

Course Accessibility Workbook

Workbook Overview	2
1. Designing the Course	4
Class Setup	4
Syllabus	4
Accommodations	5
Content	5
Mid-Quarter Check-Ins	6
2. Administrative Policies	7
General	7
Deadlines and Lateness	7
Remote Learning	8
3. Modeling Inclusive Interactions	8
Presenting Yourself	9
Checking Your Assumptions	9
Inclusivity	10
How to Take Space and Make Space	10
4. Running the Classroom	12
Slides	12
Structure	12
Audio and Video	13
5. Assessing Students' Comprehension	14
Assignment Structure	14
Assessment Options	14
Grading Policies	14
Exams	15
Extra Credit	15
6. Making Content Accessible	16
Text Accessibility	16
Media Accessibility	16
Use of Color	17
Miscellaneous	17
Appendix	18
Resources for students	18
Google Chrome Resources	19
Syllabus Language	20

So You Want to Design an Inclusive Course...

Accommodations are difficult to access and many students may be undiagnosed and thus unable to utilize relevant University resources. By designing inclusive courses we are able to support the differing learning needs of students, ideally improving outcomes. This resource is a starting point for introducing accessibility and inclusive practices into your courses. Much of the information and suggestions are taken directly from neurodivergent or disabled students.

Workbook Overview¹

The goal of this guide is to provide course staff with suggestions to consider and implement in order to build accommodations and accessibility into the design of classes. Designing courses around accommodating students' different styles of learning and disabilities benefits everyone and makes learning and engaging easier for students. Simplifying and rethinking the structure of class design has the added benefit of making the lives of course staff easier as well. Universal Accessible design is not a one-time checklist, but a continuous process of feedback and adjustment in conversation with students. Recognize that not every suggestion can be implemented all at once, but work on building inclusive practices such as the ones listed here over time as you iterate on your course design.

"If we design a classroom activity for a broad range of minds, then all students will have a genuine opportunity to learn and to create new knowledge." - Academic Ableism², p. 124

A note re: the page count...

The length of this workbook may feel intimidating at first, and that's ok. It is not meant to be read or accomplished in one sitting, but to more so act as a resource for you to return to while working to include accessibility in your classroom. Starting with the inclusion of even one of the suggested items can be beneficial for your students.

Land Acknowledgement

UCSC land is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma."

¹ This guide is a work in progress developed through crowdsourced suggestions from neurodivergent social media users on Twitter and TikTok. For information sources, see the original data collection [spreadsheet here](#).

² Dolmage, Jay T. Academic ableism: Disability and higher education. University of Michigan Press, 2017.

1. Designing the Course

Class Setup

- Make the class as structured as possible
- Don't require attendance unless necessary and don't make it part of the grade
- Acknowledge stimming / fidgeting is ok, don't call it out (fidget objects, doodling etc.)
- Ask if anything needs clarifying, break for questions periodically throughout
- Build in stretch/stand breaks or small group discussions, especially in longer classes
 - Option for Pomodoro style class setup (25 minutes on then 5 minute break)^{3,4}
- Ask students their time zones at the beginning of the course
 - Specify time zones for classes or events if online
- Encourage students to collaborate, share notes, ask each other for help
 - E.g., a shared notes document, Discord/Slack channel

Syllabus

The syllabus is not purely informational, but sets the tone for the course and may be students' first impression of the course staff.

- Review the [list of CCI syllabus requirements](#)
- Simplify your text as much as possible
 - Fewer large paragraphs, short ones with good spacing and headings
 - You may receive fewer administrative questions this way :)
- Clearly list Learning Outcomes⁵ **and** how these will be assessed⁶
- Consider adding an [Inclusive Learning Statement](#)
 - Strive for use inclusive language (e.g., reproductive rights vs women's rights)
 - Avoid only including the legal jargon
- Information to include
 - All deadlines or a link to where they can be found
 - Location and time of class, prominently placed
 - Option to send a Google Calendar invite with location / Zoom link as well as important dates (exams, deadlines)
 - Students can [add the Canvas calendar to their Google Calendar](#)
 - Timeframes for answering student emails (e.g., I don't read/reply to email after 5 PM or on weekends and will try to respond within 24 hours)

³ https://en.wikipedia.org/wiki/Pomodoro_Technique

⁴ Timer website: <https://pomofocus.io/>

⁵ <https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/>

⁶ Assessment examples:

<https://www.american.edu/ocl/volunteer/upload/guidelines-for-including-learning-outcomes-on-course-syllabi.pdf>

- What students should do with their DRC letters
- Useful chrome extensions or software that may help neurodivergent and disabled students (Examples in the [Appendix](#))
- [Basic needs support resources](#) and be clear that it's available to everyone, you don't have to be in the most dire of straits to benefit from a little help

The Center for Innovation in Teaching and has great resources on designing a syllabus, including an [editable template](#). See more information from CITL on their [Keep Teaching Website](#).

This document also provides a great [rubric for evaluating your syllabus](#) from a Universal Design for Learning perspective.

Accommodations

What are accommodations?

According to the UCSC DRC, “A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a student with a disability to have an equal opportunity to enjoy the benefits, opportunities, and privileges that are available to all students with or without disabilities. Reasonable accommodations are identified to mitigate the educational impact of disabilities; they should not lower the curriculum standards or allow changes that fundamentally alter essential course requirements.”⁷

Different types of accommodations exist, including in-class, coursework, exam, and other accommodations. See this [list from the UCSC DRC](#) for further information on situational accommodations.

You, as the instructor, need to remember and make accommodations, not the student.

- Diagnoses, and thus accommodations can be hard to obtain
 - Implement accessible course design from the beginning
- Ask **ALL** students their access needs at the beginning of the course
 - Don't require them to state their needs publically
 - Include technology access, food access, etc, ([resources in Appendix](#))
- Don't require doctor's notes or proof of reason for absence (e.g., death in the family)

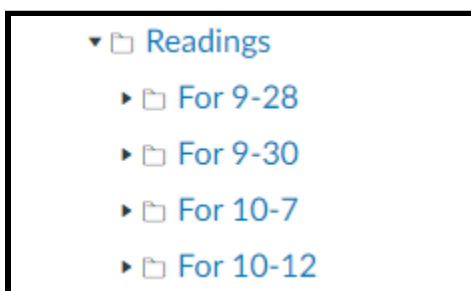
Believe students - they know their needs best

Content

- Uploaded as much of the content as possible before the course starts

⁷ <https://drc.ucsc.edu/services-and-accommodations/sa-overview/index.html>

- Pare down course readings to **only** the essentials that you need to cover
- Diversify your reading list⁸
 - Diverse genders, sexuality, race, and cultures represented
- Find free or open access articles and books if possible
 - See this guide on [reducing costs for students](#)
- Make sure content is accessible from the start
 - Provide Word and PDF versions for screen reader users
 - **Scanned pages are not accessible to screen readers****
 - e.g. screen reader friendly, audio versions available, captions
- Label readings by date to be read by (e.g., readings for 10/23, see Figure)



Mid-Quarter Check-Ins

Doing an anonymous check-in with students halfway through the quarter allows students to feel heard, provides an outlet and buffer before final evaluations, and acts as a temperature check to adjust the class as needed.

- Survey the students in Week 4 or 5 to check-in⁹ ([Google Forms](#) are useful/anonymous)
 - What do students need help with?
 - What's working, what could be improved?
 - Does anything need to be fixed e.g., "Do I talk too fast or slow?"
- Present consolidated feedback to the students and discuss how you will address it
 - Discuss positive feedback too, what is working
- More so to check in about accessibility than specific content

Incorporating Feedback

- Offer students some choice on content/readings if possible
- Allow input on the structure of the final project
- Adjust content delivery if needed

Further reading on [incorporating mid-course feedback](#) from UW

⁸ Further reading and resources: <https://diversityreadinglist.org/teach/>

⁹ Example feedback questions: <https://teaching.washington.edu/mid-quarter-course-feedback/>

Things TAs can help with:

- Diversifying reading lists
- Finding open access versions of course materials
- Testing the accessibility of materials
- Setting up a class Discord or Slack channel
- Surveying the access needs of all students
- Facilitating mid-quarter check-ins and compiling feedback (for TAs too)

