



Accessibility User Guide

MyMathLab/MyStatLab^R



Accessibility Statement

At Pearson, we value every learner. Accessibility and achievement go hand in hand. We need to eliminate any barriers that hinder a student's opportunity to learn or opportunity to demonstrate that learning. Essentially, "accessible" means that any course materials you distribute to your students (whether in-class or online), and which are essential to the student's success in class, must be usable by all students in your class. In this case, usable means providing the benefits of the educational program in an equally effective and equally integrated manner.

Our commitment

We are committed to access for persons with disabilities as part of the fabric of our learning materials, our development processes, our innovation efforts, and our employee culture. We are also committed to providing clear and straightforward statements on the accessibility of our products, so that our customers can plan appropriately. Accessibility and achievement go hand in hand. We need to eliminate any barriers that hinder a student's opportunity to learn or opportunity to demonstrate that learning. [For a quick summary, please visit our Accessibility page for this product.](#)

Specific policies and services

Alternate Text Files are available for qualified students and instructors upon request and at no added cost, provided the student has purchased a copy of the print textbook. Files may be ordered directly from Pearson or via [AccessText Network](#), a clearinghouse for files from all major higher education publishers.

If you have a student who has a verified disability that prevents him or her from using standard instructional materials, please have your school's Disabilities Service Coordinator or other school official fill out [this request form and agreement](#) for the electronic file the student requires. You can email the team at disability.support@pearson.com.

The student with visual impairments can modify color schemes and use zoom options available on their computer. A product like ZoomText does provide the ability to change the color contrast and is supported by MyMathLab/MyStatLab.



Accessible eBooks

Most of our leading textbooks are now offered as HTML eBooks for students using assistive technology to access course materials. Compatible with JAWS and other Windows screen readers, HTML eBooks are national texts published in HTML and, when appropriate, MathML to offer students:

- Complete core content, including text and images, in single column presentation.
- Alternative text descriptions for all important figures and photos.
- Enhanced navigation support, including interactive table of contents, go-to-page functionality, and keyboard access.

HTML eBooks are provided inside the MyMathLab or MyStatLab course so that all students can access needed texts at the same place, at the same time, and at the same price. Students who will be using a Mathematics, Statistics, or other quantitative title with a Windows screen reader need only to download the free Design Science MathPlayer. To learn more about HTML eBooks, contact your Pearson representative or email the team at disability.support@pearson.com.

Assignment Tools

Flash-based animations are being converted to HTML5 for accessibility.

Alternative text has been provided for most non-text elements within the MyMathLab/MyStatLab application. The text equivalents provide the same information as the images. The software 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.

Enhancements to the assignment manager now allow instructors to easily identify and select accessible questions. For most textbooks or question banks, screen reader accessible questions are clearly labelled. On special



request, identification of accessible questions in older textbooks or question banks can also be provided.

Instructors can set specific settings for students with disabilities who need extended testing time, for example. The time limit is clearly available when taking timed tests.

The mobile-enhanced (HTML5) player supports JAWS 15, 16, and 17. For help on getting started, use the [Quick Start Instructions for Using MyMathLab with JAWS](#). Additional information is available in the student online help.

Navigating with a Keyboard

Students that have difficulty using the mouse because of a mobility impairment may find using their keyboard easier. Low-vision users may also find using the keyboard easier as it may be difficult to see the mouse pointer and its location on the screen. They can use the Tab key to visit all links, buttons, and form controls. For example, they can use the Tab key to navigate to an edit field on a site page and then use the alphanumeric keys to enter in information. After they have completed entering in your information, they can use the TAB key to leave the control.

Students can use keyboard shortcuts for the math palette tools when working on questions. The keyboard shortcuts are provided in the online help.

Closed Captioning

For hearing-impaired students, closed-captioned videos are available in nearly all courses accompanying textbooks with a copyright year of 2010 or later. 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. For the older videos or materials without captions, transcripts are available upon request and at no additional cost.



Pearson Guidelines for Accessible Educational Web Media

We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines 2.0 (WCAG 2) as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts. To help our developers to follow these standards most effectively for educational content, we've created the [Pearson Guidelines for Accessible Educational Web Media](#). These guidelines form the basis of our accessibility policies and efforts.

Our goal

Accessible instructional technology is a dynamic and ever-changing field. While we have succeeded in achieving the basic premises of accessibility, there is always room for additional innovation and even greater improvement in ease of use.

For example, ongoing accessibility development focuses on graphical and tabular problem types, allowing access via both JAWS screen readers and, for a subset of non-algorithmic items, Braille translation software/embossers. We are working closely with advocacy groups and accessibility consultants to determine the most effective ways to present highly visual content in non-visual forms.

We rely on a variety of resources—in-house specialists, advocacy groups, accessibility firms, independent consultants, and students—to evaluate our products and to gain insight into the effectiveness of our accessibility efforts.

Pearson continues to make steady progress in developing our learning platforms, rich media assets, and indeed all content as accessible as possible to all of our customers. We regularly review our existing platforms and content to improve accessibility with each release.

Please direct any questions to disability.support@pearson.com.

The purpose of this **Product Accessibility User Guide**, is to assist students and educators in making preliminary assessments regarding the features of MyMathLab/MyStatLab that support accessibility.





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