Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor	Jillian Miller		
Department/Unit	Mathematics	**AIMT Reviewer**	Matthew Ward

Prc . Knewton Alta (Platform for students to complete mathematics homework)
Product Version Version 3
Product Vendor Knewton
Vendor Contact Brad Forrester
Vendor Contact Email brad.forrester@knewton.com
Vendor Contact Phone (270) 994-3189
IMT Users Students enrolled in Math 0900/1000 and Math 1000
IMT Usage Students will use this product to complete their mathematics homework, as well as review material. It will be integrated into D2L.
Cost $39.95 (Retail direct purchase through registration.)

Step 1 Gather Information for Review

Initial all appropriate boxes or N/A

Standards Conformance

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

Market Analysis for Standards Conformance

All products that meet the applicable requirements are conformant		JMM
One product meets more applicable requirements than the others (attach supporting ana Adaptive Technology		JMM
Product previously purchased and may be conformant (e.g., LMS contract)	Pearson (not adaptive)	JMM
Only one product meets applicable requirements (e.g., sole source)(attach justification)	Only choice in adaptive technology.	JMM

General Exemptions to Conformance Guidelines

Only Administrative Executive can authorize an exemption

No accessible alternative IMT (Must have Alternative Access Plan)	

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

Requestor _(signature)_ Date 4/30/19

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

Step 2 Review by Department Accessibility Liaison

Initial all appropriate boxes or N/A

Accessibility Review Document Completed	MGW
Attached Alternative Access Plan if needed	MGW

AIMT Reviewer _(signature)_ Date 3/17/19
Accessibility Liaison

Sign here only when ready to forward to step 3

Step 3 Adoption or Procurement

Initial all appropriate boxes or N/A

Adoption Completed	(Initials & Date)
Buyer AIMT Procurement Checklist Completed	(Initials & Date)
All documentation filed with department liaison and Purchasing (if applicable)	(Initials & Date)

Accessibility Liaison

Final Signature _(signature)_ Date 5/23/19
Appropriate Vice President Approval

* applicable requirements are essential/prefered functionality

Alternate Access Plan

Purpose of the Alternate Access Plan

In compliance with Section 504 of the Rehabilitation Act of 1973 and ADA as amended in 2008, the TBR shall apply THEC's identified accessibility guidelines to Informational Materials and Technology products and services that it adopts, buys, creates, uses and maintains. When informational materials and technologies do not conform to those guidelines, an alternative access plan will be developed to address the accessibility. This form is used to describe the alternate access plan.

Instructions

1. Alter the bolded areas in brackets ([ ]) to reflect the titles of the responsible persons for this plan.
2. The requesting department Accessibility Liaison/Accessibility Team is responsible for completing sections 1 through 3 below.
3. The requesting department will obtain the appropriate administrative approvals in section 4.
4. The appropriate administrator will either a) approve the form and return it to the requesting department for processing or b) return the form unsigned. An unsigned form indicates the plan is not approved and must be revised to meet accessibility standards.
5. The [department executive administrator] or designee is responsible for returning the approved original document along with all associated AIMT adoption/procurement documents to the department Accessibility Liaison upon signature. The liaison will provide copies to those individuals identified in section 3, number 3 (Responsible Person(s) and upload all AAP documentation to the AIMT Web Form.

Section 1. Plan Creator Information

Name	Title		Unit		Date
Matthew Ward	Administrative Secretary		Student Academic Support Services		5/15/19
Office Phone	Office Location		Postal		
(865) 882-4602	Library				

Section 2. Description of the Affected Informational Material and Technology Purchase

Affected product is a:	Online Software
Product Name:	Knewton Alta
Product Description:	Knewton Alta is an online mathematics platform
Product Purpose:	Student instruction/practice/assignments in mathematics

Section 3. How will "Alternate Access" (AA) be provided?

1. **Description of the issue:** Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines.	Keyboard trap: When accessing the calculator/equation editor in Knewton-Alta, the keyboard becomes trapped in there with no way to move to the next block of content with the keyboard Formatting issues with tables being used for non-tabular data – causes screen reader to misread Some equations do not read properly – potential to misunderstand the equation
2. **Persons or groups affected:** List the person(s) or groups who may/will be affected by this issue, including the total number of affected persons. (general public, visitors, students only, employees, etc.).	Visually impaired students would be impacted by these issues
3. **Responsible person(s):** List the name(s) and titles of the employee(s) who will be responsible for implementing equally effective alternate access for the specified accessibility issue as described in Number 1.	Instructor, disability services
4. **How will AA be provided:** Describe in detail how the responsible unit(s)/person(s) equally effective alternate access will be communicated and what will be provided. Attach a separate sheet – see AAP attachment below and the Accessibility Conformance and Remediation Form.	An assistance person would be able to read the equations to the student and use the mouse to navigate out of the keyboard trap
5. **AA Resources Required:** List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.	Additional staff – assistance person for student from disability services
6. **Repair Information:** Include the following information in this section: a. Provide a brief description or any relevant information regarding repair of the issue by the vendor or Third Party Service Provider, as well as the completion date. Attach applicable documentation and the Accessibility Conformance and Remediation Form.	N/a
7. **Timeline for Unforeseen events:** A timeline to plan create, implement, and follow up on plans for accommodation for access concerns/issues that are beyond the accessible procurement process and/or outside of the realm of the questions above.	N/a

Section 4. Administrative AAP Approvals
By signing this request, you affirm that the plan has been reviewed and is an acceptable solution that meets TBR AIMT Accessibility Guidelines.

Department Head [or other responsible party]	Date:	
Executive [or other responsible executive]	Date:	

AAP attachment

4. How will AA be provided: (continue from item 4 in section 3)

KNEWTON | alta

Accessibility Statement

Making learning accessible to all is one of our biggest priorities, both as a company and as people who are passionate about education. Achieving our mission includes making Knewton's online courseware accessible to all learners.

STEPS TO A MORE ACCESSIBLE KNEWTON ONLINE COURSEWARE

Knewton is working hard to ensure that in 2019 our online courseware product is fully compliant with the WCAG 2.0 Level AA Success Criteria and the U.S. Access Board's Section 508 Standards. We've partnered with Level Access, a leader in evaluating digital accessibility solutions, to evaluate and regularly audit our product's accessibility and guide us in our accessibility remediation efforts. A summary of our product's overall level of compliance is detailed below along with our ongoing initiatives.

Assistive Technologies Knewton Currently Supports

Screen readers (i.e. JAWS)

For blind users or users who have low vision, commonly used third-party screen reader software that can read textual information are compatible with our product using the latest versions of Internet Explorer and Chrome.

