat Christie.

HARDWARE	FUNCTION
Height-adjustable workstations and ergonomic seating	For students with mobility disabilities and specific seating requirements.
<a href="#">Merlin LCD magnifier</a>	Desktop magnifier with integrated and pivotable LCD flat panel monitor, for the enlargement of text for students with visual disabilities
Juliet Braille	Desktop embosser for the production of high quality, double-sided Braille
High speed document scanners	For the production of alternate format material

The lab hours are 7:00am to 11:00pm, 7 days a week. Students can visit the main SAS office to request access to the Nat Christie. Limited equipment loan is available – [contact the SAS office](#) for more information.

**2. TFDL: ASSISTANCE FOR SAS STUDENTS**

*Taylor Family Digital Library Adaptive Technology Workroom (2600)*

This TFDL workroom [features three stations](#), including a big screen dual-boot computer (with various word-processing and media programs installed), plus two stations dedicated to assistive software, including text-to-speech ([Kurzweil 3000](#)), speech-to-text ([Dragon NaturallySpeaking](#)), mind-mapping and organization ([Inspiration](#)), and screen reading and magnification ([Zoomtext](#)).

Students registered with SAS can book the Adaptive Technology Workroom through the Information Commons, by visiting the service desk on the second floor of the TFDL, emailing [libinfo@ucalgary.ca](mailto:libinfo@ucalgary.ca) or calling 403-220-8895. Consult the TFDL for information on booking hours and availability. Students may be asked to provide their ID number when booking.



<p>University of Calgary                  2500 University Dr. NW                  Calgary, Alberta, Canada                  T2N 1N4                  Copyright © 2018  <a href="#">Digital Privacy Statement</a>  <a href="#">Privacy Policy</a></p>	<p><b>About the University</b>  <a href="#">At a Glance</a>  <a href="#">Identity &amp; Standards</a>  <a href="#">Campus Maps</a>  <a href="#">Hotel Alma</a>  <a href="#">Careers at the University</a>  <a href="#">Events at the University</a></p>	<p><b>Academics</b>  <a href="#">Departments &amp; Programs</a>  <a href="#">Undergraduate Studies</a>  <a href="#">Graduate Studies</a>  <a href="#">International Studies</a>  <a href="#">Continuing Studies</a>  <a href="#">Libraries at the University</a></p>	<p><b>Campus Life</b>  <a href="#">Go Dinos!</a>  <a href="#">Residence</a>  <a href="#">Active Living</a>  <a href="#">Bookstore</a>  <a href="#">Graduate Students' Association</a>  <a href="#">Students' Union</a></p>	<p><b>Media &amp; Publications</b>  <a href="#">News</a>  <a href="#">Media Centre</a>  <a href="#">U Today</a>  <a href="#">U This Week</a>  <a href="#">U Magazine</a>  <a href="#">University Calendar</a></p>
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LOCATIONS - CONNECT FROM OFF-CAMPUS
HOURS ACCESSIBILITY ACCOUNTS GIVING

UCI Libraries


**FIND**  
Books & Collections

**SERVICES**  
Service Points & Tools

**ABOUT**  
Visiting & Contacts

**HELP**  
Ask a Librarian & Guides

## Accessibility



### Mission

The mission of the UCI Libraries is to enable library users to make maximum use of the information resources of the campus libraries. In order to serve users with disabilities, the Libraries have instituted specialized services, modified existing services and facilities, and housed special equipment.

### Library Services and Resources

The UCI Libraries is committed to providing equal access to print and electronic resources to all members of the UCI community. The Libraries provide a range of services to help you navigate and use library resources. The services described below may not be readily available during holiday, evening, or weekend hours due to reduced staffing. It is recommended that you call ahead to determine when and to what extent these services are available. Services are provided for all library users unless specifically noted as available to students, faculty, or staff only. More resources and information about the services provided by the university are available through the [Disability Services Center](#) website.

Please contact the following individuals if you have questions regarding library services for users with disabilities or suggestions regarding services that should be offered in the future:

- Antoinette Avila (Langson Library): [aavila@uci.edu](mailto:aavila@uci.edu) or (949) 824-2338
- Nancy Chacon (Ayala Science Library): [nchacon@uci.edu](mailto:nchacon@uci.edu) or (949) 824-3679
- Sakhile Sithole (Grunigen Medical Library): [ssithole@uci.edu](mailto:ssithole@uci.edu) or (714) 456-7824

### Collections

Assistance for retrieving books from the stacks is available at any library. You may call ahead to the appropriate Check Out Desk to see if an item is on the shelf and ask that it be retrieved and held. Every effort will be made to accommodate your request. You may also request assistance from library employees engaged in re-shelving library materials. For assistance with journals in the Current Periodicals area at Langson Library, contact the "Ask Us" Reference Desk. For assistance with journals in the Current Periodicals area, microforms and use of microform machines area at Ayala Science Library, contact Nancy Chacon at [nchacon@uci.edu](mailto:nchacon@uci.edu) or at (949) 824-3679.

- Langson Library Check Out Desk: (949)-824-6842
- Ayala Science Library Check Out Desk: (949)-824-3692
- "Ask Us" Reference Desk: (949)-824-4976

### Photocopying Assistance

Photocopy assistance is available by appointment and every effort will be made to accommodate your requests. Contact the appropriate Check Out Desk. Scanning services are available from the [Disability Services Center](#).

- Langson Library Check Out Desk: (949)-824-6842
- Ayala Science Library Check Out Desk: (949)-824-3692
- Grunigen Medical Library Service Desk: (714) 456-5583

### Research







For general research assistance, assistance in developing a research strategy and evaluating research materials visit the UCI Libraries. Staff are available for assistance during [library hours](#). Use the [Ask a Librarian](#) service for online, 24/7 research assistance. In-depth research consultations are available to UCI students, faculty and staff. Use the [research consultation request form](#) to make an appointment. Alternatively, you may contact your [subject librarian](#) directly.

### Reserve Materials

You may request a longer loan period for reserve materials in order to use them with special reading equipment. Contact the appropriate Check Out Desks.

- Langson Library Check Out Desk: (949)-824-6842
- Ayala Science Library Check Out Desk: (949)-824-3692



Adaptive Technology Equipment	Getting Around
<p>UCI students may request adaptive technology assistance from the staff at the Disability Services Center at (949) 824-7494. For more information, please see the <a href="#">adaptive technology section</a> of the DSC's website.</p> <p><b>Ayala Science Library</b></p> <p>Room 481 contains adaptive technology and the key may be checked out at the Ayala Science Library Check Out Desk on the first floor. Ayala Science Library Room 481 may also be used as study space or for students taking tests. Room 481 contains the following aids and productivity software for use by UCI students, faculty, and staff:</p> <ul style="list-style-type: none"> <li>• Adjustable height table (electric)</li> <li>• Computer with Intel Core i5</li> <li>• HP Scanner</li> <li>• JAWS 16 Screenreader</li> <li>• Kurzweil 3000 Version 14 (Stand-alone version) - Scan-and-Read Software</li> <li>• Natural Reader - Text-to-Speech Software</li> <li>• Read &amp; Write Gold 11 - Literacy Software</li> <li>• TextAloud 3.0 - Text-to-Speech Software</li> <li>• Topaz CCTV - Hi-Def Desktop</li> <li>• ZoomText 10.1 Screen Magnifier Software</li> <li>• Browsers: Google Chrome, Internet Explorer, Mozilla Firefox</li> <li>• Microsoft Office (Excel, PowerPoint, Word)</li> </ul> <p><b>Langson Library</b></p> <p>The Adaptive Technology workstations are located on Langson Library's first floor and are open to the public with priority given to library users with sensory disabilities. The Adaptive and Assistive Technology Area contains the following aids and productivity software:</p> <ul style="list-style-type: none"> <li>• 2 adjustable height tables (electric)</li> <li>• 2 computers with Intel Core i5</li> <li>• 1 HP scanner</li> <li>• JAWS 16 Screenreader</li> <li>• Kurzweil 3000 Version 12 (Stand-alone version) - Scan-and-Read Software</li> <li>• Natural Reader - Text-to-Speech Software</li> <li>• Read &amp; Write Gold 11 - Literacy Software</li> <li>• TextAloud 3.0 - Text-to-Speech Software</li> <li>• Topaz CCTV - Hi-Def Desktop</li> <li>• ZoomText 10.1 Screen Magnifier Software</li> <li>• Browsers: Google Chrome, Internet Explorer, Mozilla Firefox</li> <li>• Microsoft Office (Excel, PowerPoint, Word)</li> </ul>	<p><b>Parking</b></p> <p>Designated parking spaces are available in parking areas adjacent to the Langson Library and in Lot #8 behind the Ayala Science Library. Call Parking and Transportation Services at (949) 824-7486 to determine the exact location of convenient parking areas. UCI campus visitors who display state-issued disabled parking placards are exempt from paying fees. General parking information can be found at <a href="#">UCI Transportation and Distribution Services</a>.</p> <p><b>Library Entrances and Elevators</b></p> <p>Visit our <a href="#">Virtual Tour page</a> to access virtual tours of the UCI Libraries.</p> <p>All main floors in the Libraries can be reached by public elevators.</p> <ul style="list-style-type: none"> <li>• Langson Library: there is a ramp at the rear of the building and a power-assisted door to the right of the main entrance.</li> <li>• Ayala Science Library: the Ayala Science Library and Interactive Learning Center are accessible from the courtyard plaza in the center of the Ayala Science Library. The plaza may be entered from either the Biological Sciences Quad (east) or the College of Medicine (west).</li> <li>• Libraries Gateway Study Center: there is a ramp on the Northeast side of the building and a power-assisted door to the right of the main entrance.</li> <li>• Grunigen Medical Library: GML is accessible through a ground floor entrance in Medical Center Building 22A.</li> </ul> <p><b>Evacuation Procedures</b></p> <p>In the event of an emergency, library users with disabilities should wait at the nearest stairwell for assistance. Designated library employees will be clearing the building during an emergency and will be checking the stairwell entrances. They will also check the Adaptive Technology Area in the Langson Library and Room 481 in the Ayala Science Library for library users who require assistance. Fire Department personnel also routinely check stairwell entrances during a fire emergency.</p>
<p>University of California - Irvine, CA 92623 - 949.824.6836                  © 2015 - 2018 The Regents of the University of California  <a href="#">Comments and Suggestions</a>  <a href="#">Site Map</a>   <a href="#">UC Irvine Homepage</a></p> <div style="text-align: right;">       </div>	

The screenshot shows a web page from the University of Delaware Library. The header includes the library logo and navigation links like 'UD Home', 'A-Z Index', 'Maps', 'People', and 'My UD'. Below the header is a navigation bar with 'Research Tools', 'Collections & Services', 'About the Library', and 'Ask the Library'. The main content area is titled 'Disabilities Information for Library Assistance: Library Services for Users with Disabilities' and features a search bar and a breadcrumb trail. The page is divided into two columns. The left column contains sections for 'Library Staff Assistance for Users with Disabilities' (listing staff members William Simpson and Pauly Ihanacho) and 'Assistive Technology Center in the Morris Library' (describing the center's location and equipment). The right column contains sections for 'Physical Access to the Morris Library' (describing entrance ramps and elevators), 'Parking at the Morris Library' (describing handicapped parking spaces), and 'Film and Video Collection' (describing video viewing stations).

MS Office 2010 and Adobe Reader XI. **Assistive Technology Software:** JAWS Professional 17.0.

- Workstation #3: **Hardware:** 21" flat screen monitor and external stereo speakers. **Web Browsers:** Mozilla Firefox, Internet Explorer, and Google Chrome. **Software:** MS Office 2010 and Adobe Reader XI. **Assistive Technology Software:** JAWS Professional 17.0, Kurzweil 3000 v.15 with Read the Web access on Main tool bar.
- Workstation #4: **Hardware:** flat screen monitor, external stereo speakers and Epson scanner. **Web Browsers:** Mozilla Firefox, Internet Explorer, and Google Chrome. **Software:** MS Office 2010 and Adobe Reader XI. **Assistive Technology Software:** JAWS Professional 17.0, Kurzweil 3000 v.15 with Read the Web access on Main tool bar.
- Workstation #5: **Hardware:** external stereo speakers, flat screen monitor, Epson scanner. **Web Browsers:** Mozilla Firefox, Internet Explorer, and Google Chrome. **Software:** MS Office 2010 and Adobe Reader XI. **Assistive Technology Software:** JAWS Professional 17.0, Kurzweil 3000 v.14 with scanning capability and Read the Web access on Main tool bar, and Kurzweil 1000 v.14 text to speech program with keyboard access.
- Workstation #6: **Hardware:** iMac Apple Computer and Fujitsu ScanSnap S1500. **Web Browsers:** Safari and Mozilla Firefox. **Assistive Technology Software:** Universal Access with VoiceOver and Zoom, Kurzweil 3000 v.14, and Adobe Acrobat Pro XI.

Other equipment includes:

- Optelec ClearView for print magnification
- HP LaserJet P3015dn printer
- Printing House for the Blind tape recorder
- AlphaSmart 3000
- Perkins braille typewriter

Additional noise cancelling headphones for use in the Assistive Technology Center may be borrowed at the Student Multimedia Design Center desk in the lower level of the library.

Tape, large print, and braille dictionaries are also available.

### Photocopy and Scanning Services

Users with disabilities who have difficulty using self-service copiers may bring materials to the Student Multimedia Design Center desk on the lower level of the Morris Library. Materials will be photocopied and scanned by library staff.

### Book Renewals

University of Delaware Library Users may view their library account information and renew library books online through the "My Library Account" link on the front library page. An authentication will be required with a UDEL Net ID and password. The account has a renew option. Materials borrowed from the University of Delaware Library may also be renewed by calling 831-2455.

### Emergency Evacuation of Library Users with Disabilities


Library users who are not able to use the stairs to evacuate the building should move to one of the three interior stairways designated as an Area of Rescue. The stairway landings of the South Central, North Central and East Central interior stair towers on the Lower Level, Second and Third Floors are designated as Areas of Rescue. Each of these stairway landings has a fire protection rating of two hours. Each is marked by a gray sign with a wheel chair symbol to the right of the stairway door. There is also an 11" by 17" sign on the stairway door with the following information. The patron should then tell Public Safety the number on the phone. The number will identify the location of the caller to Public Safety. These phones are located throughout the building near the elevators and stair towers. If needed, there is a red emergency phone located outside Room 119 of the Assistive Technology Center at the stairwell exit.

Last Updated: Mar 5, 2018 11:06 AM | URL: <https://guides.lib.udel.edu/ablib/assistance> | [Print Page](#) | [Login to LibApps](#)

Tags: [...](#)

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University of Delaware Library • 181 South College Avenue • Newark, DE 19717-5267 • USA  
Phone: (302) 831-2965 • © 2018  
[Accessibility](#) | [Comments](#) | [Contact Us](#) | [Legal Notices](#) | [Twitter](#) | [Facebook](#)



The screenshot displays the Florida State University Libraries website. At the top, there is a dark red header with the university name and a search bar. Below the header, the main navigation menu includes links for Home, Services, Students, Faculty & Staff, Libraries, Departments, About, and Help. The page title is "FLORIDA STATE UNIVERSITY LIBRARIES". The breadcrumb trail reads "Home >> Services >> Accessibility at FSU Libraries". On the left, a sidebar menu lists "Accessibility" (highlighted), Home, Accessible Facilities, Assistive Technologies, Materials & Services, Resources, Meet the Staff, and Student Disability Resource Center. The main content area features the heading "Accessibility at FSU Libraries" and a paragraph stating the library's commitment to inclusivity. Below this is a grid of six icons with labels: Accessible Facilities (classroom icon), Community Resources (heart icon), Materials & Services (circular icon with books), Assistive Technologies (gear icon), Student Disability Resource Center (person with cane icon), and Meet the Staff (group of people icon). A "Meet Our Team" section follows, featuring two circular portraits: Jonathan DaSo, Student Success Librarian, and Sammie Crowder, Distance Learning and Accessibility Associate. A small "Ask a Librarian" button is visible on the right side of the page.

FLORIDA STATE UNIVERSITY

Search Articles, Books & More Search  
Catalog Search | OneSearch | My Account

FLORIDA STATE UNIVERSITY LIBRARIES

HOME SERVICES STUDENTS FACULTY & STAFF LIBRARIES DEPARTMENTS ABOUT HELP

Home >> Assistive Technologies

**Accessibility**

Home

Accessible Facilities

Assistive Technologies

Materials & Services

Resources

Meet the Staff

Student Disability Resource Center

## Assistive Technologies

The Assistive Technology Lab contains adaptive equipment and software available for FSU students, staff, and faculty with disabilities. To gain access to the Assistive Technology Lab and adaptive equipment, simply contact Sammie Crowder at [scrowder@fsu.edu](mailto:scrowder@fsu.edu)

### Assistive Technology Lab

The Assistive Technology Lab is a collaboration between FSU Libraries and the Student Government Association. It is located on the main floor of Strozier Library and is available for use during all library hours.

### Assistive Software

Computers in the Assistive Technology Lab contain the following software:

- JAWS 14
- MAGic 12
- Inspiration 9
- Dragon Naturally Speaking 12
- Read & Write Gold 10

### Assistive Equipment

Hardware and equipment are available for use in the Assistive Technology Lab. This includes:

- Large Format and Adaptive Keyboards
- Adaptive Mouses
- Large Format Calculators
- Large Bed Scanners
- Magnifiers
- Actuator Controlled Desks
- CCTV Monitor

Ask a Librarian

FLORIDA STATE UNIVERSITY

Search Articles, Books & More Search  
Catalog Search | OneSearch | My Account

FLORIDA STATE UNIVERSITY LIBRARIES

HOME SERVICES STUDENTS FACULTY & STAFF LIBRARIES DEPARTMENTS ABOUT HELP

Home >> Materials & Services

Accessibility

Home

Accessible Facilities

Assistive Technologies

Materials & Services

Resources

Meet the Staff

Student Disability Resource Center

## Materials & Services

FSU Libraries strives to provide equal access to resources and services through provision of reasonable accommodations for students, staff, and faculty with disabilities. While many accommodations are unique to an individual's needs, all library staff can provide basic assistance. Students are required to schedule an appointment for accommodations that require more individualized assistance.

Some standard services we provide include:

- Assistance with location and retrieval of materials
- Assistance using microform and audiovisual equipment
- Reference assistance
- Photocopying assistance
- Mobility designated assistants

### Alternate Formats

Library materials can be converted to accessible digital formats by request. This includes book chapters, journal articles, library publications, and library instructional materials.

### Electronic Resources

Many materials in the library already exist in electronic versions. Search the library catalog to access our vast electronic resource collection.

In addition to materials and resources owned by Florida State University, eligible patrons with print disabilities can receive special access to in-copyright materials through HathiTrust Digital Library. For more information about access, contact Sean Hogan at [shogan@fsu.edu](mailto:shogan@fsu.edu).

### LEDS (Library Express Delivery Service) to SDRC

Students registered with the Student Disability Resource Center are eligible for item pick up and delivery from the SDRC. Register with LEDS here and request pick ups here.

### Proxy Borrowing

Students in need of temporary or permanent pick up assistance regarding their library materials should contact the Student Disability Resource Center. After certification, the student may designate an authorized individual or family member to pick up their library materials.

### Tours and Registration

For a tour of the library facilities or to register for services, contact Sammie Crowder at [scrowder@fsu.edu](mailto:scrowder@fsu.edu).

Ask a Librarian

The screenshot shows the University of Hawaii at Manoa Library website. At the top left is the library logo and name. To the right are navigation links for Services, Research, Help, About, ILL, and My Account, along with a search icon. Below the navigation is a banner image of hands writing on a document with the word 'Help' overlaid. A breadcrumb trail reads 'Home > Help > Accessibility and Disability'. The main heading is 'Accessibility and Disability'. The page is organized into several sections with bulleted links: 'Services at UH at Manoa Library' (Assistive Resources, PCs with Assistive Technologies, ADA Policy Statement, Staff Guidelines, and contact info); 'Campus Services at UH Manoa' (Kokua Program, EEO/AA Office, and Campus Map); 'UH System-wide Services' (Kokua Program UH Manoa, UH Hilo Disability Services, and Assistive Technology at UH Campuses); 'Disabled Student Services at UH Campuses' (Information on Disabled Student Services); and 'Community Services' (Assistive Technology Resources Center, Disability and Communication Access Board, and Library for the Blind and Physically Handicapped). On the right side, there is a 'Help' sidebar menu with links for Accessibility and Disability, Ask a Librarian, Copyright Help, English 100 Students, FAQ, Subject Librarians, and Technology in the Library. At the bottom right, there are vertical buttons for 'Ask a Librarian' and 'Feedback'.

The screenshot shows the top portion of the University of Iowa Libraries website. At the top left is the logo and text 'THE UNIVERSITY OF IOWA LIBRARIES'. To the right is a search bar with the text 'Search the UI Libraries web pages' and a magnifying glass icon. Below the search bar is a navigation menu with links: 'Find Resources', 'Services', 'My Personal Library', 'About the Libraries', 'Locations, Hours & Contacts', and 'Help'. A yellow banner below the navigation menu contains the text 'Assistance for People with Disabilities'. The main content area has a heading 'Help Using the Libraries' and a sub-heading 'Assistance for People with Disabilities'. The text states: 'The University of Iowa Libraries affirms its commitment to provide all members of the University community with access to library information resources and services. Wherever possible, UI Libraries' staff will remove barriers that prevent equitable access for persons with disabilities.' Below this are several sections: 'Building Accessibility Information', 'Locating Resources', 'Retrieving Materials', 'Renewing Long-Term Materials', and 'Returning Materials'. Each section contains a brief description and a bulleted list of helpful information and contact details.

**THE UNIVERSITY OF IOWA LIBRARIES**

Search the UI Libraries web pages

Go to INFOHAWK+

Find Resources Services My Personal Library About the Libraries Locations, Hours & Contacts Help

## Assistance for People with Disabilities

The University of Iowa Libraries affirms its commitment to provide all members of the University community with access to library information resources and services. Wherever possible, UI Libraries' staff will remove barriers that prevent equitable access for persons with disabilities.

### Building Accessibility Information

View detailed building accessibility information for the [Main Library](#) and [Hardin Library for the Health Sciences](#), including information on accessible parking and building entrances. Similar information is available for [all campus library locations](#). Staff are available in each library location to provide information and assistance as needed.

### Locating Resources

Library staff will assist users when their disabilities prevent them from utilizing the library catalog, online databases, and other library resources. Assistance is available inside the library, as well as by phone, e-mail, and online chat.

- In the Main Library, the Service Desk is located in the middle of the 1st floor. In the Hardin Library for the Health Sciences, assistance is provided at the combined Circulation/Reserve & Information/Reference Desks located near 3rd floor or ground level south entrance. For assistance also at the Art Library, the Pomerantz Business Library, Sciences Library, Lichtenberger Engineering Library, Main Music Library resources room, go to [Campus Libraries](#).
- For general assistance with searching the catalog or other databases, contact staff at the Main Library Service Desk by phone at (319) 335-5299 or send email to [lib-ref@uiowa.edu](mailto:lib-ref@uiowa.edu).
- [Online chat](#) is available through a web browser.
- For more information on contacting the Libraries, see [Ask a Librarian](#).
- These services are available during Main Library [Service Desk hours](#).
- Users requiring assistance in a complex or extensive search may wish to schedule a [Research Consultation](#).
- [Personal Librarian Program for students with disabilities](#) (pdf)

### Retrieving Materials

Users with disabilities may request staff assistance in retrieving materials at any library service desk.

- During normal business hours, staff at Main Library Circulation Department will retrieve five or fewer items on demand.
- Under most circumstances any number of Main Library books or journals can be retrieved within 24 hours if Main Circulation is provided a list of call numbers or journal titles and volume information and at least 24 hours notice.
- In addition, the library offers a number of [campus Delivery Services](#). Home delivery is available for users with physical disabilities that prevent them from coming to campus. To register for home delivery, contact the Main Library Circulation Department by sending an e-mail to [lib-maincirc@uiowa.edu](mailto:lib-maincirc@uiowa.edu).
- Users with visual impairments or other print disabilities may wish to request digital delivery.

### Renewing Long-Term Materials

Users with disabilities may request staff assistance in renewing materials.

