LPC Distance Education Accessibility Guidelines

As part of Las Positas College's commitment to equity and to meeting legal and accreditation requirements in Distance Education, college faculty will strive to make all DE courses accessible to students with disabilities.

Basis for the Guidelines

This effort will be based upon the following:

- The Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). This legislation provides the underlying mandate for designing courses that are accessible to students with visual, auditory, and physical impairments, as well as students with information-processing differences.
- California Law, Title 5, § 55200 through § 55208. Language includes several references to making DE courses accessible, including: "… instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)."
- Section D of the California Virtual Campus-Online Education Initiative's Course Design Rubric. The rubric, approved by the LPC Academic Senate on Nov. 29, 2017, lists in Section D the accessibility elements, along with their standards that need to be met within every course that has content online.
- The CCC Information and Communication Technology and Instructional Material Accessibility Standard, released by the state Chancellor's Office in June 2018. The standard states that it is "the responsibility of local districts to ensure compliance with all applicable accessibility requirements." Regarding instructional materials, the standard says that these include "electronic instructional materials, such as syllabi, textbooks, presentations and handouts delivered within the CCC's learning management system, via email or via another electronic means for face-to-face classes as well as e-learning courses. It also includes electronic instructional activities such as instructional videos, online collaborative writing, Web conferencing, blogging, and any other instructional materials as technology evolves."
- The CCC Chancellor's Office Distance Education Guidelines, which interpret Title 5 language in areas concerning DE. This includes several references to web accessibility.
- The CCC Chancellor's Office Distance Education Accessibility Guidelines. The guidelines "are intended to align with current technological access issues that colleges face in the delivery of distance education courses, while offering practical solutions and strategies to address these accessibility challenges."
- The CCC Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard. The Chancellor's Office established this standard "to affirm accessibility expectations of all CCC districts."
- CLPCCD Board Policy 4105 on Distance Education. The Administrative Procedures for this policy include the following attributes for DE: "Adherence to Title 5 regulations and the California Community Colleges Chancellor's Office Distance Education Guidelines" and "Adherence to the California Community Colleges Chancellor's Office Distance Education Accessibility Guidelines for Students with Disabilities."
- CLPCCD Board Policy 3410 and Administrative Procedures 3410 on Nondiscrimination. Both state that the District shall provide access to its "services, classes, and programs" without regard to several classifications, including "physical or mental disability".

Faculty and Staff Training

Training for Canvas users with the role of Teacher will be made available primarily through the LPC Teaching and Learning Center. Training methods will include but not be limited to the following:

- TLC workshops
- Flex Day sessions
- Web Accessibility Course in Canvas
- Online Course Development Program course in Canvas
- One-on-one appointments with the Instructional Technology Specialist
- @ONE/California Virtual Campus-Online Education Initiative (CVC-OEI) trainings

Training Topics

Training topics will include but not be limited to the following:

- Heading Styles and Formatted Text
- Alt Labels for Images
- Captions for Videos
- Headers in Tables
- Descriptive Links
- Color Contrast
- Accessible Documents and Presentations
- Accessibility Checking Tools

Standards

Users will be encouraged to follow the standards set forth in Section D of the CVC-OEI Course Design Rubric. Meeting the elements in Section D will allow students using assistive technologies to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). Section D focuses on "instructor-generated content that is primarily under the control of faculty when developing a course." The three areas of emphasis are Formatting, Accessibility Checkers, and Audio and Video. This section also includes the need to ensure that third-party tools and apps used for instructional purposes be accessible to students with disabilities.

Checking Accessibility in Courses

Courses that undergo Peer Online Course Reviews (POCR) will be evaluated for web accessibility. Instructors who do not pass initial review will have to remediate their course until it is 100% accessible in order to pass POCR review. The option to undergo POCR review is available to all faculty. Instructors not undergoing POCR review can voluntarily request that their courses be reviewed for accessibility based on availability of reviewers.