# McGraw Hill Accessibility Conformance Report – Connect (June 2020)

Below is an updated version of the Accessibility Conformance Report (ACR) that compares Connect’s 2020 compliance with the VPAT produced by 3rd-party Level Access in 2017.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WCAG 2.0 AA Compliance**  | 2017 | 2018 | 2019 | Jan. 2020 | **June 2020** |
| **Supports** | 27 | 31 | 32 | **34** | **36** |
| **Partially Supports** | 10 | 7 | 6 | **4** | **2** |
| **Does Not Support** | 1 | 0 | 0 | **0** | **0** |

These results signify a major improvement since 2017 and reflect McGraw Hill’s commitment to iteratively build more accessible products. We will continue to make improvements in 2020 and beyond.

The information provided is specific to the Connect platform and its new student experience; full exceptions apply universally – i.e., they are not related to discipline-specific content or features. Discipline-specific exceptions do not affect all learners and are labeled as such.

While the VPAT and this ACR represent platform-level support for accessibility, McGraw Hill also offers title-specific rubrics. These rubrics outline the unique accessibility implications for each title (both content and any discipline-specific features). We recommend reviewing the title-specific rubrics in conjunction with the third-party VPAT and ACR below.

## Our Commitment

We at McGraw Hill are committed to developing products that can be accessed and used by any and all learners – including those with disabilities – and have created a culture that considers this from the outset. Accessibility is central to all of our design and development efforts. Specific initiatives include:

* **Product Creation** – McGraw Hill is working to build all new content and software to align with WCAG version 2.1 AA guidelines and best practices. To achieve this, we utilize our internal product teams, engage with external experts, and solicit user feedback.
* **Community Inclusion** – We work with accessibility advocacy organizations, forums, and user groups to get confirmation that the software and content we produce is compliant and usable by all learners.
* **Training** – Employees and 3rd-party partners have been educated and trained on accessibility to support the development of products that are compliant with WCAG 2.1 AA guidelines.
* **Alternative Content** – We recognize that we need to work closely with all of our education partners as we work towards our accessibility goals. In the event that alternative content formats are required, we evaluate options and (whenever possible) provide the necessary content.
	+ To request accessible digital files for students, please contact: 33T33T33T33TUUUUpermissions@mheducation.comUU
	+ To learn more about available disability support accommodations, please contact: 33T33T33T33Taccessibility@mheducation.com33T

### McGraw Hill Accessibility Conformance Report

## VPAT® Version 2.0 – 2017

## + Accessibility Conformance Report (ACR) – June 2020\*

*\*Levels of WCAG 2.0 criteria based on changes to Connect since original VPAT with context around exceptions*

***Name of Product/Version:*** McGraw-Hill Education Connect ("New Connect" student version) (June 2017)

***Product Description:*** A highly reliable, easy-to-use homework and learning management solution

***Date*:** September 13, 2017(original VPAT) / June 26, 2020 (ACR)

***Contact information:*** accessibility@mheducation.com

***Notes*:** Level Access (Level) performed an audit of McGraw-Hill Education Connect ("New Connect" student version) (June

2017)

***Evaluation Methods Used:*** A representative sample of full pages, as well as user workflows within the web application, was tested in Chrome and Firefox browsers with JAWS 18. Functional workflows were tested with JAWS 18 and Zoom Text 11.

Over the course of the audit, accessibility experts performed ad-hoc and assistive technology testing according to AMP (Level’s Accessibility Management Platform) best practices and guidelines. Level employed a variety of automatic and manual inspection methods, such as, but not limited to, testing navigation with exclusive use of the keyboard (i.e., not using a mouse to navigate), use of a contrast checker, accessible property inspection tool, code inspection, and extensive use of the JAWS 18 screen reader and ZoomText 11 screen magnifier.

### Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

|  |  |
| --- | --- |
| Standard/Guideline  | Included in Report |
| Web Content Accessibility Guidelines 2.0, at http://www.w3.org/TR/2008/REC-WCAG20-20081211/  | Level A: Yes Level AA: Yes Level AAA: No  |
| Section 508 as published in 2017, at http://www.Section508.gov  | Yes  |
| EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, at http://mandate376.standards.eu/standard  | No  |

### Terms

The terms used in the Conformance Level information are defined as follows:

* **Supports**: The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
* **Partially Supports**: Some functionality of the product does not meet the criterion.
* **Does Not Support**: The majority of product functionality does not meet the criterion.
* **Not Applicable**: The criterion is not relevant to the product.
* **Not Evaluated**: The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.

