

Accessible Informational Material & Technology Adoption/Procurement Checklist

Requestor

Ruth Palmer MSN, RN, CPN

Department/Unit

Nursing

AIMT Reviewer

Product Name

Foundations of Maternal Newborn and Women's Health Murray, McKinney, Holub, Jones text book and study guide

Product Version

7th ed

Product Vendor

Elsevier

Vendor Contact

Lori Bolden

Vendor Contact Email

lori.bolden@elsevier.com

Vendor Contact Phone

855-454-1404

IMT Users

NRS 1320 Students Spring 2019

IMT Usage

Required Text and Study Guide for NRS 1320

Cost

(estimate the amount of this acquisition or if this is an adopted product with no cost)

Step 1 Gather Information for Review

Initial all appropriate boxes or N/A

Standards Conformance

Attached Accessibility Statement, Conformance and Remediation Forms and Vendor Documentation

Technical standards used (in order of priority)

Web Content Accessibility Guidelines 2.0 A & AA

EPUB3 Accessibility Guidelines

Section 508 & VPAT

RP
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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)

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RP

General Exemptions to Conformance Guidelines

Only Administrative Executive can authorize an exemption

No accessible alternative IMT (Must have Alternative Access Plan)

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

Requestor

Ruth Palmer

Date

10/17/18

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

DM Ward

Date

10/19/18

Accessibility Liaison

Sign here only when ready to forward to step 3

Initial all appropriate boxes or N/A

Step 3 Adoption or Procurement

Adoption Completed

Buyer AIMT Procurement Checklist Completed

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

Accessibility Liaison

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

Final Signature

DM Ward

Date

10/19/18

Appropriate Vice President Approval

* applicable requirements are essential/preferred functionality

SIGN
HERE

Ruth Palmer 4/17/18

Accessibility Rubric		Support Links	Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)	Common example
Tennessee House Bill 1857 (Senate Bill 1692) established the need for minimum				
Perceivable: Content is made available to the senses - sight, hearing, and/or touch.				
Guideline 1.1 Text Alternatives: Provide text alternatives for any				
The Text Alternative section relates to images, form image buttons, image maps.				
N/A	Pass	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	1.1.1 - All images, form image buttons, and image map not spots have appropriate, equivalent alternative text.	Always use alt attributes on images. If the image is not important to the content, use alt="".	
N/A	Pass	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.	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	1.1.1 - Equivalent alternatives to complex images are provided in context or on a separate (linked and/or referenced via longdesc) page.		
N/A	Pass	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	1.1.1 - Form inputs have associated text labels or, if labels cannot be used, a descriptive title attribute.	For every input field (i.e. 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	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	1.1.1 - Frames are appropriately titled.	All iframe tags should have a title attribute.	A YouTube video embed code uses an iframe, which needs a title attribute added. <iframe title="Class Field Trip 2016">
Guideline 1.2 Timed-based Media: Provide alternatives for time-based media				
The Time-based Media section relates to audio files, video files, links to audio files,				
WebAIM Captions, Transcripts, and Audio Descriptions				
WCAG Understanding, Guideline 1.2				

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 pre-recorded 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.					
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.	WCAG Understanding Guideline 1.3	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.	with few exceptions	Advanced	

N/A	Pass	Fail	1.3.2 Meaningful Sequence (Level A) - The reading and navigation order (determined by code order) is logical and intuitive.	webAIM reading and navigation order	Advanced	
N/A	Pass	Fail	1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column").	WCAG 1.3.3 Sensory Characteristics	Never reference another element on the page by shape, size, location or color.	Never say, "Click Raidernet at the top of the page." Instead provide link to Raidernet.
N/A	Pass	Fail	1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").		Do not use sounds for instructions.	Do not use "a beeping sound means you can continue" or "you will hear a gong if this is wrong."
			Guideline 1.4 Distinguishable: Make it easier for users to see and hear content. The Distinguishable section relates to web page design including the use of color, images, font size, and media controls. The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users. Text should have relative sizing for magnification of the page, no absolute values (e.g., 10pt).			
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	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	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.	<i>only in AudioQloss and some Review questions</i>	Advanced	
N/A	Pass	2.1.2 No Keyboard Trap (Level A) - Keyboard focus is never locked or trapped at one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.	WCAG 2.1.2 No Keyboard Trap	Be sure you can navigate the page using keyboard only.	User can navigate to all links using keyboard tab function and follow links using enter function.
Guideline 2.2 Enough Time: Provide users enough time to read					
The Enough Time section relates to time limits and the ability to pause or stop media					
N/A	Pass	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	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	2.2.2 Pause, Stop, Hide (Level A) - Automatically updating content (e.g., automatically redirecting or refreshing a page, a news ticker, AJAX updated field, a notification alert, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates.		Advanced	
Guideline 2.3 Seizures: Do not design content in a way that is					
The Seizures section relates to the flashing of page content. JUST Don't Do It.					
N/A	Pass	2.3.1 Three Flashes or Below Threshold (Level A) - No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.	WCAG Understanding Guideline 2.3	Do not use flashing items on the page.	The page doesn't flash.
N/A	Pass	2.3.1 Three Flashes or Below Threshold (Level A) - No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.	WCAG Understanding Guideline 2.4		

