

# Connect For Education® OnMusic Of The World 3<sup>rd</sup> edition Accessibility Conformance Report

## International Edition

VPAT® Version 2.2 – July 2018

**Name of Product/Version: OnMusic Of The World 3rd edition**

### Product Description:

#### Web

OnMusic Of The World 3<sup>rd</sup> edition is a digital textbook with course management tools contained within a learning management system (web application originating at URL <https://iti.c4elink.org>) as seen through a Canvas LMS integration. This textbook has links to the web-based music streaming service, Spotify® for some course audio. The use of the Spotify® web player as it is used to play course audio is evaluated in this document.

#### Web based authoring tool:

Moodle TinyMCE editor plugin 3.5.11

#### Software

Some course music in OnMusic Of The World 3<sup>rd</sup> edition is played through the free Spotify® music streaming service. A link to Spotify® is provided in the course information page of the text. Users may choose to play course audio through the Spotify web player. However, some users may choose to download the free version of the Spotify® desktop app software to play course audio. The Spotify® desktop app software is evaluated only as it used to play course audio. The full functionality of Spotify® outside of what is required for successful course audio access is not evaluated. Installations on the downloading the Spotify® desktop app, as well as instructions for playing course audio are available at <https://connect4education.com/online-technical-support-spotify/> .

## Support Documentation and Services

The Course Preamble/ Course Information page in this digital text displays system and software requirements for the text, as well as the technical support team email and telephone contact information.

**Date:** April 1, 2019

## Contact information:

- Telephone: (703)880-1180 extension 200
- Email: support@connect4education.com

## Notes:

1. Evaluation was completed from a student view of the texts.
2. Tables that were not relevant to these products have been removed from the report. Deletions have been noted in the sections where the tables were located.

## Evaluation Methods Used:

A sighted Web Accessibility Specialist familiar with the product conducted the following:

1. The Website Accessibility Conformance Evaluation Methodology described at <https://www.w3.org/TR/WCAG-EM/> was followed to define the scope and process of the evaluation.
2. The text was explored. Key pages, content, functionalities, and processes were identified.
3. A representative structured sample was selected, and random pages were selected from the structured sample. Note: general knowledge of the texts was also employed before a status of 'supports' was given for any specification.
4. Accessibility support for the usability of the webpage was evaluated. Successes and failures in meeting each WCAG 2.0 specification were determined and recorded.
5. The following assistive technologies were used when evaluating each page and variation of that page:
  - All testing was conducted on Windows 10 OS
  - NVDA screen reader on Firefox Browser
  - Keyboard only input on Firefox and Chrome browser
  - Touch only input on Firefox and Chrome browser

- Magnification in the browser to 200% Firefox and Chrome browser
- Windows Magnification to 200%
- Windows High Contrast mode
- Windows Color Filtering setting
- Windows Text resizing settings.
- Automated testing with Axe by Deque and Lighthouse by Google.

## Applicable Standards/Guidelines

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

Standards / Guidelines	Included In Report
Web Content Accessibility Guidelines 2.0, at <a href="http://www.w3.org/TR/2008/REC-WCAG20-20081211/">http://www.w3.org/TR/2008/REC-WCAG20-20081211/</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Revised Section 508 standards</a> as published by the U.S. Access Board in the Federal Register on January 18, 2017 <a href="#">Corrections to the ICT Final Rule</a> as published by the US Access Board in the Federal Register on January 22, 2018	(Yes)
EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, - V1.1.2 (2015-04) at <a href="http://mandate376.standards.eu/standard">http://mandate376.standards.eu/standard</a>	(Yes)

## 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:

All conformance levels and remarks for ‘Electronic Docs’ and ‘Closed’ are marked as Not Applicable. This product does not utilize or contain electronic docs or closed systems.

Also, please note that the free version of the Spotify® desktop app software and the Spotify® web player were evaluated as they are used to access course audio. The conformance level found for playing our course audio with Spotify® is recorded in this Accessibility Conformance Report. Other functions of the Spotify® desktop app software and the Spotify® web player were not evaluated. Our instructions for playing course audio with Spotify® can be found at <https://connect4education.com/online-technical-support-spotify/>. Details about the conformance of the Spotify® web player are recorded under ‘Web’. Details about the conformance of the Spotify® desktop app is recorded under ‘Software’.

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.1.1 Non-text Content</a> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.1 (Web)</li> <li>• 10.2.1 (non-web document)</li> <li>• 11.2.1.1 (Software)</li> <li>• 11.2.2.1 (Closed Functionality Software)</li> <li>• 11.6.2 (Authoring Tool)</li> </ul>	<p>Web: Partially Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p>	<p>Web:</p> <p>Lesson content passes this criterion. However,</p> <ol style="list-style-type: none"> <li>1. The main banner image on the table of contents and assignments page has no alt text. This page is appropriately titled however, and screen reader users will hear the page title on page load.</li> <li>2. The icons on buttons in the Spotify® web player playback bar have no alt text or aria-labeling, only</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Closed: Not Applicable  Authoring Tool: Partially Supports	<p>title attributes. Though providing names to inputs with title attributes is not ideal, title attributes on links and image inputs currently have a lot of support among user agents:  <a href="https://www.powermapper.com/tests/screen-readers/attributes/#title">https://www.powermapper.com/tests/screen-readers/attributes/#title</a></p> <p>Electronic Docs: Not Applicable</p> <p>Software: (Spotify® desktop app) No issues with non-text content were found.</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) Most of the functionality of the tool supports this standard. However, the TinyMCE Editor has four input controls that are icons without names. Please note that the text equivalent of the icon is available next to the icon and clicking that name provides the same function. Also, key board shortcuts for bold, italic, undo, etc. work in this rich text area. Accessing the control panel of the rich text editor is not necessary to complete the assignment. Students are also allowed to complete the assignment in the text editor of their choice and upload the file.</p>
<p><b><u>1.2.1 Audio-only and Video-only (Prerecorded)</u></b> (Level A)</p> <p>Also applies to:            EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.2 (Web)</li> <li>• 10.2.2 (non-web document)</li> <li>• 11.2.1.2 (Software)</li> <li>• 11.2.2.2.1 and 11.2.2.2.2 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> </ul>	Web: Does not support  Electronic Docs: Not Applicable  Software: Does not support  Closed: Not Applicable	<p>Web: Our stand-alone audio files of songs are labelled for title, artist, and time marks. Transcripts of lyrics for the audio-only files are not provided. The Spotify® web player presents stand-alone audio files are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being discussed, they are prominently provided in the lecture text.</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Authoring Tool: Supports	Electronic Docs: Not Applicable  Software: (The Spotify® desktop app) presents stand-alone audio files that are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being discussed, they are prominently provided in the lecture text.  Closed: Not Applicable  Authoring Tool: (TinyMCE editor) Audio-only or video-only media is not present.
<u>1.2.2 Captions (Prerecorded)</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> <li>• 9.2.3 (Web)</li> <li>• 10.2.3 (non-web document)</li> <li>• 11.2.1.3 (Software)</li> <li>• 11.2.2.3 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Web: Does not support  Electronic Docs: Not Applicable  Software: Supports  Authoring Tool: Supports	Web: Three lesson content pages were found to contain videos without captions. Some of the videos in the Discover Video feature opening from the toolbar do not contain captions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have captions.  Electronic Docs: Not Applicable  Software: (The Spotify® desktop app) No prerecorded video is present.  Authoring Tool: (TinyMCE editor) No prerecorded video is present.
<u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> <li>• 9.2.4 (Web)</li> </ul>	Web: Does not support	Web: Videos in the main lesson content and Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions.

