

**Accessible Informational Material & Technology Adoption/Procurement Checklist**

<b>Requestor</b>	Robin Leib		
<b>Department/Unit</b>	Learning Center/Learning Support	AIMT Reviewer	<input type="text"/>
<b>Product Name</b>	WCOOnline		
<b>Product Version</b>	5.5.7.10		
<b>Product Vendor</b>	26 Design		
<b>Vendor Contact</b>	Carla Hay		
<b>Vendor Contact Email</b>	carla@26llc.com		
<b>Vendor Contact Phone</b>	866.566.1746 954.652.2168		
<b>IMT Users</b>	students and learning center employees		
<b>IMT Usage</b>	scheduling software for tutoring sessions and group sessions; allows for reminders of appointments		
<b>Cost</b>	715.00 per subscription		

**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)

✓
✓
✓

- Web Content Accessibility Guidelines 2.0 A & AA
- EPUB3 Accessibility Guidelines
- Section 508 & VPAT

**Market Analysis for Standards Conformance**

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


**General Exemptions to Conformance Guidelines**

**Only Administrative Executive can authorize an exemption**

No accessible alternative IMT (Must have Alternative Access Plan)

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

**Requestor** Robin Leib Date March 31 '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 4/5/17  
 Accessibility Liaison Sign here only when ready to forward to step 3

**Step 3 Adoption or Procurement**

Initial all appropriate boxes or N/A  
 (Initials & Date)  
 (Initials & Date)  
 (Initials & Date)

**Adoption Completed**

**Buyer AIMT Procurement Checklist Completed**

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

Accessibility Liaison  
**Final Signature** [Signature] Date 4/5/17  
 Appropriate Vice President Approval

\* applicable requirements are essential/preferred functionality

## Alternate Access Plan

### Purpose of the Alternate Access Plan

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

### Instructions

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

### Section 1. Plan Creator Information

Name Robin Leib	Title Learning Center Specialist	Unit Learning Center/Learning Support	Date March 31, 2017
Office Phone 354.3000 ext. 2326	Office Location Oak Ridge F-101B Learning Center	Postal	

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


Affected product is a:	Scheduling Software
Product Name:	WOnline
Product Description:	Scheduling Software
Product Purpose:	Product allows students and Learning Center staff to schedule tutoring sessions and study groups, communicate with students via reminder emails for appointment, allocate resources more effectively, and track and monitor student traffic.

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

<p><b>1. Description of the issue:</b> Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines.</p>	<p>The primary issue is 1.1.1 and 1.3.1 entailing movement throughout the schedule. A visually impaired student would not only not be able to identify the various parts of the schedule (tutors’ name, days of the week, times) but also not be able to click on the right time and make an appointment.</p>
<p><b>2. Persons or groups affected:</b> 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.).</p>	<p>Significantly visually impaired students and employees</p>
<p><b>3. Responsible person(s):</b> 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.</p>	<p>The Learning Center hires a part-time receptionist who monitors the WOnline schedule. Further, all tutors and in particular full-time Learning Center staff (Anna Davis, Math Specialist, Oak Ridge; Robin Leib, Learning Center Specialist, Oak Ridge; Nancy Rodgers, Math Specialist, Harriman; Jenny Rowan, Learning Center Specialist, Harriman; Mike Hill, Director of Learning Centers and Student Services) will be responsible for implementing equally effective alternative access.</p>
<p><b>4. How will AA be provided:</b> 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.</p>	<p>Anyone wanting an appointment with a tutor can either call to request that an appointment be set up for them (much in the same way as a doctor’s office sets up appointments for patients) or students can come in on a walk-in basis.</p> <p>Students will still be provided with tutoring services.</p> <p>WOnline allows for overall smoother operations of our entire systems and resources; however, if someone were unable to make an appointment, they would still receive tutoring services.</p>
<p><b>5. AA Resources Required:</b> List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.</p>	<p>None. We already implement this procedure for students who call in for appointments.</p>
<p><b>6. Repair Information:</b> 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.</p>	
<p><b>7. Timeline for Unforeseen events:</b> 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.</p>	

