

Faculty Information for Serving Student with Disabilities During OnLine Instruction and COVID-19 - from IUP Disability Access and Advising (D²A²)

We have prepared this simple fact sheet using the guidance of our national consultant and other universities who are addressing this *education in pandemic situation*. We appreciate that this is a stressful time for all of us (especially for you as faculty members who are attempting to quickly transition your face-to-face classes to an online format) and appreciate your continued efforts towards serving our students with disabilities and ensuring IUP's continued requirements to meet federal non-discrimination laws.

As you ensure that your courses are accessible, please refer liberally to:

<https://www.iup.edu/instructional-design/accessibility/overview-of-accessibility-and-usability/>, as provided earlier in the year by Nancy Evans (nre@iup.edu)

We are preparing a more detailed fact sheet on more complex, set-up issues for distribution soon.

MAINTAINING ACCESS DURING ONLINE INSTRUCTION

1. **CAPTIONING**

- a. If your student's accommodation letter indicated the need for **captioning** of audio/visual materials they may now need additional captioning for any new videos/audios you may be developing (e.g., recorded lectures, YouTube clips, podcasts, narrated PowerPoints...)
- b. If this is the case, please refer initially to the following "how to" webpage developed by Nancy Evans (nre@iup.edu). Then, if you have additional questions, please contact Nancy and/or our office.

2. **TESTING/QUIZZING (Accommodated):**

- a. **GENERAL TEST INFORMATION (extended time)**
 - i. Students who use extended time **MUST** still be granted this.
 - ii. By default, the extension should normally be **1.5 times** the amount that the other students in your class are allotted. Some of our students, however, have been granted double time (**2 times the amount the class usually gets**). If this is the case, "Double Time" should be listed explicitly on their accommodation letter.
- b. **READ test items out-loud** – if your test document is in MS Word or pdf, our free *Read&Write Literacy* software <https://www.iup.edu/disabilitysupport/related-information/read-write-literacy-software/> may allow the student to listen to the exam items to be read out loud.
 - i. However, if a particular student isn't proficient with *Read&Write* software, or if you're using an online testing format (e.g., D2L) that may not work well with *Read&Write*, our office will read the test items to the student remotely (e.g., via Zoom). If this is the case, please encourage such a student to contact our office in order to schedule a day/time for us to remotely read their test items to them. From you we will also need a copy of, or access to, the test.
- c. **Other Considerations with Testing:**
 - i. With online testing accommodations, there is no test request form that students would need to fill out, per se (since the students won't be scheduling to take their tests at our D2A2 office in Pratt, in most cases). Instructors need to assume that those students who have been using testing accommodations will continue to need to do so for online tests.

- ii. New requests for testing accommodations are entirely appropriate, if you already have a “Dear Professor” memo about the student, indicating that they’re entitled to request and make use of testing accommodations.
 - However, if you don’t already have an accommodation memo for a student who requests accommodated online testing from you, as usual please refer them to our office (i.e., direct them to request that we email you a copy of their accommodation memo).
- iii. If online proctoring is used for your tests, such as Proctor U, make sure it is very clear to the company/proctors that students with accommodations may need external software- such as magnification, text to speech software, permission to use grammar/spell check in cases where that occurs, etc.. Students with some mental health issues, such as severe anxiety, significant ADHD symptoms, or those on the autism spectrum may have varying levels of eye contact (e.g., may look around the room or fidget, read the test out loud to themselves, pace the room, spin in the chair, etc. -- All the reasons they come to test in D²A² to begin with.)

3. SIGN LANGUAGE INTERPRETING

- a. Depending upon the format of your online course, a student who has been using sign language interpreting may still need interpreting (e.g., if you’re providing audio presentations of your lectures online). Contact us with questions.

4. CART (Communication Access Realtime Translation)

- a. Depending upon the format of your online course, a student who has been using CART may still need CART or interpreting (e.g., if you’re providing audio presentations of your lectures). Contact us with questions.

5. NOTETAKING

- a. If your course has an audio/lecture component, students who use notetaking services will still need notetaking. Our process has moved online so that this can continue.

6. D²A² Advising

- a. We are making plans to let our students know that we are still willing and able to hold our regular meetings with them remotely (e.g., via Zoom, telephone, etc.).
- b. If you hear from a student who needs or wants to meet with us, please let us know, as usual.

7. ADDITIONAL NOTE

- a. Please be prepared and, as much as able, *willing to work flexibly* with students who are not savvy with or who are not well-served by the online learning environment. Many (not all) students (and their parents), with Learning Disabilities or ADD especially, have expressed to us via email their terror about online classes. Specifically, a functional limitation of these disabilities (and many psychological disabilities, as well) is trouble with tracking, organizing, spatial ability. They chose IUP because of our face-to-face learning environment.
- b. We have assured them that we understand and wish they were here, as do you; that our faculty are typically responsive to needs and that we will try to provide as much structure as we can via our remote meetings (e.g., phone or Zoom).
- c. DO let us know in which areas and for which students we may be helpful.

Thank you!