

# Laramie County Community College



## Residence Life

Gender Inclusive Housing Policy  
A Proposal

# Gender Inclusive Housing – A Proposal

The Human Rights Campaign (HRC) postulates “that from the time they are born, children are taught that there are girls and there are boys. But our history books, like our communities, are rich with people who have blurred, blended or crossed those lines. While gender is traditionally presented to us as either male or female — mutually exclusive and unchangeable opposites — the truth is that gender is a rich, broad spectrum that comes in as many forms as there are people. For many, expressing gender is unconscious. It’s as simple as styling your hair or tying a tie. It causes no angst or uncertainty. But for those whose gender identity or innate sense of their own gender doesn’t match with that assigned to them at birth, unraveling and expressing it can be complex and difficult. Many of these individuals come to identify as “transgender,” an umbrella term that describes a wide range of people who experience or express their gender in different, sometimes non-traditional ways.”

The HRC states that according to some estimates, 0.25 to 1 percent of the U.S. population is transsexual. But the actual percentage of those who identify under the broader transgender identity is thought to be much higher. And though there are changes being made every day on the front of inclusivity and expanding rights for Transgendered people, everyone has a responsibility to do more.

Transgender people come out during all stages and walks of life — when they’re children or teens, when they’re seniors, when they’re married, when they’re single, when they have children of their own. Some transgender people come out simply by having the courage to be different. This can range from women who express themselves in traditionally masculine ways to men who do things that are generally considered feminine. For them, there is often no question of disclosure. They live openly and authentically by simply embracing their differences. However, coming out as transgendered has changed over the years, there are still many challenges that transgendered people face daily:

- 26 percent of transgender workers report losing their job because of their gender identity and 97 percent report other negative experiences in the workplace (from verbal harassment to assault). (National Gay and Lesbian Task Force/National Center for Transgender Equality, 2009)
- Forty-one percent of transgender people surveyed in *Injustice at Every Turn* said they had attempted suicide, compared with 1.6 percent of the general population. Risk increased for those who reported bullying, sexual assault and job loss.
- Analysis this year by the Williams Institute found 78 percent of transgender respondents who had endured physical or sexual violence at school had attempted suicide.
- Transgender respondents were nearly four times more likely to have a household income of less than \$10,000, compared to the general population, *Injustice at Every Turn* found. They were unemployed at twice the rate of the general population, or roughly between 10 percent and 14 percent throughout 2008, the year the survey was conducted.
- Four years ago, the Department of Housing and Urban Development published a report showing evidence “that lesbian, gay, bisexual, and transgender individuals and families are being arbitrarily excluded from some housing opportunities in the private sector.” Eleven percent of respondents reported having been evicted due to bias, according to the report, and 19 percent reported becoming homeless. One-fifth of survey respondents said they’d been homeless at some point. More than half reported being harassed at a homeless shelter by residents and staff. Nearly one-third said they were turned away altogether. Nearly a quarter said they were sexually assaulted
- A 2010 survey by the National Center for Transgender Equality and the National Gay and Lesbian Task Force found most transgender respondents received some kind of transition-related medical care. However, 19 percent said they had been refused care due to their gender status, with higher numbers among people of color. Twenty-eight percent said they had been harassed in a medical setting. And half said they had to teach their medical providers about transgender care.

Let’s face it, life for transgendered America is still hard and there is still a lot of inequality out there. However, Transgender non-discrimination protections in colleges and universities are on the rise, with more and more focus on full protection among institutions of higher learning for students, faculty and staff. Many colleges and universities now offer gender-neutral housing options for students living on campus. Per the *Campus Pride Trans Clearing House*, 210 colleges and universities offer gender-inclusive housing options for students. ***Per the same Campus Pride Trans Clearing House, Wyoming, Idaho, Montana and South Dakota have no schools offering gender-inclusive housing. Utah has 1 school, Colorado has 4 schools and Nebraska has 2 schools that offer gender-inclusive housing opportunities for students.***

# The Big “Why”

So why is gender-inclusive housing important to LCCC? Laramie County Community College’s mission is “to transform our students’ lives through the power of inspired learning,” but what exactly is inspired learning?

In Dr. Schaffer’s presentation on January 9<sup>th</sup>, 2017, entitled, “The Big ‘Why,’” Dr. Schaffer challenges the entire LCCC Community to question what it means to do what we do in transforming students through inspired learning. Dr. Schaffer stresses that this means we offer an affordable educational opportunity that leaves students with stable economic opportunities after graduation in an environment that leads to personal enrichment and civic engagement.

