SYLLABUS ANNOUNCEMENT

Project Shift/Refocus from the Association on Higher Education and Disability (AHEAD) provides some updated language for accommodations to students who experience barriers to learning due to traditional course design lacking universal learning elements.

As such, we might consider updating our announcement placed in the student syllabus to one of these modeled below:

1. **Diversity and Disability Statement:** The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, University of Houston strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the Center for Students with DisABILITIES.

2. **Diversity and Disability Statement:** The University of Houston System is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. In addition to speaking with the instructor, the following resources are available to ensure an opportunity to learn in an inclusive environment that values mutual respect.

   For students with disabilities who are experiencing barriers to learning or assessment, contact the Center for Students with DisABILITIES at 713.743.5400 or uhcsd@central.uh.edu or uh.edu/csd to discuss a range of options to removing barriers in the course, including reasonable academic adjustments/auxiliary aids in accordance with the Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 guidelines.

   For students who are experiencing conflict which is impacting their educational environment, see your department’s Student Advocacy and Support Service office. If further assistance is needed, contact the Dean of Students Student Advocacy Services at 832-842-6183 or dos@uh.edu. Walk-in assistance is available 9-4 M-F at 256 Student Center South.

   For students who believe that they have experienced harassment or discrimination on the basis of age, sex, race, religion, color, national origin, disability, or sexual orientation, contact the

   1. Center for Diversity and Inclusion uhcdi@central.uh.edu or come by at Student Center South, Suite B12
   2. Equal Opportunity Services (EOS) at eos@uh.edu or 713.743.8835.1

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1 http://www.projectshift-refocus.org/syllabus.htm
**ACCOMMODATION DESCRIPTIONS**

**Assistive and Adaptive Technology** – In order to increase access to content, the Center for Students with Disabilities provides adaptive software and hardware.

**Alternate Format Textbooks (CSD will coordinate)** – Alternate format texts allows a student to access the course material in a variety of ways using audio files or text-to-speech software. CSD coordinates obtaining the alternate format if the publisher does not provide a portable document format (PDF) or audio file version on their website.

University of Houston adheres to copyright laws. As such, the student will provide the CSD with proof of the purchased copy of the print book, such as a bookstore or online receipt. Alternate format texts cannot be provided to a student who has not purchased the text.

If the publisher does not provide an alternate format, CSD will make attempt to convert the text to the requested format, if possible using external organizational partnerships. As such, the student should request the alternate format texts as early as practical. CSD may be unable to fulfill the conversion to alternate format request. At that time, the CSD will request that the student surrender the print book to be unbound and converted.

**Breaks as needed** – Student is allowed to stand, stretch, or leave class briefly. Student may need to take medication, tend to bodily needs, or reposition to relieve pain after extended sitting or standing in a science lab. Student may also need to leave class to settle an emotional state such as a panic attack.

**Extended testing time (up to time and a half or 150% time) for all quizzes and exams**

**Extended testing time (up to double time) for all quizzes and exams**

**Extended testing time (up to triple time) for all quizzes and exams**

Student is allowed extended time for exams beyond the prescribed amount for all class students. The instructor or professor can set the amount of total exam time. Usual extensions include double or 200% of the original exam time as well as fifty percent more or 150% of the original testing time.

**Extra set of notes from classmate or instructor** – The notes can be provided to the student in one of three ways:

1. The instructor solicits two volunteers anonymously, one to take notes and one as a backup in case the first volunteer is absent. The script for the announcement is provided below. The notes can then be provided to the student (in order of preference):
   - Electronically
     - Email, if the volunteer prepares the notes in a digital document
     - Dropbox setup by the instructor
     - Content made available in Blackboard
   - Copies of hand written notes imaged and e-mailed
     - Photos of notes e-mailed to instructor and sent to student
     - Scanned copies of handwritten notes to PDF in the CSD lab and sent to student via e-mail
   - Copies delivered directly to student
     - Copies, made at the CSD or the instructor’s office, to the student
     - Carbonless paper copies delivered to the instructor or student - The instructor receives carbonless paper from the student with accommodations and distributes
the paper to the volunteer note-taker. After the lecture is complete, the instructor collects the copy and provides it to the student with the accommodation.

