## Accessible Informational Material & Technology Adoption/Procurement Checklist

**Requestor**     Pat Jenkins

**Department/Unit**     Nursing          **AIMT Reviewer**     Bruce Botts/Matthew Ward

**IMT Description**     Mother Baby textbook

**IMT Users**     nursing students

**IMT Usage**     online ePub for students

**Cost**

### *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 | |
| Technical standards used (in order of priority) | N/A |
| Web Content Accessibility Guidelines 2.0 A & AA | P.J. |
| EPUB3 Accessibility Guidelines | P.J. |
| Section 508 & VPAT | P.J. |

**Market Analysis for Standards Conformance**

| | |
|---|---|
| All products that meet the applicable requirements are conformant | BLB |
| 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) | N/A |

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

**Requestor** *Patricia Jenkins*          **Date** 9/27/17

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**

| | |
|---|---|
| | BIB |
| Attached Alternative Access Plan if needed | N/A |

**AIMT Reviewer** *[signature]*          **Date** 8/3/2017

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** *Dianell Ward*          **Date** 11/7/17

Appropriate Vice President Approval

* applicable requirements are essential/prefered functionaility

| 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** | | |

*(signature) 7/12/17*

| | | | Criterion | Link | Description | Example |
|---|---|---|---|---|---|---|
| N/A | Pass | Fail | **1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A descriptive text transcript (including all relevant visual and auditory clues and indicators) is provided for non-live, web-based audio (audio podcasts, MP3 files, etc.).** | WCAG 1.2.1 Prerecorded Audio-only and Video-only | Podcasts and audio need transcripts, including indications of laughter and notes 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** <br> The Adaptable section relates to web pages and how HTML code should be written. | **WCAG Understanding Guideline 1.3** | | |
| N/A | Pass | Fail | **1.3.1 Info and Relationships (Level A) - Semantic markup is used to designate headings (<h1>), lists (<ul>, <ol>, and <dl>), emphasized or special text (<strong>, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately.** | WebAIM Semantic markup | Use heading tags and organizational tags, like ordered or unordered lists. A long page of text is broken into chunks using headings so that the user may skip entire sections. Do not use text size or bolding to create headings. | A long page of text is broken into chunks using headings so that the user may skip entire sections. |
| N/A | Pass | Fail | **1.3.1 Info and Relationships (Level A) - Tables are used for tabular data. Where necessary, data cells are associated with their headers. Data table captions and summaries are used where appropriate.** | WebAIM Tables | Tables are only for data; never use tables to format a page to look prettier or create columns. All tables should have column headers that are tagged correctly with the TH tag, not simply bolded. If your data is too complex for a table with a single header row, seek a different way to present your data. | xxx |
| N/A | Pass | Fail | **1.3.1 Info and Relationships (Level A) - Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend.** | | Advanced | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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

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|---|---|---|---|---|---|---|
| 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 (circled) | 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 (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 (circled) | 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 (circled) | 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, circled) | 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 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 (circled) | 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 (circled) | 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 (circled) | 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** | [WCAG Understanding Guideline 4.1](#) | | |
| The Compatible section relates to HTML/XHTML errors and markups. Note: this | | | |

| | | | | | |
|---|---|---|---|---|---|
| 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** The Text Alternative section relates to images, form image buttons, image maps, | | | **WebAIM Alternate Text** **WCAG Understanding Guideline 1.1** | | |
| N/A | Pass ✓ | Fail | **WCAG 1.1.1 Non-text Content** | **1.1.1 - All images, form image buttons, and image map hot spots have appropriate, equivalent alternative 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"> |
| 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, | | | **WebAIM Captions, Transcripts, and Audio Descriptions** **WCAG Understanding Guideline 1.2** | | |

