# Accessible Informational Material & Technology Adoption/Procurement Checklist

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| **Requestor** | Julie Hall |

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|---|---|---|---|
| **Department/Unit** | Allied Health | **AIMT Reviewer** | |

**IMT Description** — Elsevier - HESI Practice Exam/Practice

**IMT Users** — Radiologic Technology Students - 30 students

**IMT Usage** — The product is a part of the strategic planning and a critical component focused on increasing first-attempt licensure pass rates which is tied to accrediation and program effectiveness.

**Cost** — $2100 - Funded through TAF

## Step 1 Gather Information for Review

*Initial all appropriate boxes or N/A*

### Standards Conformance

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

### Market Analysis for Standards Conformance

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

### General Exemptions to Conformance Guidelines

### Only Administrative Executive can authorize an exemption

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| No accessible alternative IMT (Must have Alternative Access Plan) | JM |

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

**Requestor** _Julie Hall_    **Date** 1/11/17

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

| | |
|---|---|
| | RVB |
| Attached Alternative Access Plan if needed | RVB |

**AIMT Reviewer** _signature_    **Date** 1/19/17

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

### Buyer AIMT Procurement Checklist Completed

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

Accessibility Liaison

**Final Signature** _Diane Ward_    **Date** 1/11/2017

Appropriate Vice President Approval

\* applicable requirements are essential/prefered functionallity

# 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 Julie Hall | Title Program Director | Unit Radiologic Technology – Allied Health | Date 1/11/2017 |
|---|---|---|---|
| Office Phone Ext. 2015 | Office Location ORBC H-219 | Postal 37830 | |

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

| Affected product is a: | Software Registry Review Package |
|---|---|
| Product Name: | HESI Practice/Exit Test |
| Product Description: | Software package provides radiologic technology students a practice national licensure exam in a secure environment. |
| Product Purpose: | The package provides students with a mock registry that mimcs the national licensure exam. It then provides each student with a very detailed student report that describes areas of weakness on the exam that requires remediation (e.g., anatomy of the skull or medical emergencies). The student can use the inidividualzed report to tailor their study habits for the remaining part of the semester. The HESI also provides the program director with a class summary report that can be utilized to identify areas of weakness for the cohort and work to strengthen those particular areas prior to gradution and attempts on the national licensure exam. This product is a crucial component of the program's strategic planning and student learning outcomes. First-attempt pass rates on the Registry are tied to program's accrediation and effectiveness data. |

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

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| 1. **Description of the issue:** Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines. | Images are missing alt text. There is no closed caption on videos/audio. However, the portion of the radiography HESI does not include these components so there is no issue with this problem. |
| 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.). | Radiologic technology students with impaired vision. |
| 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. | Julie Hall – Program Director |
| 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. | Program director or other radiology faculty member will sit with any effected student and describe the images. |
| 5. **AA Resources Required:** List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue. | None |
| 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. | Without compromising the integrity of the product for other students without disabilities, Elsevier should not add the alt text on the images. If they were to provide the alt text, then the images would be described in a way that all students would know the answer would nullify the effectiveness and goal of the software. |
| 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. | The program director/faculty are already available to help any disable student that would need the images described to them in lieu of providing the alt text. |

# 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.*

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|---|---|---|
| Department Head [or other responsible party] | *Julie Hall* | Date: 1/11/17 |
| Executive [or other responsible executive] | *Dan Ward* | Date: 1/20/17 |

| Accessibility Rubric | | | Support Links | Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".) | 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. | | | | | |
| **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 | 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="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="". | `<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.** | 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 a link to a secondary 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 the equivalent of cheating, so a link to a second 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, | | | **WCAG Understanding Guideline 1.2** | | |

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| 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 when another person is speaking. | An audio recording of a chemistry lecture has a full text transcript noting the sound of a breaking beaker. |
| 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 avaiable as a link from the 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 impared 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. | **WCAG Understanding Guideline 1.3** | | |
| N/A | Pass | Fail | **1.3.1 Info and Relationships (Level A) - Semantic markup is used to designate headings (<h1>), lists (<ul>, <ol>, and <dl>), emphasized or special text (<strong>, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately.** | 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 | |

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| 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 | Advanced | |
| 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. | 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**

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| | | | 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).~~ | **WCAG Understanding Guideline 1.4** | | |
| 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**

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| | | | The Keyboard Accessible section relates to the users ability to perform all tasks | **WCAG Understanding Guideline 2.1** | | |

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| N/A | Pass | Fail | **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 | **2.1.1 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 | **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 | **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 | 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 | Pass | Fail | **2.3.1 Three Flashes or Below Threshold (Level A) - No page content flashes more than 3 times per second unless that 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** | | |

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| N/A | Pass | Fail | **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. |
| 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 unnecesasry 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 is to "http://www.loc.gov". Do not use "click here". Do not use "For more information, please see http://ww.loc.gov." |
| N/A | Pass | Fail | **2.4.4 Link Purpose (In Context) (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. |

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| 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.

