



## California Open Online Library for Education & Accessibility

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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:

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**Textbook:** Introduction to Psychology (Full NOBA Collection)

**Format of Textbook:** HTML

<b>Assistive Technology (AT) Evaluation Score: Overall</b>	<b>5.3 (Maximum score = 10)</b>
<p><b>Assistive Technologies (AT) Evaluations</b> 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"> <li>• Accessibility features of desktop operating systems (e.g. high-contrast display themes, settings from the Keyboard and Mouse control panels)</li> <li>• Accessibility-related software included with desktop operating systems (e.g. VoiceOver, Microsoft Narrator)</li> <li>• Third-party accessibility software and hardware:</li> <li>• Screen readers (e.g. JAWS, Window Eyes)</li> <li>• Magnification software (e.g. ZoomText Magnifier/Reader, MAGIC Pro with Speech)</li> <li>• Reading software for users with learning disabilities (e.g. Read and Write Gold, Kurzweil 3000)</li> <li>• Refreshable Braille displays</li> </ul>	
<b>Non- Assistive Technology (NAT) Evaluation Score: Overall</b>	<b>7.6 (Maximum score =10)</b>
<p><b>Non-Assistive Technologies (NAT) Evaluations</b> 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.

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## **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.	<b>Fail</b>
Additional Information:	<b>Did not find any information about Merlot's Formal Accessibility Policy.</b>
B. The organization providing the online materials has an accessibility statement.	<b>Fail</b>
Additional Information:	<b>Did not find any information about Merlot's Accessibility Statement.</b>
C. An Accessibility Evaluation Report is available from an external organization.	<b>Fail</b>
Additional Information:	<b>Did not find any information about Merlot's Accessibility Evaluation Report.</b>

### 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.	<b>Fail</b>
Additional Information:	<b>0/2 Chapters passed. Not all contents within the book were successfully translated to audio. While normal text was read properly, information was skipped in chapters 3 and 10. Images in chapters 1 and 7 were translated in a way that was easy to understand, and a sufficient amount of detail was given; However, some images were read with a lack of detail and simply stated the link of the image found within IMG" ". Tables were not translated properly by NVDA, and you could not navigate</b>



	through either chapter using NVDA hotkeys or directions using directional keys.
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### 3. Text Adjustment

A. Text is compatible with assistive technology.	Pass
Additional Information:	2/2 Chapters passed. Regular text and images were easily zoomed in ( to 200%) and out (to 33%) with out any disruptive alteration to either text or images ( Chps. 2 and 9).
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 Passed Using Care for Your Eyes on Google Chrome, font and background did change color when nightmode was selected ( Chps. 2 and 9).

### 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 pages passed for reflow of text, regular text and images were easily zoomed in ( to 200%) and out (to 33%) with out any disruptive alteration to either text or images ( Chps. 1 to 11 were checked).
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 or Printed versions of text available.



### 5. Reading Order

<p>A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/2 Chapters passed. Not all contents within the book were successfully translated to audio. While normal text was read properly, information was skipped in chapters 3 and 10. Images in chapters 1 and 7 were translated in a way that was easy to understand, and a sufficient amount of detail was given; However, some images were read with a lack of detail and simply stated the link of the image found within IMG" ". Tables were not translated properly by NVDA, and you could not navigate through either chapter using NVDA hotkeys or directions using directional keys.</b></p>

### 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><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/2 chapters passed. You were not able to navigate through the text, among headers, lists, links, and tables, by using the NVDA hotkeys. When attempting to use a NVDA hotkey it would simply state the buttons you were pressing on the keyboard. Chapters checked (3 and 11).</b></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><b>Fail</b></p>



Additional Information:	<b>5/11 lists passed. You were able to navigate through the lists by using the NVDA hotkeys. Chapters checked 1.3 (0/3 lists) ,2.1 (0/3 lists) 8.1 (5/5 lists).</b>
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.	<b>N/A</b>
Additional Information:	<b>Not using eReader application in this evaluation.</b>

## 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).	<b>Fail</b>
Additional Information:	<b>0/10 tables passed. Tables did not consists of any description of what was inside the tables than the content within the table. The tables were not translated properly by NVDA and you were not able to navigate in all directions using directional keys. Chapters checked, 1.6 ( 0/2 tables passed, had proper descriptions, read clearly by NVDA, and were able to navigagate in all directions by using directional keys), 8.6 ( 0/2 tables passed, had proper descriptions, read clearly by NVDA, and were able to navigagate in all directions by using directional keys), 4.2 ( 0/2 tables passed, had proper descriptions, read clearly by NVDA, and were able to navigagate in all directions by using directional keys), 10.4 ( 0/1 tables passed, had proper descriptions, read clearly by NVDA, and were able to navigagate in all directions by using directional keys), 8.1 ( 0/3 tables passed, had proper descriptions, read clearly by NVDA, and were able to navigagate in all directions by using directional keys).</b>



