

Liaison International – Transfer Planner Accessibility Conformance Report WCAG Edition

(Based on VPAT[®] Version 2.5)

Name of Product/Version:

Transfer Planner

Report Date:

12.19.23

Product Description:

Transfer Planner is a web portal to help community college students prepare for transfer to a four-year institution.

Contact Information:

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Notes:

This report is based on an accessibility assessment performed by Deque Systems Inc. on December 19, 2023.

“Voluntary Product Accessibility Template” and “VPAT” are registered service marks of the Information Technology Industry Council (ITI)

Evaluation Methods Used:

- A combination of automated and manual testing techniques was employed for the accessibility assessment. Manual assessment was performed using Chrome v. 118.0 and included exclusive use of the keyboard. Automated tools used included axe Auditor and the axe DevTools browser extension. Assistive technologies employed included NVDA v.2023.2. This report also reflects remediation of several issues identified in the initial assessment. Each remediated issue was validated using the same testing techniques that were employed in the initial assessment.

Scope of Evaluation

The pages in the following table were evaluated as part of the assessment on which this report is based.

1. Add Course Modal
2. Additional Details Modal
3. Create Account
4. Dashboard
5. Education Progress
6. Explore Cal State Universities and Program
7. Log In
8. My Account
9. My Programs Modal
10. Onboarding
11. Privacy & Security
12. Profile – Academic History
13. Profile – Personal Information
14. Programs - Details Modal
15. Programs – Grid View
16. Terms & Conditions
17. Transfer Progress
18. Welcome Modal

In addition to the pages listed above, the following components that appear on multiple pages were tested as part of the assessment:

- Left navigation
- Footer

- Welcome to Transfer Planner Guided Dashboard Tour

Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
<u>Web Content Accessibility Guidelines 2.0</u>	Level A: Yes Level AA: Yes Level AAA: No
<u>Web Content Accessibility Guidelines 2.1</u>	Level A: Yes Level AA: Yes Level AAA: No
<u>Web Content Accessibility Guidelines 2.2</u>	Level A: No Level AA: No Level AAA: No

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.
- **Partially Supports:** 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 Level AAA criteria.

WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, the criteria are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
<u>1.1.1 Non-text Content</u> (Level A)	Partially Supports	Most non-text content has a text alternate that serves an equivalent purpose. The following exception exists: <ul style="list-style-type: none">• A decorative image is not hidden from screen readers, so people who are blind and/or use a screen reader will have to navigate through unnecessary and duplicative text. This occurs on the Dashboard page.
<u>1.2.1 Audio-only and Video-only (Prerecorded)</u> (Level A)	Not Applicable	Prerecorded audio-only files are not present.
<u>1.2.2 Captions (Prerecorded)</u> (Level A)	Not Applicable	Prerecorded videos are not present.
<u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A)	Not Applicable	Prerecorded videos are not present, so audio description is not required.

<p><u>1.3.1 Info and Relationships</u> (Level A)</p>	<p>Partially Supports</p>	<p>Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist:</p> <ul style="list-style-type: none"> • Some blocks of text are marked up as headings but are not headings, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs on the Create Account; Programs - Grid View; Transfer Progress; and Dashboard pages as well as the Programs - Details Modal. • Some text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the My Account; Dashboard; Terms & Conditions; and Profile – Academic History pages. This also occurs on the Additional Details Modal; Programs - Details Modal; and the Welcome Modal along with the Welcome to Transfer Planner! component. • Content that is visually presented as a list is not marked up as a list, so the presence and structure of the list are not conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the Welcome to Transfer Planner! component, which appears on the Login and Create Account pages. • A group of navigation links is missing semantic markup, so people who are blind and/or use a screen reader may not understand how the links relate to each other or the page content. This occurs on the Footer component, which
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Criteria	Conformance Level	Remarks and Explanations
		<p>appears on multiple pages tested in the assessment.</p> <ul style="list-style-type: none"> • A heading level is out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the Education Progress page. • A set of radio buttons is not programmatically grouped, so the group label for the set of radio buttons will not be conveyed to people who are blind and/or use a screen reader and they will not understand the purpose of the individual radio buttons. This occurs on the Profile - Academic History page.
1.3.2 Meaningful Sequence (Level A)	Partially Supports	<p>The reading and navigation order of most content is logical and intuitive. The following exceptions exist:</p> <ul style="list-style-type: none"> • The correct reading order of dynamically changing content is not programmatically determinable by screen readers, so people who are blind and/or use a screen reader may not be made aware of new or changed content that is dynamically added to a page. This occurs on the Add A Course Modal. • Screen reader focus is lost or misplaced due to user interaction or content update, making navigation difficult or impossible for people who are blind and/or use a screen reader or other assistive technology. This occurs on the My Programs Modal.
1.3.3 Sensory Characteristics (Level A)	Supports	<p>Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, visual location.</p>