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://www.loc.gov."
N/A	Pass	Fail	2.4.4 Link Purpose (in Context) (Level A) - Links (or form image buttons) with the same text that go to different locations are readily distinguishable.		The text of the link should be unique on the page unless the link destinations 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						
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 elements' label (or if a label is not provided, within the elements' 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					
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 Understanding Guideline 4.1	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	

2/17/17

TFA Bookshelf Online VPAT (annotated)

Table 1: Section 1194.22 Web-based Internet Information and Applications – Detail

Section 1194.22 Web-based Internet information and applications Voluntary Product Accessibility Template		
Criteria	Supporting Features	Remarks and explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Supports with Exceptions	Some images lack alt attributes; some UI elements are not labeled.
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Not Applicable	There are no multimedia presentations.
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Supports	Color is not used as the sole means of communicating information.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Not Applicable	Style sheets are required for interactive screens. It should be noted that currently users of assistive technology would have full access to style sheets.

(e) Redundant text links shall be provided for each active region of a server-side image map.	Not Applicable	There are no server side image maps used in this site.
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Not Applicable	There are no server side image maps used in this site.
(g) Row and column headers shall be identified for data tables.	Not Applicable	Bookshelf Online does not use 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.	Not Applicable	Bookshelf Online does not use tables.
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports With Exceptions	Nested book reader frame is labeled with the book title. Outside frame is labeled. Highlighter nesting requires additional coding.
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Supports	Pages do not contain flashing elements.
(k) A text-only page, with equivalent information or	Supports with Exceptions	No accessible text page is provided. Nor it is practical to supply a text only page with equivalent functionality. Compliance with this paragraph can be achieved by fixing all other accessibility issues.

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.	x	
(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.	Supports with Exceptions	Several elements are not correctly coded for their roles, do not expose their state or value (e.g. tab controls, modals, toggle buttons, etc.) Additionally, some invisible elements are exposed to screen readers.
(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).	Not Applicable	Plug-ins are not required.
(n) When electronic forms are designed to be completed on-line, the form shall allow people using	Supports with Exceptions	Some form fields and controls are not properly labeled, or do not provide adequate error handling.

Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.		
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	Heading and region navigation can be used to skip navigation links.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports	Timed responses are not required.

Table 2: Section 1194.31 Functional Performance Criteria – Detail

Section 1194.31 Functional Performance Criteria Detail Voluntary Product Accessibility Template		
Criteria	Supporting Features	Remarks and Explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be	Supports with Exceptions	Most content and functionality can be accessed with screen readers.

simultaneous actions and that is operable with limited reach and strength shall be provided.

Table 4: Section 1194.41 Information, Documentation, and Support

Section 1194.41 Information, Documentation and Support Voluntary Product Accessibility Template			
Criteria	Supporting Features	Remarks and Explanations	
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge	Supports	Support documentation is available as online HTML help.	
(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	Online accessibility documentation and support are available.	
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	Supports	Support is provided by web, phone, or email.	

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.	Not Applicable	Audio is not used.
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for assistive technology used by people with disabilities shall be provided.	Not Applicable	Speech is not required to operate this web site.
(f) At least one mode of operation and information retrieval that does not require fine motor control or	Supports with Exceptions	Most portions of the user interface are keyboard accessible. Some controls do not receive visible focus. Highlights and notes cannot be created without the use of a mouse.

