

Solicitation Guidelines for Electronic and Information Technology Accessibility

PURPOSE

In the [Include your University name]'s ("the University") commitment to provide accessible and usable Electronic and Information Technology ("EIT") to everyone, regardless of ability, the University has adopted the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 at Conformance Level AA as its official Technical Standards ("Technical Standards").

[Include local/state/Institutional requirement]

Accessibility means that a person with a disability can 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 integrated manner, with substantially equivalent ease of use¹. Information and services must be made available at the same time to a person with a disability as to a person without a disability.

Responses related to EIT accessibility may be shared with Big Ten Universities and affiliated universities.

Responses to the requirements for EIT accessibility are divided into three sections.

Respondent Assessment Questionnaire, is required to be completed by all respondents and provides an assessment of the respondent's commitment to accessibility concerns.

Functionality, provides an assessment of the proposed EIT's accessibility.

Recommendation of Equally Effective Alternative Access, may be required if respondent is unable to meet the minimum functional requirements identified in Section IV.

Failure to provide responses as requested [may/must] result in finding of the Respondent's bid/proposal as non-compliant and no longer subject to consideration for an award.

RESOURCES TO ACHIEVE ACCESSIBILITY COMPLIANCE

Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 can be accessed here:
<https://www.w3.org/TR/UNDERSTANDING-WCAG20/intro.html>

In order to assist with ensuring suppliers meet accessibility requirements, the Big Ten Academic Alliance has developed a "Cookbook" comprised of how to achieve accessibility compliance which can be accessed on the BTAA Website:

https://www.btaa.org/docs/default-source/technology/vendor-guide-to-web-accessibility-cookbook-2.docx?sfvrsn=93b74bf3_8

¹ (2018). *Digital Accessibility Center – The Ohio State University*. Retrieved from:
<https://accessibility.osu.edu/Digital-Accessibility-Policy/Minimum-Digital-Accessibility-Standards/>

RESPONDENT ASSESSMENT QUESTIONNAIRE

Respondents must provide responses to the following Five (5) vendor assessment questions:

1. Provide a name and contact information (address, phone number, and e-mail address) for the representative dedicated to addressing accessibility issues. This representative should be knowledgeable of Technical Standards adopted at the University and be able to coordinate accessibility support for the EIT. This representative should not be the same individual as a sales representative.
2. Provide a copy of a thorough and accurate Voluntary Product Accessibility Template (VPAT 2.1 Preferred) created based on the Technical Standards for the EIT proposed. The VPAT should describe the proposed version of the product.
3. Describe the steps that will be taken when the University submits a request to address an accessibility concern including how a mutually agreeable timeline to address the concern will be obtained.
4. Describe your process for on-going testing, maintenance, and remediation of the EIT's accessibility.
5. Provide a copy of accessibility reviews completed on the proposed EIT and identify whether future accessibility reviews will be shared with the University throughout the contract term.

FUNCTIONALITY

Respondents must provide a response on how the proposed EIT will meet each of the twelve (12) minimum functional requirements identified in this section. Respondent may either provide a detailed response to the twelve requirements below or a VPAT that addresses each requirement.

Responses which partially meet a requirement will be considered non-compliant, but in effort to gain a more specific understanding, suppliers should provide a Self-Review Score of their EIT on a 1-5 scale for each functional requirement: 1 being completely non-compliant, and 5 being 100% compliant.

The twelve requirements in this section represent the minimum functionality necessary to avoid the most common accessibility issues. Meeting these requirements cannot be construed to mean that a product conforms to the Technical Standards. A detailed accessibility review may still be necessary to determine full accessibility compliance.

1. **Text Alternatives**

How does the proposed EIT provide text descriptions for images, graphs, charts, etc. as an alternative to visual content?

To fulfill this requirement, text alternatives must be appropriately descriptive of the non-text content. (See [Understanding WCAG 2.0 Guideline 1.1](#))

Supplier's Self-Review Score (1-5):

2. Captions and Audio Descriptions

If the proposed EIT contains audio or video media, how does your product make captions, transcripts, and audio description available to the user?

Describe how University supplied multimedia content may be provided in an accessible method.

Automated captions, such as those provided by YouTube, are not of sufficient quality. Captions must use correct grammar and punctuation and (where appropriate) identify the speaker and other audio cues. (See [Understanding WCAG 2.0 Guideline 1.2](#))

Supplier's Self-Review Score (1-5):

3. Adaptable

Describe how the proposed EIT allows users to view and interact with content in a way that they prefer.

Users who are blind require the information, structure and relationships in an application page to be presented in ways that do not require vision to perceive (e.g. programmatically) and is logical without the ability to see the screen. Sighted users with low-mobility (e.g. keyboard-only interaction) require keyboard navigation that makes sense for the application. (See [Understanding WCAG 2.0 Guideline 1.3](#))

Supplier's Self-Review Score (1-5):

4. Distinguishable

How does the proposed EIT ensure the most important content is obvious to users with varying abilities?

