



INCLUSIVE WEBSITE EXPERIENCE

Lake-Sumter State College is committed to ensuring that all students and visitors, including persons with disabilities, are able to access and use all of our services, programs and activities. We recognize that many individuals are increasingly using our website to access information and obtain services.

We understand that website users who have disabilities may use the website with the assistance of technology, including screen readers, captioning, transcripts, and other auxiliary aids and services. We are committed to providing all website users with information about our services and alternative ways we can offer these services.

Lake-Sumter State College is committed to making our websites accessible to all audiences. We are continually seeking solutions to improve LSSC.edu. Our website offers a wide range of information, and we recognize that for users with disabilities, some material on our site may pose challenges. If there are changes we can make to our website to make it easier to use, or if you encounter material or services that you cannot access, please let us know. Your feedback helps us to identify areas where we can improve.

We strive to ensure that our website will comply with Web Content Accessibility Guidelines (WCAG) put forth by the World Wide Web Consortium (W3C), but recognize that alternatives to using the website should be available in the event that a user with a disability encounters a problem using our website.

If you are unable to access information or documents posted on this website, please send us an email at websupport@lssc.edu with as much of the following information as possible:

- Your name
- Your phone number
- Your email address
- The date and time you encountered the problem
- The web page or address where the problem occurred
- What occurred or what you were unable to do
- Any error messages you received.

Librarian Intervention Model

Intervention Level	Description of Intervention
Level I: No Collaboration	<ul style="list-style-type: none"> • No mention of Librarian or Library in syllabus • No librarian input into research assignment(s) design • No library instruction • No course-specific online research guide
Level II: Minimal Collaboration	<ul style="list-style-type: none"> • Brief mention of Librarian/Library in syllabus • One-shot library instruction • Course-specific online research guide • Students may complete IL quiz
Level III: Intermediate Collaboration	<ul style="list-style-type: none"> • Librarian is integrated directly into syllabus and course and has input into IL instruction, but not graded assignment • Librarian and library included in Canvas Shell • Collaboration with Librarian on assignment design • 2 instruction sessions (1st intro to library, 2nd assignment-focused) • Course-specific online research guide • Students completed online tutorial and quiz • Librarian gives feedback on research assignment
Level IV: Substantial Collaboration	<ul style="list-style-type: none"> • IL directly integrated into syllabus, course, and graded assignment(s) • Significant librarian input into syllabus, assignment(s) design, scaffolding, and timing of library sessions • 2+ instruction sessions/class visits • Course-specific online research guide • Students complete online quiz • Librarian invited to attend end-of-semester student presentations, if applicable

Library support will be via various methods, including integrated assessments, videos, and online texts that faculty can use to support their existing coursework. Librarians can also be embedded in courses at faculty's request. This supportive, creative, and ongoing community environment will allow faculty to engage meaningfully in new pedagogies. This environment will also encourage them to embrace the idea that they are teaching the discipline even more effectively by the inclusion of information literacy skills.