

Supporting Students with Disabilities

Americans With Disability Act

- Passage of Section 504 of the Rehabilitation Act in 1973 was the first piece of legislation to address discrimination on the basis of disability and paved the way for the Americans with Disability Act (ADA).
- 1990 Americans with Disability Act & Title III of the ADA pass. It is the most comprehensive civil rights law regarding individuals with disabilities. The law requires that accommodations be made for individuals with a verified disabilities in the public and private sector.
- Number of students with disabilities has increased over the past 10 years according to the Department of Education. The Department of Education 2011/12 survey results show 11.1% students enrolled in postsecondary institutions reported having a disability.
- Over 88% of public and private colleges have students registered with Disability Services.
- **Art Center has over 70 students registered with Disability Services to receive accommodations.**

How does a student qualify for Disability Accommodations

- Student must disclose disability (physical and/or mental impairment) that limits a major life activity* to Disability Services in order to receive accommodations.
- Student must be capable of fulfilling the essential requirements of the program with reasonable accommodations*.
- Student must provide medical documentation of disability from medical or psychological health professional.

* Major life activities: walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, lifting, standing, sitting. Major Bodily Functions: Immune system, digestive, neurological, respiratory

* Reasonable accommodations: classroom adjustments, workload adjustments, alternate equipment and furniture, auxiliary aids.

Accommodated Disabilities

- ADD/ADHD
- Learning Disabilities (Dyslexia, Auditory Processing)
- Autism/Aspergers
- Psychological Disorders
- Hearing/Visual Impairment
- Mobility Impairment
- Chronic Diseases

How we can support and
accommodate students
with disabilities

Faculty Role and Responsibilities:

- Follow the law and College's guidelines protecting students with disabilities
- Contact the Disability Services Coordinator when/if accommodation requests are not clear.
- Provide requested accommodations and academic adjustments to students who have documented disabilities in a timely manner.
- Maintain confidentiality of the student's disability.
- Maintain academic standards for the course.
- Award grades appropriate to the level of the student's demonstration of mastery of material, the accommodation should not effect the grading.
- Request that a student meet with Disability Services if they are asking for accommodations that have not been approved.

** Please know that a student is never required to disclose the reason for their accommodations nor is the student ever required or advised to share medical documentation with a faculty member.*

Receiving the Accommodation Letter

This memo serves as notification that student xxxxxxxx has requested accommodations under the Americans with Disabilities Act, and section 8 of the Rehabilitation Act, for the Summer 2014 term.

The student has requested and been approved for the following accommodations:

- **Time and a half extension for in and out of class assignments or exams (Please note it is the responsibility of the student and instructor to determine a schedule for the class assignment extensions to ensure that due dates and assignment expectations are clear)**
- **Permission to record lectures and critiques when needed.**
- **Copies of lecture notes from instructor or identifying a student note-taker who would share a copy of their class notes. (The student should remain anonymous, unless they request otherwise and notes should be turned in to the Center for Student Experience each week following class)**
- **Receiving a syllabus with class assignments and due dates at the beginning of class. If syllabus is not available, please discuss with the student the assignments at least 2 weeks prior to due date.**
- **Assigned readings be given in advance so that student can be given audio version of reading when available (audio copy provided by the Disability Service office).**

The implementation of academic accommodations is a shared responsibility between the student, the faculty member and the Disability Services Coordinator. It is the responsibility of the student to discuss requested accommodations and how they will be implemented so that it is appropriate to both the student's needs and the format of your course. Should the student require accommodations not outlined in the letter, he or she will first need to meet with me to discuss the request, and I will notify you of further needs for accommodations.

Please maintain this memo as part of your confidential records. Should you have further questions regarding this memo, please feel free to contact me at 626-396-2396 or at Kendra.stanifer.edu; or speak directly to the student should you have questions, however, please note that they are not required to explain the circumstance of their accommodation eligibility.

Thank you for your cooperation and please let me know if I can be of any assistance throughout the term.

Sincerely,

Kendra Stanifer
Center for the Student Experience

I have read and understand the approved accommodations for this student. If I am unclear on the way in which to implement the accommodation I will contact the Disability Services Coordinator.

Instructor's Signature

Date

Please return copy to student or Kendra Stanifer in the Center for the Student Experience or email receipt of this letter to Kendra.stanifer@artcenter.edu

Receiving the Accommodation Letter

- When you receive the accommodation letter from the student be certain to read through the letter and discuss any of the accommodations with the student. Keep the copy for your records.
- If the accommodations do not seem relevant or reasonable for your course please discuss with the Disability Services Coordinator and the student right away. An alternate accommodation should be made that meets the students needs.
- If you identify that the student is struggling in your class don't hesitate to openly discuss this with them and the Disability Services Coordinator if needed.
- Remember to keep the students request for accommodations confidential unless the student discloses this information his or her self. If the accommodations are visible to the rest of the class and they have concerns that one student is given perceived advantages it is reasonable to explain that each student may need a different learning environment and your role is to meet everyones learning needs in the class.

