



The T in Teaching

Accessibility and Accommodations in Higher Education

00:00–00:03

[MUSIC PLAYING]

00:08–00:10

Announcer: Hello, and welcome to this episode

00:10–00:12

of The T in Teaching.

00:12–00:15

This Episode Is Focused On Ada: compliance and accessibility.

00:15–00:18

In This Episode,: our host Layah Bogen

00:18–00:21

Interviewed Carrie Snyder, The: director of Disability Resource

00:21–00:22

Services.

00:22–00:24

Carrie Snyder Joins: The T in Teaching again

00:24–00:27

As Our First Repeat Guest: to give more clarity

00:27–00:29

And Background On Accessibility: and accommodations

00:29–00:31

in higher education.

00:31–00:33

To Refresh, She Serves: Temple University

00:33–00:36

As The Director Of Disability: Resources and Services

00:36–00:39

After Previously Working: at the University of Albany

00:39–00:40

in New York.

00:40–00:42

Thank You For Listening: and please enjoy.

00:42–00:46

[MUSIC PLAYING]

00:51–00:53

Layah Bogen: Carrie, welcome back to The T

00:53–00:54

in Teaching podcast.

00:54–00:55

It's great to see you again.

00:55–00:56

Carrie Snyder: It's great to be here again.

00:56–00:57

Thank you so much.

00:57–00:58

Layah Bogen: Yeah, so today we'll

00:58–01:02

Be Talking About Ada Compliance: and accessibility, which

01:02–01:05

Is Pretty Relevant Especially: as the semester comes to a close

01:05–01:09

And Faculty Are Setting Up Their: exams and giving their exams.

01:09–01:13

So I Just Want To Go Through: some background information

01:13–01:17

First On What The Americans: with Disability Act stands for,

01:17–01:20

Especially When It Comes: to online education.

01:20–01:21

Carrie Snyder: Sure.

01:21–01:24

So Just A Little Bit: of background for that,

01:24–01:29

The Americans With Disabilities: Act was put into place in 1990.

01:29–01:31

And Part Of The: reasoning behind that

01:31–01:37

Is To Ensure That People With: disabilities had civil rights.

01:37–01:42

And For Education And: even online education,

01:42–01:48

It Ensures That Students: can access their education.

01:48–01:50

So The Americans: with Disabilities Act

01:50–01:52

defines what disability is.

01:52–01:56

And It Talks About: anything that substantially

01:56–01:58

limits a major life function.

01:58–02:00

And When We're Talking: about education,

02:00–02:04

Major Life Functions Are: things like thinking,

02:04–02:08

Learning, Concentrating,: reading, seeing, hearing.

02:08–02:12

So Those Are Actually: defined in the ADA.

02:12–02:14

There's A Whole: list, but those are

02:14–02:16

The Things That We're Really: thinking about when we're

02:16–02:18

Looking At Education: and the things

02:18–02:21

That Will Impact A Student: when they're in the classroom.

02:21–02:22

Layah Bogen: Right.

02:22–02:24

No, Thank You So Much: because a lot of times,

02:24–02:28

We Do See The Acronym: ADA and may not really

02:28–02:29

know the background.

02:29–02:31

And Especially: that you said 1990,

02:31–02:35

I Also Find That: that's interesting.

02:35–02:36

That Wasn't That: long ago either.

02:36–02:39

Also, Coming At A Good: time for online education,

02:39–02:42

And I'm Sure That: there will continue

02:42–02:43

to be improvements with that.

02:43–02:46

So Thank You For Walking Us: through the background a bit.

02:46–02:50

And We Talk About Accessibility: and accommodation a lot.

02:50–02:53

But Could You Give: us the definition

02:53–02:55

And The Difference Between: what those two words mean?

02:55–03:00

Carrie Snyder: So accessibility is the way in which someone

03:00–03:03

Can Get To What: they need, so how

03:03–03:05

They Can Get To: their education, how

03:05–03:08

They Can Get Into A Building,: whereas accommodations

03:08–03:11

Are What We Do To Make: something accessible.