2. Student obtains the notes from the online posted notes for the class provided for all students in the class if the notes contain a reasonable facsimile of the material presented in the lecture.
3. The instructor may choose to share their own lecture notes with a student by making a copy and giving the notes directly to the student or scanning and e-mailing the notes to the student.

Extra set of notes from instructor provided prior to class – The instructor provides a copy of their lecture notes or a copy of notes provided to all students prior to class to this student.

Group work may be difficult for student. Any instructor assistance that may be provided in selection of group members, and/or alternate assignments will be appreciated. – The student will benefit from the instructor assisting the student in joining a group by preselecting the group the student.

No more than one exam per day – To prevent fatigue for students who have extended time tests, students may reschedule the second (or other) exams on the same day.

Notetaking Assistance – Some students cannot capture transient content with pen and paper or by typing their own copy of notes. This creates a barrier for such students to the content. Such students depend on content provided from others either in a form of guided notes provided from the instructor or compiled notes from other students. These accommodations may be for:

1. Students who have difficulty focusing on the lecture and simultaneously transcribing auditory and/or visual information
2. Students with delayed auditory processing
3. Students with working or short-term memory that cannot keep pace with class lectures
4. Students with hearing impairments that prevent them from sufficiently gathering auditory information in the class lecture
5. Students whose vision is not sufficient to see visually presented material on the class white board on projector
6. Students whose motor function does not allow them to keep pace with lectures
7. Students whose thought processes interrupt attention to lecture material

If students are not provided multiple methods of obtaining key class lecture material, the student may receive accommodations for gathering information in class lectures in the form of notetaking assistance.

Please do not provide an explanation for your announcement or purpose for capturing the notes. Volunteer note takers should be located in classes with the following announcement made in the first two class periods the class meets in a semester:

“I need to capture the content I provide in lectures. I need two volunteers with a 3.0 GPA or higher to provide me their notes weekly. I prefer that the notes be captured on computer or tablet and e-mailed weekly. Thank you.”

The notes can either be placed into Blackboard for all students or identified students to access. Also, a dropbox can be created so that students can access the notes.²

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² http://www.projectshift-refocus.org/notetaking.htm
Occasional extension of due dates (not to include term assignments/with prior instructor approval/not to modify essential course requirements) – Students may receive short extensions to due dates for assignments, exams, quizzes and other deadlines with prior instructor approval (where possible). Some students with hospitalizations, health care emergencies, and chronic conditions with flare ups would not be able to anticipate needing an extension. Extensions which modify essential course requirements may be disallowed by the instructor.

Occasional exception to absentee/tardiness policies (with prior instructor approval/ not to modify essential course requirements) – For a student to receive a flexible attendance accommodation, the student has a condition for which a reasonable expectation of missing a class is understood. Students with a chronic illness, who have doctor’s appointments with specialists, and who have a sudden change in health may miss class. Students whose mobility prevents them from being able to be out in inclement weather (such as use of a motorized wheelchair) or whose mobility creates an unsafe condition when navigating the campus during inclement weather may also miss class.

While most students are able to allow sufficient transit time between classes with priority enrollment, some students may be tardy to class if their mobility prevents them arriving on time.

Therefore, these students receive accommodations for an exception to the absentee/tardiness policy for a class.

Please provide a structure for student to ask questions, e.g., e-mail or office appointments - students who struggle with social situations may need a structure to ask questions rather than navigate meeting the instructor after class.

Please provide a way for the student to communicate questions in a timely manner either through e-mail, BlackBoard messaging, or office appointments.

Please allow student to volunteer to speak in class, rather than calling on him/her (with instructor approval) – For some students, being prompted to speak during class without choosing when to do so invokes considerable anxiety. The accommodation allows a student to control when they are requested to speak in class. It then becomes the student’s responsibility to ensure that they meet the participation requirements of the class and clarify his or her understanding with the instructor to ensure comprehension of the material presented in class.

