Understanding Disabilities

A Guide for Faculty and Staff
Prepared by the
Office of Disability Services

Muhlenberg College

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A Guide for Faculty and Staff

Muhlenberg College Office of Disability Services
Pamela Moschini, Director
Traci Gensits, Assistant Director
Julie Manzo, Disability Services Specialist
Lisa Rindock, Testing Coordinator & Office Manager

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Table of Contents

Dear Colleagues:

One of the Muhlenberg family's most appealing characteristics is our determination to develop the full potential of every student. The Office of Disability Services has enjoyed the privilege of working with faculty and staff who demonstrate a commitment to student growth and achievement.

This guide is designed to make each of us more effective in understanding and responding to students whose learning styles and other abilities may differ from those to which we are accustomed. We know that students with learning differences and disabilities can be brilliant, insightful, and creative. Often their determination and ingenuity endow their efforts with extraordinary courage and dignity, and lead to impressive leadership positions in their chosen fields of endeavor. These students, as part of a diverse learning community at Muhlenberg College, are precious resources that enrich our College and society at large.

The Office of Disability Services, along with all faculty and staff, embrace a passion for assisting students to excel. This handbook is a guide to help us all to be more effective in pursuing this shared mission.

Best wishes for a successful academic year.

Pamela E. Moschini

Pamela E. Moschini, Director
Office of Disability Services

Introduction

During the past twenty-eight years, access to higher education, previously only a dream for many otherwise qualified students with disabilities, has become a reality through legislation, student perseverance, colleges recognizing their obligation to help educate those with special needs, and, most importantly, through the work of dedicated faculty. The most recent statistics reported by the National Center for Education Statistics (NCES 2011-12) indicated that 11-12% of the college population has been diagnosed with some type of disability. Muhlenberg College reflects these increased trends. Muhlenberg was among the first colleges in its competitive circle to pay serious attention to the needs of students with disabilities. Muhlenberg is unique in its comprehensive model of serving students with **_all_** categories of disabilities. Today, those students make up approximately 19% of the College's student body and graduate at the same high rate as the rest of the student body.

The purpose of this handbook is to provide the Muhlenberg College community with information that will help build pathways to learning for students with disabilities. The handbook will describe our student population, identify barriers to learning, and provide recommendations for meeting the needs of our students. Section 504 of the Rehabilitation Act of 1973 (as amended), the Americans with Disabilities Act (ADA) of 1990, and the newly reauthorized Americans with Disabilities Act Amendment Act (ADAAA) of 2008, make clear our responsibilities in meeting these needs. In order to comply with these laws, colleges and universities receiving any form of Federal assistance must offer qualified students with disabilities access to the same programs and services available to non-disabled students.

All students with disabilities admitted to Muhlenberg College meet the same rigorous admission requirements as their non-disabled peers. (Many students elect not to disclose they have a condition that rises to the level of a disability until after admission.) These students major in various areas, bring a range of talents and abilities, serve in organizations and earn academic honors. The intent of providing access is not meant to compromise the integrity of the degree nor the expectations for course work; rather, it is meant to give students with disabilities the same opportunities as nondisabled students. Although students are provided information to help them understand the dimensions of their own learning and to utilize appropriate strategies, faculty understanding and assistance are critical to the ultimate success of students with disabilities. Working together, faculty, students, and staff professionals will continue to applaud the accomplishments of ALL of our students.

https://nces.ed.gov/pubs2011/2011018.pdf

Muhlenberg College
Office of Disability Services

General Guidelines
&
Frequently Asked Questions

What are the legal mandates regarding services for students with disabilities?

Both Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act Amendment Act (ADAAA) of 2008 protect students with disabilities from discrimination and ensure equal access to all programs, services, and activities at Muhlenberg College.

What are the guidelines for determining if an individual has a disability?
A key component in the disability determination process is for the individual to be evaluated by a licensed professional and meet at least one of the following criteria:
- Have a physical or mental impairment that substantially limits one or more major life activity (example: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working)
- Have a record of such an impairment; or
- Be regarded as having such an impairment

Who makes the determination regarding eligibility for accommodations?
Documentation from a licensed professional should be submitted to the Office of Disability Services. The professional staff from the Office of Disability services will review all submitted documentation and make a determination of eligibility for accommodations and services.

How will the faculty member know what accommodations to provide?
Once the student has completed the disability determination process, the designated ODS professional will start the discussion about appropriate accommodations. These decisions are based on the documentation, course requirements, and with consideration to previously used accommodations. The student with provide the faculty member with a copy of the Accommodation Plan and discuss the specifics needed for that class.
Note: Accommodations are not meant to alter the essential elements of a course nor a major area of study. Consult with the professionals in the Office of Disability services with any questions or concerns regarding the recommended accommodations.

What is the best method of opening a discussion with the student about accommodations?
Include a statement on syllabi indicating the College policy regarding students with disabilities. This will alert the student that the faculty member is aware of the policies and procedures and is open to discussion. An example of such a statement is: "Students with diagnosed disabilities or special needs requiring accommodations for this course must first contact the Office of Disability Services. Do this as soon as possible so that we may have a dialogue as to your needs and the recommended accommodations. You are encouraged and welcome to see me during office hours at any time."
Another opportunity occurs when an Accommodation Plan is presented.

Note: It is recommended that Faculty ***not*** provide accommodations without proper confirmation from the Office of Disability Services as this could compromise the integrity of the process. In some instances, students may disclose a disability, but may ***not*** request any accommodations. Faculty is not required to determine what a student may need without a request and verification from the Office of Disability services professionals.

What types of accommodations are possible?
Examples of accommodations and the generally categories under which they may be categorized are as follows:

Academic Accommodations

➡ **Classroom & Testing accommodations (Accommodated Test Form used)**
- Extended time (generally time and a half, although some will require longer)
- Distraction-reduced setting
- Reader and/or scribe
- Calculators, spell-checkers
- Computer for essay exams
- Access to class notes
- Advance notice of papers/tests/quizzes
- Use of computer to take notes
- Medical necessity for flexibility in attendance
- Enlarged font on class materials
- Medical necessity for specialized furniture

➡ **Auxiliary Aids and Services**
- Sign language interpreters
- Real-time transcriptioning (CART, C Print)
- Open & closed captioning/decoders
- Assisted listening system/devices
- Reader services
- Electronic readers/displays/devices
- Note-taker services/devices
- Textbooks via alternate format (ex. Digital)
- Enlarged, enhanced text/TV
- Assistive technology & devices
- Adaptive technology & devices

How can course materials be made accessible to students with disabilities?
Faculty is encouraged to use various methods of providing access to information including the following:
- Use the guidelines of Universal Design of Instruction (UDI).
- When selecting materials, order closed captioned videos and films, and consider availability of e-text.
- Canvas materials and web page information should be accessible to all students.
- Assistance is available through the Office of Information Technology.
- Course packs should be developed using the clearest copy possible so that a screen readers, such as the Kurzweil, Read & Write Gold, Read Out Loud (for example) can discern the material.
- Provide Digital Text format for materials (*refer to the section on Digital Texts*)

Educational Enrichment
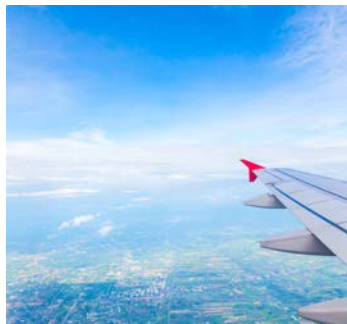
All students attending Muhlenberg College have the opportunity to learn outside of the traditional classroom setting including such experiences as Study Abroad, Washington Semester, Internships, Volunteer Services, Fieldwork, and Student Teaching. Students with disabilities can and do participate in the full range of these experiences and achieve at the same level as students who are not disabled. Although faculty sponsors for these educational enrichment activities are often unaware that a student has a disability, leaving campus for these learning experiences could create different challenges, as well as rewards, for students with disabilities. Students are often reluctant to disclose a disability and to request accommodations for fear of being stigmatized and prejudged before entering the enrichment program. It is important, therefore, to be aware of the assistance available to both faculty and students during these educational enrichment experiences and to have information on programs or placements that could be problematic for students with certain disabilities (ex. mobility issues for certain Study Abroad locations). The *Internship Guidebook* is also a valuable resource for working with students with disabilities.

Pre-placement Planning
- Include a statement on the application inviting students with disabilities to discuss their needs with you in advance.
- Provide information on programs or placements that could be problematic for the student (ex. Mobility issues for Study Abroad).
- Forward a list of accepted students to campus professionals in the Office of Disability Services, Counseling Services, and Student Health Services.
- The campus professional will review the list and contact any student for whom there might be a need for on-site accommodations or for whom there are concerns.
- If the accommodations require additional equipment, such as TTY, special furniture, or adaptive/assistive technology, the campus professional, the faculty member, and the on-site supervisor will coordinate the purchase or placement of these items.
- If a student is not yet ready for the particular placement; consider offering a sample experience, such as shadowing another student or visiting various field sites.

