

VPAT Companion

McGraw-Hill Education Connect ("New Connect" student version) (June 2017)

McGraw-Hill would like to highlight below the results of the accessibility conformance report outlined in the attached third-party VPAT, and to reaffirm our organization’s commitment to the accessible and inclusive design of all of our products.

Summary of 2017 Results

WCAG AA Compliance Rating	Percentage (out of 38 criteria)	Notes
Supports	71%	
Supports with Exceptions	26%	
Does Not Support	3%	2.4.2: Some pages do not include an informative title to describe their purpose. While this makes it harder to navigate, it does not prevent access. Support planned for end of 2018.

These results signify a major improvement over 2016, and reflect McGraw-Hill’s commitment to developing accessible products. We plan to continue to make improvements in 2018.

While the VPAT represents the platform level support for accessibility, McGraw-Hill also offers title specific rubrics. These rubrics help instructors and schools understand the unique accessibility implications for subject-specific content. We recommend reviewing the McGraw-Hill title specific rubrics in conjunction with the third-party VPAT below.

Our commitment to accessibility

We at McGraw-Hill Education 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 those with differing learning and access needs from the outset. This effort includes a comprehensive strategy that combines planning, research, training, and product development activities with both McGraw-Hill employees and third-party content partners. Specific initiatives include:

- **Creation of Accessible Products** – McGraw-Hill Education is making efforts to have all new content and software follow the WCAG version 2.0 AA guidelines and best practices. To achieve this and continuously improve the accessibility of our products, we are utilizing our internal product teams, engaging with external experts, and soliciting user feedback.
- **Community Inclusion** – In addition to developing experiences that meet the recommended guidelines, we are engaged with accessibility advocacy organizations, forums, and user groups in order to get confirmation that the software and content we produce is not only compliant but, more importantly, usable by learners.
- **Employee Training** – Accessibility is central to our design and development efforts. Employees and resource providers in those roles have been educated and trained on accessibility guidelines to support the development of products that are compliant with WCAG 2.0 AA guidelines.
- **Alternative Content** – We recognize that we need to work closely with all of our education partners as we progress towards our accessibility goal. In the event that alternative content formats are required, we evaluate the options and (whenever possible) provide the necessary content.
 - To request accessible digital files for students, please contact: permissions@mheducation.com
 - To learn more about available disability support accommodations, please contact: accessibility@mheducation.com



McGraw-Hill Accessibility Conformance Report

VPAT® Version 2.0 – October 2017

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

Contact information: accessibility@mheducation.com

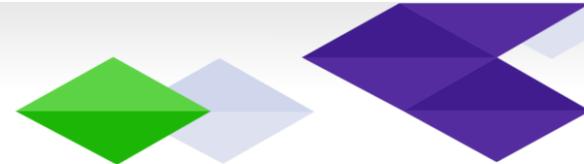
Notes: Level Access (Level) performed an audit for McGraw-Hill Education Connect ("New Connect" student version) (June 2017)

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
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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.
- **Supports with Exceptions:** 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](#).

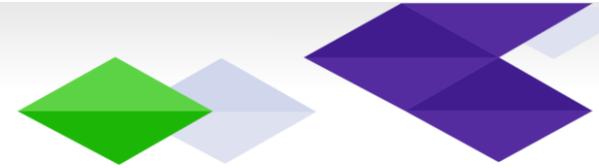
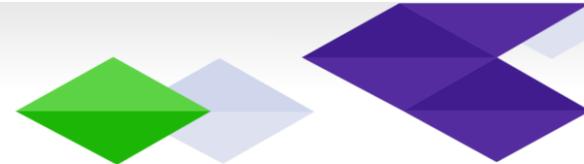


Table 1: Success Criteria, Level A

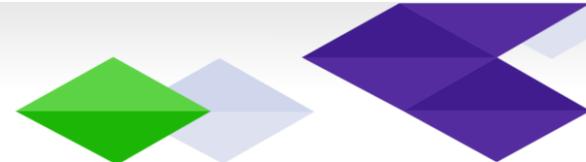
Notes: Exceptions may be content specific; content authors must conform to the success criteria.