- Contact Main Library Circulation staff for assistance via e-mail at [lib-maincirc@uiowa.edu](mailto:lib-maincirc@uiowa.edu).
- Contact Hardin Library or branch library staff for assistance: <http://www.lib.uiowa.edu/locations/>.
- Books can be sent via campus mail to Circulation, renewed, and sent back via campus mail.

### Returning Materials

Users with disabilities may request staff assistance in returning materials.

- Contact Main Library Circulation staff for assistance via e-mail at [lib-maincirc@uiowa.edu](mailto:lib-maincirc@uiowa.edu).
- Contact Hardin Library or branch library staff for assistance: <http://www.lib.uiowa.edu/locations/>.
- Books can be sent via campus mail to Circulation: 100 LIB.



### Digital Delivery

Users with print disabilities may request printed materials in electronic format.

- As a standard service, the library routinely offers electronic delivery of articles or chapters from non-electronic journals, newspapers, or books held in any UI library (with the exception of the Law Library and Curriculum Lab) through its [Article Delivery Service](#). Similarly, articles and book chapters from materials not owned by the University Libraries are delivered electronically through Interlibrary Loan. All users who request articles and book chapters through the [Interlibrary Loan/Article Delivery](#) system will receive them electronically and can access them for 28 days from the date of posting. First-time users will be asked to create an account and should specify "Delivery for Print Disability" as the pickup library location. Repeat users can select "Change User Information" to update their pickup library.
- Registered users with print disabilities may request electronic delivery of books through [InfoHawk](#) by selecting "Request Delivery" and choosing "Delivery for Print Disability" as the pickup location. Digital Delivery must be specified as the pickup location for each item requested through InfoHawk.
- Registered users with print disabilities may request electronic delivery of books held by the University of Iowa through HathiTrust. Please see the [HathiTrust for Users with Print Disabilities](#) for further instructions.
- Registered users with print disabilities may also request electronic delivery of books through the [Interlibrary Loan/Article Delivery](#) system for books not held at the UI Libraries. First-time users will be asked to create an account and should specify "Delivery for Print Disability" as the pickup library location. Repeat users can select "Change User Information" to update their pickup library.
- Upon an instructor's request, the library also provides electronic course reserves to all students through [ICON](#), subject to the limitations of fair use. Contact Main Library Reserve Services by phone at (319) 335-5944 or send email to [lib-res@uiowa.edu](mailto:lib-res@uiowa.edu) if an item posted to electronic course reserves in ICON is not accessible.
- The process of reformatting materials may take up to four weeks, longer if large quantities are requested and during peak times. In general, the University of Iowa Libraries will scan all printed pages, process any non-graphical text using Adobe Acrobat's built-in text recognition, and provide the resulting PDF file. Please contact Interlibrary Loan/Document Delivery Department staff if you require other arrangements.
- Section 121 of the U.S. Copyright Act governs reproduction of copyrighted works for users with print disabilities. Further reproduction or distribution in a format other than a specialized format exclusively for use by blind or other persons with disabilities is not permitted under Section 121.
- When reformatted materials become available, they can be accessed by logging onto ICON. To check the status of the materials requested, students should first check ICON, and then contact Interlibrary Loan/Document Delivery by email or phone.
- NOTE: ICON, InfoHawk, and the Interlibrary Loan/Article Delivery system all purportedly meet Section 508 standards for web accessibility. However, each of these user interfaces is written on top of a commercial product, and each has its own idiosyncrasies. Users with disabilities who encounter any technical barriers are encouraged to contact Main Library Circulation Services by phone at (319) 335-6077 or send email to [lib-res@uiowa.edu](mailto:lib-res@uiowa.edu) and every effort will be made to resolve the technical issue or to provide an alternative form of delivery.

### Assistive Technology Computers and Equipment

Wheelchair-accessible computers are available in all library locations. Assistive technology is provided by Information Technology Services and is available on library public workstations and campus ITCs. [See the ITS web site for more information on assistive technology tools across campus.](#)

The Main Library provides access to a Visual Image Enhancer that can be used to enlarge text. To make arrangements to use this equipment, please contact the Main Library Circulation Department during their normal business hours, call 319-335-6077, or email [lib-maincirc@uiowa.edu](mailto:lib-maincirc@uiowa.edu).

### Additional Information

If you have any questions that are not addressed here, contact Janalyn Moss, Reference and Library Instruction, by phone at (319) 335-5698, or by email at [janalyn-moss@uiowa.edu](mailto:janalyn-moss@uiowa.edu).

### Other University of Iowa Resources

- [University of Iowa's List of Disability Resources](#)
- [Information Technology Services \(ITS\) Assistive Technology Support](#)
- [Student Disability Services](#)
- [Faculty and Staff Disability Services](#)

Web site/page feedback

Contact the Libraries

Library locations & hours

News & Events

Help using the Libraries

Business Services & Support



The screenshot shows the McGill University Library website. At the top left is the McGill logo and the text 'McGill Library Everything you need.' To the right is a search bar and a 'Quick Links' dropdown menu. Below the header is a navigation bar with links for 'Find Information', 'Services', 'Branches', 'About', and 'Contact'. The main heading is 'Services for people with disabilities'. A yellow highlighted section titled 'Our Commitment' contains text about the library's goal of providing a rewarding experience and mentions the Office for Students with Disabilities. Below this are sections for 'Classes, workshops, tours', 'The Library Catalogue and electronic resources', and 'Computer facilities'. A 'Liaison librarian' box on the right identifies Andrea Miller-Nesbitt with her email and phone number. The bottom of the page is mostly blank.

McGill Library  
Everything you need.

Quick Links

Search

Find Information Services Branches About Contact

McGill CA / MCGILL LIBRARY / Services

## Services for people with disabilities

### Our Commitment

McGill Library and the Office for Students with Disabilities coordinate programmes and services with the goal of providing a rewarding library experience to users with disabilities. [Your suggestions are welcomed.](#)

The Office for Students with Disabilities has a range of information and services for students with disabilities at McGill, including course-related material in large print, or Braille. The Office also teams up volunteers with users to help them in their library needs. Students with disabilities are encouraged to enquire at the Office and to register there.

### Classes, workshops, tours

Students with disabilities are welcome to participate in all [library instructional activities](#). The McGill Library also offers library instruction on demand for students with hearing, learning, and visual disabilities.

### The Library Catalogue and electronic resources

Workstations with adaptive technology giving access to the [Library Catalogue](#) and electronic resources such as article indexes and databases, bibliographies, and [online reference](#) are found throughout the library system.

### Computer facilities

#### Redpath Adaptive Lab and Student Lounge

OSD runs a small computer lab in [Room 58 of the Redpath Library](#). The lab is located on the main floor, next to the Access McGill Lounge (Room 5A) and is open during regular [library hours](#).

The OSD website has [information on software and hardware, and staffing](#).

**Liaison librarian**  
Andrea Miller-Nesbitt  
Email - 514-398-1663

#### **Adapted workstations in the Library**

Adapted workstations equipped with scanners, screen readers and large-print software including JAWS, ZoomText and OpenBook may be found at the following locations:

- Education Curriculum Resources Centre
- Humanities and Social Sciences Library
- Macdonald Campus Library
- Marvin Duchow Music Library
- Schulich Library of Physical Sciences, Life Sciences, and Engineering

For more information, please contact [Jeffrey Grummett](#), 514-398-8284, or visit the [OSD website](#).

#### **Library access and facilities**

- + Birks Reading Room
- + Blackader-Lauterman Library
- + Education Curriculum Resources Centre
- + Government Information Service
- + Humanities and Social Sciences Library
- + Islamic Studies Library
- + Macdonald Campus Library
- + Marvin Duchow Music Library
- + Nahum Gelber Law Library
- + Osler Library of the History of Medicine
- + Rare Books and Special Collections
- + Schulich Library of Physical Sciences, Life Sciences, and Engineering
- + Geographic Information Centre

[Questions? Ask us!](#) [Chat](#) • [Email](#) • [Text](#) • [Call](#)    [Send feedback](#)    [Report a problem](#)



# UNIVERSITY OF MARYLAND LIBRARIES

Information for People with Disabilities - Parking and Building Access

<https://www.lib.umd.edu/services/disabilities>

The screenshot shows the University of Maryland Libraries website. The top navigation bar includes 'LIBRARIES & SPACES', 'FIND & CITE', 'SERVICES', 'I AM A...', 'HELP', and 'ABOUT'. A secondary navigation bar contains 'Hours', 'My Accounts', 'Ask Us!', and a search box. The left sidebar lists various services, with 'Disabilities Services' highlighted. The main content area features the title 'Information for People with Disabilities - Parking and Building Access' and sections for 'General Information', 'Assistance from staff', 'Retrieving, checking out, and renewing materials', 'Contact us', and 'Adaptive Technology Lab'.

## Information for People with Disabilities - Parking and Building Access

### General Information

#### Assistance from staff

Staff of the UM Libraries are happy to provide additional services for the research and personal information needs of its patrons with disabilities. Service Plus Information and Research Services staff will assist with the use of the catalog, as well as periodical indexes and reference materials. One large screen workstation in the McKeldin Library first floor public Electronic Research area is wheelchair-accessible.

Before beginning in-depth research, patrons with disabilities should contact a [librarian subject specialist](#) to ensure uninterrupted assistance. An individual with a visual impairment is expected to bring a reader/assistant if extensive use of resources is anticipated.

#### Retrieving, checking out, and renewing materials

If your disability limits your ability to retrieve materials from the book stacks, it is recommended that you bring an assistant with you. Assistance in retrieving books will be provided by circulation staff as time and staff permit.

Upon request, the library will issue a special sticker to students with disabilities that will allow a personal attendant or reader to check out and renew materials for the student without the student having to come to the Libraries. To qualify, the student must have certification from Disabled Student Services (301-314-7682; TTY-301-314-7682).

#### Contact us

If you would like an orientation or have other questions about the library services and access, contact Dan Newsome, Coordinator of Library Services for Persons with Disabilities at McKeldin Library at 301-314-7958 or [wdn@umd.edu](mailto:wdn@umd.edu).

#### Adaptive Technology Lab

The Adaptive Technology Lab (ATLab) is a low-distraction environment equipped with hardware and software to facilitate access to information for individuals with disabilities. The lab offers advice and training on the use of adaptive technologies and works closely with other campus units to address their adaptive technology needs.

As a unit of the Counseling Center's [Disability Support Service \(DSS\)](#), the ATLab primarily serves students, faculty, and staff who are registered with DSS. Library users with disabilities not registered with DSS may contact the ATLab Coordinator, Dan Newsome, to discuss and arrange for use of the equipment and software located in the lab:

**Phone:** 301-314-7958 **E-Mail:** [wdn@umd.edu](mailto:wdn@umd.edu)

## Access to Parking and Buildings

### Architecture Library

- **Phone:** (301) 405-6317
- **Parking:** 2 (1 van accessible) reserved spaces in Lot O east of the Architecture Building; curb cut.
- **Entrance:** Lower level (from Lot O) - automatic door. Elevator to Library level. Upper level (from Campus Drive) - automatic door. Same level as Library.
- **Internal access:** Stairs to mezzanine where part of the circulating collection is kept. Ask staff for assistance.
- **Restrooms:** There are no public restrooms in the Library. In the Architecture building, restrooms are on upper level (across from the Visual Resources Center) and on lower level (near Gallery). Both are wheelchair-accessible and have grab bars.

### Art Library

- **Phone:** (301) 405-9061
- **Parking:** 3 reserved spaces in Lot JJ1 behind the Art-Sociology Building.
- **Entrance:** From Lot 1, automatic door. Freight elevator at the end of the hallway goes to the level of the Library. From the Tawes Plaza, automatic doors; elevator to the right of the lobby to the 2R level. From Campus Drive (lower level) automatic door. Freight elevators to the left through double doors or use ramp to elevator to go up to level 2R.
- **Internal access:** Steep ramp into Library. Stairs to mezzanine where non-folio books are kept. Call in advance for assistance.
- **Restrooms:** Public restrooms in main part of building on the same level as the Library are wheelchair-accessible.

### Engineering and Physical Sciences Library

- **Phone:** (301) 405-9157
- **Parking:** 2 reserved spaces in Lot E and EE behind the building.
- **Entrance:** From Lot E automatic doors. Elevator to the left of the doors goes to Library level (1st floor). Library entrance has one automatic door.
- **Internal access:** Elevator with lowered controls, raised and Braille numbers, and audible signal. Call in advance for access in technical reports.
- **Restrooms:** All floors. All are wheelchair-accessible and have grab bars.

### Hornbake Library

- **Phone:** (301) 314-2710
- **Parking:** Vehicles with state issued disabled driver tags or stickers may park in the designated spaces on level G, 1, 2 and 3 in Regents Drive Parking Garage at no charge.
- **Entrance:** Main entrance - ramps and automatic doors.
- **Internal access:** Elevators and escalators.
- **Restrooms:** Ground, 1st floor, 2nd floor, and 3rd floor - near elevators. One stall with grab bar at each location.
- **Public telephones:** Push-button pay phones (34" from the floor) on the ground floor, 2nd floor and 3rd floor near the elevator.
- **Campus telephones:** Push-button campus telephones on the portico and the 2nd floor near the elevator.
- **Services:** In Nonprint Media Services (301-405-9236) there are automatic doors, wheelchair-accessible stations for videodisc, videotape, audio cassette, dial access and internet access. Dial access stations with amplifiers and closed caption decoders are also available.

## UNIVERSITY OF MARYLAND LIBRARIES

Information for People with Disabilities - Parking and Building Access

<https://www.lib.umd.edu/services/disabilities>

### Michelle Smith Performing Arts Library

- **Phone:** (301) 405-9217
- **Parking:** Street parking and 11 spaces in the lower level of Stadium Drive Garage located near the elevators of each level (8 in the Center Atrium and 3 on the roof level).
- **Entrance:** Automatic door on the Stadium Drive side of the building.
- **Internal Access:** Elevator
- **Restrooms:** On the ground floor, just outside of the Michelle Smith Performing Arts Library in the Clarice Smith Performing Arts Center lobby.
- **Public telephones:** On ground floor, just outside of the Michelle Smith Performing Arts Library in the Clarice Smith Performing Arts Center lobby
- **ATM:** Just outside of the Michelle Smith Performing Arts Library, Braille and voice guided system.

### McKeldin Library

- **Phone:** (301) 405-9046
- **Parking:** There are 15 (2 van accessible) handicapped parking spaces between McKeldin Library and the College of Journalism. Spaces require a license plate/DMV tag indicating handicapped status.
- **Entrance:** Two automatic doors on east side of building.
- **Internal Access:** Elevator
- **Restrooms:** All floors near elevators/stairwells. All wheelchair-accessible with grab bars. A private accessible restroom (the "family restroom") is located near the Library Services Desk that is on the first floor.
- **Campus telephones:** Push-button campus telephones on the portico and the 2nd floor near the elevator.

### White Memorial Chemistry Library

- **Phone:** (301) 405-9078
- **Parking:** Vehicles with state-issued disabled driver tags or stickers may park in the designated spaces on level G, 1, 2, and 3 in Regents Drive Parking Garage at no charge. From G, 2 and 3 of Regents Drive Parking Garage take the elevator to the street level.
- **Entrance:** Main entrance to Chemistry Building - ramp and automatic door. Go down hall to left past the lecture halls and through double doors. The Library is on the right.
- **Restrooms:** There are no public restrooms in the Library. The closest restroom with handicapped access are in Wing II of the Chemistry Building on the right hand side of the hall. Both restrooms have handicapped access but no grab bars.

*Last update: Mar 01, 2018*

The screenshot shows the MSU Libraries Assistive Technology guide page. The header includes the MSU logo and navigation links for 'Ask a Librarian', 'Account', and 'Events'. The main title is 'Assistive Technology' with a search bar. The page is organized into several sections: 'Home' with links to 'Equipment in the Main Library ATC', 'Assistive Software in the ATC', 'Assistive Software for Community Borrowers with Disabilities', 'Contacts', and 'ATC Access & Login'; 'More Info on Assistive Tech from RCPD'; 'link to Library Services for Persons with Disabilities page'; 'For Immediate Assistance' with contact information for Emilia Marcyk, Paul Cooper, and Ranti Junus; 'Equipment in the Main Library ATC' listing TOPAZ8 XL HD High-Definition Desktop Video Magnifier, SARA Scanning & Reading Appliance, and Perkins Braille; 'Assistive Software in the ATC' listing Dragon Naturally Speaking/Dictate, JAWS, Kurzweil 1000, Kurzweil 3000, and ZoomText; and 'Assistive Software for Community Borrowers with Disabilities' listing System Access to Go.

**MICHIGAN STATE UNIVERSITY**  
**MSU Libraries | Guides**

Ask a Librarian  
Account  
Events

MSU Libraries | LibGuides | Assistive Technology | Home

## Assistive Technology

This guide provides brief explanations, links to documentation, and contacts for assistive technology at the MSU Libraries.

Search this Guide Search

### Home

- Equipment in the Main Library ATC
- Assistive Software in the ATC
- Assistive Software for Community Borrowers with Disabilities
- Contacts
- ATC Access & Login

### More Info on Assistive Tech from RCPD

[link to Library Services for Persons with Disabilities page](#)

### For Immediate Assistance

For non-urgent questions, please email: [atc@mail.lib.msu.edu](mailto:atc@mail.lib.msu.edu)

If you need immediate help with Library ATC, you may call:

**Emilia Marcyk**, Library Liaison to Resource Center for Persons with Disabilities, 517-864-6455

**Paul Cooper**, Systems, 517-864-0870

**Ranti Junus**, Electronic Resources, 517-864-0876

### Equipment in the Main Library ATC

- **TOPAZ8 XL HD High-Definition Desktop Video Magnifier** (user guide)  
Used by people with low vision, or learning disabilities, to magnify the page of a book, a letter, a photo onto a computer monitor. Words and images can be made much larger, and text can be changed from black on white, to white on black, as well as to other high contrast colors.
- **SARA Scanning & Reading Appliance** (user guide)  
The SARA reader is used to scan the page of a book or other print, and read aloud what's on the page. It uses OCR and cannot be used for handwritten letters.
- **Perkins Braille** (user guide)  
The Perkins Braille is a manual Braille typewriter.

### Assistive Software in the ATC

Complete list of assistive and productivity software in the Main Library ATC

these two PCs are located directly across from the door (west side)

- **Dragon Naturally Speaking/Dragon Dictate** (link to user guide)  
Dragon is used by people with learning disabilities or physical disabilities to assist with writing. Dragon is speech recognition software: the user speaks and Dragon produces a typed document, like dictation.
- **JAWS** (link to user guide)  
JAWS is the most popular screen-reading program, used by blind people to access the Internet, Microsoft Office, library databases, etc. It reads aloud all text on the screen.
- **Kurzweil 1000** (link to user guide)  
Kurzweil 1000 is used by people who are blind or have low vision. It can be used to read aloud printed text that is scanned in, and as a screen-reader for electronic text.
- **Kurzweil 3000** (link to user guide)  
Kurzweil 3000 is used by people who have reading or learning differences. It can be used to read aloud printed text that is scanned in, or electronic text. It combines the read-aloud feature with highlighting and other reading/writing tools.
- **ZoomText** (link to user guide)  
ZoomText is primarily used by people with low vision to magnify what's on the screen. It also has screen-reading capability.

### Assistive Software for Community Borrowers with Disabilities

The computer for community borrowers is located on the far right of the room (north side).

- **System Access to Go**  
A free screen reader which is installed on the Selected Resources machine in the ATC.

### Contacts

**At the Library**

Emilia Marcyk, Library Liaison to Resource Center for Persons with Disabilities, 517-884-6455

Paul Cooper, Systems, 517-884-0870

Ranti Junus, Electronic Resources, 517-884-0878

**At RCPD**

At Resource Center for Persons with Disabilities (RCPD), assistive technology specialists are:

Stephen Blosser, 517-645-9191

### ATC Access & Login

Users must go to **Circulation Desk**. Those with MSU ID will have their PID recorded. Circulation Desk staff will unlock the door for users.

The two MSU student/faculty/staff computers require a login. MSU users should already have the login information, via being registered with RCPD.

URL: <https://libguides.lib.msu.edu/assistivetech/> | [Print Page](#) | [Login to LibApps](#)

**MICHIGAN STATE UNIVERSITY** | Call Us: (800) 500-1554 (24/7 Support Line) | [Contact Information](#) | [Site A to Z](#) | [Privacy Statement](#) | [Site Accessibility](#)

Call MSU: (517) 355-1855 | Visit: [msu.edu](http://msu.edu) | MSU is an affirmative-action, equal-opportunity employer. | [Nondiscrimination \(DIE\)](#)

**SPARTANS WILL.** | © Michigan State University Board of Trustees



The screenshot shows the top navigation bar of the University of Minnesota Libraries website. The header includes the university logo, the text 'LIBRARIES', and navigation links for 'At the Library', 'Research', 'Help', and 'About'. On the right, there are links for 'One Stop', 'MyU', 'Search Libraries Website', and 'Sign In'. Below the navigation is a large banner image with the text 'SERVICES TO LIBRARY USERS WITH DISABILITIES'. A left sidebar contains a 'SERVICES' menu with 'Disability Access' highlighted. The main content area features three sections: 'System-wide Disability Access', 'Get It Book Delivery', and 'Proxy Cards', each with descriptive text and contact information. A fourth section, 'Access Available by Library Location', lists various campus libraries with hyperlinks.

UNIVERSITY OF MINNESOTA  
Driven to Discover™

One Stop MyU Search Libraries Website

**LIBRARIES** At the Library - Research - Help - About - Sign In

## SERVICES TO LIBRARY USERS WITH DISABILITIES

### SERVICES

- Services - Home
- Borrowing Privileges
- Computers, Printing, and Scanning
- Copyright
- Course Material Solutions for Instructors
- Course Reserves
- Disability Access**
- Fines
- Getting Materials
- Graduating Student Resources
- Instructor Support
- Interlibrary Loan
- Peer Research Consultants
- Renewing Materials
- Researcher Support
- Reserve a Space
- Save money with the Libraries!

### System-wide Disability Access

The University of Minnesota Libraries is committed to serving users with disabilities by providing special assistance to facilitate use of the collections and services. All staff working in public service areas of the Libraries will make every effort to accommodate reasonable requests from users with disabilities. In order to take advantage of some library services, you must be registered with [Disability Resource Center](#). To register [click here](#) or call (612) 626-1333.

If your needs in the Libraries are not being met or if you have comments or suggestions, please notify us.

Contact: Phil Dudas Email: [duda0014@umn.edu](mailto:duda0014@umn.edu) Phone: 612-626-9105

### Get It Book Delivery

[Get It Book Delivery](#) service includes delivery to any University of Minnesota campus library location for materials owned at University Libraries.

### Proxy Cards

Any student, staff, and faculty member with a mobility or visual impairment may request a proxy card for his or her personal assistant to charge out library materials. For further information or to pick up an application form [click here](#) or contact the Circulation Desk at Wilson Library, (612) 624-3321.

### Access Available by Library Location

- [Elmer L. Andersen Library](#)
- [Bio-Medical Library](#)
- [Magrath Library](#)
- [Walter Library](#)
- [Wilson Library](#)
- [Architecture and Landscape Architecture Library](#)
- [Mathematics Library](#)
- [Music Library](#)
- [Veterinary Medical Library](#)
- [Locations of Specialized Equipment](#)

## Wilson Library

The Wilson Library building houses the following collections: Ames Library of South Asia, East Asian Library, John R Borchert Map Library, Business Reference Service, Government Publications Library, James Ford Bell Library, and Wilson Library. Wilson Library also houses a SMART Learning Commons location. This library also houses an [Adaptive Technology Lab](#) in room 307 (third floor).

### Maps to this Library

**Paper:** available at library service points

**Web:** [Wilson Library](#)

### Access to Collections

#### • Paging Services

- On demand paging from the book and periodical stacks is available through the Circulation Desk on the 1st floor Monday through Friday, 8 am to 5 pm; Saturday, 1 pm to 5 pm; Sunday, 3pm to 5 pm. If you cannot come to the library during these hours, call the Circulation Desk at (612) 624-3321 during paging hours and request the materials be paged and held for you at the Circulation Desk. If possible, paging requests should be submitted in advance, either in person or by telephone.

