Voluntary Product Accessibility Template

Introduction

A **Voluntary Product Accessibility Template** (VPAT) is a document that describes the compliance of a website or web application with the accessibility standards contained in Section 508 of the Rehabilitation Act of 1973.

Pearson has extended this template to describe the compliance with the Pearson Web Accessibility Guidelines for Digital Learning Products (Pearson Accessibility Guidelines). These guidelines are specific to creating educational web media that are accessible to people with disabilities. Compliance with them will ensure that the website or web application complies with the Section 508 standards and the WCAG 2.0 A and AA guidelines.

The purpose of the Voluntary Product Accessibility Template is to assist contracting officials in making preliminary assessments regarding the availability of commercial Electronic and Information Technology products and services with features that support accessibility.

Format

The VPAT is a checklist of requirements described in Section 508. A summary table provides an overall level of conformance to Section 508 and a series of Section 1194 tables list detailed requirements and the conformance to each provision. The detail tables have three columns:

Column Name	Purpose
Criteria:	Describes a specific provision
Supporting Features: Provides a summary of the support for the subpart or provision	Supports: Fully meets the provision
	Supports with Exceptions: Does not fully meet but provides some level of access
	Supports through Equivalent Facilitation: Meets by providing an alternative method
	Does not Support: Does not meet the provision
	Not Applicable: Provision does not apply
Remarks/Explanations:	Explains how it does or does not support the provision

The remarks column includes specific details about which parts of the product do or do not meet the criteria and exactly how they support or do not support the provision.

Voluntary Product Accessibility Template

Date: September 14, 2017

Name of website or product: MyMathLab/MathXL

Scope: The following sections/pages are covered under this VPAT

- MyLab/Mastering Sign In
  (http://www.pearsonmylabandmastering.com/northamerica/mymathlab/)
  (http://www.pearsonmylabandmastering.com/northamerica/mathxl/)
- MyMathLab/MathXL login page
  (https://portal.mypearson.com/login)
  (https://www.mathxl.com/login_mxl.htm)
- Enroll in a new course
- Installation of the lockdown browser
- Components of MyMathLab/MathXL including the home page, announcements, calendar, assignments and tests (both standard and lockdown browser versions), results and practice
- Product help, student help ,product support, support, and FAQs on Accessibility and MyMathLab/MathXL

Contact for more information: mymathlab@pearson.com

Summary Table

Guideline	Applicable	Compliance
Section 508, 1194.21 Software Applications and Operating Systems	Applicable	Supports with exceptions
Section 508, 1194.22 Web-based Internet Information and Applications	Applicable	Supports with exceptions
Section 508, 1194.23 Telecommunications Products	Not Applicable	-
Section 508, 1194.24 Video and Multi-media Products	Not Applicable	-
Section 508, 1194.25 Self-Contained, Closed Products	Not Applicable	-
Section 508, 1194.26 Desktop and Portable Computers	Not Applicable	-
Section 508, 1194.31 Functional Performance Criteria	Applicable	Supports with exceptions
Section 508, 1194.41 Information, Documentation and Support	Applicable	Supports
Pearson Accessibility Guidelines: Conforms to WCAG 2.0 at Level AA and Section 508, 1194.22 Web-based Internet Information and Applications	Applicable	Supports with exceptions

Section 1194.21 Software Applications and Operating Systems

Criteria	Supporting Features	Remarks and explanations
(a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.	Supports with exceptions	The core functions within MyMathLab/MathXL can be accessed with a keyboard. You can use the keyboard to access the Home page, Calendar, Results, Announcements, Study Plan topics, and Assignments. For free response questions, a text equivalent of math notation and symbols (command line language) can be entered using the keyboard. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.
(b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.	Supports	The MyMathLab/MathXL application does not disrupt or disable identified accessibility features in other products. Note: The optional Pearson Lockdown Browser, designed to offer a secure testing environment, blocks most other programs by design.
(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes.	Supports	The standard browser indication of focus has been provided for the MyMathLab/MathXL interface. For users who would like a different color contrast scheme for their current focus, can apply alternate OS schemes to MyMathLab/MathXL. MyMathLab/MathXL also supports ZoomText and similar tools that provide the ability to select additional schemes.

