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: **Introduction to Philosophy (WikiBooks)**
Format of Textbook: **HTML**

Assistive Technology (AT) Evaluation Score: Overall	7.9 (Maximum score = 10)
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. • 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	4.6 (Maximum score =10)
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.	

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

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:	**Did not find any information about Annenberg Learner's formal accessibility policy.**
B. The organization providing the online materials has an accessibility statement.	**Fail**
Additional Information:	**Did not find any information about Annenberg Learner's accessibility statement.**
C. An Accessibility Evaluation Report is available from an external organization.	**Fail**
Additional Information:	**Did not find any information about Annenberg Learner'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 capabilities (Ch. 1, 6). Content was read aloud in logical order. However, one image in chapter 1 was skipped while being read aloud by the NVDA reader.**

3. Text Adjustment

A. Text is compatible with assistive technology.	**Pass**
Additional Information:	**2/2 chapters were capable of zooming in and out without horizontal scrolling (Ch. 1, 6).**

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 properly adjust font colors by using the Care Your Eyes program (Ch. 1, 6).**

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 webpages had proper reflow of text (Ch. 1(5), 2(3), 3(4), 5(9), 8(9)).**
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 printed material.**

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:	**3/5 pages were read aloud in proper order (Ch. 1, 5, 6). No content was skipped and everything was read in a logical order. However, the remaining 2 pages were pages that were incomplete and did not have any content (Ch. 8.2, 8.9).**

6. Structural Markup/Navigation

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).	**Pass**
Additional Information:	**2/2 chapters had proper navigation of text while using the NVDA hotkeys (Ch. 1, 6).**
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).	**Pass**
Additional Information:	**10/10 lists were navigable using the NVDA hotkeys (Ch. 2(6), 3(1), 5(3)).**
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.	**N/A**
Additional Information:	**Not using eReader application.**

7. Tables

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).	**N/A**
Additional Information:	**No tables found.**

8. Hyperlinks

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.	**N/A**
Additional Information:	**All hyperlinks are live.**
B. Live hyperlinks take you to any website or webpages external to the book.	**Pass**
Additional Information:	**48/50 hyperlinks properly functioned and opened up the expected links online (Ch. 1(23), 3(8), 4(15)). The remaining two hyperlinks led to errors on the internet (Ch. 1(1), 3.4(1)). 49/50 hyperlinks were properly described (Ch. 1(24), 3(8), 4(15)). The re**
C. Live links take you to the correct webpage that is functioning properly.	**Pass**
Additional Information:	**48/50 hyperlinks properly functioned and opened up the expected links online (Ch. 1(23), 3(8), 4(15)). The remaining two hyperlinks led to errors on the internet (Ch. 1(1), 3.4(1)).**
D. Live links are descriptive enough for the users to know where it should take them.	**Pass**
Additional Information:	**49/50 hyperlinks were properly described (Ch. 1(24), 3(8), 4(15)). The remaining hyperlink was labeled as a URL (Ch. 3.4).**

9. Color and Contrast

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.	**Pass**
Additional Information:	**2/2 chapters had consistent color redundancy (Ch. 1, 6). Headers and text were black against a white background. Links were navy blue against a white background.**

B. Information is conveyed from the sub-categories for contrast.	**Pass**
Additional Information:	**Headers were black against a white background.** **Normal text was black against a white background.**
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	**Pass**
Additional Information:	**Headers were black against a white background.**
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**Normal text was black against a white background.**
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	**N/A**
Additional Information:	**No simple images.**

10. Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	**Pass**
Additional Information:	**Language markup is English.**
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 non-decorative images that were described in more detail other than what was written in the caption (Ch. 1.1, 6.2). 1 of the images that were found in Chapter 1.1 was skipped while read aloud.**
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.**
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).	**N/A**
Additional Information:	**No complex images found.**

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.**
B. A transcript is provided with all audio content.	**N/A**
Additional Information:	**No multimedia content.**
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.**

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.**
B. STEM graphs have appropriate markup that indicates that the image is a graph.	**N/A**
Additional Information:	**No STEM content.**
C. STEM equations have appropriate markup that indicates that the image is an equation.	**N/A**
Additional Information:	**No STEM content.**
D. STEM tables have appropriate markup that indicates the image is a table.	**N/A**
Additional Information:	**No STEM content.**
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.**
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.**
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.**
H. Assistive technology used can access the content from the STEM tables.	**N/A**
Additional Information:	**No STEM content.**

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.**
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.**
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.**

DETAILED ACCESSIBILITY EVALUATION REPORT using
Non-Assistive Technologies

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.

