

**Connect For Education®**  
***OnMusic Fundamentals 4th Edition***  
**Accessibility Conformance Report**  
**International Edition**

Simple Link LTI Version

Summer 2024

**Name of Product/Version:**

- Title: *OnMusic Fundamentals 4<sup>th</sup> Edition*
- Author: Connect4Education
- ISBN: 978-1-7332655-5-3
- Simple Link LTI Version

**Report Date:**

Summer 2024

**Product Description:**

**Web**

- *OnMusic Fundamentals 4th Edition* is web-based digital courseware for higher education available for LTI integration into a host Learning Management System (LMS). This report details the accessibility of the *OnMusic Fundamentals 4<sup>th</sup> Edition* course when viewed within a host LMS via simple link LTI connection.
- This courseware provides instructional content and tools including interactive lessons, quizzes, exams, practice exercises and practice worksheets. Lesson pages also include a supplemental toolbar containing optional, interactive learning tools.

- Musical examples within this course are mostly provided using audio files hosted by Connect For Education®. However, some pages provide audio examples through the externally sourced third-party Spotify® web player:
  - A free Spotify® account is required to use the Spotify® audio links.
  - The use of the Spotify® web player as it is used to play these select audio examples on a Windows device is evaluated in this document under 'web'. The use of the Spotify® web player beyond the functionality required to login and play these audio examples through the links provided in the course was not evaluated.
  - On the few pages that require Spotify®, the web player is the recommended way to play the audio selections.
  - Default settings of the free version of the Spotify® web player were evaluated.
  - For best results, users should ensure they are logged into the Spotify® Web Player before starting a coursework session.
  - IMPORTANT: The Spotify® web player is subject to change at any time. The evaluations in this document represent conditions found on the date of testing.

## Electronic Documents

PDF documents related to *OnMusic Fundamentals 4th edition* are considered 'non-web documents' and are evaluated under 'Electronic Documents'.

- There are practice worksheets and printable blank sheet music downloadable PDF documents in the 'Download Center' page of this course. These PDF documents meet PDF Universal Accessibility (UA) requirements.
- In the 'Types and Elements' class, a small number of PDF music scores are available for download and printing. It is not technologically possible to make the content of these music scores accessible in PDF format. Rather, if needed due to a disability, an alternate format of the music scores, such as MusicXML files, can be provided upon request to [the Connect For Education Technical Support Team](#). These alternate format music scores can be utilized with assistive technologies. When relevant in the reporting tables, the music score PDF documents are listed as meeting criterion through 'equivalent facilitation'.

## Software

On a select number of pages only, the Spotify® web player is the recommended way to play course audio, some users may choose to download the third-party Spotify® desktop application to augment performance on their device. The use of the free version of the Spotify® desktop app as it is used to play *OnMusic Fundamentals 4th Edition* course audio on a Windows device is evaluated in this document.

IMPORTANT: Content presentation on the Spotify® desktop app is subject to change at any time. The evaluations in this document represent conditions found on the date of testing.

## Accessibility and course activities:

Course work in *OnMusic Fundamentals 4<sup>th</sup> edition* supports widely accepted content standards and objectives involving both reading and composing standard music (staff) notation. Reading and composing standard music notation is highly visual. Composition exercises can require fine motor skills. Additionally, in some cases, listening is required for assessments and activities. Disability offices assisting students who require accommodations may reach out to the Connect For Education® support team, our trained team would be happy to assist.

## Contact information:

- Phone: (703) 880–1180 extension 200; Monday – Friday 9 AM to 6 PM Eastern Time (USA).
- Email: [support@connect4education.com](mailto:support@connect4education.com)

## Audit Summary

Reported on 50 of 50 WCAG 2.1 AA Success Criteria when auditing the web, document, and optional software elements of the *OnMusic Fundamentals 4th Edition* courses.

- 21 Supports
- 27 Partially Supports
- 2 Does Not Support

## Notes:

- Level AAA conformance is not reported in this document and the tables for AAA conformance have been removed.
- *OnMusic Fundamentals 4th Edition* courseware does not include closed systems or closed software. The 'Closed:' reporting category has been removed from the reporting tables.
- *OnMusic Fundamentals 4th Edition* courseware does not require specific hardware. The hardware report tables have been removed from this document.
- All testing was conducted from a student standpoint.

## Evaluation Methods Used:

A Web Accessibility Specialist familiar with the courses conducted the following:

1. The Website Accessibility Conformance Evaluation Methodology was followed to define the scope and process of the evaluation: <https://www.w3.org/TR/WCAG-EM/>
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. 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 webpages was evaluated. Successes and failures in meeting each WCAG 2.1 specification were determined and recorded.
5. The following technologies were used when evaluating each page and variation of that page:
  - Windows 11 OS
  - Automated testing tools Axe by Deque and ANDI
  - The Color Contrast Analyzer
  - NVDA screen reader on Firefox web browser
  - NVDA screen reader on the Chrome web browser
  - Keyboard-only input on Firefox, Chrome, and Edge web browsers
  - Touch-only input on Firefox, Chrome, and Edge web browsers
  - Magnification in the browser to 200% on Firefox, Chrome, and Edge web browsers
  - Resizing and reflow of content when seen in a responsive screen size of 320 CSS pixels wide by 256 CSS pixels tall on Firefox, Chrome, and Edge web browsers/ browser zooming to 400%
  - Windows system text-resizing settings
6. The accessibility of playing course audio on the Spotify® desktop app software was analyzed using Accessibility Insights for Windows and screen reader testing.

## Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018</a>	(Yes)
<a href="#">EN 301 549 Accessibility requirements for ICT products and services - V3.1.1 (2019-11)</a> AND <a href="#">EN 301 549 Accessibility requirements for ICT products and services - V3.2.1 (2021-03)</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.x Report

Tables 1 and 2 also document conformance with:

- EN 301 549: Chapter 9 - Web, Sections 10.1-10.4 of Chapter 10 - Non-web documents, and Sections 11.1-11.4 and 11.8.2 of Chapter 11 - Non-web Software (open and closed functionality), and Sections 12.1.2 and 12.2.4 of Chapter 12 – Documentation
- 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.x Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

**Table 1: Success Criteria, Level A**

Notes:

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.1.1 Non-text Content</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.1.1.1 (Web)</li> <li>10.1.1.1 (Non-web document)</li> <li>11.1.1.1.1 (Open Functionality Software)</li> <li>11.1.1.1.2 (Closed Functionality Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Please note that alternative text attributes for images of music notation within this course most often include descriptions of the staff notation that is depicted; and not necessarily the names of the notes depicted.</p> <ul style="list-style-type: none"> <li>On the course home page, the banner image of text displaying the course title has no text alternative. Also on the course home page, there are numerous icons with a blank whitespace for their text alternative. These icons should be marked as decorative images.</li> <li>There are multiple images related to music score animations in lesson pages that have no alternative text attributes. The music notation represented in these animations typically have corresponding audio so students can listen to the music depicted in the notation; and are often described to some extent in the surrounding page text.</li> <li>Some images found in lesson pages had text alternative that was redundant to the caption text and did not always fully describe the content of the images. Typically, images in the lesson text are described to some extent within the surrounding page text.</li> <li>One quiz had images in the answer choices with no alternative text.</li> </ul>



Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• The Rhythm Pattern Recognition Exercises contain images that have insufficient alternative text.</li> <li>• Practice Exercises in most cases rely solely on visual representation for creating music notation examples. All practice exercises (except the 'Ear Training') have accessible alternatives available on request of the instructor or the school disability office. These alternatives can be completed using assistive technology.</li> <li>• Not all supplemental toolbar 'Show Me' animations have text alternatives; however, the 'Show Me' animations were found to have alternative text when they are shown in the lesson pages.</li> </ul> <p>Software: Meaningful graphical elements without text alternative were not found in the Spotify® desktop app.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Non-text content has text alternatives.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.2.1 Audio-only and Video-only (Prerecorded)</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.2.1 (Web)</li> <li>• 10.1.2.1 (Non-web document) <ul style="list-style-type: none"> <li>• 11.1.2.1.1 (Open Functionality Software)</li> <li>• 11.1.2.1.2.1 and 11.1.2.1.2.2 (Closed Software)</li> </ul> </li> <li>• 11.8.2 (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>Software: Partially supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• Video-only content is not present.</li> <li>• Some audio-only listening examples appear in the lesson pages without a full text alternative.</li> <li>• Other examples of audio-only content exist, but are exempted from this criterion: <ul style="list-style-type: none"> <li>○ Audio-only content exists in every lesson page as a media alternative to reading the lesson page text.</li> <li>○ There is audio-only content on assessments that exists as listening examples to assess learning objectives regarding listening. Providing alternatives would invalidate the activity.</li> </ul> </li> </ul> <p>Software: Spotify® audio exists on a select number of pages. While Spotify® has added lyrics (text alternative) to many of the selections they offer, not all content has text alternative. Video-only content was not found.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Audio-only and video-only content is not contained in the course PDF documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.2.2 Captions (Prerecorded)</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.2.2 (Web)</li> <li>• 10.1.2.2 (Non-web document)</li> <li>• 11.1.2.2 (Open Functionality Software)</li> <li>• 11.1.2.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• In the lesson pages, many videos have compliant human-made captions. However, some have auto-generated captions. One video was found with no captions at all.</li> <li>• In the supplemental toolbar 'Discover Video' tool, some videos have compliant captions. Others rely on auto-generated captions; and a few videos have no captions at all.</li> </ul> <p>Software: The Spotify® desktop app is not used to play synchronized video in this course.</p> <p>Electronic Documents: Synchronized video is not contained in the course PDF documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.2.3 (Web)</li> <li>• 10.1.2.3 (Non-web document)</li> <li>• 11.1.2.3.1 (Open Functionality Software)</li> <li>• 11.1.2.3.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Some Vimeo hosted videos in lesson pages have a transcript available, as a media alternative to the caption content of the video. Audio descriptions for synchronized video content are not currently included in the course.</p> <p>Software: The Spotify® desktop app is not used to play synchronized video in this course.</p> <p>Electronic Documents: Synchronized video is not contained in the course PDF documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.3.1 Info and Relationships</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.1.3.1 (Web)</li> <li>10.1.3.1 (Non-web document)</li> <li>11.1.3.1.1 (Open Functionality Software)</li> <li>11.1.3.1.2 (Closed Software)</li> <li>11.8.2 (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>Software: Partially Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <p>In the lesson pages:</p> <ul style="list-style-type: none"> <li>Some pages contain data tables that do not programmatically reveal the relationships between the data cells and table headers. Also, on some pages, data tables are used to format content.</li> </ul> <p>In general:</p> <ul style="list-style-type: none"> <li>On the course home page, a banner image of text that serves as a level 1 heading has no programmatic content.</li> <li>Some lesson pages and the course home page contain lists with elements that are not allowed in list structures. While this did not cause issues when testing with assistive technologies, it creates an invalid HTML list structure and that might cause problems for some assistive technologies.</li> <li>In the main menu bar, there seems to be some issues with the list structure of the menu-item links not being within a unified list element.</li> </ul> <p>In the supplemental toolbar:</p> <ul style="list-style-type: none"> <li>Some text that visually functioned as headings was also not programmatically established as heading elements.</li> </ul> <p>In quizzes:</p> <ul style="list-style-type: none"> <li>A few minor semantic issues with headings were found.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>A few quiz questions use characters for music nomenclature that may not carry the intended meaning to assistive technology users, such as a lowercase letter 'b' for a flat sign.</li> </ul> <p>Note: All practice exercises, except the 'Ear Training', that rely heavily on visual information with little or no information conveyed programmatically, have accessible alternatives available on request of the instructor or the school disability office. These alternatives can be completed using assistive technology.</p> <p>The Spotify® login page (for both web and software) has a hidden programmatic heading 'Login' that is not a visual heading. There is also regular-sized text on the Spotify® login page that is a programmatic heading.</p> <p>Software: Additional content within the Spotify® desktop app conveys meaning and structure programmatically.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Docs: Information, structure, and relationships conveyed through presentation in the PDF course documents can be programmatically determined or should meet this criterion through equivalent facilitation.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>1.3.2 Meaningful Sequence</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.3.2 (Web)</li> <li>• 10.1.3.2 (Non-web document)</li> <li>• 11.1.3.2.1 (Open Functionality Software)</li> <li>• 11.1.3.2.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: The Practice Exercise Rhythm Pattern Recognition activity questions present multiple choice options that are out of order, according to the programmatic and visible labels.</p> <p>Software: The Spotify® desktop app information is presented in a meaningful order for all users.</p> <p>Electronic Docs: The reading and navigation order of the PDF course documents is logical and intuitive; or should meet this criterion through equivalent facilitation.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.3.3 Sensory Characteristics</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.3.3 (Web)</li> <li>• 10.1.3.3 (Non-web document)</li> <li>• 11.1.3.3 (Open Functionality Software)</li> <li>• 11.1.3.3 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: As a music course, listening is part of understanding some content and completing some assessments. Additionally, spatial understanding is an inherent part of reading/composing standard music notation. However, outside of these situations, instructions for understanding and operating the course activities typically do not rely solely on sensory characteristics alone.</p> <p>If difficulties arise with understanding or operating the content due to a disability students, instructors, or school disability offices may reach out to:  <a href="mailto:support@connect4education.com">support@connect4education.com</a>  for further assistance.</p> <p>Software: For the Spotify® desktop app: instructions to use the content do not rely on sensory characteristics.</p> <p>Electronic Docs: Course documents, either directly or through equivalent facilitation, avoid relying solely on sensory characteristics to understand and operate the content.</p>



Criteria	Conformance Level	Remarks and Explanations
<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>• 9.1.4.1 (Web)</li> <li>• 10.1.4.1 (Non-web document)</li> <li>• 11.1.4.1 (Open Functionality Software)</li> <li>• 11.1.4.1 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: At default settings, the quiz navigation block will show which questions are correct, incorrect, and unanswered. The incorrect (red) and incomplete (white) statuses rely on color coding.</p> <p>Software: For the Spotify® desktop app: color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Electronic Documents: Color is not used exclusively to convey meaning.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.4.2 Audio Control</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.2 (Web)</li> <li>• 10.1.4.2 (Non-web document)</li> <li>• 11.1.4.2 (Open Functionality Software)</li> <li>• 11.1.4.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Automatically playing content is not present in the course content.</p> <p>Software: Automatically playing content is not found in the Spotify® desktop app.</p> <p>Electronic Documents: Automatically playing audio is not present in the course documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">2.1.1 Keyboard</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.1.1 (Web)</li> <li>• 10.2.1.1 (Non-web document)</li> <li>• 11.2.1.1.1 (Open Functionality Software)</li> <li>• 11.2.1.1.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <p>In the lesson pages:</p> <ul style="list-style-type: none"> <li>• The 'Show Me' interactive animations and audio cannot be accessed using the keyboard alone.</li> <li>• An audio player on some lesson pages could not be operated when using the Chrome web browser and the screen reader.</li> <li>• The virtual piano cannot be fully operated with the keyboard alone.</li> </ul> <p>In quizzes:</p> <ul style="list-style-type: none"> <li>• Two quizzes had issues with quiz audio not being fully accessible to keyboard-only users.</li> <li>• Quiz navigation block question links (which are inactive at default settings) show tooltip popup text 'Correct' and 'Incorrect' when hovered with the mouse. Unanswered questions show 'Not complete'.</li> </ul> <p>In the supplemental toolbar:</p> <ul style="list-style-type: none"> <li>• The 'Learn More' link, that appears in the supplemental toolbar definition pane, is not keyboard accessible.</li> </ul> <p>On the main course homepage:</p> <ul style="list-style-type: none"> <li>• The 'Open All' and 'Close All' buttons that can open or close all modules at once are not accessible by the keyboard alone. This is significant because links to the various pages within the</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>course can only be accessed when the modules are open.</p> <ul style="list-style-type: none"> <li>Also, the individual module headings cannot be opened or closed using the keyboard alone.</li> </ul> <p>Practice exercises cannot be operated with the keyboard alone. However, all exercises except the 'Ear Training' have accessible alternatives that can be completed using keyboard alone. These alternatives are available on request of the instructor or a school official. Please note that Ear Training Practice Exercises are not grade-weighted by default.</p> <p>Software: Keyboard access was successful within the Spotify® desktop app while playing course audio.</p> <p>Electronic Documents: Any interactive content that may be present in the course documents is accessible to keyboard users.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>2.1.2 No Keyboard Trap</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.1.2 (Web)</li> <li>• 10.2.1.2 (Non-web document)</li> <li>• 11.2.1.2 (Open Functionality Software)</li> <li>• 11.2.1.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web</p> <ul style="list-style-type: none"> <li>• The Discover Music Player, which is used in one quiz to play audio examples in one quiz that was audited, can create a keyboard block in Firefox.</li> <li>• The main menu bar has a keyboard trap in it, in both the collapsed and expanded state.</li> <li>• The open virtual keyboard can be a keyboard trap in the Firefox and Safari web browser.</li> </ul> <p>Software: Keyboard traps were not detected in the Spotify® desktop app when playing course audio.</p> <p>Electronic Documents: Keyboard traps do not exist.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>2.1.4 Character Key Shortcuts</u></a> (Level A 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.1.4 (Web)</li> <li>• 10.2.1.4 (Non-web document)</li> <li>• 11.2.1.4.1 (Open Functionality Software)</li> <li>• 11.2.1.4.2 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Partially supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: YouTube uses letter-only (including upper- and lower-case letters) shortcuts that cannot be turned off. Some YouTube videos are embedded in lesson pages and are supplemental to the lessons and learning objectives. Character key shortcuts are in effect only when the YouTube window has focus and the user has made an initial interaction with the player. All other content in the course was found to support the Character Key Shortcut rule keyboard shortcuts not used.</p> <p>Software: Keyboard shortcuts do not rely on character, punctuation, number, or symbol keys alone. Shortcuts can only be used when the interface has focus in the Spotify® desktop app.</p> <p>Electronic Documents: Character key shortcuts do not exist.</p>
<p><a href="#"><u>2.2.1 Timing Adjustable</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.2.1 (Web)</li> <li>• 10.2.2.1 (Non-web document)</li> <li>• 11.2.2.1 (Open Functionality Software)</li> <li>• 11.2.2.1 (Closed Software)</li> <li>• 11.8.2 (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> </ul>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: By default, time limits are present in the course only during exams, which is an essential exception.</p> <p>Software: Time limits are not present when playing course audio in the Spotify® desktop app.</p> <p>Electronic Documents: Time limits are not present.</p>

