

Faculty and Staff Handbook

Welcome

The Office of Accessibility would like to welcome you to our office. We strive to provide students with disabilities equal access opportunities and programs geared for academic success at The University of Akron. We collaborate with faculty and staff to ensure that academic accommodations are carried out in a timely and effective manner. We have developed this handbook for faculty and staff to provide information regarding disability-related accommodations while working with all students in an inclusive manner. If you have additional questions, please do not hesitate to contact the Office of Accessibility for further information.

Office Hours

Fall/Spring Semesters	Summer Semester
Monday through Friday 8:00 AM to 5:00 PM	Monday through Friday 8:00 AM to 4:30 PM

Office of Accessibility Staff

The staff at the Office of Accessibility strives to provide students with full access to and the opportunity to fully participate in the academic environment at The University of Akron. We encourage students to contact us to find out more about our programs and services.

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Mission of the Office of Accessibility

The mission of the Office of Accessibility at The University of Akron is to provide students with full access to and the opportunity for full participation in the academic environment. We are advocates of social justice for students with disabilities and work to end oppression by examining the social, cultural, and institutional barriers to inclusion of all students. We embrace the diversity of our student body and celebrate a culturally sensitive and accessible campus through outreach, partnership, and advocacy with many university departments.

Our goal is to provide reasonable accommodations and a supportive, well-resourced environment to students with disabilities to promote student success in the university environment. This mission goes well beyond the legal requirements, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA as Amended (2008), and supports the University's commitment to create an accessible and welcoming environment for all students.

Legislation Mandates

In addition to the mission of the Office of Accessibility, the following directives from federal laws guide the efforts of the Office of Accessibility and The University of Akron to provide an accessible experience in higher education. The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federally funded programs and activities. The Americans with Disabilities Act (ADA) of 1990 is a civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, state and local government, public accommodations and services, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability in the United States...Shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (Section 504 of the Rehabilitation Act of 1973).” For the purposes of this section, the term "program or activity" means all the operations of a college, university, or other post-secondary institution, or a public system of higher education.

Title II of The American with Disabilities Act

“Subject to the provision of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by such entity (Title II of the Americans with Disabilities Act).”

Americans with Disabilities Act as Amended

The **ADA Amendments Act of 2008** (Public Law 110-325, ADAAA) became effective January 1, 2009. The ADAAA expands interpretation of the ADA's coverage, which has been narrowly construed by case law in a number of decisions by the Supreme Court. Because Congress viewed those decisions as limiting the rights of persons with disabilities, the ADAAA explicitly reversed those decisions. It also rejected portions of the regulations published by the Equal Employment Opportunity Commission (EEOC) that interpret Title I (the employment-related title) of the ADA. The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition -- and therefore the number and types of persons who are protected under the ADA and other Federal disability nondiscrimination laws.

The ADAAA requires that courts interpreting the ADA focus on whether the covered entity has discriminated, rather than whether the individual seeking the law's protection has an impairment that fits within the technical

definition of the term "disability." The Act retains the ADA's basic definition of "disability" as: 1. an impairment that substantially limits one or more major life activities; 2. a record of such an impairment; or 3. being regarded as having such an impairment.

The ADA renews Congress' commitment to ensuring that all Americans with disabilities are able to participate to the fullest possible extent in all facets of society. By broadening the definition of disability in the ADA, the ADA provides protection for persons previously excluded by Supreme Court cases. Future cases under the ADA will focus less on the threshold question of whether a person is disabled, and will focus more on whether discrimination occurred, including whether an accommodation or modification was unjustly denied.

Roles and Responsibilities in the Accommodation Process

Office of Accessibility Responsibilities

- Review and explain what documentation is needed to determine eligibility for services.
- Determine student eligibility for individualized accommodations based on documentation.
- Maintain student files in a confidential manner.
- Send letters to faculty members that detail accommodations, per student's request in STARS.
- Make a reasonable, good faith effort to provide accommodations, aids, and services for eligible students in a timely manner.

Student Responsibilities

- Register with the Office of Accessibility by providing necessary documentation.
- Meet with their Disability Specialist to discuss their needs.
- Submit accommodation requests through STARS **each semester**.
- Speak to professors about accommodations and maintain necessary communication with instructors and the Office of Accessibility to coordinate services throughout the semester.
- Be aware of out-of-classroom/hands-on learning experiences in their program and communicate with their Disability Specialist and professors to determine appropriate accommodations for those experiences.
- Meet with their Disability Specialist to discuss any evacuation concerns and discuss these concerns with their professors.
- Notify their Disability Specialist if additional accommodations should be considered.
- Contact their Disability Specialist and/or professors if they have any questions/concerns.

Faculty Responsibilities

- Understand accommodations approved by the Office of Accessibility.
- Collaborate with the student and/or the Office of Accessibility to coordinate accommodations.
- Contact the Office of Accessibility if there are questions/concerns regarding accommodations.
- Know the essential elements of a course or program.

Disability Information

Students with disabilities utilize academic accommodations to mitigate the impact of their disability in the educational setting and ultimately provide access to the educational process. The overall goal is to be inclusive of all students and promote an accessible learning environment to everyone.

Flexibility and effective communication between student and instructor are key in approaching accommodations. Although students with similar disabilities may require different accommodations, it is useful for faculty to be aware of typical strategies for working with students who have various types of impairments. With this basic

knowledge you will be better prepared to ask students to clarify their needs and to discuss accommodation requests.

Attention-Deficit/Hyperactivity Disorder (ADHD) is a condition that is characterized by poor attention, distractibility, and/or hyperactive and impulsive behaviors. Examples of accommodations for students who have ADHD include:

- Extended test time
- Distraction reduced testing environment
- Use of an audio recorder in the classroom

Autism Spectrum Disorder (ASD) refers to disorders characterized by delays in the development of socialization and communication skills. Symptoms may include problems using and understanding language; difficulty relating to people, objects, and events; difficulty with changes in routine or familiar surroundings; and repetitive body movements or behavior patterns. Examples of accommodations for students who have Autism include:

- Frequent communication with instructor(s)
- Clarification of instructions and ambiguous terms
- Use of adaptive technology to assist in written expression and organization

Blindness refers to the disability of students who cannot read printed text, even when enlarged. Typical accommodations include:

- Audiotaped, Brailled or electronic-formatted lecture notes, handouts, and texts
- Verbal descriptions of visual aids
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels, auditory lab warning signals
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)
- Computer with optical character reader, speech output, Braille screen display and printer output

Health Impairments affect daily living and can involve the lungs, kidneys, heart, muscles, liver, intestines, immune systems, and other body parts (e.g., cancer, kidney failure, multiple sclerosis, fibromyalgia, AIDS). Typical accommodations for students who have health impairments include:

- Notetaker or copy of another student's notes
- Flexible attendance requirements and extra test time
- Assignments made available in electronic format, use of email to facilitate communication
- Copies of overhead/PowerPoints

Considerations:

- Communication and flexibility are often necessary when symptoms are unexpected or exacerbated.

Hearing Impairments make it difficult or impossible to hear lecturers, access multimedia materials, and participate in discussions. Examples of accommodations for students who are Deaf or hard of hearing include:

- Sign language interpreter, real-time captioning, FM system, notetaker
- Open or closed-captioned films, use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions

- Appointments with faculty for outside of class discussions to ensure the availability of a transcriber or interpreter
- Preferential seating in front of the classroom and/or direct line of sight to instructor

Considerations:

- Face people with hearing impairments so they can see your lips. Avoid talking while chewing gum or eating.
- Speak clearly at a normal volume and without exaggerated mouth movements. Speak louder only if requested.
- Use written language if the person who is Deaf does not read lips or if more accurate communication is needed.
- In groups, ask that students raise their hands to be recognized, so the person who is Deaf knows who is speaking. Repeat questions from audience members.
- When the student is using a transcriber for communication access, speak directly to the person who has the hearing impairment. When a transcriber voices what a person who has the hearing impairment says, look at the person who has the hearing impairment, not the transcriber.
- When the student is using an interpreter for communication access, speak directly to the person who is Deaf. When an interpreter voices what a person who is Deaf signs, look at the person who is Deaf, not the interpreter.
- If a student has a speech impairment, listen carefully. Repeat what you think you understand and then ask the student to clarify and/or repeat the portion you did not understand.

