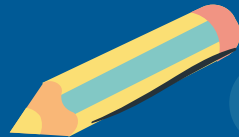
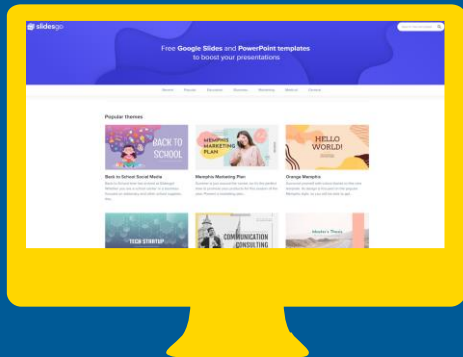




NATIONAL
LOUIS
UNIVERSITY



How to Support Students with Disabilities: Best Practices for Faculty

October 23, 2024

TJ Martin(he/him)
Interim Director of Center for
Student Accessibility Resources

Andrea Shaw (she/her)
Student Affairs Specialist



Please use the chat box to share thoughts, ideas, or questions! I will address questions at the end.

Overview

- Introduction
- Your Accommodation for the session- Table Letter Meaning
- Signing of ADA Video / Discussion
- Ice Breaker
- Let's Talk ADA
- CSAR Processes/Information
- ADA Jeopardy
- Reminders, Tips, & Update
- Softwares
- FAQ and open discussion

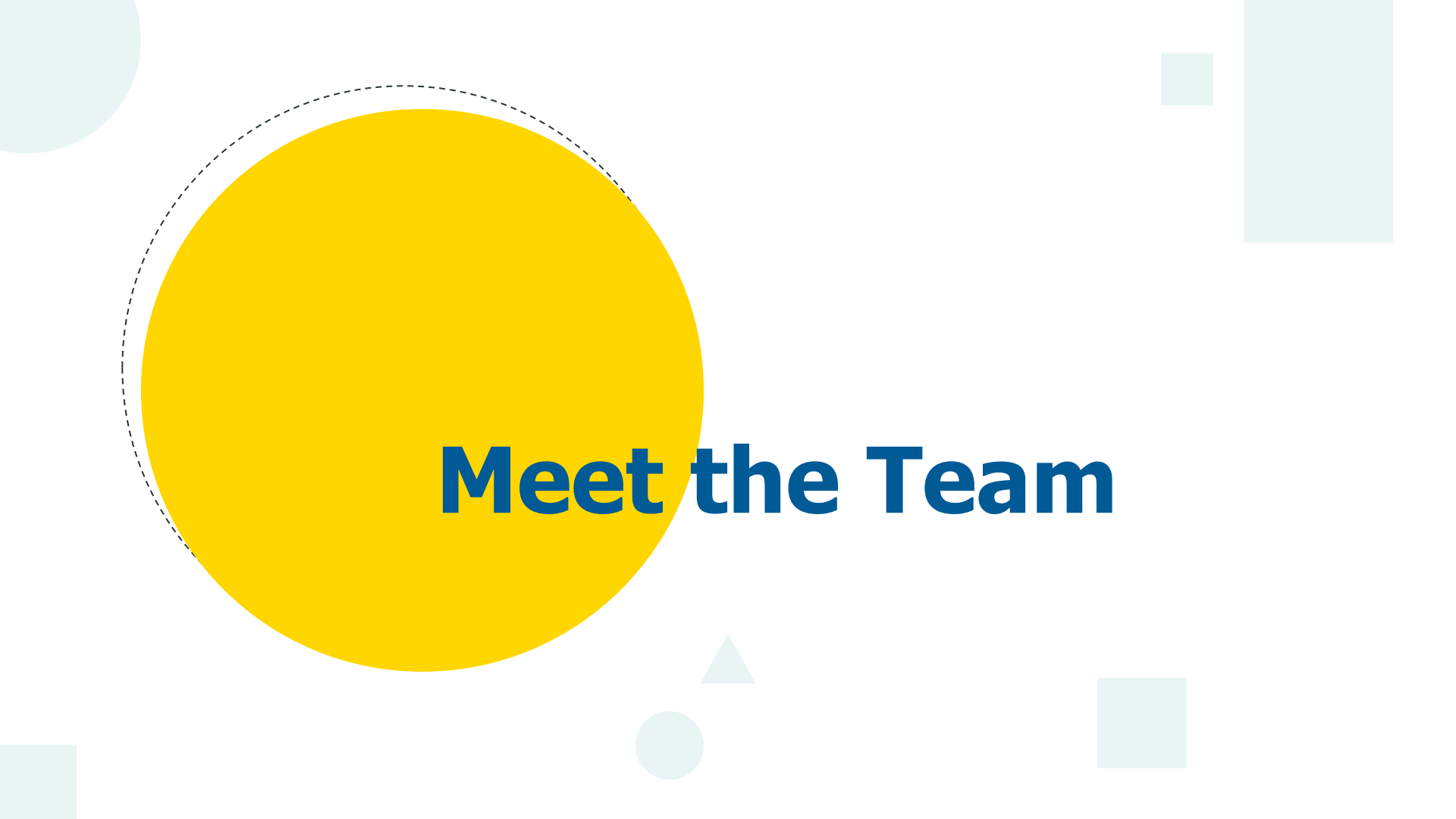
Who are we?

Center for Student Accessibility Resources is committed to providing inclusion, accessibility, and equal opportunity for ALL students.

Enhance equity and provide a platform for innovation and inclusion.

We provide accommodation and assistive technology that enable students to access academic success.





Meet the Team

Meet the Team

Vez Osmani

She/her

Director of Access and Campus Resources

Office: Chicago 5045

Works with:

Graduate/Veteran/Pace

312 216-3488

vosmani@nl.edu

Andrea Shaw

She/her

Student Affairs Specialist CSAR

Office: Chicago 5044-B (Veterans Center)

Works With:

Undergraduate /Kendall

312 261-3742

ashaw6@nl.edu

TJ Martin

He/him

**Interim Director of Access
and Campus Resources**

Office: 6035

Works with:

Graduate/Veteran/Pace

312-261-3997

tmartin26@nl.edu



Table/Zoom Accommodations

Letter Meaning:

Letter A

Breaks As
Needed

Letter B

Alternative
Submission

Letter C

Preferential
Seating

Letter D- Zoom

Captions
Needed

Letter Meaning:

Letter E

- Access to Lecture Notes

Letter F

Alternative Submission

Letter G- Zoom

Zoom Camera Off

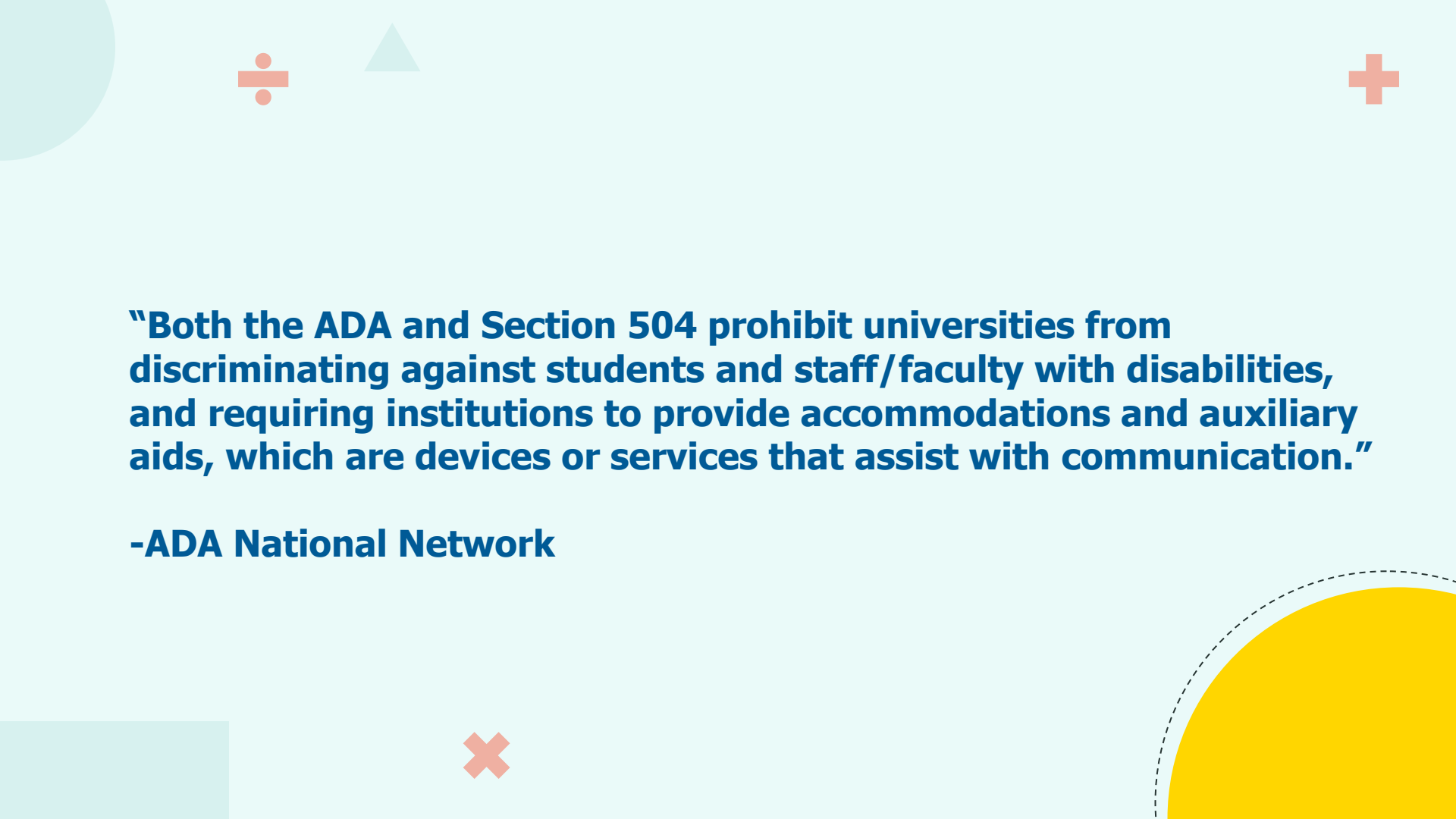
Questions

Signing of ADA Video



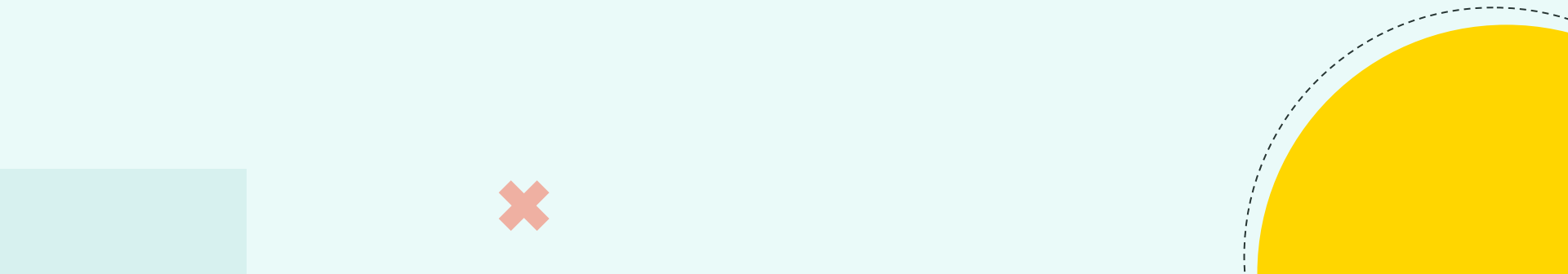


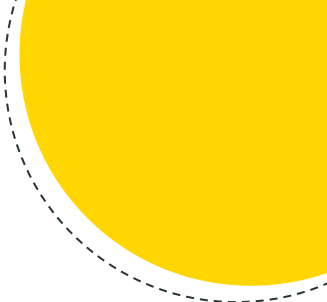
Let's Talk ADA



“Both the ADA and Section 504 prohibit universities from discriminating against students and staff/faculty with disabilities, and requiring institutions to provide accommodations and auxiliary aids, which are devices or services that assist with communication.”

-ADA National Network



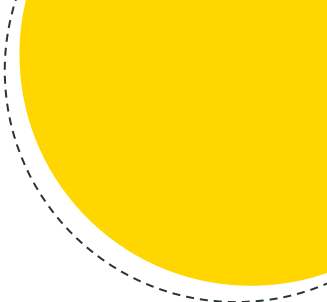


Section 504 of the Rehabilitation Act:

“Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability”

Source: Department of Health and Human Services

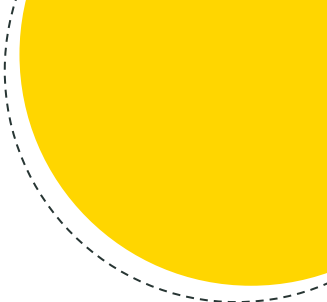




American Disability Act of 1990:

Source ADA.Gov

- “The Americans with Disabilities Act (ADA) is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities.”
 - “The ADA prohibits discrimination on the basis of disability just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age, and religion.”
- 
- 
- 



American Disability Act:

American Disability Act of 1990

- “The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs.”
- 
- 



American Disability Act:

Source: ADA National Network

Title Under ADA:

Title I- Employment-

- This title is designed to help people with disabilities access the same employment opportunities and benefits available to people without disabilities.

Title II- Public Service (State and Local Government)-

- Title II of the ADA prohibits discrimination against qualified individuals with disabilities in all programs, activities, and services of public entities.
- 



American Disability Act:

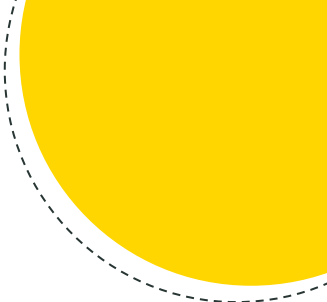
Title Under ADA:

Title III- Public Accommodations -

- This title prohibits private places of public accommodation from discriminating against individuals with disabilities. Examples of public accommodations include privately-owned, leased or operated facilities like hotels, restaurants, retail merchants, doctor's offices, golf courses, private schools, day care centers, health clubs, sports stadiums, movie theaters, and so on.

Title IV Telecommunications-

- This title requires telephone and Internet companies to provide a nationwide system of interstate and intrastate telecommunications relay services that allows individuals with hearing and speech disabilities to communicate over the telephone.
- 
- 



American Disability Act:

Title Under ADA:

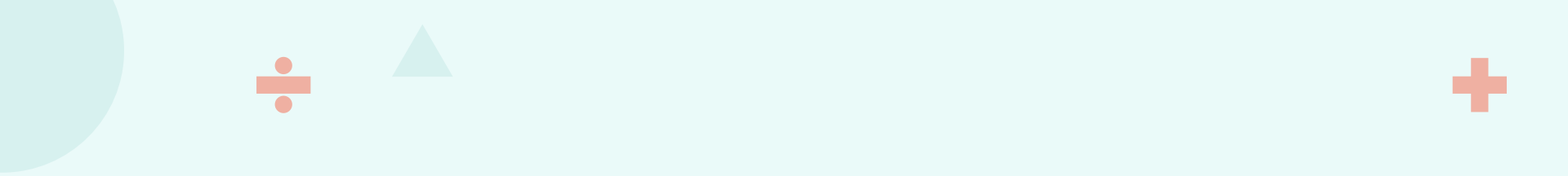
Title V- Miscellaneous Provision

- The final title contains a variety of provisions relating to the ADA as a whole, including its relationship to other laws, state immunity, its impact on insurance providers and benefits, the prohibition against retaliation and coercion, illegal use of drugs, and attorney's fees. This title also provides a list of certain conditions that are not to be considered as disabilities.
- 
- 



