

**Blackboard Collaborate
WCAG 2.0 Support Statement
August 2016**

Overview

The following Support Statement provides an evaluation of accessibility support levels for Blackboard’s Collaborate (Ultra) 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

The Blackboard Collaborate (Ultra) application does not fully support the WCAG 2.0 requirements. However, it does support, with exceptions, most of the important technical and functional accessibility needs of most disability and assistive technology types.

The problems of greatest severity and frequency involve assistive technology users’ and keyboard-only users’ inability to access the Share Application plug-in. Furthermore, these users are unable to place content on the white board, and screen reader users’ lack the ability to access content placed on the white board.

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 Collaborate

Platform	Assistive Technology	Browser
Windows 7	JAWS 17.0	Firefox 47
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>1.1.1 Non-text Content: 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"> • Controls Input: 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.) • Time-Based Media: 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.) • Test: 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. • Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. • CAPTCHA: If the purpose non-text content is to confirm that 	<p>Supports with Exceptions</p>	<p>Blackboard Collaborate (Ultra) provides text alternatives to most controls with some exceptions:</p> <p>The content placed in the white board is not identified to screen reader users.</p> <p>There is no textual notification when participants lower their hands</p> <p>The image that represents the fact that the session is recording does not have alternative text.</p> <p>The tooltips for the Audio and Video controls visually appear as Mute Audio and Mute Video when they are enabled. However, they are rendered as “Share Audio” and “Share Video” to screen reader users.</p> <p>The CSS background images used with the expand and collapse functionality in the My Settings Panel do not have alternative text.</p> <p>The delete icon controls in the Breakout Groups panel do not have unique alternative text descriptions.</p>

Checkpoint	Support Level	Comments
<p>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.</p> <ul style="list-style-type: none"> • Decoration, Formatting, Invisible: 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. 		

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

Checkpoint	Support Level	Comments
<p>1.2.1 Audio-only and Video-only (Prerecorded): 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"> • Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not contain any prerecorded audio or video only presentations.</p>

Checkpoint	Support Level	Comments
1.2.2 Captions (Pre-recorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)	Supports	Blackboard Collaborate (Ultra) does not contain any prerecorded audio requiring captions.
1.2.3 Audio Description or Media Alternative (Prerecorded): 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)	Supports	Blackboard Collaborate (Ultra) does not contain any prerecorded audio requiring description or media alternative.
1.2.4 Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)	Supports	Blackboard Collaborate (Ultra) has the ability to provide captions to users during a live session.
1.2.5 Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)	Supports	Blackboard Collaborate (Ultra) does not contain prerecorded video that would require audio description.

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
1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	Supports with Minor Exception	Blackboard Collaborate (Ultra) supports information, structure, and relationships programmatically, with the exception of the fact that the text field that can be added to the white board lacks a text equivalent.
1.3.2 Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)	Supports	Blackboard Collaborate (Ultra) content is presented in a meaningful sequence.

Checkpoint	Support Level	Comments
<p>1.3.3 Sensory Characteristics: 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>	<p>Supports with Exception</p>	<p>Blackboard Collaborate (Ultra) does not exclusively rely on sensory characteristics to provide understanding of content.</p>

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

Checkpoint	Support Level	Comments
<p>1.4.1 Use of Color: 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>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not exclusively use color to convey information.</p>
<p>1.4.2 Audio Control: 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 the whole page, all content on the Web page (whether or not it is used</p>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not contain audio that plays automatically.</p>

Checkpoint	Support Level	Comments
to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.		
<p>1.4.3 Contrast (Minimum): 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"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • 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. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. 	Supports	Blackboard Collaborate (Ultra) color contrast ratios are above the required 4.5:1 minimum.
<p>1.4.4 Resize Text: 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>	Supports	Blackboard Collaborate (Ultra) can be resized 200 percent without loss of content or functionality.
<p>1.4.5 Images of Text: 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"> • Customizable: The image of text can be visually customized to the user's requirements; 	Supports	Blackboard Collaborate (Ultra) does not use images of text.



Checkpoint	Support Level	Comments
<ul style="list-style-type: none"> Essential: A particular presentation of text is essential to the information being conveyed. <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>2.1.1 Keyboard: 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>Supports with Exceptions</p>	<p>Blackboard Collaborate (Ultra) functionality is accessible with the keyboard, with the exception of keyboard-only users' inability to place content on the white board.</p>
<p>2.1.2 No Keyboard Trap: 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</p>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not cause focus to become trapped in components.</p>



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

Checkpoint	Support Level	Comments
<p>2.2.1 Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • 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 • 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 • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and 	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not have a timeout function.</p>

Checkpoint	Support Level	Comments
<p>no alternative to the time limit is possible; or</p> <ul style="list-style-type: none"> • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. <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>		
<p>2.2.2 Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> • 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 • 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- 	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not contain content that moves, blinks, scrolls, or auto-updates.</p>

