

October 2011

## 6.101 Disability Support Services

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### Recommended Citation

"6.101 Disability Support Services" (2011). *6.100 Student Rights & Responsibilities (Student)*. Paper 1.  
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Type of Policy <input checked="" type="checkbox"/> <b>University</b> <input type="checkbox"/> <i>Campus</i> <input type="checkbox"/> <i>Department/Unit</i> <input type="checkbox"/> <b>Interim</b>		<b>Disability Support Services</b>  <b>Policy 6.101</b>	
<b>Student Policies</b>		Effective date: November 1, 2016	
<b>Policy History:</b>	<b>Approved by:</b>	<b>Resolution #</b>	<b>Date</b>
<b>Approved</b>	<b>Board of Governors</b>	<b>2.27..10:18</b>	<b>February 27, 2010</b>
<b>Revised:</b>	<b>Chancellor</b>	<b>N/A</b>	<b>SEE REVISION DATES AT END OF POLICY</b>
<b>Responsible Office</b>	<b>Responsible Administrator:</b>	<b>Contact information</b>	<b>Applies to:</b>
<b>Office of University Academic Affairs</b>	<b>Vice Chancellor of Academic Affairs and University Provost</b>	<b>937-766-1890</b>	<b>All Students and Faculty</b>

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## **PART 1**

### **DISABILITY INFORMATION: GENERAL OVERVIEW**

#### **Section 1 Introduction**

##### **A. Non-Discrimination Policy**

It is the policy of Antioch University (the “University” or “AU”), in compliance with Section Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students’ needs. Antioch University is committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

##### **B. Section Section 504 of The Rehabilitation Act of 1973**

Section Section 504 of the Rehabilitation Act of 1973 (hereinafter “Section Section 504”) prohibits discrimination against persons with disabilities. Specifically, Section Section 504 states that “no qualified individual with a disability in the United States shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

##### **C. The Americans With Disabilities Act of 1990**

The Americans with Disabilities Act of 1990 (hereinafter the “ADA”) clarifies and strengthens Section Section 504 of the Rehabilitation Act of 1973. ADA provides protection from discrimination for individuals on the basis of disability. Private institutions of higher education are covered under Title III of the ADA. The focus is on program and physical accessibility to places of public accommodation such as institutions of higher education. This focus includes the whole scope of an institution’s activities including facilities, programs, and employment.

##### **D. “Reasonable Accommodation” Defined**

Reference 34 CFR 104.22 and 34 CFR 104.44

“Reasonable accommodation” means a reasonable modification or adjustment that enables qualified students with disabilities to have equal access to programs and services.

Under the law, “reasonable accommodation” may include, but is not limited to, removal of barriers to access of the physical facilities or programs, “academic adjustments” such as modification of academic requirements, policies and procedures, and “auxiliary aids” such as taped texts, interpreters, readers and other similar services and actions. A reasonable accommodation need not be the student’s preferred accommodation as long as it is effective for the purpose of ensuring equal access.

**Section 2 Disability Compliance Coordinators**

Reference 34 CFR 104.7(a)

The University is composed of five geographically distinct campuses as well as other University-wide programs such as the Graduate School of Leadership and Change and AU Connected (“University-wide Programs”). Because of the geographic distance of these programs and campuses, each has its own Disability Compliance Coordinator. Each Compliance Coordinator is responsible within their respective campus or programs for compliance with all federal, state and local laws related to disability non-discrimination. The contact information for each of these individuals is set forth in the table below:

(Revised as of 10-15-15)

Campus	Disability Compliance Coordinator	Telephone Number	E-mail address
Los Angeles	David Houser	310-578-1080 Ext. 417	<a href="mailto:dhouser@antioch.edu">dhouser@antioch.edu</a>
Midwest	Barb Stewart	937-769-1863	<a href="mailto:bstewart@antioch.edu">bstewart@antioch.edu</a>
New England	Melinda Treadwell	603-283-2128	<a href="mailto:mtreadwell@antioch.edu">mtreadwell@antioch.edu</a>
Santa Barbara	Barbara Lipinski	805-962-8179 Ext. 5118	<a href="mailto:blipinski@antioch.edu">blipinski@antioch.edu</a>
Seattle	Shana Hormann	206-268-4714	<a href="mailto:shormann@antioch.edu">shormann@antioch.edu</a>
University - wide Programs	Allan Gozum	937-769-1304	<a href="mailto:agozum@antioch.edu">agozum@antioch.edu</a>

**Section 3 Disability Support Services**

In addition, The University maintains a Disability Support Services (DSS) Office on each campus and for University-wide programs to coordinate services for students with disabilities. If you are a student with disabilities and you require any reasonable accommodation(s) as defined above, please contact the Disability Support Services Coordinator listed below. Students, faculty, and staff should understand that the University can provide reasonable accommodation for students with disabilities only upon arrangement through the DSS office, and that faculty and staff members

should not attempt to arrange reasonable accommodation independent of the DSS Office. The contact information for the DSS Coordinator for each campus or program is set forth in the table below:

**Disability Support Services Coordinators (Revised as of 10-15-15)**

<b>Campus</b>	<b>Name of DSS Coordinator</b>	<b>Telephone Number</b>	<b>E-mail address</b>
Los Angeles	Yaru Wang	310-578-1080 Ext. 209	<a href="mailto:ywang@antioch.edu">ywang@antioch.edu</a>
Midwest,	Karen Crist	937-769-1335	<a href="mailto:dss.aum@antioch.edu">dss.aum@antioch.edu</a>
New England	Francine Ziperstein	603-283-2438	<a href="mailto:fziperstein@antioch.edu">fziperstein@antioch.edu</a>
Santa Barbara	Mary Morrison	805-962-8179 Ext. 5130	<a href="mailto:mmorrison4@antioch.edu">mmorrison4@antioch.edu</a>
Seattle	Jill Haddaway	206-268-4151	<a href="mailto:jhaddaway@antioch.edu">jhaddaway@antioch.edu</a>
Graduate School of Leadership & Change, and AU Connected	Karen Crist	937-769-1335	<a href="mailto:kcrist@antioch.edu">kcrist@antioch.edu</a>

The DSS Policy has been adopted to broaden understanding of disability non-discrimination laws and to serve as a reference and guide to faculty, staff and students regarding reasonable accommodation for students with disabilities. The DSS Policy provides a brief overview of the relevant laws that have an impact on the provision of reasonable accommodation to students with disabilities; responsibilities and rights of students; responsibilities of the University; reasonable accommodation, non-discrimination policy; AU policies and procedures related to the provision of the various services; and resources.

**Section 4 Student Rights**

While disability non-discrimination is ensured in multiple ways, key protections include the following student rights:

1. Students with disabilities have the right to reasonable accommodation, provided that the basic requirements to perform the activities of the program are met. Institutions of higher education are not required to alter their

requirements for either admission, graduation, or the academic integrity of the course requirements and the program.

2. Students have the right to confidentiality. Information regarding a student's disability will not be released without a student's permission. Information will be shared with the instructor only to the extent necessary to provide the requested reasonable accommodation or on a need to know basis.
3. Students have the right to appeal any decision made regarding reasonable accommodation through the grievance procedure described on pages 20-24.