Supervision
- The faculty sponsor and the on-site supervisor should be clear in the performance expectations during the experience. It is expected that students with disabilities will fulfill the same requirements as all students even though accommodations may be appropriate.
- If the nature of the disability requires extra time to complete projects or assignments, the parameters of this should be discussed in advance.
- Regular, candid feedback on performance is encouraged.
- Written performance appraisals are preferred, with suggestions for improvement.

Post Experience
- Provide an opportunity for all students to critique their enrichment experience.
- Include an invitation for students with disabilities to give feedback on both the positive and negative issues of the experience as it relates to their disability.

5

Test/Exam Accommodations for Students with Disabilities

Requests for test and exam accommodations are the most frequently utilized service for students with disabilities. If a student with a documented disability needs extended time or distraction reduced accommodations, the student may be accommodated within the department administering the test/exam or in the Accommodated Testing Suite located in the Lower Level of Seegers Union. (Within the physical location of the Academic Resource Center and Disability Services Departments Suite) The student is responsible for discussing the accommodations for testing with the professor well in advance and for setting appointment arrangements with the Office of Disability Services.

➡ After the formal Disability Determination Process, during which the student submits documentation of disability and receives notification that he/she has qualified for reasonable accommodations and services, the student must contact the Office of Disability Services to request accommodations, auxiliary aids, and services and to complete an Accommodation Plans.

➡ The student is responsible for setting an appointment with the Professor early in the semester to discuss the Accommodation Plan, recommendations, and to discuss his/her needs for testing accommodations. (And/or other pertinent accommodations, as well.)

➡ At least three to seven days before the scheduled exam, the student should remind the faculty member about the requested accommodations. Decisions should be made about when, where, and how the exam will be administered, with contact to the Office of Disability Services to follow. Students are expected to schedule the testing appointment in accordance with the established guidelines, to complete the Student Section of the **Proctored and Accommodated Testing Form**, and to submit the **Form** to the Professor for further action.

- For those students who request a reader, scribe, or another accommodation that may require specialized support, the student and/or faculty member should contact the Office of Disability Services to discuss the specific accommodations well in advance of the testing date.

- If the student needs to take an exam on a computer, a college computer will be provided.

- The Office of Disability Services provides direct and electronic proctoring of accommodated testing. Students will be asked to leave all belongings, (academic, electronic, & personal) in a secure location within the Accommodated Testing Suite during testing.

➡ The faculty is responsible for the delivery of the exam, the completion of the Faculty Section of the **Proctored and Accommodated Testing Form**, and for the retrieval of the exam at the conclusion of the testing period.

Incomplete Grades
(For Informational Purposes- Please consult the Dean of Academic Life for Specific Details)

The College policy regarding incomplete grades is equally applicable to students with disabilities. While a disability condition may be a factor in the decision-making about an incomplete, an incomplete is not considered an accommodation for a disability. Faculty members should confirm with the appropriate campus professionals to assist in making that determination.

College Guidelines for Granting an Incomplete Grade

All requests for incomplete grades must be made directly by the student to his or her professor and must specify a compelling reason or reasons for failure to complete the course requirements by the end of the term. Only faculty members are authorized to grant incomplete grades. No incomplete grade may be given to any student who has not requested an incomplete grade.

- If the student specifies the involvement of a medical or mental health issue, the faculty member should consult with the Director of Health Services or the Director of Counseling, who may be able to provide verification to the professor.

- If the student requesting an incomplete grade has sought medical or mental health services off-campus:

  - ✓ The student must obtain appropriate documentation from the health service provider and arrange for this documentation to be presented to the Director of Health Services or the Director of Counseling.

  - ✓ The on-campus health care professional should review the documentation and verify the compelling reason for the requested incomplete grade.

- The student is required to complete and submit the required work within the designated calendar days to allow conversion of incomplete to a letter grade other than F.

- The student's failure to produce completed work with the designated calendar period will result in the automatic conversion of the incomplete to a grade of F unless, within the designated period, the student has requested and been granted by the faculty member an extension of the incomplete after specifying a compelling reason for failure to complete the work within the established period. Extensions for other than medical or mental health reasons may be made at the discretion of the professor following consultation with the Dean of Academic Life. Extensions based on medical or mental health reasons must follow the procedure set through these Offices. Please consult with the Dean of Academic Life for more details.

- It is often helpful to provide the student with written confirmation of the agreed assignments and time for completion.

7

Specific Disabilities

College students with disabilities are present at all institutions of higher education in the United States - including Muhlenberg. These students experience physical, cognitive, or mental health disabilities affecting their access to facilities as well as access to information. Students who have difficulty negotiating the doorways and pathways of our campus can often be easily identifiable; however, students who have difficulty negotiating the doorways and pathways to learning often are not. The following pages include information regarding the various types of disabilities, the difficulties encountered by students, and suggestions for accommodations.

Cognitive disabilities include all types of individuals who experience difficulty in processing various mental tasks as compared to the "average" person. Students with cognitive disabilities could have Learning Disabilities or be experiencing the effects of a traumatic brain injury. Students with physical disabilities include those with mobility issues as well as chronic health problems, where episodic difficulties may occur. Students with psychological and mental health disabilities can often go unnoticed until there is a change in behavior. In addition, some students may be taking medications to mediate the underlying condition and may experience a wide range of emotional and physical impact during periods of medication adjustments.

Although certain conditions are defined in the following pages, not all disabilities are included in this section. The recommended techniques and accommodations are intended to provide equal access to students with disabilities and are not intended to substantially change the essential elements of the course or program of studies. If there are questions regarding techniques or accommodations for a student with a disability, faculty should contact the appropriate campus professional for discussion and clarification.

Students with Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological condition that affects the student's ability to sustain attention and concentration to academic tasks. These students may be impulsive, easily distracted, disorganized, forgetful, and frequently have weak study skills. Academic difficulties associated with ADHD may include problems with reading comprehension, mathematics, and written language skills. Although ADHD is often treated with medication, academic support and accommodations are paramount to the student's success.

Characteristics of Students with ADHD:

Strengths	Weaknesses
Sensitive	Poor organizational skills
Creative	Trouble with follow-through
Unique perspective	Impulsive
Energetic	Distractible
Good net-worker	Trouble with procedures
Observant	Restless
Hyper focuses when interested	Difficulty with sustained tasks

In the treatment of ADHD, some students may pharmacological interventions very successfully. Of these students, some may have side effects to stimulant medication which may include:

Headaches	Stomachaches
Insomnia	Irritability
Depressed mood or social withdrawal	Weight loss

Suggested Techniques and Accommodations

- ☑ Encourage the student to tape record class lectures.
- ☑ Offer extended test time in a quiet setting.
- ☑ Provide multimodality instruction when feasible.
- ☑ Provide a detailed syllabus with assignment due dates well in advance.
- ☑ Write key terms and points on the board.
- ☑ Move around the classroom and allow interactive activities and assignments.
- ☑ Provide structure and reduce distraction in class.
- ☑ Simplify and repeat instructions, as needed, both orally and in writing.
- ☑ Give student helpful feedback regarding his behavior and work habits.
- ☑ Report any dramatic changes in academic or personal behavior.

Students with Chronic Medical Conditions, Health-Related Disabilities

Students with chronic health-related disabilities have been diagnosed with a wide range of disorders. These disabilities are often hidden, yet the need for accommodations can be critical to student success. Students with chronic illnesses will often experience episodic exacerbations of their condition, at which time temporary accommodations may be necessary. There are times when some of the most severe symptoms of the disability are caused by side effects of the medications used in treatment. These conditions often cause students to be absent from class for medical treatment or when symptoms are severe. Some of these illnesses include but are not limited to:

AIDS	Diabetes
Allergies	Epilepsy
Arthritis	Fibromyalgia
Autoimmune disorders (lupus, rheumatoid arthritis)	Hepatitis
Blood Disorders (sickle cell anemia)	Lyme Disease
Cancer	Migraine
Cardiac Disorders	Multiple Sclerosis
Chronic Fatigue Syndrome	Muscular Dystrophy
Chronic Pain	Parkinson's Disease
Crohn's Disease	Respiratory conditions

Symptoms of Students with Chronic Health Disabilities:

- ☑ Absence from class when symptoms are active
- ☑ Difficulty with memory and concentration
- ☑ Difficulty walking, sitting, or standing for extended periods
- ☑ Fatigue/weakness
- ☑ Sleep disruption
- ☑ Migraine headaches
- ☑ Depression/anxiety
- ☑ Chronic pain
- ☑ Light sensitivity
- ☑ Nausea/diarrhea

Suggested Techniques and Accommodations

- ☑ Encourage the student to tape record the class
- ☑ Arrange for extensions on deadlines when disorder is active
- ☑ Provide early access to the course syllabi and assignments
- ☑ Permit snacks
- ☑ Provide frequent breaks for long classes
- ☑ Provide appropriate seating (near exit if necessary)
- ☑ Arrange in advance for any absences due to medical reasons
- ☑ Arrange for tests/exams at alternate times if necessary

10

Students Who Are Deaf or Hard of Hearing

Students who are deaf or hard of hearing can vary greatly in the degree of their disability. Individuals born with a significant hearing loss experience greater difficulty in both receptive and expressive language than those born with some, or complete, hearing. Many hearing impaired individuals who have residual hearing use some type of hearing aid while also relying on speech, sign language, or lip-reading. Academic accommodations may include sign language interpreters, sound amplifications, or transcriptionist's services such as with CART or C-Print.

