

Simple Higher Ed Accessibility Conformance Report

WCAG Edition

(Based on VPAT[®] Version 2.5Rev)

Name of Product/Version:

Simple Syllabus | 2025.10.17.13.22

Report Date:

Nov 11, 2025

Product Description:

Simple Syllabus is a centralized, template-driven platform for publishing class syllabi.

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Notes:

This version of our Accessibility Conformance Report (ACR) dated November 11, 2025 reports our conformance with WCAG 2.2 at Levels A and AA based on the Web Content Accessibility Guidelines (WCAG) 2.2 standards (W3C Candidate Recommendation Draft) published by W3C in December of 2024.

Simple Syllabus has integrated Froala, an accessible WYSIWYG text editor, for key elements of content entry during the template and syllabus building process. This building process plays a key role in compliance relevant to Authoring Tool standards. You can view [Froala's Accessibility Conformance Report with this link](#).

Evaluation Methods Used:

The evaluation was completed following the WCAG Evaluation Methodology (WCAG-EM).

Multiple evaluation methods and tools have been used to evaluate compliance through a combination of automated and manually audited processes. The following tools and applications were used in the audit:

Desktop Browsers

- Google Chrome Version 130.0.6723.117 (64-bit)

Mobile Browsers

- Safari 18 (iPhone 13)

Screen Reader

- NVDA (Windows 10)
- VoiceOver Desktop (MacOS Monterey)
- VoiceOver Mobile (iOS 18.0.1)

Accessibility Evaluation Tools

- Manual Accessibility Testing
- WAVE Web Accessibility Evaluation Tool
- Web Developer Extension
- TPG Colour Contrast Analyser (CCA)

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 2.2	Level A (Yes) Level AA (Yes) Level AAA (No)

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 only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 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
1.1.1 Non-text Content (Level A)	Supports	Non-text content, including images and icons, includes programmatically determinable alternative text. Input fields have descriptive labels or programmatic descriptions. The accessibility checker flags any images missing required alt text to help maintain compliance.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	If time-based media is embedded within the tool, media alternatives such as text can be incorporated if uploaded by the user. Audio-only or video-only content is not included by default. The user is responsible for providing a media alternative.
1.2.2 Captions (Prerecorded) (Level A)	Partially Supports	Video content from accessibility-minded media providers can be integrated directly into a syllabus with captions included. Examples include but are not limited to Kaltura, Vimeo, YouTube, and Canvas Student. Note: Simple Syllabus has a video upload feature that, if turned on, allows instructors to include video content within their syllabus. Video captioning is not natively included, but user uploads can be turned off by administrators to enforce accessibility
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports	Content creators can upload audio and video content with audio descriptions or media alternatives. Users are responsible for the accessibility of content they upload.
1.3.1 Info and Relationships (Level A)	Supports	Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. For example,

Criteria	Conformance Level	Remarks and Explanations
		headers and aria-labelledby are used to properly outline every page and menu.
1.3.2 Meaningful Sequence (Level A)	Supports	Simple Syllabus maintains a logical and meaningful reading sequence by structuring content so that the programmatic (DOM) order matches the visual order, ensuring that content remains understandable when presented by screen readers or other assistive technologies.
1.3.3 Sensory Characteristics (Level A)	Supports	Simple Syllabus does not rely solely on sensory characteristics (such as shape, size, visual location, or sound) when providing instructions for understanding and operating content.
1.4.1 Use of Color (Level A)	Supports	Color coding is not the only visual means of conveying information or prompting a response within the tool.
1.4.2 Audio Control (Level A)	Supports	Simple Syllabus does not use audio alerts. Users control their own content if uploaded to the tool. Note: Users can upload videos to syllabi and adjust settings including autoplay. Users can pause the video or adjust the volume level of the audio by clicking into the media.
2.1.1 Keyboard (Level A)	Supports	Core system functionality (edit fields, buttons, links, navigation controls) can be accessed using only the keyboard.
2.1.2 No Keyboard Trap (Level A)	Supports	All interactive components allow keyboard users to move focus in and out without restriction, ensuring no keyboard traps occur.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	Simple Syllabus does not utilize single letter punctuation, number, or symbol character shortcuts.
2.2.1 Timing Adjustable (Level A)	Supports	Simple Syllabus does not utilize any timed activities.
2.2.2 Pause, Stop, Hide (Level A)	Supports	The only animation used within the site is a brief loading indicator to provide the import status during syllabus import processes. The animation stops