Please face student while speaking during lectures (if possible) – Students who rely on visual information to interpret what the speaker is saying or doing benefit from a speaker who faces the class the entire lecture.

Please provide student with printed/ hard copy versions of exams (if possible/ when appropriate) – Student will be provided a printed copy of the exam. If the instructor e-mails the exam to CSD, the exam will be printed for the student and the student will record their answers either directly on the exam or on an answer sheet. The exam and all materials used during the exam will be returned to the instructor in a sealed envelope along with copies of any reference materials used during the exam.

Please provide copies of visually presented information prior to class lecture (with instructor approval) – Visually presented material on computer, whiteboard, or handouts are given to a student prior to class so that the student may make notes on material and refer back to it at a later time.

Priority Enrollment for Classes – All students registered with the Justin Dart Jr. Center for Students with DisABILITIES are added to a list of students who receive priority registration. This advanced enrollment for returning students allows current students to select a schedule that meets their needs for the following semester. Some examples of schedule constraints may be dependence on public transportation, allow for extra travel time.
between classes, select class modalities that meet student needs, and coordinate academic schedule with medication effects.

**Priority Seating in the Classroom** – Students are given priority seating for a variety of reasons. Some common reasons are as follows:

- Minimize distractions to the lecturer and learning
- Quick access to exiting the classroom for restroom access, health and medication needs
- Accommodate service animals
- Improve concentration
- Proximity to interpreters, CART, and assistive technology
- Access to ergonomic furniture
- Proximity to recording device
- Proximity to devices for sound amplification

**Reader for exams** – a verbatim recitation of questions to the examinee student by an approved CSD staff member. If the student needs (or anticipates needing) clarification on an exam question, the student should make a phone appointment with the instructor just prior to the exam to discuss any questions. The CSD provides a phone in the student waiting area that students may use for such appointments.

**Reduced course load - Nine (9)/Seven (7)/Six (6) hours is considered a full time course load for this student –**

Student’s whose functional limitations affect their ability to be successful with a course load required for student financial aid, scholarships, veteran affairs, or other requirements may gain approval for a reduced course load.

**Scribe for exams** – To help the student process steps to arrive at an answer or record oral responses, an approved CSD staff member who writes on paper or a whiteboard

**Scribe for Scantrons** – an approved CSD staff member transcribes the students answers previously marked on the actual exam onto a Scantron form to assist the professor/instructor in machine grading

**Sign language interpreter or CART services for all classes** – Students who have hearing impairments, students who are deaf, and students with multiple sensory disabilities may use an interpreter for communication in the classroom. Interpreters at the postsecondary level must attain a certain level of professional certification. The interpreter may translate all instructional content, conversation, questions from students and responses, as well as aural communication in videos presented in class. A student may choose CART or interpretation in the classroom.

“Computer-aided transcription services” has since become known as “real-time captioning” or Communication Access Realtime Translation (CART) services, a professional service that can be delivered on location or remotely. The [National Court Reporters Association](https://ncra.org) describes CART services as “the instant translation of the spoken word into English text using a stenotype machine, notebook computer and realtime software.” The text produced by the CART service can be displayed on an individual’s computer monitor, projected onto a screen, combined with a video presentation to appear as captions, or otherwise made available using other transmission and display systems.

3 National Association for the Deaf. [https://nad.org/issues/technology/captioning/cart](https://nad.org/issues/technology/captioning/cart)
Social Accommodations — Interaction in the classroom may prevent students from successfully navigating group activities, presentations, and spontaneous requests to provide responses. The following accommodations provide students with assistance in meeting participation requirements in the classroom.

Student has difficulty processing and then spontaneously conversing in a class presentation format. Any allowances and/or alternate assignments to this type of format will be greatly appreciated (with instructor approval) — In order to increase success for students when communicating during a class presentation, please provide an alternate assignment such as presenting to the professor alone or a video of the presentation. A student may also benefit from receiving questions from classmates in the audience by index cards so that the student may prepare their response before speaking.