Suggested Techniques and Accommodations

Mild-Moderate Hearing Loss

- ☑ Reserve a seat in front for both the student and an interpreter, when necessary.

- ☑ Always face the student when speaking.

- ☑ Provide an outline of the discussion either on the board or on paper.

- ☑ Provide a list of new technical terms and transcripts of any audio-visual materials.

- ☑ Repeat the responses, questions, or directions from other students.

- ☑ Students using FM systems, should discuss device use with faculty member and arrive at class a few minutes early to complete set up of device before class starts.

- ☑ If the student uses an interpreter or CART (Computer Aided Real-Time Transcription) Services, be aware that it takes a few seconds after information is said to be transferred to the student.

- ☑ Allow adequate time for the student to finish speaking and the interpreter to complete rearticulating before moving on.

- ☑ Instruct hearing students to raise their hands or stand up to speak and/or have the professor address them by name (i.e., What is your comment, Mary?).

- ☑ Instruct students not to whisper or have a conversation near the deaf student and the interpreter. Amplification systems will often pick up extraneous noise and cause disturbance for the student.

Profound Hearing Loss- same as many components above plus….

- ☑ Keep doors to the classroom closed to avoid distractions.

- ☑ When the deaf student is commenting or asking the professor questions, it is helpful for the professor to stand next to the interpreter or in front of the deaf student.

- ☑ Keep mustache or beard trimmed around the lips to provide access to facial expressions and lip movement.

11

Students with Learning Disabilities

Generally speaking, students with Learning Disabilities are defined as having average or above average intelligence with a significant discrepancy between intelligence and achievement in various areas of functioning. Learning disabilities can include difficulty in visual or auditory perception or processing, difficulty in memory, attention, or expression. In working with students with learning disabilities, it is important to remember that students present different profiles of strengths and weaknesses. Faculty may consult with the Disability Services Specialists in the Office of Disability Services to learn about instructional strategies and accommodations that may assist the student in compensating for areas of disability. Faculty may receive an Accommodation Plan listing accommodations, auxiliary aids, and/or services that have been determined appropriate and necessary for the student to have full access to learning. Faculty may also receive recommendations on specific strategies to assist the student. Any information the student chooses to disclose about the nature of his/her disability should be held in the highest level of confidentiality. .

Suggested Techniques and Accommodations Teaching

- Have an outline and syllabus available during the registration period of classes.

- At the beginning of the course or each class, identify the main themes and ideas.

- Begin each class by stating the objectives and structure of the class lecture.

- List main points of the class lecture on the board or Canvas.

- Use multi-sensory teaching techniques and universal design in presentations.

- Summarize and review the main points of each class lecture.

- Speak clearly and at a relaxed rate.

- Pause occasionally for any questions. Provide time for a question and answer period.

- Give assignments in writing as well as an explanation for clarification.

- Provide examples and study guides for exams demonstrating the exam format.

- Encourage students to form study groups.

- Encourage students to access academic tutoring services through the Academic Resource Center and the Writing Center.

Evaluation

- Provide exam accommodations as suggested by the Accommodation Plan (ex. permit exams to be taken in a distraction-reduced environment, with extended time, or with a format adjustment.)

- Consider alternative methods of demonstrating understanding of course objectives (oral presentation, research paper, or project).

12

Students with Mental Health Disabilities

According to the Americans with Disabilities Act (ADA) definition, an individual has a disability if he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is perceived as having such impairment. (Although an "impairment" is not considered to be a disability unless it "substantially limits" a "major life activity.") A mental impairment includes "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities"

In order to be eligible for academic accommodations, the disability must be diagnosed by a professional, documented, and show evidence that it substantially limits one or more major life activity. Therefore, a diagnosis of a particular disability may result in accommodations for one student but not another based on the impact on each individual's functioning. Examples of these disabilities may include, but are not limited to:

Affective Disorders	Obsessive Compulsive Disorder
Bipolar Disorder	Organic mental disorders
Depression	Schizophrenia
Substance Abuse (in recovery)	Generalized Anxiety Disorder

Nationally, the diagnosis of students with mental health or psychological disorders is increasing. Students with these disorders are often in therapy or taking medications for their condition and may not exhibit outward signs of their disability. However, any student with a mental health disability may experience one or more of the following symptoms that can impact functioning:

- ☑Cognitively: memory and concentration problems
- ☑Behaviorally: impulsivity, repetitive motion, pacing, maintaining stamina
- ☑ Emotionally: periods of mania or depression, thoughts of suicide, feelings of worthlessness, delusions
- ☑Perceptually: auditory or visual hallucinations
- ☑ Socially: lack of affect, fear or anxiety, rambling or halting speech, impaired relationships
- ☑Physically: side effects of medication, drowsiness, fatigue, hand tremors, racing heart, dizziness, chest pains

Suggested Techniques and Accommodations:

- ☑Support and guidance from faculty member, Counseling Services, Disability Services
- ☑Extra time on assignments and exams
- ☑Private, quiet test taking environments
- ☑Alternative test formats
- ☑Alternative seating arrangements
- ☑Honest feedback when behavior is inappropriate
- ☑Tape recording of lectures
- ☑Assistance with completing forms or written information
- ☑Referral to the Counseling Center when necessary

13

Students with Mobility Impairments

There are various forms of mobility impairments, which include, but are not limited to musculoskeletal, respiratory, cardiac, and neurological disorders. These impairments vary in degree and may range from partial to total paralysis, which can have a direct effect on coordination, dexterity, mobility, and impairment in speed. Students in this category may be easily identifiable by their use of assistive devices (i.e. wheelchair, canes, braces, etc.). However, others may have a subtle dysfunction that is not as easily recognizable, which can impact mobility.

Many chronic health-related impairments can also affect mobility. They will often be episodic and unpredictable in severity and when active, have an impact on the ability to function. Examples of these disorders include, but are not limited to, asthma, arthritis, back conditions, cancer, chronic fatigue syndrome, Crohn's disease, heart conditions, Lupus, fibromyalgia, and Lyme disease. Students with these disorders may experience lack of energy, lack of concentration, or difficulty in walking, sitting, or standing. Although a student may not be experiencing an active condition, it is especially important to discuss in advance how the medical condition can be accommodated when the student is symptomatic.

Suggested Techniques and Accommodations

Mobility

- Be sure the classroom is accessible and/or make special arrangements with the Office of Disability Services, if necessary.
- Provide an alternative site for faculty/student meeting if faculty office is not accessible.
- Consult with the Office of Disability Services and Campus Safety regarding emergency evacuation.
- Include the student within the regular seating of the class; reconfiguring the physical space to accommodate specialized seating if necessary.
- Permit in-class written assignments to be completed out of class if scribe services are necessary and not available (or appropriate) for in-class completion.
- Consider alternatives to standard testing formats including oral or taped testing.
- Work with other campus departments involved in course assignments/projects that may be assisting the student. (ie. Library staff, Technology Department, etc.)
- Provide assistance for laboratory courses as needed (handling materials, wheelchair access to tables).
- Make disability-related arrangements for field trips or other out-of-classroom experiences as soon as possible.
- Reserve seats in the front of the class and provide space for an auxiliary service provider, personal care assistant, or service animal who may accompany the student.

Chronic Health Conditions Affecting Mobility

- Work with the Office of Disability Services and the Student Health Center to arrange for accommodations for absences, extra time to complete work, or to make up tests when the symptoms are active.
- Permit students to take a break during class when the symptoms are active.

14

Students Who Are Visually Impaired

Students with visual impairments can vary greatly in the degree of sightedness. Many individuals have some residual vision, some have been impaired since birth, while others have suffered a vision loss after being sighted and may have visual memory. Despite the ability to hear lectures and discussions, students may experience difficulty in the use of any written format, including PowerPoint, Blackboard, Web Pages, videos, course packs, written exams, and library materials. The improvements in assistive technology have provided access to information for many students with visual impairments; however, many still need assistance from the faculty and campus professionals.

Suggested Techniques and Accommodations

➡ Provide clearly written or printed reading lists and syllabi as early as possible to allow time to arrange for audio taping, converting to large print, copying or Brailing of text.

➡ Reserve seats in the front of the class and provide space for an auxiliary service provider, personal care assistant, or service animal who may accompany the student.

➡ Permit recording of lectures.

➡ Describe any information given on the board or overhead projector and/or provide large print copies of overhead transparencies.

➡ Make arrangements for written material to be copied in larger print or translated using a Braille copier.

➡ Provide alternate test-taking formats such as oral exams and accommodations such as extended time, use of a reader/scribe, or use of assistive technology.

Resources and Consultations

Development of Course Materials

The importance of good teaching at Muhlenberg is reflected in the many ways faculty have designed courses and course materials to be challenging, yet accessible to all students. Our *Faculty Center for Teaching* has provided many opportunities for faculty and staff to attend workshops and seminars in curriculum development and in reflection on the teaching/learning dynamic. Their work, and that of interested faculty, has provided the Muhlenberg community with valuable resources to enhance learning. In addition, the learning specialists in Academic Support Services can assist with special techniques to assist students with disabilities.

