

# VPAT Accessibility Conformance Report

(Based on ITI VPAT<sup>®</sup>)

Name of Product	<b>Clinical Key (Nursing and Physician) Mobile Android Version 2.12.2</b>
Date Last Updated	January 31, 2026
Completed by	<b>Justin Binder</b> (Elsevier Digital Accessibility Team)
Applicable Standards/Guidelines	This document rates Clinical Key (Nursing and Physician) Mobile Android Version 2.12.2 according to the <a href="#">W3C WCAG 2.1 A and AA</a> requirements.
Contact for More Information	Elsevier Digital Accessibility Team <a href="mailto:accessibility@elsevier.com">accessibility@elsevier.com</a>
Testing Tools and Methods	<ul style="list-style-type: none"><li>• Hands-on keyboard operation</li><li>• Talkback screen reader</li><li>• Accessibility Android settings</li><li>• Color Contrast Analyzer</li><li>• <a href="#">W3C Web Accessibility Initiative (WAI) Pages</a></li><li>• <a href="#">Elsevier Accessibility Checklist</a></li></ul>
Document Sections	This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: <ul style="list-style-type: none"><li>• Visuals</li><li>• Keyboard</li><li>• Headings and Structure</li><li>• Labeling</li><li>• Multimedia</li><li>• Usability</li><li>• Mobile User Experience</li></ul>
Pages Covered	<ul style="list-style-type: none"><li>• Select Subscription Type</li><li>• Select Product</li><li>• Select Edition screen and Access your Entitlements component</li><li>• Access via options</li><li>• Home</li><li>• Search Results and Filters</li><li>• Article from Journal Issue</li><li>• Clinical Overviews and Books screens (including Filters)</li><li>• Procedure Video article</li><li>• Settings</li><li>• Favorites</li><li>• User Account</li><li>• My CME</li><li>• Step 1: Select Credits</li><li>• Step 2: Reflect on Credits</li><li>• Reflect modal dialog and Finished Reflections modal dialog</li><li>• Step 3: Evaluation Questions</li><li>• Submission modal dialog</li><li>• Clinical Skills Article</li></ul>

Terms	<ul style="list-style-type: none"><li>• <b>Supports:</b> The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.</li><li>• <b>Partially supports:</b> Some functionality of the product does not meet the criteria.</li><li>• <b>Does not support:</b> Majority of functionality of the product does not meet the criteria.</li><li>• <b>Supports (N/A):</b> According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."</li></ul>
Notes/Terminology	<ul style="list-style-type: none"><li>• "AT" stands for Assistive Technology such as screen readers, voice input, etc.</li></ul>

## Conformance Summary

WCAG 2.1 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Partially supports
1.2.1: Audio-only and Video-only (Prerecorded)	A	Partially supports
1.2.2: Captions (Prerecorded)	A	Does not support
1.2.3: Audio Description or Full Text Alternative	A	Partially supports
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Partially supports
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Supports
1.3.3: Sensory Characteristics	A	Supports
1.3.4: Orientation (2.1)	AA	Does not support
1.3.5: Identify Input Purpose (2.1)	AA	Supports
1.4.1: Use of Color	A	Supports
1.4.2: Audio Control	A	Supports
1.4.3: Contrast (Minimum)	AA	Partially supports
1.4.4: Resize text	AA	Partially supports
1.4.5: Images of Text	AA	Partially supports
1.4.10: Reflow (2.1)	AA	Partially supports
1.4.11: Non-Text Contrast (2.1)	AA	Supports
1.4.12: Text Spacing (2.1)	AA	Supports
1.4.13: Content on Hover or Focus (2.1)	AA	Supports
2.1.1: Keyboard	A	Partially supports
2.1.2: No Keyboard Trap	A	Partially supports
2.1.4: Character Key Shortcuts (2.1)	A	Supports
2.2.1: Timing Adjustable	A	Supports
2.2.2: Pause, Stop, Hide	A	Supports
2.3.1: Three Flashes or Below Threshold	A	Supports
2.4.1: Bypass Blocks	A	Supports
2.4.2: Page Titled	A	Supports
2.4.3: Focus Order	A	Partially supports
2.4.4: Link Purpose (In Context)	A	Partially supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Supports
2.4.7: Focus Visible	AA	Supports
2.5.1: Pointer Gestures (2.1)	A	Supports
2.5.2: Pointer Cancellation (2.1)	A	Supports
2.5.3: Label in Name (2.1)	A	Supports
2.5.4: Motion Actuation (2.1)	A	Supports
3.1.1: Language of Page	A	Supports
3.1.2: Language of Parts	AA	Does not support

