

The DASS Insider

A newsletter for SMU Faculty

Information on disability services and access issues affecting your students and classes

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DASS is the primary contact for all SMU students with disabilities. Our staff is dedicated to helping students with disabilities on campus. DASS supports students who are significantly impacted by a condition that is considered a disability. These conditions include learning disabilities, physical disabilities, psychiatric disorders and others.

In addition to putting accommodations in place for students, and providing test proctoring for faculty, DASS also offers valuable academic counseling for undergraduates with learning and attention disorders.

Meet our DASS team

Alexa Taylor, DASS Lead & Senior Assoc. Director of AEC
Alexa supervises the other four full-time staff, collaborates with departments and faculty members on accommodation issues, reviews and revises operational processes, and handles special projects for DASS. She has been with SMU for 16 years.

Michelle Bufkin, Senior Accommodations Coordinator
Michelle primarily reviews accommodation requests from students with LD or ADHD. She is also a Certified Academic Language Therapist, a Licensed Dyslexia Therapist, an SMU Mom,

Test Proctoring Reminders for the New Semester

Successful Professionals with
Dyslexia: Tommy Hilfiger,
Fashion Icon

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you. Also, store the letter in a secure place in your office and shred after it is not needed anymore. Do NOT talk about accommodations with this student, in front of other students, for any reason. This is the most common ZD\ D VWXGHQW·V FRQILGHQWLDOL ty has been broken, and although unintended, it can be very upsetting to the student. Failing to bcc: a group of students in an email concerning test arrangements also violates confidentiality and should be avoided.

I know I must include a statement in my syllabus about accommodations. What should I include?

Syllabus statement for All Undergraduate and Graduate Faculty EXCEPT Law School:

There are a variety of issues that come along with technology in the classroom as it relates to students with disabilities. For the most part, technology has reduced barriers for people with disabilities, such as those who are hard of hearing or deaf as well as those with visual impairments. FM transmitters and amplifiers make it possible for students to hear not only the instructor but sometimes, the other students. Magnifiers can process material from the board and magnify it onto a personal sized computer screen for an individual student. Stu-