The following pages can be used as additional resources in developing course materials that will be accessible to ALL students, especially those students with disabilities. There are also various web sites available for information.

Examples of Instructional and Program Accommodations
For
Students with Disabilities

Reading
- Extended test time
- Controlled/Accommodated Environment
- Reader/ Text reader
- Textbooks in an alternate format
- Exams given orally/technologically

Writing/Spelling
- Extended test time
- Note taker services/devices
- Use of recorder devices
- Exams presented orally, with scribe services, or with assistive technology devices (Voice recognition software)
- Spellchecker

Math
- Extended test time
- Controlled/Accommodated Environment
- Enlarged, well-spaced problems
- Use of calculator, formula/equation cards

Auditory
- Use of recorder devices
- FM system, captioning services
- Note-taker services/devices
- Flexibility in physical proximity during lectures/projects/labs
- Testing in a controlled/accommodated environment
- Exams presented in alternate format (written, orally, with scribe services, or with assistive technology devices)

Visual-Perceptual
- Use of recorder devices
- Textbooks in an alternate format
- Note-taker services/ devices
- Flexibility in physical proximity lectures/projects/labs
- Extended test time
- Exams presented orally, with scribe services, or with assistive technology devices
- Large font for handouts

Digital Text

What is Digital Text?
Digital text is the generic title given to any computerized document. These files can generally be used with different programs on the computer such as word-processing (*.doc, .rtf, .txt file formats), spreadsheet (*.xls file formats), and portable documents (*.pdf file format). To prevent illegal use of digital text, there are proprietary formats that will only work with specified technology. For example, both Microsoft electronic books (e-Books) and Learning Ally have proprietary formats that require special technology that must be purchased separately or are only available on products they sell.

How is digital text used?
Many students, faculty, and staff with physical and cognitive disabilities use these files with various adaptive technologies to enlarge, highlight and/or read the text aloud. Digital text can also be used to present information on the college web site in the form of a web page or via Blackboard to support class work and to save on copy services. Additionally, if digital text files are available, captions can be provided for ceremonies, performances and film presentations.

Who benefits from having access to digital text?
Students, faculty, and staff with sensory and cognitive disabilities may benefit the most by having access to digital text. Digital text enables the user to store files on their personal computers or devices such as iPhones, iPads, etc. As digital technologies have become more widely available and used in standard learning environments, all users have benefitted from the features and advances to assist learning.

Where do I get digital text?
Digital text can be obtained or generated via several sources. One source is to format material that is generated during the course of the semester by posting it on a web page, sending it via email (in the body of the email or as an attachment), or by uploading course materials(handouts, textbook excerpts, course packs) to Canvas. Each document can then be accessed in digital text format from the students' computer or other electronic media device. Textbooks may be acquired as an e-text directly from the publishers, when available, as an accommodation designated through the Office of Disability Services. When unavailable from publishers, the specialists in the Office of Disability Services can create an electronic/digital text through a specialized scanning and conversion process.

What can I do to ensure access to digital text?
Be aware that digital text exists. When scanning any material, use the appropriate format (such as Adobe PDF) to save the scans and automatically convert the text to a readable format (OCR). These formats can be used on Blackboard and become accessible to the broadest range of users. Consider using Canvas as all material posted is then presented in digital text format.

Universal Design of Instruction

The concept of Universal Design of Instruction (UDI) follows what began in the field of architecture where facilities are designed to be accessible to all – both disabled and nondisabled. UDI assumes that all learners will be diverse individuals with varying ways of acquiring, processing, and demonstrating understanding of information. While designing materials to meet this diversity and to provide equal access to information, UDI is not meant to compromise the academic integrity of the teaching/learning process. The following nine guiding principles developed by the Center for Universal Design are intended to help *all* learners.

Principle 1: Equitable use
Instruction is designed to be useful to and accessible by people with diverse abilities.
Example: Class information on-line via blackboard

Principle 2: Flexibility in use
Instruction is designed to accommodate a wide range of individual abilities.
Example: Varied instructional methods – lecture, group activities, discussions

Principle 3: Simple and intuitive
Instruction is designed in a straightforward and predictable manner.
Example: Clear expectations for exams, papers, projects; clear syllabus; study guides

Principle 4: Perceptible information
Instruction is designed so necessary information is conveyed effectively to all students
Example: Textbooks, readings, and other instructional supports in digital or on-line format

Principle 5: Tolerance for error
Instruction anticipates variation in individual student learning pace and prerequisite skills.
Example: Submit project components separately for feedback, practice exercises, sample tests

Principle 6: Low physical effort
Instruction is designed to minimize nonessential physical effort for maximum attention to learning.
Example: Use of a word processor both in and out of class

Principle 7: Size and space for approach and use
Instruction is designed with consideration for appropriate size and space.
Example: Circular seating to see and face speakers during discussion

Principle 8: A community of learners
The instructional environment promotes interaction and communication among students and between students and faculty.
Example: Small study groups, discussion groups, e-mail lists; know names of students

Principle 9: Instructional climate
Instruction is designed to be welcoming and inclusive with high expectations for all.
Example: Syllabus statement affirming respect for diversity and tolerance of others; invite students with special needs or disabilities to meet with you

From: McGuire, J. & Scott, S. (2002) Universal Design for instruction: A Promising New Paradigm for Higher Education. Perspectives, p. 27-29.Center for Universal Design web page: http:// www.design.ncsu.edu/cud/.

Web Page Design

Access to and the use of computer-based information using web pages has become part of our culture. Despite this, many individuals with disabilities often do not have equal access to the information provided. In June of 2001, the federal government made Section 508 of the Rehabilitation Act of 1998 into law requiring electronic and information technology to be accessible to people with disabilities. This law means that our web pages must be accessible to all users regardless of disability. Muhlenberg has developed web page accessibility guidelines and objectives to comply with this legal mandate and will provide training to faculty, staff, and students on implementation. The initial emphasis will address priority one objectives as developed by the World Wide Web Consortium (W3C). These guidelines are not meant to inhibit the creativity of the web designer, but should be incorporated into the final product. The objectives are:

Phase 1 Objectives:

- Use the clearest and simplest language appropriate for the content.
- Ensure that alternate pages created to make the inaccessible pages accessible are updated simultaneously with the original page.
- Provide useful text for all hyper-links.
- Provide text equivalents for every non-text element.
- Identify the base language being used on every web page, and then identify any changes of language in the page.
- Identify row and column headers in tables.
- Use markup language to associate data cell and header cell for tables having two or more logical levels of rows or column headers.
- Provide a means to skip the navigation portion to get to the main body of information.
- Create a text only version of the page.

Phase 2 Objectives:

- Avoid blinking or flickering any of the elements on the page.
- Avoid using server side maps for hot spot navigation. Client side maps can provide the same hot spot navigation as the server side map.
- Avoid frames if possible.
- Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported.
- Provide access to all multi-media elements in the form of captions and/or auditory descriptions of images and image-text.
- Synchronize equivalent alternatives (captions or auditory descriptions of the visual track) with any time-based multimedia presentation (movie or animation).
- Organize documents in a style sheet so they may be read without the style sheet.

ASSISTIVE TECHNOLOGY

What is Assistive Technology?

The term "assistive technology" refers to equipment designed to assist individuals experiencing various limitations in basic life skills. Some of these were designed for a specific population, such as the text-to-speech equipment for visually impaired individuals; however, this particular type of technology also provides benefits to individuals with reading disorders.

What types of Assistive Technology are available?

As our society has become more technologically driven, we have seen rapid advances in the sophistication and applicability of assistive technology equipment and software. New and improved technology that is affordably priced and readily available to assist individuals with disabilities (as well as assisting non-disabled individuals) has had a dramatic impact. Specialized Technology may include text-to-speech devices that can scan and read material; speech recognition software that will recognize speech and translate it into written format; visual magnification and auditory enhancement devices; and so much more!

What does Muhlenberg College have available for students, faculty, and staff?

Muhlenberg maintains an array of assistive technology equipment, specialized software, and avails assistive technology services to individuals with disabilities who have met the standards of approval for these types of accommodations and support services.

Where can students, faculty, and staff learn more about Assistive Technology at Muhlenberg?

For further information, individuals may contact the Office of Disability Services.

The following pages contain resources and references to some of the most sophisticated and widely used Assistive Technology devices and programs.

Assistive Technology Resources

Specific Text to Speech Software

Kurzweil Educational Systems- Kurzweil Educational Systems specializes in reader software for Dyslexia, English Language Learners, Blind and Visually Impaired, as well as for use in reading, writing, and test-taking accommodations. produces two important software products for individuals with learning difficulties and for those who are blind. http://www.kurzweiledu.com/

> **Kurzweil 3000** is the premier reading, writing, and learning software for students with dyslexia, attention deficit disorder, or other learning difficulties, including physical impairments or needs in the areas of language learning, speed and processing of reading and visually sustainable reading. It has been redesigned for direct software installation for all users.

> **Kurzweil 1000** provides blind and visually impaired users access to printed and electronic materials. Printed documents (after being scanned) and digital files (such as e-books or email) are converted from text to speech and read aloud.