Up to three reserve readings can be held for a patron. If possible, call in advance to (612) 624-3321. For further information or to request exceptions regarding the number of items and length of loan period, contact a full-time staff member during daytime business hours (Monday through Friday, 9 am to 4:30 pm)

Students must be registered with the [Disability Services Office](#) to receive paging services.

#### • Parking

- Nearest accessible parking is located in the [19th Avenue Ramp](#) and the [21st Avenue Ramp](#).

#### • Building Entrances

- There are two public entrances: one on first floor and one at the basement level. Both entrances have automatic doors. A basement tunnel connects Wilson Library to Blegen Hall, Carlson School of Management, Ferguson Hall, Humphrey Center, and Social Sciences Building.

#### • strong>Elevators

- Elevators are located in the center of the building and are wheelchair accessible.

#### • Restrooms

- Restrooms are located on all floors except the first floor. Building maps are available at the Information Desk on the first floor.

#### • More Information

- For additional information on the library, check the [Wilson Library](#) web page.

### Specialized Equipment

- Below is a list of other specialized equipment provided by the University Libraries and the name of the libraries they are located in.

#### Closed Circuit TV Reader

- Walter Library
- Wilson Library

#### Wheelchair Height Workstation

- Andersen Library
- Bio-Medical Library
- Magrath Library
- Walter Library
- Wilson Library
- Architecture Library
- Music Library

#### Wheelchair Height Microfilm Reader

- Bio-Medical Library
- Magrath Library
- Walter Library
- Wilson Library
- Music Library

#### Telephone with TTY

- Walter Library
- Wilson Library

### Useful Resources

[Accessibility](#)

[Computer Accommodations Program](#)

[Disability Resource Center Registration](#)

[Ebscohost Databases](#)

[Proxy Card Application](#)

For more information:

Phil Dudas

Email: [duda0014@umn.edu](mailto:duda0014@umn.edu)

Phone: 612-626-9105



### University of Minnesota Libraries

499 Wilson Library  
309 19th Avenue South  
Minneapolis, MN 55455

### Support the Libraries

Giving to the Libraries  
Friends of the Libraries  
Partnerships & Grants

### Jobs at the Libraries

**New York Public Library**

LOG IN | LOCATIONS | GET A LIBRARY CARD | GET EMAIL UPDATES | **DONATE** | SHOP

Books/Music/Movies | Research | Education | Events | Connect | Give | Get Help | [Search](#)

## Accessibility

The New York Public Library strives to ensure that everyone is welcome and has access to the full range of information, services and programs that are offered in our neighborhood branches and research libraries. Browse below to find out about the assistive technologies and accommodations available for people with disabilities. For more information or for an accommodation, please email [accessibility@nypl.org](mailto:accessibility@nypl.org). To learn more about the accessibility of NYPL websites and mobile applications, see our [Web & Mobile Accessibility Policy](#).

Find program and services below for our community members with disabilities:

### Print Disabilities or Visual Impairment

- Talking Books, Bookshare
- Videos and DVDs with descriptive text
- JAWS screenreading software, MAGic screen magnification software, and personal reading machines such as SIBLY Du Vinci video magnifier with Text-to-Speech and an "Eye Pal Sids" reading machine
- Technology workshops, braille study groups, and more

### Learning, Cognitive, or Developmental Disabilities

- Movie screenings, art workshops, computer classes
- Sensory-friendly storytime and playtime for children
- Online resources for video storybooks and animated picture books
- Free talkingbooks and players

### Deaf or Hard of Hearing

- ASL Interpretation and CART real-time captioning
- Assistive listening devices, hearing loops
- Captioned videos and DVDs

### Physical Disabilities

- Books by Mail
- Talking Books

**Featured Location: Andrew Heiskell Library**

All residents of New York City who are blind, visually impaired, physically disabled, or who have a reading disability are eligible to enroll in Andrew Heiskell Library's free services.

**Featured Program: Braille Study Group**

Staff, peers, and volunteers help with braille study plans and assignments, as well as recommend strategies for taking braille proficiency to the next level.

New York  
Public  
**Library**

Accessibility

Press

Careers

Space Rental

Privacy Policy

Other Policies

Terms & Conditions

Governance

Rules & Regulations

About NYPL

Language

# OHIO UNIVERSITY LIBRARIES

Persons with Disabilities

<https://www.library.ohio.edu/services/persons-disabilities/>

The screenshot shows the Ohio University Libraries website. The header includes the Ohio University logo, a site search bar, and a navigation menu with links for Home, Resources, Services, About, and Need Help?. Below the header is a banner image with the text "Ohio University Libraries" and "OHIO UNIVERSITY LIBRARY". The main content area is titled "Persons with Disabilities" and contains several sections: "Retrieving Materials", "Scanning into an Alternative Format", "Scanning and printing", and "Research Help". A sidebar on the left lists various library services, and a "Today's Hours" section provides a table of operating hours for different library locations.

OHIO UNIVERSITY  
Site Search  
Library Website

Ohio University Libraries  
OHIO UNIVERSITY LIBRARY

Home Resources Services About Need Help? Live Chat My Accounts

OHIO University Libraries / Services / Persons with Disabilities

## Persons with Disabilities

Alden Library is here to help everyone with their research and learning needs. In addition to the services described below, there is also [adaptive equipment and software](#) available for use in Alden Library. For more information about the Libraries' services for persons with disabilities, you can contact [Christopher Guder](#).

### Retrieving Materials

Ask at a service desk, if you need assistance retrieving material from a library collection. Depending on staff availability and the amount of materials staff may not be able to immediately assist you. For best service please submit a list well in advance of your deadline. If you are registered with [Student Accessibility Services](#), you may be eligible for the library [delivery service](#). For more information about this service, please contact [Christopher Guder](#).

### Scanning into an Alternative Format

A student registered through [Student Accessibility Services](#) or a faculty member registered with [Institutional Equity](#) can request that print materials available in the University Libraries be converted into an accessible PDF. If you do not already have an InterLibrary Loan and Document Express ILLiad account, [register for an account](#) and identify yourself as being registered through Student Accessibility Services or Institutional Equity. If you already have an ILLiad account, [update your account](#) to identify yourself as someone affiliated with one of the two offices mentioned above. Once registered, simply fill out the [ILLiad request form](#) and indicate in the Notes field any preferred timelines for the scanning to be completed. Every attempt will be made to complete scanning requests in a timely fashion but if requests cannot be completed within a week the patron will be notified. For more information on copyright compliance, please see the [InterLibrary Loan and Document Express page](#) or [Title 17, United States Code](#). If you have additional questions, feel free to contact [Christopher Guder](#).

### Scanning and printing

There are [multiple touch screen scanning stations](#) located in Alden Library that can be used to convert text into a screen reader friendly PDF. Scanned documents can either be saved to a flash drive or emailed directly from the scanner to any email address. Should a patron with a disability be unable to operate the scanners, he or she may have the scanning performed by a staff member located at the 2nd or 4th floor service desks. Desk staff located at these desks are available to assist with printing as well.

### Research Help

General reference assistance is available at the Learning Commons ([2nd Floor](#)) desk. For specialized assistance, an appointment may be made with a [Subject Librarian](#) or Call (740) 593-2699 for more information.

#### Today's Hours

2nd and 4th Floors	Open 24 Hours
All Other Alden Floors	8:00 AM - Midnight
Music & Dance Library	8:00 AM - 10:00 PM
Archives & Special Collections	9:00 AM - 5:00 PM

All Hours

#### Other Units in Alden

#### Recent News

- Spring 2018 #FinalsByAlden Kicks off on April 23
- Library Welcomes 33rd Literary Festival
- Learning from Disney's Customer Service
- Vern Alden Celebrates 95th Birthday [Video]

**UNIVERSITY OF OREGON LIBRARIES**

# UO Libraries

Search library website

Research Support - Services - Collections - Library Accounts - About - Ask Us -

## DIVERSITY AND INCLUSION AT THE UO LIBRARIES

- Overview
- Accessibility**
- Diversity Fund
- Library Diversity Committee
- Open Letter to the UO Community
- Diversity Resource Guides

## Accessibility

The University of Oregon is dedicated to the principle of equal opportunity in education, research, and service. The UO Libraries reflects this commitment by ensuring that [collections, services, and facilities are accessible to all users](#). For further assistance or accommodation, please contact a staff member in person at any service desk or by phone, e-mail, or chat. Special accommodation requests not addressed below may be directed to [David de Lorenzo](#), Giustina Director, Special Collections and University Archives, at [\(541\) 346-1904](tel:541-346-1904).

## Services

### Locating or Reaching Library Materials

Library staff members will assist with locating or reaching shelved library materials. Provide the location information of your items to the nearest service desk and a staff person will retrieve the items for you. If you have a large number of items that need to be retrieved, the staff person will pull several of them to get you started; the remaining materials will be pulled within 24 hours (during the week) and held for you.

### Borrowing Library Materials Using a Proxy

Patrons who need regular assistance may apply for a UO Libraries Proxy card. Please contact staff at the Knight Checkout Desk at [\(541\) 346-3065](tel:541-346-3065) or [email](#) for more information.

### Assisted Photocopying

For assistance with photocopying, please ask staff at any service desk. You must provide a Duck Bucks card for the cost of the copies. If you have more copying than can be done immediately, you may be asked to leave your Duck Bucks card with the staff person, who will arrange for the copying to be done within 24 hours.

### Classroom Assistive Listening Systems

Assistive Listening System (ALS) transmitters are integrated with the room's AV system to transmit any classroom audio such as microphone(s) or program audio to an Assistive Listening Device (ALD) over an FM transmission. ALDs function as an amplifier that bring any of room audio directly into the ear via an earphone, headphones, or a Neckloop-Teacoll Coupler for Hearing Aids.

The Classroom Technology Services team at University of Oregon is responsible for installing and supporting assistive listening systems (ALS) to general pool and joint controlled classrooms that have a microphone installed. [More information about Classroom Assistive Listening Systems](#).

## Accessible Technology

### Workstations

Windows computers in the library, both academic workstations and internet kiosks, offer standard Windows tools for accessibility – magnifier, narrator, on-screen keyboard, and speech recognition.

Academic workstations, which are limited to use by current UO students, faculty, and staff, have ZoomText and Read OutLoud installed.

Academic workstations on Macs include standard accessibility tools as part of the operating system, including zoom, voice over, dictation, media captions, spoken descriptions and device control tools for users who have difficulty using mice or keyboards.

### Labs for UO students

The University provides specialized [accessible technology](#) labs for students who have a referral from the [Accessible Education Center](#). For more information, contact [James Bailey](#), Adaptive Technology Advisor at [\(541\) 346-1076](tel:541-346-1076).

### Videos

The UO Libraries has [video and moving image collections](#) in many formats, covering all disciplines. Some videos and DVDs include closed-captioning. Contact [Eric Clark](#) with questions about using videos.

## UNIVERSITY OF OREGON LIBRARIES

Diversity and Inclusion at the UO Libraries | Accessibility

<https://library.uoregon.edu/library-accessibility>

### Facilities



#### Knight Library

Accessible parking spaces are available on Kincaid Street between East 14th and East 15th Streets. The entrance to the Center for Media & Educational Technologies, located on the ground floor, has a push button access door that leads to the main lobby elevator. From the parking spaces, enter campus and turn right on the sidewalk that runs along the side of the building; the entrance is straight ahead. Upon entering the building, turn left, then make another left at the end of the hall, and then turn right at the yellow elevator sign. The elevator is at the end of the hall on the right and accesses the 1st floor (main lobby) and 2nd floor north (Special Collections and University Archives). A second entrance, at the east front of the Knight Library (the doors to the left when facing the front of the library) has a ramp leading to the door with push button access. To access Special Collections from this entrance, turn right. Just beyond the Checkout/Information Desk, there is an elevator to the left in the west hallway. Please see [floor maps](#) or call [\(541\) 346-3065](tel:541-346-3065) for more information.

#### Allan Price Science Commons and Research Library

The Price Science Commons is located at 1344 Franklin, which is in the courtyard and basement between Willamette Cascade, Onyx, and Klamath halls. There is an exterior door at plaza level or interior doors at the basement level from Onyx or Klamath. The library has an elevator inside, and there is one in Onyx which reaches the basement. Call [\(541\) 346-3075](tel:541-346-3075) for more information.

#### Design Library

From the south entrance of Lawrence Hall go straight to the far end of the hall. The elevator is near the exit. Between Pacific Hall and Lawrence Hall (from the parking lot near Franklin Street), enter the door and go right to the elevator. Go up to the second floor and then straight to the other end of the hall (Room 200). Call [\(541\) 346-3637](tel:541-346-3637) for more information.

#### John E. Jaqua Law Library

A ramp leads to the main entrance to the School of Law on 15th and Agate Streets. The elevator is on the right. Go to the second floor and down the hall (Room L270). Call [\(541\) 346-3088](tel:541-346-3088) for more information.

#### Mathematics Library

The Mathematics Library is located in Fenton Hall. Access to the stacks is limited, but the reading room is accessible and staff there can page materials. Enter the building via the door on 13th and proceed to the elevator; the reading room is on the second floor directly across from the elevator.

#### Oregon Institute of Marine Biology Library

Contact [Clara Piazzola](mailto:Clara.Piazzola@oimblib.org), OIMB Library at [\(541\) 888-2581](tel:541-888-2581).

#### Portland Library and Learning Commons

Contact [library.staff](mailto:library.staff@uoregon.edu) at [\(503\) 412-3671](tel:503-412-3671).

### Campus Resources

#### Accessible Education Center

Email: [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)  
Web: <http://aec.uoregon.edu/>  
Telephone: [\(541\) 346-1155](tel:541-346-1155)  
TTY: [\(541\) 346-1083](tel:541-346-1083)  
Fax: [\(541\) 346-6013](tel:541-346-6013)

[Large Campus Accessibility Map](#)

The screenshot displays the University of Pennsylvania Libraries website. At the top, there is a navigation bar with the Penn Libraries logo, the word "Guides", and links for "Contact us", "Library Home", "Login", and "SEARCH". Below this is a secondary navigation bar with categories: "About", "Using the Libraries", "People", "Research & Teaching", "Collections", and "Quick links". A search bar is present with the text "Search Library guides" and a "GO" button. A "Catalog & Articles" button is also visible.

The main content area features a breadcrumb trail: "Penn Libraries > Guides > Weigle Information Commons > Butler Assistive Technology Room > Butler Home". The title is "Butler Assistive Technology Room: Butler Home". A sub-header reads: "The Butler Assistive Technology Room provides private self-service round-the-clock access to a state-of-the-art space with software and hardware to support academic activities." Below this is a sub-navigation bar with "Butler Home", "About", "Resources", and "Apps".

The content is organized into several sections:

- Need a better way to study?**: Accompanied by a photograph of a study desk with two computers and two chairs.
- Welcome to the Butler Room!**: A list of bullet points:
  - » Like audiobooks? Why not have your [Carivas](#) readings read to you?
  - » Have writer's block? Try dictating your thoughts out loud!
  - » Need a break? [Mark's Cafe](#) is conveniently located just around the corner.
  - » Too much distraction? Enjoy a quiet private space to enhance focus.
- Reservations**: Text describing the room's location and reservation process.

Located on the ground floor of the [Van Pelt-Dietrich Library Center](#) and a collaborative effort between the [Weigle Information Commons](#) and the [Weingarten Learning Resources Center \(VPL\)](#), the Butler Room has 24-hour access and is [reservable online](#). After confirming your reservation, you can pick up the room key at the [Rosengarten Reserve desk](#). We'll also consider special requests for recurrent bookings.
- Equipment and Software**: Text describing the room's amenities and a list of software included:

The Butler Room includes an iMac and a PC desktop, a scanner, assistive software and a video magnifier.

Software includes:

  - » **Speech-to-Text**: Dictate and transcribe your writing to both [iMac](#) and [PC](#) computers using [Dragon](#) software.
  - » **Text-to-Speech**: [JAWS](#) is a powerful screen reader that works for most PC computer applications.
  - » **Convert and edit** your documents without retyping using [OCR](#) software using [Adobe](#) software.
- PennWC Blog Posts**: A list of two blog posts:
  - » [Creating a Culture of Openness and Accessibility](#)
  - » [Customize Your iOS Device to Fit Your Needs](#)

The footer contains the University of Pennsylvania logo, contact information (Penn Libraries: 215-898-7505 | 3420 Walnut St., Philadelphia, PA 19104-6206), and social media icons for chat, Facebook, Twitter, and YouTube. It also includes a "Last Updated" date (Dec 29, 2017 8:29 PM), a URL, a "Print Page" link, a "Report a broken link" link, and a "Login to LibApps" link.



**Syracuse University Libraries**

Ask Us Your Accounts Sitemap Site Search Support the Libraries Hours

Search articles, books, and other resources. Search Summon

HOME ABOUT GET HELP LIBRARY SPACES RESEARCH SERVICES MORE

Home / Accessibility

## Accessibility

**ACCESSIBILITY**

- Assistive Technology
- Buildings
- Bus and Parking Information
- Contacts
- Plugins and File Viewers
- University and Local Resources

Syracuse University Libraries are committed to providing all SU students, faculty and staff equitable access to the library resources and services they require for their academic and research needs. The libraries provide a range of services for individuals who may require assistance or specific tools in order to access and use those resources and services.

### Assistive Technology

Computer workstations in all library buildings offer the campus desktop, which includes Window-Eyes, Read & Write Gold, and Microsoft Accessibility Software. Library machines also have JAWS. The Assistive Technology Room on the first floor of Bird Library has three computer workstations and a station for the DaVinci Pro camera. See the [Assistive Technology](#) page for more on the software and equipment in this room.

### Request Alternate Format

The Libraries will provide alternate formats to qualifying individuals of library owned or licensed materials or InterLibrary Loan materials. Use the [Alternate Format Request Form](#) to confirm eligibility and to register. For patrons already registered, please visit [ILLiad](#) to place a request that requires an alternate format.

### Accessible Access to HathiTrust Volumes

Syracuse University users with certified print disabilities can request text-enabled PDFs of HathiTrust volumes. These are requested on a title-by-title basis, and any item in HathiTrust is eligible, regardless of copyright status.

To request access, please contact the circulation department [circhelp@syr.edu](mailto:circhelp@syr.edu) with your name, SU NetID, the book author & title, and the link to the exact volume you need in HathiTrust.

See the [HathiTrust Accessibility](#) page for more information.

### Web Navigation Service

Learning Commons staff will assist those who use screen readers or other assistive technologies with navigation of the Library website, ejournals, and databases; or with a basic orientation of class sites on Blackboard. To make an appointment, email [webnav@syr.edu](mailto:webnav@syr.edu).

**Contact Us**

Bird Library  
222 Waverly Avenue  
Syracuse University  
Syracuse NY 13244

315.443.2093  
f:315.443.2060  
[libref@syr.edu](mailto:libref@syr.edu)

Chat

### Retrieving Items from Book Stacks

Staff at any Circulation desk will pull materials for students when the materials are not physically accessible for any reason, e.g. aisle is not wide enough, material is too high on shelf, or call numbers are difficult to read or see.

These desks include:

- 1st floor Bird Circulation Desk
- 3rd floor Bird Service Desk
- Carnegie Library Service Desk
- King + King Architecture Library Service Desk (Slocum Hall)

Note: In Bird Library, the aisle width between the stacks accommodates wheelchairs. This is not true for stack areas in Carnegie Library.

### Helpline

In Bird Library only, users who need assistance may **call or text** the Helpline service from anywhere in the building and a staff member will go to the user's location to assist. Helpline is offered during the same **hours** as the service desks on the 1st floor of Bird.

Helpline **315.416.7047**

### Study Spaces

- **Assistive technology room (Room 123)**
  - 1st floor of Bird Library, near the Waverly entrance, open 24/5 (same hours as floors LL-2). See the **hours** page for more building hours information.
- **Study Rooms**
  - Reservable "quiet rooms" in Bird Library for use by all students, including those working with readers or other assistants. See the **study rooms** page for locations and reservation information.
- **Quiet Study Areas**
  - Designated **quiet spaces** are located throughout Bird Library.

### Copying, Scanning, or Printing

Staff at library service desks will assist library users with disabilities making copies or scanning documents on public copiers/scanners in their area.



Twitter Facebook YouTube SoundCloud Pinterest Instagram RSS

Search this site... Search

The screenshot shows the University of Virginia Library's Accessibility Services page. At the top, there is a dark blue header with the library logo on the left and navigation links for 'Catalog Advanced', 'Article Advanced', and 'Site Search' on the right. Below the header is a search bar with the placeholder text 'Search Virgo for books, articles, digital materials, and more' and a 'SEARCH' button. A secondary navigation bar contains links for 'About', 'Research', 'Collections', 'Services', 'Hours', 'Ask a Librarian', 'Account', and a notification bell. The main content area features a breadcrumb trail: 'University of Virginia Library > Services > Accessibility Services'. The title 'Accessibility Services' is prominently displayed. Below the title is a paragraph explaining the library's commitment to providing a welcoming, productive, and safe environment for all patrons. A list of links follows, including 'Get Help from the Library', 'Types of Help Available from the Library', 'Help for Captioning Videos - Media Accessibility Resources', 'Assistive Technologies', and 'Other Accessibility Resources on Grounds'. The 'Get Help from the Library' section is expanded, showing instructions for immediate and non-urgent accessibility issues, as well as how to plan a library visit and report website accessibility problems. On the right side, there is a 'Services for...' sidebar with a list of user groups: Alumni, Accessibility, Community Patrons, Continuing & Professional Studies, Faculty, and Graduate Students. Below this is a 'My Account' section with links for account information, checked-out items, and renewing items. At the bottom of the sidebar is a 'Visit the U.Va. Library' section with links for directions and library hours. A 'CHAT' button is visible on the right edge of the page.

The screenshot shows a web page with a dark blue navigation bar at the top containing links for 'About', 'Research', 'Collections', 'Services', 'Hours', 'Ask a Librarian', 'Account', and a notification bell. The main content area has a white background. The first section is titled 'Types of Help Available from the Library' and includes a paragraph about contacting staff for accessibility concerns, a link to 'Ask a Librarian services', and a list of services: 'Retrieving books in the stacks' (for users with physical limitations), 'Ordering materials in large print and special formats via Interlibrary Loan', 'Digitizing research and course materials' (with advance notice required), 'Event accommodations' (contacting the Library Events Team), and 'Specialized study arrangements'. The second section is titled 'Help for Captioning Videos and Other Audio Files' and includes a sub-section 'Media Accessibility Resources' with a paragraph stating the library's role in directing users to resources for creating accessible media. It lists three items: 'Captioning Basics', 'UVA-approved vendors who can caption existing digital media', and 'Information about federal and Virginia state laws regarding accessibility and media'. A final paragraph provides contact information for Leigh Rockey, Media Collections Librarian, at [lr4k@virginia.edu](mailto:lr4k@virginia.edu). On the right side of the page, there is a vertical blue 'CHAT' button.

Assistive Technologies

The following is a brief list of assistive technologies that can be found in our libraries. Individual library locations may provide additional assistance.

