

I. SOFTWARE (AND ITS INSTALLER), CLOUD SERVICE ACCESSED THROUGH A BROWSER, AND MOBILE APPS ARE SUBJECT TO 508

Software applications (including their installers), cloud services accessed through a browser, and mobile applications that are sold to the federal government **must meet** the compliance standards required by Section 508 of the Rehabilitation Act of 1973, as amended. (See 36 CFR 1194.21 and 36 CFR 1194.22). Section 508 **does not** require a vendor's web site to meet the Access Board's standards. Whether the website for installation of the software is subject to 508 depends on the facts; please contact us for further discussion.

[Note: Compliance standards do not attach to purchases that would impose an undue burden on a given agency. Additionally, an agency also may claim a Section 508 compliant item is not commercially available in order to avoid these requirements. However, “[i]f products are commercially available that meet some but not all of the standards, the agency must procure the product that best meets the standards.”]

Section 508 Checklist for Software Applications (and Their Installers)

The following is a list of Section 508 compliance requirements for software applications and their installers. Below each requirement (A-L), questions are listed that will help you determine whether your software is compliant.

Legend	
WA = WebALARM,	Section which <u>Passes</u> is color coded in BLUE as response.
	Section which <u>Fails/Not applicable</u> is color coded in RED as response.

A. KEYBOARD ACCESS TO PRODUCT FUNCTIONS

When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually. (36 CFR 1194.21(a)). [Note: A function is “textually discernable” when if it offers text feedback to the user (e.g. when the user activates a delete function the application displays a dialog box with the text, “Do you really want to delete?”).]

1. Can you navigate and use all aspects of the application with the keyboard?
WA – No
2. Does the program provide clear and precise instructions for use of all keyboard functions as part of the user documentation?
WA – No

3. Does the application provide hotkeys (a designated letter in a menu command or toolbar that, when pressed together with the Alt key, activates such command) for commonly used shortcuts within menus? For example, can a user quickly navigate menus with hotkeys and commonly used commands?

WA – Yes
4. Does the application provide hotkeys to controls within a screen when the control provides a useful benefit and does not conflict with menu hotkeys? For example, can commonly used menu or other controls on-screen be accessed via keyboard?

WA – Yes
5. Can mouseover functions be used with a keyboard? A mouseover function refers to a graphical user interface (GUI) event that is raised when the user moves the pointer over a particular area of the GUI.

WA – No
6. Does the application use industry standards when assigning keyboard equivalent shortcuts or hotkeys? For example, does the program insure that the shortcuts used do not conflict with commonly used keys like Ctrl+C for copy?

WA – Yes
7. Does the software have a logical tabbing order among fields, text boxes, and focal points? For example, when tabbing, does the tab order go from the top of the screen to the bottom of the screen from left to right?

WA – Yes
8. Can toolbar functionality be accessed via menus, hotkeys, or keyboard shortcuts?

WA – Yes
9. Can all items be selected, whether it is a list box, radio button, or checkbox without auto-selection? For example, if focus is placed on a checkbox, is the checkbox automatically selected?

WA – No
10. Is it possible for a user to become stuck on a control? For example, if focus is placed on a control via the keyboard, is a keyboard user able to move focus away from the control without the use of a pointing device?

WA – No
11. Are there alternative methods for displaying tooltip information via the keyboard? A tooltip is a common GUI element. The user hovers the pointer over an item, without clicking it, and a tooltip may appear—a small "hover box" with information about the item being hovered over.

WA – No

- 12.** Can a keyboard user access all dialogs and window system menu functions that provide moving, sizing, restoring, minimizing, maximizing, and closing capabilities?
WA – Yes
- 13.** Does focus properly track keyboard operations? For example, when a user presses tab, shift tab or arrow keys, does programmatic focus follow keyboard use?
WA – Yes
- 14.** Can arrow keys or tab keys navigate in the specified controls?
WA – Yes
- 15.** Are any application assigned hotkeys conflicting with system hotkeys? Hotkeys must be assigned to commonly used control elements or tabs to provide comparable mouse access.
WA – No
- 16.** Is there tabbing which results in excessive keystrokes to activate an element?
WA – No
- 17.** Are hotkeys assigned to links used repeatedly on more than one screen or identical links used as templates for multiple applications?
WA – No
- 18.** Does the software support existing accessibility features built into the operating system (e.g., sticky keys, slow keys, repeat keys)?
WA – Yes
- 19.** Are all dynamically produced text and controls accessible with the keyboard?
WA – No
- 20.** Are reserved words avoided in the application? For example, browser reserved words, like but not limited to Help, Favorites, and View, if used within the application must have a modifier word providing voice input users a unique command.
WA – No
- 21.** Are buttons accessible through voice commands? Screen text cannot differ from button title attributes. **WA – No**

B. DISRUPTION OR DISABLING OF ACCESSIBILITY FEATURES OF ASSISTIVE TECHNOLOGY

Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer. (36 CFR 1194.21(b)).

1. Does this application interfere with the normal operation of assistive technology?
WA – No
2. Can assistive technology operate within all other open applications?
WA – Yes
3. Can built in accessibility features operate with assistive technology?
WA – Yes
4. Does the application honor operating system settings?
WA – Yes
5. Does the application disable the ability to use operating system selectable colors?
WA – No
6. Can a user control the size of the objects on the screen?
WA – Yes
7. Is it possible to resize windows? For example, are there options for either scaling the contents or displaying more information?
WA – Yes
8. Can a user use scroll bars when the content will no longer fit?
WA – Yes
9. If the application produces a sound, the sound must not be used as the only indicator.
WA – Yes
10. Does the software support the "show sounds" feature or equivalent where it is built into the operating system?
WA – Yes
11. Can the user disable or adjust sound volume?
WA – Yes

12. If information is provided in an audio format, is it also capable of being displayed by the user in a visual format?

WA – No

C. FOCUS TO BE PRGRAMMATICALLY EXPOSED

A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes. (36 CFR 1194.21(c)).

[Note: The “focus” is the position on a screen where an action will take place.]

1. Does the application have well defined focus?
WA – Yes
2. Do interface elements (e.g. button/link) move focus when selected to the resultant action of that element (e.g. selecting a folder moves focus to Open File dialog box)?
WA – Yes
3. Does the focus move to the results of a search? The next tab must move to the first successful “hit” or back to Search files if no hits are found.
WA – Yes
4. When using the Help utilities (where frames are used), does the focus move to the contents frame/pane when keywords or content subjects are selected?
WA – Yes
5. Is there logical navigational capability to move using keyboard/voice commands from frame to frame and/or control to control?
WA – Yes
6. Can keyboard/voice commands control focus to usable parts of an application/screen?
WA – Yes
7. Does focus only change in one place at a time on the screen? Focus cannot be changed in two places concurrently. For example, does filling in a checkbox change the focus on the screen without notifying the user?
WA – Yes
8. If data is auto-populated based on a selection made, does the new or changed data occur after the event that caused the change, and not above it, and is the user of assistive technology notified of the change?
WA – Yes

D. USER INTERFACE ELEMENTS MADE AVAILABLE IN TEXT

Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text. (36 CFR 1194.21(d)).

