



2017-2018 Faculty Guide



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Office of Disability Services

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Website: <https://www.uhd.edu/student-life/disability/Pages/disability-index.aspx>

Hours

Fall/Spring

Monday-Thursday 8:00AM-6:00PM

Friday 8:00AM-5:00PM

Summer/Break

Monday-Friday 8:00AM-5:00PM

**UNIVERSITY OF HOUSTON SYSTEM
ADMINISTRATIVE MEMORANDUM**

SECTION: General Administration

NUMBER: 01.D.09

AREA: Legal Affairs

SUBJECT: Student Academic Adjustments/Auxiliary Aids Policy

1. PURPOSE

- 1.1. The University of Houston System (“System”) adheres to the mandates of the [Rehabilitation Act of 1973](#), the [Americans with Disabilities Act of 1990](#), and the [ADA Amendments Act of 2008](#), as applicable. The System has developed this Student Academic Adjustments/Auxiliary Aids Policy (“Policy”) to assist with the submission and processing of student academic adjustments/auxiliary aids requests. This Policy applies to students within each of the five units (the System and the four universities) who have a disability as defined by this Policy as well as federal and state law.
- 1.2. The System does not discriminate on the basis of disability against students in any program, service or activity offered by the System. The System is committed to ensuring that no student with a disability is excluded, denied services, segregated or otherwise treated differently than other students because of the absence of a reasonable academic adjustment/auxiliary aid.
- 1.3. It is the policy of the System that all students who have a disability are afforded equal academic opportunities in compliance with federal and state laws. The System, in keeping with its values and goals, provides reasonable academic adjustments/auxiliary aids to students with disabilities that are currently manifested.

2. DEFINITIONS

- 2.1. Student With a Disability – A student who 1) has a physical or mental impairment which substantially limits one or more major life activities, 2) has a “record of” such impairment, or 3) is regarded as having such an impairment.
- 2.2. Major Life Activity – Functions which include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating, or the operation of a major bodily function (including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions).

- 2.3. Reasonable Academic Adjustments/Auxiliary Aids – Reasonable Academic Adjustments are modifications to academic requirements that are necessary to ensure that such requirements do not discriminate or have the effects of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Reasonable Auxiliary Aids may include, but are not limited to, taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions.

- 2.4. Undue Burden/Hardship – Any academic adjustment/auxiliary aid that would result in a significant financial or administrative burden or expense. Factors to consider in determining an undue burden/hardship include: 1) the overall size of the program or activity with respect to the number of employees, number and type of facilities, and size of budget; 2) the type of operation, including the composition and structure of the workforce; and 3) the nature and cost of the accommodation needed.
- 2.5. Fundamental Alteration - Any academic adjustment/auxiliary aid that would fundamentally affect or change the nature of a program or course being taught or that fundamentally alters the essential requirements of instruction or course requirements.
- 2.6. Substantial Limitation – An impairment or restriction whereby a student cannot perform one or more Major Life Activities, or is hindered as to the condition, manner or duration under which a student can perform one or more Major Life Activities as compared to the average student in the general performance of the affected activity.
- 2.7. ADA/504 Coordinator – The person who is designated to coordinate efforts to comply with and implement this Policy pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The ADA/504 Coordinator is available to discuss options, provide support, explain University policies and procedures and provide education on relevant issues. The ADA/504 Coordinator may designate one or more Assistant ADA/504 Coordinators. To find the ADA/504 Coordinator for each campus, please visit: <http://www.uh.edu/legal-affairs/equal-opportunity/ADA-504/>.

- 2.8 Student Disability Services Office – An office established at each component institution that assists in providing accommodations and support services to Students with Disabilities.
- 2.9 Student Disability Services Director/Manager – The person who is the designee of the component institution’s student disability services office that has the authority to determine a student’s disability status. This person may determine the presence of a disability without corroborating documentation, if the nature and extent of the disability is evident.

3. CONFIDENTIALITY

Records or information obtained as part of the accommodation request process that reflect diagnoses, evaluation or treatment of a student’s medical or mental health condition are confidential and shall be maintained by the University’s Student Disability Services Office. Such records or information shall be shared with only those System or University officials who the University’s Student Disability Services Office and/or the System’s General Counsel or their designee determines have a “need to know” such information and/or the content of such records in order to evaluate and/or implement the academic adjustments/auxiliary aids request, and such records shall not otherwise be released to anyone except as required by law.

4. INSTRUCTOR RESPONSIBILITIES

- 4.1. Each course instructor and any individual who teaches a course at any component or teaching center within the University of Houston System, has an obligation to be aware of the System’s policies and procedures regarding equal educational opportunities for students. An instructor may contact their University’s Student Disability Services Office Director/Manager or their designee with questions or concerns. It is the responsibility of each instructor’s Department Chair to ensure that all instructors, i.e. faculty, teaching assistants, lecturers, and others involved with the instructional responsibilities, know and understand their obligations with regard to this policy. Failure to follow the procedures of this Policy may be considered a violation of this Policy and may result in disciplinary action.
- 4.2. The System also requires that each instructor informs their classes at the beginning of each semester of the instructor’s willingness to reasonably assist Students with Disabilities. The instructor will provide the class with the contact information of the University’s student disability services office. Furthermore, the System suggests that all course syllabi contain the following statement:

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, [enter name of component institution here] strives to provide

reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [enter the name and contact information of the component institution's Student Disability Services Office here].

5. ACADEMIC ADJUSTMENTS/AUXILIARY AIDS REQUESTS

5.1. **Step One: Student Meeting With Student Disability Services Office**

- 5.1.1. A Student with a Disability who wants to request academic adjustments/auxiliary aids must first contact the University's Student Disability Services Office to schedule a meeting with the office. Only students who schedule and meet with a representative of the office will be considered for academic adjustments/auxiliary aids. The meeting may be in person, telephonic or electronic. The University's Student Disability Services Office will establish a student file.
- 5.1.2. Two business days before the meeting, the student may be required to provide current documentation of a disability from an appropriately licensed professional that clearly identifies the nature of the disability and how the disability affects a Major Life Activity. The student is responsible for any costs necessary to provide the appropriate documentation from the professional. Please refer to the component institution's student disability services web site for additional information regarding documentation.

With written student authorization, the University's Student Disability Services Office may obtain, at the University's expense, an independent medical opinion concerning the disability for which the student seeks an academic adjustment/auxiliary aid, including additional suggestions or recommendations regarding Reasonable Academic Adjustments/Auxiliary Aids. A student's failure to grant such authorization may result in a denial of the student's request.

5.2. **Step Two: Completing the Academic Adjustments/Auxiliary Aids Accommodation Form**

- 5.2.1 A student who seeks an academic adjustment/auxiliary aid must complete an Academic Adjustments/Auxiliary Aids Accommodation Form ("Accommodation Form") with the University's Student Disability Services Office.
- 5.2.2 If the institution has implemented an electronic (on-line) system for processing accommodation forms, all accommodation forms(s) will be processed through that system. If an electronic system is not available at

the institution, or if a circumstance prevents its utilization (as determined by the institutions ADA/504 Coordinator), the student's form will be processed using the approved written/printed accommodation form. This form can be accessed at the University's Student Disability Services Office.

- 5.2.3 Once the student and the University's Student Disabilities Service Office have completed the accommodation form, the student will sign the accommodation form (either electronically through the on-line system or on the written/printed form). The Student Disability Services Office will forward the form to the Academic Accommodations Evaluation Committee ("AAEC") for their review.

5.3. **Step Three: Academic Accommodations Evaluation Committee**

- 5.3.1. The AAEC is charged with evaluating student academic adjustments/auxiliary aids requests presented through the accommodation form developed by the student with the support of the University's Student Disability Services Office. The AAEC will evaluate all initial and revised forms for academic adjustments/auxiliary aids.
- 5.3.2. The University's Senior Vice President for Academic Affairs and Provost (or comparable administrator) will appoint the AAEC (including the chairperson), which will be comprised of no less than three faculty and/or staff members who have professional expertise in relevant areas (e.g., learning disorders, sensory disorders, on-line education, special education, etc.). The Director/Manager of the University's Student Disability Services Office will also be appointed as a voting member. The AAEC will meet prior to the start of each semester and on a regular schedule thereafter to review qualifying documentation in a timely manner.
- 5.3.3. Based on a careful and rational review of the student's qualifying documentation, the AAEC will consider recommendations regarding the accommodation form. The AAEC may:
- 1) Recommend the requested accommodation without modification;
 - 2) Deny the student's requested accommodation; or
 - 3) Recommend an alternative accommodation.

The AAEC recommendation will be based on a majority vote and the recommendation will be made within five business days from reviewing the student's qualifying documentation. The AAEC will note its recommendation on the accommodation form. Notice of AAEC's recommendation will be sent to both the student and the University's Student Disability Services Office. If a paper/written form is being utilized, the University's Student Disability Services Office will notify the

student of the AAEC's recommendation within three business days of receiving the recommendation.

- 5.3.4 If the student is not satisfied with the accommodation decided by the AAEC, the student may request for the appropriate academic administrator or their designee to review the accommodation recommendation. The request to review the recommended accommodation must be made to the ADA/504 Coordinator within seven business days of the notification of the AAEC's recommendation decision. The ADA/504 Coordinator will then forward the request to the appropriate academic administrator or their designee.

In consultation with various relevant parties, the appropriate academic administrator or their designee will approve the AAEC's recommendation or recommend an alternative accommodation. The appropriate academic administrator or their designee will provide justification to the student for their decision. The accommodation recommended by the AAEC will be provided until a final decision is made by the appropriate academic administrator or their designee.

5.4. **Step Four: Student Submission**

- 5.4.1. The student is responsible for submitting the accommodation form to the instructor for whose course(s) the student intends to utilize the requested accommodation. The student is also responsible for securing the instructor's signature on the accommodation form.

For a student using an electronic accommodation form, the student will:

- 1) Identify and select which recommended accommodation(s) they intend to utilize;
- 2) Identify and select the courses for which they intend to use the selected accommodations; and then,
- 3) Submit the accommodation form to their instructor(s).

For a student who does not have access to the electronic form, it is the responsibility of the student to:

- 1) Obtain the accommodation form(s) from the Student Disability Services Office;
- 2) Submit the form(s) to the instructor(s) for whose course(s) the student intends to utilize the requested accommodation; and
- 3) Advise the instructor(s) as to what recommended accommodation(s) are needed for the course.

- 5.4.2. Students may seek assistance from the University's Student Disability Services Office in submitting and presenting the accommodation form(s) to instructors, if needed.

5.5. **Step Five: Instructor/Instructor's Supervisor Decision**

- 5.5.1. The instructor is strongly encouraged to provide a recommended academic adjustment/auxiliary aid whenever possible. Within seven business days of receipt of the accommodation form, the instructor must decide to either:
- 1) Accept the AAEC's recommendation and provide the accommodation;
 - or,
 - 2) Deny the AAEC's recommendation.

If no action is taken and a decision is not made by the instructor within seven business days of the instructor's receipt of the Accommodation Form, the request will be deemed approved and the accommodation will be provided by the instructor.

If the instructor has any concerns regarding the requested accommodation, the instructor must request a consultation with a University's Student Disability Services Office Director/Manager or their designee so that further understanding and collaboration with the student in providing the requested accommodation can be achieved. The instructor's decision to accept the requested accommodation must be made within seven business days of the instructor's receipt of the accommodation form. The instructor must provide written notification of the decision to accept the requested accommodation to the student and the University's Student Disability Services Office.

- 5.5.2. In order to deny a recommended accommodation, the instructor must first obtain signed approval from their supervisor (e.g., the instructor's department chair, dean, or their designee). The AAEC's recommended accommodation will be implemented while the supervisor is considering the proposed denial from the instructor, until a final decision is made. The supervisor must consult with the Student Disabilities Services Office Director/Manager or their designee, prior to approving a denial. If a decision is not made by the supervisor within seven business days of the supervisor's receipt of the request form, the request will be deemed approved and the accommodation will be provided by the instructor.

If a paper/written accommodation form is being utilized, it is the supervisor's responsibility to notify the student and the University's Student Disability Services Office in writing of their decision within seven business days.

- 5.5.3. The instructor's supervisor is strongly encouraged to provide a recommended academic adjustment/auxiliary aid whenever possible. If the instructor's supervisor has any concerns regarding the requested accommodation, the instructor's supervisor must request a consultation with the University's Student Disability Services Office Director/Manager

or their designee so that further understanding and collaboration with the student in providing the requested accommodation can be achieved.

If a supervisor approves a denial of a recommended academic adjustment/auxiliary aid, the supervisor will attempt to facilitate a reasonable accommodation with the assistance of the student, instructor, Student Disability Services Office Director/Manager or their designee, and the AAEC Chairperson. If an agreement is not reached by the student and instructor, the supervisor will notify the ADA/504 Coordinator of such, who will find a reasonable accommodation within seven business days of the supervisor's notification. The ADA/504 Coordinator will provide justification to the relevant parties for their decision.

