

## Berlanda Alexis Healthcare Studies

### INTRODUCTION

The Center for Accessible Academic Resources (CAAR) is dedicated to ensuring that all students have equal access to academic resources and campus accommodations, peer tutoring, and supplemental instruction to promote inclusion and support student success. By focusing on Universal Design for Learning (UDL) principles, CAAR aims to create an inclusive educational environment that meets the diverse needs of all students.

CAAR goals and services offered

- Academic and Campus Accommodations
- Disability Access
- Peer Tutoring
- Supplemental Instructions (SI)



### INTERSHIP PROJECT OBJECTIVES

- Integrate the Center for Accessible Academic Resources (CAAR) into campus services, merging it with Disability Services, while maintaining and enhancing academic accommodations, disability access, peer tutoring, and supplemental instruction.
- Raise awareness about CAAR and gather feedback on accessibility through surveys.
- Collect and analyze survey data to understand student needs and perceptions regarding CAAR and use this information to inform future improvements and planning for CAAR services.

### LITERATURE REVIEW

Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all programs, services, and activities. They must make reasonable modifications to policies, practices, and procedures to avoid discrimination, unless doing so would fundamentally alter the nature of the service, program, or activity being provided (U.S. Department of Justice, 2020).

Barriers to effective accommodations include student's lack of awareness of resources, difficulties in providing appropriate documentation, and negative reactions from peers and faculty. These issues suggest a need for improved support and Universal Design for Learning approaches (Toutain, 2019).

### MATERIALS AND METHODS

To effectively gather feedback on the merging of Disability Services with CAAR and understand student perspectives, the following steps were implemented:

#### Survey Creation

- Developed a 10-question survey addressing student awareness and expectations regarding CAAR
- Utilized SurveyMonkey to design and format the survey

#### Survey Distribution

- Distributed the survey via CAAR's Instagram Stories to reach a broader audience
- Employed Instagram's tools to enhance visibility and encourage participation

#### Data Collection and Analysis

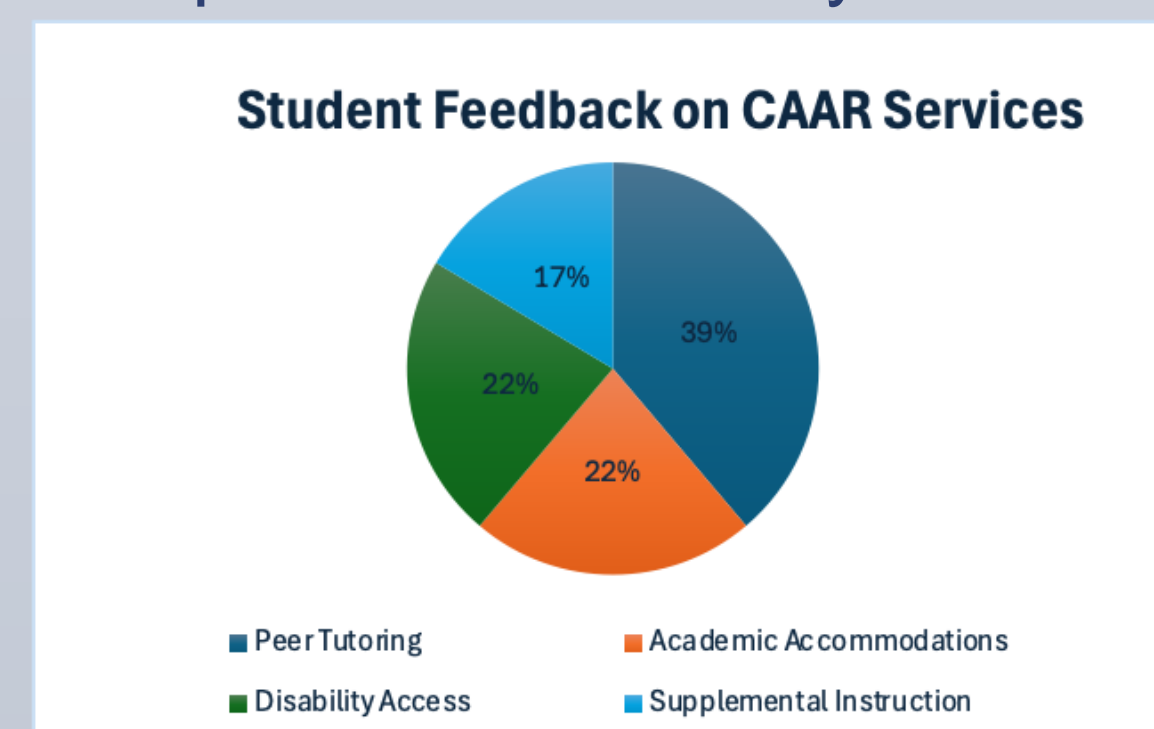
- Collected responses through SurveyMonkey, and analyzed the data to extract significant insights
- Assessed feedback to obtain a clear understanding of student perceptions and needs

