



**WORKING WITH STUDENTS WITH DISABILITIES:
AN INTRODUCTION FOR FACULTY AND STAFF**

**Office of Disability Services
Leslie M. Smith, Director
Vigo Hall South Lobby
812-888-4501
lmsmith@vinu.edu**

TABLE OF CONTENTS

Office of Disability Services

Our Goal	3
Resources for Faculty and Staff	3
Resources for Students	5

Specific Disability Categories

Blindness and Visual Impairment	6
Deafness and Hearing Impairment	7
Physical Impairment	8
Attention Deficit/Hyperactivity Disorder	9
Learning Disability	10
Neurological Impairment	11
Psychiatric/Psychological Impairment	12
Health Impairment	13
Autism Spectrum Disorders	14

Other Issues

Documentation of Disability	15
Confidentiality Issues	15
Service Animals in Classroom	15
Attendance Flexibility	16
Accommodations Not Provided	17
Dealing with Bad Behavior	17
Educational Integrity	18
Syllabus/Disability Statement	18

Appendices

Appendix A	
Pertinent Disability Laws	19

OFFICE OF DISABILITY SERVICES

Our Mission

The mission of the office of Disability Services (DS) at Vincennes University is to help students with disabilities participate more fully in educational programming, benefit from an accessible environment and achieve greater academic and personal success. The promotion of student independence and self-advocacy is instrumental to our mission and remains a major tenet of our philosophy for working with all students.

Our staff accomplishes this mission by providing a variety of services to the University community, including: evaluating student documentation and endorsing specific accommodations based on eligibility; advocating to assist students in working more fully with faculty and staff; assisting in setting up “standard” in-class accommodations; educating the University community on disability issues to improve programmatic and environmental access; providing consultation and support to faculty, staff and departments; facilitating the purchase of specialized or unusual accommodations; and referring to various community agencies.

Resources for Faculty and Staff

All members of the Vincennes University community share in the University's responsibility of accommodating students with disabilities and should prepare for the possibility of being approached by students with accommodation requests. In anticipation of this occurrence, faculty members are encouraged to include a statement on their syllabi directing students to notify them of all accommodation requests in a timely manner. Please refer to the later section titled “Syllabus/Disability Statement” under “Other Issues.”

It is also very important that we include a “disability statement” on our promotional or registration materials when we organize events, in order to ensure our events are accessible to students, employees and visitors with disabilities. By including a disability statement on materials we distribute to prospective participants, we give ourselves the necessary time to arrange accommodations, we protect the University from possible legal repercussions, and we show our entire Vincennes University community that the needs of individuals with disabilities are important and that they are welcomed in our community.

To better provide the most appropriate classroom accommodations to students who request accommodations due to a disability, faculty members and other staff may ask students to register in DS. Please note, students with disabilities do not have automatic access to the services of DS, even if they received services under an Individual Education Plan (IEP) in high

school. They will be asked to provide DS with adequate evidence of a disability and be determined eligible for specific academic accommodations.

The office of Disability Services staff provides a variety of supportive and consultant services to faculty and staff to assist them in working with students with disabilities. Assistance may include:

Endorsing the most appropriate accommodations for students based on the specific symptoms or functional limitations imposed on them by their disabilities.

Identifying alternative or modified accommodations, when approved accommodations will not work within the unique structure of a class

Arranging for sign language interpreters or captioning services for the classroom or events, and alternative format textbooks for courses

Facilitating the purchase of adaptive equipment or assistive technology

Offering guidance or suggestions for working with social or behavioral issues that may arise with students because of a disability

Mediating disputes or disagreements between faculty members and students with disabilities, and seeking positive resolution for all involved parties

Consulting and researching the creation of “universally designed” courses to help eliminate the need for accommodations.

Recommending appropriate language for inclusion on promotional and other public relations materials

Resources for Students

All currently-enrolled Vincennes University students with disabilities are invited to register with DS in order to receive the most appropriate accommodations in their classes. The goal of DS is to help students overcome or compensate for obstacles related to a physical, emotional or learning disability, and all services are available at no cost to students. Interested students are asked to complete registration in DS at least sixty (60) days before accommodations are needed, which includes providing professional documentation/evidence of a disability and the need for specific accommodations. Generally, DS staff evaluates disability documentation and endorses those accommodations that help to ameliorate the effects of a student's specific symptoms or functional limitations. Once that evaluation has been completed, DS provides students with a letter listing all approved accommodations to take to their professors. DS also assists in setting up the following accommodations:

Alternative format textbooks: obtaining Braille, electronic text (e-text), and audio format textbooks.