Dr. Schaffer states that, in order to transform our student’s lives through inspired learning, we need a paradigm shift on how we view the student experience. Dr. Schaffer challenges the LCCC community to think about this experience as:

- **More than simply taking general education courses**
  - How does it intersect with current, relevant social issues
  - How does it intersect with career/vocation
  - How does it intersect with student lives
  - How does it intersect across disciplines
- **As much outside of the classroom as it is inside the classroom**
- **Must include purposefully designed experiences**
  - Understanding of and engagement in civil discourse
  - Application of knowledge, individually and as a team, to help resolve social issues
  - Exposure to the unfamiliar to expand perspectives and push comfort zones

With the goals of building relationships and immersion opportunities where students can synthesize information and apply their knowledge and learning. After all, what is education if students cannot gain knowledge and apply their learning.

One part of the student learning experience is life in the residence halls, and with that, it is important that we are challenging students norms while offering opportunities for all students to feel like they are a part of a community that respects and values their individualism and promotes their self-worth.

Dr. Schaffer connects this opportunity through the need for all of us to role-model our core and aspirational values:

- **Passion** – We are dedicated to engaging in our work, sharing our beliefs, and debating the merits of any course of action as we strive to transform our students’ lives through inspired learning.
- **Authenticity** – True to our Western heritage, we are genuine to a fault, without pretense, and steadfast in our dedication to delivering on a promise, product, or need.
- **Desire to Make a Difference** – We engage in and pursue our goals for the opportunity to create better lives, better communities, and a better world for those who are here today and the generations that follow.
- **Commitment to Quality** – Quality is found at the intersection of hard work and high standards that are consistently met. We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence and productivity while always seeking to transform students’ lives through inspired learning.
- **Entrepreneurship** – In an uncertain era, endless opportunities await those institutions willing to take risks. Grabbing these opportunities requires informed risk-taking and innovation fostered in a safe, yet demanding, environment.
- **Tolerance** – As an institution, we must engage in wide-ranging, open- minded discourse with civility and objectivity grounded in what is best for our students as well as ourselves.

# LCCC Student Experience. What's Unique?

Dr. Schaffer expanded upon this notion of transformed learning in his presentation on Friday January 13<sup>th</sup>, 2017, entitled "LCCC Student Experience. What's Unique?" In this presentation, Dr Schaffer asked the campus community to discuss what makes the LCCC student experience an experience worth having? Through a conversation on proximity, price, program, people and place, Dr. Schaffer states that co-curricular experiences (residence life, student engagement, multicultural events, leadership opportunities and engaged scholarship experiences), name recognition, the campus environment, a sense of community, and culture all add to a student's experience and what is most important is teaching students how to have civil discourse to help them navigate their life. In Dr. Schaffer's presentation, he quotes from "A Plea for Civil Discourse: Needed, the Academy's Leadership" by Andrea Leskse.

## **Dr. Schaffer summarizes that civil discourse means that students:**

- undertake a serious exchange of views;
- focus on the issues rather than on the individual(s) espousing them;
- defend their interpretations using verified information;
- thoughtfully listen to what others say;
- seek the sources of disagreements and points of common purpose;
- embody open-mindedness and a willingness change their minds;
- assume they will need to compromise and are willing to do so;
- treat the ideas of others with respect;
- avoid violence (physical, emotional, and verbal).

## **Dr. Schaffer summarizes that when students participate in civil discourse, they develop important skills that are necessary for life:**

- critical inquiry
- analysis and reasoning
- information retrieval and evaluation
- effective written communication
- effective oral communication that includes listening as well as speaking
- an understanding of one's own perspectives and their limitations
- the ability to interact constructively with a diverse group of individuals holding conflicting views

So what comes from these presentations? The campus culture and climate greatly affects the student experience at LCCC, and that the student experience must permeate across all disciplines and all departments in ways that offer civil discourse where students can question perceptions, challenge the status quo and become more actively engaged citizens in the world around them, ready to take on the challenges of difference and the challenges of embracing social norms to become more passionate, tolerant and authentic individuals – the true power of transformation through inspired learning. We do this by recognizing that:

We are all bound by a basic understanding that our students, regardless of how they arrive at LCCC, yearn for a better life by engaging in the process of acquiring knowledge. Thus, we are compelled to aid this transformation by offering diverse educational experiences designed to be inspirational for all those involved in the learning process. While we recognize our work is diverse, the entirety of the work we do is grounded in the four foundational elements of the comprehensive community college mission:

- To prepare people to succeed academically in college-level learning (academic preparation)
- To engage our students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree (transfer preparation)
- To develop individuals to enter or advance in productive, life-fulfilling occupations and professions (workforce development)
- To enrich the communities we serve through activities that stimulate and sustain a healthy society and economy (community development)

# Hey Maslow, What does a Student Need?

The first two pieces of the mission is to prepare people to succeed academically in college-level learning and engage students in activities that will advance them through the pursuit of a baccalaureate degree. Many studies show that students have needs, and among these needs they need to feel safe and secure in their environment.