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 10.2.4 (non-web document)</li> <li>• 11.2.1.4 (Software)</li> <li>• 11.2.2.4 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) No video is present.</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) No video is present.</p>
<p><b><u>1.3.1 Info and Relationships</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.7 (Web)</li> <li>• 10.2.7 (non-web document)</li> <li>• 11.2.1.7 (Software)</li> <li>• 11.2.2.7 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Partially supports</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1. Some tables were found in the main lesson content that were not marked as presentational, and did not have headers, scope or ids. Tables were found in the course preamble / course information page without headers or ids. Until this is repaired, the information in the tables can still be understood as the information is still read in logical order.</li> <li>2. In the user report grade book page, a non-critical dropdown menu control was missing a label.</li> <li>3. In the Spotify web player, audio playback control buttons in the 'Now Playing' region of the web player are icons with ONLY titles. Also, the Spotify web player signup form has 7 elements that do not have associated labels - place holders are used instead.</li> <li>4. The written assignment pages utilize headings that are only styled like headings and not use semantic heading markup.</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>5. In the supplemental 'Test Yourself' feature opening from the toolbar, answer feedback is presented, but is not accessible to screen reader users. The new feedback content is not announced after a question is answered and it is added to the page. Once it is added, the screen reader cannot access it via the keyboard.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Information, structure, and relationships presented visually were available with the screen reader.</p> <p>Authoring Tool: (TinyMCE editor) This tool uses a properly structured layout table for the presentation of its controls. However, four links that are operating as user input controls do not have associated text labels or alternative.</p>
<p><a href="#">1.3.2 Meaningful Sequence</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.8 (Web)</li> <li>• 10.2.8 (non-web document)</li> <li>• 11.2.1.8 (Software)</li> <li>• 11.2.2.8 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Sequence of navigation is visually and programmatically consistent.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Programmatic sequence is logical and matches the visual order in this software interface.</p> <p>Authoring Tool: (TinyMCE editor) The reading and navigation order (determined by code order) of the TinyMCE application interface is logical and intuitive when needed.</p>



Criteria	Conformance Level	Remarks and Explanations
<p><b><u>1.3.3 Sensory Characteristics</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.9 (Web)</li> <li>• 10.2.9 (non-web document)</li> <li>• 11.2.1.9 (Software)</li> <li>• 11.2.2.9 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Any instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Any instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.</p> <p>Authoring Tool: (TinyMCE editor) Any instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.</p>
<p><b><u>1.4.1 Use of Color</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.10 (Web)</li> <li>• 10.2.10 (non-web document)</li> <li>• 11.2.1.10 (Software)</li> <li>• 11.2.2.10 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Three pages of lesson content were found to have links to Wikipedia that depended on color to identify them as links in text. One map was found in the lesson content that depended on color to understand the map data. On the course preamble/information page, some links in text were found to rely on color to visually identify them as links.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Use of the app or its controls is not dependent on color perception.</p> <p>Authoring Tool: (TinyMCE editor) Understanding and operating the TinyMCE editor do not rely on the sensory characteristics of components</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b>1.4.2 Audio Control</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.11 (Web)</li> <li>• 10.2.11 (non-web document)</li> <li>• 11.2.1.11 (Software)</li> <li>• 11.2.2.11 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: All audio is started by user input and does not proceed automatically.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) All audio is started by user input and does not proceed automatically.</p> <p>Authoring Tool (Tiny MCE Editor): No audio is present.</p>
<p><b>2.1.1 Keyboard</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.15 (Web)</li> <li>• 10.2.15 (non-web document)</li> <li>• 11.2.1.15 (Software)</li> <li>• 11.2.2.15 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Does not support</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: Does not support</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1. In the supplemental Discover Music popup feature when using the Firefox browser, direct focus of some audio player controls is not possible. However, these controls can be mostly controlled via the keyboard using the space bar and arrows when the whole player interface is focused. Focus of the individual audio player controls in the Discover Music tool is permitted in Google Chrome and Microsoft Edge. Please note that all audio presented in the Discover Music tool is also available in the main lesson content. The audio player in the main lesson content is accessible in all browsers.</li> <li>2. In the supplemental 'Test Yourself' feature opening from the toolbar the 'Next Question' link and the interactive question numbers that advance to the next questions cannot be accessed with the keyboard.</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>3. In the supplemental 'Test Yourself' feature opening from the toolbar, answer feedback is not accessible to screen reader users. The new feedback content is not announced after a question is answered and it is added to the page. Once it is added, the screen reader cannot access it via the keyboard.</p> <p>4. The small, clickable video poster images appearing at the bottom of the optional Discover Video carousel that allow a user to select a new video in the queue are not keyboard accessible and do not receive keyboard focus.</p> <p>5. The Spotify® web player progress bar and volume bar are not keyboard accessible using the keyboard or screen reader.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) audio playback controls have an invisible focus state when accessed using keyboard-only. The volume slider cannot be controlled with the keyboard</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) The toolbar, where sighted mouse users can add videos, headings, links, etc., is an application region that is not accessible to keyboard only users or the screen reader. As a workaround for this issue, users can type in the text editor using the default text settings or upload a file of their assignment that was created on their own system text editor.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">2.1.2 No Keyboard Trap</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.16 (Web)</li> <li>• 10.2.16 (non-web document)</li> <li>• 11.2.1.16 (Software)</li> <li>• 11.2.2.16 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Does not support</p>	<p>Web: The chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app)</p> <p>Authoring Tool: (TinyMCE editor) will not allow users to tab backwards out of the rich text editor without special keyboard input.</p>
<p><a href="#">2.2.1 Timing Adjustable</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.17 (Web)</li> <li>• 10.2.17 (non-web document)</li> <li>• 11.2.1.17 (Software)</li> <li>• 11.2.2.17 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Adjustable timing is particularly relevant to our exams. Our settings provide ways to fully adjust or remove timing constraints for classes or individual students.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app): Timing is not a feature of this app.</p> <p>Authoring Tool: (TinyMCE editor): Timing is not a feature of this tool.</p>
<p><a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.18 (Web)</li> </ul>	<p>Web: Supports</p>	<p>Web: Moving, blinking, scrolling, or auto updating content is not included in the text. In the Spotify web player, the Google ads start automatically and may scroll/update. However, movement does not last more</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 10.2.18 (non-web document)</li> <li>• 11.2.1.18 (Software)</li> <li>• 11.2.2.18 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>than three seconds. Because the Spotify web player window opens in a minimized floating new window onclick of a link in our text, users can choose to play the course audio without maximizing the Spotify window to eliminate exposure to the ad content.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Google ads start automatically and may scroll/update, but movement does not last more than three seconds.</p> <p>Authoring Tool: (TinyMCE editor) Moving, blinking, scrolling, or auto updating content is not included.</p>
<p><b><u>2.3.1 Three Flashes or Below Threshold</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.19 (Web)</li> <li>• 10.2.19 (non-web document)</li> <li>• 11.2.1.19 (Software)</li> <li>• 11.2.2.19 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Content does not flash.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Content does not flash.</p> <p>Authoring Tool: (TinyMCE editor) Content does not flash.</p>
<p><b><u>2.4.1 Bypass Blocks</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.20 (Web)</li> <li>• 10.2.20 (non-web document) – Does not apply</li> <li>• 11.2.1.20 (Software) – Does not apply</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>Web: Pages have landmarks and semantic structure that will enable users to bypass repeated content. However, videos appeared in untitled iframes in five different lesson content pages. In the toolbar (displaying supplemental content), the Discover Video feature</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 11.2.2.20 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>		displays the Discover Video selection in an untitled iframe.  Electronic Docs: Not Applicable  Authoring Tool: (TinyMCE editor) A mechanism is available to collapse the toolbar area so that a user can bypass that content when needed.
<p><a href="#">2.4.2 Page Titled</a> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.21 (Web)</li> <li>• 10.2.21 (non-web document)</li> <li>• 11.2.1.21 (Software) - Does not apply</li> <li>• 11.2.2.21 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Web: Supports  Supports  Electronic Docs: Not Applicable  Software: Supports  Authoring Tool: Supports	Web: All pages were found to be titled.  Electronic Docs: Not Applicable  Software: (The Spotify® desktop app) The views within this app that were evaluated were found to contain titles.  Authoring Tool: (TinyMCE editor). This tool is titled.
<p><a href="#">2.4.3 Focus Order</a> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.22 (Web)</li> <li>• 10.2.22 (non-web document)</li> <li>• 11.2.1.22 (Software)</li> <li>• 11.2.2.22 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508	Web: Partially supports  Electronic Docs: Not Applicable  Software: Supports  Authoring Tool: Supports	Web: Videos that are in the carousel but not the active video in the supplemental Discover Video tool carousel slider can receive focus with the keyboard and screen reader.  Electronic Docs: Not Applicable  Software: (The Spotify® desktop app) focus order is logical.  Authoring Tool: (TinyMCE editor) Focus order proceed with the visual order. (Please note that not all controls

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>		in the TinyMCE Editor are keyboard accessible, as noted in 2.1.1 Keyboard).
<p><b>2.4.4 Link Purpose (In Context)</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.23 (Web)</li> <li>• 10.2.23 (non-web document)</li> <li>• 11.2.1.23 (Software)</li> <li>• 11.2.2.23 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1) In a few lesson content pages, a null, blank link was found in the aside region.</li> <li>2) An insufficiently labeled link in the Youtube video player exists in the Discover Video popup window video carousel. All videos can be accessed, however, the insufficiently labeled link to off-site material at Youtube is present.</li> </ol> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Link purpose is clear.</p> <p>Authoring Tool: (TinyMCE editor) Links in context are not present.</p>
<p><b>3.1.1 Language of Page</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.27 (Web)</li> <li>• 10.2.27 (non-web document)</li> <li>• 11.2.1.27 (Software)</li> <li>• 11.2.2.27 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>Web: The default human language of each Web page can be programmatically determined throughout all pages of the textbook except for the “Listening Note” pop up pages. There are several of these pages in the application with no language attribute.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app)</p> <p>Closed: Not Applicable</p>