Sign language interpreter and CART (remote captioning) services: locating, scheduling and payment of services.

Adaptive equipment and assistive technology: facilitating the purchase of equipment and software to improve informational access in the classroom.

Tutoring: referral to available resources on campus, including liaison with COPE and STEP services

One-on-one supportive services: referral to community agencies for diagnostic testing and financial and academic resources and to on-campus resources for personal counseling, mediation and advocacy.

All qualified students with disabilities at the college-level are considered full members of the University community and are entitled to enjoy access to all University services and activities. Students are encouraged to become actively involved in academic and social organizations, sports and wellness programs, student government activities, and other extracurricular activities which enhance both personal and professional development.

DISABILITY CATEGORIES

Blindness and Visual Impairment

Students with visual impairments, including blindness, are faced with many challenges in the post secondary educational environment. Orientation and mobility present special problems for students who cannot rely on sight to locate, remember and traverse the numerous offices and classrooms frequented each semester. "Selective" scheduling must be employed by advisors and students with visual impairments to accommodate some of these problems. Classes and appointments must be scheduled along accessible routes so students can navigate campus more easily and must also be scheduled to allow extra time for movement from location to location. These students often require orientation and mobility training with much practice, before each new semester begins.

Students at the college level are expected to read a tremendous amount of printed material, which presents a major obstacle to students with visual impairments. Any visually presented materials must be adapted in some way to accommodate students who cannot read standard print. This includes all course syllabi, class handouts and study sheets, textbooks, library readings, overhead and video presentations, tests and quizzes, computer screens, blackboard information, etc.

The following are recommended as appropriate accommodations for students with visual impairments based on individual need.

1. Reduced course load.
2. Early course syllabi.
3. Copies of class notes.
4. Large print handouts, tests and quizzes.
5. Alternative format textbooks.
6. Braille or other accessible format materials, including tests and quizzes.
7. Test accommodations: readers, scribes, extended time, oral tests.
8. Flexible deadlines for completing research/written assignments.
9. Presenters must verbally describe all visually presented materials.
10. Taped lectures (by the student).
11. Lab partners or assistants during class.
12. Preferential seating with a set room arrangement.
13. Adapted computers: enlarged screen, voice output.
14. Elimination of as much glare as possible from the classroom.

Deafness and Hearing Impairment

The use of orally presented materials for learning and the reliance on oral communication for class participation are two obstacles students with hearing impairments, including deafness, encounter in the post secondary educational environment. Since a great deal of emphasis is placed on spoken language to expedite learning, hearing-impaired students are at a clear disadvantage during lectures and class discussions. They must rely heavily on visual modes of communication and supplemental visual materials to participate in class and to comprehend, retain and incorporate the same information as hearing students. Lectures should always be presented in a loud, clear voice in a distortion-free, distraction-free room for students who have partial hearing ability, read lips or use sign language interpreters.

Another obstacle occurs when students who rely on lip-reading encounter lecturers who write on the blackboard while speaking. Any information which is spoken while turned away from students is lost. Further, whenever students who use sign language present ideas in a written format, they must overcome many of the same problems in writing as students from foreign countries. American Sign Language (ASL) and "variant" sign languages are not the same as spoken English and should be considered foreign languages. Therefore, students who speak sign language are, in fact, ESL students.

The following are recommended as appropriate accommodations for students with hearing impairments based on individual need.

1. Selective scheduling using priority registration.
2. Early course syllabi.
3. Sign language interpreters or CART services (remote captioning).
4. Copies of class notes.
5. Pre-lecture outlines and notes.
6. Captioned films and videos, or scripts when available.
7. Presenters must face students whenever speaking.
8. Placement of unfamiliar or technical words on a blackboard.
9. Use of visual media/materials to supplement and reinforce verbal information.
10. Test accommodations: sign interpretation of test questions, extended time, distraction-free testing.
11. Elimination of as much glare as possible from the classroom.
12. Preferential seating.