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.	Supports with Exceptions	<p>*</p> <p>Using browser Zoom function renders some menus on the Library page inoperable. Pinch to zoom is disabled in mobile browsers.</p>
(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	Supports	<p>Audio is not used.</p>

Mus. J. W. 10/17/18

Accessibility Rubric		Support Links	Real-world explanation (Note: Keep this simple and concrete, practical. Good faith as baseline. Recommendation on how to be "totally safe".)	Common example		
Tennessee House Bill 1857 (Senate Bill 1692) established the need for minimum						
Perceivable: Content is made available to the senses - sight, hearing, and/or touch.						
Guideline 1.1 Text Alternatives: Provide text alternatives for any						
The Text Alternative section relates to images, form image buttons, image maps,						
N/A	Pass	Fail	1.1.1 - All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text.	WebAIM Alternate Text WCAG Understanding Guideline 1.1 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						
The Time-based Media section relates to audio files, video files, links to audio files,						
WebAIM Captions, Transcripts, and Audio Descriptions						
WCAG Understanding Guideline 1.2						

N/A	Pass	Fail	1.2.1 - Prerecorded Audio-only and Video-only (Level A) - A descriptive text transcript (including all relevant visual 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 pre-recorded video is captioned.	A campus tour video has captions of all that the narrator says as he says it.
N/A	Pass	Fail	1.2.3 Audio Description or Media Alternative (Prerecorded) (Level AA) - A descriptive text transcript OR audio description audio track is provided for non-live, web-based video	WCAG 1.2.3 Audio Description or Media Alternative (Prerecorded)	A secondary caption track has speech captioning along with notes about sound cues. If this cannot be included in the video, the transcript is available as a link from the page.	During a baseball video, the narrator is being captioned, and all the individual sounds from the baseball field are also noted, such as "bat loudly hits a ball".
N/A	Pass	Fail	1.2.4 Captions (Live) (Level AA) - Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, Flash animations, etc.)	WCAG 1.2.4 Captions (Live)	For live content, there has to be live captioning.	During commencement, there is live captioning on the stream.
N/A	Pass	Fail	1.2.5 Audio Description (Prerecorded) (Level AA) - Audio descriptions are provided for all video content NOTE: Only required if the video conveys content visually that is not available in the default audio track	WCAG 1.2.5 Audio Description (Prerecorded)	Audio descriptions are needed for things a visually 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.
			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				
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.	- WCAG 1.3.1 Info and Relationships	Advanced	

N/A Pass	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	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	1.3.3 Sensory Characteristics (Level A) - Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").		Do not use sounds for instructions.	Do not use "a beeping sound means you can continue" or "you will hear a gong if this is wrong."
Guideline 1.4 Distinguishable: Make it easier for users to see and hear the content. The Distinguishable section relates to web page design including the use of color, images, font size, and media controls. The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users. Text should have relative sizing for magnification of the page, no absolute values (e.g., 18pt).				
N/A Pass	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	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	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	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	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	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	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				

*only in Auto Guidelines
and your review comments*

N/A	Pass	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	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	2.1.2 No Keyboard Trap (Level A) - Keyboard focus is never locked or trapped at one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.	WCAG 2.1.2 No Keyboard Trap	Be sure you can navigate the page using keyboard only.	User can navigate to all links using keyboard tab function and follow links using enter function.
Guideline 2.2 Enough Time: Provide users enough time to read					
The Enough Time section relates to time limits and the ability to pause or stop media					
N/A	Pass	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	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	2.2.2 Pause, Stop, Hide (Level A) - Automatically updating content (e.g., automatically redirecting or refreshing a page, a news ticker, AJAX updated field, a notification alert, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates.		Advanced	
Guideline 2.3 Seizures: Do not design content in a way that is					
The Seizures section relates to the flashing of page content. JUST Don't Do It.					
N/A	Pass	2.3.1 Three Flashes or Below Threshold (Level A) - No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.	WCAG 2.3.1 Three Flashes or Below Threshold	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 its 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://www.loc.gov."
N/A Pass	Fail	2.4.4 Link Purpose (In Context) (Level A) - Links (or form image buttons) with the same text that go to different locations are readily distinguishable.		The text of the link should be unique on the page unless the link destinations 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					
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					
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 functionally 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					
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						
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	

