

Disability Services Center

A Center for Learning and Accessibility

Faculty Handbook



100 Disability Services, Building 313
Irvine, CA 92697-5130

Phone: 949-824-7494

Fax: 949-824-3083

Email: dsc@uci.edu

www.dsc.uci.edu

Table of Contents

I.	Introduction.....	7
II.	DSC's Mission	7
A.	DSC Core Competencies:.....	8
III.	DSC's Role.....	8
IV.	Disability Demographics	9
V.	Qualifying for Services	10
VI.	Faculty Notification Letters	10
VII.	Providing Accommodations	10
VIII.	Confidentiality.....	11
IX.	Legal Obligations	12
X.	Teaching Tips	13
A.	Attention Deficit/Hyperactivity Disorder.....	13
B.	Deaf/Hard of Hearing.....	13
C.	Health/Medical Impairments.....	13
D.	Learning Disabilities	13
E.	Mobility Disabilities.....	14
F.	Psychological Disabilities	14
G.	Visual Disabilities	14
XI.	Registering for Services.....	14
A.	Students may prompt referral to DSC by disclosing:.....	14
B.	Also, you may refer students who disclose the following:	15
XII.	Sample Syllabus Statements	16
XIII.	Disruptive Students with Disabilities	17

XIV. Interpreters and Captioners in the Classroom	17
XV. Communication Etiquette	18
XVI. Universal Design.....	19
XVII. DSC Timeline for Creating Accessible Materials	20
XVIII. 7 Key Features of Accessible Documents	21
XIX. Are your Course Materials Accessible?	22
A. Syllabus	22
B. Textbooks	22
C. Library (Electronic) Resources	22
D. Handouts (Lecture Materials, Tutorials, Assignment Description and/or Other Materials)	22
E. Creating Accessible PowerPoints.....	22
F. Internet Resources.....	22
G. Video Resources.....	23
H. Audio Resources	23
XX. Accessibility Resources	23
A. PDFs	23
B. Word Documents.....	23
C. PowerPoint Presentations	23
D. Mathematics	23
E. eLearning Materials.....	23
F. Flash.....	24
G. Forms.....	24
H. Data Tables.....	24
I. Web Colors	24

J. Document Accessibility	24
K. Web Accessibility	24
L. SensusAccess	24
XXI. Classroom Furniture	25
XXII. General FAQ	25
A. How can I encourage students with disabilities to discuss their needs with me early in the quarter if needed?.....	25
B. In what ways should I take the student's disability into account in assigning grades?..	26
C. One of my students has a writing disorder and yet he has produced terrific writing. How is that possible?.....	26
D. What are my options in terms of accommodating students who may need accommodations for reasons other than disability? For example, what about a student where English is not their first language?.....	26
E. I suspect that one of my students may have a disability. What would be the best way to approach the student?.....	26
F. Are we obliged to insure that the student remains in the course? Can a course withdrawal be considered?.....	27
G. When would an "incomplete" be appropriate?	27
H. What are considered academic accommodations? What would constitute an unreasonable request?	27
I. My policy is not to allow students to bring technology (e.g., laptops or cell phones) into the classroom. Since using technology in the classroom is an accommodation for one of my students, won't that be awkward for the student and potentially disruptive to the class?	27
J. My student has use of a set of class notes as an accommodation. How is that arranged?..	28
K. How should I accommodate a student with a chronic illness or medical condition who may miss classes that exceed the number of excused absences I allow other students?	28

L.	I do appreciate the need to be flexible, but I am concerned that extended absences may place the student in jeopardy in my course. Can I place a limit on the number of classes the student can miss?	29
M.	If a student receives extended time for tests, does s/he also need extensions for assignments?	29
XXIII.	Policy FAQ	30
A.	One of my students repeatedly requests extensions for papers and other assignments. I don't think the extensions are helping the student. Am I required to provide them?	30
B.	It is my policy to deduct points when students turn in late work. What should I do when I grade a student with a disability who turns in late work?	30
XXIV.	Testing FAQ	30
A.	Do all students with learning disabilities get 50% extended time?	30
B.	I give my exams in the evening in order to remove time constraints and I give students three hours to complete their exams. If a student gets "double time," does it mean the student is given six hours?	31
C.	Whose responsibility is it to arrange for a time, room, and proctor for an accommodated exam?	31
D.	I give unannounced [pop] quizzes in my courses and then we go over them in class immediately. How can I provide extended time?	31
E.	One of my students with a documented disability has asked that I allow him to take his final exam for my course at a different time.	32
F.	What can I offer a student by way of support for test anxiety?	32
G.	How do I get notified when a student enrolled in my class is eligible for testing accommodations?	32
H.	I am concerned about exam security? How will DSC handle my exam?	32
I.	I cannot login to the "Instructor Course Administration" page. It says I have "NO ACCESS". How do I resolve this?	33
J.	Where do I email my exam?	33

K.	There has been a change made to my exam. How do I notify DSC?.....	33
L.	I do not believe the student's testing accommodation is appropriate. Am I allowed to change their accommodation for my course?	33
XXV.	Service Animals	34
XXVI.	Become a disAbility Ally	35
XXVII.	Legal References	36
A.	Louisiana Tech University (Department of Justice) Settlement Agreement.....	36
B.	South Carolina Technical College System (Department of Education's Office for Civil Rights).....	36
C.	University of California, Berkeley (Disability Rights Advocates) Settlement	36
D.	Joint Dear Colleague Letter: Electronic Book Readers (Departments of Justice and Education)	37
E.	Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities.....	37
F.	Colleges Lock Out Blind Students Online – Article.....	37

I. Introduction

Thank you for taking the time to read more about how to best serve students with disabilities on UCI's campus. DSC is here to partner with you in providing access to the classroom and curriculum.

