

March 15th - March 21st

Retroactive accommodations

The Center for Accessible Resources (CAR) is not able to provide accommodations for students retroactively. If a student discloses they have a disability to a faculty member, the faculty member should direct the student to contact CAR. While CAR cannot provide retroactive accommodations, CAR can take immediate and swift action to support the student and instructor in the learning environment and in navigating the accommodation process.

March 28th - April 4th

Working with students with seizure disorders

If a student discloses she or he has a seizure disorder, urge them to inform the Health Clinic. If a student has a seizure in class, standard practice is to call Public Safety at x5555 and only call 911 if the person is badly injured. The only care that should be provided during the seizure is, if possible, to help the person to the floor and ensure all physical objects are moved away from the individual.

April 5th - April 11th

Medical documentation for students with disabilities

As a faculty member, if you have questions about a student's disability or accommodations or a student approaches you and attempts to give you medical documentation to support their request for accommodations, please refer the student to the Center for Accessible Resources (CAR). To receive academic accommodations a student must submit documentation to CAR.

April 12th - April 18th

Accessibility statements

In response to faculty feedback, CAR has added a new link to accessibility statements on its websites! On the side navigation menu click on "Faculty" to activate a drop down menu, click "Accessibility Statements" and follow the link to the necessary [accessibility statements](#). These statements must be used on all college documents.

April 26th - May 2nd

CAR welcomes new Administrative Coordinator

CAR is pleased to announce its new Administrative Coordinator: Julie Skidgel! Julie began at LCC in 2007 at the Small Business Development Center. Since 2010 she has served as Administrative Coordinator for the Office of Academic and Student Affairs. Julie says she enjoys the community atmosphere and the connections she's made at LCC and she's excited to be a part of the CAR team! Welcome Julie!

May 3rd - May 9th

Student confidentiality

Information about a student's disability must only be shared with someone who has a legitimate "need to know." A student's privacy must be balanced with their interest—only share information if the student has given their expressed permission or in consultation with an appropriate CAR staff member. Please do not speak about a student's disability or their accommodations with other students or in public settings (e.g. the classroom).

Making course material accessible

Not all students with disabilities reach out to our office for assistance. However, there are ways faculty can create accessible material for learners with or without documented disabilities. Materials for class that are printed, viewed, heard, or posted on Moodle must be created with certain accessibility features. For guidelines on how to make material accessible, please see the "Lane CC Accessibility Quick Guide" provided by the Academic Technology Center on CAR's [Making Course Material Accessible](#) page. On this page please also find information on who's responsible for accessibility of online courses.

May 10th - May 16th

What is the official definition of "disability"?

In section 504 of the Rehabilitation Act—the legislation that guarantees specific rights to people with disabilities—there is no list of disabilities. This is how a disability is defined: 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 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. Please see this [handout from the Office of Civil Rights](#).

May 17th - May 23rd

Video captioning

1. All videos shown in class must have captions. Video captions are not an accommodation for students with disabilities—accessible, accurate, and easy-to-read captions are required for any video shown or provided.
2. Be aware YouTube's closed captioning service is often inaccurate and requires further editing. If faculty members choose to use the captioning service on YouTube they must take the time to review and edit the text. Editing is only available on videos someone "owns" (i.e. has uploaded to YouTube). It is not sufficient to "turn on" the captions on YouTube. Go to [this Bill Nye video](#), turn on the captions, and count the errors. For more information see the [Academic Technology Center's page on YouTube captioning](#).
3. The Academic Technology Center can caption videos. Faculty members may send videos (MP4 files are best) to Media Services/Academic Technology Center [via email](#) or drop of a flash drive. For more information on captioning video please visit the [ATC Faculty Support page](#).

Security when testing with CAR

Students with testing accommodations have a safe, quiet, and secure place to take their exam at the Center for Accessible Resources testing center. When testing at CAR the student must provide a photo ID and leave their cellphones and belongings in a separate secure area away from the exam desk. Students sit in their own booth and are not able to see desks or computer screens of other testers. The center also has closed-circuit cameras overhead. Teachers may request how they want the exam returned and paper exams, while at CAR, are locked behind a double lock system. These measures protect against any dishonest behavior while test taking and provides students with a safe place to complete their exams.

