Students with Disabilities: A Working Relationship

A Resource Manual for UNI Students, Faculty, and Staff
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Introduction</td>
</tr>
<tr>
<td>5</td>
<td>Responsibilities of Higher Education Related to Legislative Mandates</td>
</tr>
<tr>
<td>6</td>
<td>The Americans with Disabilities Act</td>
</tr>
<tr>
<td>11</td>
<td>Intent of Federal Laws</td>
</tr>
<tr>
<td>12</td>
<td>Pertinent Federal Laws and the Relevance to UNI</td>
</tr>
<tr>
<td>13</td>
<td>Recently Proposed ADA Restoration Act Would Change Definition of Disability</td>
</tr>
<tr>
<td>16</td>
<td>Disability-Related Rights and Responsibilities</td>
</tr>
<tr>
<td>17</td>
<td>For Students</td>
</tr>
<tr>
<td>18</td>
<td>For the University</td>
</tr>
<tr>
<td>19</td>
<td>For Student Disability Services</td>
</tr>
<tr>
<td>22</td>
<td>For Faculty</td>
</tr>
<tr>
<td>22</td>
<td>Reasonable Accommodation Procedures for Academic Programs</td>
</tr>
<tr>
<td>24</td>
<td>Important Information Regarding Accommodations</td>
</tr>
<tr>
<td>26</td>
<td>SAAR Form Procedure: Student Information</td>
</tr>
<tr>
<td>27</td>
<td>SAAR Form Procedure: Faculty Information</td>
</tr>
<tr>
<td>28</td>
<td>Student Academic Accommodation Request Form Sample</td>
</tr>
<tr>
<td>51</td>
<td>Provision of Accommodations: Who is Responsible</td>
</tr>
<tr>
<td>31</td>
<td>Steps for Using Exam Services for Test Accommodations</td>
</tr>
<tr>
<td>32</td>
<td>Exam Accommodation Request Form Sample</td>
</tr>
<tr>
<td>34</td>
<td>General Accommodation Strategies</td>
</tr>
<tr>
<td>35</td>
<td>Instructor Responsibilities</td>
</tr>
<tr>
<td>36</td>
<td>General Accommodation Considerations</td>
</tr>
<tr>
<td>40</td>
<td>Disability-Specific Accommodation Considerations</td>
</tr>
<tr>
<td>43</td>
<td>Visual Disabilities</td>
</tr>
<tr>
<td>45</td>
<td>Physical Disabilities</td>
</tr>
<tr>
<td>45</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>50</td>
<td>Hearing Disabilities</td>
</tr>
<tr>
<td>54</td>
<td>Psychiatric Disabilities</td>
</tr>
<tr>
<td>56</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>59</td>
<td>Chronic Health Conditions</td>
</tr>
<tr>
<td>61</td>
<td>SDS Procedures</td>
</tr>
<tr>
<td>62</td>
<td>Procedure for Obtaining Services</td>
</tr>
<tr>
<td>63</td>
<td>SAAR Form Procedure</td>
</tr>
<tr>
<td>64</td>
<td>Alternate Format Text Request Procedure</td>
</tr>
<tr>
<td>65</td>
<td>Reader/Scribe Request Procedure</td>
</tr>
<tr>
<td>66</td>
<td>Requesting Accommodations in the Residence Halls</td>
</tr>
<tr>
<td>67</td>
<td>Sign Language Interpreting Services</td>
</tr>
<tr>
<td>71</td>
<td>Acknowledgements</td>
</tr>
</tbody>
</table>
Introduction

In July of 1990, President George Bush signed the Americans with Disabilities Act (ADA) into law. The scope of the ADA in addressing the barriers to participation by people with disabilities in the mainstream of society is very broad. The ADA’s civil rights protections are parallel to those that have previously been established by the federal government for women and racial, ethnic and religious minorities. Although Section 504 of the Rehabilitation Act of 1973 prohibited discrimination on the basis of a disability towards “otherwise qualified” people with disabilities by recipients of federal financial assistance, the enactment of the ADA eliminated barriers for individuals with disabilities like no other prior laws had.

The implementation this law, coupled with the University of Northern Iowa’s desire and determination to provide equal access to its educational services for all students, led to the creation of the Office of Student Disability Services (SDS) in 1989. The SDS office was developed to be a resource to UNI faculty, staff, and students with disabilities on issues such as accessibility and classroom accommodation, for consultation of disability-related issues, and for dissemination of disability-related information.

Some of the SDS services for faculty and staff include (but are not limited to):

- Assistance in working with individual students with disabilities to facilitate a positive working relationship
- Verification of a student’s disability for the purpose of determining such things as scholarship eligibility and accommodation requests
- Coordination of academic accommodations such as notetaking, scribes, readers, etc.
- Consultation and awareness training for disability-related issues
- Assistance with alternative format for printed materials
- Information on available technology
- Coordination of services with rehabilitation agencies
- Accessing resources on disability-related topics

This manual has been compiled as part of SDS’s effort to assist faculty and staff in their efforts to accommodate students with disabilities. Each section suggests a variety of teaching, accommodation, and communication strategies specific to a type of disability. Each student’s disability, history, and overall experience is different. The strategies offered in this manual will not provide the only approach to accommodating a specific student in a specific course. They will provide a starting point and general guide for the accommodation process. It is important to remember that the student is always the best resource when discussing possible accommodation strategies.
Responsibilities of Higher Education Related to Legislative Mandates
The Rehabilitation Act of 1973

Title V of the Rehabilitation Act of 1973 is generally regarded as the first national "civil rights" legislation for people with disabilities.

Section 504 is a program access statute. It requires that no otherwise qualified person with a disability be denied access to, the benefits of, or be subjected to discrimination by any program or activity provided by any institution or entity receiving federal financial assistance. (It is this mandate that has promoted the development of disability support service programs in colleges and universities over the last 20 years).

Subpart E of Section 504 deals specifically with institutions of higher education. It requires that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.
The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 reinforced the provisions of the Rehabilitation Act by requiring that all public facilities, services, and communication be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue burden would result. The following material will focus on ensuring that the University does not discriminate in their programs and services.

Who is Protected?

Qualified individuals with disabilities are protected under the ADA. The definition contains two parts. First, the person must be an individual with a disability as defined under the ADA; second, that person must also be qualified.

An individual with a disability is defined as someone who has, had, or is treated as having, an impairment that substantially limits a major life activity. For instance, a person who uses a wheelchair may have an impairment, such as a spinal cord injury, that substantially limits a major life activity such as walking or working. Individuals who have survived cancer are protected under the second part of the definition because there is a record of an impairment that substantially limits a major life activity. That record of an impairment cannot be used against the individual. Finally, someone is considered to be an individual with a disability even if they do not now have and have never had an impairment that substantially limits a major life activity, so long as they are treated as they have one. For instance, a student may be a slow speaker. If a faculty member assumes that the slow speech indicates the student has a mental impairment and treats that student differently, the slow speech indicates the student may fall within this definition. This is so because the person is being treated as if he or she has an impairment that substantially limits a major life activity.

Persons who are associated with disabilities are also protected under the ADA. For instance, the University cannot refuse to accept a student who meets the eligibility requirements for admission just because the student’s spouse or sibling is diagnosed with AIDS.

Not considered an individual with a disability is a person who is an illegal substance abuser. People who are gay, lesbian, transgender, or bisexual are also not considered individuals with disabilities under the ADA. Finally, if a limitation is not due to a physical or mental impairment, the individual would not be considered to have a disability. For instance, if someone cannot
read because they have never been taught to read, they would not fall within the protections of the ADA.

Being a person with a disability, however, does not mean that one is automatically protected under the ADA. Persons with disabilities must also be qualified. In the academic context, to be qualified means that a person with a disability must meet all of the eligibility criteria to participate in the University’s programs and services and perform at the standards required to stay in those programs. For instance, if a person with a disability does not have the GPA, ACT, or SAT scores to gain admittance and is not accepted, the University is not guilty discrimination on the basis of a disability because that person is not qualified. However, the University must provide persons with disabilities access to programs to enable them to meet the standards required to stay in a program of it will not cause an undue hardship as defined on a case-by-case basis.

**Standard of Access**

The standard for access to programs and services under the ADA for public institutions is that all programs must be readily accessible to, and useable by, qualified persons with disabilities. In addition, qualified students with disabilities must be provided with equal services in as integrated a setting as possible. The determination of what is an equal and integrated setting will be made on a case-by-case basis. What is appropriate for one person with a specific impairment may not be useful or appropriate for another person with the same impairment.

- From an architectural standpoint, this requirement does not mean that every building has to be accessible. However, **every program** must be accessible.
- The University can be creative about meeting the program accessibility requirement. For instance, if a University faculty member offers office hours in a location inaccessible to someone who uses a wheelchair, access can be made available through alternative means, such as over the telephone, through the mail, through e-mail, or by meeting the student in an accessible location.

**Academic Standards Not Affected**

The ADA **does not require the University to lower academic standards or fundamentally**
alter the nature of the programs provided. For instance, if a nursing student with a
disability cannot participate in the clinical component of the nursing program, and the clinical
component is an integral part of the nursing degree program, the University is not required
to waive the requirement in order for the student with a disability to earn a degree. Since the
clinical component is a fundamental aspect of the nursing program, waiving it would
fundamentally alter the nature of that program, something the University is not required to
do. Accordingly, refusing to fundamentally alter the nature of a program is not
discrimination under the ADA.

Equally Effective Communication

One of the most overlooked parts of the ADA is the “equally effective communications”
requirement. This requirement states that public Universities must provide communications
to persons with disabilities which are equally effective as those provided to individuals
without disabilities.

