VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

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| **Name of Product** | **DirectCourse (CDS, CPAC, CES)** |
| **Date Last Updated** | **July 23, 2024** |
| Completed by | **Nicholas Seow** (Elsevier Digital Accessibility Team)**Jay Nemchik (**Elsevier Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates DirectCourse according to the [W3C WCAG 2.1 A and AA](https://www.w3.org/TR/WCAG21/) requirements. |
| **Contact for More Information** | Elsevier Digital Accessibility Teamaccessibility@elsevier.com |
| **Testing Tools and Methods** | * **Hands-on keyboard operation**
* **DevTools/Code inspection**
* **Mozilla Firefox 128 and Chrome 126 on Windows 11 23H2**
* **NVDA screen reader 2024.2**
* **WAVE Browser Extension**
* **Color Contrast Analyzer**
* [W3C Web Accessibility Initiative (WAI) Pages](https://www.w3.org/WAI/)
* [Elsevier Accessibility Checklist](http://romeo.elsevier.com/accessibility_checklist/)
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| **Document Sections** | This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: * Visuals
* Keyboard
* Headings and Structure
* Labeling
* Multimedia
* Usability
* Mobile User Experience
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| **Pages Covered** | Lesson Information, Player Interface, Course Content, Glossary, Take Test |
| **Terms** | * **Supports: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.**
* **Partially supports: Some functionality of the product does not meet the criteria.**
* **Does not support: Majority of functionality of the product does not meet the criteria.**
* **Supports (N/A): According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."**
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| **Notes/Terminology** | * **“AT” stands for Assistive Technology such as screen readers, voice input, etc.**
* **This report is based on a representative sample of course content across DirectCourse’s College of Direct Support (CDS), College of Personal Assistance and Caregiving (CPAC), and College of Employment Services (CES) curricula. Conformance remarks may specify the relevant curriculum.**
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## Conformance Summary

| **WCAG 2.1 Success Criterion**  | **Level** | **Evaluation** |
| --- | --- | --- |
| 1.1.1: Non-text Content | A | Partially supports |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Supports |
| 1.2.2: Captions (Prerecorded) | A | Supports |
| 1.2.3: Audio Description or Full Text Alternative | A | Partially supports |
| 1.2.4: Captions (Live) | AA | Supports (N/A) |
| 1.2.5: Audio Description | AA | Partially supports |
| 1.3.1: Info and Relationships | A | Partially supports |
| 1.3.2: Meaningful Sequence | A | Supports |
| 1.3.3: Sensory Characteristics | A | Supports |
| 1.3.4: Orientation (2.1) | AA | Supports |
| 1.3.5: Identify Input Purpose (2.1) | AA | Supports (N/A) |
| 1.4.1: Use of Color | A | Partially supports |
| 1.4.2: Audio Control | A | Supports |
| 1.4.3: Contrast (Minimum) | AA | Partially supports |
| 1.4.4: Resize text | AA | Partially supports |
| 1.4.5: Images of Text | AA | Partially supports |
| 1.4.10: Reflow (2.1) | AA | Partially supports |
| 1.4.11: Non-Text Contrast (2.1) | AA | Supports |
| 1.4.12: Text Spacing (2.1) | AA | Supports |
| 1.4.13: Content on Hover or Focus (2.1) | AA | Supports (N/A) |
| 2.1.1: Keyboard | A | Partially supports |
| 2.1.2: No Keyboard Trap | A | Supports |
| 2.1.4: Character Key Shortcuts (2.1) | A | Supports |
| 2.2.1: Timing Adjustable | A | Supports |
| 2.2.2: Pause, Stop, Hide | A | Supports |
| 2.3.1: Three Flashes or Below Threshold | A | Supports (N/A) |
| 2.4.1: Bypass Blocks | A | Partially supports |
| 2.4.2: Page Titled | A | Partially supports |
| 2.4.3: Focus Order | A | Partially supports |
| 2.4.4: Link Purpose (In Context) | A | Supports |
| 2.4.5: Multiple Ways | AA | Supports |
| 2.4.6: Headings and Labels | AA | Supports |
| 2.4.7: Focus Visible | AA | Partially supports |
| 2.5.1: Pointer Gestures (2.1) | A | Supports (N/A) |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports |
| 2.5.3: Label in Name (2.1) | A | Partially supports |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) |
| 3.1.1: Language of Page | A | Does not support |
| 3.1.2: Language of Parts | AA | Supports (N/A) |
| 3.2.1: On Focus | A | Supports |
| 3.2.2: On Input | A | Supports |
| 3.2.3: Consistent Navigation | AA | Supports |
| 3.2.4: Consistent Identification | AA | Supports |
| 3.3.1: Error Identification | A | Supports (N/A) |
| 3.3.2: Labels or Instructions | A | Supports |
| 3.3.3: Error Suggestion | AA | Supports (N/A) |
| 3.3.4: Error Prevention (Legal, Financial, Data) | AA | Supports (N/A) |
| 4.1.1: Parsing | A | Supports |
| 4.1.2: Name, Role, Value | A | Partially supports |
| 4.1.3: Status Messages (2.1) | AA | Does not support |