Low Vision refers to students who have some usable vision, but cannot read standard-size text, have field deficits (for example, cannot see peripherally or centrally but can see well in other ranges), or other visual impairments. Typical accommodations for students with low vision include:

- Seating near front of class
- Large print handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Class assignments made available in electronic format
- Computer equipped to enlarge screen characters and images

Considerations:

- Be descriptive. Say, "The computer is about three feet to your left," rather than "The computer is over there."
- Narrate the content presented on boards and other visuals.
- When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Mobility Impairments may make walking, sitting, bending, carrying, or using fingers, hands or arms difficult or impossible without mobility aides. Mobility impairments result from many causes, including amputation, polio, scoliosis, spinal cord injury, cerebral palsy, injuries, and birth related disorders. Typical accommodations for students with mobility impairments include:

- Notetaker, lab assistant, group lab assignments
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables/chairs, lab equipment located within reach
- Class assignments made available in electronic format
- Computer equipped with special input device (e.g., speech input, Morse code, alternative keyboard)

Considerations:

- Sit or otherwise position yourself at the approximate height of people sitting in wheelchairs when you interact.
- Do not touch a wheelchair unless the student requests assistance. It is considered part of their personal space.

Neurological Disorders are disorders of the brain, spine, and the nerves that connect them. This includes Traumatic Brain Injuries (TBIs) and concussions. Examples of accommodations for students with neurological disorders include:

- Notetakers and/or audiotaped class sessions
- Extra exam time, alternative testing arrangements, and breaks during exams
- Flexible attendance requirements
- Receiving copies of PowerPoints prior to class

Psychological Impairments includes mental health and psychiatric disorders that affect daily living (e.g., Bipolar Disorder, Generalized Anxiety Disorder, Major Depressive Disorder). Examples of accommodations for students with these conditions include:

- Notetaker, copy of another student's notes, or recording of lectures
- Extended time on assignments and tests
- A non-distracting, quiet setting for assignments and tests
- Flexible attendance requirements

Considerations:

- Provide information in clear, calm, respectful tones.
- Allow opportunities for addressing specific questions.

Specific Learning Disorders are documented disabilities that may affect reading, writing, math calculation, processing information, remembering, and spatial abilities. Examples of accommodations for students who have specific learning disabilities include:

- Notetakers and/or audiotaped class sessions
- Extra exam time, alternative testing arrangements
- Visual, oral and tactile instructional demonstrations
- Computer with speech output, spellchecker and grammar checker

Considerations:

- Offer directions/instruction both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Temporary Medical Conditions refers to students with temporary conditions, such as injured limbs, surgeries and short-term illnesses that may require temporary accommodations. Examples of temporary accommodations for students include:

- Audio recorder for class sessions
- Extra exam time, alternative testing arrangements
- Classrooms in accessible locations

General Considerations:

Treat people with disabilities with the same respect and consideration with which you treat others. There are no strict rules when it comes to relating to people with disabilities. The following are a few things to consider:

- Ask a person with a disability if he/she needs help before providing assistance.
- Refer to a person's disability only if it is relevant to the conversation. If so, mention the person first and then the disability. "A man who is blind" is better than "a blind man" because it puts the person first.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair." A wheelchair is not confining- it's liberating!
- Ask for permission before you interact with a person's guide dog or service dog.
- Students are required to ensure that the appropriate amount of personal care is in place while attending The University of Akron. It is inappropriate for the student to ask any University of Akron personnel to provide any level of personal care assistance related to any activity of daily living including, but not limited to toileting, showering, eating, sleeping, walking, dressing, grooming, transfer in and out of a wheelchair and personal hygiene.

