Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor *MIKE HILL*

Department/Unit *LEARNING CENTER* AIMT Reviewer [*BRUCE BOTTS, SUSAN SUTTON*]

Product Name (name and purpose) *SMARTHINKING (ONLINE TUTORING)*
Product Version (version #) *2016*
Product Vendor (company name) *SMARTHINKING/PEARSON*
Vendor Contact (name of company contact representative) *CAROLYN LINKOUS*
Vendor Contact Email (company contact representative's professional email) *carolyn.linkous@pearson.com*
Vendor Contact Phone (company's corporate number)
IMT Users (who will be using product/service: students, employees, public and how many) *STUDENTS*
IMT Usage (how will the product be used) *TUTORING ONLINE AS SUPPLEMENT TO IN-HOUSE SERVICES*
Cost (estimate the amount of this acquisition or if this is an adopted product with no cost) *7,500 (300 HRS @ 25.00 per hour)*

	Initial all appropriate boxes or N/A

Step 1 Gather Information for Review

Standards Conformance

Attached Accessibility Statement, Conformance and Remediation Forms and Vendor Documentation — *N/A*

Technical standards used (in order of priority) — *N/A*

Web Content Accessibility Guidelines 2.0 A & AA — *N/A*

EPUB3 Accessibility Guidelines — *N/A*

Section 508 & VPAT — *MH*

Market Analysis for Standards Conformance

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

No accessible alternative IMT (Must have Alternative Access Plan) — *MH*

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

Requestor *Mike Hill* Date *6/20/17*

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

Attached Alternative Access Plan if needed

AIMT Reviewer *[signature]* Date *6/20/17*
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	(Initials & Date)
Buyer AIMT Procurement Checklist Completed	(Initials & Date)
All documentation filed with department liaison and Purchasing (if applicable)	(Initials & Date)

Accessibility Liaison

Final Signature *[signature]* Date *6/21/17*

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 Mike Hill	Title Director of Learning Center	Unit Harriman	Date 6/20/2017
Office Phone 865 882 4654	Office Location Harriman Learning Center	Postal 37748	

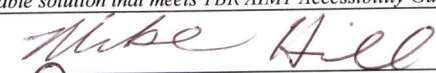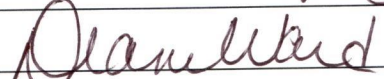## Section 2. Description of the Affected Informational Material and Technology Purchase

Affected product is a:	Pearson Smart Thinking
Product Name:	Smart Thinking
Product Description:	Website allowing student to submit written assignments, get online tutoring and access study materials
Product Purpose:	Website allowing student to submit written assignments, get online tutoring and access study materials

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

1. **Description of the issue:** Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines.	Images missing proper alt text. Audio and video files missing transcripts. Form buttons on Tutoring section not labeled. No alt text on decorative images. Heading rows missing on tables.
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.).	Hearing and visually impaired students using product
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.	Learning Center employees
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.	Employees from the Learning Center will have to sit down with the student and explain to them what is displayed on the screen.
5. **AA Resources Required:** List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.	
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.	Learning center already offers this service to students who come in for help. This is a software to help students not on campus. Majority of students will use the Essay Center for writing submissions; instead, of other parts of the website that have issues.
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.	Learning Center personal are already in place and would be able to help immediately.

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]	*Mike Hill*	Date: 6/20/17
Executive [or other responsible executive]	*Dean Ward*	Date: 6/21/17

Handwritten top: Mike Hill   Smart Thinking

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.	*(handwritten)* NO ALT outside of — **WCAG 1.1.1 Non-text Content** — Essay Center had alt text	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">`

(Fail circled)

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.	*(handwritten)* Missing Alt text on School Logo	Always use alt attributes on images. If the image is not important to the content, use alt="".	`<img alt="" src="prettyDesign.jpg">`

(Fail circled)

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.	*(handwritten)* tutoring Area & Failed Study Area	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 and Fail circled)

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".

(Pass circled)

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.

(Pass circled)

N/A	Pass	Fail	1.1.1 - Embedded multimedia is identified via accessible text.	*(handwritten)* all study Aid area failed	Embedded multimedia should be introduced with headings or text.	A group of YouTube videos is introduced by a heading or text.

