

Hello, and welcome to Student Disability Services' (SDS) introductory course for instructors!

SDS has designed this course to assist instructors in implementing SDS accommodations in your course(s). We appreciate your partnership in this work and look forward to serving students together!

SDS serves in two primary roles on campus; one is to assist students in the accommodation process, and the other is to assist instructors in implementing accommodations promptly, accurately, and consistently. Both are equally important to the mission and vision of the department.

Purpose of this Course:

In this course, we will cover topics such as disability language, disability history, applicable laws, SDS accommodation processes, and best practices.

This course provides a brief overview of SDS's policies and best practices. If you have any additional questions, comments, or concerns, SDS strongly encourages you to call or email the department for follow-up. While this course is a great starting point, SDS understands that instructors may need SDS support when navigating how to implement individual student accommodations in specific environments. SDS welcomes continued conversations throughout the academic year.

Course Learning Objectives:

By the end of this course, participants will:

1. Consider how disability history, applicable laws, and individual perspectives impact students
2. Be informed about SDS Policies, procedures, and role
3. Gain resources to collaborate with SDS and uphold legal mandates
4. Develop an understanding of common accommodations and their procedures
5. Articulate the importance of accessibility in higher education and its impact on student success

SDS looks forward to creating an inclusive and collaborative educational environment with you by discussing the accommodations process and our federal and state legal mandates. We thank you in advance for your support and commitment to DU's students with disabilities.

Should you have any questions regarding this content, please contact the Director of Student Disability Services (SDS), Hanna Lewis, at hanna.lewis@du.edu or 303-871-2323.

Course Design:

Content in this course is presented in multiple modalities. On most pages, there are multiple options to engage with the material, either through a voiceover video or through text and images. You can choose to either watch the video or read the text and view the images; the information in these two forms is redundant, so you do not need to engage with both.

Throughout the course, you will notice the icon shown below.



This icon identifies that the information in this section is the instructor's responsibility. Pay close attention to the sections marked by this icon.

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Disability 101

Welcome to the "Disability 101" module. In this section, we will review foundational knowledge about disability, including:

- Models of Disability
- Disability Language
- Disability History
- Applicable Laws

Models of Disability

Models of Disability Video

Disability is a deeply individual experience, and each student will identify with their disability differently. That's why there are four models of viewing disability: The Charity Model, the Medical Model, the Social Model, and the Cultural Model. These models can be condensed into two main approaches: the **individual approaches**, which see the person as having a problem, and the **social approaches**, which see society as having a problem, being unable to accommodate all people.

At DU, we interact with students using the social approaches. The individual approaches are largely outdated and not used when providing accommodations and working with students.

Individual Approaches:

- The **charity model** identifies the individual as having a "problem" and tends to view people with disabilities as victims or objects of pity. They are seen as recipients and beneficiaries of services. Their disability makes them worthy of charity, but like all forms of charity, it is often performed to make others feel better about themselves. The charity model assumes that the caregiver knows what is good for them. It rarely engages the disabled individual in their own care, as this approach sees persons with disabilities as passive, tragic, or suffering and requiring care.
- The **medical model** also focuses on the individual and sees disability as a health condition or an impairment that is the individual's responsibility to "fix." It assumes that the disability can and should be "cured" through medical intervention. For things like the common cold, this is an appropriate model, but many disabilities cannot and do not need to be cured. It identifies the individual as a "problem" since

they need accommodations. Using this model, disability is seen as a disease or defect that is at odds with the norm and that needs to be fixed or cured.

Social Approaches:

- The **social model** correctly identifies the environment as the barrier, not the person. For example, when a person who uses a wheelchair needs to get to the second floor of a building, but there is no elevator, the stairs are the barrier, not the person themselves. If there was an elevator, there would not be a barrier. The person with the disability is experiencing a barrier in their environment, and the environment needs to change. In short, disability is caused by the way that society is organized, not the individual. The social model was a product of the feminist movement in the 1990s and is one of the most current models of disability.
- The **cultural model** also addresses the environment and society as the problem. It recognizes that disability can be a unifying experience, and culture has been built around disabilities. It is a model that empowers individuals and builds strong community. For example, the Deaf community has a unique culture that highlights its use of American Sign Language and their own traditions and values. A culture has been created in celebration of this disability.

Disability Language

Disability Language Video

Each person with a disability may have a different perspective and approach when speaking about their disability. The language we use when speaking about and to individuals with disabilities is foundational for creating safe, respectful relationship with others. Some disabled people prefer to use identity first language, while some prefer to use person first language.

Let's first start by defining person first and identity first language:

- **Person First Language:** Puts the person before the disability and describes who a person is, not what a person has. To use person first language, you would say, "a person with a disability."
- **Identity First Language:** Puts the disability first and describes people based on the condition the person has. To use identity first language, you would say, "a disabled person."

There has been a large movement to "take back" the word disabled. Many disability advocates note that it is acceptable to use identity first language when discussing other aspects of identity, such as gender, race, ethnicity, religion, sexual orientation, etc.; therefore, it should be acceptable to use identity first language when discussing disability.

The word "disability" in and of itself has evolved over time. Below are definitions of a couple of terms based on historical context, using legal language, and considering general perceptions of society:

- **Disability:** A physical, mental, cognitive, or developmental condition that substantially limits one or more major life activities. Diagnosis does NOT equal a disability. A disability must substantially limit someone.
- **Handicap:** An outdated term rooting in 1700s horse race betting. The superior horse would have to wear an extra weight, or a handicap, in order to make the race fair. This "disadvantage" led to the 20th century meaning of the word. This word was intended to describe things, environments, and places, but the meaning was recently placed upon people. Because people were historically described as disadvantaged when using this word, we no longer use the word. For example, a parking spot that is close to the entrance of a building used to be called a handicap parking spot, but now we call it an ADA space or accessible parking space.
- **Impairment:** Any abnormality of, partial or complete loss of, or loss of the function of, a body part, organ, or system. This may be due directly or secondarily to pathology or injury and may be either temporary or permanent. This word is typically used with a negative connotation and is rooted in the medical model of disability.

Language tends to change and mature over time. Below are a few examples of how disability language may change:

- **Special Needs versus Differently Abled versus Disabled:** Special needs is commonly placed upon children in K-12 environments and adults who are nonverbal, have Down syndrome, or have severe intellectual disabilities. Differently abled is typically used by individuals without a disability who feel uncomfortable saying the word disability. The word disabled uses identity first language, and is the most commonly used self-identifier used by disabled people.
- **High/Low Functioning versus Levels:** People have often defined the severity of Autism by calling a person high or low functioning. High/low functioning implies a hierarchy of disability and implies that low functioning people are incapable.

Recently, Autism has been described by identifying the level of support an individual may need. A person may have level 1, 2, or 3 Autism instead of being low or high functioning. Level 1 Autism means that a person has low support needs; level 2 Autism means that a person has moderate support needs; level 3 Autism means that a person has high support needs. Stigma has been reduced by referring to Autism by levels.

- **Neurodivergence:** Being neurodivergent means that the brain processes, learns, and/or behaves differently from what is considered "typical." This is where the term neurotypical comes from. Being neurodivergent was once seen as a "problem," but now the term is embraced as an aspect of diversity (Yay... progress!). Neurodivergence is not a disability, but rather a difference in how the brain works. In the past, a neurodivergent person typically meant that someone was on the Autism Spectrum. Now many people identify with this term. People with psychiatric conditions, Autism, ADHD, and learning disabilities all call themselves neurodivergent. This is another term that has been "taken back" by the disabled community.

If you are interested in learning more about disability language, check out [this webinar](#) by the Director of SDS, Hanna Lewis.

504 Sit In

The video below highlights how Section 504 was signed into law, and honors the individuals who fought for the passage of Section 504. The video is narrated by disability activist, Kitty Cone. It showcases the brave work of Judy Heumann.

Even though the Rehabilitation Act was passed by Congress in 1973, the Ford administration never implemented the Act. Nation-wide demonstrations and sit ins, including in Denver, took place to demonstrate the importance of this Act to President Jimmy Carter's administration, specifically to the Health, Education and Welfare (HEW) Secretary Joseph Califano.

