

**Web Accessibility Steering Committee  
Report**

*April 22, 2002 (Revised July 2, 2002)*

Charge: to develop a strategy for the creation of a UNC Policy on web accessibility

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**Background**

Citizens with disabilities are an underutilized resource in North Carolina. The advent of the World Wide Web and its ubiquitous use provides an unprecedented opportunity to allow many people with disabilities to participate more fully in society. By designing web sites to be accessible, the universities will not only meet the requirements established by the Americans with Disabilities Act, but will also foster greater equality among NC citizens. In addition, accessible web design is simply good design for all users of web sites.

Assistive technologies exist that allow users to access information in ways that best fit their needs. Screen reading software, for example, is used by many people (from persons with blindness to those with reading impairments) to access the information on the screen in an audio format. In these cases, access to the information hinges on proper text-based alternative markup. Some persons with mobility impairments use alternate input devices, which act in the place of the keyboard but not the mouse, meaning these users may not have access to mouse-driven events, like image roll-overs and drop-down menus.

Some users, like those with hearing impairments or color blindness, typically do not use assistive technologies to access the Internet, but, rather, rely solely on the accessible design of the materials they need to use. Persons with deafness rely on multimedia captioning and transcriptions for access to audio information. Color blindness can make it difficult or impossible for some color

combinations to be differentiated, and therefore, some users experience difficulty or complete barriers accessing information that is provided by color only.

In short, accessible design is universal design. A Web site should be equally usable by all people, regardless of their abilities, disabilities, or preferences. In addition to using assistive technologies, some users may access the Web with a different operating system or Web browser than the developer typically uses. Some people may even access Web sites with a PDA or other portable computing device, which may have limited rendering and processing abilities. Thus, the benefits of accessible design extend beyond allowing use by persons with disabilities, but enhance the overall effectiveness of the Web for all users.

As one of its first tasks, the Committee conducted a survey of the UNC institutions to determine where each was in implementing web accessibility standards for its web sites. As would be expected, the institutions varied widely in their progress, however, there was a basic awareness of the need to make web sites accessible on all campuses. This awareness was not universal across the campuses, but largely resided in the offices responsible for disability services and in the information technology organizations. It should be noted that there was widespread readiness expressed to begin addressing this need. The primary concern raised was the need for guidance on how to go about it.

### **Web Accessibility Steering Committee Recommendations**

The Committee makes the following recommendations that include several "model" documents. These documents are intended to aid each UNC institution in maintaining compliance with accessibility requirements and in supporting their web developers in producing maximally effective and accessible Web sites.

#### *Recommendation 1.*

The University of North Carolina should host a statewide workshop on web accessibility for appropriate university leaders. If a single statewide workshop is not feasible, then regional workshops or a series of workshops.

University leaders from the following areas need to be familiar with web accessibility issues: Information Technology, Academic Affairs, Student Affairs, Disability Services, University Relations, University Counsel, Purchasing and Web Maintenance and Training.

#### *Recommendation 2.*

Each UNC institution must adopt a policy establishing requirements for making institutional web pages accessible (see Attachment A "Web Accessibility Model Policy") and assign an executive staff member responsibility for seeing that the policy is followed.

If accessibility cannot be addressed in the web page design, the institution must develop alternative ways for addressing the needs of disabled persons.

*Recommendation 3.*

Each UNC institution must develop and promulgate web accessibility guidelines (see Attachment B "Model Web Accessibility Guidelines")

*Recommendation 4-*

Any training on web page development should include how to address accessibility concerns.

*Recommendation 5.*

Accessibility requirements must be included in the institution's technical architecture standards and purchasing guidelines (see Attachment C "Statement on the Acquisitions of Web Related Products").

*Recommendation 6.*

Recognizing that making existing web pages accessible will require significant university effort, each UNC institution must develop a plan to bring existing web pages into compliance based on university-developed criteria of importance (see Attachment D "Model Priorities for Bringing Institutional Web Pages into Accessibility Compliance").

*Recommendation 7.*

The University of North Carolina General Administration should facilitate ways for institutions with well developed web accessibility policies, procedures and practices to assist those institutions that are developing such policies, procedures and practices.

## Attachment A

### Web Accessibility Model Policy

#### I. Purpose

The World Wide Web is a major source of information for the faculty, staff and students of the University of North Carolina. Because the University is engaged in web page and web site development, this policy establishes standards for web page accessibility.

