June 13th - June 17th

What is "alt text"?

Alt text, or alternative text, is a description of an image on a digital document or website that conveys to screen readers the content of the image. All images used for course material must have alt text. The alt text entered must communicate the relevance of the image to the material; it should not simply be a description of the image. If the image is simply decorative, the alt text should reflect this, but alt text must still be entered. Often alt text is added by right clicking on an image and selecting "format image," however it varies based on the word processing program or website designer.

Communicating with students who are blind or have low vision

When a student has low or no vision it is important to use descriptive language when communicating. Instead of describing an object as "over there" use phrases like, "The computer is about two feet to your left. "Speak all content presented in class with slides or other visuals. For digital communication, such as Microsoft Word documents or PDFs, run the accessibility checker on the document and amend any non-accessible features. See the Lane CC Accessibility Quick Guide for more tips on creating accessible materials

July 11th - July 15th

Students do not have to disclose a disability

As per the Americans with Disabilities Act, a student does not have to disclose if she or he has a disability. If the student wishes to use academic accommodations they must disclose their disability to the Center for Accessible Resources (CAR), but it is the students choice to share with other students and faculty if they have a disability or use accommodations. It is inappropriate for faculty members to discuss a student's disability or accommodations in front of others.

What to do in an emergency for students with mobility difficulties

In cases of emergency evacuations, 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, and in building 30 on the downtown campus. See our safety information.

Working with students with testing accommodations

Faculty members and students with testing accommodations are encouraged to create a plan for when the student will complete exams and quizzes as well as how and where the test will be administered. If testing is to take place through the Center for Accessible Resources (CAR) faculty members must complete the testing agreement included in the Letter of Accommodation (sent via email). For more information on testing accommodations, including a video tutorial on completing the testing agreement, please visit CAR's webpage on Information for Faculty on Student Accommodation.

New testing request timeline

In response to feedback that we have received from instructors and students, CAR's time-line for requesting tests has been reduced. Students now only need to request tests/quizzes/quests/finals/exams 3 business days prior. This will cut the previous time-line of 5 days down and ensure that the barriers to CAR's services are minimized. Since this will minimize the window of time that CAR has to coordinate exams, it is even more critical that all testing agreements and tests are submitted in a timely manner. Thank you to all who provided feedback that has allowed us to continue to refine our processes!

How to suggest CAR to a student

If it is unclear if a student has a disability, a faculty member should not assume or directly ask the student. Faculty can discuss any concerns with the student and she or he may choose to share disability information. If the student discloses a disability, direct them to the Center for Accessible Resources (CAR). If the student does not disclose a disability, give them a list of campus resources including CAR. For suggestions on how to discuss these issues with a student, please see CAR's Strategies for Working with Students page.

July 18th - 22nd

What actions are considered discrimination under the law?
In section 504 of the Rehabilitation Act—the legislation that guarantees specific rights to people with disabilities—there is information about what discriminatory behavior against individuals with disabilities looks like. It is illegal to discriminate against an individual because of a disability. Examples of discrimination are: (1) denying a qualified individual admission into a program because of their disability, (2) excluding a student from a class or an educational program because of a disability, and (3) telling a student they should consider a more restrictive career than other students. Need clarification or want more information on the legal definition of discrimination against individuals with disabilities? Contact the Center for Accessible Resources

Making Coursework More Accessible
Reminder: Not all students with disabilities reach out to CAR for assistance; therefore, it is important to follow these guidelines when preparing learning materials for class whenever possible:

- 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.).
- Image tags need to be included on learning materials containing illustrations or graphics.
- Headings, a feature in MS Word, must be used when preparing learning materials. This format is the most effective and provides the highest quality translation for students using screen readers.
  In addition to these guidelines, required accessibility statements must be included per the LCC College Online Policy and Procedure System
  For more information on how to make coursework more accessible for all students check out our guidelines

Interactive Accessibility Map
CAR has worked closely with IT to add an accessibility layer to the interactive LCC map! A shortcut to the map can be found at the bottom of every LCC page next to the MyLane and Moodle shortcuts. Simply check the box for the Accessibility layer and you'll be able to see all the accessibility features, such as elevators, accessible parking spaces, and accessible ramps, and their location on campus. You can move around the map, zoom in and out, and get directions to each accessibility feature by clicking on it. Happy trails! You can find the map here!

