

The *Disabilities Guidebook* is intended to guide students, professors and other university employees in understanding the needs and characteristics of persons with disabilities. The Guidebook was written in accordance with federal and state laws—the only sources of our legal obligations; but it also includes suggestions of professional organizations in the disabilities field, particularly the Association on Higher Education and Disabilities (AHEAD).

The *Disabilities Guidebook* contains the Elon University Policy and Procedures for Access of Individuals with Disabilities, but it expands on that document, including topics such as an analysis of extended time needs of students with disabilities, descriptions of various disabilities, classroom suggestions for working with students with disabilities, procedures and forms used for requesting accommodations.

The *Guidebook* is not a contract. Rather it is a *guide* to the Elon University campus in assessing services, procedures, and accommodations. Further, it is intended to be a “living document” as the policies and procedures contained in these pages may be changed at any time, as deemed appropriate to better serve our campus and programs.

Copies of the *Guidebook* may be found in the Disabilities Services office, Duke 108, and on the Academic Advising Center web page, <http://www.elon.edu/advising>. It is also available in large-print upon request at the address below.

Disabilities Services
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The benefits of having students with disabilities in higher education. . .
It affirms the dignity of each individual,
Challenges elitism and professionalism,
Affirms our humanity,
Challenges our stereotypes about people with disabilities,
Enhances achievement and productivity,
Discourages paternalism, and
Promotes personal responsibility.

Jeanne Kincaid, J.D.

Section 1. Mission of Disabilities Services

One of the thrusts of the Elon University Mission Statement is to “foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service: (Elon University Academic Catalog, 2006-2007). In accordance with the University’s mission, the mission of Disabilities Services is to support a diverse population of students with disabilities, providing them with an opportunity to participate meaningfully in the University’s programs and activities. Disabilities Services also works with faculty and staff in an advisory capacity as they provide support to their students.

The Coordinator of Disabilities Services works with students on a case-by-case basis, determining reasonable accommodation, and professors are encouraged to contact Disabilities Services with questions about their students’ needs and to refer students who they suspect may have an undiagnosed disability. Disabilities Services will discuss options for evaluation with the student and make appropriate referrals. Professors should also refer any students who say they have a disability and are eligible for accommodation, but do not present a verification letter so that disabilities can be verified and appropriate accommodation can be determined.

Accommodations are granted only through the established procedures of Disabilities Services presented in this Guidebook—not by individual professors—though professors and students may participate in the decision making process.

Section 2. Suggestions for Working with Students with Disabilities

2.1 Preferred Terminology

We all know that the language we use and the words we speak are important. Certainly the way we refer to or portray people in speech and writing may enhance their dignity and promote positive attitudes. Politically correct vocabularies are constantly changing. Still, the following suggestions appear to be a constant:

Refer to the person first, rather than the disability. This emphasizes the person's worth and abilities rather than the disability.

The proper term is "disability"—not "handicap." The only time the term "handicapped" is used now—or at least should be—is in relation to parking or other physical structures, and that will probably endure because of the cost of changing signage.

Avoid using a term for a disability as an adjective. For example, instead of saying an "ld student," or a "blind student," say a student with a disability or a student who is blind. Again, the focus is on the person, not the disability.

Avoid "clumping" or labeling—for example, the disabled, the blind, the deaf. However, there is one exception to this general guideline. Some people who are deaf are very proud of their deaf culture and prefer to be called *deaf* rather than *a person who is deaf* or *a person who has a hearing impairment*. When in doubt, ask the individual.

Avoid euphemisms, such as "physically challenged." These suggest that barriers are good or that disabilities exist to build a person's character. Simply stated, the person has a disability.

2.2 Etiquette and Respectful Practice

Advisors and instructors may want to consider general recommendations for etiquette and respect when interacting with a person with a disability. . Equal Access to Software and Information (EASI) suggests the following:

- a. In General

Ask before doing. People with disabilities want to be as independent as possible, so don't assume people with disabilities need or want your help. Ask, "May I get the door for you?"

Make eye contact. Speak directly to the person, not to or through his or her companion.

It's acceptable to use *common phrases* that contain action words the person is not capable of doing. For example, you could invite a person in a wheelchair to walk with you or to ask a blind person if he or she "sees what you mean."

Treat people with disabilities with the same respect and consideration you have for everyone else--not as if they are invisible or as if they are children (when they are not).

b. Visual Impairments

Be descriptive. In helping to orient people with visual impairments, tell them what or who is approaching, if they need to step up or down, if a door is to the left or right, or what kind of handle it has. Warn them of any possible hazards.

People with visual impairments usually can hear just fine, so it is not necessary to speak loudly to them.

Offer to read written information for a person with a visual impairment.

If you are asked to guide a person with a visual impairment, offer your arm—don't grab his or hers.

c. Speech Impairments

Listen patiently. Don't complete sentences for them unless they look to you for help.

Don't pretend to understand what a person with a speech disability says just to be polite.

Ask them to write down a word if you're not sure what they are saying.

d. Hearing Impairments

Face people with hearing impairments when you talk with them so they can see your lips. This is especially important in the classroom where it is too easy to talk while facing a chalkboard.

Speak a little more slowly when talking to a person with a hearing impairment.

Raise the level of your voice a *little*.

Communicate in writing, if necessary.

e. Mobility Impairments

Try sitting or crouching down to the approximate height of people in wheel chairs or scooters when you talk with them. Don't lean on a person's wheelchair unless you have permission

Be aware of what is accessible and what is not accessible to people in wheelchairs.

Give a push only when asked. Or ask, "May I help you with that?"

f. Learning Disabilities

ASK students with learning disabilities whether they understand or agree. Better yet, ask a question that can't be answered with "yes" or "no." Don't assume people are not listening just because you get no verbal or visual feedback.

People with learning disabilities do not necessarily have a problem with general comprehension.

Offer to read written material aloud, when necessary, and in the classroom write assignments and important terms or names on the board.

2.3 Teaching and Learning Suggestions

With appropriate accommodation, qualified students with all types of disabilities have been successful in postsecondary education. Disabilities Services uses a case-by-case analysis to determine reasonable accommodation for a student with a disability, making each student's accommodations personal to him or her. However, there are some general pedagogical techniques which are effective for a wide variety of students with disabilities and are considered effective teaching strategies—for *all students*. Consider incorporating the following suggestions into your teaching repertoire:

Select a text with a study guide when possible.

Include a statement on your syllabus about disabilities. For example, “Students with disabilities should contact Disabilities Services in Duke 108 to request accommodations. Then, be sure to make an appointment with me to give me an accommodation form from Disabilities Services as soon as possible so that we can discuss the accommodations you need.”

Make course expectations clear.

Ask for volunteer note takers at the beginning of the course.

With each class, briefly review the previous lecture.

Write key words/technical terms/proper names on the board or provide a lecture handout.

Begin each lecture with an outline of material to be covered during that class.

Provide guided lecture questions.

Face the class when speaking and speak directly to students.

Use gestures and natural expressions to convey meaning.

Briefly summarize material at the end of class.

Give assignments orally and in writing.

Provide frequent opportunities for questions and answers.

Well in advance of an exam, provide study questions that illustrate the format as well as the content of the exam.

Explain what constitutes a good answer and why.

Be sure exam questions are clear and include a lot of white space on the page.

Use a multi-sensory approach—visual aids, overheads, handouts along with lectures.)

Distribute samples of finished papers as examples or post a model on your web page.

Use captioned videos whenever possible. They have proven helpful to not only students with disabilities, but international students as well.

Administer frequent quizzes to provide feedback.

Provide PowerPoint slide copies before the lecture.

Have students work in groups with hands-on activities or very specific group assignments.

Think about seating arrangements and match student needs with location.

See **Appendix C** for recommendations specific to particular disabilities.

2.4 Confidentiality in the Classroom

Following are examples of how faculty may avoid breaching confidentiality or creating uncomfortable situations for a student with disabilities. Faculty members should:

Avoid making any statements or implications that a student with a disability is any different from the general student population;

Make testing arrangements early rather than asking the student to come to the classroom and then leave with a test in hand.

Arrange for testing in a quiet, private setting rather than in an open, public place;

When asking for a class note taker, say this service has been approved by the University for “another student in the class” without giving the name of the student(s) needing the notes.

Do not ask the student for documentation other than that provided by Disabilities Services.

Discuss the student’s disability, needs, or accommodation in a private place;

Look at the student as an individual without comparison to other students, even other students with disabilities;

Hold students with disabilities to the same standards as the rest of the class. The idea of the law is to provide meaningful opportunity through reasonable accommodations—not to provide two different sets of requirements.

Section 3. Elon University Policies and Procedures for

Access of Individuals with Disabilities

3.1 Policy Foundation

Elon University Policies and Procedures for Access of Individuals with Disabilities are based on two major federal laws and one North Carolina law, which protect qualified individuals with disabilities.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination solely because of disability in any program or activity receiving federal funding. “No otherwise qualified handicapped individual in the United States. . . shall solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

The Americans with Disabilities Act of 1990 (ADA) extends civil rights protections provided under the Rehabilitation Act and creates stronger enforcement mechanisms. (See Appendix A for definitions pertinent to these laws.) The ADA applies to both public and private entities and provides a private course of action for civil damages and penalties not available under the Rehabilitation Act. The ADA requires that institutions make *reasonable accommodations* for qualified individuals with disabilities to eliminate unlawful discrimination on the basis of disability. These reasonable accommodations may include adjustments to allow a qualified student access to educational services and facilities. However, it is not necessary to alter academic standards or course content in order to comply with these legal requirements.

North Carolina law also provides for similar protections under Chapter 168A of the NC General Statutes.

Former commissioner of the U.S. Equal Employment Opportunity Commission, Paul Miller, summarized the goal of disability legislation when he said the ADA is “based on the premise that disability is a natural part of the human experience and in no way diminishes the rights of individuals to live independently, pursue meaningful careers, and enjoy full inclusion in the economic, political, cultural, and educational mainstream of American society.” (Milani, 1996, 990-991).

3.2 Elon University Policy Statement

An interdisciplinary committee developed this policy to ensure meaningful access at Elon University for individuals with disabilities and to ensure compliance with federal and state laws.

Elon University is committed to the principle of equal opportunity and to the principle of dual right and responsibilities. Policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied meaningful access to or benefit from academic and co-curricular programs or activities offered by the University.

The rights and responsibilities of both Elon University and individuals with disabilities must be considered in translating policy into procedure. This document outlines those rights and responsibilities and creates a mechanism for procedures and for dispute resolution if the usual channels do not result in decisions acceptable to both the individual and the University.

The individual with a disability has a right to access educational programs and services without discrimination based on the disability; the University has the right to set and maintain standards for admitting and evaluating the progress of students. A student's disability is not considered as part of an admission decision.

3.3 Rights and Responsibilities of the University

The following enumeration of rights and responsibilities is intended to provide a general overview of the respective roles of the University and the student. It is not intended to be a complete or exclusive list.

Elon University:

has the right to identify and establish the abilities, skills, and knowledge necessary for success in its programs and to evaluate applicants and students on this basis;

has the right to identify and establish the abilities, skills and knowledge that are fundamental to academic programs and courses and to evaluate each student's performance against these standards. Fundamental program and course standards are not subject to modifications;

has the right to request and receive documentation that supports requests for reasonable accommodation for individuals with a disability;

has the right to select from among effective reasonable accommodations for individuals with a disability;

has the right to refuse an unreasonable accommodation or one that imposes an undue hardship on the University;

has the right and the responsibility to engage in an interactive dialogue process to identify appropriate reasonable accommodations;

has the responsibility to evaluate applicants based solely on their abilities. If an evaluation method or criterion unfairly discriminates against an individual with a disability, the University may seek reasonable alternatives;

has the responsibility to ensure that its programs viewed in their entirety, including but not limited to academic offerings, housing, transportation, student organizations, counseling, and placement, are accessible and usable;

has the responsibility to adjust or substitute any academic requirement that illegally discriminates against a student with a disability and that is not essential to the integrity of the student's academic program;

has the responsibility to identify for students the procedures for requesting an accommodation. If a request for accommodation is denied, Elon has the responsibility to inform the individual of his or her right to appeal the decision and the procedures for initiating an appeal.

has the responsibility to educate and provide consultation to University faculty and staff on general disability matters.

3.4 Rights and Responsibilities of Individuals with Disabilities

The following enumeration of rights and responsibilities is intended to provide a general overview of the respective roles of the University and the student. It is not intended to be a complete or exclusive list.