## WCAG 2.1 A and AA Success Criteria

### Visuals

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.1.1: Non-Text Content](https://www.w3.org/TR/WCAG21/#non-text-content) (A)Provide text alternatives for non-text content (e.g. images) | Partially supports | Many images and icons have appropriate text equivalents. For instance, photographs, figures, and other images presented within Course Content typically have descriptive alt text and, on occasion, adjacent caption text with further description.**Exceptions:*** Player Interface: Navigation/menu components – Decorative icon image elements within component labels – e.g. for "My Notes" or "Take Test" – may lack a (null) alt attribute (alt=""), or have the alt attribute with an extraneous value. The "Previous"/"Next" buttons are images of text lacking alt text, although they bear a descriptive title attribute.
* Take Test: "Take Test", "Exit" buttons – Graphical <input> buttons lack alt text attributes (or other labeling method), although they bear a descriptive the title attribute
* (CPAC) Glossary: "español" image links – Images of text lack alt text; the links lack accessible names
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| [1.3.3: Sensory Characteristics](https://www.w3.org/TR/WCAG21/#sensory-characteristics) (A)Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound | Supports | There are no instructions or areas of content which rely solely on sensory characteristics. |
| [1.4.1: Use of Color](https://www.w3.org/TR/WCAG21/#use-of-color) (A)Color is not used as the only visual means of conveying info | Partially supports | In almost all instances, when color is used as a means of conveying information, another visual method is also used to convey the information without color.**Exceptions:*** (CDS, CPAC) Course Content: Tablist – Visible focus for tab component is only indicated via a color difference (shades of light blue) without adequate change in luminosity
* (CDS, CPAC) Visible focus for multiple-choice options may only be indicated via a color difference (shades of light blue) without adequate change in luminosity
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| [1.4.3: Color Contrast (Minimum)](https://www.w3.org/TR/WCAG21/#contrast-minimum) (AA)Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text) | Partially supports | Text has sufficient contrast with its corresponding background in most areas.**Exceptions:*** Lesson Information, Course Content: Lesson heading – Heading text (<h1>) in the upper right corner (light grey/ice blue) may lack sufficient contrast against the background (white)
* Take Test: Test Results – Text identifying "incorrect" answer (red) lacks sufficient contrast against the background (white)
* Glossary: Definition text – Occasional supplemental definition text (red) lacks sufficient contrast against the background (white)
* (CES) Course Content: Activity content – Certain strings of text – for instance within question-and-answer activities – may lack sufficient contrast against the background (e.g. orange on light orange)
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| [1.4.4: Resize Text](https://www.w3.org/TR/WCAG21/#resize-text) (AA)Text can be enlarged up to 200% without loss of functionality. | Partially supports | Text may be enlarged to 200% while preserving functionality of content in almost all areas.**Exceptions:*** Lesson Information: Buttons – Label text, e.g. "Start the Lesson", may be partially obscured when text is scaled to 200%
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| [1.4.5: Images of Text](https://www.w3.org/TR/WCAG21/#images-of-text) (AA)Text is used rather than images of text, except where the presentation of text is essential, such as logos | Partially supports | No images of text are used other than for logos or essential presentation in most areas.**Exceptions:*** Player Interface: "Previous", "Next" buttons – Component labels are images of text
* Take Test: "Take Test", "Exit" buttons – Component labels are images of text
* (CPAC) Course Content: "Click to View Video" image link – Link label is an image of text
* (CPAC) Glossary: "español" image links – Link labels are images of text
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| [1.4.10: Reflow](https://www.w3.org/TR/WCAG21/#reflow)(AA)Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:Vertical scrolling content at a width equivalent to 320 CSS pixels;Horizontal scrolling content at a height equivalent to 256 CSS pixels. | Partially supports | Many pages at least partially utilize a responsive view, where content reflows into a single column. In some instances, page may be zoomed to 400% without necessitating horizontal scrolling, nor loss of functionality/content – however the Player Interface itself reflows and may partially obscure Course Content. Some activity content in Course Content may require horizontal scrolling at high zoom states. Multimedia player controls (including full-screen button for video) typically remain usable at high zoom states, except the “CC” button for audio player transcripts. Content and Player Interface may adapt better for smaller viewports depending on (mobile) device, but may necessitate horizontal scrolling when scaled.**Exceptions:*** Player Interface: Navigation/menu components – Components within the interface's sticky header/footer may reflow and partially obscure course content at very high zoom states; player interface may adapt better for smaller viewports depending on (mobile) device
* Player Interface: Modal – Container may does not resize nor reflow at very high zoom states – content outside the viewport may require horizontal scrolling (unable to be repositioned into view via pointer drag-and-drop)
* Course Content: Activity content – Text and other content within activity section (e.g. criteria matching exercise) may be obscured or positioned beyond the viewport (necessitating horizontal scrolling) at very high zoom states; content may adapt better for smaller viewports depending on (mobile) device, although horizontal scrolling may necessary to reach bring certain content into view while scaled
* (CDS, CPAC) Course Content: Audio player – Transcript button "CC" may not be visible at very high zoom states; transcript popover does not reflow at very high zoom states
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| [1.4.11: Non-Text Contrast](https://www.w3.org/TR/WCAG21/#non-text-contrast) (AA)User interact components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s). | Supports | All non-text UI components and graphical objects have at least a 3:1 contrast ratio against surrounding colors. |
| [1.4.12: Text Spacing](https://www.w3.org/TR/WCAG21/#text-spacing) (AA)In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:Line height (line spacing) to at least 1.5 times the font size;Spacing following paragraphs to at least 2 times the font size;Letter spacing (tracking) to at least 0.12 times the font size;Word spacing to at least 0.16 times the font size. | Supports | Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality. Note: content may be contained within iframes, necessitating a method that applies text styling properties directly to <iframe> content. |
| [1.4.13: Content on Hover or Focus](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus) (AA)Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:* Dismissable
* Hoverable
* Persistent
 | Supports (N/A) | No applicable instances of content that may appear on hover or focus. |
| [2.3.1: Three Flashes or Below Threshold](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold) (A)No more than three flashes in a 1-second period, or the flashes are below the defined thresholds | Supports (N/A) | No flashing content exists. |

