

Marshall University Archives and Special Collections Digital Accessibility Policy and Plan

Introduction

Marshall University Archives and Special Collections (MUASC) recognizes the importance of a diverse and pluralistic community of employees and users of archives and special collections. Archives and special collections house papers, artifacts, and digital materials that document the cultural heritage of their communities. These items belong to the communities that created them and should be accessible to all individuals. To ensure we meet this mandate, MUASC has created a digital accessibility policy and plan to outline the knowledge, tools, and internal structure required to execute and maintain long-term digital accessibility for users and employees with disabilities.

Description of MUASC

MUASC is a department within Marshall University concerned with maintaining the university's physical and digital institutional archival materials and research collections and making these collections available to the public both in person and online. Serving the university and broader research community, MUASC works to process and describe incoming collections, make those descriptions and digitized material available online, help researchers using these materials, provide student and community

instruction, and conduct outreach to further the mission of the archive as an educational and research-focused entity. MUASC maintains the [MUASC department website](#), [digitized materials database](#), a [MUASC Facebook page](#) and a [finding aid database](#) on Marshall Digital Scholar that contains descriptions of collections to further these goals. These web presences involve using the web-based software interfaces of WordPress, PastPerfect, Facebook, and bepress respectively to upload web content, such as documents created using Microsoft Word or TIFF images created using a flatbed scanner. MUASC utilizes OCR through Adobe Acrobat DC to create full-text searchable documents and assigns metadata to make images accessible. Digital assets are stored on an internal shared drive accessible through any computer on the Marshall University network.

The department is composed of three faculty members, two full time staff, and two part time staff, each charged with a specific subject area. One staff member uses hearing aids, but no employee has any documented accommodations or specific digital accessibility needs. MUASC primarily serves students at the university, but also provides services to community members and researchers from West Virginia and beyond. Given that MUASC and Marshall University are primarily visited and attended by individuals from West Virginia, it is likely that approximately 39.2% of community and student researchers have a disability, in line with the West Virginia average according to the Centers for Disease Control and Prevention

(Centers for Disease Control and Prevention [CDC], 2019). Additionally, Marshall University is home to two programs aimed at supporting students with accessibility needs to succeed in college: the Higher Education for Learning Problems Center and the College Program for Students with Autism Spectrum Disorder. As a result, students in these populations are specifically targeted and served by Marshall University. Despite this fact, MUASC does not take any measures to ensure or assess the accessibility of their digital assets and web presence. This plan is the first step in considering digital accessibility in MUASC's work.

Digital Accessibility Business Case

MUASC is an archive within Marshall University, a public university located in Huntington, West Virginia. Consequently, MUASC upholds commitments to the archives and higher education fields and to the specific mission of Marshall University. As an archive, MUASC adheres to professional ethics outlined by the Society of American Archivists that state that:

"Accessibility must be factored into every aspect of operations, including but not limited to budgeting, hiring, collection development, digital resources, outreach, and public services. Accessibility is a vital element in promoting the archival profession's values of diversity, equity, and inclusion." (SAA, & ACRL-RBMS, 2020; Society of American Archivists, 2019)

The mission of Marshall University "includes a commitment to...Cultivate the development of an inclusive, just, and equitable community," (Marshall University, n.d.). Marshall University Libraries and Online Learning echoes

and extends this sentiment by saying that we, “strive to deliver inclusive service in the pursuit of an equitable, diverse and pluralistic society that affirms the dignity of all those it services,” (Marshall University Libraries and Online Learning, n.d.). If we fail to make our digital materials and access documents of all types accessible, we will be creating a community that is not inclusive, just, equitable, or affirming to the dignity of individuals with disabilities.