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|---|---|---|---|---|---|
| N/A ✓ Pass Fail | | **1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A descriptive text transcript (including all relevant visual and auditory clues and indicators) is provided for non-live, web-based audio (audio podcasts, MP3 files, etc.).** | WCAG 1.2.1 Prerecorded Audio-only and Video-only | Podcasts and audio need transcripts, including indications of laughter and notes when another person is speaking. | An audio recording of a chemistry lecture has a full text transcript noting the sound of a breaking beaker. |
| N/A ✓ Pass Fail | | **1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A text or audio description is provided for non-live, web-based video-only (e.g., video that has no audio track).** | | For video media without audio, a full text description is needed. | An animation of the heart beating has text describing the flow of blood through the heart. |
| N/A ✓ Pass Fail | | **1.2.2 - Captions (Prerecorded) (Level A) - Synchronized captions are provided for non-live, web-based video (YouTube videos, etc.)** | WCAG 1.2.2 Captions (Prerecorded) | All speech in prerecorded video is captioned. | A campus tour video has captions of all that the narrator says as he says it. |
| N/A ✓ Pass Fail | | **1.2.3 Audio Description or Media Alternative (Prerecorded) (Level AA) - A descriptive text transcript OR audio description audio track is provided for non-live, web-based video** | WCAG 1.2.3 Audio Description or Media Alternative (Prerecorded) | A secondary caption track has speech captioning along with notes about sound cues. If this cannot be included in the video, the transcript is 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 (<ul>, <ol>, and <dl>), emphasized or special text (<strong>, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately.** | WebAIM Semantic markup | Use heading tags and organizational tags, like ordered or unordered lists. A long page of text is broken into chunks using headings so that the user may skip entire sections. Do not use text size or bolding to create headings. | A long page of text is broken into chunks using headings so that the user may skip entire sections. |
| N/A ✓ Pass Fail | | **1.3.1 Info and Relationships (Level A) - Tables are used for tabular data. Where necessary, data cells are associated with their headers. Data table captions and summaries are used where appropriate.** | WebAIM Tables | Tables are only for data; never use tables to format a page to look prettier or create columns. All tables should have column headers that are tagged correctly with the TH tag, not simply bolded. If your data is too complex for a table with a single header row, seek a different way to present your data. | xxx |
| N/A ✓ Pass Fail | | **1.3.1 Info and Relationships (Level A) - Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend.** | | Advanced | |

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|---|---|---|---|---|---|---|
| N/A | Pass ✓ | Fail | **1.3.2 Meaningful Sequence (Level A) - The reading and navigation order (determined by code order) is logical and intuitive.** | WebAIM reading and navigation order | Advanced | |
| N/A | Pass ✓ | Fail | **1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column").** | WCAG 1.3.3 Sensory Characteristics | Never reference another element on the page by shape, size, location or color. | Never say, "Click Raidernet at the top of the page." Instead provide link to Raidernet. |
| N/A | Pass ✓ | Fail | **1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").** | | Do not use sounds for instructions. | Do not use "a beeping sound means you can continue" or "you will hear a gong if this is wrong." |
| | | | **Guideline 1.4 Distinguishable: Make it easier for users to see and** | | | |
| | | | 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** | | |

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

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

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| N/A | ✓ Pass | Fail | **2.4.7 Focus Visible (Level AA) - It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are).** | WCAG 2.4.7 Focus Visible | As you tab through the page, it is obvious where keyboard focus is. | Tabbing through a set of bulleted links shows a standard browser tab focus. |

**Understandable:** Content and interface are understandable.

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| **Guideline 3.1 Readable: Make text content readable and** | | | | | | |
| 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. |

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|---|---|---|---|---|---|
| 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** | |

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| 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 |

# Pearson Accessibility Statements

Pearson Higher Education is the leader in accessibility and intends to continue leading the charge for compliance with the WCAG 2.0 AA standards. For all new all new digital products and materials. Our goal is full compliance, with modifications when necessary that meet or exceed standards articulated by the Office for Civil Rights. We are also working towards refreshing or replacing older content.

## We're here to help

Earlier this year we established a team of accessibility specialists within our 24/7 North American Higher Education Customer Technical Support Group. They are available to help you and your students with a wide range of issues, including but not limited too:

- Troubleshooting end user assistive technology issues within our product platforms
- Screen Readers such as JAWS, Window Eyes, NVDA, VoiceOver, etc.
- The assistive technology we support for your students
- Mobile programs that work with assistive technologies – Android Talkback & VoiceOver
- If you need a VPAT or other accessibility documentation
- Requests for closed-captioned videos, transcripts; help with color contrast issues

Please reach out to this team for these and any other related accessibility issues. We will do our best to assist you and your students.

