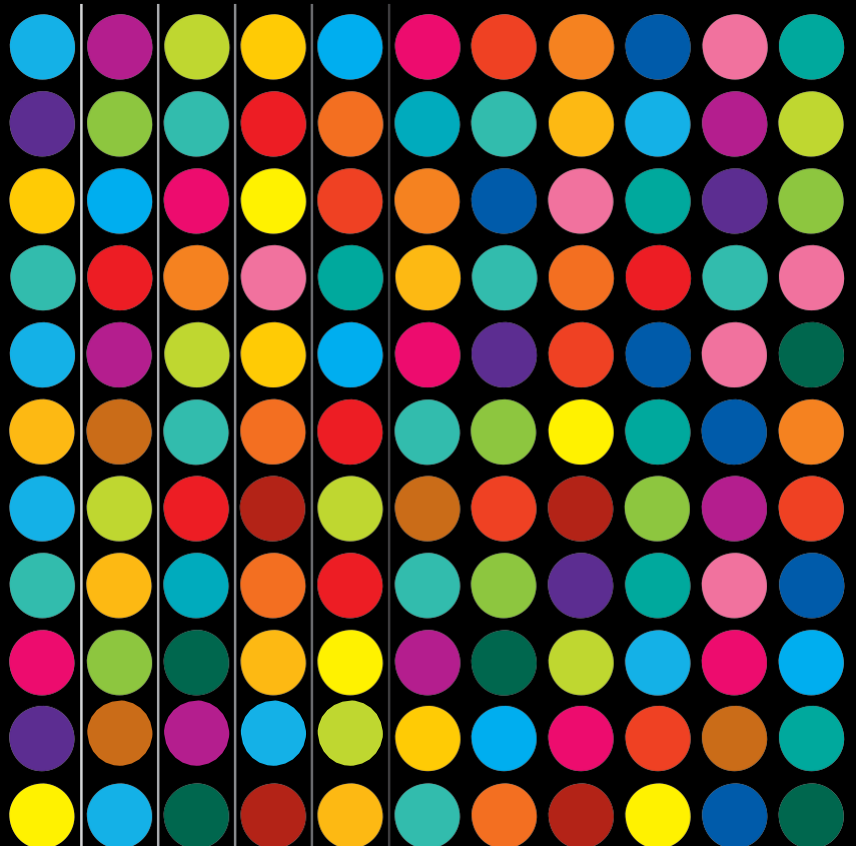


Inclusive and Just Campus Community

Guide for Faculty and Staff 2014-2015



A PLACE WHERE DOORS ARE OPEN
AND VOICES ARE HEARD



August 2014

SECTION ONE: Institutional Commitment



“A liberal education has always been at the heart of Grand Valley State University’s mission. A diverse environment is essential in promoting the values of this liberal education for the shaping of intellect, creativity, and intercultural competence. At Grand Valley, diversity is a learning resource and must be nurtured as an intellectual asset.”

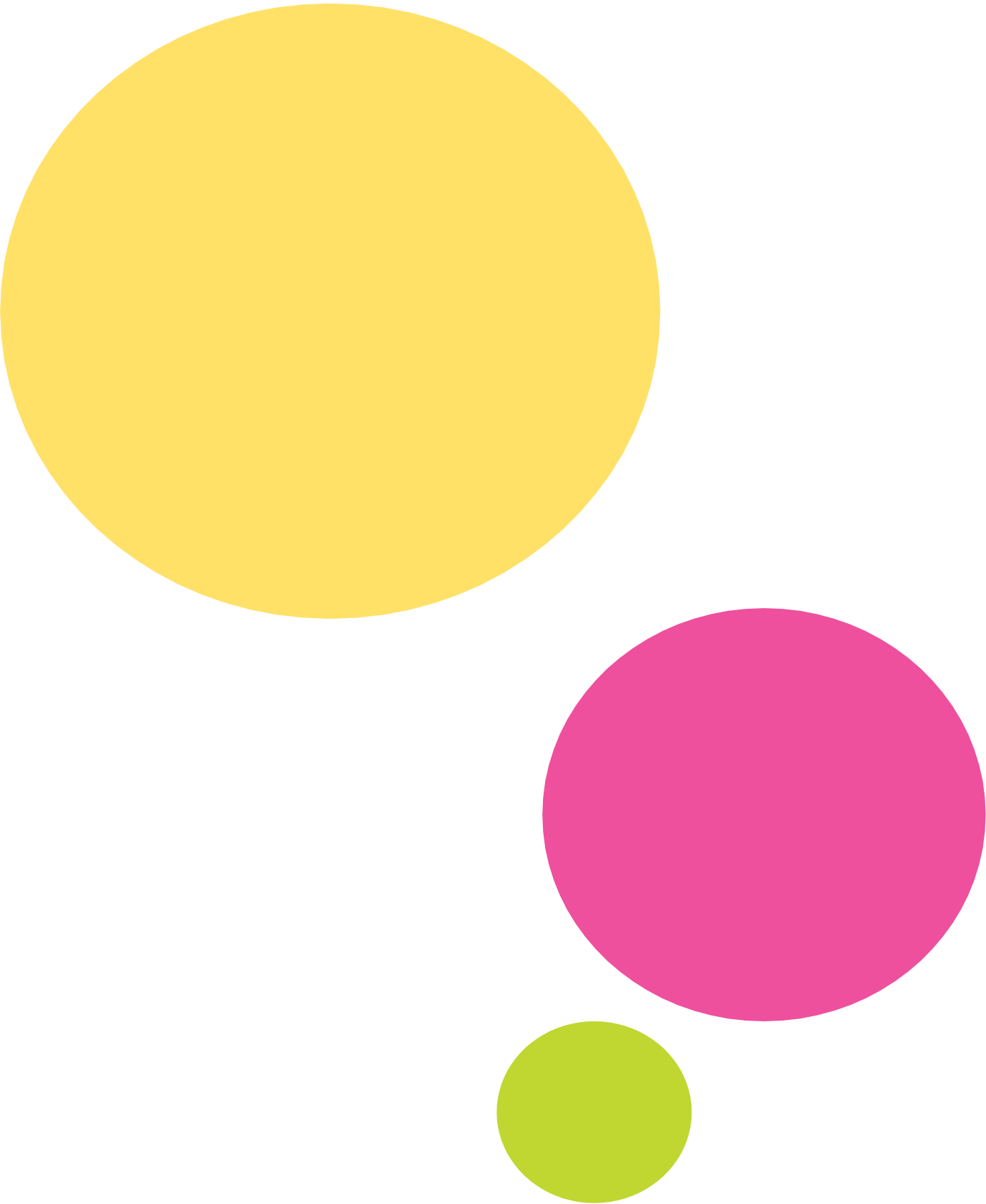
-President Thomas J. Haas – Grand Valley State University

Mission Statement

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

Grand Valley Values: Inclusiveness

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, Grand Valley seeks to include, engage, and support a diverse group of students, faculty, and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an inclusive environment for all of our Grand Valley constituents.



Inclusion Implementation Plan 2008-2011

A three year Inclusion Implementation Plan 2008-2011 (IIP) was introduced to the campus community as the natural next step in Grand Valley’s journey toward creating an inclusive campus. The vision has been part of the strategic planning ever since the university came together to create the Inclusion and Equity Division. The IIP was designed to provide guiding principles as well as structure and timelines for completing the plan.

Colleges and divisions were given the flexibility to select their areas of focus and to design objectives and measures for each goal. While each individual approach to implementing inclusion may be unique, IIP authors were asked to include elements in four areas of focus: 1) Access and Equity; 2) Campus Climate; 3) Diversity in Curriculum/Co-Curriculum; and 4) Organizational Learning. As well, these four focus areas are the central goals of the Inclusion and Equity Division.

