“Disability is not a brave struggle, 
or courage in the face of adversity. 
Disability is an art. 
It’s an ingenious way to live.”

- Neil Marcus
Providing Access for Students with Disabilities

Faculty Handbook

Welcome to the University of California, Irvine and our diverse student population. Thank you for taking the time to read more about how to welcome and provide access to students with disabilities on UCI’s campus. DSC is here to partner with you in providing access to the classroom and curriculum. This guide has been created as a quick resource to assist you in working with students with disabilities.

Please keep this handbook for reference, and contact us with any questions or concerns (see last page for full contact information).

Please also keep in mind that you may encounter students with disabilities who are not registered with DSC.

At the University of California, Irvine, providing equal opportunities for students with disabilities is a campus-wide responsibility and commitment. Disabilities include, but are not limited to, orthopedic, visual, hearing, learning, chronic health and psychological disabilities. UCI demonstrates its core values of individual growth, development, civility and diversity by recognizing students with disabilities as an important part of its student body.

Our mission is to empower students to reach their potential in every aspect of their lives by moving beyond success to significance through education, service, support and advocacy.
The UCI Disability Services Center (DSC) provides academic adjustments, auxiliary aides and services for all students with qualified disabilities according to state and federal law. DSC is also a resource for faculty and staff who have questions or concerns about working with students.

Here are some of the services DSC provides:

### For Faculty
- Faculty Notification Letters for all students registered with DSC.
- Answer individual questions and concerns via one-one meetings, phone or email.
- Workshops, campus-wide trainings, and awareness.
- Consultation regarding student access or creating accessible instructional materials.

### For Students
- Adjustments, auxiliary aides and services to minimize barriers.
- Advocacy and disability management.
- Training for students who use assistive technology or adaptive equipment.
- One-to-one instruction on academic success skills such as time management, organization and planning.

**Did you know...?**
Approximately 94% of students registered with DSC have a ‘hidden disability.’ This includes diagnoses such as bipolar disorder, depression, anxiety and schizophrenia as well as learning disabilities and attention deficit disorders. There is a good chance that you will encounter a student with a “hidden disability” in one or more of your courses.
Disability-related information is confidential. Because of the stigma attached to disabilities, some students may not register with DSC and are not required to share their specific disability with anyone other than DSC. Here are some ways to address and engage students, along with some tips in helping students be more comfortable.

**DO:**
- Include a syllabus statement inviting students with disabilities to meet privately to discuss their needs.
- Refer students to DSC if they have questions about accommodations or if you suspect an undiagnosed disability.

**DON’T:**
- Ask personal questions about a student’s disability. Let them mention their disability first.
- Ask students to explain why they need an accommodation.

**SOME OTHER THINGS TO KEEP IN MIND:**
- Refrain from making reference to your knowledge of the student’s disability in public settings, the student may be uncomfortable with others learning of the disability.
- Not all UCI students with qualified disabilities register with DSC.

**Focus on the PERSON first...**

**Person First Language**

<p>| Sara has a learning disability | Sara is learning disabled |
| Nora uses a wheelchair | Nora is wheelchair-bound |
| Tom has a mental health condition | Tom is mentally disturbed/ill |
| Bob has a physical disability | Bob is quadriplegic |</p>
<table>
<thead>
<tr>
<th>Disability</th>
<th>Definition</th>
<th>Educational Impact</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>Psychological</td>
<td>May include Bipolar, Major Depression, Anxiety Disorders, PTSD, Schizophrenia, OCD and others.</td>
<td>Medication side effects, difficulty concentrating, panic or anxiety during exams, lack of sleep, disoriented, unable to remember facts, depressed, mood, flashbacks, difficulty taking notes.</td>
<td>~ 40% of students registered with DSC. Visit the American Psychological Association website at <a href="http://www.apa.org">www.apa.org</a>.</td>
</tr>
<tr>
<td>Functional/Medical</td>
<td>May include Crohns, Cancer, Diabetes, Multiple Sclerosis, Epilepsy, Lupus, and others.</td>
<td>Treatment and medication side effects, pain management, flare-ups, reduced stamina, attendance.</td>
<td>~ 25% of students registered with DSC. For more information visit <a href="http://www.ahead.org">www.ahead.org</a>.</td>
</tr>
<tr>
<td>ADHD – Attention Deficit Disorder</td>
<td>A neurobiological impairment with a persistent pattern of frequent and severe inattention, hyperactivity and/or impulsivity.</td>
<td>Time management, organization and task completion, difficulty controlling impulsivity or sustaining attention, slow reading and essay writing, frequent mechanical errors in written assignments, frequent errors in math calculations.</td>
<td>~ 12% of students registered with DSC. Please visit the Attention Deficit Disorder Association website at <a href="http://www.add.org">www.add.org</a>.</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Learning Disabilities encompass reading disorders (dyslexia), auditory and visual processing disorders, math related disorders (dyscalculia), and executive functioning disorders.</td>
<td>Slow reading, poor reading comprehension, unable to finish exams, illegible handwriting, slow note taking, slow copying from white board, difficulty organizing and writing papers.</td>
<td>~ 6% of students registered with DSC. Please visit the National Center for Learning Disabilities at NCLD.org</td>
</tr>
</tbody>
</table>
### Different Types of Disabilities… And Potential Impact in the Classroom

