Consider this scenario:

> One of your students comes up to you the day before the midterm exam. In anguish, he tells you that test-taking has always been difficult because he has a learning disability; he finds he needs more time than most students to process information. He asks if he could have extended time to take the exam. You have no reason to doubt this student, and you recall that he did have trouble with other in-class reading exercises. This student has also shown interest and enthusiasm for the subject matter and has demonstrated that he is a capable student.

How do you respond? Two answers are correct.

❓ Give the student an official accommodation of extra time; it's clear he's not trying to take advantage of the situation.

Incorrect. While instructors have the discretion to make adjustments for any student with extenuating circumstances, with or without a disability, only if the student presents a Letter of Accommodation from the Disabled Students' Program (DSP), which specifies the particular academic accommodation the student requires, should an instructor provide a disability accommodation. This module of the Online Ethics Course will explain the accommodation process at UC Berkeley and the reasons you should not offer impromptu academic accommodations to students. This module will also cover ways in which instructors can design instruction with principles of Universal Design for Learning to take proactive steps to make a course accessible to all students.

❓ Ask the student if he has applied to the Disabled Students' Program for services and has received a Letter of Accommodation.

Correct. If the student has a Letter of Accommodation issued by the Disabled Students' Program (DSP), seek a copy from the instructor of record. If the student has not yet gone to DSP, direct him to go to DSP's website to apply and to then contact DSP to schedule an intake appointment. Note: on such short notice DSP will not be able to advise about appropriate accommodations for the exam when a student has not yet applied for DSP services. It could be helpful to discuss options for supporting the student while they are engaging in the interactive process with DSP (e.g., offering to reschedule the student's exam to a date after the student's intake appointment, or offering a one-time adjustment of additional time or a reduced distraction environment if the student has shared that they are experiencing extenuating circumstances). These options would need to be discussed with and approved by the instructor of record. It should also be noted that instructors sometimes refer students who are not eligible for accommodations, and it may be that

a student will return to their instructor and let the instructor know that DSP has not approved the requested accommodation. In that case, there will be no Letter of Accommodation.

❓ Speak to the instructor of record about accommodating this student.

Correct. If the student has been authorized by the Disabled Students' Program (DSP) to receive an accommodation, the instructor of record should have received a Letter of Accommodation from DSP specifying the required accommodation. Be proactive and make sure you know early in the semester which of your students have disability accommodations.

This module will explain how to respond to the academic needs of students with disabilities.

In this module, **Teaching Students with Disabilities**, you will examine the following topics:

- addressing student needs within a Multi-Tiered System of Support model;
- Universal Design for Learning and effective teaching and instructional design practices;
- tips for teaching students with disabilities;
- relevant policy and law;
- accepted terminology;
- UC Berkeley statistics;
- the Disabled Students' Program (DSP);
- academic accommodations; and
- campus resources.

Learning Objectives

After exploring these topics, it is hoped that you will be able to take steps and find resources to meet the following objectives:

- understand how to appropriately design and implement instructional supports that align with Universal Design for Learning principles
- differentiate between how to implement Universal Design for Learning strategies and how to ensure students' disability accommodation needs are met
- identify appropriate steps to take to find out if you have students for whom the Disabled Students' Program has issued a Letter of Accommodation;
- respond appropriately if a student tells you that they have a disability and need an accommodation;
- explain to a colleague Berkeley's policies and procedures for determining whether a student needs an accommodation, what that accommodation should be, and how you and the instructor of record become informed about this determination;
- state the reasons you are not the appropriate person to decide whether a student needs a disability accommodation, and why you should not devise disability accommodations of your own;
- work toward a classroom environment based on the concept of Universal Design for Learning, which will minimize difficulties for students with and without disabilities, enabling students to participate fully in the learning process; and
- identify the resources on campus that can address questions you may have about teaching students with disabilities.

In this module, **Teaching Students with Disabilities**, you have examined the following topics:

- addressing student needs within a Multi-Tiered System of Support model;
- Universal Design for Learning and effective teaching and instructional design practices;
- tips for teaching students with disabilities;
- relevant policy and law;
- accepted terminology;
- UC Berkeley statistics;
- the Disabled Students' Program (DSP);
- academic accommodations; and
- campus resources.

Review

In the course of exploring these topics, it is hoped that you now are able to take steps and find resources to meet the following objectives:

- identify appropriate steps to take to find out if you have students for whom the Disabled Students' Program has issued a Letter of Accommodation;
- respond appropriately if a student tells you that they have a disability and need an accommodation;
- explain to a colleague Berkeley's policies and procedures for determining whether a student needs an accommodation, what that accommodation should be, and how you and the instructor of record become informed about this determination;
- state the reasons you are not the appropriate person to decide whether a student needs an accommodation, and why you should not devise accommodations of your own;
- work toward a classroom environment based on the concept of Universal Design for Learning, which will minimize difficulties for students with and without disabilities, enabling all students to participate more fully in the learning process; and
- identify the resources on campus that can address questions you may have about teaching students with disabilities.

If you wish, we invite you to respond to questions this module brings up or see what others say about the module content. In the bCourses window or tab, use the Discussions tool in the left navigation menu; from there select the Module 3 discussion. Or use this link to the **bCourses**

[Module 3 Discussion page](https://bcourses.berkeley.edu/courses/1525797/discussion_topics/6592892) (https://bcourses.berkeley.edu/courses/1525797/discussion_topics /6592892) . Discussion is optional. Please note: Your postings will not be anonymous.

After you finish reviewing, please move on to the Module 3 quiz, linked below.

Module 3 Quiz

The quiz for Module 3 will help you master the material by connecting the concepts introduced in the module and applying them to new scenarios. In addition to demonstrating your command of the course content, we hope this activity helps prepare you to clarify issues and discern the best plan of action in the situations you may face as a GSI.

You must score an 8 or higher out of 10 on this quiz. If your score is under 8, you are allowed to retake the quiz up to four times (that is, you have 5 attempts total). If you exhaust your five attempts and still have not passed, please contact the GSI Teaching & Resource Center (gsi@berkeley.edu) for assistance. Please click the link below to open the Module 3 quiz.
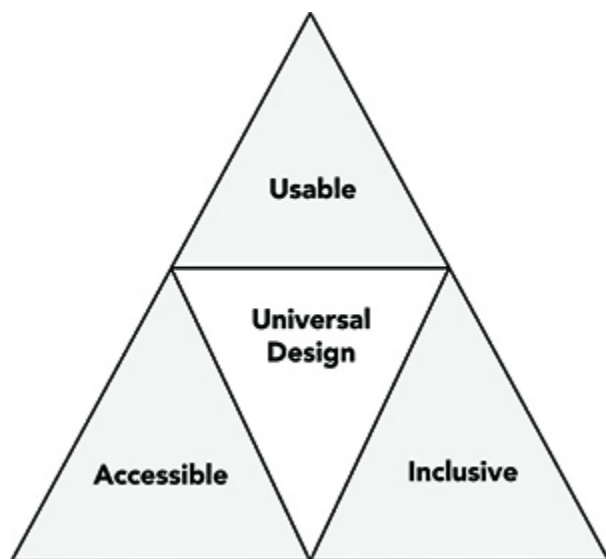
Go to Module 3 Quiz (https://bcourses.berkeley.edu/courses/1525797/quizzes/2430650)

There is growing awareness that students with disabilities are not a separate category of learners but are among many different types of learners who do not necessarily have equal access to traditional pedagogies. A movement is underway in post-secondary education to design instruction that will benefit and be accessible to **all** students by addressing their learning diversity, including the diversity represented by students with disabilities.

What is Universal Design?

Universal Design has been defined as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design" (DO-IT: Disabilities, Opportunities, Internetworking, and Technology, **Universal Design vs. Accommodation** ⬀ **(https://www.washington.edu/doit/universal-design-vs-accommodation)**). First apparent in the design of buildings, public spaces, and products, Universal Design has been hailed because it is cost-effective, seeks one integrated solution to diverse problems, and addresses the needs of many people without stigmatizing any group. Universal Design encompasses considerations for usability, accessibility, and inclusivity (as depicted in the image below from the University of Washington's **DOIT center** ⬀ **(https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples)**):

Examples of Universal Design

In architectural design, the automatic door-opener, often used in residential garages as well as

supermarkets and department stores, solves an access problem for people with and without disabilities.

