

Revised May 2017



Disability Resource & Support Center

Faculty/Staff Resource Guide

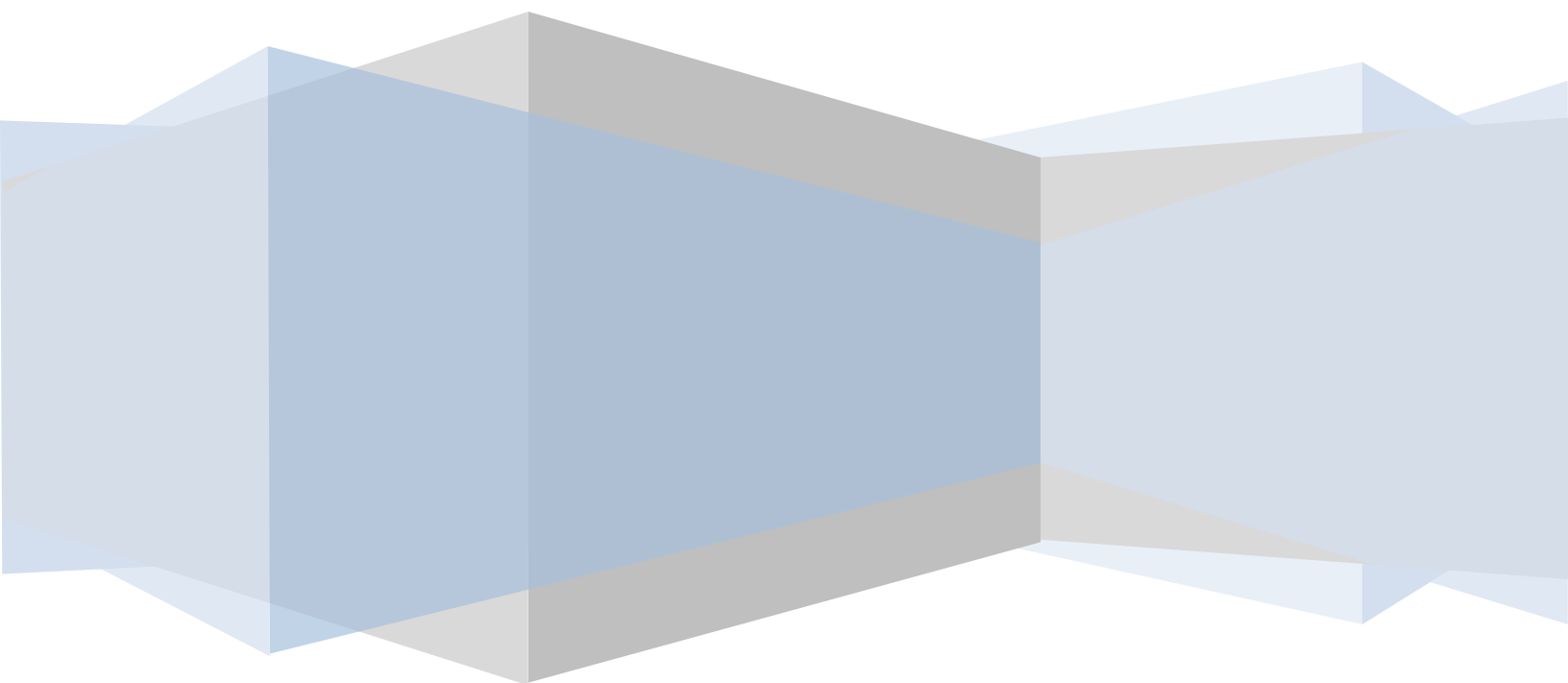


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The Mission of the Disability Resource & Support Center

The Mission of the Disability Resource & Support Center at Colorado State University-Pueblo is to ensure provision of reasonable academic accommodations and support, designed to enhance academic effectiveness and promote independence in students with documented disabilities.

Location, Office Hours, Staff

Disability Resource & Support Center

Phone: 719-549-2648

Fax: 719-549-2195

E-Mail: dro@csupueblo.edu

Location:

Library and Academic Resource Center, Suite 169

Office Hours:

Monday through Friday 8:00am-5:00pm

Staff:

Justin Hiniker

Director

E-Mail: justin.hiniker@csupueblo.edu

Emma Mitchell

Support Specialist

August through May

E-Mail: emma.mitchell@csupueblo.edu

Disability and the Law

The rights of qualified students with disabilities are protected by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), all of which are laws aimed at ending discrimination against individuals with disabilities.

Section 504 of the Rehabilitation Act:

504 of the Rehabilitation Act of 1973 states that “No otherwise qualified individual with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from the participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A person with a disability includes “any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”

A “qualified person with a disability” is defined as one “who meets the academic and technical standards requisite to admission or participation in the education program or activity.”

Disabilities covered by legislation include (but are not limited to) AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

Under the provisions of Section 504 of the Rehabilitation Act of 1973, the University may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

A college or university may not:

- Limit the number of admitted students with disabilities
- Make pre-admission inquiries as to whether or not an applicant has a disability
- Use admission tests or criteria that inadequately measure the academic level of students with visual, hearing, or other disabilities because provisions were not made for them
- Exclude a student with a disability from any course of study solely on the basis of his/her disability
- Counsel students with disabilities towards a more restrictive career than students without disabilities, unless such counsel is based on strict licensing or certification requirements in the profession
- Measure student achievement using modes that adversely discriminate against students with disabilities
- Institute prohibitive rules that may adversely affect the performance of students with disabilities

The American with Disabilities Act of 1990

The American with Disabilities Act (ADA) of 1990 is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals based on disability. The ADA extends civil rights protection for people with disabilities to employment in the private sector, transportation, public accommodations, services provided by state and local government, and telecommunication relay services. The significance of this legislation is no less than the civil rights acts in the 1960s for minorities.

A person with a disability is anyone with a physical or mental impairment (has a history of such a condition, or is perceived by others as having a disability) that substantially impairs or restricts one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term physical or mental impairment includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, AIDS, mental retardation, emotional illness, and specific learning disabilities such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia.

The federal government has required post secondary institutions receiving federal monies to comply with a similar disability nondiscrimination law, Section 504 of the Rehabilitation Act of 1973.

The ADA Amendments Act (ADAAA) of 2008

The definition of "disability" remains the same as under the ADA. The ADAAA provides that the ameliorative effects of mitigating measures should not be considered in determining whether an individual has an impairment that substantially limits a major life activity. An exception is made for "ordinary eyeglasses or contact lenses" which may be taken into account. Major life activities include:

- Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- The operation of major bodily functions, including functions of the immune system, digestion, brain, respiratory, circulatory, endocrine, and reproductive functions.

An impairment is substantially limiting if it prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person in the general population to perform the same activity.

An impairment that substantially limits a major life activity need not limit other major life activities to be considered a disability. An impairment that is episodic or in remission is considered a disability if in its active state it substantially limits a major life activity. Covered entities under the ADAAA have no duty to provide a reasonable accommodation or modification to individuals who are simply "regarded as" having an impairment.

