



Faculty Guide to Accommodating Students with Disabilities

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Introduction

Campbell University is committed to providing an environment where all students can equally participate in the academic experience. The accommodation of students with disabilities who meet admissions requirements is mandated by both federal and state law. Campbell University supports these laws by pledging to comply with their requirements. In effect, every individual and every administrative unit is pledged to make a good faith effort to provide equality of educational access/opportunity to qualified students with disabilities by making reasonable accommodations.

In many instances, responding to the needs of a student with a disability requires little adjustment to the environment or to teaching style. With some flexibility and a genuine willingness to help, instructors, faculty members, and academic departments can find ways to accommodate special needs. The information in this guide is designed to facilitate that process.

The information contained in this guide has been set forth as a guide to help faculty members, administrators, and staff to understand their vital role in accommodating the needs of students with disabilities. Students with disabilities and faculty members working with these students have rights and responsibilities in the accommodations process.

Faculty members should use this guide to address common questions about working with students with disabilities. The guide also sets forth a network of professional staff to which you can turn for advice and assistance in resolving problems concerning disability accommodations. The Director of Student Success/ADA/504 Compliance Officer and the Dean of Students are to serve as resources for students, faculty and staff on these issues. These individuals have the responsibility to assist faculty and staff, as well as students, to understand and work within the federally mandated process of accommodating students with disabilities.

Purpose of Guide

This guide serves as a reference for faculty, academic affairs administrators, and staff with regard to responding to the academic needs of students with disabilities. The guide will provide specific information on the following topics:

Section I: The University's obligations under the law

Section II: Identification of staff who work with students with disabilities at Campbell University and their roles

Section III: Explanation of the process entitling students to accommodations at Campbell University

Section IV: Working with students with disabilities and answers to some common questions and an explanation of various types of accommodations

Section V: Explanation of the internal grievance procedure and the right of students to seek external review.

Note: This Guide does not address accommodations for you as staff persons, faculty, and administrators, nor does it address accommodations for students as employees.

Section I: University Responsibilities Under the Law

A. Campbell University's Responsibility to Students with Disabilities

Students with disabilities have the right to an accessible education as mandated by both state and federal law. In order to obtain an accessible education, students with disabilities may require certain accommodations. It is the responsibility of this University to abide by all applicable state and federal laws, as well as its own policy of nondiscrimination which includes individuals with disabilities.

B. The Laws and Regulations

There are two primary laws which govern the University's relationship with students with disabilities:

1. Americans with Disabilities Act ("ADA") (specifically Title II of the ADA)
2. Section 504 of the Rehabilitation Act of 1973 ("Section 504")

The federal and state governments have also promulgated regulations which deal more specifically with the actions required to ensure compliance with the above-named statutes. Regulations are also legally binding. The University's obligation to uphold these federal and state laws and regulations extends to you as employees and representatives of the University, and you may face legal liability by failing to work with disabled students in the manner prescribed by law and as set forth in this Guide.

Pertinent excerpts of these laws can be found at Appendix C to this Guide. Complete copies of the above described laws and regulations are on file with the Director of Student Success, and can also be found at many local libraries. The text of the federal laws and regulations can be viewed at:
<http://www.usdoj.gov/crt/ada/adahom1.htm>.

Section II: Identification and Primary Roles of Staff

The Director of Student Success / ADA/504 Compliance Officer

Campbell University has assigned the major administrative responsibilities of disability services to the Director of Student Success. This individual also serves as the University's ADA/504 Compliance Officer. Concerns related to disability issues should first be directed to the Director.

The Director is responsible for the evaluation of documentation presented by the student and the creation of an appropriate accommodations plan to provide equal access to the programs of Campbell University. The Director maintains these confidential files which are available to the student and only released to other individuals with a consent form signed by the student.

The Director then serves as a facilitator of the student's accommodation plan. The director provides a Letter of Accommodation to each student each semester. This letter contains information for faculty members and is designed to facilitate conversation between the instructor and student about the student's approved accommodations. In order to receive accommodations in a course, the student must present this letter to the instructor and have the instructor sign that he/she understands and will provide the approved accommodations. The student's accommodations plan may be altered at any point but no accommodations are made retroactively. Instructors are encouraged to share any concerns they may have about a student's accommodation with the student and/or the Director.

The letter is then returned to the Director who will coordinate the procurement of any assistive technology required in the student's accommodation plan. The Director also manages the University's test proctor service, which assists instructors to provide testing accommodations.

