

Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor Markus Pomper

Department/Unit Math Science **AIMT Reviewer** Bruce Botts/Stephanie Shipley

IMT Description Simtronics

IMT Users Engineering Students

IMT Usage do coursework in a simulated environment

Cost _____

Step 1 Gather Information for Review

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

Initial all appropriate boxes or N/A

NA
NA
NA
NA
MP

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)

NA
NA
NA
NA

General Exemptions to Conformance Guidelines

Only Administrative Executive can authorize an exemption

No accessible alternative IMT (Must have Alternative Access Plan)

MP

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

Requestor [Signature] **Date** 5/31/2018
 Signature required to certify accuracy and completeness of the checklist and conformance.

Step 2 Review by Department Accessibility Liaison

Accessibility Review Document Completed

Attached Alternative Access Plan If needed

AIMT Reviewer [Signature] **Date** 5/31/18
 Accessibility Liaison Sign here only when ready to forward to step 3

Initial all appropriate boxes or N/A

BB
BB

Step 3 Adoption or Procurement

Adoption Completed

Buyer AIMT Procurement Checklist Completed

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

Accessibility Liaison

Final Signature [Signature] **Date** 5/31/18
 Appropriate Vice President Approval

Initial all appropriate boxes or N/A

(Initials & Date)
(Initials & Date)
(Initials & Date)

* 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 Marcus Pomper	Title Dean of Mathematics and Sciences	Unit Mathematics and Sciences	Date 5/31/2018
Office Phone Ext. 4233	Office Location D106A	Postal 37748	

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

Affected product is a:	Simtronics
Product Name:	Simtronics
Product Description:	Simulation environment for Engineering course
Product Purpose:	Give student the ability to perform real world activities in a simulated environment.

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

<p>1. Description of the issue: Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines.</p>	<p>Alt text is missing on images, no transcript for audio or video, not able to navigate product using keyboard, color and location is used to convey meaning, text is not able to be resized or zoomed in on, keyboard trap exists when doing inputs,</p>
<p>2. Persons or groups affected: List the person(s) or groups who may/will be affected by this issue, including the total number of affected persons. (general public, visitors, students only, employees, etc.).</p>	<p>Students who have visual or auditory impairments</p>
<p>3. Responsible person(s): List the name(s) and titles of the employee(s) who will be responsible for implementing equally effective alternate access for the specified accessibility issue as described in Number 1.</p>	<p>Engineering Faculty</p>
<p>4. How will AA be provided: Describe in detail how the responsible unit(s)/person(s) equally effective alternate access will be communicated and what will be provided. Attach a separate sheet – see AAP attachment below and the Accessibility Conformance and Remediation Form.</p>	<p>Product would work with the built in Windows zoom function for larger text, Disability services will provide a person who will work with the student to explain what is happening on the screen and help to click on correct location. Company is going to create and provide transcripts as they are needed for product.</p>
<p>5. AA Resources Required: List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.</p>	<p>Students would need to open up the Windows zoom program on the computer, person would need to be provided by disability services.</p>
<p>6. Repair Information: Include the following information in this section: a. Provide a brief description or any relevant information regarding repair of the issue by the vendor or Third Party Service Provider, as well as the completion date. Attach applicable documentation and the Accessibility Conformance and Remediation Form.</p>	<p>Person would have to be hired to help with the aspects of the software that need somebody to explain the images and location by a hearing impaired user. Using the built in zoom feature in windows would have to be used by someone who was visually impaired.</p>
<p>7. Timeline for Unforeseen events: A timeline to plan create, implement, and follow up on plans for accommodation for access concerns/issues that are beyond the accessible procurement process and/or outside of the realm of the questions above.</p>	<p>Computers on campus already have software needed to make text larger, Person would have to be found to help with additional accessibility needs of software.</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:</p>
<p>Executive [or other responsible executive]</p>		<p>Date:</p>



Voluntary Product Accessibility Template (VPAT)

Date: May 23, 2016

Product Name: DSS-100

Product Version Number: 6.3

Organization Name: Simtronics Corp.

