

Jenna Ledford: Welcome to the Teaching Commons podcast. I'm Jenna Ledford, a teaching excellent consultant with the Center for Learning Enhancement, Assessment, and Redesign. Today we are talking about accessibility in higher education, and I have a guest from the Office of Disability Accommodation, Devin Axtman. He's going to talk with us about accessibility and tell us a little bit about his role in the ODA. So will you say hello and introduce yourself?

Devin Axtman: Hi, I'm Devin. I'm very excited to be here. You have a much cooler title than I do, but ... My title's very boring.

Jenna Ledford: So your title is officially?

Devin Axtman: Student Services Coordinator. I coordinate services.

Jenna Ledford: You coordinate services. What exactly is your role and the other types of things you do for the ODA?

Devin Axtman: Primarily I help students with their accommodations in their classes, so that can be reviewing documentation, determining eligibility for services, talking to them about accommodations, talking with their professors, arranging the accommodations, and also outreach events like this. That's a very condensed version, but that's kinda what I do.

Jenna Ledford: Alright, so you spend a lot of time with students then?

Devin Axtman: Yes. Yes, I would say the majority of the time, which is ... I love it.

Jenna Ledford: Alright. Well, I also wanted to share, because I know you were a student at UNT, so ...

Devin Axtman: Yes.

Jenna Ledford: So how long have you been at UNT and what did you study?

Devin Axtman: Well, I've worked full-time at UNT for about three years now. I was a graduate assistant for two years, and I got my master's in rehabilitation counseling, and I did undergraduate in political science and rehabilitation studies. I didn't really plan it, but it just kept working out. People kept offering me jobs, and I was like, "Well, I don't wanna leave."

Jenna Ledford: Don't wanna turn that down.

Devin Axtman: So, yeah.

Jenna Ledford: Cool. Well, one of the questions I wanna get to first, is I feel like when I talk to instructors, there seems to be misunderstanding about what the ODA and cannot do, in cases of accessibility. Could you clarify what the ODA can do, and what it cannot do?

Devin Axtman: Well, yeah. I don't really have an exhaustive list, but we can communicate with students about their accommodations. We can address professor concerns. You know, sometimes professors think ... They get one of our letters of accommodation and it's like, "Oh well, this is just what I have to do. The accommodations may not jive totally with my class but this is what the ODA said. I have to follow it to the letter." And of course we like professors to follow our accommodations. They should, but if they have concerns, they should also express them to us.

And also, if they're just not sure on, "How do I make this work?" I've talked about their concerns but most of the time when professors contact us, it's more about, "I have this question about how do I make something accessible or how I do work with this student in this situation? Can you help me do that?" Rather than, "I have a concern about this." I'd say the overwhelming majority of our conversations with professors are very, very positive. I wouldn't have stayed here at UNT, frankly, if they weren't, because I worked as a graduate assistant. So we do, I feel, have very good relationships with them. As far as professors, that's kinda where we go. It's a collaborative effort. It's not us saying to professors, "This is the law. This is what you have to do." Every once in a while, we have to do that, sometimes, but that's extremely rare.

Jenna Ledford: Alright. Well, that's really cool to hear because ... and like I said, I ask that because I often hear that people seem to assume that the ODA does everything possible in regards to accessibility, when that's not quite the case.

Devin Axtman: Well, there are some limitations where we would just like to do more, but just frankly by staffing realities and just the reality of how much content is offered ... like if you think about Blackboard, electronic accessibility, accessibility of PDFs, accessibility of exams and content on Blackboard, it's not possible for our office, or probably any one individual. You'd probably need a massive team to monitor every single thing that's uploaded to Blackboard for a class. I'm pretty sure CLEAR has a process where they ... CLEAR, it's a new class ...

Jenna Ledford: We do.

Devin Axtman: Yeah, for accessibility. Right.

Jenna Ledford: Yeah, it's a part of our rubric for evaluating online classes. "Does this meet accessibility requirements?"

Devin Axtman: Yeah, and y'all frankly do a great job on that, but ...

Jenna Ledford: Oh, thank you.

