CARDS REPORT

Faculty news and updates from the Center for Accessibility Resources & Disability Services

New at CARDS: Online Accommodation Requests

Confirm accommodations in AIM- no signature form needed!

One of CARDS's departmental goals has been to streamline the accommodation request process and reduce the amount of follow-up required of students and faculty. We're pleased to share with you that this process is now **fully online** for the upcoming school year. The new process is as follows:

- Students initiate accommodation requests for any applicable classes by requesting accommodations within AIM. **Please note that students should always request accommodations through AIM in order for CARDS to verify their eligibility**.

- CARDS will contact each professor via email to notify them of their students' accommodations. Professors will be asked to electronically confirm each student's accommodation plan via the AIM Faculty Portal within one week of receiving the request from the CARDS office.

- Students must check that their accommodation plan is active by viewing its status in AIM (under "List Accommodations") no later than **one week** after making the request. If requests have not been confirmed after one week, it is the student's responsibility to follow up with their professors and ask them to electronically submit their confirmation of the request. Students should copy their CARDS coordinator on this communication.

- Accommodations must be electronically confirmed by each professor before they are considered active and the student is eligible to receive any accommodations through CARDS. An active accommodation status will be listed as **Confirmed** in AIM.

BARNARD

Getting Familiar with the AIM Faculty Portal

CARDS recognizes that given the many responsibilities faculty have, keeping on top of many students' accommodation plans can be a challenge. Last Fall, CARDS launched our AIM Faculty Portal as part of an effort to make the accommodations process easier for faculty to navigate.

The **AIM Faculty Portal** allows faculty members to see all of their students' accommodation plans in a single place. And, as of this Fall, it will also allow faculty to electronically confirm and activate their students' accommodation plans without requiring a meeting or signed form.

Within the Faculty Portal, faculty members can:

- Review and confirm students' accommodation plans
- Submit attendance accommodation proposals
- View uploaded class notes from your courses' assigned peer note-takers
- Add an additional instructor for your course to have AIM portal access (such as a TA)

- Run a search for students with a specific accommodation (such as alternative testing, note-taking, etc.)
- Download an Excel spreadsheet of all of your students' accommodation requests

So what can you do now to familiarize yourself with AIM prior to the start of classes?

- View our Faculty Portal Prezi, which walks you through how to use the Portal step-by-step.
- Make sure you are able to log in to the Portal. Please note that if you are new to Barnard or Columbia, we may need to set you up with a profile. Please email cards@barnard.edu for more information.
- Set a calendar reminder to review and confirm your students' accommodation plans within the first week of the semester, per our updated online accommodation request process (outlined on page 1 of this newsletter).
- Contact CARDS if you have any questions about how best to implement specific accommodations in your course. We are always happy to collaborate with you and to discuss options!

Supporting Students & Faculty with Remote Learning

by Holly Tedder, Director

Earlier this month, CARDS sent out a underline survey underline to registered students asking for their feedback regarding their experiences with online learning this past Spring. The majority of responding students (65%) indicated that they would like CARDS to prioritize support for faculty regarding providing accommodations in a remote/online environment. I'm happy to report that over the summer, we've been doing just that.

This summer, CARDS partnered with the Center for Engaged Pedagogy (CEP) to provide guidance and learning opportunities for faculty. In June, we participated in the CEP's Curricular Design Institute, providing specific guidance and feedback on faculty's planned syllabi for their courses. And in July, as part of the CEP's Summer Pedagogy Symposium, CARDS and Instructional Media and Technology Services (IMATS) co-led a 90-minute workshop entitled "All About Accessibility and Accommodations," which provided information to faculty about Universal Design for Learning (UDL) principles as well as guidance for planning for individual accommodations within a digital environment.

These sessions were well-attended and we had great conversations with faculty who expressed increased interest in learning more about Universal Design. If you weren't able to attend but would like to learn more, contact us!

REMOTE LEARNING RECOMMENDATIONS

Be flexible. Remember that any student taking online classes may have internet connectivity issues, may be caring for family members, may be managing a disability or chronic illness, or may be in different time zones. Consider offering alternatives for any participation requirements that significantly impact a student's grade, such as discussion posts, response papers, recorded video responses, or presentations that demonstrate a student's engagement with the material.

Plan to administer exams virtually (via CourseWorks, Canvas or through take-home assessments). Be aware of students with test accommodations and have a plan for how to administer them.

Record your class lectures. This helps students who have internet connectivity challenges and those with focus & attention deficits. If you have concerns about recording your lectures, consider having your students sign a Recorded Lecture Agreement.

