2.4.1 Accessibility of Information and Communication Technology

Last Revised: April 2025

Policy: Piedmont Community College (PCC) will communicate information to all individuals in a manner that enables them to achieve their academic and professional goals.

Purpose/Definitions:

Purpose

PCC is committed to providing information and communication technology that is accessible to all, and in particular to individuals with disabilities. When requested, the College deploys information and communication technology (ICT) that has been designed, developed, or procured to be accessible to people with disabilities, including those who use assistive technologies.

Definitions

Accessible—the concept that everyone within the College community, regardless of disability, is able to access and use campus buildings, systems, and resources.

Assistive Technologies—adaptive, rehabilitative devices that promote greater independence for individuals with disabilities by changing how these individuals interact with technology. Examples include special input devices (e.g., head or foot mouse, puff-and-sip switches, speech recognition), screen-reading software, and screen magnifiers.

Information and Communication Technology (ICT)—any electronic system or equipment, and content contained therein, used for instruction, information distribution, or communication. ICT resources include, but are not limited to, learning management systems, online instructional lessons, Web-based services, software applications, electronic documents, computers, hardware systems, telecommunication products, video and multimedia products, mobile devices, and online events.

Reasonable Accommodation—provision of a modification or adjustment that will enable a qualified individual with a disability to participate in a course of study or the essential functions of a position. Examples of reasonable accommodations may include, but are not limited to, the following: a) making existing facilities readily accessible and usable by persons with disabilities, b) modified schedules, c) acquisition or modification of equipment or devices, d) appropriate adjustment or modifications of examinations, and e) provision of qualified readers or interpreters. The college is not required to provide accommodations that impose an undue hardship on the institution.

Undue Hardship—when an accommodation would require a financial cost that would exceed the College's resources and/or would alter the nature of the program. When faced with this situation, the College will seek alternative solutions to meet the student/employee need.

Approval Authority/Monitoring Authority: Piedmont Community College's Board of Trustees has approval authority for this policy. The President; the Vice President, Information Technology/CIO; the Vice President, Instruction/CAO; and the Vice President, Student Development; have monitoring authority for this policy.

Procedure:

Section 1:   Accessibility Monitoring

1.1. Campus facilities are monitored for physical access concerns/issues by the Director, Facility Services.

1.2. Access to programs and activities are monitored by various College Standing Committees:

   1.2.1. Employee Resources, to review and recommend revisions to the Affirmative Action Plan, and to monitor compliance with the Americans with Disabilities Act (ADA). See PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan and Policy 2.4 Disability Statement for more information.

   1.2.2. Student Affairs, for student accessibility to programs and activities.

   1.2.3. Technology Committee, to determine existing and future technology needs to support both instruction and administrative applications.

Section 2:   Standards

2.1. **Syllabus**: In order for students to have notice of their rights and responsibilities, faculty shall include a statement regarding reasonable accommodations in their course syllabus.

   2.1.1. Standard Syllabus Statement:

   If you have a disability or special need that may affect your academic performance and are seeking accommodations, it is your responsibility to inform the Accessibility Coordinator/Advisor as soon as possible. It is important to request reasonable accommodations early enough to give the Office of

Accessibility Services adequate time to consider your request and recommend reasonable accommodations. Instructors will provide necessary reasonable accommodations based on recommendations provided.

2.1.2.   In the event that software or services are known not to be accessible are used in the course, faculty must also provide notice to students as part of the syllabus accessibility statement.

2.2.   **Textbooks**: In keeping with best practices, faculty should give preference to textbooks from publishers who provide alternate formats.

2.2.1.   Students with print-related disabilities can request their textbooks and instructional materials in an alternate format from Accessibility Services to ensure equal access.

2.2.1.1.   Production of alternate formats can be time-intensive, and while most files can be provided within two weeks, others can take as long as four months to procure for use.

2.2.1.2.   Once accommodations are approved, students should request alternate formats with sufficient time to procure the needed materials. See [Accessibility Services Manual](#) for more details.

