

# **Maintaining Access to Opportunity In the Face of the Coronavirus Crisis**

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# INTRODUCTION

What you are about to read is not a document, so much as a compilation of documents, ideas, suggestions, and questions. It has been compiled over the last week, in the midst of the *evolving* COVID-19 crisis. This compilation was pulled together in hopes of serving as a resource for disability service providers in higher education as they, in turn, serve as a resource to their administration, faculty, IT and distance learning colleagues, and (most importantly) the students with disabilities at their institutions.

## Acknowledgements

It may seem unusual to see the Acknowledgements at the beginning of such an offering, rather than at the end. But it seems important to recognize the voluntary contributions of so many folks who took time to share their expertise and experience with you in the midst of the sudden demands on their own time and attention as a result of the crisis. Whenever possible, you will see the name and school affiliation of the contributor shown following an entry. I have purposely chosen *not* to include email addresses for the individuals shown because we hope that this document will receive very broad circulation, and we do not want these folks inundated with individual requests for clarification. They have given you a start on what questions to ask and what actions to take. If you need more, we are assuming you have other avenues (professional contacts and listservs) to pursue things further. You will also find some posts scattered throughout that are not attributed to an individual, but may show that they were posted to an open listserv, and the date on which they were posted. There was not enough time to track everyone down for permission to include their name – but their ideas were important. The exception to the “non-attributions” is in the section titled “Getting Our Message Out.” Several folks offered their internal statements up to the listserv for others to use as examples, and their names *are* shown, as we thank them for their willingness to share.

I would like to give special thanks to colleagues Sarah Alag, Bonni Alpert, and Tom Thompson who helped to think through the organization and presentation of this information, in order to make it as usable/useful as possible.

## Background

In 2005, our professional community created a support document to help disability services providers across the country in their efforts to support students with disabilities who found themselves displaced to unfamiliar schools, with unfamiliar people, when their own schools shut down in the aftermath of Hurricane Katrina. Colleges and universities opened their doors to more than 175,000 students saying, “Come here and you can keep going with your education while they get things fixed up on your home campus. We’ll worry about the paperwork later.” In our case, that meant students arriving on campus with no documentation and no hope of getting any in the near future. So, we tapped into the expertise of our colleagues and created lists – of questions to ask, of advice to be offered, of best practices for getting things in place for these students as quickly as possible.

Could we do the same now, in response to the COVID-19 crisis? Yes... and no.

Yes, we can put together a compilation of information that may be useful for folks who are responding to the evolving circumstances surrounding this crisis on their own campus. No, it

isn't going to be nice, neat, and organized the way our response to Katrina was. It can't be. There are too many issues to be considered along the way, and people are in too much of a hurry to get SOMETHING – ANYTHING – to worry about packaging it all nicely.

I have a sign over my desk that reads, "The BEST you can do is the BEST you can do." This is the BEST we can do, folks!

## **Format**

This document is being disseminated as a WORD document. It was one way of assuring that the information included was readily accessible to those using assistive technology. More, it should make it easier for folks to pull out discrete sections of the document, to be shared with others, as needed. Nothing here is under copyright and you do not need to ask permission to share anything you find. That is how it is intended to be used.

## **Scope – And Limitations**

This document includes a wealth of information for a variety of audiences. The information is primarily directed to disability service providers, but there is much that *should* be shared by those folks with others on their campus (e.g., faculty, IT personnel, students with disabilities). What you will not find here is any discussion about how the lessons we are learning *as we go* may have application at some time in the future, either to the functions of the disability services office or to the institutional community. This is not the time to be thinking about insisting on good online course design or making everything accessible in the online environment. This is the time to be concerned with assuring access for the students who are enrolled in classes **now**, and for making it as easy as possible for faculty who are being pushed (dragged!?! ) to move to an online environment overnight to assure access for the students in their classes **now**. We need to think about FUNCTION, not FORM. (In the resources listed on Page 25 of this document, you will find a link to an article for faculty titled, "Please do a bad job of putting your courses online." Check it out!)

You may find information here that seems already outdated. You are probably right. We began this project on Monday, March 9, and hope to have it available for dissemination on Monday, March 16. During that one-week time period there was a seismic shift in how the world of higher education is responding to the crisis. Two weeks ago, the chatter on the listservs primarily surrounded concerns for students who had compromised immune systems and thus might have to be absent from campus for extended periods of time. We haven't included a separate section in this document regarding that population because their critical health related concerns no longer create a unique set of circumstances in terms of accommodation – on most campuses, arrangements are in place for *everyone* to be absent from campus for extended periods of time! On March 5, AHEAD released an excellent review of the situation ("Coronavirus (COVID-19): Considerations for Disability Resource Professionals"). A week later, the concerns addressed in that document are largely mute, as it had little to say about the possibility of moving the entire campus to the online learning environment. In much the same way, there will be suggestions offered and statements made in this document that were submitted near the beginning of last week that seem out of sync with where things stand today on your campus. There are other ideas and suggestions that will seem out of sync three or four days from now! Everything was left in as it was offered.

You may also find the topics addressed in this document seem to be random or disjointed. I submit that the coverage is not random – it is spotty. It isn't that the pieces we were able to

pull together aren't important or useful, but rather that there are many more pieces that could/should have been included, as well. We simply didn't have time to fill in all those gaps. It seems too important to get what information we have gathered out to folks as soon as possible.

All this to say that the intent of this document is not to provide you everything you need to know in order to face what is coming (or is here!). Rather, it is our hope that everyone who accesses this document will find something useful. Something that they didn't have before they read it. That's all we can hope for, and all we can offer.

Jane Jarrow  
Disability Access Information and Support

**General Questions and  
Considerations for  
DSS Staff, Faculty, and Students  
During the Transition to  
An Online Learning Environment**

*(As the situation continues to unfold, there will be challenges and changes for faculty and for students – but there will also be changes for disability services staff. This piece provides some thoughts for service providers regarding preparations, policies and procedures they may wish to consider.)*

## **Business NOT As Usual**

### **DSS Staff:**

Can staff access all necessary email accounts from home if needed? For schools still on paper, are there more immediate temporary ways to access accommodation letters (ours are on an internal Share folder and can be put in Box)?

I have put in a request to help me get VPN loaded on a laptop to take home that should allow me in to most of those systems.

Usual intake processes need to be altered. We are scanning contents of a folder of resources/flyers from various campus supports that is usually handed out to new students, so that they could be emailed to a student newly needing accommodations. Can staff get to software to pull reports, Banner, Maxient (incident reporting software for CARE team/conduct/students of concern)? In the event that passwords are held in some secure place within an office, does that need to be taken home? Can staff log into alt format resources- Learning Ally, ATN, Bookshare, etc.?

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### **Student:**

Students with need for captioning of videos for in-class or online use (which was likely on accommodation letters to begin with) may now need additional captioning for newly created video/audio (recorded lectures, YouTube clips, podcasts, narrated PowerPoints...)

If more testing goes online, be sure that all faculty have instructions for allowing for 1.5 time and double time testing- how to modify timers within Canvas (or Blackboard, Moodle, etc.) for one student without changing for all, nor identifying one student- such as not creating two tests everyone can see labeled “Test 3” and “Test 3 for Sally Jones.”

If online proctoring is used such as Proctor U, make sure it is very clear to 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. Student 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- 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 DSS to begin with...)

Do students have access to text-to-speech for testing, magnification software, voice to text? CCTV?

Students with in-person interpreters will need to quickly figure out how to go remote with those services. Do the students have that access in their dorm rooms or local apartments, or at

home if they leave the local community.

Will there be a continued need for notetakers - if some "lectures" are recorded and can be paused, stopped for notetaking, is that effective? Maybe for some- but if they need notetaking due to vision/hearing, maybe not? Can they physically take notes? Do they have access to speech to text software?"

Those receiving accessible formats for text to speech, and for those receiving hard copy braille, how will that be handled? We have embossed braille being done by a vendor, mailed to our offices and student picks that up from DSS. Student does not live on campus- how will we get to student?

How will science, exercise science, nutrition labs be handled? We have a lab assistant with blind student in BIO. We have an in-class describer/scribe for blind student in math- how will that be handled?

What about counseling needs? Some students only have access to Counseling while on campus, either because of finances, availability, privacy from family....

What about advising? Phone? FaceTime? Skype, Zoom?

*Contributed By:*  
Deborah Braswell  
University of Montevallo

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We begin the remote campus on Monday. We have created the attached documents that you may use if needed. All of our face-to-face classes are moving to an online environment and the hopes is faculty will use Zoom.

Our CART and interpreting agencies can both provide their services via Zoom remotely and that's been set up for students currently using it on campus.

I've sent messages to faculty via the Provost and our Associate Deans with regards to extended time. Our LMS system is easy to adjust exam time which helps during a time like this!

Our notetakers have also been given directions how to move forward depending on how the instructor conducts classes. Some may video-tape it and then share the link while others will host live classes.

I am actually going to "meet" with 2 new students during this time as both have agreed to use Zoom or via phone. This won't stop accommodations from happening just in a different environment.

Karyn Schulz  
Maria Maclay  
University of Baltimore

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*(In response to a question about when/how to apply established accommodations to the new, online setting.)*

I think you also have to think through students and professors asking how face-to-face accommodations apply online. If I get a note taker in face-to-face, what does that mean now? I have the flexible attendance accommodation for lecture. How does that apply here?

You may also have faculty unfamiliar with online who do not know how to program extra time for exams.

Students on the spectrum who do not like changes in routine may be very thrown off by such a transition. What does reasonable access and accommodation support look like for them?

Ultimately, I think you can communicate to students and professors in some proactive way. The challenge is that it will be hard to know exactly what you need to do for X class until you discover how the course design and the disability intersect. For instance, if a deaf student is in a course that moves to online and the entire course is about reading and group chat and paper assignments (no videos or audio content), then accommodations may be minimal to nothing.

So the issue is how does your office and your campus prepare to assess these matters case-by-case and quickly. At the same time, what general things can you do, such as sharing information on how to program extra time for online exams, that may be common questions across all classes?

*Contributed by:*

Adam Meyer  
University of Central Florida

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## **QUESTIONS WITH NO ANSWERS!**

I am curious if anyone has, or can direct me to, some good practices related to online/remote meetings and accessibility? Not online courses for students, but meetings of staff or other administration work.

As we move to encouraging our employees to remote in from home to work with the current COVID-19 environment, yet still attend and effectively collaborate in online meetings with campus partners, I would love to be able to highlight accessibility for our employees in these spaces for my institution. I am asking our internal Access Technology Services team but curious if other institutions have things shared in a simple, easy to consume way for their campus.

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My university just announced the transition to online/remote instruction for the remainder of the semester. We are currently on Spring Break, but will extend an additional week to allow faculty to create online platforms; however, the campus remains open.  
Our immediate concerns are as follows:

- Assignment/Compensation for CART/ASL providers
  - Should we extend severance pay or continue to pay for services through the semester?
- Online Instruction
  - Accommodations for students beyond chronic medical (mental health, low vision, mobility, etc.)

Ensuring campus IT can assist with captioning using our various online portals (Canvas, Zoom, etc.)

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In response to questions about what kind of things you may need to prepare for as you begin to support more students with disabilities in the online environment, I would offer these ideas for things to watch for:

- Text equivalents for everything.
  - Image descriptions for photos, graphics, etc. Avoid images of text! I put together a guide on [alt text best practices in online classes](#); the first page is Canvas-specific, but the rest of the info is good no matter where you're teaching.
  - Captions on videos, transcripts for audio. Encourage people to write scripts for anything they're recording.
- Learn how to add extra time on quizzes in your LMS and make that information easily available for instructors.
- Provide info on how to use the built-in accessibility checkers in common office suite products, such as Microsoft Office. They won't catch everything, but it's better than nothing.
- Encourage instructors to relax (or eliminate) their participation and attendance policies, as many students may be dealing with health issues for themselves or their families.

I'm sure there are other best practices, but these are the critical ones we're focusing on here.

*Contributed by:*  
Christine Scherer  
Northwestern University

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*(This piece provides a practical approach to making sure that faculty receive the support they need to translate face-to-face accommodations to the online environment for students with disabilities.)*

## **Preserving the Relationship/Communication Between DS Professionals, Students and Faculty/Other Stakeholders**

The roles of professional and support staff in DS offices will change during this transition, largely due to the changes in methods of learning and communication. DS offices that can generate data from the information systems they possess (more easily done for offices using commercial data bases or electronic records), could prepare to support students and faculty by considering the following strategy:

1. Generating or creating a student profile sheet of students in courses who are using accommodations, including student's name, disability(s), courses enrolled and accommodations being used. Student contact and faculty contact information to be included.
2. Sorting these profiles sheets into caseloads (already assigned to DS staff and/or sorting by types of accommodations being used).
3. Individual DS staff would then begin problem solving the transition to online learning and digital communications, for individuals in their caseload, making contact with students and faculty members as needed. DS specialists would make contact with students to facilitate fact finding and problem solving. DS specialists would also reach out to faculty about actual or potential barriers for students. DS specialists could also inform students about the availability of virtual appointments/office hours, which could be built into their schedule. Faculty could also reach out to DS specialists or DS administrative staff via virtual office hours or email.
4. Administrative personnel in DS would gather input from the DS specialists about the numbers of students and faculty needing:
  - a. Reconsideration or adjustment of current accommodations
  - b. Students who are experiencing new barriers: digital, personal, transitioning, health-related
  - c. Faculty members who've indicated a desire for consultation
  - d. Sending out brief updates on plans and actions taken (via web site announcements and/or brief emails) to students and faculty
  - e. Reminding students and faculty about resources available to support student learning and faculty teaching and assessment.
5. Staff working remotely, from home could work with IT to add VPN access (remote, secure access) to campus information and to their DS desktop PC.
6. DS specialists could provide regular feedback to DS administrative personnel about how things were working for students and faculty.

*Contributed by:*  
Tom Thompson  
TMLS Consulting

*(This piece includes some tips that can be passed along directly to students to help them organize and manage this new – and often uncomfortable – learning environment. There are also some specific hints given for faculty who are teach students with disabilities in the online environment for the first time.)*

## **Helping Students – and Faculty! – to Adjust to the Online Learning Environment**

Help students order their courses in order of difficulty level or concern, and break down tasks into clear, manageable steps. That makes the pie a little easier to attack, one bite at a time. They can start a list of upcoming tasks for each course and put it all in one place, like a journal or planner or just a piece of paper. As they get information by email or from the LMS, they can add the to-do items to their central list to stay in control.

Communication is going to be lacking from some instructors who aren't used to teaching online or who are just bad at communicating already! Let students know that this will happen and to anticipate it. In email correspondence, they can phrase questions to require only a brief response. Faculty members may be more likely to respond if they know they can answer quickly, plus this will keep down the back-and-forth emails with professors.

Students should create email folders for each course and dump any communication into that folder, to manage the huge influx of digital information.

It can be isolating to go from an active college student on a busy campus to sitting at home with no one to interact with but email and the LMS. Help them anticipate this, as well, so they make it a priority to stay engaged with family and friends through this stressful experience. They're least at risk outside, so get outside for exercise and fresh air, if possible. This will be critical for those students who aren't able to leave the campus due to international status or finances.

Remind students to engage in their courses EVERY day. Because the content may be delivered awkwardly, erratically, or not in the method they're used to, they will likely need to spend more time on learning the content than they usually require. More review of notes, more reading, and employing more active study methods to stay engaged while learning alone are important strategies.

Some students may be unfamiliar with taking tests online, elevating a stressful situation to a whole new level. Immediate communication is critical if they're having trouble with an online test. Contact the instructor, of course, and use IT support as well, since that department is providing a lot of support to faculty. Students must take an active role. It might take more than one email to the instructor to figure out how to solve a problem. Keep communicating!