2. Administrative Policies

General

- Allow tech use in the classroom - Laptop bans are ableist ([further reading](#))
 - Do not ban laptops and cell phones in class
 - These may be assistive devices
- Keep important info in one place
 - e.g., all on Canvas, **not** also in email, a different class website, a paper handout etc.
- Encourage office hour attendance and discuss this on the first day of class
 - Some students don't know how to utilize this
 - Review possible uses ([example](#))
 - Introductions between professors and students
 - Help with questions on specific content or concepts
 - Discussing project or paper ideas and outlines
 - Meeting as a group for project feedback
 - Leveraging other classmates' knowledge
 - Feedback on assignments
 - Relabeling as "Student Hours"¹⁰ may signal that this time is for their benefit

Deadlines and Lateness

Dates and Deadlines

- Ensure dates are updated in the Learning Management System (Canvas)
- Have clear deadlines in one place rather than multiple
- Generally, give verbal AND written instructions that match
 - Make sure everything important is in writing (exam dates, deadlines)

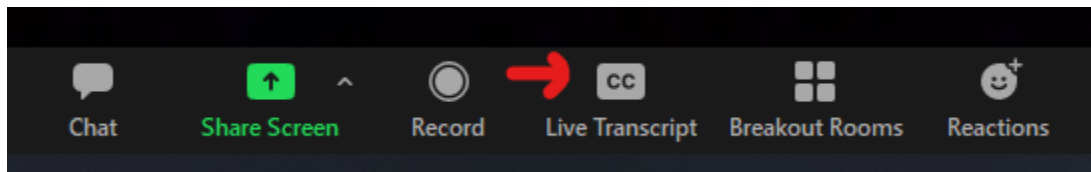
Lateness and Extensions

- Be lenient with extensions if possible
 - Don't question student motives
- Don't lock students out or call them out for being late to class
 - UCSC is large and hard to navigate
 - Don't penalize grades for late arrivals
- Allow Canvas to accept late submissions and don't lock students from submitting
 - This will also reduce emails about being unable to submit late assignments

¹⁰ https://blogs.umsl.edu/diversity/files/2020/07/UMSL_Inclusive_Teaching_tips_2020.pdf

Remote Learning

- Provide remote options if possible
- Zoom settings
 - Disable the [chime sound when a new participant joins](#) Zoom
 - Default participants' audio to [muted upon entry](#)
 - Disable settings that record participants' video
 - "Record gallery view with shared screen"
 - Instructions on how to start a [Zoom Cloud recording](#)
 - Check your device's volume ahead of sharing audio
 - Avoid extremely loud sounds
- Don't require video or audio for remote classes
 - Don't prioritize those with video or audio on
 - [CITL resource](#) with tips for engaging all students over Zoom
- Enable Live Captioning on Zoom
 - Google slides [captioning](#)
 - [Zoom Live Transcript](#) instructions



Things TAs can help with:

- Handling extensions and late assignments
- Ensuring deadlines are up to date
- Checking Zoom settings

3. Modeling Inclusive Interactions

Presenting Yourself

- Introduce yourself with your pronouns on the first day, in your slides, and email signature¹¹
- Indicate if and to whom students with accommodations should provide their DRC letters

Checking Your Assumptions

“1 in 4 people in the US have a disability”¹²

- Do not assume there are not disabled people in your class
- Ask and make an effort to use correct pronouns
- Do not assume gender identities or sexuality based on outward presentation
 - Avoid talking about this unwarranted
- Avoid heteronormative language
- Don't make cultural stereotypes or assumptions

Ableism Is...

(a form of)
Discrimination.



The false idea
that disabled people
are by default, inferior.



When in truth
disability
is just another way
for a mind and/or body
to be.

whatisableism.tumblr.com

¹¹ Example email signatures: <https://academicguides.waldenu.edu/diversity-inclusion/pronouns/signatures>

¹² <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>

Inclusivity

- Do not question a student's need for accommodations
 - Believe students and don't get frustrated
- A student's preferred name may not match the University's records
 - Ask and use their preferred name
- Listen, learn, and correct yourself when disabled people correct you
- Do not use heteronormative or ableist language
- Person-first vs. Identity-First language

“Person-first language is language that puts a person before their diagnosis, such as being a person with a disability. Identity-first language is language that leads with a person’s diagnosis, such as being a disabled person.”¹³