Pop Question

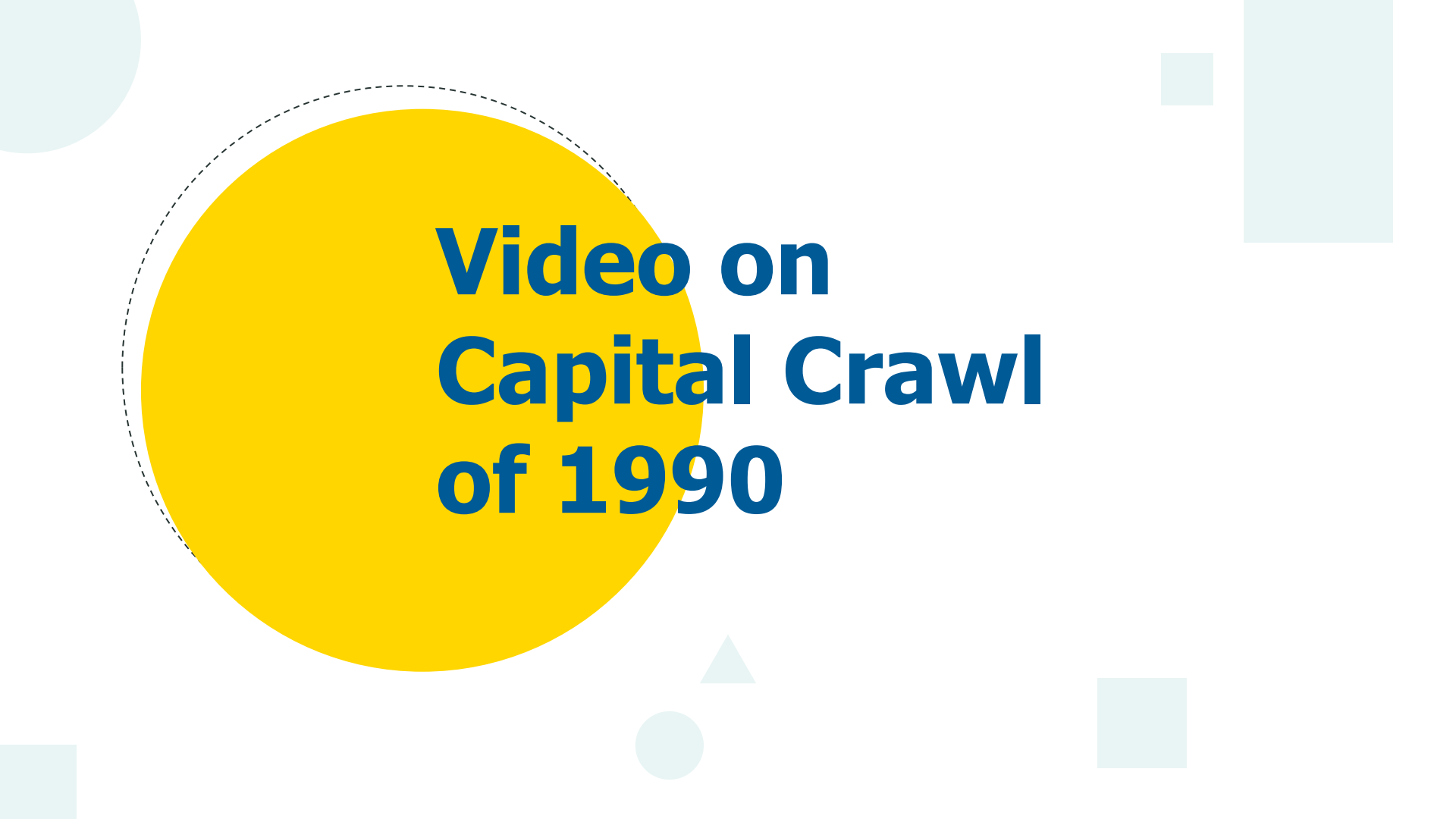
- Which title prohibits private places of public accommodation from discriminating against individuals with disabilities?
- 



Answer-

Title III





Video on Capital Crawl of 1990



Background

- On March 12, 1990, over 1,000 people marched from the [White House](#) to the U.S. Capitol to demand that Congress pass the Americans with Disabilities Act, or ADA. When they got there, about 60 of them cast aside their wheelchairs and other mobility aids and crawled up the Capitol steps.
 - The “Capitol Crawl,” as it’s known, was a physical demonstration of how inaccessible architecture impacts people with disabilities. It also highlighted the urgency behind the need to pass the ADA, which President [George H.W. Bush signed into law](#) on July 26, 1990.
 - The youngest person to climb the steps that day was eight-year-old [Jennifer Keelan-Chaffins](#), who by then had already been protesting for two years
- 

