



Supporting Student Accommodations





The Americans with Disabilities Act (ADA) and Section 504, Part E of the Rehabilitation Act of 1973 (Section 504) prohibit discrimination on the basis of disability by any higher education institutions receiving federal funding

- Includes “any academic, research, occupational training... physical education, athletics, recreation... or other postsecondary education aid, benefits, or services”



ADA & Section 504 require higher ed to safeguard against discrimination on the basis of disability through *reasonable* accommodations that may include

- Changes to length of time for degree completion, substitution of specific courses, and adaptation of instructional practice
- Modification to assessment to ensure results represent student's achievement, rather than reflecting impaired sensory, manual, or speaking skills
- No *qualified* students may be denied use of auxiliary aids, which may include:
 - Tape recorders and other assistive technology in the classroom
 - Dog guides
 - Text compatible with screen reader technology and access to readers in libraries
 - Closed captioning
 - Other similar services and actions



Managing Common Accommodations



Additional Time / Extended Deadlines

- Added time does **not** mean students do not have deadlines or can hand in all work at end of semester for full credit
 - Accommodation is for events related to the student's disability
 - Student should communicate to faculty member when accommodation is needed
- Use of ARC services
 - Exams should be sent to ARC for proctoring
 - Remind student to use AIM to schedule exam with ARC for added time or reduced distraction setting
 - Alert student's ARC advisor with concerns for early intervention if needed
- Scaffold large assignments
 - Manageable benchmarks for students with neurodivergence, executive functioning issues, anxiety, or dysregulation
 - Supports all students, not just those with accommodation



Flexible Attendance / Breaks

- Does **not** mean students do not have to attend class or can skip class whenever they feel like it
 - Accommodation is for events related to the student's disability
 - Student should communicate to faculty member when time out of class is needed
- ARC should be alerted when absences become excessive and are no longer a *reasonable* accommodation for disability-related events
- For in need of breaks, allow for preferential seating near exit, use of fidgets, and transitions between lecture and activity - common accommodation for neurodivergent students or students with diabetes



Assistive tech instead of note takers

Glean

Glean is a Google Chrome based app that can be used online or offline to help take better notes, pinpoint important information, and keep a recording of class meetings

Annotate different parts of the recording either while participating the first time or listening back after the class meeting to go back to most essential pieces of information

Livescribe Echo SmartPen

Digitizes handwritten notes and records audio simultaneously



Otter AI

Uses AI to write automatic meeting notes with real-time transcription, recorded audio, automated slide capture, and automated session summaries



How Can We Create Accessible Materials?

... without reinventing the wheel



What is Universal Design for Learning?

- UDL is an instructional approach that creates a learning environment and content that can be used and understood by **all students, regardless of age, size, ability, or disability**
- UDL does ***not*** weaken curriculum to meet the needs of those with disabilities
 - UDL **promotes equity** and benefits all learners
 - Goal is to **remove barriers** to learning through a variety of instructional approaches



Core Principles of UDL

- Equitable access to materials and content delivery
- Simple and intuitive communication/use of necessary information regardless of ambient conditions or sensory abilities
- Minimize adverse consequences of accidental or unintended actions (ex: online exams/assignments should allow students to correct mistakes that might be the result of mouse errors due to dexterity or vision issues)
- Materials or activities that can be accessed regardless of neurodivergence, mobility, or other disability



What does UDL look like?



Accessible Textbooks and Resources

Required materials can be accessed by those with vision, hearing, cognition, or decoding issues

- E-texts with immersive readers, audio accompaniment, magnification ability, supplemental videos with closed captioning

6: Interviews and Interrogations

Distinguishing Between Interviews and Interrogations

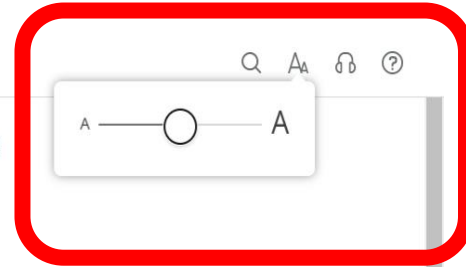
6.1 Distinguish between interviews and interrogations.