→ It's ok to ask what the person prefers

“Many people with disability also embrace ‘identity-first’ language, which positions disability as an identity category. This language is known as ‘identity-first’ because the identifying word comes first in the sentence and highlights the person’s embrace of their identity.”¹⁴

How to Take Space and Make Space

- Outline ground rules for civil class discussion including self-awareness and examination of privilege
- Consider adding a statement to your syllabus outlining how to create a safe discussion environment¹⁵
 - Take & Make Space: *Throughout all our discussions, we will try to follow the take and make space approach. Be mindful of any privileged identities you may hold and help to create environments for everyone to contribute, speak up when you have something to share, but also create an environment for others to share. This can mean letting others speak even if you don't get to share your view and being aware of the impact you are having on others' ability to contribute. This approach was suggested by Professor Jeff Thaler at Maine Law School, and I hope it will help to contribute to a more inclusive zoom classroom environment.*

¹³ <https://www.massadvocates.org/news/ask-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language>

¹⁴ <https://pwd.org.au/resources/disability-info/language-guide/identity-vs-person/>

¹⁵ Statement originally found on Twitter: <https://twitter.com/profbcoleman/status/1339325060373336066/photo/1>

Take & Make Space: Throughout all our discussions, we will try to follow the take and make space approach. Be mindful of any privileged identities you may hold and help to create environments for everyone to contribute, speak up when you have something to share, but also create an environment for others to share. This can mean letting others speak even if you don't get to share your view and being aware of the impact you are having on others' ability to contribute. This approach was suggested by Professor Jeff Thaler at Maine Law School, and I hope it will help to contribute to a more inclusive zoom classroom environment.

Further reading on inclusive language:

- [LGBTIQ+ language](#)
- [Glossary of ableist terms](#) and non-ableist language

Things TAs can help with:

- Reaching out to students that seem to be struggling
- Understand how and why students can get discouraged / drop out
- Working with students on their access needs
- Promoting use of correct pronouns

4. Running the Classroom

Slides

- Provide salient information on slides to help students when reviewing
- Avoid using gifs
 - “Animated gifs can be accessible if they are set to stop after 5 seconds or if users are presented with a way to pause it, if they have alt text and if they do not contain blinking/flashing”¹⁶
- Use standard fonts and avoid difficult to read decorative fonts
- Use colorblind-friendly palettes
 - accessible slides / colors
 - Low vision - high contrast
- Add alt text for any images
 - [Google Slides](#)
 - [Powerpoint](#)
- See more information on text accessibility in [Chapter 6](#)

Structure

Before Class

- Make sure files and slides are uploaded ahead of time
 - Some students like to review or print before the lecture

Start of Class

- Ask students to silence phones and computers before class
 - Silence notifications on your own computer if screen/audio sharing
- Provide a lecture outline before starting
 - Gives students a roadmap and keeps you on track
- Remind of important dates at beginning or end of class
- Allow students to record the class if you do not plan on doing this (you should!)

During Class

- Give a water / bathroom break mid-way through
- Clearly repeat questions asked by students before answering
- Post text or write on the board for activities, don't only provide verbal instructions
- Provide a way for students to ask questions anonymously during class and during the quarter
 - Anonymous shared Google Doc
- Try not to go over time

¹⁶ <https://accessibleweb.com/question-answer/animated-gifs-okay/>

- Affects focus, getting to next class, commutes etc

End of Class

- Avoid pop quizzes at the end of a lecture
 - These are difficult for neurodivergent students
- Multiple modalities for teaching
 - break things up, provide examples or practice questions and present in different ways
 - e.g., text, images, infographics, videos (with alt text and captions!)
 - Build in active learning

After Class

- Post audio / video recordings of lectures
- Make the transcript and recording available after class if the class as a whole agrees to this dynamic. (people may feel less comfortable sharing)
 - Could also agree not to share more broadly, or delete after a certain time.