Criteria	Conformance Level	Remarks and Explanations
<p>1.1.1 Non-text Content (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: Accessible text equivalents are provided for most non-text elements within the application. Several images include informative alternate text.</p> <p>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.</p> <p>Within questions, custom buttons associated with the answer drop-down selection have accessible labels.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> The selected question on the Question Map does not communicate the status of "Selected" or "Active". 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. The content "Connect Audit Round 2 and the associated Assignment Information" icon, which is displayed



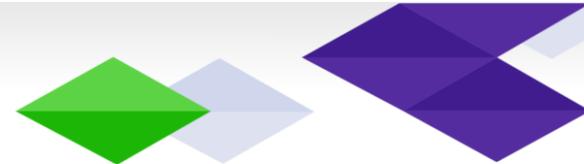


Criteria	Conformance Level	Remarks and Explanations
		<p>in the header for most assignment pages, is not rendered to screen reader users</p> <ul style="list-style-type: none"> • The “Check My Work” button visible on the question page includes an accessible label, however the alternate text is misspelled. • 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. • The element “Enlarge Image” displayed within content to zoom an image within questions, is rendered as “disabled” to screen reader users. • Several images, as well as complex images such as graphs and charts within questions, lack informative alternate text. <p>Several exceptions are content specific. Note: content authors must ensure that the images have alternative text in originating document type.</p>
<p>1.2.1 Audio-only and Video-only (Prerecorded) (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) does not present multimedia content.</p> <p>Exceptions may be content specific; content authors must ensure that an alternative for time-based media is provided which presents equivalent information for prerecorded audio-only content. Content authors must provide</p>



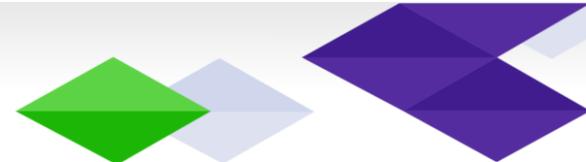
Criteria	Conformance Level	Remarks and Explanations
		an alternative for time-based media or an audio track which presents equivalent information for prerecorded video-only content.
<p><u>1.2.2 Captions (Prerecorded)</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Web: Supports	Web: McGraw-Hill Education New Connect student version (June 2017) does not present multimedia content. Content authors must provide captions for prerecorded multimedia.
<p><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Web: Supports	<p>Web: McGraw-Hill Education New Connect student version (June 2017) does not present multimedia content.</p> <p>Exceptions may be content specific; content authors must ensure an alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.</p>
<p><u>1.3.1 Info and Relationships</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Web: Supports with Exceptions	<p>Web: McGraw-Hill Education New Connect student version (June 2017) provides implied information and relationships by visual and formatting procedures. The content is mostly preserved when format changes occur.</p> <p>Several pages include defined headings to begin new paragraphs, form fields include programmatic labels, and lists are used to structure groups of content.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p>





Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Assignments and a few question pages include text displayed in bold as a heading, but are not structured programmatically as a heading. <ul style="list-style-type: none"> ○ "The Connect Audit Round 2" is visually displayed as a heading, but lacks programmatic heading structure. ○ The "Zipcar: Creating Value in the Marketplace" text visually appears to be a header, but is not semantically marked as a heading. • Some question pages use a table structure for layout purposes. • A few question pages include radio buttons which use the <code>title</code> attribute as sole means to describe the radio button. • A few question pages include text input fields and drop-down boxes or checkboxes which do not include valid programmatic labels.
<p>1.3.2 Meaningful Sequence (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: 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.</p> <p>Form fields are laid out in an intuitive</p>





