



Faculty Newsletter Fall 2019

Center for Accessible Resources

Faculty Newsletter Fall 2019

Welcome to the Fall 2019 Term! The Center for Accessible Resources (CAR) would like to thank you for helping make LCC accessible to all students, with or without disabilities, hidden or visible. This newsletter addresses common concerns and frequently asked questions. Contact CAR or visit our [website](https://www.lanecc.edu/disability) for more information:

<https://www.lanecc.edu/disability>

In this issue we cover:

- **Breaking news:** Digital accessibility ruling
- **Feature:** The reason for Consideration of Modified Attendance/Assignment Due Dates
- Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement
- Disability 101: Working with students with visual impairments
- Faculty Handbook
- Reminders: Technology Lab, CAR counseling for students, and more!
- Crossword Puzzle!

Breaking news: Recent ruling on digital accessibility

A recent ruling in California found Los Angeles Community College District to be in violation of Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act for the inaccessibility of digital course materials, the school's website, resources or other technological programs considered for acquisition and use (including resources purchased or licensed from third party vendors), and the library databases (and all documents residing within) used by the college. The preceding digital elements were not accessible to blind students or students with disabilities who require computer screen readers to access materials.

The court ordered the school to either discontinue the use of any inaccessible library databases, inaccessible documents contained in library databases, and other inaccessible library resources available to students enrolled at LACC, or establish alternative means of providing access to the equivalent benefits of the inaccessible library resources to blind students in a timely manner (i.e. prior to or at the same time sighted students are provided access to those library resources, including outside of the classroom).

What this means for LCC:

This ruling means that absolutely all digital materials used at LCC need to be accessible for use with computer screen readers at the same time that other students are able to utilize them. This includes all OER materials, library databases, and PDF and digital-copy versions of texts housed within the various library databases that all LCC students have access to.

For general questions about web accessibility stop into the CAR tech lab. For more specific and detailed questions about the accessibility of your digital materials, please contact the Academic Technology Center (ATC). Contact information for the ATC can be found here: <https://www.lanecc.edu/atc>

The entirety of the court's ruling can be found here:

<https://www.courtlistener.com/recap/gov.uscourts.cacd.671736/gov.uscourts.cacd.671736.330.0.pdf>

Feature: The reason for Consideration of Modified Attendance/Assignment Due Dates The **Consideration of Modified Attendance/Assignment Due Dates** accommodation, perhaps more than any other, continues to be a contentious one. Ultimately, CAR supports faculty academic freedom and recognizes the need for students to attend class and turn work in on time. That being said, there are certain circumstances where a student with an episodic or cyclical disability such as schizophrenia, bipolar, Crohn's disease, epilepsy, et cetera might need additional disability-related attendance or due date allowances (beyond what is offered on the syllabus) to accommodate their disability.

CAR still determines student eligibility for this accommodation (like any other), based on student narrative and corresponding documentation, but asks faculty to determine what additional disability-related flexibility pertaining to attendance and/or assignment due dates would be reasonable for their classes.

This accommodation is driven by an Office of Civil Rights (OCR) ruling from 1996 where OCR ruled that the essentiality of attendance needs to be decided on a case-by-case basis in light of class learning outcomes and methodology. Additionally, OCR has ruled that when attendance is not essential the college should consider taping classes for students whose disabilities prevent attendance, remove attendance penalties for disability-related absences, offer a plan for make-up work or alternate assignments within a reasonable time frame, and consult with the college's disability resource office about reasonable accommodations [Cabrillo Community College (CA), Case No. 09-96-2150 (OCR Region IX, 1996)].

In response to this ruling, CAR devised an agreement to assess the essentiality of attendance and due dates for a given class, based on the following questions OCR offers as guidelines for directing the interactive process:

- Is there classroom interaction between the instructor and student and among students?

- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- What do the course description and syllabus say?
- Which method is used to calculate the final grade? How is attendance calculated in the final grade?
- What are the classroom practices and policies regarding attendance?

CAR has used these preceding questions, along with assistance from Oregon State University's Disability Access Services office, to create the agreement in an attempt to streamline the required interactive process for faculty and act as a reference for both faculty and student parties to rely on for guidance for this particular accommodation.

Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement

It's possible you've received multiple emails from CAR at the start of every term. These emails are important and often contain items requiring follow-up.

The most common email received from CAR is the Letter of Accommodation (LOA). The Letter of Accommodation details the specific accommodations a given student working with CAR should receive.

If the student has testing accommodations, the Letter of Accommodation will include a link (it's in the red box) to what is called the "Alternative Testing Agreement." Whether you will be proctoring your own exams for students with testing accommodations or CAR will, this link needs to be opened and filled out. Only one testing agreement need be filled out per class section (CRN).