In public spaces, curb cuts, originally designed for people who use wheelchairs, are equally popular with people pulling luggage carts or pushing baby strollers, skateboarders, people with canes, and other pedestrians with and without disabilities.

In product design, cookware with thick, soft handles works well for people with arthritis but also appeals to cooks without disabilities.

In educational settings, students with a variety of disabilities use voice-activated software — but so do many people who appreciate the convenience and ease of dictating their thoughts rather than typing them.

Students at UC Berkeley have access to a range of services and supports that can be classified within a multi-tiered system. Borrowing the concept from K-12 education, Multi-Tiered Systems of Support (MTSS) address the needs of students in a variety of ways. Tier 1 supports high quality instructional strategies or best practices that address the widest range of learning needs while utilizing resources meant for the general student population. Universal Design for Learning (UDL) strategies are highly effective when used as a TIer 1 approach. For students who need additional support, at the Tier 2 level interventions such as focused tutoring or work with campus programs such as **EOP's Road 2 Resiliency (https://eop.berkeley.edu/services-programs/r2r-academic-probation-services)** can help meet the needs of students who need more targeted help. Finally, at the Tier 3 level, students with identified disabilities registered through UC Berkeley's Disabled Students' Program can benefit from all of the services at the Tier 1 and 2 levels in addition to legal accommodations and auxiliary services on campus.

It is important to note that services at the Tier 1 and 2 levels do not serve as a substitute for legal accommodations granted to students registered with DSP but rather as an important foundation of support meant to complement DSP services.

Universal Design for Learning: Proactive, Iterative, Intentional Lesson Design

Source: https://www.sst6.org/UDLandMulti-TieredSystemsofSupportsMTSS.aspx
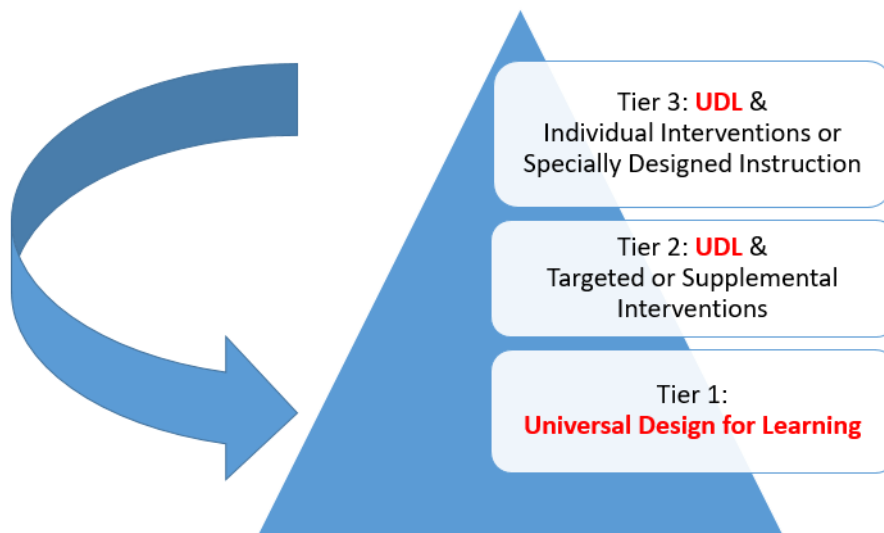
Applying Universal Design to Teaching and Learning

The next few pages will introduce you to the principles of **Universal Design for Learning (UDL)**. This approach provides ideas for GSIs to foster inclusive classrooms and to become more effective teachers. This content will also integrate ideas from a related framework called Universal Design for Instruction (UDI) and offer links to resources you can explore if you would like to read further. In sharing information on UDL, this section presents the framework and particular strategies that may be helpful for GSIs to take in line with UDL principles. This section concludes with some general instructional strategies that align with UDL principles.

Effective post secondary instructors try to meet the needs of diverse learners: not just students with disabilities, but also students without disabilities who — for a wide variety of reasons — may experience difficulty learning in traditional academic environments. Using the UDL framework, instructors can design instruction that benefits most of the students in their courses; they need not spend a disproportionate amount of time addressing the needs of just one group.
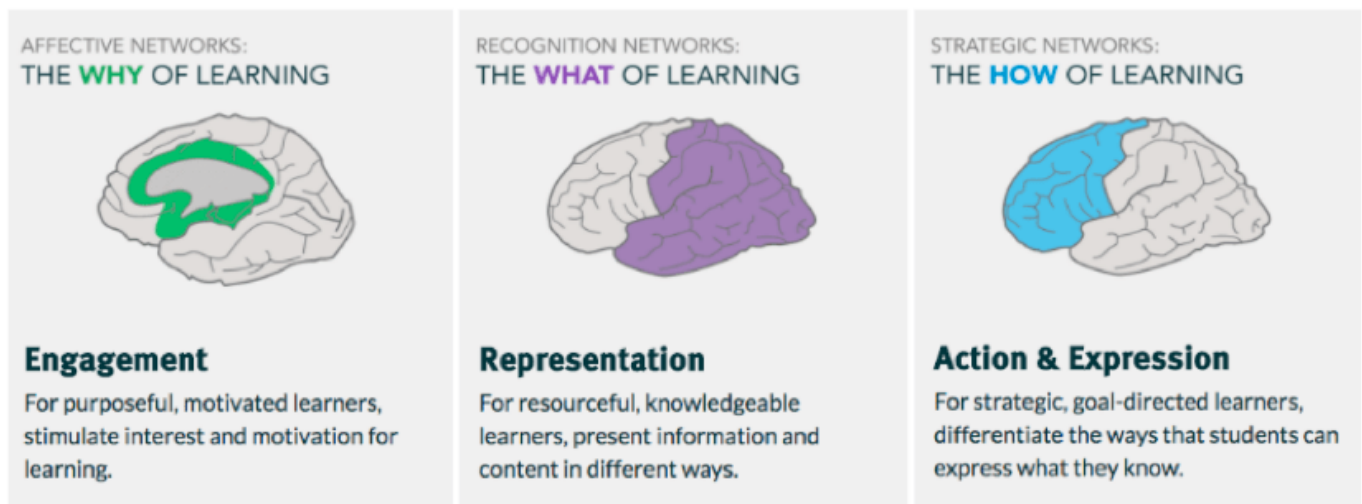
What is UDL?

Universal Design for Learning:

- Is a **scientifically valid framework** for guiding educational practice.
- Facilitates the design and implementation of a **flexible and responsive curriculum.**
- Offers **options** for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning.
- Aims to provide an **opportunity for all** students to access, participate in, and progress in the education curriculum by **reducing barriers** to instruction.
- **Is not** a one-size fits all approach

Universal Design for Learning (UDL) provides a blueprint (through three guiding principles) for creating instructional goals, methods, materials, and **assessments** ⬒ **(http://udloncampus.cast.org/page/udl_about#)** that work to meet varying learner needs. **CAST** ⬒ **(https://udlguidelines.cast.org/)** has developed these three guiding principles to help instructors design and facilitate their courses to promote access, equity, and inclusion. These principles are featured in the image below. The following sections will elaborate upon each principle:

AFFECTIVE NETWORKS: THE **WHY** OF LEARNING	RECOGNITION NETWORKS: THE **WHAT** OF LEARNING	STRATEGIC NETWORKS: THE **HOW** OF LEARNING
Engagement	**Representation**	**Action & Expression**
For purposeful, motivated learners, stimulate interest and motivation for learning.	For resourceful, knowledgeable learners, present information and content in different ways.	For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Universal Design for Learning (UDL) by CAST www.cast.org

What does each principle mean for me as a GSI?

