

LINC 93B: DESIGNING ACCESSIBLE EDUCATIONAL RESOURCES

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Familiarity with PC or Mac; basic internet skills; not open to students with credit in LINC 221.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Comply with current legislation on assistive technology and universal access.
- Evaluate current tools and techniques to help students with various learning modalities have equal access to technology in the classroom.

Description

This course explores the critical role of assistive technologies in ensuring universal access to education. Students will review current legislation and best practices in the design and implementation of educational resources that accommodate all learners, regardless of ability. They will engage with a variety of tools and strategies to create accessible educational environments that comply with legal standards and promote equity in digital spaces. Through practical application and evaluation, students will learn to assess and enhance the efficacy of technology accommodations in real classroom settings.

Course Objectives

The student will be able to:

1. Understand and apply current tools and strategies in assistive technology and universal design to create educational resources that ensure accessibility and equity for all learners.
2. Analyze and apply relevant legislation and best practices to evaluate and enhance the accessibility of educational resources.

Course Content

1. Foundations of accessibility and universal design
 - a. Key principles and applications of UDL
 - b. Requirements for digital learning content
 - c. Best practices for accessible technology

- i. Perceivable
 - ii. Operable
 - iii. Understandable
 - iv. Robust
2. Designing accessible digital content
 - a. Color and accessibility
 - b. Digital document design
 - i. Headings
 - ii. Lists
 - iii. Hyperlinks
 - c. Images and alt text
 3. Video and multimedia accessibility
 - a. Video accessibility strategies
 - b. Captioning techniques
 - c. Incorporating universal design in video production
 4. Evaluation and implementation of assistive technologies
 - a. Assessing technology accessibility
 - b. Tools for evaluating digital content
 - c. Revision of accessible educational materials

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Development of a project utilizing assistive technology
 Presentation of the project to peers for feedback
 Making constructive contributions to class discussions and peer reviews

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in a student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
 Facilitated discussions of live presentations, readings, or video presentations
 Presentation of ideas in small group and whole class situations

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology