



EMORY
UNIVERSITY

Accessibility Services
Office of Equity and Inclusion

FACULTY RESOURCE GUIDE

OVERVIEW OF DAS

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Accessibility Services

Emory University is committed to equal educational access for students with disabilities. This mandate comes not only from federal and state law, but also from the highest levels of the university administration where inclusion and diversity are among our most valued priorities.

The Department of Accessibility Services (DAS) is charged with advancing the vision of full inclusion. We work to achieve welcoming, equitable campus environments through the provision of reasonable accommodations, consultation, collaboration and system change. The faculty is an important constituency in this work; DAS is a service for faculty, as well as for students. As such, we provide a variety of services aimed at supporting faculty as they teach and interact with students with disabilities.

DAS staff can assist by:

- consulting on disability and access issues
- converting class materials to accessible formats for students with print disabilities
- coordinating sign language interpreters
- reviewing course curriculum with the goal of suggesting teaching strategies that are universally accessible while maintaining all essential academic elements.

The Faculty Role

Access is a university-wide responsibility. Faculty members play a major role in responding to the instructional needs of all students. Providing access to courses requires the active participation of each faculty member and is supported and encouraged at every level of the administration. The following is a brief list of the minimum steps faculty must take to ensure access for students with disabilities who are enrolled in any classes here at Emory.

- Be willing to work with students to address any access barriers in your class and include the following statement on your syllabus:
Students with Disabilities:
"If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that disability related accommodations are necessary, you may register with Accessibility Services at (404)727-9877 or via e-mail at accessibility@emory.edu. To register with DAS, students must self-identify and initiate contact with the DAS office."
- Assure that all required videos or audio used in your class are captioned or transcribed. Contact DAS if you have any questions.
- Identify your reading material four weeks prior to the start of the semester. DAS or a student may contact you for copies of any print materials used in class so that an alternative format (i.e. Braille, audio, electronic text) can be prepared prior to the beginning of classes.

Sometimes DAS students may need their textbooks in an alternative format which takes some time to order. If you have any question whether your textbooks are accessible (e.g., audiobook, e-text), please feel free to contact DAS.

The following is a brief list of the minimum steps faculty must take to ensure access for students with disabilities who are enrolled in any class:

- Assure recommended testing accommodations are available to your students in the classroom or your department, or, if you would like assistance in administering exams, provide DAS test administration information and a copy of your exam in a timely manner.
- Allow Sign Language Interpreters appropriate seating within your classroom if you have deaf or hard of hearing students who require this service.
- Post class notes on Canvas, or, if applicable, assist student in locating paid classroom notetaker. DAS will provide material to begin process.
- Make sure any websites used in class are accessible to screen reading technology. DAS can assist to check accessibility.
- Be willing to re-locate your class if you are scheduled to teach in an inaccessible classroom.
- Follow-up on any concerns about recommended accommodations by contacting DAS.

Useful Teaching Techniques	
Below you will find examples of teaching techniques in the classroom, laboratory, examinations, and fieldwork that benefit all students, but are especially useful for students who have disabilities.	
Face-to-Face Classroom	Select course materials early so that students and DAS staff have enough time to translate them to audiotape, Braille, and large print.
	Ensure videos or any media shown in class has captioning or a transcript
	Write key phrases and lecture outlines on the smartboard or overhead projector.
Examination Fieldwork	Ensure that exams test the essential skills or knowledge for the course or field of study.
	Some students will require extra time to transcribe or process test questions. Follow campus policies regarding extra time on examinations.
	Consider allowing students to turn in exams via email or flash drive.
	Attempt to include student in fieldwork opportunities, rather than automatically suggesting non-fieldwork alternatives. Ask students how they might be able to do specific aspects of fieldwork.
	Include special needs in requests for field trip vehicle reservations.
Online Classes	Design simple, clear display for course content using Canvas.
	Do not replicate face-to-face instruction. Create a style and course format that suits both your content and technology you incorporate.
	Model the behavior you seek from your students. If promptness is important, demonstrate by your email communications (submitted within 24hrs); be present online; and give students a reasonable time to contact you.
	Be interactive: the faculty's role changes from being a professor to being a mentor.
	Use of multimedia and images: create course content using universal design principles.