### **Section 5. Student Responsibilities**

Students who seek reasonable accommodation under the ADA or Section 504 are responsible for providing documentation of the nature and extent of the disability. An appropriate reasonable accommodation for each student is determined on a case-by-case basis. The Disability Support Services staff works collaboratively with the student to ensure reasonable accommodation needs are met.

In order to ensure that needed reasonable accommodation is provided in a timely manner, it is the responsibility of the student to:

1. Contact the DSS Office as early as possible so that individual needs can be determined and reasonable accommodation provided in a timely manner.
2. Provide timely notice and documentation of the nature of the disability, and the reasonable accommodation requested, to the DSS Office. Some reasonable accommodation may require significant time to arrange. Requests for reasonable accommodation need to be received by the DSS Office as early as possible and preferably at least one month prior to the beginning of the term for which the request is made. Lack of advance notice may delay the availability of reasonable accommodation. Accommodations are not retroactive.
3. Provide such additional documentation on the nature and extent of the disability as the DSS Office may require in order to determine the appropriate reasonable accommodation. Such documentation may include, but is not limited to: identification of tests administered, test results, description of the covered disability, and recommended reasonable accommodation.
4. Cooperate and collaborate with the DSS Office to develop appropriate and reasonable accommodation(s) on an interactive, individual basis.
5. Contact DSS staff if there are questions or concerns related to reasonable accommodation.



6. Notify the DSS Office regarding changes to class schedule after initial reasonable accommodation(s) have been determined.
7. Request and obtain from the DSS Office each term an electronic Letter of Accommodation (hereinafter referred to as “eLOA”) as close to the first week of the term as possible. When the student receives the email notification that the eLOA is available online, the student must follow the instructions in the email to access the link to the eLOA. The eLOA can be viewed, and if satisfactory, the student must enter the last name of all professors to send them the eLOA. Students will receive email notification when all faculty acknowledgements are received. If a student does not acknowledge the eLOA, the course faculty will be unable to view the eLOA and will be unaware of the student’s accommodation(s). Thus, if a student fails to acknowledge the eLOA, Antioch University has no responsibility to provide accommodation(s).
8. For those students who are eligible for an accommodation of extended time, the following policy and procedure will be followed:

Extended time on assignments is to be requested in writing. It is the student’s responsibility to initiate communication with the faculty about the extended time on a per assignment basis. Faculty will enter into an interactive dialogue with the student which will result in an agreement about extended time, with due dates provided to the student in writing.

In general, the extended time should be approximately one and one half times the normal time provided for such assignment. (For example, if an exam normally takes one hour, the student should be given one and a half hours. If a paper is due in two weeks, the student should be given three weeks.) Extended time may complicate group projects or cumulative learning expectations, such as weekly assignments. In the event that complications arise, faculty must discuss them with the student and attempt to resolve them to their mutual satisfaction. If there are unresolved issues regarding extended time, faculty must contact the DSS Office personnel, who will mediate and work to resolve the issues. Extended time accommodations must not fundamentally alter the course or program of study.

Faculty must provide an interim grade of INC if the extended time accommodation causes course completion dates to be delayed. The faculty member should indicate in the area designated on the online evaluation form the date on which all work is due, without indicating the reason for the extended deadline.

If any issues arise regarding the requested extension, they are to be discussed and, if needed, mediated through the DSS Office, which will issue a written response.

9. Tutoring for students with learning disabilities is typically considered to be a

personal service and not a reasonable accommodation. Tutoring is the responsibility of the student. A list of providers may be available through the DSS Office.

10. For those students who are hearing impaired and are accommodated with an interpreter, students must notify interpreters 24 hours in advance if you will be late or absent for meetings or class.
11. Advise the DSS Office of any barriers to accessibility. For example, any student who finds the handicapped parking spaces to be inadequate in terms of design or availability, or any student with specific needs regarding program or activity accessibility, should notify the campus or program DSS Office and request a modification.

## **Section 6 Faculty Responsibilities**

1. When faculty receive an email notifying them that a student has been granted an eLOA, they should immediately review and acknowledge the eLOA. Questions or concerns should be directed to the DSS Office. Instructors are expressly not authorized to unilaterally deny a student an approved academic adjustment. Faculty may not initiate a conversation regarding the nature and extent of a student's disabilities.
2. The syllabus needs to be available 4 weeks before the term begins. If this is not possible, then the reading assignments and schedules need to be available. In part, this is to assure that the DSS office can arrange for books to be provided in alternative format, if needed.
3. Work with the DSS office to make adjustments when needed to accommodate students' needs. For example, if a student has a learning disability, the faculty's course notes may need to be available. Additional recommendations/ideas are included in this policy.
4. The University must maintain the academic integrity of the course requirements and the program. Accommodations may not alter the essential requirements of the course or program.
5. In course examinations or other procedures for evaluating students' academic achievement, the University shall provide and faculty shall implement methods for evaluating the achievement of students with disabilities that impair sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).

## **Section 7      Antioch University Responsibilities**

Antioch University is committed to providing reasonable accommodation to qualified students with disabilities. In recognizing this commitment the University shall:

1. Comply with Section Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its amendments.
2. Notify students of the University's policy on non-discrimination on the basis of disability and of steps a student may take if he/she believes discrimination has taken place. Copies of such policy shall be included in the campus or program course catalogs, recruiting material and on the University websites. This notice shall be included in all formal correspondence that communicates decisions or policies adversely affecting the student's status or rights with the University. It will also include the contact information for the U.S. Department of Education, U.S. Department of Justice, and the U.S. Office for Civil Rights. Each campus or program DSS Office shall maintain and make available current contact information for Local and/or Regional Offices of the U.S. Office for Civil Rights and other local resources and services available to persons with disabilities in higher education.
3. Maintain the academic integrity of programs.
4. No pre-admission inquiry will be made as to whether an applicant has a disability, except as provided by law or the student chooses to make an inquiry into AU disability support services and policies.

## **Section 8      Antioch University DSS Office Responsibilities**

The DSS Office responsibilities include:

1. Provide an opportunity for students to disclose the presence of a disability and request reasonable accommodation he/she believes is needed for obtaining equal access to the benefits of Antioch's programs and activities.
2. Request documentation confirming the student's disability and assess the appropriateness of the requested reasonable accommodation.
3. Establish procedures by which approved reasonable accommodation can be arranged.
4. Establish confidential record keeping procedures necessary to document institutional responses to requests for reasonable accommodation.
5. Serve as a resource for in-service training for faculty and staff to enhance

awareness and understanding of the needs of students with disabilities.

6. Make information available to all students on the services available to students with a disability including the name and location of the DSS Office and the process for accessing services.
7. Work collaboratively with faculty, staff, and students to identify reasonable accommodation as appropriate for each qualified student with disabilities, to include when appropriate a discussion with each student regarding alternative accommodation(s) and an explanation of the granted accommodation(s).

