24 AUGUST 2021

ACCESSIBILITY + UDL

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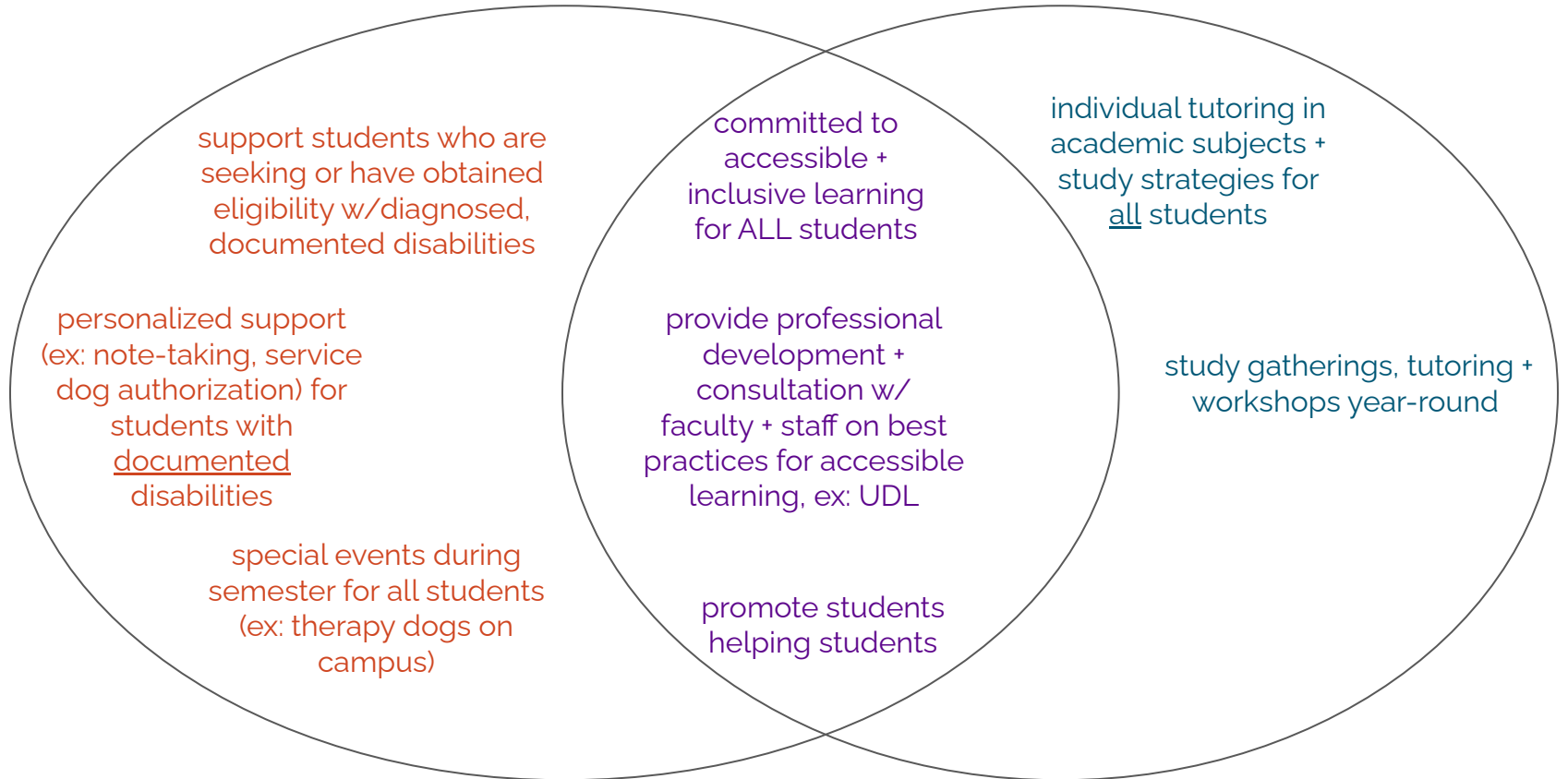(away Fall 2021)

