

GRAMBLING STATE UNIVERSITY
Faculty/Staff
ADA Student Services Handbook 2005-2010



Foster-Johnson Health Center - West Wing
Division of Student Affairs and Enrollment Management
A Title III Funded Program

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**A Member of the University of Louisiana System
An Equal Opportunity Employer/Facilities Accessible To the Disabled**

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HIGHER EDUCATION DISABILITIES AND THE LAW

Colleges and universities are experiencing increased enrollment of students with disabilities. Both sections 503 and 504 of the Rehabilitation Act (ADA) place obligations on institutions of higher education to accommodate students. Faculty and staff often become the gatekeepers to providing needed accommodations.

THE REHABILITATION ACT OF 1973

Title V of the Rehabilitation Act of 1973 is regarded as the first **A**ivil right@egislation for individuals with disabilities on the national level. Included within the various sections of Title V is a call for nondiscrimination in federal agencies (Section 501) and the establishment of the Architectural and Transportation Barriers Compliance Board (Section 502). Important to the post secondary community are Sections 503 and 504.

Section 503. Section 503 mandates nondiscrimination based on disability in employment at establishments that receive federal financial assistance.

Section 504. Section 504 is a program access statute. It provides that: ***No otherwise qualified individual with disabilities in the United States . . . shall solely by reason of his/her disability, be excluded from the participation in or be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance @. .***

The Section 504 mandate has promoted the development of the disability support service programs in colleges and universities across the country. Subpart E of Section 504 deals specifically with the mandate for institutions of higher education. While it does not require special educational programming for students with disabilities, it does require that an institution be prepared to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the full part participation of students with disabilities in the same program and activities available to non-disabled students. This means that the institutions are under no obligation to assure the success of students with disabilities in higher education, only to assure that such students have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements.

ACADEMIC ADJUSTMENTS

Institutions must make modifications to academic requirements as necessary to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

An institution may not impose rules or restrictions that have the effect of limiting participation of students with disabilities in educational programs or activities.

Evaluation of the student's performance, including course examinations and other measures of student achievement must be provided with appropriate accommodations. These accommodations ensure that the evaluation represents the student's achievement in the course, rather reflecting the impact of the student's disabilities.

The institution is responsible for assuring that students with disabilities are not denied access, benefits or subjected to discrimination under any program or activity because of the absence of auxiliary aids or services.

Colleges and universities must consider the following accommodations and adjustments on a case-by-case basis:

- ! Extending the time permitted for students with a disability to earn a degree
- ! Modifying examination formats to meet the needs of students with disabilities
- ! Developing course substitutions or waivers for students with disabilities
- ! Permitting the use of such learning aids as tape recorders, word processors, calculators, laptop computers and spell-checkers for students with disabilities

Colleges and Universities may NOT:

- ! Limit the number of students with disabilities admitted
- ! Make pre-admission inquiries regarding an applicant's disability
- ! Use admission tests or criteria that inadequately measure the academic level of applicants with a disability because special provisions were not made for them
- ! Exclude a student from a course of study
- ! Counsel a student with a disability toward a more restrictive career

- ! Measure students achievement using modes that adversely discriminate against the student with a disability
- ! Institute prohibitive rules that may adversely affect students with disabilities
- ! **The faculty must place a Statement of Reasonable Accommodations in course syllabus (See Assurance Statement below)**

Assurance Statement

Grambling State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the ADA Student Services Coordinator and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that became effective for public entities such as Grambling State University on January 26, 1992.

The ADA provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local governmental services, and telecommunications. (Each major component of this act contained in a separate section is referred to as a title.) The act contains five titles.

Title I. Title I covers nondiscrimination in employment activities.

Title II. Title II of the ADA is divided into two sub-parts. Sub-part A requires that state and local governmental entities and programs be made accessible to individuals with disabilities. Sub-part B covers transportation and requires that public transportation systems be made fully accessible to and usable by individuals with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities.

Title IV. Title IV requires that telecommunication services be made accessible to individuals with hearing and speech impairments, and has specific reference to the development of telecommunication relay systems and closed captioned technology. It has no

direct relationship to institutions of higher education, as all appropriate mandates for communication access referring to post secondary setting are contained in Titles II and III.

Title V. Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well. In other words, employers, state and local governmental entities, and public accommodations covered by Titles I, II, and III are also covered by provisions of Title V.

GENERAL REQUIREMENTS UNDER TITLES II, III AND V OF THE ADA

- ! No exclusion on the basis of disability
- ! No discrimination through contract
- ! Participation in the most integrated setting
- ! Modification in policies, practices, and procedures
- ! Modification to allow the presence/use of service animals
- ! No discrimination through association
- ! Surcharges to cover the costs of accessibility may not be imposed solely on persons with disabilities
- ! Examinations and courses must be accessible
- ! No discrimination because of insurance constraints
- ! No harassment or retaliation

THE AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504

AS APPLIED TO COLLEGES AND UNIVERSITIES: AN OVERVIEW

By Jeanne M. Kincaid Esq.

What is the major difference between Section 504 and the ADA?

Section 504 only applies to entities that receive federal financial assistance. Whereas, the ADA covers most establishments whether privately owned or assisted with state and/or federal funds.

If a college or university is in compliance with Section 504, will it automatically be in compliance with the ADA?

In most instances, yes. However, to the extent that the ADA provides greater protection to individuals with disabilities, the college/university must comply with the ADA.

Who is considered to be otherwise qualified under the ADA and Section 504?

- ! Students who can meet the technical and academic qualification for entry into the school or program
- ! Parents or members of the public who have a disability
- ! An employee with a disability who can, with or without reasonable accommodation, meet the essential requirements of the job
- ! Persons who are discriminated against because of their association with an individual with disabilities

Who is an individual with a disability? A person who:

- ! has a physical or mental impairment that substantially limits a major life activity
- ! has a record or history of such an impairment, or
- ! is regarded as having such an impairment.

What is considered to be a major life activity?

Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

What are the college's obligations under Section 504 and the ADA?

For students, the college must provide reasonable accommodations for the student's known disability in order to afford an equal opportunity to participate in the college's program, courses and activities. For employees, the college must provide reasonable accommodations to the employee's known disability if it would enable him/her to perform the essential functions of the position.

A college may not discriminate against any individual solely on the basis of disability.

What are some examples of reasonable accommodations that a college might be expected to provide its student who have disabilities?

A college must provide a student with academic adjustments to ensure that the student receives an equal opportunity to participate. A college must also provide auxiliary aids and services to persons with disabilities such as:

- ! Qualified interpreters and note takers
- ! Readers, taped texts and material in Braille
- ! Adapter equipment for students with manual impairments

A college is not required to provide attendants, individually prescribed devices, readers for personal use or study or other device of a personal nature. A college is only obligated to provide tutorial services to students with disabilities in the same manner as it does to non-disabled students. The college may choose the methods by which the auxiliary aids will be supplied so long as the methods used provide an equal opportunity. The college may not charge the students for necessary accommodations.

Must the college provide the student all the academic adjustments and auxiliary aids he or she needs?

No. A college is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program or the academic requirements are considered essential to a program of study or to meet licensing prerequisites.

What does reasonable accommodation mean in the context of employment?

Colleges must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant/employee who has a disability unless the accommodation would impose an undue hardship on the operation of the college's program.

How is Undue hardship defined?

The following factors are used to determine if an accommodation would pose an undue hardship on the college:

- ! The overall size of the college's program with respect to the number of employees, number and type of facilities, and size of budget,
- ! The type of college operation including the composition and structure of its workforce; and
- ! The nature and cost of the accommodation needed.

What are some examples of reasonable accommodations expected to be provided by an employer?

- ! Making facilities readily accessible to and usable by persons with disabilities; and
- ! Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices and the provision of readers or interpreters.

What are the procedural safeguards of Section 504?

Facilities constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities. However, the students must be afforded an equal opportunity to enjoy the full range of series offered by the college. If a college modifies one of these buildings, it must make the modification accessible, to the maximum extent feasible. Buildings constructed after June 3, 1977, must be readily accessible and usable to individuals with disabilities. All programs and services must be provided in a manner that affords the student maximum integration with his/her non-disabled peers.

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ADA Student Services at Grambling State University exists to enable students with disabilities to participate in a full range of college experiences. The goal is to provide a fully integrated university experience for all students. We work to promote the desired environment at Grambling State University that is barrier free; free from not only physical barriers, but from barriers of attitude as well.

Eligibility for Services

To be eligible for service, a student must

- Apply and be accepted for admission to Grambling State University through the regular admissions process,
- Provide current and comprehensive documentation of a temporary or permanent disability which requires accommodation; and
- Students should register with the ADA Student Services at the beginning of each semester.

A disability is defined as any mental or physical condition that substantially limits an individual's ability to perform one or more major life activities. These disabilities include physical disabilities, learning disabilities, visual or hearing impairment, chronic or temporary health problems, communication disorders or psychiatric disabilities.

Services We Provide

ADA Student Services Coordinator conducts an initial interview with new students to determine their needs and discuss appropriate services. The following services are available to all currently enrolled students who meet the eligibility guidelines.

1. **Academic and Other Accommodations**. Academic accommodations are those services provided to allow students with disabilities to have an equal educational opportunity. Such accommodations are provided on an individual and flexible basis as needs arise. Accommodations may include but are not limited to extended-time/testing, interpreters, note taker services, reader services, and registration assistance. ADA Student Services also serves as an advocate for students.
2. **Advocacy**. ADA Student Services are available to students with disabilities to assist or advise with any disability related issue. ADA works to increase awareness through

education and outreach. We are available to university students, faculty, staff, and administration for consultation on disability issues.

3. **Accessibility Assistance.** ADA maintains the Accessibility Handbook, describing access to buildings on campus. Students with physical disabilities who are unable to access a classroom due to physical barriers should contact ADA for assistance.
4. **Other Services.** ADA works closely with the community and university service providers to ensure that the students needs are met. If students need services not mentioned in this handbook and if the services are within the bounds of reasonable accommodations, ADA will assist or make appropriate referrals. It is the student's responsibility to make his or her needs known. Federal law prohibits Grambling State University from making any pre-admission inquiry about disabilities. ADA may not know of a student who could greatly benefit from our services; therefore, faculty and staff referrals are greatly appreciated.

