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*St. Catherine University*

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Addressing Academic and Faculty Challenges in Higher Education:  
Empowering Success and Accessibility with an Occupational Therapy Perspective

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St. Catherine University

Capstone Project completed in partial fulfillment of the Doctor of Occupational Therapy Degree

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## **Abstract**

**Introduction:** The increasing presence of students with disabilities in higher education necessitates improved faculty support and awareness of on-campus support services and accommodations. Occupational therapists can play a vital role in promoting inclusion and Universal Design for Learning (UDL) principles by collaborating with faculty to enhance the academic experience and success of students with disabilities.

**Purpose:** The primary aim of this project was to evaluate and educate faculty on student support services at the University and share knowledge on Universal Design for Learning to enhance the existing literature on the significance of OT in higher education.

**Approach:** I completed an extensive literature search, needs assessments, and conducted various semi-structured interviews with professionals at St. Catherine University. A faculty resource survey was created to gather information from faculty on support resources that would benefit the campus community.

**Outcomes:** Overall, the faculty showed positive attitudes towards Universal Design for Learning (UDL) as the top priority. Common themes identified from the faculty resource survey were knowledge of accessibility, communication, knowledge of student resources and faculty resources, staffing, and ease of locating resources.

**Recommendations:** The Student Accessibility and Accommodations (SA&A) office and the occupational therapy profession can continue collaborating to support faculty, staff, and students. A future capstone student could create a UDL program for faculty and evaluate faculty resources.

**Addressing Academic and Faculty Challenges in Higher Education:  
Empowering Success and Accessibility with an Occupational Therapy Perspective**

**Introduction**

In higher education, the power of inclusion is unlocking paths to support faculty and foster success for students with marginalized identities, including disabilities. "Eighty-eight percent of postsecondary institutions state they serve students with disabilities. Yet fewer than 50% of college students with disabilities disclose their disability (i.e., register with disability student services), which suggests that a relatively large percentage of students with disabilities do not feel compelled to disclose their disability to colleges and universities" (Lombardi et al., 2018, p. 34). These findings state that 88% of colleges and universities claim to have services and accommodations in place to support students with disabilities. Despite the availability of student support services, less than 50% of the students who have disabilities actually inform the institution about them. Students who do not disclose their disability are at a higher risk of dropping out, which comes at a high financial cost (Yuknis & Bernstein, 2017). There is a higher dropout risk because accommodations are a retrofit to an environment that was not built for the student. Without disclosing and receiving accommodations, students are not in an equitable learning environment to their peers unless the classroom is strategically set up for neurodivergence. Improving the campus culture around disability could enhance the overall academic experience for students with disabilities and ultimately increase graduation rates (Abeu et al., 2017). These findings suggest that increasing awareness around disability can decrease stigma and increase students' academic experience.

**Students**

The number of students with disabilities attending postsecondary education is increasing (Abreu et al., 2016; Becker & Chaplin, 2021; Lombardi et al., 2018; Parsons et al., 2021; Sniatecki et al., 2015; Toutain, 2019). According to the University of Minnesota Boynton Health

(2018), the issues with the most significant impact on academic performance included any mental health issues (55.0%), any disability (54.0%), sleep difficulties (52.2%), and stress (49.4%). These findings suggest the importance of being aware of the student support services available to students at their institution and the issues impacting academic performance. It is crucial to recognize all types of disabilities, considering that many mental health conditions are invisible to the eye (University of Minnesota Boynton Health, 2018). College students are experiencing a higher occurrence of mental health issues; the COVID-19 pandemic exacerbated it, and the existing support services on campus find it challenging to address this issue effectively (Jalaba, 2022; M. Lossing, personal communication, April 26, 2023). These findings suggest a high percentage of students with disabilities attending postsecondary education who could benefit from accommodations to support their academic experience and faculty support. Two scoping reviews were conducted to begin this project and better understand support services to address the academic challenges for students in higher education (See Appendix A for more information).

### **Faculty**

With the increase in students with disabilities attending postsecondary education, faculty are directly supporting more students with little professional development or training, making them unaware of their legal obligations, how to accommodate students with disabilities, and understand the needs of students with disabilities (Lombardi & Lalor, 2017; Yuknis & Bernstein, 2017). A barrier students with disabilities face is faculty knowledge regarding accommodations, and the lack of knowledge can make them inadequately prepared to implement accommodations in the classroom (Sniatecki et al., 2015). These findings indicate the need for education on carrying out accommodations and ways to incorporate accommodations. It is also essential to promote inclusive education and support diverse learners, which is what Universal Design Learning (UDL) and accommodations share. Using UDL principles could ease the

transition for students with disabilities and reduce the need for individualized accommodation, improving access for all students (Becker & Chaplin, 2021; Parsons et al., 2021). While UDL strives to create inclusive learning environments for all students, accommodations are designed to provide individualized support to students with specific disabilities or needs. UDL can complement and enhance the effectiveness of accommodations by promoting a universally accessible learning environment for all students, including those who may require additional support. In addition, UDL can address disability related barriers, thus eliminating the need for students to go through the Student Accessibility and Accommodations (SA&A) office. There are fewer hurdles for the student, and they do not have to send documentation that discloses them as disabled.

Numerous interviews were conducted with shareholders at St. Catherine University related to ways to support faculty. During an interview with Mariah Lossing, the Director of the SA&A office, there was a discussion on how faculty struggle to adapt to the requested accommodations. Faculty also need help formulating their classes to hold curriculum standards while supporting students with learning differences (M. Lossing, personal communication, April 26, 2023). The barriers faculty face was addressed in an interview with Steven Wandler, the Director of Writing and Professional Communication. The three barriers discussed were meeting curriculum and accreditation standards, adversarial communication between faculty and the SA&A, and how to get information regarding disability and accommodations to faculty and staff (S. Wandler, personal communication, May 22, 2023). These findings suggest that faculty need additional resources to support them related to understanding student supports available, implementing accommodations, and education on UDL to support and cultivate a positive culture for students with disabilities. Also, resources to support their requirements of meeting curriculum and accreditation standards.



A review of the literature provides specifics on the perspectives of faculty's knowledge and attitudes toward supporting students with disabilities and the barriers they are facing. Faculty have more positive attitudes toward students with physical disabilities than mental health disabilities; thus, students with learning or mental health disabilities have more attitudinal barriers (Sniatecki et al., 2015). These findings indicate the need for increased awareness and understanding regarding invisible disabilities and mental health conditions. Numerous faculty members faced challenges in understanding how to assist students who sought their help effectively. Providing a range of resources to increase awareness and the willingness of faculty to support students with disabilities was a starting place (Yuknis & Bernstein, 2017). By equipping faculty with the necessary tools and information, institutions can empower them to assist and advocate for students with disabilities effectively.

Some faculty reported being unaware of policies, procedures, and available on-campus support services for students with disabilities (Sniatecki et al., 2015). These findings suggest the need to review policies and procedures related to accommodations and the support services available to students. Faculty misconceptions about accommodations and/or students with disabilities can be addressed to improve students' college experience (Sniatecki et al., 2015). The most significant barrier to faculty training was the limited resources available to staff and the time faculty can dedicate to them (Lombardi & Lalor, 2017). Workshops and other training opportunities for faculty related to students with disabilities, especially those with mental illness, can enhance faculty knowledge and attitudes. These findings indicate the importance of faculty training and professional development while understanding the time required to complete them. Lastly, Sniatecki et al. (2015) suggest developing a library of resources to assist faculty in working with students with disabilities. Addressing faculty attitudes, enhancing knowledge and awareness, and providing accessible support resources are crucial steps in creating an

inclusive higher education environment supporting the success and well-being of students with disabilities.

### **Occupational Therapy in Higher Education**

The profession of occupational therapy (OT) has a strong foundation in educational settings; however, its presence in postsecondary education is less extensive, with multiple resources suggesting an increasing demand for OT services in postsecondary institutions. Establishing a partnership with St. Catherine University's SA&A presents a valuable opportunity to connect existing student supports with the OT lens. OT has a valuable role in addressing the needs of students with disabilities, with two laws guiding OT services for students in higher education. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and Americans with Disabilities Act (ADA) (42 U.S.C. § 12101 et seq.), Title II for public schools and Title III for private schools mandate necessary accommodations are provided for the student by the postsecondary institution to have an equitable opportunity to succeed (Dirette, 2019; Keptner & McCarthy, 2020). Occupational therapists can inform educators and administrators about inclusion and universal learning design (UDL). Occupational therapists can also provide instruction on implementing accommodations and UDL principles by developing partnerships with faculty (Dirette, 2019). The research highlights OT's distinct role in postsecondary education, and this project aims to provide further evidence for OT in postsecondary education. These initial findings solidify the need for faculty support resources related to understanding on-campus support services and how to implement accommodations.

### **Significance**

This capstone project evaluates faculty resources at private universities in St. Paul, Minnesota, educates faculty on student support services offered at St. Catherine University, and shares knowledge on supporting faculty with UDL. Incorporating a faculty resource page on the SA&A website will address the faculty's needs to understand services offered to students with

disabilities, the referral process, and how to assist students in obtaining accommodations. In addition, this project will support students with and without disabilities by providing information on implementing various UDL principles in the classroom. From a broader perspective, the primary aim of this project is to enhance the existing literature reinforcing the significance of OT in the context of higher education. A needs assessment was conducted to inform the development of this project (See Appendix B).

### **Approach**

SA&A is one of many student supports offered at St. Catherine. This office helps create accessible learning environments by addressing barriers to participation in academic and non-academic experiences for students with disabilities. SA&A staff work with students impacted by conditions such as learning disabilities, attention deficit hyperactivity disorder (ADHD), traumatic brain injury, autism spectrum disorder, chronic medical issues, and vision and hearing-related disabilities (St. Catherine University, 2022d). Services offered may include but are not limited to classroom and testing accommodations, referral to campus and community resources, clinical accommodation planning, and access to alternative formats for books and other course material. Accommodations may include assistive technology, reasonable deadline extensions, access to alternative-format reading materials, classroom note-taking, meal plan adjustments, housing adjustments, and interpreters. Services and accommodations are tailored to each individual's needs and determined on a case-by-case basis. Students can also meet with SA&A staff to support them through their academic experience, including bias treatment, re-evaluating accommodations, support with communication barriers, and appropriate use of accommodations. At times, SA&A staff meet with students regularly if they need accountability for schoolwork or are in a crisis situation (A. Klenotich, personal communication, July 11, 2023).

Faculty members are essential in ensuring students with disabilities have access to education and feel welcomed on the college campus. Faculty and staff can also use SA&A or

consultation regarding carrying out accommodation letters, if students are not utilizing their accommodations appropriately, and support with testing accommodations and relaying information regarding a concern for a student (i.e., if a student suddenly has poor hygiene, a student stopped showing up to classes, etc.). This office is unique because it touches all aspects of campus, not just the classroom.

This capstone project focuses on the SA&A's need for faculty resources to offer a wide range of tools, information, and support to enhance their learning, research, and professional development. Also, enhancing faculty and staff awareness and knowledge of reasonable accommodations allows students with disabilities greater equity in their learning. A needs assessment was conducted to inform and guide the approach of this project (see Appendix B). An exempt and non-human subjects research application was submitted to the St. Catherine University Institutional Review Board (IRB) and was approved.

### **Participants**

During the development of this project, there was valuable input and collaboration from several individuals and student support teams at St. Catherine University. The primary shareholders directly involved in the capstone project activities were the university's students, faculty, and staff. Notably, the SA&A office staff, Mariah Lossing, Alyssa Klenotich, Gabby Morse, and Lauren Siverson, played a crucial role in supporting and guiding this endeavor. Significant input was received from the accessibility committee, an interdisciplinary team with diverse expertise across the campus. Their knowledge and insights were instrumental in shaping the project's direction and goals.

The Teaching and Learning Hub, which serves as a resource for faculty and staff professional development, was actively involved as a shareholder in this initiative. Lastly, other essential student support services, such as Academic Affairs, Student Affairs, and the Tutoring and Learning Center, also played a vital role in supporting this project. Their contributions and

collaboration helped ensure the resulting student support service flowchart (see Appendix C) would effectively address common barriers students might face during their academic experience and meet the needs of St. Catherine University students by providing links to resources, services, and offices to receive help.

### **Procedures**

Faculty resources related to UDL, accessible documents, and student supports and services were created to support the SA&A office, students, faculty, and staff at St. Catherine University. Each resource involved a multi-step process. An additional literature review was completed to research health statistics of the college population, methods to improve accessibility of academic supports, UDL principles, and websites of other college student support services. Additionally, it explored occupational therapy's role in higher education and multiple resources discussing program evaluation. The project received support through participation in professional development opportunities and active engagement in interprofessional communication, both of which contributed to enhancing cultural awareness. Multiple drafts of the student support services flowchart and faculty resources were developed and reviewed prior to dissemination. The student support services flowchart was reviewed by the SA&A staff and Student Affairs Leadership Team (SALT). All the faculty resources were reviewed and provided feedback by the SA&A office staff.

### ***Student Support Services Flowchart***

A survey was conducted by the Graduate Student Support Task Force consisting of representatives from Physician Assistant, Master and Doctor of Occupational Therapy, Doctor of Physical Therapy, Master of Social Work, and Clinical Education programs at St. Catherine University focusing on the needs of current and incoming graduate students, current practices of support that are working well, and existing gaps in support. Based on the survey the task force sent out, 77% of respondents thought the University should provide resources/support for

mental health, but only 18% reported utilizing the Counseling Center. Important to note, 85% of respondents thought the University should provide resources/supports related to academics, yet 17% utilize the O'Neill Center, and 20% utilize the Office of Accessibility and Accommodations (Graduate Student Support Task Force, 2023). These results from the task force support the need for a student support services flowchart to guide students to the available resources to help them during their academic experience. The student support services flowchart was created in collaboration with Emily Medcalf, a peer in occupational therapy program cohort. It was identified as a need for students and faculty to support students. This flowchart aims to reduce the barriers students have utilizing student support resources and support faculty in connecting students with the appropriate resource.

### ***Faculty Resource Page***

Multiple semi-structured interviews were conducted with St. Catherine University faculty and staff to gather information for the SA&A faculty resource page. Interviewees were asked to discuss their experience working with faculty, resources that would benefit faculty, and current work to support faculty and staff education and professional development. A questionnaire was developed to assess the current understanding of UDL and accessibility/accommodations, faculty barriers in accessing or utilizing resources, and perceived ideas about needed resources. The questionnaire consisted of open-ended questions and a series of questions using a Likert Scale rating (see Appendix D). Findings from the survey data were used to create resources for the SA&A faculty resource page. Two resources were developed related to UDL. One was UDL 101, which discusses general UDL principles and provides simple action steps (see Appendix E). The second, implementation of UDL, summarizes ways to implement UDL in the classroom (see Appendix F). Two resources were revised related to creating accessible documents. Creating accessible PowerPoints was one resource (see Appendix G) and making Word Documents accessible was the second resource (see Appendix H). Specific resources

were developed to communicate SA&A information. The process for carrying out accommodations includes a narrated PowerPoint through Panopto explaining each possible accommodation students could receive (see Appendix I). A flowchart was created for a typical disability service referral, including emailing the SA&A office or using Starfish Solutions (see Appendix J). Starfish Solutions is a technology in higher education that simplifies communication between faculty and student services (Starfish, n.d.). Lastly, the process for students acquiring accommodations was created to help faculty understand the process (see Appendix K). A Panopto video was created for step five, receiving an accommodation letter, where an example accommodation letter a faculty might receive was explained in a Panopto.

### **Evaluation Process**

A board consisting of the SALT, Academic Affairs, and the SA&A office reviewed the student support services flowchart. Various methods were used to evaluate the faculty resources. An evaluation survey was created to assess the outcomes of the faculty resource page (see Appendix L). Next, an email was sent via the Teaching and Learning Hub informing faculty and staff of the resource page launch, including a survey link for additional feedback to best support students with disabilities. Once the evaluation survey was sent out, the process for data analysis began on the faculty resource survey.

### **Outcomes**

The outcomes for this capstone project came from responses from the faculty resource survey, which included open-ended questions and questions using a 5-point Likert scale. Outcomes from the survey allowed for a comprehensive and robust assessment of faculty perspectives, revealing an understanding of their knowledge about available resources related to accessibility and accommodations. The quantitative and qualitative data allowed for a holistic analysis of the faculty's needs and challenges. This survey helped identify prominent trends,

patterns, and common themes among faculty members, shedding light on areas where improvement or resources are required.

## **Faculty Resource Survey**

### ***Description and Demographics of Respondents***

The faculty resource survey was sent to faculty and staff at St. Catherine University via the Teaching and Learning Hub and was open for two weeks with a reminder email sent. There was a total of 28 faculty members who completed the survey. See Table 1 for the specifics on departments of the faculty who responded to the survey.



**Table 1***Responses of Faculty by Department*

Department	<i>n</i>
Biology	1
Core	1
Economics	1
History	1
Master's and Doctorate of Occupational Therapy (OT)	7
Occupational Therapy Assistant (OTA)	5
OT and OTA	1
Doctor of Physical Therapy	1
Physical Therapy Assistant	1
Nursing	7
Doctor of Nurse Practitioner	1
Respiratory	1
<b>TOTAL</b>	<b>28</b>

Among the faculty members surveyed, 53.6% (n=15) have been affiliated with St. Catherine University for more than five years, 35.7% (n=10) for 1-5 years, and 10.7% (n=3) for less than one year. The majority of the respondents (53.6%; n=15) were faculty members from the College for Women (undergraduate), 42.8% (n=12) were from the Graduate College, 21.4% (n=6) consisted of the Associate's academic programs, and one respondent (3.6%; n=1) was

part of both the Graduate program and Associates academic program. These demographic insights are crucial because they help contextualize the survey results based on the faculty's experience levels and academic program affiliations. This information aids in understanding potential variations in resource needs, perspectives, and challenges among faculty groups. It will enable us to derive concrete insights and identify trends related to faculty perspectives and resource requirements.

### ***Quantitative Analysis***

Faculty were asked to rate their understanding, awareness, and confidence related to the following topics: UDL, accommodations, referrals, and accessibility to faculty resources related to the previously mentioned topics. A 5-point Likert scale was used with the following scale, strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Of the faculty who responded, 57.1% (n=16) reported they agree or strongly agree with UDL supporting and enhancing students (see Table 2). This positive response to UDL supporting and enhancing students indicates a recognition among faculty members of the potential benefits of UDL in promoting inclusive and effective teaching practices. Only 35.8% (n=10) stated they were confident with utilizing UDL in the classroom (see Table 2). This data suggests that some barriers or challenges may hinder the use of UDL practices among faculty members. The respondents who strongly disagreed with the statement about being aware of UDL supporting and enhancing students were all faculty from various schools and have been affiliated with the university for more than five years. Faculty who were confident in utilizing UDL have a range of how long they have been affiliated with the university, from less than one year to more than five years. Faculty who strongly disagreed with the statement about being confident utilizing UDL had more than five years with the university and all from the nursing school. This data indicates a potential area for targeted intervention and support within the nursing school to address the barriers to UDL implementation and bolster faculty confidence.

Table 2

*UDL Likert Scale Statements*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
“I am aware of Universal Design Learning (UDL) for supporting/enhancing students.”	14.3 % (n=4)	7.1% (n=2)	21.4% (n=6)	32.1% (n=9)	25% (n=7)
“I am confident in utilizing Universal Design for Learning practices in the classroom.”	10.7% (n=3)	21.4% (n=6)	32.1% (n=9)	17.9% (n=5)	17.9% (n=5)

Relating to the Student Accessibility and Accommodations office, 85.7% (n=24) of faculty reported being aware of accommodation letters and consult appointments and one faculty member from the Graduate College (3.6%; n=1) was unaware (see Table 3). 78.5% of faculty understand the SA&A's office responsibility to carry out accommodations (see Table 3) and 85.7% understand their own responsibility to carry out accommodations (see Table 3). The faculty who agreed or strongly agree to SA&A's responsibility and understanding their own responsibilities to carry out accommodations ranged from less than 1 year to more than 5 years of affiliation with the university. The departments ranged from graduate programs, College for Women, and Associate Programs. This information highlights the level of awareness and understanding of faculty members regarding the SA&A office. The data reflects the understanding of these responsibilities spans across various academic departments and affiliations with the university.

The perceptions of the responsibility of SA&A vary among faculty members across departments and affiliation durations. 10.7% (n=3) strongly disagree or agree with

understanding SA&A's responsibility in carrying out accommodations (see Table 3). The departments that do not understand included graduate college (OT), School of nursing (DNP) and OTA program and varied in affiliation with the university from 3-5 years to more than 5 years. Of the 10.7% (n=3) of faculty who do not understand their responsibility in carrying out accommodations, the graduate college (OT and PT), School of nursing (DNP) and varied in affiliation with the university from 1-3 years to more than 5 years.

Among the faculty who responded to the survey, 85.8% agree or strongly agree to the statement about understanding when it is appropriate to refer students to SA&A (see Table 3) yet 54.2% of faculty understand how to refer students to the SA&A office (see Table 3). One faculty member does not understand when it is appropriate to refer a student to SA&A. three faculty members who have been affiliated with the university for more than five years and one faculty member who has been with the university for 1-3 years do not understand how to refer a student to SA&A.

Table 3

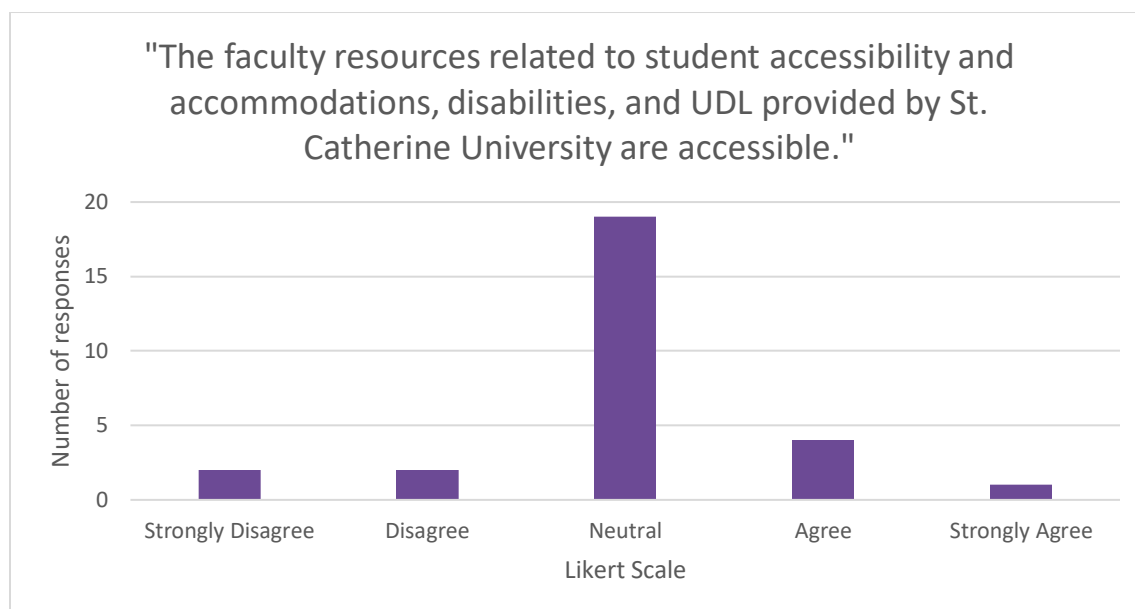
*SA&A Statements*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
"I am aware of the accommodation letters and consult appointments that are offered through SA&A."	0% (n=0)	3.6% (n=1)	10.7% (n=3)	28.6% (n=8)	57.1% (n=16)
"I understand the SA&A office's responsibility in carrying out accommodations."	7.1% (n=2)	3.6% (n=1)	10.7% (n=3)	46.4% (n=13)	32.1% (n=0)
"I understand my responsibility, as faculty, in carrying out accommodations."	3.6% (n=1)	7.1% (n=2)	3.6% (n=1)	46.4% (n=13)	39.3% (n=11)
"I understand when it is appropriate to refer a student to SA&A."	0% (n=0)	3.6% (n=1)	10.7% (n=3)	42.9% (n=12)	42.9% (n=12)
"I understand how to refer a student to the SA&A office."	0% (n=0)	14.3% (n=4)	28.6% (n=8)	17.9% (n=5)	39.3% (n=11)

Based on the faculty resource survey, 67.9% (n=19) of faculty have no strong opinion either way about the accessibility of faculty resources, and 17.9% (n=5) of faculty agree or strongly agree (see Figure 8). This data suggests there is variation in opinions among faculty members, with a significant number being neutral or uncertain. Further investigation and analysis would be required to understand the reasons behind these and explore potential areas for improvement in the accessibility of faculty resources.

