Faculty and Staff Resource Guide

Student Accessibility Resources (SAR)

Updated June 2023

Dear GCSC Faculty and Staff,

Welcome to Student Accessibility Resources! As a GCSC faculty member, you play a very important role in promoting access for student with disabilities. Students are encouraged to collaborate with their instructors to ensure they have the accommodations they need in place to provide them with equal access to their education.

The information on our website is intended to provide faculty with more in-depth information concerning working with students with disabilities. Our staff members are available to faculty for consultation and presentations dealing with disabilities on related topics any time.

Understanding a disability and the limitations that can be caused by it are essential when teaching and interacting with students whose learning styles are different from their peers.

Please review the SAR Website for complete list of all Faculty Resources needed regarding SAR.

Please feel free to contact us any time. We will meet you at your convenience, in your office or ours.

Have a great year!

Best Regards,

SAR Office

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Section I: Introduction to Gulf Coast State College Student Accessibility Resources

Mission Statement

The mission of Student Accessibility Resources (SAR) at Gulf Coast State College is to help create a fair and inclusive learning environment through specific educational accommodations and support services guided by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. As set by the standards of the GCSC mission, we want to assist our students in their educational, career, and personal achievements/goals with equal access to all programs using both on-campus and off-campus resources. In addition, we advocate for our students in order to lift educational barriers while empowering and embracing their differences by exploring new awareness campaigns and trainings for the GCSC population.

Office Hours

Monday through Friday 8:00am – 4:00pm

Location

Student Union East, Ground Floor, Room 27

Contact Information

E-Mail: SAR@gulfcoast.edu

Phone: 850-747-3243

Fax: 850-767-8034

Rights and Responsibilities

Registration with Student Accessibility Resources

Registration with Student Accessibility Resources is a separate process from applying for admission to Gulf Coast State College. Interested students should contact Student Accessibility Resources by phone at 850-747-3243 or EMAIL. In order to qualify and receive accommodations, it is necessary for students with disabilities to self-identify with SAR to determine eligibility for services based on their documentation and the intake interview.

Student Accessibility Resources (SAR) Rights and Responsibilities

Student Accessibility Resources is the central contact point for students with disabilities. Services for students with disabilities focus on providing individualized accommodations while promoting student responsibility and self-advocacy. SAR views the provision of reasonable accommodations for students with disabilities as a collaborative effort, requiring the cooperation of the faculty and staff as well as students.

Students who choose to not self-identify when they enter Gulf Coast State College do not forfeit their right to identify themselves and to receive accommodations at a later date. However, the College is not obligated to provide accommodations or services for students with disabilities until students are registered with SAR and have made known their need for accommodations **each academic term/semester**.

Student Accessibility Resources has the right to:

- Request and receive current disability documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;

- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or the student fails to provide appropriate documentation;

- Select among equally effective accommodations, academic adjustments, and/or auxiliary aids and services;

- Refuse accommodations, academic adjustments, and/or auxiliary aids and services that impose a fundamental alteration of a College program or activity.

Student Accessibility Resources has the responsibility to:

- Provide information to students with disabilities in accessible formats upon request;

- Ensure that courses, programs, services, activities, and facilities are available and usable in the most integrated and appropriate settings;

- Review Application for Accommodations and Services to determine eligibility for services and nature of accommodations;

- Provide or arrange reasonable accommodations, academic adjustments, and auxiliary aids and services;

- Maintain appropriate confidentiality of records and communication, and to disclose such information only when permitted by law;

- Serve as a liaison between students and faculty;
- Serve as a resource on disability issues for the Gulf Coast State College campus community.

Faculty Rights and Responsibilities

Faculty members have the right to:

- Identify and establish standards for courses and academic programs;
- Verify through the Student Accessibility Resources the eligibility for and nature of accommodations before provision of accommodations occurs;
- Request assistance and resources from Student Accessibility Resources.

Faculty members are responsible for:

- Evaluating students solely on the basis of their academic performance;
- Working with the student and Student Accessibility Resources to ensure the provision of reasonable accommodations;
- Fostering an accessible learning environment to all learners;
- Addressing concerns about disability accommodations with Student Accessibility Resources.
- Maintaining a signed copy of each student's Semester Form (SF).

