

Web Content Accessibility Guidelines 2.0 Checklist

Principle 1: Perceivable – information and user interface components must be presentable to users in ways they can perceive.

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments (mandatory) |
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| <i>Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.</i> | | | | |
| 1.1.1 | <p>Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below (Level A).</p> <ul style="list-style-type: none"> • Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for the additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. • CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decorative, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology. | Yes | Yes | <p>SafetySkills courseware meets this requirement with the exception of a very few testing validations. We are in the process of creating a means to present alternate, 'accessible' versions of testing validations, currently scheduled for inclusion in all of our courseware in Q1 2017.</p> |
| <i>Guideline 1.2 Time-based Media: Provide alternatives for time-based media.</i> | | | | |

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| 1.2.1 | <p>Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A):</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. | Yes | Yes | <p>SafetySkills courseware consists of prerecorded audio/video. Our course interface provides learners with text transcripts and captioning of all recorded narrative, which are accessible by assistive technology.</p> |
| 1.2.2 | <p>Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p> | Yes | Yes | <p>Captions are provided for all prerecorded audio content.</p> |
| 1.2.3 | <p>Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p> | Yes | Yes | <p>This is almost universally implemented; see the Accessibility Conformance and Remediation Form for information about gaps.</p> |
| 1.2.4 | <p>Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)</p> | No | No | <p>SafetySkills courseware does not provide live audio content.</p> |

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| 1.2.5 | Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA) | Yes | Yes | Where video/graphical content is present but is not accompanied by course narrative/lesson content, audio description of on-screen actions is provided. |
| 1.2.6 | Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA) | No | No | SafetySkills courseware provides text alternatives to all prerecorded audio/video content. |
| 1.2.7 | Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA) | No | No | SafetySkills courseware provides text alternatives to all prerecorded audio/video content. |
| 1.2.8 | Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA) | Yes | Yes | SafetySkills courseware provides text alternatives to all prerecorded audio/video content. |
| 1.2.9 | Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA) | No | No | SafetySkills courseware does not provide live audio. |
| <i>Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.</i> | | | | |

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| 1.3.1 | Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A) | Yes | Yes | SafetySkills courseware provides navigation instructions, as well as transcripts/other text equivalents for time-based media. |
| 1.3.2 | Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A) | Yes | Yes | The correct sequence of SafetySkills courseware is inherent to its functionality; it is impossible for learners to view the courseware out of sequence. |
| 1.3.3 | Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A) | Yes | Yes | Navigation instructions are provided; buttons and controls are clearly labeled with 'alt' tags and are discoverable by assistive technology. They are also programmed to provide visual/audible/textual cues when input is required by the learner. |

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

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| 1.4.1 | Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A) | Yes | Yes | SafetySkills courseware is developed according to quality control guidelines which prohibit the use of color as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. |
| 1.4.2 | Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A) | Yes | Yes | Interface controls allow the learner to mute or lower the volume. Once changed the settings are retained for the duration of the course session, unless changed again by the learner. |
| 1.4.3 | <p>Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. | Yes | Yes | Contrast requirements are almost universally implemented. Please see the SafetySkills Accessibility Conformance and Remediation Form for information about gaps and how they are being addressed. |

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| 1.4.4 | <p>Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p> | Yes | Yes | Text may be resized through the Web browser without loss of content or functionality. |
| 1.4.5 | <p>Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. | Yes | Yes | All learning content is presented in text formats that are accessible by assistive technology. |