POLICY

ADA Student Services Access Policy

To access services during the academic school year, students must apply early in the semester in order to receive full accommodations. In compliance with 504 and ADA mandates, students must be notified of the services offered, then make their disability known. The following procedures and criteria are required to access ADA Student Services:

1. The deadline for students to submit requests to receive full accommodations for a semester is two weeks after the first day that classes begin.
2. Students who request afterwards, services commence the date of the request.
3. Compliance with the agreement is considered essential and will be monitored. Individual conditions will be considered.
4. All conditions of agreement will be individually based and determined by the information the student provides, as well as reports from qualified examiners, diagnosticians, physicians, etc.
5. All Department Heads will post the ADA Student Services flyer in their office.
6. All faculty members will place the notification statement in their course syllabus.
7. The ADA Student Services Office will promote awareness and compliance of services through faculty seminars, disseminating flyers, referral forms, ADA manuals, conducting PSAs, and proactive classroom seminars.

8. The ADA Student Services Office will support faculty with implementing appropriate accommodations through consultations, proctoring of final examinations, keeping the university informed of current ADA mandate requirements, maintaining confidential-official records of accommodations to students, etc.
9. All participants will utilize the ADA Student Services Manual.

OVERCOMING ATTITUDINAL BARRIERS

The most devastating barrier for students with disabilities to overcome is the attitudinal barriers erected by other people.

Therefore, it is important that faculty and staff members seek a level of comfort with the issues of disability in general, only then can effective communication begin.

Understanding is the key to effective listening and the provision of reasonable accommodation when dealing with students with disabilities. Some attitudinal barriers include:

Prejudice
Ignorance
Fear
Bigotry
Insensitivity
Discrimination
Condescension
Discomfort
Intolerance
Stereotyping

Whatever you label it, attitudinal barriers are a way of thinking or feeling resulting in behaviors that limit the potential of students with disabilities to be independent.

Due to limited experience with disability related issues, many faculty and staff may be uncertain and apprehensive about the best approach to working with students in the classroom. Learning to communicate with students with disabilities requires no more than being a sensitive and caring person. Communication is the key to achieving your own comfort zone.

Becoming comfortable is an individual effort and is achieved through your own repeated experiences. Only when you interact with students with disabilities do you overcome your own prejudices, biases, and sensitivities. Once you are comfortable, you will develop a more positive attitude to work from. Once you have achieved your own comfort zone, you will

find it easier to manage a partnership in course work expectation and classroom accommodation.

HOW TO PROVIDE REASONABLE ACCOMMODATION(S)

The classroom environment should give students with disabilities an equal opportunity to participate in discussions and activities. A disability does not automatically preclude a student's participation in certain activities or classes. A student with visual impairments may benefit from an art class, someone with a hearing impairment from a music class, and a student who is quadriplegic from a physical education class.

When a student's disability prevents him or her from fulfilling a course requirement through conventional procedures, thoughtful consideration should be given to alternatives, keeping in mind that academic standards must be maintained. Each student is unique. Faculty members should not assume that all persons with a disability are similar. Innovative and flexible solutions such as extended deadlines, use of word processing equipment or alternate test formats are the key to accommodations.

Faculty and staff members need to invite students with disabilities to make known the accommodation they need to meet course requirements. An ideal way to encourage students with disabilities to discuss needed accommodations is to include the **Assurance Statement** (see page 3) on the course syllabus and to repeat it during the first few class meetings.

Students with disabilities are expected to make an assertive role in talking with faculty and staff about their disability and accommodations. When faculty make the initial invitation encouraging students to make an appointment to discuss disability needs, the groundwork is laid for establishing a good partnership. Open and comfortable lines of communication are essential and the key to solving accommodation issues.

The instructor should indicate a willingness to be partners in this process. Statements and questions that may be helpful to faculty and staff might include the following:

- ! I have not had a student with a disability in my class before. Tell me about your disability, and let's plan an accommodation that will provide access to this course.
- ! What class adaptations have been most successful for you in the past?
- ! Are there medical and safety concerns we need to consider?
- ! What has worked best for you when you take a test?

A student may still be learning how to adjust to his or her disability when it is new whether permanent or temporary. The student may have been well into his or her academic career and developed strategies with which he or she was comfortable, but which may no longer serve the student after illness or accident. A student with a disability may return to campus before his or her condition has stabilized. There may be changes during a semester in the student's ability to function. During such a period in a student's life, an extra degree of understanding and adaptation may be necessary. A student may also have difficulty adjusting to a new disability and may fluctuate from time in decisions about which adaptation works best.

An important point to remember is that unless the disability is rather new, students with disabilities coming to Grambling State University have generally adjusted to and been compensated for the disability. From the beginning, those with congenital disabilities have accommodated their life-styles and managed daily independent living. More time and effort as well as varying degrees of dependency upon other people (attendant, readers, note takers . . .) and social systems are required to accomplish routine daily activities.

THINGS TO REMEMBER WHEN INTERACTING WITH A STUDENT WITH DISABILITIES

- ! Foster a positive climate by modeling attitudes of inclusiveness and support for students with disabilities in all aspects of campus life.
- ! Learn about disabilities. This will help overcome misconceptions.
- ! Meeting a student with a disability for the first time may be uncomfortable. Relax and do not hesitate to engage in an honest and open conversation about the student's disability as it relates to classroom expectations.
- ! Interact out of interest and caring. This is preferable to interacting out of obligation, fear or pity.
- ! Try to be helpful, ask questions about a student's specific needs for assistance rather than presuming the answers.
- ! Students with disabilities must have the opportunity to define their own interests and activities.
- ! Treat a student with a disability as a healthy person. Because a person has functional limitations does not mean that he or she is ill. Some disabilities have no accompanying health problems.
- ! Keep in mind that students with disabilities have the same daily activities that you do. Those include shopping, running errands, family and extracurricular activities,

academic pressures, social interests, church, and so forth. Remember that students with disabilities deserve the same attention and consideration as non-disabled students.

- ! Before providing assistance, offer assistance. This gives the student the option of accepting.
- ! Students with disabilities should be viewed as individuals rather than ~~They,~~ ~~the disabled~~ or ~~the blind~~
- ! Talk directly to the person with a disability, not to those accompanying him or her. For example, if a deaf person is with an interpreter, talk to the deaf person, not the interpreter.
- ! Avoid placing your perceptual limitations on the student. The combination of personal motivation and technological assistance can make for career and life options that were believed unobtainable until recently.
- ! The teaching environment directly affects the capability of a student to participate and keep up with course work. Most necessary modifications are simple techniques that can foster full participation not only by students with disabilities, but by other students as well.
- ! Advance planning is the key to working with students with disabilities. Additional time may be required for tests, papers or projects, therefore, plan accordingly.
- ! For some students with disabilities, writing may be difficult or otherwise impossible. These students find it helpful to tape lectures and class discussions. If an instructor intends to publish lectures, the students may be asked to sign a statement that tapes will not be released.
- ! In general, accommodating a student with a disability in the classroom may be more a matter of common sense than a change in teaching style or curriculum. Faculty members should look upon each student with a disability as an individual when considering changes. Helping to determine successful accommodation for the classroom is a partnership ~~the~~ responsibility of both the faculty or staff member and the student.
- ! By law, students with disabilities are entitled to classroom and test accommodation. The ADA Student Services Coordinator is available to help faculty and staff members determine appropriate methods for adaptation and accommodation.

HINTS FOR SPEAKING OR WRITING ABOUT

PEOPLE WITH DISABILITIES

As a member of an academic community, you are very much aware of the impact language has on the reader or listener. Therefore, it is important to be aware of and to apply the appropriate terminology when describing people with disabilities.

The most important concept to remember is to put people first, not their disability. Say **Women with arthritis** **Children who are deaf** **People with disabilities** This puts the focus on the individual not the particular functional limitation. If you must be concise, give an accurate and positive portrayal such as disabled citizen, wheelchair user and paralyzed person. Crippled, deformed, suffers from, victim of, the retarded, etc. are never acceptable.

Terms such as handicap, mentally different, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disability cannot be dealt with up front.

The following definitions may help clarify which terminology to use:

Disability. General term used for a functional limitation that interferes with a person's ability, for example, to walk, lift, hear or learn. It may refer to a physical sensory or mental condition. Use as a descriptive noun or adjective, such as persons who are mentally and physically disabled or man with a disability.

Handicap. Not a synonym for disability. Describes a condition or barrier imposed by society, the environment or by one's own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. For example, the stairs are a handicap to her.

Non-disabled. Appropriate term for people without disabilities. Normal, able-bodied, healthy or whole are inappropriate.

The following is a partial list of appropriate terminology:

People who are

- ! Blind-visually impaired
- ! Deaf hearing impaired
- ! Mentally challenged
- ! Non-disabled
- ! Physically challenged
- ! Deaf hearing impaired
- ! Mentally challenged
- ! Non-disable
- ! Physically challenged

Persons with or who have

- ! Cerebral palsy
- ! Down syndrome
- ! Head injury
- ! Mental illness
- ! Paraplegia, quadriplegia
- ! Partial hearing loss
- ! Seizure disorder
- ! Specific learning disability
- ! Speech impairment

TESTING ACCOMMODATIONS

Measuring student progress in the classroom is an essential component of the educational process for all students. Not all students can be tested fairly under standard administration of regular testing procedures. Testing procedures must be adapted to ensure the measurement of a student academic achievement, not the functional limitation caused by a student's disability.

A disability such as hearing, learning, visual, motor or speech impairment may interfere with student's ability to deal with testing, instructions, material or the mode of response. An alternative testing method may help measure a student's ability or achievement. To create a fair testing situation, students may need some or all of the following accommodations:

- ! Sufficient uninterrupted time
- ! An accessible test site
- ! Special equipment (word processor, tape recorder, appropriate justification by computer)
- ! Readers
- ! Scribes
- ! Large print or Braille copies of tests
- ! Alternative format (oral, essay, multiple choice)
- ! Quiet test environment

In order to ensure fairness and equality, **consistency is one of the most important factors** when making academic accommodations. This ensures that the modifications do not give students with disabilities a combative edge, but eliminates a competitive disadvantage.

