

Table of Contents

Executive Summary Hazing Prevention: What Campus Employees Should Know
Accessibility Conformance Reportiii

Hazing Prevention: What Campus Employees Should Know Accessibility Conformance
Report Revised Section 508 Edition..... 1

 WCAG 2.1 Report..... 4

 Table 1: Success Criteria, Level A..... 4

 Table 2: Success Criteria, Level AA 11

Revised Section 508 Report 16

Executive Summary

Hazing Prevention: What Campus Employees Should Know Accessibility Conformance Report

Access Ingenuity's evaluation of the Hazing Prevention: What Campus Employees Should Know module identified accessibility features and functionalities of the learning module. This evaluation provided the information required to assess the conformance of the Hazing Prevention: What Campus Employees Should Know learning module with the Revised Section 508 Accessibility Standards and WCAG 2.1 Accessibility Guidelines. Based on our evaluation, Access Ingenuity concludes that the learning module largely *Support* these requirements with a few exceptions.

Access Ingenuity, an independent authority in web accessibility, has evaluated the learning module and certifies them to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.1. All 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 Hazing Prevention: What Campus Employees Should Know learning module ACR, Access Ingenuity has used the ITIC-recommended *VPAT 2.5 508* format with the addition of WCAG 2.1 requirements.

Based on this evaluation and on information published on the ITIC website (<http://www.itic.org>), Access Ingenuity presents the ACR for the Hazing Prevention: What Campus Employees Should Know learning module on the following pages.

Hazing Prevention: What Campus Employees Should Know Accessibility Conformance Report Revised Section 508 Edition

(Based on VPAT® Version 2.5)

Name of Product/Version: [Hazing Prevention: What Campus Employees Should Know](#)

Report Date: September 15, 2025

Product Description: A web-based e-learning module providing information regarding hazing on campuses. Topics include examples, definitions, laws including the Stop Campus Hazing Act, harassment, violence, and more.

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:

Conformance to the listed accessibility standards was evaluated between August 26, 2025, to September 15, 2025, 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 11:
 - a. Chrome 139-140/JAWS 2025
2. Mac OS 12.7.1:
 - 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 extension.
- 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 3.5.3.
- IV. If videos were present, they were assessed for proper captioning for deaf and hard-of-hearing users as well as the need for audio descriptions and transcripts for screen reader users.
- 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) Level AA (Yes) Level AAA (No)
Revised Section 508 standards published January 18, 2017, and corrected January 22, 2018	(Yes)

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

Tables 1 and 2 also document conformance with Revised Section 508:

- Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing
- Chapter 6 – 602.3 Electronic Support Documentation

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
<p>1.1.1 Non-text Content (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	All images and interactive elements have alternate text and/or accessible labels.
<p>1.2.1 Audio-only and Video-only (Prerecorded) (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Not Applicable	There is no non-live audio-only or video-only content in the module.
<p>1.2.2 Captions (Prerecorded) (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	Accurate, synchronized captions are provided for the video content in the Hazing module.

Criteria	Conformance Level	Remarks and Explanations
<p><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The video content is sufficiently described in the audio narration for the Hazing module. Audio descriptions are available for content that was not sufficiently described. Transcripts have also been provided.
<p><u>1.3.1 Info and Relationships</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	Semantic structure, including heading information is available to assistive technology.
<p><u>1.3.2 Meaningful Sequence</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The reading order of the accessible text for the slides in the learning module reflects a logical order, typically matching the visual order.
<p><u>1.3.3 Sensory Characteristics</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	Instructions in the learning module do not rely on shape, size, visual location, or sound.
<p><u>1.4.1 Use of Color</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Supports	Throughout the learning module, color alone is not used as the sole method of conveying content or distinguishing visual elements.

