

FAU Student Accessibility Services Faculty and Staff Guide

Faculty Information for Coordinating Access

The “why”. What is the purpose?

Disabled individuals must be able to:

- Engage in the same activities
- Access the same information
- Enjoy the same services and benefits as a person without a disability.

This access must occur:

- In an equally effective and integrated manner
- With substantially equivalent ease of use
- Free of discrimination.

SAS aims to create and promote a more accessible and inclusive learning environment for students with disabilities. When access is not available through universal design or the inherent nature of the course, accommodations are necessary.

Professors will be notified of students’ accommodations through an Academic Accessibility Agreement (AAA) letter, sent through our SAS online portal.

Summary of SAS Student Process:

- 1.) Student connects with SAS by completing an online application and submitting documentation of their disability.
- 2.) Student is assigned to an SAS Consultant and meets for the Initial Intake Appointment. The SAS Consultant and student will engage in an interactive and collaborative process to determine academic accommodations.
- 3.) After the Intake, the student is registered with SAS and accommodations are set.
- 4.) If students want to utilize their accommodations, they will request them per class for each semester, through the SAS portal. When a student requests the accommodations in the SAS portal, professors are automatically emailed (from accommodations@fau.edu).

General Professor Information:

- Once the student requests their accommodations, the portal will automatically send the professor an email with a link to the Instructor Portal (email will come

from: accommodations@fau.edu). The professor will log in to the portal with FAU login information to view and confirm each student's accommodations.

- Students may request accommodations at any point in the semester.
- Accommodations are not retroactive.
- The knowledge of a disability should be treated in a confidential manner by the instructor. Identifying a student to peers or making comments about a student's disability in class violates the student's right to privacy.

Reasonable Accommodations:

The purpose and ultimate goal of SAS is access, not to apply a 'specific accommodation'. Accommodations are determined based on the student's functional limitations, but SAS has no knowledge of the professor's course design. If an accommodation is not appropriate because it would fundamentally alter the nature of the course experience, then other accommodations or means of access need to be considered to the extent possible. If a professor feels this is the case, they should reach out to the student's SAS Consultant (listed on the AAA letter).

If additional accommodations beyond what are listed on the student's AAA are requested by a student, the student, SAS Consultant, and professor will go through an interactive process to determine the logistics of the request and if the additional accommodation(s) would be a fundamental alteration of the course.

Common Classroom Accommodations:

Volunteer Notetaking

"Volunteer notetaking assistance (If the student requests a volunteer notetaker in your course, you will be notified by email and asked to assist in recruiting a notetaker)"

The need for supplemental class notes is appropriate for a variety of disabilities. If students have this accommodation, they have the option to request a notetaker in each of their classes. If the student requests a notetaker in a specific course, the professor will be emailed a "memo" to read to the class and/or post in Canvas to help recruit a volunteer in that course. The SAS Notetaking Coordinator will facilitate the matching of students and notetakers.

Permission to Audio Record Classes

"Audio-recorded classes recorded by this student and used solely by this student for study and review"

Recording the lecture allows the student to go back and re-listen to anything they may have missed or not understood during class. The student may use their phone, a recorder, or a Livescribe smartpen to record the lecture. The student may discuss with the instructor the best placement of the recording device. If the lecture is virtual, the student may ask the professor for a recording of the virtual lecture. The student should only record during the professor's lecture. Some courses may have personal class discussions, which the student will not need to record.

Excused Absences

“Excused absences due to disability. Student is able to make up missed assignments, quizzes and tests if absent due to disability. The number of allowed absences will be determined on a course-by-course basis - 50% more than the Professor's attendance policy. (SAS will notify you in each instance absence accommodations are necessary)”

Students with some disabilities, such as chronic illness, mobility difficulties or psychological disorders, may miss class because of an exacerbation of their disability symptoms or hospitalization. The student is responsible for contacting their SAS Consultant each time a class is missed due to a disability, and the SAS Consultant will inform the professor. According to the accommodation, the student may miss 1.5x the allowed number of absences for the course. It is up to the professor to monitor this if they would like to.

