

UNIVERSITY OF NEBRASKA AT OMAHA
DISABILITY SERVICES



**FACULTY
HANDBOOK**

Disability Service • MBSC 111 • (402) 554-2872 • TTY (402) 554-3799

**ASD Project
Accommodating Students with Disabilities
in Higher Education**

Participant Handbook

4th edition

**Preparing Faculty & Teaching Assistants
to Accommodate Students with Disabilities**

Charles L. Salzberg
Diane Craig Baum
Elizabeth B. Price
Rebecca B. Morgan

Customized for the University of Nebraska at Omaha



contents

if you only read one page-.....	3
when a student requests an accommodation	4
section 1: the law	5
frequently asked questions about the law	11
section 2: responsibilities	15
student responsibilities	17
faculty and instructor responsibilities.....	17
disability service office (DSO) responsibilities.....	18
institutional responsibilities.....	18
frequently asked questions about responsibilities	19
section 3: the accommodation process	23
frequently asked questions about the process.....	27
section 4: case stories	Online
section 5: information on specific disabilities	43
providing customized accommodations	45
students with learning disabilities.....	46
traumatic brain injury (TBI)	48
attention deficit disorder (ADD)	49
mobility impairments.....	50
deafness/hearing impairments	52
psychological disabilities	54
blindness/visual impairments.....	56
medical/chronic health-related impairments	58
section 6: resources	61
services and equipment.....	Online
information on accommodated testing	Online
information on using note-takers.....	Online
information on using interpreters	Online
rid's code of ethics	Online

universal design for learning (UDL).....	Online
suggestions for improving student performance	Online
a guide for disability courtesy	Online
syllabus statements	Online
glossary	Online
online and print information	Online
references consulted	93
index.....	Online

If you only read one page – here are important points to keep in mind

Higher education is changing! One important change is the growing diversity of students; disability is part of that diversity. Therefore, it is likely that you have students with disabilities in your classes and programs.

Faculty should have basic information about students with disabilities in postsecondary education; that's what these materials are about. To set the stage, we have encapsulated some of the most important background information in this list of important points.

- ★ **You are not alone when it comes to accommodating students with disabilities; neither are you expected to be an expert on disability.** Call on your Disability Service Office to request help, to get answers to questions, to raise concerns, or to get clarification on your institution's policies and procedures relating to students with disabilities.
- ★ **The design and implementation of disability-related accommodations is a collaborative process involving the student, the DSO, and, often, the faculty member. For more information see pages 16-18, and 39-42.**
- ★ **There are four main implications for faculty regarding the laws governing disability-related services in higher education.** Students with disabilities must meet the same admission standards as other students. Once admitted, they have the same rights to all programs and facilities and are eligible to receive reasonable accommodations that relate to their disability. They have a right to confidentiality of all disability-related information. For more information see pages 6-13.
- ★ **Students with disabilities are responsible to meet the same academic standards as other students.** While students may receive some reasonable accommodations intended to mitigate the educational impact of their disabilities, these accommodations should not water down the curriculum, alter the standards for performance or waive any course or class activity that provides students with essential knowledge or skills. For more information see pages 11-13, 21, and 28.
- ★ **Universal Design for Learning (UDL) strategies may reduce or eliminate the need for some individual accommodations in many cases; however, individualized accommodations will be necessary for some students with disabilities. For more information see pages 70-72.**

Be careful about inadvertently identifying someone as having a disability. It is easy to accidentally disclose a student's disability without thinking. Be aware of this as you speak with students. **Remember that the student determines how much disability-related information he/she is willing to disclose.**



when a student requests an accommodation...

1. Ask the student if he or she has applied for services with the Disability Services Office (DSO) at UNO.

UNO Disability Services Office

Milo Bail Student Center 111

(402) 554-2872 or TTY (402) 554-3799

If the student has not applied:

Refer the student to the DSO so that the disability can be documented and appropriate accommodations determined. Do not provide any disability-related accommodations until you have received a request from the DSO.

If the student has applied:

You should receive an e-mail from the DSO recommending accommodations for the student. If the student does not have this, ask the student to obtain it before providing the accommodation.

2. Once the student provides you with the DSO's accommodation request:

- Talk with the student on how best to implement those accommodations.
- Keep a copy for your own records and refer back to it as needed.

3. If at any time you have questions regarding the accommodation plan, call the DSO. Continue to provide the accommodation to the student unless the DSO instructs otherwise.

section 1

the law



In giving rights to others which
belong to them, we give rights to
ourselves and to our country.

— John F. Kennedy

the law

Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act most completely define the obligation of colleges and universities toward students with disabilities.

Of the applicable federal laws and regulations, these laws provide for accommodations and academic adjustments, including auxiliary aids and services, to ensure there is no discrimination on the basis of disability.

Under the ADA and the Rehabilitation Act, a person with a disability is defined as any person who has a physical or mental impairment that substantially limits a major life activity as compared to the average person in the general population. Individuals who have a record of a disability, or are regarded as having such a disability, have certain protections under the law and cannot be subject to discrimination.

section 504

Section 504 of the Rehabilitation Act was the first law to specifically address the needs of students with disabilities. It states in part:

“No otherwise qualified individuals with disabilities in the United States...shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”



Section 504 and subsequent amendments require that institutions of higher education provide students with disabilities the same opportunity to engage in educational experiences as non-disabled students. Students who voluntarily disclose that they have a disability (self-identify), provide documentation of that disability, and meet the eligibility requirements are entitled to receive approved accommodations (referred to as appropriate academic adjustments in Section 504), such as modifications of programs or auxiliary aids, in order to participate in programs and activities.

The ADA does not guarantee equal results, establish quotas, or require preferential treatment for persons with disabilities over those without disabilities.

The Americans with Disabilities Act, the “ADA”

The Americans with Disabilities Act is a wide-ranging statute intended to make society more accessible to people with disabilities. It protects fundamental rights and extends equal opportunity for individuals with disabilities to public accommodations, employment, transportation, government services, and telecommunications.

Reasonable accommodation (appropriate academic adjustment):

Specific recommendations of strategies, technology, or aids needed to accommodate a disability without compromising the integrity of the academic program.

Under the ADA, a person with a disability is defined as any person who...

- has a physical or mental impairment which substantially limits one or more major life activities
- has a record of such impairment
- is regarded as having such an impairment

The ADA also clarifies the Section 504 phrase “otherwise qualified” individual with a disability, as one:

“...with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities ...”

Accommodations should:

- Level the playing field for students with disabilities.
- Be reasonable in relation to the course.

Accommodations should not:

- Water down curricula or compromise academic integrity.
- Substantially change any essential elements of the curriculum or academic program.
- Ensure that all students with disabilities are successful. Rather, students should be given the opportunity to determine their own level of success or failure.
- Consume extra personal time from the instructor to re-teach or tutor the student.

Sections 504 of The Rehabilitation Act apply to colleges and universities receiving federal financial assistance. The mandates of the ADA apply to all institutions of higher education, regardless of the receipt of federal funds.

In summary, these laws hold four very important implications for educators...

First, students with disabilities have the right to be in higher education if they are otherwise qualified to be there. Once a student with a disability has met the university entrance or admission criteria, with or without the use of accommodations he or she

has the same right as any other student to the educational experience. Just like any other student, those with disabilities are responsible for determining their own level of success.

Second, once they are enrolled, students with disabilities have the right to access all of the programs—academic and non academic—that are available to other students. Instructors cannot refuse to work with a student simply because they know he or she has a disability or because they are concerned that having a disability would prevent him or her from being successful. Furthermore, students with disabilities should be held to the same set of standards and criteria as students without disabilities.

Third, students with disabilities are eligible for some accommodations that relate to their disabilities. Instructors need to be prepared to make adaptations or reasonable accommodations to their procedures and practices so that students with disabilities are able to do the same things that other college students are required to do. This may include altering or making changes in the delivery of lecture or course materials or in the assessment of knowledge in order to counter the effects of the disability.

Fourth, students with disabilities have a right to confidentiality of all disability-related information. As a result, there may be times when faculty and instructors may receive a request for an accommodation without being told which student will be receiving the accommodation. Other times, the student may approach their instructor and tell them that he has a disability that will require some accommodation.

In either case, information about a student's disability or accommodation should not be shared with others without the student's permission. It is up to the student to decide how much information he is comfortable sharing about his disability.

All parties involved in providing accommodations; including students, faculty members, and institutions of higher education, have a unique set of rights and responsibilities. For more information on what these are, see pages 17 and 18.



Some disabilities that may require accommodations include but are not limited to...

- Blindness/Visual Impairment
- Cancer
- Cerebral Palsy
- Deafness/Hearing Impairment
- Diabetes
- Epilepsy
- Heart Disease
- HIV/AIDS
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedic/Mobility Impairment
- Psychiatric Disability
- Specific Learning Disability
- Speech/Language Impairment
- Substance Abuse Recovery
- Traumatic Brain Injury

thoughts on confidentiality

Faculty do not have the right to challenge the legitimacy of a student's disability, demand to review diagnostic information, refuse to provide accommodations, or refuse to work with a student because he or she has a disability. Concerns regarding an accommodation request should be discussed with the DSO.

frequently asked questions about the law

- ★ Academic standards
- ★ Coping in the workforce
- ★ Eligibility for services
- ★ Reasonable accommodations

★ Are students with disabilities required to meet the same academic standards as other students?

Yes! Students with disabilities must meet the same admissions and retention standards as is required of other students. Students who have academic difficulty due to a disability or illness may appeal a denial of admission or a retention decision at which time disability information may be used by the appeal committee to make a final decision. The appeal committee may offer provisional admission or retention. There are no quotas related to students with disabilities.

★ How will these students cope in the workforce if accommodations are provided at the university?

The purpose of accommodations in postsecondary education is to level the playing field for students in an academic setting and allow the student to receive an education without discrimination. Accommodations in employment are often similar to those in postsecondary education. Employers also provide reasonable accommodations to persons with disabilities under Title I of the Americans with Disabilities Act. In both cases, individuals with disabilities must meet the same performance criteria as others.

★ What is a disability and who is eligible for services from the DSO?

The ADA defines a disability as a physical or mental impairment that substantially limits a major life activity. Individuals who have a history of such an impairment or have been regarded by others as having an impairment are also protected from discrimination under the ADA. The DSO serves students who meet the eligibility guide-

lines of the institution. These guidelines are defined by each institution based on several factors, including the definition of disabilities set forth in the Americans with Disabilities Act (ADA).

While it is not possible to list all of the possible conditions which qualify as disabilities under ADA, some common ones include:

- Blindness/Visual Impairment
- Cancer
- Cerebral Palsy
- Deafness/Hearing Impairment
- Diabetes
- Epilepsy
- Heart Disease
- HIV/AIDS
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedic/Mobility Impairment
- Psychiatric Disability
- Specific Learning Disability
- Speech/Language Impairment
- Substance Abuse Recovery
- Traumatic Brain Injury

Incidentally, students do not need to be U.S. citizens to be eligible for services.

★ The ADA refers to “reasonable accommodations.” But, what does that mean?

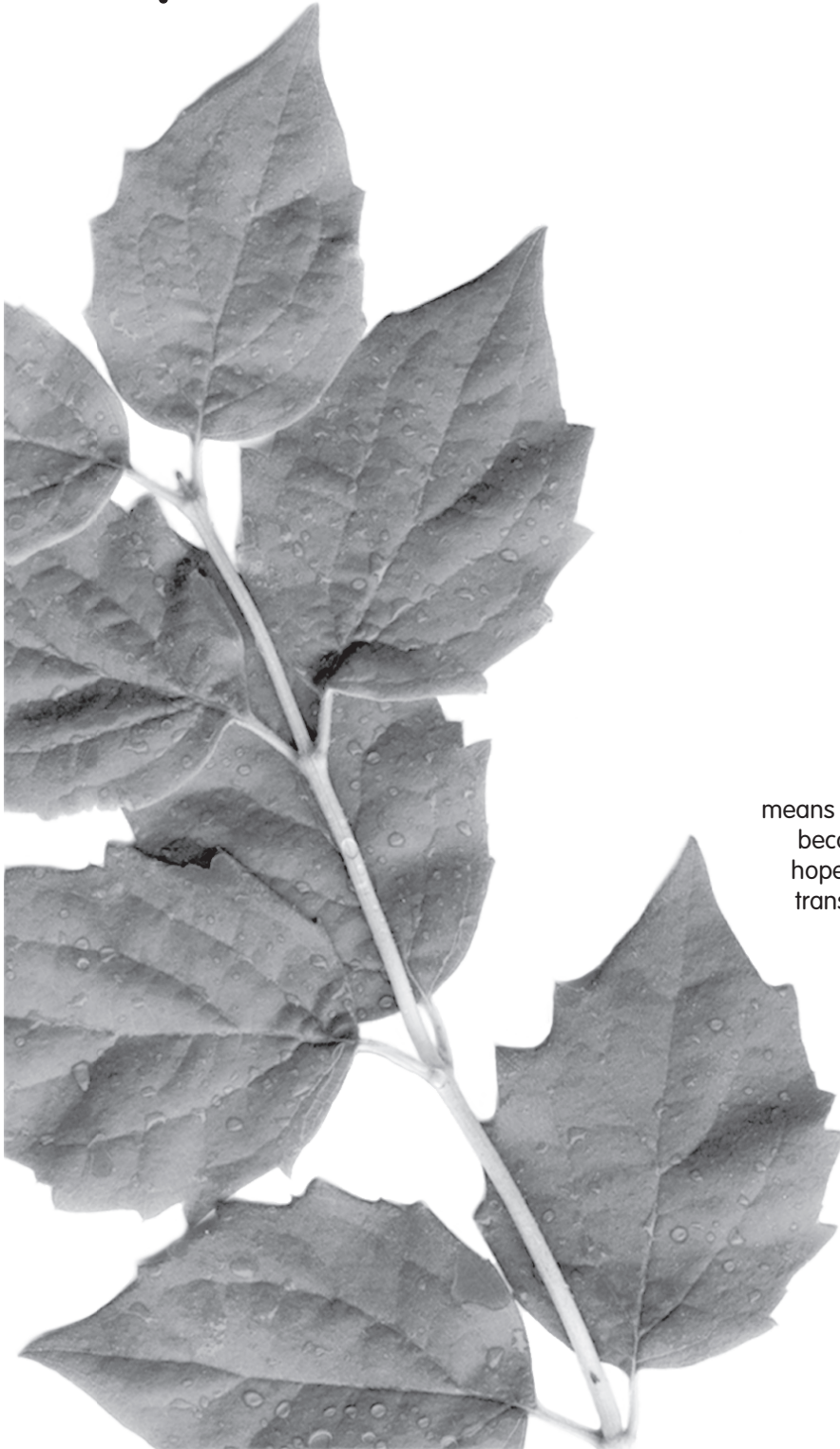
Reasonable accommodations are adaptations aimed at mitigating the impact of the disability without compromising the integrity of the academic program or course. Accommodations may include instructional strategies, adaptive technology, or aides such as sign

- ★ language interpreters. **Providing reasonable accommodations enables students with disabilities to have equal access to education and services in higher education as required by federal law.**

Reasonable accommodations should not lower academic standards or alter the fundamental nature of a course or program. If the reasonableness of a recommended accommodation is in question, faculty are encouraged to discuss their concerns with the DSO or campus ADA Coordinator.

section 2

responsibilities



Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

— John F. Kennedy

student responsibilities

- Voluntarily identify disability-related needs to the appropriate office/program.
- Provide current and complete documentation of disability to the DSO.
- Formally request needed accommodations and services in a timely manner.
- Notify the DSO of any changes or concerns in needed services or accommodations.
- Abide by the student code of conduct set by the college or university.
- Attend class and maintain the academic standards set by the university, the college, and the department.
- Use services responsibly and treat service providers and faculty with respect and courtesy.
- Abide by the policies of the DSO.

