

Supporting Accessibility of Discipline-Specific and Specialized Instructional Content

Whereas the Academic Senate for California Community Colleges encourage colleges and local academic senates to review institutional practices to ensure that digital instructional materials required for student participation align with applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines (WCAG) 2.1 AA (Title II) or successor standards across all instructional modalities and conduct a survey of colleges statewide regarding accessibility practices for required digital instructional materials in order to inform future guidance and support; ⁽¹⁾ and

Whereas the Academic Senate for California Community Colleges work to advance systemwide accessibility resources, infrastructure, training, and tools for the California Community Colleges, and encourage local academic senates to collaborate with administrations and campus stakeholders to leverage local and statewide supports, including but not limited to resources such as 3C Media Solutions and the California Community Colleges Accessibility Center, to support faculty in creating accessible digital instructional materials and applying Universal Design for Learning principles in course design and teaching.⁽¹⁾

Whereas courses in mathematics, sciences, engineering, computer science, health sciences, agriculture, STEM, and Career and Technical Education (CTE) disciplines rely on specialized instructional content, including equations, formulas, symbols, graphs, diagrams, tables, technical drawings, code, and other representations that may present accessibility barriers not readily addressed through conventional remediation practices; and

Whereas ensuring meaningful access to specialized content requires coordinated collaboration, institutional support, and discipline specific expertise to develop accessibility solutions that preserve accuracy, academic rigor, and essential learning outcomes while aligning with WCAG 2.1 Level AA and Universal Design for Learning principles ^(2,3).

Resolved that the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to identify and address accessibility challenges associated with specialized instructional content in STEM and CTE disciplines; and

Resolved that the Academic Senate for California Community Colleges (ASCCC) work with the Chancellor's Office to develop guidance, resources, professional development, technical assistance, and technologies that support the creation and delivery of accessible specialized instructional content while maintaining disciplinary integrity and essential learning outcomes;

Resolved that the Academic Senate for California Community Colleges (ASCCC) partner with the Chancellor's Office to convene faculty, discipline experts, accessibility professionals, and instructional technology specialists to identify effective and sustainable approaches for making specialized instructional content accessible; and

Resolved that the Academic Senate for California Community Colleges (ASCCC) advocate for sustainable system level support to collaboratively address discipline specific accessibility challenges as a California Community Colleges equity and student success priority, and encourage local academic senates, curriculum committees, and accessibility teams to establish processes, professional development, and support structures that enable faculty to implement accessible specialized instructional content aligned with systemwide guidance and Vision 2030 goals.

References

1. ASCCC Resolution [108.03](#) Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities
2. [California Community Colleges Chancellor's Office, Universal Design for Learning](#)
3. [California Community Colleges Chancellor's Office, ESS 26-17, Accessibility Standards and Revised ADA Title II Regulations, February 27, 2026.](#)
4. [California Community Colleges Chancellor's Office, UDL and Title 5.](#)
5. Marano, G., et. al. (2025). The Neuroscience Behind Writing: Handwriting vs. Typing- Who Wins the Battle? *Life* (Basel, Switzerland), 15(3), 345.
<https://doi.org/10.3390/life15030345>

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