

SERVICES FOR STUDENTS *with Disabilities*

Faculty Handbook 2006-2007

By Lauren Blanchard, LSW and Sarah Alag, LPC
Assistant Coordinators
Office of Academic Advising and Services



Preparing people to lead extraordinary lives

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All stated policies and procedures are subject to change at any time and are not intended to create a contract with or entitlement for students. The policies included in this guide do not constitute all the rules and regulations of Loyola University Chicago. The information in this Guide is current as of June 2006.

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Welcome to Services for Students with Disabilities at Loyola! Loyola is committed to providing equal access for all students with disabilities including, but not limited to, direct assistance, promotion of an accessible physical environment, education of all Loyolans regarding disability issues, and student advocacy. This booklet describes policies and procedures for faculty and staff at the Lake Shore, Water Tower, Rome Center and Beijing Center Campuses.

Services for Students with Disabilities (SSWD) works closely with several Loyola departments and outside agencies to ensure that we meet the educational needs of each student. SSWD is part of the Office of Academic Advising and Services. The Office of Academic Advising and Services includes Academic Advising, Learning Assistance, the Tutoring Center and SSWD. Many students with disabilities work closely with OAAS. In this way, we seek to enhance the academic experience at Loyola.

We also encourage you to visit our Website at: <http://www.luc.edu/sswd/>. Please read this guide and contact us should you have any questions. We look forward to meeting and working with you.

Sincerely,

Lauren Blanchard, LSW
Assistant Coordinator, Services for Students with Disabilities

Sarah Alag, LPC
Assistant Coordinator, Services for Students with Disabilities

Lisa Kerr, Ph.D.
Director, Office of Academic Advising and Services

The Assistant Coordinators work mainly at the Lake Shore Campus and hold office hours at the Water Tower Campus on Wednesdays.

Services for Students with Disabilities office locations are:

Lake Shore Campus
Sullivan Center, Suite 260
773.508.7714

Water Tower Campus
25 E. Pearson, Suite 605
312.915.6316 (Wednesdays only)

Notice of Non-Discrimination Policy

Loyola University of Chicago admits students without regard to their race, religion, color, gender, age, sexual orientation, ancestry, national or ethnic origin, disability, or other characteristic protected by applicable law, to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school.

Loyola University does not discriminate on the basis of race, religion, color, gender, age, sexual orientation, ancestry, national or ethnic origin, disability, or other characteristic protected by applicable law, in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Students who have inquires about this policy or believe they have been discriminated against in violation of this policy, please contact the Office of the Dean of Students at 773.508.8840 or Centennial Forum, Rm. 100, 1125 W. Loyola Avenue, Chicago, IL 60626.

SSWD Philosophy and Mission Statement

Services for Students with Disabilities (SSWD) at Loyola University Chicago is committed to compliance with legal requirements including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and other relevant state and federal legislation. The goal of Services for Students with Disabilities is to maximize each student's potential in assisting him or her to develop and maintain independence. Our philosophy encourages self-awareness, self-determination, self-advocacy and independence in an accessible learning environment, while carefully maintaining the confidentiality of each student. Encouragement is given to all students to visit Services for Students with Disabilities to explore the services. Early planning is essential for many accommodations and services that are provided; therefore, please contact us at the earliest possible date.

Applicable Federal Laws

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities.

Confidentiality Statement

Confidentiality is extremely important in all matters pertaining to students with disabilities. Information regarding a student's disability is only shared with other University personnel if there is a legitimate reason to do so and with the student's written permission. Faculty members are not told the specific nature of a student's disability by SSWD, unless the student provides SSWD with written permission. Faculty may not identify students as having a disability or disclose their accommodations to other students, faculty, or staff without the student's written permission. Students are encouraged to communicate openly with faculty regarding their disability and accommodations.