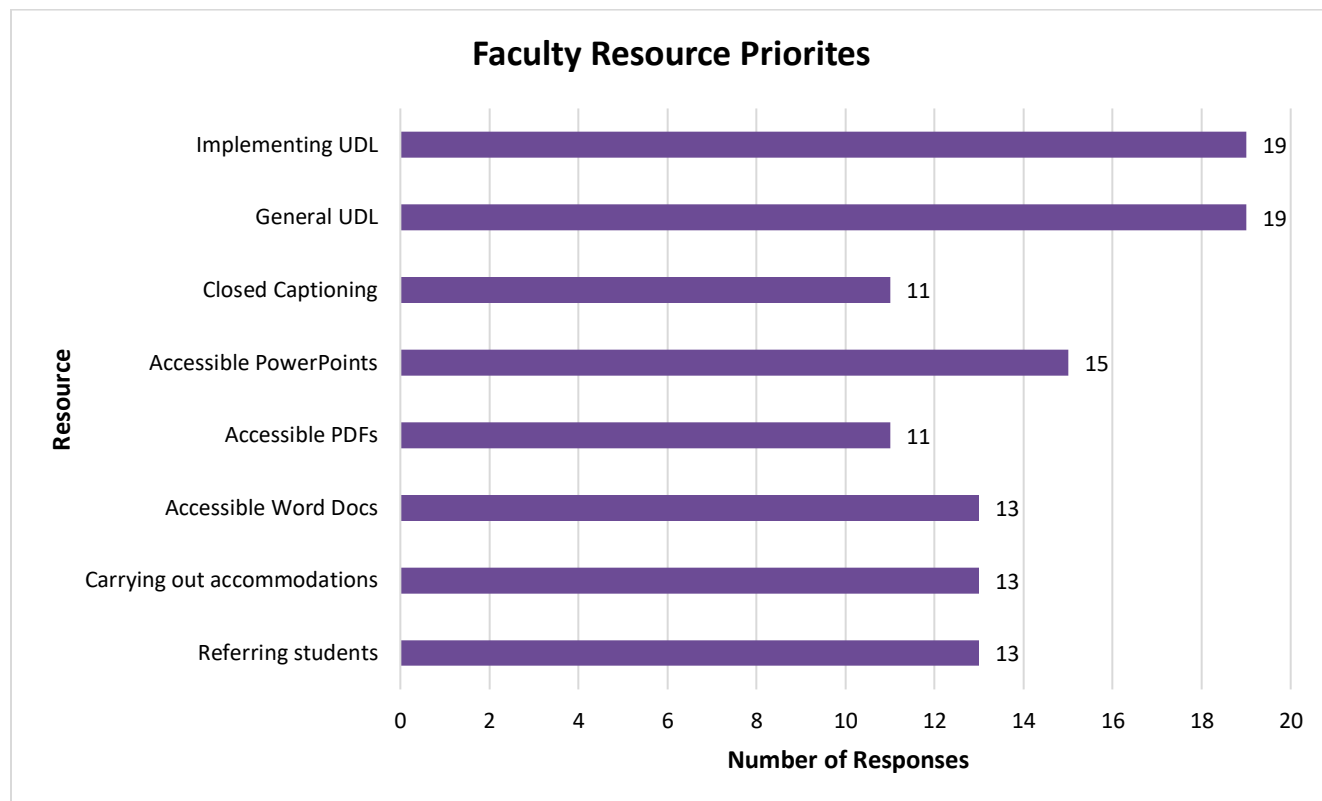
Figure 8

*"The faculty resources related to student accessibility and accommodations, disabilities, and UDL provided by St. Catherine University are accessible."*



Faculty were also asked to select the resources they need more support and information. Greater than 50% of faculty reported wanting a resource in the following area: General UDL (67.9%), implementing UDL (67.9%), creating accessible PowerPoints (53.6%), referring students (46.4%), carrying out accommodations (46.4%), and creating accessible Word documents (46.4%) (see Figure 9).

Figure 9

*Faculty Resource Priorities***Qualitative Analysis**

The results of the qualitative section of the survey aimed at gaining a deeper understanding of the faculty experiences and perspectives regarding UDL, accommodations, and accessibility to resources. Several themes emerged from the data, knowledge of accessibility, communication of accessibility needs, knowledge of student resources, faculty resources, staffing, and ease of finding resources.

One common theme from the faculty responses was their knowledge of accessibility and its importance in supporting student success. A faculty member said, “It’s vital to student success and helps students achieve their goals by making learning materials and activities accessible for them based on their specific needs.” Another faculty member stated, “All students

should have equal access to education and that students can request accommodations to be implemented in courses as well as during clinical experiences.” Some faculty members mentioned universal design learning. Many faculty members noted the SA&A office helps support students who need additional accommodations. One faculty member said, “The SA&A department assists students in identifying what accommodations are needed to promote their success in the program.”

The second theme identified was the communication of accessibility needs. Some faculty members mentioned receiving accommodations letters outlining students’ specific needs. One faculty member said, “receive a letter of accommodation from SA&A each semester but do not understand how those accommodations are developed/determined.” Another faculty member discussed accommodations letters and said they “support increased accessibility or accommodations to meet their needs, and there are resources to support faculty through the process.”

The knowledge of student resources was identified as another theme. A faculty member stated, “There are a variety of resources available to students for studying, test taking, learning how to use software, etc., and staff to support students in determining accommodations needs and fit.” A couple of faculty knew more about the resources available to students than for themselves. The faculty who knew very little about the resources available ranged from less than one year at St. Catherine University to more than five years. Some of the resource’s faculty mentioned for students included distraction-free exam taking, Sonocent software’s, extra testing time, screen and page reading software, and the ability to turn in assignments late. One faculty member stated, “Students are not aware of the resources available, and we should be more proactive in sharing those resources with students who would not otherwise come forward to ask for assistance.”



The fourth theme identified was faculty resources. A couple of faculty members needed clarification about what resources are available for faculty. One faculty member stated, "Support is provided to faculty such as ensuring media is close captioned". Another faculty member said, "Many options for students, limited options for faculty. Faculty can only access resources for students with disabilities and cannot access services for universal design – for example, closed-captioning on all videos".

A fifth theme was staffing, which is a challenge or barrier when accessing or utilizing faculty resources. One faculty member stated, "frequent staff turnover and/or changes to how the department is set up (i.e., who does what, what procedures are currently in place). Seems like things change every year". Another faculty member said, "There's been many changes in staff across the University over the past several years, and I used to know certain people I could reach out to directly when I had questions, but now I'm not always sure who I should be contacting for specific questions, and I really don't know if there are formal processes that I should be following but that I might be unaware of."

The final theme identified was the ease of finding resources. A faculty member stated, "It would be great if there was a resource page I could bookmark and go to for all resources – easy access." Another faculty member says, "They are located in too many different places – Service Now, Banner, My St. Kate's faculty and staff page, previously D2L, and maybe now in Canvas. It's hard to know where to find the most current information and resources". Faculty members range in how long they have been affiliated with the University, more than five years to less than one year, who do not know where the faculty resources are or did not know there were faculty resources.

### **Evaluation Survey Assessing Faculty Resources**

An evaluation survey was created to assess the faculty resources; however, the launch of the faculty resource page was delayed due to logistics and other projects at the University, so

the survey could not be conducted. The website is projected to launch as early as the second week of August, after the capstone experience.

### **Implications**

#### **Student Accessibility and Accommodations (SA&A) at St. Catherine University**

This capstone project aimed to evaluate current faculty resources and develop supportive faculty resources that address faculty needs to understand student support services, foster a more inclusive learning environment for all students, and contribute to the broader literature of occupational therapy in higher education. Based on the faculty resource survey results, several recommendations were developed to support SA&A.

1. Evaluate and assess the faculty resources created – during the fall or spring semester when faculty are back on contract.
2. Create a Google Site professional development course (similar to the University of Minnesota) that would educate faculty and staff on the fundamentals of disability accommodations and inclusive design. It would provide faculty and instructors with foundational knowledge on reducing barriers in learning environments by introducing strategies to streamline inclusive design and reasonable accommodations.
3. Create a professional development opportunity related to UDL, a future capstone student could create a program and work with the Teaching and Learning Hub to develop and implement it.
4. Utilize the student support flowchart to help students understand what resources are available and where they can get help. Faculty could include this on Canvas and in the syllabus with the verbiage from the SA&A office.
5. Create a one-stop shop on Canvas and St. Kate's faculty website for faculty resources.

## **Occupational Therapy Profession**

Occupational therapy in higher education is an emerging practice setting. There are various roles occupational therapy practitioners (OTPs) play in higher education, including supporting students, faculty, and staff to promote accessibility, inclusion, and overall well-being within an academic environment. Some key roles OTPs might have in higher education are student support services, accessibility services, mental health support, wellness program, academic coaching and study skills, ergonomics and workplace health, research and education, interdisciplinary collaboration, and consultation and advocacy. I recommend an occupational therapy doctorate student continue their capstone experience with the Student Accessibility and Accommodations office to help build interprofessional collaboration. As occupational therapists, we can collaborate with various professionals to address multiple aspects of students' well-being, academic success, and personal development. Working with colleagues from other disciplines can contribute to the professional growth of individuals by gaining insights into different practices, learning from each other, and developing a broader skill set.

## **Interprofessional Collaboration**

In higher education, interprofessional collaboration refers to coordination between professionals from different disciplines working together to address complex issues and achieve common goals. As OTs, we can collaborate with various professionals to address multiple aspects of students' well-being, academic success, and personal development. Working with colleagues from other disciplines can contribute to the professional growth of individuals by gaining insights into different practices, learning from each other, and developing a broader skill set. I recommend collaboration with the Teaching and Learning Hub regarding opportunities and resources to support faculty. One suggestion is to provide time for faculty to work on an assignment or assessment for a course they teach and receive support and ideas from others on how to apply UDL. Also, SA&A collaboration with the Master's and Doctor of Occupational

Therapy Department on Universal Design Learning practices. An interdisciplinary approach can create a more inclusive and supportive environment that enhances student success, research innovation, and faculty and staff professional development.

### **Limitations**

One limitation of this project is the small sample size who filled out the faculty resource survey. The limited outreach could have been due to the survey being sent out in the summer when not all faculty are on contract. I recommend sending out the survey during the fall or spring semester when more faculty are on contract and campus. Also, I recommend not sending the survey out over a holiday. Another limitation of this project was the availability of the staff at St. Catherine University to launch the faculty resource page as part of the SA&A website redesign. One recommendation for the SA&A office is to send out the outcomes survey created during this project with faculty assessing the faculty resources provided.

In conclusion, the efforts of this capstone project have led to the development of valuable faculty resources aimed at enhancing student accessibility and accommodations at St. Catherine University. These recommendations, ranging from creating professional development to fostering interprofessional collaboration, have the potential to foster a more inclusive learning environment and contribute to the advancement of occupational therapy practice in higher education. Despite certain limitations, such as sample size and timing of outreach, these findings offer a foundation for continued growth and improvement in supporting faculty and students' academic journey.

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Note: References with an asterisk are used within the scoping review and needs assessment and may not be referenced throughout the body of the portfolio.



## Appendix A: Scoping Review



### Addressing Academic Challenges in Higher Education Through the Use of Support Services

Madisyn Anderson, OTD Student  
Faculty Advisor: Kristen Maisano, OTD, MAEd, OTR/L  
St. Catherine University


#### Learning Objectives

1. Understand the evidence of student support services offered in higher education.
2. Identify methods to improve the accessibility of student support services.

#### Methods

**Research Question**  
What is the nature and breadth of evidence of support services to address academic challenges for higher education students?

**Approach**  
Scoping review using Arksey and O'Malley approach<sup>2</sup>



**Search Terms**  
("Support services") OR accommodation AND ("University students") AND academic (subject("Support services") OR accommodation) AND subject("University students") AND academic

**Databases**  
Google, EBSCOhost-ERIC, Google Scholar, & Education Database from ProQuest


**Inclusion/Exclusion Criteria**  
Peer-reviewed, Full-text, publication dates 2012-present, .edu, .org, and .gov

A secondary scoping review following the same format was completed to answer the question, "What are the best practices for program evaluation related to support services in higher education?".

#### Findings

- Improving the campus culture around disability could enhance the overall academic experiences for students with disabilities, and ultimately increasing graduation rates.<sup>1</sup>
- The paths students took to secure and utilize accommodations were a barrier to accommodations.<sup>11</sup>
- Using Universal Design Learning (UDL) principles could ease the transition for students with disabilities and reduce the need for individualized accommodation, improving access for all students.<sup>3,10</sup>
- Resilience plays a major role in mental health and success in higher education because of its connection to coping effectively with social, mental, emotional, and educational challenges.<sup>4</sup>

**Program Evaluation Framework<sup>6</sup>**



#### Approach

- For my second scoping review on the approach of program evaluation, several credible resources were used to support student support services in higher education.
- The Framework for Program Evaluation in Public Health is used in sources I found.<sup>5,8</sup>
- Numerous sources provided definitions for the terms program, evaluation, and program evaluation.<sup>3,5,9</sup>
- Make sure to incorporate interviews into the evaluation process as they provide more information than just surveys.<sup>9</sup>

#### Implications for Practice, Education, & Research

**Findings from this scoping review suggest:**

- Improving the campus culture around disability
- Building resilience in students
- Using Universal Design Learning Principles

#### Conclusions

- Support services play a role in students' performance academically.
- Collaboration between faculty and students at St. Catherine University is critical for awareness of student services and academic success in higher education.
- Effective communication strategies are crucial for capturing students' attention about academic support and accommodations available through St. Catherine University.

#### Background

- Students with disabilities attending post-secondary education is increasing.<sup>1,3,8,10,11</sup>
- Student support services can include career counseling, resource identification (housing, psychological services, and tutoring centers), study skills, training, disability advocacy, health and wellness, academic advising, and campus life.<sup>7,8</sup>
- Stress (73.7%), sleep difficulties (47.7%), excessive computer/internet use (45.0%), and any mental health issues (40.5%) were the four most common reported issues among students who completed the 2018 College Student Health Survey.<sup>11</sup>
- Issues with the greatest impact on academic performance included any mental health issues (55.0%), any disability (54.0%), sleep difficulties (52.2%), and stress (49.4%).<sup>12</sup>

#### References

Available upon request or scan QR code.



## PowerPoint of Poster

## Appendix B: Doctoral Capstone Project Proposal Needs Assessment

### Doctoral Capstone Project Proposal Needs Assessment

Satisfactory completion of the Doctoral Capstone Project Needs Assessment is required for completion of doctoral capstone project proposal course.

Student Name	<u>Madisyn Anderson</u>
Primary Area of In-Depth Exposure	<u>Program Evaluation</u>
Secondary Area of In-Depth Exposure	<u>Education</u>
Working Title of Doctoral Capstone Project	<u>Addressing Academic Challenges in Higher Education Through the Use of Support Services and Program Evaluation</u>
Capstone Mentor name and credential	<u>Alyssa Klenotich, M.S.</u>
Capstone Mentor role and expertise	<u>Assistant Director of the Student Accessibility and Accommodations Office, Master's in College Counseling and Student Development</u>
Capstone Site	<u>St. Catherine University, Student Accessibility and Accommodations</u>
Capstone Faculty Advisor	<u>Dr. Kimberley Persons, DHS, OTR/L</u>
Date	<u>August, 2023</u>

## **Part 1: Description of the Organization or Community**

### *Description of Organization/Community*

The Sisters of St. Joseph of Carondelet (CSJ) was established in 1836. In 1905, the CSJ established the College of St. Catherine, now the nation's largest private women's university. St. Catherine University offers three colleges: College for Women, College for Adults, and Graduate College, and it has many programs and services to address a student's academic, financial, and wellness needs.<sup>3</sup> There are currently 3,915 students enrolled in all three colleges at St. Catherine University.<sup>6</sup>

The Student Accessibility and Accommodations (SA&A) Office is one of St. Catherine University's many student support services. This office helps create accessible learning environments for students, faculty, and staff.<sup>3</sup> The services and accommodations offered at the Office of Student Accessibility and Accommodations are individualized and determined on a case-by-case basis. They may include but are not limited to, the following: classroom accommodations, test accommodations, access to books and other materials in an alternative format, use of assistive technology, referral to campus and community resources, and disability accommodations for resident students.<sup>4</sup> As of 2022, 566 students with disabilities utilize SA&A.<sup>5</sup> The staff in the Office of Student Accessibility and Accommodations consists of a director, an assistant director, and two access consultants that have experience working with students impacted by many conditions, such as learning disabilities, chronic medical issues, ADD/ADHD, traumatic brain injury, psychiatric conditions, autism spectrum disorders, hearing loss/Deafness and vision-based disabilities, etc.<sup>4</sup>

St. Catherine University's mission is "to educate women to lead and influence."<sup>4</sup> The strategic plan for St. Catherine University includes: strengthening academic excellence, reinforcing claims, creating partnerships, fostering St. Catherine forever, driving a culture of inclusive excellence, and building a strong and sustainable foundation.<sup>3</sup> Student Accessibility and Accommodation's mission is to "support an equitable St. Catherine experience for students with disabilities, honoring the intersecting identities students carry."<sup>6</sup> The strategic plan to achieve the SA&A mission includes: 1) "recognizing that disability intersections with varying identities"; 2) Conducting ourselves transparently and equitably; 3) "Supporting faculty via consultation and education"; 4) "Collaborating with campus partners for a seamless student experience"; 5) "Cultivating a more inclusive campus culture".<sup>7</sup> SA&A supports St. Catherine University's mission of leading and influencing by accepting and supporting a diversity of students.

Primary stakeholders include the Student Accessibility and Accommodations staff, Stacy Dean, the director of the O'Neil Office, and faculty, staff, and students at St. Catherine University. Secondary stakeholders include the Counseling Center and the Health and Wellness Center. The primary stakeholders are directly involved in my project, whereas the secondary stakeholders are indirectly affected.

**Priority/Need/Issue 1:** Lack of education to faculty and staff on student support services offered at St. Catherine University.

**Primary Goal:** Create a faculty resource page on the Student Accessibility and Accommodations website.

**Strategy:**

1. Evaluate current programs and resources offered to faculty and staff.
2. Review best practices for program evaluation.
3. Conduct interviews.
4. Participate in the faculty committee and Universal Design Learning committee.
5. Create a faculty resource page on the Student Accessibility and Accommodations website.

**Priority/Need/Issue 2:** Lack of faculty and students' knowledge of the available resources for students.

**Primary Goal:** Create a Panopto on Canvas about the student support services offered at St. Catherine University.

**Strategy:**

1. Evaluate current resources available to students.
2. Evaluate how students utilize the resources.

**Priority/Need/Issue 3:** Lack of knowledge on how to share information with students.

**Primary Goal:** Create a handout/resource page on Canva for students to utilize about student support services.

**Strategy:**

1. Evaluate other universities student support service resources.
2. Review evidence on best practices to share resources and information with students.

**Part 2: Preliminary Information and Resources for Learning about a Priority/Need/Issue**  
*Internal Information and Resources*

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
2022 Annual Report	This report reviews the annual initiatives and results of the Student Accessibility and Accommodations at St. Catherine University from 2021-2022.	The most common disability types utilizing student support services are psychological conditions (#1) and learning disabilities, including ADD/ADHD (#2). The most utilized academic accommodation is testing accommodations. A variety of achievements, challenges, and goals are discussed. An achievement that stood out was partnering with Stacy Dean on marketing the splint between the O'Neil Center

		and Student Accessibility and Accommodations. A challenge is the growing psychiatric disability concerns. Developing various documents to be shared with faculty, staff, and students.
Overview of Survey Results PowerPoint - Fall 2022	Results from a survey conducted in the Fall of 2022 through the Student Accessibility and Accommodations office.	The responses from students who utilize support services provided insight into knowledge about updating accommodations plans, knowing how to get in touch with an access consultant, and being aware of the legal rights under the ADA and 504 plan—insight into faculty and staff education/training.
Student Accessibility and Accommodations Office, St. Catherine University	Website for Student Accessibility and Accommodations. <a href="https://www.stkate.edu/life/student-assistance/accessibility-accommodations">https://www.stkate.edu/life/student-assistance/accessibility-accommodations</a>	Explains resources and supports for students, how to access services, providing access and equal opportunity, privacy, grievance, conduct policies, and ways to collaborate.
Official AHEAD Review	This document discusses the review that was conducted by Dr. Adam Meyer part of the Association of Higher Education and Disability (AHEAD) in May-June 2019.	A recommendation from AHEAD that stands out is enhancing disability resources and faculty partnership.
St. Catherine University Executive Summary	An executive summary in response to the official AHEAD review.	To enhance disability resources and faculty partnership, a Faculty Advisory Board should be created. Providing teaching and learning activities on campus could further the collaboration with faculty.
Reasonable deadline extension policy	A document discussing the reasonable deadline extension accommodation.	A policy to support students in competing assignment deadlines.
Reasonable Deadline Extensions for Exams	A document discussing the reasonable deadline extension accommodation.	A newer policy being worked on for extensions on exams.

*External Information*

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Center for Community Health and Development at the University of Kansas (Chapters 36 and 39)	A toolkit providing information on developing a plan for evaluation and understanding and improving initiatives using evaluation.	This resource provides a framework for program evaluation. Discusses aspects that should be included when describing a program (e.g., resources, logic model, etc.).
Health and Health-related behaviors- Minnesota postsecondary students, University of Minnesota Boynton Health	This is a college student health survey report of undergraduate and graduate students enrolled in 18 post-secondary institutions in Minnesota.	Discuss the prevalence of various diseases, health conditions, and health-related behaviors students experience in seven different areas, ultimately affecting the academic achievement of college students.
Center For Disease Control and Prevention - Program performance and evaluation office	This is a governmental resource supporting program evaluation.	Provides a framework for program evaluation and detailed steps for evaluation.

*Gaps in Learning:*

- Effectiveness of Universal Design Learning
- Challenges and opportunities in higher education
- Programs targeting student success and experience in higher education
- Barriers to accommodations
- Breakdown of how students find and utilize student support services.
- Results and outcomes on the HSSHS and SoN survey on needs of students and how to better support students

**Part 3: Informational Interviews**

*Summary of Interview Guide*

*Alyssa Klenotich, M.S., Assistant Director of Student Accessibility and Accommodations*

*Interview Questions:*

- What is your educational background?
- What is your role as the assistant director of Student Accessibility and Accommodations?
- What are the different roles of staff of Student Accessibility and Accommodations?
- What are current projects being worked on?
- What are the current gaps?
- What are the other student support services you collaborate with?
- What is currently being done to educate faculty and staff on support services?
- Any additional comments and/or questions?

Interview questions were asked in the initial virtual meeting with Emily Medcalf and Alyssa Klenotich. Alyssa received her Bachelor of Arts in Clinical Psychology from Winona State University. She worked as a Service Coordinator at Opportunity Partners, primarily working with adults with disabilities. Alyssa returned to school, earning her Master's of Science in College Counseling and Student Development from St. Cloud State University. Her thesis explored students with disability's experiences in the classroom with faculty members at a midwestern community college. Alyssa was an access consultant before her current role as the assistant director. In her current role, Alyssa tends to take on students who are in more of a crisis situation (i.e., not passing a class, having a hard time with advocacy or communication, mental health hospitalizations). She also works on a case management team with other professionals across campus to support those individuals. Alyssa runs the testing center, supervises all the student workers, manages the AIM database with all testing requests, support policy development, and uses creative problem solving when a dilemma occurs with the center. Lastly, as part of Alyssa's role as the assistant director, she collaborates across campus. This includes supporting the accessibility committee, advisor for the disability identity group club on campus, manages the table during registration events, meets with faculty member to tackle needs of students and work with other offices for programming needs.

The Student Accessibility and Accommodations office has four staff members; A director, Mariah Lossing; Alyssa Klenotich, the assistant director; and Gabby Morse and Lauren Siverson, who are both access consultants. Some of the roles of access consultants consists of scheduling interpreter, initial intake meetings, closed captioning, and outreach. The role of the director is to capture the immediate needs of the campus and opportunities available. Then creating an action plan and a triage plan. Lastly, developing curriculum based on needs and opportunities available.

Current projects Student Accessibility and Accommodations are working on:

- Updating the website for transparent communication
- Updating policies - notetaking and testing modules

The Student Accessibility and Accommodations Office works closely with the O'Neil Center, Access and Success, Health and Wellness, and Counseling Office. Stacy Dean works closely with Student Accessibility and Accommodations and is a possible stakeholder.

Various committees are working on supporting faculty development—the faculty committee and Universal Design Learning (UDL), and tech subcommittee. The UDL subcommittee is focused on UDL canvas modules, and faculty focused on the spring webinar.

Alyssa has an array of books in her office we can utilize. The books can be categorized into three categories: Student development, anti-racism, and personal development and psychology. Some titles available to review are Student Development in college, Universal Design Toolkit, DSM5, Atomic Habits, Disability in higher education, Academic Ableism, and many more.

*Mariah Lossing, Director of Accessibility and Accommodations*

*Interview Questions:*

- What is your educational/professional background?
- What are your past experiences working in higher education?
- What is your past experience working with student support services?

- What is your role as the director of Student Accessibility and Accommodations?
- What are you currently working on to support faculty and staff education on support services for students?
- What are specific goals and aspirations for the Student Accessibility and Accommodations in the upcoming academic year?
- What is your knowledge and experience with the lack of education of support services with faculty and staff?
- Any additional comments and/or questions?

A virtual informational interview was conducted with Mariah discussing the questions above. Mariah's background is in the psychology of leadership and leadership and change. She received her bachelor's degree in psychology from Antioch College and her Master's in Leadership Psychology from Capella University. Currently, Mariah is working on her Ph.D. in Leadership and Change at Antioch University. She spent 14 years in Texas working with the Austin Community College. The location of the community college is in the highest crime rate area in Austin. Her role was working with student support services helping support students transition from high school to college and building programs to facilitate and support their experience through college life and exiting them into the workforce. Mariah moved back to Minnesota, which is home, four years ago. She worked for a non-profit called Vision Loss Resources, a few blocks from George Floyd Square. Supported adults with vision loss and built programs for adults experiencing vision loss or those who were deaf and blind. She currently is the director of St. Catherine University Student Accessibility and Accommodations.

Mariah has only been in her current role as the director for five weeks. She is trying to capture the immediate needs and opportunities on campus. She is doing this by setting up one-on-one meetings with departments because SA&A touches everything on campus.

In her experience at St. Catherine University these last five weeks, she has identified some areas of need the University currently faces. The first is the mental health crisis for students, which increases the need for mental health support. Not only does this affect the students, but faculty are receiving more students requesting accommodations than ever before. Mariah states, "Faculty are struggling to adapt to all the requested accommodations. They don't know how to formulate their classes to hold up to curriculum standards they are required to while also supporting students with a deficit." Two things are happening right now, 1) faculty burnout, and 2) students who still need to gain the skills to be in a college setting due to gaps in understanding.

Mariah has brainstormed some ideas related to supporting these challenges the University is facing. One is front-loading student support during orientation and the first year by incorporating things like mental health support, what to expect your first year, how do you manage the stresses of living with another human being, conflict resolution, and how you speak with professors in ways that will target the degree in which is needed. Another is providing the mental health support faculty needs as well.

Mariah is not currently working on supporting faculty and staff education on support services for students, as she only started five weeks ago. Current work is meeting with department heads, faculty, and each area at St. Catherine University to get an idea of where to start.

Mariah shared her one, three, and five-year goals condensed versions. The one-year goal is to collaborate between SA&A and faculty and develop policies and procedures that help support



wrap-around services for Faculty and students. The three-year goal is to see greater Universal Design Learning and accessibility across the campus. Lastly, the five-year goal is to set the standard for best practices across private universities.

Mariah's past experiences and knowledge of the lack of education of support services with faculty and staff started when she was in Texas, where accommodations and support were more challenging to find. Today, she has found that most students have trouble knowing where to access support. Mariah states, "Students are better prepared to advocate for themselves than they were ten years ago." She also discussed how the stigmatization of disability has changed, and people are not as afraid to ask for support.