- Headphones  
Alderman | Clemons | Fiske Kimball Fine Arts | Music | Physics
- Read & Write software  
All public Windows computers found in the libraries and available for download to your computer
- Sorenaon VideoPhone for ASL communication  
Clemons
- Pico handheld magnifiers  
Alderman | Clemons
- Topaz desktop video magnifiers  
Alderman | Charles L. Brown Science and Engineering | Clemons | Fiske Kimball Fine Arts | Music
- Bookeye 4 Scanner (converts text to computer voice audio file)  
Music

Other Accessibility Resources on Grounds




- ADA Coordinator
- Coordinator of Academic Accessibility
- Student Disability Access Center

Contact Us

(434) 924-3021

[library@virginia.edu](mailto:library@virginia.edu)

Ask a Librarian

Alderman Library  
180 McCormick Road  
Charlottesville, VA 22903

About the Library

Hours

Staff Directory

Jobs

Press

Alderman Renovation

Fellowship Opportunities

Help & Assistance

FAQs

Off-Grounds Access

ITS Computing Accounts

Accessibility

Emergency Information

Library Policies

Related Resources

UVA Home

ITS

SIS

UVaCollab

Cavaller Advantage

Library Staff Site

Tracking Opt-out

[GIVE TO THE LIBRARY](#)

CHAT

The screenshot shows the University of Waterloo Library Accessibility Services website. At the top, there is a navigation bar with the University of Waterloo logo and links for Admissions, About Waterloo, Faculties & Academics, Offices & Services, Support Waterloo, and a search icon. Below this is a large heading 'LIBRARY ACCESSIBILITY SERVICES'. On the left, there is a sidebar menu with categories like 'Library Accessibility Services home', 'About Library Accessibility Services', 'Building access and safety', and 'Services and resources'. The main content area has a sub-heading 'Services and resources' and a list of links: Adaptive Technology Centre, Study rooms and workstations, Accessibility devices in the Library, Print and electronic resources, Alternate format materials, Campus book delivery, Retrieving library materials, Library handouts in alternate formats, Research help, Room bookings, Feedback process, and Waterloo library. To the right of the list are two photographs: one showing a staff member assisting a user at a computer, and another showing a staff member assisting a user at a desk. At the bottom, there is a footer with 'LIBRARY ACCESSIBILITY SERVICES' and a grid of links: Research guides by subject, Course reserves, My library account, Book a study room, Home, News and events, Work for the library, Support the library, Contact the library, and Contact Library Accessibility Services. The contact information for Dana Porter Library is provided, along with social media icons for Facebook, Twitter, YouTube, Instagram, LinkedIn, and Snapchat.

The screenshot shows the top navigation bar of the University of Wisconsin-Madison Libraries website. The header includes the library logo, navigation links (FIND, LIBRARIES, COLLECTIONS, SUBJECTS, SERVICES, ABOUT, HELP, MY ACCOUNTS), and utility links (UW-Madison, Give, Ask, Search). The main content area features a breadcrumb trail: Memorial Library > Services > Disability Services. The page title is "Disability Services". A introductory paragraph states: "Memorial Library offers a range of services for individuals with disabilities." The "Assistive Technologies" section is divided into "UW-Madison Students & Staff" and "Public Use". Under "UW-Madison Students & Staff", it lists two adaptive computer workstations in InfoLab (DoIT), Room 140, with features: available to students, faculty, staff; includes Braille printer and other assistive technology; and infoLab website details available equipment. It also mentions the McBurney Center Learning Resources Room (377) offers a variety of adaptive technologies to registered students with disabilities. Under "Public Use", it lists one adaptive computer workstation in the Reference Department, Room 262, with features: adjustable table; screen magnification; Intellikeys adapted keyboard; and trackball for Graphical User Interface use. An image shows an adaptive computer workstation with a monitor, keyboard, and mouse. A caption below the image reads: "Adaptive computer workstations are available". A link "Learn more about this space" is provided for the McBurney Room. At the bottom, a link "DoIT website has information on accessibility services campus wide." is present.

FIND LIBRARIES COLLECTIONS SUBJECTS SERVICES ABOUT HELP MY ACCOUNTS

---

### Building Accessibility

- Entrances on Library Mall (State Street) have buttons for automatically opening doors.
- All floors are accessible by elevator.
- Several tables are adjustable in 2nd floor reference area.
- Not all stacks areas are accessible but assistance may be requested at the Circulation Desk.

---

### Research Assistance

Library patrons who need accommodation may consider these alternatives:

- Ask a Librarian
- Reference Desk staff (Room 262) can give limited assistance and can refer as needed.
- Request books from UW-Madison and UW-System libraries to be delivered to Memorial Library (or any other UW-Madison library) via "Place a Request" in the Library Catalog.
- Workshops & Events are available to anyone. If possible, please let staff know ahead of time if you'll need accommodation of any sort. Also note that individual sessions may be requested.

---

### Paging Services

Library patrons who need accommodation may consider these alternatives:

- Regular paging services are available to those registered with the [McBurney Center](#) on campus. Phone contact: (608) 263-2741
- Request occasional assistance in retrieving books at Memorial Circulation Desk, 1st floor.
- Paging requests for books from UW-Madison and UW-System libraries can be made via "Place Requests" in the Library Catalog. These materials will be delivered to Memorial Library or any other UW-Madison library you specify.
- Paging requests for articles (on-campus and off) and all other materials can be made through InterLibrary Loan.

---

### Digital Delivery

- Students with print disabilities may request materials in electronic format. They must first contact [McBurney Center](#) staff to get authorized for the service. Once they have done that, ask [McBurney](#) staff to email ILL staff to set-up their account.
- Employees with print disabilities may request materials in electronic format. They must first contact their Divisional Disability Representative (DDR) to get authorized for the service. They can also contact [Barbara Lanser](#), Disability Coordinator/Employment ([blanser@cdco.wisc.edu](mailto:blanser@cdco.wisc.edu)) with additional questions. Once they have done that, ask their DDR to email ILL staff ([gzmil@library.wisc.edu](mailto:gzmil@library.wisc.edu)) to set-up their account.



- Requests for electronic books or articles should be made by registered users through the [ILL system](#) or they should contact ILL staff for assistance in placing their requests.
- The process of reformatting materials may take up to four weeks, longer if large quantities are requested and during peak times. In general, the University of Wisconsin Libraries will scan all printed pages, process any non-graphical text using Adobe Acrobat's built-in text recognition, and provide the resulting PDF file. Please contact Interlibrary Loan staff if they require other arrangements.
- Section 121 of the U.S. Copyright Act governs reproduction of copyrighted works for users with print disabilities. Further reproduction or distribution in a format other than a specialized format exclusively for use by blind or other persons with disabilities is not permitted under Section 121.  
When the materials become available the user can access it through their [ILL Account](#).

### Emergencies

In case of building evacuation, if you can't use the stairs, remain in elevator lobby until emergency services can reach you.

In case of severe storms, seek shelter in areas designated on maps in elevator lobbies.

Emergency phones are located in all elevator lobbies.

### Contact/Feedback

- Lee Konrad (Associate University Librarian – Technology Strategies and Data Services)  
Phone: (608) 263-4564.
- McBurney Disability Resource Center is the place to contact with feedback about Memorial Library's Learning Resources Room.
- We want to serve your needs. If you have questions or suggestions you may also use our [feedback/suggestion form](#).

[CONTACT US](#) | [SUPPORT LIBRARIES](#)



[Accessibility](#)

© Board of Regents of the University of Wisconsin System

# Statements

UNIVERSITY OF FLORIDA  
Disability Resource Center  
<https://drc.dso.ufl.edu/>

DEAN OF STUDENTS OFFICE - DISABILITY RESOURCE CENTER

DISABILITY RESOURCE CENTER ABOUT ACCOMMODATED TESTING ACCESS PARTNERS HOUSING FACULTY INVOLVEMENT SERVICES STUDENTS

STUDENT

**DISABILITY RESOURCE CENTER**  
LEARNING STRATEGIES & ACADEMIC COACHING

ACCOMMODATION LETTERS

ACCOMMODATED TESTING REQUEST

DEFER A STUDENT

REQUEST A PRESENTATION

MAKE A GIFT

**OUR MISSION**

The Disability Resource Center celebrates disability identity as a valued aspect of diversity. We champion a universally-accessible campus community that supports the holistic advancement of individuals with disabilities.

**OUR VISION**

The DRC envisions a campus where all individuals are seen as valued, skillful, and contributing leaders of our society. We envision an inclusive community that removes architectural, technological, and attitudinal barriers. We believe in providing all students with accessible opportunities that aid in their personal and professional development. We strive to foster spaces that empower students with agency to their own education and future.

[LEARN MORE ABOUT THE DRC](#)

Whether visiting our webpages as a prospective student, a current student, a family member, or a faculty member supporting a student with a disability, the Disability Resource Center hopes that the information contained on our webpages provides insight about our dedication to provide the best services and support possible. Please contact our office at 352-392-8565, fax us at 352-392-8570, contact us via e-mail at [accessUF@ufl.edu](mailto:accessUF@ufl.edu), or stop by our office at 0001 Building 0020 (Reid Hall) if you have any questions or concerns.

**U Matter We Care**  
CONNECT WITH US →

The screenshot shows the website for the Student Disability Resource Center (SDRC) at Florida State University. The page features a dark red header with the university's name and logo. The main content area is white with a dark red navigation bar. The page is titled "Student Disability" and includes a "Welcome to the SDRC!" section with a photograph of the center's interior. A "Contact Us" sidebar on the left provides address, hours, and phone/fax numbers. A "Newsletter" section on the right lists recent announcements. At the bottom, there is a "Student Star Demi Nicks" feature with a photo and a "FULL INTERVIEW" link. The footer contains the text "The Dean of Student Department supports an" and "DEAN OF STUDENTS DEPARTMENT".

FLORIDA STATE UNIVERSITY

DEAN OF STUDENTS  
FLORIDA STATE UNIVERSITY

HOME OFFICES RESOURCES CONTACT US

HOME / STUDENT DISABILITY RESOURCE CENTER

SDRC Home  
To: [SDRC Home](#)

FSU | DEAN OF STUDENTS

HOME OFFICES RESOURCES CONTACT US

874 Traditions Way,  
108 Student Services Building  
Tallahassee, FL 32306-4367

General Office Hours:  
Monday-Friday  
8:00 AM to 5:00 PM

Phone  
(VOICE) 850-644-9866

Fax  
(FAX) 850-545-1852

Phone (TDD for the Deaf)  
850-644-8304

Email  
[Email\\_sdrcc@fsu.edu](mailto:Email_sdrcc@fsu.edu)

NEWSLETTER

Kickin' it for Autism!

Disabilities  
Fri, 09/22/2017 - 08:00 AM  
Important Announcement: Road closures!  
Fri, 05/26/2017 - 08:00 AM  
Welcome to the SDRC newsletter!  
Fri, 05/19/2017 - 08:00 AM

APPLY for Services »

WELCOME TO THE SDRC!

The Student Disability Resource Center (SDRC) was established to serve as an advocate for Florida State students with disabilities and ensure that reasonable accommodations are provided. Florida State University is committed to providing a quality education to all qualified students and does not discriminate on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression or any other legally protected group status. Providing services to more than 2100 students, the Student Disability Resource Center is committed to ensuring the success of each Florida State University student. Through the provision of academic accommodations, testing support, assistive technologies, coaching and a space for students to feel part of the FSU community the SDRC creates an environment of success.

ONLINE APPLICATION FORM »

Student Star Demi Nicks

Florida State University graduate student Demi Nicks has built her college career around her love of music. As a teaching assistant in the College of Music, she hopes to spread that passion to her students. Nicks is a member of the FSU organization University of Choice (UoC), where she promotes awareness, inclusion and accessibility for persons with disabilities. She wants to help change the way that they are perceived, break stigmas and inaccurate assumptions and set a positive example for others.

FULL INTERVIEW

The Dean of Student Department supports an DEAN OF STUDENTS DEPARTMENT

# UNIVERSITY OF GEORGIA LIBRARIES

## UGA Libraries Policy on Services to Patrons with Disabilities

<http://www.libs.uga.edu/disabilities/policy>

The screenshot shows the top navigation bar of the UGA Libraries website. It includes the UGA logo, 'University Libraries UNIVERSITY OF GEORGIA', and menu items: 'FIND - Research Tools', 'GET - Borrow & Request', 'SERVICES - Help & Support', 'COLLECTIONS - Libraries & Archives', and 'ABOUT - Library Information'. There are also links for 'Donate' and 'My Account', and a 'Site Search' box.

The main content area has a breadcrumb trail: 'Home / Services to Patrons with Disabilities / UGA Libraries Policy on Services to Patrons with Disabilities'. The title 'UGA Libraries Policy on Services to Patrons with Disabilities' is prominently displayed.

The text on the page states: 'The University of Georgia Libraries is committed to providing patrons with disabilities access to materials and services equal to the access provided to all other patrons. Identified obstacles in the Main and Science Libraries will be removed when feasible and will be addressed in the planning stages of any new library facility. When barriers do exist, assistance is available.'

It continues: 'Because not all disabilities are apparent, it must remain the responsibility of the patron with the disability to contact the University of Georgia Libraries to request special arrangements necessary to accommodate his/her needs. This should allow the individual's needs to be accommodated while maintaining the individual's right to privacy. A coordinator will be appointed to insure continuing attention to the needs of patrons with disabilities, and will work with all public service points to establish a network of contact persons among the Libraries' staff. The coordinator will also be the liaison with the Disability Resource Center and will work with that office to identify and meet the needs of students with disabilities. The library staff member who is responsible for coordinating these services is **Eric Griffith** in the Research and Instruction Department. Eric may be contacted at **ecg@uga.edu** or **(706) 542-1137**, 9:30 a.m.-6:30 p.m., Monday-Friday.'

Next, it says: 'All staff working in public service areas of the library should accommodate any reasonable request from a patron with a disability. However, if more assistance is required than can be provided on demand, an appointment of extended service should be arranged by contacting the coordinator.'

Finally, it notes: 'Because there is no single office established to provide similar assistance to University of Georgia faculty and staff, the Libraries will work with appropriate units on campus to provide equal access and services to all employees of the University of Georgia.'

The source is cited as: 'SOURCE: UGA Libraries' Employee Handbook'

The footer contains the 'Federal Depository Library Program' logo, contact information for 'University of Georgia Libraries' (Athens, Georgia 30602-1641, 706.542.3251), the 'Athens-Clarke County Guide' logo, a 'Send Us Your Website Feedback' link, and social media icons for Twitter, Instagram, and Facebook.

**MICHIGAN STATE UNIVERSITY**  
**MSU LIBRARIES**

Library Site Search

Ask a Librarian  
Account  
Events

General Info Resources Research Help Using the Library Computers Contact

**Accessibility**

- Accessibility Statement
- Accessibility Staff
- Services for Persons with Disabilities
- Assistive Technology Center (ATC)
- 5 Year Accessibility Plan
- Accessibility of Library Collections
- Remediation Requests & Info
- Site Accessibility

## The MSU Libraries' Accessibility 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.

For assistance, or if you have suggestions or comments, please contact: [accessibility@lib.msu.edu](mailto:accessibility@lib.msu.edu).

**MICHIGAN STATE UNIVERSITY** | Call Us: (800) 500-1554 | Contact Information | Site A to Z | Privacy Statement | Site Accessibility  
Call MSU: (517) 355-1838 | Visit: [msu.edu](http://msu.edu) | MSU is an affirmative-action, equal-opportunity employer. | [Nondiscrimination \(DIE\)](#)  
**SPARTANS WILL.** | © Michigan State University Board of Trustees

UNIVERSITY OF MINNESOTA  
Driven to Discover™

One Stop MyU: For Students, Faculty, and Staff

Search

U Accessible U  
Design for all people. All devices.

Home Core Skills Tutorials Instructors Web Development Advocacy Policy About

## Why We Care About an Accessible U

Welcome to the NEW Accessible U

**Improves usability for all**

Accessibility means making your project usable by people of all abilities. Usability means making it easy for your audience to accomplish their goals. Just **six core skills** that we all can do will contribute to a more digitally accessible campus.

**It's the right thing to do**

**Access to information is a human right.** We'll co-create a more Accessible U through community awareness, institutional commitment, as well as personal acceptance and adoption.

**It's the law**

**The Americans with Disabilities act** says information must be accessible. Why not contribute voluntarily toward this effort, instead of as a result of a lawsuit?

The screenshot shows the University of Waterloo Library Accessibility Services home page. At the top, there is a navigation bar with the University of Waterloo logo and links for Admissions, About Waterloo, Faculties & Academics, Offices & Services, Support Waterloo, and a search bar. Below this is a large heading "LIBRARY ACCESSIBILITY SERVICES" and a photograph of a library workspace with several people working at computers. A left-hand navigation menu lists various service areas. The main content area includes a mission statement, contact information, and a notice about a service disruption on the 3rd floor. The footer contains contact details, accessibility links, and social media icons.

**Library Accessibility Services home**

**Library Accessibility Services home**

The University of Waterloo Library is committed to excellence in serving all of our user groups, including people with disabilities. We strive to provide services and resources in a way that respects the dignity and independence of all members of our community at all times. We also commit to giving people with disabilities the same opportunity to access our services and resources and allowing them to benefit from the same services, in the same place, and in a similar way as other users.

**Contact us!**  
 E-mail: [Library.Accessibility.Services](mailto:Library.Accessibility.Services@uwaterloo.ca)  
 Phone: 519-888-4387, ext. 33912

**Service disruption**  
 We're renovating Dana Porter and Davis Centre libraries!

The 3rd floor is now closed to students, as we work to expand student spaces on the 3rd floor. While we are clearing books and shelving from the areas under renovation, one of the two public elevators at Dana Porter will be used for moving these items.

When we renovate the 3rd floor of Dana Porter in Winter 2018, users will temporarily be redirected to the wheelchair-accessible washrooms on the 2nd floor.

**Accessible Customer Service Commitment**

We offer a range of services, technology and study space to help you research and study more effectively.

To use our services, you must be registered with AccessAbility Services, Needles Hall 1401.

**LIBRARY ACCESSIBILITY SERVICES**

Research guides to assist  
 Course reserves  
 My library account  
 Book a study room  
 Home

View and create  
 Work for the library  
 Support the library  
 Contact the library

**Contact Library Accessibility Services**  
 Dana Porter Library, Room 347C  
 University of Waterloo Library  
 Waterloo, Ontario N2L 3G1  
 519-888-4671 x33912

200 University Avenue West  
 Waterloo, ON, Canada N2L 3G1  
 +1 519 888 4567

CONTACT WATERLOO  
 MAPS & DIRECTIONS  
 WATSAFE

ACCESSIBILITY  
 PRIVACY  
 COPYRIGHT


MEDIA  
 CAREERS  
 FEEDBACK

[f](#) [t](#) [v](#) [i](#) [i](#) [s](#)

@uwaterloo social directory

LIB





[ADMISSIONS](#)
[ABOUT WATERLOO](#)
[FACULTIES & ACADEMICS](#)
[OFFICES & SERVICES](#)
[SUPPORT WATERLOO](#)


SEARCH

## LIBRARY ACCESSIBILITY SERVICES

Library Accessibility Services  
home

About Library Accessibility Services

Our people

Using the library services

Building access and safety

Services and resources

Room bookings



Feedback process

Waterloo library

Library Accessibility Services »

### About Library Accessibility Services

- To meet the requirements of the [Accessibility for Ontarians with Disabilities Act \(AODA\) Customer Service Standard](#), the Library has:
  - published its [Customer service commitment](#), and
  - trained library staff in [accessible customer service](#)
- We have created a [Toolkit](#) to help assist staff with turning the requirements of the legislation into everyday practices.
- In order to increase accessibility throughout, barrier-free design is a priority for library renovations.
- In compliance with the Ontarians with Disabilities Act (2001), the Library published its [Accessibility Plan](#) in 2003.
- As part of the plan, the [Library surveyed the information and accessibility needs of students with disabilities](#). The survey was carried out in conjunction with the former Office for Persons with Disabilities.
- In 2004, the Ross and Doris Dixon Charitable Foundation created an Adaptive Technology Fund to assist with purchasing equipment and furnishings that enhance the Library's services to persons with disabilities. The inaugural purchase by the Library was a colour video magnifier to be used by patrons with low vision. We are grateful to the Foundation for their continuing support.

TOP   SHARE

### LIBRARY ACCESSIBILITY SERVICES

[Research guides by subject](#)

[Course reserves](#)

[My library account](#)

[Book a study room](#)

[Hours](#)

[News and events](#)

[Work for the library](#)

[Support the library](#)

[Contact the library](#)

**Contact Library Accessibility Services**

Dana Porter Library, Room 251C  
 University of Waterloo Library  
 Waterloo, Ontario N2L 3G1  
 (519) 888-4567 x33012

The screenshot shows the top navigation bar of the University of Wisconsin-Madison Libraries website. The header includes the library logo, the text 'Libraries UNIVERSITY OF WISCONSIN-MADISON', and links for 'UW-Madison', 'Give', 'Ask', and a search icon. Below this is a secondary navigation bar with links for 'FIND', 'LIBRARIES', 'COLLECTIONS', 'SUBJECTS', 'SERVICES', 'ABOUT', 'HELP', and 'MY ACCOUNTS'. The main content area starts with a breadcrumb 'About > Accessibility' and a large heading 'Accessibility'. A paragraph states the library's commitment to accessibility. Below are four sections: 'Facility Accessibility', 'Research Assistance', 'Access to Print or Online Materials', and 'Access to Course Materials', each with a list of bullet points.

**Libraries**  
UNIVERSITY OF WISCONSIN-MADISON

UW-Madison Give Ask

FIND LIBRARIES COLLECTIONS SUBJECTS SERVICES ABOUT HELP MY ACCOUNTS

About > Accessibility

## Accessibility

The UW-Madison libraries are committed to providing access to all library facilities and collections for people with disabilities. Whenever possible, the libraries will select and acquire resources and technologies that are accessible to all in full compliance with the Americans with Disabilities Act. For those parts of the historical library collections that are not accessible, the libraries are committed to providing reasonable accommodations and timely access in appropriately reformatted media that are accessible to disabled library users.

### Facility Accessibility

- See [campus building accessibility maps](#) for general information.
- Visit [specific libraries' websites](#) for additional information about library accessibility.

### Research Assistance

- [Contact a librarian](#) for individual assistance.

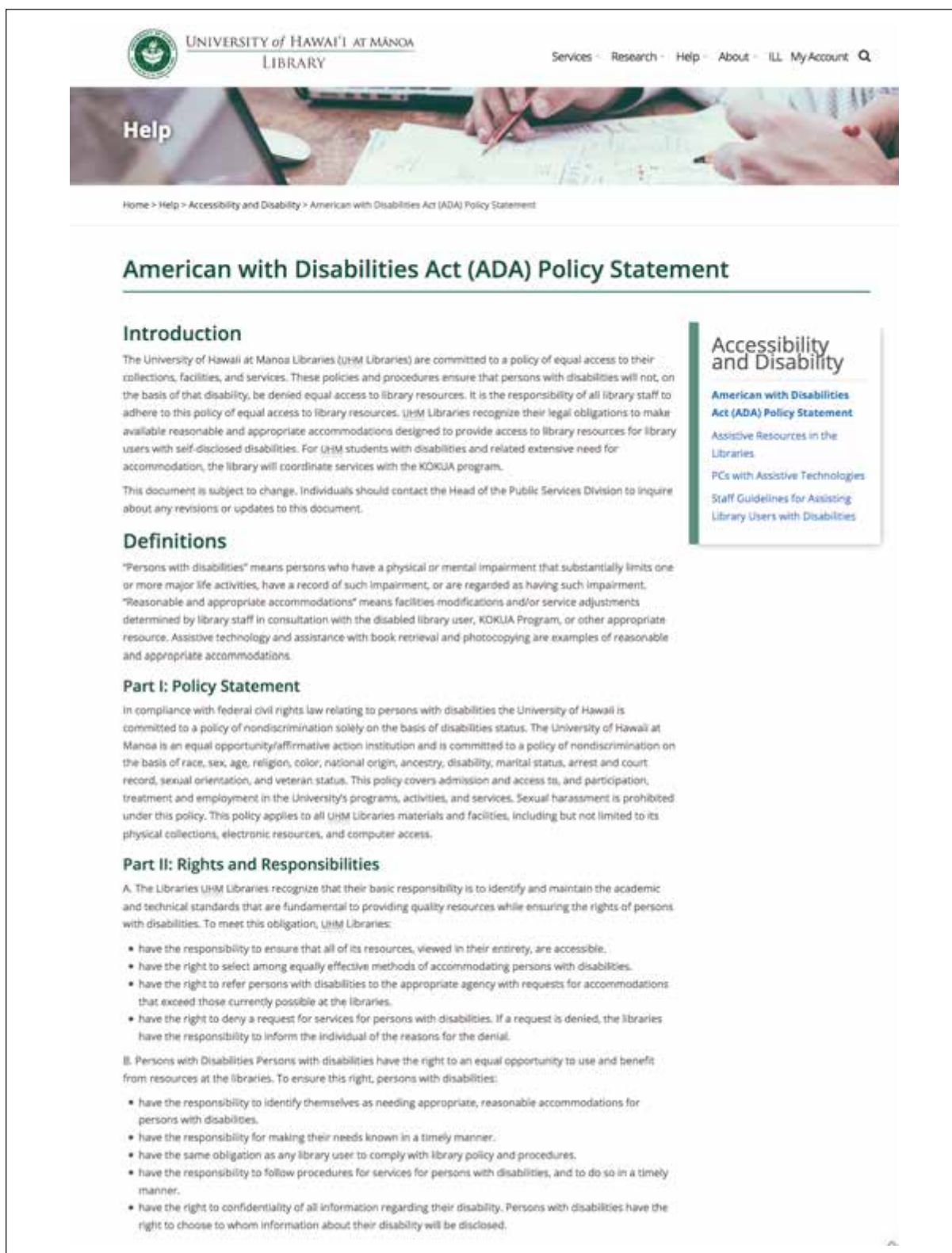
### Access to Print or Online Materials

- [Digital Delivery](#) provides accessible electronic versions of library materials for students and employees with print disabilities.
- [Request books](#) from UW-Madison, UW-System, or other libraries to be delivered to the library of your choice.
- [Scan documents](#) to email using networked library photocopiers. Use these scanners to send a PDF copy of documents to email and then use software with optical character recognition to convert the images to text for reading.
- [Request electronic copies](#) of articles or request electronic copies of book excerpts when online access is not available.