- 5.5.4. The instructor shall notify their supervisor if an instructor implements an academic adjustment/auxiliary aid and later believes that the accommodation may have become an undue burden/hardship and/or a fundamental alteration. If after consulting with the Student Disabilities Services Office Director/Manager or their designee, the instructor's supervisor cannot resolve the issue, or if the instructor's supervisor agrees with the instructor, then the instructor's supervisor shall contact the student, the University's Student Disability Services Office Director/Manager or their designee, and the AAEC Chairperson to attempt to find a reasonable accommodation. If an accommodation is not reached and agreed to by the student and instructor, the supervisor will notify the ADA/504 Coordinator of such, who will evaluate the matter and find a reasonable accommodation, if necessary. The ADA/504 Coordinator will notify the parties in writing of the final decision within seven business days of the notification by the supervisor. The ADA/504 Coordinator will provide justification to the relevant parties for their decision. The AAEC's recommended accommodation will continue to be implemented throughout this process.
- 5.5.5. An instructor who implements an academic adjustment/auxiliary aid and the student may be asked to provide information to the University's Student Disability Services Office and to the AAEC regarding both the manageability and effectiveness of the accommodation(s) at the end of the semester. This may be accomplished by periodic surveys. Students, instructors and instructor's supervisors are also encouraged to provide suggestions for possible improvements.
- 5.5.6. If the student or instructor is not satisfied with the accommodation decided by the ADA/504 Coordinator, either the student or the instructor may request the appropriate academic administrator or their designee to review the accommodation. The request to review the accommodation must be made to the ADA/504 Coordinator within seven business days of the notification of the ADA/504 Coordinator's decision. The ADA/504

Coordinator will then forward the request to the appropriate academic administrator or their designee.

In consultation with various relevant parties, the appropriate academic administrator or their designee will approve the ADA/504’s decision or recommend an alternative accommodation. The appropriate academic administrator or their designee will provide justification to the student for their decision. The accommodation decided by the ADA/504 Coordinator will be provided until a final decision is made by the appropriate academic administrator.

6. REVIEW AND RESPONSIBILITY

Responsible Party: Vice Chancellor for Legal Affairs and General Counsel

Review: Every three years on or before August 31

7. APPROVAL

Approved: Dona Cornell
Vice Chancellor for Legal Affairs and General Counsel

Renu Khator
Chancellor

Date: December 4, 2015

REVISION LOG

Revision Number	Approval Date	Description of Changes
Interim	11/29/2012	Initial version (submitted as Interim)
1	05/22/2013	This SAM is being submitted for review and approval to the Interim designation. Section 5.1.2 was revised to “the student may be required to provide documentation” per the new ADA/504 Law. Added links to Section 5.1.2 and Section 5.2. In Section 5.3.3 and Section 5.4, changed “decisions” to “recommendations.” Rewrote Section 5.6 on Student Appeals, adding eleven (11) subsections of documentation

Revision Number	Approval Date	Description of Changes
Interim	08/13/2013	<p>Added Section 2.6 on ADA/504 Coordinator, and added position to text as applicable. Changed Section 5.1.2 to two business days, and added a web site on student meetings. Changed title of Academic Adjustments/Auxiliary Aids Request Form throughout text and in Section 5.2. Changed Section 5.3.3 to five business days for reviewing the student's file. Added information to Section 5.5.1 on the instructor/official decision. Added information on notification of denial of request within five business days to Section 5.5.3. Changed Section 5.6 from "Student Appeals" to "Appeals." Revised process for appeals in Section 5.6.1. Changed Section 5.6.10 concerning notification of an attorney's appearance during a student appeal</p>
2	12/04/2015	<p>This SAM is being submitted for review and approval to remove the Interim designation. Revised Section 2.1, 2.2, 2.3, and 2.4 definitions to reflect current operating requirements. Added Section 2.5 definition regarding Fundamental Alteration, Section 2.8 definition of Student Disability Services Office, and Section 2.9 definition of Student Disability Services Director/Manager. Capitalized Student Disability Services Office throughout text. Changed Section 4 to Instructor Responsibilities. Added Student Disability Services Office Director/Manager or their designee to Section 4.1, and removed AAEC and ADA/504 Coordinator as contact for instructor questions. Revised course syllabi statement in Section 4.2. Indicated use of the component's student disability services web site regarding documentation in Section 5.1.2. Changed Academic Adjustments/Auxiliary Aids Request Form to an Accommodations Form in Section 5.2 and throughout text. Updated process for signature to either electronic online system or on printed form in Section 5.2.3. Added Director/Manager of Student Disability Services Office as a voting member on the AAEC in Section 5.3.2. Added Section 5.3.4 on the process regarding alternative accommodation for students. Updated Section 5.4.1 regarding process for receiving instructor's signature on student submission in Section 5.4.1, and removed Section 5.4.2. Updated process in Section 5.5.1 regarding actions taken after seven business days, and also updated process for denying a recommendation accommodation in Section 5.5.2. Added recommendation in Section 5.5.3 for instructor's supervisor to provide a requested accommodation. Added process for ADA/504 Coordinator to notification of final decisions in Section 5.5.4. Added Section 5.5.6 on review if accommodation is not deemed feasible, and recommendation of an alternative accommodation. Removed Section 5.6 on Appeals</p>



Office of Disability Services

One Main Street, Suite GSB314
Houston, Texas 77002-5293
(713)221-5078
FAX: (713)223-7445
disabilityservices@uhd.edu
<https://www.uhd.edu/student-life/disability/Pages/disability-index.aspx>

Office of Disability Services Syllabus Statement

The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance to Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main Street, Suite GSB314, Houston, TX 77002. Office: 713-221-5078; Website: <https://www.uhd.edu/student-life/disability/Pages/disability-index.aspx> ; Email: disabilityservices@uhd.edu .