(N/A and Fail circled)

N/A	Pass	Fail	1.1.1 - Frames are appropriately titled.	*(handwritten)* " " " " "	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">`

(Fail circled)

				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**		

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 avaliable 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 (, , 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.	*No headers* 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	

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

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

The Keyboard Accessible section relates to the users ability to perform all tasks

WCAG Understanding Guideline 2.1

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

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.

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

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 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
The Input Assistance section relates to web page forms, errors, instructions, and — **WCAG Understanding Guideline 3.3**

N/A	Pass	Fail	**3.3.1 Error Identification (Level A) - Required form elements or form elements that require a specific format, value, or length provide this information within the element's label (or if a label is not provided, within the element's title attribute).**	WCAG 3.3.1 Error Identification	Asterisks alone are not sufficient for denoting required form elements. Specific format requirements such be indicated.	Date field's label says "enter date in format YYYYMMDD.

N/A	Pass	Fail	3.3.1 Error Identification (Level A) - If utilized, form validation errors are presented in an efficient, intuitive, and accessible manner. The error is clearly identified, quick access to the problematic element is provided, and user is allowed to easily fix the error and resubmit the form.	WebAIM form validation	Advanced	
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	

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**		

Handwritten annotations:

- Deaf needs Transcript Graphic Description for Complex images is missing
- No Study Aids
- Tables need Header Rows
- Graphic Description for complex images are not compliant
- Writers Hand Book
- Interactive Tutorials
- Blind needs assistance
- RSCC logo No alternative Text
- Tutoring Site = Buttons - no alt text
- Digital Asset Library - No alt text = Audio file No Transcript

Tennessee Board of Regents

Accessibility Rubric

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 avaliable 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 (, , 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	

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

			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

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

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		

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.

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

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

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 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

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	**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	

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33. Do you make information regarding your ICT / service provider accessibility policy, plans, and progress publicly available to customers or available upon request?
No.

34. Add more accessibility information if needed:

Information Security Hosting Services Security Checklist
Section to be completed by Hosting Provider:
Please provide a Yes, No, or N/A to each question. If a question is answered with a No or N/A, please provide additional information in the Comments section.

	Yes	No	Comments
1. Does your organization have a documented and provable internal information security policy in place that detail your information protection program for both logical and physical security?	✓		
2. (List of items in security policy: organization structure, physical security, hiring and termination procedures, data classification, access control, operating systems, Internet use, e-mail and virus protection, firewall, VPN, remote access, backup and disaster recovery, personnel security, software development)	✓		
3. Is this policy reviewed and updated on a regular basis?	✓		
4. May a copy of your information protection program be reviewed by the College's Office of Information Security?		✓	
5. In order to protect the confidentiality, integrity, and a. availability of the College's confidential information, does your organization ensure that:			
a. Information and services are provided only to those authorized?	✓		
b. Information is protected so that it is not altered maliciously or by accident?	✓		
c. Information and services are provided in conjunction with the vendor's disaster recovery and business continuity planning policy?	✓		
6. Are backup/recovery procedures updated and tested annually?	✓		
7. What type of testing do you conduct for your business continuity and disaster recovery plan (i.e. simulation drills, walk-through exercises, tabletop exercises, actual drills, etc)?			Simulation drills
8. What is the frequency?			Annually
9. How long do you estimate it will take to restore a product or service should you experience a serious business interruption that lasts more than 1 business day?			To ensure recovery of data lost in a catastrophic event such as a hard disk failure, there is absolutely no substitute to regular backup of all data. Pearson employs a number of practices to ensure you do not lose your data. All data at Pearson is managed through SAN (Storage Area Networks) which allow us to take snapshots (point in time backups) of your data and server builds. This can be done on the backend through a scheduled process or upon need with no impact on your system's performance. We then have the capabilities to move that backup data to other sites or use it to quickly build another server for you to

