

Spring 2022 Faculty Guidance for Accommodations and Accessibility

Updated 1/6/22

Please note: Our staff is available virtually during normal business hours. You can reach us by calling (585) 276-5075 or emailing disability@rochester.edu.

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Student Disability Accommodations

Faculty will be notified of student disability accommodations by email through a formal notification letter and can access the letters anytime by logging into the [DR Instructor Portal](#)

- Faculty are required to provide all accommodations listed on this letter. Contact Disability Resources right away if you have concerns about any accommodations.
- Please include an accessibility statement on all class syllabi to assist students in connecting with our office. Suggested language:

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due

to the impact of a disability please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu.

Testing Accommodations

Regardless of the testing environment (online or in-person), students must be provided with approved testing accommodations for any assessment.

Proctoring Services

Proctoring services at Disability Resources

The Office of Disability Resources is currently providing a limited amount of proctoring **via Zoom only while classes are remote**. In-person proctoring services will resume when in-person classes resume.

Accommodations for Exams/Assessments

Proctoring your own exams

Please carefully review each student's accommodation letter and ensure you understand how to arrange for their accommodations. Contact our office if you have questions or are unable to arrange for a student's accommodations.

Confidentiality

When making your own accommodation arrangements, make sure you preserve confidentiality.

- When communicating with your students about their accommodations, contact students individually or blind copy (bcc) the group email.
- Create a breakout room or separate Zoom room for students with accommodations if the exam setup may call attention to the fact that they're using an accommodation (for example, computer use or longer time).

Using online proctoring services

Please contact our office if you intend to use third-party remote proctoring services. Some services are incompatible with screen readers and other assistive technology.

Accommodations for Online Assessments

Extended time (50%, 100%)

When possible, we strongly encourage faculty to remove time restrictions for exams, particularly in online environments.

Timed online assessments and take home exams of 24 hours or less must be adjusted for any students with extended time accommodations:

- [Extending time on Blackboard assessment](#)
- [Extending time on Gradescope assessments](#)
- If another means of managing an exam is selected, please ensure that extended time is set up or contact our office for support

Take home or untimed exams

Generally, extended time accommodations apply to time-limited assessments that are 24 hours or less. For an assessment that students have more than 24 hours to complete, we expect students to budget for the extended time they may need.

Breaks without time penalty

For this accommodation, we recommend extending a student's time by 50% **in addition to any extra time they are already approved for** for unsupervised online exams with time limits of 24 hours or less. The extra time is meant to account for any needed "stop the clock" breaks, which may not be possible to administer in online testing platforms where specific time limits are set. For example:

- If a student is approved for "50% extended time" and "breaks without time penalty," they should receive a total of 100% extended time.
- If a student is approved for "100% extended time" and "breaks without time penalty," they should receive a total of 150% extended time.
- If a student is approved for "breaks without time penalty" only, they should receive a total of 50% extended time.

Computer use

If you choose to administer exams in a handwritten format, students who have the use of a computer on exams as an accommodation should be permitted to type the exam.

Reduced distraction testing

Students testing remotely may have difficulty creating or accessing controlled environments with reduced distractions. We encourage instructors to allow for as much flexibility as possible to account for the impacts of environmental distractions. Strategies that can assist with this include

removing or lengthening exam time limits, or permitting students to test during a more convenient time with fewer distractions.

Classroom/Lecture Accommodations

Audio recording

- In-person classes
 - Students may need to use a laptop computer, phone, or other device to record lecture
- Online classes
 - Please ensure that students with this accommodation have access to a clear audio or video recording of any lectures or class discussions

Access to Food/Drink

- Students should be permitted to leave the classroom in order to remove their masks to access food or drink. Please be aware of physical distancing requirements for students if assigning seats.

Classroom Break for Health Needs

- In-person classes
 - Students may need to step out of the room for a short period to address medical needs related to a disability. Please be aware of social distancing requirements for students if assigning seats
- Online classes
 - Students may need to step away from the computer or turn off their camera for a short time during class.

Captioned Media Accommodation

- Instructors of students with disabilities who require captioned media as an accommodation will be notified via a student accommodation letter sent from the Office of Disability Resources.
- Any videos, recorded lectures, or other multimedia content with audio shared in class, posted online, or otherwise shared with students must be captioned.
- For AS&E, Simon, and ESM faculty, Disability Resources will provide support for captioning and transcribing your media. Additionally,
 - Eric Likness (eric.likness@rochester.edu) in AS&E IT will work with you to coordinate captioning of recorded lectures uploaded to Panopto.
 - For other videos shown in class or posted to Blackboard, captioning can be coordinated through the River Campus Libraries by contacting Emily Clasper at emily.clasper@rochester.edu

- For faculty in other schools, please contact your [access coordinator](#) to assist with captioning media

Real Time Captioning/CART Accommodation

- If you have a student who requires real-time captioning or CART, you will be notified via a student accommodation letter sent from the Office of Disability Resources and an access coordinator will be in contact with you to set this up.
- For online instruction:
 - [Instructions for setting up real-time closed captioning in Zoom](#)

ASL Interpreting

- If you have a student who requires ASL interpreting, you will be notified via a student accommodation letter sent from the Office of Disability Resources and an access coordinator will be in contact with you to set this up.

