

FYI/Use/Distribution

Attached is the **NEW 2013 Wisconsin Postsecondary Guide for Implementing the Wisconsin Access Text Law (Act 124)**. The document is to provide guidance to all postsecondary institutions and disability services coordinators and staff. The WI Access Text Law (Act 124), is the result of over 15 years of strong advocacy, bipartisan legislative support, partnership with the American Publishers Association, and Disability Services leadership statewide to ensure equal access and treatment for all WI postsecondary students with disabilities to textbooks and educational materials in their preferred alternative formats.

*Both this cover email/letter and the WI Access Text Law Guide should be used together for any dissemination and usage of the document.*

**The 2013 Wisconsin Guide is strictly a guide, not a state policy or set of mandated rules or procedures. The individual WI postsecondary institutions are responsible for establishing and implementing their ADA and Act 124 Access Text processes, procedures, forms, etc. based on qualified and properly documented students with disabilities and their individual educational goals and needs.**

**The 2013 Wisconsin Postsecondary Guide for Implementing the Wisconsin Access Text Law (Act 124) include the following sections**

1. Introduction
2. Executive Summary of Wisconsin Act 124
3. Post-secondary Education E-Text Process and Responsibilities (Per Wisconsin Act 124)
4. Scenarios-Issues and Answers from WI Disability Services Colleagues
5. Frequently Asked Questions Regarding Implementation of Act 124
6. Wisconsin Accessible Text Workgroup Resource List
  - a. Alt-Text Best Practices
  - b. E-Text-Procurement
  - c. Audio Books
  - d. Braille/Large Print
7. Appendices
  - a. Full Text of WI Act 124 State Law
  - b. Sample Postsecondary Forms and Agreements
  - c. Sample Textbook/Equipment Requests
  - d. Sample E-Text Process

**You may use this Cover Email/Letter and 2013 Wisconsin Postsecondary Guide for Implementing the Wisconsin Access Text Law (Act 124) in whole or in part, make copies, and distribute to others to assist the accessible textbook and educational materials for persons with disabilities. The link to download the Guide from the WTCS Agency website is provided on the second page of the Guidelines.**

If you have questions or need additional information, please contact:

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# **THE WISCONSIN POSTSECONDARY GUIDE FOR IMPLEMENTING THE WISCONSIN ACCESS TEXT LAW (Act 124)**

**2013**

**Please see your Wisconsin Postsecondary  
Disability/Accommodation Services Staff for  
Additional Information and Assistance.**

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The Wisconsin Technical College System is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCS not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, 4622 University Avenue, P.O. Box 7874, Madison, Wisconsin 53707-7874, or WI Telephone Relay System 711.

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This guide may be downloaded & printed at the following link:  
<http://systemattic.wtcsystem.edu/Studentserv/virtualresource/wisconsin-postsecondary-guide-implementing-access-text-law.pdf>

For questions or additional information of the WTCS Accommodation Guide, please contact:

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## Section I. Introduction

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The principal intent of the Wisconsin Postsecondary Guide for Implementation of the WI Access Text Law (Act 124), is to provide guidance to all postsecondary institutions and disability services coordinators and staff. The WI Access Text Law (Act 124) is the result of over 15 years of strong advocacy, bipartisan legislative support, partnership with the American Publishers Association, and Disability Services leadership to ensure equal access and treatment for all WI postsecondary students with disabilities to textbooks and educational materials.

The Guide is the result of the expressed need and dedicated work of a WI Postsecondary Disability Services Workgroup in 2012. The Workgroup was composed of representatives from the Wisconsin Technical College System (WTCS), University of Wisconsin System (UWS) and members of the Wisconsin Association of Independent Colleges and Universities (WAICU)

**The Guide is strictly a guide, not a state policy or set of mandated procedures. The individual WI postsecondary institutions are responsible for establishing and implementing their Access Text criteria, procedures, and forms.**

For additional information or assistance please contact the WTCS, UWS, or WAICU Disability Services Coordinators at the campuses.

## **Section II. EXECUTIVE SUMMARY OF WISCONSIN ACT 124**

This Legislation permits UW System, Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities to request a publisher provide instructional material in electronic format and request permission to convert or to arrange for the conversion of that material into an accessible format for a student with a disability. Every institution is required to have a designated Text-Book Coordinator in the Disability Services office. This person will be only staff authorized to make the official requests to the publishers.

The bill permits a University of Wisconsin System Institution, Wisconsin Technical College or an institution member of the Wisconsin Association of Independent Colleges and Universities (WAICU) to request a publisher provide instructional material in electronic format and request permission to convert or to arrange for the conversion of that material into an accessible format for a student with a disability

The bill does not apply to a publisher or manufacturer of instructional material that is a member of a nationwide exchange network that facilitates the delivery of instructional material in alternative format to students with disabilities, if that material is delivered within seven days after a request for that material is made.

Within 7 calendar days after receipt of the request the publisher must respond to the request indicating their intent to do one of the following:

1. Provide within an additional 7 calendar days a copy of the instructional material by delivering the text in the requested format.
2. Provide to the requester, within an additional 7 calendar days, access to the instructional material in alternative format by providing an Internet password, or providing that access in any other appropriate matter.
3. Provide to the requester within an additional 7 calendar days, a copy of the instructional material in electronic format that the institution can then convert to the needed format.
4. At its option, grant to the institution of higher education permission to convert the instructional material into the particular alternative format needed by the student with a disability.
5. If the publisher believes it is unable to act under subd. 1. to 4. because the publisher does not own or control some or all of the copyright in the instructional material, provide to the requester the name of the person that, to the best of its knowledge, is able to fulfill the request.
6. Publisher who are member of a nationwide exchange network that facilitates and supports the delivery of instructional material in alternative format, and who provide access to the material to students with disabilities within 7 working days of making the request, satisfy the intent of the law.

An institution that converts instructional material into an alternative format may share that material with any other Wisconsin institution of higher education belonging to any of the Wisconsin Institutions of postsecondary education

permitted by this law (UW-System, Wisconsin Technical College System or WAICU member institutions) serving a registered student with a disability.

### Section III. DEFINITIONS

For the purposes of the Guide for the Wisconsin Access Text Law, the following terms are defined:

**Alternative Format:** Auxiliary aids that are used to effectively communicate printed information to people who are blind, have low vision, or people who have other functional impairments. Alternative formats include braille, large print texts, audio, and/or computer disk that are required by a student with a disability to make instructional material accessible to the student.

**Americans with Disabilities Act (amended):** is a law that was enacted by the U.S. Congress in 1990, and was later amended with changed effective January 1, 2009. The ADA is a civil rights law that prohibits discrimination based on disability.

**Assistive Technology:** is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities. Examples of assistive technology include but are not limited to: accessible keyboards, speech recognition software, text-to-speech software, scan/read software, magnification software or hardware, refreshable Braille display, DAISY reader.

**Electronic Format:** is a computer file or program that can be made into/or that is capable of serving as an alternative format, if used with a screen reader device or other assistive technology.

**Federal Copyright Act-Chapter 1-Section 106:** it is not an infringement of copyright for an authorized entity to reproduce or to distribute copies of a previously published, nondramatic literary work if such copies are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.

**Federal Rehabilitation Act of 1973:** prohibits discrimination on the basis of disability. Section 504 created and extends civil rights to people with disabilities. It provides opportunities and allows for reasonable accommodations as necessary for each student.

**Institution of Higher Education:** is an institution or college campus within the University of Wisconsin System, a technical college within the Wisconsin Technical College System, or a private, nonprofit institution of higher education that is a member of the Wisconsin Association of Independent Colleges and Universities.

**Instructional Material:** a textbook or other material written and published in print format primarily for use by students in postsecondary instruction that is required or essential to the success of a student with a disability in a course of study in which the student is enrolled.

**Maintain the structural integrity:** means that when instructional material is provided in alternative or electronic format, all of the information provided in the original instructional material is provided. This includes: sidebars, table of contents,

chapter headings/subheadings, footnotes, indexes, glossaries, bibliographies, equivalent text description for pictures, graphs, etc.