To address the concerns of higher education institutions, S. 3406 explicitly states that "nothing in this Act alters the [Title III fundamental alteration provision] specifying that reasonable modifications in policies, practices, or procedures shall be required, unless an entity can demonstrate that making such modifications in policies, practices, or procedures, including academic requirements in postsecondary education, would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations involved." This provision thus restates current law in order to clarify that the changes in the definition of disability do not change the "fundamental alteration" provision of the ADA.

It is the policy and practice of Colorado State University-Pueblo to comply fully with the requirements of the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, Section 504 of the Vocational Rehabilitation Act of 1973, and all other laws (both federal and state) and regulations prohibiting discrimination on the basis of disability.

Working with Students with Disabilities

Relax – Remember that disabilities may be obvious or hidden but are always only one of the characteristics of a person. Students with disabilities will exhibit the same full range of characteristics found in the general population of students.

Accommodate – Be flexible. If one approach doesn't seem to work, try another. Expect to interact in different ways as needed. For example, if an individual is blind, you may need to articulate rather than point; to email a document rather than hand it to them in hard copy.

Be Fair - Hold all students to the same standards.

Specific Disabilities

Mobility Impairments

- Mobility devices are part of personal space
- Never lean on or push wheelchairs
- Ensure accessible paths of travel around public spaces and remove clutter
- Adapt environment and supplies to fit within reach ranges
- When conversing, bring yourself down to eye level

Vision

- Identify yourself when interacting
- Notify if you are stepping away/leaving
- Offer a tour of area and allow time for orientation
- Offer print materials in alternative format of choice
- Offer your arm, don't grab theirs
- Inform them of any physical changes to facilities/layout

Deaf/Hard of Hearing

- Offer different modes of communication (sign language, lip reading, etc)
- Speak directly to the person, not an interpreter or assistant
- Ask the individual for their preferred mode of communication
- Face the person and offer an unobstructed view of your mouth
- Maintain eye contact
- Use facial expressions and body language to convey tone
- Have paper available to communicate

Speech/Communication Difficulties

- Give the person your full attention
- Don't complete sentences
- Ask to repeat then repeat for verification
- Ask to write down
- Minimize distractions and background noise
- Ask open-ended questions
- Never tease or laugh

Mental Health Issues

- There are many different types of mental health issues (PTSD, Bi-Polar, Depression, etc.)
- Remain calm and talk in an even voice tone
- Minimize distractions
- Offer to move to a quiet area, if needed
- Be sensitive to the person

Service Animals

- Generally, do not pet or distract a working animal
- Ask before touching the animal
- Do not feed the animal
- Do not be offended if the person does not want to discuss their disability

Shared Responsibility

Disability Resource & Support Center (DRSC)

The DRSC is responsible for ensuring that otherwise qualified students with disabilities are provided with reasonable accommodations and have an equal opportunity to succeed. DRSC is accountable for determining students' eligibility for services, maintaining appropriate documentation, and determining reasonable accommodations. *Accommodations at the post-secondary level are strictly to assure equal access and avoid discrimination—not give students with disabilities undue advantage over their classmates.*

Student

Students with disabilities are responsible for completing the registration process with the DRSC in order to receive accommodations at CSU-Pueblo. First, they must self-identify as a person with a disability. While the student may approach the instructor, it is important they self-identify with the DRSC. Next, the student must provide supporting documentation of disability to the DRSC. Finally, the student must request reasonable accommodations.

After registering with the DRSC, it is the student's responsibility to provide each instructor with an Accommodation Letter from the DRSC. It is also the student's responsibility to meet with each instructor every semester to discuss the accommodation requests. How the accommodations are provided is determined by agreement between the instructor, the student, and the DRSC (when needed).

Faculty

As stated in the Faculty Handbook, Section 2.8.2.1.1 Teaching Activities, "Prior to the end of the second week of classes, faculty members shall submit to the Department Chair a syllabus or outline for each course being taught. All syllabi and outlines must include the current Americans with Disabilities Amendments Act (ADA) statement provided by the Disability Resource & Support Center. Faculty members are required to provide reasonable accommodations approved by the Disability

Resource & Support Center upon receipt of the Accommodation Letter. Changes in reasonable accommodations can only be made following prompt consultation with, and approval by, the Disability Resource Director per the then existing policies of the Disability Resource & Support Center.”

Faculty are responsible for making sure that students are aware of the services available through the DRSC by including the appropriate Syllabus Statement on all syllabi (**Appendix A-Page 14**).

If a student identifies as having a disability and requests accommodations, it is faculty’s responsibility to request an Accommodation Letter from the DRSC (or refer the student to the DRSC if one is not provided). Faculty should not provide accommodations to a student who identifies as having a disability without an accommodation letter from the DRSC. If Accommodation Letters are received, it is strongly recommended that faculty meet privately with students who have identified and requested accommodations. Faculty **may not** ask about the specific disability or why students are working with the DRSC for any reason. Faculty has the right to discuss the particulars of each student’s accommodations so that both the faculty and the student understand and agree how the accommodations will be provided.

If the instructor is unsure of how to provide an accommodation listed, they should immediately contact the DRSC for assistance to ensure the student is receiving their accommodations in a timely and appropriate manner. If a student requests an accommodation that is not listed on their Accommodation Letter, please contact the DRSC and refer the student to the DRSC to request the additional accommodation.

The Accommodation Process

Student process for registering with the DRSC:

Students seeking support services from the Disability Resource & Support Center (DRSC) on the basis of a diagnosed disability must self-identify, submit documentation of disability, and meet with the DRSC to request reasonable accommodations. All documentation submitted is confidential. It is recommended that students meet with the DRSC Director as soon as possible to ensure the process for registration is complete and accommodations are in place when classes start. However, legally students can identify and register with the DRSC at any point and time during the semester.

Faculty Notification

Students registered with DRSC must request their Accommodation Letters each semester (**Appendix B– Page 15**). Students then provide their instructors with the Accommodation Letter outlining the academic accommodations for which they have been approved. It is the student’s responsibility to deliver this letter and discuss their accommodation needs with their instructor. Once an Accommodation Letter is received by an instructor, the instructor should schedule a private meeting with the student to discuss the details of the accommodation, sign the Acknowledgment Form (**Appendix C-Page 16**), and return it to the student. *Instructors are not required to provide any accommodations in their classroom unless they receive an Accommodation Letter from the student.*

The accommodations should be put in place as soon as the instructor receives the Accommodation Letter regardless of the point in time during the semester. Although it is recommended to students to

give the Accommodation Letter to instructors at the beginning of each semester, letters may be given to the instructor at any point during the semester since legally there is no time limit or requirement as to when students can register with the DRSC or provide their instructor with an Accommodation Letter. The accommodations are to be provided immediately once the student provides the Accommodation Letter to the instructor. Accommodations **are not retroactive**.

According to the Faculty Handbook 2.8.2.1.1.c.7, "Faculty members are required to provide reasonable accommodations approved by the Disability Resource & Support Center upon receipt of the accommodation letter. **Changes in reasonable accommodations can only be made following prompt consultation with, and approval by, the Disability Resource Director** per the then existing policies of the Disability Resource & Support Center." If faculty find any accommodations approved by the DRSC to be unreasonable, they should contact the DRSC as soon as possible (**Appendix D-Page 17**).