Student has a chronic health condition which may cause him to have to unexpectedly miss class. Any extra allowances that can be made regarding attendance policies and opportunities to make up missed work will be greatly appreciated. — Students with chronic health conditions may miss class to attend doctor appointments, due to a flare up of their condition, or to keep from exacerbating a long-term recovery due to stress and fatigue of school. If attendance is an essential part of the course requirements, the student and the instructor can draft a flexible attendance agreement that provides an understanding of how many absences can be allowed and at what point other options, like a grade of incomplete, can be considered. An example of the flexible attendance agreement can be found in the appendix.

Student requires a table and chair with adequate lumber support in each classroom (CSD will coordinate) — Students who have functional limitations in mobility may find that an adjustable chair and/or table reduces or eliminates pain, provides room for equipment, or meets the student's needs for face-to-face class participation.

1. The student may not use the recorded lectures in any way against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity.
2. The student will erase all recorded class lectures when they are no longer needed for academic work.
3. Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the professor. 4

Use of a calculator during exams in which math skills are required (student will provide/with instructor approval) — In limited instances, students do not have sufficient automaticity of math skills to support perform the necessary calculation on an exam. The instructor can specify a four-function, graphing, or scientific calculator on the Request for Individual Test Accommodation (RITA) form.

Use of CCTV (closed circuit TV) or enlarged printout of test (typed in xx point font or larger) — Student can use adaptive hardware to enlarge a printout provided as part of the student’s exam or the instructor can provide a printed item with an enlarged font to facilitate reading.

Use of a computer for essay and essay exams (with instructor approval) — use of a non-Internet connected computer with word processing software to assist the student with essay reorganization (cut and paste), spell checking, and grammar checking.

Use of formula note cards during math exams (with instructor approval)

Use of memory note cards during essay exams (with instructor approval)

Memory aids maybe considered an appropriate accommodation if the following conditions are met:

4 University of Houston Clear Lake Audio Recording Policy.
• The student has a verified disability that includes measured, significant memory impairment
• The ability to memorize course material is neither a fundamental objective, nor an essential component of the class
• It is determined that the present of the memory aid would allow the student to demonstrate appropriate application or synthesis of course material on exams.

In these situations, the accommodation of using a memory aide may be approved, on a case by case basis, with the following recommended guidelines:

1. The student creates the aid with guidelines from the professor regarding limitations to the design (i.e. size, presence of examples)
2. The student presents the aid to the professor for approval within 5-7 days.
3. The professor reviews the aid to verify that the information on the aid is not giving away answers.

Memory aids are NOT:

• Answer sheets
• Substitutes for studying
• An exemption from knowing the course material
• Full course notes
• Open textbooks

Although the information contained on memory aids is solely up the professor’s discretion, examples of memory aids can include pictures, charts, mind maps, formulas, acronyms, or key terms.

Use of magnification software (or magnification scanner) for exams – the student uses software that enlarges the image and/or text of the document, such as an exam

Use of a recording device during class lectures (student will provide) - In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, a student with a qualifying disability which adversely affects his/her ability to take or read notes may be permitted to audio-record class lectures as a form of reasonable academic accommodation. Use of this accommodation is subject to the following conditions:

1. The student must notify the professor of the course prior to recording.
2. Recordings of class lectures are only for the student’s personal use in study and preparation related to the class.
3. The student must comply with professors’ requests to stop recording during discussions, demonstrations, guest speakers, or other situations of a sensitive nature that do not contain information affecting course competencies or grades.
4. The student may not share these recordings with any other person without the written consent of the professor.
5. Information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the written consent of the professor and without giving proper identity and credit to speakers.
Use of speech-to-text software (i.e. Dragon Naturally Speaking) – the student dictates the written response into a microphone and the words are captured in a word processing software. The written response is later printed and sent back to the instructor.

Use of text-to-speech software (i.e. Jaws) – the instructor provides a digital copy of the exam (MS Word or PDF) or text and the student can use the software to have the text read to them.