Understanding Disabilities

A Guide for Faculty and Staff

Muhlenberg College
Office of Disability Services

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Pamela Moschini, Director

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MUHLENBERG
C O L L E G E

Peyton R. Helm
PRESIDENT

Dear Colleagues:

One of the Muhlenberg family's most appealing characteristics is our determination to develop the full potential of every student. In my years at Muhlenberg, I have watched faculty and staff demonstrate that core belief in ways great and small many times each day, and I know that the effort this commitment requires comes from the heart.

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 that to which we are accustomed. From personal experience, I know that students with learning differences and disabilities can be brilliant, witty, 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 are a precious resource that our society cannot afford to neglect, and that Muhlenberg is uniquely equipped to develop.

We are, all of us, teachers and mentors. Our passion for assisting students to excel is a hallmark of this extraordinary place. This guide will help us all to be more effective in pursuing that shared mission together.

Best wishes,

Peyton R. Helm
President

Introduction

During the past sixteen plus 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. Recent statistics supplied by the Association on Higher Education and Disability (AHEAD) indicated that 10-12% of the college population has been diagnosed with some type of disability. Muhlenberg College reflects this trend. Muhlenberg was among the first colleges in its competitive circle to pay serious attention to the needs of students with disabilities. Today, those students make up approximately 10% 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 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, 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 are qualified to attend and meet the same rigorous admission requirements. In fact, many choose not to disclose 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 helped to 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.

Muhlenberg College
Office of Disability Services

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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?
In order to be considered disabled and to be protected from discrimination, an individual must 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 must be submitted to the designated campus professional in the Office of Disability Services who will determine eligibility for accommodations.

How will the faculty member know what accommodations to provide?
If the student qualifies under the ADAAA as being disabled, a designated professional will make a determination regarding the most appropriate accommodations based on the documentation and provide the faculty member with this information either by e-mail or in a letter delivered by the student.
Note: Accommodations are not meant to alter the essential elements of a course nor a major area of study. Consult with the campus professional 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."

Note: Faculty should *not* provide accommodations without proper confirmation from the campus professional 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 campus professional.

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

Academic Accommodations

➡️ **Test/exam accommodations** (**Accommodated/Proctored 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

➡️ **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, consider availability of e-text.
- 🔴 Blackboard 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 Reader & Read Out Loud 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, the Academic Resource Center, Counseling, 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.

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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 process during which the student submits documentation of disability and receives notification that h/she has qualified for reasonable accommodations and services, the student must contact the appropriate office (Health Center, Academic Resource Center, Counseling Center, or the Office of Disability Services) to request accommodations, auxiliary aids, and services and to complete an Accommodation Plan. The Accommodation Plan and other recommendations are sent to the Office of Disability Services.

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 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.

- 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.

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Incomplete Grades

The College policy regarding incomplete grades is equally applicable to students with disabilities. However, an incomplete is not necessarily an accommodation for a disability and the faculty member should confer with the appropriate campus professionals (Academic Support, Counseling, and Health Services) 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 should 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 sixty (60) calendar days to allow conversion of incomplete to a letter grade other than F.

- The student's failure to produce completed work with the sixty (60) calendar day period will result in the automatic conversion of the incomplete to a grade of F unless, within the sixty (60) day calendar day 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 the College for Academic Life. Extensions based on medical or mental health reasons must follow the procedure set out above. Please consult with the Dean of the College for Academic Life for more details.

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

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 suffering the effects of 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, these students are often on medications to mediate the condition and can experience a wide range of emotions during periods of adjustment for medication.

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 deficit 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
- Sensitive
- Creative
- Unique perspective
- Energetic
- Good net-worker
- Observant
- Hyper focuses when interested

Weaknesses
- Poor organizational skills
- Trouble with follow-through
- Impulsive
- Distractible
- Trouble with procedures
- Restless
- Difficulty with sustained tasks

Side Effects Common to Stimulant Medication:

- Headaches
- Insomnia
- Depressed mood or social withdrawal
- Stomachaches
- Irritability
- Weight loss

Suggested Techniques and Accommodations

- ☑ Allow 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.

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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. 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:

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

☑ Allow 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

Students Who Are Deaf or Hearing Impaired

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.

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Students with Learning Disabilities

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 Learning Specialists in the Academic Resource Center 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 chalkboard.

- Use multi-sensory teaching techniques and universal design in presenting material.

- 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 support 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).

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Students with Psychiatric/ Behavioral/ 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	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
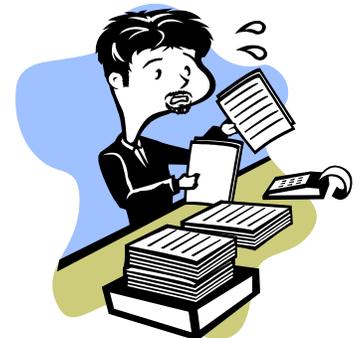
Students with Mobility Impairments

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, Chrone'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 accommodated 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.

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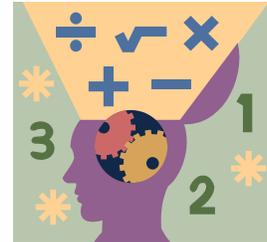
Auditory
- Use of recorder devices
- FM system, captioning services
- Note-taker services/devices
- Flexibility in physical proximity during lectures/projects/labs
- Testing in a controlled/accommodated environment
- Exams presented in alternate format (written, orally, with scribe services, or with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

Adapted from: Brinkerhoff, Loring C., S. Shaw, and J. McGuire, (1993). Promoting Post-Secondary Education for Students with Learning Disabilities. Pro-Ed Publishers, Austin, Texas.

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 Recordings for the Blind and Dyslexic (RFB&D) have formats that require special technology that must be purchased separately.

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 in a Portable Digital Assistant (PDA), a Pocket PC, or an advanced technology phone thereby enhancing access to a variety of materials and helps with the organization of the materials.

Where do I get digital text?

Digital text can be 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 using Blackboard. Each page viewed is then in digital text Textbooks and Coursepaks can also be received in digital text format. Textbooks can be acquired in digital text directly from the publishers, when available, as an accommodation designated through the Office of Disability Services.

What can I do to ensure access to digital text?

Be aware that digital text exists. When scanning any material, use the 'editable text with graphics' or 'Adobe PDF' format options to save the scans. These formats can be used on Blackboard and become accessible to the broadest range of users. Consider using Blackboard as all material posted is then presented in digital text format.

Universal Design for 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.

The full range of objectives can be viewed on the Muhlenberg College web page at www.muhlenberg.edu/muhlinfo/accessibility/guideline. For additional assistance, contact the Office of Information Technology.

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 Pamela Moschini, Director- 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.

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Assistive Technology Resources

Companies with Comprehensive Assistive Technology Sources

Synapse Adaptive - Synapse Adaptive provides integrated turn-key access solutions that empower individuals with disabilities. <u>Synapse ADA Workstations</u> provide universal access to users regardless of their disability. Synapse solutions generally include on-site end-user training, or comprehensive assistive technology training <u>Synapse TAP Workstation</u> is the only solution that offers speech recognition on any computer including UNIX, mainframe, Mac and PC platforms. Software and hardware available from Access & Productivity Tools include:
http://www.synapseadaptive.com
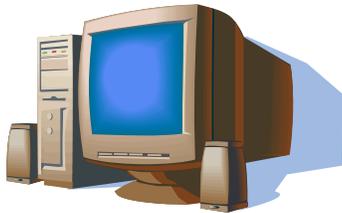
Blindness
Low Vision
Learning Tools
Speech Recognition
Ergonomics
Augmentative Comm.
Switches
Microphones

Premier Assistive Technology
http://www.premier-programming.com/home.htm

Premier Assistive Technology was founded in 1998 with a mission to provide assistive technology to persons with disabilities and give them access to today's technologically oriented world. In targeting those objectives, Premier Technology reached far beyond the boundaries that have historically been framed by the visually disabled software market to other emerging areas. Premier Technology has developed a complete suite of products that address "reading and information transfer" needs for individuals with visual and mobility challenges. Applications for learning disabilities, general literacy and English as a second language can also be well-served using existing and emerging assistive technologies.

Product List

Key To Access	**Premier Test Builder**
Universal Reader IGT	**Universal Reader**
Universal Reader Plus	**Premier CD Creator**
E-Text Reader	**E-Text Reader IGT**
E-Library	**Accessibility Suite for schools**
Ultimate Talking Dictionary	**Talking Checkbook**
Scan And Read Pro	**PDF Magic**
OFFLimits	**Text Cloner Pro**
Packages	**Talking Word Processor**
Text To Audio	**Predictor Pro**
Complete Reading System	**Scan And View**
Talking Calc	

Assistive Technology Resources

Specific Text To Speech Software

Kurzweil Educational Systems- Kurzweil Educational Systems 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.

> **Kurzweil 1000** provides blind 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.

