



ACCESSIBILITY ON DEMAND

# Blackboard Learn with the Original Experience WCAG 2.0 Level AA Support Statement May 2016

Blackboard  
May 2016

[www.sbbartgroup.com](http://www.sbbartgroup.com)



Washington, D.C. Office  
1593 Spring Hill Road, Suite 720  
Vienna, VA 22182

Silicon Valley Office  
114 Sansome Street, Suite 950  
San Francisco, CA 94104

New England Office  
250 Commercial Street, Suite 3007A  
Manchester, NH 03101

## Overview

The following Support Statement provides an evaluation of accessibility support levels for Blackboard's Learn 9.1 (Original Experience) based on the [W3C Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The information contained within this Support Statement is the result of a third-party performing an independent audit. The report does not assert [conformance as per the WCAG](#), rather an indication of *support levels* per checkpoint (i.e., Supports, Supports with Exceptions, or Does Not Support). The assessed levels are explained in the remarks column which indicates the specific features of the system that impacted the score, where applicable.

## Executive Summary

Blackboard Learn 9.1 (Original Experience) supports with exceptions the WCAG 2.0 requirements. It supports with exception the most important technical and functional accessibility needs of most disability and assistive technology types.

The problems of highest severity and frequency involve non-text content that does not have alternative text description, limited and lack of visual keyboard focus cues on interactive elements, and page structure elements, like tables, list and heading elements, that have not been used appropriately.

## Testing Methodology

A variety of manual testing methods, object inspection, keyboard-only testing, and testing with the leading screen reader were utilized to perform this audit.

### Testing Configurations for Learn 9.1

Platform	Assistive Technology	Browser
Windows 7	JAWS version 17	Firefox
Mac OS X	VoiceOver	Safari



## Support Information for WCAG 2.0 Checkpoints

*Principle 1: Perceivable - Information and user interface components must be presentable to users in ways they can perceive*

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols or simpler language

Checkpoint	Support Level	Comments
<p><b>1.1.1 Non-text Content:</b> All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)</p> <ul style="list-style-type: none"> <li>• <b>Controls Input:</b> If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for components and content that accepts user input.)</li> <li>• <b>Time-Based Media:</b> If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.)</li> <li>• <b>Test:</b> If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• <b>Sensory:</b> If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive</li> </ul>	<p><b>Supports with Exceptions</b></p>	<p>Learn 9.1 does provide some alternative text for non-text content. A rating of Supports with Exceptions has been given for the following reasons:</p> <p>The background images that represent controls in the content edit field toolbar, like those on the Create Assignment and Take Test pages, are not visible nor do they have visible alternative text when color and styles are removed from the page.</p> <p>The images in the global navigation menu are not visible nor do they have visible alternative text when color and styles are removed from the page.</p> <p>Background images in the My Blackboard Content pages, like Posts, are no longer visible nor do they have visible alternative text when color and styles are removed from the page.</p> <p>Sort ascending and descending images in the Grade Center are not visible nor do they have visible alternative text when color and styles are removed from the page.</p> <p>The Welcome page expand and collapse icons are not visible nor</p>

Checkpoint	Support Level	Comments
<p>identification of the non-text content.</p> <ul style="list-style-type: none"> <li>• <b>CAPTCHA:</b> If the purpose non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.</li> <li>• <b>Decoration, Formatting, Invisible:</b> If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.</li> </ul>		<p>do they have visible alternative text when color and styles are removed from the page.</p> <p>Images representing Previous, Next, View/Hide, Overall Rating and Add Notes on the Grade Discussion Forum page are not visible nor do they have visible alternative text when color and styles are removed from the page.</p> <p>The reconcile grader tooltip content is not visible nor has visible alternative text when color and styles are removed from the Create Assignment page.</p> <p>The Show/Hide notifications controls is not visible on the Update page of My Blackboard Content when color and styles are removed from the page.</p> <p>The avatar images in the Add User or Group dialog window do not contain unique alternative text descriptions.</p> <p>The images representing status on the View Grades and Grade Center pages do not have unique alternative text descriptions.</p> <p>The image representing the ability to re-order the posts in the Discussion Board contains an empty alt attribute.</p> <p>Date and time images on the Test Options page do not have unique alternative text.</p> <p>The image representing correct answers on the Test Canvas page</p>

