



**TERMS OF REFERENCE FOR OPEN TENDER  
SUPPLY CONTRACT WITH MULTIPLE AWARD**

**Transformation of Universal Curriculum Courses  
from face-to-face mode to virtual mode**

**THE COLOMBO PLAN - DAP**

**2020**

## 1. INTRODUCTION

The Colombo Plan was established as a regional intergovernmental organisation for the furtherance of economic and social development of the region nations in Asia and the Pacific. It was based on the partnership concept for self-help and mutual help in the process of development with the focal areas being human resource development and south-south cooperation. Colombo Plan consists of 27 member states and has program activities in over 67 additional partner countries. In 1973, the Drug Advisory Program (DAP) was created to bring together government, non-government and international organizations to identify gaps in Drug Demand and Supply Reduction and come up with a coordinated and unified response to the health and social problems related to Substance Use Disorders.

Colombo Plan DAP also has a mission to organize training projects in conjunction with governments and universities to strengthen the workforce in the areas of prevention, treatment and recovery. It has training materials and qualified international trainers for the implementation of a wide range of Universal Curriculum (UC) courses in prevention, treatment and recovery, trained through in-person sessions.

The Universal Treatment Curriculum (UTC) offers a series of courses developed for the training and accreditation of treatment professionals in substance use disorders. The UTC consists of 32 courses, divided into a Basic level (8 courses), Advanced level (14 courses) and Specialized courses for children's treatment, adolescent's treatment, women's treatment, and rural prevention and treatment services (10 courses).

The Universal Prevention Curriculum (UPC) is a series of curricula developed for the training and accreditation of professionals who work in all areas of prevention in various areas: family, school, environment, media, workplace, community, and monitoring and evaluation. UPC consists of two series: Managers and Supervisors Series (9 courses), aimed at people who supervise prevention programs, government officials and university professors and students; and the Practitioners Series (8 courses), aimed at people who implement prevention strategies.

Colombo Plan's priority has been to train national and regional trainers comprised of experienced leaders in prevention, treatment and recovery from government, university, medical, and civil society professionals who could then train front-line professionals.

In light of COVID-19, a new priority has been established to transform the courses to an online format so that the content can be trained directly to the front-line workforce without in person training sessions.

This document describes the administrative, technical and financial terms of reference, so that the interested institutions can present their proposals to adapt existing Universal Curriculum face-to-face materials into an online format.

## **2. OBJECTIVES OF THE PROJECT**

### **2.1. General objective:**

Transform UC courses from face-to-face manuals to virtual instructor-led trainings.

### **2.2. Specific objectives:**

2.2.1. Convert the manualized content of UC courses to a Moodle platform.

2.2.2. Create an Introduction to Learning Module in a Virtual Environment.

## **3. MAIN ACTIVITIES**

These objectives will be achieved through the fulfilment of the following activities:

### **3.1. Conversion of the UC in-person course content for delivery online via the Moodle platform:**

- Adapting text from the provided trainer's manual, using standard format attached to this document.
- Creation of video-based lectures covering the content of the trainer's manual, using standard format attached to this document. Colombo Plan will provide a list of current UC trainers of the materials who can be subcontracted by the contract recipient to present the video lectures. Alternatively, contract recipients can identify their own trainers.
- Design of animations, interactive videos, presentations, games, simulations and infographics or other multimedia components to strengthen learning activities. H5P Interactive content and or Doodles are preferred.
- Development of discussion forums and videoconferences.
- Design of evaluations, tasks, questionnaires, case studies and projects, with a performance feedback system for each of the activities.
- Integration of our pre-test, post-test and final exams for the course.
- Creation of a calendar to publish, modify or delete events and / or activities for the course.
- Integration of course activities with the website of the International Society of Substance Use Professionals (<http://www.issup.net>), particularly the Knowledge Share and Network pages.

### **3.2. Create an Introduction to Learning Module in a Virtual Environment.**

- Creation of a module with step-by-step instructions and training in browsing the Moodle platform, a messaging system, downloading and sending files in various formats.
- Design of an organization and time management module.

### **3.3. Considerations:**

- It is essential to maintain fidelity by preserving the contents of the original manuals when developing online courses.
- The course should be converted in both English and Spanish with both versions being essentially the same although the videos and cultural references may differ as they would if training was presented in person. We can provide a suggestion of qualified Spanish speaking entities for partners/consortia if needed.
- Consider the design line and structure of the proposed course. Access to this course will be granted once starting the conversion.
- Seek advice from an experienced UC trainer (Colombo Plan will provide their contact details) for the pedagogical adjustment of activities and video development.
- Comply with accessibility requirements for people with disabilities, HTML 508 Compliance Checklist (check list attached to this document).
- Comply with the design validation procedures (instructional design worksheet, video script and technical requirements defined by Health-e-Knowledge), attached to this document.
- Integrate the courses into the Moodle LMS hosted on the servers of the Health-e-Knowledge site (<https://healthknowledge.org>). The corresponding remote access will be provided to the grantee to upload the final version of each of the courses.
- While hosted on Health-e-Knowledge, the target audience of the finalized courses will be the members of the International Society of Substance Use Professionals (ISSUP) through their website <http://www.issup.net>. Therefore, course content should work to integrate the interactive features of the ISSUP website, including the Knowledge Share and Network pages.
- The finalized courses will become property of the Colombo Plan. Additionally, Colombo Plan will retain exclusive rights for the use of the course content. The awarded entity must deliver the source codes of the programming language, and source files of the design and development required at the end of the project, in order to provide Colombo Plan with the autonomy to edit the materials in the future.

#### 4. WORK TEAM

To satisfy these objectives, the awarded entity must have at least one member of the development team to fulfill each of the following roles:

<b>Roles</b>
Project manager
Instructional Designer
Graphic designer
Systems administrator
Subject matter experts (content specialists) with knowledge in substance use disorder (internal or suggested by Colombo Plan)

The team of the awarded entity must include knowledge of:

- Training and Workforce Development.
- Distance Education Methodologies.
- Instructional design.
- e-Learning Project Management.
- Moodle platform.
- Multimedia Design applied to e-Learning.
- Computational Programming.
- Systems engineering.

#### 5. DEVELOPMENT STAGES

In order to guarantee the fulfilment of the defined objectives and considering that the target audience, the contents, the base structure and the design are already defined, the transformation of the courses must consider at least the following stages:

- Stage 1: Initial Planning.
- Stage 2: Review of Contents.
- Stage 3: Development of Activities.
- Stage 4: Integration of the courses on the Platform.
- Stage 5: Execution of Tests.
- Stage 6: Commissioning.

NOTE: each grantee will carry out this stage only in the contracted courses.