Submitter Name: Michael Hand

Submitter Telephone: 732-859-6651

APPENDIX A: Suggested Language Guide

Summary Table Voluntary Product Accessibility Template		
<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
Section 1194.21 Software Applications and Operating Systems	Supports	See Section 1194.21 Detail Table Below
Section 1194.22 Web-based Internet Information and Applications	Not Applicable	
Section 1194.23 Telecommunications Products	Not Applicable	
Section 1194.24 Video and Multi-media Products	Not Applicable	
Section 1194.25 Self-Contained, Closed Products	Not Applicable	
Section 1194.26 Desktop and Portable Computers	Not Applicable	
Section 1194.31 Functional Performance Criteria	Not Applicable	
Section 1194.41 Information, Documentation and Support	Supports	See Section 1194.41 Detail Table Below

**Section 1194.21 Software Applications and Operating Systems -
Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
(a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.	Supports	All feature of the DSS-100 software are accessible via keyboard input.
(b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.	Supports	No features of any other products or operating systems are disrupted or disabled by the DSS-100 software.
(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes.	Supports	The DSS-100 software supports the industry standard keys for navigation through input focus elements (tab key and shift/tab key). This functionality is available to end users and to Assistive Technology. The standard input focus indication as provided by the operating system is used by the DSS-100 software and is also available to Assistive Technology. Note that it is not necessary to use interactive interface elements at all to fully access the features of the DSS-100 software..
(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text.	Not Applicable	

(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.	Supports	Bitmap images, such as icons and tool buttons, are used in a completely consistent manner throughout the DSS-100 software.
(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.	Supports	Standard operating system functions are used to output text by the DSS-100 software.
(g) Applications shall not override user selected contrast and color selections and other individual display attributes.	Supports	User-defined settings are fully respected by the DSS-100 software.
(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.	Not Applicable	
(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Supports	All output in the DSS-100 software is available as noncolor-coded plain ASCII text. In addition, visual elements such as tool buttons and icons are also identified with textual tooltips to convey their meaning.
(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.	Not Applicable	
(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.	Not Applicable	
(l) When electronic forms are used, 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.	Not Applicable	

**Section 1194.22 Web-based intranet and
Internet information and applications - Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & 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).		
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.		
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.		
(d) Documents shall be organized so they are readable without requiring an associated style sheet.		
(e) Redundant text links shall be provided for each active region of a server-side image map.		
(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.		
(g) Row and column headers shall be identified for data tables.		
(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.		
(i) Frames shall be titled with text that facilitates frame identification and navigation		

<p>(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.</p>		
<p>(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.</p>		
<p>(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.</p>		
<p>(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).</p>		
<p>(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.</p>		
<p>(o) A method shall be provided that permits users to skip repetitive navigation links.</p>		
<p>(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.</p>		

Section 1194.23 Telecommunications Products - Detail Voluntary Product Accessibility Template

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
(a) Telecommunications products or systems which provide a function allowing voice communication and which do not themselves provide a TTY functionality shall provide a standard non-acoustic connection point for TTYs. Microphones shall be capable of being turned on and off to allow the user to intermix speech with TTY use.		
(b) Telecommunications products which include voice communication functionality shall support all commonly used cross-manufacturer non-proprietary standard TTY signal protocols.		
(c) Voice mail, auto-attendant, and interactive voice response telecommunications systems shall be usable by TTY users with their TTYs.		
(d) Voice mail, messaging, auto-attendant, and interactive voice response telecommunications systems that require a response from a user within a time interval, shall give an alert when the time interval is about to run out, and shall provide sufficient time for the user to indicate more time is required.		
(e) Where provided, caller identification and similar telecommunications functions shall also be available for users of TTYs, and for users who cannot see displays.		

<p>(f) For transmitted voice signals, telecommunications products shall provide a gain adjustable up to a minimum of 20 dB. For incremental volume control, at least one intermediate step of 12 dB of gain shall be provided.</p>		
<p>(g) If the telecommunications product allows a user to adjust the receive volume, a function shall be provided to automatically reset the volume to the default level after every use.</p>		
<p>(h) Where a telecommunications product delivers output by an audio transducer which is normally held up to the ear, a means for effective magnetic wireless coupling to hearing technologies shall be provided.</p>		
<p>(i) Interference to hearing technologies (including hearing aids, cochlear implants, and assistive listening devices) shall be reduced to the lowest possible level that allows a user of hearing technologies to utilize the telecommunications product.</p>		
<p>(j) Products that transmit or conduct information or communication, shall pass through cross-manufacturer, non-proprietary, industry-standard codes, translation protocols, formats or other information necessary to provide the information or communication in a usable format. Technologies which use encoding, signal compression, format transformation, or similar techniques shall not remove information needed for access or shall restore it upon delivery.</p>		
<p>(k)(1) Products which have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be tactilely discernible without activating the controls or keys.</p>		

