

Accessible Education Center

Undergraduate Education and Student Success

- **What AEC Does and Why**
- **Reducing Barriers for Students**
- **AEC and Student Snapshot**
- **Faculty/Staff Support and Resources**
- **Current Transitions**

- **Questions/Discussion**

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Asst. Vice Provost for Accessibility

AEC

Facilitate and support accessible education through access and full inclusion of students with disabilities into the university environment

- Reduce barriers and promote Inclusive Design
- Facilitate university compliance with federal mandates
- Determine disability eligibility and accommodations
- Work with students and partner with faculty/staff

Examples of Disability Impact on Academics

- Chronic health condition (Long COVID, Fibromyalgia, Cancer...)
-Mobility to and around campus. Fatigue and stamina in performance or sustained attention/focus, processing speed.
- Autism spectrum
-May present as socially atypical, difficulty navigating social situations, or understanding nuances of conversations or instructions.
- Major depression and social anxiety
-May be perceived as uninterested, disengaged and have trouble with tracking. Medication side effects may cause more issues.
- Brain injury
-May impact focus, processing speed, concentration, memory, sensitivity to light or sound.

Reducing Barriers

Environment, Curricular, Procedural, Attitudinal

Inclusive Design is a **proactive process** rooted in a social justice approach to disability

Accommodations are a **reactive process** for providing access to specific individuals

All Programs, Activities, and Services

Accommodations

- Modification of Policies and Procedures
- Removal of Architectural Barriers
- Provision of Auxiliary Aids and Services
 - *Exam Adjustments*
 - *Notetaking Support*
 - *Assistive Technology and Alternative Formats*
 - *Sign Language Interpreting*
 - *Captioning and Transcription*

Collaboration with Faculty and Staff

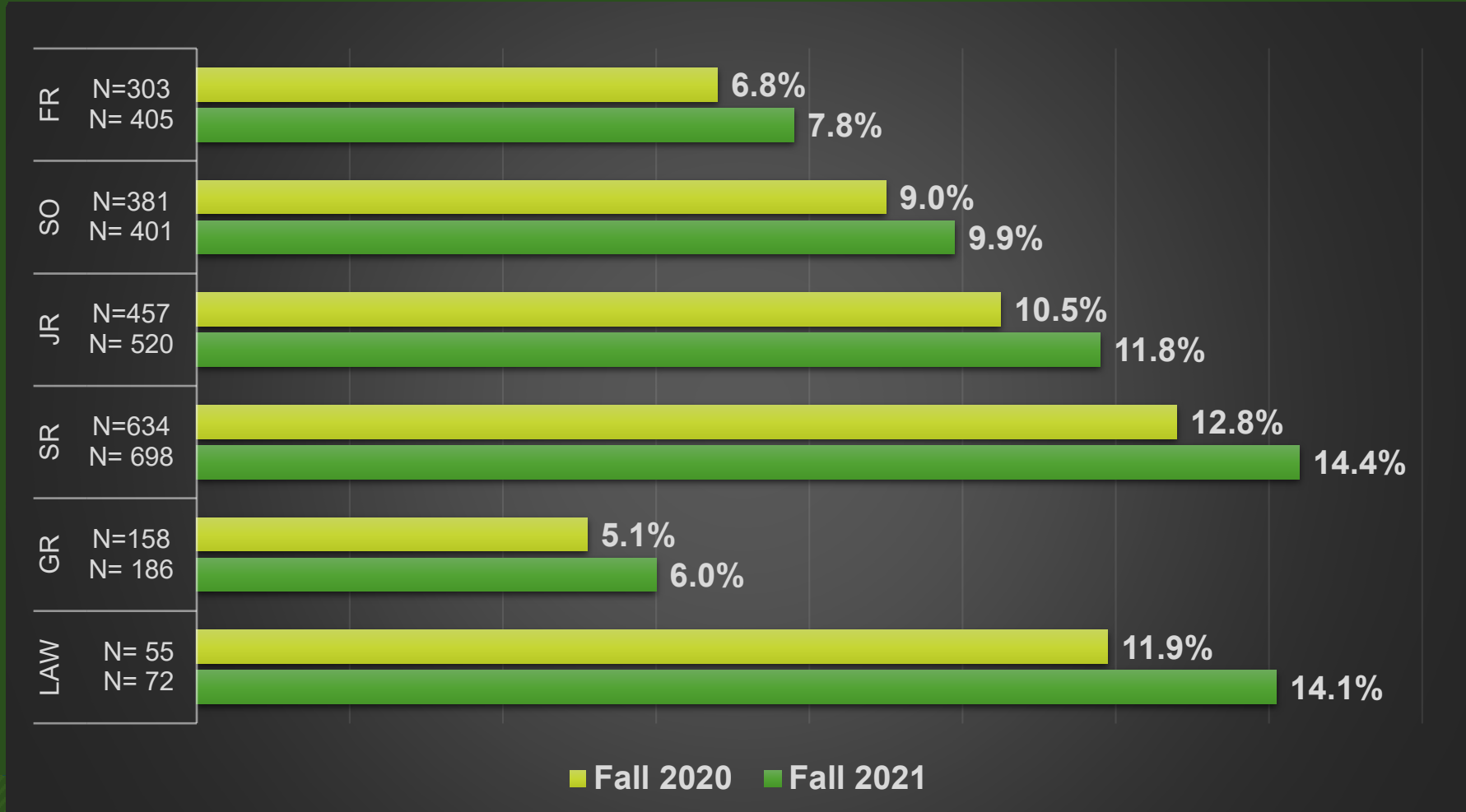
Consultation related to unique course, program or student situations. Complexities related to Course Design and Learning Outcomes. Accessible course delivery or materials.

Accommodations should not result in the **lowering of academic standards** or **alteration of the fundamental nature** of a course or program.

However, it is ***not appropriate to deny a requested accommodation*** without documented consultation with AEC.

Need to show that qualified professionals who are knowledgeable about disability and legal implications have been involved.

Percentage of Group Registered with AEC Fall 2020 and Fall 2021



AEC Snapshot: Fall 2020 - Summer 2021

2,375
Students
working with
AEC

138
Videos
captioned

800+
Individual
Faculty
Consultations

13,543
Notification letters
sent **5,282** different
classes

2,561
Case notes
written

238
Books
converted
and edited

Additional Resources for Faculty/Staff

aec.uoregon.edu

AEC Connect Instructor Portal

Final Exam Information

Faculty and Instructor Tools - Guidelines/Best Practices

Accessible Technology

Online MyTracks Module: *Supporting Access and Inclusion for Students with Disabilities*

Accessibility Ally Program

TEP and UO Online Partnerships

- Introduction

- Jesse Nelson, Ph.D. Interim Assistant Vice-Provost for Advising and Accessibility

- Senior Director, Accessible Education Center

- Search will launch early Winter term
- Faculty will be represented on the committee and final round of interviews will include public sessions for faculty involvement and feedback
- Needed experience: Accessibility = student success; faculty partnerships; organizational leadership; compliance/legal understanding

- Looking forward

- Supporting faculty with processes and tools to facilitate student success
- Active participation in the development of student success systems