The Director reports to the Dean of Students and the Vice President for Student Life. In accordance with the University's grievance policy, any complaints that are not satisfied directly by the Director should be addressed first to the Dean and then to the Vice President.

University Disabilities Committee

Campbell University also has a standing committee to study the needs of students and staff with disabilities. The University Disabilities Committee is currently chaired by Laura T. Rich, Director of Student Success.

Section III: Procedures for Accessing Disability Services

All students seeking accommodation for a disability must complete the process of obtaining a determination of eligibility and a Letter of Accommodation listing approved accommodations before they should actually receive accommodations from faculty members. This process assists the University to make consistent, principled decisions with regard to student accommodations and provides guidance to students and faculty alike on the proper course of action with respect to disability accommodation. A list and short explanation of some types of disabilities is located in Appendix B.

Students are advised of the following information in the Student Guide to Disability Services.

Student Responsibilities

1. **Eligibility:** In order to receive accommodations or services, a student must identify him/herself to the Director of Student Success and provide documentation from an appropriate professional source (e.g. M.D., psychologist, learning specialist, neurologist) which establishes the existence of a disability and verifies the need for accommodations or auxiliary aids. The documentation must be current as appropriate to the condition and meet the guidelines set forth in the Student Guide to Disability Services.
2. **Who to Contact:** A student attempting to access disability services for the first time should begin by contacting the Director of Student Success. It is the student's responsibility to schedule an intake meeting with the Director as soon as he/she arrives on campus.

Academic Accommodations From Faculty. Students should NOT seek academic accommodations from faculty until they have completed intake with the Director of Student Success. **If the student contacts you regarding accommodations for his or her disability without providing a letter from the Director, you should refer the student to the Director of Student Success.**

Responsibilities of the Director of Student Success

After a student has properly initiated a request for services, the Director is responsible to do all the following:

1. Review the documentation provided by the student to determine the eligibility of the student for services. If the Director is not able to clearly determine that the student's documentation is either sufficient or insufficient, the Director is expected to: ask for further documentation and/or consult with the Dean of Students as necessary.
2. Communicate the determination of eligibility and approved accommodations to the student and provide a Letter of Accommodation (LOA) for the student to present to faculty or staff. The LOA verifies that the student has documented a disability and lists accommodations that are appropriate for that student. The student is expected to show a copy of the LOA to faculty or staff when making requests for accommodations and services. Students must request a new LOA each semester in order to use their approved accommodations during that semester. The LOA will NOT identify the specific disability for reasons of confidentiality.
3. Discuss with faculty any concerns over the appropriateness of accommodations.

4. Ensure that the student receives appropriate accommodations. In support of this responsibility, the Director may need to assist the student by arranging for auxiliary aids, negotiating the logistics of accommodations with faculty or staff and addressing circumstances where appropriate accommodations were not provided in a satisfactory manner.

5. Refer promptly any unresolved disputes concerning documentation, services or accommodations in accordance with the Grievance Procedure.

Faculty Responsibilities

Once the student has obtained a Letter of Accommodation from the Director, instructors are legally obligated to provide the accommodations specified therein, unless the instructor is able to document that the accommodation constitutes a “direct threat” to the health and safety of others, would be an undue administrative burden, would be financially prohibitive, or would fundamentally alter the nature of the course.

1. When meeting with a student requesting accommodation, you should:

- Schedule an appointment with the student (making sure the location is fully accessible if the student is mobility impaired). The student should present a copy of their Letter of Accommodation and you should review it together.
- Discuss specific details about how the accommodations will be handled. For example, if extended time on an examination or a distraction-free room is an appropriate accommodation, be sure to discuss when the student will take the exam, where the student will take the exam, how the student will receive the exam and who will proctor the exam. If you would like to use the University’s Test Proctor Service, please share this with the student.
- Be flexible. There is often more than one right way to provide an accommodation. If you cannot immediately identify a solution, participate in problem-solving with an open mind. You are encouraged to contact the Director for technical assistance.
- You should provide only those accommodations listed in the LOA. If you decide to provide additional or different accommodations than those listed in the LOA, you must make it clear that this is your decision, not that of the University.

2. If you believe that any accommodation requested is unacceptable for any of the reasons listed above, either during your initial meeting with the student or at any time thereafter, immediately contact the Director.