### 5.1. Stage 1: Initial Planning.

Description	Activities
<p>The objective of this stage is to define the work plan, the development team, coordinating activities and work roles. The content structure of the course should also be created.</p>	<ul style="list-style-type: none"><li>• Initial meeting.</li><li>• Definition of the Work Plan.</li><li>• Definition of Development Team Roles.</li><li>• Proposed content structure.</li><li>• Delivery of a Gantt Chart.</li></ul>

### 5.2. Stage 2: Review of Contents.

Description	Activities
<p>At this stage, the information to be included as the content of the course is reviewed: training manuals are analysed, interviews with substance use disorder treatment experts are completed, videos and materials from existing face-to-face training sessions are reviewed.</p> <p>From this content review and proposal of activities and evaluations to be created.</p>	<ul style="list-style-type: none"><li>• Analysis of the training manuals and materials.</li><li>• Review of Objectives.</li><li>• Collection of Contents.</li><li>• Proposal of activities and evaluations to achieve the objectives in the Instructional Design Template provided to be approved by the Technical Committee</li><li>• Delivery of the Advanced Report (see clause 11).</li></ul>

### 5.3. Stage 3: Development of activities.

Description	Activities
<p>This stage will begin once the proposal for Stage 2 has been validated by the Technical Committee.</p> <p>The objective of this Stage is to carry out the instructional design of the courses, adapt the contents to the online format, including all the multimedia elements that are necessary to achieve the defined general objective. Additionally, the introductory module will be created.</p>	<ul style="list-style-type: none"><li>• Instructional design.</li><li>• Adaptation of Contents of each course.</li><li>• Creation of an introduction module.</li><li>• Construction of Content Activities for each course.</li><li>• Construction of Exercises and Evaluated Activities for each course.</li></ul>

#### 5.4. Stage 4: Integration of the courses on the platform.

Description	Activities
In this activity, the courses will be uploaded to and integrated within the LMS TRAINING platform. In addition, formal course evaluations must be developed and configured.	<ul style="list-style-type: none"><li>• Creation of the Content Structure on the platform.</li><li>• Creation of course materials (evaluations, forums, etc.)</li><li>• Uploading and online integration of activities.</li></ul>

#### 5.5. Stage 5: Execution of Tests.

Description	Activities
The objective of this Stage is to carry out testing of the operation of the courses. In general terms, this stage aims to evaluate the performance of the content on the LMS platform.	<ul style="list-style-type: none"><li>• Connectivity tests.</li><li>• Measurement of network traffic.</li><li>• Functionality testing.</li><li>• Follow-up testing.</li></ul>

#### 5.6. Stage 6: Commissioning.

Description	Activities
The objective of this activity is to finalise the set up the courses on the LMS platform and publish, ready for public use.	<ul style="list-style-type: none"><li>• Loading of Final Version.</li><li>• Delivery of course source files.</li></ul>

## 6. DEVELOPMENT TEAM.

### 6.1. Project Organization

A Technical Committee (The Colombo Plan and other collaborating agencies) will be responsible for the project's oversight and a representative of Colombo Plan will liaise with the Project Manager of the awarded entity.

**The Technical Committee** will appoint a counterpart that will represent The Colombo Plan in the direction and control of the project.

- He or she will carry out the validation of the content and methodology.
- Will validate the design and structure of the courses based on the design provided.
- Ensure the fidelity of the content of each course based on the original manual.
- Will answer queries during the process.
- Will also act as liaison with the rest of the Technical Committee.

**The Project Manager** will be responsible for project management, planning, organization, control and management of the activities that appear in the different stages mentioned above. In addition, the Project Manager will ensure that tasks are completed according to the work plan.

The Project Manager must submit a Progress Report for each stage, according to the Gantt Chart presented. These reports must include:

- Status of tasks and activities.
- Control of actual start and end dates of development stages.
- Description of any setbacks, or changes to the proposal.

## 7. PROPOSAL

In order to become one of the potential providers for this project, the applicants must submit a proposal that contains:

### Background information

- Experience of the applicant: must submit the organization's background and experience of the Institution (APPENDIX 1, 2 and 3).
- Responsible work team: must submit the resumés of the members of the Work Team (APPENDIX 4 and 4a).

### Technical proposal

- List of courses: must provide a list of the courses in rank order, which the applicant would like to develop (APPENDIX 5).
- Course sample: must submit a sample along with a development proposal of module 3 of UTC 4 course, using the instructions and format provided in these document (APPENDIX 6).

### Budget

- Submit a budget proposal of the conversion of module 3 of UTC 4 onto online.
- Proposal must be economically competitive / cost-effective (APPENDIX 7), according to the evaluation criteria contained in this document and by virtue of the evaluation process described below.

### Relevant dates

- Tender announcement: August 31, 2020.  
Information call: September 9, 2020, at 10:00 – 11:00 Chile via [zoom](#).
- Questions to [jo.rivas@colombo-plan.org](mailto:jo.rivas@colombo-plan.org), from September 2-7, 2020. Questions will not be received after this date.
- Online answers via ISSUP website <http://www.issup.net>, September 10, 2020.
- Deadline for proposals: September 25, 2020. Proposals and their appendixes should be sent to [jo.rivas@colombo-plan.org](mailto:jo.rivas@colombo-plan.org).
- Results announcement: October 9, 2020, via ISSUP website <http://www.issup.net>

## **7.1. ADMISSIBILITY**

The admissibility criteria are as follows:

- Administrative admissibility: submit all the requested background information (appendixes 1 to 5).
- Technical admissibility: submit the requested instructional design sample (appendix 6) and course demonstration on Moodle, with an evaluation of a 65% as a minimum.
- Budget admissibility: must be economically competitive.

## **7.2. TECHNICAL PROPOSAL**

Applicants must submit a demonstration on any Moodle instance of the transformation of module 3 of UTC 4 course, including videos, animations, presentations, assessments, etc, along with the Instructional design of that module using the format provided with this document. The content of this module can be download [HERE](#) (pages 133 to 213).

The selection criteria of the technical evaluation are the following:

### **7.2.1. Experience of the applicant entity (25%).**

The applicant is required to have a minimum experience of 5 years in the administration, design, development and execution of online courses and preferably 3 years of experience on drug demand reduction prevention and treatment courses. For the evaluation, the experience submitted by the applicant will be reviewed.

### **7.2.2. Responsible Work Team (25%).**

An interdisciplinary team of professionals with proven experience in developing online courses and preferably on drug demand reduction prevention and treatment, is required. For the evaluation, the applicant's experience will be reviewed.

### **7.2.3. Design of Methodology (50%).**

The applicant must indicate the courses in rank order of preference to develop as a priority from the list of courses attached to this document (APPENDIX 5). Once the deliverable of the first developed course is reviewed, the grantee may be contracted to further transform additional courses.

In addition, the applicant must present a demonstration on any Moodle instance of the transformation of module 3 of UTC 4 course, and give the reviewers access to view it, along with a detailed Instructional design of the module using the format provided with this document.