Reasonable accommodations are the adaptation of a program, facility, or work place that allows an individual with a disability to participate in the program or services or perform a job. Accommodations may consist of changes in policies, practices, services or location and the use of auxiliary aids. Accommodations must be made unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of the program. A modification is not mandated if it would "fundamentally alter" the goods, services, or operations of the public accommodation.

Common Accommodations

The students with disabilities registered with the DRSC at CSU-Pueblo make up a variety of disability categories. The types of disabilities served include Attention Deficit/Hyperactive Disorder, Asperger's Syndrome/Autism Spectrum Disorder, Blind/Low vision, Deaf/Hard of Hearing, Head Injury/Traumatic Brain Injury, Physical Disabilities/Systemic Illnesses, Psychiatric/Psychological Disorders, and Specific Learning Disabilities. Each student has a unique set of abilities and limitations requiring unique accommodations. These accommodations may include, but are not limited to:

- Extended time on tests
- Readers/Scribes for tests
- Distraction reduced environment for testing
- Note takers for class lectures
- Tape recorder for class lectures
- Preferential seating in the classroom
- Extra time on in class and/or out of class assignments
- Use of assistive technology and/or computer for class work
- Alternative format textbooks and classroom materials (typically WORD or MP3)
- Sign Language Interpreter or use of Computer Aided Real Time Captioning in class
- Enlarged classroom materials
- Ability to leave the classroom for a few minutes as needed
- Flexibility in attendance
- Service animals

Faculty Guide to Providing for Accommodations

According to Chapter 2.8.2.1.1.c.7 of the current faculty handbook: "Faculty members are required to provide reasonable accommodations approved by the Disability Resource & Support Center upon receipt of the Accommodation Letter. Changes in reasonable accommodations can only be made following prompt consultation with, and approval by, the Disability Resource Director per the then existing policies of the Disability Resource & Support Center."

Instructors are strongly recommended to meet privately with students who have identified and provided an Accommodation Letter. Instructors have the right to discuss the particulars of each student's accommodations so that both understand and agree how the accommodations will be provided. (*Reminder: The instructor may not ask about the specific disability or why the student is working with the DRSC for any reason.*)

If faculty find any accommodations approved by the DRSC to be unreasonable, they should contact the DRSC as soon as possible (See **Appendix D-Page 17** for the process).

Preferential Seating: Some students with disabilities may request help from their instructors in obtaining appropriate seating in the classroom. Reasons for preferential seating vary but may include needing to sit close to the instructor or board to access information more easily, seating next to the door or exit, seating next to an interpreter, wheelchair accessible seating, or seating in the back of the room in case breaks are necessary so as to decrease distractions in the classroom.

Ability to leave the classroom for a few minutes: Students may need to leave the classroom to attend to disability related needs. They are asked to choose a seat in the classroom that is the least distracting should breaks occur. Instructors and the student should discuss seating options and timing of breaks ahead of time.

Testing Accommodations: The DRSC proctors tests for student registered with the DRSC who have testing accommodations. *It is not required that all students who have approved testing accommodations be tested in the DRSC.* It is appropriate for the instructor and the student to agree upon testing arrangements outside of the DRSC (i.e. testing in the classroom with extra time allotted at the beginning/end of class, testing in an instructor's office, etc.). However, instructors should be aware that if a student has requested the use of their testing accommodations, the instructor needs to ensure that the agreement that is made provides the student with their approved testing accommodations. See **Appendix E-Page 17-18** and **Appendix F-Page 19** for detailed information on testing in the Disability Resource & Support Center.

- **Extended time:** Students with disabilities may require extra time to complete their tests or quizzes. This accommodation applies to both in-class and online tests or quizzes, but does not apply to take-home examinations. Extended time is granted based on documentation (time-and-a-half or double time). Extended time allows students to be tested based on mastery of skill and not speed.
- **Distraction Reduced Environment:** Some students with disabilities may request a reduced distraction environment to take their exams because of how their disability affects taking exams. This does not guarantee an environment free from distraction, but does ensure an environment with fewer distractions than the classroom environment.

- **Reader/Scribe:** Some students with disabilities may require that the exam questions be read aloud to them or may require that they verbalize their answers while someone transcribes for them. These accommodations can be provided by the DRSC at the instructors' and/or students' request (**Appendix E-Page 17-18**).
- **Use of a Computer for Exams:** Some students with disabilities will be allowed to use a computer for essay or short-answer exams. This allows students to avoid physical fatigue and to provide legible answers to the exam questions.

Note taker for Class Lectures: Students needing note-taking assistance are to work with the instructor to receive a copy of notes from another student taking the class. This accommodation ensures that students receive adequate class notes that may not otherwise be possible. Please reference the Note Taking as an Accommodation handout (**Appendix G-Page 20**) section for more information on arranging volunteer note takers in the classroom. If the instructor and the student have difficulties setting up a volunteer note taker in the class, the student or instructor needs to contact the DRSC as soon as possible.

Sign Language Interpreters and CART Services: It is common for students who are deaf/hard of hearing to have an interpreter or transcription services set up in their classrooms. Typically the interpreter sits/stands in the front of the room so the student can see the instructor and the interpreter and access visual information. Instructors may be asked to wear a microphone if a deaf/hard of hearing student uses CART services, or other hearing devices. For more information, refer to the Sign Language Interpreters Information handout (**Appendix H-Page 21-22**).

Service Animals: Some students require the aid of a service dog to enhance their functioning throughout the day. Students are responsible for the control of the animal at all times. For more information, reference the Services Animals in the Classroom Policy (**Appendix I-Page 23-24**) and/or contact the DRSC for assistance.

Books and Classroom Materials in Alternative Format: Students who use this accommodation are typically students who are blind/low vision or students who have other disabilities which impact their ability to read print. The DRSC can help in providing this accommodation; however, instructors can aid in this accommodation by doing the following:

- For students with disabilities who have the approved accommodation of books in alternative format, timeliness is especially important because the student must order their books in advance and submit them in advance to be processed into an alternative format. Requests for alternative formats are processed by the DRSC in the order they are received. Students are encouraged to submit requests at least 4 to 6 weeks in advance. Instructors can help support this process by submitting their book lists to the bookstore as early as possible, which will aid in the production of books prior to the beginning of the semester.
- It is also important to note that students may also request classroom materials be processed into alternative formats. Instructors can help support the need for alternative formats of classroom materials by checking that their materials are accessible prior to posting them for student use. A key factor to check for when determining the accessibility of a document is whether it is a text file or an image file.

Attendance Flexibility: Flexibility in attendance may be necessary for some students with documented disabilities (e.g. cyclical disabilities). Flexibility in attendance does not mean a relaxation of course requirements. Students are required to fulfill all course requirements and evaluation standards as specified in the course syllabus. Students with this accommodation are approved for two additional days of absence beyond what is permitted based on the course attendance policy. Students are required to communicate with instructors when disability-related absences occur. If the instructor believes that the number of approved absences will interfere with the fundamental nature of the course (course objectives), the instructor must contact the Disability Resource Director via email within one week of receipt of the Accommodation Letter from the student. For more detailed information of the process, refer to the Accommodation Process of Flexibility in Attendance and Assignment Extensions (**Appendix J-Page 25-29**).

