

Kern CCD Follow-up and Next Steps

Revised 5/12/2020

Next Steps

1. Web-team connections

Purpose

- To assist with website compliance and accountability
- To improve responsiveness
- To share resources and information

Suggestions

- a. Connect campus web teams with district web staff
- b. Web teams from all campuses and district meet periodically to share resources and express any concerns or issues

2. Distance ed compliance (accessible courses)

Purpose

- To ensure accessibility of all online courses
- To support faculty in learning to make courses accessible
- To provide opportunities for faculty to share promising practices

Suggestions

- a. Training for DE instructors (Canvas)
- b. Training on creating accessible documents and forms
- c. Consider mentors / cohorts for Universal Design for Learning (UDL) and course accessibility
- d. Include accessibility as part of course evaluation/course review
- e. Ensure that all DE instructors understand that accessibility is legally required and part of the minimum job expectation (even when not explicitly stated)
- f. Add wording in job announcements that specifically expresses the requirement to make online courses accessible

3. Procurement

Purpose

- To limit the occurrence of inaccessible technology on the campuses
- To assist faculty and course developers in choosing technology usable by all students

- To reduce overall exposure to liability by limiting the need to utilize technology that cannot be accommodated for individuals with disabilities

Suggestions

- a. Begin looking at a process for consideration and evaluation of accessibility for all hardware and software purchases
- b. Pay particular attention to learning software purchases or adoption
- c. Determine responsibilities for analyzing the accessibility of technology and especially who will sign off on purchases
 - i. Develop forms as needed

4. Communicating focus and commitment

Purpose

- To improve compliance by faculty and staff by ensuring that all employees understand the importance of considering and implementing accessibility from the inception of projects, classes, online documents, etc.
- To provide learning opportunities and support to creators and developers of online resources
- To ensure that all employees internalize the district commitment to full inclusion and built-in access for all students and staff

Suggestions

- a. At district & campus levels
- b. Helping those people who create documents and courses to understand that accessible design is good design and will save time in the long run
- c. Keeping the message in people's minds: include in newsletter, add accessibility tips to opening page of portal or to district/campus web resources for staff

5. Make responsibilities clear

Purpose

- To improve recognition of responsibilities for access; reward those who demonstrate a commitment to access; and provide a clear, demonstrable districtwide commitment to inclusion and equity

Suggestions

- a. Add accessibility into job description and evaluation process
- b. Clarity of roles

6. Solicit input from Academic Senate

Purpose

- To provide opportunities for faculty to develop strategies, solutions, and workable timelines for access
- To ensure that faculty are provided every opportunity to co-create a fully accessible learning environment
- To allow faculty members to take ownership of their curriculum, including recognizing the need for full access to that curriculum by all students

Suggestions

- a. Communicating the need for accessibility
- b. Focus on ideas of how best to ensure compliance (i.e., frame the conversation as solving the question of how best to ensure access, rather than the need to ensure access)
- c. Strategies and timelines—short-term and long-term; for full-time faculty and adjuncts
- d. Promoting Flex activities around accessibility

7. Professional development training

Purpose

- To provide learning opportunities so that faculty members, distance ed instructors, online document creators, online forms creators, etc. have the information they need to create accessible materials
- To assist document creators to recognize that accessible design is good design and will save the document creator time and effort in the long run

Suggestions

- a. Campuswide / districtwide presentations (possibly opening day) on the intersection of Universal Design for Learning (UDL) and accessibility
- b. Faculty/staff training for creators of Word and PDF documents that are intended for online distribution (email, websites, online courses, etc.) in order to learn to create accessible documents
- c. Faculty training on creating accessible online courses in Canvas
- d. Faculty training on the need for ensuring that technology and online materials adopted for courses are accessible
- e. “Train the trainer” (or train the mentors) presentations and resource sharing for all on-campus trainers/mentors and support staff involved with assisting faculty to learn about teaching online