

# Teaching for All:

Accommodating Learners with Disability  
and Chronic Medical Conditions

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# Accommodations



Center for Disability and Access

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Working with Students with Disabilities  
Center for Disability & Access - (801) 581-5020 - [disability.utah.edu](http://disability.utah.edu)



# MISSION STATEMENT

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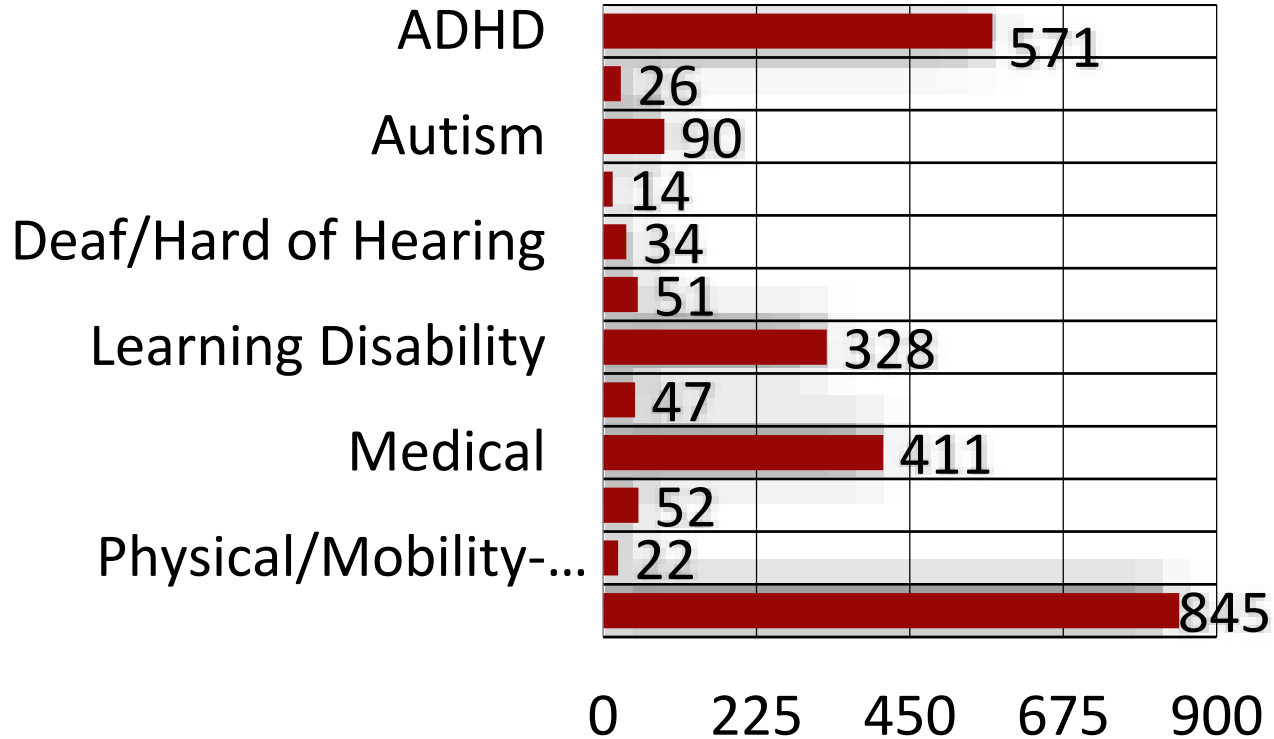
- We support student well-being and success through ensuring equal access, providing the opportunity for success, and working towards an inclusive and equitable campus environment.
  - Equal access is achieved by providing reasonable and appropriate accommodations in university programs and courses.
  - Removing barriers allows students the opportunity to be successful in pursuing their goals.
  - Supporting civil rights and promoting equity and awareness of disability fosters a climate of support and collaboration on campus.

