

To: College of Marin Academic Senate

From: Distance Education Committee

Date: December 9, 2025

Subject: **Educational Technology Restructuring & Accessibility Alignment**

Introduction

Over the course of this semester, the Distance Education Committee (DEC) has engaged in productive discussions that highlight the strong work already underway at the College of Marin to support effective teaching and learning across modalities.

COM has made meaningful progress in expanding distance education, strengthening accessibility awareness, and supporting faculty innovation. At the same time, these conversations have clarified several opportunities to better coordinate educational technology planning, strengthen campus-wide support structures, and ensure our instructional spaces and systems keep pace with current teaching and learning needs.

This memo builds on the DEC's semester of dialogue by translating shared observations into a set of recommendations for the Academic Senate. The intent is to support an implementation-focused, long-range educational technology vision for COM—one that improves consistency, reliability, accessibility, and faculty support, while aligning institutional planning with evolving compliance expectations and the realities of modern instruction.

Objective

Strengthen COM's educational technology framework in order to further compliance with state and federal accessibility laws (ADA, Section 504/508, Title II 2026 updates), protect student privacy, and provide equitable instructional support across all modalities to meet the needs of students, faculty, and staff.

Key Recommendations

- Establishing an Instructional Technology Committee for governance, vetting, and compliance oversight.
- Allocating dedicated staffing, coordinator roles, and budget for accessibility, captioning, and training beyond Distance Education.
- Reviewing and aligning BP 3250, BP/AP 3720, and BP 3725 to strengthen accessibility and privacy language.
- Providing campus-wide resources and model syllabus statements to ensure consistency and transparency.

- Conducting a college-wide Technology Audit and developing a Classroom Modernization Plan to ensure instructional spaces meet current teaching and learning needs and align with an updated educational technology vision.
- Supporting OER and Alternative Textbook Formats/Programs to enhance UDL implementation and advance COM's equity goals through reduced cost barriers and expanded access to materials in multiple formats.

These recommendations support COM's mission of student-centered, accessible, and innovative teaching and learning environments.

Action Items

1. Governance & Policy Development

- Form an Instructional Technology Committee charged with:
 - LTI vetting for accessibility and privacy compliance.
 - Reviewing licensing and budget priorities for instructional tech tools.
 - Coordinating accessibility and RSI training across divisions.
- Recommend review of BP 3250, BP/AP 3720, and BP 3725 to explicitly include accessibility, privacy, and educational technology planning within institutional effectiveness goals.

2. Staffing & Budget

- Create a full-time position or reclassify an existing role to coordinate accessibility reviews, training, and LTI implementation.
- Allocate ongoing funding for:
 - Captioning and transcription services (potentially via in-house captioning).
 - Faculty training in accessibility, RSI, and AI-integrated pedagogy.
 - Technology innovation grants for faculty pilots for accessible technology tools.

3. Campus-Wide Accessibility & Training

- Share and embed the Accessibility Guidelines (policies.marin.edu/accessibility-guidelines) in all faculty onboarding and Flex trainings.
- Implement Accessibility and Privacy checks for instructional tools.
- Incorporate ADA, Access, AI, and Privacy Statements into the institutional syllabus template.

4. Technology Audit + Classroom Modernization Plan (NEW)

- Adopt a minimum "Classroom Technology Baseline Standard" aligned with current instructional needs (on-ground, hybrid, and online) and accessibility requirements.

- Conduct a room-by-room technology audit (inventory plus functional testing) including:
 - Displays/projectors, audio systems, microphones, cameras, document cameras, control panels, and lecture capture capacity.
 - Hybrid/HyFlex/Zoom Meeting readiness (mic pickup, camera coverage, remote participation, and recording quality).
 - Accessibility readiness (assistive listening, captioning/recording workflows, visual clarity, compatibility with accessible teaching practices).
 - Infrastructure (Wi-Fi reliability, power/charging, cabling, connectivity such as HDMI/USB-C).
 - Support model (maintenance schedules, response times, replacement cycles, vendor contracts, documentation).
- Gather structured input from faculty and students (survey plus targeted focus groups by discipline/modality) to identify “time-to-teach” friction points and prioritize high-impact rooms.
- Complete a gap analysis and prioritization plan categorizing rooms as meeting, partially meeting, or not meeting standards, with risk ranking based on instructional impact and accessibility risk.
- Produce a 3-year modernization roadmap with phased upgrades, cost ranges, and a standardized “room package” to improve consistency and reduce training burden.
- Develop a training/documentation plan (quick guides in each room, short how-to videos, and predictable support pathways).

Deliverables requested

- Published baseline standard.
- Prioritized upgrades list (quick wins plus phased plan).
- Recommended replacement cycle.
- Report-out timeline to Academic Senate.

5. Support OER and Alternative Textbook Formats/Programs

- Strengthen OER adoption support through a coordinated plan that may include stipends/release time for adoption/adaptation, peer mentoring, and clear workflows for locating and evaluating materials.
- Establish an “Alternative Textbook Formats Support Program” to maintain equity when comparable OER does not exist, including potential strategies such as:
 - Library reserves and curated low/no-cost options.
 - Print-on-demand or print options where pedagogically appropriate.

- Guidance for evaluating publisher materials for accessibility and ease of alternate-format conversion.
- Align with DSPS/alternate media workflows by supporting earlier textbook adoption timelines, clear communication, and predictable processes to improve timely access to accessible formats.
- Build faculty-ready resources (Canvas-ready templates, accessibility checklists for documents/media, and recommended practices for offering materials in multiple formats).

Outcomes

- Reduced cost barriers.
- Expanded access for diverse learners (UDL).
- Improved timeliness of accessible materials.
- Stronger overall compliance posture.

Recommended Next Steps

Appoint working groups to:

- Review and revise language for BP/AP 3250, 3720, 3725.
- Propose the Instructional Technology Committee structure and charge.
- Identify staffing needs and funding sources for captioning and compliance training.
- Define the scope, standards, and timeline for the Technology Audit and Classroom Modernization Plan.
- Outline an OER + Alternative Textbook Formats/Programs strategy aligned with UDL and equity goals.