Notification to Faculty

Upon verification of documentation, an Assistant Coordinator of Services for Students with Disabilities will provide students with written verification of a disability and recommend appropriate academic adjustments. These adjustments are required by law unless they compromise the standards of the course or present an undue burden to the University. Faculty members should call SSWD if they feel that either of the above conditions is met. It is the student's responsibility to provide faculty members with this written verification from SSWD. The responsibility for determining a student's eligibility for appropriate adjustments rests with the Assistant Coordinators. The Assistant Coordinators will not discuss the specific nature of a student's disability with faculty unless that student provides SSWD with written permission.

How Students with Disabilities Obtain Accommodations at Loyola: Registering with SSWD

Just because a student received accommodations in high school or at another university does not automatically mean that the student will receive any accommodations or the same accommodations at Loyola. For legal reasons, faculty should not review documentation of a disability or agree to accommodations on their own. Instead, please direct all students to meet with an Assistant Coordinator of Services for Students with Disabilities (SSWD).

All requests for accommodations are considered on a case-by-case basis. Students requesting accommodations must meet with an Assistant Coordinator, preferably at least four weeks before the beginning of their first term at the University. Students are required to provide official documentation of their disability from an appropriate professional. For the initial semester that a student requires accommodations, the student must meet with an Assistant Coordinator within the first two weeks of the semester to arrange for accommodations. Students should meet with an Assistant Coordinator if accommodations need to be reevaluated.

Once accommodations are approved, the student will provide faculty with written verification of a disability and a detailed accommodations list from Services for Students with Disabilities. Faculty members are encouraged to contact SSWD with any questions or concerns.

What are Reasonable Academic Accommodations?

All requests for accommodations are determined on a case-by-case basis. Reasonable accommodations may include academic modifications, exam modifications, and auxiliary services.

Academic modifications may include reduced course load, priority registration, part time programming, course substitution and extended time for completing assignments.

Exam modifications may include additional time, provision of a separate room, rest periods, use of a reader or a scribe, permission to eat during an exam, and arrangements to take exams at alternative times.

Auxiliary services may include note takers, readers, researchers, library assistants, sign language interpreters, real time captioning, assistive technology, alternate forms of text, and photocopy enlargement.

Loyola does not provide aides, services, or devices for personal use or study.

Accommodations that fundamentally alter the nature of the course work, or the materials assigned, or are unduly burdensome financially or administratively will not be provided. Students should bring problems in accommodations to the attention of the faculty member providing the accommodations or an Assistant Coordinator of Services for Students with Disabilities.

Examples of Academic Accommodations:

Learning Disability/ADHD/Cognitive Disorders

- Note takers and/or audio-taped class sessions
- Extended time on exams, alternative testing arrangements, private/semi-private testing site, use of computer for exams
- Visual, aural, and tactile demonstrations incorporated into instruction
- Computer with voice output, use of spell checker

Low Vision

- Large print handouts
- Class assignments made available in electronic form
- Use of a computer equipped to enlarge screen characters and images
- Extended time on exams with use of enlarging computer or enlarged print materials

Blindness

- Audio taped or Brailled lecture notes, hand-outs, and text
- Computer with optical character reader, voice output, Braille screen display and printer output
- Class assignments made available in electronic form
- Adaptive equipment (e.g. talking calculator, thermometers)
- Raised line drawings and tactile models of graphic materials
- Extended time on exams with a reader or taped test responses

Deaf/Hard of Hearing

- Face turned toward student when speaking, use of visual aids
- Sign Language Interpreter, Real-Time Captioning, FM system for assistive listening, note taker
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab and building emergencies
- Use of e-mail for class and private discussions

Physical Disability

- Note takers
- Classrooms, labs, field trips in accessible locations only
- Adjustable tables, lab equipment located within reach
- Class assignments made available in electronic format
- Use of a computer equipped with special devices

Medical Condition

- Note takers
- Extended time on exams
- Assignments made available in electronic format
- Reasonable absences

Psychological Disability

- Note takers
- Extended time on exams
- Exams in a private/semi-private testing site
- Reasonable absences

Student Rights and Responsibilities

Students with disabilities have the right to:

- Full and equal participation in and access to the courses, programs, services and activities of Loyola University Chicago;
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services;
- Privacy and confidentiality of information regarding disability;
- Reasonably available information in accessible formats.

