

**Faculty Resources, Supports, and Strategies
Accommodations, Disability, and COVID-19**

Disability Services Contact Information

(for Accommodations and Supports Related to Impacts from a Disability)

Dolly Singley, PhD., Director of Disability Services

I am available to set up virtual meetings and/or phone calls with you as needed to help support you.

[Just CLICK HERE to schedule a meeting with Dolly.](#)

or email dsingley@ursinus.edu

Alex Conces, Institute for Student Success Administrative Assistant

Alex's email is aconces@ursinus.edu

Listed below are the main accommodations I would expect you to have questions about, **but please know that you can [reach out to me at any time with questions or concerns](#)**. We can set up phone calls, zoom calls, and/or FaceTime based on your preferences. My cell number is 1-610-739-8337. If you prefer Zoom, let me know and I'll set up a meeting link for us and send it to you.

Overall Suggestions

- The more you can create alternate ways for students to access your information from your course(s), the better. Use video lectures, transcripts, guided notes, and any other additional resources for students to access.
- All video lectures should be captioned for all students. This can be time-consuming, and given the time constraints and situations we are currently in, try your best with this practice. YouTube does offer free captioning of videos and as long as the speaker is clear and slow with their pronunciations, it's fairly accurate (but very easy to go back and adjust). As you are preparing lectures, it will save time if you type out your lecture first and then create the video from that (e.g. create your transcription first).

You can then also share that transcription with students, offering an alternative way for students to access the information.

- Use clear and concise language on your assignment directions and what is expected of students.

Suggestions for Specific Accommodations

Extended Test Time: If you plan on giving timed tests in your course(s) during remote instruction, students who currently are approved for extended test time will need to continue to receive that accommodation. It is easy to set up extended time on Canvas: faculty will set up the extended time per student per quiz or exam. [Resource: How to add extended time on tests/quizzes on Canvas](#)

Alternate Testing Environment: This accommodation won't necessarily apply while courses are being held online. I will be sending out communication to students on how to create distraction-reduced environments at home. It would be helpful for you to chat with your students about this as they adjust to online learning. It's important for them to choose a space within their current environment where they won't be distracted by social media, TV, noise. They should seek out a space similar to a classroom; at a desk/table, etc.

Reasonable Flexibility in Deadlines: The same practices that you currently employ for students with this accommodation would apply. For example, if students in your course(s) have flare-up conditions that require extensions, keep in mind they could still be experiencing these at home. For some students, because of the current situation, their functional impacts or symptoms may be worse and could affect their ability to get work in on time. Disability Services and the ISS staff will still work with students to specify a deadline to help keep them on track. For example, most students now have flexibility up to 1-5 days past the deadlines in the syllabus.

Of course, if deadlines are essential to the due date given in the syllabus, then students will need to meet those deadlines with or without accommodations. An example of an essential deadline are discussion boards when other students need to engage within a certain period.

**As a side note, for many of our students, online education may be difficult to adjust to and may need additional guidance on how to navigate uploading assignments and submitting discussion boards, listening to lectures, etc., so some flexibility and clear guidelines built into these things will be helpful for all students. Flexibility with how and when students turn in/complete assignments will be important for all students. It's important to include LIT contact information for students so that they can reach out proactively should they encounter tech difficulties.

Reasonable Flexibility in Absences: This accommodation of course is a bit trickier and wouldn't necessarily apply directly. My suggestion for handling situations where students may not be able to engage live from their homes is to provide flexibility for such situations. For example, if possible, rather than live lectures where students need to log in at a certain time, leave flexibility in times where students can review and engage with material.

Finally, feel free to reach out to me anytime should you have questions about creating greater access for your students in this transition. I will be communicating with students with disabilities and encouraging them to use our office as a resource. I am offering virtual meetings for any students who needs help accessing their courses due to impacts from a disability (including academic, physical, mental health, medical), so please encourage students to reach out to me if you believe they need 1:1 consult. [Here is a direct link for students to schedule meetings with me.](#)

Feel free to copy and paste this language on Canvas:

If you are a student who needs help accessing this course due to impacts related to a disability, please reach out to Dolly Singley who will provide 1:1 consultation for you via phone, FaceTime, or Zoom meeting. [Just CLICK HERE to schedule a meeting with Dolly](#)