

Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor

Dr. George Meghabghab

Department/Unit

AIMT Reviewer

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Product Name	(name and purpose)
Product Version	(version #)
Product Vendor	(company name)
Vendor Contact	(name of company contact representative)
Vendor Contact Email	(company contact representative's professional email)
Vendor Contact Phone	(company's corporate number)
IMT Users	(who will be using product/service: students, employees, public and how many)
IMT Usage	(how will the product be used)
Cost	(estimate the amount of this acquisition or if this is an adopted product with no cost)

Step 1 Gather Information for Review

Standards Conformance

Attached Accessibility Statement, Conformance and Remediation Forms and Vendor Documentation
 Technical standards used (in order of priority)
 Web Content Accessibility Guidelines 2.0 A & AA
 EPUB3 Accessibility Guidelines
 Section 508 & VPAT

Initial all appropriate boxes or N/A

Market Analysis for Standards Conformance

All products that meet the applicable requirements are conformant
 One product meets more applicable requirements than the others (attach supporting analysis)
 Product previously purchased and may be conformant (e.g., LMS contract)
 Only one product meets applicable requirements (e.g., sole source)(attach justification)

General Exemptions to Conformance Guidelines

Only Administrative Executive can authorize an exemption

No accessible alternative IMT (Must have Alternative Access Plan)

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Note: For an AIMT adoption/procurement to be authorized, it must have a completed checklist.

Requestor

[Signature]

Date

11/11/2019

Signature required to certify accuracy and completeness of the checklist and conformance.

Step 2 Review by Department Accessibility Liaison

Accessibility Review Document Completed

Attached Alternative Access Plan if needed

Initial all appropriate boxes or N/A

AIMT Reviewer

[Signature]

Date

11/18/2019

Accessibility Liaison

Sign here only when ready to forward to step 3

Step 3 Adoption or Procurement

Adoption Completed

Buyer AIMT Procurement Checklist Completed

All documentation filed with department liaison and Purchasing (if applicable)

Accessibility Liaison

Initial all appropriate boxes or N/A

Final Signature

[Signature]

Date

11/19/19

Appropriate Vice President Approval

* applicable requirements are essential/preferred functionality

Web Content Accessibility Guidelines 2.0 Checklist

Principle 1: Perceivable – information and user interface components must be presentable to users in ways they can perceive.

Standard	Description	Apply Yes/No	Meets Yes/No	Comments (mandatory)
<i>Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.</i>				
1.1.1	<p>Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below (Level A).</p> <ul style="list-style-type: none"> • Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for the additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. • CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decorative, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology. 			<p>Labeled</p> <p>Closed Caption</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a No CATCHA is used in this application</p>
<i>Guideline 1.2 Time-based Media: Provide alternatives for time-based media.</i>				

1.2.1	<p>Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A):</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 			n/a
1.2.2	Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		Yes	
1.2.3	Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		Yes	A transcript of each video is available in the settings for the video.
1.2.4	Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)			n/a
1.2.5	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)		Yes	The narrator of each video tells the audience what will be covered in the video.
1.2.6	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)		No	Sign language is not provided, but closed captioning and a transcript of the audio are provided within the video component.
1.2.7	Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)			n/a
1.2.8	Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)		Yes	The title "Video Note" appears just before the video begins.
1.2.9	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)			n/a

<i>Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.</i>				
1.3.1	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)		Yes	
1.3.2	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)			n/a
1.3.3	Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)		Yes	
<i>Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.</i>				
1.4.1	Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)		Yes	
1.4.2	Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)			n/a
1.4.3	Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA) <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. 		Yes Yes Yes	
1.4.4	Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)		Yes	
1.4.5	Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA) <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. 			n/a
1.4.6	Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA) <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. 		Yes	

1.4.7	<p>Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. 		<p>Yes</p> <p>n/a</p> <p>n/a</p>	
1.4.8	<p>Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)</p> <ul style="list-style-type: none"> • Foreground and background colors can be selected by the user. • Width is no more than 80 characters or glyphs (40 if CJK). • Text is not justified (aligned to both the left and the right margins). • Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. • Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. 		<p>No*</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Foreground and background colors cannot be chose, but are a high-contrast selection.</p>
1.4.9	<p>Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)</p>			n/a

Principle 2: Operable - User interface components and navigation must be operable.

Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.</i>				
2.1.1	<p>Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p>		Yes	
2.1.2	<p>No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p>			n/a
2.1.3	<p>Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)</p>		Yes	

<i>Guideline 2.2 Enough Time: Provide users enough time to read and use content.</i>				
2.2.1	<p>Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. 			n/a
2.2.2	<p>Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. 			n/a
2.2.3	No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)			n/a
2.2.4	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		Yes	
2.2.5	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		Yes	
<i>Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.</i>				
2.3.1	Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)		Yes	
2.3.2	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)		Yes	
<i>Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.</i>				
2.4.1	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)			n/a

2.4.2	Page Titled: Web pages have titles that describe topic or purpose. (Level A)		Yes	
2.4.3	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)		Yes	
2.4.4	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)		Yes	
2.4.5	Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)		Yes	
2.4.6	Headings and Labels: Headings and labels describe topic or purpose. (Level AA)		Yes	
2.4.7	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)		Yes	An orange box is drawn around areas that require user input.
2.4.8	Location: Information about the user's location within a set of Web pages is available. (Level AAA)		Yes	
2.4.9	Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)		Yes	Links are preceded by text that describes the information at the URI
2.4.10	Section Headings: Section headings are used to organize the content. (Level AAA)		Yes	

Principle 3: Understandable - Information and the operation of user interface must be understandable.

Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 3.1 Readable: Make text content readable and understandable.</i>				
3.1.1	Language of Page: The default human language of each Web page can be programmatically determined. (Level A)		Yes	
3.1.2	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)		Yes	

3.1.3	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)		Yes	
3.1.4	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)		Yes	
3.1.5	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)		No	
3.1.6	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)		Yes	
Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.				
3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)		Yes	
3.2.2	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)		Yes	
3.2.3	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)		Yes	
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)		Yes	
3.2.5	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)		Yes	
Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.				
3.3.1	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)		Yes	
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)		Yes	
3.3.3	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		Yes	
3.3.4	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 			n/a

3.1.3	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)		Yes	
3.1.4	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)		Yes	
3.1.5	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)		No	
3.1.6	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)		Yes	
Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.				
3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)		Yes	
3.2.2	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)		Yes	
3.2.3	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)		Yes	
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)		Yes	
3.2.5	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)			n/a
Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.				
3.3.1	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)		Yes	
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)		Yes	
3.3.3	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		Yes	
3.3.4	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 			n/a

3.3.5	Help: Context-sensitive help is available. (Level AAA)			
3.3.6	<p>Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 		Yes	

Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.


Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.</i>				
4.1.1	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)			n/a
4.1.2	Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)			n/a

Example #1



```
while (true) {  
  
    System.out.print("\nEnter your guess: ");  
    guess = input.nextInt();  
    if (guess == number)  
        System.out.println("Yes, the number is " + number);  
    else if (guess > number)  
        System.out.println("Your guess is too high");  
    else  
        System.out.println("Your guess is too low");  
}
```

This loop repeatedly prompts the user to enter a guess. However, this loop is not correct, because it never terminates. When `guess` matches `number`, the loop should end. So, the loop can be revised as follows:

 This line appears orange on screen.

```
while (guess != number) {  
  
    System.out.print("\nEnter your guess: ");  
    guess = input.nextInt();  
    if (guess == number)  
        System.out.println("Yes, the number is " + number);  
    else if (guess > number)  
        System.out.println("Your guess is too high");  
    else
```





*Accessibility Evaluation of Pearson REVEL Platform
VPAT Document*

Presented to: Pearson

July 23, 2015

Document Version 1.0

Prepared By:

Tech For All, Inc.

www.TFAConsulting.com

August 13, 2015

Document Version 1.1

Pearson additions:

Scope, Status & Legal

Pearson modifications:

Changed "Supports" to "Does not

Support" for item 1194.22 (j)

Updated contact information

February 21, 2017

Pearson updates added to a number of issues that have been resolved and noted in the Remarks & Explanations columns.

Scope

This VPAT applies to the student view of REVEL 3.0.1.

This VPAT is for elements of REVEL products that are shared across all REVEL products. We call this the REVEL platform. A full REVEL product is made up of the platform, widget types, and topic-specific content. For a 100% accessible experience, each of these elements needs to be accessible. As such, this document gives part of the accessibility picture for a REVEL course.

Status

The REVEL platform was designed with accessibility in mind and can be used by students with disabilities, but there are outstanding bugs that prevent full standards compliance and an optimal experience.

Legal Info

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1. Executive Summary

Tech For All, Inc. (TFA, www.TFAConsulting.com) conducted an independent Accessibility Evaluation of the *REVEL Platform* to test, analyze, and identify accessibility barriers encountered when using the platform by people with disabilities. The evaluation generated sufficient information to be able to assess the degree to which the web application conforms to the Section 508 Accessibility Standards. TFA concludes that overall the REVEL Platform supports Section 508 standards with exceptions. Conformance details are identified in the Voluntary Product Accessibility Template (VPAT) below.

The Information Technology Industry Council (ITIC) has published recommended language to be used in completing VPAT documents that has been designed to create simplicity and uniformity/consistency in VPATs presented by a variety of suppliers. In preparing the VPAT, TFA has used the ITIC-recommended *VPAT Summary Description and Suggested Language for Completing VPAT* that can be found in *Appendix A*.