Physical Impairment

The physical impairment category covers a broad range of neuromuscular and orthopedic disorders and conditions, and is not easily described by a single definition or term. However, the most salient characteristic shared by people with physical impairments is the loss or lack of mobility and physical dexterity. These disabilities may involve a loss of control over voluntary muscles in the arms, legs, tongue or eyes, which in turn results in awkward movements, irregular gait, facial grimacing or drooling. Some individuals may also lose voluntary bowel and bladder control or have difficulty with breathing, and may miss classes unexpectedly due to medical problems needing immediate care. This category of disability includes people with spina bifida, amputation, paralysis, cerebral palsy, multiple sclerosis, cystic fibrosis, muscular dystrophy, congenital anomalies, arthritis and spinal cord injury, to name a few.

Accommodations for physical impairments are also varied and include modified institutional requirements, coursework adaptations, technological assistance, and a modified physical environment. The following are recommended as appropriate accommodations for students with physical impairments based on individual need.

1. Selective scheduling using priority registration.
2. Reduced course load.
3. Early course syllabi.
4. Copies of class notes.
5. Large print handouts, tests and quizzes.
6. Alternative format textbooks.
7. Test accommodations: readers, scribes, extended time, oral tests, tests on the computer.
8. Flexible deadlines for completing research/written assignments.
9. Taped lectures (by the student).
10. Lab partners or assistants during class.
11. Preferential seating.
12. Adapted computers, including mouse and keyboard.
13. Course substitutions related to the functional limitations of the impairment.
14. Modified environment, ie: classroom change to a more accessible room.
15. Consideration for attendance flexibility.

Attention Deficit/Hyperactivity Disorder

Attention Deficit and Attention Deficit/Hyperactivity Disorders (AD/HD) comprise the least understood and most controversial category of disability represented at the post secondary educational level. Once believed to disappear after adolescence, researchers and practitioners are finding significant numbers of adults who continue to manifest symptoms of these "childhood" disorders. Also, due to the use of more sophisticated assessment methods than were once used, many people with AD/HD are being diagnosed with these disorders for the first time well into adulthood.

AD/HD symptoms vary widely in type and severity and include many of the same symptoms as learning disabilities, such as deficits in the skill areas of reading, writing, speaking, and mathematical reasoning; as well as organizing, studying, and socializing. In addition, adults with AD/HD are often restless and easily distracted; and have trouble focusing, concentrating, and sustaining attention; they are impulsive, impatient, and fail to plan ahead and follow-through on tasks. They may have frequent mood swings and short tempers; have inconsistent work performances; and often have histories of depression, substance abuse, and poor self-esteem. Difficulties with executive functioning skills, such as time management and organization, are frequently a serious issue for individuals with AD/HD.

The following are recommended as appropriate accommodations for students with AD/HD based on individual need. Minimizing distractions is the number one priority.

1. Reduced course load.
2. Early course syllabi.
3. Copies of class notes.
4. Alternative format textbooks.
5. Test accommodations: readers, scribes, extended time, minimized distractions, tests on the computer.
6. Taped lectures (by the student).
7. Preferential seating.
8. The use of dictionaries, calculators or spell checkers on tests.
9. Class assignments presented both orally and visually.
10. Presenters must face students whenever speaking.
11. Placement of unfamiliar or technical words on a blackboard.

Learning Disability

A learning disability is a permanent disorder which affects how people with normal or above-normal intelligence take in, retain and express information. The way a learning disability affects an individual is often compared to interference on the radio, since incoming and/or outgoing information may become scrambled as it travels between the eye, ear or skin and the brain. Symptoms of learning disabilities include perceptual problems and deficits in the reading, written and oral language, mathematical, organizational, study, and social skill areas. Symptoms may also be inconsistent: detrimental on some days and inconsequential on other days.

The National Joint Committee on Learning Disabilities defines learning disabilities as "a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other (disabling) conditions (e.g. sensory impairment, mental retardation, serious emotional disturbance,) or extrinsic influences (such as cultural differences, insufficient or inappropriate instruction,) they are not the direct result of those conditions or influences."