Accommodation Process

1. The Office of Accessibility reviews the student's disability related documentation and determines eligibility for reasonable and appropriate academic accommodations and services. Academic accommodations and services are designed to focus on mitigating the limitations caused by the disability and are individualized for each person.
2. Once a student is registered with the Office of Accessibility, they are encouraged to request academic accommodations by the end of the second week of classes in a 15-week session or its equivalent time frame for shorter sessions. The Office of Accessibility will generate an accommodation letter for each faculty member indicating the student's academic accommodations. Accommodation letters are emailed one week prior to the start of the semester. The student is encouraged to discuss with faculty the effects of the disability and how the recommended accommodations are helpful. Students may choose not to use all these accommodations in every class. Each student is ultimately responsible for notifying their faculty of the accommodations in a timely manner. It is important to note that students are able to request letters of accommodation at any point in the semester.
3. Faculty are responsible for providing academic accommodations once they receive the accommodation letter, even if it is after the second week of the semester. Faculty are also encouraged to discuss these accommodations with students and the Office of Accessibility staff should any concerns arise. It is the responsibility of the student to notify the Office of Accessibility if accommodations are not in place or are not effective.

Academic Accommodations

Alternative Media

Ensuring that students who have reading disorders, blind or visually impaired (or otherwise print impaired) have their classroom materials in the appropriate format is the responsibility of the Office of Accessibility. Alternative media could include Braille, large print, scanned text, or a combination depending on the student. The appropriate format should be accessible at the same time printed materials are available. The Office of Accessibility works hard to produce classroom materials to students in a timely fashion. The student is responsible for requesting alternative media when they register with the Office of Accessibility.

Captioning

The Office of Accessibility works to ensure that all audio-visual materials used in class are accessible. All videos shown need to be captioned for students with hearing impairments or who are Deaf. If faculty need videos captioned, contact the Office of Accessibility at least three weeks prior to showing the video. Faculty can contact the Audio-Visual Department at 330-972-7811 to reserve equipment that has captioning capability if the captioning does not automatically display.

Classroom Relocation

For some students with disabilities, classrooms will be relocated to ensure the student has access to their courses. The Office of Accessibility makes the schedule change as soon as we receive the student's schedule, to ensure timely relocations.

Course Attendance

Alterations to the classroom attendance policy may be appropriate to assist students when the impact of their disability may require them to leave the class suddenly, come late to class, or miss class. Students most likely to request modified attendance policies are those with health-related disabilities that flare up episodically. An example of a possible scenario could be a student's blood sugar drops unexpectedly and the student needs to give themselves an insulin shot, check blood sugar levels and/or eat a snack. Additional situations could be a student has a seizure in class, a student needs to leave class or walk in the back of the classroom due to a limited sitting tolerance, or a student has a chemical sensitivity and develops a reaction to a chemical in the environment (perfume, cleaning solution, etc.). The Office of Accessibility informs students that the instructor determines the class attendance policy, but we ask that faculty take the student's disability into consideration when applying the policy.

The Office of Accessibility recommends that students with a disability-related need for flexibility in attendance meet with their instructors to discuss the extent to which modification in attendance policies may be reasonable for a particular class. The student and instructor should have a clear understanding of what accommodation can be made for disability-related absences. In cases where attendance is an essential part of the class, a medical withdrawal may be considered a reasonable accommodation if absences become excessive.

Course Requirements

The instructor will receive an accommodation letter from the student at the beginning of the semester. Students are encouraged to discuss with each instructor their academic accommodations as it relates to each specific course. Academic accommodations can not alter what is fundamental to the course objectives. If there is a concern with an accommodation altering a fundamental element of the course, contact the Office of Accessibility for assistance.

Fieldwork, Internships or Clinical Placements

As faculty work with students with disabilities in an internship, clinical, or fieldwork setting, please remember to:

- Measure knowledge and comprehension rather than physical performance of a task when testing a student's understanding of material.
- Ask the student how s/he might be able to do specific aspects of fieldwork. Attempt to include the student in field work opportunities, rather than automatically suggesting non-field work alternatives.
- Consider accessible transportation when planning field trips and out of class assignments. Discuss with the student their transportation situation and contact the Office of Accessibility to help problem-solve if necessary.
- Consult with the Office of Accessibility if there are concerns about physical access to the placement site.

Note Taking Assistance

Audio Recorder/SmartPen – Students record lectures, which allows them to relisten to lectures for a variety of reasons: auditory processing deficits, attention/concentration concerns, visual motor integration deficits, and fine motor impairments. If faculty have concerns regarding sensitive course material being recorded, contact the Office of Accessibility and we will assist in finding an alternative accommodation. Students may be asked to complete an *Audio Recorder Agreement* form when checking out an audio recorder.

