



# Desire2Learn Learning Environment Web Content Accessibility Guidelines (WCAG 2.0) Checklist October 2013

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## Introduction

At Desire2Learn we share your goal of providing equal and inclusive learning opportunities to all individuals. Accessible design is a top priority and tightly integrated with our research and development efforts. We offer products that make it easy for people to navigate, understand and respond to your learning materials using the assistive technologies and devices that support their needs.

This document outlines the compliance of Desire2Learn Learning Environment 10.3 with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG 2.0). WCAG 2.0 is an industry standard for creating accessible web content. Our analysis was done on tools using our .NET framework against Level A and Level AA criteria.

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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.
- 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 reader technologies

- 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.

## WCAG 2.0 Checklist

Success Criteria	Comments
<p><b>Guideline 1.1 – Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.</b></p>	
<p><b>1.1.1 – Non-text Content:</b> All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)</p> <ul style="list-style-type: none"> <li>• <i>Controls, Input:</i> If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)</li> <li>• <i>Time-Based Media:</i> If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.)</li> <li>• <i>Test:</i> If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• <i>Sensory:</i> If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• <i>CAPTCHA:</i> If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.</li> <li>• <i>Decoration, Formatting, Invisible:</i> If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.</li> </ul>	<p>Yes</p> <p>Non-text content has a text alternative.</p> <p>Controls/inputs have descriptive, contextual labels or title attributes.</p> <p>Decorative content uses alt="".</p> <p>The HTML Editor requests alt text when users insert images.</p> <p>Pages work well with custom style sheets and disabled style sheets (if the account setting to use pop-up windows instead of modal dialogs is selected).</p> <p>Some graphs, such as the Grades Distribution graph, do not display well with high contrast style sheets.</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 document viewer is also available for some document formats, but it does not provide embedded alt text for images. It also does not make links active. Users have the option to download the document instead.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<b>Guideline 1.2 – Time-based Media: Provide alternatives for time-based media.</b>	
<p><b>1.2.1 – Audio-only and Video-only (Prerecorded):</b> For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)</p> <ul style="list-style-type: none"> <li>• <i>Prerecorded Audio-only:</i> An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.</li> <li>• <i>Prerecorded Video-only:</i> Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.</li> </ul>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.2 – Captions (Prerecorded):</b> Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.3 – Audio Description or Media Alternative (Prerecorded):</b> An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.4 – Captions (Live):</b> Captions are provided for all live audio content in synchronized media. (Level AA)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.5 – Audio Description (Prerecorded):</b> Audio description is provided for all prerecorded video content in synchronized media. (Level AA)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.6 – Sign Language (Prerecorded):</b> Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.7 – Extended Audio Description (Prerecorded):</b> Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>1.2.8 – Media Alternative (Prerecorded):</b> An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)</p>	<p>N/A</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p><b>1.2.9 – Audio-only (Live):</b> An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)</p>	<p>N/A</p> <p>Users control their own content.</p>
<p><b>Guideline 1.3 – Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.</b></p>	
<p><b>1.3.1 – Info and Relationships:</b> Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)</p>	<p>Yes</p> <p>Headings and ARIA landmarks are used to help convey presentation.</p> <p>Links and images are unique and contextual making it easy for users to navigate options.</p> <p>Tables use row headers, column headers and summaries.</p> <p>ARIA is used to communicate context menus, dynamic page changes and alerts. Some browser/assistive technology combinations do not reliably communicate ARIA alerts.</p> <p>Pages are linear and read clearly without style sheets (if the account setting to use pop-up windows instead of modal dialogs is selected).</p> <p>The Course Management Registration Forms, and Attendance Schemes tools have required field asterisks that do not convey their meaning clearly.</p>
<p><b>1.3.2 – Meaningful Sequence:</b> When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p>	<p>Yes</p> <p>Headings and ARIA landmarks are used to help convey relationships between content.</p> <p>Pages are linear and read clearly without style sheets (if the account setting to use pop-up windows instead of modal dialogs is selected).</p>