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| 1.4.6 | <p>Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA)</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. | Yes | Yes | <p>All text captions, bullets and transcripts have a contrast well in excess of 7:1, in some instances 21:1 or more. There may be some instances in older course content in which video-embedded text elements are below the contrast requirements. However, all video-embedded text elements are duplicated in captions, transcripts and/or bullets. Please see the SafetySkills Accessibility Conformance and Remediation form for information on gaps and remediation plans.</p> |
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| 1.4.7 | <p>Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. | Yes | Yes | The vast majority of SafetySkills courseware contains no background audio. In the rare instance when it is present, it is at least 20 dB lower than the foreground speech. |
| 1.4.8 | <p>Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)</p> <ul style="list-style-type: none"> • Foreground and background colors can be selected by the user. • Width is no more than 80 characters or glyphs (40 if CJK). • Text is not justified (aligned to both the left and the right margins). • Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. • Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. | Yes | No | All requirements of this entry are met except for the ability of the user to select foreground and background colors. |
| 1.4.9 | <p>Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)</p> | Yes | Yes | There may be some instances in older course content in which video-embedded text elements are present. However, all video-embedded text elements are duplicated in captions, transcripts and/or bullets. |

Principle 2: Operable - User interface components and navigation must be operable.

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
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Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.

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| 2.1.1 | Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A) | Yes | No | A very few existing testing validations contain graphic-only content that would be problematic for visually-impaired learners. We discussed simply making all validations text-based, but have determined that there is important value in maintaining some testing content in its current form. The testing content in question are scenario-based, and require learners to perform an action such as simulating a lockout/tagout operation or displaying the ability to identify the correct operational levers on a forklift. Therefore, we have determined the best fix is one that would provide learners the ability to choose a comparable, text-based validation. The fix is in the planning stages and will be implemented as soon as possible. |
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| 2.1.2 | No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A) | Yes | Yes | All keyboard focus subjects may be navigated to/from using only the keyboard. |
| 2.1.3 | Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA) | Yes | Yes | Specific timings for individual keystrokes are not required for keyboard operation of SafetySkills courseware. |

| <i>Guideline 2.2 Enough Time: Provide users enough time to read and use content.</i> | | | | |
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| 2.2.1 | <p>Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. | Yes | Yes | SafetySkills courseware does not contain time limits; learners complete courseware at their own pace. |
| 2.2.2 | <p>Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. | Yes | Yes | Pause functionality is provide in the user interface. |
| 2.2.3 | <p>No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p> | Yes | Yes | Timing is only related to non-interactive synchronized media; SafetySkills courseware does not feature real-time events. |

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| 2.2.4 | Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA) | No | Yes | SafetySkills courseware does not contain interruptions to learning material. |
| 2.2.5 | Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA) | No | Yes | SafetySkills courseware does not contain interruptions to learning material. |
| <i>Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.</i> | | | | |
| 2.3.1 | Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A) | Yes | Yes | SafetySkills courseware is developed to a quality control standard that prohibits flashing. |
| 2.3.2 | Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA) | Yes | Yes | SafetySkills courseware is developed to a quality control standard that prohibits flashing. |
| <i>Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.</i> | | | | |
| 2.4.1 | Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A) | No | Yes | SafetySkills courseware does not contain repeated blocks of content. |
| 2.4.2 | Page Titled: Web pages have titles that describe topic or purpose. (Level A) | Yes | Yes | Each SafetySkills course frame contains a title describing the subject of the learning material for that frame. |

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| 2.4.3 | Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A) | Yes | Yes | The tabbing order of focusable components follows a logical and consistent order throughout each SafetySkills course. |
| 2.4.4 | Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A) | Yes | Yes | There are occasional hyperlinks used in SafetySkills courseware that opens Web pages or other supplemental learning content. These hyperlinks are accessible by assistive technology and are named in such a way that the purpose can be determined. |
| 2.4.5 | Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA) | No | Yes | SafetySkills courseware is made of a series of Web pages that are successive steps in a defined sequence. |

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| 2.4.6 | Headings and Labels: Headings and labels describe topic or purpose. (Level AA) | Yes | Yes | Courseware frames contain heading titles and labels that describe the frame topics; the course interface contains button labels that describe their functions. |
| 2.4.7 | Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA) | Yes | Yes | Keyboard foci are highlighted when selected. |
| 2.4.8 | Location: Information about the user's location within a set of Web pages is available. (Level AAA) | Yes | No | SafetySkills courseware does not currently contain a table of contents or frame index. |
| 2.4.9 | Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA) | Yes | Yes | There are occasional hyperlinks used in SafetySkills courseware that opens Web pages or other supplemental learning content. These hyperlinks are accessible by assistive technology and are named in such a way that the purpose can be determined. |

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| 2.4.10 | Section Headings: Section headings are used to organize the content. (Level AAA) | No | No | SafetySkills courseware frames do not contain multiple sections, and therefore do not use section headings. |
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Principle 3: Understandable - Information and the operation of user interface must be understandable.

