



Connect For Education®
OnAfrican American Music
Accessibility Conformance Report
International Edition
(Based on VPAT® Version 2.5Rev)
Deep LTI Version
Fall 2025

Name of Product/Version:

- Title: OnAfrican American Music
- Author: Connect4Education®
- ISBN: 978-17332655-4-6
- Deep LTI version

Report Date:

Fall 2025

Product Description:

Web

- **OnAfrican American Music courseware:**
 - Is customizable, web-based, digital courseware available for LTI integration into a host Learning Management System (LMS).
 - Provides Moodle-based instructional content including interactive lessons, quizzes, exams, and written assignments.
 - Also includes a supplemental toolbar containing optional interactive learning tools.
- **Externally sourced course music audio using the third-party Spotify® web player:**
 - Much of the course audio is provided through external weblinks to the free version of the web-based music streaming service, Spotify®. The use of the Spotify® web player, as it is used to play course audio 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 course audio through the links provided in the courses was not evaluated.
 - Using the Spotify® web player is the recommended way to play course audio.
 - 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.
 - Information on how to access and use the Spotify® web player is included on the Preamble page of the course.
 - 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.

Web Based Authoring Tool

The Atto Text Editor is a web-based authoring tool embedded in written assignment and discussion forum pages for creating responses to the prompts.

Electronic Documents

PDF documents related to *OnAfrican American Music* are considered 'non-web documents' and are evaluated under 'Electronic Documents'.

Software

While 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 the *OnAfrican American Music* course audio on a Windows device, is evaluated in this document. A link to download Spotify® and instructions on how to use it are provided in the Preamble page of the course.

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.

Contact Information:

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

Notes:

- This report supersedes and invalidates previous reports for this course and course version.
- Level AAA conformance is not reported in this document and the tables for AAA conformance have been removed.
- This courseware does not include closed systems or closed software. The "closed" reporting categories have been removed from the reporting tables.

- This 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 tester experienced with typical user flow within the courseware, and certified as a DHS Trusted Tester 5.0 and IAAP Certified Web Accessibility Professional conducted testing as follows:

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 Dev Tools Pro by Deque, and ANDI by the Social Security Administration of the U.S. Government.
 - The Colour Contrast Analyzer by [TPGi](#)
 - NVDA screen reader on the Chrome web browser
 - NVDA screen reader on the Firefox web browser
 - Windows Voice Access on Chrome
 - Keyboard-only input on Chrome, Firefox, and Edge web browsers
 - Touch-only input on Chrome, Firefox, and Edge web browsers

- Manual inspection web page code when appropriate for the accessibility criterion tested
- Magnification in the browser to 200% on Chrome, Firefox, 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 Chrome, Firefox, and Edge web browsers/ browser zooming to 400%
- Text spacing test tool by [TPGi](#), and injected custom CSS to further test text spacing.
- The accessibility of playing course audio on the Spotify® desktop app software was analyzed using ‘Accessibility Insights for Windows’, manual testing, 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 |
|---|---|
| Web Content Accessibility Guidelines 2.0 | Level A (Yes) Level AA (Yes) Level AAA (No) |
| Web Content Accessibility Guidelines 2.1 | Level A (Yes) Level AA (Yes) Level AAA (No) |
| Web Content Accessibility Guidelines 2.2 | Level A (Yes) Level AA (Yes) Level AAA (No) |
| Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018 | (Yes) |
| EN 301 549 Accessibility requirements for ICT products and services - V3.1.1 (2019-11) AND EN 301 549 Accessibility requirements for ICT products and services - V3.2.1 (2021-03) | (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 only be used in WCAG Level AAA criteria.

WCAG 2.x Report

Tables 1 and 2 also document conformance with:

- EN 301 549:
 - Clause 9 - Web
 - Clauses 10.1-10.4 of Clause 10 - Non-Web documents
 - Clauses 11.1-11.4 and 11.8.2 of Clause 11 - Software
 - Clauses 12.1.2 and 12.2.4 of Clause 12 - Documentation and support services
- Revised Section 508:
 - Chapter 5 - 501.1 Scope and 504.2 Content Creation or Editing
 - 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><u>1.1.1 Non-text Content</u> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.1.1 (Web) ● 10.1.1.1 (Non-web document) ● 11.1.1.1.1 (Open Functionality Software) ● 11.1.1.1.2 (Closed Functionality Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Most images have appropriate alternative text. However, the following exceptions were found:</p> <ul style="list-style-type: none"> ● In lesson pages: <ul style="list-style-type: none"> ○ Some alternative text can be redundant to the visible figure caption. ○ Some blocks of quotation use background images of quote marks that do not programmatically convey meaning. ○ Some meaningful text seen in music score videos and images, including lyrics and notations, is not presented in text format. <p>Software: Meaningful graphical elements have text alternative in the Spotify® desktop app.</p> <p>Authoring Tool: The Atto Editor supports this criterion.</p> <p>Electronic Documents: Non-text content has text alternatives.</p> |
| <p><u>1.2.1 Audio-only and Video-only (Prerecorded)</u> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.2.1 (Web) ● 10.1.2.1 (Non-web document) ● 11.1.2.1.1 (Open Functionality Software) ● 11.1.2.1.2.1 and 11.1.2.1.2.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Most audio-only content found in this course is Spotify® audio. Spotify® has added lyrics (text alternative) to many of the selections they offer. Not all content has text alternative, especially the older musical selections. Typically, lyrics and descriptions of audio, when important to learning objectives, are shown in text in the lesson content. Video-only content was not found in the course.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|---|--|
| <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | <p>Software: Most audio-only content found in this course is Spotify® audio. Spotify® has added lyrics (text alternative) to many of the selections they offer. Not all content has text alternative, especially the older content. 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>Authoring Tool: The Atto editor can add and display video content. If the video is ‘video-only’ it can add an audio alternative. If adding ‘audio-only’ then Atto can be used to add text alternative such as a transcript.</p> <p>Electronic Documents: Audio-only and video-only content is not contained in the course PDF documents.</p> |
| <p><u>1.2.2 Captions (Prerecorded)</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.2.2 (Web) ● 10.1.2.2 (Non-web document) ● 11.1.2.2 (Open Functionality Software) ● 11.1.2.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports.</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● Uncaptioned videos exist in the supplementary tool bar ‘Discover Video’ tool. The Discover Video tool may be suppressed from courses upon instructor request. <p>Note: Content presented exclusively in video is not assessed on quizzes, exams, or assignments.</p> <p>Software: The Spotify® desktop app is not used to play synchronized video in this course.</p> <p>Authoring Tool: Caption files can be added by authors and viewed users in synchronized video added to the pages by this tool.</p> <p>Electronic Documents: Synchronized video is not contained in the course PDF documents.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|--|
| <p><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.2.3 (Web) ● 10.1.2.3 (Non-web document) ● 11.1.2.3.1 (Open Functionality Software) ● 11.1.2.3.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Does not support</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● Audio descriptions for synchronized video content are not included. Transcripts are typically not provided. A few videos embedded in lesson pages have transcripts containing the caption content, but the transcript display can be cut off because of issues with the pop-up video player window and the full transcript can't be viewed. ● The videos in the Discover Video toolbar tool do not have transcripts or audio descriptions. The Discover Video tool videos are deemed supplemental and can be suppressed from the course until they are compliant, if needed. <p>Software: The Spotify® desktop app is not used to play synchronized video in this course.</p> <p>Authoring Tool: The Atto editor can be used to create an accessible transcript for synchronized video content.</p> <p>Electronic Documents: Synchronized video is not contained in the course PDF documents.</p> |
| <p><u>1.3.1 Info and Relationships</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.3.1 (Web) ● 10.1.3.1 (Non-web document) ● 11.1.3.1.1 (Open Functionality Software) ● 11.1.3.1.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> | <p>Web: Partially Supports</p> <p>Software: Partially Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Partially supports.</p> <p>In the lesson pages:</p> <ul style="list-style-type: none"> ● Some data tables exist that do not programmatically reveal the relationships between the data cells and table headers. Some data tables have misconfigured aria-roles and aria-labels. ● Images of quotes exist as background images to visually indicate when content is a direct quote. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | <p>However, there is no semantic/programmatic indication when content is a quote.</p> <p>In the written assignments:</p> <ul style="list-style-type: none"> ● The submission status data table has no header cells and so the relationship between data is not clear. ● Heading structures should be nested better to convey the assignment page semantic structure. <p>In quizzes:</p> <ul style="list-style-type: none"> ● Some minor semantic issues with headings were found. ● In some assessment questions, a visual blank made with underscore characters exists to let students know that a word is missing in the question stem and must be supplied to successfully answer the question. However, what the 'blank' is indicating may not be apparent to assistive technology users. <p>In the supplemental toolbar:</p> <ul style="list-style-type: none"> ● The Test Yourself optional tool has radio buttons without programmatic labels. ● The Listening Guides in these courses contain layout tables that are presented programmatically as a data table. <p>The Spotify® login page 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> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|--|
| | | <p>Software: 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>Authoring Tool: Correctly configured lists and headings, tables and other information structures can be created using the Atto editor. Regarding the basic functions of the user interface, information, structure, and relationships conveyed visually are also presented programmatically.</p> <p>Electronic Documents: The associated 'Course Description' PDF document in each course conveys meaning and structure programmatically. (Download the PDF for best experience)</p> |
| <p><u>1.3.2 Meaningful Sequence</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.3.2 (Web) ● 10.1.3.2 (Non-web document) ● 11.1.3.2.1 (Open Functionality Software) ● 11.1.3.2.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: There were issues with the supplementary toolbar tools Discover Music and Keywords regarding meaningful sequence for assistive technology users.</p> <p>Software: The Spotify® desktop app information is presented in a meaningful order for all users.</p> <p>Authoring Tool: The correct sequence is programmatically determinable among the Atto editor interface and components.</p> <p>Electronic Documents: The sequence of content is meaningful and consistent with the visual sequence.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|--|
| <p><u>1.3.3 Sensory Characteristics</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.3.3 (Web) ● 10.1.3.3 (Non-web document) ● 11.1.3.3 (Open Functionality Software) ● 11.1.3.3 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Instructions provided for understanding and operating course content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound. Note: This is a music course and listening is an assessed activity. If a student is not able to utilize audio content in this way due to a disability, instructors should reach out to the Support Team at support@connect4education.com for assistance with accommodations for assessments.</p> <p>Software: For the Spotify® desktop app: instructions to use the content do not rely on sensory characteristics.</p> <p>Authoring Tool: Instructions to use the content do not rely on sensory characteristics.</p> <p>Electronic Documents: Operation of the content does not rely on sensory characteristics.</p> |
| <p><u>1.4.1 Use of Color</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.1 (Web) ● 10.1.4.1 (Non-web document) ● 11.1.4.1 (Open Functionality Software) ● 11.1.4.1 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ol style="list-style-type: none"> 1. Some toolbar tools use a background color changes to indicate focus and selection. However, these color blocks do not pass the 3:1 contrast requirement and thus over rely on color to communicate meaning. 2. 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>Software: For the Spotify® desktop app: color is not used as the only visual means of conveying</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|--|
| | | <p>information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Authoring Tool: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. Compliant content can be created with this authoring tool, such as underlined links.</p> <p>Electronic Documents: Color is not used exclusively to convey meaning.</p> |
| <p>1.4.2 Audio Control (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.2 (Web) ● 10.1.4.2 (Non-web document) ● 11.1.4.2 (Open Functionality Software) ● 11.1.4.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Nothing in the authoring tool automatically plays, and content can be created that does not automatically play.</p> <p>Electronic Documents: Audio is not present in the course documents.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|---|--|
| <p>2.1.1 Keyboard (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.1.1 (Web) ● 10.2.1.1 (Non-web document) ● 11.2.1.1.1 (Open Functionality Software) ● 11.2.1.1.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Electronic Docs: Supports</p> | <p>Web:</p> <p>In lesson pages:</p> <ul style="list-style-type: none"> ● The enlarge image control cannot be operated with the keyboard alone. <p>In written assignments:</p> <ul style="list-style-type: none"> ● The view full control to expand and review online text entries for written assignments could not be operated with the keyboard alone. ● The action to add files to the eClipz collaborative folders cannot be completed with the keyboard alone. ● Editing or adjusting privacy settings on already created folders is not keyboard accessible in the eClipz collaboration tool. <p><i>(The eClipz tool is only included in the Unit 2 Written Assignment. An alternate assignment without eClipz can be provided upon request.)</i></p> <p>In the supplemental toolbar:</p> <ul style="list-style-type: none"> ● In toolbar tools, full operation of the Listen to Lecture player, the Discover Music tool, the Keywords tool, and the Listening Guides is not possible using only the keyboard. <p>In quizzes and exams:</p> <ul style="list-style-type: none"> ● The quiz navigation block question links (which are inactive at default settings) show tooltip popup text 'Correct', 'Incorrect' and 'Not Complete' when hovered with the mouse. This could be considered essential information, but it is not available to keyboard users. Alternate |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|---|
| | | <p>ways exist to learn the status of questions, but this navigation block feature is static and can be accessed by mouse users anytime during the quiz to learn the status of any question.</p> <p>Software: Keyboard access was successful within the Spotify® desktop app while playing course audio.</p> <p><i>*For best results login to Spotify® before attempting to play course audio. Be aware of Spotify® keyboard 'shortcuts' which are very helpful to keyboard navigators.</i></p> <p>Authoring Tool: Interactive controls and content are keyboard accessible.</p> <p>Electronic Documents: Any interactive content that may be present in the course documents is accessible to keyboard users.</p> |
| <p><u>2.1.2 No Keyboard Trap</u> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.1.2 (Web) ● 10.2.1.2 (Non-web document) ● 11.2.1.2 (Open Functionality Software) ● 11.2.1.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● The open 'Listen to Lecture' player in the toolbar is a keyboard trap. <p>Software: Keyboard traps were not detected in the Spotify® desktop app when playing course audio.</p> <p>Authoring Tool: Keyboard traps were not detected.</p> <p>Electronic Documents: Keyboard traps do not exist.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|---|--|
| <p>2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.1.4 (Web) ● 10.2.1.4 (Non-web document) ● 11.2.1.4.1 (Open Functionality Software) ● 11.2.1.4.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Partially Supports</p> <p>Software: Supports.</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: In the seven “Unit Introduction” pages of the course, the embedded Vimeo video player uses letter-only (including upper- and lower-case letters) shortcuts that cannot be turned off. Character key shortcuts are in effect only when the video player has focus and the user has made an initial interaction with the player. All other content in the course was found to support this criterion.</p> <p>Software: Keyboard shortcuts do not rely on character, punctuation, number, or symbol keys alone.</p> <p>Authoring Tool: Keyboard shortcuts can only be used when the authoring tool interface has focus and text content is selected.</p> <p>Electronic Documents: Character key shortcuts do not exist.</p> |
| <p>2.2.1 Timing Adjustable (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.2.1 (Web) ● 10.2.2.1 (Non-web document) ● 11.2.2.1 (Open Functionality Software) ● 11.2.2.1 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Time limits are not present while using the Atto editor. Timed content cannot be created.</p> <p>Electronic Documents: Time limits are not present.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|--|
