

Table of Contents

Executive Summary..... ii

United Educators Accessibility Conformance Report..... 1

WCAG 2.1 Report 5

Executive Summary

Fostering Student Mental Health

Accessibility Conformance Report

Access Ingenuity's evaluation of the Fostering Student Mental Health module identified accessibility features and functionalities of the learning module. This evaluation provided the information required to assess the conformance of the Fostering Student Mental Health learning module with the WCAG 2.1 Accessibility Guidelines. Based on our evaluation, Access Ingenuity concludes that the learning module *Partially Supports* these requirements.

Access Ingenuity, an independent authority in web accessibility, has evaluated the learning module and certifies it to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.1. Most conformance issues that pose a significant barrier for users with disabilities have been addressed.

Access Ingenuity cannot verify the conformance of content changed after the date of our evaluation. However, based on our interactions with United Educators, Access Ingenuity is confident in their efforts to maintain a substantially conformant product.

The Information Technology Industry Council (ITIC) has published recommended language to be used in completing Accessibility Conformance Reports (ACRs) that has been designed to create simplicity and uniformity/consistency in ACRs presented by a variety of suppliers. In preparing the Fostering Student Mental Health learning module ACR, Access Ingenuity has used the ITIC-recommended *VPAT® Version 2.5Rev WCAG Edition*.

Based on this evaluation and on information published on the ITIC website (<http://www.itic.org>), Access Ingenuity presents the ACR for the Fostering Student Mental Health learning module on the following pages.

United Educators Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version: [Fostering Student Mental Health](#)

Report Date: May 14, 2026

Product Description: Web-based E-learning module which examines the impact of mental health issues on campus for higher education faculty and staff.

Contact Information: accessibility@ue.org

Notes: This course was created in Storyline, which contains accessibility barriers that are not author-controllable. United Educators has filed bugs with Articulate (Storyline) to try and address any outstanding issues.

Evaluation Methods Used:

New WCAG 2.1 criteria only:

Conformance to only the following WCAG 2.1 criteria was evaluated on May 14, 2026, using a combination of static analysis tools and manual testing with assistive technologies:

1.3.4 Orientation (AA)

1.3.5 Identify input purpose (AA)

1.4.10 Reflow (AA)

- 1.4.11 Non-Text Content (AA)
- 1.4.12 Text Spacing (AA)
- 1.4.13 Content on Hover or Focus (AA)
- 2.1.4 Character Key Shortcuts (A)
- 2.5.1 Pointer Gestures (A)
- 2.5.2 Pointer Cancellation (A)
- 2.5.3 Label in Name (A)
- 2.5.4 Motion Actuation (A)
- 4.1.3 Status Messages (AA).

The evaluation was conducted in the following desktop operating system and browser/screen reader combination:

Windows 11: Chrome 148/JAWS 2026

The accessibility assessment was executed per the following steps:

- I. An accessibility expert conducted an overall technical analysis to identify issues of technical compliance that would affect the WCAG 2.1 Level A and AA criteria listed above.
- II. Keyboard accessibility analysis (for mobility and physically challenged users) of the appropriate new criteria impacting keyboard users was also tested.
- III. The accessibility for low vision users was tested by (1) using a bookmarklet and adjusting the course controls to test text spacing; and (2) testing color contrast of non-text elements using manual inspection in conjunction with Colour Contrast Analyser (CCA) Version 3.5.5.
- IV. Screen reader testing was performed by an expert accessibility evaluator to evaluate access for users who are sight impaired for the new WCAG 2.1 requirements.

WCAG 2.0 Evaluation

Conformance to the listed accessibility standards was evaluated between April 8 and April 14, 2021 using a combination of static analysis tools and manual testing with assistive technologies.

The evaluation was conducted in the following desktop operating systems and browser/screen reader combinations:

1. Windows 10:
 - a. Chrome Version 89/JAWS 2021
2. Mac OSX:
 - a. Safari/VoiceOver

The accessibility assessment was executed per the following steps:

- I. A sighted accessibility expert conducted an overall technical analysis to identify issues of technical compliance that would affect mobility impaired, deaf/hearing impaired and low vision users. The evaluator inspected the web pages using Chrome and the Chrome Developer tools as well as the axe DevTools plugin.
- II. Keyboard accessibility analysis (for mobility and physically challenged users) was conducted by attempting to thoroughly navigate the web pages through the keyboard, without using a mouse.
- III. The accessibility for low vision users was evaluated two ways: (1) using the resizing capability offered by the browser, and (2) using Colour Contrast Analyser (CCA) Version 1.1.1.
- IV. For deaf and hard of hearing users, the videos in the module were assessed for proper captioning.
- V. Screen reader testing was conducted by an expert screen reader user. The goal was to identify accessibility barriers that are likely to be experienced by users who are blind.

