


UCLA Center for
Accessible Education

2019-2020

Faculty Handbook

A255 Murphy Hall | (310) 825-1501 | www.cae.ucla.edu

A group of five diverse students (three women and two men) are standing in a line against a white brick wall. They are all smiling and holding a large white rectangular sign. The student on the far left is a young woman with long blonde hair, wearing a light blue denim jacket over a white top and grey jeans. The student next to her is a young man with dark hair, wearing a pink button-down shirt and dark pants. The student in the middle is a young woman with long dark hair, wearing a white top and dark pants. The student next to her is a young woman with dark hair and glasses, wearing a green top and dark pants. The student on the far right is a young man with short dark hair, wearing a bright yellow t-shirt, dark pants, and a black backpack. The sign they are holding has the following text:

**WHAT YOU SHOULD KNOW
TO ENSURE ACCESS
FOR YOUR
BRUINS WITH DISABILITIES!**



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Our mission

The mission of the Center for Accessible Education (CAE) is to create an accessible, inclusive, and supportive learning environment. Through a collaborative effort with faculty, staff, and students, the Center for Accessible Education facilitates academic accommodations, disability advocacy, and serves as an educational resource for the campus community.



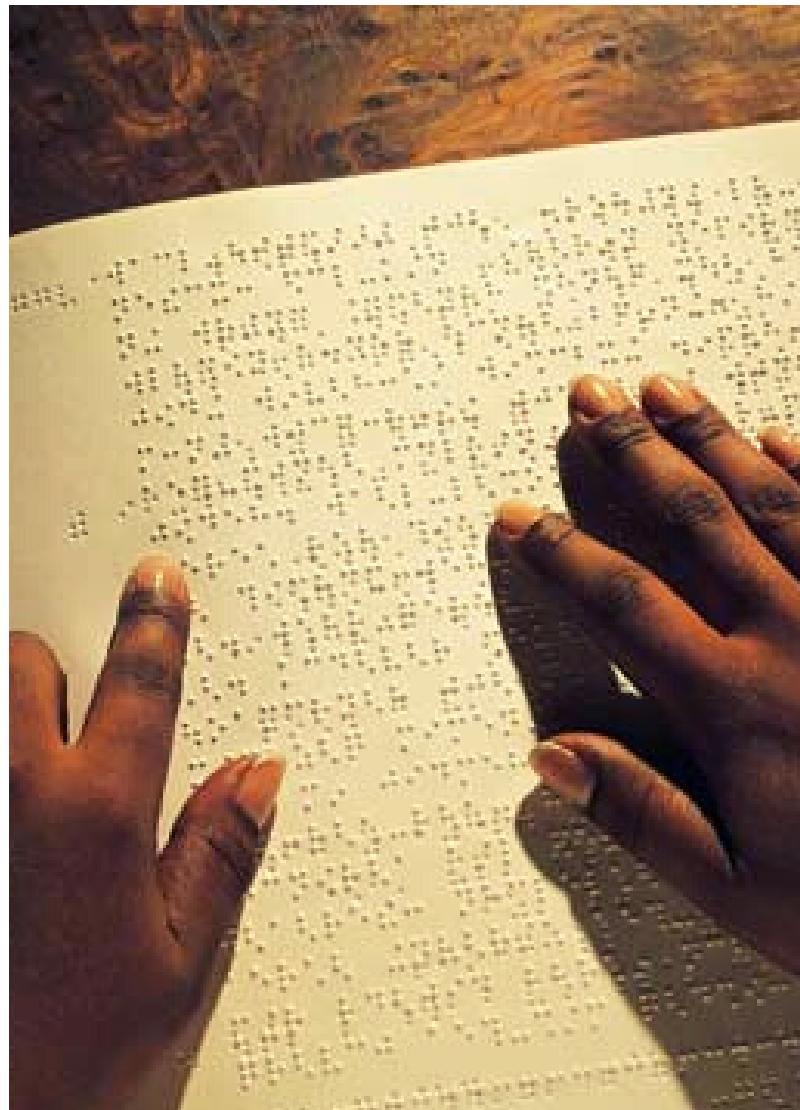
The **UCLA Center for Accessible Education (CAE)** is responsible for the administration of UCLA's commitment to ensuring access and participation for all students with qualifying disabilities or medical conditions. The CAE facilitates academic accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), and the ADA Amendments Act of 2008 (ADAAA). The CAE provides access to the numerous educational opportunities available to students on our campus and empowers students to realize their academic potential.

How is disability defined?

An individual with a disability is a person who has (1) a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

What does it mean to be a qualified student with a disability?

At the postsecondary level, a "qualified student with a disability" is a student with a disability "who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity."





Why do universities provide accommodations?

The Americans with Disabilities Act (ADA) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability. On many campuses, the disabilities office is tasked with determining the necessary accommodations to facilitate a student's access to instruction and participation in the college academic experience. Faculty members and TAs are important disabilities office partners, as they can help ensure that students have access to the accommodations for which they are approved.

Understanding accommodations

Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. Access is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessments provided to all students within a public institution covered by ADA mandates. Accommodations are provided to “level the playing field.” Accommodations allow students with disabilities to access course instruction and participate fully in the assessment process. They are intended to offset the effects of the disability and to provide students with the opportunity to demonstrate knowledge and skills. Accommodations are intended to reduce, or even eliminate, the effects of a student’s disability. They do not, however, reduce learning expectations and should not give a false picture of what a student knows and can do. Reliance on accommodations should never replace appropriate and rigorous instruction in the content area.

Informed decision making regarding accommodations is critical for ensuring successful and meaningful participation of students with disabilities in instruction and assessments. In order to make effective accommodations decisions, disability specialists gather and review as much disability-related information about the student as possible. Initial intake appointments focus on what accommodations the disabilities office can recommend to provide the student equal learning opportunities.

Accommodations are generally grouped into the following categories:

- **Presentation accommodations** present instruction or assessment in an alternate format. Some examples include ASL, captioning, assistive technology devices, Braille, large print, or a reader.
- **Response accommodations** allow students to complete assignments or exams in different ways (e.g., use of reference aids, clicker, use of computer, etc.).
- **Timing/Scheduling accommodations** increase the allowable length of time to complete a test or assignment and may also change the way the time is organized (e.g., extended time, frequent breaks).
- **Setting accommodations** change the location in which a test or assignment is given or the conditions of the assessment setting (e.g., private exam room, distraction-reduced).

What is the Americans with Disabilities Act?