Kitty Cone says, "On April 5, 1977, people with disabilities across the nation demonstrated to demand that regulations implementing Section 504 of the Rehabilitation Act be signed into law. The demonstrations spontaneously erupted into sit-ins. In San Francisco, over 100 people made the federal building our home for 26 days." Senator Joseph Califano stated that he would sign 504 regulations and enforce protections for disabled Americans in May, but crowds chant "sign or resign!" While disability activists occupied the HEW

headquarters in San Francisco, they spoke with media and lawmakers until Califano signed 504.

VIDEO

Capitol Crawl

On March 12, 1990, over 1,000 people marched from the [White House](#) to the U.S. Capitol to demand that Congress pass the Americans with Disabilities Act, or ADA. When they got there, about 60 of demonstrators cast aside their wheelchairs and other mobility aids and crawled up the Capitol steps.

The “Capitol Crawl,” as it’s known, was a physical demonstration of how inaccessible architecture impacts people with disabilities. It also highlighted the urgency behind the need to pass the ADA, which President George H.W. Bush [signed into law](#) on July 26, 1990.

From The History Channel- [History of the Capitol Crawl](#).

VIDEO

Denver Bus Boycott



Image Description:

Black and white image of three disabled individuals laying in front of an RTD bus to prevent it from moving. There are two signs adhered to the front window of the bus. One sign says "Taxation without transportation." The other sign has a drawing of a stick figure person standing with the words, "free ride" next to it, then a stick figure of a person in a wheelchair with the words, "no ride" next to it.

Disability history is right in our backyard in Denver.

In 1978, five years after Section 504 of the Rehabilitation Act was passed, RTD ordered a new fleet of 250 buses that were not equipped with wheelchair lifts. Because these buses were inaccessible, people who use wheelchairs were not able to access public transit. In response, a group of 19 disabled activists from the American Disabled for Attendant Programs Today (ADAPT), known as the "Gang of 19," placed themselves in front of 2 buses to prevent the buses from leaving the RTD station. The Gang of 19 blocked the intersection at Broadway and Colfax Avenue for two days on July 5th and 6th, 1978.

Their advocacy convinced RTD to update a third of its bus fleet to include wheelchair lifts.

ADAPT continued to fight for accessible transportation across America by protesting the American Public Transportation Association and other bus companies like Greyhound.

More information about the Denver Bus Boycott can be found [online](#).

Applicable Laws

Welcome to the Applicable Laws module. In this section, we will review foundational knowledge about disability laws, including:

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

Compliance with Section 504: Implementing Student Accommodations

Compliance with Section 504 Video

Section 504 of the Rehabilitation Act of 1973, commonly referred to as 504, is a law that prohibits discrimination on the basis of a physical or mental disability. It was the first legal protection for disabled Americans. Prior to 1973, when Section 504 was passed,

Americans with disabilities could be excluded from events, programs, services, and opportunities simply because they were disabled.

The law is short and sweet. In just 45 words, disabled Americans were provided rights and protections.

It states that, "**no otherwise qualified individual with a disability in the United States shall, solely by reason of [their] disability, 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.**"

The U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice have enforcement authority over Section 504.



Section 504 in Higher Education:

Section 504 is one of the laws that affords disabled students accommodations in higher education.

Most students receiving accommodations at universities do so as a result of the following three diagnostic categories:

- Psychological diagnosis
- ADHD
- Learning disability

Section 504 defines a learning disability as a condition "substantially limiting the major life activity of learning because of the additional time or effort [they] must spend to read, write, or learn compared to most people in the general population."



Instructor Responsibility:

Some students may tell you that they had a "**504 Plan**" in high school. This means that they had accommodations at some point in K-12 and were qualified for services under Section 504. If a student requests a 504 Plan, asks you to implement 504 accommodations, or asks how they can go about requesting a 504 Plan in college, *please refer the student to Student Disability Services*. It is important that students understand that their previous 504 Plans do **NOT** automatically transfer to college, and the student must engage with SDS to implement accommodations at the college level.

Compliance with ADA: Implementing Student Accommodations

Compliance with ADA Video

The Americans with Disabilities Act of 1990, commonly called ADA, expanded the protections of Section 504. The ADA "prohibits discrimination on the basis of disability" and "guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs."

The ADA is divided into five different sections, called Title I, Title II, Title III, Title IV, and Title V.

- Title I requires that "employers must provide people with disabilities an equal opportunity to benefit from the employment-related opportunities available to others. This includes things like recruitment, hiring, promotions, training, pay, and social activities."
- Title II requires that "state and local governments must provide people with disabilities an equal opportunity to benefit from all of their programs, services, and activities." **Regulations implementing Title II require university websites and apps to meet digital accessibility standards.**
- Title III requires that "public transit systems must provide people with disabilities an equal opportunity to benefit from their services."
- Title IV requires that "businesses must provide people with disabilities an equal opportunity to access the goods or services that they offer."
- Lastly, Title V requires that "telephone companies must provide services to allow callers with hearing and speech disabilities to communicate."



The ADA was amended in 2008; The amendment was called the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). While Congress intended for the definition of disability written in the ADA (1990) to be applied consistently across agencies who were subject to the ADA, many agencies enforced this definition too strictly. This strict definition resulted in many Supreme Court cases that narrowed the definition of disability and limited whom the ADA protected. Congress found that further clarification was needed in order to adequately and appropriately support Americans with disabilities. The ADAAA re-emphasized the "national mandate for the elimination of discrimination against individuals with disabilities" that was previously mandated in the ADA (1990) and loosened the strict and demanding standard set forth in Supreme Court cases for qualifying individuals as disabled.

How DU instructors comply with the ADA:

Individuals are protected under the ADA when they meet the federal definition of disability. The ADA defines disability as a "physical or mental impairment that substantially limits one or more major life activities, such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning or working."

At DU, SDS requires that students submit documentation from a clinician who is qualified to diagnose the applicable disability in order to establish ADA eligibility.

In addition to information about the clinician's credentials and their relationship with the student, documentation must provide the following information about the disability:

- Diagnosis
- Functional limitation(s) based on objective evidence
- Need for accommodation(s) based on objective evidence

Adapted from <https://www.ada.gov/topics/intro-to-ada> and <https://www.eeoc.gov/statutes/ada-amendments-act-2008>

Accommodation Process Overview

Welcome to the Accommodation Process module. In this section, we will review foundational knowledge about accommodations, including:

- Accommodate
- Letter of Approved Accommodations

- How to Sign a Letter of Approved Accommodations
- Determining Accommodations
- Importance of Accommodations
- Implementing Accommodations
- How SDS and Campus Partners Collaborate
- Fundamental Alteration
- Students Who Don't Have Accommodations
- Common Questions

Accommodate

The University of Denver Student Disability Services office uses an online platform called Accommodate to manage all accommodation requests. Accommodate serves as the central hub for coordinating and implementing accommodations.

Accommodate allows new students to register for accommodations and upload documentation of their disability, which is required to receive SDS accommodations. The system also allows current students the following options based on approved accommodations:

- Send a Letter of Approved Accommodation
- Submit requests for testing accommodations
- Schedule appointments with SDS staff
- Take surveys
- Request notetaking accommodations
- Review the resource library
- Sign accommodation agreements

In Accommodate, instructors can:

- Review and sign a Letter of Approved Accommodation once a student has sent it
- Provide exams and exam parameters after a student submits a request
- Take surveys

- Review the resource library

You can log in to [Accommodate](#). We recommend that you bookmark this link, as you will likely need to refer back to it throughout the semester to review LOAAs and submit exam information for students with testing accommodations.

Letters of Approved Accommodations

Letters of Approved Accommodations Video

Letters of Approved Accommodations, or LOAAs as we like to call them in SDS, are the formal letters that students can send to their instructors after they have been approved for accommodations by SDS. These LOAAs serve as your notice that a student is eligible to use accommodations in your class.

Students have the right to inform instructors of their accommodations, or not. They also have the right to use the accommodations listed in the LOAA, or not. Some students choose not to send LOAAs to all of their instructors and some will send LOAAs to every instructor. Even if you receive an LOAA from a student, the student may or may not choose to use the approved accommodation in your class.