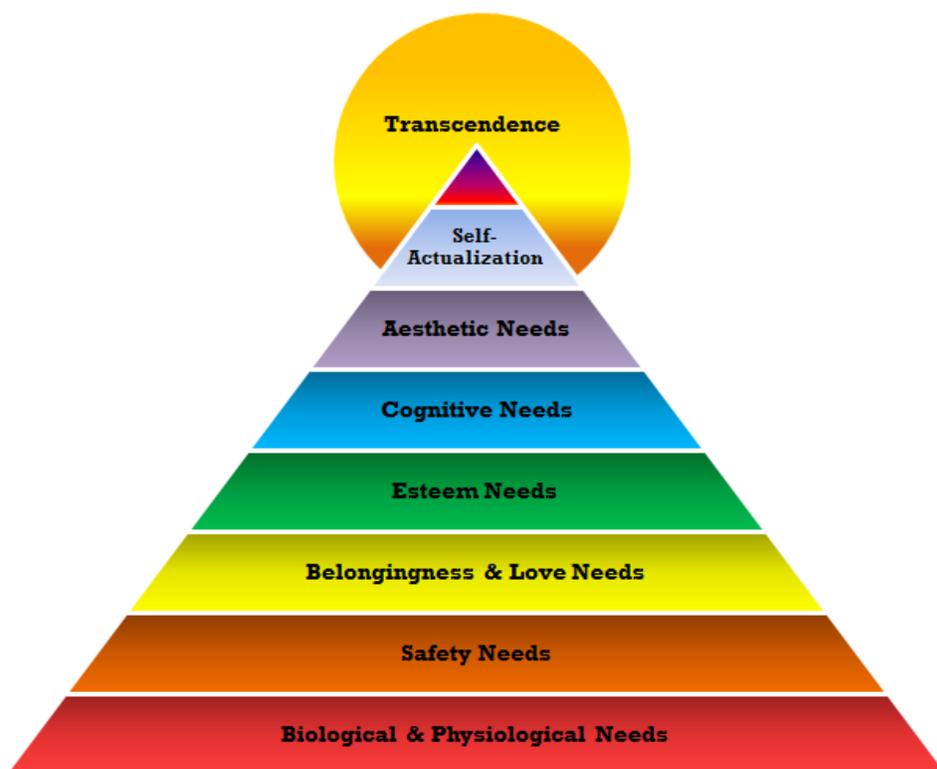
According to Abraham Maslow, people are motivated outside of certain sets of rewards and unconscious desires. In 1943 and later 1954, Maslow hypothesized that people are motivated based upon needs that are necessary for them to acquire before meeting other needs. For instance, Maslow hypothesized that people's most basic needs are of survival and that people need to have typical accommodations to meet those needs, for instance (food, shelter, water, air, warmth, sleep). Once these needs are met, people can move up the pyramid to acquire other needs such as safety, belongingness, self-esteem, cognitive needs, aesthetic needs, self-actualization and finally transcendence. Maslow stated that the first levels of his pyramid were "deficiency" needs because these needs grow stronger the longer they are not actualized (for instance, if you are thirsty, you will be more thirsty until you get something to drink). The top level of needs starting with cognitive needs begins the period of "growth" needs, that the more you engage in these needs, the stronger the motivation to continue to participate in these needs to reach self-actualization.

If we apply Maslow's needs to student engagement and student learning, a student must first have their biological and physiological needs met. LCCC offers housing, a meal plan, warmth, a place to sleep, a place to get liquid nourishment, to shower, etc.

LCCC also offers a place for students to live in a safe living and learning environment.

However, let's explore this concept more. If a student is transgendered, how does LCCC's policies and procedures foster a "safe" environment for this student?

In order for a student to feel safe, they need to live in an environment that feels safe and comfortable for them. By forcing a student to live in a single room, how is LCCC promoting a sense of belongingness and love to this student?