#### II. Policy Statement

The University is committed to providing equal access to web-based information in its programs and services in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act. All official University Web Pages associated with university administration, services, courses of instruction, programs, and activities must conform to the web accessibility standards and requirements listed below.

#### III. Definitions

- A. Official University Web Pages: any University administrative or academic web pages that are utilized for the transmission or receipt of official university material or information.
- B. University Web Manager: anyone who develops or manages official University Web Pages including but not limited to faculty, staff, students, volunteers and outside contractors.

#### IV. Standards

- A. Development of all official University Web Pages must include reasonable efforts to conform to the accessibility standards required under the above referenced laws. (Those standards now are the Federal Access Board's Electronic and Information Accessibility Standards: 36 CFR Part 1194.)
- B. Development of all official University Web Pages must include reasonable efforts to make the sites functional and usable for persons with disabilities.
- C. Development of all official University Web Pages should include a good faith effort to select linked sites which are accessible.
- D. An official University Web Page that is not accessible under the federal standards may be given an exemption provided that it meets one or more of the criteria listed below:
  - 1. Compliance is not reasonably attainable with current technology;
  - 2. The content cannot be effectively delivered in an accessible format without fundamentally altering the nature of the content; or
  - 3. The content is undergoing initial development; this exemption is limited to a six month development period.

## Procedures

- A. Implementation and Enforcement: The CIO or other appropriate university official or his delegate is responsible for implementing and enforcing this policy and procedure.
- B. Accessibility Criteria: The CIO will determine and designate criteria and guidelines for web page accessibility.
- C. Requests for Exemption: All requests for exemption must be made to the Chief Information Officer or his delegate. The CIO will grant or deny the exemption based on the criteria above. This decision is final.
- D. Findings of Inaccessibility or Policy Violation: The following standards apply to potential violators:
  - 1. All notices of policy violations or questions about accessibility will be submitted to the CIO.
  - 2. If the CIO finds that a web site is inaccessible and/or that it has not been exempted from this policy, he will notify the web manager and seek correction of the deficiency or application for an exemption.
  - 3. If no correction or exemption is undertaken, the web manager may be disciplined according to regular university policies.
  - 4. If no correction or exemption is undertaken, the CIO or his delegate may recommend to the Chancellor that the web manager's authority over the web site be removed.
  - 5. If no correction or exemption is undertaken, the CIO or his delegate may recommend to the Chancellor that the web documents be removed from service.

## Attachment B Model Web Accessibility

### Guidelines

Under federal law, Section 504 of the Rehabilitation Act and Titles I and II of the American With Disabilities Act are the applicable mandates for the university's efforts to provide electronic accessibility to persons with disabilities. Also, for some federal grants and contracts, there may be requirements that grantees and contractees comply with Section 508 of the Workforce Investment Act of 1998, codified as Section 508 of the Rehabilitation Act Amendments of 1998. Because of that possibility and because the standards included in Section 508 provide one route to electronic accessibility, the following criteria drawn from that statute are offered as guidelines. Other accessibility models, however, may also be permissible under Section 504 and the ADA .

See the following web site for reference: Electronic and Information Technology Accessibility Standards - <http://www.access-board.gov/508.htm> - and from the World Wide Web Consortium's Web Accessibility Initiative guidelines and checklists - <http://www.w3.org/WAI/>. They are drawn extensively from guidelines developed at the University of North Carolina at Chapel Hill - <http://www.unc.edu/webaccess/> - and on work undertaken at North Carolina State University - <http://www.ncsu.edu/it/dss/webaccess/>.

Unless otherwise noted, all web pages referenced in this document are accessible. **Text**

### Fonts and Colors

#### Summary

- Choose fonts that are easy to read for users with low vision.
- Don't rely on color alone to convey information.

#### Guidelines

- When possible, text should use sans-serif fonts, such as Verdana and Arial. These are easier to read on a computer screen than fonts with serifs.

*Example:*

- **The font in this sentence is Verdana.**
- **This sentence is in Arial font.**

See:

- Lighthouse International's "Making Text Legible: Designing for People with Partial Sight" - [http://www.lighthouse.org/print\\_leg.htm](http://www.lighthouse.org/print_leg.htm) - for help in making effective font choices.
- All information that is conveyed with color should also be available without color. See:
- The Access Board's Section 508 Guide - [http://www.access-board.gov/sec508/guide/1194.22.htm#\(c\)](http://www.access-board.gov/sec508/guide/1194.22.htm#(c)) - for explanation and an example.
- Choose colors that can be distinguished by people who are colorblind. When choosing backgrounds and colors, make sure that color combinations are effective.