Students have a responsibility to advocate for their own needs. Some have better developed self-advocacy skills and assertiveness than others. You have a right to expect that students have a good understanding of their limitations as well as their needs for accommodations in your particular class.

You can help reinforce independence and further their development as professionals by showing respect for their needs. Convey high expectations just as you would for any other student.

faculty & instructor responsibilities

- Include a statement in your syllabus informing students about reasonable accommodations and alternate format materials (p. 75).
- Refer students to the DSO to have the disability documented and appropriate accommodations determined.
- Help provide reasonable accommodations including the use of auxiliary aids, note-takers, and tape recorders.
- Provide advising, counseling, and instruction to students with disabilities in a fully accessible environment.
- Show confidence in students' abilities to achieve their intellectual, personal, and professional potential.
- Keep disability-related information confidential, discussing it only with people who have a valid reason to know.
- Discuss all student-related information directly with the student.



Communication is a key factor for all parties in the accommodation process. Keep the channels of communication open. Talk with the student and the DSO about any concerns.

additional information for faculty:

- Faculty and staff do not have access to a student's diagnostic information.
- When using a tape recorder in the classroom, it is appropriate that the student sign an agreement (form available at DSO) not to release the recording or otherwise infringe on the publishing rights of the instructor.
- If a faculty/staff member has questions about the appropriateness of the approved accommodations requested, the DSO should be contacted for further clarification. Continue to provide accommodations while the issue is being resolved and refer all questions to the DSO.

Disability Services Office (DSO) responsibilities

- Provide information and services so that students with disabilities may participate in all of the programs, services, and activities of the institution.
- Provide services in a timely fashion.
- Review documentation of a disability for eligibility and determine on behalf of the institution what types of accommodations are appropriate.
- Keep disability-related information confidential, discussing it only with those who have a valid reason to know.
- Help faculty and staff provide reasonable accommodations.
- Consult with university administration, faculty, and staff on the provision of services, accommodations, and access as required under current federal and state law.
- Advocate responsibly for the rights of persons with disabilities.

institutional responsibilities

- Provide a campus in which educational, cultural, and extracurricular activities are physically and programmatically accessible.
- Create policies that encourage the inclusion of persons with disabilities in all programs and activities.
- Provide a process so students with disabilities may address their grievances with the institution and the office(s) that provide services.

frequently asked questions about responsibilities

- ★ Applying for services
- ★ Confidentiality about a student's disability
- ★ Disability documentation
- ★ DSO funding
- ★ Eligibility requirements
- ★ Grading students with disabilities
- ★ Kinds of accommodations
- ★ Requesting accommodations
- ★ Student's behavior

★ How can students with disabilities apply for services and become enrolled with the DSO?

Information regarding disability services is published in all university publications. There is also information that is sent to each student at the time of his or her acceptance to the institution, and during orientation. Often students are referred by faculty, advisors, friends and family. Students requesting accommodation must self-identify to the DSO and provide current documentation of a qualifying disability. Each student will be interviewed by a counselor who will determine eligibility, services and provide referral and counseling.

If the student does not have current medical or psychological documentation, the DSO will refer the student to qualified professionals who can provide the necessary evaluation.

★ What about confidentiality? How much information am I allowed to know about a student's disability? If I knew more, maybe I could be more helpful or design a better accommodation.

It is important to remember that it is up to the student to decide how much information he or she is comfortable sharing. All disability-related information is confidential. There may even be times when you receive a request for accommodation from the DSO without knowing which student in your class will be receiving the accommodation. Accommodations such as note-takers may not

require any intervention from you and the DSO may be able to handle the services without notifying you. However, most of the time a student will approach you and tell you that he or she has a disability that will require some accommodations. In any case, information about a student's disability should not be disclosed without the student's permission.

★ What kind of disability documentation is required? Is a letter from a physician enough?

Students must provide full medical evaluations prepared by professionals with expertise in the specific disability. For example, documentation of a learning disability must include this diagnosis, information related to the history of the problem, specific reports of the standardized testing and other instruments used to make the diagnosis, a statement of the limitations presented by the disability in the educational arena, and recommendation for remediation and accommodation. The report must be submitted by an appropriate licensed professional. Further, the professional must include his or her professional credentials.

In the case of a medical condition or psychiatric disability, the DSO seeks information related to the medical condition, the limitations the condition imposes, side effects of medications and treatments and other information needed to determine appropriate accommodations.

★ How is the DSO funded? Who pays for accommodations – the student, the department, or the institution?

The university is not permitted to charge students for accommodations or services needed because of a disability. The university is not required to provide items of a personal nature such as wheelchairs, personal computers, readers or tutors for personal study, or personal care attendants. The institution is responsible for insuring that all "programs, services, and activities" are accessible and appropriate and that disability-related adjustments are available.

★ Who decides whether a student meets eligibility requirements for disability-related adjustments and services and how is it done?

In order to receive services from the DSO, a student must meet the criteria for eligibility as defined by the institution and have limitations related to the physical or academic environment. The services provided are determined on a case-by-case basis by a DSO counselor after a careful review of the medical or psychological documentation and interviews with the student.

★ Should I grade students with disabilities differently than other students?

Students with disabilities need to be held to the same academic standards as other students. It would indeed be unfair to them to do otherwise. It would also violate the intent of the ADA and institutions could be held liable for “watering down the curriculum” for students with disabilities.

★ What kinds of accommodations are provided?

The DSO provides many accommodations. Some of these include:

- Interpreters for the deaf
- Readers
- Scribes
- Note-takers
- Telecommunication device for the deaf/amplified phones
- Accommodated examinations
- Assistive technology laboratory
- Alternate format materials
- Priority registration



★ How should I respond when a student in my class requests accommodations?

The first question is, have you received an accommodation form or letter from the DSO? If not, you will want to refer the student to the DSO office. Only they (not you) can determine if the student is eligible for disability-related adjustments and services. Moreover, let the student know that all disability-related accommodations must be approved and coordinated through the DSO. If the student is requesting something that you already make available to students in your classroom, by all means provide that, but do not refer to it as a disability-related accommodation. If you would like information on practices that are helpful to your students, see the Universal Design for Learning ideas suggested on pages 70-71 of your Handbook. For even more information, ask your DSO for the ASD Supplementary Unit, *Universal Design for Learning*.

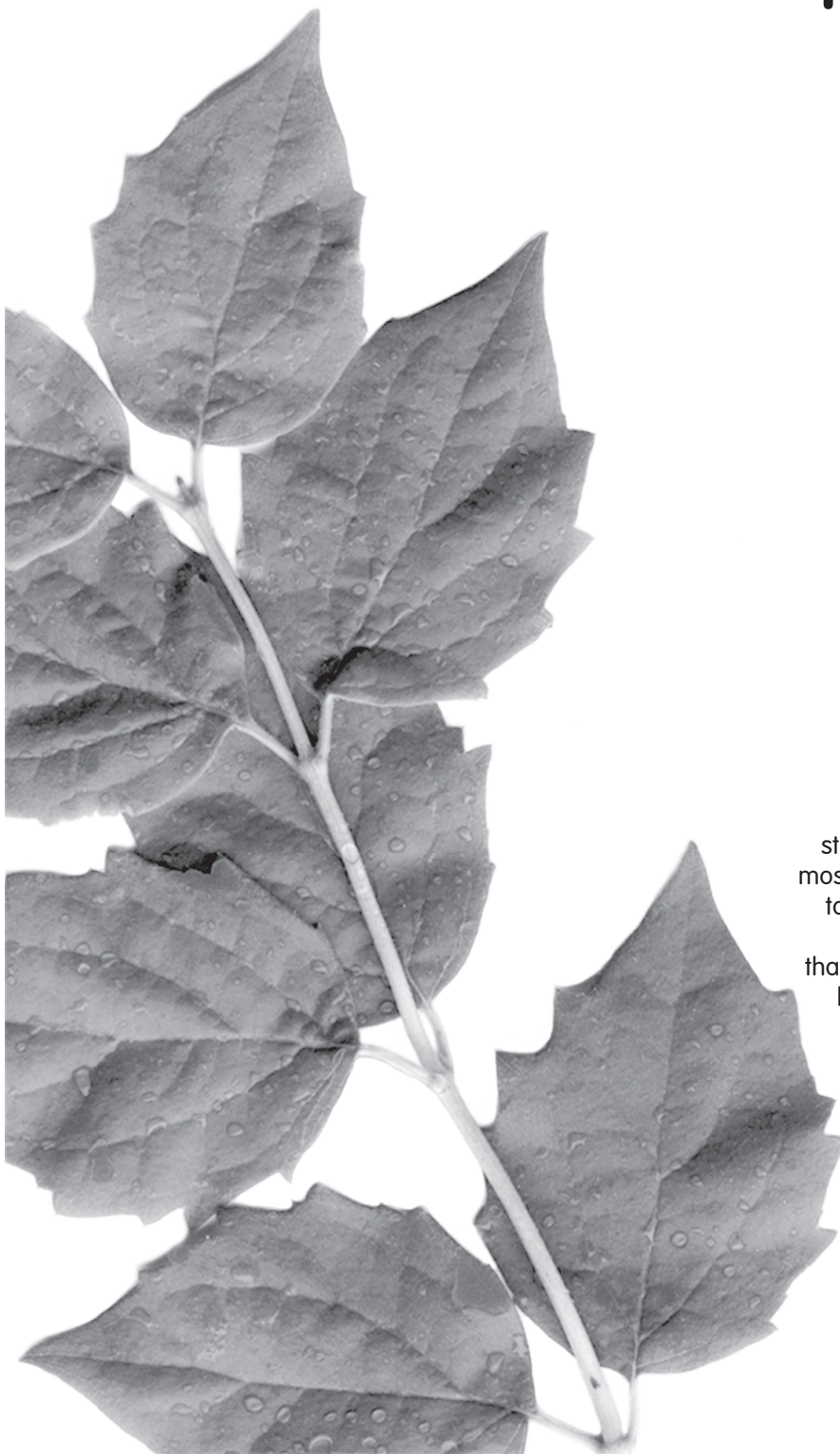
★ What about the student's behavior? What do I do if a student with a disability needs so much assistance it is affecting the whole class? What if the student is disruptive in class?

First, understand that most accommodations are not time-consuming to the instructor. Most time-consuming services are provided through the DSO. It is important to note that the law does not obligate instructors to tutor students. Individual tutoring is not considered to be a "reasonable" accommodation under the ADA.

Regarding classroom behavior, students with disabilities are bound just as all students are by the institution's code of conduct and should be held to that code. If a student's behavior becomes very disruptive or dangerous or threatening, the instructor has the option of calling campus security for assistance, just as he or she would with any other student. Faculty can also refer students for tutoring, counseling, and other services and programs offered by their institution.

section 3

the accommodation process



I don't see many students with disabilities that are lesser of students. In fact, in most cases I find most students with disabilities actually to be better students in many ways.

The reasonable accommodations that we try to make with them, I think, basically level out the playing field.

— Chuck Stoddard
Faculty member

the accommodation process

For purposes of clarity, the process is presented in five steps.

1. Getting to the DSO
2. Meeting the eligibility requirements
3. Deciding on specific accommodations
4. Implementing the accommodation plan
5. Revising the accommodation plan

step 1: getting to the Disability Service Office (DSO)

There are a variety of ways that students may come into contact with the DSO once they come to college. Those who received accommodations in high school may be referred by their high school counselors or parents.

Students may not be aware of the services available through the DSO. Some students may not even realize that they have a disability. This puts faculty members and instructors in a good position to inform students about the DSO. Include a statement on your syllabus (p. 75) about UNO's policies on students with disabilities. Inform your students about services available on campus. This creates an open and approachable climate and also provides clear direction to students on the steps to follow to receive accommodations. It also makes students aware that all disability-related accommodations are coordinated through the DSO.

Postsecondary institutions do not actively set out to identify students with disabilities. Rather, students must voluntarily disclose that they have a disability, provide documentation of the disability, and meet the DSO's eligibility criteria.

step 2: meeting the eligibility requirements

In this step, the student brings documentation of his or her disability and sits down with a counselor from the DSO. The counselor then evaluates the documentation to determine whether the student meets the eligibility requirements. If the student has met the eligibility requirements, he or she moves to Step 3. Students who do not meet the eligibility requirements are guided to other appropriate services (e.g. academic support services) available at the university.



The individual completing the documentation must be a professional with the appropriate credentials for the diagnosis being made.

Operating within the institution's definition of disability protects the rights of students with disabilities.