As you're setting up Canvas, be clear about where students can locate documents and deadlines. In addition to the syllabus, you might consider adding a separate schedule of reminders and deadlines to help students who struggle with executive functioning.
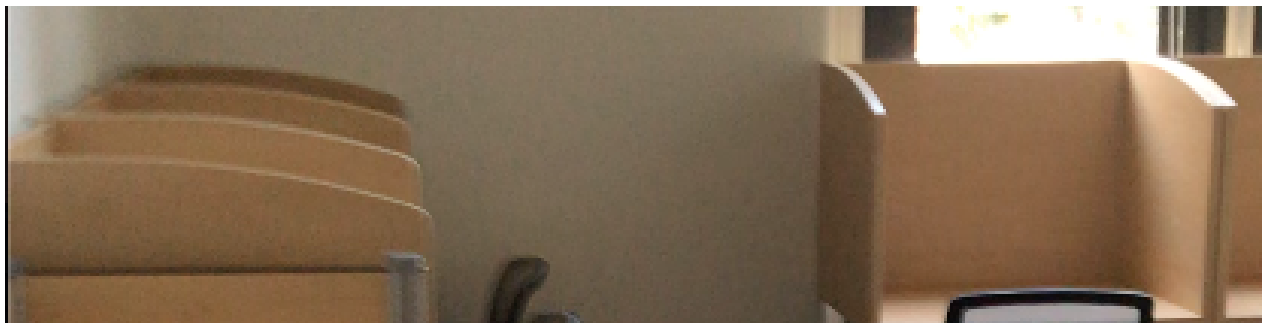
Exam Accommodations: Fall 2020 Updates

by Holly Tedder, Director

Over the past several months, I've been hearing from students with lots of questions regarding how CARDS is planning to provide exam accommodations during the Fall 2020 semester. Unfortunately, the reality is that given the large volume of students who receive testing accommodations and the small size of our staff, we've made the challenging but pragmatic decision that **CARDS will not be proctoring remote exams for the Fall 2020 term, except in instances where students need a reader and/or scribe as an approved accommodation.**

Instead, CARDS will be following up with faculty members to make sure they know who has exam accommodations and that they understand how to provide them remotely. We've posted guidance for faculty on our website regarding how to extend time on Canvas or Courseworks. We also have suggestions for alternative methods of assessment (such as take-home exams).

One common question we receive from faculty is how to interpret students' exam accommodations. Here are some common exam accommodations and how we recommend you provide them:

COMMON TESTING ACCOMMODATIONS

1.5 Extended Time: equates to **time and a half** (e.g. 4.5 hours for a 3 hour exam)

2.0 Extended Time: equates to **double time** (e.g. 6 hours for a 3 hour exam)

Untimed Breaks: calculated as **1/3 of the usual exam time** (e.g. one additional hour for a 3 hour exam). As part of this accommodation, students are permitted to leave the room briefly for a restroom break, have a snack, stand, etc. This time would be added to any additional extended time the student may also have.

REMINDER: If you need assistance with exams for your courses, contact CARDS.

Digital Accessibility: What Is It? How Can It Help Students?

by Rebecca Sime Nagasawa, Associate Director

In the age of remote learning, ensuring that the digital educational environment is accessible has become more important than ever. To that end, CARDS has partnered with several key departments on campus to create the <u>Digital Accessibility Working Group</u>. Departments represented include CARDS, Barnard Library and Academic Information Services, Instructional Media and Technology Services, BCIT, Center for Engaged Pedagogy, the General Counsel's office, the Provost's office, and Communications. As a group, we have hit the ground running to tackle two major accessibility issues: PDFs that can be read by screen readers and text to speech software, and real-time & post-production captioning in the virtual environment. As a group we will be examining these issues and developing solutions over the academic year.

What is PDF Remediation and why is it important for access?

Many people with disabilities that affect their vision, as well as those with learning disabilities such as dyslexia, use screen readers and text to speech software to access print information. A screen reader is a software application that enables people with a variety of disabilities that affect their vision to use a computer to read for them. Screen readers and text to speech programs work closely with the computer's Operating System (OS) to provide information about icons, menus, dialogue boxes, files and folders. This information is used to read the information in the way it is intended to be understood by the end user.

PDF Remediation is the process of "tagging" digital elements of PDF documents so that they can be read using assistive technology. These "tags" identify the elements and inform the assistive technology about the order in which they are meant to be read. Many PDFs that are copied or scanned and uploaded to an LMS such as Canvas do not contain this underlying structure. As a result, a student who is using a screen reader is given information that is incomprehensible from the PDF.

How can faculty help to ensure that course materials & PDFs are accessible to screen readers?

CARDS is able to remediate copyright allowable course materials for faculty members using a platform called SensusAccess. Please use this <u>form</u> to submit requests for PDF remediation.

Digital Accessibility: What Is It? How Can It Help Students? (continued)

What options exist for captioning video content? What about Zoom lectures?

Real-time captions provide access for individuals with hearing loss to classroom material for live lectures (as individual student accommodations through CARDS) as well as provide access for live events (such as admissions sessions, student programs or community events).

Post-production captions provide access for Barnard community members and/or prospective students to video content created by the college for marketing/promotional purposes. Other uses of post-production captions can include videos that are provided by individual faculty members as part of their course content.

CARDS works with a variety of vendors for post production and real time captioning. The need for captioning continues to be acute in the remote learning environment as even modest audio delays during Zoom lectures, meetings, or webinars can result in significant confusion for participants with hearing loss, audio processing delays and other conditions.