Inclusion and Equity Division

The Inclusion and Equity Division consists of the following departments:

Affirmative Action & Title IX

Provides leadership to the campus for all facets of promoting and monitoring equal opportunity and affirmative action. Responsible for developing training and education programs on affirmative action and equal opportunity laws, policies and procedures, as well as issues of sexual harassment and discrimination. Investigates and resolves discrimination complaints.

GVSU’s Title IX Office is responsible for monitoring and oversight of the overall implementation of the University’s Title IX compliance, including the coordination of training, education, communications, and the administration of grievance procedures for faculty, staff, students, and other members of the University community.

Disability Support Resources

Promotes the full inclusion of individuals with disabilities. It is the policy of Grand Valley to comply with the Americans with Disabilities Act as amended in 2008, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. Grand Valley provides reasonable accommodations to qualified individuals with disabilities upon request.

Intercultural Training, Learning and Development

Designs, delivers and evaluates training programs related to enhancing diversity awareness and building intercultural competency. Fosters an environment for open communication through public opportunities to dialogue about race and other differences to promote understanding between cultures.

Strategic Implementation

The office of Strategic Implementation's mission is to provide leadership in the implementation of initiatives that achieve inclusive excellence for the university, and enhance intercultural competency for students, faculty and staff.

The Assistant Vice President for Strategic Implementation provides leadership to institutional constituents that will assist with inclusion and equity strategy development, implementation and program evaluation. The position serves as a creative resource and advisor throughout the institution at all levels for equity, diversity and inclusion initiatives. The Assistance Vice President for Strategic Implementation also leads the development and implementation of inclusive pipeline, recruitment, and retention initiatives.

<http://www.gvsu.edu/inclusion>

Title IX



Title IX of the Education Amendment Act of 1972 requires that all entities receiving federal funds or financial assistance prohibit sex discrimination and sexual harassment in their education programs and activities. It reads, in relevant part:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

-- Title IX of the Education Amendments of 1972 and its implementing regulation at 34 C.F.R. Part 106 (“Title IX”)

Title IX and GVSU

Grand Valley State University is required under Title IX to prevent and address sexual discrimination, which includes sexual harassment, sexual assault and sexual misconduct, against students, faculty, and staff whether perpetrated by peers or by employees of the institution.

What is Sexual Harassment?

Sexual harassment in education is described as any unwanted and unwelcome sexual behavior that significantly interferes with a student's success or access to educational opportunities. A University student with a complaint alleging sexual discrimination, sexual harassment, or sexual assault should report it to the Title IX Officer.

What is “Sexual Assault?”

Under the GVSU Student Code, sexual assault is defined as “as “intentional bodily contact that is without consent and/or by force (either by body part or object) with the breast, buttocks, groin, genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts.”

What is “Consent?”

Again, under the GVSU Student Code, consent is defined as “clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual acts. Consent cannot be inferred from the absence of a ‘no.’ A clear ‘yes,’ verbal or otherwise, is necessary. Silence, passivity, or lack of active resistance does not imply consent.”

Where should I go to if I have experienced Sexual Discrimination, Sexual Assault, Sexual Harassment, Dating/Domestic Violence, or Stalking?

GVSU’s Title IX Officer is responsible for investigating sexual discrimination, sexual harassment, and sexual assault and other forms of sexual misconduct. Accordingly, if you have experienced or become aware of sexual discrimination, sexual harassment, or sexual assault, you should notify the Title IX Officer in the Office of Affirmative Action.

Complaints may also be reported to the Grand Valley Police Department, the Women’s Center, or the Dean of Students office. Complaints of sexual misconduct between GVSU students or where the individual allegedly committing the misconduct is a GVSU student are governed by the GVSU Student Code and applicable state and federal law. Complaints of sexual misconduct by faculty or staff are governed by the GVSU Anti-Harassment Policy and applicable state and federal law.

Consensual Relationships between Faculty and Students

Romantic and/or sexual relationships between faculty and their students are inappropriate because of the inherent power differential. If a faculty member has a romantic and/or sexual relationship with his or her student, that faculty member must 1) promptly disclose that relationship to the appropriate Unit Head to 2) ensure that he or she does not maintain educational, supervisory, evaluation, advising, coaching, or counseling responsibility over the that student. Faculty members who do not comply shall be subject to discipline.

Title IX and Pregnant and Parenting Students

Title IX provides for equal educational opportunities for pregnant and parenting students. It prohibits educational institutions from discriminating against pregnant students based upon their marital status and cannot discriminate against a student because of childbirth, false pregnancy, or recovery from related conditions.

Under Title IX, a pregnant student should be granted a leave of absence for as long as it is deemed medically necessary for her to be absent. At the conclusion of her leave, she must be allowed to resume the status she held when the leave began. Title IX requires GVSU to excuse a student’s absences due to pregnancy or related conditions, including recovery from childbirth, for as long as the student’s doctor deems the absences to be medically necessary. When the student returns to class, she must be reinstated to the status she held when the leave began, which should include giving her the opportunity to make up any work missed. Please consult the Title IX Officer with any questions regarding accommodating the medically necessary absences of pregnant students.

Religion and Inclusion at GVSU

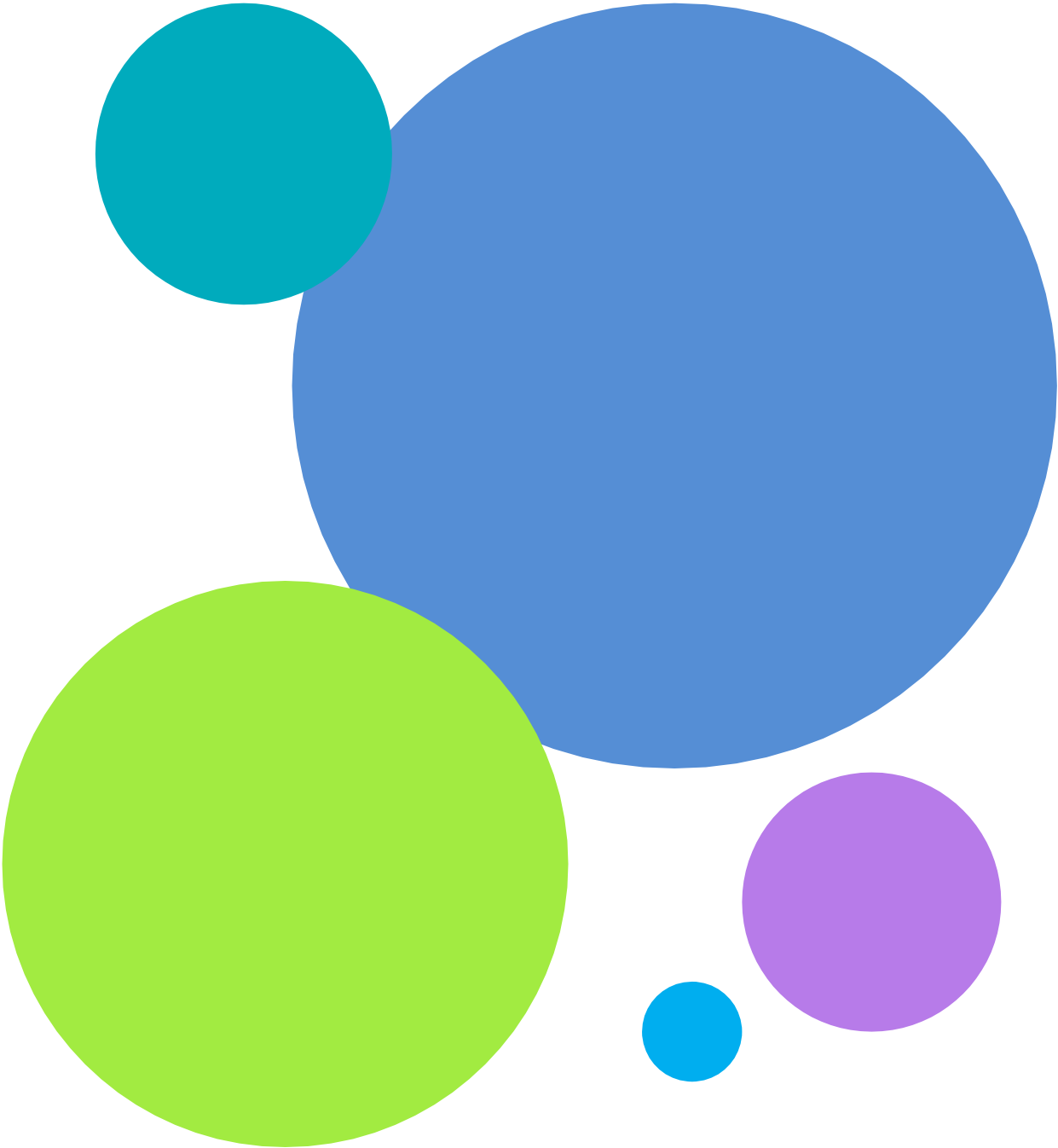
Many University students, staff, and faculty observe religious traditions from a variety of religions. The University is committed to accommodating the exercise of that right.

