

Table of Contents

Executive Summary..... ii

United Educators Accessibility Conformance Report..... 1

WCAG 2.1 Report 5

Executive Summary

Recognize and Prevent Hazing Accessibility Conformance Report

Access Ingenuity's evaluation of the Recognize and Prevent Hazing module identified accessibility features and functionalities of the learning module. This evaluation provided the information required to assess the conformance of the Recognize and Prevent Hazing 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 Recognize and Prevent Hazing 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 Recognize and Prevent Hazing learning module on the following pages.

United Educators Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version: [Recognize and Prevent Hazing](#)

Report Date: April 9, 2026

Product Description: Web-based E-learning module for higher education 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 April 9, 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:

1. Windows 11:
 - a. Chrome 147/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 August 13-14, 2020 using a combination of static analysis tools and manual testing with assistive technologies.

The accessibility assessment was conducted according to 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 each screen using Chrome with the axe plugin. Code analysis was conducted using the Chrome browser Developer Tools.
- II. Keyboard accessibility analysis (for mobility and physically impaired users) was conducted by attempting to thoroughly navigate the web application through the keyboard, without using a mouse.
- III. For deaf and hard of hearing users, any video and audio content were assessed for proper captioning as well as descriptive text transcripts (also benefits visually impaired users).
- IV. The accessibility for low vision users was evaluated three ways: (1) using the screen magnification, palette, and contrast controls provided by the operating systems; (2) using the font resizing capability offered by the browser, and (3) using Colour Contrast Analyser version 1.1.1.
- V. The 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. The evaluator worked through the web application using Windows 10 with the JAWS for Windows (v. 2020) screen reader with Chrome Version 84 as well as Mac OSX with the VoiceOver screen reader and the Safari browser. Any pages found to have screen reader issues were re-examined in interactive sessions with a sighted evaluator.

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) |
| Web Content Accessibility Guidelines 2.2 | Level A (No) |

| Standard/Guideline | Included In Report |
|--------------------|---------------------------------|
| | 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 | All images and interactive elements have alternate text and/or accessible labels. |
| 1.2.1 Audio-only and Video-only (Prerecorded) (Level A) | Supports | The Recognize and Prevent Hazing e-Learning module does not have any non-live audio-only or video-only content. |
| 1.2.2 Captions (Prerecorded) (Level A) | Supports | All non-live, web-based video content in the Recognize and Prevent Hazing e-Learning 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 Recognize and Prevent Hazing e-Learning module has descriptive text transcripts available. |
| 1.3.1 Info and Relationships (Level A) | Supports | Visual structure and relationship information are provided through object information or are available in the text. |
| 1.3.2 Meaningful Sequence (Level A) | Supports | The reading order of the accessible text for the slides in the learning module reflects a logical order, typically matching the visual order. |
| 1.3.3 Sensory Characteristics (Level A) | Supports | Instructions in the Recognize and Prevent Hazing e-Learning module do not rely on shape, size, visual location or sound. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| 1.4.1 Use of Color (Level A) | Supports | Color is not used as the sole method of conveying content or distinguishing visual elements in the Recognize and Prevent Hazing e-Learning module. |
| 1.4.2 Audio Control (Level A) | Supports | There is no automatically playing audio in the Recognize and Prevent Hazing e-Learning module. |
| 2.1.1 Keyboard (Level A) | Partially Supports | <p>All functionality with the Recognize and Prevent Hazing e-Learning module is available to keyboard-only users using standard keyboard navigation and input functions, with the following exceptions:</p> <ul style="list-style-type: none"> • Hitting escape does not close modals. • Keyboard focus is not trapped in question feedback modals. |
| 2.1.2 No Keyboard Trap (Level A) | Supports | Keyboard focus is never locked or trapped at any page element in the Recognize and Prevent Hazing e-Learning module. |
| 2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2) | 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> |
| 2.2.1 Timing Adjustable (Level A) | Supports | The Recognize and Prevent Hazing e-Learning module is not timed at any point. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| 2.2.2 Pause, Stop, Hide (Level A) | Supports | There is no automatically moving content in the Recognize and Prevent Hazing e-Learning module. |
| 2.3.1 Three Flashes or Below Threshold (Level A) | Supports | There is no flashing content in the Recognize and Prevent Hazing e-Learning module. |
| 2.4.1 Bypass Blocks (Level A) | Supports | The Recognize and Prevent Hazing e-Learning module meets these criteria by providing a link to skip navigation elements on every screen. The module also uses landmarks on every screen as an alternative to the skip link. |
| 2.4.2 Page Titled (Level A) | Supports | The Recognize and Prevent Hazing e-Learning module has a descriptive and informative page title and slide titles are unique. |
| 2.4.3 Focus Order (Level A) | Partially Supports | The Recognize and Prevent Hazing e-Learning module has a logical navigation order for its interactive elements, with two exceptions: <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 | The purpose of the links in the Recognize and Prevent Hazing e-Learning module is adequately identified in all cases. There are no links or form image buttons with the same text that go to different locations. |
| 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. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|--|
| 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 | One button does not have the same accessible name as its visible button text. |
| 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 Recognize and Prevent Hazing e-Learning module is appropriately identified. |
| 3.2.1 On Focus (Level A) | Supports | When focus changes in the Recognize and Prevent Hazing e-Learning 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. |
| 3.2.2 On Input (Level A) | Partially Supports | <p>When a user inputs information or interacts with a form control in the Recognize and Prevent Hazing e-Learning module, this does not result in a change in the page content, change focus, launch an additional window, or otherwise disorient the user, with two exceptions:</p> <ul style="list-style-type: none"> • During interactive exercises, screen reader users hear no feedback when |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| | | <p>buttons are activated to show new content.</p> <ul style="list-style-type: none"> When some modals are dismissed, focus is not returned to the activating element. |
| 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 Recognize and Prevent Hazing e-Learning module. |
| 3.3.2 Labels or Instructions (Level A) | Supports | The Recognize and Prevent Hazing e-Learning 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 Recognize and Prevent Hazing e-Learning module facilitates accessibility. |