03:11–03:13

So I Think The Best: way to describe

03:13–03:16

It Is Taking It Out Of: the classroom for a minute

03:16–03:19

And Talking About: getting into a building.

03:19–03:24

A Building That Is Accessible Is: one that everyone can get into.

03:24–03:28

If A Building Has Stairs, It's: not necessarily accessible,

03:28–03:30

But We Can Make It Accessible: with the accommodation

03:30–03:30

of a ramp.

03:30–03:32

Layah Bogen: Right.

03:32–03:33

Oh, interesting.

03:33–03:36

Thank You For That: because, once again, even

03:36–03:38

Just Seeing The: written words, if you

03:38–03:41

Don't Have That: background, you're like,

03:41–03:42

oh, it means the same thing.

03:42–03:44

But All These Minute: differences matter.

03:44–03:47

And I Do Just Want: to say, even when

03:47–03:50

I Was Coming Into: this office today,

03:50–03:52

I Was Holding A: couple of things.

03:52–03:55

And I Tend To Hold The: door open for myself.

03:55–03:56

But This Time I: was like, OK, I'm

03:56–04:00

Going To Press The: button to open the doors.

04:00–04:03

And I Was Like, Oh, I'm: really glad this is here.

04:03–04:06

And That's A Small Difference: that it made for me,

04:06–04:09

But It Makes A Huge Difference: for others and something

04:09–04:10

That I Also Don't Even: think about when it

04:10–04:12

comes to accessing a building.

04:12–04:15

Carrie Snyder: And that actually leads into universal design.

04:15–04:18

Ramps, The Buttons: that open doors,

04:18–04:21

Even Though They're Designed: for people with disabilities,

04:21–04:23

they're useful for everybody.

04:23–04:25

So Someone Who Has: things in their hands--

04:25–04:29

Ramps Can Be Used By Not: just people with disabilities

04:29–04:32

But Someone Who Is Pushing: a stroller, someone

04:32–04:35

Who Is Delivering: something to a building.

04:35–04:38

So Universal Design Takes Into: account not just somebody who

04:38–04:40

has a disability but everyone.

04:40–04:42

Layah Bogen: And I'm so glad you're bringing up

04:42–04:45

Universal Design: because that is actually

04:45–04:47

Something I Did Want To Talk: to you about is Universal

04:47–04:48

Design for Learning principles.

04:48–04:49

Carrie Snyder: Absolutely.

04:49–04:51

Layah Bogen: And I know I'm asking

04:51–04:52

You To Give A Lot: of definitions,

04:52–04:55

But You're An Expert In This: field, so if you could also,

04:55–04:56

When It Comes To: online education,

04:56–04:59

talk to us about what UDL is.

04:59–05:02

Carrie Snyder: UDL is a way that students

05:02–05:06

Can Access Their Education: but in a in a way

05:06–05:08

That It Is Designed: by professors

05:08–05:11

So That It's: accessible to everyone.

05:11–05:14

So For Example, We: know that people have

05:14–05:15

different ways of learning.

05:15–05:17

Some People Learn: better visually.

05:17–05:20

Some People Learn: better auditorily.

05:20–05:24

Some People Learn Better: tactically or by doing things.

05:24–05:27

So One Of The Principles Of: Universal Design for Learning

05:27–05:33

Is To Design An Activity So: that it meets the learning

05:33–05:35

needs of all students.

05:35–05:39

So Not Just Giving: a lecture but also

05:39–05:41

Having Visual Aids: along with that lecture

05:41–05:44

And Then Also Having An: activity that students

05:44–05:47

Can Participate: in so that they're

05:47–05:50

Learning What-- They're Doing: what they're learning, so

05:50–05:53

Making Sure That People: can learn in all manners.

05:53–05:57

And This Also Assists Students: with disabilities as well.

05:57–06:00

So You're Helping Everybody In: the classroom in that manner.

