



Faculty Newsletter Spring 2021

Center for Accessible Resources

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Welcome to spring term from everyone at CAR! We hope you had a restful and restorative break. Thank you for supporting LCC students with disabilities by ensuring your courses and material are accessible to all regardless of ability. CAR is also a source of support for LCC faculty so please do not hesitate to reach out.

Contact CAR at AccessibleResources@lanecc.edu, (541) 463-5150, or visit our [website](#) for more information.

In this issue we cover:

- **Feature: Interacting with students in the classroom**
- Toward a Universal Design: Multiple Means of Representation
- Zoom: Recent update + Live Transcription + Course Recordings
- Reading room and more

Feature: Interacting with students in the classroom

Recently at Oxnard College in California, [a professor was recorded berating a Deaf/Hard of Hearing student](#) for supposedly not paying attention during a live Zoom lecture when the student was actually interacting with their interpreter off-screen. It was a disheartening video to view, but unfortunately it's not an uncommon experience for students with disabilities across a myriad of contexts.

With access and equity in mind, and to promote inclusion for all students regardless of background, identity, or ability, here are some helpful things to keep in mind when interacting with students in the classroom:

- You may not know a given student has a disability
- The instance of students with disabilities is higher than just the students who disclose disability status to peers, instructors, or departments/services such as CAR
- A large percentage of students with disabilities have invisible disabilities (or disabilities that don't manifest visually) and may not want to disclose their disability status
- A student may be using an auxiliary aide to access your class and may need additional time to respond or participate
- A student may process information differently and require additional time to formulate a response
- A student experiencing significant social anxiety may be caught off guard if called on randomly and might have difficulty formulating a response on the spot

- If a student is exhibiting any inappropriate classroom behavior remember to discuss the behavior with the student privately
- All students deserve dignity, access, and inclusion

For more information on working with the Deaf/Hard of Hearing community, please enroll in [Deaf 101](#), a training put together by the fine folks over at the National Deaf Center.

Toward a Universal Design: Multiple Means of Representation

We talk a lot about [Universal Design for Learning at CAR](#). When courses are intentionally designed with Universal Design for Learning in mind, the learning environment is made more accessible for students of all abilities, reducing the need for some academic accommodations. In this issue we highlight a key Universal Design for Learning principle: multiple means of representation.

Students can vary in a multitude of ways when it comes to intaking, processing, and ultimately understanding information. There is no one format (whether audio, visual, textual, or kinesthetic) that will be optimal for every single student. This is where multiple means of representation come into play. To best serve all of your students, information should be disseminated in a variety of formats.

It may seem redundant on its face to incorporate the same information in different formats, but the research substantiates the value of multiple means of representation not only in its reach to the maximum number of students but also in its novel repetition, helping to further reinforce understanding.

So what might this look like in practice? If utilizing slides, read what is on them, then expound and explicate. If relying heavily on graphics, give a brief description of what is happening in those graphics or what students should be looking for.

For more information on Universal Design for Learning, the guidelines, and the research behind them, visit [CAST](#).

Zoom - Latest update:

There's a new Zoom update! Make sure you have the latest update installed to take advantage of its expanded capabilities and features.

Zoom now features an "auto-transcript" feature for all hosting users. This feature is akin to captioning and provides a full transcript of all audio when enabled.

Captioning/transcription is a great universal design tool that can help students of all abilities beyond just those that require captioning for equal access by providing multiple means of representation. The [ATC has created a help article](#) to get you started.

Did you know that you can record your live Zoom lectures? Recording lectures and then posting them to Moodle is another fantastic Universal Design strategy that allows students to revisit information they may have missed during the lecture. This can help

students who struggle with focus and concentration or take a little longer to process information be able to fill in any gaps they may have missed during the lecture. It's also a great way to fulfill a CAR student's "audio record lectures" accommodation in the remote environment. For more information about recording and posting Zoom lectures or accessing the full array of Zoom features, please contact the [Academic Technology Center \(ATC\)](#) directly.