WCAG 2.1 Success Criterion	Level	Evaluation
3.2.1: On Focus	A	Supports
3.2.2: On Input	A	Supports
3.2.3: Consistent Navigation	AA	Supports
3.2.4: Consistent Identification	AA	Supports
3.3.1: Error Identification	A	Supports
3.3.2: Labels or Instructions	A	Partially supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Partially supports
4.1.3: Status Messages (2.1)	AA	Does not support

## WCAG 2.1 A and AA Success Criteria

### Visuals

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.1.1: Non-Text Content</a> (A) Provide text alternatives for non-text content (e.g. images)</p>	Partially supports	<p>Many images and icons have appropriate text equivalents.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Article from Journal Issue - Flow diagram image of text: The image of text of a flow diagram in the article does not have a textual alternative which includes all the information from the image.</li> <li>• My CME - Bars in CME credits earned over time graph: The credit amount represented by the bars for potential credits and claimed credits are announced as "Unlabelled" by Talkback.</li> <li>• Step 1 Select Credits, Step 2 Reflect on Credits, and Step 3 Evaluating Questions - "&lt;" and "&gt;" arrows for Back, and Step number, and Submit buttons: The "&lt;" and "&gt;" chevron arrows are not properly set as decorative, the alternative text is just empty. In the captions panel for Talkback announcements shows an icon of a question mark inside a square. Some users may be confused that depend on the Talkback on-screen captions panel to help them process announcements from Talkback.</li> <li>• Clinical Skills Article - Images and icons: There are images and icons that use the file name as alternative text.</li> </ul>
<p><a href="#">1.3.3: Sensory Characteristics</a> (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound</p>	Supports	<p>There are no instructions or areas of content which rely solely on sensory characteristics.</p>
<p><a href="#">1.4.1: Use of Color</a> (A) Color is not used as the only visual means of conveying info</p>	Supports	<p>When color is used as a means of conveying information, another visual method is also used to convey the information without color.</p>
<p><a href="#">1.4.3: Color Contrast (Minimum)</a> (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text)</p>	Partially supports	<p>Text has sufficient contrast with its corresponding background in most areas.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Search Results and Filters - Treatment button: The "Treatment" button located in some of the search results has a contrast ratio of 2.66:1. Foreground: #FFFFFF Background: #3BB09E (approximately)</li> <li>• My CME - Hi name heading text: The "Hi [name]" heading text has an insufficient contrast ratio of approximately 2.49:1. Foreground: #FFFFFF Background: #FF8200</li> <li>• Step 1 Select Credits, Step 2 Reflect on Credits, and Step 3 Evaluating Questions - Back button, Step number button, and</li> </ul>