Utilize academic support, even remotely. Academic coaches, tutors, learning specialists or accommodations coordinators would likely still be available to talk on the phone, Skype, Zoom, etc., to help them minimize overwhelm. SMU's disability office is establishing an ad-hoc program to offer to ALL of our students with accommodations called "Bridge Support". If a student needs or wants assistance from one of our team to help through this transition, they

just email our office and the administrative assistant will assign them a staff member for Bridge Support. Everyone on our staff is pitching in and can be the sounding board, the problem solver or the cheerleader for students as they acclimate to the new format.

*(Note: The suggestions above were culled from a larger piece, on pages 45-47, regarding support for students with psychological conditions.)*

*Contributed by:*

Alexa Taylor  
Southern Methodist University

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### **Supporting Online Accessibility for Students Who Are Blind or Visually Impaired**

When I worked for our online education department, I created a short tutorial for our learners with disabilities. I requested an LMS shell for our disability services office and built examples of different class activities in it.

I posted a few readings and lecture suitable for text to speech readers. I also posted a few different examples of online exams so the learners could work through them. Their test anxiety usually got better.

One of the biggest issues learners with visual impairments encounter is when the text to speech software loses focus. Losing focus on the active page during an exam causes many blind or visually impaired students to think the test crashed. All the student must do is to use the keystrokes to bring focus back to the active web page. The exam should become readable again. I also teach students to save the exam question or page periodically. If the exam does crash, they should be able to retrieve it.

I met with students who were new to online education at the beginning of the semester to go through each of their classes because faculty design their courses in different ways. All the LMS platforms have some access features that occur naturally within the design.

Blackboard, for example, has the capability for students to forward discussion posts to their personal emails. The professor must enable this feature, but if faculty open it, all the discussion posts are sent to the student and they can reply to the post by clicking on a link right in their email. This saves so much time and energy.

I teach online and I am blind. I use this feature constantly.

*Contributed by:*

Valerie Haven  
University of Massachusetts – Boston

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## **For Faculty**

What follows are some tips and guidelines for faculty who will be teaching remotely to students with different disabilities. It's not intended to be comprehensive or technical, but to provide

some common issues which you may find useful over the next few weeks.

### **Some Blackboard Basics**

- Blackboard is fundamentally accessible to Assistive Technology (AT) BUT students vary in their skill level with AT. Please check in with your students who may be struggling with tech.
- Students are very concerned about how they will receive their extra exam time accommodations. If you chose to administer exams in Blackboard you will need to know how to extend the timing options. You may also choose different methods of assessment which are not exam based.
- Many of you will be scanning materials (textbook pages, articles, PDF, etc.) for students who do not have their books, notebooks and belongings during this period. Please be aware that students with (and without) disabilities may use screen reading software to access digital text. In order to maximize the effectiveness of these programs when you are scanning material please use clear copies and scan in a straight vertical orientation.

### **Communication Access for Students who are Deaf or Hard of Hearing:**

1. Remote CART (Live Captioning Transcription) and/or remote American Sign Language (ASL) can be provided through Zoom and Blackboard platforms to cover synchronous and asynchronous courses where communication access is required.
2. Due to the unexpected current burden on vendors and educational technology services we neither expect nor encourage you to use remote CART for your classes at this time unless you have a consumer who requires communication access.

### **Students who are Blind or Visually Impaired:**

1. Please read aloud all text **and** provide a description of any images used in a live synchronous or recorded asynchronous presentation or lecture (e.g. PowerPoint, videos, webcasts, images, tables, graphs, etc.).
2. Chats and discussion boards are accessible to screen readers. Some students will be using phones and apps which have different access features. Please check in with your students to be sure they are able to use these features and if not consider modifying the mechanism of group communication.
3. Scanned text (articles, textbook pages, etc.) should be clear copies scanned in a straight vertical orientation.
4. As a courtesy all participants in synchronous classes should identify themselves by name prior to speaking.

### **Emotional Needs:**

Many students using accommodations have hidden conditions, often emotional in nature. Many more students with mental health challenges have never requested or used accommodations. Finally, the current uncertainty and change may even precipitate new mental health challenges in your students. We encourage you to be aware of the following:

1. Remote classrooms under the best of circumstances can be disorienting and lonely for students who are used to face-to-face interactions. This can amplify pre-existing mental health challenges.
2. Be mindful of social isolation and ask students how they are managing and what you can do to help.
3. Anxiety can impact all aspects of attention. Consider building time and redundancy into your remote curriculum, assessments and messaging to students.

*Contributed by:*  
Lorre Wolf  
Boston University

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### **Tip Sheets for Faculty**

I work in online education at Northwestern as the accessibility expert for my department, and right now, my office is scrambling to support our whole university as we look at the possibility of taking classes online. Here are two tipsheets I've developed. Both are geared towards Northwestern and Canvas, but at least 90% of the advice is broadly useful to anyone working online. Feel free to grab, modify, and share!

The first handout is our [Critical Accessibility Supports](#), which I created after I was told the second one was "too detailed" and "people won't have time to worry about all this." There are what I considered to be the top three most critical features for our student population.

The second handout is [Accessible Course Design in Canvas](#). While some of the specific technical details are focused on Canvas, majority of the advice applies to any online course.

*Contributed by:*  
Christine Scherer  
Northwestern University

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# **Accessibility Online**



*(This REMARKABLE document was compiled by Jane Berliss-Vincent, the Assistive Technology Manager at the University of Michigan. It represents many hours of work in gathering information, links, and best practices for use by the disability services community in helping faculty, IT departments, and students with disabilities through this difficult time.)*

## Online teaching in emergencies: accessibility best practices

**Note 1:** Although digital accessibility is established by law to benefit individuals with disabilities, in practice it has implications for a much wider audience, including individuals who speak English as an additional language, individuals with limited prior technology experience, individuals with older technologies or limited Internet access, individuals juggling education with childcare or elder care, etc.

**Note 2:** Not all postsecondary institutions will have the same level of resources. We encourage everyone to do as much as possible on a reasonable timeline. We also encourage you to communicate with your disability services office, your Information Technology office, and other relevant offices to see what accessibility resources specific to your campus have been provided.

**Note 3:** We understand that disabled faculty and staff may also be affected, and have included as much relevant information as possible.

**Note 4:** The information in this document tends to fall in the “Keep Teaching” category addressed to faculty/staff. As of this writing, there are also starting to be some “Keep Learning” that will have relevance for disabled students:

- [Keep Learning at Iowa](#) (University of Iowa)
- [“Keep Learning”](#) (University of Nebraska)
- [Adjusting Your Study Habits](#) (University of Michigan)
- [Guide](#) (University of Kansas)
- [Learning Remotely](#) (Tufts)

We will post more as available.

**Note 5:** Comments and additions are deeply appreciated, and questions are welcome. (Contact info forthcoming)

## Accessibility of instructional delivery methods

- Provide an accessibility statement in all class syllabi. [Rutgers](#) has a good model.
- Not all video conferencing systems have the same level of accessibility. When considering accessibility, it is necessary to consider the following at a minimum:
  - Can frequently used and important features be accessed without requiring mouse use?
  - Will navigational elements (e.g., buttons) be read by screen readers?
  - Can chat messages and other interactive text be read by screen readers? Will screen reader users be notified when new chat messages appear?
  - Can the system be used to provide captioning? Can the captions be saved as a transcript?
- Here is guidance on some of the most popular video conferencing systems:
  - Bluejeans
    - Has made significant recent improvements, but can still pose accessibility problems. A list of problems and solutions or work-arounds is available at [Bluejeans Accessibility](#) (University of Michigan).

- [Bluejeans Support: Accessibility Features](#)
  - Zoom
    - Anecdotally considered to be the most accessible videoconferencing system currently available
    - [Zoom: Accessibility](#)
    - [Getting Started with Closed Captioning](#)
    - “Zoom recordings can be uploaded to YouTube and automatically captioned. Captions will not be 100% accurate but it is a good starting point. To upload to YouTube, you will need to create a YouTube channel. For instructions, visit [Create a New Channel](#).”
  - Blackboard Collaborate
    - [Accessibility in Blackboard Collaborate](#)
  - Google Hangouts
    - [Hangouts Meet accessibility](#)
    - [Use Hangouts with a screen reader](#)
    - [Accessible Google Hangouts](#) (University of Minnesota)
- Not all learning management systems (LMS) have the same level of accessibility. It is important to ensure that all features, including those that will be used exclusively by faculty or staff, are accessible. Because some of the onus for accessibility will be on the person creating the class, LMSs should also provide them with accessibility guidance.
  - Tools are available to check the accessibility of content as it is posted. These include [Ally](#) (works with multiple LMSs) and [UDOIT](#) (Canvas only). Since these can take some time to fully implement, they may be better considered as part of a long-term accessibility plan rather than as part of emergency measures.
  - Here is guidance on some of the most popular systems:
    - Canvas
      - [Canvas Accessibility](#) (University of Michigan; under active revision)
      - [Generating Captions with Canvas Studio](#) (RMIT University)
      - [Creating Accessible Content in Canvas](#) (Emerson College)
      - [Canvas Accessibility Considerations](#) (University of Nebraska-Omaha)
    - Blackboard Learn
      - [Accessibility Features in Blackboard Learn](#)
      - [Design Accessible Content](#)
    - Moodle
      - [Moodle Accessibility](#)
      - [Accessible Course Design](#)

## Accessibility of synchronous (real-time) classes

- Disabled students may not be able to participate at a fast pace online; e.g., their assistive technology or CART (text transcription provider) may require some time to communicate the information. Fast paced classes may also be problematic for students who speak English as an additional language, students in areas with slow WiFi, etc. Consider pacing your instruction accordingly and check in with students about how your pacing is working.

- “Encourage all students to self-identify (“Hi, this is \_\_\_ speaking”) as they begin comments to make clear who has the floor.” [Editor’s note: This is particularly helpful to blind students and to captioning efforts.]
- “When looking for and selecting multimedia for a course, choose videos that are already accurately captioned whenever possible. Note that “machine” (or automatic) captioning, which is now available in YouTube, Zoom, and Kaltura, is generally only about 80% accurate. We want to aim for 99% accuracy of captions. When recording audio or video for your course, develop a script. It can be posted alongside the media as a transcript, and can also help you to create a better recording.”
- “You may consider assigning a student to take notes for the class in Google docs or similar platforms. This will help others focus while one person documents what was said.” “If you have someone designated to take notes (an accessibility best practice), you can [enable closed captions](#), which allows your notetaker to transcribe what’s being said in real time.”
- “Do not penalize students for spelling or grammatical mistakes. The extra cognitive load of so much typing (or text production via voice transcription technology) may make things difficult for them.”
- “For certain needs, efforts such as working in small groups or pairs, note-sharing can also help. Note that synchronous lectures may require different support services than asynchronous lectures.”
- “Don’t assume that all students can see or make the same sense of your visual display as you intend. For accessibility, get in the habit of describing whatever is happening visually on the screen. If you are showing a picture of bunnies while talking about animal testing, say, ‘Here is a picture of bunnies, which are often used as the subject of animal testing particularly in the cosmetics industry.’ By the same token, get in the habit of being verbally explicit, especially while walking students through a screen demonstration. Because students use different devices, we recommend against using directional language in this context. It’s better to say “the arrow-shaped icon that says Share; it’s between Polling and Chat”. And remember that students access the Zoom interface from different kinds of devices, including mobile phones, tablets and laptops, so your verbal descriptions should account for those differences.”
- “An important difference when teaching online instead of face-to-face is that you can no longer rely on being in the same place at the same time to convey important information. It is essential that you stay in close communication with your students about changes to the course, and it is recommended that you use multiple modes of communication to ensure that all students are receiving all pieces of information. Using a combination of email, Canvas announcements, and Canvas Inbox will allow you to create a sense of continuity from the classroom to the virtual world. Record your session so students who aren’t able to join in real time can watch it later.”
- Resources:
  - [Adapting Your Subject Content for Online Classes](#) (University of Technology Sydney)
  - [20 Tips for Teaching an Accessible Online Course](#) (University of Washington)

# Accessibility of asynchronous (self-paced) classes

- Asynchronous teaching, by its nature, is likely to be accessible to more individuals: Assistive technology users don't have to worry about keeping up with the pace of the rest of the class, users who benefit from reviewing information multiple times will be able to easily do so, and users who have access to slower WiFi won't be left out. However, it will still have the same requirements for accessible accompanying materials, captioning, etc. as synchronous classes.
- Resources:
  - [Creating Inclusive Learning Video](#) (RMIT University)

## Accessibility of websites and documents

- HTML tends to be the most accessible format, followed by word processing formats such as Microsoft Word. Relying on PDFs could pose barriers, as they often require workarounds to make documents accessible. Two easy workarounds for improving the accessibility of PDF creation are:
  - If you are scanning a hard copy article into a PDF format, make sure that you are using an optical character recognition (OCR) program such as [ABBYY FineReader](#) or [Omnipage](#) instead of scanning documents as images.
  - If you use Word or a similar word processor to create a PDF, post both versions online.
- "When saving your file, give it a meaningful name. "Lecture Notes" or "Chapter 1" does not give students enough information. A better example would be "Lecture Notes, Chapter 1." [Editor's note: Also use the Title attribute to provide meaningful names to websites.]
- "Accessibility Quick Tips on webaccess as you create online course materials to ensure inclusive learning experiences:
  - **Text Contrast:** Use black text on a white background to ensure that the text stands out on the page. [Editor's note: Pure white backgrounds may cause problems with glare or distraction for some students. Consider using off-white or light grey backgrounds instead.]
  - **Text Styles:** Do not use color alone to denote differences in emphasis and content meaning. [Editor's note: This also applies to some graphic elements, such as charts. See [Use of Color](#) (WebAIM) and [Color Contrast](#) (WebAIM)]
  - **Heading Styles:** Use built-in heading styles to designate content organization. [Editor's note: Ensure that headings are used to create a hierarchy, not just for formatting. See [Using Headings for Content Structure](#) (WebAIM)]
  - **List Styles:** Use the built-in bullet or number styles for lists.
  - **Alt Text:** Provide a brief text alternative for images, graphs, and charts that answers the question: Why is this image important? [See [Alternative Text](#) (WebAIM) and [Creating Good ALT-Text](#) (RMIT University)]
  - **Closed Captioning:** Captioning your media provides greater student comprehension of the material covered and provides accessible media for individuals with hearing impairments in compliance with federal regulations.
  - **Link Text:** Use descriptive titles for link text, titles, and headers. [See [Link Text](#) (WebAIM)]

- **Tables:** Use simple tables when possible, with column and row headers [See [Data Tables](#) (WebAIM)]”
- Additional Resources:
  - [Accessibility 101: Accessibility and Online Instruction](#) (University of Iowa)--excellent resource that covers Word, PowerPoint, etc.
  - [DIY IT Accessibility, Six Essential Steps](#) (University of Maryland)
  - [Web-Based Course Content Access Checklist](#) (University of Maryland)
  - [Faculty Toolkit for Web Accessibility](#) (Brandeis University)
  - [Creating Accessible Digital Materials](#) (Middlebury College).
  - [Accessibility](#) (RMIT University)
  - [PowerPoint Accessibility](#) (RMIT University)
  - [Accessibility](#) (Seattle Pacific University)
  - [Webcourses Accessibility/UDL Guide](#) (University of Central Florida)

## Testing

- Extended time is a frequently approved accommodation, and instructors should be prepared to explore strategies for providing this. (Note that an extended time accommodation is not the same as providing more time for all students; it means that the accommodated student should get an additional percentage of time above whatever other students are getting. For example, the standard test time might be one hour and an approved student gets time-and-a-half, or 1.5 hours. If the test is expanded to two hours, the accommodated student would then get three hours.)
  - Guidance on how to do this in Canvas is provided at [“Once I publish a timed quiz, how can I give my students extra time?”](#) (University of Washington)
- “Breaks from class during exams” is an accommodation that may have online, timed implications. A student may have extended time or they may have extended time plus “breaks” or class time plus “breaks”. Can an online, timed test have the ability to be stopped and restarted to account for needed breaks? “If your student has breaks during exams, add in their total break time to their exam, if there is no way for the student to stop and start.”
- “Once a Quiz is published [in Canvas], there is also a feature enabling you to provide extra time and other accommodations that might be in place for specific students via Student Accessibility Services.”
- “Tests and quizzes should be easy to set up in your university’s course management software. Turning in papers online should also be built-in. Consider the energy it will take to grade papers or use a screen for a long time. If necessary, adjust assignments to prevent fatigue.”
- It is important to let your students know how questions to instructors should be addressed during an online quiz/test.