WCAG 2.0 A and AA Requirements

ame of Product	Foundations of Maternal Newborn and Women's Health, 7 th Edition
RL	https://evolve.elsevier.com/cs/
ate Last Updated	27 September, 2018
ompleted by	Jay Nemchik (Digital Accessibility Team, Dayton)
ocument Description	This document rates Foundations of Maternal Newborn and Women's Health according to the W3C WCAG 2.0 A and AA requirements.
ontact for More Information	Ted Gies Principal User Experience Specialist ted.gies@elsevier.com accessibility@elsevier.com
esting Tools and Methods	Hands-on keyboard operation Firebug/Code inspection JAWS 17 on Mozilla Firefox 52 and MS IE 11 on Windows 7 NVDA screen reader Open Ajax Alliance (OAA) side bar ColorZilla Wave toolbar Color Contrast Analyzer W3C WAI Pages W3C Markup Validation Service Elsevier Accessibility Checklist: http://romeo.elsevier.com/accessibility_checklist/
ocument Sections	The review document below includes all WCAG 2 A and AA checkpoints and is organized into 6 logical sections: <ul style="list-style-type: none"> • Visuals • Keyboard • Headings and Structure • Labeling • Multimedia • Usability
ages Covered	Audio Glossary, Review Questions, Key Points PDF, Word Documents, PowerPoints, Image Collection
ote from W3C on onformance	https://www.w3.org/TR/UNDERSTANDING-WCAG20/conformance.html "If there is no content to which a success criterion applies, the success criterion is satisfied." This VPAT shows such criterion as: "Supports (N/A)"
otes/Terminology	"AT" stands for Assistive Technology such as screen readers, voice input, etc.

WCAG 2.0 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Partially supports
1.2.1: Audio-only and Video-only (Prerecorded)	A	Supports
1.2.2: Captions (Prerecorded)	A	Supports (N/A)
1.2.3: Audio Description or Full Text Alternative	A	Supports (N/A)
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Supports (N/A)
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Supports
1.3.3: Sensory Characteristics	A	Supports
1.4.1: Use of Color	A	Supports
1.4.2: Audio Control	A	Supports (N/A)
1.4.3: Contrast (Minimum)	AA	Partially supports
1.4.4: Resize text	AA	Supports
1.4.5: Images of Text	AA	Supports
2.1.1: Keyboard	A	Partially supports
2.1.2: No Keyboard Trap	A	Supports
2.2.1: Timing Adjustable	A	Supports
2.2.2: Pause, Stop, Hide	A	Supports (N/A)
2.3.1: Three Flashes or Below Threshold	A	Supports (N/A)
2.4.1: Bypass Blocks	A	Partially supports
2.4.2: Page Titled	A	Partially supports
2.4.3: Focus Order	A	Partially supports
2.4.4: Link Purpose (In Context)	A	Supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Supports
2.4.7: Focus Visible	AA	Partially supports
3.1.1: Language of Page	A	Does not support
3.1.2: Language of Parts	AA	Supports
3.2.1: On Focus	A	Supports
3.2.2: On Input	A	Supports
3.2.3: Consistent Navigation	AA	Supports
3.2.4: Consistent Identification	AA	Supports
3.3.1: Error Identification	A	Supports (N/A)
3.3.2: Labels or Instructions	A	Partially supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports (N/A)
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Partially supports

Visuals

WCAG 2.0 Checkpoint	Supporting Features	Remarks
1.1.1: Non-Text Content (A) Provide text alternatives for non-text content (e.g. images)	Partially supports	Some images and icons have appropriate text equivalents. Note: The image collection has captions for each image that are well described. Audio glossary pronunciations have their associated terms spelled out. Exceptions: Audio Glossary: Several areas of text such as the book cover are used as background images, so the text is not conveyed to screen readers. Image Collection: None of the images used have alt attributes.
1.3.3: Sensory Characteristics (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound	Supports	There are no instructions or areas of content which rely solely on sensory characteristics.
1.4.1: Use of Color (A) Color is not used as the only visual means of conveying info	Supports	Color is not used as the only means of conveying information.
1.4.3: Color Contrast (Minimum) (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text)	Partially supports	Text has enough contrast with its corresponding background in almost all areas. Exceptions: Audio Glossary: The light gray text on the book cover does not have enough contrast.
1.4.4: Resize Text (AA) Text can be enlarged up to 200% without loss of functionality.	Supports	Text can be enlarged to 200% and content remains functional.
1.4.5: Images of Text (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos	Supports	No images of text are used other than for Logos or essential presentation.
2.3.1: Three Flashes or Below Threshold (A) No more than three flashes in a 1-second period, or the flashes are below the defined	Supports (N/A)	No flashing content exists.

