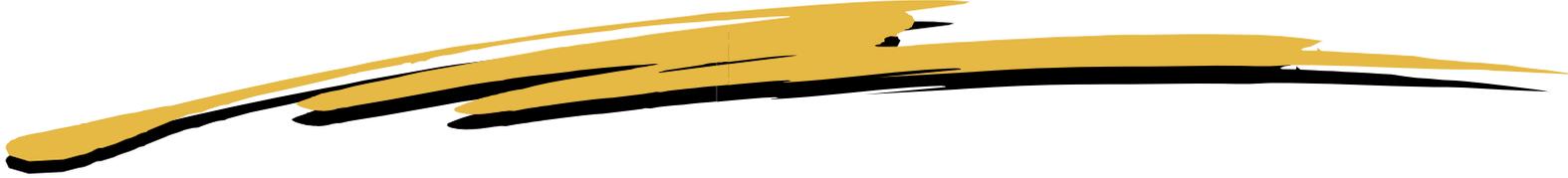


Guide to student accommodation strategies for faculty and administrators

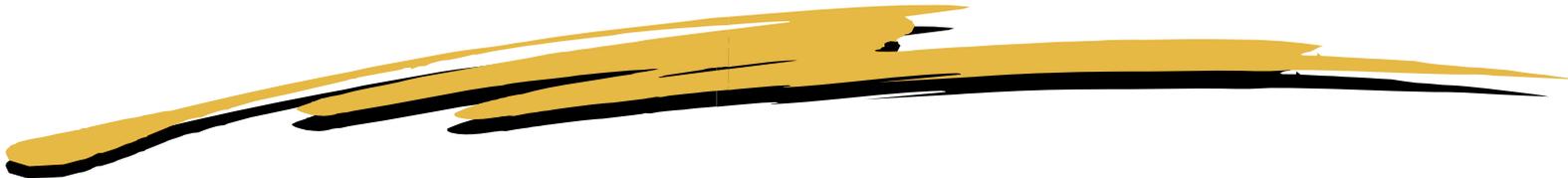
UCF OIE
June 2017





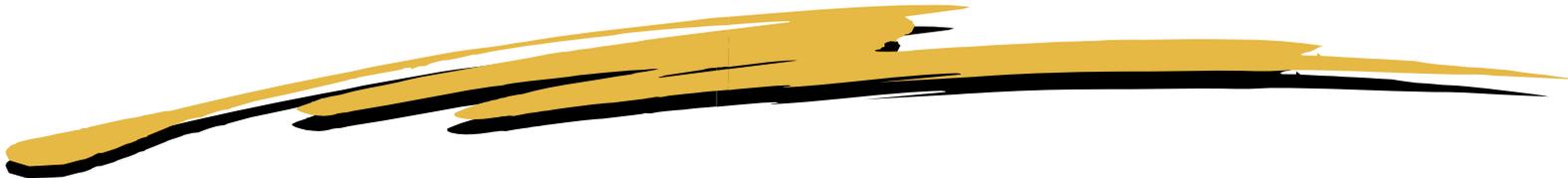
The University of Central Florida complies with the Americans with Disabilities Act. The UCF Strategic Plan enhances compliance with Goal #4, to become more inclusive and diverse. Specifics:

- September 28, 2012 email listed appropriate University actions when a request from a student with a disability requires further consideration
- Classroom accommodations: Academic Affairs assigns primary responsibility to Student Disability Services, within SDES, to determine authorized accommodations
- Non-classroom accommodations: faculty and administrators may approve a student's request following University procedures for compliance



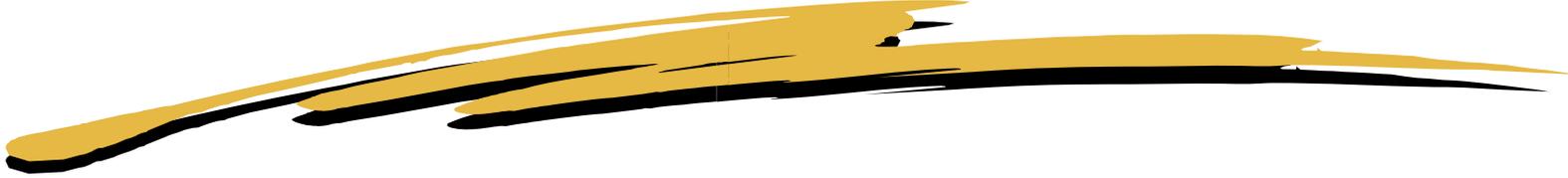
Academic accommodations

- Student Disability Services assesses the student's documentation and approves accommodations
- Student Disability Services provides the student with an “accommodation letter” introducing the student to the faculty member and listing the approved accommodations
- Faculty members are responsible for accommodating the student as Student Disability Services has authorized. SDS may administer tests and provide other services.