Criteria	Conformance Level	Remarks and Explanations
		Authoring Tool: (TinyMCE editor) The language of the parent page supplies the embedded TinyMCE editor with a language attribute.
<p><b>3.2.1 On Focus</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.29 (Web)</li> <li>• 10.2.29 (non-web document)</li> <li>• 11.2.1.29 (Software)</li> <li>• 11.2.2.29 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool:</p>	<p>Web: When any component receives focus, it does not initiate a change of context.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) When any component receives focus, it does not initiate a change of context.</p> <p>Authoring Tool: (TinyMCE editor) When any component receives focus, it does not initiate a change of context.</p>
<p><b>3.2.2 On Input</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.30 (Web)</li> <li>• 10.2.30 (non-web document)</li> <li>• 11.2.1.30 (Software)</li> <li>• 11.2.2.30 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Entering data or selecting a form control has predictable effects in this web-based textbook. 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>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) 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>Authoring Tool: (TinyMCE editor) Changing the setting of any user interface component does not automatically</p>



Criteria	Conformance Level	Remarks and Explanations
<p><b>3.3.1 Error Identification</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.33 (Web)</li> <li>• 10.2.33 (non-web document)</li> <li>• 11.2.1.33 (Software)</li> <li>• 11.2.2.33 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Partially supports</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>cause a change of context unless the user has been advised of the behavior before using the component.</p> <p>Web: In the supplemental 'Test Yourself' feature opening from the toolbar, feedback for wrong answers is not presented so that screen reader users can access it.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) The login form does not provide error identification when required information is missing.</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: The TinyMCE editor does not provide error assistance, however, the Learning Management System provides basic error messages on behalf of the text editor. The system warns users if they are leaving unsaved work that has been entered in the editor. The system will not let users submit an empty assignment. Once an entry is saved, the system continues to provide error identification and description to users until their entry is submitted.</p>
<p><b>3.3.2 Labels or Instructions</b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.34 (Web)</li> <li>• 10.2.34 (non-web document)</li> <li>• 11.2.1.34 (Software)</li> <li>• 11.2.2.34 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p>	<p>Web: Partially Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Does not support</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1) The drop-down menu on the user report (grade book) has an explicit &lt;label&gt; that is hidden.</li> <li>2) The menu button to open the collapsed responsive menu consists of three bar-shaped icons. In high contrast mode, this button is invisible because the icon image does not change contrast.</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>		<p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app)</p> <p>Authoring Tool: TinyMCE editor has four links among its controls without discernible text. TinyMCE editor has many controls that are icons/images with no background color and no visible text labels. These controls are not visible in high contrast mode. A few labels are hard to see in color - inverted mode. As a workaround, users can simply upload a file created on the text editor of their choice to complete the written assignments.</p>
<p><a href="#">4.1.1 Parsing</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.37 (Web)</li> <li>• 10.2.37 (non-web document)</li> <li>• 11.2.1.37 (Software)</li> <li>• 11.2.2.37 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1. The Spotify Web Player track listing is a list with disallowed code elements. However, no problems accessing the list were detected. The track list does not need to be accessed to play course audio.</li> <li>2. The supplemental Listening Note popup pages are not marked for HTML Document type or character encoding (charset).</li> <li>3. There is a link to an active element in the tool bar pop-up windows that does not have a unique ID.</li> </ol> <p>Electronic Docs: Not Applicable</p> <p>Software: The Spotify® desktop app supports this criterion.</p> <p>Authoring Tool: (TinyMCE editor) Parsing errors not found.</p>
<p><a href="#">4.1.2 Name, Role, Value</a> (Level A)</p> <p>Also applies to:</p>	<p>Web: Partially supports</p>	<p>Web: (Note: Issues currently exist with support for this success criterion. If a user has unmet accessibility needs</p>

Criteria	Conformance Level	Remarks and Explanations
<p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.38 (Web)</li> <li>• 10.2.38 (non-web document)</li> <li>• 11.2.1.38 (Software)</li> <li>• 11.2.2.38 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Electronic Docs: Not Applicable</p> <p>Software: Partially supports</p> <p>Authoring Tool: Does not support</p>	<p>whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also, all MP3 audio files of the 'Listen to Lecture' recordings can be provided.</p> <ol style="list-style-type: none"> <li>1) Spotify® Web Player: Audio playback control buttons in the 'Now Playing' region of the web player are icons with only title attributes. They do not have accessible names. When navigating with the arrow keys using NVDA screen reader, these titles are not heard. The titles are heard when navigating by tab key or other command keys. Navigating the Spotify® Web Player: Audio playback control buttons with the tab key is recommended for screen reader users.</li> <li>2) Spotify® Web Player: Google ads appearing in iframes do not have titles, however, their content is labeled '3rd party ad' when navigating by iframes. The user can choose to skip them, knowing the general nature of their content.</li> <li>3) Spotify® Web Player: the signup form month, day and year inputs have no labels.</li> <li>4) In a few lesson content pages, a null, blank link was found in the aside region.</li> <li>5) An insufficiently labeled link exists in the Youtube video player in the supplemental Discover Video popup window video carousel. All videos can be accessed and the play button is labeled, however, the insufficiently labeled link to off-site material at Youtube is present.</li> <li>6) In the supplemental Discover Music pop up tool, when using the Firefox browser, direct focus of the audio player controls is not possible. Therefore, the names and values of all controls may not always be determinable by the user. Focus of the individual audio player controls is permitted in Google Chrome and Microsoft Edge, and the focus does reveal their</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>name and value. Please note that all course audio selections are also available from within the lesson content pages. The audio player used in the lesson content is accessible in Firefox, Chrome, and Edge browsers. The names, roles, and values of the audio player controls can be ascertained by users.</p> <p>7) The 'start attempt' confirmation box heading 'confirmation' found in assessments uses an ID that is referenced by multiple elements in the document. Also, there were multiple static elements with the same id attribute of 'quiz-timer'.</p> <p>8) Untitled iframes were found in 5 lesson content pages and in the Discover Video popup feature opening from the toolbar.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) The name and role of most user interface controls could be programmatically determined. Most states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents. The progress bar and the volume slider are not keyboard accessible, and their roles, values and states cannot be determined.</p> <p>Authoring Tool: TinyMCE editor is using 6 aria attributes that are not valid. Some of these attributes do not conform to valid values.</p>

## Table 2: Success Criteria, Level AA

Notes: All conformance levels and remarks for Electronic Docs and Closed are marked as Not Applicable. This product does not utilize or contain electronic docs or closed systems.