Based on this evaluation and on information published on the ITIC website (<http://www.itic.org>), TFA presents the following VPAT document for the REVEL Platform as laid out in the following tables: Table 1: Summary of Applicable Criteria, Table 2: Section 1194.22 Web-based Internet Information and Applications, Table 3: Section 1194.31 Functional Performance Criteria, and Table 4: Section 1194.41 Information, Documentation, and Support. In Table 4, Criterion 2 & 3 should be verified and completed by Pearson.

2. Voluntary Product Accessibility Template (VPAT)

REVEL Platform: <https://console.pearson.com/signin>

Table 1: Summary of Applicable Criteria

Criteria	Supporting Feature	Remarks and Explanations
Section 1194.21 Software Applications and Operating Systems	Not applicable	Section not applicable to this product
Section 1194.22 Web-based Internet information and applications	Supports with Exceptions	Please refer to the VPAT Details
Section 1194.23 Telecommunications Products	Not applicable	Section not applicable to this product
Section 1194.24 Video and Multi-media Products	Not applicable	Section not applicable to this product
Section 1194.25 Self-Contained, Closed Products	Not applicable	Section not applicable to this product
Section 1194.26 Desktop and Portable Computers	Not applicable	Section not applicable to this product
Section 1194.31 Functional Performance Criteria	Supports with Exceptions	Please refer to the VPAT Details 2017-02-21 Pearson: All issues have been resolved.
Section 1194.41 Information, Documentation and Support	Supports	Please refer to the VPAT Details

Table 2: Section 1194.22 Web-based Internet information and communications

Criteria	Supporting Feature	Remarks and Explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt," "longdesc," or in element content).	Supports	
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Does not Support	Console page video missing captions and transcripts. 2017-02-21 Pearson: The Pearson video player has been enhanced to include closed captioning support.
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Supports	The use of color alone is not used to convey information on any of the pages.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	The application is readable without styles.
(e) Redundant text links shall be provided for each active region of a server-side image map.	Supports	
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Supports	
(g) Row and column headers shall be identified for data tables.	Supports with Exceptions	Headers missing from one performance page. 2017-02-21 Pearson: Performance views are being evaluated for remediation.
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	Supports with Exceptions	Headers missing from one performance page. 2017-02-21 Pearson: Performance views are being evaluated for remediation.
(i) Frames shall be titled with text that facilitates frame identification and navigation.	Supports	
(j) Pages shall be designed to avoid causing the screen to flicker with a	Does not Support	Pages may present some flash-like effects during loading, depending

frequency greater than 2 Hz and lower than 55 Hz.		on the user's environment. 2017-02-21 Pearson: This issue was resolved in July 2016.
(k) A text-only page, with equivalent information or functionality, shall be provided to make a website comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	N/A	Text-only page is not available. 2017-02-21 Pearson: Text-only alternatives are provided per title upon request.
(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.	Supports with Exceptions	Some custom controls weren't fully accessible and lack name, role, and value attributes that can be identified by assistive technology. 2017-02-21 Pearson: Custom controls are included in some titles and are being evaluated for remediation.
(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with 1194.21(a) through (l).	Supports	No applets or plug-ins are required.
(n) When electronic forms are designed to be completed online, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Supports	Form field elements are labeled.
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	Headings are available as a tool to skip repetitive content.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate	Supports	No timed responses are present.

more time is required.		
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Table 3: Section 1194.31 Functional Performance Criteria

Criteria	Supporting Feature	Remarks and Explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	Support with Exceptions	<p>Assistive technology users are able to complete all of the basic functions of the platform with few exceptions. Accessing sliders quiz drawer, assignment list drawer and other tools were found to be inaccessible.</p> <p>2017-02-21 Pearson: Accessibility issues for the quiz drawer, assignment drawer, and other (which refers to the scrubber bar) were resolved in April 2016.</p>
(b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided.	Supports with Exceptions	<p>Use of the application is available with resizing of the screen to 200% as well as magnification software. Assistive technology users are able to complete all of the basic functions of the platform with few exceptions. Accessing sliders quiz drawer, assignment list drawer and other tools were found to be inaccessible.</p> <p>2017-02-21 Pearson: Accessibility issues for the quiz drawer, assignment drawer, and other (which refers to the scrubber bar) were resolved in April 2016.</p>
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided.	Does not Support	<p>Console page video lacks captions and transcripts.</p> <p>2017-02-21 Pearson: The Pearson video player has been enhanced to include closed captioning support.</p>
(d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory	Supports	<p>Users can use their own technology and computer to enhance the audio.</p>

fashion, or support for assistive hearing devices shall be provided.		
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for Assistive Technology used by people with disabilities shall be provided.	Supports	No pages require speech.
(f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	Support with Exceptions	<p>Although aspects of the application support the use of assistive technology, keyboard only users are unable to access all page functionality such as the slider, quiz drawer, and assignment list drawer on the Content Player Page.</p> <p>2017-02-21 Pearson: Accessibility issues for the quiz drawer, assignment drawer, and other (which refers to the scrubber bar) were resolved in April 2016.</p>