Revised 7-26-16

Faculty Frequently Asked Questions

Student Eligibility

Q: How do I know if a student is eligible for academic accommodations?

A: The Office of Disability Services (ODS) will determine whether a student is eligible for academic accommodations. Faculty will be notified about a student's eligibility to receive academic accommodations in the form of an official ADA/504 Accommodation Letter, which is emailed directly to faculty from the ODS.

Q: What is the process for a student to register with the ODS?

A: The student begins the process by submitting documentation of the disability to the ODS. ODS will contact the student for an intake interview to discuss reasonable academic accommodations. The ODS will present the accommodations to the Academic Adjustment Evaluation Committee (AAEC) for final approval.

Q: What is the Academic Adjustment Evaluation Committee (AAEC)?

A: Per Section 5.3 of the SAM 01.D.09 Student Academic Adjustments/Auxiliary Aids Policy, the AAEC is charged with evaluating initial and revised student academic accommodations. The AAEC is comprised of one faculty member from each college as appointed by the Provost.

Q: In a private conversation, a student self identifies as having a disability, but I have not received an ADA/504 Accommodation Letter. What should I do?

A: Refer the student to the ODS by calling 713-221-5078 or visiting GSB 314. The student may either need to begin the registration process or complete a renewal form (Accommodation Request Form).

Q: How do I know if the student really does have a disability?

A: As stated above, all students registered with the ODS must have a documented disability. Documentation must be submitted and reviewed prior to the approval and implementation of academic accommodations.

Q: Do I have a right to see the student's disability documentation?

A: No. Documentation stating and describing a student's disability is confidential.

Accommodation Letters

Q: I received an accommodation letter. What do I do?

A: You have 7 days to review and respond to the accommodation letter. If no response is received, the accommodations are automatically approved on the 7th day. We strongly encourage you to review and respond before the 7th day, however, should you have any questions or concerns, please contact the ODS immediately.

Q: Can an accommodation letter be sent at any time during the semester?

A: Yes. Accommodation letters are primarily sent at the start of the semester, however, students can register at any point in the semester, which means that accommodation letters can be sent at any point in the semester, including the last week of classes. However, accommodations are not retroactive.

Q: I agree with all but one academic adjustment. Do I still follow the denial procedures?

A: Yes. If you are denying one or more accommodations, you must adhere to Section 5.5 of the SAM 01.D.09 Student Academic Adjustments/Auxiliary Aids Policy. We encourage you to consult with the ODS prior to any denials. If you still wish to deny any or all accommodations following consultation with the ODS, you must document in writing your reasons for the denial, obtain your supervisor's signature supporting the denial, and the supervisor will attempt to facilitate a reasonable alternative upon consultation with the ODS and the student. The accommodations approved by the AAEC will be implemented in the interim until a final decision is made.

Q: Do I have to provide academic adjustments in an online class?

A: Yes. Some academic accommodations are applicable in online environment. Those that apply will be highlighted/marked with a note on the letter.

Q: What does "use of instructor approved memory aids/notecards for assessments" mean?

A: A memory aid is a testing accommodation used to support students who have documented impairments with memory. It is a tool used to trigger information that a student has studied but may have difficulty recalling due to cognitive processing deficits. This accommodation allows the student to demonstrate knowledge of the course material by prompting the student's memory without providing the answer. This accommodation is not an answer sheet, full course notes, textbook, a substitute for studying, or an exemption from knowing the course material. Faculty are responsible for determining and approving the design of the aid (e.g., size, content). Examples of memory aids can include word banks, key definitions, formulas, etc. For more information, please refer to our guidelines.

Q: What does "exemption to tardy/attendance policy" mean?

A: Generally, students are expected and encouraged to follow established classroom attendance policies, however, some disabilities are unpredictable and episodic in nature and may prevent students from attending class. The ODS recognizes that in some cases, allowing absences beyond those normally allowed in a course can be a reasonable accommodation. Further, when this accommodation is listed on an accommodation letter, it should signify to faculty that the student has provided documentation of a disability that, at times, could affect attendance in which leniency may need to be considered. This accommodation is not a blanket approval for unlimited absences. It is up to faculty to determine how the accommodation will be implemented and how many absences will be allowed. Students are responsible for inquiring and submitting missed work. The ODS also recognizes that depending on the nature of the course, flexible attendance may not be an appropriate accommodation, particularly if the course involves significant interaction and in-class participation. In these instances, the student and faculty are encouraged to consult with the ODS for a reasonable alternative. For more information, please refer to our guidelines.