		<p>Submit button: The Back and Step number buttons have a contrast ratio of 1.39:1. Foreground: #FFFFFF Background: #C8DFE5 (approximately)</p> <ul style="list-style-type: none"> <li>Step 2 Reflect on Credits - Reflect button: The button has a contrast ratio of 1.39:1. Foreground: #FFFFFF Background: #C8DFE5</li> </ul>
<p><a href="#">1.4.4: Resize Text</a> (AA) Text can be enlarged up to 200% without loss of functionality.</p>	Partially supports	<p>Text may be enlarged to 200% while preserving functionality of content in most instances.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>My CME - Number of Credits text and Month year text in graph: Cut off and disappear on text resize: The number of credits texts and month text are cut off when text is resized in accessibility settings. The year text disappears entirely off from the screen.</li> <li>Step 1: Select Credits - Checkbox labels: Resize text: When the user increases the OS font size to largest size, the labels for some checkboxes may get cut off.</li> <li>Step 2 Reflect on Credits - Step 1 button, Reflect button, and Step 3 button: Resize text: The buttons do not change in size when the OS font size changes.</li> </ul>
<p><a href="#">1.4.5: Images of Text</a> (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos</p>	Partially supports	<p>No images of text are used other than for logos or essential presentation in most areas.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Article from Journal Issue - Flow diagram image of text: The image of text of a flow diagram in the article does not have a textual alternative which includes all the information from the image.</li> <li>Clinical Skills Article - Images of text for tables, diagrams, and graphs: There are multiple images of text used for tables, flow chart diagrams, and graphs without meaningful textual alternatives for the content.</li> </ul>
<p><a href="#">1.4.10: Reflow</a> (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> <li>Vertical scrolling content at a width equivalent to 320 CSS pixels;</li> <li>Horizontal scrolling content at a height equivalent to 256 CSS pixels..</li> </ul>	Partially supports	<p>Most pages utilize a responsive view where content reflows into a single column. In most instances page may be zoomed to 400% without necessitating horizontal scrolling, nor loss of functionality/content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Step 1: Select Credits - Back and Step 2 buttons: Reflow: The buttons are not reachable by users that do not use AT due to their location on the screen overlapping the OS bottom banner. It is nearly impossible to proceed to the next step or go back to the My CME screen using the app's Back button. The buttons in the OS banner are activated when attempting to activate the Back and Step 2 buttons.</li> <li>Step 1: Select Credits - "Step 1: Select Credits" and "Filter your credits and then batch select those you wish to claim" texts: Reflow: When the user scrolls down on the page, the content is moved up on screen and gets partially overlapped and subdued in brightness by the OS UI such as time and other app icons.</li> <li>Step 2 Reflect on Credits - Step 1 button, Reflect button, and Step 3 button: Reflow: The buttons are not reachable by users</li> </ul>

		that do not use AT due to their location on the screen being overlapped by the OS bottom banner. It is nearly impossible to activate them. The buttons in the OS banner are activated when attempting to activate the Step 1 button, Reflect button, and Step 3 button.
<p><a href="#">1.4.11: Non-Text Contrast</a> (AA) User interface components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s).</p>	Supports	All non-text UI components and graphical objects have at least a 3:1 contrast ratio against surrounding colors.
<p><a href="#">1.4.12: Text Spacing</a> (AA) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:</p> <ul style="list-style-type: none"> <li>• Line height (line spacing) to at least 1.5 times the font size;</li> <li>• Spacing following paragraphs to at least 2 times the font size;</li> <li>• Letter spacing (tracking) to at least 0.12 times the font size;</li> <li>• Word spacing to at least 0.16 times the font size.</li> </ul>	Supports	Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality.
<p><a href="#">1.4.13: Content on Hover or Focus</a> (AA) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> <li>• Dismissible</li> </ul>	Supports	No applicable instances of content that may appear on hover or focus.

<ul style="list-style-type: none"> <li>• Hoverable</li> <li>• Persistent</li> </ul>		
<a href="#">2.3.1: Three Flashes or Below Threshold (A)</a> No more than three flashes in a 1-second period, or the flashes are below the defined thresholds	Supports	No flashing content exists.

