



AP 3725 **Information and Communications Technology Accessibility and
Acceptable Use**

References: Government Code Sections 7405, 11135, and 11546.7;
Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);
Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information Technology) (29
U.S. Code Section 794d);
36 Code of Federal Regulations Parts 1194.1 et seq.

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Definitions

The following definitions apply to this procedure:

Accessible: An individual with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Equally Effective: Alternative access for individuals with disabilities to instructional materials and information and communication technology that (1) is timely, (2) is accurate in translation, (3) is delivered in a manner and medium appropriate to the disability of the individual, and (4) affords the individual with a disability the opportunity to obtain the information as fully, equally and independently as a person without a disability with substantially equivalent ease of use. Note, such alternative(s) are not required to produce the identical result or level of achievement, but must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the person's needs.

Individual with a Disability: An individual who has one or more physical or mental impairments that substantially limit one or more major life activities.

Information and Communication Technology (ICT): Encompasses electronic and information technology covered by Section 508 of the Rehabilitation Act of 1973, as well as telecommunications products, interconnected Voice over Internet Protocol (VoIP) products, and Customer Premises Equipment (CPE) covered by Section 255. Examples of ICT include computers, information kiosks and transaction machines, telecommunications equipment, multifunction office machines, software, Web sites, and electronic documents.

Instructional Materials: Includes electronic instructional materials, such as syllabi, textbooks, presentations, and handouts delivered within the District's learning management system, via email, or via another electronic means for face-to-face classes as well as online courses. It also includes electronic instructional activities such as instructional videos, online collaborative writing, web conferencing, blogging, and any other instructional materials as technology evolves.

Timely: As it relates to equally effective alternative access to instructional materials and ICT, timely means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

Universal Design: Designing instructional materials, digital content, and ICT to be usable by the broadest range of users to the greatest extent feasible without the need for adaptation.

Social Media: Any of a wide array of internet-based tools and platforms that facilitate the creation and sharing of information, content, ideas, interests, and other forms of expression to virtual communities and networks, such as the department website or social networking services.

Accessibility Standards: All District ICT and digital content will conform to recognized accessibility standards, including Section 508 standards and WCAG Level AA or any successor standard formally adopted by applicable federal or state law. These standards apply to websites, web applications, digital documents, instructional materials, multimedia content, and software systems. Accessible design includes, but is not limited to, providing text alternatives for images, captions and transcripts for multimedia, keyboard accessibility, compatibility with assistive technologies, and clear structure and navigation to support usability by individuals with disabilities.

Accessibility Committee: The District will maintain the Accessibility Committee to advise on accessibility priorities, implementation practices, training needs, barrier identification, review of institutional progress, and continuous improvement related to information and communications technology, instructional materials, and digital content.

ICT and Instructional Material Accessibility Standard Statement

The District is committed to ensuring equal access to instructional materials and ICT for all, and particularly for individuals with disabilities, in a timely manner. In accordance with Government Code §§ 7405, 11135, and 11546.7, and best practices, the District will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973 by:

- Developing, purchasing, or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;
- Using and maintaining instructional materials and ICT that is consistent with this standard; and
- Promoting awareness of this standard to all relevant parties, particularly those in roles that are responsible for creating, selecting, or maintaining electronic content and applications.

Ensuring equal access to equally effective instructional materials and ICT is the responsibility of all District administrators, faculty, and staff.

Social Media Policy

The District may use social media as a method of effectively informing the public about District services, issues, and other relevant events. District employees will ensure that the use or access of social media is done in a manner that protects the constitutional rights of all.

Authorized Users

Only employees authorized by the public information officer (PIO) or designee may utilize social media on behalf of the District. Authorized users will use only District-approved equipment during the normal course of duties to post and monitor District-related social media, unless they are specifically authorized to do otherwise by their supervisors.

Institutional (official) social media accounts for the District will be administered and maintained by the Office of Public Relations.

The PIO may develop specific guidelines identifying the type of content that may be posted. Any content that does not strictly conform to the guidelines should be approved by a supervisor prior to posting.

Requests to develop a social media account for any division, program, or department must receive prior approval from the department chair or manager. The chair or manager will assign a minimum of two district employees (editor and publisher) to act as account administrators. Any new social media pages must be registered and approved by the Office of Public Relations using a Social Media Directory Form. The Office maintains a record of all college-affiliated social media accounts.