Every student with a qualified disability has been admitted to UCI through the regular admission process and many have overcome tremendous challenges to be here. Some students are new to their disabilities, having been recently diagnosed and may be navigating new ways to learn or access their coursework and the classroom. Others received their diagnosis in grade school or earlier, but may experience new functional limitations in the college environment.

Regardless of the student's disability status, the [Americans with Disabilities Act](#) is there to protect them. Every college or university receiving any form of federal money is required to uphold this law in providing access to all students with qualified disabilities. UC has established the DSC who determines all accommodations, aids and services and faculty have the responsibility to implement those accommodations.

The Disability Services Center is here to provide support for both instructors and students throughout this process. If your question is not answered in the following pages, please contact us directly at 949-824-7494 so that we may best assist you.

II. DSC's Mission

At the University of California, Irvine, [providing equal opportunities for students](#) with disabilities is a campus-wide responsibility and commitment. Disabilities include, but are not limited to, orthopedic, visual, hearing, learning, chronic health and psychological disabilities. UCI demonstrates its core values of individual growth, development, civility and diversity by recognizing students with disabilities as an important part of its student body.

Our mission is to empower students to reach their potential in every aspect of their lives by moving beyond success to significance through education, service, support and advocacy.

A. DSC Core Competencies:

- Provide direct disability related accommodations and services to students, parents, faculty and staff
- Remain informed of new practices in providing support and legally required services
- Provide ongoing training opportunities for faculty and staff
- Provide student counseling in disability management and self-advocacy
- Raise disability awareness and advocacy within the university community

III. DSC's Role

DSC is a resource for students, faculty and staff regarding the [Americans with Disabilities Act \(ADA\)](#) (see also [ADA Basics](#)), [Section 504 of the Rehabilitation Act of 1973](#) and other accessibility related issues. Although our primary function is to provide students with academic accommodations we also offer ourselves as a resource to faculty and staff helping them to consider and include accessibility concerns in their curriculum and grant proposals.

One of the primary ways that we serve our students is by meeting with them individually. Students meet with their DSC Specialist to discuss managing their coursework and their disability, accommodations or other disability related concerns. The DSC requires current documentation ([see sample documentation forms here](#)) from a licensed professional in order to approve accommodations by addressing the barriers to the classroom and curriculum. Students using assistive technology also meet with the Media Specialist and the Assistive/Information Technology Specialist for technology trainings and tutorials as well as tech support for their assistive technology programs. Students are encouraged to meet with their DSC Specialist at least once per quarter in order to provide an update on their current needs, concerns and difficulties and to keep their documentation and accommodations current.

When accommodations are required, students will provide you a [Faculty Notification Letter](#) that clearly lists their approved accommodations. If a student does not have a Faculty Notification Letter, they must first [register with DSC](#), provide documentation for their disability and meet with a Disability Specialist.

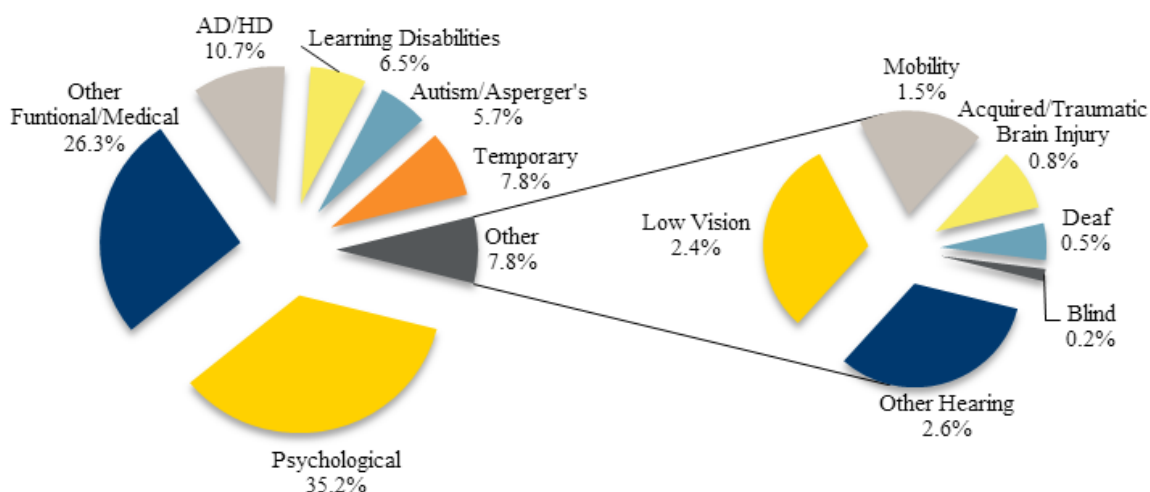
Through accommodations, **DSC provides access, not a guarantee of success.**