## Keyboard

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.3.2: Meaningful Sequence (A)</a> The correct reading sequence can be programmatically determined	Supports	The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order in most areas.
<a href="#">2.1.1: Keyboard (A)</a> All functionality is available from a keyboard, except for tasks such as drawing	Partially supports	Most standard web page content and functionality is keyboard operable across pages.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• Access via options - ClinicalKey and Elsevier logo images: Logo images are not reachable with Talkback.</li> <li>• Search Results and Filters - Show All controls: The "Show all" controls are not focusable individually from the surrounding text.</li> <li>• Favorites - Show All controls: Not reachable: The Show All controls on the screen are not reachable using Talkback.</li> <li>• User Account - "Terms and Conditions" and "Privacy Policy" controls: The "Terms and Conditions" and "Privacy Policy" controls are not reachable and operable by AT. The container with the surrounding text and controls receive singular group focus by Talkback.</li> <li>• Step 1: Select Credits - Page content: Visual focus vs programmatic focus: The page does not scroll up visually when focus moves to elements located higher on the screen that is not in view.</li> <li>• Step 1 Select Credits, Step 2 Reflect on Credits - Separator line between checkboxes: The separator line between checkboxes is inappropriately reachable by AT and they are announced as "Unlabelled".</li> </ul>
<a href="#">2.1.2: No Keyboard Trap (A)</a> The user can use the keyboard to move through page elements and is not trapped on a particular element	Partially supports	Most pages do not have a keyboard trap.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• Select Edition screen and Access your Entitlements component - Select Edition options: Keyboard trap: Talkback is inappropriately trapped in the options for the Select Edition form field without a method of escape that does not involve selecting one of the options. Talkback users cannot simply collapse the field after it has been expanded.</li> </ul>

<p><a href="#">2.1.4: Character Key Shortcuts</a> (A)</p> <p>If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• Turn off</li> <li>• Remap</li> <li>• Active only on focus</li> </ul>	<p>Supports</p>	<p>The site does not use any character key shortcuts.</p>
<p><a href="#">2.4.3: Focus Order</a> (A)</p> <p>Users can tab through the elements of a page in a logical order</p>	<p>Partially supports</p>	<p>Tab order is largely logical across the site and preserves the meaning and operability of content in most instances.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Search Results and Filters - Results with multiple authors and Show All control and date text: The date text receives focus before the line with multiple authors and Show All control despite the authors occurring first in the reading order.</li> <li>• Search Results and Filters - Show All controls: The "Show all" controls are not focusable individually from the surrounding text.</li> <li>• Procedure Video article - "See Figure" links: Focus management: The focus does not move to the figure image when the "See Figure" link related to the image is activated. The screen visually scrolls to the image but the focus does not for AT and remains on the link.</li> <li>• Favorites - Favorites: Inconsistent Focus: Many of the favorites receive focus as a container and not line by line. Other favorites that have incorrect focus order when there are multiple authors with "Show all" controls and/or Journal or Book name controls. The content type, name of content result, and date receive focus and then the Journal or Book name control.</li> <li>• Step 2 Reflect on Credits - Checkbox with label, "Unfinished" text, "Selected For" text, and "Applied Use" text: Inconsistent and illogical focus order: There is an inconsistent and illogical focus order for the content that differs based on whether it is the first visit on this screen within the workflow or second visit from going back to the previous step and returning to this screen.</li> <li>• Submission modal dialog - Submission dialog: Focus management: The focus is not placed on the first element in the dialog when it appears on screen.</li> </ul>
<p><a href="#">2.4.7: Focus Visible</a> (AA)</p> <p>The page element with the current keyboard</p>	<p>Supports</p>	<p>All elements across the site have a decent visible indication of focus – the focus indicator is typically a prominent outline.</p>

focus has a visible focus indicator		
<a href="#">3.2.1: On Focus</a> (A) When a UI component receives focus, this does not trigger unexpected actions.	Supports	Focusable elements do not cause unexpected actions/changes of context when receiving focus.