Table 2: Success Criteria, Level AA

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| 1.2.4 Captions (Live) (Level AA) | Supports | There is no live multimedia content in the Recognize and Prevent Hazing e-Learning module. |
| 1.2.5 Audio Description (Prerecorded) (Level AA) | Supports | There is one non-live video with content shown on-screen that is not included in the original audio track. Audio descriptions can be enabled |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | at the beginning of the course to sufficiently describe this content. |
| 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 | Text and text within images in the Recognize and Prevent Hazing e-Learning module have a contrast ratio of at least 4.5:1 for normal text and 3:1 for large text. |
| 1.4.4 Resize text (Level AA) | Supports | The module content is readable and functional when the page is zoomed to 200%. <i>Note: The module was only tested in desktop screen widths.</i> |
| 1.4.5 Images of Text (Level AA) | Supports | Images of text are not used to convey or present important information. All text is accessible text. |
| 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, |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| | | such as presentations, to scroll in both directions. |
| 1.4.11 Non-text Contrast (Level AA 2.1 and 2.2) | Partially Supports | Radio button and checkbox borders in the Knowledge Check slides did not have a contrast ratio of 3:1 or higher. |
| 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 | The pages in the Recognize and Prevent Hazing e-Learning module can only be accessed in sequence. |
| 2.4.6 Headings and Labels (Level AA) | Supports | The Recognize and Prevent Hazing e-Learning module has informative page headings and labels. |
| 2.4.7 Focus Visible (Level AA) | Supports | The Recognize and Prevent Hazing e-Learning module has a focus indicator on all page elements. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| 3.1.2 Language of Parts (Level AA) | Supports | The content in the Recognize and Prevent Hazing e-Learning module is only delivered in one language. |
| 3.2.3 Consistent Navigation (Level AA) | Supports | The navigation of the Recognize and Prevent Hazing e-Learning 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 Recognize and Prevent Hazing e-Learning module are labeled consistently. |
| 3.3.3 Error Suggestion (Level AA) | Supports | The Recognize and Prevent Hazing e-Learning module has timely and accessible error suggestions. |
| 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) | Supports | The Recognize and Prevent Hazing e-Learning 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. |