- The University is required to provide materials in alternate formats. Students with
  visual impairments, for example, may ask that written handout materials be provided in
  such formats as electronic text, large print, or Braille.

  - Because the University responds on a case-by-case basis, faculty do not have to
    automatically transform handout materials into different formats in anticipation
    of such requests. However, faculty must work to provide the alternate format as
    quickly as possible, once a request is made.

  - Assistance in providing materials in alternate format can be obtained from SDS.

- The University must provide sign language interpreters for special events or public
  meetings upon request. All announcements regarding campus programs and activities
  must include a statement inviting persons with disabilities to provide advance
  notification of accommodation needs.

- Universities need to notify the public of events via radio or phone information lines and
  newspapers so that blind and/or deaf individuals will be informed of the events.

- The equally effective communications requirements extends to University social events
  as well. For instance, sign language interpreters should be provided, if requested, for
an awards ceremony, etc.

- The ADA provides a specific definition of the term “qualified interpreter.” This definition is included to reduce the inappropriate use of someone who “knows a little sign” as an interpreter. A qualified interpreter is defined as one who is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary.

- Auxiliary aids and services are required to ensure communication accessibility. This include (but is not limited to):
  - Qualified interpreters, assistive listening systems, decoders, open and closed captioning, and TDD’s
  - Qualified readers, audio recordings, electronic texts, Braille materials, large print materials
  - Speech synthesizers, computer terminals, scanners, communication boards
  - Acquisition or modification of equipment or devices

**General Requirements**

- **There must be no exclusion of people with disabilities on the basis of disability.** It is illegal to place caps on the admission of students with disabilities to institutions or programs/activities that are open to the general population of current or potential students. However, students with disabilities are to be judged by the same admissions standards which apply to all students.

- **There may be no discrimination through contract.** Neither public nor private entities may elude their responsibilities for compliance with the ADA by contracting out portions of their programs/activities to another entity.

- **People with disabilities are entitled to participate in the most integrated settings possible.** If special programs are established, the individual with a disability may still choose to participate in the general program. **People with disabilities have the right to refuse an accommodation.**
• It is discriminatory to use eligibility criteria that screen out, or tend to screen out, an individual with a disability or a class of individuals with disabilities unless such criteria can be shown to be necessary to the provision of the activities or services. The institution may impose a criteria that relate to safety risk but those criteria must be shown to be based on actual risk and not on stereotypes or assumptions about the abilities of people with disabilities.

• The mandate to make reasonable modifications on policies includes altering existing rules to allow for the presence of service animals. A service animal is any guide dog, service dog, or other animal that is specially trained to perform tasks for the benefit of an individual with a disability. In general, people with disabilities have a right to the use of service animals in a broad range of circumstances.

• Surcharges cannot be imposed solely on people with disabilities to cover the cost of compliance with the ADA.

• A public or private entity may not discriminate against an individual with a disability in the offering of examinations or course relating to licensing or certification for educational, professional, or trade purposes. All private and public entities involved in licensure, certification, or credentialing programs are required to assure nondiscrimination for people with disabilities by providing architectural and programmatic accommodations including adaptive testing and the provision of auxiliary aids and services.

• It is illegal for a public or private entity to refuse to serve people with disabilities, or to serve them differently due to their disabilities, because its insurance company conditions coverage. For example, it would be illegal for an institution to restrict students with low vision or limited mobility from a science laboratory because they believe their insurance coverage costs may increase as a result of the presence of these individuals.

• It is illegal to discriminate through action or treatment against an individual who has testified, assisted, or participated in any manner in the bringing of a complaint under the ADA.
Intent of the Federal Laws

Title I of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973 and Amendments of 1992, and the Americans with Disabilities Act of 1990 are laws that specifically apply to students with disabilities.

The underlying principle of the laws is the same — covered entities cannot discriminate on the basis of disability in their programs, activities, and/or services.

The laws stress the concept of equal opportunity, not merely equal treatment, to eliminate discrimination. In fact, identical treatment may itself be discriminatory in some cases as it would not provide individuals with disabilities the accommodations they need to achieve equal opportunity. Therefore, these laws require covered entities to make special accommodation in policies and practices which will allow people with disabilities to have the same opportunities as able-bodied individuals.

NOTE: The ADA complements, but does not replace, Section 504. The scope of the laws is the major difference that exists between the two. Section 504’s application is linked to receipt of federal funds. The ADA goes well beyond that, prohibiting disability discrimination by state and local governments, employers with more than 15 employees, and places of public accommodation, regardless of receipt of federal funds.
Pertinent Federal Laws and Their Relevance to UNI

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination in recruitment, admission, and treatment following admission. "Colleges and universities are required to make reasonable accommodations to permit persons with disabilities to fulfill academic requirements and ensure that they are not excluded from programs because of the absence of auxiliary aids."

As a result, post-secondary institutions must adhere to the following:

- Colleges/universities cannot limit the number of qualified students with disabilities who can be admitted;
- Preadmission inquiries regarding disability conditions cannot be conducted;
- Student may not be excluded from any class/course of study solely on the basis of disability;
- Prohibitive rules, such as those banning the use of tape recorders in the classroom, must be waived for some students with disabilities;
- Auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;
- Alternative testing and evaluation methods for measure student achievement may be necessary for students with impaired sensory, manual, or speaking skills (unless those skills are being measured);
- Special equipment or devices used in the classroom may require adaptation in individual cases;
- Students with disabilities may not be counseled toward more restrictive careers than students without disabilities as it is discriminatory (unless such counsel is based on strict licensing or certification requirements in a profession);
- Students with disabilities who feel discriminated against have the right to file complaints through the university or initiate legal proceedings.
Recent Changes in Legislation

The ADA Restoration Act of 2007 was introduced in both houses of Congress in late July. “In recent years, the courts have ignored Congress’ clear intent as to who should be protected under the ADA,” Senator Tom Harkin, D-Iowa, said when he introduced the bill in the Senate on the 17th anniversary of the ADA’s passage. “And the courts have narrowed the definition of who qualifies as an ‘individual with a disability.’ As a consequence, millions of people intended to be protected under the ADA—including people with epilepsy, diabetes, and cancer—are not protected anymore. In a ruling just this spring, the 11th U.S. Circuit Court of Appeals even concluded that a person with mental retardation was not ‘disabled’ under the ADA.”

Harkin said, “Supreme Court cases have created an absurd and unintended Catch 22: People with serious health conditions like epilepsy or diabetes who are fortunate to find treatments that make them more capable and independent—and more able to work—may find that they are no longer protected by the ADA. If these individuals are no longer covered under the ADA, then their requests for reasonable accommodation at work can be denied—or they can be fired. On the other hand, if they stop taking their medication, they will be considered a person with a disability under the ADA, but they’ll be unable to do their job.”

In 2008, the ADA Amendments Act was proposed in the Senate as a replacement for the Restoration Act. On September 25, 2008, the Amendments Act was signed into law and became effective as of January 1, 2009. The ADAAA continues to define a disability as a “physical or mental impairment that substantially limits a major life activity of an individual;” however, the legislation provides a non-exhaustive list of major life activities including, but not limited to, “caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.” Major life activities also include the operation of “major bodily functions,” including, but not limited to, “functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.”

Another important clarification made by Congress is the prohibition of the courts from considering whether a person uses mitigating measures or whether the manifestations of an impairment are “episodic, in remission, or latent” when determining if a person has an impairment that qualifies as a disability. The ADAAA defines mitigating measures as “any treat-
ment, medication, device, or other measure used to eliminate, mitigate, or compensate for
the effect of an impairment, and includes prescription and other medications, personal aids,
and devices (including assistive technology devices and services), reasonable accommoda-
tions, or auxiliary aids and services."

Congress expanded on the concept of being “regarded as” having a disability. An individual
who has been discriminated against on the basis of being perceived as having a disability,
even if he/she does not have an actual disability as defined under the ADA, is protected under
the Amendments Act. The ADAAA does not provide coverage for those with minor and transi-
tory (lasting less than six months) impairments.
Disability-Related Rights and Responsibilities
For Students

Rights
1. To full and equal access to the same educational experience as students without disabilities.
2. To accommodation requests reviewed and authorized quickly and fairly by instructors.
3. To disability documentation held confidential and released to designated individuals only with the student’s written request or permission.

Responsibilities
1. To self identify their disability and provide professional documentation of the disability.
2. To consult with an SDS staff person to discuss appropriate accommodation.
3. To consult with instructors at the beginning of each semester to discuss accommodation needs and secure signatures on Student Academic Accommodation Request (SAAR) forms.
4. To provide timely notification of special needs and changes in accommodation needs/services.
5. To adequately meet requirements of chosen program/course of study.
6. To arrange exam accommodations with faculty well (at least one week) in advance of exam dates.
7. To follow established University and SDS procedures for requesting accommodations such as alternate format texts, interpreters, etc.
8. To notify SDS and/or course instructor if requested accommodations are not being provided or are not effective.
9. To abide by the University code of conduct regarding matters such as academic honesty and disruptive behavior.
For the University

Rights

1. The University is not required to lower academic standards or fundamentally alter the nature of the programs provided for students with disabilities.

Responsibilities

1. To not discriminate on any of its program offerings, activities, and services (including extracurricular activities). An institution may not discriminate against an individual solely on the basis of disability.

2. To provide reasonable accommodations for students who self-identify as having disabilities in order to afford those students an equal opportunity to participate in the institution’s programs, activities, and services. Equal opportunity is not the same thing as equal treatment.