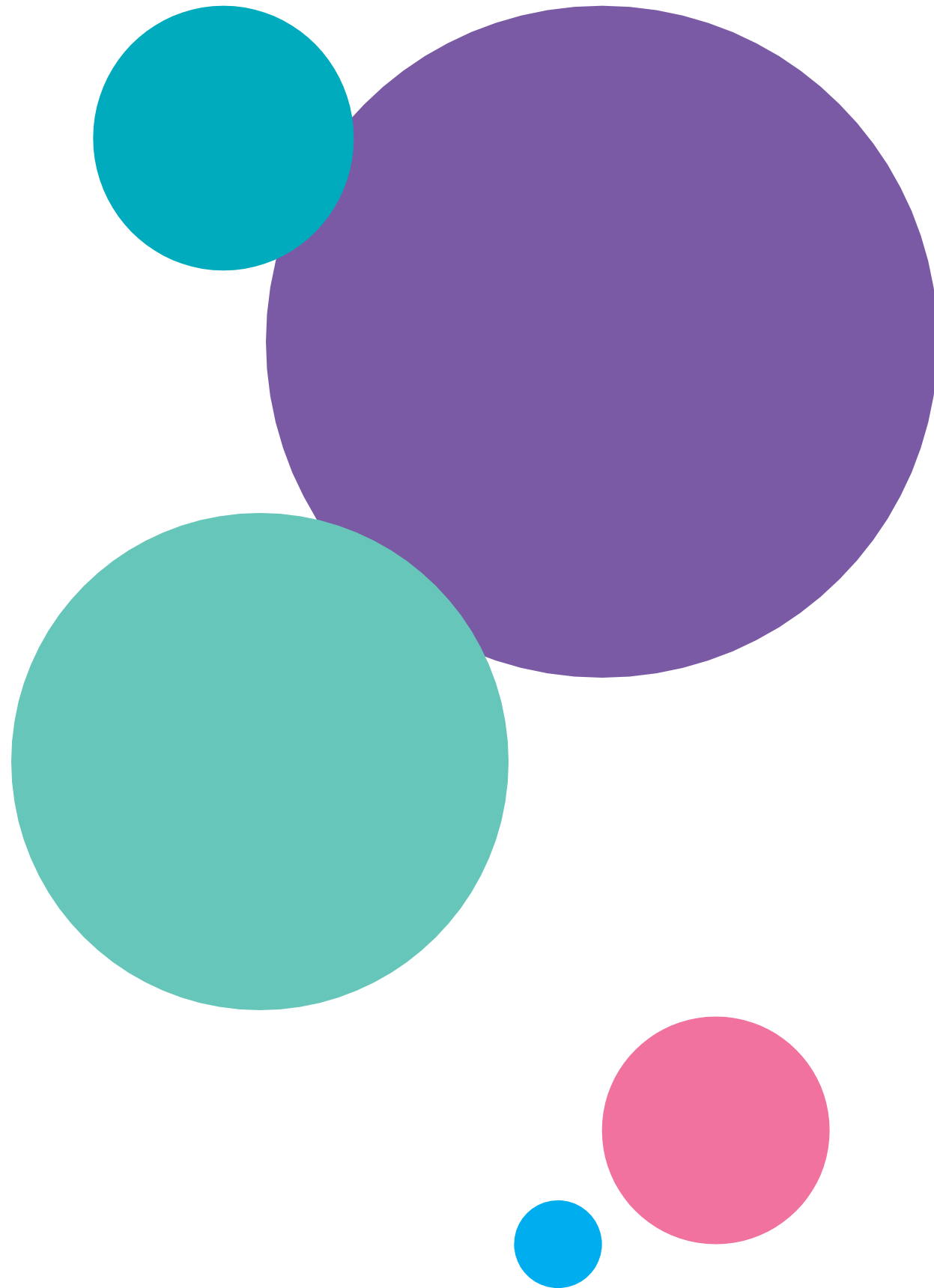
The University acknowledges that conflicts are inevitable in scheduling mandatory academic requirements and employment obligations with religious observances. Although the University does not observe religious holidays, it recognizes that there are a number of religious holidays that affect significant numbers of our students, staff, and faculty.

Faculty should make every effort to avoid scheduling examinations or assigning work that is due on religious holidays. Some religious holidays begin at sundown on the evening before the published date of the holiday. Consequently, faculty should avoid scheduling late afternoon exams on these days. Faculty shall not penalize any student who has properly notified the faculty member by complying with the Request Accommodation Procedure (<http://www.gvsu.edu/inclusion/religious-request.htm>) for his/her absence in classes, examination, or assignments. Faculty should accept a student’s claim of a scheduling conflict on religious grounds at face value. If class attendance is required by the faculty member, classes missed to observe a religious holiday may not be counted as an absence.

Faculty must provide a reasonable opportunity for such a student to make up missed assignments and examinations within a reasonable time period before or after the student’s absence, provided the student has properly notified the faculty member by submitting a Request Accommodation Form. Faculty must give the student the opportunity to do appropriate make-up work that is no more difficult or time-consuming than the original exam or assignment.

Students are not exempt, however, from meeting course requirements or completing assignments. The faculty member may respond appropriately if the student fails to satisfactorily complete the make-up assignments or examination.





SECTION TWO: Creating Inclusive Classrooms

Being “Other” in the Classroom

Initially women and non-white male students were viewed as “other,” which led to marginalization of students not fitting the expectation of who is a college student. Increasingly, however, much evidence shows that inclusion [the recognition and incorporation of all students] in the classroom has benefits for all students.

The American Association of Colleges and Universities (AAC&U) has led the way in examining the outcomes of the modern classroom. The AAC&U defines “inclusive excellence” as “focus on student intellectual and social development, a purposeful development and utilization of organizational resources to enhance student learning, and a purposeful development and utilization of organizational resources to enhance student learning (Milem, Chang, and Antonio, 2005).” The challenge for faculty is to harness the opportunities presented by the increasing diversity in colleges and universities.

Students from diverse backgrounds often hold very different views and opinions on a variety of social and political issues. When students are made aware of the multiplicity of viewpoints present in the classroom and larger society, several positive outcomes emerge. For example, several studies document the benefits to cognitive complexity and critical thinking skills that arise when attempts are made to incorporate these views, and potential solutions to social problems, in the learning process (Chang 2003).