## **Section 9      Examples of Reasonable Accommodation**

The process of identifying reasonable accommodation for each qualified student with disabilities is made on a case-by-case basis, appropriate to the nature and extent of the student's disability. The following provides examples of reasonable accommodation in the form of academic modifications, auxiliary aids and services and physical access. The following is not an all-inclusive list, as each student's needs must be evaluated in determining what is reasonable under the circumstances.

### **A.      Academic Modifications**

Academic modifications may include, but are not limited to:

1. Flexibility in timelines for completion of courses.
2. Adaptation of the manner in which specific courses are conducted.
3. Flexibility in teaching methods.
4. Changes in the length of time permitted for the completion of degree requirements.
5. Substitution of specific courses required for the completion of degree requirements.

### **B.      Auxiliary Aids and Services**

Auxiliary aids and services are available to students for curricular, co-curricular and extra-curricular activities of the University or outside activities that are considered part of the student's academic program. Such aids and services may include, but are not limited to:

1. Flexible procedures in the admission and registration processes (early or priority registration).

2. Qualified sign language, oral and tactile interpreters, or other technological alternatives.
3. Access to adaptive equipment. Examples: TTY; closed caption devices; amplified telephone receivers; low-vision reading aids; brailled devices and computer enhancements.
4. Provide textbooks and other educational materials in alternative media.
5. Access to faculty and student notes.
6. Release of syllabi, study guides, and other appropriate instructor-produced materials in advance of general distribution and access beyond the regular classroom sessions to slides, films, overheads and other media and taping of class sessions.

C. Access

Access may include, but is not limited to:

1. Ongoing review and coordination of efforts to ensure campus or program accessibility including barrier-free design, signage, identification of hazards or mobility barriers, maintenance of access during construction, snow and ice clearance and adequate disability parking.
2. Facilitating physical access to program and services including relocating classes, activities, and services to accessible facilities.
3. Referral to appropriate on-campus and off-campus resources, services and agencies.

## **PART 2**

### **PROCEDURES**

#### **Section 11 Introduction**

Antioch University is committed to providing reasonable accommodation to qualified students with disabilities to ensure that all students have an equal opportunity to benefit from and have access to its programs and services.

The following policies and procedures were developed to ensure equal access to the resources of the DSS Office of each campus or program and to enhance faculty and staff awareness of the services offered. All students requesting reasonable accommodation are required to comply with the policies and procedures. In addition, all students must provide the appropriate documentation in order to receive reasonable accommodation. Students are responsible for any costs associated with obtaining documentation.

## **Section 12 Procedure to Receive Reasonable Accommodation**

In order to receive reasonable accommodation, planning must begin early. Students requesting reasonable accommodation should:

1. Schedule an appointment with the DSS Office of your campus or program. The contact information for such offices is set forth in Section 3 of this document.
2. Bring formal written documentation of the disability, if at all possible, to the first meeting with the DSS staff. Reasonable accommodation will not generally be provided without documentation from a health care provider certifying the existence of the disability. DSS staff will assist students in determining whether existing documentation is sufficient for the University's purposes and what additional documentation may be required.
3. Request reasonable accommodation from the DSS Office. Please note that reasonable accommodation is based on the nature and severity of the disability.
4. Faculty Participation in the Interactive Process.
  - a. Prior to approving an academic adjustment, the DSS will notify instructional staff of the academic adjustments it plans to approve. If a member of the instructional staff believes that for purposes of the specific program or course, an alternative to the academic adjustment proposed by DSS is equally effective and more appropriate under the circumstances, within five (5) business days of the DSS notice, he or she may contact the DSS to propose the alternative.
  - b. If DSS determines that the instructor's proposed alternative would effectively and appropriately accommodate the student's disability-related needs, the DSS will arrange for a meeting with the student to discuss the proposed alternative.
  - c. DSS will then determine appropriate academic adjustments for the student in accordance with the Antioch University Disability Support Services policy.
5. The DSS Office makes an initial determination that a student is a qualified person with a disability and that reasonable accommodation is needed. Each term the DSS office will consult with the student, complete the eLOA, and send it to the student electronically. When the student receives the email notification that the eLOA is available online, the student should follow the instructions in the email to access the link to the eLOA. If satisfied with the letter, the student should enter titles of all courses and the last name of all professors to send them the eLOA which requests an acknowledgement from them. Students will receive email notification when all faculty acknowledgements are received. Each signatory is responsible for keeping his or

her own copy of the eLOA. If a student does not acknowledge the eLOA, the course faculty will be unable to view the eLOA and will be unaware of the student's accommodation(s). Antioch University has responsibility to provide accommodations only after the student has acknowledged the eLOA.

## **5. Appeal by Instructor of Approved Academic Adjustment.**

- a. A member of the instructional staff may appeal an approved academic adjustment by notifying the DSS Coordinator of his or her opinion that use of the approved academic adjustment would result in a fundamental alteration of the academic program, service, or activity. Such notice should be provided as soon as practical after the faculty member is made aware of the approved academic adjustment. The request should normally occur within five (5) business days after receipt by the instructor of the student's eLOA, absent special circumstances that may warrant a later request. Instructors are expressly not authorized to unilaterally deny a student an approved academic adjustment.
- b. The DSS Coordinator will schedule a conference with the instructor, chairperson of the relevant academic department, and Academic Dean (AD) or Provost's designee as soon as practical to discuss the instructor's appeal. The AD will consider all relevant information including the student's need for the approved academic adjustment, the instructor's reasons for his or her appeal, and the nature of the specific academic program or course. The discussion shall include an exploration of alternative accommodations. The AD shall issue a written determination of whether, in his or her professional judgment, use of the an approved academic adjustment would result in a fundamental alteration of the academic program, service or activity. Such determination shall be provided by written response to the instructor and the DSS Coordinator within three (3) business days following the conference.
- c. In the event that the instructor is not satisfied with the AD's determination, he or she may appeal the AD's decision in writing to the campus Provost. Such appeal must be received by the campus Provost within three (3) business days following the AD's determination. The campus Provost will consider the instructor's appeal, the AD's written determination, and other information he or she deems relevant, and determine whether the AD's decision was an appropriate exercise of his or her professional judgment. The decision of the Provost shall be the final decision of the University.
- d. The University will provide the approved academic adjustments to a student until a final decision has been reached on an instructor's appeal.
- e. In the event that the AD or Provost rescinds the prior approval of an academic adjustment pursuant to this procedure, the DSS Coordinator will immediately notify the student of the reason for rescinding the approval and begin a collaborative and interactive process with the student to develop alternative academic adjustments in accordance with the Antioch University Disability

## Support Services Policy.

### **Section 13 Procedures for Admissions, Enrollment and Registration of a Qualified Antioch Student with Disabilities within Antioch University**

A qualified individual with disabilities may apply for enrollment at any Antioch University campus or program. A qualified individual with disabilities may choose not to seek accommodations when taking courses from any Antioch campus or program; however, Antioch University will accommodate only those individuals with disabilities who comply with the following provisions.