Magnification Tools (i.e. ZoomText)

For users who have visual or perceptual disabilities, commonly used third-party screen magnifiers that can improve the visual readability of rendered text and images are compatible with our product using the latest versions of Internet Explorer and Chrome.

Consistent page order and keyboard-only navigation

For users who have physical disabilities and prefer to use a keyboard as an alternative to a mouse, our product supports keyboard only usage to visit most links, buttons, and form controls in our product.

Closed captioning

For users with hearing disabilities, closed captioning is provided for an all instructional videos in our product that serve a pedagogical purpose.

Text descriptions and descriptive transcripts

For blind users, accessible alternative text and long descriptions are provided for all static images in our product that serve a pedagogical purpose.

For users with visual and hearing disabilities, descriptive transcripts that capture the full pedagogical content in instructional videos are provided for all videos in our product that serve a pedagogical purpose.

Screen elements labeled with helpful text for screen readers

For users who are blind or have visual disabilities, our product includes relevant descriptions of icons and non-text based elements on web pages to aid commonly used third-party screen readers.

Screen elements meeting accessibility contrast guidelines

For users who have visual or perceptual disabilities, our product presents all applicable text and images of text at an appropriate ratio (e.g 4.5:1 or more) to improve readability for people who have a color vision deficit.

Compatibility with speech recognition tools (i.e Dragon)

For users with mobility impairments, learning disabilities, low vision or blind or who are deaf or hearing impaired, commonly used third party speech recognition software is compatible with out product to support voiced keyboard and mouse commands.

Assistive Technologies Knewton Will Support in the Near Future

Consistent page order and keyboard-only navigation in all places

We are working to ensure that our product supports keyboard only usage to visit all product-facing links, buttons, and form controls, specifically, all free response or graphing question types that do not currently provide directions and/or cues in all places.

Additional browser support with JAWS and ZoomText

We are working to make commonly used third-party accessibility tools that are currently best supported via the Chrome and Internet Explorer browsers to be compatible with Mozilla Firefox, Safari, and Edge.

User Feedback

We are working with our third party vendors to make product feedback buttons within the product accessible using assistive technologies.

Purchasing Portal

For users who purchase access to our product directly from our website, we are working with our third party vendors to make the purchasing portal accessible using assistive technologies.

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ACCESSIBILITY DOCUMENTATION

If you are an administrator at an Institution and would like to request a copy of our Voluntary Product Accessibility Template (VPAT) for our product, please email accessibility@knewton.com. We conduct audits twice annually and update our VPAT after each audit.

Users can request accessibility-related assistance, report accessibility problems or request product support documentation in an accessible alternative formats upon request (at no additional charge), via support@knewton.com. A description of the accessibility and compatibility features of our product is available upon request, at no additional charge, via support@knewton.com. We also have a series of supporting user documents available at https://support.knewton.com/accessibility-guidelines.

LET'S MAKE LEARNING MORE ACCESSIBLE - TOGETHER

Making personalized learning accessible to all is an ambitious goal. Achieving it requires continued collaboration with Institutions. We welcome the opportunity to partner with Institutions' accessibility departments to discuss our accessibility initiatives, hear your feedback from your own testing of our product, address questions or concerns, and give you assurance that Knewton can meet your accessibility needs. Please email us at accessibility@knewton.com.

Last Updated: August 2018
Next Update: April 2019

Accessibility Conformance and Remediation Form

Instructions

This form serves as means for auditors and vendors to document accessibility gaps associated with AIMT products and to indicate plans for addressing these gaps in the future.

We ask that you complete the **form** provided on the next page as follows:

1. **Product/Vendor Information:** Provide the information requested

2. **Issue Description:** List each major accessibility issue for the product Including the following:

   o   Gaps identified from the WCAG 2.0 A & AA guidelines, Voluntary Product Accessibility Template (VPAT) and EPUB3 Accessibility Guidelines (if applicable)
   o   Gaps identified in other product support documentation
   o   Gaps identified by a third-party accessibility evaluation report (if available)

3. **Current Status:** Enter one of the following values:

   o   Open: The issue has not yet been resolved

   o   Closed: The issue has already been resolved

   o   I/P: The issue is currently under investigation

   o   Other

4. **Disposition:** Enter one of the following values:

   o   Planned: The issue will be resolved

   o   Deferred: The issue will not be resolved

   o   I/P: The issue is currently under investigation

   o   Other

5. **Remediation Timeline:** Enter when you anticipate that the issue will be resolved

6. **Available Workarounds (for vendor only):** Describe the business processes vendor will offer or third-party products that should be considered to work around the issue until full remediation.

7. **Comments (optional):** Provide details/description regarding the issue

8. **Additional Information (optional):** Provide any additional discussion regarding accessibility plans

KNEWTON | alta

Vendor/Product Information

Vendor Name	Knewton, Inc.
Product Name	Knewton alta
Product Version	1.0
Completion Date	3/27/2019
Contact Name/Title	Andrew Jones
Contact Email/Phone	Andrew.jones@knewton.com

Specific Issues

Issue Description	Current Status (Open, Closed, I/P)	Disposition (Planned, Deferred, I/P)	Remediation Timeline	Available Workarounds	Comments
Occasionally, complex images lack appropriate text alternatives such as images of the periodic table.	I/P	Planned	Summer 2019	A full text description of periodic tables is given, but it is not easily navigable.	A keyboard-navigable SVG periodic table is in development
Occasionally, data tables in our product lack proper markups for accessibility tools.	I/P	I/P	Summer 2019		A small percentage of tables in our oldest content. We are replacing these on a rolling basis.
When viewed in high contrast mode, a visual indication of radio button selection and assignment progress bar is not displayed.	Closed	Completed	Q1 2019		Radio buttons and progress bar now display in high contrast mode. Current audit (in progress) should confirm.
Alternative text does not always fully represent all the text in an image of text.	I/P	Planned	Summer 2019	A full text description of periodic tables is given, but it is not easily navigable.	This is mostly for the periodic table.

Some improper nesting in link elements causing assistive technology to incorrectly identify the type of element that has reading focus in certain navigation methods requiring users to locate the control again manually.	Closed	Completed	Q1 2019		Current audit (in progress) should confirm.
Certain free response or graphing question types do not provide directions and/or cues in all places.	I/P	I/P	Summer 2019		We think this issue is closed for Desmos and Learnosity questions, but we want our current audit to confirm.