<p>(k)(2) Products which have mechanically operated controls or keys shall comply with the following: Controls and Keys shall be operable with one hand and shall not require tight grasping, pinching, twisting of the wrist. The force required to activate controls and keys shall be 5 lbs. (22.2N) maximum.</p>		
<p>(k)(3) Products which have mechanically operated controls or keys shall comply with the following: If key repeat is supported, the delay before repeat shall be adjustable to at least 2 seconds. Key repeat rate shall be adjustable to 2 seconds per character.</p>		
<p>(k)(4) Products which have mechanically operated controls or keys shall comply with the following: The status of all locking or toggle controls or keys shall be visually discernible, and discernible either through touch or sound.</p>		

**Section 1194.24 Video and Multi-media Products – Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
<p>a) All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, widescreen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, and stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.</p>		
<p>(b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.</p>		
<p>(c) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.</p>		

<p>(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.</p>		
<p>(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.</p>		

Section 1194.25 Self-Contained, Closed Products – Detail Voluntary Product Accessibility Template

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
(a) Self contained products shall be usable by people with disabilities without requiring an end-user to attach Assistive Technology to the product. Personal headsets for private listening are not Assistive Technology.		
(b) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.		
(c) Where a product utilizes touchscreens or contact-sensitive controls, an input method shall be provided that complies with 1194.23 (k) (1) through (4).		
(d) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.		
(e) When products provide auditory output, the audio signal shall be provided at a standard signal level through an industry standard connector that will allow for private listening. The product must provide the ability to interrupt, pause, and restart the audio at anytime.		

<p>(f) When products deliver voice output in a public area, incremental volume control shall be provided with output amplification up to a level of at least 65 dB. Where the ambient noise level of the environment is above 45 dB, a volume gain of at least 20 dB above the ambient level shall be user selectable. A function shall be provided to automatically reset the volume to the default level after every use.</p>		
<p>(g) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p>		
<p>(h) When a product permits a user to adjust color and contrast settings, a range of color selections capable of producing a variety of contrast levels shall be provided.</p>		
<p>(i) Products shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.</p>		
<p>(j) (1) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: The position of any operable control shall be determined with respect to a vertical plane, which is 48 inches in length, centered on the operable control, and at the maximum protrusion of the product within the 48 inch length on products which are freestanding, non-portable, and intended to be used in one location and which have operable controls.</p>		

<p>(j)(2) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is 10 inches or less behind the reference plane, the height shall be 54 inches maximum and 15 inches minimum above the floor.</p>		
<p>(j)(3) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Where any operable control is more than 10 inches and not more than 24 inches behind the reference plane, the height shall be 46 inches maximum and 15 inches minimum above the floor.</p>		
<p>(j)(4) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following: Operable controls shall not be more than 24 inches behind the reference plane.</p>		

**Section 1194.26 Desktop and Portable Computers – Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
(a) All mechanically operated controls and keys shall comply with 1194.23 (k) (1) through (4).		
(b) If a product utilizes touchscreens or touch-operated controls, an input method shall be provided that complies with 1194.23 (k) (1) through (4).		
(c) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.		
(d) Where provided, at least one of each type of expansion slots, ports and connectors shall comply with publicly available industry standards		

**Section 1194.31 Functional Performance Criteria – Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & 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.		
(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.		
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided		
(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.		
(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.		

(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.		
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**Section 1194.41 Information, Documentation and Support – Detail
Voluntary Product Accessibility Template**

<i>Criteria</i>	Level of Support & Supporting Features	Remarks and explanations
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge	Supports	All product documentation is provided in PDF format and may be read by Assistive Technology.
(b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.	Supports	All product features are described in PDF files and may be read by Assistive Technology.
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	Supports	Technical support is available via plain ASCII email. Emails may be sent to Simtronics Support using Assistive Technology, and emails from Simtronics Support may be read using Assistive Technology.

APPENDIX A (of the DoS VPAT/GPAT Checklist)

Suggested Language for Filling out the VPAT/GPAT

In order to simplify the task of conducting market research assessments for procurement officials or customers, ITIC (Information Technology Industry Council) has developed suggested language for use when filling out a VPAT/GPAT. You may choose to employ all or some of the language below. Once you determine what language you intend to use, we recommend that use is consistent throughout all of your VPAT/GPATs.