- The team accepts tickets 24/7 and tries to reach out to the end user within 24 hours
- You can reach them via email, at disability.support@pearson.com
- Advise the agent this is an Accessibility issue. The agent will open a ticket for you and ask you for the information the Accessibility team needs.

## Higher Education Accessibility Statement:

http://www.pearsonhighered.com/educator/accessibility/index.page

## At Pearson, we value every learner.

Pearson's defining goal — to help people make progress in their lives through learning — can only be fulfilled when our educational materials are accessible to all users, including persons with disabilities.

## Our commitment

We are committed to access for persons with disabilities as part of the fabric of our learning materials, our development processes, our innovation efforts, and our employee culture. We are also committed

to providing clear and straightforward statements on the accessibility of our products, so that our customers can plan appropriately. Accessibility and achievement go hand in hand. We need to eliminate any barriers that hinder a student's opportunity to learn or opportunity to demonstrate that learning. **Our commitment is embodied in specific policies and services:**

- **Alternate Text Files** are available for qualified students and instructors upon request and at no added cost, provided the student has purchased a copy of the print textbook. Files may be ordered directly from Pearson's automated disability request server or via Access Text Network, a clearinghouse for files from all major higher education publishers.
- If you have a student who has a verified disability that prevents him or her from using standard instructional materials, please have your school's Disabilities Service Coordinator or other school official fill out this request form and agreement for the electronic file the student requires.
- **Accessible eBooks:** Many of our leading textbooks are now offered as HTML eBooks for students using assistive technology to access course materials. Compatible with JAWS and other Windows screen readers, HTML eBooks are national texts published in HTML and, when appropriate, MathML to offer students:
    - • complete core content, including text and images, in single column presentation.
    - • alternative text descriptions for all important figures and photos.
    - • enhanced navigation support, including interactive table of contents, go-to-page functionality, and keyboard access.
- HTML eBooks are provided on the corresponding MyLab site so that all students can access needed texts at the same place, at the same time, and at the same price. Students who will be using a Mathematics, Economics, or other quantitative title with a Windows screen reader need only to download the free Design Science MathPlayer.
- To learn more about HTML eBooks, please email disability.support@pearson.com.
- **Pearson Guidelines for Accessible Educational Web Media.** We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines 2.0 (WCAG 2) as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts. http://wps.pearsoned.com/accessibility/115/29601/7577872.cw/index.html

- To help our developers to follow these standards most effectively for educational content, we've created the Pearson Guidelines for Accessible Educational Web Media. These guidelines form the basis of our accessibility policies and efforts.

## Our goal

Pearson continues to make steady progress in developing our learning platforms, rich media assets, and indeed all content as accessible as possible to all of our customers. We regularly review our existing platforms and content to improve accessibility with each release. Please check this space for regular updates. Please direct any questions to disability.support@pearson.com.

## Pearson Global Accessibility Statement:

https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/responsibility/Pearson_Statement_Accessibility_final_dec-2012.pdf

At Pearson we aspire to help all people make progress in their lives through all kinds of learning.

Why – because learning is a passport to improved rates of employability, higher living standards, social mobility and increased levels of general well being within society.

Our approach towards accessibility is shaped both by our company values and purpose. We believe that every person should enjoy access to learning, regardless of disability.

Our goal is to reach a time when people who currently need additional help to access our products or are not able to do so can access the same or equivalent content, at the same time as everyone else and with similar ease of use.

Technology is helping us make progress towards that goal. This statement sets out the framework of commitments through which Pearson operating companies apply our approach to accessibility. These commitments are global in scope.

Standards
Pearson plays an active role in contributing to the development of international guidelines, compliance and standards for accessibility.

Management
Leaders on accessibility have been and will continue to be designated across Pearson's businesses. Those leaders regularly collaborate with each other and will continue to do so.

Training

Standard Pearson-wide training on accessibility issues is being implemented for all employees, relevant to their roles, national context and aligned with their skill-sets.


Communication

Effective communication is a vital part of Pearson's approach to accessibility. Leaders share good practice, ongoing activities and results with their teams, across the business and with wider stakeholders.

Product and service development

A concern for accessibility should be integral to the design of new products, technological processes and external services. Existing products must be evaluated and priorities set for improvement.

