

# Accessibility Conformance Report

(Based on VPAT<sup>®</sup> Version 2.4)

**Name of Product:** CengageNOWv2

**Report Date:** September 4, 2020

## Evaluation Methods Used:

- **Automated Testing:** aXe automated plugin has been used for initial scanning of different pages present in the ‘Corporate Financial Accounting’ course.
- **Manual Testing:** This report has been generated based on the tests conducted via accessibility experts. The tools, which have been used for testing, are: NVDA 2020, VoiceOver, and JAWS 2020 on Windows 10/Mac Platforms. Apart from these screen readers below assistive tools are used to validate the accessibility success criteria’s:
  - Keyboard
  - Speech Recognition (Dragon)
  - Steve Faulkner Text Spacing Bookmarklet
  - Color Contrast Analyser
  - Browser Zoom
- Platform testing was conducted using Corporate Financial Accounting (9781337398169)

## Compatibility Matrix and Testing Scope:

Platform	FireFox (latest version)	Chrome (latest version)	Safari (latest version)
Win 10	NVDA 2020 Full QA	JAWS 2020 Smoke QA	
MAC 10.X			VoiceOver Full QA

Accessibility QA Scope
<p><b>Title:</b> Corporate Financial Accounting</p> <p><b>Representative Sample:</b> Chapter 7: Internal Control and Cash</p> <p><b>Authors:</b> Warren, Jones</p> <p><b>ISBN:</b> 9781337398169</p>

## Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes ) Level AA (Yes) Level AAA (No)
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018</a>	(Yes)

Sections	Total number of Applicable Provisions	Supports	Partially Supports	Does Not Support
Web Content Accessibility Guidelines 2.1 A	21	9	12	0
Web Content Accessibility Guidelines 2.1 AA	13	8	5	0
Functional Performance Criteria	5	4	3	0
Support Documentation and Services	3	1	0	2

## 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.

## WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 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**

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Partially Supports	At most, of the instances, where an image/ icon is used to convey some meaningful information, it is accompanied with equivalent text alternative for screen reader users. However, there are a few decorative icons/ images such as ‘pencil’ graphic, ‘show me how’ graphic etc., which are not provided with null alt-text to hide it for

Criteria	Conformance Level	Remarks and Explanations
		screen readers.
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Not Applicable	There is no audio only or video only content available in the course.
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Supports	There is a pre-recorded video available in the chapter 7, which is provided with synchronized captions to facilitate hearing impaired users.
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Supports	Text Transcript is provided with the video as a media alternative for all users.
<a href="#">1.3.1 Info and Relationships</a> (Level A)	Partially Supports	<p>Screen reader identifies most of the information available in the course and user is able to perceive the relationship between various elements present in the application. However, there are a few exceptions where visually impaired user face difficulties in understanding the information and its corresponding relationship:</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Headings are tagged in an incorrect hierarchy.</li> <li>2. View Assignment Results&gt; The text 'Assessment Content' and 'PreTest Result' are not tagged as heading for screen reader users.</li> <li>3. Chapter 7&gt; Introduction&gt; Table markup is incorrect for the tabular information present under What's Covered heading.</li> <li>4. Chapter 7&gt; No 'Main' Region is defined on the page.</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>5. [Global] Chapter 7&gt; 7.2g Information and Communication&gt; Screen reader reads the hidden Solution content even when Answer is in collapsed state.</p>
<p><a href="#">1.3.2 Meaningful Sequence</a> (Level A)</p>	<p>Partially Supports</p>	<p>While navigating on different screens of course using arrow keys, screen reader reads most of the content in a meaningful reading order as presented visually in the UI. However, there are a few exceptions, where screen reader incorrectly reads the content from right to left, instead of reading it from left to right.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Reading order is incorrect for screen reader users.</li> <li>2. Assignment Finished&gt; After reading the main heading 'Assignment Finished' screen reader reads the content present in the right pane i.e. 'What would you like to do next?' instead of reading the content present under 'Assignment Finished' heading.</li> <li>3. Targeted Practice&gt; Screen reader reads the %age and the label 'Current Assessment Score' in an incorrect reading order using arrow keys.</li> </ol>
<p><a href="#">1.3.3 Sensory Characteristics</a> (Level A)</p>	<p>Partially Supports</p>	<p>Throughout the course, several symbols &amp; shapes are used to convey specific information for example: 'Star icon' for 'Footnote' link, '?' icon for 'Help' link, 'Left/ Right Arrows' for Next/ Previous buttons etc. Most of these shapes are provided with equivalent text alternative to convey the same information. However, there are a few instances where information is conveyed in the form of a symbol/ shape without any text alternative.</p> <p><b>Few Exceptions:</b></p>