## Headings and Structure

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.3.1: Information and Relationships</a> (A) Info, structure, and relationships can be programmatically determined	Partially supports	<p>Most content is distinguishable via semantic structure and relationships. A logical heading order reflecting page organization and content is programmatically determinable on most pages. List markup is used appropriately in some instances. Most input elements have programmatically determinable labels. HTML sectioning elements/landmark roles demarcate content regions.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Settings - "App Access". "About the app", "Help and Support" text: Implicit heading: The "App Access", "Help and Support", and "About the app" texts visually appear and function as headings but are not coded as headings.</li> <li>Settings - Settings text: Implicit heading: The "Settings" text visually appears and functions as a heading but it is not coded as a heading.</li> <li>Clinical Skills Article - Implicit Unordered Lists: There are multiple implicit unordered bullet lists on the screen.</li> </ul>
<a href="#">2.4.1: Bypass Blocks</a> (A) Users can bypass repeated blocks of content.	Supports	Where appropriate, there is a "Skip to Main Content" skip navigation link. On most pages, a logical heading order and landmarks demarcating various content regions allow AT users to conveniently jump to different areas of content.
<a href="#">2.4.6: Headings and Labels</a> (AA) Headings and labels are clear and consistent.	Supports	Headings and labels used are typically clear and descriptive. For example, most pages feature visually distinct and programmatically determinable main and secondary headings to help distinguish content.
<a href="#">3.1.1: Language of Page</a> (A) The language of the page is specified	Supports	The default page language is typically and appropriately defined as lang="en".
<a href="#">3.1.2: Language of Parts</a> (AA) Specify the language of text passages that are in a different language than the default language of the page.	Does not support	<p>There are sections of text that do not match the default language of the page, and they do not support the change in language for assistive technology.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Article from Journal Issue - Different languages for hospital names in Table 1: There is some text content that is different from the default language in the app. Talkback does not recognize the difference in language and pronounces phonetically in English. Such as French hospital name for English default language in app.</li> </ul>

<p><a href="#">4.1.1: Parsing</a> (A) Use valid, error-free HTML</p>	Supports	<p>HTML and CSS typically pass concerning these 4 specific criteria:</p> <ul style="list-style-type: none"> <li>(i) elements have complete start and end tags,</li> <li>(ii) elements are nested according to their specifications</li> <li>(iii) elements do not contain duplicate attributes</li> <li>(iv) any IDs are unique, except where the specifications allow these features.</li> </ul> <p>Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: "This Success Criterion should be considered as always satisfied for any content using HTML or XML."</p>
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## Labeling

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.5: Identify Input Purpose</a> (AA) The purpose of each input field collecting information about the user can be programmatically determined when:</p> <ul style="list-style-type: none"> <li>• The input field serves a purpose identified in the Input Purposes for User Interface Components section; and</li> <li>• The content is implemented using technologies with support for identifying the expected meaning for form input data.</li> </ul>	Supports	<p>The only pages featuring applicable form elements that collect such information about the user are Edit Profile and Registration. The appropriate autocomplete attributes are implemented on several fields to facilitate auto-fill.</p>
<p><a href="#">2.4.2: Page Titled</a> (A) The page has a title describing its topic or purpose</p>	Supports	<p>A descriptive page title that identifies content/purpose is present for all pages.</p>
<p><a href="#">2.4.4: Link Purpose (In Context)</a> (A) The purpose of each link can be determined from the link text or surrounding context.</p>	Partially supports	<p>An identifiable purpose may be deduced for almost all links from the link text or surrounding context.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Procedure Video article - "See Figure" links: Accessible name: The full announcement for some "See Figure" links has added text at end that consists of Figure and current number. Such as "see Figure 4, Link Figure 4". It is unnecessary additive text for AT users.</li> </ul>

<p><a href="#">2.5.3: Label in Name</a> (A) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p>	Supports	Most user interface components that have visible text contain that text consistently within the accessible name.
<p><a href="#">3.2.4: Consistent Identification</a> (AA) UI components used across the web site are identified consistently on every page.</p>	Supports	Components are typically consistent across the site, and identified consistently where they perform the same function across pages.
<p><a href="#">3.3.1: Error Identification</a> (A) Input errors are clearly marked and described to the user.</p>	Supports	In most instances, errors are identified and presented well visually. For many inputs, errors are typically validated before form submission. Error messages that offer specific feedback are presented adjacently and visually distinguished via different text color (red). Error messages are announced to AT in some instances. Several other error states are not programmatically determinable.
<p><a href="#">3.3.2: Labels or Instructions</a> (A) Items requiring user input are clearly labeled or have clear instructions.</p>	Partially supports	<p>Labels or instructions are provided for most form elements, most of which are programmatically associated with their inputs.</p> <p>Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Article from Journal Issue - Legend for data table: Incomplete instructions: The legend information where asterisks/stars and dashes/minus signs are used in data cells within a data table is incomplete. The stars/asterisks are given explanations at the end of the data table but there is no explanation of the dashes/minus signs in the table. Some users may be confused about what they represent in the table.</li> </ul>
<p><a href="#">3.3.3: Error Suggestion</a> (AA) When the user makes an input error, give suggestions for valid input.</p>	Supports	The nature of content would largely not give rise to opportunities for error suggestions, but relevant helpful suggestions are occasionally provided in text.
<p><a href="#">4.1.2: Name, Role, Value</a> (A) For all UI components, the name, value, and role can be programmatically determined.</p>	Partially supports	<p>Some UI components communicate their state programmatically, and many have accessible names that are appropriately defined. Several ARIA attributes and roles are not present where appropriate.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>Select Edition screen and Access your Entitlements component - Form field: Missing Role: "What Edition would you like to use?" form field is missing role information.</li> <li>Access via options - Access via Organization Button: Inappropriate State info: The button has the "selected" state when it does not have that functionality.</li> </ul>

