Instructor Handbook
Practices for Fostering Access, Equity, and Inclusion for Students with Disabilities

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A Message from Pablo Reguerín

Associate Vice Chancellor for Student Achievement & Equity Innovation

Dear UCSC Faculty, Instructors, and Educators,

It is with great pride that I write the preface for the Disability Resource Center Instructor Handbook. It is a great honor to work in partnership with the DRC team, instructor, staff and students to ensure that all students have an equal opportunity to succeed and thrive as scholars on our campus. While ensuring access and equal opportunity is an important foundation for serving students with disabilities, we seek to support their success and value the many assets they bring to UCSC, and the many gifts students with disabilities contribute to our community.

This handbook begins with the legal basis and history of disability rights to contextualize “why” we do this work and to understand the evolving landscape of equal opportunity. The next section, instructor roles, responsibilities and the accommodations process outlines the procedures and “how” accommodations are implemented. The functional explanations provide instructors an overall view while providing information on the specific roles of instructors. The following section, using inclusive pedagogy to support the success of students with disabilities provides an overview of inclusive pedagogy with a focus on design and practical strategies to promote inclusive learning environments. The final section, understanding disability, accommodations and additional resources, provides instructors an opportunity to go deeper into topical areas to increase their capacity when serving students with disabilities.

This handbook has been developed as a resource to support instructors as educators and to support the meaningful impact instructors have on students every day. I hope you will find this handbook useful and please know we value your feedback so we can continue to revise and refine our support for instructors. This handbook is one resource but please know we have a dedicated DRC team ready to work alongside you to build opportunities and student success.

One of the best parts of my job is the opportunity to work closely with the DRC. Please know that I too am a resource to faculty, instructors, and staff in working with the DRC and I welcome success stories and challenge areas, as these stories help me better understand how we can be effective partners. Please reach out if I can be of service.

Sincerely,

Dr. Pablo G. Reguerín

Associate Vice Chancellor for Student Achievement & Equity Innovation

Division of Student Success
“Disability is articulated as a struggle, an unnecessary burden that one must overcome to the soundtrack of a string crescendo. But disabled lives are multi-faceted—brimming with personality, pride, ambition, love, empathy, and wit.”

-Sinead Burke

Purpose of DRC Instructor Handbook

This handbook is offered as a source of information and guidance regarding the provision of reasonable academic accommodations for students with disabilities at UCSC. Due to the heterogeneous nature of disability, and the diversity of courses offered at the university, it is not possible to anticipate and address every question or concern that may arise. Instead, this handbook is designed to orient the reader to the fundamentals of the accommodation process, support transparency in our processes to better support students, and offer answers to frequently asked questions. This handbook is a reflection of the dynamic and ever-evolving work of higher education disability services. Updated versions will be published annually as our work adapts and grows along with the campus.

Ultimately, the implementation of disability-related accommodations is stipulated by federal legislation, but beyond legal mandate, access is integral for student success and to our principles for a just and diverse campus community. At the DRC, we view access as a shared responsibility achieved through a collaborative process involving the student, the DRC and instructors. Instructors have an opportunity and a responsibility to collaborate with campus partners to ensure equal access to coursework on the basis of disability. The Disability Resource Center (DRC) is available to answer questions or discuss concerns regarding accommodations, legal mandates, and university policies and procedures.

After reviewing this handbook, feel free to contact our office if you have additional questions or concerns. The DRC is located in 125 Hahn Student Services and can be reached at (831) 459-2089 or by emailing drc@ucsc.edu. We look forward to collaborating with you to facilitate equal and equitable access for all students at UC Santa Cruz.

The DRC would like to acknowledge and thank Cypress College, Cal Poly Pomona, UC Irvine, UMass Amherst, and UA Little Rock for their influence and contributions to the UC Santa Cruz DRC Instructor Handbook.
Legal Basis and History of Disability Rights
Legislative Basis for Disability-Related Accommodations

The right to request and receive reasonable accommodations and programmatic modifications is a civil right extended to people with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and additional state laws. Under Section 504 and the ADA, a person with a disability is defined as an individual:

- who has a physical or mental impairment that substantially limits one or more major life activities
- who has a record of such an impairment;
- or who is regarded as having such an impairment

It is important to note that the spirit and overarching purpose of the ADA is to promote broad coverage and eliminate disability discrimination. Indeed, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) clarifies Congress’ original intention by discouraging a focus on exclusionary qualifying standards, and encouraging the promotion of broad and meaningful inclusion.

Under this legislation, institutions of higher education may not unlawfully exclude a qualified individual on the basis of a disability from participation in the services, programs, or activities offered on its campus. Appropriate accommodations and services are to be provided to ensure equitable access unless an institution demonstrates that providing such services would fundamentally alter the nature of the program, or would create undue financial or administrative burden.

Given the financial and human resources of our campus as a whole, and the fact that UCSC is a public institution, these standards are quite high for the university. Accordingly, instructors should never preemptively deny an accommodation, but should instead work with the DRC to address any questions or concerns related to level of burden or reasonableness. If the accommodation in question serves to fundamentally alter the pedagogic intention of the course or assignment, then an alternative accommodation may be possible. The DRC will be able to advise you in this regard.

California Disability Laws: At-a-Glance

The Unruh Act and other California state laws expand the protection of individuals with disabilities by broadening the scope of who qualifies as having a legal disability. The ADA and Section 504 state that a disability must “substantially” limit a major life activity while CA regulations omit the criteria of “substantially” altogether. An individual is protected by disability laws even if their physical or mental conditions are stable due to medications to treatment.

Major life activities include:

- Seeing
- Hearing
- Speaking
- Reading
- Concentrating
- Learning
- Thinking
- Working
- Performing Manual Tasks
- Reproducing
- Caring for Oneself
- Interacting with Others
- Sleeping
- Breathing
- Walking
- Performing Bodily Functions
- Standing
A Brief History of ADA and 504 and the Creation of the DRC

The Disability Resource Center at UC Santa Cruz exists as the result of historic federal regulations of Section 504 of the Rehabilitation Act, signed in the 1970s. Prior to Section 504 there was little access to higher education for those with disabilities. John Hessler, former Director of the then named “Physically Disabled Students Program” at UC Berkeley and former Assistant Director of the California Department of Rehabilitation wrote:

"As late as the 1960s, if you went on to higher education and were disabled, the chances are your disability was not severe. Indeed, if you couldn’t handle your own physical needs, you were unwelcome on most campuses in this country."

Changes began in the late 1960s. In 1969, Special Services in the Office of Education was created by an Act of Congress. Ten percent of the moneys available in this program were to be used to provide services to disabled students. By 1970, several programs had been funded and were providing services. They included Wright State University in Ohio, East Oklahoma State in Ada, Long Island University in Brooklyn, University of Arizona in Tucson, University of California at Riverside, Southwest Minnesota State and University of California at Berkeley.

Congress passed Section 504 of the Rehabilitation Act in 1973 after it was pocket vetoed twice by President Nixon. The law was to focus primarily on vocational rehabilitation programs. However, its wording made room for equal access to education. It read:

"No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United Postal Service."
There was only one catch.

The Health, Education and Welfare department (HEW) had to promulgate regulations in order for 504 to be implemented. Unfortunately, many in positions of power were resistant to the new law and efforts were made to stall it. As a result, the disability community began to advocate for themselves.

In 1976, the American Coalition of Citizens with Disabilities (ACCD) announced their intention to demonstrate at various locations throughout the United States. In San Francisco, disabled activists engaged in a month long sit-in at the HEW offices—the longest sit-in of a federal building to date. In the end, their efforts paid off and Secretary of HEW, Joseph Califano, signed the important regulations for Section 504.

**Institutional Response in the UC System**

At the same time the fight for meaningful regulations was brewing, UC San Diego had commissioned Mark Hyman Rapaport in December 1975 to evaluate the UC campuses for physical accessibility. In his report, Rapaport commented:

“UCSC does not have a program for physically limited students. They discourage physically limited students from attending because of the geography of the campus. The campus is too segmented and primitive for most physically limited students, and thus they intentionally redirect students that are physically limited.”

It was shortly after this evaluation by Rapaport and the 1976 victory for disabled activists that the UC system began to seriously examine its campuses with the intention of compliance with Section 504. Just a few years prior, UC Los Angeles, UC Berkeley, UC Riverside and UC Davis had already begun to develop accessibility on their campuses of their own accord; now all the UCs were to initiate programs. In mid-1977, the Disability Resource Center was born at UC Santa Cruz under its original name “Office of Handicapped Student Services.” The Campus Plan for that year stated:

"The University of California is committed to a policy of not discriminating against any qualified handicapped persons, on the basis of their handicap. This policy states that such persons cannot be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any university program or activity."
The new disability office at UC Santa Cruz immediately began implementing academic accommodations, and by 1979, a disability van program was established to allow students with mobility impairments equal access to their classes, dorms and other campus buildings. Without the van, it was impossible for some to navigate the hills of the campus. A dramatic shift in thinking had occurred in four years. No longer would students with mobility challenges be discouraged from attending UCSC and redirected to other schools. Rather, efforts were made to think inclusively and welcome students with physical disabilities.

In time, the Office of Handicapped Student Services shed its name and became “Disabled Student Services,” before changing its name again in the 1990s to its current title, “Disability Resource Center.” Over the years, service to disabled students has grown tremendously. Just 18 months after the office was first established, a campus census found only 53 who identified as having a disability. Currently, the DRC serves approximately 2500 students a year. During the fiscal year of 1978-1979, the operating budget was a $59,389. Staff consisted of one coordinator, an assistant and a typist clerk. Today the DRC has an annual budget of nearly $600,000 with 10 professional staff as well as several student office assistants and hundreds of student employees who provide services such as note taking, making electronic resources accessible, and scribing for exams.

It’s astonishing what one law and the voice of the disability community accomplished to transform colleges and universities across the nation. The Disability Resource Center considers it a privilege to be a part of implementing Section 504 and the Americans with Disabilities Act of 1990. It is our goal to continually find ways to improve universal access at UC Santa Cruz.

To Learn More:

Campus Plan Upon the University of California Response to Assembly Concurrent Resolution 201. January 1979. McHenry Library, Special Collections.


Disability Resource Center: An Overview

The DRC serves as a resource for the campus community and welcomes the opportunity to be a source of support for our instructors and staff in teaching and working with students with disabilities. The DRC understands that instructors interact with students every day and play an essential role in university accessibility. We look forward to partnering with you as you seek to make your classes more accessible. Your active involvement in creating an accessible campus has a tremendous impact on the quality of life and retention of hundreds of UC Santa Cruz students with disabilities.

The DRC also assists the UCSC campus in complying with state and federal laws that mandate equal access to education for people with disabilities. We are the campus’ Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973) compliance office for student program access.
Role of the DRC

The Mission of the Disability Resource Center is to ensure equal educational access to the programs of UC Santa Cruz through partnership with all campus constituents. Our work is centered upon the following:

1. Recognizing and educating the campus on disability as a valued aspect of diversity;
2. Ensuring equal and meaningful access to UCSC programs through collaboration with students, staff, and instructors;
3. Promoting more welcoming and inclusively-designed environments across UCSC.

