

## DISTANCE LEARNING COURSE ACCESSIBILITY GUIDELINES

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

	<p><b>1. Images, graphs, charts or animation</b> A text equivalent or <a href="#">alt text</a> is provided for every non-text element, including all types of images and animated objects. <i>This will enable a screen reader to read the text equivalent to a blind student.</i></p>
	<p><b>2. Multimedia</b> Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.</p>
	<p><b>3. Documents and other learning materials</b> <a href="#">PDFs</a>, <a href="#">Microsoft Word documents</a>, <a href="#">PowerPoint presentations</a>, <a href="#">Adobe Flash</a> and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.</p>
	<p><b>4. Timed quizzes/exams</b> Extended time on quizzes and exams is one of the most common accommodations. <a href="#">Instructions for extending time in Canvas.</a></p>
	<p><b>5. Outside webpages and links</b></p> <ul style="list-style-type: none"> <li>• Ensure that all webpages meet 508 standards by testing through <a href="#">Cynthia Says</a>. Follow the Accessibility Guidelines <a href="#">WCAG 2.0 Level AA</a></li> <li>• Ensure links make sense out of context. Every link should make sense if the link text is read by itself. <i>Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.</i></li> </ul>
	<p><b>6. Applications, software, and outside learning systems</b> All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with <a href="#">WebAIM WAVE toolbar</a>.</p>
	<p><b>7. Avoid text images</b> Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)</p>
	<p><b>8. Color contrast</b> Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS .</p>
	<p><b>9. Text objects</b> If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.</p>
	<p><b>10. Disability statement</b> The course syllabus contains the college’s <a href="#">suggested Disability Statement</a> as well as current information on the location and contact information for the <a href="#">Learning Assistance Program (LAP)</a>.</p>

Is there any aspect of the course that cannot be made accessible to students with disabilities? Yes  No

If yes, briefly explain the problem and how that problem will be resolved (use attachment if necessary):