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A Message to Faculty

Federal legislation mandates that the college provide reasonable accommodations that afford equal opportunity for all students. The Center for Accessible Resources (CAR) has been designated with the responsibility of processing requests for accommodations and ensuring that appropriate accommodations are provided. CAR serves as a resource for faculty and staff who work with students with disabilities. The Associate Dean of Accessibility and Support and CAR staff are available to answer questions, consult on problem situations, and provide information and support for accommodating students. Achieving reasonable accommodations for students with disabilities involves shared responsibility between the students, faculty, and staff. Consequently, while the information presented in this handbook can be used as a general guide, specific knowledge of a student’s needs should come to you via a letter prepared by CAR and discussed with you by the student.

This Faculty Handbook 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 your course(s). However, this handbook is not intended as a comprehensive resource. Due to the heterogeneous nature of disability, and the diversity of courses offered at the college, it is not possible to anticipate and address every question or concern that may arise. Instead, this handbook is designed to orient the reader to the fundamentals of the accommodation process and offer answers to frequently asked questions. Also, this handbook is a work in progress, and updated versions will be published as our work adapts and grows along with the campus. If you have questions or concerns not addressed in the pages that follow, please call or stop by the CAR office.

What is CAR?

The Center for Accessible Resources (CAR) coordinates support services and promotes disability awareness in the college community. CAR works with students and faculty to determine appropriate academic adjustments and services for students with qualified, documented disabilities. CAR is dedicated to working with faculty and assisting students with disabilities so students can meet academic requirements and goals.

CAR’s Mission Statement:

The Center for Accessible Resources’ (CAR) mission is to provide equal access and reasonable accommodations that allow students to be active participants in the LCC community. CAR strives to promote student independence and resilience, and to foster and aide students in improving their self-advocacy skills. CAR partners with the LCC campus community to provide education, resources, and support through increasing awareness of accommodations, and promoting universal design and inclusive environments.
CAR recognizes disability as a key element of diversity and intersectional identity. As such, CAR is informed by the social construction and social justice models of disability. The philosophy of CAR can be summarized well by viewing the following video: https://www.youtube.com/watch?time_continue=2&v=9s3NZaLhcc4

CAR’s Process

There are a few steps students must complete to be eligible for services through the Center for Accessible Resources (CAR). CAR collaborates with each student to tailor the process of receiving accommodations and identify which accommodations will be most useful in response to their needs. The following are the steps taken by students to utilize accommodations:

1. Submit an application on the [CAR application webpage](#).
2. Submit disability verification - Disability verification is used to match each student with the accommodations that will help them access their education. It is in no way meant to “prove” disability status, but simply to help determine the correct accommodations. [PDF: Disability Verification Form](#).
3. Attend an online [Moodle Orientation](#) - This orientation will take about a half hour and go over general information about CAR and using accommodations.
4. Attend a student interview - During the student interview, the student and their CAR Accommodation Specialist will identify the academic accommodations the student is eligible for. The student will also learn about CAR procedures and complete a one-on-one orientation regarding any of the accessible technology accommodations they are eligible for.
5. [Request Accommodations](#) - Each term, students need to request their accommodations online for each class. This includes requesting each test students wish to take in CAR Testing facilities.

If you have any questions or concerns regarding this process, please contact CAR.

Definition of “Disability”

In paragraph 504 of the Rehabilitation Act—the legislation that guarantees specific rights to people with disabilities—there is no list of disabilities. Instead, a disability is defined by: the individual (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment. The law is written for broad coverage.

The Center for Accessible Resources (CAR) and Lane Community College (LCC) serve a wide range of students with disabilities, including medical and psychological conditions, mobility and neurological impairments, hearing and vision loss, and learning
disabilities. This might mean that a student's disabilities may not be visible or readily apparent. If you have questions about a student receiving accommodations, it is important to not question them regarding their diagnosis or disability, but to contact CAR.

See this [PDF: Disability Rights Handout from the Office of Civil Rights](#) for more information.

**Legislation Supporting the Need for Services**

Following the enactment of legislation requiring institutions of higher education to provide access to students, Colleges and Universities have experienced significant increases in the enrollment of students with disabilities. The two primary pieces of legislation that place obligations on colleges and universities include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Both require access beyond architectural barriers to include accommodations providing equal access to all aspects of recreational and academic opportunities.

Specifically, Section 504 provides that:

“No otherwise qualified individual with disabilities in the United States . . . Shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . . .”

Furthermore, [Subpart E of 504](#) specifically addresses mandates for institutions of higher education requiring that an institution be prepared to provide appropriate and reasonable accommodation to policies and practices to allow students with disabilities to participate in the same activities and programs as non-disabled students. It is therefore the responsibility of faculty and staff of the college to provide accommodation to ALL QUALIFIED students through the assistance of the Center for Accessible Resources (CAR).

Here, “otherwise qualified” means one who is able to meet the same academic requirements and standards as non-disabled students.

**Breaking down the Americans with Disabilities Act and 504**

- The ADA is a federal law designed to give civil rights protections to individuals with disabilities to stop discrimination.

- It applies to employers, state and government agencies, places of public accommodation, transportation facilities, telephone companies, and the U.S. Congress.
• Title II of the ADA states that public colleges and universities are required to provide auxiliary aids and services to qualified students with disabilities.

• Providing these services does not mean these students get special treatment, but rather ensures equal opportunity to participate in classes and activities offered by the college.

• Section 504 of the Rehabilitation Act prohibits discrimination based on disability in programs and activities, public and private, which receive federal financial assistance.

Additionally, under the provisions of Section 504 the College MAY NOT:

• Limit the number of otherwise qualified students admitted that have a disability;

• Make pre-admission inquiries as to whether an applicant has a disability;

• Exclude an otherwise qualified student with a disability from any course of study;

• Provide less financial assistance to students with disabilities than is provided to other students, or limit eligibility for scholarships on the basis of disability;

• Counsel students with disabilities into more restrictive career paths based solely on their disability;

• Measure student achievement using modes that adversely discriminate against the student with a disability;

• Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

The Purpose of Accommodations

The accommodations listed on a student’s Letter of Accommodation (LOA) are designed to provide access to the classroom environment and learning materials. They are not meant to give the student an extra advantage or alter learning outcomes. Some students may exhibit their knowledge and other course expectations differently than their peers. For example, a student with a learning disability may read at a much slower rate than their peers. Thus, extra time to take an exam helps ensure the test is assessing the student’s knowledge, not their reading speed.

Reasonable vs. Unreasonable Accommodations

Reasonable accommodations reduce barriers to learning and are individualized to a student’s needs. Both the student’s physical accessibility to the classroom as well as the student’s ability to have full access to all course activities are considered in providing reasonable accommodations.
Reasonable accommodations are those that do not:

- Alter or remove requirements of the course/program
- Alter the learning outcomes of the course/program
- Pose a threat to others

The college is only required to make reasonable accommodations to assure equal access to opportunity for persons with disabilities. If the request for accommodation is judged to be unreasonable, it may be refused. If an accommodation request is deemed unreasonable, it does not affect the obligation to provide needed accommodations that are reasonable. Saying “no” to a request that is found to be unreasonable should never be viewed as the end of a discussion of accommodation options—there is always room for exploration.

If the individual has a documented disability and needs accommodation to assure access, then the institution is obligated to work with that student to determine reasonable accommodations that can be devised to provide the access limited by the disability.

Accommodations are decided upon based on a combination of medical documentation, student narrative, and learning outcomes of a given course. Please only give students the accommodations specified on the student’s Letter of Accommodation (LOA).

See the section titled “Common Accommodations” for descriptions of typical, reasonable accommodations.

**Course Integrity**

Sometimes there is concern that a student’s accommodations will compromise the integrity of a course. When providing accommodations, CAR ensures that the essential learning outcomes of courses are still met. Accommodations are provided to give equal opportunity for the student to participate in the course. Students with accommodations should be graded as you would grade any other student. If you have any questions or concerns about this, please contact CAR.

**Grading Considerations**

At the end of the term, there are often questions about how to grade students who have a disability. Students with disabilities should be held to the same evaluation and grading standards as those for all other students. Therefore, you should grade the work of a student who has a disability as you would grade the work of any other student. These guidelines apply whether or not a student utilizes CAR resources.
Confidentiality

Due to FERPA (Family Educational Rights and Privacy Act), the Center for Accessible Resources (CAR) is only permitted to send emails regarding a student to an instructor’s @lanecc.edu email address. This includes their Letter of Accommodation (LOA). Any information sent in these emails should not be shared with other staff or faculty members. Please be sure to keep checking your LCC email for communication from CAR, as these emails can be sent out any time in the term. If you are concerned you are not getting CAR emails, please follow the steps detailed in the section “Troubleshooting Automated Emails.”

Rules governing disability services are different in college than in K-12, which can be an adjustment for many students and their families. At the collegiate level, the entire accommodation process must be student-initiated. The student is responsible for his or her own accommodation requests and disability-related decisions. Confidentiality laws prohibit CAR staff from discussing student information with any staff that do not have a "need to know" and anyone outside of the institution without written consent. (Here “need to know” refers to Lane Community College staff who need to know student information to help facilitate or implement approved accommodations. Even then CAR will only disclose pertinent student academic and accommodation-related information.)

Choosing whether or not to obtain disability accommodations is one of the valuable experiences students will gain in college.

Student Disclosure

As per the Americans with Disabilities Act (ADA), a student is not required to disclose if they have a disability. However, if the student wishes to utilize academic accommodations in classes, they must follow college procedures by completing the CAR application, submit disability verification documentation for review and accommodation assessment, complete a Moodle orientation, and attend an initial interview. If the student wants to discuss their accommodations, it is important for faculty to do this in a private meeting for confidentiality purposes.

When students are having difficulties in your course, but it is unclear if they have a disability, it is important that faculty not assume or ask the student directly if they have a disability.

Non-Discrimination Policy

Federal and state law prohibit discrimination of a student on the basis of a disability. For a copy of the college’s policy and guidelines surrounding this, please contact CAR at (541) 463-5150 or AccessibleResources@lanecc.edu.
CAR’s Responsibilities

CAR is responsible for many of the steps when it comes to student accommodations. The following is a list of what CAR’s responsibilities encompass:

- Reviewing disability verification and applications
- Determining whether or not a student is eligible for accommodations through CAR
- Negotiating which specific accommodations a student is eligible for
- Managing students’ ongoing accommodations
- Sending Letters of Accommodation (LOA) to faculty
- Placing physical accommodations in classrooms (i.e. alternate chairs)
- Proctoring exams taken in our testing facilities
- Providing interpreters or in-class aides/readers/scribes when necessary
- Assisting students in locating resources on campus
- Assisting students in determining strategies to help them access their education
- Troubleshooting accommodation concerns with both students and faculty

Disability Verification

As a faculty member, if a student approaches you and attempts to give you disability verification to support their request for accommodations, please refer the student to CAR. If a student wishes to utilize academic accommodations in classes, they must follow college procedures by completing the CAR application, submission of disability verification for review and accommodation assessment, Moodle orientation, and initial interview. Accommodations are not retroactive and can only be used if a student has gone through the CAR process.

