Web Accessibility Requirements for University of California RFPs

Revised July 1, 2021

Per the UC Information Technology Accessibility Policy (pdf), the University of California (UC) is committed to creating an accessible IT environment, particularly for individuals with disabilities. UC strives to comply with the WCAG 2.0 level AA standards.

Bids to UC for web-based products or services must demonstrate how these products/services are accessible to individuals with disabilities and/or how they comply with WCAG 2.0 level AA standards. Additional information about WCAG 2.0 level AA standards can be found on the WebAIM website (pdf).

Suppliers must answer the following questions and complete the Web Accessibility Assessment Form.

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1. General Questions/Requirements for Scoring.

Supplier must provide, as part of the RFP response, an evaluation account or license so that UC can test the product/service for accessibility as part of its response review process.

Supplier also must answer the following questions and checklist.

1. Describe how your product/service is accessible to people with disabilities (including vision, hearing, motor control disabilities, etc.), and describe how you validate that it is accessible.
2. Describe your company's plans or roadmap over the next 1-3 years to improve the accessibility of your product/service.
3. Complete the WCAG 2.0 questionnaire (below) for your product/service.

2. Web Accessibility Assessment Form. Based on WCAG 2.0 AA standards, this form renders the standards in plain English, and consolidates a number of them, to help both suppliers and reviewers more easily assess the current accessibility of the products or services. Please complete the entire form, entering N/A where certain aspects do not apply to your product or service.

	WCAG 2.0 AA Standard	**Do you comply with this standard?**	**If you do comply,** elaborate in this column. **If you do not currently comply,** describe plans and timelines for achieving compliance.
1	**Text Alternatives** 1.1.1: Provide alt attributes for meaningful images. An alt attribute is a short description of an image that a screen reader can "read" to the user.		
2	**Pre-recorded Media**. 1.2.1, 1.2.2, 1.2.3, and 1.2.5: Provide transcripts *and* synchronized captions for all media with audio content. Also provide an audio description for videos with content that is not described in the audio, for example, charts that appear on the screen but are not described in the audio.		

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3	**Live-Streamed Media**. 1.2.4. Use real-time captioning for all live-streamed media with audio content.		
4	**Good Code** 1.3.1,1.3.2, 2.4.3, and 4.1.1: Use good semantic structure and syntax to enable the user to access all information and navigate the page in a logical manner.		
5	**Sensory Characteristics** 1.3.3: Do not provide instructions that refer solely to visual location or orientation, such as “the blue box on the top left,” or solely use sound, color, or other sensory characteristics.		
6	**Use of Color** 1.4.1: Do not rely on color to convey meaning. Color-blind users may have trouble with a website if color is used to convey important information. Required fields should not be indicated only with color.		
7	**Audio Control** 1.4.2: Provide a way for users to control audio independent of the computer audio setting. A screen reader user may not be able to hear the screen reader over the audio the application is generating.		
8	**Contrast** 1.4.3: Ensure appropriate color contrast so that content can be read by people with visual impairments.		
9	**Resize Text** 1.4.4: Define text using em, not pt or px, to ensure it is resizeable.		
10	**Images of Text** 1.4.5: Do not create graphics that look like text, instead use text and style it with CSS.		
11	**Keyboard** 2.1.1 and **Bypass Blocks** 2.4.1: Make sure all website functionality is available via keyboard navigation. Also, provide a means for users to skip over repetitive sections of the site.		

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12	**No Keyboard Trap** 2.1.2: Ensure there are no keyboard traps. This occurs when the user can get to a certain point with the keyboard, but then can't access the rest of the website.		
13	**Timing Adjustable** 2.2.1: Provide sufficient time for users to respond to timed content and provide users the ability to extend the time if necessary.		
14	**Pause, Stop, Hide** 2.2.2: Enable the user to control the movement, blinking, or scrolling of any content.		
15	**Flashes** 2.3.1: Ensure content and multimedia do not flicker at a rate known to induce seizures among optically sensitive users.		
16	**Page Title** 2.4.2: Provide a title for each web page that describes its topic or purpose to ensure the user knows what page they're on.		
17	**Focus Order** 2.4.3: 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.		
18	**Link Purpose** 2.4.4: Make the purpose of links clear: Use descriptive text for links, and not "click here," or "read more," and identify links to PDFs, Word documents, Excel spreadsheets etc.		
19	**Multiple Ways** 2.4.5: Provide multiple ways for the user to locate content, such as a navigation bar, search, and sitemap.		
20	**Headings and Labels** 2.4.6: Use headings appropriately to convey content hierarchy.		
21	**Visible Focus** 2.4.7: Provide a visual indicator of where the cursor is.		

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22	**Page Language** 3.1.1: Declare the language, using the language tag, that the website is written in. If there are multiple languages on a page, it is crucial to indicate when the language changes and then when it reverts to the original language.		
23	**Language of Phrases** 3.1.2: Use language tags around foreign words so that the screen reader uses the correct speech synthesizer.		
24	**On Focus** 3.2.1 and **On Input** 3.2.2: Give the user a choice before changing context, such as when a link will open a new browser window or when to submit a form.		
25	**Consistent Navigation** 3.2.3 and **Consistent Identification** 3.2.4: Use consistent navigation and identification cues throughout the site. For example, use the same iconography, text cues, templates, and navigational elements.		
26	**Error Identification** 3.3.1 and **Error Suggestion** 3.3.3: Provide meaningful error messages that describe the appropriate solution.		
27	**Labels** 3.3.2: Associate all form elements with a label tag.		
28	**Error Prevention** 3.3.4: Provide the user an opportunity to confirm information they have entered for impactful transactions, such as legal and financial transactions. For example, “Do you want to transfer $5000?”		
29	**Name, Role, Value** 4.1.2: Ensure all technologies, including assistive technologies, can determine what an element is and does. Screen reader software must be able to determine, for example, if an element is a menu and if it is expanded or collapsed; or if a magnifying-glass icon launches search or zoom functionality.		