

## Evaluating Publisher Content for Accessibility\*

Evaluating textbooks for accessibility is a critical part of the review process. How can you, as an instructor, assure that the textbook and tools you select will be accessible to all students? The questions and links on this page will help you to discuss your instructional needs with your publisher representative.

### Accessibility Documentation

The publisher may have existing documents related to the accessibility of their products. If these documents exist, your representative should be able to provide them upon request. These resources may include:

A completed [VPAT](#) (Voluntary Product Accessibility Template) for textbook and/or online resource that you have selected.

A white paper or report affirming that their web resources are [WCAG](#) (Web Content Accessibility Guidelines) 2.0 compliant.

However, technology changes rapidly and new textbook editions are published frequently. Unfortunately, this means that documents described above, may be out of date or inaccurate. Be sure to ask:

When were these documents published?

When they were last updated?

Were my textbook and its associated electronic resources included in the accessibility review process?

If accessibility features are not available, how will the publisher provide them in a timely manner?

### Product support

Does the publisher provide accessible end user support?

Does the publisher have a disabilities services coordinator to handle accessibility requests? How can this person/office be contacted?

### Instructional web site

Can all text used on publisher web site text be read by a screen reader?

Are all web site images documented with [<alt> tags](#)?

Is the web site designed so that it does not disrupt accessibility tools that have been installed by the student on his/her personal computer (e.g., text size, color selection)?

When color is used to convey information, is that same information also available in text form?

Can blinking or motion effects be turned off?

Is the site easy to navigate for someone with mobility issues (i.e., unable to use a mouse or tap on a screen)?

### Video based content

Are videos captioned?

Are transcripts available?

Is [ASL](#) interpretation available?

Is [video description](#) available?

Does the video player provide alternate controls (e.g., play, pause) for students who may have mobility issues (i.e., unable to use a mouse or tap on a screen)?

### Audio based content

Are transcripts available?

Is [ASL](#) interpretation available?

Does the audio player provide alternate controls (e.g., play, pause) for students who may have mobility issues (i.e., unable to use a mouse or tap on a screen)?

### Hard copy text

Is an audio version available?

Is a large print version available?

Is a [Braille](#) version available?

Is image-based information (e.g., charts, maps, illustrations) available in a [tactile](#) format?

Is an electronically readable version available (e.g., HTML, PDF, EPUB)?

### Electronic text

Does the text reader app provide alternate controls (e.g., next page, bookmark) for students who may have mobility issues (i.e., unable to use a mouse or tap on a screen)?

Can the font size be adjusted?

Does text [reflow](#) when the font size is changed?

Is text to speech conversion built in?

Can foreground and background colors be adjusted?

Is image-based information (e.g., charts, maps, illustrations) available in a [tactile](#) format?

### Data/document repositories

Are all data tables appropriately documented with column and/or row labels?

Are all data visualizations (e.g., charts, maps, illustrations) clearly labeled with text and audio?

Are all documents available in an accessible format?

### Interactive tools and simulations

Is feedback provided to the student in both aural and visual modalities?

Are volume controls provided for audio feedback?

When color is used to convey information, is that same information also available in text form?

Can blinking or motion effects be turned off?

If a timed response is required, can the time period be altered by the instructor and/or student?

\*(original content of this document created by [Stockton University](#))