

## ***ADA: Faculty Responsibilities Training Course*** **scripts for videos**

### **Video 1: Welcome**

Hello and Welcome to *ADA: Faculty Responsibilities Training*! My name is Dr. Catherine Wharton and I am the ADA Specialist at Lynn University. I began my career in the Chicago area, assessing and triaging patients for psychiatric hospitalization. Indeed, I was as the director of crisis services for psychiatric hospitals for over 10 years. I have been with Lynn University for 13 years in the Institute for Achievement and Learning, which is our academic support program, and includes academic coaching and tutoring with master's level professionals.

The goal of *ADA: Faculty Responsibilities Training*, is to familiarize you with ADA accommodations in higher education and your responsibility in the implementation process at Lynn University. We will cover the following nine topics:

- ADA Law in Higher Education
- Student/Parent Expectations (Misconceptions) about ADA in Higher Education,
- Implementing Accommodations with Fidelity
- Potential Areas of Risks
- Do's & Don'ts
- Accessible Content and Accommodating Students Through Canvas
- Auxiliary Aids and Services
- Unique Accommodations
- Resources

We will also provide instructional resources for creating accessible learning materials.

There are three key takeaways for this primer: 1. How to implement ADA accommodations with fidelity. 2. You can contact me, Catherine Wharton, with questions or concerns. (*Show graphics with email and phone number:* [CWharton@lynn.edu](mailto:CWharton@lynn.edu) or 561 237 7105) 3. Further, if a student references a disability or asks for accommodations and you do not have an accommodation notification form, or the form does not have that specific accommodation, please direct the student to the ADA Office - ideally in writing.

Again, welcome to the *ADA: Faculty Responsibilities Training Course*. I am looking forward to collaborating with you and hope you have a great semester.

### **Video 2: ADA Law in Higher Education**

*ADA Law in Higher Education* will cover the application of ADA Law in Higher Education and how qualifying students become eligible for accommodations. We will also review Lynn University's procedure and obligation as well as common mistakes. Upon completion of this section's study, you should be able to articulate why students are granted accommodations, describe Lynn University's policy and procedure in granting accommodations, explain how the ADA Office balances the student disability with the fundamental nature of the academic task in granting accommodations, and identify common areas of difficulty in implementing accommodations.

### **Video 3: Student/Parent Expectations (Misconceptions) about ADA in Higher Education**

*Student/Parent Expectations (Misconceptions) about ADA in Higher Education*, provides foundational knowledge about why students and or parents may have expectations that are incongruent with the types of accommodations granted and the way in which accommodations are implemented in higher education. Upon completion of this section's study, you should be able to articulate the basic differences in the granting and delivery of accommodations in K-12 vs. higher education.

### **Video 4: Implementing Accommodations with Fidelity**

*Implementing Accommodations with Fidelity*, discusses your obligation with implementing accommodations with fidelity and common communication problems among professors, students, and the ADA Office. Upon completion of this section's study, you should be able to articulate your obligation with implementing accommodations, identify a communication problem quickly, and readily employ resolutions for student complaints about accommodations not being implemented with fidelity.

### **Video 5: Potential Areas of Risk**

When providing students with opportunities outside of traditional academic settings, the student, the professor, or the ADA Office may overlook the need for accommodation. Upon completion of studying this section, *Potential Areas of Risk*, you should be able to identify and solve potential problems with student access prior to the event, when scheduling non-traditional teaching and learning experiences.

### **Video 6: Do's & Don'ts**

Americans with Disabilities and students with disabilities are considered a protected class, similar to race or religion. Non-discriminatory attitudes and behavior are necessary. Upon completion of this section's study, *Do's & Don'ts*, you should be able to describe situations of confidentiality and the importance of exercising discretion.

### **Video 7: Accessible Content**

The most common learning disability is a reading disability, hence it is extremely common for Lynn University students to require access to reading materials through the use of assistive technology, which is text-to-speech. Upon completion of studying this section, *Accessible Content*, you should be able to articulate why it is important for all course content to be accessible, prepare to only provide students with accessible content, revise course content for accessibility, create accessible course content, and review course content with instructional designers.

### **Video 8: Auxiliary Aids and Services**

*Auxiliary Aids and Services*, provides an overview of our responsibility in providing auxiliary aids and services and what aids and services students may have. Upon completion of this section's study, you should be able to identify different types of auxiliary aids and services being used by students in your class.

### **Video 9: Unique Accommodations**

It is most common for students with disabilities to be granted extended test time and testing in an alternative environment. This section, *Unique Accommodations*, discusses less common accommodations and seeks to ensure all faculty understand their responsibility in implementing unique accommodations with fidelity. Upon completion of this section's study, you should be able to explain the modified attendance and adjusted assignment deadline accommodations, and how to implement them with fidelity. You should also be able to describe accommodations for the following issues: Temporary injury accommodation, retroactive accommodations, service animals and emotional support animals, as well as pregnant/parenting students.

### **Video 10: Resources**

*Resources*, contain multiple resources for instructors. Please have a look at the additional resources in this section for accommodating students. You can always contact me with questions and concerns.