This accommodation only covers the specific class missed and any assignments/quizzes/exams on that day. Professor will determine when work is due/assessments are made up.

Breaks During Class

“Breaks as needed”

For some students, sitting for long periods of time and/or remaining in the same position for the duration of a class period can exacerbate symptoms of the disability. Similarly, some students may need to leave class for brief periods to attend to medications or other medical needs. SAS encourages these students to move around or leave class in the least disruptive manner possible.

Preferential Seating

“Seating in front”, “Seating in back”, “Seating near exit”

Students may request an instructor's assistance in obtaining appropriate classroom seating. Typically in the college setting, students are able to choose their own seats. This

accommodation would be needed in the case where there is a seating chart of limited seating in the classroom.

Use of a Laptop for Taking Notes

“Able to use laptop to take notes in class”

Students who, because of a disability, have difficulty taking notes by hand may be eligible to use a laptop in class as an accommodation.

Extension on Assignments

“Extension on assignments if needed due to disability. (SAS will notify you if this accommodation is necessary)”

Unlike excused absences, this accommodation is for a specific assignment. If the student needs to utilize this accommodation, the student will email their professor and SAS Consultant at least 24 hours prior to the due date of the assignment. The SAS Consultant will provide the professor with official SAS confirmation of the extension by email. Once the SAS Consultant has contacted the professor (student will be included on the email), it is up to the student to contact the professors regarding the extension. The length of the extension will be up to the professor’s discretion.

Deaf and Hard of Hearing Accommodations

Students with hearing loss vary greatly in the assistance needed to ensure access to class lecture and materials. Faculty will be notified by the AAA if a student will have an interpreter or C-Print captionist in the classroom.

“Real-time Captionist will accompany student to class”

- C-Print is usually accommodated by an on-site provider. This individual types what is being said in class into a laptop, which is then visible to the student who sits alongside.

For online classes, SAS may ask an instructor to add the Captionist to their Canvas to provide access to the lectures.

“Sign Language Interpreter will accompany student to class”

- Interpreters typically stand in the front of the class to the side of the instructor. In higher-level classes, interpreters may ask for a copy of the text so that they can ensure access to discipline specific vocabulary.

For online classes, SAS may ask an instructor to add the Interpreter to their Canvas to provide access to the lectures.

“Closed captioning for audio and/or video presentations. (It is the faculty member’s responsibility to ensure that all audio and/or video presentations have closed captioning. SAS is available to assist faculty if necessary.)”

- Videos that are part of the class or are on the course syllabus should be captioned. Faculty should review videos prior to the start of the semester for accessibility. If assistance is needed, please reach out to SAS as soon as possible.

Depending on the length/format of the video, OIT or SAS can provide assistance.

“Use of FM system in class. Professor will need to wear special microphone/transmitter, provided by student”

- Frequency Modulation (FM) Systems are like miniature radio stations operating on special frequencies. The personal FM system consists of a transmitter microphone used by the instructor and a receiver used by the student with a hearing impairment. The receiver transmits the sound to the ears of the student or directly to the hearing aid.

Alternate Format Text

**This will not be listed on the AAA, as it is provided by SAS.*

Some students require course materials in alternate formats. Common alternate formats include enlarged texts, PDF (to be used with a reading program) or Brailled course materials. The student may contact the professor prior to the semester starting in order to determine what book(s) or other materials may be needed. Because the process can sometimes take time, it is beneficial for the student to start prior to the semester starting.

Braille

**This will not be listed on the AAA, as it is provided by SAS*

While most course materials can be made available to students with visual impairments in electronic or audio formats, it may be necessary to provide key passages, handouts or diagrams in Braille. SAS can provide this, but materials may be required in advance of the class receiving them.