The letter from the DSO will usually state the name of the student and make specific recommendations for accommodations. It will not disclose the nature of the student's disability.

step 3: deciding on specific accommodations

In this step, the student and the DSO counselor look at the student's limitations and take into consideration how these limitations affect the student's ability to meet the course requirements. The counselor then makes individual recommendations for accommodation.

step 4: implementing the accommodation plan

This step begins when the student approaches the instructor and says that he will need some accommodations. The student should provide you with an e-mail from the DSO recommending accommodations for your course. If the student has not been to the DSO or does not have this e-mail, there is very little you should do. Remind them that all disability-related accommodations must be coordinated through the DSO and encourage them to resume the discussion with you after they have been to the DSO and have the accommodation e-mail.

Once the student provides you with the e-mail, look it over. Set up a time to talk privately with the student so you can review the DSO recommendations and discuss how the accommodation will be delivered. Work out a way to coordinate the accommodation so that the student's confidentiality is protected.

Be sure to keep a copy of the request for your own files and refer back to it as needed.

step 5: revising the accommodation plan

This step is only necessary when for one reason or another, there is a need to make adjustments or set some conditions on the original accommodation. Keep in mind that not every student will go through the fifth step of the process because most of the time, accommodations go smoothly. Field Experiences is one example of a situation where normal classroom accommodations are not adequate. [See Field Experience Protocols.](#)

While the adjustments are being worked out, continue to provide the accommodations as you originally agreed. Most often, small adjustments can be handled between you and the student. Other times, it may be helpful to consult with the DSO. In any case, continue to provide the original accommodation and communicate in writing any changes you and the student make with the DSO.

in summary...

The DSO's involvement in the accommodation process is intended to give students with disabilities appropriate and legally mandated supports to work toward a higher education. It is also there to provide legal protection for the faculty member or instructor. Bypassing the DSO can be a mistake that can have serious consequences for the students, faculty member, and institution.

frequently asked questions about the process

- ★ Accommodations that do not seem effective
- ★ Attendance
- ★ Goals of accommodation
- ★ Other students in the class
- ★ Process of testing accommodation
- ★ Waiving a course

★ How do I respond to a student for whom the specified accommodations do not seem to be effective?

If the accommodations recommended through the DSO are not working, you may wish to meet with the student again privately and discuss these concerns. It may be that you and the student can reach a more workable solution. If so, document your new agreement and send a copy to the DSO counselor, keeping a copy for your records. It may also be helpful to meet with the student and the DSO counselor to address your concerns and work out a better plan. It is important that you never argue with the student or do anything that might jeopardize the student's confidentiality. It is also important to maintain the accommodations that were previously recommended until a new solution is agreed upon.

★ What if a student with a disability has problems with regular attendance in the class?

There may be times when attendance accommodations may be requested if the student's disability interferes with attending class. For example, a student with a medical condition such as epilepsy or diabetes; a psychological disability such as anxiety or panic disorder; or a physical limitation such as cerebral palsy or multiple sclerosis; may not be able to attend class on some occasions. The presence of a note-taker or tape recorder will be of assistance to these students. On the other hand, it is not reasonable for a student not to go to class because he or she has a note-taker or tape recordings of classes. Students with disabilities are required to meet the same academic requirements of the class as the other students, including attendance. If regular attendance is a problem related to a student's disability, please contact the DSO to discuss these concerns.

★ What are the goals of accommodation?

The goal of accommodation is to provide equal access to education and to the academic experience of the institution to qualified students with disabilities. In no way should academic standards be altered. However, at times faculty may need to change the way in which they measure a student's competency in a subject. For example, a student with a vision impairment may need to have materials read to them or have examinations made available in large print, Braille, or digital format. A student without the use of his or her hands may need an aid in a laboratory or a scribe for a quiz or a computer with special assistive technology devices. Some students may need note-takers or tape recorders in the classroom, wheelchair equipped vans for field experiences or sign language interpreters.

★ Other students in the class express resentment that accommodations are being provided to another student who appears “normal” but who claims to have a disability. How should I respond?

This situation can be uncomfortable, but can be handled by simply explaining to them that all students have the right to confidentiality. You are not at liberty to discuss any student’s academic situation with others. However, express that you would be happy to meet with him or her individually to discuss his or her needs.

★ How does the testing accommodation process work?

At UNO, accommodated exams are administered by the instructor or by the UNO Testing Center in EAB 113 (Ext. 4-4800). The student is expected to meet with the instructor to determine which option is most appropriate for each course.

There are many details to be determined in an accommodated testing procedure. These details may include the date, time, and place of the exam; the conditions for the exam; instructions to the proctor, scribe, interpreter, etc.; and how the exam will be picked up and returned. It is a good idea to use written communication to ensure that all parties are clear on the details. The specific test accommodations are determined for each student by the DSO, based on their analysis of the student’s disability-related impairment.

If using the Testing Center, please provide the staff with critical information on how each test is to be given. For example, the instructor would need to specify if formula sheets could be used on the exam or if there are instructions to be given the student at the beginning of the exam period; otherwise, the student with the disability could be at a disadvantage. For a detailed explanation of accommodated testing, see the Testing Center Guidelines on the web at <http://www.unomaha.edu/disability/testingcenterguidelines.html>.

★ **Are institutions expected to write individualized education plans (IEP) for students with disabilities or waive courses?**

Essential skills are those skills critical to the purpose of the course. Essential skills should not be “watered down.”

(See **essential skills** and **essential requirements**, Glossary, p. 79.)

Postsecondary educational institutions are not required to write Individualized Education Plans for students with disabilities as public (K–12) schools do. In postsecondary education, academic programs are required to consider reasonable adjustments or accommodations that do not compromise the integrity of the program. Modifications should not substantially alter the essential skills of a course. It is unusual for courses to be waived for students with disabilities, especially in their chosen fields of study.

section 4

case stories



Just because a person may look different on the outside, doesn't mean their brain doesn't work. I used to laugh because some professors were very nervous and they weren't very aware about how well I was doing academically, and when I would get my midterm back with the highest grade in the class, they would just be very surprised.

— Rebecca Keeley
Student

getting to the dso

Jason is a student in your sociology class. You have noticed that he is struggling with taking notes in class and the quality of assignments he has submitted is poor. He has talked with you after class to get some direction. You offer some helpful tips on working through the assignments. You also mention the classes on study skills and other assistance that is available for academic support on campus, including services to students with disabilities for those who are eligible. Jason tells you that he received some services in his high school program. But, this is his first time “on his own” and he wants to see what he can do. **Should you be concerned about his situation?**

★★★ It may be frustrating to watch Jason struggle, but you handled the situation well. Jason is now aware of the resources available to him. He is also aware that you are willing to be supportive if he chooses to use them. Jason may find help with a learning style and study skills that are right for him and he may benefit from resources that you suggested are available to all students. As an instructor, you may also be interested in ideas that facilitate better learning for all your students. Suggestions are referenced under Universal Design for Learning in your Handbook (pp. 70-71). However, avoid the temptation to lower your expectations or offer help to Jason you would not offer other students. You are not expected to provide one-on-one tutoring. It is an unrealistic expectation for you, and Jason may actually postpone seeking help from the DSO. ★★★

Paul is a student in your class who has performed poorly on the past two exams, but who seems highly motivated to learn the materials. During office hours he drops by to visit with you. He expresses frustration with his performance on the exams and tells you that he needs some help. **How would you go about putting him in contact with the resources available on your campus without suggesting that you think he has a disability?**

★★★ Many students have situations in which learning does not come easily. Most universities have a variety of academic support services available. Perhaps the most important thing beyond communicating approachability is to be knowledgeable and to inform students how they may access these services. Even if it appears to you that the student may have a disability, avoid suggesting that to the student. Instead provide a variety of resources that the student may explore on his or her own. ★★★

meeting the eligibility requirements

Marlo approaches you at the beginning of the semester and tells you that he will need some accommodations in your course. You say that is fine and ask to see his Accommodation Letter. He says that this is his junior year, and he has never before gone through the DSO. He presents you with a copy of some official looking diagnostic information from his psychologist and tells you that all the information you will need about his disability and the accommodations are in the report. **You are not comfortable with the situation. How should you respond?**

★★★ You will be relieved to know that faculty have neither the obligation nor the right to review a student's medical or psychiatric documentation. You should give Marlo's documentation back to him along with information on how to contact the DSO. Tell him the DSO is the office designated to examine the diagnostic information and coordinate disability-related accommodations.★★★

Melissa is a student in your Biology class. A week before mid-term she approaches you and requests accommodations on the test. She tells you that she has test anxiety because of some learning disability issues, and will not be able to take the test without additional time or she is sure to fail the test. You refer her to the DSO and request that she talk with them about her concerns. Two days later she comes to you again, distraught. The DSO is not able to authorize her eligibility. They could not determine significant learning disability and testing anxiety is not considered a disability eligible for accommodations. **What can you do?**

★★★ It is important to note that not all learning issues will qualify for eligibility or are recognized as a disability under the ADA. There are no easy answers for what to do when students are struggling in your class. Be aware of other services on campus that may be available to Melissa. Some academic services provide counseling or therapy to help students with test anxiety. Melissa may benefit from these or similar services. As an instructor, you can also explore ways to facilitate learning differences for all your students. As one example, some instructors allow all their students to drop one test score during the semester. Additional examples of Universal Design for Learning concepts for instructors are listed on pages 70-71. For even more information, check the ASD Supplementary Unit, Universal Design for Learning.★★★

deciding on specific accommodations

Petra is a business major with a disability. As part of her accommodation plan the DSO has recommended that she be permitted to use a four-function calculator on exams. This semester she is enrolled in both College Algebra and Statistics. You, as her major professor and academic advisor, feel that a command of basic math skills is essential to advanced business courses and crucial to her success in the business world after graduation. **When is it appropriate to approach the DSO about accommodations you believe are incongruous with an academic program?**

★★★ Deciding whether or not an accommodation is reasonable for a specific class or course of study boils down to a concept known as “essential skills” or “essential functions.” Essential skills are defined as those things that are central to the purpose of the course or program.

Remember, accommodations are never intended to water down the curriculum or substantially change the essential elements of a program. It is the responsibility of each department to determine what skills or competencies are essential to that particular course of study. Given this, keep in mind that the accommodations may be reasonable for one course within a program, but not others.

In this situation, having access to a simple four-function calculator would probably not prevent Petra from learning the essential concepts of the Statistics course. However, if the student’s ability to perform addition, subtraction, multiplication, and division are essential for demonstrating competency of the College Algebra curriculum, it would not be appropriate to implement an accommodation that would circumvent the demonstration of essential skills for the major. In fact, doing so would compromise both the student’s future and the integrity of the curriculum.★★★

implementing the accommodation plan

Maria is currently enrolled in a non-fiction composition class. She has limited use of her hands, causing her considerable difficulty in writing. The accommodations recommended through the DSO include a note-taker for the lecture portion of the class and a scribe for her written composition exercises.

About two weeks into the semester you give an in-class writing assignment on a technical report. You observe as Maria is dictating, she is not using correct punctuation. Yet the scribe is intently writing and adding correct punctuation as she writes. **As an instructor, what should you do if you are not comfortable with the way accommodations are working out or if you have an idea on how to make them better?**

★★★ Accommodations should never compromise academic integrity or interfere with the essential elements of the course. As the instructor, whenever you believe that the accommodations are not proceeding as they were intended, it is appropriate to either speak with the student privately or contact the DSO counselor, or both. Clearly, it is the student's responsibility to dictate punctuation and grammar to the scribe. However, an untrained scribe might correct punctuation or grammar as he or she takes dictation. The DSO can help correct these accommodation issues through verified training and/or written standards for scribes, note-takers, proctors, etc. Some universities refer to these standards as a Code of Ethics for , note-takers, proctors, etc. (p. 67).★★★

Jamal is a student in your chemistry class. From the beginning of the semester you have noticed that Jamal is struggling, both in the computations of the work in class, and in the performance of the lab exercises. He is aware that his work is not improving and approaches the labs nervously. As the semester progresses, he sits further back and leaves class looking discouraged. Two weeks before the final exam, Jamal approaches you after class. He has checked out some of the resources available for help on campus and is scheduled for testing for a learning disability. He requests that you allow him to postpone the final for two more weeks and retake the midterm exam. He is hoping by that time to receive testing accommodations through the DSO. **What are your obligations to provide accommodations retroactively?**

★★★ It is important to know that students can disclose a disability and request accommodations at any point in time. However, it is also important to know that as an instructor, you are not obligated to provide accommodations retroactively. Services can begin at the time of determining eligibility. If you have any further questions or concerns on an individual student situation, contact your DSO for clarification or suggestions.★★★

Jake severely injures his back as he begins his junior year in mechanical engineering. Consequently it is painful for him to sit for long periods of time without stretching, moving around and taking short breaks. The DSO develops an accommodation plan that allows Jake extended time on his tests so he can get up and move around. Midway through the semester, however, Jake is failing the class in which extended time for exams is provided. Although you are willing to help, you cannot see that the accommodation is useful, as Jake is not doing well on the exams anyway. **Are you obligated to continue to provide accommodations even though the student is failing?**

★★★ You are obligated to continue with the accommodation plan as outlined. Accommodations are a right provided to eligible students by federal legislation and should not be based on the student's performance. Accommodations are designed to merely mitigate the limitations of a disability and do not guarantee a student's success. It is the student's responsibility to determine his or her own success or failure.★★★

Kendal, a student in one of your courses, gets into a car accident a few weeks into fall semester. Because his arm has been broken in two places, the DSO recommends that you email him your lecture notes prior to each class period as part of an accommodation plan. Soon after arranging for the accommodation, Kendal stops attending class. **Are you still required to provide the accommodation, even though the student has stopped attending class?**

★★★ The issue of class attendance comes up frequently when faculty are asked to provide an accommodation that, in effect, minimizes the need for a student to attend class. One important thing to consider is the way that you have addressed attendance for your course. If

attendance is voluntary, and student's grades are not affected by whether or not they are in class, making attendance mandatory in order for a student to receive accommodations may be inappropriate. However, if attendance is mandatory, such as in the case of lab or fieldwork, expecting the student to attend class in order to receive accommodations may not be unreasonable.