Integration

Accessibility is integral to the Pearson brand and reflected in compliance; new product development and product-enhancement; outward service for users; and good internal communication on accessibility processes and workflows.

# Is an accessible EPUB3 version of the book available for purchase?

Pearson has contributed greatly to the development of the industry standards for accessible eBooks, especially the EDUPUB format (a type of EPUB3 developed for educational content with robust accessibility functionality). Many of our digital textbooks published and sold after 2013 are available for purchase as EPUB3. In addition, most of our titles are available in EPUB3 format from VitalSource, whose eBook platform is highly accessible.

# Will an alternative accessible tagged and open PDF or alternative accessible xml/html/html5 eBook be available at the time of adoption if an accessible EPUB3 version is not available?

In addition to EPUB3, many of our leading textbooks are now offered as HTML eBooks for students using assistive technology to access course materials. Compatible with JAWS and other Windows screen readers, Pearson HTML eBooks are national texts published in HTML and, when appropriate, MathML to offer students:

- complete core content, including text and images, in single column presentation.
- alternative text descriptions for all important figures and photos.
- enhanced navigation support, including interactive table of contents, go-to-page functionality, and keyboard access.

HTML eBooks are provided on the corresponding MyLab site so that all students can access needed texts at the same place, at the same time, and at the same price. Students who will be using a Mathematics, Economics, or other quantitative title with a Windows screen reader need only to download the free Design Science MathPlayer. To learn more about HTML eBooks, please email disability.support@pearson.com and put "HTML eBook" in the subject line.

# Is an accessible EPUB3 version of the book available for purchase?

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We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines 2.0 (WCAG 2) as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts. To help our developers to follow these standards most effectively for educational content, we've created the Pearson Guidelines for Accessible Educational Web Media. These guidelines form the basis of our accessibility policies and efforts and are available to the public. http://wps.pearsoned.com/accessibility/115/29601/7577872.cw/index.html .

Alternate Text Files are available for qualified students and instructors upon request, provided the student has purchased or rented a copy of the print textbook. Files may be ordered directly from Pearson's automated disability request server or via Access Text Network, a clearinghouse for files from all major higher education publishers. If you have a student who has a verified disability that prevents him or her from using standard instructional materials, please have your school's Disability Services Coordinator or other school official fill out this request form and agreement for the electronic file the student requires.

# Pearson | MyNursingLab™ 2014
# 508 Voluntary Product Accessibility Template™

# Table of Contents

# Accessibility Statement

## At Pearson, we value every learner.

Pearson's defining goal — to help people make progress in their lives through learning — can only be fulfilled when our educational materials are accessible to all users, including persons with disabilities.

## Our commitment

We are committed to access for persons with disabilities as part of the fabric of our learning materials, our development processes, our innovation efforts, and our employee culture. We are also committed to providing clear and straightforward statements on the accessibility of our products, so that our customers can plan appropriately. Accessibility and achievement go hand in hand. We need to eliminate any barriers that hinder a student's opportunity to learn or opportunity to demonstrate that learning.

### Our commitment is embodied in specific policies and services

**Alternate Text Files** are available for qualified students and instructors upon request and at no added cost, provided the student has purchased a copy of the print textbook. Files may be ordered directly from Pearson's automated disability request server or via Access Text Network, a clearinghouse for files from all major higher education publishers.

**Accessible eBooks** Many of our leading textbooks are now offered as HTML eBooks for students using assistive technology to access course materials. Compatible with JAWS and other Windows screen readers, HTML eBooks are national texts published in HTML and, when appropriate, MathML to offer students:

- complete core content, including text and images, in single column presentation.
- alternative text descriptions for all important figures and photos.
- enhanced navigation support, including interactive table of contents, go-to-page functionality, and keyboard access.

HTML eBooks are provided on the corresponding MyLab site so that all students can access needed texts at the same place, at the same time, and at the same price. Students who will be using a Mathematics, Economics, or other quantitative title with a Windows screen reader need only to download the free Design Science MathPlayer.

To learn more about HTML eBooks, contact your Pearson representative or email mailto:disability.support@pearson.com.

**Pearson Guidelines for Accessible Educational Web Media** We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines 2.0 (WCAG 2) as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts.