#### **Part 4: Public Records and Organizational/Community Resources**

##### *Student Accessibility & Accommodations Annual Report 2021-2022*

Alyssa Klenotich provided this resource which reviews annual initiatives and results from 2021-2022. The annual report looked at the current disability caseload, the most utilized academic accommodations, testing center, textbooks in alternative formats, housing accommodations, prospective student visits, global students, and dietary/meal plan accommodations. It also looks at achievements versus challenges and goals for the upcoming year. The most common disability types utilizing student support services are psychological conditions (#1) and learning disabilities, including ADD/ADHD (#2). The most utilized academic accommodation is testing accommodations.<sup>5</sup>

##### *Health and Health-related behaviors-Minnesota postsecondary students, University of Minnesota Boynton Health 2018*

This resource was developed by Boynton Health and surveyed undergraduate and graduate students enrolled in 19 postsecondary institutions in Minnesota. It discusses the prevalence of various diseases, health conditions, and health-related behaviors students experience in seven different areas, ultimately affecting the academic achievement of college students. The seven areas include health insurance and health care utilization, mental health, tobacco use, alcohol, and other drug use, personal safety and financial health, nutrition and physical activity, and sexual health. The results of these seven areas are discussed thoroughly.<sup>8</sup>

#### **Part 5: Organization or Community Assets**

##### *Stacy Dean, Director of O'Neill Center for Academic Development at St. Catherine University*

The O'Neill Center for Academic Development provides academic support to students. They partner with faculty in finding ways to meet the diverse learning needs of students. Various resources are available for students in writing and reading, math and science, health sciences, and study skills. Stacy Dean is involved in the accessibility committee, faculty, and the Universal Design Learning subcommittee.

##### *Julie Olson Rand, M. Ed., Associate Director: Access Programs at the University of Minnesota*

Julie has nine years of experience with St. Catherine University. She was first an adjunct faculty - ASL interpreter, moving to the assistant director of disability resources - at O'Neill Center, then interim director and eventually director of Student Accessibility and Accommodations at St. Catherine University. She conducted faculty and staff development workshops on accessibility,

disability law compliance, and Universal Design. Now she works as the associate director at the University of Minnesota, creating accessible and inclusive environments.

## **Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project**

### *Internal Information and Resources*

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
Student Accessibility and Accommodations (SA&A) staff meetings	Weekly meetings involving all Student Accessibility and Accommodations staff members to discuss office updates, current initiatives and needs.	Gain insight into current events and projects being worked on and specific needs.
St. Catherine University Staff interviews	Interviews with SA&A staff and other St. Catherine University student support services (O'Neill Center, Counseling Center, Access and Success, and Health and Wellness) to gain knowledge about services and resources available to students.	Gain a deeper understanding about the student support services offered at St. Catherine University to support resources on the website.
Accessibility Committee Meetings	Meetings with a group of professional staff across St. Catherine University campus to support accessibility needs on campus and support implementation of needs. This is broken down into subcommittees based on department members and general interest.	Gain insight into current campus wide accessibility needs and support for implementation.
Technology/UDL subcommittee	Meetings with subcommittee discussing the SA&A website (i.e., creating a handout for UDL practices, information on technology available to students). Discussion on making a UDL Canvas shell required for faculty prior to teaching.	Gain insight into current needs being worked on for example Canvas shell for faculty and UDL practices.
Policy Manual/Guide	A list of the policies created for Student Accessibility and Accommodations at St. Catherine University.	Gain insight on the current policies with Student Accessibility and Accommodations at St. Catherine University.

### *External Information*

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
Universal Design Learning (UDL) Guidelines	Tool for implementation of UDL, framework to improve teaching and learning.	Learn more about UDL Framework including

<a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a>		professional learning and UDL current/past projects. <a href="https://www.cast.org/our-work/projects/udl-cci-credentials-certifications-educators-product-developers">https://www.cast.org/our-work/projects/udl-cci-credentials-certifications-educators-product-developers</a>
University of Minnesota Resources for Students <a href="https://osa.umn.edu/resources-for-students">https://osa.umn.edu/resources-for-students</a>	Guide for website design and resources offered to students.	Learn more about the resources offered to students at other universities. Website redesign and usability.
U.S. Department of Education - Student Services <a href="https://www2.ed.gov/about/offices/list/ope/student-service.html">https://www2.ed.gov/about/offices/list/ope/student-service.html</a>	Current programs and policies for students.	Resources related to TRIO programs, funding opportunities, policy updates, and current news.

### Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
Support students academically, financially, and areas of wellness (inside and outside the classroom).	Awareness of student support services and the process for receiving accommodations is unclear.	Assist in building a more user-friendly website design and usability explaining Student Accessibility and Accommodation services	Social aspect and stigma of utilizing accommodations
Various student support services and resources offered within SA&A	Lots of students needing supports but not enough staff and different needs for all three programs (College for Women, College for Adults, and Graduate College)	Increase culture around disability	Public policies limiting funding for universities
Awareness of accessibility concerns on campus promoting students' well-being is increasing.	Awareness of legal rights under ADA and 504.	Meet AHEAD review recommendations, specifically, "Enhancing the Disability Resources and Faculty Partnerships	Staff turnover and transition
	Lack of understanding from students, faculty and staff on disability	Incorporate the use of Universal Design Learning principles	Faculty and staff push back on implementing accommodations

	identity (e.g., language used)		
	Awareness of getting in touch with an access counselor.	Other Universities student support services/resources (e.g., University of MN (Julie Olson Rand), University of St. Thomas) - an opportunity for collaboration or development of resources for students	

## Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization/Community

1	Overview of Source/Article
Type of Source/Article	Overall Type: Primary Research Specific Type: Sequential Explanatory Mixed Methods
APA Reference	Aluko, F. R. (2021). Evaluating student support provision in a hybrid teacher education programme using Tait's framework of practice. <i>Open Praxis</i> , 13(1), 21-35. <a href="https://dx.doi.org/10.5944/openpraxis.13.1.1171">https://dx.doi.org/10.5944/openpraxis.13.1.1171</a>
Intro or Abstract	“Effective student support is key in stemming the dropout in distance education. This article reports on the student support provision in a hybrid teacher education programme. Altogether 160 participants were purposively selected; 126 completed a survey, 33 (30 students and 3 administrative staff) took part in six focus group discussions; and one instructional designer took part in a one-on-one interview. Tait’s framework on student support guided the study. The data analysis involved descriptive statistics and thematic analysis. The findings revealed that, although the institution is striving to support its students, areas that need attention include call centre services, tutor support services, tutor-student communication, and funding. Recommendations include the need for providers to pay particular attention to students’ whole experience to ensure effective student support. Further research is needed regarding the contextualisation of each aspect of Tait’s framework; the author suggests some guidelines to guide this process.” (p. 21)
Authority/Author	Credentials: M. Ed., Ph. D <b>Individual author:</b> Folake Ruth Aluko <ul style="list-style-type: none"> <li>• Associated with a reputable organization- University of Pretoria (South Africa)</li> </ul> Position: Researcher within the Unit for Distance Education <ul style="list-style-type: none"> <li>• Professional qualifications or considerable experience               <ul style="list-style-type: none"> <li>- Bachelor and Master of Education from University of Ibadan</li> <li>- Ph. D from University of Pretoria</li> </ul> </li> </ul> Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of Publication: Scholarly peer-reviewed journal Publisher: Open Praxis

Date and Citation History	Date of Publication: March 31st, 2022 Google Scholar Cited By: 0
Stated Purpose or Research Question	“The aim of this study was therefore to examine the extent to which support structures put in place by a provider have assisted students enrolled for a newly developed web-dependent B Ed Hons in Teacher Education and Professional Development (TEPD).” (p. 22)
Author’s Conclusion	“Distance education providers will benefit immensely from paying attention to Tait’s framework in its totality to understand the challenges and to address them effectively.” (p. 33)
Overall Relevance to your research question(s)	Overall Relevance of Article: Good Rationale: This article identified guidelines for using the Tait Framework (starting on page 32) in a hybrid teacher education program. It also recommends paying attention to student’s whole experience to ensure effective support.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This article provides a detailed guide for using the Tait Framework and adds context on its impact on practice.
Your Focused Questions and Clinical Bottom Line	Question: What assessments and interventions can support students' needs?  Clinical Bottom Line: Communication, training of staff, and timely and effective feedback can support learning and academic achievement and needs for students.
Your Lay Summary	This article discusses the importance of student support in distance education. Surveys and focus group discussions were completed. Also, one-on-one interviews were done. Tait’s framework is talked about. It consists of seven key elements. The elements that stick out are program design, interventions in response to student needs, assessments supporting students, and managing student success. It is important for staff to consider and pay attention to a student's whole experience for effective student support. The article suggests evaluating programs involving stakeholder for student success both short and long term. Proper training of staff and students is also suggested. This framework can be used in a variety of settings.

Your Professional Summary	<p>The objective is to evaluate the support structures put in place and if they have assisted students. The use of Tait's framework on student support was used in this study. A sequential explanatory mixed-methods research design was used for both quantitative and qualitative data collection and analysis. The sample size consisted of 250 first cohort students in the B Ed Hons TEPD program, distance education administrative staff and instructional designer. The strengths of the study consist of a variety of supportive interventions including learning guides, tutorial booklets, admin booklets. The learning guides were the most helpful according to students. Another strength of this article was the use of the Tait framework in any contexts. The weaknesses of this study consist of it being an online/hybrid program. Implication of this study include use of the Tait Framework.</p>
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2	<b>Overview of Source/Article</b>
Type of Source/Article	Overall Type: Preliminary Research Specific Type: Exploratory Pilot Study
APA Reference	Becker, C., & Chapin, M. H. (2021). Contributing factors to academic performance for students with disabilities. <i>Journal of Postsecondary Education and Disability</i> , 34(1), 65-75. <a href="https://eric.ed.gov/?id=EJ1308645">https://eric.ed.gov/?id=EJ1308645</a>
Intro or Abstract	<p>“Students with disabilities comprise a significant portion of college students and helping more students with disabilities succeed would be beneficial. Currently, colleges have successfully offered assistance to these students, and it has enhanced their ability to both attend and succeed in college. However, students with disabilities are less likely to access available resources through the Department of Disability Support Services once enrolled in college and are less likely to complete their education once started. Improved ability to manage life and school has been cited as important factors related to success at college for all students. Disabilities make managing life and school an even more pressing issue. This exploratory pilot study assessed whether Disability Support Services undergraduate students’ grit, resilience, satisfaction with life, wellness, and perceived health were associated with higher grade point averages. Findings indicated that better health was associated with higher grade point averages. Significant relationships were also found between frequency of engagement in health behaviors by students with disabilities and their resilience, grit, and life satisfaction. These findings suggest that Disability Support Services should work with students to manage and develop general health promoting lifestyle habits and encourage students with disabilities to access available resources.” (p. 65)</p>
Author	<p>Credentials: M.S, Ph. D</p> <ul style="list-style-type: none"> <li>• Associated with a reputable organization- College of Health and Human Performance at East Carolina University <ul style="list-style-type: none"> <li>- Position: Professor in the Department of Health Education and Promotion</li> </ul> </li> <li>• Professional qualifications or considerable experience <ul style="list-style-type: none"> <li>- B.S. degree in Accounting from Purdue</li> <li>- M.S. and Ph. D in Wellness Management from Ball State University</li> </ul> </li> </ul> <p>Publication History in Peer-Reviewed Journals: Extensive</p>



Publication	Type of Publication: Scholarly Peer Reviewed Journal Publisher: Journal of Postsecondary Education and Disability Other: Official journal of the Association on Higher Education and Disability (AHEAD)
Date and Citation History	Date of Publication: 2021 Google Scholar Cited By: 106
Stated Purpose or Research Question	<p>“The purpose of this exploratory pilot study was to determine whether variables that relate to students’ grit, resilience, satisfaction with life, wellness, and perceived health were associated with students with disabilities’ GPA. Additionally, this study sought to determine if there were relationships between the investigated variables.” (p. 67)</p> <p>“Our hypotheses were that students with disabilities who have more resilience, grit, life satisfaction, better perceived health, and higher levels of wellness also have higher GPAs. With regard to the relationships of these studied variables, we hypothesized higher levels of resilience, grit, and life satisfaction would be related to health.” (p. 67)</p>
Author’s Conclusion	“...the findings support our hypothesis that better positive health, described in this study as well-being, was associated with improved GPA. Findings also supported that more engagement in health promoting activities was associated with grit, resilience, and life satisfaction.” (p. 70)
Overall Relevance to Doctoral Capstone Project	Overall Relevance: Good This article discusses the implications for disability support services staff and faculty and staff in using resources offered. It also discussed two strategies, Disabilities, Opportunities, Internetworking, and Technology Website and universal design, to introduce to faculty for better learning for students.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: While this article provides supportive information on universal design learning, it lacks a low participation rate and self-selection bias.
Your Focused Question and Clinical Bottom Line	Question: What barriers do students with disabilities experience? Clinical Bottom Line: This study enriches my understanding of useful accommodations and barriers or challenges with some disabilities. For example, technology is now always user friendly. This study also influences the work with students with disabilities in higher education and the need for DSS staff, faculty, and family members to encourage these students to access available campus resources.

Your Lay Summary	Students with disabilities do not seek help and utilize resources available to them. They are less likely to finish their education once started. A variety of questionnaires were used to evaluate students' use of support services. Encouraging students on general health promoting lifestyle behaviors like physical activity, nutrition, and managing emotions can be something supported by disability services. Also developing positive health behaviors supports use of disability resources.
Your Professional Summary	This study aimed to determine factors that supported students with disabilities: grit, resilience, well-being, and perceived health. It also looks at these factors in relation to a student's GPA. This study was an exploratory pilot study. A variety of questionnaires were used to evaluate students using disability support services. The sample size started with forty-nine students who were power users of a Southeastern university registered with the Department for Disability Support Services. Thirty students completed the surveys, twenty-eight undergraduate students and two graduate students. A strength of this article is having disability support service staff introduce faculty to the Disabilities, Opportunities, Internetworking, and Technology (DO-IT) website and Universal Design Learning principles. This article supports these resources because it makes learning more accessible to all. A weakness of this study is the small sample size. Another weakness is the surveys were completed at one university, narrowing the generalizability. An implication of this study is the use of Universal Design Learning principles. Another implication for my project is to create a health-promoting campus because more engagement in health is associated with grit and resilience. Lastly, staff of disability student services and faculty can help encourage students with disabilities to utilize campus resources increasing graduation success.

3	<b>Overview of Source/Article</b>
Type of Source/Article	Overall Type: Primary Research Specific Type: Longitudinal and exploratory study
APA Reference	Chiu, Y.-C. J., Chang, H.-Y. V., Johnston, A., Nascimento, M., Herbert, J. T., & Niu, X. M. (2019). Impact of disability services on academic achievement among college students with disabilities. <i>Journal of Postsecondary Education and Disability</i> , 32(3), 227–245.
Intro or Abstract	“Disability service offices within postsecondary educational institutions exist to provide students with disabilities (SWD) reasonable accommodations needed to facilitate educational equity and promote inclusion and access to postsecondary education. Little is known, however, regarding how services provided by these offices contribute to academic success that predicts college persistence and graduation. Using the "International Classification of Function, Disability, and Health" (ICF) as a framework to examine the impact of student disability services and other contextual factors on academic achievement, results from this study found that sex, race/ethnicity, college major, type of disability, and time when students register for disability services predict semester grade point average (GPA). Recommendations for practitioners and researchers are discussed.” (p. 227)
Author	<p>Credentials: Ph. D.</p> <ul style="list-style-type: none"> <li>• Associated with a reputable organization- Hunter College of the City University of New York <ul style="list-style-type: none"> <li>- Position: Assistant Professor of Counseling</li> </ul> </li> <li>• Professional qualifications or considerable experience <ul style="list-style-type: none"> <li>- Master’s and Doctorate degrees from Pennsylvania State University in Counselor Education and Supervision, with specialization in Rehabilitation Counseling</li> <li>- Experience working as an Occupational Therapist, Rehabilitation Counselor, and Disability Specialist</li> <li>- Faculty advisor for Mu Sigma Rho chapter of the Chi Sigma Iota counseling academic and professional honor society</li> </ul> </li> </ul> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	Type of Publication: Scholarly Peer Reviewed Journal Publisher: Journal of Postsecondary Education and Disability Other: Official Journal of the Association on Higher Education and Disability (AHEAD)

Date and Citation History	Date of Publication: 2019 Google Scholar Cited By: 17
Stated Purpose or Research Question	“This study examined the impact of disability services on academic achievement, as well as factors that predict academic achievement of students with disabilities (SWD). Using the <i>International Classification of Function, Disability, and Health</i> (ICF) framework, which suggests that academic outcomes of SWD are influenced by an amalgam of health conditions, individual considerations, and environmental influences, the current exploratory study examines the impact of student disability services on academic achievement.” (pp. 227-228)
Author’s Conclusion	“The current study reveals that personal factors differentially impact SWD who were racial and ethnic minorities, male, had cognitive disabilities, and those in STEM majors had lower semester GPAs. Practitioners (i.e., disability specialists, rehabilitation counselors, disability services staff) may provide target services to these student populations.” (p. 235)
Overall Relevance to Doctoral Capstone Project	Overall Relevance of Article: Good This study supports my research question by stating disability services should partner with other student affairs offices. It also uses the ICF model to examine academic performance.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This article utilizes the ICF but limited information on how disability services continue to SWD’s academic achievement.
Your Focused Question and Clinical Bottom Line	Question: What types of accommodations are beneficial for students? Clinical Bottom Line: A partnership with student disability services and other student affairs offices helps prompt visibility and decreases stigma about disability.
Lay Summary	Academic accommodations are a huge part of disability services. Students must be registered with the disabilities service office in order to use services and resources. Personal factors were studied based on the use of the ICF. More than 150 accommodations were found. They were split into 5 groups: exam accommodations, classroom accommodations, note taking, assistive technology, and Smart Pen. In conclusion, working with disability services and other student support resources can help decrease thoughts about disabilities.

Professional  
Summary

The objective of this study was on the impact disability services have on academic achievement and factors that predict academic achievement. This exploratory study utilized a mid-Atlantic land-grand public university as the data source. It was based on undergraduate students enrolled at the university and registered with the disability service office. A strength from this article was the use of the International Classification of Function, Disability, and Health (ICF). It was utilized in this study to assess academic achievement. A weakness of this study is that participants had multiple disability codes making it hard to identify independent categories. The impact this study has is partnering with student disability services and other student affairs offices helps prompt visibility and decreases stigma about disability.

4	Overview of Source/Article
Type of Source/Article	Overall Type: Review of Evidence Specific Type: Literature Review
APA Reference	Toutain, C. (2019). Barriers to accommodations for students with disabilities in higher education: A literature review. <i>Journal of Postsecondary Education and Disability</i> , 32(3), 297–310.
Intro or Abstract	“In higher education, students with disabilities play an active role in securing and utilizing academic accommodations. Numerous studies have explored different aspects of the accommodations provision process and have addressed various barriers found to prevent the full implementation of these accommodations for students with disabilities. The present review explored these studies, in an attempt to discern common themes within this area of the literature. The review identified several themes that emerged across 23 empirical research studies. Barriers to accommodations were found in the lack of student knowledge or awareness of campus resources, the inability to provide appropriate documentation of a disability or receive accommodations found useful, and the negative reactions of peers and faculty members that students experienced upon their disclosure of a disability or their request to implement accommodations. The review concludes by addressing the limitations of the study, offering recommendations for future research, and identifying ways in which disability resource offices may work to remove or reduce the impact of the barriers identified. Upon consideration of the breadth and depth of barriers to accommodations found in the literature, a shift towards Universal Design for Learning is presented as one potential way to mitigate these barriers.” (p. 297)
Author	Credentials: M. Ed. <ul style="list-style-type: none"> <li>• Associated with a reputable organization- Reed College               <ul style="list-style-type: none"> <li>- Position: Title IX and 504 Coordinator</li> </ul> </li> <li>• Professional qualifications or considerable experience               <ul style="list-style-type: none"> <li>- Master of Education</li> </ul> </li> </ul> Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of Publication: Scholarly Peer Reviewed Journal Publisher: Journal of Postsecondary Education and Disability Other: Official Journal of the Association on Higher Education and Disability (AHEAD)

Date and Citation History	Date of Publication: 2019 Google Scholar Cited By: 31
Stated Purpose or Research Question	Stated purpose or aim: “There are multiple purposes for this review. First, an analysis of the varied studies on barriers to accommodations may allow for considerations not readily apparent in single studies alone. The identification of themes found in such an analysis may highlight gaps for future research and provide insights for disability resource administrators, which may lead to improved services for the students with whom they work. Second, a more complete understanding of the accommodations experiences of students with disabilities may serve to inform larger conversations about the nature of disability in higher education. Such conversations may be instructive in working with students with disabilities who choose not to disclose or seek support from their colleges or universities. Lastly, the review seeks to understand student experiences under the current accommodations model, which stands to be a crucial component in disability studies conversations that may question the model or propose future alternatives.” (pp. 297-298)
Author’s Conclusion	“Barriers to accommodations appeared to exist throughout students’ path towards securing and utilizing accommodations.” (p. 305)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance: Good Rationale: This article identified barriers to accommodations that exist for students in securing and utilizing accommodations. It also briefly looked at UDL and how it might reframe disability within higher education away from a medical model. It is meaningful as it focuses on my population of students with disabilities in higher education and barriers to accommodations they experience.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This article reviewed 23 empirical research studies looking at accommodations for students with disabilities attending post-secondary education.
Your Focused Question and Clinical Bottom Line	Question: What are the barriers to accommodations for students with disabilities in postsecondary education? Clinical Bottom Line: The barriers for students include awareness of accommodation resources, ability to secure accommodations, faculty refusing to implement, and accommodations are not functional or helpful.

Lay Summary	Students with disabilities are responsible for getting help. For example, identifying a need for help, registering with the office and requesting and using services. There are various barriers to accommodations in this article. A common barrier is the lack of awareness of available resources. Students described difficulty scheduling a meeting with a disability staff member. There is a social stigma and negative reactions from faculty, staff, and peers related to use of services.
Your Professional Summary	This study intended to analyze barriers to accommodations, understanding students with disabilities experiences, and students experience with current accommodations. A review of literature was conducted. The author provided keywords for search terms and helpful databases. A strength of this article is the consideration of Universal Design for Learning (UDL). Use of UDL could have an impact within higher education related to disability. A shift from a medical model to a social model could change the view on disability to a component of campus diversity. Another strength of this study is that it enriches my understanding of faculty responses to disclosure or accommodation requests and perception of stigma for student with disabilities. A weakness of this study was the way in which students were identified to participate in this research. Although UDL is briefly discussed this is a weakness as more information is needed to understand how to implement it into practice. UDL is a crucial consideration for use in higher education.



5	<b>Overview of Article</b>
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative Study
APA Reference	Black, R. D., Weinberg, L. A., & Brodwin, M. G. (2015). Universal design for learning and instruction: Perspectives of students with disabilities in higher education. <i>Exceptionality Education International</i> , 25(2). <a href="https://doi.org/10.5206/eei.v25i2.7723">https://doi.org/10.5206/eei.v25i2.7723</a>
Abstract	“Universal design in education is a framework of instruction that aims to be inclusive of different learning preferences and learners and helps to reduce barriers for students with disabilities. The principles of Universal Design for Learning (UDL) and Universal Design for Instruction (UDI) were used as the framework for this study. The purposes of this study were to evaluate the perspectives of university students with disabilities on teaching methods and strategies conducive to their learning, and to evaluate how their perspectives align with UDL/UDI. The findings of this study revealed that there are barriers to learning for students with disabilities. Students with and without disabilities reported having a variety of learning preferences, and rated UDL/UDI principles as useful in improving their learning. The students gave several perspectives that supported the principles of universal design in higher education to enhance the learning of students who have disabilities.” (p. 1)
Author	Credentials: Ph. D. Position and Institution: Associate Professor at California State University, Los Angeles Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer-reviewed journals Publisher: Exceptionality Education International
Date and Citation History	Date of publication: January 1st, 2022 Google Scholar Cited By: 218
Stated Purpose or Research Question	“The research questions for this study were: (a) What perspectives do students with and without disabilities have of faculty instructional methods and strategies that are conducive to their learning? (b) How do their perspectives of these instructional methods align with the principles of UDL/UDI?” (p. 6)
Author’s Conclusion	“The important contributions of this study include support for the findings in the literature, evidence for UDL and UDI through the perspectives of students, and additional evidence for support of UDL in higher education, which has not been traditionally used in this setting. Implementing UDL/UDI principles may help reduce learning barriers for students of all abilities and allow students with disabilities to succeed on an equitable basis in higher education. Ultimately, this may benefit all students.” (pp. 19-20)

Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Good</p> <p>Rationale: Universal design learning is supportive for students with and without disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Moderate</p> <p>Rationale: Although this article provides useful information on universal design learning it has a smaller sample size. The article also does not look at the effectiveness of applying universal design principles.</p>
Your Focused Question and Clinical Bottom Line	<p><i>Question:</i> What barriers do students have to learning in higher education?</p> <p><i>Clinical Bottom Line:</i> Barriers include campus accessibility, visual accessibility, accommodations for learning disabilities.</p>
Lay Summary	<p>This article discusses barriers to learning for students with disabilities. It also defines accommodations. A list of accommodations is provided. Terminology used based on universal design concepts is discussed. A table provides a comparison of universal design learning and instruction. Each student learns differently. Considering learning styles when using UDL/UDI principles is important. Individuals with disabilities are supported with open communication and a positive learning environment.</p>
Professional Summary	<p>The objective was to understand universal design learning and instruction and the concerns students had. A phenomenological approach was used for this qualitative study. The sample size consists of students from a southern California four-year university. A list of the accommodations at the university are offered. A strength is the outcomes students have when faculty utilize UDL and UDI principles. UDL/UDI is something that can benefit all students! A weakness is the small sample size. An implication for practice is to educate and train faculty which can be done in the form of a training workshop/module.</p>

6	<b>Overview of Article</b>
Type of article	Overall Type: Primary Research Study Specific Type: Systematic review
APA Reference	Lane, M., Moore, A., Hooper, L., Menzies, V., Cooper, B., Shaw, N., & Rueckert, C. (2019). Dimensions of student success: a framework for defining and evaluating support for learning in higher education. <i>Higher Education Research &amp; Development</i> , 38(5), 954-968. <a href="https://doi.org/10.1080/07294360.2019.1615418">https://doi.org/10.1080/07294360.2019.1615418</a>
Abstract	“The capabilities students need for success during and beyond higher education extend far beyond specific discipline skills to include the development of productive mindsets, the management of life circumstances and the way they relate to others and identify with their profession. The provision of support for these capabilities at university can be both diverse in scope and diffuse in delivery. Consequently, the development of streamlined and integrated evaluation strategies to measure the extent to which these capabilities are being successfully delivered can be challenging. This paper describes how one Australian university used a collaborative process to design an evaluation framework for student learning services. The framework, a first for this university, represents the breadth of student support, including a typology of support for learning: connectedness, mindsets, self-management, professional identity and academic capabilities. These terms, coined as dimensions, form the scaffold of university-wide delivery of support for learning initiatives.” (p. 954)
Author	Credentials: Ph. D, M. Arch. 1 Position and Institution: Learning designer (research and innovation) at Queensland University of Technology Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly Peer Reviewed Journal Publisher: Routledge Taylor & Francis Group
Date and Citation History	Date of publication: May 16, 2019 Google Scholar Cited By: 41
Stated Purpose or Research Question	“In higher education, support for student learning is ubiquitous and reputationally significant, with considerable expenditure (Universities Australia, 2015). Consequently, it is important to know whether the investment in support is making a difference to students and if critical stakeholders are sufficiently involved to make the necessary strategic changes.” (p. 955)
Author’s Conclusion	“The development of the evaluation framework is the first step in a comprehensive evaluation and reporting strategy for the university’s support for student learning services. It is also the first time that a typology of support

	for learning services has been developed in the form of evidence-based dimensions.” (p. 965)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: The universities support services created an intellectual hub with key stakeholders to explore current practices and a step-by-step guide to evaluation.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Extensive list of references.
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What do students need to support their learning? <i>Clinical Bottom Line:</i> Students need a sense of belonging, strong network, growth mindset, strategies to manage personal, social, and educational life responsibilities.
Your Lay Summary	The dimensions of support for learning are defined in table 1. A list of evaluation questions was developed to measure the varying support student needs. Students feel connected when they engage with staff. Growth mindset tends to lead to more engagement, resilience, and being able to handle unexpected challenges. Regulating emotions is a huge part of self-management and programming could have a huge impact on this area. When students gain skills that are transferable to more than professional life, they tend to have better academic outcomes.
Your Professional Summary	The objective of this article was to learn about the dimensions to student success. A framework was utilized to help define and evaluate learning. More than 330 pieces of research were reviewed and informed this evaluation. Individual interviews were conducted with 34 faculty and support staff on the framework to gain feedback and ask questions. Four focus groups were conducted with students who have received support previously. A strength of this article is the dimensions for support for learning framework. The dimensions include connectedness, mindsets, self-management, academic capabilities, and professional identity.