IV. Disability Demographics

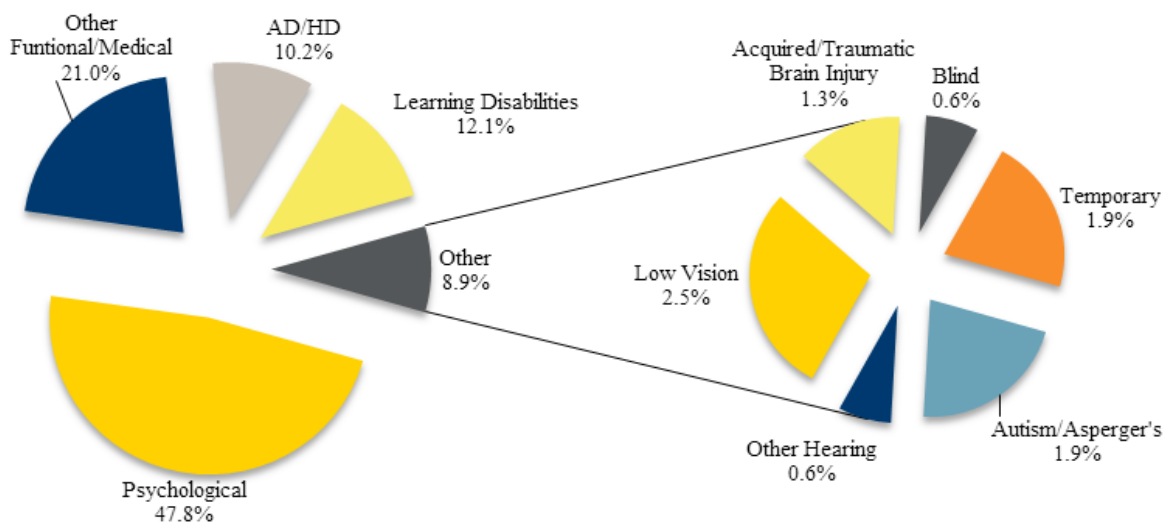
The total number of students served has increased 29% since 2011 due to an increase in students' with permanent and temporary disabilities self-identifying. Currently, we have a population of 960 registered with DSC, up from 683 students in January 2014 and 492 students in 2012.

The pie charts below detail our current undergraduate and graduate student populations as of June 2014.

Undergraduate Student Disability Demographics



Graduate Student Disability Demographics



V. Qualifying for Services

To begin, students register with DSC by filling out an [online registration form](#). They are encouraged to provide [disability documentation](#) from a licensed professional to verify their diagnosis and address their current functional limitations. Each student meets with an assigned disability specialist and goes through the interactive process to best determine accommodations. Once the accommodations have been approved, the student is fully registered with DSC and is encouraged to send out Faculty Notification Letters to each instructor.

VI. Faculty Notification Letters

Students registered with DSC have the responsibility to notify instructors of their registration with DSC and accommodations by sending a Faculty Notification Letter by the end of week 2 each quarter or upon first registering with DSC. Students may register with DSC at any time during the quarter. If the student does not provide a Faculty Notification Letter, they most likely are not yet registered with DSC and instructors are under no obligation to provide accommodations until they are registered and can provide a Faculty Notification Letter. Refer students to DSC for registration.

The Faculty Notification Letter provides the student's name, student ID number as well as the name of their assigned DSC Specialist. The letter also lists the student's approved testing and classroom accommodations. [See a sample letter here](#).

VII. Providing Accommodations

DSC encourages instructors to only provide [accommodations](#) to students who have registered with DSC. Verification of registration can be obtained by having the student send a Faculty Notification Letter. While DSC is the only designated office on campus authorized to review disability documentation and determine students' eligibility for specific accommodations, not all students with disabilities are registered with the Disability Services Center. If students have not registered, they are ineligible to receive services. Instructors can always confirm a student's registration with DSC.

Instructors should not guess or predetermine what students may need without a specific request for accommodations; persons with disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that instructors are under no obligation to retroactively fix any problem arising from students' choices to forgo accommodations. DSC is not obligated to retroactively provide accommodations for any reason. Instructors may consult with DSC counselors for further guidance on the reasonableness, parameters, or adequacy of authorized accommodations.

The approved accommodations in no way guarantee success, only minimize barriers to access. Students with disabilities vary in their academic success and need to perform to the best of their abilities, performing the essential functions of the class with all other students.

By law, an academic adjustment, auxiliary aid or services does not alter or change the essential functions or requirements of the course or skills to be measured.

VIII. Confidentiality

Disability information is confidential. While students requesting services in the classroom must disclose to their instructors their registration with Disability Services Center, they are not obligated to reveal their disabilities or the nature of their limitations to their instructors. Some students may choose to tell their instructors, but many do not wish to discuss the specifics. Additionally, the DSC staff will not disclose any student's disability unless that student has granted written permission. For these reasons, instructors should conduct accommodation and disability-related meetings in a private location. Ideally, students and instructors will meet in private, one-on-one sessions to discuss accommodations.

DSC keeps all disability information confidential in accordance with state and federal laws and in compliance with the [Family and Educational Rights and Privacy Act \(FERPA\)](#). FERPA is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records.

DSC strives to collaborate with faculty to ensure optimal access for each student with a disability; we invite faculty to contact the DSC if you have information or concerns about a student with a disability.

When in doubt as to what to do to protect the student's right to confidentiality, ask the student how they would prefer something to be handled, or call the DSC at 949-824-7494.

IX. Legal Obligations

Two primary legal mandates protect students with disabilities from discrimination and ensure that they have equal access to all aspects of university life. One of these laws, [Title II of the Americans with Disabilities Act \(ADA\) of 1990, as Amended](#), makes UCI's responsibilities for access clear:

"A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity."

A second federal law, [Section 504 of the Rehabilitation Act of 1973](#), also outlines the university's obligations:

"No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

DSC works diligently to ensure its operations are legally compliant. At the same time, the staff is also available to help instructors of students with disabilities to be consistent with the law.

Disability Services maintains a close and collaborative relationship with the [Office of Equal Opportunity and Diversity](#) to facilitate university-wide compliance. Instructors are welcome to contact DSC for more information.

Laws and mandates are updated frequently both at the State and Federal level. DSC is committed to remaining current with these ever-changing laws and will adjust services accordingly. Please contact us if you have any questions regarding the current laws that mandate and promote accessibility for UCI students. Ultimately, the accessibility of each individual course is the responsibility of the instructor, which means the textbook, class handouts, PowerPoints, and

videos must be accessible to each student enrolled in the course. (See DSC timeline for accessible materials, page).