Devin Axtman: But part of it is, professors are obviously adding new things, so we can't necessarily say ... We tell them on the letter of accommodation, which is the basically official notice of the accommodations the student has, that they'll get, "Here's what you should be doing." But we can't monitor Blackboard for everything, so that's an

example of that. Like for captions on videos or the accuracy of captions. I guess that's one thing I'd like to highlight. Auto-captions? If anyone's listening, please do not use those.

Jenna Ledford: They're terrible.

Devin Axtman: My favorite story with that, if I can tell a little quick story, is ... So Rebecca Cagle, who I think has done a podcast with you, she was at meeting for the city of Denton, and the city had a meeting about how great Denton is and they were showing this video and they were talking about the different tourist things in Denton. They're talking about the square, and they had the auto-captions on, and the video said, "You can often hear the sound of drumbeats and music on the square." You know, like drums, music, Denton music. But instead, the caption said, "You can often hear the sound of deadbeats on the square." Which is not exactly what the city wanted, I'm guessing.

Jenna Ledford: No, not what the city wants at all.

Devin Axtman: So you know, and I'm not picking on ... Well, I am picking on the city, but that could happen to really anyone. So if you think of all of the content that is uploaded to the UNT website to videos, like on departments' YouTube channels, things like that, it's not possible for our office to monitor all those. So that's just one example, but certainly if a student lets us know, "Hey, this is a problem," we will contact the professor and do the best we can. But that's why it's so important on the front end to think about, "Is this particular thing accessible?" Because it's a lot easier to design for accessibility on the front end, than on the back end.

Jenna Ledford: Right, and that's something we talked about in our previous podcast with Rebecca and Brandi, was that again, designing upfront is so much easier than going back in and having to make these accommodations. And as I mentioned earlier, CLEAR, a part of our online course review, accessibility is built into our rubric, but like you said, once the course is approved, of course instructors can change and modify the course, and they don't have to go through approval for that. So then people can go back in and add this video that doesn't have captioning or something like ... All the variety of things that don't meet accessibility needs. I just wanted to clarify that, so people are aware of our process.

Sounds like you work mostly with students, so I wanted to ask, what are some of the issues that students with disabilities face at UNT?

Devin Axtman: That can really vary wildly based on their situation and their disability and their concerns. I use a wheelchair. My wheelchair here is Cerebral Rollsy, he was named in a Facebook poll contest. I have cerebral palsy, so that's kind of a little joke there. But anyways, physical access can be an issue on our campus. Some of our buildings, it's no secret, are older and when they built some of the buildings, they didn't think about accessibility because frankly, people with disabilities weren't active in public, you know? There was no ADA, things like that. So as far as that goes, that can be a challenge sometimes because certainly, we will consult with facilities who are

absolutely awesome if we tell them, "Hey, there is this issue. Can you please help us with this?" They'll usually get on it like that day, but some things ... The campus is huge. We can't physically monitor everything, you know? Sometimes it can be, "Well, there's an issue with the sidewalk but it's owned by the city of Denton," so it can get very complicated sometimes.

So that can be an issue. We've talked about electronic accessibility. That can be an issue with students just because of the sheer amount of content. I'd also like to highlight too that the overwhelming majority of disability we serve are invisible, about two-thirds. A lot of people think of the Office of Disability Accommodation, they think of someone like me. They think of somebody that uses a wheelchair, that has cerebral palsy. And certainly I think our needs are valid, if I wanna group us in a group, but to be honest, the number-one category of the students served is psychiatric or mental health conditions. People don't think of disabilities as being invisible, but they are. So a professor may not know if a student is struggling. Or if a student stops showing up to class, they may think, "Well, is that student just skipping?" And it may be that they have different conditions that make it just impossible to get to class. I kinda rambled a bit there, but the question's pretty broad.

Jenna Ledford: Yeah. Something Brandi said last time that I thought was really important is that almost everybody, at least in some point of their life, even if it's temporary, will deal with disability, or someone close to them will deal with that.

Devin Axtman: Right.