### WCAG 2.0 Report

Tables 1 and 2 also document conformance with:

* EN 301 549: Chapter 9 - Web, Chapter 10 - Non-Web documents, Section 11.2.1- Non-Web Software (excluding closed functionality), and Section 11.2.2 - Non-Web Software (closed functionality)
* Revised Section 508: Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing, and Chapter 6 – 602.3 Electronic Support Documentation

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the **WCAG 2.0 Conformance Requirements**.

*Table 1: Success Criteria, Level A*

Notes: Exceptions may be content-specific; content authors must conform to the success criteria.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** **(Level A)** | **VPAT Conformance Level (2017)** | **VPAT Remarks & Explanations** **(2017)** | **June 2020 Conformance Level**  | **June 2020 Comments** *(Exceptions targeted for remediation in 2020)* |
| **1.1.1 Non-text Content**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Accessible text equivalents are provided for most non-text elements within the application. Several images include informative alternate text.  The drop-down menus’ buttons have accessible labels and include informative text about the state of the element, which indicates that the user should be able to expand the menu using the spacebar.  Within questions, custom buttons associated with the answer drop-down selection have accessible labels. A rating of Partially Supports has been given for the following reasons: 1. The selected question on the Question Map does not communicate the status of “Selected” or “Active”.
2. The Assignment Information dialog includes a toggle element labelled as “More Info”, under which content can be expanded or collapsed. The state of “Expanded” or “Collapsed” is not rendered to screen reader users.
3. The content “Connect Audit Round 2 and the associated Assignment Information” icon, which is displayed in the header for most assignment pages, is not rendered to screen reader users
4. The “Check My Work” button visible on the question page includes an accessible label, however the alternate text is misspelled.
5. Within questions, custom buttons associated with the answer drop-down selection have accessible labels, but they do not explicitly state which option they are associated with.
6. The element “Enlarge Image” displayed within content to zoom an image within questions, is rendered as “disabled” to screen reader users.
7. Several images, as well as complex images such as graphs and charts within questions, lack informative alternate text.
 | **Partially Supports** | 1. Remediation targeted for Fall 2020
	* NOTE: Question Map is an optional navigation feature (not required for assignment access or submission)
2. Remediation targeted for Fall 2020
	* NOTE: same information is provided on launch of assignment
3. **RESOLVED** (Jun. 2018)
4. *Discipline-specific (not universal)*
5. *Discipline-specific (not universal)*
6. *Discipline-specific (not universal)*
 |
| **1.2.1 Audio-only and Video-only (Prerecorded)** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports**  | Connect student version does not present multimedia content.   | **Supports**  |  |
| **1.2.2 Captions (Prerecorded)** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports**  | Connect student version does not present multimedia content. Content authors must provide captions for prerecorded multimedia. | **Supports**  |  |
| **1.2.3 Audio Description or Media Alternative (Prerecorded)**  Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports**  | Connect student version does not present multimedia content.   | **Supports**  |  |
| **1.3.1 Info and Relationships** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Connect student version provides implied information and relationships by visual and formatting procedures. The content is mostly preserved when format changes occur.  Several pages include defined headings to begin new paragraphs, form fields include programmatic labels, and lists are used to structure groups of content. A rating of Partially Supports has been given for the following reasons: 1. Assignments and a few question pages include text displayed in bold as a heading but are not structured programmatically as a heading.
2. The “Connect Audit Round 2” is visually displayed as a heading but lacks programmatic heading structure.
3. The "Zipcar: Creating Value in the Marketplace" text visually appears to be a header but is not semantically marked as a heading.
4. Some question pages use a table structure for layout purposes.
5. A few question pages include radio buttons which use the title attribute as sole means to describe the radio button.
6. A few question pages include text input fields and drop-down boxes or checkboxes which do not include valid programmatic labels.
 | **Supports**  | 1. *Discipline-specific (not universal)*
2. **RESOLVED** (June 2019)(assignment name was changed into a heading)
3. *Discipline-specific (not universal)*
4. *Discipline-specific (not universal)*
5. *Discipline-specific (not universal)*
6. *Discipline-specific (not universal)*
 |
| **1.3.2 Meaningful Sequence** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | The relative sequence of content is meaningful. The reading order of content is logical and the page reading order coincides with the focus order on the page. The application does not require an associated style sheet. The focus order and reading order of content is meaningful without reliance on CSS positioning.  Form fields are laid out in an intuitive manner.  | **Supports**  |  |
| **1.3.3 Sensory Characteristics**  Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Content does not include instructions displayed which solely rely on sensory characteristics of components, such as shape, size, visual location, orientation, or sound.   | **Supports**  |  |
| **1.4.1 Use of Color** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Color is not used as the sole means of conveying information, indicating an action, prompting a response, or distinguishing a visual element within most of the application.   | **Supports**  |  |
| **1.4.2 Audio Control** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version application does not include any audio. | **Supports**  |  |
| **2.1.1 Keyboard** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Most interactive elements within the application can be accessed and invoked with the keyboard.A rating of Partially Supports has been given for the following reasons: 1. The drop-down menus attached to the toolbar buttons are not actionable via the keyboard.
2. The header section, which is text only, appears in the tab order.
3. Within some questions, the question requires interaction with an embedded app object, such as Excel, that cannot be activated via the keyboard.
 | **Supports** | 1. *Specific to essay questions w/ TinyMCE editor; discipline-specific (not universal)*
2. **RESOLVED** (Dec. 2018)
3. *Discipline-specific (not universal)*
