

# VistaCARE A11y culture

## Course outline

**About this document:** This is the outline and wireframe for the “VistaCARE A11y culture” RISE course created in response to the request for an introduction to what it is to implement having a company culture that adapts to customers with accessibility accommodation requirements. This is an obligation for employees of Vista to give top-shelf service to our customers.

**Audience:**

- **Primary:** VistaCARE
- **Secondary:** Vista

**Course Authoring:** RISE & Vyond

**Appears in:** 360Learning

Draft v120122:

<https://360.articulate.com/review/content/b23ad0e9-197e-46a7-9eb6-904f5f8eb4e1/review>

**Target Final Deployment Date:** Dec 31, 2022

**Primary/Terminal Objectives:**

- Define who our customers are that may need accessibility accommodations
  - Define why Vista should have accessibility functionality as part of our custom
  - Describe what frustrations you might encounter when simulating having accessibility issues
  - Apply suggested supportive measures to customers with accessibility accommodation requirements
-

# Section1: Introduction

## About this course

### Focus

This course will give you an introduction to the world of accessibility challenges that as employees of Vista and as global citizens must strive to bridge for our fellow people.

### Learning objectives

**By the end of this course, you should be able to:**

1. Define what is A11y
2. Define who our customers are that may need accessibility accommodations
3. Define why Vista should have accessibility functionality as part of our custom
4. Summarize how long disability requirements have been around in the United States
5. Summarize what frustrations you might encounter when simulating having accessibility issues
6. Apply suggested supportive measures to customers with accessibility accommodation requirements

### Timing

This course is designed to be self-paced and will take **30 minutes** to complete.

### Assessment

There will be an application scenario at the end of this course to test your implementation of the content.

## Getting Started

### Meet Your Virtual Learning Guide

- **Video:** Introduction to the learner's virtual learning guide

#### **Script/Source Content:**

*Hello, I am Brandon. I will be your virtual guide in this introduction to the world of accessibility we call Ally. Throughout this course, you will a11y written, to represent the 11 letters between the A and the Y in the word accessibility. The ally culture uses this*

*stylization to recognize individuals with reading abilities that do not always allow for complete words to be identified for comprehension.*

*Because we don't usually get to see our customers in a face-to-face environment, we won't be able to easily discern if they will need additional assistance. It is beholden to us to take a step forward and assist our customers to the best of our abilities.*

*There are many disabilities to be aware of and most are invisible to the eye. The statistics on disabilities are that one in four individuals in the United States is living with an accessibility challenge.*

*Throughout the duration of this course, we hope to raise your awareness about these challenges and prepare you to be able to best serve our customers.*

*Ok, let's get started.*

DRAFT

# Section 2: What is A11y?

- **Video: Virtual learning guide introduces section**

*What is Ally? In this section, the nuts and bolts of the expectations of every company in the United States is expected and legally required to step up to make their services and information available to those with disabilities. Ally is the community that helps companies meet this expectation through automated web page validators and trainings on human interaction practices. To start with simply we will be covering the who, what, when, where and why of everything on this subject of disability accomidation. As there are hundreds of books on the subject of accessibility adaptations, specifically legal ones this section is going to be a cursory review of relevant parts that apply to assisting our customers with a better experience as we take into account customers who need more attention.*

## Lesson 1: Defining A11y

### Community of A11y

May 4, 2017

You may have seen the term "A-11-Y" floating around the Internet as a hashtag or popping up in tech discussions. "A11y" is an abbreviation for "accessibility" that is more compact for the character limits on social media. The "11" in the middle stems from software engineering and Information and Communication Technology conventions that shorten long words by substituting middle letters with the number of middle letters instead. There are 11 letters between the "a" and the "y," so accessibility becomes a11y. A11y is pronounced, "ally". No less, many technologists see a11y as a movement, and not just the simple act of making websites more accessible.

### A11y goes beyond websites

Websites rely on computers and other devices to provide access, so making websites themselves accessible doesn't solve the whole problem. For technology evangelists, a11y goes deeper than website accessibility, focusing instead on how accessible an entire computer system is to people with disabilities, both hardware and software components. Keyboards, mice, alternative input devices, and other peripherals that are designed for the visually impaired and people with motor control issues are a major aspect of computer system accessibility. However, a11y isn't just about connecting disabled users to assistive technologies but also implementing hardware redesigns that benefit all users, such as laptops that are easy to open if a user is missing fingers.