1. Accessibility Documentation

A. The organization providing the online materials has a formal accessibility policy.	**Fail**
Additional Information:	**There was no link provided for the accessibility policy.**
B. The organization providing the online materials has an accessibility statement.	**Fail**
Additional Information:	**There was no link provided for the accessibility statement.**
C. An Accessibility Evaluation Report is available from an external organization.	**Fail**
Additional Information:	**There was no link provided for 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:	**Chapter 1, 5, 13, it reads content and it read the susections like chapter one: introduction.**

3. Text Adjustment

A. Text is compatible with assistive technology.	**Pass**
Additional Information:	**Chapter 1, 10, 15, all the content on the webpage had the capability of being minimized and maximized, the text and the figures of each page.**
B. The resource allows the user to adjust the font size and font/background color (or is	**Fail**

rendered by an application such as a browser, media player, or reader) that offers this functionality).	
Additional Information:	**Chapter 2, 8; failed because the text did go to black mode but the images changed colors and they were no longer visible correctly.**

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).	**Fail**
Additional Information:	**Chapters 1, 8, 12 failed because when content was zoomed in, the text did not wrap and the text and images were just zoomed and made larger.**
A. 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 content available for comparison.**

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.	**N/A**
Additional Information:	**No assistive technology used.**

6. Structural Markup/Navigation

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	**N/A**

such as a browser, media player, or reader that offers this functionality).	
Additional Information:	**No assistive technology used.**
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).	**N/A**
Additional Information:	**No assistive technology used.**
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.	**N/A**
Additional Information:	**No assistive technology used.**

7. Tables

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).	**N/A**
Additional Information:	**No assistive technology used.**

8. Hyperlinks

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.	**Pass**
Additional Information:	**20/20 Hyperlinks, there is a link in chapter subsections at the very bottom that takes them to**

	the table of contents, the only bad thing is that it takes them to a middle page instead of the actual table of contents.	
B. Live hyperlinks take you to any website or webpages external to the book.	**Fail**	
Additional Information:	**3/20 hyperlinks passed. In chapter 1, there are 3 links that direct you to a youtube video (one doesn't work) that opens a new web page and it is about philosophy, one of them is named "what is philosophy" and the other two are the direct links. There is another link on the waterloo cedar falls courier with a report on a senator and 3 other article links but it takes you away from webpage instead of opening a new window. Chaper 2 has 2 http links on work by bullfinch and they don't open a new window and take the reader away from the book. There is also a link on themes which passes becuase it opens a new webpage so the reader isn't taken away from the book and search backwards to get back on the page they were on in the book. There is another http link that takes you to information regarding the rise of greek civilization in which the book is left and the article opens up on the same page. At the beginning of chapter 2 section 8, right on top of the page there are 5 htttp links, 2 of them take you to another window but do not work. two of them are youtube videos but they open on the same window the book is on so it takes the reader away from textbook. The other article changes the same window the book is in also. There are another 3 article links that fail because they take you to more philosophers but they are not live or working and they open on the same window you are currently viewing the book in.**	
C. Live links take you to the correct webpage that is functioning properly.	**Fail**	
Additional Information:	**3/20 Hyperlinks passed. Most of the links opened up on the current window in which the user is vewing the textbook in. Because the reader is taken away from the book they might feel anxiety or frustration**	

	because they need to take more steps to get to the page they were in before they were directed away from the textbook.
D. Live links are descriptive enough for the users to know where it should take them.	**Fail**
Additional Information:	**3/20 Hyperlinks passed. All the names had names other than HTTP.**

9. Color and Contrast

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.	**Fail**
Additional Information:	**Chapter 1 and 9 doesn't pass because all the text is black and white and occassionally red but they are not underlined, the links are underlined but the reader should be able to tell the difference between important text not just the links.**
B. Information is conveyed from the sub-categories for contrast.	**Pass**
Additional Information:	**Chapter 1, 3, all text passed AA requirements for contrast.**
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	**Pass**
Additional Information:	**Chapter 1 and 3 passed AA requirements.**
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**Chapter 1 and 3 text passed AA requirements.**
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	**N/A**
Additional Information:	**N/A, all images are complex.**

10.Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	**Fail**	
Additional Information:	**Failed because there is no language stated in code like lang= en.**	
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 additional Language.**	

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).	**N/A**	
Additional Information:	**N/A because all images are not labeled with an alternative name for assistive technology.**	
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	**Pass**	
Additional Information:	**Chapter 1 and 2 has images of philosophers but they are not labeled nor read ny readers, so they are skipped when you use the readers, but the subsections they are under are read.**	
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).	**N/A**	
Additional Information:	**No complex images found.**	

12.Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	**N/A**
Additional Information:	**N/A there weren't any multimedia in wikibook.**
B. A transcript is provided with all audio content.	**N/A**
Additional Information:	**N/A there weren't any multimedia in wikibook.**
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:	**N/A there weren't any multimedia in wikibook.**

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 data provided in wikibook.**

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	**N/A**

by an application such as a browser, media player, or reader that offers this functionality).	
Additional Information:	**No interactive elements found.**

© 2016 California State University (Version 1.0)