7	<b>Overview of Article</b>
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Eather, N., Mavilidi, M. F., Sharp, H., & Parkes, R. (2022). Programmes targeting student retention/success and satisfaction/experience in higher education: A systematic review. <i>Journal of Higher Education Policy and Management</i> , 44(3), 223-239. <a href="https://doi.org/10.1080/1360080X.2021.2021600">https://doi.org/10.1080/1360080X.2021.2021600</a>
Abstract	“Inequalities in student enrolment, retention and success for specific demographic groups exist throughout the higher education sector. Although there are numerous and diverse initiatives implemented in universities to support student retention and/or success, experience and/or satisfaction, the feasibility or effectiveness of programs targeting these outcomes has not been systematically explored. The objective of this systematic review was to report the success of interventions or programs delivered in universities specifically targeting improved student outcomes based on published quantitative data. A systematic search of peer-reviewed papers (2009–2019) from four electronic databases (INFOTRAC, PROQUEST, EBSCO and SCOPUS) was conducted. Most of the 55 studies included targeted 1st year undergraduate students from varied disciplines. The positive findings relating to student retention and academic success, and student satisfaction and experience reported in this review are promising. The review concludes by outlining implications for higher education providers seeking to determine institutional policies on investment in student retention and experience interventions.” (p. 223)
Author	Credentials: M. Ed. and Ph. D Position and Institution: Senior Lecturer at University of Newcastle Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journals Publisher: London Taylor and Francis Other: Journal of Higher Education Policy and Management
Date and Citation History	Date of publication: January 3rd, 2022 Google Scholar Cited By: 6
Stated Purpose or Research Question	“Therefore, this paper focuses on a systematic review conducted to identify and examine university programs or interventions targeting students’ retention and success and/or student experience and satisfaction, in universities and to make recommendations for future policy and programme development.” (p. 225)
Author’s Conclusion	“This review supports that targeted approaches to improving student retention/success, and satisfaction/experience, in tertiary institutions work well. Successful studies varied in their objectives, ranging from an interest in

	improving student engagement and satisfaction, to a focus on attrition/retention, and improving student results.” (p. 234)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Poor Rationale: Improving students' experience ultimately improves engagement and academic success.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Extensive reference list.
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What affects students' experiences in higher education? <i>Clinical Bottom Line:</i> There are a variety of factors that affect students' experiences in higher education.
Your Lay Summary	Programs had different successes in this study. Some improved retention and others increased student satisfaction.
Your Professional Summary	The objective of this article is on students' experience in higher education. Search strategies for papers were provided as well as databases used. 5,565 papers were identified but only 55 studies met the criteria for this review. The strengths include the interventions of peer mentoring, orientation or transitioning programs, first/second year programs, and enabling programs. A weakness of this article is the abundance of articles found on students' experience in higher education. Peer mentoring, tutoring and assisted learning are all great implications for this setting.

8	<b>Overview of Source/Article</b>
Type of Source/Article	Overall Type: Book (Specifically Chapters 2 and 10)
APA Reference	Doll, J. (2010). <i>Program development and grant writing in occupational therapy: Making the connection</i> . Jones and Bartlett Publishers.
Intro	Program Development and Grant Writing in Occupational Therapy: Making the Connection provides a unique perspective by combining the skills of program development with grant writing to support best practice in occupational therapy. This hands-on book explains how to develop successful health-related programs along with tips and strategies for writing the grants to support these projects. Descriptions of the components of a grant are reviewed with detailed explanations of the research and writing processes. Important features of this book include learning objectives, key terminology, process worksheets, case studies, and grant samples. (Located on back of book cover)
Author	<p>Credentials: OTR/L  Individual author: Joy Doll</p> <ul style="list-style-type: none"> <li>• Associated with a reputable organization- Creighton University Dept. of Occupational Therapy <ul style="list-style-type: none"> <li>- Position: Assistant professor</li> <li>- Currently leading the Official University Master Degree of Educational Psychology Intervention in contexts of Formal and Non-formal Education.</li> </ul> </li> <li>• Professional qualifications or considerable experience <ul style="list-style-type: none"> <li>- OTR/L, extensive literature and awards</li> </ul> </li> <li>• Recognized expert, identified in other sources (28 total publications, 111 citations, and 2,393 reads)</li> </ul>
Publication	Type of Publication: Peer-reviewed Publisher: Jones and Bartlett Publishers.
Date and Citation History	Date of Publication: 2010 Book cited by 30 other sources
Stated Purpose or Research Question	What are the ways to create a sustainable and meaningful program related to occupational therapy principles and client needs?  *Look at Specific Chapters and include more here

Author's Conclusion	<p>“Readers learned how to conduct a needs and asset assessment, develop strategies for writing a grant proposal that maximizes funding, learn where to find data, and tips on how to garner support from stakeholders.”</p> <p>*Look at Specific Chapters and include more here</p>
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance: Good</p> <p>This book is related to my doctoral capstone because it provides information about program evaluation from an occupation-based lens. It provides several models, implementation steps, and process worksheets that will be useful throughout my capstone project.</p>
Overall Quality of Article	<p>Overall Quality: Good</p> <p>Rationale: This resource is applicable to both occupational therapy and program evaluation, which is highly relevant. Utilizing this resource adds context to my project, as it will ensure I maintain within the scope of occupational therapy.</p>
Your Focused Question and Clinical Bottom Line	<p>Question: How to use program evaluation skills as an occupational therapist?</p> <p>Clinical Bottom Line: There are several models, steps and process worksheets to guide program evaluation.</p>
Lay Summary	<p>The book focuses on program development and grant writing. Two specific chapters of the book focus on program evaluation. It supports the scope of occupational therapy. Related terms are explained in the chapters. Worksheets, samples, and case studies are also provided.</p> <p>*Look at Specific Chapters and include more here</p>
Professional Summary	<p>The objective of this book is to describe the process of developing an idea based on needs using occupational therapy principles that is sustainable and meaningful. This resource is a book and does not have a study design or sample size. A strength of this book is it focuses on program evaluation using an occupation-based lens. Process worksheets help provide a guide to any context. A weakness of this book is the primary focus on program development. There are only two chapters related to program evaluation as it is used to support the development of programs. Implications provided by this book include models to use for program evaluation, steps for implementation, and process worksheets that will be useful throughout my capstone project.</p> <p>*Look at Specific Chapters and include more here</p>



9	<b>Overview of Article</b>
Type of article	Overall Type: Review of Research Specific Type: Systematic Review
APA Reference	Moriña, A. (2017). Inclusive education in higher education: Challenges and opportunities. <i>European Journal of Special Needs Education</i> , 32(1), 3-17.: <a href="https://doi.org/10.1080/08856257.2016.1254964">https://doi.org/10.1080/08856257.2016.1254964</a>
Abstract	"Implementing the principles of inclusive education within higher education can be challenging. Inclusive education was originally developed for younger students, prior to its application within higher education. However, as more students with disabilities successfully complete their early schooling, the need to move towards inclusive practices within higher education has increased. The purpose of this article is to offer thoughts on inclusive practices within higher education. The paper is organised into three sections: a description of the current situation of inclusive education in relation to students with disabilities in higher education; a review of the literature focused on students with disabilities and on faculty members within higher education; and a discussion of how moving the university towards an inclusive setting requires designing policies, strategies, processes and actions that contribute to ensuring the success of all the students." (p. 3)
Author	Credentials: Ph. D.  Position and Institution: Faculty of Education, Department of Teaching and Educational Organization, University of Seville, Seville, Spain  Other: Research interests are inclusive education, disability, higher education, teacher/faculty training and qualitative methods  Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journals  Publisher: Routledge, Taylor and Francis Group  Other: European Journal of Special Needs Education
Date and Citation History	Date of publication: December 23rd, 2016  Google Scholar Cited By: 406
Stated Purpose or Research Question	"The purpose of this article is to address the current state of inclusion in higher education with regard to students with special educational needs, specifically students with disabilities. The work is organised around three sections. First, an introduction to the topic considering: the increase of the students with disabilities in the university with an examination of policies, a discussion of the principles of inclusive education and an overview of the social model of disability. This section helps to contextualise how higher education is currently responding to students with disabilities. The second section reviews the literature on higher education, inclusive education and disabilities. The studies in these sections are organised around the findings regarding students and

	faculty. The third section discusses the social and educational impacts of inclusion within the university. The paper concludes by exploring the policies, strategies, processes and actions that contribute to ensuring the success of all the students.” (p. 4)
Author’s Conclusion	“In conclusion, it is not enough for the university to guarantee access to students with disabilities. Its policies and practices must be revised to ensure that education is inclusive – guaranteeing that all the students can participate fully and that all can benefit from a process of quality teaching and learning” (p. 13)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good  Rationale: This article discussions current education for students with disabilities in higher education, reviews research on faculty members in higher education, and how to move towards an inclusive setting for all students.
Overall Quality of Article	Overall Quality of Article: Good  Rationale: Extensive reference list.
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What needs to be done to utilize universal design learning principles? <i>Clinical Bottom Line:</i> Training with faculty is a huge first step.
Your Lay Summary	The number of students in higher education with disabilities is increasing. There is a greater dropout rate for students with disabilities at the university level. Increasing campus culture around disabilities can decrease stigma for faculty, staff, and students. The barriers and facilitators students discussed are displayed in Table 1. The negative attitudes about disability are found in Table 3. Key findings on faculty are displayed in Table 4 specifically universal design learning and training related to disability.
Your Professional Summary	The social model and medical model are discussed in relation to disability in general. A review of research was done focusing on students with disabilities and faculty members. Search terms were included as well as professional higher education journals. The research studies on faculty members addresses the attitudes faculty have on students with disabilities, the need for training and use of universal design learning. Research was examined looking at the barriers and facilitators students reported (seen in Table 1). Then research was also examined based on the transition process from secondary education to university. Training faculty on the needs of students with disabilities was found to be vital in higher education. In addition to training faculty on disabilities, training on universal design learning which benefits both students with and without disabilities. Research has found that promoting students with disabilities attending universities to improve quality of life. Lastly, to create an inclusive campus culture, changes need to be made at the institutional level and classroom level. Three focus areas can be important for creating inclusion: 1. Fully accessible campus, 2. Sensitive and supportive for students with

	disabilities in the first year of school, and 3. Support training faculty which includes universal design learning.
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10	<b>Overview of Article</b>
Type of article	Overall Type: Primary Research Specific Type: Experimental Research
APA Reference	Davies, P. L., Schelly, C. L., & Spooner, C. L. (2013). Measuring the effectiveness of universal design for learning intervention in postsecondary education. <i>Journal of Postsecondary Education and Disability</i> , 26(3), 195-220.
Abstract	<p>“To date, a mere handful of studies have been conducted to determine the effectiveness of providing training to university instructors on the principles of Universal Design for Learning (UDL) and the impact this training has on student outcomes, especially for students with disabilities. While these studies offer some useful data, their results may be considered inconclusive because they did not use control groups and therefore had no comparative data regarding outcomes in courses where UDL was not implemented. This paper, which builds on a study published by these authors in a previous issue of JPED (Schelly, Davies, &amp; Spooner, 2011), responds to the gap in the literature by measuring the effectiveness of instructor training regarding the principles of UDL and techniques for its implementation. It does so by comparing student perceptions of instructor teaching methods, as measured by a UDL questionnaire, completed before and after the instructors received UDL training and by comparing those results to a control group of students taking the same course in a different section where instructors did not receive UDL training.” (p. 195)</p>
Author	<p>Credentials: B.S in Occupational Therapy, Ph. D in Neuroscience and development psychology</p> <p>Position and Institution: Professor in the Department of Occupational Therapy and is the Executive Director of the Brainwaves Research Laboratory at Colorado State University</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Scholarly peer-reviewed journals</p> <p>Publisher: Journal of Postsecondary Education and Disability</p>
Date and Citation History	<p>Date of publication: 2013</p> <p>Google Scholar Cited By: 200</p>
Stated Purpose or Research Question	<p>“The present study builds on the previous one by comparing student survey data about an intervention group of instructors who received UDL training to student survey data from a control group of instructors who did not receive UDL training. The student survey instrument was revised and expanded for this study to more accurately capture student perceptions of their instructors’ teaching practices – especially those practices that correspond to the three</p>

	UDL principles. This paper thus presents a more refined and potent analysis of the effectiveness of UDL instructor training.” (p. 197)
Author’s Conclusion	“The results of this study demonstrate that as little as five hours of group instruction for higher education instructors on the use of UDL principles and teaching strategies effectively increases the implementation of those strategies. Changes in instructor implementation of UDL strategies, based on student survey responses, were compared between instructors who received UDL training and a control group of instructors who did not receive UDL training.” (p. 210)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: This article was written by occupational therapists and discusses the use and effectiveness of universal design learning.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Extensive reference list.
Your Focused Question and Clinical Bottom Line	<i>Question:</i> Why is universal design learning effective in postsecondary education? <i>Clinical Bottom Line:</i> Universal design learning is beneficial and supportive for students with and without disabilities but more students with disabilities.
Your Lay Summary	There is an increase in the number of individuals with disabilities. Universal Design Learning is being talked about more and more. With the increase in technology used by teens and young adults, it is important to be aware of how material is presented in higher education.
Your Professional Summary	The objective of this article was to point out the effectiveness of using Universal Design Learning in higher education. The sample size consisted of an intervention group and a control group, Ph. D. candidates in the psychology department and students. Pre and post questionnaires were completed. A strength of this article is the extensive amount of research on universal design learning principles. A weakness is a lack of student outcomes based on universal design learning training. Another weakness is the use of doctoral students only. It could be different if the participants were different. Universal Design Learning is beneficial for everyone but especially students with disabilities. With the growing use of technology today, there are improvements in visual and spatial skills but decreased ability to think.

## Appendix C: Student Support Services Flowchart

\*\*Flowchart created by Madisyn Anderson & Emily Medcalf, Doctor of Occupational Therapy Students at Saint Catherine University (Saint Paul, MN)\*\*



[Link to access links](#)

## Appendix D: Faculty Resource Survey

You have been invited to participate in this research project because you are a faculty member at St. Catherine University and have agreed to share your experiences and the barriers you may have experienced. This project is being conducted by Madisyn Anderson, an occupational therapy doctoral capstone student who is overseen by the Student Accessibility and Accommodations Assistant Director, Alyssa Klenotich, M.S. and capstone advisor, Dr. Kimberley Persons, DHS, OTR/L at St. Catherine University. The purpose of this survey is to gather information to support the faculty resource page on the Student Accessibility and Accommodations website. The survey includes questions relating to your background, your knowledge about accessibility for students, resources and services offered, and gaps in knowledge. The data we collect from this survey will be used for program evaluation and educational purposes. It will take approximately 15-30 minutes to complete.

Your responses to this survey will be anonymous, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary, and your decision whether or not to participate will not affect your relationships with St. Catherine University. If you decide to stop at any time, you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Madisyn Anderson, [meanderson750@stkate.edu](mailto:meanderson750@stkate.edu) or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; [jsschmitt@stkate.edu](mailto:jsschmitt@stkate.edu). By responding to items on this survey, you are giving us your consent to allow us to use your responses for research and educational purposes.

By clicking next, you consent to participate in this survey.

### Survey: Background Information

1. What department are you a faculty member in? (open-ended question)
2. How long have you been affiliated with St. Catherine University?
  - a. Less than 1 year
  - b. 1-3 years
  - c. 3-5 years
  - d. More than 5 years
3. What do you know about accessibility for students? (open-ended question)
4. What do you know about the resources offered to faculty and students at the Student Accessibility and Accommodations office at St. Catherine University? (open-ended question)

### Likert Scale

This next section will ask you to rate yourself/understanding on a scale of 1-5 with 1 being strongly disagree and 5 being strongly agreed.

1. "I am aware of Universal Design Learning for students learning."
  - a. 1- strongly disagree
  - b. 2

- c. 3
  - d. 4
  - e. 5- strongly agree
2. "I am confident in utilizing Universal Design Learning practices in the classroom."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree
  3. "I am aware of the accommodation letters and consult appointments for faculty."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree
  4. "The faculty resources related to student accessibility and accommodations, disabilities, and Universal Design Learning (UDL) provided by St. Catherine university are accessible."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree
  5. "I understand the Student Accessibility and Accommodations office's responsibility in carrying out accommodations."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree
  6. "I understand my responsibility in carrying out accommodations."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree
  7. "I understand when it is appropriate to refer a student to Student Accessibility and Accommodations."
    - a. 1- strongly disagree
    - b. 2
    - c. 3
    - d. 4
    - e. 5- strongly agree



8. "I understand how to refer a student to the Student Accessibility and Accommodations office."
- 1- strongly disagree
  - 2
  - 3
  - 4
  - 5- strongly agree

#### Resource Inquire

1. What challenges or barriers have you encountered when trying to access or utilize faculty resources at St. Catherine University. (open-ended question)
2. Select all that apply. What resources do you want to see more of?
  - Process of how to refer students
  - Process of how to carry out accommodations
  - Creating accessible word documents
  - Creating accessible PDFs
  - Creating accessible PowerPoints
  - Closed captioning
  - General universal design learning principles
  - How to implement design learning principles
  - Other (please specify)
3. Please provide any additional information or recommendations. (open-ended question)
4. Have you utilized any external resources to supplement the faculty resources provided by your institution?
  - a. Yes
  - b. No
  - c. If yes, what external resources have you used to enhance your classroom practices for students with disabilities?

#### Long answer - external resources

1. What external resources have you used to enhance your classroom practices for students with disabilities?

Thank you!

Thank you for taking the time to complete this evaluation survey. Your feedback is valuable to improving the faculty resources provided by St. Catherine University to better support faculty and staff in understanding support services, the process for referring a student, and assisting students with accommodations.

## Appendix E: Universal Design Learning (UDL) 101

\*\*Created by Madisyn Anderson, Doctor of Occupational Therapy Student at Saint Catherine University (Saint Paul, MN)\*\*

### Definition

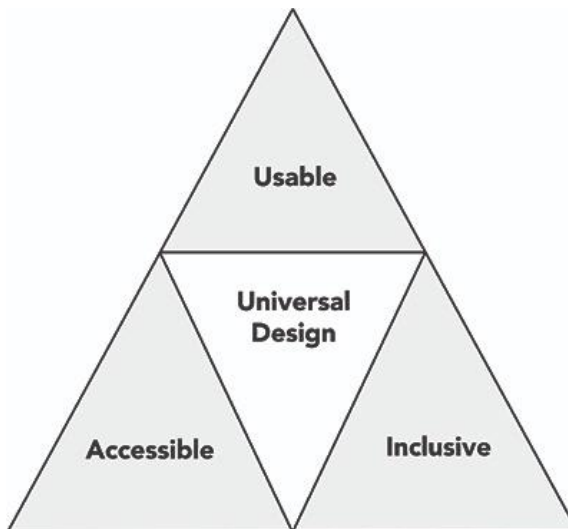
- **Universal Design (UD):** “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” (Burgstahler, 2020, p.3)

### Characteristics of any UD product or environment

(see image on the right) (DO-IT, 2021)

### What is UDL?

- A framework to accommodate the needs and abilities of all learners and eliminate unnecessary barriers to learning (CAST, 2018)
- UDL is about meeting learning objectives in ways more conducive to the diverse learners within a classroom.
- UDL is NOT a treatment plan (M. Lossing, personal communication, July 12th, 2023)
- UDL does not completely eliminate the need for accommodations
- **Goal of UDL:** Create inclusive learning experiences for all members of the community



### Principles of UDL, according to The Center for Applied Special Technology (CAST) (CAST, 2018, Understood, 2019)

1. Provide multiple means of **engagement (WHY** of learning)
  1. What ways do I give students choice and autonomy?
  2. How do I make learning relevant to students' needs and wants?
  3. What ways is my classroom accepting of all students
2. Provide multiple means of **representation (WHAT** of learning)
  1. How can I present information in ways that reach all students?
  2. What options do I provide for students who need support with printed texts and/or auditory learning?
3. Provide multiple means of **action and expression (HOW** of learning)
  1. Am I providing students access to assistive technology (e.g. speech-to-text and text-to-speech)?
  2. Have I considered various methods for students to show what they know?

### Simple Action Steps

(A. Klenotich, personal communication, July 6th, 2023; M. Lossing, personal communication, July 12th, 2023)

- Provide PowerPoints/notes for the class ahead of time
- Record lectures when possible
- Captioning of class recordings, videos played in class, etc.

- Accessible documents (PDF or Word)
- Provide a variety of assignments
- Have flexible due dates (e.g., homework due the week of the 14th so students can turn in Monday - Friday)
- No attendance points
- Utilize online textbooks (so it has a built in read speaker)
- Various ways of “input” (e.g., discussion, chat, hands-on, projects, small quizzes, experiential)
- Add in feedback loop from students - Mid-semester and end of semester (evaluation)
  - Show the data to students and tweak the course based on the midterm evaluation

**Pick one course assignment, evaluation, etc. to try! Do not try all of this at one. Small changes go a long way.**

### **Helpful Resources!**

- [Universal Design in Instruction](#)
- [Universal Design on Campus Getting Started](#)

Refer to the [UDL Implementation Document](#) for more ways to implement UDL into your courses.

## References

Burgstahler, S. E. (2020). *Creating inclusive learning opportunities in higher education*. Harvard Education Press.

CAST (2018). *Universal Design for Learning Guidelines version 2.2*. <http://udlguidelines.cast.org>

University of Washington, Disabilities Opportunities Internetworking Technology (DO-IT).

(2021). *Equal access: Universal design of instruction*.

<https://www.washington.edu/doiit/equal-access-universal-design-instruction>

Understood (2019). *Universal Design for Learning (UDL): A teacher's guide*.

[https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm\\_source=google&utm\\_medium=cpc&utm\\_term=udl+education&utm\\_campaign=EN\\_UDL\\_EJ2&gclid=CjwKCAjwwb6lBhBJEiwAbuVUSq22Doddm7nkGFPYlai4i4wKhXysAqUjHbQMz3Jzut1GJiBb-Tyc1RoCPvUQAvD\\_BwE&gclidsrc=aw.ds](https://www.understood.org/en/articles/understanding-universal-design-for-learning?utm_source=google&utm_medium=cpc&utm_term=udl+education&utm_campaign=EN_UDL_EJ2&gclid=CjwKCAjwwb6lBhBJEiwAbuVUSq22Doddm7nkGFPYlai4i4wKhXysAqUjHbQMz3Jzut1GJiBb-Tyc1RoCPvUQAvD_BwE&gclidsrc=aw.ds)

### Appendix F: Implementation of UDL

\*\*Created by Madisyn Anderson, Doctor of Occupational Therapy Student at Saint Catherine University (Saint Paul, MN)\*\*

#### UDL Syllabus Components and UDL Considerations (UDL On Campus, n.d.).

Syllabus component	UDL Considerations/Examples
Instructor Introduction	Make the first introduction personal to engage students - include photo and video to introduce yourself, the course and expectations
	Add a video "tour" of the course, if teaching online
Student Resources and Accommodations	Consider placing student support resources at the top or front page of your syllabus instead of at the end (e.g., after office hours)
Course Description	Highlight goals of the course and why material is relevant
Course Objectives	State objectives that are directly connected to assignments
Materials/Course Content	Increase options of representation and engagement by including a variety of materials, beyond printed text.
	Include links to outside resources and tools and make sure they are accessible (e.g., YouTube videos, blogs, accessible slide presentations, downloadable PDFs, and websites that feature real-world applications of content)
	<p>Use accessible website How do you know if it is accessible?</p> <ul style="list-style-type: none"> <li>• Use <a href="#">Read and Write/Text Help</a> to demo if a website or document is accessible <ul style="list-style-type: none"> <li>○ Open app and see if PDF is played</li> <li>○ Chrome extension for websites</li> <li>○ Download Desktop application for PDFs</li> </ul> </li> </ul> <p>**Anyone with a St. Kate's email has free access to TextHelp Reach out if you have further questions or want an audit of a resource you are thinking about using for your course</p>
Assignments and Assessment	Provide choices for physical actions, expression, communication and executive functions.
	Assessments: open or take home exams/quizzes, projects with the choice to record a video, writing a paper, creating a podcast, etc.
Timing and Scheduling	Create a schedule that states when assignments are due, dates of quizzes and tests, and project due dates.