| <p>2.2.2 Pause, Stop, Hide (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.2.2 (Web) ● 10.2.2.2 (Non-web document) ● 11.2.2.2 (Open Functionality Software) ● 11.2.2.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Moving, blinking, content is mostly not present in the course.</p> <p>Please note these exceptions of allowed moving (scrolling) content:</p> <ul style="list-style-type: none"> ● 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. ● To confirm to users which selection they are hearing, the Spotify® web player will scroll once forward and once back through long song names if the song title is very long and can't be seen in entirety in the 'Now Playing' panel. While this did not occur when playing course audio at 100% zoom, it was seen when using magnification in Spotify®. This is essential activity. <p>Software: To confirm to users which selection they are hearing, the Spotify® desktop app will scroll through long song names one time if the song title is very long and can't be seen in entirety in the 'Now Playing' panel. While this did not occur when playing course audio at 100% zoom, it was seen when using magnification in Spotify®. This is essential activity.</p> <p>Authoring Tool: Moving, blinking, or auto-updating content is not present.</p> <p>Electronic Documents: Moving, blinking, scrolling, or auto-updating content is not present.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p><u>2.3.1 Three Flashes or Below Threshold</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.3.1 (Web) ● 10.2.3.1 (Non-web document) ● 11.2.3.1 (Open Functionality Software) ● 11.2.3.1 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Flashing content is not present.</p> <p>Electronic Documents: Flashing content is not present.</p> |
| <p><u>2.4.1 Bypass Blocks</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.1 (Web) ● 10.2.4.1 (Non-web document) – Does not apply ● 11.2.4.1 (Open Functionality Software) – Does not apply ● 11.2.4.1 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) – Does not apply to non-web software ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) – Does not apply to non-web docs | <p>Web: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Does not apply.</p> | <p>Web: Assessments and lesson pages have skip links that are useful. However:</p> <ul style="list-style-type: none"> ● On lesson pages, the supplemental toolbar and the lesson objectives block are repeated content that have no bypass method. ● 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. <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: The toolbar interface of the editor can be tabbed over with one tab key press, when desired. The toolbar interface utilizes arrow navigation.</p> <p>Electronic Documents: Does not apply to non-web documents.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p>2.4.2 Page Titled (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.2 (Web) ● 10.2.4.2 (Non-web document) ● 11.2.4.2 (Open Functionality Software) - Does not apply ● 11.2.4.2 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Not applicable</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: All pages had a title.</p> <p>Software: (Open Functionality Software) - Does not apply</p> <p>Authoring Tool: The Atto editor is embedded in a parent page that is titled.</p> <p>Electronic Documents: All documents have titles.</p> |
| <p>2.4.3 Focus Order (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.3 (Web) ● 10.2.4.3 (Non-web document) ● 11.2.4.3 (Open Functionality Software) ● 11.2.4.3 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● In the supplemental tool bar, the focus order is not fully managed, particularly for assistive technologies. ● In written assignments, focus is not fully managed when interacting with buttons such as ‘Add Submission’, ‘Submit’, and ‘Edit Assignment’, causing new content to be added to the page. In most cases, it is expected that keyboard focus will be moved to newly revealed content or be one keypress away from the newly revealed content when interacting with page controls. However, focus instead will revert to the top of the page after selecting one of these buttons. ● In quizzes, focus order is not fully logical after selecting the submit button to submit a quiz answer. Keyboard focus can revert to the top |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>of the web page instead of to feedback or the 'next' question button.</p> <ul style="list-style-type: none"> • When listening to course audio using the Spotify® web player and choosing a new selection from within the course pages, the keyboard focus is not conveniently directed to the new selection 'now playing' controls in the Spotify® web player. NOTE: Focus order was testing from a logged in student account. For the best experience with focus order, students should always login to Spotify® before starting course work. Keyboard navigators and screen reader users can use Spotify® shortcut keys to help improve focus order experience. • When listening to course audio using the Spotify® web player, focus order does not correctly return to the lyrics toggle when the lyrics pane is closed. <p>Software:</p> <ul style="list-style-type: none"> • Focus order testing was completed from a student account that was logged into the Spotify® web player and desktop app. When playing course audio, the selection chosen from the OnAfrican American Music course page will open in the Spotify® web player first. Focus is not automatically directed to the desktop app interface. Users of assistive technology should login to the Spotify® web player and use it to play course audio for best experience. • When listening to course audio using the Spotify® desktop app, focus order does not |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>correctly return to the lyrics toggle when the lyrics pane is closed.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: Focus order is logical.</p> <p>Electronic Documents: Focus order is logical.</p> |
| <p>2.4.4 Link Purpose (In Context) (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.4 (Web) ● 10.2.4.4 (Non-web document) ● 11.2.4.4 (Open Functionality Software) ● 11.2.4.4 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● Links with no text or content exist in the supplemental toolbar popup windows. ● There is one non-functioning link without an accessible name appearing in the non-default view for file submissions in written assignment pages. <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> |
| <p>2.5.1 Pointer Gestures (Level A 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.5.1 (Web) ● 10.2.5.1 (Non-web document) ● 11.2.5.1 (Open Functionality Software) ● 11.2.5.1 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Multipoint or path-based gestures are not required.</p> <p>Electronic Documents: Multipoint or path-based gestures are not required.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p><u>2.5.2 Pointer Cancellation</u> (Level A 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.5.2 (Web) ● 10.2.5.2 (Non-web document) ● 11.2.5.2 (Open Functionality Software) ● 11.2.5.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: The down-event of the pointer is not used to execute any part of functions.</p> <p>Electronic Documents: Supports.</p> |
| <p><u>2.5.3 Label in Name</u> (Level A 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.5.3 (Web) ● 10.2.5.3 (Non-web document) ● 11.2.5.3.1 (Open Functionality Software) ● 11.2.5.3.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports:</p> | <p>Web: For almost all 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. However:</p> <ul style="list-style-type: none"> ● In lesson pages, some links to music score videos have accessible names that do not match the visible name. <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>Authoring Tool: For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Electronic Documents: Supports.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|--|
| <p><u>2.5.4 Motion Actuation</u> (Level A 2.1 and 2.2)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.5.4 (Web) ● 10.2.5.4 (Non-web document) ● 11.2.5.4 (Open Functionality Software) ● 11.2.5.4 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Motion does not activate content.</p> <p>Electronic Documents: Motion does not activate content.</p> |
| <p><u>3.1.1 Language of Page</u> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.3.1.1 (Web) ● 10.3.1.1 (Non-web document) ● 11.3.1.1.1 (Open Functionality Software) ● 11.3.1.1.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: The default language of each page is correctly specified.</p> <p>Software: A language specification within this app could not be determined. However, the Spotify® desktop app does permit users to specify their language in their preferences settings and these settings do seem to convey correctly to assistive technologies.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: This tool is embedded in a parent page with a default language correctly specified.</p> <p>Electronic Documents: The default language of all course documents is correctly specified.</p> |
| <p><u>3.2.1 On Focus</u> (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.3.2.1 (Web) ● 10.3.2.1 (Non-web document) ● 11.3.2.1 (Open Functionality Software) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> | <p>Web: Supports. Context does not change unexpectedly on focus or on focus-out.</p> <p>Software: Focusing interactive elements within the Spotify® desktop app does not cause a change of context.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|---|
| <ul style="list-style-type: none"> ● 11.3.2.1 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | Electronic Documents: Supports | Authoring Tool: When any component receives focus, it does not initiate a change of context. Electronic Documents: Unexpected changes of context were not found. |
| <u>3.2.2 On Input</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> ● 9.3.2.2 (Web) ● 10.3.2.2 (Non-web document) ● 11.3.2.2 (Open Functionality Software) ● 11.3.2.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | Web: Supports Software: Supports Authoring Tool: Supports Electronic Documents: Supports | Web: Context does not change unexpectedly on input. Software: Unexpected changes on user input were not detected in the Spotify® desktop app. Authoring Tool: Supports Electronic Documents: Supports |
| <u>3.2.6 Consistent Help</u> (Level A 2.2 only) EN 301 549 Criteria – Does not apply Revised Section 508 – Does not apply | Web: Supports | Web: Help mechanisms that are repeated on multiple web pages always occur in the same order relative to other page content. |
| <u>3.3.1 Error Identification</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> ● 9.3.3.1 (Web) ● 10.3.3.1 (Non-web document) ● 11.3.3.1.1 (Open Functionality Software) ● 11.3.3.1.2 (Closed Software) ● 11.8.2 (Authoring Tool) | Web: Supports Software: Supports Authoring Tool: Supports Electronic Documents: Supports | 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. Software: The Spotify® Desktop app login pane identifies errors. Authoring Tool: Automatic errors are not detected. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|---|---|
| <ul style="list-style-type: none"> ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | Electronic Documents: Content that includes error detection is not found in the course documents. |
| <p>3.3.2 Labels or Instructions (Level A)</p> Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> ● 9.3.3.2 (Web) ● 10.3.3.2 (Non-web document) ● 11.3.3.2 (Open Functionality Software) ● 11.3.3.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | Web: Partially supports Software: Supports Authoring Tool: Supports Electronic Documents: Supports | Web: Labels and instructions are almost always provided. However: <ul style="list-style-type: none"> ● On a few assessment questions, underline characters were used to present a visual (but not programmatically available) ‘blank’ input to students to indicate that a missing word must be supplied. Software: Visible labels and instructions are provided as required in the Spotify® desktop app when user input is required. Authoring Tool: Visible labels are provided. Electronic Documents: User input is not required to use course documents. |
| <p>3.3.7 Redundant Entry (Level A 2.2 only)</p> EN 301 549 Criteria – Does not apply Revised Section 508 – Does not apply | Web: Supports | Web: Situations of data entry covered by this criterion do not exist in the course. |
| <p>4.1.1 Parsing (Level A)</p> Applies to: WCAG 2.0 and 2.1 – Always answer ‘Supports’ WCAG 2.2 (obsolete and removed) - Does not apply EN 301 549 Criteria <ul style="list-style-type: none"> ● 9.4.1.1 (Web) ● 10.4.1.1 (Non-web document) ● 11.4.1.1.1 (Open Functionality Software) ● 11.4.1.1.2 (Closed Software) – Does not apply | Supports | For WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the following: <ul style="list-style-type: none"> ● WCAG 2.0 Editorial Errata ● WCAG 2.1 Editorial Errata |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|---|
| <ul style="list-style-type: none"> ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | |
| <p>4.1.2 Name, Role, Value (Level A)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.4.1.2 (Web) ● 10.4.1.2 (Non-web document) ● 11.4.1.2.1 (Open Functionality Software) ● 11.4.1.2.2 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: The name, roles, and values of user interface components are mostly well provided in <i>OnAfrican American Music</i>; however, some issues were noted.</p> <p>In the lesson page:</p> <ul style="list-style-type: none"> ● There are aria roles issues with data and layout tables. ● Some links to pop up videos do not have accessible names. ● Some video pop ups appear in untitled iFrames. ● Video pop ups may contain links with no accessible name. <p>In quizzes and exams:</p> <ul style="list-style-type: none"> ● The ‘Flag this question’ control in assessments is in a live region causing it to interrupt the page reading by assistive technology. This control should not be in a live region. ● The Spotify® preview links that appear in some quizzes and written assignments utilize iFrame elements with no title. ● When a student submits a blank answer and gives no response to a quiz/exam question, the error status is in text but not announced to assistive technologies. |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>In the supplemental toolbar optional content:</p> <ul style="list-style-type: none"> • Multiple issues exist in most tools, including missing aria-roles, links with no accessible name, and untitled iFrames, <p>In the Spotify® Web Player:</p> <ul style="list-style-type: none"> ▪ There are multiple elements in the Spotify® Web Player interface that misuse aria-roles and values, however most of these issues are not associated with playing course audio. <p>Software: In the Spotify® desktop application, issues exist with some names for controls, as per automated testing: 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>Authoring Tool: The names, roles, and value of components can be programmatically determined.</p> <p>Electronic documents: Names, roles, and values of all content can be programmatically determined.</p> |