Criteria	Supporting Features	Remarks and explanations
(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text.	Supports with exceptions	Most elements in MyMathLab/MathXL provide identity, operation and state information to Assistive Technology.

The Home page, Calendar, Results, Announcements, Study Plan topics, Assignments, and the question types Multiple Choice, Free Response, and Fill in the blank question types provide this information.

There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course. |
| (e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance. | Supports | Bitmap images are used consistently throughout the application. |
| (f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes. | Supports | MyMathLab/MathXL provides text content, default caret location and attributes. |
| (g) Applications shall not override user selected contrast and color selections and other individual display attributes. | Supports with exceptions | The core MyMathLab/MathXL inherits user contrast and color selections. The interface remains visible in Windows High Contrast mode.

Some Flash based content does not adhere to high contrast settings provided by the operating system. A product like ZoomText does provide the ability to change the color contrast and is supported by MyMathLab/MathXL. |
| (h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user. | Supports with exceptions | Transcripts are available upon request and at no additional cost.

An effort is underway to convert the animations to HTML5 to make them accessible. |
| (i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. | Supports | MyMathLab/MathXL uses color coding and a text alternative to convey information. |

Criteria	Supporting Features	Remarks and explanations
(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.	Not applicable	MyMathLab/MathXL does not provide a way to adjust color and contrast settings.
(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.	Supports	MyMathLab/MathXL does not use flashing or blinking user interface elements.
(l) When electronic forms are used, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Supports with exceptions	Directions and cues are provided at sensible places on the page or within the form field making it easy for the screen reader and other assistive technologies to find. The Home page, Results, Announcements, Study Plan topics, and Assignments and the question types Multiple Choice, Free Response, and Fill in the Blank provide this information. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.

Back to Top

Section 1194.22 Web-based Internet information and applications

Criteria	Supporting Features	Remarks and explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Supports with exceptions	Alternative text has been provided for most non-text elements within the MyMathLab/MathXL application. The text equivalents provide the same information as the images. MyMathLab/MathXL has an alt text capability allowing descriptions to be added to images in questions. Instructors may use this option to add their own or replace the alt text to an existing item, or create an entirely new item with alt text to meet specific course objectives. We continue to add alt text to images and figures with the goal of having the largest number of items available to all students. Questions with alt text for figures and images are clearly identified allowing instructors an easy way to include these in their course.
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Supports	Synchronized closed captioning is provided in all videos.
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	Supports	MyMathLab/MathXL uses color coding and a text alternative to convey information.
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	Supports	The MyMathLab/MathXL application is readable without stylesheets.
(e) Redundant text links shall be provided for each active region of a server-side image map.	Not applicable	MyMathLab/MathXL application does not use server-side image maps.
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	Not applicable	MyMathLab/MathXL application does not use client-side image maps.
(g) Row and column headers shall be identified for data tables.	Supports	MyMathLab/MathXL tables have row and column headers defined.
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	Not applicable	MyMathLab/MathXL data cells contain markup to associate them with relevant row and column headers.

Criteria	Supporting Features	Remarks and explanations
(i) Frames shall be titled with text that facilitates frame identification and navigation.	Supports with exceptions	MyMathLab/MathXL provides descriptive frame titles. All videos in courses accompanying textbooks with a copyright of 2014 and higher have descriptive frame titles. For older copyrights, the videos are played in a Flash-based video player with contextual information identifying the video being played.
(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	Supports	The MyMathLab/MathXL application does not use flashing or blinking user interface elements.
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Not applicable	Accessibility provisions in the MyMathLab/MathXL application are provided without requiring a separate text-only version.
(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.	Supports	All information provided through scripts is identified with functional text that can be read by assistive technology.
(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with 1194.21(a) through (l).	Supports	Flash is required for the application to run. If Flash is not present, a link will be provided to download the application.