The DRC serves well over 2,500 students with disabilities or various long and short term health related concerns. This represents roughly 12% of UCSC’s undergraduate student population, a figure that is on par with the 2011 U.S. Department of Education’s research indicating that 11% of post-secondary students identify as having a disability. Yet, in the 2014 UC Santa Cruz Campus Climate Survey, 23% of students identified as having a disability. This discrepancy in identification and affiliation with the Disability Resource Center reminds us that there is still a lot of work to be done in destigmatizing societal understandings of disability so that students are comfortable identifying as having a disability and using their legally protected rights to access support and accommodations.

At a glance, the DRC:

➔ Interviews students and evaluates the self-report and available documentation to determine disability status and need for accommodation.
➔ Facilitates access to reasonable academic and programmatic accommodations.
➔ Provides information, resources, and/or learning evaluation referrals for UCSC students who may have a disability.
➔ Serves as a resource and consultant for instructors, staff, and campus in regards to access needs. We are available to consult one-on-one, attend staff meetings, and/or conduct trainings/information sessions.
Student Eligibility for Accommodations

To determine reasonable accommodations, the DRC utilizes both the best practices for disability services in higher education (www.ahead.org) and the most up-to-date guidance from UCOP General Counsel, UCSC Campus Counsel, the legal field of disability rights, and the Office for Civil Rights.

In order to receive DRC services, students must meet eligibility requirements as defined by state and federal laws. They provide the DRC with documentation from an appropriate evaluator or medical provider that verifies their disability. You can view the UC system-wide guidelines for this documentation here. Students receive academic accommodations based on an individualized assessment of their specific disability-related barriers. DRC Service Coordinators determine this need using the student’s self-report and a careful review of the various types of documentation received by the office.

Students with disabilities may include, but are not limited to, students with learning, visual, hearing, physical, psychiatric/psychological disabilities or other health related issues. Students with disabilities have met all the same admission standards as all other students and meaningfully contribute to undergraduate and graduate academic programs, and departments across the UC Santa Cruz campus.

What is an “accommodation” and what makes it “reasonable”?

Federal law states that no qualified person with a disability shall be denied a benefit or opportunity or excluded from participation solely on the basis of that disability. An individual with a disability is qualified if, with or without reasonable accommodation, they meet the same eligibility requirements and standards of behavior and performance as all other applicants admitted to the University. A reasonable accommodation is a modification or adjustment to a course, program, service, policy, or activity that enables a student with a disability equal access. The purpose of academic adjustments is to allow students to comprehend course materials more effectively, to communicate their comprehension, and to participate equally in academic activities and programs.

Functional Definition of Access and Accessibility

Provide students the opportunity to...

- acquire the same information
- engage in the same interactions
- enjoy the same services

As students without disabilities, with substantially equivalent ease of use
Use of an accommodation is **not reasonable** if any of the following apply:

1. It represents a fundamental alteration of the course or program objectives.
2. It poses a direct threat to the health or safety of others. Institutions must be able to document that there is a substantial risk of significant harm to someone other than the individual with a disability as the individual has a right to choose to assume the risk to self just as anyone else who participates does.
3. It presents an undue financial or administrative burden. However, as a public institution, our financial capabilities for supporting accommodations is examined from the lens of the total resources of the State of California and not simply the campus or department level.

Instructors who have questions or concerns about accommodations approved for a student are strongly advised to consult with DRC. If any changes are to be made regarding approved accommodations, the DRC will collaborate with the instructor to determine what is appropriate through an interactive process. It is **never** appropriate to decide what is or is not reasonable as an accommodation without consulting with the DRC first.

**Referring a Student to the DRC**

It is likely that there are students in your classroom who you believe may benefit from academic accommodations. At the DRC, we regularly have concerned instructors and campus members contact us with questions about a student that they think may have a disability. While the DRC desires that all students with disabilities receive the necessary accommodations, it is the responsibility of the student to initiate contact with us. We must remember that disclosing a disability is a choice not a requirement, and privacy is often a major consideration.

As a result, if you have a student that you think qualifies for services from the DRC, your referral to our office needs to be informational and supportive as opposed to directive. Please note that the DRC welcomes students who believe they may have a disability but do not yet have documentation as we can connect them to the appropriate resources to get documentation.

If you decide to approach the student to discuss a possible need for services, please be aware that the student may either be reluctant to discuss their disability, or have difficulty explaining it to you. These student conversations can be difficult. Feel free to call the DRC to consult on how to assist the student. Privacy and sensitivity are paramount. Since the student’s privacy is a concern, we recommend that this type of discussion take place in your office or discreetly before or after class. Informing a student about the DRC office is not a violation of privacy, as the individual will make the decision as to whether to follow up.

If a student has asked for a disability-related accommodation, the referral is appropriate and necessary. Instructors should always refrain from providing their own disability-related accommodations for a student, even if a student indicates that they do not want to go through the Disability Resource Center but have a history of accommodations. When instructors provide their own accommodations, they are disregarding institutional policies that outline how accommodations are evaluated and communicated, and ultimately putting themselves and the institution at risk.

Instead, let students know that the process for getting affiliated is not cumbersome. The Disability Resource Center can be contacted by email, phone, or in person, if you or your student have questions. Students are never obligated to use services if they contact us. Additionally, all information pertaining to a disability is confidential and our services are free of charge - including any assistive technology that we connect them with.
It is not appropriate to directly ask if a student has a disability or is experiencing mental health concerns, but if a student freely discloses any of the following, a referral to the Disability Resource Center or other campus supports may be appropriate:

1. They have recently received a new diagnosis or they are in need of medical absences
2. They have received academic accommodations in the past
3. They are experiencing difficulty with reading or comprehending coursework
4. They are experiencing difficulty managing the various academic demands of coursework
5. They are having difficulty paying attention in class or taking notes
6. They are the last to finish exams and do not complete them, or they are performing poorly on exams compared to their overall knowledge of the material
7. They are seeing a therapist yet experience difficulty meeting academic expectations

We understand that this conversation can sometimes feel awkward to start. Here are some tips and suggestions to approach the topic and support the student.

✓ “You mentioned (a medical condition, learning disability, depression/anxiety). Have you met with the Disability Resources Center? They may have resources that could support you.”
✓ “It sounds like you are struggling with/I see that you are struggling with ______. Have you been noticing the same difficulties? Here are some resources on campus that might provide you with support...” (provide 2-3 resources including the Disability Resource Center)
✓ “You mentioned using accommodations previously, but have not provided me with an Academic Access letter for UCSC accommodations. Have you connected with the Disability Resource Center yet?”

It is important to keep in mind that there are many factors that can affect a student’s performance. Not all struggles are due to a disability. Be familiar with other campus resources to refer students to in addition to the Disability Resource Center so that you are not discriminating on the basis of a perceived disability.

- **Counseling and Psychological Services (CAPS) - (831) 459-2628**
  Provides mental health services, including short-term individual and couples counseling, group counseling, crisis assessment and intervention, and referrals.
- **Student Health Center – (831) 459-2211**
  Offers services to support students as they pursue their academic and extracurricular programs at UCSC. Routine medical appointments are available throughout the year for care of acute and chronic illness, women’s health care, and health clearances for sports or travel.
- **Learning Support Services (LSS) - (831) 459-4333**
  Provides services designed to help students excel academically, including tutoring and peer-guided group sessions called Modified Supplemental Instruction (MSI).
- **Slug Support – (831) 459-4446**
  Slug Support is a specialized program within the Dean of Students that is tailored to support student’s access to basic needs including food, housing, financial, and safety concerns.
- **Campus Advocacy Resources and Education (CARE) – (831) 502-2273**
  Provides support to UCSC community members impacted by stalking, dating/domestic violence, and sexual assault.
Supporting Graduate Students with Disabilities

The Disability Resource Center also serves graduate students as part of our mission to ensure equal access. Considering the progressive nature of graduate work, barriers often change throughout the graduate program experience. Standard accommodations may be necessary during the early stages of a program as student’s complete coursework (e.g. extra time on program-required exams and projects, alternate print media, or accessible technology for research). However, graduate-specific accommodations may be developed as students progress through their program and encounter unique disability-related barriers surrounding program-based requirements, evaluation procedures, working towards advancement to candidacy, and writing a thesis or dissertation (e.g. extension of normative time, adjusted time line for completing examinations, scheduling to allow private use of a shared office, etc.). These accommodations are often highly individualized, as program requirements and individual disability-related impacts can vary greatly.

Graduate students should be encouraged to meet with the DRC to discuss any disability-related concern they may be experiencing in their program to explore potential accommodations. The DRC can also provide referrals to Human Resource’s Disability Management Services for those who require workplace accommodations in employment roles, such as graduate student Teaching Assistant and Research Assistant roles.

These numbers are not reflective of all graduate students with disabilities on campus. There are various factors that impact their choice to become affiliated with the DRC. Stigma surrounding disability is a real and common fear for many graduate students. Please show your support by encouraging students to connect with our department.
Faculty and Instructor Roles, Responsibilities, and Accommodation Processes

The Importance of Academic Freedom

Faculty academic freedom standards are not impacted by suggestions provided in this handbook or by disability accommodations. The DRC supports instructors as experts on the content and overall design and delivery of their courses. The Disability Resource Center holds expertise regarding the experiences of disability, how disability accommodations facilitate equitable educational access. The DRC and UCSC’s Center for Teaching and Learning is always happy to assist instructors with designing and implementing their courses’ syllabi in a way that makes them accessible to the greatest number of students in the classroom environment.
Overview: Basics/Introduction

UCSC Faculty, Instructors, and Teaching Assistants share an important role in promoting and providing equal access for students with disabilities. Students affiliated with the DRC are encouraged to consult and collaborate with their instructors to ensure that their approved accommodations are discussed and delivered to better support their academic goals and ensure educational equity. These next few sections are to help guide your support of students with disabilities in your courses.

Syllabus Statement

All instructors, from Faculty to Teaching Assistants, should maintain a welcoming environment that will encourage students with disabilities to meet with you. It is highly recommended that you include a statement addressing the needs of and expressing support for students with disabilities in your course website, syllabus, and class announcements early in the term. Please include a statement such as this one in your syllabus to show your support:

Equal Access for Students with Disabilities

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately, by email, during my office hours, or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

A further recommendation is that the statement be read aloud by the instructor during the first week of class. This approach demonstrates to students that you are someone who is open to discussing accommodations and committed to providing all students with an equal opportunity to succeed in the course.