Table 2: Success Criteria, Level AA

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|--|
| <p><u>1.2.4 Captions (Live)</u> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.2.4 (Web) ● 10.1.2.4 (Non-web document) ● 11.1.2.4 (Open Functionality Software) ● 11.1.2.4 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Live media is not presented and is beyond the functionality of the Atto editor.</p> <p>Electronic Documents: Live media not contained in this content.</p> |
| <p><u>1.2.5 Audio Description (Prerecorded)</u> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.2.5 (Web) ● 10.1.2.5 (Non-web document) ● 11.1.2.5 (Open Functionality Software) ● 11.1.2.5 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Does not support</p> <p>Software: Supports</p> <p>Authoring Tool: Does not support</p> <p>Electronic Documents: Supports</p> | <p>Web: Video players used in this course do not have audio description controls, and audio descriptions are not included in the video audio track. If needed, the 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>Authoring Tool: Audio descriptions cannot be added to synchronized video media or displayed with the Atto editor.</p> <p>Electronic Documents: Synchronized media is not included in course documents.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--|---|
| <p><u>1.3.4 Orientation</u> (Level AA 2.1 and 2.2)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.3.4 (Web) ● 10.1.3.4 (Non-web document) ● 11.1.3.4 (Open Functionality Software) ● 11.1.3.4 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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>Authoring Tool: Orientation is not restricted in the Atto editor interface or the parent page where it is embedded.</p> <p>Electronic Documents: Supports</p> |
| <p><u>1.3.5 Identify Input Purpose</u> (Level AA 2.1 and 2.2)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.3.5 (Web) ● 10.1.3.5 (Non-web document) ● 11.1.3.5.1 (Open Functionality Software) ● 11.1.3.5.2 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Not applicable</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Not applicable to PDF documents.</p> | <p>Web: The Spotify® web player login page supports this criterion. Other input forms requiring user personal information were not found.</p> <p>Software: Currently not applicable to software of this type.</p> <p>Authoring Tool: Input fields collecting information about the user are not present in the Atto editor.</p> <p>Electronic Documents: Form elements are not present and user input not required. Currently not applicable to documents of this type.</p> |
| <p><u>1.4.3 Contrast (Minimum)</u> (Level AA)</p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.3 (Web) ● 10.1.4.3 (Non-web document) ● 11.1.4.3 (Open Functionality Software) ● 11.1.4.3 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports.</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <p>In general:</p> <ul style="list-style-type: none"> ● The course preamble pages have a few contrast insufficiencies. <p>In lesson pages:</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <ul style="list-style-type: none"> ● 12.2.4 (Support Docs) Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | <ul style="list-style-type: none"> ● There are multiple issues with contrast on lesson pages, including the following failures: <ul style="list-style-type: none"> ○ the 'skip to main content' link ○ some 'sidebar' headings ○ some song links ○ some pop-up listening example links <p>In written assignments:</p> <ul style="list-style-type: none"> ● 'Add submission', 'Submit assignment', 'Save changes', and 'Continue' buttons had insufficient contrast. ● The 'files' link, and the accepted file extension information had insufficient contrast. ● Some of the artist names and timings in the Spotify® embedded audio links had insufficient color contrast. <p>In quizzes/exams:</p> <ul style="list-style-type: none"> ● Some quiz control buttons, such as 'Start attempt', 'Submit', and 'Next' had insufficient contrast. ● Some links such as 'Review' and 'Finish attempt' have insufficient contrast. <p>In the supplemental tool bar:</p> <ul style="list-style-type: none"> ● The links in Resources fail contrast at 13 pt bold text 3.63:1, but should be at least 4.5:1 FAIL: TIMELINE |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <ul style="list-style-type: none"> Some timeline sub-pages or sub-windows in this pop-up tool have inadequate contrast, with gold text on white background, mint text on white, etc. <p>Software: When playing course audio in the Spotify® desktop app the color themes had sufficient contrast.</p> <p>Authoring Tool: Users can check contrast in content created by the Atto editor by using the 'Accessibility checker' option.</p> <p>Electronic Documents: Contrast of elements with their background is sufficient.</p> |
| <p>1.4.4 Resize text (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.1.4.4 (Web) 10.1.4.4 (Non-web document) 11.1.4.4.1 (Open Functionality Software) 11.1.4.4.2 (Closed Software) 11.8.2 (Authoring Tool) 12.1.2 (Product Docs) 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Note: (Please note that performance of a deep link LTI course on this criterion depends heavily on the responsiveness of the host LMS. This is beyond the control of Connect For Education®.)</p> <p>During testing, much of the text and content will resize successfully to 200%, However some issues exist:</p> <ul style="list-style-type: none"> Some supplemental toolbar pop up content may display with cut-off content that cannot scroll when zoomed to 200%. Zooming and scaling is disabled in the meta tags for the Spotify® web player. There was an issue with the pop-up Spotify® web player pages appearing cut off when zoomed to 200%. <p>Software: Some content can appear cut-off when the Spotify® software interface is enlarged to around 200%. Indication of the zoom level does not seem to</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>be provided in the interface. However, it was possible to play course audio using 200% zoom.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: Content resizes, including the icons on controls.</p> <p>Electronic Documents: Text will resize in course documents.</p> |
| <p>1.4.5 Images of Text (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.5 (Web) ● 10.1.4.5 (Non-web document) ● 11.1.4.5.1 (Open Functionality Software) ● 11.1.4.5.2 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: On lesson pages, the button to zoom images for a large light box display uses an image of the word 'Enlarge'. This information could be presented more successfully as text. Please note that banner images containing images of large, bold text exist in the headings of pages. However, these images contain significant other visual information and create a particular presentation that is part of the theme or branding of the course.</p> <p>Software: Supports.</p> <p>Authoring Tool: Text is used to convey information rather than images of text, except for allowed content such as logos.</p> <p>Electronic Documents: Supports</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p>1.4.10 Reflow (Level AA 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.10 (Web) ● 10.1.4.10 (Non-web document) ● 11.1.4.10 (Open Functionality Software) ● 11.1.4.10 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Does not support</p> <p>Software: Does not support</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: (Please note that performance of a deep link LTI course on this criterion depends heavily on the responsiveness of the host LMS. This beyond the control of Connect For Education®.)</p> <p>Issues with Reflow exist as seen when testing the content at 400% zoom 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"> ● Some supplemental toolbar pop-up window content will display cut-off when reflowing the page at 400%. ● Zooming and scaling is disabled in the meta tags for the Spotify® web player. ● The ‘Help’ widget floats over lesson content and inhibits the convenience of using the reflowed content. ● The lesson text can be aligned ‘justified’ which causes gaps to appear between words. ● There was an issue with the pop-up Spotify® web player pages appearing cut off when zoomed to 400%. <p>Software: Typical zoom in/out functions (shortcuts +, -, and ctrl (cmd), can be used to enlarge the desktop Spotify® app to 400%. However, content can appear to be cut off and how to scroll/reach all content does not seem obvious. It can be difficult to see where to click</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>to control audio for currently playing selections when opening course audio links through the desktop player.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Course documents will reflow.</p> |
| <p><u>1.4.11 Non-text Contrast</u> (Level AA 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.11 (Web) ● 10.1.4.11 (Non-web document) ● 11.1.4.11 (Open Functionality Software) ● 11.1.4.11 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Partially supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● In the written assignment pages, file picker icons that help operate the submission functions fail non-text contrast requirements. <p>Software: The Spotify® Desktop App has sufficient non-text contrast.</p> <p>Authoring Tool: Many of the controls in the Atto editor have icons on the labels that fail contrast requirements.</p> <p>Electronic Documents: Non-text contrast is sufficient.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p>1.4.12 Text Spacing (Level AA 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.12 (Web) ● 10.1.4.12 (Non-web document) ● 11.1.4.12 (Open Functionality Software) ● 11.1.4.12 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> <p>Software: Not applicable</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Not applicable</p> | <p>Web: The web-based content in this course seems to support text spacing overrides as per this criterion with no loss of functionality.</p> <p>Please note that the Spotify® Web Player could be respaced as per this criterion without loss of functionality.</p> <p>Software: Not applicable to software.</p> <p>Authoring Tool: Users can re-space text within the authoring tool editing area using their own apps. The authoring tool does not restrict this.</p> <p>Electronic Documents: Not applicable.</p> |