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
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| <i>Guideline 3.1 Readable: Make text content readable and understandable.</i> | | | | |
| 3.1.1 | Language of Page: The default human language of each Web page can be programmatically determined. (Level A) | Yes | Yes | The SafetySkills courseware interface contains an HTML tag that indicates the default language of each course. |
| 3.1.2 | Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA) | Yes | Yes | Each SafetySkills course contains an xml document that indicates the default language of the course. |

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| 3.1.3 | Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA) | Yes | No | SafetySkills courses often relate to technical or industry-specific subject matter. As such, they often contain terms, acronyms or other elements that may not be generally understood. However, these terms are explained through the learning content. |
| 3.1.4 | Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA) | Yes | No | SafetySkills courses often relate to technical or industry-specific subject matter. As such, they often contain terms, acronyms or other elements that may not be generally understood. However, these terms are explained through the learning content. |

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| 3.1.5 | Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA) | Yes | Yes | SafetySkills courseware content is developed according to a quality control process that requires learning content to be written at the 10 th -grade level or below. |
| 3.1.6 | Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA) | Yes | No | SafetySkills courseware does not currently contain a mechanism for identifying the proper pronunciation of words. |
| <i>Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.</i> | | | | |
| 3.2.1 | On Focus: When any component receives focus, it does not initiate a change of context. (Level A) | Yes | Yes | When a component receives focus, a change in context is not initiated without further input from the user. |
| 3.2.2 | On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A) | Yes | Yes | Interface setting changes to not cause a change of context without further user input. |
| 3.2.3 | Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA) | Yes | Yes | SafetySkills courseware navigation controls are consistent across all course frames. |

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| 3.2.4 | Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA) | Yes | Yes | All repeating components are consistently identified on each course frame. |
| 3.2.5 | Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA) | Yes | Yes | Changes of context are only initiated by user request. |
| <i>Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.</i> | | | | |
| 3.3.1 | Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A) | No | No | The only times a user may perform an input error is in a course's testing. When an error is entered, the course describes the error to the learner. |
| 3.3.2 | Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A) | Yes | Yes | All instructions are provided to the learner at the beginning of the course, and are accessible to the learner (and assistive technology) at any time during the course session. |

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| 3.3.3 | Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA) | No | No | The only times a user may perform an input error is in a course's testing. When an error is entered, the course describes the error to the learner. |
| 3.3.4 | <p>Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | Yes | Yes | SafetySkills courseware requires learners to successfully answer test questions. These questions provide review, confirmation and the ability to re-answer questions before finalizing submission. |
| 3.3.5 | Help: Context-sensitive help is available. (Level AAA) | Yes | Yes | Navigation and functionality information is available to learners at any time during the course session. They may also contact SafetySkills customer support at any time. |

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| 3.3.6 | <p>Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | Yes | Yes | <p>SafetySkills courseware requires learners to successfully answer test questions. These questions provide review, confirmation and the ability to re-answer questions before finalizing submission.</p> |
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Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

| Standard | Description | Apply Yes/No | Meets Yes/No | Comments |
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| <i>Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.</i> | | | | |
| 4.1.1 | <p>Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> | Yes | Yes | <p>All HTML, JavaScript, and related coding in SafetySkills courseware is carefully tested, debugged and passes a rigorous quality control process before being made available to users.</p> |

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| 4.1.2 | Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A) | Yes | Yes | The SafetySkills course interface controls are fully labeled and discoverable by assistive technologies. Changes to interface settings are retained throughout the course session, and are accessible by assistive technologies. |
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