Determining Student Accommodations

Accommodations are determined using a combination of disability verification documentation, student narrative, and course outcomes. While students and faculty are encouraged to discuss how the student’s accommodations will be facilitated in a particular course, all negotiation and determination of student accommodations is done by CAR. If students attempt to contact you regarding initial or additional accommodations, please direct them to CAR. Faculty feedback and collaboration is essential to facilitating accommodations.
Student Responsibilities

CAR works closely with students to help them navigate their responsibilities regarding the Letter of Accommodation (LOA) and accommodations. Students should arrange a meeting with each of their instructors outside of class to discuss their accommodations. This meeting may take place during the instructor’s office hours, or another appointed time.

It is the student’s decision regarding which accommodations they use for each course. The student must contact CAR for guidance with accommodations requiring CAR assistance or equipment.

As a reminder, it is a student’s right not to disclose if they have a disability and students are not required to use CAR’s services.

What is an LOA?

The Letter of Accommodation (LOA) is confirmation for faculty members that the student has completed the qualification/registration process with the Center for Accessible Resources (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.

LOAs are the official record of what accommodations the student may use. Please use the LOA assigned to the class CRN only. If a student has the same faculty member for multiple courses, the faculty member must use the LOA assigned to each specific course.

Do not use old or paper copies of a student’s LOA because accommodations may vary for different terms and classes.

If you have questions regarding a student’s LOA, please contact CAR at (541) 463-5150 or AccessibleResources@lanecc.edu.

Receiving the LOA

LOAs will be sent via email. Due to FERPA and confidentiality concerns, LOAs and all CAR communications will be sent to faculty using their @lanecc.edu email only. If you are concerned you are not getting emails from CAR, please see the section titled “Troubleshoot Automated Emails” or visit our troubleshooting guide webpage.

LOA Confidentiality
Accommodations on an LOA are not retroactive and become effective on the date specified on the LOA. When working with the student regarding their accommodations please keep in mind the following:

- Please do not share the information provided in the LOA with anyone that is not on a “need to know” basis regarding the student and/or their accommodations. (See Chapter 9 – Confidentiality for what constitutes “need to know.”)
- Conversations with a student about their accommodations should be done in a private setting, not among other students or colleagues. These conversations should only address a student’s accommodations listed on the LOA, not their disability or eligibility.
- Please only provide or allow the accommodations listed in the LOA.
- If you have any questions regarding this letter, please contact the student’s primary Accommodation Specialist listed on the LOA. Contact information for Accommodation Specialists can be found on the CAR contact page.

Example of a Letter of Accommodation (LOA) Email

Below is an image of the Letter of Accommodation showing these six items:

1. The subject line will begin with “[CAR] Accommodation Notification” and will include the L# of the student who is receiving accommodations.
   a. Watch for this in your @lanecc.edu inbox!
   b. Think you’re not receiving emails from CAR? Visit our troubleshooting guide.
   c. All CAR communications are sent ONLY to your @lanecc.edu address due to confidentiality and FERPA. For more information, visit the FERPA website.

2. This section identifies the student’s name and L#.

3. The next part of the message lists the term and course information.

4. The accommodations the student is eligible for and has requested for this specific course and term are listed.
   a. If a student requests any additional accommodations, please contact CAR.

5. If the student will be using testing accommodations, and faculty wants to provide this accommodation, please complete this part of the LOA.
Finding a Student's Primary Accommodation Specialist

Students who work with CAR are assigned an Accommodation Specialist that manages their accommodations. If you have questions or concerns about a student or their accommodations, you should contact their Accommodation Specialist. Here is where to locate their contact information on the Letter of Accommodation:

1. **Letter of Accommodation**

   **THIS INFORMATION IS CONFIDENTIAL**

   **Letter of Accommodation for Jane Example, 1.00266908**

   **Effective as of Wednesday, July 17, 2019 for:**
   **EXAMPLE 01 01 - EXAMPLE CLASS (CRN: 33335) Summer 2019**

   Dear [Recipient's Name],

   In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Jane Example should be provided with the following accommodations:

   1. **Alternate Formats**
      - Digital text
      - This accommodation is provided by CAR and is listed on the LOA for informational purposes only.

   2. **Test/Quiz Accommodations**
      - Extra time (1.5x) (4.5 hour minimum)
      - Reduced distraction room

   **PLEASE COMPLETE Alternative Testing Agreement**

   Please read the^^^^^ instructions at the top of the LOA and sign below. Also please note that students will need to provide documentation to support their requests.

   **signature line**

   **Date: 7/17/2019**

   **CAR - Accommodation Specialist**

   **[Signature]**
Winter 2016 - TEST 9.9 - TESTING IN THE WORLD (CRN: 99997)

Justin Example L00000002 can choose to use the accommodations listed below in order to reduce barriers in the learning environment.

The student is REQUIRED to approach you as their instructor to make arrangements for these accommodations. When the student approaches you, due to FERPA regulations please meet with them individually. If the student does NOT initiate contact with you regarding these accommodations you are NOT required to provide them.

1. Furniture
   - Alternate chair
     Important information regarding alternate chairs:
     - Alternate chairs used for accommodations are marked at the base with faint gold paint.
     - There may be multiple ADA chairs in a classroom as the number of students with accommodations may vary by class section.
     - Please don’t move or relocate these chairs.

2. In-Class Accommodations
   - Student volunteer notetaker

3. Test/Quiz Accommodations
   - Extended time (1.5x) (4.5 hour maximum)
   - Reduced distraction room
   - Scribe

This student's primary advisor in the Center for Accessible Resources is:

Remember: Utilizing flexible, inclusive and accessible strategies or techniques can benefit all students.

Accommodations are provided in the spirit of equalizing opportunity rather than lowering standards or waiving requirements. Please contact the Center for Accessible Resources staff if you have any questions or concerns about this compromising an essential requirement of your course.

For clinical or co-op internships, Center for Accessible Resources advisors are available to collaborate with students for faculty to ensure that accommodations are implemented smoothly. We look forward to working with you.

Instructors will find an abundance of resources at http://www.lanecc.edu/disability/teach

Center for Accessible Resources
Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405
(541) 463 - 5150
Relay: 711
Fax: (541) 463 - 4739
AccessibleResources@lanecc.edu
http://www.lanecc.edu/disability
**When Students Ask for Accommodations not listed on the LOA**

When a student asks for additional accommodations that are not listed in the Letter of Accommodation (LOA), it is important to direct them to CAR. Please only provide the accommodations listed on the student’s LOA.

As a reminder, an LOA comes from the CAR office to your @lanecc.edu email. Any printed version that a student may bring you is not an official LOA.

**Troubleshooting Automated Emails**

In efforts to communicate with faculty, the Center for Accessible Resources' (CAR) systems have been customized to send automated messages in response to requests or other actions taken by students. While automated, these messages are timely and contain important information regarding student academic accommodations, and may require immediate action.

While the sender of these messages is AccessibleResources@LaneCC.edu, since they originate from our secure database provider, they may be going to a spam folder. Those concerned that they are not getting CAR emails may try the following:

1. **Check your @lanecc.edu email address.**
   Due to FERPA, CAR is only permitted to send information pertaining to LCC students to @lanecc.edu email accounts. For more information, please visit the [U.S. Department of Education FERPA webpage](https://www2.ed.gov/privacy/fed隐私/e-ferpa.html).

2. **Check your spam folders.**
   Please make sure that AccessibleResources@LaneCC.edu is listed on your Approved Contact List (whitelist) in the Google spam filter.

3. **Check the trash and Message Center in case the email was deleted or marked as spam.**
   When searching for this email, please note that the subject line is formatted in the following way:
   Accommodation Notification for [Student L#], [Class information: CRN and title]

4. **Make sure emails do not get automatically forwarded to an outside email address.**
   This can cause issues with our systems. Please make sure that this setting is off or manually check your @lanecc.edu account, which is synced with CAR’s systems.

**Working with CAR Students**

If you have any questions or concerns regarding students’ accommodations or working with a Center for Accessible Resources (CAR) student, please feel free to contact their primary Accommodation Specialist or the CAR office at (541) 463-5150 or at AccessibleResources@lanecc.edu.
As the course instructor, it is incumbent upon you (and any co-instructors and/or teaching assistants) to create an educational experience that is inclusive of, and accessible to, people with a wide range of disability access requirements. CAR is prepared to assist you by sending a Letter of Accommodation (LOA), and we are a willing resource when questions and concerns arise. Therefore, at a minimum, it is the instructor’s responsibility to respond to accommodation notifications in a timely manner. However, we encourage you to begin thinking about access long before the semester begins and notifications are sent.

Although accommodations are crucially important, they’re not the only way to make courses accessible to a wide array of learners. A better practice than solely relying on accommodations from CAR is to consider the access requirements of people with disabilities while designing your course. In recent decades, this concept has been formalized under a number of names such as Universal Design for Instruction, Universal Curricular Design, and Universal Design for Learning. While we will discuss Universal Design in greater detail in the following sections, here are some readily employable suggestions:

- **Start with your syllabus:** Make sure your syllabus is clear, comprehensive, and broadly accessible. The Equity and Excellence in Higher Education: Universal Course Design website offers a number of helpful suggestions for improving the accessibility of your syllabus.

- **Consider your pedagogic priorities:** Do you discourage the use of memory aids during tests because memorization is important, or because that is how you were taught? If you are more concerned with the application of concepts and ideas, maybe memory aids can be permitted (or provided in the body of an exam), thereby reducing the need for exceptional practices. Many other applications of this process are possible, including the provision of copies of lecture notes/slides, additional time for exams, and offering multiple means of evaluation.

- **Encourage participation in the accommodation process:** Be sure your syllabus includes a statement about disability that informs students of your willingness to provide reasonable accommodations and encourages them to work with CAR to inform you of their accommodation eligibility.

- **Distribute accessible electronic copies of course materials:** Electronic materials are useful to students with diverse disabilities because they can be saved and accessed as needed, and some electronic formats (e.g. pdf documents) are compatible with screen reading software. However, electronic materials that are image-based files (e.g. jpeg and non-optical character recognition [OCR] pdf files) are not widely accessible.

**Referring Students to CAR**
Faculty members sometimes contact CAR regarding students they feel might need services offered by our office. Although teachers in high school are active participants in the process of identifying and referring students to special services, there is no comparable requirement in higher education.

If you see a student who is struggling and wish to refer that student to CAR, remember that our students are adults. They may respond best to private conversations in which you use an inquiring and supportive approach and share information about the existence and location of the CAR office. Avoid singling out a student in class (this can be embarrassing for the student). Meet with a student one-on-one and discuss concerns you have from your observations of them in class. Focus on stating the facts and let them know there is help on campus and many student services are available, including CAR.

When students have difficulties but it’s unclear whether it’s a disability, a faculty member may not assume or directly ask the student if she or he has a disability. However, faculty can discuss the issues of concern with the student and she or he might choose to share disability information.

If the student discloses a disability, inform the Center for Accessible Resources (CAR) and direct the student to CAR. If the student does not indicate a disability, give them a list of campus resources and include CAR on the list. Below are some suggestions about discussing this with the student.

