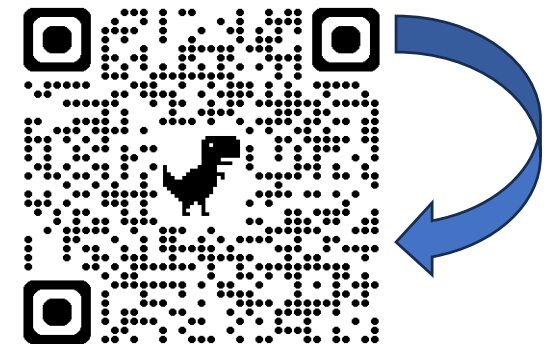


Supporting Faculty in Understanding and Implementing Accommodations

Katherine Morgan
Kelley Hoover
Alex Deschamps
Rachel Adams

Link to Resource Folder



tinyurl.com/2y44a5d2

We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Agenda

- Guide Sheets: Facilitating accommodations & conversations
 - What is it?
 - Assisting with logistics and conversations
 - Scenario-based questions
 - Development and Review
- Addressing Accommodations in Non-standard Teaching Environments
 - Varieties of Learning Environments
 - Accommodations: The Reality
 - Assessing flexibility and constraints
- Q&A

Guide Sheets: Facilitating Accommodations and Conversations Between Students and Faculty

Kelley Hoover,
Assistant Director for Access

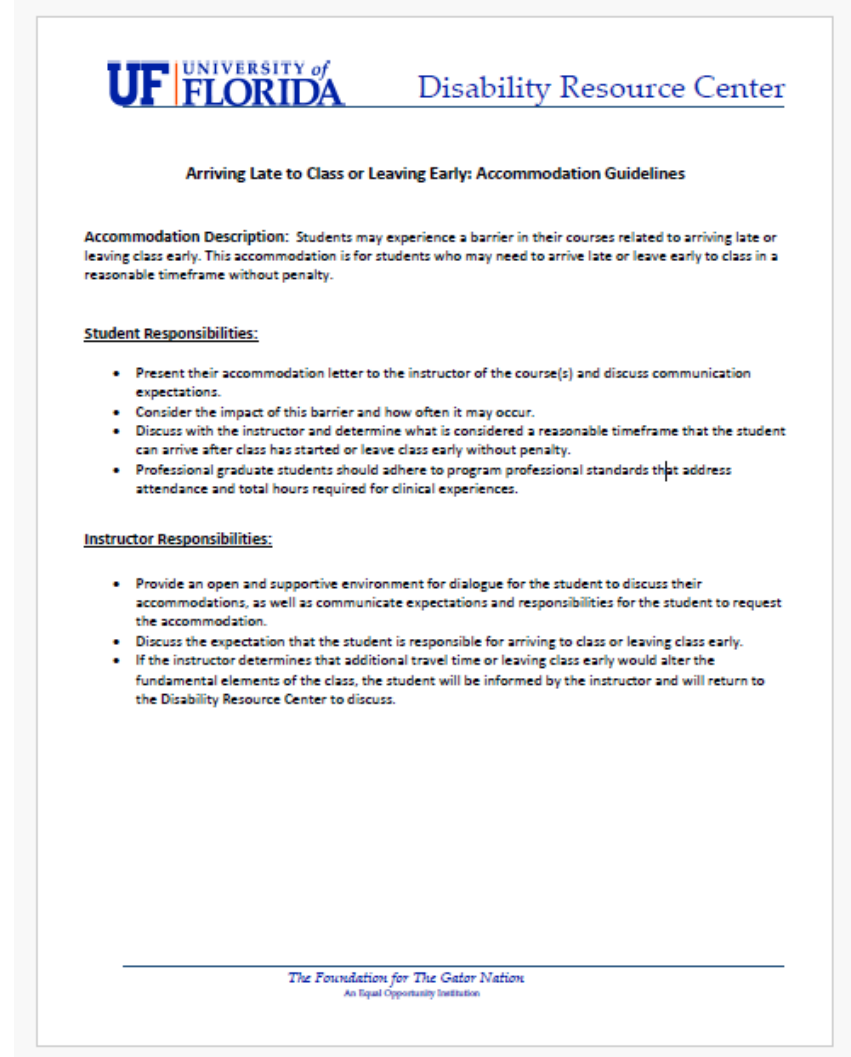
Katherine Morgan,
Assistant Director for Health Science Programs