Confidentiality

It is essential that disability information be kept confidential during the accommodations process, ensuring that instructors and staff members comply with federal law and avoid creating uncomfortable situations for student with disabilities. All disability-related information is protected by Family Educational Rights and Privacy Act (FERPA) guidelines, including:

- disability-related records and documentation, including students’ official DRC Academic Access (AA) Letters
- a student’s affiliation with the DRC
- a student’s disability status
- a student’s accommodations

All information that a student gives to an instructor is to be used specifically for arranging reasonable accommodations for the course of study. At no time should the class be informed that a student has a disability except at the student’s request or chosen personal disclosure to the class. Teaching assistants can be informed of the student need for accommodation when they have a need to know. Please be mindful of any unintentional announcements or actions that could single out a student with a disability in class and violate FERPA.
Information About and Best Practices to Ensure Confidentiality

- Be welcoming to students with disabilities in your class. Encourage (but do not require) students to come to your office hours or to make an appointment, so that you can discuss their disability-related accommodations privately. Not only does this allow for a meaningful dialogue about how the student’s disability affects them academically and how their accommodations can best be implemented, but it also ensures the student’s anonymity.

- Academic Access Letters do not reveal a student’s disability diagnosis. Instead, Academic Access Letters confirm that the student is affiliated with the DRC and has been authorized for reasonable academic accommodations. Professors are not allowed to examine disability-related documentation for any student, nor is it appropriate to ask the student for their documentation or their diagnosis.

  - Rather, ask the student, “How can I help you with these accommodations in my class?” Do not ask, “What is your disability?”

- Remember that disclosing a disability is a choice, not a requirement, and privacy is a major consideration.

- Academic Access Letters are official, disability-related documents and must be kept secure and confidential. Share the information Academic Access Letters only on a “need to know” basis, for example, with a TA or Department Manager in order to facilitate a testing accommodation.

- After receiving an Academic Access Letter from a student, keep the letter in a secure location. Do not leave them out on a desk where others may see it. If the Academic Access Letter, or your dialogue with the student, raises questions or concerns, please consult with the DRC.

- At no time and in no way should a DRC student be singled out or pointed out as such. When implementing accommodations, do not identify DRC students or acknowledge their requests for accommodations in public. For example, it is a breach of confidentiality to request, “all DRC students who need accommodations, raise your hands.”

- Make accommodated testing arrangements early rather than asking the student to come to the classroom and then leave with a test in hand. If possible, arrange for accommodated testing in a quiet, private setting rather than in an open, public place.

- When asking for a class note taker, say that this service has been authorized by the DRC for “a student in the class” without giving the name of the student(s) needing the notes.

- Keep all of your DRC students’ Academic Access Letters for reference during the current quarter in a safe and secure place.

- The DRC recommends that Academic Access Letters and any internal list containing DRC student information be shredded at the end of each term.
Instructor Responsibilities

As an employee of UC Santa Cruz, which has compliance obligations under federal laws, instructors have a shared responsibility to provide reasonable accommodations for students with disabilities. The instructor is a partner in helping to meet the needs of the qualified student with disabilities and must participate in the facilitation of accommodations for their students. It is the responsibility of instructors to allow the student to utilize academic accommodations and support services as they have been recommended and authorized by DRC.

Disallowing the accommodation or telling the student, “You don’t need this” or “I don’t believe in learning disabilities” is unlawful and puts the university and the instructor at risk of legal action. If an instructor receives an Academic Access (AA) Letter and doesn’t understand or disagrees with the accommodation, it is the instructor’s responsibility to contact DRC as soon as possible. Instructors may also need to contact the department coordinator and/or academic dean to discuss the issue as appropriate.

Instructors are responsible for:

✔ Notifying and coordinating exam accommodations for DRC students with the help of their department (i.e. providing/reserving testing rooms and proctors)

✔ Consulting with the DRC Service Coordinator if you feel the DRC accommodation fundamentally alters a course requirement (see the Interactive Process)

✔ Making course materials accessible in partnership with the DRC. This includes captioning of all videos and auditory materials in class, providing documents in digitally accessible formats, and planning inclusive class activities.

✔ Receiving students’ Academic Access letters, whether in person or by email. Retain this letter throughout the quarter as you are responsible for being knowledgeable about a student’s specific accommodations. Should you need an additional copy, please contact the DRC at drc@ucsc.edu or (831)459-2089.

Important points:

● Students with disabilities should be held to the same standards as other students. If you believe an accommodation fundamentally alters the essential requirements of the course, be sure to discuss this with the DRC Coordinator before denying the accommodation.

● If a student asks you for a course-related accommodation, but they are not affiliated with the DRC, you are not obligated to provide an accommodation. Please refer the student to our office so that we can assist them with their needs.
  ○ Note that if you know a student is DRC affiliated, but they do not give you their Academic Access letter, you are not obligated to give them accommodations.

● Clearly communicate any accommodation needs and procedures to Teaching Assistants who support sections of your class. Teaching Assistants are welcome to contact the DRC as a resource at any time for support in providing accommodations.
What if an accommodation seems unreasonable?

If the instructor of record feels an accommodation listed for the student in the course or program is not reasonable or interferes with required course elements, the instructor should contact the DRC Service Coordinator right away and schedule a phone call. Service Coordinators can best be contacted through the email address listed on the Academic Access letters or by calling the DRC Main Line at (831)459-2089.

The Service Coordinator will:

1. Listen to the specific concerns of the instructor
2. Begin to document what the instructor deems as required core course elements and why they are considered essential to the course learning outcomes
3. Evaluate if the course requirement can be accommodated or not, and if it is a fundamental alteration of an essential element, to determine if the access need can be accommodated in any other way
4. Document the deliberative interactive process used to make this assessment

Please recognize that fundamental alterations take time to evaluate, especially if the syllabus does not clearly outline the core fundamental course requirements.

We strongly encourage you to create clear course requirements that are directly connected to the intended learning outcomes. The DRC and the Center for Innovations in Teaching and Learning can be great resources for an improved syllabus design. All students benefit when courses have clarity around learning outcomes. There are times when the DRC professional needs to know what is considered core learning outcomes and they will reach contact the instructor when there are not clearly articulated learning outcomes in the syllabus. A clear syllabus not only helps students understand what the fundamental learning objectives of the course are to better assess their academic progress, but may also help the DRC quickly assess what is considered essential to a course.

When core course requirements are not clear in the course syllabus, the DRC must partner with the instructor to analyze the intended essential course requirements. The DRC will research what is typically done at other institutions covered under Title II of the Americans with Disabilities Act. For example, if an instructor believes that a required program element is essential to learning outcomes (ex: when a course requires a time-limited administration of an academic assessment so as to support the learning objective of demonstrating a conversational knowledge of the topic), the Office for Civil Rights will expect the university to conduct a deliberative interactive process to confirm that an accommodation such as extending time would create a fundamental alteration to the program core requirement.

The DRC will use the Wynne v. Tufts University Decision Making Process (See Wynne v. Tufts Univ. School of Medicine (1992. 1st Cir.) 976 F.2d 791, 793), when necessary, for evaluating concerns about the fundamental alteration objections. If needed, the advanced process will involve a committee of experts (the DRC as experts on the ADA process, Instructor of Record as the expert on core course requirements, and if needed, the student as the expert on their individual impact of disability). Together, all parties will work together to discuss the reasonableness of the accommodation and alternative solutions.
Interactive Process in Response to Accommodation Concerns

The interactive process defined: The ADA interactive process is a deliberative interaction between three parties: the instructor of record, the DRC Service Coordinator or Director, and the student. The interactive process is meant to systematically evaluate the potential for any fundamental alteration of the program or course requirement. The recommended academic accommodation cannot interfere with essential program requirements. What is essential is not always evident in the syllabus. The instructor of record needs to participate in this process to help articulate what is essential to the core learning objectives. The DRC will support the instructor in this process and document what is identified as essential to the course objectives. For example, if the course were a communications course that requires peer-to-peer interaction to practice and apply communication strategies, then peer-to-peer interaction would be deemed essential to the learning outcomes. This peer-to-peer interaction requirement would not be waived.

Roles within the Interactive Process

The student role in the interactive process is to discuss the impacts of their disability, provide information/documentation on an as-needed basis, and share what disability accommodations have worked in the past.

The Disability Resource Center’s role in the interactive process is to work with the students and their instructors to identify barriers to accessing the course, program, service, or activity and recommend reasonable accommodations that mitigate impact of the barriers but do not fundamentally alter the essential functions of the course, program, service, or activity.

The instructor of record’s role in the interactive process is to share their knowledge of the essential elements of the course or program as they are the subject matter expert and principle designer of the instruction. If an instructor believes that the recommended academic accommodations compromise the essential requirements of a course/program or fundamentally alter a course/program, then they should contact the Disability Resource Center immediately.

Summary: A medical student was dismissed on academic grounds but filed complaint to the court that the university had refused to facilitate his accommodation request for alternatives to multiple choice tests so as to minimize the impact of his learning disability.

Upon investigation, Tufts was able to demonstrate that they had thoroughly evaluated and explored possible reasonable accommodations for Wynne.

Tufts documented that in light of specific programmatic learning objectives, multiple choice tests were used to teach critical thinking skills.

The court ruled that Tufts had come to a justifiable conclusion since providing an alternative to multiple choice tests would result in lowering academic standards or substantially modifying the program in question – making the accommodation unreasonable.

The Wynne v. Tufts Case provides an important framework for institutions to follow before determining that an accommodation is not reasonable.

Wynne v. Tufts Decision Making Process:

Professionals with relevant duties and experiences, such as a DRC Service Coordinator in collaboration with instructors of record:

1. Must consider the accommodation request;
2. Must meaningfully consider the impact of the program and the availability of alternatives;
3. Must reach a rational conclusion that accommodations could not be offered.
Accommodation Complaint Resolution Procedure

The DRC prides itself on providing appropriate accommodations and working with instructors and students to ensure they are fairly facilitated. If a student feels that they have been treated unfairly in the process, she/he may feel like their accommodations were not fully supported or facilitated by the institution or may be upset by the refusal of an accommodation request. When a student feels that they have been discriminated upon on the basis of disability, or that their accommodations have not been fairly provided, they have the right to file a complaint.

There are two processes used to resolve complaints: (1) an informal resolution process involving DRC Director or (2) a formal complaint process through the Complaint Resolution Officer in the Dean of Students Office. The formal process is available to the student at any time - during or after any step in the informal process. Students are encouraged to work through the internal processes, but do have the right to file a complaint with appropriate state or federal agency, or to take legal action.

Educational equity and access is of extreme importance for all of us at UCSC. The DRC takes all complaint and grievance investigations seriously.

Please refer to the following websites for more information regarding the grievance process for the most up-to-date information:

1. DRC Complaint/Grievance Process
2. UCSC ADA Complaint Resolution Process
3. UCSC Student Grievance Policy
Using Inclusive Pedagogy to Support the Success of Students with Disabilities
Accessibility – What is it?