### Access to Course Materials

- [Contact the McBurney Disability Resource Center](#) for additional assistance in captioning or document conversion services for course-related materials.

# Policies



The screenshot shows the University of Hawaii at Manoa Library website. At the top left is the library logo and name. To the right are navigation links: Services, Research, Help, About, ILL, MyAccount, and a search icon. Below the navigation is a banner image of hands writing on a document with the word "Help" overlaid. A breadcrumb trail reads: Home > Help > Accessibility and Disability > American with Disabilities Act (ADA) Policy Statement.

## American with Disabilities Act (ADA) Policy Statement

### Introduction

The University of Hawaii at Manoa Libraries (UH M Libraries) are committed to a policy of equal access to their collections, facilities, and services. These policies and procedures ensure that persons with disabilities will not, on the basis of that disability, be denied equal access to library resources. It is the responsibility of all library staff to adhere to this policy of equal access to library resources. UH M Libraries recognize their legal obligations to make available reasonable and appropriate accommodations designed to provide access to library resources for library users with self-disclosed disabilities. For UH M students with disabilities and related extensive need for accommodation, the library will coordinate services with the KOKUA program.

This document is subject to change. Individuals should contact the Head of the Public Services Division to inquire about any revisions or updates to this document.

### Definitions

"Persons with disabilities" means persons who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment. "Reasonable and appropriate accommodations" means facilities, modifications and/or service adjustments determined by library staff in consultation with the disabled library user, KOKUA Program, or other appropriate resource. Assistive technology and assistance with book retrieval and photocopying are examples of reasonable and appropriate accommodations.

### Part I: Policy Statement

In compliance with federal civil rights law relating to persons with disabilities the University of Hawaii is committed to a policy of nondiscrimination solely on the basis of disabilities status. The University of Hawaii at Manoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to, and participation, treatment and employment in the University's programs, activities, and services. Sexual harassment is prohibited under this policy. This policy applies to all UH M Libraries materials and facilities, including but not limited to its physical collections, electronic resources, and computer access.

### Part II: Rights and Responsibilities

A. The Libraries UH M Libraries recognize that their basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality resources while ensuring the rights of persons with disabilities. To meet this obligation, UH M Libraries:

- have the responsibility to ensure that all of its resources, viewed in their entirety, are accessible.
- have the right to select among equally effective methods of accommodating persons with disabilities.
- have the right to refer persons with disabilities to the appropriate agency with requests for accommodations that exceed those currently possible at the libraries.
- have the right to deny a request for services for persons with disabilities. If a request is denied, the libraries have the responsibility to inform the individual of the reasons for the denial.

B. Persons with Disabilities Persons with disabilities have the right to an equal opportunity to use and benefit from resources at the libraries. To ensure this right, persons with disabilities:

- have the responsibility to identify themselves as needing appropriate, reasonable accommodations for persons with disabilities.
- have the responsibility for making their needs known in a timely manner.
- have the same obligation as any library user to comply with library policy and procedures.
- have the responsibility to follow procedures for services for persons with disabilities, and to do so in a timely manner.
- have the right to confidentiality of all information regarding their disability. Persons with disabilities have the right to choose to whom information about their disability will be disclosed.

#### Accessibility and Disability

- American with Disabilities Act (ADA) Policy Statement
- Assistive Resources in the Libraries
- PCs with Assistive Technologies
- Staff Guidelines for Assisting Library Users with Disabilities

The screenshot shows the MSU Libraries website. At the top, there is a navigation bar with the MSU logo and 'MICHIGAN STATE UNIVERSITY' on the left, and 'Library Site Search', 'Ask a Librarian', 'Account', and 'Events' on the right. Below this is a secondary navigation bar with 'MSU LIBRARIES' and links for 'General Info', 'Resources', 'Research Help', 'Using the Library', 'Computers', and 'Contact'. A left sidebar menu is titled 'Accessibility' and includes links for 'Accessibility Statement', 'Accessibility Staff', 'Services for Persons with Disabilities', 'Assistive Technology Center (ATC)', '5 Year Accessibility Plan', 'Accessibility of Library Collections', 'Remediation Requests & Info', and 'Site Accessibility'. The main content area has a heading 'Purchasing Procedures for Electronic Resources'. The text explains that it is a priority to select and acquire accessible resources and that accessibility purchasing procedures have been implemented. It lists three bullet points: 1) For accessibility contact information, 2) For Voluntary Product Accessibility Templates (VPATs) and/or other accessibility documentation, and 3) To accept/insert accessibility language into e-resource licenses/contracts. Below this is a section titled 'Big Ten Libraries' E-Resource Accessibility Efforts' which describes a program to improve e-resource accessibility. Another section, 'Accessibility & MSU Libraries' Digital Collections', states that accessibility is a priority for digital collections. The footer contains the MSU logo, contact information (800) 500-1554, and links for 'Contact Information', 'Site A to Z', and 'Privacy Statement'. It also includes 'Site Accessibility', 'Call MSU: (517) 935-0855', 'Visit: [msu.edu](http://msu.edu)', and a statement that MSU is an affirmative-action, equal-opportunity employer. The footer ends with 'SPARTANS WILL.' and '© Michigan State University Board of Trustees'.

The screenshot shows the NC State University website's "Policies, Regulations & Rules" section. The page title is "RUL 02.61.08 – Unassisted Access to D. H. Hill Library (Hillsborough Street Entrance)". The page includes a navigation bar with "View All...", "Definitions", "Feedback", "Handbooks", "Overview", "Resources", and "What's New". The main content area is divided into sections for Authority, History, Additional References, and Contact Info. The "Additional References" section includes a link to the "Application for Unassisted Access to D. H. Hill". The "Contact Info" section provides the Vice Provost and Director of Libraries' contact information. The "1. Purpose" section states the goal of providing unassisted access to disabled users. The "2. Access to D. H. Hill Library's Hillsborough Street Entrance" section describes the electronic door-opening system. The "3. Eligibility" section lists criteria for users, including those with mobility disabilities and those using portable oxygen. The right sidebar contains "PAST VERSIONS OF RUL 02.61.08", "SUBMIT FEEDBACK", "VIEW ALL..." (with links for All Policies, All Regulations, All Rules, All Repealed, and All Student PRRs), and "SELECT A CATEGORY" (with links for Governance & Administration, Academic Affairs, Advancement, Campus Environment, Personnel, Extension & Engagement, Finance Operations & Auxiliary Services, Information Technology, Intercollegiate Athletics, Research & Sponsored Activities, and Student Activities & Services).

**NC STATE UNIVERSITY** RESOURCES search.ncsu.edu

## Policies, Regulations & Rules

View All... Definitions Feedback Handbooks Overview Resources What's New

### RUL 02.61.08 – Unassisted Access to D. H. Hill Library (Hillsborough Street Entrance)

**Authority:** Vice Provost and Director of Libraries

**History:** First Issued: September, 2002. Last Revised: October 19, 2007.

**Additional References:**  
[Application for Unassisted Access to D. H. Hill](#)

**Contact Info:** Vice Provost and Director of Libraries (919-515-7188)

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#### 1. Purpose

To set forth procedures for obtaining unassisted access to D. H. Hill Library's Hillsborough Street Entrance for disabled users, while maintaining library security and protecting collections.

#### 2. Access to D. H. Hill Library's Hillsborough Street Entrance

D. H. Hill Library has an electronic door-opening system that provides unassisted access to the building from the Hillsborough Street Entrance for those with mobility disabilities.

#### 3. Eligibility

3.1 Users affiliated with NC State University who have mobility disabilities are eligible to apply for an electronic proximity access card to this system. (See [Application for Unassisted Access to D. H. Hill](#))

3.2 Eligibility for an electronic proximity access card is determined in the same way as eligibility to use campus handicapped parking. Verification of a current, approved NC State University Division of Transportation handicapped parking application or placard is acceptable to establish eligibility for permanent or temporary access to the D. H. Hill Library through the Hillsborough Street Entrance.

3.3 An applicant must meet one or more of the following criteria:

3.3.1 Cannot walk without use or assistance of a wheelchair, braces, cane, walker, crutches, prosthetic device, another person, or assistive device;

3.3.2 Cannot walk 200 feet without stopping to rest;

3.3.3 Uses portable oxygen;

**PAST VERSIONS OF RUL 02.61.08**  
View [previous versions](#) of this rule.

**SUBMIT FEEDBACK**  
We encourage you to [submit feedback](#) if you have comments or questions about this rule.

**VIEW ALL...**

- All Policies
- All Regulations
- All Rules
- All Repealed
- All Student PRRs

**SELECT A CATEGORY**

- Governance & Administration
- Academic Affairs
- Advancement
- Campus Environment
- Personnel
- Extension & Engagement
- Finance Operations & Auxiliary Services
- Information Technology
- Intercollegiate Athletics
- Research & Sponsored Activities
- Student Activities & Services

3.3.3 Uses portable oxygen;

3.3.4 Has restricted mobility due to a respiratory, cardiac, arthritic, neurological, or orthopedic condition; and/or

3.3.5 Is totally blind or has severe visual impairment.

3.4 Temporary approval/permission may be given for non-chronic mobility impairments, to include:

3.4.1 Temporary mobility impairment due to recent surgery, accident, or illness.

3.4.2 Pregnancy when there are extenuating circumstances, complications or limitations.

#### 4. Approval Process

##### 4.1 Permanent Access Cards

4.1.1 The NCSU Libraries Administration bases its approval on information supplied by the applicant, and upon verification of affiliation status by the appropriate university unit.

4.1.2 Final decisions will be made five (5) working days of receipt of an application.

4.1.3 Once approved, electronic proximity cards will be sent by mail to the applicant or delivered by campus mail, if possible.

4.1.4 Permanent approvals are usually for a period of one year.

4.1.5 Permanent approvals may be renewed unless there is a change in status, such as separation from NC State University.

##### 4.2 Temporary Access Cards

Temporary approvals are issued for a specified period of time in accordance with the physician's recommendation.

##### 4.3 Misuse of Electronic Proximity Access Cards

4.3.1 Proximity cards are considered misused if they are loaned to or used by any unauthorized person.

4.3.2 Proximity cards whose period of use has expired will be invalidated electronically.

##### 4.4 Fees for Proximity Cards

There is no fee associated with the use of a proximity card, but persons who do not return a card upon expiration of the approved use period will be billed for the cost of replacing the card.

Audience: [Faculty](#), [Staff](#), and [Students](#)

Category: [Library](#)

[Student Activities & Services](#)

[Salary Administration/Compensation](#)

[PRR Archives](#)

[Policies, Regulations & Rules](#)

[Copyright © 2019](#) - [NC State University](#) - [Accessibility](#) - [Privacy](#) - [University Policies](#) - [Log In](#)

The screenshot shows the NC State University website's "Policies, Regulations & Rules" section. The page title is "REG 04.20.05 – Service Animals for Persons with Disabilities". The navigation bar includes "View All...", "Definitions", "Feedback", "Handbooks", "Overview", "Resources", and "What's New". The main content area is divided into several sections: Authority, History, Related Policies, Contact Info, and Introduction. The Introduction section discusses the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and state law, explaining that the university may be required to accommodate individuals with disabilities. It also defines terms like "Service animal", "Pet", "Therapy animal", "Disability", and "Visitor". On the right side, there are sections for "PAST VERSIONS OF REG 04.20.05", "SUBMIT FEEDBACK", "VIEW ALL...", "SELECT A CATEGORY", and "PRR Archives".

**NC STATE UNIVERSITY** RESOURCES search.ncsu.edu

## Policies, Regulations & Rules

View All... Definitions Feedback Handbooks Overview Resources What's New

# REG 04.20.05 – Service Animals for Persons with Disabilities

**Authority:** Provost & Executive Vice Chancellor

**History:** First Issued: June 1, 2004. Last Revised: June 27, 2007.

**Related Policies:**  
[NCSU REG02.20.01 – Academic Accommodations for Students with Disabilities](#)  
[NCSU POL04.25.05 – Equal Opportunity and Non-Discrimination Policy Statement](#)  
[NCSU REG05.09.02 – Reasonable Accommodations in Employment](#)  
[NCSU POL05.25.01 – Faculty Grievance and Non-Reappointment Review Policy](#)  
[NCSU REG05.25.02 – SHRA Grievance and Appeal](#)  
[NCSU REG11.40.01 – Grievance Procedure for Undergraduate Students](#)

**Contact Info:** ADA Coordinator, (919-513-3788)

### 1. Introduction

In accordance with Section 504 of the Rehabilitation Act of 1973 ("Rehab Act"), the Americans with Disabilities Act of 1990 ("ADA"), and state law, North Carolina State University ("NC State") may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs, or activities. The university acknowledges the health and safety interests of its general community. This regulation addresses the use of service animals on campus by qualified individuals with disabilities. Pets and therapy animals are not considered service animals and therefore are not covered by this regulation.

### 2. Definitions

2.1 Service animal means any guide dog, signal dog, or other animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing animal protection or rescue work, pulling a wheelchair, or fetching dropped items. If an animal meets this definition, it is considered a service animal for purposes of this regulation even if it has not been licensed or certified by a state or local government, or by a private agency.

2.2 Pet means a domestic animal kept for pleasure or companionship.

2.3 Therapy animal means an animal with good temperament and disposition, and who has reliable, predictable behavior; selected to accompany people with disabilities. The animal may be incorporated as an integral part of a treatment process. A therapy animal does not assist an individual with a disability in the activities of daily living. The therapy animal does not accompany a person with a disability at all times, unlike a service animal that is always with a person with a disability. A therapy animal is not considered to be a service animal under this regulation or other disability law.

2.4 Disability means a physical or mental impairment that substantially limits one or more major life activities of an individual.

2.5 Visitor means a person other than a student, faculty member, or employee of NC State who is a guest on campus and/or who participates in a university program, service, or activity.

**PAST VERSIONS OF REG 04.20.05**  
View [previous versions](#) of this regulation.

**SUBMIT FEEDBACK**  
We encourage you to [submit feedback](#) if you have comments or questions about this regulation.

**VIEW ALL...**

- All Policies
- All Regulations
- All Rules
- All Repealed
- All Student PRRs

**SELECT A CATEGORY**

- Governance & Administration
- Academic Affairs
- Advancement
- Campus Environment
- Personnel
- Extension & Engagement
- Finance Operations & Auxiliary Services
- Information Technology
- Intercollegiate Athletics
- Research & Sponsored Activities
- Student Activities & Services
- Salary Administration/Compensation
- PRR Archives



**3. Responsibilities of Persons Using Service Animals**

3.1 The care and supervision of a service animal is the responsibility of the person using the animal's services (hereinafter "owner"). The owner must ensure that the animal is in good health and has been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association. For example, dogs should have routine maintenance for flea and tick prevention, de-worming, and have annual examinations.

3.1.1 Dogs must wear a rabies tag. [NC Rabies Law-N.C. Gen. Stat. § 130A-185] [City of Raleigh Ces.12-3008] If an animal other than a dog is to be used as a service animal, the Director of University Animal Resources must approve the health requirements regarding that animal. The owner must comply with the City of Raleigh ordinance [Sec 12-3015] requiring that all dogs be licensed.

3.1.2 The owner must keep the service animal on a leash/lead when the animal is in a public area (i.e. classroom, library, common area of a residence hall, outdoors on campus, etc.), unless the service animal is required to perform a task that it could not accomplish while on a leash/lead or the owner is otherwise unable to maintain the animal on a leash/lead due to a disability; in such case the owner still must be able to maintain control over the animal. The owner does not need to keep the service animal on a leash/lead in private areas assigned to the owner (e.g., the owner's office or residence hall room) or private areas assigned to a third party if the third party consents to the animal being off leash/lead.

3.1.3 The owner must be in full control of the animal at all times.

3.1.4 The owner is responsible for the cost to repair any damage done by the service animal to university property.

3.1.5 If a student plans to live on campus, the owner must notify University Housing in writing about his/her need to have a service animal in campus housing at least two months prior to the date when prospective housing will be needed. University Housing, in consultation with the ADA Coordinator, shall process such requests.

3.1.6 Any student who violates any provision of this regulation is subject to discipline under the Code of Student Conduct. Such discipline may include the restriction or removal of the service animal.

## NORTH CAROLINA STATE UNIVERSITY

### REG 04.20.05 – Service Animals for Persons with Disabilities

<https://policies.ncsu.edu/regulation/reg-04-20-05/>

#### **4. Responsibilities of the University Community**

4.1 Members of the university community shall:

4.1.1 Allow a service animal to accompany the owner at all times and everywhere on campus except where specifically excepted by Section 5;

4.1.2 Not touch or feed a service animal unless invited to do so;

4.1.3 Not deliberately startle an animal;

4.1.4 Not separate nor attempt to separate a service animal from its owner;

4.1.5 In emergency situations:

4.1.5.1 Notify all safety and security personnel of the existence and possible location of service animals on campus;

4.1.5.2 Identify places where service animals will be dealt with in cases of emergencies; and

4.1.5.3 Provide training to safety and security personnel as to possible service animal responses to smoke, fire, wind, excessive rain, hail or flooding, noise, explosions, and similar emergency situations.

#### **5. Areas Restricted to Service Animals**

5.1 The university may prohibit the use of service animals in certain locations due to health or safety restrictions, where service animals may be in danger, or where their use may compromise the integrity of certain research. Such restricted locations include, but are not limited to, food preparation areas, certain research laboratories, mechanical rooms/custodial closets, wood/metal/machine shops, nuclear research areas, classrooms with demonstration/research animals, areas where protective clothing is necessary, and/or other areas where the animal's presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting the appropriate department and/or laboratory representative and the ADA Coordinator. The university will pursue an interactive process to determine whether or not admission of the service animal will be granted or denied. The person directing the work in the restricted area will make the final decision regarding access based on the nature of the activities occurring in the area and the best interest of the animal.

#### 6. Removal of Service Animals

6.1 The university has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the university's services, programs, or activities. If such behavior or condition persists, the owner may be directed not to bring the animal into public campus areas until the problem is rectified.

#### 7. Conflicting Disabilities

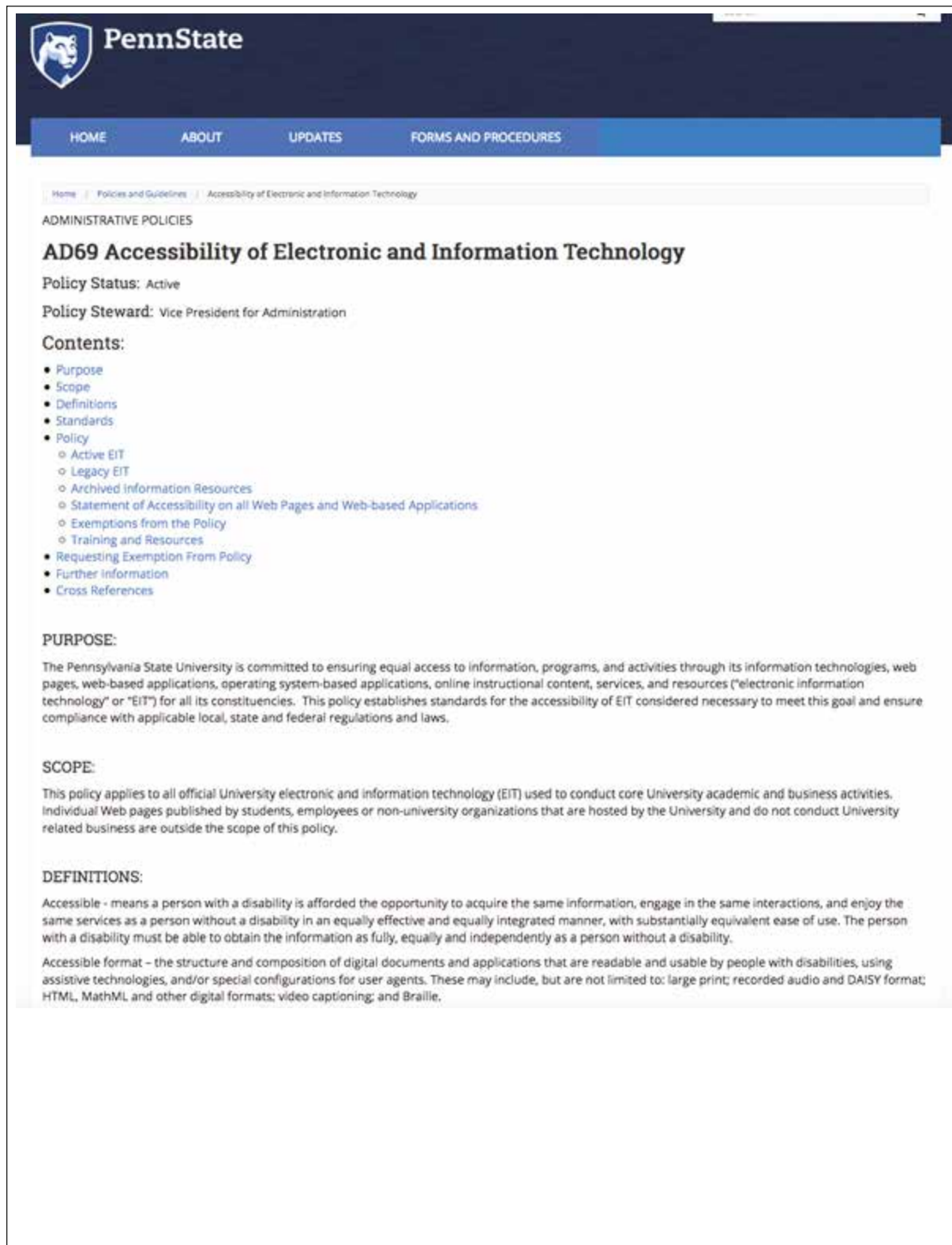
7.1 If another person on campus has a covered disability under the ADA and it includes an allergic reaction to animals, and that person has contact with a service animal approved for presence on campus, a request for assistance will be made to the ADA Coordinator who will consider all facts surrounding the contact and make an effort to resolve the issue.

#### 8. Appeal Procedure

8.1 In the event of a dispute about an accommodation relating to a service animal, or an animal restriction, a complaining party, who is a member of the university community (i.e. student, EHRA employee, SHRA employee, etc.) may file a formal grievance through the established grievance procedure applicable to that classification of individual. All others should contact the Office for Equal Opportunity to file a complaint.

Audience: [Faculty](#), [Staff](#), and [Students](#).

Category: [Health, Safety and Welfare](#).



The screenshot displays the Penn State website's policy page for AD69. At the top, the Penn State logo and name are visible. Below the navigation bar, a breadcrumb trail shows the path: Home > Policies and Guidelines > Accessibility of Electronic and Information Technology. The main heading is "ADMINISTRATIVE POLICIES" followed by "AD69 Accessibility of Electronic and Information Technology". The page indicates the policy is "Active" and the "Policy Steward" is the "Vice President for Administration". A "Contents" section lists various links, including Purpose, Scope, Definitions, Standards, Policy (with sub-links for Active EIT, Legacy EIT, Archived Information Resources, Statement of Accessibility on all Web Pages and Web-based Applications, Exemptions from the Policy, and Training and Resources), Requesting Exemption From Policy, Further Information, and Cross References. The "PURPOSE:" section states the university's commitment to equal access to information and activities through its technologies. The "SCOPE:" section clarifies that the policy applies to official University EIT used for core academic and business activities. The "DEFINITIONS:" section provides definitions for "Accessible" and "Accessible format".

