The Department for Disability Access and Advising (D²A²)
216 Pratt Hall, 724.357.4067, disability-access@iup.edu
www.iup.edu/disabilitysupport

“Fast Facts”
- Serve 750-850 students – undergrad AND graduate - freshman to doctorate - in any semester
- Students receiving accommodative services have provided official documentation of their disability
- Department focuses on ensuring accommodations needs are met and helping students learn to use services
- Most typical disabilities represented:
  - Learning Disability (30%)
  - ADD/ADHD (32%)
  - Psychological (18%)
  - Other (6%)
  - Traumatic Brain Injury/Concussion (5%)
  - Hearing (3%)
  - Vision (3%)
  - Uses W/C (3%)
  - Other Mobility/Physical (1%)
  - Autism Spectrum Disorder (ASD) (1%)
- D²A² makes an “accommodation plan” using the documentation, prior services, student feedback
- “Accommodation plans” include ALL accommodations for which the student is currently eligible; including graduate exams and comprehensive exams, e.g., BUT students may not use all accommodations
- Regular D²A² support meetings are recommended for all new students and any under 2.0
- Services used have increased over the past two years; especially in test-proctoring, by approx. 30%
- Most Typical Services (we also hire interpreters, arrange CART, e.g.)
  - Receiving a “Dear Prof” memo indicates intent to use service – student may approach professor OR professor may approach student, but accommodation(s) MUST be provided when requested.
  - Even “pop” quizzes are/must be accommodated (email us and we will help set up)
  - Extended time, and other necessary accommodations, MUST be provided for on-line courses/exams
  - Professors are to provide accommodations, if requested, whether or not the student attends class regularly or “seems” to need
  - Beyond “traditional” alternate exam formats (enlarged, braille, dictated, e.g.), the courts may be moving toward requiring other formats; for instance, essay replacing multiple choice. (The best method toward deciding; MUST the test be this way...or do I (the prof) “prefer” it this way? Is this the ONLY way to test?)
  - We serve athletes with concussions
  - Also, we will make accommodation arrangements for students with temporary disabilities
  - When you call: because each student has a D²A² adviser, some of who are part-time, indicate the student about whom you are calling. The receptionist can leave a message for the student’s specific D²A² adviser.

Some Procedures of Which to Be Aware
- Accommodated Exams
  - Students submit the proctored Test Request Form three (3) days in advance
  - You sign the request form, so that we know that you are aware of/agreed to the arrangements
  - D²A² assigns a room and proctor/reader and emails all parties
  - Tests are proctored on the day/time closest to the actual class (as long as there is time before or after the class on the students’ schedule to allow for the extended time)
Offering extended time yourself is okay IF it is in a separate room without any comings and goings; it is NOT okay to allow the student to come ahead of the class and/or stay late – the comings and goings of other students are disruptive and invalidate the accommodation.

- **Note takers** are volunteers from the designated class
  - The class receives an email seeking volunteers.
  - Volunteers must have a good GPA and must review a handbook and take a quiz
  - They must submit notes weekly to D²A²

- **Recordings of classes must be allowed;** if on the accommodation plan
- **On-line courses and materials should be accessible;** need captioning for a student with hearing loss
- Not required, but if a fire or other emergency occurs, the stairwells are “areas of rescue”; newer buildings have alarms. In older ones, the stairwell is ‘swept;” useful for someone to call University Police (7-2141)

**Other “Things to Know”**
- New students (and students with hidden disabilities) may not know how to ask for services; in high schools, much is “known” and “taken care of” thus, it is okay, even desirable, to approach students privately and ask about needs
- Some students with disabilities may choose not to use services; that is fine, but if they choose to, D²A² is the DESIGNATED point of contact for service requests
- At the point that a student does seek to use services, even well into the semester, we must provide these. [Any retroactive services will be at the discretion of the instructor. D²A² is delighted if such occurs, but this cannot be mandated.]
- Faculty do not review documentation; that is the responsibility of D²A² as the designated office
- **Faculty are ENCOURAGED to ask questions about accommodations;** do not feel you have to be an expert
- If we do not know, we research/find out, who to provide a service
- **Referrals are appropriate,** if a student “does not know about D²A²”
- D²A² does not “test” for disability; but a student seeking such may be directed to make an appointment with D²A² to learn about options for documenting disability

- Some students must be absent for extended periods for medical/psychological reasons. If this can be accommodated in any way, it is strongly recommended. Currently, instructors deem attendance policies. *Strictly speaking, legally, one would be required to demonstrate that attendance was ESSENTIAL, should one be asked. [With increasing provision of course materials on-line, it is more difficult to argue that there are no other ways to present the material; however, we are, still, primarily, a classroom based institution.] We will interactively work with a faculty member and student to arrange limited, specific arrangements.

**Who We Are:**
Director/Chairperson: Dr. Catherine Dugan (cmdugan@iup.edu)
Assistant Director: Dr. Todd Van Wieren (toddvw@iup.edu)
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Note Taking Services Coordinator/D²A² Adviser: Mr. Marc Anozil (m.anozil@iup.edu)
Alternate Text Services Coordinator/D²A² Adviser: Ms. Kylie Froehlich (k.r.froehlich@iup.edu)
Accommodated Test Coordinator/Administrative Assist: TBA

**A Sampling of Items on the DSS Web Site**
- The D²A² Student Handbook (given to all students as a policy/guidance document)
- A revised and expanded “faculty handbook”
- Forms