



## Faculty Newsletter Winter 2022

Welcome to winter 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](mailto:AccessibleResources@lanec.edu) or (541) 463-5150.

In this issue we cover:

- **Feature: Trauma-informed pedagogy**
- **New COPPS entry for ADA/504 compliance**
- **ADA training**
- **Introducing newest staff**
- **Zoom update and crucial features**
- **Toward a Universal Design, Reading Room, and more**

### Feature: Trauma-informed pedagogy

"Trauma confronts schools with a serious dilemma: how to balance their primary mission of education with the reality that many students need help in dealing with traumatic stress to attend regularly and engage in the learning process." — Ko et al. ("Creating TI systems: Child welfare, education, first responders, health care, juvenile justice," *Professional Psychology: Research and Practice*, p. 398)

Students are taking classes right now in the midst of a worldwide pandemic with widespread health, psychological, economic, and sociological impacts. Along with other contentious sociopolitical events, we're experiencing a collective traumatic environment all while people are still experiencing the effects of past and current traumas. We need trauma-informed practices with all aspects of interaction more than ever right now but especially so in our teaching where power dynamics are at play. This is where trauma-informed pedagogy comes into play.

Trauma-informed pedagogy is an approach to teaching which applies [trauma-informed practices](#) in the learning environment. It means understanding and recognizing the ways traumatic experiences (including abuse, violence, and systemic oppression) impact students involved with

those experiences and then designing the learning environment to account for those experiences and accommodate survivors' needs.

A trauma-informed learning environment builds trustworthiness, provides safety, maximizes choice and collaboration, and prioritizes empowerment. The goal here is to stop our pedagogical practices from re-traumatizing students and promote the most inclusive and effective learning environment as possible. In many ways, trauma-informed practices crossover with disability-informed practices and can be addressed using [Universal Design for Learning](#).

### **New COPPS entry for ADA/504 compliance:**

A new [COPPS](#) procedure titled **Disabilities: ADA/504** compliance is being finalized to ensure compliance with state and federal laws by ensuring students are provided an accessible, inclusive, and equitable learning environment. Text from the procedure can be found below with an update to the COPPS database expected shortly.

Compliance with the Americans with Disabilities Act (ADA) is a shared responsibility of the LCC Campus Community. The ADA prohibits discrimination based on disability in institutions of higher education while ensuring students with disabilities are provided an opportunity to participate in an institution's activities, programs, and services. Compliance with Section 504 of the Rehabilitation Act of 1974 and the ADA are the minimum expectations.

Faculty and staff members have a key role in ensuring that students with disabilities have the opportunity to fully participate in the academic setting. Compliance is achieved through Title II of the ADA that requires public colleges and universities to provide services and auxiliary aids to qualified students with disabilities. This includes providing reasonable, approved accommodations that have been identified by the professional staff with the college's accessible education services, known as the Center for Accessible Resources (CAR).

Under this procedure faculty and staff will take all reasonable, timely, and necessary steps to ensure that:

- Students will be provided all reasonable, approved accommodations identified by the CAR professional staff.
- All reasonable, approved accommodations outlined by CAR will be made available by faculty to students upon faculty receipt of the student's Letter of Accommodation.
- Inclusive excellence [ULD institution] will be achieved with the support of the Academic Technology Center, Instructional Design Services,

CAR, and area deans to address course design, lecture format, web-based information, in/out of class activities, exams format, and course assessment to eliminate barriers, increase faculty understanding and meet diverse student needs.

- Faculty will present accommodation questions and concerns to CAR professional staff to eliminate the potential of student negotiation of reasonable, approved accommodations with faculty members.
- CAR faculty and staff consultation, training, and outreach will be used to eliminate service delivery barriers, provide accessible service information, increase understanding of disability, and provide alternative formats of college material to students and community members.
- If faculty suspect a student's approved accommodation would result in a fundamental alteration of course learner objective(s), faculty will present course syllabus to CAR professional staff for review for final determination. If a fundamental alteration to learner outcomes is confirmed, CAR will appropriately document and provide student notification of the inability to utilize any specific eligibility (accommodation).
- Faculty and staff will not, under any circumstances, discuss the student's disability either directly or indirectly.
- The college will provide ADA/504 training for all staff and faculty through Safe Colleges.