Qualified Individuals with Disabilities:

have the right to an opportunity to participate meaningfully in and benefit from programs offered at Elon University. This includes access to services, benefits, co-curricular activities, housing, and transportation, that when viewed in their entirety, are comparable to those provided to any student;

have the right to confidentiality and the right to choose to whom information about their disability will be disclosed (except in the case of a health or safety emergency, as permitted by law);

have the right to an opportunity to learn. In order to ensure this, they have a right to reasonable accommodation;

have the right to access published information regarding procedures for requesting accommodation;

have the right to be informed of procedures for initiating an appeal of a decision regarding accommodations;

have the right and the responsibility to engage in an interactive process to identify appropriate reasonable accommodation related to their disability;

have the same responsibility as all students to meet and maintain the institution's academic standards;

have the responsibility to inform the appropriate university personnel (the Disabilities Services Coordinator) of the disability and to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self-advocates;

have the responsibility to self disclose a disability and to demonstrate and document how their disability substantially limits their ability to benefit from a particular delivery system, instructional method, or evaluation criterion when they make a request for accommodation. Students requesting an accommodation must provide documentation of need of accommodation from an appropriate professional such as a psychologist, learning disabilities specialist, or medical doctor (when the disability is health related), dated within the four years prior to enrollment at Elon;

have the responsibility to follow published procedures for making accommodation requests and to do so in a timely fashion;

have the responsibility of promptly informing Disabilities Services of any difficulty in receiving the approved accommodation(s).

have the responsibility to follow published procedures for filing an appeal.

3.5 Reasonable Accommodation

A *reasonable* accommodation provides a student with a disability an opportunity to benefit from a program in the most integrated setting possible; it does not mean the accommodation is required to produce identical results or achievement. Academic requirements that the university has determined as essential to the program of instruction or to a directly related licensing requirement are not regarded as discriminatory.

The university is not obligated to provide accommodation when

- (1) the student is not qualified
- (2) the accommodation would result in a fundamental alteration of the course or program, or a change in the standards of the course or program;
- (3) the institution is being asked to provide a service of a personal nature (attendants, individually prescribed devices, etc.);
- (4) the accommodation would impose an undue financial or administrative burden on the university.

When accommodation is determined to be appropriate and reasonable, Elon strives to find a flexible accommodation consistent with the documented need.

Accommodation must be requested in a reasonable and timely manner, dependent upon the request. In general, Disabilities Services requests a two-weeks' notice; some accommodations may require more lead-time (hiring an interpreter, getting books on tape, for example).

3.6 Eligibility for Services

Students initiate services through self-identification to the Disabilities Services office. They should contact Disabilities Services early and should follow the procedure outlined below. Timely self-identification and documentation are required for eligibility for services.

(1) Self-Identification. Students must self-identify with disabilities services by completing a "Disability Disclosure and Request for Accommodation" form (see Appendix D). Students are not eligible for accommodation until they request accommodation from Disabilities Services and are determined to be eligible. Accommodations are requested each semester.

(2) Documentation. It is the student's responsibility to provide documentation, per the guidelines in Section 504 or ADA. (See Appendix B, "Evaluation and Documentation Criteria"). Disabilities Services will determine whether the student has satisfied the documentation requirements. The documentation, the student's "Request for Accommodation" form, and any information gained in consultation with the student provide the basis for determining accommodations to be granted.

(3) Interim Services. If a student received accommodations for a disability before entering Elon, but does not provide documentation initially, he may receive interim reasonable services, provided that he informs Disabilities Services of the nature of the disability and the type of accommodation formerly provided. However, documentation is still required and must be provided in a timely manner for services to be continued.

The provision of interim services, pending the submission of acceptable documentation, is not an acknowledgement by the University that the student is a qualified student with a significant disability.

If the coordinator of Disabilities Services determines through a screening procedure that there is strong evidence of a disability, interim services will be provided while formal assessment and documentation are in process. Records are reviewed at the beginning of each semester, and services are discontinued if documentation is incomplete or does not meet eligibility requirements of the University.

(4) Temporary Medical Condition. Though not required by law, the University recognizes that it is sometimes beneficial to provide assistance to students who have temporarily disabling medical conditions. These may include conditions resulting from surgery, accidents,

severe illness, or other medical conditions that temporarily impair regular attendance or academic performance. Documentation is required and appropriate accommodations may be provided at the discretion of the University.

3.7 Procedure for Requesting Accommodation

Individuals who document that their disabilities substantially limit their ability to benefit from a particular delivery system, instructional method, or evaluation criterion may make a request for reasonable accommodation by following the procedure below:

Students requiring modifications for a disability complete a Disability Disclosure and Request for Accommodation form (see Appendix B) and return it to the Disabilities Services Coordinator. This must be submitted in a timely manner.

Students also provide documentation of need for accommodation from an appropriate professional in the field of the disability: a psychologist, psychiatrist, neuropsychologist, or learning disabilities specialist for learning disabilities-- dated no more than four years prior to enrollment at Elon. For physical disabilities (hearing, vision, mobility, physical health) documentation must come from a medical doctor in the field, and should be no more than six months old. Documentation for mental health should come from a psychologist or psychiatrist, and should be no more than six months old.

Documentation must be on letterhead and must be signed by an evaluator qualified to make the diagnosis. It must include: a clear statement of the diagnosed disability / disabilities; a description of the functional limitations resulting from the disability; a complete educational, developmental, and medical history relevant to the disability; a list of all test instruments and relevant subtest scores used to document the disability; an explanation of how the disability currently impacts the student; adequate support of requested accommodations. (See Section 4.1 for a general description of evaluation requirements and Appendix B for evaluation criteria of specific disabilities.)

In a collaborative process using information from the documentation/evaluation, the Request for Accommodation, any consultation with the student, and consultation with particular professors to the extent necessary, Disabilities Services will identify appropriate reasonable accommodations for students on a case-by-case basis. Then, Disabilities Services will write letters verifying the existence of a significant disability and suggesting appropriate accommodations for each student (see Appendix C).

At the beginning of each semester or term, the requesting students pick up verification letters from Disabilities Services and deliver the letters to their professors. It is strongly recommended that students deliver the letters in the first few days of the semester since accommodations are not retroactive. At this time, the student and professor may elect to discuss the student's strengths, need for accommodation, and the implementation of the accommodation. Disabilities Services is available for collaboration in this process if either the student or professor requests it. At the time of the discussion, students get professors' signatures, indicating that the professors received the verification form.

If the accommodations need to be changed, the student and the Coordinator (and professor in some cases) will collaborate on the changes, and the Coordinator will write a revised letter for the professor(s).

Students should keep Disabilities Services informed of their progress and should promptly report any difficulty receiving approved accommodations.

The final decision regarding the appropriate reasonable accommodation rests with the University.

3.8 Procedure for Dispute/Grievance Resolution

This dispute/grievance resolution procedure was designed to reflect Elon University's commitment to complying with requirements of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), which require that no qualified person, by reason of disability, should be denied access to, participation in, or benefits of any program which is operated by the University. Each qualified person shall receive reasonable accommodation to ensure equal access to educational opportunities, programs and activities in the most integrated setting appropriate. The Americans with Disabilities Act (ADA) also prohibits discrimination against any individual on the basis of disability.

Individuals with disabilities who have followed published procedures for requesting accommodations and have done so in a timely fashion, but who believe they have not been granted approved accommodations or access to a University program or activity, may file a grievance according to this policy. Students' grievances will be heard in accordance with the process outlined below. University community standards and administrative policies prohibit any retaliatory actions toward students as a result of filing a grievance or for participating in any manner in the investigation.

This disabilities grievance procedure addresses only those grievances based on a documented disability and does not supersede other University policies and procedures (general grade appeals, honor code violations, for example). Students are encouraged to consult with the Coordinator of Disabilities Services regarding the most appropriate University policy or procedure for addressing a particular concern not covered by this grievance procedure.

Step One: Procedure for Informal Process for Resolving Complaints

An informal process, while completely voluntary, is encouraged whenever possible. The informal review should be initiated as soon as possible after the student reports an incident. Students must report incidents as soon as possible, but reports must be received within 30 calendar days (excluding University holidays) after the last incident. This informal procedure is the recommended first step as it allows for greater flexibility, is less adversarial, and does not preclude utilizing the administrative review or formal procedure if that proves necessary.

The student may choose to consult with the Coordinator of Disabilities Services at any time in the grievance process. The first step in the informal grievance procedure is for the student initiating the grievance (hereafter known as the Grievant) to meet directly with the person perceived to have not provided an accommodation or to have discriminated against him or her due to the student's disability (hereafter known as the Respondent). They may be able to resolve the issue or agree on some corrective action in a cordial atmosphere. The Coordinator of Disability Services may be asked to assist either or both parties in the informal process.

If the grievance is resolved, the Coordinator will write a memorandum of understanding to both the Grievant and the Respondent summarizing the resolution. A copy of this document will be signed by the Grievant, the Coordinator for Disabilities Services, and the Respondent.

If the grievance is against the Disabilities Services Coordinator for not providing a reasonable accommodation, the student should attempt to resolve the matter with the Coordinator directly. If the matter is not settled with the Coordinator, then the student should appeal directly to the University's 504 Coordinator, who will assist the grievant through the procedure described in step two below. If the grievance is against another student, the matter may be referred to the Office of Judicial Affairs under the Elon University Honor Code.

Step Two: Procedure for Administrative Review

If the grievance is not resolved at Step One or the student wishes to move directly to an Administrative Review, the student should consult with the Section 504 Coordinator, the University official designated to oversee compliance with disability laws. A request for Administrative Review must be filed with the 504 Coordinator no more than 30 calendar days (excluding University holidays) after the last incident or within 14 calendar days (excluding University holidays) of the dispensation of an informal review. The 504 Coordinator will attempt to resolve the grievance in a more structured but informal manner through an Administrative Review. The Section 504 Coordinator, or her designee, will investigate and attempt to resolve the grievance. The investigation may include a meeting with the student, the Disabilities Coordinator, the faculty or staff respondent, the department head or academic dean and other parties who may have information or insight pertinent to the case. The Grievant should also sign and file with the complaint a "release of information" statement regarding information in the student's disability file, permitting review of such information by individuals involved in the grievance process. These forms may be obtained from the Office of the Section 504 Coordinator.

The 504 Coordinator will initiate the review and attempt to resolve the complaint within 14 calendar days of receiving the complaint (excluding University holidays). The time frame may be extended if the Grievant or the 504 Coordinator provides compelling reasons for a time extension. Once the Administrative Review has been concluded, the 504 Coordinator will issue a written notice of the outcome of the process to the Grievant, the Respondent, and the Coordinator of Disabilities Services.

If the Grievant is not satisfied with the disposition of the grievance at the Administrative Review level or if a decision has not been reached in 14 calendar days (excluding University holidays), the student may initiate Formal Grievance Procedures.

Step Three: Procedure for Formal Grievance

Initiating a Formal Grievance: A formal grievance should be filed with the 504 Coordinator no more than 30 calendar days (excluding University holidays) after the last incident or within 14 calendar days (excluding University holidays) of written notice of the results of the Informal Process or the Administrative Review. The time frame may be extended if the Grievant or the University provides compelling reasons for a time extension.

To initiate Formal Grievance proceedings, the student must submit a formal grievance in writing to the 504 Coordinator. The grievance must include all of the following information and must be signed and dated by the Grievant. A grievance will not be considered to have been filed unless it includes all the required information in the time frame indicated.

- The name and contact information of the Grievant;
- The name of the person allegedly responsible for not providing an accommodation or for committing a discriminatory act(s) based on the disability (Respondent), to include a description of the nature of the person's relationship to the University;
- The accommodation not provided or type of discrimination alleged, based on the disability;
- A description of the circumstances of the alleged discriminatory act(s), including, dates, location(s), witnesses, and supporting documents if available; and
- The names and contact information of any individuals with knowledge of the incident(s) comprising the student's complaint, who could serve as a witness (es) if needed.
- The Grievant should also sign and file with the grievance a "release of information" statement regarding information in the student's disability file, permitting review of such information by individuals involved in the grievance process. These forms may be obtained from the Office of the Section 504 Coordinator.