Criteria	Conformance Level	Remarks and Explanations
		automatically once the import is complete. The product does not include decorative or continuously moving, blinking, or scrolling content.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	There is no flashing content found within any page or menu.
2.4.1 Bypass Blocks (Level A)	Supports	Skip-to-main-content links, headings, and ARIA landmarks are provided to allow users to bypass repetitive and non-essential content..
2.4.2 Page Titled (Level A)	Supports	All pages in Simple Syllabus include descriptive titles that convey their topic or purpose. Titles are programmatically exposed and do not rely on visual headings alone.
2.4.3 Focus Order (Level A)	Supports	All keyboard-focusable elements on each page follow a logical and predictable tab order, and focus is visibly indicated at each tab stop.
2.4.4 Link Purpose (In Context) (Level A)	Supports	The purpose of each link in Simple Syllabus is clearly identified by its text, supplemented with labels when necessary. Users may also add their own links within syllabi and choose how they appear.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	The tool operates entirely with single-pointer input and does not rely on multipoint or path-based gestures for any functionality.
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	All pointer-activated functions require the up-event to complete, ensuring users can abort an action before execution.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Supports	All icons serving as buttons include programmatically associated labels that match the visible text, ensuring users of assistive technologies can identify the function.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	No functionality relies on device motion or motion gestures. Users can perform all actions using conventional input methods such as mouse, keyboard, or touch.

Criteria	Conformance Level	Remarks and Explanations
3.1.1 Language of Page (Level A)	Supports	All pages in Simple Syllabus have a programmatically determinable default language using HTML language attributes, and any content in a different language is identified with the corresponding lang attribute.
3.2.1 On Focus (Level A)	Supports	Elements do not change context when they receive focus. Any context changes occur only after the user explicitly activates the element.
3.2.2 On Input (Level A)	Supports	Changing user interface component settings does not automatically change the page context. Any context changes occur only as a result of explicit user actions. Example: Users must press a “Submit” button in order for changes to syllabi or templates to take effect.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	A ‘Help’ button is consistently available in all views: in the Admin view at the bottom left corner of every page, and in the Editor view within the left-side editing menu. Additionally, all users have access to resource links at the bottom of each page.
3.3.1 Error Identification (Level A)	Supports	When input errors occur, the system provides clear error messages that describe the problem and link programmatically to the relevant field, enabling users to correct the error.
3.3.2 Labels or Instructions (Level A)	Supports	Input fields have clear labels and provide instructions to guide user input. Syllabus template builders also receive clear instructions for incorporating field inputs.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	Information previously entered or provided by the user that must be entered again within the same process is either auto-populated or selectable, reducing redundant input.
4.1.1 Parsing (Level A) WCAG 2.0 and 2.1 – Always answer ‘Supports’ WCAG 2.2 (obsolete and removed) - Does not apply	Supports	Elements within the tool have complete start and end tags, as well as being nested according to their specifications. IDs are unique and do not duplicate.