<table>
<thead>
<tr>
<th>Disability</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Autism Spectrum Disorder</td>
<td>A pervasive developmental communication disorder.</td>
<td>Anxiety in large lecture halls, sensitive to light and sound, uncomfortable talking one-one, difficulty with eye contact, distracted during exams.</td>
<td>~ 5% of students registered with DSC. To learn more about ASD, visit the National Institute of Mental Health website at <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a>.</td>
</tr>
<tr>
<td>Blind &amp; Low Vision</td>
<td>Students may have some vision or none at all. Visual impairments can be caused by accidents, degenerative diseases, or congenital.</td>
<td>Difficulty accessing PowerPoint, white board contents, alternative format textbooks, descriptive videos.</td>
<td>~ 2.5% of students registered with DSC. For information visit the National Federation of the Blind website at <a href="http://www.nfb.org">www.nfb.org</a>.</td>
</tr>
<tr>
<td>Deaf &amp; Hard of Hearing</td>
<td>Students may have some hearing loss, or no hearing at all. May be accompanied by an ASL interpreter or CART service provider.</td>
<td>Difficulty with class discussions, videos need captioned, access to lectures through CART or interpreter.</td>
<td>~ 3% of students registered with DSC. To learn more, visit the National Association of the Deaf at <a href="http://www.nad.org">www.nad.org</a>.</td>
</tr>
<tr>
<td>Physical Disability &amp; Mobility</td>
<td>May include physical impairments such as cerebral palsy or from an injury.</td>
<td>May need wheelchair seating, a personal aide, classroom furniture, technology such as dragon naturally speak or a scribe for testing.</td>
<td>~ 2.5% of students registered with DSC. To learn more about physical disabilities in higher education, please visit AHEAD at <a href="http://www.ahead.org">www.ahead.org</a>.</td>
</tr>
</tbody>
</table>
Students registered with DSC must notify instructors by sending a Faculty Notification Letter by the end of week 2 each quarter or upon first registering with DSC. Students may register with DSC at any point during the quarter. If the student does not provide a Faculty Notification Letter, they most likely are not yet registered with DSC and instructors are under no obligation to provide accommodations. Refer students to DSC for registration.

Email Subject/Heading

Subject: Winter 2015 Accommodation Notification: BIO SCI 101 – 12345

Disability Services Center - A Center for Learning and Accessibility

Instructor/ Course

To: DOE, S.
BIO SCI 101 - LEC (12345)
ANTEATER ANATOMY
SUMMER 2015

Student Name/ID

Re: #12345678 PETER ANTEATER, panteater@uci.edu

Date sent

Date: 08/18/2015 12:35:30 am

This student is authorized to receive the following disability-related accommodations as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

1.5 Extended Test Time
Separate Location (DSC)
Smart Pen - A notetaking and recording device supplied by DSC
- Pen with audio recording device

INSTRUCTORS ARE RESPONSIBLE FOR ENSURING THAT ALL COURSE MATERIALS, LECTURES, WEBSITES, EXAMS, VIDEOS/FILMS, CLICKERS, ETC. ARE ACCESSIBLE TO EVERY STUDENT.