Checkpoint	Support Level	Comments
<p>updating is part of an activity where it is essential.</p> <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 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>2.3.1 Three Flashes or Below Threshold: 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. See Conformance Requirement 5: Non-Interference.</p>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not contain content that flashes.</p>

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

Checkpoint	Supports Level	Comments
<p>2.4.1 Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)</p>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) does not contain any blocks of content that are repeated.</p>
<p>2.4.2 Page Titled: Web pages have titles that describe topic or purpose. (Level A)</p>	<p>Supports</p>	<p>Blackboard Collaborate (Ultra) contains page titles with the name of the meeting that a user is attending.</p>
<p>2.4.3 Focus Order: 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)</p>	<p>Supports with Exceptions</p>	<p>Blackboard Collaborate (Ultra) does provide focus to controls in a sequential manner with the following exceptions:</p> <p>Focus is not moved to the Describe Your Issue textarea in the survey provided at the end of a session.</p> <p>Keyboard-only users are able to navigate from the tour dialogs into the page content.</p>



Checkpoint	Supports Level	Comments
		Keyboard focus is not placed on the Create New Group button when users select Move in the Breakout Groups panel.
2.4.4 Link Purpose (In Context): 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 users in general. (Level A)	Supports with Exceptions	Blackboard Collaborate (Ultra) link purposes can be determined by the text alone.
2.4.5 Multiple Ways: 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)	Supports	Blackboard Collaborate (Ultra) does not require multiple ways to locate a web page within a set of web pages.
2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)	Supports	Blackboard Collaborate (Ultra) headings and labels are unique.
2.4.7 Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	Supports	Blackboard Collaborate (Ultra) has visible keyboard focus.

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
3.1.1 Language of Page: The default human language of each Web page can be programmatically determined. (Level A)	Supports	Blackboard Collaborate (Ultra) sets a default language.
3.1.2 Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate	Supports	Blackboard Collaborate (Ultra) content is understandable.

Checkpoint	Support Level	Comments
language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)		

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

Checkpoint	Support Level	Comments
3.2.1 On Focus: When any component receives focus, it does not initiate a change of context. (Level A)	Supports	Blackboard Collaborate (Ultra) does not force a focus change that is not user initiated.
3.2.2 On Input: 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)	Supports	Blackboard Collaborate (Ultra) does not automatically change the context of user interface components unless they are user initiated.
3.2.3 Consistent Navigation: 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)	Supports	Blackboard Collaborate (Ultra) provides a consistent navigation.
3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	Supports	Blackboard Collaborate (Ultra) provides consistent identification of components with same functionality in the application.



Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

Checkpoint	Support Level	Comments
<p>3.3.1 Error Identification: 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)</p>	Supports	Blackboard Collaborate (Ultra) does not provide in-line validation of user errors.
<p>3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)</p>	Supports	Blackboard Collaborate (Ultra) provides labels and instructions when content requires user input.
<p>3.3.3 Error Suggestion: 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)</p>	Supports	Blackboard Collaborate (Ultra) does not provide in-line validation of user errors.
<p>3.3.4 Error Prevention (Legal, Financial, Data): 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)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 	Supports	Blackboard Collaborate (Ultra) does not contain legal or financial data.



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>4.1.1 Parsing: 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>Supports</p>	<p>Blackboard Collaborate (Ultra) has 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.</p>
<p>4.1.2 Name, Role, Value: 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 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>Supports with Exceptions</p>	<p>Blackboard Collaborate (Ultra) controls provide the correct name, role and value with the following exceptions:</p> <p>None of the content in the white board provides role, state, or value information.</p> <p>A number of ARIA properties have been used, such as on the Audio and Video Settings control and the Search button, that are not correctly associated to elements.</p> <p>A role of application has been incorrectly applied to the Chat panel. This makes it difficult for screen reader users to read the Chat messages.</p>

Checkpoint	Support Level	Comments
		<p>The Polling Option has a disabled state that causing the options not be rendered to screen reader users until enabled by the Moderator.</p> <p>Visually, the closed caption control is Yes, but it is rendered as “Enable closed caption” to screen reader users.</p> <p>The Let’s Get Started visual control is rendered as “Start providing captions to viewers” to screen reader users.</p> <p>An aria-haspopup property has been incorrectly used with the button that allows users to move from one breakout group to another.</p> <p>The delete icon controls in the Breakout Groups panel do not have unique names.</p> <p>The text field added to the white board does not have a label.</p> <p>There is no textual notification of when participants lower their hands.</p> <p>The image that represents the fact that the session is recording does not have alternative text.</p> <p>The tooltips for the Audio and Video controls visually appear as Mute Audio and Mute Video when they are enabled, but they are rendered as “Share Audio” and “Share Video” to screen reader users.</p>