The Americans with Disabilities Act (ADA) is a federal civil rights law that protects individuals from discrimination based on disability. Along with Section 504 of the federal Rehabilitation Act, the ADA promotes equal access and participation in the University's programs and services. These laws provide that students must have an equal opportunity to obtain the same educational outcomes and level of achievement as a students without disabilities. Accordingly, the University may neither deny students with disabilities any benefit or service, nor offer any benefit or service that is not as effective as those offered to students without disabilities. Failure to comply with federal disability laws may subject both the University and individual faculty members/instructors to lawsuits and significant monetary penalties.

Act?

Reasonable Accommodations

A **reasonable accommodation** is a modification or adjustment to a course, program, service, job, activity, or facility that enables a student with a disability to have an equal opportunity to enjoy the benefits, opportunities, and privileges that are available to all students (with or without disabilities) while simultaneously not reducing or eliminating curriculum standards. Reasonable accommodations do not fundamentally alter or eliminate essential course requirements, and any accommodation that would do so is considered unreasonable and would not be recommended nor approved.

All disability-related information including documentation, letters of accommodation, correspondence, and consultations are considered confidential and will be managed in accordance with applicable laws and regulations. Faculty and other instructional staff should maintain the confidentiality of all disability-related student information. Should a student choose to disclose specific disability information, please keep this information confidential.

Privacy Laws and Confidentiality

Faculty, Teaching Assistants (TA), and Staff Accommodations

Employees or applicants in need of assistance or accommodations should notify their supervisor or the Insurance and Risk Management (IRM) office, as the CAE does not handle accommodations for faculty and staff. More information can be found at www.irm.ucla.edu

Student Rights and Responsibilities

Student Rights

UCLA students with disabilities have the right to:

- The right not to self-identify if accommodations are not being requested.
- The right to equal access to courses, facilities, university-sponsored courses, programs and activities. If accommodations are required to ensure equal access, the student must register with CAE to determine eligibility and appropriate accommodations.
- The right to be protected from discrimination.
- The right to challenge decisions or submit a complaint through UCLA's grievance process (Procedure 230.2) and CAE's accommodations appeals process.

Student Responsibilities

Students who are self-identifying with the intent of requesting accommodations have a responsibility to:

- Follow all procedures for registration with the CAE, including submission of appropriate professional documentation, identifying the disability, and detailing the functional limitations caused by the condition.
- Read and respond to all correspondence from the CAE when necessary.
- Self-identify in a timely manner, meeting deadlines and allowing reasonable time for review of documentation and implementation arrangements prior to the need for accommodations.
- Follow University procedures when receiving accommodations, including any procedures which require interaction with professors or staff.
- Request accommodations each quarter in order to provide notification letters of approved accommodations to instructors.
- Notify the CAE if the approved accommodations are not working or are no longer needed.

Faculty Rights and Responsibilities

Faculty Rights

Faculty have the right to:

- Determine the curricula and assignments for courses.
- Maintain consistent standards when evaluating student performance.
- Expect that all students adhere to the Student Conduct Code.
- Contact the CAE regarding accommodations that may jeopardize the academic standards or integrity of a course.

Faculty Responsibilities

In keeping with the University policy and disability law, faculty should:

- Provide accommodations based on a disability only to students who have been found eligible through CAE. Students who request accommodation from faculty but who have not yet been reviewed and found eligible through CAE should be promptly referred to CAE. To assure that all students are treated equally, it is important that students claiming a disability are evaluated by CAE.
- Protect the privacy of students with disabilities whenever possible.
- Students with disabilities should not be actively identified in the classroom or via email.
- CAE encourages students to discuss their need for accommodation with their faculty, but they are not required to discuss their disability with faculty, even in private.
- Provide approved accommodation in a consistent and timely manner. To comply with laws and regulations, it is important that approved accommodations be provided without interruption. Contact the CAE if you believe an approved accommodation fundamentally alters your course.
- Grade students based on their performance with accommodation; i.e. students cannot be penalized for using accommodation.
- Contact the CAE if you have questions about how a student's accommodation can be implemented in your course.



CAE Rights and Responsibilities

CAE staff has the right to:

- Require appropriate, professional documentation demonstrating the nature and extent of the functional limitations caused by a condition.
- Deny a request for accommodations for reasons such as failure to submit required documentation, or where the documentation does not indicate that the accommodation is necessary.
- Refuse a request for an unreasonable accommodation or one which would alter an essential element of a course or degree.
- Discuss specific disability-related information with UCLA faculty or staff on a need-to-know basis in order to perform its functions.

CAE responsibilities:

- Review requests for accommodations and documentation submitted and respond in a timely manner regarding its determination.
- Maintain confidentiality of student documentation and communications.
- Engage student in interactive process in order to discuss reasonable accommodations.
- Determine reasonable accommodations and make recommendations to faculty regarding the implementation of accommodations.
- Act in accordance with Federal and State laws that prohibit discrimination on the basis of disability.



How does a student register for accommodations with the CAE?

To register for accommodations, students are asked to do the following:

1. Complete a printable or online **Request for Accommodations** form.
2. Submit **supporting documentation** that includes details about a diagnosis and functional limitations. The documentation should describe how the condition impacts the student in an academic setting.
3. Participate in an individualized **interactive intake** with a CAE Specialist.
4. Make the **Accommodation Letter** viewable by instructors in the Faculty Portal.

Do returning students need to re-register every year?

No. But in order to utilize accommodations and have an Letter of Accommodation available for viewing by professors, students must request, or Self-register, their accommodations every quarter they plan on using them.

How long does the entire process take?

It can take up to two weeks from the time a student requests accommodations until they are registered with the CAE--and possibly longer depending upon the number of requests in review. Therefore, it is important to request accommodations as early as possible at the start of each quarter to allow ample time for the coordination of services. We recommend that letters are issued within the first two weeks of the start of each course and that students confirm accommodation logistics, such as specific testing arrangements, early in the term and again 14 days before each exam. Accommodation requests made on short notice will be reviewed on a case-by-case basis but cannot be guaranteed.



How can I verify the accommodations my student is approved for?

Letters of accommodation notify you about the academic accommodations your CAE-registered students will need to mitigate disability-related limitations. To view your student's accommodation letters, please follow these steps:

1. Visit the **Faculty Portal** found on the CAE homepage. Log into the Portal using your UCLA logon and password.
2. You will see two headings: **Courses** and **Accommodation Letters**. Click on Accommodations Letters to view a list of students who have requested that you view their letter.
3. Click "View letter" to view your student's letter.
4. After you review or save a .pdf of the letter, proceed to step 2 - confirming receipt of the letter. The system will record your confirmation.
5. Please contact the CAE if your student is asking for an accommodation that does not appear on the accommodations letter.