## Flexibility

- “If you move your class online with short notice, be aware that some students may need some time to work with their disability service coordinator and the Assistive Technology and Accessibility Centers (ATAC) to make adjustments to their accommodations. Be flexible and adjust deadlines and strategies to create an inclusive learning environment. Students with diagnoses such as Autism or anxiety may not adjust well to abrupt changes, making flexibility even more important.”
- Be aware that some students may be unable to access their technology during this time; e.g. if they are dependent on attendant care to get out of bed, turn on the computer, etc., their attendants may also be affected by the emergency. Other students with certain types of disabilities (low vision, migraines, seizure disorders, etc.) may not be able to spend extended time in front of a computer. Determine and provide a reasonable extended timeline for completing the work.
  - Lauren Cagle from the University of Kentucky has created a useful [survey](#) for learning about students’ accessibility and other issues that may affect online learning.
  - “Consider reducing screen time for folks who get migraines or have other issues (I ration my screen time to 1-2 hours per day max). Making text available for printing out, or making it possible to participate in Zoom calls with voice only and no image can help reduce problems.”
- “Please do: Reach out individually to students who were attending on-campus classes but are missing virtual classes. This may be a sign they are experiencing accessibility or other challenges.”
- “Instructors may also wish to think creatively about the assignment itself, through an approach that may not be intensively digital. For example, an assessment that relies on face-to-face interaction (e.g., discussion, presentations, debates) might be re-tooled or potentially substituted with an assignment in a different format that meets the same course objectives. One example of this type of adjustment includes asking students to write a pro/con issue comparison memo, in lieu of participating in a classroom debate.”
- **“Keep things accessible & mobile friendly:** In a crisis, many students may only have a mobile device available, so make sure you are using mobile-friendly formats including PDFs and [Canvas Pages](#). Consider saving other files in two formats, it’s original application format and a PDF. PDFs are easier to read on phones and tablets and keep the file size small, and original file format often have application features that are helpful to students who use accessibility software for accessibility reasons. Also note that videos take lots of bandwidth, so only require them if you are confident students will have access to them during the current situation.”
- Please be aware that student accommodation needs may change with different modalities of instruction and that we must be responsive to the needs of students with disabilities. Work with the Disability Services Organization (DSO) for your organization if you have questions about student accommodations.
- As we make shifts to teaching and learning online, we must recognize that this is a shift for instructors and students. As needs arise, units should be responsive to students and instructors with disabilities and should consult with their DSO and Accessibility Program Office (APO) with concerns and questions on the matter of online teaching and accessibility. An important aspect of shifts in pedagogy, technology, or content is being receptive to the needs of community members with disabilities.

# Emotional support

- “Build in elements of pleasure and connection to counteract social isolation. Begin class by asking how everyone is doing. Encourage them to check in on each other.”
- “Please do: Ask your student how you can help them during the transition. Students may have additional challenges that can amplify during times of stress or uncertainty. Be helpful and direct them to advising, counseling, or any other student support services if needed.”
- “Please do not:
  - “Engage in private consultation with individual students (i.e. messaging or chat functions) that you would not extend to all students who seek your support.
  - “Ignore expressed student needs (i.e. advising, counseling services, financial aid, etc.) that fall outside your immediate duties as a teacher.”
- Resources:
  - [Creating Community and Connection](#) (University of Technology Sydney--created for international students but has many applications for disabled students)

*Contributed by:*  
Jane Berliss-Vincent  
University of Michigan



*(Consider this a place to start in thinking about assuring access for students with disabilities to course materials suddenly shifted to the online environment.)*

## **Where To Begin?!?**

### **A Brief Overview of Issues/Resources in Assuring Accessibility of Course Materials**

With the Current Covid-19 pandemic pushing many campuses to quickly move their educational programs online for some period of time, it is important that we maintain equitable access to courses and the tools necessary to complete them. This rapid move will inevitably result in some barriers being created for students with disabilities. Our current processes, on their own, may not be sufficient to respond in a timely manner to the volume of issues which arise. That means, for the time being, we need to identify resources and approaches which can help us ensure access.

One of the primary concerns during this time will be access to course materials and content. While many of us have been working hard to make faculty aware of the importance of accessible materials, only a percentage of those instructors likely have the tools and skills necessary to ensure the materials they are collecting and identifying to put in their courses are fully accessible. Even if you have already been working with specific faculty on the materials they are using for their face-to-face courses, the move to an all-digital course may result in new materials being selected. If you find that your current methods for remediating inaccessible content are not enough, you may want to consider options that can be provided directly to faculty and students. Some of these resources use AI to create and provide more accessible versions of documents in multiple formats. While these automated systems may not work in every situation they can go a long way to meeting the needs of many students allowing you to focus directly on more sophisticated remediation needs. Other services will provide manual QA checks to ensure full accessibility and may be a more complete choice. Some examples of systems which can be available quickly are:

- Sensusaccess
- Equidox
- 247 Accessible Documents
- RoboBraille
- Accessibil-IT
- Open Access Technologies

A number of tools also exist that can be integrated into an institution's learning management system (LMS) to help track and support more accessible design, content creation and overall usability. Tools such as ALLY, UDOIT and Panorama can be integrated into an LMS and provide accessibility checks which let faculty and administrators know how accessible courses are. They provide feedback to faculty on improving accessibility of their materials directly through the course shell and in context. These systems may offer AI generated alternative formats which faculty can use directly or students can use in the event that an item in the LMS



is creating an access barrier. While these tools are more comprehensive and require an integration with the LMS, the current situation may provide an opportunity for institutions to explore these options to improve their digital environments over the long-haul and be more confident that they are prepared to ensure equitable access in their digital environments.

*Contributed by:*

Jamie Axelrod  
Northern Arizona University

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## Initial Thoughts

We just starting offering online classes last summer and I made a list of some potential considerations.

- Alternate ways to contact you (if you are working remotely) - *Forwarding office voicemails?*
- Altering your intake procedures to allow for remote meetings - *Skype? Zoom? Uploading documentation?*
- Utilize UDL principles for course design
- Materials should be screen-reader compatible (special considerations for math courses)
- LMS system should allow for settings alterations (font size, contrast/colors)
- Ways to organize modules so that its easy to navigate (simple layout)
- Keyboard accessibility (can you navigate the page without a mouse?)
- Text documents
  - a. Chunk content with headings and subheadings for screenreader clarity
  - b. Ensure they can be highlighted, copy, pasted, and searched
  - c. Save as PDF file, not image
  - d. Use accessibility checker in Microsoft Word
  - e. Preferable to make documents available in multiple formats (Docx, PDF)
  - f. Consider providing a university-approved template to standardize
- PPT
  - a. Use the PPT created templates (rather than custom) so that information can transferred to outline feature – do not add text boxes
  - b. High color contrast (background and text)
  - c. Simple layout (not too much info on one slide)
  - d. Consider providing a university approved template to standardize
  - e. Alt text on all pictures
- Video/Audio
  - a. Remote captioning for videos/audio
  - b. Remote ASL interpreting for videos/audio
- Charts/graphs/pictures
  - a. Accompany charts/graphs with tables – tables can be read by a screenreader
  - b. Add alt text (text descriptions) to pictures
- Testing accommodations: Use LMS settings to allow for extended time on assessments
- Think about what kinds of AT students may need to work on the computer (personal device)

*Contributed by:*

Kaitlyn Martin  
University of the Sciences

*(This section has several practical tools for helping to move to accessible online learning, as well as some timely articles and resources to support stakeholders in this difficult time.)*

## **Useful Resources/Articles From Outside and Inside the Disability Services Community**

### **From Outside Our Community**

*Please do a bad job of putting your courses online*

<https://anygoodthing.com/2020/03/12/please-do-a-bad-job-of-putting-your-courses-online/>

Information for faculty on how to prepare for when classes can't meet

<https://itconnect.uw.edu/learn/prepare/>

For a couple of years, the Substance Abuse and Mental Health Services Administration (SAMHSA) has had an online **Disaster Technical Assistance Center** for people dealing with natural disasters. With the coronavirus upending people's lives (including many campuses switching to online courses and asking students to leave for the rest of the semester), SAMHSA recently sent out reminders that the resources exist for anyone experiencing mental health distress or trauma related to COVID-19.

The webpage is at <https://www.samhsa.gov/dtac/recovering-disasters> and on the right side of the page, there's a **Disaster Distress Helpline** at **1-800-985-5990**, offering toll-free crisis counseling to anyone who needs to talk about everything that's happening right now.

Recognizing that some folks on campus may shift to the use of social media as a means of communicating with students in the online environment, here is a social media accessibility user guide developed at Rochester Institution of Technology:

<https://www.rochester.edu/social/guide/accessibility.html>

*Posted to DSSHE-L, March 10*

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### **From Inside Our Community**

These are interesting times. I know that the move to online learning on your campuses may result in removing barriers for some students and creating barriers for others.

Creating this toolkit was on my list of things to do and when I saw that many campuses were making this change to prevent further spread of COVID-19, I moved it to the top of my list and created this resource for you to use and share with faculty on your campus.

<https://exploreaccess.org/accessible-online-course/>

*Contributed by:*

Melanie Thornton

University of Arkansas

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We begin the remote campus on Monday. We created a “how to” document (*on the pages that follow*) to help faculty in moving to accessible online offerings. You are free to use, and share, as needed. All of our face-to-face classes are moving to an online environment and the hopes is that faculty will use Zoom.

Contributed by:  
Karyn Schulz  
Maria Maclay  
University of Baltimore  
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# Accessibility for Online Learning:

## Presentations, Text, and Images

### 1. Slide Presentations

#### a. PowerPoint

##### i. Formatting

1. Use predefined slide layouts
  - a. For each new slide, go to 'new slide' and select one of the templates.
  - b. Fill in the slides according to the layout, using titles and entering text into textboxes.
  - c. Note: Using layouts ensures that the text can be read by a screenreader and that the exported files will transfer properly. If you do not use slides, you may need to manually adjust the reading order and input alternative text for text boxes.
2. Include image descriptions
  - a. Image descriptions are brief statements that verbally convey relevant information from an image.
  - b. [Explanation of image descriptions and how to use them.](#)
  - c. Note: Try to only place images if they convey relevant information/material.
3. Use descriptive links
  - a. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
4. [Resource for making accessible PowerPoints](#)

##### ii. Upload as readable PDF and as a Word Document

1. PDF
  - a. Go to File, click 'Export' and select 'Create PDF/XPS Document'
  - b. Check that PDF matches PowerPoint
2. Word Document
  - a. Go to File, click 'Export' and select 'Create Handouts'
  - b. Select 'Outline Only'
  - c. Press OK
  - d. Check that word document matches PowerPoint

##### iii. Best Practices

1. If you are speaking with slides, be mindful that some of your students may not be able to see the slides. It can be helpful to read the slide content aloud and orally describe images.

## **b. Google Slides**

### **i. Formatting**

1. Use predefined slide layouts
  - a. For each new slide, hover to 'New Slide with Layout' and select the template that fits your content.
  - b. Fill in the slides according to the layout, using titles and entering text into textboxes.
  - c. Note: Using layouts ensures that the text can be read by a screenreader and that the exported files will transfer properly. If you do not use slides, you may need to manually adjust the reading order and input alternative text for text boxes.
2. Include Image descriptions
  - a. Image descriptions are brief statements that verbally convey relevant information from an image.
  - b. [Explanation of image descriptions and how to use them.](#)
3. Use descriptive links
  - a. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
4. [Resource for making accessible Google Sheets presentations](#)

### **ii. Upload as a readable PDF and as a Word Document**

- a. PDF
  - i. Go to file, and in the 'Download' dropdown menu, click PDF
  - ii. Check that the PDF matches the slides.
- b. Word Document
  - i. Download the file as a PDF
  - ii. Export the PDF to Microsoft word
  - iii. Check that the formatting is correct (headings are properly assigned)
  - iv. Note: You can also download it as a plain text file, but this will take away the formatting

### **iii. Best Practices**

1. If you are speaking with slides, be mindful that some of your students may not be able to see the slides. It can be helpful to read the slide content aloud and orally describe images.

## **c. Other**

### **i. Prezi**

1. Prezi files cannot be automatically converted into word documents or accessible PDFS. If using Prezi, you can create a separate word document and convey the slide order using headings. Contact DAS for assistance or further instruction.

## ii. Other Alternatives

1. Contact DAS for instruction.

## 2. Text Content

### a. Word Processor Files

#### i. Word

1. Word document files should already be accessible for most users.
2. Formatting
  - a. Document Structure - 'Styles'
    - i. Document structure refers to a document's logical organization into sections using headings. The Microsoft word headings are listed as 'Styles.'
    - ii. Use the 'Style' headings and subheadings to organize the document.
  - b. Tables
    - i. Create tables using Microsoft Word's built-in tools
      1. Include a description of the table under 'Table Properties' in the 'Alt Text' category.
    - ii. [Detailed instructions for creating accessible tables in Microsoft Word.](#)
  - c. Include Image descriptions
    - i. Image descriptions are brief statements that verbally convey relevant information from an image.
    - ii. [Explanation of image descriptions and how to use them.](#)
  - d. Use descriptive links
    - i. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
3. [Resource for creating accessible Word Documents](#)
4. Uploading an additional copy as a PDF
  - a. Go to file, then select 'Save as Adobe PDF.'

#### ii. Google Docs

1. Formatting
  - a. Document structure - Paragraph Styles'
    - i. Document structure refers to a document's logical organization into sections using headings. The GoogleDocs headings are listed under 'Paragraph styles.'
    - ii. Create headings and subheadings as appropriate. Rather than manually alter the format, label sections using "Paragraph Styles."

- iii. [Description of document structure and how to apply it in GoogleDocs.](#)
    - iv. Note: If you are using headings properly, you should see an outline on the side of your screen/you should be able to create a table of contents.
  - b. Tables
    - i. Google does not support complex accessible tables. Please contact DAS for further instruction.
  - c. Include Image descriptions
    - i. Image descriptions are brief statements that verbally convey relevant information from an image.
    - ii. [Explanation of image descriptions and how to use them.](#)
  - d. Use descriptive links
    - i. Descriptive links are hyperlinks embedded in the text. The text should concisely describe the linked site.
  - e. [Resource for creating accessible Google Docs.](#)
2. Upload as a Word document and as a PDF
    - a. PDF
      - i. Go to File, and in the 'Download' menu, select PDF.
    - b. Word
      - i. Go to File, and in the 'Download' menu, select Microsoft Word.