Additionally, as part of an institution that receives federal funding, MUASC must adhere to Section 504 of the Rehabilitation Act of 1973, which states that no individuals with a disability may be “excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity” conducted by the institution (Section 504 of the Rehabilitation Act of 1973). This requirement is doubly reiterated at the state level through §18B-1-11 of the West Virginia Code (W. Va. Code § 18B-1-11). Additionally, in accordance with the Americans with Disabilities Act, MUASC is prohibited from discriminating against employees based on disability, are responsible for providing reasonable accommodations for those employees, are not allowed to refuse services to individuals with disabilities, and must provide public accommodations to all individuals regardless of disability (Americans with Disabilities Act, 1990). MUASC primarily serves the students, faculty, and staff of Marshall University, with a substantial population of users coming from across the state of West

Virginia. According to the Centers for Disease Control and Prevention, while an average of 25.6% of American adults have some type of disability, 39.2% of adults in West Virginia have a disability (Centers for Disease Control and Prevention, 2019). According to legal and ethical mandates, the populations that MUASC is more likely to require accessible resources and, as a result, MUASC cannot afford to be inaccessible.

Leadership Team

Implementing and maintaining a digital accessibility plan and program requires a variety of areas of expertise and institutional support. The titles for individuals who are on the digital accessibility team, as well as their role and relevant skills, knowledge, and interests, are outlined in Table 1.

Table 1-Digital Accessibility Leadership Team

Position	Relevance to the Team	Relevant Skills, Knowledge, and Interests
Head of Special Collections	Executive	Department head, serves as advocate at the college and university level.
Elizabeth James, Archivist and Digital Preservation Librarian	Content Author, Product and Project Manager, Quality Assurance	Has knowledge about accessibility requirements and standards, can use HTML, CSS, XML, and Python.
Archivist and Records Management Librarian	Content Author	Is concerned with accessibility, about to begin a large migration project where accessibility will be important.
General Counsel	Legal	Has expertise on legal requirements for accessibility.
Web Communications Manager	Design, Development	Has expertise on ways to modify the website to be more accessible within the existing template.

Position	Relevance to the Team	Relevant Skills, Knowledge, and Interests
Human Resources Information Systems Manager	Human Resources	Is a human resources expert with a background in information systems, can work to discuss and provide training on digital accommodations for employees.
Director of Disability Services	Usability Testing, Human Resources (training)	Can help assess whether our resources are accessible according to an internal perspective and offer advice and training on alternative formats and accommodations.
User Groups	Usability Testing	Ideally composed of individuals with disabilities, can test new initiatives or help assess older initiatives in need of improvement.

Digital Accessibility Policy

This policy will be made available on all digital platforms that MUASC uses:

Marshall University Archives and Special Collections is committed to fostering an environment that is inclusive and accessible to our employees, volunteers, and users. We view making our unique materials available online and accessible to people with disabilities not only a legal responsibility, but an ethical responsibility that is at the core of our institutional mission. In accordance with [best practices for accessibility in the archives field](#), we create and provide alternative formats to accommodate users and are partially conformant to Web Content Accessibility Guidelines 2.0 level AA. Despite our best efforts to ensure accessibility of Marshall University

Archives and Special Collections resources, there may be some limitations with regard to historical materials that are not fully transcribed or described in adequate detail. Please contact Marshall University Archives and Special Collections through one of the methods outlined in the next paragraph and we will work with you to create an alternative format.

We welcome your feedback on the accessibility of Marshall University Archives and Special Collections web pages and digital resources. We aim to respond to accessibility feedback within five business days, and to propose a solution within ten business days. You are entitled to escalate a complaint to the Marshall Office of Disability Services should you be dissatisfied with our response to you. Please let us know if you encounter accessibility barriers on our website by contacting us through one of the following methods:

Phone: 304-696-2343

E-mail: speccoll@marshall.edu

Address: Marshall University, Morrow Library, One John Marshall Drive, Huntington, WV 25755