Upon receiving the formal grievance, the 504 Coordinator or her designee will, in writing, send a timely acknowledgement of receipt to the student that a formal review has been initiated. Once the Formal Grievance has been received the 504 Coordinator will convene a Disabilities Hearing Committee within 30 calendar days (excluding University holidays) to hear, read and review all evidence presented in the disability grievance. The Provost will appoint three persons to serve on the committee. These three persons and the 504 Coordinator (non-voting member) will comprise the Disability Hearing Committee. The Provost will appoint a chair for the

committee. The Hearing Committee will not include the person(s) against whom the grievance is filed or anyone whose participation would create a conflict of interest.

Hearing Guidelines:

The Hearing Committee will read the formal grievance and then interview the Grievant and any relevant witnesses named by the Grievant. The Grievant may have a Grievance Advisor present throughout the formal hearing procedures to provide guidance and support. The Grievance Advisor must be a currently enrolled student or current faculty or staff member; attorneys are not allowed to participate in these proceedings. The Grievance Advisor may not address the Hearing Committee unless permitted to do so by the chair of the Hearing Committee. In extreme situations where the Grievant's disability prevents him or her from presenting their grievance to the committee, the student may request an accommodation to have the Grievant's Grievance Advisor to assist in the presentation of Grievant's complaint.

The Hearing Committee will interview the Respondent and any relevant witnesses as requested. The Hearing Committee may request additional information, interview other witnesses, request a written response from witnesses, and choose to examine relevant written materials if any. Once the Hearing Committee has considered relevant statements and materials they will meet in closed session, deliberate, and render a finding. As expediently as possible and within 14 calendar days (excluding University holidays) of the conclusion of the hearing and upon conclusion of committee deliberations, the chair of the Hearing Committee will write a letter of determination to the 504 Coordinator, who will forward a copy of the letter to the Grievant, the Coordinator of Disability Services and the Respondent.

The decision of the Hearing Committee is final and represents the final word of the University on this matter.

All records regarding grievances based on disabilities will be kept for a period of at least five years in the Office of the Disabilities Services Coordinator and the Section 504 Coordinator. All standards with regard to disclosure or release of records will be in accordance with federal guidelines and regulations that govern student educational records.

Federal Agency Grievance Procedures and Complaints

The above processes neither prevent nor substitute for a student's right to file a complaint with the Federal Office of Civil Rights. Students may consult the web site of the Office of Civil Rights at <http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>.

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Section 4: Documentation of Disability

4.1 Documentation As Eligibility for Accommodation

Students with disabilities may need reasonable accommodations or auxiliary aids in order to have meaningful access to the programs and services offered here. See Appendix B for suggestions for documentation of specific types of disabilities. General recommendations are below.

Documentation that legitimizes a student's request for accommodation must be no more than 4 years old for learning disabilities, 6 months for mental health disabilities, somewhere in between for physical health disabilities, depending on the situation. It must come from an appropriate professional. Physical disabilities require documentation from a medical doctor, primarily to provide clarification of the severity of the disability and the extent of the student's needs. Mental health disabilities require documentation from psychologists, psychiatrists, or neuropsychologists. Learning disabilities require documentation from psychologists, psychiatrists, neuropsychologists, or learning disabilities specialists. Diagnosticians must be impartial and not a family member of the student.

In general, the following evaluative criteria must be met:

Testing that is comprehensive, including a measure of both aptitude and academic achievement in the areas of reading, mathematics, and written language.

Documentation for eligibility reflecting the current impact the learning disability has on the student's functioning.

A clear statement that a learning disability is present along with the rationale for this diagnosis.

A narrative summary, including all scores (standard and percentile) supporting the diagnosis.

A statement of strengths and needs that will impact the student's ability to meet the demands of the university environment.

A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated. Using these stated criteria, the student and the Coordinator of Disabilities Services will collaboratively determine appropriate accommodations.

In determining eligibility for services, Elon University will consider documentation based on the following assessment measures.

- a. On WAIS-R (WISC-R) (III), a 15-points or greater discrepancy between verbal and performance. (More than one assessment is necessary.)
- b. Aptitude-achievement discrepancy regression formula.
- c. Aptitude-achievement discrepancy utilizing norm-referenced standardized testing; an overall/verbal/performance IQ score that is at least one standard deviation or greater below the mean with some specific area of academic achievement that is minimally one standard deviation below measured ability level.
- d. Intracognitive subtest variability on the WAIS-R (WISC-R); a range of 10 points either in verbal, performance or full scale. (Blalock)
- e. Lower performance (one standard deviation or greater) on the ACID (arithmetic, coding (digit symbol), information, digit span) cluster of the WAIS-R. (Beckman)
- f. Recategorization hierarchy of the WAIS-R: Spatial > Conceptual > Sequential Acquired knowledge (Bannatyne) (Groth-Marnot, 1997, p. 195-197).

Professional judgment is important, and justification and reasoning for any learning disability that digresses considerably from the standard definitions (see APPENDIX A) will be noted.

Elon observes the evaluation criteria for various disabilities as recommended by AHEAD. These are outlined in Appendix B.

4.2 Confidentiality of Documentation

Disabilities Services maintains disability-related information in confidential files for the benefit of students. The university protects the confidentiality of these materials by insuring limited access. Federal law does not allow for other departments or individuals to keep a copy of such documentation.

Confidential information is shared only on a “need-to-know” basis. Faculty need to know the accommodations that are recommended as appropriate to meet a student’s disability-related needs, but do not need access to all diagnostic information.

Disabilities Services follows guidelines established by federal and state agencies concerning the treatment and release of confidential information. In accordance with those guidelines, information is shared only when:

Students present written authorization for release of information;

Students manifest behavior indicating an intention to harm themselves or others;

Students experience a medical emergency;

Students report or describe physical abuse, neglect, or sexual abuse or exploitation as children or as vulnerable adults within the last three years;

Students report the use of illegal drugs for non-medical purpose;

Also, student files may be released with a court order or subpoena or as otherwise required by law.

Section 5. Accommodating Qualified Students with Disabilities

Some substantial information on various disabilities can be found in Appendix C, “Accommodation Suggestions for Students with Disabilities.” This section will be helpful to educators who want to better understand their students with disabilities. Appendix C contains information on the major categories of disabilities, including specific learning disabilities, Attention Deficit/Hyperactivity Disorder, vision, head injury, hearing, orthopedic, systemic disorders, Asperger Syndrome, rehabilitated substance abuse, emotional and other disabilities.

5.1 Substitutions

An accommodation is a change in the learning environment that may include services, academic accessibility through adjustments, and physical accessibility. (“Accommodation” does not include compromising the standards and requirements of the university.) However, on occasion substitutions may be called for. These will be considered on a case-by-case basis and will depend on documented evidence of need.

A. Substitutions for Physical Disabilities

Some physical disabilities may require accommodation or substitution of courses or assignments. For example, if a blind student cannot be adequately accommodated to complete microscope assignments in a lab, s/he may require a substitute lab assignment with manipulatives or a substitute lab course.

B. Substitutions for Language

Elon’s General Studies foreign language requirement is a course in language instruction at the 122 level or its equivalent. (See *Elon University Catalog*, “Foreign Language Requirement.”) Substitution of a language course would be inappropriate where it fundamentally alters a course of study for a degree. Some students with disabilities may use accommodation in foreign language study. If it later appears that a student with disabilities may require substitution, s/he may appeal to the Coordinator of Disabilities Services. Using the student’s disability documentation revealing a disability that substantially affects language learning and considering the student’s history with language courses, the Coordinator will meet with a sub-committee of the Disability Advisory Committee to determine if a substitution is in order.

Disabilities Services will write a letter recommending substitution to the Assistant Vice-President for Academic Affairs, who makes the final determination with the student.

C. Mathematics

Elon's General Studies requirements include at least one mathematics course (See *Elon University Catalog*, "General Studies.") and some majors require additional mathematics. If students with a math disability attempt a general studies mathematics course with accommodation and cannot successfully complete the course, they may appeal to the Disabilities Services Coordinator, who will consult with the Assistant Vice-President of Academic Affairs or his/her appointee to arrange appropriate accommodation/substitution. However, specific math courses required within a major cannot be substituted as the substitution would significantly alter the nature of the program.

5.2 Alternative Testing

The primary alternative testing accommodations are extended time (not unlimited time), testing in a distraction-reduced environment, and/or use of word processing for tests-- if need for one or more of these is indicated by a student's documentation. A student who has given his/her professors accommodation notes from Disabilities Services first attempts to make these arrangements with the professor. If scheduling conflicts arise, the student makes arrangements with Disabilities Services. Timely notification is required. (See Appendix O for research by Arline Halper, Ed.D. for a discussion of extended time.)

If documentation indicates a need for other testing accommodations, requests for other alternatives may be considered. Consultation among the student, the professor, and Disabilities Services will determine the appropriate course. This discussion should begin early in the semester so that decisions can be made in a timely manner. Generally, however, alternative test formats are not considered reasonable. (Milani, 1966.) A university is not required to compromise academic standards, and the decision as to whether an alternative test format is a reasonable accommodation rests with the University.

5.3 Assistive Technology

Generally, the university should provide educational auxiliary aids for students with impaired sensory, manual, or speaking skills. When need is indicated, students with disabilities are permitted to use such technology as calculators, spell checkers, word processors, and other mechanical tools that might enhance their opportunity for participation in the academic

environment. If a professor has compelling pedagogical arguments why such a support should be eliminated (calculator, for example), exceptions to this general practice may be made. Calculators may not be used during a placement test since the purpose of the test is to determine an appropriate level mathematics course.

Students must give Disabilities Services timely notification of technology needs to assure the availability of such equipment. Students who abuse University equipment will be charged a fee. (Note: The University does not provide equipment for personal use.)

5.4 Closed-Captioned Videos

Professors are strongly encouraged to purchase closed-captioned videos when new purchases are made. When closed-captioning is unavailable in existing videos, special arrangements will be made for students who need this accommodation to provide a copy of the script of the production, or arrange for the student to view the video with an interpreter, or to provide an alternative comparable assignment, if necessary.

5.5 Audio-Taped Lectures

When determined to be a reasonable accommodation for students with a disability, students are permitted to tape lectures. However, if requested by the professor, the student may be required to sign a taping agreement. If the class is primarily a discussion class, peer students may also request that an agreement be signed to protect their confidentiality. (See Appendix L)

5.6 Faculty Liaison

Students are encouraged to be self-advocates and are provided guidance when requested. Most faculty-student issues can be resolved between the two parties. In the event there is a communication problem or no resolution, Disabilities Services will act as liaison. If a faculty member is not providing an authorized accommodation, the student has the obligation to promptly inform Disabilities Services so that remedial action can be taken. In the event the issue remains unresolved, the student is encouraged to follow the grievance policy set forth in Section 3.8.

5.7 Final Exams

It is Elon University policy that no student is required to take more than two final exams per day. Please refer to the final Exam Policy in the University Catalog. Any exception to this policy for students with disabilities will be considered on an individual basis.

5.8 Interpreting Services

For students with disabilities for whom an interpreter has been determined to be a reasonable accommodation, interpreters will be selected on the basis of experience, level of RID certification, and college-level interpreting experience. If a particular subject area is new to the interpreter, she/he may request a textbook from Disability Services to assist the interpreter in becoming familiar with the discipline's vocabulary and developing new signage. It is important that the interpreter request the text early enough to allow timely delivery.

See Appendix H, "Student Responsibilities When Working with an Interpreter."

See Appendix I, "Registry of Interpreters for the Deaf"

See Appendix J, "Interpreter Responsibilities"

5.9 Note-Taking Assistance

As with other accommodation, it is the student's responsibility to request a note taker by completing an Accommodation Request Form, available in the Disabilities Services office and on the Disabilities Services web site. When note-taking assistance is determined to be a reasonable accommodation for a student with a disability, peer volunteers generally provide note-taking services. Notes are copied by a staff member in Disabilities Services so no copying expense is incurred by the students. Folders for notes, labeled with the course number, section, and professor's name—not the student's name, are maintained in Disabilities Services, where the requesting student can pick up notes as needed. Any dissatisfaction with the notes provided should be reported to Disabilities Services.

5.10 Off-Campus Facilities, Internships, Programs

Reasonable academic adjustments should be provided in internships, student teaching, and other certified school-related programs to ensure that off-campus facilities and programs are accessible but only to the extent the adjustments do not alter the fundamental nature of the educational program. Students with Disabilities participating in such programs should follow the usual procedure outlined in this Guidebook to determine accommodations that should be

provided while they are participating in the program. Disabilities Services will serve as liaison between the student and the program coordinator if needed.

