

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 Lorelei Moore	Title Professor of Nursing	Unit Health Programs	Date 3/19/2024
Office Phone 423-585-6795	Office Location Tech 118B	Postal	

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

Affected product is a:	Wolters Kluwer
Product Name:	Course Point Plus
Product Description:	Web-based txt book with course enhancement tools
Product Purpose:	Enhance Student learning with course materials

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

1. Description of the issue:

Summarize what part of the informational material/technology has an accessibility issue and is not accessible per AIMT guidelines.

Some functionality does not meet accessibility criteria.

- 1.1- Non-text Content- Web: partially supports- • Some image buttons, such as the calendar's Next and Previous buttons, are missing alternative text.
- Some images have alternative text with incorrect text, is too verbose or describes the image, but does not describe the image purpose.
- Custom controls, such as accordion buttons and the Instructor/Student switch control, do not indicate the correct role and state information.
- Some content, including advertisement links, calendar controls and buttons, convey less information to screen readers.
- Invisible footer content, background content, and other content intended to be hidden from all users is rendered by assistive technology
- 1.2-2-Captions (pre-recorded) The product does not provide captions for all pre-recorded audio in synchronized media-
- 1.2.3- Audio Description or Media Alternative (pre-recorded): Web: partially supported- visual multimedia content is not sufficiently described in the audio portion of the media
- 1.3.1- Information and Relationships: Web: partially supports- • Some image buttons, such as Close buttons, are missing accessible names. Some form fields, such as the roster search field, lack valid labels or accessible names.
- Some form fields have accessible names that are not descriptive or are not written as clear labels for human users and are instead, written like source code variables.
- Modal dialogs lack titles or lack descriptive titles.
- Lists are not marked up properly.
- Layout tables do not indicate their use for presentation and some layout tables contain structural markup.
- Heading levels do not match their visual importance/level.
- Some elements visually appear as headings, but do not utilize the proper markup of heading elements.
- Calendar components do not include data tables to associate the day of the week and the date
- 1.4.1- Use of Color: Web: partially supports- • Color is the sole method of indicating selection in calendars.

- Custom toggle buttons, such as the Instructor and Student links, use color alone to convey the selected state.
 - Red color is used as the sole means of indicating error messages.
- 2.1.1- Keyboard: Web: partially supports- • Custom controls, such as the “View More” control under “Instructor Tools”, can only be accessed using a pointing device, such as a mouse.
- Several controls, such as the feedback icon, the left-side navigation links and the chapter “thumbnail”/“detailed view” button, do not receive keyboard focus.
 - Custom drop-down controls, including the class selection drop-down element, do not receive keyboard focus and are not actionable
- 2.2.1: Timing Adjustable- Web: Does not support- Session time limits expire without warning or without a way to turn-off or adjust the time limit before encountering it.
- 2.4.1: Bypass Blocks- Web: Partially supports- In the “My Content” page, the “skip link” does not skip past all repetitive content and links
- 2.4.2: Page Titled- Web: Partially supports- Modal dialogs lack titles or lack descriptive titles.
- 2.4.3: Focus order- Web: Partially supports- • When certain content is updated, focus is not managed accordingly.
- Keyboard focus does not remain within active modal dialogs.
 - Keyboard focus does not return properly when dialogs are closed.
- 2.4.4: Link Purpose (in context) Web: Partially supports- On rare occasions, links are not meaningful within their context.
- Links, such as “Add a Class”, open dialogs without indicating so to screen reader users.
- 3.2.2: On Input- Web: Partially supports- When checkboxes on the filter by chapter page are activated, focus moves back to the first checkbox.
- 3.3.1: Error Identification- Web: Partially supports- Error messages do not explicitly contain the word “Error” and instead rely on red text color.
- Error messages are not conveyed clearly with alerts or by being rendered at the top of the form.
- 3.3.2: Labels or Instructions: Web: Partially supports- Some

form fields, such as the roster search field, lack valid labels or accessible names.

4.1.1: Parsing- Web: Partially supports- Some pages have multiple elements with the same id value.

4.1.2: Name, Role, Value- Web: Partially supports- Some image buttons and form fields are missing accessible names. Some form fields have accessible names that are not descriptive or are not written as clear labels for human users and are instead written like source code variables.

Page tabs, including the chapter activities tabs, do not convey role and state.

Custom controls, such as accordion buttons and the instructor/student switch control, do not indicate the correct role and state information.

ARIA markup is not always valid.

1.2.5: Audio Description (prerecorded)- Web: Partially supports- Visual multimedia content is not sufficiently described in the audio portion of the multimedia.

1.4.3 Contrast(minimum)- Web: Partially supports- There are some specific color combinations that do not provide sufficient contrast

1.4.4: Resize Text- Web: Partially supports- Some text, such as the "Student" and "Instructor" toggle buttons and the "Export" and "Settings" controls, is cut off or overlapped when text is resized.

• The My Content page has a setting which potentially causes content on the page to not scale correctly.

2.4.7: Focus Visible- Web: Partially supports- When certain elements, such as custom buttons on the Classes landing page and the "Live Chat" and "Search" buttons on the My Content page, receive focus, there is no visual indication of keyboard focus present.

Students and employees

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.).

Program Director- Course Coordinators

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.

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.

- 1.1.1- exclusive use of keyboard
- 1.2.2- screen reader
- 1.2.3- use of visual aids – human or otherwise
- 1.3.1- exclusive use of keyboard
- 1.4.1- use of computer with colorblind mode
- 2.1.1- exclusive use of mouse
- 2.2.1: student/employee will have to log back into the system to continue working.
- 2.4.1: repetitive information may increase time spent, but does not prevent access to materials.
- 2.4.2: use of visual aids – human or otherwise
- 2.4.3: create or customize focus order through co-pilot (AI powered chat mode of Microsoft)
- 2.4.4: create or customize focus order through co-pilot (AI powered chat mode of Microsoft)
- 3.2.2: student/employee will have to return to content page and go to each chapter individually
- 3.3.1: use of computer with colorblind mode
- 3.3.2: use of visual aids – human or otherwise
- 4.1.1: use of visual aids – human or otherwise
- 4.1.2: use of visual aids – human or otherwise
- 1.2.5: use of visual aids – human or otherwise
- 1.4.3 use of computer with colorblind mode
- 1.4.4: use of two computer screens if resizing text or large single screen
- 2.4.7: use of visual aids – human or otherwise

5. AA Resources Required:
List any resources required (including training, equipment, additional staff, etc.) to provide alternate access for the known issue.

<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>None provided.</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>In the event of unforeseen circumstance, every reasonable effort will be made to insure students are provided access to resources needed in a timely manner.</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</p>	<p><i>Sheryl McCall</i></p>	<p>Date: <i>3/19/2024</i></p>
<p>Executive</p>	<p><i>Sheila Williams</i></p>	<p>Date: <i>3/19/2024</i></p>

AAP attachment

4. How will AA be provided: (continue from item 4 in section 3)