Assistive Technology

Assistive technology (AT) is, according to the Partnership on Employment & Accessible Technology, “technology that's been specifically designed to help a person with a disability to perform a task” (Weible, 2018). Within the context of an archival institution, digital resources facilitate access to both

physical and digital materials owned by the archive. Providing AT is one method of ensuring all individuals, regardless of ability, are able to access and use our materials online and in person. As part of a state institution of higher education, we not only have an ethical mandate to ensure all West Virginians have access to our materials and services, but a legal one as well. Institutions that receive federal funding must adhere with Section 504 of the Rehabilitation Act of 1973, which states that no individuals with a disability may be “excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity” conducted by the institution (Section 504 of the Rehabilitation Act of 1973). At the state level, §18B-1-11 of the West Virginia Code reiterates that state funded institutions, “shall provide services in accordance with Rehabilitation Act 504” (W. Va. Code § 18B-1-11). Additionally, employers are prohibited from discriminating against employees based on disability, are responsible for providing reasonable accommodations for those employees, are not allowed to refuse services to individuals with disabilities, and must provide public accommodations to all individuals regardless of disability according to the Americans with Disabilities Act (Americans with Disabilities Act, 1990). In addition to helping meet legal requirements, AT ensures archives fulfill one of their core professional missions: ensuring that all individuals have access to the materials that compose their shared history and heritage.

Potentially useful AT in an archives environment include speech recognition, optical character recognition, screen readers, text readers, screen magnifiers, book holders, and noise cancelling headphones. Providing these technologies will not only boost employee productivity but also make it possible for individuals with disabilities to use our collections at all. Screen readers, text readers, screen magnifiers, and optical character recognition can assist individuals with low vision, blindness, or a learning disability to read finding aid documents, while speech recognition can assist someone with hearing loss who needs to speak with staff members. The archive also has a substantial and popular book collection that does not circulate and cannot be removed from the reading room. Book holders can help individuals with limited dexterity who may need assistance in using these types of materials. Noise cancelling headphones address concentration and noise sensitivity concerns in shared spaces such as a public reading room or for employees whose offices border a commonly traversed hallway. Optical character recognition not only provides access to scanned documents for individuals who may need a screen reader, but also creates full-text searchable documents that contribute to increased findability of resources for anyone searching for relevant materials in archival collections. In addition to meeting the needs of individuals with low vision, blindness, or a hearing impairment, screen and text readers, screen magnifiers, and speech

recognition may assist individuals who have undiagnosed disabilities or who may simply prefer an alternate method of accessing our materials.

Document Accessibility Strategies

The primary documents created by MUASC are finding aids that describe the contents of archival collections, typically in a PDF or a Microsoft Word-based format. For most presentations, PowerPoint is used. Finding aids in a PDF format are posted publicly to Marshall Digital Scholar for users to select what collections are relevant to their area of interest. Presentations are usually given in-person to students in classes and are often only available live but do have potential value for being made available after the presentation. Currently, no specific actions are taken to ensure document accessibility. Going forward, the Archivist and Digital Preservation Librarian, in conjunction with the Head of Special Collections, will work to coordinate training on accessible document practices. Individuals who author content, such as PowerPoint presentations or Microsoft Word documents, will be instructed to use Microsoft and WebAIM by the Utah State University Center for Persons with Disabilities resources for reference in creating accessible documents (Microsoft, n.d.; Utah State University Center for Persons with Disabilities, 2019a). Images, figures, and charts will be assigned alternative text that follows alternative text best practices outlined on WebAIM by Utah State University Center for Persons with Disabilities (Utah State University Center for Persons with Disabilities, 2019b). The Archivist and Digital

Preservation Librarian will work with content authors during the training process to verify document accessibility and serve as a point person for questions. Additional document accessibility resources are outlined in the [Resources for Accessibility Information and Training](#) section in this document.