Checkpoint	Support Level	Comments
		<p>does not have unique alternative text.</p> <p>The icons for the on the Icon Themes page do not have unique alternative text.</p> <p>The content, for example, “Displaying 1 to 93 of 93 items”, on pages such as Course Tools and the Discussion Board, is not visible on these pages yet receives keyboard focus.</p> <p>Screen reader and keyboard-only users are able to focus on a link next to the checkbox in each post that is not visible on the Discussion Thread page.</p> <p>A checkbox that is not visible is receiving keyboard focus and is rendering to screen reader users on the Course Tools page.</p> <p>Sortable data column headers on the Grade Center and Course Tools pages are not rendering their selected or sorted state.</p> <p>The red bar image and Manual icon on the Create/Edit Formula page do not contain alternative text.</p> <p>The flag in the table header row in the Discussion Forum page does not have alternative text.</p> <p>The First, Previous, Next, and Last images in the Discussion Thread do not have alternative text descriptions.</p>

Checkpoint	Support Level	Comments
		<p>The tooltip icons in the Show Test Results and Feedback to Students table on the Test Options page do not have alternative text descriptions.</p> <p>The content edit fields, on pages such as Test Options and the Grade Discussion Forum, do not have unique labels.</p> <p>The control that opens the points menu is not rendered as a menu element.</p> <p>Buttons that expand and collapse controls for the Answer Formula toolbar in the Create/Edit Calculated Formula Question page do not have alternative text descriptions.</p> <p>The color picker control in the My Blackboard Content Calendar does not have a role or text description.</p> <p>The expand/collapse control associated with a student in the Forum Statics section of the Grade Discussion Forum page does not have a role or text description.</p> <p>The show/hide control that allows users to add modules on the main Course page does not contain role information.</p> <p>The slider that allows users to adjust the size of thumbnails in the Content Collection page does not have a role or text description.</p> <p>A complete content and role for the tooltip associated to Post Details in</p>

Checkpoint	Support Level	Comments
		<p>the Discussion Thread is not rendered to screen reader users.</p> <p>The Selected Columns element in the Create Minimum/Maximum Columns page is not rendered correctly to screen reader users.</p> <p>Note, it is the responsibility of content creators to ensure that images uploaded to Learn 9.1 contain appropriate alternative text.</p>

Guideline 1.2 Time-based Media: Provide alternatives for time-based media

Checkpoint	Support Level	Comments
<p><b>1.2.1 Audio-only and Video-only (Pre-recorded):</b> For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)</p> <ul style="list-style-type: none"> <li>• <b>Pre-recorded Audio-only:</b> An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.</li> <li>• <b>Pre-recorded Video-only:</b> Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.</li> </ul>	<p><b>Supports</b></p>	<p>Learn 9.1 does not contain any prerecorded audio or video content.</p>
<p><b>1.2.2 Captions (Pre-recorded):</b> Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media</p>	<p><b>Supports</b></p>	<p>Learn 9.1 does not contain prerecorded audio or video content.</p>

Checkpoint	Support Level	Comments
alternative for text and is clearly labeled as such. (Level A)		
<b>1.2.3 Audio Description or Media Alternative (Prerecorded):</b> An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)	<b>Supports</b>	Learn 9.1 does not contain prerecorded audio or video content.
<b>1.2.4 Captions (Live):</b> Captions are provided for all live audio content in synchronized media. (Level AA)	<b>Supports</b>	Learn 9.1 does not contain live multimedia content.
<b>1.2.5 Audio Description (Prerecorded):</b> Audio description is provided for all prerecorded video content in synchronized media. (Level AA)	<b>Supports</b>	Learn 9.1 does not contain prerecorded audio or video content.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure

Checkpoint	Support Level	Comments
<b>1.3.1 Info and Relationships:</b> Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	<b>Supports with Exceptions</b>	<p>Learn 9.1 information, structure, and relationships conveyed through presentation can be programmatically determined and are available in text with the following exceptions:</p> <p>Heading elements have been used on non-structural content such as the Filter menu control on the Course Tools page and the Upload and Build controls on the Content Collection page.</p> <p>Toolbar controls for the content edit fields have been structured using nested tables.</p>



Checkpoint	Support Level	Comments
		<p>In the screen reader off mode on the Grade Center page, the data table header content is not in the same table as its related content.</p> <p>Menu elements, like My Institution and Community, have been structured using table elements.</p> <p>Content in the Take Test page has been structured using table elements.</p> <p>The left navigation panel has been structured using list elements that are incorrectly rendered to screen readers.</p> <p>Throughout the application, content like test questions, required fields on pages like Create Assignment, and folder images in the Content Collection thumbnail view, have been improperly structured with list elements.</p> <p>The Add/Remove module alert is not rendered to screen reader users as it does not receive focus when opened.</p> <p>Focus is not placed in the legend when opened on the View Grades page.</p> <p>Depending on where a global navigation link is selected from, for example the drop-down global navigation menu or the left navigation panel, focus is either placed on the main content or on the parent element just above the content.</p>

Checkpoint	Support Level	Comments
		<p>Title attributes have been inappropriately used with div elements in the table header of the Grade Center.</p> <p>Title attributes have been used incorrectly with the First, Previous, Next, and Last buttons in the Discussion Thread.</p> <p>Radio buttons, like those on the Create Minimum/Maximum page and the Test Options page, are not grouped properly.</p> <p>Several form field elements throughout the application, especially select fields like Submission for Grade, do not have associated labels.</p>
<p><b>1.3.2 Meaningful Sequence:</b> When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p>	<p><b>Supports with Exceptions</b></p>	<p>Learn 9.1 content is presented in a sequential manner that can be programmatically determined.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <p>Keyboard focus order is starts at Quick links and follows global navigation menu, logout and then Home which does not match the visual layout of the navigation.</p> <p>The visual layout of the Course Content page does not match the tab focus order for most of the interactive elements on the page.</p> <p>On pages such as the Calendar, Content Collection, Grade Center, and Create/Edit Calculated Formula Question, tab focus begins on interactive elements on the right</p>

Checkpoint	Support Level	Comments
		of the page then shifts to elements on the left page.
<p><b>1.3.3 Sensory Characteristics:</b> Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<b>Supports</b>	Learn 9.1 does not rely on sensory characteristics alone to provide understanding of content.

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content, including separating foreground from background

Checkpoint	Support Level	Comments
<p><b>1.4.1 Use of Color:</b> Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<b>Supports with Exception</b>	Learn 9.1 does not use color alone to convey information with the exception of denoting the selected tab in the Content Collection List Thumbnail page.
<p><b>1.4.2 Audio Control:</b> If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use</p>	<b>Supports</b>	Learn 9.1 does not contain audio.

Checkpoint	Support Level	Comments
<p>the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>		
<p><b>1.4.3 Contrast (Minimum):</b> The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;</li> <li>• Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</li> <li>• Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	<p><b>Supports with Exceptions</b></p>	<p>Learn 9.1 does provide a color contrast ratio that is at least 4.5:1 for most content.</p> <p>However, a rating of Supports with Exception is given as the color contrast ratios of text and background colors can be under the minimum required 4.5:1 depending on the theme selected.</p>
<p><b>1.4.4 Resize Text:</b> Text (but not images of text) can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	<p><b>Supports</b></p>	<p>Learn 9.1 can be resized without assistive technology up to 200% without loss of content or functionality.</p>
<p><b>1.4.5 Images of Text:</b> If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• Customizable: The image of text can be visually</li> </ul>	<p><b>Supports</b></p>	<p>Learn 9.1 does not contain images of text.</p>