Copies of Overheads/PowerPoints – As an accommodation, students may ask faculty for copies of visually presented materials, such as PowerPoint presentations. It is the student's responsibility to ask for the materials and the faculty will provide them in a timely manner. We encourage faculty to provide the materials prior to the lecture, if possible. We also encourage faculty to post their notes and PowerPoint presentations on Brightspace, which allows all students to benefit.

Note Taker – Note takers are students taking the same class as the student with a disability. It is critical for the instructor to help identify a notetaker, assist in doing so or provide notes to the student who is providing this memo. To meet the individual needs of students, it is important to discuss the following options with the student before proceeding. Here are your options for securing a notetaker:

1. ***The instructor identifies a note taker during the first two weeks of school.*** Many instructors know students in their classes or get a good sense of students in the first two weeks. You may approach a student you believe would be a good note taker and ask them to provide this paid service. If a notetaker is found, please email the student's name and contact information to the Notetaker Coordinator Tess Miller [Email: tmiller1@uakron.edu].
2. ***The instructor provides notes to the student.*** Many instructors prefer to provide a form of their own lecture notes to students who have a note taker accommodation. Another option is to post notes or PowerPoint slides to Brightspace so that all students have access. The student may still opt to receive a notetaker in addition to the instructor's notes.
3. ***The instructor reads the notice below to secure a note taker in the classroom.*** Please read this announcement each day in your class for at least one week, or more if necessary. Interested students are instructed to contact you or the Notetaker Coordinator after class. If a student volunteers, please email the student's name and contact information to the Notetaker Coordinator Tess Miller [Email: tmiller1@uakron.edu].

Below is the announcement read to the class:

The following is an announcement from the Office of Accessibility: We have a great opportunity available to you. There is a student in this class who requires the services of a note taker. As a notetaker, you can receive the benefits of a one-time stipend of \$100 on your All Campus Zip Card Account and enhancing your resume. It is very convenient to be a notetaker since you are already taking notes and the Office of Accessibility can provide you with notetaking materials such as carbon copy paper, a copy card, and instructions for uploading notes. If you are willing to provide a copy of your notes to this person for the rest of the semester, please let me know or email the Notetaker Coordinator at [Email: tmiller1@uakron.edu] for registration information.

Important Reminders

1. It is the instructor's responsibility, along with the Office of Accessibility, to ensure that accommodations are provided in a timely manner.
2. To protect confidentiality, please do not identify the student with a disability to the class in any way.
3. Though students are strongly encouraged to give you a letter of accommodation within the first two weeks of school, this does not always happen. Accommodations need to be honored but are not retroactive. If you receive a letter later in the semester, attempt to find a notetaker within two weeks.
4. Note takers will be paid at the end of the semester in which they are taking notes. Payment of \$100.00 will be credited to the students All Campus Zip Card Account.

Sign Language Interpreters and Transcribers

Students who are Deaf may use a Sign Language Interpreter in the classroom. The interpreter will sign what is being said in the classroom to the student. Some students will use a Transcriber for access to the classroom. The transcriber uses abbreviation software on a laptop to transcribe what is being spoken in the classroom. The student using this service will receive the information as it happens (in real-time) on his/her laptop provided by the Office of Accessibility.

Notification

Faculty will be notified of a student using interpreter/transcriber services in the following manner:

- Instructors will be notified by e-mail prior to the start of the semester if a student will be using an interpreter/transcriber as an academic accommodation in the classroom.
- Instructors may be asked details about the teaching format and required assignments prior to the semester. This information will be utilized when making decisions about the type of interpreter/transcriber assignments (team interpreting/transcribing) and how to apply the accommodation.
- Interpreters/transcribers may ask for access to your Brightspace page in order to familiarize themselves with the language of the curriculum.

Roles and Responsibilities

- When an interpreter/transcriber is assigned to a student in your classroom, speak directly to the student, not the interpreter, when relaying information to the student.
- When lecturing, speak at an even moderate pace to allow for the interpreter/transcriber to keep up with the information.
- Stay in an area that provides a direct line of sight for students who also rely on lip reading skills.

