JAX Online MicroLessons and MiniCourses Accessibility Information

Accessibility Statement

JAX Online and Digital Education is committed to creating online learning experiences that are accessible to all learners. Our content complies with the Americans with Disabilities Act (ADA) of 1990 (as amended in 2008) and with associated federal and state laws. We are dedicated to continually improving the user experience for everyone and applying the most current accessibility standards.

Measures to Support Accessibility

JAX Online and Digital Education takes the following measures to ensure accessibility of JAX Online MicroLessons and MiniCourses:

- Include accessibility throughout our internal policies
- Integrate accessibility into our procurement practices
- Appoint an accessibility officer and/or ombudsperson
- Provide continual accessibility training for our staff
- Assign clear accessibility goals and responsibilities
- Employ formal accessibility quality assurance methods

Conformance Status

The Web Content Accessibility Guidelines (WCAG) define requirements for designers and developers to improve accessibility for people with disabilities. They define three levels of conformance: Level A, Level AA and Level AAA. JAX Online MicroLessons and MiniCourses are conformant with WCAG 2.1 level AA, with exceptions noted below.

Feedback

We welcome your feedback on the accessibility of JAX Online MicroLessons and MiniCourses. Please let us know if you encounter accessibility barriers:

- Phone: (207) 288-6947
- E-mail: onlineeducation@jax.org

Compatibility With Browsers and Assistive Technology

JAX Online MicroLessons and MiniCourses are designed to be fully cross-browser compatible and to work on all modern web-browsers including Edge, Chrome, Firefox and Safari (Internet Explorer is not supported). In addition, the course platform is fully mobile responsive and natively adjusts to the device size being used. Screen readers can interact with all content.

Technical Specifications

Accessibility of JAX Online MicroLessons and MiniCourses relies on the following technologies to work with the particular combination of web browser and any assistive technologies or plugins installed on your computer:

- HTML
- CSS
- JavaScript

These technologies are relied upon for conformance with the accessibility standards used.

Limitations and Alternatives

Despite our best efforts to ensure accessibility of JAX Online MicroLessons and MiniCourses, there may be some limitations. Below is a description of known limitations and potential solutions. Please contact us if you observe an issue not listed below.

Known limitations for JAX Online MicroLessons and MiniCourses:

- Certain drag-and-drop interactions are not keyboard accessible because the multiple drop zones in those interactions cannot currently be targeted by a keyboard. All drag-and-drop interactions developed moving forward will be keyboard accessible. Previously developed drag-and-drop interactions are in the process of being redesigned to be fully accessible. If you encounter an issue, review the content covered in the affected interaction in other parts of the lesson.

Assessment Approach

JAX Online and Digital Education assessed the accessibility of JAX Online MicroLessons and MiniCourses by the following approaches:

- Internal evaluation
- A formal quality assurance process throughout design and development

Formal complaints

Contact Online and Digital Education at the Jackson Laboratory. You will receive a prompt response detailing next steps.

Formal Approval of This Accessibility Information

This document is approved by Marianne Goossens, M.Ed., Associate Director, JAX Online and Digital Education. It was updated on 1 August 2022 using the framework provided by the W3C Accessibility Statement Generator Tool.

Technologies Used in JAX Online MicroLessons and MiniCourses

The following course technologies may appear in any JAX Online MicroLesson or MiniCourse.

Web-Based Learning Tools

Skilljar (learning management system)

- Skilljar Accessibility Statement & Assessment

Articulate 360

- Articulate 360 FAQs: Accessibility
- Storyline 360 Accessibility Conformance Report (narrated instructional videos)
- Rise 360 Accessibility Conformance Report (eBooks)

Software

Adobe Acrobat Reader (for PDFs)

- Adobe Accessibility Information
- Acrobat Reader Accessibility Conformance Report

Third-Party Websites

Badging

- Credly Accessibility Conformance Report

Payment

- PayPal Accessibility Statement

Surveys

- Qualtrics Accessibility Information
- Survey Taking Accessibility Conformance Report

Video

- Vimeo Accessibility Information
- YouTube Accessibility Information

JAX Online MicroLessons and MiniCourses Accessibility Conformance Report

Based on Web Content Accessibility Guidelines (WCAG 2.1)		
Principle 1: Perceivable **Information and user interface components must be presentable to users in ways they can perceive.**		
Criteria	*Accessible (Yes/No)*	*Explanation*
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.	Yes	All non-text elements provide proper Alt tags so they can be read by screen readers.
Time-Based Media: Provide alternatives for time- based media.	Yes	• Captions are provided for all pre-recorded audio content in synchronized media. • An alternative for time-based media is provided for all prerecorded synchronized media in the form of transcripts with screen prints.
Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.	Yes	• Information, structure and relationships conveyed through presentation can be programmatically determined or are available in text. • When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. • Instructions provided for understanding