Audio and Video

- Allow students to adjust audio speed
 - [In Zoom recordings](#)
- Preview all content for accessibility (see [Chapter 6](#))
 - Caption any video content or lectures or make sure captioning is enable
 - pre-made media
 - [YouTube Closed Captioning Instructions](#)
 - Audio Descriptions
- Check volume ahead of playing any media with audio in-person and on Zoom
- If making own content, double check captions instead of relying solely on automatically generated ones
- Use microphones in classrooms that have them

Things TAs can help with:

- Fielding questions during class
- Keeping the class on time
- Reminding students of upcoming deadlines in section or via Canvas
- Reading and addressing any anonymous feedback through the quarter

5. Assessing Students' Comprehension

Assignment Structure

- Set mini assignments/midway milestones for larger projects
- Ask for outlines rather than rough drafts
- Provide structural prompts
 - Guidance on outlining or how to get started, examples
- Rethink assignment structure
 - Big blocks of text are overwhelming and more work to write
 - Make use of bullets
 - Provide a summary at the end (e.g., tldr)

Assessment Options

- Provide multiple ways for participants to learn and to demonstrate what they have learned
- Design assignments with a clear goal in mind rather than checking a box
 - i.e., allow students to show comprehension and ability to communicate their understanding
 - Make that goal clear to the students
- Offer different options to assess students' grasp of concepts
 - E.g., presentation OR final writeup, short paper or video/poster etc.
- Don't require group work, option to work independently or keep groups small
- Allow pre-recorded presentation instead of live
 - Good for Psychosocial - anxiety, etc.
 - Bre - more work to pre-record anyway

Grading Policies

- Be clear on grading timeline and if it will take longer than expected
- Clear extension and late penalty policy, always accept it and offer partial credit
- Provide a clear rubric with specific details
 - E.g., word count, spacing, min or max number of pages
- Consider having assignments and exam points total to a student's grade (out of 100)
 - i.e. 2 exams x 30 pts each, 4 assignments x 10 points each
- Don't mark off presenters for filler words (um, like, etc.)
- Participation
 - Have different ways of fulfilling this (e.g., allowing students to hand in notecards with discussion points)
 - Avoid putting students on the spot

Exams

Designing the Exam

- Avoid questions on minute details or rote memorization e.g. how many minutes did this paper say people spend on Facebook each day?
- Don't make assessments timed or be flexible letting students go over time if they ask
- Offer open-note or take home exams
- Don't do negative points :o

Before the Exam

- Delineate types of questions that will be on exam and utilize a variety of question types
- Provide study guides detailing what will be on the exams and/or hold review sessions
- Handling exam accommodations
 - Some students may need to use a laptop computer in-class essay exams¹⁷
 - To reserve a laptop, email Technology Assistant at drcicat@ucsc.edu

During the Exam

- Allow or provide earplugs during test taking
- Write the time left on the board periodically during exams if doing timed exams

After the Exam

- Do a post-exam review to go over all questions and answers
- Have an outline procedure for students wanting to argue grading?

Extra Credit

- Don't force event attendance outside of class
 - Offer alternative if for credit
- Offer extra credit when possible outside of an exam
 - Difficult to complete within a timed assessment for some students

Things TAs can help with:

- Holding review sessions
- Designing study guides
- Grade revisions

¹⁷ <https://drc.ucsc.edu/services-and-accommodations/sa-overview/exam-accommodations.html>

Designing extra credit opportunities

6. Making Content Accessible

Text Accessibility

- Font size
 - Slides = 24 pt
 - Documents = 12-14 pt
- Use bold for emphasis
 - Screen readers cannot read font indicators though (Strikethroughs, Bold, Color, Italics, Underline)
- Use standard fonts (sans serif)¹⁸
 - [Arial / Helvetica](#)
 - [Times New Roman / Times](#)
 - [Courier New / Courier](#)
- Use black ink since color can be hard to read
- Use headings and subheadings in documents to aid in navigation¹⁹
 - [Word](#)
 - [Google Docs](#)

Media Accessibility

Alternative text: a textual substitute for non-text content in web pages that aids disabled users in perceiving content²⁰

- Add alt text to any images used in documents or slides
- Instructions
 - [Microsoft Word](#)
 - [Google Slides](#)
 - [Powerpoint](#)
- [Guidance on writing good alt text](#)
- Captioning Content
 - Enable [Live Captioning on Zoom](#)
 - Google Slides [captioning](#)
 - Auto-captioning content with Yuja ([instructions](#))
- Make sure any video or narrated lecture has an accurate transcript
 - [Generate a transcript](#) by using Zoom Cloud recordings