Multiple Means of Engagement

Emotion is an integral component of learning and is closely tied to learner motivation and engagement in the learning process. Many factors can influence individual variation in emotion and motivation including neurology, culture, personal relevance, subjectivity, and background knowledge, along with many other factors related to the course. For example, some learners are highly engaged by novelty while others are disengaged, preferring a strict routine. In addition, some learners might like to work alone, while others prefer to work with their peers. There is no single means of engagement that will be ideal for all learners in all contexts. It is therefore essential to provide multiple options for engagement.

Examples of Instructional Strategies

- Create opportunities for learners to participate in the design of classroom activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic goals
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative way
- Vary the level of sensory stimulation, and novelty/predictability in course instruction

Multiple Means of Representation

Learners differ in the ways that they perceive and make sense of information that is presented to

them. For example, those with sensory disabilities (e.g., blindness or deafness), with learning disabilities (e.g., dyslexia), or who are developing fluency in the language used for classroom instruction may all benefit from different ways of approaching content. Others may simply understand content more efficiently through a particular sensory modality (e.g., visual or auditory means). In sum, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Examples of Instructional Strategies

- See the page on **Textbooks, Readers, and Handouts** **(https://bcourses.berkeley.edu/courses/1525797/pages/textbooks-readers-and-handouts-page-10-of-30?module_item_id=16807280)** for specific information.
- Offer alternatives for auditory and visual information.
- Clarify important vocabulary and symbols through the use of course dictionaries or teaching and reviewing this content before a lesson.
- Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative).
- Use outlines, graphic organizers, concept maps, or other note taking guides to help students make sense of important connections between content in the course

Multiple Means of Action and Expression

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with disabilities that significantly impact their mobility (e.g., spinal cord injury), individuals whose disabilities impact their executive functioning (organizational and planning skills) (e.g., ADHD), individuals who do not have significant prior experience learning in classrooms in the United States, and individuals who are the first in their families to attend college may all approach the same learning task in different ways. Some may be able to express themselves well in written text but not speech, and vice versa. Some may be more comfortable speaking up in small groups while others shine in whole group discussions. It is also important to note that taking action and expressing one's knowledge (e.g, through completing a course project or exam) require a high level of skill in organizing time and planning to achieve one's goals. In reality, there is no single means of action and expression that is ideal for all learners; providing options for action and expression is essential.

Examples of Instructional Strategies

- If the method in which knowledge is demonstrated is not integral to the learning goal, provide learners the choice to express their knowledge through multiple means such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video.

- Provide prompts and scaffolds to estimate the level of difficulty of specific course tasks and the amount of effort and resources needed to complete projects and other assignments for the course.
- Provide examples of the process and product of goal-setting and progress monitoring, and if possible, create time and space to do this during class or during lab or discussion section.
- Provide guides and support to help students break long-term projects into manageable steps.

Teaching Students with Disabilities (Page 7 of 30)

The next several pages provide suggestions and best practices to ensure that students with disabilities have equal access to educational opportunities and materials in your classroom, lab, or studio.

- Steps at the Beginning of the Semester
- Accessibility in the Physical Classroom Environment
- Textbooks, Readers, and Handouts
- Classroom Presentations
- Fair Evaluation of Learning

Steps at the Beginning of the Semester (Page 8 of 30)

The instructor of record and GSI should communicate with each other about any students with disabilities who are enrolled in the course and the accommodations that have been authorized for them by the Disabled Students' Program.

Ask the instructor of record if you can have proxy access to the online Letters of Accommodation so that you can check to make sure you are providing the required accommodations throughout the semester.

Announce at the beginning of the semester to your entire class that students who need disability accommodations or consideration or adjustments for any reason, or who have concerns about their ability to equally access and participate in your course should contact you or the instructor of record as soon as possible. Do not single anyone out, and be sure not to reveal confidential information about a student's status or the nature of the disability to other students or anyone who does not have an educational "need to know."

Sometimes students are not aware that before an instructor can offer disability accommodations, DSP must authorize them. If students have not yet contacted DSP for assessment of their need for accommodations and a Letter of Accommodation, advise them to do so immediately. While there is no official deadline to request accommodations, some accommodations may take time to arrange.

A helpful practice at the beginning of the semester is to send out a pre-course survey to all students. This may be an opportunity for students with disabilities to disclose their needs, and this practice allows for instructors to get a more holistic idea of students' needs. See this **resource** ⤷ **(https://docs.google.com/forms /d/e/1FAIpQLScLqHyuGH3bRBmcmtAOJv6U75k9dP0R5EN9XSLgZEykquO2mA /viewform?usp=sf_link)** from the GSI TRC for an example of a pre-course survey.

Include the following statement in all course and section syllabi, both hard copies and those on your course website:

> UC Berkeley 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 in this course, please feel welcome to discuss your concerns with me.

> If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. The Disabled Students'

Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. There are approximately 5,000 students at Cal who receive services from the DSP. The majority are students with nonapparent or invisible disabilities. You can find more information about DSP, including contact information and the application process here: **dsp.berkeley.edu (https://dsp.berkeley.edu/)** .

I encourage students with disabilities to have a conversation with me about your access accommodations even if you have already had DSP send me a letter. Accommodation letters do not always take into account the particularities of every class, so I encourage you to communicate any issue you have or anticipate having this semester. Even if you don't have access issues with this class, consider a conversation with me as practice for conversations you may have with other professors or in a job interview. Also, suggestions you have about making this class more accessible for you will potentially make it more accessible and inclusive for everyone.

*Students who need academic accommodations or have questions about their accommodations should contact DSP, located at 260 César Chávez Student Center. Students may call 510-642-0518 (voice), 510-642-6376 (TTY), or email **dsp@berkeley.edu (mailto:dsp@berkeley.edu)** .*

Disabled Students' Program, **Teaching and Inclusive Design (https://dsp.berkeley.edu/faculty /resources-faculty/teaching-and-inclusive-design)**

Features of the physical classroom environment can have a direct impact on learners' access to education. For example, a classroom that is full of ambient noise may make it challenging for students who have difficulty hearing or sustaining attention to follow along with auditory information. A classroom environment with fluorescent lights may cause certain students to have migraines during or after class. A physical environment with environmental allergens may trigger illness in students with sensitivities to those allergens. Certain classrooms on campus may be harder to access for students with mobility impacts than others. Although some features of the physical classroom environment may be out of a GSI's control to alter, the following suggestions may be helpful in reducing physical barriers to access:

- Try out different seating arrangements to support different pedagogical goals (e.g., a circle format for a small group discussion) and provide students the chance to move around based on their needs.
- Take time to check in with students about their sensory, mobility, and attentional needs (without asking for any specific information about disabilities they may or may not have) at the start of the semester and to monitor any specific requests throughout the semester.
- Use technological aids such as microphones or other sound amplifying devices to help ensure the volume and clarity of any auditory information is as accessible as possible to students in the course.

Textbooks, Readers, and Handouts (Page 10 of 30)

Many students, as part of their academic accommodations, require course materials in alternative formats such as Braille, large print, or digital. Faculty members are responsible for identifying instructional materials for their courses (such as textbooks) at least seven weeks in advance of the semester so that DSP has time to convert them as necessary. According to University policy, timely submission of textbook adoptions enables the University to meet its legal requirement to provide students with disabilities an equal educational opportunity to learn course subject matter, to participate actively in classroom discussions, and to meet assignment deadlines.

For materials generated during the semester, a basic step in making materials accessible is posting only word-searchable documents on the course website (for example text-based PDFs, not image PDFs). Word-processed documents can be made more easily navigable using simple formatting guidelines. Use the **Creating Accessible Content** **(https://dsp.berkeley.edu/faculty/resources-faculty/creating-accessible-content)** resource and the **Disability Accessibility Checklist** **(https://dap.berkeley.edu/testing/checklist)** in preparing course materials and presenting information.