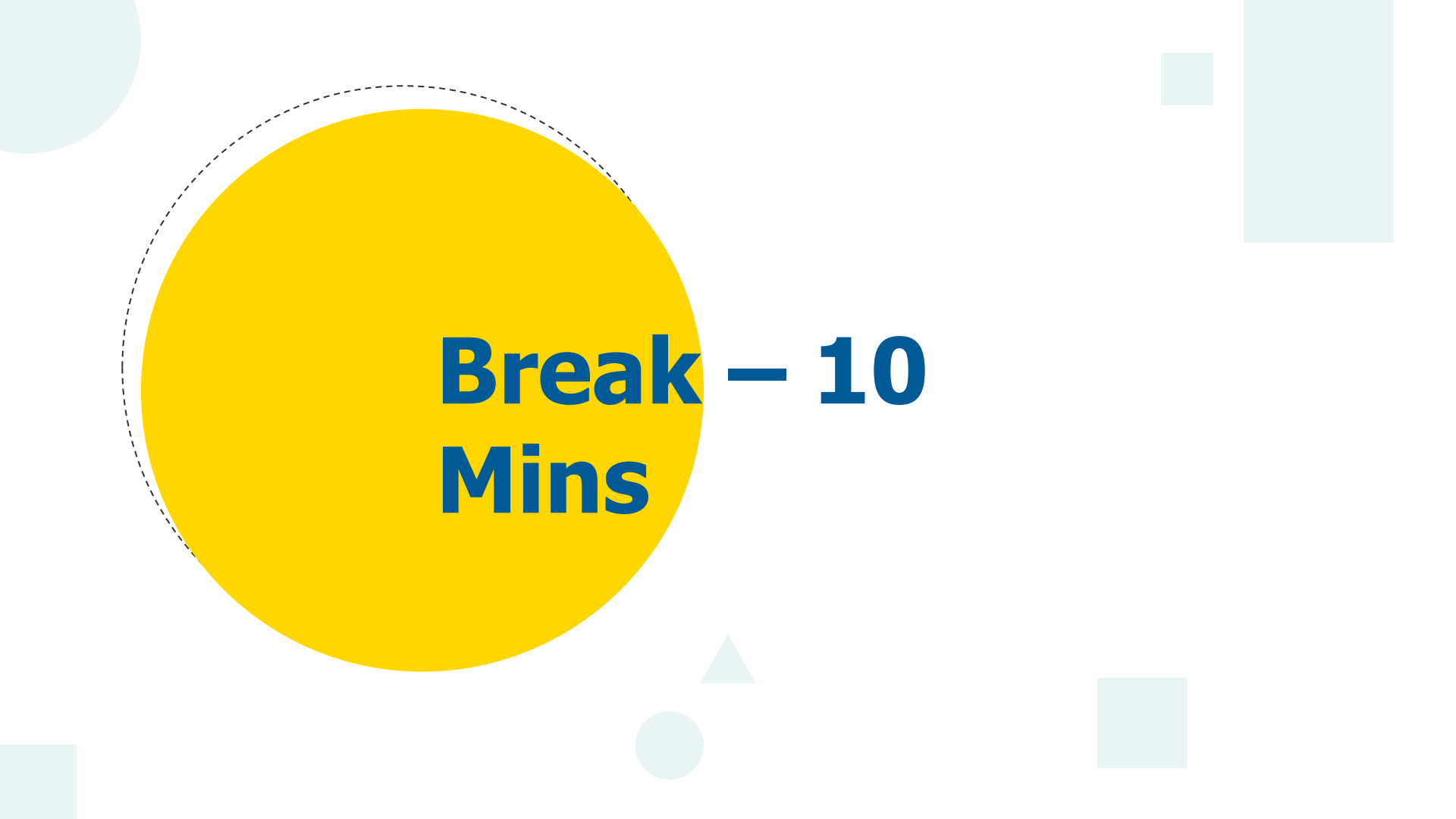
Source: History.com



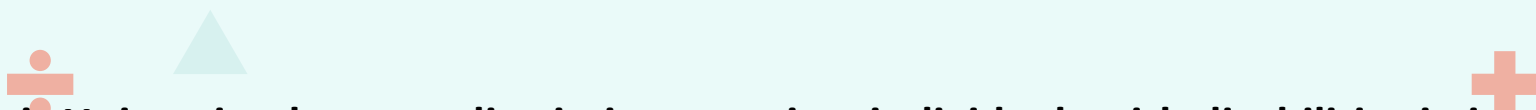


Video





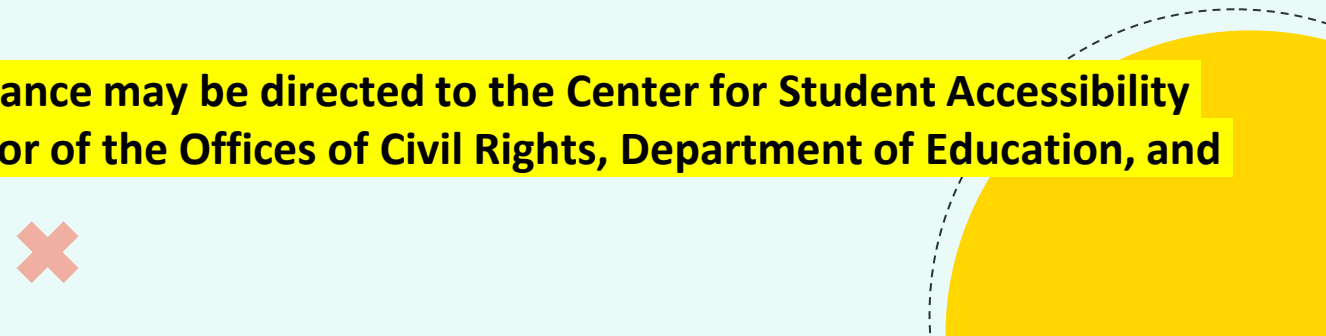
**Break – 10
Mins**

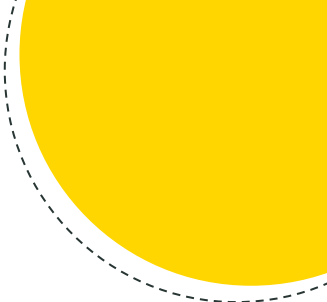


National Louis University does not discriminate against individuals with disabilities in its educational programs, admissions policies, activities or employment policies. Section 504 of the Rehabilitation Act of 1973, as amended, provides that no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination solely because of their disability under any program or activity that receives federal financial assistance.

The Americans with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to individuals with disabilities and prohibits discrimination on the basis of disability in employment, places of public accommodations, state and local government services, and telecommunications.

Inquiries regarding compliance may be directed to the Center for Student Accessibility Resources or to the Director of the Offices of Civil Rights, Department of Education, and Washington, D.C.



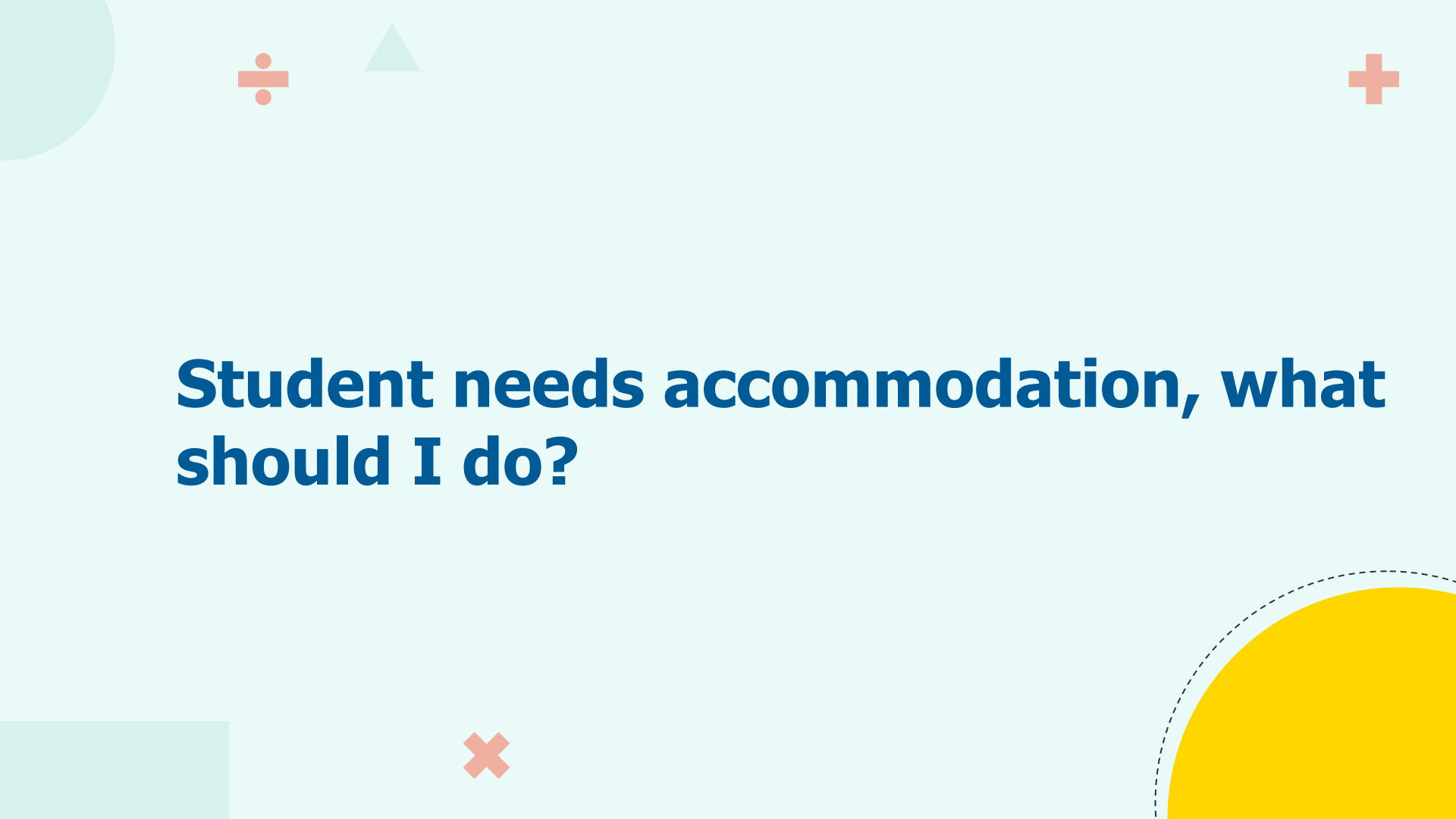


Reasonable Accommodations:

Reasonable accommodations

Adjustments to policy, practice, and programs that will provide equal access to students with disabilities. Accommodations can't significantly alter fundamental course goals or academic rigor.





Student needs accommodation, what should I do?

Q: How do I approach students about accommodations?