Keep in mind that some students may have difficulty attending class because of medications or other limitations presented by their disability. Simply addressing your expectation for class attendance at the time of the student's request for accommodation will most likely take care of the issue before it arises.★★★

Caitlin's accommodation plan requires a private room for testing. Usually the department office provides a quiet place, but on this particular day a mass mailing is underway with department aids busily moving in and out of the room and creating distraction. **What should you do if an accommodation does not go as intended?**

★★★ The key to a private room for testing is to provide room that is distraction free. It is up to the professor to arrange with the DSO who is going to administer the examinations. There are a variety of options for correcting accommodations that fail to go as intended.★★★

Javier arrives at his professor's office to pick up lecture notes on Friday as planned. The professor however has been detained in a meeting with the university president and has forgotten to leave his notes. The midterm is Monday. **What happens if you as the professor forget to provide an accommodation?**

★★★ As the professor you decide on an appropriate solution. You may want to extend the deadline or discount test questions covered by those particular lecture notes.★★★

revising the accommodation plan

Namita is hearing impaired and uses lip reading to understand her professors. She has a note-taker so she can concentrate on looking at the professor during lectures. The note-taker stops attending class. **What should you do if a student asks you to provide an accommodation that you believe should be administered by the DSO?**

★★★ In many situations it's not difficult to make modifications to the accommodation plan. You could ask for another volunteer to take notes for the student (keeping in mind confidentiality) or you may provide lecture notes instead of a note-taker. Check with the DSO on their policy regarding adaptations in the accommodation plan. The main point is you may not have to wait for the DSO to make adaptations to an accommodation plan. It's important to inform the DSO of changes to the accommodation plan or to consult with DSO before making significant alterations in the plan.★★★

Evan has a learning disability and is recommended time and half on exams. He isn't doing well and requests oral examinations. Without DSO approval, you agree. It becomes apparent, however, that the oral examinations are easily prompted and often slip into a personal tutorial. **Why is it important to communicate changes you make to the accommodation plan with the DSO?**

★★★ The purpose of the DSO is to assist professors and to help avoid uncomfortable situations like this. Adhering to the accommodation plan, as outlined by the DSO may help you avoid difficult situations. Sometimes accommodation plans need adjustments or fine-tuning. Often, these minor changes can be handled between the student and the faculty member. Any adjustments that are made to the plan, regardless of how small they may seem, are best communicated with the DSO. Any major change to an accommodation plan should always be coordinated through the DSO in order to ensure it is both appropriate and effective for the student. Remember, accommodations should never compromise academic integrity.★★★

Josiah is in your sociology class. You have noticed throughout the semester that he is struggling with the take home assignments and that he scored poorly on tests. During class you have emphasized your willingness to work with students during office hours, yet you sense that for some reason, he is not able or willing to come for assistance. Since he receives note-taking assistance through the DSO, you decide to contact the DSO. You reach the DSO counselor and request more information about Josiah and the implications of his disability. You believe if you just knew more about his disability and personal situation, you would be in a better position to help. **What information about a student can you request from the DSO?**

★★★ All disability-related information is protected under the student's right of confidentiality. It is up to the student to determine how much information he or she is comfortable sharing. The DSO counselor can discuss information on the student's accommodations and how these accommodations work in the classroom. But they will not be able to share information about the student's disability unless the student has given that permission.★★★

Shannon, a freshman at a community college, begins to experience adverse side effects caused by changes in her psychiatric medication and her self control begins to deteriorate. During her photography lab Shannon is aggressive towards a fellow student. The professor knows Shannon receives accommodations at the DSO but doesn't know what to do. **What should you do if a student with disabilities behaves in a way that is threatening to him or herself or threatening to other students?**

★★★ When a student becomes a threat to him or herself or to other classmates, you are empowered to do whatever is necessary to maintain safety within your classroom. If the situation warrants, call campus security. At times it may be more effective to call the DSO. The important point is that students with disabilities be held to the same code of conduct as other students. Having a disability should never excuse disruptive or dangerous behavior.★★★

Kelly is a sophomore who has a hearing impairment. She has approached you, as her instructor, and told you that she would

prefer to work directly with you for the accommodations that she needs, rather than go through the DSO. **What, if any, are the dangers in providing accommodations to a student who obviously has a disability?**

★★★ Accommodations should always be coordinated through the DSO. Although the student's disability may seem obvious, the most appropriate accommodations may not be as clear. Remember, the purpose of accommodations is to alleviate the effects of the student's disability as they coincide with the requirements of your course. Let the DSO evaluate the student's needs and serve as a support to you in providing the accommodations. This will allow you to focus on *your* area of expertise, which is the content of your course!★★★

Yung Su is a student from Hong Kong studying English as a Second Language. She is struggling in your English Literature class. She saw the statement regarding disability-related services on the syllabus and would like to receive accommodations for your course. **What should you do?**

★★★ The Americans with Disabilities Act (ADA) applies to all students who meet the criteria established by the act, regardless of ethnicity or citizenship. However, the act **ONLY** requires that accommodations be provided to individuals who have documented disabilities recognized under the act. While Yung Su may be at a *disadvantage* in your course, the fact that she is not fluent in English does not qualify her for disability-related accommodations. Feel free to make any adaptations or adjustments you would make for any of your students, but be clear to communicate that you are not providing disability-related accommodations. Encourage her to go to the DSO with any need for accommodation related to a disability.★★★

You have been asked to provide **Shadita**, a student in one of your courses, a distraction-free room for taking tests and quizzes as part of her accommodation plan. One day, after class attendance has been especially low, you decide to give your students a pop quiz. After you pass out the quiz, you ask that any students who have arranged for disability-related testing accommodations to meet

you outside the classroom. Shadita looks flushed and very upset as she picks up her things and files past her classmates to meet you outside the classroom. **What went wrong in this situation and what could have been done differently?**

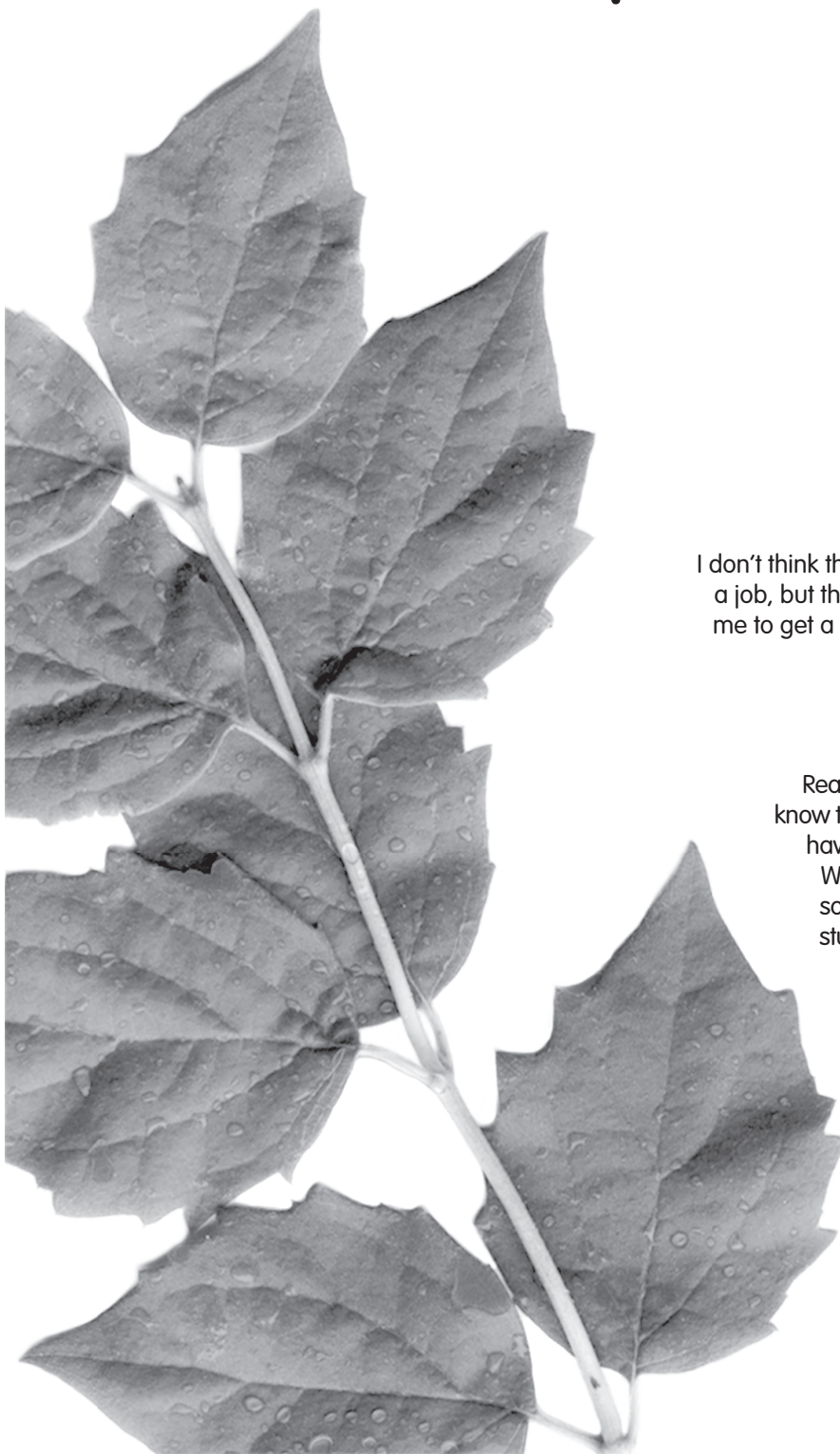
★★★ Although unintentionally, the instructor in this situation publicly divulged information that identified Shadita as having a disability. Keep in mind that students have the right to have all information related to their disability held confidential. Not many students wish to be identified as having a disability, especially among their peers. One thing that that might have prevented such a situation from occurring is to anticipate and discuss *in the implementation stage* how accommodations for pop quizzes and other in-class tests would be handled.★★★

Terry is a student who receives copies of your lecture notes and transparencies as part of his accommodation plan. You are happy to work with the DSO to provide accommodations to students who have disabilities, but have otherwise made it a requirement for your students to attend class and take their own notes in order to obtain lecture materials and information. A few weeks into the semester, you notice that class attendance is especially low. Before class one day, you see Terry and another student exchange money for what appears to be a copy of your lecture notes. **What can you do?**

★★★ Providing a disability-related accommodation for a student should not in any way compromise the expectations for the other students in your class. To avoid situations like this from occurring, the most important thing that you can do is set guidelines in advance on how you expect the student to handle the accommodation. Meet with the student to discuss your expectations and ask the student to agree to and sign a contract or code of conduct outlining the use of the materials. If you feel a student has violated the agreement, contact the DSO to discuss the situation. Continue to provide the accommodation as specified in the accommodation plan until the DSO has advised you otherwise.★★★

section 5

information on specific disabilities



I don't think the accommodations helped me get a job, but the things I learned in school helped me to get a job and helped me stay employed.

— Gordon Richins
Student

Really I want to let faculty and professors know that first of all, we're all the same. We have variety within us; we have diversity. We have some students who are deaf, some students who are hearing, some students who are blind, some students who can see; but really we all have the same needs, and we need to practice ways to accept different people based on their needs.

— Pablo Nieves
Student

providing customized accommodations

*A Personal Perspective by Charles Salzberg, Department Head,
Special Education & Rehabilitation at Utah State University.*

In our training, we talk about accommodating students with various types of disabilities. There is a tendency to associate specific types of accommodations with specific kinds of disabilities. Thus, students with vision impairments may need written materials with large print or tape recordings of written materials; students with cerebral palsy who have impaired hand control may need note-takers or tape recordings of lectures. But, not all students with vision impairments need or can use large print materials; a student with cerebral palsy may not need note-takers. On the other hand, a student with a learning disability may need tape recordings of both lectures and texts.



The aim is to provide customized accommodation that fit each student's individual limitations. Simply knowing the type of disability a student has isn't necessarily a prescription for an accommodation. Please keep this in mind as we present accommodations that may be helpful for students with various disabilities and even more so as you work with students in your own classes.

A handwritten signature in black ink that reads "Charles Salzberg".

students with learning disabilities

“Learning disability” is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be caused by central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur simultaneously with other disabilities, or with extrinsic influences, they are not the result of those conditions or influences (National Joint Committee on Learning Disabilities [NJCLD], 1990).

Characteristics of learning disabilities:

Remember, every student—both those with and without disabilities—has deficits in some of the following skill areas. Not every student with a learning disability has limitations in every area. Limitations vary from a very mild to a more severe form.

- Reading and oral language skills
- Written language skills
- Organizational and study skills
- Mathematical skills
- Social skills

things to keep in mind

Learning disability (LD) is:

- Individual-specific. Commonly recognized as affecting performance in basic academic functions. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with LD may also have language-based and/or perceptual problems.
- Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear, or skin and the brain.
- Often inconsistent, it may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only specific areas, such as math or foreign language.
- FRUSTRATING! Persons with learning disabilities often have to deal not only with functional limitation, but also with the frustration of having to “prove” that their invisible disabilities may be as problematic as physical disabilities.