X. Teaching Tips

For a full list of teaching tips and strategies for working with students with disabilities visit [Faculty Teaching Tips](#) page of our website, where you will find the following:

A. Attention Deficit/Hyperactivity Disorder

[Frequently Asked Questions](#)

[Overview](#)

[Teaching Tips](#)

B. Deaf/Hard of Hearing

[Frequently Asked Questions](#)

[Overview](#)

[Teaching Tips](#)

C. Health/Medical Impairments

[Frequently Asked Questions](#)

[Overview](#)

[Teaching Tips](#)

D. Learning Disabilities

[Frequently Asked Questions](#)

[Overview](#)

[Teaching Tips](#)

E. Mobility Disabilities[Frequently Asked Questions](#)[Overview](#)[Teaching Tips](#)**F. Psychological Disabilities**[Frequently Asked Questions](#)[Overview](#)[Teaching Tips](#)**G. Visual Disabilities**[Frequently Asked Questions](#)[Overview](#)[Teaching Tips](#)[Accommodating Students Who Are Blind](#)**XI. Registering for Services**

All students must register with the DSC in order to be eligible for academic accommodations at UCI. If a student is not able to provide a faculty notification letter, refer them to DSC. We are located in Bldg. 313 across from the Engineering Lecture Hall on Ring Road. Students may [begin the registration process for DSC online](#). Also, students may prompt a referral to DSC by disclosing:

A. Students may prompt referral to DSC by disclosing:

- They have received academic accommodations in the past
- They are having difficulty reading or comprehending the coursework

- They are having medication side effects that make school difficult
- They are having difficulty paying attention in class or following for notes
- They are the last to finish exams, and do not complete it
- They have recently been diagnosed
- They see a counselor once a week and still feel overwhelmed by school

B. Also, you may refer students who disclose the following:

- [Psychological Disabilities](#) – medication side effects, difficulty concentrating, panic or anxiety during exams, unable to sleep, disoriented, unable to remember facts, depressed mood, flashbacks, difficulty taking notes.
- [Autism Spectrum Disorder](#) – overwhelmed in a large lecture hall, sensitive to light and sound, uncomfortable talking one-one, difficulty making eye contact, distracted during exams.
- [Physical Disability](#) – unable to use classroom furniture, unable to sit for prolonged lengths of time, require restroom facilities frequently, pain medication side effects, easily distracted, difficulty taking notes.
- **Chronic Health** – medication side effects, frequent absences for unforeseen flare-ups
- [Visual Impairment](#) – unable to clearly see the PowerPoint slides, unable to clearly make out what is being written on the board, unable to take legible class notes, unable to read for prolonged periods, unable to read textbook font, unable to access web pages.
- [Deaf or Hard of Hearing](#) – Difficulty hearing lecture or class discussions.
- [ADHD](#) – Difficulty maintaining focus on lecture, daydreaming, difficulty taking class notes, easily distracted during exams, running out of time on exams, disorganized, overwhelmed by too many projects.
- [Learning Disability](#) – Slow reader, poor reading comprehension, running out of time on exams, illegible handwriting, slow note taking, slow copying white board notes, difficulty organizing and writing papers.
- **Temporary Disabilities** – Difficulty moving from class to class, unable to write due to dominant hand injury, any temporary mobility concern.

XII. Sample Syllabus Statements

DSC recommends that each course syllabus and class website contain a statement reflecting compliance with The Americans with Disabilities Act and the Rehabilitation Act of 1973 Amendment Act. Please consider using one of the following statements:

1. University of California, Irvine is committed to providing reasonable accommodations for all persons with permanent or temporary disabilities. This syllabus is available in alternate formats upon request. If you have a disability that impacts your participation in this class, please contact the Disability Services Center (DSC) as soon as possible. Students approved for accommodations will notify the instructor by sending out a Faculty Notification Letter from the DSC website. Disability Services Center - Building 313 in Engineering Gateway - www.dsc.uci.edu - (949) 824-7494

2. University of California, Irvine is committed to providing reasonable accommodations for all persons with permanent and temporary disabilities. This syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments, auxiliary aides or services is encouraged to register with the Disability Services Center. All discussions with DSC Staff will remain confidential. Please contact the Disability Services Center, located in Building 313, 949-824-7494 or apply online at www.dsc.uci.edu.

3. University of California, Irvine is committed to providing a barrier free environment for persons with documented disabilities. If you have a disability and feel you need accommodations in this course, please contact the Disability Services Center, located in Building 313, or apply for services online at www.dsc.uci.edu. DSC approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

4. The University of California, Irvine School of Medicine values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Center to discuss a range of options to removing

barriers in the course, including accommodations. The center may be contacted at dsc@uci.edu or 949-824-7494.

XIII. Disruptive Students with Disabilities

A disability is not considered an excuse for disruptive behavior on a college campus. The law and [UCI's code of conduct](#) recognizes that students with disabilities can be held to the same reasonable behavioral standards as individuals without disabilities, even if a violation of institutional rules is the result of a disability. Each student on UCI's campus is responsible for his/her actions.

Use the class syllabus to inform students in writing of standards and expectations for classroom conduct and possible consequences for disruptive behavior. If it is apparent the student's behavior is directly related to their disability, please contact the student's Disability Specialist listed on the Faculty Notification Letter to discuss further ways of approaching the student's behavior. The Disability Specialist may assist in creating a behavioral contract for the student to sign, with the understanding if the contract is not upheld, a student conduct report may be filed. Any time a student exhibits threatening behaviors in the classroom, please call the [University Police department](#) to intervene.

XIV. Interpreters and Captioners in the Classroom

Eligibility for this service is determined by the DSC.