### Keyboard

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.2: Meaningful Sequence](https://www.w3.org/TR/WCAG21/#meaningfuusequence) (A)The correct reading sequence can be programmatically determined | Supports | The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order. |
| [2.1.1: Keyboard](https://www.w3.org/TR/WCAG21/#keyboard) (A)All functionality is available from a keyboard, except for tasks such as drawing | Partially supports | Almost all content and functionality is keyboard operable. For example, tab, expandable, and interactive activities in Course Content feature components that are focusable and usable via keyboard-only operation.**Exceptions:*** Player Interface: "My Notes" modal – Repositioning the modal container requires pointer drag-and-drop
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| [2.1.2: No Keyboard Trap](https://www.w3.org/TR/WCAG21/#no-keyboard-trap) (A)The user can use the keyboard to move through page elements and is not trapped on a particular element | Supports | No pages have a keyboard trap. |
| [2.1.4: Character Key Shortcuts](https://www.w3.org/TR/WCAG21/#character-key-shortcuts) (A)If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:* Turn off
* Remap
* Active only on focus
 | Supports | The site does not use any character key shortcuts. |
| [2.4.3: Focus Order](https://www.w3.org/TR/WCAG21/#focus-order) (A)Users can tab through the elements of a page in a logical order | Partially supports | Tab order is largely logical across the site and preserves the meaning and operability of content in most instances – apart from a few select activities within Course Content. Note: while activated, modal dialogs within the Player Interface (e.g. “My Notes”) maintain a logical focus order, although focus is not exclusively restricted within the container to cycle through its components, and may be shifted to the browser interface.**Exceptions:*** (CDS) Course Content: Activity content – Focus may not be restricted to available options during matching activity (e.g. criteria matching exercise) – users may unexpectedly reach inactive/obscured options earlier in the tab sequence
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| [2.4.7: Focus Visible](https://www.w3.org/TR/WCAG21/#focus-visible) (AA)The page element with the current keyboard focus has a visible focus indicator | Partially supports | Almost all elements across the site have a decent visible indication of focus. When styled, the focus indicator is often a prominent orange outline. Many other components use the browser default focus indicator.**Exceptions:*** Player Interface: Close button on modals – Component lacks a visible indication of focus
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| [3.2.1: On Focus](https://www.w3.org/TR/WCAG21/#on-focus) (A)When a UI component receives focus, this does not trigger unexpected actions. | Supports | Focusable elements do not cause unexpected actions/changes of context when receiving focus. |

