Indiana University of Pennsylvania
DEPARTMENT FOR DISABILITY ACCESS AND ADVISING (D^2A^2)

Faculty Handbook

422 Eberly -
644 Pratt Drive

724.357.4067

disability-access@iup.edu
www.iup.edu/disabilitysupport

rev. 2026

beyond expectations

Statement of Nondiscrimination

Indiana University of Pennsylvania is committed to equal opportunity and affirmative action for its students, employees and applicants. The University is committed to providing equal educational and employment rights to all persons without regard to race, color, sex, religion, national origin, age, disability, sexual orientation or veteran's status. Each member of the university community has a right to study and work in an environment free from any form of racial, ethnic and sexual discrimination. In accordance with federal and state laws, the university will not tolerate racial or ethnic discrimination or discrimination on the basis of disability. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities, and the Civil Rights Act of 1991, as well as all applicable federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. **Please direct all general inquiries regarding equal opportunity and affirmative action to:**

Office of Social Equity
B17 Delaney Hall
Indiana University of Pennsylvania

920 Grant St.
Indiana PA 15705
Telephone: 724-357-3402
Fax: 724-357-3404

Indiana University of Pennsylvania ensures compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act through the provision of program access accommodations. **Please direct inquiries regarding accommodations for persons with disabilities to:**

Student Concerns:
Dr. Catherine Dugan
Department for Disability Access and Advising (D^2A^2)
Pratt Hall, Room 216
Indiana University of Pennsylvania
201 Pratt Dr., Indiana, PA 15705
Telephone: (724) 357-4067
FAX: (724) 357-2889

Employee Concerns:
Human Resources
Indiana University of Pennsylvania
Sutton Hall, Room G8
1011 South Drive
Indiana, PA 15705
Telephone: (724) 357-3402
FAX: (724) 357-3404

Direct specific inquiries regarding Title IX to:
Compliance Officer/Title IX Coordinator Office
of Social Equity
Susan Snell Delaney Hall, B17 920 Grant Street
Indiana University of Pennsylvania
Telephone: (724) 357-34
FAX: (724) 357-3404
title-ix@iup.edu

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PART I -
INTRODUCTION and FEDERAL LAW

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination because of disability by recipients of federal funding. The Americans with Disabilities Act (ADA) is a civil rights guarantee that prohibits discrimination against people with disabilities. It added to the requirements of 504 by including places of public accommodation, private employers and state and local governments. The ADA complements but does not replace Section 504. The ADA clarifies terms and imposes obligations and rules upon all post-secondary institutions to provide appropriate and reasonable accommodations to individuals with documented disabilities. Title II of the ADA prohibits excluding qualified individuals with disabilities from participating in or being denied the benefits of the services and all programs provided by a post-secondary institution. The ADA defines a person with a disability to mean a person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities.
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

The goal of this handbook is to provide you with guidance: about some of the most commonly represented disabilities at IUP; students with disabilities themselves; Disability Access and Advising (D^2A^2): and about appropriate accommodations.

Irrespective of the student's level (graduate or undergraduate) or mode of delivery (class, on-line, hybrid, ZOOM, or other), or program (credit, degree, or clock hour, or continuing education), **Disability Access and Advising (D^2A^2)** is the officially designated office for providing services for IUP students with disabilities. It is the university-designated party responsible for verifying and keeping documentation of disability.

All students served by Disability Access and Advising (D^2A^2) have provided appropriate documentation of disability. In cases of questions about requests for accommodations, we recommend that you contact Disability Access and Advising (D^2A^2). If you received a letter from Disability Access and Advising (D^2A^2) regarding the student's disability and their need for accommodation, this means that the student's documentation is located in our files. We, at Disability Access and Advising (D2A2), remain ready to discuss concerns that may arise with some portions of the student's accommodation plan. However, it is best to keep in mind that accommodations requested by students are necessary and, in fact, required by the law. Taking the proactive approach of discussing them with D^2A^2 allows you, the professor, to avoid claims of illegal discrimination and litigation against the individual as well as the institution, and the student to achieve the access intended by the ADA.

PART II -
OVERVIEW of DEPARTMENT

MISSION

Our mission is to enhance quality and provide a platform for the inclusion of IUP students with disabilities, and others experiencing lengthier temporary disabilities, towards fully engaging in the university and its programs.

We strive to ensure a fair and accessible learning environment where students with disabilities are able to succeed based on their own efforts and initiatives. We achieve this by working to reduce competitive disadvantages and environmental barriers that affect learning. Our faculty and staff work with, and advise, students, faculty, and other university personnel to coordinate accommodations for students that are compliant with federal legislation. Our faculty and staff also advise and educate the university to encourage an accessible institutional environment.

VISION

Our vision is a university that exceeds accessibility compliance, one that enhances the integration and success of persons with disabilities, and a campus- wide culture of access.

D^2A^2: "Our students have Determination and Desire to Learn; we assist by providing Access and Advising for higher education."

DEPARTMENT ROLE with FACULTY and CAMPUS

As a part of the University College at IUP, Disability Access and Advising (D^2A^2) is here for you, the professor, as well as students. Our office is here to assist you as a faculty member by helping to ensure the provision of educational access and accommodations.

D^2A^2 seeks to ensure that students with disabilities who attend Indiana University of Pennsylvania receive an integrated, quality education. D^2A^2 exists to support the university mission of compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of The Americans with Disabilities Act, working to:

- support the educational development of students with disabilities at IUP,
- support the campus environment in its provision of accommodations,
- educate all members of the campus towards understanding and accepting students with disabilities.
- advocate on behalf of students with disabilities,
- ensure that the IUP campus is kept abreast of the issues, concerns, and laws

that relate to college students with disabilities,

- help the campus community to better understand that every student with a disability that affects his or her life's major functions (obvious or hidden), no matter what the student's race or ethnic origin, cultural background, age, gender, sexual orientation, religious belief or affiliation, or disability, should be included in any educational or recreational activities, for which the student is "otherwise qualified," with "appropriate accommodation," if he or she desires,
- assist the university in providing positive, non-discriminatory educational and co-curricular activities for persons with disabilities.

PART III -
OVERVIEW of DISABILITY in HIGHER EDUCATION

ACADEMIC ADJUSTMENTS

Section 504 and the ADA specify some of the required academic accommodations for students with disabilities. Legal interpretation and case law have defined other accommodations, and legal interpretations are on-going; so, it **is best for instructors to err on the side of asking D^2A^2 if there are questions.**

Accommodations such as modifications to course examinations or requirements, *other than* time extensions or enlarged, brailed, transcribed or read content, or taken on a computer or without a scantron, are NOT automatic, but are made on a case-by-case basis. In such a situation, the student must demonstrate that the requested accommodation is the only way to mitigate the essential life function impaired by the disability. If an instructor disagrees with allowing a particular accommodation as designated D^2A^2, and requested by a student, the instructor should contact D2A2 to discuss the issues, as denial of some accommodations can lead to legal liabilities unless the instructor can demonstrate that the method they have selected is the ONLY way to provide the exam or the curriculum. (Said demonstration would need to follow a specific protocol as determined by the Office of Civil Rights (OCR). Some accommodations are non-negotiable, thus the admonition to discuss concerns with D^2A^2.

PLEASE NOTE: When D^2A2 indicated a required accommodation, it is because we have consulted with most current legal interpretations.

104.44 Academic adjustments [34 Code of Federal Regulations (C.F.R) Part 104]

(a) *Academic requirements.* A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.
(b) *Other rules.* A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, which have the effect of limiting the participation of handicapped students in the recipient's education program or activity.
(c) *Course examinations.* In its course examinations or other procedures for evaluating students' academic achievement, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents 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).
(d) *Auxiliary aids.* (1) A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

(2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Mandated Academic Adjustments

To assist faculty members with questions, the list below provides information about currently common academic access accommodations (it is not all-inclusive, but as broad as possible), that are mandatory when listed on a student's accommodation plan. [The accommodation plan will list the parties (student, professor, D2A2, or combination responsible for the implementation.)]

- Accessible campus (programs) and routes
- Alternate format (audio or braille) textbooks and handouts
- Recording lectures
- Note takers
- Sign language interpreter or other transmission means (such as remote captioning, e.g.)
- Professor facing class – remain in student's eyesight range
- Captioned audio-visual materials
- Advanced viewing of audio-visual materials
- Priority seating in class (e.g., allow student to sit near the front, moving other students if necessary and over-riding any alphabetical seating plan)
- In-class aid/assistant for: _____
- Physically accessible classroom (i.e., may require room-scheduling changes)
- Accessible classroom desk/seat
- EXAM Accommodations
    - For exams, quizzes & assessments
    - For both in-class and online exams
        - *Online exams that are not proctored for students without disabilities remain not proctored for students with disabilities when time is extended.*
    - In class exams
        - At D^2A^2, or, if it is in a separate room with no interruptions, at the professor's location.
        - Do not have a student start early or run late, when other students are in the same room taking the exam. (Other students' arrival or departure may interrupt the student

with extended time.)

- Extended time *(professor or D^2A^2)*
  - Extended time is time-and-a-half to double time.
  - Use the class period time, exam time or final exam time, or the quiz time afforded other students, as the base from which the extended time is calculated.
  - Not based on *average* time to take the exam.
- Word processor/computer
- Isolated/quiet environment
- Reader
- Transcriber
- Sign language interpreter
- No scan sheet (or transcriber to transcribe to scan sheet)

Strongly Urged Academic / Exam Adjustments

The following adjustments are not always mandated but strongly urged. In deciding whether to provide these, consider whether the intent is the format or the accurate representation of learning and/or application of learning. (e.g., is the original method the *ONLY* possible method for a student to demonstrate the learning?) and consult with D^2A^2.

- Exams, quizzes & assessments and in-class assignments
  - Use of calculator
  - If possible, allow students to bring formulas to exam/assessment, and grade on application rather than memorization.
  - Use of spelling and grammar checking device
  - If possible, do not penalize spelling/grammar mistakes.
  - If possible, allow oral exams/assessments with professor, in place of written format.
- Allow laptop in class for note taking.

Academic / Exam Adjustments to Consider

The following accommodations can be useful but usually are in no way required.