An Interpreter/Captioner's job is to assist with communication between the instructor, deaf student and other students.

When interacting with a deaf student, speak directly to the student and not to the Interpreters/Captioner. Interpreters/Captioners cannot participate in classroom activities.

To ensure accurate communication, Interpreters and Captioners are provided with a copy of all handouts and materials such as syllabi, schedules, technical terms and web access to obtain materials.

Where the Interpreter's/Captioner is seated depends on subject matter, and front row seating is preferable. A clear line of vision is important to both the student and the Interpreter. Students need to see the speaker, Interpreter/Captioner and board simultaneously.

Interpreters and Captioners follow a code of ethics and are bound by confidentiality.

Required course materials such as films, videos and all electronic media must be captioned. Captioned media is required to allow students equal access to the curriculum and classroom. Interpreters/Captioners cannot provide access to electronic media in real-time.

Interpreters/Captioners are provided to the student for all academic related course work and activities when feasible. The student is responsible for requesting Interpreters any time such a service is required.

XV. Communication Etiquette

1. Speak directly rather than through a companion or sign language interpreter who may be present.
2. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is acceptable greeting.
3. Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
5. Treat adults as adults. Address people with disabilities by their first names only when extending the same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.
6. Do not lean against or place your hand on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.
7. Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the

head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.

8. Place yourself at eye level when speaking with someone in a wheelchair or on crutches.
9. Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use common expressions such as "See you Later" or "Did you hear about this?" that seem to relate to a person's disability.

XVI. Universal Design

Universal design (UD) is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design".

The goal of the universal design of instruction is to maximize the learning of students with a wide range of characteristics by applying UD principles to all aspects of instruction (e.g., delivery methods, physical spaces, information resources, technology, personal interactions, and assessments). ([Sheryl Burgstahler](#), Ph.D., 2008)

Universal design of instruction calls for the integration of multiple means of representation, action and expression, and engagement into course curriculum.

Employing UD principles does not eliminate the need for specific accommodations for students with disabilities. For example, you may need to provide a sign language interpreter for a student who is deaf. However, applying universal design concepts in course planning ensures full access to the content for most students and minimizes the need for special accommodations.

Employing UD principles in everything we do makes a more accessible world for all of us. It minimizes the need to alter it for anyone. For a complete universal design of instruction application checklist, consult [Equal Access: Universal Design of Instruction](#) or visit the [Instructor Resources](#) page of DSC's website for more information.

There have been recent changes in the law for the accessibility of coursework and library access for students with disabilities. These laws address accessibility for Web/Online Access, access to library resources, access to and from classes and common areas, access to restrooms, access to events and programs, and access to the curriculum and classroom.

‘Accessible’ means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology. ([Resolution Agreement South Carolina Technical College System OCR Compliance Review No. 11-11-6002](#))

Accommodations are always the back-up plan for access. Please keep accessibility in mind when designing and choosing course materials. Materials that are not fully accessible can still be used as long as each individual student has access to the materials equally. [By law](#), you cannot require technology (software or hardware), websites, videos, or course materials that cannot be accommodated. In other words, if it is impossible to make it equally as effective for all users, instructors cannot require it of all users.

For more information about universal design please visit the [Instructor Resources](#) page of our website and explore our universal design resources.

XVII. DSC Timeline for Creating Accessible Materials

For materials to be converted to **alternate media formats** such as an audio format DSC needs to have access to the course materials (titles/authors) no later than **3-7 working days prior to the start of the quarter**.

For materials that need to be converted to **braille**, DSC will need to be notified no less than **6 weeks** prior to the start of the quarter.

It is the student's responsibility to inform DSC of the needed course materials; however, instructors will need to make sure the required course materials are posted in a timely manner so that students can provide their course materials to DSC per the above time schedule.

XVIII. 7 Key Features of Accessible Documents

1. **“Highlight-able” text:** Each line of text can be highlighted. It should not be a scanned image of text.
2. **Hierarchical Headings:** The document's content is structured with hierarchical headings (title, heading 1, heading 2, etc.). This can be done quite easily by using the Styles and Formatting feature of MS Word.
3. **Alternate Text:** All photos, images, diagrams, etc. are tagged with Alternate Text (caption). This allows screen readers to read the descriptor of the image to the user.
4. **No Text Boxes are Used:** Text boxes are not accessible to screen readers as they have no way of communicating how the text inside relates to the structure of the document.
5. **Hyperlinked Text is described:** Text that is hyperlinked is described. A description of the hyperlink's destination or website as well as the website address/URL included.
6. **Color is used thoughtfully:** Color should not be the only way a piece of information or concept is described in your documents, as this would make the document inaccessible to those who cannot perceive color. It's okay to use color in your document for markup, such as **highlighting**, but be sure the markup is also conveyed in an accessible way, such as using the “*Emphasis*” format in Styles or describing the markup in the text.
7. **Use Tables:** For information that is tabular in nature use a table instead of the “Tab” key to indent or format.
 - a. **Column and Row Headers:** Make sure each column and row header/title describe the information included in that row/column.
 - b. **Table Reading Order:** When using tables keep in mind that text-to-speech or screen reader software reads tabular information across from left to right, from

one cell to another, and then from top to down, one line after the other. When entering table information keep this reading order in mind.

- c. **Multiple Page Tables:** For tables that will carry across multiple pages be sure to apply the “Header Row Repeat” function from the table menu.

XIX. Are your Course Materials Accessible?

A. Syllabus

- Did I create my syllabus in an accessible format?
- Did I use appropriate formatting so that students using assistive technology, such as text-to-speech software, can effectively access the information?
- Did I place a disability statement on my syllabus? [See examples.](#)

B. Textbooks

- Did I submit my textbook selections early enough for them to be converted into another format?