To help our developers to follow these standards most effectively for educational content, we've created the Pearson Guidelines for Accessible Educational Web Media. These guidelines form the basis of our accessibility policies and efforts.

## Our goal

Pearson continues to make steady progress in developing our learning platforms, rich media assets, and indeed all content as accessible as possible to all of our customers. We regularly review our existing platforms and content to improve accessibility with each release.

Please direct any questions to disability.support@pearson.com.

# Purpose and Overview

## Voluntary Product Accessibility Template®

**Version 1.0**

The purpose of this **508 Voluntary Product Accessibility Template**, or **VPAT**™, is to assist users and customers in making preliminary assessments regarding the features in learning platforms that support accessibility.

The first table of this VPAT 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:** | **October 14, 2014** |
| **Name of Product:** | **Pearson MyNursingLab**™ |
| **General Comments:** | Information in this VPAT is relevant to the MyNursingLab™ content only. |
| | Common sections of the MyLabs™ content are: Main Page, Log-in Page, Course Home, How to Succeed in This Course, Multimedia Library, eText, Instructor Tools, Instructor Support, Student Support. |
| | Unique sections of MyNursingLab™ are: Maternal- Newborn Nursing, Case Studies, Multimedia Library: Introduction Modules, Review Modules. Course Resources: Procedure Reviews, Videos and Animations, Textbook Correlation Guides. |
| **URL:** | www.pearsonmylabmastering.com |
| **Contact for more Information:** | disability.support@pearson.com |

# Summary Table

## Voluntary Product Accessibility Template®

| Summary Table | | |
| --- | --- | --- |
| **Criteria** | **Supporting Features** | **Remarks and explanations** |
| Section 1194.21 Software Applications and Operating Systems | Not Applicable | MyNursingLab™ is a web-based product. |
| Section 1194.22 Web-based internet information and applications | Supports with Exceptions | Please refer to the section details. |
| Section 1194.23 Telecommunications Products | Not Applicable | MyNursingLab™ is not a telecommunications product. |
| Section 1194.24 Video and Multi-media Products | Supports with Exceptions | Please refer to the section details. |
| Section 1194.25 Self-Contained, Closed Products | Not Applicable | MyNursingLab™ is not a self-contained product. |
| Section 1194.26 Desktop and Portable Computers | Not Applicable | MyNursingLab™ is not a hardware product. |
| Section 1194.31 Functional Performance Criteria | Supports with Exceptions | Please refer to the section details. |
| Section 1194.41 (a) Information, Documentation and Support | Supports | Please refer to the section details. |

# Web-based Internet information and applications

## Voluntary Product Accessibility Template®

| Section 1194.22 Web-based Internet information and applications - Detail | | |
|---|---|---|
| **Criteria** | **Supporting Features** | **Remarks and explanations** |
| (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content). | **Supported with exceptions** | Course Home and website content (Communication Tools, Study Plan, Multi Media Library, Instructor and Student Resources) all provide text equivalents for images and buttons. Book images and text in the Pearson eText textbooks do not have alt text. The Pearson Video player, for the Videos and Animations have buttons that are tagged, but not all controls are accessible via the keyboard. The images in the Animations do not have a text equivalent. Module Introductions have images (illustrative) that do not provide alt text. Reviews have images (illustrative) that do not provide alt text. The Nursing Resources Website has images (illustrative) that do not provide alt text. |
| (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation. | **Supported with exceptions** | Videos in the multimedia library provide captions, but do not provide audio descriptions. The Animations provide captions, but do not provide audio descriptions |

| | | |
|---|---|---|
| (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup. | **Supported** | No information relies on color alone. |
| (d) Documents shall be organized so they are readable without requiring an associated style sheet. | **Supported** | All documents are readable without an associated style sheet. |
| (e) Redundant text links shall be provided for each active region of a server-side image map. | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape. | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (g) Row and column headers shall be identified for data tables. | **Partially Supported** | Cells are not always linked to data headers where tables are used in some sections under the Instruction Tools, such as the Instructor Resources and the Textbook Correlation Guides (PDF). This could cause confusion for visually impaired users that use a screen reader, when the table contains empty data cells. |
| (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. | **Partially Supported** | See (g). |
| (i) Frames shall be titled with text that facilitates frame identification and navigation | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (j) Pages shall be designed to avoid causing the screen to | **Supported** | Pages do not have content that blink, flash, or flicker. |

flicker with a frequency greater than 2 Hz and lower than 55 Hz.