CARDS will reach out proactively and work with individual faculty to help facilitate real time captioning during their Zoom lectures for individual students with hearing loss. **However, if you are planning on using video materials in your course that will need post production captioning to be made accessible, please use our Post Production Captioning Request Form.** Please be aware that it is best to do so well in advance of when material will be used in your course so that CARDS can assist you in a timely manner.

Why is recording class lectures important for accessibility?

Faculty are strongly encouraged to record their lectures and classes and make their material available for at least a short window of time to enable asynchronous learning for students with special circumstances (such as time zone differences, wifi challenges, or attention disorders). While recording class is ultimately at the faculty's discretion, it is expected that faculty will accommodate the varied needs of their students to help them learn, and recording class lectures is an easy way to improve access. For faculty with intellectual property concerns or privacy concerns, you might consider asking students to sign a class agreement about community standards that respects the intellectual property of every participant. Not only do recordings help students who are experiencing other barriers (those of location or access to technology), but it also reduces the barrier for students who need to take breaks in order to maintain sustained focus.

Connecting with CARDS Students this Fall

by CARDS Staff

We know students and faculty are interested in knowing what support options CARDS is providing for the Fall 2020 term. We've asked for student feedback, and many responded with great ideas! Some of our planned programs and services for eligible students are as follows:

CARDS Writing and Speaking Fellow Hours
CARDS will be offering remote Writing and Speaking Fellow conferences for registered CARDS students, in collaboration with the Writing and Speaking Centers. We will also have a limited number of attached Fellows for additional individualized support.

Academic Coaching
Available as an approved accommodation for eligible students upon request. Academic Coaching is the one-on-one process of helping a student examine academic concerns and perceived barriers to success. Coaches provide students with semester-long academic support in areas such as time management, procrastination, and test preparation.

CARDS Periodic Coaching Support
For eligible students who aren't able to commit to regular coaching, but would benefit from a monthly check-in with their CARDS coordinator to make sure they are academically on track.

Peer Assisted Study Sessions (PASS)
Upper class Barnard students registered with CARDS can volunteer to host small group study sessions on Zoom. These study sessions can be created around a given class or around a given topic/task (such as a Senior CARDS student hosting bi-weekly "writing groups" for those students working on their Senior thesis).
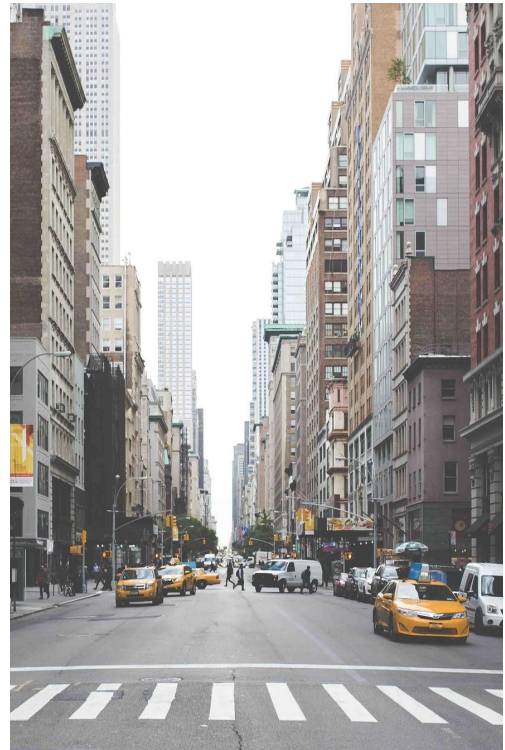
Assistive Technology Training Sessions
Students can learn how to make the best use out of their Assistive Technology.

CARDS Listening Sessions
Do you have a student with an accommodation or disability-related concern or do they want to offer us feedback? They can sign up for a Listening Session with our director, Holly Tedder, here:
 https://calendly.com/htedder

CARDS Orientation for Fall 2020

by Caitlin Hamrin, Accommodations Coordinator

CARDS knows a lot has changed in the past few months, and plans to connect with students to share our latest updates. We will be offering two orientation sessions at the start of the fall semester, one during NSOP and one for returning registered students. During these sessions, we will cover changes to AIM, the online accommodations request process, programming for the fall, and new offerings within peer mentoring and academic coaching. We will also answer any related questions students may have.

Wednesday, September 2nd from 2-3PM ET:
CARDS Orientation during NSOP for new **first-year and transfer students**. The meeting will be recorded.

Thursday, September 10th from 2-3PM ET:
CARDS Orientation session for **registered returning students**. The meeting will be recorded.

Introducing: @barnardcards

by Angelene Prendergast, Assistant to the Director

Need another resource for what's going on at CARDS? Check out our NEW instagram page (@barnardcards), where you can go for the latest events, news, updates and reminders happening at CARDS. Follow us as we celebrate the 30th anniversary of the ADA, explore Peer Mentoring and other disability related topics as we assimilate to our New Normal. Looking forward to seeing you-- come follow us!