5.11 Personal Needs

The University is not required to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Personal needs that necessitate an attendant are the responsibility of the student. (This may range from assistance in toileting, to being repositioned in chairs, to placing medication in the person's mouth—any personal service.) Students with such needs must retain a personal assistant. Failure to do so may result in an administrative stop being placed on future enrollment until such time as the student demonstrates a personal attendant will be with the student to attend to personal needs.

We strongly recommend that personal attendants are trained and certified. Requesting such services from an untrained, random individual can be a safety threat to both the student with the disability and the individual providing the service. Elon University cannot assume the liability of risk involved.

5.12 Readers

When determined to be an appropriate accommodation for a student with a disability, readers are provided for test-taking only. Otherwise, a reader is considered a personal service and the university is not expected to provide one. The test reader will not offer clarification of test questions. If clarification of the question is a problem for the student, s/he may write a brief explanation of how s/he understood the question so the instructor will understand the point of view of the answer. Or, prior to the test, the student may ask for permission to call the professor to ask for clarification. A reader will note on the test, "Read by"

5.13 Scribe/Typist for Papers or Exams

The typing of papers is a personal service, and therefore, generally not provided by the University. However, for testing situations, students with disabilities that limit their ability to write may be furnished with assistive technology or a scribe. Students should request this service at least one week in advance of the exam. Typists may also transcribe from dictated audiotapes.

Scribes are to note on the test, “Scribed by” Scribes are expected to write as neatly as possible or type what the student dictates. Scribes and typists are not to interpret, explain, or assist with answers at all.

5.14 Service Animals

Animals are generally not permitted in university facilities. However, it is possible that a reasonable accommodation for certain qualified students with disabilities will be the use of a service animal. (See Appendix N, “Policy on Service Animals.”)

5.15 Absences

Academic departments and in some cases individual professors within a department set their own attendance requirements. Students are expected to meet those requirements. However, certain circumstances may require one-on-one consideration.

An occasional student may have an illness/condition that requires the student to miss class fairly often (a student receiving chemo-therapy, for example). The student should be proactive by notifying Disabilities Services that excessive absences are a possibility. When a portion of the grade is based on classroom participation, the student’s professors are notified in advance so that they can discuss the situation, individually, with the student and decide whether other alternatives should be considered. Otherwise, professors may want to consider the following recommendations:

a. It is imperative that a professor avoid the pitfall of “grading the disability” rather than the student’s knowledge. So reducing a grade simply because of absences directly related to the disability should be avoided.

b. If the student can acquire the required skills, competencies, and knowledge of the course, it is reasonable that absences should not affect grades. Even if reasonable accommodation is required (altered delivery system or instructional methodology; altered system of demonstrating knowledge, etc.) the grade should reflect only the skill, knowledge, or competency.

c. However, if with reasonable, altered approaches, the student is not able to acquire and demonstrate the required skill, knowledge, or competency, the student’s grade should reflect the actual knowledge acquired. Also, there may be courses or classes for which no “reasonable” accommodation exists (for example, First Aid, co-ops, internships or other highly participatory classes in which there can be no substitute for attendance).

d. A professor must be informed when a student has such a disability and both professor and student need to be clear about the manner in which competency will be gained and demonstrated.

Section 6: ACCESS TO THE ELON UNIVERSITY CAMPUS

6.1 Activities: Theater Productions, Guest Speakers, etc.

Departments that offer programs or events that are open to the public must be accessible to those with disabilities. Public announcements or advertisements should include a statement regarding accessibility and whom to contact to request special assistance.

If students with disabilities elect to attend extracurricular activities that are voluntary, services to those students with disabilities are the responsibility of the activity host (athletic department, theatre, graduation committee, student sponsored activity board, etc.).

Disability Services can serve if needed as a consultant to an individual with a disability or to the department, committee, or board in meeting individual requests for accommodations at such events.

6.2 Admissions, Readmissions, and Registration

- A. Admissions. All students who meet the academic standards requisite to admission and are otherwise qualified are accepted and are provided services. A student's disability is not considered or inquired about during the admission process. Once admitted, students with disabilities are strongly encouraged to notify the University about their disabilities and to comply with the established procedures for requesting accommodation.

In an effort to notify students of the disability-related services available, the University provides this information in several major publications:

in the Preregistration Guide sent to all incoming freshmen
in mailings to incoming transfers and readmitted students
in the Elon University Catalog
in the Student Handbook
on the application to Elon University
on the cultural calendar
and in other major publications.

B. Readmission After Suspension or Withdrawal

Students with disabilities who have been suspended, voluntarily withdrawn, or who took a medical leave of absence are subject to the same readmission requirements as all other students.

A student seeking readmission after a medical withdrawal may be asked to submit a letter from a health professional indicating that the student is well and can return to campus.

Upon acceptance, students should make their request for accommodation.

C. Registration/Preregistration

Only students using accommodation during any given semester are eligible for early preregistration that semester. Even then, early preregistration is based on need. The office of Disability Services works with the Registrar in determining appropriate preregistration times for students with disabilities. Disability Services notifies students by campus mail of their eligibility for early preregistration and of the designated time.

Students may receive further assistance, if appropriate, by contacting Disability Services. For example, a blind student may need assistance in reading the schedule or the directions for registration.

This procedure is subject to change with changes in the university preregistration process.

6.3 Facilities: Buildings and Other

- A. Existing: Each program or activity *when viewed in its entirety* is to be accessible. The University will remove architectural and structural barriers in existing facilities where readily achievable. This does not always necessarily mean a structural change when other methods are effective. Alternatives may include relocation of classes, redesign of equipment or other adaptations. For example, a professor whose office is not accessible to an individual using a wheel chair must arrange to meet that student at another reasonable location.
- B. New Construction: Each facility or part of a facility is to be designed and constructed in such a manner that the facility or part of the facility is readily accessible.

6.4 Field Trips and Other Off-Campus Activities

An activity held off-campus such as a field trip, internship, or study abroad must afford comparable opportunities for qualified students with disabilities. Reasonable accommodations will be provided to offer a comparable benefit to the extent appropriate and available. When a student is unable to participate in such an activity (a geological field trip, for example), accommodations should be provided such as detailed pictures, drawings, specimens, or printed material. This is applicable to any course whether it regularly includes fieldwork or does so as a supplementary assignment.

6.5 Financial Aid

Students with disabilities are provided equal assistance in obtaining financial aid and student employment as the assistance provided to all students: “A recipient to which this subpart applies may not, on the basis of handicap, provide less assistance than is provided to nonhandicapped persons” (104.45 (a) of Section 504.

The Higher Education Act of 1965 requires that institutions of higher education establish minimum standards of “Reasonable Academic Progress” toward their degree to receive financial aid. Federal guidelines consider a student with 12 credits to be a full-time student. When a student requests a waiver of satisfactory progress requirements, medical documentation must be provided to Disability Services and the Financial Planning Office.

Another important issue to consider for reduced course load is health insurance. If a student is receiving benefits under a parent’s policy, it is important s/he understand that many policies will drop a dependent whose course load falls below full-time status.

6.6 Housing

A college or university that provides housing to its nondisabled students must provide comparable, accessible housing to disabled students at the same cost. Housing for disabled students must also be available in sufficient quantity and variety so that the handicapped students’ choice of living accommodations is, as a whole, comparable to that of other students.

Residence Life observes the legal requirements that housing be accessible to all students and has rooms that are appropriate for individuals with special needs. Housing has policies specific to accommodations for its residents with disabilities. Disabilities Services consults with the Director of Housing when special accommodations are requested for a student with disabilities.

6.7 Inclement Weather Access

The Elon University administration determines when the weather is hazardous to the safety of its staff and students. When determinations are made, public announcements are made on area radio and television stations. The University's inclement weather policy states, "If weather conditions are so severe as to render it dangerous for STUDENTS to reach the college, those who elect not to come to campus on that particular day will not be penalized for failure to do so."

In addition, there are some individuals with mobility problems whose safety may be affected by less-than-hazardous weather conditions. These students may contact Campus Security to determine conditions on campus. If they believe it is unsafe for them to attend school that day, they should leave a voice mail or an email with both the instructor and the Disabilities Services office. The disability verification letter at the beginning of the semester may note this potential accommodation. Students must clarify with faculty how such absences are handled within the stated attendance policy of the specific class.

6.8 Parking Permits

Students qualifying for handicapped parking permits must register with the Campus Security office. Students who provide a state handicap permit must display it properly at all times. Students who do not have a state permit must provide medical verification to Campus Security. If documentation supports the request for a handicapped parking permit on campus, the permit will be provided for the student. Disabilities Services may support the student by writing a letter of support.

6.9 Temporary Parking Permit

Students who have a temporary medical condition requiring special parking or who have been unable to process the state handicap parking permit may request a temporary handicap permit from the Campus Security office. In some cases, permits may be renewable. Disabilities Services may assist the student by writing a letter of support.

6.10 Emergency Response

The Department of Campus Safety and Police is responsible for emergency responses, including medical alerts, evacuations, etc. At the beginning of each semester, Disability Services notifies Campus Safety and Police of any student on campus who may require an emergency medical response. Campus Safety and Police has access to housing and class records in order to facilitate emergency response.

Campus Safety and Police will also contact the Administrator on Call, one of the staff members trained to assist administratively in a variety of emergency and crisis situations and to provide emergency administrative intervention in those situations. In a student emergency, the Administrator on Call will work with the student and his family to provide administrative response and support. The Administrator on Call is available 24 hours a day, seven days a week.

6.11 Publication of Disability Services

Major publications have a reference to accessibility for individuals with disabilities, including the name of contact persons.

The increased use of computers makes publications accessible to a larger audience. The Elon catalog and class schedule as well as other major publications are in print format and are on-line. Disability Services will provide assistance for students whose disabilities preclude using either of these two formats.

6.12 Recruitment

Recruitment by university personnel does not discriminate on the basis of disability. Reasonable accommodations will be provided to prospective students and their families while they are actively considering and pursuing admission to the university.

The Admissions Office does not make preadmission inquiries about disabilities.

6.13 Scholarships

The Financial Aid Office provides scholarship services. Any student who meets the individual scholarship requirements may apply.

6.14 Student Conduct

Students with Disabilities are subject to the Elon University student code of conduct, as are all other students. Inappropriate behavior will be referred to the Assistant Dean of Students and/or Campus Safety and Police. The Assistant Dean of Students and the Disabilities Services Coordinator may need to consult about students with disabilities.

Persons with Tourette's syndrome can have behaviors that *appear* to be inappropriate. In this instance, the coordinator will work closely with the student and his/her physician, the instructor and other indicated persons to determine the most appropriate accommodation for this student.

6.15 Student Employment

Students with disabilities meet the same employment criteria that all other students must meet. If a student meets the financial criteria, work-study grants are part of the financial aid package. Individuals with disabilities adhere to the general campus nondiscrimination policy.

6.16 TTD/TTY Technology Locations

Elon has telecommunications devices that provide equal access to individuals who rely on TTD/TTY communications technology. The equipment is evaluated periodically to ascertain that it is in working order, and adequate training is provided to personnel associated with the technology. Disability Services, Campus Safety and Police, and the Moseley Center are primary locations for this technology. With telephone systems using 911 for the emergency service number, TTY users cannot be required to use a separate 7-digit access number as that would not be providing *direct, equal access*. Also, relay services do not provide "direct access."

6.17 Student Health Services

Student health services are provided in the R.N. Ellington Health and Counseling Center. Students with disabilities qualify for the same services as all other students. Any medical services specific to the disability are the responsibility of the student. The Ellington Center staff will provide specific information regarding their services and may make referrals to professionals in the community.

6.18 Academic Advising

At the student's request advisors work with Disability Services to determine if course load, course combinations, or class times are appropriate. Advisors may also refer students to offices on campus that provide support services.

6.19 Career Services

The Career Center is open to all students, providing services without bias or limitation to students with disabilities. Students with disabilities will not be “counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.” (504 and 104.47(2b))

6.20 Counseling Center

The Counseling Center provides free short-term counseling related to personal issues for all students. Disability Services refers students to the center when there is conflict and the student does not have a personal counselor. When students sign a release, the counselor from the Counseling Center and Disability Services may collaborate with the student on strategy development or problem solving.

APPENDIX A

DEFINITIONS

Different definitions and standards exist concerning specific learning disabilities, their diagnoses and treatment. Below is a review of current thought and definitions of “specific learning disability” or “perceptual or communicative disorder.”

1. Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)

The DSM-IV criteria for learning disorders specifies there are learning disorders in reading (315.00), mathematics (315.1), written expression (315.2) and uses the assessment that the “ability, as measured by individually administered standardized tests, is substantially below that expected given the person’s chronological age, measured intelligence, and age-appropriate education.” (Note: The state of North Carolina specifies “substantially below” as 15 points below.)

2. As defined by the Center for Adult Learning of the American Council on Education,

“Learning Disabilities constitute a chronic handicapping condition of neurological origin that selectively interferes with the acquisition, integration, and/or expression of verbal and/or nonverbal abilities. It is an inherent, lifelong handicap which manifests itself in both academic and non-academic areas. It includes, but is not limited to, the following conditions which may affect an individual’s ability to be tested fairly: dyslexia, dysgraphia, dyscalculia, dyslogia, hyperactivity, attention deficit disorder, receptive aphasia, and distractibility. It may result from a variety of circumstances including trauma, illness, or arrested drug or alcohol abuse.”

3. The Federal Definition of Specific Learning Disability

“Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include students who have learning problems that are the result of visual, hearing or motor limitations, mental retardation, emotional disturbance or

environmental, cultural, or economic disadvantage.” (U.S. Office of Education, August, 1977).

4. Definition from The National Joint Committee on Learning Disabilities

“A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of 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.” (1990, p. 65)

5. As defined by the Americans with Disabilities Act, a person is disabled if s/he:

- a. has a mental or physical impairment which substantially limits one or more of the person’s major life activities;
- b. has a history of such impairment; or
- c. is regarded as having such an impairment.

6. Other ADA Definitions:

Disabled person: any person who has a physical or mental impairment which substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment.

Physical impairment: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine.

Mental impairment: any mental or psychological disorder such as organic brain syndrome, emotional or mental illness, specific learning disabilities, and Attention Deficit/Hyperactivity Disorder.

Major life activities: functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Record of such: a history of or has been misclassified as having an impairment.

Regarded as having: does not limit a major life activity but is treated as such, is limited only as a result of attitudes of others or is treated by a recipient as having such an impairment. Individuals regarded as having such an impairment include individuals with stigmatic conditions (such as persons who have been burned) that are viewed as physical impairments even if they do not substantially limit major life activities; the person’s ability to work may be substantially limited as a result of negative reactions of others to the impairment. Perceived disabilities include such conditions as those controlled by medication (epilepsy, diabetes) or cerebral palsy.

Substantially limits: prohibits or significantly restricts an individual’s ability to perform a major life activity as compared to the ability of the average person.

The term physical or mental impairment includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, AIDS, HIV, cancer, heart disease, diabetes, mental retardation, emotional illness, and arrested drug addiction and alcoholism.

Determining whether a person is substantially limited depends on the nature and severity of the person's disabling condition. Temporary disabilities fall within the definition of disability to the extent that they "substantially limit one or more major life activities" even if only temporarily. A student's ability to mitigate the impairment also factors into whether the student is "substantially limited."

Qualified person with a disability means a person with a disability who meets the essential eligibility requirements for participation in or receipt from a program or activity given appropriate accommodations.

Documentation means a written document explaining how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria. If a disability is not obvious, an individual must provide documentation from an appropriate professional such as a psychologist, a learning disabilities specialist, or medical doctor (if the disability is health related).

Conditions excluded from the definition of disability include: homosexuality, bisexuality, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from illegal use of drugs.

Specifically included in the definition of individual with a disability are people who:

1. have successfully completed a drug rehabilitation program and who are no longer engaging in the illegal use of drugs or have been otherwise rehabilitated successfully and are no longer using drugs; and
2. are participating in a supervised rehabilitation program and are no longer using illegal drugs.
3. are not using drugs but are erroneously regarded as engaging in drug use.

However, illegal drug use is excluded from the definition of disability.

APPENDIX B

Evaluation and Documentation Criteria

1. Recommended Instruments for Assessment of Specific Learning Disabilities in Late Adolescents and Adults:

Assessment measures selected for use in any evaluation should be normed appropriately and used according to the test author's recommendations. Reliability and validity data should also be considered in the selection of test instruments. Abbreviated test batteries are not acceptable for the assessment of learning disabilities unless the test authors recommend the shortened version for this purpose.

Note: Individual learning deficits, learning styles, learning differences, or learning preferences do not, in and of themselves, constitute a significant learning disability. The evaluation must make a clear diagnosis of significant disability.

Minimal assessment of learning disabilities and their academic impact should include measures of:

- a. Intellectual/cognitive/information processing abilities (one instrument unless the diagnostician determines otherwise).
 - Halstead-Reitan Neuropsychological Battery (complete battery not indicated unless there is a head injury or suspicion of some other cognitive dysfunction)
 - Stanford-Binet IV
 - Wechsler Adult Intelligence Scale II or III
 - Woodcock Johnson Psycho-educational Battery-Revised (Part I, Tests of Cognitive Ability)
 - Wechsler Memory Scales-Revised (supplement to WAIS-R)
- b. Academic Achievement (one only)
 - Woodcock Johnson Psycho-educational Battery-Revised (Part II, Tests of Achievement)
 - Peabody Individual Achievement Test – Revised (ages 5 to 18)
 - Stanford Test of Academic Skills (grades 8 – 13)
 - Nelson-Denny Reading Test ELF (used only to determine reading rate when extended time accommodation is a consideration (grades 9+))
- c. Current and Historical Socio-Emotional Adjustment

The purpose of this comprehensive interview is to screen for other factors that may contribute to learning difficulties. It is vital in making differential diagnoses and identifying current needs. Information gathered helps rule out emotional, sensory, head injury, substance

abuse and educational deficiencies as the primary diagnoses or explanation for current academic difficulties. Objective personality tests may also be used for screening purposes but never in the absence of or in lieu of a thorough clinical interview.

2. Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD)

To get a good evaluation of AD/HD a person should go to a qualified mental health professional (developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, or a combination of such professionals) who has experience working with individuals with attention problems. AD/HD is considered a medical or clinical diagnosis. The diagnostician must be impartial and not a family member of the student.

A diagnosis of AD/HD is not as “clear cut” as are the diagnoses of many other disabilities. One reason is that the “symptoms” of AD/HD are also the symptoms of many other conditions, including depression, anxiety, thyroid problems, early bi-polar disorder, hearing problems, head injury, certain seizure disorders, mononucleosis, adjustment disorders, reaction to medication, other health concerns, and even boredom.

AD/HD is too quickly diagnosed so that the real problem is never addressed, leading to more frustration and a sense of inadequacy for the student. At the same time, AD/HD should not be ignored as it is a real problem for many students. One estimate is that 2 out of 3 people with AD/HD never get help because an accurate diagnosis is missed.

Recommended documentation includes:

- A clear statement of AD/HD with the DSM-IV diagnosis and a description of supporting past and present symptoms. May include a physical exam (to rule out mono, thyroid, or other possible physical causes of AD/HD symptoms); developmental history, family history, parent interview, teacher interview, in-dept clinical interview, psychological testing, TOVA.
- The diagnostic Criteria for Attention Deficit / Hyperactivity Disorder as described in the DSM-IV manual include symptoms of both inattention and impulsivity. Criteria must be seen both at home and at school. The behaviors must be seen as a real problem, not just an occasional or mild concern. For AD/HD Inattentive Type, six or more of the symptoms must be revealed. For AD/HD Impulsive-Hyperactive Type, six or more symptoms must be revealed. For AD/HD Combined Type both the above criteria must be met. (This should be one of the components chosen.)
- Current documentation, completed no more than four years prior to enrollment at Elon.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis. The evaluation should include both intelligence/ability and achievement tests scores.
- A narrative summary, including all scores supporting the diagnosis.
- A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- A clear statement of specific recommendations and how they relate to the disability.
- Further assessment by an appropriate professional may be required if co-existing learning disabilities and/or other disabling conditions are indicated.

3. Documentation of Blindness / Low Vision

Ophthalmologists are the primary professionals involved in the diagnosis and medical treatment of individuals who are blind or who experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

- A clear statement of vision-related disability with supporting numerical description that reflects the current impact the vision loss has on the student's functioning. The age of the acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.
- Present symptoms that meet the criteria for diagnosis.5.6-d Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program.
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, including functional limitation, the use of corrective lenses and ongoing visual therapy (if appropriate).
- A statement of the functional impact of limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

4. Documentation of Head Injury/Traumatic Brain Injury

Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include physicians, neurologists, licensed clinical, rehabilitation and school psychologists, neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
- Documentation for eligibility must reflect the current impact the head injury has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodation.
- A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
- A summary of present residual symptoms which meet the criteria for diagnosis.
- Medical information relating to the student's needs including the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are requested. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

5. Documentation of Physical and Systemic Disorders

These include but are not limited to: multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy and spina bifida.

Any physical disability or systemic illness is considered to be in the medical domain and requires the expertise of a physician, including a neurologist, physiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes:

- A clear statement of the medical diagnosis of the orthopedic/mobility disability or systemic illness.
- Documentation for eligibility must reflect the current impact the physical disability or systemic illness has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodation and the current status of the student). Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- A description of present symptoms that meet the criteria for diagnosis.
- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the university environment.

A statement of the functional limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context or in the area in which accommodations are being requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

6. Documentation of Psychiatric / Psychological Disorders

These include depressive disorders, post-traumatic stress disorder, bipolar disorders and dissociative disorders. A diagnosis by a licensed mental health professional, including licensed clinical social workers, licensed professional counselor, psychologists, psychiatrists and neurologists is required and must include the licensee number. The diagnostician must be an impartial individual who is not a family member of the student.

Recommended documentation includes.

- A clear statement of the disability, including the DSM-IV diagnosis and a summary of present symptoms.
- Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- Medical information relating to the student's needs, including the impact of medication of the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodation is requested. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

7. Documentation of Asperger Syndrome

DSM-IV-TR Diagnostic Criteria for Asperger Syndrome, 299.80

- A. Qualitative impairment in social interaction, as manifested by at least two of the following:
 - 1. marked impairment in the use of multiple nonverbal behaviors, such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
 - 2. failure to develop peer relationships appropriate to developmental level
 - 3. a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people
 - 4. lack of social or emotional reciprocity
- B. Restricted repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:
 - 1. encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in intensity or focus
 - 2. apparently inflexible adherence to specific, nonfunctional routines or rituals
 - 3. stereotyped and repetitive motor mannerisms (from finger twisting to whole body movements)
- C. The disturbance causes clinically significant impairment in social, communication, behavioral, occupational, or other important areas of functioning.
- D. There is no clinically significant general delay in language.
- E. There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior, and curiosity about the environment in childhood.
- F. Criteria are not met for another specific Pervasive Developmental Disorder or Schizophrenia.

8. Documentation of Rehabilitated Drug Addiction / Alcoholism

Professionals who are qualified for diagnosing, treating and providing documentation for individuals who have been rehabilitated for drug addiction or are under treatment for alcoholism include physicians with a specialty in addiction, clinical psychologists, psychiatrists and licensed mental health professionals or State Health Department certified addiction counselors who are supervised by psychologists or psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Note: Read the Elon University policy on drug abuse and student expectations in the Student Handbook.

Recommended documentation includes:

- A clear statement of successful completion of a supervised drug rehabilitation program with the DSM-IV diagnosis. A dated statement attesting to the compliance with appropriate post-rehabilitation treatment (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- A summary of qualitative and quantitative information that supports the diagnosis.
- Medical information relating to the student's needs, including the functional limitation and the impact of medication the student's ability to meet the demands of the university environment.
- A statement of the current functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodation is requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

9. Documentation of Visual Disorders (Not Acuity)

Learning-related visual disabilities include, but are not limited to, the following disorders: ocular motility dysfunction/eye movement disorders, vergence dysfunction/ inefficiency in using both eyes together, strabismus/misalignment of the eyes, amblyopia/lazy eye, accommodative disorders/focusing problems, visual sensory disorders, and motor integration. Professionals conducting assessment and rendering diagnoses of these disabilities must be qualified to do so and have experience in assessing the needs of late adolescents or adult learners. The qualified professional in this field is licensed to practice as an optometrist. The diagnostician must be impartial and not a family member of the student.

Recommended documentation includes:

- A clear statement of the learning-related visual disability with supporting numerical description (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodation). Documentation must reflect the current impact the disability has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores.
- Present symptoms that meet the criteria for diagnosis.
- Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile, including the use of corrective lenses and ongoing visual therapy (if appropriate).
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested. Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions are indicated.

