

# Housekeeping and Agenda Overview

## Tech Support

Technical support is available, please email [conferences@foundationccc.org](mailto:conferences@foundationccc.org) with any questions.

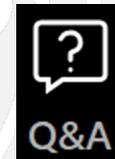
## Closed Captioning

Click the Closed Caption (CC) tab to read live captions



## Q&A

You will be muted with your camera's off during the entire webinar. Click the Q&A tab to enter questions for the presenters and read their responses. We will do our best to answer as many questions before the end of this session. Questions we are unable to answer will be addressed post-event in the coming weeks.



## Recording

This session will be recorded. We will be posting the recording and presentation slides in the coming weeks to the [CVC Webinars webpage](#).

# Accessibility in Online Learning

February 3, 2026



# Accessibility Center

Dawn Okinaka- Accessibility Director

CCC Accessibility Center

CCC Technology Center



# CCC Accessibility Center

## CCC Chancellor's Office Grant

Systemwide Infrastructure Grant (SIG)

CCC Technology Center

Butte College

## What we are funded to do

Guidance

Training

Tools

Resources

## Funding

504 (HTCTU) funding from: Educational and Support Services (ESS)

508 funding from: Information Security, Technology and Innovation (ISTI)

# Other Training by CCCAC

Over 90 self-paced courses

8 One-hour webinars

ACMM in person training

Office hours on selected topics

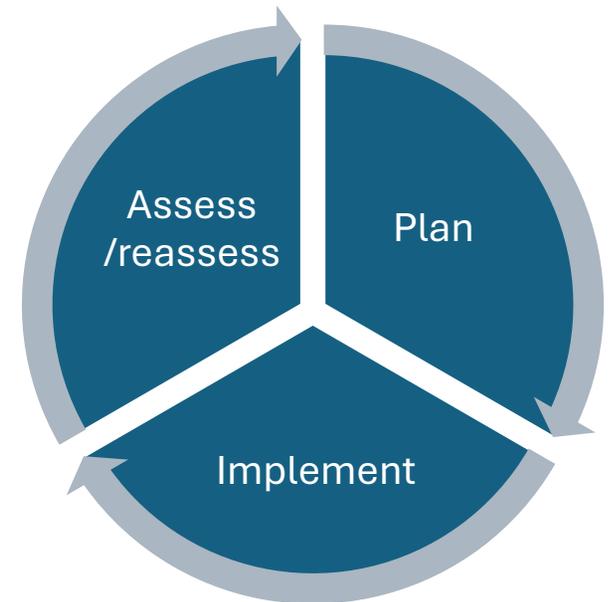
Annual all-day workshop

Conference/ Other

# Accessibility Capability Maturity Model

## Seven Goals with 89 Milestones

1. Governance and Strategic Planning
2. Educational Materials and Technology
3. Websites and Applications
4. Digital Content
5. ICT Procurement and Adoption
6. Training
7. Culture



# ACMM Participants Cohorts 1-3

Butte-Glenn CCD	Cabrillo CCD	Citrus CCD	Clovis College	Compton CCD	Desert CCD	Grossmont- Cuyamaca CCD
Hartnell CCD	Kern CCD	Los Angeles CCD	Los Rios CCD	Marin CCD	Mendocino- Lake CCD	Merced CCD
MiraCosta CCD	Monterey Peninsula CCD	Ohlone CCD	Palomar CCD	Pasadena Area CCD	Rancho Santiago CCD	Redwoods CCD
San Diego CCD	San Mateo CCD	Santa Barbara CCD	Siskiyou Joint CCD	Southwestern CCD	South Orange County CCD	Ventura County CCD
		Victor Valley CCD	West Kern CCD	West Valley- Mission CCD		

# Contact Us/Community Engagement

## Email

- [accessibility@ccctechcenter.org](mailto:accessibility@ccctechcenter.org) (General email)
- [acmm@ccctechcenter.org](mailto:acmm@ccctechcenter.org) (ACMM-specific)

## Website

- [cccaccessibility.org](http://cccaccessibility.org)

## Vision Resource Center

- [Accessibility Help Desk](#)

## LinkedIn

- [CCC Accessibility Center](#)

## Listsers

CCC Accessibility Center, Alternate Media, CCC Web Accessibility, LD Mailing list, DEAF Mailing list and C4A2



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE

# ASCCC

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning and student success. The Academic Senate for California Community Colleges acts to empower faculty to engage in local and statewide dialog and take-action for continued improvement of teaching, learning, and faculty participation in governance.



