

## Appendix 2: Sample Accessibility Statement from 2021 Spring Course

### Accessibility Statement

Crucial to my pedagogy is student accessibility, especially as a scholar with disabilities. I recognize that all of us learn differently, and that the organization of any course will affect student learning. I want this course to be as accessible as possible to my students, and I am available to discuss ways to better make this course accessible in person or by email. Never hesitate to reach out if I can help to enable your learning in any way.

The current pandemic may present new challenges both in terms of overall wellbeing and our capacities to do academic work. I acknowledge that you or I may become unwell during the course of the semester. I also acknowledge that you may be a caregiver who may have other priorities. As a classroom community, I want us to be compassionate with ourselves and with each other. All parts of this course are open to revision and adjustment based on your needs. If you have concerns, please share them with me, and we will work together to create a plan that is manageable.

Virtual classrooms can be more accessible for some while more inaccessible for others. I want to work with you to make our synchronous and asynchronous components of our class accessible to you. Google Meet and Zoom offer a decent captioning service, though if you require better captioning services, I will do my best to get them for you. Never feel pressured to participate in ways that do not feel comfortable to you, including muting your microphone or turning off your video. If you find yourself in need of access to technology, LBIS has a form for tech requests.

If you have a disability that may affect your work in the course, please contact Student Accessibility and Support Services (SASS) director . . . If you do not have a documented disability, remember that other support services, including The Writing Center . . . are available to all students. I encourage you to meet with me privately early in the semester to address accommodations, and I will make every attempt to accommodate your learning needs, especially the needs of neuroatypical learners who may require adapted assignments.

Any students who face challenges securing food or housing and believe this may affect their performance in this course are urged to apply for the Student Support Fund through The Office of Diversity, Equity, and Inclusion (ODEI). Please let me know if access to these critical needs is a barrier to your success in my class.