- Look for Library Resources First
- Create Quality Scans
- Video: Best Practices for Creating Accessible Content
- Video: How to Use SensusAccess (to produce accessible PDFs)
- Text reproductions in readers should be of good quality so they can be read easily by students with vision disabilities or learning disabilities, and also so they can be converted or enlarged effectively.

Sources

Disabled Students' Program, **Creating Accessible Content** **(https://dsp.berkeley.edu/faculty/resources-faculty/creating-accessible-content)** , **Accessibility Responsibilities** **(http://dsp.berkeley.edu/faculty/resources/accessibility-responsibilities)** .

Here are some examples of ways to ensure that students with disabilities have equal access to course content and materials:

- While writing information on the chalkboard, instructors should read aloud what they are writing in order to benefit students who have visual disabilities. See **this article** ⏁ **(https://drive.google.com/file/d/1U2a7-ST6MlYwpua5mDhKQw0KoAbVs36h/view)** for a discussion on best practices for audio description in class.
- For students with visual disabilities in your classes, read aloud any content that is written out in your slides and describe the important figures and visual aids in your presentation.
- In addition, you might consider typing up or taking a clear digital photo of the information written on the chalkboard and distributing it after class to students. This can be helpful to all students, not only those who cannot read the board easily.
- When using audiotapes, slides, or presentation software such as PowerPoint or Keynote, instructors can also provide the same material in different, more accessible forms such as a text version. It is also helpful to make slides available to the class through bCourses.
- When showing a video that has closed captioning, make sure that the closed captioning feature is turned on.
- Students who are Deaf or Hard of Hearing may be assisted in the class or Zoom session by an interpreter or CART provider (realtime captioning). When working with a student and an interpreter, look at and speak to the student rather than the interpreter or CART provider. For more information see **Faculty and Staff Realtime Captioning FAQs (https://dsp.berkeley.edu /auxiliary-service-units/communication-services/realtime-captioning-services-rtc/faculty-and-staff)** .
- GSIs should note that automated closed captioning available through such providers as Google slides or YouTube does not meet the standard required for an academic accommodation. If you have questions concerning captioned media, please reach out to **dsp-captioning@berkeley.edu (mailto:dsp-captioning@berkeley.edu)** .
- If a student in your class has an approved accommodation for captioning, instructors can find directions for submitting captioning requests (of media used in the class or recorded Zoom sessions) to DSP by visiting the **Faculty and Staff AIM Communication Services FAQs page (https://dsp.berkeley.edu/auxiliary-service-units/communication-services/faculty-and-staff-aim-communication-services-faqs)** .

Fair Evaluation of Learning (Page 12 of 30)

Once you have provided accommodations, you should grade the work of a student with a disability as you would grade the work of any other student.

When students have received accommodations, there is no need to "give them a break" by being "lenient."

Conversely, to grade students more harshly because they have had the "advantage" of extra exam time or other instructional modifications would nullify the effect of the accommodations. Remember, the benefit of accommodations is that they remove barriers to equal access in the learning environment.

Keep in mind that you should not compromise the academic quality of your course by giving passing grades to students who have failed to demonstrate the required level of understanding or performance competency.

Source

[1] **Federal regulation 34 C.F.R.-104.44 (c) (pdf)** ⏏ **(https://www2.ed.gov/policy/rights/reg/ocr /34cfr104.pdf)** .

In Module Two of this course, you were briefly introduced to the federal laws that inform campus policies regarding inclusion of students with disabilities. These are explained in more detail below.

Both federal and state legislation stipulate that students with disabilities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any academic service, program, or activity offered by the University.

Section 504 of the Rehabilitation Act of 1973

This federal landmark legislation prohibits discrimination against students with disabilities in any post-secondary educational institution receiving federal funding. This legislation specifically addresses admissions and recruitment, treatment of students in general, and academic adjustments (now commonly referred to as "accommodations").

See **Section 504 of the Rehabilitation Act of 1973** **(https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973)** ; **OCR: Protecting Students with Disabilities (Section 504)** **(https://www2.ed.gov/about/offices/list/ocr/504faq.html)**

The Americans with Disabilities Act Amendments Act of 2008, Title II

The Americans with Disabilities Act Amendments Act (ADAAA) prohibits discrimination on the basis of disability by state and local governments and by private entities that serve the public.

See the **Americans with Disabilities Act, Title II.** **(https://www.ada.gov/regs2010/titleII_2010/titleII_2010_withbold.htm)**

California State Disability Laws

There are also several state laws that protect the rights of persons with disabilities. These are listed at **Disability Laws and Regulations** **(https://www.dor.ca.gov**

[/Home/DisabilityLawsandRegulations)](/Home/DisabilityLawsandRegulations) on the California Department of Rehabilitation website.

The federal and state legislation are reflected in the UC systemwide policy that addresses non-discrimination on the basis of disability. Sections 140.00 through 149.00 of the University of California Policies Applying to Campus Activities, Organizations, and Students lay out the "Guidelines Applying to Nondiscrimination on the Basis of Disability."

University policy ensures that all students with disabilities have equal access to educational opportunities at UC Berkeley, and states:

Academic requirements should be modified, as necessary and appropriate, to ensure that they do not discriminate or have the effect of discriminating, on the basis of disability, against qualified applicants or students with disabilities. [1]

These laws and policies support the University's commitment to construct an inclusive learning environment.

Additional campuswide guidelines can be accessed on the **DSP's Policies & Guidelines (https://dsp.berkeley.edu/students/policies/policies-guidelines)** page.

[1] University of California, **Policies Applying to Campus Activities, Organizations, and Students; "Guidelines Applying to Nondiscrimination on the Basis of Disability,"** ⇲ **(https://policy.ucop.edu/doc/2710534/PACAOS-140)** Section 143.31, "Modification of Academic Requirements."

Accepted Terminology: 'Disability' vs. 'Handicap' (Page 15 of 30)

The language of disability has undergone changes over time in response to ever-emerging scholarship from the field of disability studies as well as from the perspectives of social justice and disability advocacy. Further influences on the language of disability flow from concepts of universal design, which emphasize universal access through intentional design and barrier removal, thus moving toward equality of experience for all individuals and removing distinctions and stigmas of disability.

When discussing issues pertaining to students with disabilities, the currently accepted terms "person with a disability" ("person-first") and "disabled person" ("disability-first") mean different things to different people. Person-first language has been used extensively since the second half of the 20th century and is seen in the phrases "persons with disabilities" or "students with disabilities." More recently, disability rights advocates and disability studies scholars have endorsed use of disability-first language when referring to a group of persons who live with physical or psychological disabilities, using the term "disabled persons" with pride and ownership and recognizing that disability is a social construct. Some individuals prefer people-first and others prefer disability-first language. If in doubt, ask the individual. [1]

The term "handicap" is no longer accepted terminology for reasons explained in the ADA legislation:

As with racial and ethnic epithets, the choice of terms to apply to a person with a disability is overlaid with stereotypes, patronizing attitudes, and other emotional connotations. Many individuals with disabilities, and organizations representing such individuals, object to the use of such terms as "handicapped person" or "the handicapped." [2]

Further, the word "handicap" refers to an obstacle or barrier, and those who subscribe to the social justice or environmentally-constructed models of disability assert that disabilities in and of themselves are not barriers and are value-neutral individual characteristics. Rather, it is the environment (physical, philosophical, political) that presents barriers to individuals with disabilities. To the extent that a person is then disabled, that person is disabled by elements of their external environment, rather than by their self-possessed disability.

Sources

[1] **Council for the Advancement of Standards in Higher Education** ↪ **(https://www.cas.edu/)** , Disability Resources and Services Standards and Guidelines.

[2] Americans with Disabilities Act Title II, **Nondiscrimination on the Basis of Disability in State and Local Government Services** ↪ **(https://www.ada.gov/regs2010/titleII_2010 /titleII_2010_regulations.pdf)** , 35.104 Definitions.

The University is proud of its history as one of the first universities in the country to offer services for students with disabilities. The campus's Disabled Students' Program was established in 1970. More on the **history of the Disabled Students' Program (https://dsp.berkeley.edu/about/dsp-history)** appears on the DSP website.