Additional Information:

Voluntary Product Accessibility Template (VPAT)

Date: August 1, 2018

Name of Product: Knewton's Online Courseware for Higher Education at www.knewton.com.

Scope: This VPAT reflects conformance criteria applying to core student flows within the Product only (Registration and login, course dashboard, assignment page, assignment learning flow, quiz and test flow, account page). Non-core student flows (e.g. instructor/administrator interfaces, product feedback buttons, and online purchase and billing portal) may function differently and are not covered by this VPAT.

Summary Table:

Guideline	Applicability	Compliance
Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0	Applicable	See details below
Section 1194.21 Software Applications and Operating Systems	Applicable	See details below
Section 1194.22 Web-based Internet Information and Applications	Applicable	See details below
Section 1194.23 Telecommunications Products	Not applicable	Not applicable
Section 1194.24 Video and Multimedia Products	Not applicable	Not applicable
Section 1194.25 Self-Contained, Closed Products	Not applicable	Not applicable
Section 1194.26 Desktop and Portable Computers	Not applicable	Not applicable
Section 1194.31 Functional Performance Criteria	Applicable	See details below
Section 1194.41 Information, Documentation and Support	Applicable	See details below

Format: This VPAT describes the extent to which the Product conforms to the Level A and Level AA criteria of the Web Consortium's Web Content Accessibility Guidelines (WCAG 2.0) and the applicable Section 508 standards. There are three columns in the tables throughout this VPAT. The first column contains each of the Level A and Level AA WCAG 2.0 criteria or Section 508

standards; the second column indicates whether or how the Product meets the relevant criterion or standard; the third column contains remarks about the Product with regard to the respective criterion or standard, including known defects, if any.

Evaluation Methods Used: Product testing involved a combination of manual and functional testing using, among other methodology, the screen reader JAWS 18, exclusive use of the keyboard, and manual inspection of code and Accessibility API output (using tools such as Microsoft Inspect). Typical user flow was also tested with three different assistive technologies: JAWS 18 screen reader, ZoomText 11 screen magnifier, and Dragon® NaturallySpeaking 15 dictation software.

Contact for More Information: accessibility@knewton.com

Web Content Accessibility Guidelines (WCAG 2.0) Checklist

Guidelines 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.

Criteria	Supporting Features	Remarks and explanations
1.1.1 Non-text Content (Level A)	Supports with minor exceptions	Non-text content such as buttons, form elements, etc. have text alternatives (i.e. labels and appropriate ARIA roles) provided and descriptive texts have been provided for all images associated with educational content. However, a supports with minor exception is given because occasionally, complex images lack appropriate text alternatives such as images of the periodic table. Remedying such complex images is expected to be completed by Summer 2019.

Guideline 1.2 Time-based Media Provide alternatives for time-based media.

Criteria	Supporting Features	Remarks and explanations
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not applicable	Audio-only or video-only media is not offered.
1.2.2 Captions (Prerecorded) (Level A)	Supports	All instructional videos that contain audio have captions.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports	All instructional videos have descriptive transcripts.
1.2.4 Captions (Live): (Level AA)	Not applicable	Live audio content is not provided.
1.2.5 Audio Description (Prerecorded): (Level AA)	Supports through equivalent facilitation	All instructional videos have descriptive transcripts and such descriptive transcripts support screen reader technology to convert to audio.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

Criteria	Supporting Features	Remarks and explanations
1.3.1 Info and Relationships: (Level A)	Supports with minor exceptions	Standard HTML or ARIA markup for headings, form labels, links, buttons, tables, lists, etc. are used in the Product. However, a supports with minor exception is given because on occasion there are data tables in our product that lack proper markups for accessibility tools. We are remediating this and expect this work to be completed by Summer 2019.

Criteria	Supporting Features	Remarks and explanations
1.3.2 Meaningful Sequence: (Level A)	Supports	The Product keeps all content in a meaningful order within the DOM. When ordering is potentially confusing, structural data such as list or table markup is added to help clarify how such content should be read.
1.3.3 Sensory Characteristics: (Level A)	Supports	When sensory characteristics are used to convey meaning, the relevant text description (such as "Submit" or "Start") is also included.

Guideline 1.4 Distinguishable

Make it easier for users to see and hear content including separating foreground from background

Criteria	Supporting Features	Remarks and explanations
1.4.1 Use of Color: (Level A)	Supports with minor exception	Where the Product uses color coding, textual information is also included to convey information, indicate an action, prompt a response, or distinguish the importance of a visual element. However, a supports with exceptions is given because when our product is viewed in high contrast mode, a visual indication of radio button selection and our assignment progress bar is not displayed. We are remediating this and expect this work to be completed by Summer 2019.
1.4.2 Audio Control: (Level A)	Supports	Mechanisms to pause and adjust the volume of all instructional videos is provided.
1.4.3 Contrast (Minimum): (Level AA)	Supports	Minimum contrast ratios are maintained on all content in the Product.

Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.

Criteria	Supporting Features	Remarks and explanations
2.3.1 Three Flashes or Below Threshold: (Level A)	Supports	Flashing or blinking content is not used in the Product

Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.

Criteria	Supporting Features	Remarks and explanations
2.4.1 Bypass Blocks: (Level A)	Supports	The Product contains headings and ARIA landmarks to aid with rapid navigation to desired content.
2.4.2 Page Titled: (Level A)	Supports	The titles of pages are meaningful and relevant to a user's current location within the Product.
2.4.3 Focus Order: (Level A)	Supports	All focusable components in the Product receive focus in an order that preserves meaning and operability.
2.4.4 Link Purpose (In Context): (Level A)	Supports	All links within the Product are given a meaningful label.
2.4.5 Multiple Ways: (Level AA)	Supports	The Product offers links between pages, browser navigation function (e.g. Back button) and contextual navigation to help users locate the screen or content they are seeking.
2.4.6 Headings and Labels: (Level AA)	Supports	The Product uses meaningful headings and labels.
2.4.7 Focus Visible: (Level AA)	Supports	All interactive interface elements ensure keyboard focus is indicated visually.

Guideline 3.1 Readable: Make text content readable and understandable.

1.4.4 Resize text: (Level AA)	Supports	All pages within the Product can be resized up to at least 200% using a web browser without loss of content or functionality.
1.4.5 Images of Text: (Level AA)	Supports with minor exceptions	All images of text contain alternative text. However, a supports with minor exception is given because such alternative text does not always fully represent all the text in the image. Remedying such images is expected to be completed by Summer 2019.

Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard

Criteria	*Supporting Features*	*Remarks and explanations*
2.1.1 Keyboard: (Level A)	Supports	Product functions can all be accessed and activated via keyboard functionality.
2.1.2 No Keyboard Trap: (Level A)	Supports	Keyboard focus is not locked or trapped at any one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.

Guideline 2.2 Enough Time: Provide users enough time to read and use content.

Criteria	*Supporting Features*	*Remarks and explanations*
2.2.1 Timing Adjustable: (Level A)	Supports	Where time limits are used, the Product meets this criterion.
2.2.2 Pause, Stop, Hide: (Level A)	Supports	All moving, blinking, scrolling and auto-updating information can be hidden in the Product. Essential "loading" animations are used in the Product as permitted by this criterion.

Criteria	Supporting Features	Remarks and explanations
3.1.1 Language of Page: (Level A)	Supports	The default language is set on the HTML tag of all pages in the Product. The language of the Product Interface is not configurable by users.
3.1.2 Language of Parts: (Level AA)	Not applicable	The Product is offered only in English.

Guideline 3.2 Predictable: Make web pages appear and operate in predictable ways.

Criteria	Supporting Features	Remarks and explanations
3.2.1 On Focus: (Level A)	Supports	The Product does not trigger context changes when items are focused.
3.2.2 On Input: (Level A)	Supports	The Product does not use the changing of input fields for initiating context changes.
3.2.3 Consistent Navigation: (Level AA)	Supports	A consistent navigation order is offered throughout the Product.
3.2.4 Consistent Identification: (Level AA)	Supports	Controls with similar functions work consistently throughout the Product.

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

Criteria	Supporting Features	Remarks and explanations
3.3.1 Error Identification: (Level A)	Supports	The Product uses automatic error focusing and/or ARIA live regions to inform users of detected input errors.

3.3.2 Labels or Instructions: (Level A)	Supports	The Product uses standard HTML or ARIA markup to associate a text label with all input fields, buttons, and links.
3.3.3 Error Suggestion: (Level AA)	Supports	When possible, the Product automatically detects errors and informs users of the errors in an accessible manner.
3.3.4 Error Prevention (Legal, Financial, Data): (Level AA)	Supports	The Product allows users to review and correct information covered by this criterion.

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.

Criteria	Supporting Features	Remarks and explanations
4.1.1 Parsing: (Level A)	Supports with exceptions	The Product contains well formed markup language. A supports with minor exception is given because there are some instances of improper nesting in link elements causing assistive technology to incorrectly identify the type of element that has reading focus in certain navigation methods requiring users to locate the control again manually. We are remediating this and expect this work to be completed by Summer 2019.
4.1.2 Name, Role, Value: (Level A)	Supports	The name, role and value of all user interface elements are available to assistive technologies via HTML or WAI-ARIA.

Section 508 of the Rehabilitation Act

Section 1194.21 Software Applications and Operating Systems – Detail		
Criteria	*Supporting Features*	*Remarks and explanations*
(a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.	Supports	Product functions can all be accessed and activated via keyboard functionality.
(b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.	Supports	The Product does not disrupt or disable identified accessibility features in any operating system or other products.* * Note however that our Product supports the Respondus Lockdown Browser which by its nature blocks other applications to create a secure and isolated test environment.
(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes.	Supports	All interactive interface elements ensure keyboard focus is indicated visually

(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text.	Supports	All non-text content such as buttons, form elements, etc. have text alternatives (i.e. labels and appropriate ARIA roles) that are available to Assistive Technologies.
(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.	Supports	The meanings assigned to Bitmap images used in the Product are consistent throughout.
(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.	Supports	Textual information is not dependent upon the operating system and is displayed through text in the web browser.
(g) Applications shall not override user selected contrast and color selections and other individual display attributes.	Supports	The Product does not override user settings.
(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.	Supports	The Product provides a non-animated presentation mode when animations are used.
(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Supports	Where the Product uses color coding, textual information is also included to convey information, indicate an action, prompt a response, or distinguish the importance of a visual element.

(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.	Not applicable	The Product does not permit this functionality.
(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.	Supports	The Product does not use flashing or blinking text, objects, or other elements.
(l) When electronic forms are used, 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	The Product provides instructional labels and/or placeholder text when electronic form fields are used.

Section 1194.22 Web-based Internet information and applications – Detail		
Criteria	**Supporting Features**	**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 with minor exceptions	Non-text content such as buttons, form elements, etc. have text alternatives (i.e. labels and appropriate ARIA roles) that are available to Assistive Technologies. However, a supports with minor exception is given because occasionally, complex images lack appropriate text alternatives such as images of the periodic table. Remedying such complex images is expected to be completed by Summer 2019.

(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Supports	All instructional multimedia presentations (i.e. videos with audio) have captions.
(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 with minor exception	Where the Product uses color coding, textual information is also included to convey information, indicate an action, prompt a response, or distinguish the importance of a visual element. However, a supports with exceptions is given because when our product is viewed in high contrast mode, a visual indication of radio button selection and our assignment progress bar is not displayed. We are remediating this and expect this work to be completed by Summer 2019.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	A user or screen reader technology can read and understand pages in the Product with the associated style sheets disabled.
(e) Redundant text links shall be provided for each active region of a server-side image map.	Not applicable	The Product does not use server-side image maps.
(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.	Not applicable	The Product does not use client-side image maps.
(g) Row and column headers shall be identified for data tables.	Supports through equivalent facilitation	Row and column headers in data tables in certain statistics assignment sets are not defined. These data tables are available for offline download in csv format that can then be modified by users.

(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 through equivalent facilitation	The Product does not provide header markups for data tables in certain statistics assignment sets. These data tables are available for offline download in csv format that can then be modified by users.
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports	All pages and frames within the Product have descriptive titles.
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Supports	Flashing or blinking content is not used.
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site 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.	Not applicable	A separate text-only version of the Product is not needed to meet compliance.
(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	The Product uses Reactjs, but it renders the proper labels via WAI-ARIA and the most modern HTML techniques to provide feedback from interactive elements and to allow Assistive Technologies such as screen reader technology to read and transmit information back to the user.
(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	Not Applicable	The Product does not require an applet or plug-in to work with its default functionality.

complies with §1194.21(a) through (l).		
(n) When electronic forms are designed to be completed on-line, 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 with exceptions	All forms in the Product work with screen reader technology with the exception of certain free response or graphing question types that do not provide directions and/or cues in all places. Remedying such question types is expected to be completed by Summer 2019.
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	The Product permits users to skip repetitive navigation links.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports	Where time limits are used, the Product meets this criterion.

