

# D2L Accessibility Conformance Report – WCAG 2.0 A & AA

**Name of Product/Version:** Brightspace CORE 10.8.x

**Product Description:** Learning Management System

**Date:** 08-2018

## Introduction:

At D2L we share your goal of providing equal and inclusive learning opportunities to all individuals. Accessibility is not a checklist at D2L; it is a commitment to empower and engage individuals in their learning goals. We work closely with our clients to develop comprehensive solutions that are flexible to the individual needs of institutions, instructors and students. We offer products that make it easy for users to navigate, understand, and respond to your learning materials using the assistive technologies and devices that support their needs.

Accessibility best practices are built into our design and development processes. As part of quality assurance, our products are checked for compliance with accessibility standards based on the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 (Levels A and AA). Points of non-compliance are transparently reported as exceptions in the product's WCAG checklist. These exceptions are raised as high priority software defects and scheduled/remediated as such in our backlog. Checklists are revised periodically to reflect the latest position.

## Evaluation Methods Used:

Our key production processes are closely guided by WCAG 2.0 AA standards. Our designers build and maintain design patterns and components with accessibility and consistency in mind. Our developers build in accessibility into the web components they create as building blocks for product development. Accessibility tests are integrated into the unit testing and integration testing protocols of developers. For this, they are trained and equipped with state-of-the-art automated accessibility testing tools. Success criteria not covered by the automated tests are covered by the manual testing protocols of our quality assurance testers, which include testing with assistive technologies. We have a user experience tester who is blind and uses a screen reader. She works with UI researchers and designers in the initial stages of design and also checks the products for user experience before release. Key test methods used are listed below, with acronym legends. These acronyms are referenced in the Remarks and Explanations column to indicate how we tested for each of the WCAG 2.0 A and AA success criteria and repeated in the page footer for easy reference.

- **IAT** – Integrated Accessibility Testing [WorldSpace Attest](#)
- **TBT** – Tool-Based Testing: [aXe](#) / [Lighthouse](#); [WAVE](#); [Totally](#); [HTML CodeSniffer](#); [A11y Bookmarklets](#)
- **CCT** – Color Contrast Testing: [WebAIM Color contrast checker](#); [TPG Color contrast checker](#); [Online contrast checker](#); [Grayscale bookmarklet](#)
- **SRT** – Screen Reader Testing – JAWS/Edge; JAWS/IE 11; JAWS/Firefox; NVDA/Firefox; NVDA/Chrome; Voiceover/Safari; Voiceover/iOS; Talkback/Android
- **SMT** – Screen Magnifier Testing – OS tools on Windows and Mac, Zoom Text
- **MAT** – Manual Accessibility Testing: Keyboard testing with visual focus; Videos;

## Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0, at <a href="http://www.w3.org/TR/2008/REC-WCAG20-20081211/">http://www.w3.org/TR/2008/REC-WCAG20-20081211/</a>	Level A Level AA

## Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.

## WCAG 2.0 Report

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.0 Conformance Requirements](#).

**Table 1: Success Criteria, Level A**

Notes:

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Supports	<p><b>Test methods: IAT;TBT; SRT</b></p> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>• Text alternatives are provided for non-text content that is used as part of the LMS such as images and icons.</li> <li>• Images and icons are associated with text alternative to inform users with visual impairments, in audio or braille, of the intent and purpose of such non-text elements through their screen readers or similar assistive technologies.</li> <li>• Controls and input fields have descriptive, contextual labels or title attributes.</li> </ul>
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Supports	<p><b>Test Methods: MAT</b></p> <p><b>Not applicable.</b></p> <ul style="list-style-type: none"> <li>• Time-based media are not a part of the LMS.</li> <li>• Users control the content they produce.</li> </ul>
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Not applicable for software. Partially supports for authoring tool.	<p><b>Test Methods: MAT</b></p> <p><b>Not applicable.</b></p> <ul style="list-style-type: none"> <li>• Time-based media are not a part of the LMS.</li> <li>• Users control the content they produce.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>When users upload video files to the Content tool, video topics render using a fully accessible video player. This video player supports the ability to upload SRT files that play as closed captions.</li> </ul> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>The Video Note feature does not support captions, audio descriptions or transcripts.</li> <li>Video upload through “quick reflect” in ePortfolio does not prompt users for captions.</li> </ul>
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Not applicable	<p><b>Test Methods: MAT</b>  <b>Not applicable.</b></p> <ul style="list-style-type: none"> <li>Time-based media are not a part of the LMS.</li> <li>Users control the content they produce.</li> </ul>
<a href="#">1.3.1 Info and Relationships</a> (Level A)	Supports	<p><b>Test Methods: IAT; TBT; SRT; MAT</b></p> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>The content on our LMS is created such as to be understood by assistive technologies and to be presented in different ways.</li> <li>Assistive technologies can programmatically determine the information, structure and relationships conveyed through presentation.</li> <li>Headings and ARIA landmarks are used to help convey presentation.</li> <li>Links and images are unique and contextual making it easy for users to navigate options.</li> <li>Tables mostly use row and column headers. Table headers use scope attribute where appropriate.</li> <li>ARIA is used to communicate context menus, dynamic page changes and alerts. When pop-up window option is selected instead of modal dialogs, pages are rendered linear and read clearly without style sheets.</li> <li>ARIA expanded/collapsed markup is not used to indicate menu states. This state is communicated through link names instead.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Brightspace does not use image maps.</li> </ul>
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	Supports	<b>Test Methods: SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>The content on our LMS is created such as to be understood by assistive technologies and to be presented in different ways.</li> <li>Headings and ARIA landmarks are used to help convey relationships between content.</li> <li>Pages are linear and read clearly without style sheets.</li> </ul>
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	Supports	<b>Test Methods: MAT</b> <b>Features</b> <ul style="list-style-type: none"> <li>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.).</li> </ul>
<a href="#">1.4.1 Use of Color</a> (Level A)	Partially Supports	<b>Test Methods: CCT: Grayscale bookmarklet</b> <b>Features</b> <ul style="list-style-type: none"> <li>Information conveyed through font styling or color is also communicated through language.</li> <li>Electronic forms use standard HTML mark-up and item labeling.</li> <li>ePortfolio themes provide several color options.</li> <li>Invisible spans are added to provide “selected” text to areas.</li> <li>When color is used for warning and confirmation messages, the associated text communicates meaning clearly on its own.</li> <li>Tool menus and tabs use highlighting to indicate current location. This information is also communicated by headings and selected states</li> <li>The Grades tool allows grade ranges to be associated with colors and symbols. Text is also required.</li> <li>Users control their own content.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<b>Exceptions:</b> <ul style="list-style-type: none"> <li>• A few tables use shading alone to indicate new sections or categories.</li> <li>• The User Progress and Content tools use color alone to indicate the current active sub-area.</li> <li>• Disabled states in the menu in “Manage Files” are communicated through color alone.</li> </ul>
<a href="#">1.4.2 Audio Control</a> (Level A)	Not Applicable	<b>Test Methods: MAT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• However, users control their own content.</li> <li>• Brightspace does not use audio.</li> </ul>
<a href="#">2.1.1 Keyboard</a> (Level A)	Partially Supports	<b>Test Methods: MAT:</b> Keyboard + visual focus; <b>SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Forms are accessible by keyboard and assistive technologies. Some forms use a combination of fields, buttons, inline help, and links.</li> <li>• Some menu lists require navigation using the tab key rather than the arrow keys – the more commonly expected keyboard behavior.</li> <li>• The Form Elements administrative tool is challenging to use without a mouse.</li> <li>• 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.</li> <li>• The Equation Editor is keyboard accessible. It produces standards-compliant equations using MathML. But in editing mode, screen reader users cannot discern the equation structure.</li> <li>• Users control their own content.</li> </ul> <b>Exceptions:</b>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• Events in the calendar “month” view cannot be opened with a keyboard alone.</li> <li>• The initial setup dialog of the WYSIWYG editor’s “video note” feature, and the initial setup dialog of the “record audio” feature in ePortfolio, are not keyboard accessible as they rely on flash.</li> </ul>
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Supports	<b>Test Methods: MAT: Keyboard; SRT</b> <b>Features</b> No keyboard traps.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Supports	<b>Test Methods: MAT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Users can refresh data in the Chat, Discussions, and Pager tool at their own pace.</li> <li>• 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.</li> <li>• Institutions set time-out limits for inactive users. The system warns users before their session expires</li> </ul>
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	Supports	<b>Test Methods: MAT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Progress animations are used to indicate progress/status of content where users might be confused or mislead if the status wasn’t indicated.</li> <li>• Short animations are used to help users understand transitions in the interface – such as unpinning a course from the “my courses” widget.</li> <li>• 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.</li> <li>• Essential animations are provided to give feedback about loading progress.</li> </ul>
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Supports	<b>Test Methods: MAT</b>