thresholds		
Keyboard		
WCAG 2.0 Checkpoint	Supporting Features	Remarks
1.3.2: Meaningful Sequence (A) The correct reading sequence can be programmatically determined	Supports	The correct reading sequence is usually logical with the DOM order matching the visual order.
2.1.1: Keyboard (A) All functionality is available from a keyboard, except for tasks such as drawing	Partially supports	Most content is keyboard operable. Exceptions: Audio Glossary: Users cannot reach individual terms with the keyboard alone. Review Questions: The '?' tooltip cannot be viewed with a keyboard only.
2.1.2: No Keyboard Trap (A) The user can use the keyboard to move through page elements and is not trapped on a particular element	Supports	No pages have a keyboard trap.
2.4.3: Focus Order (A) Users can tab through the elements of a page in a logical order	Partially supports	Tab order is logical on the site for the most part. Exceptions: Audio Glossary: Users should not be able to reach disabled controls with the keyboard. Review Questions: The Reset Quiz screen should restrict focus, as users can still reach off-screen content. Checkboxes have two tab stops (just the input should be tabbed to).
2.4.7: Focus Visible (AA) The page element with the current keyboard focus has a visible focus indicator	Partially supports	Many elements use a very good visible focus. Exceptions: Audio Glossary: The buttons used need to have a much more discernable focus indicator.
3.2.1: On Focus (A) When a UI component receives focus, this does not trigger unexpected actions.	Supports	Focusable elements do not cause unexpected actions when receiving focus.
Headers and Structure		
WCAG 2.0 Checkpoint	Supporting Features	Remarks
1.3.1: Information and Relationships (A) Info, structure, and relationships can be	Partially supports	Headings are used in some places to help distinguish content. Lists are sometimes used to group related links or text. The PowerPoints use titles on all pages with bullet points so a good table

programmatically determined		<p>of contents is created.</p> <p>Exceptions:</p> <p>Audio Glossary: The set of letters for pagination should be in an unordered list.</p> <p>Review Questions: When reviewing question submissions, the Question 1 of 16 text should be h2s, and the question texts should be h3s.</p> <p>Key Points PDF: The PDFs used are not tagged in any way (no lists, headings, etc.)</p> <p>Word Documents: Most Word documents do not make use of table headers. None of the documents have any heading markup.</p>
2.4.1: Bypass Blocks (A) Users can bypass repeated blocks of content.	Partially supports	Headings exist, which allow users using Assistive Technology to jump to the different areas of content quickly. "Skip" links are not used.
2.4.6: Headings and Labels (AA) Headings and labels are clear and consistent.	Supports	Headings and labels used are clear and descriptive. For example, headings are present in the Review Questions, where the question text is a proper heading.
3.1.1: Language of Page (A) The language of the page is specified	Does not support	The language is not defined on any pages.
3.1.2: Language of Parts (AA) Specify the language of text passages that are in a different language than the default language of the page.	Supports (N/A)	There are no sections of content that are in a different language than the default.
4.1.1: Parsing (A) Use valid, error-free HTML	Supports	<p>HTML and CSS passes concerning these 4 specific criteria:</p> <ul style="list-style-type: none"> (i) elements have complete start and end tags, (ii) elements are nested according to their specifications (iii) elements do not contain duplicate attributes (iv) any IDs are unique, except where the specifications allow these features. <p>Note: There are other general HTML validation errors outside the scope of this criterion.</p>
Labeling		
WCAG 2.0 Checkpoint	Supporting Features	Notes
2.4.2: Page Titled (A) The page has a title describing its topic or purpose	Partially supports	<p>Some pages use unique titles and they are usually descriptive.</p> <p>Exceptions:</p> <p>Review Questions: The title for the review questions page is only "EOLS Assessment Player".</p>