*See:*

- Lighthouse International's "Effective Color Contrast: Designing for People with Partial Sight and Color Deficiencies" - [http://www.lighthouse.org/color\\_contrast.htm](http://www.lighthouse.org/color_contrast.htm) - for help in making effective color choices.

*Use:*

- Vischeck - <http://vischeck.com/index.php3> - to see how your web page appears to users with colorblindness. Note: Vischeck is not a good example of an accessible site.
- Don't use background images that blend in with overlaid text. It may not be noticeable to users with good eyesight, but this can make your web page hard to read for users with low vision.

## **Graphics and Multimedia**

### **Summary**

- Non-text materials cannot be read by screen readers and text-only browsers. Provide text alternatives.

### **Guidelines**

- Use the ALT attribute to provide text equivalents for all IMG elements.

*See:*

- "ALT text and 'Equivalent Alternatives'" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#1> - for more information about using ALT text.

- Provide text equivalents for all other non-text items.

*See:*

- "Text and non-text equivalents for applets and programmatic objects" on the W3C's HTML techniques for Web Content Accessibility Guidelines 1.0 - <http://www.w3.org/TR/WCAG10-HTML-TECHS/#applet-text-equivalent> - for some specific code examples.

- Provide equivalent alternatives for any multimedia presentation and synchronize these alternatives with the presentation.

Examples:

- For audio materials, provide a text transcript of the audio - <http://www.webaim.org/tutorials/alt#1.1.12> .
- For video-based multimedia materials, provide captioning for the audio portion that is synchronized with the video - <http://www.webaim.org/tutorials/alt#1.1.13> .
- People with photosensitive epilepsy can have seizures triggered by flickering or flashing in the 4 to 59 flashes per second (Hertz) range with a peak sensitivity at 20 flashes per second as well as quick changes from dark to light (like strobe lights). If you include animated gif images or other refreshing content that cause the screen to flicker, avoid causing a flicker with a frequency greater than 2 Hertz and lower than 55 Hertz.

## Image Maps

### Summary

- Use client-side image maps instead of server-side image maps where possible.
- Navigating image maps can present problems. Provide textual alternatives.

### Guidelines

- Image maps fall into two categories: server-side image maps and client-side image maps.
- A client-side image map's functions are provided on the client's end (the user's browser) rather than at your web server's side. All the information needed to run the map is included in your web page document. Since text-only browsers, screen readers, and other devices may not be capable of interpreting links in server-side image maps, use client-side image maps instead of server-side image maps whenever possible.

#### *Example:*

- WebAIM Alternative Content Tutorial: Client-side image map regions - <http://www.webaim.org/tutorials/alt.php#1.5>.
- Server-side image maps do not allow you to use ALT tags to describe individual links in the image map. So if you use a server-side image map, provide a redundant set of text links to duplicate the links in the map. This allows users to interact with the links without having to use a pointing device, such as a mouse.

#### *Example:*

- WebAIM Alternative Content Tutorial: Server-side image map regions - <http://www.webaim.org/tutorials/alt.php#1.2>.

## Tables

### Summary

- Make sure tables will be read in the correct order by non-graphical browsers.

### Guidelines

- Used for Page Layout
  - Page layout tables visually format images, text, and other information on the page such as a navigation bar, or a newspaper page with stories, links, and images. Each cell in a layout table is normally independent and can be viewed on its own.
  - If you use a table for layout purposes, make sure the table makes sense when it is linearized. This means that the cells are read in the order in which they appear in the HTML source code. This is not necessarily the order in which the text is laid out on the screen.

#### See:

- "Layout Tables" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#tables-layout>.

- Used for Data Presentation
  - Data tables present relational data such as a bus schedule, a comparison of regional sales figures, or a listing of employee contact information.
  - Provide information about the table by using appropriate table markup (e.g., markup headers on data tables using the TH element; use the SUMMARY attribute; etc.). See:
    - "Data Tables" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#tables>
  - For data tables that have two or more logical levels of row or column headers, use appropriate markup to identify those divisions.
    - See:
      - W3C HTML 4.01 Specification Recommendation "Table rendering by non-visual user agents" - <http://www.w3.org/TR/REC-html40/struct/tables.html#h-l1.4>.