Making assistive technologies more readily available is central to the a11y movement. Most of the standard screen reader programs are available for free because they are open-source, but

other programs are only available commercially. A11y advocates strive to make these programs free for all users.

## A11y is a Global Movement

A11Y guidelines such as WCAG (Web Content Accessibility Guidelines) and Section 508 of the Rehabilitation Act are not restricted to specific countries. It refers to a global movement to make web content and computer systems more accessible. In a global economy that is largely digitally driven, developers who participate in the a11y movement might use WCAG and the like as guidelines while striving to make websites and computer systems accessible worldwide and compliant with all nations' accessibility regulations.

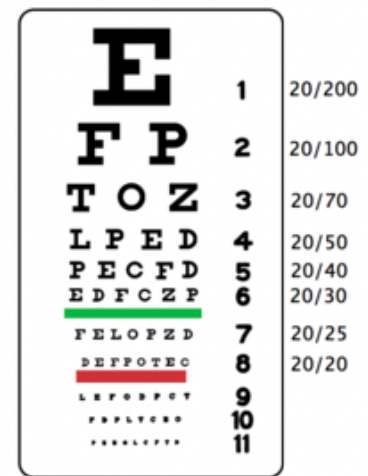
## Lesson 2: Addressing the A11y challenge

### Visual

#### Blindness

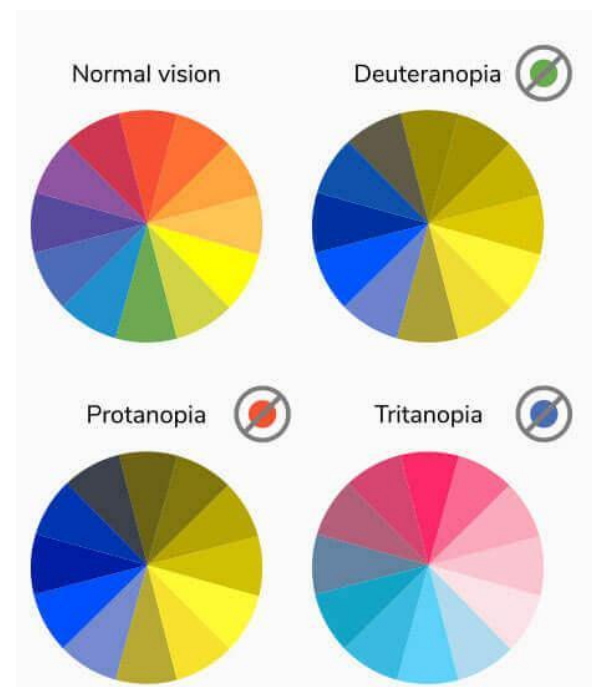
Legal blindness is when a person has central visual acuity of 20/200. Low vision is 20/70. Visual acuity of 20/70 means a person with low visual acuity who is 20 feet away from an eye chart sees what a person with unimpaired (20/20) vision can see at 70 feet away.

Some visual disabilities can be assisted with glasses however in the case of legal blindness or complete blindness a higher level of description is needed by the customer care operator.



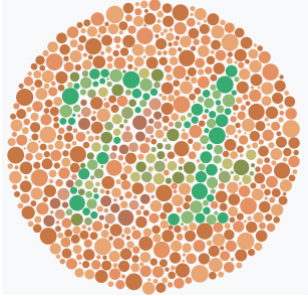
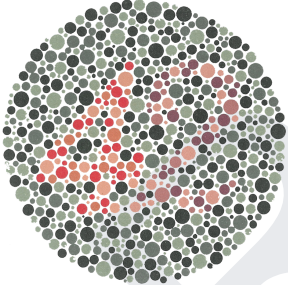
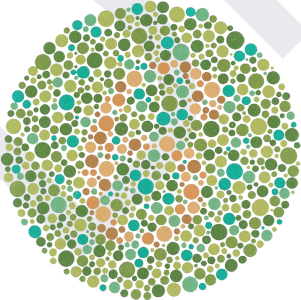
#### Color Blindness

