Workplace Answers/Campus Answers Accessibility Technical Specification

Introduction

Workplace Answers/Campus Answers hopes that all learners are able to benefit from our extensive library of eLearning solutions. We are committed to creating an interactive learning experience that is available to a diverse audience. Our goal is to provide a similar degree of ease-of-use for all learners.

Our accessibility journey began several years ago as we sought advice and counsel from experts in the accessibility field. We have applied our learnings to our product development process and continue to adapt and grow our expertise, as standards, technologies, eLearning design and development best practices evolve. We particularly appreciate end user feedback so that we can maintain excellence in offering a highly inclusive learning experience.

Scope

This document outlines the accessibility technical specification for Workplace Answers eLearning courseware. WPA strives to follow the Web Content Accessibility Guidelines (**WCAG**) so that our current standard offerings are accessible to as many users as possible. These guidelines are an integral part of the course development process.

Principles of Accessibility

WCAG 2.0 is organized around four *principles* of accessibility (**POUR**):

- **P**erceivable
  Users must be able to perceive the information being presented (it can't be invisible to all of their senses)
- **O**perable
  Users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)
- **U**nderstandable
  Users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)
- **R**obust
  Users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

These principles are further defined by guidelines and success criteria. By focusing more on principles rather than techniques, version 2.0 of the WCAG is flexible and, therefore, can also be subject to varied user interpretation.

Applying WCAG Guidelines

The four WCAG 2.0 principles encompass 12 guidelines, which address how these principles apply to people with disabilities. Supporting these guidelines are 61 success criteria which specifically describe what must be achieved in order to conform to the standard. Success criteria are divided into three conformance levels (A, AA and AAA), with AAA being the more restraining on design.

Workplace Answers has designed and tested our solutions against WCAG 2.0 Level A and Level AA. Our supporting Voluntary Product Accessibility Template (VPAT) specifies how we address each of the 38 WCAG 2.0 Level A and Level AA success criteria. At this time, not all criteria have been met, although we continue to strive to meet them.

Principle 1: Perceivable – Information and user interface components must be presentable to users in ways they can perceive.

> **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.
> **Guideline 1.2** Time-based Media: Provide alternatives for time-based media.
> **Guideline 1.3** Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.
> **Guideline 1.4** Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

Principle 2: Operable – User interface components and navigation must be operable

> **Guideline 2.1** Keyboard Accessible: Make all functionality available from a keyboard.
> **Guideline 2.2** Enough Time: Provide users enough time to read and use content.
> **Guideline 2.3** Seizures: Do not design content in a way that is known to cause seizures.
> **Guideline 2.4** Navigable: Provide ways to help users navigate, find content, and determine where they are.

Principle 3: Understandable – Information and the operation of user interface must be understandable

> **Guideline 3.1** Readable: Make text content readable and understandable.
> **Guideline 3.2** Predictable: Make Web pages appear and operate in predictable ways.
> **Guideline 3.3** Input Assistance: Help users avoid and correct mistakes.

Principle 4: Robust – Content must be robust enough that it can be interpreted by a wide variety of user agents, including assistive technologies

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.

Testing for WCAG Conformance

The goal of accessibility testing is to reduce the risk of the existence of a serious problem on a supported configuration to an acceptable level. Testing for accessibility requires a comprehensive, yet practical, plan that includes enterprise wide accessibility scans and manual testing. Our foundation templates are refreshed frequently and changes are made based on an agile delivery schedule. This dynamic approach requires periodic scans and focused manual testing of representative site and course components. As we continually introduce new courseware and enhance our learning infrastructure, we strive to keep pace with changing technology and evolving standards. By applying software design principles during our development cycle, we are promoting compatibility with assistive technology.

Testing begins during UX design and continues through development and course release. Testing is performed using accessibility evaluation tools and manually using the keyboard only, screen readers, and selective usability testing by people with disabilities. WPA tests using designated devices, browsers, operating systems, and assistive technologies. While we do not test each page in all courses, we do cycle through all core course components to verify operation with no sight, no sound and no mouse.

Supported Configurations

All browsers have different accessibility APIs, which may have different public properties and methods, and may require different techniques for accessing the browser's API and DOM. The same is true for ARIA support within each browser. This is why a complex interactive component may work perfectly using JAWS and Internet Explorer, but not so well in Firefox or Chrome, or why the same component may work perfectly using NVDA in Firefox, but not so well in Internet Explorer or Chrome.

We perform accessibility testing primarily in IE11/JAWS n-1. Other versions of IE/JAWS will also be accessible but WPA does not test in all variations. Other screen readers will also work but, because Assistive Technology (AT) tools and browsers all have unique requirements, we cannot predict specific behaviors as we do not fully test with screen readers other than JAWS. We do conduct selective tests in NVDA/FF and will evaluate other AT tools, such as Window Eyes and Zoom Text, for additional selective tests as demand in those markets increase.

Supported configurations are as follows.

Baseline Accessibility Testing of WPA Courses				
OS	**AT Tool**	**Browser**	**QA Level**	**User Support**
Windows	JAWS n-1	IE11	Full	Full
Windows	NVDA	FF (Latest)	Partial	On Demand
Windows	JAWS, NVDA	Chrome (Latest)	Partial	On Demand
OSX	VoiceOver	Safari (Latest)	Partial	On Demand

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Baseline Accessibility Testing of WPA Courses				
OS	**AT Tool**	**Browser**	**QA Level**	**User Support**
iOS	VoiceOver	Safari (Latest)	Partial	On Demand
Windows	Windows Eyes	IE/FF	None	On Demand
Windows	Zoom Text	IE/FF	None	On Demand
Windows	JAWS n, n-1, n-2	IE9, IE10, IE11	None	On Demand
Windows	Other AT than above	Any	None	None
OSX	Other AT than above	Any	None	None
iOS	Other AT than above	Any	None	None

As technology, user and market demands change, we continue to review and update supported configurations.

Issue Prioritization and Resolution

Issues are prioritized according to **P1, P2, P3 and P4**. Issues may surface during internal testing and during the end user experience.

P1 (critical) – Priority 1 items indicate a showstopper. These must be fixed before the feature or course is released. One or more groups will find it impossible to access or interact with the product.

P2 (high) – Priority 2 items, while not showstoppers, are given high priority. One or more groups will find it difficult to access or interact with the product.

P3 (medium) – Priority 3 items are less problematic as one or more groups will find it somewhat difficult to access or interact with the site/course. These issues are fixed as time permits.

P4 (low) – Priority 4 items are annoyances that make the product less user friendly for some audiences and could impact access or function. These may be addressed in newer releases of the site/course.

If you are having an issue using assistive technology to access our courses, please notify support@workplaceanswers.com and your Account Manager. Provide as much detail as possible to enable replication of the issue, including access link, user OS/Browser configurations, assistive technology, steps to recreate and contact information.

Section 508 Refresh

The U.S. Access Board is proposing to revise and refresh its standards for electronic and information technology in the federal sector covered by Section 508 of the Rehabilitation Act of 1973.   The goal is to adequately address accessibility and keep pace with the ever-changing nature of the technologies covered.

Major revisions of the proposed rule include incorporation of the WCAG 2.0 and application of associated success criteria to websites as well as to offline electronic documents and software.

Latest projected timeline anticipates that the new Section 508 Rule will be published in the Federal Register Oct 16 and take effect April 2017.

As we are striving to follow WCAG 2.0 AA guidelines now, we do not see a major impact.