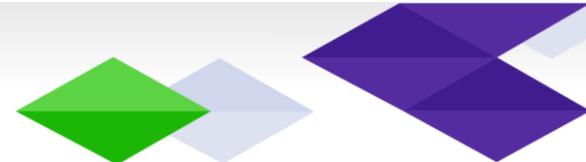
Criteria	Conformance Level	Remarks and Explanations
		<p>manner.</p> <p>Exceptions may be content specific; content authors must ensure content displayed and rendered to users with assistive technologies in a meaningful sequence.</p>
<p>1.3.3 Sensory Characteristics (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: Content does not include instructions displayed which solely rely on sensory characteristics of components, such as shape, size, visual location, orientation, or sound.</p> <p>Exceptions may be content specific; content authors must ensure content does not include dependencies on sensory characteristics.</p>
<p>1.4.1 Use of Color (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: 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.</p> <p>Exceptions may be content specific; content authors must ensure color is not used as the sole means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p>
<p>1.4.2 Audio Control (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) application does not include any audio.</p>
<p>2.1.1 Keyboard (Level A)</p> <p>Also applies to: 2017 Section 508</p>	<p>Web: Supports with Exceptions</p>	<p>Web: Most interactive elements within the application can be accessed and invoked</p>





Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> 501 (Web)(Software) 		<p>with the keyboard.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> The drop-down menus attached to the toolbar buttons are not actionable via the keyboard. The header section, which is text only, appears in the tab order. Within some questions, the question requires interaction with an embedded app object, such as Excel, that cannot be activated via the keyboard.
<p>2.1.2 No Keyboard Trap (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: Most of the content within the application content does not "trap" keyboard focus within subsections of content.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> 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.
<p>2.2.1 Timing Adjustable (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: Web: McGraw-Hill Education New Connect student version (June 2017) does not contain content that must be completed within a set time limit.</p>





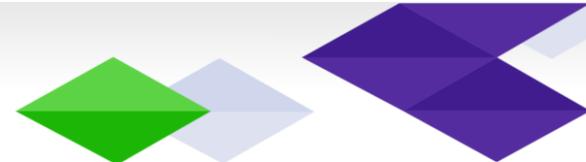
Criteria	Conformance Level	Remarks and Explanations
<p><u>2.2.2 Pause, Stop, Hide</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	Web: McGraw-Hill Education New Connect student version (June 2017) does not include content which has moving, blinking, scrolling or auto-updating information.
<p><u>2.3.1 Three Flashes or Below Threshold</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	Web: McGraw-Hill Education New Connect student version (June 2017) does not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds.
<p><u>2.4.1 Bypass Blocks</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 	Web: Supports with Exceptions	<p>Web: 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.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> Several pages use <code>iframes</code>, which do not have meaningful titles.
<p><u>2.4.2 Page Titled</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Does Not Support	Web: Some of the McGraw-Hill Education New Connect student version (June 2017) 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.





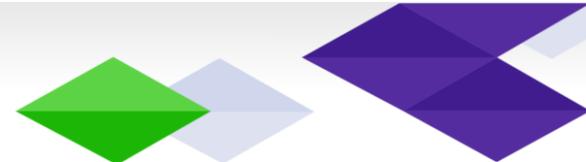
Criteria	Conformance Level	Remarks and Explanations
<p>2.4.3 Focus Order (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: Pages within the McGraw-Hill Education New Connect student version (June 2017) application can 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.</p> <p>Exceptions may be content specific; content authors must ensure that focus order of actionable elements on any given page within the application receive focus in an order that preserves meaning and operability.</p>
<p>2.4.4 Link Purpose (In Context) (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: The purpose of most links within the application can be determined from the link text alone, or from the link text together with its programmatically determined link context.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> The toolbar navigation link does not indicate that it opens a non-modal dialog. <p>Exceptions may be content specific; content authors must ensure link text is meaningful within context.</p>
<p>3.1.1 Language of Page (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: The default human language of each Web page can be programmatically determined.</p> <p>Exceptions may be content specific; content authors must ensure inline changes in</p>





Criteria	Conformance Level	Remarks and Explanations
		language or default content language can be programmatically determined.
<p>3.2.1 On Focus (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Web: Supports	<p>Web: 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.</p> <p>Programmatic focus moves to simulated modal dialogs in the application, such as Assignment Information and Ask Instructor. Users can navigate through several drop-down elements within question pages and navigate through the options list to select a desired option without any forced focus changes.</p>
<p>3.2.2 On Input (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	Web: Supports	<p>Web: Within the McGraw-Hill Education New Connect student version (June 2017) 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.</p> <p>Users can navigate through several drop-down elements within question pages and navigate through the options list to select a desired option without any forced focus changes.</p> <p>Users can toggle and view content within expand and collapse user interface</p>