Students Rights and Responsibilities

Students with documented disabilities at GCSC have the right to:

- Equal access to educational and co-curricular programs, services, and activities facilitated by GCSC.
- Equal opportunity to learn and receive reasonable accommodations, academic adjustments and/or auxiliary aids and services as supported by their documentation, which do not represent a fundamental alteration of the essential educational components of the academic programs.
- Confidential treatment of disability-related records that is housed at Student Accessibility Resources. Only persons working at, or in collaboration with SAR have access to these records. Some level of disclosure to faculty may be necessary to coordinate requested accommodation(s). Disability documentation that is submitted to SAR are not a part of the student's permanent academic record.

Students with documented disabilities at GCSC are responsible for:

- Meeting qualifications and maintaining academic, technical, and institutional standards for courses, programs, services, activities, and facilities.
- Providing current and appropriate disability documentation in accordance with established GCSC guidelines.
- Initiating and following established procedure for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services in a timely manner.

- Renewing their accommodations and completing their portion of the Semester Form at the beginning of each new semester:
  - Reviewing and electronically signing and submitting their Semester Form (SF). This allows for each professor to be electronically notified of the student's accommodations, which in turn allows for each instructor to electronically sign the SF and electronically return to the SAR office.
- **Students are advised to:**
  - Meet with each of their professors to discuss the testing and academic accommodations that he/she anticipates needing for each class;
  - Self-disclose their disability status to faculty and staff *when appropriate*;
  - Exercise self-advocacy to meet their disability related needs.

Relevant Guiding Legislation

The Rehabilitation Act of 1973-Section 504:

Provides a 'right of access' statute to individuals with disabilities. Section 504 provides persons with disabilities the right of access into, or to derive benefits from, any program or activity receiving federal financial funding.

The Americans with Disabilities Act:

The Americans with Disabilities Act (ADAAA) of 1990 is civil rights legislation that affects approximately 54 million Americans with Disabilities. This federal law provides a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The ADA is regarded as the most sweeping civil rights legislation since The Civil Rights Act of 1964. The ADA protects the civil rights of individuals with disabilities by ensuring equal access to employment, state and local government agencies, transportation, public and private facilities, and telecommunications.

Section 504 of the Rehabilitation Act of 1973 states in part that . . .

"No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Disabled Individual:

Both the ADA and the Rehabilitation Act of 1973 define a "disabled individual" as anyone who:

1. has a mental or physical impairment which substantially limits one or more major

   life activities, such as seeing, hearing, speaking, breathing, learning, or working, or

2. has a record of such impairment; or

3. is regarded as having such an impairment.

Policy on Confidentiality

General Rule

The Family Educational Rights Privacy Act (FERPA) regulates disclosure of disability documentation and records maintained by SAR. SAR requires prior written consent by the student before SAR may release disability documentation or records to any third party.

Exception to the Rule

Under FERPA, SAR is permitted to release information to any school official who has a "legitimate educational interest."

What Does this Mean?

Professors or other school officials, such as tutors, may request information about the impact of a student's disability on their ability to learn. SAR will only share information with other school officials when appropriate and will carefully balance a students' request for confidentiality and the request for additional, relevant information about the student. SAR seeks to preserve the students' wish to keep his/her disability information and status confidential.

Other Students' Rights under FERPA

FERPA also allows students to inspect and review their files maintained by SAR. Students have the right to challenge any information contained in the files that is incorrect or misleading and request an amendment to this misinformation

Section II: Everything You Need to Know About Reasonable Accommodations

Defining Reasonable Accommodations

- Reasonable accommodations are appropriate adjustments to programs, policy, and practice that make aspects of the college experience accessible and provide equal opportunities to Gulf Coast State College students with disabilities. An equal opportunity means a chance to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without disabilities.

- Students are not charged for the cost incurred in providing reasonable accommodations, including auxiliary aids and services (e.g., sign language interpreters, note-taking support, text conversion to alternative accessible formats, etc.)

- To determine reasonable accommodations, SAR may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities, and facilities. The Coordinator makes the final determinations of reasonable accommodations in collaboration with the student and faculty as warranted.