¹⁸ <https://webaim.org/techniques/fonts/>

¹⁹ <https://accessibility.umn.edu/what-you-can-do/start-7-core-skills/headings>

²⁰ <https://webaim.org/techniques/alttext/>

Use of Color

- Avoid using only color to convey meaning
- Avoid using flickering, flashing, and animated text²¹
- Utilize good contrast between foreground and background
 - WCAG 2.0 level AA requires a contrast ratio of at least 4.5:1 for normal text and 3:1 for large text
 - Check color contrasts of font and background using [this tool](#)
- Make use of [colorblind friendly palettes](#)

Miscellaneous

- Make sure tables are accessible
 - Instructions for [Microsoft Word](#)
- Use descriptive information for links, not just a URL
 - [Convey relevant info about the link](#)
 - https://github.com/UKHomeOffice/posters/blob/master/accessibility/dos-donts/posters_en-UK/svg/screenreader.svg
- Use accessibility checkers
 - [Microsoft Word accessibility checker](#)

Things TAs can help with:

- Checking and revising the accessibility of documents
- Captioning content
- Reviewing lecture or video transcripts for accuracy

²¹ <https://www.arl.org/accessibility-guidelines-for-powerpoint-presentations/>

Appendix

Resources for students

- On-Campus: <https://studentsuccess.ucsc.edu/>
- Off-Campus: <https://sites.google.com/ucsc.edu/offcampusresources/home>
 - Emergency shelter, clothes, computers, childcare, food, legal help, etc.

Academic

- Disability Resource Center: <https://drc.ucsc.edu/>
- Academic support
 - <https://advising.ucsc.edu/success/support.html>
- Peer advising
 - https://eop.ucsc.edu/eop_services/pals/index.html
- Writing Center
 - <https://oakes.ucsc.edu/academics/writing-center/index.html>
- How to email professors
 - Is this gatekeeping?
 - <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-bein>

Health and Wellbeing

- Counseling and Psychological Services: (831) 459-2628
 - Individual and group counseling: <https://caps.ucsc.edu/counseling/index.html>
 - Crisis support: <https://caps.ucsc.edu/counseling/crisis-assistance.html>
 - Mental Health Resources: <https://caps.ucsc.edu/resources/index.html>
- Student Health Center
 - <https://healthcenter.ucsc.edu/services/index.html>
 - Trans and Non-binary care: <https://healthcenter.ucsc.edu/services/trans-nonbinary.html>
 - Free nutrition services: <https://healthcenter.ucsc.edu/services/nutrition.html>
- [Campus Advocacy Resources and Education \(CARE\)](#)
 - Support and resources for survivors of sexual assault, dating violence, and stalking
- Sexual Health
 - <https://shop.ucsc.edu/sexual-health/resources.html>
- Food support
 - [List of On Campus Food Pantries](#)
 - Free meals at [Cowell Coffee Shop](#)
 - [Redwood Free On-Campus Market](#)
 - Applying for [CalFresh](#)
- Technology access
 - Loaner laptops and technology help through [Slug Support](#)
- Housing

- <https://basicneeds.ucsc.edu/resources/housing.html>
- Title IX Office
 - <https://titleix.ucsc.edu/>
 - Harassment / Discrimination [reporting form](#)
- Undocumented Students
 - Know your rights:
 - https://eop.ucsc.edu/undocumented_student_services/immigration-legal-services/know_your_rights.html

Crisis Services

See [Basic Needs website](#) for more information

- **Emergency** (Police, fire, medical): 911
- **UCSC CAPS**: Call (831) 459-2628
- **Crisis Text Line (Steve Fund Partnership with Crisis Text Line for People of Color)**: Texts answered by trained, supervised volunteer counselors within a few minutes of your texting
 - Text HOME to 741741 from anywhere in the US at any time about any type of crisis
 - Text STEVE to 741741 if you are a Person of Color who wants to text another Person of Color
- **ImAlive**: 800) 784-2433/(800) 442-4673 (HOPE)
- **Monarch Services** (Sexual assault and domestic violence services): (888) 900-4232
- **National Domestic Violence Hotline**: (800) 799-7233; (800) 787-3224
- **National Suicide Prevention Lifeline**: (800) 273-8255
- **Rape, Abuse & Incest National Network (RAINN)**: (800) 656-4673
- **Santa Cruz County Crisis Stabilization Program** (Crisis stabilization and inpatient care): (831) 600-2800
- **Suicide Prevention Service of the Central Coast**: (877) 663-5433
- **The Trevor Project** (Crisis resources for LGBTQI youth and young adults): (866) 488-7386
- **UC Santa Cruz Police Department**: (831) 459-2505
- **Veterans Crisis Line**: (800) 273-8255 (Press "1")