**Nationwide Exchange Network:** is a consortium of publishers who facilitate and support the delivery of instructional material in alternative format to students with disabilities.

**Publisher:** a person or company whose business is selling instructional material in which they own or control some or all of the copyright.

**Requester:** a designated disability service professional from an institution of higher education who submits a request of a publisher to provide instructional material in alternative or electronic format on behalf of a student with a documented disability.

**Student with a disability:** means a registered student who is enrolled in an institution of higher education who is blind/visually impaired, or who has a specific learning disability, or other condition that prevents the student from using instructional material in standard print format, and who needs reasonable accommodations to read. Determining whether a particular condition is considered a disability is made on a case-by-case basis by a designated professional employed by an institution of higher education.

**Wisconsin Act 124:** an act to create accessible instructional materials for students with disabilities enrolled in institutions of higher education. Date of enactment: March 19, 2012.

**Writing:** means that a publisher must respond in writing to a request for alternative text. This may include electronic mail or facsimile transmission.

#### **Section IV. Post-Secondary Education E-Text Process and Responsibilities (per Wisconsin Act 124)**

Prior to providing any student with files (on disk, via online sharing tool, on USB drive), you must affirm the following:

1. The student is a student with a disability and has been approved for alternative textbooks by an institution's disability services personnel.
2. The student is enrolled in the class for which the book is required reading.
3. The student (or someone on their behalf) has purchased the print version of the book – copy of receipt should be held by your office.
4. The student agrees to delete electronic files or return physical copies of the files (disks/USB) at the end of the semester in which the electronic book was provided.
5. The student has agreed, in writing, the electronic version will be utilized by them and will NOT be shared with other students.

Written agreements and signatures are required and several versions are provided for your reference (see appendix).

- An approved student contacts alternative textbook coordinator with book needs for the semester (ideally, minimum of six weeks prior to start of semester) Book information should include:
  - Course Name/Number
  - Instructor Name
  - Book Title
  - Edition Number
  - Author
  - International Standard Book Number (ISBN) – for each individual book (if bundled)
  - Copyright Year
  - Publisher
- Coordinator checks in-house database for previously completed files – insure correct edition. If there is a previously completed file, make certain files are in format that will meet student needs. Your job is now done.
- If not readily available in-house, Coordinator checks alternative sources:

First group includes possibility of receipt of files that will require cleanup and/or reformatting

- Email E-text Coordinators Listserv – inclusive of all designated e-text coordinators in Wisconsin Post-Secondary Institutions – to request electronic files if available. Wisconsin Act 124 includes the following provision in Section 4 – Use of Instructional materials in Alternative or Electronic Format, Part 1 – “...(3)(e) the institution of higher education shall satisfy all subsequent requests for institutional material in that format from its own students without requesting the publisher to provide that material, and may, if requested, provide instructional material in that format to another institution of higher education for use by a student of that other institution.”
- Access Text Network (ATN) – [www.accesstext.org](http://www.accesstext.org) (national)
- Book Publisher – direct contact with publisher permissions department or contact email

Second group includes receipt of files that are complete in specified format

- Bookshare – [www.bookshare.org](http://www.bookshare.org) (national) – Braille or Daisy
  - Learning Ally – [www.learningally.org](http://www.learningally.org) (national) – Daisy or MP3 files
  - Oshkosh Department of Corrections – Braille only
  - Audio and Braille Literacy for Everyone – [www.ablenow.org](http://www.ablenow.org) (local) – Braille or human-voice recorded
- If no electronic/Braille/audio files are available and publisher has not responded to your request within seven days or no electronic file is available within 14 days of your original request, you may scan and create electronic files of the book.
  - If the publisher makes an electronic version of the book available for purchase by all students, you cannot create an alternative unless the available electronic version is incompatible with the student’s format needs or software.
  - Book is completed – in a format the student can use.

Resources for completing a book from start to finish can be found in the Appendix. Following is a flow chart for this process.

## Post-Secondary Education E-Text Process & Responsibilities

Institutional Qualifications	Student Role / Responsibilities	Coordinator Role / Responsibilities	Examples of Alternatives
<p><b>To Qualify:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. The student is a student with a disability and has been approved for alternative textbooks by institution's DS personnel.</li> <li><input type="checkbox"/> 2. The student is enrolled in the class for which the book is required reading.</li> <li><input type="checkbox"/> 3. The student (or someone on his/her behalf) has purchased the print version of the book – copy of receipt should be held by D.S. office.</li> <li><input type="checkbox"/> 4. The student agrees to delete electronic files or return physical copies of the files (disk/subd), at the end of the semester in which the electronic book was provided.</li> <li><input type="checkbox"/> 5. The student has agreed, in writing, that the electronic version will be utilized by the student only and will NOT be shared with other students.</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> Email E-text Coordinators Listserv – inclusive of all designated e-text coordinators in Wisconsin Post-Secondary Institutions – to request electronic files if available. Wisconsin Senate Act 124/Assembly Bill 322</li> <li><input type="checkbox"/> Access Text (ATN) – <a href="http://www.access-text.org">www.access-text.org</a> (national)</li> <li><input type="checkbox"/> Book Publisher – direct contact with publisher permissions department or contact email</li> <li><input type="checkbox"/> Bookshare – <a href="http://www.bookshare.org">www.bookshare.org</a> (national) – Braille or Daisy</li> <li><input type="checkbox"/> Learning Ally – <a href="http://www.learningally.org">www.learningally.org</a> (national) – Daisy or MP3 files</li> <li><input type="checkbox"/> ABLÉ – <a href="http://www.ablenow.org">www.ablenow.org</a> (local) – Braille or human-voice recorded</li> </ul> <p>See Appendix.</p>

## **Section V. SCENARIOS – Issues and answers from Disability Services colleagues.**

### **AccessText/Publisher Contacts**

I have been using AccessText online and have had very good success rate getting my texts from them within days. Otherwise, I contact the publisher directly and only rarely have been given ‘only’ permission to scan. Sometimes it takes a bit of a search to find out who is the contact person at a publishing house, but I have not had any big issues.

Kristina Stellpflug

A student needed World History of Architecture. When I made the request with AccessText, I received notice that the only option I had was publisher approval to scan the book. I contacted the student to see if he wanted me to scan it.

Pam Stelzer

*\*\* If I receive this message from a publisher, I request they send me a courtesy copy of the text so I won't have to cut and scan the student's book. JMS*

### **Required Reading Only**

A student with a visual impairment is searching resources in the college library to use as references for a paper he is writing. The student checks out several books and goes to the Disability Resource Center to demand staff order these in e-text format for him. The staff refused on the basis that these books are not required texts necessary in his course of study, therefore the publisher was not responsible to provide the alternative text. The Disability Resource Center staff provided access to Kurzweil and other reading devices, allowing the student to access the material.

Bonnie Bauer

I had a student with dyslexia who was requesting audio books that she wanted from our campus library. These books were not required for her course. As a result, we are not required to provide them in alternate format for her, however, we did have several of the books available through our Learning Ally account and were able to provide the student with online resources.

Nicole Gustafson Binger

### **Playback Software Provided?**

At Nicolet College, we're mostly utilizing PDFs that the publishers are providing as downloads via etext, burning CDs, and then providing Kurzweil 3000 to our students for use at home on their computer. We bought a 1500 person site license so students can just upload the program once we register them. For some, we're still using Learning Ally if they want a real human to be reading the books.