Deciding What Accommodations Are Appropriate

To ensure consistency, ADA Student Services is the officially designated office to verify disabling conditions and recommend academic accommodations. The ADA Student Services personnel will make professional recommendations based on medical or psychological documentation. This office will determine the appropriateness of test adaptation requests, verify exam procedures, and help facilitate accommodations. Faculty members are strongly encouraged to contact ADA for consultation and assistance.

ADA makes recommendations based on each student's individual situation. While recommendations are made, it is the shared responsibility between student and instructor to come to a mutual agreement on how reasonable accommodations will be made. Equity is enhanced by ensuring that such procedures are agreed upon early in the semester.

It is a student's responsibility to discuss his or her needs with the instructor. The professor can facilitate the exchange by extending an invitation to students to meet with him or her to discuss accommodations. This invitation can come in the form of an announcement (on the syllabus or verbally in class) indicating the instructor's willingness to provide accommodation.

Maintenance of Academic Standards

Keep in mind that your academic standards should not be compromised. All students must meet the required level of understanding and performance competencies for the course. You may need to modify the evaluation or testing method but content should not be changed.

A student with a disability receives no favor by watering down the course objectives for him or her. In fact, that would be defined as a disservice! For example, an instructor who waives an exam or allows a student to take home a regular exam may be providing an inappropriate accommodation because he or she feels sorry for the student. Not only does this give a student with a disability an advantage, but prevents the student from making necessary educational choices based on true assessment of performance.

If, despite reasonable developed accommodations, the student does not pass the exam, remember that he or she, just like any other student, may not have mastered the course material. Students with disabilities have the same right as other students to fail as part of their educational experience.

Extended Testing Time

There are situations in which reasonable test accommodations dictate extended time so that the student with disabilities taking a test receives a fair evaluation. For instance, students with dexterity problems are not able to write quickly. Some, but not all, blind and visually impaired students will need tests read to them or can read their own tests if they are prepared in Braille. Braille tests take time to prepare and read. Students with psychological disabilities may experience test anxiety. Students with learning disabilities need extra time so that they can process information accurately and their knowledge can be measured fairly.

This isn't fair to other students in the class. Everyone would do better if they had more time. While some faculty may believe this, extended testing time does not provide the student with a disability an advantage, but it does minimize the impact of a disability on the student's performance.

ADA will work with faculty members and students to establish what is a fair amount of time. Having the extended time will calm the fear of not being able to complete the test and the result will be a more equitable testing environment for the student.

If the accommodation requires the exam to be administered in a place other than the classroom, efforts should be made to provide a setting which is equally conducive to concentration. Such a setting should be free from interruptions. Sensible and sensitive proctoring should be provided. A student should not be expected to cope with taking the exam in a busy office. Also, for some students, having an instructor administer the exam individually can be an intimidating experience and could put him or her at a disadvantage. It is important to discuss the student's preferences for testing accommodations.

ADA Student Testing Service

Students whose disabilities require extended time to complete examinations are eligible to use ADA student support service. Students whose disabilities require a distraction-free testing environment or whose instructor chooses to do so may use the ADA student testing service. The examination is proctored according to the professor's instructions unless the student arranges otherwise. It is the student's responsibility to be certain that a test is scheduled to be taken in the ADA Student Services office.

PHYSICAL DISABILITIES

Physical disabilities encompass a wide range of diagnoses and functional abilities. Types of physical disabilities include spinal cord injuries, cerebral palsy, multiple sclerosis, muscular dystrophy and numerous others that result in either quadriplegia or paraplegia. Quadriplegia involves very limited or no use of hands, arms and/or legs while paraplegia results in lower level paralysis or dysfunction.

It is difficult to generalize with regard to abilities and limitations with these kinds of disabilities. Functional abilities vary among disabilities as well as among students with the same disability. Functional abilities may also fluctuate within an individual.

Mobility Impairments. Students with mobility impairments may use a wheelchair, cane, braces or crutches.

Students must learn the accessible routes across campus. Common barriers include stairs, curbs, narrow or crowded walkways, heavy doors, elevators, and inclement weather. Most students with mobility impairments consider travel time when planning schedules to avoid tardiness. In the classroom, students with mobility impairments may need seating near the entrance to avoid crowded aisles.

Dexterity. Students may have dexterity problems alone or in combination with mobility impairments. Limitations depend on the type and severity of disability. Some students with dexterity impairments can write to some degree while others cannot write at all.

Regardless of the writing ability, students with dexterity impairments usually require extra time to complete exams. If they write legibly, they may need a tape recorder or to type responses on a laptop computer. The student's specific disability may require that they give their hands a rest; otherwise, they will need extra time to dictate their responses to a scribe. Students with dexterity impairments may also require note takers or tape-recorded lectures in the classroom.

Professor/Student Responsibility. The **instructor** should make an announcement at the beginning of the semester informing students that he or she is available to assist with accommodation(s). Otherwise, the **student** is responsible for approaching the instructor about his/her needs. An agreement between **professor** and **student** regarding accommodation(s) should be reached early in the semester. The ADA Student Services office is available for consultation if any questions or problems arise.

Classroom Accommodations

- ! All faculty should include the **ASSURANCE STATEMENT** (see page 3) on the course syllabus and/or announce it during the first few class meetings.
- ! Be sure students know your office location and conference hours. Be sure to include these in your course syllabus. They may be written on the board and announced during the first few class meetings.
- ! Contact the ADA Student Services office concerning matters of classroom accommodation(s).

- ! Support the use of note takers and taped lectures. It is also helpful to provide copies of your overhead projections or lecture notes.
- ! Be aware of physical access concerns in laboratories and on field trips as well as in the classroom. Be realistic when a student is late to class. Although physical barriers are contributing causes, chronic lateness is not acceptable and needs to be discussed with students.
- ! In a laboratory setting, students with dexterity impairments can participate if they are teamed with a partner. The students with a disability can direct the partner with step-by-step instructions, thus being actively involved in the learning process.
- ! Work with students to arrange for adequate time for completion of exams or class assignments (See section on testing).

Positive Communication Tips

- ! Do not assume that people with mobility impairments need assistance, but feel comfortable in asking if you can help. The student will accept your offer if they need help. Do not be offended if your offer to help is rejected. Mobility impaired students prefer to maintain as much independence as possible.
- ! Refer to a person in a wheelchair as **A** wheelchair user, **n**ot as confined to a wheelchair. Mobility aids are liberating to the user, not confining.
- ! An individual who uses a wheelchair may feel awkward or uncomfortable speaking to a person who is standing for a lengthy conversation. Try to sit down so that you are at that person's eye level whenever possible.
- ! Speak directly to the person with the disability. Often, people are uncomfortable or feel awkward when interacting with a wheelchair user. They have a tendency to speak to the appliance or someone who accompanies that person.
- ! If a person's speech is affected by the disability and difficult to understand, do not hesitate to ask them to repeat what they are saying.
- ! Be knowledgeable of the facilities where you work so you can accurately direct people with mobility impairment to accessible pathways and restrooms.
- ! Familiarize yourself with resources available on campus to students and staff with disabilities so you can make referrals when appropriate.

VISUAL IMPAIRMENT

Not all individuals with visual impairments are totally blind. Many have some usable vision while some may have only light perception. Given that perfect vision is measured at 20/20, a person is considered visually impaired if corrected vision is no better than 20/70. If a person's corrected vision is no better than 20/200 in the best eye, that person is considered legally blind. It is important to keep in mind the broad range of abilities of students with visual impairments and take their individual needs into consideration when working with them.

Students who are blind or have low vision have difficulty getting accurate access to information, locating large print or Braille materials, getting around in a large and unfamiliar setting, finding readers for library work, research reports and short articles, getting recorded textbooks on time, and participation in recreational or athletic activities.

Blind. Most blind students use a combination of adaptation for class participation learning needs. Access to visual information is the greatest academic barrier. Because preparing materials in an alternate format takes time, students need to know what texts are required well in advance. Not all blind students can or wish to read Braille. Some medical conditions such as diabetes may preclude that ability due to reduced sensation in the hands. All Braille materials are less available, more expensive, and voluminous in comparison to recorded text.

Students with visual impairments also need preferential seating. The instructor should verbalize and provide tactile experiences as much as possible. Blind students will also need access to class notes whether they are using a note taker, recording lectures or computers.

Regardless of the method, the process of reading and study requires more time for a blind student than a sighted student.

Extended time is also needed for exams. Tests will require either a reader or alternate formats that may include recording, typing and dictating response to a proctor to record.

Low Vision. Students with low vision may have additional difficulty because their visual impairments are less apparent and less easily understood than students who are blind. They may have fluctuating vision depending on their health, overuse or the lighting in a particular location. Students with low vision require the same adaptations as described above for blind students. However, it is beneficial to make use of the vision they have. Access to large print copies of overheads or handouts is helpful.

Many students with low vision have very large handwriting which tends to evoke a subtle psychological response from the reader. It tends to give the reader the idea that a child has written this and may lead to the conclusion that the written communication is less sophisticated. Professors need to be aware of this bias and judge large print work fairly.

Professor/Student Responsibility. The student is responsible for making his or her needs known. The professor and student should come to an agreement regarding accommodations, especially how academic performance will be evaluated, as early as possible. The professor should discuss in class assignments, field trips, and any visually oriented requirements with the students well in advance to plan for any adaptations they will need. The student with the disability is the best source of information regarding his or her needs. ADA Student Services is available for consultation if any questions or problems arise.

Classroom Accommodations

- ! Include the following statement on the course syllabus and/or announce it during the first few class meetings: *If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .*
- ! Discuss necessary classroom accommodations and testing adaptations early in the semester.
- ! Contact the office of ADA Student Services to verify a student's visual impairment or for consultation regarding appropriate accommodations.
- ! Give students advance notice of books and resources required to allow time to arrange for alternate formats.
- ! Support the use of adaptive equipment in class and on exams and be open to students taping your lectures.
- ! Students with visual impairments need preferential seating. Since the student cannot see visual cues, he or she needs to be seated in a position to receive verbal cues.
- ! As you are writing on the chalkboard or discussing a diagram, verbalize what you are writing. Avoid expressions like **It is @** **Are @** and **Here @** providing concrete descriptions instead. When using technical terms, remember to spell them out or give descriptions if appropriate.
- ! Try to speak directly to the class, remembering that turning your head away can muffle sound; body language and gestures cannot be seen.
- ! Provide large print exams or copies of overhead projections to students with low vision, if requested. This is easily done by using photocopiers to enlarge the text. Clear, high contrast copiers are best.