# AI and Academia 2026: Navigating the Future

## Event Dates

Thursday March 19, 2026, 1pm - Saturday March 21, 2026, 12:15pm

- In partnership with the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges is pleased to announce **AI and Academia 2026: Navigating the Future**.
- This institute will center:
  - discipline-grounded practices, nuanced conversations, and actionable solutions for teaching and learning
- Save the date and join us and [Register for the Academic Academy in person at the Westin South Coast Plaza](#), 686 Anton Boulevard, Costa Mesa, California, USA, 92626.



# AI & Pedagogy Brown Bag Office Hour with Online Education Committee

## Event Dates

Thursday, Feb 5, 2026, 11am - 12pm

Do you have questions and/or curiosity about AI and teaching strategies, class policies, student or instructor use of AI tools, or any other topic around AI and pedagogy?

Join this office hour to ask your questions, bounce your ideas off attendees, or even just simply listen to what other faculty have to share/ask.

Feel free to enjoy your snack/beverage/lunch with us while you attend.

[Register for the February 5<sup>th</sup> Office Hour](#)



# ADA Title II Updates



**Elli Constantin, M. Ed.**

Special AI Advisor for Accessibility, The Digital Innovation Transformation and Equity Center

Distance Education Director, Cypress College

[econstantin@cypresscollege.edu](mailto:econstantin@cypresscollege.edu)



# Agenda

- Overview
- What has not changed
- What's new
- Key focus areas and solutions



# ADA Title II (Quick Overview)

## What is ADA Title II?

Applies to **public colleges and universities**.

ADA Title II:

- Equal access to programs, services, and activities
- Including **online courses, websites, videos, apps, and digital tools**
- Reinforces that accessibility is about **equitable access**, not accommodations paperwork
- Responsibility is **shared institutionally**
- Effective April 24, 2026

This applies:

- Whether or not a student with a disability is enrolled
- Across instruction, support services, and technology

**Bottom line:** Digital access is a baseline expectation, not a special accommodation.

# What Has NOT Changed



Let's start with what is **still the same**.

- Most requirements are **not new**. They align with **WCAG 2.1 AA**, which we have already been working toward.
- Section 508

We are **still expected to**:

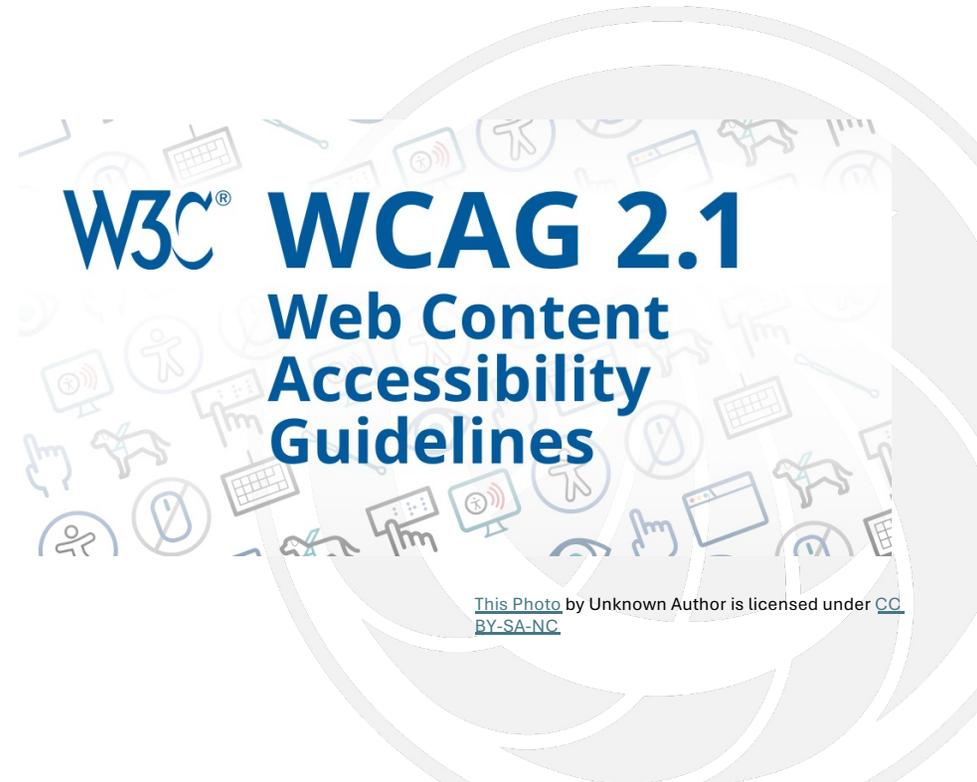
- Provide **captions** for videos
- Create **screen reader-compatible** content
- Use **alt text** for meaningful images
- Design content that follows **POUR**:
  - **Perceivable**
  - **Operable**
  - **Understandable**
  - **Robust**