Section 1194.31 Functional Performance Criteria – Detail		
Criteria	**Supporting Features**	**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.	Supports with minor exceptions	The Product works when combined with Assistive Technologies with the minor exceptions as noted above in the WCAG Checklist. For details, please refer to 1.1.1 Non-text Content, 1.3.1 Info and Relationships, 4.1.1 Parsing and 1.4.5 Images of Text.

(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	The Product supports browser-provided zoom functionality and ZoomText technology.
(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.	Supports	All instructional multimedia presentations (i.e. videos with audio) have captions and descriptive transcripts.
(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 fashion, or support for assistive hearing devices shall be provided.	Not Applicable	Audio information is not important for the use of the Product because captions and descriptive transcripts are provided for all instructional multimedia presentations.
(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	The Product does not require speech for operation.
(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	Supports	The Product is operable by users with limited mobility and provides functional support for keyboard only usage and voice recognition software.

and strength shall be provided.		

Section 1194.41 Information, Documentation and Support – Detail		
Criteria	**Supporting Features**	**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	Product support documentation in an alternative text-based format is available upon request, at no additional charge, via support@knewton.com.
(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	A description of the accessibility and compatibility features of the Product is available upon request, at no additional charge, via support@knewton.com.
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	Supports	Knewton's support services are available via email and phone as needed when requested at no additional charge.

Vendor Product Accessibility

Additional Information

Separate documents have been provided for:

1. Accessibility Statement
2. WCAG 2.0 and VPAT
3. Conformance and Remediation Form

Additional information requested (not covered in separate documents):

Request	Knewton response
ePUB3 Accessibility Guidelines	These are not applicable, since our product does not contain an eText.
List any third-party agencies with whom you have worked to evaluate accessibility support	We partner with Level Access, a leader in evaluating digital accessibility solutions, to evaluate and regularly audit our product's accessibility and guide us in our accessibility remediation efforts.
Provide links to any other internal accessibility documentation (e.g., accessibility information within general product documentation, FAQs, best practices, tutorials, case studies, or white papers).	All of our accessibility documentation is available at https://support.knewton.com/accessibility-guidelines
Note any other best practices or guidelines utilized during design and development (if applicable).	Knewton's UX Design team follows best practices when designing new features and developing our component library that is used across our application ecosystem. We aspire to the Universal Design ethos, aiming for the simplest, most performant and responsive user experience possible in everything we do. We do not rely on color as a navigational tool or as the only means of differentiation. We test new designs in greyscale and by using plugins and tools that simulate various types of color-blindness. Whenever possible we use patterns instead of color, especially in data visualization, or shades of color that are demonstrably different

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	in the absence of color, with the addition of legends and other UI changes.
	We test all font faces, sizes and weights for legibility and color-contrast guidelines with a goal of AAA using accessibility plugins such as Stark https://www.getstark.co/
	Extensive quality assurance and accessibility testing using popular screen readers and related tools is a best practice.
Describe any product features that may improve accessibility for users with disabilities including: *Accessibility-specific features (e.g. the ability to adjust font size and color/contrast settings for text or the availability of closed captions for videos) *General product features that may especially benefit users with disabilities (e.g. an 'HTML 5' mode optimized for mobile platforms that also improves keyboard-only navigation).	See detailed product feature inventory in our Accessibility Statement, and at www.knewton.com/accessibility
Describe accessibility features provided by your communication channels (e.g. a deaf or hard-of-hearing user may contact you via a TTY line or access support personnel familiar with telephone relay services).	Intercom is used for Chat support and is compliant with the Web Content Accessibility Guidelines 2.0 Level AA.
Indicate whether you have specific resources devoted to handling accessibility questions/concerns and provide the contact information for these resources.	We have a number of support resources to answer questions in our Accessibility Guidelines: https://support.knewton.com/accessibility-guidelines. Customers who have additional questions or concerns can contact their sales representatives, or our customer support team, and we will connect them with the right person.
Provide a specific mechanism for users to contact in order to: • Request accessibility-related assistance • Report accessibility problems • Request information in accessible alternate formats	Customers can contact their sales or services team representatives, contact us through our Chat support in product, email us at support@knewton.com, or call us at 844-Knewton.

Provide a hyperlink that points to the Accessibility Statement and meets the following criteria: • Descriptive (e.g. 'Accessibility' or 'Disability Access') • Prominently positioned (e.g. on the landing page, help/support page, and/or site map) • Easily identified (e.g. adequate text size and color/contrast, not the last link in a complex page)	https://www.knewton.com/accessibility/
Since accessibility support changes over time due to product updates, accessibility evaluations, and remediation activities, regularly review and update the Accessibility Statement so it remains up-to-date. Include a revision date for the Accessibility Statement so end users know whether the information is current.	Our Accessibility Statement will be reviewed and revised as necessary upon completion of our next audit which is due by April 20, 2019. All supporting documentation and guidelines will be updated as necessary.
Direct any questions or comments to the institutional Accessibility Liaison	Yasminka Nemet yasminka@knewton.com

Accessibility Rubric

		Support Links	Common example
	Tennessee House Bill 1857 (Senate Bill 1692) established the need for minimum		
	Perceivable: Content is made available to the senses - sight, hearing, and/or touch.		Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)
	Guideline 1.1 Text Alternatives: Provide text alternatives for any	WebAIM Alternate Text	
	The Text Alternative section relates to images, form image buttons, image maps,	WCAG Understanding Guideline 1.1	
N/A Pass Fail	**1.1.1 - All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text.**	WCAG 1.1.1 Non-text Content	`<img alt="rabbit eating carrot" src="rabbit.jpg">`
N/A Pass Fail	**1.1.1 - Images that do not convey content, are decorative, or contain content that is already conveyed in text are given null alt text (alt="") or implemented as CSS backgrounds. All linked images have descriptive alternative text.**		Always use alt attributes on images. If the image is not important to the content, use alt="".
N/A Pass Fail	Always use alt attributes on images. Use 125 characters or less. Do not introduce the text as "This is an image of" or the like.		`<img alt="" src="prettyDesign.jpg">`
N/A Pass Fail	**1.1.1 - Equivalent alternatives to complex images are provided in context or on a separate (linked and/or referenced via longdesc) page.**		A painting from an art appreciation class could require a paragraph or more to explain the complexity. For sighted users, the paragraph may be needed.
N/A Pass Fail	If the image is very complicated, directly below the image, have a paragraph of text explaining the image. If there's too much text, or if the purpose of the image is to analyze it, and the text may defeat that, add the equivalent of cheating, so a link to a secondary page.		A link to a secondary page may be needed.
N/A Pass Fail	**1.1.1 - Form buttons have a descriptive value.**		A button's text should describe its action. Search button should say "search".
N/A Pass Fail	**1.1.1 - Form inputs have associated text labels or, if labels cannot be used, a descriptive title attribute.**		For every input field (ie. text field, checkbox, etc.), there should be a matching label tag. "There is a checkbox next to text of 'Please contact me with more information'. The text is wrapped in a label tag, linked to the checkbox's id attribute."
N/A Pass Fail	**1.1.1 - Embedded multimedia is identified via accessible text.**		Embedded multimedia should be introduced with headings or text. A group of YouTube videos is introduced by a heading or text.
N/A Pass Fail	**1.1.1 - Frames are appropriately titled.**		All iframe tags should have a title attribute. A YouTube video embed code uses an iframe, which needs a title attribute added. `<iframe title="Class Field Trip 2016">`
	Guideline 1.2 Timed-based Media: Provide alternatives for time-based media	WebAIM Captions, Transcripts, and Audio Descriptions	
	The Time-based Media section relates to audio files, video files, links to audio files, or	WCAG Understanding Guideline 1.2	