If the student has "Consideration of Modified Attendance/Assignment Dues" as an accommodation listed on their LOA, you will receive a separate email with instructions and a link for filling out the agreement detailing the parameters students with this accommodation will need to abide by.

If the student has both accommodations, you must fill out both agreements.

A video describing the following differences between agreements can be found at our YouTube: <https://bit.ly/2L095b3>

CAR will be offering drop-in assistance to instructors for filling out these agreements from 11:00 AM – 2:00 PM during the first week of the term.

Disability 101: Working with students with visual impairments

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.

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/her/themselves. 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.

Faculty Handbook:

Looking for information about CAR, accommodations, or working with CAR students? Want to learn more about Universal Design? Questions about confidentiality? CAR has updated our webpage with a comprehensive [Faculty Handbook](https://www.lanec.edu/disability/faculty-information-index):
<https://www.lanec.edu/disability/faculty-information-index>

Reminders!

CAR Technology Lab

During the Fall 2019 term, CAR students are welcome to come to CAR's Technology Center. No appointment necessary! The CAR Technology Lab provides assistance with accessible technology items such as audio recorders, SmartPens, text-to-speech software, screen readers, and more! Please spread the word about this resource for students and please feel free to contact us if you have any questions. **Drop in hours can be found on CAR's announcement page:**
<https://www.lanec.edu/disability/announcements>

Counseling for CAR Students

As a reminder, CAR has been offering students who utilize our services access to a counselor in our office. The CAR counselor assists our students with a wide variety of topics such as test anxiety, time management, organization, and anxiety from past situations. If you have any questions regarding counseling for CAR students, please feel free to contact Michele Barber at barberm@lanec.edu or call us at (541) 463-5150.

Navigating an LOA

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

For more information about the LOA please visit our website:
<https://www.lanec.edu/disability/letter-accommodation-loa>

Mary Spilde Downtown Center Outreach

Accommodation specialist Nick Monroe will be located at the information desk at the Mary Spilde Downtown Center on **Wednesday, October 9th (10/09) from 6:00 PM – 8:00 PM** to answer questions about CAR and offer confidential consultations to students needing accommodations.

CAR Tips in the *Lane Weekly*

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

CENTER FOR ACCESSIBLE RESOURCES TIP: How to Edit a Testing Agreement

At any time, Faculty can make changes to a testing agreement that they previously filled out for CAR Testing. If needing to do so, please email CARTesting@lanecc.edu and our testing staff will ensure the agreement reflects the correct information.

How to Contact CAR Staff

Please do not hesitate to get in touch if you have questions or concerns. We are here to offer any support, coaching, or guidance that you may be seeking.