Checkpoint	Support Level	Comments
<p>customized to the user's requirements;</p> <ul style="list-style-type: none"> <li>Essential: A particular presentation of text is essential to the information being conveyed.</li> </ul> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>		

*Principle 2: Operable - User interface components and navigation must be operable*

Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard

Checkpoint	Support Level	Comments
<p><b>2.1.1 Keyboard:</b> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p> <p>Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path dependent input but the underlying function (text input) does not.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	<p><b>Supports with Exceptions</b></p>	<p>Learn 9.1 functionality can be accessed with the keyboard with the following exceptions:</p> <p>Throughout the application, keyboard focus is placed on inactive elements, such as headings and page titles.</p> <p>The nodes in the left navigation panel in the Institutional Hierarchy are not expanded and collapsed using standard keyboard commands.</p> <p>The Previous and Next and color picker controls in the Calendar cannot be selected with the keyboard.</p> <p>The show/hide icons in the Add Module cannot be selected with the keyboard.</p> <p>The expand/collapse function in the Grades Discussion Forum associated with the Forum</p>

Checkpoint	Support Level	Comments
		<p>Statistics cannot be selected with the keyboard.</p> <p>The slider that allows users to increase or decrease the size of the thumbnails in the Course Collection page cannot be enabled with the keyboard.</p> <p>When the screen reader off mode is enabled in the Grade Center, keyboard-only users are unable to select the checkboxes associated with the students.</p>
<p><b>2.1.2 No Keyboard Trap:</b> If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<b>Supports</b>	Learn 9.1 does not contain any keyboard traps.

Guideline 2.2 Enough Time: Provide users enough time to read and use content

Checkpoint	Support Level	Comments
<p><b>2.2.1 Timing Adjustable:</b> For each time limit that is set by the content, at least one of the following is true: (Level A)</p>	<b>Supports</b>	Learn 9.1 does not contain content that must be completed within a set time limit.

Checkpoint	Support Level	Comments
<ul style="list-style-type: none"> <li>• Turn off: The user is allowed to turn off the time limit before encountering it; or</li> <li>• Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or</li> <li>• Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or</li> <li>• Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</li> <li>• Essential Exception: The time limit is essential and extending it would invalidate the activity; or</li> <li>• 20 Hour Exception: The time limit is longer than 20 hours.</li> </ul> <p>Note 1: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1 which puts limits on changes of content or context as a result of user action.</p>		

Checkpoint	Support Level	Comments
<p><b>2.2.2 Pause, Stop, Hide:</b> For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> <li>• Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and</li> <li>• Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</li> </ul> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See</p>	<p><b>Supports</b></p>	<p>Learn 9.1 does not contain moving, blinking, scrolling, or auto-updating information.</p>



Checkpoint	Support Level	Comments
<p>Conformance Requirement 5: Non-Interference.</p> <p>Note 3: Content that is updated periodically by software, or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>		

Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures

Checkpoint	Supports Level	Comments
<p><b>2.3.1 Three Flashes or Below Threshold:</b> Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p>	<p><b>Support with Exceptions</b></p>	<p>Learn 9.1 does not contain flashing elements with the exception of when heading elements receive focus when selected from the Quick Links.</p>

See Conformance Requirement 5: Non-Interference.		
--	--	--

Guideline 2.4 Navigable: Provide ways to help users navigate, find content and determine where they are

