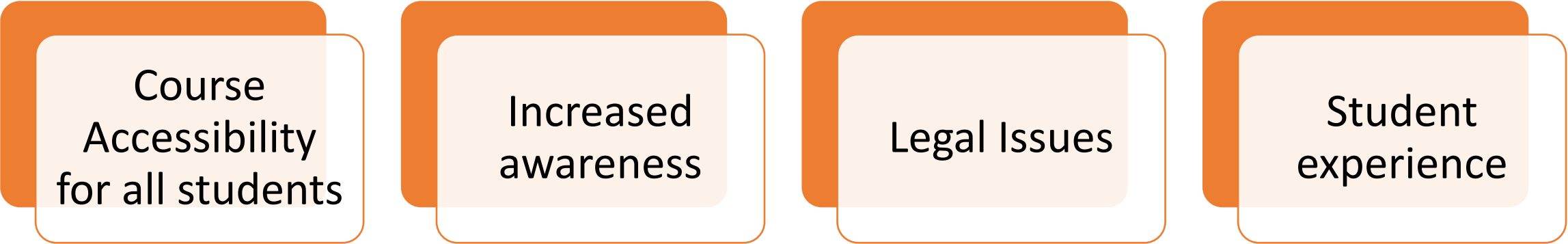


Addressing Instructional Challenges



Course
Accessibility
for all students

Increased
awareness

Legal Issues

Student
experience

Office of Accessibilities



LAKE
REGION
COMMUNITY
COLLEGE

Did you know?

- The majority of students with a disability do not inform their college (National Center for Educational Statistics 2022)
- Among students that do have disabilities, 1/3 inform their college
- Students that do not inform the college limit their access to supports
- Students that reported their disability are more likely to use academic services, compared to their peers

Fall 2022

Emotionally-Disturbed
Brain Surgery
Brain Tumor
Executive Function
Borderline-Personality
Physically Disabled
Health Impaired
Tourette's-Syndrome
Color Blind
Attention Deficit
Dyslexic
Depression
Chronic Fatigue Syndrome
Fibromyalgia
Obsessive-Compulsive Disorder
Unfistful
Anxiety
PTSD

Increase in students identified 2022

Student Support Center and Orientations

Well designed outreach & communication

Successful Gateway Program

Incoming seniors

All members of the college community are meeting the learning challenges for all students

Assistive Technology

Universal Design Instruction

Students with a documented disability are covered under the *Americans with Disabilities Act and Section 504 of the Rehabilitation Act* for reasonable accommodations

College Students are required to disclose their disability to the accessibility coordinator and their professors.

To access accommodations supporting your success and fulfilling your career aspirations a student must meet these qualifications:

- **If you were previously protected under IDEA regulations, then 504 may apply to the student**
- **You must have a physical impairment or mental health impairment that substantially limits one or more major life activity, in this case it is learning.**
- **Have a record of this impairment or be regarded as having this impairment**

Examples of Accommodations for eligible students



AUDIO RECORDED
TEXT



CLOSED
CAPTIONING



ADAPTED
CLASSROOM
EQUIPMENT



COMPUTER
ASSISTED DEVICES
AND TECHNOLOGY



EXTENDED TIME
FOR TESTING



SCHEDULING
ADJUSTMENTS OF
COURSE WORK



ASSISTANCE WITH
REGISTRATION



APPLIES TO THE
RESIDENTIAL
HOUSING AS WELL

Student Responsibilities

- **Contact the Campus Accessibilities Coordinator**
- **Provide recent documentation to support your request**
- **Discuss supports and strategies that have been effective**
- **Collaborate on an accommodation plan based on documentation**
- **Create an accommodation plan (inclusive of residence)**



Faculty Responsibilities

Accommodations are provided by the Accessibility Coordinator based on documentation provided and student needs.

If you have a question or concern about an accommodation, please see the accessibility service coordinator— PROVIDE the accommodation, even while waiting to discuss the concerns

Students have granted permission to the Accessibilities Coordinator to share relevant information that supports their accommodations

Extended time testing

Testing in the Library – Penny Garrett

- Students are responsible to request separate testing prior to the test date
- The instructor completes the Testing Request cover sheet – include date and time discussed with student or indicate student will contact to schedule testing date/time and other required testing details
- Testing Protocols can be found LRCC Employee Resources-> Student Support Services

Alternative Testing

- Many students with writing and/or processing issues, major test anxiety, etc. may benefit from demonstrating their knowledge of the content ORALLY. Instructors are asked to consider this option. *Those who have tried this with their students are often amazed at how much information that a student can demonstrate through another medium.*
- A student with dyslexia, etc. may have to have the test read to him/her in the Testing Center.

Notes

Power points or notes uploaded to Canvas are acceptable if they provide adequate information.

Student may request to take a digital photo of the board.

Student may use assistive technology that records and transcribes. (Otter is an app that our students may use)

Recording of Lectures

Students who have this on their plan and wish to record **MUST** be allowed to do so.

- Instructors who are concerned about copyright law can help to cover theirs/others privacy by:
 - Having each student who wants to record sign a slip stating they will use it solely for educational purposes only. Sample can be provided by the Accessibility Coordinator .
 - Using a statement in the syllabus which informs other students that audio recording may occur within the course of the semester.



Example of a statement in syllabus

Please note that as a student in this class, you may have a fellow classmate that is granted permission to audio record the class lectures for their learning purposes. **Only students with written prior permission from the instructor or the Accessibility Support Coordinator may record class lectures** (for educational purposes only).

Students who audio record the lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes



Aides /Interpreters

- If a student comes to class with an aide in the classroom—that aide has been provided for physical reasons and it should be listed on their Accommodation Plan. If not, please notify the Accessibility Coordinator as soon as possible.

Breaks

- Some students require physical breaks from class as it helps their physical & mental needs.
- Breaks should be within reason- which is explained to students. If a student is missing too much time and abusing the privilege, time can be accumulated and counted towards absences.

*Let's work
together
facilitating
success for all
students*

Contact

**Jaime Laurent: Campus
Accessibilities Coordinator**

jlaurent@ccsnh.edu

Student Success Center

Turner Room 119



Recommended Resources

1. Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application (D.Rose)

Center for Applied Technology and Harvard

<https://files.eric.ed.gov/fulltext/EJ844630.pdf>

2. Digital Accessibility : A Pandemic Look Back and Forward (University of Wisconsin, November 2021)

<https://it.wisc.edu/news/digital-accessibility-a-pandemic-look-back-and-forward/>

3. Accommodation Checklist for Employers

<https://askjan.org/a-to-z.cfm>