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> • 504.2 (Authoring Tool) • 602.3 (Support Docs) 		
<p><u>1.4.2 Audio Control</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	There is no automatically playing audio in the Hazing module.
<p><u>2.1.1 Keyboard</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	All content in the learning module is operable through a keyboard interface.
<p><u>2.1.2 No Keyboard Trap</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	No keyboard traps were present in the learning module.
<p><u>2.1.4 Character Key Shortcuts</u> (Level A)</p> <p>Revised Section 508 – Does not apply</p>	Supports	<p>Built-in shortcuts support this criterion. There are no author-defined shortcuts.</p> <p>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.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><u>2.2.1 Timing Adjustable</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The Hazing module is not timed at any point.
<p><u>2.2.2 Pause, Stop, Hide</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	There is no automatically moving content in the learning module without the ability to pause, stop, or hide the movement.
<p><u>2.3.1 Three Flashes or Below Threshold</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	There is no flashing content in the learning module that exceeds the limits of this criterion.
<p><u>2.4.1 Bypass Blocks</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs 	Supports	The learning module provides a “Back to Top” link to skip navigation elements on every screen.
<p><u>2.4.2 Page Titled</u> (Level A)</p> <p>Also applies to: Revised Section 508</p>	Supports	The learning module has a descriptive and informative page title and unique slide titles.

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 		
<p><u>2.4.3 Focus Order</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The focus order was found to be logical throughout the learning module.
<p><u>2.4.4 Link Purpose (In Context)</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) <p>602.3 (Support Docs)</p>	Supports	The purpose of links in the learning module is adequately identified.
<p><u>2.5.1 Pointer Gestures</u> (Level A)</p> <p>Revised Section 508 – Does not apply</p>	Supports	Storyline 360 courses support touchscreen gestures, but learners are not required to use them.
<p><u>2.5.2 Pointer Cancellation</u> (Level A)</p> <p>Revised Section 508 – Does not apply</p>	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.
<p><u>2.5.3 Label in Name</u> (Level A)</p> <p>Revised Section 508 – Does not apply</p>	Supports	Interface components within the module contained appropriate labeling within the name.

Criteria	Conformance Level	Remarks and Explanations
<p><u>2.5.4 Motion Actuation</u> (Level A)</p> <p>Revised Section 508 – Does not apply</p>	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.
<p><u>3.1.1 Language of Page</u> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The language of the learning module is appropriately identified.
<p><u>3.2.1 On Focus</u> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	When focus changes in the Hazing 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.
<p><u>3.2.2 On Input</u> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	No content is being revealed unexpectedly in the learning module.
<p><u>3.3.1 Error Identification</u> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	Adequate error identification is provided when forms are submitted without selecting a value(s) in the learning module.

Criteria	Conformance Level	Remarks and Explanations
<p><u>3.3.2 Labels or Instructions</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The Hazing module has sufficient labels, cues, and instructions for required interactive elements.
<p><u>4.1.1 Parsing</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	For WCAG 2.0 and the 508 standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata .
<p><u>4.1.2 Name, Role, Value</u> (Level A)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	State information is being conveyed correctly throughout the learning module.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
<p><u>1.2.4 Captions (Live)</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Not Applicable	There is no live multimedia content in the learning module.
<p><u>1.2.5 Audio Description (Prerecorded)</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The videos in the learning module are sufficiently described with audio narration and audio descriptions are provided for areas where needed.
<p><u>1.3.4 Orientation</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Supports	The course works in both landscape and portrait modes.
<p><u>1.3.5 Identify Input Purpose</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Supports	Although Storyline 360 does not currently support programmatic input-field identification or auto-filling forms. However, there are no forms that would require this in the learning module.
<p><u>1.4.3 Contrast (Minimum)</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	All text in the learning module meets minimum contrast requirements.

