

Accommodations for Anatomy and Physiology Courses at Mayville State University

For this course, all students are permitted equal access through accommodations and “Universal Design.” Specifically, the “DO-IT” (Disabilities, Opportunities, Internetworking, and Technology; University of Washington) overview was used as a reference when development/redevelopment of this course took place. Universal design, as its name states, offers up accommodations to ALL students, as to encompass (as best as possible) the ever changing status of students with disabilities. This not only puts all of the accommodations on the table, and is a huge benefit to those students with disabilities, but it also benefits students as a whole as each student has unique learning strategies (as pointed out by the Iowa Center for Assistive Technology Education and Research, College of Education, University of Iowa). Items in **BOLD** are the accommodations that NDUS universities typically provide to students with disabilities. The incorporation of these accommodations encompasses the necessary accommodations to our students who have demonstrated disabilities to offer the highest success!

*Students receive study guides to help guide them through the content within the textbook. These are turned in upon completion and help cushion exam scores in the course. This helps students organize the content.

*Content is delivered through both the textbook and through lecture videos. This offers more than one way to demonstrate or explain the information.

*Directions on study guides is kept brief and uncomplicated as to not make the purpose convoluted.

*Students are given short quizzes to help direct them to important content and help cushion exam scores. These quizzes, while small, should push students into the textbook and encourage reading.

*Students are provided with PowerPoint outlines of the course to be used with the next accommodation.

*Students are provided with lecture videos to help explain content. Videos are produced using the PowerPoints as to resemble the on campus course as best as possible.

***Neither the quizzes nor the exams are timed. This allows our students with the need for extra time to take as much as is needed.**

***The use of the Tegrity proctoring tool allows students to find/use a quiet space in which to take exams, which is also an accommodation that is offered to students with disabilities.**

References:

Johns Hopkins School of Education’s New Horizons Webpage for ICATER information:

<http://education.jhu.edu/PD/newhorizons/Journals/spring2010/universaldesignforlearning/>

University of Washington’s DO-IT Webpage on Universal Design:

<http://www.washington.edu/doi/academic-accommodations-students-learning-disabilities>

For additional information or questions, please contact our Director of Disabilities Support Services, Miss Katie Richards. 701-788-4675. Katie.Richards.2@mayvillestate.edu