



Faculty Newsletter Spring 2022

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 materials 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@lanec.edu or (541) 463-5150.

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Feature: Everyday Inclusion

Words matter. Actions and reactions matter. Design matters.

The way we say things, the turns of phrase, the idioms and metaphors we use, the way we design courses, materials, and content, and the pedagogical practices we utilize have profound impacts on people at an individual and collective level, even if they may seem unimportant on the surface.

Students may be impacted by various disabilities that could be visible or invisible, and students may or may not utilize disability-related accommodations driving the need for inclusive practices at every level so every student feels welcome, feels included, and can access every element of campus and the learning environment.

Because of these demographic unknowns, federal law (ADA, section 504), in keeping with LCC's mission as the Community's college, and because it's the right thing to do, it's imperative that we practice everyday inclusion from the course design phase to instructional delivery, interaction, and assessment.

Here are some practical strategies for practicing everyday inclusion:

- Design your course with inclusion in mind: Digital course elements should be [designed with accessibility and inclusion](#) in mind—images should have [alt text image descriptions](#), textual material should [utilize headings and logical structure](#), [color and contrast](#) should be considered, videos need to be [captioned](#), Zoom lectures should be recorded with [live transcription](#) enabled, and [Universal Design for Learning](#) practices should be incorporated. The Academic Technology Center (ATC) and Instructional Design Services (IDS) offer robust services and training related to accessibility and design. We recommend taking the (paid) [Course Development Introduction course](#). Module 2 of the training is dedicated to accessibility, and it's not just for new instructors or building new courses, it can help with course refreshes too!
- Avoid [ableist language](#): Ableist language is pervasive, insidious, context dependent, and frequently subjective depending on audience. While there are some obvious terms that should be made obsolete and stricken from lexicons, others are a bit squishier, residing in a liminal area. Be thoughtful about the language you use in the learning environment with the goal of mitigating harm. Honor your students' [intersectional identities](#), refrain from defensive reactions if a student asks you to not utilize specific vocabulary, and incorporate feedback when mistakes are made so we can create the most inclusive environment possible.
- Avoid "cold-calling" and "calling out" students: Cold-calling on students, or calling on a students who haven't volunteered, increases anxiety and can disparately impact and/or re-traumatize students with invisible disabilities. Instead, give students opportunity to volunteer answers or discussion points and offer a variety of formats for participation, including using textual responses. Similarly, "calling out" students in class (i.e when students aren't understanding content or turning assignments in), even anonymously, can activate some students with disabilities or education-related trauma. Instead, approach students individually and privately when you have academic or behavioral concerns.

ADA Overview Training:

Americans with Disabilities Act Overview training is available through [SafeColleges](#). This course is designed for staff and faculty to provide an overview of the Americans with Disabilities Act (ADA) and how it might apply in schools. This training covers ADA basics such as what qualifies as a disability and reasonable accommodation, program accessibility under title II, the differences between the Individuals with Disabilities in Education Act (IDEA) and the ADA, and effective communication in an educational context.

Updates to the Alternative Testing Agreement

Upon review of our practices through our continuous commitment to Lane's equity lens, it was determined that the option "I will proctor my own exams" created a barrier to our students choosing and utilizing testing accommodations. Beginning spring 2022, faculty should complete the Alternate Testing Agreement (ATA) for each class a Letter of Accommodation (LOA) has been received for as soon as possible in week 1 or upon receipt of a LOA throughout the term. The ATA has been updated to reflect this change as of March 7, 2022 when we began sending out spring 2022 LOAs. As noted on the ATA, you may contact [CAR Testing](#) before the exam with any additional information presented to students, including whether additional items will be permitted for use by students while taking the exam. We appreciate your support with ensuring LCC students are provided equitable and inclusive access to their learning environment.

