

### **3354:1-30-02.3 Online Accessibility Procedure**

(A) Cuyahoga Community College is committed to ensuring equal access for all, including people with disabilities, to content and activities in the online environment. The College's goal is compliance with the current version of the W3C WAI Web Content Accessibility Guidelines and Section 508 standards.

- (1) The Best Practices for Accessibility Compliance Guide is authored and revised by the Online Learning and Academic Technology (OLAT) department every two years in consultation with the Distance Learning Steering Committee (DLSC).
- (2) Faculty teaching online, blended, and web-enhanced/supplemental courses must complete all applicable elements of the Best Practices for Accessibility Compliance Guide.
- (3) To assist faculty in the utilizing the Best Practices for Accessibility Compliance Guide and to improve accessibility, the College will embed software in its learning management system (LMS) which provides faculty suggestions and methods to improve the accessibility of individual course sites.

(B) Faculty Responsibility in Online Accessibility. The College and faculty will use the software to create both institutional and individual course reports to measure the level of accessibility. The College will utilize the Institutional Report holistically to measure accessibility and student usage. Faculty will have access at any time to their individual course reports to identify accessibility issues within their courses. As part of faculty professional expectations and the College's legal responsibility, faculty have responsibility to provide accessible materials in all online, blended, and web-enhanced/supplemental courses. These responsibilities are outlined below.

- (1) All active course material needs to be accessible and compliant so students can stay current in the course.
- (2) Faculty teaching online, blended or using supplemental LMS sites are expected to utilize the Best Practices for Accessibility Compliance Guide and incorporate the changes identified in the course report for each course s/he is teaching in a given semester/term prior to the start of each session and/or each week new course material is made available to students.
- (3) In addition to utilizing the Best Practices for Accessibility Compliance Guide and course reports, faculty can consult with the College's Digital Instructional Accessibility Specialist in (OLAT), Center for Learning Excellence (CLE), Student Accessibility Services (SAS) office, and Academic Professional Development/Faculty Development for direct support and accessibility training opportunities.

- (4) When a faculty member is presented a student accommodation letter issued by the SAS office, the faculty must provide the student with the listed accommodation. If the faculty member believes that the accommodation would present an undue administrative burden on the College or that the accommodation would be impossible or unfeasible to administer, they must contact the SAS office, not the student, to request an alternate accommodation. The faculty member, student and Student Accessibility Services office will then work through the interactive process to determine an alternative accommodation, if possible.
  - (5) Any tools (such as faculty created rubrics outside of the LMS or multimedia such as video) used in the delivery of the course (not content and materials) may be substituted with alternatives that are consistent with the individual student's approved accommodation.
- (C) Student Accessibility Services (SAS) provides classroom accommodations and support for Tri-C students with disabilities. Once a student contacts the SAS office, the office will schedule an intake appointment for the student to meet with a student advisor. In order to receive accommodations, the student will need to present documentation to establish that a disability exists and will have a major impact on the student's ability to participate in the educational process without reasonable accommodations. While the College makes every effort to assist all students prior to the start of the semester, students are encouraged to begin the process at least eight weeks in advance to allow ample time for any follow-up. Individualized services include advising, test proctoring, books in alternate format, assistive technology and sign language interpreting.
- (D) Faculty Resources for Online Accessibility. The following College services and offices are available to assist faculty in their role to provide accessible course content, achieving accessibility compliance and in making reasonable accommodations. When necessary, these services will work collaboratively.
- (1) Student Accessibility Services (SAS)
    - (a) Determines reasonable accommodations and provides resources for students with disabilities.
    - (b) Provides some accommodations such as screen readers, sign language interpreters, etc.

(2) Online Learning and Academic Technology (OLAT)

- (a) Provides individual faculty consultation via OLAT's Digital Instructional Accessibility Specialist.
- (b) Provides college-wide technology to assist in making content and the online learning environment compliant.
- (c) Provides training and workshops to promote greater course accessibility.
- (d) Assists faculty in the use of the Best Practices for Accessibility Compliance Guide and in learning how to use the Ally accessibility software in Blackboard.

(3) Centers for Learning Excellence (CLE)

- (a) Provides individual faculty with consultation services to improve student accessibility to online course content.
- (b) Provides training and workshops on additional topics relating to accessibility.
- (c) Assists faculty in the use of the Best Practices for Accessibility Compliance Guide and in learning how to use the accessibility software in Blackboard.

(4) Academic Professional Development/Faculty Development

- (a) Partners with CLEs, OLAT and other faculty development initiatives to provide support, mentoring, and training to faculty in making courses accessible.
- (b) Promotes awareness of the need for accessible courses.

(E) The President or the President's designee is hereby directed to take all steps necessary and appropriate for the effective implementation of this procedure.

Effective date: August 8, 2022

Prior effective date: June 9, 2014

Procedure amplifies 3354:1-30-02