

Accommodation Guide For Faculty

Reasonable accommodations preserve both the integrity of the course learning objectives and the student's right to an equitable educational experience.

Keep in Mind

- Faculty Notification Emails may be sent at any point during the term. Accommodations begin on the date the Faculty Notification Email is sent to you. Accommodations are not retroactive, and you are not required to implement accommodations you don't know about.
- If a student requests accommodations but you have not received a Faculty Notification Email, and you don't see the student in your [faculty portal](#), refer them to the DRC.
- Faculty **cannot request medical documentation or information about a student's disability** to verify their disability-related need for accommodation.

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Alternative Formats

The Alternative Formats team converts course materials into formats that are accessible for students with various disabilities. Most students who use alternative formats work directly with the DRC to get their materials. You may not be aware of students in your course who receive this accommodation. However, if any blind students register for your course, someone from the DRC will reach out to you so that we can work together to make sure your course material is fully accessible.

Students Approved for Alternative Format/E-text Accommodations

The DRC provides accessible copies of assigned print materials for eligible students. Students approved for this accommodation require academic materials in alternative formats in order to fully access the content. Those formats may include large print, Braille, and digital formats, among others. The student is responsible for requesting their textbook materials via the DRC portal.

Faculty play a crucial role to ensure that supplemental materials such as journal articles, powerpoint presentations, and handouts are accessible.

Working with Blind and Low Vision Students

When blind or low vision students register for your course, we will contact you so that we can make sure your course material is fully accessible. Students who are blind or low vision require high-level accessible materials for use with screen reading software or tactile graphics.

The DRC will ensure that all materials are accessible by:

- describing images, graphs, diagrams, etc., and convert them into tactile graphics as needed;
- replacing any mathematical equations with accessible alternatives;
- adding headings and true numbered or bulleted lists as needed; and
- converting music into an alternative, accessible format.

We ask faculty to partner with the DRC:

- to obtain the materials for your course either before the term begins whenever possible; or
- to provide materials at least 5 business days before the material is assigned to the class.

The DRC's goal is to ensure that all course materials are ready for the student by the time they are assigned. This contributes to an equitable learning environment for disabled students in your class. As soon as you hear from the DRC Alternative Formats Coordinator, email the following to format@pdx.edu:

- The ISBN and textbook reading schedule if you are using a textbook, and course syllabus.
- A list of any videos, external software programs, or websites you assign or use as part of the course curriculum.
- Any supplemental reading materials (PowerPoints, handouts, assignments, articles, videos, etc.).

Over the course of the term:

- Provide any additional supplemental reading materials (PowerPoints, handouts, assignments, articles, videos, etc.).
- Do not share exams or quizzes that are meant to be taken in a proctored environment. See below for more information about exams and quizzes.
- Contact the Alternative Formats Coordinator about formatting and distribution for confidential exams and quizzes.

How can I be proactive about making my course content accessible?

Faculty can refer to Portland State University's [Accessibility website](#) and the Office of Academic Innovation's [Create Accessible Course Materials](#) webpage for information regarding how to create accessible course materials.

Assignments

Advance Communication Regarding Projects/Assignments

Instructors should provide information as far in advance as possible on all projects and assignments. This may include sharing your syllabus, course shell, and/or weekly modules early. If advance communication is not provided, a 1-2 day deadline extension should be considered.

Alternative To Group Work

Consider whether an alternative option to group work may be possible without altering the learning objectives of the exercise. For example, if the exercise is meant to develop writing skills, an individual assignment is feasible. However, if an exercise is explicitly designed to develop collaborative skills, an alternative may not be reasonable. While students and instructors should discuss the possibilities, either the student or instructor can contact an Access Counselor & Consultant for advice.

Assignment Information in Writing

Provide information about assignments both verbally and in writing.

Deadline Extensions

Deadline Extensions provide an opportunity for students to demonstrate mastery of course materials and meet measurable outcomes when their disability limits their opportunity to complete and/or turn in work on time.