It is important to allow students the *choice*. Accommodations should be readily available, but they should not be forced upon the student. For example, a student may have an accommodation that allows them extended time to take exams. It is the student's responsibility and choice to decide if they need to use their extended time on each exam. While students must initiate the process to use accommodations, you can remind students privately that they can use their accommodations at any point throughout the term.

You will likely receive an influx of LOAAs at the beginning of the term, but you may also receive LOAAs throughout the academic term. This is because students may choose to send their LOAAs at a later time once they understand the course requirements, or they may have registered with SDS mid-term.



Whenever a student sends an LOAA, **please review and sign the LOAA within two business days of receipt.**

Below is an example of what an LOAA looks like:



How to Sign a Letter of Approved Accommodations

A student has sent you a Letter of Approved Accommodations. What now?

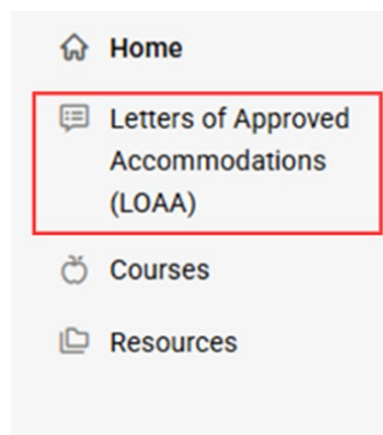
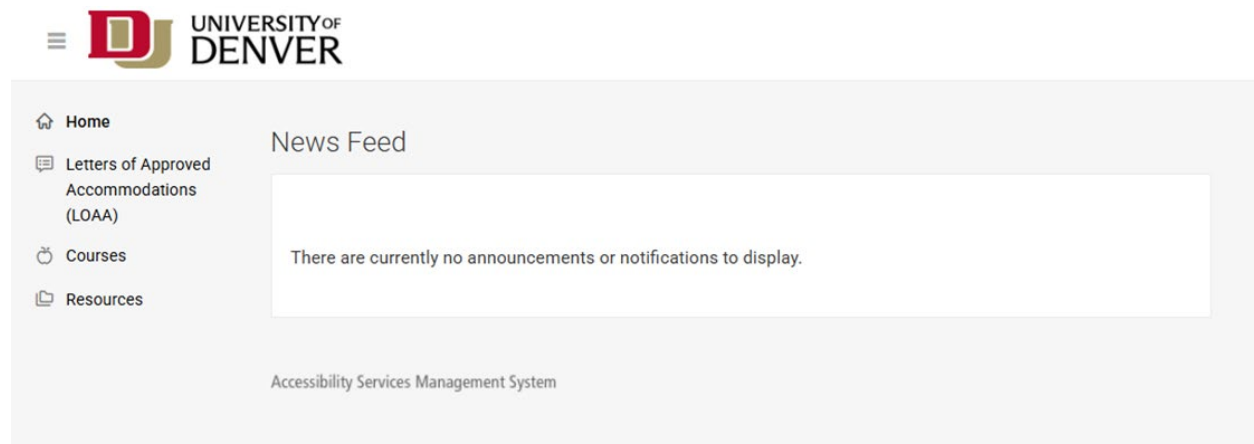
[How to Sign a Letter of Approved Accommodations Video](#)

1. Log in to our online platform called [Accommodate](#).

What type of user are you?



2. On the left hand side of the screen, click on the tab titled, "Letters of Approved Accommodations (LOAA)".



3. A list of LOAAs for all of your students will populate. Any letters that you need to review and sign will say "Signature Requested" next to the "Letter of Approved Accommodations (LOAA)" document title. Click on the document title, "Letter of Approved Accommodations (LOAA)" for each individual student.

Home / Accommodation Letters / Accessibility Letter List

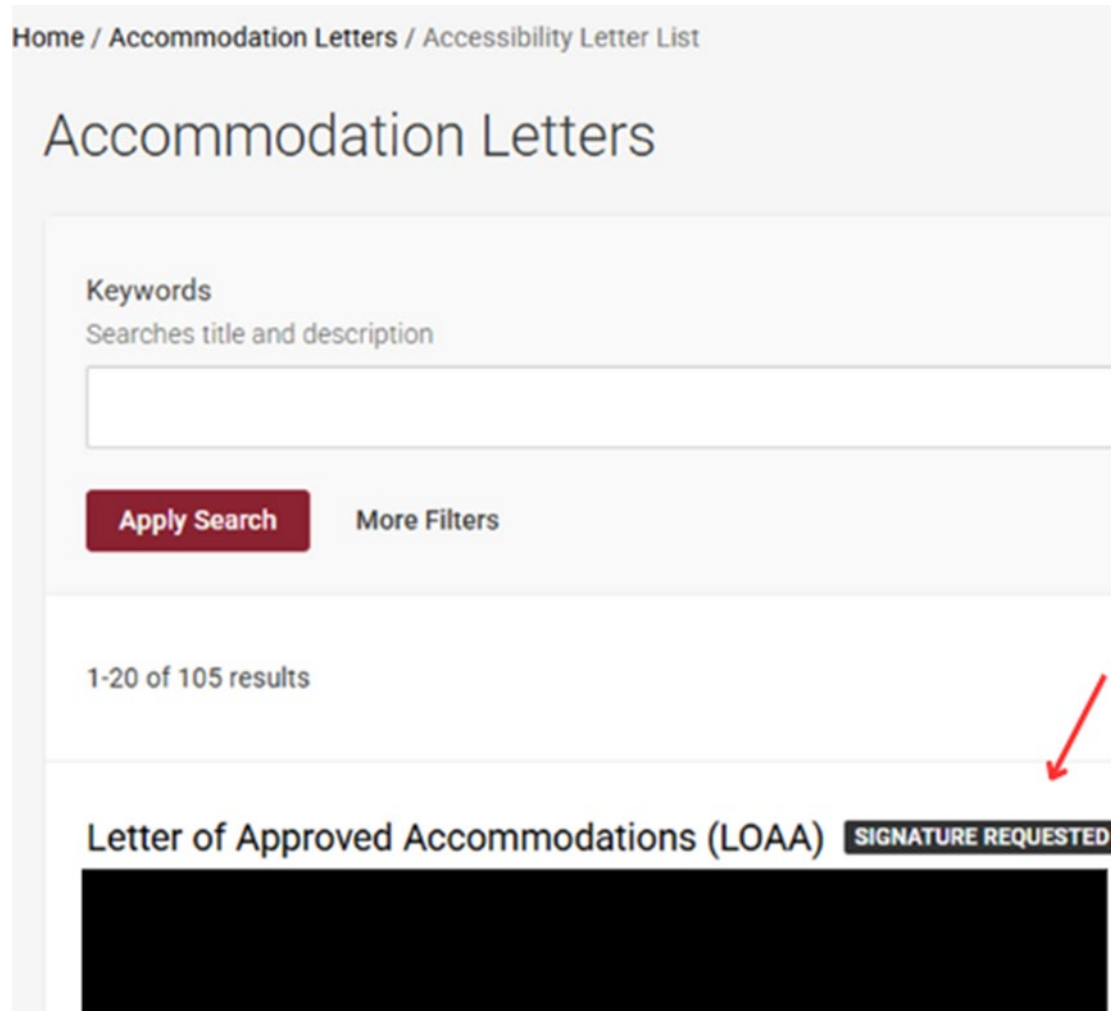
Accommodation Letters

Keywords
Searches title and description

Apply Search **More Filters**

1-20 of 105 results

Letter of Approved Accommodations (LOAA) **SIGNATURE REQUESTED**



4. You **MUST** review and sign each letter. Please be aware that your signed acknowledgement of this letter informs Student Disability Services that you have received this notification. Your signature indicates that you have reviewed the accommodation letter and will work with Student Disability Services to implement accommodations; it does **NOT** indicate approval of specific accommodations in the classroom. As an instructor of the university, you are responsible for knowing and implementing requested accommodations once an LOAA has been sent to you, regardless of if you sign it.