### Headings and Structure

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.1: Information and Relationships](https://www.w3.org/TR/WCAG21/#info-and-relationships) (A)Info, structure, and relationships can be programmatically determined | Partially supports | Most content is distinguishable via semantic structure and relationships. A largely logical heading order reflecting page organization and content is programmatically determinable on most pages. List markup is used appropriately in many instances; definition list markup is utilized appropriately in Glossary; related radio controls are grouped via fieldset in CES courses quizzes; table markup is used to organize saved notes on the “My Notes” modal.Although largely simple and consistent in visual structure/appearance, content may be contained within (nested) iframes, tables, or generic containers, rather than HTML sectioning elements or landmarks. While input elements typically feature visible text labels, several inputs lack programmatic association with their adjacent labels.Note: supplementary PDF documents under “Resources” may feature semantic tagging.**Exceptions:*** Glossary: Headings – Page may lack a logical heading hierarchy/structure (lack of headings/empty heading elements – or many <h1> elements)
* Take Test: Page structure – Series of tables is utilized for layout without presentation role
* Player Interface: Navigation/menu components – Tables utilized for layout without presentation role
* (CES) Course Content: "Check your understanding" quiz – Table and list markup are utilized extraneously
* Lesson Information, Course Content: First heading – Two <h1> elements may be present adjacently
* Player Interface: Fields in "My Notes" modal – Inputs lack programmatically determinable labels (adjacent visible labels are not programmatically associated with inputs)
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| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)Users can bypass repeated blocks of content. | Partially supports | On most pages, a largely logical heading order – and the occasional landmark demarcating various content regions – permits AT users to conveniently jump to different areas of content.**Exceptions:*** All pages: Page structure – Pages lack skip links to main content (to bypass top bar of Player Interface), and landmarks are only sparsely used to distinguish content regions – content may be contained instead within various iframes (that may lack descriptive title attributes)
 |
| [2.4.6: Headings and Labels](https://www.w3.org/TR/WCAG21/#headings-and-labels) (AA) Headings and labels are clear and consistent. | Supports | Headings and labels used are typically clear and descriptive. For example, most pages feature visually distinct and programmatically determinable main and secondary headings to help distinguish content. |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)The language of the page is specified | Does not support | The default page language is typically not defined. |
| [3.1.2: Language of Parts](https://www.w3.org/TR/WCAG21/#language-of-parts) (AA)Specify the language of text passages that are in a different language than the default language of the page. | Supports (N/A) | There are no sections of text that do not match the default language of the page. |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)Use valid, error-free HTML | Supports | All pages use and error-free HTML; HTML and CSS typically pass concerning these 4 specific criteria: 1. elements have complete start and end tags,
2. elements are nested according to their specifications
3. elements do not contain duplicate attributes
4. any IDs are unique, except where the specifications allow these features.

Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: “This Success Criterion should be considered as always satisfied for any content using HTML or XML.” |

