The Fast Facts for Faculty publications are information briefs designed to help college and university instructors improve the climate and quality of education for students with disabilities. Through focus group discussions, both faculty and students provided a number of recommendations to enhance the teaching-learning process within the classroom. The Fast Facts were developed in response to these recommendations and suggestions. It is important to remember that the pedagogical recommendations included in the Fast Facts are not only helpful for students with disabilities, but are also good teaching practices that are useful for most of your students.

The development of the Fast Facts series was made possible through a grant awarded to Ohio State University in 1999 from the U.S. Department of Education (Grant #P333A990046). These informative sheets are designed to promote disability awareness and make great “quick-and-easy” reference guides, ideal for orientations, trainings, conferences, meetings, and presentations.

Each Fast Fact is individually described below and is available for purchase from Ohio State University. To order any of the Fast Facts series, simply complete the order form attached and mail it to the address listed along with your payment.

You may also access the entire Fast Facts Series at our web site: http://ada.osu.edu/resources/fastfacts/ Each Fast Fact is available for downloading in HTML, PDF, and Word formats. You may customize the Fast Facts to suit the particular needs of your institution, but we ask that you credit the original content to The OSU Partnership Grant, U.S. Department of Education, Grant #P333A020033-03. Please note, there is no copyright infringement for using Grant information because it falls under public domain.

Series Descriptions

1 – Universal Design for Learning

This four-page information brief explains the principles of Universal Design for Learning and gives examples of how to implement these principles in the classroom. Universal Design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting; it maximizes access to course content by making information available in a variety of formats.

2 – Syllabus Disability Statement: Guidelines for Creating a Complete and Accessible Syllabus

This two-page information brief describes the essential elements of an accessible syllabus and gives an example of a syllabus disability statement. A syllabus disability statement is placed on course syllabi to indicate a faculty member’s willingness to provide reasonable accommodations to a student with a disability.
3 – Rights and Responsibilities
This four-page information brief explains the rights and responsibilities of faculty, disability service providers, and students with disabilities to assure that students gain access to classroom accommodations, auxiliary aids, and services. This Fast Fact also includes the principles of ACCESS and some common definitions.

4 – Most Frequently Asked Questions
This four-page information brief lists commonly asked questions by college instructors on how to make learning accessible for students with disabilities, such as who is eligible to receive accommodations and how different accommodations are coordinated.

5 – Guided Notes
This six-page information brief explains the Universal Design for Learning concept of Guided Notes and provides teaching strategies and an example of how an instructor’s lecture can be adapted using Guided Note principles.

6 – Teaching Students with Invisible Disabilities
This six-page information brief provides a description of the different types of invisible disabilities (learning disabilities, Attention Deficit Disorder, psychological disabilities) and offers recommendations for good instruction and accommodations students with these types of disabilities commonly need.

7 – Teaching Students with Sensory Impairments
This six-page information brief provides a description of visual and hearing deficits and offers recommendations for good instruction and accommodations students with these types of disabilities commonly need.

8 – Teaching Students with Medical/Mobility Impairments
This four-page information brief explains what medical and mobility impairments are and provides recommendations for good instruction and accommodations students with these types of disabilities commonly need.

9 – Writing in the University
This eight-page information brief offers an explanation of common classroom writing assignments and provides guidelines and examples as to how these assignments can be adapted to make the writing process more accessible for all students, including those with disabilities.

10 – Guidelines for Creating Web Content Accessible to All
This information brief provides basic web designing considerations and strategies that make web pages accessible to users with disabilities. Text format, graphics, multimedia, and other topics are discussed in terms of maximizing usability for people with disabilities.

11 – Sign Language Interpretation in the Classroom
This information brief (available September 1, 2002) explores the logistics and effective use of sign language in the classroom as a learning accommodation for students with hearing impairments.

12 – Coordinating Internships for Students with Disabilities
This information brief (available September 1, 2002) examines key considerations in arranging internships for students with disabilities and describes the rights and responsibilities of faculty, students, and work-site supervisors in the internship process.
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