Success Criteria	Comments
<p><b>1.3.3 – Sensory Characteristics:</b> Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<p>Yes</p> <p>Any concepts suggested through shape, size, visual location, orientation, or sound is also communicated through language. Textual equivalents may be visible or hidden (alt text, titles, ARIA alerts, etc.).</p>
<p><b>Guideline 1.4 – Distinguishable: Make it easier for users to see and hear content including separating foreground from background.</b></p>	
<p><b>1.4.1 – Use of Color:</b> Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<p>Yes</p> <p>Information conveyed through font styling or color is also communicated through language.</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>Users control their own content.</p>
<p><b>1.4.2 – Audio Control:</b> If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>Yes</p> <p>Learning Environment does not use audio.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p><b>1.4.3 – Contrast (Minimum):</b> The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• <i>Large Text:</i> Large-scale text and images of large-scale text have a contrast ratio of at least 3:1.</li> <li>• <i>Incidental:</i> Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</li> <li>• <i>Logotypes:</i> Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	<p>Yes</p> <p>The Course Management, Registration Forms, and Attendance Schemes tools have required field asterisks that are not WCAG 2.0 AA compliant to color difference.</p> <p>Users control their own content.</p>
<p><b>1.4.4 – Resize text:</b> Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	<p>Yes</p> <p>User account settings are available for adjusting font face and size.</p> <p>Icons and text resize with browser (and other technology) scaling/zooming options.</p> <p>Users control their own content.</p>
<p><b>1.4.5 – Images of Text:</b> If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• <i>Customizable:</i> The image of text can be visually customized to the user's requirements;</li> <li>• <i>Essential:</i> A particular presentation of text is essential to the information being conveyed.</li> </ul> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Yes</p> <p>Images of text are not used.</p> <p>Users control their own content.</p>
<p><b>1.4.6 – Contrast (Enhanced):</b> The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA)</p> <ul style="list-style-type: none"> <li>• <i>Large Text:</i> Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1.</li> <li>• <i>Incidental:</i> Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</li> <li>• <i>Logotypes:</i> Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	<p>Not tested</p> <p>Users control their own content.</p>



Success Criteria	Comments
<p><b>1.4.7 – Low or No Background Audio:</b> For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> <li>• <i>No Background:</i> The audio does not contain background sounds.</li> <li>• <i>Turn Off:</i> The background sounds can be turned off.</li> <li>• <i>20 dB:</i> The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds.</li> </ul> <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p>	<p>Yes</p> <p>The system does not use background audio.</p> <p>Users control their own content.</p>
<p><b>1.4.8 – Visual Presentation:</b> For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)</p> <ol style="list-style-type: none"> <li>1. Foreground and background colors can be selected by the user.</li> <li>2. Width is no more than 80 characters or glyphs (40 if CJK).</li> <li>3. Text is not justified (aligned to both the left and the right margins).</li> <li>4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing.</li> <li>5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window.</li> </ol>	<p>Yes</p> <p>Users can apply custom style sheets. Detailed style sheets are required for effective presentation.</p> <p>Institutions and instructional designers can choose their own foreground and background colors.</p> <p>Icons and text resize with browser (and other technology) scaling/zooming options.</p> <p>Most pages have relative column widths.</p> <p>System text does not use full justification.</p> <p>System font faces and sizes are adjustable. There is minimal use of font styles and usage follows conventions.</p> <p>Users control their own content.</p>
<p><b>1.4.9 – Images of Text (No Exception):</b> Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Yes</p> <p>Images of text are not used.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<b>Guideline 2.1 – Keyboard Accessible: Make all functionality available from a keyboard.</b>	
<p><b>2.1.1 – Keyboard:</b> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p> <p>Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	<p>Yes</p> <p>Some menu lists require navigation using the tab key rather than the arrow keys, which is the more commonly expected keyboard behavior.</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>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 Form Elements administrative tool is challenging to use without a mouse.</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. The HTML Editor may be replaced with a simple text field that supports HTML through users' account settings.</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>Users control their own content.</p>
<p><b>2.1.2 – No Keyboard Trap:</b> If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>Yes</p>

Success Criteria	Comments
<p><b>2.1.3 – Keyboard (No Exception):</b> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)</p>	Yes
<p><b>Guideline 2.2 – Enough Time: Provide users enough time to read and use content.</b></p>	
<p><b>2.2.1 – Timing Adjustable:</b> For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> <li>• <i>Turn off:</i> The user is allowed to turn off the time limit before encountering it; or</li> <li>• <i>Adjust:</i> The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or</li> <li>• <i>Extend:</i> The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or</li> <li>• <i>Real-time Exception:</i> The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</li> <li>• <i>Essential Exception:</i> The time limit is essential and extending it would invalidate the activity; or</li> <li>• <i>20 Hour Exception:</i> The time limit is longer than 20 hours.</li> </ul>	<p>Yes</p> <p>Time limits can be set on some tools, such as Quizzes, but alternative time limits or evaluations can be provided for select users.</p> <p>Institutions set time-out limits for inactive users. The system warns users before their session expires.</p>
<p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p>	