### Labeling

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.5: Identify Input Purpose](https://www.w3.org/TR/WCAG21/#identify-input-purpose) (AA)The purpose of each input field collecting information about the user can be programmatically determined when:The input field serves a purpose identified in the Input Purposes for User Interface Components section; and the content is implemented using technologies with support for identifying the expected meaning for form input data. | Supports (N/A) | There are no relevant form elements that collect such information about the user. |
| [2.4.2: Page Titled](https://www.w3.org/TR/WCAG21/#page-titled) (A)The page has a title describing its topic or purpose | Partially supports | A descriptive page title that identifies content/purpose is not present for many pages. Course Content is structured via nested iframes – in some instances only the innermost iframe bears a descriptive <title> element.**Exceptions:*** Course Content, Take Test: Page title – Pages lack descriptive/informative title; pages may be generically titled "Content Mastery Test" via the root <html> element
* Lesson Information, Course Content, Take Test: iframe title – Several (nested) iframes may lack page titles, although the innermost iframe may bear a descriptive title, e.g. "Screen 3 of 10 - CPAC: Challenging Behaviors in Dementia Care"; the root <html> element for Lesson Information lacks a page title
* (CPAC) Glossary: Page title – Page lacks the <title> element
 |
| [2.4.4: Link Purpose (In Context)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context) (A)The purpose of each link can be determined from the link text or surrounding context. | Supports | An identifiable purpose may typically be deduced for links from the link text or surrounding context. |
| [2.5.3: Label in Name](https://www.w3.org/TR/WCAG21/#label-in-name) (A)For user interface components with labels that include text or images of text, the name contains the text that is presented visually. | Partially supports | Almost all user interface components that have visible text contain that text consistently within the accessible name.**Exceptions:*** (CPAC) Course Content: "Click to View Video" image link – Alt text of image, "video icon", does not match text within the image (and is not descriptive of link destination)
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| [3.2.4: Consistent Identification](https://www.w3.org/TR/WCAG21/#consistent-identification) (AA)UI components used across the web site are identified consistently on every page. | Supports | Components are typically identified with consistency where they perform the same function across pages.  |
| [3.3.1: Error Identification](https://www.w3.org/TR/WCAG21/#error-identification) (A)Input errors are clearly marked and described to the user. | Supports (N/A) | The nature of content would typically not give rise to opportunities for errors. Forms in Course Content (including activities and quizzes) and Take Test do not result in input errors relevant to this criterion, although (educational) feedback is often presented clearly in text. |
| [3.3.2: Labels or Instructions](https://www.w3.org/TR/WCAG21/#labels-or-instructions) (A)Items requiring user input are clearly labeled or have clear instructions. | Supports | Labels or instructions are typically provided for most form elements (e.g. in the form of adjacent text). Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs. |
| [3.3.3: Error Suggestion](https://www.w3.org/TR/WCAG21/#error-suggestion) (AA)When the user makes an input error, give suggestions for valid input. | Supports (N/A) | The nature of content would typically not give rise to opportunities for error suggestions. |
| [4.1.2: Name, Role, Value](https://www.w3.org/TR/WCAG21/#name-role-value) (A)For all UI components, the name, value, and role can be programmatically determined. | Partially supports | Some UI components communicate their state programmatically, and many have accessible names that are appropriately defined. Several ARIA attributes and roles are not present where appropriate.**Exceptions:*** Player Interface: Menu button – Component lacks appropriate attributes to communicate state and the availability/type of interaction (aria-expanded, aria-haspopup)
* Lesson Information, Course Content: iframe – Content may be incorporated via various iframe elements that lack accessible names, i.e. descriptive title attribute
* (CDS, CPAC) Course Content: "CC" button in audio player – Component's accessible name is defined as "Closed caption" via aria-label, which may be misleading as it activates the "Narration Transcript" popover
* Course Content: Activity content – Disclosure (expandable) and tab controls bear extraneous aria-pressed attributes – although they may other communicate state via aria-expanded (and demonstrate logical focus management)
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| [4.1.3: Status Messages](https://www.w3.org/TR/WCAG21/#status-messages) (AA)In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus. | Does not support | Status messages, although very uncommonly encountered, are not announced by assistive technology.**Exceptions:*** (CES) Course Content: "Check your understanding" quiz – Selecting a radio option immediately reveals answer feedback, but the message is not announced to AT
* Player Interface: "My Notes" modal – Saving a note adds a new row to the table (including the date/timestamp of note creation) – new content is not announced to AT
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### Multimedia

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.2.1: Audio-only or Video-only (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-only-and-video-only-prerecorded) (A)Provide alternatives for pre-recorded audio-only or video-only content. | Supports | Audio-only content in CDS/CPAC courses feature an individual narrator whose speech is typically fully rendered in transcript text. Note: transcript is available via popover container activated by the “CC” button on the audio player. CDS courses may feature “Voiceclips” where captions are synchronized to narration within the audio player widget. Audio content is usually summarizing of or supplementary to other page content. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)Provide captions for pre-recorded audio | Supports | There is no synchronized media in CDS/CPAC courses (these typically feature audio-only content). Closed captions are typically provided for audiovisual content in CES courses. Audiovisual content typically features an individual narrator whose speech is typically fully rendered in caption text; closed captions also indicate speaker changes and musical cues. CDS courses may feature “Voiceclips” (no accompanying video) where captions are synchronized to narration within the audio player widget. |
| [1.2.3: Audio Description or Media Alternative (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded) (A)Provide alternatives for pre-recorded synchronized audio/video | Partially supports | There is no video content in CDS/CPAC courses (these typically feature audio-only content). Within CES courses, audiovisual content typically features an individual narrator whose speech is largely descriptive of visual content (e.g. narrator says key phrases of text also shown on video). Narration, speaker labels, and musical cues are available in a searchable text transcript via the “Search Video” option under the “CC” menu. Some minor visual information (inset photographs, scene changes) may not be exhaustively described via narration/transcript. |
| [1.2.4: Captions (Live)](https://www.w3.org/TR/WCAG21/#captions-live) (AA)Provide captions for live audio in synchronized audio/video. | Supports (N/A) | There is no live audio in synchronized media. |
| [1.2.5: Audio Description (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded) (AA)Provide an audio description of pre-recorded video. | Partially supports | There is no video content in CDS/CPAC courses (these typically feature audio-only content). A secondary audio track with comprehensive/extended audio description (or other method) is not provided for audiovisual content within CES courses. Audiovisual content typically features an individual narrator whose speech is largely descriptive of visual content (e.g. narrator says key phrases of text also shown on video). Some minor visual information (inset photographs, scene changes) may not be exhaustively described via narration. |
| [1.4.2: Audio Control](https://www.w3.org/TR/WCAG21/#audio-control) (A)Audio can be paused and stopped, or the audio volume can be changed. | Supports | No pages feature audio that plays automatically. The audio player only initiates playback on user interaction, and features pause/stop and volume controls. |
| [2.2.2: Pause, Stop, Hide](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information. | Supports | There is no moving, scrolling, or auto-updating information for which the criterion is applicable.  |