**Bottom line:** These updates reinforce and clarify what we've already been doing.

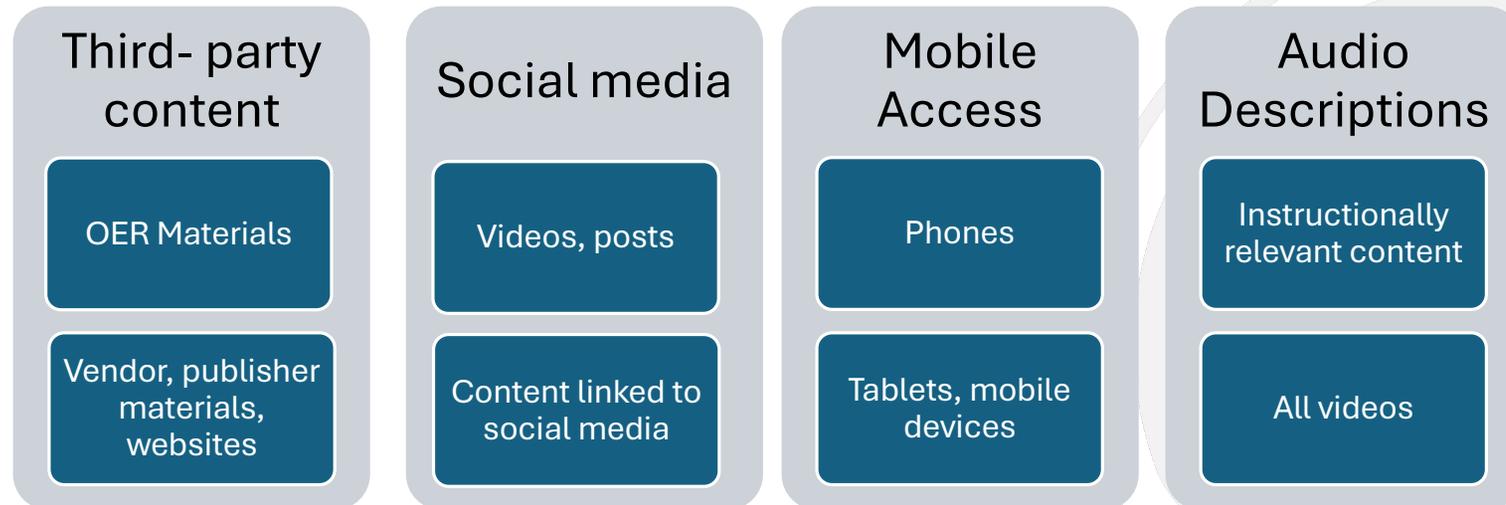
# What's New

What's new is **clarity and scope**

- **Clear Adherence to WCAG 2.1 AA**
  - WCAG 2.1 AA is now **explicitly named** as the required standard
  - Prior to the update a WCAG was expected but not clearly named
- Digital content is explicitly included
- Clearer scope
  - Accessibility applies **across the digital environment**



# Expanded Focus on Digital Content



## Translation for Faculty:

If you choose it, assign it, upload it, or link to it - accessibility matters.

# Focus Area #1: Third-Party Content

**Key clarification:**  
If you assign it, embed it, or link to it —  
**accessibility still matters**, even if you didn't create it.



This includes:

OER textbooks

Publisher  
material

PDFs found  
online

Shared Google  
Docs

Websites

# Solution: Convert to Accessible HTML (Using AI)

## Best practice:

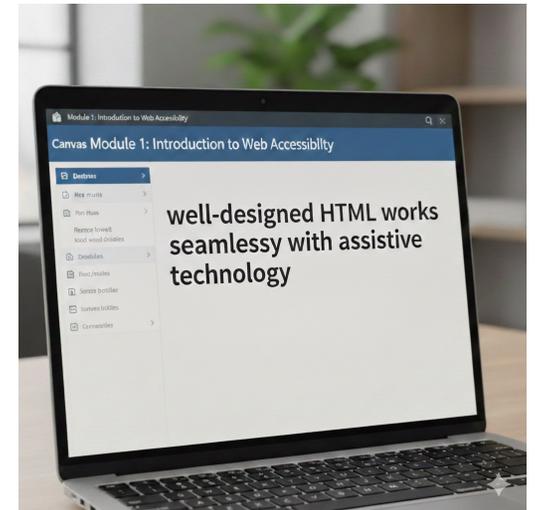
Convert third-party content into **Canvas HTML pages** when possible.