Watch

Interviews and Interrogations



From a legal perspective, a confession is defined as a “criminal suspect’s oral or written acknowledgment of guilt, often including details about the crime,” and





Elements of Accessible Materials

- **Font** – Use and require only Sans Serif fonts (ex. Calibri, Arial instead of Times New Roman)
- **Spacing** – Min 1.5 spacing (double preferred) to support readers with dyslexia/dysgraphia and those with assistive tech
- **Images** – Alt text should be used for all images included in the document



Elements of Accessible Materials

- **Headings** – Heading styles (not just specialized font such as bold or italics) assists screen reader technology and immersive readers
- **Tables** – Many tables are *not* accessible. Avoid fixed width tables, blank or merged cells, and always specifically designate the table header in order to assist screen readers and immersive readers
- **Columns** – Use the columns layout tool instead of tabs so they can be read correctly by assistive technology



Elements of Accessible Materials

- **Descriptive Links** – For online documents and links, use descriptive link text for all links rather than the URL text
- **Document Type** – Not all document types are automatically accessible. PDFs, for example, need structure tags to be accessible and should be made in Acrobat
- **Preview documents** on a mobile device to make sure people won't need to horizontally scroll



Use the Canvas Accessibility Checker

- Canvas is ADA compliant
- When posting, **use the Accessibility Checker to review materials** and allow Canvas to show you where you can make **quick fixes**
- Digital Learning can also assist in navigating Canvas

Composers of Classical Music by Period

Composer	Period
Josquin	Renaissance
Des Prez	Renaissance
J.S. Bach	Baroque
W.A. Mozart	Classical
Hector Berlioz	Romantic
Igor Stravinsky	20th Century

19 words

Accessibility Checker

Issue 1/2

Tables should include a caption describing the contents of the table.

Add a caption

Composers of Classical Music by

Prev Next Apply

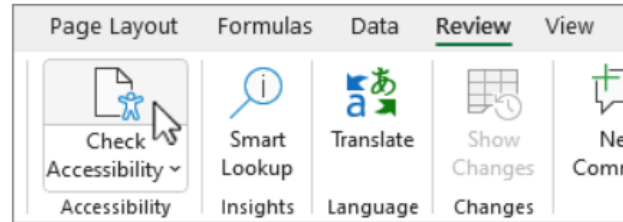


Check existing documents using Accessibility Checker

Use the Accessibility Checker

- Before creating new documents, **use Microsoft's Accessibility Checker to review existing materials**
- Accessibility checker will show you where you can make **quick fixes** to existing work

1. Select the **Review** tab. In Outlook, you'll only see the **Review** tab when writing or replying to messages.
2. Select  **Check Accessibility** to open the **Accessibility** pane on the right.



Tip: For Word, Excel, and PowerPoint desktop, select the lower half of the **Check Accessibility** button for more options.

3. In the **Accessibility** pane, review and address the findings under **Inspection Results**.



Using Microsoft Accessibility Checker

The screenshot shows the Microsoft Word interface with the 'Check Accessibility' button highlighted in the ribbon. The Accessibility Checker pane on the right lists the following errors:

- Missing Alt Text
 - image2.png
 - Table
 - image1.png
 - Table
- No Header Row Specified
 - Table
 - Table

Warnings include:

- Merged or Split Cells
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
 - Table Cell
- Objects not inline (1)

The document content shows the University of New Haven logo and the following text:

University of
HENRY C. LEE
CRIMINAL JUSTICE AND

Criminal Procedure
Fall 2023
Tuesday/Thursday 9:30 - 10:4

Instructor: Camandra Sedelmaier
Office: South Campus 309
E-Mail: csedelma@unh.edu
Office Hours: Tue/T Wedn

Department Chair: Dr. David Myers, dmyers@unh.edu

COURSE SYLLABUS

This syllabus is informational in nature and is not an express or implied contract. I

a result of any circumstance outside the University's control, or as other needs

conditions or any other matter affecting the health, safety, upkeep or wellbein

- Click on the 'Accessibility Checker'
- Checker will give recommendations and directions on how to fix each portion of your document that is not accessible



Other Helpful UDL Tips for Specific Disabilities

Designing for users with dyslexia



Do...

use images and
diagrams to
support text



align text to the
left and keep a
consistent layout



consider producing
materials in other
formats (for example
audio or video)



keep content
short, clear
and simple



let users change the
contrast between
background and text



Don't...

use large
blocks of
heavy text



underline words,
use italics or
write in capitals

DON'T
DO THIS

force users to remember
things from previous
pages - give reminders
and prompts



rely on accurate
spelling - use
autocorrect or
provide suggestions



put too much
information in
one place



Designing for users on the autistic spectrum



Do...

use simple
colours



write in
plain language

Do this

use simple
sentences and
bullets



make buttons
descriptive

Attach files

build simple and
consistent layouts



Don't...

use bright
contrasting colours



use figures of
speech and idioms



create a wall
of text



make buttons
vague and
unpredictable

Click here!

build complex and
cluttered layouts





Designing for users with anxiety



Do...

give users enough time to complete an action



explain what will happen after completing a service



make important information clear



give users the support they need to complete a service



let users check their answers before they submit them



Don't...

rush users or set impractical time limits



leave users confused about next steps or timeframes



leave users uncertain about the consequences of their actions



make support or help hard to access



leave users questioning what answers they gave



Designing for users of screen readers



Do...

