



# Wolters Kluwer Accessibility Conformance Report

## Revised Section 508 Edition

VPAT® Version 2.2 – July 2018

**Name of Product/Version:** Grant's Anatomy Lab

**Product Description:** *Grant's Anatomy Lab* is a fully customizable manual for medical and health professions programs with a cadaveric dissection lab. Using material from the market-leading *Grant's Dissector*, along with additional existing and new Wolters Kluwer content, this online program allows instructors to edit the valued and tested text and media content to fit their needs, integrate or link to their own content, and publish individual sections to students in their course(s). Students then view and follow the instructions on iPads or lab computers, and add notes. They can also save to PDF or print sections for offline viewing.

The product released in July 2014. In late 2016, the content was updated based on new editions of the primary resources, and functional and technical improvements are made on an ongoing basis. In 2017, a major new component was added – a collection of 79 new, original, high-definition, narrated videos demonstrating and directly linked to every dissection sequence in *Grant's Anatomy Lab*.

**Date:** September 2018

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## Notes:

**Evaluation Methods Used:** Testing Grant's Anatomy Lab involved a combination of manual and functional testing on desktop. Level Access (Level) comprehensively tested a selection of pages representative of Grant's Anatomy Lab using, among other methodology, the screen reader JAWS 2018, exclusive use of the keyboard, and manual inspection of code and Accessibility API output (using tools such as Microsoft Inspect). Level also functionally tested a typical user flow with the screen reader JAWS 2018.

## Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

| Standard/Guideline   | Included in Report                                |
|--|---|
| Web Content Accessibility Guidelines 2.0, at<br><a href="http://www.w3.org/TR/2008/REC-WCAG20-20081211/">http://www.w3.org/TR/2008/REC-WCAG20-20081211/</a>  | Level A (Yes)<br>Level AA (Yes)<br>Level AAA (No) |
| <a href="#">Revised Section 508 standards</a> as published by the U.S. Access Board in the Federal Register on January 18, 2017<br><a href="#">Corrections to the ICT Final Rule</a> as published by the US Access Board in the Federal Register on January 22, 2018 | (Yes)   |

## Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Supports with Exceptions:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.



- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.

## WCAG 2.0 Report

Tables 1 and 2 also document conformance with:

- Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing
- Chapter 6 – 602.3 Electronic Support Documentation

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.0 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

| Criteria  | Conformance Level   | Remarks and Explanations  |
|---|---|---|
| <p><b><u>1.1.1 Non-text Content</u></b> (Level A)<br/>           Also applies to:<br/>           Revised Section 508           <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> </p> | <p>Student: Supports with Exceptions<br/>           Teacher: Supports with Exceptions</p> | <p>Student: Text equivalents are provided for many non-text elements within Grant's Anatomy Lab. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• Some complex images do not have sufficient alternative text.</li> <li>• In some cases, image controls employ the use of CSS background images with no text equivalent for non-sighted users of assistive technology.</li> <li>• The state for elements that expand/collapse content does not update when the user expands or collapses content and there is a missing space between words.</li> </ul> |



| Criteria   | Conformance Level                                 | Remarks and Explanations   |
|--|---|--|
|  |   | <ul style="list-style-type: none"> <li>In rare instances, disabled buttons receive keyboard focus and do not convey their disabled state.</li> </ul> <p>Teacher: Text equivalents are provided for many non-text elements within Grant's Anatomy Lab. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>Some complex images do not have sufficient alternative text.</li> <li>In some cases, image controls employ the use of CSS background images with no text equivalent for non-sighted users of assistive technology.</li> <li>The state for elements that expand/collapse content does not update when the user expands or collapses content and there is a missing space between words.</li> <li>In rare instances, disabled buttons receive keyboard focus and do not convey their disabled state.</li> </ul> |
| <p><b><u>1.2.1 Audio-only and Video-only (Prerecorded)</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: Neither audio-only nor video-only content is present on Grant's Anatomy Lab.</p> <p>Teacher: Neither audio-only nor video-only content is present on Grant's Anatomy Lab.</p>  |
| <p><b><u>1.2.2 Captions (Prerecorded)</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul>                  | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No content requiring captions is present on Grant's Anatomy Lab.</p> <p>Teacher: No content requiring captions is present on Grant's Anatomy Lab.</p>  |



