



Creating an Accessible Learning Environment for All Students



Center for Research on Teaching
and Learning Excellence

OFFICE OF THE PROVOST
Division of Faculty Affairs



Agenda

- Student's Perspective
- Faculty's Perspective
- Bridging the Gap for Student Success



Student's Perspective



Students with disabilities are just like any other students

1. Interact with students with disabilities the same as you would with any other student.

Ask questions and engage us in learning the same as any student

Keep in mind you may need to sit down to be at eye level

You typically do not need to speak more loudly, but may need to be sure to face us so we can lip read, or write things down for us

Accommodations



2. Students must initiate contact with the **Student Access Resource Center (SAR)**. When approved the student will forward the letter to the faculty member.



3. Once accommodation letter is received, please abide by the accommodations, for example allow more time for assignments and tests.



Classroom Accessibility

4. When the class is involved in group projects make sure the entire class is accessible

Make sure we can easily move around the room

Place materials where we can reach them





Coursework Accessibility

5. Make sure all videos and films are closed captioned for HoH/deaf students so they be can followed.
6. Use alternative text on images, photographs, and website links so they can be read aloud, and we can know what is being depicted.
7. Be sure to face the whole class and avoid turning your back to write on the board until you are finished speaking. This is for those who need to lip read and who rely on facial cues and/or body language to understand.

Emergencies on Campus

8. Have a plan for us if there is an emergency on campus such as a fire, medical emergency, or active shooter.

We may not be able to climb down the stairs – will someone carry us?

Where will we go to hide?

Do you know what to do if I need medical help?

How can we contact loved ones if we need help and cannot contact them ourselves?

Service Animals

9. Service animals are here to help us

- They are not pets, they are working
- Do not feed or pet them
- Please do allow them in the classroom and laboratories and provide space

Accessible Materials in Courses

10. Make sure learning materials, books, and documents in your Canvas course, Teams, and other course applications are accessible.

- Use **Ally** to check accessibility in Canvas.
- Select applications based on accessibility or do not use them.
- Use high contrast colors and be aware of colors that may not be detectable by some of us.
- Choose textbooks that have accessible versions - partner with the library to find accessible Open Education Resources (OER) and/or contact the UTA Bookstore for assistance.

Faculty's Perspective



Please share your experience
of accommodating for student
with disabilities.

Any challenges or strategies?