Students with disabilities are responsible to:

- Meet institutional qualifications and maintain essential institutional standards for courses, programs, services, and activities;
- Identify him or herself in a timely manner as an individual with a disability when an accommodation is needed and seek information, counsel and assistance as necessary, preferably prior to classes;
- Provide documentation from an appropriate licensed professional source:
 - Documentation should include a description of the nature of the disability and how it limits the student's participation in courses, programs, services, jobs, activities and facilities when accommodations are sought;
 - Documentation should also include recommendations of the nature of accommodations to provide equal access and opportunity to the student with a disability;
- Follow published university procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

Services for Students with Disabilities' Rights and Responsibilities

SSWD has the right to:

- Identify and establish essential functions, abilities, skills, knowledge, standards and criteria for courses, programs, services, and activities;
- Request and receive current documentation from an appropriate licensed professional source that supports accommodation requests as well as requests for academic adjustments and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustment and/or auxiliary aids and services in consultation with a student with a documented disability:
 - If documentation does not meet SSWD guidelines and demonstrate that the request is warranted;
 - If the student fails to provide appropriate documentation;
- Refuse to provide an accommodation, adjustment and/or auxiliary aid or service that is ineffective or unreasonable, including any that:
 - Pose a direct threat to the health and safety of others;
 - Fundamentally alter the courses, programs, services, or activities;
 - Pose undue financial or administrative burden.

SSWD has the responsibility to:

- Provide information regarding policies and procedures to faculty, staff, students and guests with disabilities and assure that this information be provided in accessible formats upon request;
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Evaluate students and applicants on their abilities and potentials, not their disabilities;
- Maintain appropriate confidentiality of records and communication concerning students with disabilities;
- Describe the process for the provision of accommodations and services to the student verbally and in writing;
- With student consent, notify the student's instructors in writing certifying that a student has a disability and stating academic accommodations granted by SSWD. The student will be responsible to deliver such written notifications to faculty/staff;
- Provide or arrange for effective, appropriate and reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with identified disabilities in courses, programs, services, and activities;
- With student consent, notify appropriate university staff and administrators of non-academic accommodations and services such as housing, recreation, safety, counseling, financial aid, transportation, health services, employment, insurance and other co-curricular activities;
- Determine the accommodations and services to be provided to a student, taking into consideration the documentation, the student's preferences, available resources and course requirements.

Services for Students with Disabilities' Policies and Procedures

- Eligibility for services and accommodations is determined on an individual basis per documented need.
- Self-disclosure and the submission of documentation can be initiated anytime during the year. However, reasonable time must be allowed before the student can expect accommodations to be in place. Self-disclosure and documentation activity are required only if the student plans to request accommodations.
- The student should provide the information and documentation at a reasonably early date to allow time for the development and arrangement of appropriate accommodations. In some cases several weeks' advance arrangement is needed.
- Accommodations cannot be retroactive, and begin only after documentation is received and reasonable time for accommodation development has been allowed.

Students with disabilities who wish to receive services and accommodations at Loyola University Chicago at the start of the semester must do the following:

- Contact an Assistant Coordinator of Services for Students with Disabilities at the start of the semester **at least four weeks** prior to the beginning of their first term at Loyola;
- Provide the Assistant Coordinator of Services for Students with Disabilities appropriate, official documentation of their disability that meets the university's guidelines;
- **During the first two weeks** of each semester/term, meet with the Assistant Coordinator of Services for Students with Disabilities to determine accommodations and services for the current semester/term;
- Deliver individualized letters of accommodation to faculty. If a faculty member is unavailable, the student is to consult with the appropriate department chair. If neither the faculty nor the chair is available, the student is to immediately request assistance from Services for Students with Disabilities;
- Contact Services for Students with Disabilities if reasonable services and accommodations are not implemented in an effective or timely manner.