Read & Write Gold

Read & Write Gold is a specialized software program developed to assist students with learning disabilities in reading, language development, and writing. The specialized software, developed by TextHelp, is marketed as one of the most multifaceted programs designed to improve reading fluency and comprehension, helps users conduct research, and assists struggling writers to produce quality written documents. The Program includes multiple resources including online help, training guides, video guided tours, webinars, and interactive online training.

Dragon Naturally Speaking Software

Dragon Naturally Speaking- "speech recognition software, lets you dictate documents, search the web, email and more on your computer — quickly and accurately — just by using your voice. The user speaks and the computer types. Dragon's speech recognition is 99% accurate."
www.nuance.com/dragon

22

Assistive Technology Resources

Alternate Media

The American Printing House for the Blind (**APH**)- The American Printing House for the Blind (APH) maintains and promotes the ***Louis Database of Accessible Materials for People who are Blind or Visually Impaired***. ***Louis*** contains information on nearly 200,000 titles in accessible formats including Braille, large print, sound recording, and electronic files. Information is contributed by over 180 agencies throughout the United States. http://www.aph.org/louis.htm

Bookshare.org - Bookshare.org dramatically increases access to books for the community of visually impaired and otherwise print disabled individuals. This online community enables book scans to be shared, thereby leveraging the collections of thousands of individuals who regularly scan books, eliminating significant duplication of effort. Bookshare.org takes advantage of a special exemption in the U.S. copyright law that permits the reproduction of publications into specialized formats for the disabled. http://www.bookshare.org/

Learning Ally- Learning Ally is a non-profit organization dedicated to helping blind, visually impaired, and students with dyslexia to succeed in education. Initially formed to serve all people with "print disabilities" — those who can't effectively read standard print because of a disability. They have the world's largest collection of human-narrated audio textbooks and literature. http://www.learningally.org/

Magnifiers

ZoomText – "ZoomText is the world's leading magnification and screen reading software for the visually impaired and helps countless individuals across the globe stay employed and in touch with the world. There are two versions available - ZoomText Magnifier, which will enlarge and enhance everything on your computer screen with perfect clarity, making all of your applications easy to see and use; and ZoomText Magnifier/Reader, which includes all the great features of ZoomText Magnifier, and will additionally read aloud anything on your computer screen. Sit back as email, documents, and webpages are read aloud to you right through your computer's speakers, letting you relax your eyes even more." http://www.aisquared.com

Access Text Network

AccessText is a conduit between the publishing world and colleges and universities across the country, with a shared mission to ensure students with disabilities have equal access to their textbooks in an accessible format and in a timely manner. Founded and supported by the Association of American Publishers and leading textbook publishers, AccessText works with its members and a national advisory committee to ensure its services meet the needs of students, publishers, colleges, and other stakeholders. AccessText is administered by AMAC Accessibility Solutions at the Georgia Institute of Technology, under the auspices of the Board of Regents of the University System of Georgia.

Access Text Partners

AMAC an initiative of the University System of Georgia, is committed to removing barriers and providing access to knowledge for individuals with physical, sensory, and learning disabilities.

Association of American Publishers is the trade association for U.S. book publishers, providing advocacy and communications on behalf of the industry. The AAP, eight member publishers, and AMAC founded AccessText in 2009.

Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority.

Alternate Text Production Center (ATPC) mission is to produce electronic text (e-text) and braille learning materials for students with print disabilities. They specialize in post-secondary products to include formatted e-text files, complex Braille transcription, Braille embossing, and tactile graphics.

American Printing House for the Blind (APH) joins ATN on a journey of improving college textbook accessibility. The focus of the collaboration stems from linking ATN with the APH Louis database, which contains 200,000 titles in accessible formats for K-12 and post-secondary level students.

CourseSmart is a venture supported by the leading publishers in North American higher education. Founded in 2007, CourseSmart provides eTextbooks and digital learning tools to millions of student and faculty users.

Dolphin Computer Access has expanded its services to the United States. "It is our vision is to deliver independence to people with vision and print impairments all over the world." -Noel Duffy, Dolphin Computer Access.

Learning Ally and ATN focus on improving the process by which Disability Service Providers at colleges and universities locate and acquire alternate format materials appropriate to the needs of their students.

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities.

Assistive Technology Resources – Apps

The Office of Disability Services is pleased to share a sampling of Applications (Apps) for iPad and/or iPhone that may be helpful for students with disabilities. The list includes Apps that are free or that are available at a reasonable cost. The listing of Apps is not intended as an endorsement or individual products or an encouragement to purchase, but is for informational purposes only.

Note Taking

Notability: handwriting, note taking, audio recording, annotate PDFs & cloud sync Dropbox

Audio Note: recording notes with audio & notepad

Pages: word processor, works with iCloud

Paper Desk: audio synched, export to Dropbox

Soundnote: notes & synched audio

Evernotes: notes, photos to-do list

*Penultimate: note taking with stylus

WritePad: converts handwriting notes into text

Visual

Zoom Reader: magnify & read printed text

Vision Assist App: handheld electronic magnifier

General Tools

Graphing Calculator HD

SpellChecker: Mutlilanguage spellcheck, grammar

iStudiezPro: schedule & courseload organizer

inClass: organize calendar and notetaking

myHomework: keep track of assignments

Audio/Speech

Quick Voice Recorder: popular recorder

Speak It: text to speech for emails and other docs

GoodReader: PDF reader

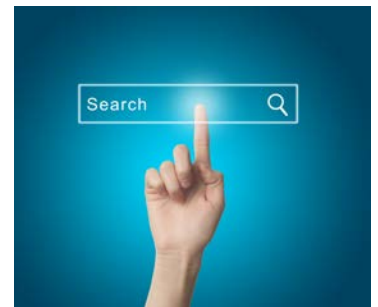Dragon Dictation: easy to use voice recognition

Writing Tools

AppWriter US: word prediction, text-to-speech. Dyslexia font.

IdeaSketch: draw a diagram & convert it to text outline

WEB Accessibility

- Magpie for Captioning Voice and Video
  http://ncam.wgbh.org/webaccess/magpie/

27

Sample Forms

The following pages include Muhlenberg College forms used through the Office of Disability Services:

- **Disability Disclosure Document**
- **Accommodation Plan**
- **Proctored and Accommodated Test Form**

Muhlenberg College
Office of Disability Services

❦

Disability Disclosure Document & Intake Information Form

Muhlenberg College is committed to ensuring that all qualified students with disabilities are provided reasonable accommodations, auxiliary aids, and services to ensure full access to programs and services. Students with disabilities who request accommodations, auxiliary aids, and services are encouraged to identify these needs to the Office of Disability Services as soon as possible after their application to the College has been accepted. Submission of current, detailed documentation of the student's disability with this completed Disability Disclosure Document/Intake Information Form is required in order to process requests.

Name: _____   **Home Phone**: _____

Street Address: _____   **Cell Phone**: _____

City: _____   **Parent email:** _____

State: _____ **Zip Code:** _____   **Date of Birth:** _____

If you are a student currently attending Muhlenberg College, please provide this additional information:

Campus Address: _____   **Campus Phone:** _____

_____   **Campus email:** _____

Disability Information

Check all disabilities that have been diagnosed and for which <u>current</u>, <u>supporting</u> <u>documentation</u> can be provided**:**

☐ Learning Disability   ☐ Blind

☐ ADD/ADHD   ☐ Visually Impaired

☐ Mobility Impairment   ☐ Deaf

☐ Chronic Health Impairment   ☐ Hard of Hearing

☐ Psychiatric/Behavioral/Mental Health Impairment   ☐ Autism Spectrum Disorder

☐ Other _____

☐ Other _____

Comments: _____

_____

_____

It is the responsibility of the individual seeking a determination of disability, (and who will be requesting accommodations), to provide appropriate documentation before a determination of disability can be made and accommodations can be discussed and implemented. Any cost of obtaining this documentation is the student's responsibility. The Muhlenberg College Office of Disability Services website offers information about the disability determination process and documentation guidelines which can be provided to the diagnostician, educational, and/or medical professional being consulted about the student's evaluation.

Please describe how your disability affects you…

Academically: _____

_____

_____

Personally: _____

_____

_____

Describe current treatments or medications that may impact requested accommodations, auxiliary aids, and services: _____

_____

_____

Accommodation History

Have you ever received accommodations, auxiliary aids, and services?   ☐ Yes   ☐ No

---

What accommodations have you received in the past? (Check all that apply)

Classroom Accommodations:

☐ Record Lectures   ☐ Note Taker Services

☐ Interpreter/ CART/ C Print   ☐ FM Systems

☐ Preferential/Specialized Seating   ☐ CCTV/Captioned Materials

☐ Other _____

Testing Accommodations:

☐ Extended Testing Time   ☐ Distraction Reduced Environment

☐ Oral Testing   ☐ Reader/ Scribe Computer Use

☐ for Essays   ☐ Large Print

☐ Recorded/Auditory Testing   ☐ Specialized Furniture/Devices

☐ Other _____

Assistive Technology:

☐ Textbooks in Alternate Format   ☐ Specialized Software (Please List)

☐ Specialized Hardware & Devices   ☐ _____

☐ Other _____

If no, what accommodations, auxiliary aids, and/or services will be requested if you are determined eligible under Muhlenberg College Guidelines? _____

_____

_____

In providing this information to the Muhlenberg College Office of Disability Services, I acknowledge the disclosure of my disability(ies)/condition(s) for which I am currently seeking accommodations, auxiliary aids, and services.