10. Learning Disability Not Otherwise Specified

The American Psychiatric Association has included a consideration, 315.9 Learning Disorder Not Otherwise Specified, which states:

“This category is for disorders in learning that do not meet criteria for any specific learning disorder. This category might include problems in all three areas (reading, mathematics, written expression) that together significantly interfere with academic achievement even though performance on tests measuring each individual skill is not substantially below that expected given the person’s chronological age, measured intelligence, and age-appropriate education.” (American Psychiatric Association. 1994. Diagnostic Criteria from DSM-IV, p. 52-53.)

It is Elon University’s position that the DSM-IV Learning Disorder Not Otherwise Specified will not generally be recognized. Subjective criteria will not be adequate for a diagnosis of learning disability when there are a number of recognized assessments in the field.

APPENDIX C

Information and Suggestions for Teachers of Students with Disabilities

Anne R. Thompson and Leslie Bethea of Mississippi State University prepared “A Desk Reference Guide for Faculty and Staff” as a quick reference for information, accommodations, and legal requirements in providing access for students with disabilities. Many of their suggestions are included below.

Specific Learning Disability

Specific Learning Disabilities are significant difficulties in reading, writing, speaking, listening, reasoning, or mathematics. They affect how a person acquires, integrates and/or expresses information. To support students with these disabilities faculty may consider incorporating the following suggestions into their teaching repertoire:

- Select a text with a study guide when possible.
- Include a statement in your syllabus inviting students to make an appointment with you during your office hours to discuss their disabilities.
- Include a statement in the syllabus about Disabilities Services. For example, “Students with disabilities should request accommodations through Disabilities Services.”
- Make course expectations clear.
- Ask for volunteer notetakers at the beginning of the course.
- With each class, briefly review the previous lecture.
- Write key words, technical terms, and proper names on the board or provide a lecture handout or outline.
- Begin each lecture with a brief outline of material to be covered during that class.
- Provide guided lecture questions.
- Face the class when speaking and always speak directly to students.
- Use gestures and natural expressions to convey meaning.
- Briefly summarize material at the end of each class.
- Give assignments orally and in writing.
- Provide frequent opportunities for questions and answers.
- Well in advance of exams, provide study questions that illustrate the format as well as the content of the exam.
- Explain what constitutes a good answer and why.
- Write clear exam questions and include a lot of white space on the page.
- Use a multisensory approach--visuals, overheads, and handouts along with lecture.
- Distribute samples of good papers as examples or post a model on your web site.
- Use captioned videos whenever possible. They are helpful to students with hearing loss as well as to international students.
- Give frequent quizzes or short in-class writing assignments to provide frequent feedback.
- Provide PowerPoint copies before the lecture.
- Have students work in groups with hands-on activities or very specific group assignments.
- Think about seating arrangements and match student needs with location.

Attention Deficit/Hyperactivity Disorder

AD/HD is officially called Attention Deficit/Hyperactivity Disorder and is a neurologically based medical problem. It is a developmental disability characterized by inattention, impulsivity; hyperactivity, difficulties with organization, and dysgraphia. Students with AD/HD may demonstrate difficulty with one or more of the following:

- Concentration
- Listening
- Starting, organizing, and completing tasks
- Providing structure for their work and assignments
- Following directions
- Making transitions
- Interacting with others
- Producing work at a consistently normal level
- Organizing problems that involve multiple steps
- Performing well in late afternoon or evening
- Following through with directions with several steps/parts
- Organizing multi-step tasks

Though accommodations are determined on a case-by-case basis, suggestions for supporting a student with AD/HD include but are not limited to:

- Front row seating
- Making assignments both orally and in writing (especially in writing)
- Providing the student help with structure
- Including a long break between classes
- Testing in private
- Extended testing time
- One-on-one clarification of material
- Frequent feedback
- Include also any of the suggestions under Specific Learning Disability.

Blind/Impaired Vision

Visual disabilities vary greatly and include disorders in the senses of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as “acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision).” Legal blindness may be caused by tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia.

Accommodations are determined on a case-by-case basis, but suggestions for supporting a student with loss of vision include but are not limited to the following:

- Large print for handouts, notes, tests

Books on tape
Reading lists and syllabi provided in advance to permit time for locating appropriate formats.
Seating in the front of the classroom and seating that reduces glare from windows.
Tape recording lectures
Note-taking services or devices
Clear black print on white, pale blue, or pale yellow paper
Testing accommodations include: taped tests, reading of tests, scribes, extended time, separate place, enlarged print, computer word processing software with speech access.
Materials presented on the board or on transparencies read out loud and later provided in large print format.
Lab assistant
Advanced notice of class schedule or location change
Professor using a black felt tip marker on whiteboards and for writing comments on written assignments
Use of a service animal or white cane.

Vision Impairment – Not Acuity

Learning related visual disabilities include, but are not limited to ocular motility dysfunction / eye movement disorders, vergence dysfunction / inefficiency in using eyes together, strabismus / misalignment of the eyes, ambliopia / lasy eye disorders, and motor integration. The functional limitation varies according to the intensity of the problem.

These disorders lead to:

Eye fatigue
Slow reading
Difficulty with maps and charts.

Though accommodations are considered on a case-by-case basis, suggestions for supporting students with non-acuity vision problems include but are not limited to:

Avoiding seats where there is a glare from light
Using a guide for reading
Taking frequent breaks to rest the eyes
Using extended time for testing
Experimenting with various colors of paper for handouts and tests
Using readers for tests
Using books on tape

Closed Head Injury/Traumatic Brain Injury

Head injury is one of the fastest growing disabilities for people 15 to 28 years old. There is a wide range of differences in the effects of a TBI on individuals, but most cases result in some type of impairment. The functions that may be affected include memory, cognitive/perceptual communication, speed or fluidity of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, motor ability, sensory perception, physical disabilities, and speech impairment. Students with TBI may demonstrate one or more of these effects and they may be mild, moderate, or severe:

- Difficulty organizing thoughts, cause-effect relationships, and problem solving
- Difficulty processing information
- Slow word retrieval
- Difficulty establishing routine or structure
- Difficulty generalizing and integrating skills
- Difficulty interacting with others
- Poor judgment
- Poor memory
- Difficulty with voice projection and clarity of voice
- Discrepancies in abilities (for example, reading comprehension level may be much lower than spelling ability)

Accommodations are determined on a case-by-case basis, but suggestions for supporting a student with TBI include but are not limited to:

- Providing aids to compensate for memory loss
- Establishing routines with step-by-step directions
- Providing books and lectures on tape
- Providing repetition or some type of reinforcement of information to be learned
- Providing a tutor
- Include also any of the suggestions under Specific Learning Disability.

Deaf/Impaired Hearing

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

Though accommodations are determined on a case-by-case basis, suggestions for supporting a student with hearing loss or deafness include but are not limited to:

- Front row seating
- Written supplement to oral instructions, assignments, and directions
- Visual aids as often as possible
- Closed-captioned videos
- Speaker facing the class during lectures
- Overhead or whiteboard
- Speaker repeating the questions and statements of other students in the class
- Note taker for class lectures
- Test accommodations: extended time, separate place, proofreading of essay tests, access to word processing, interpreted directions.
- Unfamiliar vocabulary written on the board or a handout
- Small amplification system
- Interpreter, seated where the student can see the interpreter and the lecturer
- Excess noise reduced as much as possible to facilitate communication
- Instructor facing the student who is lip reading, speaking slowly, using shorter sentences and making appropriate facial expressions and gestures
- Beards and moustaches trimmed close to make lip reading easier
- Alternatives to oral presentations
- The use of overheads and all types of visual aids providing better communication Copies of Power Point slides.

Orthopedic/Mobility Disorders

A variety of orthopedic / mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), Cerebral Palsy, Spina Bifida, amputation, Muscular Dystrophy, cardiac conditions, Cystic Fibrosis, paralysis, Polio / postpolio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities so accommodations vary greatly.

Characteristics may include:

- Pain
- Spasticity or lack of coordination
- Flare-ups of intensity of the symptoms
- Periods of remission in which little or no symptoms are present
- Inability to walk without crutches, canes, braces, or walkers
- Inability to sit for long periods of time
- Inability to stand or walk and may use wheelchair to conserve energy or gain speed
- Limited lower body use but full use of arms and hands
- Limited lower body use and limited use of arms and hands
- Impairment of speech or hearing

Limited head or neck movement
Decreased physical stamina and endurance
Decreased eye-hand coordination

Accommodations are determined on a case-by-case basis, and suggestions for supporting a student with Orthopedic / Mobility Disorders include but are not limited to:

Accessible location for the classroom and place for faculty to meet with the student
Extra time to get from one class to another, especially in bad weather
Special seating in the classroom
Note takers, use of tape recorders, laptop computers, photocopying of peer notes
Test accommodations: extended time, separate place, scribes, access to word processors
Special computer software: voice activated word processing, word prediction, keyboard modifications
Extra time for assignments because of slow writing speed or fatigue
Adjustable lab tables, drafting tables
Customized physical education class activities that allow the student to participate within her/his capabilities
Taped texts
Advanced planning for field trips to ensure accessibility

Other Disorders, Primarily Systemic Disorders

Some students have disabilities that originate from a system disorder. The degree to which these disabilities affect students in the academic setting vary widely. At times, it is not the condition itself but the medication that is required to control symptoms that impair academic performance. Common side effects of medications include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. In some cases, the degree of impairment varies from time to time because of the nature of the disability or the medication. Some conditions are progressive and others may be stable. A partial list of such disabilities includes:

AIDS
Hemophilia
Arthritis
Lupus
Asthma
Motor neuron diseases
Burns
Multiple sclerosis
Cancer
Muscular dystrophy
Cardiovascular disease
Seizure disorder (See the discussion on accommodating seizure disorder at the

end of this section.)

Dysgraphia—inability to write words with appropriate syntax or physical difficulty with handwriting

Dysphasia—inability to speak with fluency or sometimes to understand others

Figure-ground perception—inability to see an object from a background of other objects

Visual discrimination—inability to see the difference in objects

Auditory figure-ground perception—inability to hear one sound among others

Auditory sequencing—inability to hear sounds in the right order

Individuals with these disabilities may exhibit an inability to perform in accordance with the norm in such areas as:

Oral language—understanding, word recall, grammar, pronunciation

Listening comprehension

Written expression—spelling errors, sentence structure, organization and development

Basic reading skills—slow reading rate and retention, tracking skills, difficulty with syntax and tests

Mathematical reasoning and calculation—basic operations, number reversals and confusion of symbols, copying problems, concept of time

Social skills—spatial disorientation, low frustration level, low self-esteem, problem resolution

Study skills and time management

Accommodations are determined on a case-by-case basis, but suggestions for supporting students with Systemic Disorders may include but are not limited to:

Reduced course load (i.e., the number of semester hours--not course requirements)

Extended time to complete assignments

Tape recorders

Note taking

Taped texts

Extended time for in-class assignments

Assistive technology (calculator, word processing)

Extended time for testing in a distraction-reduced environment

Asperger Syndrome

Asperger Syndrome is a pervasive developmental disorder in the group of disorders commonly known as Autism Spectrum Disorders. Asperger Syndrome is generally thought of as one of the higher functioning forms of Autism. It is characterized by impairments in social interaction, communication, imagination, and often a rigid repetitive pattern of activities. AS results from anomalies in the physical brain, not emotional or behavioral problems. The impact of AS varies greatly from person to person.

Individuals with Asperger Syndrome may have some of the following characteristics:

Strengths:

Average or higher intelligence
Often academically precocious
Interested in adult topics, intellectual topics
May have amazing concentration
May be good conversationalist on certain topics
Are incredibly courageous, given what they have to deal with every day

Difficulties:

Marked social impairment
Inability to read nonverbal communication cues, body language, gestures
Inability to make or keep eye contact
Inability to express emotions appropriately with a tendency to under or over express emotion
Preoccupation with one or more “special interests”
Strict adherence to routine
Repetitive mannerisms
Unusual facial grimaces or tics
Constant stress, easily upset
Unusual fear or distress due to ordinary sounds, touch, smells, tastes, visual stimulation, common objects, noisy and crowded places
Motor clumsiness
Difficulty with generalizing, difficulty with abstractions

Accommodations for individuals with Asperger Syndrome are determined on a case-by-case basis, but suggestions for supporting a student with AS include but are not limited to the following:

Provide explicit instructions, directions; written instructions are best
Provide clear expectations and rules
Teach flexibility, cooperation
Be as concrete as possible in presenting new concepts, show examples
Seat the student in the front of the classroom
Help the student learn when to ask for help
Help him see how other people react as they do
Pause before restating questions or prompts
Provide oral material in writing as well
Allow tape recording of class
Consider the student’s resistance to change as an indicator of stress
Use examples, models
See also general suggestions for student with Specific Learning Disability

Rehabilitated Substance / Alcohol Abuse

A rehabilitated substance abuser's performance is dependent upon the length of time the substance was abused, the age of onset, and the type of substance(s) abused.