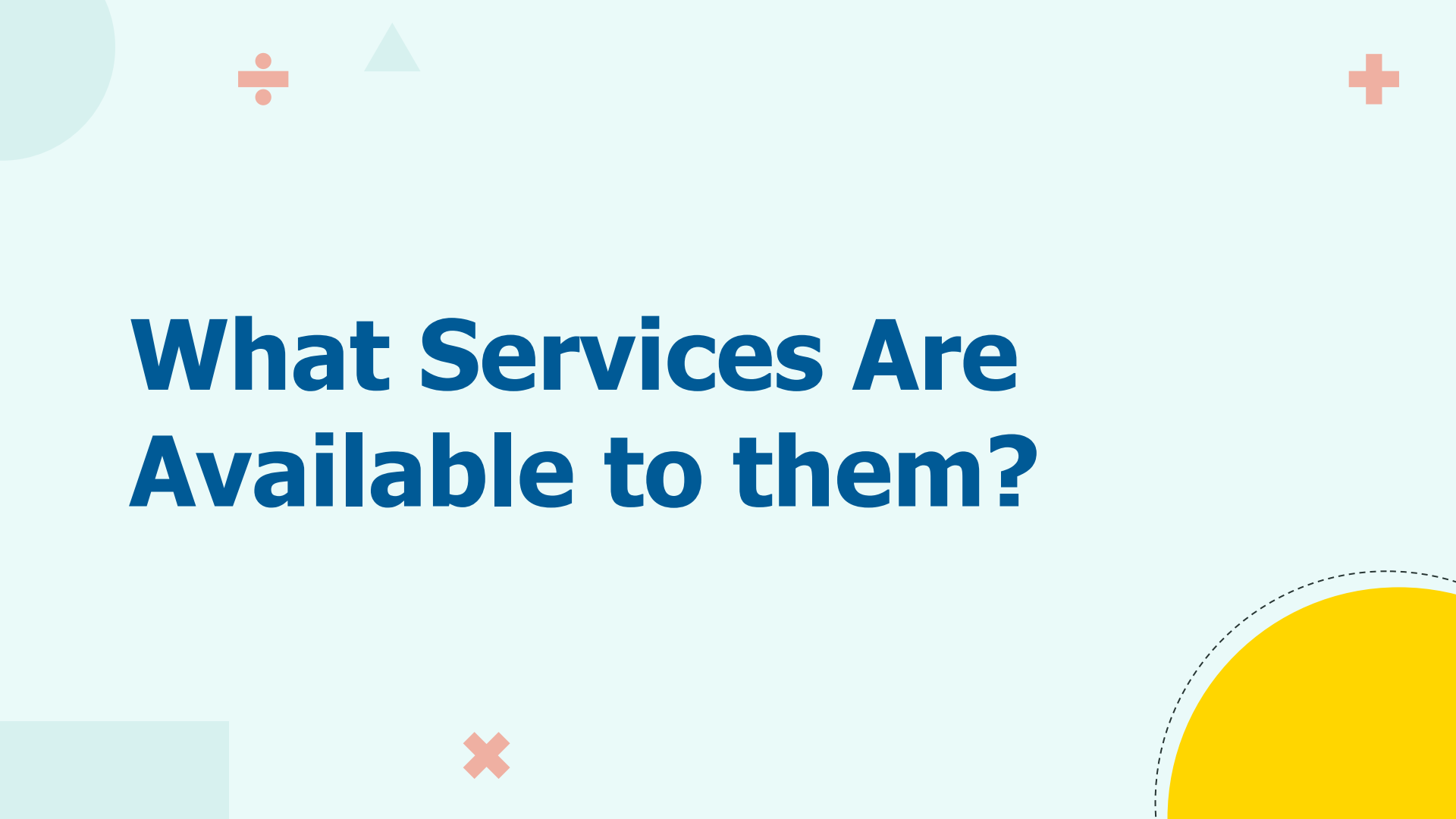
1. If a student...

- Mentions past accommodations or an IEP
- Expresses need for accommodations (e.g. extra time, flexible attendance, note taking assistance, etc.)
- Discusses any disability or condition that seems to affect their access needs (e.g. students may talk about ADHD, dyslexia, autism, anxiety, depression, migraines, pain management, illness, etc).

2. ... you may begin a conversation!

Ask if the student is aware that accommodations may be relevant to their needs, and ask if they would like a referral to Center for Student Accessibility Resource to learn more or receive services:

- Use EAB referral
- And/or warm handoff over email



**What Services Are
Available to them?**



Common disabilities

- Learning or developmental (e.g. ADHD, dyslexia, autism)
 - Psychological (e.g. depression, anxiety, PTSD)
 - Physical (e.g. mobility, chronic pain)
 - Communication/speech
 - Hearing
 - Visual
 - Other medical (e.g. migraines, seizures, sleep disorders, COVID)
- 



Services / Accommodations

- Course Exam Accommodations
 - Extended Time on Assignments
 - Recording Class Lectures
 - Alternative Format Textbooks
 - Flexibility in Course Attendance Policy
 - American Sign Language Interpreting Services
 - Alternative Classroom Furniture
 - Temporary Accommodations (ex. pregnancy)
 - Religious Accommodations
- 

Q: How do I implement requests for extended deadlines?

Consideration for extended deadlines on course assignments:

"As needed, extended time to submit course assignments without penalty. To request an extension, *student is responsible for initiating a conversation* with instructor prior to an assignment's original due date or soon as possible thereafter. Length of extension must be agreed upon between student and the instructor.

Note: This accommodation *will not continuously apply to every assignment* or may have limited applicability to assignments that require timely peer interaction (e.g. group projects and discussion board replies)."

Tips:

- Communicate with timeliness to student about extension options that can work for all parties, and document decisions in writing.
- Some time-sensitive assignments may have limited flexibility (e.g. group work, discussion boards, final projects). Explore other supports that can be utilized for student's success and timely completion (e.g. office hours, tutoring, early start on assignment, or use of other accommodations).
- Contact the Center for Student Accessibility Resources for questions or assistance with extensions.

**Q: Who do I
send referrals
or questions
to?**

01

Graduate students, Pace, & Veterans

- Vez Osmani at vosmani@nl.edu
- Fall Term TJ Martin
- TJMartin26@nl.edu

02

Undergraduate students

Andrea Shaw ashaw@nl.edu

03

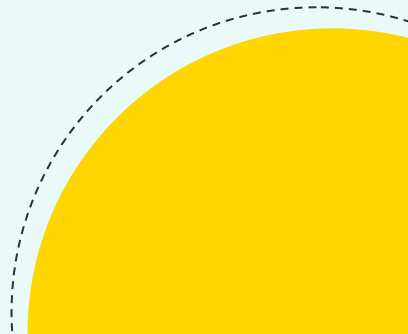
EAB alerts for "Accessibility & ADA Accommodations"

Q: How should I use EAB alerts?

1	Identify Potential Need for Accommodations <i>Note: Do not ask students for details of sensitive Information</i>	Examples: → Student expresses interest in accommodations → Student discloses IEP, 504 Plan, or accommodations from a previous institution → Student discloses access barriers in their coursework → Student discloses disabilities, mental health, illness, pregnancy, or other medical conditions that may impact coursework
2	Communicate with Student	Ask student if they would like to be connected with CSAR to discuss accommodations and support options. If student agrees, notify them that our team will reach out shortly to their NLU email.
3	EAB alert for "Accessibility & ADA Accommodations"	In EAB, list any information that our team should know about. E.g. access barriers, previous accommodations, student's interest in accommodations, disclosure of disabilities
4	Follow Up With Student	If CSAR indicates no response from student, follow up with student and encourage them to connect with our team.