Q: What does “flexibility with assignments/assessments” mean?

A: Generally, students are expected and encouraged to meet deadlines for assignments and exams. However, similar to the flexible attendance accommodation, this accommodation may be considered reasonable for students with documented disabilities that are unpredictable and episodic in nature. Faculty will determine the maximum allowance for an assignment/assessment extension that can be given without compromising the integrity of the course/program. If an assignment/assessment extension compromises the integrity of the course, the student and faculty are encouraged to consult with the ODS for a reasonable alternative. For more information, please refer to our guidelines.

Testing**Q: I have a student with testing accommodations (i.e., extended test time, test in DS or separate room). What do I need to do?**

A: In order to test in the ODS, students must be approved for this accommodation (if it is not listed on the letter, the accommodation has not been approved). Students with testing accommodations have the option to test in the ODS (or some other distraction reduced environment) or in the classroom. Students who wish to test in the classroom should be allowed to do so with the understanding that extended time may be forfeited. Students who wish to test in the ODS are responsible for making a reservation with the ODS and informing her/his faculty that s/he plans to take the exam in the ODS at least two business days in advance.

Once a student informs faculty that s/he will take an exam in the ODS, faculty are responsible for submitting the exam via email to the ODS' inbox (disabilityservices@uhd.edu) or dropping it off in GSB 314. Faculty are required submit a completed Adaptive Testing Form with each exam. Exams should not be submitted to an individual staff member nor be given to the student to deliver to the ODS. Exams may be returned via email, mailbox, or picked up in GSB 314.

Q: What steps are taken by the ODS to ensure academic honesty while a student is testing?

A: Test proctors of the ODS monitor each of the testing areas. The ODS testing room also has non-recording cameras that are monitored during each exam.

Other**Q: What should I do about a student with a disability who is misbehaving, threatening, or rude?**

A: All students, with or without disabilities, must adhere to the SAM 04.A.01 Students Rights and Responsibilities Policy. If you have any questions about student conduct, please contact the Office of Student Conduct in the Dean of Students' Office (S380, 713-221-8100).

Q: Do I have the right to fail a student with a disability?

A: Yes. Provided the approved academic adjustments/auxiliary aids are implemented, students with disabilities can fail a class. Academic accommodations do not guarantee that a student will pass a course.

Accommodation Guideline: Testing with Disability Services

A common accommodation for students with a variety of disabilities includes testing in a non-distracting environment away from the classroom. This will most commonly occur in the Office of Disability Service (ODS), but can include other locations, such as the instructor's office.

To test with the ODS, students must be registered with the ODS. Students are required to schedule exams with a minimum of two (2) business days in advance. For final exams, students are encouraged to schedule at least three (3) to four (4) weeks in advance. Seating is limited. Exams not scheduled in advance may result in having to reschedule for a later date and time with the instructor's consent. Students are also required to notify their instructors at least two (2) business days in advance from the time the exam is scheduled to be given in the class that s/he will be testing in the ODS.

All exams must be taken within the ODS' business hours. The date and time that an exam can be taken within the ODS' business hours is solely at the discretion of the instructor. Students cannot take exams at a different date or time without the instructor's consent. Students must arrive promptly at the time the exam is scheduled. Tardiness could result in a reduction of the overall time allowed for the exam or rescheduling to take the exam on a later date and time with the instructor's consent. All materials used when taking an exam must have prior approval from the instructor.

The ODS strictly adheres to the UHD Academic Honesty Policy (PS. 03.A.19). All testing locations within the ODS are monitored with cameras and/or live proctors. All violations of the UHD Academic Honesty Policy will be immediately reported to the instructor.

Student Procedures

1. Students must schedule each exam with the ODS at least two (2) business days in advance for non-final exams, and at least three (3) to four (4) weeks in advance for final exams. Exams may be scheduled by calling 713-221-5078, online (<https://www.uhd.edu/student-life/disability/Pages/disability-test-schedule.aspx>) or by visiting the office in GSB314.
2. Students must notify their instructors at least two (2) business days in advance that s/he will be taking the exam with the ODS.