Accessibility is the **inclusive practice** of designing devices, products, and environments so that users of all abilities can **equally access, navigate, perceive, understand, and interact** with them. For something to be created in an accessible format, it must consider the needs of people with physical, visual, speech, auditory, neurological, and cognitive disabilities. This is often accomplished by designing content that can be navigated with the help of assistive technology. For example, an “accessible” website may be designed so that the text can be enlarged by the user, rather than having a fixed font size, or may be designed so that it can be interpreted and “read out loud” by screen reader software used by people who are blind or low-vision.

Ultimately, accessibility is the responsibility of all who create or publish content. As a result, instructors have an essential role to play in making sure that the course content they develop, use, or provide, including readings, videos, and software, does not create additional barriers to a student’s experience. In 2013, the University of California Office of the President adopted a [UCOP Electronic Technology Accessibility Policy](https://ucop.edu/) to promote an accessible IT environment capable of supporting as broad a population as possible so that all may access, benefit from, and contribute to the University’s programs and services. Please familiarize yourself with the policy and understand your role as an instructor in creating accessible and inclusive materials.

How do I learn how to create accessible materials?

A lot of information on how to create accessible documents, videos, and various pedagogical materials is available online by simply searching. More direct resources are provided below:

- **[UCOP Electronic Accessibility](https://ucop.edu/)** offers tutorials and information on how to create a variety of accessible formats and materials:
  - Creating accessible PDF’s
  - How to use alternative image descriptions (alt text)
  - Guidelines for accessible surveys and forms

- The National Center on Disability and Access to Education, with support from the Fund for the Improvement of Postsecondary Education (FIPSE), US Department of Education, has developed comprehensive and simple to understand “cheat sheets” on creating accessible digital documents.

- **[The Faculty Instruction Technology Center (FITC)](http://mchenry.ucsc.edu/fitc/)** at McHenry Library provides help to instructors to use Canvas in an accessible way, add captions to videos, and set up webcasting. For more information, please check out [FITC’s commitment to accessibility](http://mchenry.ucsc.edu/fitc/accessibility.html) and a list of the resources they also provide.

- **[The Center for Innovations in Teaching and Learning (CITL)](http://citol.ucsc.edu/)** provides support and training for instructors and graduate students about teaching with universal design. Universal design focuses on accessibility as a critical cornerstone to inclusive teaching. For further information, please check out their [workshops and certificate programs](http://citol.ucsic.edu/).

- **[Portland Community College’s Guide to Electronic Web Accessibility](http://www.pcc.edu/it/designteam/accessibility/)** offers a detailed, expansive, and visual guide on various elements of accessibility.

- **[WebAIM](http://www.webaim.org/)** is a leader in the field of accessibility training and consulting. They have great tutorials and support for a broad array of accessibility concerns.
What is the DRC’s Role in Helping with Accessible Materials?

All materials distributed to students, whether in class or online, in hard copy or electronic format, by instructors or TA’s, must be accessible. The DRC is available to convert textbooks, exams, and other print materials into more usable alternative formats for students who are unable to use traditional print materials. The DRC also connects students to accessible technology so that they may navigate accessible materials independently.

Alternative formats include:

- **Audio output**: Audio output is accomplished via the use of scanned books that are then read by computer screen-reading software. The computer reads aloud scanned text to students while the text is displayed and highlighted on the screen.

- **Enlargements**: Low-vision students may request paper enlargements or electronic images to view their books using a computer with screen-enlargement software.

- **Braille**: Braille transcription is provided when a student prefers tactile reading.

**DRC Accessibility Technology**

Technology can be a wonderful resource for students with disabilities, but it also comes with its challenges. Some students use forms of technology called assistive or adaptive technology. Adaptive, assistive, or accessible devices promote greater independence for individuals with disabilities by changing how these individuals interact with technology. Examples include special input devices (e.g., head or foot mouse, puff-and-sip switches, speech recognition), screen-reading software, and screen magnifiers.

The **Inclusive Computing and Technology Lab (ICAT)** in the DRC is open to all students regardless of disability. Students can arrange individualized training sessions with ICAT peer technology specialists to learn how to use the technology and to advance their skills. All workstations have access to printers, the Internet, e-mail, and word processing programs as found in most campus computing sites.

- **Reading/Writing Enhancement Software**: (Kurzweil 3000) The ICAT computer lab has several programs that are specifically designed to assist users with reading and/or writing learning disabilities. Among the many tools these programs offer is a feature to scan textbook materials into the computer and then have it read out loud, often referred to as text-to-speech function. This function can benefit students with various types of disabilities, as it can enhance focus and concentration.

- **Voice Recognition Software**: (Dragon, Accessibility Features with Siri or Cortana) The ATC has a voice recognition station with software that allows the user to "type" hands-free. The user simply speaks, and the computer types. This is helpful for people who have difficulty typing, who have no ability to type, or who compose thoughts and ideas better orally. Dragon is voice recognition software which does require some training since it takes the computer a few times to learn to recognize each person’s specific voice modulations.

- **Screen Magnification Software**: (Zoom Text magnifier/reader) Beneficial to students who are blind or have low vision, screen enlargement programs magnify the computer screen (in part or in entirety) and allow students to see with better clarity and focus.

- **Screen Reader Software**: (Jaws 10.0, Kurzweil 1000) Beneficial to students who are blind or have low vision, these programs read images on the computer screen (including any that are scanned into the computer).
Universal Design for Learning

Accommodations only serve to help make classrooms more inclusive after the fact, serving as a band-aid over pedagogical practices that do not account for diverse learning needs. Furthermore, accommodations operate from a compliance framework and place the burden on students to self-identify as having a disability in order to receive support. By re-designing classes more intentionally from the start, there are many things you can do as an instructor to create a more inclusive, accessible, and learning focused environment for all students, not just students with disabilities.

Universal Design for Learning (UDL) is an educational framework that blends research from learning science, educational curriculum design, and cognitive neuroscience. Its principles focus on creating flexible and inclusive learning environments that value multiple ways of presenting information and demonstrating knowledge. By using flexible curricular materials, UDL “makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember” without singling out students with disabilities or delaying their access and participation in your course (DO-IT, 2018). Instead of the burden for access being placed on the student, inclusive design recognizes the role that curriculum and course design have in facilitating access and encourages a proactive approach to accessibility.

Using the framework of universal design will make pedagogical practices and content accessible for many students and minimize the additional time necessary to rework content. However, it is important to note that Universal Design does not replace the need for specific accommodations. There will always be need for specific accommodations for disability-related needs that cannot be anticipated or that may be more complex, such as hiring Sign Language Interpreters for students who are deaf. If your materials are already in digital and accessible formats as UDL encourages, then there will be no surprise or rush to convert materials when a student who is blind enrolls in your class.

Implementing Universal Design for Learning doesn’t have to be daunting, nor does it mean that you must throw away years of work on course design. Start with small and meaningful steps like reviewing your syllabus and seeing what you can to explicitly define course objectives and deadlines. UCSC’s Center for Innovations in Teaching and Learning (CITL) provides support and training for instructors and graduate students about teaching with universal design.
Quick Examples of UDL Implemented

- Use multi-modal methods to present classroom material, in order to improve student comprehension of materials. Provide important information in both oral and written formats.
- When teaching a lesson, state clear learning objectives, review previous lessons and content to scaffold learning, and summarize periodically.
- Provide study guides, review sheets, or review sessions; Format questions in the way(s) they will be posed on the test (i.e. true/false, multiple choice, essay questions, diagrams, etc) so that students know what learning strategies and content to practice.
- Have multiple methods for course assessment, such as allowing students to choose an exam or writing a paper; work alone or in a group; or deliver an oral, written, or videotaped project presentation, if class size allows. There are many ways to evaluate learning.

Myths of UDL Explained

All of these myths about and explanations of Universal Design for Learning have been borrowed from UDL expert Loui Lord Nelson, author of Design and Deliver.

MYTH: UDL has no research behind it.

FACT: The UDL framework is solidly grounded in brain research and other empirical data. (To see the research behind UDL principles, guidelines, and checkpoints, explore the National UDL Center’s archive of articles.)

Quantifying the positive effects of UDL is a little challenging—though UDL guidelines stay the same, implementation will look different from school to school based on each teacher’s knowledge and available resources. But early UDL research has been promising. In two recent studies, Nelson points out, students performed better on standardized measures when they used resources designed with the UDL framework—and had teachers who used UDL guidelines to craft their lessons and design the classroom environment.

MYTH: UDL is another word for differentiation, right?

FACT: Differentiation is just one component of UDL. Nelson describes the difference this way: Differentiation is a strategy that helps you address each student’s individual levels of readiness, interest, and learning profiles. UDL is an overarching approach that addresses the environment first, including the physical location and the lesson, unit, and/or curriculum. When you address the whole environment up front, you make sure all students have full access to everything in the classroom, regardless of their needs and abilities.

MYTH: UDL is just good teaching.

FACT: A person implementing UDL might be described as a good teacher—that part is definitely true! But simplifying UDL as “good teaching” is misleading. Good teaching has no single, agreed-on definition, whereas UDL is a framework with clear principles, guidelines, and checkpoints. Teachers who work hard to include all children in their classrooms and remove barriers to learning are doing a lot of things right—but unless they’re referencing the UDL framework to make decisions, they aren’t implementing UDL.
Understanding Accommodations, Disability, and Additional Resources
Peer Notetaking as an Accommodation

Many students with disabilities, such as those with sensory, manual dexterity or auditory processing deficits require notetaking services. For most students with disabilities these accommodations are meant to supplement the student’s own notes. Notetaking services are designed to supplement the student’s class attendance, not to replace it. Note takers are hired and paid by the DRC to share comprehensive and legible lecture notes.

Instructor assistance may be needed to recruit a note taker. The note taker can be another student in the class, however, in some instances, an instructor may choose to give the student a copy of his or her own notes instead. Instructors may be asked to make an announcement in their class to help identify a qualified candidate, but anonymity of the student in need must be preserved and their identity should never be shared unless permission is given by the student.

Facts about DRC Peer Note Takers

- Interested students should be referred directly to the DRC.
- The DRC typically hires only one note taker for each class.
- It is a paid position.
- All applicants must meet the minimum GPA requirement of 2.75 and submit sample notes along with application.

Student note takers cannot be hired by the DRC until they return the blue card from the Career Center, so please understand that the process of hiring a note taker can take a week or more, and the process for finding a note taker can take even longer without your support. **We highly encourage instructors to consider sharing their own lecture notes and slides** with the students authorized for notetaking accommodations until a Peer Note Taker is hired as the gap in access to peer notes can present a significant hurdle for the student’s success in your course.

