Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor Julie Hall

Department/Unit Allied Health   **AIMT Reviewer** Matthew Ward/Igir Akpovo

IMT Description Corectec

IMT Users Radiologic Technology Students - 28 students

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

Cost $2240 - Funded through TAF

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 [JH]

Technical standards used (in order of priority)

Web Content Accessibility Guidelines 2.0 A & AA [JH]

EPUB3 Accessibility Guidelines [JH]

Section 508 & VPAT [JH]

Vendor did not provide.

Market Analysis for Standards Conformance

All products that meet the applicable requirements are conformant [JH]

One product meets more applicable requirements than the others (attach supporting analysis) [JH]

Product previously purchased and may be conformant (e.g., LMS contract) [JH]

Only one product meets applicable requirements (e.g., sole source)(attach justification) [JH]

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 *Julie Hall*   **Date** 12/12/18

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 MLW

Attached Alternative Access Plan if needed MLW

AIMT Reviewer *Mark D. Ward*   **Date** 12/12/18

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 *Dianelbud*   **Date** / 1/11/2017

Appropriate Vice President Approval

* applicable requirements are essential/prefered functionallity

Accessibility Review Form

Section 1: General Information
Campus Tracking Number

*It is recommended that the campus have a tracking number for their reviews. This number allows for the reviewer to find previous purchases and to tie this document to the AIMT Checklist for this adoption/procurement.

Product/Service
Use the information from the Adoption/Procurement Checklist document to complete this section.

Product Name	Correctec
Version Number	
Vendor Name	Corretec

Type of IMT

Type of Acquisition	Check	Comment
New aquisition	✓	
Repeat acquisition without changes, previously approved AIMT		
Repeat acquisition with changes, review needed		
Other (explain)		

Section 2: Review Information
Accessibility Documentation

Document Recieved	Check	Comment
Accessibility Statement	✓	
Conformance and Remediation Form	✓	company did not provide
508 VPAT/Other Forms	✓	

Review Steps

Step	Check	Comments
Review Documentation	✓	
Accessibility testing if needed	✓	
Develop AAP if needed	✓	

Section 3: Correspondence

Document correspondence with vendor
Julie Hall spoke with Vendor on Monday, 12/10.

Document correspondence with purchase requester
Julie Hall spoke with Vendor on Monday, 12/10, and they did not have a VPAT.

Section 4: Summary and Recommendations

Review Checklist

Step	Check	Comments
Accessibility Review Complete	✓	
Accessibility Testing Complete	✓	
C and R Form Complete		
AAP Complete	✓	Plan Attached

Findings

Recommendations

Section 5: Signature

Accessibility Liaison/Other Designee Signature	*Mark J. Wag*
Accessibility Liaison/Other Designee Title	
Date	12/12/18

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	
Julie Hall	Program Director	Radiologic Technology – Health Sciences	
Office Phone	Office Location	Postal	Date
Ext. 2015	ORBC H-219	37830	12/11/2018

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

Affected product is a:	Software Registry Review Package
Product Name:	Corectec
Product Description:	Software package provides radiologic technology students a practice national licensure exam in a secure environment.
Product Purpose:	The package provides students with 4 full-length mock licensure exams that mime the national licensure exam. It also provides each student with detailed student reports that describe areas of weakness on the exam that requires remediation (e.g., physics or positioning). The student can use the individualized report to tailor their study habits for the remaining part of the semester. Additionally, there are 15 lessons, 15 interactive exercises, 15 quizzes that help prepare each student for the ARRT Registry. Corectec is the main review product that is used by a majority of programs to prepare students for the licensure exam. This product is a crucial component of the program's pass rate and student learning outcomes. First-attempt pass rates on the Registry are tied to program's JRCERT accreditation and effectiveness data (which is required to be shared on our webpage for prospective students to review).

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 Corectec 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 student impacted 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, Corectec should not add the alt text on the images. If they were to provide the alt text, than 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 disabled 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.

Department Head [or other responsible party] *Julie Hall*	Date:	12/12/18
Executive [or other responsible executive]	Date:	

Handwritten: *Corectec*   *12/12/18*   *Julie Wall* (signature)