- The transcriber/interpreter is not to act as an aide or tutor and must not be distracted from their role in the classroom.
- Contact the Office of Accessibility with any questions/concerns about the role of the interpreter/transcriber in your classroom.

Syllabus Statement

Include a statement on the class syllabus inviting the student to discuss academic needs with you. The statement endorsed by the Office of Accessibility is the following: “in pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or access@uakron.edu. The office is located in Simmons Hall Room 105.

After the student’s eligibility for services is determined, his/her instructors will be provided a letter which will outline the student’s accommodations.”

Testing Accommodations

Testing accommodations are the most utilized accommodations for students. The primary testing accommodations include: extended time for in-class quizzes, tests and finals; distraction reduced testing space; use a computer for in-class writing assignments and essay tests; and use of a reader or scribe.

Typically, the student provides faculty with the accommodation letter at the beginning of the semester. Each time the student wants to utilize their testing accommodations, the student will submit a request in STARS, our online system, four business days before a test. An email will be sent to the instructor requesting the exam to be sent to the student’s assigned testing location. Please note: Professors can receive a student’s Letter of Accommodations at any point throughout the semester. Accommodations are not retroactive, however, and only begin when the Professor receives the student’s letter.

Students have the following options available if they qualify for testing accommodations based on instructor preference:

1. Take the test with the class.
2. Take the test with appropriate accommodations, by working with instructors and agreeing on a time and place. In this option, students are able to access their instructor if they have questions throughout the test.
3. Schedule tests at the Counseling & Testing Center, if that is what is decided between the student and their instructor.
4. Schedule tests at the Office of Accessibility, if that is what is decided between the student and their instructor.

When taking tests in the Office of Accessibility or the Counseling & Testing Center, students are required to submit a testing request four business days in advance to reserve the testing room. An email is then sent to the instructor requesting the test and a proctor sheet outlining instructions for administering the exam.

In the event the student requests a test less than **four business days** before the test, the Office of Accessibility will attempt to fulfill the request based on availability. If there is no availability, students are responsible for contacting their instructor to discuss possible testing options. Students can discuss with their instructor a different test date through the office or make testing arrangements directly with the instructor.

Teaching Strategies for Students with Disabilities

Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. Universal Design allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods.

Although this design enables the student to be self-sufficient, the teacher is responsible for imparting knowledge and facilitating the learning process. It should be noted that **Universal Design does not remove academic challenges. It removes barriers to access. Simply stated, Universal Design is just good teaching.**

Who Benefits:

- Students who speak English as a second language
- International students
- Older students
- Students with disabilities
- A teacher who would like to teach for students of various learning styles
- All students

Principles:

- Identify the essential course content.
- Clearly express the essential content and any feedback given to the student.
- Integrate natural supports for learning (i.e. using resources already found in the environment such as a study buddy).
- Use a variety of instructional methods when presenting material (auditory, visual, kinesthetic, written).
- Allow for multiple methods of demonstrating understanding of essential course content.
- Use technology to increase accessibility.
- Invite students to meet/contact the course instructor with any questions/concerns.

Classroom Considerations:

- Select course materials early. Distribute syllabi, assignments, and reading lists in advance and in electronic format (e.g. disk, network) to facilitate translation to alternative text, Braille, and large print.
- Make lectures and notes easily accessible (Brightspace, use larger print, provide handouts of notes in class, etc.).
- Provide adequate opportunities for questions and answers, including review sessions.
- Allow preferential seating for students with disabilities.
- Verbally describe visual aids if there is a student with a visual impairment in class. For example, you might say, "The 3-inch long steel rod," rather than "this".

Please see http://ada.osu.edu/resources/fastfacts/Universal_Design.htm for more information on how universal design can benefit your students.

Quality Service is a Coordinated Effort

Thank you for working with us to provide equal access to all students. Additional information for faculty and staff about our office can be found on our website: <https://www.uakron.edu/access/>. Should you have any questions or concerns regarding implementing accommodations please contact our office at (330) 972-7928.