## Frames

### Summary

- Title frames to minimize confusion for screen reader users.

### Guidelines

- To facilitate frame identification and navigation, title each frame, using the HTML TITLE attribute.
  - Example:*
    - WebAIM Frames Tutorial showing an example of providing a title for each frame - <http://www.webaim.org/tutorials/examples/frameset>.
- Use the <NOFRAMES> element to define frames content for browsers that cannot display frames.
  - Example:*
    - W3C's "Writing for browsers that do not support FRAME" - <http://www.w3.org/TR/WCAG-10-HTML-TECHS/#noframes>.

## Style Sheets

### Summary

- If you use style sheets, make sure the content makes sense without the style sheet.

### Guidelines

- Style sheets are used to control the layout and appearance of web pages. Some browsers, including screen readers and text-only browsers, ignore style sheets when reading the content to users. If you use a style sheet, check your page with styles turned off to see if the page still makes sense.
  - How to turn off style sheets in your browser:*
    - In Microsoft Internet Explorer:
      - Tools -> Internet Options -> Accessibility -> Check all boxes under "Formatting"

- In Netscape Navigator:  
Edit ~> Preferences -> Advanced -> Uncheck "Enable style sheets"
- In Opera:  
Press "Ctrl + G" or click the "Toggle Document Settings" button on the main browser window toolbar.

## Scripts, Applets, PDF Files, and Other Applications

### Summary

- Some browsers/screen readers do not support some plug-ins, applets, scripts, or other propriety formats. Provide alternatives for their users.

### Guidelines

- Provide alternative content for users with browsers that don't support scripts. Put the content within a <NOSCRIPT> tag.  
*Example:*
  - WebAIM Tutorial: Alternate content - <http://www.webaim.org/tutorials/alt#1.1.8> .
- If your web page requires the user to have an applet, plug-in, or other application to interpret the page's content, you should provide a link on the page to it.
- Adobe PDF (Portable Data Format) files can be interpreted as graphics rather than as text by screen readers, rendering them inaccessible. If you must include a PDF file, make an HTML version of the file and include links to both versions.  
*Some PDF files can be converted to HTML with:*
  - Adobe's "Online conversion tools for Adobe PDF Documents" - <http://access.adobe.com/onlinetools.html>.
- Include ALT attributes when you use Java applets so browsers that don't support Java will give the user information about the applet's function.  
*Example:*
  - "Applets and Programmatic Objects" in WebAIM's Tutorial "Provide equivalent alternatives to auditory and visual content" - <http://www.webaim.org/tutorials/alt#1.1.5>.

## Interactivity

### Summary

- Design forms so that all input elements are clearly labeled.
- Ensure that all interactive elements (like menus) are usable without the mouse or that alternatives are available that do not require the mouse and provide the functional equivalent.

### Guidelines

- Electronic forms that are supposed to be completed online should allow people using assistive technology to complete the forms. They should be able to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

*See:*

- WebAIM tutorial "How to Create Accessible Forms" - <http://www.webaim.org/howto/forms> .
- If a timed response is required, alert the user. Provide a way for the user to indicate if they need more time to respond.
- Screen readers and some browsers are unable to read moving text. Do not use moving, blinking, scrolling, or auto-updating objects or ensure, at the very least, that those objects can be stopped by the user.

## **Navigation**

### **Summary**

- If you repeat navigation bars on a page, let users skip them.
- Ensure that all links have meaningful text.

### **Guidelines**

- Navigation links, menus, or banners are often repeated on each web page. Include a "skip to main content" link at the top of each page so that screen reader users can save time and don't have to listen to a repeated menu each time they move to a new web page.

*See:*

- "Navigation" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#4> .
- All links should have text that is meaningful. Some users and methods of browsing rely on the link text (and not the surrounding context) to determine the purpose of the link. Link text like "click here" does not provide the user with any useful information about the link.

*See:*

- "What should I use for the text of my links?" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#nav-linknames>.

## **Text-Only Page**

### **Summary**

- When all else fails, provide separate, equivalent text versions of your pages.

### **Guidelines**

- If you cannot accomplish compliance with these guidelines in any way on your web page, you must still provide users with disabilities with the equivalent information or functionality. This can be done with a text-only page.
- The content of the text-only page must be updated whenever the primary page changes. By choosing to offer a text-only version of your web pages, you will have two versions of your web site to maintain and update.