Report of violations of this procedure through the Americans with Disabilities Complaint Procedure by LCC ADA Compliance Officers.

### **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 and the ADA, and effective communication in an educational context.

### **Introducing newest staff:**

**Desiree Woodruff** is our newest Lead Accommodation Specialist. She began her career in higher education in 2001 in Housing and Residence Life. She relocated to Eugene in 2008 after accepting a position at University of Oregon. In 2013, she began working at Lane Community College and most recently worked in the Financial Aid Department. Originally from Los Angeles, Desiree and her family love exploring the PNW.

**Carley Boyce** is our new Assessment Specialist and a member of the LCC Wellness Committee. Carley holds a MA in counseling and human services from the University of Colorado at Colorado Springs and a BS in psychology from Colorado State University - Pueblo. She spent the last two years serving as Senior Testing Coordinator at Central Oregon Community College in Bend, Oregon, and prior to that spent 14 years in Lane County as a full-time high school counselor for both 4J and Fern Ridge School Districts. She was also an active member on Equity Committees and CARE Teams. Her most enjoyable projects: implementing the first ASPIRE program at Elmira High School and coordinating with PAAWS (People and Animals Who Serve) to provide 3-times-a-year pet therapy sessions for students.

### **Zoom updates:**

There's a new Zoom update! 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 be able to fill in any gaps they may have missed during the lecture. 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.

### **Toward a Universal Design:**

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: document formatting considerations.

With an increasingly digital world, we're relying on digital materials and documents in the learning environment even more, meaning we need to ensure those documents are accessible to all students interacting with them. Students may need to access digital materials in a variety of ways—one of which may be through a computer screen reader.

The following considerations will help ensure students using assistive/adaptive technology can access your course materials:

- Use clear, consistent layouts and organization schemes to present content.
- Use a text-based format and structure headings, lists, and tables using style and formatting features within your Learning Management System (LMS) and content creation software, such as Microsoft Word, and PowerPoint and Adobe InDesign and Acrobat; use built-in page layouts where applicable.
- Use descriptive wording for hyperlink text (i.e. "CAR website" rather than "click here").
- Avoid creating PDF documents. Post most instructor-created content within Moodle content pages (i.e. in HTML) and, if a PDF is desired, link to it only as a secondary source of the information.
- Provide concise [text descriptions](#) of content presented within images.
- Use large, bold, sans serif fonts on uncluttered pages with plain backgrounds.
- Use color combinations that are high contrast and can be distinguished by those who are colorblind ([color contrast web resource](#)).

For more information on Universal Design for Learning, the guidelines, and the research behind them, visit [CAST](#). And for more information on making your Moodle courses and digital materials more accessible, [contact the ATC](#) and/or [Instructional Design Services](#).

### **Reading Room:**

Pertinent readings on access and equity in education:

[Disabled Student Unions Fight for Better Accessibility - Maria Carrasco](#)

[Rethinking Technology Accessibility in Higher Ed - Novid Parsi](#)

[Inclusive services that put a stop to digital inequality - Natalie Harney](#)

[Universal design for learning: an introduction and getting started - Dara Cassidy](#)

### **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.

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. Please contact the Accommodation Specialist listed on the Letter of Accommodation if needing any clarification.

### **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 [tips from the fall 2021 term!](#)

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

### **Mandie R. Pritchard, MA**

Director of Student Accessibility Services

Interim International Programs Director

Interim Stash and Rainy Day Food Pantry Director

Phone: (541) 463-5150

Email: [PritchardM@lanecc.edu](mailto: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](mailto:GrahamA@lanecc.edu)

Fiona Bossing, Lead Accommodation Specialist

Phone: (541) 463-5150

Email: [BossingF@lanecc.edu](mailto:BossingF@lanecc.edu)

Desiree Woodruff, Lead Accommodation Specialist

Phone: (541) 463-5150

Email: [WoodruffD@lanecc.edu](mailto:WoodruffD@lanecc.edu)

Nick Monroe, Lead Accommodation Specialist/Interim Accessible Technology Coordinator

Phone: (541) 463-5150

Email: [MonroeN@lanecc.edu](mailto:MonroeN@lanecc.edu)

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

Phone: (541) 463-5150

Email: [GlimpseM@lanecc.edu](mailto: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](mailto: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.***