



Center for Accessible Resources

## **Faculty Newsletter Spring 2017**

Letter from Associate Dean of Accessibility and Support, Terrie Minner

Welcome to Spring Term 2017!

Faculty members transform and influence all students' lives on a number of levels, and opportunities arise every day to do so. As a faculty member, you play a critical role in the success of students with disabilities. Your awareness of these students' needs and your attitude towards them can directly impact their success or failure.

Students with disabilities continue to encounter substantial barriers that can impact their college experience. Many of you are aware of the Americans with Disabilities Act (ADA), which is a federal law intended to stop discrimination against people with disabilities. Under Title II of the ADA, public colleges are required to provide auxiliary aids and services to qualified students with disabilities. Providing these aids and services allows equal opportunity for students to participate in classes, programs, and activities offered by the college. Faculty members play an important role on campus in providing reasonable accommodations for qualified students.

Faculty members often express concerns that the provision of accommodations for students with disabilities may compromise the academic integrity and rigor of their courses or programs. Let me assure you that any assigned and identified accommodations provided to LCC students with disabilities are carefully evaluated as to not compromise your class. Communication between faculty and the Center for Accessibility Resources (CAR) team is a critical element in providing successful accommodations and we take into account your input in determining how the accommodation can be incorporated into the course.

According to the National Center for Education Statistics, 11.3% of undergraduate students identify as having a disability, which is a surprising statistic to many. As the overall number of students with disabilities increases, colleges are continuing to address the layered issues in servicing these students.

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Many students who have a disability identify as having an invisible disability. These students, who initially do not appear disabled and who often do not fit into preconceived image of “disabled,” have significantly changed and expanded the field. Invisible disabilities include learning disabilities, brain injuries, attention deficit disorder (ADHD), hearing impairments, Asperger’s syndrome, and mental health disabilities. To provide support to this growing population, CAR will be offering a support group facilitated by our counselor, Michele Barber, starting Spring Term.

In order to further support our faculty in all of these areas, we offer you this CAR Faculty Newsletter to bring you current information in the field and to address concerns or issues on campus. In addition, I invite you to visit us on CAR’s “Faculty” resource webpage at: <https://www.lanecc.edu/disability>

I hope you feel comfortable approaching me with any concerns or questions you may have. Please feel free to contact me by email or phone, or simply stop by my office.

-Terrie Minner

### **Faculty Newsletter Spring 2017**

Here at CAR, we would like to thank you again for helping make Lane accessible to all students, with or without disabilities, hidden or visible. This newsletter addresses common concerns and frequently asked questions. Contact CAR staff and visit our website for more.

In this issue we cover:

- Event and conference accessibility
- New modified attendance accommodation
- Accessibility vs. accommodations
- Reminders including space considerations, website updates, and weekly tips

### **Event and Conference Accessibility**

Spring Term is a great time for recruiting and new student events. At LCC, we want to make sure that these events are accessible to all persons who may want to attend. There are several easy things that you can do when planning your event to be sure that all participants have an equal opportunity to contribute and learn.

### **Include accessibility statements on all information given out about your event**

An accessibility statement must go on all advertisements for your event or activity to ensure everyone can obtain accommodations for the event if needed. These statements can be found on the CAR website at:

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<https://www.lanecc.edu/copps/documents/disabilities-accessibility-statements-students-and-community>

### **Create a needs-based assessment for what your participants may require**

It is important to consider items such as:

- Parking accessibility
- How many rooms you may need
- Accessible transportation from one area to the next
- Making sure areas, such as your registration table, are accessible.

### **Anticipate room requirements and adjust accordingly**

- Offer accessible seating options throughout the room
- Ensure that you have adequate audio so that everyone can hear things like guest speakers, audience questions, and videos
- Disclose the use of any bright lights, or loud elements in advance to allow those who might have adverse reactions to these items to make arrangements

By anticipating these needs and communicating accessibility options in advance, it will be easier for attendees to participate in your event without complications. You can read additional information about this topic using the handout “A Guide to Planning Accessible Meetings” created by the American Disability Association. See:

<http://www.adahospitality.org/accessible-meetings-events-conferences-guide/book>

### **New Modified Attendance Accommodation for Spring Term 2017**

CAR is implementing a new modified attendance accommodation and agreement. This agreement is now ready for the Spring Term. We want to thank faculty members for providing us with the valuable feedback that helped us form this agreement.

This is a new online document that faculty will be asked to complete in the beginning of each term for CAR students who are approved for and requesting modifications of attendance due to a disability. This document will provide the student clear expectations for the course. It will also allow the student to figure out early in the term if this course will lend itself to their current needs.