Definitions of specific accommodations can be found at http://dsc.uci.edu/instructor_resources/accom_defn_faculty

For questions regarding the student’s accommodations or increasing course access please contact: Lisha A. Higuchi, M.Ed., Disability Specialist

Faculty and Instructor Resources:

DSC Counselor

DSC Contact Information

University of California, Irvine
Disability Services Center - A Center for Learning and Accessibility
Phone: 949-824-7494
Email: dsc@uci.edu
DSC recommends that each course syllabus and class website include a statement reflecting compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973. Please consider using one of the following:

1. University of California, Irvine is committed to providing reasonable accommodations for all persons with permanent or temporary disabilities. This syllabus is available in alternate formats upon request. If you have a disability that impacts your participation in this class, please contact the Disability Services Center (DSC) as soon as possible. Students approved for accommodations will notify the instructor by sending out a Faculty Notification Letter from the DSC website. Disability Services Center - Building 313 in Engineering Gateway - www.dsc.uci.edu - (949) 824-7494

2. University of California, Irvine is committed to providing reasonable accommodations for all persons with permanent and temporary disabilities. This syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments, auxiliary aides or services is encouraged to register with the Disability Services Center. All discussions with DSC Staff will remain confidential. Please contact the Disability Services Center, located in Building 313, 949-824-7494 or apply online at www.dsc.uci.edu.

3. University of California, Irvine is committed to providing a barrier free environment for persons with documented disabilities. If you have a disability and feel you need accommodations in this course, please contact the Disability Services Center, located in Building 313, or apply for services online at www.dsc.uci.edu. DSC approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

Quick Tip! The Association on Higher Education and Disability (AHEAD) is the leading national organization in providing information and most effective methods for working with college students with disabilities. Visit the AHEAD website at www.ahead.org.
Testing accommodations are one of the most common accommodations provided to students registered with DSC.

DSC proctored 5,667 exams during the 2014-2015 academic year. Students may receive additional time, complete tests in a separate location, use assistive technology or other testing accommodations depending on their documented functional limitations.

When a student sends a Faculty Notification Letter from the DSC online portal, a second letter is generated for students with testing accommodations. The second letter includes a link to the DSC website where instructors may claim their course(s) and input exam schedule or proctoring instructions.

**TESTING ACCOMMODATION HOME FOR FACULTY**

Students with documented disabilities are entitled to receive testing accommodations utilizing the Disability Services Center. Providing this accommodation is required by Federal Law and University Policies. DSC seeks to facilitate the process for both students and instructors.

From this website, instructors can perform the following tasks:

- Affirm instructors and/or T.A.s with a course
- Manage exam schedule
- Provide exam proctoring instructions

If you are new to the testing accommodation process, please review this information sheet.

**ADD/CLAIM COURSE** (Watch Video Tutorial)

If a student requiring accommodation makes a request to DSC, you will automatically be notified by e-mail with a link to this site.

If you prefer to be proactive, enter your course’s exam schedule and proctoring instructions prior to the beginning of the quarter.

<table>
<thead>
<tr>
<th>year</th>
<th>quarter</th>
<th>course code</th>
<th>course adminstrator ucinetid(s)</th>
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<tbody>
<tr>
<td>2013</td>
<td>SUMMER_I</td>
<td>03040 DRAMA 135 STU (HILL, D.)</td>
<td>rober te</td>
</tr>
</tbody>
</table>
The ADA requires that all students have access to the classroom and the curriculum. Consider the following areas for accessibility:

- Syllabus with Disability Statement
- Early textbook selection
- Reserve materials to the library early
- Internet resources – blogs, articles, etc.
- Videos, DVD’s, podcasts closed captioned
- Audio presentations with transcript
- Classroom furniture and walkways
- Course website
- Clickers
- Exams & Quizzes
- Lecture Notes
- Study Guides
- Handouts

Accessible Furniture

Occasionally, DSC will request Facilities deliver specific furniture to the classroom to provide student access. This can be a table and chair, an adjustable height table, a podium, or other types of furniture. Please do not remove this furniture from the classroom. Most of the furniture that DSC places has an electronic device to be easily located if moved from the classroom, but your assistance would be most appreciated.
University policy and California state law require that web content be made accessible for all users.

With so many disabilities to consider, clearly organized web content is important. Some departments use specific web-based programs to deliver course content or exams. Many of these web-based programs have not been designed for accessibility and may be inaccessible. If a web-based program or web-page is inaccessible to any student in the course, it cannot be a required part of the course. Deaf or hard-of-hearing students need captioning, whereas blind or visually impaired students may use a screen reader like JAWS.

**Accessibility Tools**

Free tools available to evaluate accessibility of online content

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**WAVE**

WAVE is a free web accessibility evaluation tool.

A WAVE evaluation can be done instantly online, with the report showing the original web page with embedded icons and indicators that reveal the accessibility of that page.

