

Accessibility Considerations for Field Trips:

- **Review the path** to the meeting place to ensure accessible options exist.
 - Check for accessible entrances, elevators, ramps, and restrooms.
- Ensure there is an **accessible restroom** at the meeting location.
 - Travel may take longer for disabled individuals; using the restroom afterward is likely.
 - Plan breaks between meetings and beginning tours to offer students enough time to use as needed.
- Ensure the **tour guide starts with the students needing a break** before beginning.
 - Alternatively, implement a buddy system where a classmate assists and accompanies the student, ensuring they're not isolated from the group.
- Optional: Offer the tour guide's contact information in case a student would like to inquire about the area's accessibility.
- As an instructor, advocate for the accessibility needs of the students you are working with.
 - Keep an open line of communication with the student.
 - Ask them about their needs and concerns and involve them in planning.
 - They'll likely have insights into what accommodations will be most beneficial.
 - It is likely exhausting to get to the meeting place; advocating for oneself after the trek may be more complicated than it would be in the classroom beforehand.
- In advance, offer the travel plans, route map, directions, photos of the meeting place, etc., to **help students become more familiar with the plan**.
 - They may be able to find accessibility issues in advance and plan for them.
 - Share plans early enough for the student to contact Disability Services to discuss options, if necessary.
- **After the trip, ask the student for feedback** on the accommodations provided and any challenges they faced. Learning from this experience can help improve future trips and accommodations.

Accommodations Available:

On Accommodation Letter:

- Advanced notification if the class will meet outside of the regularly scheduled classroom space
 - Instructors should offer advanced notice to the student when the class will meet outside the regularly scheduled classroom space. The notice should include enough time for the student to look into accessible pathways, restrooms, transportation, etc.
- Examples of barriers this accommodation might mitigate:
 - Students with physical disabilities might require accessible transportation, such as buses equipped with wheelchair lifts.
 - The destination might have uneven terrain, stairs, or lack ramps, making navigating difficult for some students.

Specifically for the Trip:

- **SF Muni Accessibility Information**
 - Using [CCA Pass for Transit](#)
 - [Muni Quick Start for People with Disabilities](#)
 - [Muni Wheelchairs and other Mobility Devices](#)
- **Frequent rest breaks**
 - Plan the itinerary so that there are regular intervals for rest. This can be especially important if the trip lasts several hours.
- **Seating options**
 - Ensure there are places where the student can sit and rest throughout the trip. If the area doesn't have adequate seating, it might be worth coordinating with them in advance to see if they can provide portable chairs or stools.
- **Shortened Trip**
 - Consider allowing the student to have a shortened visit if a whole day is too taxing. They could visit the most critical parts of the museum and then have the option to rest or leave early.
- **Alternative Days**
 - If the class trip spans multiple days, the student could attend on alternate days or split their visit into shorter, more manageable segments.
- **Post-Trip Recovery**
 - If the student anticipates needing recovery time after the trip, consider accommodations for the following day, such as extended deadlines.

Alternative Assignments

- Review the Learning Objectives of the field trip.
 - Can these objectives be met virtually through photos, virtual tours, videos, etc.?
 - For some students, the fatigue from a trip like this might create additional barriers in other classes afterward - an alternative option to achieve these objectives may benefit their academic performance in other courses.
 - It might make sense to offer a reflection assignment after virtual tours to ensure the student meets the intended learning objectives.
- In the spirit of universal design, another alternative solution would be to offer a list of places closer to campus where the students might achieve similar learning outcomes and ask them to complete the trip on their own time if they cannot attend the group field trip.
 - Nearby galleries during their open hours.
 - Send students a list of questions to ask people in the gallery and reflect on alternative drawing and image-making methods.
 - Request photos or videos so they can share their experiences with the class.
 - Allow the student extra time if needed, especially if moving between spaces takes longer than other students.
 - Have students discuss their experiences after they complete the trips so that they learn from various perspectives and gain more insight about different studios, etc.