Characteristics and suggestions for supporting the individual may be similar to AD/HD or there may be comorbid psychological disabilities. Actual accommodations are granted on a case-by-case basis.

Temporary Medical Conditions

Though not required by law, accommodation of temporary medical conditions is a humane consideration that might be accommodated through various student services on campus. Students who are recovering from surgery, injury, trauma, or severe illness may receive reasonable accommodation for a limited time period. Encouragement to contact Disabilities Services to request temporary support may prevent a student from dropping out of school.

Documentation is requested for temporary medical conditions needing accommodation. Reasonable accommodations are based on the nature of the medical condition.

Suggestions for supporting students with temporary medical conditions may include but are not limited to:

- Using a liaison with faculty regarding absences
- Requesting a volunteer to copy class notes and gather handouts
- Determining if the student qualifies for an incomplete and collaborating with the instructor
- Taking make-up exams
- Testing in isolation
- Relocation of classroom
- Other accommodations as appropriate

Medical Emergencies

It is not uncommon to have students on campus who may be prone to heart attack, seizure, diabetes, or other disorders that require immediate medical response. One procedure that has been most beneficial is to have the student sign a release of information form or even to establish an emergency protocol. Then, Disabilities Services, Health Services, Campus Safety and Police, Student Development, and classroom instructors can be provided with the approved emergency protocol—as needed. This protocol will vary depending on the person and the medical condition.

Seizure Disorder

Student Life, Health Services, and Disabilities Services have adopted the following plan for assisting a student with a seizure disorder.

The student provides information regarding:

- The particular seizure disorder, the frequency, duration and intensity
- The best method of assistance
- Documentation for a physician
- A signed self-disclosure and release of information form

A protocol is established and is signed by the student. It includes instructions as to how long to wait before calling Health Services, Campus Safety and Police or an ambulance. Other relevant information may be included as needed. A copy of this protocol is furnished to persons (including professors) and offices that “need to know” the established protocol.

***General Seizure Occurrence Protocol**

The faculty member instructs a class member to call Campus Safety and Police at x5555. The faculty member instructs students to clear an area and wait in the hall to give the student privacy.

The faculty member (or Campus Safety officer, or nurse) assists the student by following the established protocol. Generally, this means making the student comfortable, placing a soft object under her/her head.

If the seizure lasts longer than the time indicated in the disclosure, security may call an ambulance.

When the student recovers, she/he may elect to continue class, or Campus Safety may need to assist the student to her/ his room or to Health Services.

Following a seizure, individuals frequently experience fatigue, cloudy thinking, disorientation, even temporary amnesia, which can last from several minutes to a few days.

APPENDIX D

Disability Disclosure and Request for Accommodation

If you have a disability that requires accommodation, please complete and return this form to Susan Wise in Duke 108 or mail it to Campus Box 2251. (It cannot be delivered electronically.) Please call 278-6500 if you have questions. **Accommodations are granted only to students who have provided an appropriate evaluation with a diagnosis of significant disability. Return this form with a copy of your schedule for the semester you are requesting accommodations.**

Today's date _____

Name _____
Please print -- Last, First, MI _____ Elon ID # _____

Campus Box _____ Phone _____ e-mail _____
Semester for which you are requesting accommodations? Summer 200____ Fall 200____
Winter 200____ Spring 200____

What is your disability? Be specific (dyslexia, AD/HD, hearing, vision, epilepsy, mobility, etc.)

What accommodations are you requesting? _____

Are you studying abroad during the semester checked above? If so, where? _____

Signature

Notes: 1) A request for accommodations form must be filled out each semester.
2) Remember to pick up the notes and distribute them to your professors
in the first two weeks of the semester and return the faculty signature

form to me.

Accommodations are not retroactive.

APPENDIX E

Disability Verification and Notice of Accommodation

To: Professors of _____ **Class** _____

From: Disabilities Services

Date:

Re: Disabilities and appropriate accommodations

Section 504 of the Rehabilitation Act of 1973 and the ADA both protect the rights of individuals with disabilities (i.e., the rights to participate in and benefit from programs and activities and to be protected from discrimination) and provide for reasonable accommodations for them.

The student named above has provided documentation of a disability and has been determined to be eligible for accommodation.

Appropriate accommodations for this individual include:

___ **extended time for tests, quizzes, exams, in-class work**

___ **testing in distraction-reduced environment**

___ **a copy of class notes or a recording of the class lecture (Please ask for a volunteer from the class.)**

___ **preferential seating**

___ **use of word processors for writing and tests requiring writing**

___ **other:**

I have encouraged this student to see you so that together you might discuss the student's particular strengths and disabilities and perhaps plan some strategies for his/her success in your class. Please be sure to contact me if you see a need for further accommodation or if the student seems to have difficulty completing academic expectations.

APPENDIX H

Student Responsibilities When Working with an Interpreter

- 1) Arrive a few minutes early on the first day of class to meet your interpreter, introduce yourself and your interpreter to the instructor, and to find an appropriate seat. It is important to inform the interpreter where you prefer him/her to be positioned in the classroom. Keep in mind your preferences may change during class. (Teachers may use overheads, films, or move through the classroom; the interpreter can move to different positions if necessary).
- 2) **Before** the first day of class, inform your professors that note-takers are essential.
- 3) It is always your decision whether or not to use your voice while you sign or cue. However, it is important to inform your interpreter ahead of time of your preference.
- 4) Remember all course-related questions should be directed to your instructor—not your interpreter. If you have any questions, the interpreter is available to interpret for you and the instructor. Class notes and assignments are your responsibility.
- 5) Inform Disabilities Services as soon as possible when you know you will be late or absent from class. The interpreter will wait only 15 minutes unless he/she has been informed otherwise. Notify Disabilities Services immediately if you are aware that a class will be cancelled. After one failure to notify Disabilities Services and the interpreter of a class absence **BEFOREHAND**, the payment of the interpreter for any missed classes will be the student's responsibility.
- 6) Tutoring services are available in the Library. You may request an interpreter by filling out an interpreter request form in the Coordinator's Office in Alamance 101.
- 7) Meet with your interpreter to discuss technical signs or to invent signs for specialized vocabulary. If you do not understand a sign the interpreter has used, ask for clarification. If you have problems understanding an interpreter, try discussing it with him/her before seeing the Coordinator.
- 8) You are expected to have a professional, respectful attitude toward your interpreter at all times. If a conflict arises between you and an interpreter, you should first address your concerns with the interpreter. If the issue is not resolved you should bring your concerns to the Disabilities Services Coordinator. This office will make every effort to ensure reasonable and appropriate accommodations.
- 9) When taking an exam, you may wish to excuse your interpreter. However, it is a good idea to check with the instructor first. Many times an instructor will continue a lecture after an exam or quiz.
- 10) If you opt to keep your interpreter in the room for the exam, the interpreter **will not interpret the exam** in any way. If you are unsure of a question's meaning, direct your questions to the instructor only. The interpreter can then interpret the instructor's answer to you.
- 11) Familiarize yourself with the RID Code of Ethics for Interpreters. A copy is attached. Also, read the Responsibilities of Interpreters so that you can be clear on their role and responsibilities.
- 12) Students should regularly meet with the Coordinator to discuss progress and interpreting services.
- 13) If a student schedules an interpreter without first going through the Coordinator's office, payment of that interpreter will be the student's responsibility

- 14) When requesting interpreters for class-related meetings, remember to make the request as soon as possible to give us ample time to locate an interpreter. Also class-related meetings must be scheduled to meet on campus and during the week—preferably during business hours, unless specifically approved by the Coordinator beforehand.
- 15) In the event of an interpreter shortage, priority will be given in the following order:
- 1) regularly scheduled classes
 - 2) academic events and meetings required by classes
 - 3) meeting with faculty
 - 4) other campus activities
- 16) If for some reason your interpreter is habitually late or does not show up, please report this immediately to the Interpreter Coordinator.

I acknowledge that I have read and understand these guidelines.

Student's signature

Date

Interpreter's signature

Date

APPENDIX I

REGISTRY of INTERPRETERS for the DEAF (RID)

The Registry of Interpreters for the Deaf, Inc., (RID) is the only national association dedicated to the professional development of interpreters and transliterators. Founded in 1964, RID has played a leading role in establishing a national standard of quality for interpreters and transliterators. The association encourages the growth of the profession, educates the public about the vital role of interpreters and transliterators, and works to ensure equal opportunity and access for all individuals.

RID's mission is to provide international, national, regional, state and local forums and an organizational structure for the continued growth and development of the profession of interpretation and transliteration of American Sign Language and English.

The Registry of Interpreters for the Deaf
8630 Fenton Street, Suite 324
Silver Springs, MD 20910
(301)608-0050 (v/tty), (301)608-0562 (tty)
(301)608-0508 (fax)

Registry of Interpreters for the Deaf CODE OF ETHICS

In an effort to protect and guide interpreters, transliterators, and consumers RID members established principles of ethical behavior. The organization enforces this Code of Ethics through its national Ethical Practices System. Underlying these principles is the desire to ensure for all the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc., and to all certified non-members. All interpreters whose services are used at Elon University are expected to uphold the Code of Ethics.

Registry of Interpreters for the Deaf (RID) Code of Ethics:

1. Interpreters/translitterators shall keep all assignment-related information strictly confidential.
2. Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
3. Interpreters/translitterators shall not counsel, advise or interject personal opinions.
4. Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumer involved.

5. Interpreters/transliterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/transliterators shall function in a manner appropriate to the situation.
7. Interpreters/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
8. Interpreters/transliterators, by virtue of membership in or certification by RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

APPENDIX J

Interpreter Responsibilities

1. Interpreters are expected to abide by RID's Code of Ethics and to comply with the policies and procedures of Elon University. Please refer any questions about our expectations to Priscilla Lipe, Disabilities Services, 336-278-6500.
2. If a student receiving services is late to an appointment, an interpreter is expected to wait 15 minutes unless she/he has been instructed otherwise. If After that time, the student has not arrived, the interpreter will leave and inform the Coordinator. Interpreters will report absences and consistent tardiness to the Coordinator.
3. If an interpreter needs a text book to prepare vocabulary and review names, etc.,s/he should make the request in a timely manner.
4. Interpreters on the Elon campus are to wear solid contrasting colors to their skin tone to provide a contrasting background for the hand while interpreting. Clothing may be business casual. Sweatshirts and torn jeans, for example, are inappropriate. In addition, nails will be kept clear and limited jewelry should be worn on the hands and wrists while interpreting.
5. In adhering to the Interpreter Code of Ethics and Elon University's policies, interpreters are to interpret all audible information (i.e., lecture, class comments/discussions) as well as voicing for the deaf/heard-of-hearing student as needed. Interpreters are not to engage in casual conversation while interpreting.
6. Interpreters are not to accept jobs directly from students, but should refer any requests to the Coordinator. Any assignment accepted that was not approved by the Coordinator will be the student's financial responsibility.
7. Interpreters should not accept any outside interpreting jobs (even for Elon) which conflict with arranged interpreting obligations at Elon University.
8. Interpreters should not take it upon themselves to interpret any part of a test or quiz. If the student has questions (even about the meaning of words or phrases) s/he should direct them to the instructor. The interpreter can then interpret the conversation between them.
9. When available for interpreting during tests, please stay on assignment until the test is turned in. If the student feels comfortable enough to take the test without an interpreter, s/he will let you know.
10. Interpreters are not editors and must transmit everything that is said exactly the way it is intended. If the interpreter's feelings interfere with rendering a message accurately, s/he may need to withdraw from the assignment.
11. Interpreters working at Elon University have an obligation to both the student and the instructor. It is normal for interpreters to talk with an instructor before or after class regarding classroom logistics, material to be covered, etc. However, it is not appropriate for the instructor to discuss the student with the interpreter. If the instructor has questions regarding reasonable academic accommodations for the student, those questions should be referred to the Coordinator. Although such questions may seem simple, they are specific to each student and should be addressed by the Coordinator only. If the questions are of a more personal nature, they should be referred directly to the student for answers.
12. Students at Elon University are adults and are responsible for themselves. Interpreters are not expected to act as parents or "guardian angels." Rather, they should allow students to make phone calls for themselves and make decisions for themselves (i.e., sleeping in class) and take responsibility for their decisions.