Further, the benefits of actively attending to diversity extend beyond the classroom. Businesses that emphasize diversity are more profitable than those that do not and are more adept at problem solving. Therefore, increasing students’ engagement with diversity is an important step in preparing them for life beyond the academy. Included in this guide are resources and methods for faculty to implement both in and out of the classroom. Faculty are also encouraged to consult the wealth of research included in AAC&U publications, as well as to consult the Faculty Teaching and Learning Center on campus. Grand Valley is also home to a variety of offices established to see our mission of educational excellence and inclusion are reached, including the Women’s Center and Multicultural Affairs Office, LGBT Resource Center, and the Intercultural Training Certificate.

Creating Safe and Inclusive Classrooms



To promote inclusion and equity at Grand Valley State University, faculty must be included in the process. There are many different ways in which faculty can make the classroom inclusive, as well as a safe environment which allows students to feel welcome in the classroom and around campus. Faculty members hold some responsibility to ensure that students are cared for in the classroom, and this is an expectation at Grand Valley. Addressing the use of triggers and assumptions is essential. The guidelines that follow offer some suggestions for creating a safe and inclusive learning environment. The more you know about yourself, the more able you are to handle situations in the classroom and allow for student growth.

American Association of Colleges and Universities, 2003, 2005.

Rationale for an Intercultural Campus



Goal 2 of the Grand Valley Strategic Plan strives to provide “a rich, inclusive learning and working environment that attracts, retains, and supports a diverse community.” This includes the workplace, classroom, co-curricular events, and other activities. The diverse life experiences and cultural backgrounds of our faculty, staff and students enrich the campus learning environment.

The American Association of Colleges and Universities (AAC&U) is an association of over 1200 colleges and universities across the nation. AAC&U provides programs, conferences, publications and establishes learning goals. Grand Valley is an active member of AAC&U. A Grand Valley contingent attended the AAC&U Global Learning conference in March of 2009. One attendee stated “Global learning IS liberal education learning. Students need global knowledge, skills and experiences to be successful in the world.” The topic of the upcoming 2009 annual meeting is: Ready or Not: Global Challenges, College Learning, and America’s Promise.

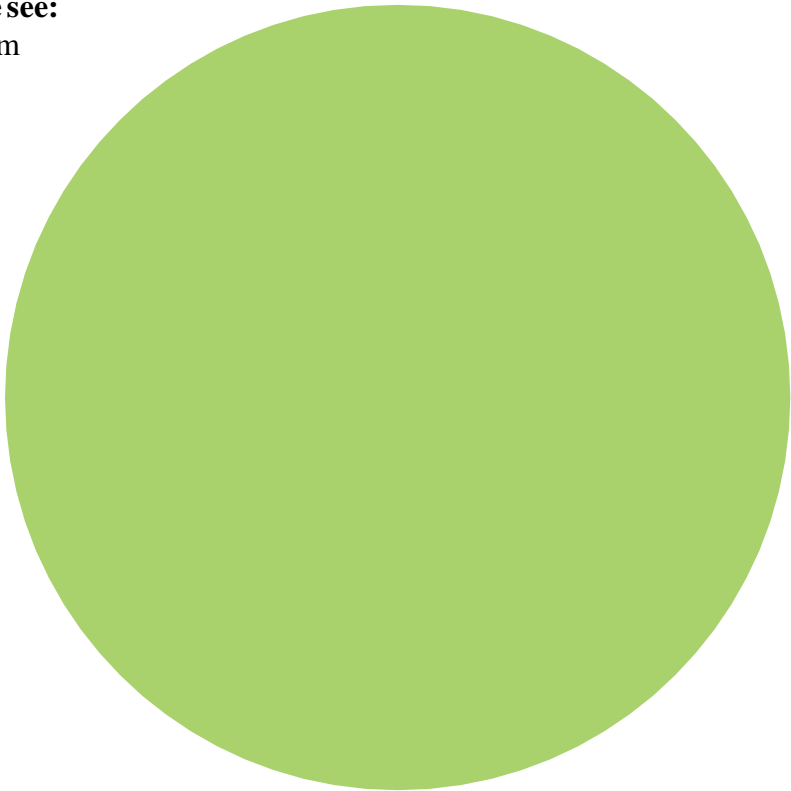
Global learning is also well-aligned with LEAP goals, which were established by the AAC&U. LEAP stands for Liberal Education and America’s Promise. LEAP goals are a robust set of essential learning outcomes described in detail in: College Learning for the New Global Century. The overall aim is to prepare “students for 21st century challenges.” Intercultural knowledge and competence is among these essential outcomes. For more information see:
<http://www.aacu.org/leap/vision.cfm>

In addition, AAC&U has described Seven Principles of Excellence in teaching. Among them: to “Foster Civic, Intercultural, and Ethical Learning: Emphasize Personal and Social Responsibility, in Every Field of Study.” Another principle is to “Engage the Big Questions: Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom.”

Grand Valley State is committed to inclusion, a major part of which is global learning. Global learning IS liberal education learning. Students need global knowledge, skills and experiences to be successful in the world. Global learning is well aligned with LEAP goals, which were established by AAC&U. LEAP stands for Liberal Education and America’s promise. LEAP goals are a robust set of essential learning outcomes described in detail in: College Learning for the New Global Century. The overall aim is to prepare students for 21st century challenges. Intercultural knowledge and competence is among these essential outcomes, which Grand Valley meets through its General Education program, and its Intercultural Competence and Experience Certificate.

For additional information please see:

<http://www.aacu.org/leap/vision.cfm>
<http://www.gvsu.edu/gened>
<http://www.gvsu.edu/ice>



Glossary of Terms

Ableism: A form of discrimination or social prejudice against people with disabilities.

Bigotry: More intensive form of prejudice and carries the negative side of prejudgment.

Climate: Is the atmosphere in an institution that prevails; it reflects how people from various backgrounds feel in the environment.

Culture: The arts, beliefs, customs, institutions and all other products of human work and thought created by a people or a group at a particular time.

Discrimination: The differential treatment, whether intentional or unintentional, that can follow prejudicial thinking; on the basis of group categories such as race, religion, sex, class, ability. Discrimination is the denial of justice and fair treatment in many arenas, including employment, housing, wages, and political rights.

Diversity: Accounting for differences and understanding that each individual is unique, while recognizing our individual differences among many dimensions.

Ethnocentrism: A tendency to look at the world from the perspective of one’s own culture. A sense of disapproval and superiority often results from ethnocentrism.

Global Mindset: Respect and desire to learn for/about cultural differences with a willingness to accept good ideas no matter where they come from (Javidan, 2007).

Heterosexism: Any attitude, action or institutional practice that subordinates people because of their homosexual or bisexual orientation.

Inclusion Advocates: Trained faculty and staff members who serve on all Grand Valley search committees with specific responsibilities to help ensure inclusive hiring practices.

Inclusion Champions: Faculty and staff members who serve in an informal role to support the Inclusion Advocate and ensuring inclusive hiring and retention processes.

Intercultural: Interactions between a variety of cultures. These could include gender, religion, class, race, ethnicity, etc. It is seen as all encompassing.

Intercultural Competence: The capacity to work effectively with people from cultures other than your own. Includes awareness, attitudes, language and skills.

Multicultural: The general frame of reference for multicultural is relating to different cultures, particularly around race and ethnicity.

Oppression: The pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness.

Prejudice: Prejudging; making a decision about a person or group without sufficient knowledge, based on stereotypes; can be positive or negative. Prejudice includes disregard of facts and is usually accompanied by disapproval.

Privilege: Advantages, rewards, or benefits given to those in the dominant group (whites, males, Christians, etc.) without their asking for them. Privileges are bestowed unintentionally, unconsciously and automatically, and often are invisible to the receiver.