The WAVE tool is available in both English and Spanish.

http://wave.webaim.org/

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**Color Contrast Checker**

Provides functionality to lighten or darken the colors slightly to find acceptable contrast levels.

Allows users to enter or select foreground and background colors.

Indicates if the colors pass the WCAG 2.0 Level AA and Level AAA requirements for normal text and large text.

Shows a sample of the colors specified for quick viewing.

http://webaim.org/resources/contrastchecker/

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**SSB Bart AMP**

The Accessibility Management Platform (AMP) is a web-based platform that provides a number of resources aimed at helping ensure Section 508, Americans with Disabilities (ADA) and Web Content Accessibility Guidelines (WCAG) compliant.

AMP’s online resources include a testing engine and extensive training library.

AMP is the official tool used by UC to conduct annual accessibility scans.

http://uc.ssbbartgroup.com/uc/
Universal Design (UD) is “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.” Visit DSC’s website for more information on Universal Design.

To make your classroom more accessible to ALL students, here are some tips to consider:

✓ Include a disability-related statement in your syllabus
✓ Face the class when speaking
✓ Think accessibility when considering classroom projects, fieldwork, or lab projects
✓ Deliver course content in different ways - lecture, group activities, discussion, etc.
✓ Consider different ways for students to demonstrate knowledge
✓ Provide a summary of content delivered via lecture
✓ Provide materials in multiple format printed, webpage, email
✓ Use accessible web pages without drop-down menus, graphics are described, etc
✓ Provide materials early to the bookstore, the libraries and in printed form for conversion
✓ Use simple, consistent formatting for all course materials
✓ Provide prompting during class activities with immediate feedback
✓ Describe assignments in writing and orally
✓ Provide due dates in your syllabus, with clearly defined goals and expectations
✓ Use videos that are captioned

*Please note: These are not requirements, just suggestions for an accessible teaching environment.

Did you know...?

People with disabilities constitute the nation's largest minority group, and the only group any of us can become a member of at any time.
Referring Students to DSC

A referral to DSC may be appropriate if a student discloses any of the following:

- They have recently received a new diagnosis or they are in need of medical absences
- They have received academic accommodations in the past
- They are having difficulty reading or comprehending coursework
- They are having medication side effects that make school difficult
- They are having difficulty paying attention in class or taking notes
- They are the last to finish exams, and do not complete them
- They are seeing a therapist but still feel overwhelmed by academic demands

“*I see that you are struggling, here are some resources on campus that might provide you with support...*”

How to refer a student to DSC without awkwardness:

Give the student a list of two or three different campus resources:
Choose whichever are appropriate, including DSC.

- Disability Services Center
- Counseling Center
- CARE Office
- Health Education Center
- Writing Center
- LARC
- Student Health Center
- Career Center

“You mentioned (a medical condition, learning disability, depression) have you registered with the Disability Services Center?”

Here are three ways students can contact DSC and start the registration process:

1. **Drop-in**: Building 313, across from the Engineering Lecture Hall
2. **Phone**: 949-824-7494

Questions? Not sure if a referral would be appropriate? Give us a call at 949-824-7494! Disability Specialists are available for consultations.
ADA - The Americans with Disabilities Act of 1990 prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Accommodations
Mandated by federal law, these include testing accommodations, ASL interpreting, or CART provision among others as listed on the faculty notification letter.

Faculty Notification Letter
A student requested letter that is sent electronically from DSC notifying faculty of the student's registration status with DSC and approved accommodations. All students requesting accommodations should provide this letter to faculty.

Universal Design
This principle asserts that strategies that are useful for individuals with a disability or disabilities are useful for all individuals. (See page 13 in this Guide for more information and tips on Universal Design.)

Mini Glossary of Common Terms

ASL Interpreting
American Sign Language interpreters accompany students who are deaf or hard of hearing to their courses to serve as a translator or interpreter.

CART - “Communication Access Real-time Translation”
The instant translation of spoken word into text using a stenography machine. Also known as real-time captioning. Students who are deaf or hard of hearing can follow along with discussions on a computer screen.

Therapy/ Support Animal
An animal that provides emotional support according to HUD/FHA. Approved for the housing environment only.

DSC Notes
A person who attends class with a student with a disability who cannot take adequate notes (typically a student who is deaf or hard of hearing, blind or visually impaired, or who has a particular physical disability).

Alternate Text Conversion
Some students with disabilities may need a textbook or other print materials converted (usually by our Center) to a different and more accessible format such as Braille or audio.