Reasonable Deadline Adjustments

Deadline Extensions allow students a two or three (2-3) day extension on assignments, papers, and projects when disability symptoms interfere with completing the assignment on time. If a deadline extension creates a fundamental alteration to the learning objectives of your course or if a student requests more than 2-3 days, consult with an Access Counselor & Consultant (AC&C) at the DRC.

Communication About Deadline Extensions

Students and instructors are equally responsible for communicating with each other regarding Deadline Extensions as soon as the Faculty Notification Letter is received. You can meet via Zoom, Google Meet, phone, email, or in person (if you are in a confidential space).

[Deadline Extensions Agreement](#)

Keep in Mind

- If you are concerned that a deadline extension is not reasonable, contact an AC&C at the DRC to discuss.
- Deadline extensions may or may not apply to online discussion board posts if these posts often take the place of in-class participation. Please contact an AC&C at the DRC to discuss.
- Faculty Notification Emails may be sent at any point during the term. Accommodations begin on the date the Faculty Notification Email is sent to you.
- If students request a deadline extension as an accommodation and you have not received the Faculty Notification Email, refer the student to the DRC.
- You cannot request medical documentation or information about a student's disability to verify their disability-related need for accommodation.

Communication Process

We recommend you have a proactive conversation with the student focused on the impact of missing a deadline and when deadline extensions may be reasonable. The following questions may help guide you:

- Are assignments discussed in class after they are turned in, or do you hand out supplemental information about the assignment after the due date?
 - If assignments, projects, or papers are discussed in class, or additional information provided to students immediately after the due date, a deadline extension may not be reasonable.
- Are there group projects?
 - If the student is working with a group, a deadline extension may impact work of the other students in the group.
- How and when should the student communicate that they need a deadline extension?
 - Students are expected to request an extension as far in advance of the deadline as possible. At times, the student may not be able to request an extension in advance. The student should contact you after the missed deadline, preferably within the two to three (2-3) day extension period.
- How will the student turn in assignments?
 - Talk with the student about whether they can turn in assignments in person, via email, or via Canvas.

Communication Access

Accessible Media

Accessible Media allows students to see what is said in text while watching or listening to videos, podcasts, etc. If you plan to use any audiovisual materials as part of your class curriculum, you are responsible for ensuring that they are accessible. Captions (video material) or transcripts (audio material) must be available before the intended show/assigned date.

You will have support from the DRC Access Services Coordinator, who will work with you to ensure audiovisual materials are accessible, and to create captions or transcripts as needed. [Accessible Media Request Form](#).

Check for Captions

Your media may already have captions or transcripts, which you can check when you watch the video.

Alert!: Machine-generated captions (also known as auto-captions) alone are not sufficient because they don't meet the [accuracy threshold](#) required for equitable communication access.

If you use audio material such as podcasts, check for a written transcript.

- We recommend you use media that is already captioned and accessible. [PSU's Office of Academic Innovation](#) offers incredible resources and support for faculty learning about accessible media.
- For remote courses with live-streamed meetings, instructors may choose to record and make the videos available to students over Canvas. If you do so, please let the DRC know so we can set up a plan to receive and caption these videos each week.

Request Captions from the DRC

To request captions or quality-checking for any audiovisual media that you plan to use in your course, email drcterp@pdx.edu or use the DRC's [Accessible Media Request Form](#). Include your video link/file, and the date or week for which it will be listed. We will prioritize processing media in the order it is assigned.

- To ensure an equitable learning experience, do not post or show the video before the captions are completed
- Please note that the DRC's standard turnaround time for media requests is 5 business days. The DRC will do our best to work with you and caption/transcribe media with less notice, but we cannot guarantee that a request will be completed in time.

- If you have concerns about this timetable, please get in touch with the Access Services Coordinator to discuss options in more detail at drcterp@pdx.edu.

