



## Instructions for Information and Communication Technology (ICT) Products and Services

The Yuba Community College District (YCCD) is committed to equity in access and success for all students, employees, and users of District programs and services. [Federal and state law](#), as well as District policy, requires educational institutions to apply accessibility standards to Information and Communication Technology (ICT) products and services.

Whenever systems, software, or processes used in our educational setting do not fully meet legally established accessibility requirements, plans for providing effective and equitable alternate means of access in our programs and activities must be developed by the person seeking to use the ICT product or service (the Requestor).

Be advised many technologies in the market sought to be used in higher education today will not be considered appropriately accessible for users with certain disabilities under relevant legal standards. Additional support from the vendor and/or District personnel can establish a roadmap to remediate access gaps that exist in the subject product or service. To that end, it is always the responsibility of the Requestor, with support from appropriate YCCD stakeholders, to make reasonable efforts to verify the integrity of accessibility conformance information represented by a vendor or other responsive source. Accessibility conformance can be verified through accessibility testing or other appropriate means.

Part of your responsibility as the Requestor is to initiate a meaningful and thorough review of the end user-accessibility needs related to the use of ICT products and services under your purview. Once the Voluntary Product Accessibility Template (VPAT) or other relevant accessibility conformance documentation has been reviewed by the Requestor and appropriate stakeholders, the [Information and Communication Technology Request Form](#), including, if needed, the [Equally Effective Alternate Access Plan \(EEAAP\)](#), must be completed fully by the original Requestor of the product or service, with the support and feedback of relevant offices, as outlined below. In doing so, product Requestors, including instructional faculty, comply with legal obligations and affirm our institutional commitment to ensuring access in our educational programs and activities.

All ICT products or services, including third-party Canvas Apps (LTIs), which are used by students or are public facing and may be used by students, should be reviewed using this Accessibility Review for ICT Products and Services Form. If any of the accessibility compliance requirements outlined below are not fully supported, the [Equally Effective Alternate Access Plan](#) must be completed.

# Contents

<a href="#">Instructions for Information and Communication Technology (ICT) Products and Services .....</a>	<a href="#">1</a>
<a href="#">Contents</a>	<a href="#">2</a>
<a href="#">Submitting the Form</a>	<a href="#">2</a>
<a href="#">Roles and Responsibilities</a>	<a href="#">2</a>
<a href="#">Product or Service Usage Questions</a>	<a href="#">4</a>
<a href="#">Alternate Access Planning</a>	<a href="#">5</a>
<a href="#">Applicable Disability Legislation</a>	<a href="#">7</a>

## Submitting the Form

The [Information and Communication Technology Request Form](#) must be completed before the product or service is advanced for further review. A Requestor’s failure to complete any section required below or to obtain the requested documentation from the vendor will result in the incomplete form being returned to the Requestor. An incomplete form may cause unavoidable delay and/or result in the denial of use of the product. **All signatures must be provided using Adobe Sign.**

## Roles and Responsibilities

Completing the [Information and Communication Technology Request Form](#) is a collaborative process. The following are the roles and responsibilities of the various stakeholders.

### Requestor

The Requestor has the primary role of ensuring the ICT product or service requested is thoroughly assessed for accessibility conformance.

The Requestor must:

1. Complete the Accessibility Review sections, including:
  - Requestor Information
  - Product or Service Usage Information
    - Provide general use information (not marketing information for the requested product)
    - Include product comparison and market research
  - Vendor Information for Requested Product or Service
  - Documentation Checklist
    - Attach VPATs for all products compared
    - Request WCAG 2.1 documentation, if not part of the current VPAT, for all products compared

- For the preferred product, list all VPAT items with identified accessibility barriers (with the following Conformance Level reported: Partially Supports; Supports with Exceptions; Does Not Support)
  - College Disabled Student Programs and Services in collaboration with the Distance Education faculty and staff are available to assist with the review of the VPAT
2. If there are identified accessibility barriers for the preferred product, complete the [Equally Effective Alternate Access Plan](#)
    - List all VPAT items with identified accessibility barriers
    - For each identified accessibility barrier
      - Include the types of users with disabilities impacted
      - Include the Alternative Solution
        - Verify how the Alternative Solution will specifically address the identified accessibility barrier
        - Include how users impacted by accessibility barriers will be made aware of the Alternative Solution
      - Include the resources required to implement the Alternative Solution
      - Include the responsible department contact information
  3. Collaborate with the appropriate College or District resource to review the EEAAP
  4. Sign the completed Accessibility Review and EEAAP form

## Documentation Checklist Resources

College Disabled Student Programs and Services and Distance Education faculty and staff are available to collaborate with the Requestor to ensure that all the information required as part of the Documentation Checklist is provided.

College Distance Education faculty and staff are available to:

- Review the VPAT or other accessibility conformance documentation
- Review the completed Documentation Checklist
- Provide feedback to Requestor, as needed

Please note, Distance Education faculty and staff that collaborate to complete the Documentation Checklist are not required to sign the completed Accessibility Review and EEAAP form.

## EEAAP Resources

The College Disabled Students Program and Services (DSPS) are available to collaborate with the Requestor to review the EEAAP. Their role is to ensure the EEAAP addresses the identified accessibility barriers in a way that provides access that is equally effective for users with disabilities.

The College DSPS and District Information Technology teams are resources to review EEAAPs for ICT products or services.

College and District Accessibility Resources should:

- Review the completed EEAAP
- Verify the Alternative Solutions will specifically address the identified accessibility barriers

- Provide feedback to Requestor, as needed
- Sign the completed [ICT Request Form](#) and [EEAAP form](#) (if applicable)

## College and District Representatives

The College Vice President of Instruction and the District Vice Chancellors are responsible for acknowledging that the ICT Request Form and EEAAP form are completed for the requested ICT product or service.