Jenna Ledford: Which I think really ties in with what you mentioned, that two-thirds are not visible. And I remember actually, I saw you at the student symposium where you shared that and I thought that that was really interesting. So based on that, since this is more wide-encompassing than a lot of people think, how does the ODA define "accessibility" in a higher education context?

Devin Axtman: I don't know if we have like an official definition. We have our mission statement, but ... I would say that it means that students have equal access to the programs and services, which include classes, but it can also include the bonfire on homecoming weekend or the bigger campus events or smaller campus events. But equal access to those events. Our goal is not ... I mean, we want students to succeed obviously, but we're not ensuring success. So if a student's with us, that doesn't mean they're automatically gonna get As or there's gonna be a problem. We'd love for them to get As, but the goal is for equal access. So basically, the ultimate goal is, ideally, a student should be able to access all the course materials in their class at the same time and with the same ease everyone else can, if that makes sense.

Jenna Ledford: Yeah, that does make sense. What are some ... and again, I bring this up that I really liked the student symposium presentation you did. What are some myths about accessibility that you think need to be addressed?

Devin Axtman: I think the number one thing is that accessibility ... and this can go for, really, probably any kind of accessibility ... is that it only helps people with disabilities. If you think of the newer buildings on campus, are they easier to navigate than the older ones? Most of the cases, yes. And the reason for that is the hallways are wider. There's more elevators. There's an elevator, period, in some cases. If you think about the curb cuts, the ramps to the sidewalk, do most people use that or do they step off the curb? Most people use the curb cuts, but those were originally for people with disabilities. But clearly most people use those and it's helpful. If you're carrying something heavy or you have a stroller, you need an automatic door.

So I talk about that a lot in the physical accessibility sense, but it's also the case in the electronic accessibility sense. For the people following along with this podcast, maybe they wanna read along on the transcript. Maybe that's easier for them as they follow along. That's awesome that you have transcripts. But the same thing goes with captions. Whenever I was a student and let's say a professor puts on a video, I would love it when they had captions, because then I could follow along. I for one am a visual learner. I kinda learn by reading, so I could listen and read at the same time. Didn't have to do with my disability but it was helpful to me. That was a thing that I thought of. Also too is that it's expensive.

Jenna Ledford: Yeah, I definitely hear that.

Devin Axtman: Like, "These accessibility accommodations are gonna be expensive." Possibly. Some things frankly are. Building an elevator if the building doesn't have one is gonna be expensive. Adding an automatic door may be expensive, depending on the circumstances, but a lot of things are done for little to no cost. And really that's more the case a lot of times in the employment world, where you're talking about making accommodations for an employee, but a lot of what we do costs little to no money if at all, and it just helps everyone. We've talked a lot about technology, but technology's coming a long way. It's not exactly where we want it to be or need it to be, but I think a lot of times people want to do the right thing or I would say even overwhelming majority of the time, most of the time, but they're just kind of intimidated by the process or, "Oh, this is gonna take a long time." Or, "It's gonna be expensive." But a lot of the times it's not the case.

Jenna Ledford: And I get the impression with the expense thing that, in particular, if you're designing from the beginning with accessibility in mind, then that significantly cuts a lot of that stuff out of the equation?

Devin Axtman: Yes.

Jenna Ledford: Because it's when you have to go back and add, say, an elevator to an old building, or you have to rework a course or something like that, because it doesn't have accessibility built into it.

Devin Axtman: Right, and sometimes too the expense can be time. Adding captions, making a transcript. If you have a transcript on the front end, that can be a lot easier. If you have somebody you're working with or you do it yourself, that can be a lot easier

than, "I didn't make transcripts or have captions for any of my videos, and I have 30 videos in my class," just as an example. But you're absolutely correct. The expense is typically much less on the front end than it is when you're doing it on the back end.

Jenna Ledford: Okay. How are some ways that ... I know I asked this of the last time, and I wanna hear from you on this too. How can everyone ... faculty, staff, administration, other students ... better serve students with disabilities in higher ed?