06:00–06:01

Layah Bogen: No, I love that.

06:01–06:03

And I Think That's: very important.

06:03–06:06

So Talking About: using UDL principles

06:06–06:10

And Ada In The Classroom,: what can faculty

06:10–06:13

Do To Remain Proactive: with their course design,

06:13–06:16

Especially Instead Of Being: reactive when it comes

06:16–06:17

to using these principles?

06:17–06:19

Carrie Snyder: That's a great question.

06:19–06:24

I Think You Need To Back Up And: as you're designing a course--

06:24–06:27

And We Know A Lot Of Faculty: are teaching the same courses

06:27–06:28

semester after semester.

06:28–06:31

So As You're Getting Ready: to prepare for the semester,

06:31–06:34

Look At The Syllabus,: look at the activities

06:34–06:36

That You Have Designed,: and think about,

06:36–06:40

How Can I Ensure That This Is: going to help all learners?

06:40–06:43

So can I--

06:43–06:45

I Have A Lecture: here that I'm doing.

06:45–06:48

What Kind Of Visuals Can: I add to that lecture

06:48–06:51

To Help Enhance It: for visual learners?

06:51–06:53

Are There Any: hands-on activities

06:53–06:56

That I Can Add To This Lecture: to help students better

06:56–06:57

understand?

06:57–07:01

It Doesn't Have To Be: anything out of the ordinary.

07:01–07:04

It Can Be Small: group discussions.

07:04–07:05

It can be case studies.

07:05–07:08

It Can Be Things That: just draw the students in

07:08–07:12

To Help Them Use Their Thinking: to learn the principles that

07:12–07:13

are being discussed.

07:13–07:14

Layah Bogen: Right.

07:14–07:18

And As You Mentioned Before,: it ties in with accessibility,

07:18–07:19

but it's also--

07:19–07:23

It's Just Great Practices To Use: in online education in general.

07:23–07:27

So I Absolutely Love That,: and everyone does benefit

07:27–07:28

from using these principles.

07:28–07:31

I also do want to talk about--

07:31–07:34

I Support Faculty In: my day-to-day job.

07:34–07:38

And Especially When We Have: a new course that we're

07:38–07:40

Developing, One Of The: foundational things

07:40–07:42

That We Like To Do Is: making sure everything's ADA

07:42–07:43

compliant.

07:43–07:48

So What Are Ways: that faculty can make

07:48–07:50

Sure That Their: content is accessible?

07:50–07:54

What Success Have You Had With: helping faculty with this?

07:54–07:56

Carrie Snyder: That's another great question.

07:56–07:57

One of the things--

07:57–08:00

One Of The Easiest Things: that faculty can do

08:00–08:04

Is As They're Designing: handouts, PowerPoints.

08:04–08:06

Things Like That, Is Using: the accessibility checker

08:06–08:08

that is built into Microsoft.

08:08–08:10

It's really easy to do.

08:10–08:16

And That Really Helps Them: to find out what might not

08:16–08:18

be accessible in their content.

08:18–08:22

Another thing is use captioning.

08:22–08:24

Any Videos That You're: using, make sure

08:24–08:25

that they're captioned.

08:25–08:29

That Not Only Helps Students Who: may have a hearing disability,

08:29–08:32

But It Helps Students Who: have auditory processing

08:32–08:32

disabilities.

08:32–08:34

And It Also Helps Students: for whom English is not

08:34–08:36

their first language.

08:36–08:39

Layah Bogen: And so that--

08:39–08:42

I Just Want To Go Back With: the Microsoft accessibility.

08:42–08:45

I Also Use That Almost: every single day.

08:45–08:48

I Kind Of Help Faculty: check the process.

08:48–08:50

And it is very quick.

08:50–08:52

And I Know It's: not the end all, be

08:52–08:54

All Of Ensuring That: everything's great,

08:54–08:58

But It's A Really Good Starting: point that at least every one

08:58–09:02

Can Also Access And: do, which is great.

09:02–09:04

So I Know You Can: do that with Word.