3. To provide reasonable accommodation in the form of academic adjustments for eligible students, auxiliary aids and services such as electronic texts, interpreters, readers, and notetakers to those students who disabilities require such services.
For Student Disability Services

Rights
1. To require professional documentation of a student’s disability.
2. To obtain clarification of diagnosis of disability, limitations, and accommodation needs if necessary.
3. When there is a question of appropriateness or feasibility of an accommodation request, to discuss the issue with the faculty and the student and determine recommendations.

Responsibilities
1. To assess, on a case-by-case basis, the effect of a student’s disability on his/her ability to access programs, services, and activities based on appropriate documentation.
2. To identify, through documentation and discussion with the student, reasonable accommodations for students with disabilities.
3. To answer faculty and student questions regarding accommodation needs and requests.
4. To facilitate equal access to UNI’s programs and services for all students with disabilities.
5. To maintain all disability documentation in confidential, locked files and release to designated individuals only with the student’s written request or consent.
For Faculty

Rights

1. To require that students with disabilities submit a completed Student Academic Accommodation Request (SAAR) form, provided by SDS.

2. To require students with disabilities to meet all program/course requirements and standards.

3. To consult with the students and/or SDS staff if he/she feels that requested accommodations are not appropriate for a particular course or situation.

4. To provide input on how authorized accommodations will be provided in a particular course.

5. To require that students engage in appropriate, non-disruptive behavior in the classroom and to take action to remove a student who is disruptive.

6. To require that students follow University/Department policies and procedures.

NOTE: In accordance with the ADA, faculty do not have the right to question whether a disability exists or examine a student’s disability documentation when the disability has been adequately documented and is on file with SDS. The signature of SDS personnel on the SAAR form will act as assurance that the student has provided adequate documentation of the disability and requested accommodations.

Responsibilities

1. To provide students with disabilities full and equal access to participate in UNI’s programs and activities.

2. To make certain students with disabilities, who are requesting accommodations, are aware of services available from SDS.

3. To cooperate with the qualified student and SDS in providing authorized accommodations in a fair and timely manner.

4. To provide authorized accommodations as long as the accommodation does not alter the fundamental nature of the course or program.
5. To contact the student or SDS with questions or problems regarding requested accommodations.

6. To be informed of the academic and programmatic standards established by the department and to make these available in written and alternate format.

7. To provide department and course materials in alternate format (large print, electronic format, Braille) when requested.

ASSISTING STUDENTS WITH DISABILITIES

If a student discloses to an instructor that he/she has a disability, the student should be referred to:

    Student Disability Services (SDS)
    103 Student Health Center
    Phone: (319) 273-2677

SDS will obtain detailed documentation of the student's disability, and based on that documentation and feedback from the student, determine reasonable academic accommodations.
Reasonable Accommodation
Procedures for Academic Programs
Important Information Regarding Accommodations

Student Information

1. The student is responsible for initiating contact with the Disability Resource Center and requesting academic accommodations.

2. The student is responsible for providing documentation from a professional service provider to SDS that include the description of the disability, names, and results of tests administered (if appropriate), effect of the disability on the student’s ability to access University programs, services, and activities, and suggestions for specific accommodations the would provide equal access to the University programs, services, and activities. (For specific documentation guidelines, visit: http://www.uni.edu/sds/DocGuidelines.shtml)

3. The student with an identified disability will work with an SDS staff person to complete Student Academic Accommodation Request (SAAR) for each of their courses. The SAAR form will list all requested accommodations and will be signed by an SDS staff person.

4. The student will provide the faculty, for each course, a copy of the completed SAAR form.

5. The student is to remind the faculty of needed accommodations and follow up with faculty and SDS staff if there is a problem with any requested accommodations or services.

Faculty Information

1. Faculty reviews the SAAR form with the student, discussing the specifics of each accommodation request, being certain to ask any questions and expressing any concerns at that time so as to ensure mutual understanding and to establish a positive working relationship.

2. Specific procedures for instructors are outlined on the back of the SAAR form. The instructor is responsible for responding to requests in a timely manner.

3. If a student mentions a disability to the faculty and an SAAR form has not been provided, either the student has not given SDS the permission to notify faculty, or he/she may not be aware of available disability services. The faculty should then refer the
student to SDS to self-identify and receive assistance. The faculty does have the option of providing academic accommodations without utilizing SDS; although, the faculty then assumes the responsibility for providing the accommodations.

4. Faculty is encouraged to contact SDS (3-2677) if they need assistance in providing accommodations.
SAAR Form Procedure: Student Information

1. Finalize Your Class Schedule as soon as possible.

2. Schedule An Appointment. Contact Student Disability Services (SDS) at (319) 273-2677 between 8:00 a.m. and 4:30 p.m. to make an appointment with an SDS staff person.

   During your meeting you and the SDS staff will discuss documentation and academic adjustments for which you are eligible, review policy and procedures, and complete Student Academic Accommodation Request (SAAR) forms for instructors.

   You are strongly encouraged to schedule an appointment for academic accommodations within the first two or three weeks of the semester.

3. Complete SAAR forms with SDS. Arrive 15-20 minutes prior to your scheduled appointment to complete the student section of the SAAR forms at SDS. Completing the student section before your appointment is required and will greatly reduce the length of your appointment.

   Bring the following information in order to complete the student section of the SAAR forms:
   - Student Identification Number
   - Class Schedule (including course names, course numbers, and section numbers)
   - Instructors’ Names

   Following completion of the forms, SDS WILL RETAIN A COPY OF THE ORIGINAL (blue copy) to ensure that accurate information is provided to instructors.

   Students will retain the additional copies (white, yellow, and pink) until meetings with instructors can be arranged.

4. Meet With Instructors And Work Out Logistics. Schedule an appointment with your instructors or meet with them during their office hours within one week of completing SAAR forms with SDS.

   Discuss with them how the accommodations can fit within their curriculum. The instructor is the expert on the information to be taught in the course and you are the expert on how your disability impacts you academically. This discussion between you
and your instructor should lead to an experience where both of you feel comfortable with the accommodations.

At the conclusion of each meeting, instructors will sign on the instructor signature line, indicating their consent to provide the accommodations. At that time, instructors will retain the pink copy for their records.

5. Return forms to SDS. After you have met with each of your instructors to discuss accommodations, remove the yellow copies of the SAAR forms for your records. Return the white copies to SDS no later than two weeks following your scheduled appointment.

SDS will verify that accommodations remain unchanged upon return of the SAAR forms.

Failure to return white copies of the SAAR forms to SDS will result in the nullification of accommodations for that semester.

6. Repeat The Procedure Next Semester. You are responsible for requesting new SAAR forms at the beginning of each semester as you will have new classes and faculty.

If you wait too long, it may be difficult to make the necessary arrangements. Instructors are under no obligation to provide accommodations for a student who is not registered with the SDS and who does not set up accommodations in a timely manner.
SAAR Form Procedure: Faculty Information

You are being asked to provide or arrange academic accommodation for a student in your class who has a documented disability on file with the Office of Student Disability Services (SDS). The accommodation request(s) listed on the Student Academic Accommodations Request (SAAR) Form have been deemed appropriate following a complete review of the disability documentation and a meeting between the student and an SDS staff member. The procedure for implementing these requests is as follows:

1. Review the SAAR Form with the student and discuss the specifics of each accommodation request. Be certain to ask any questions and/or express any concerns so as to ensure mutual understanding and to establish a positive working relationship.

2. If you agree to provide the accommodations as requested, please sign the form and retain the yellow copy for your records. The student will retain the pink copy and will deliver the white copy back to SDS for record-keeping.

3. If you have questions or concerns that the student is unable to answer, please feel free to contact SDS for consultation or clarification. Please consult SDS as soon as possible to avoid a delay in the provision of reasonable accommodations to the student.

4. If you are concerned that any of the requests may alter your course requirements or otherwise compromise the integrity of your course, you may discuss alternative solutions with the student and SDS to determine an adequate solution for the situation.

NOTE: The information on this form is confidential and should be treated in a confidential manner, including shredding or permanently destroying the form following the submission of final grades. Information about a student’s disability may not be placed in departmental files without the student’s written consent.

Thank you for your assistance in this process. As you know, the University is legally required to provide reasonable accommodations for students with disabilities, and the accommodations must be made on a case-by-case basis. It is always most effective and beneficial when University personnel work together to provide these accommodations so that students with disabilities are allowed equal access to all that the University has to provide.
Student Academic Accommodation Request Form Sample

[Form Content]

I understand that it is my responsibility to arrange a meeting with the instructor prior to _______________ to discuss the above accommodations.

Student Signature __________________________ Date ____________

By my signature, I acknowledge that I have received this form and agree to provide the accommodations listed above.

Instructor Signature __________________________ Date ____________

White Copy = Student Disability Services
Yellow Copy = Student
Pink Copy = Instructor
## Provision of Accommodations: Who is Responsible?