### 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.

<p>Department Head [or other responsible party]</p>		<p>Date: 3/31/17</p>
<p>Executive [or other responsible executive]</p>		<p>Date:</p>

*M. J. Wood*  
3/16/17

Accessibility Rubric			Support Links	Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)	Common example
26 Design - WC Online					
Tennessee House Bill 1857 (Senate Bill 1692) established the need for minimum					
<b>Perceivable:</b> Content is made available to the senses - sight, hearing, and/or touch.					
<b>Guideline 1.1 Text Alternatives: Provide text alternatives for any</b>			<a href="#">WebAIM Alternate Text</a>		
The Text Alternative section relates to images, form image buttons, image maps,			<a href="#">WCAG Understanding Guideline 1.1</a>		
N/A	Pass	Fail	1.1.1 - All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text. <i>Form buttons missing alt text</i>	<a href="#">WCAG 1.1.1 Non-text Content</a>	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.  
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. <i>logo not marked decorative</i>		Always use alt attributes on images. If the image is not important to the content, use alt="".  
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">
<b>Guideline 1.2 Timed-based Media: Provide alternatives for time-based media</b>			<a href="#">WebAIM Captions, Transcripts, and Audio Descriptions</a>		
The Time-based Media section relates to audio files, video files, links to audio files, or			<a href="#">WCAG Understanding Guideline 1.2</a>		
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.).	<a href="#">WCAG 1.2.1 Prerecorded Audio-only and Video-only</a>	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.)	<a href="#">WCAG 1.2.2 Captions (Prerecorded)</a>	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	<a href="#">WCAG 1.2.3 Audio Description or Media Alternative (Prerecorded)</a>	A secondary caption track has speech captioning along with notes about sound cues. If this cannot be included in the video, the transcript is available as a link from the page.	During a baseball video, the narrator is being captioned, and all the individual sounds from the baseball field are also noted, such as "bat loudly hits a ball".
N/A	Pass	Fail	1.2.4 Captions (Live) (Level AA) - Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, Flash animations, etc.)	<a href="#">WCAG 1.2.4 Captions (Live)</a>	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	<a href="#">WCAG 1.2.5 Audio Description (Prerecorded)</a>	Audio descriptions are needed for things a visually impaired individual can't see.	In a video, an audio track identifies when an instructor gestures to identify something on a board.
<b>Guideline 1.3 Adaptable: Create content that can be presented in</b>						
The Adaptable section relates to web pages and how HTML code should be written.			<a href="#">WCAG Understanding Guideline 1.3</a>			
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.	<a href="#">WebAIM Semantic markup</a>	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	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.	<a href="#">WebAIM Tables</a>	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	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.	<a href="#">WebAIM reading and navigation order</a>	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").	<a href="#">WCAG 1.3.3 Sensory Characteristics</a>	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."
<b>Guideline 1.4 Distinguishable: Make it easier for users to see and</b>						