Student Discounts

- <https://collegeinfo geek.com/student-discounts/>
- Local businesses
 - <https://downtownsantacruz.com/discover/student-discounts>

Google Chrome Resources

- [Color contrast checker](#)
- [Screen reader](#) extension
- [Speechify](#) text to speech
- [Read Aloud screen reader](#) extension
- [NaturalReader](#) extension
- [Chromebook built in screen-reader](#)
- [Grammarly spell checker](#)
- [Speed Reading](#) extension
- [Mercury Reader](#) - clear ads, distractions, adjust text size and style
- [OpenDyslexic](#) - increases readability of text
- [Reader Mode](#) - distraction free reading
- [Change text, image, video size](#)
- [Webpage color enhancer](#)
- [Invert webpage colors](#) - high contrast

Resources for Teaching Assistants

- [UCSC TA Handbook](#)
- [UAW 2865](#) (UC Academic Student Employee Union)
 - [Know Your Rights resource](#)
 - *“Tracking your workload helps determine whether you are working more than you should be”²²*
 - Workload [tracking form](#)
- Title IX
 - Info on reporting: <https://titleix.ucsc.edu/reporting/index.html>
 - Harassment / Discrimination [reporting form](#)
 - Mandated reporting as a graduate student employee
 - <https://titleix.ucsc.edu/reporting/nav-reqs-grad-students.html>
- Academic student employee definitions
 - <https://apo.ucsc.edu/policy/capm/700.411.html>
- Cost of Living Wildcat Strike Information
 - <https://payusmoreucsc.com/>
- Setting boundaries
 -

How do I make a Title IX report?²³

- Online: titleix.ucsc.edu using the [online UC reporting link](#)
- Call: (831) 459-2462
- In person (except during social distancing): [105 Kerr Hall, Room 105](#)

²² <https://uaw2865.org/know-your-rights/academic-student-employee-ase-new-employment-checklist/>

²³ <https://titleix.ucsc.edu/reporting/nav-reqs-grad-students.html>

Workload for Teaching Assistants²⁴

Assigned workload is measured by how many hours the relevant unit reasonably expects that a Teaching Assistant (TA) needs to satisfactorily complete the work assigned

(a) A TA with a 50% appointment must not be assigned a workload of more than 220 hours per quarter. This standard must be applied proportionately to appointments made at other percent times.

(b) In addition, a TA with an appointment of 50% or less must not typically be assigned a workload of more than 20 hours in any one week or assigned to work more than 8 hours in any one day. The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter.

(c) TAs should initiate discussions with their supervisor as soon as they anticipate any workload related issues that would result in a violation of these workload maximums.

Syllabus Language

The Center for Innovations in Teaching and Learning's (CITL) [Keep Teaching website](#) provides pre-written syllabus language covering multiple topics and suggestions for teaching courses in-person and remotely.

Basic Needs²⁵

Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live is urged to contact Slug Support at 831-459-4446 or deanofstudents@ucsc.edu. A comprehensive listing of food and housing resources on campus and in Santa Cruz is available at basicneeds.ucsc.edu

Syllabus Statement for DRC Accommodations

In-Person

"UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu."

²⁴ <https://apo.ucsc.edu/policy/capm/700.411.html#e>

²⁵ Language provided by Psychology Professor Heather Bullock (Director, UC Santa Cruz Blum Center)

Online

"UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu."

Other Statement Ideas

- [Family Friendly Policies](#)
- [Anti-Racism Statement](#)
- [Diversity Statement](#)
- [Inclusive Language](#)
- [Discussion Ground Rules](#)
- Land Acknowledgement
 - A [guide](#) to land acknowledgements
 - [UCSC Statement](#)