- Reasonable accommodations are determined by examining:

    1. Environmental barriers limiting curricular, facility, or programmatic access.

    2. Whether or not the student has access to the course, program, service, activity, or facility without an accommodation;

    3. The range of possible accommodations that might remove the barriers;

    4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

Changes in Accommodations Needs

Students are entitled to request additional accommodations or academic adjustments during the course of the semester, or at any time during their tenure at Gulf Coast State College. Students are also entitled to request modifications to the nature of the accommodations. Students must work with Student Accessibility Resources to determine the appropriate changes to accommodations, academic adjustments, and/or auxiliary aids and services. The office should be contacted at earliest indication of emerging accommodation needs. Students must allow up to two weeks for the coordination and provision of new accommodations or modifications to existing accommodations.

Examples of Reasonable Accommodations

Examples of some of the most frequently requested accommodations include:

- Extended time for quizzes and exams

- Distraction-reduced environment for exams

- Note-taking support (i.e. record lectures, copy of instructor notes/power points if available, peer note taker)

- Classroom materials and textbooks in alternative formats

When are accommodation requests denied?

The College provides accommodations unless they fall under one of the following four categories:

- *Fundamental Alteration*
- *Accommodation Request is Not Supported*
- *Undue Hardship*
- *Personal Service*

Fundamental Alteration: If an accommodation reduces the academic standards of the College, its schools, departments, or courses, the College denies the accommodation because it is unreasonable. Academic standards are essential for every student. It is unreasonable to alter these fundamental standards with an accommodation.

Accommodation Request is Not Supported: An accommodation must be designed to both provide access to the College's programs and minimize the impact of the disability. In some cases, the requested accommodation cannot be substantiated as 'minimizing the impact of the disability' based upon a review of the submitted documentation and/or the subjective experience of the student. The accommodation is denied in these cases since the removal of a barrier is not warranted or necessary when compared to the limitations imposed by the disability.

Undue Hardship: If an accommodation costs too much or is impossible to administer, the College denies the accommodation because it is unreasonable. An unjustifiable financial burden will have an adverse effect on the entire College system. An undue administrative burden occurs when the College does not have the time or ability to respond to a request.

Personal Service: If a request for an accommodation falls under the definition of a personal service, the College denies the request because it is unreasonable. Personal services are those that a person with a disability must use regardless of attendance at the College. In addition, personal services are those for which no correlation between the disability's functional limitation and program access can be established.

Notification of Denial for Accommodations

If a student is found to be not eligible for one or more requested accommodations, a SAR staff member will meet with the student to discuss denial, find alternatives, and advise on the appropriate appeals process.

Section III: Accommodations and Student Accessibility Resources at GCSC

Accommodations at Gulf Coast State College are provided and/or coordinated through Student Accessibility Resources. In order to ensure that accommodations are provided in a timely and effective manner, specific procedures have been developed for the most common accommodative practices. Students should adhere to these procedures in order to request and utilize their accommodations. Students should discuss the process for coordinating non-standard accommodations (those not specifically discussed in this section), with a member of the SAR Staff.

SAR Notifications

Students registered with SAR will review and complete the electronic portion of their Semester Form per the SAR process. This process allows for the students and the instructors to electronically sign the document. The students and instructors are strongly encouraged to print or electronically save the document for future reference. Instructors are encouraged to meet with the student in private and work collaboratively to determine if there are any other barriers that the instructor may want to address. If an instructor believes that an accommodation may fundamentally alter the nature of his or her course, he or she should address the concern with SAR ASAP. SAR asks that instructors do not communicate denial of accommodations with the student. The Coordinator of SAR will work with the instructor and student to establish any modifications to reasonable accommodations if the accommodations are deemed unreasonable.

Syllabus Statement

An instructor can help normalize the accommodation process by making an announcement at the beginning of the first class and by including the approved statement on their syllabi. Instructors are encouraged to invite students with disabilities to meet during office hours to discuss accommodation needs after receipt of notifications from SAR.

> Syllabus Statement: Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email SAR@gulfcoast.edu or call 850-747-3243.