The following are recommended as appropriate accommodations for students with learning disabilities based on individual need.

1. Reduced course load.
2. Early course syllabi.
3. Copies of class notes.
4. Alternative format textbooks.
5. Test accommodations: readers, scribes, extended time, oral tests, tests on the computer.
6. Taped lectures (by the student).
7. Course substitutions related to the functional limitations of the impairment.
8. The use of dictionaries, calculators or spell checkers on tests.
9. Class assignments presented both orally and visually.
10. Presenters must face students whenever speaking.
11. Placement of unfamiliar or technical words on a blackboard.

Neurological Impairment

Neurotransmitters play a major role in controlling consciousness, memory, emotions, and behavior. Even slight changes in the body's nervous systems (including the brain, spinal cord, autonomic, etcetera) can contribute to the development of brain disorders and affect the flow of information in the brain and the learning process. Neurological impairments may include a traumatic injury to the brain (due to accident, stroke, disease or illness), seizure disorders/epilepsy, congenital disorders of the brain (Turner's Syndrome and Tourette's Syndrome), migraines, and sleep disorders.

Observable symptoms are greatly varied depending on the area of the brain affected and can include headaches, nausea, seizures, confusion, impaired memory and concentration, changes in personality, depression, irritability and anger, fatigue, anxiety, hypersensitivity to light and sound, problems in speech, movement, and visual functioning, as well as other emotional and behavioral problems. The individual with a neurological impairment may also experience side effects due to medication for the treatment or control of the disorder, which in turn may affect learning and memory.

The following are recommended as appropriate accommodations for students with neurological impairments based on individual need.

1. Selective scheduling using priority registration.
2. Reduced course load.
3. Early course syllabi.
4. Copies of class notes.
5. Alternative format textbooks.
6. Test accommodations: readers, scribes, extended time, minimized distractions, tests on computer.
7. Consideration for attendance flexibility
8. Taped lectures (by the student).
9. Preferential seating.
10. Class assignments presented both orally and visually.
11. Presenters must face students whenever speaking.
12. Placement of unfamiliar or technical words on a blackboard.
13. Course substitutions related to the functional limitations of the impairment.

Psychiatric or Psychological Impairment

Psychiatric or psychological impairments are comprised of a broad range of conditions characterized by emotional, cognitive and/or behavioral dysfunctions. These disabling conditions significantly interfere with the performance of major life activities, such as learning, thinking, communicating, and sleeping and may include side effects from the multitude of medications prescribed in their treatment. The type, intensity, and duration of symptoms can vary greatly from person to person, may come and go, and may not always follow a regular pattern. This makes it difficult to predict when symptoms or functioning may worsen even when treatment recommendations are followed closely.

Symptoms may include social isolation or withdrawal, loss of motivation, changes in mood or thought, avoidance of situations that cause distress, and difficulty processing information. The most common forms of these disabilities are Anxiety Disorders (panic disorder, phobias, obsessive-compulsive disorder and post-traumatic stress disorder), Mood or Affective Disorders (depression, bipolar disorder and seasonal affective disorder), and Schizophrenia. Students with psychiatric or psychological impairments often miss classes due to the irregular, unpredictable nature of the disorder; due to the stress and anxiety associated with hiding the illness; or due to the side effects of the medications they take.

The following are recommended as appropriate accommodations for students with psychiatric or psychological impairments based on individual need.

1. Selective scheduling using priority registration.
2. Reduced course load.
3. Early course syllabi.
4. Test accommodations: minimized distractions, extended testing time.
5. Consideration for attendance flexibility
6. Taped lectures (by the student)
7. Preferential seating.
8. Course substitutions related to the functional limitations of the impairment.
9. Class assignments presented both orally and visually.

Health Impairment

The category of health impairments describes chronic conditions resulting from medical diagnoses that have a significant impact on a student's academic performance. Common diagnoses include AIDS, asthma, cancer, Crohn's Disease, diabetes, heart disease, hemophilia, lupus, Lyme's Disease, nephritis, and sickle cell anemia. The effects of the illness and the side effects of medication can have a significant impact on memory, attention, strength, endurance, ability to sit or walk for prolonged periods, and energy levels. Students with chronic health impairments often miss classes due to unexpected hospitalizations or medical treatments and may be challenged to meet the physical requirements of a class such as writing, measuring, graphing, drawing, or manipulating small objects. Some students may need to avoid specific activities that trigger their conditions, as in the case of a student with asthma who may need to avoid specific inhalants in a lab class.