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>1.2.4 Captions (Live)</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.5 (Web)</li> <li>• 10.2.5 (non-web document)</li> <li>• 11.2.1.5 (Software)</li> <li>• 11.2.2.5 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Live media is not present.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Live media is not present.</p> <p>Authoring Tool: (TinyMCE editor) Live media is not present.</p>
<p><b><u>1.2.5 Audio Description (Prerecorded)</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.6 (Web)</li> <li>• 10.2.6 (non-web document)</li> <li>• 11.2.1.6 (Software)</li> <li>• 11.2.2.6 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Does not support</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) No video is present.</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>Closed: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) No video is present.</p>
<p><b>1.4.3 Contrast (Minimum)</b> (Level AA)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.12 (Web)</li> <li>• 10.2.12 (non-web document)</li> <li>• 11.2.1.12 (Software)</li> <li>• 11.2.2.12 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Does not support</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Partially supports</p> <p>Authoring Tool: Partially supports.</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1) Multiple contrast errors appear on each page. For users who have contrast issues, Windows high contrast mode is a support option that works well with the text and the learning management platform. If a user has unmet accessibility needs whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also, all MP3 audio files of the ‘Listen to Lecture’ recordings can be provided.</li> <li>2) Multiple contrast errors exist in the Spotify® ‘Sign up’, ‘Login’ and in the web player interface. The web player interface will work with Windows high contrast mode.</li> </ol> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Four contrast errors exist on the download page.</p> <p>Authoring Tool: Many TinyMCE editor icon input controls do not have adequate contrast. Further, some icon control labels are not legible in Windows high-contrast mode. However, the text input field, along with the default editor settings are compliant with this specification. The assignment recommends using the text editor of choice and copying/pasting the text into the fully accessible text input field. File upload is also a fully accessible way to complete this assignment.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b>1.4.4 Resize text</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.13 (Web)</li> <li>• 10.2.13 (non-web document)</li> <li>• 11.2.1.13 (Software)</li> <li>• 11.2.2.13 (Closed Software)</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Closed: Not Applicable</p> <p>Authoring Tool:</p>	<p>Web: Scrolling may be needed; however, all content is accessible when the browser is zoomed to 200%. The Spotify web app login page may need additional tabbing as scroll bars do not seem to be present when the browser is zoomed- however, all fields and elements can be reached.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) was usable when magnified to 200% with Windows Magnifier.</p> <p>Closed: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor)</p>
<p><b>1.4.5 Images of Text</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.14 (Web)</li> <li>• 10.2.14 (non-web document)</li> <li>• 11.2.1.14 (Software)</li> <li>• 11.2.2.14 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web:</p> <ol style="list-style-type: none"> <li>1) The main course banner is an image of text with no alt text.</li> <li>2) Images of text are used as visual headings for the aside content ‘Fun Fact’ and ‘Quotes’. These images depict large sized text and have appropriate alternative text.</li> </ol> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) No images of text were found.</p> <p>Authoring Tool: TinyMCE editor does use images of text.</p>
<p><b>2.4.5 Multiple Ways</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.24 (Web)</li> <li>• 10.2.24 (non-web document) – Does not apply</li> <li>• 11.2.1.24 (Software) – Does not apply</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p>	<p>Web: Three ways are provided to locate web pages within this application.</p> <p>Electronic Docs: Not Applicable</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 11.2.2.24 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>	Authoring Tool: Supports	Authoring Tool: TinyMCE editor is embedded into web pages and as such does not supply a way to locate a web page within a set of web pages.
<p><b>2.4.6 Headings and Labels</b> (Level AA)</p> Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> <li>• 9.2.25 (Web)</li> <li>• 10.2.25 (non-web document)</li> <li>• 11.2.1.25 (Software)</li> <li>• 11.2.2.25 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508 <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Web: Supports  Electronic Docs: Not Applicable  Software: Supports  Authoring Tool: Supports	Web: When headings and labels are provided, they are descriptive.  Electronic Docs: Not Applicable  Software: (The Spotify® desktop app) When headings and labels are provided, they are descriptive.  Authoring Tool: (TinyMCE editor) When headings and labels are provided, they are descriptive.
<p><b>2.4.7 Focus Visible</b> (Level AA)</p> Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> <li>• 9.2.26 (Web)</li> <li>• 10.2.26 (non-web document)</li> <li>• 11.2.1.26 (Software)</li> <li>• 11.2.2.26 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> Revised Section 508	Web: Partially supports  Electronic Docs: Not Applicable  Software: Does not support  Authoring Tool: Supports	Web: The browser default focus indicator is not disabled for any textbook pages. Focus is lost in the supplemental modal dialog popup Discover Video feature that opens from the toolbar when more than one video is in the carousel queue. After the dialog window opens the focus can shift to offscreen videos and controls.  Electronic Docs: Not Applicable



Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>		<p>Software: (The Spotify® desktop app) Focus is not visible on at all on the audio play back components using keyboard only navigation.</p> <p>Authoring Tool: (TinyMCE editor) Where focus can go, it is visible.</p>
<p><b>3.1.2 Language of Parts</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.28 (Web)</li> <li>• 10.2.28 (non-web document)</li> <li>• 11.2.1.28 (Software) – Does not apply</li> <li>• 11.2.2.28 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>Web: Most words present in language other than the default English are either proper names or musical terms. However, song lyrics in languages other than the default English were found in the Listening Note pages. These languages were not marked with language tags.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) Default language is only language present.</p> <p>Authoring Tool: (TinyMCE editor) Default language is only language present.</p>
<p><b>3.2.3 Consistent Navigation</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.31 (Web)</li> <li>• 10.2.31 (non-web document) – Does not apply</li> <li>• 11.2.1.31 (Software) – Does not apply</li> <li>• 11.2.2.31 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>Web: Navigation is consistent.</p> <p>Electronic Docs: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) Navigation is consistent.</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>		
<p><b>3.2.4 Consistent Identification</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.2.32 (Web)</li> <li>10.2.32 (non-web document) – Does not apply</li> <li>11.2.1.32 (Software) – Does not apply</li> <li>11.2.2.32 (Closed Software) – Does not apply</li> <li>11.6.2 (Authoring Tool)</li> <li>12.1.2 (Product Docs)</li> <li>12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software) – Does not apply to non-web software</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Authoring Tool: Supports</p>	<p>Web: Navigational mechanisms that are repeated on multiple web pages within a set of web pages occur in the same relative order each time they are repeated, unless the user initiates a change.</p> <p>Electronic Docs: Not Applicable</p> <p>Authoring Tool: (TinyMCE editor) This editor does not have multiple pages or views.</p>
<p><b>3.3.3 Error Suggestion</b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.2.35 (Web)</li> <li>10.2.35 (non-web document)</li> <li>11.2.1.35 (Software)</li> <li>11.2.2.35 (Closed Software) – Does not apply</li> <li>11.6.2 (Authoring Tool)</li> <li>12.1.2 (Product Docs)</li> <li>12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool:</p>	<p>Web: In all forms and assessments surveyed, if an input error is automatically detected and a suggestion is known, that suggestion will be given – provided suggestions are not violating security concerns or invalidating exam activity.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: The Spotify® Desktop app login form did not offer error suggestions when a form was submitted without required information, however, secure forms will not offer error suggestions for confidential information.</p> <p>Authoring Tool: (TinyMCE editor) This tool does not provide error suggestions; however, it does automatically correct some code errors such as mismatched HTML tags without providing notice. This editor is embedded on written assignment pages. In this</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.36 (Web)</li> <li>• 10.2.36 (non-web document)</li> <li>• 11.2.1.36 (Software)</li> <li>• 11.2.2.36 (Closed Software) – Does not apply</li> <li>• 11.6.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	<p>Web: Supports</p> <p>Electronic Docs: Not Applicable</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p>	<p>case, errors with submission are given by the system using accessible text alerts.</p> <p>Web: We offer academic exams and assignments, and most instructors choose to make final submissions irreversible. However, there is always an accessible multi-part error prevention system in place to help student review, confirm, and correct their submissions. We offer system settings to professors that can make exams and assignments more editable after submission when they feel it is appropriate for their students. Additionally, if an input error is detected (via client-side or server-side validation), suggestions are provided for fixing the input in a timely and accessible manner.</p> <p>Electronic Docs: Not Applicable</p> <p>Software: (The Spotify® desktop app) No legal or financial transactions are needed to play course audio on the free Spotify® desktop app.</p> <p>Authoring Tool: (TinyMCE editor) This tool does not provide error prevention; however, it does automatically correct some code errors such as mismatched HTML tags without providing notice. This editor is embedded on written assignment pages. In this case, errors warnings regarding submissions are given by the system using accessible text alerts. An accessible multi-part error prevention system is in place to help student review, confirm, and correct their submissions.</p>

**Table 3: Success Criteria, Level AAA**

Notes: This table is removed, as the product is not evaluated at this level of conformance.

# Revised Section 508 Report

Notes:

## Chapter 3: Functional Performance Criteria (FPC)

Notes: Connect For Education does not offer an equivalent functioning product for OnMusic Of The World 3<sup>rd</sup> edition. All parts of OnMusic Of The World 3<sup>rd</sup> edition are addressed by the Web Content Accessibility Guidelines 2.0. Optional Spotify<sup>®</sup> desktop app software for course audio is also covered by Web Content Accessibility Guidelines 2.0 and the Revised Section 508 Chapter 5 Software Criteria. However, OnMusic of the World 3<sup>rd</sup> edition and its components do not fully support all WCAG 2.0 criteria. Therefore, WCAG 2.0 criteria are mapped to the Functional Performance Criteria table with conformance levels and remarks when the conformance level is less than 'Supports'.