John Bates

### **Type of Files Provided by Publisher**

It would be great if the e-books came in chapters [versus one large PDF]. One of the books gave us a hassle in trying to separate into chapters. We continually had to bring up the book, copy the book and rename the chapter; then we received an error message, had to close the software and reopen the software to get the next chapter.  
WCTC

*\*\*Utilizing Optical Character Recognition software instead of software intended for the end user (like Kurzweil) will allow for easier editing and chaptering of books. JMS*

### **Alternative Software Options...**

Kurzweil 3000 is a specialty software that is extremely expensive. Most students who utilize audio fall into one of two categories: have utilized audio for a long time and already have their own license; or, have utilized audio not at all or minimally and do not have software to support audio creation. Since we want the first effort at audio to be as simple as possible for them, we provide audio to brand new students for one semester to see if it will work for them. We do this in MP3 files uploaded to an online storage site. We use TextAloud ([www.nextup.com](http://www.nextup.com)) as our audio software and advise students that, if audio works for them for books, it could very well support them in research and writing. It is low cost (\$55 including ATT voices) and easy to use. We also show students free tools online so they aren't required to make purchases for their personal computers. For students who use Apple products, the same website has a software called Ghost Reader that does the same thing. Total cost for Ghost Reader is \$40. I also show students how to utilize the text to speech option on their Apple products. *JMS*

### **Individual Publisher Contacts...**

An adjunct instructor creates and publishes his own book and sells it individually. He has refused your request to provide an electronic version of the book. Despite multiple attempts to convince him the e-book will only be utilized for students with disabilities, he stands firm. *Your resort at this point is to scan the student's book.*  
*Madison College*

A large publisher receives your request for electronic files for a student with a print disability and sends you the following response: "Publisher X has an agreement with Bookshare to create alternative files for all our books. Please contact Bookshare to request the file. If the book is not yet available through Bookshare, you may NOT scan the book yourself." *Because the act includes allowances for publishers that are members of exchanges, they are not required to provide an electronic file. However, they cannot keep you from scanning the book after the approved waiting period has passed. JMS*

**Section VI. Frequently Asked Questions Regarding Implementation of Act 124  
– This section is included in order to provide you with answers to more  
common questions.**

**Q1.** Must publishers provide instructional materials in **other alternative formats** or just electronic format/ Etexts?

**A.** Publishers must provide instructional materials in alternative formats including Braille, large print texts, audio recordings created with use of text-to-speech technology, electronic formats used with screen reader devices or other assistive technology, or digital talking books.

**Q2.** Can **students** with disabilities **make their own requests** for alternative format directly to the **publishers**? Why must the colleges be involved?

**A.** No, a student may not make a request directly to a publisher. A request for material in alternative format must be prepared and signed by a designated e-text coordinator. This coordinator is an employee of the college who is responsible for providing services or accommodations for students with disabilities. The request by the designated e-text coordinator must certify the following:

- Student has purchased the material in standard format.
- The student has a disability
- The material is for use by the student with a disability for a course he or she is enrolled at the college.
- Whether the college already has a copy of the material in electronic format and, if so, if that format is suitable or can be converted into the needed format.

**Q3.** Must the designated e-text coordinator **provide the student's signature** as part of the request?

**A.** The publisher may require a statement signed by the student (or their parent/guardian, if a minor), agreeing to use the material solely for his or her own educational purposes and to not copy the materials for distribution to others. Most publishers will accept initials as a means of maintaining confidentiality.

**Q4.** Can a **publisher deny** an instructional material in alternative format request because the publisher **does not have** complete **copyright control** or ownership?

**A.** Yes, but the publisher must then provide the designated e-text coordinator with the name of a person believed able to fulfill the request.

**Q5.** How much **time is the publisher allowed** to respond to a request for material in alternative format?

**A.** The publisher must provide notice to the designated e-text coordinator, in writing, within 7 days informing which action they will take in providing the alternative format or if they will grant the designated e-text coordinator permission to convert the material.

**Q6.** How much **time is the publisher allowed to provide the alternative format** after they have provided notice to the designated e-text coordinator?

**A.** If the copy of the material is to be provided in electronic format, the publisher shall provide it within 7 days of notice. If the material is to be provided in the form of a computer disk or file or in the form of an internet password, the publisher shall provide it within 14 days of notice.

**Q7.** What is the **difference** between “**alternative** format” and “**electronic** format”?

**A.** “Alternative format” refers to instructional material already accessible (Braille, large print texts, electronic formats used with screen reader devices, and digital talking books).

“Electronic format” refers to a computer file or other digital medium containing instructional material that can be made into alternative format or is able to serve as alternative format if used with a screen reader or other assistive device.

**Q8.** Can the publisher **charge students or colleges** for the creation of accessible instructional materials?

**A.** Only if the publisher has decided to create the requested format themselves (Braille, audio). This is the least likely response. In these cases, the publisher may request reasonable compensation for the expense of creating that format.

**Q9.** What can designated e-text coordinators do **if the publisher doesn’t respond to the request** or does not fulfill the request within the required time allotments?

**A.** Colleges are allowed to create an alternative format of instructional material for which a request has been made and the publisher has not responded or fulfilled.

**Q10.** Can designated e-text coordinators from different colleges **share instructional materials** in alternative format or electronic format?

**A.** Yes. If requested by a college within the UW (University of Wisconsin), WTCS (Wisconsin Technical College System), or WAICU (Wisconsin Association of Independent Colleges and Universities), another college, within one of the three systems, may provide instructional materials in alternative or electronic format that have been provided by a publisher or created by that college.

**Q11.** Must colleges **send a request for each student** requesting the same instructional material in alternative or electronic format?

**A.** No. If a designated e-text coordinator has a copy of the material requested in alternative or electronic format, provided by the publisher or created by the college, the designated e-text coordinator may, according to the law, “fill all subsequent requests for the same material without requesting” the publisher provide the material. The designated e-text coordinator must, however, maintain records to verify the four items listed in # 2 above, for each request.

**Q12.** Can designated e-text coordinators submit a **request for a text that has been rented** by the student?

**A.** Yes. Students should provide a copy of the rental slip received when the text(s) were acquired. In cases of free student textbook rental, the designated e-text coordinator should maintain a copy of the textbook rental agreement with records for requests of alternative or electronic format; it is further suggested that a copy of the students' enrollment record also be placed in the request file.

**Q13.** Does this **legislation apply to** books and materials in the **college library**?

**A.** No, instructional materials refers to a textbook or other written and printed material required in a course of study. It is the responsibility of the college to ensure access to material in the library.

**Q14.** How do I **join the AccessText Network**?

**A.** There are two levels of membership:

- Basic membership is free and includes requesting files and permissions from publishers.
- Premium membership includes requesting files and permissions from publishers PLUS access to file exchange, which provides additional content from other members. Cost is \$500 for 12 months OR a contribution of 25 files to the File Exchange. Membership upgrade from Basic to Premium is available anytime.
- <https://www.accesstext.org/membership1.php>

**Q15.** Can students request texts in alternative or electronic format **if the text was given or loaned** to them?

**A.** The student making the request must provide the designated e-text coordinator with documentation (statement in writing) from the person gifting/loaning the text to the student.

## Section VII. Wisconsin Accessible Text Workgroup Resource List

### Alt-text Best Practices

#### **Association of Higher Education and Disability (AHEAD) E-Text Solutions Group (ETSG)** [www.ahead.org/resources/e-text](http://www.ahead.org/resources/e-text)

The AHEAD ETSG provides numerous resources related to accessible texts, including information about document procurement, production and conversion. This website contains procedural instructions, sample forms and agreements, as well as many other resources useful for alternative text delivery.

#### **Blind Bookworm: Accessible Ebooks, Etexts and Textbooks** [www.panix.com](http://www.panix.com)

Blind Bookworm provides a wealth of information regarding the procurement and production of accessible books in a number of different formats. There are links to many types of resources, including agencies, organizations and educational materials related to accessible materials.

#### **National Braille Association** [www.nationalbraille.org](http://www.nationalbraille.org)

National organization that provide continuing education to those who prepare Braille, and to provide Braille materials to person who visually impaired.

#### **Music Education Network for the Visually Impaired (MENVI)** [www.menvi.org](http://www.menvi.org)

Music Education Network for The Visually Impaired (MENVI) is an information network composed of musicians, specialists, students, parents, and music educators of visually impaired students. The MENVI Advisory Committee is made up entirely of blind musicians and teachers. MENVI exists for, and is guided by blind musicians.

#### **Wisconsin Assistive Technology Program (WisTech)**

[www.dhs.wisconsin.gov/disabilities/wistech/index.htm](http://www.dhs.wisconsin.gov/disabilities/wistech/index.htm)

WisTech provides information on selecting, funding, installing and using assistive technology.