#### **1. Application to and enrollment in any Antioch University program (initial program)**

- a. Antioch University maintains a non-discriminatory admissions policy for persons regardless of race, color, national origin, sex, age, religion, disability, gender identity or expression, sexual orientation, or veteran status. Application for admission is made through the admissions office of each campus or University-wide program. There are no differences in the admissions processes for individuals with disabilities.
- b. Applicants with disabilities may inquire about AU disability support services and policies. The inquiry and conversations with a DSS Coordinator will not influence the admissions decision.
- c. Individuals who have been accepted and have enrolled in an AU program should follow the procedures outlined above in Section 12, Procedure to Receive Reasonable Accommodation.

#### **2. Process for Registering for Courses outside One's Matriculated Program.**

Selected AU courses are open to registration by matriculated students from any AU program. Qualified students with disabilities who are seeking accommodations for Antioch courses other than those offered by their current academic program should follow the standard intra-University registration process for requesting approval to register for an intra-University registration course.

- a. If the student is approved to register for a course outside of his or her academic program on his or her "home campus," the student must notify the home campus DSS coordinator, who will determine what accommodations will be provided for the course. The DSS coordinator will issue a letter of accommodation for the student, which may or may not differ from the prior letter(s) of accommodation.
- b. If the student is requesting accommodation and is approved to register for an intra-University registration course offered by another campus ("host campus"), the student must do the following:



- i. The student must notify the home campus DSS coordinator of the student's intention to enroll at another AU campus or program.
- ii. The student must request that the home campus DSS coordinator share the letter(s) of accommodation and all supporting documentation with the DSS coordinator of the host campus program.

The DSS coordinator from the host campus will issue a letter of accommodation for the student, which may or may not differ from the prior letter(s) of accommodation. Consultation between the DSS coordinators from the home and host campuses may take place, if deemed necessary.

3. **Application to and enrollment in a subsequent Antioch University program.** Antioch encourages all qualified students with or without disabilities to further their education by applying to programs offered across Antioch University. However, students should understand that accommodations are not automatically transferable between programs. The DSS coordinator for each program will undertake an independent analysis of the documentation and needs of a qualified student with disabilities.
4. **Enrollment in another AU program on the same campus.** A student who has been enrolled in an AU program and has applied and been admitted to another program at the same home campus and seeks accommodations must notify the campus DSS coordinator, who will determine what accommodations will be provided in the new program. The DSS coordinator may request additional information or documentation from the student. The DSS coordinator will issue a letter of accommodation for the student, which may or may not differ from the prior letter(s) of accommodation.
  - a. **Enrollment at another Antioch University campus or University-wide program.** A student who is or was enrolled in an AU program and has applied and been admitted to another program offered by another Antioch University campus or University-wide program and seeks accommodations should take the following steps as promptly as possible in order to request accommodations:
    - i. The student must notify the DSS coordinator of the new program/campus that the student receives or received accommodations and that the former campus DSS file will be sent to the DSS coordinator for review.
    - ii. The student must give permission for the former campus DSS coordinator to share the letter(s) of accommodation and all supporting documentation with the DSS coordinator of the new program/campus.

The DSS coordinator of the new program/campus is responsible for an independent review of the student's documentation and needs. The DSS coordinator may request additional information or documentation from the student.

The DSS coordinator of the new program/campus will discuss accommodations with the student and issue a new letter of accommodation for the student, which may or may not differ from the prior letter(s) of accommodation.

## **PART 3**

### **MEDICAL DOCUMENTATION**

#### **Section 14 Documentation Policy**

In order for reasonable accommodation to be provided for a disability, documentation from a professional service provider must be provided. Professional providers include:

<b>Disability Category</b>	<b>Professional Providers</b>
Attention Disabilities	Psychiatrist/Medical Doctor/Psychologist/ Neurologist
Health and Physical Disabilities	Medical Doctor/Physical Therapist/ Orthopedic Surgeon/Chiropractor
Hearing Disabilities	Certified Otologist/Audiologist
Mental Health Disabilities	Psychologist/Psychiatrist
Specific Learning Disabilities	Psychologist/Neuropsychologist/School Psychiatrist/Learning Disabilities Specialist
Vision Disabilities	Ophthalmologist/Certified Optometrist

Current documentation from a professional service provider must be provided in writing. “Current documentation” is documentation which establishes the existence, nature, and degree of the student’s impairment or impairments and the need for reasonable accommodation, and which includes the professional service provider’s suggestions and recommendations for effective reasonable accommodation where appropriate. Documentation must include the following:

1. A formal, written, detailed description of the disability, signed by the professional on their letterhead or Antioch University form provided by the DSS coordinator. Documentation should include nature of the disability. If a student with documentation feels that documentation older than three years should be considered, the student should meet with Director of Student Services to discuss the documentation. The Disability Support Services Coordinator makes the decision as to whether the documentation is sufficient to show the student’s current impairment and need for reasonable accommodation in the current educational setting. If the documentation provided by a student is determined to be insufficient, the DSS

Coordinator will inform the student of the additional information which the student should try to acquire. At all times, it remains the student's responsibility to obtain documentation determined to be necessary.

Determination of eligibility for reasonable accommodation will be made by DSS Office personnel based upon the documentation provided and discussion with the students. The DSS Office reserves the right to obtain clarification regarding the documentation, if necessary.

Formal evaluation and assessments need to be performed to determine disability. Assessments must be specific as well as comprehensive. The following list is meant to provide recommended assessments and is not intended to be an exhaustive list nor intended to restrict assessment in other pertinent areas:

1. Developmental History
  - Aggregate Neurobehavioral Student Health & Educational Review (ANSER)
  - Clinical/Developmental Interview
2. Tests of Cognitive Abilities/ Information Processing
  - Woodcock Johnson-III Test of Cognitive Abilities, Extended Battery (WJ-Cognitive)
  - Wechsler Adult Intelligence Scale (WAIS) or Wechsler Intelligence Scale for Children (WISC) supplemented by WJ CHC Clusters
  - Bender Gestalt
  - Rey Complex Figure Test
3. Achievement Test Batteries (Functioning in Reading, Writing and Mathematics)
  - Wechsler Individual Achievement Test- Second Edition (WIAT)
  - Woodcock Johnson-III Achievement Standard Battery, supplemented as necessary
  - Learning & Study Skills Inventory (LASSI)
4. Standardized Behavioral Checklists and Non-clinical Personality Test
  - Achenbach Child Behavior Checklist (CBCL-Parent & Teacher Forms), Youth Self-Report (YSR)
  - Adult Self-Report (ASR), and/or Adult Behavior Checklist (ABCL)
  - NEO Personality Inventory (NEO-PI)
5. Tests of Attention & Executive Function (predominantly for ADHD questions)
  - Basic Rating Inventory of Executive Function (BRIEF Forms for children & adults)
  - Brown Attention Deficit Disorder Scale
  - Connors Continuous Performance Test (CCPT)
  - Woodcock-Johnson Executive Processes Clinical Cluster
  - Woodcock-Johnson Broad Attention Clinical Cluster
  - Woodcock-Johnson Working Memory Clinical Cluster
  - Rey Complex Figure Test-Boston Qualitative Scoring or Developmental
6. When Indicated, Extended Personality Assessment
  - Minnesota Multiphasic Personality Inventory-2 (MMPI-2) or Minnesota Multiphasic
  - Personality Inventory-Adolescents (MMPI-A) or Personality Assessment Inventory