1. Do images that represent program elements such as controls, have textual equivalents?
WA – No
2. Are all controls such as checkboxes, menus and toolbars available to the users of assistive technology (e.g. screen readers, voice recognition technology)?
WA – Yes
3. Does navigation to controls result in appropriate speaking of labels, data and cues by a screen reader? WA – Yes
4. Is a meaningful and descriptive title assigned to every window (including dialog boxes)?
WA – Yes
5. Does navigation to controls track with screen magnifiers?
WA – Yes

E. CONSISTENCY OF BITMAP IMAGES USED TO IDENTIFY PROGRAMMATIC ELEMENTS

When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance. (36 CFR 1194.21(e)).

1. Do individual icons have the same meaning and use throughout the application?
WA – Yes
2. Does the software have a user selectable option to display text on icons (i.e., text only icons or bubble help)?
WA – No
3. Are menus with text equivalents provided for all icon functions or icon selections on menu, tool, and format bars?
WA – Yes

F. TEXTUAL INFORMATION

Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes. (36 CFR 1194.21(f)).

1. Is all text presented in the application readable by assistive technologies?

WA – Yes

2. Can screen readers speak all significant text displayed?

WA – Yes

3. Can assistive technology attain focus to textual elements in order to speak or gain focus?

WA – Yes

4. Are all windows and dialog boxes rendered to meaningful text?

WA – Yes

G. CONTRAST AND COLOR SELECTIONS

Applications shall not override user selected contrast and color selections and other individual display attributes. (36 CFR 1194.21(g)).

1. Does the software not override the users color and contrast settings?

WA – No

2. Can users change colors on the screen to high contrast or any other color combination desired?

WA – Yes

3. Can users change colors from operating system display settings in applications on client, server, or mainframe?

WA – Yes

H. ANIMATIONS

When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user. (36 CFR 1194.21(h)).

1. If animated objects exist, does the information conveyed by the animated object exist in another method?
WA – Yes
2. Can screen readers speak any animation or describe the animation that is displayed?
WA – Yes
3. Does animation speech conflict with a screen reader’s speech engine, voice input or other assistive technology?
WA – Yes
4. Do assistive technology users have the ability to change text size and colors of any text associated with animations?
WA – Yes
5. Can assistive technology users easily stop animation and access a non-animated mode?
WA – Yes
6. If speech accompanies an animation, are there synchronized captions that are equivalent to the spoken script for users who are deaf/hard of hearing? Speech and text must appear on the same screen and be synchronized.
WA – Yes
7. Can Voice Recognition users control the animation?
WA – Yes
8. Is equivalent functionality provided by all alternative presentation modes to animation?
WA – Yes

I. COLOR CODING

Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (36 CFR 1194.21(i)).

1. If color is used to convey information, is the information displayed in another method?

WA – Yes

2. Do users of screen readers have access to alternative text that indicates a condition of color? Any indication of color as a means of conveying information must contain a text alternative.

WA – No

J. COLOR SETTINGS

When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided. (36 CFR 1194.21(j)).

1. If users can adjust color and contrast settings, is there a variety of color and contrast settings available?

WA – No

2. Do all colors depicted for color choices have accompanying text descriptions?

WA – No

3. Does the application support user-defined color settings system-wide?

WA – No

4. Is highlighting also viewable with inverted colors?

WA – Yes

5. Is the software application free of patterned backgrounds used behind text or important graphics?

WA – Yes

K. FLASHING OR BLINKING TEXT, OBJECTS OR OTHER ELEMENTS

Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz. (36 CFR 1194.21(k)).

1. If any flashing or blinking objects exist, are the frequencies less than 2 Hz and greater than 55Hz?

WA – No

2. Can any on-screen flashing/blinking be disabled?

WA – No

3. Does any flashing/blinking that conveys meaning have an accessible text alternative?

WA – No

L. ELECTRONIC FORMS TO BE COMPATABLE WITH ASSISTIVE TECHNOLOGY

When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. (36 CFR 1194.21(l)).

1. Can all areas of the form be completed, and can the form be submitted using only a keyboard?
WA – Yes
2. Does the tab order proceed in a logical manner and follow the flow of the form?
WA – Yes
3. Are control groups on a form labeled correctly and available to assistive technology?
WA – Yes
4. Are radio button groups correctly formed and available to assistive technology? A radio button is a type of GUI element that allows the user to choose only one of a predefined set of options. Radio buttons are arranged in groups of two or more and displayed on screen as, for example, a list of circular holes that can contain white space (for unselected) or a dot (for selected). Adjacent to each radio button is normally shown a caption describing the choice that this radio button represents.
WA – Yes
5. Do all form elements have meaningful names that are accessible to assistive Technology?
WA – Yes
6. Can screen readers speak all controls, labels, directions, and cues in a logical order?
WA – Yes
7. Can keyboard users get focus in a logical order to all controls, directions, and cues in the form?
WA – Yes
8. Does all error information receive focus? Is navigation to errors easy with a keyboard and productive with a minimum of keystrokes?
WA – Yes
9. If pop-up errors are displayed, do they receive focus and are they accessible to assistive technology such as screen readers? Do other indicators of errors have a well-defined visual focus, and are they accessible to assistive technology?
WA – Yes

- 10.** Do voice recognition users have access by voice command to all menus, toolbars, and field elements?
WA – Yes
- 11.** Do all pop-ups speak immediately through a screen reader?
WA – Yes
- 12.** Do pop-ups receive focus for screen magnification software?
WA – Yes
- 13.** Does text in a pop-up increase in size through operating system settings?
WA – Yes
- 14.** If there are errors does focus move to the error display?
WA – Yes
- 15.** Are errors displayed at the top of a page with indication of the number and links to these errors for easy navigation with a keyboard? Is there a way to get consecutive errors with the keyboard?
WA – No
- 16.** If timed responses are present, is a warning available to assistive technology?
WA – No
- 17.** If timed responses are present, does the form allow the user to modify the timing parameters of any required timed responses?
WA – No
- 18.** Are form field instructions clearly presented in an accessible manner?
WA – Yes
- 19.** When returning to a form, is focus returned to the last focused element?
WA – Yes
- 20.** Are dynamic changes to the form accessible to assistive technology?
WA – Yes
- 21.** Are there alternative methods to indicate completion of a form or form field errors that include audio, visual or other means of communication?
WA – Yes

Section 508 Checklist for Cloud-Based Applications:

508 STANDARD	PASS	FAIL
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Every image, applet, embedded media, plugin, etc. that conveys content has equivalent alternative text (<code>alt</code> , <code>longdesc</code> , or in the element context).	A non-text element has no <code>alt</code> or text description or the description is not equivalent, or is not described in the adjacent text. For WA.
	The alternative text succinctly describes the content conveyed by the element, without being too verbose (for simple objects) or too vague (for complex objects).	Alternative texts are verbose ("picture of...", "image of...", etc.), vague, misleading, inaccurate, or redundant to the context (e.g. the alt text is the same as adjacent text). For WA.
	Complex graphics (graphs, charts, etc.) are accompanied by equivalent text, either through a description in the body of the page, a link to a description on a separate page, and/or the <code>longdesc</code> attribute. [See Note 1]	Complex graphics have no alternative text or the alternative does not fully convey the content of the graphic. For WA.
	Images that have a function (images within links, image buttons, and image map areas) have alternative text which describes the associated function.	Alternative texts for linked images, image buttons, or hot spots are not descriptive of the function. For WA.
	Decorative graphics are CSS background images or have null/empty alt values (<code>alt=""</code>). Images with text alternatives in element content are given empty alt text to avoid redundancy.	Decorative graphics have alternatives of "spacer", "decorative graphic," or other extraneous text. Graphics have alt text that is redundant with adjacent text. For WA.
	Transcripts are provided for audio content.	Audio does not have transcripts. For WA.

508 STANDARD	PASS	FAIL
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Video files and live audio broadcasts have synchronized captions .	Video files or live audio broadcasts do not have captions or captions are not synchronized.

		For WA.
	Content presented through video, but not through audio is provided in an audio description track.	Audio descriptions are not provided for visual-only content in multimedia. For WA.

508 STANDARD	PASS	FAIL
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Color is not used solely to convey important information.	Color is the sole means of conveying information. For WA.
	Sufficient contrast is provided.	Contrast is poor. For WA.

508 STANDARD	PASS	FAIL
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Style sheets may be used for layout, but the document is still readable and understandable (even if less visually appealing) when the style sheet is turned off.	The document is confusing or information is missing when the style sheet is turned off. For WA.

508 STANDARD	PASS	FAIL
(e) Redundant text links shall be provided for each active region of a server-side image map.	Client-side image maps are used instead of server-side image maps. Appropriate alternative text is provided for the image as well as each hot spot area.	Server side image maps or inaccessible client-side image maps are present. For WA.
(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.		

508 STANDARD	PASS	FAIL
(g) Row and column headers shall be identified for data tables.	Data tables have column and/or row headers appropriately identified (using the <th> element). For WA.	Data tables have no header rows or columns.

	Tables used strictly for layout purposes do NOT use the <th> element. For WA.	Tables used for layout have headers identified when there are no true headers.
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508 STANDARD	PASS	FAIL
(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.	Data table cells are associated with the appropriate headers using the <u>scope</u> or <u>id/headers</u> attributes. For WA.	Data table cells are not associated with column and/or row headers or they are associated incorrectly.

508 STANDARD	PASS	FAIL
(i) Frames shall be titled with text that facilitates frame identification and navigation.	Each frame is given a title that describes the frame's purpose or content. For WA.	Frames have no title or a title that is not descriptive of the frame's purpose or content.

508 STANDARD	PASS	FAIL
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	No element on the page flashes at a rate of 2 to 55 cycles per second, thus reducing the risk of optically-induced seizures. For WA.	One or more elements on the page flicker at a rate of 2 to 55 cycles per second, increasing the risk of optically-induced seizures.

508 STANDARD	PASS	FAIL
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	A text-only version is created only when there is no other way to make the content accessible or when it offers significant advantages over the main version for certain disability types.	A text-only version is provided when the main version is not accessible, but could be made fully accessible. For WA.
	The text-only version provides equivalent content and is up-to-date with the main version.	The text-only version is not equivalent to or up-to-date with the main version. For WA.

508 STANDARD	PASS	FAIL
(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.	Content and functionality provided by scripting is directly accessible to assistive technologies and the keyboard. <noscript> content does not constitute a suitable alternative to inaccessible scripting.	Content and functionality provided by scripts only work with a mouse or cannot be accessed by assistive technologies. For WA.

508 STANDARD	PASS	FAIL
(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). [See Note 2] [See Note 3]	A link is provided to a page where the plug-in can be downloaded. Not Applicable.	No link is provided to a page where the plug-in can be downloaded.
	All applets, scripts and plug-ins (including PDF and PowerPoint files, etc.) and the content within them are accessible to assistive technologies, or else an alternative means of accessing equivalent content is provided. Not Applicable.	Inaccessible plug-ins, scripts, and other applications are used without providing an accessible alternative.

508 STANDARD	PASS	FAIL
(n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	<input>, <textarea>, and <select> elements have descriptive labels. For WA.	There is no association between the form element and its label.
	Scripting of form elements does not interfere with assistive technologies or keyboard. For WA.	Scripting makes parts of the form unavailable to assistive technologies or keyboard users.

508 STANDARD	PASS	FAIL
(o) A method shall be provided that permits users to skip repetitive navigation links.	A link is provided to skip over navigational menus or other lengthy lists of links. A good heading structure also facilitates navigation. For WA.	There is no way to skip over repetitive lists of links.

508 STANDARD	PASS	FAIL
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	<p>The user has control over the timing of content changes.</p> <p>For WA.</p>	The user is required to react within limited time constraints.

Note 1: Until the `longdesc` attribute is better supported, it is best to use it in conjunction with a standard link to a longer description.

Note 2: Standalone media players are usually more accessible than embedded media players.

Note 3: A PDF file can be made accessible to screen reader users, but it may be best to include an accessible HTML version of a document instead of or in addition to PDF. Accessible alternatives must be provided for PowerPoint files.

Section 508 Checklist for Mobile Applications

#	Requirement	Rationale	Section 508 Mapping
1.0 Controls and Display			
1.1	User elements must expose their interface type, name, position, behavior/state, and value to assistive technologies.	Users of assistive technologies must be able to identify and control all interfaces. Not applicable.	1194.21(a); 1194.21(c); 1194.21(d); 1194.31(a,b,f); Section 508 Refresh
1.2	The application must not interfere or disrupt the platform accessibility application programming interface (API).	Assistive technology (whether installed or native to the device - e.g., VoiceOver, TalkBack) should have unencumbered access to the accessibility API to ensure that the user's access to the device's functions is not disrupted. Not applicable.	1194.21(b); 1194.31(a,b,c,f)
1.3	Applications must allow assistive technologies to programmatically discover the current focus and properly announce when changes in focus occur.	Assistive technology users often navigate an application element by element as opposed to scanning the screen. Knowing the current focus, and predictably navigating amongst interface elements, are important for assistive technology users to successfully use a mobile application. Not applicable.	1194.21(a); 1194.21(c); 1194.31(a,b,f)
1.4	When an image is used to identify a control, status indicator, or other programmatic element, the meaning assigned to the image must be consistent throughout an application.	People with low vision, cognitive disabilities, and screen reader users need consistency in order to successfully navigate and use mobile applications. Not applicable.	1194.21(e); 1194.31(a,b,f)
1.5	Applications must use platform standard exit methods.	Assistive technology users need a consistent method of exiting application functions. Not applicable.	1194.21(a); Section 508 Refresh
1.6	Users must be able to quickly search, or use an index function when lists or tables contain more than 25 rows of data.	When a index or search function is not provided, assistive technology users must navigate item by item. This is time consuming when working with larger lists and tables. Not applicable.	1194.21(d); 1194.22(o); 1194.31(a,b,f)