Learning disability is not:

- A form of mental retardation or an emotional disorder. In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability

things you might do

- Select a well-written textbook. Try to choose one with a study guide or provide your own study guide and example test questions. Explain what constitutes a good answer.
- Provide students with a detailed course syllabus early. Books take an average of six weeks to be tape recorded. It is the responsibility of the student to make sure he or she contacts all available resources to obtain the proper materials.
- Make all expectations of the class clear (e.g., grading criteria, materials to be covered, due dates, and test dates). Give assignments both orally and in writing to avoid confusion.
- Present new or technical vocabulary visually (e.g., handout, overhead, or blackboard) and use it in context for added clarity.
- Allow students to tape lectures for note-taking purposes.
- Allow LD students to demonstrate mastery of course material using alternative methods when applicable, such as note-takers, accommodated testing, and tape recorders.
- Encourage students to use available campus support services.
- Make copies of overhead materials, lecture notes, and expanded syllabi in hard copy or electronic formats.

accommodations to consider

- Academic counseling/reduced course load
- Textbooks and printed course materials on cassette tape
- Readers, note-takers, scribes, and assistive technology equipment
- Copies of overheads/class notes
- Exam accommodations (oral exams, computer-assisted exams, reformatted tests)
- Tape-recorded lectures
- Captioned films/videos

students with traumatic brain injury (TBI)

Traumatic brain injuries are injuries usually caused by accidents (commonly motorcycle or auto accidents), which result in functional disabilities and/or psychosocial impairments.

things to keep in mind

Appropriate accommodations need to be individualized depending on the specific impairments. Depending on the location and severity of the injury, students with TBI may have almost any type or combination of difficulties in the areas of:

- Language and cognition
- Reasoning and calculation
- Stress and time management
- Emotional and psychological capacity
- Physical functions and motor skills

things you might do

- Repeat information to be learned whenever possible.
- Provide students an established routine or use step-by-step instructions.

accommodations to consider

- Academic counseling/reduced course load
- Textbooks and printed course materials on cassette tape
- Coordination of readers, note-takers/scribes and/or appropriate assistive technology equipment
- Copies of overheads/class notes
- Exam accommodations (oral exams, computer-assisted exams, reformatted tests)
- Tape-recorded lectures
- Captioned films/videos
- Accessibility to classrooms, labs, facilities, and field experiences

students with attention deficit disorder (ADD)

Attention Deficit Disorder (ADD), also referred to as Attention Deficit Hyperactivity Disorder (ADHD) is a neurobiological disorder that interferes with a person's ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention, and/or over-activity. Appropriate accommodations are often similar to those recommended for students with learning disabilities.

things to keep in mind

ADD/ADHD is characterized by varying degrees of difficulty in:

- Attention span
- Impulse control
- Hyperactivity (may or may not be present)

things you might do

- Encourage students to sit at the front of the class.
- Give assignments and multi-step instructions in written form as well as verbally.
- Give directions one at a time.

accommodations to consider

- Academic counseling/reduced course load
- Textbooks and printed course materials on cassette tape
- Readers, note-takers, scribes, and assistive technology equipment
- Copies of overheads and class notes
- Testing accommodations (oral exams, computer-assisted exams, reformatted tests)
- Private room for testing
- Tape-recorded lectures
- Captioned films and videos
- Use of wireless FM systems
- Assigned or arranged classroom seating

Other associated difficulties may include:

distractibility, memory problems, disorganization, procrastination, chronic boredom, low self-esteem, chronic lateness, restlessness, depression, mood swings, anxiety, relationship problems, employment problems, sense of underachievement.

students with mobility impairments

A wide range of conditions may limit mobility and/or hand function. Common ones are paraplegia or quadriplegia, amputation, arthritis, cerebral palsy, spina bifida, muscular dystrophy, cardiac conditions, multiple sclerosis, post-polio syndrome, stroke, and respiratory diseases. Functional limitations and abilities vary widely even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations vary greatly and can only be determined on an individual basis.

things to keep in mind

- Physical access to classrooms is a major concern. Wheelchairs, braces, crutches, canes, or prostheses can cause fatigue easily or make it difficult to move about, especially within the time constraints imposed by class schedules. Leaving class may pose similar problems, especially in the event of an emergency (e.g., fire).
- Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, or elevator or wheelchair breakdown.
- Some classrooms present obstacles to full participation. In such cases, it is important to make every effort to integrate these students into the class, or to arrange for a different more accessible classroom when possible.

things you might do

- Be prepared to ask for the location of a class to be changed if no other solutions for accessibility are possible.
- Be familiar with the building's emergency evacuation plan to insure that it is manageable for students with physical disabilities.
- Work with the DSO to arrange for the assistance of an aide to help a student in a lab course, if necessary.
- Consider seating arrangements carefully.
 - Avoid placing students in a doorway, a side aisle, or the back of the room.

- Arrange to remove a chair to make room for a wheelchair.
- Use portable stations for laboratory counters too high for wheelchairs or insufficient under-the-counter knee clearance.

accommodations to consider

- Architectural accessibility to classrooms, labs, and field experiences
- Readers, note-takers, scribes, and assistive technology equipment
- Copies of overheads and class notes
- Flexibility with exam accommodations (computer-assisted, proctors, scheduling)

students with deafness/hearing impairments

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment refers to any type or degree of auditory impairment; deafness is an inability to use hearing as a means of communication. Hearing loss may be mild, moderate, or profound.

A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. People with acquired deafness may have excellent speech. Some students with hearing loss may use hearing aids and rely on lip reading. Many students learn communication through American Sign Language (ASL) and will require an interpreter.

things to keep in mind

- Students who are hard of hearing may use speech, lip reading, and hearing aids to enhance communication. Some students are highly skilled in speech reading; however, only 30-40% of spoken English is understandable by speech reading alone.
- Students who are hard of hearing may use an FM amplification system. Instructors wear a clip-on microphone.
- Students with hearing impairments may be excluded from classroom participation if :
 - the instructor's back is to the classroom,
 - instructor's facial hair impairs lip reading, or
 - classroom comments are not repeated.

things you might do

- Offer front row seating. Students should be able to see the instructor, the interpreter, and the visual aids without anything obstructing their line of vision.
- Face the class as much as possible during lectures.
- Repeat the questions and remarks of other people in the room.
- When speaking with a student, speak directly to the student, not to the interpreter.

- Allow time to translate speech to another language (e.g., sign language).
- Use visual aids and chalkboard as much as possible. Concepts are more easily understood using visual methods.
- Help students locate a qualified note-taker.
- Write unfamiliar vocabulary on the chalkboard or handouts.
- Provide copies of overheads.
- Assist with emergency evacuation, if needed.

accommodations to consider

- Coordination of interpreter and note-taker services
- Telecommunication relay services (amplified phones), also referred to as TTY, TDD, TRS. Some students may also use Video Relay Service (VRS).
- Adaptive equipment loaned for academic use, (e.g., FM amplification systems and TTYs)
- Captioned films and video materials
- Assigned or arranged classroom seating
- Interpreters for instructions on examinations
- Emergency evacuation assistance

special note

Many people who are deaf learn ASL as their first language and English as their second language. It is important to know that ASL is a distinct language defined by its own unique characteristics.

People who are deaf often view themselves as a cultural, linguistic minority. As with any cultural group, they have their own values, social norms, and traditions.

students with psychological disabilities

Psychological disabilities cover a wide range, including depression, anxiety, and chronic mental illness. While these illnesses may not be curable, they usually can be greatly improved with medication, therapy, and social support. Students with psychiatric disabilities may require regular treatment or, on occasion, hospitalization. Emotional concerns may manifest themselves in negative or apathetic attitudes and behavior. It may be helpful to remember that these students have as little control over their disabilities as students with physical disabilities.

things to keep in mind

- Psychiatric problems affect people of every age, sex and income. One in five Americans will have some form of mental illness (U.S. National Institute of Mental Health). Those under treatment may have few periods of active symptoms.
- Many psychiatric disabilities can be controlled with medication. However, some medications cause undesirable side effects, such as drowsiness and disorientation, which can affect performance.
- Depression and anxiety are among the most common psychological disabilities, which may be acute or chronic.
- Psychological impairments may result in additional symptoms, such as poor concentration, irritability, fatigue, anxiety, apathy, perception problems, physical symptoms, and learning difficulties.
- If behavior is a concern:
 - Discuss classroom behavior with the student privately and candidly. Be specific.
 - Do not attempt to diagnose or treat the psychological disorder; focus on the student's behavior.
 - If it seems appropriate, refer the student to the university counseling center.
 - If the student's behavior is abusive or threatening, contact the DSO or campus police.

things you might do

- If the student initiates the conversation, it may be appropriate to discuss concerns and side effects associated with medications.
- Be willing to clarify assignment and class performance expectations, several times if necessary.
- Establish clear boundaries regarding your relationship with students. Refer them for counseling, if necessary.
- Confidentiality should be protected.

accommodations to consider

- Academic counseling/reduced class load
- Textbooks and printed course materials on cassette tape
- Exam accommodation services (extended test time, private room, readers, scribes, and/or appropriate assistive technology equipment)
- Note-takers, readers, or tape recorders in class
- Arranged classroom seating
- Incompletes or late withdrawals in place of course failures in the event of prolonged illness
- Flexibility in attendance requirements with health-related absences

The DSO can help arrange:

- Assistance from library personnel to access card catalogues, bookshelves, microfiche, and other equipment or to manipulate the pages of publications.
- Extended deadlines and time-limited "Incomplete" grades when appropriate, if the completion of required work is delayed due to the disability.
- Help with access to resources required for off-campus assignments and field work.
- Special transportation, if needed. Advance notice will be required.

students with blindness/visual impairments

Visual impairments vary greatly. Most persons who are legally blind have some vision. Those with low vision may rely on residual vision and adaptive equipment.

things to keep in mind

- Students who have visual impairments should participate fully in classroom activities and group work. Obstacles in laboratory classes, field trips, and internships can be minimized with planning and adaptive equipment.
- Adaptive or specialized equipment may be needed for note-taking (i.e., tape recorder, pocket Braille, or laptop computer).

Types of alternate format of printed material for students with blindness/visual impairments:

- Audio tape: Text books on tape from Recordings or the Blind & Dyslexic or from DSO.
- Large Print: Materials can be enlarged on a copier (use 11X17 paper).
- Computer disk of printed material.
- Braille. Check with the DSO at your institution, as advanced notice is required.

Always ask the student which format she or he prefers.

things you might do

- Provide handouts, reading lists, or syllabi in advance so that students can transfer items into alternate formats.
- Seat the student in the front of the class.
- Face the class when speaking.
- Convey in spoken words whatever is on the chalkboard, overhead, or video monitor.
- Assist the DSO readers, note-takers, and tutors by locating copies of the text, etc.
- Provide copies of lecture notes where appropriate, and/or permit note-taking devices.
- If a student cannot carry out a specific task, consider an alternative assignment.
- Plan field trips and special projects well in advance and alert the field supervisor to any necessary adaptations.
- Help arrange testing accommodations (i.e., readers, scribes, enlarged print, or computer software with speech access).
- Request a classroom with a white board and use black markers.
- Assist student with emergency evacuation, if needed.

accommodations to consider

- Note-takers, readers, scribes, or tape recorders in class
- Assistance obtaining recorded textbooks, other class materials
- Classroom relocation, if needed
- Use of manipulative learning aids whenever possible
- Use of black markers with white boards
- Classroom adaptations and technology
- Exam accommodations (extended test time, readers, scribes, and/or appropriate assistive technology equipment)

students with medical/chronic health-related impairments

A wide range of conditions may interfere with stamina and mobility and affect academic functioning. Common conditions may include asthma, auto-immune diseases such as HIV/AIDS, diabetes, cancer, chronic fatigue syndrome, fibromyalgia, multiple sclerosis, or multiple chemical sensitivities. Functional limitations and abilities will vary widely, even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations vary greatly and can only be determined on an individual basis.

things to keep in mind

- Occasional absence or tardiness may be unavoidable. These problems may be caused by fatigue, severe pain, illness, or other health-related concerns.
- Scheduling may be an issue. Special projects, testing etc. may need to be flexible to allow students to work during optimal time periods of the day.
- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.

things you might do

- Become familiar with the building's emergency evacuation plan and insure that it is manageable for students with health concerns.
- Consider seating arrangements carefully. Individual considerations may be necessary.
- Arrange for the assistance of an aide to help the student in a lab course, if necessary.
- Flexibility with class work is especially helpful. The DSO will help individualize guidelines.

accommodations to consider

- Tape-recorded lectures and/or textbooks
- Note-takers, scribes, or tutor services
- Flexibility in classroom assignments and attendance
- Flexibility with exam accommodations (scheduling, computer-assisted exams, proctors)

section 6

resources



The difference between what we
do and what we are capable of
doing would suffice to solve most
of the world's problem.

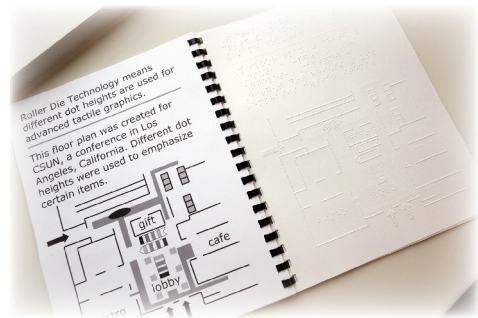
— Mahatma Gandhi

services and equipment

The following list contains some of the possible services and equipment that may be used in accommodating students with disabilities. Please check with the DSO at your institution for appropriate ways to handle the administration of a specific accommodation.

possible services available for students with disabilities

- Campus orientation
- Assistive technology lab
- Registration assistance
- Taped textbooks
- Equipment loan
- Priority registration
- Referral information
- Proofreading services
- Interpreters, readers, & scribes
- Note-taking service
- Testing accommodations
- Support service coordination
- TTY and amplified telephones
- VRS (Video Relay Service)
- Counseling
- Tutor referral



possible equipment available for students with disabilities

- Voice and Braille output
- Braille embosser
- Tape recorders
- Talking calculators
- Microscope magnification system
- Closed-circuit televisions (CCTV)
- Classroom amplifiers (Assistive Listening Devices)
- Adapted computers
- Voice output and enlarged screen–adaptive keyboards
- Computer technology–adaptive software
- Closed-caption decoders–voice-recognition computer input
- Computer-assisted reading equipment/Kurzweil reader

information on accommodated testing

Students may qualify for various individualized accommodations on exams. The objective is to accommodate the student's physical or learning differences, not to dilute scholastic requirements. Variations in the way that a test is administered (i.e., oral exams, reformatted testing, computer-aided testing, etc.) are dependent upon eligibility.

The DSO can help arrange:

- Extended deadlines and time-limited "Incomplete" grades when appropriate, if the completion of required work is delayed due to illness or disability issues.
- Assistance with documentation of illness, hospitalization, and reports from medical professionals.
- Assistance from library personnel to access card catalogs, bookshelves, microfiche, and other equipment or to manipulate the pages of publications.
- Help with classroom adaptations and access to campus resources.

The accommodated testing form identifies the student as a client of the DSO approved for the accommodations listed on the form. Students bring this form to the instructor signed by their DSO advisor. Instructors can contact the DSO advisor if they have questions.

