

Request for Graduate Assistant Application

Name of Graduate Assistant Requestor: Vikky Angelico

Department: Disability/Access Services, CASA

1. Briefly describe the project /research and the responsibilities of the graduate assistant.

The Graduate Assistant position within Disability/Access Services would focus on Assistive Technology and accessibility of course content at FSU. The GA would be primarily responsible for ensuring course material is accessible for students with disabilities registered through the Disability/Access Services Office. This includes locating textbooks and other course material in alternative formats and occasionally helping to make course material accessible through manual conversion, audio transcripts, and video captions. The GA would also work with students who use Assistive Technology, such as screen readers and audio recorders, and provide accessibility-related support to Faculty.

The GA would also be tasked to research best practices around the use of assistive technology and accessible/universal design in course construction in higher education. This information would help inform the goals of the accessibility task force on instructional materials.

As a member of CASA, the GA would also assist with proctoring exams for students on the Registry for Students with Disabilities, involving extensive contact with faculty across all academic disciplines. They will also assist in triaging new and current students who come into CASA for support, determine immediacy of need, and refer accordingly.

2. How will your department/program/office benefit from the completion of this project/research?

Accessibility in course content is emerging as one of the top challenges for higher education institutions. As more and more courses move online or use different technologies in the classroom, it is imperative that they remain accessible for all students, including students with disabilities. However, it is not the sole responsibility of an institution's Disability Services or Education Technology departments to ensure accessibility. Rather, every member of campus is responsible for considering accessibility, and course instructors are mandated by law to deliver accessible course material.

This GA position would assist Disability/Access Services in its day-to-day mission to provide equity in student education, and provide accessible course material and assistive technology in a timely manner. More broadly, the position would help shift the culture of the institution to think of accessibility as a proactive, rather than reactive, aspect of education. There is also a component of social justice in ensuring accessibility that will strengthen the University's mission of inclusive excellence.

3. How will this project/research promote the assistant’s professional development? What additional skills/goals will be achieved by the assistant and will assist with building their resume?

The Graduate Assistant will gain hands-on experience in a fast-paced learning environment. The position includes constant interaction with students, faculty across academic disciplines, and staff and administration across campus.

- Student interaction includes extensive work with students with sensory, psychiatric, and learning disabilities. Through these students, the Graduate Assistant will be exposed to a variety of learning styles, including learning styles that incorporate assistive and adaptive technology. The Assistant will be challenged to strengthen their communication and problem-solving skills to effectively work with this student population.
- Faculty interaction includes working with course instructors on accessibility of course materials both in the classroom and online.
- Staff and administration interaction includes extensive collaboration with the Education Technology and Interactive Media Office, the Library, and others.

This position would be ideal for a GA who is interested in emerging trends in technology education, using technology to teach or work with students, or law or public administration.

4. How does this position provide an opportunity for a collegial/mentoring relationship between graduate student and university supervisor?

Disability/Access Services regularly works with the offices listed above, faculty, and administration. Opportunities for mentoring relationships will be plentiful both inside and outside of CASA.

CASA holds monthly staff meetings to discuss ongoing student issues and updates to initiatives, as well as consistent communication and opportunity for discussion. The GA will receive regular performance feedback, either at these meetings or one-on-one, if preferred.

5. If the responsibilities of the graduate assistant addresses a long-term need (rather than an individual project), explain how this project/research will help the program/department/office over the short term and the long term.

A Graduate Assistant will help fill the gaps in our support services. A GA working specifically on issues related to accessibility and assistive technology would provide much-needed support for the Disability/Access Services Coordinator and the part-time contractor. Longer-term, the position would help shift the culture of the institution to think proactively about accessibility and inclusion.

Signature: _____

Date: _____

Graduate Assistant Supervisor

Signature: _____

Date: _____

Program Coordinator (if different from above)

Signature: _____

Date: _____

Department Chair (if different from above)