The College Vice President of Instruction must:

- Sign to acknowledge the completed ICT Request Form and EEAAP form
  - For ICT products or services requested to be used at individual colleges that will not require integration into Canvas

The IT Regional Managers must:

- Sign to acknowledge the completed ICT Request Form and EEAAP form
  - For ICT products or services requested to be used at individual colleges that will not require integration into Canvas

The indicated District Vice Chancellors must:

- Sign to acknowledge the completed ICT Request Form and EEAAP form
  - For ICT products or services that are to be used Districtwide or that will require integration into Canvas

## Product or Service Usage Questions

Answer the following questions in the Product or Service Usage Information table below. Use as much space as needed to answer each question.

### Purpose and Use

For instructional product or service requests, describe the student learning outcomes that this type of product or service should support, and how use is facilitated in the learning environment. For all non-instructional product or service requests, explain the business needs that should be met through the use of this type of product or service, and how use is facilitated. Do not provide product marketing statements. Do not describe a specific product or service. Ensure you address the criticality of the general purpose of this type of product or service, and discuss, with specifics, any potential impact you foresee as a result of its non-availability for use.

### Annual Number and Types of Users

Enter the estimated maximum total annual number of users that will be using this type of product or service. Describe who those users will be. Be as specific as possible. For instance, if the product is used in multiple courses, state this.

## Frequency and Context of Use

Describe the frequency and context with which this type of product or service will be used by the individuals identified in Annual Number and Types of Users (i.e., how many times in an academic term). Attach any relevant documentation (i.e., a syllabus) in support of your description.

## Length of Use

How long do you expect this type of product or service to be in use? Describe any plans to expand use beyond the number of users given above.

## Comparison of Products

Provide a comparison of similar products or services and their features, or other tools you have used in the past that meet the instructional or business needs described in Purpose and Use. If none are known, state so and explain why there are no comparable products or services on the market, to the best of your knowledge.

## Reason Selected

Indicate the preferred product or service. Provide an explanation as to why this product or service is your preference for use.

## Alternate Access Planning

There may be times when a product or service that is not completely accessible must still be used for a course. It may be an industry standard piece of software or there is no other tool available with a sufficient set of features. In a case like this, developing a backup plan ensures all students have an equally effective way to complete the course. This is called an [Equally Effective Alternate Access Plan](#), or EEAAP (visit [Universal Design for Learning on Campus, EEAAP](#) for more information).

An EEAAP is a plan that describes how to provide alternate access to the same information or services offered by technology or content that is less-than-accessible. Having an EEAAP will help ensure all students will have fair and equal access in a timely manner as required by [applicable laws](#). This plan does not need to produce an identical result to students without disabilities, but the end result does need to be equally effective.

## What to Include in an EEAAP?

When developing an EEAAP, make sure to consider all parts of the educational program, including instructional materials, websites, electronic documents, videos, audio files, LTIs and Canvas apps, instructional hardware with digital components, standalone software, apps, etc.

## Step 1

Using the information contained in the VPAT or accessibility documentation for your selected product, your experience using similar products, any user feedback in using the preferred or similar products, and your plans for how the selected product will be used in the relevant setting, complete the [EEAAP](#) section below.

You must address how a lack of access for an end-user would be addressed by implementing the Alternative Solution for each accessibility barrier identified. Contact your vendor with questions and for recommendations on how to address accessibility barriers related to the use of the product.

Use the chart below as a template and include additional pages as necessary.

### Description of Issue

Include known product accessibility barriers listed in the [Documentation Checklist](#) answer for 2(d), per Section 508 and WCAG 2.1 from the vendor’s VPAT or accessibility conformance documentation.

Identify the impact of accessibility barriers on users with common disabilities which should be addressed: Blind; low-vision; no perception of color; dexterity; mobility; deaf; hard of hearing; cognitive; learning processes; psychological; speech; communication.

### Alternative Solution

Describe the Alternative Solution for meeting the course learning outcomes. For requests of non-instructional products or services, explain how the Alternative Solution facilitates user access.

Describe how the end user will be informed of the Alternative Solution.

### Required Resources

List required campus resources to accomplish the Alternative Solution.

### Responsible Department

List the Name, Title, and Department of parties responsible for implementation of the Alternative Solution.

## Step 2

Submit your completed proposed Equally Effective Alternate Access Plan workarounds to the appropriate offices for further review and consultation, as needed, including if you believe your plan requires staffing support from other District personnel or resources. If the plans pertain to use by a student or applicant for admission, contact the College DSPS or OSS Office. If the accommodation is for staff or faculty, the general public or other non-affiliated person (visitors, vendors, speakers), contact the College or Site ADA Coordinator.

## Step 3

Collaboratively, review and modify the Equally Effective Alternate Access Plan as appropriate. Ensure mutual agreement in execution of Alternative Solutions and workarounds.

## Step 4

For products or Services used Districtwide or requiring Canvas integration, provide the signatures of the:

- Requestor
- College DSPS
- College Vice President of Instruction
- Vice Chancellor of Educational Programs and Institutional Effectiveness
- Chief Technology Officer

## Applicable Disability Legislation

- [Section 504 of the Rehabilitation Act of 1973](#) and [Section 508 of the Rehabilitation Act of 1973](#)
- [The Americans with Disabilities Act \(ADA\)](#)
- [California Government Code 11135](#) and [California Government Code 7405](#)

Note: Retain this Equally Effective Alternate Access Plan document, along with vendor VPAT or accessibility conformance documentation and Roadmap.