### Usability

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| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [2.2.1: Timing Adjustable](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended | Supports | No session time limits shorter than 20 hours are applicable to DirectCourse content after initialization. The content delivery platform (Elsevier Performance Manager) from which DirectCourse content is launched may potentially set its own time limits for user inactivity, but Course Content that is already launched continues to be usable without a <20-hour time limit regardless. |
| [2.4.5: Multiple Ways](https://www.w3.org/TR/WCAG21/#multiple-ways) (AA)More than one way is available to navigate to other web pages. | Supports | Course Content (including activities) is typically delivered in sequences of multiple pages that may be considered steps within an educational process; forms in Take Test are also necessarily a stepped process. The global Player Interface components are consistently available and permit navigation forwards, backwards, and reviewing Lesson Information or the Glossary, etc. Courses may feature relevant anchor external links to Glossary terms – these may be revisited via the Glossary modal at any point during Course Content. |
| [3.2.2: On Input](https://www.w3.org/TR/WCAG21/#on-input) (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context. | Supports | User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context. |
| [3.2.3: Consistent Navigation](https://www.w3.org/TR/WCAG21/#consistent-navigation) (AA)Navigation menus are in the same location and order on every web page. | Supports | Navigation menus are consistent in location and order across pages. For example, Player Interface components are consistently available and always occur in the same order across all Course Content. Note: Take Test (a process conclusive of a course) features a discrete set of navigation options. |
| [3.3.4: Error Prevention (Legal, Financial, Data)](https://www.w3.org/TR/WCAG21/#error-prevention-legaufinanciaudata) (AA)For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted. | Supports (N/A) | There are no submissions which require legal or financial commitments.  |

### Mobile User Experience

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| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.4: Orientation](https://www.w3.org/TR/WCAG21/#orientation)) (AA)Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. | Supports | Pages do not restrict view and operation of content to a single orientation. |
| [2.5.1: Pointer Gestures](https://www.w3.org/TR/WCAG21/#pointer-gestures) (A)All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential. | Supports (N/A) | Pages do not utilize or require multipoint or path-based gestures for any functionality. |
| [2.5.2: Pointer Cancellation](https://www.w3.org/TR/WCAG21/#pointer-cancellation) (A)For functionality that can be operated using a single pointer, at least one of the following is true:* No Down-Event
* Abort or Undo
* Up Reversal
* Essential
 | Supports | All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel. |
| [2.5.4: Motion Actuation](https://www.w3.org/TR/WCAG21/#motion-actuation) (A)Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:* Supported Interface
* Essential
 | Supports (N/A) | There is no content that utilizes device or user motion. |

## Revised Section 508 Report

### Chapter 3: [Functional Performance Criteria](https://www.access-board.gov/ict/#chapter-3-functional-performance-criteria) (FPC)