Instructor Procedures

1. Instructors should deliver exams at least one (1) business day in advance. Exams may be delivered to GSB314 or emailed to disabilityservices@uhd.edu . **Exams should not be sent directly to any staff of the ODS nor given to the student to deliver.**
2. Instructors must complete the Adaptive Testing Form and submit with each exam. **Students should not complete this form.**

Disability Services Adaptive Testing Form

Student Name:

Last:

First:

Instructor Name:

Last:

First:

Contact Number (In case of questions or emergency):

Course:

Class is allowed _____ hr. _____ min. for exam

Test Return:

Pickup

Mailbox

Email

Allowed Test Date & Time:**Allowed Materials (Mark all that apply):**

Scantron

Blue Book

Calculator

Textbook

Notes

Tables/Formulas

Other (specify) _____

TO BE COMPLETED BY ODS ONLY

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Accommodation Guideline: Memory Aids on Assessments

A memory aid, or cue sheet, is a testing accommodation used to support students who have documented challenges with memory. It is a tool used to trigger information that student has studied but may have difficulty recalling due to cognitive processing deficits. This accommodation allows the student to demonstrate knowledge of course material by prompting the student's memory without providing the answer. Memory aids are not intended to reduce academic requirements or alter the standards by which academic performance is assessed.

Memory aids may be considered an appropriate accommodation if the following conditions are met:

- The student has a verified disability that includes measured, significant memory impairment.
- The ability to memorize course material is neither a fundamental objective, nor an essential component of the class.
- It is determined that the presence of the memory aid would allow the student to demonstrate appropriate application or synthesis of course material on exams.

Memory aids are **NOT**:

- Answer sheets
- Substitutes for studying
- An exemption from knowing the course material
- Full course notes
- Open textbooks

In these situations, the accommodation of using a memory aid may be approved, on a case by case basis, with the following recommended guidelines:

1. The student consults with the professor for an approved design of the aid (e.g. size of the aid, content, presence of examples, font size, etc.)
2. The student presents the aid to the professor for approval within 5 – 7 days in advance of the exam.
3. The professor reviews the aid to verify that the information on the aid is not giving away answers.
4. If approved, the professor should sign the top of the aid and below the last line of text or send an email with the approval to use the aid.

Although the information contained on memory aids is solely up to the professor's discretion, examples of memory aids can include pictures, charts, mind maps, formulas, acronyms, or key terms.

Accommodation Guideline: Flexible Attendance

Attendance is recognized as an important component to the learning process in higher education. Strict attendance policies allowing a specific number of absences before grades are sanctioned may foster student accountability and intra-class responsibility for many students. However, for students with ongoing episodic disabilities, it may be difficult to fulfill the attendance requirements due to symptom fluctuation. Therefore, the Office of Disability Services (ODS) has established a protocol for considering and assigning leniency in such classroom attendance policies.

1. Students seeking consideration for leniency in attendance due to a disability must receive approval from the ODS prior to any absences.
2. Consideration for leniency in an attendance policy is based on the curricular impact and the appropriateness of the request, and will be considered for each class individually. In other words, this accommodation, if granted, is based on consideration of the course's attendance policy as determined by the professor, as well as other factors such as class schedule and time of day.
3. All requests for leniency in attendance will be evaluated carefully with due consideration from faculty of the following:
 - a. Is there regular classroom interaction between the instructor and the students, and/or among the students themselves?
 - b. Do student contributions in the class constitute a significant component of the learning process?
 - c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
 - d. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
 - e. What does the course description and syllabus say regarding attendance?
 - f. What is the method by which the final course grade is calculated?
4. If it is determined that it is not possible to consider leniency based on faculty responses to the above questions, the student will be informed immediately and will be given the opportunity to discuss other accommodation options.
5. Students are responsible for contacting their instructors as soon as possible when a disability related absence will occur and a possible date of return. If the student is unable to reach the faculty member directly, s/he or someone acting on their behalf may contact the ODS and the information will be relayed to the faculty member.
6. Students are responsible for contacting their instructors regarding any missed material and assignments during a disability related absence. Neither extension of deadlines for assignments due, nor arrangements for making up missed exams during such absence

are to be assumed with this accommodation. These issues must be reviewed individually with instructors.

7. If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member should contact the ODS as soon as possible. After consulting with the faculty member, the ODS staff will contact the student to review available options.

Accommodation Guideline: Flexible Due Dates

Assignment and assessment deadlines and policies are set by faculty or departments, and not determined by the Office of Disability Services (ODS). When the functional limitations of a student's disability affects participation in their classes, the ODS may recommend consideration for flexibility with assignment and assessment deadlines as a possible reasonable academic accommodation.

When using this accommodation, students are required to notify their professors before the due date whenever possible and make arrangements to determine the new due date. Similarly, students are required to notify the ODS when using this accommodation. Students may be asked to provide proper documentation of their disability related symptoms to support their request to extend a deadline.