 |
| **2.1.2 No Keyboard Trap**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Most of the content within the application content does not "trap" keyboard focus within subsections of content. A rating of Partially Supports has been given for the following reason: * Within the IRT Accounting with Embedded Spreadsheet Question Type, when tabbing through the application via the keyboard, programmatic focus becomes trapped on the embedded Kepler Web element.
 | **Supports** | *Discipline-specific (not universal)* |
| **2.2.1 Timing Adjustable** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version does not contain content that must be completed within a set time limit. | **Supports**  |  |
| **2.2.2 Pause, Stop, Hide** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version does not include content which has moving, blinking, scrolling or auto-updating information. | **Supports**  |  |
| **2.4.1 Bypass Blocks** Also applies to: 2017 Section 508 (501 (Web)(Software))Does not apply to non-web software  | **Partially Supports** | The application provides users the ability to skip repetitive navigation content via an off-screen link. This “skip navigation” link is positioned off-screen but is visible when focused with the keyboard. When the user activates the link, the programmatic focus is set to the main content area of the application. A rating of Partially Supports has been given for the following reason: * Several pages use iframes, which do not have meaningful titles
 | **Supports** | **RESOLVED** (Jul. 2018) An example:  |
| **2.4.2 Page Titled** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Does Not** **Support**  | Some of the Connect student version web pages include a generic title, such as Connect, describing the application name. The same title is used for each web page, so the pages lack informative and context sensitive titles to describe their purpose. describe their purpose.  | **Supports** | **RESOLVED** (Jul. 2018) Titles are now specific to the web page within the Connect application, following the format “Connect – page name” (an example is “Connect - To Do”) |
| **2.4.3 Focus Order**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Pages within the McGraw-Hill Education New Connect student version application can be navigated through sequentially, and information is placed in an order that is consistent with the meaning of the content which can also be operated with keyboard.  | **Supports**  |  |
| **2.4.4 Link Purpose (In Context)** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | A rating of Partially Supports has been given for the following reason: * The toolbar navigation link does not indicate that it opens a non-modal dialog.
 | **Supports** | **RESOLVED** (Jun. 2019) *Specific to essay questions w/ TinyMCE editor; discipline-specific (not universal)* |
| **3.1.1 Language of Page** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | The default human language of each Web page can be programmatically determined.   | **Supports**  |  |
| **3.2.1 On Focus** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Users navigating through user interface components within pages of the application receive functionality which is predictable. Components do not trigger any forced changes in focus.  Programmatic focus moves to simulated modal dialogs in the application, such as Assignment Information and Ask Instructor. Users can navigate through several dropdown elements within question pages and navigate through the options list to select a desired option without any forced focus changes. | **Supports**  |  |
| **3.2.2 On Input** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Within the Connect student version application, 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.  Users can navigate through several dropdown elements within question pages and navigate through the options list to select a desired option without any forced focus changes.  Users can toggle and view content within expand and collapse user interface elements.Users can navigate through the menu and sub menu items without the menu item triggering a forced change. | **Supports**  |  |
| **3.3.1 Error Identification** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Throughout most of the application, if an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. A rating of Partially Supports has been given for the following reason: * In the Login page, the error message is not read consistently. Upon form submission with invalid entries, the errors are not announced by assistive technologies.
 | **Supports** | **RESOLVED** Recent testing with JAWS and NVDA showed that errors were read correctly (unable to replicate 2017 analysis) |
| **3.3.2 Labels or Instructions** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version application includes several form fields across multiple questions and within the main platform. All form fields include programmatically associated labels. Specific instructions are associated with labels to specify data formats or requirements.   | **Supports**  |  |
| **4.1.1 Parsing** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version application includes web pages where content is 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. | **Supports**  |  |
| **4.1.2 Name, Role, Value**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Connect student version application includes several user interface elements and components in which the role and name can be programmatically determined. A rating of Partially Supports has been given for the following reasons: 1. Several questions include radio buttons which solely rely on the title attribute to define the element.
2. Several pages, such as Homework, Messages, Question Map, Student Dashboard, Assignment Begin and several question pages use iframes, which do not have meaningful titles.
3. The form field labels in the Login page lack a programmatic label and are only indicated using placeholder values.
4. On the Question Map page, the selected question elements do not communicate the "currently selected" status to assistive technology users.
5. On several question pages, the More Info section of the Assignment Information dialog does not communicate its “Expanded” or “Collapsed” state.
6. On some question pages, the custom buttons associated with the answer drop down menus have aria-labels, but they do not explicitly state which option they are associated with.
7. On a few question pages, the actionable control “Enlarge Image” renders as a "disabled" element to assistive technology.
 | **Partially Supports** | 1. *Discipline-specific (not universal)*
2. **RESOLVED** (2019)
3. Final remediation targeted for Fall 2020
4. Final remediation targeted for Fall 2020
	* NOTE: Question Map is an optional navigation feature (not required for assignment access or submission)
5. Final remediation targeted for Fall 2020
6. *Discipline-specific (not universal)*
7. *Discipline-specific (not universal)*
 |