Students with Disabilities

All students who are served by DAS:

- have met University admission standards
- have provided documentation of a disability that substantially impacts one or more major life activities (e.g., learning)
- should be held to the same academic standards as students without disabilities.

If a student chooses to utilize accommodations, they have the responsibility of informing the faculty of their status as a student with a disability and their need for accommodation. Students may self-identify through DAS by requesting that an individualized DAS Notification Letter be sent to their professors. DAS encourages students to meet with their professors to discuss accommodations and how their disability might impact access to the course.

New Student – Not Registered with DAS

A student can register with DAS anytime during the term. If our office determines that a student is eligible for services, DAS will approve the accommodations and draft an accommodation letter. The accommodation letter is submitted to each student via email once requested. Once a student notifies our office and registers for services, we are required to accommodate that student.

Accommodations will be in place when the professor receives the accommodation letter from the student. The accommodations cannot be provided retroactively.

DAS Registered Student

Students have the right not to disclose their disability if they choose not to use accommodations in a given class. Faculty has no obligation to provide accommodations to students who do not self-identify. Given the size of the institution and the number of students with disabilities in attendance, faculty is encouraged to consider accessibility features as they design all of their classes.

Students have an obligation to request accommodations in a timely manner (i.e. prior to deadline). Neither DAS nor professors are required to respond to requests for accommodations made beyond a deadline. All students utilizing DAS services are informed to request accommodations in advance, and notify their professor when accommodations are needed.

Students are an excellent source of information on strategies that maximize their access to academic materials. You are encouraged to consult with students as you collaborate to increase access.

Reasonable Accommodations

Reasonable accommodations are modifications or adjustments to a course, program, service, job, activity, or facility that provide a qualified individual with a disability an equal opportunity. The university is not obligated to provide accommodations that would fundamentally alter the essential components of a course or that are unduly costly or disruptive. If faculty members believe that an accommodation recommended by DAS would fundamentally alter an essential component of their course, they should contact DAS immediately.

Examples of Academic Accommodations	
Disability	Accommodation
Blindness	Recorded or electronic-formatted lecture notes, handouts, and texts
	Verbal descriptions of visual aids
	Flexibility with deadlines
	Limited conference participation
	Provide text alternatives for visual content
Health Impairment	Notetakers
	Disability Related Absences
	Flexibility with deadlines
Hearing Impairment	Interpreter, real-time captioning, FM system
	Notetaker
	Visual warning system for lab emergencies
	Notetaker and/or audiotaped class sessions
	Transcripts or captioning for all video or audio lectures or presentations
	Extra exam time, alternative testing arrangements
Learning Disability	Visual, aural, and tactile instructional demonstrations
	Understanding web sites when the information is cluttered and when the screen layout changes from one page to the next
	Flexibility with deadlines
	Use of audiobooks
Low Vision	Seating near front of the class
	Flexibility with deadlines
	Provide text alternatives when graphics are used
	Web pages are cluttered and when page layout changes from page to page and standard printed materials may also be inaccessible
	Standard printed materials may be inaccessible
Mobility Impairment	Notetaker, lab assistant, group lab assignments
	Classrooms, labs, and field trips in accessible locations
	Adjustable tables, lab equipment located within reach
	Use alternative keyboards, speech input, and other input devices

Universal Design for Instruction

Universal Design for Instruction, or UDI, is an approach to teaching that emphasizes proactive design and use of inclusive instructional strategies to benefit a broad range of learners, including students with disabilities. Simple examples of UDI include:

- selecting textbooks that have accessible formats such as audio or e-text.
- selecting video or audio files that have captioning. If not, arrange with your department for transcription services to provide a transcript to accompany the video or audio file.
- selecting accessible software or websites for course content or supplemental course materials.

Emory already provides multiple ways for students to demonstrate learning such as essays, projects, participation, group work, and presentations that are less impacted by speed. However, completing courses at an accelerated rate presents some challenges with DAS students.

As Emory faculty continue to incorporate UDI they will spend less time and energy responding to requests for “special” accommodations from students with disabilities. The DAS staff consults on UDI strategies.