**PennState**

HOME ABOUT UPDATES FORMS AND PROCEDURES

Home > Policies and Guidelines > Accessibility of Electronic and Information Technology

ADMINISTRATIVE POLICIES

## AD69 Accessibility of Electronic and Information Technology

**Policy Status:** Active

**Policy Steward:** Vice President for Administration

**Contents:**

- Purpose
- Scope
- Definitions
- Standards
- Policy
  - Active EIT
  - Legacy EIT
  - Archived Information Resources
  - Statement of Accessibility on all Web Pages and Web-based Applications
  - Exemptions from the Policy
  - Training and Resources
- Requesting Exemption From Policy
- Further Information
- Cross References

**PURPOSE:**

The Pennsylvania State University is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, online instructional content, services, and resources ("electronic information technology" or "EIT") for all its constituencies. This policy establishes standards for the accessibility of EIT considered necessary to meet this goal and ensure compliance with applicable local, state and federal regulations and laws.

**SCOPE:**

This policy applies to all official University electronic and information technology (EIT) used to conduct core University academic and business activities. Individual Web pages published by students, employees or non-university organizations that are hosted by the University and do not conduct University related business are outside the scope of this policy.

**DEFINITIONS:**

**Accessible** - means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.

**Accessible format** - the structure and composition of digital documents and applications that are readable and usable by people with disabilities, using assistive technologies, and/or special configurations for user agents. These may include, but are not limited to: large print; recorded audio and DAISY format; HTML, MathML and other digital formats; video captioning; and Braille.

# PENNSYLVANIA STATE UNIVERSITY

## AD69 Accessibility of Electronic and Information Technology

<https://policy.psu.edu/policies/ad69>

Electronic and information technology (EIT) - Includes, but is not limited to, information resources such as web pages, websites and databases; web- and computer-based applications allowing for interaction between software and users; services employing information technology and telecommunications equipment.

Information resources - Includes web pages, videos, images, and other digital materials. Information resources differs from EIT in that it does not include technology components such as software applications and hardware devices

Active EIT - EIT that is regularly accessed by people greater than or equal to 5 times per year is considered active.

Legacy EIT - EIT that is accessed less than 5 times per year.

Archived information resources - EIT containing core administrative or academic information, official records, and similar information that are no longer available to a wide audience, but are subject to record retention plans. Note that technology components such as software applications and hardware devices are not placed in an archive status.

Equally effective - means that the alternative format communicates the same information in as timely a fashion as does the original Web page. For interactive applications and hardware devices, "equally effective" means that the user action (e.g., registration) is accomplished in a comparable time and with comparable effort on the part of the requester.

### STANDARDS:

Penn State has adopted widely accepted international and national accessibility standards and guidelines in order to ensure compliance with federal laws and regulations, particularly Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Those standards to which AD69 requires conformance are the following:

- W3C WAI Web Content Accessibility Guidelines version 2.0 (or current version)
- WCAG2ICT Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies (or current version)
- AIM-HEA Accessible Instructional Materials in Higher Education Act (in development and pending legislative approval)

In the event that a person makes a request to make non-active EIT accessible, the unit responsible for its maintenance must make it compliant with the applicable standard, or provide an equally effective accommodation.

### POLICY:

#### Active EIT:

EIT considered to be active must be in compliance with the applicable standards and guidelines described in the STANDARDS section of this policy.

#### Legacy EIT:

Legacy EIT must be updated to be in compliance with the applicable standards and guidelines described in the STANDARDS section of this policy, or the content must otherwise be made available in an equally effective accessible format, and in a timely manner, to any individual requesting access. The unit responsible for its maintenance must make it compliant with the applicable standards, or provide an equally effective accommodation.

Each University college, department, program, or unit must establish its own priorities and timetables for updating legacy EIT; or plan for its transition to archival status, or its removal. Priority must be given to creating accessible EIT for core institutional information such as course work, registration, advising, admission, and catalogs; and student, faculty, and staff information.

#### Archived Information Resources:

Information resources in archive status must be made available in an accessible format to any individual eligible for, and needing access to, such content. The unit responsible for its maintenance is responsible for providing the information resource in an accessible format.

#### Statement of Accessibility on all Web Pages and Web-based Applications:

All web pages and web-based applications must display in a consistent location (e.g., menu or text in the banner or footer) a statement, or link to a statement, referring to a commitment to accessibility by the University, college, department, program or unit. In addition, each page must have a link allowing users to contact the designated responsible position or positions within a college, department, program, or help desk (instead of individuals, who often change positions or duties).

The link may point to Penn States' accessibility statement: [www.psu.edu/accessibilitystatement/](http://www.psu.edu/accessibilitystatement/), or for full statements on web pages, the suggested language is:

The Pennsylvania State University is committed to making its websites accessible to all users, and welcomes comments or suggestions on access improvements. Please send comments or suggestions on accessibility to [helpdesk@psu.edu](mailto:helpdesk@psu.edu).

OR:

"The [name of department or unit] is committed to making its websites accessible to all users, and welcomes comments or suggestions on access improvements. Please send comments or suggestions on accessibility to the [position to contact]."

**Exemptions from the Policy:**

The following circumstances may qualify as exemptions from this policy:

1. Where compliance is not technically possible or may require extraordinary measures due to the nature or intent of the information resource, application or service, a request for exemption must be made. Lack of sufficient funding for any particular college, department, program, or unit of the University would not be considered for an exemption.
2. Where compliance would result in a fundamental alteration of the information resource, application, or service, and not satisfy the original intent.
3. Where, in the case that information resources, applications and services that are procured through third party vendors or contractors; and that no alternative accessible products are available from other third party vendors or contractors, procurement can be made of a non-compliant product.
4. Where the product is not currently in compliance, but efforts are underway to fix the defects by a defined date.

**Training and Resources:**

Penn State has identified considerations and helpful hints for faculty, staff, and students that will assist in ensuring the accessibility of EIT maintained by University colleges, departments, programs, and units. Information is centrally located at <http://accessibility.psu.edu/>

**REQUESTING EXEMPTION FROM POLICY:**

Purchasers and developers of EIT may request exemption from meeting the requirements of this policy by completing the [Policy AD69 Accessibility Exception Request](#), then submitting it to the ADA Compliance Office for review and approval (if determined to be a justifiable reason for exception).

**FURTHER INFORMATION:**

For questions, additional detail, or to request changes to this policy, please contact the Office of the Vice President for Information Technology.

**CROSS REFERENCES:**

[AD54 - Web Page Design and Image](#)

Most recent changes:

- September 26, 2016 - Major updates have been made to the policy to reflect current standards and best practices.

Revision History (and effective dates):

- August 2, 2011 - New policy.

**Date Approved:** September 26, 2016

**Date Published:** September 26, 2016

**Effective Date:** September 26, 2016



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[Legal Statements](#) | [PSU Hotlines](#)

- [Contact Us](#)
- [Accessibility](#)
- [Staff Login](#)

The screenshot shows the Penn State University Libraries website. At the top, there is a navigation bar with links for "Alert", "Hours and Locations", "My Account", "Renew Books", and a search box. Below this is the Penn State University Libraries logo and name. A secondary navigation bar contains "SERVICES", "RESEARCH", "ABOUT", "ASK", and "PATTEE AND PATERNO 24 HOURS". The main content area has a breadcrumb trail: "Home / Policies and Guidelines / Policy UL-AD15 Web Accessibility". The title of the page is "Policy UL-AD15 Web Accessibility". Below the title is the section "Main Policy Content" and "Contents:", which lists several topics: Purpose, Policy, Guidelines, Pages Authored Within the CMS, CMS Development, Libraries Applications and Pages Authored Outside the CMS, Third Party Applications, and Cross References. The "PURPOSE:" section states that the policy complements University Policy AD69 and defines web accessibility requirements. The "POLICY:" section explains that creating an accessible website is a priority and that the libraries are committed to making their resources accessible to all, in compliance with WCAG 2.0 AA. The "GUIDELINES:" section states that the libraries will make a consistent effort to provide fully accessible web pages and will assist users who request help.

**Policy UL-AD15 Web Accessibility**

**Main Policy Content**

**Contents:**

- Purpose
- Policy
- Guidelines
- Pages Authored Within the CMS
- CMS Development
- Libraries Applications and Pages Authored Outside the CMS
- Third Party Applications
- Cross References

**PURPOSE:**

This policy complements [University Policy AD69 Accessibility of Penn State Web Pages](#) and defines the Libraries' Web accessibility requirements..

**POLICY:**

Creating and maintaining an accessible web site is an ongoing Libraries priority and responsibility. Our goal is to provide effortless access for all students, faculty, staff and visitors to the University Libraries' online resources. The Penn State University Libraries are committed to making the Libraries web site and resources accessible to all.

The Penn State University Libraries' Web pages, sites, and services must be in compliance with the World Wide Web Consortium's standard: [Web Content Accessibility Guidelines \(WCAG\) Version 2.0, AA conformance level](#).

**GUIDELINES:**

The University Libraries will make a consistent effort to provide fully accessible Web pages for University students, faculty, staff and visitors. If a user in one of these University categories identifies a need for Web page content that is not accessible and requests assistance, all reasonable efforts will be made to provide an accessible page.

**ASK A LIBRARIAN**

## PENNSYLVANIA STATE UNIVERSITY LIBRARIES

### Policy UL-AD15 Web Accessibility

<https://libraries.psu.edu/policies/ul-ad15>

Requests for exemption may be submitted by the unit to the University Libraries' Web Liaison for review in cases where accessible access is not possible (e.g., the content due to its nature or format cannot be made accessible, the issue is with third party software and code changes cannot be made, etc.) or may require extraordinary measures. The Libraries' Web Liaison will investigate the request, and if no other options are available, may submit the request for exemption in writing according to AD69 guidelines.

If it is not possible to make the page accessible, the unit or department will consult with the requestor and provide an equally effective alternative to the information whenever feasible. "Equally effective" means that the alternative communicates the same information in as timely a fashion as does the Web page. For those sites or individual pages that cannot be made accessible, the unit or department representative may contact Adaptive Technology and Services in the office of Access Services or the University Libraries' Web Liaison for consultation on providing an alternate format when requested by a University library user (faculty, student, or staff).

#### **PAGES AUTHORED WITHIN THE CMS:**

Standard Web pages authored within the CMS will be WCAG 2.0 AA compliant.

Authoring of pages with non-standard or non-text content may in some cases bring pages out of WCAG 2.0 AA compliance. I-Tech will be responsible for conducting monthly accessibility scans to ascertain whether any new posted content is accessible and will make authors aware of any inaccessible content on their pages. Authors will follow the recommended workflow in making their pages accessible. If pages cannot be made accessible, I-Tech will work with the page creator to create an accessible alternative in a reasonable timeframe.

#### **CMS DEVELOPMENT:**

Every effort has been made in development to create CMS components and templates that deliver pages that are accessible according to WCAG 2.0 AA. Any new components and templates developed by I-Tech will be written to ensure accessibility. Where necessary, components and code delivered by Adobe CQ will be customized to produce pages that are WCAG 2.0 AA compliant.

The footer on every page must contain the approved accessibility icon and associated link to the Libraries' accessibility statement/guidelines.

#### **LIBRARIES APPLICATIONS AND PAGES AUTHORED OUTSIDE THE CMS:**

Libraries applications and web pages authored outside of the CMS will be WCAG 2.0 AA compliant. Responsibility for testing the accessibility of Web pages and Libraries applications resides with the creators and their unit or department. Pages or application must pass the automated accessibility scans with University-provided auditing software, and must also be manually checked with the use of assistive technology. The pages will be scanned as part of the weekly accessibility audit. Any accessibility issues will be reported to the responsible unit and corrected in a timely fashion. Contact: [I-Tech](#) for assistance in automated and manual web page scans and accessibility remediation.



#### **THIRD PARTY APPLICATIONS:**

The Libraries will include compliance with AD69 as a requirement in future RFPs and as an evaluation criterion for purchase of or subscription to third party software/resources.

The University Libraries' Web Liaison will review the policy and guidelines annually.

#### **CROSS REFERENCES**

[University Policy AD69 Accessibility of Penn State Web Pages](#)

[Web Content Accessibility Guidelines \(WCAG\) Version 2.0](#)

Effective Date: September 19, 2005

Date Approved: September 19, 2005 (Dean's Library Council)



The screenshot shows the top portion of a web page. At the top is a red navigation bar with white text for 'MY UW', 'LIBRARIES', 'MAP', 'NEWS', 'ABOUT UW', 'VISIT', 'APPLY', 'JOBS', and 'GIVE'. Below this is the University of Wisconsin—Madison logo on the left and a search icon on the right. A horizontal menu contains links for 'ACADEMICS', 'ADMISSIONS', 'CAMPUS LIFE', 'RESEARCH', 'PUBLIC SERVICE', and 'ATHLETICS'. The main content area has a red heading 'WORLD WIDE WEB ACCESSIBILITY POLICY' followed by a sub-heading 'POLICY'. The policy text is organized into four numbered sections, each with sub-points (a, b, c, d).

MY UW ▾ LIBRARIES MAP NEWS ABOUT UW VISIT APPLY JOBS GIVE

 **WISCONSIN**  
UNIVERSITY OF WISCONSIN—MADISON

ACADEMICS ADMISSIONS CAMPUS LIFE RESEARCH PUBLIC SERVICE ATHLETICS 

## WORLD WIDE WEB ACCESSIBILITY POLICY

### POLICY

1. All new or revised Web pages and other Web resources published, hosted or otherwise provided by the University must be in compliance with the World Wide Web standards defined in the Federal Rehabilitation Act Section 508, specifically subsections 1194.22 and subsection 1194.31.
  - a. Reasonable effort must be taken to ensure that legacy Web pages and resources are in compliance with these subsections of Federal Rehabilitation Act Section 508 no later than November 1, 2003. That effort must be documented. Legacy Web pages and resources will be considered those that are published prior to November 1, 2001.
  - b. Upon specific request, information on legacy Web pages and resources is to be made available to any individual needing access to such content, by revision or otherwise. The unit responsible for the creation of the information on the Web is responsible for providing that access.
  - c. Upon specific request, information on Web pages and resources in archive status (e.g. no longer in use but subject to records retention plans) containing core administrative or academic information, official records, and similar information) is to be made available/accessible to any individual needing access to such content, by revision or otherwise.
  - d. What constitutes a Web page or other Web resource is to be interpreted broadly, and for example, does not depend upon the type of client or host device, the type of software on the client or host devices, or the technical means by which the client and host communicate over the Web.
2. Web pages or resources specifically requested to be made accessible as part of a formal accommodation request shall be made accessible as soon as possible, or an equally effective alternative shall be provided. Equally effective means that it communicates the same information and provides the equivalent functions in as timely a fashion as does the Web page or resource.
3. For items 1 and 2 above, undue administrative or financial burdens may contribute to a determination that alternative formats be used to provide the information to individuals requiring use of the information. If compliance in specific instances appears to be impossible or an undue burden, the Office of the Chief Information Officer (CIO) may grant exceptions.
4. Each Web site must contain an accessible link or a person to contact if users have trouble accessing content within the site. This would usually be the Web developer or publisher. The addition of a link or contact person is not sufficient, in and of itself, to comply with the World Wide Web Accessibility Policy.

## BACKGROUND

The World Wide Web is a major, if not a primary, source of information for many people. Acknowledging that the University of Wisconsin-Madison (hereafter referred to as the "University") is engaged in Web development and publishing for all its constituencies, this policy establishes minimum standards for Web accessibility.

The University, along with UW-System, endorses the Guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act. W3C is composed of over 400 member organizations world-wide (public and private) developing common protocols to promote the evolution of the World Wide Web and ensure its interoperability. As part of its work, the W3C has developed accessibility guidelines for the World Wide Web. The standards of the Federal Rehabilitation Act (Section 508) are consistent with the W3C Guidelines and provide achievable, well documented guidelines for implementation.

## AUTHORITY

This policy is issued by the [Vice Provost for Information Technology](#).

## ENFORCEMENT

If necessary, at the discretion of the university leadership or their designees, some or all non-compliant portions of Web pages and resources may be brought into compliance by designated staff or contractors and the expense of that work may be charged to the UW-Madison unit that is responsible for assuring the accessibility of that information on the Web.

## RELATED DOCUMENT

The associated [Implementation Procedures](#) are an extension of the policy.

## CONTACT

Please direct questions about this policy to [accessibility@cio.wisc.edu](mailto:accessibility@cio.wisc.edu).

## WORLD WIDE WEB ACCESSIBILITY IMPLEMENTATION PROCEDURES FOR THE UW-MADISON WORLD WIDE WEB ACCESSIBILITY POLICY

These procedures implement the UW-Madison World Wide Web Accessibility Policy. The rationale is discussed in the background section of the policy.

## PRIORITY OF IMPLEMENTATION

Priority should be given to creating accessible Web pages and resources for core institutional information such as course work, registration, advising, admission, catalogs, and student services information. Units with large Web sites and resources containing core institutional information should establish priorities for ensuring access to these according to the pages and resources being used or requested most often. For setting priorities to make Web pages and resources accessible, the following guidance is suggested:

- All new and revised web pages should be made accessible at the time of creation or revision.
- The top 20% of existing Web pages and resources most frequently used (e.g. that get the largest number of hits) should be placed in the first priority for review, and made accessible as indicated. Pages and resources required for participation, funding, disability-related services and other key information or functions needed by people with disabilities, not already in the top 20%, should also be placed in the first priority. Each department or University entity is responsible for determining the top 20% used and other first priority Web pages and resources.
- Any remaining pages and resources providing core institutional information or functions should be reviewed, and made accessible as indicated.
- All other Web pages and resources should be reviewed, and made accessible as indicated.

#### **RECOMMENDED ASSESSMENT PROCEDURES**

It is recommended that a variety of evaluation methods be used to test the accessibility of Web pages and resources, including automated testing, client and/or device testing, expert evaluation, and user testing.

#### **EXCEPTION PROCEDURE**

Narrowly tailored exceptions to this policy may be granted by the UW—Madison Office of the Chief Information Officer (CIO) in specific instances where compliance is not possible or would constitute an undue administrative or financial burden. To request an exception send an e-mail to [accessibility@cio.wisc.edu](mailto:accessibility@cio.wisc.edu).

#### **RESOURCES**

Information about training, consulting, and technological tools can be found through [Information Technology](#) as well as definitions and resources related to the Federal Rehabilitation Act (Section 508) and W3C.

# Resources

UNIVERSITY of CALIFORNIA • IRVINE

CAMPUS MAP

UCI People Search

# DISABILITY SERVICES CENTER

DSC  
STUDENT AFFAIRS

Home My DSC Services and Accommodations Forms and Publications Resources Adaptive Technology Conversion Services Contact Us

## Accessibility Resources

In compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, accessibility and universal design principles are mandated for all University of California resources. Below you will find helpful resources that will assist you in developing electronic resources with accessibility and universal design in mind.

UC Irvine is committed to providing comparable access to all programs and services to people with disabilities. This includes access to electronic information and services. All official UC Irvine websites, applications, telecommunications, video and multimedia must meet the University of California Office of the President's web accessibility standards. These standards are based on the Web Content Accessibility Guidelines (WCAG) 2.0, Priority Level 2AA and Section 508. If this is not possible, reasonable accommodations will be made to provide these services or materials in an alternative format in a timely manner to ensure compliance with Federal laws. The UC Irvine website is defined to include any website using the "uci.edu" address and/or is related to the University by development or added content of a UC Irvine employee.

### Web Accessibility

- [How to Manually Test a Website Without Technical Knowledge \(PPT\)](#)
- [How to Manually Test a Website Without Technical Knowledge \(RTF\)](#)
- [How to Manually Test a Website Without Technical Checklist \(DOC\)](#)
- [Simplified Standards \(PDF\)](#)
- [Section 508 Tips for Websites](#)
- [Web Accessibility Validators/Checkers](#)

### Creating Accessible Documents (for Electronic Distribution)

- [Creating an Accessible Document \(PPT, TXT, PDF\)](#)

### Document Conversion Resource (For UCI Students, Faculty, Staff and Patrons)

- [SensusAccess](#)

*Created by Robert Espero, AT Manager, DSC*

STUDENT AFFAIRS


100 Disability Services Center  
Building #313  
Irvine, CA 92697-5130  
TEL: (949) 824-7494 | FAX: (949) 824-3083 | TDD: (949) 824-6272

Campus Resources

### UF DISABILITY RESOURCE CENTER

**UF DISABILITY RESOURCE CENTER (DRC)**

- Contact Information**  
Room 001 Reid Hall  
Monday - Friday 8:00 am - 5:00 pm  
352-392-4565  
[access@uflib.ufl.edu](mailto:access@uflib.ufl.edu)
- DRC Home Page**  
<https://www.drc.ufl.edu/>  
The mission of the Disability Resource Center is to foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, encouraging them to engage in critical thinking and self-advocacy, and supporting them in being successful students, campus leaders and positive contributors to the campus community.
- Instructor Informational Guide (PDF)**  
<https://www.drc.ufl.edu/documents/drc/DRCInfoGuide.pdf>  
This is an amazing guide created to assist faculty and instructors when working with students with disabilities.
- List of Instructor Resources**  
<https://www.drc.ufl.edu/faculty/resources-for-instructors>  
Information on: Communicating & Teaching Students with Autism Spectrum Disorder, Epilepsy & Seizures - Types & Care, UF Note-Taking, Relaxation of Attendance Requirements, Teaching Students with Hearing Loss, Teaching Students with Visual Impairments, Testing Accommodations, Working with an Interpreter.



### Florida Relay Service

**FLORIDA RELAY SERVICE**


When trying to access an office on campus that does not list a TDD/TTY number, please contact the Florida Relay Service.

The Florida Relay Service is the communications link for people who are Deaf, Hard of Hearing, Deafblind, or Speech Disabled. Through the Florida Relay Service, people who use specialized telephone equipment can communicate with people who use standard telephone equipment.

To call Florida Relay, dial 7-1-1 or use the appropriate toll free numbers:

- 1-800-955-8771 (TTY)
- 1-800-955-8770 (Voice)
- 1-800-955-1338 (ASCI)
- 1-877-955-8290 (VCO-Direct)
- 1-877-955-5334 (STI)
- 1-877-665-8773 (Spanish)


For more information on the Florida Relay 711:  
<http://www.flr.org/index.cfm?ipublic.homepage3>



### UF ADA Compliance Office

**UF ADA COMPLIANCE OFFICE**



- Contact Information**  
Kenneth J. Oefield, Ed. D. ADA Coordinator  
[Oefield@uflib.ufl.edu](mailto:Oefield@uflib.ufl.edu) | (352) 392-1991  
P.O. Box 115055  
Gainesville, FL 32611-5055
- ADA Compliance Office Homepage**  
<http://www.aha.ufl.edu/programs/ada/>  
Mission: To help provide the best possible service to students, staff, faculty and visitors, the University of Florida has an ADA Compliance Office with a coordinator responsible for access for persons with disabilities. The ADA coordinator assists anyone with questions about access.



Last Updated: Mar 1, 2018 12:17 PM | URL: <http://guides.uflib.ufl.edu/libraryaac> | Print Page | Login to LIAApp

Tags: accessibility, accessibility advisory committee, ADA, adaptive technology, assistive resources, assistive services, disability accommodation

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FLORIDA STATE UNIVERSITY

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FLORIDA STATE UNIVERSITY LIBRARIES

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Home >> Resources

Accessibility

Home

Accessible Facilities

Assistive Technologies

Materials & Services

Resources

Meet the Staff

Student Disability Resource Center

## Resources

Campus Resources Community Resources

### Student Disability Resource Center (SDRC)

The Accessibility Unit of FSU Libraries often collaborates with the Student Disability Resource Center (SDRC). The SDRC provides advocacy and accommodation for students' with academic needs

### Academic Center for Excellence (ACE)

The Academic Center for Excellence (ACE) is a university learning center, focused on helping students develop the study skills and success habits that are necessary in a large research university and valued by future employers

### University Counseling Center (UCC)

The University Counseling Center (UCC) is a welcoming and confidential place to come and they are always ready to help! They are enthusiastic about assisting our students with all kinds of questions and concerns, like homesickness, struggles with relationships, sexual identity and gender questions, cultural issues, eating and body image, substance use, worries, and depression. Their licensed and professionally-trained staff offer counseling to those currently enrolled at FSU in a variety of ways: through one-on-one sessions, couples sessions, group sessions and walk-in services for urgent situations. Because student fees cover these services, there is no out-of-pocket expense for any visit.