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.1.1 Non-text Content, all non-text content in the main lesson lecture had a text alternative. The icons on buttons in the Spotify<sup>®</sup> web player playback bar have no alt text or aria-labeling, only title attributes. There is a banner image without alt text.</li> <li>As described in 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</li> <li>As described in 1.3.1 Info and Relationships, tables were found on</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>two pages that did not include headers and ids. The Spotify Web player had input controls with only title attributes. The Spotify 'Sign Up' form is not properly labeled. The written assignment pages need visual headings to be also made available programmatically. Also, in the supplemental 'Test Yourself' feature opening from the toolbar, answer feedback is presented, but is not accessible to screen reader users. The new feedback content is not announced after a question is answered and it is added to the page. Once it is added, the screen reader cannot access it via the keyboard.</p> <ul style="list-style-type: none"> <li>• As described in 2.1.1 Keyboard, multiple issues exist with keyboard only access. Main lesson content and assessments surveyed during the audit were found to be keyboard accessible.</li> <li>• As described in 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>As described in 2.4.4 Link Purpose, most of our links show their purpose in the link text, or with aria-labeling. However, an insufficiently labeled link in the Youtube video player exists in the Discover Video popup window video carousel. All videos can be accessed, however, the insufficiently labeled link to off-site material at Youtube is present. Lastly, a null link exists in the aside region of a few lesson pages.</li> <li>As described in 3.3.1, Error Identification, in the supplemental 'Test Yourself' feature opening from the toolbar, feedback for wrong answers is not presented so that screen reader users can access it.</li> <li>As described in 4.1.2 Name, Role, Value, issues currently exist with the support of this success criterion. If a user has unmet accessibility needs whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also, all MP3 audio files of the 'Listen to Lecture' recordings can be provided.</li> </ul>
302.2 With Limited Vision	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.1.1 Non-text Content, all non-text content in the main lesson lecture had a text alternative. The icons on buttons in the Spotify® web player playback bar have no alt text or aria-labeling, only title attributes.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• As described in 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</li> <li>• As described in 1.4.3 Sufficient Contrast, multiple contrast errors exist throughout the pages tested. Until these issues are repaired, Windows high contrast mode works well with our texts and learning management platform. If a user has unmet accessibility needs whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also, all MP3 audio files of the 'Listen to Lecture' recordings can be provided.</li> <li>• Lecture content and assessments were found to be readable at 200% browser zoom, although scrolling may be required.</li> <li>• As described in 1.4.5 Images of text, the main course banner image is an image of text. Two headings for the supplemental aside 'Fun Facts' and 'Quotes' region are large sized images of text.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>As described in 3.1.1 and 3.1.2, the supplemental Listening Notes pages do not have a language attribute on their pages. There are also passages of song lyrics in language other than English without language tags.</li> </ul>
302.3 Without Perception of Color	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.4.1 Use of Color, three pages of lesson content were found to have links to Wikipedia that depended on color to identify them as links in text. On the course preamble/information page, some links in text were found to rely on color to visually identify them as links. These links are on the tab index and the link purpose is clear. One map was found in the lesson content that depended on color to understand the map data. Until the map can be repaired, student can request a text equivalent to the color-coded image.</li> </ul>
302.4 Without Hearing	Does not support	<ul style="list-style-type: none"> <li>As described in 1.2.1 Audio-only and Video-only (Prerecorded), our stand-alone audio files of songs are labelled for title, composer, and time marks but do not have transcripts of lyrics. The Spotify® desktop app) presents stand-alone audio files that are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being</li> </ul>



Criteria	Conformance Level	Remarks and Explanations
		<p>discussed, they are prominently provided in the lecture text.</p> <ul style="list-style-type: none"> <li>As described in 1.2.2 Captions (Prerecorded) Three lesson content pages were found to contain embedded videos without captions. Some of the videos in the Discover Video feature opening from the toolbar do not contain captions. All videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have captions.</li> </ul>
302.5 With Limited Hearing	Does not support	<ul style="list-style-type: none"> <li>As described in 1.2.1 Audio-only and Video-only (Prerecorded), our stand-alone audio files of songs are labelled for title, composer, and time marks but do not have transcripts of lyrics. The Spotify® desktop app) presents stand-alone audio files that are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being discussed, they are prominently provided in the lecture text.</li> <li>As described in 1.2.2 Captions (Prerecorded) Three lesson content pages were found to contain embedded videos without captions. Some of the videos in the Discover</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Video feature opening from the toolbar do not contain captions. All videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have captions.</p>
302.6 Without Speech	Supports	
302.7 With Limited Manipulation	Partially supports	<p>NOTE: Use of our texts does not necessitate fine motor control such as path dependent gestures, pinching, twisting, tight grasping or simultaneous manual actions.</p> <ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard, multiple issues exist with keyboard only access. In the Supplemental Discover Music popup feature, direct focus and control of the audio player controls is not allowed in the Firefox browser. However, these controls can be controlled via the keyboard using the space bar and arrows when the whole player interface is focused. Focus of the individual audio player controls is permitted in Google Chrome and Microsoft Edge. Direct focus and control of audio player controls is permitted in Firefox when opening audio from the main lesson content. In the supplemental 'Test Yourself' feature opening from the toolbar the 'Next Question' link and</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>the interactive question numbers that advance to the next questions cannot be accessed with the keyboard. The small, clickable video poster images appearing at the bottom of the optional Discover Video carousel that allow a user to select a new video in the queue are not keyboard accessible and do not receive keyboard focus..</p> <p>The Spotify® web player progress bar and volume bar are not keyboard accessible using the keyboard or screen reader. (The Spotify® desktop app) player controls have an invisible focus state when accessed using keyboard-only. The volume sliders cannot be controlled with the keyboard.</p> <ul style="list-style-type: none"> <li>• As described in 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> <li>• As described in 2.4.7 Focus Visible, the browser default focus indicator is not disabled for any textbook pages. Focus is lost in the supplemental modal dialog popup Discover Video feature</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>that opens from the toolbar when more than one video is in the carousel queue. After the dialog window opens the focus can shift to offscreen videos and controls.</p>
302.8 With Limited Reach and Strength	Partially supports	<ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard, multiple issues exist with keyboard only access. In the supplemental Discover Music popup feature, direct focus and control of the audio player controls is not allowed in the Firefox browser. However, these controls can be controlled via the keyboard using the space bar and arrows when the whole player interface is focused. Focus of the individual audio player controls is permitted in Google Chrome and Microsoft Edge. Focus and control of audio player controls is possible in the Firefox browser when accessing course audio from the main lesson content pages. In the supplemental 'Test Yourself' feature opening from the toolbar the 'Next Question' link and the interactive question numbers that advance to the next questions cannot be accessed with the keyboard. The small, clickable video poster images appearing at the bottom of the optional Discover Video carousel that allow a user to select a new video in the queue are not keyboard accessible and do not receive keyboard focus. The Spotify®</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>web player progress bar and volume bar are not keyboard accessible using the keyboard or screen reader. (The Spotify® desktop app) player controls have an invisible focus state when accessed using keyboard-only. The volume sliders cannot be controlled with the keyboard.</p> <ul style="list-style-type: none"> <li>• As described in 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> <li>• As described in 2.4.7 Focus Visible, the browser default focus indicator is not disabled for any textbook pages. Focus is lost in the supplemental modal dialog popup Discover Video feature that opens from the toolbar when more than one video is in the carousel queue. After the dialog window opens the focus can shift to offscreen videos and controls.</li> </ul>
302.9 With Limited Language, Cognitive, and Learning Abilities	Partially supports	<ul style="list-style-type: none"> <li>• As described in 1.2.1 Audio-only and Video-only (Prerecorded), our stand-alone audio files of songs are labelled for title, composer, and time marks</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>but do not have transcripts of lyrics. The Spotify® desktop app) presents stand-alone audio files that are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being discussed, they are prominently provided in the lecture text.</p> <ul style="list-style-type: none"> <li>• As described in 1.2.2 Captions (Prerecorded) Three lesson content pages were found to contain embedded videos without captions. Some of the videos in the Discover Video feature opening from the toolbar do not contain captions. All videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have captions.</li> <li>• As described in 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>As described in 3.1.1 and 3.1.2, the supplemental Listening Notes pages do not have a language attribute on their pages. There are also passages of song lyrics in language other than English without language tags.</li> <li>As described in 3.3.1 Error Identification, in the supplemental 'Test Yourself' feature opening from the toolbar, feedback for wrong answers is not presented so that screen reader users can access it.</li> </ul>

## Chapter 4: Hardware

Notes: Table removed, as this product contains no hardware components.

## Chapter 5: Software

Notes: This section is relevant only to the Spotify® Desktop App and it is used to play Connect For Education course audio. Neither the full functionality of the Spotify® Desktop App, nor the any other uses of it were evaluated. Please see <https://connect4education.com/online-technical-support-spotify/> for instructions on how to access and use the Spotify® Desktop App to play course audio.

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
<b>502 Interoperability with Assistive Technology</b>	Heading cell – no response required	Heading cell – no response required
502.2.1 User Control of Accessibility Features	Partially supports	The Spotify® Desktop App was found to be compatible with The Windows operating system and Firefox and Chrome browser accessibility features configured by the user in all situations tested. However, Windows High Contrast settings did not work in this software. Also, NVDA could not open the 'Elements List' in this app.

Criteria	Conformance Level	Remarks and Explanations
502.2.2 No Disruption of Accessibility Features	Partially supports	The Spotify® Desktop App was found to be compatible with The Windows operating system and Firefox and Chrome browser accessibility features configured by the user in all situations tested. However, Windows High Contrast settings did not work in this software. Also, NVDA could not open the 'Elements List' in this app.
<b>502.3 Accessibility Services</b>	Heading cell – no response required	Heading cell – no response required
502.3.1 Object Information	Partially supports	Roles, states, and descriptions of user interface elements are provided to Assistive Technologies except for the progress bar and volume slider in the playback controls. These controls are not accessible by keyboard and so their roles, states and values cannot be determined.
502.3.2 Modification of Object Information	Supports	The software uses standard HTML or ARIA object roles for maximum compatibility with assistive technologies.
502.3.3 Row, Column, and Headers	Supports	Data tables are not present.
502.3.4 Values	Partially supports	Roles, states, and descriptions of user interface elements are provided to Assistive Technologies except for the progress bar and volume slider in the playback controls. These controls are not accessible by keyboard and so their roles, states and values cannot be determined.
502.3.5 Modification of Values	Partially supports	Roles, states, and descriptions of user interface elements are provided to Assistive Technologies except for the progress bar and volume slider in the playback controls. These controls are not accessible by keyboard and so their roles, states and values cannot be determined.