#	Requirement	Rationale	Section 508 Mapping
1.7	The state of interface elements must be discernible both visually and through assistive technology, without the user inadvertently changing the state of the object.	<p>When an assistive technology user discovers an interface element, it is important to ensure that the state of the interface element is not inadvertently changed. For example, the same gesture should not be used to both discern and activate a given control.</p> <p>Not applicable.</p>	1194.31(a,b,f)
1.8	Use high color contrast for images of text. If images of text are used, a text equivalent of the image must also be provided.	<p>People who have low vision and/or color blindness may require higher contrast levels in order to read images of text. The preferred method of displaying words and characters is through text. (see 1.9 for more information).</p> <p>Not applicable.</p>	1194.21(e); 1194.21(f); 1194.21(j); 1194.31(b)
1.9	Applications must have sufficient color contrast OR provide a function for users to enhanced contrast.	<p>Users with low vision and/or color blindness need sufficient contrast in order to successfully read information, identify user controls and use a mobile application.</p> <p>Not applicable.</p>	1194.21(e); 1194.21(f); 1194.21(j); 1194.31(b)
1.10	Applications must not use flashing or blinking at a frequency greater than 2 Hz and lower than 55 Hz.	<p>Some people with seizure disorders are adversely affected by flashing and blinking. Adhering to the limits provided will insure that users do not experience seizures.</p> <p>Not applicable.</p>	1194.21(k)
1.11	Any change in focus should properly inform the assistive technology as to the reason and purpose of the change.	<p>Any alerts or notifications that are provided by the application, either as a result of user action or from background processing performed without user interaction, should announce the context and purpose of the focus shift. Applications may shift focus without user input, and users of assistive technologies can become disoriented if unannounced shifts in focus occur.</p> <p>Not applicable.</p>	1194.21(c); 1194.21(d); 1194.31(a,b,f)
1.12	The focus order should be logically driven by function and/or the content structure.	<p>Sometimes a left to right and top to bottom focus order is not the most logical for a given use case. Initial placement and the order of focus should be logically driven by the application.</p> <p>Not applicable.</p>	1194.21(a); 1194.21(c); 1194.31(a,b,f)

#	Requirement	Rationale	Section 508 Mapping
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2.0 Descriptive and Alternative Text

2.1	Provide alternative text or descriptions for non-decorative images, images within a link, form fields, and other interface elements.	<p>People who are blind and people who have low vision need information to be presented textually to enable them to access information and control interface elements.</p> <p>Not applicable.</p>	1194.21(d); 1194.21(f); 1194.22(a); 1194.22(i); 1194.22(l); 1194.22(n); 1194.31(a,b)
2.2	Associate descriptive and/or instructional text for links, form fields, and other interface elements.	<p>Descriptions, instructions and alternative text must be properly associated with an object or interface element. Visual proximity is often not sufficient. Assistive technologies must be able to detect the association between the description and/or instructions and the interface element.</p> <p>Not applicable.</p>	1194.21(d); 1194.21(f); 1194.22(a); 1194.22(i); 1194.22(l); 1194.22(n); 1194.31(a,b)
2.3	Provide a functional, target-specific destination and/or purpose for links and user controls. When multiple links and controls have the same name (e.g., for multiple fields where 'Edit' links appear next to a list of records), provide a unique and target-specific description for each (e.g. 'Edit Jack Shephard's record', 'Edit Kate Austen's record', etc.).	<p>Users need to know the unique target or function of a link. Sometimes the name or text of the link is sufficient, but sometimes the target needs further description.</p> <p>Not applicable.</p>	1194.21(d); 1194.21(f); 1194.22(a); 1194.22(l); 1194.31(a,b)
2.4	Use the text displayed in images of text as the alternative text.	<p>When text is rendered as an image, decoration and styling usually do not convey additional information. Therefore alternate text and descriptions should display the text depicted in the image. (Note: this is different to text that is within a larger image, diagram, or chart where 2.1 and 2.7 would also apply).</p> <p>Not applicable.</p>	1194.21(d); 1194.22(a); 1194.22(l); 1194.31(a,b)
2.5	Avoid repetition of image captions in an image's alternative text.	<p>Assistive technologies will read image captions, so duplicating the caption in alternative text is inefficient.</p> <p>Not applicable.</p>	1194.21(d); 1194.22(a); 1194.22(l)

#	Requirement	Rationale	Section 508 Mapping
2.6	Supply a null alternative text value for decorative or formatting images so they are skipped by assistive technologies.	Users of assistive technology should not have to hear every instance of decorative images on a page. This information is not useful and causes unnecessary interruptions while reading content. Not applicable.	1194.31(a,b)
2.7	Provide detailed descriptions for complex images (charts, diagrams, figures, etc.).	Complex images may require more detailed descriptions, where the description conveys important or useful information. For instance, a chart may show a growth trend that should be described for users unable to visually interpret the chart. Not applicable.	1194.22(a); 1194.31(a,b)
2.8	Provide single descriptions for tiled and layered images. Where possible, combine or group separate images so they are associated with a single description.	Combining tiled and layered images allows a single image to associate with a single description. When images are not grouped or combined, users may be confused about what they are reading. Not applicable.	1194.22(a); 1194.31(a,b)
2.9	Information conveyed through color must also be conveyed textually.	Users who are blind, have low vision, or who are color blind need alternative methods to access information that is solely being conveyed by color. This includes color used to indicate changes in status, alerts, errors, etc. Not applicable.	1194.21(i); 1194.22(c); 1194.31(a,b)

3.0 Timeout

3.1	Alert users that a time out will occur, allow users to extend a time out, and convey how much time they will have to extend the time out.	People with disabilities often need longer to complete tasks than nondisabled people. A visual and assistive technology detectable event that lets the user know the amount of time available to extend the timeout is helpful for users who may need more time to respond to time out alerts. Not applicable.	1194.21(c); 1194.22(p); 1194.31(a,b,f)
3.2	After a time out is extended, return focus to where the user last had focus.	Focus must return to the location it was when the time out occurred to promote comparable access. Resetting focus to the top of the page causes confusion and significantly affects efficiency. Not applicable.	1194.21(c); 1194.22(p); 1194.31(a,b,f)
3.3	Alert users that the time out event has occurred.	Users may become confused if they think a session is still active, when in fact the session has timed out. Without appropriate alerts, users may think they can still complete a task. Not applicable.	1194.21(c); 1194.22(p); 1194.31(a,b,f)