Racism: Prejudice and/or discrimination based on race. Racists subscribe to the false belief that race determines psychological and cultural traits and that people in some groups are inherently better than others. An example of personal racism is when a person of color is perceived to be dangerous because of his or her race. Institutional racism is prejudice or discrimination supported by power and authority used to the advantage of one race over others, as when all people are not treated the same by the judicial system.

Scapegoating: The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. Prejudicial thinking and discriminatory acts can be the cause and result of scapegoating.

Sexism: Any attitude, action or institutional practice that subordinates people because of their gender.

Stereotype: A preconceived or oversimplified generalization about a person or group of people without regard for individual differences. Even positive stereotypes, such as believing that all Asians are good at math, have a negative impact. Negative stereotypes are frequently at the base of prejudice.

Universal Design: The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaption or special design.

Inappropriate Assumptions

Faculty members may hold certain assumptions about different people, as many individuals do. These assumptions can compromise the relationship between faculty and students. Take the opportunity to review some of the sample assumptions and see what sounds familiar. It may be that you hold some of these assumptions without even knowing it. Work to overcome these stereotypes, and be willing to be open minded with your students. Everyone deserves to start off on an equal playing field in the classroom, and preconceived ideas can jeopardize the way you will treat a student. If you find students struggling in your class, offer each and every person the same assistance. Do not let assumptions play a role in who you offer support or tutoring to.

Assumption: Students from certain groups are not intellectual, are irresponsible, are satisfied with below average grades, lack ability, have high ability in particular subject areas, etc.

Assumption: Students from certain backgrounds (e.g., students from urban or rural areas, students who speak with an accent, students from specific racial or ethnic groups) are poor writers.

Assumption: Older students or students with physical disabilities are slower learners and require more attention from the instructor.

Assumption: Students whose cultural affiliation is tied to non-English speaking groups are not native English speakers or are bilingual.

Assumption: Students who are affiliated with a particular group (gender, race, ethnic, etc.) are experts on issues related to that group and feel comfortable being seen as information sources to the rest of the class and the instructor who are not members of that group. AND/OR European American students do not have opinions about issues of race or ethnicity and members of other groups do have opinions about these issues.

Assumption: All students from a particular group share the same view on an issue, and their perspective will necessarily be different from the majority of the class who are not from that group.

Assumption: In their reading, students will relate only to characters that resemble them.

Assumption: Students from certain groups are more likely to: be argumentative or conflictual during class discussions OR not participate in class discussions OR bring a more radical agenda to class discussions.

Saunders, S. & Kardia, D. Creating inclusive college classrooms. Retrieved June 30, 2008 from http://www.crlt.umich.edu/crlttext/P3_1text.html

What are triggers?

Triggers are words, phrases, actions or omissions that stimulate an emotional response because they tap into anger or pain about oppression issues. Triggers often convey, consciously or unconsciously, a stereotypical perception or an acceptance of the status quo. Triggers can be made by a faculty member or another student in the class. Regardless, it is up to faculty to manage classroom dynamics and to address them.

Examples of triggers:

Verbal

“I don’t see color. Students are students to me.”
“I think men are just more adapted to high powered leadership roles than women.”
“I feel so sorry for people with disabilities. It is such a tragedy.”
“Homelessness and poverty are a result of people not trying to better themselves.”
“I think people of color are blowing things way out of proportion.”
“If women wear tight clothes, they have to wonder what they are asking for.”

Action/Omission Examples:

During class discussion, calling on students to talk about a topic, based on some characteristics about them, as if they are expert (i.e. African American students to talk about black history/ slavery, women to talk about sexual assault, etc.). Making assumptions about a student’s identity based on what you see and being incorrect. Continually calling on the same students simply because they are louder and/or more confident than others. Having difficulty pronouncing a student’s name and, instead of simply asking again and trying, telling them you will just call them something different that you can pronounce. Asking a student questions about their disability in front of the class.

Questions for consideration:

What is the impact of a trigger being made by the faculty member vs. the student?
What is the role of the faculty member if a trigger happens? To the student? To the class?
What is the role of the faculty member if the trigger is said/done by another student?

Adams, M., Bell, L.A., & Griffin, P. (1997). Teaching for Diversity and Social Justice. Routledge: NY.

PRACTICAL TIPS

Take a deep breath
Take a 5-10 minute break, even if you have already had one.
Deliberately slow down the pace of the conversation.
Acknowledge the student’s feelings, opinions, and viewpoints as being valid.
Acknowledge that the topic of is difficult to discuss, but also important to discuss

Pedagogy for Diversity

Inclusive behavior begins during class in discussions and lectures. All courses, of any subject, should be a place where students can feel safe and comfortable. To achieve this, the faculty must demonstrate sensitivity to differences among students, whether they are cultural, racial, sexual, and so forth. Faculty can accomplish this through recognizing bias in the classroom, addressing it with the students, and helping the students learn from these incidents.

The goal is to treat everyone EQUALLY not IDENTICALLY.

Students who feel valued by faculty, staff, and administrators have reported less racial and ethnic tension. Inclusivity increases retention and graduation rates. Students who interact across group boundaries have better critical thinking skills.

Informal Methods for Creating Inclusive Classrooms:

- Go to class 5-10 minutes early.
- Engage students in conversation before class.
- Attempt to learn students' names.
- Attend one student sponsored event per semester.
- Display symbols of inclusion (e.g., ribbons, door signs).
- Smile! Be approachable.
- Share aspects of your own diversity.
- Use inclusive language (i.e. significant other/partner).
- Develop your own sensitivity and knowledge.
- Have discussion guidelines and enforce them.
- Convey that learning stereotypes and prejudices is unavoidable.
- Encourage sharing of personal stories and feelings about experiencing discrimination.
- Use experiences of being stereotyped or treated unfairly to help develop empathy for other groups.
- Help majority students shift emphasis from guilt to responsibility.
- Connect classroom learning with co-curricular events on campus
- Consider using class time or offering extra credit to those relevant to the subject matter
- Invite guest speakers from varying cultural backgrounds or perspectives to your class
- Utilize a variety of media sources to bring examples "difference" into the classroom, e.g. film, video clips, websites
- Connect with the "Centers" on campus for resources and information.

Formal Methods for Creating Inclusive Classrooms:

- Use reading materials from a variety of perspectives.
- Never ask a student to speak for other members of their group.
- Do not assume individual students have had specific experiences or characteristics based on group membership.
- Vary teaching practices within the classroom.
- Acknowledge and support the personal (individual student's experience) while illuminating the systemic (the interactions among groups).
- Attend to social relations within the classroom (i.e. triggers).
- Utilize reflection and experience as tools for student-centered learning.
- Value awareness, personal growth and change as outcomes of the learning process.
- Use blind grading and tell students you are doing so.

In the beginning:

Ask students to write down their impressions of the first day's class. This indicates your concern about the classroom environment, lets students know they have a responsibility for their own learning, and gives the faculty member information about concerns students may have been too hesitant/afraid to raise in class.

Encourage students to tell you if you mistakenly behave in a manner that is sexist, homophobic, racially offensive, etc. Tell them you want to know immediately if someone is upset.

Suggestions for conducting Inclusive Assessment (Blind grading?):

Faculty can create an inclusive environment through designing inclusive assessment. An alternative to creating pen and paper exams with multiple choice or short answer questions is to create a rubric for learning outcomes to be represented in a portfolio. This type of assessment allows students to demonstrate what they have learned and how they have improved their own knowledge and work throughout the semester. Through using rubrics, portfolios and learning outcomes, students are not graded against each other based on right or wrong answers, but rather their personal learning outcomes.

A second way to create inclusive assessment is to blind grade all assignments. Blind grading allows for the students to get an unbiased opinion of their work from the faculty member. Whether that bias is due to race, gender, personal opinion, or other reasons, it will be eliminated if the faculty member removes names from assignments before grading.