Common Testing Accommodations:

Exams taken at SAS should be scheduled for the same date and time as the classroom exam. Exception: If the class exam time isn't within SAS office hours. In this case, the student may take the exam earlier that day or the next day (this should be determined by the professor and student).

Extended Time

"Extended time for exams and quizzes. The amount of time allowed the class x: ____"

This accommodation is only to be used for "timed" assessments. The extended time accommodation does not apply to take home exams. Extended time ensures that a student's performance is reflective of his/her mastery of material rather than the speed at which a student performs.

For online exams, professors are responsible for adding the extended time to the student's exam. For in-class exams, in order for students to be guaranteed their accommodations, they will need to schedule to take their exams at SAS. A professor may also choose to proctor the exam themselves, but the student must be provided the accommodations. If the student does not schedule the exam at SAS or determine that the professor will proctor the exam, they are expected to take the exam in class without their accommodations.

If a student schedules an exam at SAS, the professor will receive an email with instructions on how to upload the exam and instructions to the SAS portal.

Distraction Reduced Setting

"Test in distraction-reduced setting (quiet room without phones, conversations, interruptions)"

A distraction reduced setting is a quiet space where students have fewer distractions and are better able to maintain focus. This may be a conference room, unused classroom, instructor's office or SAS Testing Center. There may only be a maximum of five students in this room. If the professor prefers to proctor the exam themselves, they should indicate this to the student and set up the time/location of the exam. If not, the student will need to take their exam at SAS to guarantee a distraction reduced setting.

Audio-Recorded Exams

"Audio-recorded exam"

Some students with disabilities may require exam questions read to them rather than reading the information on the screen or paper. SAS utilizes a variety of computer software programs that use text-to-speech capability and can “read” the exam aloud to a student. These programs are compatible with Honorlock and Lockdown Browser. If the exam is online, the student can use the text-to-speech programs at home. The professor will not need to do anything to facilitate this accommodation.

Breaks during Exams

“Breaks during exams – Allow one 10-minute break for every full hour during exams. No break shall exceed 10 minutes.”

While testing at SAS, a student with this accommodation will be allowed an optional 10 minute monitored break for every hour of the exam.

Online Exams: Professors should add an extra 10 minutes for every hour of the student’s accommodated exam time. This means if a student’s accommodated exam time is 2 hours and 40 minutes, the professor should add an extra 20 minutes (3 hours total). The student can use the breaks as needed any time throughout the exam.

*Students should remain on camera during the breaks. If there is a special circumstance where a student may need to use the restroom during breaks, student will contact the professor and SAS Consultant can confirm if needed.

Use of a Calculator for Exams

“Calculator for math-related exams”

This accommodation allows students to use a calculator for any exam which includes math, as long as the calculator is unable to perform the functions they are being tested on. This accommodation typically allows for the use of four-function calculator so that students who understand the concepts will not be penalized for errors in basic calculations.

Use of a Computer for Testing

“Computer word processor for essay exams”

“Computer word processor for exams”

Using a computer allows students the opportunity to avoid physical fatigue and/or to provide legible, better-organized answers to essays. Students may use a computer in the SAS testing center or a personal computer that is pre-approved by the instructor. Computers in the SAS testing center allow for word processing and assistive technology

programs without internet access (through Lockdown Browser), if requested by the professor.

Emotional Support Animals vs Service Animals

Please note: neither of these will be on the student's accommodation letter.

Service Animals are allowed in the classroom, while Emotional Support Animals are limited to the residence hall.

A service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

- When it is not obvious that the animal is a service animal, there are only two questions that can be asked:
 1. Is the dog a service animal required because of a disability?
 2. What work or task has the dog been trained to do to mitigate the disability?
- If a service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or is not under the control of the handler, that animal may be excluded.

An Emotional Support Animal (ESA) is not trained to perform a specific task. Typically alleviates symptoms of disability, for example anxiety or depression.