WCAG 2.0 Impact Statements

Ties to Section 508 Functional Performance Criteria

Principle 1 – Perceivable

Guideline 1.1 – Text Alternatives

1.1.1 Non-text Content

Methods and techniques related to 1.1.1 Non-text Content can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Guideline 1.2 – Time-based Media

1.2.1 Audio-only and Video-only

Methods and techniques related to 1.2.1 Audio-only and Video-only can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.2.2 Captions (Prerecorded)

Methods and techniques related to 1.2.2. Captions (Prerecorded) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.2.3 Audio Description or Media Alternative (Prerecorded)

Methods and techniques related to 1.2.3 Audio Description or Media Alternative (Prerecorded) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.2.4 Captions (Live)

Methods and techniques related to 1.2.4 Captions (Live) or Media Alternative (Prerecorded) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.2.5 Audio Description (Prerecorded)

Methods and techniques related to 1.2.5 Audio Description (Prerecorded) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Guideline 1.3 – Adaptable

1.3.1 Info and Relationships

Methods and techniques related to 1.3.1 Info and Relationships can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.3.2 Meaningful Sequence

Methods and techniques related to 1.3.2 Meaningful Sequence can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.

1.3.3 Sensory Characteristics

Methods and techniques related to 1.3.3 Sensory Characteristics can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.3 Without Perception of Color	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.

Type of Disability	Description of Impact
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.

Guideline 1.4 – Distinguishable

1.4.1 Use of Color

Methods and techniques related to 1.4.1 Use of Color can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.3 Without Perception of Color	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).

1.4.2 Audio Control

Methods and techniques related to 1.4.2 Audio Control can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

1.4.3 Contrast (Minimum)

Methods and techniques related to 1.4.3 Contrast (Minimum) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.

Type of Disability	Description of Impact
302.3 Without Perception of Color	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).

1.4.4 Resize Text

Methods and techniques related to 1.4.4 Resize Text can affect the following types of disabilities:

Type of Disability	Description of Impact
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.

1.4.5 Images of Text

Methods and techniques related to 1.4.5 Images of Text can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.3 Without Perception of Color	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Principle 2 – Operable

Guideline 2.1 – Keyboard Accessible

2.1.1 Keyboard

Methods and techniques related to 2.1.1 Keyboard can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.

2.1.2 No Keyboard Trap

Methods and techniques related to 2.1.2 No Keyboard Trap can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.

Guideline 2.2 – Enough Time

2.2.1 Timing Adjustable

Methods and techniques related to 2.2.1 Timing Adjustable can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.2.2 Pause, Stop, Hide

Methods and techniques related to 2.2.2 Pause, Stop, Hide can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
Photosensitive epilepsy/photosensitive seizure disorders	Some users may be vulnerable to seizures from content that flashes, blinks, or pulses. Flashing could, therefore, interfere with a user's ability to interact with content or could make the content entirely unusable. Content designers and developers must not include any content that could cause seizures.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Guideline 2.3 – Seizures

2.3.1 Three Flashes or Below Threshold

Methods and techniques related to 2.3.1 Three Flashes or Below Threshold can affect the following types of disabilities:

Type of Disability	Description of Impact
Photosensitive epilepsy/photosensitive seizure disorders)	Some users may be vulnerable to seizures from content that flashes, blinks, or pulses. Flashing could, therefore, interfere with a user's ability to interact with content or could make the content entirely unusable. Content designers and developers must not include any content that could cause seizures.

Guideline 2.4 – Navigable

2.4.1 Bypass Blocks

Methods and techniques related to 2.4.1 Bypass Blocks can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.2 Page Titled

Methods and techniques related to 2.4.2 Page Titled can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.3 Focus Order

Methods and techniques related to 2.4.3 Focus Order can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.4 Link Purpose (In Context)

Methods and techniques related to 2.4.4 Link Purpose (In Context) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.5 Multiple Ways

Methods and techniques related to 2.4.5 Multiple Ways can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.6 Headings and Labels

Methods and techniques related to 2.4.6 Headings and Labels can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