| <p>1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.1.4.13 (Web) ● 10.1.4.13 (Non-web document) ● 11.1.4.13 (Open Functionality Software) ● 11.1.4.13 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> <p>Software: Does not support</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web:</p> <ul style="list-style-type: none"> ● Lesson pages: Custom informational tool tips exist in this course that appear on hover and/or focus. The content can be focused, hovered and is persistent; but it is not dismissible except by removing the hover or focus. ● The Spotify® Web Player controls have multiple custom tool tips displaying text names for the interface controls. Receiving and then removing pointer hover or keyboard focus triggers these tooltips to become visible and then hidden. The tooltips are not dismissible. They cannot be hovered. They are persistent. <p>Software: The Spotify® Desktop Application controls have multiple custom tool tips displaying text names</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>for the interface controls. Receiving and then removing pointer hover or keyboard focus triggers these tooltips to become visible and then hidden. The tooltips are not dismissible. They cannot be hovered. They are persistent.</p> <p><i>Corrections for items related to Spotify® are controlled by Spotify®, a third-party software vendor.</i></p> <p>Authoring Tool: The Atto editor does not use custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus.</p> <p>Electronic Documents: Content designed to appear only on hover or focus does not exist in course documents.</p> |
| <p>2.4.5 Multiple Ways (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.5 (Web) ● 10.2.4.5 (Non-web document) – Does not apply ● 11.2.4.5 (Open Functionality Software) – Does not apply ● 11.2.4.5 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) – Does not apply to non-web software ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) – Does not apply to non-web docs | <p>Web: Supports</p> <p>Software: Not applicable</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: For deep link courses, navigation within the course pages and activities is dependent on the host LMS.</p> <p>Course audio opens using direct links in the Spotify® web player and navigation of the Spotify® site at large is not required.</p> <p>Software: Not applicable.</p> <p>Authoring Tool: The Atto editor is embedded into web pages and as such does not supply a way to locate a web page within a set of web pages.</p> <p>Electronic Documents: Course PDF documents with at least 10 pages or more contain bookmarks and a linked table of contents for navigation assistance.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <p>2.4.6 Headings and Labels (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.6 (Web) ● 10.2.4.6 (Non-web document) ● 11.2.4.6 (Open Functionality Software) ● 11.2.4.6 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: Headings and labels, when provided, were found to be descriptive.</p> <p>Software: When headings and labels are provided, they are descriptive.</p> <p>Authoring Tool: The visible labels in the Atto editor toolbar are icons. The icons that are used are common ones for the functions they represent. The title elements and alt text for these control icons are descriptive and provide descriptive accessible names for assistive technology users. Headings and labels within Atto functions are descriptive when they are provided.</p> <p>Electronic Documents: When headings and labels are provided, they are descriptive.</p> |
| <p>2.4.7 Focus Visible (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.2.4.7 (Web) ● 10.2.4.7 (Non-web document) ● 11.2.4.7 (Open Functionality Software) ● 11.2.4.7 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Does not support</p> <p>Electronic Documents: Supports</p> | <p>Web: A visible focus is seen on almost all lesson pages and most quiz page elements. However, visible focus was insufficient in some areas of the written assignment pages. Visible focus was best supported when using Google Chrome, Safari, or Edge web browsers. Visible focus was least supported with the Firefox web browser.</p> <p>Software: When playing the course audio using keyboard navigation, focus is visible on interactive components in the Spotify® desktop app. There was one blank element without visible focus on the Spotify® login page.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| | | <p>Authoring Tool: Using keyboard navigation to operate the Atto editor, focus was not visible on interactive components.</p> <p>Electronic Documents: Supports.</p> |
| <p><u>2.4.11 Focus Not Obscured (Minimum)</u> (Level AA 2.2 only) EN 301 549 Criteria – Does not apply Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> | <p>Web:</p> <p>1. Most of the content supports this criterion. However, at some screen resolutions, some pop-up content, mostly associated with video players, can appear off screen or be obscured when focused. Also, the ‘Help’ chat tool can rarely cover keyboard focused content.</p> |
| <p><u>2.5.7 Dragging Movements</u> (Level AA 2.2 only) EN 301 549 Criteria – Does not apply Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> | <p>Web: Draggable content is not found.</p> |
| <p><u>2.5.8 Target Size (Minimum)</u> (Level AA 2.2 only) EN 301 549 Criteria – Does not apply Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> | <p>Web: In all lesson pages, the ‘Listen To Lecture’ audio player has a progress bar that does not meet minimum target size.</p> |
| <p><u>3.1.2 Language of Parts</u> (Level AA) Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.3.1.2 (Web) ● 10.3.1.2 (Non-web document) ● 11.3.1.2 (Open Functionality Software) – Does not apply ● 11.3.1.2 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) | <p>Web: Partially supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: The content overwhelmingly supports this criterion as almost all language used is the default of the course (English). However, one example of German lyrics was found on a lesson page that did not have language tags.</p> <p>Software: When playing course audio, language other than the page default (English) was not found.</p> <p>Authoring Tool: No language other than the default language of the parent web page is present. The Atto</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <ul style="list-style-type: none"> 602.3 (Support Docs) | | <p>Editor can be used to manually add language tags to content with sufficient coding knowledge.</p> <p>Electronic Documents: Language other than the document default (English) is not found in course documents.</p> |
| <p>3.2.3 Consistent Navigation (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.3.2.3 (Web) 10.3.2.3 (Non-web document) – Does not apply 11.3.2.3 (Open Functionality Software) – Does not apply 11.3.2.3 (Closed Software) – Does not apply 11.8.2 (Authoring Tool) 12.1.2 (Product Docs) 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software 504.2 (Authoring Tool) 602.3 (Support Docs) – Does not apply to non-web docs | <p>Web: Supports</p> <p>Authoring Tool: Supports</p> <p>Software: Does not apply</p> <p>Electronic Documents: Does not apply</p> | <p>Web: Navigation links that are repeated on web pages do not change order when navigating through the site.</p> <p>Authoring Tool: The Atto editor is embedded in pages and the navigational mechanisms of the parent page take precedence for this criterion. However, all tool controls and features are consistently repeated in each instance of the editor across the multiple pages in which the editor appears.</p> <p>Software: Does not apply</p> <p>Electronic Documents: Does not apply</p> |
| <p>3.2.4 Consistent Identification (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.3.2.4 (Web) 10.3.2.4 (Non-web document) – Does not apply 11.3.2.4 (Open Functionality Software) – Does not apply 11.3.2.4 (Closed Software) – Does not apply 11.8.2 (Authoring Tool) 12.1.2 (Product Docs) 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) – Does not apply to non-web software | <p>Web: Supports</p> <p>Authoring Tool: Supports</p> <p>Software: Does not apply</p> <p>Electronic Documents: Does not apply</p> | <p>Web: Components that have the same functionality within the course are identified consistently.</p> <p>Authoring Tool: In the Atto editor, components that have the same functionality are identified consistently on all pages on which the editor is present.</p> <p>Components produced by the Atto editor also have the same consistent name and functionality.</p> <p>Software: Does not apply</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| <ul style="list-style-type: none"> ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) – Does not apply to non-web docs | | Electronic Documents: Does not apply |
| <p>3.3.3 Error Suggestion (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.3.3.3 (Web) ● 10.3.3.3 (Non-web document) ● 11.3.3.3 (Open Functionality Software) ● 11.3.3.3 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508</p> <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Supports</p> | <p>Web: If an input error is automatically detected in a quiz or assignment response/submission, and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or invalidate the purpose of the content.</p> <p>Software: Required user input when playing course audio in the Spotify® desktop app is limited to the login pane. 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>Authoring Tool: The Atto editor may automatically provide suggestion/ correction of some code errors such as mismatched HTML tags.</p> <p>Electronic Documents: Automatic errors are not provided in course documents.</p> |
| <p>3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.3.3.4 (Web) ● 10.3.3.4 (Non-web document) ● 11.3.3.4 (Open Functionality Software) ● 11.3.3.4 (Closed Software) ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) | <p>Web: Supports</p> <p>Software: Supports</p> <p>Authoring Tool: 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 also offers system settings to professors that can make exams and assignments more editable after</p> |