Criteria	Conformance Level	Remarks and Explanations
4.1.2 Name, Role, Value (Level A)	Supports	UI components are built using semantic HTML and Angular Material, which supports programmatic exposure of name, role, and state information required by assistive technologies.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Simple Syllabus does not contain live audio or video functionality.
1.2.5 Audio Description (Prerecorded) (Level AA)	Supports	Simple Syllabus does not contain prerecorded audio. Users are responsible for the accessibility of content they upload.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Simple Syllabus does not restrict its view and can be viewed in both portrait and landscape.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Support	Input fields that collect user information include appropriate programmatic identifiers, such as HTML autocomplete attributes, allowing assistive technologies to determine the purpose of the input.
1.4.3 Contrast (Minimum) (Level AA)	Supports	By default, Simple Syllabus has at least a 3:1 contrast ratio for large text elements with all other interface elements meeting a minimum contrast ratio of at least 4.5:1. Accessibility Checker will notify instructors and template editors if their text does not display a minimum contrast ratio of 4.5:1.
1.4.4 Resize text (Level AA)	Supports	Text can be resized within Simple Syllabus without loss of content or functionality.

Criteria	Conformance Level	Remarks and Explanations
1.4.5 Images of Text (Level AA)	Supports	The product interface does not rely on images of text. Users may upload images as content however, the product does not require or generate images of text. Users are responsible for ensuring uploaded images of text meet accessibility requirements.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Supports	Content reflows automatically without loss of information or functionality no matter width or height.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Supports	User interface components, including navigation elements, form controls, and focus indicators, maintain a contrast ratio of at least 3:1 against adjacent colors.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Supports	When text spacing is increased through user agent settings, including line height, paragraph spacing, and letter or word spacing, content remains readable and functionality is preserved.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Supports	Additional content that appears on hover or focus is dismissible without moving pointer or keyboard focus. For example, contextual menus can be dismissed using the Escape key or by moving focus away from the triggering element.
2.4.5 Multiple Ways (Level AA)	Supports	Users can locate pages using multiple mechanisms, such as global navigation and page-level navigation menus.
2.4.6 Headings and Labels (Level AA)	Supports	Page and section headings are meaningful and convey the purpose of the content. The first component uses an H1 heading, subsequent component titles use H2, and users may add H3 or H4 headings within their content as needed.
2.4.7 Focus Visible (Level AA)	Supports	Focus is visible and highlighted in the form of a border when users rely on keyboard only navigation.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	All keyboard-focusable elements have a visible focus indicator that remains fully visible when the element receives focus.

Criteria	Conformance Level	Remarks and Explanations
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	All drag-and-drop functionality can also be completed using single pointer input or keyboard commands, allowing users who cannot perform dragging movements to reorder content.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	The target size for all pointer inputs are either at least 24 by 24 pixels in size or have adequate spacing if they are undersized.
3.1.2 Language of Parts (Level AA)	Supports	All pages in Simple Syllabus have a programmatically determinable default language using HTML language attributes, and any content in a different language is identified with the corresponding lang attribute.
3.2.3 Consistent Navigation (Level AA)	Supports	Menu labels, structure, and placement are consistent across pages, ensuring that users can reliably navigate the application.
3.2.4 Consistent Identification (Level AA)	Supports	Icons, buttons, and other interactive elements are used consistently throughout the application, allowing users to recognize and predict their functionality.
3.3.3 Error Suggestion (Level AA)	Supports	When users make errors, such as missing required content or accessibility issues, the system provides suggestions to help correct them.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	There are no webpages within Simple Syllabus that prompt legal commitments or financial transactions to the user.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	Email and password fields on the login page are programmatically identifiable. This allows users to utilize browser autofill or third-party password managers, minimizing the need to re-enter credentials and improving accessibility.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Supports	When a status message occurs, a message notifying the user is displayed and announced by a screen reader.

Table 3: Success Criteria, Level AAA

Notes: This table has been omitted. While Simple Syllabus does meet some success criteria outlined in Level AAA, our company policy for accessibility is for all new functionality and testing to be conducted in compliance with level AA.

Legal Disclaimer (Company)

The information provided within this report is done in good faith and does not represent a legally binding commitment. In the event you identify any errors or issues with our assessment please contact us through help@simplesyllabus.com so we can perform the necessary re-evaluation and remediation.