

FACULTY ADVOCACY

Disability Resource Center – University of Louisville

disABILITY
advocate
recognize disability,
emphasize possibility



AGENDA

- ⊙ Legal Protection of Disability
- ⊙ Working with the Disability Resource Center
- ⊙ Universal Design
- ⊙ Technology Accessibility

LEGAL PROTECTION OF DISABILITY

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Americans with Disabilities Act Amendments Act of 2008



SECTION 504 OF THE REHABILITATION ACT OF 1973

- ⊙ “No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.”
- ⊙ Who is “otherwise qualified”?
 - ⊙ Someone who meets the academic and technical standards requisite to admission or preparation



AMERICANS WITH DISABILITIES ACT OF 1990

- ⊙ Provides protection from discrimination on the basis of disability.
- ⊙ Upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to employment practices, communications, and all policies, procedures and practices that impact the treatment of students with disabilities.



AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT OF 2008

- ⊙ Expanded the definition of “major life activities”.
- ⊙ States that mitigating measures other than “ordinary eyeglasses or contact lenses” shall not be considered in assessing whether an individual has a disability.
- ⊙ Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.
- ⊙ Provides that individuals covered only under the “regarded as” prong are not entitled to reasonable accommodation.
- ⊙ Emphasizes that the definition of “disability” should be interpreted broadly.



LAW VS. RIGHT THING TO DO

- ⊙ Providing access for persons with disabilities is the law. While we want you to be aware of your legal obligations, the law is not the main focus of this training.
- ⊙ As an advocate for persons with disabilities, we want to help you provide access to persons with disabilities because it is the right thing to do!

WORKING WITH THE DRC

Student Referrals

Supplemental Note Takers

Confidentiality

Class Attendance

Process Overview

Deadlines

Exam Accommodations



STUDENT REFERRALS

- ⦿ Faculty can assist us by referring students with disabilities to the Disability Resource Center. Faculty are strongly encouraged to include the following statement on the course syllabus:
 - ⦿ "The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (119 Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations."
- ⦿ The syllabus statement is helpful by:
 - ⦿ Informing students of availability of accommodations
 - ⦿ Educating students about the process
 - ⦿ Reducing anxiety that the student may feel about approaching the faculty
 - ⦿ Reducing last minute requests
 - ⦿ Easing transition for traditional students moving from high school to college



CONFIDENTIALITY

- ⊙ Students with disabilities are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Recognizing that discrimination often occurs as a result of attitudinal barriers and misconceptions regarding the potential of persons with disabilities, these mandates presume that the U.S. Constitutional right to privacy applies to the treatment of disability related information.
- ⊙ It is essential that disability information be kept confidential. At no time should the class be informed that a student has a disability, except at the student's request. Any information that a student gives to the faculty member is to be used only for arranging accommodations for the course of study and may not be disclosed.



STARTING THE PROCESS

- ① To begin the process, the student must:
 - ① Identify to the DRC that they are a student with a disability and provide appropriate documentation.
 - ① Meet with DRC staff to discuss needs and request accommodations. The student must request any needed accommodations each semester.



ACCOMMODATION LETTERS

- ⦿ Faculty are responsible for requiring verification of eligibility in order to provide accommodations. The standard form of verification is a letter to the faculty prepared by staff of the DRC.
- ⦿ Once a student requests accommodations, DRC staff will write up letters to the faculty explaining the student's accommodations and provide these letters to the student to give to his or her instructors.
- ⦿ An exception to this process occurs when students are in online classes. Since distance education faculty may or may not be physically present on campus, the DRC will email letters to these faculty and copy the student on the email.



ACADEMIC STANDARDS

- ⊙ Please note that accommodations are not intended to fundamentally alter essential components of your curriculum or academic requirements of a program of study.
- ⊙ The Disability Resource Center values the University's academic standards. The goal of accommodations is not to lower academic standards, but to provide access to allow students with disabilities to meet the academic standards.
- ⊙ If you ever have questions or concerns about this, contact us!



DISCUSSION WITH STUDENTS

- ⊙ It is the student's responsibility to discuss their accommodations with you. If the student receives exam accommodations, this discussion should include:
 - ⊙ Will you administer the accommodated exams or will exams be administered at the DRC?
 - ⊙ If exams conflict with another class or DRC office hours, the student should seek your permission to take the exams at an alternate time. Then, when would be an acceptable time to take the exam?
 - ⊙ If exams are online, how will the student get access to the accommodated exam?