# Students with Disabilities

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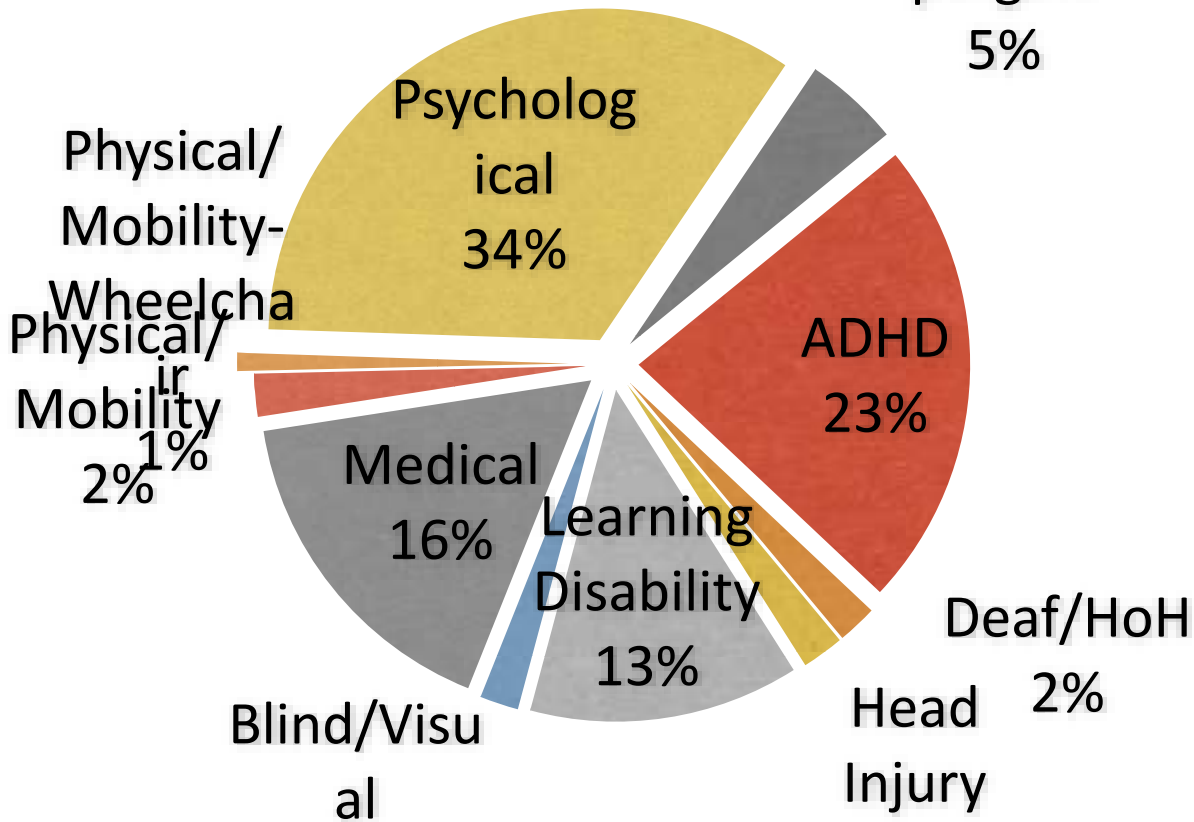
- During the 2021–22 Academic Year, we served 2,385 students with disabilities, approximately 6.92% of the student population
- Students from all levels and disciplines
- 13 different broad categories of disabilities, from physical to psychological, some students have multiple disabilities
- Saw 1213 new students in 2021-22

# Disabilities Served



# Disabilities Served

Autism/Aspergers





# Accommodations

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- CDA supports students with disabilities through providing a variety of accommodations
- Accommodations include in-classroom (note-taking, exams, physical accessibility) and out-of-classroom (adaptive technology)
- Exam Accommodations = 3,174
- Interpreting Hours = 4,486