Supporting Features (Column 2 on VPAT/GPAT)

Supports

Use this language when you determine the product fully meets the letter and intent of the Criteria.

Supports with Exceptions

Use this language when you determine the product does not fully meet the letter and intent of the Criteria, but provides some level of access relative to the Criteria.

Supports through Equivalent Facilitation

Use this language when you have identified an alternate way to meet the intent of the Criteria or when the product does not fully meet the intent of the Criteria.

Supports when combined with Compatible AT

Use this language when you determine the product fully meets the letter and intent of the Criteria when used in combination with Compatible AT. For example, many software programs can provide speech output when combined with a compatible screen reader (commonly used assistive technology for people who are blind).

Does not Support

Use this language when you determine the product does not meet the letter or intent of the Criteria.

Not Applicable

Use this language when you determine that the Criteria do not apply to the specific product.

Not Applicable - Fundamental Alteration Exception Applies

Use this language when you determine a Fundamental Alteration of the product would be required to meet the Criteria (see the access board standards for the definition of "fundamental alteration").

IMPACT Outreach Center

IRM Program for Accessible Computer/Communication Technology (IMPACT)

2025 E Street, N.W. (SA-9)

Washington, DC 20006

Email: SECTION508@state.gov

Internet: <http://www.state.gov/m/irm/impact/index.htm>

Intranet: <http://impact.state.gov>

Web Content Accessibility Guidelines 2.0 Checklist

Principle 1: Perceivable – information and user interface components must be presentable to users in ways they can perceive.

Standard	Description	Apply Yes/No	Meets Yes/No	Comments (mandatory)
<i>Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.</i>				
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"> • 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.) • 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.) • 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. • 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. • 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. • 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. 		No	We provide tutorials that provide audio speech and animation that illustrates how the item works.
<i>Guideline 1.2 Time-based Media: Provide alternatives for time-based media.</i>				

1.2.1	Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A): <ul style="list-style-type: none"> • Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • 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. 			We provide animated tutorials and audible alarms when a failing condition exists in addition to visual indications.
1.2.2	Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)	No		Does not apply
1.2.3	Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)	No		Does not apply
1.2.4	Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)	No		Does not apply
1.2.5	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)	No		Does not apply
1.2.6	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)	No		Does not apply
1.2.7	Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)	No		Does not apply
1.2.8	Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)	No		Does not apply
1.2.9	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)	No		Does not apply
<i>Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.</i>				
1.3.1	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	No		Does not apply
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)	No		Does not apply
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)	No		Does not apply
<i>Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.</i>				

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	We provide different colors for each of the items when viewing the trend screens
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)		Yes	Audible alarm when a fault occurs. The alarm can be paused or cancelled.
1.4.3	Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA) <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • 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. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. 		Yes	A black or gray screen can be selected. This will change the way text or images are displayed.
1.4.4	Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)	No		Does not apply
1.4.5	Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA) <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. 		Yes	A black or gray screen can be selected. This will change the way text or images are displayed.
1.4.6	Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA) <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • 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. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. 	No		Does not apply

1.4.7	<p>Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. 	No		Does not apply
1.4.8	<p>Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)</p> <ul style="list-style-type: none"> • Foreground and background colors can be selected by the user. • Width is no more than 80 characters or glyphs (40 if CJK). • Text is not justified (aligned to both the left and the right margins). • Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. • Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. 	No		Does not apply
1.4.9	<p>Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)</p>	No		Does not apply

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

Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.</i>				
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	None.
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>		No	None.
2.1.3	<p>Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)</p>	No		Does not apply

<i>Guideline 2.2 Enough Time: Provide users enough time to read and use content.</i>				
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"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • 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 • 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 • 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 • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. 	No		Does not apply
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"> • 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 • 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. 		Yes	None
2.2.3	No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)	No		Does not apply
2.2.4	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)	No		Does not apply
2.2.5	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)	No		Does not apply
<i>Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.</i>				
2.3.1	Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)		Yes	None
2.3.2	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)		Yes	None
<i>Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.</i>				
2.4.1	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)	No		Does not apply

2.4.2	Page Titled: Web pages have titles that describe topic or purpose. (Level A)		Yes	
2.4.3	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	No		Does not apply
2.4.4	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)		Yes	None
2.4.5	Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)	No		Does not apply
2.4.6	Headings and Labels: Headings and labels describe topic or purpose. (Level AA)		Yes	None
2.4.7	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)		No	None
2.4.8	Location: Information about the user's location within a set of Web pages is available. (Level AAA)		No	None
2.4.9	Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)		Yes	None
2.4.10	Section Headings: Section headings are used to organize the content. (Level AAA)		Yes	None