1. Focus on observed behavioral symptoms or problems rather than the diagnosis, such as:
   - “I notice you have difficulty finishing tests in the allotted time since the last few questions are usually left blank.”
   - “I notice you seem to struggle over similar problems in each writing assignment.” (Describe reversed letters, spelling of certain words, usage of certain words, etc.)
   - “I notice you have problems holding the pen when you write, leaning over to write, sitting for long periods of time, etc.”
   - “I notice you seem to have difficulty understanding the directions for homework, quizzes, etc.”
   - “I notice from your test answers you may not understand or comprehend the questions, or do you having difficulty seeing the questions clearly?”
   - “I notice you seem to get assignments done but have difficulty organizing your time or remembering to turn them in on time.”

2. Ask the student if this pattern is familiar or something they or someone else has noticed. For example:
• “Does my description fit what you are experiencing?” (Allow them to describe the problem from their perspective. It could be related to something entirely different from a disability, or it could be a very different problem than you imagined, e.g. chronic pain rather than a vision or cognitive problem.)

• “Have you had problems like this when you have attended school (previous college or high school, depending on their age) or are in a work setting?”

• “What strategies help you avoid or reduce this problem?”

3. (Option 1): If the student says . . .

“Oh yeah, I've always had these problems and:

• thought maybe I had a disability, or
• was in special classes, or
• received accommodations, or
• was in a resource room, or
• worked with a Special Ed teacher, or
• was on an IEP, etc.”

Then encourage the student to visit CAR and see if she or he is eligible for services and accommodations.

(Option 2): If the student is not forthcoming with any clues about possibly having a disability, then say:

“If you'd like to explore resources on campus that might be able to assist you with these problems, I suggest you contact some of these departments to see if they can help.”

Then give the student a list of resources and include CAR, but don't emphasize it over any of the others.

Only the student can decide to disclose his, her, or their disability, or to pursue information about services available in the CAR office. If a student is requesting accommodations but you have NOT received a Letter of Accommodation from our office, please ask the student to contact CAR.

If a student self-identifies that they have a disability to you, you can directly refer the student to the Center for Accessible Resources (CAR). In that case please give them our contact information and/or website. You can let them know there is a process to follow to request accommodations.

Other ways to inform students about the Center for Accessible Resources:

• Make general announcements to the class about CAR.
• Use a syllabus statement to provide students information about CAR.

What is Universal Design?

Universal Design (UD) can provide a starting point for proactively developing an inclusive model for instruction. This body of knowledge can be applied to creating courses where lectures, discussion, visual aids, videotapes, printed materials, labs, and fieldwork are accessible to all students.

UD gives each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement. It makes course content and activities accessible to people with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles.

Instructors who follow Universal Design techniques create their curriculum, instruction, assessment and environment to be usable by all students, to the greatest extent possible, without the need for accommodations. The Universal Design framework, first defined by the Center for Applied Special Technology (CAST), calls for creating curriculum from the outset that provides:

1. Multiple means of representation to give learners various ways of acquiring information and knowledge.
2. Multiple means of expression to provide learners alternatives for demonstrating what they know.
3. Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

For more information, please visit the CAST website.

Principles of Universal Design

Equitable use:

• The design doesn't disadvantage or stigmatize any group of users.
• Guidelines: Provide the same means of use for and appeal to all users; avoid segregating; provide for privacy, security, and safety for all.

Flexibility in use:

• The design accommodates a wide range of individual preferences and abilities.
• Guidelines: Provide choice in methods of use and facilitate the user's accuracy and precision; assure compatibility with accommodations and adaptability to the user's pace.

Simple and intuitive use:
• Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

• Guidelines: Eliminate unnecessary complexity, be consistent with user expectations and intuition, and accommodate a wide range of language skills. Arrange information in order of importance and incorporate prompts and feedback.

Perceptible information:

• The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

• Guidelines: Incorporate a variety of modes for redundant presentation of essential information; provide contrast between essential information and its surroundings; assure compatibility with techniques and devices used by people with sensory limitations.

Tolerance for error:

• The design minimizes hazards and the adverse consequences of accidental or unintended actions.

• Guidelines: Minimize errors through the arrangement of elements by placing the most used elements in the most accessible location and eliminating or shielding hazardous elements; include warnings and fail-safe features; discourage unconscious actions in tasks that require vigilance.

Low physical effort:

• The design can be used efficiently and comfortably, and with a minimum amount of fatigue.

• Guidelines: Allow users to maintain a neutral body position; use reasonable operating force; minimize repetitive actions and sustained physical effort.

Size and space for approach & use:

• Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

• Guidelines: Provide a clear line of sight to important elements and assure comfortable reach for any seated or standing user; accommodate variations in hand and grip size; provide adequate space for assistive devices and personal assistance.

A community of learners:

• The instructional environment promotes interaction and communication among students and between students and faculty.
Instructional climate:

- Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

*This information provided by University of Washington DO-IT program; guidelines provided by The Center for Universal Design at North Carolina University.

**Universal Design Instructional Methods**

Here are some strategies to help faculty incorporate Universal Design (UD) in the classroom:

Lecture requires sustained concentration, retention of information, fluency in spoken language, and note-taking.

- UD strategies are to create and post detailed notes on an accessible website, provide periodic breaks during long sessions, provide adequate space and lighting for interpreters/transcribers, and allow time for questioning and clarification throughout presentation.

Written exercises require reading, writing, access to print formats, and English language fluency.

- UD strategies suggest to present written exercises as group work OR allow for the use of assistive technology, reader, scribe, or a dictated response; use at least 18-point font (Arial, Tahoma) on solid background using simple, intuitive language.

Group work often requires substantial, appropriate physical space, use of printed materials, sustained concentration; interpersonal, communication and writing skills; it may spark anxiety issues.

- UD strategies are to design group roles to ensure that individual differences are naturally mediated through distribution of responsibilities; minimize the amount of printed materials and assure accessible formats when necessary; design physical space to minimize noise level and distraction; provide periodic breaks.

Discussion requires English language fluency and use of auditory information. It may require note-taking, sustained concentration, and use of visual information. It may also compromise effectiveness of accommodations (sign language interpreters/transcribers) and spark anxiety issues. The space may have inadequate acoustics.

- UD strategies suggest to provide adequate space and lighting; provide options for participation, such as note cards; summarize key points; design seating arrangements that provide face-to-face contact for all participants; ensure appropriate acoustic environment.
PowerPoint and overhead presentations require use of visual information (clarity, color, size, and density of slides), and lighting may be an issue.

- UD strategies are to create slides with a solid background (light text on dark background), use at least a 24-point font (Arial, Tahoma), describe slides orally, limit the number of slides, allow adequate time for the audience to read each slide, and use software to post accessible PowerPoint slides to an accessible website.

Video/films require use of auditory and visual information, and lighting may be an issue.

- UD strategies ensure videos are captioned; prepare a disk of descriptive narration or transcript for ready availability of alternate format.

Activities often require substantial physical movement, use of auditory and visual information, and English language fluency. They may spark anxiety issues, compromise the effectiveness of accommodations (sign language interpreters/transcribers), and prevent adequate control of physical environment (noise, space, lighting).

- UD strategies suggest to carefully plan and consider the value of the activity due to the wide range of issues and individual differences of participants and consider options to accomplish the same goals. If you choose to use an activity, ensure that you plan necessary supports to allow for ease of movement and communication. Practice variations of the activity with users or a CAR accommodation specialist to evaluate inclusiveness.

**Tips for Creating Course Materials**

As a reminder, not all students with disabilities reach out to our office for assistance. Therefore, it is important to adhere to the following guidelines when preparing learning materials for class.

- Font should be 12-point (or larger) and easy to read. Fonts from the sans-serif family (specifically Arial) are preferred.
- Avoid using green or red text.
- Avoid using “all caps” or italics when possible.
- Students using screen readers have difficulty using this technology if text jumps around too much on the page (textboxes, cartoons, thought bubbles, etc.)
- Accessibility statements must be included in the syllabus for each course per the COPPS Disabilities: Accessibility Statements for Students and Community Procedure
• Headings, a feature in MS Word, should be used. This format is the most effective and provides the highest quality translation for students using screen readers.

Please make your book selections, compiled course packs, and syllabi available in a timely manner. Students who are blind or visually impaired or have learning disabilities affecting their reading rates and comprehension require printed materials that are transformed into alternate formats. Conversion of text into a spoken format or Braille can be a time-consuming process. Your syllabus is required to determine the extent to which each text will be used and the order in which reading assignments will be completed. Some students will rely on having printed material scanned and saved in computer format that can be listened to using voice output software. If you are collating various journal articles and portions of books into a course pack please use original copies or a copy that is as clean as possible. Creating course packs using second, third, and fourth generation copies of material (copies made from copies, etc.) may cause images of text that are fuzzy. Such blurring often makes it impossible for character recognition software to decipher images as readable text.

Accessibility Statements

Please use these statements as indicated in COPPS:

• Disabilities: Accessibility Statements for Students and Community Page

The purpose of these statements is to provide effective methods for communicating information to the college community about the Center for Accessible Resources, accommodations, and access to Lane’s campuses, programs, and websites. These statements encourage students and community members to speak up about disability issues without being asked (which can violate their privacy).

There are 3 types of statements:

• Syllabus Access Statement
• Publication Access Statement
• Event Access Statement

Tutorials

The NCDAE Cheatsheets webpage for Microsoft Office, Adobe, etc. is a great place to start for beginners. The WebAIM Introduction to Web Accessibility webpage and accompanying WebAIM Articles webpage that detail Word, PDF, form/survey accessibility, etc. are probably the most effective resources out there. WebAIM Accessibility Principles webpage and WCAG 2.0 Checklist webpage are great for accessibility testing.
For additional information, please visit the following websites:

- **DO-IT Video and Multimedia webpage** - Guidelines for creating video and multimedia products that are accessible to people with sensory impairments.
- **National Center on Universal Design for Learning** – Robust resources for UDL implementation, research, and advocacy.
- **CAR Accessible Technology Page** – LCC and CAR’s hub for all things accessible technology related.
- **University of Washington (Accessible Technology)** – UW’s hub for all things accessible technology related.

**Online Content**

Instructors of online courses must determine how to best deliver content in a way that helps their students achieve the learning outcomes. There are many things that faculty can do to ensure that their online platforms are accessible for all students:

**Moodle and MyLab Math**

Moodle and MyLab Math’s philosophy incorporates Universal Design into their developments and attempts to make the platform user friendly for all regardless of ability. Learn more about this on their websites:

- **MyLab Math Accessibility webpage**
- **Moodle Accessibility Page**

**Personal and Other Websites**

When choosing or creating a website for a course, it is important to consider accessibility. Here are a few ways to do so:

- Follow Best Accessibility Practices:
  - Anytime a course contains a video, proactively include transcripts and captioning. This allows students of all learning types to have access.
  - Offer multiple formats for complex information. Information can be represented in text, charts, graphs, etc.

- Conduct Accessibility Testing:
  - The Web Accessibility Evaluation Tool (WAVE) allows instructors to test webpages to determine how accessible they are and identifies areas that
need improvement. Instructors can check a site by uploading the URL and then WAVE automatically scans the site for various accessibility features.

Visit the WAVE website to find out more.

