



# Desire2Learn Learning Repository Product Accessibility Template (VPAT) November 10, 2011

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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 Repository 5.5.1.

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## 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.
- System information is not communicated by color alone.
- Built-in preferences 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, field labels, and image descriptions.

- Table headings and summaries.
- Minimal use of frames and proper frame titles.
- Good indication of context changes, including new windows, expanded or collapsed content, and other dynamic page changes.
- Wide adoption of ARIA landmarks and alerts.

## 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><b>Remarks</b></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><b>Exceptions</b></p> <p>Users control their own content.</p>
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Supports	<p><b>Remarks</b></p> <p>The interface does not use multimedia.</p> <p><b>Exceptions</b></p> <p>Users control their own content.</p>
(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	<p><b>Remarks</b></p> <p>Color is used for warning and confirmation messages. The text communicates meaning clearly on its own.</p> <p>Tables use shading to indicate new sections or categories.</p> <p>Tool menus and tabs use highlighting to indicate current location. This information is also communicated by headings.</p>
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	<p><b>Remarks</b></p> <p>Style sheets are only used for visual design. If style sheets are disabled, users should select the preference 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 may be applied to pages.</p>

Criteria	Supporting Features	Remarks and Explanations
(e) Redundant text links shall be provided for each active region of a server-side image map.	Supports	<p><b>Remarks</b></p> <p>Learning Repository 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	<p><b>Remarks</b></p> <p>Learning Repository does not use image maps.</p> <p><b>Exceptions</b></p> <p>Users control their own content.</p>
(g) Row and column headers shall be identified for data tables.	Supports with exceptions	<p><b>Remarks</b></p> <p>Table summaries and headings are used to explain table contents and actions. Table summaries are not role specific.</p> <p>Icons repeated on multiple rows have row specific alt text.</p> <p><b>Exceptions</b></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	<p><b>Remarks</b></p> <p>Table headings use scope attribute where appropriate.</p>
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports	<p><b>Remarks</b></p> <p>Frames have descriptive titles.</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	<p><b>Remarks</b></p> <p>The user interface does not contain content that flickers.</p> <p><b>Exceptions</b></p> <p>Users control their own content.</p>

Criteria	Supporting Features	Remarks and Explanations
(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><b>Remarks</b></p> <p>Accessibility features are integrated into the standard Learning Repository. Text only pages are not used.</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.	Supports with exceptions	<p><b>Remarks</b></p> <p>Drop-down menus 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 preferences so these dialogs open as pop-up windows.</p> <p>Confirmation and error messages are perceivable by assistive technologies and use ARIA alerts and links to direct users to the appropriate fields.</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).	Supports	<p><b>Remarks</b></p> <p>The Learning Platform that the Learning Repository is built on includes a system check utility that looks for necessary plug-ins. The system check provides links to missing software.</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.	Supports	<p><b>Remarks</b></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>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>

Criteria	Supporting Features	Remarks and Explanations
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	<b>Remarks</b> A skip to main content link is provided at the start of the navigation bar. Headings are used to organize pages, widgets and sections.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports	<b>Remarks</b> Organizations can set time-out periods for Learning Platform that apply to Learning Repository. Users are warned before their session expires.