# Accommodations

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- Reasonable accommodations are required
- Individually determined - no automatic standard set of accommodations
- Goal is to give student the opportunity to demonstrate abilities and equal access to the learning environment
- Accommodations NOT designed to:
  - give an advantage
  - alter a fundamental aspect of the course
  - weaken academic rigor

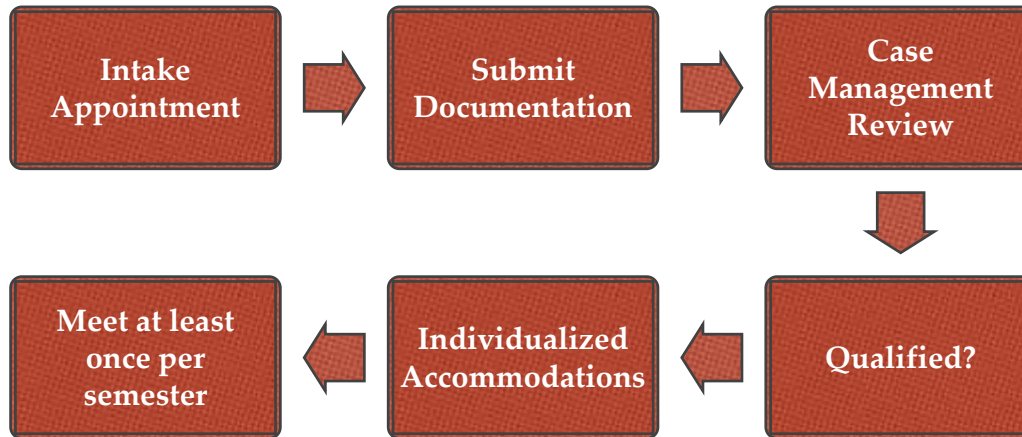
## Qualified with a Disability?

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- In order to determine if a student has a qualified disability, CDA uses documentation standards based on the type of disability
- In order to be qualified an individual must have a condition that rises to the level of a disability in that it “substantially limits one or more major life activities.”
- Major life activities defined broadly, but could include such things as seeing, hearing, thinking, sleeping, walking, concentrating, along with major bodily functions such as immune, digestive, or cardiovascular functions

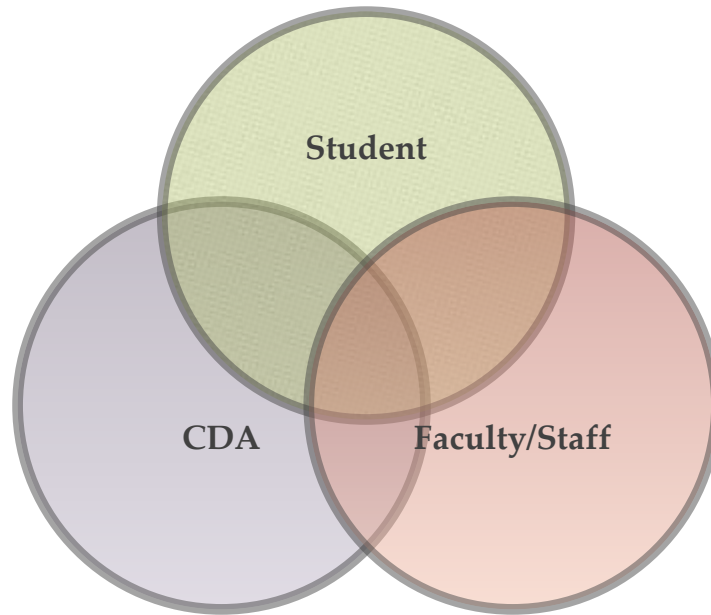
# Process

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# Collaborative Process

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# Making a Referral

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- Ensure required ADA statement is on your syllabus
- If a student approaches you about an accommodation related to disability (and one outside your class policies) refer to CDA
- A student does not have to use a “magic” word to trigger a referral (i.e. does not have to use the actual word ‘accommodation’ or ‘disability’).
- Do not issue accommodations related to a disability without approval of CDA