The documents most critical to the function and use of MUASC by employees and the public are finding aids in a PDF format. Without these finding aids, a user would be unable to determine what collections we have available and what materials in those collections they may wish to use. Approximately 700 PDF finding aids are available through Marshall Digital Scholar. While these finding aids are often initially authored in Microsoft Word and converted to PDF, in many instances the original Word file no longer exists, and the PDF is edited instead. This means that the resulting PDF files are inconsistently tagged where they are tagged at all. Because of the number of people contributing to PDF creation, the difficulty training individuals in PDF tagging and in ensuring that PDFs are properly tagged, as well as the uneven level of access for PDF documents viewed on phones (Partnership on Employment and Accessible Technology [PEAT], n.d.), MUASC will make an alternative version of all finding aids available as an accessible Microsoft Word document. Making both a PDF and a Word version available is desirable because finding aids have specific formatting requirements that make it difficult and labor intensive to convert the Word

document into an accessible PDF. The alternative Word version will be hosted as an additional download on the Marshall Digital Scholar page and will exist side by side with the PDF version, allowing individuals to select by format based upon their personal preferences and needs.

An audit of other documents and formats available on the web platforms used by MUASC will be conducted by the Archivist and Digital Preservation Librarian to determine what other materials are available online that may have accessibility concerns. When encountered, MUASC will determine whether the content is current and of interest to users. If the material is outdated and no longer relevant, it will be removed. If it is deemed important enough to remain, the content will be updated according to the resources outlined in this section. If the format is one that has been determined to be inherently inaccessible, the format will be and updated converted to one that is accessible.

Web Accessibility Statement, Strategies, and Procedures

In line with our broader Digital Accessibility Policy, MUASC is committed to making our unique web resources and services accessible to people with disabilities. MUASC is in the process of making legacy digital and web materials accessible and will be creating accessible resources by following Web Content Accessibility Guidelines (WCAG) 2.1 level AA (World Wide Web Consortium, 2018) going forward. MUASC will also work according to best practices identified by the Federal Agencies Digital Guidelines

Initiative Still Image Working Group to ensure digitized documents, photographs, files, and other resources are adequately transcribed, described, and understandable for all users (Federal Agencies Digital Guidelines Initiative Still Image Working Group, 2009). In addition, MUASC acknowledges that the process of updating legacy materials will take time and encourages individuals who encounter an issue with our resources in the interim period to request specific materials be updated as they are encountered.

To assess web accessibility, MUASC will use a combination of manual and automated testing. For automated testing, MUASC will use two Google Chrome extensions, The Paciello Group's ARC Toolkit and Accessibility Insights for Web, and the in-browser Web Accessibility Evaluation Tool (WAVE) by Utah State University Center for Persons with Disabilities. For manual testing, MUASC will work with Marshall University Office of Disabilities to identify a regular screen reader user who will conduct tests using keyboard-only input and the NVDA screen reader by NV Access Limited. Testing will be done in the Google Chrome, Firefox, and Microsoft Edge, with the relevant automated testing being done by the extensions that work for a particular browser. Accessibility will be checked as content is updated and on a monthly basis using a combination of manual approaches and automated tools.

MUASC has four primary avenues by which users can access information on the web: the MUASC department website, digitized materials database, a MUASC Facebook page and a finding aid database that contains descriptions of collections. As part of a larger institution, MUASC's web content must adhere to branding guidelines and web templates created and approved by Marshall University. Using the previously mentioned tools, the following significant issues have been identified on the platforms: missing or improperly used alternative text, insufficient color contrast, documents not formatted to be accessible, issues with dropdown menus not being formatted as usable links, and issues with image carousels being unable to be manually advanced using a keyboard. Despite having limited control over templates that control website structure and color contrast among other features more broadly, MUASC can address issues with inaccessible documents and improper use of alternative text as outlined in the Document Accessibility Strategies section of this document. The other accessibility issues will be brought to the attention of the Web Communications Manager or the relevant vendor to determine alternative accessible options for presenting the content. If the accessibility issues cannot be rectified, MUASC will work with the Web Communications Manager or relevant vendor to identify alternate templating options or workarounds to mitigate accessibility issues where possible. For those issues that have no alternative options that are accessible, MUASC will post the accessibility limitations and alternative

methods of access on the relevant web platform so that users are aware of accessibility problems with a particular platform.