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Access + Disability Services

Learning Resource Center

Access + Disability Services (left):

support students who are seeking or have obtained eligibility w/diagnosed, documented disabilities

personalized support (ex: note-taking, service dog authorization) for students with <u>documented</u> disabilities

special events during semester for all students (ex: therapy dogs on campus)

Overlap (center):

committed to accessible + inclusive learning for ALL students

provide professional development + consultation w/ faculty + staff on best practices for accessible learning, ex: UDL

promote students helping students

Learning Resource Center (right):

individual tutoring in academic subjects + study strategies for <u>all</u> students

study gatherings, tutoring + workshops year-round

Access and Disability Services @CCA

General Information:

- The Office for Access and Disability Services provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law.
- Approximately 90-120 students are registered with Office for Access and Disability Services per academic year.
- The majority of students with disabilities fall into one of two categories: Specific learning disabilities (such as ADHD, Dyslexia) and/or Mental Health disorder (such as Depression or Anxiety).
- Students often have more than one disability that manifests in different ways depending on the individual (comorbidity).

Access and Disability Services @CCA

To Register with the Office for Access and Disability Services

Students will:

- Submit documentation of the diagnosed disability from a qualified treatment provider. Documentation must follow CCA's documentation guidelines.
- Contact the access@cca.edu or email me directly at tsparker@cca.edu to schedule an Intake appointment.
- Discuss the kind of support needed in the initial appointment.
- Complete the required forms (Intake and Agreement Form, Consent for Exchange of Confidential Information Form) and follow procedures for the services requested.

Students should notify our office of any changes in diagnosis or concerns about the service**

Process for Requesting Semester Accommodations

IMPORTANT INFORMATION TO KNOW:

- Forms will be processed in the order received and sent out tentatively starting at the start of the new semester. **Please allow 48 to 72 hours for the form to be processed and sent in the mode that you have requested.**

- Faculty should only accept accommodations requests that have been approved through the Office for Access and Disability Services. The Letters that are submitted to Faculty or to students' CCA emails must have the official CCA letterhead and signature from the Office for Access and Disability Services. ****Students are discouraged from approaching Faculty to request accommodations if they are not registered with our office.****

- Students who are not currently registered with our office CANNOT receive accommodations until they have completed the Intake Process first, please refer students to contact The Office for Access and Disability Services at **access@cca.edu** to schedule an Intake Meeting and visit our portal page for general information about our office.

  https://portal.cca.edu/thriving/dean-students/access-disability-services/

- The goal of implementing this form is create a streamlined process for communication between our office, the student and Faculty and hopefully make the process easier in general.

- After completing the online "Semester Opt-In/Out" Form, students will receive confirmation that their form was received for processing.

- All information submitted on the Semester Opt-In/Opt-Out forms will be verified and corrected if we determine that the information does not match what we have in the office's records. We will contact the student directly if we have any issues with processing their form.

Types of Accommodations Offered @ CCA

Choose your communication preference: *

◉ I agree to have the Assistant Dean for Access and Disability Services, or a member of the Dean of Students Office submit my Letter of Accommodations on my behalf. I understand that I will be copied on Email Notifications sent to professors and will receive a signed copy of the Letter of Accommodation for each course opted-in to for your record.

○ I would like my Letters of Accommodations to be sent directly to my student email account. I understand that I will be solely responsible for providing my professors with only the letters provided by this office with an official CCA letterhead.