- ! Consider the student's needs when giving in-class assignments, showing videos, and planning field trips. Discuss with the student how he or she can best be included in these activities.
- ! Assist with the recruitment of note takers or readers as requested. They may be volunteer or paid depending on the student's needs and resources.
- ! Work with students to arrange for adequate time for completion of exams or class assignments (see section on testing).
- ! Whenever possible, use of drawings can be made by tracing over the lines of a drawing then polish.
- ! In group discussion, have each speaker identify himself or herself.
- ! When a class is relocated, ask someone to wait at the door of the original classroom to guide the student to the new location.

Positive Communication Tips

- ! Identify yourself when greeting a person who is blind. When you are leaving, let them know.
- ! It is alright to use words and phrases such as **L**ook **@** **L**atch **@** and **L**o you see what I mean? **@** People with visual impairment use these too.
- ! It is not necessary to raise your voice, just address the person directly to let him or her know you are speaking to them.
- ! Provide a thorough orientation to the physical layout of the room, indicating the location of all exits, desks, raised floors, low-hanging objects, and other objects in the room.
- ! Ensure that your building has adequate signage in Braille. Use landmarks such as Braille signs when giving directions.
- ! Allow the person who is visually impaired to advise you about how they wish to be guided
- ! When walking with a blind person, allow him or her to take your arm just above the elbow. Walk in a natural manner and pace. You do not have to give them information about turns and steps because they can feel what you are doing.

- ❗ When offering a seat to a vision-impaired person, place their hand on the back or arm of the seat. This gives them a frame of reference to seat himself or herself.
 - ❗ A dog guide is trained as a working animal, and should not be petted or spoken to without permission of the owner. A general rule is that the dog is working while in harness.
 - ❗ Do not assume that people with visual impairments need assistance but feel comfortable in asking if you can help.
 - ❗ Familiarize yourself with resources available on campus to students and staff with disabilities so that you can make referrals when appropriate.
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HEARING IMPAIRMENT

The term hearing impaired refers to anyone having some level of hearing impairment that results in one receiving less sound, ranging from very slight loss of hearing to perceiving sound less well than the average person but has a sufficient hearing loss to use auditoria based methods of communication, sometimes with visual supplements. Most deaf individuals employ one or more visual methods and symbol systems for communication.

The major challenge for the student with hearing loss is communication. Communication skills vary widely and are affected by personality, intelligence, nature and degree of hearing loss, degree and type of residual hearing, family environment, and age of onset. Just as the individual cannot control his or her ability to perceive volume, pitch, and tone, he or she cannot control these in his or her own speech. If the student's speech is quite intelligible, it is testimony to hours of training and deliberate effort.

A hearing impairment is considered by some experts in the field of disabilities to be the disability that is the most educationally devastating. Much learning is aural which results in experiential and language deficiencies. Students with hearing impairments miss tremendous information learned incidentally by non-hearing impaired.

Deaf. Most individuals can perceive some sound but in a way that has little or no meaning. Classroom accommodations typically requested by deaf students are interpreters, note takers, and preferential seating, so they are better able to lip-read.

An interpreter is a communicator between individuals using a mode of communication designated by the deaf individual such as American Sign Language (**ASL**). The interpreter conveys the dialogue and is not a contributor to it. The student needs seating with an unobstructed view. The interpreter should maintain eye contact with both instructor and

interpreter. The class may initially find the interpreter's presence distracting, but they become accustomed to it when the initial curiosity subsides.

Through the use of a note taker, students can focus their attention on the instructor and/or interpreter, as are other students; they can review the content of the class at a later time. Students who are deaf may also need extended time on examinations to have the questions interpreted to them in **ASL**. Also, deaf students may have language deficiencies that require more time to process information.

Partial Hearing Loss. A large number of students who have a hearing loss rely primarily on hearing aids. Hearing aids do not correct the hearing loss but merely amplify sound including background noise. Some students use assistive listening devices that require the instructor to use a lapel microphone. This reduces background noise and transmits the speaker's voice to the student.

Students with hearing loss need preferential seating in the classroom to eliminate as many distractions as possible. They rely heavily on visual information such as speech reading and body language and need an unobstructed view of the instructor. Students with hearing impairments may need note takers so they can focus on visual information, as well as compensate for the auditory information they do not receive.

Depending on the severity of the hearing loss and the age of onset, students with hearing loss may also need extended time on examinations. Language deficiencies result in slower processing of information.

Professor/Student Responsibility. The **student** is responsible for making his or her needs known. The **professor** and **student** should come to an agreement regarding accommodations as early as possible. The **professor** should discuss in-class assignments, field trips, and any aurally oriented requirements with the student in order to plan for any adaptation they will need. The student with the disability is the best source of information regarding his or her needs. The office of ADA Student Services is available for consultation if any questions or problems arise.

Classroom Accommodations

- ❗ Include the following statement on the course syllabus and/or announce it during the first several meetings of the class: **If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .**
- ❗ Discuss necessary classroom accommodations and testing adaptations early in the semester.

- ! Contact the ADA Student Services office to verify a student's hearing impairments or for consultation regarding appropriate accommodations.
- ! Try to provide the student with a list of new vocabulary at the beginning of class, as it is difficult to understand new words or technical terms.
- ! Provide, when possible, copies of lecture notes to assist the student in following the lecture when sign language may not provide complete explanations.
- ! Utilize visual aids such as chalkboards, overhead projectors, films, diagrams, and charts greatly assist students with hearing impairments. Try to incorporate these into lectures whenever possible. When showing a film, it is helpful to provide written transcripts or closed captioned information when available.
- ! Standing with a light source behind you or covering your mouth when speaking makes it almost impossible for a student who has a hearing loss to read lips.
- ! Using an overhead projector allows the instructor to face the class. This would usually be better than a chalkboard.
- ! Slow the pace when lecturing if the student has an interpreter, as a time lag occurs between speaker and interpreter.
- ! Try to limit colloquial expressions and idioms, as they are often difficult to interpret.
- ! Support the use of adaptive listening devices, tape recorders, and interpreters in classroom.
- ! Assist the student in recruiting volunteer note takers if requested.
- ! Work with students to arrange for adequate time for completion of exams for class assignments (see section on testing).
- ! Be objective about evaluating materials written by students with hearing impairments. If there are problems with grammar, syntax or fluency of expressions, you should advise the student about remedial services such as tutoring, language development labs or other resources just as you would refer any student without these difficulties.
- ! Provide written instructions or announcements such as assignments, test dates or any changes in schedule or location, either on paper or on the board.

Positive Communication Tips

- ❗ Speak clearly and naturally. Do not block your mouth with your hands. A mustache reduces clarity in lip reading.
 - ❗ Accentuate body language, including facial expressions and gestures, to help you get your message across effectively. These are helpful, but are careful not to exaggerate them.
 - ❗ Speak directly to the individual with a hearing loss, not to the interpreter.
 - ❗ Do not hesitate to ask them to repeat if you have difficulty understanding their speech. Your understanding will improve as you become familiar with their speech.
 - ❗ Learn some combinations of words that are more difficult to recognize. It may be necessary to rephrase complex ideas.
 - ❗ Speak in a normal volume and tone. Shouting distorts the information and does not help.
 - ❗ Speaking to someone who is not looking directly at you may indicate that he/she could have a hearing loss.
 - ❗ Attract the attention of the hearing-impaired person with a cue such as a tap on the shoulder or a wave before speaking.
 - ❗ Have pencil and paper ready to write messages back and forth if other methods of communication are not successful.
 - ❗ Post on centrally located bulletin boards any information delivered over public address systems or establish a message relay system.
 - ❗ Familiarize yourself with resources available on campus to students and staff with disabilities so that you can make referrals when appropriate.
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SPEECH IMPAIRMENT

Speech impairments have many causes such as hearing loss, illness, injury, and congenital or psychological conditions. Speech impairments are found alone or in combination with other disabilities such as cerebral palsy, hearing impairments, head injury or multiple sclerosis.

Speech impairments range from problems with articulation to an inability to speak at all. Common speech impairments include stuttering, chronic hoarseness, difficulty in evoking an appropriate word or term, and esophageal speech.

Many speech-impaired students are reluctant to participate in activities that require speaking. Even if the student has adjusted well to speech impairment, new situations may cause anxiety. Self-expression should be encouraged; however, reassurance to speak is not likely to be helpful. Students with slow or difficult speech should be encouraged to take their time while speaking in class. If students are rushed, their speech may become more difficult to understand.

Various communication aids are available for students who cannot speak. Some students may communicate through signing or by pointing to common words or phrases such as yes or no.

Oral communication may be a problem in testing when oral responses are requested. Alternative testing formats should be allowed if requested.

Professor/Student Responsibility: The **student** is responsible for making his or her needs known as early as possible. The **professor** should discuss any oral requirements with the student in order to plan for any adaptation they will need. The **student** with the disability is the best source of information regarding his or her needs. The office of ADA Student Services is available for consultation if any questions or problems arise.

Classroom Accommodations

- ! Include the following statement on the course syllabus and/or announce it during the first several meetings of the class: **If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .**
- ! Give students with communication disabilities the opportunity to participate in class discussions as much as possible, even if extra time is necessary.
- ! When the course requires oral communication, make arrangements so the student will be able to participate; arrange for alternative methods such as written communication that might be shared with the class.
- ! Encourage participation, but do not require a student with a communication problem to speak in front of the class.
- ! Allow students who are unable to communicate orally to use a typewriter, laptop computer, signboard or sign interpreter in class.