### E-Texts – Procurement

#### **Access Text Network** [www.accesstext.org](http://www.accesstext.org)

The AccessText Network is a membership exchange network that facilitates and supports the nationwide delivery of alternative files for students with diagnosed print-related disabilities. AccessText serves as the national nucleus for post-secondary distribution of approved alternative textbook file exchanges, training, and technical support.

#### **Amazon.com** [www.amazon.com/](http://www.amazon.com/)

Sells many titles in a large print and electronic formats

#### **Arthur's Classic Novels** [arthursclassicnovels.com/arthurs/search.html](http://arthursclassicnovels.com/arthurs/search.html)

This site has links to numerous sources for locating e-texts of different genres. Some of the sites linked have free materials and others sell them.

**Bartleby** [www.bartleby.com](http://www.bartleby.com)

Free online (PDF'S) versions of many of the classic of literature and reference materials.

**Baen Free Library** [www.baen.com/library](http://www.baen.com/library)

Baen Books is now making available — for free — a number of its titles in electronic format. We're calling it the Baen Free Library. Anyone who wishes can read these titles online — no conditions, no strings attached. Or, if you prefer, you can download the books in one of several formats. Again, with no conditions or strings attached. (URLs to sites which offer the readers for these formats are also listed.

**Blind Bookworm: Accessible Ebooks, Etexts and Textbooks** [www.panix.com](http://www.panix.com)

Blind Bookworm provides a wealth of information regarding the procurement and production of accessible books in a number of different formats. There are links to many types of resources, including agencies, organizations and educational materials related to accessible materials.

**Bookshare** [www.bookshare.org](http://www.bookshare.org)

Bookshare provides books and newspapers in accessible formats to People with visual impairments, physical disabilities and/or learning disabilities. Individual, student and institutional memberships are available.

**Camera Obscura** [www.hicom.net/~oedipus/etext.html](http://www.hicom.net/~oedipus/etext.html)

A meta-index of academic and scholarly resources. All of the archives and resources indexed on the website are either easily navigable with speech or have been extensively re-indexed so that the information they contain is easily and immediately accessible via speech-synthesis and/or text-based access. The purpose of this meta-index is to facilitate easy and immediate access to the wealth of e-textual resources on the internet to blind and visually handicapped individuals using speech-synthesis and/or refreshable-Braille.

**Classic Reader** [www.classicreader.com](http://www.classicreader.com)

Classic Reader provides free access to unabridged, out-of-copyright materials in electronic formats. Free membership.

**Digital Library—Online Books** [digital.library.upenn.edu/books](http://digital.library.upenn.edu/books)

Sponsored by the University of Pennsylvania, this digital library offers free access to over 1 million titles, in various formats, freely readable over the internet.

**English Server** [eserver.org](http://eserver.org)

Eserver attempts to provide an alternative niche for quality work, particularly writings in the arts and humanities, offering fifty collections on such diverse topics as art, architecture, race, internet studies, sexuality, drama, design, multimedia and current social issues. In addition to short and longer written works, Eserver publishes hypertext and streaming audio and video recordings.

**Institute for Learning Technologies** [www.ilt.columbia.edu/publications/digitext](http://www.ilt.columbia.edu/publications/digitext)  
The institute digital library contains high quality, marked up versions of works done by many of the classic philosophers. There are also other resources and links to other specialized e-text providers, including ones for texts in foreign languages.

**Learning Ally** (Formerly RFB&D) [www.learningally.org/](http://www.learningally.org/)  
Learning Ally's collection of more than 75,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

**Online Literature Library** [www.literature.org/](http://www.literature.org/)  
Online library of public domain literature.

**Poem Hunter** [www.poemhunter.com/ebooks/](http://www.poemhunter.com/ebooks/)  
Huge collection of poetry in electronic (PDF) format.

**Project Gutenberg** [www.promo.net/pg/history.html](http://www.promo.net/pg/history.html)  
Searchable database of tens of thousands of works, categorized as Light Reading, Heavy Reading and Reference materials.

**Read How You Want** [www.readhowyouwant.com/home-page.aspx](http://www.readhowyouwant.com/home-page.aspx)  
ReadHowYouWant has developed conversion technology that reformats existing books into high quality, alternative formats quickly, easily, and at price points comparable to standard format books. Formats available include large print (Various font sizes), Braille and Daisy.

Recordings for the Blind and Dyslexic (RFB&D) See Learning Ally

## **Audio Books**

**Audio & Braille Literacy Enhancement, Inc. (ABLE)** [www.ablenow.org/](http://www.ablenow.org/)  
ABLE provides high quality audio, digital and Braille transcriptions of a broad range of printed materials, including school textbooks, adult and children's library books, magazines, professional job-related materials, tax forms, medical handouts, crucial health-related materials, restaurant menus, business cards and even wedding programs.

**Audible.com** [www.audible.com/](http://www.audible.com/)  
An Amazon.com company, audible.com sells thousands of titles in a downloadable, audio format.

**Audio Books for Free** [www.audiobooksforfree.com](http://www.audiobooksforfree.com)  
This site offers free audio versions of many novels and classics for children and adults. While the recordings are free, listeners will have to suffer through some short advertising between chapters. Children's books do not contain advertising.

**Learning Ally** (Formerly RFB&D) [www.learningally.org/](http://www.learningally.org/)  
Learning Ally's collection of more than 75,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

**National Library Service for the Blind and Physically Handicapped (NLS)**  
[www.loc.gov/nls/](http://www.loc.gov/nls/)  
Through a national network of cooperating libraries, NLS administers a free library program of Braille and audio materials circulated to eligible borrowers in the United States by postage-free mail.

**Verkaro.org – Audio Books** [verkaro.org/abooks/index.php?n=Main.HomePage](http://verkaro.org/abooks/index.php?n=Main.HomePage)  
This website has numerous free audio book selections. They also will produce new selections if there is demand.

## **Braille/Large Print**

**Audio & Braille Literacy Enhancement, Inc. (ABLE)** [www.ablenow.org/](http://www.ablenow.org/)  
ABLE provides high quality audio, digital and Braille transcriptions of a broad range of printed materials, including school textbooks, adult and children's library books, magazines, professional job-related materials, tax forms, medical handouts, crucial health-related materials, restaurant menus, business cards and even wedding programs.

**Amazon.com** [www.amazon.com/](http://www.amazon.com/)  
Sells many titles in a large print format

**Camera Obscura** [www.hicom.net/~oedipus/etext.html](http://www.hicom.net/~oedipus/etext.html)  
A meta-index of academic and scholarly resources. All of the archives and resources indexed on the website are either easily navigable with speech or have been extensively re-indexed so that the information they contain is easily and immediately accessible via speech-synthesis and/or text-based access. The purpose of this meta-index is to facilitate easy and immediate access to the wealth of e-textual resources on the internet to blind and visually handicapped individuals using speech-synthesis and/or refreshable-Braille.

**Dancing Dots: Accessible Music Technology for Blind & Low Vision Performers**  
[www.dancingdots.com/main/index.htm](http://www.dancingdots.com/main/index.htm)  
"Where Music Meets Technology for the Blind".

**LRS Large Print School Books** [www.largeprintsschoolbooks.com/Home\\_Page](http://www.largeprintsschoolbooks.com/Home_Page)  
Offers large print versions of any book, including music.

**National Braille Association** [www.nationalbraille.org](http://www.nationalbraille.org)

National organization that provide continuing education to those who prepare Braille, and to provide Braille materials to person who visually impaired.

**National Library Service for the Blind and Physically Handicapped (NLS)**

[www.loc.gov/nls/](http://www.loc.gov/nls/)

Through a national network of cooperating libraries, NLS administers a free library program of Braille and audio materials circulated to eligible borrowers in the United States by postage-free mail.

**OSCI Braille Program – Oshkosh Correctional Institution**

(920)231-4010 ext. 2208

One of the over 20 Braille production facilities operating in state and federal prisons across the United States designed to help address a national shortage of Braille materials for people who are blind, and to provide educational and job training opportunities for inmates.