# WCO Online by Twenty Six Design Software

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 <b>Perceivable</b> : Content is made available to the senses - sight, hearing, and/or touch.					
<b>Guideline 1.1 Text Alternatives: Provide text alternatives for any</b> The Text Alternative section relates to images, form image buttons, image maps,			<a href="#">WebAIM Alternate Text</a> <a href="#">WCAG Understanding Guideline 1.1</a>		
N/A	Pass	<b>1.1.1 - All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text.</b> <i>Most form buttons missing descriptive text.</i>	<a href="#">WCAG 1.1.1 Non-text Content</a>	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.	
N/A	Pass	<b>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.</b> <i>Logo not marked decorative</i>		Always use alt attributes on images. If the image is not important to the content, use alt="".	
N/A	Pass	<b>1.1.1 - Equivalent alternatives to complex images are provided in context or on a separate (linked and/or referenced via longdesc) page.</b>		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	<b>1.1.1 - Form buttons have a descriptive value.</b>		A button's text should describe its action.	Search button should say "search".
N/A	Pass	<b>1.1.1 - Form inputs have associated text labels or, if labels cannot be used, a descriptive title attribute.</b>		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	<b>1.1.1 - Embedded multimedia is identified via accessible text.</b>		Embedded multimedia should be introduced with headings or text.	A group of YouTube videos is introduced by a heading or text.
N/A	Pass	<b>1.1.1 - Frames are appropriately titled.</b>		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">
<b>Guideline 1.2 Timed-based Media: Provide alternatives for time-based media</b> The Time-based Media section relates to audio files, video files, links to audio files, or			<a href="#">WebAIM Captions, Transcripts, and Audio Descriptions</a> <a href="#">WCAG Understanding Guideline 1.2</a>		
N/A	Pass	<b>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.).</b>	<a href="#">WCAG 1.2.1 Prerecorded Audio-only and Video-only</a>	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.)	<a href="#">WCAG 1.2.2 Captions (Prerecorded)</a>	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	<a href="#">WCAG 1.2.3 Audio Description or Media Alternative (Prerecorded)</a>	A secondary caption track has speech captioning along with notes about sound cues. If this cannot be included in the video, the transcript is available as a link from the page. For live content, there has to be live captioning.	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". During commencement, there is live captioning on the stream.
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.)	<a href="#">WCAG 1.2.4 Captions (Live)</a>		
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	<a href="#">WCAG 1.2.5 Audio Description (Prerecorded)</a>	Audio descriptions are needed for things a visually impaired individual can't see.	In a video, an audio track identifies when an instructor gestures to identify something on a board.
<b>Guideline 1.3 Adaptable: Create content that can be presented in</b>						
The Adaptable section relates to web pages and how HTML code should be written.			<a href="#">WCAG Understanding Guideline 1.3</a>			
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.	<a href="#">WebAIM Semantic markup</a>	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	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. <i>Can't tab through data</i>	<a href="#">WebAIM Tables</a>	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	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.	<a href="#">WebAIM reading and navigation order</a>	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").	<a href="#">WCAG 1.3.3 Sensory Characteristics</a>	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."
<b>Guideline 1.4 Distinguishable: Make it easier for users to see and</b>						

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).			<a href="#">WCAG Understanding Guideline 1.4</a>			
N/A	Pass	Fail	<b>1.4.1 Use of Color (Level A) - Color is not used as the sole method of conveying content or distinguishing visual elements.</b>	<a href="#">WCAG 1.4.1 Use of Color</a>	Don't use color alone to identify importance.	On a map, don't just say "Follow the red route."
N/A	Pass	Fail	<b>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.</b>		Links may not be 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	<b>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.</b>	<a href="#">WCAG 1.4.2 Audio Control</a>	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	<b>1.4.3 Contrast (Minimum) (Level AA) - Text and images of text have a contrast ratio of at least 4.5:1.</b>	<a href="#">WCAG 1.4.3 Contrast (Minimum)</a>	Text should strongly contrast with whatever is behind it.	Black text, white background.
N/A	Pass	Fail	<b>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</b>		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	<b>1.4.4 Resize Text (Level AA) - The page is readable and functional when the text size is doubled.</b>	<a href="#">WCAG 1.4.4 Resize text</a>	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	<b>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.</b>	<a href="#">WCAG 1.4.5 Images of Text</a>	Never make images of text, even if it looks prettier. Leave text as text. Logos are an allowed exception.	xxx
<b>Operable:</b> Interface forms, controls, and navigation are operable.						
<b>Guideline 2.1 Keyboard Accessible: Make all functionality available</b>						
The Keyboard Accessible section relates to the users ability to perform all tasks using			<a href="#">WCAG Understanding Guideline 2.1</a>			
N/A	Pass	Fail	<b>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).</b>	<a href="#">WCAG 2.1.1 Keyboard</a>	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	<b>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.</b>		Advanced	
N/A	Pass	Fail	<b>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.</b>	<a href="#">WCAG 2.1.2 No Keyboard Trap</a>	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.
<b>Guideline 2.2 Enough Time: Provide users enough time to read</b>						
The Enough Time section relates to time limits and the ability to pause or stop media			<a href="#">WCAG Understanding Guideline 2.2</a>			