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/web/Welcome.html

Recording for the Blind & Dyslexic- Recording for the Blind & Dyslexic is an organization that was formed to serve all people with "print disabilities" — those who can't effectively read standard print because of a disability. http://www.rfbd.org/index.htm

Magnifiers
ZoomText – http://www.aisquared.com

Assistive Technology Resources

Organizational Assistance

Page Minder http://www.pageminderinc.com/
- Paging system that allows student to receive a written message
- Helps organize both academic and personal life
- Student can be paged for classes, appointments, medications, meetings, etc.
- Can be set to beep or vibrate, allowing it to be used without drawing attention or interrupting others
- Reminders can be sent only once, or repeated at regular intervals by the user

Palm Pilot http://www.palm.com/us
- Palm™ handhelds began as personal organizers
- Can create digital photos
- Snap in a road atlas expansion
- Use a portable keyboard
- Create documents
- Palm.Net® service even offers wireless Internet access

Cell Phones
- Personal organizer
- Text Messaging
- E-mail
- WEB Access (depending upon the site)

Text Messaging on Cell Phones
- Can join lists to remind you of up coming events
- Able to send messages via email or handset
- Quick way to request information and get a response

WEB Accessibility
- Muhlenberg College WEB Accessibility Guidelines
  http://www.muhlenberg.edu/muhlinfo/accessibility/guideline.html
- Magpie for Captioning Voice and Video
  http://ncam.wgbh.org/webaccess/magpie/
- A-Prompt Free Accessibility Checker
  http://aprompt.snow.utoronto.ca/
- BOBBY   Desktop Version - http://www.watchfire.com/products/bobby.asp
- FrontPage (web page accessibility)
  http://office.microsoft.com/en-us/frontpage/HP073247731033.aspx?pid=CH010001241033

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Assistive Technology Resources

•Additional Support Services and Equipment•

- CMP free Open Caption Program - http://www.cfv.org/
- Note Taking
- Interpreter Services
- Photocopying in enlarged font
- FM Assistive Listening Device
- Infrared Assistive Listening Devices
- CART
- C-Print
- Remote Translation Solution
- Video/Monitor w/Captions
- Flipper Port for Low vision
- AlphaSmart 3000
- Automatic Doors
- Elevators
- TTY/TDD
- Telephone Amplifiers
- RIM Text Pagers
- Text Messaging on Cell Phones

Sample Forms

The following pages include Muhlenberg College forms used through the Office of Disability Services and the Academic Resource Center:

- • 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: _____   **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   ☐ Limited/Low Vision

☐ Mobility Impairment   ☐ Deaf

☐ Chronic Health Impairment   ☐ Hearing Impaired

☐ Psychiatric/Behavioral/Mental Health Impairment   ☐ PDD/Aspergers

☐ Other _____

☐ Other _____

Comments: _____
_____
_____

It is the responsibility of the individual seeking accommodations to provide adequate disability documentation before accommodations are approved and implemented. Any cost of obtaining this documentation is the student's responsibility. Please see the Muhlenberg College Office of Disability Services website for forms offering an explanation of the required documentation that is needed. These forms can be printed out and given to your certifying professional.

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 _____

In providing this information to the Muhlenberg College Office of Disability Services, I acknowledge the disclosure of my disability(ies) for which I am currently seeking accommodations, auxiliary aids, and services. I understand that it is my responsibility to report any problems/concerns about my disability accommodations in order to resolve these problems/concerns in a timely manner.

Student's Signature:_____ Date:_____

Understanding Disability Services in College

Students with disabilities requesting accommodations and services at Muhlenberg College must complete an application process and be approved prior to the development of an accommodation plan. This multi-faceted process and approval includes the student's self-disclosure and personal interview, the timely submission of detailed documentation of the disability which must provide evidence, the interpretation of these elements, and the determination of disability status in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the standards of Muhlenberg College.

Prior IDEIA classification with an IEP or a "504" Accommodation Plan does not guarantee that a student will be eligible for accommodations, auxiliary aids and services at Muhlenberg College. The criteria for eligibility at post secondary institutions are different than those used for eligibility determination in K-12 arena. Under the ADA 1990, a disability is defined as "a physical or mental impairment that substantially limits one or more major life activities, or having a record of such an impairment, or being regarded as having such an impairment". Disability Documentation submitted to obtain accommodations, auxiliary aids, and services at the post secondary level must identify the disability, provide evidence of the disability's impact on the major life activity, and suggest recommendations for accommodations.