Trivia Time



**What year was
the first IEP
written?**

1990

2005

1975

2008

Trivia Question Answer

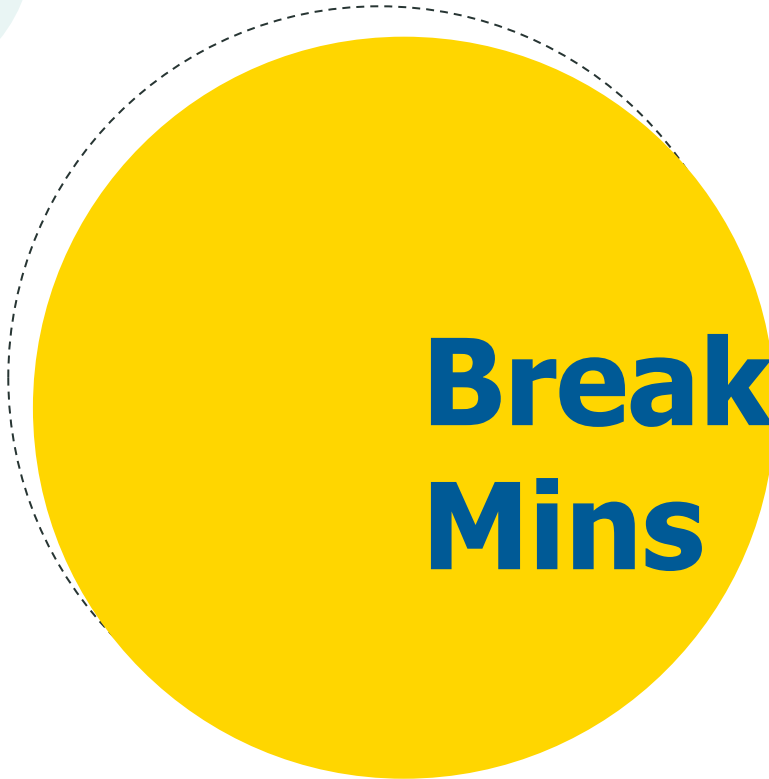
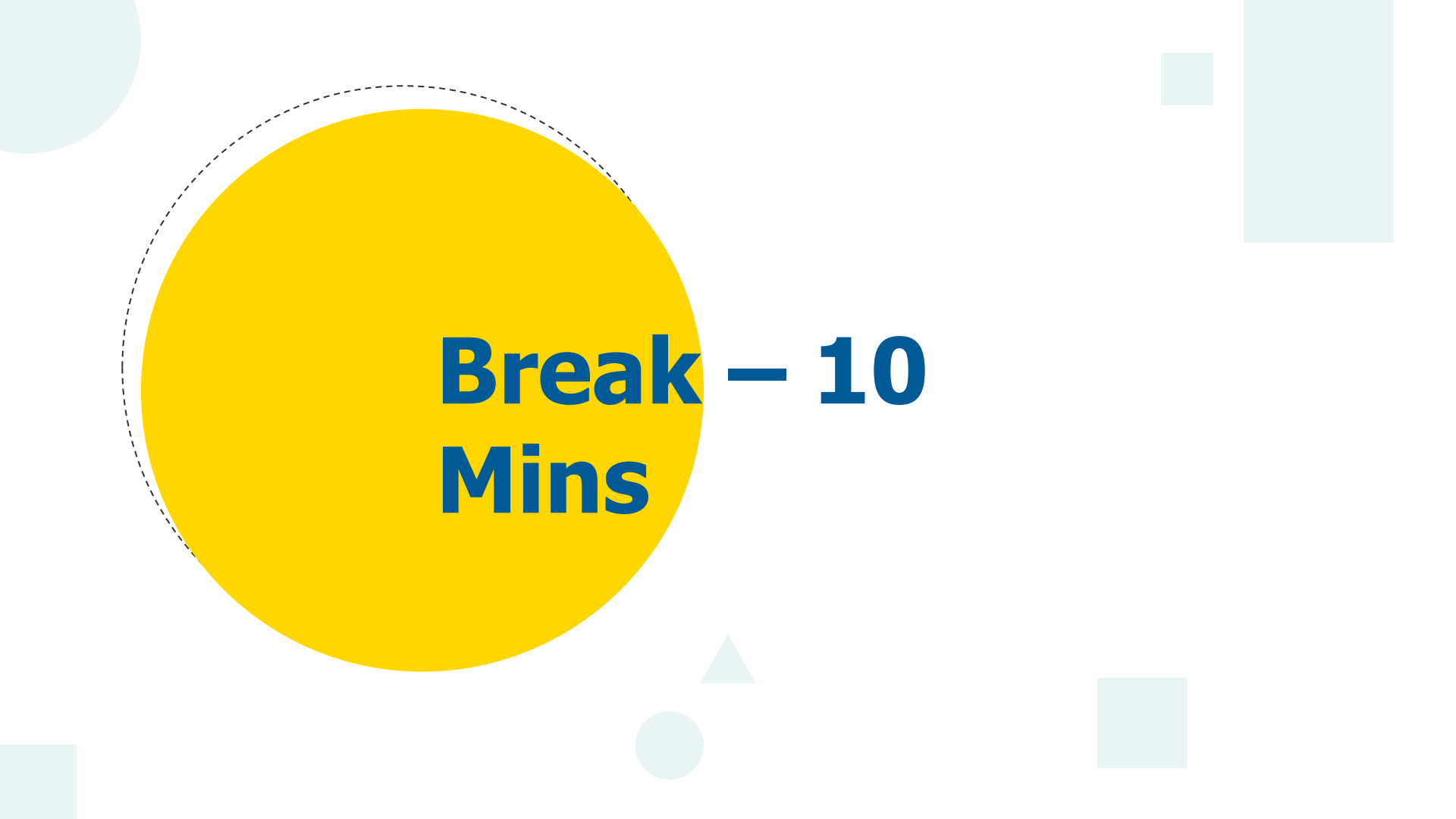
1975 (The Education for All Handicapped Children Act required all public schools accepting federal funding to provide equal access to education.)



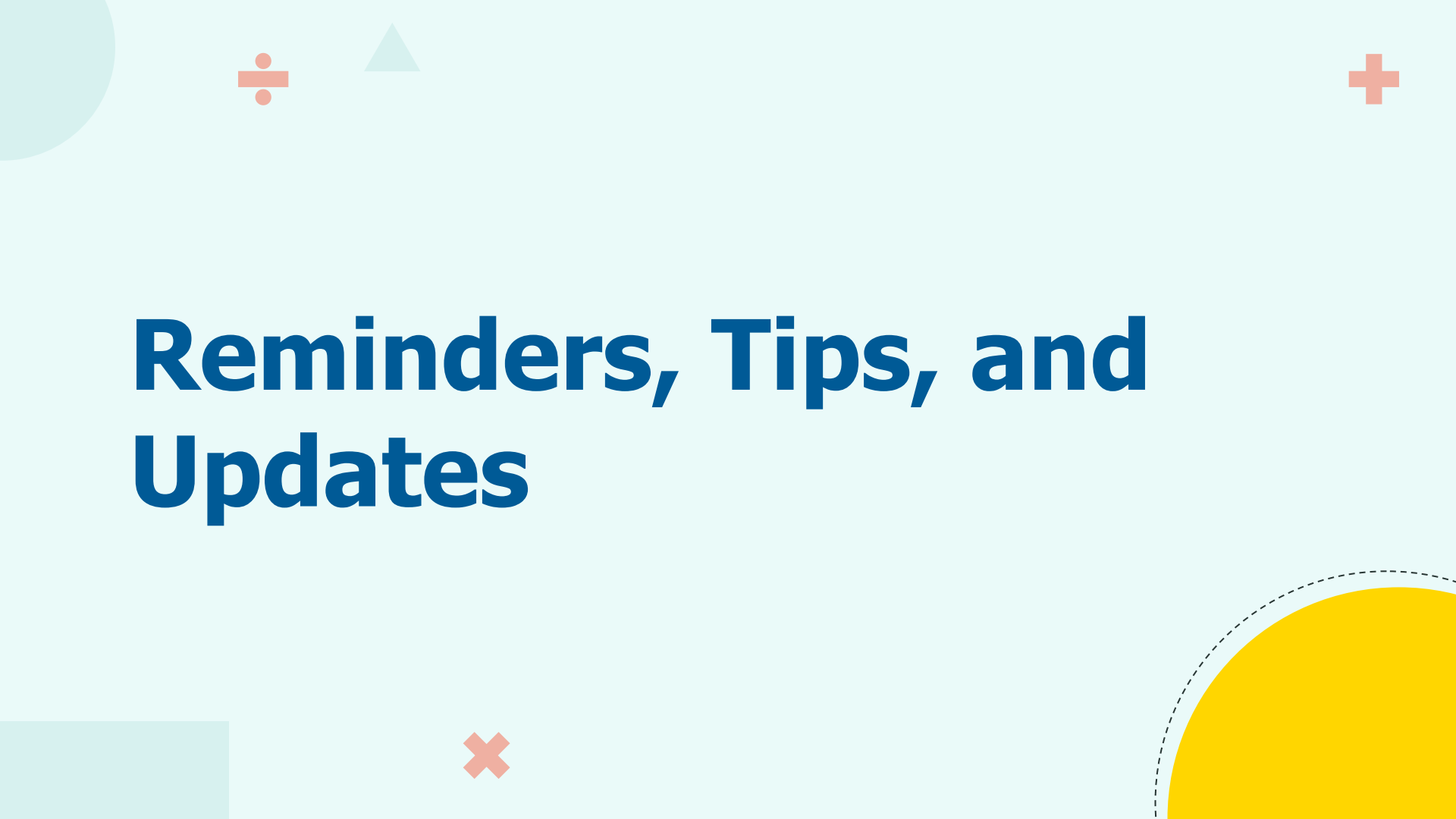
Let's Play Jeopardy

Game

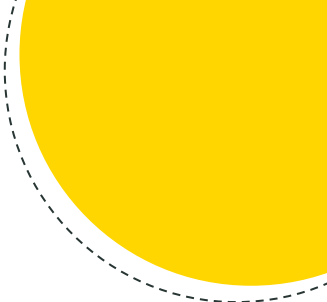
<https://jeopardylabs.com/play/ada-jeopardy4>



