



Services for Students with Disabilities Office

# INSTRUCTOR'S GUIDE

**SSD Administrative Office** • 125 Costo Hall  
**Academic Support Center (ASC)** • 159 Rivera Library  
**Student Mobility Services Center (SMSC)** • 125 Costo  
Phone: (951) 827-4538 (v/tty)  
FAX: (951) 827-4218

[www.specialservices.ucr.edu](http://www.specialservices.ucr.edu)

Sept/06

**Services for Students with Disabilities (SSD)**

*is a part of the **Student Special Services Office**,  
which also provides several other services including  
veterans educational benefits administration  
and voter registration.*

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***Need to Register to Vote?***

*Student Special Services Office*

*125 Costo Hall*

*(951) 827-3861*

*Web: [www.specialservices.ucr.edu](http://www.specialservices.ucr.edu)*



**SERVICES FOR STUDENTS WITH  
DISABILITIES OFFICE**

**INSTRUCTOR'S GUIDE**

**2006 - 2007**

**125 COSTO HALL  
900 UNIVERSITY AVE.  
RIVERSIDE, CA 92521-0213  
(951) 827-4538**

## ***Acknowledgments***

We wish to thank the Access Support Office,  
Eastern Michigan University and the  
University of California, Los Angeles, Office for  
Students with Disabilities for permission to use  
material from their websites.

*SSD Office  
October 2005/September, 2006*

### **ALTERNATE FORMATS**

This Guide is available in alternate formats, including large print, Braille, and disk.  
Please contact our Administrative Office at (951) 827-4538.

**Comments, suggestions . . . . . (951) 827-4538**

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***Confidentiality Statement***

*Students are under no obligation to disclose a disability unless an accommodation is being requested.*

*Any disability documentation that is provided to Services for Students with Disabilities is considered confidential information. Documentation is maintained only in the SSD office and does not become part of a student's permanent record.*

*SSD staff will not discuss issues related to a student's disability with faculty, staff, family members, or other offices or agencies without a written release.*

***Authorization forms to release information are available in the SSD Administrative office, 125 Costo Hall.***

## Section I INTRODUCTION

### WHO WE ARE

#### *Welcome* to the **UCR Instructor's Guide**.

The staff of Services for Students with Disabilities has prepared this *Guide* in order to provide information that will assist instructors in providing accommodations that allow students to demonstrate their academic achievement rather than the effects of their disability.

The Services for Students with Disabilities office has been part of the Riverside campus since the mid-1960s. Services are available on a *temporary or permanent* basis to regularly enrolled students with a verified disability and these services are free, voluntary, and confidential.

The SSD office includes the following areas:

- **SSD Administrative Office**, 125 Costo Hall
- **Academic Support Center**, 159 Rivera Library
- **Student Mobility Services Center**, 115 Costo

Please review the *Table of Contents* to find more on each of these areas, as well as information about:

Responsibilities of students  
Responsibilities of instructors  
Test taking Accommodations  
Note sharing services

You may also wish to visit us on the Web at:

[www.specialservices.ucr.edu](http://www.specialservices.ucr.edu)

## **WHERE WE ARE LOCATED AND WHAT WE DO**

### **SSD ADMINISTRATIVE OFFICE, 125 COSTO HALL**

Students begin the process of registering for services at UCR in our administrative office.

SSD requires that students provide official documentation from a physician, psychologist, or other professional qualified to diagnose a particular disability in order to determine reasonable and appropriate accommodations for each individual student.

Each student's required accommodations are based on the facts of his/her particular disability; therefore, each student uses a different complement of services.

Staff provide information and referrals to students and consultation to instructors and staff. *Sign language interpreters* for students who are Deaf are also coordinated at the Administrative Office (951-827-4538, voice/tty).

### **ACADEMIC SUPPORT CENTER (ASC), 159 RIVERA LIBRARY**

The **ASC** provides services in support of the instructional programs, which include special facilities for test taking, readers, materials in Braille, large print and electronic formats, referrals for note sharing, and adaptive computer equipment.