3. You must protect **confidentiality** regarding the student’s disability. The faculty member should **not** discuss the disability or accommodations during class time, or do anything to single out the student that is not explicitly set forth as a recommended accommodation. (e.g. do not say “Robert, I know you have a hearing problem so why don’t you sit up front.”) You may not mention the request for accommodations in any way to other students in the class.

Please be advised that federal law prohibits retaliation in any form against the student for seeking disability accommodations, such as extra work requirements, extra assignments or extra lab work.

Section IV: Working with Students with Disabilities

Providing Accommodations: Policies and Procedures

1. Are accommodations based simply on the type of disability or are they provided on a case-by-case basis?

Accommodations for each student will be determined on an individualized basis. Students with similar disabilities may not necessarily receive the same accommodations. There is no list of approved accommodations for any specific disability.

2. How are accommodations determined?

Upon receipt of complete documentation, (as defined in the Student Guide to Disability Services) the Director of Student Success will make a decision on whether to grant the request for accommodations. The determination to grant accommodations shall be based upon all of the following:

- documentation provided by the student;
- the in-take interview with the student;
- academic policies of the student's college or school,
- the policies and practices set forth in this Guide and the Student Guide,
- consultation as needed with course faculty regarding the essential course elements and the manner in which student mastery of course material is to be evaluated.

3. How will I be notified of the student's accommodations for my course?

The student will receive a Letter of Accommodation from the Director for each semester he/she is enrolled. It is the student's responsibility to share this information with you in a timely manner. You are not required to provide accommodations before receiving this letter and no accommodations will be applied retroactively.

The student should schedule a time to meet with you to discuss his/her accommodations and how they will be handled in your course. Students may bring the LOA to you after class, but you can request that they schedule a meeting in your office instead if you prefer. Students may choose to self-disclose their diagnosis in this meeting, but it is not necessary and confidentiality requires that instructors do not ask a student about his/her diagnosis.

Once you and the student have discussed the LOA and the specific use of accommodations in your course, you will be asked to sign the LOA in the space provided indicating that you understand the accommodations and will provide them in your course. If you have concerns, do not sign and instead contact the Director immediately. Accommodations are in effect from the date of your signature. The student will have a copy of the LOA for you to keep and will return the original to the Director.

4. Once the Letter of Accommodation is issued, can the list of approved accommodations be changed or adjusted?

The initial accommodation determination of the Director may be modified for any number of reasons. Some common reasons for changing the initial accommodation determination are:

- The faculty member teaching the course determines that providing the accommodation would fundamentally alter an essential element of the course;
- The student tries the accommodation and it is not effective;
- The student requests a different accommodation, provided it is reasonable and appropriate;
- The student does not accept the initial accommodation determination of the Director and successfully grieves the issue in accordance with the University's Grievance Policy;
- The Director substitutes an equally effective accommodation for reasons of administrative efficiency.

In addition, the student may choose not to utilize all the accommodations allowed in the LOA. If this occurs, ask the student to state this intention in writing, so that he/she cannot later claim that the accommodation was refused.

5. If a student obtains the Letter of Accommodation after the beginning of classes, do I have to go back to the beginning and retest or reevaluate assignments completed before the Letter of Accommodation?

A student who completes the in-take process with the Director is entitled to services and accommodations only from that date forward. Campbell will generally not expunge or reexamine course work completed before documentation of a disability even if the student can establish that they had a disability at the time of the course work in question. (The faculty member does have the discretion to allow students to revise completed work or retake tests, but this is at the sole discretion of the faculty member.) **No accommodations are made or changed retroactively** and a faculty member can not be held responsible for providing accommodations of which he/she has not been informed.

6. The LOA doesn't say what disability the student has. Can I ask the student about the specific nature of her/his disability?

Due to privacy laws and related concerns, faculty members may not ask students or disability personnel for details regarding the specific disability for which the student is being accommodated.

7. If the student is determined eligible to receive accommodations, does the University give them every accommodation they ask for?

Not all accommodation requests are granted. Campbell will only provide reasonable and appropriate accommodations based upon a review of the factors described in the response to Questions 1 and 2. This means that students may not necessarily be provided with all the accommodations recommended in their documentation. Some common reasons that Campbell might not provide a requested accommodation include:

- providing the accommodation would fundamentally alter the program, course, or activity;
- the accommodation being requested is not supported by the documentation;
- providing the accommodation would pose a direct threat to the student or to others;
- providing the accommodation would constitute an undue administrative or financial burden pursuant to criteria established under the ADA and/or Section 504.