Criteria	Conformance Level	Remarks and Explanations
		<ol style="list-style-type: none"> <li>1. Chapter 7&gt; Text Tooltips are not available for 'Next' and 'Previous' arrow icons.</li> <li>2. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; Text Tooltip is not available for 'Play' video icon.</li> <li>3. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; Text Tooltip is not available for 'Replay' video icon.</li> </ol>
<a href="#">1.4.1 Use of Color</a> (Level A)	Supports	Color is not the only means to perceive any information in the Course. Wherever color is used to convey some meaning, it is provided with an alternative for colorblind users to perceive the same information without relying on color alone.
<a href="#">1.4.2 Audio Control</a> (Level A)	Not Applicable	There is no such audio available in the Course, which plays automatically as soon as any page is launched.
<a href="#">2.1.1 Keyboard</a> (Level A)	Partially Supports	<p>Course has many interactive user interface components like buttons, links, dropdowns, and most of these elements are operable using a keyboard for screen reader/ keyboard users. However, there are a few instances where it is difficult for screen reader/ keyboard only user to access some of these elements.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Screen reader user is unable to activate video playback controls using keyboard.</li> <li>2. [Global] Chapter Introduction &gt; Keyboard focus does not move to the 'Enlarge Image' icon button.</li> </ol>
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Supports	Screen reader/ Keyboard focus is not getting trapped anywhere in the Course.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.1.4 Character Key Shortcuts</a> (Level A 2.1 only)	Not Applicable	Single key character shortcuts are not used anywhere in the Course.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Not Applicable	There is no such time-based activity available in the Course.
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	Not Applicable	There is no such moving or auto-updating content available in the Course, where a mechanism to pause/stop/hide is required.
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Not Applicable	There is no flashing / blinking content available anywhere in the Course.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	'Skip to main content' link is available in the course to skip the repetitive blocks of content and directly access the main content on every page.
<a href="#">2.4.2 Page Titled</a> (Level A)	Partially Supports	Course has various pages like 'Overview' page, 'Chapter Introduction' page, 'Chapter 7.1' etc. and all of these pages are provided with the same page title as 'MindTap – Cengage Learning'. Different pages are not provided with unique page titles to specify the context of the respective page.
<a href="#">2.4.3 Focus Order</a> (Level A)	Partially Supports	<p>Although screen reader/ keyboard focus moves in a meaningful sequence on majority of instances, it has been observed that while interacting with few UI components, focus does not automatically move to the correct destination.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. PRE-TEST&gt; Screen reader focus does not automatically move to the respective question after launching a problem from the left navigation.</li> <li>2. Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Screen reader focus automatically moves to the 'Feedback' button after expanding any problem link marked as incorrect.</li> <li>3. [Global] Chapter 7&gt; 7.1 Sarbanes-Oxley Act&gt; Screen reader</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>focus is not constrained within the 'Internal Control' pop-up.</p> <p>4. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; VoiceOver focus automatically move to 'Play' button after activating 'Full Screen' button.</p>
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	Supports	All of the links are provided with meaningful link text, which specifies the link purpose and its target destination to the assistive technology users.
<a href="#">2.5.1 Pointer Gestures</a> (Level A 2.1 only)	Not Applicable	This audit does not include mobile devices.
<a href="#">2.5.2 Pointer Cancellation</a> (Level A 2.1 only)	Not Applicable	This audit does not include mobile devices.
<a href="#">2.5.3 Label in Name</a> (Level A 2.1 only)	Partially Supports	<p>Motor impaired users can activate most of the interactive elements by calling their visible text labels using a speech recognition tool like 'Dragon'. However, there are a few elements which cannot be activated from there visible text labels using a speech recognition tool.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Improve Score &gt; Get More Help &gt; Tell Me More: "Play" button of video is not accessible via dragon speech command.</li> <li>2. Chapter 7: Internal Control and Cash &gt; Chapter Introduction &gt; "Enlarge Image" button is not accessible via dragon speech command.</li> <li>3. 7-2g: Information and Communication &gt; "Answer" option defined inside the slide content is not accessible via dragon speech command.</li> </ol>
<a href="#">2.5.4 Motion Actuation</a> (Level A 2.1 only)	Not Applicable	This audit does not include mobile devices.
<a href="#">3.1.1 Language of Page</a> (Level A)	Partially Supports	Course content is available in English language, and this language is programmatically defined using the lang = "en" attribute in the <html>