09:04–09:07

I do it a lot with PowerPoint.

09:07–09:09

And Then Something Else: I also want to bring up

09:09–09:12

Is, Especially: visually, that there

09:12–09:16

Are Websites That Faculty Can: go to check the color contrast.

09:16–09:18

Carrie Snyder: Color contrast is another good one

09:18–09:22

And Also Ensuring That The: font is a sufficient size.

09:22–09:26

Sometimes Faculty Try To: crowd a lot onto one slide.

09:26–09:29

And Then The Font Gets Smaller: and smaller and smaller.

09:29–09:32

The More That Is Crowded Onto: the slide and the smaller

09:32–09:34

That The Font Gets,: the more difficult

09:34–09:36

it gets for some students.

09:36–09:38

That Can Be Students: with visual impairments.

09:38–09:41

That can be students with ADHD.

09:41–09:43

So We Want To Make Sure: that the font is larger

09:43–09:47

And That We Have Less Crowded: on the slides as well.

09:47–09:49

And Then The Color Contrast: is another great point.

09:49–09:53

If You're Using, For Example,: yellow and white together,

09:53–09:56

It's Going To Be Very: difficult for students to see.

09:56–09:58

So You Want To Have: really great contrast.

09:58–09:59

And There Are A Lot: of great websites

09:59–10:01

That Will Demonstrate: that for you.

10:01–10:06

I Tend To Just Use Plain: white and black because that's

10:06–10:08

The Best Contrast That: you can possibly get.

10:08–10:11

And Then If You Want To Do Some: things around the outside that

10:11–10:13

Are A Little More: decorative, that's great.

10:13–10:15

But There Are Other: colors that you can use,

10:15–10:16

And The Websites: will show you that.

10:16–10:18

Layah Bogen: Absolutely, yeah, because you

10:18–10:20

Might Love Hot Pink, But: using that with yellow

10:20–10:23

is probably not the best thing.

10:23–10:24

But Yeah, There: are definitely ways

10:24–10:28

That You Can Be Creative: and also be accessible.

10:28–10:30

So no, that's great.

10:30–10:34

And Can You Tell Me A Time: when a professor utilized

10:34–10:37

Ada Compliance In Their Course: maybe for the first time?

10:37–10:41

Or Is There Any Time You Can: think about when it really

10:41–10:44

Made A Huge Impact Or: you worked with a student

10:44–10:48

And All These Changes: were very successful?

10:48–10:52

Carrie Snyder: So first I want to say that every day

10:52–10:56

Professors Are Using: ADA compliance,

10:56–11:00

They Are Providing Students: with accommodations.

11:00–11:04

And The Impact Of That Can: be seen at commencement.

11:04–11:05

Layah Bogen: Oh, wow.

11:05–11:09

Carrie Snyder: But one specific situation that I found

11:09–11:16

Was A Student Who Had Recently: been diagnosed with vision loss

11:16–11:20

And Had Not Been Aware: that the office existed.

11:20–11:23

A Professor Referred The: student to our office,

11:23–11:27

And We Were Able To Connect: the student with various types

11:27–11:31

Of Assistive Technology: and also work with them

11:31–11:33

To Understand That: they could use

11:33–11:34

note taking in the classroom.

11:34–11:38

They Could Use Audio: recording in the classroom.

11:38–11:41

They Could Get The Materials: from the professor ahead

11:41–11:44

Of Time, The Powerpoints, So: that they could be blown up

11:44–11:46

On Their Computer: or their laptop

11:46–11:49

So That They Could Actually See: the PowerPoints because when

11:49–11:52

They Were Far Away On The Board,; they weren't able to see them.

11:52–11:54

The Student Went: from thinking they

11:54–11:57

Were Going To Have To Drop: out of college to being

11:57–12:01

able to finish their degree.

12:01–12:03

Layah Bogen: That is a-- that is a success story.

12:03–12:04

Carrie Snyder: Absolutely.

