



**DISABILITY  
SUPPORT  
SERVICES**

---

# DSS Information New Faculty Orientation

MESSINA TRAINING

JANUARY 12, 2021

# What is Disability Support Services?

- DSS is the office on campus that ensures students with disabilities have equal access to all Loyola programs and activities
- DSS is the office on campus that coordinates accommodations and supports



# How are faculty involved with providing access and accommodations?

- Considering accessibility from the start is a must
- Examples of access:
  - Electronic materials are in a format that is accessible to a person using a screen reader
  - A field trip or event provides the same experience for members of the class/audience
- Accommodations may be required to ensure people with disabilities can fully and comfortably participate in a class or program of the University
- Examples of accommodations:
  - Testing modifications (such as extra time or a reduced distraction testing space)
  - Note-taking supports (such as tape-recording classes or copies of a peer's notes)



# How will professors know if a student needs accommodations or has access concerns?

- DSS will send a Faculty Notification Emails (FNE) if a student request them
  - Tip: Use the [DSS Instructor Portal](#) to keep track of the students who are requesting accommodations for your class
- DSS may contact professors before classes start to plan for some accommodations



# What if a professor has not heard from DSS about a student's accommodations?

- Students approaches a faculty member and disclose his or her disability

Ask the student if he or she is registered with DSS

If yes, the student should request Faculty Notification Email

If no, the professor should refer the student to DSS

- A professor thinks a student has a disability

Contact DSS for guidance

Discuss behavior with the student

Refer to resources

# Spring 2021 - Campus accessibility concerns

- New buildings and path-of-travel configurations will mean students who have mobility impairments might be going against one-way pedestrian traffic.
- DSS arranged orientation and mobility training for blind students, so they understand the new buildings and traffic patterns.
- DSS provided input to COVID-19 procedures from various departments (for example, Dining, Transportation, Facilities, The Study) to ensure students who have disabilities can access and enjoy these services.
- Student Life identified accessible COVID-19 isolation rooms.

# What we learned from fall 2020 and anticipate for spring 2021

- Some students with specific disabilities (for example, post-concussion syndrome, hearing impairment, attentional difficulties) had unique challenges with remote learning
- Faculty are using features of Moodle and Zoom (and other video conferencing platforms) in ways that benefit all students, including those with disabilities. For example, posting PowerPoint slides before the class, video recording the class so students can watch it again, and providing transcripts.
- DSS accommodation procedures need to be modified for remote and hybrid learning, and information sent to students and faculty.

# How you can improve electronic accessibility

Make sure you make your online content accessible and [start with six core skills](#) to make digital content accessible you will be well on your way to helping make our community a welcoming place to individuals with disabilities:

- [Headings and Document Structure](#)
- [Hyperlinks](#)
- [Video Captions and Transcripts](#)
- [Bullets and Numbered Lists](#)
- [Color and Contrast](#)
- [Image Alt-text](#)



# How to make social media accessible

- Twitter: Within your profile, go to Settings > Accessibility, and then check "Compose Image Descriptions" and save your changes. The next time you attach a photo or image to a tweet, you will have the opportunity to add a description.
- This is particularly important if the image includes meaningful text. Make sure to include important details (dates, times, locations) in the alt text or in the body of your tweet, or someone using a screen reader won't view it!
- [Instagram](#) and [Facebook](#) generate automatic alt text, which you should edit to make sure it is accurate and meaningful.

# Captioned or audio-described videos and films

- Check to see if movies/videos include a closed-captioned version.
  - [Amazon video](#)
  - [Netflix](#)
  - [iTunes Store](#)
- Add captions to videos posted on social media. 3 Play Media provides a [good overview](#) on how to do this on different platforms. Contact DSS for assistance if needed!
- Check to see if movies include a version with [audio-description](#). American Council for the Blind updates a [master list](#) regularly. If it doesn't exist, ensure someone can request in-person description and [contact DSS](#) for assistance.

# Contact information and resources

Marcia Wiedefeld, Director, 410-617-2062 or [mwiedefeld@loyola.edu](mailto:mwiedefeld@loyola.edu)

- [www.loyola.edu/dss](http://www.loyola.edu/dss)
- [Faculty information: Accommodations for online learning for spring 2021](#)
- [Electronic Accessibility for Students](#)
- [FAQs](#)
- [Frequently Asked Questions for DSS Instructor Portal](#)
- [Assignment Deadline Modification – Guidelines and Procedures](#)
- [Attendance Policy Modification – Guidelines and Procedures](#)