## **b. PDF Files**

### **i. "Readable" PDF**

1. Check if the PDF is 'readable'
  - a. Note: A quick way to check if a PDF is readable is to try and select a sentence. If you can select individual letters, the file is likely readable. If you can only select a page at a time, the file is not readable.
2. If the document is not readable, you can use Adobe Acrobat Pro's 'Make Accessible' feature under the 'Action Wizard' menu or an online OCR converter. You may also contact DAS if you are concerned about readability.
3. If the document is readable, it may not be fully accessible, but students should be able to access the content.
  - a. Note: If you have Adobe Acrobat Pro, you can make fully accessible PDFs by following [webaim's tutorial for converting PDFs.](#)

### **ii. Uploading as a Word document**

1. Export the PDF to Microsoft word
2. Check that the document structure is organized.

**c. Other**

**i. EPUB Files**

1. EPUB files are already accessible and should not require editing. If any issues arise, contact DAS.

**d. Note on Scans**

- i. Avoid uploading text as an image/scanning documents without OCR (Optical Character Recognition). If your text material is only available as an image, contact DAS for assistance with conversion.

### **3. Images/Visual Content**

**a. Image Descriptions**

- i. Image descriptions are brief statements that verbally convey relevant information from an image.
- ii. [Explanation of image descriptions and how to use them.](#)

If you are using an application/host/format that is not listed here and you want to know more about making your content accessible, please contact the DAS office.

*Contributed by:*  
Karyn Schulz  
Maria Maclay  
University of Baltimore



# **Moving Accommodations and Services Online And Supporting Students in Transition**

*(Among the accommodations often considered in face-to-face classes is that of attendance leniency. The discussion below doesn't provide rules to use in shifting that accommodation online, but rather a course of action in determining whether/how to apply the accommodation to the online learning environment.)*

## **Moving “Flexible Attendance Accommodation” to an Online Delivery Format**

If your campus is considering moving traditional face-to-face classes to a temporary online delivery format, consider the following issues when managing the flexible attendance accommodation and when working with students and faculty.

### **Managing the Flexible Attendance Accommodation**

- First and foremost, consider why you facilitate that accommodation in the first place. What is the academic barrier that you seek to address through the accommodation in face-to-face classes? Broadly speaking, it is probably an accommodation for a student with a chronic health condition and/or depression/anxiety/etc. who misses classes intermittently due to the disability. The student receives the accommodation so as to not be unfairly penalized with the course attendance policy for missing the occasional class when a disability flare-up occurs. Some institutions also consider flexibility around missed assignment deadlines or missed exams that coincide with a missed class for medical reasons.
- So if a face-to-face course moves online, to what extent do the barriers referenced above remain? To what extent are the barriers eliminated? Or changed? Questions to consider:
  - What is the design of this online delivery?
    - Video lectures?
    - Student discussions?
    - Text and article reading?
    - YouTube videos?
    - Narrated PowerPoints?
    - Assignments?
    - Tests?
  - How is the professor handling/grading online attendance for all students with the transition?
  - Will the online class be such that students have to participate online at a set time (say 2:00pm on Tuesday) with the entire class or will students participate in a lecture or module at their leisure over a period of days or a week or more?
  - How are assignments submitted? How long do students have to work on an assignment from start to finish (from when assigned to when due)? What is the course policy regarding late assignments?
  - Are tests at a specific period of time (2:00pm on Tuesday) or required for students to complete during a window of time (24-hour period, 3 day period, etc.)

- Ultimately, consider how the intersection of design of the online course intersects with the disability. The flexible attendance accommodation may or may not continue to be necessary or reasonable. As with face-to-face classes, this accommodation requires case-by-case consideration to consider how to apply it online within the parameters of the purpose of the accommodation. As always, the goal is to ensure equal access. This accommodation should not fundamentally alter the online experience or expectations in place for all students.

### **Communicating to and Working with Students**

- Consider reminding students of the purpose of the flexible attendance accommodation and how it is facilitated on your campus.
- Explain to students how the move to an online delivery may change the need for the flexible attendance accommodation and how it is or is not applied.
- Invite students to speak with your office about specific course situations to see if/how the accommodation should be applied with the online delivery. (It is considered best practice for students to not contact the professor to discuss this accommodation given the imbalance of power between students and professors. The disability office is a better resource to assess and “negotiate” this accommodation, especially in this unique situation.)

### **Communicating to and Working with Professors**

- Explain to professors how the move to an online delivery may change the need for the flexible attendance accommodation and how it is or is not applied.
- Talk to professors about the design of the course. Use the questions in the *Managing* section to guide the conversation.
- Invite professors to speak with your office about specific course situations to see if/how the accommodation should be applied with the online delivery. Encourage professors to work with your office if students approach them about this accommodation in order to avoid the professor incorrectly informing the student that nothing can or will be done.
- How will the professor apply the course attendance policy PRIOR to the online transition in the final grade of the course? How are all students impacted with attendance grading during the before (face-to-face) and after (transition to online) of the course?
  - This information may be essential in order to know how to apply the flexible attendance accommodation over the duration of the semester.

*Contributed by:*  
 Adam Meyer  
 University of Central Florida

*(This information is meant to be shared directly with students – it is for THEIR benefit, not for the DSS provider. Recognizing that there will be lots of students who are used to taking their tests through the disability services office, these are tips for how to manage the new testing environment.)*

## **Shifting to Taking Exams Online**

### **Exam Environment**

Students are used to coming to our office for a more controlled environment to minimize distractions. To create a similar setting, students need to prepare their space before starting an exam online.

- Set up your space before taking your exam to minimize distractions. Make the environment feel like a testing environment (in other words, don't decide to eat your lunch while you are taking your exam or have your television on in the background).
- Turn off phones. If you have a landline, set the ringer to silent or low.
- Place a "do not disturb" or "testing in progress" sign on your door.
- Inform family members (who might also be home) that you will be taking an exam for a specific span of time to minimize interruptions.
- You might want to use a lock down browser if you're prone to surfing the internet.
- Have all allowed materials available and organized before starting the exam.
- At least 15 minutes before the exam, set up your environment to make sure you do not have any computer or internet access issues.
- If fidgets or music/sound help you, make sure you have these items available.

### **In General**

- Know the rules and expectations of taking the exam online. Is it open book/ note or are students held to the honor system? Are you being proctored remotely by your professor or a computer program?
- Can you start the exam at any time or is the exam only available during a certain time frame?
- If your accommodations allow for breaks during exam, is there a way to pause the exam?
- Before starting the exam, make sure you know how many questions are on the exam and how much time you have so you can plan accordingly. Since we won't be there to give a warning, you might want to set a timer to go off 10 minutes before your time is up.
- Have a clock or timer nearby so you can track how much time you have.
- Have scrap paper so that you can note questions you want to revisit.
- Questions may be presented one at a time. It may be more difficult to navigate an exam and go back to review questions. Jot down question numbers and note any questions you may have.

- If you have clarification questions for your professor, will you be able to reach the professor? How will you do this? Find out before you take your exam.
- You may have finally gotten used to the format of your teacher's in-class exams and suddenly that format might be different as it shifts to an online platform.
  - Reach out to your teachers and ask if the exams will be different. The more prepared you are with what to expect, the better.
  - If you are suddenly allowed to use notes or access your books during an exam, be careful not to use up all of your time and rely too heavily on these materials. It is better to put an answer down that you think is correct and then return to that question later if you have time at the end to double check than to spend time searching for each of the answers.

## **Migraines and Eye strain**

Prolonged computer usage can cause a strain on your eyes. If you are prone to migraines or have other visual issues, you will want to take extra steps to minimize the impact as much as possible by adding some adjustments to your computer monitor and workstation.

- Your desk setup can trigger a migraine. Make sure your monitor is placed directly in front of your face to reduce neck strain. Your monitor should be 20 to 40 inches away from your face at eye level.
- Adjust the refresh rate of your monitor to its highest rating.
- Adjust the display settings of your computer to help reduce eye strain and fatigue.
  - Brightness: Adjust the brightness of the display so it's approximately the same as the brightness of your surrounding workstation. As a test, look at the white background of this page. If it looks like a light source, it's too bright. If it seems dull and gray, it may be too dark.
  - Text size and contrast: Adjust the text size (enlarge) and contrast for comfort. Usually, black print on a white background is the best combination for comfort.
  - Color temperature: This is a technical term used to describe the spectrum of visible light emitted by a color display. Blue light is short-wavelength visible light that is associated with more eye strain than longer wavelength hues, such as orange and red. Reducing the color temperature of your display lowers the amount of blue light emitted by a color display for better long-term viewing comfort.
- To reduce your risk of tiring your eyes by constantly focusing on your screen, use the "20-20-20 rule". Look away from your computer at least every 20 minutes and gaze at a distant object (at least 20 feet away) for at least 20 seconds.

*Contributed by:*  
 Jessica Holdren  
 Kathy Duffy  
 Arcadia University

*(This piece focuses on how to shift tutoring to the online environment, and includes two handouts that have already been developed for dissemination to students regarding tips for taking tests online and how to access Google Hangouts for tutoring purposes.)*

## **Tutoring In An Online Environment**

### **Our Response Currently:**

We will be shifting all tutoring online while our college goes to online classes through March 30, 2020. (This is also a date that could change as things are being assessed daily). The tutoring we are putting together will be extended as long as we continue to provide online classes.

### **Steps we have taken:**

- We sent out an email to all current tutors to confirm if they would be willing to continue working as a tutor for our office in an online capacity.
- Our IT department ordered 100 additional Zoom licenses.
- We will be having our tutors use Google Hangout to provide tutoring sessions with their tutee's. Zoom will be used in any situation that our students assistive technology is not working well with Google Hangout. ( we created an info sheet for our students to use if they are not familiar with Google Hangouts.)
- Our Writing Center will also be doing online tutor sessions with students individually.
- We also are going to be adding additional organizational tutors with our current student staff that would normally be working in the office, but will not be able to be on campus.
- We decided to increase the number of organizational tutors at this time because we feel our students might struggle creating new routines and finding new ways to organize online classwork. This is a very big change for our students and we are hoping additional organizational tutors might be able to help with the change.
- We have normally used face to face sign in sheets to record our tutors hours. In order to make this work remotely, we are having our tutee's and tutors email us with dates and times of tutoring sessions. This will allow us to continue to keep track of tutor's hours without having face to face contact.
- We will be providing all new tutors with tutor training via Google Hangouts.
- We will be working with faculty throughout the online process in order to make sure we are supporting our students as they are needing additional support.
- We are creating Online Coursework Tips sheets that we will be sending out to the whole campus through email and also through their faculty. (I have included our first handout with this email)
- I don't think that we have thought of everything. There is a great unknown with how faculty will choose to teach their classes so we know that we will be in a constant state of change, but our tutors feel like they know that they will be tutoring and how that will happen which we take as the first big step.

*Contributed by:*  
Angi Olesen  
Beloit College



## LEARNING ENRICHMENT AND DISABILITY SERVICES ONLINE COURSEWORK TIPS

*Courses will be taught online for the week of March 23-27, with some instruction potentially taking place online throughout the semester. Online learning may be a new experience for you, but don't worry... here are some tips we've put together to help you make this experience a positive one. Your courses will be the same, just with a different format.*

### **Claim a Study Space**

The first for effectively managing online classes is to look around your dorm room, house, or hotel room and find a place to claim as your own study nook. Find a place where you are comfortable but will keep you alert. Try to avoid doing your coursework in bed!

### **Manage Distractions**

Get rid of all the distractions – physical and digital – and just have the resources you need to study. As the classes are going to happen through your computer, it is much easier to get distracted; however, there are some tools and Chrome extensions (StayFocusd, RescueTime, StayfocusD) that might help you manage your distractions and get through your coursework.

### **Stay motivated**

Do not underestimate the effort needed for online classes! Make sure you stay motivated and engaged in your online learning experience. Take the week of online classes as seriously as you would if they were held in person: the topics you study and readings and assignments you do are not busy work... they build upon your previously seen class material and are fair game for future assignments and assessments. Self-determination is a key factor to success!

### **Cooperating with Your Professor**

Apart from the extended spring break and structuring their classes online, professors also have a task to finish covering all the topics required for the class. So, it is better to cooperate with your professors; the easier you make it for them, the more you are going to learn and the better this experience will be. Having good communication with them is also important. If you are confused or have suggestions, send them a polite email and be patient when waiting for a response.

### **Time Management**

With classes happening remotely, it is very important to find time to get the things done. Schedule time for each class. Especially with the freedom that comes with online classes, now it is crucial to manage time better and get through all the resources and assignments put up by the professors. One way to help with this is to make a list of assignments and readings to do and keeping track of due dates, progress, and other things as they come up.

**\*Important tip - This is not another week of spring break. Classes are still happening. You don't want to fall behind on classes during the online week only to find yourselves under immense pressure when the school returns to in-person classroom learning.**

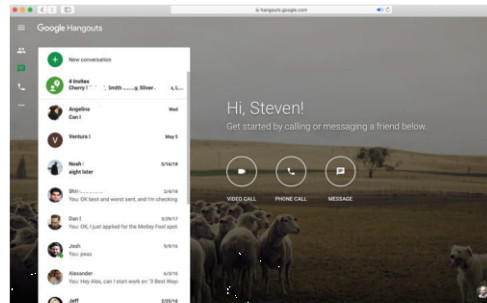
.....  
• If you have any questions, please  
• give us a call at 608-363-2572 or  
• send us an email to  
• [learning@beloit.edu](mailto:learning@beloit.edu)  
•

# Google Hangouts: How to

## Desktop

Log into your Google account, then type: "hangouts.google.com" into the browser bar at the top of the screen.

Click through the intro screen until you land on your Hangouts homepage. It will offer you three options in the center of the page, "Video Call," "Phone Call," and "Message." To add a new contact search for their email by clicking on New conversation.



## Mobile

Download the Google Hangouts app and open it on your phone. Allow the app to access your Google account or login with your google account. Tap the "+" symbol in the green circle at the bottom right corner of the screen.

Type in contact you wish to reach, or hit "New group" and enter multiple email addresses. Start a text chat, or hit the camera icon for a video call, or the phone icon for a phone call.





*(This section might actually be headed "RANDOM Stray Thoughts." Each of the entries here seemed important, but they are not associated with each other, and they did not seem to fit anywhere else!)*

## Stray Thoughts

One of the more perplexing things about being a student with a disability in the time of the Coronavirus are the endless reports that are intended to calm fears by reporting that the life threatening aspects of the illness are relegated to elderly and sick people. While certainly not all people with disabilities are sick, some do have compromised health conditions. Regarding the Coronavirus, the Chancellor of my University recently wrote, "Any actions we might eventually take will also be done from the perspective of helping to protect our entire community." I think that he had in mind the students I work with who seem to have been relegated to "cannon fodder" by the some of the media.

It is also interesting the Coronavirus has put front and center issues that some people with disabilities have thought about for years. Suddenly working remotely and flexible schedules are on everyone's mind. The first student to ask me if we could "lecture capture" a class had a disability but his request is getting mainstream attention.

This mainstream attention has its drawbacks. I have a colleague who recently remarked, "I don't want this coronavirus to become a disability issue". I guess with inclusion comes the related hazards.