Criteria	Supporting Features	Remarks and explanations
(n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	Supports with exceptions	Directions and cues are provided at sensible places on the page or within the form field making it easy for the screen reader and other assistive technologies to find. The Home page, Results, Announcements, Study Plan topics, Assignments, and the question types Multiple Choice, Free Response, and Fill in the Blank provide this information. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.
(o) A method shall be provided that permits users to skip repetitive navigation links.	Supports	Headings have been used on HTML pages for quick navigation when accessed with a screen reader. In the Flash based question player, the question gets presented first with the navigational element last when a screen reader is detected. The HTML5 question player uses ARIA landmarks for quick navigation.
(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Supports with exceptions	MyMathLab/MathXL has a timed response for tests. The time limit can be set by the instructors for the class and on an individual basis. The time limit is clearly available when taking timed tests. When there is no time limit on the test, the MathXL question player has no session timeout. Certain configurations have a session timeout of 3 hours. When a session timeout occurs, users are redirected to the login screen.

Back to Top

Note to 1194.22: The Board interprets paragraphs (a) through (k) of this section as consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 1.0 (WCAG 1.0) (May 5 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium: Paragraph (a) - 1.1, (b) - 1.4, (c) - 2.1, (d) - 6.1, (e) - 1.2, (f) - 9.1, (g) - 5.1, (h) - 5.2, (i) - 12.1, (j) - 7.1, (k) - 11.4.

Section 1194.31 Functional Performance Criteria

Criteria	Supporting Features	Remarks and explanations
(a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided.	Supports with exceptions	The core MyMathLab/MathXL application supports the use of screen readers. Users with low, or no, vision can use screen reader software for the site pages. Screen readers such as JAWS and Window-Eyes can read the Home page, Results, Announcements, Study Plan topics, and Assignments. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.
(b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided.	Supports with Exceptions	The MyMathLab/MathXL application can be increased in size using browser native functions. Users on mobile devices can magnify the application using native zoom-in functionality. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.
(c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided	Supports	The MyMathLab/MathXL core application does not require hearing. The help videos provide captions for the hearing impaired.
(d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.	Not applicable	MyMathLab/MathXL does not rely on audio to present information.
(e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for Assistive Technology used by people with disabilities shall be provided.	Not applicable	MyMathLab/MathXL does not require speech.

Criteria	Supporting Features	Remarks and explanations
(f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	Supports	The parts of MyMathLab/MathXL that cannot be operated with keyboard alone have large target areas that would not cause problems for people with fine motor control or limited reach and strength.

Back to Top

Section 1194.41 Information, documentation, and support.

Criteria	Supporting Features	Remarks and explanations
(a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge.	Supports	MyMathLab/MathXL provides online versions of product support documentation with minor accessibility issues. Alternative formats are available upon request, at no additional charge.
(b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.	Supports	MyMathLab/MathXL provides a description of accessibility and compatibility features within the online help. Online documentation for using JAWS with MyMathLab/MathXL is available in the context-sensitive help or from the MyMathLab and JAWS Quick Start Instructions. Alternative formats are available upon request, at no additional charge.
(c) Support services for products shall accommodate the communication needs of end-users with disabilities.	Supports	The MyMathLab/MathXL Product Support group has a team focused on accessibility support. Product support for MyMathLab/MathXL is available using the online help and live chat, phone support line and by email.