2.4.7 Focus Visible

Methods and techniques related to 2.4.7 Focus Visible can affect the following types of disabilities:

Type of Disability	Description of Impact
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Principle 3 – Understandable

Guideline 3.1 – Readable

3.1.1 Language of Page

Methods and techniques related to 3.1.1 Language of Page can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.1.2 Language of Parts

Methods and techniques related to 3.1.2 Language of Parts can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.4 Without Hearing	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Guideline 3.2 – Predictable

3.2.1 On Focus

Methods and techniques related to 3.2.1 On Focus can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.2.2 On Input

Methods and techniques related to 3.2.2 On Input can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.2.3 Consistent Navigation

Methods and techniques related to 3.2.3 Consistent Navigation can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.2.4 Consistent Identification

Methods and techniques related to 3.2.4 Consistent Identification can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Guideline 3.3 – Input Assistance

3.3.1 Error Identification

Methods and techniques related to 3.3.1 Error Identification can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.3 Without Perception of Color	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.3.2 Labels or Instructions

Methods and techniques related to 3.3.2 Labels or Instructions can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.3.3 Error Suggestion

Methods and techniques related to 3.3.3 Error Suggestion can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

3.3.4 Error Prevention (Legal, Financial, Data)

Methods and techniques related to 3.3.4 Error Prevention (Legal, Financial, Data) can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Principle 4 – Robust

Guideline 4.1 – Compatible

4.1.1 Parsing

Methods and techniques related to 4.1.1 Parsing can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

4.1.2 Name, Role, Value

Methods and techniques related to 4.1.2 Name, Role, Value can affect the following types of disabilities:

Type of Disability	Description of Impact
302.1 Without Vision	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.7 With Limited Manipulation	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.
302.8 With Limited Reach and Strength	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.

Appendix A – FPC Definitions and Impact Statements

FPC Reference	FPC Definition	FPC Impact
302.1 Without Vision	Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that does not require user vision.	Users who are blind cannot use a mouse to interact with electronic content and typically use an assistive technology, such as a screen reader, to get audible or other alternative output for the information represented visually. To be able to navigate the content, understand its structure and relationships, and understand the meaning of content represented in graphics and images, the content must provide textual and programmatic cues in addition to the content presented purely visually.
302.2 With Limited Vision	Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited vision.	Users with limited vision may have widely different visual perception. Individuals with limited vision may or may not use assistive technologies. Therefore, in addition to textual and programmatic cues necessary for assistive technologies, ICT must also present content consistently and predictably. Users who view content with magnifiers may not pick up alerts, warnings, or other content if such content is presented outside of a consistent and predictable navigation pattern or if the content is not itself viewable at large magnification. Content that becomes distorted when magnified can also prevent some users with limited vision from being able to understand or interact with the content.
302.3 Without Perception of Color	Where a visual mode of operation is provided, ICT shall provide at least one visual mode of operation that does not require user perception of color.	Some users may not be able to perceive differences between certain colors, and therefore do not receive information conveyed by the colors (e.g., using gradients of color between red, yellow, and green to indicate an item's status from poor to good). In such cases, ICT must provide additional information by alternative means that conveys the same meaning (e.g., shapes and/or textual labels in addition to the color).
302.4 Without Hearing	Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that does not require user hearing.	When ICT provides information, instructions, or cues audibly, users who are deaf will not receive the information. Typically, providing the same information visibly (e.g., providing a warning light or textual dialog to accompany an audible warning sound or captions for audio dialog and other audible information in a

