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VPAT Section 1194.22 – Web-based Internet Information and Applications
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 ePortfolio 4.0.

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, field labels, and image descriptions.
- Table row headings, column headings and summaries.
- Good indication of context changes, including new windows, expanded or collapsed content, and dynamic page changes.
- Wide adoption of ARIA landmarks and alerts.
### VPAT Section 1194.22 – Web-based Internet Information and Applications

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Supporting Features</th>
<th>Remarks and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A text equivalent for every non-text element shall be provided (e.g., via &quot;alt&quot;, &quot;longdesc&quot;, or in element content).</td>
<td>Supports</td>
<td>Remarks</td>
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<td></td>
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<td>All system images have text equivalents. Decorative images use alt=&quot;&quot;. Alt texts are unique and identify which object the action applies to. The HTML Editor requests alt text when users insert images.</td>
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<td></td>
<td>Exceptions</td>
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<tr>
<td></td>
<td></td>
<td>Users control their own content.</td>
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<td>(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</td>
<td>Supports</td>
<td>Remarks</td>
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<tr>
<td></td>
<td></td>
<td>The interface does not use multimedia.</td>
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<tr>
<td></td>
<td></td>
<td>Exceptions</td>
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<tr>
<td></td>
<td></td>
<td>Users control their own content.</td>
</tr>
<tr>
<td>(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</td>
<td>Supports</td>
<td>Remarks</td>
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<td></td>
<td></td>
<td>Color is used for warning and confirmation messages. The text communicates meaning clearly on its own. Tables use shading to indicate new sections or categories. Tool menus and tabs use highlighting to indicate current location. This information is also communicated by headings and selected states.</td>
</tr>
<tr>
<td>(d) Documents shall be organized so they are readable without requiring an associated style sheet.</td>
<td>Supports</td>
<td>Remarks</td>
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<td>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. Pages use logical HTML structures to ensure optimal navigability when style sheets are disabled, such as: headings; contextualized and unique links; tables with headings and summaries; and logical tab order and focus between elements. Custom style sheets may be applied to pages.</td>
</tr>
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</table>
| (e) Redundant text links shall be provided for each active region of a server-side image map. | Supports | Remarks  
ePortfolio does not use image maps.  
Exceptions  
Users control their own content. |
| (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 | Remarks  
ePortfolio does not use image maps.  
Exceptions  
Users control their own content. |
| (g) Row and column headers shall be identified for data tables. | Supports | Remarks  
Table summaries and headings are used to explain table contents and actions. Table summaries are not role specific. |
| (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 | Remarks  
Table headings use scope attribute where appropriate. |
| (i) Frames shall be titled with text that facilitates frame identification and navigation | Supports | Remarks  
ePortfolio does not use frames. |
| (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 | Remarks  
The user interface does not contain content that flickers.  
Exceptions  
Users control their own content. |
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<td>(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.</td>
<td>Not applicable</td>
<td>Remarks&lt;br&gt;Accessibility features are integrated into the standard ePortfolio. Text-only pages are not used.</td>
</tr>
<tr>
<td>(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.</td>
<td>Supports with exceptions</td>
<td>Remarks&lt;br&gt;Drop-down menus are used, but do not initiate change when tabbed to.&lt;br&gt;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.&lt;br&gt;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.</td>
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<td>(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).</td>
<td>Supports</td>
<td>Remarks&lt;br&gt;The Learning Platform used to launch ePortfolio includes a system check utility that looks for necessary plug-ins. The system check provides links to missing software.</td>
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| (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 with exceptions | Remarks  
Forms are accessible by keyboard and assistive technologies.  
Users are warned when a form link opens in a new window.  
The expanded/collapsed state of secondary form content is clearly indicated and the fields are accessible.  
Exceptions  
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. The HTML Editor is not fully accessible to blind users; styles applied in the editor view don’t provide non-visual feedback unless you view the source code. Users can turn off the HTML Editor using Account Settings. |
| (o) A method shall be provided that permits users to skip repetitive navigation links. | Supports | Remarks  
A skip to main content link is provided at the start of the navigation bar.  
ARIA landmarks are available for navigation.  
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 | Remarks  
System Administration can set time-out periods for the Learning Platform, which apply to ePortfolio. Users are warned before their session expires. |