

## **Center for Disability & Access (CDA) Faculty Guidelines for Fall 2021**

We anticipate that there will be a large number of requests for accommodations in the Fall 2021. While we hope that faculty will be flexible with their courses, we wish to strongly advise everyone to treat all students with respect and ensure that adjustments are uniform. We realize that there could be considerable variability in the requests and cannot possibly address each one here. However, the U trusts faculty and departments to act with empathy and recognize the difficult circumstances that students find themselves in, and make appropriate adjustments with the following general guidelines:

- 1) Requests that may be related to a disability should be referred to the Center for Disability & Access (CDA). Conditions that may qualify as a disability under the ADA/504 could include physical, sensory, cognitive, psychological, or medical. CDA will determine if the condition qualifies as a disability and if so, what accommodations are approved. Requests related to pregnancy should be directed to the Office of Equal Opportunity/Affirmative Action (OEO/AA).
- 2) Many of the requests are likely to be outside the scope of the ADA/504. For example, students may request adjustments as a result of childcare, general concern about being on campus during the pandemic, living with a vulnerable individual, etc. While we must be empathetic to the students, we should also recognize that some academic experiences require in person attendance (such as studios or labs). Therefore, faculty are not expected to make adjustments in these cases in the absence of a ADA accommodation, and in fact, we wish to strongly discourage such adjustments as they would not deliver the required learning objectives.
- 3) If the physical attendance in a course is not absolutely essential, faculty/departments can exercise wide discretion in how to provide adjustments. In some cases, if online material that closely tracks the in-person content exists, students may be given the option of using those. However, it is important to keep in mind that if this is offered as an option to one student, that to maintain equity, the option should be given to everyone else by default. However, if equivalent electronic resources are not available, the faculty are not under any obligation to take extraordinary measures to make adjustments without an approved ADA accommodation. For example, if recorded lecture content is not available, the instructor is not obligated to produce them as part of the adjustment. It is important that any adjustments that are made meet the learning objectives of the in-person content.
- 4) Since the departmental adjustments, such as those listed in Number 3 are ad hoc, it should be made clear to the student that these adjustments are not ideal, but that they represent the best that can be done under the circumstances. It is, in fact, advisable that the student formally acknowledge that the adjustments are being made outside the normal accommodations channel, and that it is to their benefit to return to in person as conditions permit. In effect, the student must take responsibility for the fact that the U has defined the course as in person and in following a different modality, they are taking responsibility for the consequences if the learning experience is not ideal.
- 5) In the ad hoc adjustments, such as in Number 3, the mechanism by which assessments (summative or formative) are delivered remain in the discretion of the instructor. Faculty may choose to use testing centers or other resources (proctoring software, etc.), as appropriate. Any

fees associated with these are the responsibility of the student. However, any adjustments to the format of the exam (extra time, etc.) still requires an approved ADA accommodation.

6) Faculty are expected to assist CDA in coordinating approved ADA accommodations, including those involving remote attendance.