Positive Communication Tips

- ❗ The ability to understand impaired speech improves with continued exposure and listening.
 - ❗ Be patient and listen.
 - ❗ Do not provide words or finish sentences for a person who stutters or speaks with difficulty. Let the person complete his or her thoughts.
 - ❗ Do not pretend to know if you do not understand what is being said. Tell the student you do not understand, and allow him or her to repeat the communication.
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LEARNING DISABILITIES

A learning disability (**LD**) is a permanent neurological disorder that affects the manner in which individuals with normal or above-average intelligence process information. The most common learning disabilities include: dyslexia, a severe difficulty with reading; dyscalculia, a severe difficulty with math; and dysgraphia, a severe difficulty with written expression. Since learning disabilities are hidden, these students often have to deal not only with functional limitations, but also with the frustration of having to prove that their disability exists. Many LD students choose not to disclose their disability for fear of being considered mentally retarded or illiterate.

Many learning disabilities are not diagnosed until adulthood. Until college, many LD students were able to get by on high school and blame average to poor performance on lack of challenge. If you suspect that a student who is struggling in your class may have a learning disability, refer him/her to the appropriate resources. When diagnosed, such students are usually relieved to find that their frustration has a name, and that there are ways to deal with them.

Learning Disabilities can be the most challenging of all the disability groups in the university setting. In spite of the deficits and difficulties encountered by LD students, many of these students are able to succeed. We all have strengths and weaknesses in our learning styles. Students with learning disabilities simply need alternative ways to learn.

The following describe specific learning processes that may be affected by learning disabilities.

Visual Perception Problems. Though students with these problems may have perfect eyesight, they may see letters incorrectly or in reverse order; they may fail to see some letters, words or even whole paragraphs; they may confuse letters and symbols that are similar; they may omit ends of words; and they may misinterpret facial expression to mean boredom, approval or skepticism.

Auditory Perception Problems. Even with normal hearing, students with learning disabilities may have difficulty differentiating between familiar sounds (hear **A**rashed the car**@**or **A**washed the car**@**) may be acutely sensitive to background noises, and unable to screen out traffic, rustling of paper, whispers, etc., when listening to a lecture or conversation or taking an exam; or may be unable to catch the subtleties in different tones of voice (e.g., with anger, sarcasm, questioning).

Spatial Perception Problems. Students with these difficulties may be unable to judge distances, differentiate between left and right, or follow directions. They can get lost in familiar territory.

Memory Problems. Some LD students have difficulty retrieving information stored in the brain. They typically have more problems with short-term memory than with long-term memory. They often search endlessly to find words, names, dates, and thoughts that seem lost inside their heads.

Motor Coordination Problems. Poor gross motor (large muscle) coordination can result in clumsiness, knocking over things or bumping into people. Participation in many sports is difficult. Poor fine-motor (small muscle) coordination can result in poor handwriting and difficulty manipulating small objects. Visual motor coordination problems make it difficult for the hand or feet to obey visual commands in such activities as copying from the board, cutting a pattern, typing or writing. Auditory motor problems interfere with the following of spoken directions or listening and taking notes at the same time.

Many LD students have inconsistent performance from day-to-day or within the same task. Most LD students who enter college have developed various compensatory skills to help them capitalize on their strengths and circumvent some of their deficits.

Students with learning disabilities require individualized classroom accommodations based on the nature of their deficits. Most LD students need testing accommodation ranging from extended time, to access to calculators, dictionaries, and laptop computers to oral exams. Many require the use of taped lectures and/or note takers.

Attention Deficit Disorder. Learning disabilities and Attention Deficit Disorder (**ADD**) have a tendency to overlap. Between 50 percent and 90 percent of ADD students also have learning disabilities. ADD is a separate disability believed to be the result of differences in chemistry in the parts of the brain that control inhibition. This condition affects behavior and performance. It may interfere with academic achievement, self-esteem, and relationships. A person with ADD may be intellectually gifted. Adults with ADD often present additional diagnoses such as mild chronic depression, mood and energy swings, nervousness, sleep disorders, muscular tension, as well as learning disabilities.

Basic characteristics of adults with ADD include inattention and impulsiveness. While most people have some of the following traits, those who have ADD exhibit more of them with greater frequency and intensity:

- ! Difficulty carrying through with routine or uninteresting tasks.
- ! Difficulty with impulse control
- ! Difficulty sustaining attention
- ! Difficulty with organization
- ! Short-term memory problems

Classroom accommodations are similar to those needed by LD students. Common accommodations based on functional limitations include: extending time to complete exams in a distraction free environment, note takers, and organizational support.

The types of accommodations provided to students with learning disabilities and ADD may vary depending on the nature of the disability and the course content. For example, a student may benefit from an oral exam in one subject area, but not in another. A student's past scholastic record of success with one accommodation over another is often the best predictor of success. It is not unusual for there to be an initial trial-and-error period of finding the best way to evaluate a student's ability to demonstrate mastery of course material.

Professor-Student Responsibility. The **student** is responsible for discussing his or her needs with the professor. An agreement between the **professor** and **student** regarding accommodations should be reached early in the semester. ADA professional is responsible for reviewing the student's documentation and making recommendations about accommodations based on the student's specific strengths and deficits. The student is the best source of information regarding his or her needs. The office of ADA Student Services is available to the professor should questions or concerns arise.

Classroom Accommodations

- ! Include the following statement on the course syllabus and/or announce it during the first several meetings of the class: **If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .**
- ! Discuss necessary classroom accommodation and testing adaptations early in the semester.

- ! Contact ADA Student Services to verify a student's learning disability or for consultation regarding appropriate accommodations.
- ! Be highly explicit with expectations, such as those about class attendance, homework, and participation.
- ! Encourage the student to sit toward the front of the classroom to minimize distractions.
- ! Support the use of note takers or tape recording lectures.
- ! Try to provide a list of new vocabulary at the beginning of each class. When possible, provide copies of lecture notes to assist the student in the lecture.
- ! Provide needed explicit structure. They may need help distinguishing ideas and seeing the relationship of parts to the whole.
- ! Provide for students who have difficulty writing needed extra time for exams or make alternate arrangements in which the student can respond orally, type or tape record test answers.
- ! Provide for students with reading disabilities a reader or to have the test tape recorded.
- ! The use of visual aids such as chalkboards, overhead projectors, films, diagrams, and charts greatly assist these students. Learning is more likely through multiple sensory experiences.
- ! Provide students with needed advance notice of reading materials and assignments as they may use volunteer readers or supportive devices to read their text.
- ! Work with students to arrange for adequate time for completion of exams or class assignments (see section on testing).
- ! Encourage the use of word processing equipment that will help LD students compose, edit, and spell more accurately.
- ! Provide an outline of the day's lecture. Break down difficult concepts into steps or parts. Give a brief review of the material presented, and emphasize key points.
- ! Give study questions for exams that demonstrate the format, as well as content of the test and an explanation of what constitutes a good answer and why this procedure is very helpful.
- ! Rephrase particular complex ideas or ideas that introduce new terms.

Positive Communication Tips

The most important concepts to remember when working with someone with a learning disability are to be patient and do not treat him or her in a condescending manner.

- ❗ Be supportive. Give praise when merited as it builds confidence.
- ❗ Give directions in oral and written forms.

- ❗ Be aware that inconsistent perceptual abilities have social implications such as causing problems meeting people, working cooperatively, and making friends.

- ❗ Familiarize yourself with resources available on-campus to students and staff with disabilities so that you can make referrals when appropriate.

PSYCHIATRIC DISABILITIES

Mental illness is a widespread and debilitating illness. The National Institute of Mental Health reports that one in five Americans has some form of diagnosable and treatable mental illness in any given six months.

The onset of mental illness is often between the ages of 18-25. With the use of many psycho-tropic medications and psychotherapy, the symptoms associated with mental illness can be reduced and controlled.

Attitudinal barriers are common problems for students with psychiatric disabilities. The stigma surrounding mental illness is great. Although more students are identifying themselves and requesting accommodations, many do not seek assistance for fear of discrimination.

Students with psychiatric disabilities can benefit from and participate fully and successfully on the college campus with appropriate and reasonable accommodations. Examples of services provided by ADA Student Services may include but are not limited to advocacy, study skills, time management assistance, extended testing time, and referral.

In working with instructors, disclosure of the student's diagnosis and history is a matter of student's choice. Functional limitations may be explained to justify accommodations, but all information is confidential.

Faculty and staff may be reluctant to set limits on students with psychiatric disabilities because of the student's perceived vulnerability. Instead of setting limits or asking students to change behavior, they may stretch the limits of their own tolerance because the problem is perceived as a mental health problem. With all students, setting limits based on a student code of conduct is a valuable tool to foster maturity and more clearly define role expectations.

In the unlikely event that a student with a psychiatric disability exhibits inappropriate behavior, the professor should consult the Grambling State University Student Handbook. All students, regardless of disability, are expected to adhere to the code of conduct in order to maintain a safe, orderly educational environment.

Professor/Student Responsibility. The **instructor** should make an announcement at the beginning of the semester informing students that he or she is available to assist with accommodations. Otherwise, the **student** is responsible for approaching the instructor about the needs. **An agreement between professor and student** regarding accommodations should be reached early in the semester. ADA Student Services is available for consultation if any questions or problems arise.

Classroom Accommodations

- ! Include the following statement on the course syllabus and/or announce it during the first several meetings of the class: **If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .**
- ! Discuss necessary classroom accommodation and testing adaptations early in the semester.
- ! Contact ADA Student Services to verify a student's learning disability or for consultation regarding appropriate accommodations.
- ! Be highly explicit with expectations, such as those about class attendance, homework, and participation.
- ! Encourage the student to sit toward the front of the classroom to minimize distractions.
- ! Support the use of a note takers or tape record lectures.
- ! Provide for students who may need flexibility in scheduling examinations.
- ! Work with students to arrange for adequate time for completion of exams or class assignments.

- ! (See section on testing).

Positive Communication Tips

The most important fact to remember when working with someone with a psychiatric disability is to be patient and do not treat him or her in a condescending manner.