The instructor should review the form with the student and complete the section that specifies:

- Exam pick-up and return arrangements
- Examination dates and times
- Additional details such as the use of books, notes, calculators, dictionaries, or computers

departmental or faculty-administered examinations

Faculty are encouraged to administer accommodated testing in their departments whenever possible. When faculty and instructors administer an accommodated test, they are required to follow the same practices as the DSO, including:

- Keeping all accommodation and disability information confidential. Make arrangements in private, without drawing public attention to the student or the accommodations.
- Providing a quiet, comfortable location. A request for a "private room" indicates a distraction-free testing location. If such a location is not available, please refer the student to the DSO.

DSO-administered examinations

- Make arrangements for the DSO to pick up the examination; or, if possible, deliver examinations to the DSO at least 24 hours in advance.
- Some instructors allow students to deliver the examination to the DSO. The test should be placed in a sealed envelope with the instructor's name written across the seal.

security of examinations

The DSO takes every precaution to protect the security of examinations.

- All examinations are held in a secure file until returned to the department.
- The Exam Accommodation form verifies the approved accommodations and other information provided by the instructor.
- Students may not have access to books, notebooks, calculators, or other materials unless listed on the accommodated testing form.
- Students must adhere to university policy regarding academic honesty. Any questionable behavior is reported to the instructor in writing.
- Proctors, readers, and scribes are trained by the DSO to administer examinations such that the student's knowledge is accurately reflected on the test. Students may call the instructor for clarification if needed.

information on using note-takers

Note-taking assistance is provided to some students who have sensory impairments, difficulty processing information, or lack the physical ability to take notes. Assistance may be provided in one of the following ways:

faculty accommodations for notes

Some ways faculty members can assist with notes are to:

- Provide lecture notes in the course syllabus, on reserve in the library, or on the internet.
- Tape record lectures and place them on reserve.
- Make overheads available for students who cannot see well, cannot write information quickly, or who request copies of the overheads.

tape recorders

Tape recorders can be effective and permit qualified students to take notes independently. In accordance with Section 504 of the Rehabilitation Act of 1973, faculty may not deny a student with a disability the use of a tape recorder for notes.

It is appropriate to ask the student to provide:

- Documentation from the DSO verifying eligibility to tape-record lectures.
- Signed document defining use of the tapes and the information in the lecture.

Students who use the services of a note-taker are encouraged to identify themselves to their instructors. However, some choose to remain anonymous.

volunteer note-takers

Whenever possible, the DSO seeks the assistance of volunteer note-takers who are recruited in the class, usually during the first few days of the semester.

- Volunteers are provided with carbonless paper and asked to deliver the notes to the DSO.
- Notes are recorded and copies may be made as needed.

paid note-takers

Occasionally, a paid note-taker is hired, requiring the use of a desk in the classroom. General guidelines for note-taking:

- A note-taker is not a replacement for attending class.
- Faculty and the DSO are not responsible for providing any class notes in the absence of:
 - 1) a formal request from the student, and
 - 2) appropriate documentation from a qualified professional.

Note-takers, scribes, and stenographers are required to follow a strict code of ethics as part of their contract. In summary, the code of ethics requires that note-takers:

- Keep assignment-related information confidential
- Accept assignments judiciously
- Convey the content directly as given
- Function in a manner appropriate to the situation
- Maintain quality standards
- Refrain from giving counsel, advice, or personal opinions
- Refrain from participating in class discussion or discussing student performance

information on using interpreters

Interpreters are provided to many students who have hearing impairments. Interpreters are persons who are taught to translate words into the style of language best understood by the student. Students who are deaf are encouraged to use interpreters and note-takers.

things to keep in mind

Students with various types and degrees of hearing loss (some of which you may not see) may qualify for interpreter services. Some students with hearing impairments may get along reasonably well in day-to-day activities. However, they may still need interpreter services to function in an academic setting in order to access all the subtleties of language required for comprehension.

When using video materials or slides:

- Order captioned materials whenever possible.
- Request a captioning machine and instructions from audio visual services.
- If a video is not captioned, be sure to request an interpreter.
- Make sure the student can see the interpreter.

things you might do

- Place the interpreter so the student can see all in one view:
 - the instructor
 - the interpreter
 - the blackboard
- Speak in first person and directly to the student who is deaf; the interpreter will translate.
- Speak clearly and use precise language.
- Whenever possible, give a list of technical or scientific words in advance. Unfamiliar vocabulary is difficult to interpret. When not possible, write the words on paper, a chalkboard, or an overhead projector.
- Give important changes in meeting times, assignments, etc. in writing.
- Allow extra time when you refer to texts so that the student can check the reference and return his or her attention back to the interpreter.
- Interpreters are available for review, advising, and tutoring sessions.

RID's Code of Ethics

© Copyright Registry of Interpreters for the Deaf, Inc.

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to ensure for all the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

Interpreters/translitterators shall keep all assignment-related information strictly confidential.

Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.

Interpreters/translitterators shall not counsel, advise or interject personal opinions.

Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

Interpreters/translitterators shall request compensation for services in a professional and judicious manner.

Interpreters/translitterators shall function in a manner appropriate to the situation.

Interpreters/translitterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

Interpreters/translitterators, by virtue of membership or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

universal design for learning (UDL)

Universal Design for Learning (UDL) is a way to make learning more attainable for all students, including students with disabilities. It may also reduce the need for some individualized accommodations.

Universal Design for Learning (UDL) refers to the process of making course concepts and skills attainable to a greater number of students, regardless of their differing learning styles, physical, sensory organizational and linguistic abilities.

Rather than the “one-size fits-all” approach, UDL stresses flexible delivery of content, assignment and activities. UDL allows the learning process to be more accessible without singling out students with disabilities.

Drawing on the principles of universal design in architecture and product design, UDL aims to accommodate the widest spectrum of students possible. The process emphasizes adjusting teaching practices and information presentation to meet varying educational needs and learning styles.

how UDL works:

- UDL removes barriers to the learning process without watering down academic standards.
- UDL provides flexible and customizable delivery of content, assignments, and activities.



for example:

- Using a variety of teaching strategies, such as models, animations, field trips, discussion groups, offer students opportunities to master information through discussion, application, and experience.
- Using captioning is a necessity for students with hearing impairments; it also reinforces concepts and vocabulary for most students. Captioning can eliminate confusion when auditory systems are less than optimal. It is especially helpful to students who speak English as a second language.

- Providing digital copies of overheads, lecture outlines, and PowerPoint slides allows many people to read more easily because they can enlarge the text, change the font, etc. Having digital copies also enables students to use assistive devices, such as screen readers and voice activated programs, to access the information.
- Giving students guided notes, mind maps, outlines, etc. provides an organizational and conceptual structure to prepare for class and take better notes. Providing advanced summaries and outlines helps students prepare for new vocabulary and map out upcoming events.

One qualifier: While UDL may eliminate the need for some accommodations, individualized accommodations will still be necessary for some students. **Individualized disability-related accommodations are vital to some students with disabilities when their needs cannot be met another way.** In these cases, Section 504 of the Rehabilitation Act of 1973* and the Americans with Disabilities Act (ADA)** require reasonable accommodations to be made.

* **Section 504 of the Rehabilitation Act of 1973:**

Requires that institutions of higher education provide students with disabilities the same opportunities as non-disabled students.

** **Americans with Disabilities Act (ADA):**

Civil rights legislation prohibiting discrimination against individuals with disabilities in:

- employment,
- state and local government,
- public accommodations and services, and
- transportation and telecommunications.

suggestions for improving student performance

1. Provide students with a detailed course syllabus. Make it available before the beginning of the semester, if at all possible.
2. Clearly spell out expectations before the course begins (e.g., grading, materials to be covered, due dates).
3. Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
4. Speak directly to students. Use gestures and natural expressions to convey further meaning.
5. Present new or technical vocabulary on the blackboard or use a student handout. Terms should be used in context to convey greater meaning.
6. Give assignments both orally and in written form to avoid confusion.
7. Announce reading assignments well in advance for students who are using taped materials. It takes an average of six weeks to get a book tape-recorded.
8. Allow students to tape lectures.
9. Provide study questions for exams that demonstrate the format as well as the content of the test. Explain what constitutes a good answer and why.
10. If necessary, allow students with disabilities to demonstrate mastery of course material using alternative methods (e.g., extended time limits for testing, oral exams, taped exams, individually proctored exams in a separate room).
11. Permit use of simple calculators, paper, and speller's dictionaries during exams.
12. Provide adequate opportunities for questions and answers, including review sessions.
13. If possible, select a textbook with an accompanying study guide for students.
14. Encourage students to use campus support services (e.g., pre-registration, assistance in ordering taped textbooks, alternative testing arrangements, specialized study aids, peer support groups, diagnostic consultation, study skills, development training, academic tutorial assistance).



a guide for disability courtesy

- **Speak directly to the individual** with a disability, not through a companion or sign language interpreter who may be present.
- Offer to **shake hands when introduced**. People with limited hand use or an artificial limb can usually shake hands. Offering the left hand is acceptable.
- Always **identify yourself** and others who are with you when meeting someone with a **visual disability**. When conversing in a group, remember to identify the person to whom you are speaking.
- When **dining with a friend** who has a **visual disability**, ask if you can describe what is on his or her plate.
- **Respect people with guide dogs or companion animals**. Never distract work animals from their job without the owner's permission.
- If you **offer assistance, wait until your offer is accepted**. Then listen or ask for instructions.
- **Treat adults as adults**. Address people with disabilities by their first names only when extending that same familiarity to others. Never patronize people in wheelchairs by patting them on the head or shoulder.
- **Do not lean against or hang on someone's wheelchair**. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.
- **Listen attentively** when talking with people who have difficulty speaking and **wait for them to finish**. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- **Place yourself at eye level** when speaking with someone in a wheelchair or with someone who is significantly shorter than you.
- **When speaking to a person who has a hearing disability, get his/her attention**. Look directly at the person and speak clearly. Do not exaggerate. Try to face the light source and keep hands away from your mouth when speaking.

- If a **person is wearing a hearing aid, don't assume** that they have the ability to discriminate your speaking voice.
- **Never shout.** Speak in a normal tone of voice.
- **Writing notes**, using computers, or using interpreters are all acceptable methods of communication.
- **TTY/TDD's** (Telecommunication Devices) are available for loan from the DSO.
- **Relax.** Feel free to use common expressions that seem to relate to a person's disability, such as "See you later," or "Did you hear about this?"

syllabus statements

Syllabus statements indicate a faculty member's willingness to provide reasonable accommodations to a student with a disability. The statement should be an invitation to students who have disabilities to meet with the faculty member, in a confidential environment, to review course requirements and discuss their needs for accommodations. In addition, it makes the students aware that disability-related accommodations are coordinated through the Disability Services Office. The following are two examples of syllabus statements from different universities. Check with your department or college to see if they have a designated syllabus statement.

Ohio State University example

"Any student who feels she/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Disability Service Office at _____ in room _____ to coordinate reasonable accommodations for students with documented disabilities."

Utah State University example

"In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the basement of the University Inn, phone number 797-2444."

glossary

Academic adjustment: A modification to an academic requirement or procedure to ensure that a qualified student with disabilities receives equal access to education. Adjustments should not alter the academic integrity of the course, waive essential skills, or allow content to be watered down.

Accessibility: For purposes of this unit, accessibility defined as making courses available to all students. To do this it is important to consider the pedagogy, the equipment, and the physical environment. Providing information in digital format and use of assistive technology may be required for some students.

Accommodation letter/form: A letter/form prepared by the DSO that explains the approved accommodations to faculty and identifies the role of the faculty member in the provision of these accommodations.

Accommodation process: 1) Getting to the DSO, 2) meeting the eligibility requirements, 3) deciding on specific accommodations, 4) implementing the accommodation plan, and 5) revising the accommodation plan.

Alternate format materials: The production of print materials in a format that enables a person with a vision impairment to read the materials using adaptive skills or technologies. Alternate format materials may include large print, audio tapes, electronic text, and Braille.

Americans with Disabilities Act (ADA): Civil rights legislation signed by President George Bush on July 26, 1990. Prohibits discrimination against individuals with disabilities in the areas of employment, state and local government, public accommodations and services, transportation, and telecommunications.

Architectural accessibility: The application of design principles and construction that allows persons with disabilities to use facilities such as buildings, sidewalks, entryways, elevators, restrooms and water fountains with maximum independence and in accordance with current building codes.

Assistive/Adaptive technology (AT): Equipment or software items designed or used to compensate for areas of disability or impairment. It allows persons with disabilities the same access to information and production as their peers.

According to Technology-Related Assistance for Individuals with Disabilities ACT of 1988 (Tech Act; P.L. 100, 407), an AT device refers to “any item, piece of equipment or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of individuals with disabilities.” Raskind and Bryant (1996) note that in some instances the device may assist, augment, or supplement task performance in a given area of disability; while in others, it may be used to circumvent or bypass specific deficits entirely.

Attention deficit hyperactivity disorder (ADHD): A neurobiological disorder that interferes with a person’s ability to sustain attention or focus on a task and to control impulsive behavior.

Auxiliary aids: Services, equipment, and procedures that allow students with disabilities access to learning and activities in and out of the classroom. They include, but are not limited to, sign language interpreters, real-time captioning, adaptive technology, alternative media (Braille, tapes, scanned text, enlarged print), readers, and scribes.

Captioning: A process that allows individuals who have hearing impairments to have access to audio information in video or film presentations. Captions are printed scripts of the audio information that appear on the bottom of the screen. Captioning is accomplished with various technologies, including stenography and specialized software.

Closed circuit television (CCTV): An enlarging device, used by persons with vision impairments or learning disabilities, composed of a zoom lens and a television screen or computer monitor to enlarge print or visual materials.

Confidentiality: Refers to privacy of medical and academic information. Students in higher education have the right to confidentiality of disability-related information. DSO offices may not release medical information to faculty or others without a signed release of information. Faculty should use caution not to disclose information shared by students regarding their disability or accommodations with colleagues or other students.