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			perform testing with current data. For long-term storage, Pearson uses Symantec Data Protection Services, the industry benchmark for data backup and recovery in today's IT environments. Symantec backup solutions protect critical data, simplify the management of data backup and recovery, and provide consistent, reliable data protection.
10. Is access to offline media and backup data restricted to authorized individuals only?	✓		
11. Are physical security measures in place to protect the College's data from modification, disclosure, and destruction?	✓		
12. Does your organization use a co-location facility for housing your servers?	✓		
13. If a co-location facility is used:			
a. Does co-location facility provide physically secure "apartments" or cages for each tenant's equipment?	✓		
b. Are the server racks/cage area locked?	✓		
c. Are the servers kept in an area with access restricted to authorized personnel?	✓		
d. Are monitoring and surveillance solutions implemented?	✓		
14. Are servers protected by environmental controls (smoke detectors, fire suppression systems, water sensors, uninterruptible power supplies (UPS), and temperature sensors?	✓		
15. Are all visitors required to sign a security log and be accompanied by an escort while in production areas?	✓		
16. Does your organization have an Information Security Administrator function separate from a System Administrator function?	✓		
17. Are annual external audits performed on the physical and information security controls?	✓		
18. When was the last audit performed?			
19. Can a copy of your most recent external audit report be provided to the College for review? (i.e. SAS70-Type II audit report, external audit report and/or executive summary of audit) ** For PCI, please include documentation showing a recent PCI audit		✓	
20. Do you log unauthorized attempts to the system and application?	✓		
21. Describe your applications authentication methodology, including password requirements or limitations. (length, complexity, expiration requirements)			Smarthinking provides LTI SSO authentication through the College's LMS through (https) encrypted channels.
22. Does your application support Single Sign On technologies? (ie Shibboleth, CAS)	✓		
23. Do you preserve event logs in case of a breach or investigation?	✓		
24. Are logs kept in a central location, separate from the system components?	✓		
25. How long are logs retained?			
26. Does your organization use a local Intrusion Prevention System(s) IPS?	✓		
27. Does your organization use a local Intrusion Detection System(s) IDS?	✓		
28. Are procedures in place for reporting and responding to possible security incidents?	✓		

29. Do you have a separate development environment from your production environment?	✓		
30. Is there a separate test environment?	✓		
31. Are documented change control procedures in place?	✓		
32. Are logical security measures in place to protect the College's data from modification, disclosure, and destruction?	✓		
33. Will the College's data be securely segregated from the data of other customers?	✓		
34. Will encryption be used on all of the College's confidential data? If YES, please indicate the encryption to be used and where in the *Comments* field.	✓		
35. Who will have access to the College's data?			Smarthinking is FERPA compliant. Information is maintained behind a firewall, with outside access protected. Only the organization's administrator has full access to students' personal information. Access to student data by internal personnel is tightly controlled. Session data used for Client support and tutor quality assurance reviews is accessible by members of the support and tutoring management teams, and is not used for other purposes. In particular, tutors never have access to more than a student's first name, and policy prohibits disclosing of phone or email contact information.
36. When are they authorized to handle/view our data?			As necessary to provide services.
37. Who will handle the administration of the users in the application?			
a. College	✓		Access to Smarthinking is via LTI SSO form the College's LMS
b. Provider	✓		
38. Does your organization enforce a strong password policy?	✓		
39. Are your employees/contractors required to sign a confidentiality agreement?	✓		
40. Do you have a mandatory security awareness program in place for employees to make them aware of confidential information, the company's security policies and standards and good security practices?	✓		
41. Are reviews conducted to validate that user access is appropriate? (i.e. inactive accounts, employees who have changed job responsibilities or who have terminated employment)	✓		
a. What is the frequency?			
i. Monthly			
ii. Quarterly	✓		
iii. Annually			
iv. Semi-Annually			
42. Do you immediately disable or modify access entitlements when an employee's status changes (termination, transfer, etc.)?	✓		
43. Is there a documented process to verify a requestor's identity and the need-to-know before access is given to the College's information?	✓		
44. Do you apply security patches on a regular basis? If YES, please indicate the frequency in the *Comments* field.	✓		Quarterly
45. Do you have a defined process for testing and applying critical patches outside of your regular patch cycle?	✓		
46. Is the appropriate anti-virus software employed and regularly updated?	✓		
47. Is penetration testing conducted annually to determine vulnerability of network and to determine the level of damage that could occur if	✓		