Criteria	Conformance Level	Remarks and Explanations
<ul style="list-style-type: none"> <li>602.3 (Support Docs)</li> </ul>		
<p><b><u>2.2.2 Pause, Stop, Hide</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.2.2.2 (Web)</li> <li>10.2.2.2 (Non-web document)</li> <li>11.2.2.2 (Open Functionality Software)</li> <li>11.2.2.2 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Moving, blinking, content is not present. In timed exams, an auto-updating timer is at the bottom of the page, but it is not presented in parallel with the other content. Only exams are timed by default.</p> <p>Software: Moving, blinking, or auto-updating content is not present in the Spotify® desktop app.</p> <p>Electronic Documents: Moving, blinking, or auto-updating content is not present.</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>9.2.3.1 (Web)</li> <li>10.2.3.1 (Non-web document)</li> <li>11.2.3.1 (Open Functionality Software)</li> <li>11.2.3.1 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Flashing content is not present</p> <p>Software: Flashing content is not present in the Spotify® desktop app.</p> <p>Electronic Documents: Flashing content is not present.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>2.4.1 Bypass Blocks</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.1 (Web)</li> <li>• 10.2.4.1 (Non-web document) – Does not apply</li> <li>• 11.2.4.1 (Open Functionality Software) – Does not apply</li> <li>• 11.2.4.1 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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: Partially supports</p> <p>Software: Not applicable</p> <p>Electronic Documents: Does not apply.</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• Course pages have skip links that skip over the main menu bar and breadcrumb navigation. However, not all repeated structures are skipped, such as the lesson page toolbar.</li> <li>• There is one skip link on lesson pages that does not skip any content.</li> <li>• The Spotify® web player does not have any keyboard-only mechanisms to bypass areas of repeated content such as left side user menu, player controls, and current selection information.</li> </ul> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Software: Not applicable.</p> <p>Electronic Documents: Does not apply to non-web documents.</p>
<p><a href="#"><u>2.4.2 Page Titled</u></a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.2 (Web)</li> <li>• 10.2.4.2 (Non-web document)</li> <li>• 11.2.4.2 (Open Functionality Software) - Does not apply</li> <li>• 11.2.4.2 (Closed Software) – Does not apply</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> </ul>	<p>Web: Partially supports</p> <p>Software: Not applicable</p> <p>Electronic Documents: Supports</p>	<p>Web: Almost all pages of the course were titled to describe their topic and purpose. However,</p> <ul style="list-style-type: none"> <li>• Some embedded pages displaying interactive animations did not have page titles in plain language.</li> <li>• The 'Inspect Assignments' page which shows course deadlines did not have a descriptive page title.</li> </ul> <p>Software: Not applicable</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>		<p>Electronic Documents: All documents have titles.</p>
<p><a href="#">2.4.3 Focus Order</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.2.4.3 (Web)</li> <li>10.2.4.3 (Non-web document)</li> <li>11.2.4.3 (Open Functionality Software)</li> <li>11.2.4.3 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Lesson and assessment content generally has a logical focus order that preserves meaning and aids use.</p> <ul style="list-style-type: none"> <li>However, the supplemental tool bar pop-up 'Show Me' tool does not always maintain the focus order by shifting keyboard focus to newly revealed content.</li> <li>In one quiz, when interacting with the Discover Music Player to hear quiz audio examples, the focus order is not maintained.</li> <li>When listening to course audio using the Spotify® web player and choosing a new selection, the keyboard focus is not conveniently directed to the 'now playing' controls. NOTE: On the select number of pages that require Spotify®, students should login to Spotify® before starting course work to ensure the best experience with focus order.</li> </ul> <p>Software: Focus order is logical.</p> <p>Electronic Documents: Focus order is logical or is logical through equivalent facilitation.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>2.4.4 Link Purpose (In Context)</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.4 (Web)</li> <li>• 10.2.4.4 (Non-web document)</li> <li>• 11.2.4.4 (Open Functionality Software)</li> <li>• 11.2.4.4 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Link purpose is typically clear. However:</p> <ul style="list-style-type: none"> <li>• The 'Inspect Assignments' page, which displays deadlines for course activities, has unlabeled icons linking to assignment pages in the text. Please note that each of these icons do appear next to properly labeled links to the same assignments.</li> <li>• Some links on the course home page are ambiguous. For example, in multiple modules on this page, there is a link titled 'Introduction'. These links have the same title but link to different pages.</li> </ul> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>
<p><b><u>2.5.1 Pointer Gestures</u></b> (Level A 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.5.1 (Web)</li> <li>• 10.2.5.1 (Non-web document)</li> <li>• 11.2.5.1 (Open Functionality Software)</li> <li>• 11.2.5.1 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Multipoint or path-based gestures are not required.</p> <p>Software: Multipoint or path-based gestures are not required to hear course audio in the Spotify® desktop app.</p> <p>Electronic Documents: Multipoint or path-based gestures are not required.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>2.5.2 Pointer Cancellation</u></b> (Level A 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.5.2 (Web)</li> <li>• 10.2.5.2 (Non-web document)</li> <li>• 11.2.5.2 (Open Functionality Software)</li> <li>• 11.2.5.2 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: The down-event of the pointer is not used to execute any part of functions.</p> <p>Software: The down-event of the pointer is not used to execute any part of functions in the Spotify® desktop app.</p> <p>Electronic Documents: Supports.</p>
<p><b><u>2.5.3 Label in Name</u></b> (Level A 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.5.3 (Web)</li> <li>• 10.2.5.3 (Non-web document)</li> <li>• 11.2.5.3.1 (Open Functionality Software)</li> <li>• 11.2.5.3.2 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports:</p>	<p>Web: For user interface components with labels that include text or images of text, the name contains the text that is presented visually. While the visible text may not always be at the start of the name, the visible text is contained in the name.</p> <p>Software: For user interface components with labels that include text or images of text in the Spotify® desktop app, the name contains the text that is presented visually.</p> <p>Electronic Documents: Supports.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>2.5.4 Motion Actuation</u></b> (Level A 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.5.4 (Web)</li> <li>• 10.2.5.4 (Non-web document)</li> <li>• 11.2.5.4 (Open Functionality Software)</li> <li>• 11.2.5.4 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Motion does not activate content.</p> <p>Software: Motion does not activate content in the Spotify® desktop app.</p> <p>Electronic Documents: Motion does not activate content.</p>
<p><b><u>3.1.1 Language of Page</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.1.1 (Web)</li> <li>• 10.3.1.1 (Non-web document)</li> <li>• 11.3.1.1.1 (Open Functionality Software)</li> <li>• 11.3.1.1.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Partially supports</p> <p>Electronic Documents: Supports</p>	<p>Web: All pages in this text were found to have a language attribute, except the 'Show Me' embedded animation pages</p> <p>Software: A language specification within this app could not be determined. The Spotify® desktop app does permit users to specify their language in their preferences settings.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: The default language of all course documents is correctly specified.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.2.1 On Focus</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.3.2.1 (Web)</li> <li>10.3.2.1 (Non-web document)</li> <li>11.3.2.1 (Open Functionality Software)</li> <li>11.3.2.1 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: On most pages, there is a navigational dropdown list-box linked table of contents. If this navigational list-box is opened and explored with the keyboard, page context can change unexpectedly when moving keyboard focus out of the list-box, despite the user not having selected a link. Note: simply tabbing over this list box does not open it or initiate a change of context.</p> <p>Software: Focusing interactive elements within the Spotify® desktop app does not cause a change of context.</p> <p>Electronic Documents: Unexpected changes of context were not found.</p>
<p><b><u>3.2.2 On Input</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.3.2.2 (Web)</li> <li>10.3.2.2 (Non-web document)</li> <li>11.3.2.2 (Open Functionality Software)</li> <li>11.3.2.2 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Entering data or selecting a form control has predictable effects in our texts.</p> <p>Software: Unexpected changes on user input were not detected in the Spotify® desktop app.</p> <p>Electronic Documents: Supports</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.3.1 Error Identification</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.3.1 (Web)</li> <li>• 10.3.3.1 (Non-web document)</li> <li>• 11.3.3.1.1 (Open Functionality Software)</li> <li>• 11.3.3.1.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Partially supports</p> <p>Electronic Documents: Supports</p>	<p>Web: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.</p> <p>Software: The Spotify® Desktop app login pane does not provide an error if one of the required fields is empty.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Content that includes error detection is not found in the course documents.</p>
<p><b><u>3.3.2 Labels or Instructions</u></b> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.3.2 (Web)</li> <li>• 10.3.3.2 (Non-web document)</li> <li>• 11.3.3.2 (Open Functionality Software)</li> <li>• 11.3.3.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• A visible label is not provided for the navigational dropdown list-box linked table of contents. This element has an accessible name for assistive technology.</li> <li>• Unlabeled input controls exist on the Practice Exercises and the Ear Training Exercises pages. Note, accessible alternatives are available for all Practice Exercises on request of the instructor or a school official.</li> </ul> <p>Software: Visible labels and instructions are provided as required in the Spotify® desktop app when user input is required.</p>