Service Animal
Many students who are blind or visually impaired, seizure disorder or service-related PTSD may have a service dog accompany them to classes. These animals are trained and certified to assist individuals with disabilities in navigating the environment.

Self-Advocacy
While DSC is in place to make sure that students with disabilities receive accommodations and services, the Center also stresses that students self-advocate or take the initiative and responsibility for their success in college. This includes urging students to work with professors and other offices on campus without the intervention of DSC.

Smart Pen
This assistive technology is equipped with a digital recorder so that a student may record class lectures and discussions. Can also video record the student’s notes in a digital notebook, which can be uploaded to a computer or laptop.
<table>
<thead>
<tr>
<th><strong>1.5 Extended Test Time</strong></th>
<th>Student is allowed one and a half times (50% more time) the regular exam duration. For example if the regular duration is 60 minutes then the 1.5 extended time accommodation would be 90 minutes (1 hour 30 minutes).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.0 Extended Test Time</strong></td>
<td>Student is allowed double/two times (100% more time) the regular exam duration. For example if the regular duration is 60 minutes then the 2.0 extended time accommodation would be 120 minutes (2 hours).</td>
</tr>
<tr>
<td><strong>Accessible or Ergonomic Furniture</strong></td>
<td>Student is allowed accessible furniture in classroom or for testing purposes at DSC. This can include adjustable height desks for accessibility with wheel chairs as well as chairs for more back support.</td>
</tr>
<tr>
<td><strong>Adaptive Technology/Computing Other</strong></td>
<td>Student is eligible for Adaptive Technology provided by DSC such as Kurzweil 1000/3000, Read/Write Gold (RWG), ZoomText, Dragon Naturally Speaking (DNS). The type is specified in the accommodations description box. Students are provided access to technology for exams and study/home use.</td>
</tr>
<tr>
<td><strong>Alternate Media/Other</strong></td>
<td>Student is eligible for alternate media/conversion in another format not otherwise listed in the accommodation listing (i.e. 3D printing, alternate models, diagrams, etc.)</td>
</tr>
<tr>
<td><strong>Assistive Listening Device (ALD/ALS)</strong></td>
<td>Student is eligible for an Assistive Listening Device/System (ALD/ALS) to aid in the hearing of lectures or discussions.</td>
</tr>
<tr>
<td><strong>Assistive Technology/Computing-Testing</strong></td>
<td>Student may use assistive technology such as Kurzweil, Read and Write Gold (RWG), Dragon Naturally Speaking or Zoomtext when taking exams. Student will likely need to take their exams at DSC as they will need to use our computers to access the programs.</td>
</tr>
<tr>
<td><strong>Braille</strong></td>
<td>Student is eligible to have course materials (for their enrolled courses) such as textbooks, readings, course handouts, and all other course materials converted to Braille.</td>
</tr>
<tr>
<td><strong>Classroom Accommodations/Other</strong></td>
<td>Student receives specified accommodations in the classroom such as a reserved seating.</td>
</tr>
<tr>
<td><strong>Digital Audio Format (MP3, WAV, CD, etc)</strong></td>
<td>Student is eligible to have course materials (for their enrolled courses) converted into an audio format.</td>
</tr>
<tr>
<td><strong>Digital Document Format</strong></td>
<td>Student is eligible to have course materials (for their enrolled courses) converted to a digital format such as a word document (DOC), plain text (TXT), rich text (RTF), DAISY, HTML or portable document format (PDF). This allows them to utilize reading software such as Kurzweil with their course materials.</td>
</tr>
<tr>
<td><strong>DSC Notes 16</strong></td>
<td>Student is eligible to receive course lecture notes. The professor, a TA, or a student note-taker recruited from the course, will provide notes to DSC which will then be shared confidentially with the eligible student via Dropbox.</td>
</tr>
</tbody>
</table>
## Common Accommodations and Definitions