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| | | | **Guideline 3.1 Readable: Make text content readable and** | WCAG Understanding Guideline 3.1 | | |
| | | | The Readable section relates to the language of a web page. The default and foreign | | | |
| 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** | WCAG Understanding Guideline 3.2 | | |
| | | | The Predictable section relates to web page elements and navigation. Note: this | | | |
| 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 page or navigation focus. | 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** | WCAG Understanding Guideline 3.3 | | |
| | | | The Input Assistance section relates to web page forms, errors, instructions, and | | | |
| 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 | |
| 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. | 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 ambigious "Contact" input. |
| 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 | |
| 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** 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 | |

# 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) |
|---|---|---|---|---|
| | *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.* | | | |
| 1.1.1 | 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). <br> • 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.) <br> • 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.) <br> • 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. <br> • 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. <br> • 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. <br> • 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. | Yes | No | company's remediation states will be fixed in v. 1.2 |
| | *Guideline 1.2 Time-based Media: Provide alternatives for time-based media.* | | | |

| | | | | |
|---|---|---|---|---|
| 1.2.1 | 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):<br>• Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.<br>• 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. | Yes | No | |
| 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 | No | |
| 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 | No | |
| 1.2.4 | Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA) | No | | |
| 1.2.5 | Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA) | Yes | No | |
| 1.2.6 | Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA) | | | |
| 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) | | | |
| 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) | | | |
| 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) | | | |
| Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure. | | | | |
| 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 | Yes | all text is small blocks |
| 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) | Yes | No | tables with merged cells |
| 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 | Yes | |
| Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background. | | | | |

| 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 | 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) | No | | |
| 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)<br>• Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;<br>• 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.<br>• Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. | 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 | No | lockdown prevents resizing |
| 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)<br>• Customizable: The image of text can be visually customized to the user's requirements;<br>• Essential: A particular presentation of text is essential to the information being conveyed. | Yes | No | |
| 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)<br>• Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1;<br>• 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.<br>• Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. | | | |
| 1.4.7 | 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)<br>• No Background: The audio does not contain background sounds.<br>• Turn Off: The background sounds can be turned off.<br>• 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. | | | |

| Standard | Description | | | |
|---|---|---|---|---|
| 1.4.8 | Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)<br>• Foreground and background colors can be selected by the user.<br>• Width is no more than 80 characters or glyphs (40 if CJK).<br>• Text is not justified (aligned to both the left and the right margins).<br>• 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.<br>• 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. | | | |
| 1.4.9 | 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) | | | |

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

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
|---|---|---|---|---|
| Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard. | | | | |
| 2.1.1 | 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) | Yes | Yes | |
| 2.1.2 | 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) | Yes | Yes | |
| 2.1.3 | Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA) | | | |

| | | | | |
|---|---|---|---|---|
| *Guideline 2.2 Enough Time: Provide users enough time to read and use content.* | | | | |
| 2.2.1 | Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)<br>• Turn off: The user is allowed to turn off the time limit before encountering it; or<br>• 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<br>• 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<br>• 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<br>• Essential Exception: The time limit is essential and extending it would invalidate the activity; or<br>• 20 Hour Exception: The time limit is longer than 20 hours. | Yes | Yes | Some scoring issues remain with extending time. |
| 2.2.2 | Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)<br>• 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<br>• 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. | No | | |
| 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) | | | |
| 2.2.4 | Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA) | | | |
| 2.2.5 | Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA) | | | |
| *Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.* | | | | |
| 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) | No | | |
| 2.3.2 | Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA) | | | does not flash |
| *Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.* | | | | |
| 2.4.1 | Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A) | No | | not from student view |

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
|---|---|---|---|---|
| 2.4.2 | Page Titled: Web pages have titles that describe topic or purpose. (Level A) | Yes | 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 | 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 | 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 | Yes | |
| 2.4.6 | Headings and Labels: Headings and labels describe topic or purpose. (Level AA) | Yes | No | missing heading noted in Company's form |
| 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 | Yes | |
| 2.4.8 | Location: Information about the user's location within a set of Web pages is available. (Level AAA) | | | |
| 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) | | | |
| 2.4.10 | Section Headings: Section headings are used to organize the content. (Level AAA) | | | |

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

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
|---|---|---|---|---|
| *Guideline 3.1 Readable: Make text content readable and understandable.* | | | | |
| 3.1.1 | Language of Page: The default human language of each Web page can be programmatically determined. (Level A) | Yes | No | Lock down prevents viewing code |
| 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) | No | | all test questions are in English |
| 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) | | | |
| 3.1.4 | Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA) | | | |

| 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) | Yes | Yes | |
|---|---|---|---|---|
| 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) | | | |

**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 | 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 | 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 | Yes | |
| 3.2.4 | Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA) | Yes | 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) | | | |

**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 | Yes | *obviously not on exam questions* |
|---|---|---|---|---|
| 3.3.2 | Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A) | Yes | 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) | No | | |
| 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)<br>• Reversible: Submissions are reversible.<br>• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.<br>• Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | No | | |
| 3.3.5 | Help: Context-sensitive help is available. (Level AAA) | | | |

| Standard | Description | | | |
|---|---|---|---|---|
| 3.3.6 | Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)<br><br>• Reversible: Submissions are reversible.<br>• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.<br>• Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | | | |

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 |
|---|---|---|---|---|
| Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies. | | | | |
| 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) | Yes | No | html code is prevented due to lock down |
| 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) | Yes | No | ✓ |

Due to the nature of the HESI Exam, the PC is locked down. This prevents running the WAVE tool. In many cases alt text would defeat the purpose of the exam.

*[signature]*
1/12/17