Criteria	Conformance Level	Remarks and Explanations
		Electronic Documents: User input is not required to use course documents.

Criteria	Conformance Level	Remarks and Explanations
<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>• 9.4.1.1 (Web)</li> <li>• 10.4.1.1 (Non-web document) <ul style="list-style-type: none"> <li>• 11.4.1.1.1 (Open Functionality Software)</li> <li>• 11.4.1.1.2 (Closed Software) – Does not apply</li> </ul> </li> <li>• 11.8.2 (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>Software: Not applicable</p> <p>Electronic Documents: Not applicable.</p>	<p>Web: A few minor, low-level parsing warnings were detected with no disruption to functionality.</p> <p>Software: Not applicable</p> <p>Electronic Documents: Not applicable</p>



Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">4.1.2 Name, Role, Value</a> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.4.1.2 (Web)</li> <li>• 10.4.1.2 (Non-web document)</li> <li>• 11.4.1.2.1 (Open Functionality Software)</li> <li>• 11.4.1.2.2 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Partially supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• Numerous iFrame elements had no title attributes to help identify the content, including Avid Sibelius listening audio/animations, 'Show Me' interactive animations, and the virtual piano tool.</li> <li>• The interactive Ear Training Activities and Practice Exercises do not communicate the name, role or values of most of their content. Please note: accessible alternatives are available for the Practice Exercises on request of the instructor or a school official.</li> </ul> <p>When playing course audio with the Spotify® Web Player:</p> <ul style="list-style-type: none"> <li>• There are multiple elements in the Spotify® Web Player interface that misuse aria-roles and values.</li> <li>• There was an instance of a nested interactive control within the Spotify® Web Player interface.</li> <li>• When playing course audio with the Spotify® Web Player, the previous audio selection may appear loaded in the dashboard player while the new selection is loaded in the main top of page player. Both selections have control buttons named "play". This could be confusing to assistive technology users.</li> <li>• The Spotify® login form does not sufficiently provide notification of a change in form when an</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>incorrect username/password error is present.</p> <p>Software: In the Spotify® desktop application, issues exist with some names for controls, as per automated testing: One menu control with submenu items of 'file, edit, view, playback, help' did not have a label. The minimize, maximize, and close app buttons had null names.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Docs: Supports or supports with equivalent facilitation. Interactive components in PDF documents have programmatically determinable names.</p>

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

Notes:

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.2.4 Captions (Live)</a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>9.1.2.4 (Web)</li> <li>10.1.2.4 (Non-web document)</li> <li>11.1.2.4 (Open Functionality Software)</li> <li>11.1.2.4 (Closed Software)</li> <li>11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Live media is not presented.</p> <p>Software: Live media is not presented in the Spotify® desktop app when playing course audio.</p> <p>Electronic Documents: Live media not contained in this content.</p>

Criteria	Conformance Level	Remarks and Explanations
<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>• 9.1.2.5 (Web)</li> <li>• 10.1.2.5 (Non-web document)</li> <li>• 11.1.2.5 (Open Functionality Software)</li> <li>• 11.1.2.5 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Video players used in this course do not have audio description controls. The visual content of videos may not be sufficiently described by the audio track. If needed, supplemental videos in the Discover Video toolbar feature can be suppressed from the course.</p> <p>Software: Synchronized video media is not used in the Spotify® desktop app when playing course audio.</p> <p>Electronic Documents: Synchronized media is not included in course documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.3.4 Orientation</a> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.3.4 (Web)</li> <li>• 10.1.3.4 (Non-web document)</li> <li>• 11.1.3.4 (Open Functionality Software)</li> <li>• 11.1.3.4 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Orientation is not restricted in the content.</p> <p>Software: Orientation is not restricted in the Spotify® desktop app.</p> <p>Electronic Documents: Supports</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.3.5 Identify Input Purpose</u></a> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.3.5 (Web)</li> <li>• 10.1.3.5 (Non-web document)</li> <li>• 11.1.3.5.1 (Open Functionality Software)</li> <li>• 11.1.3.5.2 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Supports</p> <p>Software: Not applicable</p> <p>Electronic Documents: Not applicable to PDF documents.</p>	<p>Web: The input of personal data was required on the login page of the Spotify® web player. Here, the username and password fields have autocomplete and programmatically identify the purpose of the input fields.</p> <p>Software: Currently not applicable to software of this type.</p> <p>Electronic Documents: Form elements are not present and user input not required. Currently not applicable to documents of this type.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>1.4.3 Contrast (Minimum)</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.3 (Web)</li> <li>• 10.1.4.3 (Non-web document)</li> <li>• 11.1.4.3 (Open Functionality Software)</li> <li>• 11.1.4.3 (Closed Software)</li> <li>• 11.8.2 (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>Software: Partially supports</p> <p>Electronic Documents: Supports</p>	<p>Web: In lesson pages:</p> <ul style="list-style-type: none"> <li>• The contrast of the menu bar item text with the background when a menu item is focused with the keyboard or mouse has insufficient contrast with the background.</li> <li>• Eight links on the Course Preamble page do not meet contrast requirements.</li> <li>• A 'Skip to main content' link fails contrast requirements.</li> <li>• Table headers in multiple lesson pages have insufficient contrast with the background.</li> <li>• The Spotify® embedded audio link in lesson pages has a 'Save on Spotify' control that does not meet contrast requirements.</li> <li>• Some text in the 'Show Me' interactive animations and in the Virtual Piano tool do not meet contrast requirements.</li> </ul> <p>In quizzes/exams:</p> <ul style="list-style-type: none"> <li>• Some quiz buttons, such as 'Start attempt', 'Submit', and 'Next' had insufficient contrast.</li> <li>• Some links such as 'Review' and 'Finish attempt' have insufficient contrast.</li> <li>• In one quiz only, text on the Discover Music Player has insufficient contrast.</li> </ul> <p>In the student gradebook page 'User Report':</p> <ul style="list-style-type: none"> <li>• Page links have insufficient color contrast.</li> </ul> <p>Software: When playing course audio in the Spotify® desktop app the color themes of a few selections did not have sufficient contrast for small text in the tags area next to the artist's name.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Contrast is sufficient.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.4.4 Resize text</a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.4 (Web)</li> <li>• 10.1.4.4 (Non-web document)</li> <li>• 11.1.4.4.1 (Open Functionality Software)</li> <li>• 11.1.4.4.2 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Note: Some variances in usability may exist in re-sized LTI integrated content, depending on the host LMS. This is beyond the control of Connect For Education®. Also, using a tablet or mobile device to access the course materials may produce inconsistent results. The course preamble information page lists the following operating system recommendations: Vista, 7, or better, Mac OS 10.5.8 or better.</p> <p>When using 200% web-browser zoom, or when resizing text to 200% within computer settings, some issues exist:</p> <ul style="list-style-type: none"> <li>• On multiple lesson pages, the content was cut off on the bottom and could not be scrolled into view. Instructors with students who need text-resizing or who experience this issue should contact the Connect For Education support team for resolution: <a href="mailto:support@connect4education.com">support@connect4education.com</a></li> </ul> <p>Regarding the Spotify® web player audio links:</p> <ul style="list-style-type: none"> <li>• Zooming and scaling is disabled in the meta tags for the Spotify® web player.</li> <li>• Resizing Spotify audio content seemed well-supported in the Chrome and Edge web browsers, but when course lesson pages were resized at or above 200%, the embedded Spotify audio links could not open in the Firefox web browser.</li> </ul> <p>Software: Supports. Text seen in the Spotify® desktop app will resize with no loss of functionality using the app's own built in zoom feature.</p> <p>Electronic Documents: The content will resize in some course documents, however, some of the course documents must meet this criterion via equivalent facilitation.</p>



Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.4.5 Images of Text</u></a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.5 (Web)</li> <li>• 10.1.4.5 (Non-web document)</li> <li>• 11.1.4.5.1 (Open Functionality Software)</li> <li>• 11.1.4.5.2 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: The Ear Training exercises use graphical representations of text that seemingly does not contain significant other visual content.</p> <p>Software: Supports.</p> <p>Electronic Documents: Supports directly or via equivalent facilitation.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#">1.4.10 Reflow</a> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.10 (Web)</li> <li>• 10.1.4.10 (Non-web document)</li> <li>• 11.1.4.10 (Open Functionality Software)</li> <li>• 11.1.4.10 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Does not support</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Please note that performance of a simple link LTI course on this criterion depends heavily on the responsiveness of the host LMS and whether the course has been implemented to open in a new tab. This is beyond the control of Connect For Education.</p> <p>Issues with Reflow exist when testing the content at 400% zoom and at a viewport resolution of 1280 pixels, or when vertical scrolling the content at a width equivalent of 320 pixels:</p> <ul style="list-style-type: none"> <li>• On multiple lesson pages, the content was cut off on the bottom and could not be scrolled into view.</li> <li>• The next and previous page buttons can disappear at 400% browser zoom.</li> <li>• When the content is opened in a new tab, the 'go to top of page' button and the 'Help' widget float over lesson content and obscure the reflowed content.</li> <li>• The Listen to Lecture audio player uses the browser default audio element which appears differently in different web browsers when zoomed to 400%. Volume and Playback controls may not be visible or adjustable at 400% zoom.</li> <li>• Some supplemental toolbar pop-up window content will display cut-off when reflowing the page at 400%.</li> <li>• Zooming and scaling is disabled in the meta tags for some course pages and the Spotify® web player.</li> </ul> <p>Software: Typical zoom in/out functions (shortcuts +, -, and ctrl (cmd), can be used to enlarge the desktop Spotify® app to 400% and the content does successfully reflow.</p> <p>Electronic Documents: Course documents will reflow.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>1.4.11 Non-text Contrast</u></b> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.11 (Web)</li> <li>• 10.1.4.11 (Non-web document)</li> <li>• 11.1.4.11 (Open Functionality Software)</li> <li>• 11.1.4.11 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Partially supports</p> <p>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• The previous, next, and top of page navigational buttons in most pages of the courses have insufficient contrast with the white page background.</li> <li>• In one quiz, the play buttons that deploy quiz audio examples using the Discover Music Player use a keyboard focus style that does not have sufficient contrast with the surrounding content color.</li> <li>• The slider thumb components in the virtual piano interface have insufficient contrast with the background colors.</li> </ul> <p>Software: The Spotify® Desktop App has sufficient non-text contrast.</p> <p>Electronic Documents: Non-text contrast is sufficient.</p>
<p><b><u>1.4.12 Text Spacing</u></b> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.12 (Web)</li> <li>• 10.1.4.12 (Non-web document)</li> <li>• 11.1.4.12 (Open Functionality Software)</li> <li>• 11.1.4.12 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Partially supports</p> <p>Software: Not applicable</p> <p>Electronic Documents: Not applicable</p>	<p>Web: The web-based, non-image text in this course can re-space as required. However, on some pages, re-spacing the text caused some content to be cut-off.</p> <p>Please note that the Spotify® Web Player may need to be opened in a browser window instead of the pop-up window to achieve text re-spacing.</p> <p>Software: Not applicable to software.</p> <p>Electronic Documents: Not applicable.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>1.4.13 Content on Hover or Focus</u></a> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.1.4.13 (Web)</li> <li>• 10.1.4.13 (Non-web document)</li> <li>• 11.1.4.13 (Open Functionality Software)</li> <li>• 11.1.4.13 (Closed Software)</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Partially supports</p> <p>Software: Does not support</p> <p>Electronic Documents: Supports</p>	<p>Web: Custom informational tool tips exist in this course that appear on mouse hover and/or touch input. These tooltips are not keyboard focusable. While hoverable, these informational tooltips are not dismissible without removing mouse focus.</p> <p>The Spotify® Web Player controls have custom tool tips displaying text names for the player controls. The tooltips persist when the keyboard focus and mouse cursor is on them, but they do not persist when hovering with the mouse.</p> <p>Software: The Spotify® Desktop Application player controls have custom tool tips displaying text names for the player controls. The tooltips persist when the keyboard focus and mouse cursor is on them, but they do not persist when hovering with the mouse.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Content designed to appear only on hover or focus does not exist in course documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>2.4.5 Multiple Ways</u></a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.5 (Web)</li> <li>• 10.2.4.5 (Non-web document) – Does not apply</li> <li>• 11.2.4.5 (Open Functionality Software) – Does not apply</li> <li>• 11.2.4.5 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Not applicable</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• Multiple methods of navigating pages exist within the courses. Users can navigate by using the 'next' or 'previous' page buttons, the dropdown page list box, breadcrumbs, and the course homepage list of page links.</li> <li>• For the select number of pages that use Spotify®, the audio links open using direct links so navigation of the Spotify® website at large is not required.</li> </ul> <p>Software: Not applicable.</p> <p>Electronic Docs: Course PDF documents contain bookmarks. Documents over 10 pages contain a linked table of contents for navigation assistance.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>2.4.6 Headings and Labels</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.6 (Web)</li> <li>• 10.2.4.6 (Non-web document)-</li> <li>• 11.2.4.6 (Open Functionality Software)</li> <li>• 11.2.4.6 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Headings and labels, when provided, were found to be descriptive except on the main course home page of each course, where there is an empty level 1 heading.</p> <p>Software: When headings and labels are provided, they are descriptive.</p> <p>Electronic Documents: When headings and labels are provided, they are descriptive.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>2.4.7 Focus Visible</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.2.4.7 (Web)</li> <li>• 10.2.4.7 (Non-web document)</li> <li>• 11.2.4.7 (Open Functionality Software)</li> <li>• 11.2.4.7 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web:</p> <p>In lesson pages:</p> <ul style="list-style-type: none"> <li>• The visible focus is missing on the Avid Sibelius interactive music animation player.</li> <li>• There is no visible focus on Overview and Objectives toggle.</li> <li>• There is no visible focus on the Virtual Piano open/close control.</li> </ul> <p>Chrome and Edge have the most visible focus styles for elements with visible focus. The visible focus is very hard to see in Firefox on focusable elements in the User Report page, Deadline 'Inspect Assignments' page, the course home 'Table of Contents' page, and on quiz process buttons.</p> <p>Software: On select pages where audio is offered through Spotify®, keyboard focus is visible on interactive components in the Spotify® desktop app.</p> <p>Electronic Documents: Supports.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>3.1.2 Language of Parts</u></a> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.1.2 (Web)</li> <li>• 10.3.1.2 (Non-web document)</li> <li>• 11.3.1.2 (Open Functionality Software) – Does not apply</li> <li>• 11.3.1.2 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: Passages of language other than the page default (English) were not found in the lesson text.</p> <p>Software: Passages of language other than the page default (English) were not found.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Electronic Documents: Language other than the document default (English) is not found in course documents.</p>



Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.2.3 Consistent Navigation</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.2.3 (Web)</li> <li>• 10.3.2.3 (Non-web document) – Does not apply</li> <li>• 11.3.2.3 (Open Functionality Software) – Does not apply</li> <li>• 11.3.2.3 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Not applicable</p> <p>Electronic Documents: Supports</p>	<p>Web: Navigation links that are repeated on web pages do not change order when navigating through the site.</p> <p>Software: Not applicable</p> <p>Electronic Documents: Supports</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.2.4 Consistent Identification</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.2.4 (Web)</li> <li>• 10.3.2.4 (Non-web document) – Does not apply</li> <li>• 11.3.2.4 (Open Functionality Software) – Does not apply</li> <li>• 11.3.2.4 (Closed Software) – Does not apply</li> <li>• 11.8.2 (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>Software: Not applicable</p> <p>Electronic Documents: Supports</p>	<p>Web: Components that have the same functionality within the course are identified consistently.</p> <p>Software: Not applicable</p> <p>Electronic Documents: Supports</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.3.3 Error Suggestion</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.3.3 (Web)</li> <li>• 10.3.3.3 (Non-web document)</li> <li>• 11.3.3.3 (Open Functionality Software)</li> <li>• 11.3.3.3 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: If an input error is automatically detected in a quiz and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.</p> <p>Software: When playing course audio on the select few pages that require Spotify®, user input is limited to the login pane. Here, when errors are automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security of the content.</p> <p>Electronic Documents: Automatic errors are not provided in course documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><b><u>3.3.4 Error Prevention (Legal, Financial, Data)</u></b> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.3.3.4 (Web)</li> <li>• 10.3.3.4 (Non-web document)</li> <li>• 11.3.3.4 (Open Functionality Software)</li> <li>• 11.3.3.4 (Closed Software)</li> <li>• 11.8.2 (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>Software: Supports</p> <p>Electronic Documents: Supports</p>	<p>Web: These courses offer academic exams and assignments, and most instructors choose to make final submissions irreversible. However, there is always a multi-part error prevention system in place to help student review and confirm their submissions. The platform offers system settings to professors that can make exams and assignments more editable after submission when they feel it is appropriate for their students.</p> <p>Software: No legal or financial transactions are needed to play select course audio examples on the Spotify® desktop app.</p> <p>Electronic Documents: Automatic errors are not provided in course documents.</p>

Criteria	Conformance Level	Remarks and Explanations
<p><a href="#"><u>4.1.3 Status Messages</u></a> (Level AA 2.1 only)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> <li>• 9.4.1.3 (Web)</li> <li>• 10.4.1.3 (Non-web document)</li> <li>• 11.4.1.3 (Open Functionality Software)</li> <li>• 11.4.1.3 (Closed Software) – Does not apply</li> <li>• 11.8.2 (Authoring Tool)</li> <li>• 12.1.2 (Product Docs)</li> <li>• 12.2.4 (Support Docs)</li> </ul> <p>Revised Section 508 – Does not apply</p>	<p>Web: Partially supports</p> <p>Software: Not applicable</p> <p>Electronic Documents: Not applicable</p>	<p>Web:</p> <ul style="list-style-type: none"> <li>• Submission of individual answers to quiz or exam questions, and statuses of answered questions (correct, incorrect, error, etc.) are not always programmatically determined through roles or other properties making them available to assistive technologies.</li> </ul> <p>Software: Not applicable to this technology type.</p> <p>Electronic Documents: Not applicable</p>

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

Notes: This table is removed. The product is not evaluated at this level of conformance.

## Revised Section 508 Report

Notes:

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

Notes: All content in the *OnMusic Fundamentals 4th Edition* courses is covered by the WCAG 2.0 guidelines, reported alongside the WCAG 2.1 in Table 1 and Table 2. However, the content does not completely support all WCAG 2.0 criteria. In cases where the status is less than 'supports', the FPC criteria is mapped to the WCAG 2.0 guidelines.

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</li><li>• As described in 1.2.1 Audio, video-only</li><li>• As described in 1.2.3 and 1.25 Audio description/media alternative</li><li>• As described in 1.3.1 Info and relationships</li><li>• As described in 1.3.2 Meaningful sequence</li><li>• As described in 1.4.1: Use of color</li><li>• As described in 2.1.1 Keyboard</li><li>• As described in 2.1.2 No Keyboard trap</li><li>• As described in 2.4.1 Bypass blocks</li><li>• As described in 2.4.2 Page titled</li><li>• As described in 2.4.3 Focus order</li><li>• As described in 2.4.4 Link Purpose</li><li>• As described in 2.4.6 Headings and labels</li><li>• As described in 3.2.1 On Focus</li><li>• As described in 3.3.1 Language of page</li><li>• As described in 3.3.2 Labels or instructions</li><li>• As described in 4.1.2 Name, role, and value</li></ul>

Criteria	Conformance Level	Remarks and Explanations
302.2 With Limited Vision	Partially supports	<ul style="list-style-type: none"> <li>• As described in 1.1.1 Non-text content</li> <li>• As described in 1.2.1 Audio, video-only</li> <li>• As described in 1.2.3 and 1.25 Audio description and media alternative</li> <li>• As described in 1.3.1 Info and relationships</li> <li>• As described in 1.3. 2 Meaningful sequence</li> <li>• As described in 1.4.1 Use of color</li> <li>• As described in 1.4.3 Contrast (minimum)</li> <li>• As described in 1.4.4 Resize text</li> <li>• As described in 1.4.5 Images of text</li> <li>• As described in 2.1.1 Keyboard</li> <li>• As described in 2.1.2 No Keyboard trap</li> <li>• As described in 2.4.1 Bypass blocks</li> <li>• As described in 2.4.2 Page titled</li> <li>• As described in 2.4.4 Link purpose</li> <li>• As described in 2.4.3 Focus order</li> <li>• As described in 2.4.6 Headings and labels</li> <li>• As described in 2.4.7 Focus visible</li> <li>• As described in 3.3.1 Language of page</li> <li>• As described in 3.2.1 On Focus</li> <li>• As described in 3.3.2 Labels or instructions</li> <li>• As described in 4.1.2 Name, role, and value</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</li> <li>• As described in 1.4.3 Contrast (Minimum)</li> </ul>
302.4 Without Hearing	Partially supports	<ul style="list-style-type: none"> <li>• As described in 1.1.1 Non-text content</li> <li>• As described in 1.2.1 Audio and video-only</li> <li>• As described in 1.2.2 Captions</li> </ul>
302.5 With Limited Hearing	Partially supports	<ul style="list-style-type: none"> <li>• As described in 1.1.1 Non-text content</li> <li>• As described in 1.2.1 Audio and video-only</li> <li>• As described in 1.2.2 Captions</li> </ul>
302.6 Without Speech	Supports	Functional performance criteria supported



Criteria	Conformance Level	Remarks and Explanations
302.7 With Limited Manipulation	Partially supports	<ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No Keyboard trap</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.7 Focus visible</li> <li>As described in 4.1.2 Name, role, and value</li> </ul>
302.8 With Limited Reach and Strength	Supports	Functional performance criteria supported
302.9 With Limited Language, Cognitive, and Learning Abilities	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.1.1 Non-text content</li> <li>As described in 1.2.1 Audio, video-only</li> <li>As described in 1.2.2 Captions</li> <li>As described in 1.2.3 and 1.25 Audio description/media alternative:</li> <li>As described in 1.3.1 Info and relationships</li> <li>As described in 1.3.2 Meaningful sequence</li> <li>As described in 1.4.1 Use of color</li> <li>As described in 1.4.3 Contrast (minimum)</li> <li>As described in 1.4.4 Resize text</li> <li>As described in 1.4.5 Images of text</li> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No Keyboard trap</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.2 Page titled</li> <li>As described in 2.4.4 Link purpose</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.6 Headings and labels</li> <li>As described in 2.4.7 Focus visible</li> <li>As described in 3.3.1 Language of page</li> <li>As described in 3.2.1 On Focus</li> <li>As described in 3.3.2 Labels or instructions</li> <li>As described in 4.1.2 Name, role, and value</li> </ul>

## Chapter 5: [Software](#)

Notes: This chapter reports the evaluation for the Spotify® desktop app, which may optionally be used to play the audio examples on select pages that require Spotify®. NOTE: Use of the Spotify® web player is the recommended method of playing the few course audio selections that require Spotify®.