- If possible, allow interpretation of questions/items for vocabulary clarification and simplification of complex sentence structure.
- If possible, allow papers/projects, in place of written exams/assessments.
- If possible, allow essay format exams/assessments, in place of objective format.
- If possible, allow objective format exams/assessments, in place of essay format *(professor)*

LAPTOPS IN THE CLASSROOM

Overview

Some students' accommodations include use of a laptop or tablet in the classroom for typing (as opposed to more traditional forms of notetaking or in-class writing). As an instructor, you are usually not required to allow such technology in your classroom, with notable exceptions (e.g., including, but not limited to) braille note taking, CART [Communication Access Realtime Translation], laptop/tablet serving as a communication device, etc.). Beyond these examples of mandated exceptions just noted, some students whose disabilities impact more traditional forms notetaking or in-class writing may gain greater access to your class when they are able to type their lecture notes or other required in-class writing. Although allowing for laptops/tablets in class may not be required of instructors as of yet, you/we are legally required to ensure that students with disabilities who are eligible to receive note-taking services receive complete sets of notes. Please contact D^2A^2 to discuss this issue as you make decisions about whether to ban the use of laptops/tablets in your class.

Other Considerations as you decide your position on laptops/tablets

Some recent articles argue the banning of laptops/tablets from college classrooms. These articles argue that students actually learn better when taking traditional notes. The articles appear to report results for the overall student population, and some have been criticized because their research methods did not account for students with disabilities. There are articles supporting the converse. When deciding your position, we hope you will consider the following:

> Among the reasons a student might use a laptop are learning disabilities, neural processing disorders, auditory processing disorders, dexterity disorders, rheumatoid arthritis, attention deficit disorder, or any of the other disabilities that might cause a student to need a laptop to create a level playing field. (11/27/2017 Huffington Post)

> A September 11, 2016, a *Chronicle of Higher Education* article notes that "a smart and empathetic group of educators has responded to that argument (sic – banning laptops) with the excellent point that some students require laptops for accommodation purposes. Issuing a general laptop ban — with exceptions for students with accommodations — calls everyone's attention to the fact that the students in the room who have laptops need accommodations. The decision to be open about their accommodation status should be left to the students, runs this argument, and should not be forced by an instructor ban on laptops in the classroom."

Although allowing for laptops/tablets in the classroom is not necessarily required of post-secondary instructors at this time, when a student's disability interferes with

traditional forms of notetaking or in-class writing, IUP instructors are encouraged to consider allowing for some flexibility in such a case.

ACADEMIC POLICIES & PROCEDURES

The institution is NOT required to make accommodations or curriculum modifications that would significantly alter the scope or purpose of the university or any of its programs and classes. Qualified students with disabilities receive reasonable accommodations to provide them with equal access to the university and the essential requirements of its programs and classes. Colleges or universities cannot guarantee student success. A university may legally academically dismiss a student with a disability if they are unable to meet the university's academic requirements.

STUDENT RIGHTS & RESPOSIBILITIES

Students' Rights

A college student with a disability has the right to appropriate academic adjustments (reasonable accommodations) under Section 504 of the Vocational Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. The Director of D^2A^2 and/or the student's D^2A^2 adviser make decisions regarding the nature of the adjustments.

Provisions protecting the student from discrimination on the basis of a disability are guaranteed. The student has the right to file a grievance concerning any allegation of failure to comply with the laws, regulations, and procedures set forth for students with disabilities. Grievances will be processed through the existing discrimination grievance policy and procedures for IUP (see Part IX, of this handbook – "Rights and Procedures Regarding Dissatisfaction with D^2A^2 Services").

Students' Responsibilities in Post-Secondary Education

- Disability Access and Advising (D^2A^2) is the designated campus office for provision of services to students with disabilities.
- All D^2A^2 services are at the request of the student.
- It is the student's responsibility to:
    - Initiate and utilize their services and keep in close contact with D^2A^2.
    - At IUP, a student should notify professors through the "Dear Professor" memo from D^2A^2 of accommodations to which they are entitled.
    - Request accommodations in advance, in accordance with specified deadlines, allowing sufficient time for D^2A^2 faculty and staff, and/or instructors, to arrange for the accommodations requested.
    - Provision of a letter to a professor from D^2A^2 is advance notice of a future accommodation request.
- Students with disabilities are obligated to use their accommodations

responsibly.
- Students with disabilities must demonstrate that they have acquired the same amount of content knowledge as the other students enrolled in the class from which they are requesting accommodations.
- Students with disabilities must adhere to the same academic policies and procedures as students without disabilities and receive the same penalties should they not.

In post-secondary education…

- The purpose of accommodations is to provide equal access, not to guarantee success.
- Students must inform the D^2A^2 office which eligible accommodations they wish to use, each semester.
- Tutoring is not a disability related accommodation.
- Students must meet the essential academic standards of a course and/or program.
- Colleges/universities are not required to waive or reduce essential course requirements.

FACULTY MEMBERS' RIGHTS & RESPOSIBILITIES

Faculty Member's Rights

- The right to maintain academic integrity.
- The right to refer a student to D^2A^2 for a verification "Dear Professor" accommodation memo or email before providing a requested accommodation.
- The right to seek verification from D^2A^2.
- The right to ensure that the accommodation requested does not significantly compromise the content or nature of the course, or the requirements for satisfactory completion of such. To ensure compliance with federal law around this topic, (D^2A^2) should be consulted by faculty to better define this.
- If all accommodations have been provided and the student has legitimately not attained course requirements, the right to fail that student in the same manner as would any other student who had not attained course requirements.

Faculty Member's Responsibilities

When in receipt of a request for an accommodation for a specific course:

- If a "Dear Professor" memo has not been received, the faculty member may require verification of the disability from D^2A^2.
    - Upon verification, requested (mandatory) accommodations must be provided.

- Engage in an interactive process with D^2A^2 and the student before assuming that the accommodation requested may significantly compromise the content or nature of the course, or the requirements for satisfactory completion of such. (Working with D^2A^2 can ensure compliance, while reviewing the concern.)
- Although students are encouraged to approach faculty members to discuss accommodations, if a student has had a "Dear Professor" memo sent, THAT should be construed as a request and faculty members should expect to provide (minimally) the mandated accommodations on the memo.
- Therefore, we ENCOURAGE faculty members who have received "Dear Professor" memos to speak with the student briefly (and confidentially), indicating that they received the memo and would like to work with the student on accommodations.
- Faculty members must maintain confidentiality about disability issues described by students or D^2A^2.
- Faculty members will not obviously reference a student with a disability in a public setting.
- Faculty members should work with D^2A^2 and students to ensure that necessary accommodations are provided.
- Faculty members should inform and work with D^2A^2 when there are questions about accommodations.

SAMPLE SYLLABUS STATEMENTS

Despite our best attempts at notifying them, some students may not be aware of the availability of D^2A^2 and commensurate services. Others may be using services but concerned about informing faculty. A welcoming/informational statement on a syllabus can open doors to student awareness and/or reduce anxiety.

Following are samples that could be used/adapted for your syllabus:

Sample Syllabus Statement (adapted from UPenn)

Indiana University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by Disability Access and Advising (D^2A^2). Please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your needs.

If you have not yet contacted D^2A^2, and would like to request accommodations or have questions, you can make an appointment by emailing (preferred) D^2A^2 at disability-access@iup.edu or by calling 724-357-4067. The office is located in 421 Eberly, 664 Pratt Drive. All services are confidential.

Sample Syllabus Statement (adapted from Ohio State)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, temporary medical conditions or other), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I request that you register with Disability Access and Advising (D^2A^2). After registration, arrange to discuss your accommodations with me as soon as possible so that accommodations are implemented in a timely fashion. Disability Access and Advising (D^2A^2) **contact information:** disability-access@iup.edu 724-357-4067 www.iup.edu/disabilitysupport 421 Eberly, 664 Pratt Drive.

Sample Syllabus Statement (adapted from Indiana University)

"Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for accommodations through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced. Please contact Disability Access and Advising (D^2A^2) at disability-access@iup.edu or by calling 724-357-4067 as soon as possible if accommodations are needed. D^2A^2 is located in 421 Eberly, 664 Pratt Drive. Walk-ins are welcome from 8 AM to 4 PM, Monday through Friday, but appointments are encouraged. All services are confidential.

You can also locate a variety of campus resources for students and visitors that need assistance at: www.iup.edu/disabilitysupport

Sample Syllabus Statement (adapted from Trinity University)

Note to students with disabilities: If you have a documented disability and will need accommodations in this class, please privately speak with me early in the semester so I may be prepared to meet your needs. All discussions will remain confidential. You must be registered with Disability Access and Advising (D^2A^2) and provide your accommodation letter to me before I can accommodate you. If you have not already registered with D^2A^2, contact D^2A^2 by emailing (preferred) D^2A^2 at disability-access@iup.edu or by calling 724-357-4067. The office is located in 421 Eberly, 664 Pratt Drive.

CONFIDENTIALITY

Confidentiality is an extremely important issue when interacting with any student. Students with disabilities may be very guarded or cautious about the information that they want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of his/her disability. Students are under the protection of confidentiality laws and need not disclose the specific nature of their disability to a faculty member. D^2A^2 advisers can work with a student to identify the level of disclosure that the student is comfortable with offering to his/her instructors.

Accommodations are typically of a nature that do not require knowledge of the disability for them to be provided. As long as the student has appropriately documented his/her disability to the D^2A^2 office and is in need of accommodations the student may indicate to D^2A^2 that they wish to request an accommodation without having to identify the specific nature of his/her disability to the faculty.

Confidentiality cannot always be guaranteed when providing services that involve external providers (e.g. note-takers, interpreters, test proctors, etc.). Although details about disability will not typically be shared, a student's name and circumstances, as pertinent to the service, may be shared.

PART IV –
The ROLE of LANGUAGE in PROVIDING ACCESS

Language reinforces, reflects, and shapes our perceptions of people. Language that reflects a positive meaning helps develop positive attitudes and communication. Words about disability have been affected by legal, medical, and political terms. Often times our language may not convey our intended social message. This section of the handbook will allow you to gain an awareness of what type of language may be most appropriate when discussing a disability. A general “rule of thumb,” is to use the suggestions below and, if in doubt, ask the student.

When addressing disability, language should emphasize the person rather than the disability.

- Use words and phrases such as "a person with a disability," "a person who uses a wheelchair," or "a person with cerebral palsy, mental/emotional disability or a hearing impairment."
- It is inappropriate to use terms such as "confined to a wheelchair/wheelchair bound," "mongoloid/retarded," "deaf and dumb," "epileptic/spastic," etc.

Certain "etiquette" rules should be followed as much as possible. The basic rule is not to treat the person differently. Rules of disability etiquette include:

1. Do not raise your voice unless requested.
2. Offer to shake hands! Often times, those who may have limited hand use or who wear an artificial limb are capable of shaking your hand. Persons with vision loss know to extend a hand when meeting.
3. Treat adults in a manner befitting an adult.
4. When talking with a person with a disability, look at and speak directly to that person rather than a companion or interpreter.
5. Offer assistance with sensitivity and respect, but do not proceed if your offer is declined. If the offer is accepted, listen carefully for instructions.
6. Do not inform the class that a student has a disability, except at the student’s request.