N/A	Pass	Fail	<b>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.</b>	<a href="#">WCAG 2.2.1 Timing Adjustable</a>	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	<b>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</b>	<a href="#">WCAG 2.2.2 Pause, Stop, Hide</a>	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	<b>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.</b>		Advanced	
<b>Guideline 2.3 Seizures: Do not design content in a way that is</b>			The Seizures section relates to the flashing of page content. JUST Don't Do It.	<a href="#">WCAG Understanding Guideline 2.3</a>		
N/A	Pass	Fail	<b>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.</b>	<a href="#">WebAIM Seizure Disorders</a>	Do not use flashing items on the page.	The page doesn't flash.
<b>Guideline 2.4 Navigable: Provide ways to help users navigate, find</b>			The Navigable section relates to web page elements. Navigation is logical, pages	<a href="#">WCAG Understanding Guideline 2.4</a>		
N/A	Pass	Fail	<b>2.4.1 Bypass Blocks (Level A) - A link is provided to skip navigation and other page elements that are repeated across web pages.</b>	<a href="#">WCAG 2.4.1 Bypass Blocks</a>	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	<b>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.</b>		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	<b>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.</b>		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	<b>2.4.2 Page Titled (Level A) - The web page has a descriptive and informative page title.</b> <i>Does not title page</i>	<a href="#">WCAG 2.4.2 Page Titled</a>	Title the page.	"Lesson 45 - MATH1010 - Roane State." Do not leave title as "Untitled", "Page", "Roane State",
N/A	Pass	Fail	<b>2.4.3 Focus Order (Level A) - The navigation order of links, form elements, etc. is logical and intuitive.</b>	<a href="#">WCAG 2.4.3 Focus Order</a>	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	<b>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).</b>	<a href="#">WCAG 2.4.4 Link Purpose (In Context)</a>	The text of the link should be a description of where it goes in human language. Do not use "click here" as a link. Avoid unnecessary display of actual URL when possible.	Proper use example: "If you would like to find out more, please see the Library of Congress' website." In this example "Library of Congress' website" would be the link is to "http://www.loc.gov". Do not use "click here". Do not use "For more information, please see	
N/A	Pass	Fail	<b>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.</b>		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	<b>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.</b>	<a href="#">WCAG 2.4.5 Multiple Ways</a>	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	<b>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</b> <i>Because time slots read "column" over again -</i>	<a href="#">WCAG 2.4.6 Headings and Labels</a>	Use unique heading and label text.	There are not two "More Information" headings or two "First Name" labels.	
N/A	Pass	Fail	<b>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).</b>	<a href="#">WCAG 2.4.7 Focus Visible</a>	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.	
<b>Understandable: Content and interface are understandable.</b>							
<b>Guideline 3.1 Readable: Make text content readable and</b>							
The Readable section relates to the language of a web page. The default and foreign							
<a href="#">WCAG Understanding Guideline 3.1</a>							