Authorized Content

Content posted on a social media site authorized or affiliated with the District must comply with administrative procedures and federal and state regulations, and adhere to the *Butte College Brand Guidelines* and *Butte College Writing Style Guide* and positively promote the District's mission and values.

All multimedia content posted to social media platforms must comply with the accessibility requirements.

Prohibited Content

Prohibited content includes, but is not limited to:

- Content that is abusive, discriminatory, inflammatory, or sexually explicit.
- Any information that violates individual rights, including confidentiality and privacy rights and those provided under state and federal law and District policies and procedures.
- Any information that could tend to compromise or damage the mission, function, reputation or professionalism of the District or its employees.
- Any information that could compromise the safety and security of District operations, employees, students, or the public.
- Content promoting online gambling, alcohol, tobacco and/or drugs.
- Any content posted for personal use.
- Content selling or promoting a commercial product or service (authorized fundraising by the College is permitted).
- Spam.

- Partisan political content.
- Any content that has not been properly authorized by this policy or a supervisor.

The unauthorized use of Butte College's name and logo is prohibited. Permission to use the District's name or logo will be granted by the Public Relations or Marketing Office.

Any employee who becomes aware of content on District social media sites that they believes is unauthorized or inappropriate should promptly report such content to the Office of Public Relations. The PIO will direct its removal from public view and investigate the cause of the entry.

Monitoring Content

Account administrators and page editors for social media agree to check their pages regularly. Accounts that remain inactive for a full academic year may be deactivated.

Violations

Butte College reserves the right to request that content be changed or removed from an authorized social media account if it violates the social media guidelines outlined in this procedure. Furthermore, the District will reserve the right to request that unauthorized social media accounts using the district's name, brand, or otherwise representing themselves as being affiliated with the district be deactivated or removed.

Crisis Communication

In the event of an emergency or crisis, departments must immediately cease posting and defer to official college channels. Crisis-related content may only be posted by PIO or another member of the crisis response team as outlined in the Butte College Emergency Operations Plan.

Retention of Records

The custodian of records will establish a method of ensuring that public records generated in the process of social media use are retained in accordance with established records retention schedules.

Responsibilities

Accessibility is the responsibility of all employees of the District. Faculty are responsible for ensuring that instructional materials and course content are accessible, including course documents, multimedia content, learning management system materials, and assessments and activities. Staff who create or publish digital content are responsible for ensuring that such content complies with accessibility standards. Information technology departments are responsible for maintaining accessible ICT systems, evaluating the accessibility of technology, supporting accessibility testing and remediation, and assisting with the implementation of accessibility standards. District administration is responsible for overseeing accessibility compliance, allocating resources to support accessibility, and promoting institutional practices that ensure ongoing accessibility and inclusion.

Procedures / Implementation

All digital content created, maintained, or distributed by the District must meet accessibility standards. Instructional materials will be designed and delivered in an accessible manner, including the use of accessible documents, captioned audio and video, accessible learning management system design, and accessible course activities and assessments. Accessible materials will be provided at the same time as materials are made available to other users whenever possible to ensure timely access.

Accessibility will be considered in the procurement or development of ICT. Departments are required to evaluate accessibility prior to purchase, prioritize accessible products, and request vendor accessibility documentation, such as Voluntary Product Accessibility Templates (VPATs), when available. Third-party ICT used by the District must also be evaluated for accessibility; when barriers are identified, the District will seek accessible alternatives or provide equally effective alternative access.

When accessibility barriers are identified, the District will remediate inaccessible content when feasible, provide equally effective alternative access, and prioritize remediation of high-impact materials. The District will also provide a mechanism for reporting accessibility barriers related to ICT and digital content. Finally, the District will support continuous improvement of accessibility through periodic review of policies and procedures, accessibility audits, ongoing training, and evaluation of emerging technologies.

Training

Authorized users receive training that, at a minimum, addresses legal issues concerning the appropriate use of social media sites, as well as privacy, civil rights, dissemination and retention of information posted on District sites. The District will provide training and resources to support accessibility, including training on accessible document creation, accessible instructional design, web accessibility practices, and the use of accessibility evaluation tools. The District may conduct accessibility evaluations of websites, instructional materials, and digital systems using automated tools, manual review, and assistive technology testing.

Exhibits

1. Butte College Brand Guidelines
2. Social Media Directory Form
3. Butte College Writing Style Guide