For more information, refer to our handout: PDF: Accessibility Responsibilities

**Field Work and Field Trips**

Many classes will involve field work/trips for students. Some students may have disabilities that affect their participation in these events (mobility, hearing, vision, etc.). When planning field work/trips, try to think about the accessibility of these trips, including building access. Faculty are always welcome to check with CAR if they have questions regarding field accessibility.

For more information, refer to our handout: PDF: Tips for Field Trips.

**Common Accommodations**

**Alternate Format**

In most cases, students are responsible for alternate format submissions. There are some instances, however, where that responsibility is shifted to the instructor. Instructors are responsible for bringing same-day written materials.

**Guidelines and Timeline for Material Submission**

Re-formatted materials must be given to the student within a reasonable timeframe, as required by law. If an alternate format was requested reasonably far in advance, the student should be able to receive the reformatted materials at the same time that all other students receive their materials.

If manual production needs to be completed by our department, such as conversion to Braille or other specialized formats, the material may need to be hand-edited, line by line, before being converted. This often requires a considerable amount of time and resources.

For this reason, it is essential that CAR staff receive a copy of your course syllabus with reading assignments as soon as possible so that they can prepare only the material required for the course. It is imperative you make every effort to meet the bookstore deadline for ordering your course materials. Students may need to purchase their books and materials weeks in advance so that their reformatted materials will be ready the first day of class.

As each student request is different, there is no concrete timeline for submitting materials to alternate format. It takes CAR up to 20 business days to return the
reformatted material to the student. Please consult with the student’s primary Accommodation Specialist for more information about this. The student’s primary Accommodation Specialist can be found on the Letter of Accommodation (LOA).

How and Where to Submit Course Materials

There are many different ways instructors can submit items to Alternate Format for conversion for students. The easiest ways is to email the materials to AlternateFormat@lanecc.edu.

If you submit materials on a CD or flash drive, please provide them in Microsoft Word with the material saved in Rich Text Format or Plain Text if possible. We prefer materials to be submitted digitally for ease of access, however if you only have them in hard copy we can accept that as well.

If you have any other questions regarding submitting materials, please contact CAR Alternate Format (AlternateFormat@lanecc.edu) or a student’s Accommodation Specialist.

Enlargements

If it is stated in a student’s Letter of Accommodation (LOA) that they receive enlarged text as an accommodation, please provide handouts in at least 18 pt. font. CAR Alternate Format can facilitate this process for faculty members if they submit materials using the information above.

Students with accommodations must receive materials in an accessible format at the same time as the rest of the class. This may mean that instructors need to find materials early. As stated above, it may be acceptable to send materials directly to the student.

Please check with the student’s Accommodation Specialist regarding questions like these.

Alternate Furniture

Alternate Chairs

Students who are eligible for an alternate chair accommodation are provided with one in each of their classrooms upon request. Here is some important information regarding these chairs:

- ADA (Americans with Disabilities Act) chairs are marked at the base with faint gold paint.
- There may be multiple chairs in a classroom as the number of students with an alternate chair accommodation may vary.
• Please do not move or relocate these chairs.

• If you notice that you have a chair marked with gold paint in your office, please return it to the classroom or contact Facilities (facilitiesoffice@lanec.edu) to have it removed.

• Students must request alternate chair accommodations with CAR each term and for each class.

• If a student reports to you that their chair is missing or broken, please direct them to CAR.

Adjustable Tables/Standing Workstations

Many classrooms on campus are equipped with an adjustable table. These tables may look like a regular table, but can be adjusted for height with a hand-crank. These tables need to be kept free of clutter.

Some students may use standing workstations as an accommodation, which are different from adjustable tables. Here is some important information regarding these stations:

• Please do not move or relocate these stations.

• There may be multiple stations in a classroom as the number of students with a standing work station accommodation may vary.

• Students must request standing workstations with CAR each term and for each class.

• If a student reports to you that their station is missing or broken, please direct them to CAR.

Assistive/Accessible Technology

Assistive technology encompasses accommodations that are in place to assist students with communication in the classroom. This technology allows them to have access to the lecture material and allows them to participate in the class.

Video Remote Interpreting (VRI)

Video Remote Interpreting (VRI) provides sign language interpreting services to students through web cameras. This is done through an off-site interpreter in order to facilitate communication for students in the classroom.
VRI In-Class

The following are items that will need to be taken into consideration when working with a VRI in the classroom:

- Instructors will be asked to wear a lapel microphone (pictured below) so that the off-site interpreter can adequately hear what is being said.
- When students are speaking, it is asked that the microphone be handed to the student so no information is missed.
- When the student utilizing the VRI is working in a group, the microphone should be placed in the group so that the interpreter can hear what is being said.
- Ensure that when the microphone is being used it is not covered by anything such as hair, necklaces, or clothing.
- The interpreter may still ask for clarification or voice for the student.
- Students using this accommodation will need to use a laptop to see the interpreter.
- It is the student’s responsibility to keep equipment between class sessions.

If you experience any problems or have any concerns about the VRI, please contact CAR.

TypeWell

TypeWell is a tool that is used to provide real time transcription of a lecture to a student. The student is able to obtain a copy of the transcript from the lecture as well. This is done through an off-site transcriber in order to facilitate communication for students in the classroom.
TypeWell In-Class

The following are items that will need to be taken into consideration when working with TypeWell in the classroom:

- Instructors will be asked to wear a lapel microphone (pictured below), so that the off-site transcriber can adequately hear what is being said.
- When students are speaking, it is asked that the microphone be handed to the student, so no information is missed.
- When the student utilizing TypeWell is working in a group, the microphone should be placed in the group so that the interpreter can hear what is being said.
- Ensure that when the microphone is being used it is not covered by anything such as hair, necklaces, or clothing.
- The transcriber may still ask for clarification or voice for the student.
- Students using this accommodation will need to use a laptop to see the transcription.
- It is the student’s responsibility to keep equipment between class sessions.
- If you experience any problems or have any concerns about TypeWell, please contact CAR.

Assistive Listening Devices (ALD):

Students with hearing loss may have difficulty hearing the lecture, classroom comments, or questions without assistance. The purpose of the ALD is to amplify the sound of the speaker for the listener.

- Faculty may need to wear a clip microphone and a small transmitter.
- Faculty should attach the mic to clothing near the mouth (or ask for a headset mic).
- Faculty should put the small transmitter in a pocket or attach it to their waistband and turn it on.
- The student will use the receiver and some sort of listening accessory (headphones, etc.) to amplify the lecture to the volume needed.
- If small group discussion is part of the coursework, the student can ask for and check out a "conference" mic which will amplify the voices of all group participants.
- It is the student’s responsibility to keep equipment between class sessions.
Troubleshooting Technology

If students or faculty experience problems related to a student’s in-class technology, they are encouraged to contact CAR at (541) 463-5150 or email at AccessibleResources@lanecc.edu. CAR will make every reasonable effort to assist the student in troubleshooting their technology before the class ends or before the start of the next class.

Audio Recording

Students who are eligible for an audio recording accommodation may choose to audio record class lectures.

Audio Recorder vs. SmartPen

Students can go about audio recording a lecture a few different ways. The first is to use a traditional audio recording device. This device is only used for audio recording, and the student can then download the recording to their computer or listen to it from the device.

The second option is to use a SmartPen. A SmartPen is a device that, when used with the correct paper, will record what it writes and pairs those notes with any audio it has recorded. Students can choose to just record audio or also take notes with the SmartPen.
Appropriate Uses for Audio Recording:

Students may record any lecture or lab material that may be included on an exam. However, faculty members have the option of establishing some reasonable limits related to recording lectures in order to protect students’ privacy. It is not appropriate for students to record when personal information is being shared by classmates.

Students are only permitted to record lecture when they are physically in the classroom. Students are not permitted to give the recorder to classmates or instructors and have them record the content for them.

Captioning

All videos or multimedia used must be captioned and/or transcripts need to be provided. Auditory descriptions of what is occurring during the video are always needed.

For assistance with captioning, please contact the design and media center from the Media Services Page.

Speech-to-Text and Text-to-Speech

Some students will choose to utilize text-to-speech or speech-to-text software in their academics.

Adobe Read-Out-Loud is an option students can use for text-to-speech. This program will allow students to listen to their materials while they are reading them. If a student wishes to have CAR format their materials for this program, they must be eligible for the digital text accommodation and request these materials through CAR Alternate Format.

There are a variety of programs students can use for speech-to-text, including free software students can use on their personal computers.

If students are interested in using either speech-to-text or text-to-speech, please direct them to CAR.
Consideration of Modified Attendance/Assignment Due Dates:

Students with this accommodation have disabilities which are episodic in nature with random or cyclical acute episodes, and as a result the disability may occasionally impact students’ ability to attend class, complete an assignment, or take an exam at the scheduled time.

Important Information:

- CAR determines that a student is eligible for the accommodation based on their disability verification documentation from their provider.
- CAR Accommodation Specialist reviews strategies and student responsibilities for using the accommodation.
- These accommodations do not allow students to miss as many classes or extend assignments as they want.
- Students may register late in the term or wait to request this accommodation. In these cases, faculty are not expected to provide retroactive accommodations.
- These accommodations cannot be used for non-disability-related absences or assignment extensions (i.e. absences due to car trouble, common illnesses, children, etc.). Non-disability-related absences or missed assignments should be addressed using the syllabus and the faculty member’s absence policy.
- Faculty are not required to re-teach course instruction missed due to not attending class or turning in an assignment on time.
- Students with these accommodations should be held to the same grading standards as the rest of the class and are still required to complete all course work within the term.
- If a student does not follow the modifications outlined or does not meet other course expectations, the instructor has all grading options available to them.

There can be a point in which disability-related absences or assignment extensions cannot be reasonably accommodated. This will be the case if it is determined that assignment due dates and/or attendance can be justified as an integral part of how the course is taught, the assignment, and/or how learning is to be demonstrated and measured. If this is the case, conversations will take place between the student, the instructor, and the student’s CAR Accommodation Specialist so that the student can then make an informed decision regarding the alternatives (like dropping the class before the Refund deadline).

In-class Reader/Aide/Scribe
In-class Readers/Aides/Scribes are CAR staff who function in the classroom as an approved accommodation for eligible students.

These providers may be in the class full-time or part-time as needed.

**In-Class and Labs**

**In-Class**

Readers/Aides/Scribes are not registered for the class and should not participate except for in the narrow scope of their role (examples include asking for clarification, assisting students with manual tasks as necessary, etc.) as a part of the student’s approved accommodations.

Readers/Aides/Scribes are not tutors and do not have contact with students outside of class.

Seating will need to be available for these individuals.

Duties may include: describing visual material presented in class, assisting with classroom activities or in-class assignments, setting up materials, and doing the “hands-on” work in labs.

In-class readers/aides/scribes are not replacements for captioning and providing visual descriptions; these in-class helpers will not describe video. If possible, please provide a transcript of video or audio materials shared in class.

**Labs**

In-class Readers/Aides/Scribes in labs will only help to carry out lab procedures that students are unable to complete due to their disabilities. All information about actual lab processes and procedures are the student's responsibility.

Readers/Aides/Scribes:

- Will perform only those tasks directed by the student.
- Will not function as a teacher or tutor.
- Will not prompt or guide a student in performing a lab task.
- Will adhere to proper lab procedures.

