Faculty Teaching Guide

The BEST way to teach students with disabilities is to design your course with accessibility and Universal Design for Learning (UDL) in mind! For more information on UDL, please visit the CAST UDL website (<mark>LINK:</mark> https://www.cast.org/what-we-do/universal-design-for-learning/)

Why?

- This will allow students of all abilities to have an equitable experience.
- You won't have to alter course materials when learning you have a student who needs accommodations.
- Many students without accommodations will also benefit from implementing UDL, whether from an undisclosed disability or a learning style preference!

What should I do?

Technical:

- Caption **all** videos. Many programs provide auto-captioning, but please check for accuracy!
- Provide a transcript for all videos.
- Provide alternative text for images.
- Ensure that videos do not contain flashing or strobing lights (or provide a warning for videos that do).
- Consider colors used in both printed and online materials. There should be a significant contrast between the text and background (dark on a light background or light on a dark background).
- Have a word document version of handouts whenever possible.

If you need help, reach out to eLearning Support and Instructional Design (LINK: https://www.waketech.edu/online-learning/elsid)

Instruction:

- Face the class when speaking
- Present material in multiple ways (auditory, visual, etc.)
- Offer multiple options for assessment when possible. For example, a project may have options for a paper, presentation, video, etc.
- When presenting visual aids in class, provide a verbal description

- Chunk large amounts of information into small sections. This can help with both lectures and written instructions.
- When possible, provide opportunities for feedback before a final version of an assignment is due
- When possible, avoid restrictions on technology use in class. For example, consider allowing students to use personal laptops to take notes or to have a phone on the desk as long as they are not causing a distraction. Technology restrictions may force some students to disclose their need for accommodations to their classmates.
- Have multiple opportunities for students to show their learning throughout the semester. Grades based primarily on a low number of high-stakes assessments (such as a midterm and final making up the vast majority of the grade) can disproportionately affect students who may have flare ups related to their disability.
- Give both verbal and written instructions
- If needed, speak to a student about their accommodations in private. Disabilities and accommodations should be confidential.
- Provide flexible options for office hours – in person, online, one-on-one meetings rather than groups, etc.
- Include content that shows respect for a diverse audience. Consider examples that showcase diversity through disability, race, gender, etc.
- Allow breaks in long and/or intense classes.
- When possible, provide access to PowerPoints or lecture notes in advance

If you have any questions, please reach out to DSS! We are happy to help!