



Faculty Newsletter Fall 2021

Center for Accessible Resources

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Welcome to fall term from everyone at CAR! We hope you had a restful and restorative break. Thank you for supporting LCC students with disabilities by ensuring your courses and materials are accessible to all regardless of ability. CAR is also a source of support for LCC faculty so please do not hesitate to reach out.

Contact CAR at AccessibleResources@lanec.edu or (541) 463-5150.

In this issue we cover:

- **Feature: Flexibility, Accessibility, Inclusion**
- **Consideration of Modified Assignment Due Dates/Attendance Accommodations**
- **Testing Support Services**
- **Zoom update and crucial features**
- **Toward a Universal Design, Reading Room, and more**

Feature: Flexibility, Accessibility, Inclusion

The past 6 terms, just about 1.5 years now, have been indescribably difficult, and this coming fall term is looking to be no less challenging. We thought we might return to some sense of normalcy with an increased in-person presence but unfortunately had to go the other direction.

Anxiety is running high—for everyone—as situations remain constantly in flux. Some folks may be experiencing higher levels of anxiety than usual, some may be experiencing new anxieties. Anxiety can be crippling for some, can cause heightened performance for others (in some situations), but in most it's paralyzing. Heightened anxiety can cause brain fog, forgetfulness, panic attacks, and executive dysfunction among other more idiosyncratic presentations.

Because of this increased prevalence of anxiety across the student, faculty, and staff demographics, we thought this might be a good time to reintroduce the Center for Accessible Resource's mission statement and encourage you to incorporate the spirit of that statement into your teaching and curricular design.

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 aid 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. These models of disability present that society is designed in a manner that creates barriers for the disabled community that need to be eliminated to achieve full access and inclusion.

Full access and inclusion means providing students' approved, reasonable accommodations *and* intentionally designing learning environments and curriculum to be accessible from the start (see our section on Universal Design for Learning below) so there are as few barriers as possible. It also means exerting a certain amount of flexibility or nimbleness, throwing off the shackles of rigidity due to tradition, and exercising some grace—something we all need a little more of now.

Flexibility doesn't mean a lack of academic rigor, the two concepts aren't mutually exclusive, but rather an understanding that when every element of our society at large is exacerbating student barriers, we should try to remove, reduce, or eliminate the barriers we have control over. We should at the very least not create additional barriers for them with our pedagogical practices.

Please do not hesitate to schedule a faculty consultation appointment if you have questions or concerns. CAR is here to offer any support, coaching, or guidance that you may be seeking. Most of all, we invite you to be collaborative, thoughtful, flexible, accessible, and inclusive.

Consideration of Modified Assignment Due

Dates/Attendance:

CAR has discontinued the use of the Modified Agreement for the following eligibility/accommodations: Consideration of Modified Attendance and Consideration of Modified Due Dates—effective June 18, 2021. Faculty will no longer be asked to fill out an additional form for students to access these reasonable, approved accommodations. Updated information is available in the Letter of Accommodation. Faculty questions may be directed to their Academic Dean, or for further clarification please reach out to CAR at AccessibleResources@lancc.edu.

Testing Support Services:

Instructional testing has been brought into the Center for Accessible Resources! Testing Support Services now encompasses Accessible Testing (CAR Testing), Instructional Testing, and Placement/GED testing.

With the return to primarily remote instructional delivery, approved, reasonable testing accommodations will generally be provided via Moodle. For extended test time accommodations, please continue to adjust the student's time in Moodle (or other 3rd party software), including time allotted for scanning, uploading, or other related auxiliary processes. Please contact CAR Testing Services with questions regarding in-person testing.

Zoom updates:

There's a new Zoom update! Make sure you have the latest update installed to take advantage of its expanded capabilities and features.

Zoom transcription:

Zoom features an "auto-transcript" feature for all hosting users. This feature is akin to captioning and provides a full transcript of all audio when enabled. Captioning/transcription is a great universal design tool that can help students of all abilities beyond just those that require captioning for equal access by providing multiple means of representation.

The [ATC has created a helpful article](#) to get you started.

Zoom lecture recording:

Did you know that you can record your live Zoom lectures? Recording lectures and then posting them to Moodle is another fantastic Universal Design strategy that allows students to revisit information they may have missed during the lecture. This can help students who struggle with focus and concentration or take a little longer to process information be able to fill in any gaps they may have missed during the lecture. It's also a great way to fulfill a CAR student's "record lectures" accommodation in the remote environment.

For more information about recording and posting Zoom lectures or accessing the full array of Zoom features, please contact the [Academic Technology Center \(ATC\)](#) directly.

Toward a Universal Design:

We talk a lot about [Universal Design for Learning at CAR](#). When courses are intentionally designed with Universal Design for Learning in mind, the learning environment is made more accessible for students of all abilities,

reducing the need for some academic accommodations. In this issue we highlight a key Universal Design for Learning principle: **Provide multiple means of action and expression.**

Students can vary in a multitude of ways when it comes to navigating the learning environment and expressing what they know. There is no one means of communication, action, or expression that will be optimal for every single student. Some students may excel with written text and less able to verbally express their knowledge, while others may struggle with writing but be able to verbalize their knowledge exquisitely. This is where multiple means of expression come into play.

So what might this look like in practice? Here is a brief list of curricular considerations:

- Allow for a variety of methods of participation
- Allow for multiple media or inputs for assignments and assessments
- Give varying types of assignments and assessments
- Give varying stakes for assignments and assessments

For more information on Universal Design for Learning, the guidelines, and the research behind them, visit [CAST](#).

Reading Room:

Pertinent readings on access and equity in education:

["COVID 19's Impact on Learning Accommodations,"](#) Ben Gose

["Broadening the Right to Sue,"](#) Scott Jaschik

["Survey: Accessibility Challenges Persist as Hybrid and Online Learning Continues,"](#) Rhea Kelly

["Captioning for All,"](#) David G. Myers and Morton Ann Gernsbacher

Navigating a Letter of Accommodation:

The Letter of Accommodation (LOA) is confirmation for faculty members that the student has established reasonable, approved accommodations with CAR and is effective immediately from the date listed on the LOA.

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

Some of the language used to identify accommodations has changed. Please contact the accommodation specialist listed on the Letter of Accommodation if needing any clarification.

CAR Tips in the *Lane Weekly*

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

Faculty Reference Guide

CAR is currently in the process of revamping our web page, including what had previously been called the Faculty Handbook. Stay tuned as we streamline pertinent information and frequently asked questions into a new Faculty Reference Guide.

ASL Faculty Consults & Department Presentations:

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

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

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

How to Contact CAR Staff

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

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

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

Andi Graham, Accommodations Project Coordinator
Phone: (541) 463-5150
Email: GrahamA@lanecc.edu

Nick Monroe, Lead Accommodation Specialist
Phone: (541) 463-5150
Email: MonroeN@lanecc.edu

Fiona Bossing, Lead Accommodation Specialist
Phone: (541) 463-5150
Email: BossingF@lanecc.edu

Melodie Glimpse, ASL Interpreter and CART/transcription/captioning support
Phone: (541) 463-5150
Email: GlimpseM@lanecc.edu

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

LCC complies with all applicable federal and state laws regarding non-discrimination, equal opportunity, affirmative action, and providing reasonable accommodations for persons with disabilities.