		<ul style="list-style-type: none"> <li>• All Pages - Home, Search, MyCME, and "Settings" navigation buttons: Missing state info: The controls are missing state information to indicate being current or selected. It may cause confusion on the current page in the app.</li> <li>• Search Results and Filters - All parts of each search result: Missing role: Every part within a search result has interactive functionality to send the user to the screen for the search result. There is no role information to indicate any of the content is interactive for AT users.</li> <li>• Clinical Overviews and Books screens (including Filters) - Letter index controls: Name and role: The purpose of the letter index controls may be unclear for some users. Example announcement is "Capital F, Button".</li> <li>• Procedure Video article - Video: The video is missing an accessible name. When focus lands on the video, the estimated video duration is announced and anything else in the full announcement does not indicate the video's purpose.</li> <li>• User Account - Manage Account button: The button is missing role information.</li> <li>• My CME - Bars in CME credits earned over time graph: The credit amount represented by the bars for potential credits and claimed credits are announced as "Unlabelled" by Talkback.</li> <li>• Step 1 Select Credits, Step 2 Reflect on Credits - Separator line between checkboxes: The separator line between checkboxes is inappropriately reachable by AT and they are announced as "Unlabelled".</li> <li>• Step 1 Select Credits, Step 2 Reflect on Credits - Visual Checkbox: Name: The visual checkbox has individual focus and it is announced as "Unlabelled". The checkbox and label get an unified focus in another part of the focus order.</li> <li>• Step 1: Select Credits - Selected Tab control: Role and state information: When the "Item Count", "Time Frame", and "Date Range" tab controls are the currently selected tab control, there is no role and state information.</li> <li>• Step 2 Reflect on Credits - Viewed Finished button: Missing role: The "View Finished" button is missing role information.</li> <li>• Reflect modal dialog and Finished Reflections modal dialog - Reflect and "Finished Reflections" modal dialogs: Structure and title: The dialogs are missing an accessible dialog title and role information. Some users may not understand the purpose of the dialog and that they are inside of an dialog.</li> <li>• Step 3 Evaluation Questions - Comboboxes: Missing value for AT: The value for all comboboxes are not announced to AT users.</li> <li>• Step 3 Evaluation Questions - Visual Radio button icon: Name: The visual radio button has individual focus and it is announced as "Unlabelled". The radio button and label get an unified focus in another part of the focus order.</li> <li>• Submission modal dialog - Submission dialog: Name and Role: The dialogs are missing an accessible dialog title and role information. Some users may not understand the purpose of the dialog and that they are inside of an dialog.</li> </ul>
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<p><a href="#">4.1.3: Status Messages</a> (AA) In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.</p>	Does not support	<p>Status messages, while uncommonly encountered, are typically not announced by assistive technology.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Search Results and Filters - Update on Results amount: There is no update message for AT users to inform them of the new total number of results after filters have been applied or removed. The focus is placed back on the Filters control and no additional update information about the results is announced.</li> <li>• Step 2 Reflect on Credits - Missing updates on screen after completed Reflect modal dialog: There is no update announcement for AT users on changes to the screen after the options have been selected and applied from the Reflect modal dialog.</li> </ul>
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## Multimedia