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compromised?			
48. Do you outsource any processing to another third party provider?		✓	
49. If yes, list the names of the outsource provider(s)			
50. If outsourcing is done, are any of your outsourced providers' facilities located outside of the United States? If YES, please list countries in the *Comments* field.			
51. Do you have a privacy policy to prohibit the sharing of customer information, except as allowed by privacy legislation exceptions?	✓		

Provider Information:	
Completed By:	Kirk Benningfield
Title:	Manager – Education Operations
Date:	9/16/2016
Contact Information:	kirk.benningfield@pearson.com 202-471-2177

VPAT™
Voluntary Product Accessibility Template®
Version 1.3

The purpose of the **Voluntary Product Accessibility Template**, or **VPAT™**, is to assist Federal contracting officials and other buyers in making preliminary assessments regarding the availability of commercial "Electronic and Information Technology" products and services with features that support accessibility. It is assumed and recommended that offerers will provide additional contact information to facilitate more detailed inquiries.

The first table of the Template provides a summary view of the Section 508 Standards. The subsequent tables provide more detailed views of each subsection. There are three columns in each table. Column one of the Summary Table describes the subsections of subparts B and C of the Standards. The second column describes the supporting features of the product or refers you to the corresponding detailed table, e.g., "equivalent facilitation." The third column contains any additional remarks and explanations regarding the product. In the subsequent tables, the first column contains the lettered paragraphs of the subsections. The second column describes the supporting features of the product with regard to that paragraph. The third column contains any additional remarks and explanations regarding the product.

Date: February 24, 2010 (revised 2/11/2017)
Name of Product: Smarthinking Online academic support and tutoring Contact for more Information: Kirk Benningfield, Vice President Education Operations (kirk.benningfield@pearson.com)

Summary Table VPAT™ Voluntary Product Accessibility Template®		
Criteria	**Supporting Features**	**Remarks and explanations**
Section 1194.21 Software Applications and Operating Systems	**Supports through Equivalent Facilitation**	The SMARTHINKING online academic support and tutoring service is designed to allow students taking college courses to access qualified human support and study resources from wherever they are, whenever they need help. SMARTHINKING delivers this service in real-time and asynchronously through services.smarthinking.com and the service is accessible to anyone with access to the Internet. SMARTHINKING is designed to supplement on-campus tutoring and academic assistance services and is appropriate for a diverse population of students including: on-campus, commuter, distance education, ESoL, remedial, as well as more advanced

		students.
		A chat option is accessible to students who are using screen readers to access the site.
		For students who cannot use the on line tutoring whiteboard or the chat option, Smarthinking will schedule a telephone based tutoring session, upon request.
Section 1194.22 Web-based Internet Information and Applications	**Supports through Equivalent Facilitation**	When applicable, Smarthinking uses standard methods of making the information and tools contained within the site easy to access.
		Upon request, Smarthinking can make tutors available by telephone to better support visual elements of the tutoring interaction that do not lend themselves to standard assistive technologies and techniques.
		Compatibility with the JAWS screen reader has been certified for all parts of the Smarthinking site except for the whiteboard. An alternative chat option for tutoring is available that will take the place of the whiteboard for students using the screen reading device.
Section 1194.23 Telecommunications Products	**Not Applicable**	Smarthinking online academic support and tutoring services do not provide or require custom telecommunications products.
Section 1194.24 Video and Multi-media Products	**Not Applicable**	Smarthinking online academic support and tutoring services do not provide or require custom video and Multi-media products.
Section 1194.25 Self-Contained, Closed Products	**Not Applicable**	Smarthinking online academic support and tutoring services is not a self-contained or closed product.
Section 1194.26 Desktop and Portable Computers	**Not Applicable**	Smarthinking online academic support and tutoring services do not provide or require custom computer hardware products.
Section 1194.31 Functional Performance Criteria	**Supports when combined with Compatible Assistive Technology**	Smarthinking online academic support and tutoring services supports the methods employed by the industry leading assistive technology products.
Section 1194.41 Information, Documentation and Support	**Supports**	Smarthinking online academic support and tutoring services provide on line documentation, as well as one on one direct instruction during tutoring session that supports the user understanding and using the product correctly.