Criteria	Conformance Level	Remarks and Explanations
1.4.1 Use of Color (Level A)	Partially Supports	<p>For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist:</p> <ul style="list-style-type: none"> • Color is used as the only method to convey information, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the Education Progress and Dashboard pages. • Color is the only visual method used to identify a link, and a link text's contrast ratio with the color of the surrounding text is less than 3:1, so people who are colorblind or have low vision may not be able to identify the link. This occurs on the Additional Details Modal.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Supports	All functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard).
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user is able to navigate to and from all navigable elements using only a keyboard.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	If a single character key shortcut exists, then the single character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
2.2.1 Timing Adjustable (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.

Criteria	Conformance Level	Remarks and Explanations
2.2.2 Pause, Stop, Hide (Level A)	Supports	On pages where moving, blinking, scrolling, or auto-updating information is present, that information can be paused, stopped, hidden, or otherwise controlled by the user.
2.3.1 Three Flashes or Below Threshold (Level A)	Not Applicable	The tested application does not contain flashing content.
2.4.1 Bypass Blocks (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
2.4.2 Page Titled (Level A)	Supports	Pages throughout the application have descriptive and informative titles.
2.4.3 Focus Order (Level A)	Partially Supports	<p>The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist:</p> <ul style="list-style-type: none"> • Keyboard focus is lost or misplaced as a result of user interaction or content update or refresh, so people who use the keyboard to navigate content (including screen reader users) will become disoriented. This occurs on the My Programs Modal.
2.4.4 Link Purpose (In Context) (Level A)	Supports	The purpose of links can be determined from the link text alone or from the link text and its programmatic context.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.

Criteria	Conformance Level	Remarks and Explanations
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	<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"> • The action is not triggered on the down event. • The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. • The up-event reverses any outcome of the preceding down-event. • Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Partially Supports	<p>For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist:</p> <ul style="list-style-type: none"> • The accessible name of multiple interactive elements (such as links, buttons, or form inputs) does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs on the Programs - Grid View; Terms & Conditions; Profile - Personal Information; Onboarding; and Profile – Academic History pages. This also occurs on the Additional Details Modal.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
3.1.1 Language of Page (Level A)	Supports	The language of each page is correct and can be determined programmatically.
3.2.1 On Focus (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.

Criteria	Conformance Level	Remarks and Explanations
3.2.2 On Input (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.
3.3.1 Error Identification (Level A)	Supports	For form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error.
3.3.2 Labels or Instructions (Level A)	Partially Supports	<p>For most form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected. The following exceptions exist:</p> <ul style="list-style-type: none"> Some labels of elements are not persistent (always visible on the page), so each element's purpose may be difficult to discover. This occurs on the Profile - Personal Information and Onboarding pages.
4.1.1 Parsing (Level A)	Supports	For the WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata . This criterion was removed from WCAG 2.2.