# Making a Referral

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- If you suspect a student has a disability, but he/she has not disclosed, don't ask directly or state that a disability exists. Instead:
  - Meet with the student to discuss academic performance
  - Focus on facts without making any judgement (i.e. I noticed you are struggling in this class. You seem to do good on the homework but poor on the exams.)
  - Give student an opportunity to explain from their perspective

# Making a Referral

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- Let the student know that there are a number of resources available to them. For example, may include the Tutoring Center, the Writing Center, University Counseling Center, and Center for Disability & Access.
- A referral in this manner does not assume a student has a disability and allows the student the choice to disclose or not
- CDA is always available to consult



## What Can You Do?

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- Try to be as proactive as possible - consider Universal Design for Learning concepts
- Become familiar with CDA and ADA Guidelines
  - <http://disability.utah.edu>
- CDA is only department that is authorized to approve accommodations
- If you have concerns about an accommodation, contact CDA immediately to discuss concerns

# What Can You Do?

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- Respect students privacy
  - Do not ask what disability a student may have
- Contact CDA with any questions about the process

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# Universal Design



Digital Learning, University Connected Learning

Danna Duncan

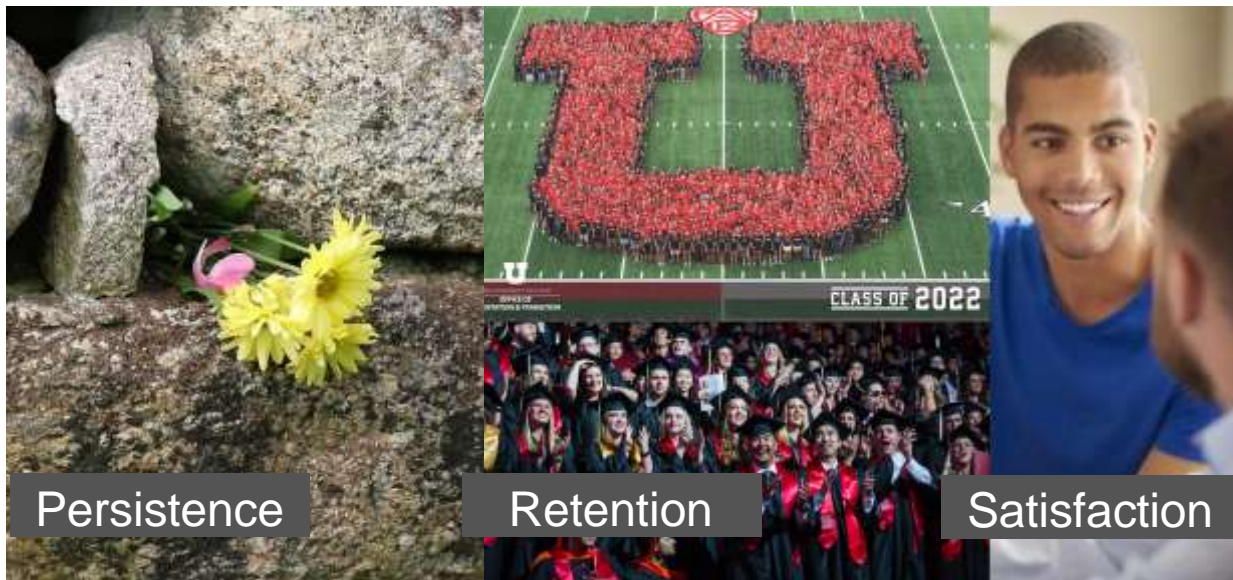
# Implementing Universal Design for Learning (UDL) in Higher Education

Danna Duncan

[Danna.Duncan@Utah.edu](mailto:Danna.Duncan@Utah.edu)