IT Procurement Policy, Strategies, and Procedures

MUASC uses a variety of software and hardware tools to make the unique resources they care for available to internal and external researchers in both physical and digital formats. As an archive within an educational institution that receives federal and state funding, MUASC has a legal mandate under Section 504 of the Rehabilitation Act of 1973, W. Va. Code § 18B-1-11, and the Americans with Disabilities Act to make our work, services, and activities accessible to all. Since much of our work is online or uses tools that fall under the broad umbrella of technology, it is critical that we have clear policies related to the procurement of information and communications technology to ensure the products we use and the materials we create are accessible to employees and the public alike.

As a department within a larger institution, MUASC must adhere to Marshall University policies and procedures with regard to procurement of new software and hardware. The relevant procedure, ITP-48, was created by the Marshall University Information Technology Council (MUITC) in 2019. This procedure governs over all of Marshall University and its component schools and departments and creates a process by which all technology is reviewed according to accessibility, security, and legal concerns (Marshall

University Information Technology Council [MUITC], 2019). The review process involves completing the Technology Procurement Form which assesses the software, including the desired functions the software needs to perform, detailed technical and security specifications, the sensitivity of data it contains, and delineation of responsibilities for security and updates (Marshall University Information Technology [MUIT], n.d.). No mention is made of accessibility in this form, though a Voluntary Product Accessibility Template (VPAT) is part of the required submission package outlined in the procedure (MUIT, n.d.; MUITC, 2019, p. 3). A VPAT is a template that results in an Accessibility Conformance Report (ACR) which can help assess whether a technology company's product adheres to Revised Section 508 and WCAG 2.1 guidelines (Information Technology Industry Council, 2020). However, while a company is required to have a VPAT for MUITC to review a purchase request, accessibility is mentioned in only a single, brief bullet point in the procedures, which states, "Product service meets or exceeds standards for accessibility or accessibility in on the vendor product Roadmap depending on the number of users or the general public." (MUITC, 2019, p. 2) Based on the lack of reference to a specific framework or legal mandate, accessibility concerns do not appear to be a central part of the procurement process.

As part of the process, MUASC must submit information about the vendor and as well as information from the vendor about software and

vendor-specific information, including terms and conditions, security documentation, the VPAT, and purchasing affidavits (MUITC, 2019). To mitigate any accessibility issues that might not be screened as part of the procurement process, MUASC, under direction of the Archivist and Digital Preservation Librarian, will only submit software to be reviewed that has been subjected to additional internal vetting. MUASC will consult the Revised 508 Standards Applicability Checklist (U.S. Federal Government Revised 508 Standards Transition Workgroup, 2018) to identify accessibility requirements for technology based on Revised 508 Standards. MUASC will also use the Accessibility Requirements Tool (United States General Services Administration, 2020) created by the United States General Services Administration to identify and select procurement language applicable to the technology requirements identified previously to submit to the vendor to determine if the technology meets accessible functional and business requirements. MUASC will then use the available VPAT, in conjunction with manual testing and vendor correspondence, to determine whether a technology adequately meets, or will soon meet, these requirements. If the requirements are met, MUASC will then submit the technology to be vetted under procedure ITP-48.

Though Marshall University is not an entity that must adhere to the standards outlined in Revised Section 508, Revised Section 508 clearly outlines a useful set of standards and guidelines for technology and web

content accessibility that all organizations should strive to meet, including WCAG 2.0 among several others (Standards for Section 508 of the Rehabilitation Act, 2017). Following these guidelines will help us not only meet and exceed our ethical and legal mandate to be accessible for employees and external users alike, but also demonstrate an organizational commitment to diversity, equity, and inclusion by keeping accessibility at the core of all of our business functions.

Resources for Accessibility Information and Training

Resources at Marshall

Marshall University Higher Education for Learning Problems Center. (n.d.).

Higher Education for Learning Problems Center (H.E.L.P).