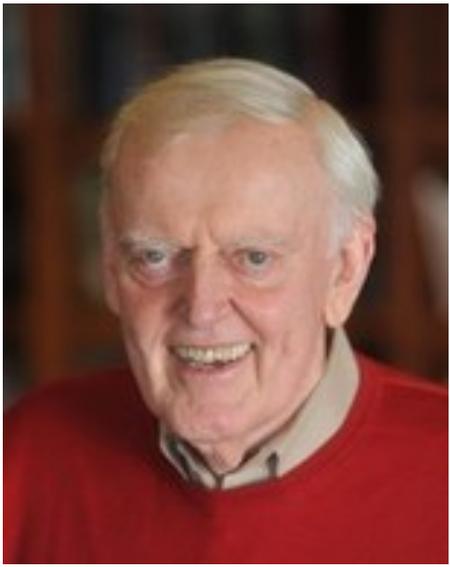
**Maslow's Hierarchy Of Needs Pyramid**

How does a student feel if they are made to live with a student of the same gender when their gender expression is unique?

If a student is constantly living in an environment that expects them to conform to their system, how can they ever focus on the work they need to do for school when they have to hide who they are or express themselves differently to meet the needs of the institution?

How does this create civil discourse and promote transformation through inspired learning?

# Alexander Astin's Theory of Student Involvement

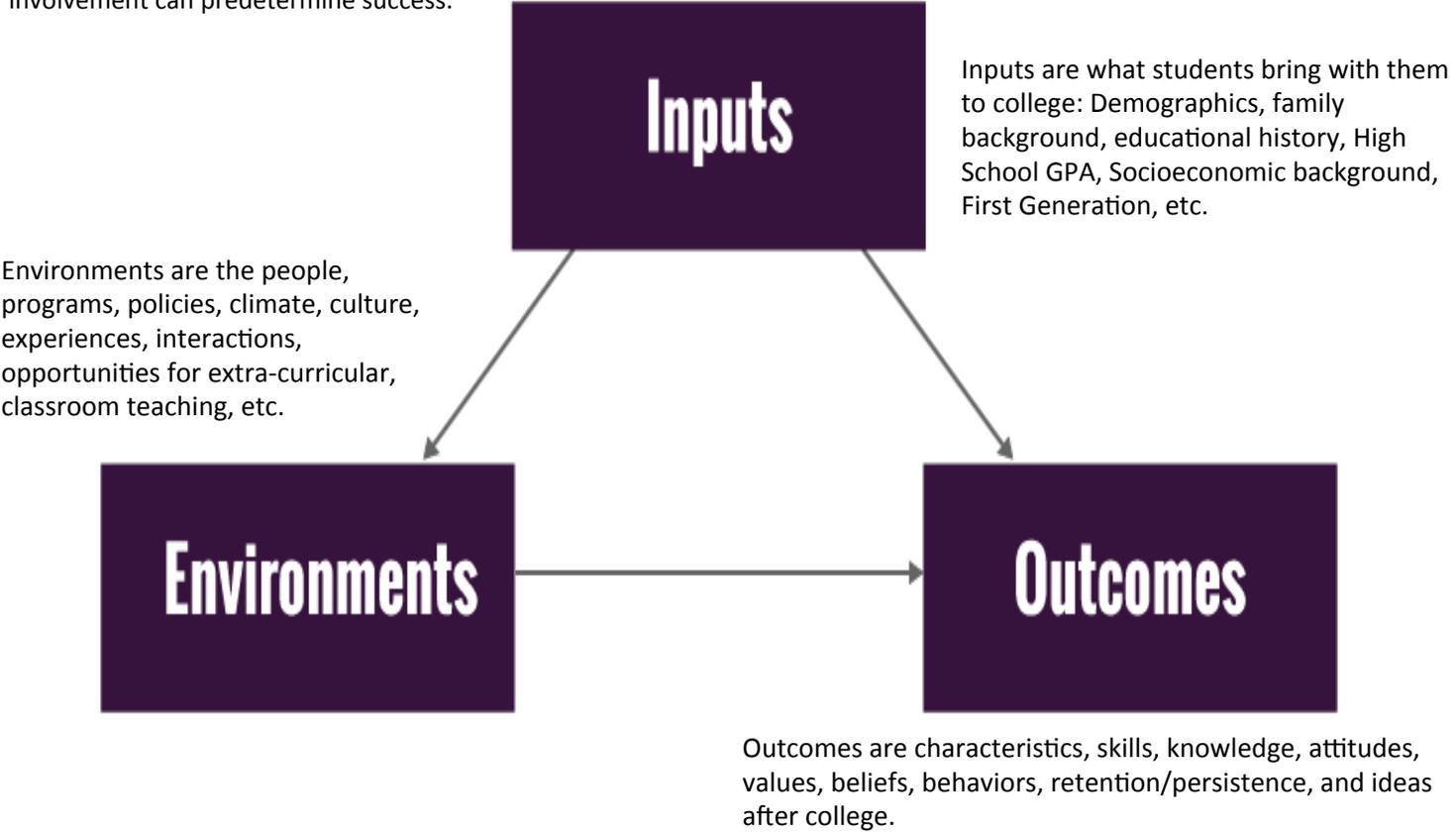


Alexander Astin's 1985 theory of Student Involvement explains how desirable outcome for institutions of higher education are viewed in relation to how students change and develop in result to being involved co-curricularly. The core concepts of the theory are composed of three elements. The first, a student's "inputs" such as their demographics, their background, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college.