The following are recommended as appropriate accommodations for students with health impairments based on individual need.

1. Selective scheduling using priority registration.
2. Reduced course load or enrollment in distance education classes.
3. Early course syllabi to assist the student in planning, organizing, and prioritizing course requirements.
4. Test accommodations: extended time, readers, scribes.
5. Flexible deadlines for completing research/written assignments.
6. Taped lectures (by the student).
7. Priority seating due to a need for frequent breaks.
8. Course substitutions related to the functional limitations of the impairment.
9. Consideration for attendance flexibility
10. Copies of class notes
11. Minimization of strong scents or odors from the classroom.

Autism Spectrum Disorders

Autism Spectrum Disorders are disorders in which the individual experiences major difficulties with social interaction and often displays unusual or repetitive patterns of behavior. These disabling conditions significantly interfere with the development of interpersonal relationships and can affect the performance of major life activities such as learning, communicating and interacting with others. Students with Asperger's Syndrome, also known as "high functioning autism," often have high intellectual and verbal abilities but appear to be socially awkward. They exhibit difficulties with social awareness and in understanding nonverbal communication, often misread social cues, and may feel very uncomfortable in unfamiliar situations. Students with autism spectrum disorders often dominate conversations because of their "single-focused" special interests.

Additional symptoms include poor eye contact, social isolation or rejection, rigid adherence to structured routines or schedules, difficulty making decisions or asking for help, excessive anxiety or stress in reaction to change, low self-confidence, avoidance of situations that cause distress, and difficulty working in group situations. Students with autism spectrum disorders often speak out of turn or seem ambivalent to people around them. In some cases, these students experience a concurrent learning disability, attention deficit disorder or psychiatric/psychological impairment.

The following are recommended as appropriate accommodations for students with autism spectrum disorders based on individual need. It is very important to be direct and clear in all communications with a student with an autism spectrum disorder.

1. Selective scheduling using priority registration.
2. Early course syllabi with advance or immediate notice of changes.
3. Class assignments presented both orally and visually.
4. Clear explanation of expectations/directions for assignments, due dates, tests, quizzes, projects, etc.
5. Test accommodations: minimized distractions, extended testing time.
6. Copies of class notes.
7. Preferential seating.
8. Flexibility with coursework deadlines.
9. Placement in a smaller group for group work.

OTHER ISSUES

Documentation of Disability

To qualify to use the services available in DS, students are required to provide adequate evidence of a disabling condition. As appropriate, this evidence may include diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairment, acceptance into or participation in a program for individuals with disabilities, and a documented history of accommodation usage. Disability documentation must adequately verify the nature of the disability and must clearly substantiate the need for a student's specific accommodation requests. If a student has not been previously diagnosed with a disability and a disability is suspected, DS staff will provide the student with appropriate referrals to community professionals for diagnostic testing.

Disability documentation is health-protected information (HIPPA) and faculty and staff are generally not entitled to view a student's original, professional documentation. However, they may be entitled to verification that a student has a documented disability and a need for accommodations, if there is a compelling reason for releasing such information. If a student with a disability registers in the DS and eligibility for specific accommodations is endorsed by DS staff, the student signs a statement consenting to a release of information to faculty and staff, and is given a letter to take to professors to serve as notification.

Confidentiality Issues

All accommodations for students with disabilities are required by law to be handled by faculty and staff with confidentiality; therefore, accommodations and disability-related information should be discussed with students in a private location without other students, faculty or staff present. However, it is acceptable to share information on a limited basis with others involved in accommodating the student. Even so, it is always a good idea for faculty members and staff to ask the student's permission before discussing accommodation needs with another person.

