Welcoming Students with Disabilities

Rick Gubash, Director/ADA Compliance Coordinator for Program Access
rgubash@ucsc.edu 459-2089
Topics

1. DRC Students
2. Trends
3. Inclusive/Universal Course Design
4. Academic Accommodations
5. Instructor Role/Responsibility
6. Electronic Access
7. Support and Resources for Instructors
8. Referrals
What TAs needs to know...
Inclusion Essentials

UC Principles of Community

UC Policy

Federal, state laws

Individual accountability
How to be inclusive campus?

Proactive design
Eliminate barriers
Welcome discussion
Provide accommodations, if needed
Conduct the interactive process
Graduate students ...
Trends

Increase in numbers of DRC students


Numbers: 0, 200, 400, 600, 800, 1000, 1200
Trends
5 Year Numbers 2010-11 vs 2014-15

ABI: Acquired Brain Injury
ADHD: Attention Deficit
AUT: Autism Spectrum
BL/LV/VI: Blind LV: Low Vision
CHRON: Chronic
DEAF/HOH: Deaf/Hard of Hearing
LD: Learning Disability
MOB: Mobility/orthopedic
OTH: Other functional disability
PSY: Psychological disability
Total
Trends

Increase in numbers of DRC students

![Graph showing increase in DRC students from 2008-2009 to 2014-2015.](image)
Trends
5 Year Numbers 2010-11 vs 2014-15

ABI: Acquired Brain Injury
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0 200 400 600 800 1000 1200
ABI ADHD AUT BL/LV/VI CHRON* DEAF/HOH LD MOB OTH* PSY Total
Faculty Responsibilities

Design inclusive course

Syllabus statement

Post course materials-- early

Arrange exams for all students-timely

Maintain a welcoming environment

Keep info private

Contact DRC before “no”
Universal Design in Instruction

• Proactive vs. Reactive
  – Teach to wide range of learning styles
  – Multiple means of measurement
  – Materials available in accessible format
  – Prepared for accommodation requests
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Inclusive Instruction

Objectives
Syllabus
Course Materials
Lecture--multiple modalities
In Class Access
Homework assignments
Assessment-multiple methods
Student Responsibilities

Identify any barriers

Request accommodations through process

Complete essential requirements

Follow student code of conduct
Why do students hesitate?
DRC Responsibilities

Consult with each student

Authorize accommodations

Coordinate services

Serve as a resource

Facilitate interactive process
Sample Accommodations

- Note takers during lecture
- Sign language interpreters
- Realtime Captionists
- Books and articles in alternate formats
- Alternative to “clicker” attendance
- Exam Arrangements
  - Extended time
  - Small group room
What is the Role of the TA?
Teaching Assistant Role

Students may disclose to you

Keep communication re accommodations consistent (instructor/TA and student)

Assist with problem solving that may arise

Ensure that instructional materials and activities in section are accessible.
Other Thinking Patterns
Nontraditional thinking = innovative ideas
Exams with Accommodations
Notification re Accommodations

Student delivers Accommodation Authorization letter (in person)
  TA and/or instructor discuss “how” w/ student

Any concerns re: accommodation—contact DRC before saying, “No,” to a student

If late…still requires a “good faith effort”
Alternate Media: Rogues’ Gallery
Faculty Instructional Technology Center (FITC)
Referral to the DRC

As many as 40% are diagnosed or identified as SWD in college (not childhood)

“I have noticed that your grades don’t seem to reflect your knowledge during discussion.”

– “Would you like to discover why that is happening?”

– “You might consider a confidential, “information and referral appointment” at the DRC.”
Students may be hesitant to disclose a disability....

“Are you involved in any of the support programs on campus?”

– Give examples: EOP? STARS? DRC?
Monday-Friday, 9AM to 5PM
125 Hahn Student Services (East Entry)
831-459-2089
drc@ucsc.edu
http://drc.ucsc.edu
Hours 8:00 a.m. to 6:00 p.m. daily
Resources

Grad Student Assistant: Fpeck@ucsc.edu
DRC staff and website
ada.ucsc.edu
FITC
Sensus Access
www.washington.edu/doit/CUDE
http://www.cast.org/udl/
JAN Accommodations network