

(Statement to include in all Syllabi. The suggested placement of this statement is that it goes

## Learning Disabilities & Neuro-divergent Accessibility Recommendations Applicable to Movement & Lecture Courses:

### For Online, Hybrid & Face-to-Face Teaching Formats:

Provide class notes/power-points slides of material to be covered in class ahead of time for disabled students to assist disabled students in processing & synthesizing material more efficiently.

- ◁ Ask for access needs in the beginning/end of each week to ensure everyone has access to the information that will be presented for that week. This will help disabled students to feel welcomed and heard.

*Example: "I want to open today's class by asking if anyone has access needs that I can help accommodate for you now or later this week?" or "Anyone needs me to go over what we learned last class, in order to move on adequately?" Faculty should also offer alternative means of communicating needs such as email or the private chat function on Zoom.*

- ◁ Provide image descriptions whenever an image is used.
- ◁ Employ imagistic and descriptive modalities to assist in learning.
- ◁ Allow additional time for students with disabilities to learn and process lecture content and movement combinations efficiently & safely during class.  
*Example: implementing 5 mins to go over every combination during class so that a disabled dancer can safely work on processing the information. Can happen in groups or solo.*
- ◁ Allowing extra time for disabled students to warm-up, prepare & learn combinations that were taught in the previous class. If their schedule permits it, faculty should be available before and/or after class to explain/review material.
- ◁ For online classes: potentially record zoom sessions that allow disabled students to access information that requires more time to learn. The link could be accessed with password protection.
- ◁ In Studio: allow for disabled student to record combinations that will only be used as their learning tool.

### Physical Disabilities Accessibility Recommendations

#### Faculty & Staff:

- ◁ Acknowledge that the whole body should be worked on not just assume that certain extremities that are deemed "free" and/or mobile should only be worked on  
*Example: If a student is in a wheelchair, don't just focus on their arms to help translate movement but acknowledge that the wheelchair is a part of the dancer's body.*

