



UNIVERSITY OF CENTRAL FLORIDA

STUDENT ACCESSIBILITY SERVICES

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Faculty and Student Accessibility Services (SAS) Collaboration

Essential Faculty Guidance for Coordinating Access

Why do this? The Crucial Purpose of the Access and Accommodation Process:

Disabled individuals must be able to:

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

This access must occur:

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

Student Accessibility Services' Ensures that UCF facilitates the Above Purpose by:

- **Equally supporting faculty and students in the process;**
 - SAS is NOT a student advocate resource but rather an advocate for access;
- Proactively creating and promoting a more accessible and inclusive UCF environment that offers access as part of the natural educational experience;
- Coordinating accommodations when equal access not immediately present.

Essential Faculty Need to Know about the Course Accessibility Letter (CAL):

- Students connected with SAS can request Course Accessibility Letters (CAL) with accommodation information to be sent to professors at any time. However, faculty and SAS reserve the right to require reasonable notice to apply accommodations.
- Some accommodations on the CAL are reasonable under most any circumstance.
 - Examples include extra time for paper or online exams, use of word processor for exams, and use of course note-taker.
- Some accommodations on the CAL require discussion with faculty to determine the extent to which the accommodation is or is not reasonable for a course.
 - The most common examples would be adjustments to attendance policy for medical reasons, course presentation accommodations, use of calculator on exams when not available to all students and use of formula sheet when not available to all students.
- **Professors must not deny any CAL accommodation without consulting with SAS first.**

Essential Faculty Need to Know about Access and Accommodations in General:

- **Faculty feedback is essential to the access process.** SAS wants to understand faculty questions and concerns.
 - The learning objectives and essential elements of the course impact the extent to which an accommodation is (or is not) reasonable. SAS relies on faculty input for some decisions.
- The purpose of any accommodation is to facilitate access and not student success.
- The ultimate goal is access, not applying a specific accommodation. If an accommodation is not appropriate because it would fundamentally alter the nature of the course experience, then other accommodations or means of access need to be considered to the extent possible.

How Course Design Impacts Accessibility:

- **Course design, teaching styles, assessment modalities, course policies, attitudes and biases create the greatest barriers and lack of access for students with disabilities in the classroom environment.**
 - The access (or lack of) present in the overall course experience (policies, teaching, assessment, attitudes, etc.) determines the extent to which accommodations are needed.
- When aspects of the course experience are not accessible, learning is not equally effective and integrated.
- In most cases, accommodations are necessary as a response to the limitations of the course design. Accommodations are not a specific response to the limitations of the student.