### Victim Advocate Program

A confidential advocate is on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student.

Services offered include emotional support, instructor notification, referrals, crisis intervention and assistance in student conduct, legal and medical matters.

### Career Center

The Florida State University Career Center strives to be the preeminent career center model for designing and delivering comprehensive, innovative, and inclusive career and employment services.

The Career Center has creatively developed an effective, collaborative, interdepartmental array of career services for students and other University constituents. The Career Center is directly involved in instruction and research to support this mission. Although administratively located in Student Affairs, Career Center interventions impact virtually every facet of University life, including new student recruitment, employer/community relations, research, and alumni affairs.

Ask a Librarian

The screenshot shows the University of Maryland Libraries' Disability Studies guide. At the top, there is a red header with the university's name and a dropdown arrow. Below this is the University of Maryland Libraries logo and the word "GUIDES". A breadcrumb trail reads "UMD Libraries > LibGuides > Subject Guides > Disability Studies > Home". A search bar is located on the right side of the page. The main heading is "Disability Studies", followed by a brief description: "This guide provides information on print and electronic resources for the study of disabilities and people with disabilities." On the left, there is a vertical menu with options: Home, Books, Reference Sources, Databases & Articles, E-Journals, Web Resources, and Scholarships & Financial Aid. Below the menu is a "Subject Guide" section featuring a portrait of Nedelina Tchangelova, her name, and three buttons: "Email Me", "Chat is Offline", and "Schedule Appointment". At the bottom of this section is contact information for the Engineering & Physical Sciences Library, including the address, phone number, and social media icons. The main content area on the right contains a "Welcome!" message, a large graphic with the text "DISABILITY STUDIES INFORMATION RESOURCES", and a paragraph describing the guide's scope. It also includes a link to contact the subject specialist librarian.



**MICHIGAN STATE UNIVERSITY**  
**MSU Libraries | Guides**

Ask a Librarian  
Account  
Events

MSU Libraries | LibGuides | Accessible Materials | Overview

## Accessible Materials

This guide is intended to assist MSU Libraries staff to create videos, handouts, webpages and other materials which are accessible to people with disabilities.

Search this Guide

**Overview**

- Welcome
- MSU resources to know about

**Videos**

- MSU MediaSpace

**Word Docs**

**PowerPoints**

**PDFs**

**Webpages**

**LibGuides**

**Visual Resources & Exhibits**


**Accessibility Tools**

### Welcome!

Whether you are publishing a LibGuide, creating a video, or making digital handouts for a class, this guide is for you. Please see the menu on the left for specific information, guidelines and examples of each kind of material.

### MSU Resources to Know About


- MSU Web Accessibility Policy
- Web Accessibility at MSU
- Resource Center for Persons with Disabilities
- Library Services for Persons with Disabilities
- Library Accessibility Policy
- Accommodating Technology Community



**Emilia Marcyk**

[Email Me](#)

Contact:  
366 W. Circle Drive  
East Lansing, MI 48824  
517-884-6455



Home News About Services Committees Links Contact Vendors

- Collections
  - Consortial Products
  - OCUL Model Licenses
- Scholars Portal
  - ACE
  - Ask A Librarian
  - Books
  - Dataverse
  - Journals
  - ODESI
  - OLRC
  - RACER
  - SFX
  - Scholars GeoPortal
  - Special Projects
- Preservation
- Professional Development
- Projects
  - Collaborative Futures
- Publications
  - **Accessibility Toolkit**
  - ROAM
  - OER White Paper
  - Reports

## Accessibility Information Toolkit for Libraries

This Toolkit is offered to the [Ontario Council of University Libraries \(OCUL\)](#) community as a useful resource, explaining our institutional obligations under the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#), providing examples of "best practices" in the context of Ontario University libraries. The material in this toolkit should be considered in the context of each institution and adapted accordingly. Excerpts can be adopted, revised or incorporated into institutional guides, policies or any other supporting documentation.

[Link to the Toolkit website](#)

### More Information

If you have any feedback or questions about the Toolkit, email [ocul@ocul.on.ca](mailto:ocul@ocul.on.ca).


For more information or for answers about the AODA and compliance with the standards, please call the Service Ontario AODA Contact Centre at:

**Toll-free: 1-866-515-2025**  
**TTY: 416-325-3408 / Toll-free: 1-800-268-7095**  
**Fax: 416-325-3407**

For more resources on understanding and complying with accessibility standards, please visit: [ontario.ca/AccessON](http://ontario.ca/AccessON).

### Acknowledgements

This Toolkit was produced by the University of Toronto Libraries in partnership with Ontario Council of University Libraries with support from the Government of Ontario.



# SCHOLARS PORTAL

ACE (Accessible Content E-Portal)

<http://guides.scholarsportal.info/aceportal/videos>

The screenshot shows the ACE (Accessible Content E-Portal) website. At the top left is the Scholars Portal logo, a cluster of blue circles, followed by the text "Scholars Portal" and "A Service of the Ontario Council of University Libraries". Below the logo is a breadcrumb trail: "Scholars Portal Home / Guides / ACE (Accessible Content E-Portal) / Videos". To the right of the breadcrumb is a search box with the text "Search this Guide" and a "Search" button. The main heading is "ACE (Accessible Content E-Portal)". Below this is a paragraph: "ACE is a new service from Scholars Portal, which supports students with print disabilities at participating universities in Ontario by providing access to library books in five different accessible formats through an online platform." On the left side, there is a vertical navigation menu with buttons for "Home", "About", "Videos" (highlighted in orange), "Tutorials", and "Contacts". Below the menu is an "ACE login" section with the text: "Please bookmark the following page to log into ACE. You will need your token to access the collection." Below this is a small image of the ACE login page and a link "ACE Login". Below the link is the text: "As of December 2017, ACE contains more than 13,900 accessible books in 20 different subject areas." At the bottom left is a "Contact us" link. On the right side, there is a "Videos" section with the text: "This section provides some introductory videos about the Accessible Content E-Portal (ACE)." Below this is a list of video titles: "Getting started" and "Navigating & searching". Below the list is a "Getting started" section with the text: "This tutorial is designed to introduce students and faculty with print disabilities at Ontario universities to the Accessible Content E-Portal (ACE). ACE is a platform that provides access to a fast-growing collection of accessible books in a wide variety of subject areas. This tutorial covers how to determine your eligibility and log into the portal." Below this text is a video player showing a video titled "ACE Tutorial: Getting Started". The video thumbnail features the text "Getting Started with the Accessible Content E-Portal (ACE)" and "A Scholar Service". Below the video player is a caption: "accessible formats. In this tutorial, we will cover ACE eligibility and login procedures."

## SCHOLARS PORTAL

ACE (Accessible Content E-Portal)

<http://guides.scholarsportal.info/aceportal/videos>

Have any questions or comments? Please don't hesitate to get in touch with us!

[Contact us](#)

### Navigating & searching

In this tutorial for the Accessible Content E-Portal (ACE), we will cover how to navigate the portal, and how to refine your search strategies to discover useful materials.



**Searching the Accessible Content E-Portal (ACE)**  
A Scholar Portal Service

In this tutorial for the Accessible Content E-Portal (ACE), we will cover how to navigate the portal

Last Updated: Dec 12, 2017 10:58 AM | URL: <http://guides.scholarsportal.info/aceportal> | [Print Page](#) | [Login to LibApps](#)

Subjects: Books | Tags: accessibility, accessible texts, ace, books, disability, e-books, inclusive design

**Syracuse University**  
Libraries

[Libraries](#) / [Research Guides](#) / [Sites](#) / [Staff Training](#) / [Staff Training Resources](#)

## Staff Training: Staff Training Resources

[Staff Training Resources](#) | [Archive of Past Webinars](#)

### Upcoming Training

«	April 2018	»				
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Upcoming Events: No events are scheduled.						

### Training Materials

- [Accessibility: Creating Accessible PDFs](#)
- [Accessibility: For LibGuides Authors](#)
- [Accessibility Fundamentals: MS Word 2013](#)
- [Adobe Acrobat DC: Fixing Accessibility Issues in Scanned Documents \(.docx\)](#)
- [Adobe Acrobat DC: Introduction](#)
- [Cascade Server: SUL Users Guide](#)
- [Office 2016: Transition FAQ](#)
- [Office 2016: Updating Your Outlook Signature and Stationery](#)
- [Office 2016: Using SUL Templates](#)
- [Security and Remote Access Training Slides \(.pptx\)](#)
- [Windows 10 Overview](#)

### Library Resources

- [Books24x7](#)  
Books24x7 provides business, technical and engineering content containing digitized books, book summaries, research reports and best practices. Users are required to authenticate with NetID and password.
- [Lynda.com](#)  
A library of training videos covering software, media development, computer programming, management skills, etc.

### Other Resources

- [Creating Accessible Email in MS Outlook 2013 \(YouTube\)](#)
- [Fixing Common Accessibility Issues in MS Word 2013 \(YouTube\)](#)
- [Fixing Common Accessibility Issues in Scanned Documents \(YouTube\)](#)

### University Resources

- [Answers](#)

Last Updated: Feb 9, 2018 12:27 PM | URL: <https://researchguides.library.syr.edu/training> | [Print This Page](#) | [Login to LibApps](#)

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The screenshot shows the top navigation bar of the University of Waterloo website, including the logo and menu items: ADMISSIONS, ABOUT WATERLOO, FACULTIES & ACADEMICS, OFFICES & SERVICES, SUPPORT WATERLOO, and a SEARCH icon. Below the navigation bar is a yellow banner with the title "ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT TOOLKIT". On the left side, there is a sidebar menu with the following items: "Accessibility for Ontarians with Disabilities Act Toolkit home", "Customer service standard", "Integrated Accessibility Standards Regulation", "Planning for inclusion", and "Waterloo libraries". The main content area features a large heading "Accessibility Toolkit" and a graphic with the text "AODA Toolkit" next to a smartphone displaying a red "ACCESS" button. Below the graphic, there is a paragraph explaining the toolkit's purpose: "This toolkit is designed to support you in turning the Ontario government's Accessibility for Ontarians with Disabilities Act (AODA) legislation, that directs university policy and library procedures, into everyday practices in your library or department." This is followed by another paragraph: "The AODA's five standards give concrete directions for making the province's services and resources accessible. All of our accessibility initiatives should support the AODA's four principles:". A bulleted list of these principles follows: "Dignity – self-respect and the respect of others", "Independence – do things without unnecessary help from others", "Integration – same service, same way", and "Equal Opportunity – same options, chances and benefits". Below this list is a section heading "The standards: how to comply" followed by a bulleted list of standards: "Customer Service Standard" and "Integrated Accessibility Standards Regulation". Under "Integrated Accessibility Standards Regulation", there is a sub-list of five categories: "General", "Information & Communications", "Employment", "Transportation", and "Design of Public Spaces".

## General resources

- **Making Ontario Accessible:** Information and resources from the Ontario Ministry of Economic Development, Trade and Employment. Includes videos, tips and real-life stories.
- **Accessibility Information Toolkit for Libraries:** from the Ontario Council of University Libraries (OCUL).
- **Accessible Campus:** Resources from Council of Ontario Universities (COU).
- **AODA Accessibility Initiatives at Waterloo**
- **Understanding Accessibility:** from the COU Accessible Campus website.
- **The Ontario Human Rights Code:** The AODA uses the definition of 'disability' found in the code, which has provided equal rights and opportunities and freedom from discrimination for persons with disabilities since 1962. Resources include:
  - **Disability and human rights** (includes sections on duty to accommodate and accommodation responsibilities)
  - **Working Together: the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act**
  - **Human Rights eLearning series**
- **Planning for Inclusion:** Checklists to assist with inclusive planning.
- **UN Enable - Convention on the Rights of Persons with Disabilities**

↑  
TOP

↗  
SHARE

## ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT TOOLKIT

[Research guides by subject](#)

[Course reserves](#)

[My library account](#)

[News and events](#)

[Work for the library](#)

[Support the library](#)

**Contact Library Accessibility Services**

Dana Porter Library, Room 253C

UNIVERSITY OF WISCONSIN—MADISON CAMPUS MAP FPM

# DISABILITY RESOURCE GUIDE

Division of Facilities Planning & Management

HOME FACILITY ACCESS EMERGENCY PLANNING

WISCONSIN-MADISON

**Facilities Planning & Management**  
UNIVERSITY OF WISCONSIN-MADISON

## FACILITY ACCESS

The Facilities Access Program coordinates physical accessibility for persons with disabilities on UW-Madison campus: review of construction plans for code compliance and accessibility; accommodation requests from students and employees related to facilities and transportation; and accessibility information for facility managers and UW programs and departments.

## EMERGENCY PLANNING

The Emergency Planning section provides information about emergency planning resources, evacuation guidelines, adaptive procedures for persons with disabilities, an emergency response guide, and self-advocacy in an emergency.

### FACILITIES ACCESS SPECIALIST

**Top Tantivatal**  
30 N. Mills Street, 4th floor  
Madison, WI 53715  
608-263-3021  
[top.tantivatal@wisc.edu](mailto:top.tantivatal@wisc.edu)

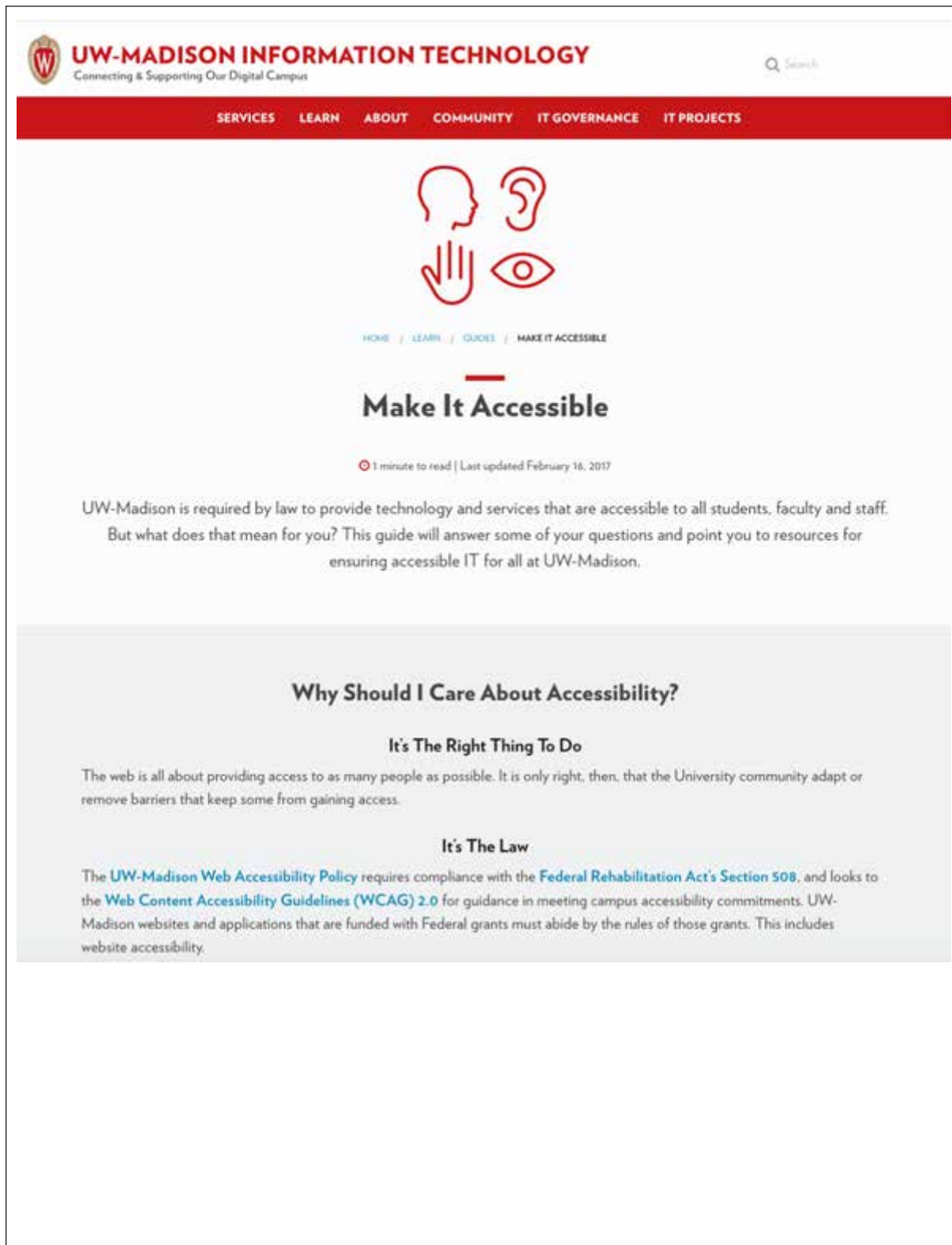
**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

**FACILITY ACCESS**  
Facility Access Program  
Building Locations & Entrances  
ALD Listings  
Elevator Access  
Signage

**EMERGENCY PLANNING**  
Emergency Planning Resources  
Emergency Evacuation Guidelines  
Adaptive Procedures for Persons with Disabilities  
Emergency Response Guide

**CONTACT US**  
Facilities Accessibility  
Campus Planning & Landscape Architecture  
Facilities Planning & Management  
30 N. Mills Street, 4th Floor  
Madison, WI 53715






The screenshot shows the top portion of a web page. At the top left is the UW-Madison logo and the text 'UW-MADISON INFORMATION TECHNOLOGY' with the tagline 'Connecting & Supporting Our Digital Campus'. To the right is a search bar. Below this is a red navigation bar with white text for 'SERVICES', 'LEARN', 'ABOUT', 'COMMUNITY', 'IT GOVERNANCE', and 'IT PROJECTS'. The main content area features four red icons: a head profile, an ear, a hand, and an eye. Below the icons is a breadcrumb trail: 'HOME / LEARN / GUIDES / MAKE IT ACCESSIBLE'. The main heading is 'Make It Accessible' in a large, bold, black font. Underneath the heading is a small red circle icon followed by the text '1 minute to read | Last updated February 16, 2017'. The introductory paragraph reads: 'UW-Madison is required by law to provide technology and services that are accessible to all students, faculty and staff. But what does that mean for you? This guide will answer some of your questions and point you to resources for ensuring accessible IT for all at UW-Madison.' Below this is a light gray section with the heading 'Why Should I Care About Accessibility?' and two sub-sections: 'It's The Right Thing To Do' and 'It's The Law'.

**UW-MADISON INFORMATION TECHNOLOGY**  
Connecting & Supporting Our Digital Campus

SERVICES LEARN ABOUT COMMUNITY IT GOVERNANCE IT PROJECTS



HOME / LEARN / GUIDES / MAKE IT ACCESSIBLE

## Make It Accessible

1 minute to read | Last updated February 16, 2017

UW-Madison is required by law to provide technology and services that are accessible to all students, faculty and staff. But what does that mean for you? This guide will answer some of your questions and point you to resources for ensuring accessible IT for all at UW-Madison.

### Why Should I Care About Accessibility?

#### It's The Right Thing To Do

The web is all about providing access to as many people as possible. It is only right, then, that the University community adapt or remove barriers that keep some from gaining access.

#### It's The Law

The [UW-Madison Web Accessibility Policy](#) requires compliance with the [Federal Rehabilitation Act's Section 508](#), and looks to the [Web Content Accessibility Guidelines \(WCAG\) 2.0](#) for guidance in meeting campus accessibility commitments. UW-Madison websites and applications that are funded with Federal grants must abide by the rules of those grants. This includes website accessibility.

## Learn More

[WHAT IS ACCESSIBLE TECHNOLOGY? >](#)

[DEVELOP ACCESSIBLE WEBSITES >](#)

[PROCURE ACCESSIBLE TECHNOLOGY >](#)

[GET HELP WITH ACCESSIBILITY >](#)

[CREATE ACCESSIBLE DOCUMENTS >](#)

[CREATE ACCESSIBLE VIDEO AND AUDIO CONTENT >](#)

[CHECK OUT THE ACCESSIBILITY KNOWLEDGEBASE >](#)

## Get Help

The User Experience Team at DoIT can help answer questions you may have about creating accessible technology and content, or connect you with the right group.

Plus, [Computer labs \(InfoLabs\)](#) offer assistive technology including screen reader software ([see software listing](#)) and other accessibility features.

Need more?

[GET HELP WITH ACCESSIBILITY](#)

## Policies And Guidelines

[UW-MADISON WEB ACCESSIBILITY POLICY >](#)

[WEB ACCESSIBILITY IMPLEMENTATION PROCEDURES >](#)

# Job Descriptions

Assistive Technology Center Librarian

*Position Description*

The University of Delaware Library Assistive Technology Center is made available to University of Delaware students and the University community to facilitate use of equipment and facilities for users with disabilities. The Irene du Pont Room, Room 119, is for use by library users with disabilities and their assistants who require access to the equipment and materials located in this room. The Francis Joseph Cummings Study Room, Room 123, is a group study room under the guidelines for group study rooms. Group study rooms may be reserved in advance. <http://udel.libcal.com/booking/groupstudy>

Assistive Technology Center Librarian

The ATC Librarian:

-assesses and recommends, along with the Office of Disabilities Support Services, equipment and software purchases for the library Assistive Technology Center. The existing equipment has been acquired through the ODSS and the University Library.

-assists, along with the library Information Technology User Support Department (LITUS), in maintaining equipment.

-assists in answering users' questions in the operation of the Center equipment. Although not a training center, the ATC Librarian instructs the users on location and basic access to the assistive technology. A phone is located in the Center for contacting the service departments in the library.

-is on call for extensive reference service for users with disabilities. Students with disabilities are given extended reference service when the coordinator or appointed library staff are available to provide this service. It is recommended that this service be scheduled in advance. Normally, when needed, ODSS will assist in providing assistants to work with ODSS registered students in supporting their AT use in the library.

-refers or assists students with disabilities with retrieval of materials in the library collection. This service is also available at the Circulation Desk. Photocopy services are available at the Student Multimedia Design Center at the self-service rate of \$.10 per black and white copy.

-gives individual or group tours of the library to users with disabilities.

-assists in publicizing the availability of new disability services.

-produces and maintains "For Library Assistance" Research Guide.

The ATC backups

-are on-call or available by appointment to assist students with disabilities. This may involve extensive reference service.

-are on-call for other Coordinator activities when Coordinator is not available.

-assists the Coordinator in giving tours and orientations to the Center.

JJ/2015

UF | George A. Smathers Libraries Off-Campus Access

UF Libraries > Guides @ UF > Accessibility Advisory Committee for the UF Libraries > UF Libraries Accessibility Advisory Committee

## Accessibility Advisory Committee for the UF Libraries

The AAG is charged to ensure the UF Libraries is responsive to our patrons needing disability accommodation and that our policies, services, and resources are up to date and best meet ADA standards and the needs of our patrons.

UF Libraries Accessibility Advisory Committee

### Charge and Responsibilities

**Charge**  
The UF Libraries Accessibility Advisory Committee is charged to ensure the Libraries is responsive to our patrons needing disability accommodation and our policies, services, and resources are up to date, best meet the needs of our patrons as well as the standards set in the Americans with Disabilities Act.

**Responsibilities**  
The Accessibility Advisory Committee (AAC) will review the short and long-term recommendations listed in the 2013/14 [Services for Students with Disabilities Task Force Assessment](#). The committee will work to implement as many recommendations as possible and will continually assess the Libraries' ADA-related policies, services, and resources for our patrons and strive to ensure consistency and excellence throughout the branches.