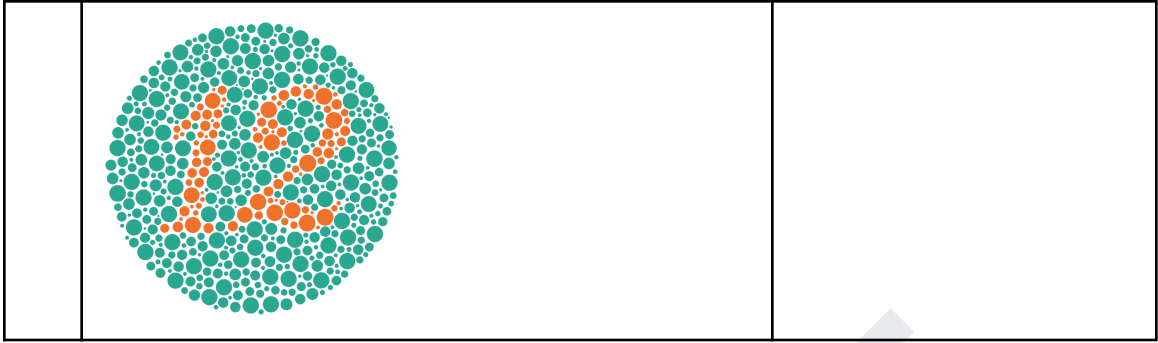
Color blindness (Monochromatism, complete color blindness) or color vision deficiency (CVD) is the decreased ability to see color or the differences in color. This is incurable. It can impair such tasks as discerning lines on graphics and reading traffic lights. Individuals with color blindness (achromatopsia) may also be uncomfortable in bright environments. Males are more likely to be color-blind than females. Red-green (Deuteranopia) color blindness is the most common form, followed by blue-yellow (Tritanopia), and finally, red-only color blindness is third (Protanopia). For the red-green



color blindness in 2019, it was found that 8% were male while, 0.5% were females.

### Interactive quiz (storyline)

Question		Answers
1	<p>What number do you see in the graphic?</p>  An Ishihara color blindness test plate consisting of a circular pattern of orange and green dots. The number 74 is formed by green dots.	<p>a. 74 b. 14 c. 61 d. 45</p>
2	<p>What number do you see?</p>  An Ishihara color blindness test plate consisting of a circular pattern of grey, black, and red dots. The number 42 is formed by red dots.	<p>A.42 B.4 C.12 D. nothing</p>
3	<p>What number do you see?</p>  An Ishihara color blindness test plate consisting of a circular pattern of green, blue, and orange dots. The number 6 is formed by blue dots.	<p>A.6 B.0 C.8 D. nothing</p>
4	<p>What number do you see?</p>	<p>A.12 B.19 C.11 D. nothing</p>



## Auditory

### Deafness

“Deaf” usually refers to a hearing loss so severe that there is very little or no functional hearing. However, there are other terms also used such as deafened, hard of hearing and hearing impaired. These are all appropriate per the level of severity. Deaf, commonly means complete loss of hearing. Deafened, is severe hearing loss which in some cases can be assisted with technology. Hard of hearing, is the most positive term and is preferred over hearing impaired which implies there is something that makes a person less than the whole.

Over 5% of the world’s population or 430 million people have hearing loss. It is estimated that by 2050, by the WHO, or over 700 million people (1 in every 10 people) will have disabling hearing loss. Disabling hearing loss refers to hearing loss greater than 35 decibels (dB) in the better-hearing ear. Nearly 80% of people with disabling hearing loss live in low and middle-income countries. The prevalence of hearing loss increases with, age among those older than 60 years, over 25% are affected by disabling hearing loss.

### Hard of Hearing

A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears and leads to difficulty in hearing conversational speech or loud sounds.

Hard of hearing refers to people with hearing loss ranging from mild to severe. People who are hard of hearing usually communicate through spoken language and can benefit from hearing aids, cochlear implants, and other assistive devices as well as captioning.

‘Deaf’ people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication.