*Table 2: Success Criteria, Level AA*

Notes: Exceptions may be content-specific; content authors must conform to the success criteria.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** **(Level AA)** | **VPAT Conformance Level (2017)** | **VPAT Remarks & Explanations** **(2017)** | **June 2020 Conformance Level** | **June 2020 Comments**  |
| **1.2.4 Captions (Live)**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version application does not include live audio content in synchronized media. | **Supports**  |  |
| **1.2.5 Audio Description (Prerecorded)**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version application does not include prerecorded video content in synchronized media.  | **Supports**  |  |
| **1.4.3 Contrast (Minimum)**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Content within the McGraw-Hill Education New Connect student version application provides enough contrast between text and its background.   | **Supports**  |  |
| **1.4.4 Resize text** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Questions within the application can be resized up to 200 percent without the loss of content or functionality. A rating of Partially Supports has been given for the following reason: * Platform pages, such as Homework, Messages and Student Dashboard, restrict users from viewing content at higher magnification.
 | **Supports** | **RESOLVED** (June 2020) |
| **1.4.5 Images of Text**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Content within the McGraw-Hill Education New Connect student version application uses text to convey information rather than images of text.   | **Supports**  |  |
| **2.4.5 Multiple Ways**Also applies to: 2017 Section 508 (501 (Web)(Software))Does not apply to non-web software  | **Supports** | Connect student version application allows more than one way to locate a web page within a set of Web pages with one exception; when the web page is the result of, or a step in, a process. | **Supports**  |  |
| **2.4.6 Headings and Labels**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Content within the application uses headings and labels to describe topic or purpose.   | **Supports**  |  |
| **2.4.7 Focus Visible** Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Partially Supports** | Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible throughout the entire application. A well-defined visual indicator is displayed on user-interactive elements across platform as well as content specific pages such as questions. A rating of Partially Supports has been given for the following reason: * On the Assignment Begin page, when tabbing through the page, visual keyboard focus is lost on a null container element.
 | **Supports** | **RESOLVED** *Recent internal testing of keyboard navigation confirmed this is no longer an issue.* |
| **3.1.2 Language of Parts**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Within the Connect student version application, the 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.  | **Supports**  |  |
| **3.2.3 Consistent Navigation**Also applies to: 2017 Section 508 (501 (Web)(Software))Does not apply to non-web software  | **Supports** | The application includes navigational mechanisms that are repeated on multiple web pages; within each set of web pages, they occur in the same relative order each time they are repeated, unless a change is initiated by the user.  The application includes a skip to main content mechanism to navigate to main content. The “skip navigation” links are positioned off-screen and are not visible when focused with the keyboard. | **Supports**  |  |
| **3.2.4 Consistent Identification**Also applies to: 2017 Section 508 (501 (Web)(Software))Does not apply to non-web software  | **Supports** | Components within McGraw-Hill Education New Connect student version application that have the same functionality within a set of Web pages are identified consistently. | **Supports**  |  |
| **3.3.3 Error Suggestion**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | The application includes several sections of form fields within platform and content specific question pages. Exceptions may be content specific; content authors must ensure if input error is automatically detected, they should provide suggestion for correction. | **Supports**  |  |
| **3.3.4 Error Prevention (Legal, Financial, Data)**Also applies to: 2017 Section 508 (501 (Web)(Software)) | **Supports** | Connect student version does not include legal commitments or financial transactions which need to be manipulated by the user. | **Supports**  |  |