- ! Be supportive. Be aware that students with psychiatric disabilities find many of the procedures in the academic environment very stressful. For example, participating in class, developing a relationship with peers, and test taking can be intimidating or threatening.
 - ! Give praise when merited; it builds confidence.
 - ! Give directions orally and write them down.
 - ! Familiarize yourself with resources on-campus for students and staff with disabilities so you can make referrals when appropriate.
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HIDDEN DISABILITIES

The largest group of students with disabilities on college campuses are students whose disabilities are not visible. Most students with hidden disabilities are individuals with medically based disabilities such as arthritis, diabetes, lupus, asthma and allergies, multiple sclerosis or head injury. Students with visible disabilities (such as seizure disorders or AIDS) may decide not to request accommodation, choosing to face barriers rather than possible social stigma.

Students whose hidden disabilities appear intermittently or cyclically may need different accommodations at different times. Students with fluctuating abilities sometimes find lack of acceptance by faculty, as well as their peers, because they are confused by shifting symptoms or their disability.

Arthritis. Arthritis refers to inflammation of the joints. Its causes are unknown and occur in individuals of all ages. There are several types of arthritis. The two most common are degenerative joint disease and rheumatoid arthritis. Rheumatoid arthritis is the most disabling type of arthritis. Frequent symptoms include constant pain, stiffening, limited range of motion, fatigue, and loss of function.

These conditions in their severe form can lead to the need to use assistive devices such as braces, canes and wheelchairs. The chronic pain and fatigue can also affect concentration, attitude and endurance.

Sitting more than an hour can often be a problem. Depending on the joints affected, classroom writing and test taking might also present a problem. Frequent absences can interrupt classroom involvement when pain and fatigue limit activity.

Asthma and Allergies. Severe asthma and allergies can impair some student's participating in the full range of activities on-campus. Particularly sensitive individuals can experience respiratory irritation from exposure to dust, molds, and pollens circulating in buildings. Some experience periods when the respiratory or allergic problems are very severe. At other times, interference with activities may be minimal. Severe allergies or asthma can disrupt the academic plan in a number of ways. During times when students are having difficulties with allergies, they might be confined to their air filter systems. They may find using a library impossible because of the molds and dust in the air. Class attendance may be irregular. In addition, medication prescribed for allergies may cause drowsiness and interfere with studying efficiency. Periods of increased stress, such as exam weeks, can increase allergic and asthmatic reactions.

Epilepsy and Seizure Disorder. Seizures are the result of electrical discharges in the brain cells. Although epilepsy is a disorder of the brain characterized by recurrent seizures, all seizures are not epilepsy. There are three general classes of seizures. One class is characterized by rigid, jerking movements and loss of consciousness (Grand Mal or Tonic Clonic); another class is characterized by loss of consciousness for a few seconds accompanied by staring, blinking or mild facial twitching (petit Mal or Absence); and the third class is characterized by purposeless actions such as lip smacking, chewing motions or fidgeting with clothing (psychomotor).

Once a seizure disorder is identified and seizures are controlled with medication, most individuals live full active lives. Sometimes dosages of prescribed medications may need adjusting. During the process, individuals may experience more frequent seizures, be easily fatigued, and have side effects such as grogginess and nausea. During all three kinds of seizures, a person is not aware of his or her environment. Afterwards, there may be a period of five minutes to an hour of grogginess, confusion, tiredness, etc. Periods of extra stress such as exam periods are often accompanied by increases in seizures. Students are encouraged to take the responsibility of finding out how best to manage their seizures. In most cases, staff and students do not really need to do anything for a student having a seizure. However, if a student should experience a Grand Mal or Psychomotor seizure in the classroom, the following steps should be taken:

- Remain calm. Students will assume the same emotional reaction as the faculty or staff member. The seizure is painless to the person who is experiencing it

- ❗ Do not try restraining the person. There is nothing you can do to stop a seizure. It must run its course.
- ❗ Clear the area around the person so that he or she does not injure himself or herself on sharp objects. Try not to interfere with movements in any way.
- ❗ Do not force anything between the teeth.
- ❗ It is generally not necessary to call a doctor unless the seizure is followed almost immediately by another major seizure or it lasts more than ten minutes.
- ❗ Let the person rest if he or she needs to when the seizure is over.
- ❗ Turn the incident into a learning experience for the class. Explain that the condition is not contagious and there is nothing of which to be afraid.

Head Injury. Students who have experienced closed-head injuries, a stroke, cerebral tumors and/or other types of injuries to the brain often have visible or readily detectable disabilities such as speech, hearing and ambulatory disorders. Sometimes, however, their disabilities are hidden. Such students may be slow to comprehend information or may have difficulty understanding speech. They may also have some difficulty with reading, writing and using numbers. Severe headaches, tremors, mild seizures, trouble with vision, less control over emotions and less ability to function under stress also may characterize the students who have a brain injury. (See the section of Learning Disabilities for a description of the most appropriate accommodations for students with head injury.)

Multiple Sclerosis. Multiple Sclerosis (MS) is a neurological disease with unknown origin. The body's immune systems attack the protective sheath surrounding nerve cells, and it is replaced with scar tissue. The onset of MS frequently occurs during college years. The disease is progressive. Symptoms may disappear or become less severe for periods of time, but the disease will flare up again and usually more severely. MS usually affects a number of body systems at once. Common problems include: weakness, lack of coordination, vision problems, lack of balance, speech difficulty, and trembling of the arms and legs.

MS generally does not appear to be severe when it is first identified. An individual may begin to use a cane for walking as an aid to increase balance and reduce fatigue. Individuals may also experience vision problems, which occur spontaneously and last from several weeks to a few months. A major obstacle to full involvement in academic and social activities for a student with MS is constant fatigue. The unpredictable nature of the disease makes it difficult to plan ahead or make future commitments. Unexpected absences are not unusual.

Muscular Dystrophy. Muscular Dystrophy (MD) is a disease which affects the muscles of the body. It is a progressive, hereditary disease primarily characterized by weakness and atrophy of the muscles. As the disease progresses, it results in increasing disability and

deformity frequently leading to degeneration of cardiac muscles. The onset of the disease occurs most frequently between the ages of 10 and 20 years.

The primary limitation of the disease is the progressive, permanent loss of function of specific muscle groups. This loss function is usually accompanied by becoming fatigued more easily.

In the most forms of MD, it is usually the muscles in the lower extremities that are affected first, leading to use of mobility aids such as canes, walker, and wheelchairs. As the disease progresses, it usually affects other muscle groups, leading to loss of muscle control in the arms, hands, and face. Once the atrophy of muscle takes place, it leads to permanent loss. The rate of atrophy and the muscle groups affected vary for each individual. This makes planning ahead and making time commitments difficult.

Professor/Student Responsibility. The **student** is responsible for discussing his or her needs with the professor. An agreement between **professor** and **student** regarding accommodations should be reached early in the semester. ADA Student Services professional is responsible for reviewing the student's documentation and making recommendations about accommodations based on the student's specific strengths and deficits. The student is the best source of information regarding his or her needs. The office of ADA Student Services is available to the professor should any questions or concerns arise.

Classroom Accommodations

- ❗ Include the following statement on the course syllabus and/or announce it during the first several meetings of the class: **If you need accommodations in this class related to a disability, please make an appointment as soon as possible. My office location and hours are . . .**
- ❗ Be aware that variations in a student's performance caused by medication may present problems that require appropriate modifications.
- ❗ Discussion should take place if a faculty or staff member has valid questions about the effect of the medications a student is taking; it is appropriate to discuss these issues with the student.
- ❗ Should you need further verification of a student's disability or suggested accommodation, contact the office of ADA Student Services
- ❗ Work with students to arrange for adequate time completion of exams or class assignments. (See section on testing).
- ❗ Should the disability cause interruption in course work, assign incomplete rather than failing grades.

A Positive Communication Tip

Treat every person with a disability as an individual. Needs vary among and within disability groups.

SOME COMMON COURTESIES WHEN WORKING WITH STUDENTS WITH DISABILITIES

- ! When giving directions to a person in a wheelchair, consider distance, weather conditions, and physical obstacles such as stairs, curbs, and steep hills.
- ! Use specifics such as **A**ft a hundred feet **=** or **A**ight two yards **@** when directing a person with a visual impairment.
- ! Be considerate of the extra time it might take for a person with a disability to get things done or said. Let the person set the pace in walking and talking.
- ! When planning events involving persons with disabilities, consider their needs ahead of time.
- ! If an insurmountable barrier exists, let the student know about it prior to the event.

THINGS ONE SHOULD AND SHOULD NOT SAY

People with disabilities are people first; they prefer that the focus is on their individuality, not on their disability. The language used to portray individuals with disabilities is often a barrier to access and acceptance in the community. The following glossary of terms is offered as a guide to acceptable terms:

DON'T SAY	SAY
Handicap, handicapped	Disability, or person with a disability. Emphasize the person, not the disability.

Victim of or afflicted with a stroke, polio, muscular dystrophy, etc.	Person who uses a wheelchair or has a wheelchair. Most people who use a wheelchair do not regard them as confining. They are viewed as liberating.
Deaf and dumb	A person who is deaf, hearing impaired, or hard of hearing. Most deaf individuals are capable of speech. An inability to hear or speak does not indicate lowered intelligence.
Normal, healthy (when used as the opposite of disabled)	Non-disabled
The deaf. The visually impaired. The disabled	A person who is deaf, etc. State the person or individual before the disability.
Mongoloid, crazy, deformed, defective, crippled. These words are offensive, dehumanizing, degrading and stigmatizing.	When it is appropriate to refer to an individual's disability, choose the correct terminology for specific disability. Use terms such as cerebral palsy, Down Syndrome, mental illness, spina bifida, quadriplegia, seizure disorder, speech impairment, or specific learning disability.

FREQUENTLY ASKED QUESTIONS

- Q. How does a student become eligible to receive accommodations?
- A. To become eligible, a student must have a documented disability and inform the University that he/she is requesting accommodations based on that disability. A student must:
- ❗ Contact the office of ADA Student Services
 - ❗ Provide the coordinator with documentation of the disability from a qualified professional, and
 - ❗ Consult with the coordinator of ADA Student Services to determine the appropriate accommodations.