(*Dr. Nathalie Whalen)*

PART V –
GENERAL GUIDELINES for TEACHING STUDENTS with DISABILITIES

1. Provide students with a syllabus indicating due dates, topics covered, exam dates and criteria for evaluation.
2. Provide opportunities for students to meet with you early in the semester.
3. Encourage the student to sit near the front of the classroom.
4. Ask the student exactly what types of accommodations the student needs (e.g., extended time for exams, taped exams, oral exams, note takers, computer resources for additional academic development). *
5. Allow students to tape lectures and discussions if needed.
6. Advise the student of the building emergency evacuation procedures.
7. If they are not already registered with Disability Access and Advising (D^2A^2), upon request, refer the student to our office.

*Although not a disability accommodation, some students will benefit from peer-to-peer tutoring. Instructors should feel free to inform students of their departmental (and other) tutoring opportunities.

WORKING with STUDENTS with the MOST COMMONLY REPRESENTED DISABILITIES at IUP

Teaching a Student with a Disability: Physical Disability / Mobility Disability

Physical disabilities are wide ranging in nature. A student may have a back problem, affecting sitting or walking; have a chronic medical condition leading to physical problems; have small amputations such as fingers or toes; or have a disability that necessitates the use of a wheelchair for mobility and/or a personal assistant for care.

Mobility disabilities are wide-ranging, occurring from a variety of causes including but not limited to back problems, chronic health issues, amputations, stature, and other causes. The effects range from affecting length or (or type of terrain) a student can walk, to needing to use crutches or canes, to needing to use a wheelchair. In all cases, the tool to assist ambulation may be situational or permanent.

In working with students with physical disabilities or disabilities affecting mobility, follow these guidelines:

1. Acquaint yourself with the location of the nearest accessible restroom and water fountain.
2. Ensure that there are adequate pathways to your classroom and within your classroom.
3. Allow for (occasional) tardiness in case of inclement weather.
4. Do not offer to hold a cane or crutches unless the individual requests.

5. When talking with a person who uses a wheelchair, sit down or kneel in order to place yourself at eye level if the conversation is more than a few minutes.
6. Never lean on a wheelchair, as it is a part of the body space of the person who uses it.
7. Theater type classrooms may present difficulties unless there are flat spaces in the front or rear of the room large enough to accommodate a wheelchair.
8. Also, ensure that there is space for a table.
9. Tables are more accessible than standard desks and should have an under-table clearance of at least 27 ½ inches. Let D^{2}A^2 know if a table is needed.
10. Classes taught in a laboratory setting will usually require some modification of the workstation. Working directly with the student may be the best way to provide modifications to the workstation.
11. Students are not confined to wheelchairs. They often transfer to automobiles and furniture. Using a wheelchair only some of the time does not mean an individual is "faking" a disability. It may be a means to conserve energy or move about more quickly.
12. Identify if the student will transfer from wheelchair to desk and ensure that the chair is nearby for transportation in case of an emergency.

***For fieldwork or field trips, assess the site for type of terrain and slope, and availability of ramps, accessible rest rooms and parking.*

Teaching a Student with a Disability: *Hearing Disability*

The term "hearing impaired" is a generic term that refer to students with any type or degree of hearing loss that interferes with development or adversely affects educational performance in a regular classroom setting. “Hard-of-hearing” typically refers to a condition wherein there is hearing loss of varying degrees, such that some forms of aural communication are affected. “Deaf/Deafness” typically indicates that sounds are not meaningful as communication methods.

When working with students classified as persons with hearing loss, utilize the following guidelines:

1. Use normal speech and speech patterns. Shouting distorts sounds accepted through hearing aids and inhibits lip reading.
2. Although they are constantly being refined, hearing aids only amplify sound, and most often amplify ALL sounds around the student. Hearing aids do not solve communication issues.
3. Get the student’s attention before you speak. The student may need a touch on the shoulder, a wave, or other signal.
4. Do not stand in front of a bright light or window when talking, as the light may make it difficult for the student to see your lips. Allow the student to select seating (and listening) locations.
5. Depending upon the age of onset of hearing loss and degree of hearing loss, a student may have clear, spoken, Standard English, unclear spoken Standard English, or use sign or a combination of spoken English and sign. Just clarify understanding, no matter what the communication means.
6. If the student also has a speech impairment, ask short questions requiring short-

answers. Rephrase statements and questions until the student indicates understanding.

7. Face the class as much as possible. Keep movements around the room to a minimum. Indicate when you will be moving from one place to another. Also, speak without exaggerating words and without anything obscuring your face.
8. Be aware that, for a student with hearing loss, knowing where to focus attention when there are many speakers can be excruciating and exhausting. The student needs visual clues. Try to work with the student to ensure one person, ideally visible to the student, is talking at a time.
9. Many students with hearing loss read lips and appear to understand the conversation. Be aware that up to 80% of the conversation will not be lip-read and, therefore, check understanding and/or provide an annotation of a meeting.
10. Most students lip-read to augment hearing aids. Both hearing aids and lip-reading are imperfect corrections. Ensure that the student understands what you are saying by providing notes of the conversation.
11. Some suggested general classroom discussion rules to consider:
    - No over talking.
    - One person speaks at a time.
    - Repeat individual questions to the group at large since not everyone will necessarily hear the question (or even care to hear it)
    - If group work, each group sends a summary email to the group at-large at the end of class to make sure everyone is on the same page.

(Dr. Joie Williams, Regis University, via DSSHE-L listserv, 9/9/2016)

Using an Interpreter

12. If an interpreter is present, speak to the student not the interpreter. Maintain eye contact with the student. If technical words are necessary, give the interpreter time to finger spell them.
13. If using an interpreter, allow the student time to participate after reading the conversation from the interpreter.
14. Students who use sign, which has a different grammatical structure from Standard English, may use proctored, quest testing so that test questions, written in Standard English, may be sign interpreted.

Using CART (Real Time Captioning)

15. A student who uses real time captioning will provide the professor with a voice transmitter and have a laptop on which they will read the lecture/discussion occurring in the class. Factor in a time lag in response as the student moves from reading to participating.

Using an FM system, Roger Pen or similar)

16. Some students may utilize an FM system or similar mechanism.
17. This will involve the professor wearing a specialized microphone (or other device) that transmits to a receiver that the student wears or, often, directly to the student's hearing aid.
18. Like any other device, this is an augmentation tool – not a cure; therefore,

continue to check understanding.

Teaching a Student with a Disability: *Visual Disability*

A person with a visual disability has an impairment in vision ranging from wearing correcting lenses to total blindness. Between 70-80 percent of all legally blind persons in the United States have measurable vision. The partially blind student meets the challenge of disability in much the same way as the blind student Even with partial sight, a student with vision loss may experience eye strain while reading, inability to read certain print, font size or colors, and may be sensitive to light.

For students who are blind, the age of onset may affect mobility, spelling, and written communication. The following guidelines will enable the blind or partially blind student to utilize the course more fully:

1. Let students know course materials as soon as they inquire so that they may arrange for alternate formats. Use the students' prior alternate text formats as guides for modifications.
2. Allow students with guide dogs to sit where appropriate to accommodate the dog. Advise other students to not pet or distract the dog without permission from the owner.
3. When conversing in a group, give a vocal cue by announcing the name of the person to whom you are speaking. Indicate when the conversation is at an end.
4. Provide an auditory and visual teaching approach; do the same in meetings or other encounters.
5. For fieldwork or field trips, assess the need for safety and transportation accommodations.
6. Physical education and recreation classes can be adapted so that the student can participate.
7. Classes taught in laboratory settings will usually require workstation modification. However, students may not be able to participate fully in a laboratory class without the help of an assistant. (Speak with D^2A^2 and the Provide clear pathways and directions for the student who is cane traveling.
8. Be aware that students may be using recorded or scanned texts or may need materials enlarged. Work with the student and Disability Access and Advising (D^2A^2) to ensure that the student has appropriately modified materials.
9. If moving a class, be sure to have someone remain behind to let the student know (a note on the door will not suffice).
10. When walking with, or guiding, a student who is blind, let the student take your arm; do not grab the student's arm.
11. Attempt to be specific when describing visuals (e.g., avoid "this" and "that")
12. Do not leave a student who is blind in an open area, describe the area and help them to get oriented to a landmark.
13. If the classroom or office arrangement has changed, let the student know.
14. Do not interrupt the flow of a student cane traveling or grab them to assist them.

Teaching a Student with a Disability: *Learning Disability*

A learning disability is a perceptual difficulty. Any one of the sense's functioning can be impaired. A learning disability is most likely to be one of a genetic, neurological origin. Learning disabilities may be categorized broadly as reading, language, processing and mathematics deficits. The majority of students with learning disabilities have their primary deficits in basic reading skills or written expression. Guidelines for working with these students can include the following:

1. Allow students to tape lectures and discussions, including those with labs or involving media or on-line, and/or have a note-taker. Attempting to focus on lecturing and taking notes can be problematic.
2. Encourage the use of a study classmate to exchange information about class notes and reading.
3. Allow students to sit in the front of the room to reduce distractions.
4. If necessary, allow students to answer essay questions orally or on a tape recorder. Often these students will lose focus when trying to put thoughts and ideas on paper.
5. Encourage use of a schedule booklet or calendar with designated study times to increase organizational skills.
6. If possible, assist students in seeing how to apply theory.
7. If possible, weigh spelling and grammar less heavily than content expressed. If that is not possible, allow a spell checker and assist the student by pointing out specific grammatical or written expression errors. (Students with learning disabilities are not being "lazy," often they cannot see/learn the error, as language processing is the disability.)
8. Remember that a component of learning disability is that the student can study with ferocity and remember something one day and not the other.
9. Present material both verbally and in writing.
10. Permit the use of a calculator for students with this recommended accommodation. (Often, with a calculator or formula sheet, the student can apply the information to the problem, even though they cannot memorize the formula.)

Teaching a Student with a Disability: *Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)*

Students with Attention Deficit may evidence just inattentiveness or both inattentiveness and impulsivity. This is not a choice on the part of the student. It is a chronic disability that begins in infancy and persists though adulthood, having ramifications that are more or less severe, depending on the task and situation. ADD/ADHD affects the student at home, in the learning environment and in social settings. There are serious and persistent problems with attention span, impulse control, organization and distractibility. Some students without hyperactivity are not identified until later in life as they may have been "less obvious." Up to 70% of students with ADD/ADHD may also have a concomitant learning disability (LD). If this is the case, see the information on LD, as those accommodations are often helpful for students with ADD/ADHD.

1. Allow students to tape lectures and discussions, including those with labs or involving media or on-line, and/or have a note-taker. Attempting to focus on

lecturing and taking notes can be problematic.
2. Encourage the use of a study classmate to exchange information about class notes and reading.
3. Allow students to sit in the front of the room to reduce distractions.
4. If necessary, allow students to answer essay questions orally or on a tape recorder. Often these students will lose focus when trying to put thoughts and ideas on paper.
5. Avoid all distracting stimuli. Discourage students with ADD/ADHD from sitting near windows, air conditioners, heaters, high traffic areas, etc.
6. Assist the student with organizing, setting up plans, chunking assignments, etc.
7. Some students with attentional disabilities, but no reading disability, may benefit from a recording of text as well as reading, as this may help to focus attention.
8. Understand that a student with ADD/ADHD who appears "fidgety," or who taps their foot constantly, or who may be "doodling" is a) often unaware of this, and b) usually, not intentionally disruptive. Do quietly point out the behavior IF it is affecting the classroom, but do not assume ill intent.

Teaching a Student with a Disability: *Psychological*

Students with psychological disabilities face the combination of having a hidden disability and of having a disability around which there may be some social stigma. This may lead to a fear of disclosure. In fact, colleges and universities across the U.S. serve many successful students with psychological disabilities. Common psychological disabilities seen among college students include depression, post-traumatic stress disorder, panic disorders, bipolar disorder, obsessive-compulsive disorder, schizophrenia, anxiety disorder. A welcoming environment best serves the student with a psychological disability.

1. Some students with psychological disability are helped by structure but may need extra support when changes occur.
2. Extended time and a quiet testing location during exams often help the student who needs time to relax and think freely, due to anxiety, foggy thinking caused by some medications, etc.
3. Students registered with D^2A^2 will be encouraged to use accommodations that support their continuation to graduation.
4. If possible, if the student is experiencing an exacerbation of the disability or medication management issues, it may be useful to help the student by restructuring due dates or helping to plan assignments.
5. The student will sometimes be helped by working weekly with a D^2A^2 adviser to help structure, plan and "talk things out," as a means of additional support.
6. If the student behaves oddly and it is not affecting the class, call D^2A^2 to discuss the behavior. Students do have the right to "be unusual" as long as they are not harming others. If the student is acting in a manner that is affecting the class, meet with the student. Describe both the specific negative behavior and delineate the limits of acceptable behavior.

Teaching a Student with a Disability: Acquired / Traumatic Brain Injury / Concussion

Students acquire brain injuries at any age and with varying and unpredictable impact. A student who has had one head injury may be more susceptible to both receiving another head trauma and to increased effect from an additional head trauma. The level of trauma may be minimal or severe and still result in serious brain injury. The impact of brain injuries may be wide ranging, affecting mobility, emotional lability, resulting in headaches (sometimes severe) and, most commonly, cognition and memory.

Recovery, in regard to both period and impact, can be unpredictable. Having a brain injury can be very frustrating, even when it is not obvious, as the student can remember how easily they learned before the injury as opposed to after the injury.

Some of the cognitive effects may involve concentration, abstract reasoning, memory, reading, attention or time management, problem solving and/or word finding.

1. Some students will need to take a test over two days, to allow for reduction of headache(s) and/or re-focusing.
2. Some students will do better with test items that require recognizing an answer rather than total recall.
3. Some students will experience vision problems disallowing computer work or limiting the amount of time that the student can be exposed to computing tasks.
4. If the student is an athlete, the IUP trainer and the local physician will provide specific guidance as to accommodations and medical needs and the D^2A^2 director will work with faculty to provide these.
5. Some students may need to rest between classes.

Teaching a Student with a Disability: *Epilepsy*

Epilepsy is a neurological condition affecting the brain. Having epilepsy means having a tendency to have seizures, which is when the brain's electrical activity is disrupted.

There are many types of epilepsy. Pre-seizure symptoms may include feeling "fuzzy," or dizzy, fainting, headaches, vomiting, or "being vacant." Once seizures begin, they may be mild or severe, not obvious (staring) or obvious. Among the most common (but not only) types of seizures are:

Simple partial seizure - may be fully conscious and just have twitches or jerks.
Complex partial seizures – consciousness is altered, may show confused behavior; may have effects such as lip-smacking, wandering, chewing. (Behaviors may seem purposeful but they are not and the person may not be aware of them.) Typically, the person is not aware of what occurred, though they were conscious. They may be tired afterwards.

Absence (petit mal) seizures – briefly loses awareness, appears to "switch off" or seem in a "trance". This, of course, can lead to missed class notes or not hearing part of a lecture or demonstration.

Tonic clonic (grand mal) seizures – loses consciousness, becomes stiff and limbs jerk. Most common type. Last from a few seconds to longer. Leaves the person exhausted, confused, upset, and groggy, or with other effects. May be okay after 15 minutes or may need to nap for hours or take several days to recover.

Students with seizure disorders may experience academic impact due to the physical exhaustion of the seizure, missing material during the seizure or the functional impact of the side effects of the medication treating the disorder. The side effects include physical, psychological, cognitive (how the brain processes information from the senses) and behavioral problems. Side effects can include tiredness, skin problems, headaches, dizziness, sleep problems, depression, memory and memory loss, problems with concentration and shortened attention span.

Accommodations for a student with epilepsy tie to the effects. These might include note takers, being provided with the lecture slides, proctored, extended time exams in a quiet setting with breaks (to allow for thinking and to reduce stress as stress can trigger the seizures).

Instructors can:

1. Learn from the student and the D^2A^2 adviser about epilepsy and the student's particular experience.
2. Assist by being proactive about providing accommodations.
3. Understand that the student may need to be absent for brief periods or may be late for class if there was recent seizure activity.

If someone is having a seizure:

- Stay calm.
- Loosen clothing around the person's neck.
- If the student is standing, and you are willing, prevent them from falling by holding them in a hug, or trying to help her gently to the floor.
- Do not try to hold the person down or restrain them. This can result in injury.
- Do not insert any objects in the person's mouth. This can also cause injury.
- Do not allow a crowd to gather around the student experiencing a seizure.
- Reassure concerned bystanders who may be upset and ask them to give the person room.
- Remove sharp objects (glasses, furniture, and other objects) from around the person to prevent injury.
- After the seizure, it is helpful to lay the person on their side to maintain an open airway and prevent the person from inhaling any secretions.
- After a seizure, the person may be confused. Do not leave them alone.
- In many cases, especially if the person is known to have epilepsy, it is not necessary to call 911.
- Call 911 if the seizure lasts longer than 5 minutes or if another seizure begins soon after the first, or if the person cannot be awakened after the movements have stopped.
- **As stated previously, it is often not necessary to call 911, however, do call 911 if you are uncomfortable with any of the above, as faculty and staff are not required to be in charge of such a situation.**

After the seizure:

- If not able to be done during the seizure, ensure that the student is on their side.
- If the person is having trouble breathing call for emergency help.
- Provide a safe area where the person can rest.
- Do not give the person anything to eat or drink until she is fully conscious and aware of her surroundings.
- Stay with the person until he or she is awake and any confusion wears off. Most people feel sleepy or confused after a seizure.

Read more: http://www.healthtalk.org/young-peoples-experiences/epilepsy/medication-side- effects#ixzz4HisrisvI

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Extracted from http://www.webmd.com/epilepsy/guide/first-aid-seizures, 18-August-2016 Extracted from

https://patients.aan.com/resources/neurologynow/index.cfm?event=home.showArticle&id=ovid.com%3A% 2Fbib%2Fovftdb%2F01222928-201107020-00010 18-August-2016

Teaching a Student with a Disability: *Autism Spectrum Disorder (ASD)*

Autism Spectrum Disorder (ASD) is a group of developmental disorders that affect social communication and social interaction, tend to exhibit repetitive behaviors, sensory issues and limited interests. Each individual with ASD may be affected by a varying and wide range of symptoms, strength of symptoms, and level of impairment. Other terms used to describe ASD include Autistic Disorder, Asperger's Syndrome and Pervasive developmental disorder, not otherwise specified.

According to Siminoff, Pickles, Charman, Chandler, Loucas and Baird (2008), 70 percent of adults with autism have at least one additional disorder such as social anxiety and attention deficit / hyperactivity disorder and oppositional disorder.

Obsessive-compulsive disorder, Tourette's syndrome, insomnia and depression are commonly also found in people with autism (Attwood, 2007).

Not all persons with ASD will exhibit the following behaviors but most will exhibit several to many:

- Repeat certain behaviors or have unusual behaviors.
- Have overly focused interests, such as with moving objects or parts of objects
- Have a lasting, intense interest in certain topics, such as numbers, details, or facts.
- Be upset by a slight change in a routine or being placed in a new or overstimulating setting.
- Make little or inconsistent eye contact.

- Tend to look and listen less to people in their environment.
- Rarely seek to share their enjoyment of objects or activities by pointing out or showing things to others
- Respond unusually when others show anger, distress, or affection.
- Fail or be slow to respond to their name or other verbal attempts to gain their attention.
- Have difficulties with the back and forth of conversations.
- Often talk at length about a favorite subject but won't allow anyone else a chance to respond or notice when others react indifferently.
- Repeat words or phrases that they hear, a behavior called echolalia.
- Use words that seem odd, out of place, or have a special meaning known only to those familiar with that person's way of communicating.
- Have facial expressions, movements, and gestures that do not match what they are saying.
- Have an unusual tone of voice that may sound singsong or flat and robot-like.
- Have trouble understanding another person's point of view, leaving him or her unable to predict or understand other people's actions.

In the college classroom setting, an instructor might see:

- Above-average intelligence
- Ability to learn things in detail and remember information for long periods of time.
- Strength in visual and auditory learning
- Excellence in math, science, music, and art and excellent knowledge in specific areas
- Friendliness
- Punctuality
- Easy following of rules and structure
- Intense attention to detail

As well:

- Odd language structures
- Excessive talking
- Abnormal focus
- Talking too little
- Awkwardness – both social and physiologically (body in relation to space)
- Brutal honesty
- Seeming belligerence about making a point, or when differing in opinion
- Poor organization and poor time management
- Tendency to lose things.
- Inability to see the "big picture."

(Extracted, modified and condensed, from http://www.nimh.nih.gov/health/publications/autism-spectrum- disorder-qf-15-5511/index.shtml, 18-August-2016;

Extracted. modified and condensed from https://heath.gwu.edu/students-autism-college-classroom 18- August-2016)

Each student with ASD is unique, but many tend to think literally and require very specific instructions. The student is not helped by the common phrase: “Turn your papers in by the due date.” They may not respond to a directive that they perceive to be somewhat vague and will not turn their work in. More effective would be, “When you are dismissed from class, place your research papers on this desk on your way out of the room”. “Be sure to upload your papers to the Desire2Learn (D2L) by Wed, July 3rd”.”

Below is a list of tips, as suggested by Atwood (2007) -

- Make directions clear and provide step by step instructions in written format.
- Ask student to repeat instructions to verify comprehension.
- Allow student to have short breaks if necessary – people with ASD are calmed, sometimes, by pacing.
- Allow delivery of assignments in different formats such as electronically.
- Extend deadlines to allow for challenges in organization, time management, and processing.
- Provide students with the option to work in a group or independently if they feel uncomfortable in a group work setting.
- Provide visual support to promote understanding.

Also:

- Try to clearly and specifically warn students of changes in routine.
- Be willing to re-explain information concretely.
- Help students see concrete connections between topics.
- Establish rules as needed.
- Work with the D^2A^2 adviser if behavior modification is needed.
- Set clear guidelines for participation (e.g. 3 times per class) if the student is over-contributing or under- contributing.
- Be aware of sensory overload.

(Extracted. modified and condensed from https://heath.gwu.edu/students-autism-college-classroom 18- August-2016; with reference to: Attwood, T. (2007). The complete guide to Asperger syndrome. Philadelphia, Pa: Jessica Kingsley Publishers.

Contact D^2A^2 as questions arise and the D^2A^2 adviser will work to assist the faculty member and student in acquiring accommodations and describing behaviors that are classroom appropriate.

Some students may reference the special admission support program, Labyrinth, in addition to D^2A^2; the program is described at http://www.iup.edu/labyrinth/

PART VI –
UNIQUE CONSIDERATIONS and ACCOMMODATIONS WHEN TEACHING a STUDENT with a DISABILITY in ONLINE COURSES

OVERVIEW

- Online courses may present unique challenges for students with disabilities and their instructors.
- For some students with disabilities, the use of **assistive technology** is necessary. This can pose a challenge if some aspects of the online course management system are not compatible with the assistive technology used. We recommend viewing IUP's web site for Moodle (www.iup.edu/itsupportcenter/moodle) and Desire2Learn (www.iup.edu/itsupportcenter/d2l), for ways to accommodate assistive technology.

ONLINE ACCOMMODATIONS

Online study may create the need for accommodations that are different from those needed for traditional, in-class study. Student accommodations are based on the functional limitations of their disability. Areas of difficulty associated with an online class (depending on the nature of the functional limitations) may be:

- Comprehending written instructions
- Participating in online discussions
- Viewing and/or hearing online video postings
- Hearing online audio postings
- Managing time to complete assignments
- Others are unique to the student's situation.

- All accommodations are determined on a case-by-case basis with the information the student has provided for D^2A^2 and the accommodations requested.
- While the **most requested accommodation is extended time for online tests or quizzes**, students do request other accommodations, based on their needs and the study requirements that may be unique to a particular online course.

Adapted with permission from materials provided by Empire State College - State University of New York, Disability Services, and modified by Todd Van Wieren, Catherine Dugan, D^2A^2 – IUP

PART VII –
PROCEDURES

DOCUMENTING the PRESENCE of a DISABILITY

In order to receive accommodations and services, all students having disabilities must submit appropriate documentation. The goal in requesting documentation is twofold: (1) to obtain current documentation and establish the presence of a specific disability/diagnosis and concomitant limitations, and (2) to develop appropriate accommodations that will best serve the student toward achieving access.

D^2A^2 can make known the specific nature of the disability to the student's professors only with the student's permission. Generally, D^2A^2 will synopsize relevant information about the student's disability, rather than specify the disability.

REGISTERING for SERVICES with D^2A^2

Students who have disabilities are not required to identify themselves as having a disability. However, if a student with a disability wishes to use accommodations and the college or university the student attends has a designated office for **disability services,** the student must register with the designated office (D^2A^2). Although encouraged to register with D^2A^2 immediately upon entrance to IUP, frequently students forgo seeking assistance until they are experiencing difficulties with course work.

Students who do not register with D^2A^2 may try to approach professors on their own for accommodations; however, they must be aware that the professors may then request documentation from D^2A^2. Thus, faculty members have the right to insist that D^2A^2 be the party to request accommodations for the student. This allows the faculty member to ensure that appropriate documentation of disability has been secured by the university.

- A professor is not responsible for providing accommodations for a need of which he/she was not made fully aware, and <u>for which an accommodation was not specifically requested through the D^2A^2 office.</u>
- However, **once the professor has been informed of the accommodation needs of a student by Disability Access and Advising (D^2A^2), whether or not the student has directly approached the professor, said accommodations SHOULD be provided.** Always consult D^2A^2 when there are questions about accommodations requested.

The best method to ensure accurate accommodations is speaking with the student directly and clarifying with Disability Access and Advising (D^2A^2).

PART VIII –
OTHER COMMON SERVICES PROVIDED / PROCEDURES EXPLAINED

ACCESSIBLE HOUSING

On-Campus

The Office of Housing, Residential Life and Dining (OHRL-D, Ruddock Hall, G-37) will work with students to provide adequate accommodations through their residence halls. The office does provide **visual and audible fire alarm systems** for students with hearing or vision loss, upon request. Other types of accommodations for on- campus housing may be requested jointly of D^2A^2 and the OHRL-D office. (Note: Students with disabilities must meet the same deadlines for requesting housing as other students.)

Off-Campus

D^2A^2 will try to assist students needing accessible off-campus housing with suggestions of where to look. It will be incumbent upon the student to research and find off-campus housing.

ACCESSIBLE PARKING

Students with handicapped placards may park in designated parking spots, excepting reserved or metered locations. In the event that all accessible spaces are taken, or at a far distance from the student's class or locations, a student with a placard may park in any non-metered, non-reserved space on the IUP campus. (NOTE: Indiana Borough, Punxsutawney, Northpointe, Monroeville, and other IUP course locations' regulations may be different.)

D^2A^2 ADVISING MEETINGS

D^2A^2 intends, as much as possible, to assist students throughout their entire experience at IUP, including beyond the provision of accommodations. This includes academic, career and personal assistance, as desired by the student and possible to be made available by D^2A^2.

- First year students (freshmen and transfers), students with newly diagnosed disabilities, and continuing students with QPA's below 2.2 attending the Indiana Campus, are encouraged to meet regularly with their D^2A^2 adviser. (Students at other IUP campuses/sites should meet with their campus/program D^2A^2 designee.)

- Since such meetings are not required by postsecondary legislation, they are at the discretion of the student and must be initiated by the student.

ATTENDANCE

Class attendance is very often considered an essential requirement of a course. Therefore, absences from class beyond those normally allowed by the instructor for all students in the class, per his or her syllabus, or make-ups for missed tests/assignments, whether or not due to disability or medically related conditions (chronic or temporary in nature) are not always/necessarily considered to be a reasonable accommodation.

Infrequent & Unexpected Absences from Class

If a student is unable to attend class for reasons of disability or extreme illness (medical, or psychological) he or she should notify each professor.

The student may contact D^2A^2 to request that a notice be sent to all of his or her professors and/or to verify the disability or medical condition. Some professors may *choose* to allow for excess absences (or make-ups for missed tests/assignments), when they are reasonably able to do so, but they are NOT necessarily or always required to allow such.

In any case, the student is responsible for initiating conversation with the instructor once he or she is able to determine what work or participation needs to be made up and how it will be completed. Instructors are welcomed and encouraged to contact D^2A^2, and the student, to explore options if the instructor believes that disability-related absences have become unreasonably excessive.

Consideration of Relaxation of Attendance for Absences Due to Chronic Disabilities / Conditions

Regular attendance is an essential component of post-secondary education. Students are expected to comply with class attendance policies. However, it is recognized that a student may sometimes experience difficulty with class attendance when they have a chronic condition with random or cyclical acute episodes.

In such instances, modifications to attendance policies may be appropriate as an accommodation (in some, but not all circumstances).

It should be noted, however, that a temporary or recent diagnosis, onset, or change in condition is comparable to an unexpected illness or injury and may NOT warrant accommodations in attendance policy. These events may instead

warrant a withdrawal (or a retroactive withdrawal under some circumstances).

Attendance accommodations need to be established in advance with D^{2}A^2 and cannot be applied retroactively. It is the student's responsibility to initiate the accommodations process with D^{2}A^2. If attendance accommodations are deemed warranted by D^{2}A^2, then D^{2}A^2 may request a "relaxation of attendance" from an instructor for a particular class. As with all accommodations, a "relaxation of attendance" is recommended on an individual, case-by-case basis depending upon (1) the submission, to D^{2}A^2, of supporting medical or psycho-educational documentation from an appropriate professional, and (2) the reasonableness of this accommodation in each requested class as determined by an interactive discussion between D^{2}A^2 and the course instructor.

The U.S. Office of Civil Rights (OCR) has developed the following questions to use as guidelines in determining whether or not attendance is an essential requirement for a particular course (per OCR decision regarding Cabrillo Community College, Case No. 09-96-2150, OCR Region IX 1996):

1. Is there classroom interaction between the instructor and students, and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. And what are the classroom practices and policies regarding attendance?

A "relaxation of attendance" accommodation does not mean a relaxation of other course requirements. Students are still required to fulfill all course requirements and evaluation standards as specified in the course syllabus.

Students who are approved for these accommodations for a particular class are expected to contact the instructor in advance of an anticipated absence.

For emergencies or unexpected absences, students should contact their instructor (at the instructor's earliest convenience) to determine what work, or participation needs to be made-up and how it will be completed. To obtain the class lecture notes for the days they are absent, the student should contact a fellow student in the class to take notes for them (this would be on a voluntary basis on the part of the other students), and/or arrange to send a recording device, with a fellow student, to the classroom to record the lectures. (Unless the professor chooses to provide complete notes or a recording, voluntarily, on their own.)

The student is responsible for following up with D^{2}A^2 and the instructor if the

relaxed attendance plan requires adjustment.

Instructors are welcomed and encouraged to contact D^{2}A^2 and the student if they believe that disability-related absences have become unreasonably excessive.

ALTERNATE / AUDIO FORMATS for TEXTBOOKS

Alternate text that can be accessed in audio format are typically used by students with visual impairment, or another type of documented disability that affects reading (such as a learning disability). Students are required to purchase a hard copy of all textbooks for which they receive alternate text formats.

Students needing alternate text are advised to contact professors before classes begin or to get the titles, authors, editions, copyright dates, and ISBN numbers for the next semester's assigned books. *We recommend getting an advance copy* of the course syllabus from professors, so that the D^{2}A^2 office knows what the reading assignments will be, should we need to produce locally an alternate text.

ASSISTIVE TECHNOLOGY

Four PCs with the following assistive technology software will be available to students for the 2017-2018 academic year on the Indiana campus. (NOTE: Arrangements can be made, on a case-by-case basis, for necessary assistive technology to move to or to be secured for, the regional campuses.

- **TextHELP Read & Write** allows students to listen to hard-copy written material scanned into the computer. TextHELP Read & Write also provides other tools, such as writing assistance in the form of word prediction. (TextHELP can be accessed on <u>any</u> IUP-networked computer.)
- The **Dragon speech-to-text software** program allows a student to dictate papers onto the computer and/or execute standard Windows functions simply by speaking to the computer.
- **JAWS** is screen-reading software that is able to read (out-loud) web pages, documents, and other forms of digital text-based information on the computer.
- **Magic** provides screen magnification and text altering (i.e., altering text and background color) for individuals with certain types of visual impairments.
- A color **Closed-Captioned Television (CCTV)** is housed in the D^{2}A^2 office (216 Pratt Hall) and a black-&-white CCTV in a locked room in the Stapleton Library. CCTV allows individuals with certain types of visual impairments to magnify and/or alter the text and background colors of hard-copy text in real-time (such as books and handouts).

BUILDING ACCESS

Classroom buildings should be accessible to students both during and after classroom hours if activities are arranged in the building. If there are problems gaining entry to a building, faculty should let the D^2A^2 office know as soon as possible so that we may follow up with IUP's facilities maintenance group and the event schedulers to ensure access.

BUILDING EMERGENCIES & STUDENTS with MOBILITY CONCERNS

IUP's newer buildings (Eberly, Clark, Cogswell, HSS building, and "Residential Revival" residence halls) have stairwell areas of rescue. These stairwells have buttons that can be pushed to allow a person to contact the police. Older buildings also have stairwells that would serve as areas of rescue, but without push buttons.

Should an emergency requiring evacuation occur, it is recommended that a student with a mobility concern be directed to the area of rescue in the nearest stairwell. In the case of an older building, it is recommended that the student, or faculty member, if willing/able, call the Police (724-357-2141) and let them know that the student is in the stairwell.

CLASSROOM CHANGES

If a building is without an elevator, or the distance between a student's classes is too far, a room change for the class may occur.

- Before the semester - If accessibility or mobility between classes is problematic, the D^2A^2 office will then work with the Scheduling Center (in the Registrar's office) to change the room to one that is accessible.
- During the semesters - If there is a problem with classroom accessibility after the semester begins D^2A^2 will contact the department chairperson and determine the best method to ensure access to the classes.

"DEAR PROFESSOR" LETTERS

"Dear Professor" letters are among the most common student-requested D^2A^2 services. D^2A^2 sends these memos to professors as a way to verify the need for accommodations by a student in your class. The letter indicates which accommodations are mandatory for the professor to provide and which are optional (i.e., open for discussion and consideration, depending on the nature of the particular course's content and/or requirements).

This letter does NOT explicitly state the student's disability, nor is it meant to be the only contact between a student and professor. It is merely a tool to verify that a student is entitled to certain accommodations.

- D^2A^2 encourages students to use the letters as an introduction for approaching professors to discuss actual plans for using accommodations in his or her class.
- Faculty should feel free to approach the student to indicate willingness to work with the student.
- Faculty are encouraged to include a statement of willingness to work with students needing accommodations in their course syllabi.

Receipt of the letter DOES constitute a FORMAL notification that a student intends to use accommodations. It is best to consult with the student and the student's D^2A^2 adviser if there are any questions about accommodations.

If a student approaches you about a letter and you have not received it, just ask the student to have it re-sent or call D^2A^2 (724-357-4067) to verify the sending and/or send another.

* See **Appendix D**, for a sample "Dear Professor" memo *

DELTA ALPHA PI INTERNATIONAL HONOR SOCIETY

IUP is proud to have formed a local chapter of the Delta Alpha Pi International Honor Society. Delta Alpha Pi Honor Society was established in 2004 at East Stroudsburg University of Pennsylvania, the first of its kind in the nation, specifically to recognize the academic accomplishments of college and university students with disabilities. Because of the negative stereotyping associated with disability, students have frequently been reluctant to identify themselves publicly. Delta Alpha Pi Honor Society presents an opportunity to change that perception by recognizing students with disabilities for their achievements. In addition, this honor society facilitates development of skills in leadership, advocacy and education for student participants.

Membership is open to both undergraduate and graduate students who meet the following criteria: All students must present with a documented disability and work with one of the advisers in Disability Access and Advising (D^2A^2); students must demonstrate an interest in disability issues. Undergraduate students must have already completed a minimum of 24 credits and have a current overall Quality Point Average of 3.10+. Graduate students must have already completed a minimum of 18 credits and have an overall Quality Point Average of 3.30+.

Initiation ceremonies occur regularly each year. During the ceremony, all new honor society members receive certificates and membership pins. Members who will be graduating at the completion of the current semester receive honor cords.

DIETARY ACCOMMODATIONS (Special Diets) and CAMPUS DINING

For students who need to follow a specific diet for health reasons, individually prepared meals can be provided. The campus dietitian is available to help with any questions, concerns, healthy eating tips, fitness, weight management, and eating disorders. D^2A^2 will direct the student to the dietician as requested.

EARLY/PRIORITY REGISTRATION

Students who require a service (indicated by their documentation of disability) that the university needs time to provide, such as room/building changes, may be assigned an early/priority registration date each semester. Some students with documented special scheduling needs may also be assigned an early registration date each semester. Such designations are decided by the student's D^2A^2 adviser, based on their accommodation plan – they are NOT made simply because a student has a disability in general. A student having an early/priority registration date means that the advising meeting should occur before the beginning of registration each semester.

ELECTRONIC DOORS

Federal law does not require electronic doors for all buildings, especially those which have not been renovated. Nevertheless, IUP buildings, offices, and classrooms need to be accessible to students with disabilities. If notified that a student is experiencing difficulty accessing a building, D^2A^2 will work with appropriate campus offices to rectify the problem.

ELEVATOR ACCESS

If a building becomes inaccessible due to elevator failure, please contact the D^2A^2 office so that we can urge expedited repair and/or move your classroom and/or meetings, if necessary.

EMPLOYMENT and JOB SEEKERS with DISABILITIES

D^2A^2 encourages students to work with IUP's ***Career & Professional Development Center*** (C&PDC) (302 Pratt Hall, 724-357-2235) as early as a student's **first year**. IUP Career and Professional Development Center and IUP D^2A^2 have teamed together to share information about employers seeking employees with disabilities. Both offices regularly update their websites with information for job seekers with disabilities.

From time to time, the D^2A^2 office receives advertisements for employment positions, internships, and other work-related opportunities specifically for college students (or college graduates) with disabilities. When we receive these, we post them on the bulletin board in the hallway outside our office.

EQUIPMENT LOANS

D^2A^2 has some limited equipment available for temporary, short-term loans to students. Among these are the following:

- manual wheelchair (short-term loan only) *****
- electric wheelchair (short-term loan only) *****
- electric scooter (short-term loan only) *****

*If a student requires the long-term use of a wheelchair or scooter, students will need to obtain or rent their own personal wheelchair or scooter.

IUP LIBRARIES & ACCESSIBILITY

IUP's Libraries have an active policy of providing equal access to information for all students, staff, and faculty. The Libraries offer a number of services and facilities that can aid the research activities of those with disabilities. The Libraries encourage patrons to ask staff for assistance whenever they cannot find or obtain access to what they require.

Stapleton Library:

- **Reserves**: Patrons with disabilities who are in need of course materials held in Reserve may ask for assistance from staff at the Circulation desk [724-357-2340].
- **Book Retrieval**: Assistance with book retrieval is available at all libraries. Ask for assistance from staff at the Circulation desk [724-357-2340].
- **Photocopying/Micro copying:** Staff in the Serials Department will provide assistance with photocopying materials [724-357-5582]. Payment is made via the patron's I-Card.
- **Journals/Microforms:** For help with journals or microforms [microfilm, microfiche], ask at the Serials Department service desk on the Ground Floor [724-357-5582]. Assistance will be provided with retrieval of material and with photocopying.
- **For Users with Visual Impairments**: Stapleton Library has a Closed-Caption Television magnification reader. Contact the Circulation Desk Manager [724-357-2636] or the Administrative Office [203 Stapleton] for information [724-357-2330].
- **Physical Access to Libraries:** Elevator access in Stapleton provides entry into Stabley via Stapleton on the ground floor and over the connecting bridge on the second floor. The bathrooms in Stapleton are all ADA compliant. Those in

Stabley, on the ground and second floors, are not.

NOTE TAKING

Students with visual/auditory perceptual problems, as well as students with other types of disabilities that may make taking class notes difficult, may receive note taking as an accommodation.

The function of a note taker is to serve as a form of assistance for the student in the note taking process, **NOT** as a substitute or representative for the student when the student is unable to attend class. Note taker services are generally provided through a volunteer system that utilizes students in the classes in which D^2A^2 clients are enrolled. If we have requested volunteers and are having trouble securing a note taker, the note taking coordinator may reach out to you to request that you recommend or designate a note taker. (Volunteers do receive a HUB gift card as a "thank you.")

If a student wishes to obtain the class lecture notes for the days that they are absent, they may contact a peer in the class and/or arrange to send a recording device to the classroom (with a peer) to record the lectures. Note takers are not required to provide notes for a student as an accommodation when the student does not attend class. (Although, in most cases, the note taker does not know for whom s/he is taking notes.)

- In most cases, the note takers will come to the D^2A^2 office on a weekly basis during the academic year (and several times weekly during summer sessions) to have their notes scanned or photocopied. These photocopied notes are placed in a file for D^2A^2 clients, who also come in weekly, to pick up their notes at the front desk in our office.

SERVICE ANIMALS & EMOTIONAL SUPPORT ANIMALS (ESA) ON CAMPUS

Non-housing environments

A distinction is made between a "service" animal and an "emotional support" animal (ESA):

(1) A **service** animal is recognized as any dog or miniature horse that is individually trained to do work or perform for the benefit of an individual with a disability (including physical, sensory, psychiatric, intellectual, or other mental disability). In this role, the animal recognizes and responds/reacts. Other animals, regardless of whether they are domestic or trained, are not considered service animals. Furthermore, animals that serve solely to provide a crime deterrent effect and/or emotional support, comfort, or companionship are not considered service animals. The work or task(s) a *service* animal performs must be related directly to the

person's disability and can include a wide variety of specifically reactive services. Examples of work or tasks that a *service* animal might perform include, but are not limited to, assisting individuals who are blind or have low vision with navigation or other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or other sounds; pulling a wheelchair; providing physical support and assistance with balance and stability for individuals with mobility disabilities; retrieving items, recognizing or assisting during seizures; and others.

A public entity (such as IUP) must permit the use of a service animal by an individual with a disability, as long as the owner can effectively control the service animal and the animal is housebroken.

(2) An **emotional support** animal (sometimes also referred to as an ESA, therapy, or comfort animal) may provide emotional support, wellbeing, comfort, or companionship that alleviates one or more identified symptoms or effects of a person's disability (i.e., a purpose that does not constitute "work" or "tasks" according to the above definition for *service* animals). An *assistance* animal is not a pet.

Institutions such as colleges and universities are not required to accommodate *ESA's* (i.e., non-*service* animals) in public places (i.e., non-housing/living environments).

Students seeking consideration for accommodation of an *ESA* should provide reliable documentation of a disability from a physician, psychiatrist, or other licensed mental health professional qualified to assess that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability.

Disability Access and Advising (D^2A^2) will consider such requests on a case-by-case basis. The granting of the accommodation for an *ESA* is not a guarantee.

Similar to the use of a service animal, if a student is permitted the accommodation of an *ESA* the owner must effectively control it and the animal must be housebroken.

Use of Service or Emotional Support Animals (ESA) in On-Campus Housing

The University recognizes that as a provider of on-campus student housing it has certain obligations with respect to students with disabilities who live in such housing where pets are otherwise prohibited.

Service animals are allowed on campus in all locations, including classrooms and dining areas.

Emotional support animals (ESA) are also sometimes referred to as support,

therapy or comfort animals. An ESA is not a pet. The term ESA is intended to mean an animal that provides emotional support that alleviates one or more identified symptoms or effects of a person's disability. Students with disabilities may request reasonable accommodation to possess an emotional support animal in on-campus housing ONLY. Requests for accommodations should be made to D^2A^2.

Emotional Support Animals in Other On-Campus Locations

Well-controlled ESA's may be walked on campus. They, however, **may not be in dining halls, cafes, or classrooms**.

SNOW CLEARANCE for MOBILITY ACROSS CAMPUS & ADA CLEARANCE ROUTE

D^2A^2 works with IUP's Facilities Maintenance department to ensure that on-campus routes for students with mobility-related disabilities are cleared on a priority basis. Prior to the winter weather season, the class schedules for any known students with mobility-related disabilities are forwarded by D^2A^2 to the Facilities Maintenance department (while keeping the names of these students confidential). In the event of snow/ice, Facilities Maintenance attempts to give priority status to clearing these routes. In general, the routes will be cleared early in the morning. However, it is possible that on some days such clearance will be delayed. We understand that delays can be very inconvenient.

Ideally, throughout most of the winter, snow clearance will provide accessibility. **If you know of students for whom there are problems however, please call our office.** We will forward your notification as an "Urgent ADA" request to the appropriate offices. Also, **please let us know if there are problems with accessible parking spots or ramps being plowed over, blocked or obstructed**. Again, although we do remind maintenance staff of this issue, we may need to send additional reminders.

(If you live off campus and are experiencing problems with snow removal or impediments to access in your off-campus environment, please contact the Indiana Borough manager or White Township supervisor about snow removal; *IUP can only be responsible for on-campus accessibility*.)

Please be aware also that *the Co-Op/HUB is responsible for its own snow clearance*. If there are problems in that area, please contact our office and we will forward your request to the HUB.

SUBSTITUTION of COURSES

Occasionally, when a student's disability seriously precludes even limited acquisition of a topic/academic area ***AND*** when doing so would not seriously alter the fundamental academic intent of the student's major/program requirements, a course substitution *may* sometimes be allowed. The student requests a letter of support for substitution from his or her D^2A^2 adviser. The request is made by the appropriate person in the student's college (usually the associate dean of the college but may also be the departmental chairperson).

Substitutions are considered on a case-by-case basis. It is not guaranteed that a substitution will be granted. Furthermore, substitutions are never granted for courses that would fundamentally alter a particular major's/program's requirements or nature. [For example, math is deemed essential for most natural science majors and would thus constitute a significant alteration of the programs' requirements/nature.]

TEST and QUIZ* ACCOMMODATIONS & PROCTORING

If a student is eligible for D^2A^2 provided extended time, in a quiet, distraction-free, testing location, readers, or transcriptionists for exams, we do strongly recommend that the student use this accommodation.

Testing accommodations must be provided in all modalities (in class or on-line) and for quizzes, including "pop" quizzes.

Adapted Test and Quiz Procedures Guidelines (for Professor)

1. Extended time for **quizzes and exams** (**time and a half, but up to double time**) is considered as a mandatory and legally required accommodation in public schools and institutions of higher education. Also, students taking entrance exams, placement exams and licensure exams must be afforded extended time. Consideration of extra time should involve:
    a. Type of physical or learning disability and resulting modifications - if a test is read aloud, equipment is used, or the test must be transcribed, it takes longer to read and/or record the answer for a student.
    b. Type of Test - depending on the type of disability, certain types of tests will require extra time. For some physical disabilities, filling in multiple-choice items will take less time than essays or diagrams. Depending upon the learning disability, multiple-choice exams may be more difficult. With other types of learning disabilities, the essay exams may prove difficult.
2. Students are to deliver a "Test Request" form (see Appendix C), with the first part completed by the student, to the professor.
3. The professor must sign and complete the back of the form after discussing or reviewing the arrangements (day and time) with the student. (Signature constitutes agreement to the day and time.)
4. Completed request forms are to be returned to the student in time for the student to submit the form to D^2A^2 a minimum of 3 working days in

advance of the exam.

5. It is usually not possible to proctor evening or weekend exams; you will be asked to consider allowing the exam to be proctored during standard M-F office hours.
6. Should extra time be indicated, you may wish to specify a different day and time that a test is to be taken. This may prevent the student from missing a class scheduled immediately before or after the regularly scheduled exam time.
7. If you are giving double time on two-hour tests, you must consider student fatigue. In this case, you may wish to specify that only half of the test be given to a student one day and the remainder the following day. *(This is a mandated accommodation for some students.)*
8. Students are required to schedule tests in advance with this office. If a student meets the responsibility, a reader/proctor and room will be arranged.
9. If an exam is proctored by Disability Access and Advising (D^2A^2), be sure to indicate the method for getting the test to our office. You may email the exam to dss-test@iup.edu, fax it to 724-357-2889, an office student worker may pick-up the exam at a prearranged time, or you or one of your student employees may deliver it to our office. Please do not send the exam through campus mail or ask us to return the exam via campus mail.
10. Students who do not follow the required procedures are subject to default accommodations according to the instructor's policies for missed exams.
11. Alternative testing methods such as oral exams may be necessary, depending upon the student's specific disability.
12. "Pop (unannounced)-quizzes," the instructor is to let D^2A^2 know, in advance, about an unannounced quiz. We will send a proctor to the quiz location, without informing the student. The instructor will need to designate and confirm a room location close to the classroom in these cases.
13. Online course quizzes and exams – follow the same procedure as in-class exams and quizzes. They also MUST BE accommodated.
14. **Graduate students also receive accommodated testing** including, but not limited to, regular exams, candidacy exams, comprehensive exams and dissertation meetings or final dissertation presentations.

TUTORING

Tutoring is not a mandated accommodation for disability access within postsecondary education. Some tutoring services, as well as supplemental instruction, are available at IUP, but not provided by D^2A^2. If you wish a student to receive tutoring, there are multiple sources throughout IUP. If tutoring for the subject in question is not offered through one of the common sites, we will suggest that the student speak to the professor (for the class in which you need tutoring), asking if the professor knows of other tutors, for example, upper-class students in the major who might be willing and available to provide some tutoring. The student may also be

directed to see the D^2A^2 adviser for other ideas about sources for tutoring.

WRITING CENTER

A student served by D^2A^2 may indicate to you as the instructor the presence of a disability which affects writing. Students needing help with essays, term papers, or writing in general, are directed to contact the writing tutors at IUP's **Kathleen Jones White Writing Center.** When seeking help with writing, we encourage students to indicate that they need help with identifying errors as well as help with content development.

PART IX –
DISSATISFACTION WITH SERVICES

DISSATISFACTION with FACULTY PROVIDED ACCOMMODATIONS

If a student is unhappy with the services or accommodations for disability that he or she has received, or is receiving, from an individual faculty member, the following are the guidelines for voicing their concerns.

Step One: If the student feels comfortable**,** schedule a meeting with the faculty member to relay the concerns. Notify the D^2A^2 adviser of the meeting, the reason, and the resolution, if any. If there is no resolution, or if the student is unsure how to approach the faculty member, go to Step Two below.

Step Two: Discuss the situation with the D^2A^2 adviser. The student should indicate clearly that he or she is dissatisfied. The D^2A^2 adviser will ask the student to describe the attempts made personally and directly (beyond the "Dear Prof" memo) to request the use of accommodations from the faculty member. The D^2A^2 adviser will then either initiate contact with the faculty member for resolution or proceed to Step Three below.

Step Three: If the concern is not resolved at Step 2, the student will make a complaint to the Director of Disability Access and Advising (D^2A^2). In most cases, the Director will be able to reach a satisfactory settlement of the complaint by working with the faculty member involved and his/her departmental chairperson. Should a resolution not occur at that stage, the D^2A^2 Director may approach the departmental chairperson, the associate dean of the college under which the disputed course is taught, or the dean (in that order).

Should a reasonable resolution still not occur, or one with which the student is still dissatisfied, the student may proceed to step four below.

Step Four: At this stage, the student should appeal in writing and send said appeal to the Provost (Vice-President for Academic Affairs). The Disability Access and Advising (D^2A^2) director will also submit information about the original decision on the complaint. The Provost may consult both parties to the complaint before arriving at a decision on the appeal. The Provost may also refer the matter to an existing adjudicating body for advice. The decision at this level may be to uphold the appeal, to overturn those original actions, or to prescribe modifications arising from that decision.

APPENDIX A
Sample D²A² Services Request Form (for semester)

Received in Office: _____ (date stamp) Date: _____

Complete the following so that we can make our services to you as helpful and efficient as possible.

Name: _____ ID: P_____

Permanent Address: _____

Permanent Phone: _____ Cell Phone/Work Phone: _____

IUP Email Address: _____
Note that correspondence for Alternate Text and Note Taking will be done ONLY through IUP email.

Local Address for next semester (if known): _____

For the upcoming ____ semester, please indicate which of the following services you would like:

1. Dear Professor letters sent? Yes ___ No ___ If yes, specify which classes:

_____

_____

_____

NOTE: The nature of your disability is NOT disclosed on the memo; only the accommodations are listed. Check (yes) below if we have permission to disclose your disability to instructors. Yes___ No___
Be assured that a "NO" answer will in no way affect your letters or service.

2. **Does your accommodation plan state that you should receive note takers?** Yes __ No __ Uncertain___

If so, do you need to have note takers assigned for this semester? Yes ___ No ___

All Classes____
Specify in **which classes** you desire note takers.
** Please do NOT simply write all **

_____
_____
_____
_____

If you change your schedule, it is your responsibility to notify the note taking coordinator immediately so that they may notify volunteers already in place and request new volunteers.

Understand we will be giving the note taker your contact information. Please check (yes) below if we have permission to disclose your name to the note taker.

Please turn over.

Do you need Alternate Textbooks this semester? Yes_____ No___

Are you registered with RFB&D? Yes___ No___ Uncertain _____

If you are not registered with Learning Ally, it is important to schedule an appointment with your D^2A^2 adviser as soon as possible to have your books recorded. D^2A^2 is unable to record books without a completed recorded book form.

3. Do you need to have classes moved? (physical concerns/inaccessible building) Yes____ No ___

Please specify which classes:

_____

_____

_____

_____

OVR FUNDING

1. Do you have OVR Funding? Yes____ No____ Uncertain____

   If you are a freshman or sophomore and would like information concerning funding from the Office of Vocational Rehabilitation, talk to you Advising and Testing adviser.

   Who is your OVR Counselor? _____

   Regional Office:_____

2. Do you have any other disability-related funding sources? Yes____ No____ Uncertain____

   If yes, please specify:_____

   _____

_____

Signature Date

APPENDIX B
Sample "Dear Professor" Memo

Disability Access and Advising (D^2A^2)
421 Eberly – IUP
Indiana, PA 15705
(724) 357-4067 (V/TD)

Date:

Subject: Provision of Disability Access and Advising (D^2A^2) Accommodations

To:

From: Catherine Dugan, Director Todd Van Wieren, Assistant Director

_____ **,** who is enrolled in your _____ class, is a student with a documented disability, served by Disability Access and Advising (D^2A^2). The following accommodations assist the student in overcoming a specific aspect of a course which places her or him at a competitive disadvantage due to a disability. The accommodations are meant to ensure that a student's academic work reflects achievement and not the disability. They are not meant to give the student an unfair advantage over the other students. The accommodations used vary each semester, depending upon course content and style.

This form is sent to professors at the student's request. Although accommodations are non-negotiable, details about how the accommodations will be provided are generally arranged between the faculty member and the student. If you need assistance arranging appropriate accommodations, please contact us. **We do encourage students to approach you to arrange specific accommodations, particularly exam/quiz accommodations. Nevertheless, do feel free to approach the student yourself, as sending this memo does constitute intent to use accommodations**. (Of course, please **do not** discuss accommodations with the student in front of the entire class.)

Please direct ***any*** *questions* ***concerning the student and the accommodations to the student or*** *to the student's* D^2A^2 *adviser,* ***within Disability Access and Advising (*** **D^2A^2** ***), by calling (724) 357-4067.***

ACCOMMODATIONS:

The following are normally considered reasonable accommodations to which a university student is entitled. A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. [Information within the parentheses designates the party responsible for providing or arranging the accommodation on behalf of the student.]

☐ *Priority/early registration* (student & D^2A^2)
☐ *Alternate format (audio) textbooks and handouts* (student & D^2A^2)
☐ *Recording lectures* (student)
☐ *Note takers* (D^2A^2 & professor)
☐ *Sign language interpreter* (D^2A^2)
☐ *Professor facing class – remain in student's eyesight range* (professor)
☐ *Captioned audio-visual materials* (D^2A^2 & professor; D^2A^2)
☐ *Advanced viewing of audio-visual materials* (student, professor or D^2A^2)
☐ *Priority seating in class (e.g., allow student to sit near the front) (student & professor)*
☐ *In-class aid/assistant for:* _____ (D^2A^2)
☐ *Physically accessible classroom (i.e., may require room-scheduling changes)* (professor, D^2A^2)

OVER

☐ *Accessible classroom desk/seat:* _____ (D^2A^2)

☐ *Accommodations for exams, quizzes & assessments (Disability Access and Advising (*D^2A^2*), or, if it is in a separate room with no interruptions, at the professor's location,* i.e., it is not okay to have a student start early or be allowed to run late, when other students are in the same room taking the exam*):*

- ☐ *Extended time* (professor or D^2A^2) *[Extended time is time-and-a-half to double time; using the class period time, exam time or final exam time, or the quiz time afforded other students, as the base from which the extended time is calculated; it is not based on* average *time to take the exam. Extended time must be afforded for online, as well as in class exams and quizzes.]*
- ☐ *Word processor/computer* (professor or D^2A^2)
- ☐ *Isolated/quiet environment* (professor or D^2A^2)
- ☐ *Reader* (professor or D^2A^2)
- ☐ *Transcriber* (professor or D^2A^2) for essay Exams
- ☐ *Sign language interpreter* (D^2A^2)
- ☐ *Other:*

☐ **Other:**

OTHER RECOMMENDED ACCOMMODATIONS or SERVICES:

The following are recommended accommodations that are sometimes afforded university students with disabilities, but which are open for discussion and consideration depending on the nature of the particular course's content or requirements. (Note: When deciding whether to allow the accommodation below, please consider: is it not to be allowed it because memorization, for example, is essential OR is it because of past practice? Is the goal the act of memorizing or spelling, or is the real goal to be able to apply the information.)

☐ *Exams, quizzes & assessments – hosted at Disability Access and Advising (*D^2A^2*), or if it is in a separate room with no interruptions, at the professor's location (*i.e., it is not okay to have a student start early or be allowed to run late, when other students are in the same room taking the exam*):*

- ☐ *Use of calculator* (student)
- ☐ *If possible, allow student to bring formula to exam/assessment, and grade on application rather than memorization* (student)
- ☐ *Use of spelling and grammar checking device* (student)
- ☐ *If possible, do not penalize spelling/grammar mistakes* (professor)
- ☐ *If possible, allow interpretation of questions/items for vocabulary clarification and simplification of complex sentence structure* (professor or D^2A^2)
- ☐ *If possible, allow oral exams/assessments with professor, in place of written format* (professor)
- ☐ *If possible, allow papers/projects, in place of written exams/assessments* (professor)
- ☐ *If possible, allow essay format exams/assessments, in place of objective format* (professor)
- ☐ *If possible, allow objective format exams/assessments, in place of essay format* (professor)
- ☐ *Other:*

☐ *If possible, conduct lectures via use of chalkboard, overheads, PowerPoint, etc., to ensure understanding of the lectures' main important points and/or structure* **(professor)**

☐ *Other:*

ADDITIONAL INFORMATION:

Student should meet regularly with their* Dis*ability Access and Advising (*D^2A^2*) advisor, for assistance with disability services and accommodations.

APPENDIX C

Sample TEST REQUEST FORM

Date received by D^2A^2

Disability Access & Advising (D^2A^2)
Room 421 Eberly 724-357-4067

- Submit this form at least **4 work/school days** (not including the test day) prior to the requested testing date.
- For **finals**, submit this form at least **1 week** prior to the requested testing date.
  (Failure to submit a request as noted above may lead to not receiving an accommodated test.)

D^2A^2 operating hours are 8:00 am to 4:30 pm, Monday – Friday

(If you must take a test outside of these hours, please make special arrangements with D^2A^2 to do so.)

Student's Name: _____ **ID:** _____

Student's Phone #: _____ **Student's Email:** _____

Professor's Name (first & last): _____ **Professor's Phone #:** _____

Professor's Email: _____ **Class:** _____ - _____ - _____ **(ex. PSYC 101-001)**

Date & Time you wish to take the test at D^2A^2:

(*Be sure to take into consideration your extended time when choosing a start time.)*

- **1st choice:** __Mon __Tues__Wed__Thur__Fri__ **Month:** _____ **Date**:_____**Time:** _____
- **2nd choice:** __Mon __Tues__Wed__Thur__Fri__ **Month:**_____**Date:**_____**Time**: _____

What type of non-standard testing will you require?

- Extended Time _____
- Reader _____
- Transcribed _____
- Computer Use_____

Other/special instructions or needs? *(e.g., proctor typing on their laptop during the test would be distracting)*

_____

_____

- We will make every effort to have a 1:1 student-proctor ratio, depending upon scheduling demand.
- In some circumstances, a proctor may move between two side-by-side rooms, with an open doorway between them.
- There will be a low-distraction testing environment in all cases.
- During **finals**, several students may share a proctor in a larger space. (Finals test request forms due 5 workdays, not incl. test day, in advance)
- Read and/or transcribed tests are 1:1.
- During a test, alert your proctor immediately if there is a concern. Ask the proctor to alert our office immediately, so that they can address the issue before the test concludes.
- Submit test request forms at least **4 work/school days** (not including the test day) prior to the requested testing date.

Professor's info must be fully completed on the back.

This side of the form must be fully completed by the PROFESSOR prior to the STUDENT turning it into D²A²

Dear Professor:

- As you complete this form, please note the student's scheduling DEADLINES (front side).
- Return the completed form to the **STUDENT**, who will then turn the form into D²A².
- In case of a delay, or a time crunch, you may scan the completed form and email it to dss-test@iup.edu

Professor's Department Location: _____
(If the completed test is to be delivered back to you by D²A², this is the location where it will be hand delivered.)

Department Phone #: _____

Alternate Faculty Phone #: _____
(e.g., your cell phone # -- To be used only in case we need to contact you directly if important questions or issues arise during testing.)

NORMAL time allotted to complete test: _____

This is used to calculate the student's extended time and MUST be indicated.

Please indicate how the test will be provided to D²A²:

- _____ On D2L or Computer
- _____ Hand delivered by professor
- _____ Emailed as attachment to dss-test@iup.edu
- _____ Faxed to D²A² at 724-357-2889
- _____ D²A² to pick-up test *

* Date test should be picked up:_____ A.M._____ P.M. _____

(If D²A² is to pick up the test, we will do so at the professor's departmental office from the secretary. If the student is taking the test in the A.M., the test will have to be picked up by the afternoon before the testing date. If the student is taking the test in the P.M., the test will have to be picked up by the morning of the testing date.)

Check here if YOU want to pick up the completed test from D²A². _____
(If not checked, by default D²A² will hand deliver it back to your departmental secretary.)

Professor's Special Instructions: *Note any additional resources allowed (e.g., use of calculator, notes, open book, etc.).* (If no special instructions are included, by default D²A² will only allow the student a writing utensil during testing.)

_____
_____
_____

Professor's Signature: _____

(By signing this form, you are authorizing approval for the student's requested test times on the front side of this form.)

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