## 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><b>N/A</b></p>
<p>Additional Information:</p>	
<p>B. Live hyperlinks take you to any website or webpages external to the book.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>20/20 live hyperlinks functioned properly and took the reader to the expected websites on the internet and/or to figures, examples, and solutions within the textbook. Chapter 6 checked. 15/20 live hyperlinks worked and had a proper descriptions of the hyperlinks, Chapter 6 ( 15/20 links passed). The other hyperlinks within the book were labeled with a URL. The whole section fails for the prescence of URL links.</b></p>
<p>C. Live links take you to the correct webpage that is functioning properly.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>20/20 live hyperlinks functioned properly and took the reader to the expected websites on the internet and/or to figures, examples, and solutions within the textbook. Chapter 6 checked.</b></p>
<p>D. Live links are descriptive enough for the users to know where it should take them.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>15/20 live hyperlinks worked and had a proper descriptions of the hyperlinks, Chapter 6 ( 15/20 links passed). The other hyperlinks within the book were labeled with a URL.</b></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</p>	<p><b>Pass</b></p>
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not perceive color, and information conveyed by color is also conveyed in other ways.	
Additional Information:	<b>2/2 chapters passed and had consistent color redundancy. Main Headers were larger in text and black against a white background. Subheaders were larger and black against a white background. Text was consistently black against a white background. Hyperlinks within text were maroon. However, the links were not distinguishable from other text other than by only color. Chapters checked ( 3 and 7).</b>
B. Information is conveyed from the sub-categories for contrast.	<b>Pass</b>
Additional Information:	<b>2/2 chapters passed and had consistent color redundancy. Main Headers were larger and black against a white background. Subheaders were larger and black against a white background. Text was consistently black against a white background. Hyperlinks within text were maroon. However, the links were not distinguishable from other text other than by only color.Chapters checked ( 3 and 7). All text,headers, and simple images passes the AA standard.</b>
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	<b>Pass</b>
Additional Information:	<b>Section heading passed(Chapters and subchapters checked 3 and 7).</b>
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	<b>Pass</b>
Additional Information:	<b>All text passed. ( Chapters 3 and 7).</b>
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	<b>N/A</b>
Additional Information:	<b>All images within the text are complex.</b>



### 10. Language

<p>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.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>"lang="en-us" code found, language markup is in english.</b></p>
<p>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.</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No passages found in foreign languages.</b></p>

### 11. Images

<p>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).</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/2 chapters had non-decorative images that were read properly by NVDA. When NVDA encountered images it did not even read off the image. When searching for image alt" in the code, alternative names and captions are given. In chapter 4.2, 3/6 non-decorative images have good descriptions within image alt ". For chapter 5.3, 2/6 non-decorative images have good descriptions within image alt ". Even though the images had proper descriptions, a reader of this textbook would not fully understand that content and meaning behind each image.</b></p>
<p>B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.</p>	<p><b>N/A</b></p>



Additional Information:	<b>There were no decorative images found. Chapters and subchapters checked 1 and 8. All images were complex.</b>
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).	<b>Fail</b>
Additional Information:	<b>0/2 chapters had complex images that were read properly by NVDA. When NVDA encountered images it did not even read off the image. When searching for image alt"" in the code, no alternative names and captions are given. In chapter 4.2, 3/6 complex images have good descriptions within image alt "". For chapter 5.3, 2/6 complex images have good descriptions within image alt ". Even though the images had proper descriptions, a reader of this textbook would not fully understand that content and meaning behind each image. More description is needed to be giving in each image, especially if graphs and tables are going to be inserted as images.</b>

## 12.Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	<b>Fail</b>
Additional Information:	<b>0/3 videos passed. Chapter 5.2 ,Bobo doll experiment Video is not accurate in captions; Chapter 5.3, The Misinformation Effec video is not completely accurate in translations of captions , Flashbulb Memories video, captions are not efficiently translated.</b>
B. A transcript is provided with all audio content.	<b>Pass</b>
Additional Information:	<b>3/3 videos passed. Chapter 5.2 ,Bobo doll experiment Video, Chapter 5.3, The Misinformation Effec video , Flashbulb Memories video, offer transcripts.</b>



