



✓

The DSS

Subtitle



DISABILITY SUPPORT SERVICES

CONTENTS

Quick Tips for Faculty <u>2</u>	Ableism <u>3</u>	Meet the staff <u>4</u>
Quick tips for filling out the testing agreement	News and disability related initiatives around the University	Meet the staff behind the email or phone call

DSS Faculty Newsletter

Spring 2018 Newsletter



Figure 1 DSS is located in Newman Towers

Greetings!

Welcome to the first edition of Loyola’s Disability Support Services (DSS) spring 2018 faculty newsletter. Whether you are a new or seasoned faculty member, we hope that you find this biannual newsletter helpful. It will feature information about the accommodations for students registered with us, as well as relevant articles written by faculty, staff, and administrators across campus. We welcome any contributions that might deepen our understanding of disability and related topics here at Loyola.

Roughly 11% of college students in the US are registered as having disabilities (NCES, 2016). Loyola’s numbers are similar with 10% of students registered with DSS for spring 2018. You probably have a student with a disability in one of your courses, and DSS is here to help you give them the access they need. Access goes beyond the academic accommodations we recommend, such as extra time for test, copies of a classmates notes, and many more.

As of now, most students have submitted requests for their Faculty Notification emails for spring 2018. You might receive additional notifications because students can request accommodations at any point during the semester. However, we encourage students to request accommodations sooner rather than later; you can help us with this effort by putting a statement on your syllabus. Please see the example on page 2 (Continued on page 2)



Welcome from the Director continued...

I wrap up by acknowledging the time and effort Megan Henry put into developing our newsletter.

Megan is an assistant director in DSS, and she reached out to other departments to develop our template and find helpful content for this edition. Thanks to Megan and everyone else who worked on this newsletter!

Please contact Megan at mnhenry@loyola.edu if you have suggestions for future editions. Best wishes for a great remainder of the semester!

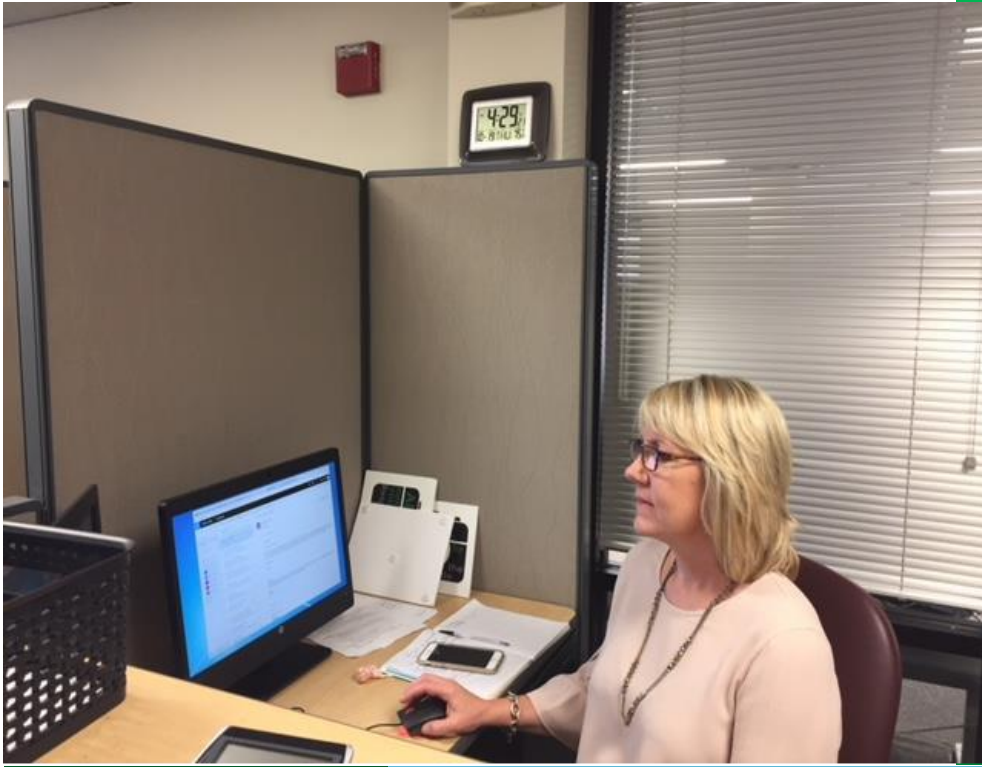
Marcia Wiedefeld
Director of Disability Support Services

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (2016-014), Chapter 3.

?

?

If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with Disability Support Services. For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.



The importance of completing the alternative testing agreement for students taking exams with DSS

Figure 2 Accommodations Coordinator Kathleen Bruns proctoring exams in DSS testing center

1. Why is it important to complete the Alternate Testing Agreement at the beginning of the semester?

A. It is important to complete the agreement at the beginning of the semester (or as soon as you receive it) to ensure DSS is ready for proctoring the first exam request submitted by the student. DSS serves a large number of Loyola students, professors, and interacts with almost every department. This results in proctoring 650-850 exams each semester. Having the Alternate Testing Agreement completed in a timely manner only helps to ensure a seamless and hopefully stress free testing experience. DSS is very grateful to the professors who consistently complete the agreement in a timely manner.

2. What if I indicate and submit the agreement that I can proctor my own exam but the students tells me he or she wants to test at DSS?

A. If a student communicates he or she wants to test in our testing center please connect with DSS and we will provide you with the Alternate Testing Agreement questions to update our records so the student may test in our testing center. Once the agreement is completed and a testing request is submitted by the student, DSS will send you an email with a link to upload the exam to our secure site.