Item	Partial Weighting	Mark	Criteria
<u>Applicant Experience:</u> Proposals must provide background of the applicant's experience in the development of online courses and preferably drug demand reduction prevention and treatment.	25%	0	The applicant does not have experience in the design and development of online courses.
		50	The applicant's experience in the design and development of online courses is less than 5 years or more than 5 years, without experience in DDR.
		100	The applicant's experience in designing and developing online courses is equal to or greater than 5 years and 3 years of experience in DDR.
<u>Team Qualifications:</u> The resumé's of the professionals who will participate in the development of the online courses must be attached.	25%	0	The applicant does not submit the minimum requested documentation.
		50	The applicant submits part of the requested documentation.
		100	The applicant submits all the requested documentation.
<u>Design of Methodology:</u> Applicant submits a demonstration of module 3 of the UTC course 4 and the instructional design using the format attached to this document.	50%	0	The applicant does not submit the requested demonstration and instructional design.
		50	The applicant partially submits a demonstration and instructional design.
		100	The applicant submits a demonstration and instructional design, including all the requested elements.

### 7.3. BUDGET

Applicants must submit a budget proposal of the conversion of module 3 of UTC 4 from face-to-face onto online. This budget will be taken as a reference to compare proposals. The applicant must submit the budget proposal in United States dollars (USD) and must consider all expenses, taxes and other charges (APPENDIX 7).

The most economical proposal will be giving a higher score to the and will be weighted with 20%.

## **8. FINAL EVALUATION**

The final evaluation will weigh the technical evaluation consisting of 80% of the final score and the budget evaluation 20%.

Final Score: (80% x Technical evaluation score) + (20% x Economic evaluation score).

## **9. EVALUATION TEAM**

The Technical Committee will define the best technical / financial proposal according to the evaluation criteria contained in this tender and will issue a bid evaluation report proposing the awardees, which will be informed on October 9, 2020 to the person responsible for the proposal indicated in appendix 1.

## **10. CONTRACT AND TERM OF EXECUTION**

Once the conversion of a course has been commissioned a Memorandum of Understanding will be drawn up between the grantee and The Colombo Plan.

The courses must be created between the months of October and December, 2020, and uploaded into Moodle on the Health-e-Knowledge website, the first week of January, 2021.

## **11. METHOD OF PAYMENT**

The service will be paid in two instalments.

The first instalment, corresponding to 40% of the total value, will be paid upon presentation and approval of the Advance Report, which must be submitted at the end of the second stage by the grantee, which must include a detailed description of the activities carried out and the methodology used.

The second instalment, corresponding to 60% of the total value, will be paid upon submission and approval of the final product.

**Summary of TORs:** This call for proposals is to adapt already created Universal Treatment, Prevention and Recovery course training materials into an online format based on a Moodle platform. In order to have all of the courses similar in design a template for the formatting of the course has been created and will be shown on the information call scheduled for September 9, 2020 via [zoom](#). Please note that each course, comprised of several modules, should incorporate video, graphics and quizzes based on the course materials. Once courses are awarded additional opportunities for development of additional courses are possible.

***To be considered for this proposal please be sure to include all of the following to the email [jo.rivas@colombo-plan.org](mailto:jo.rivas@colombo-plan.org) no later than September 25, 2020.***

- Complete all the required forms in the appendix
  - a. Experience of the applicant (appendixes 1,2,3)
  - b. Responsible work team (appendixes 4 and 4a)
  - c. List of courses (appendix 5)
  - d. Sample of the Instructional Design of module 3 of UTC 4 (appendix 6)
  - e. Budget Proposal (appendix 7)
- Provide a sample using the Moodle LMS of Module 3 from the Universal Treatment Curriculum (UTC) 4 course which can be found [HERE](#) using the Instructional Design of appendix 6.  
NOTE: There is no financial reward for this development.

Nothing in this tender constitutes a promise of future funding.

**APPENDIX N° 1  
APPLICANT GENERAL INFORMATION**

<b>GENERAL INFORMATION:</b>	
Name of the Institution	
Address	
City	
Country	
<b>Legal Representative of the Institution</b>	
NAME	
POSITION	
PHONE	
EMAIL	
<b>Lead contact of the bid</b>	
NAME	
POSITION	
PHONE	
EMAIL	

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LEGAL REPRESENTATIVE SIGNATURE

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CITY / DATE

**APPENDIX N° 2**  
**SWORN DECLARATION OF THE BIDDER**

The undersigned proponent declares the following:

a) Having studied the administrative and technical documents, their appendixes and all the information related to this tender, declare our accordance with them.

b) We have considered all the expenses necessary, according to the administrative and technical documentation, their appendixes, and the activities included in this bid.

c) We are in agreement with the general conditions of this tender and statements within the administrative and technical documents, and their appendixes, accepting them in all their parts.

<b>GENERAL INFORMATION:</b>	
Name of the Institution	
Address	
City	
Country	
<b>Legal Representative of the Institution</b>	
NAME	
POSITION	
PHONE	
EMAIL	

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LEGAL REPRESENTATIVE SIGNATURE

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CITY / DATE

**APPENDIX N° 3  
INSTITUTION EXPERIENCE**

Name of the Institution						
<b>EXAMPLES OF THE INSTITUTION'S EXPERIENCE IN TENDERS OR SIMILAR SERVICES RELATED TO THE SPECIFIC TOPICS OF THE COURSES TO BE TENDED FOR. THESE CAN BE RELATED TO EXTERNAL OR INTERNAL PROJECTS.</b>						
N°	Client	Service	Length	Starting date	Finishing date	Contact email
1						
2						
3						
4						
5						
<b>EXAMPLES OF THE INSTITUTION'S EXPERIENCE IN TENDERS OR SIMILAR SERVICES ON TOPICS OTHER THAN THE COURSES TO BE TENDED FOR. THESE CAN BE RELATED TO EXTERNAL OR INTERNAL PROJECTS.</b>						
N°	Client	Service	Length	Starting date	Finishing date	Contact email
1						
2						
3						
4						
5						
<b>OTHER RELEVANT INFORMATION:</b>						

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LEGAL REPRESENTATIVE SIGNATURE

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CITY / DATE

**APPENDIX N° 4  
THE WORK TEAM**

<b>Lead Contact of the Bid</b>	
NAME	
POSITION	
PHONE	
EMAIL	

Please outline the key team who will be working on this Project, and their job title. A resumé for each team member is required (see Appendix 4a).

<b>Role</b>	<b>Name</b>
Project manager	
Instructional Designer	
Graphic designer	
Systems administrator	
Subject matter experts (content specialists) with knowledge in substance use disorder (internal or suggested by Colombo Plan	

- The Resumé must be submitted in the format attached in APPENDIX 4a.
- For verification purposes, a scanned copy of relevant professional certificates, Academic Degree(s) or other specialization courses related to the role must be attached.