12:04–12:06

Layah Bogen: That's really amazing.

12:06–12:09

And Also Just That: that student maybe

12:09–12:10

wasn't aware of your services.

12:10–12:14

I Know We Talked About This In: the previous episode with you,

12:14–12:17

But It Is The Recommendation: that also faculty

12:17–12:19

When They're Talking: about their syllabus

12:19–12:23

Do Mention Drs And Encourage: students to reach out if they

12:23–12:24

think it would be useful.

12:24–12:26

And I Think That's: an important topic

12:26–12:28

To Continue To Bring: up, especially when we

12:28–12:29

talk about ADA.

12:29–12:32

Something Else-- So You: mentioned this one student,

12:32–12:35

And I Want To Know: what your thoughts are

12:35–12:37

On How The Number Of Temple: students with disabilities

12:37–12:42

Grew From 50 In 1977: to 3,500 in 2020.

12:42–12:47

And I'm Also Assuming Enrollment: takes a factor into that.

12:47–12:49

But What Else Do You Think: this is correlated with?

12:49–12:53

Carrie Snyder: So if you think back to the '70s,

12:53–12:57

Mainstreaming Was Just Beginning: to be a thing in that time,

12:57–12:59

Meaning Students: with disabilities

12:59–13:01

attending public schools.

13:01–13:04

So There Weren't: that many students

13:04–13:06

With Disabilities Graduating: from public schools

13:06–13:08

And Going To College: at that time.

13:08–13:11

The ADA hadn't been passed yet.

13:11–13:17

So Students Didn't Have: protections in colleges.

13:17–13:20

And It Was Really: only in the '60s

13:20–13:23

Where Students With: disabilities started

13:23–13:28

Protesting For Their Right: to attend classes in colleges

13:28–13:30

with their nondisabled peers.

13:30–13:34

So The '70s Were Really: a time of transition.

13:34–13:37

So Students With Disabilities,: especially physical

13:37–13:41

Disabilities, Weren't As: prevalent on college campuses.

13:41–13:44

Students With: invisible disabilities

13:44–13:45

Weren't Aware That: they had rights

13:45–13:48

Because The Ada Hadn't: been passed yet.

13:48–13:50

So It's Not Surprising To: me that the number would

13:50–13:53

have been so low at that point.

13:53–13:58

As Disabled Activists Started: getting out there, spreading

13:58–14:02

The Word, Saying,: hey, we have a right

14:02–14:05

To Have An Education: as well, more people

14:05–14:07

Were Aware That: they had that right.

14:07–14:11

And Then After The: ADA passed in 1990,

14:11–14:14

More People Were Aware: that they had the right.

14:14–14:17

I Think Drs Is Doing A Great: job of getting the word out.

14:17–14:19

I Think Professors: are doing a great job

14:19–14:20

of getting the word out.

14:20–14:25

So I Think It Has A Lot To Do: with education laws, both K

14:25–14:27

through 12 and in general.

14:27–14:30

It Has A Lot To Do With: disability activists.

14:30–14:31

And I Just Think: it has a lot to do

14:31–14:36

With People Being More Aware: of invisible disabilities being

14:36–14:37

disabilities.

14:37–14:41

Layah Bogen: Just when you said '60s, '70s,

14:41–14:43

I'm Also Thinking: this is something

14:43–14:47

That I Wish I Also Learned: in my history classes.

14:47–14:50

And Also, This Is Something: that I and a lot of other people

14:50–14:53

Take For Granted: and don't really

14:53–14:55

Think About Accessing Education: day to day and the struggle

14:55–14:57

that it can be for people.

14:57–14:59

So it's such an important topic.

14:59–15:03

And Thank You For: explaining that statistic.

15:03–15:06

And Something Else: I want to touch on--

15:06–15:09

We're Talking About Visible: and invisible disabilities.

15:09–15:14

And I'm Thinking-- I'm: curious if you think--

15:14–15:16

do you see that--

15:16–15:18

There's A Lot Of: work to be done.