Please select all approved accommodations requested for the upcoming semester:

- ☑ Access to course materials
- ☑ Additional time to complete assignments
- ☐ Alternate format text
- ☐ Audio/visual instruction
- ☐ Furniture modification
- ☐ Independent study
- ☐ Interpreter
- ☐ Not penalized for spelling errors
- ☐ Power tools
- ☐ Reduced course load
- ☐ Reduced course load – health insurance
- ☐ Service dog
- ☐ Testing accommodations
- ☐ Use of a spell-check device

- ☐ Additional instruction
- ☐ Alternate assignments
- ☑ Attendance
- ☐ Emotional support animal
- ☐ Housing Accommodations
- ☐ Instructions/Directions
- ☑ Note taking assistance
- ☐ Other
- ☐ Priority registration
- ☑ Reduced course load – financial aid
- ☐ Reduced course load – housing
- ☐ Single room
- ☐ Use of a calculator
- ☑ Use of tape recorder

Example: Accommodations Letters to Faculty

TO: L. Smith
FR: Tierra Parker, Assistant Dean for Access and Disability Services
RE: Classroom Accommodations for Course: SSHIS-200-06: HISTORY OF SHAMANISM

CCа
California College
of the Arts

Please review and sign all two copies of this letter. Retain one copy for your referral throughout the semester and return one copy to the student.
The letter of accommodation is considered confidential information between you, the student, and the Assistant Dean for Access & Disability Services.

Student X is enrolled in your course and is recognized by California College of the Arts as having a disability. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended assure students with qualifying disabilities the right to reasonable accommodations on the college campus in order to provide them with equal access to educational opportunities. A "reasonable accommodation" is a modification that assists the student without altering an essential element of the college's academic program (including fundamental course requirements, standards of academic evaluation, instructors' policies regarding attendance and participation, and student code of conduct).

ACCOMMODATIONS:

I have reviewed this student's documentation, interviewed the student, and determined the accommodations listed below to be appropriate.

TESTING ACCOMMODATIONS

● If needed, the Student will make arrangements with the Instructor at least one day before the original test date for the testing accommodation(s) indicated below:

--*Additional time (time-and-a-half)* **for in-class quizzes, tests, exams***

Proceed with Caution

- Please be aware that a student who has not been diagnosed with a disability may not be receptive to being perceived as having one.
- It is also possible that the student has been diagnosed already, but has chosen not to disclose the disability or to register with our office, or both, because the student does not feel academic modifications are necessary.
- If you feel strongly about broaching the subject with this student, arrange to discuss it privately and speak in general terms, legally you cannot outwardly ask a student if they have a disability.
- You may inform the student that CCA offers supportive resources such as coaching through the Learning Resource Center, Academic Advising, Counseling, etc.

Faculty recommendations:
How to support students with accommodations?

- If a student is requesting accommodations outside of the accommodation letter, please advise the student to contact Access/Disability Services.

- Access/Disability Services has compiled the following list of resources for faculty to help ensure equal access for students in the online learning environment:

https://portal-media.cca.edu/documents/For_Faculty_Serving_Students_With_Disabilities__Remote_Online_Learning_1.pdf

Learning Resources @CCA

Best known by our Learning Resource Center (LRC) academic coaching service

- ~12 peer educators (CCA ugrad and grad students)

- 3 professional staff / faculty also serving as coaches (specializing in ML + grad-level coaching)

- academic writing, communication, visual studies, art history, study skills, time management

- 50-minute appointments in Zoom and in person (in Oakland and SF)

- walk-in tutoring via "coaching corners" in Res Halls + study cafes in Zoom

- support confident achievers as well as struggling students at all levels (ugrad + grad)

LRC COACH

Learning Resources @CCA

Top 4 ways to support your students through LRC Academic Coaching

1. Invite a coach for a quick Class Visit (via Zoom or in person, if possible) using our handy online form.

2. Award extra credit for meeting with a coach during the early and/or middle stages of a project (not for last-minute copy-editing during finals week ;-) and take a selfie with the coach to document it

