

Atomic Learning Voluntary Product Accessibility Template (VPAT)

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Name of Product: Atomic Learning General Use

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Compliance Summary

Criteria	Support Level	Remarks and Explanations
Section 1194.21 Software Applications and Operating Systems	Supports with Exceptions	Please see the corresponding section for details on how Atomic Learning supports this criteria.
Section 1194.22 Web-based internet information and applications	Supports with Exceptions	Please see the corresponding section for details on how Atomic Learning supports this criteria.
Section 1194.23 Telecommunications Products	Not Applicable	Atomic Learning is not a Telecommunications product.
Section 1194.24 Video and Multi-media Products	Supports	Please see the corresponding section for details on how Atomic Learning supports this criteria.
Section 1194.25 Self-Contained, Closed Products	Not Applicable	Atomic Learning is not a Self-Contained, Closed Product.
Section 1194.26 Desktop and Portable Computers	Not Applicable	Atomic Learning is not a hardware product.
Section 1194.31 Functional Performance Criteria	Supports with Exceptions	Atomic Learning is a web-based application that allows end users to make use of browsers' built-in accessibility options. Assistive Technology can also be used with Atomic Learning to enhance the accessibility of products. Atomic Learning has been tested with the screen readers Jaws and VoiceOver.
Section 1194.41 Information, Documentation, and Support	Supports	Customers may contact Atomic Learning's customer service team with requests for alternative formats and communication modes.

Support Levels

Support Level	Description
Supports	The Atomic Learning website fully meets the letter and intent of the Criteria.
Supports with Exceptions/Minor Exceptions	The Atomic Learning website does not fully meet the letter and intent of the Criteria, but provides some level of access relative to the Criteria.
Supports through Equivalent Facilitation	The Atomic Learning website provides an alternate way to meet the intent of the Criteria.
Supports when combined with Compatible AT	The Atomic Learning website fully meets the letter and intent of the Criteria when used in combination with Compatible AT.
Does Not Support	The Atomic Learning website does not meet the letter or intent of the Criteria.
Not Applicable	The Criteria does not apply.
Not Applicable - Fundamental Alteration Exception Applies	A Fundamental Alteration of the Atomic Learning website is required to meet the Criteria.
Applicable – Not Tested	The Standard is applicable but was not tested.

§ 1194.21 Software Applications and Operating Systems

Criteria	Support Level	Remarks and Explanations
<p>(a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.</p>	<p>Supports with Exceptions</p>	<p>All functions in Atomic Learning can be navigated to and performed with a keyboard using standard web browser keyboard shortcuts (ESC, Tab, Enter). This includes logging in, searching for tutorials, selecting tutorials for viewing and playing the tutorials.</p> <p>With the keyboard alone, a user can delete multiple search filter entries with the Backspace key. A keyboard-only user cannot press enter on the "X" link to remove the filter. A JavaScript event does not allow the Enter key to delete the object when pressed. This JavaScript event does not affect users of screen readers. Users of JAWS and NVDA have the ability to activate these links with the Enter key.</p> <p>The "application" filter overlay on the search tab stays visible after navigating beyond the fields with the keyboard with the Tab key. The overlay overlaps other objects on the screen and can only be hidden by navigating with Shift+Tab back to the application filter and pressing the Esc key on the keyboard.</p>
<p>(b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.</p>	<p>Supports with Exceptions</p>	<p>No code has been created to alter the performance nor to disable activated features of other products such as Windows accessibility features like Sticky Keys, Toggle Keys and Filter keys.</p> <p>However, when color is disabled through the browser's accessibility settings or when a user enabled High Contrast settings of the Windows operating system, CSS background images disappear. This results in expand/collapse controls, carousel and sorting (ascending/descending) images to not be seen visually.</p>
<p>(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so</p>	<p>Supports with Exceptions</p>	<p>Atomic Learning uses the standard web browsers' features that indicate focus of an item are present- like an outline box in Internet Explorer with the following exception. As a user who navigates with the arrow key in the "All Applications" filter, a CSS color highlight and underline</p>