Devin Axtman: I would say the most important thing is if you don't know what to do, ask. Ask the student, because they may have things that they have done in the past that worked for them. If it's worked in the past, it's probably gonna work again. Ask things like CLEAR. Like, "I have this situation and I don't know what to do." Reach out to campus partners and certainly our office. If you don't know what to do, or if you're just not sure or have questions about a situation, ask, because we would much rather have a professor be proactive and say, "This is what a student is saying. Is this right or is this what you meant by your accommodations?" Rather than just still have questions and not say anything about it, and there could be questions later on.

We've talked a lot about this, but plan with accessibility in mind. Plan with accessibility in mind, and also advocate for accessibility, I think that's important, with your colleagues. Tell them about accessibility. Learn some things you can do with accessibility. I've talked a lot about PDFs and things like that. They have a pretty easy accessibility checker, where it's under the tools and you click on "accessibility" and it'll tell you step-by-step how to make that document accessible. I'm not a technology person. If I can do it, anybody can do it. I know everyone says that, but I mean it. If you become an expert or knowledgeable about something, spread that knowledge. I think that's probably the number one thing to do. And also, it doesn't have to just stay with your job. You can support organizations that support people with disabilities. You can support organizations that are run by people with disabilities, or charities or things like that. So I know the focus is on UNT and teaching, but there's also kind of the outside world too.

Jenna Ledford: Right, the bigger picture.

Devin Axtman: Yeah.

Jenna Ledford: Yeah. So something we do with Teaching Commons, our particular focus is on teaching and student learning. I wanted to ask specifically, what are ways that accessibility or even a lack of accessibility impacts students' learning and their ability to perform in their classes?

Devin Axtman: This can manifest in a couple different ways. If it can be on a more extreme level ... If an elevator's not working or a building is not set up accessible, a student like me that uses a wheelchair isn't gonna have access to the class. So obviously we would work to move the class then, so it can be on that end, but oftentimes what we see on the other end is if a student ... We've talked a lot about electronic accessibility.

If they don't have access to that right away or if our office has to work to make that accessible ... and we work as fast as we can, but sometimes things are a bit delayed because we're having to communicate with the professor, having to communicate with the student ... that can put a student a little bit back, I think. Sometimes it can be tough because if you're already having to tell the ODA, "Hey, this wasn't accessible," and then we have to contact the professor: "Hey professor, can you work with us?" And the professors generally, overwhelmingly do, so I don't wanna make this sound like to anyone listening, "Oh, the professor aren't working ..." But you know, even in that case, if the communication goes smoothly, students still may be behind if things aren't accessible as they should be, as far as electronic accessibility goes.

So that's one thing that jumps to mind, but another thing that jumps to mind that I don't think it's appreciated, maybe ... I don't know if "appreciated" is the best word, but people don't think of it as much ... is our number one category of students we serve ... I don't know if I've said this yet, but it's psychiatric or mental health conditions, and for a lot of students, it's really a big struggle. I think sometimes there's this myth that ... We talked about myths earlier. There's this myth that, "Well, it's just in people's heads" or "It's really not that bad. I mean, they just have anxiety or depression." But for some students, they can't get out of bed. You still don't need to satisfy the essential elements of a class and you still need to do enough to where you can be evaluated equivalently with the other students, but that's a tough one for professors because ... and I try to put myself in their shoes, because you know, I could see thinking, "Well, this student isn't showing up or if they're in class, they're not saying anything. They're not participating. They're kinda just sitting there." Well, maybe that's the best they could do that day, you know?

These can be very complex situations and these are probably one of the hardest situations in my job. I'm not saying that to blame anyone. It just kind of is what it is, because for the professor it's like, I work with them as much as we can, but ultimately the student still needs to do the work. But I think just getting back and summing it up, as far as mental health conditions, sometimes that's not seen ... That's not the best way to put it, but not maybe understood. Because if somebody has severe depression, maybe you've gone through that before, but if you haven't, it's really ... like I haven't had depression where I couldn't get out of bed, so I try to empathize with students, but I can also empathize with professors if they're thinking, "Well, this student isn't showing up. What do I do?" So that's where it can get tough sometimes.