Student's Signature: _____ Date: _____

Understanding Disability Services at the Post- Secondary Level

All students with disabilities are eligible for protections under the Americans with Disabilities Act Amendments Act (ADA AA) of 2008 and Section 504 of the Rehabilitation Act of 1973 (as amended). Under the ADA AA 2008, a disability is defined as "a physical or mental impairment that substantially limits one or more major life activities, having a record of such an impairment, or being regarded as having such an impairment". Students with disabilities requesting accommodations and services at Muhlenberg College must complete an application process and be determined eligible as a student with a disability prior to the development of an accommodation plan. This multi-faceted process includes the student's self-disclosure, personal interview, and the timely submission of detailed documentation of disability. Disability Documentation submitted to obtain accommodations, auxiliary aids, and services at the post secondary level must provide objective evaluative information, an interpretation of the evaluation results, include statements identifying the area of disability, provide evidence of the disability's impact on the major life activity, and suggest recommendations for accommodations.

Policies regarding disability documentation are consistent with the standards of Muhlenberg College Office of Disability Services and the Association on Higher Education and Disability (AHEAD) best practices principles.

Statement of Confidentiality

The Office of Disability Services at Muhlenberg College is committed to protect the confidentiality of students with disabilities as required or permitted by law. Information obtained by Muhlenberg College Office of Disability Services related to a student's disability is maintained in a confidential manner consistent with the Family Educational Rights and Privacy Act (FERPA) and is shared with appropriate Muhlenberg College officials who have a legitimate educational interest in the information. Ensuring effective provisions of accommodations, auxiliary aids, and services may necessitate the Office of Disability Services to disclose and discuss the student's disability information with Muhlenberg College officials including administrative, faculty, and management staff. Any disclosure and/or discussion of disability-related information is used to guide the Office of Disability Services for the purpose of providing reasonable accommodations, auxiliary aids and services for which the student has been determined eligible.

Student Statement: Release/Exchange of Information

I have been informed of the policies regarding confidentiality and the release/exchange of information regarding my disability and related academic, medical, and/or psychological/psychiatric records between the Office of Disability Services and the Academic Resource Center, Counseling Services, Student Health Services, and Muhlenberg College administrative, faculty, and management staff, as warranted and appropriate. I understand that the Director of the Office of Disability Service may discuss my disability-related information with those professionals who have evaluated or diagnosed the condition for which I am seeking accommodations and with those with whom I am currently involved in educational, medical and/or therapeutic support. I understand that all information released and discussed will be utilized for the benefit of my academic program at Muhlenberg College and for the purpose of providing the reasonable accommodations, auxiliary aids and services for which I have been determined eligible.

_____   _____
Student's Signature   Date

Please send current, relevant documentation of disability and this completed document to the following address:

Muhlenberg College
Office of Disability Services
Pamela Moschini - Director
2400 Chew Street
Seegers Union – Lower Level
Allentown, PA 18104

Muhlenberg College Office
of Disability Services
Accommodation Plan

Student: _____ **Date:** _____

Faculty Member: _____ **Course:** _____

This student has presented documentation of a disability and has been approved to receive the following accommodations, provided they do not compromise the essential elements of your course. The student has been encouraged to meet with you to discuss his/her needs and to provide information regarding the impact the disability may have on academic performance. This confidential information **should not** be shared with anyone without the student's permission. Based upon the documentation on file, the following accommodations have been determined to been approved:

1. **Classroom Accommodations:**

_____Recorded class lectures (see below)	_____Extended time for in-class writing/quizzes
_____Preferential seating	_____Seating access/specialized furniture/devices
_____Captioned videos/ DVDs	_____Enlarged print handouts/tests (_____ font)
_____Copy of notes (see below)	_____Electronic transmission of handouts
_____Assistive technology devices/services	
_____Other_____(see below)	
_____No accommodations requested at this time	

2. Testing Accommodations: Faculty is asked to contact the Office of Disability Services if they elect to have the student's exams administered in the Accommodated Testing Suite. **The student is responsible for making these arrangements with the faculty member and the Office of Disability Services at least three business days before the exam**.

_____Extended time (_____) (Does not apply to take-home tests)	_____Distraction-reduced setting
_____Reader	_____Scribe
_____Enlarged print exams (_____ font)	_____Electronic submission of exams
_____Use of computer or other technology	_____Headphones
_____Specialized furniture _____	_____White noise devices
_____Other_____(see below)	
_____No accommodations requested at this time	

**Please note: For accommodations that involve testing, students MUST have a discussion with the faculty member in advance of the testing date.

Additional Notes: _____

_____

Student Agreement: I have participated in the development of this Accommodation Plan and understand it is my responsibility to discuss my need for accommodations and to provide this document to my professors within two weeks. _____ (student signature)

From:

Pamela Moschini, Director, Office of Disability Services pmoschini@muhlenberg.edu (X3825) _____

 Traci Gensits, Assistant Director, Office of Disability Services tgensits@muhlenberg.edu (X3825)_____

 Julie Manzo, Disability Services Specialist, Office of Disability Services jmanzo@muhlenberg.edu (X3825)_____

If there are questions or concerns about the student's progress or recommended accommodations, please contact the specialists listed above.

Muhlenberg College
Office of Disability Services
Proctored and Accommodated Testing Form

Section 1: To Be Completed By Office of Disability Services Personnel & the Student - (NOTE: Tests must be taken at, or near, the time the test is being administered to the class. Exceptions include evening classes and prior, special permission from the instructor.)

After completion of Section 1, students must present this form to the Professor for completion of Section 2:

Student Name:_____ Date/Time of Testing Appointment: _____

Faculty Name:_____ Course Name: _____

Date Appointment Made**:** _____ Three Business Days Notice: _____Yes _____No

Student has discussed all details for this exam, including accommodations, with the Professor: _____Yes _____No

Accommodation(s) of time and/or conditions for testing as listed on current semester's Accommodation Plan:

_____Extended (__1.5X __2X) (Length of Class/Test _____ X Extended Time Factor = Total Extended Time _____)

_____Distraction Reduced Environment   _____Auxiliary Aids/Devices   _____Use of Computer

_____Test Scribe Services   _____Test Reader Services   _____Other

Acknowledgement of Proctored and Electronically Monitored Testing

The Office of Disability Services at Muhlenberg College employs standards for proctored and electronically monitored testing in the Accommodated Testing/Tutoring Suite that ensure the integrity of the testing situation for faculty members, students, and the College. Testing rooms are equipped with closed-circuit monitoring devices that are in use when students are using the facility for accommodated testing. Short term, on-site digital recording of exam video content is accessible exclusively by the Office of Disability Services. Any student observed exhibiting behavior in violation of the **A**cademic **I**ntegrity **C**ode will be referred for the appropriate action. **The Student acknowledges that s/he has been informed about the electronic monitoring system and policies. Student _____agrees _____DOES NOT agree to be electronically monitored while using an accommodated testing room.** (If the student does not agree, a direct proctoring plan will be implemented.)

Complete at the conclusion of testing:

_____Student commitment to the **A**cademic **I**ntegrity **C**ode is written on the test.

Student comments regarding problems or concerns associated with the administration of this test: _____

_____

Student Signature:_____ **Date:**_____

Section 2: To Be Completed By The Faculty Member   Time Allotted for Test in the Classroom:_____

Equipment permitted and/or special instructions for testing:

__Calculator ___Book/Notes/Materials ___Scrap Paper ___Use of Computer (Special Programs Required _____)

___Other: _____ Student Requested Alternate Test Date/Time Approved: _____ Yes _____ No

The professor will be available for questions during the testing period via: Room /Office Phone (_____),
Cell Phone/Text (_____), Email (_____), Personal Visit (_____), Messenger (_____),
Other method of availability: _____

Anticipated time period of professor availability during testing period: Start_____ End_____

Faculty Signature: _____ **Date**: _____

Section 3: To Be Completed By The Proctor

Time Test Started: _____Time Test Completed: _____

Proctor's comments regarding problems or concerns associated with the administration of this test:_____

_____

Proctor Name:_____ **Signature:**_____ **Date:**_____

Section 4: To Be Signed When Completed Test Is Returned To Faculty Member or Designee

Completed test received by: _____ **Date:** _____

Students with Disabilities
Procedure of Course Accommodation
(Dean's Ad Hoc Committee for Exception to Policy)

Step I. In Class Accommodations

The student will:
- Make a good faith effort
- Attend class regularly
- Dialogue with faculty member
- Receive tutorial support
- Request accommodations in a timely fashion

The faculty member will:
- Provide appropriate, requested accommodations
- Be available to the students
- Consult with the Office of Disability Services when necessary

Step II. Pass/Fail Request

- Despite a good faith effort, and in class accommodations, the student's work is still unsatisfactory relative to other classes
- The disability is directly related to the specific subject matter or method of grading
- The student must petition the Dean's Ad Hoc Committee through the Office of Disability Services.