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section
<a href="#">502 Interoperability with Assistive Technology</a>	Heading cell – no response required	Heading cell – no response required
502.2.1 User Control of Accessibility Features	Not applicable	The Spotify® desktop app is not platform software.
502.2.2 No Disruption of Accessibility Features	Supports	The Spotify® desktop app supports Windows platform accessibility tools such as contrast settings, text sizing, and magnification.
502.3 Accessibility Services	Heading cell – no response required	Heading cell – no response required
502.3.1 Object Information	Partially supports	Several buttons and one menu item were found with null names in the software user interface.
502.3.2 Modification of Object Information	Supports	When playing course audio, states and properties that could be set by the user could be set programmatically, including through assistive technology.
502.3.3 Row, Column, and Headers	Supports	When playing course audio, data tables were found to be correctly structured in the Spotify® desktop app.
502.3.4 Values	Supports	Value(s) and sets and ranges of values associated with an object, could be programmatically determined.
502.3.5 Modification of Values	Supports	Values that can be set by the user can be set programmatically, including through assistive technology

Criteria	Conformance Level	Remarks and Explanations
502.3.6 Label Relationships	Partially supports	Issues exist with some names for controls, as per automated testing: One menu control with submenu items of 'file, edit, view, playback, help' did not have a label. The minimize, maximize and close app buttons had null names.
502.3.7 Hierarchical Relationships	Supports	Hierarchical parent child relationships of components, such as lists, appear programmatically determinable.
502.3.8 Text	Supports	The content of text objects, text attributes, and the boundary of text rendered to the screen, are programmatically determinable.
502.3.9 Modification of Text	Supports	Text that can be set by the user is capable of being set programmatically included through assistive technology.
502.3.10 List of Actions	Supports	While testing course audio with assistive technologies, all actions executed on an object were found to be successfully programmatically determinable.
502.3.11 Actions on Objects	Supports	Actions on objects were permitted as expected by assistive technologies while testing course audio.
502.3.12 Focus Cursor	Supports	The Spotify® desktop app exposes information and mechanisms necessary to track focus, text insertion point, and selection attributes of user interface components during the process of playing course audio selections.
502.3.13 Modification of Focus Cursor	Supports	In the Spotify® desktop app, focus, text insertion point, and selection attributes that can be set by the user are capable of being set programmatically.

Criteria	Conformance Level	Remarks and Explanations
502.3.14 Event Notification	Supports	When testing course audio with assistive technologies, notification of events relevant to user interactions, including but not limited to changes in the component's state(s), value, name, description, or boundary, are available to assistive technology when playing course audio selections.
502.4 Platform Accessibility Features	Supports	The Spotify® desktop app is not platform software.
<b><u>503 Applications</u></b>	Heading cell – no response required	Heading cell – no response required
503.2 User Preferences	Supports	During testing, the Spotify® desktop app was found to permit user preferences from platform settings for color, contrast, font type, font size, and focus cursor.
503.3 Alternative User Interfaces	Not applicable	The Spotify® desktop app does not provide an alternative user interface.
503.4 User Controls for Captions and Audio Description	Heading cell – no response required	Heading cell – no response required
503.4.1 Caption Controls	Supports	Synchronized video is not present or required while playing course audio.
503.4.2 Audio Description Controls	Supports	Synchronized video is not present or required while playing course audio.
<b><u>504 Authoring Tools</u></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.x</a> section	See information in WCAG 2.x section
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Not applicable	Not applicable

Criteria	Conformance Level	Remarks and Explanations
504.2.2 PDF Export	Not applicable	Not applicable
504.3 Prompts	Partially supports	Not applicable
504.4 Templates	Not applicable	Not applicable

## Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
<u><a href="#">602 Support Documentation</a></u>	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	See <u><a href="#">WCAG 2.x</a></u> section	See information in WCAG 2.x section
602.4 Alternate Formats for Non-Electronic Support Documentation	Not applicable	All support documentation is electronic.
<u><a href="#">603 Support Services</a></u>	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 by emailing to <u><a href="mailto:support@connect4education.com">support@connect4education.com</a></u> or by calling Technical Support at 1.7038801180 ext. 200.

Criteria	Conformance Level	Remarks and Explanations
603.3 Accommodation of Communication Needs	Supports	<p>Connect For Education® customers have access to electronic support by emailing <a href="mailto:support@connect4education.com">support@connect4education.com</a> or by calling Technical Support at (703)880-1180 ext. 200, Monday – Friday 9 AM to 6 PM Eastern Time (USA). 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="https://www.fcc.gov/consumers/guides/telecommunications-relay-service-trs">https://www.fcc.gov/consumers/guides/telecommunications-relay-service-trs</a>.</p> <p>Dialing 711 will link users directly to the relay service and a communications assistance (CA), who will place the call.</p> <p>International hearing-impaired customers should use the TRS at (605) 224-1837. A Technical Support technician will respond to technical issues according to the standard service request process.</p>

# EN 301 549 Report

Notes:

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

Notes: All content in *OnMusic Fundamentals 4th Edition* courses is covered by the WCAG 2.1 guidelines, reported in Table 1 and Table 2. However, the content does not completely support all WCAG 2.1 criteria. In cases where the status is less than 'supports', the FPS criteria is mapped to the WCAG 2.1 guidelines.

Criteria	Conformance Level	Remarks and Explanations
4.2.1 Usage without vision	Partially supports	<ul style="list-style-type: none"><li>• As described in 1.1.1 Non-text content</li><li>• As described in 1.2.1 Audio, Video-only</li><li>• As described in 1.2.3 and 1.2.5 Audio description/media alternative</li><li>• As described in 1.3.1 Info and relationships</li><li>• As described in 1.3. 2 Meaningful sequence</li><li>• As described in 1.4.1: Use of color</li><li>• As described in 2.1.1 Keyboard</li><li>• As described in 2.1.2 No keyboard trap</li><li>• As described in 2.1.4 Character key shortcuts</li><li>• As described in 2.4.1 Bypass blocks</li><li>• As described in 2.4.2 Page titled</li><li>• As described in 2.4.3 Focus order</li><li>• As described in 2.4.4 Link Purpose</li><li>• As described in 2.4.6 Headings and Labels</li><li>• As described in 3.1.1 Language of page</li><li>• As described in 3.2.1 On Focus</li><li>• As described in 3.3.1 Language of page</li><li>• As described in 4.1.2 Name, role, and value</li><li>• As described in 3.3.2 Labels or instructions</li><li>• As described in 4.1.3 Status messages</li></ul>



Criteria	Conformance Level	Remarks and Explanations
4.2.2 Usage with limited vision	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.1.1 Non-text content</li> <li>As described in 1.2.1 Audio, Video-only</li> <li>As described in 1.2.3 and 1.25 Audio description and media alternative</li> <li>As described in 1.3.1 Info and Relationships</li> <li>As described in 1.3. 2 Meaningful sequence</li> <li>As described in 1.4.1 Use of color</li> <li>As described in 1.4.3 Contrast (minimum)</li> <li>As described in 1.4.13 Content on hover or focus</li> <li>As described in 1.4.4 Resize text</li> <li>As described in 1.4.5 Images of text</li> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No Keyboard trap</li> <li>As described in 2.1.4 Character key shortcuts</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.2 Page titled</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.4 Link purpose</li> <li>As described in 2.4.6 Headings and Labels</li> <li>As described in 2.4.7 Focus visible</li> <li>As described in 3.3.1 Language of page</li> <li>As described in 3.2.1 On Focus</li> <li>As described in 3.3.2 Labels or instructions</li> <li>As described in 4.1.2 Name, role, and value</li> <li>As described in 1.4.10 Reflow</li> <li>As described in 1.4.11 Non-text contrast.</li> <li>As described in 1.4.13 Content on hover or focus</li> <li>As described in 4.1.3 Status messages</li> </ul>
4.2.3 Usage without perception of color	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.4.1 Use of Color</li> <li>As described in 1.4.3 Contrast (Minimum)</li> <li>As described in 1.4.11 Non-text contrast.</li> </ul>
4.2.4 Usage without hearing	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.2.1 Audio and video-only</li> <li>As described in 1.2.2 Captions</li> </ul>
4.2.5 Usage with limited hearing	Partially supports	<ul style="list-style-type: none"> <li>As described in 1.2.1 Audio and video-only</li> <li>As described in 1.2.2 Captions</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
4.2.6 Usage with no or limited vocal capability	Supports	Functional Performance for this statement is supported.
4.2.7 Usage with limited manipulation or strength	Partially supports	<ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No keyboard trap</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.7 Focus Visible</li> <li>As described in 4.1.2 Name, role, and value</li> </ul>
4.2.8 Usage with limited reach	Supports	<ul style="list-style-type: none"> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No keyboard trap</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.7 Focus Visible</li> <li>As described in 4.1.2 Name, role, and value</li> </ul>
4.2.9 Minimize photosensitive seizure triggers	Supports	Functional Performance for this statement is supported.
4.2.10 Usage with limited cognition, language or learning		<ul style="list-style-type: none"> <li>As described in 1.1.1 Non-text content:</li> <li>As described in 1.2.1 Audio, Video-only</li> <li>As described in 1.2.2 Captions</li> <li>As described in 1.2.3 and 1.25 Audio description/media alternative:</li> <li>As described in 1.3.1 Info and Relationships</li> <li>As described in 1.4.1 Use of color</li> <li>As described in 1.4.5 Images of text</li> <li>As described in 1.4.12 Text spacing</li> <li>As described in 1.4.13 Content on hover or focus</li> <li>As described in 2.1.1 Keyboard</li> <li>As described in 2.1.2 No Keyboard trap</li> <li>As described in 2.4.1 Bypass blocks</li> <li>As described in 2.4.3 Focus order</li> <li>As described in 2.4.4 Link purpose</li> <li>As described in 2.4.6 Headings and Labels</li> <li>As described in 2.4.7 Focus visible</li> <li>As described in 3.2.1 On Focus</li> <li>As described in 3.1.1 Language of page</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• As described in 3.3.2 Labels and instructions</li> <li>• As described in 4.1.2 Name, role, and value</li> </ul>
4.2.11 Privacy	Supports	<p>The Listen to Lecture feature can be utilized without unmasking. The choice to use Listen to Lecture is not saved in user data. Accommodation for extra time or extra attempts on course assessments is available only to supervising instructors and is not unmasked to other users. This data can be deleted by the instructor or on request of the student.</p>

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

Notes: Not applicable to *OnMusic Fundamentals 4th Edition* courses. Closed functionality components are not utilized. This chapter is removed.

