



ACCESS NEWS

Free Accessibility Micro-Courses

SBCTC offers a variety of accessibility-related micro-courses. Each course is approximately 3 hours in length and focuses on particular skills and/or content creation programs. Current micro-courses include: Understanding Accessibility, Accessible Design Concepts, Universal Design, Accessible Word Documents, Accessible PPT, Email Accessibility, Accessible PDFs, Canvas Accessibility. Participants are awarded with digital badges upon completion of each micro-course. Participants who complete five micro-courses (15 hours) will also receive a certificate from SBCTC.

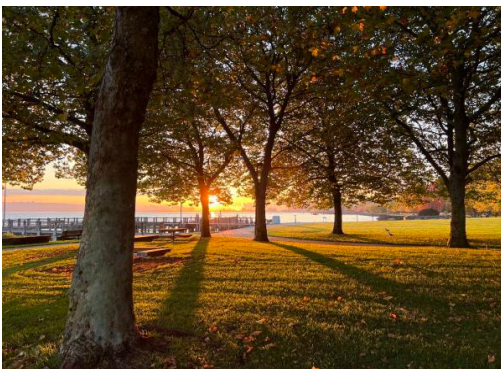
Registering in the accessibility micro-courses will give participants ongoing access to the courses. There are no course start/stop dates. Users can remove themselves from the Canvas course at any point. For more information, contact the SBCTC eLearning Staff: elearning@sbctc.edu or 360-704-3942

Inclusive Classrooms: UDL in Action

Inclusive Classrooms: UDL in Action is a new professional development course facilitated by Geoff Cain.

Universal Design for Learning (UDL) is an educational framework that proactively creates flexible learning environments and materials to meet the diverse needs of all learners. Instead of a one-size-fits-all approach, UDL provides multiple ways to access information (representation), engage with the material (engagement), and demonstrate learning (action and expression), reducing learning barriers and promoting inclusivity.

This course will explore practical strategies that make courses more accessible, engaging, and supportive for all learners. One thing we are most excited for you to take away is this: by the end of the course, you'll have a redesigned piece of your own course, whether that's a syllabus section, assignment, or Canvas page, that reduces barriers and helps your students feel more connected and supported. We hope you'll join us in building more inclusive, empowering learning environments. We will be meeting in Zoom on Fridays at 2:00 PM (recorded for those who can't make that time) and in Canvas. Faculty may self-enroll at any time.



Our Newsletter

Welcome to the Fall Quarter edition of the Accessibility Newsletter presented to you by the Accessibility Committee. Each quarter, this newsletter will look at an accessibility concept, resource, or skill, aiming to empower staff and faculty with the knowledge and tools to create an inclusive teaching and learning environment. Additionally, this newsletter will contain links to information and services to support an accessible campus.

Last Spring, we asked Disability Services Manager, Sarah Addington to answer some common questions about Student Disability Services. We thought that we should revisit that conversation at the beginning of this quarter:

What services do Disability Services provide?

We provide students with more than just classroom accommodations and accessible learning tools, we also provide a safe space for our students to discuss their needs, concerns, and ideas surrounding their disability. We advocate for the student, as well as coach them on advocating for themselves along with encouraging needs, personal agency and ownership over their

accessibility. We aim for a holistic approach of support and guidance, in addition to conciliation between students and instruction. We are also happy to come into classrooms to discuss with students our services and staff.



When and how should an instructor make a referral?

An instructor should only directly refer a student to use our services after a student self-discloses their status. However, if a student is visibly struggling, has confided that they are facing barriers in their education, or requests some form of accommodations (such as testing, or similar to past IEPs, etc.) then they are able to ask if they've come into our office and if not, to reach out to myself or our office at Sarah.Addington@cptc.edu or disabilitiesresources@cptc.edu, or to come in and visit building 17 room 103b. It is beneficial to faculty, staff, and students for there to be open discussions surrounding available resources both on and off campus; the earlier the better but we are happy to meet with anyone at any time during the quarter.

What responsibilities do faculty have with accommodations?

Faculty are legally bound to apply and uphold the accommodations provided in the Letter of Accommodation (LOA) once it has been received for the quarter. They must abide by what has been outlined, and only that unless there is a class-wide adjustment in curriculum or methods. Faculty are encouraged and warmly welcomed to reach out to the DRS office with any questions or concerns; we aim for a collaborative experience between all parties involved. It is important for both the student and instructor to understand that unlike the goal of a K-12 IEP, accommodations in a college setting do not guarantee the success or completion of a program. We are providing the student with the tools and mechanisms that they may choose to utilize to make their access to education more equitable. Processes may differ, but the end result of the education cannot be altered.

Where can faculty learn more?

Packets with information bookmarks and DRS forms can be found in many staff and administrative offices, and we are happy to supply them to faculty's classrooms or offices as well. They have our contact information, essential forms, as well as a straight forward simplified one-pager aimed at students describing college accommodations and expectations. I think one of the biggest components in being successful is in collaboration, which is why I am enthusiastic about doing workshops and orientations with faculty and their classes. Yes, we are here to support and advocate for the students, but we are also here to work along with faculty in creating a strong learning environment for everyone involved. Faculty are welcome to call me at (253-589-5755)

New Directions for the Committee

According to the Department of Justice's letter or April 24, 2024, state and local government websites and mobile apps must be accessible to people with disabilities with a deadline of April 2026 to be in compliance. To meet this standard, they must follow Web Content Accessibility Guidelines (WCAG) 2.2 Level AA, which includes features like screen reader- friendly documents for individuals with vision loss and captions for videos to support those with hearing loss. Some content is exempt, such as archived materials, older electronic documents, certain third-party posts, password-protected files, and past social media posts. In response, the Accessibility Committee will now work more like a "task force" in that we will be identifying what this work will look like for Clover Park, and what we can accomplish given the current resources.

About the Accessibility Committee

The Clover Park Community College Accessibility Committee, in support of college and state policies, will establish, review, and evaluate collegewide accessibility plans and advise the Student Learning Council in regard to promoting and providing appropriate, effective, and integrated access for students, employees and community members. To that end, the committee will:

- model and facilitate a culture of accessibility for all faculty, staff and students;
- provide training and support to improve the level of accessibility;
- serve as a clearinghouse for accessibility questions, resources, and issues for CPTC.

Meetings

We are currently meeting twice a month on the second and fourth Weds. of the month at 3:00 PM in Zoom. NOTE: We are looking for student reps on this committee.

Disability Resources

- General disability resources
- Disability resources for students
- Disability resources for faculty

Accessibility Committee Membership

Co-Chairs

- Geoff Cain -Teaching & Learning Center
- Pamela Jeter - Information Technology

Members

- Sarah Addington - Disability Services
- Jenn Adrien - Marketing & Communications
- Stefanie Bosen - Finance & Administration
- Rachael Butler - Workforce Development
- Jessica Cary - Faculty
- Pearl DeSure - Learning Resource Center
- Brady Hageman - eLearning
- Pam Munizza - Faculty
- Charity Rominger - Faculty
- Harman Sidhu - Marketing, Web Services
- Sheli Sledge - Equity, Diversity & Inclusion
- Eric Stokes - Faculty
- Julie Watts - Faculty
- Leah Wilkins - Workforce Development
- Shayne Wong - Human Resources

