



Services for Students with  
Disabilities Office

## Instructors' Guide

SSD Administrative Office - 125 Costo Hall

Academic Support Center - 1213 Student Services Bldg.

Student Mobility Services Center - 125 Costo Hall

Phone: 951.827.4538

FAX: 951.827.4218

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

Services for Students with Disabilities (SSD) is part of the Student Special Services office, which also provides several other services including veterans educational benefits administration and voter registration.

Need to Register to Vote?

Student Special Services Office

125 Costo Hall

(951) 827-3861

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

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### **Acknowledgements**

We wish to thank the Access Support Office, Eastern Michigan University, Florida State University and the University of California, Los Angeles, Office for Students with Disabilities for permission to use material from their websites. SSD Office-September 2006/April 2009

### **Alternate Formats**

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

### **Resources for learning about accessibility:**

[Www-304.ibm.com/jct09002c/university/scholars/skills/accessibility/learn.html](http://Www-304.ibm.com/jct09002c/university/scholars/skills/accessibility/learn.html)

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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 a part of a student's permanent record.

SSD staff will not discuss specific issues related to a student's disability with faculty, staff, family members, or other offices or agencies without a written release from the student. If you have any questions in regards to confidentiality, please contact the SSD office at (951) 827-4538

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

## I. Introduction

Welcome to the UCR Instructors' Guide for students with disabilities. As faculty or staff of UCR, you have the opportunity to teach and interact with students from many diverse backgrounds, including students with disabilities.

### **SSD– Who We Are**

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-1960's. 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, 1213 Student Services  
Building

Student Mobility Services Center, 115 Costo Hall

You may also visit us online at:

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

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

## **SSD– Where We Are Located**

SSD Administrative Office  
125 Costo Hall (951) 827-4538

## **SSD– What We Do**

Students begin the process of registering for services at UCR in our administrative office. Students must self-identify with our office to receive services.

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

Individual student's accommodations are based on their documentation; therefore, each student has a unique combination of services. Staff provide information and referrals to students and consultation to instructors and staff.

## **Academic Support Center (ASC)**

**1213 Student Services Building (951) 827-3028**

The ASC provides services in support of the instructional programs, which include special facilities for administering exams, readers, materials in Braille, large print and electronic formats, referrals for note sharing, and adaptive computer equipment. Sign language interpreters and Communication Access Realtime (CART) services for deaf and hard of hearing students are coordinated by the ASC also.

## **Student Mobility Services Center (SMSC)**

**115 Costo Hall (951) 827-3872**

The SMSC provides wheelchair-accessible van rides as well as cart rides on campus and in the local area, information for negotiating the campus for visually and mobility impaired students, furniture, and wheelchair repair and loans.

## **II. Academic Accommodations**

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.

### **Responsibility 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 every quarter.

### **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, for example.

Some accommodations, such as materials in Braille, large print, or electronic format, readers, and special equipment for testing or composing 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.

**Please note:** Furniture placed in classrooms as a student accommodation is for this purpose only.

## **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 the SSD office, and we will seek permission from the student to discuss the situation with you.

In order to invite 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 a 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 and allows students, particularly those with hidden disabilities, to maintain privacy.

**It is essential** that the privacy and confidentiality of students with disabilities be maintained at all times. 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 or 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 at:

<http://webmasters.mnscu.edu/access/guidelines/>

## **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.

Please 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.

## **More Information**

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

<http://www.unitedspinal.org/>

## **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 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 recorded materials or other alternative formats. It takes an average of six weeks to get a book 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 in multiple formats including a handout.
- Encourage all students to use campus support services, including the Learning Resource Center for tutoring and the Counseling Center.

### **More Information:**

If you are interested in learning more about universally accessible teaching, please see:

[http://www.olin.org/ILT/ada/Fame/udl/f2\\_11\\_145.html](http://www.olin.org/ILT/ada/Fame/udl/f2_11_145.html)

### 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, auditory and visual processing disorders, neurological in origin, that occur in students who have otherwise average to superior intelligence.

You may be familiar with the term ‘dyslexia.’ Others LDs cause difficulty with listening skills, language processing, mathematics, reading, writing, organization or sense of direction.

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 discrepancies between a student’s performance and potential.

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 that will allow them to demonstrate their potential to do college-level work.

## **Academic Accommodations for Learning Disabilities**

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, assist in providing those accommodations.

Some of the services we provide include extra time, 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 specific functional limitations.

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 the SSD office for information about procedures to follow in order for us to provide the services required in an effective and timely manner.

### **If you suspect a Learning Disability**

If you are working with a student whom you suspect may have a learning disability, or if they feel they might, you may refer the student to SSD.

Services for Students with Disabilities does not provide testing and 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 learning disability testing by a designated practitioner. For policy information, see <http://campushealth.ucr.edu/Forms/>

### **Need More Information about Learning Disabilities?**

If you would like more information about learning disabilities at any time during the year, please drop by the Services for Students with Disabilities office in 125 Costo Hall or call us at (951) 827-4538 and ask for the Learning Disability Specialist.

## **IV. Other Hidden Disabilities**

### **ADD/ADHD**

Characteristics of ADD and ADHD, a neurological condition that develops in childhood, include persistent patterns of distractibility, impulsivity and disorganization.

Students with an attention deficit may have difficulty paying attention in class, staying on task, taking exams in the presence of distractions, organizing their thoughts into written and oral work, time management, and identifying key points in a presentation.

Many students with attention deficits control some of the symptoms with medications, but the medications have serious side effects and do not completely eliminate the disorder.

### **Psychological Disabilities**

Over the years, the number of students on college campuses with psychological disabilities such as bipolar disorder, depression, post-traumatic stress disorder, personality disorders, anxiety disorders, obsessive compulsive disorder and schizophrenia have increased significantly.