N/A	Pass	Fail	<b>3.1.1 Language of Page (Level A) - The language of the page is identified using the HTML lang attribute (&lt;html lang="en"&gt;, for example).</b>	<a href="#">WCAG 3.1.1 Language of Page</a>	The page's html tag has a lang attribute of "en"	<html lang="en">	
N/A	Pass	Fail	<b>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., &lt;blockquote lang="es"&gt;).</b>	<a href="#">WCAG 3.1.2 Language of Parts</a>	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".	
<b>Guideline 3.2 Predictable: Make Web pages appear and operate in</b>							
The Predictable section relates to web page elements and navigation. Note: this							
<a href="#">WCAG Understanding Guideline 3.2</a>							
N/A	Pass	Fail	<b>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.</b>	<a href="#">WCAG 3.2.1 On Focus</a>	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	<b>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.</b>	<a href="#">WCAG 3.2.2 On Input</a>	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	<b>3.2.3 Consistent Navigation (Level AA) - Navigation links that are repeated on web pages do not change order when navigating through the site.</b>	<a href="#">WCAG 3.2.3 Consistent Navigation</a>	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	<b>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.</b>	<a href="#">WCAG 3.2.4 Consistent Identification</a>	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.
			<b>Guideline 3.3 Input Assistance: Help users avoid and correct</b>			
			The Input Assistance section relates to web page forms, errors, instructions, and	<a href="#">WCAG Understanding Guideline 3.3</a>		
N/A	Pass	Fail	<b>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</b>	<a href="#">WCAG 3.3.1 Error Identification</a>	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	<b>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.</b>	<a href="#">WebAIM form validation</a>	<i>boxed entry is not clearly labeled</i> Advanced	
N/A	Pass	Fail	<b>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.</b> <i>→ labels not labeled</i>	<a href="#">WCAG 3.3.2 Labels or Instructions</a>	Forms have instructions for what a user needs to do. All input items are clearly and uniquely marked.	A form for requesting more information makes it clear the purpose of the form. Each input is marked with labels such as "First Name", "Last Name". There are "Phone" and "Email" fields instead of an ambiguous "Contact" input.
N/A	Pass	Fail	<b>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.</b>	<a href="#">WCAG 3.3.3 Error Suggestion</a>	Advanced	
N/A	Pass	Fail	<b>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.</b>	<a href="#">WCAG 3.3.4 Error Prevention (Legal, Financial, Data)</a>	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.
			<b>Robust:</b> Content can be used reliably by a wide variety of user agents, including			
			<b>Guideline 4.1 Compatible: Maximize compatibility with current and</b>			
			The Compatible section relates to HTML/XHTML errors and markups. Note: this	<a href="#">WCAG Understanding Guideline 4.1</a>		
N/A	Pass	Fail	<b>4.1.1 Parsing (Level A) - Significant HTML/XHTML validation/parsing errors are avoided. Check at <a href="http://validator.w3.org/">http://validator.w3.org/</a></b>	<a href="#">WCAG 4.1.1 Parsing</a>	Check for source code errors using W3C validator.	
N/A	Pass	Fail	<b>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.</b> <i>because of form labels</i>	<a href="#">WCAG 4.1.2 Name, Role, Value</a>	Advanced	