<https://www.marshall.edu/help/>

Marshall University Libraries and Online Learning. (n.d.). *Instructional design*

Center: About us. <https://www.marshall.edu/design-center/about/>

Marshall University Office of Disability Services. (n.d.). *Office of Disability*

Services. <https://www.marshall.edu/disability/>

West Virginia Autism Training Center. (n.d.). *WV Autism Training Center.*

<https://www.marshall.edu/atc/>

Resources on General Accessibility

Bonaccio, S., Connelly, C. E., Gellatly, I. R., Jetha, A., and Martin Ginis, K.

A. (2019, January 22). *The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence.* <https://doi.org/10.1007/s10869-018-9602-5>

Connell, B.R., et al. (1997). *The Principles of Universal Design, v 2.0.*

Raleigh, N.C.: North Carolina State University, The Center for Universal Design. https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

Coolidge, A., Doner, S., Robertson, T., and Gray, J. (2018). *Accessibility Toolkit – 2nd edition*. Victoria, B.C.: BCcampus.
<https://opentextbc.ca/accessibilitytoolkit/>

National Center on Accessible Educational Materials. (n.d.). *Understanding the VPAT®*. <http://aem.cast.org/navigating/understanding-the-vpat.html>

Raja, D. S. (2016). *Bridging the disability divide through digital technologies: Background paper for the 2016 world development report: Digital dividends*. <http://pubdocs.worldbank.org/en/123481461249337484/WDR16-BP-Bridging-the-Disability-Divide-through-Digital-Technology-RAJA.pdf>

Society for Human Resource Management. (2018). *Developing an accessible workplace*. <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developinganaccessibleworkplace.aspx>

Society of American Archivists. (2019, February). *Guidelines for Accessible Archives for People with Disabilities*. <https://www2.archivists.org/groups/reference-access-and-outreach-section/guidelines-for-accessible-archives-for-people-with-disabilities>

Society of American Archivists, & Association of College and Research Libraries - Rare Books and Manuscript Section. (2020, February 10). *"ACRL-RBMS/SAA guidelines on access to research materials in special collections libraries."* Association of College & Research Libraries (ACRL). www.ala.org/acrl/standards/jointstatement

U.S. Department of Labor, Office of Disability Employment Policy. (n.d.). *Job Accommodation Network*. <https://askjan.org/>

Resources for Web and Document Accessibility

Accessibility Insights. (n.d.). *Accessibility Insights for Web*. <https://accessibilityinsights.io/docs/en/web/overview>

Adobe. (n.d.). *Acrobat User Guide* [User manual]. <https://helpx.adobe.com/acrobat/user-guide.html>

Microsoft. (n.d.). *Accessibility video training*. <https://support.office.com/en-us/article/accessibility-video-training-71572a1d-5656-4e01-8fce-53e35c3caaf4>

NV Access Limited. (n.d.) *NVDA Version 2020.1*. <https://www.nvaccess.org/download/>

The Paciello Group. (n.d.). *ARC Toolkit*. <https://www.paciellogroup.com/toolkit/>

Partnership on Employment and Accessible Technology. (n.d.). *PEAT: Partnership on Employment & Accessible Technology*.
<https://www.peatworks.org/>

Utah State University Center for Persons with Disabilities. (n.d.). *WebAIM: Web accessibility in mind*. <https://webaim.org/>

Utah State University Center for Persons with Disabilities. (n.d.). *Web accessibility evaluation tool*. <https://wave.webaim.org/>

World Wide Web Consortium. (2013). *Guidance on applying WCAG 2.0 to non-web information and communications technologies (WCAG2ICT)*.
<https://www.w3.org/TR/wcag2ict/>

World Wide Web Consortium. (n.d.). *Understanding WCAG 2.1*.
<https://www.w3.org/WAI/WCAG21/Understanding/>

World Wide Web Consortium. (n.d.). *Web Accessibility Initiative*.
<https://www.w3.org/WAI/>

Resources for Relevant Legislation

Americans with Disabilities Act, 42 U.S.C. § 126 (1990)

