

# WCAG 2.0

## Conformance Requirements

1. Any conformance with WCAG 2.0 requires that *all* level 1 success criteria for *all* guidelines be met.
2. WCAG 2.0 conformance at level A means that *all* level 1 success criteria for *all* guidelines are met.
3. WCAG 2.0 conformance at level AA means that *all* level 1 and *all* level 2 success criteria for *all* guidelines are met.
4. WCAG 2.0 conformance at level AAA means that *all* level 1, level 2 and level 3 success criteria for *all* guidelines are met.

## Level 1 Success Criteria

Success Criteria	Yes	No	N/A
<p><a href="#">Guideline 1.1</a>. Provide text alternatives for all non-text content.</p> <ol style="list-style-type: none"> <li>1. <i>Text-alternatives</i> are <i>explicitly associated</i> with <i>non-text content</i> and one of the following is true: [I]               <ol style="list-style-type: none"> <li>a. For non-text content that is functional, such as graphical links or buttons, text alternatives identify the purpose or function of the non-text content; or,</li> <li>b. For non-text content that is used to convey information, text alternatives convey the same information; or,</li> <li>c. For non-text content that is intended to create a specific sensory experience, such as music or visual art, text alternatives identify and describe the non-text content; or,</li> <li>d. Multimedia alternatives are provided according to <a href="#">guideline 1.2</a>; or,</li> <li>e. Non-text content that does not provide information or functionality is marked such that it can be ignored by assistive technology</li> </ol> </li> </ol> <p>(<a href="#">Gateway to Techniques for Guideline 1.1 Level 1 SC</a>)</p>			
<p>Alt Text is not present on all images or "" for alt text to skip with AT</p>			
<p><a href="#">Guideline 1.2</a>. Provide synchronized media equivalents for time-dependent presentations.</p> <ol style="list-style-type: none"> <li>1. An <i>audio description</i> of visual events is provided for audio-visual media. [I]</li> <li>2. <i>Captions</i> are provided for all significant dialogue and sounds in <i>time-dependent</i> material. [I]</li> <li>3. Descriptions and captions are synchronized with the events they represent. [I]           <p><b>Exception:</b> A text transcript or other non-audio equivalent does not need to be synchronized with the multimedia presentation if <i>all four</i> of the following statements are true:</p> <ol style="list-style-type: none"> <li>a. the content is real-time and</li> <li>b. the content is audio-only and</li> <li>c. the content is not time-sensitive and</li> <li>d. the content is not interactive</li> </ol> <p><b>Note:</b> This exception applies to both success criteria 2 and 3 above.</p> </li> <li>4. If the Web content is <i>real-time</i> video with audio, real-time captions are provided. [I]           <p><b>Exception:</b> If the content is a music program that is primarily non-vocal, then captions are not required.</p> </li> <li>5. If the Web content is real-time, non-interactive video (for example, a Webcam view of surrounding conditions such as weather information), then one of the following is</li> </ol>			

provided: [I]

- o a substitute that conforms to [guideline 1.1](#) (for example, an ongoing text report of weather conditions)
- o a link to a substitute that conforms to [guideline 1.1](#) (for example, a link to a weather Web site that conforms to Guideline 1.1)

6. If a presentation that contains only audio or only video requires users to respond interactively at specific times during the presentation, then a synchronized equivalent presentation (audio, visual or text) is provided. [I]

**Exception:** If content that is rebroadcast from another medium or resource meets accessibility requirements for that medium, then the rebroadcast satisfies this checkpoint if it complies with other applicable sections of WCAG 2.0

[\(Gateway to Techniques for Guideline 1.2 Level 1 SC\)](#)

Numerous videos and flash material would need individual testing for compliance to pass, outside the scope of this contract

[Guideline 1.3](#). Ensure that information, functionality, and structure are separable from presentation.

1. Structures and relationships within the content can be derived programmatically. [I]
2. Emphasis can be derived programmatically. [I]
3. Any information presented through color is also available without color (for example, through context or markup or coding that does not depend on color). [I]

[\(Gateway to Techniques for Guideline 1.3 Level 1 SC\)](#)

[Guideline 1.4](#). In visual presentations, make it easy to distinguish foreground words and images from the background.