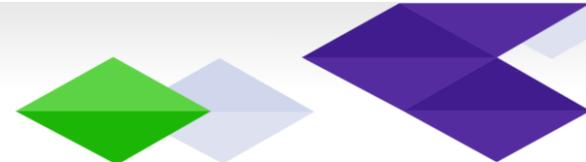
Criteria	Conformance Level	Remarks and Explanations
		<p>elements.</p> <p>Users can navigate through the menu and sub menu items without the menu item triggering a forced change.</p>
<p><u>3.3.1 Error Identification</u> (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: 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.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> • 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.
<p><u>3.3.2 Labels or Instructions</u> (Level A)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) 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.</p> <p>Exceptions may be content specific; content authors must ensure instructions and form labels are available to users.</p>
<p><u>4.1.1 Parsing</u> (Level A)</p> <p>Also applies to: 2017 Section 508</p>	<p>Web: Supports</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) application includes web pages where content is implemented using markup languages,</p>





Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> 501 (Web)(Software) 		<p>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.</p>
<p><u>4.1.2 Name, Role, Value</u> (Level A) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) application includes several user interface elements and components in which the role and name can be programmatically determined.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> Several questions include radio buttons which solely rely on the <code>title</code> attribute to define the element. Several pages, such as Homework, Messages, Question Map, Student Dashboard, Assignment Begin and several question pages use <code>iframes</code>, which do not have meaningful titles. The form field labels in the Login page lack a programmatic label and are only indicated using placeholder values. On the Question Map page, the selected question elements do not communicate the "currently selected" status to assistive technology users.





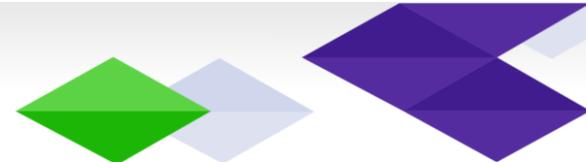
Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> On several question pages, the More Info section of the Assignment Information dialog does not communicate its “Expanded” or “Collapsed” state. On some question pages, the custom buttons associated with the answer drop down menus have <code>aria-labels</code>, but they do not explicitly state which option they are associated with. On a few question pages, the actionable control “Enlarge Image” renders as a “disabled” element to assistive technology.

Table 2: Success Criteria, Level AA

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

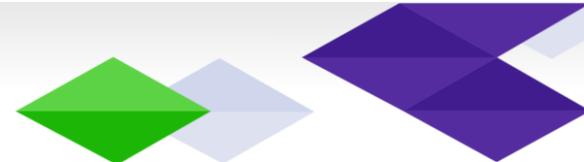
Criteria	Conformance Level	Remarks and Explanations
<p>1.2.4 Captions (Live) (Level AA)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	Web: McGraw-Hill Education New Connect student version (June 2017) application does not include live audio content in synchronized media.
<p>1.2.5 Audio Description (Prerecorded) (Level AA)</p> <p>Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	<p>Web: McGraw-Hill Education New Connect student version (June 2017) application does not include prerecorded video content in synchronized media.</p> <p>Exceptions may be content specific; files may be available outside the platform upon request.</p>





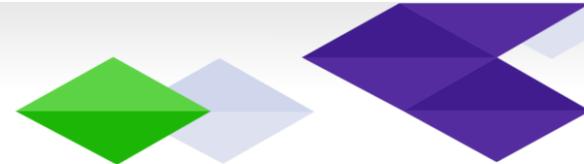
Criteria	Conformance Level	Remarks and Explanations
<p><u>1.4.3 Contrast (Minimum)</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: Content within the McGraw-Hill Education New Connect student version (June 2017) application provides enough contrast between text and its background.</p> <p>Exceptions may be content specific. In some questions, the text related to “Note” was styled in a light gray text against a white background. Content authors must ensure text is styled to meet the contrast ratio of at least 4.5:1.</p>
<p><u>1.4.4 Resize text</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports with Exceptions</p>	<p>Web: Questions within the application can be resized up to 200 percent without the loss of content or functionality.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> Platform pages, such as Homework, Messages and Student Dashboard, restrict users from viewing content at higher magnification.
<p><u>1.4.5 Images of Text</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: Content within the McGraw-Hill Education New Connect student version (June 2017) application uses text to convey information rather than images of text.</p> <p>Exceptions may be content specific; content authors must ensure content include text instead of images of text.</p>
<p><u>2.4.5 Multiple Ways</u> (Level AA) Also applies to: 2017 Section 508</p>	<p>Web: Supports</p>	<p>Web: McGraw-Hill Education New Connect student version (June 2017) application allows more than one way to locate a web</p>





Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 		page within a set of Web pages with one exception; when the web page is the result of, or a step in, a process.
<p><u>2.4.6 Headings and Labels</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	<p>Web: Content within the application uses headings and labels to describe topic or purpose.</p> <p>Exceptions may be content specific; content authors must ensure content include headings and labels to describe a topic and define a purpose.</p>
<p><u>2.4.7 Focus Visible</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports with Exceptions	<p>Web: 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.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> On the Assignment Begin page, when tabbing through the page, visual keyboard focus is lost on a null container element.
<p><u>3.1.2 Language of Parts</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	Web: Within the McGraw-Hill Education New Connect student version (June 2017) 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





Criteria	Conformance Level	Remarks and Explanations
		<p>phrases that have become part of the vernacular of the immediately surrounding text.</p> <p>Exceptions may be content specific; content authors must ensure content includes language which can be determined programmatically.</p>
<p><u>3.2.3 Consistent Navigation</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 	<p>Web: Supports</p>	<p>Web: 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.</p> <p>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.</p>
<p><u>3.2.4 Consistent Identification</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 	<p>Web: Supports</p>	<p>Web: Components within McGraw-Hill Education New Connect student version (June 2017) application that have the same functionality within a set of Web pages are identified consistently.</p>
<p><u>3.3.3 Error Suggestion</u> (Level AA) Also applies to: 2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 	<p>Web: Supports</p>	<p>Web: The application includes several sections of form fields within platform and content specific question pages.</p> <p>Exceptions may be content specific; content authors must ensure if input error is automatically detected, they should provide suggestion for correction.</p>



Criteria	Conformance Level	Remarks and Explanations
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) Also applies to: 2017 Section 508 <ul style="list-style-type: none"> 501 (Web)(Software) 	Web: Supports	Web: McGraw-Hill Education New Connect student version (June 2017) does not include legal commitments or financial transactions which need to be manipulated by the user.

Table 3: Success Criteria, Level AAA

Notes: Not Evaluated

2017 Section 508 Report

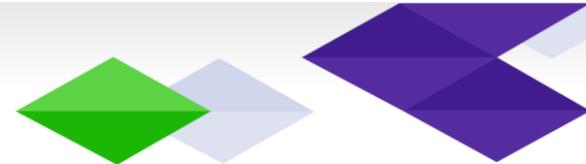
Notes:

Chapter 3: Functional Performance Criteria (FPC)

Notes: Web pages within the McGraw-Hill Education New Connect student version (June 2017) application may partially conform due to content outside of the application's control, where content authors have added content to platform-delivered pages.

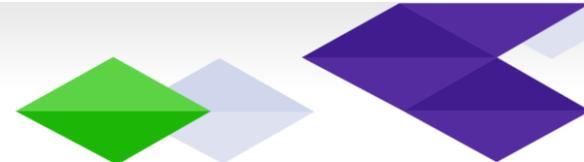
Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Supports with Exceptions	<p>Web: Users without vision rely on information being communicated by the software in text or programmatically in ways that can be accessed by assistive technology.</p> <p>The McGraw-Hill Education New Connect student version (June 2017) is generally operable by users with visual impairments and provides functional support with text-to-speech assistive</p>