**Break – 10
Mins**



Reminders, Tips, and Updates



ADA New Laws Passed/ Updates

Caption Laws:

<https://www.3playmedia.com/blog/ada-update-final-rule-a-clearer-picture-for-captioning-and-audio-description-in-higher-education/>

Center for Student Accessibility Resources:

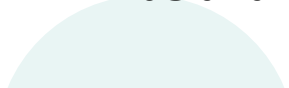
Policy 2024-2025 is now on our website

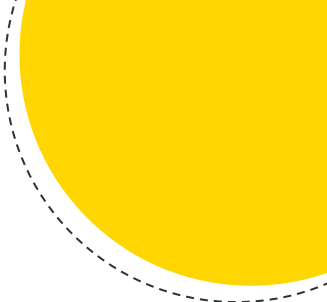
Link: <https://nl.edu/ada-accessibility-services/>



Center for Student Accessibility Resource Cards

- Will be available on our website soon





ADA New Laws Passed/ Updates

Documentation Requirements in Higher Education: 1-1-24

110 ILCS 195 -Removing Barriers to Higher Education Success Act.

- **Must accept IEP from high school**
 - **Section 504 Plan**
 - **Previous College Documentation**
 - **Evaluation from a licensed professional**
 - **Documentation due to military service**
- 
- 
- 

Tips for when students discuss disability or accommodations

WHAT YOU CAN DO

Offer compassion without making unintended assumptions. Understand each student and their access needs will differ.

Acknowledge and validate students when they share their experiences, challenges, or access barriers.

Maintain student confidentiality and do not ask the student to disclose details of their disabilities or diagnoses.

... AND WHAT YOU CAN SAY

How am I supporting your access needs? Since each of us has our unique access needs, I like to check in!

I hear you, and your access needs are important. Would you like to chat with Center for Student Accessibility Resources to problem-solve together?

I appreciate you sharing with me. Is there anything I can do to better support you? If you're interested, Disability and Access Services is a great resource for accessibility.

Reminders

Timely, clear communication

Ensure communication regarding accommodations is mutually clear, timely, and documented.

Confidentiality

Students are not obligated to disclose personal or medical details related to their disabilities.

If a student chooses to disclose disability details you may provide a safe space, but avoid prompting further detail.

Retroactive accommodations

Accommodations letters are effective upon receipt.

Faculty may choose to apply accommodations retroactively to previous assignments at their own discretion (e.g. extensions).

Concerns

You may discuss accommodation concerns directly with student and/or CSAR.

We are happy to answer questions, problem-solve, and support both you and the student.

Complaint & Grievance Process for Students:

- <https://nl.edu/legal/let-us-know/>



Academics Admissions Tuition and Aid Student Services About News and Events

To our Tampa family: Please know that your entire NLU community stands with you during this challenging time of recovery. We are here to support you.
[More Details](#)

[Home](#) / [Legal](#) / Let Us Know

Let Us Know

Comments, Concerns, and Incident Reporting

At National Louis University, we drive continuous improvement by focusing on service excellence. Please take a moment to tell us how we are doing, your feedback will be used in real time to improve how we deliver our services to students. If you would like us to respond to your feedback, please include your email address in the open response.

[Academic Appeals \(Graded Assignments, Final Grades, etc\)](#) +

[Non-Academic Complaints, Issues, or Grievances: Issue Resolution Form](#) +

[Incident Report \(IR\) / Student Concerns Form](#) +

[Sexual Misconduct & Relationship Violence Report Form \(Title IX Incidents\)](#) +

[Human Resources Employee Incident Report Form](#) +

[Filing Complaints Externally](#) +

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Admissions

Alerts

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Donate

Non-Academic Complaints, Issues, or Grievances: Issue Resolution Form

In order to fulfill our mission, procedures have been established to foster open communication and ensure we drive continuous improvement by focusing on service excellence. As such, Student Affairs staff offer support to students and work collaboratively with faculty, staff, and administration to identify options and strategies for resolution. The Assistant Dean of Students (or designee), who serves in lieu of an Ombudsman, is the point of contact in Student Affairs for students who seek assistance in addressing student concerns, including academic appeals.

Contact Information:

- TJ Martin, Assistant Dean of Students and Title IX Coordinator (dos@nl.edu)
- Craig Nance, Director of Student Conduct & Compliance for the Office Community Standards

Complaint: A complaint is a concern about an action, practice, or decision within the control or responsibility of the University raised by a student that they believe should be changed to improve the overall quality of education and/or student experience.

Grievance: A grievance is a matter to be investigated according to formal grievance processes as outline in the [Academic Catalog](#) or [Student Guidebook](#) when a student believes a faculty member or administrator has made an error. This includes matters that are not able to be resolved through informal processes or mediation, and matters relating to allegations of misconduct where disciplinary action against a student or staff member may be an outcome of the investigation.

- Non-Academic Grievances include university error related to non-academic issues. File a **non-academic grievance through the [Issue Resolution Form](#) to initiate contact with the Office of Student Affairs.**

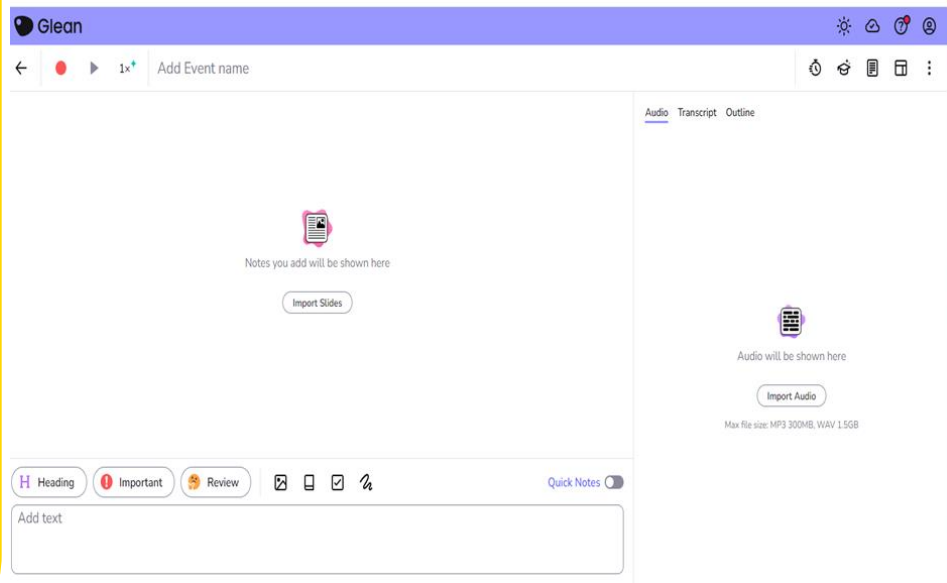
[Form](#)



Explore Assistive Technologies/Tools

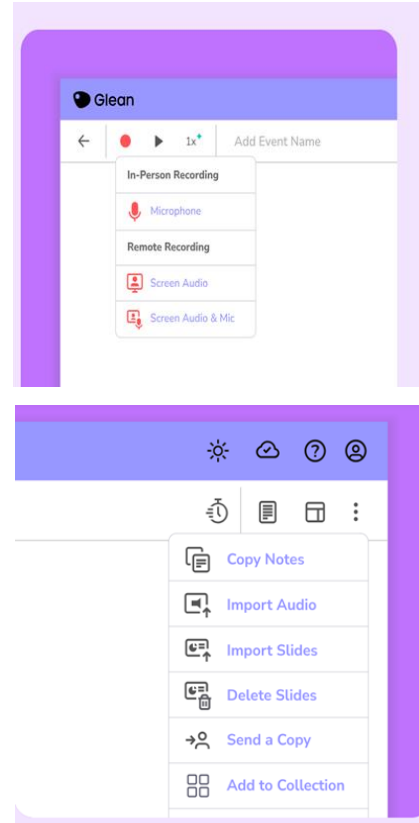


. Glean



Features

- Remote/In-Person
- Quiz ME Feature
- Transcript of Recording
- Organize Note
- Import Lecture Slides
- Available on Mobile, Tablet, and desktop
- Print
- Dark Mode/Light Mode
- Focus Timer



Natural Reader



1x



Drag and drop your files, or type, paste, and edit text here.