If a student or the Disability Resource Center contacts an instructor about needing a note taker, one or more of the following actions should be taken:

- Send out an email to your class asking for a note taker
- Speak to the class directly about a note taker
- Recommend an individual who is known to take good notes
- Provide your own lecture notes or access to power points

Peer Note Taking Recruitment Template

Dear Students,

Do you take well-organized, comprehensive notes? Do you have good penmanship or do you currently type your notes? Why not get paid to share your notes with classmates who are eligible to receive course lecture notes? If you are interested in providing this much needed service to a fellow student, please go to https://drc.ucsc.edu/student-opportunities/student-jobs/notetaker.html

If you are selected, the Disability Resource Center (DRC) will compensate you at the end of the semester. Staff at DRC are available to answer any questions you may have. Feel free to contact them at drcnotes@ucsc.edu.
**Auxiliary Aids**

**Audio Recording of Lectures and/or Copies of Instructors’ Notes**

The use of auxiliary aids can be critical for some students with disabilities to have an equal chance to receive and process information presented in class. Section 504 of the Rehabilitation Act of 1973 specifically protects qualified students their right to access and receive auxiliary aids. Auxiliary aids include audio recordings of lectures, copies of instructors’ notes or slides, and a variety of other communication services and devices that allow the student to fully and equally participate.

Sometimes instructors are concerned about their right to privacy, academic freedom, protection of copyright, or intellectual property for their academic work in light of these accommodations. However, instructors cannot deny a student with a disability the ability to audio record lectures and should never avoid providing a student copies of their available lecture notes or slides if the student is authorized through an accommodation.

To balance the legal necessity to provide academic accommodation with instructor’s rights to intellectual property, instructors can request that students sign an Auxiliary Aid Agreement that outlines their rights to responsibly use auxiliary aids for educational purposes. This Agreement can be drafted by the DRC and should be kept in the student’s file in the DRC.

### Sample Auxiliary Aid Agreement

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Instructor, Course Name and Section:</td>
</tr>
<tr>
<td>Date Created:</td>
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</table>

Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities as protected by Section 504, Subpart E, Postsecondary Education, of the Rehabilitation Act of 1973.

- I understand that instructors have copyright interest in their class lectures and agree to not to infringe on this right in any way.
- I agree to use these recordings or lecture notes only for personal academic use during this course and will not upload, broadcast, publish, quote, transcribe, share or release all or any part of these recordings or auxiliary aids, in accordance with federal copyright laws, or without explicit written consent of, identification of, and credit to the lecturer.
- I understand that at the discretion of the instructor, audio-recording may be prohibited during portions of classes that involve personal discussion and self-disclosure.
- I agree to destroy all recordings, professor created lecture notes, or other auxiliary aids at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action from UCSC’s Student Code of Conduct or subject me to liability under copyright laws and or civil litigation.

### Signatures

<table>
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<tr>
<th>Student Signature:</th>
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<tbody>
<tr>
<td>Instructor Signature:</td>
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</table>

### Recognition of Receipt to the DRC

| Date: | Signature: |
Consideration for Extensions on Assignments

Instructors are responsible for establishing assignment requirements and due dates for their classes, and ensuring they are clearly outlined per the syllabus at the beginning of each semester. All students are responsible for fulfilling the essential requirements of courses/programs/degrees regardless of disability. However, The Americans with Disabilities Act Amendment Act recognizes that issues related to disabilities, such as chronic medical conditions, conditions that are episodic in nature, or conditions that require hospitalization, may impact attendance and the student’s ability to meet deadlines. Under such circumstances, flexible application of these requirements may be considered a reasonable accommodation.

A student eligible for Consideration for Extensions on Assignments as an accommodation will have this indicated on their DRC Academic Access Letters. Faculty should closely examine essential course requirements, how assignment deadlines may be connected to any course objectives, and sequencing of course assignments and assessments (including revisions), and should consult with the DRC to determine reasonable course specific adjustments.

This accommodation might be unreasonable under certain circumstances. For example; when course feedback is based on peer review, the class requires you to turn in labs that cannot be recreated, or there are other time sensitive requirements that are essential components of the learning objectives. If this is the case, please refer students back to the DRC as soon as possible.

Student and/or Instructor should contact the assigned Service Coordinator from the DRC immediately if there are any concerns regarding this accommodation or agreement. Specifically, if requests for extensions become excessive or begin to compromise essential course requirements the DRC should be contacted so as to explore all realistic options.

General Guidelines

• Students are responsible for contacting instructors before classes begin or as early as possible in the semester to clarify constraints on applying attendance and/or deadline accommodations and expectations about how to request such accommodations if they are needed.

• A student must engage in a timely, interactive dialogue with the instructor when the student desires to use attendance and/or deadline accommodations. “Timely” is defined as “as soon as possible.” There may be some conditions and/or circumstances in which a student is not able to contact their instructor prior to the class and/or assignment for which accommodations are requested, but whenever possible extensions should be request before the due date of the assignment.

• At the request of either the instructor or student, the DRC will engage in an interactive process with both parties to assist in the resolution of problems arising from a student’s request to use an accommodation for attendance and/or deadlines.

• Students with this accommodation agreement should not be penalized for late work that has been granted an extension on the basis of this accommodation.

• If a student seeks an accommodation for consideration for extensions after the start of the semester the granted accommodation is effective going forward and is not retroactive.
# Accommodation Agreement for Assignment Extensions

## Course Information

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Instructor:</td>
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<td>Course Name and Section:</td>
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<tr>
<td>Date Created:</td>
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## Communication

How should the instructor be notified of each extension request? (Ex. Email, phone, etc.)

*DRC can be notified via email at drc@ucsc.edu or by contacting the assigned Service Coordinator.*

## Extension Plan

<table>
<thead>
<tr>
<th>What is the stated policy on the syllabus regarding late work or extensions?</th>
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<tbody>
<tr>
<td>Are assignment due dates listed via the syllabus or are they given throughout the quarter?</td>
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<tr>
<td>Is it feasible to assign any assignment in advance of other students while keeping the deadline consistent?</td>
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<tr>
<td>Are there specific assignments that are unable to have the due date extended?</td>
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<tr>
<td>How many per assignment extensions are possible before fundamentally altering essential course requirements/ experiences/ outcomes?</td>
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## Additional Considerations

Any additional considerations to keep in mind that may impact assignment extensions?

Student Signature: ____________________________ Date: ____________________________

Instructor Signature: ____________________________ Date: ____________________________
Understanding Modified Attendance as an Accommodation

While instructors teaching at most colleges and universities consider attendance and participation mandatory, it is important to recognize that students with disabilities may have mitigating factors that impact their attendance in your courses, yet are still capable and qualified students. In these instances, Modified Attendance is a reasonable accommodation granted to students who have been deemed eligible through our interactive process and review of documentation. Regardless of the modified attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations. It is the student’s responsibility to obtain the material and notes from missed classes.

In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, participate in group projects, or to engage in other time-bound activities (like labs, guest speakers, etc.). In other instances, instructors may determine that students can master course content despite some or many absences. The Modified Attendance Accommodation requires an interactive discussion between the instructor and the student in order to reach an understanding about how attendance impacts the student’s ability to meet the essential objectives /requirements of your course, and what flexibility can be provided.

Absences that are not disability related are not covered under flexible attendance, and should be treated as you would a similar absence for any other student in your class. Transportation difficulties, work-related activities, etc., are not reasons to warrant the disability-related absence accommodation because they are not disability-related. Please keep in mind that the student is not required to disclose the nature of the absence, only that it is disability related, nor are they required to provide you with any documentation of the absence.

Regardless of outcome, the deliberative process of determining what is reasonable for modified attendance should be well documented, so that others who were not involved in the process can understand the considerations taken into account and the reason for final decision. Our office strongly recommends that there be written documentation of the agreement between the instructor and the student regarding when any work from a disability related absence must be completed/submitted. One option might be a communication via email, with a request that the student confirm receipt of the email. Another possibility might be a document signed by the instructor and the student.

Please contact the DRC if you need help evaluating what would be a reasonable modification to your attendance policy. Service Coordinators can guide you through the process and help evaluate how attendance may or may not impact essential learning objectives.
In light of new **Office for Civil Rights (OCR) Rulings** regarding attendance accommodations, the DRC is in the process of evolving how these accommodations are determined and formally communicated on a course-by-course basis. We are developing a process that is consistent, equitable, and transparent for instructors and students by using the unique course expectations and timelines in determining Modified Attendance Policies. Please expect more information regarding the new process for determining Modified Attendance Accommodation Agreements starting in **Fall of 2019**.

In the meantime, we ask that instructors utilize the framework regarding modified attendance as obtained from the **Letter of Finding from the Office for Civil Rights to Cabrillo Community College in California** (Case No. 09-96-2150) to help evaluate whether attendance is an essential aspect of a course:

1. Is there classroom interaction between the instructor and students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student’s failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. And what are the classroom practices and policies regarding attendance?

**After evaluating the course objectives, policies, and syllabus, consider the following:**

A. **What are the maximum number of disability-related absences allowed for this course?** Be as specific as possible. Avoid vague phrases such as “flexible”, “to be determined”, or “open”.
B. **How and when will the student notify the instructor of a disability-related absence?**
C. **What procedure do you recommend for turning in homework/assignments/projects due the day of a disability-related absence?**
   i. Maximum number of day(s) assignments may be late?
   ii. How assignments are to be submitted?
D. **What will be the procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of a disability-related absence?**

If the maximum number of allowed absences is exceeded during the quarter **the DRC should be informed as soon as possible**. The student, DRC Service Coordinator and instructor must meet to discuss an appropriate course of action (such as: the number of absences allowed will be reviewed, student will be granted an incomplete if appropriate; or exploring the option of withdrawing from the course; etc.) The DRC Service Coordinator can work with the instructor and student to come to a reasonable solution.
Service Animals in Educational Spaces

UC Santa Cruz has a "no pet" policy. Exceptions are made for service animals as defined under the Americans with Disabilities Act/ Fair Housing Act/ FEHA:

"Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability."

Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, assisting an individual during a seizure, retrieving items, providing physical support and assistance with balance and stability, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

We request that you refrain from asking an individual if their animal is a service animal unless you have legitimate concerns that they are not a service animal (i.e. unruly or disruptive behavior). Repetitive questioning of the validity of a service animal unfairly targets individuals with disabilities and can be a form of microaggression. No student or employee should be required to disclose his/her disability in order to work or study at the University.

Service animals are not required to wear a vest indicating that they are a service animal, and do not have to be formally registered or licensed. Service animals are allowed in all environments with few exceptions (i.e. a sterile medical environment or when there are significant safety concerns for the animal). If there are concerns regarding how to accommodate the animal’s presence, such as if another student is allergic or afraid, or if it is a dangerous lab environment, please contact the DRC to engage in the interactive process with the DRC and student to find a reasonable solution.

Requirements for Service Animals:

1. The animal must be under the control of the individual using the animal.
2. If the animal displays out of control behavior (i.e. aggressive or disruptive behavior such as uncontrolled barking), the individual using the animal must attempt to get the animal under control. If the individual is unable to do so, then you may inform the individual that the service animal must be removed from the room or activity.
3. The animal must be “housebroken” and the individual using the animal is responsible for cleaning up after the animal.

