GUIDANCE FOR BRANDEIS FACULTY IN SUPPORTING STUDENTS WITH DISABILITIES

Brandeis seeks to welcome and include our students who have disabilities. The disabilities field has moved from a model that focuses on fixing an individual's deficit, to a model that reframes to focus on fixing the environment. What within the learning environment creates barriers for any of our students? Independent access for individuals with disabilities, made possible by the evolution of technology, was underscored in the 2008 Americans with Disabilities Act - Amendment Act (ADA-AA). Accommodations reduce an obstacle for a particular student; accessibility means proactively designing an environment that reduces obstacles for everyone.

Key considerations for faculty are: accessibility, accommodations, and climate. These goals are not the sole responsibility of a designated accessibility office. Faculty -- with assistance from campus partners -- have the following responsibilities:

### ACCESSIBLE COURSE MATERIALS

<table>
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<tr>
<th>Accessible course materials - ensure all course materials (e.g., Latte, texts, videos, handouts, exams, and technology) are accessible. Campus partners can be tapped, but faculty members hold responsibility to ensure their materials are accessible before posting/assigning materials to their students.</th>
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<td>• Brandeis Faculty Spotlights</td>
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<td>• How-to Guides on Web Accessibility</td>
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<td>• Syllabus Template</td>
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<td>• Frequently Asked Q's about Web Accessibility</td>
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### IMPLEMENTATION OF ACCOMMODATIONS

Implement accommodations as indicated and intended by the accommodation letter and its accompanying guidance prepared by Student Accessibility Support (SAS) and shared by the student. Students who request accommodations without an official letter should be referred to SAS. Faculty can consult with SAS regarding any concern regarding accommodations.

### MAINTAINING PRIVACY

The reality of implementing accommodations makes some accommodations visible to other students; exercise discretion and respect for the confidentiality of disability information. Faculty may not comment, make judgments, or ask students about their specific disability. However, discussing approved accommodations with individual students can help them feel welcome and supported.

### SYLLABUS STATEMENT

Syllabus statement - include the February 2019 updated syllabus statement.

### WELCOMING CLASSROOM CLIMATE

Create an inclusive and accessible course climate, welcoming and respecting the dignity of all students with your language and practice. Seek feedback from and individual meetings with students with disabilities - students often fear a stigma and may delay presenting their accommodation letter. When you signal your interest and willingness to learn from their experiences and needs, students can be important partners in creating an inclusive and accessible classroom.

### KEY BRANDEIS CAMPUS PARTNERS

- Student Accessibility Support (brodgers@brandeis.edu; slapinski@brandeis.edu)
- Esther Brandon, Digital Literacy Specialist, brandone@brandeis.edu
- Sarah Ferguson, Web Accessibility Specialist, sferg@brandeis.edu
- Media Technology Support (oneil@brandeis.edu, ejacobso@brandeis.edu)