Criteria	Conformance Level	Remarks and Explanations
4.1.2 Name, Role, Value (Level A)	Does Not Support	<p>The name, role, state, and value of user interface components necessary for core application functionality cannot be programmatically determined. The following issues exist:</p> <ul style="list-style-type: none"> • Multiple buttons do not have a programmatic role, so each button's role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the Transfer Progress; Profile - Personal Information; Education Progress; and Profile – Academic History pages. • Some elements that appear and function like a modal dialog do not have the required attributes in their HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of each element or how to interact with it. This occurs on the Profile - Personal Information and Profile – Academic History pages as well as the Add A Course Modal and My Programs Modal.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.

Criteria	Conformance Level	Remarks and Explanations
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Partially Supports	<p>The purpose of most input fields that collect an individual's personal data are programmatically defined based on the WCAG list of Input Purposes for User Interface Components. The following exceptions exist:</p> <ul style="list-style-type: none"> • The programmatic purposes provided for some input elements (like text input fields) are not accurate, so information automatically suggested by the browser or assistive technology to fill in the inputs will be incorrect. This occurs on the Profile – Personal Information page.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	<p>Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:</p> <ul style="list-style-type: none"> • Elements must meet minimum color contrast ratio thresholds. This occurs on the Privacy and Security, and My Account pages.

Criteria	Conformance Level	Remarks and Explanations
<p>1.4.4 Resize text (Level AA)</p>	<p>Partially Supports</p>	<p>Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions exist:</p> <ul style="list-style-type: none"> • Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that content. This occurs on the Education Progress and Onboarding pages as well as the Additional Details Modal and Welcome to Transfer Planner component, which appears on the Create Account and Login pages. • Functionality is lost when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to this functionality. This occurs on the following pages: Programs - Grid View and Explore Cal State Universities & Program.
<p>1.4.5 Images of Text (Level AA)</p>	<p>Supports</p>	<p>When content can be presented visually using only text, an image of text is not used to present that text.</p>

Criteria	Conformance Level	Remarks and Explanations
<p>1.4.10 Reflow (Level AA 2.1 and 2.2)</p>	<p>Partially Supports</p>	<p>The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist:</p> <ul style="list-style-type: none"> • When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs on the Education Progress; and Programs - Grid View. • When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs on the Onboarding page as well as on the Additional Details Modal and the Welcome to Transfer Planner! component.

<p>1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)</p>	<p>Does Not Support</p>	<p>Most of the boundaries and indicators of the visual states of each active user component and any graphics required to understand content do not have a 3:1 color contrast ratio with adjacent colors or their background. The following issues exist:</p> <ul style="list-style-type: none"> • The visual boundaries of some interactive elements (like a radio button or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the boundaries of the interactive element. This occurs on the Create Account; Programs - Grid View; Login; Privacy and Security, and Profile – Academic History pages. This also occurs on the Additional Details and Add A Course Modals. • Some icons (or parts of an icon required to understand its content) do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able understand the information presented by each icon. This occurs on the Programs - Grid View; Profile - Personal Information; Education Progress; Profile – Academic History; Explore Cal State Universities & Program; and Onboarding pages as well as the Add A Course Modal. • The indicators for the state of some interactive elements (like checkboxes or radio buttons) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the state of the interactive elements. This occurs on the Profile - Personal Information; Programs – Grid View; Profile - Academic History; Education Progress; and Onboarding pages. This also occurs on the Additional Details
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Criteria	Conformance Level	Remarks and Explanations
		<p>Modal; Add A Course Modal; Programs – Details Modal; and My Programs Modal.</p> <ul style="list-style-type: none"> The focus indicators of some interactive elements (like buttons or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving when each interactive element is receiving focus. This occurs on the following pages: Education Progress; Programs - Grid View; Terms & Conditions; Profile - Personal Information; Privacy & Security; Profile-Academic History; Dashboard; Explore Cal State Universities & Program; and Onboarding. This also occurs on the Additional Details Modal; Add A Course Modal; Welcome modal; and My Programs Modal.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Partially Supports	<p>For most content, the spacing between letters, words, lines of text and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist:</p> <ul style="list-style-type: none"> When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, the spacing for some or all text on the page does not adjust. This occurs on the Additional Details Modal and the Onboarding page.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Supports	<p>When additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it.</p>
2.4.5 Multiple Ways (Level AA)	Supports	<p>Multiple ways are available to find other pages on the site.</p>