13. Interpreters should arrive early enough to be prepared when the class or event begins. Arriving more than five minutes late or missing an assignment must be reported to the Coordinator. Failure to do so could result in being pulled from an assignment.
14. If an interpreter knows s/he cannot work a scheduled class or other event, s/he should notify disabilities Services as soon as possible. Though interpreters are not responsible for finding their own replacement, recommendations will be appreciated. Disabilities Services will make every effort to find a replacement, given the restraints of time and availability.
15. Interpreters are responsible for reporting any location or time changes (temporary or permanent to the Coordinator as soon as they are announced.
16. If you need to discuss an interpreting situation with another interpreter, please do so only in private.
17. Interpreters do not eat while on assignment.
18. Team interpreting:
 - a) Only one interpreter is needed to interpret during testing. The interpreters assigned to the class may decide among themselves who will interpret each test/exam, or they can ask the Coordinator to assign them.
 - b) The interpreter who is not interpreting is expected to be supportive of the working interpreter in the classroom by listening to the speaker and helping with anything that is missed, letting the working interpreter know what is going on behind him/her visually (i.e., writing on the board), helping with sign choices, etc.
 - c) Collaboration on sign choices helps make the transition between interpreters easier for the client.
 - d) Interpreters should decide together if feedback/critique will be offered.
 - e) Both interpreters should stay the whole time and arrive early enough to agree on logistics.
 - f) An interpreter in rest should leave the room only if necessary and return promptly.
19. The coordinator is available for feedback so that we can improve our service.
20. All information you share with us or we share with you is strictly confidential.

I have read and I understand the information explained above.

Interpreter's Signature

Date

Student's Signature

Date

APPENDIX K

Emergency Medical Protocol

Student

ID#

Date

I request that information concerning my medical needs be provided to (generally Kernodle Health Center, Campus Safety and Police, professors, advisor, professional residence staff)

_____.

I understand that this information will be treated confidentially.

INSTRUCTIONS REGARDING MY MEDICAL CONDITION

1. Nature of condition _____

2. Frequency, duration, intensity _____

3. Best method of assistance _____

4. Before calling an ambulance, wait (length of time) _____

5. Family member to call _____

6. Family member's phone number _____

7. Other information _____

_____.

Student's Signature _____

On the back of this sheet is general information on handling seizures.

General Instructions for a Seizure Episode

1. The attending person (faculty or other supervisor) instructs a class member to call Campus Safety and Police at x5555.
2. The attending person instructs other students to clear the area and wait in the hall to give the student privacy.
3. The attending person helps the student lie down (assuming this is the plan of action described above.)
4. The attending person places a soft object under the student's head.
5. If the seizure continues longer than the time stated above, Campus Safety, at their discretion, may call the ambulance.
6. If the seizure ends in the specified time and feels recovered, s/he may rejoin the class.
7. If s/he is fatigued or confused, the attending person may have Campus Safety escort the student to Health Services or to her/his room.

APPENDIX L

Tape Recording Agreement

Lecturer _____

Student _____ ID# _____

Class _____ Term _____

Students who require an accommodation for note taking have a right to record class lectures and presentations for their personal study only. (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516). Lectures taped for this purpose are not to be shared with other people without the consent of the lecturer.

Tape-recorded lectures may not be used in any way against any lecturer or a student whose remarks in class are recorded. All information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer or speaker without giving proper identity and credit to the person. Tapes of class lectures or discussions are to be erased at the end of the semester.

Student Pledge

I have read and understand the above agreement on tape-recorded lectures. I pledge to abide by the above policy with regard to any lectures I tape while enrolled in this class.

Student signature _____

Witness signature _____

Date _____

APPENDIX M

Testing Accommodations

Disabilities Services -- Duke 108 X6500

Please note: Unless there is an emergency, the student **will not be allowed to leave** the Advising Center once s/he begins the test without the professor's written permission on this form. Also, the **student may not use her/his own lap top or disc** for testing.

| | | |
|---|--|--------------------------------|
| _____ Professor's name | _____ Course & section | _____ Prof's email or phone |
| _____ Student's name | _____ Student's email or phone | _____ Test date and time |
| _____ Time allotted in-class | + _____ extended time | = _____ total test time |
| Students are not generally allowed to leave once testing has begun. Do you wish to alter this procedure for this test? If so, how? _____ | | |
| How will Disabilities Services receive the exam? | What materials may the student use? | |
| ____ Instructor will deliver it. | a. none _____ b. book _____ | |
| ____ The student will bring it with her/him. (in a sealed envelope if you choose.) | c. notes _____ d. calculator _____ | |
| | e. computer _____ f. dictionary _____ | |
| | g. internet _____ h. other _____ | |
| | i. blue book _____... turned in _____ (#) | |
| How do you want the test returned to you? (We do not use campus mail and we do not recommend having the student slide the completed test under your door.) | | |
| a. The professor will pick it up. _____ | | |
| b. The student will return it to the professor in a sealed envelope. _____ | | |
| _____ | | |
| Instructor's signature | Date | |

| | |
|---|--------------------------------------|
| OFFICE USE | |
| Student began test at _____ am/pm | Student should stop by _____ : _____ |
| Student left at _____ am/pm | |
| Proctor's signature _____ (to be signed by person collecting the completed test) | Date _____ |

On my honor, I will abide by (or have abided by) the Elon University Honor Code.

Student's signature: _____

APPENDIX N

Service Animal Policy

Animals are generally not permitted in university facilities. However, it is possible that a reasonable accommodation for certain individuals with disabilities will be the use of a service animal. As with other accommodations, a person who needs the accommodation of a service animal should contact the Disabilities Services Coordinator to make this request.

Service Animals are animals trained to assist people with disabilities in the activities of normal living. The Americans with Disabilities Act (ADA) defines a service animal as “...any...animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair or fetching dropped items.” If an animal meets this definition, it is considered a service animal regardless of whether it has been licensed or certified by a state or local government training program.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in university facilities.

Service Animal: Any animal, usually a dog, individually trained, to do work or perform tasks for the benefit of a person with a disability. If there is a question about whether an animal is a service animal, contact Disability Services in Academic Advising. A service animal is also sometimes called an assistance animal.

Types of Service Animals

A guide dog has been carefully trained to serve as a travel support for a person with a severe visual impairment or who is blind.

A hearing animal

has been trained to alert a person with significant hearing loss or who is deaf when a sound, such as a knock on the door, occurs.

A service animal

has been trained to assist a person who has a mobility or health impairment. Types of duties the animal may perform include: carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, and helping a person up after the person falls.

A psychiatric / comfort service animal

has been trained to work or perform tasks for the benefit of an individual with a mental/psychiatric disability. For example, it may remind an individual to take medication at specified times, turn on lights, search rooms, warm bodies during panic attacks, interrupt checking and other repetitive behaviors, interrupt dissociative episodes or flashbacks, stay with the person during acute emotional distress, and alert the owner to manic episodes or panic attacks.

A seizure response animal

is trained to assist a person with a seizure disorder. How the animal serves the person depends on the person's needs. The dog may stand guard over the person during a seizure or may go for help. A few dogs have learned to predict a seizure and warn the person in advance.

Requirements for Faculty, Staff, and Students

The following guidelines are important so that service animals may best serve their partners.

The campus will allow a service animal to accompany the partner at all times and in all public access areas. Exceptions to this policy will be made on a case by case basis and requests for exceptions should be directed to the Coordinator for Disability Services.

Do not pet a working service animal. Petting a service animal when the animal is working distracts the animal from the task at hand.

Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a partner/handler from the service animal.

Requirements of Service Animals and Their Partners/Handlers

The service animal must be immunized for common diseases. Dogs must maintain current general maintenance vaccine series, including distemper, and parvovirus. Other animals must maintain the appropriate vaccination series for that type of animal. Most animals (dogs and cats for example) must wear a rabies vaccination tag. Proof of current vaccination must be on file with Disabilities Services.

The handler must be able to demonstrate that the animal has been individually trained to provide a service. Some handlers carry a certification from a school that trained the animal. Many service animals will wear a harness, cape or backpack; but others will have only a leash.

The Director of Residence Life, will make on campus housing assignments in consultation with the student and the Coordinator of disabilities Services.

The animal must be in good health. Animals to be housed in campus housing must have an annual physical examination by a licensed veterinarian certifying that the animal has a clean bill of health. Documentation must be on file with Disabilities Services Coordinator

The partner/handler must demonstrate that s/he can control the animal. For example, the animal may be on a leash. The care and supervision of a service animal is solely the responsibility of its partner/handler.

The partner/handler is responsible for the disposal of any waste. The partner/handler must carry equipment sufficient to clean up the animal's feces whenever the animal and partner are off the partner's property. The handler must dispose of the feces in outside trashcans (generally near the entrance of any outside door)—not inside residence halls or other campus buildings. Individuals with disabilities who cannot clean up after their service animal may not be required to pick up and dispose of feces. However, a nearby person should be asked to assist. If no one is nearby to assist and if the service animal has an accident in a campus facility, the handler should contact Campus Safety immediately and ask them to notify a Physical Plant staff person to assist with safe disposal of the feces

Conditions for Keeping a Service Animal

The partner of an animal that is so unruly or disruptive that it interferes with the educational environment may be asked to limit his/her use of the animal. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any university facility until the partner takes significant steps to mitigate the behavior.

Policy appeals

An individual who needs to request a modification to or clarification of this policy may contact the Disabilities Services Coordinator in Duke 108, 278-6500 or the Section 504 Coordinator in Moseley 206.

APPENDIX O

A Discussion of Extended Testing Time

Dr. Arlene Halper at UCLA conducted a study of the amount of extended time appropriate for students with learning disabilities. She accumulated data bases from 1000 tests on types of disability, test format, and time needed. She learned:

There is a great variability among test taking needs of students with learning disabilities.

The use of readers, scribes, and large print format requires the most extended time of any testing format or situation for a student with disabilities.

The more time allotted for a test/exam, the less extra time students with learning disabilities required. A three-hour exam required .07 to .16 extended time, whereas a 50-60 minute test required .69 more time.

The average amount of extended time used was 33 to 39 percent more time.

Twenty-five percent of the disabled students needed 40 to 60 percent more time to complete their exams.

Twenty-five percent completed their exams within the time limit for all students.

Eight percent of learning disabled students required more than double time to complete tests/exams.

The length of the test definitely affects the amount of time needed.

Test takers needed the most extended time for short answer exams (affecting retrieval of information, ID words, terminology) and the least extended time for multiple-choice formats.

English exams required the most extended time (.55); the math and the physical sciences were second (.45); and the social sciences required the least amount of extended time (.36).

As a result of this study, students with learning disabilities at UCLA receive 75 percent to 100 percent more time to complete their tests and mid-term exams, and 50 percent extended time for three-hour final exams. However, each student's case must be considered individually as individual differences (sometimes the combination of learning disabilities) and the severity of a disability determine actual needs.

Disability Disclosure and Request for Accommodation

If you have a disability that requires accommodation, please complete and return this form to Susan Wise in Duke 108 or mail it to Campus Box 2251. (It cannot be delivered electronically.) Please call 278-6500 if you have questions. **Accommodations are granted only to students who have provided an appropriate evaluation with a diagnosis of significant disability. Return this form with a copy of your schedule for the semester you are requesting accommodations.**

Today's date _____

Name _____
Please print -- Last, First, MI Elon ID #

Campus Box _____ Phone _____ e-mail _____
Semester for which you are requesting accommodations? Summer 200____ Fall 200____
Winter 200____ Spring 200____

What is your disability? Be specific (dyslexia, AD/HD, hearing, vision, epilepsy, mobility, etc.)

What accommodations are you requesting? _____

Are you studying abroad during the semester checked above? If so, where? _____

Signature

Notes: 1) A request for accommodations form must be filled out each semester.
2) Remember to pick up the notes and distribute them to your professors in the first two weeks of the semester and return the faculty signature form to me.

Accommodations are not retroactive.