Sandler, B.S., Silverberg, L.A., & Hall, R.M. (1996). The chilly classroom climate: A guide to improve the education of women. Published by the National Association of Women in Education.

Considerations when teaching International Students



Assessment Styles:

International students might not necessarily understand all of the assessment styles (projects, objective tests, short answer tests, etc.) so it may be necessary to explain each of them.

Cheating and Plagiarism:

Explain plagiarism and where a student can go to get help on how to cite information.

Grading:

Explain how a grade is calculated since many international students are used to having a grade determined only on a final grade. Post grades frequently so students know how they are doing.

Group work:

Some international students come from cultures where helping others is critical, others come from cultures where there is little group work in academic settings. Explain group work and how much help is acceptable.

Language:

Faculty should be mindful of second language speakers and try to speak slowly and clearly, and avoid turning your back to the class when speaking.

Clearly explain expectation of participation and how to participate. Avoid using acronyms or abbreviations, or explain when using them. Explain academic freedom and that it is okay to express their opinions.

Laws that apply to international students:

Be aware that international students can only work on campus. There are rare exceptions. Dropping a course is often not an option for international students because immigration requirements require them to be full time throughout the semester.

Lecture:

Avoid using popular culture references in lectures and, if they are used, explain the reference. Post lecture notes on a Blackboard site whenever possible since it might be difficult for some international students to take good notes due to language barriers. Write down terms on board---again this will help with language barriers.

Participation:

Because International students are used to lecture based classrooms, class participation can be difficult for them.

Gender Equity in the Classroom



Good teachers obviously want to be fair to all of their students. Many of the recommendations listed below are directly aimed at helping faculty members treat male and female students equitably. Some could be described as ideas for helping teachers become better teachers; others are aimed specifically at ensuring that females receive encouragement and opportunities to participate.

Additionally, many of the recommendations are useful not only for females but can help warm the climate or everyone and can be adapted for use with other diverse groups.

Examine your teaching behavior to see which students get the most and best responses from you. Have someone video your class if possible, or use a tape recorder. Analyze who talks the most, who talks the least, whom you call on to speak, who gets praise, criticism and feedback, who gets called by name, who gets coached, who gets credit for a contribution, etc., and develop a plan to increase participation of those who need to participate more.

Examine how you use the following:

- Praise for a specific achievement
- Criticism or evaluation (feedback on performance)
- Remediation or correction (help and suggestions for improvement)
- Acceptance (such as “ok” or “uh-huh”)

The first three are important in student learning; the last, acceptance, merely acknowledges that a student has spoken, and passively implies nothing very good or very bad was said.

Use praise as a deliberate strategy, coupled with feedback about the quality of work and what if anything need to be done. Praise about appearance, or “uh-huh” or “ok” does not count as praise and bears little relationship to learning or intellectual self-esteem. **Praise good answers for all students.** Sometimes males are praised for their talents (“you’re really smart,”) and females for their hard work (“I can see you put a lot of work into this.”)

Give criticism in the form of a question where possible. (“How would your answer be if you took into account the environmental impact” rather than “Your answer is wrong because you did not mention the impact of the environment.”) Include praise along with criticism and include specific ways to improve, such as, “I know you can do better. You need to redo the experiment and keep an eye on the fluid levels,” or, “This isn’t up to your usual standard of very good work. You need to include more descriptions of the problems.”

Don’t always call on the first hand that goes up. Tell everyone to think about the answer and not raise their hand until you tell them to do so. Alternatively, ask students to write down their answer for themselves (or one element of the answer) and only then ask for their comments. (Males are more likely to raise their hands quickly and organize their answer as they speak, while many females, along with some males, are more likely to organize their answer first and then raise their hand.) Many students are more willing to participate once they have worked out their response.



When you ask the class a question look at all students, not just males, not just the students you consider bright, not just the white student or those you expect to respond. **Be sure to look at females as well.**

When you ask the class a question, do not look primarily at males or only at those students you expect to respond. Be sure you look at females as well. Eye contact often indicates to students that you expect them to respond and often they will.

Listen attentively to all students when they speak, even if their answer is wrong, even if they speak slowly or hesitantly, or speak English as a second language. Listening attentively to males, such as nodding and gesturing, but shuffling papers, looking elsewhere and avoiding eye contact when females speak is a common form of differential treatment of female students.

Do not allow students to interrupt each other (male students often interrupt female students.)

Judge females' (and males) contributions to the class by the content of their ideas rather than by the style of their speech. Do not assume that an incisive, assured style equals knowledge, or that a hesitant style equals ignorance. Do not assume that females (or males) who preface their remarks with an apology ("I don't know if this makes sense but...") are not bright or do not know the materials.

Use parallel terminology in describing both genders, such as "men and women", or "boys and girls, "not "girls and men." **Use "he or she" rather than the generic "he" or words such as "mankind."** Doing so communicates a concern about gender equity, and shakes up stereotypes about gender behavior. Additionally, research shows that the use of the generic "he" is typically viewed by listeners or readers as pertaining to males only.

Call females by name as well as males. Often teachers are surprised to learn they know more names of male students than those of females, and call males by name more often. Be sure to use parallel names, such as all last names or all first names. Calling males by their last names and females by their first names implies a difference in status.

Source: Sandler, B.S., Silverberg, L.A., & Hall, R.M. (1996). The chilly classroom climate: A guide to improve the education of women. Published by the National Association of Women in Education.

Tips for Inclusive Teaching Methods for the LGBT Community

1. Expand your own definition of "family." Instead of visualizing a traditional family with a man/husband, woman/wife, and 2.5 kids, consider a same-gender family with children from previous relationships or adopted children. Use the word "partner" instead of husband, wife, or spouse.
2. Honor the name and pronoun by which a student wants to be called without asking questions in front of others and without having to understand before you do so. This is the student's prerogative and should be respected. Questioning or clarifying such issues in class or in front of others "outs" the student and creates a possible safety issue for that individual.
3. Include gender diversity in the language you use in the classroom. When using examples, don't always use opposite sex couples. Don't assume girls are dating boys and that boys are dating girls.
4. After an issue around campus diversity has presented itself in your classroom, use the first five minutes of the next class session to check in with your students and discuss the issues.

Source: Grand Valley LGBT Resource Center

Considerations when teaching Racially Diverse Classrooms



When teaching in a multicultural context, it is suggested that teachers prepare themselves in several ways. (1) Begin to assess one's own conscious and unconscious biases about people of cultures other than your own. (2) Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics. (3) Find ways to make the actual classroom open and safe for all students, and to make the material accessible for all students. (4) Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.

Guiding Suggestions:

1. Learn as much about and become as sensitive as you can to racial, ethnic, and cultural groups other than your own.

At the same time:

2. NEVER make assumptions about an individual based on the racial, ethnic, or cultural groups he or she belongs to. Treat each student first and foremost as an individual. Get to know students individually.

Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching:

- * How do your own experiences, values, beliefs, and stereotypes - influence your knowledge and understanding of groups that are racially different from your own?
- * Do I rationalize or tolerate lack of participation from minority students more than I would for other students? Do I think their silence means ignorance? Do I believe it is culturally based?
- * Am I comfortable around minority students?
- * Do I imagine that Latinos or African Americans will express their opinions in non-academic language?
- * Do I expect that Asian students will do better than most others?

What assumptions do I make about different student groups:

- * How do your own experiences, values, beliefs and stereotypes - inform the way you interact with individuals whose racial background is different from your own?
- * Do I assume that when students of color disagree that they are too emotional?
- * Do I assume that white students will be insensitive, arrogant, and condescending towards person of color?
- * Do I assume that African Americans or Latinos or other students of color are all alike?
- * Do I assume that when an African American man disagrees he is angry?
- * Do I assume that Asian women are likely to be quiet?