Astin also created five basic assumptions about involvement.

- He argues that involvement requires an investment of psychosocial and physical energy.
- Secondly, involvement is continuous, and that the amount of energy invested varies from student to student.
- Thirdly, aspects of involvement may be qualitative and quantitative.
- Next, what a student gains from being involved (or their development) is directly proportional to the extent to which were involved (in both aspects of quality and quantity).
- Lastly, academic performance is correlated with the student involvement. This theory has many applications in the world of higher education, and is one of the strongest pieces of evidence for co-curricular student involvement. (Student Development Theory, 2007)

Furthermore, researchers have continued to study this correlation with similar results. Student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls has a positive correlation with retention and academics (Kuh and Pike, 2005). For Astin, involvement is continuous, quantitative and qualitative and the capacity to induce involvement can predetermine success.

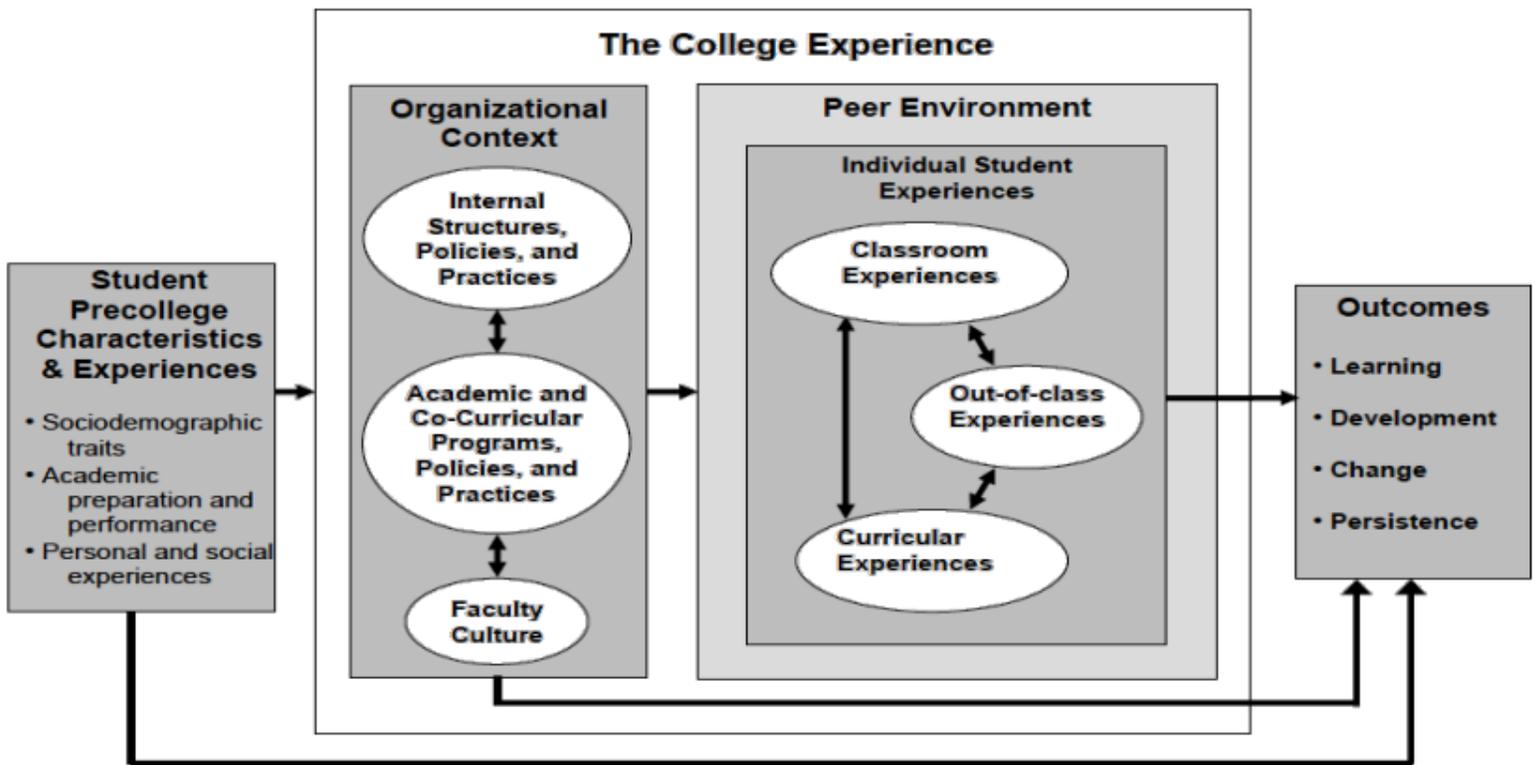


# Terenzini and Reason...Well, they Reason!

Patrick Terenzini and Bob Reason expanded upon Astin's I-E-O model and expanded it to student learning which created a stronger list of possible outcomes. Using Terenzini and Reason's comprehensive model for student learning, Terenzini and Reason suggested that the organizational context of the institution plays a major role in student outcomes (persistence, change, development and learning).

This can be seen in the Community College setting. For instance, culture at a community college is to break up assignments so students can work through various assignments and receive grades from the very beginning. Community college policies suggest that there should not be assignments offered in the last few weeks of school that dictate a large percent of a student's grade so that they are making A's throughout the beginning of the semester and when the student gets to the last week they end up with an F in the course because of an assignment worth 80% of their grade.

There are many policies in place within the organizational context of Laramie County Community College that foster student success and persistence to completion of a degree and transfer to a baccalaureate program.



Implementing policies and procedures in the Residence Hall that foster student success for transgendered students can only create an environment where they feel safe, feel connected, and feel a part of the community. These changes in policy and procedure will have a great impact upon the student's ability to learn, develop and persist to graduation.

Oftentimes, students come to an institution with these concerns regarding who they are and their ability to express who they are. Creating a policy that is more inclusive and more friendly to students who are transgendered could also create an opportunity for more students to enroll at LCCC, especially live on campus and immerse themselves in the LCCC student experience.

# Concerns for Transgendered People in the Res Hall

From the very moment that a Transgendered student applies to live in an on-campus residential facility, there are concerns that arise:

- Checking a box as male, female or transgendered immediately causes students to self-disclose. Students who come to college may not have “come out” as transgendered yet and therefore requiring a student to “check the box” can put a student in a negative place.