*Contributed by:*

Sam Goodin

University of Nebraska - Lincoln

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QUESTION: I just received an email from a professor who will be conducting his midterm online. He's wondering if it is reasonable to provide 50% extended time for an exam that is structured to be completed in parts over a 48 hour period:

*The students will have 48 hours to complete the exam, which involves twenty multiple-choice questions, ten short answer (3-4 sentences) questions, and one 750-word essay, for which they already have their topic and some guidelines. The assignment is worth ten percent of their final grade and I expect it will take 3 or 4 hours in all to complete. I'm planning to provide the exam via Blackboard on Wednesday and to allow the students to start the "test" at any point during a week-long window. Once they have started, they will have forty-eight hours to complete it. My idea is that they may want to start it, take a break, return to it, etc. And I'm fine with that. I've also indicated that, if students find forty-eight hours is not enough time (and I can't imagine why they would), I'll be willing to extend the time to completion to 72 hours.*

Is time really an issue for this test? Is it necessary to extend the time when ALL students have 48 hours for a test that will take much less than that to complete?

ANSWER: I think that part of the answer to this question depends on the nature of the test the

faculty member is giving AND the nature of the student's disability. He suggests that the test involves 20 multiple choice questions, 10 short answer questions, and an essay question. Is he telling ALL students that the test is meant to be "closed book" -- they are not to look up those answers -- or is he designing the questions to be an open-book test? I would guess it is the latter (3-4 hours would seem like a LOT of time for the test he describes unless he was allowing them to use available resources). But an open book test could take CONSIDERABLY longer for students who need a lot more time to sort through resources (because they are dyslexic, because of ADHD, because they are using assistive technology, and so on). So what takes everyone else 3-4 hours could conceivably take a student with a disability CONSIDERABLY longer than that.

But... but... they have a 48 hour window. Yep... and they also have how many other classes that are now online, and for which they are trying to keep up in this strange and unfamiliar environment? Then there are the little things like sleeping, eating, and recuperating from WAY too much time spent in front of a screen when you aren't used to it.

My best guess is that some students with disability DO have a legitimate need for more time, some will not. But this prof has provided a mechanism that makes it easy for them to GET the extra time if they need it -- so let them have it!

*Contributed by:*

Jane Jarrow  
DAIS

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*(In response to a question about how to provide the accommodation of notetakers with the shift to online instruction)*

I think you have to keep in mind that we facilitate accommodations when barriers exist at the intersection of disability and course design. Some students get note-takers for face-to-face classes on the idea that the lecture is offered at one moment in time and a person with a disability may not be able to capture relevant notes and listen to the lecture at the same time. Since there is only that one moment to get it all, a note-taker is facilitated to address the barrier.

How is the online course designed? Videos? Reading? Chat groups? Combination? What is asked of the students in the end? How would you take notes? What barriers exist? If the online class has videos now that could be watched repeatedly, you do need a note-taker or can the student watch the video a couple of times to capture everything, which is an option not available for live classes?

As more campuses are considering the online move as mentioned, I do not think we should assume that the student gets the same accommodations in the online format as in the face-to-face format. The design is different. The barriers that exist at the intersection of the disability and course design may no longer exist or may be different from the original course format. Some accommodations used before may no longer apply. Some accommodations not considered before may need to be considered now.

*Contributed by:*

Adam Meyer  
University of Central Florida

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*QUESTION: For campuses that move classes online but keep the residence halls partially or fully open, would it be best to meet with students who say on campus virtually, or by distance means (online, phone, Skype, Google Hangouts, etc.)?*

ANSWER: It seems appropriate to make a conscious decision to NOT meet with current students in-person during this time, even if they are still on campus. First -- it kind of defeats the purpose of trying to minimize the risk of exposure and transmission if you continue to meet with folks who are still living in a communal setting (no matter careful they think they are being). More -- you don't want to penalize the students who have chosen NOT to stay on campus by giving others more/better access to your help and support.

*Contributed by:*

Jane Jarrow

DAIS

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*(In response to the suggestion that faculty be reminded that "no content should be posted for students until it is made accessible for all students. A student with a disability should have access to it at the same time as their peers do.")*

Could we amend that to say, "...unless it is made accessible for *all* students in that class?"

I can't find the quote at the moment (I have been saving all sorts of posts about response to the Corona virus), but I saw a quote from an online learning expert who said something along the lines of this: "And for those who say that online learning isn't as good or as useful as face-to-face classes, I would say, 'that's not important right now. I don't care if it is pretty -- it has to be effective.' We ARE moving online."

I would want to make sure that faculty understand that they MUST make sure that students with disabilities in their classes have the same access, at the same time, as does everyone else. But this isn't the time to be stressing Universal Design (everything fully accessible for everyone, from the beginning, *in case* someone with a disability might need it.) This is a time to make absolutely sure that those who DO need the accessibility have it -- fully and in a timely manner.

*Contributed by:*

Jane Jarrow

DAIS

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I would encourage all students that take any form of medication to ask their providers for 3 months worth of prescriptions NOW and to get those prescriptions filled. Having extra medications on hand is part of FEMA guidelines for PWDS, and although this is not a disaster situation, it is a thoughtful and cautious idea for our students.

Many of our students are young people, who have never faced a "what if" situation. Please quietly encourage them to do this.

Posted to the DSSHE-L, March 7

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*“Ultimately, I think you can communicate to students and professors in some proactive way. The challenge is that it will be hard to know exactly what you need to do for X class until you discover how the course design and the disability intersect. For instance, if a deaf student is in a course that moves to online and the entire course is about reading and group chat and paper assignments (no videos or audio content), then accommodations may be minimal to nothing.”*

Your idea (of exploring the intersect between course design and disability) is a good one. Your example is a bad one – but it brings up an important point. You are right in suggesting that a deaf student who typically uses sign language interpreters in face-to-face class may not need those interpreters for an online class that has not audio content or component. But they may need *other* accommodations. A deaf student who typically receives class content through ASL may find having to rely solely on reading (and writing) of standard English for all class interactions to be a significant, disability-related barrier.

Most of the conversations that have gone by on our listservs in the last few weeks have focused on how to accommodate students with X disability online, or how to move face-to-face accommodations to an online environment. But there has been little discussion of what to do when the face-to-face accommodations are no longer the needed accommodation – or at least, not in the same format. Think about the number of students who take tests in your office over the course of a semester who will now be taking all of their tests online. When they take a test in your office, they are responding to the test presented to them at the time of the exam. They are generally not taking open-book tests in your office. But many faculty will move to a testing all students through open book/open notes, as it may limit the need for proctoring exams. The change in test format may create significant barriers (and necessitate significantly more time) for students whose disabilities interfere with their ability to find, read, and organize information from multiple sources as a part of the exam process.

The bottom line is that it is going to be important for service providers to explore the intersect between the ALTERED course design and the student’s disability.

*Contributed by:*

Jane Jarrow

DAIS

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*(It is to be anticipated that students who were being supported through your office because of mental health difficulties may find their problems exacerbated as a result of the stress and uncertainty created by this crisis in the coming weeks. The forced move to online instruction may present particular problems for this population. This piece focuses specifically on students with psychological problems, but portions are repeated elsewhere in this document, as the suggestions for organizing online study are applicable to many.)*

## **How to Guide a Student with a Psychological Condition Through the Crisis**

Students with depression, anxiety disorders, OCD, PTSD, eating disorders, or Bipolar disorder may be particularly vulnerable to the disruption to their world. If your school is implementing, or has already implemented an online or remote method for course delivery, here are ways you can support these students through the crisis.

### **Leading up to the change**

Listen to their fears and increased stress as they face uncertainty. Change is coming, and it is out of their control, which can cause symptoms to flare.

Encourage students to check in with their mental health provider. Now is a great time to see the therapist or psychiatrist to assess their stress level. Are they compliant with their medication? Now is not the time to stop taking a medication, but it may be a time to increase dosage for an effective medication, knowing the upcoming challenges. Having more frequent check-ins with a trusted provider either by phone or Skype might be a great idea right now, and might provide some needed stability.

Encourage students to talk with their parents about their fears and worries about the situation. Parents often know them best and are pros at helping them put things in perspective. In the grand scheme of things, disruption to one half of one semester is not as devastating as it might seem.

Let them know the college is here to support them. There are lots of people working on this transition and your office is ready to be of assistance. That may mean checking in with these students weekly or even offering a Skype/Zoom session to lay eyes on a student who “sounds” overwhelmed from emails.

For those with conditions that tend to lead to over-controlling behaviors (eating disorders, for example), alert students to monitor their functional behavior and be aware of warning signs that their condition could be spiking (more picking behaviors or tics, trouble sleeping, irritable, too much working out instead of academic work).

Students need to remind each faculty member of the accommodations for which they’ve been approved and which ones will still apply for the new method of course delivery. Extra reminders won’t hurt; faculty will be overwhelmed as well. Students can ask each instructor if they’re familiar with how to extend the testing time for a test in the LMS. Your school’s IT department should have these instructions readily accessible, but a student doesn’t want to find out during the test that the instructor doesn’t know how to give time-and-a-half.

Employing flexible attendance accommodations will not be necessary if instructors pre-record lectures and/or don't require real-time attendance, but in general, students will likely be expected to attend remotely for live, synchronous content. Students should do this if at all possible! Missing more "class" in times like this will only compound the difficulty level during an already difficult time. If the student is wholly unable to attend/participate remotely communicating this as soon as possible, preferably before the absence, is key. Remember, students are still responsible for participating in a manner that the professor deems appropriate.

Help students order their courses in order of difficulty level or concern, and break down tasks into clear, manageable steps. That makes the pie a little easier to attack, one bite at a time. They can start a list of upcoming tasks for each course and put it all in one place, like a journal or planner or just a piece of paper. As they get information by email or from the LMS, they can add the to-do items to their central list to stay in control.

Communication is going to be lacking from some instructors who aren't used to teaching online or who are just bad at communicating already! Let students know that this will happen and to anticipate it. In email correspondence, they can phrase questions to require only a brief response. Faculty members may be more likely to respond if they know they can answer quickly, plus this will keep down the back-and-forth emails with professors.

Students should create email folders for each course and dump any communication into that folder, to manage the huge influx of digital information.

It can be isolating to go from an active college student on a busy campus to sitting at home with no one to interact with but email and the LMS. Help them anticipate this, as well, so they make it a priority to stay engaged with family and friends through this stressful experience. They're least at risk outside, so get outside for exercise and fresh air, if possible. This will be critical for those students who aren't able to leave the campus due to international status or finances.

Remind students to engage in their courses EVERY day. Because the content may be delivered awkwardly, erratically, or not in the method they're used to, they will likely need to spend more time on learning the content than they usually require. More review of notes, more reading, and employing more active study methods to stay engaged while learning alone are important strategies.

Some students may be unfamiliar with taking tests online, elevating a stressful situation to a whole new level. Immediate communication is critical if they're having trouble with an online test. Contact the instructor, of course, and use IT support as well, since that department is providing a lot of support to faculty. Students must take an active role. It might take more than one email to the instructor to figure out how to solve a problem. Keep communicating!

Utilize academic support, even remotely. Academic coaches, tutors, learning specialists or accommodations coordinators would likely still be available to talk on the phone, Skype, Zoom, etc., to help them minimize overwhelm. SMU's disability office is establishing an ad-hoc program to offer to ALL of our students with accommodations called "Bridge Support". If a student needs or wants assistance from one of our team to help through this transition, they

just email our office and the administrative assistant will assign them a staff member for Bridge Support. Everyone on our staff is pitching in and can be the sounding board, the problem solver or the cheerleader for students as they acclimate to the new format.

Help students see some of the positives of the situation. For example, courses online may require less “seat time,” than in-person classes, so students have more freedom to choose when they work on each class. If they’re having trouble sleeping, they may work in the evening, and sleep later to recoup sleep. They still need to keep a regular schedule, however, in order to stay productive and healthy, especially if taking psychotropic medications. In addition, instructors may forgo exams in place of papers or projects, so if test-taking is a major challenge, the student has a chance to show what they’ve learned in a more optimal way.

*Contributed by:*

Alexa Taylor

Southern Methodist University

*(One of the populations of students with disabilities that may be most “at risk” with the sudden disruption of routine, much less the shift to online learning, is the population of students on the Autism Spectrum. Presented here are two pieces contributed by experienced service providers, sharing their concerns for this population during the crisis, and offering suggestions for how to support students with ASD. These two offerings wrap around each other – hitting on many of the same issues with different focus and attention.)*

## **Students with Autism and the COVID-19 Crisis**

### **Students with ASD**

As many colleges and universities move online due to virus transmission concerns, many students with autism face some particular challenges.

**Change** – Students on the spectrum may react poorly to change in routine. As students are sent home and classes are moved online, these changes may be difficult for students to accept and work within. None of us knows what the next few weeks will bring, however, as much reassurance as possible to quell anxiety, is necessary for all students. Just as for those students with GAD and other mental health issues, students with autism may be anxious to know the plan for the coming weeks of class.

**Structure** – Many students on the spectrum thrive with structure which we are removing with classes going online and many students returning home from their residence halls. The lack of structure and sameness is very challenging. Assist students in making a schedule to structure their day. Classes online will be held at the same time as in-person classes and students can build a schedule around those consistent times.

**Isolation** – We work diligently to assist students to be social on campus and this crisis in forcing isolation with “social distancing.” Encourage students to keep up social contacts online with Skype or Facetime. Study groups can meet online and multiplayer games can be suggested for social continuity. (See next section)

**Screen and Game Addiction** - College students in general and those with Autism in particular are very vulnerable to screen and game addiction. Moving classes online gives students even more screen time and the possibility of increased addiction considering the isolation the crisis is causing. Encourage students to use a timer so they can take screen breaks, getting outside, eating, sleeping all are even more important now than ever (and for us too!)

**Residence Halls** – Students may be hesitant to leave their residence halls and move back home. They may like the independence college has afforded them and not want to return to a restrictive home life where a variety of food and entertainment options are negligible and parents may be intrusive. Remind students of the temporary nature of the current crisis, they will be returning to their residence halls (we hope many of them this spring but at least in the fall.) Students may report a decrease in symptoms since moving to college. Ask them how they can continue a healthy lifestyle at home.



**Course Work and Motivation** – For many students on the spectrum, online study poses many barriers. Students must be motivated to complete work independently and be able to initiate assignments and study. These can be challenging. Assisting with structure and schedules may be the only accommodations we can offer at this time.

*Contributed by:*

Jane Thierfeld Brown

College Autism Spectrum

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## **COVID-19 and Students with Autism Spectrum Disorders**

As is true of almost everything, there are pros and cons of an online learning approach for students on the Autism Spectrum. There is no doubt that many students with ASD (and ADHD, for that matter) struggle to manage their online involvement; it tends to be a very real distraction, and a trigger for the perseverative and executive functioning challenges experienced many individuals with this diagnosis. Face-to-face classes can provide students with ASD the structure and an inherent opportunity for accountability to help to counteract some of the challenges associated with the disability. In a face-to-face class, for instance, there is a designated timeframe during which the student must attend, and there is often someone (a professor, classmate, etc.) or an activity that will bring attention to a student's presence or absence on a particular day. While this does not guarantee follow through by students with ASD, it can increase the chances for many students.

Challenges in executive functioning, however, may present significant barriers for these students in the online environment. Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior: selecting and successfully monitoring behaviors that facilitate the execution of chosen goals. Executive functions include basic cognitive processes such as attention and impulse control, working memory, and cognitive flexibility. Executive functions are also critical when it comes to planning and problem solving. So, how might these challenges become problematic in an online environment? Online classes require a certain degree of self-initiative on the part of students. While there may be specific deadlines for certain assignments, many such classes allow for some flexibility with respect to when students can sign on to read the lecture and respond to certain prompts. For a student who struggles with planning, initiation, and follow through on tasks, as well as distractibility, this could be a disaster without certain supports in place for the student.

