



Desire2Learn Learning Environment Voluntary Product Accessibility Template (VPAT) | October 2013

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Introduction

At Desire2Learn we share your goal of providing equal and inclusive learning opportunities to all individuals. We work closely with our clients to develop comprehensive solutions that are flexible to the individual needs of institutions, instructors and students. Accessibility is not a checklist at Desire2Learn; it is a commitment to empower and engage individuals in their learning goals.

The Voluntary Product Accessibility Template (VPAT) is an industry standard template for recording how a product or service conforms to Section 508 of the United States Rehabilitation Act. This VPAT outlines the compliance of Learning Environment 10.3. Our analysis was done on tools using our .NET framework.

Key accessibility features

Keyboard-only navigation

- Logical tab order and visible tab stops.
- Skip to main content links.
- Ability to simplify page layouts and collapse secondary content.
- Full keyboard accessibility.

Screen magnification, zooming and color contrast technologies

- Standard page designs so it is easy to find similar functionality across tools.
- Support for browser and assistive technology scaling (zooming), magnifying and contrast options.
- Ability to override system styles with custom style sheets.
- Good color contrast on all system styles.
- System information is not communicated by color alone.
- Built-in user account settings to adjust font size and style.
- Ability for institutions to control their own color schemes.

Screen readers

- Focus on standards-compliant designs to improve interoperability with assistive technologies.
- Consistent and unique headings, links, buttons, and image descriptions.
- Table row headings, column headings, and summaries.
- Descriptive form field labels, including field sets.
- Minimal use of frames and proper frame titles.
- Good indication of context changes, including new windows, expanded or collapsed content, and dynamic page changes.
- Wide adoption of ARIA landmarks and alerts.

Other features

- Student/course participant pages focus on lower-secondary or earlier reading level.
- Ability to accommodate different learning needs and time limits through special access and release conditions.

VPAT Section 1194.22 – Web-based Internet Information and Applications

Criteria	Supporting Features	Remarks and Explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Supports with exceptions	<p>Remarks</p> <p>All system images have text equivalents. Decorative images use alt="".</p> <p>Alt text for icons is unique and identifies which object the action applies to.</p> <p>The HTML Editor requests alt text when users insert images.</p> <p>Exceptions</p> <p>Users control their own content.</p> <p>The Content and Dropbox tools use an image-based document viewer to display common document and image formats inline. A text-based version is also available for some document formats. The text version does not include the alt text from embedded images. It also does not make links active. Users have the option to download files instead.</p>
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Supports with exceptions	<p>Remarks</p> <p>The interface does not use multimedia.</p> <p>Exceptions</p> <p>Users control their own content.</p>

Criteria	Supporting Features	Remarks and Explanations
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Supports with exceptions	<p>Remarks</p> <p>Color is used for warning and confirmation messages. The text communicates meaning clearly on its own.</p> <p>Tool menus and tabs use highlighting to indicate current location. This information is also communicated by headings and selected states.</p> <p>Exceptions</p> <p>Tables use shading to indicate new sections or categories.</p> <p>The Grades tool allows grade ranges to be associated with colors and symbols.</p> <p>The User Progress and Content tools use color alone to indicate the current active sub-area.</p> <p>The Course Management, Registration Forms, and Attendance Schemes tools have required field asterisks that do not convey their meaning clearly and are not WCAG 2.0 AA compliant for color difference.</p>
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	<p>Remarks</p> <p>Style sheets are only used for visual design. If style sheets are disabled, users should select the account setting to view secondary windows as pop-ups instead of dialogs.</p> <p>Pages use logical HTML structures to ensure optimal navigability when style sheets are disabled, such as: headings; contextualized, unique links; table headings and summaries; and logical tab order and focus.</p> <p>Custom style sheets can be applied to pages.</p>
(e) Redundant text links shall be provided for each active region of a server-side image map.	Supports	<p>Remarks</p> <p>Learning Environment does not use image maps.</p>
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Supports with exceptions	<p>Remarks</p> <p>Learning Environment does not use image maps.</p> <p>Exceptions</p> <p>Users control their own content.</p>