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LEGAL REPRESENTATIVE SIGNATURE

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CITY / DATE

**APPENDIX N° 4a  
RESUMÉ OF THE WORK TEAM**

Name of the Institution	
Role within the project	

**PERSONAL INFORMATION**

Name	
Nationality	
Profession	
Qualifications	
E mail	

**WORK EXPERIENCE**

Institution	Role	From	To

**E-LEARNING EXPERIENCE**

Institution	Courses/Services related to the topic	From	To

**OTHER TRAININGS (RELATED TO THE TOPIC/ROLE)**

Institution	Course	From	To

**All the experience provided must be related to their role in the Work Team.**

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CITY / DATE

**APPENDIX N° 5  
LIST OF COURSES**

Name of the Institution	
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<b>CHECK THE COURSES YOU WISH TO APPLY TO UNDERTAKE IN RANK ORDER</b>	
<b>UTC Basic Series</b>	
	Physiology and Pharmacology for Addiction Professionals (24 hours)
	Treatment for Substance Use Disorders - The Continuum of Care for Addiction Professionals (40 hours)
	Common Co-occurring Mental and Medical Disorders - An Overview for Addiction Professionals (24 hours)
	Basic Counselling Skills for Addiction Professionals (40 hours)
	Intake, Screening, Assessment, Treatment Planning and Documentation for Addiction Professionals (40 hours)
	Case Management for Addiction Professionals (16 hours)
	Crisis Intervention for Addiction Professionals (16 hours)
	Ethics for Addiction Professionals (32 hours)
<b>UTC Advanced Series</b>	
	Pharmacology and Substance Use Disorders (23 hours)
	Managing Medication-Assisted Treatment Programs (26 hours)
	Enhancing Motivational Interviewing Skills (20 hours)
	Cognitive Behavioral Therapy (20 hours)
	Contingency Management (20 hours)
	Working with Families (33 hours)
	Skills for Managing Co-Occurring Disorders (20 hours)
	Advanced Clinical Skills (33 hours)
	Case Management Skills and Practice (23 hours)
	Clinical Supervision (23 hours)
	Enhancing Group Facilitation Skills (20 hours)
	Populations with Special Clinical Needs (33 hours)
	Trauma-Informed Care for Adults (26 hours)
	Relapse Prevention and Recovery Management (33 hours)
<b>UTC Specialized Courses</b>	
	UNODC Policymaker (128 hours)
	UNODC Global Master Trainer Development (40 hours)
	Universal Recovery Curriculum (80 hours)
	Child Intervention for Living Drug-Free (CHILD) (240 hours)
	Women's Treatment Course (80 hours)
	Sexual Orientation and Gender Identity in Substance Use (SOGI) (33 hours)
	Prevention and Treatment for Rural Populations (109 hours)
	Psychoeducation for Client and Families (36 hours)
	ICAP Exam Preparatory Course (20 hours)

<b>UTC Basic Series MENTORING COURSES</b>	
	Physiology and Pharmacology for Addiction Professionals (24 hours)
	Treatment for Substance Use Disorders - The Continuum of Care for Addiction Professionals (40 hours)
	Common Co-occurring Mental and Medical Disorders - An Overview for Addiction Professionals (24 hours)
	Basic Counselling Skills for Addiction Professionals (40 hours)
	Intake, Screening, Assessment, Treatment Planning and Documentation for Addiction Professionals (40 hours)
	Case Management for Addiction Professionals (16 hours)
	Crisis Intervention for Addiction Professionals (16 hours)
	Ethics for Addiction Professionals (32 hours)
<b>UPC Managers and Supervisors</b>	
	Course 01: Introduction to Prevention Science (36 hours)
	Course 02: Physiology and Pharmacology for Prevention Professionals (35 hours)
	Course 03: Monitoring and Evaluation of Prevention Interventions and Policies (35 hours)
	Course 04: Family-based Prevention Interventions (33 hours)
	Course 05 : School-based Prevention Interventions (43 hours)
	Course 06: Workplace-based Prevention Interventions (31 hours)
	Course 07: Environment-based Prevention Interventions (23 hours)
	Course 08: Media-based Prevention Interventions (22 hours)
	Course 09: Community-based Prevention Implementation Systems (38 hours)

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**APPENDIX 6**  
**SAMPLE COURSE DEVELOPMENT FORMAT**

Name of the Institution	
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Module	Didactic Unit	Themes	Slides	Didactic Materials	Activities/exercises	Types of Assessment
M3	Course Introduction	*Welcome *Module Introduction				
	Listening	*Reflective Listening * Types of Reflection: Simple/ Amplified / Double-sided				
	Questions	*Type of questions: Open-ended and Closed questions				
	Affirming	* Concept * Self-efficacy * Benefits				
	Summarizing	* Concept * Strategies				
	Rolling with resistance	* Concept * Types of resistance * Strategies				
	Intentionality in counselling	* Concept * Strategies				

**Trainer Manual UTC 4 – Module 3**

<https://tinyurl.com/y2b6xvr3>

Pages 133 - 213  
Slides 3.2 - 3.76  
Resources 3.1 - 3.5

**APPENDIX 7  
BUDGET PROPOSAL**

<b>GENERAL INFORMATION:</b>	
Name of the Institution	
Address	
City	
Country	
<b>Legal Representative</b>	
NAME	
POSITION	
PHONE	
EMAIL	
The undersigned offeror certifies that the value of the offer for the indicated service expressed in US dollars, and including taxes or other charges if applicable, is as follows:	
<b>TOTAL</b>	<b>USD\$</b> <b>(taxes included)</b>
This amount includes everything expressed in the Administrative and Technical Documents.	

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CITY / DATE

## **OTHER ATTACHMENTS**

1. [Health-e-Knowledge for Course Builders](#)
2. [Health-e-Knowledge Accessibility Checklist](#)
3. [HTML 508 Checklist](#)



## HealthKnowledge for Course Builders

### Editing a Course

Courses on HealthKnowledge can be edited by a Teacher (for Instructor-led courses) or by a course Manager (for Self-paced courses). If you have editing rights to a course, you will see these options when viewing a course:

 <p>Create a new section</p>	<p>“Create a new section” appears at the bottom of the course navigation menu. You can use it to create a new section for the course, which will appear at the end of the navigation menu. You can move the section after you have created it (see <i>Move</i> below).</p>
 <p>Edit section</p>	<p>“Edit section” appears at top of each course section’s main page. Clicking this link allows you to edit the content of the section. You can also add more pages (see <i>Resources</i> below).</p>
 <p>Create learning activity</p>	<p>“Create learning activity” appears at the bottom of each course section’s main page. Clicking this link brings up a menu of various Activities and Resources. You’ll find out more about these options in the pages that follow.</p>
 <p>Drop files to attach, or browse</p>	<p>“Drop files to attach, or browse” is a shortcut to the Resources/Files option. Clicking this link brings up a dialog box for locating and adding files to your course. See <i>Resources</i> for more information.</p>
  	<p>The <i>Move</i> icon, <i>Edit</i> icon, and <i>Actions</i> icon appear at the bottom of each Activity you add to your course. More information about these options appears on the following page.</p>