While the online learning environment can create challenges for students with ASD, it can also be a very useful way for people with ASD to learn and communicate. People with ASD often struggle with feeling overstimulated by their surroundings in a typical classroom setting. Social anxiety can also present issues in face-to-face interactions. The online venue, therefore, can reduce sensory overload, and [potentially] promote better access to the interactive aspects of the course format. This benefit can also become problematic, however, as the person with ASD may not know when a line has been crossed during online interactions. Again, the need for specific accommodations and supports to assist the student in managing the online environment may be critical to these students' ability to function in this venue.

In planning for the potential transition from a face-to-face to an online learning experience, it may be helpful to think, not only about the ways in which the online course may be best structured to anticipate the student's executive functioning challenges, but also about some of the accommodations and supports that are commonly assigned for this population of students due to the impacts associated with his or her disability. Some of these may include the following:

- Extended time for tests
- Distraction reduced environment for tests
- Notetakers if distraction or dysgraphia is a problem for the student
- Social skills and time-management instruction through mentoring, counseling, or support groups
- Assistance with clarification of assignments
- Accommodation for group work

Can these types of supports and accommodations be carried over into the online environment? How can the DSS office staff help to coordinate and implement some of these supports and accommodations? What other departments will need to be involved? Also, while there may be limits to what you can/should do to support a student on the spectrum in your role as the DSS provider, is it possible to enlist the support or involvement of parents, who don't have these same restrictions? For instance, it may be that they can supply the outside support/monitoring that you cannot, and that such support could make the difference between the student's success and failure. Too much parental involvement is certainly a problem – but I wouldn't necessarily discount the possibility of using them in ways that may benefit the student. For instance, if the student is living at home, can they help to establish structure in the student's online experience, or provide the financial support to hire a professional to do so?

I might also make sure that students with ASD are armed with the necessary information and have considered certain questions as they prepare for this transition. These may include, but not be limited to the following:

- How can his/her workspace be structured in order to limit distractions and assist with concentration?
- What materials and equipment need to be in that workspace in order to maximize productivity?
- For many students with ASD, routine is very important, both for relieving stress, and for increasing the probability of getting work done. Therefore, it will be important for the student to work with the DSS personnel, parents, and/or other support persons to get assistance in creating a schedule that allows him/her to accomplish both personal and academic goals and tasks.
- If he/she has been using a note-taker for F2F classes, it is very possible that some aspects of the online experience will necessitate the use of this accommodation as well (i.e., aurally presented lectures, or other visual aids requiring the quick processing and recording on the part of the student). Even if the student has not used a note-taker up to this point, it is quite possible that the change in course delivery will require the addition of this accommodation for access purposes. The student will need to know to contact the DSS staff and/or the professor as soon as possible to make this arrangement.

- If the student has been using testing accommodations, such as extended time, a distraction-reduced environment, paper/pencil exams, scribes, readers, and/or the use of certain assistive technology, these can be arranged as well (some of these may need to be modified to fit the venue). It is possible that, even if the student has never needed any, or all, of these accommodations for exams, the online venue may create barriers where they didn't exist previously. Again, however, the student will need to discuss his/her needs with the DSS staff as early as possible so that accommodations can be arranged. For example, video conferencing apps (i.e., Zoom, Skype, etc.), and online proctoring software (i.e., ProctorU) may allow students to be proctored remotely. If the student downloads the exam, the video conferencing apps can be used to monitor the student while he/she is completing the exam by hand, and the online proctoring software can be used to ensure that the student is not connected to the internet. After the exam has been completed, the exam can be scanned (or a screenshot can be taken with the student's phone), and returned to the professor. These apps can also be used to provide the student with reader or scribe support, if these end up being needed.
- Students will need to know how to contact various campus resources/offices/staff to make necessary arrangements for accommodations and other supports.
- Most importantly, students with ASD should plan to meet with someone from the DSS office to discuss the relevant details of this transition, what it will mean for the student in terms of what he/she can expect, and the accommodations and supports that will most definitely need to be put in place. There should also be some discussion about how to handle certain problems should they arise (i.e., problems accessing or submitting an exam or assignment online, or questions about the content or logistics of an exam or assignment, among other things). Who should the student call for assistance with the problem-solving process, and/or for specific solutions/strategies? The student would benefit from having a list of contacts. These may include campus resources that can be contacted during regular office hours, and those that may be able to be reached after hours. There may be other resources (online and community-based) that the student can tap into. These are things that can be explored during the student's meeting with the DSS professional, and other campus support staff.

*Contributed by:*  
 Bonni Alpert  
 Alpert Consulting

*(The first part of the piece deals with how faculty can meet the needs of students who are deaf and hard of hearing in the transition from face-to-face to online learning. Following a listing of resources, there are some specific tips for those who are going to be captioning components of classes migrated to online format. Disability service providers may want to review the resources themselves so that they know which might be most appropriate to pass along to individual faculty who reach out for help in making their classes accessible. Providing the whole list to a faculty member would almost certainly be overwhelming. It seems more appropriate to send them to look at a particular resource or two, in line with their level of need and expertise.)*

## **Moving Accessibility Online for Students Who are Deaf/Hard of Hearing**

Please note: if you have a student who is using captioning or sign language interpreters in the classroom, lab or group projects, please work with our office to assist you with captioning and interpreter online. OSA has been in contact with the students who are using these services to have a seamless transition from classroom to e-learning. At anytime you have questions please do not hesitate to contact our office.

### ***Deaf/Hard of Hearing students who are currently in your course:***

Microsoft TEAMS is being used on campus and is easily accessible for faculty and students to set up a group chat. To ensure all students are included, if you should have someone that is using a sign language interpreter or captioning, please encourage them to contact our office.

When communicating to students through TEAMS – We encourage you to visit the Accessibility support for Microsoft TEAMS.

### ***Accessibility support for Microsoft Teams***

<https://support.office.com/en-us/article/accessibility-support-for-microsoft-teams-d12ee53f-d15f-445e-be8d-f0ba2c5ee68f>

***Using TEAMS to communicate and chat with students, we encourage you to follow the guidelines provided below for captioning/translations for students with hearing loss/Deafness.***

<https://support.office.com/en-us/article/Present-with-real-time-automatic-captions-or-subtitles-in-PowerPoint-68d20e49-aec3-456a-939d-34a79e8ddd5f>

***The outlined information is not a replacement for sign language or captioning in the classroom. This is to support communication between you and the student as well by keeping them involved with the classroom group projects and teams.***

<https://support.office.com/en-us/article/office-accessibility-center-resources-for-people-with-disabilities-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d>

### ***Use a screen reader and keyboard shortcuts with Office apps***

<https://support.office.com/en-us/article/use-a-screen-reader-and-keyboard-shortcuts-with-office-apps-4aba5a56-f80c-4a6b-a584-d0f415471617>

***Moving from Skype for Business to Microsoft Teams for people that use screen readers***

<https://support.office.com/en-us/article/moving-from-skype-for-business-to-microsoft-teams-for-people-that-use-screen-readers-6dce28b7-dedb-49a6-a043-ea6a8767ae67>

***Use a screen reader to explore and navigate Microsoft Teams***

<https://support.office.com/en-us/article/use-a-screen-reader-to-explore-and-navigate-microsoft-teams-47614fb0-a583-49f6-84da-6872223e74a0>

***Accessibility Support for Microsoft Access***

<https://support.office.com/en-us/article/use-a-screen-reader-to-explore-and-navigate-microsoft-teams-47614fb0-a583-49f6-84da-6872223e74a0>

***Accessibility support for Excel***

<https://support.office.com/en-us/article/accessibility-support-for-excel-0976b140-7033-4e2d-8887-187280701bf8>

***Accessibility support for Mail and Calendar for Windows 10***

<https://support.office.com/en-us/article/accessibility-support-for-mail-and-calendar-for-windows-10-8fe1ea70-f1a9-4ee6-9a9e-c17274aaa28a>

***Accessibility support for Outlook Mail and Calendar for Windows Phone***

<https://support.office.com/en-us/article/accessibility-support-for-outlook-mail-and-calendar-for-windows-phone-a3112838-10c2-4d51-b48f-7d76230a35ba>

***Accessibility support for PowerPoint***

<https://support.office.com/en-us/article/accessibility-support-for-powerpoint-9d2b646d-0b79-4135-a570-b8c7ad33ac2f>

***Add closed captions or subtitles to media in PowerPoint***

<https://support.office.com/en-us/article/add-closed-captions-or-subtitles-to-media-in-powerpoint-df091537-fb22-4507-898f-2358ddc0df18?ui=en-US&rs=en-US&ad=US>

***Change closed caption settings***

<https://support.microsoft.com/en-us/help/21055/windows-10-closed-caption-settings>

***Make Windows easier to hear***

<https://support.microsoft.com/en-us/help/27933/windows-10-make-windows-easier-to-hear>

***Captioning YouTube Videos***

<http://ncdae.org/resources/cheatsheets/pdf/youtube.pdf>

**Some Practical Tips on Captioning**

Captions should be, have or include:

- One new line for each new sentence, because it can be distracting to the meaning if a sentence ends on one line and then is followed by several words from the next sentence;
- Synchronized and appear at approximately the same time as the audio is available;

- Verbatim when time allows, or as close as possible;
- Equivalent and equal in content;
- Accessible and readily available to those who need or want them;
- Easy to read format;
- Appear on screen long enough to be read;
- Limit on screen captions to no more than two lines;
- Speakers should be identified when more than one person is on screen or when the speaker is not visible;
- Punctuation is used to clarify meaning;
- Spelling is correct throughout the production;
- Sound effects are written when they add to understanding;
- All words are captioned, regardless of language or dialect;
- Use of slang and accent is preserved and identified;
- Nouns and verbs are not separated from their modifiers;
- Italics are effective when a new word is being defined or a word is heavily emphasized in speech;
- Translating speech to text sometimes requires creative use of punctuation, but always remember the rules of good grammar.

### ***Captions and Subtitles Vimeo Help Center***

<https://help.vimeo.com/hc/en-us/articles/224968828-Captions-and-subtitles#how-do-i-create-captions-or-subtitles-for-my-videos>

### ***MovieCaptioner Tutorial Videos***

<http://www.synchrmedia.com/tutorials.html>

Much of the content in this and other guides were provided by the University of Washington's terrific Accessible Technology website; <https://www.washington.edu/accessibility/>

### **POSTSCRIPT from Contributor:**

With the information on coronavirus changing every hour, I am hoping some of the information provided is not obsolete. Our office is proactively helping students learn how to use the back up captioning on MicroSoft by having them do training online and our office being available to walk through step by step.

We are in the process of creating a video for faculty to follow step-by-step on how to provide testing accommodations, live captioning, translations, and narrative descriptions when faculty are lecturing live. We have two weeks before launching all courses online, during this time, our office is planning on reaching out to each student to work closely with our office to transition from in class lecture to online lectures.

*Contributed by:*

Kerry Tate

University of Texas – Dallas

*(Lisa Meeks is an Assistant Professor in the Department of Family Medicine at the University of Michigan Medical School, as well as the Director of MDisability, a collaborative program focused on improving the inclusion of people with disabilities in healthcare research, education, practice and community engagement. She offered these tips, primarily directed to faculty, for those working with students in medical and allied health areas.)*

## **Students With Disabilities in Medical Education**

As of March 13, most medical schools have cancelled all tests, and are taking a major step back. Educators are very open to thinking about how to do this right. I offer the tips below, and invite folks to look for more ideas and resources on my website at <https://www.meeksresearchgroup.com>

**Tip 1:** #MedEd disability access and wellness: Take 5-10 minutes during online lectures to allow students to process their feelings. Model compassion. Many of your students have loved ones who are impacted by this virus and feel helpless. #AccessInMedEd #DocsWithDisabilities

**Tip 2:** #MedEd disability access and wellness: Many students with anxiety/depression/OCD will be impacted by this new online format and will be isolated. Make sure counseling services are available in a remote format #AccessInMedEd #DocsWithDisabilities

**Tip 3:** #MedEd disability access and wellness: Not everyone is comfortable with technology. Be sure to offer an opportunity to contribute in writing, or via chat vs. talking during video meetings. #AccessInMedEd #DocsWithDisabilities

**Tip 4:** #MedEd disability access and wellness: Students with chronic health issues on rotation in ED or ICU should be switched to another service or removed from that rotation to minimize risk #AccessInMedEd #DocsWithDisabilities

**Tip 5:** #MedEd disability access and wellness: Develop a research opportunity for students who need to step away for disability related reasons. A Leave of Absence has multiple consequences (housing, food, resources) #AccessInMedEd #DocsWithDisabilities

**Tip 6:** #MedEd disability access: Learners with processing disorders require additional time during the online discussions. Providing prompts or questions in advance allows everyone to process and develop responses in an equitable manner #AccessInMedEd #DocsWithDisabilities

**Tip 7:** #MedEd disability access: 1/3 Develop a protocol for online discussions to avoid cross-talk, which can interfere with the ability to hear/process information for many students with disabilities. 2/3 Assign a facilitator to call on folks who indicate they are ready to talk through a physical (hand raising) or electronic (hand raising emoji or icon) means. 3/3 Ask participants to speak clearly and look at the camera so that all can draw on multiple modalities (including lip reading) to understand the conversation. #AccessInMedEd #DocsWithDisabilities

**Tip 8:** #MedEd disability access & wellness: People with disabilities often have greater costs for health. In this uncertain time, work with your financial aid offices to ensure emergency

loans are available for those who need additional items. [#AccessInMedEd](#)  
[#DocsWithDisabilities](#)

**Tip 9:** [#MedEd](#) disability access: Sending people home to attend class “remotely” is great—except when that travel puts you at higher risk or is complicated by disability. Check in on students who may need alternative transportation home, or who cannot travel.

**Tip 10:** [#MedEd](#) disability access: Be aware that for a myriad of reasons students may struggle to read, track, or process items that are on a computer screen. Some students may require alternative, paper-or-oral exams during this shift to online delivery. [#AccessInMedEd](#)

**Tip 11:** [#MedEd](#) Check your privilege! Not everyone has wifi or high-speed wifi and the tools to actively engage in new formats. Provide space for students to tell you if they need assistance. Think about loaning laptops and providing hotspots for students with financial barriers. [#AccessInMedEd](#)

**Tip 12:** [#MedEd](#) wellness. Match is a huge help—create a virtual space where students can celebrate and share. [#AccessInMedEd](#)

*Contributed by:*  
Lisa Meeks  
University of Michigan



# **For Those Staying On Campus**

*(For those campuses that have residential units, the rapid development of institutional responses throughout this past week have created a “moving target” when it comes to planning. What was shocking at the beginning of the week – the idea of closing down the dorms for the remainder of the Spring and telling students they must make plans to leave immediately – had become the norm. Even then, some students will be staying, for a variety of reasons. At other campuses, the decision has been made to keep the residence halls open, even as the classes move online. This piece presents some considerations for those who are concerned with students with disabilities in residence. It is supplemented by the information that follows in this document regarding animals in residence and food/dietary issues.)*

## **Housing Considerations**

One of the most important things to remember about campus housing is that the spaces are intentionally built to take away privacy and build community by forcing people to interact with others around them. Shared rooms and apartments, eating in a dining hall, communal laundry room - everything is made as a place to interact with others. While most colleges and universities with campus housing will have to keep at least some housing open during this time for students that do not have another option, the goal is for as many students to go home as possible. These are some general things to think about, but it will vary by campus depending on your housing set up (residence halls are a very different situation than apartments), and by how many students are staying on campus.

One of the largest issues in housing will be issues with food services. Since the campus will not be at capacity, there are likely not going to be as many dining options. Some campuses may institute "Grab and go" food to encourage students to eat in their room, others will just have limited options of pizza, salad and one hot item in the cafeteria. This will greatly impact our students with dietary restrictions, as now there may not be an option that is nut-free or gluten-free that is available at each meal.