Flexibility in Attendance

Students with Disabilities and Flexibility in Attendance Policy

Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees for which they are enrolled, including attendance expectations. However, when a student has a chronic condition with random or cyclical acute episodes, modifications to attendance policies may be reasonable. Student must provide disability documentation that supports this accommodation request.

Student Accessibility Resources (SAR) can provide verification of a disability which may address the legitimacy of absences, but not necessarily excuse it. SAR cannot officially excuse absences; the ultimate decision regarding absences and the resulting influence those absences have on grade is at the discretion of the instructor after close examination of the essential course requirements. Faculty are not required to lower or effect substantial modifications of standards for accommodation purposes. Attendance flexibility is not a waiver of attendance policies.

The Office of Civil Rights (OCR) has provided the following guidance questions to be used when determining if attendance is essential to a course:

- Are there regular classroom interactions between the instructor and students and among students?

- Do student contributions during the class period constitute a significant component of the learning process?

- Does the fundamental nature of the course rely upon student participation as an essential method for learning?

- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the course?

- What are the classroom practices and policies regarding attendance and are they noted in the course syllabus?

Student/SAR Staff Responsibility

- Student and SAR staff meet with faculty to develop a contingency plan (e.g. establish a pre-determined number of additional absences in order to avoid any misconceptions about the number of absences allowed) to accommodate any disability-related absences that may occur. Accommodations cannot be granted retroactively.

- Student should contact faculty every time a disability-related absence occurs and informing them when student will return. It is essential to maintain regular communication with faculty and keep faculty informed of student's status.

- Material covered or work completed during disability related absences: Student is responsible for obtaining lecture notes and missed materials.

- Neither extension of deadlines for assignments due nor arrangements for making up missed tests or quizzes are included in accommodation and must be negotiated individually with each instructor during the initial meeting with faculty to develop a contingency plan.

PLEASE NOTE: If any instructor believes attendance flexibility is not feasible because it will alter the fundamental nature or jeopardize the learning objectives for their class, the student may request that SAR re-assess the individual circumstances surrounding this request.

Testing Accommodations

Accommodative testing allows the student to take his/her exam in an alternative environment, or in an alternative format. Accommodative testing does not alter the content of the exam. Students with disabilities are held to the course requirements and college's academic standards

Testing Procedures for Students

Register for quiz/test/examination through RegisterBlast **no later than 72 business hours prior to the examination date/time.** This generally should be the same day/time that the rest of the class is scheduled to take the exam unless a mitigating circumstance (such as a class immediately following the exam time which would preclude the student from the accommodation of extended time) occurs. In these situations, the student should collaborate with SAR staff and the professor to work out an appropriate alternative.

*If a student is requesting to take his/her exam on a different date/time, the student must receive approval from his/her instructor. The instructor must EMAIL SAR and Testing Center with specific details of the alternative testing date and/or time.

Testing Procedures for Faculty

Upon receiving electronic Semester Form (SF) from student, instructor(s) should adjust all quizzes/tests/exams that will be taken online through Canvas. Do not wait to set up the appropriate time as this can put the student behind in the course. The Semester Form states the extended time.

If the online test must be proctored, the student will schedule testing through Register Blast. **A Testing Dynamic form must be submitted for all SAR students, for all exams proctored, outside of the classroom, 72 hours prior to the student's testing appointment.** Students may also be approved to use an approved proctor/proctoring agency if they are not located locally. The Testing Center can advise the student on how to set up additional proctoring services.

Testing and Academic Integrity

Students registered with SAR are expected to uphold all of the college's academic integrity policies and abide by the student Academic Code of Conduct. SAR is committed to upholding these policies. If a student is found to be in violation of the academic code of conduct and/or the additional provisions, the exam will be stopped and returned to the professor with a note explaining the circumstances involved to necessitate the discontinuation of proctoring. The Dean of Student Life will also be notified of the incident.

Furthermore, students who engage in acts of academic dishonesty while receiving testing accommodations through SAR risk being subjected to special test scheduling criteria in order to ensure that a one-to-one proctor can be present.