Checkpoint	Supports Level	Comments
<b>2.4.1 Bypass Blocks:</b> A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)	<b>Supports</b>	Learn 9.1 contains a method to bypass blocks of content repeated on multiple pages.
<b>2.4.2 Page Titled:</b> Web pages have titles that describe topic or purpose. (Level A)	<b>Supports</b>	Learn 9.1 pages are appropriately titled.
<b>2.4.3 Focus Order:</b> If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	<b>Supports with Exceptions</b>	<p>Learn 9.1 can be mostly navigated sequentially and focusable components receive focus in an order that preserves meaning and operability with the following exceptions:</p> <p>The Add/Remove module alert is not rendered to screen reader users as it does not receive focus when opened.</p> <p>Focus is not placed in the legend when opened on the View Grades page.</p> <p>Depending on where a global navigation link is selected from, for example the drop-down global navigation menu or the left navigation panel, focus is either placed on the main content or on the parent element just above the content.</p>
<b>2.4.4 Link Purpose (In Context):</b> The purpose of each link can be determined from the link text alone, or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to	<b>Supports with Exceptions</b>	<p>Learn 9.1 provides context about the purpose of some links from the text alone or from text descriptions around the links.</p> <p>A rating a Supports with Exceptions has been given as there are</p>

Checkpoint	Supports Level	Comments
users in general. (Level A)		several links throughout the application that use identical descriptions without additional clarification, such as those on the Add Module and Grade Center pages.
<b>2.4.5 Multiple Ways:</b> More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)	<b>Supports</b>	Learn 9.1 has multiple ways to locate a Web page within a set of Web pages.
<b>2.4.6 Headings and Labels:</b> Headings and labels describe topic or purpose. (Level AA)	<b>Supports with Exceptions</b>	<p>Learn 9.1 contains headings and labels that describe topics and purposes with the following exceptions:</p> <p>The checkboxes and grade edit fields do not have unique descriptions on the Grade Center page.</p> <p>The Less Than, Upper Value, Will Equal, and Will Calculate fields in the Grading Schema do not have unique names.</p>
<b>2.4.7 Focus Visible:</b> Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	<b>Supports with Exceptions</b>	<p>Learn 9.1 has modes of operation where keyboard focus is indicated visually.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <p>Throughout the application, when a visual indication of focus has not been styled through CSS, the native browser visual focus indicator is applied instead. In many browsers native visual focus indicators do not provide enough color contrast on some interactive elements to easily determine when they have keyboard focus.</p>

Checkpoint	Supports Level	Comments
		<p>A dark blue rectangle has been used to provide the visual indication of keyboard focus against the dark gray background of the My Blackboard Content left navigation panel.</p> <p>The control for showing/hiding the course menu has no visual indication when it receives keyboard focus.</p> <p>The controls for select all, select none, mark as read, and mark as unread in a Discussion Thread do not have visual cues when they receive keyboard focus.</p> <p>The View List and View Table controls on the Course Collection page do not have visual cues when receiving keyboard focus.</p> <p>The List View and Tree View controls in the Forum do not have visual cues when they receive keyboard focus.</p> <p>The Quote and Email Author controls in the Discussion Thread do not have visual indications of keyboard focus.</p> <p>The portlets on the Course Updates page receive only native browser indications of visual focus which may not provide enough color contrast for some users to easily see when the controls receive keyboard focus.</p>

*Principle 3: Understandable - Information and the operation of user interface must be understandable*

Guideline 3.1 Readable: Make text content readable and understandable

Checkpoint	Support Level	Comments
<b>3.1.1 Language of Page:</b> The default human language of each Web page can be programmatically determined. (Level A)	<b>Supports</b>	Learn 9.1 defaults to a human language that can be programmatically determined.
<b>3.1.2 Language of Parts:</b> The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)	<b>Supports</b>	Learn 9.1 content is understandable.

Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways

Checkpoint	Support Level	Comments
<b>3.2.1 On Focus:</b> When any component receives focus, it does not initiate a change of context. (Level A)	<b>Supports</b>	Learn 9.1 components receiving focus do not initiate a change of context.
<b>3.2.2 On Input:</b> Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)	<b>Supports</b>	Learn 9.1 advises users of changes in context when settings are changed.
<b>3.2.3 Consistent Navigation:</b> Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)	<b>Supports</b>	Learn 9.1 provides consistent navigation mechanisms throughout the application.
<b>3.2.4 Consistent Identification:</b> Components that have the same	<b>Supports with Minor Exception</b>	Learn 9.1 components with the same functionality are described

Checkpoint	Support Level	Comments
functionality within a set of Web pages are identified consistently. (Level AA)		consistently throughout the application with the minor exception of the Date Selection Calendar control that is also rendered as Edit on the Test Options page.