**Phoenix Braille** [www.phoenixbraille.com/index.php](http://www.phoenixbraille.com/index.php)

Sells and produces quality Braille products including, textbooks, Nemeth, Foreign Languages, and Music

**Read How You Want** [www.readhowyouwant.com/home-page.aspx](http://www.readhowyouwant.com/home-page.aspx)

ReadHowYouWant has developed conversion technology that reformats existing books into high quality, alternative formats quickly, easily, and at price points comparable to standard format books. Formats available include large print (Various font sizes), Braille and Daisy.

**Royal National Institute of Blind People (RNIB)**

[www.rnib.org.uk/Pages/Home.aspx](http://www.rnib.org.uk/Pages/Home.aspx)

Offers the largest specialist library in the UK for readers with sight loss. For readers outside the UK they offer many publications in Braille for loan, including music.

## Section VIII. APPENDICES

### Appendix A. Full Text of State Law -

# 2011 WISCONSIN ACT 124

AN ACT to create 106.57 of the statutes; relating to: accessible instructional materials for students with disabilities enrolled in institutions of higher education.

*The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:*

SECTION 1. 106.57 of the statutes is created to read:

**106.57 Postsecondary education; accessible instructional material for students with disabilities. (1) DEFINITIONS.** In this section:

(a) "Alternative format" means Braille, large print texts, audio recordings created with the use of text-to-speech technology, electronic formats used with screen reader devices or other assistive technology, or digital talking books that are required by a student with a disability to make instructional material accessible to the student.

(b) "Electronic format" means a computer file or other digital medium embodying instructional material that can be made into an alternative format or that is capable of serving as an alternative format, if used with a screen reader device or other assistive technology.

(c) "Institution of higher education" means an institution or college campus within the University of Wisconsin System, a technical college within the technical college system, or a private, nonprofit institution of higher education that is a member of the Wisconsin Association of Independent Colleges and Universities.

(d) "Instructional material" means a textbook or other material written and published in print format primarily for use by students in postsecondary instruction that is required or essential to the success of a student with a disability in a course of study in which the student is enrolled, as determined by the instructor of the course in consultation with the person specified in sub. (2) (b) who requests that material in alternative format or electronic format under sub. (2) (a).

(e) "Maintain the structural integrity" means to include all of the information provided in the original instructional material, including the text of sidebars; the table of contents; chapter headings and subheadings; footnotes; indexes; glossaries; bibliographies; nontextual elements, such as pictures, illustrations, graphs, charts, and screenshots; and any other data that are pertinent to the instructional material, when that original instructional material is provided in alternative format or electronic format.

(f) "Publisher" means a person that is in the business, whether for profit or not for profit, of selling instructional material in which the person owns or controls some or all of the copyright. "Publisher" does not include a person that is a member of a nationwide exchange network that facilitates and supports the delivery of instructional material in alternative format to students with disabilities, if that material is delivered to those students through that network within 7 working days after a request for that material is made.

(g) "Student with a disability" means a student enrolled in an institution of higher education who is blind or visually impaired, or who has a specific learning disability or other physical condition that prevents the student from using instructional material in standard print format, and who needs reasonable accommodations to read.

(h) "Writing" includes facsimile transmission or electronic mail.

(2) REQUEST FOR INSTRUCTIONAL MATERIAL IN ALTERNATIVE OR ELECTRONIC FORMAT. (a) Except as provided in this paragraph, an institution of higher education, on behalf of a student with a disability, may request a publisher to provide instructional material in alternative format or electronic format by submitting to the publisher a request that complies with par. (b) and with any

additional requirement imposed by the publisher under par. (c). An institution of higher education may not request a publisher to provide instructional material under this paragraph if the instructional material in the particular format needed by the student is commercially available from the publisher of the material.

(b) A request under par. (a) for instructional material in alternative format or electronic format shall be prepared and signed by the coordinator of services for students with disabilities at the institution of higher education or by another employee of the institution of higher education who is responsible for providing services or accommodations for students with disabilities or for monitoring compliance with the federal Americans with Disabilities Act, [42 USC 12101 to 12213](#), or the federal Rehabilitation Act of 1973, [29 USC 701 to 796L](#), on behalf of the institution of higher education, shall provide notice to the publisher of the publisher's duties under this section, and shall certify all of the following:

1. That a copy of the instructional material in standard format has been purchased for use by a student with a disability by the student or by the institution of higher education in which the student is enrolled. The institution of higher education shall keep records sufficient to verify that a separate copy of instructional material in standard format has been purchased for each student with a disability for whom instructional material in alternative format or electronic format is requested under par. (a), and a publisher has the right to inspect, or receive copies of, those records that relate to instructional material published by the publisher.

2. That the student is a student with a disability.

3. That the instructional material is for use by the student with a disability in connection with a course at the institution of higher education in which the student is enrolled.

4. Whether the institution of higher education has in its possession a copy of the instructional material in electronic format and, if so, whether that copy is capable, if used with assistive technology, of serving as an alternative format suitable for the needs of the student with a disability or of being converted, using generally available technology, into the particular alternative format needed by the student.

(c) A publisher may require a request under par. (a) to also be accompanied by a statement signed by the student or, if the student is a minor, the student's parent, guardian, or legal custodian agreeing to all of the following:

1. That the student will use the instructional material in alternative format solely for his or her own educational purposes.

2. That the student will not copy or distribute the instructional material in alternative format for use by others.

**(3)PROVISION OF INSTRUCTIONAL MATERIAL IN ALTERNATIVE OR ELECTRONIC FORMAT.** (a) In response to a request under sub. (2) (a), on behalf of a student with a disability, for instructional material in alternative format or electronic format, a publisher shall do one of the following:

1. Provide to the requester a copy of the instructional material in alternative format by delivering a computer disk or file.

2. Provide to the requester access to the instructional material in alternative format by providing an Internet password or by providing that access in any other appropriate matter.

3. Provide to the requester a copy of the instructional material in electronic format.

4. At its option, grant to the institution of higher education permission to convert the instructional material into the particular alternative format needed by the student with a disability.

5. If the publisher believes that it is unable to act under subd. 1. to 4. because the publisher does not own or control some or all of the copyright in the instructional material, provide to the requester the name of the person that, to the best of the publisher's knowledge, is able to fulfill the request.

(b) Within 7 days after receipt of a request under sub. (2) (a), a publisher shall respond to the request by providing to the requester one of the following notices in writing:

1. A notice advising the requester as to which of the actions under par. (a) 1. to 3. the publisher intends to take.

2. If the request indicates that the institution of higher education has in its possession a copy of the instructional material in electronic format and that the copy is capable of serving as an alternative format suitable for the needs of the student with a disability or of being converted into the particular alternative format needed by the student, a notice advising the requester that the publisher intends to take none of the actions under par. (a) 1. to 3. If this subdivision applies, the publisher may grant permission to convert the instructional material into alternative format as provided in par. (a) 4.

3. If the publisher does not possess a copy of the instructional material in alternative format or electronic format or if the publisher does not possess technology that will maintain the structural integrity of the instructional material, a notice advising the requester that the publisher intends to take none of the actions under par. (a) 1. to 3. If this subdivision applies, the publisher may grant permission to convert the instructional material into alternative format as provided in par. (a) 4.

4. If the publisher believes that it is unable to act under par. (a) 1. to 4. because the publisher does not own or control some or all of the copyright in the instructional material, notice of the name of the person that, to the best of the publisher's knowledge, is able to fulfill the request.

(c) 1. If the publisher provides notice under par. (b) 1. that the publisher intends to provide a copy of the instructional material in electronic format as provided in par. (a) 3., the publisher shall provide the material in that format no later than 7 days after providing that notice.

2. If the publisher provides notice under par. (b) 1. that the publisher intends to provide a copy of the instructional material in alternative format as provided in par. (a) 1. or to provide access to the instructional material in alternative format as provided in par. (a) 2., the publisher shall provide the material in that format or provide that access no later than 14 days after providing that notice.