3. Recommend a great former student as a coach candidate (email LRC@CCA.EDU).

4. Show students how to find a coach from their Moodle dashboard
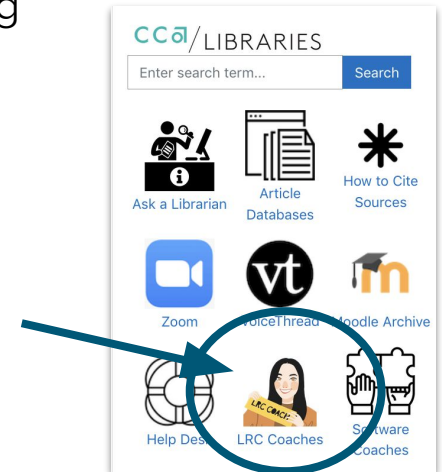
Learning Resources @CCA

Find More Info on Our Portal site
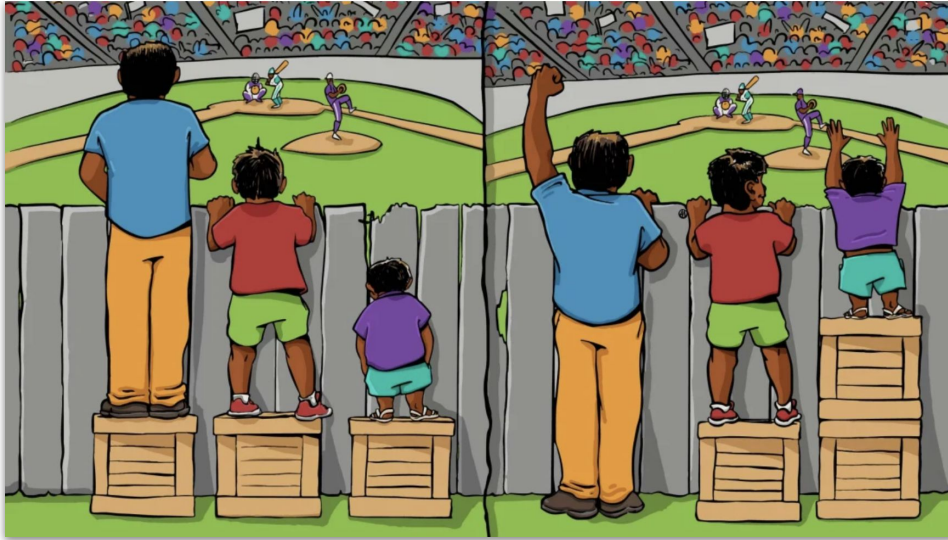

Class Visit Form

FAQs for Faculty

Universal Design for Learning + Accessibility Tools

Importance of Universal Design in Classrooms

The Goal is to practice **<u>Equity not Equality</u>** and exercise Universal Design when possible!

● **Universal Design for Learning** (**UDL**) is a way of thinking about teaching and **learning** that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know.

● UDL can be beneficial to ALL your students not just those with accommodations.

Example: Instead of one assignment type, give students the flexibility to choose their mode of delivery (PowerPoint, video, paper, etc.).
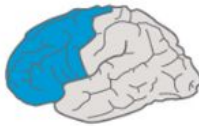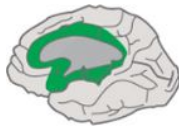
UDL in a Nutshell
3 PRINCIPLES

Recognition Networks

Provide **multiple means of representation** to give students various ways of acquiring, processing, and integrating information and knowledge.

Strategic Networks

Provide **multiple means of action and expression** to provide students with options for navigating and demonstrating learning.

Affective Networks

Provide **multiple means of engagement** to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

One Example of Faculty Resources + UDL

Quick Demo from Instructional / Library Services:

https://ccarts.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=470e7259-92a5-49ce-97e8-ad8a0181faa3

Contacts at Library Services should you need assistance with Panopto:

NANCY CHAN Instructional Technologist, Libraries (she/ her)
nchan@cca.edu | 510.594.3610

DANIEL RANSOM Instructional Services Librarian (he/his)
dransom@cca.edu | 415.703.9557

Any Questions?

To continue the conversation . . .

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