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

Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 3.1 Readable: Make text content readable and understandable.</i>				
3.1.1	Language of Page: The default human language of each Web page can be programmatically determined. (Level A)		No	None
3.1.2	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)		No	None
3.1.3	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)		No	None
3.1.4	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)		No	None

3.1.5	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)		No	None
3.1.6	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)		No	None
<i>Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.</i>				
3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)	No		Does not apply
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)	No		Does not apply
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)	No		Does not apply
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	No		Does not apply
3.2.5	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)	No		Does not apply
<i>Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.</i>				
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)		No	None
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)		Yes	None
3.3.3	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		No	None
3.3.4	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 	No		Does not apply
3.3.5	Help: Context-sensitive help is available. (Level AAA)	No		Does not apply

3.3.6	<p>Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 	No		Does not apply
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Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Standard	Description	Apply Yes/No	Meets Yes/No	Comments
<i>Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.</i>				
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)	No		Does not apply
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)	No		Does not apply

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. <i>gives answer</i>	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.
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="".
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		

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 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.)	WCAG 1.2.4 Captions (Live)		
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 impaired individual can't see.	In a video, an audio track identifies when an instructor gestures to identify something on a board.
Guideline 1.3 Adaptable: Create content that can be presented in						
The Adaptable section relates to web pages and how HTML code should be written.			WCAG Understanding Guideline 1.3			
N/A	Pass	Fail	1.3.1 Info and Relationships (Level A) - Semantic markup is used to designate headings (<h1>), lists (, , and <dl>), emphasized or special text (, <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."). <i>has flash and beep</i>		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. <i>Text should have relative sizing for magnification of the page, no absolute values (i.e. 18pt).</i>	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 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	1.4.2 Audio Control (Level A) - A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds.	WCAG 1.4.2 Audio Control	Do not autoplay audio or video content unless it is the only content on the page.	A Financial Aid video on a page does not start playing until a user clicks play.
N/A	Pass	Fail	1.4.3 Contrast (Minimum) (Level AA) - Text and images of text have a contrast ratio of at least 4.5:1.	WCAG 1.4.3 Contrast (Minimum)	Text should strongly contrast with whatever is behind it.	Black text, white background.
N/A	Pass	Fail	1.4.3 Contrast (Minimum) (Level AA) - Large text (over 18 point or 14 point bold) has a contrast ratio of at least 3:1		Text should strongly contrast with whatever is behind it. For larger text, it can be closer to the background color.	Large gray text, white background.
N/A	Pass	Fail	1.4.4 Resize Text (Level AA) - The page is readable and functional when the text size is doubled.	WCAG 1.4.4 Resize text	Test resizing the text on the page. If parts of the text hide behind elements or is pushed off the page, the page must be fixed.	As text size is increased, floating items move, and text wraps correctly.
N/A	Pass	Fail	1.4.5 Images of Text (Level AA) - If the same visual presentation can be made using text alone, an image is not used to present that text.	WCAG 1.4.5 Images of Text	Never make images of text, even if it looks prettier. Leave text as text. Logos are an allowed exception.	xxx
			Operable: Interface forms, controls, and navigation are operable.			
			Guideline 2.1 Keyboard Accessible: Make all functionality The Keyboard Accessible section relates to the users ability to perform all tasks	WCAG Understanding Guideline 2.1		