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustable Desk/Table</td>
<td>SDS</td>
</tr>
<tr>
<td>Alternate Format Texts</td>
<td>SDS (see pg. for student request procedure)</td>
</tr>
<tr>
<td>Computer for Essay Exams</td>
<td>Instructor</td>
</tr>
<tr>
<td>Copy of Instructor’s Notes</td>
<td>Instructor</td>
</tr>
<tr>
<td>Copy of Peer Notes</td>
<td>Student. Instructors may be asked to help facilitate this process if students are unable to find a volunteer on their own.</td>
</tr>
<tr>
<td>Enlarged Print for Exams, Syllabus, Handouts</td>
<td>Instructor</td>
</tr>
<tr>
<td>Extended Time for Exams</td>
<td>Instructor</td>
</tr>
<tr>
<td>No Scantrons</td>
<td>Instructor</td>
</tr>
<tr>
<td>Reader for Exams</td>
<td>SDS</td>
</tr>
<tr>
<td>Scribe for Exams</td>
<td>SDS</td>
</tr>
<tr>
<td>Separate Location for Exams</td>
<td>Instructor. SDS can help to locate an available location if faculty has difficulty finding a separate, quiet room. (See also pg. for info on Exam Services).</td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td>SDS</td>
</tr>
<tr>
<td>Tape Recorder for Lectures</td>
<td>Student. SDS has tape recorders/tapes available for student use if needed.</td>
</tr>
</tbody>
</table>
Exam Accommodation and Administration
Arranging Exam Accommodations

Student Information

1. The student will provide the faculty, for each course, a copy of the completed Student Academic Accommodation Request (SAAR) form, which states the exam accommodations that will be needed for the course.

2. The student is to discuss test accommodation arrangements with faculty.

3. The student is to remind faculty of needed testing accommodations and verify the testing arrangement.

4. The student will follow up with faculty and SDS staff if there is a problem with any requested exam accommodations.

Faculty Information

1. Faculty reviews the SAAR form with the student and discussed the specifics of each test accommodation request. Faculty is encouraged to ask any questions and express any concerns at that this time. Faculty should discuss what test arrangements will work out best.

2. Faculty is encouraged to fulfill needed exam accommodations by utilizing their own department rooms. If instructors are unable to make appropriate arrangements, SDS and/or Examination Services may be able to administer the exam with one week notice.

3. Faculty is encouraged to contact SDS (3-2677) if they need assistance.
Steps for Using Exam Services for Test Accommodations

SDS encourages instructors to fulfill needed exam accommodations by utilizing their own department rooms. If instructors are unable to make appropriate arrangement, Examination Services may be able to administer the exam with one week notice. Following are student and instructor responsibilities for scheduling exams with Examination Services:

**Student Responsibilities**

1. Complete the Exam Accommodation Request Form with your instructor.
2. HAND DELIVER the completed Exam Accommodation Request Form to Examination Services at least one week prior to the anticipated exam date.
   - Upon delivery of the Exam Accommodation Request Form to Examination Services, confirm a testing time with a department secretary.
   - Inform your instructor of the confirmed test date and time.
3. Arrive at Examination Services approximately 5-10 minutes prior to your scheduled exam time with necessary test-taking materials.

**Faculty Responsibilities**

1. Complete the Exam Accommodation Request Form with the student.
2. Deliver the exam and any other necessary testing materials to Examination Services by hand, by email, or through campus mail at least two days in advance of the scheduled exam.
3. Know how the exam will be returned to you (as indicated on the Exam Accommodation Request Form).

**Examination Services**

Innovative Teaching and Technology Center (ITTC) 007
Phone: (319) 273-6023
Fax: (319) 273-7578
Email: academic-services@uni.edu

TESTING HOURS: Monday—Friday, 10am—4pm
Exam Accommodation Request Form Sample

The University of Northern Iowa
Examination Services
In association with Student Disability Services

EXAM ACCOMMODATION REQUEST FORM

Exams with accommodation are encouraged to be made and directed by the class instructor. Instructors may utilize their own department rooms to fulfill needed accommodations. If instructors are unable to make arrangements, Examination Services may be able to administer the exam with one week notice. Testing hours are currently 10:30 a.m. - 4 p.m., Monday – Friday. To schedule an exam, please complete the following:

STUDENT INFORMATION
From Student Academic Accommodation Request (SARF) Form
Student Name: ____________________________
Student ID: ______________________________

EXAM ACCOMMODATIONS APPROVED BY ODS
As indicated on SARF Form
☐ Extended Time: 1½ X 2X
☐ Separate Location
☐ Enlarged Text/Ascii Font: ______ pt
☐ Computer for Essay Exams
☐ No Interruptions: Student will write directly on exam
☐ Other: _____________________________

☐ Reader
☐ Scribe

INSTRUCTOR INFORMATION
Instructor name: __________________________
Department: _____________________________
Instructor phone: _________________________
Instructor email: _________________________

DELIVERY OF THE EXAM TO EXAM SERVICES
☐ Email (Word or PDF)
   ○ Ter: michelle.galante@uni.edu
   ○ CC: kathy.wyss@uni.edu
☐ Hand delivered by instructor to Exam Services
☐ Campus mail
   ○ Ter: Examination Services
   ○ IFC C201

INSTRUCTOR TO RECEIVE COMPLETED EXAM
Please use the following methods for delivery of the completed exam back to you, the instructor (# = first choice).
Exam Services will always send to receive the exam by the instructor’s first choice.

☐ Email (PDF)
☐ Fax
☐ IFC
   ○ Instructor will pick up from Exam Services
   ○ Campus mail
       ○ IFC C201

INSTRUCTOR SIGNATURE __________________________ Date ______________

STUDENT SIGNATURE __________________________ Date ______________

ADDITIONAL EXAM RESOURCES ALLOWED
☐ Articles/Readings
☐ Formulas
☐ Calculators:
   □ Simple
   □ Scientific
☐ Course notes
☐ Rate card(s)
☐ Dictionary
☐ Textbook
☐ Other: _____________________________

STUDENTS MUST HAND DELIVER THIS FORM TO EXAMINATION SERVICES PRIOR TO THE REGISTRED EXAM DATE. AT THIS TIME THEY WILL CONFIRM A TESTING TIME WITH MICHELLE GALLANTE OR KATHY WYSS.
General Accommodation Strategies
**Instructor Responsibilities**

If a student identifies him/herself as having a disability and requests accommodation, generally it is the instructor’s responsibility to ensure that the learning environment is accessible. Due to the very personal and private nature of some disabilities, it is important that instructors create an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have. *Instructors can demonstrate their openness and willingness to help students by including, on their syllabi, a statement encouraging students to make an appointment with the instructor if they need course adaptations or accommodations, if they have any emergency medical information that the instructor should know, or if they need special arrangements in the event the building must be evacuated. It is also suggested that instructors bring the statement to the attention of the students at the first class meeting and inform them that SDS is available to assist them.*

It is strongly recommended that the instructor make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary. At a minimum, an instructor should (1) make certain that student is aware of services available from SDS, (2) inquire into the extent of the disability as it relates to fulfilling course requirements, (3) discuss the possible accommodations that may be made, and (4) contact SDS if there are any further questions. An instructor should also look to his/her academic department for assistance in providing accommodations.
General Accommodation Considerations

A broad range of disabilities can affect a student’s performance in the classroom. It should be remembered that each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Communication with the student is therefore essential to discovering methods of accommodation. In thinking about necessary accommodations, an instructor should consider a student’s physical accessibility to the classroom as well as the student’s ability to fully participate in all course activities.

Accessibility and communication are key to providing an environment where a student with a disability can realize his or her academic potential.

In general, accommodating a student with a disability in the classroom may be more a matter of common sense than a drastic change in teaching style or curriculum. Successful accommodation strategies for the classroom are the responsibility of both the faculty member and the student.
Common Problems

Students with hidden disabilities often have difficulty revealing their instructional needs. Because of previous bad experiences, students may fear that once they have identified themselves as having a disability, they will be stigmatized and treated differently. As a result, they may try to hide or ignore their own needs for as long as possible.

Failure of students to voice their needs to faculty members results in last minutes requests for accommodations. Once notified, faculty members should accommodate those requests in an effective manner. If students wait until the day of an exam to state a need for extra time, they have failed to raise their needs in a timely manner. The faculty should still make an attempt to accommodate them, but if that is not possible, the University will not be at fault. Similarly, if students do not relay the need for additional time on exams to faculty until late in the semester, faculty members are only required to grant accommodations from the time the requests are made. Faculty members are not required to re-administer prior exams.

Finally, problems arise when faculty members are reluctant to grant exceptions. Reluctance is usually based on the concern that making modifications to policies, such as giving extra time on exams to those qualified, is unfair to other students. The University and its employees are required to abide by the requirements of the ADA. As long as the requested accommodations are appropriate, the University is required to provide whatever modifications and/or auxiliary aids that will enable students to fully participate in programs and services.

Sometimes faculty suspect that a student has a disability. Faculty should not voice their suspicion to the student. Such a suggestion can be very alarming to students and may prove false. Instead, faculty should focus on the problem behavior, discuss it with the student, and inform them of University services available which may help the student remedy the problem.

Often, a question emerges about how to handle inappropriate behavior on the part of students with mental or emotional impairments. Students with mental or emotional disabilities should be held to the same level of conduct as any other student.

Do not assume that all students with the same type of disability will require the same classroom accommodations (e.g., not all students who use wheelchairs need notetakers).

There are a number of disabilities which may necessitate acquiring a course description and
syllabus prior to the start of class (e.g., a student requiring textbooks in electronic text format may need reading assignments as much as eight weeks in advance of the course, students who are deaf may need to provide interpreters with specialized terminology in advance, etc.).
Disability-Specific
Accommodation Considerations
NOTE:

This section is intended to provide faculty with a variety of suggestions for accommodating students with disabilities in the classroom. The accommodation suggestions provided under each disability heading are not all inclusive lists nor are all suggested strategies and accommodations needed for all students within the same disability group. The Student Disability Services office should be consulted by both students and faculty for more information, additional suggestions or further explanation.
Visual Disabilities

Visual disabilities can result from a variety of causes, including: congenital conditions, injury, eye disease, brain trauma, diabetes, or multiple sclerosis. A person is considered legally blind if corrected vision is no better than 20/200, or if peripheral fields are no more than 20 degrees diameters or 10 degrees radius.

