

Textbook Accessibility Checklist

When considering books for adoption, faculty are encouraged to request this information from publishers. Books meeting higher standards of accessibility should be preferred.

Please ask publishers to answer the following questions:

Questions
What types of electronic formats are available?
Can all of the text that is displayed be read aloud by text-to-speech software?
Is the text/ interface navigable with keyboard commands?
Is alternative text available for all charts, graphs & images?
Are all videos captioned? Are captions created by a person or are videos “auto-captioned”?
Is a transcript included for all audio content? (this is for audio-only content such as podcasts)
Is audio description provided for all video content?
How are math equations rendered (e.g. MathType, LaTeX, MathML)?
Are materials born accessible or retrofitted?
Is a Voluntary Product Accessibility Template (VPAT) available?
What accessibility standard(s) were followed?
How was accessibility tested?

Once the publisher has responded, use the following table of preferred answers/more information to review with your committee.

For help and more information, please contact James Farquharson
james.farquharson@slcc.edu or call 801-957-4763.

Textbook Accessibility Questions and Responses

Question	Preferred Answer/ More Info
What formats are available?	<ul style="list-style-type: none"> • E-text with text-to-speech enabled • Flexible e-text format (not device specific): EPUB, DAISY, accessible HTML/ PDF
Can all of the text that is displayed be read aloud by text-to-speech software?	Just another way of confirming previous information. Answer should be YES.
Is the text/ interface navigable with keyboard commands?	Answer should be YES. To confirm, also ask for a list of keyboard shortcuts.
Is alternative text available for all charts, graphs & images?	The answer should be YES , also ask for examples to ensure that the alternative text is substantive and not just a generic description like “graph.”
Are all videos captioned? Are captions created by a person or are videos “auto-captioned”?	Answer should be YES. Auto-captioned videos are not sufficient.
Is a transcript included for all audio content? (this is for audio-only content such as podcasts)	Answer should be YES.
Is audio description provided for all video content?	Most publishers will not be doing this. Even the FCC’s rules for audio description are much more limited than those for captioning. This is an important, but developing component of accessibility. Asking the question is more about generating awareness. If it is available, it’s a good indicator of the publisher’s commitment to accessibility.
How are math equations rendered (e.g. MathType, LaTeX, MathML)?	Any of those responses are better than as images. Our preferred format is MathML.
Are materials born accessible or retrofitted?	Many publishers offer “accessible” versions of texts, etc. on demand, but they are not necessarily optimized for accessibility. Materials that are “born accessible” tend to provide better, more comprehensive accessibility.
Is a Document Accessibility Profile (DAP) available?	This is a new and experimental delivery system for accessible information, so very few publishers are likely to have a DAP available. But asking publishers to create one of these profiles can raise awareness and also provide details about the book’s accessibility features.
Is a Voluntary Product Accessibility Template (VPAT) available?	This should be available for all learning management tools. If the vendor doesn’t have one, they should fill it out.
What accessibility standard(s) were followed?	Some options (the standard may depend on whether the material is a book, an LMS, etc.): <ul style="list-style-type: none"> • WCAG 2.0 • Section 508 • NIMAS • EPUB 3/DAISY • PDF/UA
How was accessibility tested?	There are lots of possibilities here, but mainly there just needs to be some sort of detailed response, i.e., some evidence that testing actually occurred. Some

Textbook Accessibility Questions and Responses

	publishers may design to standards rather than doing active testing. This may not be ideal, but if they have a good response to the previous question about standards it's probably ok.
--	---