Deafness: A hearing impairment that results in little or no residual hearing with or without a hearing aid. An individual who is deaf uses vision as the primary modality for learning and communication. Many people who are deaf use American Sign Language (ASL) as their primary language, which has its own unique linguistic characteristics and is a distinct language from English. Note: People who are Deaf (capitalized) often identify themselves as a cultural, linguistic minority. Individuals who view themselves as a part of Deaf culture do not perceive hearing loss and deafness as a disability, but as the basis of a distinct cultural group. (see Hearing impairment/hearing loss).

Direct threat: A significant risk or substantial harm to the health and safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation.

Disability (person with): “Any individual who has a physical or mental impairment that substantially limits one or more of the major life activities of such an individual; any individual who has a record of such an impairment; and any individual who is regarded as having such an impairment” (ADA, 1990). Major life activities may include, but are not limited to, walking, hearing, seeing, learning, caring for oneself, breathing, performing manual tasks, and working.

Disability-related/functional limitations: Restrictions resulting from a disability that prevent an individual (without accommodations or auxiliary aids) from participating in major life activities including, but not limited to, walking, learning, seeing, hearing, and learning.

Documentation: Comprehensive written validation of a person’s disability and the functional limitations of the disability provided by an appropriate professional qualified to make a specific type of diagnosis. The documentation must be given to service providers before services, accommodations and auxiliary aids can be approved. Faculty generally do not have access to this medical information (see Confidentiality).

Dyslexia: One of several distinct learning disabilities. A specific language-based disorder characterized by difficulties in single-word decoding. Dyslexia is manifest by difficulty with different forms of language, including problems with reading and acquiring proficiency in writing and spelling (adapted from the International Dyslexia Association).

Eligibility for disability-related services: In order to be eligible for accommodations under the Americans with Disabilities Act, students must have a documented disability that severely limits the performance of a major life activity as compared to the average person. The documentation must be professionally credible, comprehensive, and support the necessity of the requested accommodations (see Documentation).

Essential functions/requirements: Refers to job duties of the employment position that the person with a disability holds or desires. Within the scope of the ADA, essential functions of the job are those “basic job duties that an employee must be able to perform, with or without reasonable accommodation” (U.S. Equal Employment Opportunity Commission [EEOC], 1991, p. 3). Evidence whether a particular function is essential is based on a number of sources including, but not limited to “an employer’s judgment, written job descriptions, amount of time performing the function, collective bargaining agreements, work experience of past and/or present employees in similar jobs.” Essential functions in higher education are discipline specific (see Rehabilitation Act).

Essential skills: The skills that a course is intended to teach. Essential skills are critical to the purpose of the course, should not be “watered down,” and are the responsibility of the instructor to determine.

Guide dog/service animal: An animal, such as a dog, which has been trained to assist individuals with visual, physical, or hearing impairments. Guide dogs are legally permitted to accompany their owners into all places of public accommodation.

“Has a record of”: ADA provisions protecting those who may experience discrimination based on a history of disability. For example, an individual who has a history of cancer is protected from discrimination.

Hearing impairment/hearing loss: A disability that affects the ability to hear. Hearing impairment as generally used denotes that there are different degrees of hearing loss, which may be mild, moderate or severe. Individuals with hearing impairments may or may not use hearing aids. Though individuals have a hearing loss, they still use auditory means for learning and communication. (see Deafness).

Interpreter: A trained professional who assists individuals who are Deaf with a variety of communication services, including sign language and tactile or oral interpretation of verbally expressed communication.

Invisible or hidden disability: Disabilities that are not readily apparent or observable. Invisible disabilities include learning disabilities, attention deficit disorder, psychological disabilities, medical or chronic health impairments, visual impairments, and hearing impairments.

“Is regarded as having”: ADA provisions protecting individuals who may not have a disability as defined by ADA, but is treated or subjected to discrimination as if they do. For example, a person who has a chronic medical condition but is not limited in any way is protected under ADA from discrimination and harassment.

Lab aide: A person who performs skills which are difficult or impossible for the student with disabilities to carry out. Much like scribes and readers, a lab aide is trained to carry out specific operations as dictated by the student. He/she needs to receive training in ways to assist the student without compromising the academic integrity of the lab and/or fieldwork, allowing the student to demonstrate mastery the essential skills of the course or lab.

Learning disability: A permanent disorder that interferes with integrating, acquiring, and/or demonstrating verbal or nonverbal abilities and skills. Frequently, there are some processing or memory deficits. Individual may have difficulty with reading spelling, written expression, mathematics, problem solving, listening, and oral expression. The disorder is often inconsistent and each individual has his or her unique set of characteristics.

Learning styles: The different ways that individuals perceive and process information.

Legally mandated services: Section 504 of the Rehabilitation Act of 1973, as amended, requires that postsecondary institutions provide services and accommodations to qualified students including interpreters for the Deaf, note-taking assistance, readers, accommodated testing, extended time to complete program requirements, and other reasonable modifications as determined on a case-by-case basis.

Major life activity: Basic activities that the “average person” could perform with little or no difficulty, including caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Medical disability: A disability resulting from a medical condition. An individual with a medical disability may exhibit several functional limitations. Conditions that may fall under this category are multiple sclerosis, diabetes, seizures disorder, chronic fatigue, multiple chemical sensitivity, and respiratory conditions.

Mobility impairment: A disability that limits an individual's ability to move; walk independently without the aid of a wheelchair, walker, or other assistive devices; or walk long distances due to limited energy or chronic pain.

Professional licensure/certification: The requirements of obtaining a license or certification to practice a trade or profession which is regulated by the profession and applicable legislation in order to provide assurance of the individual's competency to practice.

Psychiatric disability: Individuals with a diagnosed mental illness may have difficulty functioning well in their academic, personal, or social environments. These conditions may include depression, pervasive anxiety, schizophrenia, bipolar disorder, and stress-related conditions. Many of these conditions are successfully treated with medication and therapy.

"Qualified individual with a disability":

In employment: An individual with a disability who satisfies the qualifications for employment and can perform the essential functions of such position with or without reasonable accommodation.

In higher education: Individual who meets the academic and technical standards for admission to or participation in an education program or activity and can, with or without accommodation, perform the essential skills involved in the course or program.

Raised line drawings: Indented traces or tactile graphics of maps, charts, tables, graphs, etc. which are traced by the finger in place of a visual image. There are various ways to create raised drawings from printed drawings using materials such as yarn, glue, puff paint, or foil. Specialized equipment such as the Tiger Embosser is also available.

Real-time captioning: An auxiliary aid for students with hearing and other impairments that allows them instant visual access to lectures. The lecture content is typed verbatim by a trained professional as the lecture occurs. Students view the typed captions on a monitor or other display device.

Reasonable accommodations: An adjustment made to assist a student and/or employee that allows equal participation in a public service, program, and/or employment opportunity. The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require that reasonable accommodations be made for individuals with disabilities.

In the workplace, examples of reasonable accommodations include (a) Modification or adjustment to a job application process that enables a qualified applicant with a disability to be considered for the position he or she desires; (b) modifications or adjustments to the work environment or to the manner or circumstances under which the position is customarily performed that enables qualified individuals with disabilities to perform the essential functions of that position; or (c) modifications or adjustments that enable the employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by other similarly situated employees without disabilities.

In the educational setting, reasonable accommodations may involve modification or adjustments that provide equal access to programs, services and activities of the institution, including classroom access, internships and field experiences, housing facilities, and recreational programs. Access may be achieved through the provision of auxiliary aids, assistive technologies, and modification of instructional and examination practices.

Reasonable accommodations do not include lowering of academic standards, alteration of the fundamental nature of programs, personal services, or accommodations that result in undue financial or administrative burden. Undue hardship is determined based on the total resources of the institution, not the individual resources of a program or department (see Undue Hardship).

Rehabilitation Act: This law prohibits discrimination on the basis of disability in federally funded programs and activities and in programs and activities conducted by the federal government. Section 504 of the law states: No otherwise qualified handicapped individual in the United States... shall..., solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Scribe: A person provided as an accommodation to assist in transferring verbally expressed communication to a written form. This is generally used for persons who are unable to write due to their disability.

Section 504 of The Rehabilitation Act of 1973: The first law to specifically address the needs of students with disabilities. It is a civil rights statute intended to prevent discrimination on the basis of disability. Section 504 requires that institutions of higher education provide students with disabilities the same opportunities as nondisabled students.

Service animal/ guide dog: An animal, such as a dog, which has been trained to assist individuals with visual, physical, or hearing impairments. Service animals are legally permitted to accompany their owners into all places of public accommodation.

Syllabus statement: A statement included in the course syllabus regarding your college/university's policies on providing services and accommodations to students with disabilities.

Example from Utah State University:

"In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the basement of the University Inn, phone number 797-2444."

Substantial limitation: Inability or significant restriction in the condition, duration, or manner in which a person is able to perform any basic/major life activity.

Factors that may be considered in determining whether there is a substantial limitation include (a) the nature and severity of the impairment, (b) the duration of the impairment, (c) the permanent or long-term impact of the impairment (29 C.F.R. § 1630.2[j]).

Tactile graphics embosser: Equipment that prints Braille and embosses text and graphics directly from existing files. Color in visual text is displayed as dots of varying heights. Through variation of texture, shape, and line thickness, maps, illustrations, and other graphics can be produced in 3-D. The Tiger Embosser is a brand of this kind of equipment.

Technical standards: All nonacademic criteria that are found to be essential to participate in a course or program.

Telecommunication relay service (TTY, TDD, TRS), Teletypewriter: Instruments or services that allow individuals with hearing or speech impairments to communicate over the telephone using a keyboard device or computer. Telephone relay services, required in each state under ADA, assist callers with hearing impairments via an operator-assisted program.

Unadulterated curriculum: Refers to curricula that have the same expectations and impose the same standards of performance on students with disabilities as other students. Disability accommodations must not water down the curriculum, lower standards, or waive essential skills or knowledge.

Undue hardship: Refers to an accommodation request requiring significant difficulty or expense in the nature and cost of the accommodation in relation to the size, financial resources, and type of employment situation. This is in determining whether an accommodation is reasonable and, whether it must be implemented (see Reasonable Accommodations).

Denial of an accommodation based on “undue hardship” must be made by the institution’s legal counsel, not by faculty or departmental leadership.

Universal design for learning: As used in education, universal design for learning refers to the process of making the goals of learning attainable by all students regardless of learning style or physical, sensory, organizational, or linguistic abilities. It emphasizes meeting the unique needs of each student by providing a variety of ways for students to access and engage the learning process.

Video description: An audio narration of visual media, i.e. television and film, for viewers who are blind or visually disabled. This narration consists of verbal descriptions of key visual elements in a media presentation such as settings and actions not reflected in dialogue. The descriptive narration is inserted into the presentation during the natural pauses in the audio; and sometimes during dialogue if deemed necessary.

Video relay service (VRS): Uses a qualified interpreter as a relay operator to translate spoken word to American Sign Language (ASL). A Deaf person uses a webcam, signs to the interpreter, who then voices to the hearing person. Communication is returned via the interpreter.

Visual impairment: A disability that involves either total lack of sight or limited sight.

Web accessibility: Defines standards for promoting access to electronic and information technology, including computers, software, and electronic office equipment. It provides technical criteria specific to these technologies and states requirements for making these products accessible to people with disabilities.

online and print information

online information

General Information for Faculty:

DO-IT Prof—University of Washington

The DO-IT Prof program has compiled a resource page called “The Faculty Room” for faculty and administrators in postsecondary institutions. It is designed as a ready resource for quick or comprehensive information on topics such as accommodation strategies, universal design principles, rights and responsibilities of students with disabilities and faculty, etc.

Fast Facts for Faculty Publications

This Ohio State University site is designed to increase faculty knowledge and awareness. The “Fast Facts for Faculty” are consolidated information sheets for faculty and administrators on the accommodation process, rights and responsibilities, technology’s role in effective teaching, designing of accessible syllabi, and universal design for learning concepts.

George Washington University National Clearinghouse on Postsecondary Education for Individuals with Disabilities—HEATH

The home page for the HEATH Resource Center holds a number of publications that closely examine a broad range of topics on postsecondary education and disability. It also offers answers to FAQs and provides links to other sites.

Testing Accommodations:

The Journal of Technology, Learning and Assessment—JTLA

The JTLA was is a peer-reviewed, scholarly on-line journal established in response to a growing interest in computer-based technology, learning, and assessment. The JTLA provides an interdisciplinary forum where initiatives that combine these topics are shared. The JTLA is housed jointly in the Technology and Assessment Study Collaborative (inTASC) and the Center for the Study of Testing, Evaluation and Educational Policy (CSTEPP) at Boston College.

Universal Design:

Center for Applied Special Technology—CAST

The CAST Website uses Universal Design for Learning as a blueprint to combine research and technology with effective teaching strategies. It contains information on the development of innovative, technology-based educational resources and strategies.

FacultyWare—University of Connecticut

FacultyWare is an online resource for faculty on Universal Design for Instruction. This website displays examples of inclusive practices, instructional techniques, or “products,” used by faculty to incorporate these principles. Faculty can view instructional products submitted by other faculty members or submit one of their own.

Principles of Universal Design

This site is hosted by the Center for Universal Design at North Carolina State, the birthplace of universal design concepts in architecture. This overview illustrates the main principles of universal design and describes how they can be applied to any setting.

Universal Instructional Design Project—UID

This University of Guelph website provides valuable knowledge for faculty and graduate teaching assistants in higher education. The site includes links to information on universal design principles, the application of these principles and other suggestions that can benefit students.

Creating Accessible Websites:

Georgia Tech Research on Accessible Distance Education—GRADE

GRADE provides research, training, technical assistance, and information on improving the accessibility of distance education for students with disabilities at universities and colleges. A free, ten-module online tutorial on making distance learning accessible for students with disabilities is available.

National Center on Information Accessibility in Education—AccessIT

Access IT, at the University of Washington, works to increase access to information technology in higher education for individuals with disabilities. AccessIT’s website offers many resources for faculty, such as an information technology accessibility checklist, a web course, and a searchable database about accessible electronic and information technology in higher education.

Center for Applied Special Technology—CAST

The CAST Website contains information on the development of innovative, technology-based educational resources and strategies. An evaluation program can also be found here that will check your website for accessibility.