| Criteria  | Conformance Level  | Remarks and Explanations   |
|---|--|--|
| <p><b><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports<br/>Teacher: Supports</p>                                 | <p>Student: No content requiring an audio description or media alternative is present on Grant's Anatomy Lab.</p> <p>Teacher: No content requiring an audio description or media alternative is present on Grant's Anatomy Lab.</p>  |
| <p><b><u>1.3.1 Info and Relationships</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                               | <p>Student: Supports with Exceptions<br/>Teacher: Supports with Exceptions</p> | <p>Student: Relationships among content in Grant's Anatomy Lab are represented semantically in a majority of cases. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In rare cases, HTML heading elements are incorrectly used on text.</li> <li>• In some rare cases, HTML list elements are not used for visually presented lists.</li> <li>• In rare cases, the <code>aria-labelledby</code> attribute used on form field labels do not provide the purpose of the input field.</li> </ul> <p>Teacher: Relationships among content in Grant's Anatomy Lab are represented semantically in a majority of cases. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In rare cases, HTML heading elements are used incorrectly on text.</li> <li>• Some form submission errors are not communicated to users of assistive technology.</li> <li>• In rare cases, the <code>aria-labelledby</code> attribute used on form field labels does not provide the purpose of the input field.</li> </ul> |



| Criteria  | Conformance Level   | Remarks and Explanations  |
|---|---|---|
| <p><b>1.3.2 Meaningful Sequence</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports with Exceptions</p> <p>Teacher: Supports with Exceptions</p> | <ul style="list-style-type: none"> <li>• In some rare cases, table headings are not properly used to associate table cells.</li> </ul> <p>Student: The sequence of content is meaningful throughout Grant's Anatomy Lab. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some cases, the visual order of content does not match either the reading order or focus order.</li> <li>• In some cases, visually displayed messages that appear on the top the page are not announced to users of assistive technology.</li> <li>• In some rare cases, visual representation of hierarchy is not indicated programmatically via HTML.</li> <li>• In rare cases, ARIA labels are used in addition to native HTML label elements that can cause conflicting experiences to users of assistive technology.</li> </ul> <p>Teacher: The sequence of content is meaningful throughout Grant's Anatomy Lab. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some cases, the visual order of content does not match either the reading order or focus order.</li> <li>• In some cases, visually displayed messages that appear on the top the page are not rendered to users of assistive technology.</li> <li>• In some rare cases, visual representation of hierarchy is not indicated programmatically via HTML.</li> <li>• In rare cases, ARIA labels are used in addition to native HTML label elements that can cause</li> </ul> |



| Criteria  | Conformance Level  | Remarks and Explanations   |
|---|--|--|
|   |  | conflicting experiences to users of assistive technology.  |
| <p><b>1.3.3 Sensory Characteristics</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports<br/>Teacher: Supports</p>                                 | <p>Student: Instructions that rely solely on sensory characteristics are not present on Grant's Anatomy Lab.</p> <p>Teacher: Instructions that rely solely on sensory characteristics are not present on Grant's Anatomy Lab.</p>  |
| <p><b>1.4.1 Use of Color</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>            | <p>Student: Supports<br/>Teacher: Supports</p>                                 | <p>Student: Color is not used as the sole means of conveying information in Grant's Anatomy Lab.</p> <p>Teacher: Color is not used as the sole means of conveying information in Grant's Anatomy Lab.</p>  |
| <p><b>1.4.2 Audio Control</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>           | <p>Student: Supports<br/>Teacher: Supports</p>                                 | <p>Student: No audio content that plays automatically is present on Grant's Anatomy Lab.</p> <p>Teacher: No audio content that plays automatically is present on Grant's Anatomy Lab.</p>  |
| <p><b>2.1.1 Keyboard</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                | <p>Student: Supports with Exceptions<br/>Teacher: Supports with Exceptions</p> | <p>Student: Many interactive elements within Grant's Anatomy Lab can be accessed and invoked with the keyboard. However, a rating of Supports with Exceptions has been given for the following reasons: <b>1.2.5 Audio Description (Prerecorded)</b></p> <ul style="list-style-type: none"> <li>• In some rare cases, users cannot activate or gain focus to controls via the keyboard.</li> <li>• In some cases, there is no visual indication of focus.</li> </ul> <p>Teacher: Many interactive elements within Grant's Anatomy Lab can be accessed and invoked with the keyboard.</p> |