Criteria	Conformance Level	Remarks and Explanations
2.4.6 Headings and Labels (Level AA)	Partially Supports	<p>Most headings and labels for form and interactive controls are informative. The following exceptions exist:</p> <ul style="list-style-type: none"> • Multiple buttons have identical programmatic labels but different functionality, and there is not any programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs on the Programs - Grid View; Profile – Academic History pages as well as on the My Programs Modal. • A label for a control or form input field does not convey the purpose of the control or input, so users may not understand what the control does or what data to enter, especially people with cognitive or learning disabilities and people who are blind and/or use a screen reader. This occurs on the Add A Course Modal. • Multiple programmatic labels for controls or form input fields do not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what a control does or what data to enter. This occurs on the Create Account; Programs - Grid View; Login; Profile - Personal Information; Privacy & Security; Profile – Academic History; and Explore Cal State Universities & Programs pages as well as on the Welcome Modal.
2.4.7 Focus Visible (Level AA)	Supports	It is visually apparent which page element is currently receiving keyboard focus as a user navigates through elements on the page using the keyboard.
3.1.2 Language of Parts (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.

Criteria	Conformance Level	Remarks and Explanations
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
3.2.4 Consistent Identification (Level AA)	Supports	Labels, names, and text alternatives for content that have the same functionality across multiple web pages are consistently identified.
3.3.3 Error Suggestion (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exceptions exist:</p> <ul style="list-style-type: none"> Some status messages are not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status messages or they may not hear them in a timely fashion. This occurs on the Create Account; Programs - Grid View; Profile - Academic History; and Explore Cal State Universities & Programs pages. This also occurs on the following modals: Additional Details Modal; Add A Course Modal; and My Programs Modal.

Table 3: Success Criteria, Level AAA

Notes: Not Applicable. Transfer Planner was not assessed for WCAG 2.1 AAA conformance.

Revised Section 508 Report

Notes:

Chapter 3: Functional Performance Criteria (FPC)

Notes:

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially Supports	<p>Transfer Planner supports modes of operation that do not require user vision. The following exceptions exist:</p> <ul style="list-style-type: none">• Some status messages are not automatically announced by the screen reader. This occurs on the Create Account; Programs - Grid View; Profile - Academic History; and Explore Cal State Universities & Programs pages. This also occurs on the following modals: Additional Details Modal; Add A Course Modal; and My Programs Modal.• Multiple buttons do not have a programmatic role, so each button's role is not conveyed to screen readers and other assistive technologies. This occurs on the Transfer Progress; Profile - Personal Information; Education Progress; and Profile – Academic History pages.• Some elements that appear and function like a modal dialog do not have the required attributes

		<p>in their HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology. This occurs on the Profile - Personal Information and Profile – Academic History pages as well as the Add A Course Modal and My Programs Modal.</p>
302.2 With Limited Vision	Partially Supports	<p>Most content is readable and functional when browser zoom is set to 200% of its initial size. There are exceptions on the following pages which have content lost, clipped, or obscured at 200%: Create Account/Login, Education Progress, and Onboarding pages.</p>
302.3 Without Perception of Color	Partially Supports	<p>For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist:</p> <ul style="list-style-type: none"> • Color is used as the only method to convey information for two focus indicators for card links on the Education Progress and Dashboard pages. • Color is the only visual method used to identify a link, and the link text's contrast ratio with the color of the surrounding text is less than 3:1. This occurs on the Additional Details Modal.
302.4 Without Hearing	Not Applicable	<p>Transfer Planner does not rely on any auditory modes of operation.</p>
302.5 With Limited Hearing	Not Applicable	<p>Transfer Planner does not rely on any auditory modes of operation and also</p>

		has no mode which improves clarity, reduces background noise, or allows user control of volume.
302.6 Without Speech	Not Applicable	No mode of operation is provided. ICT shall provide at least one mode of operation that does not require user speech on the Liaison product.
302.7 With Limited Manipulation	Supports	All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.
302.8 With Limited Reach and Strength	Supports	All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	Transfer Planner provides features which are simpler and easier to use by individuals with limited cognitive, language, and learning abilities.