1. Any text that is presented over a background is electronically available so that it could be re-presented in a form that allows the text to be distinguished from the background. [I]

[\(Gateway to Techniques for Guideline 1.4 Level 1 SC\)](#)

[Guideline 2.1](#). Make all functionality operable via a keyboard or a keyboard interface.

1. All of the *functionality* of the content, where the functionality or its outcome can be described in a sentence, is operable through a keyboard or *keyboard interface*. [I]

[\(Gateway to Techniques for Guideline 2.1 Level 1 SC\)](#)

[Guideline 2.2](#). Allow users to control time limits on their reading or interaction unless specific real-time events or rules of competition make such control impossible.

1. Content is designed so that time limits are not an essential part of interaction, or at least one of the following is true for each time limit: [I]
  - o the user is allowed to deactivate the time limit or;
  - o the user is allowed to adjust the time limit over a wide range which is at least ten times the length of the default setting or;
  - o the user is warned before time expires, allowed to extend the time limit with a simple action (for example, "hit any key") and given at least 10 seconds to respond or;
  - o the time limit is an important part of a real-time event (for example, an auction), and

no alternative to the time limit is possible or;

- o the time limit is part of an *activity where timing is essential* (for example, competitive gaming or time-based testing) and time limits can not be extended further without invalidating the activity.

[\(Gateway to Techniques for Guideline 2.2 Level 1 SC\)](#)

[Guideline 2.3](#). Allow users to avoid content that could cause photosensitive epileptic seizures.

1. Content that violates General Flash Threshold or Red Flash Threshold is *marked in way that the user can access prior to its appearance*. [V]

[\(Gateway to Techniques for Guideline 2.3 Level 1 SC\)](#)

[Guideline 3.1](#). Ensure that the meaning of content can be determined.

1. The natural language of the document as a whole can be identified by automated tools. [I]
2. The meaning of abbreviations and acronyms can be *programmatically located*. [I]

[\(Gateway to Techniques for Guideline 3.1 Level 1 SC\)](#)

[Guideline 3.2](#). Organize content consistently from "page to page" and make interactive components behave in predictable ways.

1. Any *extreme change of context* is implemented in a manner that can be programmatically identified. [I]

[\(Gateway to Techniques for Guideline 3.2 Level 1 SC\)](#)

[Guideline 4.1](#). Use technologies according to specification.

1. Except where the site has documented that a specification was violated for backward compatibility or compatibility with assistive technology, the technology has: [I]
  - a. passed validity tests for the version of the technology in use (whether it be conforming to a schema, Document Type Definition (DTD), or other tests described in the specification),
  - b. structural elements and attributes are used as defined in the specification.

[\(Gateway to Techniques for Guideline 4.1 Level 1 SC\)](#)

[Guideline 4.2](#). Ensure that user interfaces are accessible or provide an accessible alternative(s).

1. At least one plug-in required to access the content conforms to at least the default set of conformance requirements of the [User Agent Accessibility Guidelines \(UAAG\) 1.0](#) at Level A plus the sets of requirements (a) through (i) (below) that apply. If required plug-ins are not accessible, an alternative solution is provided that conforms to WCAG 2.0. If inaccessible plug-ins are available, then a method for obtaining an accessible plug-in is provided from the content. [V]
2. Any *programmatically user interface components* of the content conform to at least the default set of conformance requirements of the UAAG 1.0 at Level A plus the sets of requirements (a) through (i) (below) that apply. If the custom user interfaces cannot be made accessible, an alternative solution is provided that meets WCAG 2.0 (including this provision) to the level claimed. [V]