| Criteria | Conformance Level | Remarks and Explanations |
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| Revised Section 508 <ul style="list-style-type: none"> ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) | | <p>submission when they feel it is appropriate for their students.</p> <p>Software: No legal or financial transactions are needed to play course audio on the Spotify® desktop app.</p> <p>Authoring Tool: An automatic saving feature helps to save user data in case internet connection is disrupted, or significant time elapses during entry. Saved data can be edited. Submission of assignments is a process that is separate from the Atto editor.</p> <p>Electronic Documents: User input is not required in course documents.</p> |
| <p>3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)</p> <p>EN 301 549 Criteria – Does not apply</p> <p>Revised Section 508 – Does not apply</p> | <p>Web: Supports</p> | <p>Web: Supports. The Spotify® web player login page supports the use of browser password managers. Other content covered by this criterion does not exist in the course.</p> |
| <p>4.1.3 Status Messages (Level AA 2.1 and 2.2)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> ● 9.4.1.3 (Web) ● 10.4.1.3 (Non-web document) ● 11.4.1.3 (Open Functionality Software) ● 11.4.1.3 (Closed Software) – Does not apply ● 11.8.2 (Authoring Tool) ● 12.1.2 (Product Docs) ● 12.2.4 (Support Docs) <p>Revised Section 508 – Does not apply</p> | <p>Web: Partially supports</p> <p>Authoring Tool: Supports</p> <p>Electronic Documents: Not applicable</p> | <p>Web:</p> <ul style="list-style-type: none"> ● Submission of individual answers to quiz or exam questions, and completion statuses of answered questions are not always programmatically determined through roles or other properties making them available to assistive technologies. ● During the written assignment draft-saving or submission process, status alerts can be added to the page that are not programmatically determined through roles or other properties making them available to assistive technologies. |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <ul style="list-style-type: none"> Completion statuses of answered questions in the 'Test Yourself' supplemental toolbar tool are not programmatically determined through roles or other properties making them available to assistive technologies. <p>Authoring Tool: The Atto editor is embedded in written assignment pages. Details for written assignments are found under 'web'. When relevant, the Atto editor does provide status messages about automatically saving content, or lost internet connections.</p> <p>Electronic Documents: Not applicable</p> |

Table 3: Success Criteria, Level AAA

Notes: This table is removed. Conformance of the course at this level is not reported.

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Notes:

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

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---------------------------|--------------------|---|
| 302.1 Without Vision | Partially Supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio, Video-only • As described in 1.2.3 and 1.25 Audio description/media alternative • As described in 1.3.1 Info and Relationships • As described in 1.3.2 Meaningful Sequence • As described in 1.4.1: Use of color • As described in 2.1.1 Keyboard • As described in 2.1.2 No Keyboard trap • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status Messages |
| 302.2 With Limited Vision | Partially Supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio, Video-only |