Assignment Due-Date Extensions: Some students with this accommodation have a disability which interferes with their ability to complete work (e.g. physical disabilities that impact fine motor skills). Assignment due-date extensions do not mean a relaxation of course requirements. Students are required to fulfill all course requirements and evaluation standards as specified in the course syllabus. Students with this accommodation are approved for a two-day extension for out-of-class assignments. Students are required to communicate with instructors when disability-related extensions on out of class assignments are needed. If the instructor believes that the amount of approved extension will interfere with the fundamental nature of the course (course objectives), the instructor must contact the Disability Resource Director via email within one week of receipt of the Accommodation Letter from the student. For more detailed information of the process, refer to Accommodation Process of Flexibility in Attendance and Assignment Extensions (**Appendix J-Page 25-29**).

Accommodations/Services Provided in the DRSC

Testing in the DRSC (Appendix E-Page 17-18 and Appendix F-Page 19)

Students schedule exams in the DRSC by completing the Test Proctoring Request Form (Appendix A). If students are testing at a different date and/or time than the regular class time, then the instructor will need to sign the Test Proctoring Request Form indicating approval of the alternative testing time. *Tests are administered by the DRSC Monday through Friday between the hours of 8:00am and 5:00pm ONLY.*

The DRSC will send a reminder email to instructors the day before the exam. Instructors are advised to provide a copy of the exam with detailed instructions including but not limited to regular class testing times, use of calculators, use of note/books, and any other special instructions. When testing in the DRSC, students are only allowed what is approved by the instructor.

- Reader/Scribe Tests: The DRSC can provide qualified readers/scribes for students who are approved for this accommodation. Note: If the student requires a reader/scribe, the test proctor

only reads the text of the exam and/or writes what is stated by the student. The proctor does not define words or phrases unless stated in the students' accommodations.

- **Use of Computer for Exams:** During testing, students use DRSC computers that have access to word processing programs and assistive technology software (if appropriate), but no internet access (unless required for the exam or quiz).

Alternative Format Production: The DRSC converts textbooks, exams, and other print materials into accessible formats for students who are unable to use traditional print. Alternative formats production is a very time consuming process. Materials are put in MP3 and/or Microsoft Word files.

Sign Language Interpreters and CART Services (Appendix H-Page 21-22): The DRSC schedules interpreter and CART services for students with the approved classroom accommodations. Students may need the instructor to wear a microphone and have access to a computer. The DRSC works with the students to identify the appropriate equipment needed to assure services are available upon request. *The DRSC does not provide Interpreter or CART Services unless the services are being utilized in the classroom or during a class related activity. If an Interpreter or CART Services are requested for other functions outside of the classroom, then the department hosting the event is responsible for scheduling services.*

Equipment Checkout: The DRSC has equipment for checkout to students registered with the DRSC. Students must come into the DRSC and complete an equipment checkout agreement as needed.

Assistive Technology Lab: Students registered with the DRSc are provided with access to the University's self service Assistive Technology Lab. The lab has the following assistive technology software programs available for students to utilize: JAWS, Zoom Text, Dragon Naturally Speaking, Kurzweil 1000 and Kurzweil 3000.

Temporary Medical Conditions

Temporary medical conditions such as injuries, surgeries, or acute illnesses do not qualify as disabilities and are not covered under federal disability laws. However, students do experience these medical conditions and typically seek assistance from their instructors. Instructors should discuss the condition with the student and make temporary arrangements to assist the student while the medical condition is apparent. It is appropriate to request proof of the temporary medical condition and the duration. Typically solutions to temporary needs of students include making up missed work, needing note takers, taking additional time or using scribes for exams, getting to class on time, seating, and having extra space to store crutches. If an instructor is having trouble coming up with a solution to the temporary medical condition, then the instructor can contact the DRSC to determine if the DRSC can assist the instructor.

Appendices

Appendix A	ADA Syllabus Statement
Appendix B	Sample Accommodations Letter
Appendix C	Sample Acknowledgment Form
Appendix D	Accommodations Process
Appendix E	Disability Resource & Support Center Testing Guidelines
Appendix F	Sample Disability Resource & Support Center Test Proctor Request Form
Appendix G	Note Taking as an Accommodation
Appendix H	Sign Language Interpreter Information
Appendix I	Service Animal in the Classroom Policy
Appendix J	Accommodation Process of Flexibility in Attendance and Assignment Extensions

Appendix A

Colorado State University-Pueblo

ADA Syllabus Statement

According to Chapter 2.8.2.1.1.c.6 in the Faculty Handbook: "Prior to the end of the second week of classes, faculty members shall submit to the Department Chair a syllabus or outline for each course being taught. All syllabi and outlines must include the current Americans with Disabilities Act (ADA) statement provided by the Disability Resource & Support Center."

Current Syllabus Statement

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Appendix B

Colorado State University-Pueblo Student Affairs - Disability Resource & Support Center Classroom Accommodations

Letter Date: 01/12/2012

Student Name: XXXXXX

PID: XXXXXX

Semester: Spring 2012

According to the Rehabilitation Act of 1973, Section 504 states, "no otherwise qualified individual in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. To be in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, (ADA), all colleges and universities will comply with the laws, regulations and guidelines that are mandated in the United States.

The above named student has provided confidential documentation and has registered with the Disability Resource & Support Center. Accommodations involving instructor/staff participation include:

- **Preferential Seating**

Should you have any questions or concerns about the provision of appropriate classroom accommodations, please contact the Disability Resource & Support Center Director at 719-549-2663.

Disability Resource & Support Center Director

Date

I have received a copy of this form and understand and agree that these are the classroom accommodations granted for current academic semester. If I have questions or concerns, I will contact the Disability Resource & Support Center Director, or the Disability Resource & Support Center Receptionist to schedule an appointment with the Coordinator at 549-2648.

Student

Date

Appendix D

Colorado State University-Pueblo Disability Resource & Support Center Classroom Accommodations

Letter Date: 01/12/12

Student Name: XXXXXX

PID: XXXXXX

Semester: Spring 2012

According to the Rehabilitation Act of 1973, Section 504 states, "no otherwise qualified individual in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. To be in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, (ADA), all colleges and universities will comply with the laws, regulations and guidelines that are mandated in the United States.

The above named student has provided confidential documentation and has registered with the Disability Resource & Support Center. Accommodations involving instructor/staff participation include:

- **Preferential Seating**

The above named student has discussed his/her accommodations with me. Please sign and date next to your name and course.

MATH	099	Payne	_____	_____
ENG	101	Daugherty	_____	_____
HIST	102	Spade	_____	_____
MCCNM	101	Ebersole	_____	_____

Should you have any questions or concerns about the provision of appropriate classroom accommodations, please contact the Disability Resource & Support Center Director at 719-549-2663.