Create Your Own Captions

There are resources for instructors to edit auto-generated captions that do not meet accuracy standards. Both Youtube and PSU MediaSpace have options to edit the captions and immediately attach them to your videos. If you create your own lecture videos or select videos with less advance notice than required for processing here are some resources:

- Step-By-Steps Within MediaSpace:
 - [Generate Machine Captions - OAI+](#)
 - [Edit Captions in Media Space - OAI+](#)
- Step-By-Steps Within Youtube:
 - Note that Youtube will automatically add auto captions to your video. If you cannot find any auto-captions on your video after they have been uploaded and processed, you may need to check video quality or use another resource to caption your video.
 - [Editing Captions in Youtube Studio](#)

You can get more support for accessible media by visiting the [OAI's Faculty Multimedia Labs](#).

Remote/Hybrid Classes

Synchronous Zoom Lectures

Zoom captioning should be enabled for synchronous remote class meetings. Enable Zoom's auto-captions by doing the following:

- Log in to pdx.zoom.us with your PSU credentials
- Navigate to "Settings", then "In Meeting (Advanced)"
- Click the sliders to turn on "Automated captions" and "Full transcript"

Zoom Recordings

Instructors may choose to record their lectures and post them for the class to review. If a student has the Accessible Media accommodation,

these recordings must be professionally captioned after they are posted.

To ensure your recorded lectures are captioned:

- Share your weekly class schedule with the Access Services Coordinator (drcterp@pdx.edu). We will check Media Space regularly for new recordings.
- The DRC will provide professional captions within five days of the posting.
- See the OAI guide to Zoom recording for more information on recording and viewing your class meetings.

Note: The appearance of the “CC” symbol doesn’t always mean that the captions are usable. Always watch a few minutes of the video with captions on to make sure that the captions make sense. If they do not, you will need to find an alternate version with accurate captions.

More Useful Information

For VHS materials, you can use the television remote to turn captions ON or OFF. Try pressing the "Menu" button to see if there is an option available for Closed Captions.

If you show videos via media projector in class, you will see a “Closed Captioning” button on the podium console. You can contact OIT at (503) 725-4357 or (503) 725-HELP if you need assistance.

Amplification Device

Amplification devices are used to amplify a speaker's voice. The student may use an amplification with a microphone/transmitter, and a receiver for headphones or hearing aids. If requested, wear the microphone/transmitter during lectures.

Some students may ask an instructor to wear a microphone that connects to the speakers in the classroom. Instructors can contact [Classroom Audio Video \(AV\) Services](#) to check out a compatible microphone/transmitter. AV services can provide technical support if needed.

American Sign Language (ASL) Interpreting

American Sign Language (ASL) interpreting services facilitate access to verbal course content in ASL. The Disability Resource Center (DRC) arranges ASL interpreting at the student's request.

We understand this may be your first time working with a student who uses ASL as their primary means of communication. We have prepared the following information and resources to answer any questions you may have.

To Prepare

- Share your meeting schedule and links with the DRC Access Services Coordinator by emailing drcterp@pdx.edu if your class has meeting times that are different than those listed in Banner. If you cancel a class or add meeting times, communicate these in advance to your students and the DRC so we can notify the ASL service providers.
- ASL interpreters will contact you via email or in-person to introduce themselves and let you know if they require course materials.
- You can add the ASL interpreter(s) as a guest to your Canvas course, so they can receive any class updates or announcements and access to course materials.
- The student is responsible for working with DRC to arrange service providers for small group work outside of class or office hours.

What do ASL Interpreters do?

- ASL Interpreters are highly trained professionals who adhere to a code of professional conduct with strict standards of confidentiality, neutrality, professionalism, and respect.
- ASL Interpreters facilitate communication between the Deaf student, instructor, and the class. They translate spoken language into visual language (and vice-versa) to ensure that the Deaf student has equal access to your course.

- ASL Interpreters do not provide tutoring or any other academic or support services, nor will they assist with handing out papers or running errands.