5. At the bottom of the LOAA is a text box for you to electronically sign the letter. Type your name, then press the red, "Save" button.

Recipient Signature

Thank you for electronically signing this Letter of Approved Accommodation (LOAA)! If you have questions about how to implement an accommodation, please contact Hanna Lewis, Director of SDS at 303-871-7432 or Hanna.Lewis@du.edu

Your Signature *

Save

Print Letter

Generate PDF

Cancel

IMPORTANT: You must review and sign the LOAA within two business days of receiving the notification.

Please note that you will receive an email notification when you have an LOAA to review and sign. You will also see all pending LOAAs in your Accommodate portal.

Determining Accommodations

Determining Accommodations Video

All accommodations are individually determined by SDS through what we call the "interactive process." The interactive process includes two parts:

1. Reviewing clinical documentation
2. Gathering the student's self report through an intake meeting

This means that all students registered with SDS and receiving accommodations have provided documentation from a clinician who is qualified to diagnose the

disability **AND** have met with an SDS staff member to discuss their experience with their disability.

We consider the documentation and the student's self report, then determine appropriate, reasonable, and effective accommodations based on the student's disabling condition.

SDS considers the following best practices when determining appropriate accommodations:

- How the requested accommodation is necessary to make sure that academic requirements or technical standards do not discriminate against the student on the basis of disability.
- That the requested accommodation would be necessary to provide the student with meaningful access or an equal opportunity to gain the same benefits as their non-disabled peers.
- That the requested accommodation is logically connected to the impacts of the disability and any barriers to access the student may experience in the academic and/or campus environment.
- Whether the requested accommodation is logically designed to address and remove the identified barrier to access.
- If implemented, the requested accommodation would be effective in removing the identified barrier to access.

Implementing Accommodations

Implementing Accommodations Video

Once you've received an LOAA, instructors are responsible for knowing and implementing requested accommodations. Only the accommodations listed on the LOAA need to be implemented. If a student requests an accommodation from you that is not on the LOAA, please refer them back to the SDS office for further conversation and to engage in the interactive process. It is also important to note that accommodations are not retroactive; accommodations must be implemented starting on the day that you receive the LOAA.

For example, if a student is not approved for accommodations until the third week of the term, you do not need to implement accommodations for assessments or classes during

the first two weeks of the term. You are not obligated to apply accommodations to previous coursework if the student was not yet approved for accommodations at that time.

**Instructor Responsibility:**

Once an accommodation has been granted by SDS and an LOAA has been submitted by the student to the instructor, the accommodation must be implemented promptly, accurately, and consistently.

Instructors should review the LOAA to confirm that they understand their obligations under ADA prior to implementing accommodations for a specific student. This is why SDS requires that instructors sign the LOAA within two business days of receiving the letter. Even if a student does not need to use their accommodations yet in the term, it is important to review and sign each LOAA proactively so you are prepared to accommodate students before the need arises.

If students or instructors need more guidance on how to implement accommodations appropriately, instructors must reach out to SDS for further clarification. The sooner instructors reach out to SDS, the better we are able to serve students together.

Accommodation Language:

While each accommodation is individually determined during the interactive process with students, SDS uses consistent language for common accommodations to reduce misunderstandings and aid in prompt, accurate, and consistent implementation of accommodations. Even though accommodation language is typically consistent, it is important to read each LOAA thoroughly, as each accommodation letter is individually created for each student.

SDS encourages instructors to engage in frequent formal and informal interactions with SDS. Please contact the SDS office at sds@du.edu or call our office at 303-871-3241. SDS also holds workshops and formal training throughout the academic year or upon request.

What do I do if I don't know how to implement an accommodation?

Contact SDS as soon as you have read the student's LOAA and have questions or concerns about approved accommodations. It is crucial that we work proactively to address accommodation and student concerns; SDS can offer more creative solutions when we are informed *before* an issue arises. Our options may be more limited if we are responding to concerns after the issue has occurred. SDS also encourages students to reach out if they anticipate any concerns or before the need to use the accommodation, but DU has an obligation to address accommodation issues promptly, accurately, and consistently as an institution. As the instructor of the course, we value your proactive input immensely.

Navigating Students' Concerns with Implementing Accommodations

Navigating Students' Concerns with Implementing Accommodations Video

SDS may be informed of a problem when an accommodation has not been implemented for the student and the student reports the issue. It is likely that the student will first report the issue to you, as their instructor. When speaking with instructors students may indirectly complain or ask for clarification about an accommodation, so it is important to pay close attention to the student's request and seek clarity from the student. Students may be hesitant to ask for clarification from their instructors directly since you are an authority figure, and they feel this may be perceived as "correcting" you. For this reason, it is important that you quickly identify these types of student complaints or questions.



These types of issues may be able to be resolved through conversation between the instructor and student, but you can ask the student if they would feel more supported if SDS was involved in the conversation. After this conversation, please refer the student to SDS and remind them that SDS can support them at any point in these conversations. It is important to offer SDS as a resource that way students know their concerns are being referred appropriately.

When discussing concerns or addressing questions about accommodations with a student, SDS discourages instructors and students from implementing accommodations that have not been approved by SDS or generating their own ideas of accommodations

together without the input of SDS. This is because SDS engages in a thorough process of determining reasonable accommodations with the student. SDS individually determines accommodations based on the student's self-report and the documentation submitted. SDS then has an intake meeting with the student where we discuss how the student's disability impacts them academically, in the classroom and outside of the classroom, as well as general functioning on campus.

Universal Design for Learning

It is important to remember that accommodations are different from accessible course design using Universal Design for Learning, or UDL. [UDL](#) is an educational framework that aims to make learning accessible and engaging for all students by providing flexible options for how information is presented, how students express what they know, and how they are engaged in learning. It's a proactive approach that anticipates learner variability and offers multiple means of representation, action and expression, and engagement to support diverse learning needs.

For example, let's say that you assigned your class a final paper. One of your students asks for an alternative assignment to the final paper as a disability related accommodation. One way an instructor could implement UDL in the class while naturally meeting this accommodation request is to allow all students the choice to write a paper or do a presentation as a final project. By allowing all students the choice to write a paper or do a presentation, you are supporting diverse learners. If this UDL option is not an available for all students, SDS does not endorse instructors to modify an assignment as an accommodation without an SDS approved accommodation.

Another way to implement UDL in your courses is to enable captioning when showing videos in class. While some students have captioning as an accommodation, implementing captioning for all students provides access for every type of learner in your class, regardless of disability status. SDS encourages the use of Universal Design for Learning, as it supports accessibility for all students.

If instructors have alternative suggestions on how to implement accommodations, other than what is outlined in the LOAA, please consult with SDS before offering these alternatives to the student.

If a student complains about the way an accommodation has been implemented or asks for clarification about the accommodation, please follow the steps outlined below:

1. Faculty and students can have a brief conversation in person or via email regarding their understanding of accommodation implementation. If concerns are not resolved through individual conversation, consult SDS as outlined in Step 2. Please also refer the student to SDS after each conversation.
2. Faculty or student will reach out to SDS, and SDS will work with faculty and students to build a shared understanding of the accommodation.
3. Through SDS facilitated conversation, an accommodation may need to be updated or SDS may offer creative solutions on how to implement the accommodation.
4. If the accommodation would fundamentally alter the course, program, or degree, a fundamental alteration committee will need to be formed and consulted. More about Fundamental Alterations on a later slide.