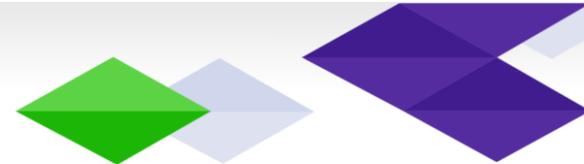
Criteria	Conformance Level	Remarks and Explanations
		<p>technologies.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> • As noted in 1.1.1 Non-text Content (Level A), while most of non-text content is presented to the user has a text alternative. However, several custom components lack state and textual alternatives and some non-text elements such as images lack alternate text. • 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. • As mentioned in 2.1.1 Keyboard , in the IRT Accounting with Embedded Spreadsheet Question Type, the question requires





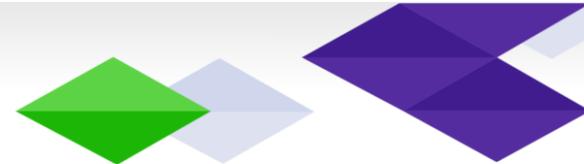
Criteria	Conformance Level	Remarks and Explanations
		<p>interaction with an embedded app object, such as Excel, that cannot be activated via keyboard.</p> <ul style="list-style-type: none"> • As mentioned in 2.4.1 Bypass Blocks, several pages use <code>iframes</code> which do not have meaningful titles. • 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. • 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. • 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.
302.2 With Limited Vision	Web: Supports with Exceptions	Web: The McGraw-Hill Education New Connect student version (June 2017) application is operable by users with low vision





Criteria	Conformance Level	Remarks and Explanations
		<p>and provides functional support with screen magnification assistive technologies.</p> <p>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.</p> <p>A rating of Supports with Exceptions has been given for the following reason:</p> <ul style="list-style-type: none"> 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. As mentioned in 1.4.3 Contrast (Minimum) , content specific pages within questions failed to meet color contrast luminosity ratio.
302.3 Without Perception of Color	Web: Supports	Web: Users can use color in ways that do not rely on color alone to communicate information, selection or errors.





Criteria	Conformance Level	Remarks and Explanations
302.4 Without Hearing	Web: Supports	Web: The application does not produce sound or speech, so that it is usable by people without hearing.
302.5 With Limited Hearing	Web: Supports	Web: The application does not produce sound or speech; hence it is usable by people with limited hearing.
302.6 Without Speech	Web: Supports	Web: Users can interact with user interface elements without reliance on speech input.
302.7 With Limited Manipulation	Web: Supports with Exceptions	<p>Web: Users who have limited manipulation may rely on a keyboard alone to interact with user interfaces.</p> <p>A rating of Supports with Exceptions has been given for the following reasons:</p> <ul style="list-style-type: none"> As mentioned in 2.1.2 No Keyboard Trap, the drop-down menus attached to the toolbar buttons are not actionable via keyboard. The header section, which is text-only, appears in the tab order. As mentioned in 2.1.2 No Keyboard Trap, when tabbing through the content in the IRT Accounting with Embedded Spreadsheet Question Type,





Criteria	Conformance Level	Remarks and Explanations
		<p>programmatic focus is trapped on the embedded Kepler Web element.</p> <ul style="list-style-type: none"> As mentioned in 2.4.7 Focus Visible, keyboard-only users can be disoriented as On Assignment Begin page, when tabbing through the page, visual keyboard focus is lost on a null container element.
302.8 With Limited Reach and Strength	Web: Supports	<p>Web: The application does not require users to reach or use additional strength to navigate the application.</p>
302.9 With Limited Language, Cognitive, and Learning Abilities	Web: Supports	<p>Web: 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.</p> <p>The McGraw-Hill Education New Connect student version (June 2017) 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.</p>





Criteria	Conformance Level	Remarks and Explanations
		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	Web: 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



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These results reflect the McGraw-Hill Education Connect ("New Connect" student version) (June 2017) platform's student experience.

Select Connect platform features, such as LearnSmart, eBook, SmartBook, My Account, Gradebook, and Calendar were not included.

The following Homework Question types were tested:

- Multiple Choice – Reading, Check All, Drop Down
- Fill-in-blank
- Ranking/Ordering
- Matching/Matching with Images
- True/False
- Essay
- Worksheet
- Accounting Tools

Some accessibility support features are content dependent and may vary by title.