

(Statement to include in all Syllabi. The suggested placement of this statement is that it goes before the BMAC statement in the syllabus, and that the BMAC statement have more prominence in its placement within the syllabus.)

Disabilities vary diversely and may include: physical disabilities, Blindness, Low Vision, speech disabilities, d/Deaf/Hard of Hearing, and invisible disabilities, such as learning disabilities, psychiatric disabilities, Autism, MAD, and other neuro-divergent disabilities. CSULB Dance faculty are committed to making our classrooms accessible and welcoming safe spaces for disabled students, as well as empowering ourselves to learning about and amplify disability as an identity, culture, and group with historical value. We are committed to maintaining a sustainable, inclusive community and environment for all. This includes being sensitive to supporting the mental health of disabled students.

This faculty resource was revised by Dance Affinity A.I.D.E in collaboration with Department Chair, Betsy Cooper. (1/18/2021)

Disabilities vary diversely and may include: physical disabilities, Blindness, Low Vision, speech disabilities, d/Deaf/Hard of Hearing, and invisible disabilities, such as learning disabilities, psychiatric disabilities, Autism, MAD, and other neuro-divergent disabilities.

Faculty should freely use the word “disability” and/or “disabled dancer”, unless the disabled student identifies themselves otherwise. However, many students may not be comfortable disclosing their disability and/or asking for accommodations. Therefore, faculty and staff should empower themselves by learning about and amplifying disability as an identity, culture, and historical value, in order to maintain a sustainable inclusive dance community and environment for all. This includes being sensitive to supporting the mental health of disabled students. In addition, the disability community recommends non-disabled allies learn from disabled voices, especially from the BIPOC community and should implement their research in their classrooms and daily life. The following are recommendations that can be implemented right away to create an accessible dance environment for disabled students.

Disclaimer (Dance Affinity A.I.D.E.):

These are recommendations that an instructor can implement right away without, or prior to referring a student to the BMAC. A couple of these recommendations intersect with physical disabilities, learning disabilities and neurodivergence.

Learning Disabilities & Neuro-divergent Accessibility Recommendations Applicable to Movement & Lecture Courses:

For Online, Hybrid & Face-to-Face Teaching Formats:

- Provide class notes/power-points slides of material to be covered in class ahead of time for disabled students to assist disabled students in processing & synthesizing material more efficiently.
- Ask for access needs in the beginning/end of each week to ensure everyone has access to the information that will be presented for that week. This will help disabled students to feel welcomed and heard.
 - *Example: "I want to open today's class by asking if anyone has access needs that I can help accommodate for you now or later this week?" or "Anyone needs me to go over what we learned last class, in order to move on adequately?" Faculty should also offer alternative means of communicating needs such as email or the private chat function on Zoom.*
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- Provide image descriptions whenever an image is used.
- Employ imagistic and descriptive modalities to assist in learning.
- Allow additional time for students with disabilities to learn and process lecture content and movement combinations efficiently & safely during class.
 - *Example: implementing 5 mins to go over every combination during class so that a disabled dancer can safely work on processing the information. Can happen in groups or solo.*
- Allowing extra time for disabled students to warm-up, prepare & learn combinations that were taught in the previous class. If their schedule permits it, faculty should be available before and/or after class to explain/review material.
- For online classes: potentially record zoom sessions that allow disabled students to access information that requires more time to learn. The link could be accessed with password protection.
- In Studio: allow for disabled student to record combinations that will only be used as their learning tool.

Physical Disabilities Accessibility Recommendations

Faculty & Staff:

- Acknowledge that the whole body should be worked on not just assume that certain extremities that are deemed "free" and/or mobile should only be worked on
 - *Example: If a student is in a wheelchair, don't just focus on their arms to help translate movement but acknowledge that the wheelchair is a part of the dancer's body.*

- Faculty should support and assist disabled dancers to their fullest potential and give feedback that enhances their technique and artistry.
- Faculty should not assume disabled students' chosen career paths, and should be open to the possibilities of their future potential and contributions to the field.
 - *Example: Don't assume that a disabled dancer belong only in certain career paths.*
- Faculty should be flexible on the dance attire that is most accessible for the disabled students.
- Faculty should diversify their dance clips/materials in order to include disabled artists in various dance styles throughout the semester.
- Faculty should ask and provide time to help with creative/artistic translations for technique & combinations during class and outside of class time.
- Avoid ableist language and references when giving examples of imagery, energy, and corrections.
 - *Example: avoid using a phrase like this: "Think of having a peg leg to accomplish momentum."*