Criteria	Conformance Level	Remarks and Explanations
502.3.6 Label Relationships	Supports	All components that can be reached by the keyboard have programmatically determinable labels.
502.3.7 Hierarchical Relationships	Supports	The user interface is constructed to include lists and other semantic structures that programmatically reveal parent / child relationships.
502.3.8 Text	Supports	
502.3.9 Modification of Text	Supports	Modification is permitted through system display resizing of text. (Tested on Windows)
502.3.10 List of Actions	Partially supports	All objects examined could be seen and read by assistive technology as noted in 502.2.1
502.3.11 Actions on Objects	Partially supports	All objects examined could be acted on by assistive technology as noted in 502.2.1
502.3.12 Focus Cursor	Does not support	(The Spotify® desktop app) Focus is not visible on the audio play back components using keyboard only navigation.
502.3.13 Modification of Focus Cursor	Supports	User can control system focus via assistive technology.
502.3.14 Event Notification	Partially supports	No messages or notifications are given to screen reader users when a search query has been submitted. The login form does not reply with an alert after a form has been submitted in error. Other controls generally reply with their status when engaged by the user.
502.4 Platform Accessibility Features	Not Applicable	The software evaluated is not a platform .
<b>503 Applications</b>	Heading cell – no response required	Heading cell – no response required
503.2 User Preferences	Partially Supports	(Spotify® Desktop App) Windows high contrast mode and Windows cursor size

Criteria	Conformance Level	Remarks and Explanations
		settings are not supported. However, the following Windows system settings can be used: user mouse pointer preferences, text display resizing, Windows Magnification tool, Windows Color Filtering.
503.3 Alternative User Interfaces	Supports	The product does not have alternative user interfaces.
<b>503.4 User Controls for Captions and Audio Description</b>	Heading cell – no response required	Heading cell – no response required
503.4.1 Caption Controls	Supports	Video with synchronized audio is not displayed.
503.4.2 Audio Description Controls	Supports	Video is not required to play course music audio on the Spotify® Desktop App.
<b>504 Authoring Tools</b>	Heading cell – no response required	Heading cell – no response required
504.2 Content Creation or Editing (if not authoring tool, enter “not applicable”)	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Not applicable	The required software is not an authoring tool.
504.2.2 PDF Export	Not applicable	The required software is not an authoring tool.
504.3 Prompts	Not applicable	The required software is not an authoring tool.
504.4 Templates	Not applicable	The required software is not an authoring tool.

## Chapter 6: Support Documentation and Services

Notes: The support documentation and services chapter include information on the following: The course preamble and information page located under the ‘Getting Started’ region of the OnMusic of the World 3<sup>rd</sup> edition course index. This page displays course information, technical specifications, recommendations, and technical support contact information links.

Criteria	Conformance Level	Remarks and Explanations
<b>601.1 Scope</b>	Heading cell – no response required	Heading cell – no response required
<b>602 Support Documentation</b>	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	Accessibility features are not required by Chapters 4 and 5. Built-in accessibility features are not provided.
602.3 Electronic Support Documentation	Supports	See information in WCAG section
602.4 Alternate Formats for Non-Electronic Support Documentation	Supports	Support documentation is completely electronic, and all aspects are addressed by the WCAG 2.0 technical guidelines. However, an accessible PDF of the support documentation is available upon request.
<b>603 Support Services</b>	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	Connect For Education® Technical Support can provide information about accessibility features of our products.
603.3 Accommodation of Communication Needs	Supports	<p>Connect For Education® customers have access to electronic support through support@connect4education.com or by calling Technical Support at 1.7038801180 ext. 200. Our staff will adapt communication to the needs of our users.</p> <p>Hearing-impaired customers in the U.S. who wish to speak to a Technical Support specialist may also use a telecommunications relay service (TRS). Information about the TRS is available at <a href="http://www.fcc.gov/cgb/consumerfacts/trs.html">http://www.fcc.gov/cgb/consumerfacts/trs.html</a>, and a list of telephone numbers is available at <a href="https://www.fcc.gov/general/telecommunications-relay-services-directory">https://www.fcc.gov/general/telecommunications-relay-services-directory</a>. International hearing-impaired customers should use the TRS at +1.605.224.1837. An Technical Support technician will respond to technical issues according to the standard service request process.</p>



# EN 301 549 Report

Notes:

## Chapter 4: [4.2 Functional Performance Statements \(FPS\)](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
4.2.1 Usage without vision	Partially supports	<ul style="list-style-type: none"><li>• As described in WCAG 1.1.1 Non-text Content, all non-text content in the main lesson lecture had a text alternative. Also, the main image header of the course index page has no alt text. The icons on buttons in the Spotify® web player playback bar have no alt text or aria-labeling. These buttons only have title attributes.</li><li>• As described in WCAG 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</li><li>• As described in WCAG 1.3.1 Info and Relationships, tables were found on two pages that did not include headers and ids. The Spotify Web player had input controls with only title attributes. The Spotify 'Sign Up' form</li></ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>is not properly labeled. The written assignment pages need visual headings to be also made available programmatically. Also, in the supplemental 'Test Yourself' feature opening from the toolbar, answer feedback is presented, but is not accessible to screen reader users. The new feedback content is not announced after a question is answered and it is added to the page. Once it is added, the screen reader cannot access it via the keyboard.</p> <ul style="list-style-type: none"> <li>• As described in WCAG 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> <li>• As described in 2.4.4 Link Purpose, most of our links show their purpose in the link text, or with aria-labeling. However, an insufficiently labeled link in the Youtube video player exists in the Discover Video popup window video carousel. All videos can be accessed, however, the insufficiently labeled link to off-site material at</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Youtube is present. Lastly, a null link exists in the aside region of a few lesson pages.</p> <ul style="list-style-type: none"> <li>• As described in 3.3.1 Error Identification, in the supplemental 'Test Yourself' feature opening from the toolbar, feedback for wrong answers is not presented so that screen reader users can access it.</li> <li>• As described in WCAG 4.1.2 Name, Role, Value, issues currently exist with the support of this success criterion. If a user has unmet accessibility needs whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also, all MP3 audio files of the 'Listen to Lecture' recordings can be provided.</li> <li>• As described in 3.1.1 and 3.1.2, the supplemental Listening Notes pages do not have a language attribute on their pages. There are also passages of song lyrics in language other than English without language tags.</li> </ul>
4.2.2 Usage with limited vision	Partially supports	<ol style="list-style-type: none"> <li>1. As described in WCAG 1.1.1 Non-text Content, all non-text content in the main lesson lectures and assessments had a text alternative. Also, the main image header of the course index page has no alt text. The icons on buttons in the Spotify<sup>®</sup> web player playback bar have no alt text or aria-labeling, only title attributes.</li> </ol>

Criteria	Conformance Level	Remarks and Explanations
		<p>2. As described in WCAG 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</p> <p>3. As described in WCAG 1.3.1 Info and Relationships, tables were found on two pages that did not include headers and ids. The Spotify Web player had input controls with only title attributes. The Spotify 'Sign Up' form is not properly labeled. The written assignment pages need visual headings to be also made available programmatically. Also, in the supplemental 'Test Yourself' feature opening from the toolbar, answer feedback is presented, but is not accessible to screen reader users. The new feedback content is not announced after a question is answered and it is added to the page. Once it is added, the screen reader cannot access it via the keyboard.</p> <p>4. As described in WCAG 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the</p>



Criteria	Conformance Level	Remarks and Explanations
		<p>focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</p> <p>5. As described in 2.4.4 Link Purpose, most of our links show their purpose in the link text, or with aria-labeling. However, an insufficiently labeled link in the Youtube video player exists in the Discover Video popup window video carousel. All videos can be accessed, however, the insufficiently labeled link to off-site material at Youtube is present. Lastly, a null link exists in the aside region of a few lesson pages.</p> <p>6. As described in 3.1.1 and 3.1.2, the supplemental Listening Notes pages do not have a language attribute on their pages. There are also passages of song lyrics in language other than English without language tags.</p> <p>7. As described in WCAG 4.1.2 Name, Role, Value, issues currently exist with the support of this success criterion. If a user has unmet accessibility needs whilst using OnMusic Of The World 3<sup>rd</sup> edition, an accessible PDF of the lecture content can be provided. Also,</p>

Criteria	Conformance Level	Remarks and Explanations
		all MP3 audio files of the 'Listen to Lecture' recordings can be provided.
4.2.3 Usage without perception of colour	Partially supports	As described in WCAG 1.4.1 Use of Color, three pages of lesson content were found to have links to Wikipedia that depended on color to identify them as links in text. On the course preamble/information page, some links in text were found to rely on color to visually identify them as links. These links are on the tab index and the link purpose is clear. One map was found in the lesson content that depended on color to understand the map data. Until the map can be repaired, student can request a text equivalent to the color-coded image
4.2.4 Usage without hearing	Does not support	Videos content in OnMusic Of The World 3 <sup>rd</sup> edition is supplemental and optional. Many of our course videos have captioning, however some do not. The free-standing audio recordings of music do not have transcripts for song lyrics. However, when the lyrics are essential to the understanding of the musical concepts, lyrics are provided in the text.
4.2.5 Usage with limited hearing	Does not support	Videos content in OnMusic Of The World 3 <sup>rd</sup> edition is supplemental and optional. Many of our course videos have captioning, however some do not. The free-standing audio recordings of music do not have transcripts for song lyrics. However, when the lyrics are essential to the understanding of the musical concepts, lyrics are provided in the text.