describe images
and provide
transcripts
for video

`<alt>`

follow a linear
logical layout



structure content
using HTML5

`<h1>`
`<nav>`
`<label>`

build for keyboard
use only



write descriptive
links and headings

[Contact us](#)

Don't...

only show
information in an
image or video



spread content
all over a page



rely on text size
and placement
for structure

36pt, bold
Header

force mouse or
screen use



write uninformative
links and headings

[Click here](#)

Designing for users with low vision



Do...

use good colour
contrasts and a
readable font size

Aa

publish all information
on web pages



use a combination
of colour, shapes
and text

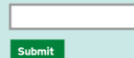
Start

follow a linear,
logical layout

200% magnification



put buttons and
notifications in
context



Don't...

use low colour
contrasts and small
font size

Aa

bury information
in downloads



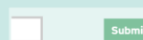
only use colour to
convey meaning



spread content all
over a page



separate actions
from their context





Designing for users who are D/deaf or hard of hearing



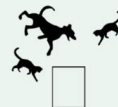
Do...

Don't...

write in
plain language

Do this.

use complicated
words or figures
of speech



use subtitles
or provide
transcripts for
videos



put content in
audio or video
only



use a linear,
logical layout



make complex
layouts and
menus



break up content
with sub-headings,
images and videos



make users
read long blocks
of content



let users ask for their
preferred communi-
cation support when
booking appointments



make telephone
the only means of
contact for users



Designing for users with physical or motor disabilities



Do...

make large
clickable actions



give form
fields space



design for
keyboard or
speech only
use



design with
mobile and
touchscreen
in mind



provide
shortcuts



Don't...

demand
precision



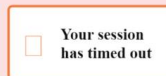
bunch
interactions
together



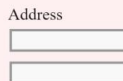
make dynamic
content that
requires a lot of
mouse movement



have short
time out
windows



tire users
with lots of
typing and
scrolling





Resources (1 of 4)

Agreement for Recording Lectures: [Blank Agreement For ALL Recording Lectures.pdf](#)

Note-taking Technology:

Livescribe Echo Smartpen: <https://us.livescribe.com/>

Glean: <https://glean.co/faculty>

Otter AI: <https://otter.ai/>

<https://www.youtube.com/watch?v=cxXAnpG-Oyg&list=PLpURG1cv1ulz4qiNFgthqZT7USi0yxx5f&index=4>

Note: CT is a one party consent state for in person conversations which means that only one party needs to be aware of and consent to the recording.



Resources (2 of 4)

Accessibility in Microsoft: <https://support.microsoft.com/en-us/office/make-your-content-accessible-to-everyone-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d?ui=en-us&rs=en-us&ad=us>

Word: <https://support.microsoft.com/en-gb/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

PowerPoint: <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25?ui=en-us&rs=en-us&ad=us>

PDF: <https://support.microsoft.com/en-us/office/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed>

Accessibility Checker: <https://support.microsoft.com/en-us/office/make-your-content-accessible-to-everyone-with-the-accessibility-checker-38059c2d-45ef-4830-9797-618f0e96f3ab>



Resources (3 of 4)

Creating Accessible Syllabi:

<https://www.niu.edu/citl/resources/toolkits/syllabus/accessible-syllabus.shtml>

<https://citl.news.niu.edu/2021/06/09/creating-an-accessible-syllabus/>

https://www.csus.edu/information-resources-technology/ati/internal/documents/syllabus_template_guide.pdf

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.temple.edu%2Fsite%2Fwww%2Ffiles%2Fuploads%2Fdocuments%2FTemplate%2520for%2520Creating%2520Accessible%2520Syllabus.docx&wdOrigin=BROWSELINK>



Resources (4 of 4)

Universal Design: <https://universaldesign.ie/what-is-universal-design/>

Teaching Students With Disabilities:

CUNY Faculty Guide to Teaching Students with Disabilities: <https://www.ccny.cuny.edu/sites/default/files/2014-Reasonable-Accommodations-Faculty-Guide-to-Teaching-Students-with-Disabilities.pdf>

<https://cft.vanderbilt.edu/guides-sub-pages/disabilities/>

<https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/strategies-for-accommodating-students-with-disabilities-in-higher-education/>

Bourke, A. B., Strehorn, K. C., & Silver, P. (2000). Faculty Members' Provision of Instructional Accommodations to Students with LD. *Journal of Learning Disabilities*, 33(1), 26-32.

Scorgie, K., Kildal, L., & Wilgosh, L. (2010). Post-Secondary Students with Disabilities: Issues Related to Empowerment and Self-Determination. *Developmental Disabilities Bulletin*, 38(2010), 133-145.



Thank you for joining us

Contact

arc@newhaven.edu

cte@newhaven.edu

<https://cte.newhaven.edu/>

To schedule 1:1

consultations:

<https://cte.newhaven.edu/teaching-consultations/>