Section 1194.41 Information, Documentation and Support

Criteria	Supporting Feature	Remarks and Explanations
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge	Supports	Help and support is available within the application.
(b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.	Supports	<p>Pearson can provide access to the application's VPAT for customers upon request. Pearson also maintains information on accessibility for students at: http://www.pearsonhighered.com/revel/accessibility/</p> <p>2017-02-21 Pearson: Accessibility documentation is out of date and many issues mentioned have since been resolved. Pearson is working on</p>

<p>(c) Support services for products shall accommodate the communication needs of end-users with disabilities.</p>	<p>Supports</p>	<p>updating this documentation. Pearson Support is familiar with such features as keyboard access and other options important to people with disabilities. Pearson is also familiar with using telephone relay services for customers who are deaf or hard of hearing. For assistance, email disability.support@pearson.com</p>
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Appendix A: VPAT Background

To facilitate effective communication between producers of products and services and those who acquire them concerning the accessibility of specific products, an accessibility information template was created by a joint government and industry effort. The VPAT document was created by the Information Technology Industry Council (www.itic.org) based on Section 508 Standards established by the United States Access Board (www.access-board.gov) in 2001.

The use of the VPAT as an evaluation tool has enabled companies to self-document and formally attest to conformance and nonconformance with specific Section 508 requirements point by point. Its purpose is to assist federal and state contracting officials and other purchasers in making preliminary assessments regarding the availability of commercial Information and Communication Technologies (ICT) products and services with features that support accessibility. Vendors are frequently required to submit VPATs with their responses to RFPs and other government purchasing proposals.

For each ICT product category to which Section 508 applies, three different requirements need to be addressed. (Complete information regarding these requirements can be found at the www.section508.gov and www.itic.org websites):

1. Specific Requirements, corresponding to specific product groups:
 - Section 1194.21 Software Applications and Operating Systems
 - Section 1194.22 Web-based Internet Information and Applications
 - Section 1194.23 Telecommunications Products
 - Section 1194.24 Video and Multimedia Products
 - Section 1194.25 Self-Contained, Closed Products
 - Section 1194.26 Desktop and Portable Computers
2. Section 1194.31 Functional Performance Criteria, “Functional Performance Criteria,” applying to all product groups
3. Section 1194.41 Information, Documentation, and Support: General Requirement, “Information, Documentation, and Support,” applying to the information provided *accompanying* all ICT products. Thus FAQ’s, Manuals and the like must all be accessible.

Considering that the VPAT carries important information for the procurement official, it is essential that a supplier/producer provide an accurately prepared VPAT that fairly and responsibly represents its product and/or service.

Suggested VPAT Language:

In order to simplify the task of conducting market research assessments for procurement officials or customers, ITIC (www.itic.org) has developed suggested language for use when filling out a VPAT document. The following table provides the suggested language.

*Column 1 - Supporting Features**Column 2 - Remarks and Explanations*

Feedback from procurement officials and customers shows that providing further explanation regarding features and exceptions is especially helpful. Use this column to detail how the product addresses the standard or criteria by:

- Listing accessibility features or features that are accessible
- Detailing where in the product an exception occurs

Explaining equivalent methods of facilitation (definition of "equivalent facilitation" -see 36 CFR 1194.5.)

Supporting Features	Remarks and Explanations
Supports	Use this language when you determine the product fully meets the letter and intent of the Criteria.
Supports with Exceptions	Use this language when you determine the product does not fully meet the letter and intent of the Criteria, but provides some level of access relative to the Criteria.
Supports through Equivalent Facilitation	Use this language when you have identified an alternate way to meet the intent of the Criteria or when the product does not fully meet the intent of the Criteria.
Supports when combined with Compatible Assistive Technology	Use this language when you determine the product fully meets the letter and intent of the Criteria when used in combination with Compatible AT. For example, many software programs can provide speech output when combined with a compatible screen reader (commonly used assistive technology for people who are blind).
Does not Support	Use this language when you determine the product does not meet the letter or intent of the Criteria.
Not Applicable	Use this language when you determine that the Criteria do not apply to the specific product.
Not Applicable - Fundamental Alteration Exception Applies	Use this language when you determine a Fundamental Alteration of the product would be required to meet the Criteria (see the

	access board standards for the definition of "fundamental alteration").
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