Status	Criterion	Reference	Example
N/A Pass Fail	1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A descriptive text transcript (including all relevant visual and auditory clues and indicators) is provided for non-live, web-based audio (audio podcasts, MP3 files, etc.).	WCAG 1.2.1 Prerecorded Audio-only and Video-only	Podcasts and audio need transcripts, including indications of laughter and notes noting the sound of a breaking beaker. An audio recording of a chemistry lecture has a full text transcript.
N/A Pass Fail	1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A text or audio description is provided for non-live, web-based video-only (e.g., video that has no audio track).		For video media without audio, a full text description is needed. An animation of the heart beating has text describing the flow of blood through the heart.
N/A Pass Fail	1.2.2 - Captions (Prerecorded) (Level A) - Synchronized captions are provided for non-live, web-based video (YouTube videos, etc.)	WCAG 1.2.2 Captions (Prerecorded)	All speech in prerecorded video is captioned. A campus tour video has captions of all that the narrator says as he says it.
N/A Pass Fail	1.2.3 Audio Description or Media Alternative (Prerecorded) (Level AA) - A descriptive text transcript OR audio description audio track is provided for non-live, web-based video	WCAG 1.2.3 Audio Description or Media Alternative (Prerecorded)	A secondary caption track has speech captioning along with notes about sound cues. If this cannot be included in the video, the transcript is available as a link from the field page. During a baseball video, the narrator is being captioned, and all the individual sounds from the baseball field are also noted, such as "bat loudly hits a ball".
N/A Pass Fail	1.2.4 Captions (Live) (Level AA) - Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, Flash animations, etc.)	WCAG 1.2.4 Captions (Live)	For live content, there has to be live captioning. During commencement, there is live captioning on the stream.
N/A Pass Fail	1.2.5 Audio Description (Prerecorded) (Level AA) - Audio descriptions are provided for all video content NOTE: Only required if the video conveys content visually that is not available in the default audio track	WCAG 1.2.5 Audio Description (Prerecorded)	Audio descriptions are needed for things a visually impaired individual can't see. In a video, an audio track identifies when an instructor gestures to identify something on a board.
	Guideline 1.3 Adaptable: Create content that can be presented in The Adaptable section relates to web pages and how HTML code should be written.		
N/A Pass Fail	1.3.1 Info and Relationships (Level A) - Semantic markup is used to designate headings (<h1>), lists (, , and <dl>), emphasized or special text (<strong>, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately.	WCAG Understanding Guideline 1.3 / WebAIM Semantic markup	Use heading tags and organizational tags, like ordered or unordered lists. A long page of text is broken into chunks using headings so that the user may skip entire sections. Do not use text size or bolding to create headings. A long page of text is broken into chunks using headings so that the user may skip entire sections.
N/A Pass Fail	1.3.1 Info and Relationships (Level A) - Tables are used for tabular data. Where necessary, data cells are associated with their headers. Data table captions and summaries are used where appropriate.	WebAIM Tables	Tables are only for data; never use tables to format a page to look prettier or create columns. All tables should have column headers that are tagged correctly with the TH tag, not simply bolded. If your data is too complex for a table with a single header row, seek a different way to present your data.	xxx
N/A Pass Fail	1.3.1 Info and Relationships (Level A) - Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend.		Advanced

Status	Criterion	Reference	Advanced
N/A · Pass · Fail	1.3.2 Meaningful Sequence (Level A) - The reading and navigation order (determined by code order) is logical and intuitive.	WebAIM reading and navigation order	
N/A · Pass · Fail	1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column").	WCAG 1.3.3 Sensory Characteristics	Never reference another element on the page by shape, size, location or color. Raidernet. Never say, "Click Raidernet at the top of the page." Instead provide link to Raidernet.
N/A · Pass · Fail	1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").		Do not use sounds for instructions. Do not use "a beeping sound means you can continue" or "you will hear a gong if this is wrong."
Guideline 1.4 Distinguishable: Make it easier for users to see and		WCAG Understanding Guideline 1.4	
The Distinguishable section relates to web page design including the use of color, images, font size, and media controls. The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users. ~~Text should have relative sizing for magnification of the page, no absolute values (i.e. 18pt).~~			
N/A · Pass · Fail	1.4.1 Use of Color (Level A) - Color is not used as the sole method of conveying content or distinguishing visual elements.	WCAG 1.4.1 Use of Color	Don't use color alone to identify importance. On a map, don't just say "Follow the red route."
N/A · Pass · Fail	1.4.1 Use of Color (Level A) - Color alone is not used to distinguish links from surrounding text unless the luminance contrast between the link and the surrounding text is at least 3:1 and an additional differentiation (e.g., it becomes underlined) is provided when the link is hovered over or receives focus.		Links may not represented by color alone. Links appear underlined. Do not underline text if it is not a link. In a sentence, the link to "Financial Aid Forms" is underlined.
N/A · Pass · Fail	1.4.2 Audio Control (Level A) - A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds.	WCAG 1.4.2 Audio Control	Do not autoplay audio or video content unless it is the only content on the page. A Financial Aid video on a page does not start playing until a user clicks play.
N/A · Pass · Fail	1.4.3 Contrast (Minimum) (Level AA) - Text and images of text have a contrast ratio of at least 4.5:1.	WCAG 1.4.3 Contrast (Minimum)	Text should strongly contrast with whatever is behind it. Black text, white background.
N/A · Pass · Fail	1.4.3 Contrast (Minimum) (Level AA) - Large text (over 18 point or 14 point bold) has a contrast ratio of at least 3:1		Text should strongly contrast with whatever is behind it. For larger text, it can be closer to the background color. Large gray text, white background.
N/A · Pass · Fail	1.4.4 Resize Text (Level AA) - The page is readable and functional when the text size is doubled.	WCAG 1.4.4 Resize text	Test resizing the text on the page. If parts of the text hide behind elements or is pushed off the page, the page must be fixed. As text size is increased, floating items move, and text wraps correctly.
N/A · Pass · Fail	1.4.5 Images of Text (Level AA) - If the same visual presentation can be made using text alone, an image is not used to present that text.	WCAG 1.4.5 Images of Text	Never make images of text, even if it looks prettier. Leave text as text. Logos are an allowed exception. **xxx**
Operable: Interface forms, controls, and navigation are operable.			
Guideline 2.1 Keyboard Accessible: Make all functionality available		WCAG Understanding Guideline 2.1	
The Keyboard Accessible section relates to the users ability to perform all tasks using			