General Guidelines for Documenting a Disability

The following guidelines are not disability specific. Guidelines for learning disabilities, ADD/ADHD, physical, psychological, and medical disabilities are outlined individually and available through the Services for Students with Disabilities office and on the Website.

Documentation must:

- be written within three years of the current date;
- be completed by a qualified professional/service provider (who is not a family member) on official letterhead;
- be relevant to the student's needs at the university;
- be comprehensive;
- include a diagnostic statement including the date of the most recent evaluation;
- include the current impact of (or limitations imposed by) the condition;
- include treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition;
- include the expected duration, stability or progression of the condition;
- include the type of accommodations and services previously made for the individual; and if none, an explanation of that fact;
- include recommendations for accommodations as well as recommendations for treatment.

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation is the responsibility of the student.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request.

Recommendations should:

- Provide a clear description of the recommended accommodations;
- Connect the recommended accommodations to the impact of the condition;
- Provide possible alternatives to the recommended accommodations;
- Include a statement of the level of need (or consequences of not receiving) the recommended accommodations.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods of accommodation requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Procedures for Testing Accommodations

The Office of Academic Advising and Services administers and proctors examinations for students with disabilities who require use of adaptive equipment or who require additional assistance such as a scribe, reader, use of a computer, etc. If only extra time and/or a private testing room are needed, the faculty member must arrange for these accommodations. It is the student's responsibility to communicate directly with each professor about all matters that pertain to his or her examinations and his or her courses. Please contact Lauren Blanchard, Assistant Coordinator at: 773.508.3197 for accommodations, e-mail: lblanch@luc.edu. Our office is located in Sullivan Center, Suite 260, 6339 N. Sheridan Rd., Lake Shore Campus.

The Student's Responsibility

1. Provide documentation of the disability to Services for Students with Disabilities (SSWD).
2. Communicate with an SSWD Assistant Coordinator at the beginning of each semester to request accommodations and receive written verification of accommodations for the current term.
3. Inform faculty members of the need for test accommodations during the first week of class. Tell faculty members in person and hand deliver accommodation letters from SSWD.
4. Register for testing accommodations by filling out a Test Accommodation Registration form with an SSWD Coordinator at the beginning of each term.
5. Schedule dates and times for testing with Lauren Blanchard **AT LEAST ONE WEEK IN ADVANCE OF THE TEST**. Pick up an Exam Proctor Form, give this form to the professor and remind the professor that he or she will be taking the exam in the OAAS.
6. Schedule appointments to take exams at the time that her or his class is taking the exam. Exams may only be scheduled at a different time with professor's approval. Student should inform Lauren Blanchard if this is necessary.
7. Arrive at the designated time for exam.
8. Notify the professor **and** Lauren Blanchard if he or she must miss a proctored exam for any reason. If a scheduled exam is missed for any reason, the exam will be sent back to the professor who will decide what action will be taken.
9. Abide by all University rules and academic standards as spelled out in University catalogs and student handbooks. Any violation will be reported immediately to the professor and may jeopardize future opportunities for testing accommodations in the OAAS.

The Faculty Member's Responsibility

1. Deliver the test to the Office of Academic Advising and Services front desk (Sullivan Center, Suite 260) or email the test to Lauren Blanchard (lblanch@luc.edu) **AT LEAST ONE DAY IN ADVANCE** of the scheduled exam.
2. Provide specific information about test administration by filling out an Examination Proctoring Form.
3. Pick up the test from the OAAS. For security purposes, tests are not sent through interoffice mail nor does the student deliver them. Alternate arrangements can be made by conferring with SSWD Staff and putting the alternate agreement in writing.
4. Consult with SSWD Coordinators as necessary regarding concerns or procedures.

Services for Students with Disabilities' Responsibility

1. Provide student with accommodation forms and testing procedures to be delivered by the student to faculty.
2. Schedule exams as requested.
3. Provide space for taking exams.
4. Monitor time and other requirements as indicated by faculty.
5. Receive exams prior to the scheduled time.
6. Store exams before and after administration, until the exams are picked up by the professor.
7. Notify faculty member if student misses a scheduled exam. Exam will be returned to the instructor who will decide what action is to be taken.
8. Report to the faculty member any cheating or questionable behavior during exams.