Non-academic accommodations - examples:

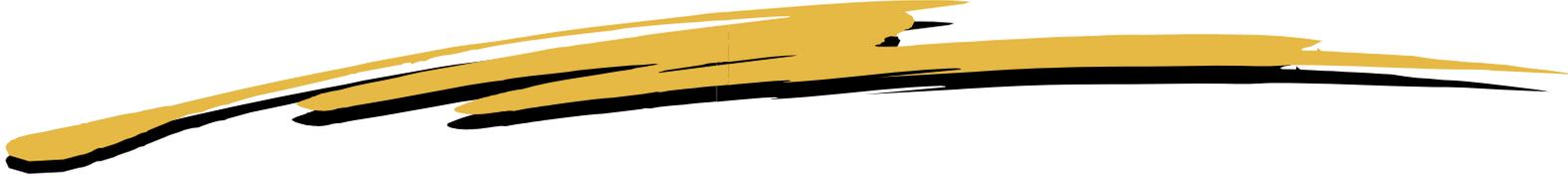
- A student asks to meet with the department chair regarding a concern; requests to use a tape recorder
- A student asks a faculty advisor to provide an accommodation at a club meeting related to success in the major
- A student asks a faculty member to ensure that the class will travel by wheelchair-accessible bus to an off-site activity just added to the syllabus



Non-academic accommodations

(a student asks to meet with the department chair regarding a concern; requests to use a tape recorder) – **strategy 1:**

- Student is not registered with SDS; needs no classroom accommodations because he/she has always taken online classes
- Tape recorder serves to take notes for this visually-impaired student
- Suggested actions: confirm that the student has a visual impairment; consider approving the tape recorder if provided by the university and department chair keeps a copy of tape. Alternative: consider having a third party take notes and transmit via email for student to use text-to-speech program.
- Planning to decline? Engage in Individualized Assessment first by contacting SDS.

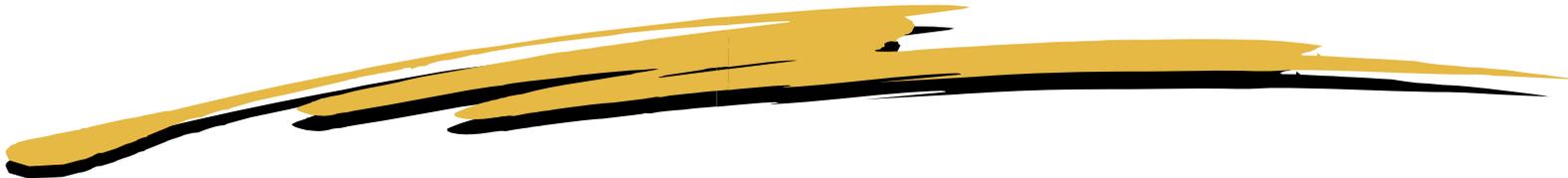


Non-academic accommodations

(a student asks a faculty advisor to provide a sign-language interpreter at a club meeting related to success in the major)

– strategy 2:

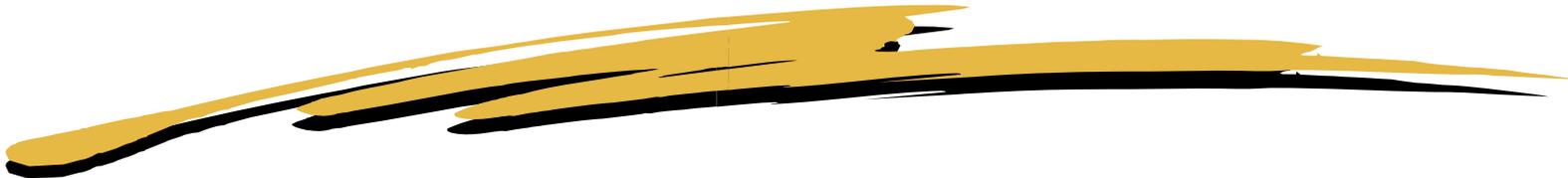
- Student is not registered with SDS; needs no classroom accommodations because he/she has always taken online classes
- Suggested actions: confirm that the student has a hearing impairment. Determine if the club is funded by Office of Student Involvement and apply for funding support. Determine meeting content and effective accommodation. If someone is going to read poetry, see if transcript is available to supplement interpreter information. If movie will be shown, order captioned version.
- Planning to decline? Engage in Individualized Assessment first.



Non-academic accommodations

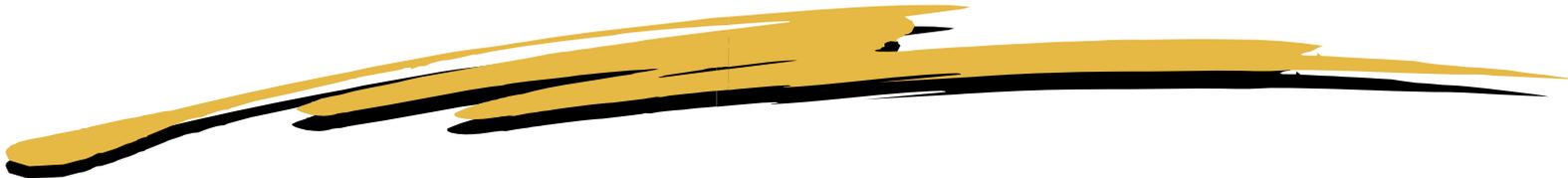
(a student asks a faculty member to ensure that the class will travel by wheelchair-accessible bus to an off-site activity just added to the syllabus) – **strategy 3:**

- Student is not registered with SDS; needs no classroom accommodations because all facilities have been accessible
- Actions: confirm that UCF is providing the transportation; the organizing unit is responsible for access. Determine that such buses exist. If class is going to ride a historic WWII “Duck” vehicle, there is no way to provide access. Is riding the Duck the actual activity, or is the assignment to describe the Duck in three paragraphs? Plan alternate accessible transportation or alternate, effective assignment.
- Planning to decline? Engage in Individualized Assessment first.



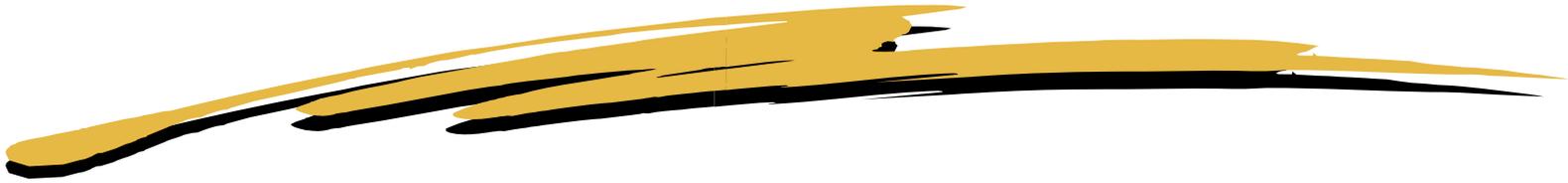
Individualized assessment

- Process is organized by Student Disability Services. Includes OIE as ADA Coordinator for the university. Includes knowledgeable faculty and administrators related to the situation in collaborative process
- SDS will prepare all records for University retention
- Most commonly used when decision-maker plans to decline request or aspects of request
- Respects faculty decisions regarding testing format, materials available, and academic integrity
- Respects administrators' decisions regarding operation of program within University guidelines



Individualized assessment steps, University of Central Florida

- Review eligibility for the requested accommodation
- Review program or class requirements
- Compare requirements with all possible accommodations
- Decide on reasonable accommodations
- Discuss them with student and implement



OIE homepage:

<http://www.oie.ucf.edu/>

(407) 823-1336

Office of Institutional Equity

12701 Scholarship Drive,

Suite 101

Orlando, FL 32816-0030

oie@ucf.edu