8. What about interim accommodations?

In rare circumstances, a student who has not provided all documentation may be granted accommodations on an interim basis. To be eligible for interim accommodations, a student must have at least provided

reliable documentation that gives a clear diagnosis of a physical or mental impairment. Only accommodations which are typically appropriate for the student's impairment will be offered on an interim basis. Interim accommodations will normally be provided for eight (8) weeks. In no event will interim accommodations be continued for more than one (1) semester. The purpose is to allow students who do not have pre-existing documentation conforming to the Documentation Guidelines the opportunity to obtain supplemental documentation. If it is the informed judgment of the Director that the student will be unable to later substantiate the requested accommodation, the temporary accommodation will not be provided.

Common Accommodations

In recent experience, the following accommodations are among the most commonly requested by students and recommended by professionals. This is not a complete list and each student must demonstrate through documentation a legitimate need for any accommodation before it is approved for that student.

1. Extra Time: Extended time for examinations is perhaps the most common accommodation for students with disabilities. Extra time may be warranted when a student's documented disability impacts the student's ability to process information, such as students who read particularly slowly due to visual impairments or a learning disability (such as dyslexia), or students who must have questions read to them due to a visual impairment. Extra time is also warranted when a student has difficulty communicating his/her response. Students who write particularly laboriously due to a disability are examples of the latter.

Extra time will generally be limited to time and a half (150%), of the standard allotted time, or double time (200%). Faculty who question whether extended time is an appropriate accommodation as applied to their course should consult with the Director of Student Success.

As a practical matter the accommodation of extra time may involve administering the test at a different time and location, as well as the use of proctors. The University provides a Test Proctor Service to faculty to assist with the administration of tests with accommodations. Student Success has a video-monitored test lab that houses this service. In order to use the service, faculty must inform the student that they would like to use the test proctor service for their course. The student will then schedule appointments with the Director of Student Success for each test/exam. The Director will notify the instructor of the time and date of the student's appointment. Any exam scheduled more than one hour earlier or later than the class time requires instructor approval. The instructor is responsible for delivering the test materials to the Student Success office (Student Services Building) prior to the test appointment. Student Success will hand-deliver the completed materials to the instructor or their designee. Contact the Director for assistance if necessary.

2. Reduced Distraction Testing Environments: These are commonly requested by students with attention deficit hyperactivity disorders (ADHD, or ADD), though students with anxiety disorders may also seek reduced distraction testing environments. Examples of reduced distraction environments are: empty or near-empty classrooms, an office, conference room, or study cubicle. Faculty should attempt to identify a suitable testing location and obtain the student's advance agreement to the specific location. This helps to avoid the possibility of students alleging that the environment was not satisfactory after taking an examination on which they perform poorly. Tests administered in a reduced distraction environment may require special proctoring arrangements. If you are unable to arrange for same, please contact the Director for assistance. The Test Proctor Service can also be helpful in these situations.

3. Readers: Students with visual impairments or with learning disabilities that affect reading comprehension (e.g. dyslexia) may use readers as an accommodation. Readers can be used on exams to

both read the questions to the students and to transcribe responses. This type of accommodation will generally also require alternate location testing, as there will be a necessary ongoing vocal exchange between the reader and the student with the disability. The Test Proctor Service can provide this accommodation.

4. Note-takers: Note-takers are used by students who cannot write at a speed necessary to take notes during class, students with attention deficit disorders and students with LD. Students may choose to recruit their own note takers or have Student Success find one for them. In some cases, instructors may be asked to announce that a note taker is needed in a particular course. Student Success will send a request to the instructor with a sample announcement. Remember, this request must be made in a manner that protects the confidentiality of the student with the disability. (Don't say, e.g. "John needs notes, who wants to share theirs with him?") Copies of lecture notes provided by the professor either in person or posted on the web are another option.

5. Tape Recorders: Tape-recorders are most often used by students with visual or manual impairments, but students with learning disabilities may also request this accommodation. If a student requests the use of a tape-recorder as an auxiliary aid and it is related to a documented disability we cannot refuse the request. Faculty concerned about copyright and inappropriate use of the tapes may enter into a written agreement with the student requiring the student to use the tapes only in connection with his/her personal understanding and completion of the course and requiring the student to turn over all tapes at the end of the term. See Exhibit D for a sample agreement.

6. Interpreters: Interpreters are often requested by those with hearing and/or visual loss. Student Success will coordinate and hire all interpreters. Instructors are encouraged play an active role by assisting the interpreter as they begin their working relationship. Instructors can describe their teaching style, help the instructor find a suitable location in the classroom, and provide a vocabulary list containing any technical words which will be used in the course.