- (PAI) (adult or Adolescent version)
- Rorschach
- Thematic Apperception Test (TAT)
- Human Figure & Kinetic Family Drawings (children & adolescents only)

## **7. Psychological/Diagnostic Assessments**

- a. Clinical Interview & Mental Status Exam
  - Wechsler Abbreviated Scale of Intelligence (WASI)
  - Wechsler Adult Intelligence Scale (WAIS)
  - Wechsler Intelligence Scale for Children (WISC)
- b. One Standardized Clinical Personality Measure:
  - Minnesota Multiphasic Personality Inventory-2 (MMPI-2) or Minnesota Multiphasic Personality
  - Inventory-Adolescents (MMPI-A)
  - Personality Assessment Inventory (PAI) (Adult or Adolescent version)
- c. Selected Projective Tests:
  - Rorschach
  - Thematic Apperception Test (TAT)
  - Human Figure & Kinetic Family Drawings (children & adolescents)

## **PART 4**

### **GRIEVANCE PROCEDURE**

#### **Section 15 Introduction**

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If at any time, beginning with the process of enrollment and continuing through final matriculation, an individual feels that he/she has been either discriminated against because of disability or not been provided with reasonable accommodation as required by law, the individual is encouraged to notify the Disability Support Services Coordinator on their campus or program. This DSS Coordinator is also the Grievance Coordinator for their respective campus or program. The Disability Support Services Coordinator for each campus or program is set forth in Section 3 of this document.

#### **Section 16 Time Limit for Filing Complaints**

Complaints of alleged discrimination must be filed within 120 days of the alleged incident.

## **Section 17    General Disability Discrimination Complaints**

Students may file a grievance or complaint for any of the following reasons:

1. The student believes s/he has been harassed or discriminated against because of a disability, because s/he was regarded as having a disability or because they have a history of disability; or
2. The student feels s/he has been retaliated against for pursuing their rights under the ADA or Section 504 or because a/he assisted another student in pursuing their rights under those laws.
3. The student feels that reasonable accommodation was not reasonably granted upon request.
4. The student feels that accommodations indicated in the LoA were not provided by instructor.

## **Section 18        Remedies**

All complaints will be immediately investigated and the student will be provided a written response of the outcome of the investigation. If after an adequate, reliable and impartial investigation it is determined that the University is not in compliance with the law, the University will undertake steps to prevent recurrence of the discriminatory behavior and to correct the discriminatory effects of the alleged unlawful conduct.

## **Section 19    Informal Complaint Procedure**

Students are encouraged, but not required, to try to resolve disability-related complaints informally with the Disability Support Services Coordinator. If no resolution can be reached, or if the student wishes to immediately file a formal grievance based on disability, the following procedure shall be followed:

## **Section 20        Formal Complaint Procedure**

### **Step 1:**

1. Schedule an appointment with the Disability Support Services Coordinator of your campus or program to formally submit the written complaint. The complaint should contain a narrative statement summarizing all relevant facts surrounding the allegations. If the complaint relates to the DSS Coordinator's conduct or a failure of the DSS Coordinator to grant reasonable

accommodation, the formal complaint should be initiated at Step 2 below with the DSS Grievance Appeal Officer (GAO).

2. Upon receipt of the complaint or grievance, the DSS Coordinator will investigate the complaint, interview appropriate witnesses and issue findings of fact and conclusions regarding compliance with the law. The response will normally be within fifteen (15) working days after filing the complaint. A longer time may be necessary depending upon the complexity of the investigation. The student will have the opportunity during this investigation to present names of witnesses to be interviewed and other relevant evidence in support of the allegations.

**Step 2:**

1. If the student is not satisfied with the conclusions by the DSS Coordinator, (or if the complaint or grievance relates to the DSS Coordinator or a failure to provide reasonable accommodation) the student may elect to submit a written complaint or appeal to the DSS Grievance Appeal Officer (GAO) of the campus or program. Appeals must be received in writing no later than five (5) business days after receipt of the Step 1 response. The contact information for the appropriate GAO of each campus or program is set forth in the table below:

**(Revised 12-9-16)**

<b>Campus</b>	<b>Name of DSS Grievance Appeal Officer</b>	<b>Title or Office</b>	<b>Telephone Number</b>	<b>E-mail Address</b>
Los Angeles	Sandy Lee	Chief Student Services Officer	310-578-1080 Ext. 447	<a href="mailto:slee2@antioch.edu">slee2@antioch.edu</a>
Midwest	Karen Crist	Chief Student Services Officer	937-769-1335	<a href="mailto:kcrist@antioch.edu">kcrist@antioch.edu</a>
New England	Melinda Treadwell	Chief Student Services Officer	603-283-2444	<a href="mailto:mtreadwell@antioch.edu">mtreadwell@antioch.edu</a>
Santa Barbara	Julia Dubiel	Chief Student Services Officer	805-962-8179 x 5105	<a href="mailto:jdubiel@antioch.edu">jdubiel@antioch.edu</a>
Seattle	Shana Hormann	Chief Student Services Officer	206-268-4714	<a href="mailto:shormann@antioch.edu">shormann@antioch.edu</a>
Connected	Karen Crist	Chief Student Services Officer	937-769-1335	<a href="mailto:kcrist@antioch.edu">kcrist@antioch.edu</a>
Graduate School of Leadership & Change	Karen Crist	Chief Student Services Officer	937-769-1335	<a href="mailto:kcrist@antioch.edu">kcrist@antioch.edu</a>

2. The complaint shall then be investigated by GAO. The GAO need not interview witnesses formerly interviewed by the DSS Coordinator and may rely on the credibility determinations made by the DSS Coordinator. However, the student has the right to present the names of additional relevant witnesses and any additional evidence relevant to the investigation.
3. The GAO will review the facts and issue findings of fact and conclusions regarding compliance with the law. Such response will normally be provided to the student within fifteen (15) working days of the appeal. A longer time may be necessary depending upon the complexity of the investigation.

**Step 3:**

1. If the student is not satisfied with the findings or conclusions made by the GAO, the student may submit a written appeal to the Provost of the campus or in the case of the University-wide programs, to the University Provost. Appeals must be received in writing no later than five (5) business days after receipt of the Step 2 response. The contact information for the appropriate person for each campus or program is set forth in the table below:

**(Revised 8-1-16)**

<b>Campus</b>	<b>Name</b>	<b>Title</b>	<b>Telephone Number</b>	<b>E-mail Address</b>
Los Angeles	Dale Johnston	Provost	310-578-1080 Ext. 239	<a href="mailto:djohnston@antioch.edu">djohnston@antioch.edu</a>
Midwest	Marian Glancy	Provost	937-769-1827	<a href="mailto:mglancy@antioch.edu">mglancy@antioch.edu</a>
New England	Melinda Treadwell	Provost	603-283-2444	<a href="mailto:mtreadwell@antioch.edu">mtreadwell@antioch.edu</a>
Santa Barbara	Bill Flores	Provost	805-962-8179 Ext. 5148	<a href="mailto:wflores@antioch.edu">wflores@antioch.edu</a>
Seattle	Ben Pryor	Provost	206-268-4710	<a href="mailto:bpryor@antioch.edu">bpryor@antioch.edu</a>
University-wide	Iris Weisman	University Provost	937-769-1890	<a href="mailto:iweisman@antioch.edu">iweisman@antioch.edu</a>

2. The Provost's or University Provost's review shall be limited to a review of the file and a review of the process and procedures for conducting the investigation. The prior findings of fact will not be disturbed unless there is a clear abuse of discretion. The Provost or University Provost may adjust the remedy as he or

she deems appropriate based upon the prior findings of fact. The Provost or University Provost will respond in writing to the student within fifteen (15) working days of receipt of the written appeal or within a reasonable period of time thereafter depending upon the complexity of the investigation.