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:	<b>Not using assistive player in this evaluation.</b>

### 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:	<b>No flickering content.</b>

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

A. STEM figures have appropriate markup that indicates that the image is a figure.	Pass
Additional Information:	<b>10/10 figures passed. Besides tables, almost every image within the text was labeled a figure, whether it was a graph, picture, or chart. Chapters checked 1-2.</b>
B. STEM graphs have appropriate markup that indicates that the image is a graph.	Fail
Additional Information:	<b>0/10 graphs passed. All graphs in the text were annotated as figures. Chapters checked 1-2.</b>
C. STEM equations have appropriate markup that indicates that the image is an equation.	N/A
Additional Information:	<b>No equations found within text.</b>
D. STEM tables have appropriate markup that indicates the image is a table.	Fail
Additional Information:	<b>0/10 tables passed were not properly marked as tables. The tables were not translated properly by NVDA and you were not able to navigate in all directions using directional keys.</b>
E. STEM figures have appropriate notation markup that conveys both the notation	Pass



(presentation) and meaning (semantics) of the STEM content.	
Additional Information:	<b>10/10 figures passed. Besides tables, almost every image within the text was labeled a figure, whether it was a graph, picture, or chart. When NVDA encountered these images, it read the description within the text. Depending on the image, this was sufficient, however for graphs it was not. Chapters checked 1-2.</b>
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Fail</b>
Additional Information:	<b>0/10 graphs passed. All graphs in the text were annotated as figures and NVDA encountered graphs, it simply read the description within the img alt "" code. A reader would not understand the content located within the graph. Chapters checked 1-2.</b>
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>N/A</b>
Additional Information:	<b>No equations found within text</b>
H. Assistive technology used can access the content from the STEM tables.	<b>Fail</b>
Additional Information:	<b>0/10 tables passed. Tables did not consist of any description of what was inside the tables than the content within the table. The tables were not translated properly by NVDA and you were not able to navigate in all directions using directional keys.</b>

### **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.	<b>Pass</b>
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Additional Information:	<b>Successfully navigated through 2 chapters ( Research Designs and The Replication Crisis in Psychology) by using the TAB and ENTER keys on the keyboard.</b>
B. Each interactive element conveys information to assistive technology regarding the element’s name, type, and status (e.g. “Play, button, selected”).	<b>N/A</b>
Additional Information:	<b>No markup interactive elements found.</b>
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).	<b>N/A</b>
Additional Information:	<b>No text interactive elements found.</b>

## **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.	<b>Fail</b>
Additional Information:	<b>No content found</b>
B. The organization providing the online materials has an accessibility statement.	<b>Fail</b>
Additional Information:	<b>No content found</b>
C. An Accessibility Evaluation Report is available from an external organization.	<b>Fail</b>



Additional Information:	<b>No content found</b>
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## 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.	<b>Pass</b>
Additional Information:	<b>Text that is selected is read. Chapters Checked: Learning &amp; Memory and Well-Being. Google Select and Speak free version used.</b>

## 3. Text Adjustment

A. Text is compatible with assistive technology.	<b>Pass</b>
Additional Information:	<b>Horizontal scroll bar is an option but not needed, even with 200+%. Chapters Checked: Learning &amp; Memory and Well-Being.</b>
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).	<b>Pass</b>
Additional Information:	<b>Text is readable. Some images are inverted in a way that makes them difficult to interpret. Chapters Checked: Learning &amp; Memory and Well-Being. Google "care your eyes" used.</b>

## 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).	<b>N/A</b>
Additional Information:	<b>No printed material or PDF available to compare.</b>



A. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	N/A
Additional Information:	<b>No printed material or PDF available to compare.</b>

### 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:	<b>Needs assistive technologies.</b>

### 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).	N/A
Additional Information:	<b>Needs assistive technologies.</b>
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:	<b>Needs assistive technologies.</b>
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:	<b>Needs assistive technologies.</b>



## 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><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>Needs assistive technologies.</b></p>

## 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><b>N/A</b></p>
<p>Additional Information:</p>	
<p>B. Live hyperlinks take you to any website or webpages external to the book.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>Links are mostly written as URLs but they are active. Open in the same tab.</b></p>
<p>C. Live links take you to the correct webpage that is functioning properly.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>19/20 pass. Link on Ch1.2 says "connection not private"; Chapter 1.1-1.7 checked.</b></p>
<p>D. Live links are descriptive enough for the users to know where it should take them.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>2/20 links do not use URLs. Chapters 1.1-1.7 outside sources links were checked. They open in the same tab.</b></p>