*See:*

- "Text-Only Pages" on NC State University's Web Accessibility F.A.Q. - <http://www.ncsu.edu/it/dss/webaccess/access-faq.html#5>.

## Web Accessibility Tools

**Some suggested tools, tutorials, and simulations to help you make your web pages accessible.**

- Accessibility Assessment Tools
  - *Bobby* - <http://www.cast.org/bobby/>  
Bobby is a service provided by the Center for Applied Special Technology (CAST) to help web page authors identify accessibility problems in their pages. It is available as a free online service or as a downloadable application.
  - *WAVE* - [http://www.temple.edu/inst\\_disabilities/piat/wave/](http://www.temple.edu/inst_disabilities/piat/wave/)  
WAVE (Web Accessibility Versatile Evaluator), is a web-based application developed at The Institute on Disabilities at Temple University. It is similar to Bobby, but its output centers on a graphical report, rather than a text report of the page's HTML source. It also identifies the reading order of all the elements on the page, which is useful for assessing the underlying structure of a web page.
- Accessibility Repair Tools
  - *A-Prompt* - <http://www.aprompt.ca/>  
A-Prompt is a free Windows software application that allows developers to 'wizard' over pages they have created and assess and fix problems as they go. When A-Prompt detects a problem, it prompts the user and guides her or him through the fix. It also has a number of automated fixes that speed up the process of repair. A-Prompt was developed by the Adaptive Technology Resource Centre (ATRC) at the University of Toronto in collaboration with the TRACE Center.
- Format Conversion Tools
  - *HTML TIDY* - <http://www.w3.org/People/Raggett/tidy/>  
HTML TIDY is a free utility for making HTML source more readable and more correct. In addition to a variety of other features, including the ability to convert HTML formatting elements to CSS code and convert HTML to XHTML, HTML TIDY helps clean up hard to read and poorly generated HTML source from WYSIWYG editors and can help you identify potential accessibility problems.
  - *Adobe PDF Document Converters* - <http://access.adobe.com/onlinetools.html>  
These online tools convert PDF documents into either HTML or ASCII text, which can then be read by a number of common screen reader programs. These tools approximate the logical reading order of the text in an Adobe PDF document and reformat it into a single column of text. Note: conversion will not work with all PDF documents - be sure to verify that your HTML or text versions are complete and correct.
  - *PowerPoint Slides* - <http://www.webaim.org/howto/powerpoint>  
Short tutorial on methods for posting accessible PowerPoint content to the Web. Includes a link to and information about a free PowerPoint plug-in to help make accessible online presentations.
- Captioning Tools
  - *Media Access Generator (MAGpie)* - <http://ncam.wgbh.org/webaccess/magpie/index.html>

MAGpie is a free tool to help multimedia developers add captioning and audio description to their multimedia presentations. MAGpie version 1.0, available for Windows, supports Apple's QuickTime, the Synchronized Multimedia Integration Language (SMIL), and Microsoft's Synchronized Accessible Media Interchange (SAMI). The upcoming release of version 2.0 will include many new features and support for more operating systems.

- Code Validators
  - *W3C HTML Validation Service* - <http://validator.w3.org/>  
Checks HTML documents for conformance to World Wide Web Consortium HTML and XHTML recommendations and other HTML standards.
  - *W3C CSS Validation Service* - <http://jigsaw.vu3.org/css-validator/>  
Checks for conformance with Cascading Style Sheets Level 2 standards.
- Simulations
  - *WebAIM Screen Reader Simulation* - <http://www.webaim.org/simulations/screenreader>  
This simulation will help demonstrate what it is like for a person with a visual impairment to access the Internet using screen reading software.
  - *WebAIM Low Vision Disability Simulation* - <http://www.webaim.org/simulations/lowvision> This simulation provides an opportunity for users to experience a web page as someone with a visual impairment might see it. Visual impairments simulated include macular degeneration, cataracts, and glaucoma.
  - *Vischeck Color Blindness Simulation* - <http://vischeck.com/index.php>  
Vischeck simulates some kinds of colorblindness. Note: Vischeck is not a good example of an accessible web site.