**UDL and Assessment**

- Use and share rubrics to clarify expectations
- Involve learners in assessing their learning progress
- Offer a variety of assessment formats, written exams, oral presentations, group projects, or hands-on demonstrations to assess differing strengths and abilities
- Provide feedback and revision opportunities

Please register for the [University of Minnesota - Fundamentals of Disability Accommodations and Inclusive Course Design](#) for more information and strategies for creating inclusive assessments, assignments, course-related communication, accessible physical spaces, and course content. It is a free course that takes about an hour to complete. Module 3 - Inclusive Course Design provides an overview of strategies to reduce barriers for disabled and non-disabled students and support the mental health needs of all students.

## References

A. Klenotich, personal communication, July 14th, 2023.

CAST. (2022, November 9). *UDL tips for assessments*. <https://www.cast.org/products-services/resources/2020/udl-tips-assessments>

UDL On Campus. (n.d.). *UDL syllabus*.

[http://udloncampus.cast.org/page/planning\\_syllabus#l1970162](http://udloncampus.cast.org/page/planning_syllabus#l1970162)

UDL On Campus. (n.d.) *UDL and Assessment*.

[http://udloncampus.cast.org/page/assessment\\_udl](http://udloncampus.cast.org/page/assessment_udl)

## Appendix G: Creating an Accessible PowerPoint

### Creating an Accessible PowerPoint

Created by Paige Nelles, OTS through a combination of information from The Department of Rehabilitation (DOR) (n.d.), Microsoft (2019), and WebAIM (2019).

Revised July 2023 by Madisyn Anderson, Doctor of Occupational Therapy Student at Saint Catherine University (St. Paul, MN).

### Choosing a slide theme and slide layout

#### Choosing a slide theme

Choosing a slide theme that has good contrast between the background color and the font color, in addition to not choosing too busy of a background that will make reading text difficult (Microsoft, 2019; WebAIM 2019). When searching for an accessible design, it can help to type in 'accessible' in the search box to find a theme that will be most likely to be accessible (WebAIM, 2019). Best practice recommends using no more than two colors (Oldenburg, 2021).

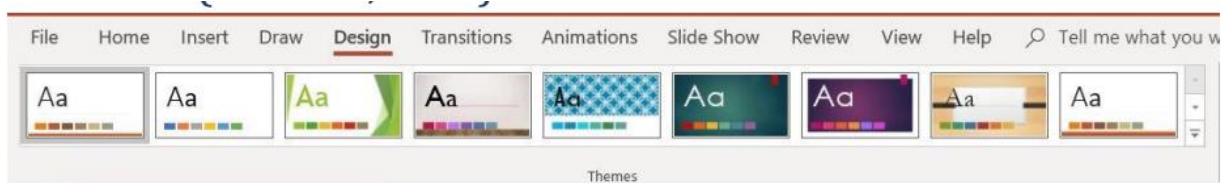


Figure 1. Slide theme choices.

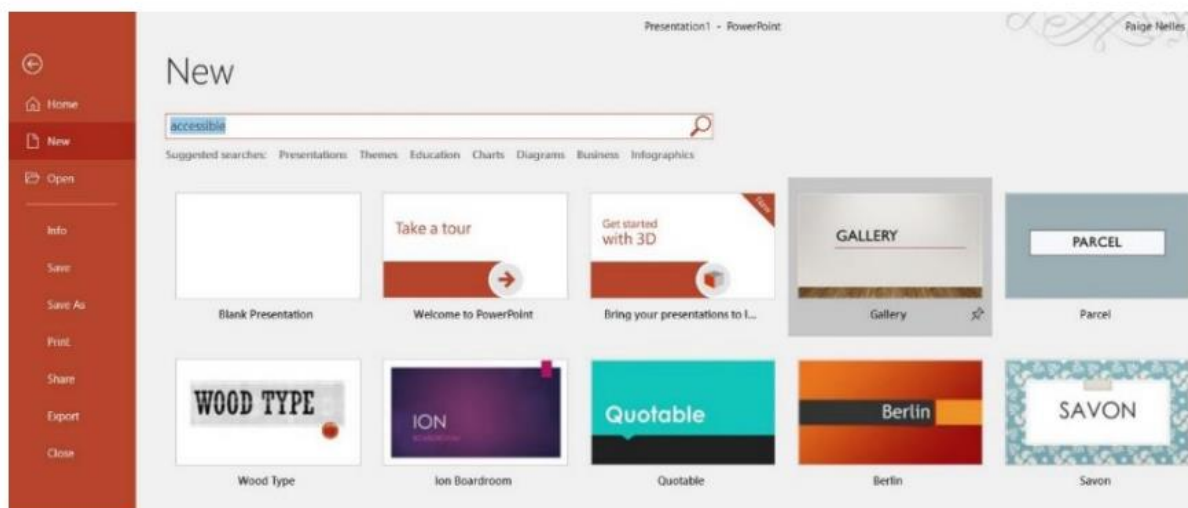


Figure 2. Searching for an accessible theme

#### Choosing a slide layout

Use the built-in slide design to ensure that the design is accessible (DOR, n.d.). The accessibility of using the preset templates is ensured by having a preset order of



reading content that allows for easier reading order for those using screen readers and for all other reading through the slide (DOR, n.d.; Microsoft, 2019; WebAIM, 2019).

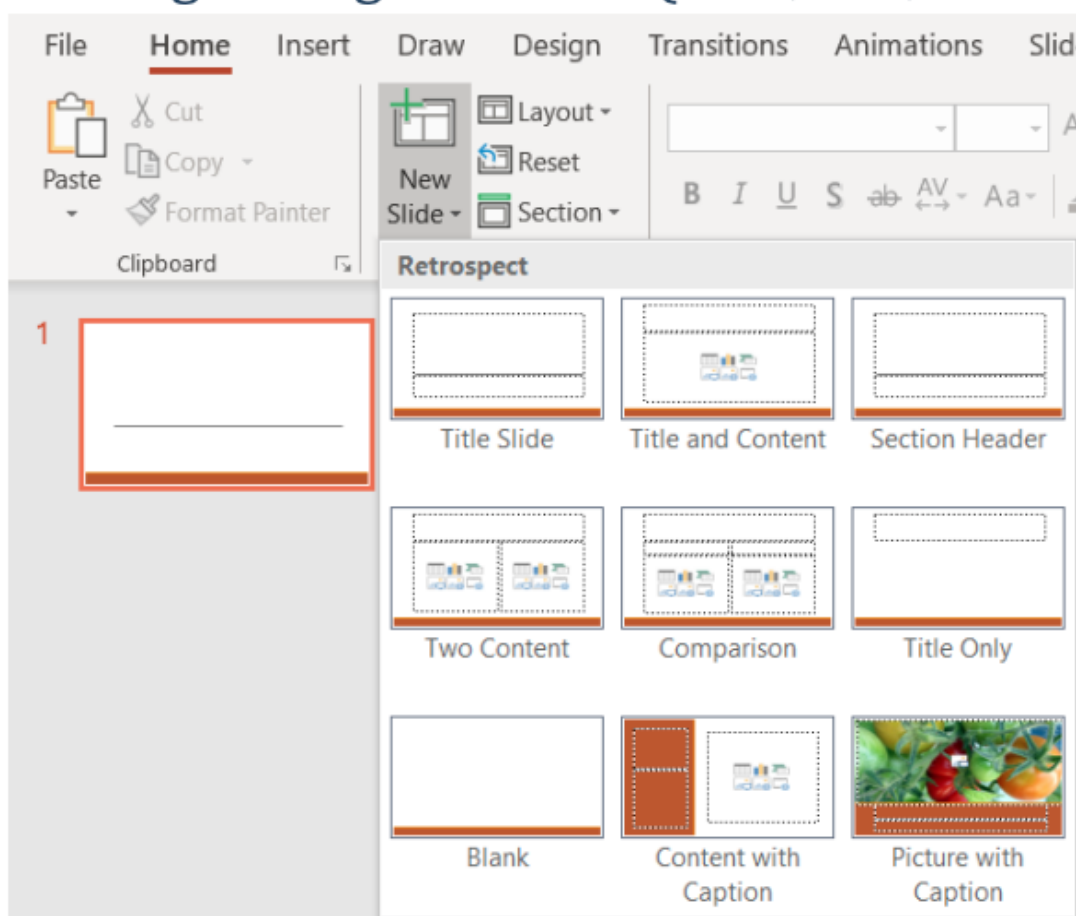


Figure 3. Choosing a slide layout

### Font and Font Size

It has been recommended that using sans-serif fonts such as Arial, Verdana, and Calibri for the text so that readability is increased (DOR, n.d.; Microsoft, 2019). If there is a portion that needs to be emphasized, it is best to italicize rather than using a different color as it can be difficult for people with color blindness or low vision to distinguish between the colors (DOR, n.d.) It is best practice to use a minimum of size 18 font (Microsoft, 2019), although using size 24 is recommended when creating content so that it can be viewed to those with vision problems (DOR, n.d.; Oldenburg, 2021). Using ample white space and using text to background contrasting colors will help with the readability and visual processing of the content within the slide for individuals with low vision or dyslexia (DOR, n.d.; Microsoft, 2019).

## Using Different Slide Views

### Normal View (Slide View)

The Normal View is what most individuals are used to utilizing and allows for customization of the slideshow for the necessary content and flip between slides by using the thumbnails on the side (DOR, n.d.). Although this view is great for making changes to the presentation, it does not allow for easy access in seeing what is or is not accessible (DOR, n.d.).

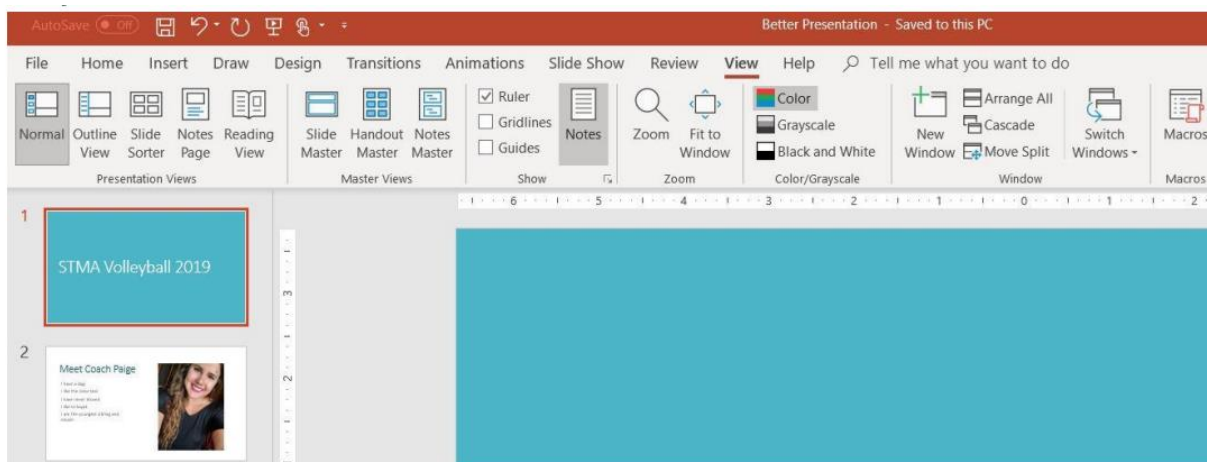


Figure 4. Example of Normal View

### Outline View

Outline view is used to give an outline of the presentation as well as helps to show the accessibility of the presentation (DOR, n.d.). The order in which items are listed in the outline are the way in which they will be read by a screen reader (DOR, n.d.). If the order needs to be changed, the arrange button on the home screen will allow an option of selection pane where the order of what is on the slide can be rearranged so that it is read in the correct order (WebAIM, 2019). Although the outline view has the reading order from top to bottom, the selection pane works backwards and will read from bottom to top, see figure 6) and items can be rearranged on this page (WebAIM, 2019).

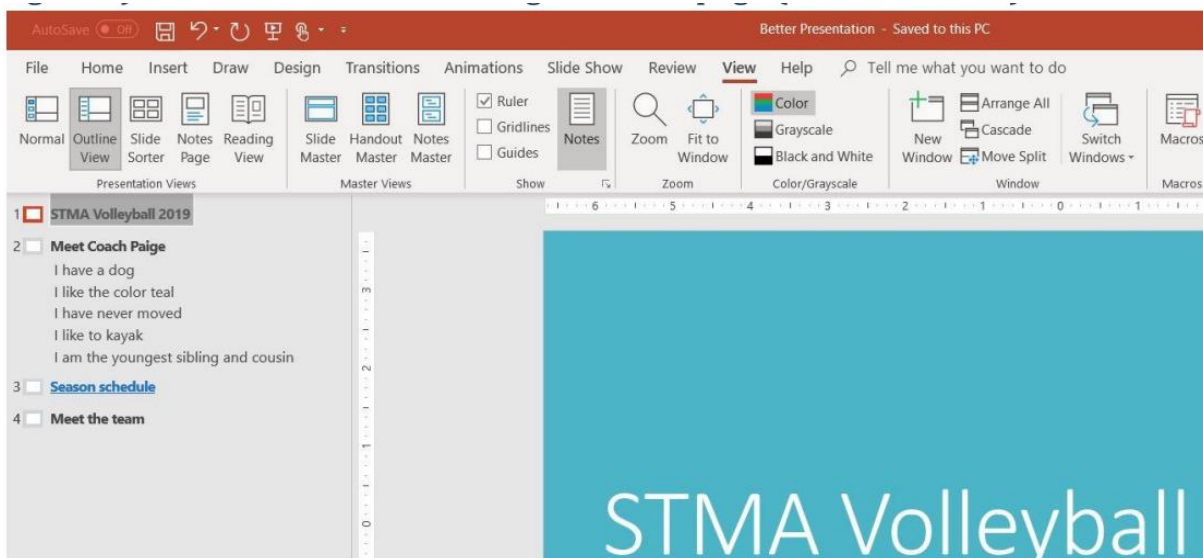


Figure 5. Example of Slide View. A screen reader will read the content in the order that is listed, from top to bottom.

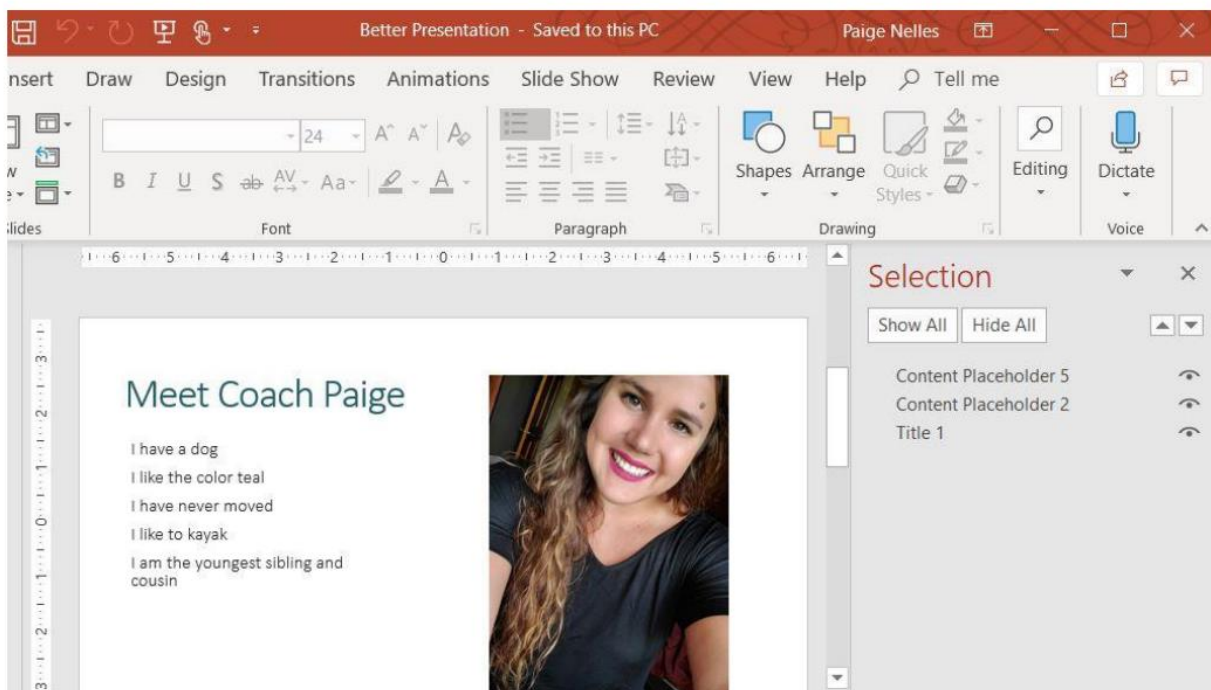


Figure 6. Example of reading order in Selection Pane view. A screen reader will read content in the order from bottom to top in the selection pane.

## Slide Master

Slide Master is used to edit the layout of each slide layout within the presentation (DOR, n.d.; WebAIM, 2019). The layouts that are already created by PowerPoint will be available on the left hand side of the window, but can be edited to fit the needs of the user (WebAIM, 2019). If the user wants to add a slide layout they are able to by clicking insert layout (DOR, n.d.; WebAIM, 2019). The new layout can be adjusted to fit the needs of the user, but if content is to be added it is important to use “Insert Placeholder” rather than adding a textbox so that the content is picked up by a screen reader and the reading order can be adjusted (DOR, n.d.; WebAIM, 2019). The layouts can be saved with a new name created by the user and when all adjustments have been made, the user can return to slide view or outline view by hitting the ‘close master view’ button (DOR, n.d.; WebAIM, 2019).

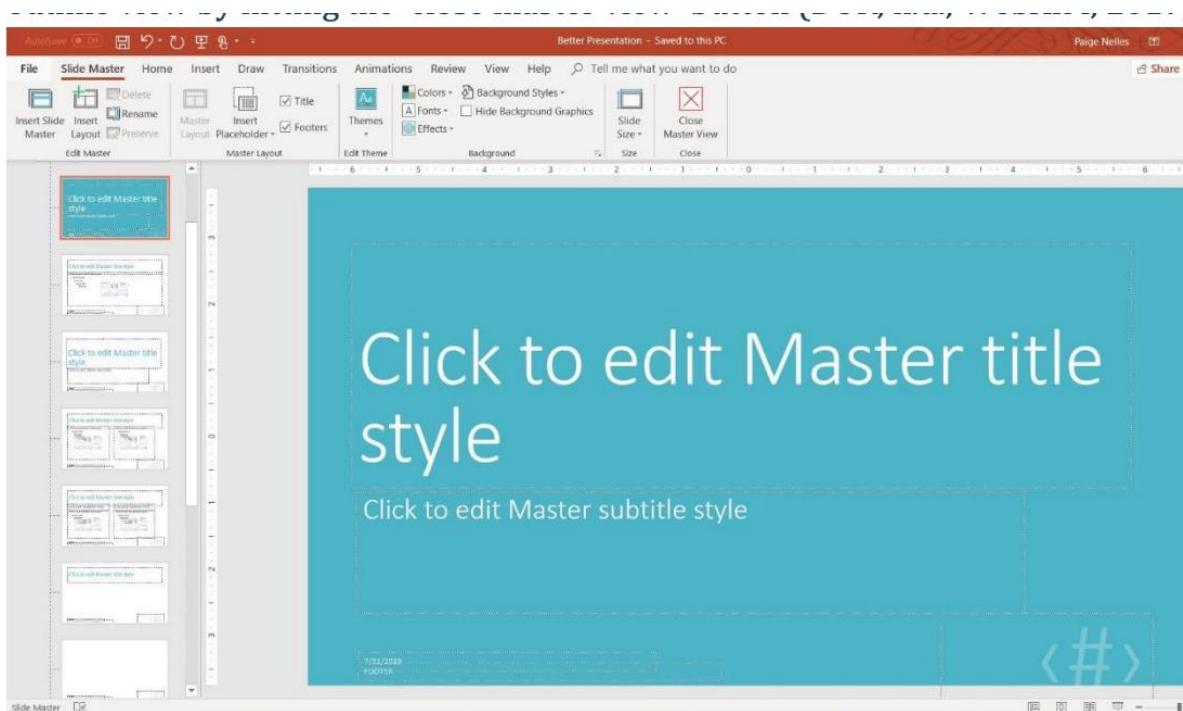


Figure 7. Example of Slide Master view.

## Adding Alt Text

Alternative (Alt) Text is used for photographs within a PowerPoint to describe the content that the photo holds and the importance of the picture in the slideshow (DOR, n.d.; Microsoft, 2019; WebAIM, 2019). Adding Alt Text is different for each version of PowerPoint but can be found fairly easily within each version, examples for adding Alt text in Microsoft 365 are given in the figures below (WebAIM, 2019). In PowerPoint 2016, Alt text can be added by choosing the ‘Size & Properties’ icon and then choosing Alt text (WebAIM, 2019). If there is still difficulty in finding how to add Alt text, search ‘alt text’ in the search bar.

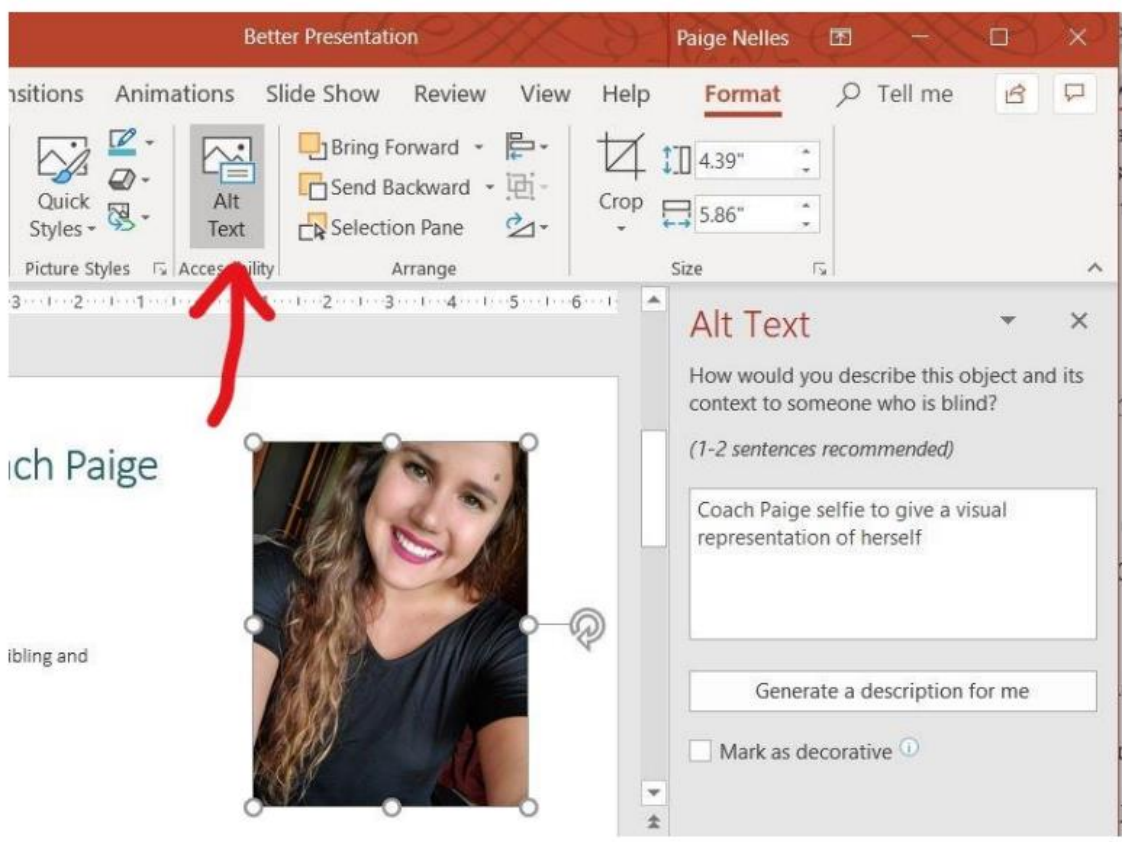


Figure 8. Adding Alt text by using the 'Format' tab in Microsoft Office 365

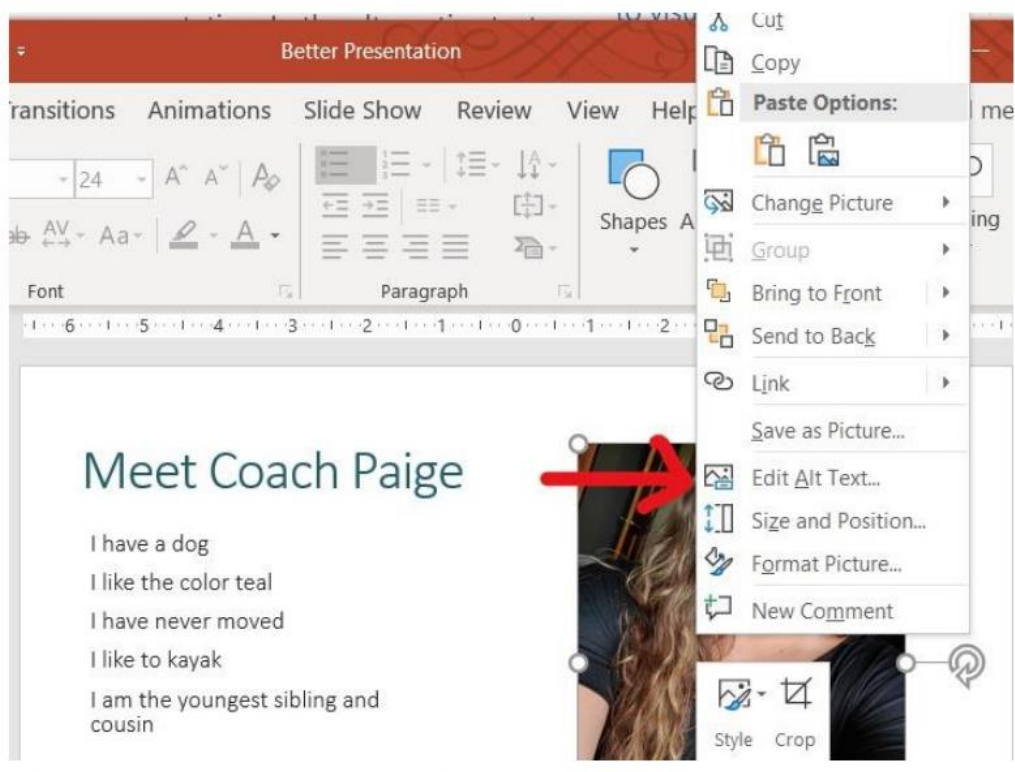


Figure 9. Adding Alt text by right clicking on the photo in Microsoft Office 365

### Adding Hyperlinked Text

Hyperlinked Text is useful when information from an interactive website or a video is to be shown during the presentation of the PowerPoint, however, when the hyperlink is added in its full form it is difficult for screen readers to read through the text (WebAIM, 2019). A hyperlink that does not have a descriptor will be read in full, which can be confusing for a screen reader and a set back for the user of the screen reader (WebAIM, 2019). Instead, add a meaningful description of the hyperlink that describes what the link will take the user to, see figure 11 (DOR, n.d.; Microsoft, 2019; WebAIM, 2019). Creating a hyperlink can be done by right clicking on the URL, choosing edit link, and then typing in meaningful text in the 'Text to Display' box on the top, see figure 10 (DOR, n.d.; Microsoft, 2019; WebAIM, 2019).