*Communication Access Real-time* (CART) services for Deaf and Hard of Hearing students are coordinated at the ASC (951) 827-3028.

### **STUDENT MOBILITY SERVICES CENTER (SMSC), 115 COSTO**

Our **SMSC** provides wheelchair accessible van and cart rides on the campus and local area, information for negotiating the campus for blind and mobility impaired students, and wheelchair repair and loans. The staff is available at (951) 827-3872.

## SECTION II

### ACADEMIC ACCOMMODATIONS

***PLEASE NOTE: Instructors are not required to compromise the integrity of course material or to grade students who receive accommodations more or less leniently than other students in the class.***

#### **Responsibilities of Students**

Students are encouraged to take an active role as their own advocates. They are not required to identify themselves as having a disability; however, students are not eligible for accommodations unless they self-identify.

Students are responsible for visiting the SSD office and obtaining and delivering letters detailing appropriate accommodations to each of their instructors in a timely manner on a quarterly basis.

#### **Responsibilities of Instructors**

Instructors are responsible for assisting in providing accommodations; students are required to make requests in an appropriate and timely manner. Ordinarily, required accommodations are described in a letter, which is given to the instructor by the student.

Classroom accommodations may involve providing space for a sign language interpreter or real-time captionist, asking students to clear a path for wheelchair users, announcing need for note takers, and the like.

Some accommodations, such as materials in Braille, large print, or electronic format, readers, special equipment to take tests or compose papers, are provided outside of the classroom by SSD.

***If a student presents a request for accommodations with which you disagree, please contact the SSD staff member who signed the accommodation letter.***

## **CONFIDENTIALITY, COMMUNICATION AND STUDENTS WITH DISABILITIES**

SSD encourages students with disabilities to discuss their accommodation needs and possible adaptations directly with their instructors. However, should you need to inquire about the nature of a student's disability or what constitutes an appropriate academic adjustment based on a student's disability, please contact SSD, and we will seek permission from the student to discuss the situation with you.

In order to open lines of communication with students with disabilities, it is appropriate to include a sentence in the syllabus similar to the following:

*"Any student who feels that he or she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours."*

This statement notifies students with disabilities that you are available to discuss accommodations, but allows students – particularly those who have disabilities that are not readily apparent – to maintain privacy.

**It is essential that the privacy and confidentiality of students with disabilities be maintained.**

This includes letters requesting accommodations, which should be filed in a secure place.

### **THE FIRST MEETING**

At the beginning of each quarter, SSD prepares letters for students to carry to their instructors indicating appropriate academic accommodations for each class; this is likely to be your first contact with students with disabilities who are enrolled in your classes.

Many of these accommodations (*See Section III*) will be provided by the SSD office, and may be developed in cooperation with instructors.

## **CLASSROOM ATTENDANCE**

In many cases, classroom attendance is an essential part of a university course or program, and as such need *not* be waived or modified due to a student's disability.

The Office of Civil Rights (*Cabrillo Community College, Case No. 09-96-2150*) has developed a series of questions to determine if classroom attendance is an essential aspect of a course or programs:

- Does classroom interaction occur between the instructor and students, and among students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely upon student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- What does the course description or syllabus say?
- What is the method by which the final course grade is calculated?
- What are classroom practices and policies regarding attendance?

SSD staff are available to provide consultation regarding standards for classroom attendance.

## **OFF-CAMPUS ACADEMIC ACTIVITIES, FIELD TRIPS & LABS**

All classes and class-related activities must be accessible to all persons attending. Wheelchair accessible van transportation and drivers may be available through SSD (951) 827-3872.

## **WEB ACCESS**

Some students, particularly those who are blind and visually impaired, will have difficulty accessing information posted on the Web.

Images that are animated or are not labeled with text, as well as complex layouts, pose particular problems for software that reads screen content aloud.