Note-Taking Accommodations

Policies and Procedures for Receiving Note-Taking Support

Following approval of note-taking support as a substantiated aspect of an accommodation plan, students should specifically request notes for each class in which they would like to utilize this accommodation by contacting SAR. <u>This step should be completed each semester</u>.

Students are **highly encouraged** to work with the SAR Learning Manager to learn how to improve their note-taking skills.

- Students requesting note taking support must be enrolled in the course for which the notes are being requested.

- Students are expected to attend class on a regular basis and take notes to the best of their ability.

- Students must respond to all SAR email correspondence regarding note taking support requests. Failure to respond can delay services.

- Students should NOT ask designated note taker for additional services such as tutoring.

- Students should notify SAR immediately if they:

    o Recruit his/her own note taker.

    o Determined that note taking support is not needed for a particular course or if he/she has withdrawn from a course for which notes were requested. Failure to notify SAR can result in suspension of note-taking support pending a meeting with SAR Coordinator.

    o Have not received notes in a reasonable amount of time.

Physical Note-Takers

Note-taking support via personal note-taker is provided as a means to accommodate students who, due to the impact of their disability, might otherwise miss recording important information in their notes. This service is usually reserved for students who are physically unable to write/type notes, but other disabilities may be considered. Other means of note taking support may be considered as well. Notes for individual classes are generally provided in electronic format and are sent to the individual student through the SAR department's e-mail account. <u>Provision of note-taking services is not a substitution for attending class and does not excuse a student from taking their own class notes when possible or otherwise actively participating in the class.</u>

Faculty Information on Physical Note-Takers

- SAR will notify instructors when a note-taker will be present in the classroom

- At times, SAR may not be able to identify a note-taker for a particular class and will rely on making an announcement in the classroom to identify a peer note-taker. Instructors are welcome to assist in identifying strong candidates as peer note-takers in the class and can also make an announcement if SAR is unable to identify a note-taker. The announcement should not identify the SAR student nor make any derogatory comments

regarding note-taking support. The instructor may use the following script if he/she choose to make an announcement:

- *Student Accessibility Resources is currently seeking a student note-taker for this class. If you take clear, concise notes and would like to be a paid student worker through the Student Accessibility Resources office, please meet me right after class ends today and provide your contact information that I can forward to SAR. You can also e-mail me, and I'll forward your information to SAR. Thank you.*

- Some instructors provide substantial notes in their course which is considered meeting a "reasonable accommodation" for SAR students. **Do not assume that SAR has knowledge of the structure of any particular course. SAR does not always have access to student's syllabi nor the students LMS and therefore will not know if an instructor provides notes.** It is up to the instructor to inform SAR when notes are already provided in their course after receiving the note-taker notification.

  - *Some SAR students will still require a physical note-taker or audio recording of a course despite materials provided by the instructor due to the nature of their disability.*

  - The note-taker should attend each class, on time, and leave at the end of class, not early. Instructors should not tell the note-taker to leave early and should refrain from asking the note-taker to answer questions or to sit with the student receiving the notes. The note-taker will not know who he/she is taking notes for unless the student self-identifies to the note-taker.

Audio Recording Policy

Students may record their class lectures consistent with GCSC policy located in the GCSC Student Handbook:

Recording of Lectures: Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the student code of conduct. For more details and FAQ for students, click the link: Student Handbook

Failure to abide by the audio recording of lectures policy may result in a charge of academic misconduct.

Sign Language Interpreters

Sign language interpreters are professionals who facilitate communication between hearing individuals and people who are deaf through the use of sign language. The role of the interpreter is similar to that of a foreign language translator- to bridge the communication gap between two parties. Sign language interpreters translate spoken English into the visual-spatial languages of ASL and Signed English (SE).

An interpreter may also be responsible for "voicing" responses for the student if the student is unable to communicate effectively on his/her own. When an interpreter is in the classroom, speak directly to the student rather than to the interpreter. You can speak at a normal speed, noting that there may be a lag time between the spoken message and the interpretation.

Equitable Access to Audiovisual (AV) Materials

NOTE: It is extremely important to notify a student's interpreter as soon as an in-class audio or video presentation has been planned.