Jenna Ledford: Yeah. I think that's something, again, in Teaching Commons and student learning we talk about, is the assumptions we make about students. That actually leads me into my next question, and it's kind of tied into, earlier we talked about myths, but what are some stereotypes that students with disability face that make it harder to get an education, that say, other people don't face?

Devin Axtman: That's a good question. Kind of going back to ... I don't know if this is always the case, but maybe an assumption of, "Well, this student is maybe not as intelligent." I mean, we don't see that so much. Thankfully we're kind of past that. When offices

like ours were first opening, first starting back right after the ADA was passed, that was kind of out there. Thankfully we don't see that or hear that from professors, but another thing ... Maybe not a stereotype or a myth, but a difficulty students experience from professors ... or not from professors, but from their college environment, is being involved on campus. Getting connected to campus. Maybe you use a wheelchair or something like that, and your friends are gonna go out, and you think, "Oh, well are we going to the accessible places?" That matters in college, but maybe-

Jenna Ledford: Yeah, for the whole college experience.

Devin Axtman: Right, right. But you think about student organizations too. Are they planning accessible events? Things like that. We talked earlier about, what are some things we can and can't do? There are over, I don't know, 400 student organizations on campus. We can't monitor every single one of their events, but I think as far as stereotypes, I would just always assume ... Another I guess stereotype or myth that's out there is that, if somebody has a certain diagnosis they are gonna behave or experience things a certain way. That very well may be the case. A lot of diagnoses, they come along with certain things. But I always tell people, "If you have one person with, insert diagnosis ..." I'll take myself for example. I have cerebral palsy. There are some folks with cerebral palsy, their speech is severely impacted. Some are non-verbal and they can't speak and have to use other communication. But that can go with professors too where if a student discloses a certain diagnosis, I still go back and ... Professors or really anyone. I've talked a lot about professors, but really anyone. Focus on that person and don't assume, "Well, I know this other person with, insert diagnosis, time for me to get nervous because they're gonna be the same way."

Jenna Ledford: Yeah. I mean, we're talking about ... just by the nature of this podcast, in the higher education setting, but this is society at large that people with disabilities face these types of issues.

Devin Axtman: Yes. Yeah.

Jenna Ledford: Something I feel like too might be the case in terms of stereotypes is that, "They're just not trying hard enough." I feel like that's probably something that students encounter.

Devin Axtman: Yeah, I touched on that earlier kind of when I was talking about mental health conditions or psychiatric conditions. Students are shocked to hear often that psychiatric and mental health conditions is the number one category of disability, and sometimes what students can ... It's called "internalized ableism," and I could talk for probably an hour on this, on various different things from my life or other things I've heard from students, but ... Sometimes I'll hear from students, "Well, I've wanted to come in for accommodations but it's just anxiety or it's just depression. I don't know if I deserve accommodations." Then I tell them our number one category of students served is students with mental health conditions or psychiatric conditions, however you wanna phrase that. That is something that

... "They're not trying hard enough," that can be a stereotype whether it's from a professor ... which, again, I kinda hope not ... or it could be somebody that, parents or someone else ...

Jenna Ledford: Fellow students.

Devin Axtman: Yeah. Even years ago, that they've internalized themselves, and that's not the professor's fault or whoever they're working with at UNT's fault, but it can be a barrier from students receiving services ultimately being retained at the university and graduating. I hear that all the time, because a lot of times we think of students as, "Oh, they're just students and they just go to class." But of course they have financial concerns. They have other concerns, and I don't wanna say that, "No, a disability is automatically going to impact all those negatively." Because that can be another stereotype, that if you have a disability, you're automatically gonna be poor, you know ... but it can be the case sometimes. So I would say to any professors or university staff or anybody listening to this, to just be very supportive of the students. Maybe a way of doing that is, obviously please include our syllabus statement in your syllabus, which everyone should be doing. But instead of just saying on the syllabus day, the first day of class when you're going over your syllabus, "Oh, well there's the ODA stuff. Let me know if you need accommodations," maybe talk a little bit about how you are very supportive of the ODA and you're happy to talk with students about accommodations. That can make a huge, huge difference.