| Criteria   | Conformance Level                                 | Remarks and Explanations   |
|--|---|--|
|  |   | <p>However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some rare cases, users cannot activate or gain focus to controls via the keyboard.</li> <li>• In some cases, there is no visual indication of focus.</li> <li>• In some rare cases, controls cannot be activated using the keyboard.</li> </ul> |
| <p><b>2.1.2 No Keyboard Trap</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No keyboard traps are present in Grant's Anatomy Lab.</p> <p>Teacher: No keyboard traps are present in Grant's Anatomy Lab.</p>  |
| <p><b>2.2.1 Timing Adjustable</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No content with time limit is present in Grant's Anatomy Lab.</p> <p>Teacher: No content with time limit is present in Grant's Anatomy Lab.</p>  |
| <p><b>2.2.2 Pause, Stop, Hide</b> (Level A)</p> <p>Also applies to:</p> <ul style="list-style-type: none"> <li>• Revised Section 508</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No moving, blinking, scrolling, or auto-updating content is present in Grant's Anatomy Lab.</p> <p>Teacher: No moving, blinking, scrolling, or auto-updating content is present in Grant's Anatomy Lab.</p>  |
| <p><b>2.3.1 Three Flashes or Below Threshold</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> </ul>   | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: There is no flashing content on Grant's Anatomy Lab.</p> <p>Teacher: There is no flashing content on Grant's Anatomy Lab.</p>  |



| Criteria  | Conformance Level  | Remarks and Explanations  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  |  |   |
| <p><b>2.4.1 Bypass Blocks</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | Student: Supports<br><br>Teacher: Supports                                 | <p>Student: Grant's Anatomy Lab provides users the ability to skip header content via skip links.</p> <p>Teacher: Grant's Anatomy Lab provides users the ability to skip header content via skip links.</p>   |
| <p><b>2.4.2 Page Titled</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Student: Supports<br><br>Teacher: Supports                                 | <p>Student: Grant's Anatomy Lab website provides page titles.</p> <p>Teacher: Grant's Anatomy Lab website provides page titles.</p>   |
| <p><b>2.4.3 Focus Order</b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Student: Supports with Exceptions<br><br>Teacher: Supports with Exceptions | <p>Student: Page design and content is set up in such a way that focus order is intuitive for most of the page content and actionable elements. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some cases, the visual order of content does not match either the reading order or focus order.</li> <li>• In rare cases, the tab order for an element is out of order because positive values are used for the <code>tabindex</code> attribute.</li> </ul> <p>Teacher: Page design and content is set up in such a way that focus order is intuitive for most of the page content and actionable elements. However, a rating of Supports with Exceptions has been given for the following reasons:</p> |

| Criteria   | Conformance Level   | Remarks and Explanations  |
|--|---|---|
|  |   | <ul style="list-style-type: none"> <li>In some cases, the visual order of content does not match either the reading order or focus order.</li> <li>In rare cases, the tab order for an element is out of order because positive values are used for the <code>tabindex</code> attribute.</li> </ul>   |
| <p><b><u>2.4.4 Link Purpose (In Context)</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul> | <p>Student: Supports with Exceptions</p> <p>Teacher: Supports with Exceptions</p> | <p>Student: Most link text on Grant's Anatomy Lab is descriptive and easy to understand in context. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>In some cases, non-textual controls do not provide sufficient text to indicate the purpose.</li> </ul> <p>Teacher: Most link text on Grant's Anatomy Lab is descriptive and easy to understand in context. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>In some cases, non-textual controls do not provide sufficient text to indicate the purpose.</li> </ul> |
| <p><b><u>3.1.1 Language of Page</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul>          | <p>Student: Supports</p> <p>Teacher: Supports</p>                                 | <p>Student: Grant's Anatomy Lab identifies its natural language via the <code>lang</code> attribute.</p> <p>Teacher: Grant's Anatomy Lab identifies its natural language via the <code>lang</code> attribute.</p>   |
| <p><b><u>3.2.1 On Focus</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul>                  | <p>Student: Supports</p> <p>Teacher: Supports</p>                                 | <p>Student: No component in Grant's Anatomy Lab activates or changes content when a user places focus on that component.</p>  |