Accommodation Requests or Issues Unrelated to Disability

COVID-related issues

- Students should generally work with instructors directly or be referred to CCAS for COVID-related issues impacting their ability to complete coursework. CCAS will work with our office in circumstances where appropriate.

Technology access or other financial issues

- Students can be referred to the [Basic Needs Hub](#) to request temporary support for essential needs

General concerns about students

- The CARE Network continues to be a resource available to help connect students to support. Please [fill out a referral](#) if you are concerned about a student

Online Accessibility Best Practices

By proactively building accessibility into courses, faculty can ensure that the greatest number of students are able to participate in their courses and reduce the need for certain accommodations. The guidance and resources listed below are best practices that we hope you will take into consideration when designing and launching your courses.

We have several pages on our website dedicated to best practices for [Accessible Online Teaching](#). We encourage you to read through these for detailed information but have included a few highlights and additional links below.

Captioning

Instructors of students with disabilities who require captioned media as an accommodation will be notified via a student accommodation letter sent from the Office of Disability Resources. However, as best practice, we encourage all instructors to caption materials, including recorded lectures, when possible. Captioning resources and best practices for developing inclusive courses can be found on the [Office of Disability Resources' web page on Digital Accessibility](#).

Any videos or audio files posted to public-facing websites, such as departmental websites or course pages not behind a Blackboard login, must be made accessible, which includes providing accurate captions for any audio information and descriptions for any images.

Captioning resources:

- Free options (*Please note that these options use computer-generated captions, which will generally need to be edited for accuracy and punctuation*)
 - Zoom has an auto-transcription/captioning feature built in using artificial intelligence. [Download our tip sheet \(Word\)](#)
 - [Panopto](#)
 - [Adding captions to YouTube videos that you own](#)
- Fee-based services
 - [Rev](#)
 - [3PlayMedia](#)
 - [Caption Sync](#)
 - [Alternative Communication Services](#)
- Voicethread Captioning
 - [Voicethread](#) allows for both automated captioning and use of 3rd party vendors.
- Captioning Powerpoint Narration on YouTube
 - Instructions on [Converting a PowerPoint with Narration to a YouTube video with Closed Captions](#)

Exams & Quizzes

- Remove or extend time limits
 - Remote testing environments tend to allow for less control and more possibility for interruption or distraction, making it more difficult for students to focus
 - Technology can cause delays, as can asking students to upload, download, print, or scan portions of the exam.

- Allow for flexibility in time of day
 - Students may be testing in different time zones and may have various medical conditions or medications that make it difficult for them to complete work at certain times of day.

Class/Lecture

Please see our website for best practices for [Online Course Design](#)

- [Turn on auto-transcription](#) on any Zoom meetings.
- Asynchronous content tends to be more accessible, as students are able to interact with it at the best time and pacing for their individual circumstances.
- Some students may not be able to use screens for lengthy periods of time. Allow opportunities for students to participate with screens off or asynchronously, when possible

Accessibility of text and other digital materials

Please see our website for information and resources on the [Accessibility of Digital Materials](#)

Additional resources:

- [Blackboard Ally](#): (a built-in accessibility tool) can be turned on for your course.
- [SensusAccess](#): A free service for UR community members that converts digital documents into accessible formats. You must use a rochester.edu email address with this service.
- [UR guide to accessible materials](#): Basic tips and resources for ensuring that any digital materials are accessible to all users
- [UR Social media accessibility guide](#): Best practices for ensuring accessibility with social media
- [AS&E Web accessibility guide](#): Best practices for accessibility of websites

Universal Design for Learning

The principles behind Universal Design for Learning (UDL) create learning environments that are as accessible as possible to all students to reduce the need for accommodations or modifications. Please see our website for [information and tips on using Universal Design for Learning](#) principles in your instruction, course policies, and assessment.

Other Online Teaching Resources

At the University of Rochester:

- [CETL's Resources for Teaching Online](#) includes both UR and external resources to support online instruction
- [UR Faculty Guide to Online Learning](#)
- [UR Faculty Workshops](#) to support the development of online courses

External Accessibility Resources

- [20 Tips for Teaching Accessible Online Courses](#) from the University of Washington
- [Accessibility 101](#): A University of Iowa page with practical resources and best practices on providing accessible online instruction