Evacuation of Persons with Disabilities

(Excerpted from Loyola University Chicago's Emergency Response Plan for Lakeside Campuses.)

1. Faculty and staff are asked to assist persons with disabilities during building evacuations.
2. It is suggested that persons who use a wheelchair or persons with a physical disability prepare for an emergency ahead of time by informing faculty, staff or classmates on how to assist him/her in case of evacuation.
3. The Assistant Coordinators of Services for Students with Disabilities, Human Resources, and the Faculty Administration respectively will provide Public Safety with a list of known students, staff, and faculty requiring assistance during building evacuations. The list will include the person's office, classrooms, and/or residence hall locations during different times of the day.

If you have questions or concerns regarding the evacuation procedure for students, contact the Assistant Coordinators of Services for Students with Disabilities or the Director of Public Safety.

TO REPORT AN EMERGENCY ON CAMPUS, CALL: 4-4911

Emergency Actions

1. During a building evacuation, assist persons with disabilities by helping them move to the nearest marked exit. A person who uses a wheelchair or a person with a physical disability may use the building elevator, **BUT NEVER IN THE CASE OF A FIRE OR EXPLOSION.**
2. During a fire, assist persons with disabilities to the nearest stairwell and help them exit the building. If the person's disability prevents you from helping them exit the building, then you should assist them to the nearest emergency phone and call Public Safety at **4-4911**, to inform them of the person's exact location. If you cannot locate an emergency phone, then assist them to the nearest **sanctuary point.**
3. **Sanctuary points** are identified on each building evacuation diagram, and are generally located in stairwell landings. They are designated as safe locations because of their fire protection factor. During building evacuations, these areas will be checked first by Public Safety and/or Facilities staff. **DO NOT LEAVE A PERSON INSIDE A STAIRWELL THAT HAS SMOKE IN IT.**
4. After leaving a person with a disability at a **sanctuary point**, you should exit the building and immediately contact Public Safety by calling **4-4911** or by using the nearest one button yellow emergency phone and inform them of the location of the person.

5. The Public Safety Telecommunicator, upon receiving the notification that a person with a disability is in need of assistance, will direct Officers and/or Facilities staff to that location.
6. Public Safety Officers and Facilities staff responding to a building evacuation situation (e.g., fire alarm, bomb threat, etc.) will clear the building by checking all **sanctuary points** first. This procedure will be followed even if not alerted that a person was left at a **sanctuary point**.

Grievance Procedures

Loyola University Chicago provides procedures for resolving disputes related to services for students with disabilities, including complaints that a student has been discriminated against because of his or her disability. If a student believes another Loyola student has engaged in discriminatory conduct toward the student because of his or her disability, the student may file an incident report with the Office of the Dean of Students. Information about how to file such an incident report and the procedures used to resolve such complaints may be obtained from the Office of the Dean of Students, Centennial Forum, Room 100, 1125 W. Loyola Avenue, Chicago, IL 60626 or by accessing the following website: <http://www.luc.edu/depts/studaff/handbook/studentjudicialprocedures.shtml>.

If a student has a dispute with a Loyola administrator, faculty member, staff member or other employee relating to disability services, including any complaint that the student has been discriminated against because of his or her disability, the student may utilize the following procedures:

1. Students are encouraged, but are not required, to make a sincere attempt to resolve the problem through discussions with the other party.
2. If the student is unable to resolve the problem with the other party or has opted not to make such an attempt, then the student should meet with one of the Assistant Coordinators of Services for Students with Disabilities to discuss the problem and possible ways to resolve the problem. The student should schedule the meeting with the Assistant Coordinator within fourteen days of the event leading to the dispute.
3. If the Assistant Coordinator and the student are unable to resolve the problem, the student may file a written complaint with the Assistant Dean for Academic Advising and Services. The written complaint must specify the nature of the dispute, any prior attempts to resolve the matter and how the student wishes for the matter to be resolved. The written complaint should be filed within fourteen days of the meeting with the Assistant Coordinator.