| Criteria   | Conformance Level  | Remarks and Explanations   |
|--|--|--|
|  |  | Teacher: No component in Grant's Anatomy Lab activates or changes content when a user places focus on that component.  |
| <p><b><u>3.2.2 On Input</u></b> (Level A)<br/>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>             | <p>Student: Supports<br/>Teacher: Supports</p>                                 | <p>Student: The controls on Grant's Anatomy Lab do not change page context on input.<br/>Teacher: The controls on Grant's Anatomy Lab do not change page context on input.</p>   |
| <p><b><u>3.3.1 Error Identification</u></b> (Level A)<br/>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports with Exceptions<br/>Teacher: Supports with Exceptions</p> | <p>Student: Most error identification on Grant's Anatomy Lab is rendered to users effectively. However, a rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In very rare cases, form submission errors are communicated with a temporarily displayed red banner along the top of the browser. The error message is not announced to non-visual screen reader users who cannot perceive the displayed error message.</li> </ul> <p>Teacher: Most error identification on Grant's Anatomy Lab is notified to users effectively. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In very rare cases, form submission errors are communicated with a temporarily displayed red banner along the top of the browser. The error message is not announced to non-visual screen reader users who cannot perceive the displayed error message.</li> </ul> |
| <p><b><u>3.3.2 Labels or Instructions</u></b> (Level A)<br/>Also applies to:<br/>Revised Section 508</p>   | <p>Student: Supports with Exceptions</p>                                       | <p>Student: Labels or instructions are provided for the majority of form fields on Grant's Anatomy Lab. However, a rating of</p>   |



| Criteria   | Conformance Level  | Remarks and Explanations  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  | Teacher: Supports with Exceptions  | <p>Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In some rare cases, the <code>for</code> attribute on the label element for the form field does not match the <code>id</code> attribute on the input element</li> </ul> <p>Teacher: Labels or instructions are provided for the majority of form fields on Grant's Anatomy Lab. However, a rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In some rare cases, the <code>for</code> attribute on the label element for the form field does not match the <code>id</code> attribute on the input element</li> </ul> |
| <p><b>4.1.1 Parsing</b> (Level A)<br/>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>           | Student: Supports<br><br>Teacher: Supports                                 | <p>Student: No parsing issues are present on Grant's Anatomy Lab.</p> <p>Teacher: No parsing issues are present on Grant's Anatomy Lab.</p>   |
| <p><b>4.1.2 Name, Role, Value</b> (Level A)<br/>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Student: Supports with Exceptions<br><br>Teacher: Supports with Exceptions | <p>Student: The majority of elements within Grant's Anatomy Lab contain appropriate names, roles, and values. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some cases, labels are not properly associated to their form fields.</li> <li>• In rare cases, the label does not provide the purpose of the form input field.</li> <li>• In some cases, there are elements that do not convey their name, role and state.</li> </ul>   |



| Criteria | Conformance Level | Remarks and Explanations   |
|----------|-------------------|--|
|          |                   | <p>Teacher: The majority of elements within Grant's Anatomy Lab contain appropriate names, roles, and values. However, a rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In some cases, labels are not properly associated with their form fields.</li> <li>• In rare cases, the label does not provide the purpose of the form input field.</li> <li>• In some cases, there are elements that do not convey their name, role and state.</li> <li>• In some cases, inappropriate ARIA is used to provide unnecessary or insufficient information.</li> <li>• In some rare cases, the initial state of the content is not indicated correctly until after the user interacts with the control.</li> </ul> |