EXAM ACCOMMODATIONS

- ⊙ The DRC often collaborates with faculty for the implementation of exam accommodations for eligible students.
- ⊙ Faculty have the option to administer exams with the appropriate accommodations themselves or may request that the DRC assist them by administering the exams on the faculty's behalf.
- ⊙ When you receive the letter for a student with exam accommodations, you will find the Exam Accommodation Form attached to it. This is where you will let us know whether you plan to provide accommodations yourself or if you want assistance from the DRC. Please complete this form, detach it from the letter, and give the form back to the student for delivery to the DRC.



OBTAINING EXAMS

- ⦿ Students are responsible for scheduling each exam to be administered by the DRC at least 5 business days in advance.
 - ⦿ If the student does not schedule the exam with us, we assume that he or she plans to take the exam in class or has made arrangements for the faculty to administer the accommodated exam.
- ⦿ Emails are sent to the faculty a few days prior to the scheduled exam to inform you that we will need to obtain the exam from you.
 - ⦿ Please provide the DRC your exams as quickly as possible to allow us time to complete any necessary conversions or other preparations.



EXAM ADMINISTRATION

- ⊙ Every precaution is taken to maintain test security. Tests in the care of the DRC are kept confidential and handled by authorized personnel only.
- ⊙ If a student is caught cheating or suspected of cheating on an exam administered by the DRC, we will stop the exam, gather materials from the student, report the incident, and return all materials to the instructor for action by the academic unit.
- ⊙ When a student completes an exam, the exam is sealed in an envelope for faculty pickup or for DRC to return to the academic unit.



SUPPLEMENTAL NOTE TAKERS

- ⊙ Some students with disabilities may request a supplemental note taker for your class.
- ⊙ When given sufficient notice by the student, the DRC will attempt to find a note taker for the student before the semester begins by sending an email to the class. If we are unable to identify a note taker by email or if the student does not give us sufficient notice, we may request your help in identifying a supplemental note taker with an In-Class Announcement.
- ⊙ If your assistance is needed, the student should bring you an In-Class Announcement from our office. We ask that you read the announcement to the class to assist in our efforts to find a note taker.



CLASS ATTENDANCE

- ⊙ Some students may need to suddenly leave class or miss class frequently due to a disability. Reasonable flexibility with regard to attendance may sometimes be listed in the accommodation letters for these students.
- ⊙ Like all accommodations, this accommodation is not intended to fundamentally alter the curriculum. The amount of flexibility that is reasonable will vary from class to class depending on how essential attendance is to the course.
- ⊙ The Office for Civil Rights has compiled a [list of questions](#) you may ask yourself to help you determine how essential attendance is to your course.



DEADLINES

- ⊙ In some cases, consideration for flexibility with deadlines may be requested for a student with a disability.
- ⊙ Use caution when this request is made and consider:
 - ⊙ Will routine extension of deadlines create a vicious cycle that ultimately results in “Incompletes”?
 - ⊙ Could assignments be provided earlier to allow the student more time to complete them by the deadline?
- ⊙ If request for extension becomes habitual, the student may want to speak with DRC about the possibility of reducing their course load.

UNIVERSAL DESIGN

Definition of Universal Design

Faculty Perspective on Universal Design

Principles of Universal Design for Instruction



DEFINITION OF UNIVERSAL DESIGN

- ① Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- ① Universal Design for Instruction takes into consideration the variety of abilities, disabilities, racial/ethnic backgrounds, reading abilities, ages, and other characteristics of the student body.



FACULTY PERSPECTIVE ON UNIVERSAL DESIGN

- © Video: [Dr. Kimo Ah Yun, Professor of Communication Studies, California State University](#)



UNIVERSAL DESIGN FOR INSTRUCTION PRINCIPLES

- ⊙ Equitable use
 - ⊙ The design is useful and marketable to people with diverse abilities.
 - ⊙ Example: A professor's website is designed so that it is accessible to everyone, including students who are blind and using screen reading software.
- ⊙ Flexibility in use
 - ⊙ The design accommodates a wide range of individual preferences and abilities.
 - ⊙ Example: A museum, visited as a field trip for a course, allows each student to choose to read or listen to a description of the contents of display cases.



UNIVERSAL DESIGN FOR INSTRUCTION PRINCIPLES

- ⊙ Simple and intuitive
 - ⊙ Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
 - ⊙ Example: Control buttons on science equipment are labeled with text and symbols that are simple and intuitive to understand.
- ⊙ Perceptible information
 - ⊙ The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
 - ⊙ Example: A video presentation projected in class includes captions.



UNIVERSAL DESIGN FOR INSTRUCTION PRINCIPLES

- ⊙ Tolerance for error
 - ⊙ The design minimizes hazards and the adverse consequences of accidental or unintended actions.
 - ⊙ Example: Educational software provides guidance and background information when the student makes an inappropriate response.
- ⊙ Low physical effort
 - ⊙ The design can be used efficiently and comfortably, with a minimum of fatigue.
 - ⊙ Example: Doors to a lecture hall open automatically for people with a wide variety of physical characteristics.