Natural Reader is a professional text-to-speech program that converts any written text into spoken words.

We have both free and paid subscriptions to our applications to meet different users' needs on different budgets. Our Plus subscription includes exclusive features and the use of Plus Voices, our newest and most advanced voices. Plus Voices enable fluid and natural-sounding text to speech that matches the patterns and intonation of human voices.

Free users can sample the Premium Voices for 20 minutes per day and the Plus Voices for 5 minutes per day. Or use any available Free Voices unlimitedly.

You can also listen and go with our mobile app. By using the mobile camera, you can even use our app to listen to physical books and notes.

If you are interested in using our voices for non-personal use such as for Youtube videos, e-Learning, or other commercial or public purposes, please check out our Natural Reader AI Voice Generator web application.

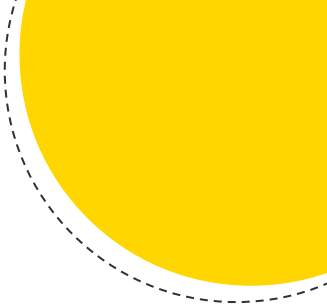
Our Chrome extension allows you to listen to webpages, Google Docs, online Kindle books, and emails directly from the browser. Add it to Chrome for free.





Features

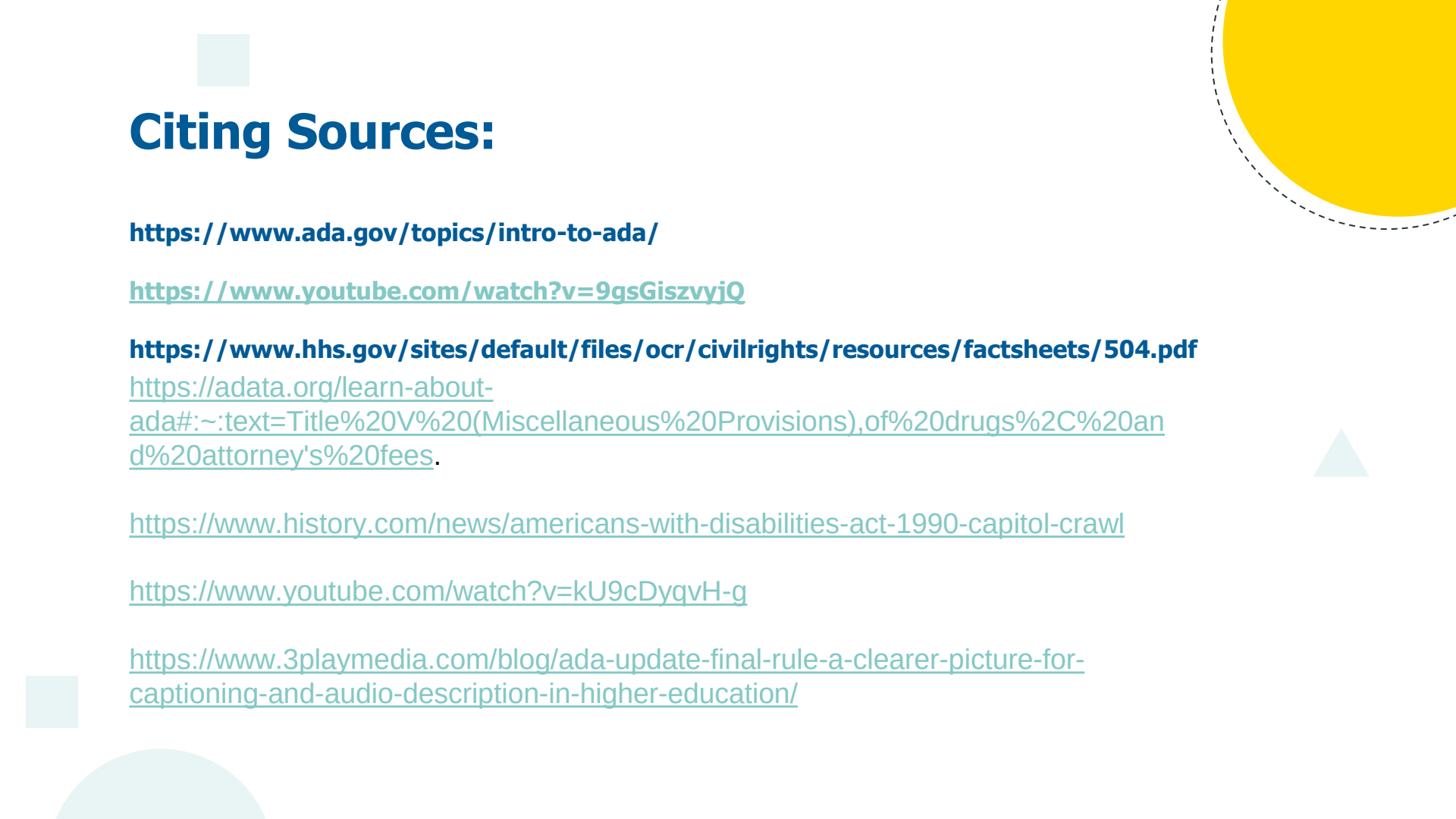
- NaturalReader converts any text, PDF, image, webpage and physical book into natural-sounding audio featuring the newest and highest AI voice technology
 - Create your own AI voice, ready to read in over 100 languages!
 - Supports PDF and 20+ Formats
 - Read along with word-by-word highlights, enlarged text sizes, and the option to turn on dyslexia font.
 - NaturalReader is designed to make reading more accessible for individuals with dyslexia, ADHD and other reading-based learning differences.
 - Light and Dark Mode
 - Google Chrome Extension
- 



Student Resources

Free Accessibility Tools

- **NaturalReader**: Text-to-speech that also offers a Google Chrome extension to read anything on the web.
 - **Microsoft Office Lens**: Converts photos of text into PDFs or Word documents.
 - **Beeline Reader**: Converts text into a color gradient to promote reading focus and comprehension.
 - **Openlexia**: Dyslexia-friendly font to improve reading.
- 



Citing Sources:

[**https://www.ada.gov/topics/intro-to-ada/**](https://www.ada.gov/topics/intro-to-ada/)

<https://www.youtube.com/watch?v=9gsGiszvyjQ>

[**https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf**](https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf)

[https://adata.org/learn-about-ada#:~:text=Title%20V%20\(Miscellaneous%20Provisions\),of%20drugs%2C%20and%20attorney's%20fees.](https://adata.org/learn-about-ada#:~:text=Title%20V%20(Miscellaneous%20Provisions),of%20drugs%2C%20and%20attorney's%20fees.)

<https://www.history.com/news/americans-with-disabilities-act-1990-capitol-crawl>

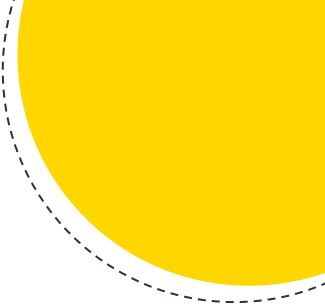
<https://www.youtube.com/watch?v=kU9cDyqvH-g>

<https://www.3playmedia.com/blog/ada-update-final-rule-a-clearer-picture-for-captioning-and-audio-description-in-higher-education/>



Citing Sources:

<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=4408&ChapterID=18>



**Open floor for
questions and
thoughts!**

**Center for Student
Accessibility Resources
Annual
TRAINING SESSION**



NATIONAL
LOUIS
UNIVERSITY



Thank you!

You can reach out to us at CSAR@nl.edu for questions, resources, student referrals, and collaboration.

Today's slides and resources will be shared with you via email for future reference.

CREDITS: This presentation template was created by [Slidesgo](#), including icons by [Flaticon](#), infographics & images by [Freepik](#)