3. The decision of the Provost or University Provost is the FINAL DECISION of the University.
4. For purposes of this grievance procedure, any written notice or action may be accomplished through the use of University e-mail. An item will be deemed to be received on the date that it is emailed to the appropriate individual.
5. At each step of the above grievance procedure, the University will make every effort to resolve the issue with the hope that there will be no further need to move to the next step.

## **Section 21 Office of Civil Rights**

The student has the option to go outside the University for resolution. Doing so will in no way affect a student's right to take full advantage of the University's grievance procedure. Contact information for the local enforcement offices of the Office for Civil Rights in the U.S. Department of Education can be found at [www.ed.gov](http://www.ed.gov) at:

Office for Civil Rights - U.S. Department of Education 400  
Maryland Avenue, S.W.  
Washington, D.C. 20202-1100  
202/245-6800: 1-800/421-3481  
Facsimile: 202/245-6840 TDD:  
877/521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

## **Section 22 Retaliation Prohibited**

Retaliation is strictly prohibited against individuals who have raised claims of discrimination based on disability or who have cooperated in an investigative process in some manner. Retaliation is defined as an adverse action taken against an individual as a result of a complaint being filed or after the individual has cooperated with an investigative process. Retaliation is prohibited whether or not the charged party prevails in the original allegation of disability discrimination. No agent, employee or student of the University may harass, coerce, intimidate, or discriminate against an individual who has filed a complaint or participated in a complaint resolution process. Charges of



retaliation will be treated as separate and distinct from the original charges and allegations, and a student may use the same grievance procedure to address his or her claim of retaliation.

**REVISIONS TO POLICY:**

Approved:	February 27, 2010 - Resolution 02.27.10:
Revised:	June 1, 2011 - ULC Approved Amendments to Part I, Section 7; June 2011
Revised:	August 30, 2011 - Disability Compliance Coordinator for AUSB updated
Revised	September 9, 2011 - Updated DSS coordinators
Revised:	July 2, 2012 – Under Step 3 Provost and University Provost Contact info updated: Tex Boggs rev to Provost; Ellen Hall replaced Fishbein; and Felice Nudelman replaced T. Murdock
Revised	October 1, 2012 – replace AUS Betsy Raleigh with Greg Schuler
Revised	August 1, 2013 – revise AUS DSS coordinator M.Steyaert with Phoenix Raine; delete Greg Schuler show AUS DSS Compliance Coordinator as open; delete AUM DSS Compliance Coordinator D.Robertson show as open ; show Grievance Appeal Officer to Open.
Revised	September 26, 2013 – Section 9 Antioch University DSS Office Responsibilities, Paragraph 7 – added to end of sentence: to include when appropriate a discussion with each student regarding alternative accommodation(s) and an explanation of the granted accommodation(s).
Revised	September 30, 2013 – S. Hormann added as AUS Compliance Coordinator to fill opening.
Revised	January 2, 2014 – Section 20 Formal Complaint Procedure. Laurien Alexandre replaces Iris Weisman as Ph.D. Program DSS Grievance App Officer. Karen Schuster-Webb replaces Ellen Hall as Midwest Provost

Revised	<b>August 1, 2014</b> – Policy revised to add procedures for using ELOA; added new Section 13 Procedures for Admissions, Enrollment and Registration of a Qualified Antioch Student with Disabilities within Antioch University; updated DSS campus contacts. Approved by University Provost
Revised	<b>October 15, 2015</b> – M. Glancy added as AUM Grievance Appeal Officer to fill opening. Y. Wang added as AULA DSS coordinator to fill opening. D. Hocoy added as Provost of AUS.
Revised	<b>August 1, 2016</b> - DSS Grievance Appeal Officer membership standardized as the CSSO for each campus. Final Appeal officer revised from Presidents and Chancellor to Provosts and University Provost
Revised	<b>October 27, 2016</b> – Updated to reflect organizational changes – replaced CAO with Academic Dean.

## **APPENDIX I**

### **LIST OF POSSIBLE ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES**

- Course materials in alternate format. e.g. Audio, Large Print, Braille, Hard Copy, Other
- Closed or open captioning of audiovisual and / or web material
- Interpreter Services
- Captioner Services
- Class notes, note taker, or scribe
- Access to all instructional materials in hard copy or digital format (e.g. PowerPoint presentations)
- Advance receipt of syllabus, reading lists, and / or hand outs
- Alternate space for tests or class work
- Permission to record class sessions with prior faculty consultation
- Extended time to complete course assignments and / or tests
- Adjustment to classroom environment (e.g. lighting, seating)
- Use of assistive or other technology
- Attendance flexibility while still meeting essential class and program requirements
- Modified assignment format to allow for demonstration of competence.
- Priority registration
- Accessible transportation to off-site class or program activities when transportation is provided for all
- Other

## **APPENDIX II**

### **SUGGESTED BEST PRACTICE FOR FACULTY AND STAFF WORKING WITH STUDENTS WITH DISABILITIES**

#### **I. Accommodating Different Types of Disabilities**

The following information is not meant to be an exhaustive list of best practice, but rather to provide some general principles and considerations. Each student's disability-related needs are different, depending upon many factors including the nature of the class and the instructor's teaching style. Do not hesitate to discuss with students with disabilities and with the DSS Office how you can help students achieve access to Antioch's programs and help the University be fully compliant with federal anti-discrimination law. Although many of these suggestions may be accommodations required in a student's Letter of Accommodation, many are suggested as a universal design practice benefitting all students.

##### **A. Mobility Impairments**

Mobility impairments may include being unable to walk or having limited use of arms or hands. A student may use a wheelchair, cane, crutches, walker, or have difficulty walking independently. In working with a student with a mobility impairment, Antioch University encourages faculty, staff and other community members to consider the following:

1. Be sure that aisles and doorways are free of obstacles. Some students may not have the capability to "step over" or "around" an impediment.
2. When speaking to a person in a wheelchair for more than a few minutes sit down or otherwise reach eye level to continue the conversation.
3. If a class or program involves field trips, make arrangements in advance, in consultation with the student and, if needed, the DSS Office, for reasonable accommodation necessary for the student's participation.