As students are finding out about this right around spring break, this could have an impact on student's medication. If a student left for spring break and only took enough for one week, but is now gone for 3, this could be an issue.

If students are one of the few left on campus, they may have feelings of depression and excluded as their friends are all able to go home during this time, and they are not.

If students do have to move out quickly, this could be an issue for students with mobility issues, as they may not have friends or parents that are able to come and help them move out of their space. Work with housing on finding students or staff who may be able to help, and if appropriate, extra time and assistance with moving.

If students go home, any ESAs should also be going home.

Last, for schools that expect to open back up to all residents some weeks from now, it is unlikely that students who do remain on campus will be asked to consolidate into one/a few buildings. But at schools that have decided to curtail the onsite residency for students, those who are given an exemption and allowed to remain may be asked to move to new rooms in different buildings, both to control proximity and maintain “space” among those who remain

and to make the supervision, food service, and so on more efficient. This can create another source of stress for students with disabilities as they find themselves in unfamiliar environments and without the support network of roommates and neighbors established throughout the school year.

*Contributed by:*

Jenny Minsberg

Oklahoma City College/Rose State College

*(Even those institutions that have chosen to close their residence halls have students remaining in residence because of extenuating circumstances. That means there must be consideration of what needs to be said/done for students with service animals and ESAs. The first question to be resolved is whether the presence of animals on campus creates any additional risks. A statement from the CDC regarding common household pets is included below. Beyond that, there should be rules established, and instructions shared with students regarding their animals.)*

## **Animals and the Coronavirus**

(Straight from the Center for Disease Control)

<https://www.cdc.gov/coronavirus/2019-ncov/faq.html#2019-nCoV-and-animals>

Retrieved March 12, 2020

### **Can animals and pets spread COVID-19?**

At this time, there is no evidence that companion animals including pets can spread COVID-19.

States may have their own specific requirements for these circumstances; this guidance provides recommendations for a conservative approach due to the unknown risks to pets and other animals. Guidance is based on the limited available data and general recommendations for zoonotic disease infection prevention and control. This is a rapidly evolving situation. Guidance will be updated as new information becomes available.

### **Should I be concerned about pets or other animals?**

While this virus seems to have emerged from an animal source, it is now spreading from person-to-person in China. There is no reason to think that any animals including pets in the United States might be a source of infection with this new coronavirus. To date, CDC has not received any reports of pets or other animals becoming sick with COVID-19. At this time, there is no evidence that companion animals including pets can spread COVID-19. However, since animals can spread other diseases to people, it's always a good idea to wash your hands after being around animals. For more information on the many benefits of pet ownership, as well as staying safe and healthy around animals including pets, livestock, and wildlife, visit CDC's [Healthy Pets, Healthy People website](#).

CDC does not have any evidence to suggest that animals or animal products imported from China pose a risk for spreading COVID-19 in the United States. This is a rapidly evolving situation and information will be updated as it becomes available. The U.S. Centers for Disease Control and Prevention (CDC), the U. S. Department of Agriculture (USDA), and the U.S. Fish and Wildlife Service (FWS) play distinct but complementary roles in regulating the importation of live animals and animal products into the United States. [CDC regulates](#) animals and animal products that pose a threat to human health, [USDA regulates](#) animals and animal products that pose a threat to agriculture; and [FWS regulates](#) importation of endangered species and wildlife that can harm the health and welfare of humans, the interests of agriculture, horticulture, or forestry, and the welfare and survival of wildlife resources.

### **Should I avoid contact with pets or other animals if I am sick with COVID-19?**

You should restrict contact with pets and other animals while you are sick with COVID-19, just

like you would around other people. Although there have not been reports of pets or other animals becoming sick with COVID-19, it is still recommended that people sick with COVID-19 limit contact with animals until more information is known about the virus. When possible, have another member of your household care for your animals while you are sick. If you are sick with COVID-19, avoid contact with your pet, including petting, snuggling, being kissed or licked, and sharing food. If you must care for your pet or be around animals while you are sick, wash your hands before and after you interact with pets and wear a facemask. People with COVID-19 should be advised to tell their public health point of contact that they have pets or other animals in their home.

[In addition to other prevention measures](#), people with COVID-19 who are identified by public health officials as requiring home care and isolation should be advised to limit interaction with pets and other animals. Specifically, while these people are [symptomatic](#), they should maintain separation from pets [as they would with other household members](#), and avoid direct contact with pets, including petting, snuggling, being kissed or licked, and sharing food. Service animals should be permitted to remain with their handlers.

If possible, a household member should be designated to care for pets in the home. If the individual in home care and isolation must care for pet(s), including service animals, they should ensure they wash their hands before and after caring for pets and wear a facemask while interacting with pets, until they are medically cleared to return to normal activities.

**What precautions should be taken for animals that have recently been imported (for example to shelters, rescue groups or as personal pets) from China?**

Animals imported from China will need to meet [CDC](#) and US requirements for entering the United States. As with any animal introduced to a new environment, animals recently imported from China should be observed daily for signs of illness. If an animal becomes ill, the animal should be examined by a veterinarian. Call your local veterinary clinic [before](#) bringing the animal into the clinic and let them know that the animal was recently in China.

*Contributed by:*

Mary Lee Vance, Ph.D.

Co-Editor Beyond the ADA

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## **Support Animals on Campus**

Our plan calls for service animals to stay with the handler unless the handler cannot care for the animal or is hospitalized in an area the animal can't go. The continued presence of ESAs is subject to rules and conditions not applied to service animals. We already require that all students in residence with animals (service animals or ESAs) provide the name and contact information for someone who will take responsibility for the animal should the student be unable to care for it. That individual may not be someone living in university housing, but must live within two hours of campus (so that the animal can be retrieved in a timely manner, should the student be incapacitated).

Additionally, the following email has been shared with students who have approved ESAs who have chosen to remain in residence through the end of the school year.

*Hello,*

*USF has taken the necessary steps to ensure the safety and well-being of its students by switching courses to online formats starting 3/16/20. USF has also given students the option to remain in the dorms or leave campus for the remainder of the academic year. Because you have been approved for an ESA for the 2019-2020 academic year, I wanted to reach out with some friendly tips and reminders.*

- 1. Should you leave campus overnight or for the remainder of the semester, your ESA must accompany you or you must make alternative boarding arrangements off campus. Fellow students and USF staff are not allowed to care for your animal on your behalf when leaving campus overnight.*
- 2. It is recommended to have at least 2 weeks of food for your animal, should you be unable to leave campus for necessary supplies*
- 3. It is recommended to have at least 2 weeks of medicine your animal may need.*
- 4. Should you become ill and/or are unable to care for your ESA as outlined in your signed ESA Guidelines, please notify myself or Residence Education immediately and we will contact your emergency contact to provide housing for your ESA until such time as you are able to care for your ESA again.*
- 5. Please self-assess what the coming weeks will hold for you and if having the ESA on campus will continue to help emotionally, or become an additional stressor for you.*

*If you have any questions or concerns, please do not hesitate to reach out to (named) staff members. We are here to support you.*

*Contributed by:*

*Sarah Alag*

*University of Saint Francis*

*(As more and more institutions choose to shut down their residence hall facilities, the issues of dietary needs/restrictions for students with disabilities may become less issue. Then, again, maybe not. Even the institutions that are closing their residence halls are making exceptions for students who need to stay for some reason. When students with dietary needs/restrictions are among those who remain, the problem may be exacerbated when general availability of housing and food facilities is limited.)*

## **From the CDC: Students Needing Food-related/Dietary Accommodations**

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>

**--Institutions of Higher Education should ensure continuity of meal programs.**

- Consult with local health officials to determine strategies for modifying food service offerings to the IHE community.
- Consider ways to distribute food to students, particularly those who may remain on campus, while classes or other events and activities are dismissed.
- If there is community spread of COVID-19, design strategies to avoid food distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery.
- Consider if and how existing dining services should be scaled back or adapted. For example, an IHE may close some of or all its cafeterias/cafes to discourage students, staff, and faculty from gathering in group settings.
- If on-campus housing residents have been relocated to temporary alternative housing, consider how meals can be provided to these students. Work with local health officials to determine strategies for providing meals to residents with COVID-19 or who are being monitored because of contact with persons with COVID-19.
- Ensure any staff remaining on campus to support food services receive necessary training to protect themselves and those they serve from spread of COVID-19.

## **Dietary Requests: Questions to Ask the Student**

I created this list several years ago when we hired a dietician nutritionist to work in the health center and she wanted to understand how to work with student with dietary disabilities. While she knew a lot about nutrition, she had little background with university students. I quickly put together a list of questions that she could use when meeting with students. I offer it today, hoping that someone would not just go question by question through the list but would use professional judgment about which questions seemed appropriate.

- How can I assist you with your dietary needs and questions today?
- What request(s) do you have related to your diet and dining services?
- Do you have a disability?(1)
- If so, please name and describe your disability, including when and by whom the disability was a diagnosed?(2)
- How does your disability affect any major life activities?(1)

- Is your food-related disability life threatening? How?(3)
- Describe your medical condition and explain why your diet must be restricted.
- If you do not have a disability, do you have a food-related medical or dietary need?(3)
- What foods must be omitted from your diet?
- What foods should be substituted to supplement nutrients for the omitted foods?
- Did you bring a food journal with you? Let's look at this together so that I can better understand your needs and how you are compensating for the foods you must omit.
- Please describe any food-related disability accommodations plan from high school or at your previous university.
- Will you request that your high school or university send those accommodations records to the Student Disabilities Services office for the purpose of establishing history of accommodations?
- Did you disclose your disability or food-related medical need to the Health Center or to Student Disabilities Services?
- Are you treated by a medical specialist for your condition? Briefly explain.
- What methods/diagnostic tools were used by the medical specialist to determine that you have this diagnosis?
- Do you have other physical health conditions that may impact your food intake? Briefly explain.
- Do you experience increased anxiety related to eating? Briefly explain.
- Do you worry about what and when you will eat? Briefly explain.
- Have you been told by a diagnostic medical professional that you have an eating disorder? Briefly explain.
- Do you think that you may have an eating disorder? Briefly explain.
- Have you received therapy or medical treatment for an eating disorder? Briefly explain
- (Immediate) Regarding response to food allergies, does your body respond within seconds or within minutes to hours later?
- (Delayed) What symptoms do you experience?
- Do you carry an Epi-pen and allergy medications with you at all times?
- Do you wear a medical identification bracelet to make first-responders aware of your medical conditions?
- What have you done during the last month to manage your medical /food-related condition?
- Do you need to speak with a treatment provider at our Health Center about your symptoms?
- How often do you eat in Market Square and/or in other on-campus eating establishments?
- What do you tend to eat for breakfast, lunch and supper/dinner?
- (Note: We can check the student's use of card swipes when necessary.)
- Are you aware of Simple Servings and the Mindful Eating stations?
- Have you met with one of the head chefs (Michael or Eric) about your dietary concerns?



- Do you know where to find the food that you need in Market Square?
- Do you read labels and ingredient lists? Do you know how to do so?
- Would it be helpful for you and me to meet at Market Square during an off-peak time to walk through and learn more about the menu options and to meet some of the staff?
- Are there menu items that you would like to suggest to the Dining Services staff?
- Would you like to speak with a student liaison about navigating Market Square and finding the foods that you can and need to eat?

Explanations:

- (1) According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, “a person with a disability” means any person who has a physical or mental impairment which substantially limits one or more major life activities such as caring for one’s self, eating, performing manual tasks, walking, seeing hearing, speaking, breathing, learning, and working.
- (2) Food-related disabilities are generally diseases and conditions such as, but not limited to, autoimmune celiac disease; metabolic diseases such as diabetes or phenylketonuria (PKU); food anaphylaxis (severe food allergy requiring rescue medication for severe life-threatening reactions); a physical disability that impairs fine motor control for eating, such as muscular dystrophy; or a physical disability that impairs swallowing and digestion (such as motor neuron diseases or Multiple Sclerosis.)
- (3) (For example, neither a dairy/lactose intolerance nor a wheat allergy are life threatening, though each one may require planning for avoidance and supplementation, and to have a well-balanced, nutritious diet.)

*Contribution by:*

Laurel Cunningham

Texas Christian University

# **Looking Forward, Looking Back**

*(Over the course of the last week, there have been repeated calls, on various listservs, for ideas on what/how to communicate with the broader campus community regarding what is happening – and what needs to happen! These folks offered their own institutional response as examples.)*

## Getting Our Message Out

(This email went to 2350 faculty across all 3 campuses of the University of Washington”  
Hello Faculty Partners-

We are emailing you as a listed instructor for a Winter 2020 with disability accommodations that have been activated in a course(es). By now, you have all received information regarding the University’s resources and plans regarding COVID-19.

At this time, as communicated by UW President Cauce, starting Monday March 9 classes will no longer be meeting in person. For the remainder of the quarter, instructors are asked to conduct classes and/or exams remotely where possible.

### Changes to Online Format

As your departments shift in person courses into the online environment remember that our obligations to provide already activated accommodations in new online formats are still in place. In some cases, in person accommodations will not be needed in the online format, in other cases adjustments will need to be made with the new online format. For example; if you are going to video/audio record your lecture for students to watch, they must be captioned if that is the accommodation.

### Accessible Online Exams

In alignment to the University message we are **cancelling** all DRS proctored in-person exams and you will see the cancellation in myDRS. If a student has extra time on exams, your online exam must be extended per their accommodation. If your student has breaks during exams, add in their total break time to their exam, if there is no way for the student to stop and start.

### DRS Accommodation Consultations

DRS offices will be available to consult with you on any emergency or access concerns and questions. Please reach out about emergency situations and testing in DRS as a last resort.

Please see our FAQs on the DRS Seattle website <http://depts.washington.edu/uwdrs/> for more information and details and contact your campus DRS offices with any accommodation questions.

Thank you for your time and partnership in ensuring access for our UW DRS Students as we complete Winter 2020.

*Posted by:*

Bree Callahan

University of Washington

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This was the statement Pierce College (Washington) used in their communication to faculty about **preparing** for the **potential** need to move to an online environment. This was one of several questions asked to give us a better understanding and plan moving forward.

Do you have students in your courses with known accommodations for whom you will want assistance in designing this transition to online?

*Posted by:*

Tami Jacob  
Pierce College

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I worked with IT to setup a Canvas announcement, so that for all people setup as instructors in Canvas, they see the note below when they login to Canvas. We've had a lot of positive feedback from faculty, as many are both figuring out how to use Canvas, and post exams, and implement accommodations.

### **A message from your friendly neighborhood Canvas Admin**

Hello Canvas Teachers,  
When moving finals online, please remember to set up additional time for students with disability accommodations. Here is a quick 2-minute video explaining how this can be easily accomplished: <https://youtu.be/tx2mWDZJcoU>

A text version of instructions for allowing additional time is available here

- <https://community.canvaslms.com/docs/DOC-13053>.

Questions? Please contact: *Name*

Thanks very much for your time... and thank you for your patience during this very unique season we are in here at Western.

*Posted by:*

Jon McGough  
Western Washington University

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For those wondering what to say/do with regards to virtual instruction and DS office operations, feel free to take a look at [OSU's FAQ webpage](#) (hot off the presses!).

Note: Something that's not explicitly stated in the FAQ is that internally we know that our office may need to proctor a one-off exam due to disability barriers with no virtual accessible option. Those requests will be evaluated on a case-by-case basis. We are also exploring ways in which we can use virtual technology (e.g. Zoom) to provide 1:1 test/lab assistance virtually.