Criteria	Conformance Level	Remarks and Explanations
4.2.6 Usage without vocal capability	Supports	Vocal capability is not needed to interact with the texts. Touch, keyboard, or mouse input is functional.
4.2.7 Usage with limited manipulation or strength	Partially supports	<p>NOTE: Use of our texts does not necessitate fine motor control such as path dependent gestures, pinching, twisting, tight grasping or simultaneous manual actions.</p> <ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard, multiple issues exist with keyboard only access. In the main lesson content and in the Supplemental Discover Music popup feature, direct focus and control of the audio player controls is not allowed in the Firefox browser. However, these controls can be controlled via the keyboard using the space bar and arrows when the whole player interface is focused. Focus of the individual audio player controls is permitted in Google Chrome and Microsoft Edge. In the supplemental 'Test Yourself' feature opening from the toolbar the 'Next Question' link and the interactive question numbers that advance to the next questions cannot be accessed with the keyboard. The small, clickable video poster images appearing at the bottom of the optional Discover Video carousel that allow a user to select a new video in the queue are not keyboard accessible and do not receive keyboard focus. The Spotify® web player progress bar</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>and volume bar are not keyboard accessible using the keyboard or screen reader. (The Spotify® desktop app) player controls have an invisible focus state when accessed using keyboard-only. The volume sliders cannot be controlled with the keyboard.</p> <ul style="list-style-type: none"> <li>• As described in 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> <li>• As described in 2.4.7 Focus Visible, the browser default focus indicator is not disabled for any textbook pages. Focus is lost in the supplemental modal dialog popup Discover Video feature that opens from the toolbar when more than one video is in the carousel queue. After the dialog window opens the focus can shift to offscreen videos and controls.</li> </ul>
4.2.8 Usage with limited reach	Partially supports	NOTE: Use of our texts does not necessitate fine motor control such as path dependent gestures, pinching,

Criteria	Conformance Level	Remarks and Explanations
		<p>twisting, tight grasping or simultaneous manual actions.</p> <ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard, multiple issues exist with keyboard only access. In the supplemental Discover Music popup tool, direct focus and control of the audio player controls is not allowed in the Firefox browser. However, these controls can be controlled via the keyboard using the space bar and arrows when the whole player interface is focused. Focus of the individual audio player controls is permitted in Google Chrome and Microsoft Edge. Audio controls for all course audio can be completely accessed using Firefox from the main lesson content. In the supplemental 'Test Yourself' feature opening from the toolbar the 'Next Question' link and the interactive question numbers that advance to the next questions cannot be accessed with the keyboard. The small, clickable video poster images appearing at the bottom of the optional Discover Video carousel that allow a user to select a new video in the queue are not keyboard accessible and do not receive keyboard focus. The Spotify® web player progress bar and volume bar are not keyboard accessible using the keyboard or screen reader. (The Spotify® desktop app) player controls</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>have an invisible focus state when accessed using keyboard-only. The volume sliders cannot be controlled with the keyboard.</p> <ul style="list-style-type: none"> <li>As described in 2.1.2 No Keyboard Trap, the chat tool appearing on most pages becomes a keyboard trap when opened and the focus is placed in it. When the user closes the chat tool or tries to move focus back out of the chat tool, the focus is trapped. Focus can successfully navigate forwards and backwards over the closed chat tool. Users can access support via email or telephone until this issue is repaired. No other traps have been found.</li> <li>As described in 2.4.7 Focus Visible, the browser default focus indicator is not disabled for any textbook pages. Focus is lost in the supplemental modal dialog popup Discover Video feature that opens from the toolbar when more than one video is in the carousel queue. After the dialog window opens the focus can shift to offscreen videos and controls.</li> </ul>
4.2.9 Minimize photosensitive seizure triggers	Supports	The content does not flash
4.2.10 Usage with limited cognition	Partially Supports	<ul style="list-style-type: none"> <li>As described in WCAG 1.2.1 Audio-only and Video-only (Prerecorded), our stand-alone audio files of songs are labelled for title, composer, and time marks but do not have transcripts of lyrics. The Spotify® desktop app) presents stand-alone audio files that</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>are labeled for artist, song title, and time stamps, but without transcripts for song lyrics. Until this issue is addressed, when the lyrics of the song are relevant to the musical idea being discussed, they are prominently provided in the lecture text.</p> <ul style="list-style-type: none"> <li>• As described in WCAG 1.2.2 Captions (Prerecorded) Three lesson content pages were found to contain embedded videos without captions. Some of the videos in the Discover Video feature opening from the toolbar do not contain captions. All videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have captions.</li> <li>• As described in WCAG 1.2.3, videos in the Discover Video feature opening from the toolbar do not have audio descriptions. Some of these videos do not have descriptive audio tracks and need audio descriptions. These videos are optional and supplemental to the lesson content. If needed, the Discover Video feature can be suppressed and not included in a course until such time that all videos have audio descriptions.</li> </ul> <p>8. As described in 2.4.4 Link Purpose, most of our links show their purpose in the link text, or with aria-labeling.</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>However, an insufficiently labeled link in the Youtube video player exists in the Discover Video popup window video carousel. All videos can be accessed, however, the insufficiently labeled link to off-site material at Youtube is present. Lastly, a null link exists in the aside region of a few lesson pages.</p> <ul style="list-style-type: none"> <li>• As described in 3.1.1 and 3.1.2, the supplemental Listening Notes pages do not have a language attribute on their pages. There are also passages of song lyrics in language other than English without language tags.</li> <li>• As described in 3.3.1 Error Identification, in the supplemental 'Test Yourself' feature opening from the toolbar, feedback for wrong answers is not presented so that screen reader users can access it.</li> <li>• As described in WCAG 3.3.2 Labels and Instructions, the explicit label is hidden on the user report.</li> </ul>
4.2.11 Privacy	Supports	When accommodations are provided to individuation students for extra time for exams, these accommodations are private to the instructor and the student. No other accessibility settings are present in the courses.

## Chapter 5: [Generic Requirements](#)

Notes: Not applicable to Connect For Education® products. These products are web content and are not closed systems.



## Chapter [6: ICT with Two-Way Voice Communication](#)

Notes: Not applicable. Connect For Education does not offer two-way voice communication. This table has been removed.

## Chapter [7: ICT with Video Capabilities](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
<b>7.1 Caption processing technology</b>	Heading cell – no response required	Heading cell – no response required
7.1.1 Captioning playback	Supports	When captions are available, there is a mechanism available to display the captions.
7.1.2 Captioning synchronization	Supports	When captions are present, the mechanism to display the captions preserves the synchronization between the audio and corresponding captions.
7.1.3 Preservation of captioning	Supports	All caption data, when present, is preserved and not removed.
7.2.1 Audio description playback	Does not support	OnMusic of the World 3 <sup>rd</sup> edition uses video players which have no mechanism to play separate audio description files. However, we have added The Able Player to some pages when seen through the Firefox browser. The Able Player can play separate audio description files. We hope to change all audio player instances to this player in the future as we seek to achieve support for audio description on all videos.
7.2.2 Audio description synchronization	Does not support	OnMusic of the World 3 <sup>rd</sup> edition uses video players which have no mechanism to play synchronized audio description files. However, we have added The Able Player to some pages when seen through the Firefox browser. The Able Player can

Criteria	Conformance Level	Remarks and Explanations
		play synchronized audio description files. We hope to change all audio player instances to this player in the future as we seek to achieve support for audio description on all videos
7.2.3 Preservation of audio description	Does not support	OnMusic of the World 3 <sup>rd</sup> edition uses video players which have no mechanism to preserve audio description files. However, we have added The Able Player to some pages when seen through the Firefox browser. The Able Player can play and preserve separate audio description files. We hope to change all audio player instances to this player in the future as we seek to achieve support for audio description on all videos.
7.3 User controls for captions and audio description	Partially supports	OnMusic of the World 3 <sup>rd</sup> edition course videos, closed captions control is provided the same level of interaction as the primary media controls when captions are available. There is no control for audio descriptions. However, we have added The Able Player to some pages when seen through the Firefox browser. The Able Player offers controls for audio description. We hope to change all audio player instances to this player in the future as we seek to achieve support for audio description on all videos.

