**California State University - Fullerton Disability Support Services**

**Faculty Role and Responsibilities – Accommodations and Access for Students with Disabilities**

The Disability Support Services department is the *College’s agent for ensuring that students are able to access and participate in all aspects of campus life, including learning*. To accomplish this task, the DSS department’s professional staff prepare a Letter of Accommodations (LOA) for each student.

Faculty are a primary group that interacts extensively with students with disabilities. The DSS staff determine what accommodations are necessary for each individual student. Sometimes this determination will involve consultation with faculty about course requirements and practices.

There are three primary types of accommodations that students may need and utilize. These include classroom accommodations, testing/exam accommodations and other accommodations. Many of the “other accommodations” involve procedures or campus practices that can be modified without fundamentally altering the experience (classroom tasks, internship, field study, clinical tasks).

Accommodations that require discussion and modification of campus policies, procedures and practices) can involve a three way conversation between the student, a DSS staff member and the faculty. DSS staff are responsible for determining what is reasonable and in some cases, accommodations must be evaluated along with a thorough knowledge of a course’s requirements and the means of assessment used to gauge learning.

Examples of accommodations by type

**Classroom accommodations** – examples:

* preferential or adaptive seating/furniture
* having a sign language interpreter or captionist (in class or via remote)
* using note taking support in class

**Testing/Exam accommodations** – examples:

* has extended time to complete an exam, double the regular time
* takes exams in an alternate format – large print, audio or Braille
* utilizes the support of a reader, scribe
* uses an ‘faculty approved’ memory aid – content is mutually agreed upon

**Other accommodations** – examples:

 **Access oriented**

* student who is blind with sighted guide
* inaccessible instructional content is reformatted, or a work-around is used
* a lab or field study site has inaccessible features or equipment

 **Procedurally oriented**

* student allowed extra time to complete assignments (disability-related)
* student given consideration for absences/tardiness (disability-related)
* student allowed to leave class briefly and return to class, without penalty
* student agrees to rely on visual prompts to regulate classroom behavior

**Fundamentals about Access-Accommodations**

1. Call DSS if an accommodation is unclear or if you have any concerns
2. CSUF, through DSS, is responsible to ensure access in all environments: physical, digital, instructional, policy
3. Consultation is a key to resolution

**Illustrative Examples of Accommodations and Access – Consultation is Vital**

Case One: a visually impaired student is taking a geology course. DSS facilitates access to required texts, handouts and exams. A classroom aide assists the student in lab, following directions from the student. On a required field trip, a sighted guide is hired to provide orientation and mobility assistance.

Potential problems – what could happen

1. Student is told she can skip the field trip or do an alternate assignment – this is not equitable participation.
2. DSS is delayed in providing an alternate media form of the text, because the book is not available

Case Two: an adult student who is a MA student in Music Performance, flute major, fails her final recital due to a sudden onset of a medical condition that had affected her breathing. It is determined she can do another recital. What adjustments are possible in the recital?

Problems to solve – through consultation

1. What is required in a flute recital – what are the academic / performance requirements?
2. Given knowledge of the student’s condition and past performance, what are reasonable modifications?

Case Three: a student with multiple disabilities, including cognitive impairments due to a stroke, requests taking her exams with extra time and wants to use a memory prompt (sheet or card).

Problems to solve – through consultation

1. Is use of memory aid a reasonable accommodation or a fundamental alteration– DSS reviews and consults with faculty.
2. Faculty approve the aid’s content.

**Guidelines for Ensuring Accessibility**

1. DSS fulfills its role of interviewing students, reviewing pertinent medical or psychological records and creating an Accommodation Plan (LOA).
2. DSS provides consultation to student and faculty when an accommodation is unclear – guidelines for procedural accommodations are created.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student provides faculty with a copy of their LOA. Student meets with faculty member privately to discuss accommodations that are unclear or procedural (requests DSS consultation as needed).
2. Student informs faculty and DSS if their condition or circumstances change and/or if a new accommodation is needed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Faculty arrange a private meeting space for discussions about accommodations. Faculty should not inquire a student’s condition or have discussions in a public space.
2. Faculty consult with DSS staff about accommodations and how to address specific access (physical or digital) barriers; share information about course/program essential skills and requirements in relation to accommodations proposed.

Disagreements about accommodations – refer to DSS Director (follows an appeal process)