Criteria	Conformance Level	Remarks and Explanations
		tag on most of the pages. However, there is an exception on the video player page, where lang attribute is missing.
<a href="#">3.2.1 On Focus</a> (Level A)	Supports	Course does not have any such feature / functionality, which triggers a change of context on receiving keyboard focus.
<a href="#">3.2.2 On Input</a> (Level A)	Supports	Changing the setting of any user interface component does not automatically trigger a change of context in the Course.
<a href="#">3.3.1 Error Identification</a> (Level A)	Supports	Feedback/ Error messages are correctly identified by assistive technology in text format & user is able to understand the problem from these error messages.
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Partially Supports	<p>Most of the interactive elements are provided with appropriate and meaningful text labels, which specifies the purpose of these elements to the assistive technology users. However, there are a few instances, where elements are not provided with appropriate labels or instructions for assistive technology users.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; VoiceOver incorrectly reads 'Pause' button as 'Play' button.</li> <li>2. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; VoiceOver does not read appropriate label and instruction for Volume control.</li> </ol>
<a href="#">4.1.1 Parsing</a> (Level A)	Partially Supports	Course has been tested on Win 10/FireFox, Mac/Safari and Win 10/Chrome platforms using NVDA, VoiceOver and JAWS screen readers respectively. Throughout the audit, no parsing or compatibility concern have been observed in the application with user agent and the assistive technology. However, while reviewing the source code of this application using axe tool, we came across code level issue that

Criteria	Conformance Level	Remarks and Explanations
		<p>could cause parsing or compatibility concerns.</p> <p><b>Exception:</b></p> <p>Chapter 7&gt; Application has multiple elements with the same id attribute value. (id's - dateLabel, chapterNumber, footer, BLSS2F0Q0R662L8V3317, textSizeReaderHelp)</p>
<p><a href="#">4.1.2 Name, Role, Value</a> (Level A)</p>	<p>Partially Supports</p>	<p>Course has many interactive elements like buttons, links, dropdowns etc., which are provided with proper name, role, state and value which helps screen reader user to know the actual purpose and nature of these components. However, there are some components where appropriate name, role and state are not defined for assistive technology users.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Overview&gt; Screen reader does not read appropriate role and state for '1', '2' and '3' tabs present on the page.</li> <li>2. Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Screen reader does not read the state of any of collapsible/expandable links present under each problem.</li> <li>3. Chapter 7&gt; Screen reader simply remains silent after activating 'Next' or 'Previous' buttons.</li> <li>4. Chapter 7&gt; 7.1 Sarbanes-Oxley Act&gt; Screen reader twice reads the 'link' role of 'Footnote' link.</li> <li>5. [Global] Chapter 7&gt; 7.2 Internal Control&gt; Screen reader reads 'Objective 2' collapsible/expandable button as plain text.</li> </ol>