Criteria	Supporting Features	Remarks and Explanations
(g) Row and column headers shall be identified for data tables.	Supports with exceptions	<p>Remarks</p> <p>Table summaries are used to explain table contents and actions. Table summaries are not role specific.</p> <p>Tables use row and column headers.</p> <p>Exceptions</p> <p>Some tables use blank cells for layout.</p>
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	Supports with exceptions	<p>Remarks</p> <p>Table headings use scope attribute where appropriate.</p> <p>Exceptions</p> <p>When there are two levels of column headers, cells do not reference the headers correctly.</p>
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports	<p>Remarks</p> <p>Frames have descriptive titles.</p> <p>Very few pages use frames. A few pages use empty frames for layout; they are clearly labeled.</p>
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Supports with exceptions	<p>Remarks</p> <p>The user interface does not contain content that flickers.</p> <p>Exceptions</p> <p>Users control their own content.</p>
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Not applicable	<p>Remarks</p> <p>Accessibility features are integrated into the standard Learning Environment. Text-only pages are not used.</p>

Criteria	Supporting Features	Remarks and Explanations
<p>(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.</p>	<p>Supports with exceptions</p>	<p>Remarks</p> <p>Drop-down lists are used, but do not initiate change when tabbed to.</p> <p>Some secondary windows open as dialog boxes in front of a shimmed background page. These secondary windows are not fully separated from the page behind, although they do take focus and the tab order is set correctly. Individuals who use screen readers or disable the system style sheets should change their account settings so these dialogs open as pop-up windows.</p> <p>Confirmation messages, error messages, and alerts are communicated to non-visual users using ARIA alerts. Some browser/assistive technology combinations do not reliably communicate ARIA alerts.</p> <p>Exceptions</p> <p>The “Category” drop-down list in the FAQ tool and the “Move To” drop-down list in the Email tool currently initiate change when tabbed to.</p> <p>The Locale Management, Language Management, and Account Settings tools contain sections without a “lang” attribute to indicate language changes programmatically to assistive technology. The HTML Editor does not include a button or prompt users to indicate a “lang” attribute for language changes. Users can insert a “lang” attribute using the HTML Editor’s source editor.</p>
<p>(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).</p>	<p>Supports</p>	<p>Remarks</p> <p>Learning Environment includes a system check utility that looks for necessary plug-ins. The system check provides links to missing software.</p>

Criteria	Supporting Features	Remarks and Explanations
<p>(n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.</p>	<p>Supports with exceptions</p>	<p>Remarks</p> <p>Forms are accessible by keyboard and assistive technologies.</p> <p>Users are warned when a form link opens in a new window.</p> <p>The expanded/collapsed state of secondary form content is clearly indicated and the fields are accessible.</p> <p>Exceptions</p> <p>Forms are accessible by keyboard and assistive technologies. Some forms use a combination of fields, buttons, inline help and links; the entire page should be read before using forms mode with a screen reader.</p> <p>The visual indication that buttons have focus is not visible enough.</p> <p>The keyboard behavior of the course selector, completion status, and publish menus is non-standard. Users must tab through the options rather than use their arrow keys.</p> <p>The focus is lost when you sort a data grid by column.</p> <p>The Form Elements administrative tool is challenging to use without a mouse.</p> <p>It is difficult to move topics in the Content tool without a mouse. Users can move topics more easily in the Course Builder tool.</p> <p>The HTML Editor is not fully accessible to screen reader users; if you apply a style in the editor view, it lacks a non-visual indication of its presence unless you view the source code. Users can turn off the HTML Editor using the Account Settings tool.</p> <p>The Equation Editor is not fully accessible to screen reader or keyboard-only users. It does produce standards-compliant equations using MathML.</p>
<p>(o) A method shall be provided that permits users to skip repetitive navigation links.</p>	<p>Supports</p>	<p>Remarks</p> <p>A skip to main content link is provided at the start of the navigation bar.</p> <p>ARIA landmarks are available for navigation.</p> <p>Headings are used to organize pages, widgets and sections.</p>

Criteria	Supporting Features	Remarks and Explanations
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports	Remarks Users can refresh data in the Chat, Discussions, and Pager tool at their own pace. Organizations can set time-out periods for Learning Environment. Users are warned before their session expires. Some tools, such as Quizzes, support time limits. Users are warned before their time expires. Alternative time limits (Special Access) can be set for specific users.