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

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

N/A	Pass	Fail	2.4.7 Focus Visible (Level AA) - It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are).	WCAG 2.4.7 Focus Visible	As you tab through the page, it is obvious where keyboard focus is.	Tabbing through a set of bulleted links shows a standard browser tab focus.
			Understandable: Content and interface are understandable.			
			Guideline 3.1 Readable: Make text content readable and			
			The Readable section relates to the language of a web page. The default and foreign	WCAG Understanding Guideline 3.1		
N/A	Pass	Fail	3.1.1 Language of Page (Level A) - The language of the page is identified using the HTML lang attribute (<html lang="en">, for example).	WCAG 3.1.1 Language of Page	The page's html tag has a lang attribute of "en"	<html lang="en">
N/A	Pass	Fail	3.1.2 Language of Parts (Level AA) - The language of page content that is in a different language is identified using the lang attribute (e.g., <blockquote lang="es">).	WCAG 3.1.2 Language of Parts	Parts of the page that are not in English need to be marked with the lang attribute so that screenreaders read them in the correct language.	A German sentence is wrapped in a blockquote tag with the lang attribute of "de".
			Guideline 3.2 Predictable: Make Web pages appear and operate in			
			The Predictable section relates to web page elements and navigation. Note: this	WCAG Understanding Guideline 3.2		
N/A	Pass	Fail	3.2.1 On Focus (Level A) - When a page element receives focus, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user.	WCAG 3.2.1 On Focus	When tabbing through the page, no element's focus triggers drastic changes in page or navigation focus.	Tabbing through the navigation menu does not open a pop-up window.
N/A	Pass	Fail	3.2.2 On Input (Level A) - When a user inputs information or interacts with a control, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user unless the user is informed of the change ahead of time.	WCAG 3.2.2 On Input	Typing in a text box or clicking on a checkbox does not trigger drastic changes in page or navigation focus.	Clicking on a checkbox does not open a pop-up window.
N/A	Pass	Fail	3.2.3 Consistent Navigation (Level AA) - Navigation links that are repeated on web pages do not change order when navigating through the site.	WCAG 3.2.3 Consistent Navigation	Navigation links/menus that are on multiple pages do not change order.	Navigation on set of pages is always: Home, About Us, Contact Us, Forms, Publications
N/A	Pass	Fail	3.2.4 Consistent Identification (Level AA) - Elements that have the same functionality across multiple web pages are consistently identified. For example, a search box at the top of the site should always be labeled the same way.	WCAG 3.2.4 Consistent Identification	Identical links and interactive items that are on multiple pages always do the same thing.	The department logo in the top left always links to the homepage.
			Guideline 3.3 Input Assistance: Help users avoid and correct			
			The Input Assistance section relates to web page forms, errors, instructions, and	WCAG Understanding Guideline 3.3		
N/A	Pass	Fail	3.3.1 Error Identification (Level A) - Required form elements or form elements that require a specific format, value, or length provide this information within the element's label (or if a label is not provided, within the element's title attribute).	WCAG 3.3.1 Error Identification	Asterisks alone are not sufficient for denoting required form elements. Specific format requirements such be indicated.	Date field's label says "enter date in format YYYYMMDD".

N/A	Pass	Fail	3.3.1 Error Identification (Level A) - If utilized, form validation errors are presented in an efficient, intuitive, and accessible manner. The error is clearly identified, quick access to the problematic element is provided, and user is allowed to easily fix the error and resubmit the form.	WebAIM form validation	Advanced	
N/A	Pass	Fail	3.3.2 Labels or Instructions (Level A) - Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends.	WCAG 3.3.2 Labels or Instructions	Forms have instructions for what a user needs to do. All input items are clearly and uniquely marked.	A form for requesting more information makes it clear the purpose of the form. Each input is marked with labels such as "First Name", "Last Name". There are "Phone" and "Email" fields instead of an ambiguous "Contact" input.
N/A	Pass	Fail	3.3.3 Error Suggestion (Level AA) - If an input error is detected (via client-side or server-side validation), provide suggestions for fixing the input in a timely and accessible manner.	WCAG 3.3.3 Error Suggestion	Advanced	
N/A	Pass	Fail	3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) - If the user can change or delete legal, financial, or test data, the changes/deletions can be reversed, verified, or confirmed.	WCAG 3.3.4 Error Prevention (Legal, Financial, Data)	If form input affects legal, financial or test data, the user should be prompted to confirm submitted changes.	User checks a confirmation statement before canceling a class.
Robust: Content can be used reliably by a wide variety of user agents, including						
Guideline 4.1 Compatible: Maximize compatibility with current						
The Compatible section relates to HTML/XHTML errors and markups. Note: this			WCAG Understanding Guideline 4.1			
N/A	Pass	Fail	4.1.1 Parsing (Level A) - Significant HTML/XHTML validation/parsing errors are avoided. Check at http://validator.w3.org/	WCAG 4.1.1 Parsing	Check for source code errors using W3C validator.	
N/A	Pass	Fail	4.1.2 Name, Role, Value (Level A) - Markup is used in a way that facilitates accessibility. This includes following the HTML/XHTML specifications and using forms, form labels, frame titles, etc. appropriately.	WCAG 4.1.2 Name, Role, Value	Advanced	