## Other Resources

### Standards and Guidelines

- Federal Section 508 Standards
  - <http://www.access-board.gov/508.htm>
  - <http://www.section508.gov/>
- Web Content Accessibility Guidelines 1.0
  - <http://www.w3.org/TR/WCAG10/>
  - <http://www.w3.org/WAI/>

### General Resources

- NC State University's Accessible Web Design Site
  - <http://www.ncsu.edu/it/dss/webaccess/>
- UNC Chapel Hill's Creating Accessible Web Pages Site
  - <http://www.unc.edu/webaccess/>
- TRACE - Designing More Usable Web Sites
  - <http://trace.wisc.edu/world/web/>
- WebAIM - Web Accessibility In Mind
  - <http://www.webaim.org>

## Attachment C **Statement on the Acquisitions of Web Related**

### **Products Overview**

As future IT procurement decisions are made by the University of North Carolina and its constituent institutions (UNC), an increased focus on people with disabilities, approximately 17% to 19% of our total population, will be of primary concern. The State of NC in conjunction with the Information Resources Management Commission (IRMC) has developed rules and regulations to govern the activities of State Agencies. The University of North Carolina and its constituent institutions are not governed by any rules or regulations that are developed or adopted by the IRMC. While UNC is not governed by these rules, they are a useful resource as noted below.

With respect to Federal standards, as noted in the policy statements in this report, Section 504 and the ADA are the applicable mandates for accessibility issues. While some federal grants and contracts require compliance with Section 508, the University is not now generally covered by this law. The statute is, however, a useful resource for accessibility related questions and thus the references below are offered as possible guidelines. Based on UNC's present exemptions and the above resource guideline, the following suggestions are offered for purchasing web-related products.

### **Software**

- If federal dollars are being utilized, procurements of software components that are compliant with the Section 508 Federal Acquisitions Regulations may be required.
- Even where federal dollars are not utilized, if possible, vendor-supplied components and solutions should be procured using Section 508 Federal Acquisitions Regulations. The federal language is listed below in the "Terms and Conditions" section.
- For regular State contracts, the terms and conditions for the State of NC require that the products and/or deliverables from an outside vendor or contractor must comply with Chapter 13 of the NC Statewide Technical Architecture. Because UNC does not fall under the requirements for the statewide technical architecture or the requirements of the Information Resource Management Commission (IRMC), UNC constituent institutions should consider language listed below in the "Terms and Conditions" section.

### **Hardware**

- If federal dollars are being utilized, procurements of hardware components that are compliant with the Section 508 Federal Acquisitions Regulations may be required.
- Even where federal dollars are not utilized, if possible, vendor-supplied components and solutions should be procured using Section 508 Federal Acquisitions Regulations. The federal language is listed below in the "Terms and Conditions" section.
- For regular State contracts, the terms and conditions for the State of NC state that the products and/or deliverable from an outside vendor or contractor must comply with Chapter 13 of the NC Statewide Technical Architecture. Because UNC does not fall under the requirements for the statewide technical architecture or the requirements of the Information Resource Management Commission (IRMC), UNC constituent institutions should consider language listed below in the "Terms and Conditions" section.

## Terms and Conditions

- **Federal Acquisition Language**

(a)(3)(vii): "(to) (a)ssess the availability of electronic and information technology that meets all or part of the applicable accessibility standards issued by the Architectural and Transportation Barriers Compliance Board at 36 CFR part 1194 (see subpart 39.X)." We believe that such a template will provide a useful and convenient mechanism for making preliminary assessments regarding the availability of commercial electronic and information technology ("EIT") products and services with features that support accessibility. It is assumed that offerors will also provide contact information to facilitate more detailed inquiries.

- **Suggested University Specific Language**

*Services Acquisitions*

All web-developed applications and/or deliverables developed for (insert constituent institution name) must comply with the (insert constituent institution name) Accessibility Architecture, which can be found at (insert URL for Accessibility Policy).

*Hardware Acquisitions*

All hardware and/or deliverables provided by contractor for (insert constituent institution name) must comply with the (insert constituent institution name) Accessibility Architecture, which can be found at (insert URL for Accessibility Policy).

*Software Acquisition*

All applications and/or deliverables developed for (insert constituent institution name) must comply with the (insert constituent institution name) Accessibility Architecture, which can be found at (insert URL for Accessibility Policy).

## Related Web Sites

National Information Technology Council:  
[http://www.itic.org/policy/access\\_0106.htm](http://www.itic.org/policy/access_0106.htm)

Voluntary Product Accessibility Template  
<http://www.itic.Org/policy/vpat.html#webdetails>

IRMC Web Site for Accessibility Standards  
<http://irm.state.nc.us/techarch/archfrm.htm>