C. Library (Electronic) Resources

- Did I submit my course reserves materials to the Library early enough for it to be converted into another format?

D. Handouts (Lecture Materials, Tutorials, Assignment Description and/or Other Materials)

- Did I create my handouts in an accessible format?

E. Creating Accessible PowerPoints

- [Seven Steps to Creating an Accessible PowerPoint Slideshow, Department of Rehabilitation](#)

F. Internet Resources

- Are the Internet resources (e.g. websites, blogs, wikis, etc.) that I plan to use in class accessible for students? To test the Internet resource for accessibility, enter the URL into the space provided at the [HiSoftware Cynthia Says Portal](#).

- If there is a course web site is it accessible?
- If the Internet resources are not accessible, do I have a plan so that all students can have access to the same information as those students who can?

G. Video Resources

- Are the video presentations (DVDs, video tapes, video podcasts, other video formats) available with closed captioning?
- If not, is a transcript of the video presentation available?
- If not, do I have a plan so that all students can have access to the same information?

H. Audio Resources

- Are the audio presentations (CDs, audio podcasts, audio clips, other audio formats) available with a transcript?

XX. Accessibility Resources

A. PDFs

[California State University Accessibility Tutorials - PDFs](#)

B. Word Documents

[California State University Accessibility Tutorials - Word Documents](#)

C. PowerPoint Presentations

[California State University Accessibility Tutorials - PowerPoint](#)

D. Mathematics

[California State University Accessibility Tutorials - Math](#)

E. eLearning Materials

[California State University Accessibility Tutorials - eLearning](#)

F. Flash

[California State University Accessibility Tutorials - Flash](#)

G. Forms

[California State University Accessibility Tutorials - Forms](#)

H. Data Tables

[California State University Accessibility Tutorials - Data Tables](#)

I. Web Colors

[California State University Accessibility Tutorials - Web Colors](#)

J. Document Accessibility

[UCI DSC - Universal Design, Tables in MS Word](#)

[CSU Professional Development for Accessible Technology - Microsoft Word](#)

K. Web Accessibility

[UCI DSC - Universal Design, Web Accessibility](#)

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#)

[WebAIM - Web Accessibility Resources](#)

L. SensusAccess

Alternative media made easy - Follow the four easy steps to have your document converted into an alternative, accessible format. The result is delivered in your email inbox. You may upload a file, enter a URL to a file or simply type in the text you wish to have converted.

[SensusAccess](#) is available on [DSC's home page](#) for anyone with a UCI netID to use. This tool allows you turn nearly any file into an accessible one with the click of a button.

XXI. Classroom Furniture

Occasionally, DSC will place a request to facilities to deliver specific furniture to the classroom to provide a student access to the classroom. This can be a table and chair, an adjustable height table, a podium, or other types of furniture to provide the student access during lectures. Please do not remove this furniture from the classroom for any reason. Most of the furniture that DSC places has an electronic device to be easily located if moved from the classroom, but your assistance would be most appreciated.



XXII. General FAQ

A. How can I encourage students with disabilities to discuss their needs with me early in the quarter if needed?

You can include a statement in your syllabus to signal that you acknowledge that there are students in your class who may have a disability and respect their right to privacy. The syllabus statement might be an invitation to meet with you in a confidential environment and provide a referral to the Disability Services Center. See sample syllabus statements.

B. In what ways should I take the student's disability into account in assigning grades?

In principle, you should be using the same criteria for grading all students regardless of disability status.

C. One of my students has a writing disorder and yet he has produced terrific writing. How is that possible?

While the student's writing process (written expression or handwriting, for example) may be affected by his or her disability, with appropriate accommodations, the student may produce excellent work. The accommodation provides access so the student can effectively demonstrate their knowledge and skills.

D. What are my options in terms of accommodating students who may need accommodations for reasons other than disability? For example, what about a student where English is not their first language?

You are free to use your discretion to accommodate students for reasons other than for disability; however, you are under no legal obligation to do so. Understandably, many professors are wary of providing accommodations for students who do not submit to a formal review process in terms of determining their needs and appropriate accommodations. If you have a particular student about whom you are concerned and would like to discuss the situation, please feel free to phone disability services or speak with the international student advisor.

E. I suspect that one of my students may have a disability. What would be the best way to approach the student?

While it would be premature and inappropriate to use the term disability with the student, it would be appropriate to give the student feedback about what you have observed about his or her classroom behavior or performance and to discuss ways to address those concerns, including using the resources available on campus, as appropriate, including resources that may have been helpful in high school. You might ask if anyone has ever suggested they might have a learning

disability. You may also recommend more than one campus resource for students, including the DSC as one option for students to seek assistance.

F. Are we obliged to insure that the student remains in the course? Can a course withdrawal be considered?

As is the case with any student who is not meeting course objectives, withdrawal may be an option. When the student knows in advance how many absences would fundamentally alter the nature of the course, s/he can take that information into account and make an informed decision about whether to remain in the course.

G. When would an “incomplete” be appropriate?

It would depend upon a number of factors and determined on a case-by-case basis. Some students experience unforeseen circumstances with their disabilities during the quarter. All incompletes are determined between the instructor and student.

H. What are considered academic accommodations? What would constitute an unreasonable request?

Accommodations are determined on a case-by-case basis and are designed to address the individual needs/ functional limitations of the student. Typically, accommodations provide allowances in terms of how students do their work; that is, in the duration, manner or condition. An accommodation request would not be regarded as reasonable if it would result in lowering or compromising the academic standards of the course.

I. My policy is not to allow students to bring technology (e.g., laptops or cell phones) into the classroom. Since using technology in the classroom is an accommodation for one of my students, won't that be awkward for the student and potentially disruptive to the class?

