



California Open Online Library for Education & Accessibility

COOL4Ed (the California Open Online Library for Education) was created so that faculty can easily find, adopt, utilize, review and/or modify free and open etextbooks for little or no cost. The COOL4Ed accessibility open textbook evaluations can inform faculty, staff, and students how the free and open etextbooks meet 15 accessibility “checkpoints” that could impact the learning of learners with a range of disabilities.

SUMMARY OF ACCESSIBILITY EVALUATION:

Textbook: An Introduction to Philosophy (Pecorino)
Format of Textbook: HTML

Assistive Technology (AT) Evaluation Score: Overall	5.9 (Maximum score = 10)
<p>Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, see list below, are typically not used or available by the general public into the accessibility evaluation process.</p> <ul style="list-style-type: none"> • Accessibility features of desktop operating systems (e.g. high-contrast display themes, settings from the Keyboard and Mouse control panels) • Accessibility-related software included with desktop operating systems (e.g. VoiceOver, Microsoft Narrator) • Third-party accessibility software and hardware: • Screen readers (e.g. JAWS, Window Eyes) • Magnification software (e.g. ZoomText Magnifier/Reader, MAGIC Pro with Speech) • Reading software for users with learning disabilities (e.g. Read and Write Gold, Kurzweil 3000) • Refreshable Braille displays 	
Non- Assistive Technology (NAT) Evaluation Score: Overall	N/A (Maximum score =10)
<p>Non-Assistive Technologies (NAT) Evaluations applies only native or basic tools and software such as the keyboard and Narrator in the accessibility evaluation process. These non-assistive technologies are readily available and used by the general public.</p>	



COOL4Ed Accessibility Evaluation Methods:

The California State University [Accessible Technology Initiative](#) and [MERLOT](#) (Multimedia Educational Resources for Learning and Online Teaching) developed the rubric or “checkpoints” for the accessibility evaluation. [CAST](#), a nationally recognized organization with expertise in accessibility and UDL, reviewed and affirmed the appropriateness and value of the accessibility evaluation rubric and contributed the references and support resources to help people learn how best to design, evaluate, and remediate the learning materials to maximize the accessibility of the learning resources for all. The “checkpoints” have been built upon the Section 508 technical standards and has been organized and tailored to the typical characteristics of digital resources used in higher education courses.

The accessibility evaluations were performed by the [Center for Usability in Design and Accessibility](#) at California State University, Long Beach; faculty and graduate students with expertise in human factors, usability, and accessibility performed the evaluations of over 150 free and open etextbooks. COOL4ed.org has published the accessibility evaluation rubric and provides a detailed description of the methodology used to evaluate the accessibility of the etextbooks in COOL4ed.

LOOKING FOR DETAILED ACCESSIBILITY REPORTS?

[See Detailed Accessibility Evaluation Report using Assistive Technologies](#)

See Detailed Accessibility Evaluation Report using Non-Assistive Technologies – N/A



DETAILED ACCESSIBILITY EVALUATION REPORT using Assistive Technologies

Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, such as Kurzweil and NVDA, are typically not used or available by the general public into the accessibility evaluation process.

1. Accessibility Documentation

A. The organization providing the online materials has a formal accessibility policy.	Fail
Additional Information:	No information found about An Introduction to Philosophy's formal accessibility policy.
B. The organization providing the online materials has an accessibility statement.	Fail
Additional Information:	No information found about An Introduction to Philosophy's accessibility statement.
C. An Accessibility Evaluation Report is available from an external organization.	Fail
Additional Information:	No information found about An Introduction to Philosophy's accessibility evaluation report.

2. Text Access

A. The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.	Pass
Additional Information:	2/2 chapters had proper text to speech compatibility (Ch. 4, 10). Normal text was read properly without any content skipped, but graphics are skipped and there was a blank space that was read as "blank" rather than just skipping over the space.

3. Text Adjustment

A. Text is compatible with assistive technology.	Pass
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Additional Information:	2/2 chapters were able to properly zoom in and out without having to horizontally scroll (Ch. 4, 10). However, the third section of Ch. 10 had horizontal zooming no matter how zoomed out the content in the textbook was.
B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality).	Pass
Additional Information:	2/2 chapters were able to adjust font and color using the Care Your Eyes program (Ch. 4, 10).

4. Reading Layout

A. Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Pass
Additional Information:	30/30 web pages able to reflow text properly (Ch. 2, 3, 4, 5, 7, 8, 9, 10, 11).
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	N/A
Additional Information:	No PDF available to compare page numbers.

5. Reading Order

A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.	Pass
Additional Information:	5/5 pages were read logically and in order with no text skipped (Ch. 2, 4, 5, 7, 11).