Table 2: Success Criteria, Level AA

Notes:

| Criteria   | Conformance Level                                 | Remarks and Explanations  |
|--|---|---|
| <p><b><a href="#">1.2.4 Captions (Live)</a></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No content requiring live captions is present on Grant's Anatomy Lab.</p> <p>Teacher: No content requiring live captions is present on Grant's Anatomy Lab.</p> |
| <p><b><a href="#">1.2.5 Audio Description (Prerecorded)</a></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p>   | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: No content requiring audio description is present on Grant's Anatomy Lab.</p>   |

| Criteria  | Conformance Level   | Remarks and Explanations   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   |   | <p>Teacher: No content requiring audio description is present on Grant's Anatomy Lab.</p>  |
| <p><b>1.4.3 Contrast (Minimum)</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports with Exceptions</p>                 | <p>Student: All content on Grant's Anatomy Lab meets the WCAG 4.5:1 contrast ratio for text that is smaller than 18px and the 3.5:1 contrast ratio for text 18px or larger.</p> <p>Teacher: A majority of the content on Grant's Anatomy Lab meets the WCAG 4.5:1 contrast ratio for text that is smaller than 18px and the 3.5:1 contrast ratio for text 18px or larger. However, a rating of Supports with exceptions is given for the following reasons:</p> <ul style="list-style-type: none"> <li>• In very rare cases, color contrast does not meet the minimum requirements.</li> </ul>   |
| <p><b>1.4.4 Resize text</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>        | <p>Student: Supports with Exceptions</p> <p>Teacher: Supports with Exceptions</p> | <p>Student: The majority of content can be accessed when text is resized without the help of assistive technology. However, a rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In some cases, when the browser is set to 200% zoom, the main content cannot be properly scrolled to view all content.</li> <li>• In some cases, when the browser is set to 200% zoom, content is not accessible using the mouse but is accessible with a keyboard.</li> </ul> <p>Teacher: The majority of content can be accessed when text is resized without the help of assistive technology. However, a rating of Supports with Exceptions has been given for the following reasons:</p> |



| Criteria  | Conformance Level   | Remarks and Explanations  |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>• In some cases, when the browser is set to 200% zoom, the main content cannot be properly scrolled to view all content.</li> <li>• In some cases, when the browser is set to 200% zoom, content is not accessible using the mouse but is accessible with a keyboard.</li> </ul>   |
| <p><b><u>1.4.5 Images of Text</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  | <p>Student: Supports with Exceptions</p> <p>Teacher: Supports with Exceptions</p> | <p>Student: In the majority of cases throughout Grant's Anatomy Lab, text is used instead of images of text, except where essential. However, a rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In some cases, complex images that include text do not have sufficient textual equivalents.</li> </ul> <p>Teacher: In the majority of cases throughout Grant's Anatomy Lab, text is used instead of images of text, except where essential. However, a rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> <li>• In some cases, complex images that include text do not have sufficient textual equivalents.</li> </ul> |
| <p><b><u>2.4.5 Multiple Ways</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports</p>                                 | <p>Student: More than one way is available to locate web pages within Grant's Anatomy Lab.</p> <p>Teacher: More than one way is available to locate web pages within Grant's Anatomy Lab.</p>   |
| <p><b><u>2.4.6 Headings and Labels</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p>   | <p>Student: Supports</p> <p>Teacher: Supports</p>                                 | <p>Student: Headings and labels accurately describe content on Grant's Anatomy Lab.</p>   |



| Criteria   | Conformance Level                          | Remarks and Explanations  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  |  | Teacher: Headings and labels accurately describe content on Grant's Anatomy Lab.  |
| <p><b>2.4.7 Focus Visible</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Student: Supports<br><br>Teacher: Supports | <p>Student: Grant's Anatomy Lab provides a visible outline when focused with the keyboard.</p> <p>Teacher: Grant's Anatomy Lab provides a visible outline when focused with the keyboard.</p> |
| <p><b>3.1.2 Language of Parts</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Student: Supports<br><br>Teacher: Supports | <p>Student: Grant's Anatomy Lab does not use inline language changes.</p> <p>Teacher: Grant's Anatomy Lab does not use inline language changes.</p>   |
| <p><b>3.2.3 Consistent Navigation</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>     | Student: Supports<br><br>Teacher: Supports | <p>Student: Navigation is consistent throughout Grant's Anatomy Lab.</p> <p>Teacher: Navigation is consistent throughout Grant's Anatomy Lab.</p>   |
| <p><b>3.2.4 Consistent Identification</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | Student: Supports<br><br>Teacher: Supports | <p>Student: Controls and interfaces on Grant's Anatomy Lab are consistent with each other.</p> <p>Teacher: Controls and interfaces on Grant's Anatomy Lab are consistent with each other.</p> |