##### **B. Visual Impairments**

1. Blindness – Students who are blind will commonly need text in alternate format, extended time to complete assignments, assistance filling out forms, assistive computer technology, and printed material in Braille.

(Keep in mind that many people who are blind do not read Braille, but for those who do, it may be the most effective means of written communication.) Faculty and staff should consider the following in working with blind students:

- a) Words such as “this,” “that,” “here” and “there” will be meaningless in explanations, discussions and class sessions. Try to use precise descriptions like “up,” “down,” “right” or “left.” Remember that classroom displays, such as on a white board or projector, cannot be read by students who are blind and that the information must be vocalized or otherwise delivered to the student in an accessible format.
- b) The student may use a guide dog. Guide dogs are highly trained and disciplined. Help others to remember that the guide dog is responsible for guiding its owner and is not a pet. Petting the dog or speaking to it may distract it from its responsibility.
- c) Faculty may need to choose class texts early and/or provide syllabi and class notes for the DSS office to transfer to Braille, digital, or audio format. It takes considerable time to have material brailled or recorded.

2. Visually Impaired – Visually impaired students are partially sighted and may appear to have no disability, but they may have specific needs when using printed materials. The most common reasonable accommodation requested by visually impaired students are enlarged text and the use of an enlarger for reading handouts. Using enlarged print often requires extra time for reading and preparation for classroom assignments. Faculty members may want to consider the following:

- a) The degree of sight will vary by student. There may be varying degrees of peripheral vision and varying degrees of central vision. Some may see colors more clearly than others. The student is the best source of information about his or her needs.
- b) Students may need assistance in filling out forms. Instructors can be helpful by letting them know the type and length of response needed for each item.
- c) If the number of pages required in a written assignment is suggested, an estimate of the number of words will assist the student who uses enlarged print or writing to better understand the appropriate length.

**C. Hearing Impairment** - Hearing impairments can range from deaf to mild or moderate loss of hearing. Students with a hearing loss use a variety of communications tools ranging from various combinations of lip reading, sign language interpreting, oral interpreting, finger-spelling and special telecommunication devices to using assistants to conduct business for them.

Faculty members may want to consider the following provided by College and other specialists in working with hearing impaired students:

1. The ability to lip read varies from person to person. Look at the person when speaking and speak naturally and clearly.
2. Use visual media, when possible, to augment oral information.
3. Provide a written script of class sessions or presentations.
4. Supply key vocabulary lists in advance of new materials.
5. Repeat the questions and comments of others (in class or in discussion).
6. If the student is using an interpreter, speak to the student – not the interpreter – for communication purposes and out of courtesy for the student who is hearing impaired.
7. Establish a system for getting messages and changes in procedures to students who are hearing impaired.

**D. Speech Impairments**

Speech is considered impaired if it is unintelligible, awkward, or difficult. Speech impairment covers several kinds of disabilities including, but not limited to, articulation disorders, voice disorders, and fluency disorders. Some students who are disabled by conditions such as cerebral palsy or deafness may have problems with oral communications. Faculty and staff members may want to consider the following in working with students who are speech impaired:

1. Talk naturally to the students. Resist the temptation to fill out the students' sentences or phrases. It is more helpful to them if you wait for them to finish the sentence or phrase.

2. Listen to the meaning that is being conveyed in spite of the vocalizing problems and make a conscientious effort to respond to all communication attempts.
3. Encourage the student who wants to speak in class and sensitize other students to the need for encouragement and patience.
4. Provide alternative forms of communication, such as writing or typing, for those students whose disabilities tend to make them reluctant to speak in class or in front of a group. Avoid pressuring a student who has impaired speech to speak in class. If an oral presentation is a course expectation, consult the student and the DSS Office about reasonable options for reasonable accommodation.

#### **E. Learning Disabilities**

What constitutes a legally documented learning disability is complex and requires diagnosis by a professional who can administer and interpret the appropriate tests to determine if a student has a learning disability. Students with a learning disability are, "...of normal or high intelligence but have information processing difficulties and sometimes require alternative modes of information intake and delivery." They often acquire, integrate and express information in ways that differ from the norm. Learning disabilities vary and are manifested in a variety of ways (dyslexia, dysgraphia, dyscalculia, etc.). Learning disabilities are sometimes called *invisible disabilities* because the effect on academic performance can be subtle. There are many ways to help students with learning disabilities be more successful in their University experience. Students with disabilities as well as many other students often benefit from the following:

1. Provide advance information about course expectations and requirements. This includes early syllabus, copies of calls, notes and early selection of text since students may need more time to read or listen to taped texts..
2. Provide structure that more clearly distinguishes main and supporting ideas and shows the relationship of parts to the whole. It is usually helpful to outline class sessions both orally and visually at the beginning of the class and review at the end.
3. Consider alternative formats for demonstrating competence including extended time for completion of assignments, shortened assignments, taped class sessions or use of

computers in class.

4. Give students frequent feedback on their performance so they can modify their activities and improve their evaluations.
5. Consciously integrate multiple modes of information delivery such as outlines, transparencies, films, charts and diagrams.
6. Allow the use of dictionaries, spell check, and other academic aides.

**F. Dysgraphia** – Dysgraphia involves a writing or fine motor skills deficit. A student with dysgraphia may show inconsistencies in writing (mixture of print and cursive, upper and lower case, shapes or slant of letters, unfinished words or letters, omitted words); have difficulty pre-visualizing letter formation; exhibit slow copying or writing, and noticeable difficulty in thinking and writing at the same time. In working with a student with dysgraphia, faculty members may want to consider the following:

1. Allow use of a recording device during class sessions or presentations.
2. Allow the use of a note taker.
3. Provide notes or outlines to reduce the amount of writing required.
4. Provide alternatives to written assignments (audio-taped reports, video-taped reports).

#### **G. Health Impairments**

Health issues may affect the way a student functions in the academic setting. Although not all health issues constitute a disability, many do. Barriers to learning can sometimes result from heart disease, cancer, multiple sclerosis, allergies, diabetes, pulmonary disorders, arthritis, obesity, or complications of AIDS or epilepsy. Ongoing health concerns may require disrupted attendance and the need to consider alternative assignments. Students may need the freedom to leave the classroom suddenly and without explanation. Faculty members may want to consider the following in working with students with health impairments:

1. Allow class sessions to be recorded when students cannot attend.
2. Allow extended time for completion of assignments or courses.



3. Allow evaluation formats such as oral dialogs, and extended time on written assignments.

## **H. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)**

The principal characteristics of ADD/ADHD are inattention, hyperactivity and impulsivity. In working with students with ADD/ADHD faculty and staff members may want to consider the following:

1. Vary tone of voice: loud, soft, whisper.
2. Provide opportunities for the student to show divergent, creative, imaginary thinking and get peer recognition for originality.
3. Employ multi-sensory strategies (verbal and written) when directions are given and lessons presented.

## **I. Emotional Impairments**

Many psychological and emotional problems have a profound impact on a student's academic performance. Some of the emotional disorders may include, but are not limited to, chronic depression, bi-polar cycling, borderline personality disorder or post-traumatic stress syndrome.