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

Checkpoint	Support Level	Comments
<b>3.3.1 Error Identification:</b> If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	<b>Supports</b>	Learn 9.1 errors are identified and described in text.
<b>3.3.2 Labels or Instructions:</b> Labels or instructions are provided when content requires user input. (Level A)	<b>Supports with Exceptions</b>	Learn 9.1 provides labels and instructions for user content with the exception that the format instructions for date and time entries on pages like the Create Assignment, Forum, and Discussion Thread are placed below the date and time edit fields.
<b>3.3.3 Error Suggestion:</b> If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)	<b>Supports</b>	Learn 9.1 does not have inline error validation messages.
<b>3.3.4 Error Prevention (Legal, Financial, Data):</b> For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)	<b>Supports</b>	Learn 9.1 does not contain legal or financial data.



Checkpoint	Support Level	Comments
<p>Reversible: Submissions are reversible.</p> <ul style="list-style-type: none"> <li>• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</li> <li>• Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</li> </ul>		

*Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies*

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies

Checkpoint	Support Level	Comments
<p><b>4.1.1 Parsing:</b> In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p>	<p><b>Supports</b></p>	<p>Learn 9.1 contains properly marked-up languages.</p>
<p><b>4.1.2 Name, Role, Value:</b> For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically</p>	<p><b>Supports with Exceptions</b></p>	<p>Learn 9.1 includes user interface components that do provide name, role and state information.</p>



Checkpoint	Support Level	Comments
<p>determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)</p> <p>Note: This success criterion is primarily for Web developers who develop or script their own user interface components. For example, standard HTML components already meet this success criterion when used according to specification.</p>		<p>A rating of Supports with Exceptions has been given for the following reasons:</p> <p>The content edit fields, on pages such as Test Options and the Grade Discussion Forum, do not have unique labels.</p> <p>The control that opens the points menu is not rendered as a menu element.</p> <p>Buttons that expand and collapse controls for the Answer Formula toolbar in the Create/Edit Calculated Formula Question page do not have alternative text descriptions.</p> <p>The color picker control in the My Blackboard Content Calendar does not have a role or text description.</p> <p>The expand/collapse control associated with a student in the Forum Statics section of the Grade Discussion Forum page does not have a role or text description.</p> <p>The show/hide control that allows users to add modules on the main Course page does not contain role information.</p> <p>The slider that allows users to adjust the size of thumbnails in the Content Collection page does not have a role or text description.</p> <p>A complete content and role for the tooltip associated to Post Details in the Discussion Thread is not rendered to screen reader users.</p>



Checkpoint	Support Level	Comments
		<p>The Selected Columns element in the Create Minimum/Maximum Columns page is not rendered correctly to screen reader users.</p> <p>Title attributes have been inappropriately used with div elements in the table header of the Grade Center.</p> <p>Title attributes have been used incorrectly with the First, Previous, Next, and Last buttons in the Discussion Thread.</p> <p>Radio buttons, like those on the Create Minimum/Maximum page and the Test Options page, are not grouped properly.</p> <p>Several form field elements throughout the application, especially select fields like Submission for Grade, do not have associated labels.</p> <p>The toolbar associated with the content edit fields contains several incorrect ARIA attributes.</p> <p>A role of navigation has been used incorrectly with the Global navigation menu.</p> <p>An aria-labelledby attribute has been used incorrectly with checkboxes in the discussion Forum and Thread pages.</p> <p>An aria-labelledby attribute does not have a properly associated id attribute in the Instructor Notes field of the Create/Edit Multiple Choice Question page.</p>

Checkpoint	Support Level	Comments
		<p>The expand and collapse controls in the discussion thread do not correctly announce state.</p> <p>A fieldset element and radiogroup role have both been used with the radio buttons on the Create Minimum/Maximum Column page.</p>