Status	Criterion	Reference	Notes
N/A **Pass** Fail (circled)	**2.1.1 Keyboard (Level A)** - All page functionality is available using the keyboard, unless the functionality cannot be accomplished in any known way using a keyboard (e.g., free hand drawing).	WCAG 2.1.1 Keyboard	Be sure you can navigate the page using keyboard only.	User can navigate to all links using keyboard tab function and follow links using enter function.
N/A **Pass** Fail	**2.1.2 Keyboard (Level A)** - Page-specified shortcut keys and accesskeys (accesskey should typically be avoided) do not conflict with existing browser and screen reader shortcuts.		Advanced	
N/A **Pass** Fail (circled)	**2.1.2 No Keyboard Trap (Level A)** - Keyboard focus is never locked or trapped at one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.	WCAG 2.1.2 No Keyboard Trap	Be sure you can navigate the page using keyboard only.	User can navigate to all links using keyboard tab function and follow links using enter function.
Guideline 2.2 Enough Time: Provide users enough time to read	The Enough Time section relates to time limits and the ability to pause or stop media	WCAG Understanding Guideline 2.2		
N/A **Pass** Fail (circled)	**2.2.1 Timing Adjustable (Level A)** - If a page or application has a time limit, the user is given options to turn off, adjust, or extend that time limit. This is not a requirement for real-time events (e.g., an auction), where the time limit is absolutely required, or if the time limit is longer than 20 hours.	WCAG 2.2.1 Timing Adjustable	When using automatic logout timers, be sure user can opt to remain on page.	Automatic logouts should warn user and allow opportunity to extend session.
N/A (circled) Pass Fail	**2.2.2 Pause, Stop, Hide (Level A)** - Automatically moving, blinking, or scrolling content that lasts longer than 5 seconds can be paused, stopped, or hidden by the user. Moving, blinking, or scrolling can be used to draw attention to or highlight content as long as it lasts less than 5 seconds.	WCAG 2.2.2 Pause, Stop, Hide	Use moving, scrolling, blinking content sparingly and allow user to stop content from doing so.	News items are listed on the page and do not move. User should be able to control advance of carousel content.
N/A **Pass** Fail	**2.2.2 Pause, Stop, Hide (Level A)** - Automatically updating content (e.g., automatically redirecting or refreshing a page, a news ticker, AJAX updated field, a notification alert, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates.		Advanced	
Guideline 2.3 Seizures: Do not design content in a way that is	The Seizures section relates to the flashing of page content. JUST Don't Do It.	WCAG Understanding Guideline 2.3		
N/A (circled) **Pass** Fail	**2.3.1 Three Flashes or Below Threshold (Level A)** - No page content flashes more than 3 times per second unless the flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.	WebAIM Seizure Disorders	Do not use flashing items on the page.	The page doesn't flash.
Guideline 2.4 Navigable: Provide ways to help users navigate, find	The Navigable section relates to web page elements. Navigation is logical, pages	WCAG Understanding Guideline 2.4		
N/A **Pass** Fail (circled)	**2.4.1 Bypass Blocks (Level A)** - A link is provided to skip navigation and other page elements that are repeated across web pages.	WCAG 2.4.1 Bypass Blocks	A link at the top of the page links to the page content, bypassing the navigation and contact information that is at the top of the page. This can be hidden from view but accessible to screen reader.	Roane State homepage contains a hidden "skip to content" link that appears upon tab press.

Status	Criterion	WCAG Reference	Guidance	Example
N/A Pass Fail	**2.4.1 Bypass Blocks (Level A)** - if a page has a proper heading structure, this may be considered a sufficient technique instead of a "Skip to main content" link. Note that navigating by headings is not yet supported in all browsers.		If headings are correctly used, a screen reader can opt to jump to the first subheading. If so, a link to "Page Content" at the beginning of the page isn't needed.	The screenreader can jump to Heading 1
N/A Pass Fail	**2.4.1 Bypass Blocks (Level A)** - If a page uses frames and the frames are appropriately titled, this is a sufficient technique for bypassing individual frames.		Frames should have descriptive title attributes so that frame can be skipped by screen reader if necessary.	A frame containing menu items for a page should say "Menu items"
N/A Pass Fail	**2.4.2 Page Titled (Level A)** - The web page has a descriptive and informative page title.	WCAG 2.4.2 Page Titled	Title the page.	"Lesson 45 - MATH1010 - Roane State." Do not leave title as "Untitled", "Page", "Roane State", etc.
N/A Pass Fail	**2.4.3 Focus Order (Level A)** - The navigation order of links, form elements, etc. is logical and intuitive.	WCAG 2.4.3 Focus Order	Put links in either alphabetical or chronological order. Do not just put new items at the top or bottom.	Alphabetical: Admissions, Contact Us, Forms, Underwriters.
N/A Pass **Fail**	**2.4.4 Link Purpose (In Context) (Level A)** - The purpose of each link (or form image button or image map hotspot) can be determined from the link text alone, or from the link text and it's context (e.g., surrounding paragraph, list item, table cell, or table headers).	WCAG 2.4.4 Link Purpose (In Context)	The text of the link should be a description of where it goes in human language. Do not use "click here" as a link. Avoid unnecessary display of actual URL when possible.	Proper use example: "if you would like to find out more, please see the Library of Congress' website." In this example "Library of Congress' website" would be the link to "http://www.loc.gov". Do not use "click here". Do not use "For more information, please see http://www.loc.gov."
N/A Pass Fail	**2.4.4 Link Purpose (Level A)** - Links (or form image buttons) with the same text that go to different locations are readily distinguishable.		The text of the link should be unique on the page unless the link desintations are the same.	A page has a link to "Form 3" and another link to "Form 48". There are not two links named "Form".
N/A Pass Fail	**2.4.5 Multiple Ways (Level AA)** - Multiple ways are available to find other web pages on the site - at least two of: a list of related pages, table of contents, site map, site search, or list of all available web pages.	WCAG 2.4.5 Multiple Ways	In addition to main navigation, every page should be found using an alternate method, such as search or site map.	The counseling webpage is found by standard navigation as well as the site map.
N/A Pass Fail	**2.4.6 Headings and Labels (Level AA)** - Page headings and labels for form and interactive controls are informative. Avoid duplicating heading (e.g., "More Details") or label text (e.g., "First Name") unless the structure provides adequate differentiation between them	WCAG 2.4.6 Headings and Labels	Use unique heading and label text.	There are not two "More Information" headings or two "First Name" labels.
N/A Pass Fail	**2.4.7 Focus Visible (Level AA)** - It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are).	WCAG 2.4.7 Focus Visible	As you tab through the page, it is obvious where keyboard focus is.	Tabbing through a set of bulleted links shows a standard browser tab focus.
	Understandable: Content and interface are understandable.			
	Guideline 3.1 Readable: Make text content readable and Understandable: Content and interface are understandable.	WCAG Understanding Guideline 3.1		
	The Readable section relates to the language of a web page. The default and foreign			