(d) Instructional material provided by a publisher in alternative format or electronic format shall meet all of the following requirements:

1. To the extent possible, maintain the structural integrity of the original instructional material, except that this requirement does not apply to nontextual instructional material unless the publisher possesses technology that will maintain the structural integrity of the nontextual instructional material. If the publisher does not have technology that will maintain the structural integrity of the original instructional material, the publisher shall so notify the institution of higher education under par. (b) 3. and may grant permission to the institution of higher education to convert the instructional material into alternative format as provided in par. (a) 4.

2. Be compatible with an assistive technology that is suitable for the needs of the student with a disability or, if the student needs an embossed Braille version of the instructional material, be compatible with commonly used Braille translation software.

3. Include corrections and revisions that have been generally published with respect to the instructional material.

(e) 1. Subject to subd. 2., an institution of higher education may create an alternative format of instructional material for which a request has been made under sub. (2) if any of the following apply:

a. The publisher provides a copy of the instructional material in electronic format under par. (a) 3.

b. The publisher grants permission to convert the instructional material into alternative format as provided in par. (a) 4.

c. The publisher responds to the request as provided in par. (b) 2.

d. The publisher does not respond to the request as required under par. (b).

e. The publisher does not fulfill the request as provided in par. (c) 1. or 2.

2. An institution of higher education may not create an alternative format of instructional material if the instructional material in the particular alternative format needed by a student with a disability is commercially available from the publisher of the material.

(f) A publisher that sells instructional materials for use by students enrolled in institutions of higher education shall provide the name and contact information of its office or employee who is designated to handle requests under sub. (2) (a) to the persons specified in sub. (2) (b) for those institutions. A publisher may provide that information either by posting that information on its Internet site or by providing that information in writing to those persons. If a publisher fails to provide that information, a person specified in sub. (2) (b) may request that information, or may request instructional material under sub. (2) (a), by sending the request to the publisher at the address of the publisher's principal place of business, directed to the attention of the publisher's rights and permissions department.

(g) Nothing in this subsection may be construed to require a publisher to incur an investment that the publisher cannot reasonably recoup. If a publisher has not previously produced a digital version of fully typeset and edited instructional material, including instructional material produced through a method that does not require the creation of a digital file, the publisher may condition its provision of the instructional material in alternative format or electronic format on payment of reasonable compensation for the expense of creating that format.

(4) USE OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE OR ELECTRONIC FORMAT. (a) 1. Subject to subds. 2. and 3., if an institution of higher education has in its possession a copy of instructional material in alternative format or electronic format that has been provided by a publisher under sub. (3) (c) or an alternative format of instructional material that has been created by the institution of higher education under sub. (3) (e), the institution of higher education shall satisfy all subsequent requests for instructional material in that format from its own students without requesting the publisher to provide that material and may, if requested, provide instructional material in that format to another institution of higher education for use by a student of that other institution.

2. An institution of higher education that satisfies a request for or provides instructional material under subd. 1. shall, for each student for whom the instructional material is provided, provide to the publisher the information specified in sub. (2) (b) 1. to 4. and the statement specified in sub. (2) (c).

3. An institution of higher education may not satisfy a request for or provide instructional material under subd. 1. if the institution receives notice that an alternative format or an electronic format of the instructional material in the same specifications is commercially available from the publisher of the material.

(b) An institution of higher education in possession of a copy of instructional material in alternative format or electronic format that has been provided by a publisher under sub. (3) (c) or an alternative format of instructional material that has been created by the institution of higher education under sub. (3) (e) shall take reasonable precautions to ensure that the format is not distributed to any 3rd parties, except as permitted under par. (a) 1. or (c), and shall, to the extent possible, maintain in effect all copy-protection measures embedded in the alternative format or electronic format by the publisher.

(c) An institution of higher education may contract with a 3rd party to assist the institution in creating an alternative format of instructional material as permitted under sub. (3) (e) or as otherwise permitted by the publisher. If an institution of higher education contracts with a 3rd party under this paragraph, the contract shall provide all of the following:

1. That the electronic format from which the alternative format is created may not be further distributed by the 3rd party.

2. That any alternative format made from the electronic format may be provided only to the institution.

3. That all files provided by the institution to the 3rd party shall be returned to the institution.

4. That the 3rd party may not retain, and must destroy, any copies of its work product, including any interim work files.

5. That both the institution and the publisher shall have the power to enforce the contractual provisions specified in subds. 1. to 4.

(d) If an institution of higher education permits a student with a disability to directly use an electronic format version of instructional material, the disc or file of the electronic format version shall be copy protected, or the institution of higher education shall take reasonable precautions to ensure that the student does not copy or distribute the electronic format version in violation of the federal Copyright Act, [17 USC 101](#) to [1332](#).

(e) Nothing in this section shall be construed to authorize any use of instructional materials that would constitute an infringement of copyright under the federal Copyright Act, [17 USC 101](#) to [1332](#).

**Appendix B. SAMPLE AGREEMENTS**  
**2012 ELECTRONIC TEXT FILE AGREEMENT**

I, \_\_\_\_\_, a student with a disability enrolled at Milwaukee Area Technical College, agree to the following conditions so that an electronic text file of a textbook can be ordered for me:

1. I certify that I am an enrolled student with a disability and have purchased the printed instructional material.
2. I certify that I have a disability that prevents me from using standard instructional materials.
3. I certify that the printed instructional material is for use only by me in connection with a course in which I am registered.
4. I certify that I agree to use the electronic material solely for my own educational purposes, to refrain from making copies of the material for use by others, and to return the electronic material to the Center for Special Needs at the end of the course.
5. I agree to return the E Text disk(s) or tapes by \_\_\_\_\_ and understand that a hold may be placed on my records until it is returned.

\_\_\_\_\_  
Student Signature & Date

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Date: \_\_\_\_\_ Student #: \_\_\_\_\_

## **Milwaukee Institute of Art & Design Alternative Text Agreement**

The Milwaukee Institute of Art & Design works to ensure that accommodations are provided for students with documented, qualifying disabilities. In order to offer this service and comply with the law, the following policies and procedures apply to the use of alternate format material.

Please read the statements below. You must agree to the following in order to have your request processed.

I understand that I must document a qualifying disability to MIAD's Student Accessibility Coordinator, who will then determine the eligibility of receiving alternative format materials.

I understand that I must have purchased and own a physical copy of all materials requested in alternative format.

I understand I must be registered and enrolled in the classes for which I am requesting the materials.

Copying, sharing or redistributing materials in any form or to any person other than the individual making the request is prohibited by law and a violation of the publishers' rights.

I understand that any violation of this agreement may be considered a violation of MIAD's Student Code of Conduct and may result in penalties. Violations may also constitute of federal and/or state laws and may result in civil or criminal persecution, payment of fines or other moneys to the copyright holder, and/or incarceration.

**University of Wisconsin-Milwaukee  
INDIVIDUAL USE AGREEMENT**

I have provided the Student Accessibility Center (SAC) with documentation of a disability, which substantiates my need to receive textbooks or other copyrighted course materials (hereinafter, "Course Texts") in a format other than standard print as a reasonable accommodation for my disability. Based on this documented accommodation need, SAC may provide me with Course Texts in an audio or electronic format (hereinafter, "Alternative Format").

I acknowledge that SAC creates the Alternative Format at my request from Course Texts that I provide to the Alternative Textbook Coordinator at SAC. I agree to provide a copy of the receipt or other proof of purchase to SAC for any Course Texts that I request in Alternative Format.

I also agree that all Course Texts provided to me in Alternate Format will be utilized only by me and only for educational purposes consistent with the particular course. I will not share or distribute any such Alternate Format Course Texts with other individuals, regardless of my perception of their need for the alternative format.

I agree that if I share any Alternate Format Course Text with others, or use any Alternate Format Course Text for an unauthorized purpose, SAC may reasonably refuse my requests to use or receive such materials in the future.

I agree to delete all digital audio files, such as MP3 files, or electronic text files from my computer, portable player or network space at the end of the course.

**Carroll University**  
**Agreement by Student on the use of Recorded, Electronic or other**  
**Alternatively Formatted Course Materials**

I have purchased the required course materials and have provided proof of purchase to the DSS Office.

I agree that I will not copy or reproduce alternatively-formatted instructional material nor allow anyone else to do so pursuant to the requirements of the Copyright Revision Act of 1976 as amended (17 U.S.C. 101 et seq.)