Left: Don Galloway, manager of blind services, and Ed Roberts, executive director of the fledgling Center for Independent Living on the Berkeley Campus, in 1974. Photo: The Disability Rights and Independent Living Movement

The City of Berkeley has also blazed a trail for inclusion of people with disabilities. One of the world's first Centers for Independent Living was founded in Berkeley in 1972, and Berkeley was the first city to create extensive wheelchair-friendly travel routes by installing curb cuts.

The programs and services made available by the University and the Center for Independent Living have resulted in a community that is attractive to and supportive of individuals with disabilities. In 2007, the National Organization on Disability named Berkeley "the most accessible city in the United States" because it had the first universally designed affordable housing development, free and reduced-fare taxi services, and emergency attendant care and transportation.

The UC Berkeley Disability Cultural Community Center opened in 2022 and seeks to create and provide a safe and social space for the Cal disability community to build authentic connections and support one another. The space is designed by, for, and with the disability community to serve as a platform to advocate, educate, and collaborate among students, faculty, and staff living with a disability. More information is available **here (https://dsp.berkeley.edu/support-services/welcome-disability-cultural-community-dcc-center)**, and a firsthand account on the advocacy work to open this center is available on this **podcast ⇨ (https://disabilityvisibilityproject.com/2021/03/07/ep-98-disabled-students/)**.

The UC Berkeley Disability Studies minor centers the knowledge and experience of disabled people, studying cultural and artistic productions, public laws and policies, professional practices, and everyday life with an emphasis on disability as a social situation and a political process. Read more about the minor **here (https://disability-studies.ugis.berkeley.edu/)**.

The City of Berkeley is home to the Ed Roberts Campus, a center dedicated to fostering

collaboration among several disability organizations. Further information appears at the **Ed Roberts Campus website** ⬈ **(https://www.edrobertscampus.org/)** .

The numbers shown in the table below reflect only students' self-reported **primary** disabilities. These numbers reflect students who were actively eligible for DSP accommodations and enrolled in the Spring 2023 Semester. As of the end of the Spring 2023 semester, 5,165 students were active in DSP, 133 of whom had temporary disabilities, and 1,810 of whom had two or more disabilities.

Type of Disability	Number Served
Deaf/Hard of Hearing or Auditory Processing	61
Blind and Vision	64
Mobility	215
Learning Disabilities	268
Attention Deficit Disorder	1197
Chronic Health Conditions	399
Psychological Disabilities	2602
Neurological (including Acquired Brain Injury, Migraines, Multiple Sclerosis, Seizure Disorder)	195

Autism/Aspergers Syndrome	88
Speech/Communication Disability	8
Total number of Undergraduate and Graduate Students served by UC Berkeley's DSP	5165
Other/Not Listed	68

DSP serves about 11.0% of the total UC Berkeley student body.

Source: UC Berkeley Disabled Students' Program.

As the foregoing chart demonstrates, you may encounter a range of disabilities among your students during your work as a GSI.

Some disabilities may be apparent, such as some disabilities involving mobility, vision, hearing, or speech. Other disabilities may not be apparent. These include learning disabilities and Attention Deficit Disorder (ADD); Autism; psychological disabilities such as depression, anxiety, and bipolar disorder; and chronic illnesses and chronic pain conditions such as diabetes, AIDS, anemia, and carpal tunnel syndrome.

In addition, while pregnancy is not in itself a disability, being pregnant can lead to disabling conditions such as carpal tunnel and other health complications. Pregnant students, as well as students unable to fit in standard pupil seats, may require accessible table and chair arrangements. Under upcoming Title IX updates, students who are pregnant can be considered to have a temporary disability and may request needed academic accommodations from DSP.

When a student requires accommodations due to a pregnancy-related disability, the Disabled Students' Program (DSP) will be able to work with the student to determine the accommodations required for the student to have equal access to the student's academic program. When a student who is pregnant does not have a disability but requires academic accommodations due to pregnancy, both the **campus Title IX office** (https://ophd.berkeley.edu/) and DSP may be sources of assistance.

The Disabled Students' Program (DSP) promotes an inclusive environment for students with disabilities. It equips students with appropriate accommodations and services to achieve their individual academic goals. The staff at DSP are dedicated to supporting students and collaborating with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. They believe that an accessible environment universally benefits everyone.
— **Mission of the Disabled Students' Program** (http://dsp.berkeley.edu/)

The Disabled Students' Program (DSP) assists with accommodating students with disabilities by:

- verifying students' disabilities based on documentation
- determining appropriate academic accommodations that are specific to individual students and to individual courses (neither instructors of record nor GSIs are to make such determinations)
- referring students with disabilities to available support resources on campus
- referring instructors and students to disability-related technologies and services
- providing auxiliary services needed to implement students' approved accommodations

At present, the majority of students receiving DSP services have non-apparent disabilities, including psychological disabilities (such as anxiety, depression, and post-traumatic stress), learning disabilities, attention deficit disorder, and chronic health conditions. Some students have life-long disability identities, and some students have recently-acquired or recently-identified disabilities. DSP "seek[s] to ensure that students with disabilities have equal access to their academic programs at UC Berkeley. . . . by considering the impact students' disabilities have in the context of the learning environment at Berkeley and identifying barriers that students may encounter. DSP then determine[s] accommodations that serve to remove or mitigate such barriers."

The DSP staff includes Disability Specialists and teams providing Auxiliary Services including **alternative media** (https://dsp.berkeley.edu /auxiliary-service-units/alternative-media) , **note taking** (https://dsp.berkeley.edu/auxiliary-service-units/note-taking-services) , **CART (Communication Access Realtime Translation) captioning** (https://dsp.berkeley.edu/auxiliary-service-units/communication-services /cartrealtime-captioning-services) , and **exam proctoring** (https://dsp.berkeley.edu/auxiliary-service-units/proctoring) . Read more about auxiliary services **here** (https://dsp.berkeley.edu/auxiliary-services) .

GSIs encounter the work of these specialists and teams through Letters of Accommodation that students submit to their instructors detailing the academic accommodations required for students to participate on an equal basis in their course work. Any questions or concerns regarding these letters should be addressed to the Disability Specialist whose name is listed at the end of the letter. An overview of the accommodation process follows.

Overview of the Accommodation Process

1. A student is aware or has become aware that the intersection of the impact of their new or existing disability and the academic environment at Cal is creating or may create barriers to equal access and participation in their academic program, and decides to seek accommodations at UC Berkeley.
2. The student visits the DSP website and completes a brief online application that starts the student's file with the Disabled Students' Program. All of the student's disability information will be held in a database that is separate from their academic and advising records. At the time the student completes the online application, the student can upload their disability documentation, and they are assigned a Disability Specialist.
3. If the student does not yet have documentation from a professional who is qualified to diagnose and assess the impact of their disability, they must meet with an appropriate medical provider for evaluation and documentation, which they can then provide to DSP. If they have questions about this process, they can schedule an informational appointment with their assigned Disability Specialist for assistance.
4. Once the student has applied online and submitted appropriate disability documentation, the student schedules an intake appointment and meets with their assigned Disability Specialist. The Disability Specialist will have reviewed the student's disability documentation in advance of the appointment, and during the appointment, the Disability Specialist and the student will engage in the interactive process to identify possible barriers that the student may encounter due to the impact of their disability in the context of the learning environments in which they will be participating. Appropriate accommodations will then be identified and approved in order to remove or mitigate these barriers while allowing for the standards of the student's academic program to be maintained.
5. After the student is approved by a Disability Specialist for accommodations and services in the intake appointment, the student can request Letters of Accommodation and auxiliary services online. Students need to request their letters each semester for each course in which they want to utilize their accommodations. No letter can be issued by DSP until a student has signed in to their online DSP account and requested that DSP issue the letter.
6. The student's instructors (the faculty members and/or their chosen proxies) are then given online access to the student's Letter of Accommodation. The instructors must read the letter and implement the approved accommodations for the student. If an instructor has a question

or concern about an approved accommodation, they should follow up with the Disability Specialist listed at the end of the student's letter to address their question or concern.