<p><b>Requirements (a) through (i)</b></p> <p>a. <u>If the application renders visual text, it should conform to the <a href="#">VisualText checkpoints</a></u> .</p> <p>b. <u>If the application renders images, it should conform to the <a href="#">Image checkpoints</a></u> .</p> <p>c. <u>If the application renders animations, it should conform to the <a href="#">Animation checkpoints</a></u> .</p> <p>d. <u>If the application renders video, it should conform to the <a href="#">Video checkpoints</a></u> .</p> <p>e. <u>If the application renders audio, it should conform to the <a href="#">Audio checkpoints</a></u> .</p> <p>f. <u>If the application performs its own event handling, it should conform to the <a href="#">Events checkpoints</a></u> .</p> <p>g. <u>If the application implements a selection mechanism, it should conform to the <a href="#">Selection checkpoints</a></u> .</p> <p>h. <u>The application should support keyboard access per UAAG 1.0 checkpoints <a href="#">1.1</a> and <a href="#">6.7</a></u> .</p> <p>i. <u>If the application implements voice or pointer input, it should conform to the <a href="#">Input Modality checkpoints</a></u> .</p> <p><a href="#">(Gateway to Techniques for Guideline 4.2 Level 1 SC)</a></p>			
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## Level 2 Success Criteria

Success Criteria	Yes	No	N/A
<p><a href="#">Guideline 1.2</a>. Provide synchronized media equivalents for time-dependent presentations.</p> <p>1. Synchronized captions are provided for all real-time broadcasts. [I]</p> <p><a href="#">(Gateway to Techniques for Guideline 1.2 Level 2 SC)</a></p>			
<p><a href="#">Guideline 1.3</a>. Ensure that information, functionality, and structure are separable from presentation.</p> <p>1. Information presented using color is also available without color and without having to interpret markup (for example through context or text coding). [V]</p> <p><a href="#">(Gateway to Techniques for Guideline 1.3 Level 2 SC)</a></p>			
<p><a href="#">Guideline 1.4</a>. In visual presentations, make it easy to distinguish foreground words and images from the background.</p> <p>1. Text that is presented over a background has a contrast greater than ____ between the text and the background as measured by ____ or the resource provides a mechanism to allow the text to meet this criterion. [V]</p> <p><a href="#">(Gateway to Techniques for Guideline 1.4 Level 2 SC)</a></p>			
<p><a href="#">Guideline 2.1</a>. Make all functionality operable via a keyboard or a keyboard interface.</p> <p>1. Wherever a choice between input device <i>event handlers</i> is available and supported, the more abstract event is used. [I]</p> <p><a href="#">(Gateway to Techniques for Guideline 2.1 Level 2 SC)</a></p>			
<p><a href="#">Guideline 2.2</a>. Allow users to control time limits on their reading or interaction unless specific real-time events or rules of competition make such control impossible.</p>			

<p>1. The user is allowed to turn off <i>content that blinks</i> for more than 3 seconds. [I]  2. The user is allowed to pause and/or permanently stop moving or time-based content. [I]</p> <p><a href="#">(Gateway to Techniques for Guideline 2.2 Level 2 SC)</a></p>		
<p><a href="#">Guideline 2.3.</a> Allow users to avoid content that could cause photosensitive epileptic seizures.</p> <p>1. Content does not violate the General Flash Threshold or Red Flash Threshold. [V]</p> <p><a href="#">(Gateway to Techniques for Guideline 2.3 Level 2 SC)</a></p>		
<p><a href="#">Guideline 2.4.</a> Facilitate the ability of users to orient themselves and move within the content.</p> <p>1. In documents greater than 50,000 words or sites larger than 50 perceived pages, at least one of the following is provided. [V]</p> <ul style="list-style-type: none"> <li>a. hierarchical <i>structure</i>,</li> <li>b. table of contents (for pages) or site map (for sites),</li> <li>c. alternate display order (for pages) or alternate <i>site navigation mechanisms</i> (for sites).</li> </ul> <p>2. Large blocks of material that are repeated on multiple pages, such as navigation menus with more than 8 or more links, can be bypassed by people who use screen readers or who navigate via keyboard or keyboard interface. [V]</p> <p><a href="#">(Gateway to Techniques for Guideline 2.4 Level 2 SC)</a></p>		
<p>No ToC or SiteMap easily found</p>		
<p><a href="#">Guideline 2.5.</a> Help users avoid mistakes and make it easy to correct them.</p> <p>1. If a user error is detected, the error is identified and provided to the user in text</p> <p>2. If a user error is detected, and suggestions for correction are known and can be provided without jeopardizing security or purpose (for example, test validity), they are provided (in an accessible form that meets Level 1 success criteria).</p> <p>3. Where consequences are significant and time-response is not important, one of the following is true:</p> <ul style="list-style-type: none"> <li>a. Actions are reversible.</li> <li>b. Where not reversible, actions are checked for errors before going on to the next step in the process.</li> <li>c. Where not reversible, and not checkable, the user is able to review and confirm or correct information before submitting it.</li> </ul> <p><a href="#">(Gateway to Techniques for Guideline 2.5 Level 2 SC)</a></p>		
<p><a href="#">Guideline 3.1.</a> Ensure that the meaning of content can be determined.</p> <p>1. The meanings and pronunciations of all words in the content can be <i>programmatically located</i>. [I]</p> <p>2. The meaning of all idioms in the content can be <i>programmatically determined</i>. [I]</p> <p>3. For each foreign language passage or phrase in the body of the content, the language is identified through markup or other means. Foreign passages or phrases are passages or</p>		