Phone: Voice, (541) 463-5150

TTY: 711

FAX: (541) 463-4739

Email: AccessibleResources@lanecc.edu

Building: 19, Room 263A

Terrie Minner, Associate Dean of Accessibility and Support

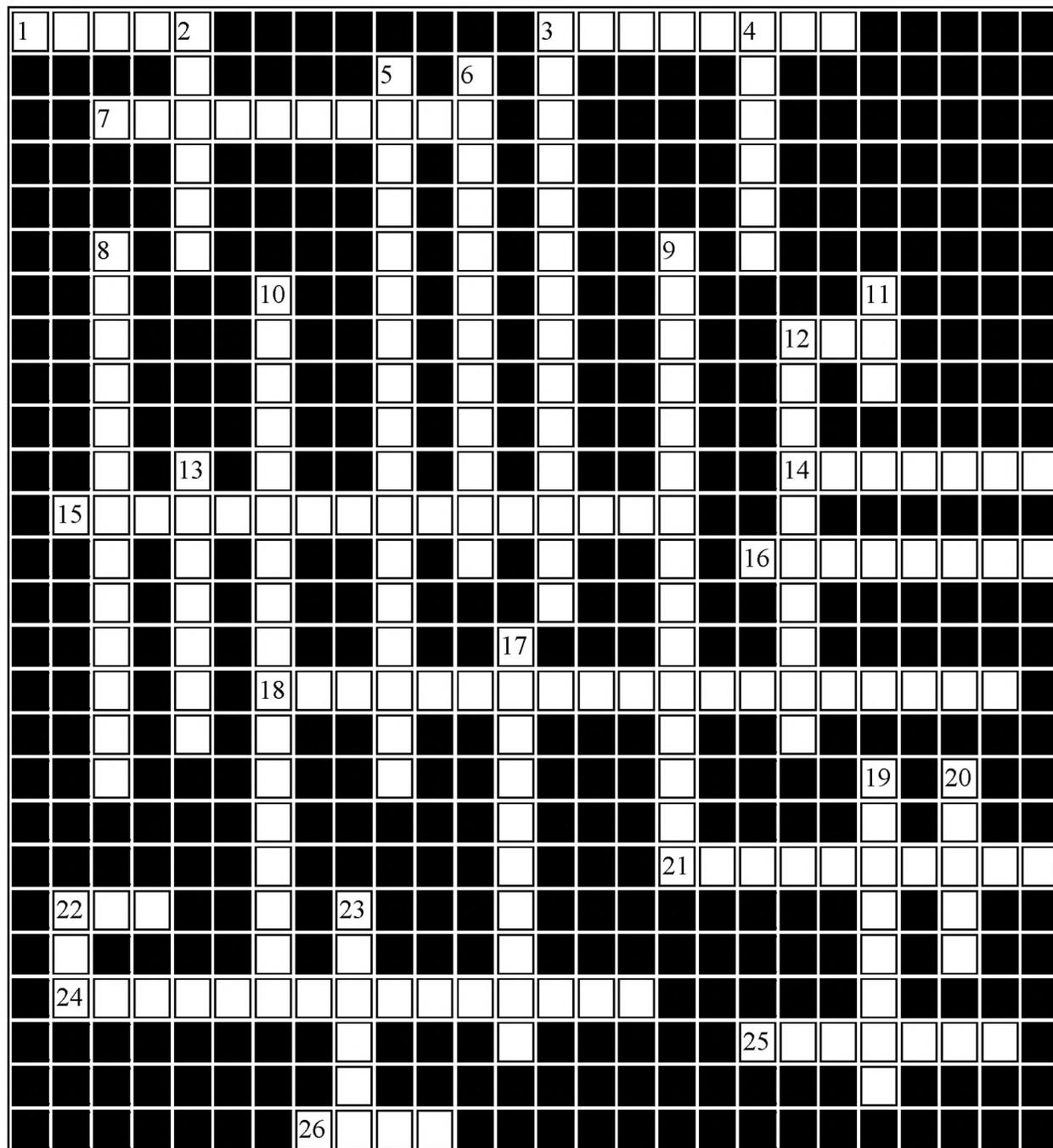
Phone: (541) 463-3010

Email: minnert@lanecc.edu

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

CAR Crossword Puzzle!

Return a completed (and correct) puzzle to CAR's front desk or email it to AccessibleResources@lanecc.edu and you'll be entered to win a prize!



Across

1. Federal regulations governing student educational record

Down

2. On the neurodiverse spectrum
3. These are designed to provide access to the classroom environment and learning materials

3. Public support for or recommendation of a particular cause or policy
7. Required in most classes, there is an accommodation related to it for students with cyclical, episodic, or flaring conditions
12. LCC's disability resource office
14. Means of assessment, students with disabilities may get extra time
15. Required elements of course curriculum; gauges related knowledge (2 Words)
16. This can be affected in people with physical disabilities
18. Devices, software, or equipment that help people work around their challenges (2 Words)
21. Essential academic skill, students working with CAR may use technology to assist with
22. Acronym for assistive technology device for hard of hearing students; typically includes a microphone and receiver
24. Service provider who facilitates communication for Deaf/Hard of Hearing students (2 Words)
25. Discrimination in favor of able-bodied people
26. The cultural community made of people with hearing impairments
4. The goal of accommodations is to facilitate this, not necessarily success
5. The overlap of various social identities, as race, gender, sexuality, and class,
6. Nearly 75% of students working with CAR have a disability in this realm (2 Words)
8. Dog or mini horse trained to do a specific task in relation to a disability (2 Words)
9. Design of buildings, educational materials, products, or environments to make them accessible to all people, regardless of age, disability, or other factors (2 Words)
10. Section 504 of this 1973 legislation (2 Words)
11. Acronym for video-based assistive technology for Deaf/hard of hearing students
12. Necessary for all videos, part of universal design
13. Reading system developed for use by blind individuals
17. Any continuing condition that restricts or impedes one or more everyday activities
19. Accessible technology used to record lectures and take notes
20. The cultural community made of people with visual impairments
22. 1990 civil rights law prohibiting discrimination based on disability
23. Service provider who assists students with writing by hand

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

It is a policy of the state Board of Education and a priority of the Oregon Department of Education that there will be no discrimination and harassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability in any educational programs, activities or employment. Inquiries may be directed to the Chief Human Resource Officer, (541) 463-5115.