I will not share alternatively formatted materials with any other party.

If and when I 1) re-sell my copy of the standard materials, or 2) drop the course; I will return the alternatively formatted instructional materials to the DSS Office.

I understand that any violation of this agreement may be considered a violation of the University's Student code of conduct and may result in penalties including suspension and expulsion. Violations may also constitute a violation of the federal and/or state laws and may result in civil proceedings and payment of fines or other moneys to a copyright holder. Furthermore, if I violate this agreement, the publisher may not be required to provide electronic formats of any other instructional materials to the University for me to use.

Before receipt of alternatively formatted materials, this agreement shall be signed by the student and the designated university official and kept on file each semester in which the student requests alternatively formatted materials. I have read and understood the policies and procedures outlined above and agree to comply with them.

# Appendix E. SAMPLE TEXTBOOK/EQUIPMENT REQUESTS

## Madison Area Technical College

### Text Conversion Request



## Text Conversion Request

### Personal Information

Name

Address

City  State  Zip Code

Email

Student ID #  Phone Number

Date of Request

Additional Information

Please complete the necessary information about your class and textbook(s). You must submit a receipt with this request, for each text you are requesting conversion for. Your request will not be processed without proof of purchase. If you have questions, contact the Text Conversion Coordinator, Scott Ritter at (608) 246-6716 or [sritter@matcmadison.edu](mailto:sritter@matcmadison.edu). Submit the completed form to the Disability Resource Services office in room 159 at the Truax Madison campus or email to it to [sritter@matcmadison.edu](mailto:sritter@matcmadison.edu) along with an electronic copy of your receipt.

### Course & Text Information

Course Name

Class Number  Catalog Number

Start Date

Textbook Title

Author

Edition  Copyright

ISBN #

#### Preferred Format

- Audio  E-text  Large Print  Kurzweil USB  Kurzweil WEB

#### When?

- Summer 2011  Summer 2012  
 Fall 2011  Fall 2012  
 Spring 2012  Spring 2013

#### Where?

- Truax  South  Portage  
 Downtown  West  Reedsburg  
 Commercial Ave  Fort Atkinson  Watertown

### Office Use Only

- RFB&D Date   
 Access Text Date   
 Permissions Date   
 In House Date

#### Notes

#### Material Pickup

Date:

Student Signature: \_\_\_\_\_

(Submit additional requests on back)

**Western Technical College – Agreement and Text Request  
Alternative Format Text Distribution Agreement**

Student Name:	Student ID:
Student Phone:	Student Email:
Student Address:	

In accordance with Wisconsin Assembly Bill 322, Western Technical College Disability Services will obtain, create and/or distribute required course materials in specialized alternative formats as long as the alternative formats are available and are for the exclusive use of persons with documented print disabilities.

Among these specialized formats is electronic text (e-text). E-text is a computer readable, electronic file that duplicates a physical text such as a textbook. There are many types of e-text such as TXT, DOC, HTML, PDF, Braille or virtually any non-graphical text representation. Audio books in the MP3 format are also available.

By signing this agreement, Western Technical College Disability Services agrees to provide the following services:

- Determine if the student qualifies as having a print disability and is eligible for alternative formats of copyrighted materials.
- Provide access to the requested electronic or audio text when it is available.
- Notify the student when the requested e-text/audio is ready to be picked up.
- Will not reproduce material that is available for purchase in an alternate format from the publisher or other re-sale entity if that format meets the student's needs.

By signing this agreement, the student agrees to the following conditions:

- Must qualify to use alternative formats as determined by your disability service provider.
- Must own a physical copy of the textbook being requested in alternative format and attach copies of receipts.
- Must currently be registered as a student at Western Technical College.
- Must understand that copyrighted alternative format texts will only be available during the semester for which the student is registered for that class.
- Must understand that copying, sharing, or redistributing materials in any form or to any person other than the individual making the request is prohibited by law and a violation of the publishers' rights.



This agreement must be completed with signature and date in order to check-out equipment or alternative textbooks belonging to Chippewa Valley Technical College.

- I will return the equipment on or before the date listed below.
- I will not copy or alter any of the software or configurations of the equipment.
- I will be responsible for returning the equipment in good working condition and signing it back in with Disability Services staff.
- I will be responsible for payment of charges as a result of damages and/or loss of the equipment.
- I am aware that equipment will be available to me on a first-come first-serve basis.
- All checked-out equipment must be checked-in by the last day of each semester.
- I understand that if I do not return this equipment by the end of the semester, I will be responsible for the cost of the equipment. I understand that this charge, if not paid, will cause a hold to be placed on my records, including registration and / or transcripts.

Equipment Checked Out:
------------------------

Student's Name:	Student ID	Date:
E-Mail Address:		
Address:	Phone:	Due Date:
Student's Signature:	Disability Services Signature:	
Date Returned	Received By:	Condition:

## **Appendix D. SAMPLE E-TEXT PROCESS**

Electronic Textbook Production Handbook (including tips for volunteers)  
THE ALTERNATIVE TEXT PROGRAM of the STUDENT ACCESSIBILITY CENTER  
(SAC) University of Wisconsin – Milwaukee

### WHAT IS E-TEXT?

E-textbooks are provided as an accommodation to students with print disabilities. The appropriate accommodation is determined by each student's counselor after discussion of needs and review of documentation provided by the student. The textbooks are provided in an alternate format, accessible to the student only, as a means of 'leveling' the playing field. Electronic textbooks are textbooks that have been scanned, text recognized, 'cleaned-up' and then sent to students to be used in the manner that works best for them. This may include audio output, a combination of audio and enlarged visual information, Braille, etc.

"Print disability" is used because it covers the wide range of individuals who cannot, for whatever reason, access standard print. This may include those who have a visual impairment, a physical disability, a learning disability or some other disability that keeps the person from holding a print book and reading it. Most students who receive this accommodation, however, have some vision, and prefer to have the print book nearby when listening to the audio version.

The Alternative Text Program provides electronic textbooks (or e-text) to students in the way that works best for them; often deleting graphics and other redundancies of text content. Please keep this in mind when following the directions noted on each textbook's service sheet.

### HOW IS E-TEXT CREATED AT SAC?

Scanning is done on a high-speed scanner after the binding has been cut from the book. The book is rebound and given back to the student.

ABBYY Fine Reader (software) completes Optical Character Recognition (OCR) of the entire textbook. In essence, the software 'reads' the book, creating text and image boxes, as well as tables, in an effort to determine the content of the book. Each page becomes two files: one is the image that was scanned (a TIF file); the other is a text file of that determination (a 'fine reader' file). ABBYY then highlights words, letters, numbers, etc. it is unsure of, giving people the opportunity to approve or make changes to the text.

Volunteers and workers then manually 'clean-up' the text portion of the file. Photos and captions are deleted and spell-check is completed. The book is then saved in individual chapters. The chapters are provided to the students in an electronic format that will work best with the software they have chosen to use: text files, word files, rich text format, PDF, audio on a disc, etc.

## THE PROCESS

Books are provided by the students in accordance with copyright laws and publisher wishes. Since books will be scanned and cleaned-up on a first-come-first-served basis, books are entered on an 'intake' list that includes the date it was brought in, the title and the student's last name. A copy of the receipt must also be provided. The intake list can be found in the first section of the service binder.

The bindings are removed by UWM's Copy Center (Mitchell Hall) and returned for the scanning process.

## THE SCAN

1. Fan the book to insure there no pages are stuck together.
2. Remove both covers and any blank pages next to covers, as well as index, bibliography, etc. at the end of the book. DO scan the glossary!
3. Place book – in full unless it is more than 500 sheets of paper – on the scanner face up. If the book is made of very fine paper, place one chapter at a time in the scanner. More chapters can be fed on the same scan.
4. Using ABBYY FineReader, complete a multiple page scan – duplex, automatic feed, standard scan (if the book contains many dark boxes, try increasing the dpi and switching to 256-gray or color scan).
5. Have ABBYY FineReader read the entire book.
6. Have ABBYY FineReader save the book – under file – as a batch – save in the student's name folder (condensedtitle.btf).
7. There will be an error message that appears stating 'scan manager is active' Click on the Cancel button.