phrases that are in a language other than the primary language of the document. [I]			
<a href="#">(Gateway to Techniques for Guideline 3.1 Level 2 SC)</a>			
<p><a href="#">Guideline 3.2.</a> Organize content consistently from "page to page" and make interactive components behave in predictable ways.</p> <ol style="list-style-type: none"> <li>1. Components that are repeated on multiple "pages" within a resource or a section of a resource occur in the same sequence each time they are repeated, for at least one presentation format. [V]</li> <li>2. All user interface components should be able to receive focus without causing activation. [I]</li> <li>3. Changing the setting of any input field should not automatically cause an <i>extreme change in context</i> such as leaving the "page." [V]</li> <li>4. Interactive elements that appear on multiple "pages," including graphical elements, are associated with the same functionality wherever they appear. [I]</li> <li>5. Explicit notice is given in advance of any <i>extreme change of context</i>. [V]</li> <li>6. The destination of each <i>link</i> is identified through words or phrases that either occur in the link or can be programmatically determined. [V]</li> </ol>			
<a href="#">(Gateway to Techniques for Guideline 3.2 Level 2 SC)</a>			
<p><a href="#">Guideline 4.2.</a> Ensure that user interfaces are accessible or provide an accessible alternative(s).</p> <ol style="list-style-type: none"> <li>1. Accessibility conventions of the markup or programming language (API's or specific markup) are used. [I]</li> </ol>			
<a href="#">(Gateway to Techniques for Guideline 4.2 Level 2 SC)</a>			

### Level 3 Success Criteria

Success Criteria	Yes	No	N/A
<p><a href="#">Guideline 1.1.</a> Provide text alternatives for all non-text content.</p> <ol style="list-style-type: none"> <li>1. For multimedia content, a text document (similar to a play script) is provided that includes descriptions of all important visual information as well as transcripts of dialogue and other important sounds. [I].</li> </ol>			
<a href="#">(Gateway to Techniques for Guideline 1.1 Level 3 SC)</a>			
<b>Flash and Video content would all need testing, outside the scope of this contract</b>			
<p><a href="#">Guideline 1.4.</a> In visual presentations, make it easy to distinguish foreground words and images from the background.</p> <ol style="list-style-type: none"> <li>1. Text that is presented over a background has a contrast greater than ____ between the text and the background as measured by ____ in default presentation mode. [V]</li> <li>2. Text is not presented over a background image or pattern, or if a background image or pattern is present, the text is easily readable when the content is viewed in grayscale to determine if the background makes it difficult to identify individual characters. [V]</li> </ol>			
<a href="#">(Gateway to Techniques for Guideline 1.4 Level 3 SC)</a>			
<p><a href="#">Guideline 1.5.</a> In auditory presentations, make it easy to distinguish foreground speech and sounds from background sounds.</p> <ol style="list-style-type: none"> <li>1. Audio content does not contain background sounds OR the background sounds are at</li> </ol>			

least 20 decibels lower than the foreground audio content with the exception of occasional short sounds. [V]

[\(Gateway to Techniques for Guideline 1.5 Level 3 SC\)](#)

[Guideline 2.1.](#) Make all functionality operable via a keyboard or a keyboard interface.

1. All *functionality* of the content is designed to be operated through a keyboard or *keyboard interface*.

[\(Gateway to Techniques for Guideline 2.1 Level 3 SC\)](#)

[Guideline 2.2.](#) Allow users to control time limits on their reading or interaction unless specific real-time events or rules of competition make such control impossible.