Reading Room:

Pertinent readings on access and equity in education to help through this difficult time.

["Reopening, with Equity" by Lilah Burke](#)

["How Colleges can Support Students with Disabilities During Remote Learning" by Sarah Wood](#)

["Improving Accessibility for Students and Faculty with Disabilities" by Alexander Huls](#)

CAR Faculty Questionnaire:

At the start of winter term we sent out a questionnaire via Google forms, attempting to gauge faculty familiarity with CAR, understanding of accommodations, and interest in further collaboration. A big thank you goes out to all those who responded. We've compiled [a slideshow highlighting the findings](#) (with additional information found in the slide notes).

*Faculty must be logged into their official LCC email address to view the slideshow.

CAR Term Review with Instructional Deans:

Instructional Deans and Mandie Pritchard, Director of Student Accessibility Services, recently met to review CAR activity, support, and consultation that occurred during winter term. Each Dean had an opportunity to review the results of the Faculty Questionnaire, hear about the excellent work faculty are doing in their area to support LCC's compliance with Section 504 and Title II of the ADA, and steps CAR is taking to increase support for LCC faculty. (Examples may be found in the above Faculty Questionnaire.) Thank you to all of our faculty for their work and dedication to ensure LCC courses and material are accessible.

Navigating a LOA:

The Letter of Accommodation (LOA) is confirmation for faculty members that the student has completed the qualification/registration process with CAR. LOAs are sent out electronically every term by CAR and state the student is qualified to receive the specific accommodations identified in the student's letter.

For more information about the LOA please visit our [website](#).

CAR Tips in the Lane Weekly

Do you read the *Lane Weekly* emailed each Tuesday? If so, you have probably read some of our tips. Keep watching for upcoming tips that could be helpful to you.

Faculty Workshop:

Neurodiversity and Universal Design for Learning in the Classroom

On Tuesday, April 13, from 2-3:30 p.m., accommodation specialist Alexis Kielb will facilitate a faculty workshop focused on neurodiversity and Universal Design for Learning in the classroom.

The neurodiversity movement reframes how society treats individuals with autism, ADHD, dyslexia, and dyscalculia (among others). Advocates argue that instead of focusing on deficits and how to fix them, society should embrace difference and the strengths difference can bring.

Embracing and accounting for differences is one of the foundational ideas behind Universal Design for Learning (UDL). The workshop will use neurodiversity as an entry point for exploring how UDL principles could be incorporated into your courses for the benefit of all students.

[Register here](#)

Once you have registered, please fill out the [pre-survey for the workshop](#) by April 2. Co-sponsored by FPD and CAR. This workshop may be applied to professional development requirements in equity, inclusion, and social justice.

Faculty Handbook:

Looking for information about CAR, accommodations, or working with CAR students? Want to learn more about Universal Design? Questions about confidentiality? Visit CAR's [Faculty Handbook](#).

How to Contact CAR Staff

Please do not hesitate to schedule a consultation appointment if you have questions or concerns. CAR is here to offer any support, coaching, or guidance that you may be seeking.

CAR staff are working remotely to ensure accommodations and support for students.

Prospective CAR students can email us at accessibleresources@lanecc.edu or call (541) 463-5150 if they have questions. Prospective students can fill out a [CAR application](#).

For assistance with accommodations please contact:

Nick Monroe, Accommodation Specialist

Phone: (541) 463-5150

Email: MonroeN@lanecc.edu

Fiona Bossing, Accommodation Specialist

Phone: (541) 463-5150

Email: BossingF@lanecc.edu

Alexis Kielb, Accommodation Specialist

Phone: (541) 463-5150
Email: KielbA@lanecc.edu

To request this information in an alternate format, please contact the Center for Accessible Resources (CAR) at (541) 463-5150 or AccessibleResources@lanecc.edu

LCC complies with all applicable federal and state laws regarding non-discrimination, equal opportunity, affirmative action, and providing reasonable accommodations for persons with disabilities.