

# Working Together: Faculty and Students with Disabilities

## Legal Issues

While there are a number of federal and State laws that prohibit discrimination against individuals with disabilities, Section 504 of the Rehabilitation Act of 1973 applies to recipients of federal financial assistance. The Americans with Disabilities Act of 1990 applies to public services and accommodations, and to employment. Together they provide comprehensive coverage of most issues of discrimination involving individuals with disabilities that would arise at private and public colleges and universities.

According to these laws, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity at Loyola.

Under Section 504, “qualified” with respect to post-secondary educational services, means “a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.”

“Person with a disability” means “any person who 1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working], 2) has a record of such an impairment, or 3) is regarded as having such an impairment.”

Disabilities covered by legislation include (but are not limited to) AIDS, Cancer, Cerebral Palsy, Diabetes, Epilepsy, head injuries, hearing impairments, specific learning disabilities, loss of limbs, Multiple Sclerosis, Muscular Dystrophy, psychiatric disorders, speech impairments, spinal cord injuries, and visual impairments. However, because the law is dynamic, please consult with Disabilities Support Services about the what is covered by statutes and case law and what we must do to be in compliance with the law.

## Loyola College’s Identification and Accommodation Process

Faculty members are encouraged to be responsive to the pedagogical needs of all students. However, students with disabilities may have some additional educational needs that they should discuss with each faculty member. It is helpful to include a statement on the class syllabus inviting students who have disabilities to discuss academic needs. An example of such a statement is, “To request academic accommodations due to a disability, please contact Disability Support Services, 4502 A Seton Court, (410) 617-2062, TDD (410) 617-2141 or mwiedefeld@loyola.edu. If you have a letter from Disability Support Services indicating you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations you might need in this class.”

A student with a disability needing accommodation will provide each instructor with an accommodation letter from Disability Support Services or the Center for Academic Support Services (CASS) which indicate possible accommodations. The faculty member can then work with the student to find the appropriate accommodation(s) for the specific class. Additional or different accommodations from those stated in the DSS letter might be provided, if deemed appropriate and reasonable by both the student and the faculty member.

**Faculty members should not agree or refuse to make a requested accommodation until after receiving the appropriate documentation and consulting with Disability Support Services.** If agreement cannot be reached with a student on an appropriate accommodation, the faculty member should contact DSS for assistance. If after

working with DSS a satisfactory accommodation is not obtained, an appeal may be made to the ADA/504 Coordinator at (410) 617-2699.

If a student does not present a letter from DSS or CASS, and wants academic accommodations, the faculty member should refer the student to DSS prior to making any accommodations.

## **Examples of Academic Accommodations**

### **Blindness** accommodations:

- Audio-taped, Brailled or electronic-formatted lecture notes, handouts, and texts
- Verbal descriptions of visual aids
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels, auditory lab warning signals
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)
- Computer with optical character reader, voice output, Braille screen display and printer output

### **Low Vision** accommodations:

- Seating near front of class
- Large print handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Class assignments made available in electronic format
- Computer equipped to enlarge screen characters and images

### **Hearing Impairment** accommodations:

- Interpreter, real-time captioning, FM system, notetaker
- Open or closed-captioned films, use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions

### **Learning Disability** accommodations:

- Notetakers and/or audio-taped class sessions, captioned films
- Extra exam time and/or alternative testing arrangements
- Visual, oral, and/or tactile instructional demonstrations
- Computer with voice output, spellchecker, and/or grammar checker

### **Mobility Impairment** accommodations:

- Notetaker / lab assistant; group lab assignments
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables, lab equipment located within reach
- Class assignments made available in electronic format
- Computer equipped with special input device (e.g., voice input, Morse code, alternative keyboard)

### **Health Impairment/Chronic Illness** accommodations:

- Notetaker
- Flexible attendance requirements and/or extra exam time
- Assignments made available in electronic format; use of email to facilitate communication

## **Useful Teaching Techniques**

Below you will find examples of teaching techniques in the classroom, laboratory, examinations, and fieldwork that benefit all students, but are especially useful for students who have disabilities.

### **Classroom**

- Select course materials early so that students and the Disability Support Services office have enough time to translate them to audiotape, Braille, and large print.
- Make syllabi, short assignment sheets, and reading lists available in electronic format (e.g., disk, electronic mail, WWW).
- Face the class when speaking. Repeat discussion questions.
- Write key phrases and lecture outlines on the blackboard or overhead projector.

### **Laboratory**

- Take the student on a tour of the lab he/she will be working in. Discuss safety concerns.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is easily accessible.
- Give oral and written lab instructions.

### **Examination and Fieldwork**

- Assure that exams test the essential skills or knowledge needed for the course or field of study.
- Some students will require extra time to transcribe or process test questions; follow campus policies regarding extra time on examinations.
- Consider allowing students to turn in exams via electronic mail or diskette.
- Ask student how he/she might be able to do specific aspects of fieldwork. Attempt to include student in fieldwork opportunities, rather than automatically suggesting non-field work alternatives.
- Include special needs in requests for field trip vehicle reservations.

## **Loyola College in Maryland Campus Resources**

### **Disability Support Services (DSS)**

4502 A Seton Court, (410) 617-2062 or mwiedefeld@loyola.edu

Students with disabilities should register with DSS for assistance with the provision of accommodations, both academic and residential. Students with learning disabilities and attention deficit/hyperactivity disorder will be referred to CASS.

### **Center for Academic Support Services (CASS)**

043 Maryland Hall, (410) 617-5050 or mmcmahon@loyola.edu

Students with learning disabilities or attention deficit/hyperactivity disorder should contact CASS for assistance with academic accommodations once they have registered with DSS.

### **Adaptive Technology and Equipment**

*The Study*, 300 Jenkins Hall, (410) 617-2104

Students have access to computing resources through specialized equipment and software in the Adaptive Technology Lab.

### **Books on Tape**

Contact CASS (see above) to arrange to request books on tape.

**Braille Services**

Contact DSS (see above) to arrange to have items Brailled.

**Counseling Services**

203 Beatty Hall, (410) 617-5109

Students should call for an appointment if they are in need of counseling services, or an off-campus referral.

**Electronic Resources**

Many Loyola offices, departments, and classes have information available via the Internet. Electronic access to this information may be helpful for students with disabilities. Students can be directed to the Loyola home page at <http://www.loyola.edu>.

**Field Trip Transportation**

Contact DSS to arrange for transportation for a field trip. Be sure to request any special transportation needs as soon as you know about the field trip.

**Health Services**

4502 A Seton Court, (410) 617-5055

Students should call for an appointment if they are in need of health care, or an off-campus referral.

**Interpreting Services**

Contact DSS (see above) to arrange to have interpreters for a class or event.

**Non-Course Related Disability Arrangements**

Contact DSS (see above) to request special arrangements outside of the classroom. Generally, 48-hours notice is required.

**Physical Access Problems**

(410) 617-2200

Contact Physical Plant to report problems with operations of the College's facilities, such as automatic doors and elevators.

**Recreation**

Fitness and Aquatic Center, (410) 617-2330.

Contact Recreational Sports if you need any special accommodations at the Fitness and Aquatics Center, or for programmed activities.

**Study Skills/Peer Tutoring**

*The Study*, 300 Jenkins Hall, (410) 617-2104

Contact for help with study skills or to arrange a peer tutor.

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