# Cognitive

## Mental health

Cognitive impairment is when a person has trouble remembering, learning new things, concentrating, or making decisions that affect their everyday life. Cognitive impairment ranges from mild to severe. With mild impairment, people may begin to notice changes in cognitive functions but still be able to do their everyday activities. Severe levels of impairment can lead to losing the ability to understand the meaning or importance of something and the ability to talk or write, resulting in the inability to live independently.

This is one of the invisible barriers an individual may have in performing daily activities. Not obvious to the eye this is when a person has trouble remembering, learning new things, concentrating, or making decisions that affect their everyday life. It can range from mild to severe. The CDC claims that the number of people living with one more cognitive impairment in the United States is equal to twice the population of New York City. This is estimated to be more than 16 million people.

This can appear as someone frequently asking the same question or repeating the same story over and over, rapid changes in mood or behavior, and difficulty planning and carrying out tasks. This is where we can step up to help our customers if we keep this in our mind when working with our clients.

## Tech Savvy/generational

Many generations represent our customer base and that requires us to have more awareness that not every one of our customers is going to be technology savvy. A typical example is a 20-year-old assisting an aging relative with a computer challenge. In this instance, it is best to figure out how much the individual can relate to the content and identify a different way of approaching the task other than the way someone who is more of a technical native would.

# Mobility limitations

## Physical disability

Disability is the loss of muscle function in part of your body. It happens when something goes wrong with the way messages to pass between your brain and muscles. Disability can be complete or partial depending on the cause, it may be temporary or permanent. It can occur on one or both sides of your body. It can also occur in just one area, or it can be widespread.

## Physical impairment

Definition from the ADA (Americans with Disabilities Act of 1990) states that "a physical impairment is a physiological disorder or condition, cosmetic disfigurement or anatomical loss



impacting one or more body systems. Examples of physical disability include cerebral palsy, multiple sclerosis, epilepsy, Carpal tunnel syndrome, amputations, and spinal cord injuries.

### Hearing Experience (Storyline) Activity

Three speeds: Normal, Mild, Severe

Learner clicks on the speeds to hear the difference

## **Lesson 3: Why are we focusing on A11y?**

### At Vista

Vista prides itself on being an inclusive work environment. One of the communities that are highlighted is the A11y community. In an effort to decrease events that could be offensive or awkward, it is expected that everyone has an awareness and attempts to employ our best practices to address their needs as well as possible.

### Customers

Customers are everything, and it is important for us to flex everything we have with technology to accommodate their needs. Technologically speaking, our website should be screen reader friendly, our audio files should be paired with matching transcriptions, and return practice simple for those with cognitive impairments. 71% of users with disabilities will leave a website with low or no accessibility enabled.

In terms of soft skills when communicating with the customer, the "Person First" language should be fully implemented. No disabled person thinks that they can't do a certain action, there is always another route to be pursued, and it falls to us to have that path ready for action.

### Coworkers

We have been talking a lot about how to treat our customers. Chances are one or more of your coworkers does have a disability. They may or may not prefer to announce this to the team or the rest of the company. The best practice is to show as much empathy without being patronizing.

### Preferred communication

Learn their preferred communication method

Many disabilities causes people to prefer one communication method over another.

Some people with autism or other neurological issues may prefer emails over phone calls or face-to-face meetings. It gives them time to consider the message and thoughtfully formulate a response. Other people may respond best to in-person conversations so they can see body language and facial expressions to gain more context.

However, don't assume you know which communication method they prefer. Just because your coworker is blind doesn't mean he or she can't read emails- assistive technology makes it possible. Don't assume a coworker who is deaf can't understand you in a face-to-face conversation. He or she may have partial hearing or be able to read lips. The bottom line is don't assume you know how a person prefers to communicate. Ask them!

## Inclusion

Include them in meetings

When carefully planning a meeting, be sure to include accommodations for all participants. Ask participants if they have any accommodations that you need to provide before the meeting. Make sure the meeting room is wheelchair accessible and push-in chairs to make navigation easier. Make sure videos include captioning for people who are deaf or hard of hearing. Provide a transcript for people who have trouble digesting information auditorily. Use large fonts on slides so they're visible even to people in the back, and send them out to everyone ahead of time so those who would like can use assistive technology to access the content. During the meeting, ask if people need clarification on any points, and give ample time for people who process information more slowly to gather their thoughts and formulate questions. Again, ask what accommodations they might need, and don't make assumptions.