| | | |
|---|---|---|
| (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes. | **Supported with exceptions** | Static PDFs of interactive eText content are available upon request. |
| (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology. | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l). | **Supported** | Any necessary downloads are specified at the log-in screen of the MyNursingLab website. |
| (n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. | **Supported** | Form fields on the user log-in on the sign-in page are linked and tagged with the exception of the Search by Title field on the Nursing Resources Website.<br><br>All list boxes, drop down boxes, entry fields and check boxes throughout the site have been made accessible. |
| (o) A method shall be provided that permits users to skip repetitive navigation links. | **Partially Supported** | Skip navigation links are provided on the Course Home pages. |

(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

**Not Supported**

# Video and Multi-media Products

## Voluntary Product Accessibility Template®

| 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 circuitry appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. | Not Applicable | Not applicable to MyNursingLab assets. |
| (b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry. | Not Applicable | Not applicable to MyNursingLab assets. |
| (c) All training and | Partially Supported | Videos in the multimedia library |

| | | |
|---|---|---|
| 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. | | provide captions. The Animations provide captions. |
| 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 comprehension of the content, shall be audio described. | **Not Supported** | Videos in the multimedia library do not provide audio descriptions. |
| (e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent. | **Supported where applicable** | The available captions can be turned on/off. |

# Functional and Performance Criteria

## Voluntary Product Accessibility Template®

| Section 1194.31 Functional Performance Criteria - Detail | | |
|---|---|---|
| **Criteria** | **Supporting Features** | **Remarks and explanations** |
| (a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided. | **Supported with exceptions** | Course Home and website content (Communication Tools, Study Plan, Multi Media Library, Test Results, Instructor and Student Resources) all have been made accessible to screen readers, with exception of some of the data tables and graphs.<br><br>Videos and Animations do not have audio descriptions. The progress bar and volume controls are not accessible via the keyboard.<br>Module Introductions have images that do not provide alt text, some illustrative, some integral to the content.<br>Nursing Resources Website is mostly accessible, with the exception of windowless pop-ups, that do not isolate the content for the screen reader. |
| (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. | **Supported with exceptions.** | eText audio is available.<br><br>Videos in the multimedia library do not provide audio descriptions.<br>Animations do not provide audio descriptions. |
| (c) At least one mode of | **Supported** | Videos in the multimedia library |

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

provide captions.

Animations in the multimedia library provide captions.

| | | |
|---|---|---|
| (d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided. | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (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. | **Not Applicable** | Not applicable to MyNursingLab assets. |
| (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. | **Supported with exceptions.** | Course Home and website content (Communication Tools, Study Plan, Multi Media Library, Test Results, Instructor and Student Resources) all provide keyboard accessibility.<br><br>Learning Path Modules do not show rollovers on keyboard focus.<br>Course Resources main page lacks visible focus, making keyboard navigation and button selection difficult.<br>Videos and Animations are keyboard accessible, except for the progress bar and volume controls.<br>Reviews have navigation controls that are not keyboard accessible.<br>Nursing Resources Website is mostly keyboard accessible with |

the exception of a lack of visible focus on the main selection buttons on the main page.

# Information, Documentation and Support

## Voluntary Product Accessibility Template[®]

| Section 1194.41 Information, Documentation, and Support - Detail | | |
|---|---|---|
| **Criteria** | **Supporting Features** | **Remarks and explanations** |
| Section 1194.41 (a) Product Support Documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge. | **Supported** | Available upon request. |
| Section 1194.41 (b) Accessibility and Compatibility Features. 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. | **Supported** | Static PDFs of interactive eText content are available upon request.<br><br>Static, text-only documents listing Flashcard terms and definitions are available upon request.<br><br>For support and other inquiries please contact:<br>disability.support@pearson.com |
| 1194.41 (c) Support Services for products shall accommodate the communication needs of end-users with disabilities. | **Supported** | Available upon request.<br><br>For support and other inquiries please contact:<br>disability.support@pearson.com |