1. José is a very soft-spoken, polite first-year student who sits in the back of the class and rarely participates. On the first quiz, his answers were difficult to understand and he seemed to misunderstand the directions; he failed. You ask him to come see you during office hours, and although he agrees to come by, he never does. The first major exam a few weeks later was a disaster. He did not complete the two short answer questions and seemed to miss the final essay; he failed again. This time, you ask him to follow you to your office to discuss the exam and to recommend that he work with you, request a tutor, or consider a withdrawal. He is agreeable to your suggestions and says he will get a tutor. You queried him about his study habits and he seemed to have the right answers for your particular course. As you get closer to the second major exam, you stop him after class and ask how tutoring is going. He reports that "there were no tutors for the class."

How might you help?

2. John attends class regularly and turns in written work of exceptional quality but does not voluntarily participate in class discussions. On the few occasions when you have called on him during class, his struggle to respond was emotionally painful for John as well as his fellow students. John comes to class and sits alone; you never observe John communicating with any of his classmates. However, during conversations in office hours, John’s speech is not as impaired. In fact, over the first few weeks of the semester, John has achieved some success in engaging in conversations with you on a one-to-one basis. Still, one of your primary course requirements includes a group project with a culminating class presentation and you are concerned about John’s ability to engage with his group. John has not been identified as an individual with a disability through the established College process.

What alternatives to class requirements would be appropriate to consider?

How do you/should you provide appropriate counsel to John about services that might benefit him?
3. Maria seems to be a very capable student but she is often 5-10 minutes late to class. She interrupts you during class and adds information that is often unrelated to your discussion or is a little "off base." You are often perplexed by her questions and aren't certain how to respond. The questions are often obtuse and lack clarity. She also comes to every office hour to ask questions about the readings. When you ask her what she thinks, she is annoyed. She wants to know what you think. You can tell she has done the readings, but are puzzled by her questions. If there is another student in your office and the door is closed, she will open the door to tell you she is waiting. As the semester progresses, you become aware that she is shunned by her peers in class and students are beginning to laugh at her questions.

What can you do?

4. Dante has a significant health condition that often results in him being unable to attend class. Dante's health situation has worsened this semester, and he has not been able to attend the majority of his classes (for example, he has only attended 5 sessions of a class that has already met 10 times). Dante's current Accommodation Plan contains language allowing some “flexibility” in attendance:

- Flexibility in Attendance: Flexibility in attendance requirements may be considered based on faculty consultation regarding essential functions of each course.
- The student is responsible for contacting the faculty member and Health Center as soon as possible when a disability-related absence will or has occurred and, as necessary, informing the faculty member and Health Center as to when the student will return to class.
- The student realizes that in courses requiring class participation, flexibility in attendance may not apply.
- The student has been informed and understands that there comes a time when too many absences go against the academic integrity of the class and a student cannot be excused from missing any more.
- This accommodation potentially provides relief from requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences. Neither extension of deadlines for assignments due, nor arrangements for making-up tests and exams missed during such absences are included in this accommodation and must be negotiated individually with faculty as need arises.

It is the student's responsibility to inform the faculty member as well as the Health Services Director about his absence in a timely manner and to clarify the methods and timelines for making up assignments missed due to the absence. Dante also has note takers for all of the classes.

Given the student's large number of absences this semester, there is concern among faculty that Dante is increasingly not able to participate effectively as a student in his classes. Many of Dante's classes have a significant class participation component.

Continued on next page
Considerations:

What guidance is there with respect to ADA accommodations? Where is the line between making accommodations for the health condition/disability so as to provide the student with equal access to his education vs. a situation where the student is increasingly unable to participate in the educational program?

Is class attendance an essential element of certain classes? Will excessive absences fundamentally alter the educational program?

How can the College accommodate this condition? How far do faculty need to go in working out individualized programs for a given student?

At what point can it be determined that the student might not be able to satisfy the requirements of his courses?

5. Jane was diagnosed with a right ear Large Vestibular Aqueduct Syndrome (LVAS) following a concussive event on a roller coaster ride at an amusement park where she was vacationing with her family. LVAS is a congenital anomaly of the inner ear that predisposes her to progressive hearing loss, tinnitus, vertigo, hypersensitivity to noise, and intermittent pain and can affective cognitive functioning. As a result, Jane has experienced a sudden moderate-to-severe hearing loss in her right ear that can become permanently severe if Jane experiences further head trauma or exposure to loud noise. Episodes of vertigo may be severe causing nausea, staggering, and loss of balance. Jane’s case is rare for two reasons: its late onset and unilateral presentation. Jane has developed a condition known as hyperacusis where everyday sounds can become intensely magnified causing significant auditory discomfort. There is no cure for either condition. Use of amplification risks exacerbation of the hearing loss. Jane has experienced episodes of fear and depression since the onset of LVAS.

Jane reports significant difficulty in academic and social experiences on campus. In academic classes, Jane is having difficulty processing auditory information in terms of clarity and speed, often feeling as though she is missing information presented during class lectures. She is exhausted at the end of her day due to the extreme effort it takes to listen and process information from class lectures. She also reports that social interactions in group settings have become difficult as she frequently cannot follow social exchanges when more than one other person is present and talking. Because she asks friends to repeat themselves, she feels they are losing patience with her, perhaps not including her with activities when a larger group is organized.

What accommodations and services will help Jane?

How can faculty accommodate Jane’s many issues?
6. Rebecca, a first year student, has presented medical documentation certifying a medical disability of life threatening allergies to all foods containing fish, fish products, soy, and eggs. There is also a significant potential for sudden anaphylactic reaction even if cooking surfaces, utensils, or containers have contact with these food products. Adverse reactions include rash, hives, difficulty breathing, shortness of breath, and anaphylaxis. These reactions may occur at any time due to eating contaminated food, eating food with unknown “trigger” ingredients, cross-contamination of food, and/or cooking surfaces, etc. Rebecca also has sensitivity to these foods being consumed within a radius of her presence. Rebecca carries medications for emergency injections and has used a “life alert” medallion for emergency services while in high school. This condition is chronic, severe, and presents a high risk for a medical event.

Rebecca is enrolled in your FYS class includes a study of different ethnic cultures. A core element of the class experience and requirements involves you and the class members patronizing selected ethnic restaurants to sample and experience the food, drink, and cultural practices involving food of the cultures the class is studying. Students are encouraged to try the local ethnic dishes and talk with the restaurant chefs and servers about the food and cultural practices involving food and drink. Students then complete writing assignments for course credit about their experiences. Students are also encouraged to search for and bring samples of ethnic foods to share with the class as part of the cultural component of the FYS requirements.

Considerations:

What alternatives might be arranged to accommodate Rebecca?

Can Rebecca’s needs BE accommodated?