What are my views about different student cultures in the classroom:

- * How do your own experiences, values, beliefs, and stereotypes - influence the way you behave in the classroom?
- * Do I respond to a white student's voice as if it had more intellectual weight?
- * Does the logic of my classroom hypotheticals or test answers depend upon stereotypical views of students of color?
- * Do I think that there is one correct or appropriate mode of argument or discussion in class? How open am I to multiple modes of discourse?

What a teacher can do in preparation for class:

- * Develop a syllabus that explores multiple perspectives on the topic.
- * Develop paper topics that encourage students to explore different racial and cultural perspectives.
- * Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
- * Design classroom instruction and materials with a diverse group of students in mind.
- * Consider whether different approaches to learning are accounted for.
- * Anticipate sensitive areas in the subject matter being taught.

What a teacher can do to be sure the classroom itself is open to all students:

- * Get to know each student individually. Learn their names and how to pronounce them correctly.
- * When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.
- * Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Do not permit scapegoating of any student or any view. Team up with a student who is alone out on a limb.
- * Present all sides of an issue. Play the devil's advocate for the least popular view.
- * Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.

What a teacher can do to handle hot moments:

- *Devise personal strategies in advance for managing yourself and the class in such moments.
- * Interrupt blatantly racist and discriminatory behaviors when they emerge in class.
- * Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don't let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement.
- * Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen.
- * Defuse potentially harmful moments by having students step back and reflect on the situation.
- * Use the passion as a vehicle to talk about differences in kinds and levels of discourse: who is comfortable with emotion and who is not, who favors personalizing material and who prefers to keep it abstract, whether or not there are cultural differences that underlie these differences.

Source: Copyright © 2002-2010 by the President and Fellows of Harvard College.
<http://bokcenter.harvard.edu/fs/html/icb.topic58474/TFTrace.html>

Considerations when teaching Students with Disabilities

The Laws: The Americans with Disabilities Act as amended in 2008 Section 504 of the Rehabilitation Act (1973)

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 is modeled after the Civil Rights Act of 1964 and Title V of the Rehabilitation Act of 1973. Its purpose is to extend to people with disabilities civil rights similar to those now available to people without regard to race, color, sex, national origin or religion.

Section 504 of the Rehabilitation Act of 1973 states that:

“No otherwise qualified person with a disability in the United States...shall, solely by reason of ... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A person with a disability includes:

“any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”

A “qualified person with a disability” is defined as one:

“who meets the academic and technical standards requisite to admission or participation in the education program or activity.”

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment, Cerebral Palsy, Deafness/hearing impairment, Epilepsy or seizure disorder, Orthopedic/mobility impairment, Specific learning disability, Speech and language disorder, Spinal cord injury, Tourette’s syndrome, Traumatic brain injury

Chronic illnesses, such as: AIDS, Arthritis, Cancer, Cardiac disease, Diabetes, Multiple sclerosis, Muscular dystrophy, Psychiatric disability

Under the provisions of Section 504...

University may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Section 504 specifies that universities may not...

limit the number of students with disabilities admitted, make preadmission inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study or establish rules and policies that may adversely affect students with disabilities.

Examples of modifications and accommodations for students with disabilities include:

- removal of architectural barriers
- provide services such as readers for students with blindness, visual impairments or learning disabilities, qualified interpreters and note takers for students with deafness or hearing impairments, and note takers for students with learning disabilities or orthopedic impairments
- allow extra time to complete exams
- permit exams to be individually proctored, read orally, dictated, or typed
- use alternative forms for students to demonstrate course mastery
- permit the use of computer software programs or other assistive technological devices to assist in test-taking and study skills.

Shared Responsibilities

Students with disabilities have the first responsibility to report their needs to the faculty in a timely manner, as faculty may not anticipate special student needs. Faculty/staff members should keep students in mind when making class arrangements such as field trips. Faculty/staff should state on the syllabus that students should inform them of their special needs to ensure that those needs are met in a timely manner:

“If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Resources (DSR) at 616-331-2490. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you.”

This approach demonstrates to students that you are someone who is sensitive to and concerned about meeting the needs of ALL students you teach. Such an invitation to discuss individual needs can go a long way toward encouraging the student with a disability to approach the instructor early.

If a student waits until the day of an exam to ask for extended time or a separate testing area, the student has failed to make the request in a timely manner. If the student fails to ask for extended time until late in the semester, the instructor is only required to provide accommodations from that time and does not need to offer make up exams.

When a student discloses a disability, faculty/staff members should ask for what they can do to facilitate learning. Often it is as simple as allowing the student to sit in the front of the class. Faculty/staff members may not discourage students from specific fields of study if the student meets the admission requirements and maintains the appropriate grades and is otherwise qualified. Faculty/staff members are responsible to provide an education and the student is responsible to maintain the academic requirements.

What to expect if you have a student with a disability in your classroom

1. If a student with a disability has identified her/himself with Disability Support Resources (DSR) and has requested documentation to professors, the student will present you with a memo from DSR verifying the disability and outlining requested classroom accommodations.
2. If the student is eligible for alternative testing (extended time and/or alternative format) you may receive an email from the student for you to fill out a form each time an exam will be taken through DSR or if a DSR proctor is being requested. The student has the best advantage if s/he can take it near the professor.
3. If a student with a disability does not need specific accommodations, but has a condition that may interfere with her/his coursework, with permission, the memo will explain this (examples: diabetes, epilepsy, heart condition, cancer).
4. If you have a student with a disability in your class and you have not received a DSR memo from the student, the student may have chosen to notify the professor or may not know about DSR. If you feel comfortable referring the student the DSR office, please do so. Many students do not identify themselves prior to matriculation.
5. Keep in mind that students with disabilities are our best resource in our attempts to provide accommodations. They usually know what works for them. Students are encouraged to speak with professors and discuss their accommodations. During this discussion it may be a good time to ask any questions that you may have of the student related to your facilitation of his/her learning in your classroom.
6. If you suspect a student in your classroom may have a learning disability, be aware that Grand Valley does not provide diagnostic evaluations. DSR does maintain a list of sources available to refer students for diagnostic testing. It is not appropriate and may be unlawful to refer a student for testing. Please allow the student to disclose his or her disability or thoughts about learning challenges.
7. If you do have a student with a disability in your classroom, we may need your assistance so that the student can gain the full benefit of your course. Whenever necessary you or your office staff may be asked to deliver/pick up tests/testing material and/or provide the alternate testing space either in your classroom or office. Thank you in advance for your cooperation.
8. If you have a student in your classroom that you need to contact after class by phone and that student is deaf/hard of hearing and uses a TTY device, you can call the Michigan Relay Center at 1-800-649-3777 or 711 and provide them with the area code and telephone number that you want to call. If it is a local call then it is free of charge. The Relay Representative places the call, when the student answers, speak to the person that you are calling. The Relay Representative types your voiced messages plus background noises and side comments to the student's TTY printout or display and voices the student's typed messages back to you. Please have as little background noise as possible to make it easier on the student

TEACH=Techniques, Encouragement, Accommodations, Classroom Policies, Help for ADHD Students

Techniques

- provide clear, concise written course expectations
- begin lectures with review and an outline
- vary instructional methods
- incorporate basic skills (e.g., reading, writing)
- provide visual and hands-on experiences
- use overhead, chalkboard, or handout for new vocabulary
- call only on students whose hands are raised
- give clear, concise instructions
- provide assignments orally and in writing
- break long assignments into smaller parts
- provide feedback frequently
- permit tape recorders during lectures

Encouragement

- acknowledge effects of ADD on academics
- provide positive reinforcement
- reassure and encourage
- look for opportunities for displays of leadership or expertise

Accommodations

- utilize reasonable modifications upon documentation
- offer accommodations that provide equal opportunities
- provide alternative test-taking arrangements
- extend deadlines
- obtain note takers
- encourage the use of tape recorders
- suggest utilization of laptop computers
- test with extra time, over a period of time, or in short intervals
- find alternative physical environments for test taking
- allow long assignments to be completed in stages

Classroom Management

- make syllabus available before registration
- accept reports in non-written forms
- allow partial credit, if not full, for late assignments
- encourage promptness, but do not penalize grades for tardiness

Help

- refer for counseling
- refer to tutors
- give assistance during office hours
- make time to talk with student alone

Tips That Facilitate Learning

Many teaching strategies that assist students with disabilities are known to also benefit nondisabled students. Instruction that is provided in an array of approaches will reach more students than instruction using one method. The following are teaching strategies that will benefit students in the academic setting.