3. I've completed the Alternate Testing Agreement, now what happens?

A. Once DSS has the completed testing agreement our office knows the details for proctoring exams based on the answers you supplied. Students are now free to submit test requests for your course. If all the exam dates are listed in the course syllabus DSS often recommends for our students' to submit all the testing request for the semester at the beginning of the term. We suggest this as our guidelines require students to submit all testing requests with a week's prior notice and this



limits the chance of forgetting to submit a request.

4. Do I have to complete an Alternate Testing Agreement for each student registered with DSS in the same course?

A. No, professors only need to complete one agreement for each class. Our system allows DSS to copy the agreement for any other students in the course. If you teach multiple sections of a given course, let DSS know and we can copy the agreement for all sections.

Ableism and a discussion on how you can fight it.



Sheila V. Graham, Ph.D. is the Associate Director at Loyola's Counseling Center and is in charge of coordinating the Center's diversity related initiatives. Dr. Graham graduated from Amherst College with a double major in Black Studies and Psychology. She then received her doctorate degree in Counseling Psychology from Columbia University. As a queer Black-Latina, she strives to understand the emotional experiences of marginalized groups while working with privileged communities to create culturally safe environments. Dr. Graham is passionate about social justice issues, interpersonal development, racial/cultural identity development, first generation college students, and multicultural competence.

What is ableism and why are you interested?


Ableism is the interaction of ability and power that creates individual, group, institutional and systemic structures that are discriminatory based on physical, cognitive, mental and developmental abilities.

As a psychologist, my interest in ableism stems from the fact that so many individuals with mental health diagnoses suffer from the stigma and unhealthy environment that ableism creates. Not only does this increase suffering for my clients, it often reduces their desire to seek services, continue treatment or comply with medication when it is recommended.

Ableism also affects my personal life as my partner suffers from a traumatic brain injury. Despite attempts to be aware of my ability privilege, I can say and do things that are ableist and hurtful at times. That means I have to be consistently aware of my language, assumptions and actions. Most importantly, I need to listen, be open to my partner's experience, and take responsibility when I slip up.

Should I use the term disabled or disability?

Like other identity-based communities, the preferred terms used to reference members of the community change with time.



Although disability was once a term laden with stigma, a rise in identity pride and desire for visibility has led to a movement reclaiming the term. Words such as handicapped, retarded, crippled, crazy, insane, moron or invalid continue to be hurtful and should be avoided when referring to people with disabilities.

Who is ableist?

While any individual can be *prejudiced* towards a particular group, those with *ability privilege* are the perpetrators of ableism. Living in a society that supports ableism means that everyone passively receives negative messages about people with disabilities, a pervasive reality which often leads to internalized ableism for those with disabilities. Most of us are unaware of these messages and can continue to perpetuate them without realizing we are doing so. I believe the majority of people in our society don't *intend* to be ableist or cause intentional harm to people living with disabilities. The *impact* of our words and actions, however, is hurtful and often invisible to us.

The immense diversity within the disability community makes this matter even more complicated. Not all disabilities are equal and not every person with a disability wants to be treated in the same way. For some, their disability is an important part of their identity and want it to be recognized as such. For others, their disability is not who they are but an aspect of their lived experience.

Who does ableism impact?

Like all isms (e.g., racism, classism, sexism, etc.) ableism affects us all. Those living with a disability are affected by the societal structures that are often oppressive, dismissive and discriminatory. Those who hold privilege in this area suffer from lack of awareness of the talents and challenges members of the disability community experience. Furthermore, our lack of awareness is often the culprit behind the suffering caused by subtle microaggressions and more blatant discriminatory actions. While the latter is regulated by laws and agencies such as the Americans with Disabilities Act (ADA) and Office of Civil Rights (OCR), daily microaggressions and general insensitivities are not. Our society as a whole is therefore negatively affected by the existence of ableism and it will take effort from all of us, particularly those of us with more privilege and power in this area, to dismantle it.

What are some examples of ableism that Loyola students may encounter?

As a microcosm of our society, members of the Loyola community experience many forms of ableism. Although following federal laws required by the ADA means there are accessible entrances and services offered by Disability Support Services (DSS), accommodations do not prevent every form of ableism. The use of ableist language, for example, is something most of us have been guilty of enacting at some point in our lives. Phrases such as "that's so lame!" "blind spot," and "it drives me crazy," are part of our everyday vernacular. Increasing our awareness of ableist words and using person first language (e.g., student with autism instead of autistic student) are important steps in shifting the culture of our community. Students with disabilities have also frequently shared experiences in which they have been asked to justify their need for accommodations by faculty. In these situations we remind students that, by law, they do not need to disclose their disability and any questions faculty have about accommodations should be addressed directly with DSS. Should you need clarification about a student's accommodations, it is best to avoid asking the student. The professional staff at DSS is always happy to discuss your questions or concerns.

How has your role in the Counseling Center helped you gain a deeper understanding of social justice issues and its impact on disabilities?

My passion for social justice and issues of diversity were the driving force that led me into the world of psychology. It was a desire to understand the ways isms, discrimination and inequality impact mental health led me to pursue doctoral degree in a program at Columbia University known for their training in this area. Unlike some of the advances increasing awareness of the impact of racism, sexism, and homophobia have on the mental health; ableism continues to be a widely socially acceptable form of discrimination despite potential legal repercussions.

Meet the DSS staff

Marcia Wiedefeld
Director

Megan Henry
Assistant Director

Kathleen Bruns
Accommodations Coordinator