(Refer to page 27 for detailed instructions)

A student is asking for an accommodation, but does not have an official letter from the CAE.



Do not provide accommodations to students who do not have an official Center for Accessible Education accommodation letter. Refer any student who does not have an official accommodation letter to the CAE so that we may determine student eligibility for accommodations.

Does the CAE provide accommodations for temporary injuries or illnesses?

The CAE can provide accommodations for temporary injuries or illness (broken bones, concussions, ongoing illness, etc.). Students with short-term illnesses (cold, flu, etc.), which do not qualify as disabilities under the ADA, should work directly with faculty to develop a plan for any missed classes or assignments.



Accommodations: Information for Faculty

The most commonly utilized classroom accommodations include:

- **Testing accommodations** (additional time, distraction-reduced environment, private room)
- **Adjusted assignment deadlines** in consultation with CAE
- **Adjusted attendance requirements:** The CAE generally considers the following allotment of absences reasonable for a standard 10-week course. However, please note, any approved adjustment to an attendance policy as a reasonable accommodation *must* be determined on a case-by-case basis *with* CAE consultation:
a) 4 absences in a course meeting 3 times per week, or b) 3 absences in a course meeting 2 times per week, or c) 1 absences in a course meeting 1 time per week.
- **Notetaking Support** can include Sonocent Audio Notetaker, Otter, Livescribe Smartpen, Audio Record Lectures, Notetaking Express, and peer notetaking.
- **Computer** for typing notes in class
- **Powerpoints or handouts provided** in advance.
- **Breaks During Class:** There is no limit to how many breaks can be taken. The student is expected to come back to class after break. Student should still be present for the majority of class time.
- **Disability Seating:** This means that the student has a seating need based on disability. If the student is unable to access their needed seat/desk, the CAE will consult with Facilities to provide the required seating accommodation.
- **Adjusted Participation Requirements:** In some cases, a student's disability may impact their ability to participate fully in courses. If participation is a fundamental aspect of your course, an alternative accommodation may be determined by contacting the student's CAE Specialist.

For detailed information about student accommodations,
please visit the CAE website.



The Adjusted Attendance Accommodation

What is the purpose of this accommodation and how is it determined?

If a student has a chronic documented disability with unpredictable or cyclical acute episodes, adjustments to the attendance policy may be appropriate as an accommodation and will be considered on a case-by-case basis. The purpose of this accommodation is to mitigate, to the greatest extent possible, the impacts of the student's disability. The accommodation is meant to adjust when or if there is an exacerbation of disability-related symptoms that prohibit a student's ability to attend class, lab, or discussion section. This accommodation is determined by an individual assessment of, but not limited to: a) the student's functional limitations listed in the medical documentation, b) the student's narrative in relation to their functional limitation, and c) the course requirements.

What is the procedure for implementing the accommodation?

It is the student's responsibility to initiate a conversation with their CAE counselor prior to a missed class, or as soon as possible thereafter, when requesting an attendance adjustment. It is understood that such requests will be considered on a case-by-case basis and students may be required to submit additional documentation that supports the request.

CAE Students will:

1. Contact their CAE counselor when the need for a disability-related absence occurs.
2. Make their letter of accommodation viewable to their faculty member through the online portal.
3. Let their professor know that they are requesting a disability-related attendance adjustment, which will be confirmed by their CAE counselor.

CAE Counselor will:

1. Conduct "an individualized inquiry" with respect to the request for any adjustments to a course attendance policy. The student may be required to provide documentation that independently supports their requested adjustment to a course(s) attendance policy.
2. Communicate directly with the faculty member(s) regarding any requested attendance adjustments that are directly related to a student's disability.

UCLA Faculty will:

1. Notify the CAE of receipt of the accommodation request.
2. Faculty will notify the CAE if the adjusted attendance accommodation is believed to fundamentally alter the nature of the course. If it is determined that the accommodation would fundamentally alter the nature of the course, faculty are to communicate with the CAE in a timely manner and identify, in good faith, if an equally effective accommodation may be reasonably implemented.
3. Contact the CAE if a request is made directly by the student to adjust the attendance policy. This ensures that the CAE is able to engage the student in the interactive process and take into account the student's limitations when determining if an adjusted attendance accommodation is reasonable.



The Adjusted Assignment Accommodation

What is the purpose of this accommodation and how is it determined?

The accommodation is meant to adjust when or if there is an unexpected, uncontrolled and/or exacerbation of disability-related symptom(s) that prohibit a student's ability to submit an assignment by an established due date. For the purposes of this accommodation, adjusted deadlines refer to in-class assignments, papers/essays, lab reports, and other take-home course assignments. This accommodation is determined by an individual assessment of, but not limited to: a) the student's functional limitations listed in the medical documentation, b) the student's narrative in relation to their functional limitation, and c) the course requirements.

What is the procedure for implementing the accommodation?

It is the student's responsibility to initiate a conversation with their CAE counselor prior to an assignment's due date (or soon as possible thereafter) when requesting an adjusted deadline. It is understood that such requests will be considered on a case-by-case basis.

CAE Students will:

1. Contact their CAE counselor when the need for a disability-related adjusted deadline occurs.
2. Make their letter of accommodation viewable to their faculty member through the online portal.
3. Let their professors know that they are requesting a disability-related extension, which will be confirmed by their CAE counselor.

CAE Counselor will:

1. Conduct "an individualized inquiry" with respect to the request for an adjusted deadline. The student may be required to provide documentation that independently supports the requested extended time on an assignment as an academic adjustment.
2. Communicate directly with the faculty member(s) regarding the approved timeframe for the adjusted assignment deadline.

UCLA Faculty will:

1. Notify the CAE of receipt of the suggested timeframe for the adjusted deadline.
2. If there are concerns regarding the timeline (e.g., assignment is chunked into parts, scaffolding of assignments, pacing of assignments, group projects, grades submissions due dates for the course, etc), faculty is to communicate with the CAE in a timely manner and identify, in good faith, a reasonable timeframe for the adjusted assignment.
3. Faculty will notify the CAE if the adjusted deadline is believed to fundamentally alter the nature of the course.
4. Contact the CAE if a request for an adjusted deadline is made directly from the student. This ensures that the CAE is able to engage the student in the interactive process and take into account the student's limitations when determining an adjusted assignment deadline.