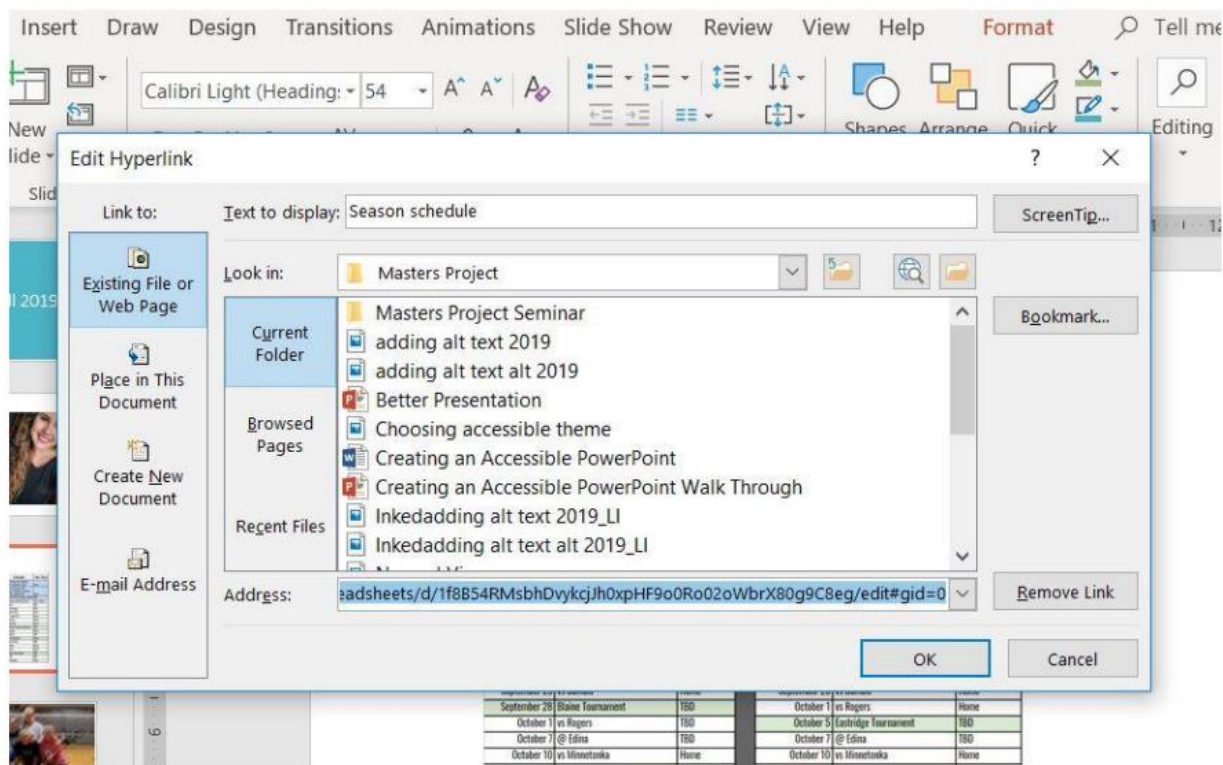


Figure 10. Creating a meaningful descriptor of a hyperlink.

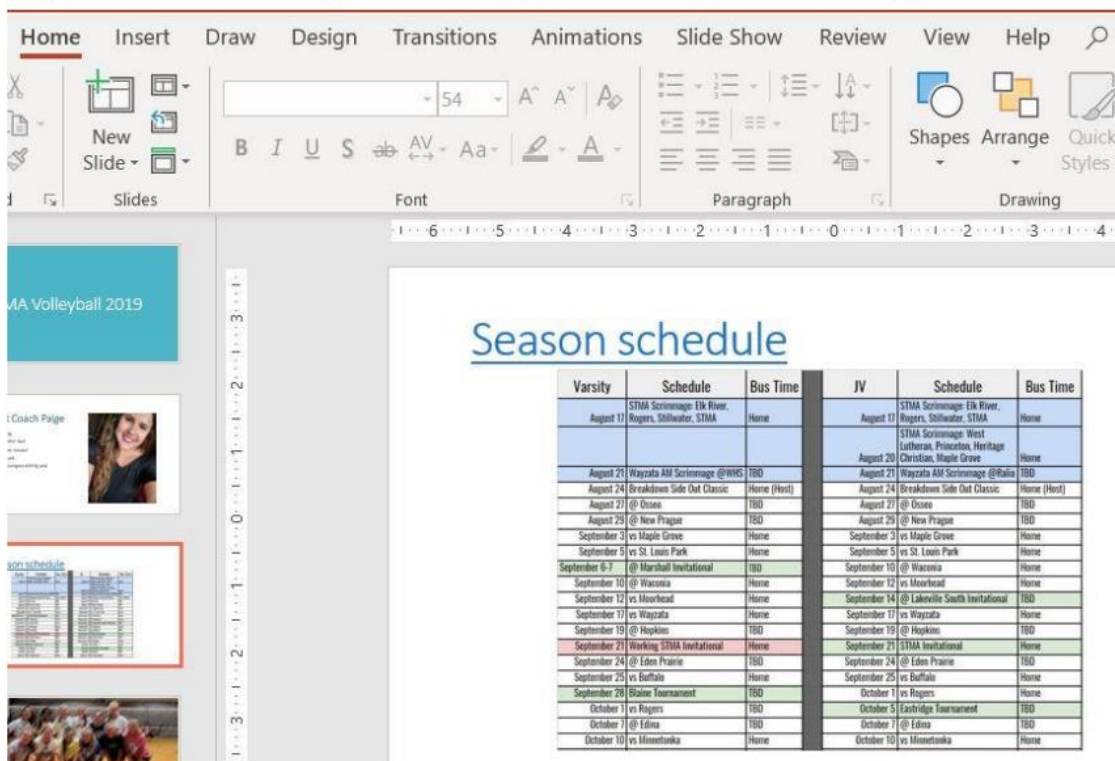


Figure 11. Example of a useful hyperlink

### Using the Accessibility Checker

The Accessibility Checker feature within PowerPoint helps users to identify areas of their PowerPoint that are missing important accessibility features such as Alt text, slide titles, and reading order that are important for those using a screen reader (DOR, n.d.; Microsoft, 2019; WebAIM, 2019). To utilize the Accessibility Checker that is built into PowerPoint, use the Review tab and the Check Accessibility button (Figure 12). From there, the Accessibility Checker will open on the right hand side and will identify areas that are not accessible and provide a drop-down menu to fix the problem (Figures 13 and 14). When all areas are deemed accessible, the Accessibility Checker will show a check mark as seen in Figure 15. The Accessibility Checker can be left open throughout the entire process of making the PowerPoint to catch problems right away, or can be used at the end to ensure that the document is accessible, it is up to the user how they would like to use it.

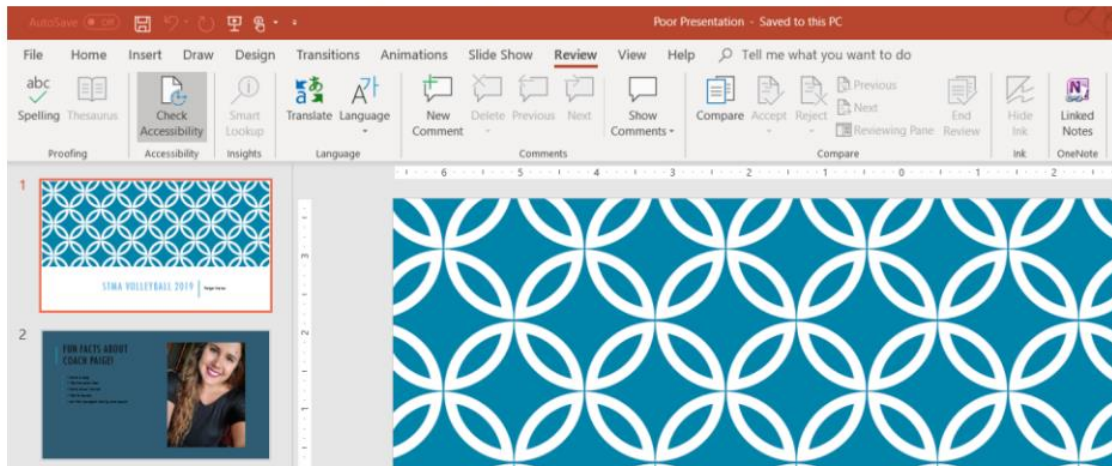


Figure 12. Example of how to find the 'Check Accessibility' tab in PowerPoint 365.



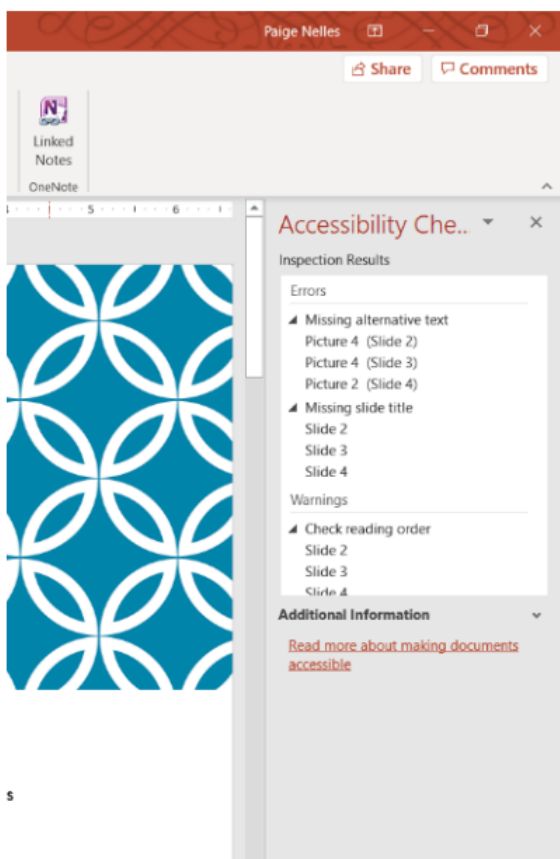


Figure 13. Example of what an inaccessible document may look like when the Accessibility Checker is used.

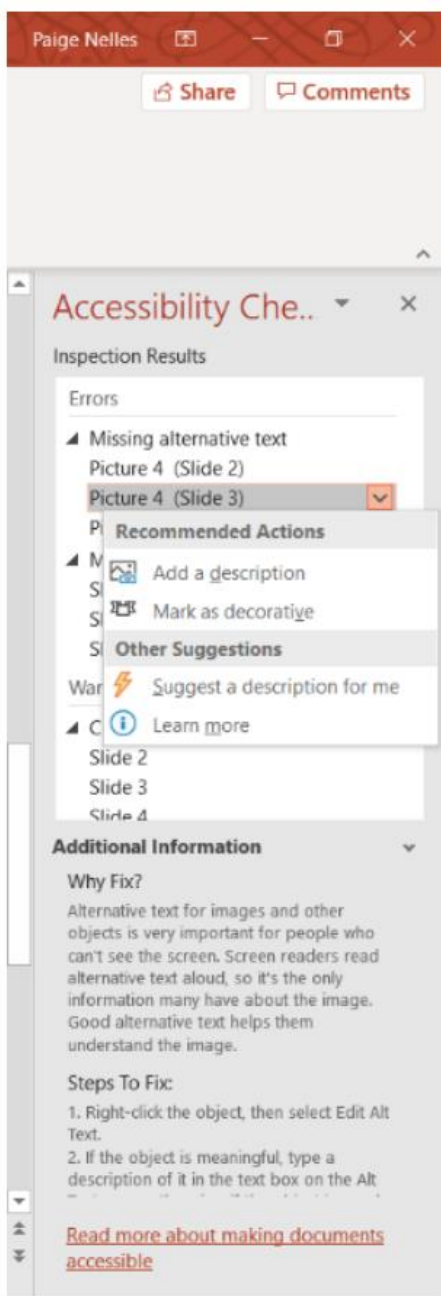


Figure 14. Example of how to adjust areas that have been flagged as inaccessible.

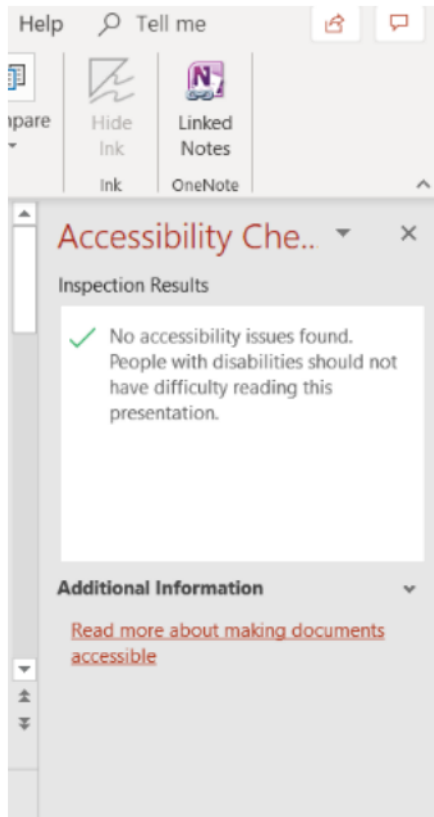


Figure 15. Example of what the Accessibility Checker looks like when a document has been created with accessibility in mind.

### Saving as a PDF

When saving a PowerPoint as a PDF, it is important to ensure that the document keeps the accessible features that were implemented in the PowerPoint format (DOR, n.d.). In order to carry over accessibility features save the document as a PDF and prior to hitting save, click on 'options' so that the window in Figure 16 can be seen and the boxes in Figure 16 are checked prior to saving the PDF.

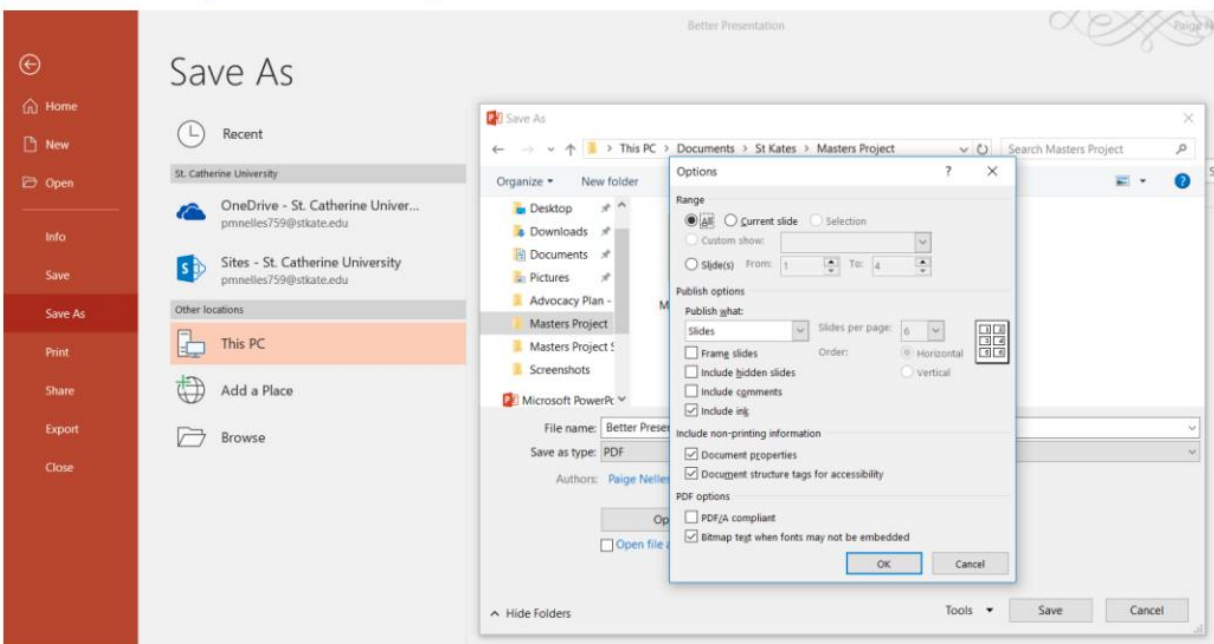


Figure 16. Example of how to ensure a PDF carries over accessibility features.

### References

Department of Rehabilitation. (n.d.). Seven steps to creating an accessible PowerPoint slideshow. Retrieved from [www.dor.ca.gov/disabilityaccessinfo](http://www.dor.ca.gov/disabilityaccessinfo)

Microsoft. (2019). Make your PowerPoint presentations accessible to people with disabilities. Retrieved from <https://support.office.com/en-us/article/make-your-powerpointpresentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25>

Oldenburg, H. (2021). OETH 8020 Educational Methods Class 5 - Educator Traits [PowerPoint slides]. Department of Occupational Therapy, St. Catherine University.

WebAIM. (2019). PowerPoint accessibility. Retrieved from <https://webaim.org/techniques/powerpoint/>

## Appendix H: Making Word Docs Accessible

\*\*Created by Abigail Jovanovich, Paige Nelles, Tiege Rugland, Elizabeth Warzecha and Karen Sames, OTD, OTR/L, FAOTA, Professor (advisor); Your Role in Online Learning: Legal Implications and Best Practices for Creating Accessible Content\*\*

\*\*Revised by Madisyn Anderson, Doctor of Occupational Therapy Student at St. Catherine University (Saint Paul, MN)\*\*



Start Here!

As you begin learning how to make documents accessible, start with the first set of 3 items. Make them part of your new “normal” and modify your habits. When you are comfortable with them, come back for the next set of items and the next, until you have mastered the process. For assistance and questions, call Janet Winsand at 651-690-7710.


**IMPORTANT NOTE:** The processes described to fix accessibility issues apply to Microsoft Word 2013 or later. The document must be saved with a ----.docx extension (not a ----.doc extension). If you are working with an older document, open it within Microsoft Office 2013 or later and re-save it in the newest document format.

### HOW to Identify the Version of Word / Office You are Using:

Open any Office file. Click the “File” tab in the ribbon. Select “Account” in the left column if you are using Office 2013 or newer. For older versions, click the “File” tab in the ribbon and click “Help”. The version of Office will be visible.

### HOW to See File Extensions:

- To see the extension, pull the document into a folder on your PC computer.

Name	Date modified	Type
 Retaining_Online_Students.docx	4/20/2017 8:21 PM	Microsoft Word Document

- IF your computer doesn’t show the file extension, follow these steps:
  - Windows 7:
    - From the Start icon, select “Control Panel”.
    - Open “Folder Options”
    - Click the “View” tab
    - Uncheck the box for “Hide extensions for known file types”

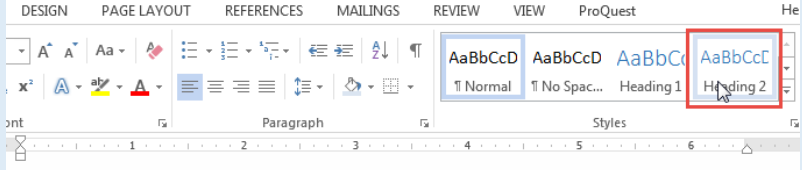
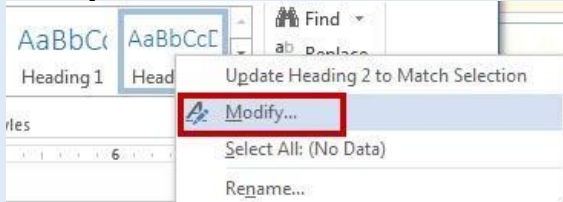
**Download to Make Changes:** You should download any Word/Office document from the web or find the source file before making changes to the document. You will be prompted to “Allow Editing” which is necessary to make changes

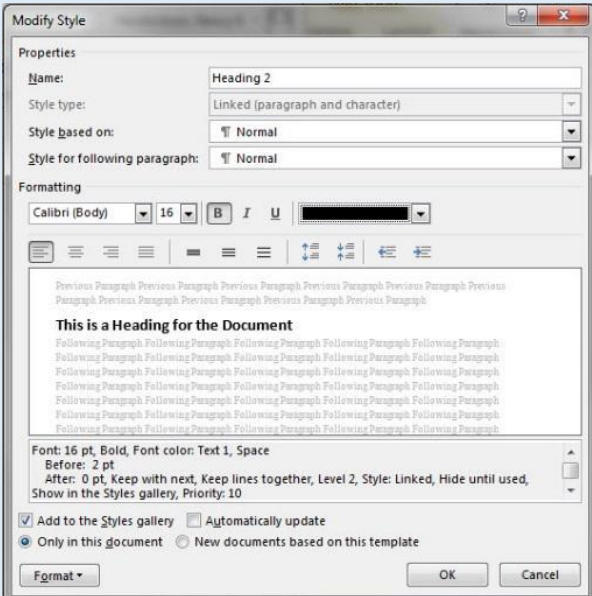
Unless you need to edit, it's safer to stay in Protected View.

Enable Editing

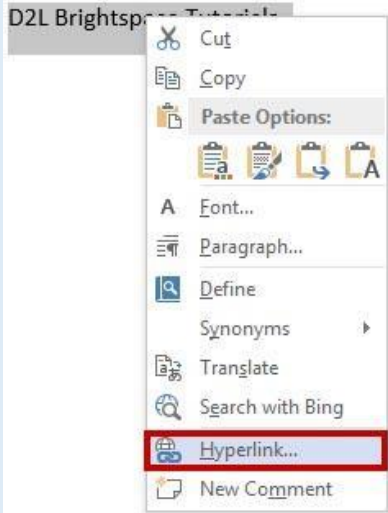
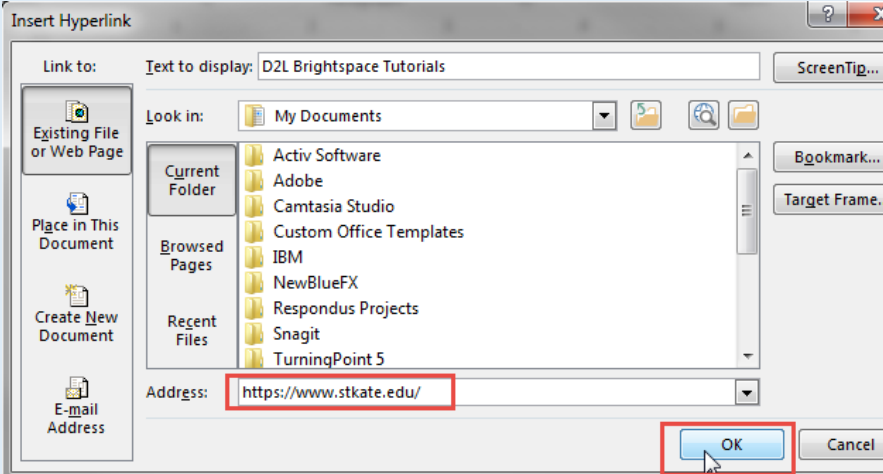
## GROUP 1 ITEMS: Actions for Accessible Documents

- 1-A: Use Heading Levels/Styles to organize content within the document.
- 1-B: Create hyperlinks within the document that use meaningful text for the link. Do not include long URLs and do not use meaningless text such as “Click here” for links.
- 1-C: Do not use underlining within regular text unless it appears in conjunction with web links/hyperlinks.

Category	Criteria				
<b>1-A: Heading Levels/ Styles</b>	Heading levels/ Styles are used to organize content within the document.				
	INFO NOTE: Screen readers can interpret the structure of the document by using heading levels, enabling learners to jump from header to header, effectively skimming the document to find the information they're searching for, as sighted readers would do.				
	There is only one “Heading 1” and it is the title of the document				
	Other headings use Heading 2 or Heading 3 styles. <ul style="list-style-type: none"> <li>• Heading 2's are the names of the categories (think of an outline)</li> <li>• Heading 3's are items within the Heading 2 categories.</li> </ul>				
	<p><b>HOW to Designate a Heading Level for Document Text in WORD:</b></p> <p>a. Type the heading and select the heading text.</p>  <p style="text-align: center;">This is a Heading for the Document</p> <p>b. With heading text selected, click the desired heading level in Styles.</p> <p>c. The text immediately displays in the format designated for that style / heading level.</p> <p>d. If you wish to change the style, right-click on the style box and select “Modify.”</p> 				

Category	Criteria				
	 <p>e. Make changes to the Font, Font Size, Font Color, Bold, Italic, etc.</p> <p>f. Use the Format button in the lower left to access Paragraph spacing and other parameters.</p> <p>g. Click OK to save changes. NOTE: ALL text with this style/heading level designation will now change to the updated settings.</p>				
<p><b>1-B: Hyperlinks</b></p>	<p>Hyperlinks are set up using meaningful link text and Microsoft Word's ability to associate a URL with the selected text – full URLs are not typed out.</p> <p>Links appear underlined in a contrasting color within the document.</p> <p>Repetitive meaningless link text, such as "Click here" is avoided.</p> <p>Correct: <a href="#">Check out St. Kate's public website!</a></p> <p>Incorrect: Check out St. Kate's public website at <a href="https://www.stkate.edu">https://www.stkate.edu</a></p> <p>Incorrect: <a href="#">Click here</a> to go to St. Kate's public website.</p> <p>INFO NOTE: Full URLs are read by screen readers, wasting time for the learner.</p> <p>HOW to Create a Hyperlink in Microsoft Word:</p> <ol style="list-style-type: none"> <li>1. First, find the destination web location and copy the URL. Paste it into a Notepad text file if you want to save it for a short time or have more than one URL you're looking up.</li> </ol>				



Category	Criteria				
	<p>2. Within the Microsoft Word document, select the meaningful text that will become the link. With the text selected, right click and select “Hyperlink”</p>  <p>from the menu.</p> <p>3. A dialog box will appear. Paste the link into the “Address” field &amp; click OK.</p>  <p>4. See the link show up in the doc with underlining and in the link text color dictated by the theme you’re using.</p> <ul style="list-style-type: none"> <li>Always test your links before uploading documents.</li> </ul>				
<p><b>1-C: Text Underlining</b></p>	<p>Underlining is not used within regular text and appears only when associated with web links/hyperlinks.</p> <p>INFO NOTE: Screen readers assume underlined text to be a web link and it causes confusion if there is no link.</p>				

## GROUP 2 ITEMS: Actions for Accessible Documents

2-A: Use built-in tools in Microsoft Word (e.g., Tabs and Margins) to create spacing and columns, not the space key.