2.4.4: Link Purpose (In Context) (A) The purpose of each link can be determined from the link text or surrounding context.	Supports	Links used have an identifiable purpose from the link text or surrounding context.
3.2.4: Consistent Identification (AA) UI components used across the web site are identified consistently on every page.	Supports	UI components within each resource are labelled consistently.
3.3.1: Error Identification (A) Input errors are clearly marked and described to the user.	Supports (N/A)	The only kinds of possible input errors are through Review Questions, which give proper feedback, but do not fall into the error identification that this criterion describes.
3.3.2: Labels and Instructions (A) Items requiring user input are clearly labeled or have clear instructions.	Partially supports	Most input areas have clear labels which are programmatically assigned. Exceptions: Review Questions: The fill in the blank input needs a proper label.
3.3.3: Error Suggestion (AA) When the user makes an input error, give suggestions for valid input.	Supports (N/A)	There is no content that would give error suggestions.
4.1.2: Name, Role, Value (A) For all UI components, the name, value, and role can be programmatically determined.	Partially supports	Most UI components communicate their state programmatically. Exceptions: Review Questions: The '?' icon should make use of an ARIA tooltip to describe the popup information to screen readers.

Multimedia

WCAG 2.0 Checkpoint	Supporting Features	Remarks
1.2.1: Audio-only or Video-only (Prerecorded) (A) Provide alternatives for pre-recorded audio-only or video-only content.	Supports	There is audio content that plays an English or Spanish pronunciation of words. The word is visible, which counts as an alternative.
1.2.2: Captions (Prerecorded) (A) Provide captions for pre-recorded audio	Supports (N/A)	There is no audio content among the book resources.
1.2.3: Audio	Supports (N/A)	There is no synchronized media among the book resources.

Description or Media Alternative (Prerecorded) (A) Provide alternatives for pre-recorded synchronized audio/video		
1.2.4: Captions (Live) (AA) Provide captions for live audio in synchronized audio/video.	Supports (N/A)	There is no live audio in synchronized audio/video.
1.2.5: Audio Description (Prerecorded) (AA) Provide an audio description of pre-recorded video.	Supports (N/A)	There are no videos used in the book resources.
1.4.2: Audio Control (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports (N/A)	There is no audio that plays automatically on the site.
2.2.2: Pause, Stop, Hide (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports (N/A)	There is no moving, scrolling, or auto-updating information.

Usability

WCAG 2.0 Checkpoint	Supporting Features	Remarks
2.2.1: Timing Adjustable (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Supports (N/A)	The session timeout is an Evolve timeout and is unassociated with the book resource.
2.4.5: Multiple Ways (AA) More than one way is available to navigate to other web pages.	Supports	Most pages are accessed through a process of pages (Review questions). Audio Glossary only has one page.
3.2.2: On Input (A) Changing the setting of	Supports	User inputs do not cause unexpected actions.

a checkbox, radio button, or other UI component does not trigger unexpected changes in context.		
<u>3.2.3: Consistent Navigation</u> (AA) Navigation menus are in the same location and order on every web page.	Supports	Navigation menus are consistent in each individual resource. Navigation changes between resources, as they separate entities.
<u>3.3.4: Error Prevention (Legal, Financial, Data)</u> (AA) For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.	Supports (N/A)	There are no submissions which require legal or financial commitments.

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The VitalSource Accessibility Commitment

At VitalSource, we have a long-standing commitment to meet the needs of learners of all ability levels. For nearly two decades, we have worked to ensure our products are designed from the beginning with accessibility in mind.

An active part of the accessibility community

VitalSource works closely with key members of the disability and advocacy communities who are committed to accessibility. We work with organizations such as the W3C, DIAGRAM Center, Book Industry Study Group, the Center for Accessible Materials Innovation, and the EDUPUB Alliance (EPUB for Education). We conduct user studies and a variety of research and usability studies on assistive technology use and on product prototypes. We collaborate with consultants and advocacy groups, such as the National Federation of the Blind, JISC, Tech for All, and others to grow the community and the capabilities of each part of the system working together. VitalSource goes beyond simply adhering to industry standards, as we are also actively involved in helping create those standards through participation and leadership with these partners.

Transparency

Solving the needs of learners requires a great deal of collaboration and accountability. VitalSource demonstrates its Section 508 compliance by publishing the [VPATs](#) for its products. But our commitment goes beyond mere compliance. We are [transparent about our capabilities](#) because learners and partners need to know how we meet their needs.