**PDF: Tips and Tricks for Working with Readers/Aides/Scribes**

As a Reader/Aide/Scribe may be in the classroom most of the time with the student, it is important to know how to interact with them as a faculty member.

**Scheduling Outside Class Time**
Sometimes a student will need to meet with their instructor outside of scheduled class time. If a Reader/Aide/Scribe is needed for these meetings, please direct the student to contact their Accommodation Specialist.

**Personal Aides/Support Persons**

Students may occasionally require a Personal Aide/Support Person to accompany them in the learning environment. Please be advised:

- The Center for Accessible Resources (CAR) does not provide Personal Aides.
- Personal Aides are hired, paid, and employed by the student.
- Personal Aides are not classroom or lab assistants.
- Personal Aides are required to abide by all LCC policies, including but not limited to the Student Code of Conduct.
- Personal Aides are only permissible in the classroom or lab when the student is present.
- Personal Aides are not to be enrolled in the class the student is in and will not receive academic credit for the class.

In order to bring a Personal Aide to class, a student must register with CAR prior to the Personal Aide attending class. It is the responsibility of the student to contact the instructor to ensure there is adequate space for the Personal Aide. CAR requires that the student and the Personal Aide sign the [PDF: Support Person Agreement](#) and the [PDF: Support Person Student Agreement](#) each term prior to the Personal Aide attending class so they are aware of the guidelines.

If faculty have questions or concerns regarding a student’s support person, please contact CAR at [AccessibleResources@lanec.edu](mailto:AccessibleResources@lanec.edu) or (541) 463-5150.

**Interpreters**

[PDF: CAR Interpreter Brochure](#)

Interpreters are CAR staff who function in the classroom as an approved accommodation for eligible students. These providers may be in the class full-time, or part-time as needed.

**In-Class**

Interpreters follow the below guidelines when in class:

- Interpreters are not registered for the class, and should not participate except for in the narrow scope of their role (i.e. asking for clarification) as a part of the student’s approved accommodations.
• Interpreters generally do not have contact with students outside of class.
• Seating will need to be available for these individuals.
• Duties may include:
  • Using sign language to interpret course material for the student.
  • Voicing for the student.
  • Asking for clarification from the student or instructor.

Interpreters are not replacements for captioning and providing visual descriptions; these in-class helpers will not describe video. If possible, please provide a transcript of video or audio materials shared in class.

**PDF: Tips and Tricks for Working with Interpreters**

As an interpreter may be in the classroom most of the time with the student, it is important to know how to interact with them as a faculty member.

**Scheduling Outside Class Time**

Sometimes a student will need to meet with their instructor outside of scheduled class time. If an interpreter is needed for these meetings, please direct the student to contact their Accommodation Specialist. The student’s primary Accommodation Specialist can be found on the Letter of Accommodation (LOA).

**Testing Accommodations**

Faculty will be alerted of any testing accommodations student(s) in their course have through each student’s Letter of Accommodation (LOA). Students must contact their instructor(s) to initiate a meeting at the beginning of the term to arrange their testing accommodations. If this is not done, CAR cannot guarantee testing accommodations will be provided. This conversation should include specifics regarding testing such as: what the student’s accommodations are, time, location, and format of the test(s).

These specifics and accommodations used may vary between types of tests (i.e. quizzes/quests, midterms, finals).

Students are responsible for confirming details for each test/quiz. Of particular importance is the final exam, as times and locations are often different for final exams.

Extended time or reduced distraction room accommodations can be provided in the CARTesting Center or elsewhere, as determined by the instructor(s):

• CARTesting Facilities
• Math/Science/Business Resource Centers
• Instructional Testing Services
• In class
• Online/Moodle

Testing accommodations apply to all quizzes (including pop quizzes), tests, midterms, exams, and finals.

If faculty have any questions regarding testing, they should feel free to contact CAR at (541) 463-5150 or at AccessibleResources@lanecc.edu.

Taking Tests in the CARTesting Center

There are a few things to keep in mind when a student has testing accommodations:

• Students with testing accommodations should be held to the same makeup/late policy as stated in the syllabus. Contact CAR for assistance in determining if a disability-related exception is appropriate.

• If the faculty determines that the CARTesting Center will be used, students are required to schedule their exams in our online system at least five (5) full business days in advance of the exam day.

If a student will be using the CARTesting Center:

• Faculty members need to complete the Alternative Testing Agreement included with the LOA via email. See video walkthrough below.

• Tests must be received by noon the day before the scheduled test.

• Tests will be returned the same day taken.

• During a test, if you provide the class with additional instructions or make modifications, contact CAR immediately so we can alert the student.

Note: If a student will be testing outside of CAR Testing, the only item in the Alternative Testing Agreement that needs to be selected is, “I will proctor my own exams.”

Video: CAR Testing Center Video Tour

CAR’s Testing Process Video Walkthrough

Testing Agreements

Faculty will need to complete the Alternative Testing Agreement included with the Letter of Accommodation (LOA) via email. This agreement will outline details regarding the testing process that are important to administration.

Testing Agreements Video Walkthrough
Testing Security

Maintaining faculty test security is very important to CAR. Some of the security precautions that we take are:

- All tests are held in a secure, locked location.
- During testing, all students are monitored at all times by trained CAR staff as well as overhead and screen monitoring cameras.
- Students are separated from their belongings, including smart watches.
- If a student is witnessed using unauthorized material or breaking any other established procedures, an incident form will be completed and sent to the faculty member to determine the consequences.

Testing Accommodations in Moodle

Students with extended test time eligibility are still able to receive their extended time for Moodle tests. Extended time for individual students can be added directly in Moodle by setting a user override.

For assistance, see the Knowledgebase article on the Academic Technology Center (ATC) Faculty Support webpage. Contact ATC at x3377 for assistance.

If a student would like to test in the CARTesting Center for Moodle tests they are welcome to do so by submitting a request in our online system.

Pop Quizzes

CAR is able to assist faculty in administering pop quizzes to students who have testing accommodations:

Instructors should contact CAR two business days prior to the pop quiz. Arrangements will be made without disclosure to the student.

If you have any other questions regarding this, please contact CAR.

Contact Testing

Hours of testing operation:
9:00 a.m. – 4:00 p.m., Monday – Friday (College not open on Fridays during summer term)

For exceptions to the testing hours, contact CARTesting

Email: CARTesting@lanec.edu
Phone: (541) 463-5280
Working with Common Disabilities

Due to the heterogeneous nature of disability, and the diversity of courses offered at the college, it is not possible to anticipate and address every question or concern that may arise. While all disabilities are unique to the individual, there can be some crossover. Below is a list of common disabilities with strategies for working with each one.

**Mental Health**

Students with mental health disabilities experience a wide range of challenges in the classroom. Mental health conditions are not generally apparent and some students choose not to receive accommodations from the Center for Accessible Resources (CAR) for these conditions.

We know that it is not possible to generalize about the needs of all students with mental health disabilities. Therefore, it is not possible to list accommodations that work for all students with mental health disabilities. It is important to assess the needs of each student individually. However, there are some strategies that can assist instructors in working with students with mental health disabilities in their classes.

**General classroom strategies**

- Clearly outline course expectations.
- Make yourself available to meet with students during office hours and via telephone or email.
- Provide personal and meaningful feedback on academic performances.
- Approach each student with an open mind about their needs and strengths.
- Summarize important points from the lecture at the end of class.
- These students may need to take breaks, or have food/water with them in the classroom (this will be noted in the student’s Letter of Accommodation).

**One-on-one interactions**

- Discuss accommodations and any inappropriate classroom behavior with the student privately. Accommodation specialists can assist with this conversation if necessary.
- Refer the student to the appropriate therapeutic resources if asked (i.e. Counseling Department on campus).
- Be patient with the student. Sometimes communication can take a bit longer and you may have to repeat yourself.
• Listen carefully to the student and work with them to meet their needs when appropriate.

Due to the episodic nature of mental health disabilities, students may go through periods of success and stability as well as acute illness. It is important to only provide the accommodations to a student that are listed in their Letter of Accommodations. If you have further questions about how to work with students with mental health disabilities, please contact CAR.

Mobility and Physical Impairments

Access can be one of the major concerns for students with mobility and physical impairments. Some barriers may include classroom arrangements, furniture, and narrow entryways.

While CAR understands that some of these barriers are out of the instructor’s control, there are a number of items that can be taken into consideration to ensure access for these students. Outlined below are strategies instructors can use when working with students with mobility or physical impairments.

General classroom strategies

• If possible, arrange the classroom in which you are teaching in such a way that there is room for a student to move around easily.
• Desks may need to be used that do not have tables attached to the chairs.
• Keep in mind table height for classes that may have a lab component.
• Ensure that field trip arrangements allow for accessibility to all students.
• If alternate furniture is placed in a student’s classroom, ensure that you are not moving this furniture to another location.
• If a student addresses you with concerns about their alternate furniture, please direct them to CAR.

One-on-one interactions

• Arrange your office in a way that is accessible for a student with mobility difficulties, or who may be utilizing a wheelchair.
• Discuss accommodations and ways to best assist the student in a private setting.
• When talking to a student in a wheelchair, attempt to converse at eye level rather than standing and looking down.
• Remember that a student with lower body mobility problems is just like any other student sitting down. Don't assume there will be difficulties encountered.

• Every student with a mobility or physical impairment is going to have different needs. It is important to only provide the accommodations to a student that are listed in their Letter of Accommodation.

If you have further questions about how to work with students with mobility and physical impairments, please contact CAR.

**Autism and Asperger’s**

Faculty members may encounter students who appear to have characteristics or behaviors related to autism or Asperger’s syndrome.

**Common behaviors**

• Individuals with autism process information in distinct ways, and may experience difficulties with verbal and nonverbal communication and social interactions.

• Individuals may be highly gifted in certain areas, such as math, science and technology, or music.

• Some may see numbers as shapes.

• Individuals are typically concrete, literal, and/or visual thinkers.

• Highly intelligent students may have difficulty with organization, initiation, and the ability to get thoughts from mind to paper.

**Challenges students with autism or Asperger’s syndrome may experience**

• Difficulty reading emotions/body language of others. Students have problems understanding social rules (i.e. personal space).

• Difficulty understanding motives and perceptions of others.

• Social discomfort; difficulty with group projects.

• Difficulty with transitions and changes in schedules. These can cause high anxiety.

• Hypersensitivity to sensory stimuli: may experience sensory bombardment from noises, activity, lights, textures, and strong smells.

• Becoming so frustrated and/or overstimulated they freeze and are unable to use coping skills.

• Sensitivity to normal classroom chatter and activity.
• Problems with organization (including initiating, carrying out, and finishing tasks).
• Difficulty with writing. They may write ten words to most students’ ten sentences. It may be easier for students to use a computer.
• Fixation on details and an inability to see the big picture. Tendency to notice errors, be a perfectionist, and have a fear of failure.
• Difficulty with abstract thinking and generalizing; some rigidity in thinking.
• Difficulty with interpreting words with double meanings; they may be confused by metaphors and sarcasm. Writing and literature courses can be challenging.
• Ability to state facts and details in a writing assignment, but difficulty taking another’s point of view, synthesizing information, comparing and contrasting, using analogies, similes, or metaphors.
• Problems asking for help.