Where will the ASL Interpreters be located?

- For in-person courses, the ASL interpreter will stand near the instructor so they are both in the Deaf student's line of sight. Too much distance will cause the Deaf student to have to look back and forth which can lead to missed content.
 - Whenever possible, ASL interpreters should stand in front of a neutral background, rather than a window or dark corner.
- For remote/online courses, ASL Interpreters will join all synchronous meetings.
 - The ASL interpreter needs access to the synchronous meeting. Do not use the Zoom setting "Authenticated Users Only" for your course meetings, as interpreters may not be able to join. For security, you can set up a passcode that can be shared to all attendees.
 - Keep your Zoom chat window open. If the student or ASL interpreter has urgent questions or technology issues during class, this is the best way for them to reach you.

Remote/Online Courses

For remote/online courses, ASL interpreters are only required if you plan synchronous (live-streamed) course meetings. For these meetings, the student and their interpreters will join the class meeting from separate devices, using the link you provide.

The following will help you prepare your course:

- Check your settings in Zoom. Make sure your Zoom meetings allow non-PSU users to join your meeting. For security, you can use a password and/or a Zoom waiting room.
- While using machine-captioning tools in sites such as Zoom or Google Hangouts is a useful accessibility feature for some, those tools do NOT meet the standards an ASL Interpreter provides and will not suffice for accommodation compliance.

Real-Time Captioning (CART)

CART, otherwise known as “Real Time Captioning,” allows students who are Deaf or Hard of Hearing to read what is being said during in-person and remote synchronous classes. We understand that this may be your first time working with a student who uses CART services in your classroom.

In-Person Courses

For in-person courses, the CART providers will introduce themselves to you on the first day of class and confirm they have all the information they need. In the first few days of your course:

- Email your class schedule/syllabus to the Access Services Coordinator at drcterp@pdx.edu. If you cancel a class or add meetings or other activities, notify your students in advance so there is time to notify the CART providers.
- The student is responsible for working with DRC to arrange service providers for small group work outside of class or office hours.
- You should add the CART provider as a guest to your Canvas course, so they can access any updates, announcements, and needed course materials.

If you have any questions or concerns at any time, please contact the DRC Access Services Coordinator at drcterp@pdx.edu.

Online/Remote Classes

CART is only required if your class has synchronous meetings. CART providers will join the class remotely. Captions are streamed directly to the student’s personal computer and will not be visible to you or other students.

To prepare:

- Share your meeting schedule and links with the DRC Access Services Coordinator by emailing at drcterp@pdx.edu. If your class has meeting times that are different than those in Banner, please let us know.
- Check your settings in Zoom. Make sure your meetings allow non-PSU users to join your meeting. CART providers may not

have their own PSU emails. For security, you can set a password for your meeting or use a Zoom waiting room.

- The CART provider will reach out via email to introduce themselves and ask questions. Add the CART provider as a guest to your Canvas course, so they can receive any class updates or announcements and so they have access to course materials.
- Live machine-captioning does NOT meet the same accuracy standard as a CART provider, and will not meet accommodation compliance.

If you have any questions or concerns, please contact the Access Services Coordinator at drcterp@pdx.edu.

Where will the CART provider be located?

- For in-person courses, the captioner will find a location in the classroom near the student and a power outlet.
 - If needed, furniture labeled as belonging to the DRC may be placed in the classroom for the captioner to use. No one else should use this furniture during your class.
- For remote synchronous courses, the captioner will need to have access to join the synchronous meeting. Do not use the Zoom setting "Authenticated Users Only" for your course meetings. Instead, try requiring a passcode that can be shared to all attendees if needed.
 - Keep the Zoom chat available. If the student or captioner has urgent questions or technology issues during class, this may be the best way to reach you.