Service Animals in the Classroom

Under the ADA, a service animal is defined as "a dog that is specifically trained to work or perform tasks for the benefit of an individual with a physical, sensory, psychiatric/mental, or intellectual disability." The work or tasks performed by a service animal must be directly related to the individual's disability; animals that only provide crime deterrent effects, emotional support, well-being, comfort, or companionship do not fall under the ADA definition of a service animal. Per ADA regulations, the University reserves the right to ask if an animal is required because of a disability and what work or tasks it has been trained to perform. The University also reserves the right to request that an animal be removed from University property if it does not meet the ADA definition of a service animal, if the handler fails to keep it under appropriate control, or if it is not housebroken.

Since each academic and administrative area has different needs and requirements, as well as safety issues, DS staff recommends each department determine an appropriate policy for what will be considered reasonable modifications for allowing service animals in its respective areas.

Attendance Flexibility

Vincennes University has an attendance policy and students are expected to attend all classes and keep faculty members informed regarding absences from class. The Dean of Students office at Vincennes University assists students in the documentation of absences that occur for good and proper reasons. However, the U.S. Office of Civil Rights has determined that under certain circumstances with regard to students with disabilities, it is appropriate to modify course attendance policies as an accommodation for a disability as long as the essential components of the course are not compromised. Attendance flexibility is a modification of attendance policies; it is not a waiver of those policies. Generally, attendance flexibility simply means that a faculty member may not lower a student's coursework grade based on attendance alone, but must grade according to the quality and quantity of work produced by the student.

If during the evaluation of documentation a student's request for attendance flexibility appears justified by the impact of a disability, a separate memo addressing attendance flexibility will be sent to each faculty member by DS staff. Faculty members are urged to contact the DS at 812-888-4501 if attendance flexibility will alter the fundamental nature or jeopardize the learning objectives of a particular class, and staff will assist in documentation of the concern. If the faculty member's concern appears to be valid, students will be offered a variety of options, including: remaining in the class without the accommodation of attendance flexibility, withdrawing from the class without penalty, transferring to a different course or the same class with a different professor, or taking the class as a distance education course (if available.)

All students who qualify for attendance flexibility have the following responsibilities:

- personally contacting by phone or e-mail their faculty members every time a disability-related absence occurs and informing them when they expect to return.
- timely completion of any material covered during disability-related absences; neither extension of deadlines for assignments due, nor arrangements for making up tests missed during such absences are included in this accommodation. These allowances must be negotiated between the student and faculty member when the need arises.

IF AT ANY TIME during the semester the student's situation in class changes, for example excessive absences begin to threaten the accomplishment of learning objectives for the class, the faculty member should contact DS to determine an appropriate course of action.

Accommodations Not Provided

Accommodations are only considered appropriate if they do not compromise or fundamentally alter the essential, academic requirements of a course or field of study. The Department of Education has determined that accommodations need not be provided if they are for the purpose of “personal use or study.” These types of accommodations include wheelchairs and other individualized services needed for independent living, mental health stability, rehabilitation, individual remediation instruction, and private tutoring. However, a student cannot be prevented from using any University service that is available to all students. Finally, accommodations that create an undue financial or administrative burden for the University may not be provided, including those for which the University does not have enough advance notice or those that are impossible or infeasible to provide. Please keep in mind, undue financial burden applies to the University as a whole; therefore, decisions determining such a burden can only be made by the President or an appropriate designee and cannot be made by a faculty member, department or college.

While a student may occasionally request an accommodation that is not required to be provided, this does not relieve the University from its obligation to provide the student with a more appropriate accommodation. Since denial of accommodations may create institutional liability, as well as personal liability for the person issuing the denial, faculty members and staff are encouraged to always consult with the DS director before refusing to provide a specific accommodation. Often, consultation can help determine alternative accommodations.

Dealing with Bad Behavior

Vincennes University is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff, and is a community dedicated to personal and academic excellence and growth. Chosen membership in the VU community obligates students to a standard of ethical behavior as defined in the ***Vincennes University Standards of Student Behavior***. A student with a disability is not excused from responsibilities under these ***Standards*** and is expected to follow all the same standards of behavior as any other student of the University. Violations of the ***Standards*** or “bad behavior” should be consistently handled for all students and reported to the Dean of Students. Faculty members and staff are encouraged to consult with the DS director should questions arise.