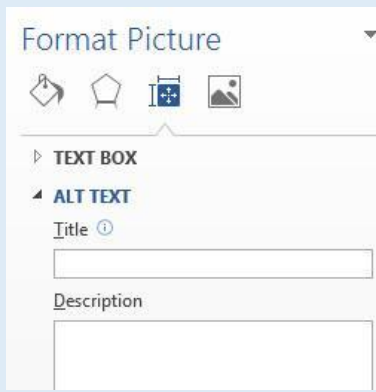
2-B: Add “Alternative” text (ALT text) to all images within the document.

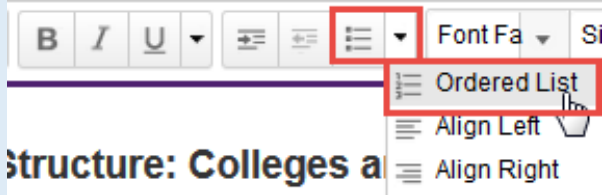
2-C: Do not use text boxes to hold content.

2-D: Use number formatting for ordered lists, where order really matters, and bullet formatting for items that are non-ordered lists.

### Learn How to Use the Accessibility Checker in Microsoft Word (Version 2013 or later)

**NOTE:** For Tables, Charts & Graphs within documents, see the separate Tables, Charts & Graphs Checklist.

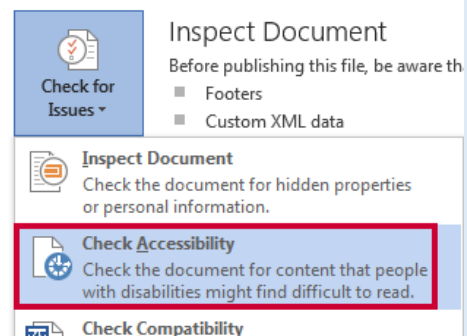
Category	Criteria	Yes	No	N/A	Comments
<b>2-A: Spacing and Columns</b>	Columns of text are created using the Page Layout feature in Microsoft Word, not by using the Tab Key.				
	Document uses tabs, not spaces, to line up text horizontally.				
	INFO NOTE: Tabbed columns are not read properly by screen readers. HOW: Use the Page Layout section of the Microsoft Word ribbon. Click “Columns” and select the number of columns. Move text as needed.				
<b>2-B: Images Have ALT Text</b>	All images have ALT text (Alternative Text) unless they are decorative.				
	HOW to Determine if Images have ALT Text: a. First, select the image. Right click and choose “Format picture.”  b. From the side menu that appears, click the ALT text icon  and then click the small triangle to open the ALT TEXT section. If there is text for the Description field, there is ALT text for the image. SEE graphic in the row below.				
	HOW to Add or Edit ALT Text: c. First, select the image. Right click and choose “Format picture.” d. From the side menu that appears, click the ALT text icon  and then click the small triangle to open the ALT TEXT section. e. Add a Title for the image if desired, but you must add a Description, which becomes the ALT Text that is read by a screen reader. 				

Category	Criteria	Yes	No	N/A	Comments
	<p>INFO NOTE: Describe the image as though you had your eyes closed and/or with the most pertinent information.</p> <p>INFO NOTE: Do not include the words “picture” or “image” as the screen reader will alert the user that the item <i>is</i> an image.</p> <p>INFO NOTE: For decorative images, use empty parentheses (“”) within the ALT text title field. Screen readers skip these images.</p>				
<p><b>2-C: No Text Boxes for Content</b></p>	<p>No text boxes containing content are used in the document.</p> <p>Example:</p> <div data-bbox="446 653 967 825" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>This text was added within a box by using the Insert tab and selecting “Text box” from the list of Shapes available.</p> </div> <p>HOW to Identify Text Boxes: You will know it’s a text box if you can “grab” it with the cursor, see the “handles” on each corner, and move it within the document.</p> <div data-bbox="425 989 1138 1171" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>This text was added within a box by using the <b>Insert</b> tab and selecting “Text box” from the list of Shapes available.</p> </div> <p>INFO NOTE: Screen readers view text boxes as an image and cannot read the text within them.</p>				
<p><b>2-D: Text Format - Lists</b></p>	<p>Text uses formatting numbers for items that are ordered lists (where order really matters).</p> <p>Text uses formatting bullets for items that are non-ordered lists.</p> <p>How to Set Up Ordered and Bulleted Lists:</p> <ol style="list-style-type: none"> <li>1. Within the web content editor, type the content for the listed item.</li> <li>2. Select the list and then apply the numbered list or bulleted list formatting. <ol style="list-style-type: none"> <li>a. In D2L, click the Bulleted List icon - renders bulleted items.</li> <li>b. If you need a numbered, ordered list, select “Ordered List” from the drop down menu</li> </ol> </li> </ol> <div data-bbox="808 1524 1406 1717" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  </div>				

### HOW to Run the Microsoft Word Accessibility Checker:

- To run the Accessibility Checker,
- Use Microsoft Word version 2010 or later. Better to have WORD 2013 or 2016
  - Use the “File” menu and click the “Check for Issues” box & menu.
  - Select “Check Accessibility”

- A report will open on the right side of the document with “Inspection Results.”
- Correct issues and re-save.



### Accessibility Checker

#### Inspection Results

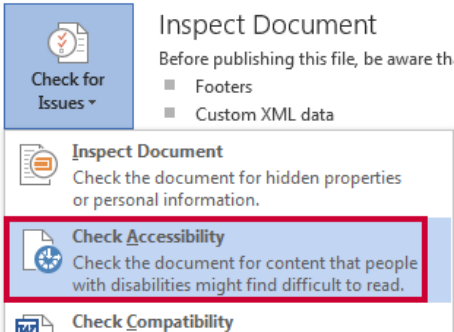
##### WARNINGS

- ▾ Unclear Hyperlink Text  
<https://web2access.org.uk/>  
<http://centerononlinelearning.org/r...>

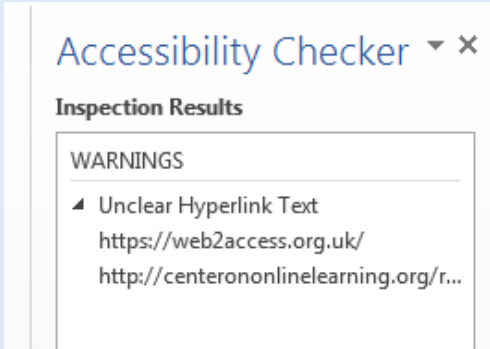
### Microsoft Word’s Accessibility Checker

Category	Criteria	Yes	No	N/A	Comments
<b>WORD Accessibility Checker</b>	Microsoft Word’s built-in Accessibility Checker doesn’t list any significant issues. <b>IMPORTANT:</b> The Accessibility Checker will only run in Microsoft Word 2013 or later. The document must be saved with a - ---.docx extension (not a ----.doc extension). If you are working with an older document, open it within Microsoft Office 2010 or later (better to have Word 2013 or 2016) and re-save it in the newest document format. Then run the Accessibility Checker.				

HOW to Run the Microsoft Word Accessibility Checker: To run the Accessibility Checker,



- Use Microsoft Word version 2010 or later. Better to have WORD 2013 or 2016
- Use the “File” menu and click the “Check for Issues” box & menu.
- Select “Check Accessibility”



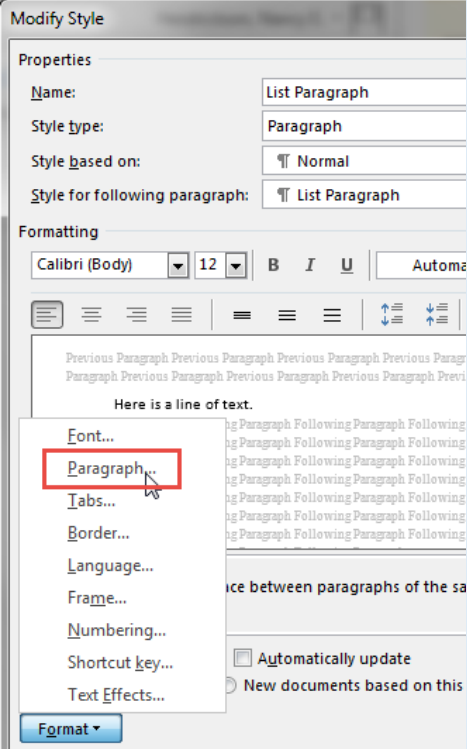
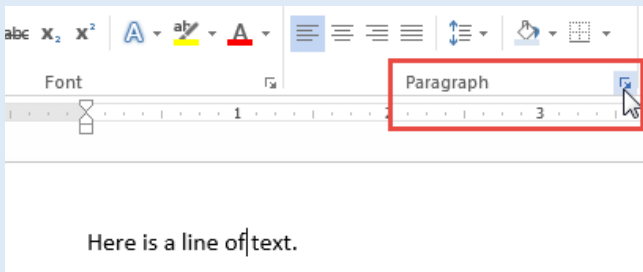
- A report will open on the right side of the document with “Inspection Results.”
- Correct issues and re-save.

### GROUP 3 ITEMS: Actions for Accessible Documents

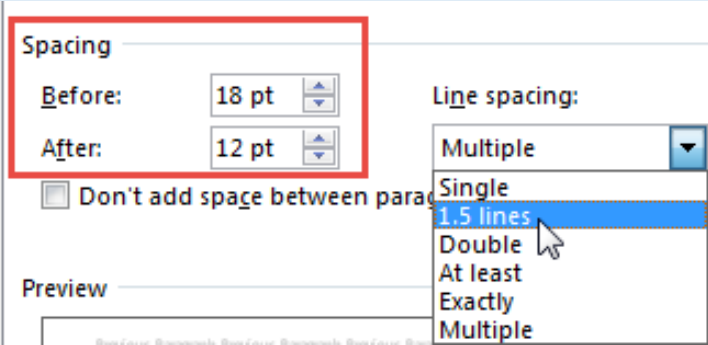
- 3-A: Pay attention to the parameters of the Text used in the document: Font Choice, Size, Contrast, Color and Format.
- 3-B: Limit the text density to support ease of reading.
- 3-C: Avoid blank lines in the document.
- 3-D: Number pages using the page numbering feature of Microsoft Word.
- 3-E: Do not use special characters in the file name of the document. Keep file names between 20-30 characters in length.
- 3-F: Create PDF version of documents to be uploaded to the course management system (D2L-Brightspace/Canvas) when users need to use links within the document.

Category	Criteria	Yes	No	N/A	Comments
<b>Text Font Choice</b>	Text is consistently one font. Arial, Calibri or Verdana are recommended. Text is a <b>sans serif</b> font for easy readability on computer & mobile devices. NOTE: Different font choices may be acceptable when they are part of a design for visual impact, such as within a flyer.				
	INFO NOTE: Sans serif fonts do not have the small projecting features called " <a href="#">serifs</a> " at the end of strokes. <ul style="list-style-type: none"> <li>Here is an example of a serif font. This line uses the Times New Roman font.</li> <li>All of the rest of the text in this document is sans serif.</li> </ul> INFO NOTE: Recommended sans serif fonts are Arial, Calibri, and Verdana INFO NOTE: Serif fonts (e.g., Times New Roman) should be used only if the content is to be printed (not read online). Try to avoid using serif fonts.				
<b>Text Size</b>	Text is size 10 point or larger. Size 12 point or larger is preferred. More than one text size can be used. Larger text sizes are often used for headings. SEE "Heading Levels/Styles Used" later in this checklist to verify that headings have been given the proper style / heading level.				
	INFO NOTE: If the audience includes older learners, larger text size is recommended to facilitate ease of reading.				
<b>Text Contrast</b>	Text uses a dark font color on a light background. Extremely bright colors as background colors are avoided.				
	INFO NOTE: Black text on a default white background is recommended, although other high contrast color combinations are acceptable. White text can be used on a black or dark background, but it can create more eye strain when being read. Scientifically, white text reflects light, the reflected light scatters and runs into neighboring words and letters. Black backgrounds also use a great deal of ink when printed.				
<b>Text Color</b>	Text is consistently one color. Text in multiple colors is minimized or avoided to decrease visual distraction for learners.				
<b>Text Color Meaning</b>	Colored text is not used to distinguish between different <i>types</i> of information. Colored text can be used (for headings or directive prompts), if meaning is not associated with the color. However, the use of many different colors of text can be				

Category	Criteria	Yes	No	N/A	Comments
	confusing and distracting and is not recommended.				
	<p>INFO NOTE: People with color blindness will not be able to glean additional meaning from color.</p> <p>INFO NOTE: Consider using textures in addition to color when creating charts.</p> <p>INFO NOTE: Generally red-blue and yellow-blue color combinations are not recommended.</p>				
<b>Text Format</b>	<p>Text avoids the use of all CAPS, except for occasional emphasis such as the word "NOTE."</p> <p>Text avoids the overuse of bold or italics.</p> <p>NOTE: It is OK to use bold text for headings.</p>				
	INFO NOTE: Using all CAPS is usually interpreted as "shouting" at the online reader once the document is uploaded.				
<b>Text Density</b>	<p>Readability of the content is supported by</p> <ul style="list-style-type: none"> <li>Avoiding too much dense text on a page.</li> <li>Including enough white space for easy reading.</li> </ul>				
<b>Blank Lines</b>	Document doesn't use blank lines for spacing between paragraphs or at the end of the document.				
	<p>INFO NOTE: Sometimes blank lines are referred to as "blank characters." They slow down screen readers.</p> <p>HOW to Use Paragraph Spacing as a Way to Avoid Inserting Blank Lines: Spacing can be set up as part of the Style that is applied to text or just by adjusting the Paragraph settings of open space both BEFORE and AFTER a paragraph.</p> <p>To adjust paragraph spacing for a Style:</p>				

Category	Criteria	Yes	No	N/A	Comments
	<p>1. Right-click the Style and select “Modify.”</p>  <p>2. Within the pop-up box, click <b>Format</b> at the bottom and select “Paragraph.”</p> <p>To adjust only Paragraph spacing:</p> <ol style="list-style-type: none"> <li>1. Insert the cursor within the line of text you wish to adjust.</li> </ol> 				



Category	Criteria	Yes	No	N/A	Comments
	<p>2. On the WORD Home tab, click the <b>Paragraph</b> settings.</p>  <p>3. Within the pop-up, set the number of points (spacing term) that should be open both BEFORE and AFTER the paragraph.</p> <p>4. You can also set the line spacing as single, 1.5 line, or multiple.</p>				
<b>File Name – Characters</b>	<p>The document file name does not contain spaces or any special characters such as exclamation points, periods, commas, colons, semi-colons, dollar signs, parentheses, percentage symbols etc. If any symbols are used, they are limited to the “-” dash and the “_” underscore.</p> <p>INFO NOTE: Special characters in file names often lead to D2L, Canvas, or Blackboard rejecting a file for upload.</p>				
<b>File Name - Length</b>	<p>The file names are between 20-30 characters long.</p> <p>INFO NOTE: Often file names become the names of the Content item in D2L or in other content management systems after the document is uploaded. Long file names are cumbersome.</p>				
<b>Page Numbers</b>	<p>Pages are numbered using the page numbering feature of Microsoft Word rather than being hand-typed into the header or footer of the document.</p> <p>INFO NOTE: Add page numbers by using the “Insert” tab in the ribbon. From the “Header &amp; Footer” section, use the “Page Number” dropdown menu to select the desired location of page numbers.</p>				
<b>PDF Version of Document for D2L/Canvas</b>	<p>PDF versions of the documents are created for upload into the course management system (D2L/Canvas) if students need to use the links directly from the Document Viewer.</p> <p>INFO NOTE: Links within a Microsoft Word document are NOT active within the D2L Document Viewer. Docs must be downloaded and opened on the student’s own computer before links are active. Links within a PDF</p>				

Category	Criteria	Yes	No	N/A	Comments
	document ARE active within the D2L Document Viewer. SEE the PDF section of the Accessibility Checklist for guidelines on creating accessible PDF documents.				
<b>Mail-to Address Links</b>	INFO NOTE: Email addresses entered into Microsoft Word documents or web pages will not necessarily automatically open a reader's email program. The reader must set up an association between the web or between Microsoft Word and their own email program. Try it with your own configurations using this email address (FYI – "mail to" category is automatically designated for any email addresses typed into Microsoft Word or a Google doc, but the additional association can only be set up by the reader.) <a href="mailto:nehendrickson@stkate.edu">nehendrickson@stkate.edu</a>				

## Appendix I: Process for Carrying Out Accommodations

[Panopto video](#)

PowerPoint Slides with links included:

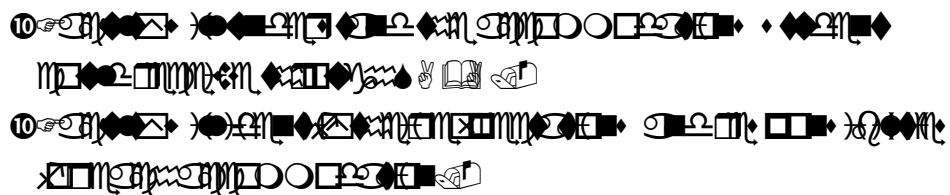


Created by Madisyn Anderson, Doctor of Occupational Therapy Student at St. Catherine University (St. Paul, MN)

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## Learning Objectives



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## Reasonable Deadline Extensions

### General:

- **ሕጋዊ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች

### Faculty Expectations:

- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች

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## Reasonable Attendance Adjustment

### Faculty Expectations:

- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች
- **የሕግ ጥያቄዎች**  
  - ጥሬ ጥያቄዎች
  - ጥሬ ጥያቄዎች

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### Alternative Testing Policy

**Updates:**

- ☐ **കുറഞ്ഞ വിലയിരുത്തൽ**
- ☐ **ഓൺലൈൻ പരീക്ഷകൾ, ഓൺലൈൻ പരീക്ഷകൾ**  
കുറഞ്ഞ വിലയിരുത്തൽ, കുറഞ്ഞ വിലയിരുത്തൽ
- ☐ **പരീക്ഷകൾ**  
പരീക്ഷകൾ, പരീക്ഷകൾ, പരീക്ഷകൾ
- ☐ **ഓൺലൈൻ പരീക്ഷകൾ**  
പരീക്ഷകൾ, പരീക്ഷകൾ, പരീക്ഷകൾ
- ☐ **പരീക്ഷകൾ**
- ☐ **പരീക്ഷകൾ**  
പരീക്ഷകൾ



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### Graded on Content Rather Than Mechanics Accommodation

**Faculty responsibility:**

- ☐ **പരീക്ഷകൾ**
- ☐ **പരീക്ഷകൾ**
- ☐ **പരീക്ഷകൾ**
- ☐ **പരീക്ഷകൾ**



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## Glean and Recording Policy



**Policy:** The University is committed to providing a safe and secure learning environment for all students. This includes ensuring that all content is accessible to all students, including those with disabilities. The University's Glean and Recording Policy outlines the procedures for recording and sharing content, ensuring that all content is accessible to all students.

### Faculty Responsibility:

- Faculty are responsible for ensuring that all content is accessible to all students, including those with disabilities.
- Faculty are responsible for ensuring that all content is recorded and shared in a secure and accessible format.
- Faculty are responsible for ensuring that all content is reviewed and approved for posting to Glean.
- Faculty are responsible for ensuring that all content is updated and maintained in a timely manner.

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## Closed Captioning



- ⑩ Videos needing captioning
- ⑩ Setting up [closed captioning on zoom](#)
- ⑩ [FAQ for captioning](#)

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Closed Captioning Slide Links:

- [Closed Captioning on Zoom](#)
- [Captioning FAQ](#)

## American Sign Language (ASL) Interpreters

- ⑩ Working with ASL interpreters
  - ☞ [Tips](#)
- ⑩ Zoom
  - ☞ Spotlight interpreter
- ⑩ [Interpreting request form](#)



(Evelyn Hunter, 2018)

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## Thank you!



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ASL Interpreters Slide Links:

- [Tips for Working with Interpreters](#)
- [Interpreting Request Form](#)

## References

[https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

[https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

### Policies and Procedures:

[https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

[https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

[https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

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10 [https://www.stcath.edu/academics/academic-integrity/academic-integrity-policies-procedures/](#)

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### Policies and Procedures Links:

[Reasonable Attendance Adjustment](#)

[Reasonable Deadline Extensions](#)

[Alternative testing policy](#)

[Graded on content rather than mechanics accommodation](#)

[Glean and Recording policy](#)

[How to renew accommodations](#)

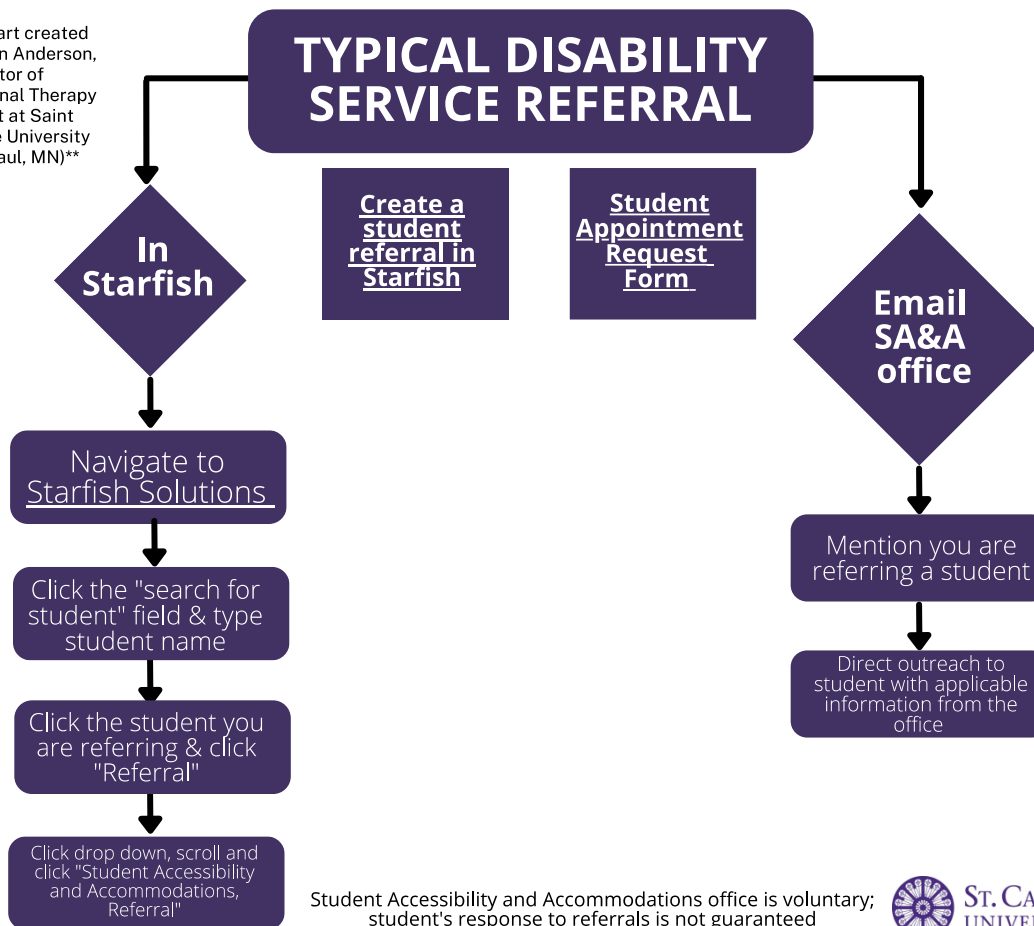
[Requesting ASL Interpreters, a Student Guide](#)

[Alternative textbook accommodation](#)



### Appendix J: Typical Disability Services Referral

\*\*Flowchart created by Madisyn Anderson, Doctor of Occupational Therapy Student at Saint Catherine University (Saint Paul, MN)\*\*



Student Accessibility and Accommodations office is voluntary; student's response to referrals is not guaranteed



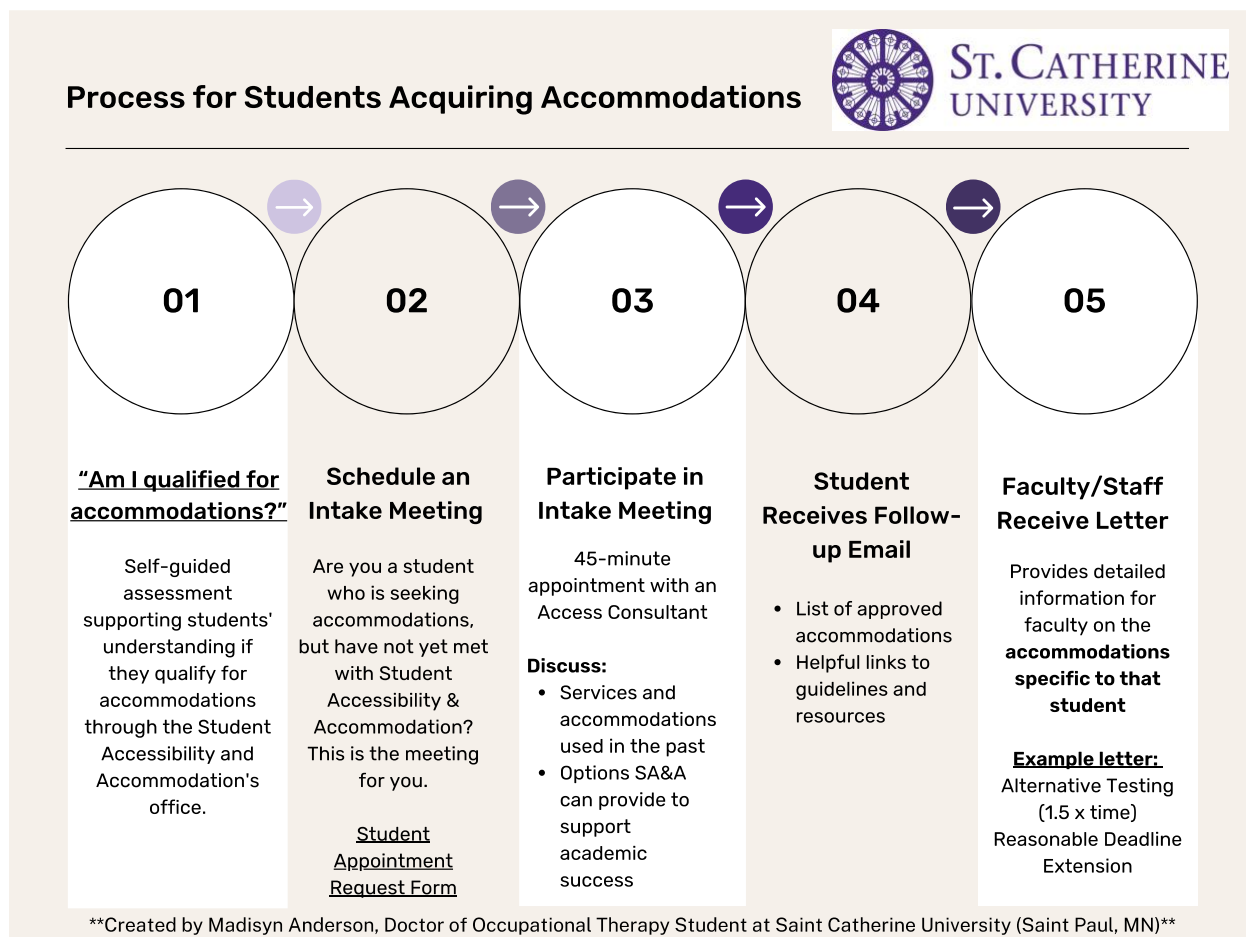
**Links:**

[Starfish Solutions](#)

[Steps to create a student referral in Starfish](#)

[Student Appointment Request Form](#)

## Appendix K: Process for Students Acquiring Accommodations



### Links:

["Am I qualified for accommodation?"](#)

[Student Appointment Request Form](#)

[Example Accommodations Letter Explanation – see example letter below](#)



Semester- Course      Course Name      (CRN: # )  
 Student Name

St. Catherine University is committed to creating and promoting accessible and inclusive learning environments for all. The above named student is registered with Disability Resources, and the accommodations bolded and numbered below have been identified as appropriate for this student.