CART Providers should not be asked to

- Add or delete information
- Explain, define, or repeat information
- Take responsibility for the student's absences
- Provide service during tests (unless requested in advance)
- Participate in class discussions or activities
- Advise people on the subject of hearing loss or being Deaf
- Talk about their profession during class

- Replace peer note takers. If you have been contacted to make an announcement about peer note taking for the same student, please do so.

Request CART or ASL Interpreting for a PSU Meeting or Event

If you need to request CART services for a PSU-related meeting or event, please fill out the [Request ASL Interpreter or CART provider for Event or Meeting](#) form.

Classroom Accommodations

Accessible Furniture

Who Can Use DRC Accessible Furniture?

You will receive a DRC Notification Email which will tell you if a student is eligible to use DRC accessible furniture (e.g. adjustable chair, sit/stand, table, etc.). Students receive an email receipt from the DRC which specifies the specific item checked out to them. Should questions arise, this email receipt and the red label number may be used to verify furniture assignment.

Maintaining Placement in the Classroom

DRC furniture should not be moved to the sides or back of the classroom. If furniture needs to be moved, it must be returned to its original place at the end of class.

If Issues Arise

We recommend faculty make a general announcement to the class using the following script: "Ergonomic furniture has been placed in the classroom for students who need it for access. Each piece of DRC furniture has a red "Property of the Disability Resource Center" label and a laminated tag attached that notifies people not to use or move the furniture. Please be respectful and do not use or move this furniture unless it has been checked out to you by the DRC."

Faculty who need accessible furniture in their classrooms for their own use should contact Human Resources at 503-725-4926.

Basic Classroom Placement Standards

While there is no one ideal way to lay out furniture in a classroom, there are some general standards that may be helpful.

- There should be a center aisle from the back of the room to the front. This aisle should be at least 40" wide. Side aisles should be at least 36" wide.
- The space between rows of desks should be at least 36" wide. Keep in mind that once chairs are pulled out, access to the row is limited.
- Accessible tables for DRC students need to have a 60" x 60" space behind them in order for a student who uses a wheelchair or scooter to be able to pull up to the table, back away, and turn around.
- An easy way to make sure that the DRC table is accessible is to place it so that there is a direct path from the doorway to the table, and space behind for the person to maneuver as needed.
- If you need to move desks into different configurations, keep the 36" distance and 40" aisle in mind and return the furniture to their initial positions at the end of class.

Alternatives to Presentations

The student may request an alternative to presenting before the class. When learning objectives permit alternatives, possibilities include presenting to the faculty member during office hours, recording the presentation in Zoom and playing it for the class, or, in a group presentation, assuming greater responsibility for research or other tasks instead of oral presentation. Please discuss the possible options and consult with an Access Counselor & Consultant as needed.

Audio Recording and/or Using Technology

Students may audio record lectures using various technologies in order to review the information presented during class at a later time. Students may

also use technology to photograph information displayed on the white board or projection screen, or type instead of hand-write their notes.

In many classrooms, discussions may include personal or sensitive information. At those times, faculty should feel free to make an announcement to the class that note-taking and audio recording should pause for the discussion. When lecture returns to content-based material, instructions about assignments, etc., then the professor should let the class know that note taking and audio recording may resume.

Video recording is never permitted.

See the [Recorded and Photographed Lecture Content Agreement](#) for more information. If it appears a student may not be following the terms of the agreement, please contact an Access Counselor & Consultant.

Classroom/Lab Assistant

Classroom/lab assistants facilitate the student's classroom participation. The classroom/lab assistant will provide support in collaboration with the student.

Classroom Assistants DO:

- Describe visual elements of videos shown in class as needed
- Locate pertinent portions of textbooks and navigate to worksheets either on the computer or in paper format as needed
- Act as a reader and/or a scribe for worksheets, activities and quizzes as needed
- Manipulate objects or perform other manual tasks as directed by student during labs and other experiential learning environments
- Provide streaming assistance for faculty with students approved for Flexible Participation and Course Delivery accommodations.