		and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation or sound. • Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. • The purpose of each input field collecting information about the user can be programmatically determined. • The purpose of User Interface Components, icons and regions can be programmatically determined.
Distinguishable: Make it easier for users to see and hear content including separating the foreground from the background.	Yes	• Color is not used as the only visual means of conveying information, indicating an action, prompting a response or distinguishing a visual element. • A mechanism is available to pause or stop the audio and a mechanism is available to control audio volume independently from the overall system volume level. • The visual presentation of text and images of text utilize sufficient contrast. • Text on web pages can be resized without assistive technology up to 200 percent without loss of content or functionality. • Text is used to convey information rather than images of text except when a particular presentation of text is essential to the information being

		conveyed. • For prerecorded audio-only content that contains primarily speech in the foreground, the audio does not contain background sounds. • Content can be presented without loss of information or functionality and without requiring scrolling in two dimensions on mobile interfaces, except for parts of the content which require two-dimensional layout for usage or meaning.
Principle 2: Operable **User interface components and navigation must be operable.**		
Criteria	*Accessible (Yes/No)*	*Explanation*
Keyboard Accessible: All functionality available from a keyboard.	Yes, with exceptions	• Nearly all functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. Certain drag-and-drop interactions in older Storyline files can only be completed with a mouse or a touch screen. Keyboard-based alternatives are currently in development for these interactions. • Focus can be moved away from components using only a keyboard interface. • Keyboard shortcuts utilize one or more non-printable keyboard characters (e.g. Ctrl and Alt).

Enough Time: Provide users enough time to read and use content.	Yes	• There is no session time limit for both lessons and quizzes. • For any animated component that starts automatically, lasts more than five seconds and is presented in parallel with other content, there is a mechanism for the user to pause, stop or hide it. • There are no interruptions during the learning modules. • When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.
Seizures and Physical Reactions: No content is designed in a way that is known to cause seizures or physical reactions.	Yes	• There is no flashing content.
Navigable: Provide ways to help users navigate, find content and determine where they are.	Yes	• A mechanism is available to bypass blocks of content that are repeated on multiple web pages. • Web pages have titles that describe topic or purpose. • 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. • 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.

		• 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. • Headings and labels describe topic or purpose. • Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. • Information about the user's location within a set of Web pages is available. • Section headings are used to organize the content.
Input Modalities: Make it easier for users to operate functionality through various inputs beyond keyboard.	Yes	• All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture. • For functionality that can be operated using a single pointer, the down-event of the pointer is not used to execute any part of the function. • For user interface components with labels that include text or images of text, the name contains the text that is presented visually. • The size of the target for pointer inputs is at least 44 by 44 CSS pixels. • Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content or required to respect user settings.

Principle 3: Understandable Information and the operation of user interface must be understandable.		
Criteria	*Accessible (Yes/No)*	*Explanation*
Readable: Make text content readable and understandable.	Yes	• The default human language of each Web page can be programmatically determined (through the use of language packs). • 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. • Glossaries are available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms, jargon, abbreviations and acronyms.
Predictable: Make Web pages appear and operate in predictable ways.	Yes	• When any user interface component receives focus, it does not initiate a change of context. • 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. • 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. • Components that have the same functionality within a set of Web pages are identified consistently. • Changes of context are initiated only by user request or a mechanism is available to turn off such changes.
Input Assistance: Help users avoid and correct mistakes.	Yes	• Changes of context are initiated only by user request or a mechanism is available to turn off such changes. • Labels or instructions are provided when content requires user input. • 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. • 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, data entered by the user is checked for input errors and the user is provided an opportunity to correct them.

Principle 4: Robust **Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.**		
Criteria	*Accessible (Yes/No)*	*Explanation*
Compatible: Maximize compatibility with current and future user agents, including assistive technologies.	Yes	• 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. • 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. • In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.

U.S. Section 508 Compliance		
§ 1194.22 Web-based intranet and internet information and applications.		
Criteria	*Accessible (Yes/No)*	*Explanation*
A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc" or in element content).	Yes	• Meaningful images have alt text. • Decorative images have no alt text.
Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Yes	Multimedia presentations have closed captioning in addition to a full text transcript.
Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Yes	• Color alone does not distinguish the importance of a visual element. • Header styles, bold formatting is used to emphasize text.
Documents shall be organized so they are readable without requiring an associated style sheet.	Yes	Web pages and downloadable files are organized logically and consistently.
Row and column headers shall be identified for data tables.	Yes	When used, data tables have row and column headers.
Frames shall be titled with text that facilitates frame identification and navigation.	Yes	Storyline and video frames contain titles.

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.	Yes	Flashing or blinking elements are not used.
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.	Yes	Content generated by scripting is machine readable.
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).	Yes	Links to Adobe Acrobat Reader are provided.
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.	Yes	Registration forms work with assistive technologies.
A method shall be provided that permits users to skip repetitive navigation links.	Yes	Markup provides easy movement through content, including navigation links.

§ 1194.41 Information, Documentation and Support		
Criteria	*Accessible (Yes/No)*	*Explanation*
Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge.	Yes	Product support documentation and a procedure for making requests are provided earlier in this document.
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.	Yes	Each MicroLesson and MiniCourse contains a link to this document, which also outlines a procedure for making requests.
Support services for products shall accommodate the communication needs of end-users with disabilities.	Yes	End-user support personnel provide accommodated communication upon request.