**Table 2: Success Criteria, Level AA**

Criteria	Conformance Level	Remarks and Explanations
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Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	Not Applicable	There is no live multimedia content present in the Course.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Not Applicable	Audio Description is not required for the video available in the chapter 7 of the Course. Visually impaired users can rely on the existing audio or transcript file to perceive the complete information.
<a href="#">1.3.4 Orientation</a> (Level AA 2.1 only)	Not Applicable	This audit does not include mobile devices.
<a href="#">1.3.5 Identify Input Purpose</a> (Level AA 2.1 only)	Not Applicable	There are no such input form fields available in the application, which collect user's personal information, and where purpose of the form field needs to be programmatically defined using type or autocomplete attributes.
<a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)	Partially Supports	<p>Course has sufficient contrast ratio i.e. 4.5:1 for most of the color combinations used for regular text and its background. However, there are few exceptions, where contrast ratio is not sufficient for low vision users.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li data-bbox="1192 894 2011 1003">1. [Global] Course&gt; Overview: Color contrast ratio of button text "OK" with respect to its background is less than the standard ratio 4.5:1.</li> <li data-bbox="1192 1045 2011 1192">2. [Global] Targeted Practice &gt; Color contrast ratio of text "Back to Targeted Practice", "Describe...financial reporting" and "Tell Me Describe... reporting" with respect to its background is less than the standard ratio 4.5:1.</li> <li data-bbox="1192 1234 2011 1343">3. [Global] Targeted Practice &gt; Color contrast of footer links 'Cengage Learning' and 'Cengage Technical Support' is failing to meet the standard color contrast ratio.</li> <li data-bbox="1192 1385 2011 1458">4. [Global] Course&gt; Overview&gt; Chapter 7&gt; Color contrast of all the jump links on the page are failing to meet the standard color</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>contrast ratio.</p> <p>5. [Global] Course&gt; Overview&gt; Chapter 7: Introduction&gt; Color contrast ratio of text with white foreground and orange background fails to meet the standard color contrast ratio of 4.5:1.</p>
<p><a href="#">1.4.4 Resize text</a> (Level AA)</p>	<p>Partially Supports</p>	<p>Most of the course components are easily operable and accessible after resizing the application pages up to 200% browser zoom. However, there are a few exceptions, where layout does not properly support 200% magnification level.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Course&gt; Overview&gt; Chapter Introduction&gt; Image present above ebay inc. gets truncated in 200% browser zoom.</li> <li>2. [Global]: Course&gt; Overview&gt; 1. DESCRIBE THE SARBANES-OXLEY ACT ...FINANCIAL REPORTING: Zooming and scaling is disabled for the application.</li> </ol>
<p><a href="#">1.4.5 Images of Text</a> (Level AA)</p>	<p>Supports</p>	<p>Images of text are not used to convey any meaningful information. Images of text are only used for the brand logos or decorative images. Apart from this, regular text is used to convey meaningful information through various visual presentations using html and CSS.</p>
<p><a href="#">1.4.10 Reflow</a> (Level AA 2.1 only)</p>	<p>Partially Supports</p>	<p>Most of the application components and its layout are accessible, when application pages are resized up to 400% browser zoom. Low vision users do not have to scroll the application in two different dimensions to access this application. However, there are a few exceptions, where the layout does not properly support the 400% magnification level.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. [Global] Course&gt; Overview&gt; Chapter Introduction&gt; Play - Pause</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>button of “Read Speaker” gets truncated in 400% browser zoom.</p> <p>2. Start Assignment&gt; Overview Screen&gt; Targeted Practice&gt; Button “Get More Help” and “Quiz Yourself” gets truncated in 400% browser zoom.</p> <p>3. Course&gt; Overview&gt; Chapter Introduction&gt; Heading “Control Environment” gets truncated in 400% browser zoom.</p>
<p><a href="#">1.4.11 Non-text Contrast</a> (Level AA 2.1 only)</p>	<p>Partially Supports</p>	<p>Course provides sufficient contrast for different active user interface components. Non-Text UI elements such as buttons, input form fields etc. have a contrast ratio of at least 3:1 to their adjacent colors.</p> <p>However, there is an exception where contrast ratio is less than the standard ratio of 3:1 for the interactive elements.</p> <p><b>Exception:</b></p> <p>Video &gt; Color contrast ratio of Non-text elements (Play, Pause, Volume, CC, Setting and Full Screen) with light grey foreground and dark grey background fails to meet the standard ratio of 3.0:1.</p>
<p><a href="#">1.4.12 Text Spacing</a> (Level AA 2.1 only)</p>	<p>Supports</p>	<p>This success criterion have been validated for persons with low vision and reading disabilities using Steve Faulkner’s Text Spacing Bookmarklet, and the application content is easily readable and accessible after adjusting the text spacing using this tool.</p>
<p><a href="#">1.4.13 Content on Hover or Focus</a> (Level AA 2.1 only)</p>	<p>Not Applicable</p>	<p>No additional content is displayed when any application element receives hover or keyboard focus.</p>
<p><a href="#">2.4.5 Multiple Ways</a> (Level AA)</p>	<p>Supports</p>	<p>Application title consists of many pages like ‘Chapter Introduction’ page, ‘Chapter 7.1’ page, ‘7.2’ page etc., which can be accessed either through the Table of Contents, or via the Next or Previous page buttons. Also, application provides a ‘Search’ feature to directly access</p>