7. Students who have concerns about the implementation of their accommodations should also follow up with their assigned Disability Specialist.

Note: It is never appropriate for a faculty member or GSI to ask a student with disabilities to share disability documentation, medical records, or any other specific information about their disability identity. If you need confirmation of a student's need for a specific accommodation, such as a disability-related absence, you should contact the Disability Specialist listed on the student's Letter of Accommodation. DSP can request and review documentation as needed.

Source

Disabled Students' Program, **Application Process (https://dsp.berkeley.edu/students/new-students/application-process)** ; **Frequently Asked Questions — Faculty (https://dsp.berkeley.edu/faculty/faculty-faqs)** .

Accommodations: Responsibilities of the Disabled Students' Program (Page 21 of 30)

When students request services from the Disabled Students' Program (DSP), Disability Specialists have the responsibility to review the students' documentation and (1) confirm whether the student has a disability and (2) determine whether the impact of the student's disability in the context of the academic environment may cause the student to encounter barriers to equal access. In making this determination, the Specialists follow a process that is consistent with established University of California system practices. This process includes interactive interviews with the student as well as a review of documentation provided by physicians and other clinicians (e.g., clinical psychologists, audiologists, or optometrists).

When a Disability Specialist finds that a student with a disability may encounter barriers to access in the academic environment, the Disability Specialist works with the student to determine the specific program modifications, auxiliary services, and academic adjustments needed to remove or mitigate those barriers. These services and adjustments are referred to as "academic accommodations," and may include any of the following:

- program modifications, for example a reduced course load
- auxiliary services, such as note takers or laboratory assistants
- academic adjustments or modifications in instructional methods, such as early provision of course materials so they can be reproduced in alternative media, individualized exam conditions, or specific disability-related considerations for absences
- policy changes or exceptions, such as allowing a student to drop a class after the established deadline to do so

Accommodations vary from student to student; people with different disabilities often need different accommodations, and two people with the same disability may be affected in different ways or pursuing majors with different academic tasks and therefore may need different kinds of accommodations.

Once the necessary academic accommodations are determined, the student is able to send notice of a Letter of Accommodation (LOA) to the student's course instructors (the faculty members) and/or designated proxies, describing the necessary academic accommodations that may involve the instructor or department.

Contact Information for the Disabled Students' Program

260 César Chávez Student Center, #4250

University of California, Berkeley

510-642-0518

dsp@berkeley.edu

http://dsp.berkeley.edu **(http://dsp.berkeley.edu/)**

Source

Disabled Students' Program, **Resources for Faculty** **(https://dsp.berkeley.edu/faculty/resources-faculty)**

Students have the responsibility to apply for services with the Disabled Students' Program (DSP). Students can do this by going to the DSP website. They must also provide documentation of their disability-related need for an academic accommodation.

Once DSP has determined that a student has such a need, the student is provided the ability to request a Letter of Accommodation, addressed to the instructor of record in each of the student's courses, that describes the needed accommodations.

Students then need to make sure that notice of their Letter of Accommodation has been emailed to their instructors of record.

For a variety of reasons, students may not present Letters of Accommodation at the beginning of an academic term.

- A student may not have been diagnosed as having a disability prior to entering Cal. Consequently, if a student begins to experience learning barriers, it may take several months to get an appointment to meet with a medical professional to provide a diagnosis leading to eligibility for academic accommodations. Thus, the student may provide a Letter of Accommodation to an instructor at any time during an academic term.
- Students choose to self-identify as having a disability at different points of their lives. It is not unusual for students to want to begin the semester "like other students" and not identify as disabled until after their first exam or project. Once they realize they require academic accommodations, they come to DSP. This partly explains why there may be a rise in DSP accommodation requirements after mid-semester or prior to finals.

Students may present a Letter of Accommodation at any time during the semester and their accommodation must be implemented within a reasonable amount of time.

Source

Disabled Students' Program, **Resources for Faculty** **(https://dsp.berkeley.edu/faculty/resources-faculty)** .

Instructors of record must read the Letter of Accommodation and share it as necessary with any GSIs who interact with the student. The instructor of record may delegate to GSIs the provision of the required accommodations. Faculty and GSIs should follow up with a student's Disability Specialist regarding any questions concerning accommodations that may come up (if, for example, it does not appear feasible to provide the accommodation). Faculty and GSIs should not provide disability accommodations in the absence of a Letter of Accommodation. GSIs are encouraged to be proactive in requesting Letters of Accommodation from faculty.

Reading the Letter of Accommodation

Letters of Accommodation are made available to faculty members through the AIM (Accessible Information Management) Faculty Portal on the DSP website, and the link to review their students' letters is provided in an email to the faculty member. The faculty member can give GSIs proxy access to a student's letter. The portal also provides information on additional resources for instructors, such as how to obtain assistance for exam proctoring.

Directions for accessing students' accommodation information in AIM (https://dsp.berkeley.edu/faculty/faculty-accessing-accommodation-information-aim) are available on the DSP website. Students may also print hard copies of their letters and deliver those to their instructors, whether faculty or GSIs. Be sure to keep the instructor of record informed of any request for accommodation that comes directly to you. Seek their input on how to provide the accommodation before acting.

A student may be diagnosed with a disability and authorized for DSP services midway through the semester or even later. In this event, of course, the student cannot provide the instructor of record or you with a Letter of Accommodation early in the semester, even though you and the instructor of record have invited them to do so in your syllabus or in oral announcements to the class. Instructors do not have the authority to set up a deadline after which a student is no longer entitled to request or obtain an academic accommodation.

Providing the Required Accommodations

The GSIs and the faculty member are responsible to become familiar with and to execute fully the accommodations listed in the letter, and to keep the student's disability-related information confidential.

Letters of Accommodation are not retroactive. Faculty and GSIs are not responsible for providing accommodations until they receive a Letter of Accommodation.

If an academic instructor or department fails to properly implement a Letter of Accommodation, a grievance may be filed.

Following Up on Accommodation-Related Questions

If you have a question about the academic accommodations authorized in the Letter of Accommodation, first consult with the instructor of record for clarification, and/or with the student, to more fully understand the accommodation requirement. If you meet with the student, do so privately, away from others, to discuss both the required accommodation and the academic requirements of the course.

If questions still remain, you or the instructor of record may contact the Disability Specialist listed on the Letter of Accommodation (the "Specialist of Note") for clarification or to discuss any issues that arise about the authorized academic accommodations.

If you and the instructor of record have difficulty providing the accommodations listed in the letter, or if you or the instructor of record believe there is a good reason not to implement the accommodations, you should have the instructor of record contact the Specialist of Note. If the instructor of record and Disability Specialist reach an impasse in their discussion about an accommodation, then the Director of DSP will help negotiate a solution and, if needed, will elevate the case through the grievance process until a resolution is reached.

When a time-sensitive issue arises and the instructor has not yet received a student's Letter of Accommodation, the instructor should tell the student to be sure they have requested their letter online and to contact their Disability Specialist immediately if they have done so and their letter is still not available in the student's AIM portal. However, if the student has not yet applied for DSP services, as in the opening scenario in which a student approaches the GSI for accommodation the day before an exam, DSP will not be able to advise about appropriate accommodations. The student must apply for accommodations online and complete an intake appointment with DSP as soon as possible.

Without a Letter of Accommodation, you should not design or prescribe formal disability accommodations for your course. However, there are many steps instructors can take to make courses accessible to students. Please see a discussion of these strategies in the section on Universal Design for Learning.

Not Improvising Accommodations

It is important to remember that only DSP is authorized to determine academic accommodations

that are required on the basis of a student's disability. Campus policy does not permit either the instructor of record or the GSI to make these determinations or implement disability accommodations without written authorization from DSP in the form of a Letter of Accommodation. The reason for this is that the University must both prevent discrimination against students and ensure the academic integrity of its educational programs. Unauthorized accommodations may result in failure to appropriately accommodate a student with a disability, or they might compromise academic standards if students are treated differently without a legitimate reason.