Any usability issues for users with disabilities encountered during the accessibility assessments were also noted.

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 | Level A (Yes) Level AA (Yes) Level AAA (No) |
| Web Content Accessibility Guidelines 2.1 | Level A (Yes) |

| Standard/Guideline | Included In Report |
|--|---|
| | Level AA (Yes) Level AAA (No) |
| Web Content Accessibility Guidelines 2.2 | Level A (No) Level AA (No) 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 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 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

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| 1.1.1 Non-text Content (Level A) | Supports | The Fostering Student Mental Health module uses alt text and WAI-ARIA techniques to provide alternative text where necessary for users of assistive technology. |
| 1.2.1 Audio-only and Video-only (Prerecorded) (Level A) | Not Applicable | There is no non-live audio-only or video-only content in the module. |
| 1.2.2 Captions (Prerecorded) (Level A) | Supports | All non-live, web-based video content in the Fostering Student Mental Health module has synchronized captions available. |
| 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) | Supports | All non-live, web-based video content in the Fostering Student Mental Health module has descriptive text transcripts available. |
| 1.3.1 Info and Relationships (Level A) | Partially Supports | Most visual structure and relationship information is provided through object information or is available in text, with one exception: <ul style="list-style-type: none">• A few visual headings on the slides were not formatted as true headings. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--|
| 1.3.2 Meaningful Sequence (Level A) | Supports | The markup of the Fostering Student Mental Health module enables the reading and navigation order to be logical and intuitive. |
| 1.3.3 Sensory Characteristics (Level A) | Supports | Instructions in the Fostering Student Mental Health module do not rely on shape, size, visual location or sound. |
| 1.4.1 Use of Color (Level A) | Supports | Color is not used as the sole method of conveying content or distinguishing visual elements. |
| 1.4.2 Audio Control (Level A) | Supports | There is no automatically playing audio in the Fostering Student Mental Health module. |
| 2.1.1 Keyboard (Level A) | Supports | All functionality in the Fostering Student Mental Health module is available to keyboard-only users using standard keyboard navigation and input functions. |
| 2.1.2 No Keyboard Trap (Level A) | Supports | Keyboard focus is never locked or trapped at any page element in the Fostering Student Mental Health module. |
| 2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2) | Supports | Built-in shortcuts support this criterion. There are no author-defined shortcuts. Built-in keyboard shortcuts do not use single keys. Accidental activation of shortcuts is avoided by requiring modifier keys. For example, Ctrl+Alt+M mutes/unmutes the course audio. Learners can also turn off built-in keyboard shortcuts altogether if they prefer. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| 2.2.1 Timing Adjustable (Level A) | Supports | The Fostering Student Mental Health module is not timed at any point. |
| 2.2.2 Pause, Stop, Hide (Level A) | Supports | There is no automatically moving content in the Fostering Student Mental Health module. |
| 2.3.1 Three Flashes or Below Threshold (Level A) | Supports | There is no flashing content in the Fostering Student Mental Health module. |
| 2.4.1 Bypass Blocks (Level A) | Supports | <p>The Fostering Student Mental Health module provides a link to skip navigation elements on every screen.</p> <p>The module also has a main landmark region on every screen as an alternative to the skip link.</p> |
| 2.4.2 Page Titled (Level A) | Supports | The Fostering Student Mental Health module has a descriptive and informative page title and unique slide titles. |
| 2.4.3 Focus Order (Level A) | Partially Supports | <p>The Fostering Student Mental Health module has a logical navigation order for its interactive elements, with one exception:</p> <ul style="list-style-type: none"> • When some modals are dismissed, focus is not returned to the activating element. |
| 2.4.4 Link Purpose (In Context) (Level A) | Supports | <p>The purpose of the links in the Fostering Student Mental Health module is adequately identified in all cases.</p> <p>There are no links or form image buttons with the same text that go to different locations.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| 2.5.1 Pointer Gestures (Level A 2.1 and 2.2) | Supports | Storyline 360 courses support touchscreen gestures, but learners are not required to use them. |
| 2.5.2 Pointer Cancellation (Level A 2.1 and 2.2) | Supports | Click events happen when learners release the mouse button, not when they press the mouse button down. They can move the mouse away from the target before releasing the button if they do not want to activate the target. |
| 2.5.3 Label in Name (Level A 2.1 and 2.2) | Partially Supports | Some checkboxes throughout the course have accessible names that are not the same as the names that are shown visually. |
| 2.5.4 Motion Actuation (Level A 2.1 and 2.2) | Not Applicable | Storyline 360 does not support motion controls, so this is not present in this course and learners cannot control courses by moving their tablets or smartphones. |
| 3.1.1 Language of Page (Level A) | Supports | The language of the Fostering Student Mental Health module is appropriately identified. |
| 3.2.1 On Focus (Level A) | Supports | When focus changes in the Fostering Student Mental Health module, this does not ever cause a change in page content, spawn a new browser window, or cause any other change that disorients the user. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| 3.2.2 On Input (Level A) | Supports | When a user inputs information or interacts with a form control in the Fostering Student Mental Health module, this does not result in a change in the page content, change focus, launch an additional window, or otherwise disorient the user. |
| 3.3.1 Error Identification (Level A) | Supports | There are no required form elements or form elements that require a specific format, value or length in the Fostering Student Mental Health module. |
| 3.3.2 Labels or Instructions (Level A) | Supports | The Fostering Student Mental Health module has sufficient labels, cues, and instructions for required interactive elements. |
| 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 | For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata . |
| 4.1.2 Name, Role, Value (Level A) | Supports | Markup in the Fostering Student Mental Health module facilitates accessibility. |