Back to Top

Pearson Web Accessibility Guidelines for Digital Learning Products

Criteria	Supporting Features	Remarks and explanations
Time Limits – Allow users to adjust short-term (20 hours or less) time limits to at least 10 times the default.	Supports with exceptions	MyMathLab/MathXL has a timed response for tests. The time limit can be set by the instructors for the class and on an individual basis. The time limit is clearly available when taking timed tests. The MathXL question player has no session timeout. The site pages have a session timeout of 30 minutes. When a session timeout occurs, users are redirected to the login screen. Certain configurations have a session timeout of 3 hours. When a session timeout occurs, users are redirected to the login screen.
Timed Tests – Allow instructors to adjust the time limits or allow students to adjust the or just complete the activity after the time limit is reached. And, record the time spent with the results.	Supports	Instructors set the time limit for the test and can adjust the time limit for a particular student.
Sensible Reading Order - Ensure that current screen reading software (screen readers) can read the media in a sensible order.	Supports	MyMathLab/MathXL has been tested by screen reader users. The reading order has been adjusted to enhance the user experience and provides an optimal experience for these users.
Findable Added Content - Ensure that screen reader users can find new dynamically-added content (e.g. expanding menus, alerts, error messages, hints that appear on rollover).	Supports	MyMathLab/MathXL provides the text equivalent for screen reader users for dynamically-added content.

Criteria	Supporting Features	Remarks and explanations
Keyboard Access - Ensure that keyboard keys (instead of a mouse) can be used to: • Reach and operate all controls AND • Navigate through active elements, following the reading order	Supports with exceptions	The core functions within MyMathLab/MathXL can be accessed with a keyboard. You can use the keyboard to access the Home page, Results, Announcements, Study Plan topics, and Assignments. For free response questions, a text equivalent of math notation and symbols (command line language) can be entered using the keyboard. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.
Keyboard Access Visibility - Ensure that the user's location on the page will be visually apparent when keyboard keys are used to move from item to item.	Supports	The standard browser indication of focus has been provided for the MyMathLab/MathXL interface. For users who would like a different color contrast scheme for their current focus, can apply alternate OS schemes to MyMathLab/MathXL. MyMathLab/MathXL also supports ZoomText and similar tools that provide the ability to select additional schemes.
Keyboard Access Instructions - Provide instructions describing the keys needed for keyboard access if your media uses techniques or keys that differ from user agent (e.g. Web browser, PDF reader, Flash player) defaults.	Supports	MyMathLab/MathXL provides detailed information for keyboard access as part of the online help. A document is available that describes the command-line language for keyboard shortcuts and math language for entering complex math symbols, Greek letters and expressions.
In-Page Navigation - When distinguishable features or sections (e.g. navigation, main content, individual news articles) appear on a page or in a document, provide a way to navigate to the features or sections using a screen reader and the keyboard.	Supports	Headings have been used on HTML pages for quick navigation when accessed with a screen reader. In the Flash based question player, the question gets presented first with the navigational element last when a screen reader is detected. The HTML5 question player uses ARIA landmarks for quick navigation.

Criteria	Supporting Features	Remarks and explanations
Continuity of User's Place - Do not change the user's location (e.g. place on the page, page, frame, window or user agent).	Supports	MyMathLab/MathXL does not change a user's location unless it has been initiated by the user.
Semantic Markup - Identify roles (e.g. heading, numbered list, bulleted list, data table, paragraph, emphasized text) of page elements using conventions for the media type. (And do not misidentify roles by using those conventions solely for their visual effects.)	Supports with exceptions	MyMathLab/MathXL uses semantic markup correctly. Certain tables have been labelled as presentation when used for layout instead of data.
No Info Conveyed only through Text Formatting - When text formatting (e.g. italic, underline, bold, font size) is used to provide information that goes beyond emphasis, also provide the information through an additional method.	Supports	MyMathLab/MathXL does not use text formatting to convey information.
Same Info without Style Sheets - Do not use presentation layers (e.g. css, styles) to provide information unless the information is also presented through content or through semantic markup. (And do not use presentation layers to hide content that would be disruptive or misleading if shown.)	Supports	MyMathLab/MathXL does not use CSS to provide information.
Form Field Labels - Tie each user input control (e.g. text field, radio button, pull-down menu) to text that describes the purpose of the control, using conventions for the media type.	Supports with exceptions	Directions and cues are provided at sensible places on the page or within the form field making it easy for the screen reader and other assistive technologies to find. The Home page, Results, Announcements, Study Plan topics, Assignments, and the question types Multiple Choice, Free Response, and Fill in the Blank provide this information. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course.