**Voluntary Product Accessibility Template (VPAT)**

Date: August 5, 2015  
 Product Name: WCONLINE  
 Product Version Number on August 5, 2015: 5.5.7.10  
 Vendor Company Name: Twenty Six Design LLC.  
 Vendor Contact Information: 866-556-1743 / 954-652-2168  
 carla@26llc.com (for Carla Hay) / support@26llc.com

Item	Description	Compliance Level	Supporting Data/Explanation
1.1.1	<p>Non-Text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below (Level A).</p> <ul style="list-style-type: none"> <li>• Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)</li> <li>• Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for the additional requirements for media.)</li> <li>• Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.</li> <li>• Decorative, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology (such as using alt tag "")</li> </ul>	Yes - Supports	<p>WCONLINE offers a text-only scheduler that includes appointment-making and other options for non-administrators and administrators. (There is a CAPTCHA option that administrators can add to the registration form, but CAPTCHA includes an option to listen, and CAPTCHA is not included on the text-only registration form.)</p>

1.2.1	<p>Audio-Only and Video-Only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A):</p> <ul style="list-style-type: none"> <li>• Prerecorded Audio-Only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.</li> <li>• Prerecorded Video-Only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.</li> </ul>	N/A	WCONLINE does not include prerecorded audio or video content.
1.2.2	<p>Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	N/A	WCONLINE does not include prerecorded audio or video content.
1.2.3	<p>Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	N/A	WCONLINE does not include prerecorded audio or video content.
1.2.4	<p>Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)</p>	Yes - Supports	<p>There is an optional audio/video component to optional synchronous online meetings. Online meetings always include a text chat and whiteboard area. Online meetings do not include captions for audio/video but are controlled by the tutor and student having a meeting together. The tutor and student typically conduct the meetings as they would when meeting face-to-face, meaning they decide to use video only, use audio only, or ignore the audio/video option. (The video can be doubled in size, making it easy to see each other if the tutor and student are using sign language.)</p>

1.2.5	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)	N/A	WCONLINE does not include prerecorded audio or video content.
1.3.1	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	Yes - Supports	The graphical scheduler lays out available times in a grid. The text-only scheduler lists all the needed information in drop-downs in order by date and time (or as needed).
1.3.2	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)	N/A	The sequence of presentation of content does not matter. Where it does matter (such as filling out an appointment form after selecting a time), the order cannot be changed.
1.3.3	Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)	Yes - Supports	The only sensory content that is needed on the graphical scheduler is the difference between filled and available times. The text-only scheduler lists only available times for students to choose from.
1.4.1	Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)	Yes - Supports	Color is used to show filled vs. available times and a student's own appointments. There is no color used at all on the text-only scheduler. And, administrators have control over which colors are used, so most choose darker colors for filled times and bright, light colors for students' own appointments.
1.4.2	Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)	N/A	There is no audio content that plays automatically.

1.4.3	<p>Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;</li> <li>• Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</li> <li>• Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	N/A and Configured Support	Most text on the graphical scheduler is controlled by the administrator. Text in the text-only area is standard for the browser.
1.4.4	<p>Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	Yes - Supports	Everything can be zoomed or sized to more than 200% with no problems.
1.4.5	<p>Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• Customizable: The image of text can be visually customized to the user's requirements;</li> </ul> <p>Essential: A particular presentation of text is essential to the information being conveyed.</p>	Yes - Supports	<p>WCONLINE does not use images of text other than sometimes in the center's logo, which does not appear on the text-only scheduler. Administrators can add images in several places but would choose to use or not use specific ones. Regardless, images do not appear in the text-only scheduler.</p>
2.1.1	<p>Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p>	Yes - Supports	<p>The text-only scheduler makes it easy to use the keyboard to navigate through the program. (The graphical scheduler allows keyboard use, but it would take more time for most students to use their keyboard to navigate through the graphical system.) There are no timed movements or required combinations of keys.</p>

2.1.2	<p>No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p>	Yes - Supports	The tab key can always be used to move to different fields.
2.2.1	<p>Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> <li>• Turn off: The user is allowed to turn off the time limit before encountering it; or</li> <li>• Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or</li> <li>• Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or</li> <li>• Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</li> <li>• Essential Exception: The time limit is essential and extending it would invalidate the activity; or</li> <li>• 20 Hour Exception: The time limit is longer than 20 hours.</li> </ul>	Supports with Exception	The content within WCONLINE is never timed, but browsers time people out in about half an hour. As long as a user is navigating around in the program, they will not get timed out, but if a student stays on an appointment form, for example, for an hour, they most likely will be timed out.
2.2.2	<p>Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> <li>• Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and</li> <li>• Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</li> </ul>	Yes - Supports	There is no moving, blinking, or scrolling information in WCONLINE. WCONLINE is live and quick, so there is no process for autoupdating. For example, for a student checking the list of available times, if the only 9:00 slot had just been filled, 9:00 would not show up as an option.
2.3.1	<p>Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)</p>	Yes - Supports	WCONLINE does not have content that blinks or flashes. Administrators can add content but there are no built-in options for adding this type of content, either.