| Criteria   | Conformance Level                                 | Remarks and Explanations  |
|--|---|---|
| <p><b>3.3.3 Error Suggestion</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                          | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: Error messages on Grant's Anatomy Lab provide suggestions for fixing the errors where appropriate.</p> <p>Teacher: Error messages on Grant's Anatomy Lab provide suggestions for fixing the errors where appropriate.</p>   |
| <p><b>3.3.4 Error Prevention (Legal, Financial, Data)</b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | <p>Student: Supports</p> <p>Teacher: Supports</p> | <p>Student: Grant's Anatomy Lab provides a method for reviewing and confirming information before finalizing the submission of financial transactions.</p> <p>Teacher: Grant's Anatomy Lab provides a method for reviewing and confirming information before finalizing the submission of financial transactions.</p> |

## Revised Section 508 Report

Notes:

### Chapter 3: Functional Performance Criteria (FPC)

Notes:

| Criteria             | Conformance Level   | Remarks and Explanations   |
|----------------------|---|--|
| 302.1 Without Vision | <p>Student: Supports with Exceptions</p> <p>Teacher: Supports with Exceptions</p> | <p>Student: Many sections of Grant's Anatomy Lab are operable by users without vision and provide functional support with text-to-speech technology. In many cases, non-textual elements have text alternatives, visual relationships are conveyed programmatically, and controls can be activated with the keyboard. However, in many other cases, access to users without vision is prohibited by the inaccessibility of controls and content.</p> |



| Criteria | Conformance Level | Remarks and Explanations   |
|----------|-------------------|--|
|          |                   | <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>1.1.1 Non-text Content</b>, some essential content is hidden from screen reader users, and some images are lacking fully descriptive textual alternatives.</li> <li>As described in <b>1.3.1 Info and Relationships</b>, some form controls are not properly labeled. In some rare instances, HTML headings were used when not necessary.</li> <li>As described in <b>1.3.2 Meaningful Sequence</b>, the visual order of content occasionally does not match the reading order of that content. In rare instances, messages are not announced.</li> <li>As described in <b>2.1.1 Keyboard</b>, some controls are not actionable via the keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are not in the correct focus order.</li> <li>As described in <b>2.4.4 Link Purpose (In Context)</b>, some links do not provide sufficient text to describe their purpose.</li> <li>As described in <b>3.3.1 Error Identification</b>, some errors are not alerted to non-visual users.</li> <li>As described in <b>3.3.2 Labels or Instructions</b>, some forms are not appropriately labelled.</li> <li>As described in <b>4.1.2 Name, Role, Value</b>, some controls and content do not sufficiently provide textual alternatives to identify their purpose.</li> </ul> |





| Criteria | Conformance Level | Remarks and Explanations  |
|----------|-------------------|---|
|          |                   | <p>Teacher: Many sections of Grant's Anatomy Lab are operable by users without vision and provide functional support with text-to-speech technology. In many cases, non-textual elements have text alternatives, visual relationships are conveyed programmatically, and controls can be activated with the keyboard. However, in many other cases, access to users without vision is prohibited by the inaccessibility of controls and content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>1.1.1 Non-text Content</b>, some essential content is hidden from screen reader users, and some images are lacking fully descriptive textual alternatives.</li> <li>As described in <b>1.3.1 Info and Relationships</b>, some form controls are not properly labeled. In some rare instances, HTML headings are used when not necessary.</li> <li>As described in <b>1.3.2 Meaningful Sequence</b>, the visual order of content occasionally does not match the reading order of that content. In rare instances, messages are not announced.</li> <li>As described in <b>2.1.1 Keyboard</b>, some controls are not actionable via the keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are not in the correct focus order.</li> <li>As described in <b>2.4.4 Link Purpose (In Context)</b>, some links do not provide sufficient text to describe their purpose.</li> </ul> |