Strategies for faculty

• Provide a clear syllabus and clear expectations (or rules) for the classroom.
• Students may be rule-oriented. If there’s a need to address behavior, speak in terms of the “rules” of the classroom.
• Provide clear and explicit instructions in both oral and written formats.
• Provide advance notice of any changes made to the class schedule or assignments.
• Don’t use absolute words like “always” or “never” unless it’s exactly what you mean.
• Many process information better visually so pictures, flow charts, and graphs may be helpful.
• Allow students to type their notes and essay questions.
• Assist with how to organize a project; students can feel overwhelmed.
• Make email communication concrete and clear.
• Let them know that asking for help demonstrates intelligence.
• Model how to cope with frustration (i.e. staying calm).
• Help students shift their attention by bringing closure to a previous process.
• Emphasize that we learn from our mistakes; errors are opportunities to learn.
• For group projects, help students find a role that will be comfortable (i.e. doing background research or a PowerPoint vs. doing a verbal presentation).

• Students may need to sit in a specific part of the classroom to minimize distractions and sensory stimulation.

• Suggest possible resources to students: Early Outreach Specialists, Tutoring Centers, TRiO, Gender Equity Center, Veterans Center, and Center for Accessible Resources.

Vision Impairment

For students who have vision loss, the classroom may present major challenges. The classroom is a visual environment—with textbooks, syllabi, handouts, whiteboards/overheads, digital slides, films, and information on the computer/Moodle.

Faculty members must work with staff at the Center for Accessible Resources (CAR) to prepare needed materials. This may include preparation of alternate format materials (i.e. computer/digital audio versions of texts and handouts, Braille, or tactile diagrams), as well as coordinating accessible technology, notetakers, and visual describers.

For students who are in science classes and labs, there may be additional considerations and strategies to keep in mind in order to provide an accessible learning environment.

Each student has unique challenges based on his/her specific vision loss. Some students may be blind while others may experience a range of vision issues. The following strategies can help guide faculty members when working with students with vision loss in their classes.

General classroom guidelines

The following tips will help a student with low vision, or a student who is blind, be aware of what’s happening in the classroom:

• The student may want to sit away from glaring lights and towards the front for better visibility.

• When entering or leaving a room, faculty should identify themselves and be sure to mention when leaving. Address the student by name to gain his/her attention.

• It is not necessary to speak loudly to someone with vision loss.

• When communicating with a student with vision loss, always identify yourself and others who are present. Don’t assume a student who is blind will recognize people by their voices even if she or he has met them before.
• Use descriptive words such as straight, forward, left, etc. in relation to the student's body orientation. Be specific in directions and avoid the use of vague terms such as “over there,” “here,” “this,” etc.

• Describe, in detail, pertinent visual aspects involved in learning activities.

• Describe and familiarize the student (via touch) to the classroom, laboratory, equipment, supplies, materials, field sites, etc.

• Give verbal notice of room or schedule changes, special meetings, or assignments.

• Offer to read written information when appropriate.

• Let the student know if leaving or ending a conversation.

• Preferential seating be important for a student with vision loss. Since visual cues may not be available, you may want to make sure the student is getting all the auditory cues possible. If the student is using a guide dog, it would be helpful for the student to have an assigned seat so that the dog can aid her/him in getting there.

• Do not pet or touch a service animal (guide dog). Service animals are working animals. For an individual who is blind, it can be hazardous if the dog is distracted.

• Be understanding of slight noise made by a Braille notetaker.

• Use an auditory or tactile signal where a visual signal is normally used.

• Be sensitive if questioning individuals about their blindness. This is personal information and boundaries should be respected.

Information access for students with vision loss

• Accessible description will be necessary for pictures, graphics, displays, field sites, and in situations where touch will not identify the items. Oral descriptions will also be needed for orientation and mobility in unfamiliar situations. Work closely with CAR staff to prepare course material for students with vision loss.

• Verbally describe any visual materials. If demonstrating how to use equipment, be sure to describe the equipment and how to operate it.

• Read overheads aloud and describe the content of slides (see note below about large print).

• Provide description of action in videos. If videos are distributed or assigned as part of the course, any action or explanatory text in the video crucial to
understanding the context of the presentation should be provided in some capacity.

- If there are multiple speakers (such as a panel), have each speaker introduce him/herself. During Q & A, each speaker needs to re-identify him/herself prior to responding.

- Plan ahead to make handouts available in large print, digital, and/or Braille formats.

- Work closely with CAR staff. All material must be converted, including texts, supplemental readings, online material and PDFs, information from websites used in the course, syllabi, and any handouts related to the course such as calendars. This process may take time; get started as early as possible.

- When using the whiteboard, lessen the glare as much as possible and write in big letters.

- Large Print: Students who have low vision may be able to see print if it is large enough. Prepare print information on white paper with sharp, black ink. The easiest font to read is Arial. When students need larger font sizes (i.e. 18 point and up), enlarge the font on the computer prior to printing the handout. In the case of documents already in print form, use a copy machine to enlarge each page onto 11 x 17 paper, or ask CAR to make the enlargements.

**Guidelines for health and science classes**

- All colored objects used for identification related to a lesson or experiment should be labeled with a Braille label or other tactile code.

- Describe in detail all pertinent aspects of visual occurrences and visual media.

- Use an overhead projector, whiteboard, graphs, or slides as normal, but provide detailed vocal descriptions.

- Use a sighted visual describer or descriptive video when showing videos/DVDs.

- Where needed, CAR staff will assist in converting class handouts, directions, and tests to Braille ahead of time.

- Modify instructions to allow for auditory/tactile presentation.

- Drawings or graphics can be converted into an embossed in tactile impression to supplement your instruction when needed.

- Whenever possible, use actual objects/three-dimensional representations which provide tactile information.
• Find an appropriate place to set up a desktop video magnifier or similar device for long range observations of the board or demonstrations.

**Guidelines for labs**

• Describe and spatially familiarize the student with lab and all equipment to be used.

• Work with CAR staff to label material, supplies, and equipment with large print and/or Braille as appropriate for the student.

• Assistance may be needed for converting certain laboratory materials from a visual to a tactile format. Please contact CAR for assistance.

• Have the student with vision loss do a trial run on the equipment before the activity.

• Allow more time for the laboratory activities.

• Always try to keep materials, supplies, and equipment in the same places.

• Leave doors all the way open or all the way closed. Half opened doors or cupboards are dangerous. Don't rearrange furniture or personal belongings without letting the student know.

• Use a computer/video microscope eyepiece to magnify microscope images for students who have low vision.

• Use an overhead projector to show step-by-step instructions, masking all the instructions except the one(s) to follow will help students with vision loss.

• Provide a means for the acquisition and/or recording of data in an appropriate mode for the student. This might be an audio recorder near an activity to record results and observations.

• Make equipment available for students to interpret and understand the results of laboratory exercises (i.e. audible readout voltmeters, talking calculators, thermometers, and magnifiers; etc.).

• Use a hot plate for heating instead of a Bunsen burner.

• Pair the student with vision loss with a sighted student. Then have the sighted student describe the activities and outcomes as observed.

• Have a lab assistant available to assist students with vision loss (CAR may assign an in-class aide).

• For some projects that are highly visual, consider alternate activities/exercises (i.e. less visual) that can be completed with less difficulty for the student, but have the same or similar learning objectives.
Lab testing

- Present exams in an unbiased format to students with vision loss. Ask the student for the approach she or he finds most accessible.
- Allow the student to start a lab identification test early in order to have more time at various stations.
- Print tests with larger font size (i.e. 18 pt. or larger) as needed.
- Make use of visual magnification, audio recorders, and offer oral testing as options.

Field Experiences

- Make all handouts, safety information, and assignments available in an appropriate form (i.e. regular print, large print, tactile form, Braille, or audio format).
- Use a sighted guide to assist the student and provide visual descriptions.
- Provide detailed description and narration of objects seen in science centers, museums, and/or field activities.
- Make arrangements for tactile examinations, such as plant/animal species collections. If touch is not normally permitted (say, in a museum) then contact the curator for tactile access to museum display items.
- Consider alternate activities/exercises that can be completed with less difficulty for the student, but have the same or similar learning objectives.

(Note: This information was adapted from the University of West Virginia, 2008)

Hearing Impairment

PDF: CAR Interpreter Brochure

Students with hearing impairments may experience unique challenges in the classroom. It is important to find strategies that work for both the faculty member and the student when working together in the classroom.

Classroom Strategies:

- Include a statement in your course syllabus regarding accommodation issues for students with disabilities. See COPPS for the course syllabi accessibility statement.
• Make sure that your face is visible when speaking, and try to face the person with hearing loss as much as possible. The student with a hearing impairment might need preferential seating for this reason. The student should be seated near the front of the class so that she/he is in a position to get lip-reading cues or utilize hearing capability (if any). If an interpreter is present, make sure the student can see both you and the interpreter with clear sight lines.

• Don't talk with your back to the class (i.e. when writing on the whiteboard) as it hinders the student with a hearing impairment from getting facial or lip-reading cues.

• Provide context and repetition, which is helpful not only to students with hearing loss, but to other students as well. Announce what's about to happen and recap what's just taken place.

• When questions are asked from the class, it would be beneficial to the student with a hearing impairment to repeat the question before answering it.

• Keep instructions brief and uncomplicated as much as possible. When repeating instructions, repeat exactly without paraphrasing.

• Use more than one way to demonstrate or explain information.

• Allow several moments extra for oral responses in class discussions.

• In small group discussions, allow for participation by students with hearing impairments. Circular seating arrangements offer students who are deaf or hard of hearing the best advantage for seeing all class participants.

• It is important that only one person speak or sign at a time. The interpreting process only allows one person to communicate at a time. Therefore, encourage students to wait before speaking or signing until you recognize or call on them.

• If there is a break in the class, get the attention of the student who is deaf or hard of hearing before resuming class.

• People who are deaf or hard of hearing often use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments as well as students with various types of learning styles.

• Allow ample time for reading! The student cannot read and watch the interpreter at the same time. Avoid talking while students are focused on written work or overhead projections/multimedia presentations.

• Avoid lecturing or giving out procedural information while handing out papers. Losing eye contact with the student may also mean the loss of information for the student.
• Provide lists of the subject-specific jargon and technical terms which students will need to acquire early in the course. If interpreters are being used, make this list available to the professionals providing the service as early as possible.

Communication one-on-one:

• Look at and speak directly to the person who is hearing impaired. They may need to look more at an interpreter but it is important to direct all communication to the individual with a hearing impairment.

• Be yourself! Speak clearly and at your natural pace. Be aware that an interpreter may wait to hear and understand a complete thought before beginning to interpret. They will let you know if you need to repeat or slow down.

• Try not to mumble, shout, or over-enunciate words.

• Ask the person with a hearing impairment to explain something if you do not understand it or ask them how the interpreting process works. Try not to engage the interpreter or ask them to explain what the person means. Remember that when the interpreter speaks, he/she is voicing the words of the individual who is deaf. The interpreter is not a participant in the interaction.