Note to 1194.22: The Board interprets paragraphs (a) through (k) of this section as consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) (May 5 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium: Paragraph (a) - 1.1, (b) - 1.4, (c) - 2.1, (d) - 6.1, (e) - 1.2, (f) - 9.1, (g) - 5.1, (h) - 5.2, (i) - 12.1, (j) - 7.1, (k) - 11.4.

Section 1194.23 Telecommunications Products
* Refer to (http://www.access-board.gov/sec508/guide/1194.23.htm) for details on the guidelines listed below.

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Criteria	Supporting Features	Remarks and explanations
(a) Telecommunications products or systems which provide a function allowing voice communication and which do not themselves provide a TTY functionality shall provide a standard non-acoustic connection point for TTYs. Microphones shall be capable of being turned on and off to allow the user to intermix speech with TTY use.	**Not Applicable**	Product allows students with disabilities to interact one on one with a live tutor. This accommodation is simply requested and scheduled. Standard telecommunications products in existence are used, and no products are required from Smarthinking to support this effort. Our browser to browser VOIP calling facility enables the user to interact with the tutor using VOIP solutions.
(b) Telecommunications products which include voice communication functionality shall support all commonly used cross-manufacturer non-proprietary standard TTY signal protocols.	**Not Applicable**	
(c) Voice mail, auto-attendant, and interactive voice response telecommunications systems shall be usable by TTY users with their TTYs.	**Not Applicable**	
(d) Voice mail, messaging, auto- attendant, and interactive voice response telecommunications systems that require a response from a user within a time interval, shall give an alert when the time interval is about to run out, and shall provide sufficient time for the user to indicate more time is required.	**Not Applicable**	
(e) Where provided, caller identification and similar telecommunications functions shall also be available for users of TTYs, and for users who cannot see displays.	**Not Applicable**	
(f) For transmitted voice signals, telecommunications products shall provide a gain adjustable up to a minimum of 20 dB. For incremental volume control, at least one intermediate step of 12 dB of gain shall be provided.	**Not Applicable**	
(g) If the telecommunications product allows a user to adjust the receive volume, a function shall be provided to automatically reset the volume to the default level after every use.	**Not Applicable**	
(h) Where a telecommunications product delivers output by an audio transducer which is normally held up to the ear, a means for effective magnetic wireless coupling to hearing technologies shall be provided.	**Not Applicable**	
(i) Interference to hearing technologies (including hearing aids, cochlear implants, and assistive listening devices) shall be reduced to the lowest possible level that allows a user of hearing technologies to utilize the telecommunications product.	**Not Applicable**	
(j) Products that transmit or conduct information or communication, shall pass through cross-manufacturer, non-proprietary, industry-standard codes, translation protocols, formats or other information necessary to provide the information or communication in a usable	**Not Applicable**	

format. Technologies which use encoding, signal compression, format transformation, or similar techniques shall not remove information needed for access or shall restore it upon delivery.		
(k)(1) Products which have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be tactilely discernible without activating the controls or keys.	**Not Applicable**	
(k)(2) Products which have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be operable with one hand and shall not require tight grasping, pinching, twisting of the wrist. The force required to activate controls and keys shall be 5 lbs. (22.2N) maximum.	**Not Applicable**	
(k)(3) Products which have mechanically operated controls or keys shall comply with the following: If key repeat is supported, the delay before repeat shall be adjustable to at least 2 seconds. Key repeat rate shall be adjustable to 2 seconds per character.	**Not Applicable**	
(k)(4) Products which have mechanically operated controls or keys shall comply with the following: The status of all locking or toggle controls or keys shall be visually discernible, and discernible either through touch or sound.	**Not Applicable**	

Section 1194.24 Video and Multi-media Products * Refer to (http://www.access-board.gov/sec508/guide/1194.24.htm) for details on the guidelines listed below.		
Criteria	**Supporting Features**	**Remarks and explanations**
(a) All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, widescreen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, and stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.	**Not Applicable**	Product does not require or provide any specific video and or multi-media hardware.
(b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.	**Not Applicable**	
(c) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.	**Not Applicable**	
(d) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain visual information necessary for the	**Not Applicable**	

comprehension of the content, shall be audio described.		
(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.	**Not Applicable**	

