“Like hell I will.”

“Is the lab required in the program?”

“Yes.”

“Then you have to admit him: that’s the law.”

“Even if he’s blind? How’s he going to do titrations?”

“You’ll find a way. You and the student. Together”

“But dammit, I’m responsible for his safety—not to mention everyone else in the room. How would he know what he’s pouring—where?”

“How does he do it at home? I don’t know, but he knows. Embossed labels, maybe. You’re the Ph.D.—you’ll think of something. But sit down and talk to him.”

The chemistry professor still was not convinced.

“You’re not saying that every course has to be open to every handicapped student...?”

“Every course. Every program.”

“What if a student simply can’t do something you think is an essential part of the training?”

“What do you do, Professor, if you to move a table that is too heavy.”

“I get someone to help.”

“Yes.”

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FACULTY RESPONSIBILITIES

Because we want to work closely with faculty and students with disabilities in providing accommodations in a fair and timely manner, we recommend that you encourage students to meet with you in your office to discuss the Authorized Academic Accommodations letter.

The faculty plays an important role in helping students with disabilities secure the education they seek. Carrying out that role effectively involves the following:

- Maintaining course standards and expectations with students with disabilities as with all students.
- Working with DSPS in providing the authorized accommodations, as outlined on the Authorized Academic Accommodations, in a fair and timely manner.
- Addressing concerns and questions in a direct yet understanding manner first to the student and/or second in a joint meeting with DSPS and the student.
- Meeting with DSPS staff and the student regarding the appropriateness of certain accommodations when disagreements arise.

“DSPS Authorized Academic Accommodations are NOT recommendations or suggestions, they are essentials for the student with a disability.”

REASONABLE ACCOMMODATIONS

Reasonable accommodations are essential to providing the instruction and the evaluation of student mastery that is necessary for a student with a disability to have a successful educational experience.

DSPS participation is voluntary.

Accommodations are designed to “level the playing field” and give students with disabilities an opportunity to reach their full potential, not to be a substitute for student learning. They are not intended to alter the fundamental nature of a course or program, jeopardize the integrity of the institution, or reduce academic standards.

Accommodations are based on confidential documentation of the disability and its functional limitations (only accessible to counselors in the DSPS department). DSPS Counselors are available to consult and facilitate these accommodations. (Note: Some students prefer to arrange their own accommodations and will provide an instructor with the necessary documentation through the College 504 Officer.)
CLASS PARTICIPATION

Arrange for classroom participation or alternate activity. Students who cannot raise their hands may feel isolated or ignored in class. Allow time for questions and concerns and ask the student how they best participate.

Give options for oral presentations, if needed. Oral presentations may pose difficulties for students with speech disabilities. Some students may need to give presentations with the help of an interpreter, and others may want to write out their presentations and ask an interpreter or other student to read it aloud in class.

Make your course information available to students electronically. If you prepare your syllabus, assignments, or handouts on a computer, give copies to students who might need them. Students with visual impairments can use electronic work with a proofreader. Students who are partially sighted can use large point sizes on their computers and then reformat to complete their assignments and exams.

Provide appropriate test-taking conditions. Federal law mandates academic accommodations. Some students may need one or more of the following to complete their exams:

- Extended exam time to accommodate slower writing speeds or the need for a scribe or reader.
- Option of substituting an oral exam for a written exam or a multiple-choice exam for an essay exam.
- Adaptive or accessible software or hardware to complete written or oral exams.

PHYSICAL ACCESS

Ensure Classroom Access. Individual classrooms and laboratories may differ in their accessibility. Contact your department chair and/or dean for more information.

Observe Seating Needs. Students who use canes, crutches, or walkers will need to have a table and chair. Access to this area should not have steps or uneven surfaces. Wheelchair users need flat or ramped access and classroom tables need to meet ADAA regulations for clearance. In lab and computer classrooms, access must be for users to reach the equipment.

Make seating available for in-class aides. This includes interpreters or captionists for the hearing impaired. Other assistants may be assisting students with personal needs. If an accommodation indicates a note-taker is needed, the instructor must solicit volunteers from the class. The student will provide note-taking paper.

Ensure access to out-of-class activities. Access to field trips, visits to museums or attendance at off-campus lectures and dramatic presentations are also the instructor’s responsibility. The student with a disability may need an alternate but equal activity if they cannot participate.

STRATEGIES

Be sensitive to “non-visible” or “hidden” disabilities. Three principle types of disabilities may not be immediately visible.

1st. Learning disabilities hinder students of average to above average intelligence from easily and dependably processing various types of information. Learning disabilities are not a reflection of a student’s intelligence, physical or emotional health, or cultural or socioeconomic background.

2nd. Mild to moderate sensory deficits (low vision, slight hearing loss) should be accommodated by appropriate seating and lighting.

3rd. Chronic disabilities (diabetes, seizure disorders, cardiac or respiratory conditions, lupus, cancer) may interfere with stamina, attention span, and alertness. The attendance and performance of affected students may be erratic, and they may need flexibility in the scheduling of assignments.

TRUE or FALSE

“It is not necessary to verbally present important class information that is written on the white board.”