## 9. Color and Contrast

<p>A. All information within the material that is conveyed using color is also available in a</p>	<p><b>Pass</b></p>
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manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.	
Additional Information:	<b>Headers are bold and bigger font. Some text is italicized to stress importance. References are underlined. Chapters 1 and 2 were checked.</b>
B. Information is conveyed from the sub-categories for contrast.	<b>Pass</b>
Additional Information:	<b>Chapters 1-2 checked.</b>
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	<b>Pass</b>
Additional Information:	<b>Dark grey headers pass. Chapters 1-2 checked.</b>
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	<b>Pass</b>
Additional Information:	<b>All text passes except red terms in text. Chapters 1-2 checked.</b>
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	<b>N/A</b>
Additional Information:	<b>No simple images found.</b>

### *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.	<b>Pass</b>
Additional Information:	<b>Coding found is lang="en."</b>
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.	<b>N/A</b>
Additional Information:	<b>No passages found in a foreign language.</b>



## 11.Images

<p>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).</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>29/35 Chapters Checked: Learning &amp; Memory and Well-Being. W3C validator website used.</b></p>
<p>B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No decorative images found. Chapters Checked: Learning &amp; Memory and Well-Being. W3C validator website used.</b></p>
<p>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).</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/3 Chapters Checked: Learning &amp; Memory and Well-Being. W3C validator website used.</b></p>

## 12.Multimedia

<p>A. A synchronized text track (e.g. open or closed captions) is provided with all video content.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/3. Video 1: Learning &amp; Memory: Conditioning and Learning YouTube Video "Bobo doll experiment (Bandura)" * not completely accurate: english automated captions*; Videos 2 &amp; 3 found in: Learning&amp;Memory: Memory (Encoding, Storage, Retrieval): YouTube Video "The Misinformation Effect" *english automated captions not completely accurate* , YouTube Video "Flashbulb Memories" *english automated captions not entirely accurate.*</b></p>
<p>B. A transcript is provided with all audio content.</p>	<p><b>Pass</b></p>



Additional Information:	3/3 (available but not accurate). Video 1: Learning & Memory: Conditioning and Learning YouTube Video "Bobo doll experiment (Bandura)" *transcript available on YouTube website but not completely accurate*; Videos 2 & 3 found in: Learning&Memory: Memory (Encoding, Storage, Retrieval): YouTube Video "The Misinformation Effect" *transcript is available on YouTube website but not accurate* , YouTube Video "Flashbulb Memories" *transcript is available on YouTube website but not accurate.*
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.	Pass
Additional Information:	3/3 viewable. Video 1: Learning & Memory: Conditioning and Learning YouTube Video "Bobo doll experiment (Bandura)"*plays fine*; Videos 2 & 3 found in: Learning&Memory: Memory (Encoding, Storage, Retrieval): YouTube Video "The Misinformation Effect" and YouTube Video "Flashbulb Memories."

### 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:	Chapters Checked: Learning & Memory and Well-Being.

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

A. STEM figures have appropriate markup that indicates that the image is a figure.	Fail
Additional Information:	0/10 were marked as figures. Chapters Checked: Learning & Memory and Well-Being.
B. STEM graphs have appropriate markup that indicates that the image is a graph.	Fail



Additional Information:	<b>0/6. were marked as figures instead Chapters Checked: Learning &amp; Memory (section1and2)and Well-Being(section 4).</b>
C. STEM equations have appropriate markup that indicates that the image is an equation.	<b>N/A</b>
Additional Information:	<b>No STEM content found. Chapters Checked: Learning &amp; Memory and Well-Being.</b>
D. STEM tables have appropriate markup that indicates the image is a table.	<b>Pass</b>
Additional Information:	<b>6/6 marked as tables Chapter Well-Being section 2 and 3.</b>
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Pass</b>
Additional Information:	<b>Chapters Checked: Learning &amp; Memory and Well-Being.</b>
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Fail</b>
Additional Information:	<b>Chapters Checked: Learning &amp; Memory and Well-Being.</b>
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>N/A</b>
Additional Information:	<b>No STEM content found. Chapters Checked: Learning &amp; Memory and Well-Being.</b>
H. Assistive technology used can access the content from the STEM tables.	<b>Pass</b>
Additional Information:	<b>Chapters Checked: Learning &amp; Memory and Well-Being.</b>



### 15. Interactive Elements

<p>A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>Tab and enter key work. Chapter 1 checked.</b></p>
<p>B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No interactive elements found.</b></p>
<p>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).</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No interactive elements found.</b></p>

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