<p>that Assistive Technology can track focus and focus changes.</p>		<p>style indicates a selected option for sighted keyboard-only and low-vision users but the value is not displayed in the edit field. As a result, a screen reader will not render the highlighted/underlined item in the filter list.</p> <p>Roll over indicators are also present for many items indicating focus.</p> <p>Atomic Learning's player window has been specially coded so that you can see which buttons have focus. This has been tested in Safari, Internet Explorer, and Fire Fox, all these browsers indicate which button has focus via a box outline along with the typical browser indicators. When a tutorial video is closed from the post-login Search tab, the programmatic focus is not set to the invoking link within the search results. The focus is set to the very top of the screen.</p>
<p>(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text.</p>	<p>Supports with Exceptions</p>	<p>Industry standards have been applied to include explicit label markup on form fields and alt text for images. The following are exceptions to this paragraph:</p> <p>The expand and collapse controls on the post-login My Training tab (Assigned Training, Assessments, Recommended Training) indicate an expanded or collapsed state after they have been activated at least once. When the page is first loaded the default collapsed state is not announced.</p> <p>The Adobe Flash video player is embedded into the HTML, setting the wmode parameter to "opaque" for positioning of the objects visually on the page. This prohibits the exposure of Microsoft Active Accessibility (MSAA) API properties to assistive technology. Only video player controls need to be accessed with the keyboard and currently the space bar can play and pause the video and arrow keys can adjust the volume. With these available keystrokes a user is not required to navigate into the player to control the video playback.</p>
<p>(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images</p>	<p>Supports</p>	<p>Atomic Learning uses a standard library of images to identify controls throughout the website.</p>

shall be consistent throughout an application's performance.		
(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.	Supports	The application is web-based and web browsers use standard operating system methods for displaying text and text attributes.
(g) Applications shall not override user selected contrast and color selections and other individual display attributes.	Supports with Exceptions	Atomic Learning does not override any contrast or color selections. When color is disabled through the browser's accessibility settings or when a user enables High Contrast settings of the Windows operating system, CSS background images disappear. This results in expand/collapse controls, carousel and sorting (ascending/ descending) images to not be seen visually.
(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.	Not Applicable	Atomic Learning does not use animation.
(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Supports with Exceptions	Color coding is used in conjunction with text that explains the distinction for a majority of the application interfaces. As a user navigates with the arrow key in the "All Applications" filter, a CSS color highlight and underline style indicates a selected option for sighted keyboard-only and low-vision users but the value is not displayed in the edit field. As a result, a screen reader will not render the highlighted/underlined item in the filter list for non-sighted users.
(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.	Not Applicable	Atomic Learning doesn't have a need for users to adjust color and contrast settings outside of their normal browser adjustments.
(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.	Supports	Atomic Learning does not use flashing or blinking elements.
(l) When electronic forms are used, the form shall allow people using Assistive Technology to access the information, field elements, and	Supports	All forms use explicit label markup form field labels and are keyboard accessible.

functionality required for completion and submission of the form, including all directions and cues.

§ 1194.22 Web-based Intranet and Internet Information and Applications

Criteria	Support Level	Remarks and Explanations
<p>(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).</p>	<p>Supports with Exceptions</p>	<p>The majority of images and other non-text elements in the Atomic Learning website provide appropriate text equivalents.</p> <p>In some cases, elements that expand or collapse sections of content do not indicate this special action or the current state textually.</p> <p>The role and use of the form fields in the simulated controls in the Search page's Advanced Filters are not conveyed to screen readers. The activation and use of a simulated calendar control is also not conveyed to screen reader users.</p> <p>In many cases, links that open simulated menus or dialogs properly indicate textually that they do so, but in a few cases they do not. Similarly, some simulated dialogs do not properly textually identify the start and end of their content.</p> <p>For data tables with sortable column headers, the sortability and current sort direction are indicated visually by the use of CSS background images but not textually.</p> <p>There are isolated cases of images without textual equivalents.</p> <p>One report presents its charts and graphs in Flash. The data here is not accessible.</p>
<p>(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p>	<p>Supports</p>	<p>The training videos offered in the Atomic Learning website provide closed captions.</p>
<p>(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p>	<p>Supports</p>	<p>The Atomic Learning website does not utilize color to convey selection or other information unless an equivalent is also provided.</p>