# Why UDL?



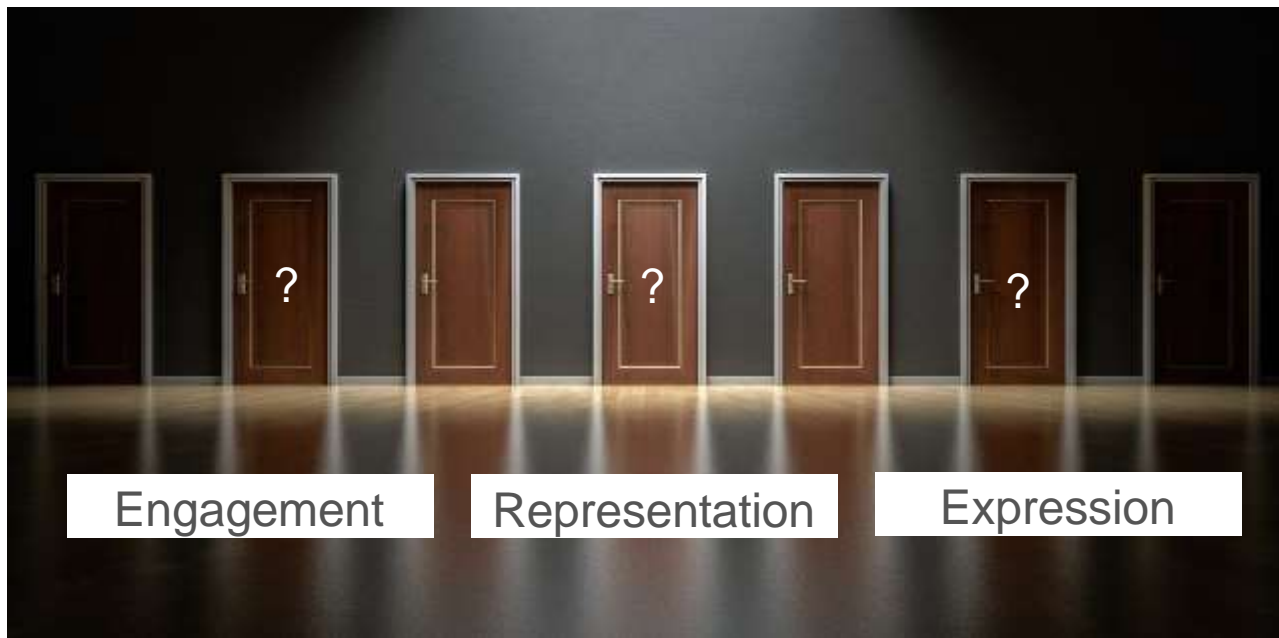
# What is UDL?



“We want a situation that is good for everybody...part of it is thinking about what has to happen at the **level of design** that makes **accommodation less necessary.**”

-Sam Johnston, CAST

# What is UDL?



# How to UDL?





# How to UDL?





What did you see?

# Applying UDL at U of U?



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# Navigating University



AS A DISABLED & CHRONICALLY ILL STUDENT

Hannah Munding

**Time**

**Uncertainty**

excess? The next three questions form the mantra of descriptive epidemiology: **'person, place and time'**. As Figure 1.2 shows, an 'epidemic of premature

**Disclosure**

# Uncertainty

- Both students with chronic medical conditions and disabilities experience uncertainty related to structural barriers.
- Additionally, students with chronic medical conditions experience uncertainty due to condition variability.

# Disclosure

- Disclosure is difficult.
- Disclosure opens the door to discrimination.

**Barriers aren't always apparent!**



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# Navigating University



AS A DISABLED & CHRONICALLY ILL STUDENT

Sequoia Fail

**Comments**

**Questions**

**Discussion**

Special thanks to **Chronically Us**, a student group on campus.