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 (1973)

U.S. Access Board. (n.d.). *Communications & IT. United States Access Board*. <https://www.access-board.gov/guidelines-and-standards/communications-and-it>

U.S. Department of Justice, Civil Rights Division. (n.d.). *Information and technical assistance on the Americans with Disabilities Act*.
<https://www.ada.gov/>

U.S. General Services Administration. (n.d.). *Section 508.gov: GSA Government-wide IT accessibility program*.
<https://www.section508.gov>

W. Va. Code § 18B-1-11

References

Americans with Disabilities Act, 42 U.S.C. § 126 (1990)

Centers for Disease Control and Prevention. (2019, September 12). *Disability & health U.S. state profile data for West Virginia (Adults 18+ years of age)*. <https://www.cdc.gov/ncbddd/disabilityandhealth/impacts/west-virginia.html>

Federal Agencies Digital Guidelines Initiative Still Image Working Group. (2009, April 2). *Guidelines: Digital imaging framework*. <http://www.digitizationguidelines.gov/guidelines/digitize-framework.html>

Information Technology Industry Council. (2020, February). *VPAT*. <https://www.itic.org/policy/accessibility/vpat>

Marshall University. (n.d.). *Mission, vision, and creed*. <https://www.marshall.edu/mission>

Marshall University Information Technology. (n.d.) *Technology Procurement Process*. <https://www.marshall.edu/it/technology-procurement-form/>

Marshall University Information Technology Council. (2019, August 19). *Procedure ITP-48: Technology review procedure*. <https://www.marshall.edu/it/files/ITP-48-Technology-Review-Procedure.pdf>

Marshall University Libraries and Online Learning. (n.d.). *Welcome/our mission*. https://www.marshall.edu/library/about/welcome_mission/

Microsoft. (n.d.). *Accessibility video training*. <https://support.office.com/en-us/article/accessibility-video-training-71572a1d-5656-4e01-8fce-53e35c3caaf4>

Partnership on Employment and Accessible Technology. (n.d.). *Is PDF an accessible format?*. <https://peatworks.org/is-pdf-an-accessible-format/>

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 (1973)

Section 508 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(d) (1998)

Standards for Section 508 of the Rehabilitation Act, 36 CFR § 1194.1 (2017)

Society of American Archivists. (2019, February). *Guidelines for Accessible Archives for People with Disabilities*. <https://www2.archivists.org/groups/reference-access-and-outreach-section/guidelines-for-accessible-archives-for-people-with-disabilities>

Society of American Archivists, & Association of College and Research Libraries - Rare Books and Manuscript Section. (2020, February 10). *ACRL-RBMS/SAA guidelines on access to research materials in archives*

and special collections libraries. Association of College & Research Libraries (ACRL). www.ala.org/acrl/standards/jointstatement

U.S. Federal Government Revised 508 Standards Transition Workgroup. (2018, April). *Revised 508 Standards Applicability Checklist*. <https://section508.gov/sites/default/files/508-standards-applicability-checklist.docx>

U.S. General Services Administration. (2020, June). *Accessibility Requirements Tool*. <https://www.section508.gov/buy/accessibility-requirements-tool>

Utah State University Center for Persons with Disabilities. (2019a, January 30). *Word and PowerPoint Accessibility Evaluation Checklist*. <https://webaim.org/resources/evaloffice/>

Utah State University Center for Persons with Disabilities. (2019b, October 14). *Word and PowerPoint Accessibility Evaluation Checklist*. <https://webaim.org/resources/evaloffice/>

W. Va. Code § 18B-1-11

Weible, C. (2018, September 19). *Accessible Technology vs. Assistive Technology*. Partnership on Employment & Accessible Technology. <https://www.peatworks.org/talentworks/resources/accessible-vs-assistive>

World Wide Web Consortium (W3C). (2018, June 22). *Web Content Accessibility Guidelines (WCAG)*. <https://www.w3.org/WAI/standards-guidelines/wcag/>