Learning Disabilities

Many students with learning disabilities find it challenging to acquire course knowledge and skills in the same way as their peers. This may mean that they struggle to learn through traditional teaching methods. It is important to remember that each student’s experiences and challenges with a learning disability will be different. However, there are some strategies instructors can use to help ensure access to learning for these students.

General classroom strategies

• Some students with learning disabilities may have trouble with writing. Be sure to communicate your requirements for written assignments early to give the student time to prepare.

• Present course material in a variety of formats and adhere to Universal Design guidelines to ensure access for all.

• Read aloud material that is written on the whiteboard or on projections.

• Encourage study groups and assist students in forming these.

• Vary your teaching methods (i.e. lecture, discussion, small groups).

• Summarize key points in readings and lectures.
• Do not ask students with reading disabilities to read aloud in class.
• Students with a reading disability may take longer to complete more complex texts.
• It could be helpful if vocabulary and jargon specific or unique to a particular course is written on the board during lecture.

One-on-one interactions

• Give students oral feedback on assignments.
• Encourage students to attend regular tutoring sessions if necessary.
• Don’t be afraid to discuss with the student individually what his/her/their limitations are and what situations are difficult them.
• Discuss accommodations and any inappropriate classroom behavior with the student privately. Accommodation specialists can assist with this conversation if necessary.

Keep in mind that learning strategies that work for one student with a learning disability may not work for another. As a reminder, it is important to only provide the accommodations to a student that are listed in their Letter of Accommodations. If you have further questions about how to work with students with learning disabilities, please contact CAR.

Some Characteristics of the Written Expression of Students with Learning Disabilities

Handwriting

Often the student's writing looks childish. Letters may be poorly or incorrectly formed, the writing may sprawl unevenly across the page, and crude block letter printing may frequently be seen.

Spelling

Spelling errors may be manifold, demonstrating little resemblance between the sight and sound of the word. Basic sight words may be misspelled, such as “which,” “every,” “for,” “they,” while more difficult words are produced correctly. Reversals of letters within a word may occur. Letters may be arbitrarily repeated. Endings may be omitted.

Common spelling errors

“reference” for “reverence”
“gramer” for “grammar”
“museam” for “museum”
“attitude” for “attitude”

**Characteristic LD Spelling Errors**

- “equipment” for “equipment”
- “facecion” for “physician”
- “presuse” for “precious”
- “quity” for “quantity”

**Choice of topic**

- Students with learning disabilities often pick concrete, simple topics. A narrative is usually the simplest to handle because an experience is already structured chronologically. Although they may have little difficulty discussing more abstract topics, students with learning disabilities may not be able to organize their thoughts easily to set down on paper.

**Organization**

- Discourse is frequently disconnected with little logical transition from one point to another. Word choice is poor. For example: "For instance, one who cannot hear of one who cannot see as readily as a 'normal' individual is stricken with the inability to perform just a normal individual in today's society."

**Vocabulary**

- Written vocabulary may not match oral vocabulary. Students often are very aware of their spelling deficiencies and will limit their expression severely rather than risk misspelling.

**Mechanics**

- Students experiencing learning disabilities have the predictable mechanical errors that any student might demonstrate. Usually it is a question of degree of difficulty. Besides sentence fragments, mistaken pronoun reference, run-on sentences, misplaced modifiers, etc., students may randomly sprinkle capital letters throughout a paragraph, misuse standard end punctuation, and use various homonyms creatively—“sun” for “son,” “two” for “too” or “to,” “toed” for “towed,” etc.
Appearance of the paper

- Besides the specific items mentioned above, papers of students with learning disabilities can frequently look disheveled. There are often many cross-outs, write-overs, and erasures. This is different from an edited paper, where corrections and additions are being made. The appearance of the student's paper may signal having word-to-word difficulty.

Service Animals and CAR

Under Oregon Law, students do not have to have their service animals registered or approved with the Center for Accessible Resources (CAR) or the college. Some students choose to do so, and will have a note in their Letter of Accommodation (LOA), but not all students will choose this route.

Service Animals Rules and Regulations

The college has established regulations regarding the use of service animals on campus. Students wishing to use a service animal are only permitted to do so following these guidelines. The following are just a few of the regulations that must be followed when using a service animal:

- The animal must not pose a direct threat to the health or safety of others.
- The animal should respond to voice or hand commands at all times.
- The handler should be in full control of the animal at all times.
- The animal must be clean and in good health.
- The animal must behave appropriately (i.e. not displaying aggressive behavior, not barking, whining, growling, etc.).
- The animal should not block the access of aisles or doorways for other individuals.
- Emotional support animals are not considered service animals.

Faculty are only allowed to ask the following questions regarding service animals in the classroom:

1. Is the service animal required because of a disability - and
2. What work or task has the animal been trained to perform?

To learn more about service animal procedures, please visit the college’s COPPS Service Animal Procedure Page.
Grievances

For more information, see CAR’s Grievances page.

Periodically, students with disabilities run into difficulty implementing their accommodations. This may be because a faculty member is unfamiliar with how to assist in the process, the student may feel unsure or intimidated about advocating for their needs, or the class is designed in such a way that it is not readily clear what accommodations would be appropriate.

Whatever the difficulty, Center for Accessible Resources (CAR) staff members are available to assist students in working on creative solutions and brainstorming options. CAR facilitates communication between students and faculty or helps arrange meetings with the student, faculty, and/or other staff who may have important ideas or information. Students, staff, and faculty are encouraged to contact CAR when problems first arise so they can be resolved as quickly as possible.

When a student and a faculty member disagree about an accommodation, CAR recommends the following steps:

Step 1: Student discusses the situation directly with the faculty member.

Step 2: Student discusses the situation with her/his CAR Accommodation Specialist who may discuss the situation with the faculty member.

Step 3: Student discusses the situation with the Department's division Dean. (See Informal Complaint).

Step 4: The Associate Dean for Accessibility and Support may be consulted simultaneously and take additional action as needed.

Step 5: If student is not satisfied, she/he may wish to file a formal complaint. The student's CAR Accommodation Specialist can explain the process. (See Formal Complaint.)

Step 6: If student is still not satisfied, she/he may wish to file a formal ADA complaint. The student's CAR Accommodation Specialist can explain the process. (See ADA complaint.) Students do not have to file an informal complaint before they file a formal complaint.

- Student Rights & Responsibilities - Complaint Processes
- PDF: CAR Informal Complaint Form
- Student Complaint Procedure (COPPS)
- ADA Complaint (Americans with Disabilities Act)

The Americans with Disabilities Act, or ADA, is an amendment which safeguards the rights of people with disabilities in public accommodations, employment, and education. New decisions are frequently handed down by the United States Supreme Court. These
decisions further clarify how people with disabilities are to be accommodated at work, at
school, and in the community.

Lane Community College is committed to compliance with the ADA and will assist the
student in obtaining academic accommodations or offer students other resources as
needed.

CAR has formal and informal steps students can use to resolve disagreements
concerning their academic accommodations. Everyone involved will do his or her best
to ensure that the process goes smoothly. It is the student’s responsibility to start this
process as soon as the difficulty arises.

**When a student has a concern about an accommodation or a CAR staff member,
they should follow the Informal Complaint process.**

**Informal Complaint process is as follows:**

Step 1: Student discusses the situation immediately with their CAR Accommodation
Specialist or the person with whom they are having the disagreement.

Step 2: If student remains dissatisfied, they fill out the [PDF: CAR Informal Complaint
Form](#) and return it to the CAR office in Building 19, Room 265 or by email
to [AccessibleResources@lanec.edu](mailto:AccessibleResources@lanec.edu) Student will receive a written response, by email,
within seven (7) business days after the complaint form is submitted.

Step 3: If student is not satisfied with the response, they may wish to file a [formal ADA
complaint](#) through the Office of Student Affairs. Please note that the ADA process will
not begin until an [PDF: ADA Complaint Form](#) has been submitted online. If
the [PDF: ADA Complaint Form](#) is not fully completed and signed, the complaint will be
denied.

The student's CAR Accommodation Specialist will be able to explain the process or
view the resources on this page. **Students do not have to file an informal complaint
before they file a formal complaint.**
Grievance Process Flowchart

Situation/Problem Occurs

Discuss situation with your accommodation specialist or the person with whom you are having a disagreement

Satisfied with result of conversation?

NO

Response by email from CAR within seven business days

NO

Complete CAR Informal Complaint Form, submit to Terrie Minner at MinnerT@lanecc.edu

YES

Satisfied with response?

NO

Complete Formal ADA Complaint (See ADA Complaint Process Flowchart)

YES
Step 1: Submit [PDF: Formal ADA Complaint Form](#)
Please note that the ADA process will not begin until the ADA Complaint Form has been submitted online. If the ADA Complaint Form is not fully completed and signed, the complaint will be denied.

Step 2: Within five (5) working days of form submission, a compliance officer will contact you.

Step 3: If ADA applies, the officer will investigate the problem and possible solutions. This will take no more than thirty (30) working days.

Step 4: Compliance officer will recommend a solution in writing.

Step 5: If you are not satisfied with this solution an appeal can be made.

**Appeal Process:**

Step 1: An appeal to the compliance officer's recommendations may be made in writing to the Vice President for Academic and Student Affairs within five (5) working days of receiving the resolution.

Step 2: The Vice President for Academic and Student Affairs will respond in writing within ten (10) working days.

Step 3: If the complainant is dissatisfied with the president's response, other legal remedies may be pursued, such as submitting the complaint to the Civil Rights Division of the Oregon Bureau of Labor and Industries (employment issues) or the Office of Federal Contract Compliance (access to other programs and services).
ADA Complaint Process Flowchart

1. Complete ADA Complaint Form

2. Within five working days of submission, a compliance officer will contact you

3. Compliance office will recommend a solution in writing

4. If ADA applies the officer will investigate the problem and possible solutions. This will take no more than 30 working days

5. Satisfied with solution?

- NO
  - An appeal to the compliance officer’s recommendations may be made in writing to the college president, within five working days of receiving the resolution. The president will respond in writing.

- YES

6. If the complainant is dissatisfied with the president’s response, other legal remedies may be pursued, such as submitting the complaint to the Civil Rights Division of the Oregon Bureau of Labor and Industries (employment issues) or the Office of Federal Contract Compliance (access to other programs and services).
Emergency Procedures

Emergency Evacuations:

In cases of emergency evacuations, faculty members should be aware of options for students and staff with mobility difficulties. There is an “Area of Rescue” in Building 16, Room 229. Emergency evacuation devices (Evacu-Tracs) are located in the Center Building on the fourth and in the basement, in Building 30, and at the Mary Spilde Downtown Center (formerly the Downtown Campus). Learn more on our evacuation webpage.

Seizure Protocol:

Faculty and staff may wonder what their role is when students or other staff/faculty have an observable seizure. Below are the steps that faculty should take:

- **Call Public Safety at x5555 First**
  - Be specific about location and ask someone to stand at the entrance where responders are likely to come in the building.
  - Ensure that the student’s space is clear of any furniture or other items that may cause the person harm during the seizure (i.e. backpacks).
  - Keep person from falling if possible and guide the person to the floor.
  - Try to position the person on their side so any fluid can drain from the mouth.
  - Do not put anything in the person’s mouth.
  - Do not hold or restrain the person in any way.
  - If possible, clear the room to ensure safety of other individuals.