*Table 3: Success Criteria, Level AAA*

Notes: Not Evaluated

### 2017 Section 508 Report

*Chapter 3: Functional Performance Criteria (FPC)*

Notes: Web pages within the Connect student version application may partially conform due to content outside of the application’s control, where content authors have added content to platform-delivered pages.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria**  | **Conformance Level (2017)**  | **Remarks and Explanations** **(2017)** | **June 2020 Conformance Level** | **June 2020 Comments** |
| **302.1 Without Vision**  | **Partially Supports**  | Users without vision rely on information being communicated by the software in text or programmatically in ways that can be accessed by assistive technology.  The Connect student version is generally operable by users with visual impairments and provides functional support with text-to-speech assistive technologies.  A rating of Partially Supports has been given for the following reasons: 1. As noted in 1.1.1 Non-text Content (Level A), while most of non-text content is presented to the user has a text alternative.
2. However, several custom components lack state and textual alternatives and some non-text elements such as images lack alternate text.
3. As mentioned in 1.3.1 Info and Relationships, Assignments and a few Questions pages include text displayed in bold as a heading, but not structured programmatically as heading and a few questions include form fields which lack programmatic association to a label.
4. As mentioned in2.1.1 Keyboard**,** in the IRT Accounting with Embedded Spreadsheet Question Type, the question requires interaction with an embedded app object, such as Excel, that cannot be activated via keyboard.
5. As mentioned in2.4.1 Bypass Blocks, several pages use iframes which do not have meaningful titles.
6. As mentioned in 2.4.2 Page Titled , the web pages include a generic title for every page and the user is unable to discern the purpose of the page
7. As mentioned in 2.4.4 Link Purpose (In Context), the toolbar navigation links does not indicate that it opens modal dialog. Users are unable to orient themselves with the new information.
8. As mentioned in 3.3.1 Error Identification**,** users may fail to discern the error messages as the error message is not read consistently on the Login page.
 | **Partially Supports** | 1. Exception
2. Exception
3. Exception
4. *Discipline-specific (not universal)*
5. **RESOLVED**
6. **RESOLVED**
7. **RESOLVED**
8. Exception
 |
| **302.2 With Limited Vision** | **Partially Supports** | The Connect student version application is operable by users with low vision and provides functional support with screen magnification assistive technologies.  Users can create text that can be enlarged up to 200%, sufficient contrast can be applied, and the author can use color in ways that do not rely on color alone to communicate information.  A rating of Partially Supports has been given for the following reason:  1. As mentioned in 1.4.4 Resize text , users are unable to view platform-specific pages such as Homework, Messages and Student Dashboard at higher screen magnification due to distortion of content.
2. As mentioned in 1.4.3 Contrast (Minimum), content specific pages within questions failed to meet color contrast luminosity ratio.
 | **Supports** | 1. **RESOLVED**
2. **RESOLVED**
 |
| **302.3 Without Perception of Color**  | **Supports**  | Users can use color in ways that do not rely on color alone to communicate information, selection or errors.  |  |  |
| **302.4 Without Hearing**  | **Supports**  | The application does not produce sound or speech, so that it is usable by people without hearing.  |  |  |
| **302.5 With Limited Hearing**  | **Supports**  | The application does not produce sound or speech; hence it is usable by people with limited hearing.  |  |  |
| **302.6 Without Speech**  | **Supports**  | Users can interact with user interface elements without reliance on speech input.  |  |  |
| **302.7 With Limited Manipulation**  | **Partially Supports**  | Users who have limited manipulation may rely on a keyboard alone to interact with user interfaces.  A rating of Partially Supports has been given for the following reasons: 1. As mentioned in 2.1.2 No Keyboard Trap, the dropdown menus attached to the toolbar buttons are not actionable via keyboard. The header section, which is text-only, appears in the tab order.
2. As mentioned in 2.1.2 No Keyboard Trap**,** when tabbing through the content in the IRT Accounting with Embedded Spreadsheet Question Type
 | **Supports** | 1. *Discipline-specific (not universal)*
2. *Discipline-specific (not universal)*
 |
| **302.8 With Limited Reach and Strength**  | **Supports**  | The application does not require users to reach or use additional strength to navigate the application.  |  |  |
| **302.9 With Limited Language, Cognitive, and Learning Abilities**  | **Supports**  | Users with cognitive disabilities have varying needs for features that allow them to adapt content and work with assistive technology or accessibility features of the platform.  The Connect student version application UI provides options to use icons, text, or a combination of both for controls. In addition, visible labels are used to communicate the purpose of input fields, and standard system dialogs are used consistently to communicate error messages.  The UI structure is understandable by people with limited language, cognitive and learning abilities and the content is compatible with assistive technologies. |  |  |