#### Integration of Feedback:

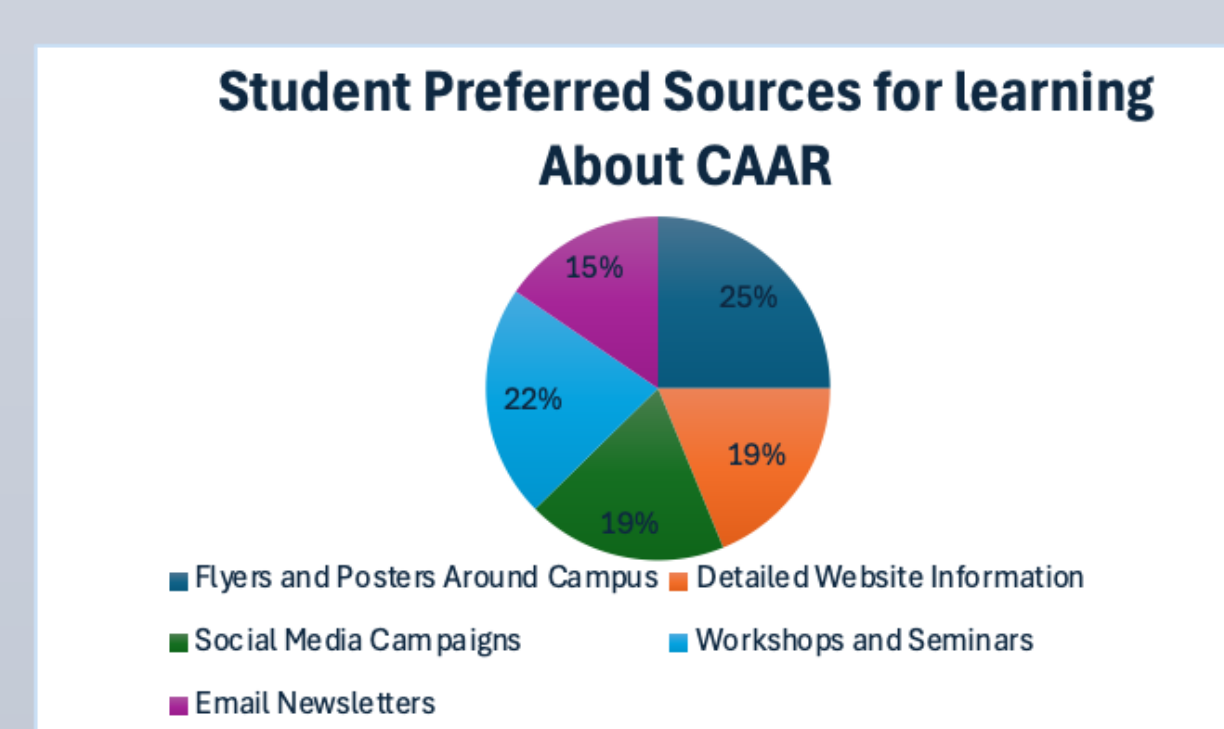
- Analyzed survey results to provide insights into student opinions and needs regarding CAAR
- Shared findings with CAAR staff to inform potential improvements and strategic planning for enhanced accessibility and student support

### RESULTS

Out of 10 survey questions, these charts represent the two most relevant to understanding student needs and preferred communication methods regarding CAAR. The data is based on responses from 9 students who participated in the survey.



This chart represents student feedback on which CAAR services they find most beneficial. 39% of students value Peer Tutoring, followed by Academic Accommodations and Disability Access (22% each)



This chart shows how students prefer to learn about CAAR. 25% prefer Flyers and Posters, while 22% favor Workshops and Seminars.

### REFERENCES

- U.S. Department of Justice Civil Rights Division. (2020, February 28). Guide to disability rights laws. [ADA.gov. https://www.ada.gov/resources/disability-rights-guide/](https://www.ada.gov/resources/disability-rights-guide/)
- Behling, K., Bellemore, E. H., Bibeau, L. B., Cioffi, A. S., & McNamee, B.A. (2023). Disability Services In Higher Education: An Insider's Guide. Temple University Press.
- Toutain, C. (2019). Barriers to Accommodations for Students with Disabilities in Higher Education: A Literature Review. Journal of Postsecondary Education and Disability, 32(3), 297-310. <https://eric.ed.gov/?id=EJ1236832>

### ADA CELEBRATION HIGHLIGHT AND OVERVIEW

34th Anniversary Commemorating the Americans with Disabilities Act:

A pivotal civil rights law ensuring accessibility and inclusion for people with disabilities.

- Raised awareness about the ADA and its significance within our university community.
- Enhanced understanding of disability rights and the importance of inclusive practices.
- Engaged attendees through brief educational discussions about disability rights and the ADA's legacy.
- Highlighted the historical significance and ongoing impact of the ADA
- Assisted in organizing the celebration and welcoming attendees.
- Reinforced the University's commitments to creating an inclusive environment for all.

### CONCLUSION

My internship with the Center for Accessible Academic Resources (CAAR) provided a unique opportunity to engage with accessibility and inclusion initiatives. Through developing and distributing surveys, valuable insights were gathered into students views on the transition from Disability Services to CAAR. Feedback highlighted a strong preference for increased awareness through flyers, social media campaigns, and a detailed website. Students expressed interest in academic accommodations, tutoring, and workshops.

Additionally, the ADA celebration event, honoring the 34th anniversary of the Americans with Disabilities Act, further highlighted the importance of these values. This event highlighted the importance of accessibility and inclusion while showcasing CAAR's commitment to these principles. Through event planning and community engagement, CAAR's commitment to enhancing accessibility and fostering a more inclusive academic environment was showcased.

Overall, this experience has deepened my understanding of effective accessibility support and reinforced my commitment to promoting an inclusive academic environment.

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