For the University policy, including definitions of Service Animals and Emotional Support Animals, please visit the UC Santa Cruz Service/Support Animal Policy.
**Sign Language Interpreting, Real Time Captioning, Assistive Listening Devices, and Captioning**

People who have hearing or speech disabilities may use different ways to communicate or access information. The Americans with Disabilities Act (ADA) requires that institutions provide services that facilitate effective communication for students who have communication disabilities. The goal of these services is to ensure that individuals can communicate with, receive information from, and convey information in a manner that is equally effective as communication with people without disabilities.

Please visit our website and the associated hyperlinks to learn more about the various options for ensuring equal and effective communication for individuals with hearing or speech related disabilities.

- **Interpreting**: A team of interpreters will interpret/transliterate all academic related activities, i.e., lecture, recitation, lab, study groups in the student preferred mode of communication (e.g. ASL, PSE).
- **Real Time Captioning**: A transcriber will provide a script, in real time, through a laptop computer screen for all academic-related activities, i.e., lecture, recitation, lab, study groups.
- **Assistive Listening Devices**: Those who are hard-of-hearing can borrow these devices for classroom use. Students who choose this accommodation may ask you to wear a lapel microphone (provided by Learning Technologies).
- **Captioning**: Instructors should always provide captioning for videos, auditory information, and online materials. Automatic captions as generated on YouTube cannot be guaranteed to be accurate.
Sample of Possible Classroom Adjustments/Accommodations

Please refer to this table to explain some of the more common accommodations the DRC provides students to facilitate equal educational access at UCSC. Remember, accommodations are determined by DRC Service Coordinators on a case-by-case basis after a thorough interactive process with the student. It is your responsibility to help facilitate the provision of accommodations within your courses and programs. If you have any concerns regarding the appropriateness of accommodations or how to provide them, it is also your responsibility to contact the DRC to discuss further.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
<th>Instructor Responsibility</th>
<th>Student Responsibility</th>
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<tbody>
<tr>
<td>Adaptive Furniture</td>
<td>Student will use appropriate furniture placed in the classroom by DRC and/or Facilities.</td>
<td>Allow student to use DRC furniture. If accessible furniture already exists in the classroom, the student does not need to request special DRC furniture. Please ensure the existing furniture is available for the student each class meeting.</td>
<td>Inform DRC of specific furniture needed. Delivery of special furniture may take several days. Inform your professor if the furniture is not available when needed or if the furniture is removed or moved.</td>
</tr>
<tr>
<td>Alternate Media</td>
<td>Alternate media is course material (textbooks, handouts, tests, etc.) that are converted into a format accessible to a student with a print disability. Examples: audio books, Braille, e-text.</td>
<td>Provide information on class materials and the class syllabus upon request to allow timely conversion of the materials into the requested format. Materials provided in Word or PDF formats are preferred to paper copies.</td>
<td>Submit a request for all alternate media and purchase textbooks as far in advance as possible. Contact the professor to obtain the syllabus and list of required materials to turn in as soon as possible.</td>
</tr>
<tr>
<td>Assistive Listening Device</td>
<td>Assistive listening devices (ALDs) allow people who are hard of hearing to participate more fully in educational activities. They do this by increasing the volume of a desired sound, such as the voice of a Professor, without increasing the loudness of background noises.</td>
<td>Wear a microphone with a transmitter while teaching.</td>
<td>Bring ALD to class. Give the instructor the mic and transmitter each class session. Student will wear headphones and receiver.</td>
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<tr>
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<tr>
<td>Audio Recording</td>
<td>Student will record lectures. Under educational copyright laws, students with disabilities are entitled access to this material for academic purposes.</td>
<td>Allow student to audio-record lecture. Notify student if recording needs to stop due to sensitive lecture material or class discussion that is not appropriate to record. You may generate an audio-recording contract (see above) and require student to sign contract.</td>
<td>Bring recorder to class. Student agrees to not release any information obtained in class. Student also agrees to use the auxiliary aid solely for the purpose of personal study.</td>
</tr>
<tr>
<td>Breaks</td>
<td>Student will be permitted to take short break(s) during lecture due to disability-related need.</td>
<td>Allow student to take short break(s) as needed. Notify student if breaks are considered disruptive or excessive. Notify DRC if problems persist after speaking with the student.</td>
<td>Excuse yourself from class quietly and without disruption. Take only necessary breaks and return to class promptly. Consider sitting near an exit.</td>
</tr>
<tr>
<td>Closed/Open Captioned Media</td>
<td>All media, i.e. videos, used in class or online must include captioning.</td>
<td>Ensure all media includes captioning.</td>
<td>Sit near the front of the classroom to see media presentation.</td>
</tr>
<tr>
<td>Copies of Instructor’s Lecture Notes and Slides</td>
<td>Instructors must provide copies of all class materials, lecture notes, and PowerPoint presentations to students in an accessible format so that the student may review the content in a manner in which they process best (i.e. often with assistive technology).</td>
<td>Provide copies of all class materials, lecture notes, and PowerPoint presentations to student in an accessible format.</td>
<td>Communicate needs for copies of notes and class materials to instructor as notified on an Academic Access letter.</td>
</tr>
<tr>
<td>Electronic Note-Taking</td>
<td>Student will use electronic device, i.e. laptop, to take notes.</td>
<td>Allow student to sit near electrical outlet, if needed, and to utilize electronic note-taking device, i.e. laptop.</td>
<td>Sit near an outlet, if needed, and near the front of the classroom to better hear lectures.</td>
</tr>
<tr>
<td>Enlargement of Class Materials</td>
<td>Student will receive enlarged copies of class materials.</td>
<td>Communicate with student regarding enlargement needs. Provide enlargement or contact DRC to make arrangements. Enlargement should be completed prior to being distributed or used in class.</td>
<td>Communicate enlargement needs to instructor (e.g. font size, types of material needing enlargement, etc.). Bring materials to DRC for enlargement if needed. Provide DRC and instructor with sufficient advance notice in order to ensure completion.</td>
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<tr>
<td>Extensions of Assignment Due Dates</td>
<td>Student may need extensions on assignments due to disability-related impacts. Instructors must determine what they can accommodate for assignment extensions without impacting learning objectives of the course.</td>
<td>Instructor will evaluate the essential objectives and timelines within their course to understand how extensions may or may not be appropriate for assignments.</td>
<td>Work with your instructor to understand how and when to communicate a need for an assignment extension and how many extensions would be appropriate given the timeline and learning objectives of the course.</td>
</tr>
<tr>
<td>Livescribe Smartpen</td>
<td>Student will use a Livescribe Smartpen device to take notes. A Smartpen digitizes the student's handwriting and records audio that is synchronized with their handwritten notes.</td>
<td>Allow student to utilize the Livescribe Smartpen during class and record lecture content.</td>
<td>Make sure the Smartpen is charged and you have Livescribe dot paper before each class meeting. Sit near the front of the classroom to hear lecture.</td>
</tr>
<tr>
<td>Modified Attendance</td>
<td>Student may face potentially significant attendance impact due to disability. Instructors must determine what is appropriate for modified attendance without impacting learning objectives of the course and may not penalize the student for absences pertaining to their agreement.</td>
<td>Instructor will evaluate the essential objectives of their course in light of any attendance policies stated on their syllabus and determine what is reasonable in modification of attendance requirements.</td>
<td>Communicate with your instructor to discuss any concerns they have regarding attendance policies. Student must communicate clearly and as promptly as possible when they are absent for disability-related reasons.</td>
</tr>
<tr>
<td>Note Taker-Shared Notes</td>
<td>The instructor must make an announcement to recruit a student notetaker. This is a paid position. If a student is interested in serving as a notetaker they need to contact the DRC immediately to fill out and application and submit a sample of their notes. More information can be found on the DRC website.</td>
<td>Assist student in locating a volunteer note taker by making an announcement to the class. Be mindful that any announcement should not reveal the identity of the DRC student. If you are not able to locate a note taker, you may supply the DRC student with a copy of your lecture notes until a note taker is secured. Only one volunteer note taker is needed per class.</td>
<td>Ask your instructor to make an announcement in class that a note taker is needed. Notify the professor if a problem develops with finding a note taker or with receiving appropriate and complete notes. Inform DRC if problems are unresolved after speaking with the professor.</td>
</tr>
<tr>
<td>Personal Care Attendance</td>
<td>Student will sit in a location that meets his/her needs with support of a personal care attendant.</td>
<td>Allow student to sit in preferred location. Relocate other students if needed.</td>
<td>Identify preferred seating location and inform professor. Arrive to class on time.</td>
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<tr>
<td>Real Time Remote Transcription</td>
<td>An off-site transcriber will listen to the class lecture/discussion remotely. The transcriber will type (nearly) verbatim what is said in the classroom by the instructor and students. The transcript is streamed real-time to the student’s electronic device.</td>
<td>Allow the student to use the electronic device (i.e. laptop or iPad) and microphone (if needed) to receive the remote transcription services. If you would like a copy of the notes/transcript emailed to you, please notify DRC.</td>
<td>Bring to class the equipment needed to receive services. Watch the transcription as needed to understand the class lecture/discussion. Questions about the remote transcription services can be directed to the remote transcriber or DRC staff. Keep transcript of class material confidential.</td>
</tr>
<tr>
<td>Scribe</td>
<td>DRC will send a designated peer to the student’s class to write or manipulate class materials for him/her.</td>
<td>Allow scribe access to the classroom and provide appropriate arrangements (extra chair, etc.).</td>
<td>Dictate to the scribe exactly what to write and/or instruct the scribe on how to manipulate class materials.</td>
</tr>
<tr>
<td>Service Animal</td>
<td>A service dog will accompany the student to all classes, activities, campus events, etc. A service dog is trained to do work or perform tasks for the benefit of the student. Only dogs can be service animals (A rare exception is miniature horses that live for 30 years).</td>
<td>Ensure the space around the student's desk is adequate to accommodate the service dog. Labs are often crowded and it is best to consult with the student and the DRC to determine where the dog can be or if there is an alternative location for the service dog. There is protective equipment available for service dogs. Consult with Environmental safety or the DRC for information. Upon request, provide assistance to the interpreter (i.e. may need information repeated or spelled out). Copies of textbooks and/or handouts are greatly appreciated. Questions about the interpreting services can be directed to the student, the interpreter, or Judith Gonzales, UCSC’s Deaf and Hard of Hearing Services/Interpreter Coordinator at <a href="mailto:gonzalej@ucsc.edu">gonzalej@ucsc.edu</a>.</td>
<td>The student is responsible for the care and supervision of the service dog. The service dog must be under the control of its handler. The dog must have a harness, leash, or other tether, unless the student is unable to use it because of his/her disability. The student is responsible for feeding the dog and taking care of its toileting needs. Watch the interpreter as needed to understand the class lecture/discussion. Follow the expectations and requirements of interpreting services as agreed. Student will contact DRC if there is a problem understanding or concern with interpretation service provided.</td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td>Interpreter will facilitate communication between the Deaf/Hard of Hearing student(s) and the instructor and other classmates.</td>
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<tr>
<td><strong>Alternate Media</strong></td>
<td>Alternate media is course material (textbooks, handouts, exams, etc.) that are converted into a format accessible to a student with a print disability. Examples: Braille, e-text, audio format.</td>
<td>Provide your class exam to the DRC ahead of time so DRC has time to convert the text to alternate media. Ideally you should provide the DRC any media you wish to use in your class before the Quarter starts or as soon as you have it pick out for course material.</td>
<td>Schedule your exams with the assigned testing coordinator for your academic department at least 5 school days before the scheduled test date. When scheduling exams, make sure you request your exams be converted to alternate media.</td>
</tr>
<tr>
<td><strong>Alternative Scantron</strong></td>
<td>Student will use a format, other than Scantron, to record his/her test answers.</td>
<td>Allow student to record answers in a different format which compensates for the student's disability.</td>
<td>Communicate with DRC and your instructor to determine how you will record your test answers.</td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td>Student will have access to necessary adaptive technology (e.g. voice dictation software, enlarged computer screen, Kurzweil, etc.).</td>
<td>Permit student to take the exam with approved assistive technology. Provide exam to the testing coordinator in an accessible electronic format prior to scheduled exam time.</td>
<td>Use assistive technology approved by DRC and schedule testing appointment at least 2-3 days before administration date. When scheduling a testing appointment, you must inform of specific assistive technology is needed and make sure to request the needed DRC laptop or equipment.</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>Student will be permitted to take break(s) during tests or quizzes. The time used on break is included in the allotted test time. Using a cell phone is not allowed during breaks. Breaks are to be used for disability-related need.</td>
<td>If student takes test with department testing coordinators, they will handle the breaks. If test is administered in class by instructor, allow the accommodation. Breaks are accounted for within the total permitted exam time.</td>
<td>If necessary, remind instructor or testing proctor of break. You are not allowed to use your cell phone during breaks.</td>
</tr>
<tr>
<td><strong>Calculator</strong></td>
<td>Student will have access to a basic four function calculator when appropriate on exams involving mathematic calculations so long as the calculator does not present a fundamental alteration to the learning objectives of the test or exam.</td>
<td>Permit student to take the exam with an approved calculator.</td>
<td>Obtain a basic four function calculator and schedule exam at least 3 days before administration date. Per the accommodation agreement, you understand that a calculator may not be allowed for all exams.</td>
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<tr>
<td>Distraction Reduced Environment</td>
<td>Student will take exam in a quieter location.</td>
<td>Work with the testing coordinator in your academic department or other department staff to schedule testing accommodations. If instructors prefer, they may make a mutually agreed upon arrangement with the student to administer the exam in a quieter location apart from the classroom and departmental testing services (e.g. instructor’s office, private conference room, etc.).</td>
<td>Inform the instructor well in advance of each exam if a quieter location is needed. Schedule testing appointment with the instructor or assigned testing coordinator least 3 days (or 5 days if an alternate format and/or a reader/scribe is required) before the exam is administered.</td>
</tr>
<tr>
<td>Enlarged Print Exams</td>
<td>Student will receive enlarged copies of exams.</td>
<td>Communicate with student regarding enlargement needs. Provide enlarged exams or contact DRC to make arrangements if needed. Enlargement should be completed prior to being distributed to class.</td>
<td>Communicate enlargement needs to instructor (e.g. font size). Provide DRC and instructor with sufficient advance notice in order to ensure completion.</td>
</tr>
<tr>
<td>Extra Time (Double Time 2X)</td>
<td>Student will receive double time to complete exam when administered. This extra time applies to timed exams only.</td>
<td>Work with the testing coordinator in your academic department or other department staff to schedule testing accommodations. If instructor prefers, they may make a mutually agreed upon arrangement with the student to administer the exam in a quieter location apart from the classroom and departmental testing services (e.g. instructor’s office, private conference room, etc.).</td>
<td>Inform the instructor before each exam if additional time is needed. Be aware that your accommodative testing time may sometimes conflict with other courses or obligations before confirming testing schedules. If there is an academic conflict, work with your instructor and the DRC to see what your options are, whether the exam could be moved to an earlier or later time in the day.</td>
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<tr>
<td>Extra Time (Time &amp; a Half 1.5X)</td>
<td>Student will receive time and a half to complete exam when administered. This extra time applies to timed exams only.</td>
<td>Work with the testing coordinator in your academic department to schedule testing accommodations. If instructor prefers, they may make a mutually agreed upon arrangement with the student to administer the exam in a quieter location apart from the classroom and departmental testing services (e.g. instructor's office, private conference room, etc.).</td>
<td>Inform the instructor before each exam if additional time is needed. Be aware that your accommodative testing time may sometimes conflict with other courses or obligations before confirming testing schedules. If there is an academic conflict, work with your instructor and the DRC to see what your options are, whether the exam could be moved to an earlier or later time in the day.</td>
</tr>
<tr>
<td>Reader</td>
<td>Student will have a person assigned by DRC to read exam to him/her.</td>
<td>Permit the student to take exam with an arranged reader.</td>
<td>Schedule testing appointment at least 5 days before administration date. When scheduling your testing appointment, you must inform the testing coordinator or instructor that a reader will be needed.</td>
</tr>
<tr>
<td>Scribe</td>
<td>Student will have a person assigned by DRC to write or manipulate exam materials for him/her.</td>
<td>Permit student to take exam with an arranged scribe.</td>
<td>Dictate to the scribe exactly what to write and/or instruct the scribe on how to manipulate exam materials. Schedule testing appointment at least 5 days before administration date. When scheduling your testing appointment, you must inform the testing coordinator or instructor that a scribe will be needed.</td>
</tr>
<tr>
<td>Word Processor</td>
<td>Student will have access to a word processing program (e.g. MS Word).</td>
<td>Permit student to take exam with a borrowed DRC laptop that provides access to a word processing program. Notify DRC if word processing features are considered inappropriate given course material (e.g. grammar / spell checking).</td>
<td>Use a word processing program provided by access to a DRC testing laptop and schedule testing appointment at least 5 days in advance. Make sure to reserve a DRC laptop for check out.</td>
</tr>
</tbody>
</table>
Short Guide to Disability Etiquette