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| --- | --- | --- |
| **Criteria** | **Conformance Level** | **Remarks** |
| 302.1 Without Vision | Partially supports | User interface and content are generally compatible – with several exceptions – with screen readers, featuring meaningful semantic structure and consistency across many areas. Many elements have programmatically determinable accessible names; appropriate text descriptions for images in the form of alt text are widely available (with a few exceptions). In audiovisual media in CES courses, richly descriptive audio narration accompanies video, although exhaustive audio description of minor visual content is not always available. |
| 302.2 With Limited Vision | Partially supports | Style sheets separate presentation from content. Personal style sheets and Operating System contrast can be applied. Browser zoom (content and functionality preserved at 200% text scaling) and screen magnification applications are largely well-supported. While many pages and portions of content feature responsive design/reflow, some areas of Course Content may be obscured or require horizontal scrolling at very high browser zoom states.  |
| 302.3 Without Perception of Color | Partially supports | Perception of color is not required to use almost all content – where color is involved, another visual method is usually utilized to clearly convey the same information. There are a few exceptions of text with insufficient color contrast. |
| 302.4 Without Hearing | Supports | Audio-only content in CDS/CPAC courses feature an individual narrator whose speech is typically fully rendered in transcript text (available via popover container activated by the “CC” button on the audio player). In CES courses, audiovisual content typically features an individual narrator whose speech is typically fully rendered in synchronized closed captions; captions also indicate speaker changes and musical cues. Such captions are consolidated into a searchable text transcript available via the “Search Video” option under the video player’s “CC” menu. CDS courses may feature “Voiceclips” (no accompanying video) where captions are synchronized to narration within the audio player widget. |
| 302.5 With Limited Hearing  | Supports | Audio-only content in CDS/CPAC courses feature an individual narrator whose speech is typically fully rendered in transcript text (available via popover container activated by the “CC” button on the audio player). In CES courses, audiovisual content typically features an individual narrator whose speech is typically fully rendered in closed captions; closed captions also indicate speaker changes and musical cues. CDS courses may feature “Voiceclips” (no accompanying video) where captions are synchronized to narration within the audio player widget. Multimedia players (excepting the “Voiceclips” audio player widgets) provide independent, granular volume controls. |
| 302.6 Without Speech | Supports | There is no content that requires speech input. |
| 302.7 With Limited Manipulation  | Partially supports | Visible labels are provided for many form elements for ease of selection. With a few exceptions, content and interface are largely amenable to simple, standard keyboard operation. Most elements have logical and consistent accessible names, and may be operated via speech input. |
| 302.8 With Limited Reach and Strength | Supports | Does not typically apply; navigation and interactivity are typically simple and predictable along the conventions of web content, including the use of the keyboard (standard/simple keystrokes) with certain exceptions. |
| 302.9 With Limited Language, Cognitive, and Learning Abilities | Supports | Interface is typically simple and consistent. While text is often structured in short paragraphs and lists (and largely rendered in plain language), DirectCourse content is curricular/educational in nature; no specific modes of content, presentation, or interactivity are provided for individuals with limited cognitive, language, and learning abilities. DirectCourse content is compatible with text-to-speech/literacy support software (e.g. Read&Write). |

### Chapter 6: [Support Documentation and Services](https://www.access-board.gov/ict/#chapter-6-support-documentation-and-services)

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Conformance Level** | **Remarks** |
| 601.1 Scope | Heading cell – no response required | Heading cell – no response required |
| [602 Support Documentation](https://www.access-board.gov/ict/#602-support-documentation) | Heading cell – no response required | Heading cell – no response required |
| 602.2 Accessibility and Compatibility Features | Partially supports | This document (VPAT) provides details on the accessibility and compatibility features of DirectCourse. DirectCourse does not maintain further documentation on how to use its accessibility and compatibility features. |
| 602.3 Electronic Support Documentation | See [WCAG 2.x section](#_602.3_Electronic_Support) | See information in WCAG 2.x section |
| 602.4 Alternate Formats for Non-Electronic Support Documentation | Supports | All forms of support documentation for DirectCourse are electronic.  |
| [603 Support Services](https://www.access-board.gov/ict/#603-support-services) | Heading cell – no response required | Heading cell – no response required |
| 603.2 Information on Accessibility and Compatibility Features | Supports | This document (VPAT) provides details on the accessibility and compatibility features of DirectCourse. Please contact accessibility@elsevier.com for further questions on accessibility or assistive technology compatibility features in DirectCourse. |
| 603.3 Accommodation of Communication Needs | Does not support | DirectCourse does not maintain specific accessibility support or accommodation services. Please contact accessibility@elsevier.com for general questions on accessibility or assistive technology compatibility features in DirectCourse. |

#### 602.3 Electronic Support Documentation

Conformance Summary: “Clinical eLearning Lesson Help v2.0” & “Direct Course (CDS) Document List”