THE SCAN PROCESS IS NOW DONE – at the beginning of the semester, the scanner computer is to be used only for the scan process – USE THE OTHER THREE COMPUTERS FOR CLEAN-UP (two in B16 and one in B16A)

## THE 'CLEAN-UP'

- All books will be completed on a first-come-first-served basis. Book files – including production directions for each book – are numbered according to this. If you are the first person coming in, feel free to look at each open book and decide which one you'd like to work on.

- Each book or set of readings will come with a worksheet that details exactly what to delete and what to keep in addition to spell checking. Please note: each student has met with the alternative textbook coordinator to determine what will be deleted and what will be kept. Please follow these instructions.
- The ‘front matter’ of every book can be left as scanned with the exception of: Full title, author, publisher, edition number, copyright date and copyright number. This information must be complete for all books. In addition, insure the following is cut and pasted to the first page from the file titled ‘copyright’ (found in Y:\SAC\Staff\Etextuser):
- “The following material has been created in this format for use by a student with a print disability. It may not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities; and, any further reproduction or distribution is considered copyright infringement.”
- For a standard cleanup, delete text boxes that include graphics, captions for graphics, stray markings, etc. Either right click on the image part of your screen and select delete box or click on the selected area (also on the image) and press the delete key.
- Delete the header/title which can normally be found at the top of the page. KEEP the page number and type the word ‘page’ in front of the number. Keep in mind, the batch number will always be different than the book number due to inclusion of front matter (usually denoted by roman numerals). For our count, we use the batch number. For the ‘page #’ always use the true book number. All page numbers should be at the top of the page (regardless of book layout) so that is the first thing the student hears. Either use an existing text box (first text box) or redraw as necessary.
- To spell-check a page find the CHECK SPELLING button and click on that. This will then prompt you to spell-check the misspelled or misunderstood items on the page. Items highlighted in red may be added to the library. Adding correctly spelled ‘new’ words to the library will eventually increase the speed of the spell-check. Items such as acronyms that will always come up as incorrect can be addressed by clicking the ‘ignore all’ button. For convenience ABBYY displays the actual scan as well as what it believes the text says.
- For pages that hold ‘sidebars’ that will be maintained, note such at the beginning and end of the sidebar, so the student will hear “Sidebar” and “End of Sidebar”. This provides the student with some navigation assistance. If at all possible, redraw text boxes on a page that includes a sidebar so that the

body of the text will not be interrupted. Text boxes can be redrawn by “grabbing” the text box tool, clicking and dragging to the appropriate size.

- Access the next page by clicking on the (left hand side of the screen) next page in sequence. This can also be completed by pressing the alt key at the same time you press the down arrow key.
- Suggestion: complete the visual ‘cleanup’ for an entire chapter, then go back to the start of the chapter for the ‘spell-check’ portion. This will speed up your work.

The following apply if you are working with a text that has more scientific information and/or graphics that may need to be maintained:

- If a production form includes such comments as ‘delete all text boxes and redraw according to ...’ click on the image portion of the screen and delete all the text/image boxes until the text portion reads “page not recognized.” Then, begin drawing text boxes (click and drag) according to how the page should be read (i.e., page number first, then body of text, etc.). After all the text boxes have been redrawn, click on the ‘read’ button and have ABBYY re-read that page.
- It is possible certain boxes will need to be read in a different language than English or a combination of English and another language. This information will be included on the textbook’s worksheet.
- If there is a table that needs to be maintained, but you don’t want the table outline (blue), then delete as noted above, and redraw the table in the manner it will be read. When reading tables use the following format: title; column headings; first row – all columns (this may require more than one text box); second row – all columns, etc. Again, after the table and the rest of the page are redrawn, have ABBYY re-read the page. If the table does not need to be maintained, delete the table and keep the title, adding “Noted in book.”
- In general, science related books follow the standard cleanup of deleting graphics and captions and spellchecking. However, there are books that will require more than a standard spell-check. These include physics, chemistry, engineering, etc.
- These books will have extensive information on their worksheets. The directions may include deleting text boxes that include a formula, adding scientific notation (subscript and superscript), etc. A short tip sheet is added at the end of this document to address such items.

- Some students will require a description of graphics. This will be noted on the production sheet for the book. General hint: clear and concise; use the same text box as the caption.
- For e-reserves that require OCR, use ABBYY to “Open Image” and then click on all e-reserve PDFs in the student’s folder. ABBYY will then recognize and open them all up as one batch. Have ABBYY read the entire batch, then save the batch similar to a book, but use the class number (e.g., socwork750-ereserves.btf). Follow same clean-up procedures.
- Keep in mind: when a page is saved into an accessible format for the student, it will display and read according to the numbers of the text boxes you have drawn. If you only delete one text box in the middle of the page and then redraw it, that text box will be read last. Click on the reorder areas icon (or go to areas – order areas), then click on the boxes as needed to correctly order them.

#### Saving a chapter in the requested format

1. After you have completed an entire chapter (this includes spell-check as well) your next step is to save it in the requested format as noted on the production form.
2. On the left side of the page click on the first page of the chapter (making sure that the whole page is selected, the page number at the bottom of the page should also be highlighted).
3. Pressing the Shift key and the down arrow to select all the pages in that particular chapter. Include pages you may not have cleaned-up or spell-checked (e.g., reference pages, end of chapter questions, etc.).
4. At the top of the page find the button that says SAVE. Next to that button there is a small down arrow, click on that. There you will have the option to SAVE TEXT AS. Click on that and complete the following steps:
5. Choose the ‘EBooks’ external hard drive and follow the folders to the student’s name and the particular book’s folder (where to save the chapter)
6. Choose file type (as noted on worksheet)
7. Choose “selected pages” (versus entire book)
8. Choose “single file for all pages”
9. Choose “open document after saving” to make sure the chapter appears correctly
10. For formatting options, unless otherwise noted, choose “retain font and size”
11. Remember to save one chapter at a time. Each chapter should have its own document.
12. Name/number chapters as follows: titleofbook-frontmatter.doc; 01-titleofbook.doc; 02-titleofbook.doc; .... titleofbook-glossary.doc; titleofbook-appendices.doc, etc.

13. For saving e-reserves, consider each article as a chapter and name it according to the author and shortened title
14. All additional formatting requiring the addition of synthesized speech will be completed by the alternative text coordinator or student workers.

## TIP SHEET

- Remove footnotes and numbers from the bottoms of pages when doing initial page cleanup. Also remove numbers for footnotes from the body of the text. If you feel it is necessary to keep a footnote due to its content, add brackets to the beginning of the footnote and type “[footnote #\_]”.
- Due to the nature of most reader documents, it may be necessary to manually type the names of the Greek alphabet in brackets (ex. [omega]) rather than attempt to create the graphic representation. A reference file can be found on each of the external hard drives as a pdf file.
- Superscript can be attained by blocking the information to be so scripted and pressing CTRL, SHIFT and +.
- Subscript can be attained by following the same procedures, and only pressing CTRL and +.
- Foreign language textbooks will be read in multiple languages.
- To have ABBYY read an individual box, press CTRL, SHIFT and B.
- Similar work will need to be completed for some of the scientific/engineering textbooks. Delete all textboxes and redraw them but do not enclose formulae that are set out from the body of the text. Another option is to use the ‘cut’ areas tool (under areas – draw area – cut). Have ABBYY read the page and clean up information inside the text boxes, leaving the formulae alone.
- Even if following directions means deleting all information on a page (e.g., one that is totally graphic) and it reads “page not recognized” DO NOT delete the page from the batch. The book may need to be used by someone else in the future and that person may need to see the graphic.
- Do not cleanup/spell-check the ends of chapters. Spell-check should go through the summary, but does not need to include references, websites to visit, etc. Delete those text boxes. Keep the page.
- Books that will be saved into PDF files require you to make sure all text boxes are only the size of the text and not larger, covering up important information. Feel free to ask for help.

Thank you for your time and efforts. The program would not succeed without you.