Status	Guideline	WCAG Reference	Description	Example
N/A · **Pass** (✓) · Fail	**3.1.1 Language of Page (Level A)** - The language of the page is identified using the HTML lang attribute (<html lang="en">, for example).	WCAG 3.1.1 Language of Page	The page's html tag has a lang attribute of "en"	<html lang="en">
N/A · **Pass** (✓) · Fail	**3.1.2 Language of Parts (Level AA)** - The language of page content that is in a different language is identified using the lang attribute (e.g., <blockquote lang="es">).	WCAG 3.1.2 Language of Parts	Parts of the page that are not in English need to be marked with the lang attribute so that screenreaders read them in the correct language.	A German sentence is wrapped in a blockquote tag with the lang attribute of "de".
	Guideline 3.2 Predictable: Make Web pages appear and operate in The Predictable section relates to web page elements and navigation. Note: this	WCAG Understanding Guideline 3.2		
N/A · **Pass** (✓) · Fail	**3.2.1 On Focus (Level A)** - When a page element receives focus, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user.	WCAG 3.2.1 On Focus	When tabbing through the page, no element's focus triggers drastic changes in page or navigation focus.	Tabbing through the navigation menu does not open a pop-up window.
N/A · **Pass** (✓) · Fail	**3.2.2 On Input (Level A)** - When a user inputs information or interacts with a control, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user unless the user is informed of the change ahead of time.	WCAG 3.2.2 On Input	Typing in a text box or clicking on a checkbox does not trigger drastic changes in a pop-up window.	Clicking on a checkbox does not open a pop-up window.
N/A · **Pass** (✓) · Fail	**3.2.3 Consistent Navigation (Level AA)** - Navigation links that are repeated on web pages do not change order when navigating through the site.	WCAG 3.2.3 Consistent Navigation	Navigation links/menus that are on multiple pages do not change order.	Navigation on set of pages is always: Home, About Us, Contact Us, Forms, Publications
N/A · **Pass** (✓) · Fail	**3.2.4 Consistent Identification (Level AA)** - Elements that have the same functionality across multiple web pages are consistently identified. For example, a search box at the top of the site should always be labeled the same way.	WCAG 3.2.4 Consistent Identification	Identical links and interactive items that are on multiple pages always do the same thing.	The department logo in the top left always links to the homepage.
	Guideline 3.3 Input Assistance: Help users avoid and correct The Input Assistance section relates to web page forms, errors, instructions, and	WCAG Understanding Guideline 3.3		
N/A · **Pass** (✓) · Fail	**3.3.1 Error Identification (Level A)** - Required form elements or form elements that require a specific format, value, or length provide this information within the element's label (or if a label is not provided, within the element's title attribute).	WCAG 3.3.1 Error Identification	Asterisks alone are not sufficient for denoting required form elements. Specific format requirements such be indicated.	Date field's label says "enter date in format YYYYMMDD.
N/A (✓) · Pass · Fail	**3.3.1 Error Identification (Level A)** - If utilized, form validation errors are presented in an efficient, intuitive, and accessible manner. The error is clearly identified, quick access to the problematic element is provided, and user is allowed to easily fix the error and resubmit the form.	WebAIM form validation	Advanced	

Status	Criteria	Reference	Notes
N/A, Pass, Fail	**3.3.2 Labels or Instructions (Level A) - Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends.**	WCAG 3.3.2 Labels or Instructions	Forms have instructions for what a user needs to do. All input items are clearly and uniquely marked.
N/A, Pass, Fail	**3.3.3 Error Suggestion (Level AA) - If an input error is detected (via client-side or server-side validation), provide suggestions for fixing the input in a timely and accessible manner.**	WCAG 3.3.3 Error Suggestion	Advanced	A form for requesting more information makes it clear the purpose of the form. Each input is marked with labels such as "First Name", "Last Name". There are "Phone" and "Email" fields instead of an ambiguous "Contact" input.
N/A, Pass, Fail	**3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) - If the user can change or delete legal, financial, or test data, the changes/deletions can be reversed, verified, or confirmed.**	WCAG 3.3.4 Error Prevention (Legal, Financial, Data)	If form input affects legal, financial or test data, the user should be prompted to confirm submitted changes.	User checks a confirmation statement before canceling a class.
	Robust: Content can be used reliably by a wide variety of user agents, including		
	Guideline 4.1 Compatible: Maximize compatibility with current and The Compatible section relates to HTML/XHTML errors and markups. Note: this	WCAG Understanding Guideline 4.1	
N/A, Pass, Fail	**4.1.1 Parsing (Level A) - Significant HTML/XHTML validation/parsing errors are avoided. Check at http://validator.w3.org/**	WCAG 4.1.1 Parsing	Check for source code errors using W3C validator.
N/A, Pass, Fail	**4.1.2 Name, Role, Value (Level A) - Markup is used in a way that facilitates accessibility. This includes following the HTML/XHTML specifications and using forms, form labels, frame titles, etc. appropriately.**	WCAG 4.1.2 Name, Role, Value	Advanced