Navigating a Letter of Accommodation:

The Letter of Accommodation (LOA) is confirmation for faculty members that the student has established reasonable, approved accommodations with CAR and is effective immediately from the date listed on the LOA. Note: Students are encouraged to connect with faculty but are not required to do so for accommodations to be provided.

LOAs are sent out electronically every term by CAR and state the student is qualified to receive the specific, reasonable accommodations identified in the student's letter. Approved, reasonable accommodations should not be denied, but rather need be considered on a case-by-case basis in consultation with your department Dean and CAR.

Some of the language used to identify accommodations has changed. Some accommodations are provided by faculty while others are coordinated by CAR. Please contact the Accommodation Specialist listed on the Letter of Accommodation if needing any clarification.

Faculty Reference Guide:

Want to know more about the ADA, the purpose of accommodations, the provision of established accommodations, or CAR processes? Visit our updated [Faculty Reference Guide](#) (formerly referred to as the Faculty Handbook) to learn more! This Faculty Reference Guide is offered as a source of information and guidance with respect to the provision of reasonable accommodations for students with qualifying disabilities who are enrolled in LCC courses.

Staff and Faculty Input Form:

CAR is always looking to support Lane's staff and faculty with any questions, support, or feedback regarding our department's processes, available resources, and information. Please consider completing [CAR's Staff and Faculty input form](#) in order to address the above. The form is intended for general, not student-specific items. If your submission is related to a specific student's LOA and provision of accommodations, please contact the assigned Accommodation Specialist on the LOA instead of using this form.

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.

Check out our [previously published Weekly Tips!](#)

Zoom updates:

Make sure you have the latest update installed to take advantage of its expanded capabilities and features.

Zoom transcription:

Zoom 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 helpful article](#) to get you started.

Zoom lecture recording:

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 fill in any gaps they may have missed during the lecture, aide memory recall, and/or provide note taking support. For students with "Record Lectures" as an accommodation, faculty may be responsible for video recording in remote formats such as Live Streaming, HyFlex, and Hybrid/Zoom.

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:

[Web Accessibility Claims Put Institutions of Higher Learning at Risk](#) – Wilson Elser

[Guidance on Web Accessibility and the ADA](#) – US Department of Justice, Civil Rights Division

ASL Faculty Consults & Department Presentations:

Does your department have regular contact with a student who utilizes ASL interpreters? Do you have a student utilizing ASL interpreters, Communication Access Realtime Translation (CART) services, transcription/captioning services registered for your class?

CAR offers faculty consults and presentations about working with this student population and can answer questions about working with interpreters, common supports, Deaf culture, and language deprivation.

Email ASL Interpreter Melodie Glimpse at CARserviceproviders@lanecc.edu to start the process and request a department presentation or consultation. If a student has officially requested any of the above services, CAR will be proactively in contact with you to schedule a consultation.

How to Contact CAR Staff

CAR staff are working primarily remotely to ensure accommodations and support for students, but may also be available at times for limited in-person services.

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](#).

Mandie R. Pritchard, MA

Associate Dean of Accessibility and Testing Services

Interim International Programs Director

Interim Clothing Stash and Rainy Day Food Pantry Director

Phone: (541) 463-5150

Email: PritchardM@lanecc.edu

For assistance with accommodations please contact the student's assigned staff member:

Andi Graham, Accommodations Project Coordinator

Phone: (541) 463-5150

Email: GrahamA@lanecc.edu

Fiona Bossing, Lead Accommodation Specialist

Phone: (541) 463-5150

Email: BossingF@lanecc.edu

Desiree Woodruff, Lead Accommodation Specialist

Phone: (541) 463-5150

Email: WoodruffD@lanecc.edu

Nick Monroe, Lead Accommodation Specialist/Interim Accessible Technology Coordinator

Phone: (541) 463-5150

Email: MonroeN@lanecc.edu

Melodie Glimpse, ASL Interpreter and CART/transcription/captioning support

Phone: (541) 463-5150

Email: GlimpseM@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.