## Be friendly

Be friendly

Assume your disabled coworkers have the same interests any other coworkers would have. Coworkers with disabilities want to engage in the same "water cooler chats" as anyone else. They have lives and interests outside of work, and enjoy movies, TV, sports, fashion, restaurants and other hobbies. Talk about the home team's painful loss that weekend, what they thought of the season finale, and whether they've tried the danishes in the break room.

# Input

## Ask for their input

If you are someone who is talkative or extroverted, it's easy to accidentally exclude people who aren't. Employees who are deaf or hard of hearing, or who process language more slowly, may be left out of decision-making simply because they don't throw their hats in the ring quickly enough. Make sure to leave ample time to ask for everyone's input, then listen carefully to all responses. Accept input from a variety of communication methods. If you're asking for solutions in a meeting discussion, open it up to email comments afterward as well. If you're looking for responses via email, allow employees to respond verbally as well.

When you review responses and ideas from coworkers, make sure that everyone is responding. If you notice someone consistently not offering their opinion, ask why. Perhaps that person simply isn't able to respond in a given format or hasn't understood what you're asking for. Take time to clarify and give response options, so everyone's voice is heard.

# Flexibility

## Be Flexible

Whether you're the manager of an employee with disabilities or just a colleague, be willing to be flexible. A person with disabilities may need to work from home from time to time to accommodate a doctor's appointment, manage pain, or otherwise be more productive. They may need to schedule certain tasks for certain times of day according to when certain assistive technology is most easily available. Maybe your coworker would find it easier to create the report you need via Microsoft Word as opposed to the company standard PDF. Either way, everyone in the company can use the document, and even your coworker with a disability can access it with his or her assistive technology.

# Expertise

## Ask for their expertise

People with disabilities may have solutions to problems that affect other groups as well. For example, some audio news services spend time and money trying to train elderly people to use the internet. The National Federation of the Blind (NFB) simply made their service, NFB-NEWSLINE, available by phone, too. Problem solved. According to Harvard Business Review, 75% of employees with disabilities report having an idea that would drive value for their company. People with disabilities are used to having to think

creatively to find solutions to everyday problems which can strengthen their inventiveness in the workplace as well.

Collaborating with coworkers with disabilities doesn't have to make anyone feel uncomfortable or awkward. Just being thoughtful will go a long way. Remembering that the person with a disability is a human being like everyone else will ensure positive interactions both professionally and personally.

## Seeking help with accessibility?

We have a few pages as we continue to define our protocols to address the situation better.

- Knowledge Base Article - [Web accessibility for the US](#) ([opens in a new tab](#))
- Knowledge Base Article (Agent Communication) - [Launch of Dedicated Accessibility Page](#)

## Lesson 4: History of A11y

- **Written Content:**

### Disability awareness in America

In the 1800s, people with disabilities were considered meager, tragic, pitiful individuals unfit and unable to contribute to society, except to serve as ridiculed objects of entertainment in circuses and exhibitions. They were assumed abnormal and feeble-minded, and numerous persons were forced to undergo sterilization. People with disabilities were also forced to enter institutions and asylums, where many spent their entire lives. The "purification" and segregation of persons with disability were considered merciful actions but ultimately kept people with disabilities invisible and hidden from a fearful and biased society.

One in four people in the United States has a disability ([CDC](#)), which equates to approximately 61 million adults living with one or more disabilities. The majority of these disabilities aren't visible and in our environment of working through computers, it is even more challenging to know if a customer may need accommodations.

1920

Civilian Vocational Rehabilitation Act (Smith-Fess Act)

The objective of vocational rehabilitation is the return of permanently disabled persons to gainful employment commensurate with their physical or mental impairments, or both, through a

program of reevaluation or redirection of their abilities, or retraining in another occupation, or selective job placement assistance.