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While we work with each of our publishing partners to provide accessible content that works with our platform, we recognize that this goal is not always possible to achieve. When an alternate format file is required, we will work with the publisher to understand what options are available and how to best provide the necessary accommodation in coordination with the appropriate departments at the institution. A request for a particular title to be enhanced for improved accessibility can be sent directly to the publisher contacts, or we can assist in the process by [submitting this form](#).

Accessible Publishing

Created in collaboration with the BISG Accessible Publishing Working Group, VitalSource is pleased to help with the publication of the BISG Quick Start Guide to Accessible Publishing. This guide serves as the model for best practices in creating accessible digital content. This eBook offers a succinct introduction to the basics of accessibility, legal requirements, top tips, very practical advice on producing accessible content, and much more. You can obtain a free copy in English, French, Italian, German, Spanish, and Korean by visiting [our store](#).

Accessibility support

We have a team of accessibility specialists to assist customers with questions or other needs. Customers in North America can visit our 24/7 Technical Support site anytime at <https://support.vitalsource.com>. We respond to most issues within 24 hours. You can also email your accessibility issue to accessibility@vitalsource.com or visit <https://vitalsource.com/accessibility>.

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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 alternate 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 ALMT 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 ALMT Web Form.

Section 1. Plan Creator Information

Name - Matthew Ward	Title - Administrative Support	Unit - Student Academic Services	Date - Oct 17, 2018
Office Phone - 4602	Office Location - Library	Postal	

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

Affected product is a:	Textbook / Online Component
Product Name:	Foundations of maternal/Newborn & Women's Health
Product Description:	Textbook / Online Component
Product Purpose:	Classroom instruction for our nursing program

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

1. Description of the issue: Summarize what part of the informational material/technology has an accessibility issue and is not accessible per A111T guidelines.	Audio Glossary & Review Questions in the online resources are not completely accessible. Some review questions work (those with radio buttons) but others (those with check boxes) do not.
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.).	Blind & visually impaired students
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.	Course instructor & Disability Services
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.	An assistance person could be provided to read aloud non-accessible sections of the online resources.
5. AA Resources Required: List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.	Additional staff - reader
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.	N/A
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.	N/A

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 A111T Accessibility Guidelines.

Department Head [or other responsible party]	Date:
Executive [or other responsible executive]	Date:

ACCESSIBILITY REVIEW FORM

SECTION 1: GENERAL INFORMATION

- *It is recommended that the campus have a tracking number for their reviews. This number allows for the reviewer to find previous purchases and to tie this document to the AIMT Checklist for this adoption/procurement.
- Use the information from the Adoption/Procurement Checklist document to complete the product/service information in the section below.

Campus Tracking Number*		
Name of Material or Technology	Alma	
Product Version Number		
Vendor Name	Eliver	
Vendor Contact	Founder of Material - Newborn	
Vendor Phone Number	E. Womens Hat it	
Vendor Email		
Conformance Date	(Month/Day/Year): ____/____/____	
Conformance Status	Type of Conformance	Audit Type
<input type="checkbox"/> Information Requester from Vendor	<input type="checkbox"/> EPub3	<input type="checkbox"/> Local Submission
<input type="checkbox"/> Conformant	<input type="checkbox"/> Section 508	<input type="checkbox"/> Vendor Submission
<input type="checkbox"/> Not Conformant	<input type="checkbox"/> WCAG 2.0 A&AA	
<input type="checkbox"/> Partially Conformant		

Type of IMT

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

SECTION 2: REVIEW INFORMATION**Accessibility Documentation**

Type of Acquisition	Check	Comments
Accessibility Statement		
Conformance & Remediation Form		
508 VPAT/Other Forms		

Review Steps

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

SECTION 3: CORRESPONDENCE

Document Correspondence	Comments
Spoke with Vendor	
Spoke with Purchase Requester	

SECTION 4: SUMMARY & RECOMMENDATIONS

Review Checklist

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

Findings

Recommendations

SECTION 5: SIGNATURE

Accessibility Liaison/Other Designee Signature: _____

Accessibility Liaison/Other Designee Title: _____

Date (Month/Day/Year): ____/____/____