

Acatar Learning Environment Voluntary Product Accessibility Template

The purpose of the Voluntary Product Accessibility Template is to assist Federal contracting officials in making preliminary assessments regarding the availability of commercial Electronic and Information Technology products and services with features that support accessibility. It is assumed that offerers will provide additional contact information to facilitate more detailed inquiries.

The first table of the Template provides a summary view of the section 508 Standards. The subsequent tables provide more detailed views of each subsection. There are three columns in each table. Column one of the Summary Table describes the subsections of subparts B and C of the Standards. The second column describes the supporting features of the product or refers you to the corresponding detailed table, "e.g., equivalent facilitation." The third column contains any additional remarks and explanations regarding the product. In the subsequent tables, the first column contains the lettered paragraphs of the subsections. The second column describes the supporting features of the product with regard to that paragraph. The third column contains any additional remarks and explanations regarding the product.

Date: March 14, 2016

Name of product: Acatar Learning Environment

Contact for more information: access@acatar.com

Guideline	Applicability	Compliance
Section 1194.21 Software Applications and Operating Systems	Applicable	Supports with one exception (see below)
Section 1194.22 Web-based Internet Information and Applications	Applicable	Supports
Section 1194.23 Telecommunications Products	Not Applicable	-
Section 1194.24 Video and Multi-media Products	Limited Applicability	Supports where applicable
Section 1194.25 Self-Contained, Closed Products	Not Applicable	-
Section 1194.26 Desktop and Portable Computers	Not Applicable	-
Section 1194.31 Functional Performance Criteria	Applicable	Supports
Section 1194.41 Information, Documentation and Support	Applicable	Supports

Section 1194.21 Software Applications and Operating Systems - Detail

Criteria	Level of Support	Remarks and explanations
(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.	Supports with Exceptions	The Acatar Learning Environment can be navigated with a keyboard only, except for the process of dragging and dropping components in edit mode for certain users, such as course authors.
(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.	Supports	The Acatar Learning Environment does not disrupt or disable other product's features, such as the browser or operating system.

(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 that Assistive Technology can track focus and focus changes.	Supports	Provided by the browser or operating system plugins/applications. These features typically highlight the HTML tag that is currently in focus.
(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.	Supports	Provided by the browser or operating system plugins/applications.
(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.	Supports	See 1192.22 (a) and 1192.22 (c)
(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	Provided by the browser or operating system plugins/application.
(g) Applications shall not override user selected contrast and color selections and other individual display attributes.	Supports	The Acatar Learning Environment does not interfere with operating system settings, and does not interfere with browser stylesheet overrides / customization.
(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.	Supports	The Acatar Learning Environment does not have meaningful animations that require alternatives*.
(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	See 1192.22 (a) and 1192.22 (c)
(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.	Supports	The Acatar Learning Environment does not permit user's to adjust color and contrast settings, aside from choosing their own avatar color. The colors users may choose from is limited, and are chosen for their contrast with text. Avatars are always accompanied by the user's name, so even if these colors make it difficult to see the user's initials, the accompanying text serves to inform the user of who they are looking at.
(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	The Acatar Learning Environment does not have flashing or blinking text or objects*.
(l) When electronic forms are used, 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	See 1192.22 (n)

Section 1194.22 Web-based Intranet and Internet information and Applications - Detail

Criteria	Level of Support	Remarks and explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Supports	Meaningful images in the Acatar Learning Environment have alt-text associated with them*. Icons, when not accompanied by visible text, are accompanied by invisible, but screen-readable text. When users provide non-text content, they are asked to describe the content. Such descriptions are also delivered via screen-readable means.
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Supports	The Acatar Learning Environment does not contain built in multimedia content. Users are responsible for meeting accessibility guidelines with their content*. The Acatar Learning Environment offers many opportunities for users to add context to multimedia elements, and requires it where applicable. It also supports downloadable content.

(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Supports	The Acatar Learning Environment uses a combination of tools to describe meanings in an accessible manner. Colors, icons, the presence or absence of elements and/or aria attributes are used in conjunction with one another to provide clear meaning to differently abled users.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	The Acatar Learning Environment can be navigated and consumed by screen readers and without stylesheets.
(e) Redundant text links shall be provided for each active region of a server-side image map.	Supports	The Acatar Learning Environment does not use server-side image maps.
(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.	Supports	The Acatar Learning Environment does not use client-side image maps.
(g) Row and column headers shall be identified for data tables.	Supports	Where tables are used, the Acatar Learning Environment uses row and/or column headers.
(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.	Supports	The Acatar Learning Environment does not contain data tables that have two or more logical levels of row or column headers.
(i) Frames shall be titled with text that facilitates frame identification and navigation	Supports	Where frames are used, the Acatar Learning Environment uses titled texts for identification.
(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 Acatar Learning Environment does not cause the screen to flicker with a frequency greater than 2 Hz or lower than 55 Hz.
(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.	Supports	Text-only equivalents are not necessary because the Acatar Learning Environment is compliant with this section.
(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	The Acatar Learning Environment uses multiple standards to support Assistive Technology, including WAI-ARIA and HTML 5. Content that is modified or delivered through JavaScript follows these same standards.
(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	The Acatar Learning Environment does not rely on applets or plug-ins. Multimedia content that is delivered through Flash or Silverlight degrades gracefully to native options, if the user cannot or does not wish to obtain Flash or Silverlight.
(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	Forms in the Acatar Learning Environment are designed to work with Assistive Technology, such as screen readers.
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	The Acatar Learning Environment usesHTML5 semantic markup, such as roles and elements are used in conjunction with WAI-ARIA to inform Assistive Technology to navigate to different content roles.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports	The Acatar Learning Environment does have a timed response when there is no activity on a users account for a certain amount of time. The user does have sufficient time to take an action.

Section 1194.24 Video and Multi-media Products – Detail

Criteria	Level of Support	Remarks and explanations
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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.	Not Applicable	
(b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.	Not Applicable	
(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.	Supports	Training and informational multimedia productions are provided to discrete audiences, for which we adapt to the needs of those in training. The Acatar Learning Environment does not contain built in multimedia content. Users are responsible for meeting accessibility guidelines with their content. The Acatar Learning Environment offers many opportunities for users to add context to multimedia elements and supports downloadable content.
(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.	Supports	See 1194.24 (c)
(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.	Supports	See 1194.24 (c)

Section 1194.31 Functional Performance Criteria – Detail

Criteria	Level of Support	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	The Acatar Learning Environment is designed to work with Assistive Technology, such as screen readers.
(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	Provided by the browser or operating system plugins/application.
(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	The Acatar Learning Environment does not require hearing for operation.
(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	See 1192.22 (b)

(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	The Acatar Learning Environment does not require speech for operation.
(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	The Acatar Learning Environment does not require fine motor control or simultaneous actions for operation.

Section 1194.41 Information, Documentation and Support – Detail

Criteria	Level of Support	Remarks and explanations
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge	Supports	Product support documentation is available via our knowledgebase (through the Help button). Alternative formats are available upon request.
(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.	Supports	Product support documentation is available via our knowledgebase (through the Help button). Alternative formats are available upon request.
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	Supports	Product support documentation is available via our knowledgebase (through the Help button). Alternative formats are available upon request.

* user content is considered not applicable as it is outside of our control