Sign-language interpreting of AV material is not sufficient to allow students who are deaf or hard of hearing equitable access to the material. Interpreters cannot keep pace with the audio on most AV material, and it is difficult for a student to simultaneously follow a video and watch an interpreter or read captions on a separate screen. In addition, reading lips is more difficult from a screen so even students who use lip-reading to follow a conversation will likely require captions when watching films or television. Therefore, closed captions (video) and transcriptions or lyrics (audio only) are vital to a student's understanding of the material.

To request a captioned video, please contact Broadcasting & Media Services as soon as possible.

Adaptive or Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system used to increase, maintain, or improve access for individuals with disabilities. Student Accessibility Resources has access to an ever-changing variety of software and hardware that is available to loan to eligible students to assist them in mitigating the impact of their disability.

Assistive Listening Device - FM Systems

Students who are deaf or hard of hearing may use an ALD in the classroom to enhance the voice of a speaker. The most common ALD is a personal FM system; the speaker wears a microphone and the student wears a receiving unit. A student using a personal FM system should familiarize you with his/her system before class. Most require you to do little more than attach the lapel mic to your clothing. Amplification devices provide auditory information (code) that cues the student about the spoken word. The student then has to take that code and try to interpret what was said. This technology is a tool to improve hearing but does not provide a level of hearing that is comparable to that of a person without a hearing disability.

Service Animals Policy

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability. Examples of the functions of services animals include but are not limited to: guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair, or fetching dropped items. Support animals (therapy, emotional support animals, or companion animals) are not service animals and are not covered under legal protections of the ADA. To work on campus, a service animal must be specifically trained to perform a service function related to the disability. Furthermore, the animal may wear a harness, cape, identification tag or other gear that identifies its working status. This is not required, but recommended so that others know it is a working animal. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification. The animal must be under control of the handler at all times.

Students and campus personnel should not prevent a Service Animal from accompanying its owner, except where specifically prohibited. Students and campus personnel should not attempt to pet, feed, or distract a Service Animal, as they are working animals providing a service to the person with a disability. For more information, click the link ADA Service Animals

Attending Campus Events

Accommodations for campus events are coordinated primarily by the department sponsoring the event with assistance provided by SAR. Students must notify the sponsoring department of accommodation needed to attend the event (examples: sign language interpreters for a theatrical production sponsored by Gulf Coast State College).

Recommendations for All Courses

There are instructional choices that faculty can make to render courses more accessible to students with varying learning styles and abilities. These may also diminish the need to make significant changes as students with disabilities request accommodations.

General Recommendations

- Have a detailed syllabus available during the course enrollment period. Students may need to determine if a course is a good fit with their strengths and abilities, and SAR may need to arrange accommodations in advance.

- Announce reading assignments well in advance for students who are using alternative formats for print materials.

- Give assignments in both verbal and written format.

- Make all web-enhanced elements of the course accessible.

- When creating course reserves, keep the font size of the reserve document as close as possible to that of the original document. Good copies of material make alternative text conversion much easier.

- Inform your students about the learning resources available to them on campus (i.e. Math Lab, Reading & Writing Center).

- Encourage students to use office hours to clarify course material.

Applying Universal Design Principles

- Use Canvas to post a general outline in advance of each class.

- Consider providing class notes in an accessible format, such as Microsoft Word or readable PDF.

- Teach in a multi-modality/multi-sensory format to reach all learning styles. Combine visual and auditory modalities when presenting lecture material and then create experiential learning through group work and hands-on application of the material.

- Start each lecture with an outline of material to be covered. At the conclusion of class, briefly summarize key points.

- Put new vocabulary on the board/smartboard.

- Allow students to record lectures.

- Provide an adequate opportunity for questions and answers including during review sessions.

- Consider audio recording the lectures and making them available after the class session.

- Caption all video content.

Evaluation

- Provide sample questions, practice exams, and information about the exam format. Provide examples of well-answered exam questions.

- Provide examples of "good" writing for the course and discipline. Give feedback in writing that students can incorporate into future assignments.

- When appropriate, allow the use of calculators, paper, and dictionaries.

Additional Information

- For Additional Universal Design Information: [Click Here]