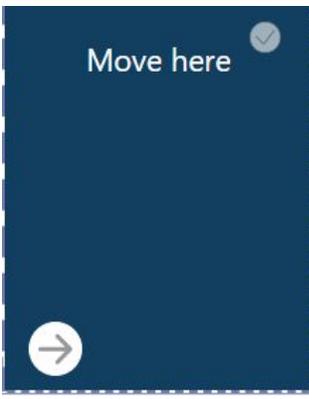
## Activity Options - Move

The *Move*, *Edit* and *Actions* icons appear at the bottom of each activity. They can only be seen by users with editing rights in a course. Participants (students) cannot see these icons.



### Move

Clicking the Move icon begins the process of moving an item. After clicking the Move icon, you will see a full-width bar similar to the following across the bottom of your screen in Moodle:

Moving "Introduction" <span style="float: right;">✕ CANCEL</span>	
	At the same time, as you move your mouse around in the course, you'll see a plus sign and the words "Move here" superimposed over the elements on each page.
	When you roll your mouse over the target activity, you'll see a color change that indicates you can click to move the item to that location in the course.  When you click the highlighted activity, the item you are moving will be moved to the location in the course immediately before the highlighted activity.

## Activity Options - Edit

The *Move*, *Edit* and *Actions* icons appear at the bottom of each activity. They can only be seen by users with editing rights in a course. Participants (students) cannot see these icons.



### *Edit*

The Edit icon brings up the editing screen for each activity. Activities have various options that you can edit, but generally, you'll see the following:

#### *Name*

The name of the activity. This is the name that appears on the page.

#### *Description*

The description for the activity. This is displayed with the activity. In some cases you can choose whether or not the description appears on the course page.

#### *Content*

The content of the item. This will vary depending on the item type. For instance, for a Page, the content will be in a text editor window. (See **Editor** below for more information.)

#### *Visibility*

This determines whether or not participants (students) can see the item.

#### *Appearance*

This controls options for the appearance of the item. Varies depending on the activity type.

#### *Common module settings*

This controls settings that are common to this type of content. Usually you will not modify this.

#### *Restrict access*

Set parameters for allow participants (students) to view and/or access this item.

#### *Activity completion*

Set parameters for marking this item as complete. This is typically used in conjunction with the *Restrict access* setting for subsequent items.

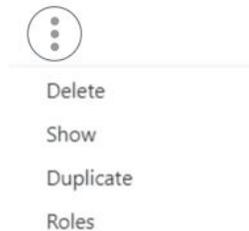
## Activity Options - Actions

The *Move*, *Edit* and *Actions* icons appear at the bottom of each activity. They can only be seen by users with editing rights in a course. Participants (students) cannot see these icons.



### *Actions*

The Actions icon when clicked reveals four options on a drop-down menu: Delete, Show/Hide, Duplicate, and Roles.



### *Delete*

Begins the process of deleting the activity. There is a confirmation dialog box to make sure that you really want to delete the activity. Use with caution! Once deleted, there is no way to recover an item, and all participant (student) interaction with that item is deleted along with it. If an item has already been used by participants, it is recommended that the item be hidden rather than deleted in order to preserve course records.

### *Show/Hide*

Displays “Show” if the item is currently hidden, and “Hide” if the item is currently visible. Toggles on and off the ability of participants to view the item.

### *Duplicate*

Creates a duplicate copy of the item.

### *Roles*

Allows assigning a role (such as student, teacher, reviewer or manager) to a specific course user or users for the item. We do not generally use this option on HealtheKnowledge, but it can provide some flexibility in special circumstances.

# 1. [Building a HealthKnowledge Course](#)

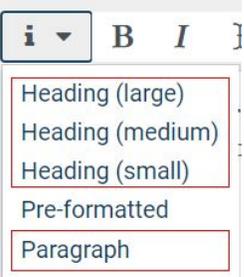
**Editor** -- Image, Text, Video, Video Recording, Sound Recording  
Add an **Activity** or **Resource** (see Sections 2-6 for details)

## *Editor*

The Editor window is a powerful way to add a variety of content to your course. Formatting is automatic and designed for both accessibility and mobile-friendliness, allowing you to focus on your course content. (Please do not modify the color or size of text, in order to preserve the accessibility and responsiveness of the site.)

Use the editor icons to edit the text box contents. Each icon is explained briefly below.

## *Paragraph*

	
	The Paragraph allows you to apply formatting to your text that will maintain accessibility for the site. The options are shown below. Please use only the four options enclosed in red rectangles.

## *Bold, Italic, Clear Formatting*

	To apply Bold or Italic formatting or clear formatting, use these buttons on the toolbar.
---	---

## *Add and Remove Links*

	Select text and click the Link button to add a URL link to your text. Select a link and click the Remove button to remove an existing link.
---	---

## Image and Video

	Click the Image button to add an image to your text. Click the Video button to add a video. (Note: For videos that are required as a course activity, we strongly recommend using the VideoTime activity instead of adding video to a text box. Video in a text box is useful for adding context and rich media elements to content, but cannot be tracked.)
---	--

## Quick-Record Audio and Video

	Quick-record audio and video can be used in conjunction with your video camera and microphone to add brief commentary to a course by live-recording directly into a text box. The audio or video can be played back after the text box has been saved. You can record up to two minutes of either audio or video and attach it to the text box.
---	---

## Editor Expansion and Source Code

	If you need more editing features, click the down-arrow to add more editing options. If you are adept at HTML editing, click the source code button to enable editing the source directly in the window. (Use with caution, as it's easy to introduce errors. Moodle does its best to correct for any missing tags or brackets, but it's not foolproof.)
---	--

## Editor Expansion



The second row of buttons adds text editing features, plus a couple of features for accessibility:

- Bulleted or numbered lists
- Indentation
- Subscript, superscript and strikethrough
- Left, right and center
- Insert table
- Insert equation
- Insert special character
- Undo and redo
- Accessibility checker
- Screenreader helper

## 2. [Interactive Activities](#)

**H5P Interactive** - A variety of standalone interactive activities, animations, quizzes and other exercises are easy to create using the online H5P authoring tool. Examples [here](#).

**Learning Module** - An interactive learning experience, built with a SCORM authoring tool, such as [Articulate Storyline](#), [Lectora Inspire](#), or [Adobe Captivate](#).