Eighty to ninety percent of people who are legally blind have some measurable vision or light perception. Even those students who may appear to travel and function without assistance are likely to still require some type of classroom accommodation.

Most students with visual disabilities use a combination of adaptations for class participation including: readers, notetakers, Braille, books in alternate format, voice-synthesizing computers, and optical scanning or enlarging devices.

It should be noted that not all students who are totally blind can or want to read Braille. Some medical conditions may actually preclude that skill. Conditions such as diabetes for example, may reduce sensation in the finger tips as a result of poor circulation therefore limiting a person’s ability to read Braille.

Instructional Strategies and Potential Accommodations

- Provide a list of textbooks, assigned reading, and tests dates as far in advance as possible. Students may need to make arrangements to have books converted to an alternate format, which could take several weeks or months.

- Read aloud or have another student quietly read any written material presented in class to the student with a visual impairment. This includes materials on the blackboard, overhead, flip-chart, Power Point, etc.

- Use good contrast in printed material for students who are partially sighted. Write larger and darker when using the chalkboard.

- Create an environment as noise-free as possible. Unnecessary sounds can be distracting. For example, turn off the overhead projector when not in use.

- When using teaching aides, such as videos, models, or slides, have someone available to assist the student with a visual disability by describing the material. If possible, make the material available for a private showing.
• Try to speak directly facing the class; turning your head away can muffle or distort the sound of your voice.

• Since the student with a visual disability cannot see visual cues, it is important for him/her to be seated in a position to receive verbal cues.

• Dog guides are trained and well-behaved. Do not worry that they will disrupt your class. They will require no special consideration with the possible exception of planning a field trip.

• Encourage students to meet with you at the beginning of the term to discuss any potential accommodations. Consider an alternative form of an assignment if the original format creates an excessive burden for a student with a visual disability. It is important to remember that any alternative version should require the same level of skill and effort as the original assignment.

• Invite students to discuss timelines for projects and assignments with you. Information gathering and assistance from readers, notetakers, or volunteers may require additional time.

• Be prepared to give the student additional lead time to complete assignments.

• The majority of students with visual impairments will use recorders, laptops, or other technology for note taking. If not, a notetaker may be necessary.

**Test Adaptation and Administration Alternatives**

• Adapted testing procedures generally include: the use of readers, scribes, large print exams, word processors, computers, magnifying equipment, or tape recorded exams.

• Allow for test taking in a separate, quiet setting, such as an empty office, classroom, conference room, etc. If quiet, private space is not available in your building, SDS may be able to assist in identifying space in another location.

• Allow additional time for students to complete the exam. A minimum of double the allotted exam time is typically considered appropriate.
Communication Suggestions

- Introduce yourself and anyone else present when speaking to a student with a visual disability.

- Do not feel uncomfortable using words such as “see” or “look,” as students with visual impairments use these terms also.

- When walking with a student who has a visual disability, allow him/her to take your arm just above the elbow. Walk with a natural manner and pace.

- Ensure that when giving directions to a person with a visual disability you are clear and accurate. Use north, south, east, and west as well as left and right.

- When guiding a person with a visual disability, slow down when approaching steps or obstacles and let them know what is in their path. Let the student know if you will be going up or down the stairs. When coming to a door, tell them if it opens in or out.

- When offering a seat to a student with a visual disability, place the student’s hand on the back or arm of the chair. This gives the student a frame of reference to seat him/herself.

- Let a student with a visual impairment know when you are leaving a room.

- A guide dog is trained as a working animal and should not be petted or spoken to without the permission of the handler. A general rule of thumb is that the dog is working while in a harness.
Physical Disabilities

Mobility-related disabilities result from neuromuscular and orthopedic impairments. These disabilities may be congenital or the result of an accident or illness. They include: spinal cord injury, cerebral palsy, arthritis, polio/post polio syndrome, spina bifida, amputation, muscular dystrophy, multiple sclerosis, etc.

Functional abilities and limitations will vary widely, even within the same disability group. With some conditions, individuals may experience pain, spasticity, or fatigue. In other conditions, there are periods of exacerbation and periods of remission.

Although it is difficult to generalize about classroom needs or students with physical disabilities, the typical limitations impacting on classroom participation generally involve mobility, accessibility, hand dexterity, and verbal communication. Some physical disabilities can also impact a student’s vision. Please refer the “Visual Disabilities” section for suggestions.

Instructional Strategies and Potential Accommodations

- Hold classes in accessible locations.
- Schedule classes to allow extra time for getting from class to class and/or schedule classes physically closer together on campus.
- Allow notetakers, laptop computers, and tape recorders for lectures.
- Extended due dates on assignments may be needed occasionally due to writing speed, symptom flare-ups, etc.
- Use adjustable tables rather than desks or tables of standard height.
- Plan for wheelchair accessible field trip sites.
- Provide accessible lab space and personal assistance for lab activities, tools, equipments, and chemicals.
- Be aware that a student may be last to class due to inclement weather, circuitous routes, elevator problems, etc.
- Allow for adequate break time during long courses so that the student can attend to
personal physical needs such as stretching, medication, and restroom use.

- Give students with communication disabilities the opportunity to participate in class discussions and much as possible, even if extra time is necessary.

- If the course requires oral communication and the student is unable to communicate orally, arrange for alternative methods, such as written communication read by an interpreter; some students will, on occasion, use laptop speech synthesizers for communication in class.

- Allow students who are unable to communicate orally to use a laptop, sign board, or sign language interpreter in class.

**Test Adaptation and Administration Alternatives**

- Hold exams in an accessible location.

- Allow modifications in recording test answers such as: use of a laptop or other computer, scribe, audio-taping answers, and oral exams.

- Allow, as needed, a reader for exams or to have the exam recorded on an audio tape.

- Allow, as needed, additional time for testing to compensate for the use of scribes.

**Communication Suggestions**

- When talking with someone in a wheelchair, sit so that you are at that person’s eye level whenever possible.

- Do not lean on a wheelchair. It is an invasion of personal space comparable to leaning on a person’s shoulder.

- Ask the person if they would like assistance before pushing their wheelchair.

- Do not provide words/finish sentences; allow students to complete their own thoughts.

- If you do not understand what is being said, do not pretend to know; tell the student you do not understand and allow him/her to repeat him/herself. You may need to rephrase your understanding for the student to confirm clarity.
Learning Disabilities

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (e.g., cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

Learning disabilities generally manifest as deficits in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. In general, students with a specific learning disability have:

- Average to superior intelligence
- A chronic neurological disorder which poses difficulty in receiving, processing, integrating and/or expressing information
- A severe discrepancy between achievement and intellectual capacity in one or more areas which does not result from environmental or academic disadvantage, emotional disturbance, or mental retardation.

Students with learning disabilities are often misunderstood and assumed to have little potential, be unmotivated, and/or unintelligent. Although a learning disability cannot be “cured,” it can be circumvented through instructional intervention and compensatory strategies.

Some of the disorders included under the umbrella of specific learning disabilities include Dyslexia (difficulty with reading), Dyscalculia (difficulty with math), Dysgraphia (difficulty with writing), and Attention Deficit/Hyperactivity Disorder or ADHD (difficulty with maintaining concentration and impulse control).
Students with learning disabilities may have a weakness in one or more of the following areas:

- **Visual Perception**: The student may see letters incorrectly or in reverse order; fail to see some letters, words, or even an entire paragraph. The student may also confuse letters and symbols that are similar (e.g., “b” and “d”; “g” and “q”) and omit ends of words.

- **Auditory Perception**: There may be difficulties differentiating between similar sounds, picking up on the subtleties in different ones of voice (e.g., anger, sarcasm, questioning), or extreme sensitivity to background noise.

- **Spatial Perception**: May be unable to judge distances, differentiate between left and right, or follow complicated directions.

- **Memory**: Short term typically presents more problems than long-term memory. The students may have to search for words, names, dates, etc.

- **Sequencing**: Students may experience difficulty with the order and arrangement of letters and numbers, organizing notes and keeping track of important materials. They may also have difficulties in understanding the relationship of main to subordinate ideas.

- **Motor Coordination**: Poor gross-motor coordination can result in clumsiness. Poor fine-motor coordination can result in poor handwriting and difficulty manipulating small objects. Auditory motor problems interfere with following verbal directions or listening and taking notes simultaneously.

Colleges students with learning disabilities vary widely in the extent to which they exhibit weaknesses in these areas. Most students with learning disabilities have learned coping strategies to help manage some of their barriers to learning. As with anyone, students with learning disabilities will have greater success at learning if all sense modalities can be used in the teaching and learning process (visual, auditory, tactile, and kinesthetic). A variety of instructional modes enhances learning for students with learning disabilities, by allowing them to master material that may be inaccessible in one particular form. It is important to
identify effective strategies.

**Instructional Strategies and Potential Accommodations**

Specific accommodations will need to be individually tailored as students with learning disabilities will vary depending on their type and degree of learning difficulty. Usually, a combination of adaptive methods is the best approach. Many adaptations used for students with learning disabilities are the same as for other types of disabilities.

- Provide a course syllabus and reading list in advance to students who require more time for organizing their work or need to have material converted to an alternate format.

- Varied approaches enhance the ways in which students with learning disabilities learn. Concepts can be strengthened by using as many senses as possible when presenting subject matter: the chalkboard, handouts, videos, group discussions, role playing, Power Point slides, etc. Incorporate “hands on” and lab experiences when they are appropriate.