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eating During Exam</strong></td>
<td>Student is allowed to have and consume food/beverage while taking an exam.</td>
</tr>
<tr>
<td><strong>Enlarged Text(s)/Material(s)</strong></td>
<td>Student is eligible to have their course materials, including exams, converted to an enlarged text format. Often this is achieved by converting the material to a PDF file to be viewed larger on a computer. When this is not possible, uses the copier to enlarge the materials.</td>
</tr>
<tr>
<td><strong>Faculty Notification Letter (FNL)</strong></td>
<td>Student is provided access to send notification letters to each of their professors notifying them of their registration with DSC and their classroom and testing accommodations. Students must fill out and submit the online FNL request form at the beginning of each quarter, no later than Week 2, or at time of first registering. ALL students registered with DSC should have this as an accommodation.</td>
</tr>
<tr>
<td><strong>Food Break(s)</strong></td>
<td>Student is allowed intermittent breaks during class or an exam to eat food.</td>
</tr>
<tr>
<td><strong>Medical Absence(s)</strong></td>
<td>Students with the accommodation of medical/disability related absences have disabilities that are episodic in nature and may have difficulty with regular class attendance. A medical absence as defined by the Disability Services Center (DSC) is when a student is absent due to the direct effects of a disability. Legal precedent indicated that faculty might apply reasonable attendance policies, regardless of disability, but only after engaging in a thorough process to determine the role attendance plays in a given course.</td>
</tr>
<tr>
<td><strong>Preferential Seating in Class</strong></td>
<td>Student is eligible for preferred seating in lecture halls and classrooms. A seat is reserved for the student in their preferred location. A common application for this accommodation is for a student with a visual or hearing impairment to be able to sit at the front of the classroom. When appropriate, DSC may place a sign reserving a specific seat in the classroom however, if possible this is avoided to maintain the confidentiality of the student’s registration with DSC.</td>
</tr>
<tr>
<td><strong>Reader</strong></td>
<td>Student is eligible to have a reader assigned to orate exams or other materials for them.</td>
</tr>
<tr>
<td><strong>Real-Time Captioning</strong></td>
<td>Student eligible to receive real time captioning for their lectures and discussions. A real-time captionist is assigned to attend the course and provide the student a transcript of each class session. NOTE: This accommodation can also be provided remotely only if lecture is in location with internet connectivity.</td>
</tr>
<tr>
<td><strong>Recorded Lecture</strong></td>
<td>Student is eligible to use an audio recording device to record lecture or discussion.</td>
</tr>
<tr>
<td><strong>Restroom Break(s)</strong></td>
<td>Student is permitted restroom breaks during exams, lectures, etc.</td>
</tr>
<tr>
<td><strong>Scan and Read</strong></td>
<td>Student is eligible to have their course materials scanned and converted by DSC to an accessible document format so that they can utilize reading software such as Kurzweil 1000/3000 or Read and Write Gold.</td>
</tr>
<tr>
<td><strong>Scribe</strong></td>
<td>Student is eligible for a scribe for exams. Student must also have Separate Location (DSC) as an accommodation as student will have a scribe at the DSC office.</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Seating for Personal Attendant/Captioner/Interpreter</td>
<td>Accommodation allows a seat to be reserved, in some cases next or near to the student for their Personal Attendant/Captioner/Interpreter/Course Assistant.</td>
</tr>
<tr>
<td>Separate Location (DSC)</td>
<td>Student is eligible to take quizzes and exams at DSC. Any student with any type of testing accommodation should also have this as an accommodation.</td>
</tr>
<tr>
<td>Service Animal</td>
<td>Student is eligible to have a service animal, such as a seeing eye dog, with them at all times, including lectures and discussions.</td>
</tr>
<tr>
<td>Short Break(s)</td>
<td>Student is allotted short break(s) during exams. This may allow for restroom breaks, a break to take medication, to get up and stretch, etc. In most cases, student should also have Separate Location (DSC) as an accommodation.</td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td>Student is assigned or is allowed to have a sign language interpreter in lectures and discussions.</td>
</tr>
<tr>
<td>Smartpen</td>
<td>A notetaking and recording device provided by DSC. For more information about the Smart Pen, visit <a href="http://www.livescribe.com/en-us/smartpen/echo/">http://www.livescribe.com/en-us/smartpen/echo/</a></td>
</tr>
<tr>
<td>Testing (Other)</td>
<td>Student is eligible for some type of testing accommodation not on this list. The accommodation will be described in the description box.</td>
</tr>
<tr>
<td>Video Captions/Prompting</td>
<td>Student requires videos that are to be used in the course to have the audio captioned and/or prompted for hearing disabilities.</td>
</tr>
<tr>
<td>Wheelchair Seating</td>
<td>Student is eligible to have reserved seating in the wheelchair accessible seats/areas in lecture halls and classrooms.</td>
</tr>
</tbody>
</table>
CONTACT US:

Disability Services Center
A Center for Learning and Accessibility
100 Disability Services, Building 313

Phone: 949-824-7494
Fax: 949-824-3083

General Email: dsc@uci.edu
Testing Email: dsctesting@uci.edu