- Often-times parents play a huge role in helping students fill out housing applications and forms. If a student has not come out to their parents as transgendered, having to mark a specific box in front of a parent or guardian can also create a disconnect between the student and parent/guardian.
- To avoid having to decide what to do with a transgendered student, colleges and universities offer single occupancy rooms for these students. Lots of research exists that isolation leads to depression, bullying, and other self-harming behaviors such as addiction and suicidal ideation.
- Questions around privacy in restroom facilities become a major question in residential living. At LCCC, each room has its own restroom facility with a lockable door so all students have privacy when utilizing restroom facilities.
- Will students be able to choose their roommate based upon their comfort level and preference. Placing a student in an awkward position of having to live with someone of the same biological gender though they feel their biological makeup is different than their gender identity can create a problem for both roommates.

# Gender Inclusive Housing FAQs

## What is gender-inclusive housing?

- Gender-inclusive housing refers to a housing option in which two or more students mutually agree to share a multiple-occupancy bedroom or suite without regard to the gender identity or gender expression of the individuals living in the room or suite.

## Why is LCCC offering gender-inclusive housing?

- There are some students for whom traditional, same-sex room assignments are not ideal or appropriate, and we believe it is important that housing policies evolve to meet the needs of students to create an inclusive, welcoming environment. Gender-inclusive housing provides options for a variety of students: those who feel uncomfortable rooming with members of the same sex, transgender students in the process of discovering their gender identity, students who feel they would be more compatible with a roommate of a different sex or gender, and students who do not want sex or gender to be a primary factor in choosing a roommate. This policy helps create an environment that acknowledges, appreciates, and respects the diverse nature of the Laramie County Community College student body, while giving students more options in finding a roommate who is truly compatible.

## Who is eligible to live in gender-inclusive housing options?

- All residential students at LCCC are eligible to participate in gender-inclusive housing options through the room selection process and application process. Only students who choose to live in gender-inclusive housing options will be assigned to live in this environment. No student will be forced to live in a gender-inclusive housing option. First-year students will be able to select gender-inclusive housing on their application, but a member of Residence Life will contact first-year students who make this selection to go over gender-inclusive housing in greater detail.

## Is gender-inclusive housing only for students who are members of the LGBTQA community?

- No. Gender-inclusive housing is an option for any student who wishes to choose their roommates regardless of gender identity or gender expression or wish to live in a room or suite without a gender designation.

