

Introduction

The following information is provided to you by East Central University's Office of Disability Services. The purpose is to provide your department with a general overview of disability law, better awareness of specific disabilities, and appropriate accommodations. Included are suggestions for disability etiquette, tips to facilitate student learning, and a checklist for ensuring accessibility at university sponsored event. Also included is the Disability Services Policies and Procedures manual.

We are here to assist you and our students to be "Oklahoma's Premiere Student-Centered Regional University".

Acknowledgement. . .

To Austin Peay State University's faculty information materials.

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Appendix

Disability Services Policies and Procedures Manual

The Law

Section 504 of the Rehabilitation Act of 1973 states that...

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

A person with a disability includes...

“any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment.”

A “qualified person with a disability” is defined as one...

“who meets the academic and technical standards requisite to admission or participation in the education program or activity.”

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/Visual Impairment	Chronic illnesses, such as:
Cerebral Palsy	Arthritis
Deafness/Hearing Impairment	Cancer
Epilepsy or Seizure Disorder	Cardiac Disease
Orthopedic/Mobility Impairment	Diabetes
Specific learning disability	HIV/AIDS
Speech and Language Disorder	Multiple Sclerosis
Spinal Cord Injury	Muscular Dystrophy
Tourette’s Syndrome	Psychiatric Disability
Traumatic Brain Injury	

Under the provisions of Section 504...

East Central University may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Section 504 specifies that universities may not...

limit the number of students with disabilities admitted, make preadmission inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

Modifications and accommodations for students with disabilities include:

- remove architectural barriers
- provide services such as readers for students with blindness, visual impairments or learning disabilities, qualified interpreters and note takers for students with deafness or hearing impairments, and note takers for students with learning disabilities or orthopedic impairments
- provide modifications of courses in major fields of study or degree requirements on a case-by-case basis (such accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program)
- allow extended time to complete exams
- permit exams to be individually proctored, read orally, dictated, or typed
- use alternative forms for students to demonstrate course mastery
- permit the use of computer software programs or other assistive technological devices to assist in test-taking and study skills.

Section 504 of the Rehabilitation Act contains more specific information about compliance issues in postsecondary education than the Americans with Disabilities Act (ADA). The ADA did extend the law to cover private institutions of higher education as well as those receiving federal funding. Universities and colleges can also expect to see more rigid enforcement of the law with the passage of the ADA.

For more information. . .

AHEAD (Association on Higher Education and Disability) is an international organization providing technical assistance and information to faculty and staff. Information available can be accessed at www.ahead.org. Also available through the University of Washington DO-IT project is the Faculty Room at www.washington.edu/doi/Faculty/

Previous Legal Decisions

The university must provide the accommodations

The Office of Civil Rights (OCR) ruled that a university may not charge students for necessary accommodations. Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in the courses, activities, or programs.

Expense of accommodation is not undue hardship

Providing an auxiliary aid or incurring an expense to ensure access would not constitute undue hardship to the university. In determining what constitutes an undue hardship, the OCR views the entire financial resources of the university rather than any single department or college.

Classroom must be accessible

A classroom's location must be changed to provide accessibility for a student with mobility impairment. The university does not need to make every classroom accessible but must provide for the participation of students with disabilities when "viewed in its entirety."

Extended Test Time

Extended test time is a reasonable accommodation for a student whose documentation specifically calls for that accommodation. The university is required to ensure that the student is provided extended time to complete tests and/or course work in order to provide an equal opportunity for that student. Extended time for course work should be determined and/or established during the Faculty/Student Conference. If extended time is given for course work, it should be reasonable.

Altered form of exam

The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability. There may be an exception when the purpose of the test is to measure a particular skill.

Accommodation must be documented

The university may refuse to grant a student's request for an accommodation which is not specifically recommended in the student's documentation.

Handouts in alternate format

If a student with a visual impairment is enrolled in a class, the instructor must provide all handouts in the alternate format requested by the student. In addition, all handouts must be made available to the student on the same day the documents are distributed to non-disabled students.

Material on reserve in library

The instructor must make course material on reserve in the library available in alternate formats for the student with a visual impairment enrolled in the course.

Diagnostic information confidential

Faculty/staff **do not** have the right to access diagnostic information regarding a student's disability. Faculty/staff need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

Personal liability

An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Academic freedom

Academic freedom does not permit instructors to decide if they will provide special aids and services for students with documented disabilities.

Testing accommodations

Accommodations for testing such as readers, scribes, or the use of adaptive equipment must be provided for a student with a documented disability.

Personal services and aids

The university is not required to provide personal services such as attendant care, or personal aids such as wheelchairs or eyeglasses.

Accessible programs

The university must operate its programs in the most integrated setting appropriate.

Preadmission

Preadmission inquiries as to whether a person has a disability are not permissible.

Weight training

University must provide comparable opportunities for weight training to students with disabilities.

Career counseling

Career counselors are prohibited from counseling a student with a disability into more restrictive career paths than are recommended to non-disabled students with similar abilities and interests.

Identification of the ADA coordinator

The Section 503/504/ADA coordinator must be identified in recruiting materials such as application forms and school bulletins.

Housing options

A student with a disability is entitled to have more than one housing option presented if options exist for non-disabled students.

Student may file a grievance

A student with a disability may not only file a claim with the U.S. Department of Education's Office for Civil Rights, but may also file a grievance with the U.S. Department of Housing and Urban Development.

Housing room assignments

A student with a disability who needs attendant care does not have to be automatically assigned to a single room.

Responsibilities

Responsibilities of the Students:

Students with disabilities have the responsibility to:

1. Self-identify concerning disability status to Office of Disability Services (DS) in a timely manner.
2. Provide disability documentation that is recent as defined by ECU.
3. Request necessary accommodations.
4. Pick-up and distribute accommodation letters to respected instructors.

Responsibilities of Faculty/Staff Members:

If Notified in Writing

Faculty/staff members have the responsibility to cooperate with DS in providing authorized accommodations in a reasonable and timely manner. Faculty/staff must conduct a conference with students who provide a letter for accommodations to establish the means of providing accommodation.

If Not Notified in Writing

If a student requests accommodation and the faculty/staff member has not been notified of the student's need for accommodation, then the faculty/staff member should refer the student to DS. If the disability is visible and the accommodation appears appropriate, the faculty/staff member should provide the accommodation while awaiting official notification. It is acceptable for the faculty/staff member to ask the student if they have self-identified and requested accommodations with DS.

If There Are Questions Regarding Appropriateness of Accommodations:

If a faculty or staff member has questions about the appropriateness of certain accommodations, DS should be contacted for further clarification. The faculty/staff member should continue to provide accommodations while the issue is being resolved. When a student uses a tape recorder in the classroom, it is appropriate to ask the student to sign an agreement not to release the recording or otherwise obstruct the copyright.

Faculty and staff do not have the right to access the student's diagnostic information or fail to provide the authorized accommodation. Documentation is received, reviewed and housed in the Office of Disability Services. Faculty and staff have the right to request the specific reasonable accommodations.

Shared Responsibilities:

Students with disabilities have the first responsibility to report their needs to the faculty as early in the semester as possible as faculty are not required to anticipate special student needs. Faculty/staff members should keep students in mind when making special class arrangements such as field trips. Faculty/staff should state on the syllabus that students inform them of their special needs as soon as possible to ensure that those needs are met in a timely manner. **If a student waits until the day of an exam to ask for extended time or a separate testing area, the student has failed to make the request in a timely manner. If the student fails to ask for extended time until late in the semester, the instructor is only required to provide accommodations from that time and does not need to offer make up exams.**

When a student discloses a disability, faculty/staff members should ask what they can do to facilitate learning. Often it is as simple as allowing the student to sit in the front of the class.

Faculty/staff members may not discourage students from specific fields of study if the student meets the admission requirements and maintains the appropriate grades and is otherwise qualified. Faculty/staff members are responsible to provide the opportunity for a quality education and the student is responsible to meet and maintain the academic requirements.

Responsibilities Relating to Exam Accommodations:

Student as well as Faculty/Instructor responsibilities in the exam accommodation process are outlined on pages 5 and 6 of the Disability Services Policies and Procedures Manual. It is the responsibility of the DS staff to place tests in a locked file once they are received. The student takes their tests at the same time as the class except in the event of a night class or back-to-back class schedules. Alternate test times are always approved by the Instructor. The student leaves all backpacks, notes, and books in a separate area unless there is written permission from the Instructor on the returned Exam Accommodation Request form.

Proctors, scribes, and readers are students who are specifically trained to assist with test administration. They have not had the course, are not currently enrolled in the course, or plan to take the course in the future. Proctors who monitor testing are instructed to read what is written, make no interpretations or answer any questions relating to the content of the test. The role of a scribe is to write only what is dictated to them. Readers are instructed to read test questions in a tone and manner that would not imply answers.

Orthopedic/Mobility Impairments

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, multiple sclerosis, fibromyalgia, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Accommodations may include:

- accessible location for the classroom and place for faculty to meet with student
- extra time to get from one class to another, especially in inclement weather
- special seating in classrooms
- note takers, use of tape recorders, laptop computers, or photocopying of peer notes
- test accommodations: extended time, separate place, scribes, access to word processors
- special computer equipment/software: voice activated word processing, word prediction, keyboard modification
- extended time for assignments
- adjustable lab tables or drafting tables for classes taught in lab settings
- lab assistance
- accessible parking in close proximity to the building
- customized physical education class activities that allow the student to participate within their capabilities
- taped texts
- advance planning for field trips to ensure accessibility.

If you want to know more about orthopedic/mobility impairments...

Students with orthopedic/mobility impairments may have any of the following conditions:

- pain, spasticity, or lack of coordination
- flare-ups of intensity of the symptoms
- periods of remission in which little or no symptoms are visible
- inability to walk without crutches, canes, braces, or walkers
- ability to stand or walk but may use wheelchair to conserve energy or gain speed
- inability to stand or walk and use wheelchair for total mobility
- limited lower body use but full use of arms and hands
- limited use of lower body and limited use of arms and hands
- impairment of speech or hearing
- limited head or neck movement
- decreased physical stamina and endurance
- decreased eye-hand coordination.

Blindness/Visual Impairments

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Legal blindness may be caused by tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia. Visual disabilities vary widely. Some students may use a guide dog, others a white cane, while others may not require any mobility assistance.

Accommodations may include:

- reading lists or syllabi in advance to permit time for transferring into alternate format
- seating in the front of the class without glare from windows
- tape recording of lectures and class discussions
- note taking devices such as pocket braille computers
- clear black print on white or pale yellow paper
- testing accommodations: taped tests, reading of tests, scribe, extended time, separate place, enlarged print, computer word processing software with speech access
- materials presented on the board or on transparencies read out loud
- lab assistance
- advance notice of class schedule changes.

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

- audio tape
Most textbooks can be ordered on tape through ODS from Recordings for the Blind and Dyslexic (1-800-221-4792).
- large print
Standard sized materials can be enlarged on a copier using 11"x17". Paper available in DS.
- Braille
Adaptive equipment will be necessary to provide alternate format in braille; however, braille is probably the least requested alternate format for students with blindness.
- Font and font size
Times New Roman or Arial with at least an 18 pt.

If you want to know more about blindness. . .

Students with no light perception or no functional vision may rely on a white cane, a guide dog, or a sighted guide for mobility purposes. Guide dogs should not be petted. When serving as a sighted guide, let the student take your arm just above the elbow.

A lower noise level in the classroom is important for hearing. Students may require a reader for assignments and exams and may use a note taking device in class to take notes.

Passageways through the door and aisles should be kept clear. When furniture is moved students should be advised of the new arrangement. Any changes in class locations should be given to students in advance.

It is helpful to identify yourself first when speaking with a student with blindness.

If you want to know more about visual impairments...

Approximately 80% of all legally blind individuals have some usable vision. Students with visual impairments benefit from seating at the front of the class. Lighting is very important and should be discussed with the professor. Glare may be especially troublesome. Poor quality print or copies and written materials on colored paper may reduce legibility for the student.

Students with visual impairments may use individually prescribed low vision aids such as magnifying glasses or monoculars, large print books, enlarged screen reading programs for computers, and/or felt tip markers for note taking in class.

The instructor should use a black felt tip marker when making remarks on written assignments or grading on exams to assist students with visual impairments to read the information.

Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

Accommodations may include:

(No student will need all of these and specific accommodations are based on the diagnostic information that is on file in DS).

Registration

- reduced course load
- priority registration

General

- extended time to complete assignments
- course substitution for nonessential course requirements in major

Note taking

- tape recorders
- copies of classmates notes
- note taker

Testing

- extended time
- test read to student
- student respond orally
- scribe
- blank card or paper to assist in reading
- calculator

Reading

- taped texts
- reader

Writing

- extended time for in class assignments to correct spelling, punctuation, grammar
- word processor with spell check

Math

- calculator for a student with a disability in the area of math processing.

Learning disabilities vary from one person to another and are often inconsistent within an individual. Some of the terms associated with learning disabilities include:

- dyslexia: inability to read
- dyscalculia: inability to do mathematics
- dysgraphia: inability to write words with appropriate syntax
- dysphasia: inability to speak with fluency or sometimes to understand others
- figure-ground perception: inability to see an object from a background of other objects
- visual discrimination: inability to see the difference in objects
- auditory figure-ground perception: inability to hear one sound among others
- auditory sequencing: inability to hear sounds in the right order.

Students may demonstrate one or more problem characteristics and the form may be mild, moderate, or severe:

Study Skills

- inability to organize and budget time
- difficulty taking notes/outlining material
- difficulty following directions
- difficulty completing assignments on time

Writing Skills

- frequent spelling errors
- incorrect grammar
- poor penmanship
- poor sentence structure
- difficulty taking notes while listening to class lectures
- problems with organization, development of ideas and transition words

Oral Language

- difficulty understanding oral language when lecturer speaks fast
- difficulty attending to long lectures
- poor vocabulary and word recall
- problems with correct grammar
- difficulty in remembering a series of events in sequence
- difficulty with pronouncing multi syllabic words

Reading Skills

- slow reading rate
- inaccurate comprehension
- poor retention
- poor tracking skills (skip words, loose place, miss lines)
- difficulty with complex syntax
- incomplete mastery of phonics

Math Skills

- computational skill difficulties
- difficulty with reasoning
- difficulty with basic math operations
- number reversals, confusion of symbols
- difficulty copying problems
- difficulty with concepts of time and money

Social Skills

- spatial disorientation
- low frustration level
- low self-esteem
- impulsive
- disorientation in time
- difficulty with delaying problem resolution

Attention Deficit/Hyperactivity Disorder (ADD)

ADD is officially called Attention-Deficit/Hyperactivity Disorder and is a neurologically-based medical problem. It is a developmental disability characterized by inattention, impulsivity, and sometimes hyperactivity. The results can lead to lifelong problems.

Students with ADD may demonstrate one or more characteristics and the form may be mild, moderate, or severe:

- concentrating
- listening
- starting, organizing, and completing tasks
- following directions
- making transitions and dealing with change or perceived inconsistencies
- interacting with others
- producing work at a consistently normal level
- organizing problems that involve multiple steps.

Accommodations for students with ADD may include the accommodations for students with learning disabilities. See LD section.

A student with ADD may:

- perform better in morning classes
- need to sit at the front of the class
- need assignment organizers
- need assignments in writing
- experience difficulty following through with several directions at once
- have problems organizing multi-step tasks
- benefit from structure using list, schedules.

Traumatic Brain Injury (TBI)

Head injury is one of the fastest growing types of disabilities especially in the age range of 15 to 28 years. Over 500,000 cases of hospitalization secondary to TBI are reported each year. There is a wide range of differences in the effects of a TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include: memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

Students with TBI may demonstrate one or more characteristics and the form may be mild, moderate, or severe:

- organizing thoughts, cause-effect relationships, and problem solving
- processing information and word retrieving
- generalizing and integrating skills
- interacting with others
- compensating for memory loss.

Accommodations may include the accommodations for students with learning disabilities. See LD section.

If you want to know more about TBI..

There are important differences which affect the educational program of a student with an acquired head injury as compared to students with learning disabilities.

A student with TBI may:

- need established routine with step-by-step directions
- need books and lectures on tape
- need repetition or some type of reinforcement of information to be learned
- demonstrate poor judgment and memory problems
- need a tutor
- exhibit discrepancies in abilities such as reading comprehension at a much lower level than spelling ability.

Speech and Language Disorders

Speech and language disorders may result from hearing loss, cerebral palsy, learning disability, or physical conditions. The disorder may result in stuttering, problems with articulation, voice disorders, or aphasia.

Accommodations may include:

- modifications of assignments such as one-to-one presentation or use of computer with voice synthesizer
- substitutions for oral class report.

If you want to know more about speech and language disorders...

Speech and language disorders may be managed by computerized voice synthesizers or electronic speaking machines. Speech therapy is frequently used to improve certain disorders. Anxiety and stress often accompany oral communication and exacerbate the problem.

Special considerations

The student may speak slower in class and should be given time to express his/her thoughts. Interrupting or completing a sentence for the student is not helpful and may lead to embarrassment. It is appropriate to ask the student to repeat the statement. Summarizing the message helps the student to check for accuracy of understanding. The instructor's acceptance and support of the student is important to facilitate communication and manage the speech disorder. If an oral presentation is required the instructor should discuss alternatives with the student.

Psychological Disorders

Psychological disorders cover a wide range of disorders such as neuroses, psychoses, and personality disorders. The majority of psychological disorders can be controlled using a combination of medications and psychotherapy. If the student self-discloses diagnosis or medication regime to the instructor, it may be appropriate to discuss problems and side effects associated with medications. Only a limited number of court cases have been conducted to set precedents for reasonable accommodations for students with any of these disorders. Based on court rulings on other types of disabilities it is probable that some of the following accommodations may be considered appropriate and reasonable.

Accommodations may include:

- extended time for exams, minimal distraction testing location with a proctor
- note takers, readers, or tape recorders in class
- priority seating to enhance the learning experience of the student
- incompletes or late withdrawals in place of course failures in the event of prolonged illness
- consideration related to attendance requirements in case of health-related absences.

A student's ability to make up missed assignments and tests is at the discretion of the instructor.

If you want to know more about psychological disorders...

Invisible Disabilities

Psychological disorders fall into the group of "invisible disabilities" that may have little or no impact on learning. With proper diagnoses and treatment, students with psychological disorders are productive and successful in the academic environment.

Depression

Depression may affect social functioning, concentration and motivation, and the ability to tolerate stress. Episodes of lower level academic functioning related to the disability may be time limited. In some cases the student may need to withdraw from school or take an incomplete in course work to allow time for the condition to stabilize. Flexibility with assignments and exams may need to be negotiated between the student and the instructor.

Medications

Medications or changes in the medication that a student is taking may cause sleep disturbances, interference with concentration, diminished ability to attend to lectures or successfully complete assignments or exams. Accommodations may be needed for the presenting disability **and** the side effects of medication.

Behavior

Some students may exhibit negative behavior such as indifference or occasionally disruptive behavior. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus. The Student Code of Conduct must be followed.

Deafness/Hearing Impairments

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system which interferes with sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids and rely on lip reading. Others may require an interpreter.

Accommodations may include:

- priority seating in the front of the classroom
- written supplement to oral instructions, assignments, and directions visual aids as often as possible
- speaker facing the class during lectures
- speaker repeating the questions that other students in the class ask
- note taker for class lectures
- test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions
- unfamiliar vocabulary written on the board or a handout
- small amplification system called an FM loop system
- interpreter seated where the student can see the interpreter and the lecturer
- excess noise reduced as much as possible to facilitate communication.

If you want to know more about deafness/hearing impairments...

Hearing aids and lip reading

Some students may use hearing aids and lip reading to assist in discriminating sounds; but only 30% of spoken words in the English language can be lip-read. It is important when speaking to a student with a hearing impairment to look at the student, keep hands away from the mouth, use shorter sentences, speak slowly, and use appropriate facial expressions and gestures. Technical and unfamiliar vocabulary should be written down for the student. Standing in front of a window or a source of glare may limit visibility for the student. It is not helpful to shout or exaggerate lip movements.

Interpreters

If the student uses an interpreter remember to look at the student, not the interpreter. The interpreter should be seated so that the student can see the lecturer and the interpreter. If overheads or videos are used, some light should be left on so that the student can see the interpreter. A note taker or copies of another student's notes may be necessary as the student can not watch the interpreter and take notes at the same time. Interpreters are professionals with specialized training and they will not give opinions about the student's progress in the course. Consideration of a brief break during a long lecture will give the interpreter and student a much needed rest.

Other considerations

Classroom discussions are difficult and should be followed by summaries of the relevant information. Questions raised by other students should be repeated by the instructor. Videos without captions require a written summary or outline of the important points. Verbal assignments, due dates, changes in schedule and other information may be missed by the student and should be provided in writing. Oral tests may be very difficult for the student and the instructor should consider providing a written exam. The student may not hear what is said when the instructor writes on the board so the instructor should expect to have to repeat/summarize what was said. The use of overheads and all types of visual aids provide better communication.

Other Disabilities

A large number of students registered at ECU have disabilities that do not necessarily fall into the major categories already discussed but are covered by Section 504/ADA. The degrees to which these disabilities affect students in the academic setting vary widely. At times it is not the condition itself but the medication that is required to control symptoms that impairs academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases the degree of impairment may vary from time to time because of the nature of the disability or the medication. Some conditions are progressive and others may be stable.

A partial list of other disabilities include:

Arthritis	HIV/AIDS
Asthma	Lupus
Burns	Motor Neuron diseases
Cancer	Multiple Sclerosis
Cardiovascular Disorders	Muscular Dystrophy
Cerebral Palsy	Renal-kidney Diseases
Chronic Pain	Respiratory Disorders
Diabetes, type I and II	Sickle Cell Anemia
Epilepsy	Stroke
Hemophilia	Tourette's Syndrome

Accommodations may include:

- Extended time for exams
- Enlarged printed materials
- Tape recorded course materials
- Readers
- Computers or other adaptive equipment
- Scribes
- Consideration related to attendance requirements in case of health-related absences
- Other accommodations found elsewhere in this Guide

If you want to know more about other disabilities...

Invisible Disabilities

Students may have invisible disabilities and desire confidentiality about their condition. When discussing an accommodation, it is important to respect the rules of confidentiality. If a student requests accommodations, the student must have medical documentation on file in DS.

Temporary Disabilities

Some disabilities are temporary but may require accommodations for a limited time. Students are required to present documentation for a temporary disability. Students who are recovering from surgery, injury, or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Encouragement to contact DS and to talk with faculty/staff may prevent students from dropping out of school. The student, faculty/staff member, and DS staff may work together to establish reasonable accommodations.

Seizure Disorders

Students who are subject to seizure disorders may have impaired consciousness, involuntary movements, and brief lapses of attention. Usually the seizures will be brief and infrequent.

Permission to Leave Class

Some disabilities result in the need to consume large quantities of fluids resulting in frequent urination. The student may need to leave the classroom more frequently than non-disabled students. Students should be allowed to sit near the door so not to disrupt the class if the need to leave class arises.

Pain

Chronic pain may result in limitations to strength, standing, walking, climbing, sitting, kneeling, stooping, and carrying. Cold or sudden changes in temperature may increase the onset of pain. Students with chronic pain may need to stand or change positions intermittently during class. Severe pain may increase the number of absences and consideration related to class attendance requirements may be considered however, the student would still be required to complete the course assignments.

Respiratory Disorders

Some respiratory disorders can result in significant limitations to activities such as walking and climbing. Tolerance to temperature changes or extremes in temperature may be limited. Wet or humid conditions, along with fumes and dust may result in exacerbation of the problem. Environments where smoking is permitted should be avoided.

Tips that Facilitate Student Learning

Many teaching strategies that assist students with disabilities are known to also benefit non-disabled students. Instruction that is provided in an array of approaches will reach more students than instruction using one method. The following are teaching strategies that will benefit students in the academic setting.

Required text

- select a text with a study guide

On the syllabi

- include the following statement as published in the ECU Faculty Handbook, pg 78:

“East Central University is committed to providing equal access to University programs and services for all students. Under university policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodations. If any member of the class has a documented disability requiring academic accommodations, he or she should report to the Office of Disability Services, room 159 Administration Building, as soon as possible. A student seeking reasonable accommodations originating from a documented disability must register with the Office of Disability Services so that said accommodations may be provided. Contact the Office of Academic Affairs if any assistance is needed in this process.”

Before the lecture

- write key terms or an outline on the board, or prepare a lecture handout
- create study guides
- assign advance readings before the topic is due in the class session
- give students questions that they should be able to answer by the end of each lecture.

During the lecture

- briefly review the previous lecture
- use visual aids such as overheads, diagrams, charts, graphs
- allow the use of tape recorders
- emphasize important points, main ideas, key concepts
- face the class when speaking
- explain technical language, terminology
- speak distinctly and at a relaxed rate, pausing to allow students time for note taking
- leave time for questions periodically
- administer frequent quizzes to provide feedback for students

- give assignments in writing as well as orally.

Grading and evaluation

- consider a variant grading system with multiple grades for various tasks weighted differently
- work with the student to make arrangements early with DS for extended time or proctors for exams.

Tips for Disability Awareness

Appropriate Language

- People with disabilities are people first. The Americans with Disabilities Act officially changed the way people with disabilities are referred to and provided the model: the person first and then the disability. This emphasizes the person and not the disability.
- Do use the word disability when referring to someone who has a physical, mental, emotional, sensory, or learning impairment.
- Do not use the word handicapped. A handicap is what a person with a disability cannot do.
- Avoid labeling individuals as victims, or the disabled, or names of conditions. Instead, refer to people with disabilities as “A person who has (state disability).”
- Avoid terms such as wheelchair bound or confined to a wheelchair. Wheelchairs provide access and enable individuals to get around. Instead, refer to a person who uses a wheelchair or someone with mobility impairment.
- When it is appropriate to refer to an individual’s disability choose the correct terminology for the specific disability. Use terms such as quadriplegia, speech impairment, hearing impairment, or specific learning disability.

Appropriate Interaction

- When introduced offer to shake hands. People with limited hand use or artificial limbs can usually shake hands. It is an acceptable greeting to use the left hand for shaking.
- Treat adults as adults. Avoid patronizing people who use wheelchairs by patting them on the shoulder or touching their head. Never place your hands on a person’s wheelchair as the chair is a part of the body space of the user.
- If possible, sit down when talking to a person who uses a wheelchair so that you are at the person’s eye level.
- Speak directly to the person with a disability. Do not communicate through another person. If the person uses an interpreter, look at the person and speak to the person, not the interpreter.
- Offer assistance with sensitivity and respect. Ask if there is something you might do to help. If the offer is declined, do not insist.
- If you are a sighted guide for a person with a visual impairment, allow the person to take your arm at or above the elbow so that you guide rather than propel.

- When talking with a person with a speech impairment, listen attentively, ask short questions that require short answers, avoid correcting, and repeat what you understand if you are uncertain.
- When first meeting a person with blindness, identify yourself and any others who may be with you.
- When speaking to a person with a hearing impairment, look directly at the person and speak slowly. Avoid placing your hand over your mouth when speaking. Written notes may be helpful for short conversations.

Accessibility Checklist

This checklist is designed to be used in the planning stages for university-sponsored events by professional staff, student workers, and student volunteers.

Campus

- Wheelchair accessible facilities?
- Restrooms with wide stalls and grab bars?
- Frequently used materials on lower shelves or staff available to assist in material retrieval?
- Equipment used by students available in wheelchair accessible area?
- Accessible parking nearby?
- Accommodations available at planned events such as interpreters, rooms arranged for visibility of speaker, handouts in alternate format, and adequate space for wheelchairs?

Media

- Statement regarding availability of accommodations on all advertising?
- Videos/films with captions?
- Statement that alternate formats are available upon request?
- TTY/TDD?

Inclusive Policy

- Appropriate attitudes of the program staff toward individuals with disabilities?
- Appropriate language to refer to people with disabilities?
- Appropriate attitudes of non-disabled students toward individuals with disabilities?