#	Requirement	Rationale	Section 508 Mapping
4.0 Tables			
4.1	Provide a programmatically determinable summary for tables.	<p>Users with vision can quickly scan tables to understand their purpose, but an assistive technology user may need to navigate the entire table to understand its purpose. Users need a table summary that clearly describes the purpose of a table, and row/column headers that make sense when spoken in isolation.</p> <p>Not applicable.</p>	1194.21(d); 1194.22(a); 1194.31(a,b,f)
4.2	Mark up column and row header cells so that they are exposed properly to the Assistive Technology.	<p>While reading a table cell, sighted users can visually scan down or across to find its associated header. For non-sighted users, this association must be made programmatically.</p> <p>Not applicable.</p>	1194.21(d); 1194.22(g); 1194.22(h); 1194.31(a,b,f)
4.3	When creating complex tables, ensure data cells are associated with the correct header cells.	<p>The programmatic associations between cells and headers may become mixed up when cells are merged. Cells associations in complex tables may require additional header labeling to maintain the correct relationship.</p> <p>Not applicable.</p>	1194.21(d); 1194.22(g); 1194.22(h); 1194.31(a,b,f)
4.4	Header columns must programmatically indicate if/how they are sorted.	<p>When tables allow users to sort by column, users who are blind or have low vision need an indication of which column is sorted and in what direction (ascending/descending).</p> <p>Not applicable.</p>	1194.21(d); 1194.22(g); 1194.22(h); 1194.31(a,b,f)

II. PRODUCT INFORMATION, DOCUMENTATION, AND SUPPORT ARE SUBJECT TO 508

A. PRODUCT SUPPORT DOCUMENTATION

Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge. (36 CFR 1194.41(a)).

Best Practices:

- Ensure all documentation is made available in an accessible format. Document authors should ensure their documentation is accessible to persons with disabilities. This involves providing the documentation in a file format that is compatible with assistive technologies and markup to allow for maximum comprehension of the document. This includes product guides and installation guides for end users.
- Ensure a contact in place to receive requests for accessible user documentation.
- Ensure a process is in place to generate alternative formats.
- Ensure there is a process in place to deliver the alternative format.
- Ensure all product training materials made available to the end user are in an accessible format. When training materials are provided, manufacturers and service providers must ensure their training materials for end users are accessible to persons with disabilities. This involves providing the training in accessible format that is compatible with assistive technologies.

Checklist for Word Documents:

ID	1.0.Master Requirements for all Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?			✓
1.2	Is the document file name concise, generally limited to 20-30 characters, and does it make the contents of the file clear?			✓
1.3	Have the Document Properties for Title, Author, Subject (AKA Description), Keywords, Language, and Copyright Status been filled out?			✓
1.4	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?			✓
1.5	Have track changes been accepted or rejected and turned off?			✓
1.6	Have comments been removed and formatting marks been turned off?			✓
1.7	Does the document refrain from using flashing/flickering text and/or animated text?			✓
1.8	Is the document free of background images or watermarks?			✓
1.9	Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions?			✓
1.10	Do complex images (i.e., charts and graphs) have descriptive text near the image (perhaps as a caption)?			✓
1.11	Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like "Click here" and, instead, use phrases that let users know about the content of the linked page prior to selecting it)?			✓
1.12	Are all URLs linked to correct Web destinations?			✓
1.13	Are e-mail links accessible?			✓

1.14	Has a separate accessible version of the document been provided when there is no other way to make the content accessible?			✓
1.15	If there are tables, are blank cells avoided?			✓
1.16	Is all of the text easy to read in comparison to the background of the document (i.e., has a color-contrast ratio of 4.5:1)?			✓
1.17	Has the document been reviewed in Print Preview for a final visual check?			✓
ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.1	Has the document been formatted using Style elements (Heading 1, Heading 2) and/or Outline in a hierarchical manner (i.e. Heading 1 to Heading 2 to Body Text)?			✓
2.2	Are page numbering codes used as opposed to manually typed page numbers?			✓
2.3	If footnotes are present, have they been created through Word Footnote linking?			✓
2.4	If color is used to emphasize the importance of selected text, is there an alternate method also used?			✓
2.5	Is the list style being used as opposed to manually typed characters (e.g. Hyphens, numbers, or graphics)?			✓
2.6	Is the document free of text boxes? (If not, but the final format will be PDF or HTML, then text boxes are okay).			✓
2.7	If the document contains a Table of Contents (TOC), was it created using the TOC field (e.g., created using the TOC Command in MS Word)?			✓
ID	3.0. Document Image Requirements	Yes (Pass)	No (Fail)	N/A
3.1	Are multiple associated images on the same page (e.g., boxes in an organizational chart) grouped as one object?			✓
3.2	Have all multilayered objects been flattened into one image and does that image use one alternative text description for the image?			✓

3.3	Do images/graphics appear crisp and legible?			✓
ID	4.0. Document Table Requirements	Yes (Pass)	No (Fail)	N/A
4.1	If the document has a tabular appearance, was the tabular structure made using the Insert Table option (as opposed to manual tabs and/or spaces)?			✓
4.2	Do all tables have a logical reading order from left to right, top to bottom?			✓
4.3	Do data tables have the entire first row designated as a 'Header Row' in table properties?			✓
4.4	Is the table free of Merged Cells? (If not, but the final format will be PDF or HTML, then merged cells are okay).			✓
4.5	Are all tables described and labeled (where appropriate)? Note: In some cases naming/numbering of tables may not be appropriate. For example, a small data table in a presentation may not need a reference.			✓
4.6	In table properties, is "Allow row to break across pages" unchecked?			✓

Checklist for PDFs:

ID	1.0.Master Requirements for all Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?	For WA.		
1.2	Is the document file name concise, generally limited to 20–30 characters, and does it make the contents of the file clear?	For WA.		
1.3	Have the Document Properties for Title, Author, Subject (AKA Description), Keywords, and Language been filled out?	For WA.		
1.4	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?	For WA.		
1.5	Have track changes been accepted or rejected and turned off?	For WA.		
1.6	Have comments been removed and formatting marks been turned off?	For WA.		
1.7	Does the document refrain from using flashing/flickering text and/or animated text?	For WA.		
1.8	Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like “Click here” and, instead, use phrases that let users know about the content of the linked page prior to selecting it)?	For WA.		
1.9	Are all URLs linked to correct Web destinations?	For WA.		
1.10	Are all internal links/TOC entries functioning correctly (if linked)?	For WA.		
1.11	Are links (including e-mail addresses) keyboard accessible?	For WA.		
1.12	Has a separate accessible version of the document been provided when there is no other way to make the content accessible?	For WA.		
1.13	Is the color contrast ratio between foreground text and background color at least 4.5:1?	For WA.		
1.14	Has the document been reviewed in Print Preview for a final visual check?	For WA.		

ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.1	Is the document free of scanned images of text?	For WA.		
2.2	Have bookmarks been included in all PDFs that are more than 9 pages long? And, if bookmarks are present, are they logical?	For WA.		
2.3	Are decorative images marked as background/artifact?			 For WA.
2.4	Have all scanned signatures been removed from the PDF?	For WA.		
2.5	If there is an automated accessibility checker in the program used to create the PDF, has that been run and does it pass?	For WA.		
2.6	Is the document free of layout tables?		For WA.	
2.7	Do images/graphics appear crisp and legible?	For WA.		
2.8	If a table of contents (TOC) is present, are the page numbers correct, and, if linked, does the TOC function correctly?	For WA.		

ID	3.0. Accessibility Tagging and Reading Order	Yes (Pass)	No (Fail)	N/A
3.1	Have PDF tags been added to the document?		For WA.	
3.2	Does the order of the PDF Tags match that of the order that the content should be read in?		For WA.	
3.3	Has the PDF been formatted using Style elements (i.e., the title of the document as Heading 1, the first-order heading as Heading 2, etc.?)	For WA.		

3.4	Are heading styles organized in a hierarchal and logical fashion, with consecutive headings (i.e., no missing heading levels).	For WA.		
3.5	If nonstandard/custom tags are used, have they been mapped correctly in the Document Roles dialogue box and verified as working via assistive technology testing: (e.g., JAWS, Window Eyes, NVDA, and Dragon)?			✓ For WA.
3.6	Have documents with multicolumn text, tables, or call-out boxes been checked for correct reading order?	For WA.		
3.7	Are any footnotes or references tagged with standard Note and Reference tags and placed in the proper logical reading order?	For WA.		

ID	4.0. Document Images Requirement	Yes (Pass)	No (Fail)	N/A
4.1	Is the document free of background images or watermarks?	For WA.		
4.2	Are multiple associated images on the same page (e.g., boxes in an organizational chart) grouped as one object?	For WA.		
4.3	Have all multilayered objects been flattened into one image and does that image use one alternative text description for the image?	For WA.		
4.4	Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions?		For WA.	
4.5	Do complex images (i.e., charts and graphs) have descriptive text near the image (perhaps as a caption)?	For WA.		

ID	5.0. Lists and PDF Tables	Yes (Pass)	No (Fail)	N/A
5.1	Have lists been tagged completely, making use of all four of the following tags: L, LI, Lbl, and LBody tags?	For WA.		

5.2	If the document has a tabular appearance, was that tabular structure made using the table option (as opposed to manual tabs and/or spaces)?	For WA.		
5.3	Are blank cells avoided?	For WA.		
5.4	Do all tables have a logical reading order from left to right, top to bottom?	For WA.		
5.5	Do all data tables in the document have Row and/or Column headers?	For WA.		
5.6	Do header rows repeat across pages if the table is multiple pages?		For WA.	
5.7	Are all table cells, with the exception of those in the Header Rows or columns, designated as data cells?			✓ For WA.
5.8	Are data cells set so they do not split across pages?			✓ For WA.
5.9	If the table is a simple table, does it have scoping applied to the appropriate Row/Column Headers?	For WA.		
5.10	If the table is a complex table, does it have id and header attributes to associate the data cells with the column/row headers?			✓ For WA.
5.11	Are all tables described and labeled (where appropriate)? Note: In some cases naming/numbering of tables may not be appropriate. For example, a small data table in a presentation may not need a reference.	For WA.		

ID	6.0. Form Fields	Yes (Pass)	No (Fail)	N/A
6.1	<p>Do all form fields have correct labels and markups:</p> <ol style="list-style-type: none"> Form fields must have a visual text label next to the form tag and there must be a tool tip. Is the value attribute used on buttons? 			✓ For WA.

	3. Is the label element not being used on hidden input fields (e.g., input type =“hidden”)?			
6.2	Are all form fields keyboard accessible?			 For WA.
6.3	Are all multiple-choice answers keyboard accessible and grouped together as form-field sets? 1. The value attribute needs to match the text next to the answer. 2. Make sure the name attribute is the same.			 For WA.

Checklist for Excel Spreadsheets:

ID	1.0.Master Requirements for all Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?			✓
1.2	Is the document file name concise, generally limited to 20-30 characters, and does it make the contents of the file clear?			✓
1.3	Have the Document Properties for Title, Author, Subject (AKA Description), Keywords, Language, and Copyright Status been filled out?			✓
1.4	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?			✓
1.5	Have track changes been accepted or rejected and turned off?			✓
1.6	Have comments been removed and formatting marks been turned off?			✓
1.7	Does the document refrain from using flashing/flickering text and/or animated text?			✓
1.8	Is the document free of background images or watermarks?			✓
1.9	Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions?			✓
1.10	Do complex images (i.e., charts and graphs) have descriptive text near the image (perhaps as a caption)?			✓
1.11	Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like "Click here" and, instead, use phrases that let users know about the content of the linked page prior to selecting it)?			✓
1.12	Are all URLs linked to correct Web destinations?			✓
1.13	Are e-mail links accessible?			✓

1.14	Has a separate accessible version of the document been provided when there is no other way to make the content accessible?			✓
1.15	If there are tables, are blank cells avoided?			✓
1.16	Is all of the text easy to read in comparison to the background of the document (i.e., has a color-contrast ratio of 4.5:1)?			✓
1.17	Has the document been reviewed in Print Preview for a final visual check?			✓

ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.1	Is the table free of merged cells? (If not, but the final format will be PDF or HTML, then merged cells are okay).			✓
2.2	Do the active worksheets have clear and concise names that allow users (and assistive technology) to identify the table's source and content?			✓
2.3	Is each table prefixed (titled) with the table name and table number?			✓
2.4	Does the table header repeat at the top of the table as it goes from one page to another?			✓
2.5	If color is used to emphasize important text, is there is an alternate, compliant method used as well?			✓
2.6	Have all extraneous comments have been removed?			✓
2.7	Is the document free of text boxes? (If not, but the final format will be PDF or HTML, then text boxes are okay).			✓

ID	3.0. Charts/Image Requirements	Yes (Pass)	No (Fail)	N/A
3.1	Are associated images on the same page, such as boxes in an organizational chart, grouped as one object?			✓
3.2	Have all multilayered objects been flattened into one image?			✓
3.3	Do all nontext elements that convey information, including images, have descriptive captions (alternative text does not currently work in Excel)?			✓
3.4	Do all charts have titles, legends, and axis labels?			✓

Checklist for PowerPoint Documents:

ID	1.0.Master Requirements for all Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?			✓
1.2	Is the document file name concise, generally limited to 20–30 characters, and does it make the contents of the file clear?			✓
1.3	Have the Document Properties for Title, Author, Subject (AKA Description), Keywords, Language, and Copyright Status been filled out?			✓
1.4	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?			✓
1.5	Have track changes been accepted or rejected and turned off?			✓
1.6	Have comments been removed and formatting marks been turned off?			✓
1.7	Does the document refrain from using flashing/flickering text and/or animated text?			✓
1.8	Is the document free of background images or watermarks?			✓
1.9	Do all images, grouped images, and nontext elements that convey information have meaningful alternative-text descriptions?			✓
1.10	Do complex images (i.e., charts and graphs) have descriptive text near the image (perhaps as a caption)?			✓
1.11	Do all URLs contain descriptive hyperlinks (i.e., avoid generic phrases like “Click here” and, instead, use phrases that let users know about the content of the linked page prior to selecting it			✓
1.12	Are all URLs linked to correct Web destinations?			✓
1.13	Are e-mail links accessible?			✓
1.14	Has a separate accessible version of the document been provided when there is no other way to make the content accessible?			✓
1.15	If there are tables, are blank cells avoided?			✓
1.16	Is all of the text easy to read in comparison to the background of the document (i.e., has a color-contrast ratio of 4.5:1)?			✓
1.17	Has the document been reviewed in Print Preview for a final visual check?			✓

ID	2.0. General Layout and Formatting Requirements	Yes (Pass)	No (Fail)	N/A
2.1	Can all slide text be viewed in the Outline View?			✓
2.2	Do all of the slides avoid using flickering/flashing text and/or animated text?			✓
2.3	Do all of the slides avoid using text boxes or graphics with text within them?			✓
2.4	Is the list style being used as opposed to manually typed characters (e.g. Hyphens, numbers, or graphics)?			✓
2.5	If multimedia is present, did the multimedia pass the Multimedia Checklist?			✓
2.6	Is the presentation free of SmartArt?			✓
ID	3.0. Document Images Requirement	Yes (Pass)	No (Fail)	N/A
3.1	Are multiple associated images on the same page (e.g., boxes in an organizational chart) grouped as one object?			✓
3.2	Have all multilayered objects been flattened into one image and does that image use one alternative text description for the image?			✓
3.3	Do images/graphics appear crisp and legible?			✓
ID	4.0. Document Tables	Yes (Pass)	No (Fail)	N/A
4.1	If the document (or a section of the document) has a tabular appearance, is the tabular structure made using the table option (as opposed to manual tabs and/or spaces)?			✓
4.2	Do all tables have a logical reading order from left to right, top to bottom?			✓
4.3	Do data tables have the entire first row designated as a 'Header Row' in table properties?			✓
4.4	Is the table free of merged cells?			✓
4.5	Are all tables described and labeled (where appropriate)? Note: In some cases naming/numbering of tables may not be appropriate. For example, a small data table in a presentation may not need a reference.			✓
4.6	In table properties, is "Allow row to break across pages" unchecked?			✓

Checklist for HTML Files:

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
1.1	Do images that convey contextual content have equivalent alternative text specified in the <code>alt</code> attribute of the <code>img</code> element?			✓
1.2	Do images that are purely decorative, and not contextual, have empty, or null, alternative text specified, e.g. <code>alt=""</code> ?			✓
1.3	Does the alternate text convey contextual relevance to the page it is on?			✓
1.4	Do images that convey complex content have <code>longdesc</code> attributes or equivalent text content available elsewhere on the page?			✓
1.5	Does text content contained in images disappear when images are not available, i.e. is there text contained in the images?			✓
1.6	Do image map <code>area</code> elements have the link destination correctly titled? If the <code>title</code> attribute is used, it ought not to duplicate the alt text.			✓
1.7	Do form non-text controls, e.g. <code>input type="image"</code> , provide a text alternative that identifies the purpose of the non-text control?			✓
1.8	Do <code>noframes</code> elements have appropriate equivalent or alternative content for user agents that do not support frames?			✓
2.1	Is a full text transcript provided for all prerecorded audio?			✓
2.2	Is a full text transcript provided for all prerecorded video?			✓
2.3	Are open or closed captions provided for all synchronized video?			✓
2.4	Is fully synchronized text alternative or sound track provided for all video interaction that is not otherwise described?			✓
3.1	Is information conveyed by color also conveyed by context, markup, graphic coding, or other means?			✓

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
3.2	Does a contrast ratio of at least 4.5:1 exist between text, and images of text, and background behind the text?			✓
3.3	Is a correct contrast ratio maintained when images are not available?			✓
3.4	Is a correct contrast ratio maintained when CSS is disabled?			✓
3.5	Are links distinguished from surrounding text with sufficient color contrast and is additional differentiation provided when the link receives focus, e.g. it becomes underlined?			✓
4.1	With CSS disabled, is color and font information rendered in the browser's default CSS?			✓
4.2	With CSS disabled, are headings, paragraphs, and lists obvious and sensible?			✓
4.3	With CSS disabled, does the order of the page content make sense as read?			✓
4.4	With CSS disabled, is most text, other than logos and banners, rendered in text rather than images?			✓
4.5	With CSS disabled, does any content that was invisible before stay invisible?			✓
4.6	With CSS disabled, is any content or functionality provided by the CSS through mouse action also provided through keyboard-triggered event handlers?			✓
4.7	When tables are used for layout, does the content linearize properly when layout tables are turned off?			✓
5.1	Are links in server-side image maps repeated elsewhere in the page that are non-graphical, e.g. a normal list of links?			✓
6.1	Are client-side image maps used instead of server-side image maps?			✓
6.2	Do client-side image maps have appropriate alternative text for the image, as well as each hot spot region?			✓

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
7.1	For tables containing data, do <code>th</code> elements appropriately define every row and/or every column headers?			✓
7.2	For tables containing data, do <code>th</code> elements contain the <code>scope</code> attribute for row and/or column headers that are not logically placed, e.g. in the first row and first column as applicable?			✓
7.3	For tables containing data, is the <code>summary</code> attribute used to explain the meaning of the table if it is not otherwise evident from context?			✓
7.4	For tables that are used for layout, are <code>th</code> elements or <code>summary</code> , <code>headers</code> , <code>scope</code> , <code>abbr</code> , or <code>axis</code> attributes NOT used at all?			✓
8.1	For complex tables, do <code>th</code> elements appropriately define row and/or column headers?			✓
8.2	For complex tables, does each <code>th</code> element contain an <code>id</code> attribute unique to the page and/or does each <code>th</code> element and any <code>td</code> element that acts as a header for other elements contain a <code>scope</code> attribute of <code>row</code> , <code>col</code> , <code>rowgroup</code> , or <code>colgroup</code> ?			✓
8.3	For complex tables, does any <code>td</code> element that is associated with more than one <code>th</code> element contain a <code>headers</code> attribute that lists the <code>id</code> attribute for all headers associated with that cell?			✓
8.4	Are the <code>summary</code> attribute and <code>thead</code> and <code>tbody</code> elements used to clarify the table meaning and structure if needed?			✓
9.1	Does each <code>frame</code> and <code>iframe</code> element have a meaningful <code>title</code> attribute?			✓
9.2	Does the page have equivalent content in a <code>noframes</code> element for user agents that do not support frames?			✓
10.1	Does any page element NOT flicker at an unhealthy rate, e.g. less than three flashes per second?			✓
10.2	Does any page NOT contain the <code>marquee</code> and <code>blink</code> elements?			✓