Criteria	Support Level	Remarks and Explanations
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports with Exceptions	<p>In most cases, the meaning and use of content and controls are not dependent on CSS. However, in a few cases, textual and visual equivalents are not provided to users who are blind or to some users with low vision.</p> <p>Nearly all content headings are indicated explicitly via structural markup, but in a few isolated cases, they are indicated only by visual rendering methods.</p> <p>For data tables with sortable column headers, the sortability and current sort direction are indicated visually by the use of CSS background images but not textually.</p> <p>In a few of the pages that offer elements that expand or collapse sections of content, the CSS <i>before</i> pseudo class is used to insert + and – glyphs into the web pages.</p>
(e) Redundant text links shall be provided for each active region of a server-side image map.	Not Applicable	No server-side image maps are utilized.
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Not Applicable	No client-side image maps are utilized.
(g) Row and column headers shall be identified for data tables.	Supports with Exceptions	<p>Row and column headers are identified for data tables through the use of TH elements to implement table header structures and with the scope attribute to associate the headers with cells along the same row and column.</p> <p>In data tables in some Individual User Reports, the column header text is outside of the table that contains the data. This prevents screen readers from being able to associate header and data cells and therefore impacts the ability of users who are blind to comprehend the data in these tables.</p>
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	Not Applicable	The Atomic Learning website does not utilize complex data tables.

Criteria	Support Level	Remarks and Explanations
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports with Minor Exceptions	In most cases, frames are properly titled, but in isolated cases, titles are missing or not meaningful.
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Supports	The Atomic Learning website does not utilize content that flickers.
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Not Applicable	The Atomic Learning website does not require the use of text-only pages.
(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.	Supports with Exceptions	<p>The Atomic Learning website can be controlled using the keyboard alone or by assistive technology such as screen readers, but some exceptions occur.</p> <p>The role and use of the form fields in the simulated controls in the Search page's Advanced Filters are not conveyed to screen readers.</p> <p>Some tabbing issues occur in the Favorites area with certain browsers.</p> <p>In sortable data tables, the column header elements that perform sorting are not in the tab order and cannot be activated using the keyboard.</p> <p>In some cases, focus is not moved appropriately in response to dynamic content changes. If users close simulated dialogs such as Easy Links, the video player, or Assign Training, focus may remain at the end of the page or be reset to the top of the page, rather than being moved to an appropriate location, such as the element that initially triggered the dialog. Also, on the My Reports page, if users select the Modify Criteria button, focus is not moved to the form that appears above where the button had been, which may make it difficult for users who are blind to locate the form.</p>

Criteria	Support Level	Remarks and Explanations
		The search form in the My Reports page allows users to enter Start and End Dates manually, while also featuring a simulated calendar control. While its activation and use are reasonably self-evident to many users, screen reader users who are blind could trigger this calendar control without realizing it by pressing the Down arrow key. Other issues related to descriptions and keyboard control also occur, such as the inability to Tab out of this control.
(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).	Supports with Minor Exceptions	The User Report named Activity Overview presents its output in Flash-based charts and graphs. However, no link to download the Adobe Flash Player is offered in the page.
(n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Supports with Exceptions	<p>The vast majority of form fields provide explicit labels. A small number of exceptions occur, including the Start and End Date fields in the My Reports search form.</p> <p>The role and keyboard control of the simulated controls in the Search page's Advanced Filters are not conveyed to screen readers. A user is not required to use the suggestion list and retains the ability to input an unrestricted search phrase.</p>
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	The Atomic Learning website provides three skip links at the top of its pages that allow users to jump to different parts of the page, including to the start of the main content area.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Not Applicable	The Atomic Learning website does not require timed responses.

