

DISABILITY SERVICES FACULTY RESOURCES

The College's Responsibility to provide Disability Services:

Art Center College of Design complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified individual with a disability shall be denied access to or participation in the services, programs and activities of the College.

Who qualifies for Disability Services: Any individual who has a physical or mental impairment, which substantially limits one or more major life activities. This individual must also meet the academic and technical criteria required by admissions and be able to participate in the College's educational programs and activities.

Any qualified student shall be given reasonable accommodation, including academic adjustment and auxiliary aids where appropriate, to ensure access to the College's overall educational program. The student requesting accommodations must provide professional verification documentation certified by a licensed physician, psychologist, or other professional health care provider qualified in the diagnosis of the disability.

Faculty responsibility in providing classroom accommodations:

- Follow the law and university'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 courses
- Award grades appropriate to the level of the student's demonstration of mastery of material

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Teaching and Interacting with students with Disabilities:

There are a multitude of learning differences that students with disabilities bring to the classroom. Some are more obvious on how to accommodate the student's needs such as physical, hearing or vision impairment. These accommodations are often delivered through a service or tool that provides the needed support to the student. The disabilities that can be more complex and often times misunderstood are Learning Disabilities (LD), Psychological Disabilities, and Autism/Asperger's Syndrome. The number of students that are self-reporting a learning disability has doubled in the last 10 years nationwide and is expected to continue to grow.

Following are some guides to help you understand your student's learning challenges and some strategies that may help you provide support in your classes.

Students with LEARNING DISABILITIES (LD) and/or ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) make up the majority of students requesting accommodations.

Some common characteristics of a student with a Learning Disability:

- Inability to change from one task to another
- Difficulty with organization and time management
- Difficulty completing tests without additional time
- Difficulty following directions
- Difficulty concentrating in lectures
- Problems with grammar
- Difficulty taking notes
- Poor comprehension and retention of material read

Strategies to accommodate these students:

- Provide a syllabus at the beginning of the term with clear deadlines and assignments.
- Define course material and requirements clearly and in both written and oral forms
- Outline main points throughout lectures in handouts or on the board
- Write key terms during lecture on board
- Leave information on boards up longer than you think necessary for you to copy
- Make notes available on the inside.artcenter or in handouts
- Allow time for clarification of intricate directions
- Provide alternate ways for student to perform tasks (i.e. oral presentations)
- Present information using multiple senses by employing demonstrations, lab projects, audio & video presentations, etc.
- Allow extended test taking time
- Provide a distraction free room for testing

PSYCHOLOGICAL DISABILITIES may not be apparent, but they can have a dramatic impact on interpersonal and school behavior that affects the learning process. These disorders cover a wide range of conditions that may be chronic or reoccurring. Examples of some psychological disabilities are:

Major depression
Bipolar disorder
Severe anxiety disorders
Sleep disorders
Eating disorders
Substance-related disorders
PTSD

Some common characteristics of students with Psychological Disabilities:

- Poor Concentration
- Cognitive (short term memory difficulties)
- Distractibility
- Time management problems
- Impulsiveness
- Fluctuating stamina causing class absences
- Irritability
- Feelings of fear and anxiety about exams

Strategies to accommodate these students:

- Preferential seating, near door
- Prearranged or frequent breaks
- Permission to audio record lectures or provide note taking assistance
- Provide a syllabus at the beginning of the term with clear deadlines and assignments.
- Provide personal and private feedback on assignments and progress in class
- Allow extended test taking time
- Provide a distraction free room for testing
- Provide alternate ways for student to perform tasks (i.e. oral presentations)

There is a growing number of students going to college who are diagnosed with **ASPERGER'S SYNDROME**. Asperger's can impact a student's social skills and non verbal communication.

Some common characteristics of students with **Autism/Asperger's Syndrome**:

- May talk "at" rather than "to" people, disregarding the listener's interest.
- Often talk too loud, stand too close and maintain poor eye contact.
- Lack of social skills
- Difficulty "fitting in" with other college students
- Social immaturity
- Lack of organizational and time management skills
- Difficulty with classes that are not within their interests (often have preoccupations and they may not see the relevance of class).
- Difficulty dealing with ambiguity and lack of problem solving skills.

Strategies to accommodate these students:

- Use clear, specific language. Avoid slang or regional (or university) terms.
- Give specific directions.
- Find out the student's strengths and limitations and advise accordingly.
- Get to know the student so he/she will feel comfortable coming to you with problems.
- Set explicit guidelines for classroom behavior.
- Provide a syllabus at the beginning of the term with clear deadlines and assignments.
- Define course material and requirements clearly and in both written and oral forms
- Provide personal and private feedback on assignments and progress in class

Below are examples of accommodations that a student will often request:

Permission to tape record:

A student may request permission to tape record your lectures for his/her personal study due to an inability to write and/or process information quickly. The following outlines the guidelines that a student is required to follow:

- Tape recording is not to be in lieu of attendance, nor as an excuse to not take notes.
- Taped lectures may not be shared with other people without your consent nor may they be used against you, other lecturers or students whose classroom comments are part of the classroom activity.
- Information contained in a tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without your express consent or without giving proper identity and credit.
- Permission to use a computer for note-taking:
As with any in-class writing, note-taking is particularly arduous for students with dysgraphia and other disabilities.
- For some students with disabilities, lap-top computers, Braille writers and other electronic devices are necessary to be able to access lecture information for study purposes.
- It is understood that students will not be using these devices for purposes other than coursework while in class.

Excused absences due to health issues:

Some chronic illnesses and medical disabilities may require a student to miss class. Flares-ups for some conditions are difficult to predict.

- When the student cannot attend because of the health concern, he/she must contact their instructor as soon as possible and make arrangements on how to make up any class work or assignments.
- Multiple absences, even if excused, may lead to the student needing to drop a class if too much course content has been missed.