CAR will continue the process of evaluating the student’s disability-related documentation and verify if the student is eligible to request modified attendance. After that has been completed, the faculty will receive a link to the online agreement (similar to the testing agreements).

We emphasize this agreement **does not** require the faculty to approve modification in their class attendance but allows them to determine if modification to this class would

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threaten the integrity of the course. This form also provides a platform to start the conversation between the instructor and student and provides clear parameters and expectations.

CAR staff will continue to be available to consult with instructors on issues concerning disability-related attendance and can facilitate the completion of the *“Modification of Attendance Agreement”*.

### **Accessibility vs. Accommodations**

Often, there is confusion surrounding making course materials accessible versus providing approved accommodations for students. In order to help differentiate between these items and provide our students with the best services we can, here are some definitions and helpful tips.

**Accessibility:** Accessibility can be defined as, the expectation that information will be easily available to and navigable by **any** persons without special request or planning ahead. Instructors can ensure that their class materials and webpages are accessible to **all** students by implementing elements of Universal Design.

Universal Design for Instruction can provide a starting point for developing an inclusive model for instruction. 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. You can utilize Universal Design by using:

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

You can find more information about Universal Design by visiting CAR's website at: <https://www.lanecc.edu/disability/universal-design>

**Accommodations:** Accommodations can be defined as the practice of providing adaptations that can't be standardized and are tailored for each individual person. Accommodations do not alter the nature of the course content.

If students are eligible for accommodations through our office, the accommodations regarding each student will be outlined in their Letter of Accommodations (LOA). The 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 that the student is qualified to receive the specific accommodations identified in the student's letter.

It is important to **only** provide accommodations that are approved in the LOA and nothing more, unless it is something you provide to the entire class.

**As a general note, accessibility is an idea that can be applied to your courses to make materials easier to access for all students. Accommodations are specific to each student, and will be outlined in their individual LOA.**

## Reminders!

### Invisible Disabilities Support Group

Starting the first week of Spring Term, CAR will offer a support group for students who are impacted by an invisible disability. Please help us spread the word about this new resource for students. To find out more about this support group, please feel free to contact Michele Barber, CAR counselor, at (541) 463-5150 or email her at [barberm@lanecc.edu](mailto:barberm@lanecc.edu). These groups will be held on Thursdays, from 12:00-1:00 PM in Building 1, Room 212.

### Counseling for CAR Students

New this year, CAR has been offering students who utilize our services access to a counselor here in our office. We would like to introduce Michele Barber who has joined the CAR team in this role! For the last four years, she has provided personal, academic retention, and career counseling as well as crisis intervention in the Counseling and Advising Center. She has been assisting our students with a wide variety of topics such as test anxiety, time management, organizational skills, and anxiety from past situations. If you have any questions regarding counseling for CAR students, please feel free to contact Michele at [barberm@lanecc.edu](mailto:barberm@lanecc.edu) or call us at (541) 463-5150. Please join us again in welcoming Michele!

### Technology Workshops

CAR offers weekly drop-in hours and technology workshops. These are for CAR students who have received accessible technology as an accommodation and need additional assistance regarding their equipment. Please help us spread the word about these new resources for students. Additional information is on our website. The locations, days, and times are:

- Mondays 2:30-3:30 PM: Building 2, room 212
- Wednesdays 2:30-3:30 PM: Building 2, room 212

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- Thursdays 11:45-12:45 PM: CAR office Building 19, room 231

### **Please visit our website often!**

We update our website frequently; see: <https://www.lanecc.edu/disability/>. Click the “Faculty” link on the left menu bar where you’ll find prior newsletters, tips, accessibility statements, LOA info, strategies for working with universal design, FAQs, and more.

### **Weekly Tips in the Lane Weekly**

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

#### **What to do in an emergency for students with mobility difficulties**

In case of an emergency evacuation, faculty members must 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 4th floor and basement, in building 30, and at our downtown campus.

### **Contest**

Once you have read this newsletter, please email [AccessibleResources@lanecc.edu](mailto:AccessibleResources@lanecc.edu) with your feedback. When you do, you will be entered into a prize drawing. The winner will be announced in the Lane Weekly on Tuesday, April 11. All entries are due by 5:00 pm on Thursday, April 6.

### **How to Contact CAR Staff**

Terrie Minner, Associate Dean of  
Accessibility and Support  
Phone: (541) 463-5150  
Email: [minnert@lanecc.edu](mailto:minnert@lanecc.edu)

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[AccessibleResources@lanecc.edu](mailto:AccessibleResources@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](mailto: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.**