Classroom Assistants do NOT:

- Instruct during lecture and other in-class activities. The classroom assistant is not akin to a teaching assistant or co-instructor.
- Answer the student's questions about the content of material being presented, nor do they offer hints or suggestions about how to do the work. The student should direct their questions about the subject matter directly to the instructor.
- Answer an instructor's questions on behalf of the student. In general, the classroom assistant should have very little to no interaction with the rest of the class and the instructor.
- Become full-fledged participants in the class or in small group activities (if the student chooses to use their support during those activities). They are there solely to ensure the student can participate fully and independently with their group members. A classroom assistant should not be asked to contribute an opinion or input even if they have knowledge of the subject. For example, a Spanish-speaking classroom assistant should not be asked to contribute to the group or provide Spanish corrections to a group in which they are providing assistance to a student in a Spanish class.

If there are any questions or concerns about the role of the classroom assistant, please reach out to the classroom assistant supervisor at the DRC by phone (503-725-4150) or email (drcassistant@pdx.edu).

Breaks During Class

The student may stand up, move about, or leave the room when needed. Instructors should not call attention to the student if they need to take a break. In synchronous online classes, the student may mute their microphone and/or turn off their camera.

Call on Student Only when Hand is Raised

This accommodation provides the student an opportunity to decide when they will participate in class discussion and fulfill the same participation expectations as other students.

Enlarged Print

Instructors must provide course handouts in either digital or print format. Print copies should have the large font size specified in the Faculty Notification Email. We recommend that students and instructors communicate to determine if digital or print copies will work best. The DRC can assist instructors with converting documents to larger font size if needed. For assistance, email format@pdx.edu.

Extensions on In-Class Assignments

For in-person and synchronous online classes, this accommodation provides the student the option to request a one (1) day maximum extension on all assignments done in class.

Flexible Attendance

Flexible Attendance gives students the opportunity to meet essential learning outcomes of the course when their disability limits their ability to attend class on a regular basis.

If you are teaching an online/remote course, this accommodation is only required if you plan to use synchronous, live streamed meetings.

Reasonable Attendance Adjustments

Students with this accommodation have a disability which is unpredictable or cyclic. The extent to which a student may miss class should be based on the student's accommodation for flexible attendance, course content and format, and measurable outcomes. If you have questions about this accommodation, reach out to an Access Counselor & Consultant (AC&C) at the DRC.

If you teach an online or remote course that includes synchronous, live-stream lectures, consider recording the live-stream lectures for later viewing.

If a student with Flexible Attendance misses a test, they should be allowed 24-48 hours to make up in-class assignments, tests, quizzes, or exams that they missed. Note that Flexible Attendance does not

apply to non-disability circumstances such as work, family obligations, etc.

[Flexible Attendance Agreement](#)

Communication about Flexible Attendance

Students and instructors are equally responsible for communicating with each other regarding Flexible Attendance as soon as the Faculty Notification Letter is received. You cannot request documentation for a disability-related absence. You can meet via Zoom, Google Meet, phone, email, or in person (if you are in a private space).

The following questions may help guide you:

- If you feel that Flex Attendance is not reasonable, contact an AC&C at the DRC to discuss your concerns before you talk with the student.
- Is essential information about assignments discussed in class only?
 - Are there alternative ways for students to get this information?
- Does the course rely on student participation as a significant method for learning?
 - Is there an alternative way for the student to learn or participate?
- Are students required to attend specific experiences, such as field trips, which will affect their grade if missed?
 - Is there an alternative experience the student could engage in?
- Will absences constitute a significant loss to the educational experience of other students in the class?
 - If the course requires group work, group discussion, or outside projects, the student's absence may affect others.
- Is virtual attendance possible as a substitute for in-class attendance?
 - If virtual attendance is possible, you should discuss how that will work with the student and the DRC.
- How will the student communicate about missed classes?
 - Students are expected to notify you of any disability-related absences in advance of the absence when

possible. If advance notice isn't possible, the student is responsible for contacting you as soon as possible after their absence.