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.2.1: Audio-only or Video-only (Prerecorded)</a> (A) Provide alternatives for pre-recorded audio-only or video-only content.</p>	Partially supports	<p>There is pre-recorded video-only content with a narration audio description for some of the video-only content. There is no audio-only content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><a href="#">1.2.2: Captions (Prerecorded)</a> (A) Provide captions for pre-recorded audio</p>	Does not support	No captions are provided for audiovisual content.
<p><a href="#">1.2.3: Audio Description or Media Alternative (Prerecorded)</a> (A) Provide alternatives for pre-recorded synchronized audio/video</p>	Partially supports	<p>There are audio descriptions and some suitable textual alternatives provided as alternatives for video in audiovisual content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Procedure Video article - Video: Missing Audio Descriptions: While there is narration that covers most of the video-only content, there is some video-only content that does not get audio described. Such as the text before each part within the video and when the arrows point to the equipment on screen.</li> </ul>
<p><a href="#">1.2.4: Captions (Live)</a> (AA) Provide captions for live audio in synchronized audio/video.</p>	Supports (N/A)	There is no synchronized live audio/video content or live audio.
<p><a href="#">1.2.5: Audio Description (Prerecorded)</a> (AA) Provide an audio description of pre-recorded video.</p>	Partially supports	<p>There is a narration audio description provided for some video in audiovisual content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Procedure Video article - Video: Missing Audio Descriptions: While there is narration that covers most of the video-only content, there is some video-only content that does not get</li> </ul>

		audio described. Such as the text before each part within the video and when the arrows point to the equipment on screen.
<a href="#">1.4.2: Audio Control</a> (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports	No pages feature audio that plays automatically.
<a href="#">2.2.2: Pause, Stop, Hide</a> (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports	There is no moving, scrolling, or auto-updating information for which the criterion is applicable.

## Usability

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">2.2.1: Timing Adjustable</a> (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Supports	Most pages are not subject to session time limits. Pages expecting input or form submission, feature a session timeout for user inactivity. After a period of inactivity of ~20 minutes, a dialog is presented to ask if the user would like to extend the session and avoid the timeout (“Are you still there?”); a countdown of 1000 seconds is initiated and shown in the dialog. The dialog advises that the user may avoid the timeout via single mouseclick or keypress. Failure to respond by the end of the countdown results in the user being logged out of the session.
<a href="#">2.4.5: Multiple Ways</a> (AA) More than one way is available to navigate to other web pages.	Supports	All pages (except steps/results of a process) may typically be located and accessed in multiple ways. For example, main navigation is consistently available across pages, and secondary navigation is often present in the form of breadcrumb trails representing page hierarchy. Global search functionality that comprehensively indexes content across the site allows users to find specific pages. A sitemap is also available.
<a href="#">3.2.2: On Input</a> (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context.	Supports	User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context.
<a href="#">3.2.3: Consistent Navigation</a> (AA) Navigation menus are in the same location and order on every web page.	Supports	Navigation menus are consistent across pages. For example, global navigation links in the header are consistent across pages, occurring in the same order; secondary navigation is consistently positioned across appropriate sets of pages.

<p><a href="#">3.3.4: Error Prevention (Legal, Financial, Data)</a> (AA)</p> <p>For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.</p>	Supports	There are no submissions which require legal or financial commitments.
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## Mobile User Experience

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.4: Orientation</a> (AA)</p> <p>Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</p>	Does not support	All pages restrict view and operation of content to a single orientation.
<p><a href="#">2.5.1: Pointer Gestures</a> (A)</p> <p>All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.</p>	Supports	Pages do not utilize or require multipoint or path-based gestures for any functionality.
<p><a href="#">2.5.2: Pointer Cancellation</a> (A)</p> <p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• No Down-Event</li> <li>• Abort or Undo</li> <li>• Up Reversal</li> <li>• Essential</li> </ul>	Supports	All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel.
<p><a href="#">2.5.4: Motion Actuation</a> (A)</p> <p>Functionality that can be operated by device motion or user motion</p>	Supports	There is no content that utilizes device or user motion.

<p>can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"><li>• Supported Interface</li><li>• Essential</li></ul>		
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