Criteria	Conformance Level	Remarks and Explanations
		desired content by providing the respective keywords in the search text field.
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Supports	Headings and labels present in the application are descriptive enough to understand the context and purpose of the content associated with it.
<a href="#">2.4.7 Focus Visible</a> (Level AA)	Supports	A clear visual focus indicator appears when tab focus moves to any interactive element of the Course.
<a href="#">3.1.2 Language of Parts</a> (Level AA)	Not Applicable	Application content is available in English language only. There is no change in language throughout the application.
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	Supports	Repeated components such as the navigation links are occurring in the same order on every screen of the Course, which helps the user to predict the location of various UI elements on every screen.
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Supports	Elements such as the Next and Previous buttons, which have the same functionality across multiple pages are provided with same name and role throughout the application.
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Supports	Feedback/ Error messages are descriptive enough for users to understand and resolve the problem.
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)	Not Applicable	There is no such feature available in the application where user needs to make any legal or financial commitment.
<a href="#">4.1.3 Status Messages</a> (Level AA 2.1 only)	Partially Supports	Though most of the dynamic changes and alerts are automatically identified by assistive technology (Screen readers), yet there is an exception on the Pre-Test page, where screen reader does not automatically announce the updated problem number for example: Problem 4 of 19, after activating 'Next Question' button.

# Revised Section 508 Report

## Chapter 3: [Functional Performance Criteria](#) (FPC)

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially Supports	<p>Course provides good support with NVDA, VoiceOver, and JAWS screen readers on Win10/ FF78, Mac/ Safari and Win 10/ Chrome 84 platforms respectively. Visually impaired users are able to navigate and access most of the components of this application using screen readers. However, there are a few instances, where a screen reader user will face difficulties in understanding and accessing the information.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>Chapter 7&gt; Introduction&gt; Table markup is incorrect for the tabular information present under What’s Covered heading.</li> <li>Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; VoiceOver incorrectly reads 'Pause' button as 'Play' button.</li> <li>Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Video&gt; VoiceOver does not read appropriate label and instruction for Volume control.</li> <li>Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Screen reader does not read the state of any of collapsible/expandable links present under each problem.</li> <li>Chapter 7&gt; Screen reader simply remains silent after activating 'Next' or 'Previous' buttons.</li> </ol>
302.2 With Limited Vision	Partially Supports	<p>Most of the components in the Course are easily readable/operable when the content is magnified up to 200% or 400% browser zoom. Color scheme is also appropriate and color contrast ratio of most of the text elements is equal to or greater than standard ratio 4.5:1.</p> <p>However, there are a few instances where low vision user will find it</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>difficult to read the text with low contrast, or the text which is getting truncated on resizing the page up to 200% or 400% browser zoom.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. [Global] Course&gt; Overview: Color contrast ratio of button text "OK" with respect to its background is less than the standard ratio 4.5:1.</li> <li>2. [Global] Targeted Practice &gt; Color contrast ratio of text "Back to Targeted Practice", "Describe...financial reporting" and "Tell Me Describe... reporting" with respect to its background is less than the standard ratio 4.5:1.</li> <li>3. [Global] Targeted Practice &gt; Color contrast of footer links 'Cengage Learning' and 'Cengage Technical Support' is failing to meet the standard color contrast ratio.</li> <li>4. Course&gt; Overview&gt; Chapter Introduction&gt; Image present above ebay inc. gets truncated in 200% browser zoom.</li> <li>5. [Global] Course&gt; Overview&gt; Chapter Introduction&gt; Play - Pause button of "Read Speaker" gets truncated in 400% browser zoom.</li> </ol>
302.3 Without Perception of Color	Supports	Color is not the only means to perceive any information in the Course. Wherever, color is used to convey some meaning, it is accompanied with an alternative for color blind users to perceive the same information without relying on color alone.
302.4 Without Hearing	Supports	Caption and Transcript is provided as a text alternative for the video present in the course.
302.5 With Limited Hearing	Supports	Caption and Transcript is provided as a text alternative for the video present in the course.