- Consider highlighting print by varying the letter size, underlining, or changing the typeface or spacing for students with reading difficulties.

- Organize material sequentially. Use concrete examples and personal anecdotes to increase the student’s ability to recall information.

- Review/summarize key concepts periodically when lecturing.

- Minimize room distractions and interruptions (e.g., closing the hall door, turn off overheads and slide projectors when not in use, etc.).

- Provide handouts on technical terms used in your class.

- Provide, if necessary, extra time for reading assignments.

- Point out the organizational items in textbooks (i.e., chapter summaries, subheadings, charts, maps, and indexes).

- Give all assignments and course expectations in written and oral form, listing exams
and assignments with due dates.

- Break down difficult concepts into steps or smaller parts.
- Outline the day’s lecture on the chalkboard or as a handout.
- At the end of the class period, provide a brief review of the material presented and emphasize key points.
- Include time for questions and answers.
- Provide students with study questions for exams that demonstrate the format as well as potential content with an explanation of what constitutes a good answer and why.
- Allow tape recording of lectures when necessary.
- Extend the time allowed to complete assignments if necessary and appropriate.
- Read aloud material that is written on the chalkboard.
- Read aloud written material presented in class.
- Students may need to meet with their instructors regularly to keep apprised of their progress and to review relevant course information.

**Test Adaptation and Administration Alternatives**

- Keep physical transferring of information to a minimum by allowing students to write answers directly on the exam rather than using an answer sheet or Scantron. Circling or checking answers is the best alternative.
- Exams in large-print format (i.e., 18-24 point, bold font) may work well for some students.
- Allow extended time to accommodate for a student’s decreased reading/processing speed. Research has shown that extra time will improve the results for students with learning disabilities, while having no impact on the performance of students without learning disabilities.
Avoid using double negatives and unnecessarily complex sentences. Ask direct, concise questions.

Provide alternative format exams (e.g., an essay exam could be substituted for multiple choice, an oral exam in place of a written exam, etc.).

Allow the use of a scribe or enlarge the answer when using computer scored answer sheets, which may be difficult for a student with poor eye hand coordination to complete.

The practice of frequent, shorter exams, rather than a long test at the end of a term, could more fairly test the knowledge of a student with a learning disability.

Allow word-processors or calculators for the completion of exams.

Do not evaluate an exam based on handwriting quality and spelling accuracy.

Provide a quiet, separate room or office to minimize noise and distractions.

Review exams with students after grading to explain incorrect answers and further review correct ones.

Discuss exam arrangements with the SDS staff early in the semester to assure that the process will be smooth when the time comes.

Communication Suggestions

Give timely feedback to the student—errors should be corrected as soon as possible.

NOTE: The accommodation needs of students with learning disabilities must be examined individually as the difficulties encountered vary with the strengths and weaknesses of the individual. The student may benefit from program modifications, such as course substitutions, part-time rather than full-time study, auditing a course prior to actual enrollment, or an extension of time allowed to complete a program of study.
Hearing Disabilities

Hearing impairment is a broad term that refers to hearing losses of varying degrees from hard-of-hearing to total deafness. The major challenge facing students with hearing impairments is communication. Students who have hearing disabilities vary widely in their communication skills. Factors that affect the development of communication skills in people with hearing impairments include: personality, intelligence, nature/degree of hearing loss, degree/type of residual hearing, degree of benefit derived from amplification by hearing aid, family environment, and age of onset.

Most students with hearing disabilities use a variety of communication methods. The method most frequently used is a combination of speech reading (lip reading) and residual hearing, which is often amplified by hearing aids. It is important to note that speech reading is only a partial solution. Experts estimate that only 30–40% of spoken English language is distinguishable on the lips even by the best speech readers under the most favorable conditions.

Students who are totally deaf will typically use signed English or American Sign Language (ASL) as their primary means of communication. Faculty should be aware that ASL is not the exact equivalent of the English language. It is a concept-based, shorthand method of communication with syntax quite different from English. As a result, many students who are deaf have not mastered the grammatical subtleties of English, which is their second language.

Students who have manual communication skills will usually have an interpreter with them in the classroom. There are two types of interpreters—oral and manual. The oral interpreter “mouths” what is being said and the manual interpreter uses sign language. The two methods are often combined. Individuals trained to use a transcription method called ‘real time translation’ have also been used in the classroom.

Be cautious in making assumptions about the ability of a student who is hearing impaired to participate in certain types of classes. Students who are hearing impaired may be able to participate and learn as much as students without disabilities in courses typically assumed to require hearing. Some students who have hearing impairments will have enough residual hearing so that amplification through hearing aids, personal FM transmitter/receiver units, or the use of an interpreter will allow participation. It is always best to discuss the
requirements of a class with the students and SDS staff to determine if there are ways in which the materials be modified to facilitate participation.

**Instructional Strategies and Potential Accommodations**

- Provide preferential seating. Students with hearing impairments need to sit where there is an unobstructed view of the instructor.
- Repeat comments and questions asked by other students who are not in the range of vision of the student with a hearing disability.
- Use visual media, especially overhead projector/Power Point slides, often. Verbal presentations can be reinforced by providing printed text or outline when possible.
- Provide a script or outline of slides, films, or videotaped materials. Closed captioned films are necessary when they are available.
- Prepare a course outline, a syllabus, technical terminology, and a list of learning objectives for the class ahead of time. Supply a list of technical terminology or specialized vocabulary to the interpreter and the student with a hearing impairment prior to the lecture.
- Because class formats are so varied, it is recommended that the faculty member, interpreter and student arrange a conference early in the semester to discuss any special arrangements that may be needed.
- Most students who have hearing impairments can be evaluated in the same way as other students. On written exams, it has been found that some students who are deaf, especially pre-lingual ones, do better if an interpreter reads and translates the questions to the students in sign language. However, many other students who are deaf prefer to read exams themselves. If the method of evaluation is oral, the interpreter can interpret the student’s answers for the instructor.
- Assure that students who have hearing impairments are informed of important information, like class cancellations, class relocation, assignments, and exams by providing the details in a handout and on the chalkboard.
• Establish a system of getting messages to students with hearing impairments.

• Be prepared to reword sentences when a student who has a hearing impairment does not understand what is being said.

• Be objective when evaluating written materials from students who have hearing impairments.

• Advise students to seek additional academic assistance when they have grammar and syntax problems and are unable to express themselves fluently.

Test Adaptation and Administration Alternatives

• Allow oral test administration with the aid of an interpreter.

• Allow extended time for taking tests.

• Discuss testing arrangements with SDS staff early in the semester to assure that the process will be smooth when it is actually exam time.

Communication Suggestions

• Attract the attention of the student with a hearing impairment before speaking using a cue such as a tap on the shoulder or a wave.

• When using an interpreter, speak directly to the STUDENT and not to the interpreter. The student should have the option of watching both the speaker and the interpreter.

• Keep your face in view of the student. Speak in natural ones and try to avoid facing the chalkboard while speaking.

• Speak clearly and naturally without exaggerating lip movements or volume.

• Avoid standing in front of a light source like a window—the glare from behind makes it difficult to read lips.

• Do not chew gum or otherwise obstruct the area around your mouth with your hands or other objects that interfere with speech reading.
• Recognize the processing time that the interpreter takes to translate a message. Provide time for the student to receive the information, ask questions, or offer comments.

NOTE: Please refer to the Policies and Procedures for Sign Language Interpreting Services in the appendix section of this manual.
Psychiatric Disabilities

The term “psychological disorder” is broad and ranges from relatively mild depression over issues such as grades or interpersonal relationships to chronic disorders such as personality disorders, schizophrenia, or manic-depressive disorder. With treatment, such as medication, psychotherapy, and ongoing counseling, the majority of psychological disorders can be cured or controlled.

Probably one of the most serious barriers faced by students with psychological disorders is the stigma and misconceptions surrounding the illness. Societal stereotypes of people with psychiatric disabilities as violent, unpredictable, and fragile, can directly feed into unconscious fears. In reality, people with psychological disorders do not commit more violent crimes than people without diagnosed psychological disorders.

Although most students will never exhibit any symptoms of their disorder in the classroom, there are times when students with persistent or cyclical symptoms may find it difficult not to draw attention to their disorder. The majority of the time, these periods can be predicted, and if not prevented, addressed quickly to minimize any disruption to the class or the student’s academic program.

It is important to note that all students, regardless of disability, have the responsibility to meet the terms of the University of Northern Iowa’s Code of Conduct (http://www.uni.edu/pres/policies/302.shtml). If persistent disruptive behavior occurs, the issue should be treated as any other disciplinary issue within individual colleges or departments. The SDS staff does request notification of any disruptive behavior and subsequent actions so as to be a resource to both the University and the student.

Instructional Strategies and Potential Accommodations

- Allow the use of notetakers, laptops, and tape recorders.
- Modify seating arrangements when needed to decrease anxiety associated with large groups, maximize use of a tape recorder, allow for frequent trips to the restroom, etc.
- Allow beverages in class as some medications create extreme thirst as a side effect.
- Allow for periodic appointments outside of class to discuss progress, provide feedback, etc.
- Demonstrate flexibility in attendance requirements in case of hospitalization or crisis.
- Allow incompletes rather than failures in case of prolonged absences due to symptoms or hospitalizations.
- Provide course materials and/or textbooks in an alternate format (e.g., electronic text).
- Extend the time allowed to complete assignments if appropriate.