However, instructors can make reasonable adjustments for any student, with or without a disability, due to extenuating circumstances. For instance, if a student visits your office on the morning of an exam with a cast on her arm and tells you she was in a bicycle accident the prior evening, and she is prepared to take your test, but she may need to take a little more time since she can only type with one hand, you can choose to allow the student more time on that day's exam as an adjustment due to the student's extenuating circumstance, and let the student know that moving forward, if they are seeking any formal accommodations due to a temporary disability or any further adjustments due to their hand injury, they will need to apply for formal accommodations via DSP.

Sources

Disabled Students' Program, **Resources for Faculty** **(http://dsp.berkeley.edu/faculty/resources)** ; **Faculty FAQs** **(http://dsp.berkeley.edu/faqs/faculty)** ; **DSP Complaint Resolution Process** **(https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)** .

Check your understanding:

> A student requests an academic accommodation. He tells you that he has applied for accommodations through DSP, but does not yet have a Letter of Accommodation.

What is the best course of action in this case?

? Make the accommodation anyway, knowing that the letter will arrive.

Incorrect. In the absence of a Letter of Accommodation, you should talk to the instructor of record about how to proceed.

? Refuse accommodation until the letter is produced.

No, simple refusal is not adequate. Your response must inform the student of the next step forward in obtaining an accommodation. In this case the next step is for you to speak with the instructor of record about checking the status of the student's Letter and for you to tell the student to be sure that they have requested their letter online, and to contact their Disability Specialist directly if they have questions about the status of their letter. If the student has not completed an intake appointment with DSP, the student should be encouraged to complete the application and eligibility process with DSP.

? Talk to the instructor of record about checking the status of the student's Letter of Accommodation.

Correct. You should also ask the student to be sure that they have requested their Letter of Accommodation online and to contact their Disability Specialist directly if they have any questions about requesting their letter. If the student has not completed an intake appointment with DSP, the student should be encouraged to complete the application and eligibility process with DSP.

The University seeks to protect the privacy of students with disabilities whenever possible, unless a DSP-approved accommodation cannot be implemented without disclosure of the fact that the student has a disability. For example, communicating via a sign language interpreter in class or even going in and out of the Disabled Students' Program (DSP) may suggest to others that an individual has a disability.

Under no circumstances does the University disclose to a student's classmates or the instructor the diagnosis or treatment of a student's medical condition or disability. In order to promote the agency of students with disabilities in class, it is helpful to follow the student's lead in disclosure (i.e., only discussing any information a student chooses to share on their own, and only sharing this information with people the student chooses to disclose this information with).

The instructor of record and the GSI each have a responsibility to maintain student privacy with respect to the student's disability and, when possible, to the academic accommodations provided to the student. Avoid inadvertent disclosure of disability status through email or other communication. If you are emailing general information to multiple students regarding accommodation procedures, be sure that students' email addresses are listed on the BCC line, and not the CC line.

The instructor of record should keep information related to a student's Letter of Accommodation in a secure place; both the instructor of record and the GSI should refrain from discussing a student's disability status and necessary accommodations within hearing distance of students or others who have no educational "need to know."

People who have an educational "need to know" include university instructors and staff members who, in the exercise of their regular duties, need the information to serve the student appropriately. A CART captioner provided by DSP, for example, has an educational "need to know" about the accommodation being provided.

Source

Disabled Students' Program, **Resources for Faculty** **(https://dsp.berkeley.edu/faculty/resources-faculty)** .

Aren't these accommodations discriminatory against students without disabilities?

Students receiving academic accommodations have the same responsibilities and need to meet the same academic standards as any other UC Berkeley student. Accommodations are not intended to give students with disabilities an unfair advantage, but rather to remove barriers that prevent them from having equal access to an academic program and from demonstrating what they have learned. Federal and state legislation were implemented to ensure that these barriers would be removed. Students receive accommodations for which the students have a demonstrated disability-related academic need.

How do I arrange for additional time or a space for test-taking for a student with disabilities?

If no department or college resources are available or if the student has complex exam accommodations (such as a need for assistive technology, a room alone, or 300% time), go to **DSP's Proctoring (https://dsp.berkeley.edu/auxiliary-service-units/proctoring)** page and follow the directions provided to request proctoring assistance by completing a Testing Agreement. Testing Agreements should be submitted as early in the semester as possible.

What if my classroom is not wheelchair accessible and a student who uses a wheelchair has enrolled in my section?

If you have a student who uses a wheelchair and the classroom is not wheelchair accessible, inform the instructor of record and have the Classroom Scheduler in your department arrange for a different room. If the department has questions, please contact **Disability Access & Compliance (https://dac.berkeley.edu/home)** at access@berkeley.edu, 510-643-6456. You should also contact the Disability Specialist who signed off on the student's Letter of Accommodation.

What if we are going on a field trip and I have a student who uses a motorized wheelchair, or I have other access questions?

First, plan to have any department-sponsored off-campus transportation options for students include wheelchair accessibility. You are encouraged to check with the student about their preferences. You should also check with the DSP Specialist of Note, who is your primary contact. Also, **Disability Access & Compliance (https://dac.berkeley.edu/home)** at access@berkeley.edu, will be able to provide further guidance and support.

GSIs with Disabilities

If you are a graduate student with a disability, the Disabled Students' Program (DSP) is available to assist you in determining and accessing the academic accommodations you require to have equal access to all stages of your degree program. The Disabled Students' Program has Disability Specialists whose primary responsibility is to work with graduate students with disabilities and to work with stakeholders on UC Berkeley's campus to ensure that graduate students with disabilities have equal access to their degree programs.

The Disabled Students' Program, however, does not determine or provide workplace accommodations. If you are a GSI with a disability and you require reasonable accommodations in the workplace, you should request needed accommodations from your workplace supervisor.

The following resources can assist GSIs with disabilities in pursuing workplace accommodations:

University Health Services Be Well At Work: Faculty/Staff Disability Management
https://uhs.berkeley.edu/bewellatwork/disability-management **(https://uhs.berkeley.edu /bewellatwork/disability-management)**

University Health Services Be Well At Work: Faculty/Staff Disability Management: Reasonable Accommodation
https://uhs.berkeley.edu/facstaff/disability-management/reasonable-accomodation (https://uhs.berkeley.edu/facstaff/disability-management/reasonable-accomodation)

Berkeley Human Resources: Reasonable Accommodation and the Interactive Process
https://hr.berkeley.edu/policies/policies-procedures/ppsm/berkeley-procedures /accommodation **(https://hr.berkeley.edu/policies/policies-procedures/ppsm/berkeley-procedures /accommodation)**

Job Accommodation Network (JAN)
https://askjan.org/ ⬏ **(https://askjan.org/)**

Teaching Students with Disabilities in a Remote Environment (Page 28 of 30)

Students with disabilities may need additional accommodations for participation when you teach remotely. If you are unsure as to how to provide accommodations for a student, please reach out to the student's assigned DSP Disability Specialist, whose email is provided at the end of the student's accommodation letter, for assistance. All online content must be accessible to the students with disabilities in your course when posted. DSP will continue to partner with instructors to ensure students' disability accommodations are provided.

For information about captioning, course capture, note-taking, remote exams, and making online materials accessible for students with disabilities, please see **DSP, LOAs, and Accommodations for Your Students (https://teaching.berkeley.edu/dsp-loas-and-accommodations-your-students)** .

The information below is included in the **Annotated Campus Resource List (https://bcourses.berkeley.edu/courses/1525797/pages/annotated-campus-resource-list-2023-2024)** .

Disabled Students' Program (DSP) (http://dsp.berkeley.edu/)

260 César Chávez Student Center
University of California, Berkeley
510-642-0518
dsp@berkeley.edu

Consult DSP if you have questions about how to implement academic accommodations. Send students to the DSP website if they request accommodations but do not have a Letter of Accommodation.