Criteria	Conformance Level	Remarks and Explanations
		Yes.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	<b>Test Methods: IAT; MAT; SRT; TBT: Landmarks bookmarklet</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Skip to main content links, headings and ARIA landmarks help users avoid repetitive and non-essential content.</li> <li>• The expanded/collapsed state of secondary form content is clearly indicated and the fields are accessible.</li> <li>• Users control their own content.</li> </ul>
<a href="#">2.4.2 Page Titled</a> (Level A)	Partially Supports	<b>Test Methods: IAT; MAT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Each page has a title, heading 1 and ARIA main landmark.</li> <li>• Users control their own content.</li> </ul> <b>Exception:</b> <ul style="list-style-type: none"> <li>• The iframe for “push”: in ePortfolio does not have a title.</li> </ul>
<a href="#">2.4.3 Focus Order</a> (Level A)	Partially Supports	<b>Test Methods: MAT: Keyboard &amp; visual focus</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Each page has a logical tab order and visible tab stops.</li> <li>• Users control their own content.</li> </ul> <b>Exception:</b> <ul style="list-style-type: none"> <li>• The focus is lost when you sort a data grid by column.</li> </ul>
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	Supports	<b>Test Methods: IAT; MAT; SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Links are unique and contextual, usually in the format [action] [applicable item].</li> <li>• Users control their own content.</li> </ul>
<a href="#">3.1.1 Language of Page</a> (Level A)	Supports	<b>Test Methods: IAT; TBT; SRT</b> <b>Features</b>



Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Language of content is notified at start of page and when changed within page.</li> <li>Users control their own content.</li> </ul>
<a href="#">3.2.1 On Focus</a> (Level A)	Supports	<b>Test Methods: MAT; SRT</b> Yes. We have visible on-focus states that use a combination of colour and border effect to highlight the focused elements. These are built into our controls and defined into our design patterns.
<a href="#">3.2.2 On Input</a> (Level A)	Supports	<b>Test Methods: MAT; SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>Drop-down lists do not initiate change when manipulated with the following three exceptions: Results per page drop-down lists, 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.w</li> </ul>
<a href="#">3.3.1 Error Identification</a> (Level A)	Supports	<b>Test Methods: IAT; TBT; SRT</b> <b>Features</b> 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.
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Partially Supports	<b>Test Methods: IAT; TBT; SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>Forms have clear headings, labels, field sets, and buttons. Inline help is provided as needed.</li> <li>The expanded/collapsed state of secondary form content is clearly indicated, and the fields are accessible.</li> </ul> <b>Exceptions:</b> <ul style="list-style-type: none"> <li>The contents of the “edit in place” field in discussions “edit description” are not available to screen reader users.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• The following fields and tabs do not have labels:               <ul style="list-style-type: none"> <li>○ “add custom field” within self-registration configuration.</li> <li>○ “read status” and “flag status” dropdowns on the files tab in assignments.</li> <li>○ “add grade range” form element in grades.</li> <li>○ “type” and “tool” fields in the instructional design wizard.</li> <li>○ form controls embedded in sentences in Intelligent Agents tool.</li> <li>○ form elements for metadata.</li> <li>○ “required” checkboxes for self-registration.</li> <li>○ “is required” checkbox in the “add system field” page within self-registration configuration.</li> </ul> </li> </ul>
<a href="#">4.1.1 Parsing</a> (Level A)	: Supports	<b>Test Methods: TBT: HTML CodeSniffer</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Web pages are written to HTML5 specifications.</li> <li>• Users control their own content.</li> </ul>
<a href="#">4.1.2 Name, Role, Value</a> (Level A)	Partially Supports	<b>Test Methods: IAT; TBT; SRT</b> <b>Features</b> <ul style="list-style-type: none"> <li>• Controls are developed and validated against HTML specifications and standards, including ARIA.</li> </ul> <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• Button roles are assigned to links in a few places. These links don’t support all button actions (e.g. space bar).</li> <li>• Layout tables do not use “role=presentation” in a few places.</li> <li>• In the Learning Repository, the layout relationships for metadata are not communicated non-visually; some tools use blank cells for layout; some tables have &lt;th&gt; elements that do not have a scope; some tables use a “grid” role, but do not use “rowgroup” or “rows”</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>In FAQ, a table marked up as a presentation table has many features of a data table; and the categories in the FAQ table need to be marked up as headers.</li> <li>Special access and release conditions have data cells that don't have assigned headers.</li> <li>The edit grades table does not use colgroup attributes with multi-level headers.</li> </ul>