- HTML:
  - Works better with screen readers
  - Scales on mobile
  - Is easier to update
  - Is more accessible than PDFs

## AI Prompt:

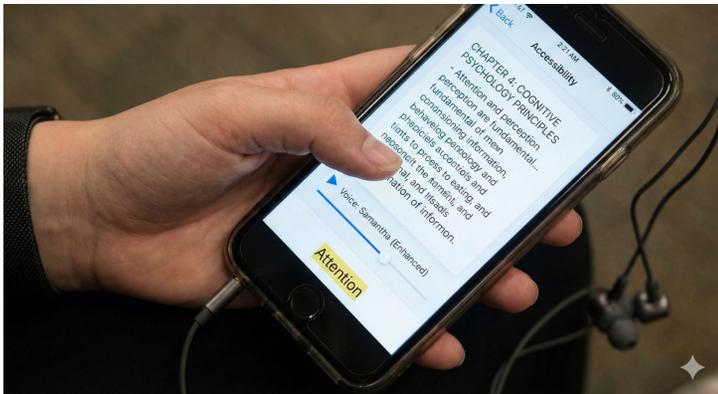
*Convert the following content into **WCAG 2.1 AA-compliant HTML** for use in Canvas.*

*Format the content so it is clear, readable, and accessible for students using assistive technology.*



*Image of a laptop displaying web accessibility text Note.*  
Generated with Gemini, by Google, January 14, 2026  
(<https://gemini.google.com/>).

## Focus Area #2: Mobile Access



Student using screen reader software. Generated by Google Gemini, January 14, 2026.

Digital content must be usable on:

- Phones
- Tablets
- Assistive technology on mobile devices

This includes:

- Canvas pages
- Embedded tools
- Linked content
- Videos
- OER materials

**Mobile access is no longer optional.**

## Solutions for Mobile:

### Check mobile:

- Open the Canvas Student App
- View your content on your phone
- Ask yourself:
  - Is it easy to scroll and read?
  - Does the content resize well?
  - Do links and media work as expected?

### Prompt AI for Mobile-Friendly Content:

***AI Prompt: Review and revise this content to be mobile-friendly and WCAG 2.1 AA-compliant***

**Note:**

This process is often **much easier when content is in HTML** rather than PDFs or Word files.

## Focus Area #3: Audio Descriptions

**Audio descriptions explain visual information** when visuals are needed for understanding.

Examples:

- Demonstrations
- On-screen steps
- Graphs or charts
- Visual instructions

They are **not** about describing everything.  
They focus on **what students need to learn.**

- Science Experiment Video
  - Question: *If you closed your eyes, what would you miss?*



## Solution 1: Narrate as You Teach (Best Option)

Say what you are doing as you do it.

Examples:

*“I’m clicking on the Assignments tab.”*

*“This graph shows enrollment increasing from 2020 to 2024.”*

*“Notice the highlighted section on the right.”*

*“Now, I am adding seven drops of green food dye.”*

**If you narrate naturally, you may not need anything extra.**



Hands of an instructor conducting a lab experiment for an online class. From *College instructor's hands conducting a chemistry experiment on camera in a lab*, by Gemini, 2026, Google. Generated January 14, 2026.

## Solution 2: Use AI to Draft Text Descriptions (With Oversight)

### Text Descriptions Are Compliant (What the Law Says)

When platforms do not support built-in audio descriptions, a **text-based description is allowed and compliant**.

**WCAG 2.1 – Success Criterion 1.2.3** states:

*“An audio description OR a media alternative (text) is provided for prerecorded video-only and prerecorded audio-video media.”*

WCAG 2.1, SC 1.2.3 – Audio Description or Media Alternative (Prerecorded), W3C  
<https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded>

### Prompt AI for Audio Descriptions:

*Create a text-based audio description for the following video: [insert video link or title here]. Describe only visuals that are instructionally relevant to student learning. Do not describe decorative, background, or non-essential visual elements. Focus on actions, steps, diagrams, on-screen text, and visual changes that support understanding of the learning goal. Use the following learning context to guide what is included: [brief explanation of the learning goal or objective].*

Next:

- Always check the transcript
- Paste the transcript under the video (expander) or linked
- **Remember:** only the instructionally relevant parts without narration!!

## Resources and Training



FERPA compliant AI Platforms:

PlayLabAI:

- [Universal Access Bot](#)
- [Joshua](#)
- [Comply Bot](#)

## • Learn more about ADA Title II

- [ADA Access Coach](#)

- Create learning materials, ask questions, and get tips on how to remediate content.

## • Trainings:

- CVC@ONE- [Creating Accessible Course Content \(CACC\)](#)
- [WebAim](#)
- [CCC Accessibility Center](#)

Thank you for attending and please complete the survey!