Technology as an accommodation

Frequently asked questions about recording in the classroom



Do Instructors Hold Copyright Over Their Lectures and Instructional Materials?

Generally yes. Instructional materials and other course materials (such as syllabi, study guides, and Powerpoint presentations) are usually owned by the instructor who created such materials under the University's "Policy on Ownership of Course Materials": <https://policy.ucop.edu/doc/2100004/CourseMaterials>. Instructors maintain both immediate and future rights to their work.

Do Students Have a Blanket Right to Obtain Copies of Copyrighted Work?

No. Generally, students are entitled to use instructors' copyrighted materials only when authorized by the instructor or under other specific, limited circumstances (e.g., discussed below).

Do Reasonable Accommodations Infringe Upon an Instructor's Copyright?

Probably not. Students with disabilities may require copies of instructor materials as a reasonable accommodation. **When the purpose of allowing the duplication or distribution of copyrighted content is to provide a reasonable accommodation to a person with a disability, federal law places limitations on an instructor's rights to assert copyright infringement.** Section 121 of the U.S. Copyright Act specifically restricts a copyright owner's exclusive rights, stating that reproduction or distribution of copyrighted materials in accessible formats exclusively for use by persons with disabilities is not an infringement of copyright. Accessible formats include printed instructional materials, braille, audio, or digital text for exclusive use by persons with disabilities and (with respect to print materials) also encompass large-print formats. In addition to Section 121, "fair use" under Section 107 of the Copyright Act is a separate legal defense that permits the unlicensed use of copyright-protected works in certain circumstances, which may include providing access to disabled students as a reasonable accommodation. Like a student's request for reasonable accommodation, fair use determinations are a fact-specific inquiry and must be assessed on a case-by-case basis.

Four factors are relevant in determining if a recording accommodation infringes upon an instructor's copyright:

1. The purpose/character of the material's use (e.g., whether of a commercial nature or for nonprofit educational purposes);
2. The nature of the copyrighted work (the degree to which the work is, for example, a highly creative expression as opposed to a fact-based work);
3. The amount and substantiality of the material used; and
4. Whether, and to what extent, the use harms the market value of the work.

As the U.S. Supreme Court, among other courts, has made clear: "Making a copy of a copyrighted work for the convenience of a blind person is expressly identified by the House Committee Report as an example of fair use."

What Are the Protections for University Instructors Providing Reasonable Accommodations?

Regardless of the ability to use copyrighted lecture materials, it is in the University's interest to afford instructors some measures of reassurance and support for the protection of copyrighted materials to address any remaining concerns and to ensure cooperation with legal mandates. Such measures may include providing the student with a limited license for use of the materials, encryption (or other electronic tools) that would prevent a student from copying or forwarding an electronic presentation, etc. Federal copyright law allows for providing a copyright notice stating that any further reproduction or distribution is an infringement in addition to identifying the copyright owner and the date of the original publication. CAE takes such steps by having students approved for technology-assisted notetaking sign an acceptable use policy that prohibits the use of recorded materials for any other means than the provision of access in order to mitigate disability-related limitations.

Source: Office of the General Counsel, 2016

Digital version: Click on the logos below to learn more about the technology-assisted notetaking options available to CAE-registered students



TESTING ACCOMMODATIONS



(Please refer to **pages 27 -32** for detailed information about providing exams via the Faculty Portal)

To assist faculty in providing exam accommodations, the CAE operates a Testing Center. The most commonly accessed accommodations are extended time and a distraction-reduced environment. **Students are expected to make requests via the Student Portal at least 14 days prior to exam administration.** The University is committed to providing accommodations, even if the student makes the request in under 14 days -- although the CAE cannot guarantee that the request will be fulfilled if reasonable advance notice is not provided to the Testing Center.

If students choose to use their exam accommodations, they will make their requests through the Student Portal or in person at the CAE Testing Center. Students may elect to speak with their professors regarding their accommodations and in some cases, professors will provide the accommodations themselves. This is always helpful and appreciated. Professors are notified via email prior to the exam and will receive email reminders until an exam is uploaded via the Faculty Portal or delivered to the Testing Center.

Utilizing the Faculty Portal to Provide Exams to the Proctoring Center

The Faculty Portal allows instructors to upload exams directly to the Portal, view accommodation letters, and provide exam information - all in one convenient place.

1

To access the Faculty Portal, visit the CAE homepage at www.cae.ucla.edu. The Faculty Portal is located at the top of the page. Log in using your UCLA logon ID and password.

2

Follow the step-by-step instructions, provide exam information, and upload the exam. **The exam is uploaded to a secure, encrypted, password-protected portal that is accessible only to CAE Testing staff.**

3

The CAE will download the exam and provide proctoring services in our Proctoring Center or at another location on campus. Proctors will ensure that exam instructions you provided in the Portal are followed during the exam.

4

After the exam is administered, it will be returned, in a sealed envelope - or available for pick-up - following the instructions provided in the Faculty Portal. You will be notified of any issues or special incidents that occurred during testing.

How Faculty Can Ensure a Equitable Testing Experience for Students with Disabilities

Provide accurate exam dates in advance.

Discuss with CAE students how pop quizzes might be handled. CAE staff can assist with options that will meet your learning outcomes.



Provide exams in a timely fashion.

All exams & testing instructions should be provided as far in advance as possible. This ensures that CAE students are able to start their exams on time, without delays caused by retrieving exams at the last minute. **If changes are made after uploading an exam, please notify the Testing Center immediately to ensure your student has the correct version of the exam.** Please note that the CAE Testing Center does not receive exams via email, nor will CAE staff pick up exams from the classroom.

Provide access to information during exams.

If students in the classroom can ask the professor or TA questions during the exam, CAE students must have the same access during their exams in the Testing Center or other locations. **Please provide contact information with your instructions in the Faculty Portal.**

Instructors are responsible for implementing CAE-approved accommodations.

As instructors, faculty share responsibility for providing students with disabilities equal access to educational opportunities. The Testing Center assists UCLA faculty in fulfilling this mandate. Whenever possible, professors are encouraged to provide exam accommodations.

If you choose to have your department proctor the exam:

You may elect to provide the exam accommodation or to have personnel in your department provide the accommodation. Please refer to your student's Letter of Accommodation to ensure that they receive the adjustment for which they have been approved. If you have any questions about exam proctoring, please contact the CAE Testing Center.

