



In Spring 2024, kground



Recommendation 4: When an abundance of materials will be shared during a class session, instructors are encouraged to share the materials with blind and visually impaired students at least 24 hours before the class meeting. This can allow them time to review the materials, so that they are able to keep up with conversations and lectures during class.

Recommendation 5: All exams should be given in an accessible form. This may be by providing oral exams, or by using electronic surveys for exams.

Recommendations During Class

Recommendation 1: Blind or visually impaired students must be asked if they would like support from the instructors or peers before support is provided. When support is provided without consent, it creates a de-humanizing effect for them. Instructors are encouraged to check-in when offering support and communicate actively when thinking about how to support their students.

Recommendation 2: The classmates of blind or visually impaired students should not be expected to volunteer to work with them. They must make that decision without pressure from the blind or visually impaired student or the instructor. Having peers being forced to work with them can create social challenges for blind or visually impaired students.

Recommendation 3: Course instructors should feel comfortable with not staying within close proximity to blind students at all times. Being close throughout the class can be detrimental to the student, as well as classmates who do not receive the attention they need and deserve.

Recommendation 4: When possible, faculty should attempt to slow the pace of activities down for the entire class, not just the blind or visually impaired student, so that all students can be successful within activities.

Alternatively, faculty can provide multiple options for participation at different paces and allow students to select their preferred pace.

Recommendation 5: A variety of sport-related implements that have audio capabilities should be made available to course instructors for blind or visually impaired students within classes. These might include beeping balls or those with bells built within them. These are available at a variety of outlets.

Recommendation 6: If possible, faculty would be encouraged to sit with blind students during



Recommendation 7: Expressions that appear to use words related to vision, such as “look over here” or other seemingly vision-centric verbiage, should be acknowledged as common language and it is acceptable to be used in lectures. Faculty should realize, though, that the language will not be helpful for someone who does not have vision to direct their attention to a specific place.

Recommendation 8: Rich verbal descriptions of visual elements displayed in class should be provided, when needed. This is considered to be a useful practice that can enhance learning for other students in class—not only blind or visually impaired students. Providing auditory feedback for those that might not capture full details by simply looking at different discipline related objects (e.g., ball size and texture, hurdles) is critical. As progress is made throughout the semester, the amount and frequency of descriptions should be consulted with the blind and visually impaired student.

Recommendation 9: Do not assume that blindfolding a peer will provide a blind student with another student who understands visual impairment or blindness. Blindness is a permanent