**Lesson** - Combine text, graphics, and assessments into multi-page learning experiences, while authoring entirely within Moodle. More in-depth information [here](#).

**VideoTime (Vimeo)** - Convert any MP4 video into a learning component via Vimeo. Participants can be required to watch a certain percentage of the video in order to mark the activity as complete. Most HealthKnowledge webinar-based courses now use VideoTime. You can view a VideoTime example [here](#). (Click "Login as a guest" to enter.)

**External tool (LTI)** - Typically provided by a publisher. More information [here](#).

Create learning activity ✕

**Activities** Resources Help guide ?

 Assignment	 Attendance	 Certificate	 Chat
 Checklist	 Choice	 Custom certificate	 Database
 External tool	 Feedback	 Forum	 Glossary
 Group self-selection	 Interactive Content	 Learning Module	 Lesson
 Open Forum	 Questionnaire	 Quiz	 Survey
 Video Time	 Wiki		

### 3. [Resources](#)

**Book** - A way to present structured content. Not trackable except for *complete if viewed*. If you need to track viewing all content from beginning to end, use Lesson instead.

**File** - Add PowerPoint slide decks, PDFs, Word or Excel documents. Downloadable.

**Folder** - Add Files within a Folder. The Folder can be displayed open or closed.

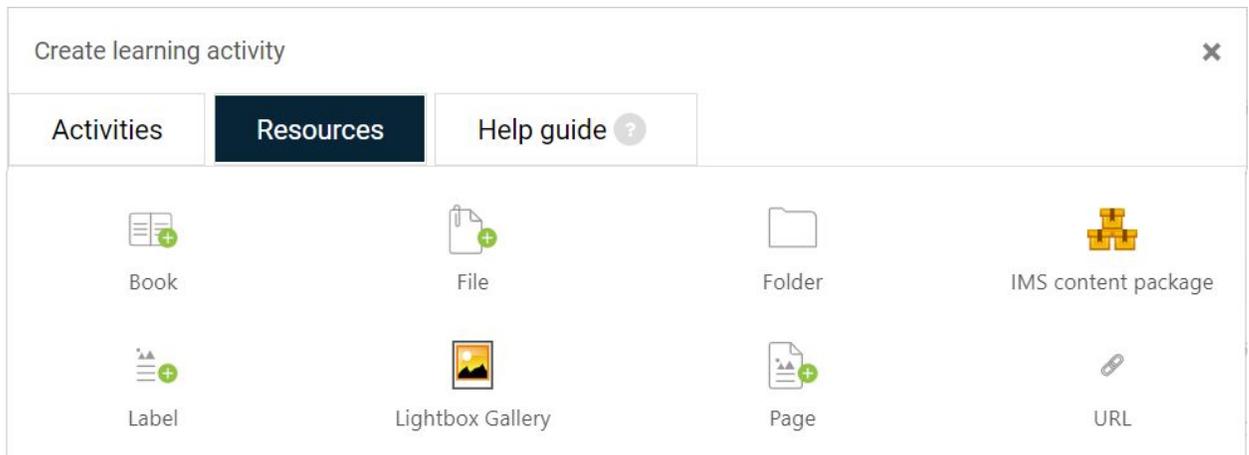
**IMS Content Package** - IMS content packages are created by publishers. More information can be found [here](#).

**Label** - A Label is just a place to display text directly on the course page. It can be used to add images and videos as well as text, but they are not trackable individually.

**Lightbox Gallery** - For presenting a gallery-style slideshow of images in a “lightbox” format. Can be tracked as a whole. Images can be downloaded.

**Page** - A full page of content can be added to create more structure by isolating content. Pages are standalone, but you can enforce a reading order by using access restrictions.

**URL** - A URL for a web page outside of the course. (Can also be used to link to other course sections as an additional navigation tool alongside the course navigation menu.)



## 4. [Assignments](#)

### **Assignment**

An Assignment in Moodle is a gradeable activity, suitable for an instructor-led course. Assignments are not appropriate for self-paced courses because they require an instructor in order to grade the assignment.

### **Types of Assignments**

**Online:** In an online assignment, the participant types their assignment directly into a text box.

**Submitted:** With a submitted assignment, the participant uploads a file to respond to the assignment. The file types that can be submitted can be specified by the instructor.

### **Types of Feedback**

Moodle allows for different types of feedback to be provided to participants.

Grading

Comments

Annotation

Offline grading

Feedback files

For more information on the types of grading available for submitted and typed assignments, please see the [Assignment](#) activity page on Moodle.org

For a brief video overview of Assignments, please see the [Assignment Quick Guide](#) on Moodle.org

## 5. [Assessments](#)

**Choice** - A quick check-in, good for polls and similar activities. More information [here](#).

**Feedback** - Excellent option for gathering detailed feedback on the participants' experience in a course. Full back-end reporting is available, or you can view aggregate responses within Moodle if you are the Manager, Teacher or Reviewer of a course. More information on Feedback [here](#).

**Questionnaire** - Another option for gathering detailed feedback on course experience or content. Excellent for pre- and post- evaluation surveys to assess learning. More [here](#).

**Quiz** - Quizzes are the primary mechanism used on HealthKnowledge for assessing learning and granting Certificates of Completion and/or Continuing Education credit. Quizzes are graded out of 100 points, with 80% or better considered a passing grade.

**Survey** - A mechanism for surveying participants on the course experience. The structure of each survey is based on a specific model for assessing learning. More [here](#).

The screenshot displays the 'Create learning activity' window in Moodle. At the top, there are three tabs: 'Activities' (selected), 'Resources', and 'Help guide'. Below the tabs is a grid of activity icons and labels. The following activities are highlighted with red boxes:

- Choice
- Feedback
- Questionnaire
- Quiz
- Survey

Other visible activities include: Assignment, Attendance, Certificate, Chat, Checklist, Custom certificate, Database, External tool, Forum, Glossary, Group self-selection, Interactive Content, Learning Module, Lesson, Open Forum, and Wiki.

## 6. Communication and Information

**Attendance** - Allows taking attendance during a live class. More information [here](#).

**Chat** - Facilitates live chat between course participants. Chats can be monitored and reviewed by instructor. Suitable for instructor-led courses. More [here](#).

**Database** - Allows for cooperative building of a knowledgebase. More information [here](#).

**Forum/Open Forum** - Discussion forums allow for exchange of ideas in a controlled, gradeable format. Suitable for synchronous or asynchronous courses. Not suitable for self-paced courses, as moderation is required. HealthKnowledge recommends using Open Forum for a more streamlined, modern discussion board feel. More [here](#).

**Glossary** - Allows for building out a vocabulary with definitions. Can be open to contributions for an instructor-led course or locked for a self-paced course. More [here](#).

**Wiki** - A cooperative knowledge-building effort with more flexibility than a Database activity. Suitable for instructor-led courses. More information [here](#).