## **Chapter 6: ICT with Two-Way Voice Communication**

Notes: Not applicable to *OnMusic Fundamentals 4th Edition* courses. These courses do not utilize ICT with Two-Way Voice Communication. This chapter is removed.

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

Notes:

Criteria	Conformance Level	Remarks and Explanations
7.1 Caption processing technology	Heading cell – no response required	Heading cell – no response required
7.1.1 Captioning playback	Supports	Where ICT displays video with synchronized audio, there is a mode of operation on all course media players to display the available captions. Where closed captions are provided as part of the content, the ICT allows the user to choose to display the captions.
7.1.2 Captioning synchronization	Supports	The mechanism to display captions preserves synchronization.
7.1.3 Preservation of captioning	Supports	All caption data, when present, is preserved and not removed.
7.1.4 Captions characteristics	Partially supports	Not all synchronized media players in these courses provide a way for the user to adapt the displayed characteristics of captions to their individual requirements.
7.1.5 Spoken subtitles	Does not support	When a language other than the default language of the course text (English) is included in synchronized media, and subtitles are present, a mechanism does not exist to speak subtitles aloud.
7.2.1 Audio description playback	Does not support	Audio descriptions are currently not provided for these courses.
7.2.2 Audio description synchronization	Does not support	Audio descriptions are currently not provided for these courses.
7.2.3 Preservation of audio description	Does not support	Audio descriptions are currently not provided for these courses.
7.3 User controls for captions and audio description	Partially supports	For videos in the <i>OnMusic Fundamentals 4th Edition</i> courses, closed captioning controls are provided the same level of interaction as the primary media controls whenever closed captions are available. However, there is no control for audio descriptions.

## Chapter [8: Hardware](#)

Notes: Hardware is not required to use the courses. This Chapter is removed.

Notes:

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

Notes: The *OnMusic Fundamentals 4th Edition* courses are displayed on the web by design and in practice. If a user is not able to use web pages due to a disability, we will provide them with an accessible PDF document of the text lecture content, which contains only the lesson lecture text and no interactive content. The following section refers to the accessible PDF of lecture content under those circumstances only.

Criteria	Conformance Level	Remarks and Explanations
10.0 General (informative)	Heading cell – no response required	Heading cell – no response required
10.1.1.1 through 10.4.1.3	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section
10.5 Caption positioning	Supports	Synchronized media is not included in PDF documents.
10.6 Audio description timing	Supports	Synchronized media is not included in PDF documents.

## Chapter 11: Software

Notes: This chapter refers exclusively to the Spotify® Desktop App and its user interface when it is used to play select course audio examples for *OnMusic Fundamentals 4th Edition*. Only a few pages in this course utilize Spotify® for course audio.

Criteria	Conformance Level	Remarks and Explanations
11.0 General (informative)	Heading cell – no response required	Heading cell – no response required
11.1.1.1 through 11.4.1.3	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section
11.5 Interoperability with assistive technology	Heading cell – no response required	Heading cell – no response required
11.5.1 Closed functionality	Heading cell – no response required	Heading cell – no response required
11.5.2 Accessibility services	Heading cell – no response required	Heading cell – no response required
11.5.2.1 Platform accessibility service support for software that provides a user interface	See 11.5.2.5 through 11.5.2.17	See information in 11.5.2.5 through 11.5.2.17
11.5.2.2 Platform accessibility service support for assistive technologies	See 11.5.2.5 through 11.5.2.17	See information in 11.5.2.5 through 11.5.2.17
11.5.2.3 Use of accessibility services	See information in 11.5.2.5 through 11.5.2.17	See information in 11.5.2.5 through 11.5.2.17

Criteria	Conformance Level	Remarks and Explanations
11.5.2.4 Assistive technology	Not applicable	The Spotify® Desktop App is not an assistive technology.
11.5.2.5 Object information	Partially supports	Several buttons and one menu item were found with null names.
11.5.2.6 Row, column, and headers	Supports	Data tables were found to be correctly structured when playing course audio in the Spotify® Desktop App.
11.5.2.7 Values	Supports	Value(s) and sets and ranges of values associated with an object, could be programmatically determined when playing course audio.
11.5.2.8 Label relationships	Partially supports	Issues exist with some names for controls, as per automated testing: One menu control with submenu items of 'file, edit, view, playback, help' did not have a label. The minimize, maximize and close app buttons had null names.
11.5.2.9 Parent-child relationships	Supports	Hierarchical parent child relationships of components, such as lists, appear programmatically determinable.
11.5.2.10 Text	Supports	When playing course audio: the content of text objects, text attributes, and the boundary of text rendered to the screen, were programmatically determinable. Text that can be set by the user is capable of being set programmatically included through assistive technology.
11.5.2.11 List of available actions	Supports	While testing course audio with assistive technologies, all actions executed on an object were found to be successfully programmatically determinable.
11.5.2.12 Execution of available actions	Supports	The Spotify® Desktop app allows assistive technology to programmatically execute available actions on objects when playing course audio.
11.5.2.13 Tracking of focus and selection attributes	Supports	The Spotify® Desktop App allows for the tracking of focus when playing course audio.
11.5.2.14 Modification of focus and selection attributes	Supports	The Spotify® Desktop App allows for the modification of focus and selection attributes by assistive technology.



Criteria	Conformance Level	Remarks and Explanations
11.5.2.15 Change notification	Supports	Notification of events relevant to user interactions, including but not limited to changes in the component's state(s), value, name, description, or boundary, are available to assistive technology when playing course audio selections.
11.5.2.16 Modifications of states and properties	Supports	When using the Spotify® Desktop app to play select course audio examples, users can successfully modify states and properties with assistive technology.
11.5.2.17 Modifications of values and text	Supports	When using the Spotify® Desktop app to play select course audio examples, users can successfully modify values and text with assistive technology.
11.6 Documented accessibility usage	Heading cell – no response required	Heading cell – no response required
11.6.1 User control of accessibility features	Not applicable	Accessibility features were not detected.
11.6.2 No disruption of accessibility features	Supports	Disruption of accessibility features employed by users were not detected while playing select course audio examples on the Spotify® Desktop app.
11.7 User preferences	Supports	When playing select course audio examples with the Spotify® Desktop app, user preferences for platform settings for color, contrast, font type, font size, and focus cursor were permitted.
11.8 Authoring tools –	Heading cell – no response required	Heading cell – no response required
11.8.1 Content technology	Heading cell – no response required	Heading cell – no response required
11.8.2 Accessible content creation	See <a href="#">WCAG 2.x</a> section  (If not authoring tool, enter 'Not Applicable')	See information in WCAG 2.x section

Criteria	Conformance Level	Remarks and Explanations
11.8.3 Preservation of accessibility information in transformations	Not applicable	Not applicable
11.8.4 Repair assistance	Supports	Not applicable
11.8.5 Templates	Does not apply	Not applicable
12.2.3 Effective communication	Supports	<p>Connect For Education® customers have access to electronic support by emailing <a href="mailto:support@connect4education.com">support@connect4education.com</a> or by calling Technical Support at (703)880-1180 ext. 200, Monday – Friday 9 AM to 6 PM Eastern Time (USA). 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="https://www.fcc.gov/consumers/guides/telecommunications-relay-service-trs">https://www.fcc.gov/consumers/guides/telecommunications-relay-service-trs</a>.</p> <p>Dialing 711 will link users directly to the relay service and a communications assistance (CA), who will place the call.</p> <p>International hearing-impaired customers should use the TRS at (605) 224-1837. A Technical Support technician will respond to technical issues according to the standard service request process.</p>
12.2.4 Accessible documentation	See <a href="#">WCAG 2.x</a> section	See information in WCAG 2.x section

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

Notes: This chapter is not applicable to the *OnMusic Fundamentals 4<sup>th</sup> Edition* and is removed.

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