FPC Reference	FPC Definition	FPC Impact
		video) will enable users who are deaf to get equivalent information.
302.5 With Limited Hearing	Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited hearing.	Some users cannot hear sounds below certain volumes or at certain frequencies and may not be able hear certain audio outputs from ICT. Background noise can also be problematic for users with limited hearing. Providing modes of operation that enhance audio clarity (e.g., filtering out hisses and pops, blocking sounds at specific frequencies, normalizing voice volumes, removing constant tone patterns), increase the range of volume, increase volume at higher frequencies, and/or give users control over such settings can help users with limited hearing understand, navigate, and operate the ICT. Users with limited hearing may also benefit from some of the same methods used to provide information to users without hearing.
302.6 Without Speech	Where speech is used for input, control, or operation, ICT shall provide at least one mode of operation that does not require user speech.	Some users have no vocal capability or can speak only with limited volume, clarity, or duration. When ICT requires speech for input, control, or operation, it must provide alternatives, such as keyboard or other touch user interfaces, to provide the input or perform the operation (e.g., enter a phone number via a number pad in addition to the ability to speak the number).
302.7 With Limited Manipulation	Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that does not require fine motor control or simultaneous manual operations.	Some users may not be able to perform actions that require fine motor control (clicking and dragging), path dependent gestures (pattern-based passcodes), or simultaneous actions (Ctrl + Alt + Del). Providing alternative means to perform the same actions, such as entering the size specifications in an input field to resize an object or allowing sequential key entries, can enable users with limited manipulation to interact with the same content.

FPC Reference	FPC Definition	FPC Impact
302.8 With Limited Reach and Strength	Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that is operable with limited reach and limited strength.	Some users may lack sufficient strength to perform actions such as squeezing, grasping, or depressing a hardware control. Some users, including those in wheelchairs or of shorter stature, may not be able to reach controls that are placed too high or too far away from where a user would access the device controls or interface. ICT designers and developers must consider a broad range of statures, strength and dexterity limitations, and the needs of wheelchair users in order to provide interfaces that are operable with limited reach and/or strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	ICT shall provide features making its use by individuals with limited cognitive, language, and learning abilities simpler and easier.	Some users require more time than average to process information while others may find complicated instructions difficult to follow. Furthermore, some ICT content can distract or overwhelm users, preventing them from being able to interact with or understand other ICT content. Designers and developers of ICT must consider a broad range of cognitive abilities in order to provide ICT that is simple and easy to use.
N/A - Photosensitive Epilepsy / Photosensitive Seizure Disorders	N/A - Photosensitive Epilepsy / Photosensitive Seizure Disorders	Some users may be vulnerable to seizures from content that flashes, blinks, or pulses. Flashing could, therefore, interfere with a user's ability to interact with content or could make the content entirely unusable. Content designers and developers must not include any content that could cause seizures.

Appendix B – WCAG SC to FPC Mapping

WCAG Success Criteria	Section 508 Functional Performance Criteria
1.1.1 Non-text Content	302.1 Without Vision 302.2 With Limited Vision 302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.2.1 Audio-only and Video-only	302.1 Without Vision 302.2 With Limited Vision 302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.2.2 Captions (Prerecorded)	302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.2.3 Audio Description or Media Alternative (Prerecorded)	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities
1.2.4 Captions (Live)	302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.2.5 Audio Description (Prerecorded)	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities
1.3.1 Info and Relationships	302.1 Without Vision 302.2 With Limited Vision 302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.3.2 Meaningful Sequence	302.1 Without Vision 302.2 With Limited Vision
1.3.3 Sensory Characteristics	302.1 Without Vision 302.2 With Limited Vision 302.3 Without Perception of Color 302.4 Without Hearing 302.5 With Limited Hearing

WCAG Success Criteria	Section 508 Functional Performance Criteria
1.4.1 Use of Color	302.1 Without Vision 302.2 With Limited Vision 302.3 Without Perception of Color
1.4.2 Audio Control	302.1 Without Vision 302.2 With Limited Vision 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
1.4.3 Contrast (Minimum)	302.2 With Limited Vision 302.3 Without Perception of Color
1.4.4 Resize text	302.2 With Limited Vision
1.4.5 Images of Text	302.1 Without Vision 302.2 With Limited Vision 302.3 Without Perception of Color 302.9 With Limited Language, Cognitive, and Learning Abilities
2.1.1 Keyboard	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength
2.1.2 No Keyboard Trap	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength
2.2.1 Timing Adjustable	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.2.2 Pause, Stop, Hide	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities Photosensitive epilepsy/photosensitive seizure disorders)
2.3.1 Three Flashes or Below Threshold	Photosensitive epilepsy/photosensitive seizure disorders)
2.4.1 Bypass Blocks	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities

WCAG Success Criteria	Section 508 Functional Performance Criteria
2.4.2 Page Titled	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.4.3 Focus Order	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.4.4 Link Purpose (In Context)	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.4.5 Multiple Ways	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.4.6 Headings and Labels	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
2.4.7 Focus Visible	302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
3.1.1 Language of Page	302.1 Without Vision 302.2 With Limited Vision 302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities

WCAG Success Criteria	Section 508 Functional Performance Criteria
3.1.2 Language of Parts	302.1 Without Vision 302.2 With Limited Vision 302.4 Without Hearing 302.5 With Limited Hearing 302.9 With Limited Language, Cognitive, and Learning Abilities
3.2.1 On Focus	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
3.2.2 On Input	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities
3.2.3 Consistent Navigation	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities
3.2.4 Consistent Identification	302.1 Without Vision 302.2 With Limited Vision 302.9 With Limited Language, Cognitive, and Learning Abilities
3.3.1 Error Identification	302.1 Without Vision 302.2 With Limited Vision 302.3 Without Perception of Color 302.9 With Limited Language, Cognitive, and Learning Abilities
3.3.2 Labels or Instructions	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
3.3.3 Error Suggestion	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities

WCAG Success Criteria	Section 508 Functional Performance Criteria
3.3.4 Error Prevention (Legal, Financial, Data)	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
4.1.1 Parsing	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities
4.1.2 Name, Role, Value	302.1 Without Vision 302.2 With Limited Vision 302.7 With Limited Manipulation 302.8 With Limited Reach and Strength 302.9 With Limited Language, Cognitive, and Learning Abilities

Appendix C – FPC to WCAG SC Mapping

Section 508 Functional Performance Criteria	WCAG Success Criteria
302.1 Without Vision	1.1.1 Non-text Content
	1.2.1 Audio-only and Video-only
	1.2.3 Audio Description or Media Alternative (Prerecorded)
	1.2.5 Audio Description (Prerecorded)
	1.3.1 Info and Relationships
	1.3.2 Meaningful Sequence
	1.3.3 Sensory Characteristics
	1.4.1 Use of Color
	1.4.2 Audio Control
	1.4.5 Images of Text
	2.1.1 Keyboard
	2.1.2 No Keyboard Trap
	2.2.1 Timing Adjustable
	2.2.2 Pause, Stop, Hide
	2.4.1 Bypass Blocks
	2.4.2 Page Titled
	2.4.3 Focus Order
	2.4.4 Link Purpose (In Context)
	2.4.5 Multiple Ways
	2.4.6 Headings and Labels
	3.1.1 Language of Page
	3.1.2 Language of Parts
	3.2.1 On Focus
	3.2.2 On Input
	3.2.3 Consistent Navigation
	3.2.4 Consistent Identification
	3.3.1 Error Identification
	3.3.2 Labels or Instructions
	3.3.3 Error Suggestion
	3.3.4 Error Prevention (Legal, Financial, Data)
	4.1.1 Parsing
	4.1.2 Name, Role, Value

Section 508 Functional Performance Criteria	WCAG Success Criteria
302.2 With Limited Vision	1.1.1 Non-text Content
	1.2.1 Audio-only and Video-only
	1.2.3 Audio Description or Media Alternative (Prerecorded)
	1.2.5 Audio Description (Prerecorded)
	1.3.1 Info and Relationships
	1.3.2 Meaningful Sequence
	1.3.3 Sensory Characteristics
	1.4.1 Use of Color
	1.4.2 Audio Control
	1.4.3 Contrast (Minimum)
	1.4.4 Resize text
	1.4.5 Images of Text
	2.1.1 Keyboard
	2.1.2 No Keyboard Trap
	2.2.1 Timing Adjustable
	2.2.2 Pause, Stop, Hide
	2.4.1 Bypass Blocks
	2.4.2 Page Titled
	2.4.3 Focus Order
	2.4.4 Link Purpose (In Context)
	2.4.5 Multiple Ways
	2.4.6 Headings and Labels
	2.4.7 Focus Visible
	3.1.1 Language of Page
	3.1.2 Language of Parts
	3.2.1 On Focus
	3.2.2 On Input
	3.2.3 Consistent Navigation
	3.2.4 Consistent Identification
	3.3.1 Error Identification
	3.3.2 Labels or Instructions
	3.3.3 Error Suggestion
	3.3.4 Error Prevention (Legal, Financial, Data)
	4.1.1 Parsing
	4.1.2 Name, Role, Value
302.3 Without Perception of Color	1.3.3 Sensory Characteristics
	1.4.1 Use of Color
	1.4.3 Contrast (Minimum)
	1.4.5 Images of Text
	3.3.1 Error Identification