The screenshot shows a 'Create learning activity' window with a search bar at the top and three tabs: 'Activities', 'Resources', and 'Help guide'. Below the tabs is a grid of activity icons, each with a label. Several icons are highlighted with red boxes: Attendance, Chat, Forum, Glossary, and Wiki. The icons include a document with an up arrow for Assignment, a checklist for Checklist, puzzle pieces for External tool, a group of people for Group self-selection, a speech bubble for Open Forum, a play button for Video Time, a document with a green checkmark for Attendance, a document with a checkmark for Choice, a document with a star for Feedback, a document with a checkmark for Questionnaire, a document with a question mark for Quiz, a certificate for Certificate, a certificate with a ribbon for Custom certificate, a document with a plus sign for Database, a document with a magnifying glass for Glossary, a box for Learning Module, a document with an arrow for Lesson, and a document with a checkmark for Survey.

Activity	Icon Description
Assignment	Document with up arrow
Attendance	Document with green checkmark
Certificate	Certificate icon
Chat	Speech bubble with three dots
Checklist	Checklist icon with 'abc def'
Choice	Document with checkmark
Custom certificate	Certificate with ribbon
Database	Document with plus sign
External tool	Puzzle pieces
Feedback	Document with star
Forum	Speech bubble with three lines
Glossary	Document with magnifying glass
Group self-selection	Group of people
Interactive Content	H&P icon
Learning Module	Box icon
Lesson	Document with arrow
Open Forum	Speech bubble with three lines
Questionnaire	Document with checkmark
Quiz	Document with question mark
Survey	Document with checkmark
Video Time	Play button
Wiki	Document with green checkmark

# ACCESSIBILITY CHECKLIST FOR E-LEARNING CONTENT

Please refer to the *Quick Reference Guide: Guidelines for creating accessible e-Learning content for deployment on HealthKnowledge.org* for additional information and examples for each item below .

- Attachments (properly tagged for screen readers)
- Captions (synchronized for audio and video)
- Clear, easy-to-follow instructions (simple language)
- Color (not used by itself to convey meaning)
- Color (enough contrast between background/foreground)
- Control over media (play/pause/stop)
- Empty alt-tags (for decorative images)
- Focus area (Clearly identified with visible border of contrast)
- Fonts (Sans-Serif styles; e.g., Arial, Calibri, Helvetica, Veranda, etc.)
- Input fields (clearly labeled and operable via keyboard & screen readers)
- Interactivity (keyboard accessible only; not mouse-dependent)
- Keyboard navigation works (no mouse required)
- Links (easy to understand purpose; descriptive text)
- Long descriptions (for important charts, diagrams, and pictures)
- Navigation (Logical flow with ability to skip repetitive navigation)
- Non-text alternatives (avoid embedded text)
- Proper Heading tags (h1, h2, h3 ... h6)
- Reading order (content is in a sequential, logical flow)
- Screenreader-friendly designs (intended navigation and consumption)
- Tab order (flow between objects occurs as expected)
- Text size (easy to see; suggested minimum is 14pt)
- Time limitations (none unless essential)

# HTML 508 Checklist

## Compliance Checklist

This checklist is based on the [WCAG 2.0 requirements](#). The checklist below, a series of tables, is based on the content of the Web page/Site. If 'No' is answered to any item, then the site is not 508 compliant.

General and Keyboard Navigation checks should be performed on all pages no matter what is present in the actual content. These checks are included in Section A, B, and C. Section D – K are content dependent for your site.

### Section A: General Visual Checks

ID	Requirements	Traceability back to 508	Result
A1	Is the site free from content that flashes more than 3 times per second?	<a href="#">WCAG 2.0 Success Criterion 2.3.1</a>	
A2	Can all text be resized up to 200% without degrading quality/understandability?	<a href="#">WCAG 2.0 Success Criterion 1.4.4</a>	
A3	Is there more than one way to locate a web page? (Site Search, Site Map, etc.)	<a href="#">WCAG 2.0 Success Criterion 2.4.5</a>	
A4	Is the order of navigational elements consistent across the site?	<a href="#">WCAG 2.0 Success Criterion 3.2.3</a>	
A5	Can auto updating, moving, blinking, and scrolling content be paused or adjusted?	<a href="#">WCAG 2.0 Success Criterion 2.2.2</a>	
A6	Are all site controlled documents (PDF, Word, etc) fully accessible or have a <a href="#">conforming alternate version</a> ?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
A7	If there are any time limits on interacting with content, can they be turned off, adjusted, or extended?	<a href="#">WCAG 2.0 Success Criterion 2.2.1</a>	
A8	Are operational instructions that rely on sensory characteristics avoided? (Ex. Click the square, blue button to continue)	<a href="#">WCAG 2.0 Success Criterion 1.3.3</a>	

ID	Requirements	Traceability back to 508	Result
A9	Is the site free from pages that re-direct after a timeout?	<a href="#">WCAG 2.0 Success Criterion 2.2.1</a>	
A10	Are elements with the same functionality consistently identified across pages?	<a href="#">WCAG 2.0 Success Criterion 3.2.4</a>	
A11	Do headings accurately describe the content they visually define?	<a href="#">WCAG 2.0 Success Criterion 2.4.6</a>	

## Section B: General Code Inspection

ID	Requirements	Traceability back to 508	Result
B1	Is the default language of the page set?	<a href="#">WCAG 2.0 Success Criterion 3.1.1</a>	
B2	Has the language been properly set for foreign words or phrases?	<a href="#">WCAG 2.0 Success Criterion 3.1.2</a>	
B3	Is the page free from major errors defined in <a href="#">W3 Failure #70</a> when run against an <a href="#">HTML validator</a> ?	<a href="#">WCAG 2.0 Success Criterion 4.1.1</a>	
B4	Are duplicate ID values on the same page avoided?	<a href="#">WCAG 2.0 Success Criterion 4.1.1</a>	
B5	With styles disabled, is the reading order of the content logical?	<a href="#">WCAG 2.0 Success Criterion 1.3.2</a>	
B6	Do all frames have a title attribute that accurately defines the content?	<a href="#">WCAG 2.0 Success Criterion 4.1.2</a>	
B7	Does the page have a title attribute that accurately defines the content?	<a href="#">WCAG 2.0 Success Criterion 2.4.2</a>	

ID	Requirements	Traceability back to 508	Result
B8	Does content intended to be accessible by assistive technology refrain from using display:none or aria-hidden=true?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
B9	If ARIA is present, does the ARIA coding both meet ARIA specifications and give an accurate representation of the content?	<a href="#">WCAG 2.0 Success Criterion 4.1.2</a>	
B10	Are Fieldset tags only used for form fields? (Not to make a box around a piece of content)?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	