Some users will be unable to perceive information that is presented only through a change in color, such as an error state, or if color contrast is too low. Others will have difficulty reading page content if there is multimedia content that plays automatically. (See [Understanding WCAG 2.0 Guideline 1.4](#))

Supplier's Self-Review Score (1-5):

5. Keyboard Support

How does the proposed EIT ensure that the most important tasks can be completed easily with only the keyboard (tab, arrow keys, spacebar/enter)?

Users who are blind and some users with low-mobility use only the keyboard to interact with a computer. To fulfill this requirement, keyboard shortcuts and/or mouse keys cannot be the primary way that a user can complete necessary tasks using only the keyboard. (See [Understanding WCAG 2.0 Guideline 2.1](#))

Supplier's Self-Review Score (1-5):

6. Enough time

How does the proposed EIT provide enough time for users with varying abilities to interact with content?

Some users require more time to read content and perform actions than do others. For example, it can take a user who is blind up to three times longer to complete a task than some sighted users. Others require the ability to pause or stop scrolling or auto-updating information. (See [Understanding WCAG 2.0 Guideline 2.2](#))

Supplier's Self-Review Score (1-5):

7. Seizures

Describe how the proposed EIT prevents inducing seizures by limiting components that flash more than three times per second.

Components that flash more than three times per second can induce seizures in some individuals. (See [Understanding WCAG 2.0 Guideline 2.3](#))

Supplier's Self-Review Score (1-5):

8. Navigable

Describe how the proposed EIT provides ways that help users who cannot use a mouse or have visual impairments to navigate, find content, and determine where they are.

To fulfill this requirement, navigation via the keyboard (i.e. tab and arrow keys) must be logical. Features such as visual focus indicators and good heading structure are required. (See [Understanding WCAG 2.0 Guideline 2.4](#))

Supplier's Self-Review Score (1-5):

9. Readable (Web-based applications only)

How does the proposed EIT ensure that text content can be read by people and by assistive technologies?

In order to read text properly on the web, screen reader software needs the language of a webpage, or part of a webpage for multi-language applications to be specified in the HTML code. (See [Understanding WCAG 2.0 Guideline 3.1](#))

Supplier's Self-Review Score (1-5):

10. Predictable

Describe how the proposed EIT appears and operates in predictable and consistent ways.

Predictability is essential for users with cognitive disabilities or those who are blind. (See [Understanding WCAG 2.0 Guideline 3.2](#))

Supplier's Self-Review Score (1-5):

11. Input Assistance

Describe how the proposed EIT assists users to avoid, identify and correct mistakes.

To fulfill this requirement, sufficient instructional cues, unambiguous error messages and other mechanisms that alert users to mistakes or help them avoid mistakes are present. Such mechanisms must be perceivable to users who have visual and/or hearing impairments. (See [Understanding WCAG 2.0 Guideline 3.3](#))

Supplier's Self-Review Score (1-5):

12. Robustness and Compatibility

Describe how the proposed EIT works with a variety of assistive technologies.

To fulfill this requirement, users must not be required to use a particular operating system (if applicable), web browser (with reasonable limitations on version compatibility), or assistive technology. The product must utilize programming standards and ensure that the name, role and value of each interface element can be programmatically determined (See [Understanding WCAG 2.0 Guideline 4.1](#))

Supplier's Self-Review Score (1-5):

RECOMMENDATION OF EQUALLY EFFECTIVE ALTERNATIVE ACCESS

Respondents unable to demonstrate compliance with all twelve (12) of the minimum functional requirements in Section V must complete this section to describe the Respondent's equally effective alternate access plan for the proposed EIT.

1. Describe specifically what part of the EIT is not accessible, if not included in the VPAT.
2. List the person(s) or groups who may/will be affected by each issue identified. Groups may be specific (e.g., IT employees, Engineering students) or general (e.g. general public, visitors, students only, or University employees).
3. Explain how the Respondent proposes the University provide an equally effective alternate access plan.
4. Describe in detail how the equally effective alternate access will be communicated and what will be provided? Explain how this alternative covers the issues described in question 2 above.
5. List the name(s) and titles of the Respondent's representative who will be responsible for providing equally effective alternate access for the specified known accessibility issue as described in question 3 above.
6. If applicable, provide a brief description or any relevant information regarding repair of the issue by Respondent, as well as the timeline for an effective completion date.

Note: The University will review responses provided in these *Solicitation Requirements for Electronic and Information Technology Accessibility*, and we reserve the right to request additional information about

supplier and product accessibility. (e.g. Testbed for verification, a review by a reputable third party, or both.)