1973

#### Rehabilitation Act

The Rehabilitation Act of 1973 replaces preexisting laws (collectively referred to as the Vocational Rehabilitation Act) to extend and revise the authorization of grants to States for vocational rehabilitation services, with special emphasis on services to those with the most severe disabilities, to expand special Federal responsibilities and research and training programs with respect to individuals with disabilities, to establish special responsibilities in the Secretary of Health, Education, and Welfare for coordination of all programs with respect to individuals with disabilities within the Department of Health, Education, and Welfare, and for other purposes.

Three requirements that are highlighted by this act include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations.

1973

#### Section 504

The last line of the Rehabilitation Act requires equal access to electronic information technology.

The Rehabilitation Act of 1973 (Section 504) provided equal opportunity for employment within the federal government and in federally funded programs, prohibiting discrimination on the basis of either physical or mental disability. Section 504 of the Rehabilitation Act also established the Architectural and Transportation Barriers Compliance Board, mandating equal access to public services (such as public housing and public transportation services) to people with disabilities, and the allocation of money for vocational training.

The 504 occupations created a generation of disability rights activists and advocates who would go on to draft the Americans with Disabilities Act (ADA) of 1990. The ADA can be viewed as picking up where 504 left off, handling the more difficult, complex situations. Using Section 504 as a template, the framers of the ADA sought to extend provisions that now applied to the government to much of the private sector (notably private employers, stores, hotels, and restaurants). The new law also specifically stated that the ADA would not amend or weaken Section 504. Because of being drafted based on 504, the ADA also framed disability in the context of civil rights rather than as a medical need, using terms such as "discrimination," "reasonable accommodation," and "otherwise qualified." The cross-disability coalitions forged during the 504 protests also ensured that the ADA would employ a broad definition of disability so that it could encompass a wide variety of impairment groups. Like Section 504, the ADA includes people with psychiatric disabilities, alcoholics, and recovered drug addicts (though current drug users are excluded).

1990

## American's with Disabilities Act

Also called ADA, a civil rights law prohibits discrimination based on disability. It affords similar protections against discrimination against Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal, and later sexual orientation and gender identity. In addition, unlike the Civil Rights Act, the ADA requires covered employers to provide reasonable accommodations to employees with disabilities and imposes accessibility requirements on public accommodations. How it affects you.

You as an individual, and as part of a company, can be held liable for not doing what is possible to assist those with disabilities. With every interaction with the public and in projects, it is everyone's responsibility to do what is possible to make accommodations for this population.

1994

World Wide Web Consortium (w3.org)

What is it

Tim Berners-Lee founded the World Wide Web Consortium in 1994. Tim Berners-Lee is often referenced as the father of web accessibility for his work. The W3C developed the Web Accessibility Initiative (WAI) resulting in the Web Content Accessibility Guidelines (WCAG) in 1999. This was the first edition of the 14 guidelines and it continually evolves to this day. The original iteration comprised of 14 policies that each covered a specific element of web accessibility and 65 checkpoints. The list of guidelines and checkpoints is ever-growing fortunately there are now automated programs that will review a website's code for compliance.

How it affects you.

Consider when publishing anything to the internet that users with disabilities are likely to be interacting with it. This also applies to anything on our intranet. Save yourself some time and consider there might be employees who don't have all abilities or even more likely don't have a higher working internet connection.

Revised 1998

Rehabilitation Act of 1973 - Section 508 Revised

The first version of Section 508 was part of the original version of the Rehabilitation act of 1973 however admittedly technology has changed causing this section to be amended twice. First in 1986 then again in 1998. We will focus on the 1998 amendment as it is more relevant to our environment of the digital age. Section 508 was expanded to not only cover the federal government now covers businesses that have digital assets.

In 1998 the US Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage the development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. § 794d),

agencies must give employees with disabilities and members of the public access to information that is comparable to the access available to others.

2008

ADA Amendment (inclusion of Cancer)

As the ADA is enforced by the US. Equal Employment Opportunity Commission (EEOC) an addition was made under disability coverage to include cancer. Specifically:

- When an employer may ask an applicant or employee questions about his cancer and how it should treat voluntary disclosures;
- What types of reasonable accommodations employees with cancer may need;
- How an employer should handle safety concerns about applicants and employees with cancer; and
- How an employer can ensure that no employee is harassed because of cancer or any other disability.