Section 1194.25 Self-Contained, Closed Products * Refer to (http://www.access-board.gov/sec508/guide/1194.25.htm) for details on the guidelines listed below.		
Criteria	Supporting Features	Remarks and explanations
(a) Self-contained products shall be usable by people with disabilities without requiring an end-user to attach Assistive Technology to the product. Personal headsets for private listening are not Assistive Technology.	**Not Applicable**	Product is not closed or self-contained.
(b) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	**Not Applicable**	
(c) Where a product utilizes touchscreens or contact-sensitive controls, an input method shall be provided that complies with Û1194.23 (k) (1) through (4).	**Not Applicable**	
(d) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.	**Not Applicable**	
(e) When products provide auditory output, the audio signal shall be provided at a standard signal level through an industry standard connector that will allow for private listening. The product must provide the ability to interrupt, pause, and restart the audio at anytime.	**Not Applicable**	
(f) When products deliver voice output in a public area, incremental volume control shall be provided with output amplification up to a level of at least 65 dB. Where the ambient noise level of the environment is above 45 dB, a volume gain of at least 20 dB above the ambient level shall be user selectable. A function shall be provided to automatically reset the volume to the default level after every use.	**Not Applicable**	
(g) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	**Not Applicable**	
(h) When a product permits a user to adjust color and contrast settings, a range of color selections capable of producing a variety of contrast levels shall be provided.	**Not Applicable**	
(i) Products shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	**Not Applicable**	
(j) (1) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: The position of any operable control shall be determined with respect to a vertical plane, which is 48 inches in length, centered on the operable control, and at the maximum protrusion of the product within the 48 inch length on products which are freestanding, non-portable, and intended to be used in one location and which have operable controls.	**Not Applicable**	
(j)(2) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is 10 inches or less behind the reference plane, the height shall be 54 inches maximum and 15 inches minimum above the floor.	**Not Applicable**	

(j)(3) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is more than 10 inches and not more than 24 inches behind the reference plane, the height shall be 46 inches maximum and 15 inches minimum above the floor.	**Not Applicable**	
(j)(4) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Operable controls shall not be more than 24 inches behind the reference plane.	**Not Applicable**	

Section 1194.26 Desktop and Portable Computers		
Refer to (http://www.access-board.gov/sec508/guide/1194.26.htm) for details on the guidelines listed below.		
Criteria	**Supporting Features**	**Remarks and explanations**
(a) All mechanically operated controls and keys shall comply with Û1194.23 (k) (1) through (4).	**Not Applicable**	Product does not include hardware of any type.
(b) If a product utilizes touchscreens or touch-operated controls, an input method shall be provided that complies with Û1194.23 (k) (1) through (4).	**Not Applicable**	
(c) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.	**Not Applicable**	
(d) Where provided, at least one of each type of expansion slots, ports and connectors shall comply with publicly available industry standards	**Not Applicable**	

Section 1194.31 Functional Performance Criteria		
Criteria	**Supporting Features**	**Remarks and explanations**
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	**Supports when combined with Compatible Assistive Technology**	Product supports industry standard Assistive Technology used by people who are blind or visually impaired.
(b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided.	**Supports when combined with Compatible Assistive Technology**	Product supports industry standard Assistive Technology used by people who are blind or visually impaired.
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided	**Supports when combined with Compatible Assistive Technology**	Product does not rely upon audio information to interact with the standard tutoring method of students accessing the Smarthinking tutoring whiteboard tool via the Internet.
(d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.	**Supports when combined with Compatible Assistive Technology**	Product does not rely upon audio information to interact with the standard tutoring method of students accessing the Smarthinking tutoring whiteboard tool via the Internet.
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for Assistive Technology used by people with disabilities shall be provided.	**Supports**	Product does not rely upon audio information to interact with the standard tutoring method of students accessing the Smarthinking tutoring whiteboard tool via the Internet.

(f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	**Supports**	Students interacting with the Smarthinking online tutoring platform are not required to possess fine motor control or simultaneous actions. Smarthinking online tutoring platform is operable with limited reach and strength needed.

Section 1194.41 Information, documentation, and support		
Criteria	Supporting Features	Remarks and explanations
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge.	**Supports**	
(b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.	**Supports**	
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	**Supports**	