Information about making your course or department web site more accessible to all users is available from EASI (Equal Access to Software and Information) at:

[www.rit.edu/~easi/webkit.htm](http://www.rit.edu/~easi/webkit.htm)

## **MAKING A REFERRAL**

If you feel that a student may have a disability or may be in need of accommodations, it is appropriate to discuss the situation with him/her in a private setting and to refer the student to the SSD Administrative Office.

*We encourage you to contact us whenever you have questions, and we invite you to visit our offices and meet with our staff to learn more about our services and resources.*

## **FOR MORE INFORMATION**

If you are interested in learning more about working with people with disabilities in general, the following link will be helpful:

[www.unitedspinal.org/pages.php?catid=7&pageid=472](http://www.unitedspinal.org/pages.php?catid=7&pageid=472)

## ADDITIONAL SUGGESTIONS

Some of the following suggestions are beneficial to students with and without disabilities alike.

- Include in the syllabus or announce at the first class meeting:

*“Any student who feels that he or she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours.”*

This approach preserves students’ privacy and also indicates the willingness of faculty to provide assistance as needed.

- Confidentiality of all disability information is essential. At no time should the class be informed that a student has a disability, except at the student’s request.
- Announce reading assignments well in advance for students who are using taped materials or other alternative formats. It takes an average of six weeks to get a book tape-recorded.
- Provide students with a detailed course syllabus that is available as early as possible.
- Give assignments both orally and in written form to avoid confusion.
- Present new or technical vocabulary on the blackboard, overhead projector or use a handout.
- Encourage all students to use campus support services, including the Learning Center and Counseling Center.

## Section III STUDENTS WITH LEARNING DISABILITIES

### WHAT ARE LEARNING DISABILITIES?

As an instructor, you may be asked to facilitate academic accommodations or adjustments for students who have specific learning disabilities.

“Learning disability” is a broad term for a variety of cognitive or perceptual impairments, presumably of neurological origin, that occur in students who have otherwise average to superior intelligence.

You may be familiar with the terms “dyslexia” (difficulty with written work); other conditions include unusual difficulty with listening skills, language processing, mathematics, organization, sense of direction, etc.

Students with learning disabilities may enroll at UCR with a diagnosis in hand, or may be diagnosed later in their academic careers. It is often a college instructor who first notices a discrepancy between a student’s performance and potential (See *Making a Referral*, pg 6).

As you can imagine, many students experience tremendous frustration and expend enormous amounts of time in order to cope with and compensate for their area of disability.

**NOTE: It is important to remember that students with learning disabilities who are eligible for services have a professionally verified disability which, by Federal law and University policy, entitles them to accommodations which will allow them to demonstrate their potential to do college-level work.**

## **WHAT DO I DO IF I HAVE A STUDENT WITH A LEARNING DISABILITY IN MY COURSE?**

Students typically file verification of their disability with Services for Students with Disabilities so that we can approve necessary accommodations and, if the Instructor wishes, to assist in providing those accommodations.

Some of the services we provide include extra time or a quiet place or use of a computer to take exams, readers and note-sharing, and adaptive computer equipment. The services required by each student are individualized and are based upon the student's diagnosis.

Not all students require all of these services. If you are asked for an accommodation by a student with a verified learning disability, please feel free to call Services for Students with Disabilities for information about procedures to follow in order for us to provide the services required in an effective and timely manner.

## **WHAT IF A STUDENT MIGHT HAVE A LEARNING DISABILITY?**

If you are working with a student whom you suspect or who feels that he/she may have a learning disability, you may refer the student to us.

Services for Students with Disabilities does not provide diagnosis; however, students with the Undergraduate or Graduate Student Health Insurance Plan (USHIP), who receive a referral from the SSD office and pay the \$100 deductible fee, are eligible for basic assessments by local, designated practitioners. (*Also see the Policy Brochures: [www.campushealth.ucr.edu/forms/UCRG-06b-online.pdf](http://www.campushealth.ucr.edu/forms/UCRG-06b-online.pdf) and [www.campushealth.ucr.edu/forms/UCRU-06b-online.pdf](http://www.campushealth.ucr.edu/forms/UCRU-06b-online.pdf)*)

## **I DON'T REALLY FEEL THAT I KNOW ENOUGH TO WORK WITH STUDENTS WITH LEARNING DISABILITIES**

If you would like more information about learning disabilities at any time during the year, please call Services for Students with Disabilities at (951) 827-4538.

