

Information for Faculty

About supporting students registered with Disability Services at Peru State College

Accessibility is a Shared Responsibility

Disability Services at Peru State College strives to ensure students with documented disabilities have equal access to all classes, services and events held on campus. We accomplish this task by working together as a campus community to implement adjustments inside and outside the classroom, while increasing awareness. Sharing responsibilities for the success of our students is an important task. By working together, we can ensure that students benefit from open communication and the resources best suited for their needs.

Before the Term Starts

Content design is important for many students with disabilities. While the content you present to your class is your choice, there are tools available to help ensure equal access for all students who may not be able to navigate around some content, colors or distractions. The resources below are free ad on apps for the Google Chrome browser that will allow you to modify content, as needed, to best support our students.

Mercury Reader: This tool makes websites easier to read by removing ads, comments and all other distraction, leaving only core content. Users are also able to adjust the font size and color scheme of text. An excellent resource for making PDF printouts of website material.

<https://chrome.google.com/webstore/detail/mercury-reader/oknpjjbpmndlpnmhmkjpcelpnlfdi>

Dyslexia Friendly: This tool replaces the fonts on web pages with specific fonts while providing a horizontal shaded bar to help users stay on the correct line when reading.

<https://chrome.google.com/webstore/detail/dyslexia-friendly/miepjgfkommhllbjaedffcpkncboeo>

High Contrast: This tool makes webpages and other documents viewed on the computer easier to read by changing colors to increase contrast, invert colors or switch to greyscale. An excellent resource for printing materials or using Blackboard or e-book resources.

<https://chrome.google.com/webstore/detail/high-contrast/djcfndcoelnlbdjfhinnjlhdjlikmph>

Closed Captioned (CC) YouTube Videos: This tutorial provides step by step instructions for locating YouTube content that has been pre-close captioned.

<https://www.controlaltachieve.com/2016/10/youtube-captions.html>

Creating Closed Captioning for YouTube Videos: This PDF explains a step-by-step process for closed captioning YouTube videos for your classroom.

<http://ncdae.org/resources/cheatsheets/pdf/youtube.pdf>

Creating Closed Captioning for Non-YouTube Videos: A step by step tutorial for creating closed captioning for non-YouTube videos.

<https://spotfire.com/en-us/article/Closed-captioning-for-video-1d59f504851e32a25e115024b>

Syllabus Statements

While all Peru State syllabi include the Disability Services statement, emphasizing the availability of services and your own willingness to work with student accommodations is an important part of “norming” stigmas and easing student concern.

Contact Disability Services

Notice of accommodation is typically distributed the week prior to the start of classes. If you receive an accommodation notice that you would like additional clarification for, or would like troubleshooting tips to best support your student, please ask! Disability support is available in CATS 102, via e-mail at tdavis@peru.edu and via telephone at 402-872-2440.

Within the First Week of Classes

Address Testing Accommodations:

If a student in your course requires testing accommodations please remember that the Testing Request form <https://www.peru.edu/eform/view.php?id=304087> must be completed at least two school days prior to the test.

- For specialized content area testing requiring scribe/reading services Disability Services may request support of faculty members to ensure the student receives the correct delivery of material.

Notetaking:

If a student in your course requires notetaking assistance, there are a variety of assistive technology choices the student may utilize. While students should communicate with you on the first day of class about their use of technology, please engage students privately to discuss their preferred method. Such methods may include:

- Recording the lecture with a cell phone, tablet or laptop. Many apps exist that allow recorded material to be automatically transcribed.
- Some students may utilize a pen and specialized paper (ScribeWrite Pen) to virtually write take notes that are transcribed to a computer program using specialized fonts and colors.
- Some students may request PDF copies of your lecture notes if a physical issue prevents active notetaking or recording. Please consult with Disability Services if you have concerns or questions regarding this accommodation.

Realtime Communication Access:

Realtime access may be required when showing media in the classroom. Please refer to the above resources for closed captioning, or contact Disability Services for additional support.

Alternative Formats:

Most students will already have alternative format textbooks if required by their accommodations. However, if you are using specialty material, or a qualified need exists a variety of options are available for student accommodation. Please note, if you utilize significant online material in Blackboard, MyMathLab, or other high usage computer programs please contact Disability Services as soon as possible in order to ensure the student does not fall behind while material is being converted.