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. Any information obtained by Muhlenberg College related to a student's disability is maintained confidentially and is shared with designated administrative personnel on a "need-to-know" basis or after the student's signed permission has been obtained. Ensuring effective provisions of accommodations and services may necessitate the Office of Disability Services to disclose and discuss the student's academic and disability information with the aforementioned administrative constituents. Any disclosure and/or discussion of disability-related information will be used to guide the Office of Disability Services to communicate with others regarding the student and will be made in compliance with requirements and regulations of law.

_____

Permission to Release/Exchange Information

I give my permission for the mutual exchange and discussion of information regarding my disability and related academic, medical, psychological, and psychiatric records between the Office of Disability Services and the Academic Resource Center, the Student Health Center, the Counseling Center, and Muhlenberg College administrative personnel, as warranted and appropriate. 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 preparing/ providing the reasonable accommodations, auxiliary aids and services for which I am eligible. I understand I may rescind or amend this agreement at any time which, unless stipulated differently, will remain in effect while I am a student at Muhlenberg College.

_____   _____
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

Faculty Member:_____ **Date:**_____

Student:_____ **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 recommended:

1. **Classroom Accommodations:**

_____Recorded class lectures   _____Extended time for in-class writing
_____Preferential seating   _____Visual support (written directions)
_____Seating access/specialized furniture/devices   _____Captioned videos/ DVDs
_____Note taker services (student **must attend class**) _____Auditory support (oral directions)
_____Enlarged print handouts/tests (____ font)   _____Assistive technology devices
_____No accommodations requested at this time   _____Other_____

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 days before the exam**.

_____Extended time (   ) (Does not apply to take-home tests)   _____Distraction-reduced setting
_____Reader   _____Scribe
_____Use of computer or other technology   _____Headphones/white noise devices
_____Specialized furniture   _____Other_____
_____No accommodations requested at this time

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)

Faculty member has met with the student and discussed the Accommodation Plan. _____

From: _____   _____

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

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 **B**ehavior **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 **B**ehavior **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

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 Academic Resource Center 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 Academic Resource Center

Step III. Substitution

- The first two levels of accommodations do not meet the student's needs, and failure is likely
- 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 course in question is not an essential core of a liberal arts education
- The student must petition the Dean's Ad Hoc Committee -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, Chair
Director of Disability Services

Aaron Bova- Associate Director
Residential Services

Maggie Cummings- Learning Specialist
Academic Resource Center

Thomas Dougherty- Director
Campus Safety & Security

Brynnmarie Dorsey- Director
Student Health Services

Jamie Doran- Associate Professor
Accounting/Business/Economics Department

Dr. Laura Edelman- Prof./Dept. Chair,
Psychology Department

Dr. Jane Flood- Associate Professor
Physics Department

Anita Kelly- Director
Counseling Services

Linda McGuire- Prof./Dept. Chair
Mathematics & Computer Science Dept.

Pamela Moschini-Director*
Office of Disability Services

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

Jan Schumacher- Director
Residential Services

Stefanie Sinno, Assistant Professor
Psychology Department

Dr. Daniel Wilson- Professor
History Department

Dr. Kathryn Wixon - Professor,
Language, Literature & Cultures Department

*Denotes Chairperson

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CAMPUS PROFESSIONALS

ACADEMIC RESOURCE CENTER
Seegers Union, Lower Level
X 3433

- **Wendy Cole, Director**
- **Mary Beth Kallen, Learning Specialist**
- **Maggie Cummings, Learning Specialist**
- **Monica Cocca, Tutorial Coordinator**
- **Eileen Fleischman, Office Manager**

COUNSELING SERVICES
Life Sports Center
X 3178

- **Anita Kelly, Director**
- **Rick Yenser, Assistant Director**
- **Michele Paules, Counselor**
- **Ann Marie Stevens, Counselor**
- **Cheryl Leitgeb, Staff Associate**

OFFICE OF DISABILITY SERVICES
Seegers Union, Lower Level
X 3825

- **Pamela Moschini, Director**
- **Claire Hoffman, Secretary**

STUDENT HEALTH SERVICES
Life Sports Center
X3199

- **Brynnmarie Dorsey, Director**
- **Audrey Fernald, Staff Nurse**
- **Theresa Calogero, Staff Nurse**
- **Kelly Powell, Staff Nurse**
- **Deb Varney, Nurse/Administrative Assistant**

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.usdoj.gov/crt/ada/adahom1.htm

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
(304) 293-7186 · v/TTY Worldwide
(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
1629 K Street NW, Suite 503
Washington, DC 20006
(800) 840-8844
(202) 457-0046 · v/TTY
http://www.aapd-dc.org

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)
4200 Forbes Boulevard, Suite 202
Lanham, MD 20706
(800) 346-2742
(301) 459-5900 · v
(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.