| **WCAG 2.1 Success Criterion**  | **Level** | **Evaluation** | **Remarks** |
| --- | --- | --- | --- |
| 1.1.1: Non-text Content | A | Partially supports | Several meaningful images lack appropriate alt text |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Supports (N/A) | No multimedia relating to DirectCourse |
| 1.2.2: Captions (Prerecorded) | A | Supports (N/A) | No multimedia relating to DirectCourse |
| 1.2.3: Audio Description or Full Text Alternative | A | Supports (N/A) | No multimedia relating to DirectCourse |
| 1.2.4: Captions (Live) | AA | Supports (N/A) | No multimedia relating to DirectCourse |
| 1.2.5: Audio Description | AA | Supports (N/A) | No multimedia relating to DirectCourse |
| 1.3.1: Info and Relationships | A | Partially supports | Logical heading order present (to an extent). Table markup utilized for layout in several areas. Downloadable PDF documents in Document List lack semantic tags. |
| 1.3.2: Meaningful Sequence | A | Supports | Reading sequence is typically logical for AT. |
| 1.3.3: Sensory Characteristics | A | Supports (N/A) | No content relies on sensory characteristics |
| 1.3.4: Orientation (2.1) | AA | Supports | Not restricted to a single orientation |
| 1.3.5: Identify Input Purpose (2.1) | AA | Supports (N/A) | No applicable form fields |
| 1.4.1: Use of Color | A | Supports | Color is not used as the only visual means of conveying information. |
| 1.4.2: Audio Control | A | Supports (N/A) | No auto-playing audio |
| 1.4.3: Contrast (Minimum) | AA | Partially supports | Most text meets contrast requirements, except some heading/link text in Document List |
| 1.4.4: Resize text | AA | Supports | Usable at 200% zoom |
| 1.4.5: Images of Text | AA | Supports | No applicable images of text |
| 1.4.10: Reflow (2.1) | AA | Supports | Content typically does not reflow in a single column, yet is usable in small viewports |
| 1.4.11: Non-Text Contrast (2.1) | AA | Supports | Non-text components meet contrast requirements.  |
| 1.4.12: Text Spacing (2.1) | AA | Supports | No issues when minimum text spacing styles are applied |
| 1.4.13: Content on Hover or Focus (2.1) | AA | Supports (N/A) | No content appears on hover/focus |
| 2.1.1: Keyboard | A | Partially supports | Most interactive elements are keyboard operable. ToC navigation components may require pointer for activation or pointer scroll for visibility (although ToC topics are largely not relevant to DirectCourse). |
| 2.1.2: No Keyboard Trap | A | Supports | No keyboard trap |
| 2.1.4: Character Key Shortcuts (2.1) | A | Supports (N/A) | No character key shortcuts |
| 2.2.1: Timing Adjustable | A | Supports (N/A) | No session timeout |
| 2.2.2: Pause, Stop, Hide | A | Supports (N/A) | No auto-playing media |
| 2.3.1: Three Flashes or Below Threshold | A | Supports (N/A) | No flashing content |
| 2.4.1: Bypass Blocks | A | Partially supports | Pages, while simple, lack skip links or other bypass methods beyond main heading |
| 2.4.2: Page Titled | A | Partially supports | Page titles may not be descriptive of respective content |
| 2.4.3: Focus Order | A | Supports | Logical focus order across content |
| 2.4.4: Link Purpose (In Context) | A | Supports | Link text is clear/descriptive, although “Course Related Resources” link from ToC navigation may lack clear indication of opening in another window. |
| 2.4.5: Multiple Ways | AA | Supports | Lesson Help content features ToC and search (although topics are largely not relevant to DirectCourse); Documents List is part of a separate site |
| 2.4.6: Headings and Labels | AA | Supports | Headings and labels are typically descriptive and consistent |
| 2.4.7: Focus Visible | AA | Partially supports | Lesson Help navigation components may lack visible focus indicators |
| 2.5.1: Pointer Gestures (2.1) | A | Supports | No complex pointer gestures required |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports | Interactivity allows for cancellation |
| 2.5.3: Label in Name (2.1) | A | Supports | The accessible names of components match visible labels |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) | No functionality responds to device motion |
| 3.1.1: Language of Page | A | Does not support | Page language is not defined |
| 3.1.2: Language of Parts | AA | Supports (N/A) | All page content matches default |
| 3.2.1: On Focus | A | Supports | No instances of unexpected actions on focus |
| 3.2.2: On Input | A | Supports | Component activation/input does not unexpectedly change context  |
| 3.2.3: Consistent Navigation | AA | Supports | Navigation is consistent across Lesson Help; Documents List is part of a separate site |
| 3.2.4: Consistent Identification | AA | Supports | Components with same functionality are identified consistently |
| 3.3.1: Error Identification | A | Supports (N/A) | No possible input errors |
| 3.3.2: Labels or Instructions | A | Supports | Labels/instructions are provided for inputs (uncommon) – search field has placeholder and icon |
| 3.3.3: Error Suggestion | AA | Supports (N/A) | No possible input errors |
| 3.3.4: Error Prevention (Legal, Financial, Data) | AA | Supports (N/A) | No submission requires legal or financial commitments |
| 4.1.1: Parsing | A | Supports | Considered satisfied via WCAG 2.1 Errata |
| 4.1.2: Name, Role, Value | A | Partially supports | Main <iframe> lacks an accessible name (title attribute). Lesson Help navigation components may lack roles & accessible names. |
| 4.1.3: Status Messages (2.1) | AA | Supports (N/A) | No status messages |