## What if a student no longer wants to live in gender-inclusive housing?

- Students who no longer wish to live in gender-inclusive housing can reach out to Office of Residence Life to process room switches. Changing rooms may result in a price change and accommodations will be made based upon availability.

## What if a vacancy occurs in a gender-inclusive housing option?

- Residence Life needs to maximize use of all available spaces on campus. If a vacancy occurs in a gender-inclusive assignment, remaining residents will have one week ( 7 calendar days) from the time the vacancy occurs to identify an eligible replacement roommate. If the residents are unable to find a replacement, residence life will assign a roommate based upon the preference of the students involved in the room or suite.

## How many gender-inclusive rooms are available and where will they be?

- There is no specific number, or limit, of gender-inclusive rooms on campus. Gender-inclusive housing will exist across all LCCC residence halls except in halls that are designed as single-sex.

## Can couples live together under this policy?

- The Office of Residence Life strongly discourages couples of any sexual orientation from living with each other. We respect and honor the privacy of our students, so we do not require students to disclose the reason for their roommate request.

## What if a student chooses to live with someone in a gender-inclusive arrangement and becomes uncomfortable with the situation?

- LCCC's established room change process allows for reassignment in any living situation where there is a problem that cannot be resolved.

## Are bathrooms gender-inclusive too?

- Each room has 1 restroom shared by roommates of the room. Therefore each suite has 1 to 2 restrooms based upon the number of rooms in each suite. The restrooms in each room are only shared by the roommates of each room. Each restroom locks and provides privacy for all students.

## What if parents don't want their child to live in a gender-inclusive housing space? Will parents be notified if their child opts for gender-inclusive housing?

- We encourage students to maintain an open dialogue with their families so that they can be supportive of a student's housing decision. Students over the age of 18 are legally able to make decisions about their housing assignment. It is the student's choice whether or not to tell their parents or guardians. Students under 18 should discuss housing plans with their families, as they must provide parental consent.

# A Glossary of Terms

Many Americans don't talk about gender identity and expression because they feel it's taboo or are afraid of saying the wrong thing. This glossary, taken from the Human Rights Campaign, was written to provide people with the words and meanings to help make conversations easier

- cisgender — A term used to describe people whose gender identity or expression aligns with those typically associated with the sex assigned to them at birth.
- female-to-male transsexual (FTM) or trans man — Someone who was born female and transitions to a male gender identity.
- gender expression — How a person behaves, appears or presents oneself with regard to societal expectations of gender.
- gender identity — One person's innate, deeply known psychological identification as a man, woman or some other gender.
- gender variant, gender diverse, or genderqueer — Terms people use to describe their own nonstandard gender identity or expression.
- GLBT or LGBT — Acronyms for "gay, lesbian, bisexual and transgender" or "lesbian, gay, bisexual and transgender."
- male-to-female transsexual (MTF) or trans woman — Someone who was born male and transitions to a female gender identity.
- sexual orientation — A person's enduring emotional, romantic, sexual and relational attraction to someone else, which is different from an innate sense of gender
- transgender — An umbrella term describing a broad range of people who experience and/or express their gender differently from what most people expect. It includes people who describe themselves as transsexual, cross-dressers or otherwise gender nonconforming.
- transition — A process through which some transgender people begin to live as the gender with which they identify, rather than the one assigned at birth. This may or may not include hormone therapy, sex reassignment surgery and other medical components.
- transsexual — An outdated medical term used to describe people whose gender identity and birth assigned sex do not match. Many people prefer the term "transgender" to describe themselves.
- transvestite — An outdated term — often considered pejorative — used to refer to people who cross-dress.
- The Gay and Lesbian Alliance Against Defamation also offers a more detailed glossary, tailored for the media but also helpful for individuals who would like to learn more, at [www.glaad.org](http://www.glaad.org).
- A Note on Pronouns Transgender people should be identified with the pronoun that corresponds with the gender with which they identify. If you are unsure of someone's gender, it's appropriate to respectfully ask their name and what pronoun they prefer you use. In general, it's considered insensitive to refer to someone by the incorrect pronouns once you have established which set of pronouns they prefer