How SDS and Campus Partners Collaborate

Student Disability Services seeks input from faculty members, academic unit leaders, and students regarding SDS Policies, accommodation language, and accommodation parameters. SDS prepared its policies and procedures in recognition of preserving the integrity of the DU curriculum or diploma. To accomplish these goals, SDS focuses on developing formal and informal relationships with our faculty colleagues and maintaining real time access to course syllabi and student learning outcomes (SLOs). SDS staff recognizes the core curriculum SLOs and identifies situations in which accommodations may represent a fundamental alteration of the curriculum. SDS makes decisions about the reasonableness of an accommodation request based on university policy, SDS Policies, SLOs for each course, and the student's identified disabilities and the barrier(s) those disabilities present. **It is most equitable for students when all sections of the same course have the same SLOs and assessments (Papers, tests, etc.) uniformly across sections, majors, minors, and colleges.**

Even though SDS collaborates with many campus partners to promote accessibility in policies, procedures, and parameters, a student may still need an accommodation to fully and equitably access their DU education. If a student requests an accommodation that could impact the integrity of the DU curriculum or diploma, SDS will engage in the **"interactive process"** with both university partners and the student. Just as SDS engaged in the interactive process with the student when identifying the disability related barrier and determining if the accommodation is necessary, SDS will also engage with the instructor of the course and other university personnel. This interactive process will consist of an SDS staff member asking questions to the instructor/university personnel about the

SLOs, course policies, program requirements, etc. in order to determine if the accommodation is reasonable. This process is called the "**Fundamental Alteration Analysis**," which we will discuss in further detail on the next page.

Fundamental Alteration

[Fundamental Alteration Video](#)

Students may occasionally request accommodations that impact the essential requirements to a program of study or licensing requirements. If the accommodation would remove or modify an essential element of the course or impact the student's ability to meet the course's learning objectives, the accommodation would be considered "a fundamental alteration." SDS considers specific course Student Learning Outcomes (SLO's), SDS Policies, and other applicable university policies or requirements when determining the fundamental nature of an academic task.

A fundamental alteration is a modification that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages, or opportunities offered.

When SDS receives a request for an accommodation that we anticipate may be deemed a fundamental alteration, SDS will proactively assemble a Fundamental Alteration Review Committee. **If an instructor receives an LOAA and has concerns that an accommodation listed on the letter may fundamentally alter the course, please reach out to SDS Director Hanna Lewis at hanna.lewis@du.edu.**

Let's review a scenario together and go through the fundamental alteration protocol.

Scenario: Student A is a graduate student with a 25 page paper due at the end of the term. Student A has a significant writing disability and requests an accommodation to do a presentation rather than write a paper.

This scenario might look familiar. It's because we discussed this accommodation request when considering how to implement Universal Design for Learning in course design. We are using the same scenario to highlight the importance of the individual nature of these types of requests. Each course is unique, so what may be appropriate in one course may not be in another. That is why it is crucial to consult SDS.

First, SDS will review the class syllabus. If the class has a student learning outcome (SLO) that states, "all students must demonstrate mastery of graduate student level writing by submitting a 25 page paper comparing and contrasting five major personality theories with appropriate APA citation," then SDS may conclude that this requested accommodation

impinges on the essential or fundamental elements of the course. SDS will then engage the Fundamental Alteration Protocol set forth below:

1. If SDS determines there is a reasonable basis to support a legitimate fundamental alteration concern, SDS will verify that the instructor, department, and/or program have articulated the essential requirements for the course and/or program and provided notice of those requirements to students.
2. SDS will constitute a Fundamental Alteration Committee comprised of objective faculty members and administrators with knowledge of the academic area, any related licensing requirements, any applicable accreditation for the course of study, the student's disability, and accommodation methods. The committee should not be limited exclusively to individuals from the academic unit that provides the course or program.
3. If the committee determines that the requested accommodation would compromise the requirement, the designated committee members will promptly and diligently search for alternate accommodations to address the reported barrier.

In making a fundamental alteration analysis, the committee should consider the following:

- Identify the objective of the requirement, taking into consideration the information provided by the instructor, program or department concerning essential requirements, including curriculum approval or course creation documents.
 - The committee will review the requirement to determine that it is not simply based on tradition or routine practice without any direct connection to essential requirements.
- Consider whether the requirement is consistent with comparable programs at other higher education institutions and with applicable professional, ethical, or accreditation regulations;
 - If the requirement is not generally adopted by other higher education institutions, then the committee should consider whether there is any unique justification to maintain such a requirement at DU.
- Consider information provided by the student regarding whether notice of the applicable course/program requirement has been communicated to the student.

- After taking these steps, the committee will determine whether the accommodation requested by the student would compromise the objective of the requirement. If the committee concludes that the accommodation is not a fundamental alteration, SDS will approve the requested accommodation.

While undertaking the fundamental alteration analysis, the committee should address the following:

- Are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program?
- Has there been a diligent effort to determine potential alternatives?
- Have all the necessary people been included in this effort?
- Has SDS identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the course without fundamentally altering requirements?

If the committee has undertaken the fundamental alteration analysis in the manner set forth above, and determines that the accommodation would fundamentally alter the essential elements of the course or program, and no reasonable alternative accommodations exist, then SDS will deny the requested accommodation. (Axelrod, 2014)

Students Who Don't Have Accommodations

Students Who Don't Have Accommodations Video

Only students who have submitted documentation and completed an intake meeting with SDS are eligible to use accommodations. All instructors will be made aware of eligible students when they receive a Letter of Approved Accommodation from the SDS office.

It is crucial that all students with disabilities go through the same registration process with SDS and instructors **DO NOT** provide non-approved accommodations. SDS has a thorough process to determine appropriate, reasonable, and effective accommodations. Instructors can support students with disabilities by incorporating aspects of [Universal Design](#) in their courses, but it is crucial that instructors do not provide ad hoc accommodations based on their observations of the student in the classroom.

***What if I suspect that a student in my class has a disability?***

It's great that you're invested in the well-being of your students! If a student discloses a disability, you can mention the Student Disability Services office in a supportive way by providing our contact information and sharing our website. **It is important that all students who disclose a disability are referred to SDS to determine accommodations, as DU's goal is to provide consistent accommodations for all similarly situated students.** If the student feels comfortable, you can refer the student to SDS by sending our office an email, including the student on the email. You can use the following email template to facilitate a "warm handoff" between SDS and the student:

Hello SDS,

*I am writing to introduce you to **STUDENT NAME**. **STUDENT** and I met this afternoon and they disclosed that they have a disability, and they would like more information about accommodations. **STUDENT** requested that I connect them with your office to learn more about the accommodation process and types of supports that you offer students with disabilities at DU.*

If a student does not disclose a disability but you suspect they may need accommodations, you can offer SDS services in a series of campus resources, such as the Health and Counseling Center, the Student Outreach and Support office, the Cultural Center, the Writing/Math/Science & Engineering/World Languages and Cultures Center, etc. It is important that you do not assume a student has a disability. Regardless of disability status, it's best to have a private conversation with your student about your observations on their performance, just as you would any other student. Do this discreetly during office hours or before/after class. **You might say something like, "I've noticed you engage well in class discussions, but you seem to struggle with written exams. What are your thoughts?"**

Accommodation Process Conclusion

We recognize that instructors may need support and guidance throughout the accommodation process. That's why SDS makes it a priority in our work to support instructors and other campus partners by answering any questions throughout the process. **If you are unsure how to implement an accommodation or have questions about what an accommodation means, please call the Director of SDS at 303-871-7432 or email at hanna.lewis@du.edu.**

Testing Accommodations

Welcome to the Testing Accommodation module. In this section, we will discuss common testing accommodations, including:

- Types of testing accommodations
- Implementing testing accommodations
- How to add extended time into Canvas

Types of Testing Accommodations

Testing Accommodations are designed to provide students with disabilities with an equal opportunity to demonstrate what they have learned when taking exams and quizzes. SDS has a [Testing Center](#) that supports the implementation of testing-related accommodations.

Some common testing accommodations include, but are not limited to:

- Extended time on exams and quizzes
 - Students may require more time to complete a test for a variety of reasons. Extended time allows students adequate time to demonstrate what they have learned when taking exams and quizzes. The most common amounts of extended time are 1.5X and 2X extended time.
- Distraction-reduced testing environment
 - The testing center provides students with this accommodation a quiet space with fewer distractions during testing.
- Text-to-speech on exams and quizzes

- Some students have disabilities that impact their ability to read text in a traditional format. Text-to-speech software reads test questions aloud to students.
- Dictation software on exams and quizzes
 - Dictation software turns spoken words into typed words when students are answering exam questions.
- Typing on Exams
 - This accommodation permits students to type, rather than handwrite, exam answers.
- Memory aid/Formula Sheet
 - Some students have disabilities that impact their memory, allowing them to access information they have studied, but may struggle to recall during an exam. A Memory Aid or a Formula Sheet both act as a retrieval cue, not to provide direct answers.