Disability Resource & Support Center Director

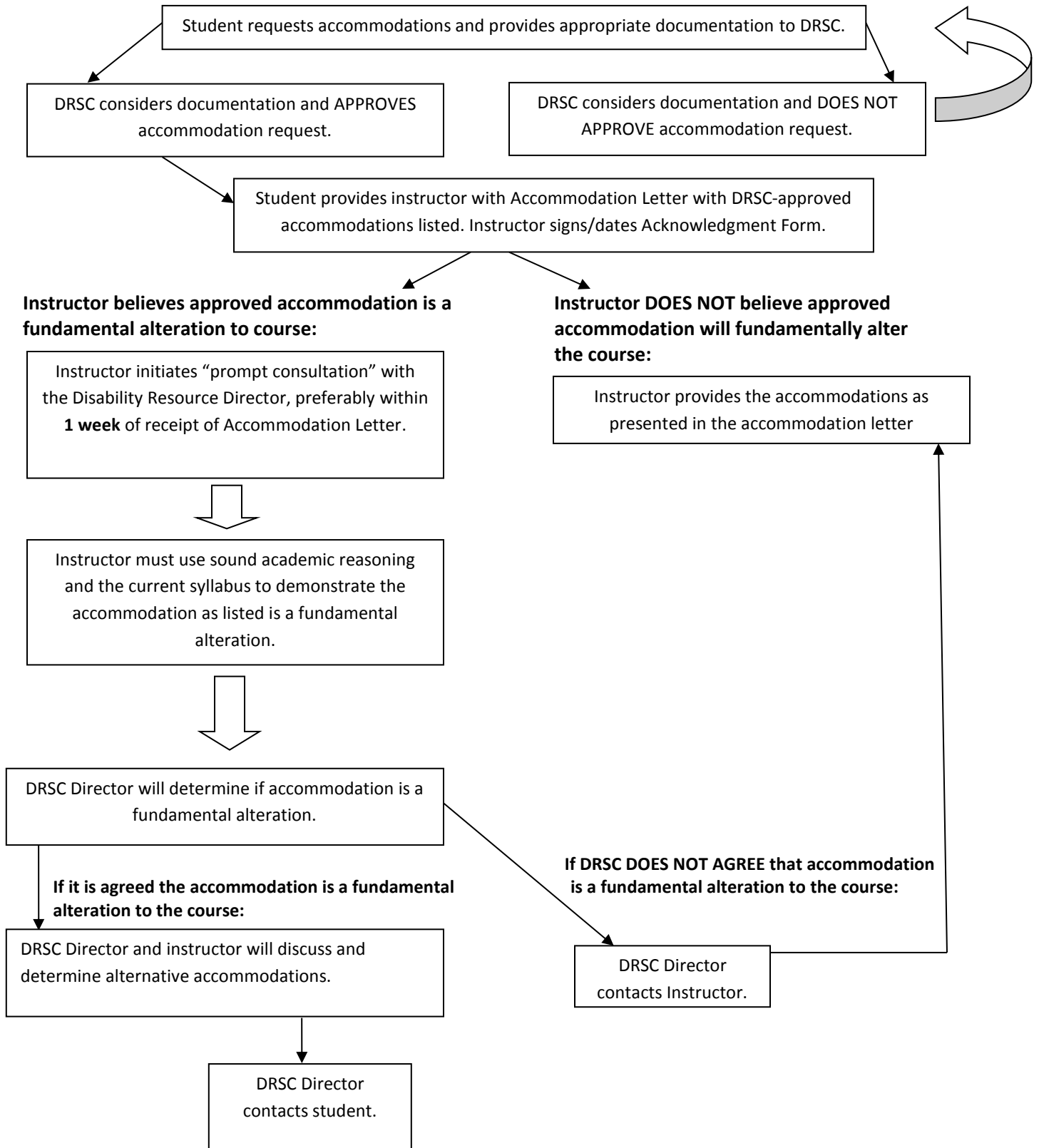
Date

I have received a copy of this form and understand and agree that these are the classroom accommodations granted for current academic semester. If I have questions or concerns, I will contact the Disability Resource & Support Center Director, or the Disability Resource & Support Center Receptionist to schedule an appointment with the Director at 549-2648.

Student

Date

Accommodation Process



Appendix E



Disability Resource & Support Center Testing Guidelines

1. A student must be registered with the Disability Resource & Support Center and have testing as an accommodation in order to take exams in the DRSC.
2. Students are to meet with course instructors to determine instructor's preference for testing arrangements. If an instructor can arrange for the student to take tests in the department, or in class, the DRSC does not need to be involved.
3. An exam must be scheduled **at least two business days** (Monday-Friday) in advance in order to guarantee an available testing space. If students fail to give two days notice, they may not be able to test in the DRSC.
4. Exams may only be scheduled in person, by completing the Test Proctoring Request Form. This form is available at Disability Resource & Support Center, in the Library & Academic Resources Center, Suite 169.
5. It is the student's responsibility to remind the instructor that she/he will be taking an exam in the DRO, and that the exam will need to be sent in advance of the exam.
6. The student may be required to present a valid picture ID to the DRSC staff before taking an exam.
7. Students more than 30 minutes late for an exam will not be able to take the exam in the DRSC. Student will be required to obtain permission from the instructor to reschedule exam. Student will need to complete a new test request form.
8. Students are only allowed to schedule exams on the same date and time as the class, unless the instructor gives permission for an alternative date and time by completing the bottom of the Test Request Form.
9. Items such as notes, books, a calculator, etc. cannot be used by the testing student unless confirmed by the instructor prior to the exam.
10. No food, drink, backpacks, purses, cell phones, pagers, electronic date books, radios, audio recorders, or smart watches may be taken into the testing room unless stated in the current accommodations.
11. If the student requires a **scribe**, the test proctor is only allowed to write what is stated by the student.
12. If the student requires a test to be **read**, the test proctor is only allowed to read the text of the exam. The proctor cannot define words or phrases unless stated in the accommodations.

Appendix E

13. The student should be aware that at any time during the testing a test proctor is allowed to enter the testing room to check materials that the student has in her/his possession.
14. The student will not be able to leave the testing area during the exam unless stated in her/his accommodations or permission from DRSC staff.
15. A student is responsible for bringing her/his own supplies and references, as have been permitted by the instructor or the student's DRSC accommodations. The DRSC will not provide materials (e.g., scratch paper, pen/pencil, dictionary, bluebook, etc.).
16. Tests are administered by the DRSC Monday-Friday between the hours of 8:00am and 5:00pm during regular operating hours. If a course test is held at another time, arrangements are to be made with the instructor to test at an alternative time and/or location.
17. If a student is caught and/or suspected of cheating on an exam, the DRSC will inform the instructor. The instructor will determine the consequences.

I have read and understand these guidelines and have discussed any questions/concerns regarding the DRSC testing guidelines with a member of the DRSC professional staff.

Student Signature

Date

DRSC Staff

Appendix F



Disability Resource & Support Center Test Proctoring Request Form

Please provide the following information

Student & Instructor Information:

Date: _____

Name: _____

PID #: _____

Phone: _____ E-Mail: _____

Instructor: _____ Office Location: _____

Instructor's Phone #: _____ Instructor's E-Mail: _____

Test Information:

Course Name: _____ Course #: _____

Date of Test: _____ Time of Test: _____

Is this day or time different from the designated class testing time? Yes No

(If you answered YES to the question above, you must fill out the instructor approval below)

Instructor Approval of Alternate Testing Date / Time

The following student, _____, has requested to take an exam for the class _____, on a day and/or time that is different from the designated class time.

