DEAR FACULTY

As we enter into the Spring 2017 semester, please take some time to read the following information to familiarize yourself with AEC services. To keep up to date with the most current announcements and information available to AEC students, please visit AEC’s website at www.sjsu.edu/aec.

ANNOUNCEMENTS

Welcome New AEC Staff

AEC would like to extend a warm welcome and introduce Krista Dake, Accommodation Support Specialist for the AEC Testing Center; please join us in welcoming Krista to SJSU.

Important Change

Unfortunately, due to limited staff the AEC is unable to provide evening testing for Spring 2017. AEC appreciates your support in working with students to take their accommodated exams during AEC’s testing operational hours. Should you have any questions please contact the AEC. Thank you for your understanding and support.

AEC TESTING CENTER HOURS:
Monday - Friday 9AM to 5PM

IMPORTANT DATES

March 10
Deadline for Notetaking Packets

April 5
Deadline for students to submit Final Test Accommodation Forms

May 17
Study Day, AEC working behind closed doors

May 18-19, 22-24
Final Exams,
AEC Testing open 8 AM - 10 PM

May 24
Last Day of AEC Testing
Dear Faculty

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Creating Accessible Instructional Materials

Fast Facts for Faculty

DID YOU KNOW?

THE AEC IS ONE OF THE OLDEST PROGRAMS SERVING STUDENTS WITH DISABILITIES IN THE STATE OF CALIFORNIA.

CONTACT US

Office Location
One Washington Square ADMIN 110
San José, California 95192-0168
408-924-6000
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www.sjsu.edu/aec
aec-info@sjsu.edu

Office Hours
Mon/Tues 9AM – 12PM & 1- 5PM
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Thurs/Fri 8AM – 12PM & 1- 4PM

TEST ACCOMMODATIONS

Face-to-Face (Traditional) Courses

The University’s conversion of all SJSU email accounts to GMAIL has caused delays in exams reaching AEC. For this reason, AEC is requesting faculty to please not wait until the last minute before a scheduled test to submit exams as this may force exams to be rescheduled. Electronic submission further allows the production of exams in alternative formats (Braille, digital for text-to-speech, etc.) without delay to the student taking the exam on the scheduled day. A detailed description of both faculty and student responsibilities and additional changes can be found in the Faculty & Student Test Accommodations Regulations.

AEC Testing Hours of Operation: Monday - Friday 9AM to 5PM;
Final Exam Extended Hours of Operation: 8AM to 10PM

Accepted exam delivery methods:
1. Email (AEC preferred):
   aec-exams@sjsu.edu
2. Professor drop off:
   Admin 110 or IS 223
3. Fax: 408.924.5999

Exam return delivery methods:
1. Email (AEC preferred):
   Instructor SJSU-issued email address
2. Professor pick up:
   Admin 110 or IS 223
3. Fax: 408.924.5999

AEC facilitates the prompt delivery and return of exams.

Hybrid/Blended Courses

Hybrid/blended courses which require students to meet in a standard classroom to complete examinations under proctored conditions will receive a confidential email from an AEC counselor with notification of a student’s prescribed accommodation(s). A sample email including the process of approving prescribed accommodation(s) can be found by visiting AEC hybrid/blended courses.

Online Courses

Faculty teaching online courses with only Canvas hosted examinations will receive a confidential email from an AEC counselor with notification of a student’s prescribed accommodation(s). Faculty needing assistance extending testing times through Canvas should visit the Canvas Help Center.

If you have not taken the opportunity to visit AEC’s Testing Center, AEC invites all recipients of this bulletin to take a moment and walk over to the Industrial Studies (IS) building 223. A virtual tour is also available on our website.
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BLIND OR VISUALLY IMPAIRED

There has been a significant increase of blind or visually impaired students attending SJSU in the last 12 months. Faculty working with this population of students will receive a confidential email from an AEC counselor with notification of the student’s prescribed accommodation(s) along with information on how to create equal access to curriculum materials for this student population.

NOTETAKING SERVICES

The AEC is requesting your help and support acquiring notetakers for students with disabilities enrolled in your courses. Should you be presented with a Notetaker Request Memorandum, the memorandum will inform you of the method in which to secure a notetaker. If the method is a general announcement to the class please make an announcement to your classes during the first and second class meetings announcing the need for a student notetaker.

If a notetaker is not secured after two class announcements, the professor or student should contact the AEC.

Below is the general announcement language:

“A student in this class is in need of a notetaker. If you take clear, legible notes and are interested in being a notetaker, come up after class to meet the student. Notetakers are eligible for priority registration for the following semester. A student taking notes on a laptop is preferred.”

Volunteers must meet with the registered AEC student to receive priority registration information and make arrangements to exchange notes.

DID YOU KNOW?

UNIVERSAL DESIGN IS AN APPROACH TO DESIGNING COURSE INSTRUCTION, MATERIALS, AND CONTENT TO BENEFIT PEOPLE OF ALL LEARNING STYLES WITHOUT ADAPTATION OR RETROFITTING.