Chapter 4: Hardware

Notes: Hardware is not applicable for this product and hence, hardware table is removed

Chapter 5: Software

Notes:

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA	See WCAG 2.x section	See information in WCAG 2.x section
<u>502 Interoperability with Assistive Technology</u>	Heading cell – no response required	Heading cell – no response required
502.2.1 User Control of Accessibility Features	Not Applicable	As it is a web only application.
502.2.2 No Disruption of Accessibility Features	Not Applicable	As it is a web only application.
<u>502.3 Accessibility Services</u>	Heading cell – no response required	Heading cell – no response required
502.3.1 Object Information	Not Applicable	As it is a web only application.

502.3.2 Modification of Object Information	Not Applicable	As it is a web only application.
502.3.3 Row, Column, and Headers	Not Applicable	As it is a web only application.
502.3.4 Values	Not Applicable	As it is a web only application.
502.3.5 Modification of Values	Not Applicable	As it is a web only application.
502.3.6 Label Relationships	Not Applicable	As it is a web only application.
502.3.7 Hierarchical Relationships	Not Applicable	As it is a web only application.
502.3.8 Text	Not Applicable	As it is a web only application.
502.3.9 Modification of Text	Not Applicable	As it is a web only application.
502.3.10 List of Actions	Not Applicable	As it is a web only application.
502.3.11 Actions on Objects	Not Applicable	As it is a web only application.
502.3.12 Focus Cursor	Not Applicable	As it is a web only application.
502.3.13 Modification of Focus Cursor	Not Applicable	As it is a web only application.
502.3.14 Event Notification	Not Applicable	As it is a web only application.
502.4 Platform Accessibility Features	Not Applicable	As it is a web only application.
<u>503 Applications</u>	Heading cell – no response required	Heading cell – no response required
503.2 User Preferences	Not Applicable	As it is a web only application.
503.3 Alternative User Interfaces	Not Applicable	As it is a web only application.
<i>503.4 User Controls for Captions and Audio Description</i>	Heading cell – no response required	Heading cell – no response required
503.4.1 Caption Controls	Not Applicable	As it is a web only application.
503.4.2 Audio Description Controls	Not Applicable	As it is a web only application.
<u>504 Authoring Tools</u>	Heading cell – no response required	Heading cell – no response required
504.2 Content Creation or Editing (if not authoring tool, enter “not applicable”)	See WCAG 2.x section	See information in WCAG 2.x section
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Not Applicable	As it is a web only application.
504.2.2 PDF Export	Not Applicable	As it is a web only application.
504.3 Prompts	Not Applicable	There are no prompts provided in Transfer Planner.
504.4 Templates	Not Applicable	There are no templates provided in Transfer Planner.

Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
<u>602 Support Documentation</u>	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	Transfer Planner provides an electronic version of the support documentation on the use of the portal – End users with disabilities can request additional product support documentation by contacting our support center at csutransferplanner@liaisoncas.com .
602.3 Electronic Support Documentation	See WCAG 2.x section	See information in WCAG 2.x section
602.4 Alternate Formats for Non-Electronic Support Documentation	Supports	End-users with disabilities can request additional product support documentation by contacting our support center at csutransferplanner@liaisoncas.com .
<u>603 Support Services</u>	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	Transfer Planner provides an electronic version of the support documentation on the use of the portal – End users with disabilities can request additional product support documentation by contacting our support center at csutransferplanner@liaisoncas.com .
603.3 Accommodation of Communication Needs	Supports	Support service related to Transfer Planner can be found at the Transfer Planner help website. Currently, telephone communication provision does not support TTY or relay services. Users with disabilities can open support request directly at csutransferplanner@liaisoncas.com .