Step III. Substitution

- The disability is very significant in the area of specific subject matter
- There has been a significant history of failure in the specific subject matter
- There has been a documented precedent of "waiver" in High School
- The student must petition the Dean's Ad Hoc Committee for Exception to Policy for Students with Disabilities

Muhlenberg College does not waive any core academic requirements for degree candidates.

ADVISORY BOARD FOR STUDENTS WITH DISABILITIES
Pamela Moschini – Director, Office of Disability Services- Chairperson

Jim Bolton- Director
Plant Operations

B**rett Fulton-** Asst. Director
Plant Operations

Brynnmarie Dorsey- Exec. Director
Student Health Services & Counseling Services

Dr. Laura Edelman- Professor
Psychology Department

Brian Fidati- Chief
Campus Safety & Security

Traci Gensits- Assistant Director
Office of Disability Services

Rick Yenser- Asst. Director
Counseling Services

Dr. Donna Kish-Goodling- Professor
A/B/E/ Department & Global Education

Dr. Linda McGuire-Professor
Mathematics & Computer Science Dept.

Julie Manzo- Disability Serv. Specialist
Office of Disability Services

Annmarie Stevens- Director
Prevention Education

Dr. Camille Qualtere- Lecturer
Languages, Literature, Cultures

Sally Richwine- Lecturer,
Teacher Education & Fieldwork Director
Education Department

Jan Schumacher- Director
Student Services

Thoma Sciarrino- Media Technician
Office of Information Technology

Dr. Debra Walther-Lecturer
Biology Department

Courtney Stephens- Asst. Dean &
Director- Residential Services

Dr. Connie Wolfe, Associate Professor
Psychology Department

CAMPUS PROFESSIONALS

ACADEMIC RESOURCE CENTER
Seegers Union, Lower Level
X 3433

- David Hallowell- Assistant Dean of Academic Resource Center and Disability Services
- Mary Beth Kallen, Learning Specialist
- Monica Cocca, Tutorial Coordinator
- Melissa Howard, Office Manager

COUNSELING SERVICES
Life Sports Center- 2nd floor
X 3178

- Brynnmarie Dorsey, Executive Director
- Tim Silvestri, Director
- Rick Yenser, Assistant Director
- Michele Paules, Counselor
- Pracheta Trivedi, Counselor
- Linda Kelly – Office Manager

OFFICE OF DISABILITY SERVICES
Seegers Union, Lower Level
X 3825

- Pamela Moschini, Director
- Traci Gensits, Assistant Director
- Julie Manzo, Disability Services Specialist
- Lisa Rindock, Testing Coordinator, Office Manager

STUDENT HEALTH SERVICES
Life Sports Center- 1st floor X3199

- Brynnmarie Dorsey, Executive Director
- Heather Bobeck, Staff Nurse
- Theresa Calogero, Staff Nurse
- Christine Lynch, Staff Nurse
- Kelly Powell, Staff Nurse

Disabilities Resources for Adult Learning Professionals

National Resources

Americans with Disabilities Act
ADA Information Line
1-800-514-0301 (voice)
1-800-514-0383 (TDD)
www.ADA.gov

The Americans with Disabilities Act, enacted July 26, 1990 prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Association on Higher Education and Disability (AHEAD)
107 Commerce Center Drive, Suite 204
Huntersville, NC 28078
(704) 947-7779 (Voice/TDD)
(704) 948-7779 (fax)
http://www.ahead.org

AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education. AHEAD promotes leadership and exemplary practices; provides professional development, disseminates information; and orchestrates resources through partnership and collaboration

The Job Accommodations Network (JAN)
PO Box 6080
Morgantown, WV 26506-6080
(800) 526-7234 · v/TTY in the US or (800) ADA-WORK · v/TTY in the US
Voice 800-526-7234
TTY 8-781-9403 (304) 293-
5407 · fax
http://janweb.icdi.wvu.edu/

JAN represents the most comprehensive resource for job accommodations available. JAN provides information on job accommodations and information on the Americans with Disability Act. JAN's work helps employers, people with disabilities, rehabilitation professionals, and people affected by disability.

American Association of People with Disabilities (AAPD)
Main Office
2013 H Street, NW, 5th Floor
Washington, DC 20006
(800) 840-8844   fax 866-536-4461
(202) 457-0046 · v/TTY
http://www.aapd.com

AAPD is the largest, national, nonprofit cross-disability member organization in the US, dedicated to ensuring economic self-sufficiency & political empowerment for the 56 million Americans with disabilities. AAPD works in coalition with other disability organizations for the full implementation & enforcement of disability nondiscrimination laws, particularly the ADA of 1990 and the Rehabilitation Act of 1973.

The National Rehabilitation Information Center (NARIC)
8400 Corporate Drive, Suite 500
Landover, MD 20785
(800) 346-2742
(301) 459-43263 fax
(301) 459-5984 · TTY
http://www.naric.com

NARIC is an on-line, information Center funded by the National Institute on Disability and Rehabilitation Research to serve members, health professionals, educators, rehab counselors, students, librarians, administrators, researchers, and other professionals.

The National Dissemination Center for Children with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 · v/TTY
(202) 884-8441 · fax
http://www.nichcy.org

NICHCY, a national information & referral center, provides information on disabilities/disability-related issues for families, educators, and professionals. NICHCY provides information and makes referrals in areas related to: specific disabilities, early intervention, special disability organizations, professional associations, educations rights, transitions to adult life, etc.

Effective 9/30/14 NIHCY no longer in existence. Redirected to www.parentcenterhub.org

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH)
The George Washington University
HEATH Resource Center- 2134 G Street, NW
Washington, DC 20052-0001

askheath@guu.edu

HEATH is a center for information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities for individuals with disabilities. HEATH publishes resource papers, fact sheets, directories, and fosters a network of professionals in the arena of disability issues.

National Association for Rare Disorders (NORD)
55 Kenosia Avenue
Danbury, CT 06813
(203) 744-0100 · v

 (203) 798-2291 · fax
http://www.rarediseases.org

NORD is a unique federation (NOT a government agency) of voluntary health organizations dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them. It is a non-profit, voluntary health agency that exists to serve rare-disease patients and their families. Our primary sources of funding are contributions, membership fees, and revenues from the sale of our products, such as our books and Rare Disease Database reports. Most of the money donated to NORD goes directly to programs and services.

Learning Disabilities Organizations

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515 · v, (412) 344-0224 · fax
http://www.ldaamerica.org

LDA is a national, non-profit volunteer organization advocating for individuals with learning disabilities. LDA is devoted to defining and finding solutions for the broad spectrum of learning disabilities. LDA has a local chapter in all fifty states, Washington DC, and Puerto Rico.

National Center for Learning Disabilities (NCLD)
381 Park Avenue South Suite 1401
New York, NY 10016
(800) 575-7373, (212) 545-7510 · v
(212) 545-9665 · fax
http://www.ldaamerica.org

The mission of the National Center for Learning Disabilities (NCLD) is to increase opportunities for all individuals with learning disabilities to achieve their potential and to have opportunities to participate fully in society. NCLD accomplishes its mission by increasing public awareness and understanding of learning disabilities, conducting educational programs and services that promote research-based knowledge, and providing national leadership in shaping public policy.

International Dyslexia Association (IDA)
PO Box 233
Brooklanville, Maryland 21022 USA
(800) 509-4980 · v,
http://www.dyslexia.org
IDA is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. IDA, the oldest learning disabilities organization in the nation, provides a comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge.

Psychiatric and Medical Disabilities Organizations

Autism Society of America (ASA)
4340 East-West Highway, Suite 350
Bethesda, Maryland 20814
(800) 328-8476
(301) 657-0881 · v,
http://www.autism-society.org

The Autism Society of America was founded in 1965 by a small group of parents working on a volunteer basis out of their homes. Over the last 35 years, the Society has developed into the leading source of information and referral on autism. The mission of the Autism Society of America is to promote lifelong access and opportunity for all individuals within the autism spectrum and their families, to be fully participating, included members of their community.

National Alliance for the Mentally Ill (NAMI)
300 Woodley Road
Merion Station, PA 19066-1413
(267) 251-6240 · v,
www.nami/pamainline.org
http://www.nami.org

NAMI is a nonprofit, grassroots, self-help, support/advocacy organization of consumers, families, and friends of people with severe mental illnesses, such as schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, etc. NAMI today works to achieve equitable services & treatment for more than 15 million Americans (& their families) living with severe mental illnesses

National Mental Health Association (NMHA)
2000 N. Beauregard Street, 6th Floor
Alexandria, Virginia 22311
(800) 969-NMHA (6642), (703) 684-7722 · v (Main Switchboard)
(703) 684-5968 · fax
www.mentalhealthamerica.net

NMHA was established in 1909 by former psychiatric patient, Clifford W. Beers. The National Mental Health Association is the country's oldest and largest nonprofit organization addressing all aspects of mental health and mental illness. With more than 340 affiliates nationwide, NMHA works to improve the mental health of all Americans, especially the 54 million people with mental disorders, through advocacy, education, research and service. We have educated millions about mental illnesses and reduced barriers to treatment and services. As a result of our efforts, many Americans with mental disorders have sought care and now enjoy fulfilling, productive lives in their communities

Epilepsy Foundation of America (EFA)
8301 Professional Place East
Landover, MD 20785-2237
(800) 332-1000, (301) 459-3700 ·
www.epilepsy.org

EFA is a national, charitable organization, founded in 1968. The only such organization wholly dedicated to the welfare of people with epilepsy, our mission is simple: to work for children and adults affected by seizures through research, education, advocacy and service. EFA has a national Epilepsy Library available to allied health professionals and the general public. EFA is a member of the National Health Council and the International Bureau for Epilepsy.