*The Accessibility Advisory Committee will also...*

- Perform a bi-annual review of the ADA webpages of the Libraries and Library Branches to ensure all information is accurate and up-to-date.
- Assist in providing specialized library instruction, workshops, orientations structured for students with disabilities.
- Perform outreach to the UF Community with focus on UF Students with disabilities.
- Promote awareness of available ADA services, resources, and technologies.
- Assist in providing ADA related training and workshops to all library employees.

Collaborate with other departments across campus (e.g. Disability Resource Center, ADA Compliance) to provide and cross-promote services and resources.

Explore new ADA technologies, resources, and services and make recommendations to the UF Libraries.

Examine ADA policies, resources, and services of our peer institutions to ensure we provide our patrons with comparable offerings in each area.

**Accessibility**

## MICHIGAN STATE UNIVERSITY LIBRARIES

### Accessibility Coordinator

#### MICHIGAN STATE UNIVERSITY LIBRARIES

##### Faculty Position Description

2018-2019

**RANK:** Librarian II

**TITLE:** Accessibility Coordinator (75%) / Text Management Special Projects (25%)

#### **FUNCTION**

Serves as the Libraries' Accessibility Coordinator, overseeing and advocating for library accessibility initiatives and communicating and documenting the Libraries' accessibility efforts. Works on special projects, like Open Educational Resources initiatives, in the Text Management Division as a secondary assignment.

#### **CHARACTERISTIC DUTIES AND RESPONSIBILITIES**

- Serves as the Libraries' accessibility coordinator, overseeing and advocating for library accessibility initiatives and communicating and documenting the Libraries' accessibility efforts.
- Coordinates issues related to the Libraries' 5-year accessibility plan and annual self-reviews.
- Coordinates collections/licensing issues related to accessibility and participates in bi-monthly Collection Coordinator meetings and other collection development meetings, projects, and training sessions relevant to accessibility.
- Meets with appropriate publisher and vendor representatives about accessibility and evaluates vendor/publisher platforms and content according to the Libraries' 5-year accessibility plan.
- Leads efforts on educating/training staff on accessibility issues.
- Hires and determine projects for student accessibility employees.
- Chairs the Libraries' Accessibility Working Group (LAWG).
- Chairs the Big Ten Academic Alliance E-Resource Accessibility Group and leads the consortium's efforts in this area.
- Represents the MSU Libraries at campus-wide & other accessibility meetings.
- Assists the Text Management Division in a secondary role with special projects, like MSU's Open Education Resource initiatives.
- Serves on appropriate Library and University committees and task forces.
- Participates in appropriate professional and scholarly activities.

MICHIGAN STATE UNIVERSITY LIBRARIES  
Accessibility Coordinator

**PRIMARY SUPERVISOR:** Associate Director for Human Resources/Text  
Management/Interlibrary Services  
**SECONDARY SUPERVISOR:** Associate Director for Collections



## Inclusion and Accessibility Librarian

### Posting Details

#### Posting Details

<b>Job #</b>	033510
<b>Department Code</b>	20620-5720
<b>Department</b>	SU Libraries
<b>Job Title</b>	Inclusion and Accessibility Librarian
<b>Location</b>	Syracuse University
<b>Pay Range</b>	Commensurate with Experience
<b>Salary Grade</b>	00
<b>FLSA Status</b>	Exempt
<b>Hours</b>	8:30am -5:00pm (academic year) 8:00am – 4:30pm (summer)  Hours may vary based on operational needs.
<b>Job Type</b>	Full-time
<b>Campus</b>	Syracuse, NY
<b>Unionized Position Code</b>	Not Applicable

<b>Job Description</b>	Syracuse University Libraries seeks to expand our role in sustaining a diverse and inclusive campus community through the appointment of an Inclusion and Accessibility Librarian, the first position of its kind at Syracuse University. This individual will play a critical leadership role in fostering an inclusive culture and expanding the Libraries' accessibility services. Reporting to the Associate Dean for Undergraduate Education, the Inclusion and Accessibility Librarian will guide and support the Libraries' efforts to promote inclusion and accessibility including goal-setting, planning, assessment, and advocacy. This individual will consult directly with our leadership team and will collaborate widely across our library, within the University, with other academic libraries and throughout higher education. In addition, as the Libraries' expert on accessibility, this individual will oversee the Libraries' assistive technology and accessibility services, working directly with Libraries clientele and staff as needed.
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• ALA-accredited master's degree or equivalent combination of education and experience required</li> <li>• 3-5 years professional library experience, preferably in an academic or research library</li> <li>• Advanced degree in a related field preferred.</li> </ul>
<b>Job Specific Qualifications</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal, oral and written communication skills, including demonstrated ability to develop and build relationships with a wide variety of constituencies and to work cooperatively in a diverse, dynamic, team setting.</li> <li>• Deep commitment to and demonstrated success with discussing, integrating, and promoting inclusion and accessibility throughout a complex and dynamic organization.</li> <li>• Demonstrated ability to effectively network, build relationships and collaborate with various internal and external stakeholders.</li> </ul> <p>Special consideration will be given to candidates with the best combination of the following:</p> <ul style="list-style-type: none"> <li>• Working knowledge of alternate format and assistive technologies, e.g., JAWS, Kurzweil, Read and Write Gold, as well as accessibility features in Windows and Mac; familiarity with commercial web accessibility evaluation and reporting tools</li> <li>• Demonstrated knowledge of current accessibility laws (e.g., Section 504 and Section 508 of</li> </ul>

	<p>the Rehabilitation Act of 1973, the Americans with Disabilities Act) and standards (e.g., W3C WCAG 2.0).</p> <ul style="list-style-type: none"> <li>• Demonstrated experience with accessibility research and/or practice or equivalent combination of education and experience.</li> <li>• Proven success leading projects as well as contributing in groups and committees</li> <li>• 1 year's experience developing and presenting workshops, training, information sessions</li> <li>• Knowledge of inclusive and/or universal design principals</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal, oral and written communication skills, including demonstrated ability to develop and build relationships with a wide variety of constituencies and to work cooperatively in a diverse, dynamic, team setting.</li> <li>• Deep commitment to and demonstrated success with discussing, integrating, and promoting inclusion and accessibility throughout a complex and dynamic organization.</li> <li>• Demonstrated ability to effectively network, build relationships and collaborate with various internal and external stakeholders.</li> </ul> <p>Special consideration will be given to candidates with the best combination of the following:</p> <ul style="list-style-type: none"> <li>• Working knowledge of alternate format and assistive technologies, e.g., JAWS, Kurzweil, Read and Write Gold, as well as accessibility features in Windows and Mac; familiarity with commercial web accessibility evaluation and reporting tools.</li> <li>• Demonstrated knowledge of current accessibility laws (e.g., Section 504 and Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act) and standards (e.g., W3C WCAG 2.0).</li> <li>• Demonstrated experience with accessibility research and/or practice or equivalent combination of education and experience.</li> <li>• Proven success leading projects as well as contributing in groups and committees.</li> <li>• 1 year's experience developing and presenting workshops, training, information sessions</li> <li>• Knowledge of inclusive and/or universal design principals</li> </ul>
<b>Physical Requirements</b>	Not Applicable
<b>Tools/Equipment</b>	Not Applicable
<b>Application Instructions</b>	<p>In addition to completing an online application, applicants must submit a cover letter and resume for full consideration.</p> <p><b>About Syracuse University</b> Syracuse University is a private research university of extraordinary academics, distinctive offerings and an undeniable spirit. With a gorgeous campus in the heart of New York State, a global footprint and a history that dates to 1870, we embrace diverse backgrounds and viewpoints.</p> <p>Our student population includes nearly 15,000 undergraduates and 5,000 graduate students, representing all 50 U.S. states and 123 countries. Our proud commitment to veterans and their families is unrivaled in higher education. Home to 11 schools and colleges, Syracuse University blends the foundational power of the liberal arts with the intense focus of professional programs. We offer undergraduate, graduate, and professional degrees in Architecture, Arts and Sciences, Education, Engineering and Computer Science, Sport and Human Dynamics, Information Studies, Law, Management, Citizenship and Public Affairs, Public Communications, and Visual and Performing Arts.</p> <p>A medium-sized city situated in the geographic center of the state, Syracuse, N.Y., is approximately a four-hour drive from New York City, Boston, Philadelphia, Toronto and Montreal. With a metropolitan population of 700,000, Syracuse is a center for cultural, recreational and artistic events, including the Everson Museum of Art, Syracuse Stage, Symphoria, Destiny Mall, multiple sporting events, and festivals including Jazz Fest and Winterfest. The outdoor enthusiast will enjoy having the Adirondack Mountains, the Finger Lakes, Lake Ontario, and the Thousands Islands Region within easy driving distance of the Syracuse campus.</p> <p><b>EEOC</b> Syracuse University is an equal-opportunity, affirmative-action institution. The University prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, veteran status, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities.</p> <p><b>Commitment to Supporting and Hiring Veterans</b> Syracuse University has a long history of engaging veterans and the military-connected community through its educational programs, community outreach, and employment programs. After World War II, Syracuse University welcomed more than 10,000 returning veterans to our campus, and those veterans literally transformed Syracuse University into the national research institution it is today. The University's contemporary commitment to veterans builds on this historical legacy, and extends to both class-leading initiatives focused on making an SU degree accessible and affordable to the post-9/11 generation of veterans,</p>

and also programs designed to position Syracuse University as the employer of choice for military veterans, members of the Guard and Reserve, and military family members.

**Commitment to a Diverse and Inclusive Campus Community**

Syracuse University maintains an inclusive learning environment in which students, faculty, administrators, staff, curriculum, social activities, governance, and all other aspects of campus life reflect a diverse, multi-cultural, and international worldview. The University community recognizes and values the many similarities and differences among individuals and groups. At Syracuse, we are committed to preparing students to understand, live among, appreciate, and work in an inherently diverse country and world made up of people with different ethnic and racial backgrounds, military backgrounds, religious beliefs, socio-economic status, cultural traditions, abilities, sexual orientations and gender identities. To do so, we commit ourselves to promoting a community that celebrates and models the principles of diversity and inclusivity.

**Job Posting Date** 03/23/2017

**Application Deadline**

**Full Consideration By**

**Job Category** Staff

**Message to Applicants**

### Applicant Documents

---

**Required Documents**

1. Resume/CV
2. Cover Letter

**Optional Documents**

1. Reference List

### Supplemental Questions

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Required fields are indicated with an asterisk (\*).

1. \* Please let us know how you heard of this position.

- Chronicle of Higher Education - newspaper
- chronicle.com
- HigherEdJobs.com
- UNYHERC.org
- Diverse Issues in Higher Education
- Academic Keys
- InsideHigherEd.com
- Syracuse Post Standard - newspaper
- syracuse.com
- indeed.com
- LinkedIn
- The Academic Network
- Twitter/@sujobs
- Colleague recommendation
- SUJobOpps
- Other

2. \* If "other", please let us know how you heard about this position. (or enter N/A)  
(Open Ended Question)



Human Resources department at the

### Coordinator, Library Accessibility Services & AODA Advisor

Date:	May 6, 2015
Reports to (Job Title):	Head, Information Services & Resources
Jobs Reporting (Job Titles):	None
Department:	Library, Information Services & Resources, Dana Porter Library
Location:	Main Campus
Grade:	USG 9 35 hr/wk

#### Primary Purpose

As a member of Dana Porter Information Services and Resources, the Coordinator, Library Accessibility Services & AODA Advisor contributes to the success of students by the coordinating the Library's support services for persons\* with disabilities and also advises all library staff on Accessibility for Ontarians with Disabilities Act (AODA)-related issues as they relate to the work library staff do.

\* Usually students, but assistance is available to anyone with a disability.

#### Key Accountabilities:

1. As a Coordinator, Library Accessibility Services & AODA Advisor within the Library, the incumbent:

- Supports and advances the Library's strategic directions to further the Library's contribution to the campus Strategic Plan for learning, teaching, and research in the campus community
- Participates in the Library's consultations with the campus community to develop, implement, coordinate, and review initiatives/services/resources that support accessible teaching, learning and research
- Promotes the use of Library services and resources to the campus community with an emphasis on persons with disabilities
- Remains current and conversant with trends and practices within the library community related to areas of responsibility by:
  - Maintaining general awareness of trends and developments in AODA standards and legislative changes, and Human Rights legislation related to accessibility
  - Maintaining awareness of best practices related to accessibility including environmental

(universal design & procurement), customer service and educational (universal design for learning) advances

- Maintaining awareness of advances in accessibility services, technologies and resources
- Participates in Library, TUG, and provincial committees and groups such as OCUL Accessibility Community of Practice and the ACE Repository Working Group, and fosters collaboration, information sharing, partnerships between departments or groups
- Participates in professional development in areas of responsibility to aid in ongoing knowledge and skills acquisition.

2. As coordinator of Library Accessibility Services and the Adaptive Technology Centre (ATC), the incumbent ensures the library's services to this diverse group of users contributes to their access, use, and understanding of information services and resources and the adaptive technologies that work with these resources. The incumbent oversees the workings of the Adaptive Technology Centre, makes recommendations for improvements to the technology, services, and layout of the Centre.

- Develops or modifies service policies and procedures to ensure both alignment with Library policies and functionality for Centre's users in consultation with department heads
- Coordinates the maintenance and updating of the physical space and equipment
  - Monitors emerging trends and best practices related to tools and technologies that improve accessibility
  - Makes recommendations regarding use of space, equipment, furniture
  - Handles the acquisition, maintenance, use and up grading of hardware and software available in the ATC
  - Researches, tests and analyzes and purchases products with available donation funds
- Oversees the use of the space
  - Oversees the online and in house booking of the study rooms
  - Updates and monitors access mechanisms to the centre such as the key list and locker keys
  - Monitors access privileges of students and addresses misuse of space
- Ensures AODA compliance is met in all customer service, communication, procurement, environment aspects of the Centre
- Develops and maintains content for Library Accessibility Services website
- Develops and supports a network of accessibility champions in each of the Library's departments. Champions would have increased knowledge of accessibility, facilitate awareness of accessible service provision and disseminate accessibility information within the department.
- Designs and distributes Library Accessibility Services promotional materials in consultation with signage committee and communication team
- Collaborates with the Educational Technologist in AccessAbility Services to ensure coordination of support of students moving between Accessibility Services and the Library is seamless and complementary nature of both services continue to align to best serve the students
- In carrying out these responsibilities, the incumbent works closely with other library staff, particularly those in Circulation, Advancement and Library Technology & Facilities Services, campus partners such as the Director, AccessAbility Services and external partners such as the Accessible Content E-Portal

3. As the provider of support for persons with disabilities in the Library, the incumbent:

- Oversees or processes and troubleshoots alternate format requests for all library materials
  - Maintaining and updating processes with other library departments, AccessAbility Services and the Accessible Content E-Portal to ensure privacy of students and copyright respected
- Oversees or processes and troubleshoots alternate format requests for textbooks
- Establishing relationships and processes with AccessAbility services, publishers and Alternative Education Resources for Ontario to ensure student privacy, copyright and publisher requirements are met Provides orientation to the use of the Adaptive Technology Centre (ATC)
- Trains students in use of the hardware and software available in the ATC as required
- Provides one-on-one and small group information service support and accessibility targeted instruction related to information seeking
- Develops, maintain and update online guides for students
- Serves as liaison for AccessAbility Services students when they come to the library
- Serves as liaison to AccessAbility Services
  - Consults AccessAbility advisors about student issues and concerns
  - Collaborates on orientation activities
  - Attends staff meetings
  - Keeps abreast of with disabilities issues, trends in service provision
  - Exchanges information on adaptive equipment
  - Communicates and collaborates regularly with Educational Technologist in Accessibility Services related to access enhancing technologies and student support
  - Participates in Accessibility outreach activities such as Open Doors transition sessions
- Consults and is consulted regularly by Library Instruction Committee and Outreach Committee to support the accessibility of their endeavours
- Develops and maintains communication channels with all training committees and 'accessibility champions' in the Library.

4. As the AODA advisor in the Library, the incumbent advises all Library departments, committees, and groups on AODA standards and supports the standards being met and/or exceeded.

- Develops and maintains in-depth working knowledge of AODA legislative standards and changes to those standards, best practices and emerging issues
- Communicates legislative updates, changes in practice and emerging issues to Library managers and staff
- Provides leadership and advice on inclusive design for space for renovations
- Uses their AODA knowledge and the adaptive technologies in the Centre to provide assessment of or guidelines for assessment of accessibility of research resources. Trains others as necessary.
- Serves as advisor to all Library departments to ensure accessibility is considered in the planning and implementation of new and existing services, changes to virtual/web environments in the and procurement of new equipment and resources
- Develops, or participates in the development, and leads the implementation of user needs assessments when related to persons with disabilities. Aids in creating recommendations reports and ensures communication of findings. This is done in collaboration with others in the library with expertise in user needs assessment.

- Provides orientation to Adaptive Technology Centre to all new library staff
- Develops, maintain and update AODA toolkit for library staff
- Serves as a member of appropriate renovation and other committees, working groups as needed

5. Provides inclusive library instruction to persons with disabilities, and inclusive instruction training and support to Liaison Librarians and others throughout the Library involved in instruction/ training:

- Provides tailored library instruction sessions for persons with disabilities through AccessAbility Services or other appropriate venues
- Provides inclusive instruction/ universal design for learning training for Liaison Librarians and all other Library staff involved in instruction
- Assists Liaison Librarians and others in developing and implementing class accommodations for persons with disabilities in Library-based and classroom-based instruction sessions

6. Collaboratively develops, designs and delivers training related to AODA compliance and best practices for all Library staff:

- Develops library-specific, face-to-face AODA training sessions for various target audiences within the Library including all permanent and contract staff, casual staff and volunteers, those teaching others, and service, policy and procedure developers. These sessions will complement and enhance existing campus AODA requirements.
- Works in collaboration with department heads and departmental training committees or champions to implement regular training and refresher opportunities
- Ensures AODA compliance through training, advice to department heads and accessibility champions and monitoring of completion of modules and transfer of the results to Director of Organizational Services

7. Provides general information services and research assistance at various service points including the Adaptive Technology Centre, library information service points, AssessAbility Services:

- Assists patrons in locating library resources and services as well as campus information
- Instructs patrons in the use of library resources and services
- Participates in relevant committees and training initiatives as appropriate

8. Participates in the general success of the ISR Department and Library:

- Participates in working groups and special projects as required
- Participates or coaches others in the testing and adoption of new services and service delivery platforms with respect to accessibility

## Position Requirements

### Education:

Completion of a Bachelor's degree or equivalent.

### Experience:

Proven excellent communication skills, both oral and written, including de-escalation skills  
 Ability to develop and maintain strong partnerships and working relationships across multiple and diverse organizations, and across levels within organizations from specialist to executive level  
 Proven self-starter with demonstrated commitment to innovation, creativity, and excellence  
 Demonstrated ability to independently, as well as collaboratively, lead, plan, coordinate, implement and assess effective services, including managing multiple and simultaneous projects  
 Proven ability to work effectively in a service oriented environment, which values collaboration and collegiality  
 Demonstrated ability to interact with all staff and patrons in a respectful and sensitive manner

### Technical:

Experience providing services for or working with persons with disabilities  
 High level of comfort with technology  
 Ability and aptitude to learn and use new technologies to enhance and deliver information services  
 Knowledge of current trends, best practices, tools and technologies related to accessibility  
 Experience with adaptive tools and technologies that support persons with disabilities in libraries  
 Experience in website maintenance and content development best practices  
 Knowledge of AODA accessibility standards and their implementation in Libraries  
 Basic knowledge of copyright as it relates to persons with disabilities  
 Inclusive design/universal design for learning and usability testing knowledge  
 Experience instructing one-on-one and in small groups  
 Staff training experience  
 Strong understanding of space use, universal design and development in an inclusive manner  
 Excellent organizational, analytical and problem solving skills  
 Ability to identify new service and engagement opportunities and to collaborate with library managers and colleagues on the feasibility, development and sustainability of new services and programs.

### Asset:

Knowledge of disability issues  
 Knowledge of promotion & marketing design and implementation  
 Knowledge of ACE and AERO  
 Experience with information service delivery in person or virtual

### Technical:

MS Word	Excel	PowerPoint	Other
Intermediate	Intermediate	Intermediate	SharePoint (advanced), Web publishing (basic), Adaptive



technologies

### **Nature and Scope**

#### **Interpersonal Skills:**

Internally, communicates with all departmental and information services delivery staff. Externally, this position has significant contact with students, faculty and staff through the provision of quality customer service and the broader accessibility services community in the province. Works with Library Technologies and facility Services to resolve technical problems with the adaptive tools and technologies in the Adaptive technology Centre.

#### **Level of Responsibility:**

This position works with minimal supervision and has no direct reports. It provides information assistance, technical support and training to persons with disabilities, advises and coaches all Library staff on accessibility service provisions standards.

#### **Decision-Making Authority:**

Responsible for problem-solving daily issues as related to responsibilities. Works with manager and others to solve larger problems.

#### **Physical and Sensory Demands:**

Minimal demands typical of a public service position operating within an office environment.

#### **Working Environment:**

Minimal exposure to disagreeable conditions typical of a public services position.

Human Resources  
General Services Complex  
University of Waterloo  
200 University Avenue West  
Waterloo, Ontario, Canada N2L 3G1  
519 888 4567 ext. 35935

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# Selected Resources

## Books, Articles, and Websites

- Association of Research Libraries. "Web Accessibility Toolkit." <http://accessibility.arl.org/>
- Association of Specialized and Cooperative Library Agencies. <https://www.ascladirect.org/>
- Brown, M. Suzanne, and LeiLani Freund. *Services for Users with Disabilities*. SPEC Kit 321. Washington, DC: Association of Research Libraries, December 2010. <https://doi.org/10.29242/spec.321>
- CAST. "Our Work." <http://www.cast.org/our-work>
- DeCandido, GraceAnne A. *Service to Users with Disabilities*. SPEC Kit 243/Transforming Libraries 8. Washington, DC: Association of Research Libraries, April 1999. <https://catalog.hathitrust.org/Record/003343823>
- Kowalsky, Michelle, and John Woodruff. *Creating Inclusive Library Environments: A Planning Guide for Serving Patrons with Disabilities*. ALA Editions, an Imprint of the American Library Association, 2017.
- Mates, Barbara T., and William R. Reed. *Assistive Technologies in the Library*. Chicago: American Library Association, 2011.
- Meyer, Anne, David H. Rose, and David Gordon. *Universal Design for Learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing, 2014.
- National Center for Universal Design for Learning. <http://www.udlcenter.org/>
- Ng, Cynthia. "A Practical Guide to Improving Web Accessibility." *Weave: Journal of Library User Experience*. 1, no. 7 (2017): <http://dx.doi.org/10.3998/weave.12535642.0001.701>
- Ontario Council of University Libraries. "ROAM (Report on Accessible Media)." <https://ocul.on.ca/node/3132>
- Pennsylvania State University. "Guide to Services for Persons with Disabilities." <https://libraries.psu.edu/file/5740/download?token=YEfOnZi1>
- UDL on Campus. <http://udloncampus.cast.org/home>
- US Department of Education. "IDEA: Individuals with Disabilities Education Act." <https://sites.ed.gov/idea/>
- US Department of Justice Civil Rights Division. "GSA Government-wide Section 508 Accessibility Program." <https://section508.gov/>

US Department of Justice Civil Rights Division. “Information and Technical Assistance on the Americans with Disabilities Act.” <https://www.ada.gov/>

University of British Columbia. “OER Accessibility Toolkit.” <https://open.ubc.ca/teach/oer-accessibility-toolkit/>

University of Calgary. “Student Accommodation Policy.” <https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

University of Florida Libraries. “UF Library Services for Students with Disabilities Task Force: Report 2013/2014.” <http://ufdc.ufl.edu/IR00004326/00001>

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

WebAIM: Web Accessibility in Mind. “Articles.” <https://webaim.org/articles/>

WebAIM: Web Accessibility in Mind. “Resources.” <https://webaim.org/resources/>

## **Tools**

CADET

<http://ncamftp.wgbh.org/cadet/>

Color Contrast Checker

<https://webaim.org/resources/contrastchecker/>

Read&Write by TextHelp

<https://www.texthelp.com/en-us/products/read-write/>

WAVE: Web Accessibility Evaluation Tool

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

Note: All URLs accessed March 29, 2018.