15:18–15:22

And I Almost Feel Like It Seems: like invisible disabilities is

15:22–15:25

Something-- Is Kind Of: a coming to now almost.

15:25–15:28

So Is That Your: experience, where

15:28–15:29

You're Finding: that there's maybe

15:29–15:35

A Second Or Another Wave Of: trying to incorporate this

15:35–15:37

into online education?

15:37–15:39

Carrie Snyder: I think there are a lot

15:39–15:44

Of-- So There's Two Stigmas: with invisible disabilities.

15:44–15:47

There's The: nondisabled population

15:47–15:50

Not Necessarily Recognizing: that invisible disabilities are

15:50–15:51

disabilities.

15:51–15:54

But Then There's People With: the invisible disabilities

15:54–15:56

Themselves Not: necessarily knowing

15:56–15:57

that they qualify for services.

15:57–16:00

And I Was Actually In: that situation myself

16:00–16:02

as a student in college.

16:02–16:07

I Knew I Had A Chronic Illness,: and I sat through a midterm

16:07–16:09

that I should not have been at.

16:09–16:13

And When I Went To My Doctor: and said, What can I do?

16:13–16:15

Do I Have To Drop Out: of college? he said,

16:15–16:18

Why Didn't You-- Why Haven't: you been to disabled student

16:18–16:21

Services To Register As A: student with a disability?

16:21–16:22

And I said, but I don't qualify.

16:22–16:24

And he said, yes, you do.

16:24–16:25

I'll write you a letter.

16:25–16:27

And that's how I got services.

16:27–16:30

And I Used Services All Through: my bachelors, my master's,

16:30–16:31

and my doctorate.

16:31–16:32

But if my doctor--

16:32–16:36

If I Hadn't Said To My Doctor, I: struggled through this midterm,

16:36–16:37

Do I Have To Drop: out of college?

16:37–16:40

And If He Hadn't Said, Of Course: not, we can get you services,

16:40–16:42

It Never Would Have: occurred to me.

16:42–16:44

So There Are So: many students who

16:44–16:46

Don't Think That Health: conditions qualify

16:46–16:50

As Disabilities Or That Mental: health conditions qualify

16:50–16:51

as disabilities.

16:51–16:53

So We Need To Get: the word out to them

16:53–16:55

And Let Them Know That: if you're struggling,

16:55–16:57

Our Office Is There: to assist you.

16:57–17:00

And In Online Learning,: it's harder, I think,

17:00–17:03

Because In The: classroom, professors

17:03–17:06

May See Students Struggling: and may reach out to them.

17:06–17:09

But In Online Learning,: especially asynchronous,

17:09–17:12

It's Just A Student: doesn't do their work.

17:12–17:14

A professor may not know why.

17:14–17:18

Or Even In Synchronous, Maybe: the student doesn't show up,

17:18–17:19

Or Their Camera's: off, or you're not

17:19–17:22

Getting That Same: relationship develop that you

17:22–17:24

have in an in-person classroom.

17:24–17:26

Layah Bogen: And you also brought up mental health.

17:26–17:29

And In The Beginning: of the episode,

17:29–17:30

I Was Mentioning How: the term is coming

17:30–17:35

To A Close And Final Exams,: so I can imagine how maybe--

17:35–17:37

I Don't Know If You: would find there's

17:37–17:39

An Influx Of Students: reaching out last minute

17:39–17:41

or faculty scrambling.

17:41–17:43

Can You Tell Us A: little bit about what

17:43–17:45

might be going on now?

17:45–17:46

Carrie Snyder: So this is a really busy time

17:46–17:47

for our office.

17:47–17:49

We Do Have A Lot Of: students reaching out

17:49–17:52

Who Had Not Registered: with us previously.

17:52–17:55

Some Of Them Are Realizing: that finals are coming up

17:55–17:58

And That Maybe They Have Needed: accommodations all along,

17:58–18:01

And They Just Haven't: gotten to us until now.