## SECTION IV DESCRIPTIONS OF CLASSROOM ACCOMMODATIONS

### TEST TAKING ACCOMMODATIONS

Not all students with disabilities require testing accommodations; for those who do, instructors are encouraged to work closely with students and SSD to establish acceptable testing procedures that will allow each student to demonstrate his or her knowledge without reflecting the disability.

Exams may be administered in our Academic Support Center as a service to students and instructors.

**NOTE: *In order to maintain the integrity of the exam and the testing process, we provide testing rooms that are monitored by proctors at all times.***

### TEST TAKING ACCOMMODATION PROCEDURES

**Students are responsible for:**

- notifying instructors of their need for testing accommodations;
- obtaining the instructor's signature authorizing the procedures; and,
- returning the authorization form to the ASC ***at least 1 week prior to test date or 2 weeks prior to final examinations.***

This advance notice allows our staff to assign an appropriate space, proctor, and any adaptive equipment required.

## **SAMPLE TEST TAKING ACCOMMODATIONS**

Based on their particular disability-based need, a student's testing accommodations may include:

- Exam in an alternate format – in electronic format, large print, Braille
- Private and quiet testing area
- Use of a computer with adapted software
- Additional time for the exam
- Readers or writers
- The use of assistive aids, such as an electronic speller, dictionary, or calculator, when their use does not compromise the integrity of the material being tested

## **NOTE-SHARING SERVICES**

Some students may require the use of a classroom note taker.

The assistance of an instructor may be needed to identify class volunteers who are interested in sharing lecture notes that are comprehensive and legible.

You may be asked to make an anonymous announcement in your class to identify interested students, who are then referred to the Academic Support Center (ASC), 159 Rivera Library.

**PLEASE NOTE:**  
***Note takers are not considered a substitute  
for classroom attendance.***

## ***CLASSROOM ACCOMMODATION DESCRIPTIONS Cont.***

### **SIGN LANGUAGE INTERPRETERS**

Students who are Deaf or Hard of Hearing may require the use of Sign Language Interpreters for lectures, labs, and other class-related activities.

This service is arranged and provided by Services for Students with Disabilities.

Students are responsible for informing Services for Students with Disabilities about when and where interpreters will be needed.

The interpreter assigned to your class may occasionally ask for materials in advance, such as a copy of the text-book, in order to learn the technical vocabulary of your field.

### **COMMUNICATION ACCESS REALTIME TRANSLATION (CART)**

CART is a relatively new technology that allows Deaf and Hard of Hearing students who do not know American Sign Language to participate fully in classes.

A captionist sits beside the student and transcribes the class word for word, while the student follows along on a laptop computer.

As with other classroom accommodations, students are responsible for notifying the SSD office of their need for CART services.

## **Appendix I**

### **APPLICABLE LAWS AND POLICIES**

#### **1973 VOCATIONAL REHABILITATION ACT, SEC. 504**

Colleges and universities in the U.S. that receive Federal funds have provided equal educational opportunity to students with disabilities since the passage of the 1973 Vocational Rehabilitation Act, Section 504, which states:

*“No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”*

#### **AMERICANS WITH DISABILITIES ACT (ADA), 1990**

The Americans with Disabilities Act protects people with disabilities from discrimination in most public arenas. The ADA applies to employers, public services, public accommodations, communication providers and transportation providers regardless of whether they receive or benefit from federal funding. The ADA states, in part,

*“.... no qualified individual with a disability shall, by reason of such disability, be excluded from participation or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”*

#### **UNIVERSITY OF CALIFORNIA POLICIES APPLYING TO NONDISCRIMINATION ON THE BASIS OF DISABILITY** (Section 140, “Policies Applying to Campus Activities, Organizations, and Students,” 1994), which states:

*“In concert with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, University policy prohibits discrimination on the basis of disability in all of its programs, services, and activities.”*

## ***Appendix II***

### ***FORMS FOR STUDENT AGREEMENT For RECORDING LECTURES***

#### **STUDENT AGREEMENT FOR RECORDING LECTURES**

In Section 504 of the Rehabilitation Act of 1973, the “*Rules and Regulations*” section outlines the procedures for compliance.