The Assistant Dean for Academic Advising and Services will conduct an investigation. As part of that investigation, the Assistant Dean will ask the student and the other party to identify any witnesses and to submit any other evidence they wish the Assistant Dean to consider. The Assistant Dean will complete the investigation within thirty days of receiving the written complaint from the student, if practicable. The Assistant Dean will notify the parties of the disposition of the matter to the extent permissible by law.

4. If the student is dissatisfied with the disposition, the student may file a written appeal with the Assistant Provost for Academic Advising and Services. The appeal must be filed within fourteen days of being notified of the Assistant Dean's disposition and contain all the information and documentation that the student wishes to be considered as part of the appeal. The Assistant Provost for Academic Advising and Services will notify the parties of his or her decision, to the extent permitted by law, within thirty days after receiving the appeal if practicable.
5. If the student's dispute is with an Assistant Coordinator of Services for Students with Disabilities or the Assistant Dean for Academic Advising and Services, the student should notify the Assistant Provost for Academic Advising and Services, who will appoint an impartial person to meet with the student or conduct the investigation as applicable. If the dispute is with the Assistant Provost for Academic Advising and Services, the student should notify the Provost, who will appoint an impartial person to meet with the student, conduct the investigation or handle the appeal as applicable.

In any situation where it is found that discrimination occurred because of the student's disability, Loyola will take steps to prevent the recurrence of such discrimination and will correct any discriminatory effects on the student and others if appropriate. Retaliation against any person for complaining about what he or she believes to be discriminatory conduct or for cooperating in any investigation of such a complaint is prohibited.

Frequently Asked Questions for Faculty/Staff

How do I know if a student is registered with Services for Students with Disabilities (SSWD)?

Students registered with SSWD should present you with a current accommodation letter provided by SSWD that will state what accommodations the student is allowed.

When is a student required to notify me of a need for accommodations?

SSWD encourages but does not require a registered student to meet with you at the beginning of each semester to discuss his/her accommodation letter. However, a student can register with SSWD or present their accommodation letter to you at any time during the semester.

Am I allowed to request documentation from the student for any reason?

No. Documentation stating and describing a student's disability is confidential information. Documentation for students registered with SSWD is kept at SSWD. In order for SSWD to share information with faculty/staff, the student must sign a release of information.

I have a student who is having difficulty in my class. I think the student may have a disability. What can I do to help the student?

Talk privately with the student to discuss your observations. Do not assume the student's difficulties are the result of a disability. After discussion with the student, if it appears appropriate, refer the student to campus resources. Offer options to the student, such as Learning Assistance, the Tutoring Center, and SSWD.

I have a student with a disability who is getting behind in his coursework. At this point he is not passing the class. Do I have the right to fail a student with a disability?

Any student with a disability has the same rights as other students including the right of failure. Work produced by the student should be equivalent to that of his/her peers. Provision of accommodations is no guarantee of academic success.

If a student informs me that he/she has a disability and would like accommodations but does not have an accommodation letter, am I required to provide accommodations?

No, you are not required to provide any accommodations unless you have been presented with a current accommodation letter from SSWD.

By providing accommodations for disabled students, aren't I giving them an advantage over other students in my classes? Does this lower standards?

1) No. Providing accommodations is in fact "leveling the playing field." Academic accommodations merely allow disabled students the same opportunities to demonstrate their academic mastery as their peers.

2) No. You are not being asked to alter the academic component of your classes. Students with disabilities are expected to meet all course requirements.

Why should I have to take extra time to accommodate students?

The institution at large, not one particular person or office, is legally responsible for providing accommodations to students with disabilities. Since many accommodations are related to course requirements, it is necessary for faculty to take an active role in providing accommodations.

What are hidden disabilities?