- Q. Who determines the accommodation(s)?
- A. The office of ADA Student Services determines the accommodation(s) using the documentation of the disability from qualified professionals provided by the student.
- Q. Isn't Disability and Handicap the same thing?
- A. No! A Disability is a condition caused by accident, trauma, genetics or disease that may limit a person's mobility, hearing, vision, speech, or mental function. A person may have more than one disability.
- A Handicap is a physical or attitudinal constraint imposed upon a person; for example, stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs.
- Q. How can I learn more about the needs of my students?
- A. Open communication between you and your students facilitate a better understanding of individual needs. Please contact the ADA office if you need additional information.
- Q. What do I do when a student identifies himself/herself as having a disability?
- A. Ask for the Accommodation Letter from the ADA office; this letter describes the accommodations that instructors are legally required to provide. During office hours or at another convenient time, discuss the letter and the accommodations with the student. If the student does not have an Accommodation Letter, he/she should be referred to the Office of ADA Student Services to request services. The Coordinator will determine some possible appropriate accommodations after reviewing documentation of the disability provided by the student.
- Q. May I review the student's documentation of the disability?
- A. The Office of ADA for Student Services working with the Counseling Center is the designated office to receive and interpret documentation of the disability. Eligibility is certified and accommodations are determined through the office of ADA Student Services. Disability information is confidential and students are not required to disclose this information to instructors. The student must sign a *Release of Information* in order to receive confidential information.
- Q. What if I suspect that a student has a disability?

- A. Talk with the student about your concerns regarding his/her performance. If the concern seems disability-related, ask if he/she has ever received assistance for a disability. If it seems appropriate, refer the student to the Office of ADA Student Services to apply for services. Whether to self-identify to the ADA office is the decision of the student; however, to receive accommodations, disclosure with proper documentation is required.
- Q. Are accommodations retroactive?
- A. No, accommodations are not retroactive. Accommodations do not take affect until the student has completed registration with the Office of ADA Student Services and has provided the instructor with an accommodation letter. Students should give instructors at least two (2) to three (3) school days notice before use of an accommodation. Instructors are not required to make changes in grades for assignments/exams given prior to notifying the instructor of the accommodations.
- Q. Won't providing accommodations on examinations give an unfair advantage to a student with a disability?
- A. No! Accommodations don't make things easier, just possible. The purpose of academic accommodations is to put the person with a disability on a level playing field with other students who do not have a disability.
- Q. Are faculty required to use the testing services provided through the ADA Student Services Office?
- A. No. It is recommended that accommodations be provided within the classroom when possible.
- Q. How can accommodations be provided within my classroom?
- A. Any available office or room can be used if students just need extended time, distraction-reduced environment, or enlarged exams. Please discuss accommodations with students to make sure that all needs are being met.
- Q. What if a student with a disability is failing?
- A. Treat the student as you would any student who is not performing well in your class. Invite the student to your office conference time to discuss reasons for the failing performance and what resources the student may use to improve. Encourage the student to visit the Office of ADA Student Services to discuss some additional strategies to improve his/her grades. Contact the ADA Student Services office to discuss any additional concerns.

- Q. What should I do if a student who is deaf or hard of hearing shows up in my class without a Communication Facilitator (CF)?
- A. If a student shows up for the first day of class without a CF, the student should be referred to the ADA Coordinator. The ADA Coordinator will arrange the best possible available accommodations for the student.
- Q. Do I need to alter my teaching style with an interpreter present?
- A. No. Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. The role of the interpreter is similar to that of a foreign language translator: to bridge the communication gap between two parties.
- Q. How can I assist a student with getting notes?
- A. Students who cannot take notes or have difficulty taking notes adequately due to the effects of their disability can be accommodated in a number of ways including: allowing them to tape record lectures, assisting them in obtaining an in-class volunteer note taker, and providing them with an outline of lecture materials and copies of overhead transparencies.
- Q. What is a note taker?
- A. A note taker is usually another student in class who agrees to provide copies of lecture notes taken during class. Notes may be copied at the ADA Student Services office at no charge.
-

POINTS TO REMEMBER

1. If you have questions regarding a disabled student or the university's compliance with the Americans with Disabilities Act, contact Dr. Ruth Osborne, SCC/ADASS Director at 274-3338/3163.
2. A statement should be placed in each course syllabus informing students to let you know if they have a disability and need accommodations. The students should then be referred to the office of ADA Student Services to register.
3. If sufficient documentation is provided, the ADA Student Services office will provide the student with a letter for each instructor indicating the accommodations

that should be provided. Letters will be given to the students. **Students should register with the office of ADA for Student Services EACH semester.**

4. Because of the privacy act, all disability related information concerning students and their needs will be kept confidential. There may be times when it becomes necessary that instructors need to be given additional information regarding special cases.
4. If a student gives you documentation of a disability, please have the student submit the documentation to the ADA Student Services office.
5. **BE CAREFUL NOT TO SINGLE OUT A STUDENT WITH A DISABILITY IN FRONT OF OTHERS.**
6. Your course objectives should not be different for students with disabilities and the other students.
7. Not all students requesting accommodations are eligible for the accommodations requested. Not all students will receive the same accommodations even though they may have the same diagnosis.
8. As an instructor, you may know of a better accommodation that may meet the needs of the students. If you do, please share with the ADA Student Services office.
9. **Please let the ADA Student Services Coordinator know if a student receiving special accommodations is not attending class regularly.**
10. **Communicating with students with disabilities is the most important form of assistance you can give.**

Student Counseling Center
Confidentiality

Position and Principles

\$ Grambling State University values you as a customer, a client, a student and an individual. GSU recognizes the importance of and how much your privacy means to you.

\$ The Student Counseling Center uses this means to inform you of our policy for collecting, using, securing, and sharing student confidential information the first time we work with you.

- \$ Student Counseling files are not part of their college records.
- \$ Contents of counseling sessions, attendance records, files are destroyed following the student's exit from the university,

INFORMATION WE COLLECT

- . Academic Records
- . Judicial Records
- . Personal History
- . Mental Health Records
- . Family Records
- . Medical/Health Records
- . Other University Reports

HOW YOUR INFORMATION IS USED

- \$ Your information is used to help make good decisions about your educational choices.
- \$ To develop counseling programs, strategies
- \$ To develop individual student contracts
- \$ To plan and implement appropriate ADA advocacy services.

LIMITATION OF CONFIDENTIALITY

\$ Confidentiality is viewed as essential to the SCC maintaining legal and ethical responsibilities to all who engage in counseling services.

- \$ Exceptions to this policy include: Imminent danger to self or others, suspected child/dependent abuse, court order, or where otherwise required by law. In cases of death, incapacitation or inability to speak for yourself, certain portions of information can be shared, your identification of the (Next of kin) person to contact in case of an emergency on the student application could be notified.

\$ In cases of death, threat of harm to self or others, incapacitation or inability to speak for yourself, certain portions of information can be shared, your identification of the (next of kin) person to contact in case of an emergency on the student application could be notified..

YOUR RIGHTS AND RESPONSIBILITIES

- \$ You have the right to maintain or to share information about you.
- \$ You have the right to be informed of all information in your individual file that you have submitted.
- \$ You have the responsibility to help provide adequate and accurate information specifically pertaining to your academic needs.

DISCLOSURE PROCEDURES

- \$ Students will be duly informed of the need to gather/obtain or to release information to persons who do not have otherwise a need to know.
- \$ Release of Information forms will be reviewed with the student and transmitted confidentially to only individual(s) identified.
- \$ Request of Information from outside sources will be required as needs arise to help to assess and determine the best counseling strategies for students.

YOUR CONFIDENTIAL FILE CONTAINS

- . Intake
- . Release of Information
- . Request of Information
- . Telephone Log
- . Client Assess
- . Academic Records
- . Daily Sign-In
- . Counselor Notes (Protocol)
- . Medical Records
- . Other

(Your student information is protected throughout your tenure at GSU. Afterwards, your records are destroyed.)

WHO HAS A NEED TO KNOW

- \$ The President of the University
- \$ The Vice-President of Student Affairs and Enrollment Management
- \$ The Director of the Counseling Center
- \$ Anyone Who is Directly Affected By Your Behavior: Threat of Dangerous and At-Risk Situations
- \$ Members of Crisis/Emergency Team
- \$ Faculty, Instructors, Staff
- \$ Emergency Contact

\$ The Family Rights and Privacy Act and Louisiana State Laws will guide all actions regarding confidentiality.

MISSION



Helping, Supporting, Facilitating Students to Go Confidently in the Directions of Their Dreams



Faculty/Staff Referral Form

Grambling State University Student Counseling Center
Dr. Ruth Osborne, Director \$274-3163
Office: (318) 274-3338/3277 \$Fax: 274-3114

COUNSELORS:

Tiffany Bates, LPC, NCC
Counselor \$274-2774

Demetria Keys-Johnson, MA
Counselor \$274-2769

M. Coleen Speed, Ph.D., LMFT
Counselor \$274-4763

STUDENT INFORMATION

Date: Name: Gender: M F
Address: City: State:
Zip Code: Phone #:
Social Security Number: Classification:
Major:
Reason for Referral:
Class Number/Work Site:
Referred by: Phone #:



Faculty/Staff Referral Form



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Dr. Ruth Osborne, Director \$274-3163
Office: (318) 274-3338/3277 \$Fax: 274-3114

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Demetria Keys-Johnson, MA
Counselor \$274-2769

M. Coleen Speed, Ph.D., LMFT
Counselor \$274-4763

STUDENT INFORMATION

Date: Name: Gender: M F
Address: City: State:
Zip Code: Phone #:
Social Security Number: Classification:
Major:
Reason for Referral:
Class Number/Work Site:
Referred by: Phone #:

GRAMBLING STATE UNIVERSITY

Grambling, Louisiana 71245

AMERICANS WITH DISABILITIES ACT - STUDENT SERVICES

Handbook Agreement for Faculty

This certifies that I, _____ received a
Disability Services Resource Manual from the ADA Student Services.

I understand that I am responsible for reading the handbook and
adhering to the guidelines.