# Areas to Make Campus More Trans-Friendly

- **Including Gender Identity/Expression in the Nondiscrimination policy**
  - 998 colleges and universities have nondiscrimination policies that include gender identity/expression.
  - Simply adding the words “gender identity” or “gender expression” can help with this process
  - Campus nondiscrimination policies include the categories of “sex” and sometimes “sexual orientation,” but neither category necessarily covers transgender people, who face discrimination based on 52 GENDER IDENTITY AND SEXUAL ORIENTATION their gender identity and expression rather than their biological gender or sexual identity (Beemyn, 2003).
- **Offering Transition-Related Medical Expenses coverage under student Health Insurance**
  - 75 colleges and universities cover hormones and gender-affirming surgeries for students.
  - 21 Colleges and Universities Cover Just Hormones for Students
- **Offering Transition-Related Medical Expenses coverage under employee Health Insurance**
  - 46 colleges and universities cover hormones and/or gender reassignment/confirmation surgeries for employees.
- **Offering Students a chance to Change the Name and Gender on Campus Records**
  - 159 Colleges Enable Students to Use a Chosen First Name, Instead of Their Legal Name, on Campus Records and Documents (Such as Course Rosters and Directory Listings). Some Institutions also Do So on Campus ID Cards)
  - 54 Colleges Enable Students to Change the Gender on Their Campus Records without Evidence of Medical Intervention and some Institutions do so with Just a Request by the Student (No Supporting Documentation Is Required)
  - 6 Colleges Enable Students to Indicate the Pronouns They Use for Themselves on Course Rosters
- **Creating and Offering a Trans-Inclusive Intramural Athletic Policy**
  - 16 Colleges and Universities Have a Trans-Inclusive Intramural Athletic Policy
  - University of Colorado, Boulder
    - <http://www.colorado.edu/recreation/sites/default/files/attached-files/Participation%20of%20transgender%20athletes%20guidelines%20FINAL%20wout.pdf>
  - Oberlin College
    - [http://www.goyeo.com/sports/2013/2/18/GEN\\_0218130537.aspx](http://www.goyeo.com/sports/2013/2/18/GEN_0218130537.aspx)
- **Offering LGBTQ Identity Questions as an Option on Admission Applications & Enrollment Forms**
  - **California two-year colleges:** ask students to “please indicate your sexual orientation,” and gives the choices of straight/heterosexual, gay or lesbian/homosexual, bisexual, other, and decline to state. It also asks an optional question, “Do you consider yourself transgender?”
  - **Washington two-year colleges:** ask an optional question about sexual orientation, and gives students the opportunity to identify their gender as feminine, masculine, transgender, androgynous, gender neutral, other, and prefer not to answer.
  - Make sure that the language of your website and printed material refers to “people of all genders,” rather than just “men and women.”
  - If you need to know the gender of students, revise forms to enable transgender students to self-identify, if they choose. Rather than “sex (choose one): male or female,” use “gender: \_\_\_\_\_” or “gender (mark all that apply): male, female, transgender, or self-identify \_\_\_\_\_.”
  - Create a web-based campus resource guide for new and prospective trans students.

## **Information taken from the Campus Pride Trans Policy Clearing House. Meet the Clearinghouse Coordinator**

Genny Beemyn is the director of the University of Massachusetts, Amherst’s Stonewall Center, the LGBTQIA campus resource center. Genny has published and spoken extensively on the experiences and needs of trans people, particularly the lives of gender-nonconforming students. They have written or edited nine books/journal issues, including special issues of the *Journal of LGBT Youth* on “Trans Youth” and “Supporting Transgender and Gender-Nonconforming Children and Youth” and a special issue of the *Journal of Homosexuality* on “LGBTQ Campus Experiences.” Genny and Sue Rankin wrote *The Lives of Transgender People* (Columbia University Press, 2011). Genny’s most recent book is *A Queer Capital: A History of Gay Life in Washington, D.C.* (Routledge, 2014). They are currently writing *Campus Queer: The Experiences and Needs of LGBTQ College Students* for Johns Hopkins University Press. In addition to being the coordinator of the Clearinghouse, Genny is also an editorial board member of the *Journal of LGBT Youth*, the *Journal of Bisexuality*, the *Journal of Homosexuality*, and the *Journal of Student Affairs Research and Practice*. They have a Ph.D. in African American Studies and Master’s degrees in African American Studies, American Studies, and Higher Education Administration.

Laramie County Community College is committed to providing a safe and nondiscriminatory educational and employment environment. The college does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, sexual orientation or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The college does not discriminate on the basis of sex in its educational, extracurricular, athletic or other programs or in the context of employment.

The college has a designated person to monitor compliance and to answer any questions regarding the college's nondiscrimination policies. Please contact: Title IX and ADA Coordinator, Room 205B, Clay Pathfinder Building, 1400 E College Drive, Cheyenne, WY 82007, 307.778.1217, [TitleIX\\_ADA@lccc.wy.edu](mailto:TitleIX_ADA@lccc.wy.edu).