There may be times when faculty members and staff are faced with a student whose behavior causes concern or discomfort, or which interferes with the teaching or learning of other students but is not a violation of the ***Standards***. However without an intervention of some kind, this behavior may result in a persistent, recurring problem situation. At such times, DS staff recommends the following approach:

1. Remain as calm as possible.
2. Address behavior in a simple and direct manner.
3. Set clear limits and be firm with the student.

4. Refer the student to the VU Counseling Center, if you feel it appropriate.
5. Consult with DS and/or Counseling Center staff as needed.
6. Contact the Vincennes University police at **888-5555** if the student presents a direct or immediate danger to self or others.
7. Develop and communicate a departmental safety plan.

Educational Integrity

Accommodations are not implemented to give students with disabilities an advantage over other students, but instead are provided to give students the chance to participate in and benefit from the educational environment. This is where the concept of “Equivalent versus Equal Treatment” is important. Treating all students the same way (equal treatment) is considered discriminatory since disabilities take away the opportunity for students with disabilities to learn or demonstrate what they have learned in the same way as other students. The accommodation becomes the “equalizer” (or the equivalent treatment factor). Students with disabilities are still required to demonstrate their ability to meet the essential requirements of a class, without compromising the educational integrity or lowering the academic standards of the class, as long as reasonable and appropriate accommodations are provided.

Syllabus/Disability Statement

Vincennes University requires the following statement for inclusion on faculty syllabi.

“Vincennes University complies with the requirements set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair nondiscriminatory treatment. Students with psychological, physical, sensory, communicative and/or learning disabilities should contact the Office of Disability Services as soon as possible after admission to VU. The student will be required to provide copies of medical or psychometric evaluations that document the presence of a disability on the student’s level of functioning in order to determine the type of accommodations which will be needed. It is the student’s responsibility to notify the instructor immediately once (s)he has been approved for accommodations because of a disability, has emergency medical information, or if (s)he needs special arrangements in case the building must be evacuated.”

It’s also very important that we include a disability statement on promotional materials or registration materials when we organize events. By doing so, we give ourselves the necessary time to arrange accommodations, we protect the University from possible legal repercussions, and we show our students and visitors with disabilities that their needs are important and they are welcomed at Vincennes University.

Here is a sample disability statement for events: ***If you have special needs or require an accommodation for a disability in order to participate, please contact (name) in the (office/location) or by calling (phone #) at least two (2) weeks prior to this event.***

APPENDIX A

Pertinent Disability Laws

The U.S. Office of Civil Rights (OCR) enforces the laws that prohibit discrimination based on disability in postsecondary educational institutions.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in programs or activities receiving federal financial assistance, and the U.S. Department of Education gives grants of financial assistance to schools and colleges. The U.S. Department of Education's Section 504 regulation is enforced by OCR and is in the federal code of regulations at 34 CFR 104.

Title II of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 prohibits discrimination based on disability in public entities. OCR is the agency designated by the U.S. Department of Justice to enforce the regulation under Title II with respect to public educational entities and public libraries. The Title II regulation is in the federal code of regulations at 28 CFR 35.

Examples of the types of discrimination prohibited include: denial of access to educational programs and facilities, denial of academic adjustments in postsecondary education and denial of a free appropriate public education for elementary and secondary students. Section 504 and Title II also prohibit employment discrimination within the same institutions; prohibit retaliation for filing an OCR complaint or for advocating for a right protected by the two laws; and for harassment of students or their advocates because of a disability.

This document was prepared by Leslie Smith, Director of Disability Services. Some of the information included in this publication was gathered from the following publications, websites, and organizations.

Vincennes University Catalog 2010-2011

“Confidentiality and Disability Issues in Higher Education” from the Association on Higher Education and Disability (AHEAD,) 1994.

The National Joint Committee on Learning Disabilities at
www.ldonline.org/ld_indepth/general_/definitions.html.

The U.S. Department of Education Office of Civil Rights at
www.ed.gov/policy/rights/guid/ocr/disabilityoverview.html.

For questions, concerns or assistance with providing reasonable accommodations, Leslie Smith can be contacted by calling 812-888-4501 or at lsmith@vinu.edu.