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### THANK YOU FOR YOUR FEEDBACK! HERE'S WHAT TO EXPECT FOR THE UPCOMING YEAR!

Student Accessibility Services (SAS) wants to thank you for taking the time to complete the faculty survey circulated this past spring. We greatly appreciate you sharing with us your experiences and suggestions! The information gathered will assist us in our efforts to improve the overall supports and services Nipissing provides students with disabilities.

#### TOPICS FACULTY ARE MOST INTERESTED IN



HOW FACULTY WANT TO BE REACHED

#### WE ARE LISTENING!

The faculty survey told us that you want more information! As part of our commitment to further faculty support, watch for bi-monthly newsletters full of information on supporting students with disabilities, faculty resources, SAS data, etc.

All newsletters will be archived within our [Faculty Resources](#) on our SAS webpage.

#### WE WANT TO HEAR MORE FROM YOU

Please use the link at the bottom of this page at any point throughout the year to leave us comments, feedback about our newsletters or questions you may have for our department.

### COME BREAK WITH SAS

DID YOU KNOW THAT NEARLY 10% OF NIPISSING STUDENTS ARE REGISTERED WITH STUDENT ACCESSIBILITY SERVICES? THIS IS ONLY ONE OF THE REASONS WHY SAS WANTS TO GIVE YOU THE OPPORTUNITY TO KNOW US BETTER.

During the week of August 29th, we will be offering two **Open House & Coffee Break** events. In addition to a delicious and invigorating cup of coffee, you will be provided with...

Information about:

- Who we are and what we do
- Who are the students that we support
- How we determine appropriate accommodation
- What documentation is required and how you can make referrals
- What information and resources are available to faculty

An introduction to your **NEW SAS Faculty Portal**. A tool you can use to access and manage Letters of Accommodation.

A short tour of our testing rooms and resources.

We invite all faculty to attend, especially all new faculty who may be curious as to our role in supporting students with disabilities at Nipissing.

PLEASE WATCH FOR A FOLLOW UP EMAIL AND INVITATION FROM SAS WITHIN THE NEXT COUPLE WEEKS.

HAVE FEEDBACK FOR US ABOUT THIS NEWSLETTER? LET US KNOW WHAT YOU THINK!

[CLICK HERE](#)

## WHAT TO CONSIDER WHEN PLANNING YOUR COURSE

We know that many Nipissing faculty have been working for years at increasing learning opportunities and access to their course content: from posting PowerPoints and readings to Blackboard, to choosing textbooks with supplementary online learning resources, to providing SAS with textbook titles early (so we can begin converting textbooks and readings into alternate format).

In the street, a simple design change like a cut curb removes barriers to sidewalks for those in wheelchairs but also provides better access to the elderly and young couples with strollers. Similarly, offering alternate access to course content and broader learning opportunities can benefit all learners and not just those with specific disabilities.

These principles behind Universal Instructional Design (UID) came from architecture but have been gaining relevance and acceptance in all levels of education over the past 25 years. And they have certainly been championed by human rights advocates and the various disability communities.

Although variously stated, through their research, the University of Guelph identified seven principles of UID as:

- 1.Be accessible and fair
- 2.Provide flexibility in use, participation and presentation
- 3.Be straightforward and consistent
- 4.Be explicitly presented and readily perceive
- 5.Provide a supportive learning environment
- 6.Minimize unnecessary physical effort or requirements
- 7.Ensure learning spaces that accommodate both students and instructional methods

As an additional resource, the University of Guelph has a very comprehensive [UID resource site](https://opened.uoguelph.ca/en/students/universal-instructional-design.asp) for instructors.

Finally, for more information about specific disabilities and how you can accommodate and support learners with disabilities in your lectures and labs, you would be hard pressed to find a more accessible and informative site than the COU's own [accessiblecampus.ca](http://accessiblecampus.ca) website.

University of Guelph. (n.d.). Universal Instructional Design. Retrieved August 12, 2016, from <https://opened.uoguelph.ca/en/students/universal-instructional-design.asp>

## WANT TO HELP DIRECT STUDENTS? INCLUDE THIS IN YOUR SYLLABUS!

### STUDENT ACCESSIBILITY SERVICES (SAS)

Student Accessibility Services assists students with permanent and temporary disabilities. Disabilities supported include, but are not limited to: Learning Disabilities, Mental Health, ADHD, Sensory Disabilities, Medical Disabilities and Physical Disabilities

If you have or suspect you have a disability for which you require academic accommodation or supports, please visit the SAS team in B210 or get more information on the Nipissing University SAS webpage ([www.nipissingu.ca/sas](http://www.nipissingu.ca/sas)).

### ALREADY REGISTERED WITH STUDENT ACCESSIBILITY SERVICES?

**Returning Students:** Ensure to complete your Returning Student Form every academic term. This will inform Student Accessibility Services that you require accommodations for another term and initiate the release of your letters of accommodation for your professor to view and access.

**Testing Accommodations:** If you are requiring testing accommodations, ensure to book your quizzes/tests/midterms and final exams with SAS by the applicable deadlines.