

General Guidelines For Ensuring Course Accessibility for Students with Vision and Hearing Disabilities

Guidelines for Blind and Low Vision Students

1. Handouts, Text books, and other printed materials should be in a format that students who are blind and low vision are able to use. These include large print and electronic formats such as M.S. Word. The Center for Student Accessibility helps by obtaining text books in E-text format and converts the required classroom handouts into accessible formats.
2. Presentations, diagrams and writings on a blackboard that take place at the front of the class should be accessible to students. Writing on the blackboard can be made accessible by reading aloud as it is written on the board. Diagrams can be printed and enlarged for low vision students in advance. Diagrams can be converted to tactile images for students who are blind. Contact the Center for Student Accessibility for these services.
3. PowerPoint presentations can be given in advance to student to view on an iPad or a laptop so that he/she can follow during class. Another option is the broadcast feature of PowerPoint v. 10 and newer. With this option the instructor can send the PowerPoint Presentation to the student's iPad or laptop for easier viewing. To use this option, network connectivity is required for the instructor and the student.
4. Adobe Acrobat (PDF) documents need to be in readable format. Adobe Acrobat image files are not readable.
5. Printed material for low vision students should be done in Sans Serif Fonts such as Arial, Verdana, Tahoma rather than Serif Fonts like Times New Roman.
6. Writing assignments in class can be done on a computer with a word processing program. Utilizing a CCTV is also another option and can be borrowed from the Center for Student Accessibility.
7. Preferential seating to allow better visibility with the board.
8. Make arrangements for tests to be taken in the Center for Student Accessibility as indicated through students' approved accommodations.

9. Low vision students may require more time to complete assignments as these students tend to be slow readers. Many times, students with poor visual acuity can become frustrated during the learning process.

Guidelines for Deaf and Hard of Hearing

1. Center for Student Accessibility assigns American Sign Language Interpreters or Communication Access Realtime Translation (CART) providers to deaf and hard of hearing students in the classroom.
2. Classroom materials with auditory information need to be accessible to deaf and hard of hearing students. All videos and movies must contain captioning. Audio recording must have text accompanying the spoken material.
3. In talking to a student, address the student **directly**, via the interpreter or CART provider. Remember that the interpretation process involves translating the message from one language to another and may involve a time lag.
4. Maintain eye contact with the student, not the interpreter or CART provider. This develops an appropriate instructor/student rapport.
5. Rephrase a thought rather than repeat the same words if the student does not understand.
6. Speak at your normal pace. The interpreter or student will ask you to make adjustments if necessary.
7. Try to stay as close to the interpreter or CART provider as possible, as the student will probably monitor your facial expressions and body language to support the interpreted message.
8. Facing the chalkboard while speaking restricts the student's ability to pick up context clues through lip reading or facial expressions.
9. During group discussions, try to control the discussion so only one student will speak at a time. It is difficult for an interpreter or hard of hearing student to follow several persons speaking at once.
10. Check for comprehension by asking for explanation or illustration in such a way that does not single out the student with a hearing impairment from the rest of the class.
11. Repeat or rephrase questions and comments brought up by other class members so that a student with a hearing impairment does not miss valuable portions of class discussion.

12. Allow the student preferential seating to assist with hearing class lecture/discussion.
13. Avoid standing with your back to a window or other sources of light as the glare makes it difficult to read lips and other facial expressions.
14. Remember that the student who is deaf or hard of hearing will need to be informed by a touch or signal from you to evacuate the building in an emergency situation.
15. Use visual media when possible to provide supplemental instruction of what is being taught.
16. Supply a list of technical terminology and unfamiliar words or terms to the student and the interpreter or CART provider.
17. Write a key word or phrase of the topic being discussed on the board or overhead projector especially when the topic changes frequently.
18. Post notice of class cancellations, assignments, etc. on board, overhead projector, or in writing to ensure understanding.
19. Notify interpreter of schedule changes or class cancellations as far in advance as possible to facilitate interpreter scheduling.
20. Do not expect interpreters or CART providers to assume other duties; they are in the classroom only to facilitate communication.
21. Insure purchases of new video tapes are closed captioned.