Criteria	Supporting Features	Remarks and explanations
Meaningful Link Text - Write links so that a user who is aware of the topic of the page will understand the purpose of the link when reading the page content.	Supports	MyMathLab/MathXL uses descriptive link text for links.
Human Language - Indicate human language (e.g. Arabic, Chinese, English) following conventions for the media type.	Supports	The MyMathLab/MathXL application specifies the default language.
Page & Frame Titles - For each frame and for each primary media file (e.g. HTML page, Flash movie, PDF document) provide a title.	Supports with exceptions	MyMathLab/MathXL provides descriptive frame titles. All videos in courses accompanying textbooks with a copyright of 2014 and higher have descriptive frame titles. For older copyrights, the videos are played in a Flash-based video player with contextual information identifying the video being played.
User Interface Instructions - When identifying media elements in on-screen instructions and help content, include semantic information as opposed to exclusively referring to visual formatting (e.g. "the option furthest to the right", "in the blue area") or to auditory information (e.g. "when you hear a beep").	Supports	MyMathLab/MathXL on-screen instructions do not rely on visual formatting.
Valid Markup & Spelling - Use properly nested markup tags & correct spelling.	Supports with exceptions	MyMathLab/MathXL uses correct spelling and with a few minor exceptions, uses valid markup.
UI Control Role, Name, State & Options - Use standard user input controls (e.g. HTML form controls, Flash accessible components) for their intended purpose or, if no appropriate standard controls exist, create or repurpose controls so that screen readers can present the role, name, current state and available options.	Supports with exceptions	Most of the application uses standard elements and input controls. When custom controls are used, the role, name, and state information is made programmatically available. There are certain question elements that do not have full support. Questions with these elements are clearly labelled so that content authors can choose to exclude them from their course
Encoded Text - Use encoded text instead of images.	Supports	MyMathLab/MathXL uses encoded text.

Criteria	Supporting Features	Remarks and explanations
Text Resize - Ensure that text size (except for captions) can be increased to at least 200% using controls in either the user agent (e.g. Web browser, PDF reader, Flash player) or the media.	Supports	The MyMathLab/MathXL application can be increased in size using browser native functions. Users on mobile devices can magnify the application using native zoom in functionality.
No Flashing / Flickering - Create content so that it does not cause blinking, flashing or flickering.	Supports	The MyMathLab/MathXL application does not use flashing or blinking user interface elements.
Ability to Stop Motion - Allow users to stop any content that moves for more than five seconds or that updates automatically.	Supports	MyMathLab/MathXL does not have motion except for the "How to enter answers" video series. The videos can be stopped and started using player controls.
Still View of Moving Content - Allow the user to read text, equations & diagrams while they are not moving, autoscrolling or being quickly replaced.	Supports	Videos and animations can be stopped and a still view of the content can be read.
Contrast for Text Readability - Using a contrast ratio tool, choose text color and text background color so that the contrast ratio between the colors is at least: - 4.5:1 for small text - 3:1 for text that is at least 18 points or bold 14 points - 7:1 when one of the colors is red (or nearly red) and other color is black (or nearly black)	Supports with exceptions	Most of the foreground and background colors have sufficient color contrast. Some text uses specific colors by design, for example red for error. In certain cases, the color contrast is insufficient. MyMathLab/MathXL inherits native OS contrast schemes. The MyMathLab/MathXL application also supports the use of ZoomText and other similar tools that provide the ability to select your own color contrast scheme.
No Reliance on Color Coding - When color is used to convey information, also convey the information through another **visual** method.	Supports	MyMathLab/MathXL uses color coding and a text alternative to convey information.
Color Contrast in Key Images - Design graphics so that **pertinent** content will not be lost from lack of contrast when viewed with common variations in color-vision (color-blindness).	Supports	Graphics used in MyMathLab/MathXL have sufficient color contrast.