6. Structural Markup/Navigation

<p>A. The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>0/2 chapters were able to properly navigate using NVDA hotkeys (Ch. 4, 10). The headers, lists, and tables were not found in these chapters. Links were found with no problem.</p>
<p>B. The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>6 lists found, 0/6 lists were not navigable by the NVDA reader (Ch. 4, 10). These lists were read as "no next list."</p>
<p>C. If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology.</p>	<p>N/A</p>
<p>Additional Information:</p>	<p>Not using reader application.</p>

7. Tables

<p>A. Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>Fail</p>
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Additional Information:	<p>2 actual tables found, 1/2 read aloud in table format (Ch. 2). The table in Chapter 7 is formatted as a table within a table and cannot navigate through the cells cell by cell. Instead it goes row by row or column by column. The chapters in the textbook are also formatted in a table but does not look like a table. This may confuse readers especially at the beginning of the chapter.</p>
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8. Hyperlinks

<p>A. In-book links take you to a location within the textbook. For example, the table of contents would be considered in-book links and embedded links take you to the correct location in the book.</p>	<p>N/A</p>
Additional Information:	<p>All links are live, no within book links.</p>
<p>B. Live hyperlinks take you to any website or webpages external to the book.</p>	<p>Pass</p>
Additional Information:	<p>45/50 live hyperlinks functioned properly (Ch. 4, 10). However, the remaining five hyperlinks (Ch. 4, 10) had links that were broken or were not found on the internet. 31/50 live hyperlinks were properly described (Ch. 4, 10). However, the remaining 19 hyperlinks were listed as URLs.</p>
<p>C. Live links take you to the correct webpage that is functioning properly.</p>	<p>Pass</p>
Additional Information:	<p>45/50 live hyperlinks functioned properly (Ch. 4, 10). However, the remaining five hyperlinks (Ch. 4, 10) had links that were broken or were not found on the internet.</p>
<p>D. Live links are descriptive enough for the users to know where it should take them.</p>	<p>Pass</p>
Additional Information:	<p>31/50 live hyperlinks were properly described (Ch. 4, 10). However, the remaining 19 hyperlinks were listed as URLs.</p>



9. Color and Contrast

<p>A. All information within the material that is conveyed using color is also available in a manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>0/2 chapters had color consistency (Ch. 4, 10). The chapters evaluated looked different compared to the rest of the book. The background was a different color and words and headings were in another color. A youtube link in chapter 4 was also in a different color than the other links in the book. The youtube link was in blue while the rest of the textbook had links that were in maroon.</p>
<p>B. Information is conveyed from the sub-categories for contrast.</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>Black and red text against a tan or white background = passed evaluation. Black text against a white or tan background = passed evaluation.</p>
<p>C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>Black and red text against a tan or white background = passed evaluation. Black text against a white or tan background = passed evaluation.</p>
<p>D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>Black text against a white or tan background = passed evaluation.</p>
<p>E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).</p>	<p>N/A</p>
<p>Additional Information:</p>	<p>No simple images found.</p>

10. Language

<p>A. The text of the digital resource includes markup that declares the language of the</p>	<p>Fail</p>
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content in a manner that is compatible with assistive technology.	
Additional Information:	No language markup.
B. If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology.	N/A
Additional Information:	No passage markup.

11.Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Fail
Additional Information:	0/2 chapters had images that were properly described while read aloud (Ch. 2, 5). In these 2 chapters a majority of the images were skipped when read aloud while only two were described. There were also no captions for the reader to read to figure out what were in the images.
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	N/A
Additional Information:	No decorative images found.
C. Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality).	Fail
Additional Information:	0/2 chapters had images that were properly described while read aloud (Ch. 2, 10). Images were skipped with no additional captions to describe what were in the images.



12. Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	N/A
Additional Information:	No multimedia content found.
B. A transcript is provided with all audio content.	Pass
Additional Information:	Only one youtube video found in chapter 4 and the youtube video had no sound, therefore did not need transcript capability.
C. Audio/video content is delivered via a media player that is compatible with assistive technology. This includes support for all criteria listed in Section 15 below.	N/A
Additional Information:	No multimedia content found.

13. Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	Pass
Additional Information:	No flickering content.

14. Science, Technology, Engineering, and Math (STEM)

A. STEM figures have appropriate markup that indicates that the image is a figure.	N/A
Additional Information:	No STEM content found.
B. STEM graphs have appropriate markup that indicates that the image is a graph.	N/A
Additional Information:	No STEM content found.
C. STEM equations have appropriate markup that indicates that the image is an equation.	N/A
Additional Information:	No STEM content found.



D. STEM tables have appropriate markup that indicates the image is a table.	N/A
Additional Information:	No STEM content found.
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No STEM content found.
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No STEM content found.
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No STEM content found.
H. Assistive technology used can access the content from the STEM tables.	N/A
Additional Information:	No STEM content found.

15. Interactive Elements

A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.	N/A
Additional Information:	No interactive elements found.
B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").	N/A
Additional Information:	No interactive elements found.



C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	N/A
Additional Information:	No interactive elements found.

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