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
11.1	Does a document have a text-only version? If so, does it meet all Section 508 criteria?			✓
11.2	Does the text-only version contain the same exact information as the original document?			✓
11.3	Does the text-only version provide the functionality equivalent to that of the original document?			✓
11.4	Is an alternative provided for components, e.g. plug-ins & scripts, which are not directly accessible?			✓
12.1	Is any content or functionality provided by JavaScript through mouse action also provided through keyboard-triggered event handlers?			✓
12.2	Are link-type behaviors created with JavaScript on ONLY focusable elements?			✓
12.3	If content or functionality provided by JavaScript cannot be provided to assistive technology, is equivalent content or functionality provided without JavaScript?			✓
13.1	Are links provided to any special readers or plug-ins that are required to interpret page content?			✓
13.2	Do special readers or plug-ins comply with the requirements of Section 508 paragraphs §1194.21(a)-(l)?			✓
14.1	Does each appropriate <code>input</code> element or form control have an associated and visible <code>label</code> element or <code>title</code> attribute?			✓
14.2	Are all cues for filling out the form available to users of assistive technology, e.g. mandatory fields, help boxes, error messages?			✓
14.3	Is the tab order to reach the form and the tab order between form elements logical and consistent with the normal and visual order of entering form data?			✓

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
14.4	Are logically-related groups of form elements identified with appropriate <code>fieldset</code> and <code>legend</code> elements?			✓
14.5	Is placeholder text, if used, NOT redundant or distracting to users of assistive technology?			✓
14.6	Do form error messages identify the error(s) to the user and describe them to the user in text?			✓
15.1	If repetitive navigation links are at the beginning of the source of the HTML page, can a user navigate via a link, the "skip link", at the top of each page directly to the main content area?			✓
15.2	If a "skip link" is provided, does the anchor element contain text content that is visible with CSS disabled?			✓
15.3	If a "skip link" is provided and it is hidden with CSS, is it available to users of assistive technology, e.g. not using the <code>display:none</code> method?			✓
15.4	Can a user navigate over groups of links, between multiple groups of links, and between sections of the page content by means of section headings or visible and audible local links?			✓
15.5	Are heading elements used to convey logical hierarchy and denote the beginning of each section of content?			✓
16.1	Is enough time provided to allow users to read and interact with content?			✓
16.2	Is the functionality of the content predictable, i.e. will a user experience contextual changes when unbeknownst to them?			✓
16.3	Does the user have control over the timing of content changes?			✓
16.4	If a page or application has a time limit, is the user given options to turn off, adjust, or extend that time limit?			✓

Checkpoint	Criteria	Yes (Pass)	No (Fail)	N/A
16.5	Can automatically moving, blinking, or scrolling content that lasts longer than 3 seconds be paused, stopped, or hidden by the user?			✓
16.6	Can automatically updating content be paused, stopped, or hidden by the user or the user can manually control the timing of the updates, e.g. automatically redirecting or refreshing a page, a news ticker, AJAX updated field, a notification alert, etcetera?			✓
16.7	Can interruptions be postponed or suppressed by the user, e.g. alerts, page updates, etcetera?			✓
16.8	If an authentication session expires, can the user re-authenticate and continue the activity without losing any data from the current page?			✓

Checklist for Multimedia Files:

ID	1.0.Master Requirements for all Documents	Yes (Pass)	No (Fail)	N/A
1.1	Does the document file name not contain spaces and/or special characters?			✓
1.2	Is the document file name concise, generally limited to 20-30 characters, and makes the contents of the file clear in the context in which it is presented?			✓
1.3	Does the document utilize recommended fonts (i.e., Times New Roman, Verdana, Arial, Tahoma, Helvetica, or Calibri)?			✓
1.4	Does the document refrain from using flashing/flickering text and/or animated text?			✓
1.5	Do all URLs contain the correct hyperlink and display the fully qualified URL (i.e., http://www.samhsa.gov and not www.samhsa.gov)?			✓
1.6	Are all URLs linked to correct Web destinations?			✓
1.7	Are e-mail links accessible?			✓
1.8	Has a separate accessible version of the multimedia file been provided when there is no other way to make the content accessible?			✓

ID	2.0.Secondary Sensory-Channel Requirements	Yes (Pass)	No (Fail)	N/A
2.1	If a video—Does the video or animation contain synchronized captioning?			✓
2.2	If an animation—Does the animation have a text equivalent?			✓
2.3	If a sound file—Does the sound file have a matching transcript file?			✓

ID	3.0. Functional Control Requirements	Yes (Pass)	No (Fail)	N/A
3.1	Does the file have the minimum required media controls of video resizing, volume control, play/stop buttons, and the ability to turn captions on and off?			✓
3.2	Are all media controls keyboard accessible?			✓
3.3	Is the media embedded in a way that allows the user to use keyboard controls to move in and out of the video in relation to surrounding content?			✓

B. ACCESS TO A DESCRIPTION OF THE ACCESSIBILITY AND COMPATIBILITY FEATURES

End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge. (36 CFR 1194.41(b)).

Best Practices:

- Provide an accessibility and compatibility section with a feature list in the documentation. For products, sites or applications that have implemented accessibility enhancements, an accessibility information file should be provided. This file should be included as part of any online support documentation, or available on request in accessible format for products. This documentation must provide information related to accessibility and describe any idiosyncrasies or workarounds necessary to use the product, site or application.
- If the site or application utilizes keyboard shortcuts to allow access to program functionality, a list of these keyboard shortcuts should be provided to the user.
- When non-standard or shortcut keys are on the only means of accessing content the keys must be documented so that keyboard only users can access these features. If the keys are not documented the user will not know they exist and thus the application will not be keyboard accessible.

C. ACCESSIBLE SUPPORT SERVICES

Support services for products shall accommodate the communication needs of end-users with disabilities. (36 CFR 1194.41(c)).

Best Practices:

- Ensure text content is contained in unprotected sections of the document.
- Ensure that users can access customer and technical support in an accessible fashion. Accessible support mechanisms include accessible chat, documentation, and phone service. Phone service should include support for TTY / TDD functions and/or visual and text relay services. Customer support must be able to assist users with product related assistance as well as accessibility related support.
- Product support services should be available via more than one method. At least one of these methods should not be auditory. The alternate methods should support the communication modes of disabled users.

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