Section 508 Functional Performance Criteria	WCAG Success Criteria
302.4 Without Hearing	1.1.1 Non-text Content 1.2.1 Audio-only and Video-only 1.2.2 Captions (Prerecorded) 1.2.4 Captions (Live) 1.3.1 Info and Relationships 1.3.3 Sensory Characteristics 3.1.1 Language of Page 3.1.2 Language of Parts
302.5 With Limited Hearing	1.1.1 Non-text Content 1.2.1 Audio-only and Video-only 1.2.2 Captions (Prerecorded) 1.2.4 Captions (Live) 1.3.1 Info and Relationships 1.3.3 Sensory Characteristics 1.4.2 Audio Control 3.1.1 Language of Page 3.1.2 Language of Parts
302.7 With Limited Manipulation	2.1.1 Keyboard 2.1.2 No Keyboard Trap 2.2.1 Timing Adjustable 2.4.1 Bypass Blocks 2.4.2 Page Titled 2.4.3 Focus Order 2.4.4 Link Purpose (In Context) 2.4.5 Multiple Ways 2.4.6 Headings and Labels 2.4.7 Focus Visible 3.2.1 On Focus 3.3.2 Labels or Instructions 3.3.3 Error Suggestion 3.3.4 Error Prevention (Legal, Financial, Data) 4.1.1 Parsing 4.1.2 Name, Role, Value

Section 508 Functional Performance Criteria	WCAG Success Criteria
302.8 With Limited Reach and Strength	2.1.1 Keyboard 2.1.2 No Keyboard Trap 2.2.1 Timing Adjustable 2.4.1 Bypass Blocks 2.4.2 Page Titled 2.4.3 Focus Order 2.4.4 Link Purpose (In Context) 2.4.5 Multiple Ways 2.4.6 Headings and Labels 2.4.7 Focus Visible 3.2.1 On Focus 3.3.2 Labels or Instructions 3.3.3 Error Suggestion 3.3.4 Error Prevention (Legal, Financial, Data) 4.1.1 Parsing 4.1.2 Name, Role, Value
302.9 With Limited Language, Cognitive, and Learning Abilities	1.1.1 Non-text Content 1.2.1 Audio-only and Video-only 1.2.2 Captions (Prerecorded) 1.2.3 Audio Description or Media Alternative (Prerecorded) 1.2.4 Captions (Live) 1.2.5 Audio Description (Prerecorded) 1.3.1 Info and Relationships 1.4.2 Audio Control 1.4.5 Images of Text 2.2.1 Timing Adjustable 2.2.2 Pause, Stop, Hide 2.4.1 Bypass Blocks 2.4.2 Page Titled 2.4.3 Focus Order 2.4.4 Link Purpose (In Context) 2.4.5 Multiple Ways 2.4.6 Headings and Labels 2.4.7 Focus Visible 3.1.1 Language of Page 3.1.2 Language of Parts 3.2.1 On Focus 3.2.2 On Input 3.2.3 Consistent Navigation 3.2.4 Consistent Identification 3.3.1 Error Identification 3.3.2 Labels or Instructions 3.3.3 Error Suggestion 3.3.4 Error Prevention (Legal, Financial, Data) 4.1.1 Parsing

Section 508 Functional Performance Criteria	WCAG Success Criteria
	4.1.2 Name, Role, Value
Photosensitive epilepsy/photosensitive seizure disorders)	2.2.2 Pause, Stop, Hide 2.3.1 Three Flashes or Below Threshold