| Criteria                  | Conformance Level  | Remarks and Explanations  |
|---------------------------|--|---|
|                           |  | <ul style="list-style-type: none"> <li>As described in <b>3.3.1 Error Identification</b>, some errors are not announced to non-visual users.</li> <li>As described in <b>3.3.2 Labels or Instructions</b>, some forms are not appropriately labelled.</li> <li>As described in <b>4.1.2 Name, Role, Value</b>, some controls and content do not sufficiently provide textual alternatives to identify their purpose.</li> </ul>   |
| 302.2 With Limited Vision | Student: Supports with Exceptions<br><br>Teacher: Supports with Exceptions | <p>Student: Grant's Anatomy Lab is operable by users with limited vision and provides functional support with screen magnification assistive technology. In most cases, a highly visible programmatic focus indication is present when tabbing to controls and color alone is not used to convey information.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>1.1.1 Non-text Content</b>, some non-text content does not provide text alternatives for those with limited vision.</li> <li>As described in <b>1.4.4 Resize text</b>, some content or controls are difficult to access when zoomed to 200%.</li> <li>As described in <b>1.4.5 Images of Text</b>, some complex images that include text do not have sufficient textual equivalents.</li> </ul> <p>Teacher: Grant's Anatomy Lab is operable by users with limited vision and provides functional support with screen magnification assistive technology. In most cases, a</p> |





| Criteria                          | Conformance Level | Remarks and Explanations   |
|-----------------------------------|-------------------|--|
|                                   |                   | <p>highly visible programmatic focus indication is present when tabbing to controls and color alone is not used to convey information.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>1.1.1 Non-text Content</b>, some non-text content does not provide text alternatives for those with limited vision.</li> <li>As described in <b>1.4.3 Contrast (Minimum)</b>, some content does not meet minimum requirements for color contrast.</li> <li>As described in <b>1.4.4 Resize text</b>, some content or controls are difficult to access when zoomed to 200%.</li> <li>As described in <b>1.4.5 Images of Text</b>, some complex images that include text do not have sufficient textual equivalents.</li> </ul> |
| 302.3 Without Perception of Color | Student: Supports | Student: Grant's Anatomy Lab is usable by people without perception of color.  |
|                                   | Teacher: Supports | Teacher: Grant's Anatomy Lab is usable by people without perception of color.  |
| 302.4 Without Hearing             | Student: Supports | Student: Grant's Anatomy Lab is usable by people without hearing.  |
|                                   | Teacher: Supports | Teacher: Grant's Anatomy Lab is usable by people without hearing.  |
| 302.5 With Limited Hearing        | Student: Supports | Student: Grant's Anatomy Lab is usable by people with limited hearing.   |
|                                   | Teacher: Supports |  |





| Criteria                        | Conformance Level  | Remarks and Explanations  |
|---------------------------------|--|---|
|                                 |  | Teacher: Grant's Anatomy Lab is usable by people with limited hearing.  |
| 302.6 Without Speech            | Student: Supports<br>Teacher: Supports                                 | Student: Grant's Anatomy Lab is usable by people without speech.<br>Teacher: Grant's Anatomy Lab is usable by people without speech.  |
| 302.7 With Limited Manipulation | Student: Supports with Exceptions<br>Teacher: Supports with Exceptions | <p>Student: Grant's Anatomy Lab is operable by users with limited reach and strength and provides functional support with the keyboard, in most cases. Form controls are programmatically labeled. Highly visible programmatic focus indication is present when tabbing to most controls and keyboard focus is not trapped in any page. The focus order of pages is logical. However, in other cases, access to users with limited reach and strength is prohibited by the inaccessibility of controls and content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.1.1 Keyboard</b>, some controls cannot be activated or gain focus via keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are out of logical focus order.</li> </ul> <p>Teacher: Grant's Anatomy Lab is operable by users with limited reach and strength and provides functional support with the keyboard in most cases. Form controls are programmatically labeled. Highly visible programmatic focus indication is present when tabbing to</p> |