National Chronic Pain Outreach Association, Incorporated (NCPOA)
P.O. Box 274
Millboro, VA 24460
(540) 862-9437 · v (9am-6pm Eastern)
http://www.giveback.org

NCPOA is a non-profit organization established in 1980. Its purpose is to lessen the suffering of people with chronic pain by educating pain sufferers, health care professionals, and the public about chronic pain and its management. NCPOA helps people with chronic pain regain control of their lives, spreading the message, "You can lead a fulfilling life despite the pain." NCPOA is funded entirely by membership fees, donations, foundations, corporate gifts, along with federal, state, and local government employee contributions.

Brain Injury Association of America (BIAA)
1608 Spring Hill Road, Suite 110
Vienna, VA 22182
(703) 761-0750 · v
(703) 761-0755 · fax
http://www.biausa.org   **Brain injury info only (800) 444-6443**

The Brain Injury Association of America encompasses a national network of more than 41-chartered state affiliates across the country, as well as hundreds of local chapters and support groups. BIAA is proud to be a national nonprofit organization working on behalf of individuals with brain injury and their families. The Association recognizes the tireless accomplishments of its constituents across the country—from individuals with brain injury, medical professionals and family members to educators, attorneys and corporate partners. Much of the Association's success is due to the support of these courageous people.

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The American Association On Intellectual And Developmental Disabilities (AAIDD)

501 3rd Street, NW Suite 200
Washington, DC 20001
Fax: 202/387-2193   World Wide Web: http://www.aaidd.org
Telephone: 202/387-1968

Formerly:

American Association on Mental Retardation (AAMR)
444 North Capitol Street, NW
Suite 846
Washington, D.C. 20001-1512
(800) 424-3688, (202) 387-1968 · v
(202) 387-2193 · fax

Spina Bifida Association of America (SBAA)
1600 Wilson Blvd. , Suite 8050
Arlington, VA 22209
(202) 944-3285 · v
(202) 944-3295 · fax
spinabifidaassociation.org

SBAA exists to promote the prevention of spina bifida, and enhance the lives of all affected. The Association was founded in 1973 to address the specific needs of the spina bifida community, and serves as the national representative of almost 60 chapters. SBAA's efforts benefit thousands of infants, children, adults, parents and professionals each year. The SBAA is a §501(c)(3) nonprofit organization. SBAA provides services such as toll free (800) Information and Referral Service, bi-monthly newsletters, insights, legislative updates, publications, scholorship fund, etc.

Tourette Syndrome Association, Incorporated (TSA)
42-40 Bell Boulevard
Bayside, NY 11361
(718) 224-2999 · v
(718) 279-9596 · fax
http://www.tourette.org

The Tourette Syndrome Association, Inc. (TSA) was founded in 1972 in Bayside, New York. TSA is the only national voluntary non-profit membership organization in this field. Its mission is to identify the cause of, find the cure for, and control the effects of this disorder. Today, TSA has grown into a major national health-related organization with approximately 50 U. S. Chapters and 300 support groups, and international contacts around the world. TSA develops and disseminates educational material to individuals, professionals, and to agencies in the fields of health care, education and government; coordinates support services to help people and their families cope with the problems that occur with TS; funds research that will ultimately find the cause of and cure for TS and, at the same time, lead to improved medications and treatments.

41

United Cerebral Palsy Association, Incorporated (UCP)
1825 K Street, NW Suite 600
Washington, DC 20006
(800) 872-5827, (202) 776-0406 · v
http://www.ucp.org

For 50 years UCP has been committed to change and progress for persons with disabilities. The national organization and its nationwide network of more than 100 affiliates in 37 states, and the District of Columbia, strive to ensure the inclusion of persons with disabilities in every facet of society—from the Web to the workplace, from the classroom to the community. As one of the largest health charities in America, UCP's mission is to advance the independence, productivity and full citizenship of people with cerebral palsy and other disabilities, through our commitment to the principles of independence, inclusion and self-determination.

Attention Deficit Disorders Organizations

Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)
4601 President's Drive, Suite 300
Lanham, MD 20706
(800) 233-4050
(301) 306-7070 · v
(301) 306-7090 · fax
http://www.chadd.org

CHADD, founded in 1987, is a national non-profit, tax-exempt §501(c)(3) organization providing education, advocacy and support for individuals with AD/HD. In addition to an informative web site, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with AD/HD. The organization has a small national staff, which manages the day-to-day responsibilities, while its Board of Directors sets policy and oversees the organization's well being. CHADD is composed of dedicated volunteers from around the country who play an integral part in the association's success by providing support, education and encouragement to parents, educators and professionals on a grassroots level through CHADD chapters.

Attention Deficit Disorder Association (ADDA)
P.O. Box 7557
Wilmington, DE 19803-9997
(800)939-1019 · v
www.add.org

info@add.org

ADDA is a national nonprofit organization as defined by §501(c)(3) of the Internal Revenue Code. It has been in existence since 1989. The mission of ADDA is to provide information, resources and networking to adults with AD/HD and to the professionals working with them. In so doing, ADDA generates hope, awareness, empowerment and connections worldwide in the field of AD/HD through bringing together science and the human experience.

Vision Impairment Organizations

American Council of the Blind (ACB)
2200 Wilson Blvd., Suite 650
Arlington, VA 22201
(800) 424-8666
(202) 467-5081 · v
(202) 467-5085 · fax
http://www.acb.org

ACB is the nation's leading membership organization of blind and visually impaired people. The Council strives to improve the well-being of all blind and visually impaired people by serving as a representative national organization of blind people; elevating the social, economic and cultural levels of blind people; improving educational and rehabilitation facilities and opportunities, etc. ACB offers a number of services such as toll-free information on all aspects of blindness, scholarship assistance, public education and awareness training, support to consumer advocates, legal assistance on matters relating to blindness, etc.

American Foundation for the Blind (AFB)
2 Penn Plaza, Suite 1102
New York, NY 10121
(212) 502-7600 · v, (888) 545-8331 · fax
http://www.afb.org

AFB, to which Helen Keller devoted her life in 1921, has been eliminating barriers that prevent the ten million Americans who are blind or visually impaired from reaching their potential. AFB is dedicated to addressing the most critical issues facing this growing population: independent living, literacy, employment, and technology. AFB is a one-stop information and referral resource for people who are blind or visually impaired, the organizations and individuals that serve them, and the general public. AFB is the leading publisher of professional materials on blindness and low vision.

Learning Ally (formerly RFB&D)
20 Roszel Road
Princeton, NJ 08540
(866) 732-3585 · v, (800) 221-4792 · member services
(609) 987-8116 · fax
http://www.learningally.org

RFB&D is an organization that serves all people with "print disabilities" by providing recorded textbooks and other school related materials to individuals who cannot read standard print because of a disability.

Speech/Hearing Impairment Organizations

American Speech-Language-Hearing Association (ASHA)
2200 Research Blvd.
Rockville, MD 20852-3289
(800) 498-2071 · Professionals/Students

301-296=-5700 Voice

(800) 638-8255 · Consumer Line, (301) 897-7355 · fax
http://www.asha.org

ASHA is the professional, scientific, and credentialing association for over 110,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists. ASHA's mission is to ensure that all people with speech, language, and hearing disorders have access to quality services to help them communicate more effectively.

American Association of the Deaf-Blind (AADB)
PO Box 8064
Silver Spring, Maryland 20907-8064
(301) 563-9064 · Video phone
http://www.aadb.org

Email aadb-info@aadb.org

AADB endeavors to enable deaf-blind persons to achieve their maximum potential through increased independence, productivity and integration into the community. AADB has deaf-blind members from all walks of life with diverse educational, vocational, social, and ethnic/racial backgrounds.

National Association of the Deaf (NAD)
8630 Fenton Street, Suite 820
Silver Spring, MD 20910
(301) 587-1789 · TTY
(301) 587-1788 · v, (301) 328-1443, (301) 587-1791 · fax
http://www.nad.org

NAD, established in 1880, is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications. A private, non-profit organization, NAD is a dynamic federation of 51 state association affiliates including the District of Columbia, organizational affiliates, and direct members.

Registry of Interpreters for the Deaf (RID)
333 Commerce Street
Alexandria, VA 22314
(703) 838-0030 · v

http://www.rid.org

It is the goal of RID to promote the professions of interpreting and transliterating American Sign Language and English. RID provides international, national, regional, state, and local forums and an organizational structure for the continued growth and development of the professions. Information on speakers, workshops, and classes are offered for the following: the American with Disabilities Act, the interpreting profession, Interpreter Preparation Programs, National Testing and Certification, Certification Maintenance Program for professional development, national Ethical Practices System, Testimony/Technical Assistance, Interpreter Referral Services, career opportunities, mentoring, internships, and scholarships to cover testing fees.