Success Criteria	Comments
<p><b>2.2.2 – Pause, Stop, Hide:</b> For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> <li>• <i>Moving, blinking, scrolling:</i> For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and</li> <li>• <i>Auto-updating:</i> For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</li> </ul> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>Note 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>	<p>Yes</p> <p>Progress animations are used to indicate progress/status of content where users might be confused or misled if the status wasn't indicated.</p> <p>Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.</p> <p>Users control their own content.</p>
<p><b>2.2.3 – No Timing:</b> Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p>	<p>Yes</p> <p>Timing is only used in the following circumstances:</p> <ul style="list-style-type: none"> <li>• Time-dependent testing and submission requirements. Options to set alternative timing or no time limit are provided.</li> <li>• System time-outs that are set by the institution. Institutions do not have to set a time-out period. Users are warned before their session times-out.</li> </ul> <p>Users control their own content.</p>

Success Criteria	Comments
<p><b>2.2.4 – Interruptions:</b> Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)</p>	<p>Yes</p> <p>Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.</p> <p>The system uses ARIA alerts to indicate dynamic page changes so that users are not interrupted or redirected. Some browser/assistive technology combinations do not reliably communicate ARIA alerts.</p> <p>Users control their own content.</p>
<p><b>2.2.5 – Re-authenticating:</b> When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (Level AAA)</p>	<p>Yes</p>
<p><b>Guideline 2.3 – Seizures: Do not design content in a way that is known to cause seizures.</b></p>	
<p><b>2.3.1 – Three Flashes or Below Threshold:</b> Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>Yes</p> <p>Users control their own content.</p>
<p><b>2.3.2 – Three Flashes:</b> Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)</p>	<p>Yes</p> <p>Users control their own content</p>
<p><b>Guideline 2.4 – Navigable: Provide ways to help users navigate, find content, and determine where they are.</b></p>	
<p><b>2.4.1 – Bypass Blocks:</b> A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)</p>	<p>Yes</p> <p>Skip to main content links, headings and ARIA landmarks help users avoid repetitive and non-essential content.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p><b>2.4.2 – Page Titled:</b> Web pages have titles that describe topic or purpose. (Level A)</p>	<p>Yes</p> <p>Each page has a title, heading 1 and ARIA main landmark.</p> <p>Users control their own content.</p>
<p><b>2.4.3 – Focus Order:</b> If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)</p>	<p>Yes</p> <p>Each page has a logical tab order and visible tab stops.</p> <p>The focus is lost when you sort a data grid by column.</p> <p>Users control their own content.</p>
<p><b>2.4.4 – Link Purpose (In Context):</b> The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)</p>	<p>Yes</p> <p>Links are unique and contextual, usually in the format [action] [applicable item].</p> <p>Users control their own content.</p>
<p><b>2.4.5 – Multiple Ways:</b> More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)</p>	<p>Yes</p> <p>Headings, ARIA landmarks (such as navigation landmarks) and unique link and button names help users navigate pages quickly.</p> <p>Pages have consistent navigation areas.</p> <p>Many pages contain search fields with ARIA search landmarks.</p> <p>The system works well with search and find features built into assistive technologies.</p> <p>Users control their own content.</p>
<p><b>2.4.6 – Headings and Labels:</b> Headings and labels describe topic or purpose. (Level AA)</p>	<p>Yes</p> <p>Pages have descriptive headings and labels. Labels are unique and contextual.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p><b>2.4.7 – Focus Visible:</b> Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p>	<p>Yes</p> <p>Each page has a logical tab order and visible tab stops.</p> <p>The visual indication that buttons have focus is not visible enough.</p>
<p><b>2.4.8 – Location:</b> Information about the user's location within a set of Web pages is available. (Level AAA)</p>	<p>Yes</p> <p>Page titles, headings, and navigation areas indicate location.</p> <p>Breadcrumbs are used to indicate subpages in workflows.</p> <p>A consistent navigation area at the top of pages provides quick access to main tools and homepages.</p>
<p><b>2.4.9 – Link Purpose (Link Only):</b> A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)</p>	<p>Yes</p> <p>All links have associated text that is unique and contextual, usually in the format [action] [applicable item].</p>
<p><b>2.4.10 – Section Headings:</b> Section headings are used to organize the content. (Level AAA)</p> <p>Note 1: "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content.</p> <p>Note 2: This success criterion covers sections within writing, not user interface components. User Interface components are covered under Success Criterion 4.1.2.</p>	<p>Yes</p> <p>Titles, headings, ARIA landmarks and labels are used to organize system content.</p> <p>Users control their own content.</p>
<p><b>Guideline 3.1 – Readable: Make text content readable and understandable.</b></p>	
<p><b>3.1.1 – Language of Page:</b> The default human language of each Web page can be programmatically determined. (Level A)</p>	<p>Yes</p>