Web Accessibility in Mind—WebAIM

WebAIM seeks to expand the potential of the Web for people with disabilities by providing direct services, knowledge, technical skills, tools, and organizational leadership strategies to make web content accessible.

Web Accessibility Tool—WAVE

In conjunction with WebAIM, WAVE Accessibility Tool Online Web Service is an online tool to help make online materials and websites more accessible. WAVE evaluates Web accessibility by exposing possible errors in website content and structure via icons and codes. Once these errors are detected, changes can be made for better Web access.

Web Accessibility Initiative—WAI

The Web Accessibility Initiative strives to ensure equal access of all Internet sites. This site contains information on legal policies for access, tips on constructing a site, news about universal access, and resources for website evaluation.

Assistive Technology:**ABLEDATA**

Maintained by the National Institute on Disability and Rehabilitation Research, this site provides information about assistive technology products and rehabilitation equipment available from domestic and international sources. ABLEDATA does not sell any products, but acts as a resource information guide.

EnableMart

EnableMart is a company that markets, promotes, and distributes innovative technology-based products and services that promote independence and enhance productivity for individuals with disabilities. They act as a link between assistive technology and assistive living devices and the products available.

Job Accommodations Network

The Job Accommodation Network's Searchable Online Accommodation Resource (SOAR) system is designed to let users explore various accommodation options for people with disabilities in work and educational settings. Individuals can learn about free consulting service designed to increase employability, accommodation issues, innovative employment practices, and the ADA.

Microsoft—Accessibility

Microsoft gives information about accessible computer technology and products available to people with disabilities. This accessible technology and other products are intended to increase opportunities to use computer technology in a variety of ways.

Apple—Special Needs

Apple Computer hosts this site to give information on computer technology that meets the special needs of children and adults with disabilities. These products are intended to increase independence, self-expression, participation, choices and self-esteem.

Legal Issues:

Americans with Disabilities Act—ADA

The homepage for the ADA through the Department of Justice gives information on Federal standards along with links to federal resources, publications, etc.

Specific Disabilities:

Learning Disabilities

LD Online

This site is an interactive community for parents, teachers, and students to share information on learning disabilities. The sections include first-person perspectives and message boards with emerging issues to date. There are several suggestions for teaching techniques and ideas on how to assess a student with Learning Disability. Overall, the site gives background information on Learning Disabilities and provides collaboration for those that work with Learning Disabilities.

Attention Deficit Disorder—ADD/HD

Attention Deficit/Hyperactivity Disorder

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
This site is an excellent resource for learning about Attention Deficit/Hyperactivity Disorder (ADHD). It provides access to numerous helpful resources as well as legislative information.

Deafness and Hearing Impairments

Class Act: Access for Deaf and Hard-of-Hearing Students

This website, called Class Act, is administered through the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology. It is intended to improve existing teaching practices regarding “access” to learning for Deaf and hard-of-hearing students in postsecondary courses.

Postsecondary Education Programs PEPNet Online Network

This is the home page for Postsecondary Education Programs Network. It is a compendium of resources and information on deafness or hardness of hearing and also provides links to other websites.

Directory of National Organizations of and for Deaf and Hard of Hearing People

This site is a directory of national and nonprofit organizations that provide information on deaf and hard of hearing people and/or specific professional or consumer areas of interest.

Vision Impairments

Blindness Resource Center

This website, sponsored by the New York Institute of Special Education (NYISE), provides links to varied resources and organizations for people with visual disabilities, including medical information, research, Braille and assistive technology.

National Federation of the Blind

This is the official website for the National Federation for the Blind (NFB), an advocacy organization for people with visual disabilities. The website has useful information about blindness and visual impairments, and it is an excellent resource for access to alternate formats, including Braille and other accessible on-line material.

Mental Health

National Alliance for the Mentally Ill—NAMI

National Alliance for the Mentally Ill (NAMI) is a national non-profit organization for advocates of people with mental illness. The site is an excellent resource for information on mental illness and its treatment. It also gives updates on legislative advocacy and the various education and training programs being carried out by the organization.

Brain Injury

Brain Injury Association of America

This is the home page for the Brain Injury Association of America. It is an excellent resource for general information about causes of brain injury, prevention, treatment, and rehabilitation. It also provides accessibility to public policy, legislative law, and resources for more information on brain injury.

Epilepsy

Epilepsy Foundation

This homepage for the Epilepsy Foundation provides related information and resources. It covers general aspects like first aid and also discusses the requirements of federal law regarding higher education institutions providing education to people with epilepsy.

Mobility and Chronic Health Impairments

Cornucopia of Disability Information—CODI

CODI serves as a community resource for consumers and professionals by providing disability information in a wide variety of areas. Supported by the Western New York Regional Triad center at the University of Buffalo, the site consists of both an directory of information and a repository of electronic documents dating back to the early 1990s.

General Information for Students and Parents:

ThinkCollege.net

This website is funded through the Department of Education. It provides information and links to students with intellectual disabilities, parents, and professionals interested in finding out more about preparing for college. The site includes a searchable data base, listserv and discussion groups, and other resources. Personal experiences from students help to personalize the information.

Parent Advocacy Coalition for Educational Rights—PACER

This website is an extensive resource for parents and students with disabilities on a wide variety of topics. Therefore, to reach the specific information on post-secondary information, check the ASD Website for an updated page address.

references consulted for the preparation of this guide

Academic learning skills: A guide to working with college students with learning disabilities. (2000). Putney, VT: Landmark College.

ADA & "U": Focusing on Ability. (1995). The University of Utah OEO/AA & Utah State Department of Risk Management. Salt Lake City, UT.

Americans with Disabilities Act of 1990. (July 26, 1990). Public Law 101-336T title 42, U.S.C. 12101 U.S. Statutes at Large, 101, 327-378.

Barry, K., Keeney, L., Brinkerhoff, L., & Smith, N. (1983). Board of Regents of the University of Wisconsin, Stem/UW-Madison, McBurney Resource Center. Madison, WI.

Beilke, J. R., & Yssel, N. (1999, September). The chilly climate for students with disabilities in higher education. *College Student Journal*, 33(3), 364. Retrieved July 6, 2000, from Academic Search Elite database.

Benham, N. E. (1997, March). Faculty attitudes and knowledge regarding specific disabilities and the Americans with Disabilities Act. *College Student Journal*, 31(1), 124. Retrieved July 6, 2000, from Academic Search Elite database.

Blacklock, B. (2000, March). Emerging disabilities on campus: What you need to know. *National teleconference conducted at The University of Vermont and sponsored in part by the Association on Higher Education (AHEAD), the American College Personnel Association (ACPA), and the Association for Student Judicial Affairs (ASJA)*, Colchester, VT.

Brinkerhoff, L. C. (1991). *College students with learning disabilities*. Boston, MA: Boston University, LD Support Services.

Brinkerhoff, L., McGuire, J. Shaw, S. (2002). *Postsecondary education and transition for students with learning disabilities*. Austin, TX: Pro-Ed Inc.

Brown, S., Jimenez, M., & Brown, J. T. (1993). *Faculty guide for students with disabilities*. Postsecondary Education Unit Publication Series #LDC 34, Stores. University of Connecticut.

- Center for Applied Special Technology (CAST), 40 Harvard Mills Square, Suite 3 (Foundry Street), Wakefield, MA 01880-3233.
- Children and Adults with Attention Deficit Disorder (C.H.A.D.D.)*, 499 Northwest 70th Avenue, Suite 101, Plantation, FL.
- College Students with Disabilities: A desk reference guide for faculty and staff.* (1996). Mississippi State University.
- Collective perspectives on issues affecting learning disabilities.* National Joint Committee on Learning Disabilities (NJCLD). (1994) Austin, Tx: Pro-Ed.
- Debrand, C., Salzberg, C., Price, E., Schaeffer, E., & Nelson, M. (2002). *Students with disabilities in higher education: perceptions of disability service office directors of faculty mistakes.* Unpublished manuscript.
- DO-IT Prof, University of Washington, Seattle, WA.
- Equal Employment Opportunity Commission and the U.S. Department of Justice. (1991). *Americans with disabilities handbook.* (EEOC-BK-19 ISBN 0-16-035847-7). Washington, DC: U.S. Government Printing Office.
- FacultyWare, Universal Design for Instruction Project, University of Connecticut, Center on Postsecondary Education and Disability, 362 Fairfield Rd., Hall Bldg, Unit 2064, Storrs, CT 06269-2064.
- Fast Facts for Faculty, OSU Partnership Grant Improving the Quality of Higher Education for Students with Disabilities, The Nisonger Center, 257 McCampbell Hall, 1581 Dodd Dr., The Ohio State University Campus, Columbus, OH 43210.
- Gordon, M., & Keiser, S. (Eds.). (1998). *Accommodations in higher education under the Americans with disabilities act (ADA: A no-nonsense guide for clinicians, educators, administrators, and lawyers).* DeWitt, NY: GSI Publications.
- George Washington University National Clearinghouse on Postsecondary Education for Individuals with Disabilities, The George Washington University HEATH Resource Center, 2121 K Street, NW Suite 220, Washington, DC 20037.
- Henderson, Cathy. (1999). *College freshmen with disabilities: a biennial statistical profile* (Statistical year 1998). Washington DC: HEATH Resource Center, American Council on Education.

- Henderson, C. (1999, October 10). Update on college freshmen with disabilities. *Information from HEATH*, 1-4.
- Hodge, B. M., & Preston-Sabin, J. (Eds.). (1997). *Accommodations—or just good teaching: strategies for teaching college students with disabilities*. Westport, CT: Praeger.
- Houck, C. K., Asselin, S. B., Troutman, G. C., & Arrington, J. M. (1992). Students with learning disabilities in the university environment: A study of faculty and student perceptions. *Journal of Learning Disabilities*, 25(10), 678-684.
- Jarrow, J. E. (1997). *Higher education and the ADA: Issues and perspectives*. Disability Access Information & Support (DAIS).
- Leyser, Y., Vogal, S., Wyland, S., & Brulle, A. (1998). Faculty attitudes and practices regarding students with disabilities: two decades after implementation of Section 504. *Journal of Postsecondary Education and Disability*, 13(3), 5-19.
- Look Who's Laughing* (1994). Corporation for Public Broadcasting, PBS Films, Alexandria, VA. To order the film, write to Program Development Associates, 5620 Business Ave., Site B, Cicero, NY 13039; or call 1-800-543-2119. To book an individual comedian, contact R. J. Johnson at rjincal@aol.com.
- Reasonable accommodations faculty guide: Teaching college students with disabilities*. (1995-1996). Statesboro, GA: Georgia Southern University.
- Rehabilitation Act Amendments of 1992 Public Law 102-569. Title 29, U.S.C. 701 Section 101 (c).
- Rehabilitation Act of 1973, 29 U.S.C. 701 (1992).
- Rights and Responsibilities of Faculty Concerning Students with Disabilities*. College Access, Retention and Employment (CARE) Program, Miami-Dade Community College, Miami, FL.
- Salzberg, C., Peterson, L., Debrand, C., Blair, R., Carsey, A., & Johnson, A. (2002). Opinions of disability service directors on faculty training: the need, content, issues, formats, media, and activities. *Journal of Postsecondary Education and Disability*, 15(2), 101-104.

Scott, S. S., & Gregg, N. (2000, Mar/Apr). Meeting the evolving education needs of faculty in providing access for college students with LD. *Journal of Learning Disabilities*, 33(2), 158. Retrieved July 6, 2000, from Academic Search Elite database.

The SFCC guide to working with students with disabilities. Santa Fe, NM: Santa Fe Community College.

The ten commandments of communicating with people with disabilities. (1994). United Cerebral Palsy Associations, Inc. (1994) Updated by Irene M. Ward & Associates. Columbus, OH.

Thompson, A. R., Bethea, L. (1997, March). Faculty knowledge of disability laws in higher education: a survey. *Rehabilitation Counseling Bulletin*, 40(3), 166. Retrieved July 5, 2000, from Academic Search Elite database.

Wright, G. N. (1980). *Total rehabilitation.* Boston, MA: Little, Brown & Company.

index

Academic standards, 11, 13, 17, 21, 28, 82

Accommodations

- Letter, 26, 34, 77
- Plan, 25-26, 35-42
- Process, 18, 23, 25-27, 29, 77
- Testing, 20, 27, 29, 34, 36, 38, 41, 47, 49, 56, 58, 63, 64, 72

American's with disabilities act (ADA), 7-8, 11-12, 21-22, 34, 41, 77, 80, 83, 90

Attention deficit disorder (ADD), 49, 90

Blindness, 10, 12, 56

Case story (ies), 31

Code of ethics, 36, 67, 69

Confidentiality, 9-10, 19, 26, 27, 29, 39, 40, 55, 78

Deafness, 10, 12, 52, 79, 90-91

Disability service office (DSO), 3, 4, 10, 11, 13, 17-18, 19-22, 25-29, 33-42, 50, 54-56, 58, 63-67, 74

Documentation, 4, 7, 17-21, 25-26, 34, 64, 66-67, 79

Discrimination, 7, 11, 77, 80, 83

DSO counselor, 21, 26-27, 36, 40

Eligibility requirements, 7-8, 19, 21, 25-26, 34

Essential skills, 30, 35, 80

Exams, 33, 35, 37, 39, 47, 48, 49, 59, 64, 72

Health-related impairments, 58, 92

Hearing impairments, 52, 68, 79, 80

Interpreter, 12, 21, 28, 29, 52-53, 63, 68-69, 73-74, 78, 80, 85

Invisible disabilities, 46, 81

Learning disabilities (LD), 46, 49, 78, 79, 81, 90

Mobility impairments, 50, 82, 92

Note-takers, 17, 19, 21, 28, 36, 45, 47-49, 51, 55, 56-57, 59, 66-68

Psychological disabilities, 54, 82, 91

Reasonable accommodations, 9, 11, 12, 17, 18, 75, 83, 84

Rehabilitation act, section 504, 7, 8, 66, 81, 82, 83, 84

Scribes, 21, 36, 47, 48, 49, 51, 55, 56-57, 59, 63, 67, 78, 83

Traumatic brain injury (TBI), 10, 12, 48, 91

Visual impairments, 45, 56, 80, 86, 91

Universal design for learning, 22, 33, 34, 70-71, 85, 87-88