Implementing Testing Accommodations

Implementing Testing Accommodations Video

Instructors will receive an LOAA with all approved testing accommodations listed. This letter informs you, the instructor, of the student's ability to use testing accommodations, but students must individually request to use their testing accommodations each time they have an exam or quiz. Students will request to use their testing accommodations by submitting a test request through our online platform, Accommodate. When you receive an LOAA with testing accommodations listed, no further action is required from you until a student submits a test request through Accommodate.

Sometimes students will choose not to use their testing accommodations, and that is okay. It is their *choice* and *responsibility* to request to use their accommodations. If you have a student in your course that is approved for testing accommodations but has not requested to use them on a specific exam, you can remind them privately, either by pulling them aside in a confidential manner or over email, that they can use their accommodations for this exam. You could also make a general announcement to the class reminding them to submit their exam requests to SDS one week in advance of the exam date. Just be sure not to identify specific students when making this announcement, as confidentiality is extremely

important. Remember that some students will choose not to use their accommodations, so after one reminder, you do not need to continue reminding students.

Once a student submits a test request in Accommodate, SDS will review the request and forward it to you in Accommodate. SDS requests information from you in order to finalize the student's exam request. We will need the exam itself and exam parameters, such as how much time the class receives, what is allowed to be used on the exam, etc. We ask a handful of questions so we are best prepared to proctor your exam. The more information you provide SDS before the exam, the less likely we will need to reach out to you for clarification during the exam.

Please follow the steps below to finalize exam requests in Accommodate:

Faculty must upload the exam and exam parameters in Accommodate at least 2 days before the exam date so that the SDS Testing Center has adequate time to prepare for the student to take the exam in our space. SDS needs faculty to provide testing instructions regardless of exam format (paper, Canvas, etc.).

1. Log into the [Faculty Accommodate Portal](#) using your DU Credentials, and navigate to your courses using the navigation bar on the left.
2. Select the course that you wish to provide testing information for
3. Inside the course, along the top bar, you can select Provide Testing Information. In the middle of this page, under the Apply Search button, select the Provide Testing Information button.
4. Provide the requested testing information inside of the form. When complete, select submit.
 - **IMPORTANT:** Please provide a word document or PDF version for all tests, whether they are on paper or on Canvas.
 - At the bottom of the form, questions about applying to all records are asked. If you select yes to both, all students and all sections of the same course will be provided the same testing parameters. If you run assessments differently in other sections of the same course, you should say no and provide new testing information in that specific course.

Adding Extended Time into Canvas Exams

Adding Extended Time into Canvas Exams

There are two ways that faculty can set up Canvas exams and quizzes. You will add in a student's extended time accommodation differently, based on how you set up your "quizzes" in Canvas.

- If you are using the "New Quizzes" feature, please reference [this link](#) for detailed instructions.
- If you are using the "Classic Quizzes" feature, please reference [this link](#) for detailed instructions.

We recommend that you bookmark both of these links to be able to refer to these help articles at any time.

Assistive Technology Accommodations

Welcome to the Assistive Technology (AT) Accommodation module. In this section, we will discuss common AT accommodations, including:

- Accessible text and alternative format
- Digital notetaking

Accessible Text and Alternative Format

[Alternate Format Text](#) is the conversion of printed materials (textbooks, articles provided by instructors, etc.) to accessible formats. Students with a wide variety of disabilities may use Alternate Format Text. Most students with Alternate Format accommodations use pdfs that can be read via text-to-speech software; however, this accommodation also covers braille and tactile graphic materials.

To convert printed materials to accessible formats, SDS's Accessible Technology (AT) team will get access to the reading material from either you, the instructor, or the student. We will then go through a digital process of converting the material to the requested format, called remediation. Poor quality copies of PDFs or pictures of paper are generally inaccessible and will need to be wholly recreated by the AT team. **In order to allow SDS adequate time to remediate course materials, SDS requests that students submit an [Alternate Format Text Request form](#) 2 weeks in advance of when material is needed**

or to be used in class. After a student submits an Alternate Format Text Request form, SDS will remediate all course materials within 10 business days.

To allow SDS sufficient time to process requests, instructors should also provide students with all course materials at least 2 weeks in advance of when the material is needed.

You can support students with this accommodation by following these 5 accessibility tips:

FONT SIZE

- Body Text: 24pt minimum Headings: 32pt minimum
- Subheadings should be smaller than Main Headings

FONT TYPE

- Use Sans-Serif Fonts (e.g. Arial, Verdana, and Calibri)

COLOR

- High Contrast (e.g. black text, white background)
- Avoid using colors as only means to convey information

ALTERNATIVE TEXT

- Include descriptions for images, tables, and graphs on digital versions
- Helps screen readers interpret visuals

HYPERLINKS

- Provide describe hyperlinks to be screen-reader-friendly
- Avoid "Click here"

What happens after a document is remediated?

After the course material has been remediated by the AT team, students can upload these accessible documents to a software called Kurzweil 3000, which is **FREE** for all DU students, faculty, and staff to use.

Kurzweil 3000 is an interactive text-to-speech platform that allows you to have digital content read aloud to you. This means that students can download their course readings from Canvas and have them read to them. Because this software is available to all

students, **SDS strongly encourages you to only use accessible PDFs in your courses**, that way all students can use Kurzweil effectively. If your reading materials are not accessible, a student cannot use Kurzweil unless they are registered with SDS and we remediate the document. You can check to see if your documents in Canvas are accessible by using the UDOIT Accessibility checker. More information on how to use the UDOIT Accessibility checker can be found through the [Office of Teaching and Learning's Website](#).

Students can also use Kurzweil to take notes, dictate ideas, organize their thoughts for papers, and more. You can check out our [Kurzweil How To page](#) for more information, tips, and tricks.

To sign up for Kurzweil:

- Go to [Kurzweil log in page](#)
- Click “sign in with Microsoft”
- Sign in using your DU email and password

How will I know that I need to make my course material accessible for an SDS student?

SDS recommends that all course materials are accessible regardless of an individual accommodation need. Faculty will be informed that an accessible text accommodation is required through the student’s Letter of Approved Accommodation. Faculty will be instructed in this letter to submit a request for SDS to review course materials.

Digital Notetaking

Some students' disabilities impact their ability to take notes in the classroom. To mitigate this barrier, SDS can provide students with a digital notetaking accommodation. If a student is approved for a digital notetaking accommodation, they will need access to their laptop in class and have permission to record the lecture. All students approved for this accommodation have signed an agreement which states the following conditions:

1. I agree to use the audio-recorded materials I have obtained for my academic studies only.
2. I will not record class discussions that may violate the privacy of my classmates.
3. I will not share the recorded lectures with others in person or online.

4. I will not reproduce, publish, or copy any audio recorded sessions.
5. Upon request, I will return the audio files to the instructor or destroy the recording at the end of the semester.
6. I am aware that the information contained in the audio recorded lectures are protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.
7. I understand that violating this agreement may result in temporary suspension or withdrawal of the authorization to audio-record and a review for similar services in the future.

This accommodation can be approved for a variety of reasons, including but not limited to:

- Difficulty handwriting or typing notes fast enough
- Difficulty identifying what information is important and necessary to take notes on
- Needing to go back at a later time to listen to the audio file
- Difficulty sustaining attention to take notes for long periods of time
- Difficulty spelling
- Difficulty reading one's own notes

Because digital notetaking accommodation can mitigate so many disability related barriers, students with a wide variety of disabilities may use this accommodation.

DU uses a software called Jamworks to implement this accommodation. Jamworks is an AI notetaking support platform that allows student to record lectures and create:

- AI generated notes
- AI generated summary
- AI generated audio highlights
- A full transcription of the recording
- Study tools based on the recording.

You can check out our [Jamworks' How To](#) page to learn more.

If you have a student in your course with access to Jamworks, they may choose to sit closer to the speaker in the classroom, that way their laptop microphone picks up the voice of the person speaking. If class discussions are a part of your course, it can be helpful to repeat comments from other students so everyone in the classroom can hear, and Jamworks will be able to detect the audio.