**Table 2: Success Criteria, Level AA**

Notes:

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	Supports	<b>Test Methods: MAT</b> <b>Not applicable.</b> <ul style="list-style-type: none"> <li>Time-based media are not a part of the LMS.</li> <li>Users control the content they produce.</li> </ul>
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Supports	<b>Test Methods: MAT</b> <b>Not applicable.</b> <ul style="list-style-type: none"> <li>Time-based media are not a part of the LMS.</li> <li>Users control the content they produce.</li> </ul>
<a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)	Partially Supports	<b>Test Methods: IAT; TBT; CCT; SMT</b> <ul style="list-style-type: none"> <li>Foreground to background contrast adheres to standards.</li> <li>Users control their own content.</li> </ul> <b>Exceptions:</b>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>In ePortfolio, the settings page help text, the “drop files here” invitation, and the content area names within ePortfolio presentations do not have sufficient contrast.</li> </ul>
<a href="#">1.4.4 Resize text</a> (Level AA)	Supports	<p><b>Test Methods: IAT; TBT; CCT; SMT</b></p> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>User account settings are available for adjusting font face and size.</li> <li>Icons and text resize with browser (and other technology) scaling/zooming options up to 200%.</li> <li>All product functionalities perform well at this zoom level.</li> <li>Users control their own content.</li> </ul>
<a href="#">1.4.5 Images of Text</a> (Level AA)	Supports	<p><b>Test Methods: IAT; MAT; SRT</b></p> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>Images of text are not used.</li> <li>Equations authored in D2L’s Equation Editor are stored as MathML and output as MathML in browsers where supported.</li> <li>Users control their own content.</li> </ul>
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	Supports	<p><b>Test Methods: MAT: Inspection</b></p> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>Headings, ARIA landmarks (such as navigation landmarks) and unique link and button names help users navigate pages quickly.</li> <li>Pages have consistent navigation areas.</li> <li>Many pages contain search fields with ARIA search landmarks.</li> <li>The system works well with search and find features built into assistive technologies.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Users control their own content.</li> </ul>
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Supports	<b>Test Methods: MAT:</b> Inspection <b>Features</b> <ul style="list-style-type: none"> <li>Pages have descriptive headings and labels. Labels are unique and contextual.</li> <li>Users control their own content.</li> </ul>
<a href="#">2.4.7 Focus Visible</a> (Level AA)	Supports	<b>Test Methods: MAT:</b> Keyboard + visual focus <b>Features</b> <ul style="list-style-type: none"> <li>Each page has a logical tab order and visible tab stops.</li> <li>Links and fields have extra highlighting, beyond browser defaults.</li> </ul>
<a href="#">3.1.2 Language of Parts</a> (Level AA)	Supports	<b>Test Methods: IAT; TBT:</b> Language bookmarkelt <b>Features</b> <ul style="list-style-type: none"> <li>While the WYSIWYG 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 source editor.</li> <li>Users control their own content.</li> </ul>
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	Supports	<b>Test Methods: MAT:</b> Inspection; <b>SRT ; SMT</b> <b>Features</b> <ul style="list-style-type: none"> <li>Navigation models are consistent across tools and use headings and ARIA navigation landmarks to help orient users.</li> </ul>
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Supports	<b>Test Methods: SRT ; SMT</b> <b>Features</b> <ul style="list-style-type: none"> <li>Icons use an icon grammar to facilitate learning. The same icon is used for the same action across all tools. Users may combine concepts they already understand to interpret new icons.</li> </ul>
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Supports	<b>Test Methods: MAT:</b> Inspection; <b>SR; SM</b> <b>Features</b>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>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.</li> </ul>
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)	Supports	<b>Test Methods: MAT:</b> Inspection <b>Not applicable</b>

## About D2L

D2L’s technology is currently being used by customers in [K-12](#), [higher education](#), healthcare, government, and the [enterprise](#) sector. In seventeen years, our team has grown to include over 750 employees around the world. We currently have offices in Canada, the United States, Europe, Australia, Brazil, and Singapore.

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