1. The content has been designed in a way that any time limits in the content would pass level 1, success criteria 1 for this guideline without exceptions. [V]
2. Any non-emergency interruptions, such as the availability of updated content, can be postponed and/or suppressed by the user. [V]

[\(Gateway to Techniques for Guideline 2.2 Level 3 SC\)](#)

[Guideline 2.3.](#) Allow users to avoid content that could cause photosensitive epileptic seizures.

1. Content does not violate any of the Spatial Pattern Thresholds. [V]

[\(Gateway to Techniques for Guideline 2.3 Level 3 SC\)](#)

[Guideline 2.4.](#) Facilitate the ability of users to orient themselves and move within the content.

1. Information is provided that would indicate at least one logical sequence in which to read a document. [I]
2. Diagrams are constructed so that they have *structure* that users can access. [I]
3. Logical tab order has been created. [I]
4. Each page or other resource that can be accessed separately and that supports a title has a title that identifies the subject or purpose of the resource. [I]
5. There is a statement associated with the content asserting that items from the following list were considered: [V]
  - a. Breaking up text into logical paragraphs,
  - b. Dividing documents, especially very long ones, into hierarchical sections and subsections with clear and informative titles,
  - c. Revealing important non-hierarchical relationships, such as cross-references so that the relationships are represented unambiguously in the markup or data model.

[\(Gateway to Techniques for Guideline 2.4 Level 3 SC\)](#)

Although Heading tags are used they could be used more logically in some sections, it does not seem that all of the same level of items get the same H tag on each page. Heading Tags are not necessarily used for main site navigation of top level areas in the way they are being used here.

[Guideline 2.5.](#) Help users avoid mistakes and make it easy to correct them.

1. Where the input options are known, there are less than 75 of them, and they can be provided without jeopardizing security, test validity, etc, users are allowed to select from a list of options as well as to enter text directly.

2. Checks for misspelled words are applied and correct spellings are suggested when text entry is required.

[\(Gateway to Techniques for Guideline 2.5 Level 3 SC\)](#)

[Guideline 3.1](#). Ensure that the meaning of content can be determined.

1. Where a word has multiple meanings and the intended meaning is not the first in the associated dictionary(s), then additional markup or another mechanism is provided for determining the correct meaning. [I]
2. Section headings and link text are understandable when read by themselves as a group (for example, in a screen reader's list of links or a table of contents). [V]
3. There is a statement associated with the content asserting that the Strategies for Reducing the Complexity of Content were considered. [V]

[\(Gateway to Techniques for Guideline 3.1 Level 3 SC\)](#)

[Guideline 3.2](#). Organize content consistently from "page to page" and make interactive components behave in predictable ways.

1. Graphical components that appear on multiple pages, including graphical links, are associated with the same text equivalents wherever they appear. [V]
2. Components that appear visually on multiple pages, such as navigation bars, search forms, and sections within the main content, are displayed in the same location relative to other content on every page or screen where they appear. [V]
3. When components such as navigation menus and search forms appear on multiple pages, users can choose to have those elements presented in a different visual position or reading-order. [V]
4. There are no *extreme changes of context*. [V]

[\(Gateway to Techniques for Guideline 3.2 Level 3 SC\)](#)

[Guideline 4.1](#). Use technologies according to specification.

1. Technologies are used according to specification without exception. [V]

[\(Gateway to Techniques for Guideline 4.1 Level 3 SC\)](#)

[Guideline 4.2](#). Ensure that user interfaces are accessible or provide an accessible alternative(s).

1. The Web resource includes a list of the technologies user agents must support in order for its content to work as intended. The list is documented in metadata if such metadata is supported by the format, otherwise it is documented in a policy statement associated with the content. [V]
2. Users who do not have one or more of these technologies can still access and use the resource, though the experience may be degraded. [V]
3. Technologies and features on the required list are open standards or have a public specification. [V]

[\(Gateway to Techniques for Guideline 4.2 Level 3 SC\)](#)

Request link is available on pages for an alternative version via email, having them available to download would be helpful. Testing response time to email requests was outside the scope of this review process. If it is fairly responsive this is a valid alternative to meet guideline goals.