Bridging the Gap for Student Success



Responsibilities of Students

Students **MUST** register with Student Access & Resource Center



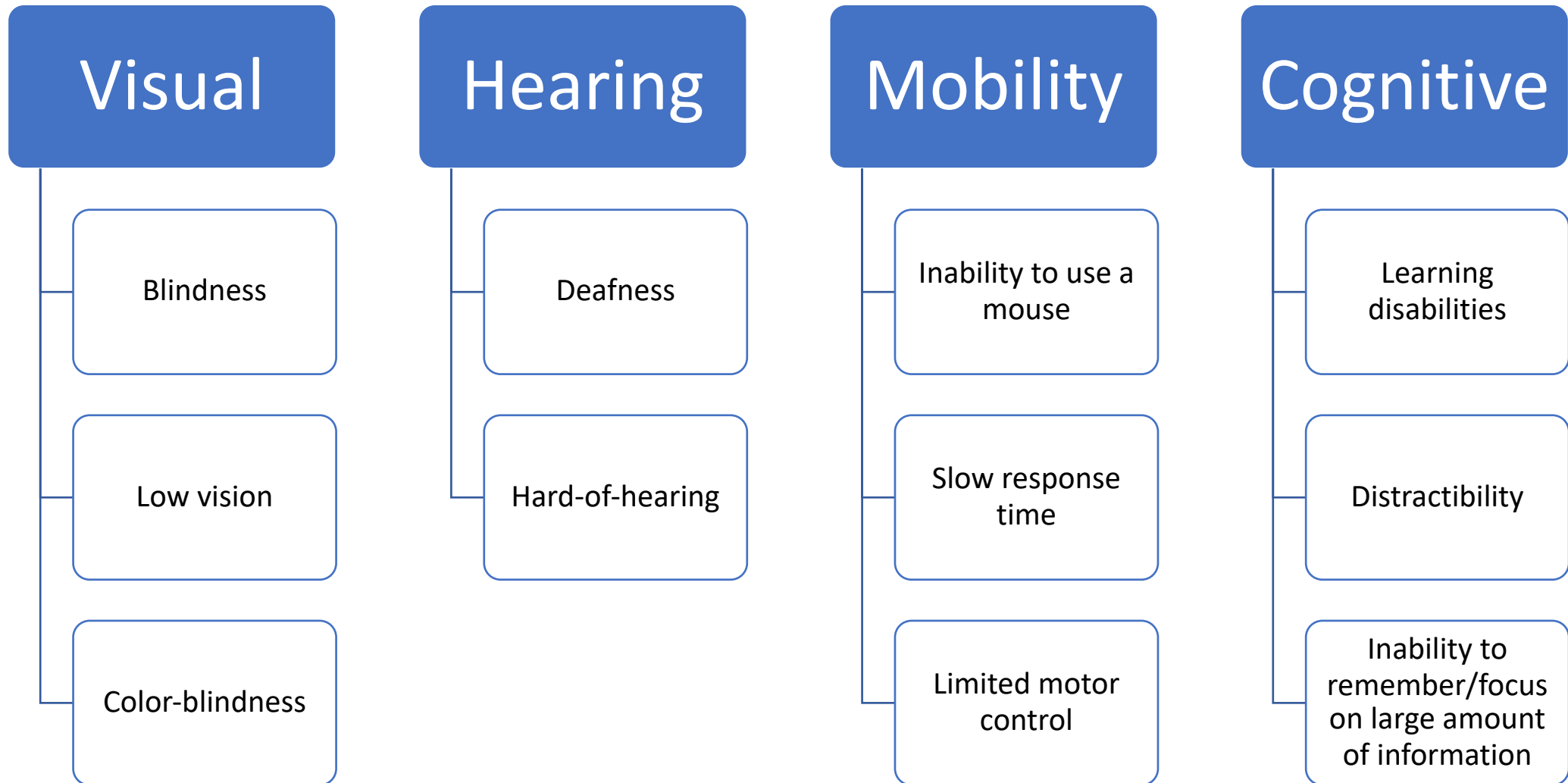
*Upload any supporting documentation

** Exam accommodations received within 3 days of a test date may not be eligible for accommodations.

SAR Center (University Hall 102)

Online Services: <https://bachelor.accessiblelearning.com/UTA/ApplicationStudent.aspx>

Understand Disabilities



Services Available

Blind/Low Vision

- Alternative Formats
- CCTV
- Adaptive Equipment and software

Deaf/Hard of Hearing

- Interpreter/CART Services

Emotional Support Animals

- Must be registered with SAR Center
- Not allowed in common areas

Service Animals

- Encouraged to keep the animal registered with SAR Center
- Allowed in any and all buildings with their handler

Responsibilities of Faculty

- Use a **syllabus statement** to ensure all students are aware of SAR Center resources
- Provide accommodations listed on the **Accommodations Letter**; contact the SAR Center if unsure about request or if there are issues with accommodations
- Complete the **Testing Agreement** with detailed exam instructions; provide tests and materials **3-business days** before exam dates; final exams must be scheduled **14 days** before the Monday of final exam week
- **Respect the student's right to privacy** and do not identify him/her/them to the class or discuss disability matters in public settings
- Consider the student's disability and their access to the class materials, method of exam, and online learning materials

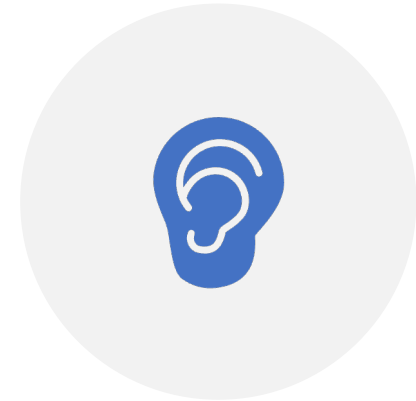
Working with Students who are Blind or have Low Vision



CONSULT WITH SAR CENTER STAFF ON ANY LECTURE MATERIALS, ASSIGNMENTS, OR TESTS THAT CAN BE CONVERTED FOR THE STUDENT.



CONSIDER THE IMPACT OF LIGHTING ON THE STUDENT'S ABILITY TO SEE.



GIVE CLEAR VERBAL DESCRIPTIONS OF VISUAL MATERIALS. ALLOW AUDIO RECORDING OF LECTURES.

Working with Students who are Deaf or Hard of Hearing



Speak directly to the student and not the interpreter or captionist.



Face the class when speaking; don't face the board when you speak.



Give the student time to look back and forth between materials, the interpreter or the captionist's screen, and you.



Provide videos and slides with captioning. For audio-only files, supply a transcript of the content.



Encourage other students in class to speak one at a time.

Working with Students who have Learning Disabilities & Attention Disabilities

Give	Use	Allow	Follow	Encourage
<p>Give time for an early draft of a paper or projects to be turned in for feedback.</p>	<p>Use multiple formats: Visual aids, three-dimensional models, charts or graphics, group projects, visual stimuli, audio and video content.</p>	<p>Allow audio recording of lectures.</p>	<p>Follow consistent, predictable content delivery in your online environment.</p>	<p>Encourage the student to visit during office hours for clarification of content.</p>