| Criteria | Conformance Level | Remarks and Explanations |
|-----------------------------------|--------------------|--|
| | | <ul style="list-style-type: none"> • As described in 1.2.3 and 1.25 Audio description/media alternative • As described in 1.3.1 Info and Relationships • As described in 1.3.2 Meaningful Sequence • As described in 1.4.1: Use of color • As described in 2.1.1 Keyboard • As described in 2.1.2 No Keyboard trap • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 3.3.2 Labels or instructions • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status Messages |
| 302.3 Without Perception of Color | Partially Supports | <ul style="list-style-type: none"> • As described in 1.4.1 Use of Color • As described in 1.4.3 Contrast (Minimum) • As described in 4.1.3 Status Messages |
| 302.4 Without Hearing | Partially Supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio and video-only • As described in 1.2.2 Captions • As described in 3.1.2 Language of Parts • As described in 4.1.3 Status Messages |
| 302.5 With Limited Hearing | Partially Supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio and video-only • As described in 1.2.2 Captions • As described in 3.1.2 Language of Parts • As described in 4.1.3 Status Messages |
| 302.6 Without Speech | Supports | Functional performance criteria supported |
| 302.7 With Limited Manipulation | Partially Supports | <ul style="list-style-type: none"> • As described in 2.1.1 Keyboard • As described in 2.1.2 No Keyboard trap • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.7 Focus visible |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| | | <ul style="list-style-type: none"> • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status Messages |
| 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"> • As described in 1.1.1 Non-text content: • As described in 1.2.1 Audio, Video-only • As described in 1.2.2 Captions • As described in 1.2.3 and 1.25 Audio description/media alternative: • As described in 1.3.1 Info and Relationships • As described in 1.4.1 Use of color • As described in 1.4.5 Images of text • As described in 2.1.1 Keyboard • As described in 2.4.1 Bypass blocks • As described in 2.4.2 Page Titled • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 2.4.7 Focus visible • As described in 3.1.2 Language of Parts • As described in 3.3.2 Labels and instructions • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status Messages |

Chapter 4: [Hardware](#)

Notes: This chapter is removed. Specific hardware is not included or required to use Connect For Education® courseware.

Chapter 5: [Software](#)

Notes: The accessibility of playing course audio using the Spotify® desktop app software is reported in this table. The authoring tools section refers to the Atto editor, which is used to create written assignment submissions.

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------------------------|--|
| 501.1 Scope – Incorporation of WCAG 2.0 AA | See WCAG 2.x section | See information in WCAG 2.x section |
| 502 Interoperability with Assistive Technology | Heading cell – no response required | Heading cell – no response required |
| 502.2.1 User Control of Accessibility Features | Supports | Within the Spotify® desktop app users can customize and manage accessibility features offered by the platform. In this case, that seems limited to zoom in/out and volume control. |
| 502.2.2 No Disruption of Accessibility Features | Partially supports | The Spotify® desktop app does not disrupt the Windows platform accessibility tools such as contrast settings, text sizing, and magnification. However, it does not seem to intentionally support magnification or text-resizing and cut off / hidden content can result. |
| 502.3 Accessibility Services | Heading cell – no response required | Heading cell – no response required |
| 502.3.1 Object Information | Supports | By design, altering the descriptive properties of objects is not offered to users, nor does it seem needed to play course audio. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| 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. |
| 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. Other than this, label relationships seem clear. |
| 502.3.7 Hierarchical Relationships | Partially supports | Hierarchical relationships seem clear for the most part, however one list item element was found without a parent list element. |
| 502.3.8 Text | Supports | Text information in the software interface seems provided to users including those using assistive technology. |
| 502.3.9 Modification of Text | Partially supports | Users can make modifications to text using built in Spotify® settings such as magnification; or by using system settings such as Windows contrast. However, changing system magnification and text size can cause issues with cut off content. |

| Criteria | Conformance Level | Remarks and Explanations |
|---------------------------------------|-------------------------------------|---|
| 502.3.10 List of Actions | Supports | While testing course audio with assistive technologies, available actions for objects were found to be successfully programmatically determinable. For example, values such as collapsed, not-checked, and not-pressed were announced to indicate available actions. |
| 502.3.11 Actions on Objects | Partially supports | While testing course audio with assistive technologies and the keyboard, all actions could be successfully executed on objects except the main minimize, maximize, close buttons; and the 'add to playlist' control. |
| 502.3.12 Focus Cursor | Supports | Focus is visible. |
| 502.3.13 Modification of Focus Cursor | Supports | The Spotify® desktop app supported cursor and focus modifications using Windows system settings. |
| 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 | | The Spotify® desktop app is not platform software. |
| <u>503 Applications</u> | Heading cell – no response required | Heading cell – no response required |
| 503.2 User Preferences | Partially 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. However, as previously noted, |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------------------------|--|
| | | magnification and text enlargement often resulted in cut off content. |
| 503.3 Alternative User Interfaces | Supports | 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. |
| <u>504 Authoring Tools</u> | Heading cell – no response required | Heading cell – no response required |
| 504.2 Content Creation or Editing (if not authoring tool, enter “not applicable”) | See WCAG 2.x section | See information in WCAG 2.x section |
| 504.2.1 Preservation of Information Provided for Accessibility in Format Conversion | Not applicable | The Atto editor is a web-based editor embedded in course web pages, and does not convert content from one format to another. |
| 504.2.2 PDF Export | Not applicable | The Atto editor is not capable of PDF export, and that function is not needed within the course. |
| 504.3 Prompts | Partially supports | The Atto editor has a built-in accessibility checker that checks and reports accessibility statuses for some WCAG Success Criteria and Conformance Requirements. |
| 504.4 Templates | Not applicable | Templates are not provided by the Atto editor. |

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>602 Support Documentation</u> | Heading cell – no response required | Heading cell – no response required |
| 602.2 Accessibility and Compatibility Features | Supports | Dedicated built-in accessibility features are not provided in courses. However, accessibility information and support for users is available as needed via email to support@connect4education.com or by calling Technical Support at 1.7038801180 ext. 200. |
| 602.3 Electronic Support Documentation | See WCAG 2.x section | See information in WCAG 2.x section |
| 602.4 Alternate Formats for Non-Electronic Support Documentation | Supports | All support documentation is electronic; however, alternate formats can be provided by request/authorization of a school accessibility official. |
| <u>603 Support Services</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 the accessibility of our products and assist with compatibility issues. Users experiencing questions may email support@connect4education.com or call Technical Support at (703) 880-1180 extension 200. |
| 603.3 Accommodation of Communication Needs | Supports | Connect For Education® customers have access to electronic support through support@connect4education.com or by calling Technical Support at (703) 880-1180 extension 200. Our staff will adapt communication to the needs of our users. Hearing-impaired customers in the |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>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 and a list of telephone numbers is available at: https://www.fcc.gov/general/trs-state-and-territories.</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> |

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Notes:

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

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---------------------------------|--------------------|--|
| 4.2.1 Usage without vision | Partially supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio, Video-only • As described in 1.2.3 and 1.25 Audio description/media alternative • As described in 1.3.1 Info and Relationships • As described in 1.4.1: Use of color • As described in 1.4.5 Images of Text • As described in 2.1.1 Keyboard • As described in 2.1.2 No Keyboard trap • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 3.1.2 Language of Parts • As described in 4.1.2 Name, role, and value • As described in 1.4.10 Reflow • As described in 4.1.3 Status messages |
| 4.2.2 Usage with limited vision | Partially supports | <ul style="list-style-type: none"> • As described in 1.1.1 Non-text content • As described in 1.2.1 Audio, Video-only • As described in 1.2.3 and 1.25 Audio description and media alternative • As described in 1.3.1 Info and Relationships • As described in 1.4.1 Use of color • As described in 1.4.3 Contrast (minimum) • As described in 1.4.4 Resize text |

| | | |
|---|--------------------|---|
| | | <ul style="list-style-type: none"> • As described in 1.4.5 Images of text • As described in 1.4.10 Reflow • As described in 1.4.11 Non-text contrast. • As described in 1.4.13 Content on hover or focus • As described in 2.1.1 Keyboard • As described in 2.1.2 No Keyboard trap • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 2.4.7 Focus visible • As described in 3.3.2 Labels or instructions • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status messages |
| 4.2.3 Usage without perception of colour | Partially supports | <ul style="list-style-type: none"> • As described in 1.4.1 Use of Color • As described in 1.4.3 Contrast • (Minimum) As described in 1.4.11 Non-text contrast • As described in 4.1.3 Status messages |
| 4.2.4 Usage without hearing | Partially supports | <ul style="list-style-type: none"> • As described in 1.2.1 Audio and video-only • As described in 1.2.2 Captions • As described in 4.1.3 Status messages |
| 4.2.5 Usage with limited hearing | Partially supports | <ul style="list-style-type: none"> • As described in 1.2.1 Audio and video-only • As described in 1.2.2 Captions • As described in 4.1.3 Status messages |
| 4.2.6 Usage with no or limited vocal capability | Partially supports | <ul style="list-style-type: none"> • As described in 4.1.3 Status messages |
| 4.2.7 Usage with limited manipulation or strength | Partially supports | <ul style="list-style-type: none"> • As described in 2.1.1 Keyboard • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status messages |
| 4.2.8 Usage with limited reach | Partially supports | <ul style="list-style-type: none"> • As described in 2.1.1 Keyboard • As described in 2.4.1 Bypass blocks |

