

17th Annual UWSP Teaching Conference
Inclusive Excellence in the Classroom
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From the UWSP University Handbook, Chapter 5, Section 10:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. Classroom accommodations may include, but are not limited to:

Alternate Format (Black/White Copy)
Calculator
Extended Time for Tests
Interpreter
Note-taker
Preferential Seating
Spelling Checker
Taped Test or Text
Scribe

Braille Material
Enlarged Materials
Grammar Editor
Lab Assistant
Oral Test
Reader or Proctor for Test
Tape Recorder
Tutor

The "504" Coordinator shall meet with the student to determine appropriate classroom/course accommodations. The request for classroom/course accommodation must be made in a timely manner (i.e., 4-6 weeks for taped textbooks, 5 days for testing, etc.).

Suggestions for accommodating students with disabilities:

1. Make sure you have a statement about accommodation in your syllabus. An example is:
Disability Statement
If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm>. for further assistance.
2. Be open to having an honest discussion with a student about the disability and how it may affect classroom performance and participation. This is especially true when there are group projects and assignments.
3. Realize that accommodation goes both ways. The student must self-advocate. It isn't your job to read minds or always be the one thinking proactively. The student assumes responsibility as well.
4. To minimize the time it takes to specialize assignments for students with disabilities, instead think, "What can I do that will benefit the learning of the entire class?" Universal Design!
5. Even people without disabilities learn best when multiple modalities of learning are used. Design classroom experiences that incorporate sight, sound, smell, touch, taste, and

movement. Have students watch, listen, do, and experience. Active learning helps everyone and is a very natural ways to accommodate students of various abilities.

6. Don't be afraid to refer. If you see a student struggling with learning, taking notes, writing papers, completing exams, and managing coursework, refer to appropriate centers on campus. These include, but aren't limited to:
 1. The Tutoring and Learning Center
 2. The Counseling Center
 3. The Communicative Disorders Clinic
 4. Assistive Technology
 5. Disability Services

Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.

~Unknown