Furniture accommodations—there's more than ADA chairs!

Furniture accommodations are provided by the Center for Accessible Resources (CAR) with support from LCC facilities. Furniture accommodations are listed on a student's Letter of Accommodation, and students must request this accommodation as early as possible. Chairs that meet the American with Disability Act requirements (sometimes referred to as ADA chairs) are marked with gold paint on the bottom of the chair. However, chairs are not the only furniture that makes the classroom accessible to some students. Other examples are adjustable height tables, stools, and podiums. For more information on furniture accommodations for students with disabilities, please see CAR's [Information for Faculty on Student Accommodations page](#).

May 24th - May 30th

Extended time for Moodle tests

Students with extended time accommodations may be accommodated directly in Moodle by setting a user override. For assistance with how to accomplish this please visit the knowledgebase article [Giving Students Extended Time for a Quiz](#). On campus, faculty members can also call the Academic Technology Center at extension 3377 for assistance.

Navigating the Letter of Accommodation (LOA)

The Letter of Accommodation (LOA) is the confirmation for faculty members that a student has completed the registration process with the Center for Accessible Resources (CAR). LOAs are sent out via email each term and list the accommodations a student is qualified to receive. For confidentiality reasons, CAR requires students to arrange a meeting with each instructor outside of class to discuss the accommodations the student plans to use. For more information on the LOA, including a tutorial video and an example letter with a description of each section, please see [CAR's faculty page on the Letter of Accommodation](#).

May 31st - June 6th

Plan ahead to incorporate universal design for fall term!

Preparing your fall curriculum? This is a great time to incorporate universal design elements into your course! Universal design makes as many products and environments as possible as usable as possible by as many people as possible regardless of age, ability, or situation. Many elements in the classroom can be created using universal design. For example, did you know posting detailed notes to a website (such as moodle) is a universal design strategy? Other universal design strategies include captioning videos, using accessibility checkers on programs like Microsoft word and PowerPoint, using visual and tactile aids, and encouraging cooperative learning. Find more information on CAR's [Universal Design](#) page.

Students requesting coursework exceptions

If a student requests a modification to the course at any point in the term, even close to the end of the term, direct them to CAR. While directly providing alterations to the student may be well intentioned and seen as a more expedited or direct approach, this can lead to issues later and leave the college open to liability due to strict ADA/504 regulations. Remember that CAR is not able to provide retroactive accommodations, but if notified as soon as the faculty member is aware the student desires accommodations, CAR can take immediate and swift action to support the student and faculty member.

June 6th - June 10th

Universal design—what is it?

Universal design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. The idea is to reframe the concept of accessibility from “special features for a few” to good design for all. Many elements in the classroom can be created using universal design. For example, did you know posting detailed notes to an accessible website (such as moodle) is a universal design strategy? Other universal design strategies are using large visual and tactile aids, encouraging cooperative learning, and ensuring physical access to facilities. CAR encourages all faculty members to use universal design principals when creating course material. Please keep this in mind as you create or plan materials for Summer and Fall terms. [Find more information on universal design.](#)

Updates to tests during finals week

If updated instructions, clarifications or other directions are given to any exam/test/final they must be provided to students with disabilities at the same time. Please remember to immediately communicate any changes to students testing in alternate environments. If they are testing in the Center for Accessible Resources please stop by our office Bldg 19, Rm. 231, email accessibleresources@lanecc.edu or call ext. 5150 to provide the updates.

General communication with students with disabilities

As a new term approaches, more students will be coming to discuss their accommodations with you. This may be their first time having a conversation of this manner in the college environment. During these and all interactions, it is imperative to treat people with disabilities with the same respect as others. There are no rules for talking to students with disabilities, but these tips may be useful. Ask before providing assistance; talk directly to the person with a disability instead of through their companion or interpreter. Only refer to a person’s disability if it is relevant to the conversation—if it is, put the person before the disability. For example: “a student who is deaf” instead of “a deaf student.” Refrain from speaking negatively about a person’s disability. Do not interact with a person’s service animal. If you have any questions regarding communicating with a student with disabilities please contact our office.