The ultimate decision regarding assignment/assessment extensions and the resulting influence extensions may have on grades is at the discretion of the faculty. When receiving a request for an extension, the ODS recommends faculty to consider the following questions:

1. What are the essential course requirements?
2. Would an extension (or multiple extensions) fundamentally alter the nature of the course?
3. What does the course description and syllabus indicate regarding late work or completion deadlines?
4. Does the fundamental nature of the course rely upon timely completion of assignments as an essential method of learning?
5. Does timely completion of assignments constitute a significant component of the learning process?
6. To what degree does a student's failure to submit timely completion of assignments constitute a significant loss of the educational experience for other students in the class?

If it is determined that the request to extend the deadline of an assignment or assessment will compromise the integrity of the course, the student will be informed and given an opportunity to discuss other accommodation options.

For online classes, it is recommended that one (1) class session is interpreted as twenty-four (24) hours.

Accommodation Guideline: Digital Recording

In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects her/his ability to take or read notes may be permitted to record class lectures as a form of a reasonable academic accommodation. Use of this accommodation is subject to the following conditions:

1. The student must notify the professor of the course prior to recording.
2. Recordings of class lectures are only for the student's personal use in study and preparation related to the class.
3. The student must comply with professors' requests to stop recording during discussions, demonstrations, guest speakers, or other situations of a sensitive nature that do not contain information affecting course competencies or grades.
4. The student may not share these recordings with any other person without the written consent of the professor.
5. Information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the written consent of the professor and without giving proper identity and credit to speakers.
6. The student may not use the recorded lectures in any way against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity.
7. The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the professor, student will return all class recordings to the professor for erasure. Professors should provide Disability Services with a copy of the written request.
8. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the professor.

Basic Accessible Design Principles

Provide appropriate alternative text

Alternative text provides a textual alternative to graphics in web pages. It is especially helpful for people who are blind and rely on a screen reader. (Right Click on a graphic and provide a description of the graphic in the Alt Text box.)

Provide easy to follow Word Documents

Use the built-in heading styles to help screen readers maneuver documents. By using Word's *styles* function you can ensure that each heading will be consistent and will maintain consistent structure.

Provide headings for data tables

Tables should have appropriate table headers. Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table. Students using screen readers hear the contents of the table read cell by cell and need to visualize the table. Try to keep tables on the smaller side when possible.

Ensure links make sense out of context

Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided since there is no indication what the link content will be.

Caption video, provide transcripts for audio

Videos and live audio need synchronized captions (or transcription). All audio – whether as part of video, live or archived – should also have some type of text transcript.

Make file downloads (e.g., PDFs) accessible

Ensure accessibility of non-HTML content, including PDF files, Microsoft Word documents, Excel spreadsheets, and PowerPoint presentations. Usually you can do this in the files themselves, though sometimes it might be easier to use HTML instead of these file types.

Accessible PowerPoint files

Structure presentations thoughtfully, make use of clean typeface and use adequate font size. Avoid using text boxes and be sure to add "alt text" labels to graphics. Avoid animations, slide transitions and automatic timing for web posted

PowerPoint files. Provide a transcript of any narration for those who might have audio issues.

Do not rely on color alone to convey meaning

The use of color can enhance comprehension, but do not use color alone to convey information. That information may not be available to a person who is colorblind and will be unavailable to screen reader users (red and green provide the most difficulty.) If color is used provide another way to access the information such as lists which can also explain the colors.

Distributing Accessible Documents

Saving office documents with “Save As” PDF allows documents to be read by screen readers. You can find more info on accessible PDF documents in Acrobat www.adobe.com/accessibility/index.html and at www.karlencommunications.com/AccessiblePDF.html

When scanning a hard-copy document to be shared in a class, use the optical character recognition (OCR) function so that the scanned document can be read by a screen reader, otherwise it will just appear as a blank graphic with the screen reader.

Keyboard navigation

One of the most important accessibility features is the ability to navigate by using the keyboard (and not requiring a mouse). Keyboard shortcuts are useful for people with a wide range of disabilities.

Select accessible textbooks and course packages

Choosing textbooks and course packages that are offered in alternative formats is beneficial for several people with disabilities. Examples of alternative formats includes Word, PDF, Braille, and audio. Because ordering alternative formatted books can take anywhere from a week to a few months, it is important that faculty submit their book orders to the by the deadline set with the UHD Bookstore.

Science, Technology, Math Accessibility

To create online math content that is accessible you should:

- 1) install MathType,
- 2) publish the document as MathML (with file extension of .xhtml or .xht),
- 3) upload the file to the web or LMS.

Tactile graphics with significant visual impairments cannot be accessible online and students will need a hard copy (student disability services can help here.)

Sources

Coombs, Norman. Making Online Teaching Accessible. (San Francisco: Jossey-Bass: John Wiley, 2010)

<http://webaim.org/intro/>