Advances in medicine and psychiatry have enabled many of these students to engage in higher education that otherwise would not have been able. Medication is a key factor in managing psychological disabilities, as are managing the side effects. Some psychotropic medications leave a student feeling disoriented and impact their ability to concentrate or retrieve information from memory; fatigue, nausea and/or irritability may also result from such medications.

Accommodations are provided based on current medication side effects and documented diagnosis.

## **Autism Spectrum Disorder - Asperger's**

Asperger's Disorder is defined as a communication and social disorder where a student has relatively good verbal language, with "milder" non-verbal language problems and a restricted range of interests and relatedness. Asperger's is part of the autism spectrum, so individual students will display unique attributes on the spectrum. Some require many accommodations, others none.

Students with Asperger's are sometimes of average to superior intelligence with fixations on specific knowledge. They may have difficulty in the classroom understanding lectures that include euphemism, sarcasm, or culturally based humor. Crowds can be overwhelming and distracting. They may not understand classroom etiquette by interrupting to answer rhetorical questions, asking too many questions or correcting the instructor on details. Reading body language proves difficult for some as they have difficulty process facial expressions, body gestures, or tone of voice. They may speak in a volume inappropriate for the circumstance, speech may be halted or over-enunciated with little or no eye contact.

## **Traumatic Brain Injury**

Traumatic brain injury (TBI) may have resulted from an accident, poisoning, stroke, brain tumor, infection or lack of oxygen. A brain injury can affect a student's short-term memory and their ability to concentrate and solve problems. It can also lead to fatigue, a lack motivation and a tendency to be more emotional. Most improvements in functioning take place in the first six months after injury; progress after this can often be very slow. Some students with TBI have been students prior to their injury and many re-enroll after a period of recovery. Others will be taking up college study for the first time.

Students with TBI also may have difficulty in learning new information, managing time, and controlling fine movements. Other issues for such students may include distractability, linear or rigid thinking, speech problems, fatigue, pain and dizziness, social problems, impulsive or disruptive behavior or feelings of low self-esteem and depression.

## **V. Descriptions of Academic 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.

### **Test Taking Accommodation Procedures**

Students are responsible for:

- Notifying instructors of their need for testing accommodations
- Obtaining the instructor's signature authorizing the procedures
- 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.

**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.

## **Sample Test Taking Accommodations**

Based on a student's individual disability-based need, 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), 1213 Student Services Building. Please mention that volunteer note takers may receive credit for their service by listing it on their Co-curricular Transcript, available through GROWL online.

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 textbook, 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.

**Please note:** SSD furniture may be placed in a classroom to accommodate captionists and should only be used for this purpose.

## **Appendix I: Applicable Laws and Policies**

### **1973 Vocational Rehabilitation Act, Section 504**

Colleges and universities in the United States 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:

...[N]o 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 Regulation" 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 Brailers) 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 quarter.

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

# SAMPLE

## Student Copyright Agreement

Date: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Department: \_\_\_\_\_

Course Number: \_\_\_\_\_

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 \_\_\_\_\_.

\_\_\_\_\_  
(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.  
<http://www.ahead.org>

Equal Access to Software and Information (EASI)  
Web design access kit. <http://people.rit.edu/easi/>

Grossman, Paul. *Making Accommodations: The Legal World of Students with Disabilities*. *Academe*.  
<http://unjobs.org/authors/paul-d.-grossman>

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* (8th ed., 2005) Pittsburgh, PA.  
<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.  
<http://www.raggededgemagazine.com>

**Please also note:** SSD furniture may be placed in a classroom to accommodate students or captionists and should only be used for this purpose. In addition, classroom aisles should be wheelchair accessible.

Thank You.

### **Non-Discrimination Statement**

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. Inquiries regarding the University's equal opportunity policies may be directed to the Director of Affirmative Action, (951) 827-5604.

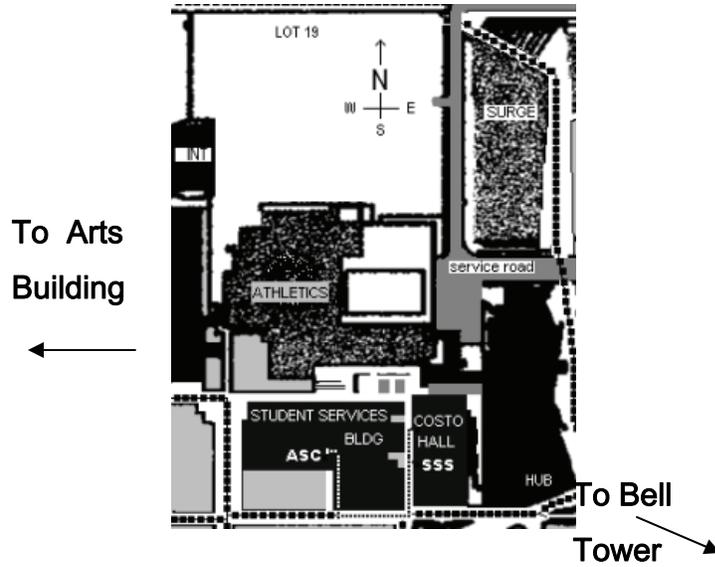
**Directions to: Services for Students with Disabilities**

**SSD Administrative Office (Part of Student Special Services)**

-125 Costo Hall

**Academic Support Center** -1213 Student Services Bldg

**Student Mobility Services Center** -125 Costo Hall



<b>KEY</b>	<b>Costo Hall 125</b>	<b>Building 311</b>
	<b>Student Services</b>	<b>Building 614</b>
	Bell Tower	Building 530
	Fine Arts	Building 411
	Athletics	Building 334
	CHASS Int.	Building 372 a & b
	Surge	Building 380