

Supporting Accessibility of Discipline-Specific and Specialized Instructional Content

Whereas the [California Community Colleges Chancellor's Office Vision 2030: A Roadmap for California Community Colleges](#) identifies Equity in Access, Equity in Success, and Equity in Support as systemwide goals and calls for removing barriers that prevent students from fully participating and succeeding in their educational pathways (pp. 12–17).

Whereas [California Code of Regulations, Title 5, §55001\(c\)](#) requires curriculum committees to establish procedures that guarantee accessibility for every student and requires Course Outlines of Record to reflect Universal Design for Learning (UDL) strategies, while [§55001.5\(b\)](#) calls for instructional approaches that accommodate and engage diverse student populations and advance equitable student outcomes;

Whereas courses in mathematics, chemistry, physics, engineering, computer science, health sciences, agriculture, and other STEM as well as other Career and Technical Education disciplines depend upon *specialized instructional content*, including mathematical notation, equations, chemical formulas, symbols, graphs, diagrams, tables, technical drawings, code, and other discipline-specific representations that may create accessibility barriers that cannot be adequately addressed through conventional document remediation or text-based accessibility practices;

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

Resolved that *the Academic Senate for California Community Colleges (ASCCC)* collaborate with the *California Community Colleges Chancellor's Office* to identify and address the unique accessibility challenges associated with specialized and discipline-specific instructional content in mathematics, sciences, STEM, and Career and Technical Education (CTE) programs;

Resolved that the *Academic Senate for California Community Colleges (ASCCC)* work with the Chancellor's Office to develop and facilitate systemwide guidance, resources, professional development, technical assistance, and access to appropriate technologies that support faculty in creating and delivering accessible specialized instructional content while maintaining disciplinary accuracy, academic rigor, and essential course 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 practices and sustainable solutions for accessible mathematical, scientific, technical, symbolic, and other specialized content not adequately addressed through conventional accessibility remediation;

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 college level processes, professional development, and discipline specific support structures that enable faculty to implement accessible specialized instructional content aligned with systemwide guidance and Vision 2030 goals.

References

- California Community Colleges Chancellor's Office, *Vision 2030: A Roadmap for California Community Colleges – The July 2025 Edition*, pp. 12–17.
- California Code of Regulations, Title 5, §55001(c).
- California Code of Regulations, Title 5, §55001.5.
- California Code of Regulations, Title 5, §§56000 and 56026.
- California Community Colleges Chancellor's Office, *Universal Design for Learning*.
- California Community Colleges Chancellor's Office, *UDL and Title 5*.
- California Community Colleges Chancellor's Office, ESS 26-17, Accessibility Standards and Revised ADA Title II Regulations, February 27, 2026.

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