August 1st - 5th

Assistive Listening Devices (ALD) in the Classroom
Students with hearing loss may have difficulty hearing the lecture, classroom comments, or questions without assistance. CAR may provide these students with Assistive Listening Devices (ALD). The purpose of the ALD is to amplify the sound of the speaker for the listener. Faculty may need to wear a clip microphone, attached to clothing near the mouth, ex. lapel (or ask for a headset mic), and a small transmitter (put in a pocket, or attach to waistband), and turn it on. If small group discussion is part of the coursework, the student can ask for a "conference" mic, which will amplify the voices of all group participants. To learn more visit our webpage for faculty information on accommodations

ADA Furniture
The Center for Accessible Resources (CAR) works closely with Facilities to make sure students who have alternate furniture accommodations have adequate chairs, etc. Alternate furniture needs, such as chairs and tables, must be requested through CAR and listed on the student's Letter of Accommodation (LOA). Important information for faculty: 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 accommodation may vary by class section. Please don't move or relocate these chairs. If you notice that you have a chair with gold paint in your office, please return it to the classroom. If you have any issues, contact CAR (x 5150) instead of Facilities. Find more information about ADA furniture on our faculty webpage

August 8th - 12th

Updated Summer Schedule
During summer term, the Center for Accessible Resources is open to students from 9:00-4:00pm Monday-Thursday. Staff can still contact the office Monday-Thursday 8:00-5:00pm.

CENTER FOR ACCESSIBLE RESOURCES IS MOVING!
CAR is moving from its current location of LCC01 218 to LCC19 231. To facilitate the move CAR will be closed August, 16th-18th and on the 22nd we will open at 1:00pm.

August 15th - 19th

LOA and Accommodations
If a faculty member receives a Letter of Accommodation (LOA) that outlines disability accommodations, the faculty member should provide those accommodations. If a student asks for an accommodation but does not provide an LOA, faculty should not provide the requested accommodation. Please refer the student to CAR for more information about the accommodation process. Note that the accommodation process may take several weeks to complete; students should be encouraged to apply well before they anticipate needing academic accommodations. Learn more about the [Letter of Accommodation](#)

Volunteer Notetakers
Students are asked to identify classmates who are willing to function as volunteer notetakers. CAR can provide NCR paper (carbonless paper). This paper should be used by the volunteer notetaker and a copy shared with the student. The student may ask the faculty member for assistance in identifying a volunteer notetaker. The faculty member may approach a specific student for this task or make a general statement to the class. Suggested statement: "There's a need for a volunteer notetaker who will share notes with another student. Please notify me at the break if you are available for this." Do not specify which student needs the notes or that they are needed as a disability accommodation. If no volunteer notetaker can be identified, it is the student's responsibility to return to Center for Accessible Resources and ask for further assistance. For more information check out our [Guide for Faculty](#)

August 22nd - 26th

CENTER FOR ACCESSIBLE RESOURCES HAS MOVED!
The Center for Accessible Resources has moved to LCC19 231. The new location is more accessible to students and will allow us to provide better services. If you have any CAR materials that reference our previous location please let us know.

The Role of Faculty
The role of faculty in the accommodation process has four parts: to provide disability statement in course syllabus, include the Center for Accessible Resources' (CAR) contact information in student resources, work with CAR to implement disability accommodations upon receipt of Letter of Accommodation (LOA), and maintain student privacy and confidentiality. To learn more information for faculty visit our accommodations webpage

The Role of Accommodations
The accommodations listed on a student's Letter of Accommodation (LOA) are not in place to give the student an extra advantage or to change academic expectations. They are designed to provide access to the student with disabilities to the classroom environment and learning materials. Some students with disabilities may exhibit their knowledge, production, 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 and not their reading speed. To learn more about student accommodations visit our faculty information page