7. Class relocation: Students with mobility concerns may need the class relocated to an accessible classroom and building. The Registrar and Student Success will take care of this matter.

8. Consideration of medically necessary absences: Students suffering depression, chronic illness, psychiatric disorders or other problems may have health issues that preclude them being in class at certain times. This accommodation does not excuse students from the University's attendance policy, but rather asks that instructors take extenuating circumstances into consideration. It also informs instructors that necessary documentation has been submitted to substantiate the student's possible need to miss class. This accommodation requires close collaboration between the student, the Director and instructors. Students are asked to provide the Director with documentation of each absence which will then be shared with the instructors.

9. Alternate format texts: Students with visual impairments or learning disabilities may request text books in an alternate format, such as audio CD or e-text file. Student Success will provide the needed texts. In some cases, instructors may be asked to provide handouts, syllabi, quizzes and tests in an alternate format. Student Success will assist in this process.

10. Use of word processor/calculator: Students with learning disabilities (e.g. dyslexia, dyscalculia) or physical impairments may request the use of word processing software or calculators for tests. The Test Proctor Service can provide this accommodation using computers that are not connected to the internet.

Section V: Grievance Procedure

Process for Appealing Recommended Accommodations

In the event that a faculty member believes an accommodation recommended by the Director is not appropriate for the course, please use the following appeals process.

1. All concerns regarding the appropriateness of recommended accommodations should first be brought to the Director of Student Success.
2. If the faculty member is dissatisfied with the Director's response, the faculty member may request review of the response in writing to the Dean of Students within 10 calendar days of the Director's final response. The request shall specify: a) The accommodation in question; b) The nature of the faculty member's dissatisfaction with the accommodation; c) The Director's response to the faculty member's concerns.
3. The Dean of Students shall investigate the matter, affording all interested parties an opportunity to submit relevant evidence, statements and documentation.
4. The Dean of Students shall issue to the faculty member a written determination specifying the resolution of the matter. Such written determination shall ordinarily be issued within thirty (30) days of the date of the request for review. Circumstances which may prolong the response of the Dean of Students include the intervention of a semester break and such other circumstances which may render unavailable persons necessary to an appropriate resolution of the request.
5. The Dean of Students shall maintain files and records relating to all such requests for review.
6. If the faculty member is not satisfied with the decision of the Dean, the matter can then be appealed to the Academic Dean of the appropriate school/college.
6. Until resolution can be reached, the accommodation suggested should be provided in as complete form as is feasible so that the student does not suffer during this process.
7. If a student believes that he/she has been discriminated against due to a disability, he/she can file a grievance with the Director of Student Success / ADA/504 Compliance Officer. If dissatisfied with the response of the ADA/504 Compliance Officer, students have a statutory right to file a complaint with an external, governmental agency, such as the Office of Civil Rights, or a complaint may be filed in state or federal court.

Appendix

Appendix A: Staff Contact information

Laura T. Rich
Director of Student Success / ADA/504 Compliance Officer
Student Services Building
227 Main Street
Buies Creek, NC 27506
(910) 814-4364
(910) 814-5710 fax
richl@campbell.edu

Sherry Haehl
Dean of Students
Wallace Student Center
265 Main Street
Buies Creek, NC 27506
(910) 814-5582
(910) 893-1977 fax
haehl@campbell.edu

Dennis Bazemore
Vice President for Student Life
Wallace Student Center
PO Box 95
Buies Creek, NC 27546
(910) 893-1540
(910) 893-1977 fax
bazemored@campbell.edu

Appendix B: Types of Disabilities

Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD/ADHD)

A. Understanding ADD and ADHD. Attention deficit disorder (ADD) and Attention deficit-hyperactivity disorder (ADHD) are neurobehavioral disorders. They interfere with a person's ability to stay on a task and to exercise appropriate inhibition (cognitive alone or both cognitive and behavioral.) Some of the warning signs of ADD and ADHD include failure to listen to instructions, inability to organize oneself and school work, fidgeting with hands and feet, talking too much, leaving projects, chores and homework unfinished, and having trouble paying attention to and responding to details. There are several types of ADHD: a predominantly inattentive subtype, a predominantly hyperactive-impulsive subtype, and a combined subtype.