Overheads/PowerPoint Slides Provided Before Class Begins

For all class formats, faculty should provide copies of the day's PowerPoint slides and/or other materials before class begins. If no PowerPoints or other materials are planned, there is no need to create anything. Note: Many instructors choose to provide their PowerPoint slides to all students in the class online before the class begins, which fulfills the accommodation.

Peer Note Taking

Peer Note Taking is primarily for in-person or remote synchronous lectures that are not otherwise recorded. Peer note taking is not needed for asynchronous classes. The DRC will recruit a peer note taker at the beginning of the term.

An alternative to a peer note taker in remote synchronous courses is to record your lectures and make them available for students. We strongly encourage you to build this accessibility into your course.

Field Placement Accessibility

"Field Placements" include any practicum, field experience, student teaching, clinical practice, internship, training, clinic, capstones/community partnerships, co-ops, or work experiences conducted for academic credit. Students must meet the essential functions of the task or experience and meet all performance expectations in order to successfully complete their field placements.

Site placement supervisor / Field Placement Coordinator Responsibilities

- The department's field placement coordinator will collaborate with an Access Counselor & Consultant (AC&C) at the DRC and the student to evaluate the fit of various field placement options.

- The site supervisor will alert the academic department if the student discusses their disability or the need for accommodations and has not yet engaged with the DRC.
- The PSU field placement coordinator will alert the DRC about any concerns they may have regarding accommodations that have not been met by the field placement site.

Reasonable Field Placement Accommodations

If a student discloses they have a disability, or need for accommodations to anyone other than the DRC, refer the student to the DRC immediately. The student will initiate the process to request reasonable accommodations if they are needed, when they contact the DRC. Until accommodations are approved and put in place, the student should be held to the same expectations throughout their field experience as any other student. Site placement supervisors, field placement coordinators, instructors, and others outside of the DRC should not request information about an applicant or a student's disability (or what the specifics of the disability are).

Site Selection

Students work first with their DRC Access Counselors & Consultants (AC&C) as early as possible to identify and/or select environments for their field placement that are as accessible as possible.. The AC&C will collaborate with the academic department and field placement supervisor to ensure that the placement is as accessible as possible.

Remote Attendance

When eligible students request Remote Attendance as an accommodation for an in-person class, the DRC will initiate communication with the instructor to determine whether remote attendance is a reasonable accommodation.

To do this, we will request information from the instructor, including the course syllabus and information about the course design and flow. This is an interactive process, where the DRC and instructor will work together on possible options and resources to support remote attendance.

The DRC will make the final decision about whether remote attendance would constitute a fundamental alteration to the course, and we will notify the student accordingly.

Tardiness/Traversing Campus

The student may arrive late to class. The student is responsible for any missed work. While missed class activities cannot always be made up after the fact, the student should not be penalized for missing assessments such as “pop quizzes” at the beginning of class.

Testing Accommodations

“Test” is used in this section for all types of assessments: tests, quizzes, exams, etc. Instructors who use Proctorio can work with the [Office of Academic Innovation \(OAI\)](#) to set accommodations up.

IMPORTANT: Instructors should reach out to students who have testing accommodations when they receive a Faculty Notification Email from the DRC. It is essential to plan for testing accommodations well in advance of scheduled tests.

Use Canvas for tests

For students who have testing accommodations such as extended time, distraction-reduced space, and/or breaks, testing in Canvas allows them to choose their testing environment and take breaks when needed.

Faculty Proctoring

Review the DRC’s Faculty Notification Email when you receive it and determine whether it is feasible for you to proctor the tests. It is helpful for the student to get answers to questions in the moment.

Department Support for Proctoring

Academic departments may be able to assist with proctoring. Admin staff, GAs/TAs, or colleagues in the department may be available to assist. Department schedulers can assist with finding a suitable space such as a conference room, classroom, or empty office.