Test Adaptation and Administration Alternatives

- Allow extended time for exams to compensate for anxiety or medication side effects.
- Provide a quiet, separate location to take the exam to reduce test-related anxiety.
- Consider changes in exam format in cases where medication or symptoms inhibit a student's ability to perform well on a specific type of exam, such as a heavily-weighted, cumulative final versus a series of shorter, noncumulative exams.

Communication Suggestions

- Discuss inappropriate classroom behavior with the student privately, directly, and forthrightly. If it is necessary, provide specific guidelines of unacceptable conduct.
- Do not attempt to diagnose or treat the psychological disorder, only the student’s behavior in class.
- Document any incidents and provide the student with specific written directions or communications when possible.
Traumatic Brain Injury

Brain injury can result from two types of trauma: external such as hitting the head in a serious fall or a projectile entering the brain, and internal such as a stroke or tumor. The consequences of a brain injury can be very complex and pose significant implications of higher education.

The majority of people incurring serious head injuries each year are between the ages of 16 and 28. It is reasonable to expect that a number of students may have had a serious head injury.

Depending upon the location of the injury, age of onset, and quality of cognitive rehabilitation, there can be wide variation in individual degree of impairment. Most likely, however, there will be some impairment in the following functions:

- **Memory.** Typically short term memory, the ability to store information for immediate recall, is most effected.
- **Concentration.** Difficulty focusing enough for learning to take place.
- **Speed of Thinking.** Students often take longer to process information.
- **Communication.** Language functions, such as writing, reading, and/or speaking, may be impaired. Impaired pragmatics may also result in students interrupting, talking out of turn, speaking too loudly, speaking rudely, or standing too close to the listener.
- **Spatial Reasoning.** Ability to recognize shapes of objects, judge distance, visualize images, etc.
- **Conceptualization.** Reduced ability to categorize, sequence, abstract, prioritize, and generalize information.
- **Psychosocial Behaviors.** Common types of behavioral impairments may include depression/withdrawal, frustration, irritability, anxiety, impulsivity, poor judgment, disinhibition, and fatigue.
- **Motor, Sensory, and Physical Abilities.** A brain injury may also result in a variety of specific physical disabilities, such as hemaplegia, problems with balance, visual disturbance, etc.
Although many of the accommodation needs of students with brain injury may be the same as those for students with learning disabilities, there are some important differences. The students with a brain injury may be more impulsive, socially inappropriate, and show greater discrepancies in ability levels than students with learning disabilities. They may also have more difficulty with independent thinking and judgment, memory, and organization of thoughts. The accommodation needs of each student with traumatic brain injury should be reviewed individually, as the difficulties encountered vary with the type of injury. The student may benefit from program modifications, such as the substitution of one course for another required course, part-time rather than full-time study, auditing a course prior to actually enrolling in it, or an extension of time allowed to complete a program of study.

**Instructional Strategies and Potential Accommodations**

- Provide a course syllabus and reading list in advance to students who require more time for organizing their work, pre-reading assignments to improve retention, or to have the material converted into electronic texts.
- Concepts can be strengthened by using as many senses as possible when presenting subject matter. Use the chalkboard, handouts, videos, group discussions, role playing, overhead projectors, etc. Incorporate “hands on” lab experiences when appropriate.
- Highlight print by varying the letter size, underlining, or changing the typeface or spacing for those with reading difficulties.
- Organize material sequentially. Use concrete examples and personal anecdotes to increase the student’s ability to recall information.
- Review or summarize key concepts periodically when lecturing.
- Minimize room distractions and interruptions (e.g., close the hall door; turn off overheads and slide projectors when not in use, etc.).
- Provide handouts on technical terms used in your class.
- Point out the organizational items in textbooks (e.g., chapter summaries, sub-headings, graphic design, charts, maps, and indexes.)
• Give all assignments and course expectations in written and oral form, listing tests and assignments with due dates.
• Break down difficult concepts into steps or parts.
• Outline the day's lecture on the chalkboard or in a handout.
• Include time for questions and answers at the end of the class period.
• Provide students with study questions for exams which demonstrate the format, as well as the content, of the exam and an explanation of what constitutes a good answer and why.

Test Adaptation and Administration Alternatives
• Allow extended time to accommodation for the student's decreased reading/processing speed or physical limitations.
• Avoid using double negatives and unnecessarily complex sentences.
• Consider alternative text designs. Some students may find multiple choice formats confusing, matching more difficult than essay, etc.
• Computer scored answer sheets (i.e., Scantrons) may be difficult for a student with poor eye-hand coordination. A scribe or enlarging the answer sheet may be an alternative.
• Use frequent, shorter exams rather than a long cumulative exam at the end of a semester.
• Allow the use of word-processors or calculators for the completion of exams.
• Do not evaluate the exam based on handwriting and spelling quality.
• Arrange for students to take the exam in a quiet, separate room to minimize distractions.
• Review exams with students after grading to explain incorrect answers and further review correct ones.
**Chronic Health Conditions**

Many disabilities are not readily apparent. More prevalent non-visible disabilities include seizure disorders, diabetes, HIV, cardiac conditions, allergies, Carpal Tunnel Syndrome, and chronic back/shoulder pain. Most of these disabilities are referred to as “hidden” because one cannot identify them just by looking at the person.

The types of problems that these students may face in higher education involve chronic health problems and physical limitations. Students who have chronic or acute health problems may exhibit a low tolerance for prolonged physical activity, they may move at a slower pace, or they may appear lethargic or hyperactive due to medication(s) they are taking. In the case of students with severe allergies or asthma, environmental aggravations such as dust, pollen, chemicals, and fumes can exacerbate their condition.

**Instructional Strategies and Potential Accommodations**

- Absences may need to be accommodated for students who miss class to receive medical treatment.
- Course requirements, such as physical education, may need to be modified.
- Extended time for completion of coursework may be necessary.

**Test Adaptation and Administration Alternatives**

- Rescheduling of exams may be necessary if the student is physically unable to take the exam at the schedule time/date.
- Extended time may be needed to complete exams.
- The testing area may need to be not only a controlled environment, but also distraction free.
SDS Procedures
Procedure for Obtaining Disability Services

Upon acceptance and decision to attend UNI, students with a disability should complete the Request for Services and Documentation Review form.

Students should submit the completed form, along with current (within 3-5 years), relevant documentation to Student Disability Services (SDS) by mail or fax.

The Documentation Verification Specialist or another SDS staff person will review the submitted materials.

**IF DOCUMENTATION MEETS UNI SDS REQUIREMENTS:**

Students will receive a letter indicating their approval for services and their responsibility to schedule an intake/orientation to services appointment with an SDS staff person.

**IF DOCUMENTATION IS INSUFFICIENT:**

Students will receive a letter specifying additional, required information. Students may need to contact their evaluating professional to obtain further information and submit it to SDS for review.

Upon completion of the intake/orientation to services appointment, students are officially registered with SDS and may make accommodation requests at any time throughout the semester.

Students without documentation should complete a Request for Services and Documentation Review form and schedule a consultation appointment with an SDS staff person.
SAAR Form Procedure

1. **Finalize Your Class Schedule as soon as possible.**

2. **Schedule An Appointment.** Contact Student Disability Services (SDS) at (319) 273-2677 between 8:00 a.m. and 4:30 p.m. to make an appointment with an SDS staff person.

   During your meeting you and the SDS staff will discuss documentation and academic adjustments for which you are eligible, review policy and procedures, and complete Student Academic Accommodation Request (SAAR) forms for instructors.

   *You are strongly encouraged to schedule an appointment for academic accommodations within the first two or three weeks of the semester.*

3. **Complete SAAR forms with SDS.** Arrive 15-20 minutes prior to your scheduled appointment to complete the student section of the SAAR forms at SDS. Completing the student section before your appointment is required and will greatly reduce the length of your appointment.

   Bring the following information in order to complete the student section of the SAAR forms:
   - Student Identification Number
   - Class Schedule (including course names, course numbers, and section numbers)
   - Instructors’ Names

   Following completion of the forms, SDS WILL RETAIN A COPY OF THE ORIGINAL (blue copy) to ensure that accurate information is provided to instructors.

   Students will retain the additional copies (white, yellow, and pink) until meetings with instructors can be arranged.

4. **Meet With Instructors And Work Out Logistics.** Schedule an appointment with your instructors or meet with them during their office hours within one week of completing SAAR forms with SDS.

   Discuss with them how the accommodations can fit within their curriculum. The instructor is the expert on the information to be taught in the course and you are the
Alternate Format Texts Request Procedure

1. Complete an Alternate Format Texts Request Form for each book. Students should try to request texts from SDS at least 6-8 weeks prior to the start of a new semester. Textbook information can be obtained from instructors, academic departments, and/or University Book and Supply.

2. Submit requests to SDS in person, by mail, or by email.

3. SDS will obtain alternate format texts from publishing companies and/or have the texts converted to electronic texts (e-texts). Textbooks will be obtained in an electronic text format unless a student demonstrates a significant need for another format (e.g., recorded texts). E-texts are acquired as either Word documents or PDF documents. Students are required to purchase textbooks in addition to receiving e-texts per publishing company mandates.

4. SDS will contact students when books arrive. Students will receive e-texts on a USB device (flash drive) and will be required to complete an E-text Usage Agreement upon obtaining texts.
Reader/Scribe Request Procedure

1. Complete a Request Form for Reader/Scribe for Exam. Try to make requests for readers and/or scribes at least one week prior to your exam. Request forms can be picked up at Student Disability Services, printed from our website, or completed using the online Word form and dropped off or emailed to our office.