| Criteria                              | Conformance Level  | Remarks and Explanations  |
|---------------------------------------|--|---|
|                                       |  | <p>most controls and keyboard focus is not trapped in any page. The focus order of pages is logical. However, in other cases, access to users with limited reach and strength is prohibited by the inaccessibility of controls and content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.1.1 Keyboard</b>, some controls cannot be activated or gain focus via keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are out of logical focus order.</li> </ul>   |
| 302.8 With Limited Reach and Strength | Student: Supports with Exceptions<br>Teacher: Supports with Exceptions | <p>Student: Grant's Anatomy Lab is operable by users with limited reach and strength and provide functional support with the keyboard in most cases. Form controls are programmatically labeled. Highly visible programmatic focus indication is present when tabbing to most controls and keyboard focus is not trapped in any page. The focus order of pages is logical. However, in other cases, access to users with limited reach and strength is prohibited by the inaccessibility of controls and content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.1.1 Keyboard</b>, some controls cannot be activated or gain focus via keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are out of logical focus order.</li> </ul> |





| Criteria   | Conformance Level  | Remarks and Explanations  |
|--|--|---|
|  |  | <p>Teacher: Grant's Anatomy Lab is operable by users with limited reach and strength and provides functional support with the keyboard, in most cases. Form controls are programmatically labeled. Highly visible programmatic focus indication is present when tabbing to most controls and keyboard focus is not trapped in any page. The focus order of pages is logical. However, in other cases, access to users with limited reach and strength is prohibited by the inaccessibility of controls and content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.1.1 Keyboard</b>, some controls cannot be activated or gain focus via keyboard.</li> <li>As described in <b>2.4.3 Focus Order</b>, some controls are out of logical focus order.</li> </ul> |
| 302.9 With Limited Language, Cognitive, and Learning Abilities | Student: Supports with Exceptions<br>Teacher: Supports with Exceptions | <p>Student: Grant's Anatomy Lab is operable by users with limited language, cognitive, and learning abilities. The majority of pages navigation is consistent, and headings and labels accurately describe content. Most form errors are visually identifiable and provide suggestions where appropriate.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.4.4 Link Purpose (In Context)</b>, some non-textual controls do not</li> </ul>  |





| Criteria | Conformance Level | Remarks and Explanations   |
|----------|-------------------|--|
|          |                   | <p>provide sufficient text to indicate the purpose or state of an element.</p> <ul style="list-style-type: none"> <li>As described in <b>3.3.1 Error Identification</b>, some errors are alerted in color very briefly.</li> <li>As described in <b>3.3.2 Labels or Instructions</b>, some forms are not programmatically associated.</li> </ul> <p>Teacher: Grant's Anatomy Lab is operable by users with limited language, cognitive, and learning abilities. The majority of pages navigation is consistent, and headings and labels accurately describe content. Most form errors are visually identifiable and provide suggestions where appropriate.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> <li>As described in <b>2.4.4 Link Purpose (In Context)</b>, some non-textual controls do not provide sufficient text to indicate the purpose or state of an element.</li> <li>As described in <b>3.3.1 Error Identification</b>, some errors are alerted very briefly in color.</li> <li>As described in <b>3.3.2 Labels or Instructions</b>, some forms are not programmatically associated.</li> </ul> |

#### Chapter 4: Hardware

Notes: Not Applicable



*Chapter 5: Software*

Notes: Not Applicable

*Chapter 6: Support Documentation and Services*

Notes:

| <b>Criteria</b>  | <b>Conformance Level</b>             | <b>Remarks and Explanations</b>     |
|--|--------------------------------------|-------------------------------------|
| <b>601.1 Scope</b>   | Heading cell – no response required  | Heading cell – no response required |
| <b>602 Support Documentation</b>                                 | Heading cell – no response required  | Heading cell – no response required |
| 602.2 Accessibility and Compatibility Features                   | Applicable – Not Tested              |                                     |
| 602.3 Electronic Support Documentation                           | See <a href="#">WCAG 2.0</a> section | See information in WCAG section     |
| 602.4 Alternate Formats for Non-Electronic Support Documentation | Applicable – Not Tested              |                                     |
| <b>603 Support Services</b>                                      | Heading cell – no response required  | Heading cell – no response required |
| 603.2 Information on Accessibility and Compatibility Features    | Applicable – Not Tested              |                                     |
| 603.3 Accommodation of Communication Needs                       | Applicable – Not Tested              |                                     |

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