CENTER FOR ACCESSIBLE EDUCATION TESTING CENTER

MONDAY - FRIDAY, 8 AM - 9 PM (SUMMER 8 AM - 5 PM)

A242 MURPHY HALL

CAEPROCTOR@SAONET.UCLA.EDU

(310) 825-2651



Suggested syllabus statement

As a recommended best practice designed to promote an inclusive classroom environment, faculty should include a syllabus statement directing students to the CAE for disability-related academic accommodations. Consider including the following statement on your course syllabus:

“

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website (www.cae.ucla.edu), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

”

Accessible Instructional Content

Creating documents and other materials with all students in mind

Why do I have to worry about accessibility if a student has accommodations?

UCLA is committed to providing an inclusive and accessible educational experience for *all* students. Simply put, accommodations and accessibility are not the same.

The Meaning of "Accessible"

"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. This is important to keep in mind when creating instructional content such as documents.

As an instructor in higher education, what do I need to know about accessible instructional content?

When creating content, there are a few basic steps that should be followed in order to ensure your content is accessible. The core steps needed for accessibility are the same regardless of whether your document is in HTML, Microsoft Word, Adobe PDF, or another document format:

- Use headings
- Use lists
- Use meaningful hyperlinks
- Add alternate text to images
- Identify document language
- Use tables wisely
- Understand how to export from one format to another

I don't know how to create accessible content. What resources are available?

- UCLA Disabilities and Computing Program (DCP) - <https://dcp.ucla.edu/>
- UCOP Electronic Accessibility - <https://www.ucop.edu/electronic-accessibility/content-providers/index.html>
- WebAIM - <https://webaim.org/training/docs/>
- University of Washington DO-IT - <http://www.washington.edu/doit/videos/index.php?vid=67>
- Web Accessibility Evaluation Tool - <https://wave.webaim.org/>
- Section 508 Create Accessible Digital Products - <https://www.section508.gov/create>

Faculty
will...



CAE
will...



Be timely. Adopt accessible textbooks and other instructional materials as early as possible prior to the start of the quarter



Have adequate time to produce a student-requested textbook in an alternate format such as Braille

Be proactive. Select publishers and vendors who are committed to accessibility



Be a resource for faculty members and connect them to appropriate resources.

Be inclusive. Utilize Universal Design for Instruction (UDI) principles to maximize the learning of students with a wide range of characteristics



Provide Universal Design resources to faculty who would like to learn more about incorporating UDI principles

Consider accessibility at the start. Create instructional materials that are readily accessible to all students.

- Documents - readable and selectable text, alternate text for images, adequate color contrast, and a structured layout that assistive technology (i.e. screen reader) can navigate
- Videos - captioned
- Audio files - transcripts of audio



Be an educational resource for faculty to ensure students have timely access to materials.

Refer faculty to other resources such as UCLA's Disabilities and Computing Program (DCP)



If I disagree with an accommodation, do I have any recourse?

Yes. Accommodations are designed to remove disability-related barriers to classroom learning. If you believe a specific academic accommodation fundamentally alters the program of study or your course, please contact the CAE.

Should I automatically extend deadlines on assignments or exams for a CAE-registered student?

Extensions (adjusted deadlines) are handled on a case-by-case basis. Ask the student if the need for an extension is related to their disability. If not, please handle it as you would any student asking for an extension. If this need is related to their disability, please refer to the student's Letter of Accommodation to determine if they are approved for this accommodation. See page 14 for more information.

Is it okay to ask a student who is having difficulties if they have a disability?

A direct inquiry about a possible disability is not recommended. The Americans with Disabilities Act (ADA) states that a public entity may not make unnecessary inquiries into the existence of a disability. A direct inquiry such as this could be considered intrusive or insensitive. Treat a student-of-concern as any student would be treated. Suggest a conference with the student where concerns about the quality of their work can be privately discussed. If a student discloses having a disability, it is acceptable to ask them if they are registered with the CAE.

A student registered with the CAE is displaying disruptive behavior in my course. What should I do?

Students registered with the CAE are not exempt from the UCLA Student Conduct Code. UCLA students, even those with disabilities, are considered to be maturing adults and are expected to display appropriate classroom behavior. See page 26 for more information.

Are animals allowed in the classroom?

The only animals allowed in the classroom are **Service Animals**. Service Animal means any dog or miniature horse that is individually trained to do work or perform a task for an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the Service Animal must be directly related to the individual's disability. Service animals are not required to be registered with the CAE or wear a vest or other identifier. They can accompany a student anywhere on campus. In contrast, **Assistance Animals** are allowed only in the student's dwelling and require CAE registration. Assistance Animals may provide necessary emotional support to an individual with a mental or psychiatric disability, but are not considered a Service Animal under the American's with Disabilities Act (ADA). Assistance Animals can also be identified as a companion animal, therapy animal, or emotional support or support animal.

In situations where it is not obvious that the dog is a service animal, you may ask two specific questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

In rare instances, emotional support animals may be approved as a classroom accommodation. Refer to UCLA Policy 135 for more information.



What to do when...



A student discloses their disability status & requests accommodations



Refer the student to the CAE so they can request accommodations.

A student asks for an accommodation that does not appear on their letter of accommodation



Contact the CAE and speak with a Disability Specialist.

A student not registered with the CAE asks for an accommodation after they performed poorly on an exam



Refer the student to the CAE. Retroactive accommodations are generally not approved-- accommodations can be applied after the student has formally disclosed their disability status & completed the CAE intake process.

A CAE-registered student has missed several classes & is asking to be excused from them based on disability



Contact the CAE. While the CAE can advocate for some disability-related absences to be excused, we cannot ask that a student be completely exempted from attending class.

A CAE-registered student is attempting to make assignment deadline adjustments without consulting with their CAE Specialist



Refer the student to their CAE Specialist so that the Specialist can assist you and the student in determining a reasonable modified assignment deadline

A CAE-registered student asks for an adjustment that is **not** related to their disability



Treat the request as you would for *any* student in your course without factoring their CAE registration into the decision.

UCLA Procedure 230.2

Preventing and Addressing Disability Discrimination and Harassment

Per **University Procedure 230.2**, a student has the right to file a grievance if they believe they have been discriminated against or denied an accommodation on the basis of disability. A student who complains about *Disability Discrimination* or *Harassment* should be referred to the ADA/504 Compliance Office for assistance.

Disability-Based Discrimination includes:

- Exclusion of a qualified student, on the basis of disability, from participation in any academic, research, or other University service, program, or activity;
- The denial of a qualified student, on the basis of disability, of the benefits of any academic, research, or other University service, program, or activity;
- Otherwise subjecting a qualified student, on the basis of disability, to discrimination in any academic, research, or other University service, program, or activity.