Classroom Accommodations

Welcome to the Classroom Accommodation module. In this section, we will discuss common classroom accommodations, including:

- Attendance accommodation
- Deadline extension accommodation
- Deaf and hard of hearing accommodations

Attendance Accommodation

[Attendance Accommodation Video](#)

Students with an SDS approved attendance accommodation have already engaged in the interactive process by discussing the need for such an accommodation and providing appropriate documentation to SDS. Through that process, SDS has established a clear nexus between the disability related impacts and the accommodation. Accommodations are intended to mitigate institutional barriers to the educational experience.

As with all disability related accommodations, SDS determines eligibility for an attendance accommodation on an individual, case-by-case basis depending on:

1. The extent to which the submitted documentation supports the need for an attendance accommodation, and
2. The individual requirements, fundamental nature, and essential elements associated with each specific course. Typically, SDS engages with the course instructor to address these items.

Below is a list of guidelines and a set of questions to help assess attendance:

Regular class attendance is typically important for a student to master the content, knowledge, and/or skills taught in a course. Instructors are encouraged to establish an attendance policy that appropriately aligns with the learning objective of the course. However, the University recognizes that a student with a disability may not be able to

attend class sessions due to disability related reasons. In these instances, SDS works with the student to reasonably accommodate the student's disability related needs without fundamentally altering the nature or requirements of the course.

The purpose of the SDS approved adjusted attendance accommodation is to protect a student from being penalized for missing class due to their disability.

SDS will consider the following questions to equitably assess the request for an attendance accommodation:

- Is there classroom interaction between the instructor and students and among the students themselves?
- Do student contributions in class constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method of learning?
- To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?
- What does the course description and syllabus say regarding attendance?
- By what method is the final grade calculated?

Students with attendance accommodations are advised to stay in close communication with SDS in order to receive any necessary support, review, and address their individual circumstances. **Instructors are also encouraged to promptly contact SDS with any attendance-related concerns.**

- It is critical for SDS and instructors to communicate regarding essential or fundamental academic course requirements. SDS considers those requirements and course objectives in determining appropriate and reasonable accommodations.
- Students must fulfill all course requirements and are held to the same evaluation standards as specified in the course syllabus. Instructors should state the course's specific attendance requirements on the syllabus prior to the start of the course so students are aware of the course requirements well before the drop deadline.
- A student with an SDS approved attendance accommodation is not permitted unlimited absences. SDS grants an attendance accommodation to address

absences related only to the student's disability and to the extent such an accommodation does not represent a fundamental alteration of the course. Should a student request more absences than what is specified in the LOAA, SDS will engage with the instructor to determine the percentage of absences a student may accrue as a reasonable accommodation on a case-by-case basis, depending on the student's individual disability, the nature of the course, and the degree to which class attendance is an essential requirement of the specific course.

- Typically, students are permitted to miss up to 20% of a course, although students and instructors may discuss an alternative attendance accommodation with SDS should it be appropriate. Students should reach out to SDS if they anticipate that their disability will require them to miss more than 20% of class sessions or if they exceed the suggested percentage.
- Students using an SDS approved attendance accommodation should contact instructors as soon as they are able regarding their disability related absence and related make-up work. Students should document each disability related absence with a timely email directly to the instructor. SDS is available to consult with instructors in the event a student misses an exam or quiz due to a disability related absence.
- Given privacy considerations and the chronic nature of many conditions, instructors should not request documentation from a healthcare professional to substantiate each absence. Where necessary, SDS will address documentation requirements.
- If a student is approved for an attendance accommodation mid-term, typically, SDS does not grant retroactive accommodations. If a student with a new SDS approved attendance accommodation has already missed the allowed percentage of absences prior to approval of the accommodation, instructors are encouraged to contact SDS to discuss the issue.
- If attendance is an essential element of the course, students should be aware that absences may still have a negative impact on their academic performance due to missing course content and experiential learning from class attendance. For this reason, students should attend class and observe deadlines for assignments whenever possible.

SDS understands that some courses involve significant interaction, in-class participation, or where content mastery depends on attendance. Examples include:

- Labs

- Practicums
- Internships
- Language learning
- Public speaking/communications courses
- Group presentations
- Group performances
- Class presentations
- Guest speaker

SDS will consider these circumstances when determining what is a reasonable accommodation and whether the requested accommodation represents a fundamental alteration.

Deadline Extension Accommodation

[Deadline Extension Accommodation Video](#)

Sometimes a documented disability can unexpectedly impact a student's ability to complete an assignment.

Students with an SDS approved deadline extension accommodation have already engaged in the interactive process by discussing the need for such an accommodation and providing appropriate documentation to SDS. Through that process, SDS has established a clear nexus between the disability related impacts and the approved reasonable accommodation. Accommodations are intended to mitigate institutional barriers to the educational experience.

As with all disability related accommodations, SDS will determine whether a deadline extension accommodation is reasonable on an individual, case-by-case basis depending on:

1. The student's unique request or stated need
2. The student's disability and its impact, as reported by the student and in the related documentation
3. For the specific course, how the requested accommodation or an alternative accommodation might affect or alter the individual requirements and student learning outcomes of the course and whether those requirements and outcomes are fundamental to the course, program of study, and/or applicable licensing requirements. Typically, SDS engages with the course instructor to address this

factor, but SDS may also engage with faculty or administrators of the academic program and other University administrators, as applicable.

For short term assignments with one week or less to complete the assignment, the SDS approved deadline extension accommodation typically allows a student a 48-hour deadline extension without penalty. However, there may be circumstances in which a different time period may be appropriate, in which case students and instructors may discuss an alternative deadline with SDS. If the student seeks more than a 48-hour extension on a short term assignment, the student must contact SDS to discuss their specific request.

A short-term assignment deadline extension is generally allowed when:

- An assignment or assignment details were not listed on the syllabus initially and is assigned to students with one week or less to complete
- The assignment deadline is listed on the syllabus, but students do not get the necessary information or instructions to complete it until there is one week or less to the deadline

Consideration of deadline extensions on longer term assignments with more than a week to complete the assignment will require individual consultation between the instructor of the course and SDS. SDS may also need to consult the student.

Should a student request a deadline extension longer than 48 hours, SDS will engage with the instructor to determine a reasonable length of the extension before making a decision.

Please consider the following when implementing SDS-approved deadline extensions:

- Students may use the SDS approved deadline extension accommodation only when a disability-related concern arises with respect to the particular assignment. The SDS approved deadline extension accommodation cannot be used to address non-disability related circumstances, such as work conflicts, personal issues, or travel.
- When an exacerbation of symptoms of a documented disability occurs, the student is responsible for communicating the need to implement the extension accommodation with their instructor before the original due date, unless such communication is not feasible due to circumstances such as hospitalization.



- Each time the student seeks to use their deadline extension accommodation, the student must request an extension for each individual assignment by emailing their instructor prior to the original deadline. The student or instructor may contact SDS with any concerns related to implementing the accommodation for an individual assignment.
- The SDS approved deadline extension accommodation is not typically applied retroactively. Instructors are not required to extend deadlines for assignments that were missed or submitted late prior to (1) SDS's approval of the accommodation; (2) the LOAA being sent to the instructor; or (3) the student's email to the instructor seeking to implement the accommodation for the assignment.
- The SDS approved deadline extension accommodation is not intended to be used on a regular basis. If the student consistently requests to implement the approved deadline extension and/or does not submit assignments within the accommodated deadline extension, SDS encourages the student to meet with SDS for support and the instructor to contact SDS for guidance.
- The SDS approved deadline extension accommodation may only be implemented to submit assignments through the last day of classes. If a student is concerned about their ability to meet all deadlines by the end of the term, the student should promptly meet with SDS to create a plan for the remainder of the term, including to discuss other applicable University processes that may be available to the student, such as seeking an incomplete grade pursuant to the applicable policy.
- The SDS approved deadline extension accommodation may not apply to labs, group discussions, and group projects where, for example, the extension could unreasonably interfere with the delivery or mastery of course material or delay the progression of other students in the course.
- Implementation of an SDS approved deadline extension accommodation, including the specific length of the extension, may be adjusted for assignments that require timely instructor feedback. For example, if feedback on an assignment, such as providing an answer key or holding a review session, is scheduled sooner than 48-hours after the original assignment deadline and delaying the feedback will delay the progression of other students in the course, the approved deadline extension may not be applicable for that assignment or may need to be modified. Typically, SDS approved extensions may not be implemented to extend the deadline beyond the class period in which the assignment will be reviewed. If a student requests

implementation of the deadline extension in such circumstances, the instructor should promptly contact SDS to discuss the request.