As a result of changes made by the ADAAA, people who currently have cancer, or have cancer that is in remission, should easily be found to have a disability within the meaning of the first part of the ADA's definition of disability because they are substantially limited in the major life activity of normal cell growth or would be so limited if cancer currently in remission was to recur. Similarly, individuals with a history of cancer will be covered under the second part of the definition of disability because they will have a record of an impairment that substantially limited a major life activity in the past. Finally, an individual is covered under the third ("regarded as") prong of the definition of disability if an employer takes a prohibited action (for example, refuses to hire or terminates the individual) because of cancer or because the employer believes the individual has cancer.

## **Lesson 5: Supporting as an A11y**

### **What can we do to help?**

#### **Cultural considerations**

People with disabilities live in every country. In some cultures, there is shame attached to being disabled that comes from a belief that one's disability is caused by that person or his/her immediate family having done something wrong, by black magic, or by some ancestral sin. In other cultures, it is seen as an individual condition and accompanied by attitudes of pity or respect for diversity. You have the power to positively influence communities of people with and without disabilities wherever you are.

It is important how you address a person's disability, we should use language that puts the person first and does not define them by their disability. When in doubt ask if they have language around their disability that they prefer. To the best of our ability, we should avoid using phrases and language that isolates those with disabilities from those without, that implies pitying them, or that is otherwise insensitive or disrespectful.



# What can we do to help?

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## Technical awareness

### Technical awareness

While it is possible to design for accessibility in any computer language, some assistive technologies employ application programming interfaces (APIs) that benefit from standardized markup. Thus, W3C (World Wide Web Consortium) has developed the Accessible Rich Internet Applications suite (WAI-ARIA), a set of technical specifications for web authors to use in making advanced applications more accessible.

(Tabbed Interaction)

Tab 1 - P.O.U.R.

These are each of a long detailed list of checkpoints and expectations of every operation of the UN. Keeping the four principles of POUR (Perceivable, Operable, Understandable, Robust) in mind, some particular elements to include are:

- Text alternatives for any non-text content, such as alt text for images;
- Correct and consistent markup for page elements like headings, lists, and tables;
- Descriptive identifiers for any buttons, input fields, and other controls;
- Web forms that are clear, reviewable, and reversible, helping users to correct mistakes;
- Navigation structure that is clear and predictable;
- Primary language of a webpage identified in metadata;
- Responsive design to work on a variety of devices;
- HTML version of any advanced applications.



## Tab 2 - Text and Graphics

In addition to the technical considerations that go into any webpage, the page design is equally important for accessibility. All content should be designed for intuitive structure and visual clarity. This will benefit every user of a website, not just those with disabilities.

- Sufficient color clarity and contrast;
- Color is not used as any sole indication of meaning;
- Clearly readable headers, body, and link text;
- Proper punctuation within paragraphs and list items;
- Sufficient size and contrast of images;
- Reasonable spacing between page elements;
- Minimal distracting effects like flashing icons or images.

## Tab 3 - Audio and video

Although audio and video are valuable forms of communication online, they should not be the only means of conveying essential information. Accessible content must provide text alternatives, while also displaying the media as clearly and adaptively as possible. Again, these considerations will benefit all users and a range of devices.

- Captions or other alternatives for any multimedia content;
- Ample time to read and use content;
- Sufficient clarity and contrast within both visuals and audio;
- Intuitive controls for play, pause, stop, rewind, fast-forward;
- Ability to close or opt-out of autoplay features;
- Responsive sizing and resolution to display on a variety of devices.

## The 5 A's

An easy way to plan for an accessible friendly environment can be summarized as:

1. ANTICIPATE working with people with disabilities
2. ASK about needs or requirements to be successful
3. ASSESS how accessible you are and commit to improvements
4. ADJUST and make changes to accommodate all
5. ADVOCATE and champion disabled talent

# Section 4: Closing

## Assessment

## Summary

- **Video: Virtual Learning Guide closes the e-learning**

*Congratulations on completing this first course on ally. We hope that your experience has raised your awareness of the number of customers that this topic affects. Moving forward the new knowledge you have acquired will affect customers in a positive direction*

DRAFT