The National Clearinghouse on Postsecondary Education for Individuals with Disabilities
(HEATH)
The George Washington University
HEATH Resource Center- 2121 K Street, NW Suite 220
Washington, DC 20037
(800) 544-3284, (202) 973-0904 · v/TTY
(202) 973-0908 · fax
 http://www.heath.gwu.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
PO Box 1968
Danbury, CT 06813-1968
(800) 999-6673 (voicemail only)
(203) 744-0100 · v, (203) 797-9590 · TTY
(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 · v
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
(888) 575-7373, (212) 545-7510 · v
(212) 545-9665 · fax
http://www.ld.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)
Chester Building, Suite 382
8600 LaSalle Road
Baltimore, Maryland 21286-2044 USA
(410) 296-0232 · v, (410) 321-5069 · fax
http://www.interdys.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.

Northeast Technical Assistance Center
National Technical Institute
52 Lomb Memorial Drive
Rochester, NY 14623-5604
(716) 475-6433 (V/TTY)
http://www.netac.rit.edu/

Psychiatric and Medical Disabilities Organizations

Autism Society of America (ASA)
7910 Woodmont Avenue, Suite 300
Bethesda, Maryland 20814-3067
(800) 3autism (28-8476)
(301) 657-0881 · v, (301) 657-0869 · fax
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)
Colonial Place Three
2107 Wilson Blvd., Suite 300
Arlington, VA 22201-3042
(703) 524-7600 · v, (703) 516-7227 · TTY
(703) 524-9094 · fax
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)
2001 N. Beauregard Street, 12th Floor
Alexandria, Virginia 22311
(800) 969-NMHA (6642), (703) 684-7722 · v (Main Switchboard)
(800) 433-5959 · TTY, (703) 684-5968 · fax
http://www.nmha.org

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)
4351 Garden City Drive
Landover, MD 20785-7223
(800) 332-1000, (800) 213-5821 · Membership and catalog sales
(800) 332-4050 · National Epilepsy Library
(301) 577-2684 · fax
www.epilepsyfoundation.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)
(540) 862-9485 · fax
http://www.chronicpain.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)
8201 Greensboro Dr., Suite 611
McLean, VA 22102
(703) 761-0750 · v
(703) 761-0755 · fax
http://www.biausa.org

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)

444 North Capitol Street, NW   or   800/424-3688
Suite 846   Fax: 202/387-2193
Washington, D.C. 20001-1512   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)
4590 MacArthur Blvd., NW, Suite 250
Washington, DC 20007-4226
(800) 621-3141, (202) 944-3285 · v
(202) 944-3295 · fax
http://www.sbaa.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 11361-2820
(718) 224-2999 · v
(718) 279-9596 · fax
http://www.tsa-usa.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.

United Cerebral Palsy Association, Incorporated (UCP)
1660 L Street, NW, Suite 700
Washington, DC 20036
(800) 872-5827, (202) 776-0406 · v
(202) 973-7197 · TTY, (202) 776-0414 · fax
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)
8181 Professional Place, Suite 150
Landover, MD 20785
National Resource Center on AD/HD
(800) 233-4050
(301) 306-7070 · v
(301) 306-7090 · fax
http://www.help4adhd.org/info_request.cfm
http://www.chadd.org
http://www.help4adhd.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 543
Pottstown, PA 19464
(484) 945-2101 · v
(610) 970-7520 · fax
www.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)
1155 15th Street, NW, Suite 1004
Washington, DC 20005
(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)
11 Penn Plaza, Suite 300
New York, NY 10001
(212) 502-7600 · v, (212) 502-7777 · 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.

Recordings for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, NJ 08540
(866) 732-3585 · v, (800) 221-4792 · member services
(609) 987-8116 · fax
http://www.rfbd.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)
10801 Rockville Pike
Rockville, MD 20852
(800) 498-2071 · Professionals/Students
(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)
8630 Fenton Street, Suite 121
Silver Spring, Maryland 20910-4500
(301) 495-4402 · TTY
(301) 495-4403 · v, (301) 495-4404 · fax
http://www.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)
814 Thayer Avenue Suite 250
Silver Spring, MD 20910-4500
(301) 587-1789 · TTY
(301) 587-1788 · v, (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
(703) 838-0459 · TTY
(703) 838-0454 · fax
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.