The requested DATE to take the exam: _____

The requested TIME to take the exam: _____

Please indicate below whether or not you have approved the requested test time.

☐ Yes, I have approved the above student to take the test at the requested date and time.

☐ No, I have not approved the above student to take the test at the requested date and time.

Instructor Name: _____ Telephone #: _____

Instructor Signature: _____ Date: _____

Appendix F

Please leave the remaining items blank – For DRSC use only

Testing Accommodations as specified by DRSC:

Quiet Room Extended Time Reader Scribe

Enlarged Format _____ Computer _____ Dictionary _____ Calculator _____

Other: _____

Test Instructions from Instructor:

Regular class time for test (e.g., 50 minutes):

Special Instructions and/or materials permitted by instructor:

- ☐ Scantron Green / Blue / Red
☐ Open book Title: _____
☐ Notes Typed: _____ # of sheets allowed _____ Paper size
 Handwritten: _____ # of sheets allowed _____ Paper size
 Index cards: _____ # of cards allowed _____ Card size

- ☐ Calculator Programmable/Graphing? YES / NO Type Allowed? _____
☐ Dictionary
☐ Scratch paper

Other:

Contact with Instructor:

Exam Time

Total Time: _____ x _____ = _____ ÷ 60 minutes = _____
Regular Class Time Extended Time Total Time
in Minutes Hours and Minutes

Time Started: Time Ending: Time Finished:

Warning 1: Warning 2: Warning 3: Warning 4:

Exam Return Information:

Date Returned: _____ Time: _____ By: _____ Location: _____
DRSC Staff Initials Office Name/Number

Test Returned to: _____ Signature: _____



Disability Resource & Support Center

Note Taking as an Accommodation

As an instructor, you may have never experienced teaching a student who utilizes use of a note taker in the classroom. Students with sight, learning, and some physical disabilities may be granted this type of accommodation. To make this situation more comfortable for all involved, the Disability Resource & Support Center has some suggestions for working with students with note taking as an accommodation.

- When the student shares an accommodation letter with you, have a conversation with the student to determine if the student will need assistance in identifying a notetaker. Some students may also have use of a tape recorder as an accommodation. This may be utilized depending on the student and their disability.
- If the student indicates that assistance is needed, the instructor should make a general announcement to the class requesting a student notetaker. ***The instructor should never identify the student with a disability to the class.*** Those who self-identify as willing notetakers should be asked to see the Instructor immediately following class or during instructor office hours to determine how notes will be provided.
- Students with notetaking as an accommodation maybe provided with Note Taker Tablets (by DRSC) to utilize for notetaking. These tablets are bound with duplicate NCR paper and allows both the notetaker and the student with a disability to have a copy of the notes. If a student chooses not to use NCR paper, then the notes can be brought to the DRSC to be copied.
- Notes as an accommodation are simply another student's understanding and perception of what occurred during the course meeting time. Notes as an accommodation are not intended to be an exact duplication of what occurs in the classroom.
- If the student and instructor cannot identify a notetaker for the course, DRSC recommends that the instructor build into the course a rotating schedule for notetaking for all or a partial pool of students in the course. Some Instructors have found it useful to offer extra credit to students willing to assist with notetaking.
- If, as a last resort, a notetaker from the class cannot be identified, the instructor and/or student should contact the DRSC to employ a student note taker. A notetaker employed by the DRSC is not a student of the class and will not participate in the course but will record lecture information for their assigned student with a disability. It may take time to identify and hire a notetaker; therefore, it is important to determine as early as possible which method will be most effective. It is still the instructor's responsibility to provide notes to the student while the DRSC searches and hires a notetaker.

Appendix H



Disability Resource & Support Center

Working with Interpreters

Students attending CSU-Pueblo have a variety of abilities, including those who are deaf or hard-of-hearing. An accommodation provided to these students to ensure effective communication in the classroom and allow participation is the presence of sign language interpreters. The following information offers information regarding their roles and responsibilities and how they might enhance learning in both lecture and lab environments.

Interpreter Roles and Responsibilities

- Sign language interpreters bridge the communication gap by listening and translating lectures and discussions into sign language. They also translate the student's signed communication into spoken English when the student is called upon, has a comment or question, or makes a presentation.
- Interpreters provide communication access for the student, the instructor, and the class.
- Sign language interpreters are highly-skilled professionals who have studied American Sign Language and interpretation for many years.
- Interpreters have an ethical responsibility to remain neutral. They cannot answer personal questions about the student, interject personal opinions, or assist a student with schoolwork. They are there strictly to translate what is being said. Address questions or comments regarding the student directly to the student.
- Interpreters should not be expected to attend class when the student is absent, hand out papers, take notes, or participate in discussions.
- Interpreters often work in teams. If classes are more than two hours in length or content is complex, there may be two interpreters in the class. One will be up front near the instructor interpreting, while the other is watching visuals and listening in order to assist the primary interpreter with cues as needed. They will switch every 15-20 minutes.
- Situations may occur when it may be necessary for interpreters to share classroom information with other members of the DRSC. However, any notes and transcripts are held to the same confidentiality policy as other disability-related accommodations.

Ensuring Successful Classroom Communication

- Make eye contact with and speak directly to the deaf student as though the interpreter is not present. This shows the student respect and helps develop the student/instructor relationship.
- Expect lag time: Wait for interpretation and response before continuing to speak.

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- Deaf/hard-of-hearing students may or may not speak for themselves. Even if interpreters are present, the student may choose to speak for themselves when commenting or responding to questions in class.
- During class, the speaker and interpreter should both be in the student's line of sight. Interpreters may ask you where you are sitting or standing in order to be seated near you. Make sure you do not stand between the interpreter and the deaf student.
- Keep in mind that the student must try and watch you as well as watch the interpreter. This is not always an easy task. Lecturing from the front of the room rather than walking around the room can help, as can ensuring that you face the class as much as possible and speak at a moderate pace.
- Provide any class materials and handouts to interpreters, and do this in advance whenever possible. Advanced copies of lecture notes, technical terms, hand-outs, speeches, audio recordings, song lyrics, websites, PowerPoint slides, and other materials will help orient the deaf student and allow the interpreter to better prepare to translate the class content.
- If you plan to read something aloud in class, provide the student and the interpreter with a copy before you begin (preferably in advance of class).
 - When reading aloud, people often tend to speak faster than normal. This may affect the interpreter's translation of the material. If possible, try to slow down a bit when reading.
 - You should also be aware that translation into ASL without seeing the written copy may affect the student in terms of the expectation for any exercise associated with the reading.
- To get a deaf person's attention when an interpreter is not available, use a hand motion or wave in their field of peripheral vision.
- If appropriate, clarify disability-related needs with the student directly. Otherwise, contact the DRSC.