Required text

- select a text with a study guide

On the syllabus

- include a statement that students need to inform faculty members of their special needs as soon as possible to ensure that those needs are met in a timely manner.

Before the lecture

- write key terms or an outline on the board, or prepare a lecture handout
- create study guides
- assign advance readings before the topic is due in the class session
- give students questions that they should be able to answer by the end of each lecture

During the lecture

- briefly review the previous lecture
- use visual aids such as overheads, diagrams, charts, graphs
- allow the use of recording devices
- emphasize important points, main ideas, key concepts
- face the class when speaking
- explain technical language, terminology
- speak distinctly and at a relaxed rate, pausing to allow students time for note taking
- leave time for questions periodically
- administer frequent quizzes to provide feedback for students
- give assignments in writing as well as orally

Laboratory

- Discuss safety concerns with the student and DSR. Depending on the student's disability, ensure that safety equipment is adapted with Braille or large print labels, pull-chains are lengthened, and visual or auditory warning systems are in place.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is easily accessed. Give oral and written lab instructions. Provide raised-line drawings and tactile models of graphic materials for students with visual impairments.
- Work with the student and DSR to identify, modify, and provide appropriate lab equipment, such as adjustable tables, ramps, talking thermometers and calculators, liquid level indicators, large print and tactile timers, and computers.

Grading, Evaluation and Fieldwork

- Measure knowledge and comprehension rather than physical performance of a task when testing a student's understanding of material.
- Allow extra time to complete exams. If you give double time on a two hour test, consider giving the student half of the test on two days.
- Ask student how s/he might be able to do specific aspects of field work. Attempt to include student in field work opportunities, rather than automatically suggesting non-field work alternatives.

Tips for Disability Awareness

Appropriate Language

1. People with disabilities are people first. The Americans with Disabilities Act officially changed the way people with disabilities are referred to and provided the model. The person comes first and then the disability. This emphasizes the person and not the disability.
2. Do use the word disability when referring to someone who has a physical, mental, emotional, sensory, or learning impairment.
3. Do not use the word handicapped. A handicap is what a person with a disability cannot do.
4. Avoid labeling individuals as victims, or the disabled, or names of conditions. Instead, refer to people with disabilities or someone who has epilepsy.
5. Avoid terms such as wheelchair bound. Wheelchairs provide access and enable individuals to get around. Instead, refer to a person who uses a wheelchair or someone with a mobility impairment.
6. When it is appropriate to refer to an individual's disability, choose the correct terminology for the specific disability. Use terms such as quadriplegia, speech impairment, hearing impairment, or specific learning disability.

Appropriate Interaction

1. When introduced, offer to shake hands. People with limited hand use or artificial limbs can usually shake hands. It is an acceptable greeting to use the left hand for shaking.
2. Treat adults as adults. Avoid patronizing people who use wheelchairs by patting them on the shoulder or touching their head. Never place your hands on a person's wheelchair as the chair is a part of the body space of the user.
3. If possible, sit down when talking to a person who uses a wheelchair so that you are at the person's eye level.
4. Speak directly to the person with a disability. Do not communicate through another person. If the person uses an interpreter, look at the person and speak to the person, not the interpreter.
5. Offer assistance with sensitivity and respect. Ask if there is something you might do to help. If the offer is declined, do not insist.
6. If you are a sighted guide for a person with a visual impairment, allow the person to take your arm at or above the elbow so that you guide rather than propel.
7. When talking with a person with a speech impairment, listen attentively, ask short questions that require short answers, avoid correcting, and repeat what you understand if you are uncertain

Specific Disabilities

Attention Deficit/Hyperactivity Disorder (ADHD)

ADHD is officially called Attention Deficit/Hyperactivity Disorder and is neurological. It is a developmental disability characterized by inattention, impulsivity, and sometimes hyperactivity.

Autism and Asperger's Syndrome (ASD)

Autism is the result of a neurological disorder that affects the functioning of the brain. Autism impacts the development of the brain in the areas of social interaction and communication skills. Children and adults with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. Asperger's Syndrome is considered a disorder at the higher end of the autistic continuum.

Blindness/Visual Impairments

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Legal blindness may be caused by tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia. Visual disabilities vary widely. Some students may use a guide dog, others a white cane, while others may not require any mobility assistance.

Deafness/Hearing Impairments

A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system which interferes with sound reaching the cochlea; or a mixed impairment involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies. Many students with hearing loss may use hearing aids and rely on lip reading. Others may require an interpreter.

Learning Disabilities (LD)

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

Orthopedic/Mobility Impairments

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post-polio and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Psychological Disorders

Psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders. The majority of psychological disorders are controlled using a combination of medications and psychotherapy.

Traumatic Brain Injury (TBI)

There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

Speech and Language Disorders

Speech and language disorders may result from hearing loss, cerebral palsy, learning disability, or physical conditions. The disorder may result in stuttering, problems with articulation, voice disorders, or aphasia.

Other Disabilities

A large number of students have disabilities that do not necessarily fall into the major categories already discussed covered by Section 504/ADA. The degree to which these disabilities affect students in the academic setting vary widely. At times it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases the degree of impairment may vary from time to time because of the nature of the disability or the medication. Some conditions are progressive and others may be stable.

A partial list of other disabilities includes:

AIDS, Arthritis, Asthma, Burns, Cancer, Cardiovascular disorders, Cerebral palsy, Chronic pain, Diabetes mellitus, Epilepsy, Hemophilia, Lupus, Motor neuron diseases, Multiple sclerosis, Muscular dystrophy, Renal-kidney disease, Respiratory disorders, Sickle cell anemia, Stroke, Tourette's syndrome, etc.

Selected resources consulted in the preparation of the Disability portion of this guide

A Faculty Handbook—Corning Community College
Accommodating Disabled Students: A Resource Guide for Faculty and Staff, Mississippi State University
Access to Education: A Guide to Accommodating Students with Disabilities, University of New Mexico
Alert Newsletter, Association on Higher Education and Disability (AHEAD)
Brinckerhoff, L.C., Shaw, S.F., & McGuire, J.M. (1992). Promoting access, accommodations, and independence for college students with learning disabilities. *Journal of Learning Disabilities*, 25(7), 417—429.
Career Connections Project, University of Minnesota
College Students with Disabilities: A Resource Guide for Faculty and Staff, Calhoun Community College
Disability Accommodation Handbook, Metropolitan Community Colleges
Disability Handbook: Department of Rehabilitation Education & Research, University of Arkansas
HEATH Resource Center, American Council on Education
National Information Center for Children and Youth with Disabilities (NICHY)
Reasonable Accommodations for Individuals with Disabilities, Hudson Valley Community College
Section 504: The Law & Its Impact on Postsecondary Education, American Council on Education
Students with Disabilities: A Faculty Guide, Duluth Community College
The Impact of Section 504 on Postsecondary Education: Subpart E., AHEAD University of New Orleans Disabled Student Services Faculty Manual
O.A.S.I.S. Online Asperger’s Syndrome Information and Support, http://www.udel.edu/bkirby/asperger/karen_williams_guidelines.html

Modified by: **Disability Support Resources**
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