Criteria	Conformance Level	Remarks and Explanations
<p><u>1.4.4 Resize text</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The module content is readable and functional when the page is zoomed to 200% in the environments tested.
<p><u>1.4.5 Images of Text</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	All content within the slides of the learning module is presented as an accessible SVG that can be adjusted to modify the text presentation.
<p><u>1.4.10 Reflow</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	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.
<p><u>1.4.11 Non-text Contrast</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Supports	A contrast ratio of 3:1 or higher for images and background elements has been implemented so learners with low vision can see them.
<p><u>1.4.12 Text Spacing</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Partially Supports	Learners can use custom stylesheets or browser extensions to adjust text properties,

Criteria	Conformance Level	Remarks and Explanations
		such as line spacing, to make content easier to read. However, on some pages, text may be cut off or some text can become inaccessible without the use of a mouse to scroll the content. This is a known Storyline limitation.
<p>1.4.13 Content on Hover or Focus (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Supports	If content is presented on hover, it is also keyboard accessible. Users can move the pointer to the content and dismiss it using the escape key.
<p>2.4.5 Multiple Ways (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs 	Supports	Users can navigate the module using the previous and next buttons on each slide. However, the course must be followed in a sequence as each page is a step in a process.
<p>2.4.6 Headings and Labels (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	Headings and labels are logical and appropriate throughout the learning module.
<p>2.4.7 Focus Visible (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) 	Supports	The learning module has a focus indicator on all interactive page elements.

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> 602.3 (Support Docs) 		
<p><u>3.1.2 Language of Parts</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) 	Supports	The content in the learning module is only delivered in one language.
<p><u>3.2.3 Consistent Navigation</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 504.2 (Authoring Tool) 602.3 (Support Docs) – Does not apply to non-web docs 	Supports	The navigation of the learning module is in the same relative order to the main content across all screens of the module.
<p><u>3.2.4 Consistent Identification</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 504.2 (Authoring Tool) 602.3 (Support Docs) – Does not apply to non-web docs 	Supports	Components that have the same function across multiple screens of the Hazing module are labeled consistently.
<p><u>3.3.3 Error Suggestion</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) 	Supports	The learning module has timely and accessible error suggestions when an error has been made in a knowledge check question.

Criteria	Conformance Level	Remarks and Explanations
<p><u>3.3.4 Error Prevention (Legal, Financial, Data)</u> (Level AA)</p> <p>Also applies to: Revised Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 	Supports	The learning module does not collect data or record scores.
<p><u>4.1.3 Status Messages</u> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>	Supports	There are appropriate status messages presented throughout the module.

Revised Section 508 Report

Chapter 3: [Functional Performance Criteria \(FPC\)](#)

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Supports	The learning module is accessible to users of assistive technology, such as screen readers.
302.2 With Limited Vision	Supports	All visual content in the learning module can be enlarged using zoom features.
302.3 Without Perception of Color	Supports	All visual content in the learning module has sufficient color contrast and color alone is not used to convey meaning.
302.4 Without Hearing	Supports	Captions are provided for the videos in the learning module.
302.5 With Limited Hearing	Supports	Captions are provided for the videos in the learning module.
302.6 Without Speech	Supports	The learning module does not require speech input.
302.7 With Limited Manipulation	Supports	The learning module is accessible to keyboard-only users.

Criteria	Conformance Level	Remarks and Explanations
302.8 With Limited Reach and Strength	Supports	The use of the learning module does not require reach and strength beyond keyboard input.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	The learning module is not timed at any point and allow users to self-pace their learning.

Chapter 6: [Support Documentation and Services](#)

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
<u>602 Support Documentation</u>	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	The Hazing learning module includes built-in accessibility features that are compatible with assistive technology.
602.3 Electronic Support Documentation	See WCAG 2.0 section	See information in WCAG 2.0 section
602.4 Alternate Formats for Non-Electronic Support Documentation	Not Applicable	No non-electronic support documentation is available.
<u>603 Support Services</u>	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	United Educators will share the results of the Hazing learning module ACR upon request. It can also be accessed at URL: https://rgprodlearningdesign.blob.core.windows.net/\$web/learningdesign/VPATs/%20HazingPreventionEmployee/VPAT2.5_508_Hazing_REV.2.0.pdf

Criteria	Conformance Level	Remarks and Explanations
603.3 Accommodation of Communication Needs	Supports	<p>Support services for the Hazing learning module can accommodate the communication needs of end-users with disabilities.</p> <p>For general Customer Service questions or technical support email accessibility@ue.org</p>