18:01–18:03

We're Working With: them so that they can

18:03–18:05

have accommodations for finals.

18:05–18:07

And We Do Have: professors also who

18:07–18:09

May Be Reaching Out: to us to figure out

18:09–18:11

How They Can Accommodate: students for finals.

18:11–18:12

Layah Bogen: Right.

18:12–18:14

So that does sound very busy.

18:14–18:14

Carrie Snyder: It is.

18:14–18:16

Layah Bogen: That sounds very busy.

18:16–18:20

And Yeah, I Do Hope It Goes: well with everyone involved.

18:20–18:25

But Hopefully It's Something: where faculty and students

18:25–18:28

Alike Can Learn From: what's going on this term

18:28–18:30

And Hopefully Apply: it to the next one.

18:30–18:32

Though, I'm Sure: there's always going

18:32–18:34

To Be Something That: does happen to come up.

18:34–18:38

So As We Kind Of: wrap up this episode,

18:38–18:40

What Advice Would: you give to students

18:40–18:43

Who Rely On Drs Services: at the university on what

18:43–18:46

To Do After They Graduate: and enter the workforce?

18:46–18:50

Because Temple, It's A: supportive environment;

18:50–18:52

we have all these resources.

18:52–18:55

But Then When: graduation day comes,

18:55–18:59

Are They Kind Of Left: up to their own devices?

18:59–19:04

Carrie Snyder: So first of all, Career Services is wonderful.

19:04–19:08

And We're Working With Different: departments on that right now.

19:08–19:12

We're Talking About How: students with disabilities

19:12–19:17

Can Go On Interviews,: how and when you should

19:17–19:19

Disclose That You Have: a disability if you

19:19–19:21

need accommodations.

19:21–19:22

And There Are Some: students who may never

19:22–19:25

Need To Disclose That: they have a disability.

19:25–19:26

Some Students Have A: visible disability,

19:26–19:28

So That's Going: to be obvious when

19:28–19:30

they go into the interview.

19:30–19:31

How do you navigate that?

19:31–19:34

And Then We Can Talk: about how do you

19:34–19:38

Navigate Requesting: accommodations on the job.

19:38–19:40

So Students Can Go: to Career Services.

19:40–19:43

If They're Not Comfortable: or if Career Services

19:43–19:44

Isn't Quite Sure: how to help them

19:44–19:46

Through Those: conversations, they

19:46–19:48

can always come and talk to us.

19:48–19:50

And There's Actually A: really great service.

19:50–19:52

I've used it myself.

19:52–19:56

It's A Website That Has: wonderful resources,

19:56–19:58

And It's Called Ask: Jan, AskJan.org.

20:02–20:05

And It Has All The Resources: you could think about.

20:05–20:08

It Talks From: going to interviews

20:08–20:10

To How To Ask For: accommodations to what

20:10–20:11

To Do If You Think You're: being discriminated

20:11–20:13

against on the job.

20:13–20:15

Layah Bogen: That is very helpful.

20:15–20:20

And Yeah, Because I Can Imagine: we're kind of in a bubble here.

20:20–20:21

Every University: has its own bubble.

20:21–20:24

And It's Good To Know: that there is a support

20:24–20:28

Network Once Students Leave And: also faculty are aware of that.

20:28–20:31

You Mentioned The: resource Ask Jan.

20:31–20:35

I Also Want To: mention the resource

20:35–20:39

That Our Department Has, Which: is the Canvas accessibility ADA

20:39–20:42

Site, Which Faculty And: staff can enroll into.

20:42–20:44

And We Cover A Lot: of these topics.

20:44–20:49

And Also, I Encourage Faculty: to reach out and look at the DRS

20:49–20:51

website and resources.

20:51–20:54

So Thank You So Much,: Carrie, for being here today.

20:54–20:56

And I Hope That We Get: you back another time.

20:56–20:57

Carrie Snyder: Thank you.

20:57–21:00

So much I appreciate it.

21:00–21:03

[MUSIC PLAYING]