Key Classroom Accommodations and Other Resources

1. Time and $\frac{1}{2}$ on assignments or in class exams
2. Multimodal delivery of class content (visuals, handouts, media, class interaction)
3. Multimodal output (look for opportunities that a student could deliver knowledge of class content in another format, i.e. powerpoint instead of oral presentation)
4. Breaking assignment/content into smaller components
5. Providing syllabus with clear deadlines and assignment at first day of class
6. Reduced Scope of workload (i.e. reduced sketches or reading)
7. Recording lectures / Photographing demos or content on boards
8. Requesting peer notes/lecture notes or slides
9. Provide individual feedback and check in with the student to make sure they understand the assignments and/or content

Additional Resources and Accommodations

1. Administrative Lite Terms
2. Assistive Tools (Technology)
3. One on one meetings with Disability Services or other support services
4. Priority Registration
5. Support/Service Animals

Kendra Stanifer
Assistant Dean of Students /
Disability Coordinator
kendra.stanifer@artcenter.edu
626-396-2396

Additional Resources:

Association on Higher Education and Disability

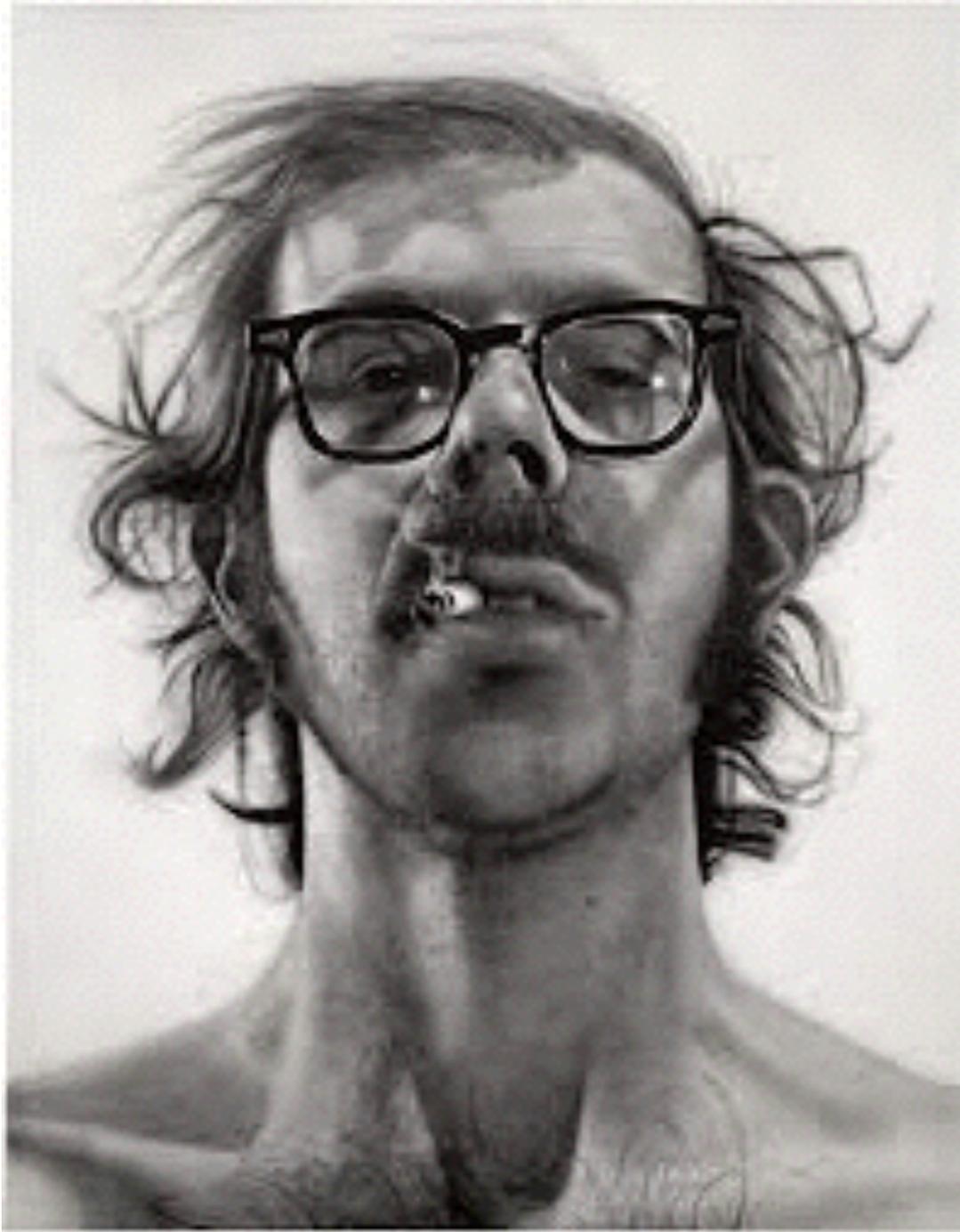
<https://www.ahead.org>

Inside Higher Ed article on disabled students attending college:

<https://www.insidehighered.com/news/2005/07/29/disabled>

National Center for Education Statistics

<https://nces.ed.gov/fastfacts/display.asp?id=60>



CHUCK CLOSE

Artist Chuck Close talks about his process of making
facilitates the management of his multiple disabilities,
dyslexia, paralysis, and prosopagnoisa

<http://www.cbsnews.com/news/face-blindness-when-everyone-is-a-stranger-20-03-2012/>

Please share your thoughts

- What have your experiences been working with different learners? Successes and challenges.
- What support do you need to help accommodate these students?
- What can we do to better support the students?