## Chapter [8: Hardware](#)

Notes: OnMusic of the World 3<sup>rd</sup> edition does not require specific hardware. Table is removed. EN 301 549 Chapter 8: Hardware specifications are not applicable.

## Chapter [9: Web](#) (see WCAG 2.0 section)

Notes:

## Chapter [10: Non-web Documents](#)

Notes: OnMusic of the World 3<sup>rd</sup> edition is displayed over the web by design and practice. If a user is not able to use a web page due to any type of challenge, we will provide them with an accessible PDF document of the text lecture content. The following section refers to the accessible PDF of lecture content under those circumstances only.

Criteria	Conformance Level	Remarks and Explanations
<b>10.1 General</b>	Heading cell – no response required	Heading cell – no response required
<b>10.2 Document success criteria</b>	Heading cell – no response required	Heading cell – no response required
10.2.1 through 10.2.38	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
10.2.39 Caption positioning	Supported	Accessible PDF copies of the text lecture content are ‘text only’ and do not contain synchronized media.
10.2.40 Audio description timing	Supported	Accessible PDF copies of the text lecture content are ‘text only’ and do not contain synchronized media.

## Chapter [11: Software](#)

Notes: This chapter refers exclusively to the Spotify® Desktop App and its user interface, as it is used with OnMusic of the World 3<sup>rd</sup> edition to play to play course audio.

Criteria	Conformance Level	Remarks and Explanations
11.2.1 Software success criteria (excluding closed functionality)	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
11.2.2 Software success criteria (closed functionality)	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
<b>11.3 Interoperability with assistive technology</b>	Heading cell – no response required	Heading cell – no response required
<b>11.3.1 Closed functionality (informative)</b>	Heading cell – no response required	Heading cell – no response required
<b>11.3.2 Accessibility services</b>	Heading cell – no response required	Heading cell – no response required
<b>11.3.2.1 Platform accessibility service support for software that provides a user interface</b>	See 11.3.2.5 through 11.3.2.17	See information in 11.3.2.5 through 11.3.2.17

Criteria	Conformance Level	Remarks and Explanations
<b>11.3.2.2 Platform accessibility service support for assistive technologies</b>	See 11.3.2.5 through 11.3.2.17	See information in 11.3.2.5 through 11.3.2.17
11.3.2.3 Use of accessibility services	Partially supports	<p>Assistive technologies tested such as Windows display settings to increase text size, Windows color filtering, NVDA screen reader, touch input, keyboard-only and Windows Magnification are supported. (See WCAG 2.1.1 for keyboard exceptions). Chrome and Firefox browsers assistive technologies worked within all web content tested.</p> <p>However, in the Spotify® Desktop App user interface using the NVDA screen reader, the router list of elements cannot be opened. Also: Windows High contrast mode is not supported the Spotify® Desktop App. The Spotify® Desktop App does support Windows color inversion and filtering.</p>
11.3.2.4 Assistive technology	Not applicable	The Spotify® Desktop App is not an assistive technology
11.3.2.5 Object information	Partially supports	Roles, states, and descriptions of user interface elements are provided to Assistive Technologies except for the progress bar and volume slider in the playback controls. These controls are not accessible by keyboard and so their roles, states and values cannot be determined.
11.3.2.6 Row, column, and headers	Supports	Table are not created or used.
11.3.2.7 Values	Partially Supports	Roles, states, and descriptions of user interface elements are provided to Assistive Technologies except for the progress bar and volume slider in the playback controls. These controls are not

Criteria	Conformance Level	Remarks and Explanations
		accessible by keyboard and so their roles, states and values cannot be determined.
11.3.2.8 Label relationships	Supports	Elements are described semantically with labels and ids, as well as ARIA landmarks and labels where appropriate. Images have alt text. (Note: Some third-party advertisements were unlabeled iframes and images, however, these regions were clearly labeled as 'third party ad'.
11.3.2.9 Parent-child relationships	Supports	The user interface is constructed to include lists and other semantic structures that programmatically reveal parent / child relationships.
11.3.2.10 Text	Supports	Text is programmatically determinable by the accessible technologies listed as supported in 11.3.2.3.
11.3.2.11 List of available actions	Partially supports	The list of executable actions offered by each software object is made available programmatically, listed as supported in 11.3.2.3.
11.3.2.12 Execution of available actions	Partially supports	The Spotify® Desktop app allows assistive technology to programmatically execute available actions on objects. (See 11.3.2.3 for exceptions.)
11.3.2.13 Tracking of focus and selection attributes	Partially supports	Spotify® Desktop App allows for the tracking of focus by those agents listed as supported in 11.3.2.3. (See WCAG 2.1.1 for keyboard-only users exceptions).
11.3.2.14 Modification of focus and selection attributes	Partially supports	Supported by those agents listed as supported in 11.3.2.3. See WCAG 2.1.1 for keyboard-only user exceptions.
11.3.2.15 Change notification	Supports	View changes are not initiated without deliberate user input on a labeled control.
11.3.2.16 Modifications of states and properties	Partially supports	All user-set states and properties are capable of being set programmatically,

Criteria	Conformance Level	Remarks and Explanations
		including through assistive technologies listed as supported in 11.3.2.3. (See WCAG 2.1.1 for keyboard-only user exceptions).
11.3.2.17 Modifications of values and text	Partially supports	Modifications of values and text can be made through assistive technologies listed as supported in 11.3.2.3. (See WCAG 2.1.1 for keyboard-only user exceptions).
<b>11.4 Documented accessibility usage</b>	Heading cell – no response required	Heading cell – no response required
11.4.1 User control of accessibility features	Not applicable	The Spotify® Desktop App is not platform software.
11.4.2 No disruption of accessibility features	Partially supports	Accessibility features of the platform are supported with exceptions, as described in 11.3.2.3 Use of accessibility services.
11.5 User preferences	Partially supports	User preferences of platform settings are supported with exceptions, as described in 11.3.2.3 Use of accessibility services.
<b>11.6 Authoring tools</b>	Heading cell – no response required	Heading cell – no response required
<b>11.6.1 Content technology</b>	Heading cell – no response required	Heading cell – no response required
11.6.2 Accessible content creation (if not authoring tool, enter “not applicable”)	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
11.6.3 Preservation of accessibility information in transformations	Not applicable	The Spotify® Desktop App is not an authoring tool.
11.6.4 Repair assistance	Not applicable	The Spotify® Desktop App is not an authoring tool.
11.6.5 Templates	Not applicable	The Spotify® Desktop App is not an authoring tool.

## Chapter [12: Documentation and Support Services](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
<b>12.1 Product documentation</b>	Heading cell – no response required	Heading cell – no response required

Criteria	Conformance Level	Remarks and Explanations
12.1.1 Accessibility and compatibility features	Support	OnMusic of the World 3 <sup>rd</sup> edition and the <a href="https://c4elink.org">https://c4elink.org</a> learning management system platform do not have built in accessibility features.
12.1.2 Accessible documentation	See <a href="#">WCAG 2.0</a> section	See information in WCAG section
<b>12.2 Support Services</b>	Heading cell – no response required	Heading cell – no response required
12.2.2 Information on accessibility and compatibility features	Supports	Accessibility information is provided by contacting us via phone or email.
12.2.3 Effective communication	Supports	Connect For Education® customers have access to electronic support through <a href="mailto:support@connect4education.com">support@connect4education.com</a> . Customers may also call Technical Support at 1.7038801180 ext. 200. Our staff will adapt communication to the needs of our users. Hearing-impaired customers in the U.S. who wish to speak to a Technical Support specialist may also use a telecommunications relay service (TRS). Information about the TRS is available at <a href="http://www.fcc.gov/cgb/consumerfacts/trs.html">http://www.fcc.gov/cgb/consumerfacts/trs.html</a> , and a list of telephone numbers is available at <a href="https://www.fcc.gov/general/telecommunications-relay-services-directory">https://www.fcc.gov/general/telecommunications-relay-services-directory</a> . International hearing-impaired customers should use the TRS at +1.605.224.1837. A technical support technician will respond to technical issues according to the standard service request process.
12.2.4 Accessible documentation	See <a href="#">WCAG 2.0</a> section	See information in WCAG section

## Chapter [13: ICT Providing Relay or Emergency Service Access](#)

Notes: This chapter is not applicable to OnMusic of the World 3<sup>rd</sup> edition as it does not provide or need to provide Relay or Emergency Service Access. This table has been removed.

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