Public safety will determine if an ambulance needs to be called or other steps need to be taken. Do not cancel the emergency call, allow Public Safety to evaluate the situation on arrival. Visit LCC’s COPPS emergency plan webpage for more information on medical emergencies.

If a student discloses to you that they have a seizure disorder, please refer them to the Center for Accessible Resources (CAR).

COPPS - Lane's College Online Policy and Procedure System

[Americans with Disabilities Act Complaint Procedure](#)
[Accessibility Statements for Students and Community](#)
[Confidentiality and Access to Records for Students with Disabilities](#)
Course Substitutions for Students with Disabilities Seeking a Terminal Degree at Lane
Course Substitutions for Students with Disabilities Seeking an AAOT Degree at Lane
Discrimination and Retaliation against Students with Disabilities is Prohibited
Service Animals
Providing Disability Accommodations for Students
Student Complaint Procedure

Outreach

CAR Faculty Newsletters

Each term the Center for Accessible Resources (CAR) newsletter is sent to faculty and each department. In these regular communications, CAR responds to faculty concerns and frequently asked questions. CAR also provides in-depth information on working with CAR students and disabilities.

Accessible Technology Drop-In Help

Having problems using accessible technology? CAR holds drop-in hours daily for faculty and CAR students! Stop by during these times with any questions you have about Accessible Technology! Learn how to use SmartPens and Digital Recorders to take notes and record lectures.

The CAR Tech Lab can be found in Building 19, room 263B. Visit the CAR Announcements Page for up-to-date hours.

CAR Workshops

Several times per term (excluding summer), CAR’s onsite counselor hosts workshops covering a range of disability- and education-related topics. Contact CAR for upcoming workshop dates and topics.

Find a complete list of our upcoming events, workshops, and trainings on the CAR Announcements Page.

FAQ:

Who is responsible for making course material accessible?

- Faculty and CAR work closely together to ensure that course material is accessible to students. Universal Design offers some great strategies that can benefit all students, even those without accommodations.

Am I, as the instructor, able to format digital materials for students?
• Students who use digital text as an accommodation, often get their materials formatted through our Alternate Format staff. This allows us to ensure that it is formatted correctly for screen readers. Faculty are welcome to send materials directly to students, if this is an arrangement that works best for both parties.

**What happens if I find material the same day I want to use it in class? How is it formatted for the student?**

• Students with accommodations must receive materials in an accessible format at the same time as the rest of the class. This may mean that instructors need to find materials early. As stated above, it may be acceptable to send materials directly to the student. Please check with the student’s Accommodation Specialist regarding questions like these.

**I’ve never had a CAR student in one of my classes before. Who can I talk to for added guidance?**

• Any CAR staff member is happy to answer your questions or direct you to someone who can. You are always free to contact us via phone at (541) 463-5150 or by email at AccessibleResources@lanecc.edu.

**What do I do if a student does not receive accommodations through CAR, but they are asking for accommodations in my course?**

• If a student is asking you for accommodations, but you have not received an official Letter of Accommodation (LOA) via email from CAR, it is important that you direct them to our office. Any printed version of a student’s eligibility list is not an official letter from CAR and should not serve as means to warrant accommodations in class.

**Where do I voice concerns, or provide feedback to CAR?**

• CAR welcomes feedback on policies and procedures for accommodations. You may call our front desk at x5150 or visit us in Building 19, Room 263A. You can also provide feedback via email at AccessibleResources@lanecc.edu. Lastly, our faculty survey is released annually to all faculty members to provide feedback and rate CAR’s performance. The survey is anonymous, and all faculty are encouraged to participate.

**Why was a student’s Letter of Accommodation (LOA) not sent to my personal email address?**

• Due to FERPA, CAR is only permitted to send information pertaining to LCC students to @lanecc.edu email accounts. This includes Letters of Accommodation. If you are concerned that you may not be receiving CAR emails to your LCC email address refer to the steps detailed in this manual under the section titled “Troubleshooting Automated Emails.”
Where can I find other help in troubleshooting email issues?

- The HelpDesk can assist faculty in troubleshooting email issues if the guide above does not help. They can be reached at x4444.

Who am I permitted to share a student’s Letter of Accommodation with?

- Any information on a student’s LOA should not be shared with anyone that is not on a “need to know” basis regarding the student. Any discussions regarding a student’s accommodations should be done in a private setting.

What do I do if a student asks for accommodations that are not in their Letter of Accommodation?

- When a student asks for additional accommodations that are not listed in the Letter of Accommodation (LOA), it is important to direct them to CAR. Please only provide the accommodations listed on the student’s LOA.

- As a reminder, an LOA comes from the CAR office to your @lanecc.edu email. Any printed version that a student may bring you is not an official LOA.

Is it my job to negotiate student accommodations?

- All negotiation and determination of student accommodations is facilitated by CAR. If students attempt to contact you regarding initial or additional accommodations, please direct them to CAR.

Can a student have myself or someone else audio record the lecture for them if they are absent?

- Students are only permitted to audio record when they are physically present in the classroom. They should not have their friends or instructors audio record the lecture for them. See the audio recording student agreement for more information.

Do I have any flexibility as an instructor in providing accommodations to a student?

- There are a few student accommodations that require faculty involvement. Please contact the student’s Accommodation Specialist if you have further questions regarding this.

What liberties do I have as an instructor when it comes to service animals in my classroom?

- Service animals are permitted to be in classrooms, as long as they are adhering to the rules and regulations. If you have questions or concerns about a service animal, please contact CAR.

What do I do if a student’s furniture is not in the classroom?
• If a student reports to you that their furniture is not in the classroom, please direct them to contact CAR.

**What do I do if furniture has been moved?**
• If a student reports to you that their furniture has been moved, please direct them to CAR.

**What do I do if I find ADA furniture in my office?**
• If you find that you have ADA furniture in your office, please return it to the classroom or contact Facilities to have it removed.

**What do I do if a student’s technology is not working?**
• If students or faculty experience problems related to a student’s in-class technology, they are encouraged to contact CAR at (541) 463-5150 or email at AccessibleResources@lanecc.edu
• We will make every reasonable effort to assist the student in troubleshooting their technology before the class ends or before the start of the next class.

**What do I do if my class does not work well with the VRI?**
• If you have any concerns with a student’s technology in your class, please contact CAR.

**What if Consideration of Modified Attendance/Assignment Due Dates accommodations alter the learning outcomes of my course?**
• There can be a point in which disability-related absences cannot be reasonably accommodated. This will be the case if it is determined that assignment deadlines can be justified as an integral part of how the course is taught, the assignment, and/or how learning is to be demonstrated and measured. If this is the case, conversations will take place between the student, the instructor, and the student’s CAR Accommodation Specialist so that the student can then make an informed decision regarding the alternatives. If you feel this is the case with your course, please contact CAR.

**Who do I talk to if I need more guidance filling out the Modified Attendance/Assignment Due Dates agreement?**
• If faculty feel they need more information about a student or guidance in filling out the agreement, they should contact CAR.

**What do I do if a student wants to record a private conversation?**
• Students may record any lecture or lab material that may be included on an exam. However, faculty members have the option of establishing some reasonable limits related to recording lectures in order to protect students’
privacy. It may not be appropriate to record when personal information is being shared by classmates.

How do I find videos for my lecture that are already captioned?

- Many videos used for class content are already captioned. For example, all Ted Talks come equipped with captions as well as written transcripts. Faculty may need to search or get assistance with captioning.

What type of communication am I allowed to have with the reader/aide/scribe/interpreter?

- All communication during and outside of class should happen with the student directly. The reader/scribe/aide/interpreter is only there to perform specific duties. If you have questions for CAR, please contact the office directly.

Do I schedule outside of class appointments with the reader/aide/scribe?

- Sometimes, a student will need to meet with their instructor outside of scheduled class time. If a reader/scribe/aide/interpreter is needed for these meetings, please direct the student to contact their Accommodation Specialist.

Where do I go to fill out or edit an Alternative Testing Agreement?

- When a student requests a test to be taken in CAR’s Testing Center, an email is sent to your @lanecc.edu email address with a link to where you can fill out the Alternative Testing Agreement. If you need to make changes to your testing agreement or you need help filling it out, call CARTesting at (451) 463-5280.

A student with testing accommodations never contacted me about arranging their tests. How should I proceed?

- CAR requires students to meet with their faculty regarding testing arrangements. You as the faculty may facilitate this conversation if you feel comfortable or wait for the student to come to you.

What is the process for students with testing accommodations that miss or need to make up a test?

- As the faculty, you determine the guidelines surrounding missed and makeup exams. It is important that students with accommodations also adhere to these guidelines.

Outside Resources:

- Reasonable vs. Unreasonable Accommodations webpage
- PDF: Disability Sensitivity Presentation
- Employee Help Desk Page
- GroupWise – Finding Missing Emails webpage
- The Americans with Disabilities Act (ADA) webpage
- Title II of the ADA webpage
- The Office for Civil Rights (OCR) webpage
- The Family Educational Rights and Privacy Act (FERPA) webpage
- PDF: CAR Presentation: Unlimited Occupational Opportunities means Unlimited Educational Opportunities
- LCC Evacuation Webpage
- Ted Talk Video: Design Thinking webpage
- Ted Talk Video: How Technology Allowed me to Read webpage
- Ted Talk Video: Deaf in the Military webpage
- Ted Talk Video: Public Speaking webpage
- PDF: CAR Presentation: Invisible Disabilities in the Classroom
- COPPS - Service Animal Procedure Page
- PDF: Disability Rights Oregon; Service Animals
- PDF: Oregon Law on Service Animals
- PDF: Web Accessibility Guidelines - A helpful resource for making sure all students can easily use your web resources.
- TypeWell website
- Video Remote Interpreting Wikipedia page
- Universal Design for Instruction webpage - by Sheryl Burgstahler, Ph.D., (adapted from the publication Universal Design for Instruction: Definition, Principles, and Examples).
- Universal Design Education Online website—Website to facilitate the study and teaching of Universal Design, sponsored jointly by the Center for Universal Design at N.C. State University, the IDEA Center at the University at Buffalo and the Global Universal Design Educator's Network.
- UW DO-IT website— Disabilities, Opportunities, Internetworking and Technology site for an international center at the University of Washington, dedicated to increased success in careers and education for people with disabilities, and the promotion of accessible technology and Universal Design.
- UW DO-IT Faculty Room webpage— Universal Design resources for higher education faculty, staff, trainers and administrators.
- UW DO-IT Definitions, Principles, Guidelines, and Examples webpage— Informational resource on Universal Design outlining guiding principles.
- UDL On Campus website—Information on implementing Universal Design principles in all aspects of courses.
- UDI Online website—Applying Universal Design for Instruction to Online and Blended Courses
- Qualified Hardware Universal Design Resources webpage—Informational resources about Universal Design with a focus on building design.
- ADA Web Accessibility for Video webpage—Article on evolving definition of auxiliary aids and services pertaining to the internet and the Americans with Disabilities Act.
- ADA Testing Accommodations webpage
- ADA Web Accessibility webpage
• **DO-IT Video and Multimedia webpage**
• **PDF: Accessibility Responsibilities**
• **WAVE website**