| | | |
|---|--------------------|---|
| | | <ul style="list-style-type: none"> • As described in 2.4.3 Focus order • As described in 4.1.2 Name, role, and value • As described in 4.1.3 Status messages |
| 4.2.9 Minimize photosensitive seizure triggers | Partially supports | <ul style="list-style-type: none"> • As described in 4.1.3 Status messages |
| 4.2.10 Usage with limited cognition, language or learning | Partially supports | <ul style="list-style-type: none"> • As described in 1.4.13 Content on hover or focus • As described in 2.4.1 Bypass blocks • As described in 2.4.3 Focus order • As described in 2.4.4 Link Purpose • As described in 2.4.7 Focus visible • As described in 2.5.3 Label in Name • As described in 3.3.2 Labels or instructions • As described in 4.1.3 Status messages |
| 4.2.11 Privacy | Supports | The criterion is supported. |

Clause [5: Generic Requirements](#)

Notes: The Spotify® desktop app, the only specific additional software utilized in this course, is not ‘closed’ but rather employs open functionality.

- Users can successfully utilize assistive technologies (like keyboard access screen readers, magnifiers, or alternative input methods) to access the software.
- Users may successfully employ operating system accessibility settings such as text size, magnification, color filters, contrast settings, and live captions when using the Spotify® desktop app.

Thus, as clause 5: Generic Requirements for ‘Closed Functionality’ is not relevant to this course, it is removed.

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

Notes: This courseware does not provide two-way voice communication. Thus, Clause 6: ICT with Two-Way Voice Communication is removed.

Clause [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 | Supports | 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 | Do not support | When a video with synchronized audio is displayed, the system does not offer a way to output the available captions through speech. |
| 7.2.1 Audio description playback | Do not support | Audio descriptions are currently not provided for these courses. |
| 7.2.2 Audio description synchronization | Do not support | Audio descriptions are currently not provided for these courses. |
| 7.2.3 Preservation of audio description | Do not support | Audio descriptions are currently not provided for these courses. |
| 7.3 User controls for captions and audio description | Partially support | For videos in the OnAfrican American 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. |

Clause [8: Hardware](#)

Notes: Clause 8: Hardware is removed. Specific hardware is not included in this course ware, nor is it required to use Connect For Education® courseware.

Clause [9: Web](#) (see [WCAG 2.x section](#))

Notes:

Clause [10: Non-Web Documents](#)

Notes:

| 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 WCAG 2.x 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. |

Clause [11: Software](#)

Notes: The accessibility of playing course audio using the Spotify® desktop app software is reported in this table. The authoring tools section refers to the Atto editor, which is used to create written assignment submissions.

| 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 WCAG 2.x 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 |

| Criteria | Conformance Level | Remarks and Explanations |
|--|---|---|
| 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 |
| 11.5.2.4 Assistive technology | Not applicable | The Spotify® Desktop App is not an assistive technology. |
| 11.5.2.5 Object information | Supports | By design, altering the descriptive properties of objects is not offered to users, nor does it seem needed to play course audio. |
| 11.5.2.6 Row, column, and headers | Supports | When playing course audio, data tables were found to be correctly structured 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. 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. Other than this, label relationships seem clear. |
| 11.5.2.9 Parent-child relationships | Partially supports | Hierarchical relationships seem clear for the most part, when playing course audio. However, one list item was found without a parent list element. |
| 11.5.2.10 Text | Supports | Text information in the software interface seems provided to users including those using assistive technology. |
| 11.5.2.11 List of available actions | Supports | While testing course audio with assistive |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|--|
| | | technologies, available actions for objects were found to be successfully programmatically determinable. For example, values such as collapsed, not-checked, and not-pressed were announced to indicate available actions. |
| 11.5.2.12 Execution of available actions | Supports | While testing course audio with assistive technologies, available actions for objects were found to be successfully programmatically determinable. For example, values such as collapsed, not-checked, and not-pressed were announced to indicate available actions. |
| 11.5.2.13 Tracking of focus and selection attributes | Supports | When playing course audio, focus is visible on focusable elements of the interface. |
| 11.5.2.14 Modification of focus and selection attributes | Supports | When playing course audio, the Spotify® desktop app supported cursor and focus modifications using Windows system settings. |
| 11.5.2.15 Change notification | Supports | When playing course audio, the Spotify® desktop app provided information for assistive technologies to track changes in user interface components. |
| 11.5.2.16 Modifications of states and properties | Supports | When playing course audio, modifications of states and properties were communicated to users. |
| 11.5.2.17 Modifications of values and text | Partially supports | Users can make modifications to text using built in Spotify® settings such as magnification; or by using system settings such as Windows contrast. However, changing system magnification and text size can cause issues with cut off content. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--|---|
| 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 | The Spotify® desktop app permits control of accessibility features. |
| 11.6.2 No disruption of accessibility features | Supports | The Spotify® desktop app does not disrupt accessibility features. |
| 11.7 User preferences | Supports | The Spotify® desktop app user interface follows the values of the user preferences for platform settings for: units of measurement, color, contrast, font type, font size, and focus cursor. |
| 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 WCAG 2.x section (If not authoring tool, enter “Not Applicable”) | See information in WCAG 2.x section |
| 11.8.3 Preservation of accessibility information in transformations | Not applicable | Transformation of user input is not necessary to complete course work and is not provided by the Atto Editor. |
| 11.8.4 Repair assistance | Supports | When creating written assignment submissions using the Atto editor, users can use built-in the accessibility checker. The accessibility checker offers general suggestions to repair common accessibility errors. |
| 11.8.5 Templates | Not applicable | Templates are not included in the Atto Editor. |

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

Notes: This table reports the help documentation provided for students in our Student Help Center, and any documentation provided within the course on the course 'preamble' page.

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------------------------|---|
| 12.1 Product documentation | Heading cell – no response required | Heading cell – no response required |
| 12.1.1 Accessibility and compatibility features | Partially supports | At this time, general accessibility information is not provided to students in course documentation. However, students are provided in the course documentation with contact details for the Connect For Education® Technical Support Team who are trained to assist students regarding accessibility and compatibility. |
| 12.1.2 Accessible documentation | See WCAG 2.x section | See information in WCAG 2.x section |
| 12.2 Support Services | Heading cell – no response required | Heading cell – no response required |
| 12.2.2 Information on accessibility and compatibility features | Supports | The Connect For Education® Technical Support Team, are trained to assist students regarding accessibility and compatibility. |
| 12.2.3 Effective communication | Supports | Connect For Education® customers have access to electronic support through support@connect4education.com or by calling Technical Support at (703) 880-1180 extension 200. Our staff will adapt communication to the needs of our users. Hearing-impaired customers in the U.S. who wish to speak to a Technical Support specialist may also use a telecommunications relay service (TRS). Information about the TRS is available at and a list of telephone numbers is available at: https://www.fcc.gov/general/trs-state-and-territories . |

| Criteria | Conformance Level | Remarks and Explanations |
|---------------------------------|--------------------------------------|---|
| | | 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. |
| 12.2.4 Accessible documentation | See WCAG 2.x section | See information in WCAG 2.x section |

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

Notes: This chapter is not applicable to Connect For Education® courseware and is removed.

Legal Disclaimer (Company)

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