2.4.1	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)	N/A	Some areas of the graphical scheduler open new windows or modals. These do not have repeated information. In the text-only scheduler, similar activities open new drop-downs. The one-sentence heading of the page with additional drop-downs remains the same because it offers two links the student might need.
2.4.2	Page Titled: Web pages have titles that describe topic or purpose. (Level A)	N/A	Web pages have a standard title throughout the system, because the title is set by the administrator to identify the center, not to identify the page being used.
2.4.3	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	N/A	Some actions are done in order simply because of what they are, such as selecting a schedule and then a tutor, but there would not be any possible action that would change the meaning of options.
2.4.5	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)	Yes - Supports and Configured Support	Most links throughout the program are text that says what the link is going to do. Non-text links have their descriptions listed. In the text-only scheduler, there are only text links that say what they do and are described with text. Administrators can enter links to anything and are not required to use link text that makes sense. In the areas that allow optional formatting and links, where prompted to enter "Text to Display," administrators should enter text that makes sense.

2.4.6	Headings and Labels: Headings and labels describe topic or purpose. (Level AA)	Yes - Supports	Headings and labels describe topic or purpose throughout the system.
2.4.7	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	Yes - Supports	We use keyboard focus for logins.
3.1.1	Language of Page: The default human language of each Web page can be programmatically determined. (Level A)	Configured Support	There is a Google Translate option that administrators can turn on. This adds a menu of languages to the bottom of the page, and selecting a language translates almost the whole page into that language. In Manage System Settings, go to "Google Translate" and choose "Yes," and then save at the bottom. Additionally, administrators can customize their own forms using any language or languages. In any of the forms where you can enter questions and possible answers, use the desired language(s) in the questions and answers.
3.1.2	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)	Configured Support	Same as above.

3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)	Yes - Supports	A change happens only when the user chooses an option.
3.2.2	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)	Yes - Supports	Changing settings on a computer or other device does not change what is happening in WCONLINE, unless the person closes a tab, turns off the computer, or clears their cache, which could log the person out. Normal settings to use with a website do not automatically cause changes.
3.2.3	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)	Yes - Supports	Options do not change order on different pages.
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	Yes - Supports	Components that are the same are named and labeled the same on our end.
3.3.1	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	Yes - Supports	In both the graphical and text-only areas, messages tell students what they have to correct or why they cannot make an appointment.
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)	Yes - Supports	Users have to fill out forms, and each field is labeled with a question entered by an administrator. (Administrators enter the actual questions and possible answers using Configure Registration Form, Configure Appointment Form, and Configure Client Report Form.)

3.3.3	<p>Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)</p>	Supports with Exception	<p>Messages have to do with a range of possibilities, from leaving out a required field to reaching an administrator-set limit on appointment-making. If the error has to do with something that has an absolute solution within WCONLINE, the message says what to do (such as filling out all required fields). If an error has more to do with center policies, the student is told what happened (such as not being allowed to make more than one appointment per day), because each center determines if they would like students to come in as walk-ins, call or email, etc. Administrators can give instructions in announcements and emails.</p>
3.3.4	<p>Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)</p> <ul style="list-style-type: none"> <li>• Reversible: Submissions are reversible.</li> <li>• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</li> <li>• Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</li> </ul>	N/A and Yes - Supports and Configured Support	<p>WCONLINE does not automatically contain anything that causes financial transactions or legal commitments. Administrators can add questions and answers, such as "by registering, I agree that I have read and understood the center's plagiarism policies" with a yes/no drop-down or checkbox answer. In most cases, students can edit their own information, and when they cannot, administrators can edit their information.</p>

4.1.1	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)	Yes - Supports	WCONLINE is compatible with most accessibility software, but the text-only scheduler contains the same options in an area that is easy to use with screen-reading software.
4.1.2	Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)	Yes - Supports	All levels of users have control over some of their own settings and options to use. The text-only scheduler contains the correct programming where needed for such changes. There is not an announcement system for changes, and we do update the system regularly.

The information above represents our best understanding of the questions/needs expressed and how WCONLINE works to address them. Where needed, the above includes brief instructions on setting up administrative options. A WCONLINE subscription includes unlimited support, so please ask our support team any questions that you might have. Additional instructions and our contact information are at <https://help.mywconline.com>.



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