Working with Deaf Students and Interpreters in Lab Settings

Often professors in the sciences have safety concerns about having deaf students and interpreters in lab settings. In fact, deaf and hard-of-hearing individuals are no more or no less susceptible to safety issues in the lab than other students. Here are a few things to consider in order to ensure an effective and safe learning environment for all. Please review these with TAs as well.

- Most deaf students have had some prior science background, so they are familiar with the setting. The student is a great resource in determining what will work best in your lab setting.
- The deaf student should have a lab station that provides an unobstructed view of the instructor. The student must be able to see any instruction and demonstration that occurs. The interpreter must be able to hear and see all instruction as well.
- Occasionally, interpreters may ask for clarification so that they can interpret concepts, tasks, and procedures more clearly. However, the interpreters are not instructors, and should not be relied on to explain concepts or show the student how to do procedures in the lab.

Appendix H

- It is helpful if the professor or TA can meet with the student and interpreters before the first lab in order to discuss logistics. This meeting should take place in the actual lab so that everyone can agree on best physical placement of student and interpreters, as well as any other concerns.
- If students are required to wear special safety gear, such as lab coat, goggles, gloves, etc., such gear should be provided to interpreters as well.

Appendix I

SERVICE ANIMALS IN CLASSROOMS Disability Resource & Support Center – Student Affairs Applies to Faculty, Staff, and Students Revised 11/25/2015

I. **Purpose**

This policy provides guidance regarding students needing assistance animals in the classroom due to a disability. Faculty will also be provided with guidance on the behavioral requirements of assistance animals in the classroom. This policy will also provide guidance to the presence of assistance animals in training in the classroom.

II. **Policy**

CSU-Pueblo recognizes that some students require the aid of an assistance animal to enhance their functioning throughout the day. Such animals are individually trained to respond on cue to perform a particular behavior or task that mitigates a student's disability. Therefore, assistance animals are allowed for use within the classroom. It is recommended that students requiring assistance animals contact the Disability Resource & Support Center.

When it is not obvious what service an animal provides, the following questions may be asked: (1) is the animal a service animal required because of a disability, and (2) what work or task has the animal been trained to perform. If the answer to either question is unclear, faculty and staff should contact the Disability Resource Director for assistance. Questions about the person's disability, requiring medical documentation, requiring a special identification card or training documentation for the dog, or asking that the dog demonstrate its ability to perform the work or task is not permitted.

If a student is a trainer of an assistance animal, the student must register the animal with the Disability Resource & Support Center. The student must show reasonable verification that they are qualified to train the assistance animal.

Only dogs may be used as an assistance animal. The service animal must be well-behaved to remain in the classroom. The assistance animal may be removed if it is determined that the animal is not controlled properly or is disruptive in the classroom. The following are considered expected behaviors:

- a. The animal must be on a leash at all times, unless impractical or unfeasible, due to owner/keeper's disability.
- b. The owner must be in full control of the animal at all times.
- c. The animal must be as unobtrusive as possible.
- d. The animal must not sniff people, tables, shelves, or the personal belongings of others.
- e. The animal must not initiate contact with someone without the owner's permission.
- f. The animal must not display any behaviors or noises that are disruptive to others, such as barking, whining, growling or rubbing against other people.

Appendix I

- g. The animal must avoid excessive personal grooming in public.
- h. The animal must be trained not to be attracted to food that may be sitting nearby.

Certain locations may be considered unsafe for animals such as laboratories, mechanical rooms, or any other places deemed unsafe to the animal and/or the owner. The safety potential of each setting will be considered on case-by-case basis. When the location is determined to be unsafe for the assistance animal, reasonable accommodations will be provided to assure the student equal access to the activity.

Animals whose sole purpose is to provide emotional support, well-being, comfort, or companionship do not qualify as service animals under the ADA as amended. Requests for such an animal must be made to the Disability Resource & Support Center.

III. **Definitions**

- a. Assistance dogs: A dog that has been or is being trained as a guide dog, hearing dog, or service dog.
- b. Guide dog: A dog that has been or is being specifically trained to aid a particular blind or visually impaired person.
- c. Hearing dog: A dog that has been or is being specifically trained to aid a particular deaf or hearing impaired person.
- d. Service dog: A dog that has been or is being specifically trained to aid a particular physically disabled person with a physical disability other than sight or hearing impairment.
- e. Trainer of an assistance animal: A person who is qualified to train animals to serve as assistance animals.
- f. Service animals: Only dogs are considered service animals.

IV. **Related Policies and Procedures**

- a. [Process for Requesting Classroom Accommodations at CSU-Pueblo](#)
- b. [Documentation Guidelines](#)

V. **Authority**

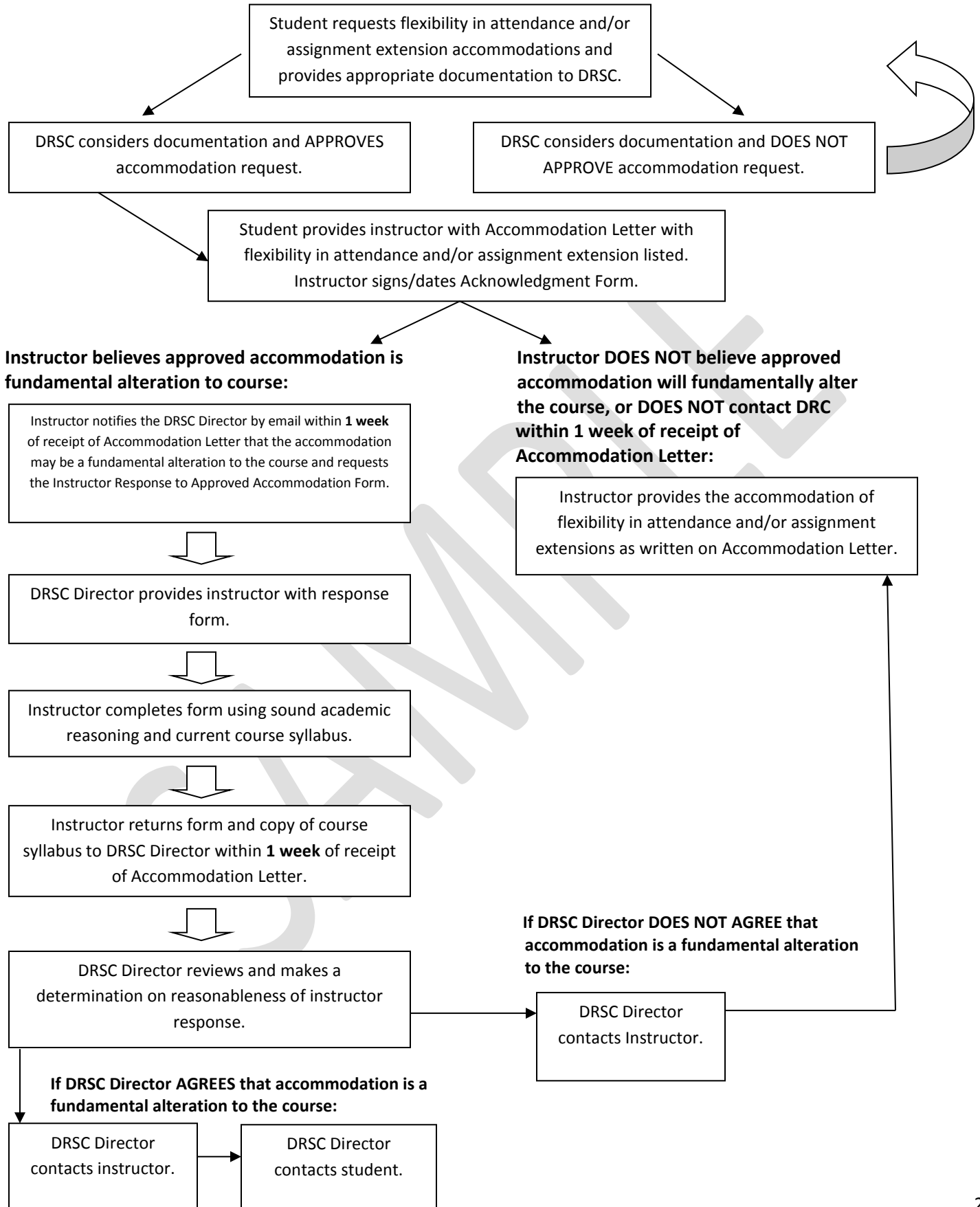
- a. [Colorado Revised Statute 24-34-803](#)
- b. [American with Disabilities Act of 1990](#) (as amended by the ADA Amendment Act of 2008)