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CENTER FOR ACCESSIBLE TECHNOLOGY (CAT)

CAT staff provides assistive technology training and alternative media services to eligible students registered with AEC. Students referred for training learn to utilize the very latest in assistive technology hardware and software. Students referred for alternative media receive instructional/educational access through the production of alternative media formats including Braille, e-text (electronic text), mp3, and large print for curriculum-related materials exclusively. For more information please read the Alternative Media Policies.
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DEAF AND HARD OF HEARING PROGRAM

Deaf & Hard of Hearing Program provides educational sign-language interpreting and educational real-time captioning services to students. For more information please visit DHOH. For assistance in captioning course videos visit the Center for Faculty Development.

ACCESSIBLE FURNITURE

Students registered with the AEC may be using chairs and/or tables specifically placed in the classroom during the semester. AEC asks that faculty assist the University in accommodating students by ensuring they have priority use of furniture during class time and that the furniture remain in the classroom until the end of the semester. Should the furniture “disappear” at some point in the semester, please notify the AEC immediately at 408.924.6000.

AFTER-HOURS ELEVATOR

If you have a student in your class with mobility needs, and the student must use an elevator to access your classroom, the AEC is providing you with information to assist you and the student for after-hours support in the event the elevator is non-functioning.

For assistance after 5:00 PM call the University Police Department (UPD). UPD will call the Facilities Developments & Operations (FD&O) On-Call Manager. The On-Call Manager will contact Kone, elevator maintenance service under contract. The contract stipulates Kone has 1 hour to arrive on campus for a call back.

CREATING ACCESSIBLE INSTRUCTIONAL MATERIALS

“For most of us, technology makes things easier. For a person with a disability, it makes things possible.”

-Judy Huemann, Former Assistant Secretary, U.S. Department of Education

In 2007, the California State University (CSU) system launched a system-wide Accessible Technology Initiative (ATI) to ensure a culture of inclusive learning, in following with state and federal laws mandating access to technology. The ATI reflects the CSU’s ongoing commitment to provide access to informational resources and technologies to individuals with disabilities. The Accessible Education Center, on behalf of the University, worked with the Center for Faculty Development in order to provide access to tutorials and trainings on best practices for the creation of accessible instructional materials. Faculty can request individual consultations or attend scheduled workshops: http://www.sjsu.edu/cfd/
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Fast Facts for Faculty is an educational tool for faculty on the go and is designed to offer practical information to facilitate teaching and interacting with diverse learners, including students with disabilities. Each Fast Facts for Faculty issue unfolds information relevant to the dynamic needs of professors in the classroom and the issues identified in both student and faculty focus groups and surveys. Currently AEC has produced 5 issues, which can be found on the Fast Facts for Faculty website:

The Fall 2014 Mental Health issue features the following topics:
• Mental Health as a state of well-being
• Depression and anxiety on campus and how to recognize signs of emotional distress
• Responding to students through tips for managing stress and listening nonjudgementally
• Mental Health intervention programs, and community and campus resources

The Fall 2011 Working with Deaf and Hard of Hearing Students issue features the following topics:
• Cultural perspectives on Deafness
• Suggestions for communicating and interacting with Deaf students in the classroom
• Tips for working with educational sign language interpreters and captioners
• Laws governing equal access for Deaf and hard of hearing individuals
• Information about the Deaf and Hard of Hearing Services Program at SJSU

The Spring 2009 Traumatic Brain Injury (TBI) & Post Traumatic Stress Disorder (PTSD) issue features the following topics:
• PTSD and TBI Definitions
• Prevalence of PTSD and TBI
• PTSD and TBI Characteristics
• Research-based classroom practices and strategies
• Students’ perspectives: What students with PTSD &/or TBI wish professors would know about them
• Community & Campus Resources
• Potential classroom/course modifications
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AEC ADMINISTERED 926 FINAL EXAMS IN FALL 2016.

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FAST FACTS FOR FACULTY (CONT.)

The Fall 2007 to Spring 2008 Autism, Asperger’s and Non-Verbal Learning Disorders issue features the following topics:

- Glimpse into Autism
- Advantages of Asperger’s
- Communication
- Resources for further exploration
- Characteristics of Autism and Asperger’s
- Classroom & teaching practices
- SJSU students’ perspective

The Fall 2006 Universal Design for Learning issue features the following topics:

- How to enhance learning for ALL students through Universal Design for Learning (UDL).
- Suggestions for considering creative approaches for group work.
- Section 508 of the Rehabilitation Act (modified 1998). What professors need to know.
- How to handle student disruption during or following a classroom discussion.

The Spring 2006 Communication & Interaction for Faculty issue features the following topics:

- How to handle excessive class absence regarding student with a disability.
- Suggestions for approaching & communicating with a student at risk of failing your course.
- Tips to bolster professor-student communication & interaction.
- Disability green sheet statement S05-14.
- How to identify if a referral to the AEC for a learning disability assessment may be warranted

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