B. Possible accommodations. The Director works with students with ADD and ADHD to identify accommodations that will help them minimize the effects of their disability on their academic work. Possible accommodations for students with ADD or ADHD include but are not limited to extended time on tests, reduced distraction testing environments, note takers in class, and alternate format texts. Professors are not, however, expected to alter the fundamental requirements of the course or modify grading standards.

Blind/Visual Impairment

A. Understanding vision impairment. Many students who are legally blind have some percentage of measurable vision. Students with no vision may use many of the same assistive devices as vision impaired students but rely solely on audio or tactile devices to receive information.

B. Early preparation of the syllabus and books on tape. Many students with vision impairments use books on tape. Students with vision impairments are asked to submit a list of their courses well prior to the first day of class in order to allow time for Student Services to provide alternate formats.

C. Additional suggestions: Large print books, text magnifiers, audio taped texts, note takers and taped lecturers are some of the aids that visually impaired students may use for assistance. Printing papers in larger fonts is another way to accommodate for limited vision. Talking calculators and computers, reading machines, and Braille machines are also used by blind students.

Deafness or Hearing Impairment

A. Understanding hearing loss. Hearing loss manifests itself in varying degrees in individuals with hearing impairments. The degree of hearing loss will determine the accommodation needed in the classroom. Even students who can lip-read well often find it difficult keep up with the discussion in a classroom or a complicated lecture. Because the student wears a hearing aid it is not necessarily true that he or she can discern the spoken word. Many people who are deaf and do not speak have chosen not to speak because they feel their speech will not be understood.

B. Working with interpreters. Some students will use an ASL or Cued Speech interpreter in the classroom. There is a lag time between what is being said in class and the hearing impaired student's receipt of the information. The student's comments in the class may be delayed due to the time taken to interpret the information. You can assist the interpreter by encouraging one person to speak at a time. When talking through an interpreter, address your comments to the student not the interpreter. Meetings with the student and the interpreter are encouraged to establish the most effective way for the student to

receive and communicate information. In classes with specialized vocabulary, it is useful to provide these to the student and the interpreter ahead of time so the information is accurately conveyed.

C. Additional suggestions for accommodating deaf students or students with hearing impairments:

- Use visual aids, such as overheads and handouts when possible. Posting your lectures on the web can also be very useful.
- Avoid oral testing.
- As with other disabilities, a note taker will often be requested. It is nearly impossible for the person to take notes and lip-read or watch an interpreter simultaneously.

Mobility Impairment

A. Understanding mobility impairment. Access to classroom, office and laboratory facilities are among the major problems faced by students with mobility impairments. When a class is scheduled for an inaccessible room or building and a student who uses a wheelchair or who has limited mobility is scheduled to take that class, by law the class must be moved to an accessible location. If a student notifies you of a building access problem, please contact either the Director of Student Success immediately.

B. Other Mobility Concerns. Students with mobility impairments periodically face difficulties in arriving at class on time. Some of these students depend upon outside transportation services to move from class to class. Traffic delays, equipment failure, or scheduling conflicts will occasionally impact the reliability of the services. In addition, some students who require attendant care must rely on the promptness of their attendants in getting them to class. The Director will attempt to minimize such problems by helping the student to schedule appropriate gaps between classes. Should attendance problems nevertheless arise, it is appropriate and helpful to talk to the student about the situation and seek solutions together.

If your office is in an inaccessible location and a student with a mobility impairment would like an appointment, it will be necessary to find an alternate, private location that is accessible to the student. Student Success has space in the Student Services Building that is available for this purpose. Please schedule appointments with the Director to use this space.

C. Additional suggestions for accommodating students with mobility impairments:

- Provide space among the desks for a wheelchair, if necessary. The Director will work with the building administrative assistants to ensure adequate space and physical accommodations.
- Provide advance notice to the student and the Director if class activity will be held elsewhere. If the assigned area has restricted accessibility, this generally requires the relocation of the class activity to an accessible site.
- If the student has limited use of his/her hands, providing a written list of terms is helpful.
- A student with limited hand function may also need assistance in test taking and/or extended time limits. The Test Proctor Service can provide the necessary accommodations.
- A note taker may be requested by students with limited motor control.