Helpful sections of the DSP website include:

Application Process for Students (https://dsp.berkeley.edu/students/new-students /application-process)

Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities (https://dsp.berkeley.edu/students/policies/policies-guidelines/accommodations)

Faculty and Staff Realtime Captioning FAQs (https://dsp.berkeley.edu/auxiliary-service-units/communication-services/realtime-captioning-services-rtc/faculty-and-staff)

Faculty and Staff AIM Communication Services FAQS (Includes directions for submitting captioning requests) (https://dsp.berkeley.edu/auxiliary-service-units/communication-services/faculty-and-staff-aim-communication-services-faqs)

Faculty Overview (https://dsp.berkeley.edu/faculty)

Frequently Asked Questions — Faculty (https://dsp.berkeley.edu/faqs/faculty)

Resources for Faculty (https://dsp.berkeley.edu/faculty/resources-faculty)

[**Alternative Media Office (Produces instructional materials in the formats students require for equal access)** (https://dsp.berkeley.edu/auxiliary-service-units/alternative-media)](https://dsp.berkeley.edu/auxiliary-service-units/alternative-media)

[**Proctoring Office** (https://dsp.berkeley.edu/auxiliary-service-units/proctoring)](https://dsp.berkeley.edu/auxiliary-service-units/proctoring)

[**Center for Teaching and Learning: DSP, LOAs, and Accommodations for Your Students** (https://teaching.berkeley.edu/dsp-loas-and-accommodations-your-students)](https://teaching.berkeley.edu/dsp-loas-and-accommodations-your-students)

[**Disability Access & Compliance** (https://dac.berkeley.edu/home)](https://dac.berkeley.edu/home)
510-643-6456
Contact this office if you have physical access concerns about your classroom or want information about how your academic department arranges accommodations for department lectures and events.

Campus Services and Information

UC Berkeley Library
[**Disability Resources** (https://www.lib.berkeley.edu/help/disability-resources)](https://www.lib.berkeley.edu/help/disability-resources)
Library services for patrons with disabilities. [(https://rtl.berkeley.edu/)](https://rtl.berkeley.edu/)

Office of Emergency Management
[**Functional & Access Needs** (https://oem.berkeley.edu/get-prepared/access-functional-needs)](https://oem.berkeley.edu/get-prepared/access-functional-needs)

Disability Complaint Resolution

[**DSP Complaint Resolution Process** (https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)](https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)
This website provides an overview of procedures to resolve complaints with the Disabled Students' Program about eligibility decisions, academic accommodations, and other decisions of DSP.

[(https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)](https://dsp.berkeley.edu/students/policies/policies-guidelines/dsp-complaint-resolution-process)
[**Office for the Prevention of Harassment and Discrimination** (https://ophd.berkeley.edu/)](https://ophd.berkeley.edu/)
If faculty or GSIs feel that they have been discriminated against on the basis of a disability or feel like UC policies have been violated on the basis of a disability, they can file a formal grievance with OPHD.

[**Berkeley Disability Access & Compliance** (https://dac.berkeley.edu/)](https://dac.berkeley.edu/)
Students, staff, and faculty can share concerns about disability access on campus with DAC. DAC also provides guidance about ensuring that public buildings and events are accessible. Eligible

students and staff can also apply for access to the campus Loop service through the DAC website.

Universal Design

Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples ⤴ **(http://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples)**
University of Washington, Seattle, DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center

Implementing Universal Design for Instruction (pdf) **(https://bcourses.berkeley.edu/courses/1525797/files/folder/module3?preview=86232897)**
Source: Shaw, S., Scott, S., and McGuire, J. "Universal Design for Instruction: A New Paradigm for Adult Instruction in Postsecondary Education." Remedial and Special Education 24:6 (Nov./Dec. 2003): 369–79.

(https://bcourses.berkeley.edu/courses/1476601)

(https://bcourses.berkeley.edu/courses/1456326)

Universal Design for Learning (UDL) ⤴ **(http://www.udlcenter.org/aboutudl/whatisudl)**
Center for Applied Special Technology (CAST)

Accessible Course Content

Berkeley Accessible Course Content **(https://accesscontent.berkeley.edu/home)**
Best practices and help guides for making course content accessible

A11y Basics: Accessible Basics for bCourses (Canvas) **(https://bcourses.berkeley.edu/courses/1476601)**
(https://bcourses.berkeley.edu/courses/1476601)

A11y Intro Course: Intro to Course Accessibility **(https://bcourses.berkeley.edu/courses/1456326)**

Resources for GSIs with Disabilities

University Health Services Be Well At Work: Faculty/Staff Disability Management (https://uhs.berkeley.edu/bewellatwork/disability-management)

[University Health Services Be Well At Work: Faculty/Staff Disability Management: Reasonable Accommodation (https://uhs.berkeley.edu/facstaff/disability-management/reasonable-accomodation)](https://uhs.berkeley.edu/facstaff/disability-management/reasonable-accomodation)

[Berkeley Human Resources: Reasonable Accommodation and the Interactive Process (https://hr.berkeley.edu/policies/policies-procedures/ppsm/berkeley-procedures/accommodation)](https://hr.berkeley.edu/policies/policies-procedures/ppsm/berkeley-procedures/accommodation)

[Job Accommodation Network (JAN)](https://askjan.org/) ⤷ [(https://askjan.org/)](https://askjan.org/)

The information above is included in the [Annotated Campus Resource List (https://bcourses.berkeley.edu/courses/1525797/pages/annotated-campus-resource-list-2023-2024)](https://bcourses.berkeley.edu/courses/1525797/pages/annotated-campus-resource-list-2023-2024) .

In this module, **Teaching Students with Disabilities**, you have examined the following topics:

- addressing student needs within a Multi-Tiered System of Support model;
- Universal Design for Learning and effective teaching and instructional design practices;
- tips for teaching students with disabilities;
- relevant policy and law;
- accepted terminology;
- UC Berkeley statistics;
- the Disabled Students' Program (DSP);
- academic accommodations; and
- campus resources.

Review

In the course of exploring these topics, it is hoped that you now are able to take steps and find resources to meet the following objectives:

- identify appropriate steps to take to find out if you have students for whom the Disabled Students' Program has issued a Letter of Accommodation;
- respond appropriately if a student tells you that they have a disability and need an accommodation;
- explain to a colleague Berkeley's policies and procedures for determining whether a student needs an accommodation, what that accommodation should be, and how you and the instructor of record become informed about this determination;
- state the reasons you are not the appropriate person to decide whether a student needs an accommodation, and why you should not devise accommodations of your own;
- work toward a classroom environment based on the concept of Universal Design for Learning, which will minimize difficulties for students with and without disabilities, enabling all students to participate more fully in the learning process; and
- identify the resources on campus that can address questions you may have about teaching students with disabilities.

If you wish, we invite you to respond to questions this module brings up or see what others say about the module content. In the bCourses window or tab, use the Discussions tool in the left navigation menu; from there select the Module 3 discussion. Or use this link to the **bCourses**

Module 3 Discussion page (https://bcourses.berkeley.edu/courses/1525797/discussion_topics /6592892) . Discussion is optional. Please note: Your postings will not be anonymous.

After you finish reviewing, please move on to the Module 3 quiz, linked below.

Module 3 Quiz

The quiz for Module 3 will help you master the material by connecting the concepts introduced in the module and applying them to new scenarios. In addition to demonstrating your command of the course content, we hope this activity helps prepare you to clarify issues and discern the best plan of action in the situations you may face as a GSI.

You must score an 8 or higher out of 10 on this quiz. If your score is under 8, you are allowed to retake the quiz up to four times (that is, you have 5 attempts total). If you exhaust your five attempts and still have not passed, please contact the GSI Teaching & Resource Center (gsi@berkeley.edu) for assistance. Please click the link below to open the Module 3 quiz.

Go to Module 3 Quiz (https://bcourses.berkeley.edu/courses/1525797/quizzes/2430650)