Access is a matter of balancing group standards with individual needs. For a student for whom the technology is an essential learning tool, not having access to it in the classroom would likely be more problematic than the issues it could cause in the classroom. Involve the student in

considering possible ways to maximize his/her opportunity while lessening the negative effects of using the technology in class.

Another interesting thing to consider is how it potentially may be helpful to have a student with technology in the classroom on those occasions where you may want to refer to the internet to address a question that comes up in class.

J. My student has use of a set of class notes as an accommodation. How is that arranged?

The determination of who serves as note taker is based on various factors, including student and faculty input, and previous experience with the note taker, if applicable. In order to maintain confidentiality, the student and note taker do not have direct contact; the note taker submits notes to Dropbox where the DSC student retrieves them.

K. How should I accommodate a student with a chronic illness or medical condition who may miss classes that exceed the number of excused absences I allow other students?

Attendance accommodations should be established in advance, not retroactively. To determine if medical absences are an academic accommodation, the disability specialist may ask:

1. What does the course description and syllabus say about attendance?
2. Is attendance factored into the final course grade?
3. Is the attendance policy consistently applied to all students?
4. Is there classroom interaction between the instructor and students, among the students?
5. Does the course rely on student participation as a method of learning?
6. Is there content only offered in class?

L. I do appreciate the need to be flexible, but I am concerned that extended absences may place the student in jeopardy in my course. Can I place a limit on the number of classes the student can miss?

You have the authority to establish an attendance policy for your class while recognizing that you may be asked to modify your attendance policy as an accommodation for a student with a disability. This needs to be done in consultation with DSC and your department. In deciding how to modify your policy, consider the essential objectives of your course, how attendance serves the learning experience of students, and what, if any, alternate means may exist to accomplish course objectives. By doing so, you are helping to insure that the decision to modify the policy is a deliberate one which preserves academic freedom without impinging upon the civil rights of students with disabilities.

When a student initially comes to see you, he may present an overly optimistic account of his circumstances and may not foresee or may be hesitant to anticipate problems or difficulties, including the possibility of missing class. To allow for the possibility that things may change over the course of the quarter in unforeseen ways, it would be a good idea to establish a protocol for communicating with the student on a regular basis in order to assess how things are progressing. Another good practice would be to agree upon how you want your student to inform you about class absences.

Students should not assume that because they have a documented disability or are registered with DSC that all of their absences are automatically authorized or excused.

M. If a student receives extended time for tests, does s/he also need extensions for assignments?

Students should not assume that extensions are automatically granted or that they have permission to submit late work because they have a documented disability and registered with DSC.

DSC does not generally provide an academic accommodation for extension on assignments and will often refer the student back to the instructor to discuss options. DSC can verify the student's

unforeseen difficulties that may have precipitated the need for the extension if the student provides documentation. DSC is the keeper of all disability documentation on campus, so if the student has documentation they would like to submit, refer them to DSC.

XXIII. Policy FAQ

A. One of my students repeatedly requests extensions for papers and other assignments. Frankly, I don't think the extensions are helping the student. Am I required to provide them?

Although some flexibility with deadlines may be appropriate and should be conditional, it is an agreement made between faculty and student and not an accommodation that disability services provides.

B. It is my policy to deduct points when students turn in late work. What should I do when I grade a student with a disability who turns in late work?

It is important that you grade all students the same, regardless of disability status. If there are unforeseen circumstances and the student requests an extension of the deadline, that agreement is made between the faculty and the student. If the student would like to submit disability documentation, please refer them to DSC.

XXIV. Testing FAQ

A. Do all students with learning disabilities get 50% extended time?

There are no blanket accommodations for all students with a particular disability. All accommodations are determined on a case by case basis and depend upon the student's limitations. While 50% extended time or "time and a half" has become a baseline standard, it is not an absolute standard.

B. I give my exams in the evening in order to remove time constraints and I give students three hours to complete their exams. If a student gets “double time,” does it mean the student is given six hours?

Yes, if the student receives ‘double time’, they will receive double the amount of time that is given to the rest of the class, regardless of how much time the instructor anticipates the exam *should* take students to complete.

C. Whose responsibility is it to arrange for a time, room, and proctor for an accommodated exam?

When students have testing accommodations and they send out faculty notification letters, a second email is sent to the faculty requesting exam information. Instructors are asked to fill out the information online with exam details, and provide DSC a copy of the exam. Students are providing testing space and receive all of their testing accommodations at the DSC office.

I’m unclear about how I should grade the work of a student who takes an exam under non-standard conditions.

An accommodation is intended to create a level playing field; therefore, it would be appropriate to grade the student in alignment with your grading for other students in your class.

D. I give unannounced [pop] quizzes in my courses and then we go over them in class immediately. How can I provide extended time?

Accommodating pop quizzes at the beginning of class can be challenging, especially for those students that require technology in order to have access to their exams. DSC will work with instructors in accommodating these students to find an alternative. Some students with testing accommodations only take quizzes at DSC that are longer than 20 minutes.

E. One of my students with a documented disability has asked that I allow him to take his final exam for my course at a different time.

Please notify DSC of any changes to your exams, including the date and time if this changes for a particular student. If you have questions about rescheduling an exam for a student, please contact DSC.

F. What can I offer a student by way of support for test anxiety?

Test anxiety in itself is not a disability and students would not be eligible for accommodations. DSC provides accommodations for students with documentation of anxiety disorders, which are most often generalized and exacerbated by some situations, which may or may not include exams.

We have various resources to help students address whatever difficulties they may be experiencing as they try to cope with particular types or all forms of evaluation. UCI Counseling Center can help assess the particular nature of the anxiety and whether it reaches the threshold of an anxiety disorder and they can help students learn new coping strategies for managing their anxieties. The Writing Center and LARC also may provide support for students with test anxiety not related to a disability.