“A recipient to which this subject applies may not impose on handicapped students...rules such as the prohibition of tape recorders (or *Brillers*) in classrooms... that have the effect of limiting the participation of handicapped students in the recipient’s education program or activity.”

#### **COPYRIGHT ISSUES**

Instructors who are concerned about allowing students to record their lectures because of future copyright issues may use the sample agreement, on the opposite page, signed by the student at the beginning of the term.

For additional information, please contact the SSD Director, 125 Costo Hall, (951) 827-4538.

**Sample**  
**Student Copyright Agreement**

- Date: \_\_\_\_\_
  
- Instructor Name: \_\_\_\_\_
- Dept. \_\_\_\_\_
- Course No: \_\_\_\_\_
- *Course Title:* \_\_\_\_\_
  
- I, \_\_\_\_\_, agree that I will not release the recording or transcription or otherwise hinder \_\_\_\_\_'s ability to obtain copyright on lectures I have recorded or transcribed during \_\_\_\_\_, in
  
- \_\_\_\_\_  
(Student Signature)  
  
\_\_\_\_\_ (Date)
  
- \_\_\_\_\_  
(Instructor Signature)  
  
\_\_\_\_\_ (Date)

## **Appendix III**

### **References and Suggested Reading**

Association for Higher Education and Disability (AHEAD) Information on all aspects of disability and higher education. [www.ahead.org](http://www.ahead.org)

Disability Access Information and Support (DAIS) Information and publications on disability issues at the postsecondary level. <http://www.janejarrow.com/>

Equal access to Software and Information (EASI). Web Design Access Kit  
<http://www.rit.edu/~easi/webkit.htm>

Grossman, Paul. Making Accommodations: The Legal World of Students with Disabilities. Academe.  
[www.aaup.org/publications/Academe/2001/01nd/01ndtoc.htm](http://www.aaup.org/publications/Academe/2001/01nd/01ndtoc.htm)

HEATH Resource Center, National Clearinghouse on Postsecondary Education for Individuals with Disabilities. <http://www.heath.gwu.edu/>

Shapiro, J. *No Pity – People with Disabilities Forging a New Civil Rights Movement*. Random House, 1993.

Sutton, Jennifer. *A Guide to Making Documents Accessible to People Who Are Blind or Visually Impaired*. American Council of the Blind.  
<http://www.acb.org/accessible-formats.html#ag41>

United Spinal Organization, Disability Etiquette  
<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

Vogel S. *The College Student with a Learning Disability: A Handbook* (8<sup>th</sup> ed.) (2005). Pittsburgh, PA.  
[www.ldanatl.org/](http://www.ldanatl.org/)

------. *The Long and Sorry History of Discrimination Against People with Disabilities in the United States*. The Ragged Edge Online, Sept/Oct 2000.  
[www.raggededgemagazine.com](http://www.raggededgemagazine.com)

### **Non-Discrimination Statement**

In accordance with applicable State and Federal laws and University policy, the University of California does not discriminate in any of its policies, procedures, or practices on the basis of race, color, national origin, religion, sex, sexual orientation, disability, status as a Vietnam-era Veteran or disabled veteran, medical condition (as defined in Section 12926 of the California Government Code), ancestry, or marital status; nor does the University discriminate on the basis of age or citizenship, within the limits imposed by law or University policy. In conformance with applicable law and University policy, the University of California is an affirmative action/equal opportunity employer. Inquiries regarding the University's equal opportunity policies may be directed to the Director of Affirmative Action, (951) 827-5604.