Table 2: Success Criteria, Level AA

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| 1.2.4 Captions (Live) (Level AA) | Not Applicable | There is no live multimedia content in the Fostering Student Mental Health module. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| 1.2.5 Audio Description (Prerecorded) (Level AA) | Supports | All relevant onscreen content in the videos was included in the audio, so audio description is not required. |
| 1.3.4 Orientation (Level AA 2.1 and 2.2) | Supports | The course works in both landscape and portrait modes. |
| 1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2) | Supports | Storyline 360 does not currently support programmatic input-field identification or auto-filling forms. However, there are no form input fields that would require this in the learning module. |
| 1.4.3 Contrast (Minimum) (Level AA) | Supports | All text in the Fostering Student Mental Health module meets minimum contrast requirements. |
| 1.4.4 Resize text (Level AA) | Supports | The module content is readable and functional when the page is zoomed to 200%. |
| 1.4.5 Images of Text (Level AA) | Supports | All content within the slides of the Fostering Student Mental Health module is presented as an accessible SVG that can be adjusted to modify the text presentation. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| 1.4.10 Reflow (Level AA 2.1 and 2.2) | Supports | The learning module is built in Storyline 360 which is a two-dimensional presentation with fixed aspect ratios. It is designed to zoom in and out, but it cannot reflow without losing meaning and context. As a result, learners might see vertical and/or horizontal scroll bars at the highest zoom levels. The exception in the guideline allows two-dimensional content, such as presentations, to scroll in both directions. |
| 1.4.11 Non-text Contrast (Level AA 2.1 and 2.2) | Supports | All User Interface Components and Graphical Objects have sufficient color contrast. |
| 1.4.12 Text Spacing (Level AA 2.1 and 2.2) | Partially Supports | Text spacing around the course player can be adjusted but text within the course cannot be adjusted unless accessible text is selected. In some areas, content will also overlap when text spacing is applied. Additionally, when text spacing is applied, some content is presented in scrollable regions where scroll bars are not in a logical focus order and have missing focus indicators. This is a known Storyline limitation. |
| 1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2) | Supports | Where content appears on hover or focus, it is dismissible, hoverable and persistent. |
| 2.4.5 Multiple Ways (Level AA) | Not Applicable | Progress through the module is sequential, so users can only navigate the course using the previous and next buttons on each slide. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| 2.4.6 Headings and Labels (Level AA) | Supports | The Fostering Student Mental Health module has informative page headings and labels. |
| 2.4.7 Focus Visible (Level AA) | Supports | The Fostering Student Mental Health module has a focus indicator on all page elements. |
| 3.1.2 Language of Parts (Level AA) | Supports | The content in the Fostering Student Mental Health module is only delivered in one language. |
| 3.2.3 Consistent Navigation (Level AA) | Supports | The navigation of the Fostering Student Mental Health module is in the same relative order to the main content across all screens of the module. |
| 3.2.4 Consistent Identification (Level AA) | Supports | Components that have the same function across multiple screens of the Fostering Student Mental Health module are labeled consistently. |
| 3.3.3 Error Suggestion (Level AA) | Supports | The Fostering Student Mental Health module has timely and accessible error suggestions. |
| 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) | Not Applicable | The Fostering Student Mental Health module does not collect data or record scores. |
| 4.1.3 Status Messages (Level AA 2.1 and 2.2) | Supports | Screen reader users are made aware of all status messages when they appear. |