G. How do I get notified when a student enrolled in my class is eligible for testing accommodations?

You will receive a "Faculty Notification Letter" by email from DSC confirming the student's registration with our office and their testing accommodation. You will also receive an email with the link to the online "Exam Information Form" for you to fill out to provide us with your exam information.

H. I am concerned about exam security? How will DSC handle my exam?

DSC handles all exams with respect and care for the security and confidentiality of the exam. Exams received by DSC are secured in an envelope designated for the student registered to take the exam with us and locked in a file cabinet until the exam is to be administered. Prior to

beginning their exam at DSC, students are required to sign an [Academic Honesty Slip](#). DSC testing rooms are monitored by video camera surveillance in addition to staff monitoring the rooms through windows. Any unusual activity or irregularity will be reported to the instructor when the exam is returned. After the student finishes the exam it is secured back in its envelope along with any scratch paper or approved notes (only if allowed on the exam). The exam is then secured for instructor pick-up, returned by courier as specified or scanned and emailed to the email/emails designated by the instructor.

I. I cannot login to the "Instructor Course Administration" page. It says I have "NO ACCESS". How do I resolve this?

Please email (dsctesting@uci.edu) or call our office (949.824.7494) and we will be happy to troubleshoot the problem with you. If you are a graduate student and/or TA, DSC will need to manually enter you into the system. If you are an instructor and cannot login there it might be an error with our database identifying your UCInet ID.

J. Where do I email my exam?

Email exams by sending them to dsctesting@uci.edu. This is a secure email account that is accessible only to the DSC Testing Coordinator.

K. There has been a change made to my exam. How do I notify DSC?

Exam changes may be directed to our Testing Coordinator, Scott Serrantino, dsctesting@uci.edu. Or you may call DSC at 949.824.7494 and ask to speak with Scott.

L. I do not believe the student's testing accommodation is appropriate. Am I allowed to change their accommodation for my course?

No. Under no circumstances do instructors have the authority to determine or change a student's accommodations.

The Disability Services Center staff is always willing to discuss and collaborate with instructors to achieve the appropriate accommodations for students. However, not adhering to the

designated procedures can result in serious ramifications (i.e. from the Office of Civil Rights) and instructors may be personally liable for discriminatory actions in litigation.

Faculty members as employed by the university are not independent contractors and as such must assist the university in fulfilling its compliance obligations.

Testing accommodations are determined and approved by the student's Disability Specialist. Academic accommodations are provided to allow the student's knowledge of the material to be tested rather than their disability, not to provide an unfair advantage.

XXV. Service Animals

Animals are prohibited in the campus buildings, housing, athletic fields or parks on the campus of the University of California, Irvine. However, UC Irvine acknowledges that, at times, animals play a vital role in the disability management of individuals with both visible and hidden disabilities.

Service animal means any dog or miniature horse 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. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's 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, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

University Faculty, Staff or Students may ask two questions of a person with an animal: (1) Is the animal required because of a disability? (2) What work or task has the animal been trained to perform? Generally, staff will not make inquiries about a service animal when it is readily

apparent that an animal is trained to do work or perform tasks for an individual with a disability (*e.g.*, the dog is observed guiding an individual who is blind, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Comfort/Assistance Animals provide emotional support, wellbeing, comfort, or companionship. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

A service or comfort/assistance animal shall be under the control of its handler. The animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (*e.g.*, voice control, signals, or other effective means). UC Irvine is not responsible for the care or supervision of a service animal. The University will make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability.

University staff may ask an individual with a disability to remove a service or comfort/assistance animal from the premises if: (1) The animal is out of control and the animal's handler does not take effective action to control it; or (2) The animal is not housebroken. If UC Irvine properly excludes a service animal, the individual with a disability shall have the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Any individual who is adversely affected by the presence of a service animal or comfort/assistance animal (*i.e.* severe allergies) should immediately contact the Disability Services Center, who will provide an academic accommodation. Please contact the Disability Services Center with any questions.

XXVI. Become a disAbility Ally

The Disability Services Center has created a workshop for all students, staff and faculty to become an ally for persons' with disabilities at UCI. The workshop is 2 hours, and at the end

participants are provided resources and a sticker to display in their workspace that identifies them as a disAbility Ally. This workshop is designed to provide education, support and raise awareness for disability-related issues and includes a student panel for participants to hear first-hand experiences here at UCI



XXVII. Legal References

A. Louisiana Tech University (Department of Justice) Settlement Agreement

[This agreement](#) stipulates accessibility for all online resources and programs used in teaching a course.

B. South Carolina Technical College System (Department of Education's Office for Civil Rights)

[This resolution](#) and [agreement](#) involves accessible websites, including all University and course websites to be accessible to all students, including those requiring screen reader technology.

C. University of California, Berkeley (Disability Rights Advocates) Settlement

[This settlement](#) includes instructors providing course materials on a timely manner to be converted, the conversion process to be timely, library and all other materials to be made accessible to those with print disabilities. Also see the case [fact sheet](#) for a more detailed overview.

D. Joint Dear Colleague Letter: Electronic Book Readers (Departments of Justice and Education)

[This letter](#) stipulates that electronic book readers that are not accessible cannot be used by the course. All students must have access to all course materials equally. Also see the [questions and answers](#) about the law, the technology and the population affected.

E. [Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities](#)

F. [Colleges Lock Out Blind Students Online – Article](#)

Contact Us:

Disability Services Center

100 Disability Services, Building 313

Irvine, CA 92697-5130

Email: dsc@uci.edu

Testing Email: dsctesting@uci.edu

Website: www.dsc.uci.edu

Phone: 949.824.7494

Fax: 949.824.3083