*Chapter 4: Hardware*

Notes: Not Applicable

*Chapter 5: Software*

Notes: Not Applicable

*Chapter 6: Support Documentation and Services*

Notes: Applicable, Not Tested

|  |  |  |
| --- | --- | --- |
| **Criteria**  | **Conformance Level**  | **Remarks and Explanations**  |
| ***601.1 Scope*** | Heading cell – no response required  | Heading cell – no response required  |
| ***602 Support Documentation*** | Heading cell – no response required  | Heading cell – no response required   |
| 602.2 Accessibility and Compatibility Features  | **Applicable - Not Tested**  | Not Tested  |
| 602.3 Electronic Support Documentation  | See WCAG 2.0 section  | See information in WCAG section  |
| 602.4 Alternate Formats for Non-Electronic Support Documentation  | **Applicable - Not Tested**  | Not Tested  |
| **603 Support Services**  | Heading cell – no response required  | Heading cell – no response required  |
| 603.2 Information on Accessibility and Compatibility Features  | **Applicable - Not Tested**  | Not Tested  |
| 603.3 Accommodation of Communication Needs  | **Applicable - Not Tested**  | Not Tested  |

### Legal Disclaimer – McGraw Hill

These results reflect the Connect platform’s new student experience ("New Connect" student version, 2017). Select Connect components and assignment types such as My Account, Calendar, Gradebook (only used in certain disciplines), SmartBook, LearnSmart, and the eBook were not included in the original 3rd-party audit. Some features are content-specific and vary by title (these are called out as ‘discipline-specific’ in the June 2020 Comments column).

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This document addresses the McGraw Hill product(s) named herein only and describes the extent to which each named product conforms to the Web Content Accessibility Guidelines (WCAG) 2.0 'A' and 'AA' levels as described at http://www.w3.org/TR/WCAG20/, and the applicable accessibility requirements of the technical regulations, 36 C.F.R. part 1194, which implement Section 508 of the Rehabilitation Act, 29 U.S.C. §794d (the “Accessibility Guidelines”).

For presentation purposes, this document uses a format similar to the Voluntary Product Accessibility Template, or VPAT®. There are 5 columns in Table 1, Table 2, and Chapter 3 of the Section 508 Report: the 1st column contains each of the WCAG 2.0 A and AA Success Criteria; the 2nd column indicates whether the product met the criterion according to the third-party auditor (Level Access) in 2017; the 3rd column contains remarks about the product with regard to the criterion, including known defects (if any) by Level Access; the 4th column indicates whether the product met the criterion based on the most recent rounds of internal testing; and the 5th column contains remarks about the level of conformance based on internal testing, including any forthcoming plans for remediation.

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