[Chronically Us \(weblink\)](#)

[Awareness Week Events \(weblink\)](#)

# University Resources

- University of Utah [Campus Accessibility](#) website
- Useful Guide - [Accessibility and Disability at the University of Utah: Guidelines and Resources for Faculty and Staff \(PDF version\)](#). These guidelines cover accessible course design and teaching practices, including syllabus statements.
- University of Utah [Digital Learning Accessibility](#) website
- [Center for Disability and Access](#)

# Readings & Resources

- Margaret Price, *Mad at School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan Press, 2011.
- Margaret Price, "[Un/Shared Space: The Dilemma of Inclusive Architecture](#)" (2016)
- Rick Godden and Anne-Marie Womack, "[Making Disability Part of the Conversation](#)" (2016)
- David J. Connor, Beth A. Ferri, and Subini A. Annamma, eds., *DisCrit: Disability Studies and Critical Race Theory in Education*. Teachers' College Press, 2016.
  - Revised edition: *DisCrit Expanded: Reverberations, Ruptures, and Inquiries*, February 25, 2022
- Alison Kafer, "Un/Safe Disclosures: Scenes of Disability and Trauma," *Journal of Literary and Cultural Studies*, vol. 10, no. 1, 2016, pp. 1-20. (on trigger warnings)
- Jay Dolmage, *Academic Ableism: Disability and Higher Education*. University of Michigan Press, 2017. Open access through the U of Utah Library.
  - Dolmage, "[Universal Design: Places to Start](#)," *Disability Studies Quarterly* (2015)
  - Dolmage, [Appendix](#) to "Places to Start" Wiki with many UDL suggestions:  
Dolmage writes: "turning UD into a checklist defeats so much of the rhetorical purpose of UD, as what I have called a "way to move" (15), or as what Aimi Hamraie has called "a form of activism" (n.p). That is, UD should be registered as action — a patterning of engagement and effort. The push towards 'the Universal' is a push towards seeing space as multiple and in-process. The emphasis on 'design' allows us to recognize that we are all involved in the continued production of space (and that students should be agents in this negotiation). With this said, I am going to very respectfully shy away from listing key features of UD, because I fear that such lists also invite us to believe that Universal Design would stop if the boxes were all checked. I am more interested in places to *start* thinking, doing, acting, and moving.

# Readings & Resources

- Gail A. Hornstein, “Why I Dread the Accommodations Talk” (2017), <https://www.chronicle.com/article/Why-I-Dread-the-Accommodations/239571>  
**MUST BE PAIRED WITH** Tara Wood, Craig A. Meyer, and Dev Bose, “Why We Dread Disability Myths” (2017) <https://chroniclevitae.com/news/1846-why-we-dread-disability-myths>
- Nancy J. Evans, Ellen M. Broido, Kirsten R. Brown, and Autumn K. Wilke, *Disability in Higher Education: A Social Justice Approach*. John Wiley & Sons, 2017.
- Aimi Hamraie, *Building Access: Universal Design and the Politics of Disability*. University of Minnesota Press, 2017. See also:
  - “Mapping Access” project at the Critical Design Lab (<https://www.mapping-access.com/>)
  - Critical Design Lab, [Accessible Teaching in the Time of Covid-19](#)
- Stephanie L. Kerschbaum, Laura T. Eisenman, and James M. Jones, eds., *Negotiating Disability: Disclosure and Higher Education*. University of Michigan Press, 2017.
- Melanie Yergeau, *Authoring Autism: On Rhetoric and Neurological Queerness*. Duke University Press, 2018.
- *Disability and the University: A Disabled Students’ Manifesto*, edited by Christopher McMaster and Benjamin Whitburn, Peter Lang, 2019.
- Nicole Brown and Jennifer Leigh, eds. [Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education](#), UCL Press, 2020. Open access. (UK context)

# Resources, cont

- CAST, [Universal Design for Learning Guidelines](#)
- Tulane University collective, [Accessible Syllabus Project](#)
- University of Ontario, [Accessible Campus](#)
- Sins Invalid, [Access Suggestions for Public Events](#)
- Tara Wood & Shannon Madden, [Suggested Practices Syllabus Accessibility Statements](#)
- Jonathan Sterne, [Providing Access to In-Person Classes](#)