**DISABILITY
RESOURCE CENTER**
STUDENT LIFE | UNIVERSITY OF FLORIDA

Guide Sheets

- A guide sheet is a document created by the Disability Resource Center (DRC) to explain the:
 - Accommodation Definition
 - Student Responsibilities
 - Instructor Responsibilities
- Their purpose is to:
 - Facilitate conversations between students and faculty
 - Ensure accommodations are reasonable while providing necessary access



Logistics

Student meets with Accessibility Specialist to discuss access barriers and reasonable accommodations

Guide sheets are attached to follow up email sent to student by their Specialist to use when discussing with their faculty

Guide sheets are also available on our website, under both the "student" and "faculty" tabs

Structure of Accommodation Guide Sheet

Accommodation Description:

- 1-2 sentence **description** of the accommodation

Student Responsibilities:

- **Presenting** letter to instructor, **Planning** for communication with instructor
- Often a note reasonability and adhering to professional standards of a program

Instructor Responsibilities:

- **Providing** a supportive environment, **Discussing** expectations with the student
- A note to reach out to the DRC if accommodation would fundamentally alter elements of the class

Facilitating Conversations

The guide sheet can be a great starting point to understanding the accommodation

- Explain limitations and expectations without a meeting with the faculty member
- Answer basic questions around accommodation

Sometimes, students still need assistance with faculty:

- Unsuccessful attempts at communication
- Faculty not understanding the accommodation
- Accessibility Specialists can reach out to the faculty asking for a consult, with or without the student

Scenario-Based Question:



A Theater Appreciation Course meets twice a week, and a portion of the grade is around attendance and class participation.



In the syllabus it is stated that after 2 missed classes, 5pts will be deducted from your grade per absence.



A student sends their accommodation letter with the accommodation- Health Related Absences.



The instructor reaches out to the Accessibility Specialist with some questions.

Scenario-Based Question (Cont.)

- What might some of the instructor's questions be?
- How could a guide sheet assist in this process?
- What do you think might be useful to include on a guide sheet that would help the instructor understand the accommodation?

Accommodations with Guide Sheet

- Arriving late to class or leaving early
- Closed Captioning
- Flexible Scheduling of Exams
- Health Related Class Absence*
- Interpreting
- Memory Aid*
- Note Taking
- Out of Class Time Extension*
- Participation Plan*
- Presentation Plan*
- Reduced Course Load

Development and Review of Guide Sheets

Development:

- Originally created for accommodations that are more “gray”
- Ongoing: When team feels like there is a lot of confusion around an accommodation that would benefit from clarification

Review:

- Reviewed annually or as needed
- Specialist will work on edits with final director approval
- After approval, updated on website

Addressing Accommodations in Non-Standard Teaching Environments

Presenters:

Rachel Adams | Alex Deschamps

Special thanks to:

Fred Zinn

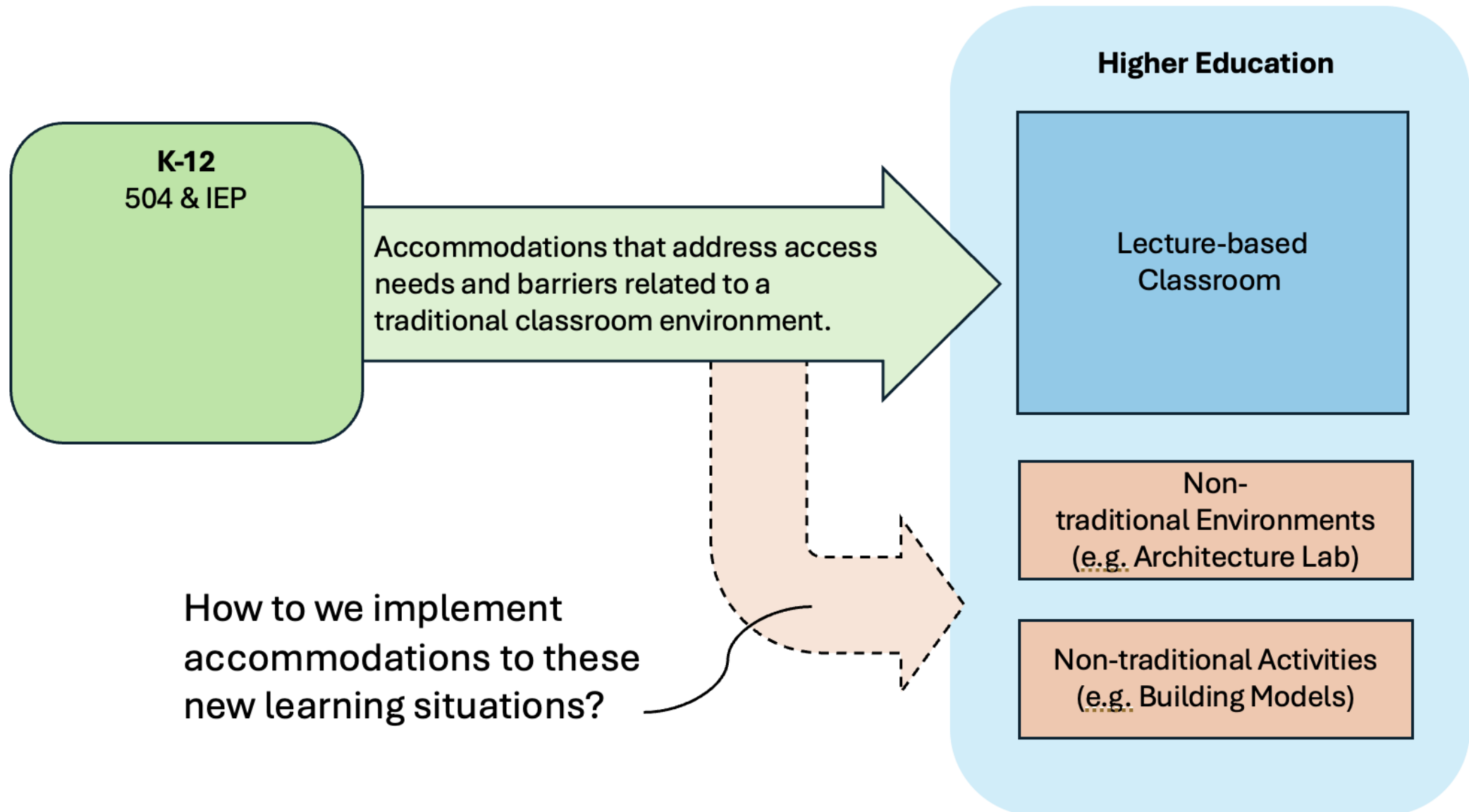
Varieties of Learning Environments



You might be most familiar with
Lectures (sage on the stage)
Team-Based Learning
Discussion-based
Practicum

We also want to give a nod to
Fully Online
Asynchronous
Hybrid
Coop/Internship
Graduate Work

Reality





Riley
A rising sophomore in
architecture
department

- Fluorescent light-induced migraines
- Medical flareups
- Sometimes uses a wheelchair
- Sensory-perception disabilities



Architecture and Building Materials Labs

- Basement lab with fluorescent lights
- Lab access is scheduled for late afternoon
- Variety of physical activities
- Safety glasses provided by the lab

Identify Areas of Flexibility and Constraint*

Instructor presents concerns about how to apply approved accommodations to an aspect of their class.

STEP 1
Describe observable outcomes

STEP 2a
Describe the environment

STEP 2b
Examine the limitations

STEP 2c
Assess definite and notional limitations

STEP 3a
Describe the learning activity

STEP 3b
Examine the requirements

STEP 3c
Assess essential and marginal requirements

STEP 4
Address the **notional** limitations and **marginal** requirements.

(Non-Fundamental Alterations-- i.e., UDL)

STEP 5
Address the **definite** limitations and the **essential** requirements.

(Additional accommodation and supplemental resources)

Instructor is able to accommodate the needs of the student while still being able to observe evidence of learning.



* Workbook provided

Q& A

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College of Education

Session Evaluation



tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!