- The SDS approved deadline extension accommodation does not apply to the date or time of any examination, quiz or other in-class assessment for the course. (The student may have other SDS-approved accommodations for such instances.) Students seeking to reschedule the date or time of an exam must seek approval from the instructor prior to the date of the exam, quiz, or other in-class assessment. If a disability related circumstance prevents a student from attending an exam, quiz, or other in-class assessment, the student should promptly contact the instructor and SDS to determine how to proceed.
- SDS strongly recommends that the student proactively discuss implementation of the SDS approved deadline extension accommodation with their instructor after the Letter of Approved Accommodation is sent to the instructor.
- Instructors are not required to remove or modify essential academic standards or elements of a course or program. If the accommodation would remove or modify an essential element of the course or impact the student's ability to meet the course's learning objectives, the accommodation would be considered "a fundamental alteration." SDS considers specific course Student Learning Outcomes (SLO's), SDS Policies, and other applicable university policies or requirements when determining the fundamental nature of an academic task.

Deaf and Hard of Hearing Accommodations

Deaf and Hard of Hearing Accommodations Video

Students with hearing disabilities may be approved for a variety of accommodations that will support their access to auditory information in class. Below is a list of possible accommodations and how to implement them in your courses:

Captioning

This student requires all video content shown in class and published online to be captioned. If you are showing any videos in your classes, please check to see if the videos are accurately captioned before sharing with students. SDS recommends watching the first minute of the video; if the captions are accurate for the first minute, they are likely accurate for the entirety of the video and you can use the video as is.

If the captions are inaccurate or missing completely, the Office of Teaching and Learning has a [knowledge base article](#) with instructions on how to update captions. You can also email SDS's Assistive Technology department at SDS.AT@du.edu for more information.

Real Time Captioning (CART)

This student uses real time captioning in class, so a captioner will be present with the student in all class sessions, either in person or remotely via zoom. The captioner will transcribe all dialogue in the class by typing on a shared screen. If the captioner is in person, the captioner will sit next to the student in class so the student can see the transcription on the captioner's screen. If the captioner is remote, captions will be streamed in, and the student will use their own laptop and look at their screen to see the live captions.

Interpreting Services

This student speaks ASL or a similar language and will have an interpreter in class with them or remotely via Zoom. If in person, the interpreter will stand at the front of the classroom so they can be easily seen by the student. The interpreter will not impede instruction, including access to the whiteboard, PowerPoints, etc. Please be sure not to block the student's view of the interpreter.

When speaking with this student, please speak directly to the student, not the interpreter.

Assistive Listening Device (ALD)

This student uses an assistive listening device. The student will bring a receiver and a transmitter (microphone) to class with them to amplify specific noises. The student will wear the receiver on their person. They may also either give you, the instructor, a lapel microphone as the transmitter, or put a larger table microphone in a central location of the room to amplify the noise.

If the student is using a lapel microphone as the transmitter, the student will set the microphone up for you to use as is. The lapel microphone must be placed on a collar or upper lapel area and turned on. Instructors should remember to turn off the microphone when having private conversations. If the microphone has been turned off, please remember to turn it back on before resuming class.

Assistive listening device lapel microphones screen out other noises in the environment, including group discussions, questions, and comments from others not wearing the lapel. It is crucial to repeat any questions or comments made in the class that way the student

wearing the ALD can hear them. If the class is co-taught, please be sure to give the lapel microphone to the next speaker.

If the student uses a larger table microphone, the student will determine the most appropriate place for the microphone to be placed. Please do not move the microphone.

Reminders when working with students with hearing loss:

Face the class when speaking. If the student reads lips, this will allow them visual access to your lips and facial expressions. It also allows sound to be projected towards the student. If you use a whiteboard, please be sure to wait to speak to the class until you are finished writing on the board.

Additionally, **keep the lights on when speaking and do not block your face with your hands.**

Speak clearly. It is important to project, enunciate, and speak at a natural pace. Please do not shout, as this can alter the pronunciation of words and distort how your mouth appears when students read lips.

If a student asks you to repeat yourself multiple times, **try rephrasing the statement or question.**

Avoid excessive background noise. Please turn off any unnecessary background noise, including music, TVs, etc. if not a part of the course instruction. Please also keep windows in classrooms closed to reduce unnecessary noise; additionally, hosting classes outside increases background noise, so **it is not recommended to teach in outdoor environments if not part of the course's design.**

Group discussions may be difficult for students with hearing loss. If your class incorporates group discussion, the student may need to move their group to a quieter part of the room, or in the hallway. The student will determine if this is necessary, so please do not proactively place the student in an alternative environment.

If a peer student makes a comment in the group discussion or asks a question, **it may be helpful to repeat the comment or question.** This is especially true if the peer is sitting behind the student with hearing loss or if the peer speaks quietly or mumbles.

Accommodations for University Processes

In addition to classroom accommodation, SDS also reviews requests from students with disabilities who seek accommodations to fully access various University processes, including

- The Student Rights & Responsibilities (SRR) Process as set forth in the [Honor Code](#)
- The Office of Civil Rights and Equal Opportunity (CREO) Process
- [The Academic Grievances and Appeals Process](#)
- [The Academic Exceptions Process](#)

The applicable procedures include a statement that the University prohibits discrimination based on protected characteristics, including discrimination against students with disabilities, and refer students to SDS to submit a request for accommodations.

All students must comply with University policies, including but not limited to the [Honor Code](#) and the [University's Discrimination and Harassment Policy](#). SDS provides reasonable accommodations to allow students with disabilities meaningful and equitable access to University processes; however, such accommodations do not waive or exempt students from the substantive requirements of the applicable policy.

If a student discloses to you that they are encountering difficulties engaging in a University process due to their disability(ies), please refer them to SDS to seek accommodations to fully access the applicable process. You may use the email template on page 30 under the section "Students Who Don't Have Accommodations" to facilitate a "warm handoff" if the student would like assistance connecting with SDS.

About SDS

Meet the SDS Staff

SDS Policies

To review the Student Disability Services Policies, please visit our [website](#).

Conclusion

Resources and Contacts

Thank you for participating in Student Disability Services' Faculty Training. We appreciate your dedication to our students and commitment to accessibility. Should you have any questions or need support at any time, below is a list of resources and contacts.

Student Disability Services Main Office

SDS@du.edu
303-871-3241

Driscoll Center South, Garden Level, Suite 22
2050 E. Evans Ave., Denver, CO 80208

<https://studentaffairs.du.edu/disability-services-program>

Student Disability Services Assistive Technology

SDS.AT@du.edu
303-871-3241

Driscoll Center South, Garden Level, Suite 13
2050 E. Evans Ave., Denver, CO 80208

<https://studentaffairs.du.edu/disability-services-program/dsp-assistive-technology>

Student Disability Services Testing

SDS.testing@du.edu
303-871-3034

Driscoll Center South, Garden Level, Suite 22
2050 E. Evans Ave., Denver, CO 80208

<https://studentaffairs.du.edu/disability-services-program/types-accommodations>

Hanna Lewis, Director of Student Disability Services

hanna.lewis@du.edu

303-871-2323

Driscoll Center South, Garden Level, Suite 22
2050 E. Evans Ave., Denver, CO 80208

Office of Teaching and Learning

<https://otl.du.edu/contact-itp/>

303-871-2000

Anderson Academic Commons, Room 350
2199 S. University Blvd. Denver, CO 80208

<https://inclusive-teaching.du.edu/>