UNIVERSAL DESIGN FOR INSTRUCTION PRINCIPLES

- ① Size and space for approach and use
 - ① Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.
 - ① Example: A flexible science lab work area has adequate workspace for students who are left- or right-handed and for those who need to work from a standing or seated position.



UNIVERSAL DESIGN FOR INSTRUCTION

- ① Universal Design benefits everyone! For example, closed captions on a video you assign as homework are necessary for someone who is deaf, but can you think of other people closed captions might help?
 - ① An individual for whom English is a second language, who may understand written English better than spoken English.
 - ① An individual who is watching the video in an environment where they must be quiet – like a library or while caring for a sleeping child.
 - ① An individual whose computer speakers are not working.



UNIVERSAL DESIGN FOR INSTRUCTION TIPS

- ⊙ Determine the fundamental elements for each course or curriculum (essential skills, technical standards, etc.)
- ⊙ Provide all critical info on class syllabus including field trips, any additional assignments, method of evaluation, oral presentation requirements, etc.
 - ⊙ This allows all students to evaluate what steps they may need to take to meet the class expectations and helps students with disabilities identify any access issues early.
- ⊙ Provide info on the textbook and other reading requirements early.

TECHNOLOGY ACCESSIBILITY

Assistive Technology

Using Technology with Accessibility in Mind



ASSISTIVE TECHNOLOGY

- ⊙ Assistive technology is software or hardware that helps students with disabilities do something that might otherwise be difficult or impossible. For example:
 - ⊙ Text-to-speech software
 - Example: Read Write GOLD, Kurzweil
 - ⊙ Screen reading software
 - Example: JAWS
 - ⊙ Screen magnifying software
 - Example: Zoomtext
 - ⊙ CCTV



ASSISTIVE TECHNOLOGY LIMITATIONS

- ⊙ While assistive technology assists students with gaining access, it does NOT guarantee access.
- ⊙ In order to use assistive technology to effectively gain access, the content on which the technology is being used must be created with accessibility in mind.
 - ⊙ Example: If a student wishes to use text-to-speech technology on a PDF, the PDF cannot be simply an image of the text, it must know what text is there. A quick way to check this is to see whether or not the text in a PDF can be highlighted, copied, and pasted.



PDFs

- ⦿ Many instructors post PDFs on their course's Blackboard site or send links to PDFs to students for class readings. PDFs can be accessible for students using screen readers, but unfortunately, they are not always created with accessibility in mind.
- ⦿ If you create your own PDF, you can create it in a way that is accessible to students with disabilities from the beginning.
 - ⦿ Video: [Assessing Existing PDFs for Accessibility](#)
- ⦿ If you get a PDF from somewhere else, you also have the ability to check to see if it is accessible, and modify it to be accessible if it is not already.
 - ⦿ Video: [Creating Accessible PDFs](#)
 - ⦿ Note: The previously listed steps require Adobe Acrobat Professional. If you do not have this program on your computer, this program is available at the following on-campus locations for your use:
 - ⦿ Mac computers in iTech Zone - Miller Information Technology Center Room 002
 - ⦿ Limited computers in Education Resource and Technology Center - College of Education and Human Development Room 201



VIDEOS & PODCASTS

- ⦿ Some instructors show videos in class or post videos or podcasts on Blackboard for their students. When a student is deaf, it is essential that the video or podcast be captioned so that the student will be able to know what is being discussed. If a video or podcast is not captioned, you have some options for making sure it will be accessible to deaf students.
 - ⦿ Contact the publisher of the video or podcast to see if they have a captioned version or transcript available.
 - ⦿ You can transcribe the video or podcast yourself, or see if a student worker in your department may be able to do this for you.
 - ⦿ For a fee, you can hire a professional to transcribe the video for you. Contact [Cathy Patus](#) in the Disability Resource Center for some local transcription resources.



FINAL STEPS AND THANK YOU!

- ⊙ Complete this module of the Disability Advocacy Program by telling us one way that you will be an advocate for persons with disabilities at:
<http://www.louisville.edu/disability/advocacy/faculty>
- ⊙ If you are interested in having your name added to our online list of advocates, please let us know when you complete the above form.
- ⊙ Thank you for participating in this Faculty Advocacy module. Your commitment to improving access and making a more inclusive environment for persons with disabilities is greatly appreciated.

QUESTIONS?

CONTACT THE DISABILITY RESOURCE CENTER AT
502-852-6938 OR CPGETT01@LOUISVILLE.EDU.