2.2.2.   Whenever possible, alternate formats of materials for students should be provided at the same time that the general student population is able to access the material through regular means.

2.2.2.1.   Providing textbooks and supplemental reading material lists at the time of registration ensures that students have adequate time to partner with Accessibility Services to ensure materials are completed prior to the first course meeting.

2.3.   **Closed-Captioning and Audio Description of Audio-Visual Materials**: Individuals with hearing impairments may require closed-captioning to access the audio component of video media, and individuals with visual impairments may require audio description to access video content.

2.3.1.   Reasonable accommodations for closed captioning and audio description for students, faculty, and staff must be provided at the same time that the multimedia is shown to the class or audience.

2.3.2. Any video media material that is used for participation in a course must be captioned and/or described.

    2.3.2.1. If an instructor or presenter is aware of a reasonable accommodation request at least five days in advance, closed-captioning or audio-describing is required.

    2.3.2.2. If providing the captioned or audio-described version at the same time is problematic, the video media shall not be used and alternate accessible materials may be substituted.

2.4. Required closed-captioning or audio-describing must ensure:

    2.4.1.1. accuracy (spell all words correctly),

    2.4.1.2. synchronicity (ensure that the captions do not lag behind or race ahead of the dialogue),

    2.4.1.3. completeness (making sure everything gets captioned and those captions do not use shorthand), and

    2.4.1.4. placement (at a minimum, captions do not obscure visual information).

2.4.2. Departments have a responsibility to ensure closed captioning is available on materials related to their program and/or service for which access is unrestricted (e.g., video content available to the general public).

2.5. All departments, programs, faculty, and employees are encouraged to purchase captioned versions of audio-visual media whenever possible.

    2.5.1.1. Audio-described versions of audio-visual media are also recommended for purchase.

    2.5.1.2. In general, any non-transcribed audio and any non-captioned, non-described video that is in current use should be updated.

2.6. **Digital Signs**: The use of digital signs across campus affords the opportunity to push dynamic content to specific audiences.

2.6.1. Digital signs for use in any public program, service, or activity should be made accessible, for example, by replication of information in an accessible medium.

2.7. **Procuring Goods and Services**: Any ICT good or service procured for use in a PCC program, service, or activity should be reviewed and made accessible to the extent feasible in compliance with the following:

2.7.1. Deans, directors, or their designees are responsible for ensuring that requests for proposals, contracts, or other service arrangements for the acquisition of digital technology include requirements to adhere to [Web Content Accessibility Guidelines](#) (WCAG) 2.0 AA Success Criteria.

2.8. For digital technology services which are widely used by the College, staff should work with the vendor to ensure compliance regarding accessibility standards.

2.8.1. Instructional materials should be available in multiple formats (e.g., print, electronic, audio) if possible.

2.8.1.1. Given two (2) or more equivalent instructional materials, the instructor should select the version with the highest levels of accessibility.

2.8.1.2. Ancillary materials (software, tutorials, recordings, videos, labs, and other educational tools) ordered for a course should meet all current requirements for accessibility.

Section 3: Program evaluation process

3.1. Web Standard Electronic information must meet current Web Content Accessibility Guidelines (WCAG).

Section 4: Exceptions

4.1. Conformance to standards may not always be feasible due to the nature of the content, the purpose of the resource, the lack of accessible solutions, or an unreasonably high administrative or financial cost necessary to make the resource accessible. However, these difficulties do not relieve College programs or services from their ICT accessibility obligations.

4.1.1. College managers of programs and services must be prepared to provide content and/or services in a suitable alternative format (e.g., electronic text file or audio description) upon request.

Legal Citation: [American with Disabilities Act of 1990](#); [Section 504 of the Rehabilitation Act of 1973](#); [Section 508 of the Rehabilitation Act of 1973](#); [WCAG Guidelines](#)

History: Effective October 18, 2016; Revised November 2021, April 2025—Cross-references PCC Policy 2.3 Affirmative Action and Equal Opportunity Plan and Policy 2.4 Disability Statement