2. Bring your requests to Student Disability Services located at 103 Student Health Center (top floor). Requests can also be emailed as indicated above.
   - SDS is open from 8:00am – 4:45pm, Monday through Friday.

3. Student Disability Services will contact you when a reader and/or scribe has been scheduled to read or scribe for your exam.

If you have any questions, contact Student Disability Services by phone at 273-2677 or by email at disabilityservices@uni.edu.
Requesting Accommodations in the Residence Halls

Upon acceptance and decision to attend UNI, students with a disability wishing to make residence hall accommodation requests should complete the Request for Services form and the Request for Documentation Review form.

Students should submit the completed forms, along with the Evaluator Form to Student Disability Services (SDS) by mail or fax.

The Evaluator Form is to be completed by the student’s health care provider or another appropriate evaluating professional. The Evaluator Form constitutes the necessary documentation as indicated in the Request for Services and Documentation Review form. Students may also submit additional documentation if desired.

The Documentation Verification Specialist or another SDS staff person will notify the Department of Residence (DOR) of the request and review the submitted materials.

**If documentation meets requirements:**

Students will receive a letter indicating their approval for special accommodations within the residence halls.

**If documentation is insufficient:**

Students will receive a letter:

- indicating their denial for special accommodations, or
- specifying additional, required information. Students may need to contact their evaluating professional to obtain further information and submit it to SDS for review.

SDS will notify DOR of the status of the request by copy of the letter sent to the student.
Sign Language Interpreting Services

PROSPECTIVE STUDENT RESPONSIBILITIES

- Requesting Interpreting Services Upon Admission to UNI:
  - Students should contact Student Disability Services (SDS) as soon as they learn their admission status to communicate enrollment plans and need for accommodation(s). Interpreting services require advance coordination time. Student contact should be initiated with as much notice as possible; even months in advance.
  - Please visit the SDS website at http://www.uni.edu/sds/ApplyforServices.shtml for specific procedures for obtaining disability services.

CURRENT STUDENT RESPONSIBILITIES

- Requesting Interpreting Services Before the Semester Begins:
  - Students should make their requests for interpreting services as soon as they register for classes each semester. Students using interpreting services will be granted priority registration to provide additional time for SDS to coordinate services. To maintain priority registration, students must continue to request services as soon as they register for classes.
  - Coordination Responsibilities: SDS provides services and accommodations for registered UNI students with documented hearing loss for curricular activities only. UNI departments or other campus organizations are administratively and financially responsible for arranging interpreting services for extra-curricular (non-academic) events that they sponsor. If your requests for services are not satisfied, please contact SDS.
  - Expressing Consumer Preference: The provision of quality and consistent interpreting service is requisite. SDS also needs to operate within state and university policies and practices, consider overall master scheduling needs, consider student preference, and consider interpreter qualifications, backgrounds, and schedules. Additionally, SDS considers feedback from interpreters in regards to their appropriateness for assignments.
Reasonable efforts will be made to accommodate specific interpreter requests. However, recognizing the reality of balancing the needs of all students and schedules, the SDS reserves the right to make final scheduling decisions.

- **Student Responsibilities Throughout the Semester:**
  - Providing Interpreters with Course Materials: Students should provide their interpreters with course syllabi and other handouts received in class. Students can have photocopies made at SDS if it is not possible to obtain them from instructors. Students are not responsible for providing interpreters with course texts.
  - Scheduling Changes (e.g., will miss class, room change, instructor cancels class): If there is a schedule change, it is the student’s responsibility to notify the interpreter or SDS as soon as you learn of the change – preferable 48 hours ahead of time, if possible. Student should attempt to contact their interpreter(s) directly first. If contacting SDS, please specify the class(es) affected by the change, the time, building, room number, and name of the interpreter(s).

  NOTE: Scheduled interpreter(s) and SDS do not necessarily know about cancellations announced during class, listed in the syllabus, written on the board, etc.

  - Communicating Attendance Plan (No Show, Early Cancel, Late Cancel, Late Arrival): Students need to communicate attendance plans with interpreter(s) and/ or SDS in order to maintain interpreting services for their courses. As a rule of thumb, cancel interpreters as soon as you know you will not attend class.

- No Show is defined as a student missing class without any prior notification or any form of communication with the interpreter(s) or SDS. After a cancellation or no show, we assume you will return to the next scheduled class session unless you notify us otherwise.

  Occasional absences are understandable. However, interpreting services will be temporarily suspended for any course section (e.g., lecture/seminar, discussion, lab) when a student has two consecutive No Shows.
• Early Cancel is defined as contacting the interpreter(s) or SDS at least 48 hours prior to the start of the interpreting assignment (i.e., class).

• Less than 48 hours notice is defined as Late Cancel. Habitual late cancellations may be considered No Show.

• Contact the interpreter(s) or SDS to specify a time you will be at class if you will be late to class. Without notice, interpreters will follow the appropriate wait lengths before leaving the assignment site. If you call ahead of time and still do not show up at the time you indicated, interpreters will then follow the appropriate wait length for a No Show.

  - **Wait Lengths for No Show/Late Arrival:** Interpreters shall wait 25% of the total scheduled assignment (i.e., 15-minutes for 50 minute class; 20 minutes for 75-minute class) up to a maximum of 60 minutes. For late arrivals, observing the wait length begins once the student is not at class at the time of the anticipated arrival time.

  - **Reinstating Interpreting Services for Irregular Attendances:** Irregular attendance patterns, as previously discussed, may result in a suspension and interruption of interpreting services. Reinstating interpreting services occurs after the following steps are satisfied:

    • Attendance patterns are discussed between the SDS Coordinator and the student.

    • Both the student and the SDS Coordinator are clear on enrollment status in courses.

    • Both the student and the SDS Coordinator are clear on the two consecutive absences and/or established pattern of absences from the same course session without prior notification.

    • The student and the SDS Coordinator jointly develop a plan for offering appropriate changes in notice for changes in attendance plan.

  - **Procedure for Reporting Interpreter Absence/Tardiness:** Students should contact the SDS Coordinator or the front desk immediately should interpreter miss
or arrive late to an assignment. Efforts will be made to send a substitute or arrange a reasonable accommodation.

- **Offering Evaluation of an Interpreter’s Performance:** Interpreters aim to provide as functional equivalent real-time translation of spoken information as possible of all speaker(s) in the classroom. Working with interpreters is a dynamic teamwork process that warrants ongoing communication diligence for maximum benefits. Collaborating and providing feedback should be done regularly.
  
  - Take time to share consumer needs and expectations with interpreters.
  
  - Offer interpreters regular, constructive feedback about their work and your expectations for particular assignments.
  
  - If you are not satisfied with the interpreter’s work, determine the problem and discuss it with the interpreter during a set meeting time. If you feel uncomfortable to approach the interpreter directly, schedule an appointment with the SDS Coordinator to share your concerns.
  
  - Bring unresolved problems or situations warranting immediate Coordinator involvement to the attention of the SDS Coordinator.

Please consider offering feedback not only to interpreters, but also to instructors. Students are the Deaf and Hard of Hearing Community’s ambassador to a University population that does not necessarily realize the dynamics involved in working the Deaf and Hard of Hearing individuals and interpreters.

- **“In-House” Confidentially/Communication Policy:** Interpreters abide by the Code of Professional Conduct delineated by the Registry of Interpreters for the Deaf (RID). When necessary, per University policies, interpreters may communicate typically confidential work-related information with appropriate individuals.

**STUDENT DISABILITY SERVICES RESPONSIBILITIES**

- Confirms student priority registration status with the Office of the Registrar each semester.

- Utilizes the services of Comprehensive Interpreting Services, Inc. (CIS) to hire and schedule qualified interpreters. SDS conveys student input and student needs to CIS.
• Discuss reasonable accommodation options (i.e., videotaping, audio taping) with students when an interpreter becomes unavailable.
• Available to hear student and/or interpreter concerns and to assist with situations that may arise.

SIGN LANGUAGE INTERPRETER RESPONSIBILITIES
• Adoption of a consistent, accurate, and conflict-free theory as well as familiarity and sensitivity to the Code of Professional Conduct and the Ethical Practices System as delineated by RID.
• Attend all scheduled classes, except in case of illness or emergency, and/or arrange for substitution through appropriate procedures.
• Seek feedback from students, faculty, and colleagues. Maintain working knowledge of deafness and actively learn sign language.
• Prepare, maintain, and research job-specific terminology through advance preparation of course materials and consultation with resources, including faculty and students.
• Maintain healthy captioning through awareness of ergonomics and engage in active prevention of injuries (i.e., stretching before work, correct posture).

FACULTY RESPONSIBILITIES
• Realize the significance of supporting the provided accommodation(s) to ensure academic access and a professional, effective working relationship with students and interpreters.
• Assist students in the provision of support to interpreters by ensuring that interpreters receive supplementary materials (e.g., hand-outs, copy of overhead diagrams) or information that will enhance students’ ability to learn in the classroom.
• Realize that interpreters are professionals providing communication access for everyone.
• Make arrangements to ensure that students who are deaf/hard of hearing are provided with appropriate and readily achievable opportunities to equally participate and enjoy the benefits of educational programs and activities within the course.
Acknowledgements


Accommodation Focus: A Handbook for Faculty and Staff. Disability Services: Umpqua Community College.

College Students with Disabilities: A Faculty Handbook. Office for Students with Disabilities: Memphis State University.


Teaching Students with Disabilities. Disability Resources Centre: University of British Columbia, Vancouver.

Working with Students with Disabilities: A Resource Manual for Faculty and Staff. Disability Resource Center: Drake University.