Success Criteria	Comments
<p><b>3.1.2 – Language of Parts:</b> The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)</p>	<p>No</p> <p>The human language may be changed by a user, but the underlying page mark-up always indicates that the human language matches the chosen locale.</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><b>3.1.3 – Unusual Words:</b> A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)</p>	<p>Yes</p> <p>Inline help is provided as needed.</p> <p>Institutions can build their own Glossary.</p>
<p><b>3.1.4 – Abbreviations:</b> A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)</p>	<p>No</p> <p>Abbreviations are avoided where possible and explained through inline help.</p> <p>Institutions can build their own Glossary.</p>
<p><b>3.1.5 – Reading Level:</b> When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)</p>	<p>Yes</p> <p>Language in the system is aimed at lower secondary education level, especially for participant focused tools.</p> <p>Inline help is provided as necessary.</p> <p>Institutions may build their own language pack.</p> <p>We do not currently test this criteria.</p>
<p><b>3.1.6 – Pronunciation:</b> A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)</p>	<p>No</p>



Success Criteria	Comments
<b>Guideline 3.2 – Predictable: Make Web pages appear and operate in predictable ways.</b>	
<b>3.2.1 – On Focus:</b> When any component receives focus, it does not initiate a change of context. (Level A)	Yes
<b>3.2.2 - On Input:</b> Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)	<p>Yes</p> <p>With the exception of per page drop-down menus, drop-down menus do not initiate change when tabbed to.</p> <p>Links that open in a new window use a title attribute “[link name] – opens in a new window”.</p> <p>The “Category” drop-down list in the FAQ tool (for those with view-only permission) and the “Move To” drop-down list in the Email tool currently initiate change when tabbed to.</p>
<b>3.2.3 – Consistent Navigation:</b> Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)	<p>Yes</p> <p>Navigation models are consistent across tools and use headings and ARIA navigation landmarks to help orient users.</p>
<b>3.2.4 – Consistent Identification:</b> Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	<p>Yes</p> <p>The names and icons for actions are consistent across tools.</p>
<b>3.2.5 – Change on Request:</b> Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)	<p>Yes</p> <p>Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.</p>
<b>Guideline 3.3 – Input Assistance: Help users avoid and correct mistakes.</b>	
<b>3.3.1 – Error Identification:</b> If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	<p>Yes</p> <p>Error messages are communicated using a combination of ARIA alerts, ARIA landmarks, headings and links. Where possible, error messages describe each error and link to the appropriate field for resolving the error.</p>

Success Criteria	Comments
<p><b>3.3.2 – Labels or Instructions:</b> Labels or instructions are provided when content requires user input. (Level A)</p>	<p>Yes</p> <p>Forms have clear headings, labels, field sets, and buttons. Inline help is provided as needed.</p>
<p><b>3.3.3 – Error Suggestion:</b> If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)</p>	<p>Error messages are communicated using a combination of ARIA alerts, ARIA landmarks, headings and links. Where possible, error messages describe each error and link to the appropriate field for resolving the error.</p>
<p><b>3.3.4 – Error Prevention (Legal, Financial, Data):</b> For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. Yes</li> <li>3. Yes</li> </ol>
<p><b>3.3.5 – Help:</b> Context-sensitive help is available. (Level AAA)</p>	<p>Yes</p> <p>Inline help is provided as needed.</p>
<p><b>3.3.6 – Error Prevention (All):</b> For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p>	<p>Not all actions are reversible.</p> <p>Submissions are checked for input error, and errors and opportunities for correction are clearly communicated to the user.</p> <p>Most, but not all, forms have either a preview option or wizard format where changes can be reviewed, confirmed and corrected before submitting. Many submissions are final.</p>

Success Criteria	Comments
<b>Guideline 4.1 – Compatible: Maximize compatibility with current and future user agents, including assistive technologies.</b>	
<p><b>4.1.1 – Parsing:</b> In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p>	<p>Yes</p> <p>Web pages are validated against and conform to XHTML 1.0 transitional specifications.</p> <p>Users control their own content.</p>
<p><b>4.1.2 – Name, Role, Value:</b> For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)</p> <p>Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.</p>	<p>Yes</p> <p>Controls are developed and validated against HTML specifications and standards, including ARIA.</p>