Signature

Date

SS Number

ADA Student Services Use Only

Verified by

Date

Grambling State University
Division of Student Affairs
ADA Student Services

~ ~ PARTICIPANT PROFILE-INTAKE FORM ~ ~

Name: _____ **SSN:** _____

School Address:	Dormitory & Room No. or Street Address City State Zip Telephone Number:
Home Address:	Street Address City State Zip Telephone Number:
Date of Birth:	
Parent(s) Name(s)	Father Telephone Number Mother Telephone Number Guardian Telephone Number

**GRAMBLING STATE UNIVERSITY
ADA Student Services**

STUDENT INFORMATION SHEET

Name _____

Phone Number(s) _____ E-mail _____

Please check one of the following:

- I am currently attending Grambling State University
 I have been attending Grambling State University since _____ Semester _____ Year
 I am a new student at Grambling State University
 I am a transfer student from _____
If you are a transfer student, did you receive accommodations? _____ Yes _____ No

What is your current classification? Freshman Sophomore Junior Senior Grad

What is your expected graduation date? _____ Semester _____ Year

What is your disability? _____

Are you a client of Vocational Rehabilitation Services? Yes No _____
Location _____

If yes, who is your academic advisor? _____ Location _____

Who referred you to the ADA Student Services Office? _____

I have received a copy of the Course Accommodation Policy for Students with Disabilities and realize that I am responsible for reading to become familiar with the policies and procedures.

Student

Date

FOR OFFICE USE ONLY

Date	Action	Staff Initials	Comments
_____	Initial contact	_____	_____
_____	Documentation Received	_____	_____
_____	Documentation Approved	_____	_____
_____	Accommodation Meeting	_____	_____
_____	Accommodation letters sent	_____	_____

**GRAMBLING STATE UNIVERSITY
ADA Student Services
Accommodation Request Form**

_____ Semester

Please complete the following information and list the accommodations that are appropriate. All accommodation requests must be supported by your disability documentation on file with this office.

All information on this form must be complete. Incomplete requests may delay processing.

Name _____ SSN: _____ Date _____

Local Mailing Address: _____ Apartment # _____

City _____ State _____ Zip: _____ Phone Number _____

Circle Disability: LD ADD AD/HD Physical Psychological Other (Specify _____)

What accommodations are you requesting for this semester? _____

If you received accommodations last semester, are these the same accommodations?
(Please circle) Yes No

	<u>Course Title</u>	<u>Course Number</u>	<u>Instructor</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

.....

FOR OFFICE USE ONLY

Date Received in ADA-SS Office _____

Received by _____

A D A S t u d e n t S e r v i c e s

A u t h o r i z a t i o n t o R e l e a s e P r o f e s s i o n a l
I n f o r m a t i o n

C o n f i d e n t i a l

The primary purpose of this release is for me to approve the dissemination of information to persons who are rendering ADA services to me and have a qualified need to know. This approval will be in effect during the duration of my enrollment at Grambling State University, however, I may withdraw my approval for release of information at any time. If I have any need for additional clarification I have been advised to please ask before signing.

Instructions to the Client:

2. Make sure all blanks on the form are filled in before you sign below. Please use N/A if you feel that any of the information below is not applicable.
3. Sign this form only after submitting a request for accommodations.
4. Make sure the release of information is in your best interest.

I, _____, give my permission to the Student Counseling Center (SCC) at Grambling State University to receive full medical, educational or other pertinent information from appropriate professional agencies or sources.

In addition, I authorize the professional staff members of the SCC at GSU to release the professional information about me to:

(Please initial all that apply)

_____ appropriate GSU faculty, staff, administrators on a need to know basis **ONLY**.

_____ standardized testing agents (e.g., for the GRE, LSAT, etc.) as needed.

_____ other off-campus professionals as needed and specified below:

_____ other:

RESTRICTIONS:

As with our own records, any information you authorize other professionals to release to this facility will be held strictly confidential and will not be released without your permission.

Print Name: _____

SSN:

Signature: _____

Date:

Signature of Witness: _____

Date:

Please do not leave any documents with this office that you DO NOT want released to other professionals.
(Initial)

GRAMBLING STATE UNIVERSITY

ADA Student Services

NOTE TAKER POLICY

Students qualifying for a note taker as an accommodation have two options:

Option 1 - Students may obtain their own note taker

Option 2 - Note taker will be secured through the ADA Student Services office with the assistance of the instructor for the particular course, depending upon availability.

Students requesting the ADA Student Services office to coordinate services must complete a **Note Taker Request Form (see copy next page)**.

The following information is needed in order to complete this form:

Complete course title

Section number

Instructor's complete name (Dr. Ms. Mrs., etc.)

Days class meets

Time class meets

Where class meets (building name and room number)

This form should be completed immediately after a determination has been received from a health care provider so that note taker services will not be delayed. Arrangements for receiving notes can be discussed with the ADA Student Services Coordinator.

**GRAMBLING STATE UNIVERSITY
ADA Student Services
NOTE TAKER REQUEST FORM**

Student's Name _____ Date of Request _

Student's SS No. _____

Instructor's Name _____ **Course Title** _____

Section No. _____ Class Days (circle): M T W Th F Time: _____

Class location (building and room number) _____

Instructor's Name _____ **Course Title** _____
Section No. _____ Class Days (circle): M T W Th F Time: _____
Class location (building and room number) _____

Instructor's Name _____ **Course Title** _____
Section No. _____ Class Days (circle): M T W Th F Time: _____
Class location (building and room number) _____

Instructor's Name _____ **Course Title** _____
Section No. _____ Class Days (circle): M T W Th F Time: _____
Class location (building and room number) _____

Instructor's Name _____ **Course Title** _____
Section No. _____ Class Days (circle): M T W Th F Time: _____
Class location (building and room number) _____

NOTE: A delay in completing and returning this form may result in a delay in receiving notes.

(This accommodation letter must be on official letterhead)

CONFIDENTIAL

TO:

FROM:

DATE:

RE: ACADEMIC ACCOMMODATIONS for

The above named student is in your class. has a documented disability of which he/she is entitled to reasonable accommodations under Section 504 and the Americans with Disabilities Act.

It is recommended that the following accommodations are made:

\$

Later, if you find these accommodations are not providing the help that needs, or if you have other suggestions and/or concerns in working with , please let this office know. I have asked to discuss and make arrangements regarding these accommodations with you. Please sign, forward original to me, and copy the agreement letter for your records.

Please note that this communication is a confidential document between you, the student, ADA Student Services, and the EEO Director at GSU.

Should you have questions concerning this matter, please feel free to call Ruth Osborne at extension 3163.

Thank you for your cooperation and assistance in meeting the needs of all students on our campus.

Grambling State University
ADA Student Services

ADA Student Services Faculty/Staff Agreement

~ ~ C O N F I D E N T I A L ~ ~

Last _____ Fist _____ Middle _____ Social Security Number _____

V. Need Determination: _____
Date of Documentation _____ ADA Review Date _____

_____ **Yes** Accommodations are required _____ **No** Accommodations are not required

VI. Accommodation area(s) identification:

~ Vision	~ Hearing	~ Physical Health	~ Speech/Communication
~ Psychological	~ Physical Mobility	~ Learning Disability	~ Other/Withheld
~ Other (List): 			

VII. Accommodations requested:

~ Extended time (test, projects)	~ Conference time extended	~ Large Print	~ Exam options (oral, assisted)
~ Note takers, Scribes	~ Preferential seating	~ Attendance regulated	~ Presentation options (assisted, visual)
~ Tutoring service	~ Lip reading conditions	~ Calculators	~ Living Assistance (Emergencies)
~ Use of assistive devices (laptops, tape recorders, etc.)			
~ Diet/Food Preparation	~ Other:	~ Other:	~ Other:

VIII. Agreement: _____ **Agreed** _____ **Disagreed**
(Faculty, please complete and return to student to be returned to this office. If you disagree with any of the accommodations, please notify the ADA Office - X3338)

Student _____ Date _____ Faculty/Staff _____ Date _____ ADA _____ Date _____

Record Keeping - The original form will be filed in the ADA office.
 - Documentation of disability will be filed in the ADA office file.

NOTE: The accommodation area and the accommodations requested are identified on each form for each student.

Progress **C**Follow-Up Documentation

Student

Counselor

Semester

Date

Assigned date to return

1. Class Attendance Dates absent
Reasons

2. Agreements

3. Concerns Class

Instructor

4. Intervention

5. Result

Note: Instructors please complete items 1, 2, 3, and return at your earliest convenience.

Grambling State University
Division of Student Affairs - ADA Student Services

~ ~ COMPLAINT FORM ~ ~

Information contained in this complaint form is ***confidential*** and should only be reviewed by those who have a need to know. If at any time, the complainant feels that he/she is adversely targeted because of filing this complaint, the complainant should consult immediately with the University EEO Officer.

The complainant should receive a response to the complaint within five (5) full working days of submitting the complaint. If the decision is delayed because of a need for a more thorough investigation, the complainant should be notified and a new response date will be identified.

Name of Complainant	Social Security Number
On Campus Address	Telephone Number
Home Address	Home Telephone Number
Basis for the Complaint:	
Explain thoroughly, the concerns/issues that you want addressed. (Use the reverse side of this form and additional paper if needed).	
What have you done and to whom have you spoken to in order to try and resolve this issue?	
If a determination is made that interviews are needed, suggest the names, addresses, and telephone numbers of those you feel should be interviewed and why.	
What do you suggest as a reasonable, satisfactory response to your concerns/issues?	

_____ Name (Please Print) _____ Date
 _____ Signature _____

Grambling State University
 Division of Student Affairs
 ADA Student Services

~ ~ APPEAL FORM ~ ~

Information contained in this appeal form is **confidential** and should only be reviewed by those who have a need to know. If at any time, the complainant feels that he/she is adversely targeted because of filing this appeal, the complainant should consult immediately with the University EEO Officer.

The complainant should receive a response to the appeal within 20 full working days of submitting the appeal. If the decision is delayed because of a need for a more thorough investigation, the complainant should be notified and a new response date will be identified.

Name of Complainant	Social Security Number
On Campus Address	Telephone Number
Home Address	Home Telephone Number
Basis for the Appeal:	
Thoroughly explain your reason for the appeal. (Use the reverse side of this form and additional paper if needed).	
Do you have additional information that you have not shared previously, explain or list items? (Submit all additional information with this appeal.)	

_____ Name (Please Print) _____
 _____ Signature _____ Date _____