Appendix J

Accommodation Process of Flexibility in Attendance and Assignment Extensions

CSU-Pueblo Disability Resource & Support Center (DRSC)

May 23, 2013



Appendix J

Accommodation Process of Flexibility in Attendance and Assignment Extensions

CSU-Pueblo Disability Resource & Support Center (DRSC)

May 23, 2013

Accommodation Process of Flexibility in Attendance and Assignment Extensions

Accommodations would read as follows:

- **Due to disability, this student has been approved for a two-day extension for out of class assignments. The student understands that he/she must communicate with instructors when extensions are needed. (Instructor, see attached.)**
- **Due to disability, this student has been approved for attendance flexibility of two additional days of absence beyond what is permitted based on the course attendance policy. The student understands that he/she must communicate with instructors, and make up any missed coursework or tests/quizzes when absences occur in an instructor-approved time frame. (Instructor, see attached.)**

Attachment (provided with Accommodation Letter):

If the instructor believes that the amount of approved extension or absence will interfere with the fundamental nature of the course (course objectives), the instructor must contact via email the Disability Resource & Support Center Director within one week of receipt of the Accommodation Letter from the student. The instructor must provide sound academic reasons why the extension or absences will interfere with the fundamental nature of the course. The instructor must include the syllabus and a written explanation on the Instructor Response to Approved Accommodation form. If the instructor does not contact the Disability Resource & Support Center Director and provide the required information within one week, the instructor will be required to provide the above accommodation as written. Until the instructor receives notice from the Disability Resource & Support Center Director that the accommodation is not required, the instructor must provide the accommodation immediately upon receipt of the Accommodations Letter from the student.

The student has been directed to contact the Disability Resource & Support Center Director if there is a significant disability-related occurrence necessitating a need for further absences or extensions on assignments above what has already been approved in the attached Accommodation Letter. If appropriate, the Disability Resource & Support Center Director will then contact the Instructor to discuss any amendments needed.

Process:

1. Student will meet with DRSC Director to request accommodations and complete Accommodation Letters.
2. Student will submit Accommodation Letter to the instructor who will sign the Accommodation Acknowledgment form.
3. If the instructor cannot provide for the approved accommodation (extension and/or flexibility) due to the fundamental nature of the course (course objectives), the instructor must contact DRC within one week of receipt of the Accommodation Letter from the student.
 - When discussing how the accommodation will alter the fundamental nature of the course, the instructor must refer to the course syllabus and requirements while using sound academic reasoning to explain possible denial.
 - The instructor will provide a copy of the course syllabus and written statement explaining reasons for denial using the appropriate Instructor Response to Approved Accommodation form.

Appendix J

Accommodation Process of Flexibility in Attendance and Assignment Extensions

CSU-Pueblo Disability Resource & Support Center (DRSC)

May 23, 2013

4. Once the DRSC Director has received written feedback from the instructor and determined that the denial is appropriate, the student will be contacted by the DRSC Director. The DRSC Director will explain why the amount of approved flexibility/extension cannot be allowed in that course.

NOTE: IF THE INSTRUCTOR DOES NOT COMMUNICATE WITH THE DRC IN THE STATED TIME FRAME (one week following receipt of Accommodation Letter), THE INSTRUCTOR WILL BE EXPECTED TO PROVIDE THE ACCOMMODATION AS WRITTEN.

ALSO, IF AN INSTRUCTOR IS UNABLE TO PROVIDE SOUND ACADEMIC REASONING AS TO WHY THE ACCOMMODATION WILL FUNDAMENTALLY ALTER THE NATURE OF THE COURSE, THE INSTRUCTOR WILL BE EXPECTED TO PROVIDE THE ACCOMMODATION AS WRITTEN.

SAMPLE

Appendix J

Accommodation Process of Flexibility in Attendance and Assignment Extensions

CSU-Pueblo Disability Resource & Support Center (DRSC)

May 23, 2013



Colorado State University–Pueblo
Student Affairs – Disability Resource & Support Center
**Instructor Response to Approved Accommodation
Assignment Extension**

Please click each box below and type your response. The boxes will automatically adjust to the amount of text that you type. Please provide a copy of your current course syllabus (all responses must be supported in your current course syllabus):

Instructor Name: _____

Date: _____

Instructor Phone Number: _____

Course Name & Number: _____

Approved accommodation:

- **Due to disability, student has been approved for a two-day extension for out of class assignments. The student understands that he/she must communicate with instructors when extensions are needed.**

1. Are there in class activities directly related to out of class assignments that would be affected by the approved accommodation? Please explain. _____
2. How could the approved accommodation put the student at risk for being unsuccessful in the course? _____
3. What is the current assignment due date policy as stated in your syllabus? _____
4. How do assignments factor into the final course grade? Please attach a current course syllabus. _____

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Accommodation Process of Flexibility in Attendance and Assignment Extensions

CSU-Pueblo Disability Resource & Support Center (DRSC)

May 23, 2013



Colorado State University–Pueblo
Student Affairs – Disability Resource & Support Center
Instructor Response to Approved Accommodation
Attendance Flexibility

Please click each box and type your responses. The boxes will automatically adjust to the amount of text that you type. Please provide a copy of your current course syllabus (all responses must be supported in your current course syllabus):

Instructor Name: _____

Date: _____

Instructor Phone Number: _____

Course Name & Number: _____

Approved accommodation:

- **Due to disability, student has been approved for attendance flexibility of two additional days of absence beyond what is permitted based on the course attendance policy. The student understands that he/she must communicate with instructor, and make up any missed coursework or tests/quizzes when absences occur in an instructor-approved time frame.**
-

1. Does the fundamental nature of the course require student participation as an essential element for learning? _____
2. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class? _____
3. What is the current absence policy as stated in the syllabus for the class? _____
4. How does attendance factor into the final course grade? Please attach current course syllabus. _____