Alternative Means of Assessment

[Universal Design for Learning \(UDL\)](#) is a flexible pedagogical framework that minimizes barriers and increases accessibility for the fullest range of students possible. UDL asks us to reimagine courses to maximize accessibility. Courses designed with UDL in mind require fewer accommodations for disabled students.

[Consult with OAI about Universal Design](#)

Other Options for Proctoring Tests

Feel free to reach out to the DRC by calling 503-725-4150 or emailing drc@pdx.edu for advice.

Academic Testing Services (ATS) provides exam proctoring support for faculty who have explored other options. ATS's priority is to provide proctoring for students who have specialized accommodations (indicated by a carat^ on their Faculty Notification Email) that cannot be provided in another environment. If faculty need one or more students to test with ATS, they should advise them to connect with the ATS team as early in the term as possible to schedule their tests for the entire term. Faculty who refer students to ATS may need to be flexible about the date and time the student takes their tests. Please note that ATS will contact faculty to request exam guidance (details about the exam) when a student exam support request has been received.

Academic Testing Services can be reached by email (testingservices@pdx.edu) or by phone at (503) 725-4459. Their hours are 9:00 A.M. and 5:00 P.M. Monday through Friday, and they will respond to emails and voice messages within 2 business days.

Extended Time

Extended time of 1.5x (time and a half) or 2x (double time) means the student's test time should be extended. If students have a week to take the test, but the test itself will only be open for 2 hours once started, extended test time would apply. If the test is open for the entire week and students can take as long as they need, extended time would not apply. For tests in Canvas, [set up the test](#) to allow the student the extra time.

Distraction Reduced Space

For in-person tests, find a location with minimal auditory and visual distractions. Generally, having students test in a separate space with a few other students is appropriate. Note: Seating students in the back of a crowded classroom, in a hallway, or asking the class to remain silent, is not a reduced distraction environment.

Private Room

Place this student in a private room with a closed door, with no one else present, and minimal ambient noise.

Breaks During Tests

To avoid confusion, please use "breaks" when communicating with students about the additional time for breaks.

- For "Breaks - Short" please account for an additional 10 minutes for every hour of test time, and stop the clock if the student takes a break.
- For "Breaks as Needed", please add .5x to the original test time and stop the clock if the student takes a break.
- For remote tests, add the recommended extended time on tests in Canvas. For example:
 - Student has no extended time but has "breaks during tests" = 1.5x
 - Student has 1.5x extended time and has "breaks during tests" = 2.0x
 - Student has 2.0x extended time and has "breaks during tests" = 2.5x

Reference Material/Dictionary

A single reference sheet or formula card is allowed unless memorization of facts and formulas is a measurable outcome of the test. The card should have prompts to help a student answer questions. It should not include the exact information to answer questions on the test.

The student should create and submit their reference sheet to their instructor at least two days prior to the test. Instructors will review and

approve the content, or notify students if they need to update the reference sheet.

Students may use a dictionary if spelling or word definition is not a measurable outcome.

Adaptive Software

The Disability Resource Center will work with the student to ensure they have access to appropriate adaptive software. Adaptive software may affect how programs such as Proctorio function. Instructors who use these programs can [consult with OAI](#) to get assistance to make sure the student's software will work. Students who test in-person can test with Testing Services, or may need access to their own computer.

Tests at Alternate Time

The student should take the test on the same day as the rest of the class, but may start their test at a different time. Please work with the student to agree on the start time.

Tests in Multiple Sections

Instructors will split the test into multiple sections. For example: a test with 20 questions would be split into sections with 5 or 10 questions per page. The student will receive one page of the test at a time.

Food & Hydration Allowed During Tests

Students may access food and drink during the test.

Four Function Calculator

Faculty will allow the student to use a four-function (add, subtract, multiply, divide) calculator on tests that require mathematical computation, unless one or more of those four functions is an measurable outcome of the test.