We view our relationship with instructors as a critical partnership. Instructors play an integral role in creating equitable access in the classroom, and we value your input and collaboration. Please know that we are available to you for consultation if you have any questions or concerns during the process

**Note:** Remember to respect the student's confidentiality. Please only discuss the student's accommodations and registration status with our office with others on a need-to-know basis.

When you have received an accommodation letter for a student, you are welcome to privately reach out to them with any questions you might have about their accommodations, as well as letting them know they can reach out to you to discuss their accommodations throughout the semester. Please respect the student's right to confidentiality and limit your discussion of student's disability or accommodations to private conversations with them. It is the student's decision whether to share specifics about their disability.

**Specific accommodations the student is eligible to receive:**

**1. Alternative Testing**

For students completing exams in-person and/or on-campus:

-Testing hours are Monday - Thursday, 8:00am - 6:00PM; Friday, 8:00am - 5:00PM. Additional information on our hours of operation can be found at [www.stkate.edu/accessibility](http://www.stkate.edu/accessibility).

- Evening proctoring will be available based on staff availability, it is the faculty's responsibility to coordinate these proctoring requests.

Faculty are expected to fill out an Alternative Testing Agreement at the beginning of each semester per course. A detailed guide is located [here](#)

-Students are expected to schedule their exam a minimum of five days prior to the exam date. They are to do so within the AIM portal. Instructions how to do so can be found [here](#).

-Students' exams will be arranged for the same day and at the same time as the exam in class, unless otherwise approved by faculty members.

-Once a student has scheduled an exam, it is the student's responsibility to inform their faculty member what day and time the scheduled exam will take place.

-It is the faculty member's responsibility to send the exam to the Student Accessibility & Accommodations through the AIM portal or email [accessibility@stkate.edu](mailto:accessibility@stkate.edu) for support.

-We ask that students be respectful and keep their appointments. If a student is more than 15 minutes late, they may need to reschedule the exam. Our schedule may not allow for last-minute changes due to limited testing spaces.

-All students are required to abide by the Alternative Testing Policy; if there is any form of testing integrity the appropriate parties will be contacted.

-Please be aware, our testing rooms are monitored by video.

- **Extra Time 1.50x**

## 2. Others

### o **Reasonable Deadline Extension\*\***

The student will make every effort to complete all work on time. In certain situations, a flare of a medical or chronic condition poses challenges to completing an assignment on time. In these instances, brief deadline extension on course assignments should be given. Because assignment deadlines are listed on the syllabus and course standards must be considered, students are expected to notify their faculty of their intention to utilize this accommodation prior to the due date. An example of a reasonable extension is 48 hours beyond the original deadline. A reasonable extension must take into account the impacts of the student's medical condition and be determined in a case-by-case manner. The extension time frame could be adjusted based on the amount of work expected for the assignment (e.g., a D2L post versus a 10-page paper), the frequency of class meetings per week (e.g., once per week versus three times per week), and the impact the assignment completion has on future work, group work, and the course progression. The student and faculty will collaborate—with the assistance of Student Accessibility & Accommodations staff, as needed—to establish a reasonable deadline extension.

### **Additional Notification(s) Regarding Student:**

#### **1. Reasonable Deadline Extension**

##### Expectations for Students:

- The student will reach out to faculty in advance of the deadline to utilize the reasonable deadline extension accommodation.
- If student has more than one deadline extension request (e.g., student has missed more than one day of class, and has more than one assignment to make up), they will initiate a conversation with Student Accessibility & Accommodations staff to develop a plan for making up all missed work. The plan will include specific dates/times on which assignments will be submitted.

##### Expectations for Faculty:

- Faculty will engage with Student Accessibility & Accommodations staff and the student to provide feedback and coordination regarding reasonable extensions.
- When the agreed-upon extension is met, the student will not be docked points for submitting assignment past original deadline.
- Faculty will adhere to the course policy when it comes to managing late work beyond the arranged extension. In the case of work not submitted by the date and time of the reasonable extension, the clock for any penalty to be enacted begins at the agreed-upon extension date and time.

##### Expectations for Student Accessibility & Accommodations Staff:

- We will serve as a resource to faculty to determine reasonability of the accommodation.
- We may serve as go-between for faculty and students to determine reasonable extension timelines (especially in the case of multiple missed assignments).
- We staff serve as a support for faculty in cases where deadline extension/proposed plans have not been met and may assist in determining appropriate consequences with faculty.
- We may meet with students to put together a plan for making up missed work, especially in the case of multiple missed assignments.

##### Sample email template for students:

Dear Professor \_\_\_\_\_,

I'm reaching out today because I'm having a flare of my medical condition, which is impacting my ability to complete \_\_\_\_\_ assignment by the due date. I'm working with the Student Accessibility & Accommodations for my accommodations, and one of those accommodations is a reasonable deadline extension. I'm writing today to notify you of my need to utilize this accommodation. I will plan to have my assignment done by (date) at (time). Please let me know if this new deadline is reasonable.

Sincerely,

\_\_\_\_\_

\*\*A reasonable accommodation may not substantially or fundamentally alter core course components. If a faculty member feels that the deadline extension accommodation is not reasonable given the nature of their particular course,

faculty should reach out to Disability Resources as soon as possible to discuss an alternate plan to address said barrier.

**Reasonableness and Timing of Requests:**

If you have any concerns about the reasonableness of an accommodation in your course, please contact us. We want to learn more about your course design and collaborate on a plan that works for everyone.

Students can register with Disability Resources and or/request accommodations at any time during the semester. However, students are expected to make proactive requests within a reasonable timeframe. Accommodations are designed to be implemented at the point of request moving forward, not retroactively

**Shared Responsibilities Summary:**

**Disability Resources-registered students are responsible for:**

- Communicating their accommodation requests in a timely manner.
- Following through with specific accommodation procedures.
- Maintaining communication with their instructors and Disability Resources throughout the semester.

**Faculty members are responsible for:**

- Being available to students and Disability Resources for accommodation discussion and coordination.
- Notifying Disability Resources when there are questions or concerns about requested accommodations.
- Maintaining the confidentiality of Disability Resources-registered students in their courses.

**Disability Resources is responsible for:**

- Approving/training registered students for using accommodations.
- Providing services and accommodations in a timely manner once they have been requested by the student.
- Consulting with instructors on how to best implement reasonable accommodations.

Thank You,

Mariah Lossing, Director  
Alyssa Klenotich, Assistant Director  
Gabby Morse, Access Consultant  
Lauren Siverson, Access Consultant



## Appendix L: Evaluation Survey of Project Outcomes

You have been invited to participate in this research project because you are a faculty member at St. Catherine University and have agreed to share your experiences and the barriers you may have experienced. This project is being conducted by Madisyn Anderson, an occupational therapy doctoral capstone student who is overseen by the Student Accessibility and Accommodations Assistant Director, Alyssa Klenotich, M.S. and capstone advisor, Dr. Kimberley Persons, DHS, OTR/L at St. Catherine University. The purpose of this survey is to gather information to support the faculty resource page on the Student Accessibility and Accommodations website. The survey includes questions relating to your background, your knowledge about accessibility for students, resources and services offered, and gaps in knowledge. The data we collect from this survey will be used for program evaluation and educational purposes. It will take approximately 15-30 minutes to complete.

Your responses to this survey will be anonymous, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary, and your decision whether or not to participate will not affect your relationships with St. Catherine University. If you decide to stop at any time, you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Madisyn Anderson, [meanderson750@stkate.edu](mailto:meanderson750@stkate.edu) or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; [jsschmitt@stkate.edu](mailto:jsschmitt@stkate.edu). By responding to items on this survey, you are giving us your consent to allow us to use your responses for research and educational purposes.

By clicking next, you consent to participate in this survey.

### Survey- Likert Scale

For the following questions please rate the statements from 1-5 with 1 representing strongly disagree and 5 representing strongly agree.

1. "The new faculty resources are effective."
  - a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree
2. "The resources provided to me support my understanding of implementation of accommodations."
  - a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree
3. "The resources provided to me support my understanding of UDL and how to create a more inclusive classroom."

- a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree
4. "The resource page will be a tool that will continue to refer back to in order to support my students with disabilities."
- a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree
5. "The format of the resources were easy for me to navigate."
- a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree
6. "The resources were easy for me to comprehend."
- a. 1- strongly disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- strongly agree

#### Survey Continued

- 7. What are the strengths of the faculty resources provided? (open-ended question)
- 8. What are the areas of improvement for faculty resources offered? (open-ended question)
- 9. Please provide any additional information or recommendations. (open-ended question)

Thank you!

Thank you for taking the time to complete this evaluation survey. Your feedback is valuable to improving the faculty resources provided by St. Catherine University to better support faculty and staff in understanding support services, the process for referring a student, and assisting students with accommodations.

## Appendix M: Final Presentation to Shareholders



### ADDRESSING ACADEMIC AND FACULTY CHALLENGES: EMPOWERING SUCCESS AND ACCESSIBILITY WITH AN OCCUPATIONAL THERAPY PERSPECTIVE

Madisyn Anderson, OTS

Faculty Advisor: Kimberley Persons, DHS, OTR/L

Capstone Mentor: Alyssa Klenotich, M.S.

Acknowledgements: Student Accessibility and Accommodations (SA&A) at St. Catherine University; Emily Medcalf, OTS; Dr. Ginny Green, OTD, OTR/L; Steve Wandler

8/2/2023

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#### Background

- **↑** students attending postsecondary education
- Faculty face challenges assisting students with disabilities
- OTs distinct role in postsecondary education

#### Approach



(Dirette, 2019; Keptner & McCarthy, 2020; Lombardi et al., 2020; Lombardi & Lalor, 2017; Sniatchi et al., 2015; Yuknis & Bernstein, 2017)

8/2/2023

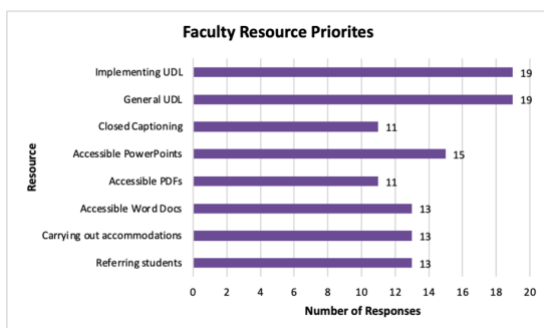
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## Outcomes

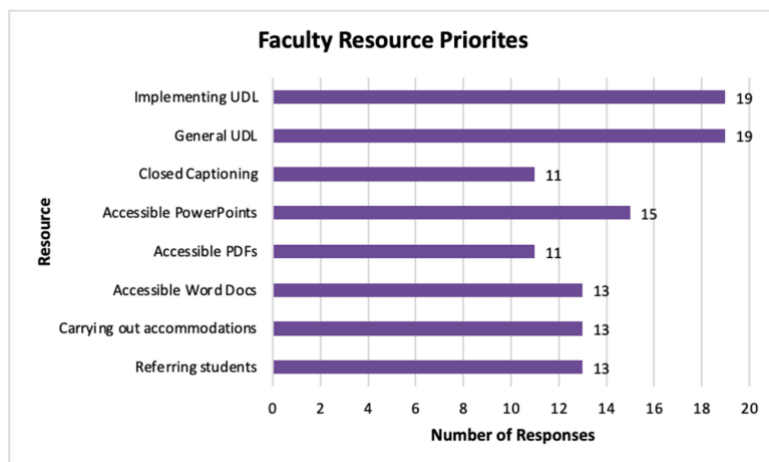
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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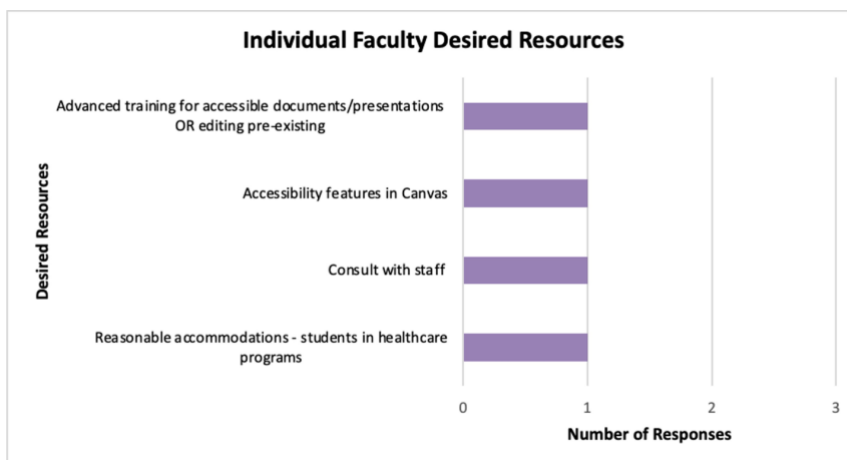
**Qualitative Themes:**

- Knowledge of accessibility
- Communication
- Knowledge of student resources
- Faculty resources
- Staffing
- Locating resources

## Faculty Resource Survey



## Faculty Resource Survey Continued

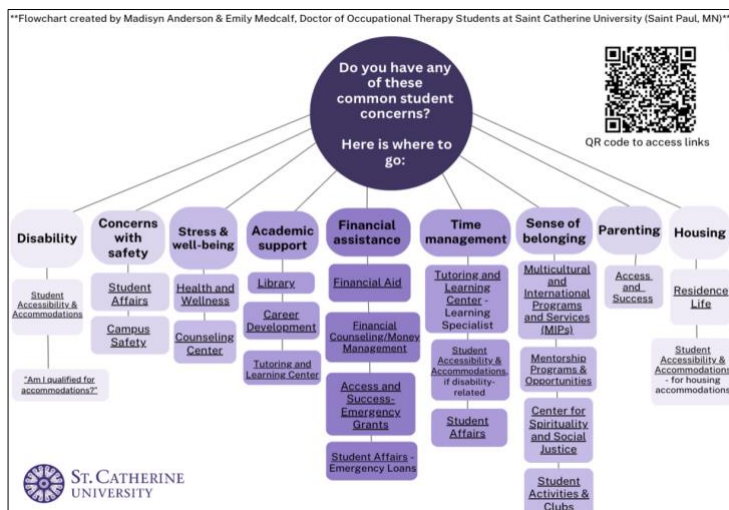


## Faculty Resources

- Student Support Services Flowchart
- UDL 101
- UDL Implementation
- Accessible PowerPoints
- Accessible Word Docs
- Typical Disability Service Referral
  - Explanation of Accommodation Letter - Panopto
- Carrying out Accommodations - Panopto
- Process for Students Acquiring Accommodations

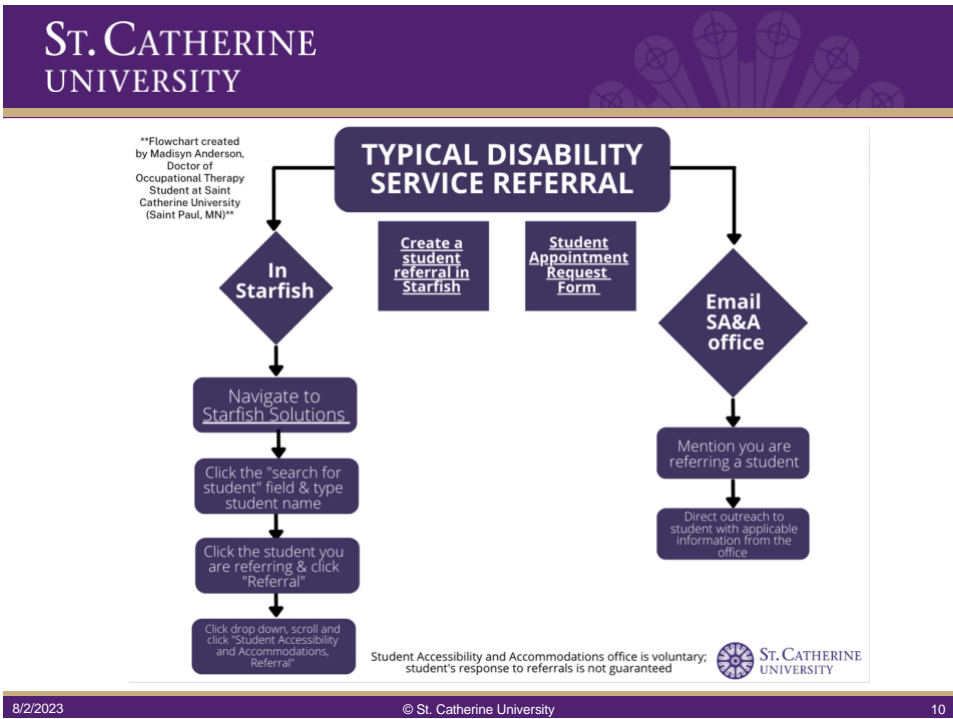
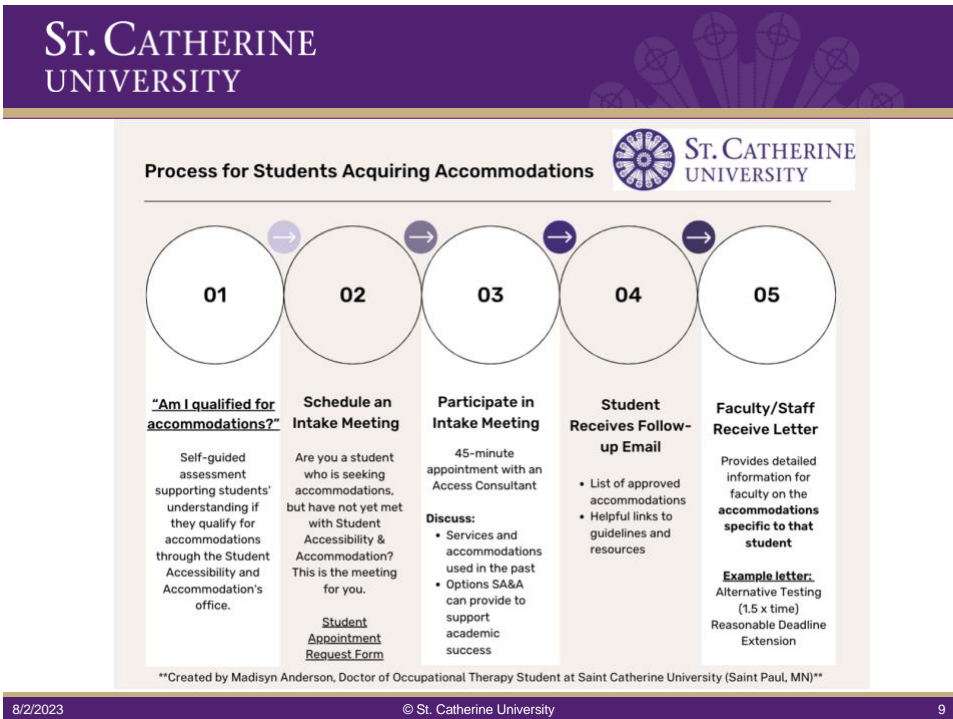


## Student Support Services Flowchart



## Universal Design for Learning (UDL)

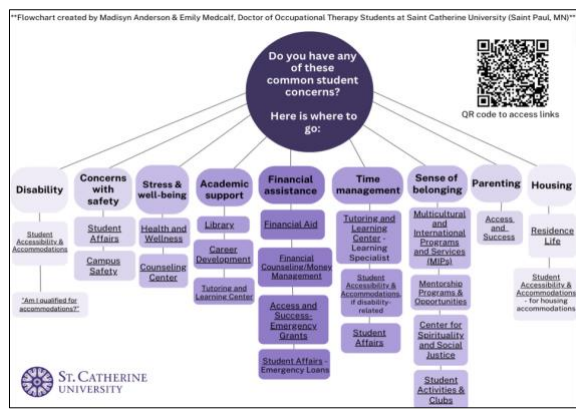
- UDL 101
  - Definition
  - Principles
  - Simple action steps
- UDL Implementation
  - Syllabus components
  - Assessments
  - Register info for U of MN course



## Creating Accessible Documents



## Implications and Recommendations



### Recommendations:

- Future capstone student
  - Evaluate & assess resources
  - UDL professional development opportunity
- Use flowchart in syllabus
- Teaching and Learning Hub
- One-stop shop

# Questions?

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## References

- Dirette, D. P. (2019). Disability services for students in postsecondary education: Opportunities for occupational therapy. *Open Journal of Occupational Therapy*, 7(2). <https://doi.org/10.15453/2168-6408.1609>
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## Appendix N: Final Poster Presentation



### ADDRESSING ACADEMIC AND FACULTY CHALLENGES: EMPOWERING SUCCESS AND ACCESSIBILITY WITH AN OCCUPATIONAL THERAPY PERSPECTIVE

Madisyn Anderson, OTS

Faculty Advisor: Kimberley Persons, DHS, OTR/L

Capstone Mentor: Alyssa Klenotich, M.S.

Acknowledgements: Student Accessibility and Accommodations (SA&A) at St. Catherine University; Dr. Ginny Green, OTD, OTR/L; Steve Wandler; Emily Medcalf, OTS

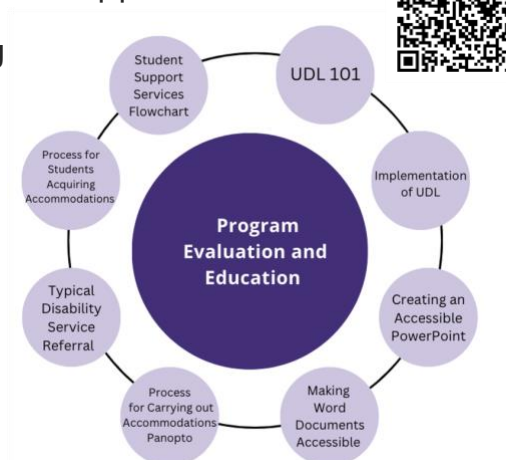
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#### Background

- **↑** students attending postsecondary education
- Faculty face challenges assisting students with disabilities
- OTs distinct role in postsecondary education

#### Approach

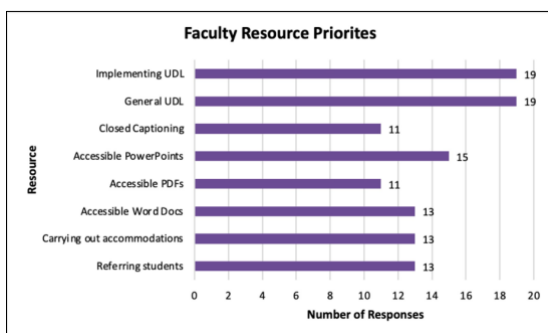


(Dirette, 2019; Keptner & McCarthy, 2020; Lombardi et al., 2020; Lombardi & Lalor, 2017; Sniatchi et al., 2015; Yuknis & Bernstein, 2017)

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## Outcomes

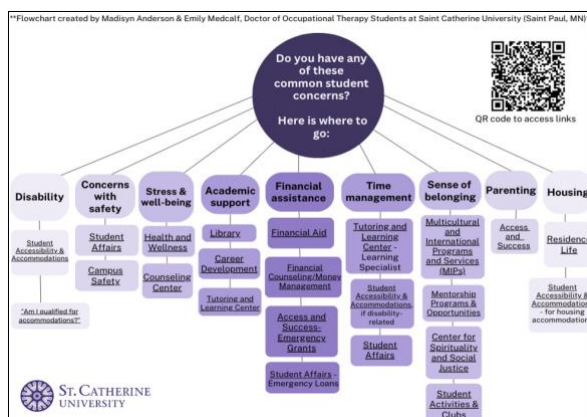
1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
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**Qualitative Themes:**

- Knowledge of accessibility
- Communication
- Knowledge of student resources
- Faculty resources
- Staffing
- Locating Resources

## Implications and Recommendations



- Future capstone student
- Use flowchart in syllabus
- Teaching and Learning Hub



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