Specific Learning Disabilities (SLDs)

A. Understanding learning disabilities. These are collectively among the most common disabilities faced by students at the University. “Learning Disabilities” is a generic term that includes: Dyslexia, developmental aphasia, dysgraphia, dyscalculia, expressive dysphasia, aural receptive dysphasia, and

sequential memory disorder. These disabilities can manifest through significant difficulties in the acquisition and use of listening, speaking, writing, reading, reasoning, or mathematical abilities. Although the processes by which a student learns may be disrupted by their disability, their capacity to learn remains intact. A person with a specific learning disability is often of above average intelligence but has difficulty processing information due to neurologically based sensory and motor dysperceptions. For example, some students may be extremely good at written assignments but experience failure in oral examinations due to difficulties processing oral information.

If you notice a student who performs exceptionally well in class yet consistently under-performs on exams or quizzes, or if the handwriting seems child-like or papers contain an abundance of spelling errors, you may want to refer the student to Student Success. Campbell University does not provide diagnostic testing, but can provide appropriate referrals for the student. Many students are first diagnosed with learning disabilities in college when time pressures and other factors create new work environments. Other students may have been diagnosed with an SLD at a young age and may have dedicated extensive time to learning how to cope with their disability. Some skills such as research or essay writing may not have been developed before coming to college. Referring the student to the CU Writing Center is another option.

The Director works with students to identify accommodations that will help them minimize the effects of their disability on their academic work. Common accommodations for students with learning disabilities include but are not limited to extended time on tests, note takers in class, reading texts onto tape, and permission to use word processors for in class assignments. Professors are not, however, expected to alter the fundamental requirements of the course or modify grading standards.

Chronic Health Impairments

A. Understanding some chronic health impairments. Chronic health impairments include cystic fibrosis, cerebral palsy, diabetes, sickle cell anemia, cancers, AIDS, hemophilia, seizure disorders, muscular dystrophy, rheumatoid arthritis and many others. At times these diseases can have acute phases requiring bed rest or hospitalization.

Absenteeism, associated with the disability, may be unavoidable and schedules for completion of requirements may need adjustment. Many students with chronic illnesses tire easily, suffer from the side effects of the medication they take, and have difficulty maintaining a consistent schedule. If you observe sporadic attendance or performance, meeting with the student may be necessary to isolate the problem and possible solutions. Student Success will send notices when the student has provided documentation for a medically necessary absence. If a student is unable to complete the required coursework, a medical withdrawal can be requested in which a student is neither penalized nor do they receive course credit for the semester.

B. The most common issues faculty members will encounter with regard to students with chronic health impairments are:

- Absenteeism;
- Late completion of course work.

C. All of the following should be considered when responding to the concerns of students with chronic health impairments:

- Rigid attendance requirements may not generally be applied to students who miss a number of class sessions due to a chronic illness. Students are still required to adhere to the University's attendance policy, but instructors are asked to be flexible on additional attendance requirements.
- There is a point at which chronic absenteeism will prevent a student from completing a given course. The course requirements must not be substantially altered by a student's accommodation, so in cases where class attendance/participation is a vital component of the course (e.g. labs), students with disabilities must also meet this requirement. Determining when this will occur for a student with a chronic health impairment must be a decision analyzed on a case by case basis and in consultation with the student, the Director of Student Success and an academic advisor.
- Chronic illness is not a free license for students to turn in late coursework with impunity. A specific and documented period of absence related to a chronic illness may be justification for an extension of an assignment deadline.

D. Additional Points to remember when teaching students with chronic illnesses:

- Late completion of selected assignments or courses may be necessitated.
- Scribes, class notes, or taped lectures may be necessary.
- Occasional use of wheelchairs may be necessary.
- Medications may change and create changes in behavior.

E. Abuse. Any time an instructor suspects that a student may be abusing his/her accommodations concerning medically necessary absences, they should immediately contact the Director of Student Success. Abuse of this or any accommodation will not be tolerated.

Psychiatric Disability

A. Understanding mental illness. Psychiatric and psychological disabilities are diagnosed mental illnesses or disorders that substantially limit one or more major life activities. Common forms of mental illness include depressive disorders and schizophrenia. They do not include mental retardation or brain injury. Mental illnesses may vary in intensity and duration, and may recur from time to time. It is important to note that a mental disorder in or of itself does not necessarily constitute a "disability." Many mental illnesses can be controlled using a combination of medication and psychotherapy so that they do not "substantially limit" a student's productivity and success in the academic environment.

B. Manifestations. The symptoms of the illnesses and the medications may cause problems with memory, concentration, relating to others, managing or experiencing emotions, organizing and managing time and increased absences. Accommodations may include changes in schedules, instructions and ways of interacting with the student. Each situation must be treated on an individual basis and many people with psychiatric or psychological disabilities may not need accommodations of any kind.