Some disabilities are readily apparent while others are not. Many students with disabilities have hidden disabilities such as attention deficit hyperactivity disorder (ADHD), learning disabilities, psychological disabilities, or medical conditions. Whether a disability is hidden or obvious, the most important thing to remember is that each disability can vary from person to person. Thus, each student's needs must be considered on an individual basis.

Resources for Teaching Students with Disabilities

Below is a list of Web-related sources that provide additional information on specific disabilities, accommodations and services for specific disabilities, and legal issues regarding disability matters in higher education.

Internet Resources:

http://www.ldonline.org/ld_indepth/postsecondary/nclld_prism.html

<http://dsp.berkeley.edu/TeachStudentsWithDisab.html>

<http://www.udel.edu/cte/disabilities.htm>

http://www.janejarrow.com/public_library/

<http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Disability/Internet/>

SAMPLE ACCOMMODATIONS LETTER

Term: _____

Student: _____
Instructor: _____
Course: _____

Assistant Coordinator: _____ **Phone:** _____ **Email:** _____

This is to inform you that a student in your class has a disability and will need accommodations. In order for this student to have the same opportunities as others, certain accommodations and support services must be provided. While students with disabilities are entitled to accommodations, they are still expected to adhere to all University policies and procedures.

We encourage students to act as their own advocates and to speak directly to faculty regarding accommodations. **If one of the accommodations includes extended time on exams and / or exams in a quiet room, faculty is asked to directly provide these accommodations.** If the accommodation requires that the student take exams in the Office of University Advising, procedures will be enclosed.

INSTRUCTIONAL ACCOMMODATIONS AND SERVICES

- | | |
|--|--|
| <input type="checkbox"/> Alternative Testing:
<input type="checkbox"/> in Learning Assistance Center
<input type="checkbox"/> computer / standard or adaptive dictionary
<input type="checkbox"/> print enlargement (to _____)
<input type="checkbox"/> private testing site
<input type="checkbox"/> semiprivate testing site
<input type="checkbox"/> scribe
<input type="checkbox"/> taped exam
<input type="checkbox"/> Brailled exam
<input type="checkbox"/> _____ time
<input type="checkbox"/> Assistive Listening Device
<input type="checkbox"/> Class Relocation
<input type="checkbox"/> Course Substitution Evaluation | <input type="checkbox"/> Document Conversion:
<input type="checkbox"/> Brailled textbooks
<input type="checkbox"/> print enlargement (to _____)
<input type="checkbox"/> electronic scanning
<input type="checkbox"/> taped textbooks
<input type="checkbox"/> Laboratory Assistance
<input type="checkbox"/> Note Taker
<input type="checkbox"/> Preferential Seating
<input type="checkbox"/> Real Time Captioning
<input type="checkbox"/> Sign Language Interpreter
Other: _____
Other: _____
Other: _____ |
|--|--|

Please remember that information regarding a student with a disability is highly confidential. If you have any questions or concerns regarding the requested accommodations or need assistance with helping to implement them, please contact me. Thank you for you assistance.

Assistant Coordinator Signature: _____
Date: _____

SAMPLE NOTETAKER LETTER

TO:

FROM: Assistant Coordinator
Services for Students with Disabilities

DATE:

RE: Student with a disability

A student in your class ____ - ____ - ____ has a disability and requires the services of a note taker. In order to expedite the process of obtaining a note taker I would appreciate it if you could read the following message (see bolded paragraph below) during the first weeks of class. The student with a disability will collect the sheet after the class session in which you read the message and return it to me. **Please do not identify the student to the class.** Note that receiving the services of a note taker is *not* a substitute for regular class attendance; should you notice the student with a disability not attending class, please notify me immediately.

A note taker is requested for this class by Services for Students with Disabilities. A note taker is responsible to attend class, take legible notes and photocopy them in Sullivan Center, Suite 260 or 25 E. Pearson, Suite 605. He or she will be paid \$50 for each course per semester. Any student interested in becoming a note taker may sign his or her name and phone number on the bottom of this sheet on the way out of class. An Assistant Coordinator will contact you if you have been chosen to be a note taker.

Name

Phone Number