Disability-Based Harassment includes:

- Verbal acts and name-calling; graphic and written statements which may include use of cell phones or the Internet;
- Other conduct that may be physically threatening, harmful, or humiliating.

The Grievance Process Strives to Be:

Prompt, equitable, confidential, accessible, and retaliation-free.

Once the grievance process is initiated, the ADA/504 Compliance and Grievance Officer will conduct an investigation into the student's claims and submit a written report within sixty days of the initial receipt of the grievance.

More information can be found at <https://www.ada.ucla.edu/>.



Faculty Best Practices:

Do's and Don'ts

Do provide reasonable accommodations as approved by the CAE.

Don't make assumptions about a student's ability to study in a particular field.

Do treat students with disabilities with the same courtesies you would afford to other students.

Don't engage in philosophical debates about fairness to other students, or whether providing accommodations somehow violates academic freedom.

Do assist students in following the University's policies, such as requirements that all requests for accommodations be lodged with the CAE and not individual instructional staff.

Don't refuse to permit students to tape record a lecture or use assistive technology. General policies which permit instructors to refuse the use of tape recorders, without providing for their use by students with disabilities, are legally insufficient.

Don't refuse accommodations until you have personally evaluated a student's disability documentation. Eligibility for services is the job of the CAE, not instructional staff.

Do respect the privacy of students with disabilities. They need not disclose their disability. They are only required to disclose to the CAE in order to receive services.

Don't challenge the legitimacy of a student's disability. Most are invisible.

Do treat disability information which has been disclosed to you as confidential.

Do provide exams to the CAE Proctoring Center in a timely fashion.

Do consider sharing course notes with students approved for peer notetaking, or developing an online forum for all students in your course to share their notes. This one is way to build an inclusive, universally designed classroom environment that eliminates the need for accommodations.

A note about student conduct

UCLA's Student Conduct Code

UCLA students are proud to be members of this community. They take pride in the reputation of our faculty; they take pride in our unparalleled programs and services; they take pride in the wealth of diversity of our community members; and they take pride in our beautiful campus. Intertwined with our core values, Bruin Pride is at the very heart of what it means to be a TRUE BRUIN. Bruins are committed to the values of Integrity, Excellence, Accountability, Respect and Service. Bruins conduct themselves with integrity and understand that the quality of their educational experience is predicated on the quality of their academic work and service to the community. Bruins hold themselves accountable to the commitments they make and for their conduct. When faced with adversity, Bruins engage in thoughtful reflection and exhibit superior ethical decision-making skills. They respect the rights and dignity of all members of our community by listening attentively, communicating clearly, and remaining open to understanding others and their diverse points of view. Bruins embrace these values, for these are the values of a TRUE BRUIN.

Does this code apply to a student with a disability?

Yes. UCLA's Student Conduct Code applies to all students on our campus. Registration with the CAE does not absolve a student of the expectation that they conduct themselves in accordance with this code. As such, if a student with a disability is disruptive in your course or otherwise displays behavior that is not consistent with the values of a TRUE BRUIN, they are subject to the student conduct process.

More information can be found on the Office of the Dean of Students website.

What about students in distress?

For students in distress, please refer to UCLA's Red Folder. (for the digital version of this handbook, please click the red folder to the right be taken directly to the online version of the folder).



Appendix: The Faculty Portal

Accessing Letters of Accommodation & Providing Exams

What is the Faculty Portal?

The Faculty Portal is the online data base used by the UCLA Center for Accessible Education (CAE) to collaborate with professors to provide exam accommodations for CAE-registered students. The Faculty Portal allows faculty members to view accommodation letters, provide information on upcoming exams, and upload exams directly to the Portal.

How to Access the Faculty Portal

1. The Faculty Portal can be accessed via MyUCLA or via the CAE website.
2. Log in using your UCLA logon and password
3. Click on "Courses" to initiate the process of uploading your exam, or "Accommodation Letters" to view the students in your courses who have requested that you view their letter.

The screenshot shows the UCLA CAE Faculty Portal interface. At the top left is the UCLA logo. Below it is a navigation bar with three tabs: "Courses", "Accommodation letters", and "Help". The "Courses" tab is highlighted. In the top right corner of the navigation bar, there is a user profile icon labeled "gauletta" and a "log out" link. Two callout boxes with arrows point to the "Courses" and "Accommodation letters" tabs. The "Courses" callout says "Click on 'Courses' to view all your courses" and the "Accommodation letters" callout says "Click on 'Accommodation Letters' to view letters". Below the navigation bar, the main content area displays a welcome message: "Welcome to the CAE Faculty Portal for ClockWork". Underneath, it states "This website will allow you to:" followed by a bulleted list of features: "View courses", "Confirm dates and times of exams", "View students who have requested accommodations", "View individual student Accommodation Letters", "Provide exam/test information", and "Upload exams and any attachments, to a secure server with encryption". Below the list, there are three lines of text: "Please note that reminders are automatically sent until the exam is uploaded.", "Please be aware this information is entered by students, and may need to be corrected, by the professor.", and "Please click the [Courses](#) link above to get started. You will be asked to login using your UCLA login account."

The Faculty Portal

Courses and Accommodation Letters

Accommodation letters inform you of a student's approved accommodations. Please note that only student's who have requested that you view their letter (via the Student Portal) will have a letter on this screen. The CAE encourages students to make their letters available for viewing as early as possible in the quarter so that you are aware of their accommodations.

Click "View Letter" to view Accommodation Letters

UCLA

Courses Accommodation letters Help

Accommodation Letters Show term: Summer Session 2018 Refresh

Accommodation letters for your students that are currently available are listed below. The 'Your confirmation' column lists the date that you confirmed receipt of the accommodation letter; blank entries mean that you have not yet confirmed receipt for that letter. To view a list of student letters by course, click the 'Courses' link above.

Course	Student	Date letter available	Your confirmation	Letter
CAE 0181 section 001 (181)	STUDENT AA	Jun 26, 2018		View letter
CAE 024 01 section 01 (2018 Spring) UCLA	STUDENT AA	Apr 13, 2018	May 1, 2018	View letter

"Courses" includes a list of your current courses. The gold star indicates a request for exam accommodations by students in your course. If CAE is proctoring the exam (as opposed to you or your academic department), you will need to provide the exam and exam information to the CAE.

All courses you teach

Click on "Test and Exams" to view student proctoring requests for this class

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Courses Accommodation letters Help

Courses Show term: Summer Session 2018 Refresh

Your courses are listed below. Click on "Tests and Exams" to provide details for your quiz/test/exam.