Appendix C: Some Common Questions about Students with Disabilities and the Statutory Response

Question: Campbell accommodated students with disabilities long before the passage of the Americans with Disabilities Act of 1990. Why is this so?

Answer: Section 504 of the Rehabilitation Act of 1973, [29 USCA 794]

“No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance”

Section 504 Implementing Regulations [34 CFR Part 104]

“A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student...will not be regarded as discriminatory within the meaning of this section.”

Question: I received a Letter of Accommodation telling me that I have to modify my testing procedures to allow a student extra time on his exams. Why am I required to grant this modification?

Answer: Section 504 Implementing Regulations [34 CFR Part 104]

“Course examinations. In its course examinations or other procedures for evaluating students’ academic achievement in its program, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student’s achievement in the course, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where such skills are the factors the test purports to measure.)”

Appendix D: Tips for Disability Awareness

Appropriate Language

- People with disabilities are people first. The Americans with Disabilities Act of 1990 officially changed the way people with disabilities are referred to and provided the model. The person first and then the disability. This emphasizes the person and not the disability. (e.g. “students with disabilities” not “disabled students”)
- Do not use the word handicapped. A handicap is what a person with a disability cannot do.
- Avoid labeling individuals as victims, or the disabled, or names of conditions.
- Avoid terms such as wheelchair bound. Wheelchairs provide access and enable individuals to get around. Instead, refer to a person who uses a wheelchair or someone with mobility impairment.
- When it is appropriate to refer to an individual’s disability choose the correct terminology for the specific disability. Use terms such as quadriplegia, speech impairment, hearing impairment, or specific learning disability.

Appropriate Interaction

- When introduced offer to shake hands. People with limited hand use or artificial limbs can usually shake hands. It is an acceptable greeting to use the left hand for shaking.
- Treat adults as adults. Avoid patronizing people who use wheelchairs by patting them on the shoulder or touching their head. Never place your hands on a person’s wheelchair, as the chair is a part of the body space of the user.
- If possible, sit down when talking to a person who uses a wheelchair so that you are at the person’s eye level.
- Speak directly to the person with a disability. Do not communicate through another person. If the person uses an interpreter, look at the person and speak to the person, not the interpreter.
- Offer assistance with sensitivity and respect. Ask if there is something you might do to help. If the offer is declined, do not insist.
- If you are a sighted guide for a person with a visual impairment, allow the person to take your arm at or above the elbow so that you guide rather than propel.
- When talking with a person with a speech impairment, listen attentively, ask short questions that require short answers, avoid correcting, and repeat what you understand if you are uncertain.
- When first meeting a person with blindness, identify yourself and any others who may be with you.
- When speaking to a person with a hearing impairment, look directly at the person and speak slowly. Avoid placing your hand over your mouth when speaking. Written notes may be helpful for short conversations.

Appendix E: Sample Statement for Syllabus

A statement inviting students to identify their needs is very helpful in encouraging students to feel comfortable approaching the instructor. The following statement should be made orally and included in each course syllabus.

“Students with documented disabilities who need accommodation should contact the Director of Student Success in the Student Services Building at 814-4364 or supportservices@campbell.edu.”

An instructor may have a student come forward as a result of this statement who has not contacted the Director of Student Success regarding his/her disability. Please ask the student to contact Student Success, which is located in the Student Services Building, 227 Main Street, Buies Creek, NC 27506.

Appendix F: Sample Agreement for Taping Lectures

Some professors may later want to copyright lectures and therefore are concerned about allowing students to tape record their lectures. This problem can be addressed by asking the student to complete the following agreement:

Agreement for Taping Lectures

I, (name of student), agree that I will not release any tape recording or transcription of (name of professor)'s lectures I tape in (department, course #, title), to any individual or group, other than to disability staff personnel at the University on an as needed basis, nor will I otherwise hinder (name of professor)'s ability to obtain a copyright on these lectures.

Student signature:

Date:

The student gives a signed copy to the professor and keeps a signed copy for his/ her records.

Prepared by Laura T. Rich, Director of Student Success
January 2007, Revised December 2011

Some of the information contained herein was compiled directly from the following:

Americans with Disabilities Act of 1990

The Rehabilitation Act of 1973, Section 504

Teaching Students with Disabilities, The Ohio State University

University of Virginia Faculty Guide to Accommodating Students with Disabilities

Rutgers State University of New Jersey Faculty Guide to Accommodating Students with Disabilities