Jenna Ledford: Yeah, and I wanna emphasize with that ... and I've done that myself in teaching and of course we have the ODA statement, but I think there's something really important to also saying that two-thirds of disabilities are not visible disabilities, that includes mental and psychiatric. Because it sounds like, with that kind of internalized ableism, you have somebody come in and just hearing that can kind of be a relief for them.

Devin Axtman: Oh, yeah.

Jenna Ledford: Like you're not alone, and they're not just making it up in their head. Other people have that experience too. And I feel like if an instructor on the first day of class, it's not just saying that, "Oh, of course I support accessibility," but maybe just devote a tiny time to actually even talking about what that actually means, would be helpful and create a great, much more inclusive atmosphere in the class.

Devin Axtman: Right. Oh, absolutely. I don't know if I wanna have specific language that I think professors should say on here, because I wanted them to customize it to each class.

Jenna Ledford: Exactly, yeah.

Devin Axtman: But there's a difference between just saying, "Here is the ODA information, please give me your letter," and then, "Here's the ODA information. I'm very supportive of students needing accommodations. I'm happy to work with you. Please come talk to me during office hours as soon as you can." Even if you mention just, "come talk

to me during office hours," that tells students, okay, this is gonna be a priority for this professor.

Jenna Ledford: And it seems like even for students who haven't maybe sought out the ODA when they maybe might not to, because I've had that if a few students like we were talking about, where they say that they need accommodations, and what I've learned to say is, "Oh, I just need to see your accommodation letter so I can know what accommodations you need," and then nothing comes of that. So that actually leads me to my next question: How do you refer students to the ODA when you have that case?

Devin Axtman: Well, I think if they say they have special accommodations, it could mean a couple different things. It could mean they're registered with our office and they just haven't requested their letter yet, and they need to do that, or they just haven't given it to you yet or whatever it may be. It could also mean that they had accommodations in high school, or K-12 I guess I should say, and they haven't gone through our process and don't know how to go through the process yet, even though we're at every freshman orientation session. We do information sessions. We're doing UNT preview day as an office, so ...

Jenna Ledford: Yeah, but they're getting a lot of information on those days.

Devin Axtman: They're getting a ton of information and it's like, "Here's the fire hose. Open wide, here's some water." So I would say in that case, maybe the first question would be, if a student says, "I have special accommodations," you could ask, "Have you registered with the ODA or Office of Disability Accommodation?" And if they say, "No, what's that?" Then say, "Well, that's the office on campus that approves students for accommodations and I'm more than happy to work with you." That way it kind of plants a seed. "Oh, well, my accommodations did not automatically transfer over from high school?" That's something we will occasionally see.

If a student specifically discloses to you something like, "I had accommodations or a specific diagnosis," I think then it's okay to refer to them to our office. If they say, "I have depression. I'm just really struggling and I don't know what to do," it's probably a good idea to refer them to counseling resources as well on campus. Because if you just say, "Go to the ODA and they'll give you a paper. Have you thought about talking to the Office of Disability Accommodation?" First of all, they might not even know that depression is covered by our office, but I think that also shows them that you care more too, when you talk about the counseling resources, and different sources like the learning center for time management and all that good stuff. I would say if they don't disclose a disability, like maybe you just see them missing class or they're going to class and then all of a sudden they miss class for a little bit, or they're going to class and they're participating really enthusiastically, and then either they just go from sitting in the front to sitting in the back and not saying much, or just not going to class at all ...

If they don't disclose a diagnosis, I think it's important to include the ODA in a group of resources. So the counseling center, the learning center, the food pantry,

the ODA, Office of Disability Accommodation. Because if you just say to a student, "Have you thought about going to the ODA?" When they haven't disclosed a diagnosis ... Maybe they just come to your office and say, "I'm really struggling in this class. What do I do?" And you tell them, "Well, have you thought about going to the ODA?" That can be very intimidating for a student even if they have a disability, because then that kind of puts them on the spot to have to say, "Oh, no, I haven't thought about it but I do have X, Y or Z." Because some students may not wanna disclose it, if they have bipolar or some conditions that are more stigmatized unfortunately. And it might not even be you as a professor. I'm not saying, "Oh, the professors here are very stigmatizing," because they're not. But if they've internalized that, they may think that you will stigmatize that, if that makes sense.