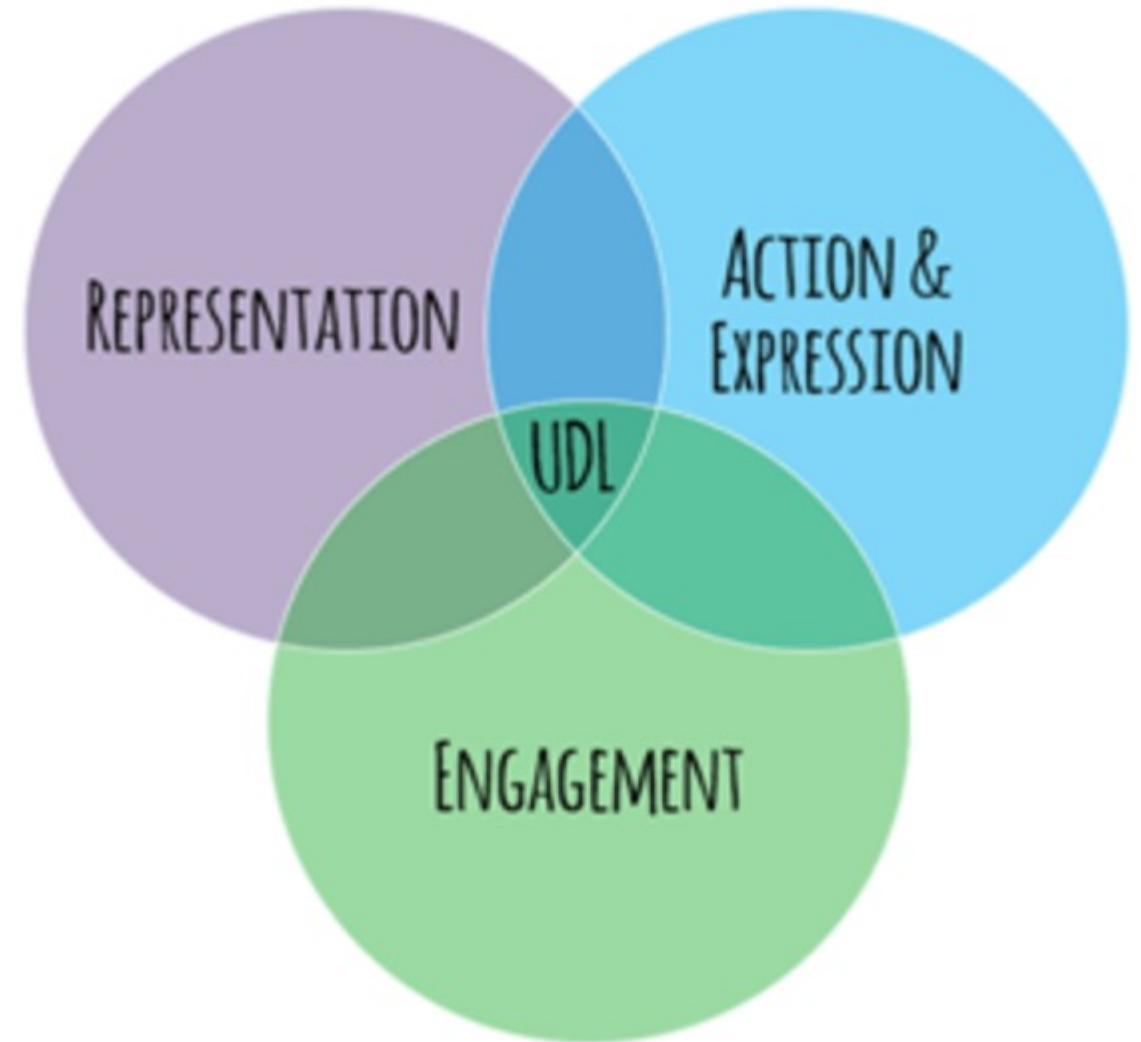
Resources

[Accessibility Checklist for Faculty](#)



Universal Design for Learning

“A universally designed course integrates multiple means of representation (how content is delivered), action and expression (how students demonstrate their knowledge), and engagement (how students participate).”



UDL PRINCIPLES

Questions to Ask when Incorporating UDL Principles

- **Designing Content: WHAT, WHY, and HOW** are you teaching?
 - How do you provide a basic foundation for students from various cultural, economic, and academic backgrounds to build on throughout the quarter?
 - How are students engaged in/out of class?
- **Creating Assessments: HOW** do you assess student knowledge? **WHAT** measures are used?
 - How many different ways do you allow students to share their understanding of the course content?
 - Do you have flexibility built into your grading system?

Questions to Ask when Incorporating UDL Principles

- **Selecting Materials: WHAT** materials will be used in your course? **WHY** are these materials used?
 - Are the textbooks or articles available in multiple formats and/or do you provide relevant information on ways to access alternative formats?
 - Do any materials rely upon visual content that might exclude individuals who are blind, have low vision, and/or are color-blind?
- **Creating a Climate/Learning Environment: WHAT** type of environment will you provide?
 - Are you prepared to provide accommodations for students with disabilities? Does your syllabus have an accessibility statement for students with disabilities?
 - Are students encouraged to have regular and open interaction with the instructor, ensuring that communication methods are accessible to all participants?

UDL in Higher Education





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Thank you

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