Criteria	Conformance Level	Remarks and Explanations
302.6 Without Speech	Not Applicable	Speech is not required to complete any task or activity in Course.
302.7 With Limited Manipulation	Not Applicable	There are no such complicated keyboard actions required in the Course to perform any task, which requires simultaneous actions or fine motor control.
302.8 With Limited Reach and Strength	Partially Supports	<p>While navigating the Course using screen reader/keyboard, focus moves to most of the interactive elements, and user is able to operate various interactive components available in the application-using keyboard. However, there are a few exceptions where screen reader/keyboard only user is not able to operate an interactive element using keyboard.</p> <p><b>Few Exceptions:</b></p> <ol style="list-style-type: none"> <li>1. Targeted Practice &gt; Get More Help &gt; Tell Me More&gt; Screen reader user is unable to activate video playback controls using keyboard.</li> <li>2. [Global] Chapter Introduction &gt; Keyboard focus does not move to the 'Enlarge Image' icon button.</li> <li>3. PRE-TEST&gt; Screen reader focus does not automatically move to the respective question after launching a problem from the left navigation.</li> <li>4. Pre-test&gt; I'm Done&gt; PRE-TEST SUMMARY&gt; Screen reader focus automatically moves to the 'Feedback' button after expanding any problem link marked as incorrect.</li> <li>5. [Global] Chapter 7&gt; 7.1 Sarbanes-Oxley Act&gt; Screen reader focus is not constrained within the 'Internal Control' pop-up.</li> </ol>
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	All features in the Course have good support for user with cognitive disabilities due to following reasons:

Criteria	Conformance Level	Remarks and Explanations
		<ol style="list-style-type: none"> <li>1. Course does not have any moving text/images/animations, which disrupts in reading.</li> <li>2. Course does not have any multimedia, which plays automatically and confuse the user.</li> <li>3. Course does not have any flashing object, which causes seizure.</li> </ol>

## Chapter 6: Support Documentation and Services

Criteria	Conformance Level	Remarks and Explanations
<b>601.1 Scope</b>	Heading cell – no response required	Heading cell – no response required
<b><u>602 Support Documentation</u></b>	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	There is an Accessibility link present where all the information regarding accessibility and compatibility of application is provided.
602.3 Electronic Support Documentation	See <a href="#">WCAG 2.0</a> section	See information in WCAG 2.0 section
602.4 Alternate Formats for Non-Electronic Support Documentation	Not Applicable	Since, the application provides information in the digital medium therefore; it allows user to access the 'Support Services' feature for further help regarding the digital content and documentation. There is no such requirement of alternate formats for non-electronic support documentation as support services are available electronically.
<b><u>603 Support Services</u></b>	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	There is an Accessibility link where all the information regarding accessibility and compatibility of application is provided. In addition, users can call or email to customer support regarding any other information.
603.3 Accommodation of Communication Needs	Supports	The Support link is available which provides the information regarding

Criteria	Conformance Level	Remarks and Explanations
		the customer support or customer support number where the user can e-mail or call Customer Service regarding any other assistance.