Criteria	Supporting Features	Remarks and explanations
Images that Provide Info - If an image provides information, provide the same information in a text alternative.	Supports with exceptions	Alternative text has been provided for most non-text elements within the MyMathLab/MathXL application. The text equivalents provide the same information as the images. MyMathLab/MathXL has an alt text capability allowing descriptions to be added to images in questions. Instructors may use this option to add their own or replace the alt text to an existing item, or create an entirely new item with alt text to meet specific course objectives. We continue to add alt text to images and figures with the goal of having the largest number of items available to all students. Questions with alt text for figures and images are clearly identified allowing instructors an easy way to include these in their course.
Image Buttons & Links - If an image represents a control or a link, provide text that can serve the same purpose when images are not available.	Supports	Alternative text has been provided for images that represent a control or link.
Visuals in Video/Animation - When multimedia (e.g. video, narrated animation) includes important visual and auditory information provide spoken description of any significant visual elements that would be missed when listening to the audio alone.	Supports with exceptions	In most cases, the spoken narrative is enough to understand the visual information. There are a few instances in the video that reference formulas are seen on the screen that are not spoken or available in any other way. Transcripts are available upon request and at no additional cost. An effort is underway to convert videos and animations to HTML5 to make them accessible.
Decorative Images - Allow screen reading software to ignore features that are purely decorative, including images whose meaning is fully expressed through adjacent text.	Supports with exceptions	Most decorative elements have been set to be ignored by screen readers. There are a few minor instances where decorative images have been given a descriptive text alternative.

Criteria	Supporting Features	Remarks and explanations
Irrelevant Hidden Content - Ensure screen readers will ignore content that has been hidden as part of the media's functionality if the inclusion of that content would be confusing or misleading.	Supports	Content that may be confusing to screen reader users has been hidden from view.
User Control of Audio - If audio plays longer than three seconds, either allow it to be stopped by pressing escape or only play the audio on user request. Allow users to replay any audio that provides information.	Supports	The video player provides controls to start and stop audio.
Audio Clarity/Contrast - When you have the opportunity to set the volume of speech relative to volume of background sound: - Allow the user to access the foreground speech without the background sound (e.g. control to turn off background sound, separate volume controls) OR - Set the background sound to be 20 decibels lower than the foreground speech	Not applicable	The video does not have background audio.
Transcripts - If audio provides information, provide the same information as text.	Supports	Transcripts are available upon request and at no additional cost. Synchronized closed captioning is available in all videos. An effort is underway to make transcripts available directly in the course accompanying textbooks with a copyright of 2016 and higher.
Captions - When movies, animations, slideshows or games use a combination of image and sound to provide information, captions should provide all important auditory information.	Supports	Synchronized closed captioning is provided in all videos.

Criteria	Supporting Features	Remarks and explanations
Mirroring Source Materials - When creating alternative versions (e.g. alt-text for an image, e-book alternative to a printed text), keep content divisions (e.g. page numbers, learning unit divisions) and user interface elements (e.g. text label for a button, whether a list is numbered or bulleted) consistent with the standard version.	Not applicable	MyMathLab/MathXL does not provide alternative versions of content where it is necessary to mirror the content divisions of source materials.
User Content - When end users (e.g. students, instructors) can upload content, allow and facilitate alternatives for non-text content (e.g. alt-text for images, captions and audio descriptions for video, transcripts for audio).	Not applicable	MyMathLab/MathXL allows student to enter in content to answer questions in practice exercises and tests. The content created is in an accessible format. For example, the formulas entered get read back in a format that is understandable to screen reader users.
Publishing Options & Security - Publish your media so that the accessibility features for the media are included and so that screen readers work with any security features.	Supports	Flash has been published in a way that allows screen readers access to the content.
Links to Accessible Players - If your product's accessibility relies on more than the user's assistive technology and a common Web browser, provide a link to an accessible download location for each add-on (e.g. plug-in, player, script).	Supports	Flash is required for the application to run. If Flash is not present, a link will be provided to download the application.

Back to Top

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