Course	Options
CAE 0181 SECTION: 001 (TERM: 181)	Accommodation Letters ★ Tests and Exams

★ indicates that there is at least one future test/exam in the system for the course

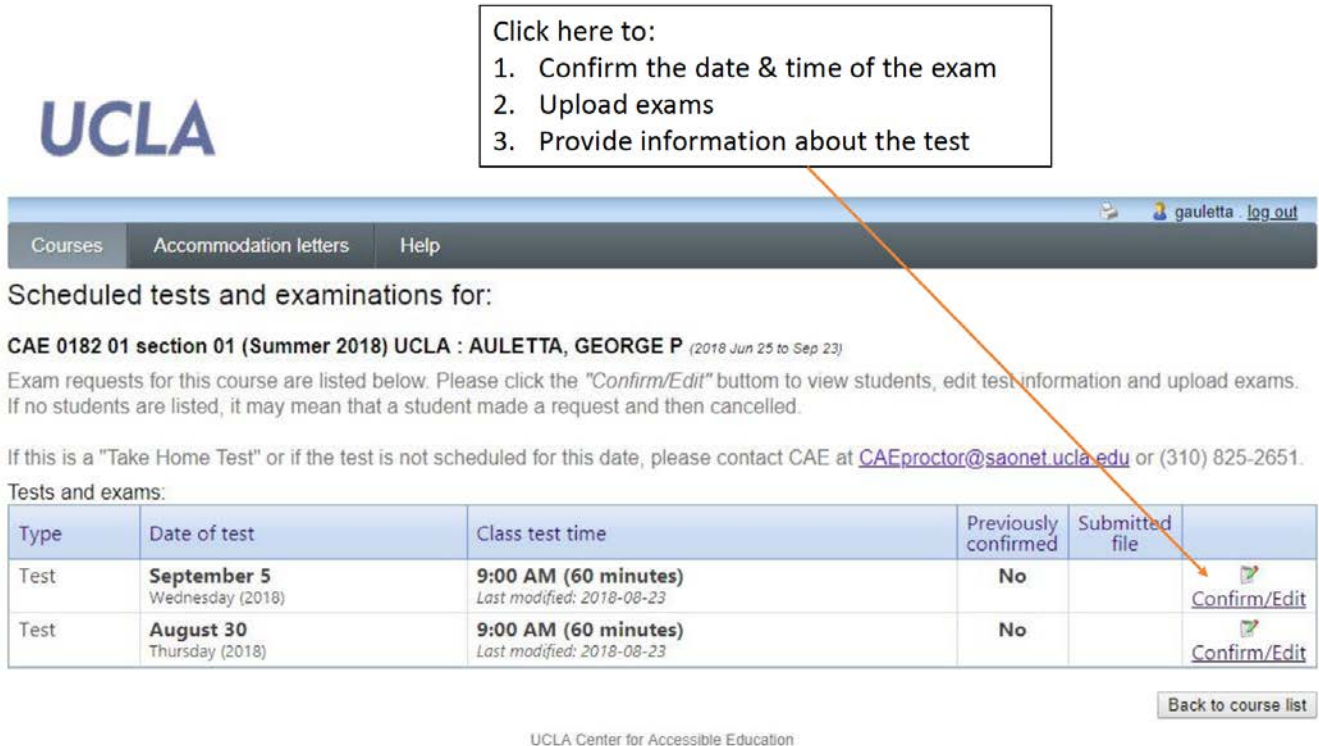


The gold star indicates that at least one student has requested accommodations

The Faculty Portal

Providing Information About Your Exam

Follow the steps below to provide the exam and relevant information. This ensures that the CAE administers the exam in accordance with your expectations and requirements.



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Click here to:

1. Confirm the date & time of the exam
2. Upload exams
3. Provide information about the test

Courses Accommodation letters Help

Scheduled tests and examinations for:

CAE 0182 01 section 01 (Summer 2018) UCLA : AULETTA, GEORGE P (2018 Jun 25 to Sep 23)

Exam requests for this course are listed below. Please click the "Confirm/Edit" button to view students, edit test information and upload exams. If no students are listed, it may mean that a student made a request and then cancelled.

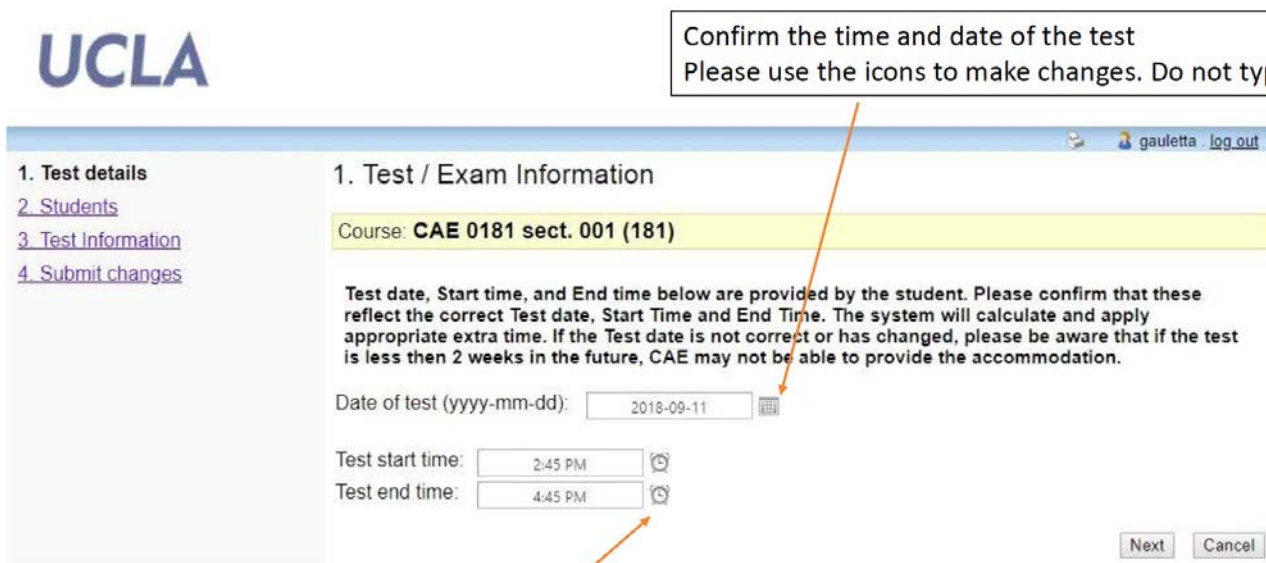
If this is a "Take Home Test" or if the test is not scheduled for this date, please contact CAE at CAEproctor@saonet.ucla.edu or (310) 825-2651.