§ 1194.24 Video and Multi-media Products

Criteria	Support Level	Remarks and Explanations
<p>(a) All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, widescreen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, and stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.</p>	<p>Not Applicable</p>	<p>Atomic Learning is not a hardware product.</p>
<p>(b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.</p>	<p>Not Applicable</p>	<p>Atomic Learning does not include hardware.</p>
<p>(c) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.</p>	<p>Supports</p>	<p>The Atomic Learning website provides captions for its prerecorded videos.</p>
<p>(d) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain visual information necessary for the comprehension of the content, shall be audio described.</p>	<p>Supports</p>	<p>All Atomic Learning tutorials have very detailed narration that describes the actions that are occurring on the computer screen. These actions are called out so that without the video you would still be able to understand the actions you need to take to complete the task.</p>
<p>(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.</p>	<p>Supports</p>	<p>Closed captioning can be turned on or off. The audio descriptions are a permanent part of each tutorial, available to everyone all the time.</p>

§ 1194.31 Functional Performance Criteria

Criteria	Support Level	Remarks and Explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	Supports with Exceptions	<p>Most of the accessibility issues that impact users who are blind have already been discussed in the Technical paragraphs of §1194.22 above. Please refer primarily to paragraphs (a), (d), (g), (l) and (n).</p> <p>A small number of additional problems occur that are more functional in nature.</p> <p>The training videos automatically begin playing when users select a video link. Therefore, the audio track plays at the same time screen readers announce page content or respond to commands. The severity of this issue is reduced by the fact that when the video loads, initial focus is set on the Play/Pause button.</p> <p>In a small number of cases, links text is not sufficiently meaningful in context.</p>
(b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided.	Supports with Minor Exceptions	<p>Only a small number of the accessibility issues that have been discussed in the technical paragraphs of §1194.22 above might impact persons with low vision, and in all cases, the severity and frequency are low.</p> <p>Most fonts used in the website are sized in absolute units; however, standard zoom options function correctly for resizing (e.g. command plus; command minus).</p>
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided.	Supports	<p>The Atomic Learning website provides textual search capabilities and video captions for people who are deaf.</p>
(d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.	Supports	<p>Atomic Learning has closed captioning available to relay the audio portion of the video tutorials. There are additional volume controls on the player window that allow individuals to customize the volume level of the tutorial outside of the overall computer system volume.</p>
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for Assistive Technology used by people with disabilities shall be provided.	Supports	<p>There are no portions of the Atomic Learning product that require speech.</p>

Criteria	Support Level	Remarks and Explanations
(f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	Supports with Minor Exceptions	Only a few of the accessibility issues that have been discussed in the Technical paragraphs of §1194.22 above might impact persons with mobility impairments or who use the keyboard exclusively, and in all cases, the severity and frequency are low.

§ 1194.41 Information, Documentation, and Support

Criteria	Support Level	Remarks and Explanations
<p>(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge</p>	<p>Supports</p>	<p>Atomic Learning has ensured the following in all its PDF and Word documents available for download. If, for some reason, one of the Atomic Learning documents do not meet the standards listed below, contact customer service at cs@atomiclearning.com.</p> <p>Atomic Learning Word and PDF documents...</p> <ul style="list-style-type: none"> • Use standard ISO fonts • Have headings • Contain contextual links • Have properly formatted tables and lists • Have tags • Have English as its assigned language • Are read in a logical order • Contain images and links that have alt text • Contain tables have headers <p>We have tested our documents using Acrobat Pro 10.</p> <p>All support documentation can be made available in an alternative format upon request. Make requests to cs@atomiclearning.com.</p>
<p>(b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.</p>	<p>Supports</p>	<p>Atomic Learning's VPAT is available as an accessible PDF via a link in the footer of the Atomic Learning site. Accessibility tips will be posted in the FAQ section of the Atomic Learning site. A description of the accessibility and compatibility features of Atomic Learning can be made available in alternative formats upon request. Make requests to cs@atomiclearning.com.</p>
<p>(c) Support services for products shall accommodate the communication needs of end-users with disabilities.</p>	<p>Supports</p>	<p>Atomic Learning's customer service team will meet the communication needs of end users.</p>