That was kind of a long-winded answer, but I would say to summarize it: If they have mentioned their disability, I think it's okay to mention our office and the first question I would have would be, "Okay, have you registered with the Office of Disability Accommodations on campus?" If they don't have the letter. And if they don't mention a disability or anything like that, then I would include us in a group of resources, because that will be frankly a lot less intimidating for a student.

Jenna Ledford: Well, I think that leads me into my final question. You mentioned it being long-winded, but I thought it was really helpful, just kind of having some guidelines for communicating in those situations, because people can feel intimidated in them or they just feel awkward by them, so I think it's helpful to have that. That leads me to my final question which is, do you have any other suggestions for ways instructors could incorporate accessibility into their teaching and their classes?

Devin Axtman: I don't know if we have time to go into every single aspect of it, but a really good thing to research or think about is universal design for learning. It's not really a new concept. It's been around since the late '70s probably, early '80s, but the basic concept or framework behind it is kinda presenting your class material in multiple formats. So maybe you have the traditional lecture format where you get up and you lecture in your class and you have PowerPoint slides and things like that, but maybe you also record on ... I think it's called Panopto? I got that right? Okay.

Jenna Ledford: You got it right.

Devin Axtman: Do your recordings on Panopto. I've had multiple students be like, "Oh, I have this awesome professor. They do their recordings on Panopto and I go back and listen to them, because my ADD, it's hard for me to follow along during lectures, but if I go back and listen to Panopto to see what I missed ..." So a big part of that is maybe including multiple ways of delivering the information, and that could be maybe videos on Blackboard. There's a bunch of different ways you can do that. And also too I would say ultimately, I know we talked about this a lot earlier, but talk with the student. When they give you the letter of accommodation, I think it's really good to have the conversation about, "Okay, what accommodations are you hoping to use in my class?" That should be a conversation you're having, but also, "Is there any other ways I can help you besides accommodations?"

It may not even really be something to do with their disability, but maybe it's something where it's not an accommodations piece, but it's something you could help with if that makes sense. I think just having those individual conversations with students ... but I will say, just including those universal design principles in your class, that's something that could be very helpful for students. Universal design for learning, if you wanna Google it if you're listening. But the basic premise behind it, without recording a whole new podcast, would be including kind of multiple ways of representing your course content, so multi-modal ways of learning.

Jenna Ledford: And we'll have some resources for those on the show links on the podcast page, so I will be sharing those with everybody. Devin, is there anything else you want to add? Anything you can think of, or maybe something I haven't asked?

Devin Axtman: Not particularly. I would say just let us know if you have any questions or concerns about really anything related to accessibility. We've talked a lot about classes but maybe you're an advisor for a campus organization or maybe you have a whole other question about accessibility that I haven't even thought about. So contact us. We're located in Sage Hall, 167 [inaudible 00:39:41] the Union. Our phone number is on there. Our website's real easy to remember: disability.unt.edu. You'll probably include all this in the show links, but ...

Jenna Ledford: Yeah, we'll link that in the show links.

Devin Axtman: Yeah, so bottom line, I guess I didn't need to say any of that but just contact us with any questions, even if it's just something where you're like, "I don't even know if the ODA can help with this, but maybe they can?"

Jenna Ledford: Might as well try.

Devin Axtman: Might as well try. You know, there's no harm in that. We love it when students and professors and whoever contacts us, and usually things go a lot smoother if we're contacted early if there's a concern, rather than if you're wondering, "Well, I don't know about this, like I don't know," and then all of a sudden it's the end of the semester, and then we're left trying to figure out kinda what to do.

Jenna Ledford: Right, so be proactive.

Devin Axtman: Be proactive, yes. That was much more eloquent.

Jenna Ledford: Okay. Alright, well thank you so much, Devin.

Devin Axtman: Thank you.

Jenna Ledford: I really appreciate talking about this extremely important issue, and like I said earlier, any links or resources that we've mentioned will be listed in the content links at the end of the show page.

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