General Etiquette

➔ Ask before offering assistance. Do not assume a person with a disability wants or needs help.
➔ If assistance is requested or accepted, listen to or ask for instructions.
➔ Make eye contact and speak directly to the person and not through the individual’s companion or interpreter.
➔ A person’s disability is often a private matter. First, inquire whether they are open to talking about it before asking questions.
➔ “People with disabilities are not looking to be ‘inspirational.’ If their example motivates you, then great. Just remember that their life is a lot more like your own than you might imagine” (Life on Wheels. Gary Karp).
➔ Be aware of a tendency to exaggerate the impact of a disability based on stereotypes and myths about the type of disability. Do not make assumptions about what the person can or cannot do.
➔ Mainly, relax. Treat the person with the same respect and courtesy that you have for everyone else.

Cognitive Difficulties
(e.g. Learning Disabilities, ADHD, brain injury)

➔ If you are in a noisy or visually distracting area, consider moving to a quiet or private location.
➔ If you receive no verbal or visual feedback while speaking, ask the person if they understood what you have said. Be prepared to repeat your statements if necessary.
➔ Do not assume you have to explain everything to a person with a cognitive disability; s/he does not necessarily have a problem with general comprehension.
➔ Be patient and flexible. The individual may need extra time for making decisions or responding.

Chronic Systemic Difficulties
(e.g., Lupus, Chronic Fatigue)

➔ At times it may be necessary to repeat information or write down important details for the person. They may have concentration or memory difficulties due to pain or fatigue.
➔ Do not assume the person is under the influence of a substance if they seem to have difficulty walking steadily.
➔ Be sensitive to issues of stamina. Meetings/visits may need to be shorter. Ask the person what they prefer.
➔ Be cognizant of not labeling the individual as lazy or irresponsible. Systemic disorders may require a person to obtain a significant amount of rest.
Deaf or Hard of Hearing

Expectations
Please remember: Each deaf or hard-of-hearing student is an individual. Their accommodation needs may differ. Usually, the most effective approach to working with a deaf or hard-of-hearing student is to check in with him/her privately at the beginning of the term to find out what his/her needs are and how you can best ensure access. We also encourage students to meet with you early in the quarter to discuss accommodations.

Some Useful Facts
Lipreading: Despite what you may have seen in the movies, many deaf and hard-of-hearing people do not lip-read at all, as only about 35% of what is spoken is visible on the lips. However, many deaf and hard-of-hearing individuals benefit from seeing your lip movements and facial expressions when you speak. These provide clues that aid communication. Using visual clues such as mouth movements, facial expressions, and body language to enhance communication is called “speech-reading.”

American Sign Language (ASL): Linguistically, ASL is a separate language from English with its own syntax and grammar. It takes the same amount of study to become fluent in ASL as it does to master a spoken language. However, not all deaf and hard of hearing students use sign language. They may rely on their residual hearing, hearing aids, cochlear implants, and speech-reading. They may miss information that is conveyed in the classroom. Consequently, they need specific accommodations, such as real-time captioners, captioned media, and notetakers.

General Tips for Teaching Deaf and Hard-of-Hearing Students
Here are some tips that apply to most deaf/hard-of-hearing students, no matter what accommodations they use in the classroom. Please refer to our guide on our website regarding best practices when using Communication Access Realtime Translation (CART) or Interpreting services in educational settings.

- Face the student when you speak to him/her. Be aware that, in general, speaking very loudly or over-enunciating is not helpful. Instead, speak at a normal rate and enunciate clearly, without exaggerating mouth movements. Remember gum chewing, hand placement, and a turned back can all interfere with the student's ability to understand you when you speak.
- Please remember to repeat questions and comments from the class before answering. Students and their interpreters or captioners may not be able to hear these, especially in large lecture halls or noisy environments.
- Try to limit the class discussion to one person speaking at a time so that there are no overlapping comments and side conversations. These also make it more difficult for the student, interpreter, or captioner to hear the discussion.
- Consider how discussion facilitates inclusion and/or makes it difficult for the student to participate and fully benefit. The student may exhibit less group participation if they are having difficulty following what is being said.
● Reduce or eliminate as much background noise as possible. Discourage side conversations or other distractions that may make it difficult to hear.

● Emphasize important information such as assignments, schedule changes, and due dates by writing details on a chalkboard, providing handouts, or using the class website to post critical announcements and information.

● Give materials to the student in advance whenever possible. Advanced copies of lecture notes, handouts, song lyrics, poems, etc. will help orient the student and allow her/him to track the class discussion.

● Many hard-of-hearing students benefit from watching webcasts of lectures in a quiet place outside of class to ensure they didn’t miss any key information. For these students, the DRC asks instructors to consider having - course recorded for webcast. The DRC will ask you for permission to webcast before setting this up. We can arrange to have the webcast kept private and password-protected for the DRC student only.