A student with an emotional disorder may exhibit irregular, disruptive behavior, irrational statements, excessive tension or heightened anxiety. Emotional or psychological difficulties may interfere with class attendance, information processing or academic performance.

Faculty members may want to consider the following:

1. Treat emotional disorders like you would any other health issues including the option to record class sessions, extended time to complete assignments or alternative assignments.
2. Let the student know that you consider him/her capable and competent.
3. Be honest with students about their performance so they can modify their behavior. Frequent, informal, written or verbal evaluations may be helpful.
4. Avoid relationships that become therapeutic. If a student is working with a therapist, such relationships may interfere with the therapeutic relationship.

Persons in treatment for certain emotional or psychological disorders may be taking prescription medications, and may exhibit behavior changes when beginning new medications or discontinuing medications previously taken. With certain disorders, persons receiving medications may sometimes discontinue those medications, or may attempt to self-medicate without medical advice. Faculty and staff members working with such students should remain alert to the possibility that reasonable accommodation needs may change, even somewhat abruptly and in such cases contact the DSS Office.

The various categories of disabilities and suggestions for ways of working with students are included to broaden knowledge and understanding about the disability and to enhance services to the students. As noted at the outset, the categories of disabilities and suggested ways of working with the students are not all inclusive.

## APPENDIX III

### DISABILITY NATIONAL RESOURCES

#### NATIONAL RESOURCE LISTINGS

##### **Accessibility & Disability Information & Resources in Psychology Training & Practice**

<http://bit.ly/KenPopeDisabilityResources>

Writer: Kenneth S. Pope, Ph.D, ABPP

The site provides resources in 10 categories:

- 1) Articles on Accessibility in Psychology Graduate Education & Practice
- 2) Assistive Technology for Computers & Printed Materials
- 3) Therapy, Guide, Hearing, and Assistance Animals
- 4) Articles on Accessibility Issues in Higher Education and Professional Licensing
- 5) Resources for Accessible Books, Scientific Articles and Other Publications
- 6) Laws and Regulations
- 7) Court Adjudications, Formal Settlements, and Letters of Agreement
- 8) Articles on Web Accessibility, the ADA and Civil Rights
- 9) Web accessibility Verifiers
- 10) 7 Easy Steps Toward Web Site Accessibility

##### **People with Disabilities Foundation (PWDF)**

PWDF provides education and advocacy for persons with physical or mental impairments so that they can achieve equal opportunities to all aspects of life.

Contact: People with Disabilities Foundation  
507 Polk Street, Suite 430  
San Francisco, CA 94102  
415/931-3070  
<https://www.pwdf.org/>

##### **Association on Higher Education and Disability (AHEAD)**

AHEAD addresses the needs and concerns for upgrading the quality of services and support available to persons with disabilities in higher education. This includes information about membership, conferences, publications, legal information, job information and related services.

Contact:       AHEAD  
107 Commerce Center Drive, Suite 204  
Huntersville, NC 28078  
704/947-7779  
[www.ahead.org](http://www.ahead.org)

**Children and Adults with Attention Deficit /Hyperactive Disorders (CHADD)**

This parent-based organization was formed to provide education, advocacy and support for individuals with Attention-Deficit /Hyperactivity Disorders and their families. In addition to their informative Web site, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD

Contact:       CHADD  
8181 Professional Pl., Suite 150  
Landover, MD 20785  
800/233-4050  
[www.chadd.org](http://www.chadd.org)

**Road Back Foundation (Arthritis)**

Road Back offers help for those with rheumatoid arthritis, scleroderma, lupus, polymyositis, Reiter's syndrome, psoriatic arthritis and ankylosing spondylitis.

Contact:       Road Back Foundation  
PO Box 410184  
Cambridge, MA 02141  
614/227-1556  
[www.roadback.org](http://www.roadback.org)

**Asthma and Allergy Foundation of America**

This non-profit organization is dedicated to finding a cure for and controlling asthma and allergic diseases, as well as improving people's quality of life through education, advocacy and research. AAFA provides a national toll free information line to help consumers and patients learn more about asthma and allergies. This line is staffed Monday thru Friday from 10 AM to 3 PM EST.

Contact:       Asthma and Allergy Foundation of America  
8201 Corporate Drive, Suite 1000  
Landover, MD 20785  
800/727-8462  
[www.aafa.org](http://www.aafa.org)

### **American Council of the Blind (ACB)**

This web site provides general information about the Council of the Blind, including recent issues of the monthly publication, *The Braille Forum*. It also has job listings, helpful resources and information on conventions.

Contact: American Council of the Blind  
2200 Wilson Blvd., Suite 650  
Arlington, VA 22201  
202/467-5081  
800/424-8666  
[www.acb.org](http://www.acb.org)

### **American Diabetes Association**

The American Diabetes Association is the nation's leading non-profit health organization providing diabetes research, information, and advocacy. The mission of the organization is to prevent and cure diabetes and to improve the lives of all people affected by diabetes.

Contact: American Diabetes Association  
Attn: Center for Information  
1701 North Beauregard St.  
Alexandria, VA 22311  
800-DIABETES  
[www.diabetes.org](http://www.diabetes.org)

### **American Fibromyalgia Syndrome Association, Inc.**

This is a non-profit organization dedicated to funding research on fibromyalgia syndrome and chronic fatigue syndrome.

Contact: American Fibromyalgia Syndrome Association, Inc.  
PO Box 32698  
Tucson, AZ 85751  
520/733-1570  
[www.afsafund.org](http://www.afsafund.org)

### **The International Dyslexia Association**

This association serves individuals with dyslexia, their families, and professionals in the field. The Association has more than 40 branches throughout the United States and Canada.

Contact: The International Dyslexia Association  
40 York Rd., 4<sup>th</sup> Floor  
Baltimore, MD 21286-2044  
410/296-0232  
[www.eida.org](http://www.eida.org)

### **National Alliance for the Mentally Ill (NAMI)**

NAMI is a non-profit, grassroots, self-help, support and advocacy organization of consumers, families, and friends of people with severe mental illness, such as schizophrenia, major depression, bipolar disorder, obsessive-compulsive disorder and anxiety disorders. NAMI provides education about severe brain disorders; supports increased funding for research; and advocates for adequate health insurance, housing, rehabilitation and jobs for people with serious psychiatric illnesses.

Contact: National Alliance for the Mentally Ill  
3803 N. Fairfax Dr., Suite 100  
Arlington, VA 22203  
800/999-NAMI  
[www.nami.org](http://www.nami.org)

### **Mental Health America**

Mental Health America (formerly known as the National Mental Health Association) is the country's leading nonprofit dedicated to helping ALL people live mentally healthier lives. This association is dedicated to improving the mental health of all individuals and achieving victory over mental illnesses.

Contact: Mental Health America  
2000 N. Beauregard St., 6<sup>th</sup> Floor  
Alexandria, VA 22311  
703/684-7722  
800/969-6642  
<http://www.mentalhealthamerica.net>

### **National Disabled Students Union**

Contact: National Disabled Students Union  
[www.disabledstudents.org](http://www.disabledstudents.org)