Accessibility Rubric	Support Links	Common example
Tennessee House Bill 1857 (Senate Bill 1692) established the need for minimum		Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)
Perceivable: Content is made available to the senses - sight, hearing, and/or touch.		
Guideline 1.1 Text Alternatives: Provide text alternatives for any		
The Text Alternative section relates to images, form image buttons, image maps,	WebAIM Alternate Text 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	
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. Use 125 characters or less. Do not introduce the image as "This is an image of" or the like. `<img alt="rabbit eating carrot" src="rabbit.jpg">`
N/A (circled) 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.		Always use alt attributes on images. If the image is not important to the content, use alt="". `<img alt="" src="prettyDesign.jpg">`
N/A (circled) Pass (circled) Fail — 1.1.1 - Form buttons have a descriptive value.		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 painting from an art appreciation class could require a paragraph or more to explain the complexity. For sighted users, the paragraph may be analyze it... a link to a second page may be needed.
N/A Pass Fail (circled) — 1.1.1 - Form inputs have associated text labels or, if labels cannot be used, a descriptive title attribute.		A button's text should describe its action. Search button should say "search".
N/A Pass Fail — 1.1.1 - Embedded multimedia is identified via accessible text.		For every input field (ie. text field, checkbox, etc.), there should be a matching label tag. *(highlighted)* 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 - Frames are appropriately titled.		Embedded multimedia should be introduced with headings or text. A group of YouTube videos is introduced by a heading or text.
N/A Pass (circled) Fail — **Guideline 1.2 Timed-based Media: Provide alternatives for time-based media**		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">`
The Time-based Media section relates to audio files, video files, links to audio files, or	WebAIM Captions, Transcripts, and Audio Descriptions WCAG Understanding Guideline 1.2	

N/A	Pass	Fail	Criterion	Reference	Example / Notes
N/A (circled)	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 (circled)	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 (circled)	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 (circled)	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 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 (yellow)	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 (circled, yellow)	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	Criterion	Reference	Example / Notes
N/A (circled)	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 (circled)	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	Resource	Advanced	Example
N/A (circled) · 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 (circled) · 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 (circled) · 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 hear content. 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 (circled) · 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 (circled) · 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 (circled) · 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 (circled) · 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 (circled) · 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 (circled) · 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 (circled) · 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
	Guideline 2.1 Keyboard Accessible: Make all functionality available The Keyboard Accessible section relates to the users ability to perform all tasks using	WCAG Understanding Guideline 2.1		
	Operable: Interface forms, controls, and navigation are operable.			

Status	Criterion	Reference	Guidance	Notes
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

Status	Criterion	Reference	Guidance	Notes
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

Status	Criterion	Reference	Guidance	Notes
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 across web pages. | WCAG Understanding Guideline 2.4

Status	Criterion	Reference	Guidance	Notes
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.

Status	Criterion	WCAG Reference	Example / Notes
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" would be the link is 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 (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.
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.

| The Readable section relates to the language of a web page. The default and foreign | WCAG Understanding Guideline 3.1 | | |

Status	Guideline / Criterion	Reference	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, 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
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.
			Advanced	
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		

N/A	Pass	Fail	Criterion	WCAG 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. 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	**3.3.3 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.

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	Criterion	WCAG Reference	Notes
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. Advanced
(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

Accessibility Rubric

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

The Text Alternative section relates to images, form image buttons, image maps,

N/A	Pass	Fail	Criteria	Support Links	Common example
				WebAIM Alternate Text / WCAG Understanding Guideline 1.1	Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)
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

The Time-based Media section relates to audio files, video files, links to audio files, or

WebAIM Captions, Transcripts, and Audio Descriptions / WCAG Understanding Guideline 1.2

Status	Criterion	WCAG Reference	Examples
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 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, web 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 visually that is not required if the video conveys content visually that is not available in the default audio track 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 visually 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.

Status	Criterion	WCAG Reference	Examples
		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 (, , 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 — Advanced
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.		

Status	Guideline	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	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. 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. Never say, "Click Raidernet at the top of the page." Instead provide link to Raidernet.
	Guideline 1.4 Distinguishable: Make it easier for users to see and	WCAG Understanding Guideline 1.4	Do not use "a beeping sound means you can continue" or "you will hear a gong if this is wrong."
	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 The Keyboard Accessible section relates to the users ability to perform all tasks using	WCAG Understanding Guideline 2.1	

Status	Criterion	WCAG Reference	Level	Notes
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				
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.				
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.	WCAG Understanding Guideline 2.3	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				
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 Understanding Guideline 2.4	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	Notes / Examples
N/A · Pass (circled) · 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 (circled) · 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 (red) · Pass (red) · Fail (red)	**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" would be the the link is to website" "http://www.loc.gov". Do not use "click here". Do not use "For more information, please see http://ww.loc.gov."
N/A (circled) · 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 (circled) · 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 (circled) · 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

	Guideline 3.1 Readable: The Readable section relates to the language of a web page. The default and foreign	WCAG Understanding Guideline 3.1	

Status	Criterion	Reference	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
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 YYYY/MM/DD.
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	Criterion	WCAG Reference		
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 ambiguous "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 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://validation.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	