Tests and exams:

Type	Date of test	Class test time	Previously confirmed	Submitted file	
Test	September 5 Wednesday (2018)	9:00 AM (60 minutes) <small>Last modified: 2018-08-23</small>	No		Confirm/Edit
Test	August 30 Thursday (2018)	9:00 AM (60 minutes) <small>Last modified: 2018-08-23</small>	No		Confirm/Edit

Back to course list

UCLA Center for Accessible Education



UCLA

1. Test details
[2. Students](#)
[3. Test Information](#)
[4. Submit changes](#)

1. Test / Exam Information

Course: CAE 0181 sect. 001 (181)

Test date, Start time, and End time below are provided by the student. Please confirm that these reflect the correct Test date, Start Time and End Time. The system will calculate and apply appropriate extra time. If the Test date is not correct or has changed, please be aware that if the test is less than 2 weeks in the future, CAE may not be able to provide the accommodation.

Date of test (yyyy-mm-dd):

Test start time:

Test end time:

Next Cancel

Please select the class time, not the accommodated time. The system will automatically calculate the correct time.

The Faculty Portal

Verifying which students have requested accommodations

Continued:

This list indicates which students have requested exam accommodations.

Accommodated time

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1. [Test details](#)
2. **Students**
3. [Test Information](#)
4. [Submit changes](#)

2. Students scheduled to-date for CAE 0181 sect. 001 (181)

Below is the current list of students that have registered to write this test with CAE. This list may change based on student requests and cancellations. Please review this list and click the 'Next' button at the bottom of the page to continue.

Student Name & ID	Date	Time
STUDENT AA (000000000)	September 11 Tuesday (2018)	2:45 PM to 4:45 PM

Previous Next Cancel

- If students have not requested accommodations in a timely manner, professors may provide the accommodations, or the student can contact CAE to see if there is room on the schedule.
- Students are asked to request accommodations 2 weeks prior to their exams.

Now it's time to provide information about the exam:

1. [Test details](#)
2. [Students](#)
3. **Test Information**
4. [Submit changes](#)

3. Test Information for CAE 0181 sect. 001 (181)

If you are able to provide the accommodations please call (310) 825-2651 or email CAEproctor@saonet.ucla.edu, and we will cancel the appropriate exams/students
Please indicate how you or your TA can be reached during this test/exam.
(REQUIRED)

Contact Info: 123-456-7890

Exam Delivery Info (At least 1 business day prior to exam)

Preferred: Exam will be uploaded to ClockWork
CAE will print uploaded exams in black and white. If color copies are necessary, please check box below.
 Color Printing Required for this exam

Instructor or TA will deliver exam to CAE Proctoring Center - Murphy Hall A242 M-F 8-5
 Online Exam

Logon/Password: _____

Exam Type

OID Scantron (provided by CAE)
 Other Scantron (provided by Professor)
 Other Scantron (provided by Student)
 Blue Book
 Answer directly on exam

The Faculty Portal

Providing Specific Information About Your Exams

Please continue providing information about your exam:

Materials permitted for the test. Please be specific.

Personal laptop allowed Yes No

Scratch Paper Allowed Yes No

Open Book Yes No

Notes Allowed Yes No

Note Type

Handwritten Notes

Typed Notes

Select notes allowed Note card (3 X 5, front only) Note sheet (8.5 X 11, front only)

Note card (3 X 5, both sides) Note sheet (8.5 X 11, both sides)

Number of note pages allowed

Calculator Yes No

Select a calculator Simple calculator Graphing calculator

Scientific calculator

Anything else you would like us to know about this exam

Provide exam return information. If we are delivering to the department, please specify the room number.

Exam Return Info

Preferred: Instructor or TA will PICK-UP Exam from CAE Proctoring Center (Murphy Hall A242 M-F 8-5)

CAE delivers to department during CAE business hours

Department location and room

Online Exam: No return necessary

CAE requires this form to be completed accurately in order to proctor your exam. (REQUIRED)
Click "NEXT" to upload exam

The Faculty Portal

Confirming Exam Details and Uploading Your Exam

Now you will **confirm** that your exam details are correct. Once you do, you will **upload your exam** and submit this information to the CAE.

gauletta . log out

[1. Test details](#)
[2. Students](#)
[3. Test Information](#)
4. Submit changes

4. Confirm exam details for CAE 0181 sect. 001 (181)

Please review the information below and click the 'Submit changes' button at the bottom of this form to submit your changes. If you have any questions or concerns please do not hesitate to contact CAE at CAEproctor@saonet.ucla.edu or (310) 825-2651. Instructions for the instructor, at the top of the student list
Instructions to instructor for file upload

Test details

CAE 0181 sect. 001 (181)
Tue September 11, 2018 . 2:45 PM - 4:45 PM

Test information

Contact Info	123-456-7890
Preferred: Exam will be uploaded to ClockWork	yes
OID Scantron (provided by CAE)	yes
Personal laptop allowed	No
Scratch Paper Allowed	No
Open Book	No
Notes Allowed	No

Calculator	Yes
Select a calculator	Simple calculator
Preferred: Instructor or TA will PICK-UP Exam from CAE Proctoring Center (Murphy Hall A242 M-F 8-5)	yes

File upload

Note: If you are not able to upload a digital copy of the exam here, a paper copy of the exams, booklets and/or scantron sheets (for each student registered in your course) must be delivered to the CAE Proctoring Center in advance of your scheduled test or exam at least one business day in advance.

If you have multiple files for this exam it would be best to place all files in a ZIP and uploaded as a single file. All MP3s must be uploaded in a ZIP file.

To add multiple attachments without ZIP please follow these steps:

1. Submit changes
2. Back to Test Listing
3. Review File
4. Upload Next File

Select test/exam file to submit:

Previously uploaded tests:

Please remember to click "Submit", to save information entered and upload exam.

If you discover a typo or need to upload a new version, please delete the original document, and upload the corrected document. Please contact CAE, in case we have already printed the original document.

Please note that you must click the ['Submit changes'](#) button at the bottom of this page to confirm your test information and upload exam.

[Please print a copy for your records.](#)

UCLA Center for Accessible Education

A255 Murphy Hall

(310) 825-1501

www.cae.ucla.edu



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