## Section C: Keyboard Navigation

ID	Requirements	Traceability back to 508	Result
C1	Are all elements that can be operated by a mouse also able to be operated by keyboard?	<a href="#">WCAG 2.0 Success Criterion 2.1.1</a>	
C2	When tabbing through the page, do all elements have a clear visual indication that they have focus?	<a href="#">WCAG 2.0 Success Criterion 2.4.7</a>	
C3	When tabbing the page, are keyboard traps avoided?	<a href="#">WCAG 2.0 Success Criterion 2.1.2</a>	
C4	Is the tab order of the page logical?	<a href="#">WCAG 2.0 Success Criterion 2.4.3</a>	
C5	When tabbing through the page, are <a href="#">changes of context</a> avoided when an element receives focus?	<a href="#">WCAG 2.0 Success Criterion 3.2.1</a>	
C6	Is there a method to bypass blocks of repetitive content (such as navigation)?	<a href="#">WCAG 2.0 Success Criterion 2.4.1</a>	

## Section D: Sites containing Color

ID	Requirements	Traceability back to 508	Result
D1	Is information conveyed by methods other than color alone?	<a href="#">WCAG 2.0 Success Criterion 1.4.1</a>	
D2	Does all text (with the exception of logos) have a contrast ratio of 4.5:1 or greater no matter the font size?	<a href="#">WCAG 2.0 Success Criterion 1.4.3</a> (Size stipulation not considered by HHS)	

## Section E: Sites containing Links

ID	Requirements	Traceability to 508	Result
E1	Are links distinguished by a method other than color?	<a href="#">WCAG 2.0 Success Criterion 1.4.1</a>	
E2	Can all link text be understood out of context? If not, does generic link have sufficient content?	<a href="#">WCAG 2.0 Success Criterion 2.4.4,</a>	
E3	Do linked images either have an empty alt tag and link text, or no link text and appropriate alt text?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	

## Section F: Sites containing Images

ID	Requirements	Traceability to 508	Result
F1	Do all images have an alt attribute?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	
F2	Do all images conveying information have alt text that provides the same level of understanding a visual user would gain?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	

ID	Requirements	Traceability to 508	Result
F3	Do all decorative images have an empty alt tag (alt="") or are included via the CSS?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	
F4	Is the CSS free from any images conveying information that do not have a text alternative?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	
F5	Do complex images have an alternate accessible means of understanding?	<a href="#">WCAG 2.0 Success Criterion 1.1.1</a>	
F6	Is the page free from images of text? (Picture of an informational table, screenshot of text from another source, etc)	<a href="#">WCAG 2.0 Success Criterion 1.4.5</a>	

## Section G: Sites containing Audio/Video

ID	Requirements	Traceability to 508	Result
G1	Do all audio only or video only (video without any sound) files have an accurate transcript?	<a href="#">WCAG 2.0 Success Criterion 1.2.1</a>	
G2	Do all videos have accurate and synchronized captions?	<a href="#">WCAG 2.0 Success Criterion 1.2.2</a>	
G3	Are there any informational parts of the video that require audio description to be understood by users with limited sight and if so, is a second version with <a href="#">audio description</a> available	<a href="#">WCAG 2.0 Success Criterion 1.2.5</a>	
G4	Is there a way to turn off sound that automatically plays for more than 3 seconds?	<a href="#">WCAG 2.0 Success Criterion 1.4.2</a>	

## Section H: Sites containing Tables

ID	Requirements	Traceability to 508	Result
H1	If layout tables are used, is data table markup (Summary, TH, ID, Headers) avoided?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
H2	If layout tables are used, is the intended order of the content intact?	<a href="#">WCAG 2.0 Success Criterion 1.3.2</a>	
H3	Are data tables implemented with data table coding?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
H4	Do all header cells utilize the TH tag? Do all data cells utilize the TD tag?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
H5	Do all Header cells contain text?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
H6	Do data tables with 1 set of both column and row headers appropriately use scope to associate to data cells?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
H7	Do data tables with more than 1 set of column and/or row headers appropriately use id/headers to associate to data cells?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	

## Section i: Sites containing semantic structure

ID	Requirements	Traceability to 508	Result
i1	Are all visual bulleted and numbered lists correctly coded with HTML list tags?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
i2	Are visual headings correctly coded with HTML heading tags? (<h1>, <h2>, etc)	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
i3	Do heading tags follow a logical hierarchical progression?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	

i4	Are heading tags only used on text that defines a section of content?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
i5	Is emphasized or special text correctly coded with HTML heading tags? (<em>, <strong>, <sup>, etc)	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	

## Section J: Sites containing Forms

ID	Requirements	Traceability to 508	Result
J1	Are all form fields correctly coded with descriptive and accurate labels?	<a href="#">WCAG 2.0 Success Criterion 3.3.2</a>	
J2	Do grouped form fields have correctly coded fieldset and legend tags?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	
J3	Are form validation errors clear and accurately identified in text?	<a href="#">WCAG 2.0 Success Criterion 3.3.1</a>	
J4	Is the form free of making a selection when attempting to navigate the options? (only submits when user makes a selection)	<a href="#">WCAG 2.0 Success Criterion 3.2.2</a>	
J5	Are Orphan label tags avoided?	<a href="#">WCAG 2.0 Success Criterion 1.3.1</a>	

## Section K: Sites containing common elements / dynamic content

ID	Requirements	Traceability to 508	Result
K1	Is the role of an element (eg Button) properly defined , accurate, and communicated to assistive technology?	<a href="#">WCAG 2.0 Success Criterion 4.1.2</a>	
K2	Is the state of an element (expanded or collapsed) properly defined , accurate, and communicated to assistive technology?	<a href="#">WCAG 2.0 Success Criterion 4.1.2</a>	

ID	Requirements	Traceability to 508	Result
K3	Are <a href="#">modal dialogues</a> able to be used with keyboard alone and assistive technology? Focus management, hiding underlying content, etc.	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K4	Are <a href="#">carousels</a> able to be used with keyboard alone and assistive technology? Ability to pause, navigate to individual items, etc.	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K5	Are <a href="#">menus</a> able to be used with keyboard alone and assistive technology? Ability to expand and navigate subitems	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K6	Are <a href="#">expandable/collapsible accordian elements</a> able to be used with keyboard alone and assistive technology? Ability to expand and navigate subitems	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K7	Are <a href="#">Tabbed Interfaces</a> able to be used with keyboard alone and assistive technology? Ability to tell active tab and navigate to appropriate content	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K8	Are <a href="#">CAPTCHA interfaces</a> able to be used with keyboard alone and assistive technology? Ability to tell the clue and successfully enter and authenticate	<a href="#">Multiple WCAG 2.0 Criterion</a>	
K9	If a user selection creates an unexpected change on the page, was the change communicated to the user?	<a href="#">WCAG 2.0 Success Criterion 3.2.2</a>	