*Posted by:*

Adam Crawford  
Ohio State University

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In the Wednesday (3/11) edition of *Inside Higher Ed*, there was an interesting resource to be shared with faculty:

[https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=6b197cf04c-DNU\\_2019\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-6b197cf04c-233853693&mc\\_cid=6b197cf04c&mc\\_eid=6be49f18ad](https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion?utm_source=Inside+Higher+Ed&utm_campaign=6b197cf04c-DNU_2019_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-6b197cf04c-233853693&mc_cid=6b197cf04c&mc_eid=6be49f18ad)

The piece is called "Practical Advice for Instructors Faced with an Abrupt Move to Online Teaching." This piece is directed to teaching faculty, not to DSS folks, but it carries the possibility of an outline of the information that folks are asking for -- and the fact that it is available to your faculty from an outside source (IHE is a credible "voice" in our higher education world) may be helpful in selling the idea. That's the good news.

The bad news is that they DO talk about accessibility of classes that are being mounted online, but their well-meaning brush with what needs to be done may be more problematic than helpful:

Excerpt:

*If you are teaching face-to-face classes, your first impulse may be to think about your lectures. You may want to record lectures, narrated PowerPoints/slides or live sessions to make them available online. It is not hard to create some videos or narrated slideshows with technology that is often readily available. Be aware that you need to make sure these materials are accessible to all students, so transcripts or captions will need to be included. Your institution may have specific solutions for these accessibility accommodations, but automatic captioning in YouTube works well with a little effort on your part to make sure it's there. Yes, this may be a little confusing for you at first, but meeting the needs of all of your learners is paramount.*

Sorry. This is NOT the time to be pushing Universal Design. This is a time to be looking for immediate, rather than elegant, solutions. (NOTE: By the way -- the suggestion that YouTube captioning is adequate tells you something about the naiveté of the folks who wrote this article -- but that is a discussion for another time.) BUT... maybe this statement in the article can be used to set the stage for what needs to happen. If there is no one in the class who is currently using sign language interpreters or assistive listening devices, there is no reason for faculty to be concerned about captioning at this --urgent-- moment in time. If you are going to refer them to this article, I would say something along these lines:

I found a good outline in an article in IHE that may be useful for folks who have never taught fully online before. It gives a step-by-step approach to reviewing the elements of your class and moving them to an online presentation or format -- not just the instructional methods and information, but the support issues that go with them. BUT... the article doesn't tell you what you need to do in that transition that is unique -- and NECESSARY -- for students with disabilities. I'd like to work with you on that. As you begin to make your plans for the transition, let's stay in touch regarding what might need to be different for any student in your class who is currently receiving accommodations through this office. I am less concerned with form, than with function. We are under terrific time constraints, and we want to make sure what we offer in the online format is workable -- never mind if it is pretty! So, for example, the article suggests all audio elements of your converted class need to be captioned. Not for now,

they don't -- at least not for everyone! If you have a student in your class who is using sign language interpreters or an assistive listening device, we definitely need to consider captioning. But if you don't have anyone using those face-to-face accommodations, now is not the time to be worrying about including them in your makeshift online offering. There are other things that may be much more critical -- like figuring out testing accommodations for online tests for the students who currently take tests in this office.

So... let me suggest this. Why don't you take a look at the article and see what things it has to suggest that may be useful for you, in general. Then, perhaps, you can generate a list of students in each of your classes who are receiving accommodations from this office (that is, those for whom you received a Letter of Accommodation at the beginning of the semester). If you can share that list with me, I can make you aware of any specific issues that would need "tending to" in order to make sure that between you and this office, we have done what we can to provide accessibility (and continuity!) to those students."

Let them know there ARE special things that need to be done in some cases. Let them know that you are willing to work with them to make sure they have the information they need. Then leave them to figure out what they have to do for EVERYONE while you go through that IHE article with an eye to what pieces of what is suggested there could be altered/massaged/enhanced in order to facilitate accessibility.

WE are focused on the needs of students with disabilities. That is as it should be. But we need to recognize that the rest of the campus community has responsibilities to -- the rest of the campus community (!), as well. We have to support their efforts, not distract from them.

*Contributed by:*

Jane Jarrow

Disability Access Information and Support

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*(The schools in Washington State are about two weeks ahead of everyone else in responding to the COVID-19 crisis, as the first confirmed cases were found in the Seattle area and spread from there. In this section, three disability service providers from institutions in Washington State took time share some of the earliest thinking on how to respond to the situation, and what would happen to/for students if/when the institution moved to online delivery systems.)*

## **Been There... *DONE THAT!***

### **From Pierce College:**

Here is a random list of points that we have talked about, thought about, worried about, and fretted over.

- SWD whose only access to *assistive technology* is on campus.
- SWD whose only access to a computer and/or reliable, stable internet is on campus.
- SWD whose in-person *accommodation plan* needs to be rewritten for an online environment.
- SWD whose accommodation plan or *medical needs* necessitate being in a face-to-face environment.
- Student who uses an *ASL interpreter* and now will now have classes live streamed or video captured.
- Student who is a native ASL user, now provided *captioning*; not necessarily an equivalent accommodation.
- SWD who requires *accessibly formatted materials* (and now professors are scrambling to find ways to put *all materials online*).
- SWD who have quiet/distraction reduced room for testing and now *tests are online* and their *only access to that accommodation is on campus* (multiple roommates or no place to have quiet – kids running around, etc).
- SWD whose funding source does not allow or *restricts online learning*.
- SWD whose funding source did not previously *provide them with technology*, because the student could access it on campus.
- SWD whose doctor said he could *not take online* classes due to his disability. He must be in face-to-face classes.
- How do you do *note taking* support? Live streaming?
- How do you support *ALL professors* during this time? Significant workload on the disability office.
- We must be *thoughtful of our messaging* to ensure we are not inadvertently triggering students.
- What about the students that come to classes for *heat, safety, and a welcoming supportive environment*?

*Contributed by:*  
Tami Jacobs  
Pierce College

## The Coronavirus and Community Colleges in Washington State

It is just over 2 weeks since the 1st coronavirus related death in Washington. The 1st impact on our college system was reported by one of our Seattle colleges that had nursing students doing clinicals in one of the nursing homes that was affected. Those students returned to campus for classes and when they discovered a link to the facility they immediately closed the campus, and quarantined the students. My understanding is that they did a thorough cleaning and disinfecting of the campus, reopened for a day and subsequently decided to go online and close campus again. Since then several Seattle area campuses have now closed and are offering online classes to finish out the quarter. As the situation here continues to evolve colleges are scrambling to prepare for what seems like the inevitable: we are going to have to *limit contact in the near future for an undetermined amount of time*. It seems like new information is coming forward sometimes hourly. Each college is having to evaluate its student body and the courses it offers and the local threat of virus spread to determine the best course of action.

Our college began the process 2 weeks ago to identify all ramifications that we could think of. We basically have 3 options:

- Full campus closure. All staff are gone and the campus is closed down.
- Partial campus closure. Some offices close down and some stay open.
- Instruction moves online but the campus stays open to serve students.

The virus has not hit our local area yet as we are approximately 60 miles south of Ground Zero. We are having meetings across campus daily and we are finding new questions to ask and things that we didn't think about at every meeting. I think the best way to express what we're going through is to explore some of those questions and some of the rabbit trails that continue to open up.

### ***Here are a few of the steps we are taking:***

We are sending out **daily updates over multiple platforms** as to what is happening locally and reminders for best practices such as proper hand washing and covering your cough/sneezes. We want to keep our community and students informed of what we are doing.

We have asked faculty for **leniency in attendance** as we have told all faculty/staff/students to stay home if they have any sign of illness.

Increased regular **cleaning protocols**, including daily sanitization of multiple touch points such as door handles, stair rails, and other commonly touched surfaces.

Supplying **disinfectant** to employees in **high traffic areas**, such as computer labs, service counters, etc.

Establishing reliable **communication** avenues with **Lewis County Health Department** and state agencies.

Participating in **statewide meetings to coordinate** coronavirus preparations and response.

The **governor** is making daily **proclamations restricting** travel, cancelling meetings, sporting events and concerts and our college is following suit and cancelling. He is restricting access to nursing homes and care facilities by families. He just shut down all private and public k-12 schools in three counties until April 24.



We are talking about extending Spring break a week to allow staff/faculty to gear up in case things go downhill quickly. We are hopeful that if we have to close it will only be for a short 2-3 week period but have to plan for a much longer impact.

***Here are some of the questions we are asking:***

What are 1st steps?

What are barriers?

How do we convert seated classes to online?

How do we quickly train faculty to *present their courses online*?

What tools do we offer for *consistency in presentation online*?

Do we ask faculty to *record their courses* on campus because we have high-bandwidth, quality recording tools, and support? (Do they have quality Internet, computers and cameras at home)?

Can we set up a CANVAS shell to help with that consistency?

Should we insist that *all classes are recorded or allow live streaming*? (If live what happens when the student's Internet drops off line or is interrupted) (unable to get quality captioning or transcription if live), (what about notetaking services).

How can we quickly get all *video/audio captioned or transcribed* when the whole nation is struggling to get those services?

How can we manage classes that have *lab components*? (Nursing, welding, diesel mechanics, etc.). (Perhaps frontloading seated classwork for the period the campus is closed and delaying the labs until the campus reopens).

How do we *support technology needs* for students? (We have purchased a large quantity of hotspots and have several laptop computers available for checkout).

What about students that have *technology access issues* or cannot spend extensive time on the computer? (Mobility, low vision, migraines, seizure disorders, deaf, HOH).

What if *multiple people in the same home need to access* the home computer or Internet at the same time? (K-12 closures, college courses, and parents working at home).

Are instructors prepared to have *online office hours* and what platform will they use? (We are a Web-ex campus but we can't force faculty to use that).

Are the campus *tutoring centers prepared to support* and have staff availability to help students in need? (Start preparing instructions for how students can contact the tutoring center and access the platform that they will use to coordinate with students).

How can staff *prepare to work from home*? (How do they access files, do they have computers and cameras to be able to meet students from home)?

How can we provide *interpreting services to remote students and/or instructors*?

How do we provide *scribe/reader services to remote students*?

How do students *get textbooks* if campus is closed?

What *changes* need to be made in relation to *tests* and whether they are proctored or not?

How do students *get support for online delivery of content* if they are not familiar with the tools?

How do we *proctor tests* for students in an *all-online* world given our current limitations?

How do *students without internet or computers* complete their quarter?

Does the college/community have *sufficient bandwidth* to handle 500-1000 students all logging in to view their classes during peak class times?

Does CANVAS *have the capability* to handle 20,000-100,000 students across the nation logging in and accessing their classes at the same time?

Does *local wifi/hotspots internet capability* allow several users at home or in a neighborhood to have access without losing signal. With k-12, running start, college students as well as parents that now need to work from home and all needing access, can the system handle that?

How do *incomplete grades* impact students financial aid or other external benefits?

We will need to try to *predict impact on our essential functions* like grade submission, FA awarding, appeal processing, Accommodation request, TRIO grant deliverables, Advising, Counseling, and on and on and on.

For testing we are currently looking at *utilizing our large meeting rooms and cafeteria* to test in. We discussed spreading tables out with one seat per table and keeping those 10 feet apart. After a student has completed a test the table will be disinfected.

For *essential labs* we *talked about limiting the number of students per session* to keep the spacing to 10 feet and disinfecting between sessions. For instance in our welding classes we would occupy every other booth. When lab was over, disinfect the equipment and open the next lab session.

This is just a small sampling of the types of questions we are asking and soul-searching we are doing and this is just from the meetings that I've been involved with. I hope this gives you a sample of the process that we have been going through and helps in your process thinking.

*Contributed by:*  
Michael Hoel  
Centralia College

## **From the University of Washington:**

As I write out thoughts about the University of Washington's work to date on COVID-19, I am having a moment of realization as it is exactly the two-week mark of the first loss of life from this virus in Seattle, and initial message from the UW President about preparations the University was undergoing to support our communities. Only two weeks or 14 days, that is amazing as it has felt like an eternity many days over that span of time. Having never experienced anything like this as a professional I have been amazed and proud of the intentionality and empathy that has come out of the campus community in these extraordinary times, from leadership all the way to our health care professionals on the front lines.

A few peers have asked what this experience is like and the best analogy I can share is that it feels like trying to merge into freeway traffic moving 70 miles an hour via on a very short onramp with kids chatting loudly in the back seat. There are multiple parts of your environment dividing your limited attention while you scan for a safe merge point. Eventually your goal is the HOV lane, 4 lanes away, so you can turn on cruise control as you settle in for the long trip.

Below are some reflections from the last two weeks at the UW. For context the UW is a quarter system and was initially faced with a short term need of completing our remaining two weeks of winter quarter, while also managing the quickly shifting landscape of public health concerns for our communities. Now we are faced with determining the long terms needs of starting a quarters instruction online, potentially an entire quarter, while keeping the campus open to provide services.

***Communication of information and resources across all areas.*** Having a location of information that is dynamic and covers multiple topics of this work and response helps the community stay informed and supported. Topics that cover public health information, academics, housing, employment, etc.

***Development of detailed information related to specific areas.*** Disability Services, IT, etc. posted FAQ's or quick checklists on how to do something, who to contact, etc.

***Simple messaging of information.*** Students and staff are getting lots of email and notices. Keep it simple and link to more details.

***Ensure accommodation and accessibility information is in larger messages.*** Work with leadership and academic partners to have accessibly and accommodation information along with resources in messages, FAQ's, etc. going out to faculty and students.

***Ensure staff are in spaces to continue their work.*** Teleworking is something that has been highly encouraged. We need staff to stay healthy to be able to keep things moving, being flexible to what works best, for individuals, to make that possible.

### Disability Services specific takeaways

***Love having an online case management system, (the UW has AIM).*** It has made maintaining operations of the office online/remotely so much easier. It streamlined our work and didn't cause any disruption of process implementation.

***Students will experience vast differences between faculty and courses.*** Moving to online delivery of courses/finals at light speed means we have to be flexible and have good clear simple resources. Despite all the great work of online accessible training and resources there are still two primary groups of faculty. One has taught online and understands the tools as they have developed over time, the other has not and is having to get on that freeway moving at 70 MPH and needs clear and simple support to get started. Communicate tools and ways to share needs and get support and even name this reality and how it will be different, because it will.

***Things will not be like a full online course folks are used.*** We do not have the time to fully redesign all in person courses to the online environment. Pick the tops things to get things up and running and adapt as you go.

***Think through known disability impacts and get in front of them as best you can.*** We all know that online courses can create more impact for some types of disabilities, Deaf and Blind for example. Have some focused planning conversation about students in these and other groups and do targeted work with faculty or departments related to media, text content, access to websites, group participation, etc. Keep leadership aware of time sensitive or access issues so they can help elevate any needed responses.

***Set clear expectations, but also be flexible.*** Share with students what they need to do in these new environments, if they need something new, such as not having taken an online course they need to raise it. Faculty need to remember that accommodations still happen in online learning and they need to respond to needs of the students as they come up. DS offices still have to facilitate and support effective access and may have to get creative with how they apply process in these intense and extraordinary times.

***Leverage online accessibility tools and resources.*** If you are a campus that uses Ally or other accessibility tools in your LMS, leverage them. Share/link to simple information tools and resources for accessible documents. Be focused with feedback knowing things are not going to be perfect in this process of changing a teaching format quickly.

***Have set aside time to problem solve issues.*** Everyone is having to do something new in this so there will be issues that come up. Consider having a set time with an identified group to bring issues to and group problem solve. Especially if you are trying to do this work across multiple campus.

*Contributed by:*  
Bree Callahan  
University of Washington