Disability-Related Absences
Some students may have absences during the term that are related to their disabilities. If this should happen, the Center for Accessible Resources (CAR) requests some flexibility on your part: to work with the student to allow the opportunity to make up missed assignments and/or adjusting attendance policies where possible. CAR acknowledges that attendance is crucial to student success in your class, and you are not required to fundamentally alter the nature of the course. However, flexibility is appreciated. It is the student's responsibility to keep you informed as to when flare-ups prevent the student from attending, and to negotiate arrangements for completing course requirements. To learn more, visit our faculty information page

September 6th - 9th

Universal Design Strategies
Universal Design Strategies help faculty make coursework more accessible for all their students. These strategies include: creating and posting detailed notes on an accessible Website, providing periodic breaks during long sessions, allowing time for questioning and clarification throughout presentation, presenting written exercises as group work; and using at least 18-point font (Arial, Tahoma) on solid background using simple, intuitive language. For more strategies take a look at our [Universal Design page](#)

Recording Lectures
Students with a range of disabilities may choose to record lectures for a variety of reasons, such as: having difficulty or being unable to take or read notes, sight problems, or memory problems. It may not be appropriate to record when personal information is being shared by classmates. Students are required to sign an audio recording agreement that specifies: "I (the student) agree not to release this course lecture recording, or otherwise hinder the instructor's ability to obtain a copyright of this lecture content. If this course involves other students' personal sharing that would be inappropriate to record, I understand that I should be prepared to pause the recorder occasionally upon request. I also agree to destroy the recording at the end of the term."

Removal of Service Dogs
Staff should direct handlers to remove a Service Dog under the following conditions: the service dog is out of control and the handler does not take effective action to control it, the service dog is not housebroken, or the service dog presents a substantial and direct threat to the health and/or safety of the Handler/Partner or others. Where a service dog is properly removed pursuant to this procedure, the Center for Accessible Resources will work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service dog on the premises. For more information on Service Animals see [LCC College Online Policy and Procedures on Service Animals](#)

September 12th - 16th

Staff Inquiries Regarding Service Dogs
College staff inquiries to determine whether a dog qualifies as a service dog must be limited to: whether or not the dog is required because of a disability; and what work or task the dog is trained to perform. No documentation, such as proof that the dog has been certified, trained, or licensed as a service dog, is required. College staff may not make inquiries about a service dog when it is readily apparent that a dog is trained to do work or perform tasks for an individual with a disability. Campus visitors with specific questions related to the use of service dogs on campus should contact the Center for Accessible Resources, Building 19 Room 231, by email: AccessibleResources@lanecc.edu or by calling (541) 463-5150. For more information on Service Animals see the [College Online Policy and Procedures on Service Animals](#).

September 19th - 23rd

CENTER FOR ACCESSIBLE RESOURCES HAS MOVED!
The Center for Accessible Resources has moved to LCC19 231. The new location is more accessible to students and will allow us to provide better services. If you have any CAR materials that reference our previous location please let us know.

Students' Responsibility
If students want the school to provide an academic adjustment, they must identify themselves as having a disability. They must let the school know about their disability if they want to ensure that they are assigned to accessible facilities. Their disclosure of a disability is always voluntary. They must inform the school that they have a disability and need an academic adjustment. The school requires students to provide documentation showing that they have a current disability and need an academic adjustment. If a student reports to you that they have a disability, direct them to CAR and notify us that you've done so.

School Responsibility
To determine an appropriate academic adjustment, the school will review a student's request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If a student has requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of the student's disability and needs at its own expense. Students should expect their school to work with them in an interactive process to identify an appropriate academic adjustment. They should not expect their postsecondary school to invite their parents to participate in the process or to develop an IEP for them.

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.

CAR Faculty Newsletter: Fall 2016
CAR is happy to provide you with our Fall 2016 Electronic Faculty Newsletter. In these Newsletters we respond to faculty concerns and frequently asked questions. Also, we provide in-depth information on working with CAR and students with disabilities. View the Fall 2016 Newsletter pdf.