● Provide transcriptions of any audio programs or podcasts that you will use in class or assign for homework. The DRC can assist you with getting programs transcribed if needed.

● If you intend to show movies, videos, YouTube clips or other media, be aware that, in accordance with Federal Law, these materials must be captioned or subtitled.

**Visual Difficulties**

➔ Be descriptive to help orient the person to their surroundings. While walking, inform the individual about possible hazards, as well as when to step up or down. Tell how many steps to expect. Describe where objects in the room are (e.g. “the computer mouse is to your left”).

➔ When offering a seat, lightly place the person’s hand on the back or arm of the chair.

➔ Allow the individual to hold onto your arm as a guide, rather than holding onto the person. Do not attempt to touch or guide them unless you have permission.

➔ When approaching or leaving, speak to the person so they are aware of your presence. Identify yourself in a clear and normal tone of voice. It is not necessary to speak loudly; people with visual impairments generally do not have difficulty hearing.

➔ Offer to read aloud written materials when appropriate.

**Mobility/Orthopedic Difficulties**

➔ A wheelchair is part of the personal body space of the person who uses it. Do not lean or hang on a person’s chair.

➔ If possible place yourself at the wheelchair user’s eye level.

➔ It’s okay to use common phrases such as “go for a walk” even if the person’s disability prevents literal walking.

➔ Do not push a person’s wheelchair unless asked or given permission.

➔ Offer to provide assistance if the individual is having difficulty opening a door.

➔ People who have limited hand use or an artificial limb can usually shake hands. Shaking hands with the left hand is also acceptable.
Facts and Question’s
Common Questions Surrounding DRC Accommodations and Instructor Experiences
What is a reasonable accommodation?

- A **reasonable accommodation** is a modification or adjustment to a course, program, service, job, activity, policy, or facility that enables a student with a disability to have an **equal opportunity** to enjoy the benefits, opportunities, and privileges that are available to all students with or without disabilities. Reasonable accommodations are identified to mitigate the educational impact of disabilities; they should not lower the curriculum standards or allow changes that fundamentally alter essential course requirements. Refer to our services and accommodations page to look at the specific accommodations your students may have.

- Reasonable accommodations are determined by examining the disability-related barriers encountered by the student in the campus environment; the possible accommodations that might remove barriers; whether or not the student has access to the course, program, service, job, activity, or facility without accommodations; and whether essential elements of the course, program, service, job, activity, or facility are compromised or fundamentally altered by the accommodations.

When is a student required to notify me of a need for accommodations?

- Students that have a history of affiliation with the DRC are encouraged to provide their AA letters by the end of the 2nd week of each quarter. However, disabilities often manifest themselves unexpectedly and medical conditions can flare up. Thus, a student may affiliate with our office at any point during the quarter. If a student is experiencing medical concerns, please refer them to our office so we can coordinate reasonable accommodations considering the time constraint.

- Instructors and staff are expected to make a "good faith effort" in arranging reasonable accommodations, even if a student makes a late request. Contact the DRC and consult with a DRC Coordinator before denying a student’s accommodations.

If the student is already doing well in the class, why is it necessary to provide any accommodations?

- Title 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 establish that students with disabilities must have equal opportunity. A student’s good performance in class, including finishing exams on time, does not support the argument that the student is being provided equal opportunity. The student may still require accommodations in order to have equal opportunity in the classroom and perform at their highest capability.

Should I accommodate a student without a request of accommodation from the DRC?

- Instructors should always refrain from providing their own disability-related accommodations for a student, even if a student indicates that they have a history of accommodations. When instructors provide their own accommodations, they are disregarding institutional policies that outline how accommodations are evaluated and communicated, and ultimately putting themselves and the institution at risk. The DRC has been identified as the institutions primary consult in determining disability eligibility and accommodations.
What do I do if a student is experiencing a mental health crisis?

- The DRC does not serve as an emergency support center for mental health crises. Please familiar yourself with Counseling and Psychological Services Center on campus and their guide on to respond to students in distress.
- During business hours (Mon–Fri, 8 a.m.–5 p.m.), UCSC students who are experiencing an immediate crisis situation should phone CAPS at (831) 459-2628 and indicate the reason they need a same-day crisis appointment.
- After business hours, during weekends, and on holidays, telephone crisis assessment, safety planning, and referrals for UCSC students are available by calling CAPS main number, (831) 459-2628, and selecting option “3” (talk to a counselor) on the automated menu. You will be connected to a crisis counselor who can provide immediate consultation and support by phone regarding a variety of crisis issues and can facilitate contact with CAPS staff. Family, friends, staff, and instructors with concerns about a UCSC student in crisis can always call this number to consult with a crisis counselor. As with any emergency, if someone is imminent danger, you should always call 911.
- Once acute concerns are addressed student may be eligible for academic accommodations from the DRC and they should be referred to meet with a Service Coordinator to discuss.

What do I do about a student with a disability who is misbehaving, threatening, or rude?

- Instructors should understand that while they are required to provide reasonable accommodations to students with disabilities, they are not required to tolerate behavior that is substantially disruptive to their ability to teach and to other students’ ability to learn.
- All students are expected to abide by the UCSC’s Code of Student Conduct. Poor behavior is not excused on the basis of disability. If any student is disruptive, follow standard departmental procedures such as contacting campus security if behavior is dangerous.
- The Disability Resource Center is available to work closely with you and the student to address the disruptive behavior and find solutions if it is related to a student’s disability.

If a student discloses a disability midway through the semester, am I required to accommodate previous work submitted in the course?

- Accommodations are not made retroactively. Students are encouraged to disclose their disability early in the semester so that the necessary accommodations can be implemented, and it is the student’s responsibility to do so. Thus, you are not required to accommodate previous coursework that has been submitted for evaluation.

Don’t I have a right to know what the student’s disability is?

- NO. That information is protected by law. We strive to protect a student's privacy; in some cases (with the student's permission) we will share that information with you to assist you with your ability to make effective accommodations. A student may voluntarily share the nature of their disability with their professors, but are never obligated to do so.
Am I required to lower the standards of a required assignment because the student has a disability?

- No. Standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

I have a student with a disability who is behind in her schoolwork. This student has missed a number of classes and has not handed in several assignments. Although she has taken a midterm and used accommodations, she received a D for the midterm. At this point, she is not passing the class. Do I have a right to fail a student with a disability?

- The student with a disability has the same right to fail as anyone else. Their work should be equivalent to their peers. It may be a good idea to discuss your observations with this student just as you would with anyone else in your class who is experiencing difficulty.

Am I required to provide my notes to students as an accommodation? What if I don’t have notes for my lectures?

- This accommodation may be recommended in cases where students cannot see the slides at the front of the classroom, have difficulties processing auditory information, or where a guide for taking notes will aid in accurate note taking. For this accommodation, slides or lecture notes simply provide an outline for the course while students take their own notes.

- Availability of notes varies depending on how instructors prepare for their lectures; any supplemental materials, including PowerPoint slides and/or outlines of lectures, etc., can be considered for supporting the student in acquiring the information presented during lectures. However, if you do not use any slides or lecture notes for your course, then we cannot expect you to create them additional notes on their behalf.

If I am worried about students’ self-disclosure of personal information in class, can I ask students to stop recording the lecture?

- Occasionally, instructors object to the use of a recording device in classes that involve a great deal of self-disclosure from students as part of the class, fearing that the use of a recording device will inhibit students from freely sharing.

- The use of a recording device is to replace the student’s note taking ability. If these open discussions are not appropriate subject matter for any student to be taking notes, it would be appropriate to issue a general announcement to the class to request that any students who are using a recording device turn it off.
Can I object to a student recording my class or asking for copies of my lecture notes on the basis of right to privacy or protection of copyright?

- No. If an instructor objects to the use of a recording device, it is typically because they maintain that their right to privacy of information discussed in the classroom is being violated or because there is a concern about a breach of copyright. The instructor’s right to privacy or concern over copyright does not override the student’s right to accommodation.
- In fact, recording of lectures is one of the accommodations specifically mentioned in Section 504 of the Rehabilitation Act of 1973 as an obligation to provide qualified students with disabilities access to auxiliary aids. However, they clarify that:
  1. Lectures recorded for personal study may not be shared with other people without the consent of the lecturer.
  2. Information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.
- The Disability Resource Center can make sure the instructor’s concern for privacy and protection of copyright is respected and addressed while still assuring the availability of accommodation for the student. In some instances, instructors are reassured about this through the adoption of an agreement between the instructor and student that details the specific limited use of the recordings and arranges for their disposal when the purpose of the recording has been fulfilled. The DRC can assist with the completion and oversight of such an agreement.

Who is responsible for exam accommodations?

- Students are responsible for notifying instructors that they need exam accommodations.
- **During the academic school year:** the instructor and department are responsible for coordinating exam accommodations (e.g. finding exam rooms and proctors). Instructors are also responsible for notifying the DRC if the student needs a scribe or a reader, not the student. For a detailed step-by-step process, please refer to our exam accommodations guide.
- **During summer session:** the DRC helps instructors find exam rooms, proctors, scribes and readers. Instructors are responsible for notifying the DRC if exam support is needed, not the student. For a detailed step-by-step process, please refer to our summer exam accommodations guide.

Can I Give an Unannounced (Pop) Quiz if I Have a Student in My Classroom Who Needs a Quiet Environment for Testing?

- Regardless of the type of assignment, if it is timed and graded, then the student must be given their accommodation of a non-distracting environment. This is in compliance with the Americans with Disabilities Act (ADA).
Do I have to allow students to use technology in my courses? What if I have a policy specifically banning the use of laptops?

- There are instances when a DRC student will need to use various technologies during your class. These will be outlined in the Academic Access Letter as an authorized accommodation. This may include, but is not limited to, a laptop to take notes, a tape recorder to audio record class lectures, and other types of technology as needed.
- If a laptop is an approved accommodation, a policy modification for the student with a disability is reasonable. In order not to publicly identify the student with a disability the instructor is encouraged to state on the syllabus something like the following: "Exceptions for the use of a laptop may be granted for compelling reasons at the discretion of the instructor.

I’ve been debating about the textbook and other course materials I want to use for my class, but the DRC keeps asking for this information? Do I have to provide it?

- The short answer is, “yes.” Textbook publishers are often not able to provide books in digital formats that are usable or acquired in time for a course. Publishers do grant authorization to create digital copies of traditional texts for eligible students with disabilities. However, textbook conversion is a time-consuming, labor-intensive task. Every quarter the DRC creates screen-readable text (e-text), Braille, or other formats for students.
- Students need to be able to access their textbooks at the same time as others in the class. By delaying the selection of textbooks, the OAE may not be able to get material converted to an appropriate format in a timely fashion. This means students may have to start the quarter without access to their textbooks.

Do you give university employees accommodations?

- The DRC serves as a resource to instructors and staff providing accommodations to students only. Employees seeking accommodations should contact their Department Chair, Academic Human Resources, or the Disability Management Coordinator at x9-4602.